



**UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y  
TECNOLOGÍAS**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**TITLE OF THE RESEARCH WORK**

Teaching Practices and Teachers' Roles in the Development of Speaking Skills in  
EFL High School Classrooms

**Work Present as a Requirement for Obtaining the Bachelor's degree as  
Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros**

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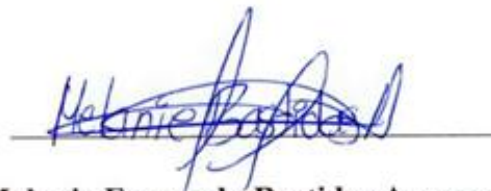
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We, the undersigned professors appointed as members of the Degree Tribunal for the evaluation of the research work **“Teaching Practices and Teachers’ Roles in the Development of Speaking Skills in EFL High School Classrooms”** presented by Melanie Fernanda Bastidas Aucacama, with ID number 0605655596, under the supervision of Mgs. Ana Elizabeth Maldonado León, we certify and recommend the APPROVAL of this work for degree purposes. The research work has been previously evaluated and the author’s presentation has been heard; we have no further comments.

In accordance with applicable regulations, we sign in Riobamba on June 25<sup>th</sup>, 2026.

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## **DEDICATORY**

To my beloved mother Maria, who has been the greatest and unwavering support. I really appreciate every sacrifice, every encouraging word, and every piece of advice. Your love, dedication, and resilience have guided me throughout my academic and personal life. This accomplishment is yours as well because without you, none of this would have been possible.

To my dear friends, thank you for being with me during this incredible journey. Thank you for all the anecdotes, conversations, jokes, moments of discouragement, and for motivating me during those difficult times. Your friendship made these four years memorable and impactful.

To my treasured pets, Dolly, Blondie, Winnie, and Snow, thank you for being my emotional support and company in the course of long nights. During stressful moments, your presence provided me with love, comfort, and tranquility.

**Melanie Fernanda Bastidas Aucacama**

## **ACKNOWLEDGMENTS**

I would like to dedicate this thesis to God for giving me wisdom, perseverance, and direction through every phase of this journey. I am really grateful for being my source of hope during the toughest moments and for allowing me to achieve one of the most important goals in my life.

To my wonderful teachers and my tutor, Mgs. Anita Maldonado, who have been my professors during my whole career. I am grateful for your patience, mentorship, for imparting all your knowledge with me. Your guidance and support have making me growth not just as human, but also academically.

**Melanie Fernanda Bastidas Aucacama**

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## RESUMEN

El presente proyecto de investigación tuvo como objetivo analizar las prácticas docentes y roles de los profesores en el desarrollo de las habilidades comunicativas en las clases de Oral Communication en el contexto del inglés como Lengua Extranjera en la Unidad Educativa “La Salle”. El estudio se desarrolló bajo un enfoque mixto, mediante un diseño de investigación de campo y del tipo descriptivo. La población está conformada por estudiantes de Segundo de Bachillerato “A” y “B”, también dos docentes del área. La recolección se realizó mediante una guía de observación con escala de Likert mediante la cual se identificó la frecuente implementación de las prácticas docentes comunicativas y los roles que ejerce el docente para promover la mejora de la habilidad comunicativa. Además, entrevistas semiestructuradas a docentes de la asignatura, los cuales indicaron la importancia de la aplicación de estrategias comunicativas, trabajo colaborativo y la creación de ambientes de apoyo escolar y un cuestionario con escala de Likert dirigido a los estudiantes mismos que manifestaron percepciones positivas acerca de la influencia de los roles y prácticas docentes que contribuyen significativamente en el desarrollo de las habilidades orales en el contexto de la enseñanza del inglés.

**Palabras claves:** Prácticas docentes, roles docentes, inglés como lengua extranjera, habilidad oral, comunicación oral

## ABSTRACT

The objective of this research project was to analyze teaching practices and the teaching roles in the development of speaking skills in Oral Communication classes in the context of English as a Foreign Language at the Unidad Educativa "La Salle". The study was conducted using a mixed-methods approach, employing a descriptive field research design. The population consisted of students in Segundo de Bachillerato in courses "A" and "B," as well as two teachers in the subject area. Data collection was conducted using an observation guide with a Likert scale, which identified the frequent implementation of communicative teaching practices and the roles teachers play to promote the improvement of oral skills. In addition, semi-structured interviews with teachers of the subject highlighted the importance of applying communicative practices, collaborative work, and the creation of supportive learning environments. A questionnaire with a Likert scale administered to the students themselves revealed positive perceptions regarding the influence of teaching roles and practices that significantly contribute to the development of oral skills in the context of English language instruction.

**Keywords:** Teaching practices, teacher roles, English as a foreign language, oral skills, oral communication

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## CHAPTER I: INTRODUCTION

### 1.1 Introduction

In recent decades, English has emerged as the lingua franca for global communication; therefore, being able to communicate effectively has become an essential skill when learning a Foreign Language (Turjanica, 2024). During secondary education, as Ministerio de Educación (2016) mentioned, students are expected to develop the ability to express themselves fluently and effectively. Among the four language skills (reading, listening, speaking, and writing), speaking is frequently considered by learners as the most relevant, as it enables them to showcase their language proficiency in real-world contexts.

Nonetheless, speaking continues to be one of the most inadequately developed skills in many English as a Foreign Language (EFL) classrooms, especially in situations where learners have limited exposure to English beyond school. In this regard, Ministerio de Educación (2016) stated that the communicative approach has been introduced into the educational system to foster students' ability to use English in a meaningful and effective manner. Despite these curricular initiatives, learners continue to encounter ongoing challenges in speaking. This challenge raises questions about the actual teaching practices implemented in classrooms and the distinct roles that teachers assume when leading speaking activities.

Understanding the impact of pedagogical choices on students' speaking proficiency in English is crucial for enhancing the quality of EFL instruction. Thus, this research work seeks to analyze the teaching practices and teachers' roles involved in the development of speaking skills in the context of EFL at the high school level. Specifically, to identify the most common teaching practices used by teachers to foster oral communication skills and the application of observation techniques to analyze the different roles that EFL teachers assume during speaking classes. Besides, to explore students' perspectives on how their teachers' practices and roles influence their speaking performance.

Using an observation guide, semi-structured interviews, and questionnaires, the collected data were analyzed to identify the teaching practices and teachers' roles involved in the development of speaking skills in EFL high school classrooms. The analysis of these results allowed the identification of the most common practices and roles, as well as students' perceptions regarding their contribution to speaking development.

### 1.2 Problem Statement

In the field of English as a Foreign Language (EFL) instruction, developing speaking skills among high school students remains a significant challenge, given the dynamic

and multifaceted nature of the speaking process. As Bhattacharya (2017) argues that apart from knowing the grammatical and semantic rules, it requires the ability to use the language in a meaningful and effective communication.

Speaking is considered the most important skill by language learners. According to Koran (2015), students often measure their success by the extent to which they can use the language orally. Although communicative approaches are promoted in the curriculum, this skill is neglected in actual classroom practice. There is still a tendency to teach grammar rules and reading comprehension, while oral communication activities are mechanical and limited. As a result, students are not able to participate actively on spontaneous speaking tasks that truly promote their communicative competence.

A potential reason for the discrepancy between the curriculum and real application may be the instructional techniques and the roles that EFL educators take on during class. Teachers might unintentionally function as language transmitters instead of promoters or facilitators of genuine communication, depending on conventional methods that overlook interaction. Additionally, teachers often receive inadequate training or assistance on effectively applying speaking-oriented strategies.

For this reason, it is crucial to analyze the teaching practices and teachers' roles employed during the Oral Communication subject. Despite the relevance of the topic, there is a lack of context-based research exploring how these practices and roles contribute to or limit students' oral skill development. In this context, this research was conducted at Unidad Educativa "La Salle " located in Riobamba, province of Chimborazo, with two high school teachers and students from Segundo de Bachillerato "A" and "B" during the 2025-2026 term.

To accomplish the objectives, this research applied a mixed-methods approach combining qualitative and quantitative data. Also, it is categorized as field research. Descriptive and exploratory type, and follows a non-experimental design. For the first objective, which focused on identifying the teaching practices and roles to promote speaking skills, classroom observations allowed for the information required. Besides, for the second objective, which focuses on identifying the most common roles and practices teachers use to improve speaking skills, semi-structured interviews were applied. Finally, in relation to the third objective, students' questionnaires were applied to examine the influence of teachers' roles and practices on their oral communication skills development in the context of the Oral Communication subject.

### **1.3 Objectives**

#### **1.3.1 General**

- To determine the teaching practices and teachers' roles involved in the development of speaking skills in the context of EFL at high school level, at Unidad Educativa "La Salle" during the academic term 2025-2026

#### **1.3.2 Specific Objectives**

- To observe the different teaching practices and roles assumed by EFL teachers in Oral Communication classes.
- To identify the most common teaching practices and roles used to foster oral communication skills in high school classrooms at Unidad Educativa "La Salle".
- To explore students' perspectives on how teachers' practices and roles influence their speaking performance.

## CHAPTER II. THEORETICAL FRAMEWORK

### 2. Reference Framework

#### 2.1 Research Background

English plays a crucial role in globalized communication. Katemba & Grace (2023) agree that in the language instruction field, speaking plays a vital role, as it improves students' communicative competences, given that they are going to be immersed in real-life context situations. On this matter, developing oral skills in EFL classrooms is one of the most challenging aspects of the teaching process, especially in environments where there is little exposure to the language outside the class.

International studies in a study conducted by Koran (2015) state that the communicative approach is generally promoted in curricula and educational policies, speaking often remains neglected in the actual teacher's practice due to the teacher-centered approaches and limited student interaction. This research highlights the importance of teachers acting in many roles, which makes them aware of traditional and modern methods fostering meaningful interactions and designing tasks that support fluency and confidence.

In addition, another research study contended that enhancing oral skills involves the mastery of other linguistic competences, which is important to take into account the social, affective, and psychological factors. This work emphasized the importance of teachers creating an appropriate environment where students can express themselves without the fear of committing mistakes (Bhattacharya, 2017).

It was reinforced by Álvarez et al. (2024), whose research indicates that factors influencing students' performance on communicational skills include methodological issues, such as the limited language exposure outside class, linguistic challenges (pronunciation difficulties, native language usage), affective (anxiety, low self-esteem), and contextual aspects (large classes). Furthermore, Koran (2015) emphasizes that the effectiveness of speaking instruction is highly determined by how teachers apply strategies during the learning process.

In the same context, Razi et al. (2021) argue that students usually feel bored in the learning process or they do not want to work in groups during the class, so it requires more effort from teachers' side as they have to be creative when selecting or creating the strategies to be used in class, such as roleplay, drillings, picture describing, storytelling, and games making them feel engaged, motivate, and confident when speaking in a foreign language. In that way, teachers are going to encourage the practice of vocabulary, fluency, and grammatical structures, without students even knowing it.

In Ecuador, the curriculum of EFL incorporates the Communicative Language Teaching Approach (CLT) to enhance the four language skills, especially speaking competence. Nonetheless, communicative skills remain set aside in the teaching process. Educators tend to prioritize grammatical aspects, while oral activities are usually mechanical

or limited, which do not allow students to create spontaneous conversations or context-based communication between them (Ministerio de educación, 2016). For this reason, this research is based on this existing disparity between the curriculum and the actual practices in high school classrooms, how the teachers' practices and role impact the development of speaking, and whether they are aligned or not the communicative principles

## **2.2 Theoretical Basis**

### **2.2.1 English as the global language**

Nowadays, it is undeniable that English is the lingua franca of communication worldwide (Turjanica, 2024). As Sulon (2021) states that this language has grown in popularity over the years as an essential language, which can be attributed to the fact that the number of current non-native English speakers now surpasses the number of native speakers. It plays a crucial role in today's communication era; people use the language to maintain their existing social connections and establish new ones. Proficiency in a language can be associated with increased job opportunities, social standing, and benefits (Bhattacharya, 2017).

Modern society is characterized by the role of English, which is recognized as a global language. According to (B Neelambaram et al., 2024) It has transcended linguistic, cultural, geographical, and even educational boundaries, becoming the lingua franca used across technology, education, politics, and business. In terms of education, English is shaping the educational system as a whole, as it can influence methodological practices, curriculum design, linguistic diversity, and socio-cultural matters on a wide scale. The involvement of this language in every aspect of our lives makes us think about creating more inclusive environments regarding equitable and culturally responsive aspects, which will maintain the world interconnected.

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

#### **2.2.2.1 The importance of English teaching and learning as EFL**

In this globalized era, English has played a crucial role in communication. As stated by Sulistiyo (2016) in the context of English as a foreign language (EFL), learning and teaching primarily occur inside classrooms, rather than through daily interactions. Teaching and learning foster the usage of English in effective communication, allowing learners to be eligible for employment with higher salaries, business, or even careers in foreign countries, allowing students to apply the knowledge acquired during the learning-teaching process. (Bhattacharya, 2017).

#### **2.2.2.2 EFL learning environment**

Regarding the environment, EFL learning is quite challenging as it requires great effort because students do not have daily exposure to it. As it is mentioned by Suban (2021), most learners are just capable of practice at school, and it is not used for communicational

purposes. For this reason, the teaching process should be optimized and organized in an effective way in which students need to do practical activities, enhancing the learners' participation, engaging and motivating them to speak at any moment of the class through their whole instruction process. Sometimes this classroom environment can be affected by resources or inadequate teacher training.

### **2.2.2.3 Speaking Skill in EFL**

During the process of learning a foreign language, the speaking skill is considered the most important and complex to master among the rest (Bhattacharya, 2017). According to Katemba & Grace (2023), it is a challenging process in which it is necessary to include the production, reception, and processing information during communication. In addition, it is considered a macro skill of languages that involves activities, for instance, conversations, dialogues, podcasts, and many others. Generally, this skill is neglected by teachers, making learners speak in their native language or afraid of making mistakes; in this regard, it is crucial to give them opportunities to interact in class, allowing them to apply the complementary learning about grammar and vocabulary.

## **2.2.3 Second Language Acquisition Theories**

### **2.2.3.1 Krashen's Input Hypothesis**

According to Krashen, the input theory states that the acquisition process of a second language can be facilitated through receiving comprehensible input. When learners possess a certain level of proficiency  $i$ , they can progress to  $i+1$  only by being exposed to comprehensible input that is a little bit beyond their current level of competence. On this point, this hypothesis focuses on acquisition, where teachers, during their speaking or presenting classes, automatically incorporate the  $i+1$  input with grammatical structures that students are ready to acquire. Spoken fluency emerges gradually with practice and exposition. (Krashen, 1985)

### **2.2.3.2 Interaction Hypothesis**

This hypothesis is aligned with Krashen's input theory, previously explained, which emphasized the importance of modified interaction and the significance of comprehensible input during the second language acquisition process (Brown, 2008). As Al Khateeb (2014) notes, following the modifications introduced by Michael Long and many scholars, this theory has become one of the most influential approaches in language teaching and learning.

Meaningful interaction enhances the language acquisition process since the negotiation of meaning leads to a deeper processing of input. That is to say, the development of language proficiency is stimulated by direct one-on-one interaction and communication. It is focused on two primary assertions: first, comprehensible input is an essential tool for acquiring and learning the language. Second, linguistic changes such as clarification and checking comprehension, during the interactional dynamics of communication that occur

during the negotiation of meaning, help to make the input more accessible to learners of a second language (Long, 1980, as cited in Owusu, 2022)

### **2.2.3.3 Sociocultural Theory**

Vygotsky's theory emphasized sociocultural communication as the learning process that takes place in meaningful interactions and cooperation with more knowledgeable people. It is one of the most important hypotheses in language teaching instruction, since learning and development are interconnected processes that influence language acquisition, helping learners move past their current abilities (Panhwar et al., 2016).

A crucial aspect of this theory is the Zone of Proximal Development (ZPD), which represents the difference between what a learner can achieve independently and what they can accomplish with assistance. That is why, according to Sarmiento et al. (2022), in an EFL classroom, this idea can be implemented through scaffolding activities such as group work, discussions, interactions between teachers and students, making them engaged in sharing ideas, meaning negotiation, and collaboratively building knowledge, promoting their autonomy during their learning process.

### **2.2.3.4 Affective Filter Theory**

Stephen Krashen's theory, called the Affective Filter, explains that emotional factors, for instance, anxiety, low self-confidence, and demotivation, seem to play an important role in the process of language acquisition. This filter acts as a barrier to acquisition, which goes down when the acquirer is not anxious and is trying to become a member of a speaking group (Du, 2009).

According to this theory, students learn a language more effectively when they feel comfortable, confident, and motivated in the classroom environment. As Gidman (2025) mentioned in EFL contexts, this filter plays an important role because students are usually afraid of making mistakes or being judged when speaking in a foreign language, in this case, English. A high presence of this filter may reduce students' participation in oral activities and limit opportunities for communication practice. That is why teachers in their practice should create a supportive and positive classroom atmosphere.

## **2.2.4 National Laws and Educational Policies on English Language Teaching in Ecuador**

### **2.2.4.1 Curriculum Guidelines for EFL teaching**

The Ecuadorian Curriculum, introduced by the Education Ministry in 2016, is structured based on the Common European Framework of Reference for Languages (CEFR), which serves as a standard for assessing language proficiency. It is characterized by a six-point scale ranging from A1 for beginners to C2 for experts. All individuals involved in the education, including students and teachers, are granted the ability to view the various levels of qualifications. (Galecio, 2022)

According to Ministerio de Educación (2016), within Ecuador's educational framework, it is determined that students should achieve B1 level proficiency by the time they graduate from high school. In this regard, this level denotes an independent user who can understand the main ideas of complex texts, produce coherent discourse, and communicate fluently in familiar situations. That is why in this context the learning objectives play a crucial role in achieving these educational results, performance criteria skills are linked to evaluation criteria, and indicators contribute to this exit profile. Moreover, well-defined goals enable teachers to develop instructional strategies and assessment tools to meet students' needs and international standards (Peñaranda et al., 2024).

#### **2.2.4.1.1 Pedagogical tools established in the curriculum**

The English curriculum in Ecuador principally encourages the adoption of the communicative language and student-centered approaches that focus on the purpose of interaction and independence to create meaningful language learning experiences. In addition, Content and Language Integrated Learning (CLIL) is immersed in the curriculum as the aim is to integrate language learning with cultural and cognitive aspects that serve as a driver in the acquisition process (Ministerio de Educación, 2016). It contains five threads, such as Communication and cultural awareness, Oral Communication, Reading, Writing, and Language through the arts, aligned with CEFR standards, mirroring contemporary trends that enable students to develop linguistic competence, enhancing experiential learning, autonomy, and reflection. (Peñaranda et al., 2024)

#### **2.2.4.1.2 Speaking Assessment guidelines in the curriculum**

The speaking assessment in the EFL curriculum focuses on fostering communicative competence by highlighting students' ability to use language effectively in real-life situations. Furthermore, it encourages formative assessment throughout the learning process by incorporating oral presentations, interviews, role-plays, and dialogues, which allow students to demonstrate their communication skills. Something important to mention is that in thread 2, Oral Communication is divided into three, of which one of them is spoken production, that principle is aligned to fluency over accuracy, as students are going to increase their confidence levels in regards to the language practice (Ministerio de Educación, 2016)

#### **2.2.4.2 Teacher Standards and Professional Development Policies**

In Ecuador, the national laws of teachers' development set important policies that govern teacher effectiveness, professional advancement, and academic freedom within higher education institutions. The Ley Orgánica de Educación Superior (LOES) establishes essential policies that govern teacher performance. Specifically, Article 146 of the LOES (2018) states that educators in higher education should promote freedom of teaching. This guarantees autonomy in designing, adapting, and implementing pedagogical strategies based on students' needs. It allows educators to engage in continuous academic enhancement, research, and innovation, fostering a culture of lifelong learning and professional excellence.

Moreover, it ensures that teachers refresh their knowledge and techniques, enabling them to adapt effectively to contemporary educational practices.

In this context, the principle of academic freedom and professional independence is reinforced by the Consejo de Educación Superior (CES) through the Regulation No. 17 (2018), highlighting that it gives educators the liberty to choose and implement teaching methods that best suit their students' contexts, learning requirements, and disciplinary goals. This freedom encourages innovation and critical thinking in teaching methods, enabling teachers to incorporate various methodologies, such as communicative, task-based, or constructivist approaches, into English as a Foreign Language (EFL) classroom.

As these key aspects are in accordance with the national guidelines of Ministerio de Educación as a crucial element for social and economic development. In this regard, English teachers are seen not only as dispensers of knowledge but also as promoters of communicative competence, intercultural awareness, and global citizenship. Therefore, the professionalization of teachers is essential for achieving the national objective of improving English proficiency at all levels of education.

## **2.2.5 Methods for developing Speaking skills in EFL**

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

Communicative Language Teaching (CLT) is one of the most significant methods in contemporary language instruction, theoretically and practically (Ju, 2013). This approach is based on a combination of language concepts, including sociolinguistics, semantics, pragmatics, and functional linguistics. The emphasis is on achieving communicative proficiency rather than mastering grammar and structures. Grammar is taught inductively to motivate students to enhance their communicative competence by applying language in relevant and realistic contexts. In addition, a key aspect of this method is the value of fluency over accuracy, as students engage in a variety of interactive activities, such as role-plays, interviews, problem-solving tasks, and group discussions that imitate real-life communication, enabling them to use the language with purpose, negotiate meanings, and foster sociolinguistic skills. (Qasserras, 2023)

### **2.2.5.2 Task-Based Language teaching**

The task-based Language teaching (TBLT) method is aligned with the communicative principles of CLT, placing tasks at the center of instruction. It aims to involve learners in the spontaneous use of the language, allowing them to acquire it through completing a series of tasks focused on communication. Within this framework, learners are encouraged to treat language as a tool for creating meaning, rather than as merely an object for analysis (Delepeleer, 2022). Additionally, TBLT encourages independent learning and reflective thought, as students enhance their learning by planning before tasks, performing tasks, and evaluating afterwards. It is especially effective in boosting speaking confidence, as it reduces the fear of making errors and focuses on meaningful communication.

### **2.2.5.3 Content and Language Integrated Learning (CLIL)**

Content and Language Integrated Learning (CLIL) has gained considerable focus in the Ecuadorian education system, as it focuses on teaching and learning contexts. The integration of language and content is essential, since these two elements receive equal importance, even though sometimes the emphasis on one of them could change according to the situation. In this regard, the principal goal is to achieve proficiency in both areas, teaching the content through the foreign language. Furthermore, a key aspect is the flexibility of CLIL to adapt to the diversity of academic fields, for instance, tourism, science, politics, or cultural aspects that enrich the teaching-learning process. This methodology can vary from theme-based language modules to the integrated curricular strategies where a subject like social studies, mathematics, and chemistry is taught using the foreign language (Harrop, 2012).

### **2.2.5.4 Contextualized Learning in EFL Speaking Instruction**

Contextualized learning is an instructional method that prioritizes teaching and acquiring language through significant, real-world scenarios that relate to learners' social, cultural, and academic backgrounds. Instead of treating language as separate structures, contextualized learning merges linguistic elements with genuine communicative goals, enabling learners to grasp how language functions in authentic communicative settings. As noted by Johnson (2002), learning is more successful when new information is linked to learners' previous experiences and practical applications, as this enhances understanding and memory retention.

In the field of English as a Foreign Language (EFL), learning within context is vital for enhancing speaking abilities, as verbal communication occurs within designated social and situational environments. According to Richards (2015), instruction in speaking should be anchored in meaningful interactions where learners utilize language to achieve communicative objectives related to daily life, such as sharing views, negotiating understanding, or resolving issues. This methodology is closely aligned with Communicative Language Teaching (CLT), which perceives language as a means of communication rather than merely a collection of grammatical principles.

### **2.2.6 Communicative Speaking Activities**

Communicative speaking activities are based on the principles of Communicative Language Teaching (CLT). CLT emphasizes meaningful interaction as both the method and objective of language learning. According to Richards (2018), communicative activities focus on real-life language use, learner interaction, and the negotiation of meaning rather than just practicing language forms in isolation. These activities require learners to share information, express opinions, and work together to achieve communication goals.

Recent studies show that communicative speaking activities, such as information-gap tasks, opinion-sharing exercises, and problem-solving discussions, greatly boost learners' fluency and confidence (Alamri, 2020). In EFL classrooms, these activities enable

students to use English in real situations. This encourages spontaneous speaking and increases student talk time, which is crucial for developing speaking skills.

### **2.2.6.1 Debate**

Debate is one of the techniques that can be used to improve students' speaking skills. It serves as a place where students can articulate thoughts, viewpoints, and arguments in which two opposing groups aim to support their idea, argument or perspective about the topic proposed (Tianame et al., 2019). This topic can be situated in various domains, for instance, historical, social, political, health, or even religious. It combines language learning with the cultivation of critical and analytical thinking by encouraging them to form justifiable judgements with the necessity of a profound examination of the issue proposed by the teacher.

Furthermore, it fosters a collaborative environment where learners can share ideas, work through meanings, and practice taking turns to speak, which form part of essential aspects of pragmatic competence. An effective debate application should have essential components, including case building, motions, definitions, team lines, team splits, and rebuttals that allow the stimulation of communication skills, empowering participants to express themselves authentically (Baso, 2016)

### **2.2.6.2 Role-plays and simulation**

Role-plays and simulations are highly valued techniques for their ability to simulate real-life situations in a controlled, secure environment. On the one hand, roleplays enable learners to explore language use by assuming various roles and responding to different situations, dilemmas, or conflicts, thereby rehearsing expressions such as greetings, requests, and apologies. That is why this technique diminishes speaking anxiety, fosters confidence, and promotes spontaneous interaction according to the situation proposed by the teacher in the classroom. On the other hand, simulation is a broader concept than roleplay. It is more complex, lengthy, and relatively inflexible to imitate real-life situations allowing the incorporation of complex scenarios such as customer service interaction or job interviews making learners to combined linguistic, sociocultural and pragmatic knowledge (Lin, 2009)

### **2.2.6.3 Benefits of Role-plays**

One of the primary advantages of role-plays is that they offer a secure and encouraging setting for oral practice. Learners can try out language without the anxiety of making errors, which diminishes speaking apprehension and enhances their eagerness to communicate. Studies show that role-plays foster active engagement and assist learners in overcoming emotional obstacles that typically impede oral production in EFL settings (Sato & Loewen, 2019). Additionally, role-plays play a crucial role in developing pragmatic competence, as students must modify their language based on social roles, environments, and communicative goals. Through these exercises, learners practice functional language such as making requests, expressing apologies, persuading others, or negotiating, all of

which are vital for effective communication in real-life situations (Burns & Siegel, 2018). The study of language is closely connected to the concepts of Communicative Language Teaching (CLT).

In addition, role-plays aid in cultivating interactional abilities, such as turn-taking, seeking clarification, and providing suitable responses to conversation partners. As noted by Richards (2019), speaking tasks that involve interaction, like role-plays, enhance the amount of time students spend talking and encourage significant negotiation of meaning, both of which are vital for improving oral proficiency.

#### **2.2.6.4 Task-Based Speaking Activities**

Task-Based Language Teaching (TBLT) focuses on completing meaningful tasks using language. Speaking tasks are created around communicative goals, not just linguistic accuracy. Ellis (2018) states that tasks help learners concentrate on meaning while naturally incorporating language forms during communication.

In speaking-focused EFL classrooms, activities like interviews, surveys, and collaborative planning encourage interaction, fluency, and learner independence. Research by Long (2021) shows that task-based speaking activities improve learners' ability to use language effectively. They promote negotiation, clarification, and longer spoken responses. These tasks also support learning by linking classroom communication to real-world purposes.

#### **2.2.6.5 Information-Gap Tasks**

Information-gap tasks are activities where learners have different pieces of information and must talk to each other to achieve a common goal. Communication is key to completing these tasks, making them an important strategy in Communicative Language Teaching (CLT). In English as Foreign Language (EFL) classrooms, information-gap tasks encourage meaningful communication. They require students to ask questions, clarify ideas, and negotiate meaning using the target language. This change shifts the focus from memorizing forms to using language purposefully. Learners can practice speaking skills like asking for information and giving explanations.

One major benefit of information-gap tasks is that they increase student talk time and active participation. Since each learner has important information, everyone must contribute. This reduces the teacher's central role and encourages students to communicate with one another. Research shows that these tasks build interactional skills by promoting turn-taking, clarification strategies, and conversational repairs. They also help develop fluency and boost confidence in using language spontaneously in low-stress environments.

From a teaching perspective, information-gap tasks support student-centered teaching methods and change the role of teachers in the classroom. During these activities, teachers mainly act as facilitators and monitors. They organize tasks, guide interactions, and provide feedback after communication happens. This approach encourages students to take

charge of their learning, making information-gap tasks a successful method for improving speaking skills in high school EFL classrooms.

#### **2.2.6.6 Storytelling and Interactive activities**

Storytelling has been an influential technique for many years since it is the action of telling factual and fictional engaging stories to others. It stimulates creativity, imagination, and memory while improving learners' ability to construct narratives logically. Also, students are allowed to ask questions and provide responses in simple words, but in effective sentences. Through this technique, learners practice vocabulary, grammatical structures, and pronunciation in relevant situations. An important aspect is that storytelling links language to culture, immersing students in stories that explain diverse realities. Lastly, it can be accompanied by interactive activities such as games, group tasks that inspire learners by rendering language acquisition enjoyable and meaningful (Siavichay & Guamán, 2022)

#### **2.2.6.7 Discussions**

Discussions are communicative speaking tasks in which students need to express points of view, share thoughts, and interact orally with classmates about a certain topic. The incorporation of these kinds of activities inside an EFL classroom encourages learners to use English for meaningful communication rather than just focusing on grammar structures. These activities could be implemented to increase students' engagement with the language, improve fluency, pronunciation, and even foster critical thinking (Crisianita & Mandasari, 2022).

In addition, according to Asrida (2014), this communicative task aims to enable students to work in pairs or groups, making them enhance their interpersonal skills and independence. These activities need to be elaborated with topics related to students' interests or contextualized according to their reality, so that learning will be much more gratifying.

### **2.2.7 Speaking Skills Components**

#### **2.2.7.1 Linguistic Competence**

Linguistic competence is related to the correct usage of the language system. According to Abdulrahman & Ayyash (2019), it is usually referred to as the competence in which a native speaker can formulate a well-formed sentence. In this regard, this includes all the features such as grammar, vocabulary, pronunciation, and structures, considered a fundamental part of the development of speaking skills, since it enables students to communicate ideas in a clear and organized way.

In relation to teaching, a communicative approach aligned with language teaching where they have to convey ideas and participate effectively in conversations, here the teacher should support this competence with a vocabulary bank, pronunciation practice, and constructive feedback, making learners be involved in different situations that requires genuine language usage, targeted teaching of forms or structures, emphasizing pronunciation

in essential to ensure intelligibility and the comprehension from listeners, while applying vocabulary and grammar to achieve a balance between fluency and accuracy. (Wahyuni, 2014).

### **2.2.7.2 Pragmatic Competence**

Pragmatic competence refers to the capability to use the language suitably based on the social context, diverse circumstances, and the aim of communication. This competence is usually acquired in their native language through interaction with caretakers or older children. The feedback is received from parents, which models appropriate routines, establishes rules, and corrects the child's behavior depending on the situation (Hasbún, 2004).

In this case, this correction is given by the teachers who try to make their students use the language naturally and appropriately during conversations, different contexts, for instance, expressing opinions, agreeing or disagreeing politely, asking for clarification, and adapting language depending on the context and person they are referring to. For this reason, the communicative tasks allow developing this pragmatic competence through role-plays, debates, discussions, or interviews (Prasatyo et al., 2023)

### **2.2.8 Teaching Practices for Speaking Development**

Teaching practices are fundamental during the teaching process as they play a crucial role in the development of speaking skills in English as a Foreign Language instruction. These practices include the strategies, techniques, and activities that teachers use to help students improve their oral proficiency. These practices should emphasize meaningful interaction, practical language use, and be aligned with the national curriculum (Abedi, 2024).

In this respect, MacSuga-Gage et al. (2012) state that it is crucial to know that effective teaching has a foundation of practices that educators engage in consistently, promoting academic success, in this case, the oral proficiency development. There is limited exposure to the language outside the classroom, which is why the activity design is vital to foster speaking development.

#### **2.2.8.1 Delivering clear and concise instructions**

Teachers must explain the task development carefully so that students get the idea of the proposed task. When planning the instruction, prioritize learning objectives and select what to teach wisely, as they have to be careful in sequencing the information, organizing the activity, and avoiding any downtime between activities. As MacSuga-Gage et al. (2012) mention, clear instructions incite active engagement, decreasing challenging behaviors as they are going to feel prepared and confident before starting oral tasks. Otherwise, if the instructions are unclear, students are going to feel confused or insecure about how to do and participate in the activity, causing reduced interaction and affecting the oral performance.

### **2.2.8.2 Implementation of Communicative Activities**

An important teaching practice is the implementation of communicative activities that encourage students to use the language in a meaningful way through interaction with their classmates and real communication practice (Oradee, 2013). These tasks are quite varied as they can include discussions, role-plays, interviews, or presentations, which can be pair work and group work, providing a topic related to the proficiency level of each course. These activities also promote student-centered learning, as students are going to be actively participating in the classroom, negotiating meaning or answering spontaneously during conversations. In this way, the fluency and level of oral proficiency are going to increase, and motivation at the same time.

### **2.2.8.3 Scaffolding**

Scaffolding is a great practice in which teachers help students to complete the speaking tasks successfully and, over time, become independent language learners. So, there are different types of scaffolding, for instance, previous vocabulary lists, sentence starters, visual aids, examples, language models, or even guiding questions that aid a student to feel prepared, organize ideas, and participate more confidently in conversations (Farida & Rozi, 2022). This practice is especially important in language teaching because it allows students to communicate successfully even though their language proficiency is still developing, making them gain confidence that is when the teacher can gradually reduce the support and encourage more independent communication.

### **2.2.8.4 Contextualized topics integration**

Integrating tasks with real-life topics helps students to connect their academic learning with their everyday communication. The teaching practice in oral tasks could include topics about students' experiences, interests, opinions, and daily situations about what they are surrounded by in their culture, the country, and even their family. In this way, speaking will become more meaningful and engaging (Astuti et al., 2025). Moreover, the inclusion of this context helps reduce anxiety and increase confidence, as they will feel more comfortable discussing subjects related to them, thereby improving their speaking skills.

### **2.2.8.5 Value fluency over accuracy**

Promoting this practice, the valuation of fluency over accuracy emphasizes communication and the expression of ideas rather than focusing on constant grammatical correction during the speaking activity. This is important as students need the opportunities to speak naturally and confidently without fear of making mistakes. In this line, the excessive correction may lead to anxiety and reduce participation in the foreign language. Nowadays, a lot of teachers prioritize fluency during communicative tasks and provide feedback after finishing the activity instead of interrupting the activity continuously (Zakirovich, 2023).

## **2.2.9 Teachers' Roles in Speaking Instruction**

Teacher roles in speaking development are the different functions educators perform to support, guide, and encourage students during oral communication activities (Koran, 2015). Teachers should not focus just on transmitting knowledge but also on organizing and creating great opportunities for interaction with the teacher and their classmates. Besides, teachers can change their roles depending on the goals of each activity or their students' age.

### **2.2.9.1 Facilitator**

Facilitator is a role in which the teacher helps students actively with speaking activities and encourages everyone to work collaboratively in class. The teacher is not trying to control everything, he/she guides them and create chances to use their oral abilities to communicate with others. As Koran (2015) explains, these roles help everyone to communicate, which is something essential in speaking activities with the necessity of interaction, sharing ideas, and using the language in real situations. In this way, students are going to feel safe and comfortable sharing ideas and doing the tasks, gaining confidence where the teacher is not acting as a transmitter of knowledge, but as a resource.

### **2.2.9.2 Monitor**

This role is crucial when fostering speaking skills, as the teacher has to be continuously checking the activity and offering help when it is necessary. While students are working, the teacher checks how everyone is doing the classwork, spots any difficulties, repeats explanations, and makes sure they are focused on the task. As Saad ALRowais (2015) says, teachers should remain quiet and gentle so as not to interrupt the work. In this way, teachers can find common speaking problems and give support to students who are losing the flow.

### **2.2.9.3 Supporter**

Teachers as supports usually offer emotional and academic help so that students feel confident to do the activities. Many learners usually feel anxious or afraid of mistakes when speaking in English. This is when the role of a supportive teacher is key to reducing stress and encouraging them to participate, it can be through words, guidance during tasks, help with vocabulary, or reassurance when students find it hard to express messages. As Villegas-Puyod et al. (2020) suggest, a positive learning environment helps people to be focused and help better, so it makes student build their confidence and makes them more willing to communicate using the language.

### **2.2.9.4 Organizer**

The role of an organizer educator means that a teacher plans and manages speaking activities with efficiency. They are creating pair work, discussions, debates, and other speaking tasks by giving clear instructions, setting goals according to their needs, and managing how everyone talks to each other in class. As Saad ALRowais (2015) says,

teachers should be clear about what students are going to do and how it is going to be done. If the activities are correctly explained, students are going to participate better when they understand the goals and purpose of each step of the activity. In this line, an organizer helps to create a structure and useful tasks to make their students interact meaningfully with clear goals.

#### **2.2.9.5 Feedback Provider**

The teacher, as a feedback provider, aids their students in improving their speaking skills by giving helpful comments and corrections. It helps learners to see their strengths and areas where they need to work on, such as vocabulary, grammatical aspects, pronunciation, etc. This kind of feedback is crucial during a speaking class as it guides them without making them feel afraid to speak in a foreign language. Good feedback should motivate students to keep participating in oral activities so they can become better communicators and improve their language proficiency (Sakale, 2019).

#### **2.2.10 Factors Affecting Speaking Development**

Factors that influence speaking development can be internal and environmental, influencing oral development. Learners could be limited to speaking in English by internal aspects, such as low motivation, lack of self-confidence, or even anxiety (Wangmo et al., 2023). Besides, the external factors, for instance, the classroom environment, instructional support, and the opportunities that teachers provide to use English inside the classroom and outside. Part of the external one can be the economic status, access to education, and many more.

#### **2.2.11 Challenges in EFL speaking instruction**

In Latin American contexts teacher face several challenges when trying to make their students improve their speaking skills. Studies by Herlina Lestari & Nugraha (2023) emphasize several issues, for instance, limited exposure to the language, limited technology, large class sizes, and inadequate or a lack of training for teachers in communicative techniques. The little opportunities where students have to practice are usually wasted by focusing on traditional education, focusing on grammatical aspects or following the inconsistent curriculum implementation

## CHAPTER III. METHODOLOGICAL FRAMEWORK

### 3. Methodological Framework

#### 3.1 Approach

This research adopts a mixed-method approach that employs a combination of both qualitative and quantitative data, aiming to achieve a better understanding of the research problem. As Taherdoost (2022) explains, integrating both methods allows for a more comprehensive understanding of the research problem. It enriches the research by taking into account all the relevant characteristics of both quantitative and qualitative methods.

The qualitative approach is used to understand in depth the teaching practices and teachers' roles in the Oral Communication subject through a semi-structured interview and direct classroom observations. Simultaneously, the quantitative component is applied through a Likert scale survey administered to students, allowing a statistical analysis of their perceptions regarding how specific teaching roles and practices influence their speaking performance. The integration of these two approaches ensures that the findings are not only statistically significant but also contextually rich, increasing the overall validity and reliability of the research.

#### 3.2 Research Modality

The research approach involves a field research modality, which involves getting data directly from the subjects being studied or from the actual environment where the events take place, without manipulating any variables (Burgess, 1984)

In this regard, data is gathered directly within the educational environment, where participants engage in their natural interactions, specifically within the classrooms of Segundo de Bachillerato at Unidad Educativa "La Salle". It enables the researcher to witness authentic teaching roles and practices as direct information from teachers and students within their actual learning environment.

#### 3.3 Type of Research

This study fits into both descriptive and exploratory research. It is exploratory because, although teaching practices and roles are recorded for English education broadly, there is a notable absence of concrete research data on how these are implemented specifically within the specialized Oral Communication subject. According to Swaraj (2010), this type of research is carried out when the goal is to investigate a subject or research issue that has not been extensively studied or has not been examined in a particular context before.

It is descriptive since this kind of research entails defining a phenomenon to determine important properties and characteristics. The present study seeks to systematically outline the teaching roles and roles undertaken by the teacher. Additionally, it outlines the

students' viewpoints and the perceived impact of these dynamics on their speaking abilities, offering a distinct and structured depiction of the present classroom situation

### **3.4 Research Design**

This research follows a non-experimental design as Hernández Sampieri et al. (2014) mentioned, non-experimental research occurs without intentionally changing variables, focusing on phenomena as they exist in their natural environment. This is the most appropriate design for the current study as it focuses on observing and describing the teaching practices and roles as they spontaneously occur within the Oral Communication subject, without interfering with the teacher's pedagogical process or the students' environment.

### **3.5 Study Population**

For the development of this research, the study population will consist of students from the Unidad Educativa “La Salle” located in Riobamba, province of Chimborazo. The participants belong to Segundo de Bachillerato General Unificado “A” and “B,” who take the Oral Communication subject as part of their regular curriculum, and two teachers who impart the subject.

This population was chosen because students at this educational level frequently encounter difficulties in enhancing their speaking abilities, especially in situations where their exposure to English outside the classroom is limited. The research will focus on investigating how instructional methods and teachers' roles impact the enhancement of students' oral proficiency.

Before conducting the research, the institution's authorities, English instructors, and parents will be informed about the aims and procedures of the research to ensure ethical standards and obtain informed consent.

### **3.6 Sample**

Given the manageable size of the study group, the entire class will take part in this . This enables to perform a more thorough analysis of teaching methods, classroom interactions, and the development of speaking skills within the chosen group. Furthermore, one English teacher from the institution will be the primary subject of observation to examine their teaching practices, interactions in the classroom, and their role in promoting communicative competence.

### **3.7 Techniques and Instruments**

Choosing suitable methods and tools for data collection is essential for fulfilling the aims of this study, to accomplish the objectives of this study, which is to analyze the teaching practices and teachers' roles involved in the development of speaking skills. To collect the necessary data, three main techniques and instruments are used.

### **3.7.1 Observation Guide**

The observation guide is employed to directly examine classroom interactions. According to Arias (2012), scientific observation refers to the deliberate and organized gathering of data related to particular behaviors or facts while they happen in their natural environment. It is used to document objective findings throughout lessons. This tool is designed to monitor interaction patterns, speaking activity types, frequency of teacher interventions, and levels of student participation.

### **3.7.2 Interview**

The interview is conducted with the teacher of the Oral Communication subject. In this regard, Hernández-Sampieri et al. (2014) state that a semi-structured interview relies on a set of topics or questions, yet the researcher retains the adaptability to pose additional questions to clarify concepts. The questions were designed to identify the most common teaching practices and the different roles assumed by the teacher during speaking-based activities.

The instrument includes categorized questions focusing on pedagogical approach, teaching practices, teachers' roles, and student response. This allows for in-depth insights into the instructional strategies used in the classroom.

### **3.7.3 Survey**

The survey is given to students from Segundo de Bachillerato Parallels A and B. According to Casas et al. (2003), a survey is a method that employs standardized procedures for research with the aim of gathering information from a representative sample. The tool is a Likert-scale Questionnaire. It comprises a set of statements where students express their degree of agreement or disagreement (ranging from Strongly Disagree to Strongly Agree). The survey seeks to investigate students' views on teaching methods, the efficiency of teachers' roles, and their perceived progress in speaking abilities

## Chapter IV RESULTS AND DISCUSSION

### 4. Results

This chapter discusses the analysis and interpretation of the data gathered through the observation guide, interview, and student survey applied in this study. The findings are organized based on the specific objectives outlined in this investigation and aim to offer a deep understanding of the teaching practices and teacher roles to improve the speaking skills in Oral communication classrooms in an EFL context.

All the information collected with the instruments was analyzed using descriptive statistics and qualitative interpretation, allowing the identification of patterns regarding the roles and practices involved in the development of speaking skills in a high school context.

The first objective aimed to observe the different teaching practices and roles that teachers assume in Oral Communication classes, with the application of an observation guide with a Likert scale in two courses, Segundo de Bachillerato “A” and “B”. This instrument enabled the researcher to observe the classroom dynamics, teachers' and students' participation during the classes, providing direct evidence on what happens in real classes every day. For this reason, the data is organized into three categories: the teaching practices, teacher roles, and student indicators in response to the speaking development activities implemented in the classroom.

For the interpretation of mean values obtained from the observation guide, the following scale was established:

**Table 1**

*Interpretation of the Likert Scale for observation guide*

Mean Range	Interpretation
1.00 – 1.79	Not Observed
1.80 – 2.59	Rarely Observed
2.60 – 3.39	Sometimes Observed
3.40 – 4.19	Frequently Observed
4.20 – 5.00	Consistently Observed

Note. Adapted from the Likert scale used in the observation guide

**Table 2***Category 1: Teaching Practices Course A*

	Mean	Median	Mode	SD
Clear instructions	4.00	4.00	4.00	0.816
Communicative activities	3.00	3.00	3.00	0.816
Scaffolding	3.00	3.00	3.00	0.816
Real-life topics	2.50	2.50	2.00 <sup>a</sup>	0.577
Fluency over accuracy	4.75	5.00	5.00	0.500

<sup>a</sup> There is more than one trend; only the first is reported

The results obtained in Category 1 about the teaching practices observed in this classroom revealed the presence of most of them during classes, as the majority of answers are moderate to high values. It is evident that the teacher's practices intend to improve the oral proficiency of students.

Among the observed indicators, the practice of prioritizing fluency over grammatical accuracy obtained the highest mean value ( $M= 4.75$ ), indicating that this practice was consistently observed during the classroom sessions. In this respect, this result suggests that the teacher's emphasis is on students' ability to communicate their ideas orally and express themselves openly rather than focusing exclusively on grammatical precision. During the observation process, students were encouraged to participate in speaking tasks without the constant interruption for error correction, which allowed a more communicative environment in the class, as the purpose of the subject is to focus on such an important skill.

Similarly, the practice of providing clear and concise instructions for speaking tasks obtained a high mean value ( $M = 4.00$ ), showing it was frequently observed during the lessons. This result suggests that the teacher is generally providing organized and understandable guides before and during oral activities. During the observation, the teacher tried to explain two or three times in order to make it clear for the students. Sometimes, Spanish was used as a means of explanation according to the difficulty of the task.

Besides, integration of communicative tasks with group activities and scaffolding implementation both obtained moderate means ( $M=3.00$ ), corresponding to the sometimes-observed category in the lessons. These results point to the fact that these practices were

present in this classroom; however, they were not implemented consistently across the observed tasks over the four-week period.

In contrast, the integration of real-life context in tasks presented the lowest mean score (M=2.50), demonstrating that authentic oral activities connected to real situations were only rarely to sometimes observed in the classroom. This result may suggest limited opportunities for students to use the language in situations that involve authentic communication with topics and vocabulary that surround them, since they are getting involved in the context of different countries, whose reality might be completely different from their backgrounds.

Regarding variability, the standard deviation values were generally low, which shows consistency across the sessions observed. Median and mode values were generally aligned with the mean scores, confirming the predominance of frequently observed teaching practices applied in class.

Overall, the teacher frequently implements several communicative practices to positively contribute to students' speaking skill development in the Oral Communication subject, although certain aspects, such as integrating real-life contexts and using more communicative tasks, could still be strengthened.

**Table 3**

*Category 2: Teaching Roles Course A*

	Mean	Median	Mode	SD
Facilitator	3.00	3.00	3.00	0.000
Monitor	3.50	3.50	3.00 <sup>a</sup>	0.577
Organizer	3.25	3.00	3.00	0.500
Supporter	3.25	3.00	3.00	0.500
Feedback provider	2.50	2.50	2.00 <sup>a</sup>	0.577

<sup>a</sup> There is more than one trend; only the first is reported

Mean                      Median                      Mode                      SD

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The findings obtained in Category 2 reveal the different teaching roles observed during the observation of Oral Communication lessons in course Segundo “A”. To start with, the highest value is the Monitor role with a mean of (M=3.50), evidencing that was sometimes to frequently observed throughout the classroom sessions. This refers to the teacher commonly supervising students’ participation and following the development of speaking tasks while learners are interacting orally in a lesson.

Similarly, the Organizer (M=3.25) and Supporter (M=3.25) roles were consistently sometimes observed inside the classroom. It suggests that the teacher occasionally guided classroom activities, implemented well-organized activities, or managed participation while implementing oral activities. In the same line, the Facilitator role obtained a mean value (M=3.00) corresponding to the category sometimes observed, denoting that this role was maintained at the same level throughout the observed lessons, as there were guidance and promotion of students' participation; despite this, opportunities for greater student-centered interaction could still be reinforced.

On the other hand, the role of Feedback Provider got the lowest mean value (M=2.50), corresponding to the fact that corrective feedback and reinforcement during speaking tasks were only rarely to sometimes observed in sessions. This may advise limited opportunities for teenagers to receive consistent oral feedback or take notes of common errors to help those students improve their speaking performance, and at the same time, balance communication accuracy with fluency.

Regarding variability, the standard deviation values were generally low, which shows consistency across the sessions observed. Median and mode values were generally aligned with the mean scores, confirming the predominance of moderately observed teaching roles through this observation process in this classroom.

On the whole, these results evidence that the teacher adopted several supportive and organizational roles during the development of speaking activities in Oral Communication in course A. However, the relatively low presence of feedback practices as corrective and constructive feedback strategies could be strengthened in order to support students' oral proficiency development more effectively.

**Table 4***Category 3: Students' Oral Participation Course A*

	Mean	Median	Mode	SD
Oral participation	3.00	3.00	3.00	0.816
Peer interaction	3.25	3.00	3.00	0.500
Extended oral production	3.25	3.00	3.00	0.500
Willingness to communicate	3.50	3.50	3.00 <sup>a</sup>	0.577
Speaking confidence	3.00	3.00	3.00	0.000

<sup>a</sup>There is more than one trend; only the first is reported

The results obtained in category 3 show the level of students' oral participation observed in the lessons in course A according to several indicators. The highest value in the indicator Willingness to communicate with a mean (M=3.50) demonstrates a sometimes to frequently observed readiness to participate in oral activities and interact using English during the lesson. It advises a positive classroom environment in which students show interest in engaging in oral tasks and express their ideas using a foreign language.

In addition, the indicators Peer Interaction and Extended Oral Production both obtained mean values (M=3.25) corresponding to the category Sometimes Observed. These findings suggest that students occasionally interacted with classmates in the target language, native language was used as primarily mean of communication during tasks, and produced longer oral responses during speaking tasks, although their behaviors were not consistently presented in all lessons.

Similarly, Oral Participation and Speaking Confidence both obtained mean values (M=3.00) corresponding to the Sometimes Observed category as well. This is referred to while students participated in oral activities and demonstrated a certain level of confidence when using the language; participation levels varied depending on the activity and how the classroom dynamic is organized.

Regarding variability, the standard deviation values were generally low, which shows consistency across the sessions observed. Median and mode values were generally aligned with the mean scores, confirming the predominance of moderately observed participation behaviors during the classes.

Evidently, these outcomes suggest that students demonstrated moderate levels of willingness to communicate, participation, or oral performance during the subject, yet findings show that greater opportunities for sustained interaction and confidence-building activities could further enhance speaking performance in the majority of students, not just a small group.

**Table 5**

*Category 1: Teaching Practices Course B*

	Mean	Median	Mode	SD
Clear instructions	3.50	3.50	3.00 <sup>a</sup>	0.577
Communicative activities	3.75	3.50	3.00	0.957
Scaffolding	3.00	3.00	3.00	0.000
Real-life topics	2.50	2.50	2.00 <sup>a</sup>	0.577
Fluency over accuracy	4.50	4.50	4.00 <sup>a</sup>	0.577

<sup>a</sup>There is more than one trend; only the first is reported

The following section corresponds to the analysis of the data collected from the classroom observations conducted in Segundo de bachillerato “B”. As evidenced before, it is divided into three categories: teaching practices, teacher roles, and students’ oral participation through the usage of descriptive statistics such as mean, median, mode, and standard deviation in order to identify the frequency and consistency of the practices and roles observed in the Oral Communication subject.

The findings in Category 1 revealed the teaching practices observed in Course B. The practice of prioritizing fluency over grammatical accuracy is the highest mean value (M=4.50), corresponding to the category Frequently Observed and Consistently Observed.

This value indicates that the teacher is regularly prioritizing students' oral fluency and meaningful communicative interactions in oral activities, encouraging them to express ideas freely rather than focusing on grammatical rules usage.

Similarly, the communicative activities in group integration practice obtained a relatively high mean value (M=3.75), corresponding to Frequently Observed, demonstrating an interactional activities implementation, for instance, discussions or debates. Besides, providing clear instructions, practice presented a mean value (M=3.50), suggesting that organized, concise, and understandable guidance was Sometimes to Frequently Observed before participating in oral tasks.

In the case of scaffolding, a mean value (M=3.00) was obtained, evidencing that support strategies were Sometimes Observed. These supportive speaking strategies were maintained at the same moderate level, although there were guidance and assistance, scaffolding was not strongly emphasized in oral tasks. Furthermore, the connection with real-life topics got the lowest mean value (M=2.50), corresponding to the category Rarely Observed, evidencing that speaking activities connected to the integration of authentic communicative situations were limited during the observed lessons.

In the case of variability, the standard deviation values were generally low, which shows consistency across the sessions observed. Median and mode values were generally aligned with the mean scores, confirming the predominance of moderately to frequently observed teaching practices during communicative activities.

Overall, this data from Course B evidence the teacher frequently promoted fluency-oriented instruction and communicative activities during lessons. Clear instructions were also regularly observed, allowing the effective organization of tasks and students' understanding. However, the moderate implementation of scaffolding and limited integration of contextualized topics suggest the strengthening of these areas to foster speaking proficiency more effectively.

**Table 6**

*Category 2: Teaching Roles Course B*

	Mean	Median	Mode	SD
Facilitator	3.50	3.50	3.00 <sup>a</sup>	0.577
Monitor	4.50	4.50	4.00 <sup>a</sup>	0.577

	Mean	Median	Mode	SD
Organizer	4.25	4.00	4.00	0.500
Supporter	4.00	4.00	4.00	0.000
Feedback provider	4.75	5.00	5.00	0.500

<sup>a</sup>There is more than one trend; only the first is reported

Among the analyzed roles, the Feedback Provider obtained the highest mean value (M=4.75) corresponding to Frequently Observed and Consistently Observed throughout the lessons of the Oral Communication subject. The teacher is regularly providing oral correction about mispronunciation, reinforcement, taking notes while listening to the oral activities, and guiding those activities to help students improve their oral performance, trying to balance fluency with accuracy.

Similarly, the role of Monitor obtained a high mean value (M=4.50), showing that supervision and follow-up during speaking tasks are Frequently Observed during classes. In this case, the standard deviation (SD=0.5777) reflects slight variability in this role across lessons, depending on the activities proposed or other factors, such as behavior. In addition, the role organized presented a mean (M=4.25), pointing out that activities are consistently organized and managed effectively during the implementation of oral tasks.

Furthermore, the teacher as a supporter is a role that obtained a mean value (M=4.00), which corresponds to the Frequently Observed category, making students feel encouraged and providing assistance during oral participation. Moreover, the role of facilitator showed a mean value (M=3.50) remaining in the same category, Frequently Observed, so this represents greater opportunities for students to focus on activities with autonomous participation that could be strengthened during the Oral Communication subject.

With respect to variability, the standard deviation values were generally low, which shows consistency across the sessions observed. Median and mode values were generally aligned with the mean scores, confirming the predominance of frequently observed teaching roles during these speaking classes.

To sum up, the results suggest that the teacher in Course be adopted several active and supportive teaching roles that may positively contribute to improving students' speaking skills. In particular, the high presence of being a monitor, feedback provider, and organizer

reflects a classroom where the teacher is giving active guidance and reinforcement in the activities of the Oral Communication subject.

**Table 7**

*Category 3: Students' Oral Participation Course A*

	Mean	Median	Mode	SD
Oral participation	4.00	4.00	4.00	0.816
Peer interaction	3.50	3.50	3.00 <sup>a</sup>	0.577
Extended oral production	3.25	3.00	3.00	0.500
Willingness to communicate	3.75	4.00	4.00	0.500
Speaking confidence	3.75	4.00	4.00	0.500

<sup>a</sup>There is more than one trend; only the first is reported

The data according to the third category reveals that the oral participation indicator got the highest mean value (M=4.00) indicating that students frequently participated in speaking activities during the lessons. Learners were actively involved in answering teacher's questions about the tasks making an interactive class where students are eager to participate on the planned activities.

In the same line, the Willingness to Communicate and Speaking Confidence both obtained a mean value (M=3.75), which were Frequently Observed in the classroom. These results advise that students were actively involved in the interaction with their classmates and the teacher, since they were generally willing to engage in communicative tasks even with the implementation of negotiation of meaning while speaking.

Furthermore, Peer Interaction got a mean value (M=3.50) which falls in the category Sometimes to Frequently Observed, where learners had the opportunities to collaborate and communicate during the tasks; most of the time, they were using Spanish in order to do the activity proposed. Also, the extended oral production gathered the lowest mean value (M=3.25), demonstrating that longer oral answers and sustained speaking production were only sometimes observed during classroom lessons.

In the case of variability, the standard deviation values were generally low, which shows consistency across the sessions observed. Median and mode values were generally aligned with the mean scores, confirming the predominance of moderate to high levels of oral participation among students during Oral Communication activities.

To conclude, these results advise that students in Course B demonstrated positive levels of participation, confidence, and willingness to use the language while doing the activities proposed by the teacher. For this reason, the classroom environment and the teacher's communicative practices contribute positively and significantly to oral interaction and engagement in these lessons. Nevertheless, the moderate level of speaking production needs further encouragement to encourage students to produce longer and more elaborate responses to foster their communicative competence.

- Comparative Analysis Between Course A and B

The comparison between these two courses revealed several similarities and differences in respect of the teaching practices, teaching roles, and students' oral participation observed during the presence in the classrooms. In general, both courses demonstrated the implementation of communicative activities, for instance, discussions, roleplays, or debates, intended to promote oral interaction. Although course B presented slightly higher mean values in various indicators related to the teacher support, organization, feedback, and students' participation

In the category Teaching Practices, both courses showed high mean values in the practice of prioritizing fluency over accuracy, where Course A had a mean of 4.75 and Course B a mean of 4.50. Both classrooms of Segundo de bachillerato presented tasks oriented to the development of fluency, in which teachers prioritized communication and oral expression over constant grammatical correction. This is supported by Zakirovich (2023), the implementation of activities with a focus on fluency allows learners to produce and interact with the language with ease, making them express their ideas more naturally and spontaneously. Besides, the fluency competency is supported by the communicative language teaching, which emphasizes meaningful interaction and authentic language use through the implementation of different oral group activities, enhancing the language usage (Bashir et al., 2025).

Besides, both courses demonstrated the presence of communicative activities and clear instructional guidance during the classroom interactions. Although Course B obtained a higher mean value in the implementation of communicative activities with their students (M=3.75) compared to Course A (M=3.00), suggesting a more frequent application of interaction tasks in Course B. In this regard, Torky (2006) states that clear instructions in class are crucial since they contribute to a more effective participation and it improves the students' engagement in an oral activity. This is supported by Oradee (2013), with the implementation of communicative tasks promotes meaningful interaction and motivates the learners to establish a good environment with their classmates.

On the other hand, the inclusion of contextualized topics according to students' realities had the lowest mean values in both courses ( $M=2.50$ ), indicating that authentic communicative situations connected to their environment were only rarely or sometimes observed during lessons. According to Astuti et al. (2025), the integration of context is essential because they provide learners with opportunities to practice the language meaningfully and develop spontaneous oral communication, making the learning experience more relevant, authentic, and applicable to their daily experiences.

In the second category about the teaching roles, there are important differences that were identified between the two courses. In the case of Course A, moderate mean values were presented in roles as a facilitator, organizer, and supporter. But Course B demonstrated considerably higher values in almost all indicators, particularly the feedback provider, which obtained a mean value of 4.75 in this class compared to the value of 2.50 in Course A. As Saad ALRowais (2015) argues, teacher roles are crucial since teachers should be creative and inspire learners to new or better forms of learning, so the implementation of them is like wearing multiple hats in order to ensure the school day goes smoothly and everyone receives quality education as students deserve.

Concerning the third category, about students' oral participation, Course B demonstrated slightly higher levels of participation, willingness to communicate, and speaking confidence compared to students in Course A. In the case of oral participation, the mean value was 3.00, whereas the active participation in Course A had a mean of 3.00. Students' participation in this subject is extremely necessary, as supported by Rahman (2010), the communication process involves the transmission of facts, ideas, thoughts, and feelings, making them actively and consciously engaged in the moment of speaking.

To conclude, the comparison between both courses indicates that although communicative teaching practices are present in both classes, Course B demonstrated a greater implementation of supportive teaching roles, feedback implementation, and student participation indicators. Consequently, these results may lead to the idea that active teacher guidance, consistent oral interaction, and supportive classroom practices may contribute in a positive way to enhance speaking skills in students, specifically in the Oral Communication subject

With respect to the **Second Objective**, which aimed to identify the most common teaching practices and teacher roles to foster oral communication at Unidad Educativa “La salle”. To achieve this objective, semi-structured interviews were conducted with two EFL teachers responsible for the Oral Communication subject: Mgs. Alexis Samaniego and Mgs. Verónica Orozco excellent professional with a great trajectory in the English teaching field.

The interviews explore aspects related to pedagogical approaches used to foster oral proficiency, teacher roles and practices, classroom interaction, and strategies to promote students' speaking development and participation in class. This information was analyzed in

a qualitative way through thematic categorization in order to identify the most common aspects of their teaching in a classroom.

- **Pedagogical Approach to Oral Communication**

Both teachers agreed that the Oral Communication subject differs from traditional EFL classes because the priority is speaking production, oral interaction, and communicative confidence. Samaniego (2026) explained that this subject allows teachers to emphasize speaking skills and listening, unlike general English classes, where *“we need to apply the four skills at the same time.”*

Similarly, Orozco (2026) stated that oral communication is *“one of the best ways that we have to teach the language”* because students develop speaking and listening abilities through meaningful interactions with others. These findings are consistent with the principles of Communicative Language Teaching (CLT), which promotes meaningful communication and interaction as essential components of language learners (Ju, 2013).

Furthermore, both teachers highlight the importance of adapting instruction according to learners' proficiency levels and communicative needs. Samaniego (2026) noted that he tends to assess students' fluency and grammar at the beginning of the school year in order to *“apply different strategies and organize collaborative work among learners with different proficiency levels”*.

Regarding fluency over grammatical accuracy, both participants emphasized the importance of prioritizing communication over constant correction. Orozco (2026) explained that even if students *“could not use the correct grammar structure”*, they can still get the ability to interact and convey the message. Also, Samaniego (2026) emphasized that students need opportunities to engage in natural oral interaction to enhance their oral skills. These findings support the idea that speaking activities focused on fluency allow students to communicate naturally and with confidence without the necessity of interrupting the interaction for grammatical correction (Roosdianna et al., 2018).

- **Teaching Practices**

In the respect of teaching practices, both teachers reported implementing communicative activities connected to students' interests. Samaniego (2026) explained that one of the strategies involved asking students to share relevant news with the class to encourage oral expression and discussion about authentic topics, since learners needed to *“share with the class an important fact or things that are relevant for our country,”* promoting interaction. Besides, Orozco (2026) emphasized the importance of debates, speeches, games, songs, and role plays as communicative activities that allow the student to express opinions and interact in a natural way. As Torky (2006) suggests, these kinds of activities have a positive impact on students' speaking proficiency; they give the learners the experience of spontaneous interaction through negotiating turns to speak, using and answering questions, and reacting to others' contributions.

In relation to interaction patterns, both participants considered pair work and collaborative activities essential during the Oral Communication subject. Samaniego (2026) explained that students “*feel better and they have confidence at the moment when they need to talk*” when working with classmates. Similarly, Orozco (2026) stated that pair work helps students “*feel comfortable*” and “*trustful*” because when working with classmates, they can support each other during the activities. These kinds of patterns allow students to work independently, face-to-face, and communicate with one another with minimal involvement from the teacher, who can act as a monitor during the class (Yulitrisya & Narius, 2018).

Moreover, both teachers highlighted the importance of scaffolding strategies before the implementation of speaking activities. According to Farida & Rozi (2022), these mean providing the contextual assistance for meaning through several things, such as modeling, with graphics or pictures, and cooperative language. For this reason, Samaniego (2026) reported implementing brainstorming and vocabulary review before oral production to activate students’ prior knowledge to reduce difficulties while applying the task. In the same line, Orozco (2026) explained that “brainstorming activities help students organize ideas progressively,” learning vocabulary, actions, connectors, and topic development before the oral production.

Concerning feedback, there are a few similarities in the case of Orozco (2026), who explained that immediate correction may negatively affect students’ confidence because “*they will feel shy*” or “*embarrassed*” during that presentation. Therefore, the interviewee preferred delayed feedback after presentations, using note-taking to give a general correction of pronunciation or any mistakes committed during the activity. In the same way, Samaniego (2026) stated that feedback is generally provided after completing units through the reinforcement and review activities. As noted by Khunaiyi & Hartono (2015), feedback is crucial so that vocabulary does not fossilize in the future. This will help them clarify their understanding of phonetics, meaning, and construction of the language if we are talking about grammatical accuracy.

To sum up, the interview findings about the common practices implemented suggest that communicative interactions with collaborative learning, scaffolding strategies such as brainstorming and vocabulary support, and the tendency to include real-life topics are present in both teachers’ classrooms in order to foster oral proficiency skills in this subject and classroom.

- **Teachers’ Roles**

The results revealed that the most common roles that both teachers frequently assume in classes are as monitor and facilitator during the development of speaking tasks. Samaniego (2026) explained that he constantly supervises classroom activities as he needs to “*check in on all necessary things*” and monitor students’ progress during speaking activities. Similarly, (2026) emphasized that in high school contexts, “*you have to be the monitor*” due to the number of students and the constant need for classroom guidance.

Additionally, both teachers reported adopting supportive and flexible roles according to the type of oral activity implemented during the Oral Communication subject. In this line, Samaniego (2026) mentioned that *“I try to work closely with students who need additional support”* and frequently asks higher-level students to assist classmates who need extra help during a role play or any communicative activity. Likewise, Orozco (2026) explained that while developing the activities, the teacher should act mainly as a guide, but during presentations, the teacher’s role becomes more focused on observation and *“take notes for later feedback”* to make general observations of mistakes.

This assumption of multiple pedagogical roles is intended to facilitate oral interaction, provide linguistic support, and maintain students actively engaged in their speaking ability development. Switching roles allows an effective teacher to guide students but also keep order in the classroom. So, it will help in providing and maintaining the quality and standards, not leaving out the affective factors involved in this process, and motivate learners to practice the language (Koran, 2015).

Overall, according to the analyzed information, it shows that monitoring, facilitator, and supporter are among the most common pedagogical roles assumed by both teachers during the speaking class development.

- **Students' Response and Effectiveness**

Concerning student participation and classroom effectiveness, both teachers highlighted the importance of creating a supportive and motivating classroom in order to reduce anxiety and encourage oral production of the language. Samaniego (2026) explained that he frequently tries to start lessons with games because students *“start to feel better at the beginning of the class”* and become more motivated to participate in communicative activities. In the same line, Orozco (2026) emphasized the importance of understanding students’ emotions and affective needs during the learning process. Many students usually *“feel shy or insecure when speaking in English”*; therefore, supportive methodologies and physical learning materials are necessary to increase confidence and encourage participation. These findings, according to Gidman (2025), are related to Krashen’s Affective Filter Hypothesis, suggesting that students learn more effectively when feeling safe in the classroom and anxiety levels are reduced, promoting a good environment between the teacher and students.

Moreover, both teachers agreed that contextualized and meaningful topics positively influence students' participation. As Orozco (2026) mentioned, students enjoy discussing “music, movies, superheroes” and topics about social media which are related with nowadays topics. Similarly, Samaniego (2026) stated that students could participate more actively when classroom interaction is connected to topics relevant to their daily lives and interests.

To conclude, the interview results suggest that communicative teaching practices, collaborative interaction, delayed feedback, scaffolding strategies, and mixing teaching roles

contribute absolutely to students' speaking development and oral participation in a class, demonstrating consistency with the observation results.

In this respect, the **third objective** sought to explore the students' perspectives on how teachers' practices and roles influence the development of speaking skills during Oral Communication classes at Unidad Educativa "La Salle." To achieve this objective, a Likert-scale questionnaire was administered to students from Segundo de Bachillerato "A" and "B." The results were analyzed quantitatively through descriptive statistics, mainly mean values and standard deviation, in order to identify the tendencies in students' responses and compare both courses.

For the interpretation of mean values obtained from the questionnaire, the following scale was established:

**Table 8**

*Interpretation of the Likert Scale for students' questionnaire*

Mean Range	Interpretation
1.00 – 1.79	Strongly Disagree
1.80 – 2.59	Disagree
2.60 – 3.39	Moderately Agree
3.40 – 4.19	Agree
4.20 – 5.00	Strongly Agree

Note. Adapted from the Likert scale used in the students' questionnaire

**Table 9***Category 1: Perceived Teaching Practices*

	Course Mean	A SD	Course B Mean	SD
Communicative speaking activities	3.97	0.904	4.03	0.870
Teacher scaffolding usage	4.26	0.751	4.41	0.657
Real-life topics	3.85	0.857	4.03	1.029
Collaborative speaking opportunities	3.91	0.793	4.03	1.058
Clear instructions for oral tasks	4.15	0.821	4.15	0.925

Table 8 represents the descriptive statistics related to students' perceptions of teaching practices implemented during Oral Communication classes in Course A and B. The results demonstrate generally positive perceptions toward communicative-based teaching practices in both groups, as most mean values correspond to "Agree" and "Strongly Agree" according to the Likert scale.

Among the data evaluated, the teacher practice scaffolding usage obtained the highest mean scores in both groups, with a mean of 4.26 in Course A and 4.41 in Course B, corresponding to "Strongly Agree". These findings suggest that students highly valued support provided before speaking activities, with the inclusion of vocabulary, modeling examples, brainstorming, and guided assistance. Also, the relatively low standard deviation (0.751 and 0.657) indicates consistency in students' responses. This is supported by Farida & Rozi (2022), who emphasize the importance of guided support in helping learners perform communicative tasks more confidently and effectively. Besides, scaffolding is essential as it helps bridge the gap between what students can do alone and what they can achieve with assistance; in that way, students are going to gain confidence and comprehension, encouraging meaningful interaction, not memorization (Ginaya et al., 2018)

Furthermore, clear instructions for oral tasks also received high evaluations in both courses, with identical mean scores of 4.15 that is to say "Agree". These show that students perceived classroom instructions as understandable and useful during oral tasks. According to Kemma (2019), pre-planning instructions help teachers to convey the correct message of the activity proposed, as just essential information is incorporated, plain language, and

sequencing it in the correct order to avoid misunderstandings when explaining in class, making them feel secure about what to do in each oral task.

In the case of communicative speaking activities, students from both courses reported positive perception, with mean scores of 3.97 in Course A and 4.03 Course B corresponding to “Agree”. These findings indicate that activities such as debates, roleplays, and oral discussions were generally considered beneficial for improving speaking abilities. This is aligned with the collaborative speaking opportunities as there is a mean value of 3.91 in Course A and 4.03 in Course B, suggesting that pair work and group interaction were perceived as useful opportunities to practice their oral skill in class.

The students’ perceptions of collaborative work in this subject are related to the Interaction Hypothesis, which emphasizes the importance of meaningful interaction and communication to acquire a second language, especially if, in the activities proposed, learners require negotiation of meaning, clarification, and feedback, with these opportunities to practice language fluency, which is improving in their oral speech (Al Khateeb, 2014).

Additionally, contextualized topics integration presented mean scores of 3.85 in Course A and 4.03 in Course B, corresponding to “Agree.” Although students still demonstrated positive perceptions toward contextualized speaking topics, this indicator showed the highest variability in responses, specifically in Course B (SD=1.029). That is to say that students may have experienced differences in how relevant or motivating classroom topics were during these oral activities, varying depending of the alignment with the school book or activities already elaborated by the teacher.

In general, the findings reveal that students from both courses perceived scaffolding strategies, collaborative speaking opportunities with communicative activities, and clear instructions as important teaching practices that supported the development of their oral communication skills in English.

**Table 10**

*Category 2: Perceived Teachers’ Roles*

	Course Mean	A SD	Course B Mean	SD
Support during speaking activities	4.24	0.987	4.12	0.946
Guidance during speaking activities	4.32	0.768	4.09	0.965
Monitoring during group work	4.15	1.019	4.41	0.743

	Course Mean	A SD	Course B Mean	SD
Organization of oral tasks	4.15	0.744	4.21	0.770
Constructive feedback provision	4.24	1.058	4.03	0.955

In the second category, about the teachers' roles during speaking activities in the Oral Communication subject, the results reveal positive perceptions in both courses, as all mean scores were above 4.00 on the Likert scale. Students generally agreed that teachers played different roles that contributed positively to their oral development.

Among the indicators, guidance during speaking activities obtained one of the highest mean scores in Course A (M=4.32), while the monitoring during group work presented the highest score in Course B (M=4.41). These findings demonstrate that students perceived teachers as active facilitators who guide and provide support during communicative activities. In particular, the high score in Course B suggests that students recognized the teacher's constant presence and assistance during pair and group interactions. As Koran (2015) states, the combination of roles in class fosters speaking development and being aware of modern techniques to be able to meet the needs of the learners, through which speaking proficiency can be improved.

Furthermore, the role of supporter in oral tasks received positive perceptions in both groups, with a mean score of 4.24 in Course A and 4.12 in Course B. These values indicate that students felt supported when they were having certain difficulties in expressing their ideas during oral interaction, making them feel comfortable when speaking, and providing keywords or clues to help students remember the vocabulary or grammatical aspect in which they needed help. As mentioned by [Villegas-Puyod et al. \(2020\)](#), a teacher as a supporter makes students feel self-motivated in doing their activities and even upholds positive developmental results, strengthening the positive relationship toward classmates and academic performance, reducing speaking anxiety, and engaging learners in their learning process.

In the case of oral tasks organization, both courses reported positive perceptions, with mean scores of 4.15 in Course A and 4.21 in Course B, and the low standard deviation values demonstrate the consistency in the students' responses. These results indicate that students considered speaking tasks to be clearly organized with a structure and materials previously elaborated. Indeed, they are well explained before the classroom interaction begins, so it makes the class work faster.

Lastly, the teacher's role as a feedback provider obtained positive mean values in both groups, with a mean of 4.24 in Course A and 4.03 in Course B. It is supposed that students frequently perceive teachers' feedback as useful for improving their speaking performance. However, this indicator also presents the highest variability levels in Course A (SD=1.058), demonstrating that some students may have experienced another kind of feedback during classroom interaction, depending on the mistakes or the way the teacher corrected speaking on a certain occasion. As mentioned by Sakale (2019), in the moment when a teacher is providing feedback, many factors are involved: the teacher's pronunciation, body language, and facial expressions, which depend on the purpose and can be interpreted differently for each student.

On the whole, the findings demonstrate that students from both courses positively perceived teachers as facilitators, organizers, monitors, and supporters during the Oral Communication lessons. This role mixing tries to enrich the students' learning process to be significant, and the English oral skills could be improved.

**Table 11**

*Category 3: Influence on speaking performance*

	Course A Mean	SD	Course B Mean	SD
Speaking confidence	4.00	0.921	4.03	0.969
Perceived improvement	4.15	0.892	4.29	0.970

The third category about students' perceptions regarding the influence of teaching practices and teachers' roles on their speaking performance in Oral Communication lessons. In respect of speaking confidence during this subject, students from both groups reported positive perceptions with mean scores of 4.00 in Course A and 4.03 in Course B, indicating that learners generally feel confident participating in oral activities and taking risks while speaking English on the communicative tasks proposed. Although the standard deviation presents some variability (0.921 and 0.969) in responses, the tendency demonstrates that there is a supportive environment to practice the language. These aspects are related to Krashen's Affective Filter Hypothesis, which, according to Gidman (2025), a supportive and low-anxiety learning environment facilitates language acquisition and increases learners' willingness to communicate in the target language. For this reason, nowadays education is being integral as all the aspects should be taken into account, not just academically related.

Similarly, the perceived improvement in the speaking skill got the highest mean scores in this category, with 4.15 in Course A and 4.29 in Course B, evidencing that students believed their ability to communicate orally in English had improved thanks to the specific activities speaking-focused on the Oral Communication subject, where the teacher applies the different roles and practices to foster their improvement. These speaking opportunities are essential to develop oral proficiency, according to Brown (2008), which is developed more effectively when students are actively engaged in speaking experiences that require interaction, collaboration, and spontaneous language use rather than being passive learners.

To conclude, this data demonstrates that students perceived Oral Communication classes as beneficial to enhance their speaking confidence and their oral communication abilities in English, as it is a long process in which teachers need to continue innovating in tasks mixing practices and roles in order to make their students succeed and motivate them to learn a foreign language.

The analysis of the three research instruments revealed that teaching practices and teachers' pedagogical roles play an important role in the development of students' speaking skills during the Oral Communication lessons. The classroom observations demonstrated that the implementation of communicative activities, scaffolding strategies, collaborative interaction, and monitoring practices was frequently implemented in both courses. Besides, the teacher interviews highlighted the importance of contextualized speaking tasks, pair work, feedback, and supportive classroom environments to encourage oral participation.

Furthermore, the students' survey results showed positive perceptions towards the influence of communicative teaching practices and teachers' roles on their speaking confidence and oral performance. In general, students perceived teacher guidance, scaffolding, collaborative speaking opportunities, and feedback as beneficial elements for improving participation and confidence during oral activities.

On the whole, the findings suggest that interaction-based teaching practices and supportive pedagogical roles contribute significantly to the development of speaking skills in EFL high school classrooms.

#### **4.1 Discussion**

The present study aimed to analyze the teaching practices and teacher roles that allow the development of speaking skills in Oral Communication classes in a high school context at Unidad Educativa "La Salle." Through the application of three research instruments: classroom observations, semi-structured interviews, and students' questionnaires. The results show that teaching communicative practices and supportive pedagogical roles positively influence learners' oral participation, confidence, and speaking development.

The results obtained through the observation guide point to both teachers trying to implement communicative-oriented practices during the Oral Communication lessons. In particular, the practice of prioritizing fluency over accuracy obtained the highest mean

values in both courses. This also indicates that teachers emphasized students' ability to express ideas and interact orally in English rather than interrupting the communication to focus on grammatical aspects. In this regard, the findings are consistent with Roosdianna et al (2018), who mention that fluency-focused activities encourage learners to communicate in a natural way with confidence without fear of this constant correction. Besides, all mentioned before is supported by the principles of Communicative Language Teaching (CLT) where meaningful interaction or authentic communication are central components of language learning (Ju, 2013)

Furthermore, the implementation of communicative tasks with group interactions and clear instructions was positively identified in the classroom. The classroom observations and questionnaire revealed that activities such as debates, discussions, role-plays, and the promotion of participation and interaction among learners were used. These are aligned with Torky (2006), who argues that such tasks provide students with opportunities to negotiate or exchange meaning. Also, the positive perceptions regarding collaborative speaking opportunities support the Interaction Hypothesis, which points out that language acquisition is developed through meaningful interactions with others. (Al Khateeb, 2014).

Another important aspect evidenced in this study was how essential scaffolding strategies are during oral development. According to the questionnaire, scaffolding got the highest mean values in both courses, indicating that learners perceived their teachers' support before starting speaking activities. During the class observations and interviews, teachers reported that for many years they have been using brainstorming, vocabulary review, modeling examples, and giving guided support to help students organize their ideas before speaking. These results are supported by Farida & Rozi (2022), who state that these scaffolding strategies facilitate oral production since it provides a contextual assistance and progressive guidance during speaking activities. In the same line, Ginaya et al. (2018) mention that these kinds of strategies help learners increase confidence and perform oral tasks more effectively during the class.

Nevertheless, the positive findings related to communicative practices and the implementation of scaffolding in these classes, the contextualized real-life topics got the lowest mean of scores during the observation in both groups. Although teachers are aware of the theory and the importance of integrating these contextualized topics during the interviews, classroom observations showed limited application of activities connected to students' daily experiences, culture, and everything that surrounds them. This contradiction may have different reasons such as dependence on textbook contents, time constraints, and the need to follow a predetermined curricular activities. These findings partially differ from what Astuti et al. 2025) say, contextualized tasks increase students' motivation and spontaneous oral production as learners are able to get familiarized with the language, use their own experiences and environment. Consequently, the limited presence of authentic tasks may reduce opportunities for students to improve meaningful, fluent, and natural communication,

Speaking of the teachers' roles, the results revealed that teachers are frequently assuming the roles of monitor, facilitator, organizer, and supporter during Oral Communication lessons. Specifically, Course B presented considerably higher mean values regarding feedback provision, monitoring, and classroom organization, which indicates that active teacher guidance and positive supervision influence students' participation and speaking confidence. According to Koran (2015), effective language teachers usually alternate pedagogical roles in order to foster interaction, maintain the organization, and provide support according to the students' needs. Equally, Saad ALRowais (2015) explains that teachers must adopt mixed roles to create effective learning environments and encourage students' development in a foreign language.

One of the most relevant differences identified between the two courses was the implementation of feedback in classes. This role in Course B got one of the highest mean values, whereas in Course A, feedback was only moderately observed. Through the interviews, both teachers explained that they prefer to use delayed feedback instead of immediate correction as it could increase anxiety and embarrassment among students. So, this variability in Course A may be affected by different factors such as time limitations, school management, or the priority given to fluency-focused communication. These results are aligned with Khunaiyi & Hartono (2015), who state that feedback is essential to avoid fossilization and improve pronunciation, vocabulary, and grammatical awareness. Besides, according to the results, constructive and supportive feedback may contribute to students' oral production, confidence, and willingness to communicate using the language.

Concerning students' oral participation, these findings demonstrated that Course B showed slightly higher levels and willingness to communicate, confidence, and participation compared to Course A. The observations showed that students participated more actively when teachers applied collaborative and communicative tasks supported by the monitoring and encouragement of the teacher. Likewise, in the questionnaire, students perceived the Oral Communication subject as beneficial for improving their confidence and oral proficiency. These findings support Krashen's Affective Filter Hypothesis, which states that learners usually acquire the language more efficiently when anxiety levels are reduced, and students feel emotionally secure in the environment they are surrounding everyday.

Moreover, both teachers emphasized the importance of designing a supportive and motivating classroom environment through the implementation of games, collaborative interaction, and meaningful topics to reduce students' fear of using the language orally. These findings demonstrate that affective factors play a crucial role in students' oral participation and willingness to communicate in classes. As Bhattacharya (2017) explains, supportive pedagogical roles and communicative teaching practices contribute not just to the linguistic development but also to the learners' emotional security and motivation during speaking activities.

On the whole, the results demonstrated consistency among the classroom observations, teachers' interviews, and students' perceptions. They indicate that communicative activities, scaffolding strategies, collaborative interaction, supportive

teacher roles, and constructive feedback contribute positively to the development of speaking skills in Oral Communication classes. Although both courses demonstrated positive communicative environments, Course B showed stronger implementation of different pedagogical roles and feedback strategies, which was reflected in higher levels of participation and confidence among speaking activities implemented in classes. That is why this research confirms that speaking development in EFL high school classrooms is enhanced when teachers combine different communicative teaching practices with supportive and flexible pedagogical roles that encourage the language oral production and fluency.

## CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

### 5. Conclusions and Recommendations

#### 5.1 Conclusions

This research analyzed the teaching practices and teacher roles to improve students' speaking skills in an EFL high school context at Unidad Educativa "La Salle." Through the application of classroom observations, semi-structured interviews, and students' questionnaires, it was possible to identify the communicative practices, teachers' roles, and students' perceptions related to the development of oral proficiency.

Concerning the first specific objective, the classroom observations showed that communicative teaching practices were frequently implemented in both classes of Oral Communication, especially the priority of fluency over accuracy. These practices encouraged students to participate actively and express ideas with confidence during speaking activities. Similarly, teachers adopted several pedagogical roles such as monitor, facilitator, organizer, and supporter during lessons. However, Course B evidenced a stronger implementation of feedback and classroom guidance; consequently, there was a high level of students' participation. In addition, although communication and collaborative activities were present in both classrooms, the integration of contextualized topics remained limited, suggesting the incorporation of more authentic tasks related to students' contexts.

Regarding the second specific objective, the interview findings revealed that communicative activities for instance, debates, role-plays, discussions with collaborative interactions, are one of the most common teaching practices implemented by teachers to enhance communicative skills in the Oral Communication subject. Furthermore, both participants highlighted the importance of scaffolding practices, including brainstorming, vocabulary review, and guided support, before the oral application of tasks. Also, the most common teachers' roles identified include monitor, facilitator, and supporter, which allow teachers to supervise activities, provide assistance, and maintain a positive learning environment that encourages participation.

Lastly, with respect to the third specific objective, the students' questionnaire demonstrated that learners are receiving the teaching practices positively, especially scaffolding strategies, collaborative activities, and clear instructions as beneficial elements for improving their oral abilities in the language. Besides, students recognized teachers as supporters, facilitators, monitors, organizers, and feedback providers during activities focused on speaking. To conclude, students considered Oral Communication classes as a place for improving their speaking confidence and oral proficiency as a communicative environment to encourage active participation and meaningful use in English oral activities.

Overall, the analysis of data collected through the different instruments allowed the identification of teaching practices and teachers' roles regarding the development of speaking skills in EFL classrooms. The combination of instruments contributed to a more

complete understanding of how these aspects have a great impact on speaking development in high school contexts.

## 5.2 Recommendations

First, it is recommended that EFL teachers continue strengthening communicative teaching practices focused on fluency rather than accuracy, through the implementation of tasks, debates, discussions, role-plays, or information gaps, which are collaborative interaction activities that encourage students to use the language more naturally. In addition, more time should be dedicated to the subject of Oral communication, or create extracurricular speaking spaces, such as speaking clubs, to provide students with greater opportunities for oral interaction and spontaneous speech production.

Second, it is important to emphasize the inclusion of authentic, context-based topics related to their daily lives and interests. In that way, students are going to feel motivated and immersed in the activity, making them participate actively and promoting meaningful communication. Therefore, teachers are encouraged to adapt textbook activities and curricular content to their needs and interests.

Third, teachers should reinforce the constructive feedback practices during speaking tasks to help students improve pronunciation, fluency, self-confidence, and vocabulary application, which does not negatively affect their willingness to communicate in a foreign language, doing it with the correct techniques to not provoke the contrary effect.

Finally, it is recommended that teachers continue implementing scaffolding strategies, but more frequently with the usage of modeling, visual aids, and guided preparation, since these practices contribute positively to students' confidence before starting the activity, avoid misunderstandings, and increase speaking participation.

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Zakirovich, G. B. (2023). ACCURACY AND FLUENCY IN LANGUAGE TEACHING.  
*INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY  
RESEARCH* ISSN: 2277-3630 Impact Factor: 8.036, 12(05), 19-25.  
<https://www.gejournal.net/index.php/IJSSIR/article/view/1743>

## 7. Annexes

### ANNEXE 1:

#### GUIDE OBSERVATION

### Classroom Observation Guide

#### Introduction

This classroom observation guide is designed to determine the teacher's roles and teaching practices during the Oral Communication class in the "Unidad Educativa la Salle" Riobamba. This instrument is applied while the teachers that conduct the regular class and aims to identify how teaching practices and teacher roles influence students' speaking performance.

#### General Information

1. Institution: \_\_\_\_\_
2. Teacher: \_\_\_\_\_
3. Date: \_\_\_\_\_
4. Grade: \_\_\_\_\_
5. Lesson Topic: \_\_\_\_\_
6. Duration: \_\_\_\_\_
7. Observer: \_\_\_\_\_

#### Observation Scale

The observer will rate each indicator according to the following scale:

- 1 – Not observed
- 2 – Rarely observed
- 3 – Sometimes observed
- 4 – Frequently observed
- 5 – Consistently observed

#### CATEGORY 1: TEACHING PRACTICES

This category seeks to recognize and examine the educator's teaching practices that enhance students' speaking abilities in the Oral Communication class

No.	Indicator	1	2	3	4	5
1	The teacher provides clear and concise instructions for speaking tasks.					
2	The teacher uses communicative activities that promote student interaction, such as role-plays, discussions, debates, and pair/group work.					

3	The teacher provides scaffolding (vocabulary, models, brainstorming) before a speaking activity.					
4	The teacher connects the speaking task to real-life or contextualized situations.					
5	The teacher prioritizes fluency over grammatical accuracy during speaking activities.					

### **CATEGORY 2: TEACHER ROLES**

This dimension evaluates the role the teacher takes during speaking activities

<b>No.</b>	<b>Indicator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
6	The teacher acts as a facilitator during speaking activities					
7	The teacher monitors students while they interact.					
8	The teacher organizes speaking activities effectively					
9	The teacher supports students when they have difficulty expressing ideas					
10	The teacher provides supportive and constructive feedback.					

### **CATEGORY 3: STUDENT-RELATED INDICATORS**

This dimension evaluates students' responses to the teacher's practices and roles during the communicative activities.

<b>No.</b>	<b>Indicator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
11	Most students actively participate in the speaking tasks.					
12	Students interact mainly with peers rather than only with the teacher.					
13	Students produce extended utterances (not only isolated words).					
14	Students demonstrate willingness to communicate in English.					
15	Students show confidence when speaking					

### **Observation Notes**

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## ANNEXE 2:

### INTERVIEW GUIDE

#### Universidad Nacional de Chimborazo

#### Introduction:

The current interview is part of the research titled “Teaching Practices and Teachers’ Roles in the Development of Speaking Skills in EFL High School Classrooms.”

The instrument has been created based on a review of the literature and an analysis of the research objectives. It aims to gather information about the practices and roles that the teacher uses in the EFL classroom in the Oral Communication subject. The information collected will be kept confidential and will be used only for academic and research purposes. We sincerely appreciate your collaboration, which will be of great value to this study.

#### Interview guide

#### Objective:

To identify the most common teaching practices and roles used to foster oral communication skills in EFL high school classrooms.

Place: \_\_\_\_\_

Date: \_\_\_\_\_

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

#### General Information

Name of the interviewee: \_\_\_\_\_

Position: \_\_\_\_\_

Name of the interviewer(s): \_\_\_\_\_

Years of teaching experience: \_\_\_\_\_

Academic degree: \_\_\_\_\_

#### Section 1: Pedagogical Approach to Oral Communication

1. How do you differentiate the specific learning outcomes of the *Oral Communication* subject from those of a general English/EFL class?
2. In this subject, what criteria do you use to balance the development of communicative fluency versus grammatical accuracy during student performances?

#### Section 2: Teaching Practices

3. Which specific oral genres or tasks (e.g., spontaneous debates, formal presentations, structured role-plays) do you prioritize, and how do they align with the goal of developing real-world communication?

4. What interaction patterns do you think are most effective in this subject, such as pair work or group discussions?
5. What specific pre-speaking routines or "scaffolding" (e.g., model dialogues, lexical chunks, or brainstorming) do you implement to lower the students' affective filter and prepare them for oral production?
6. What is your primary method for delivering feedback on oral performance (e.g., immediate correction, delayed feedback via rubrics, or peer-evaluation), and how does this choice impact student confidence?

### **Section 3: Teachers' Roles**

7. According to the specific needs of the Oral Communication lesson, which pedagogical roles do you assume most frequently (e.g., Facilitator to encourage flow, Monitor to track progress, or Prompter to provide linguistic support)?
8. How does your role change depending on the type of oral activity? Could you provide an example?

### **Section 4: Student Response and Effectiveness**

9. What specific pedagogical strategies do you implement to lower anxiety and encourage active participation in a subject where students are constantly required to produce oral outcomes?"
10. Based on your professional experience, which combination of teaching practices and teacher roles has proven most effective in achieving measurable progress in your students' oral proficiency?

**ANNEXE 3:**  
**QUESTIONNAIRE**

**Universidad Nacional de Chimborazo**

**Questionnaire on Teaching Practices and Teachers' Roles in Oral Communication  
subject**

**Introduction**

This questionnaire is part of a research study focused on how teaching practices and teachers' roles influence the development of speaking skills in EFL high school classrooms, specifically among students of Segundo de Bachillerato at Unidad Educativa "La Salle" Riobamba during the 2025–2026 academic term.

The objective is to explore students' perceptions of teaching practices and teachers' roles in Oral Communication subject and how these influence the development of their speaking skills.

Your responses will be treated with strict confidentiality and used exclusively for academic purposes. Your honest answers are very important and will help improve teaching and learning.

Thank you for your valuable collaboration!

**Personal Data**

- Grade: Segundo de Bachillerato
- Class:  A  B
- Name: \_\_\_\_\_
- Age: \_\_\_\_\_ Date: March \_\_\_\_, 2026

**Instructions**

- Please read each statement carefully and mark (✓) the option that best represents your opinion about your Oral Communication classes.
- There are no right or wrong answers. Please answer honestly based on your experience.

**Scale:**

- 1= Strongly Disagree
- 2= Disagree
- 3= Moderately Agree
- 4= Agree
- 5= Strongly Agree

**Section 1: Perceived Teaching Practices**

No.	Item	1	2	3	4	5
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1	The speaking activities (debates, role-plays, etc.) implemented in this subject effectively improve my oral skills					
2	The teacher provides useful support (vocabulary lists, sentence starters, or examples) to help me feel prepared before a speaking task.					
3	The topics chosen for oral activities are related to real-life situations and motivate me to express my ideas.					
4	I have frequent opportunities to work in pairs or small groups to practice speaking.					
5	The instructions given for oral tasks are clear and help me perform the activities better					

### Section 2: Perceived Teacher's Roles

No.	Item	1	2	3	4	5
6	The teacher supports me when I need help during speaking activities					
7	The teacher acts as a guide who supports me during speaking activities rather than only correcting mistakes					
8	During pair or group work, the teacher monitors the activity and helps us when needed.					
9	The teacher explains and organizes speaking activities clearly before we begin.					
10	The feedback I receive from my teacher is constructive and helps me improve my speaking.					

### Section 3: Influence on Speaking Performance & Motivation

No.	Item	1	2	3	4	5
11	I feel more confident taking risks and making mistakes during Oral Communication lessons.					
11	I feel that my ability to communicate orally in English has improved as a result of this subject.					