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**“The Impact of Communicative Language Teaching (CLT) on the Development of
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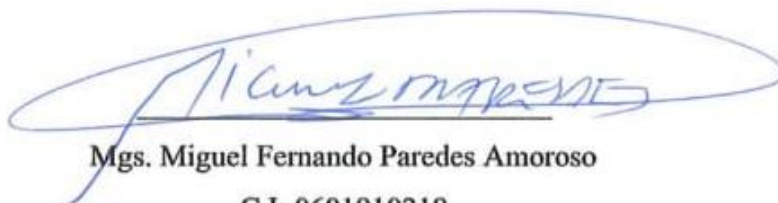
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DEDICATORY

I am dedicating this project to my mom, because she has been there for me every time I needed help. Without her unconditional love and encouragement, I would not have been able to achieve anything academically. My sister has been there to provide me with friendship, support and encouragement throughout this long process; my grandmother has been a constant source of love, nurturing, guidance and wisdom, which have helped me find both purpose and strength in the ups and downs of my journey. To all three of these incredible women who have been my guiding lights, mentors, supporters and motivators during my life.

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RESUMEN

Esta investigación se llevó a cabo para determinar cómo la Enseñanza Comunicativa de Idiomas (ECI) influye en las habilidades orales de los estudiantes de tercer año de la Unidad Educativa Miguel Ángel León Pontón. El enfoque de este estudio es cualitativo, descriptivo e interpretativo. Para la recopilación de datos se utilizaron una entrevista semiestructurada con el profesor de inglés, entrevistas con cinco estudiantes en función de su rendimiento académico y una lista de verificación para registrar las observaciones. Los resultados de la investigación indican que las actividades cooperativas e interactivas (como el trabajo en parejas y en grupo, la dramatización, etc.) incrementaron el tiempo de participación oral de los estudiantes, mejoraron su autoconfianza y fomentaron una mayor interacción entre ellos en el aula. La motivación de los estudiantes, el apoyo docente adecuado y las oportunidades de comunicación fueron factores que contribuyeron positivamente a la mejora del desempeño oral. Sin embargo, la ansiedad por cometer errores, el miedo al fracaso, el vocabulario limitado y la mala pronunciación tuvieron un efecto negativo en la capacidad comunicativa de los estudiantes. Se concluyó que la enseñanza comunicativa de idiomas promovía un entorno de aprendizaje favorable y contribuía a la mejora de las habilidades orales de los estudiantes a través de una comunicación significativa y la participación activa.

Palabras claves: Enseñanza Comunicativa de Lenguas, Habilidad de Expresión Oral, Interacción, Retroalimentación, Comunicación Oral

ABSTRACT

This investigation was conducted to determine how Communicative Language Teaching (CLT) has an effect on the speaking abilities of Third Year students enrolled at Unidad Educativa Miguel Ángel León Pontón. The approach taken by this study is qualitative, descriptive and interpretive in nature. A semi-structured interview with the English teacher, interviews with 5 students based upon their academic performance, and a checklist used to record observations were utilized to gather data for the study. The research results indicate that cooperative and interactive activities (i.e., pair and group work, role-playing, etc.) increased the amount of time students participated in speaking, improved their self-confidence and developed increased interaction amongst students in the classroom. Motivation of students, adequate teacher support, and opportunities for communication were all factors that contributed positively to improving speaking performance. However, anxiety about making mistakes, fear of failure, limited vocabulary skills, and poor pronunciation had a negative effect on students' communication ability. It was concluded that Communicative Language Teaching promoted a supportive learning environment and contributed to the improvement of students' speaking skills through meaningful communication and active participation.

Keywords: Communicative Language Teaching, Speaking Skills, Interaction, Feedback, Oral Communication

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 INTRODUCTION

In recent decades, significant transformations have been observed in the field of English language teaching as traditional teacher-centered methodologies have gradually been replaced by more interactive and learner-centered approaches. This shift has been influenced by the growing recognition that language is most effectively acquired through meaningful communication and authentic interaction rather than through the memorization of grammatical rules alone. As a result, Communicative Language Teaching (CLT) has emerged as one of the most influential approaches in contemporary language education, emphasizing the development of communicative competence through active participation and real-life language use (Richards & Rodgers, 2014).

The increasing importance of English as an international language has also contributed to the need for effective teaching methodologies that prepare learners to communicate successfully in academic, social, and professional contexts. In today's globalized world, English is widely used as a means of international communication, making the development of communicative skills a fundamental educational objective. Consequently, educational institutions are expected to provide learning environments in which students are encouraged to interact, exchange ideas, and use English meaningfully in authentic situations (Crystal, 2003).

Among the four language skills, speaking has been recognized as one of the most important and, at the same time, one of the most challenging skills to develop. Effective oral communication requires not only knowledge of grammar and vocabulary but also fluency, pronunciation, confidence, and the ability to interact spontaneously with others. In many English as a Foreign Language (EFL) contexts, students experience difficulties when attempting to communicate orally because opportunities for authentic communication are limited, speaking anxiety is frequently experienced, and traditional instructional practices often prioritize accuracy over meaningful interaction (Thornbury, 2005).

Within communicative learning environments, speaking development is facilitated through activities that encourage learners to participate actively in communication. Role plays, discussions, interviews, presentations, and collaborative tasks provide opportunities for students to use language for meaningful purposes while simultaneously developing communicative competence. Therefore, Communicative Language Teaching has been widely recommended as an effective approach for promoting speaking skills and increasing learners' confidence in oral communication (Littlewood, 2013).

Despite the recognized benefits of Communicative Language Teaching, challenges continue to be experienced in many educational settings. Differences in language

proficiency, fear of making mistakes, limited vocabulary knowledge, and low communicative confidence may affect students' participation in speaking activities. Furthermore, the effectiveness of communicative methodologies may vary depending on classroom conditions, teaching practices, and learners' individual characteristics. Consequently, it is important to examine how CLT is implemented in specific educational contexts and how it influences students' oral language development.

For this reason, the present study analyzes the impact of Communicative Language Teaching on the development of speaking skills among Third-Year High School students at Unidad Educativa Miguel Ángel León Pontón. Particular attention is given to the perceptions of both the English teacher and students regarding communicative activities, classroom interaction, motivation, feedback practices, and speaking development. In addition, the communicative strategies implemented within the classroom are examined in order to identify the factors that contribute to or hinder the improvement of students' oral communication skills.

A qualitative approach was adopted to gain a deeper understanding of participants' experiences and perceptions regarding the use of Communicative Language Teaching. Data were collected through a semi-structured interview with the English teacher, semi-structured interviews with five students selected according to their academic performance in English, and an observation checklist used as a complementary source of information. Through the analysis of these data, valuable insights were obtained regarding the implementation of communicative methodologies and their influence on speaking development.

It is expected that the findings of this study will contribute to the understanding of Communicative Language Teaching within secondary education contexts and provide useful information for English language teachers, educational institutions, and future researchers. Furthermore, the study seeks to highlight the importance of creating communicative learning environments in which students are encouraged to participate actively, develop confidence, and strengthen their speaking skills through meaningful interaction. Ultimately, it is hoped that this research will support the improvement of English language teaching practices and promote more effective and engaging learning experiences for students.

1.2 PROBLEM STATEMENT

At the national and regional level, in countries such as Ecuador, efforts have been made by the Ministry of Education to include communicative approaches like Communicative Language Teaching (CLT) in the English curriculum (Hymes, 1972). Nonetheless, this methodological shift has not always been fully adopted in the classroom. Various challenges have been identified, including insufficient teacher training, limited resources, large class sizes, and the persistence of teacher-centered practices. Due to conditions, the potential of CLT to foster speaking skill has not been fully realized (Richards & Rodgers, 2014).

At the local level, within the Ecuadorian educational context and particularly in the Cuenca region, efforts to modernize English instruction have been encouraged by educational authorities. Nevertheless, it has been observed that CLT strategies have been unevenly implemented and that teacher-centered practices have persisted (Ministerio de Educación del Ecuador, 2016). Limitations in teacher preparation, lack of interactive learning materials, and standardized evaluation practices that focus on written accuracy rather than oral fluency have prevented the full realization of communicative objectives in the region (British Council, 2015).

At the institutional level, in Unidad Educativa Miguel Ángel León Pontón, Third-Year High School students have been observed to face difficulties in expressing themselves orally in English, despite years of formal instruction. Although CLT-based techniques have been introduced, their impact on students' speaking development has not been clearly understood. Furthermore, it remains unclear how students and teachers perceive these strategies and what specific factors are contributing to or limiting the development of oral skill within this context (Nunan, 1991).

This problem has been caused by the mismatch between the communicative objectives promoted in educational policies and the realities of classroom practice. A better understanding of how CLT is applied and experienced in the local context is required. It is expected that through a qualitative analysis of perceptions, teaching practices, and classroom dynamics, effective strategies can be identified and adapted to strengthen speaking instruction. By addressing this gap, improvements in students' oral communication skill may be supported and teaching practices can be better aligned with communicative goals.

1.3 PROBLEM FORMULATION

How is the Communicative Language Teaching (CLT) approach influencing the development of speaking skills among third-year high school students at Unidad Educativa Miguel Ángel León Pontón?

1.4 JUSTIFICATION

The significance of the study is rooted in the necessity of solving a well-defined issue of insufficient development of speaking skills among students in the context of the English as a Foreign Language (EFL) classroom. It has been noted that learners face challenges in oral communication, as there is a lack of fluency, readiness, and involvement. This situation can be attributed to the deficiency of chances for productive communication and the usage of communicative approaches.

Furthermore, it has been discovered that this issue has originated from conventional instructional practices, where there is always a stronger focus on grammar and writing skills, while the significance of verbal communication is neglected. Consequently, learners do not

frequently experience real communication scenarios, and their speaking proficiency suffers. Hence, there is an increasing demand for enhancing the learning process of speaking skills.

In response to this problem, the Communicative Language Teaching (CLT) approach has been proposed as a potential solution as it is based on the promotion of interaction and the usage of language in real-life contexts. Through this research, the implemented of communicative strategies are analyzed, and their influence on students' speaking skills is examined. It is intended that the gap between theory and classroom practice can be addressed.

Additionally, this study is considered relevant because the perceptions of both teachers and students regarding the use of CLT are explored. It is expected that valuable insights into how communicative activities are experienced in the classroom will be obtained. At the same time, factors that may support or hinder the development of speaking skills are identified, which contributes to a more comprehensive understanding of the problem.

Finally, the justification for this research lies in the anticipation of its practical contributions regarding the improvement of the teaching and learning process. The results will provide grounds for proposing various approaches and recommendations aimed at improving speaking performance of students. Hence, the goals of this study do not merely include clarification of the issue at hand, but also provision of solutions for the improvement of communicative competence in the English language classroom.

1.5 OBJECTIVES

1.5.1 General Objective

To analyze the influence of the Communicative Language Teaching (CLT) approach on the development of speaking skill among third-year high school students at Unidad Educativa Miguel Ángel León Pontón.

1.5.2 Specific Objectives

- To explore the perceptions of both teachers and Third-Year High School students regarding the usage of the Communicative Language Teaching approach in speaking activities at Unidad Educativa Miguel Ángel León Pontón.
- To describe the communicative strategies applied through the Communicative Language Teaching approach in the English classroom.
- To identify the key factors that either support or hinder the improvement of speaking skill in Communicative Language Teaching learning at Unidad Educativa Miguel Ángel León Pontón.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 RESEARCH BACKGROUND

In recent years, increasing attention has been directed toward the development of speaking skills in English language education, particularly through the implementation of communicative methodologies. Due to globalization, there has been an increasing need for effective communication in English, which has led researchers to focus on the significance of teaching practices that encourage the use of a real language and effective communication. CLT, or Communicative Language Teaching, is a method that is acknowledged as effective in terms of achieving communication competence as well as improving the productive skills of the learners while speaking. (Richards & Rodgers, 2014).

On the worldwide stage, multiple studies carried out over the past five years have indicated the beneficial impact of CLT on the development of oral skills. Ali & Bin-Hady (2020) studied the effectiveness of communicative tasks in secondary education and reported significant improvement in oral fluency, communicative confidence, and students' readiness to communicate in class. Their results confirmed that such activities as role plays, group work, and problem-solving tasks opened doors for authentic communication and enabled students to speak English more naturally. Moreover, the researchers pointed out the fact that communicative activities enhanced students' motivation due to the fact of learning.

In the same vein, Rahman et al. (2021) explored the connection between interactional communication and the ability to speak English. The research took the form of an experimental study where students were given spontaneous speech tasks related to real-life situations. The results demonstrated notable improvements in fluency, interactional competence, and oral confidence. It was concluded that meaningful communication served as a fundamental mechanism through which speaking abilities were strengthened. The study also highlighted the importance of creating classroom environments where learners could practice speaking without excessive concern about grammatical accuracy.

Beyond student outcomes, recent research has also explored the role of teachers in the successful implementation of Communicative Language Teaching. Fitriani (2022) examined teachers' perceptions and readiness to apply communicative methods in the English language classroom. Despite widespread positive attitudes towards CLT, significant challenges were identified, including insufficient professional training, limited instructional resources, and inadequate methodological support. The study revealed that the success of communicative teaching depends not only on the approach itself but also on the teachers' ability to effectively implement communicative principles in practice.

Similar results were published by García and Vidal (2023). Their research aimed at analyzing teaching practices in secondary educational institutions. The findings indicated that a significant number of educators acknowledged the benefits of the communicative

method in theory; however, traditional grammar-based instruction was prevalent in their classrooms. Reasons such as curriculum-related requirements, pressure from exams, and large classroom sizes were defined as obstacles to the widespread practice of CLT. Thus, it was highlighted by the researchers that one should assess the effectiveness of communicative methods in terms of local specifics and conditions present in classroom settings.

In Latin America, there is also more and more evidence on the role of communicative approaches for the development of oral skills. For instance, in her study, Maldonado (2020) found that students in secondary schools in Ecuador showed more oral participation and felt more confident in their communication when they had pair and group work tasks in their classes. The results indicated that collaborative communication provided students with more opportunities to practice speaking and interact meaningfully with peers. Nevertheless, pronunciation anxiety and fear of making mistakes continued to be reported as significant challenges affecting oral performance.

Likewise, Paredes (2022) explored the implementation of Communicative Language Teaching in educational institutions located in the Andean region. The research conducted through classroom observations and interviews with the teachers revealed that while communicative techniques were present in the planning of the lessons, their application in terms of the lessons aimed at speaking skills was limited due to the dominance of textbook-centered teaching and preparation for the tests. Therefore, even though effective oral communication is important for the curriculum, speaking practice was almost eliminated from the classroom. This proves that institutional and curricular issues must be regarded as limiting factors in the practical usage of communicative methods.

The perspective of students has also been evaluated in quite a few studies. One of the recent educational studies was done by Salas and Rivera (2023). The research was qualitative. The research showed that students felt a sense of ease and confidence if the communicative task was conducted in a collaborative manner, was interactive, and was accompanied by constructive feedback. Conversely, in cases where the teacher-centered correction took place and there was too much emphasis put on the correctness of a language, the level of anxiety increased while the level of involvement dropped. All these findings underline the necessity to create a supportive communicative environment in which students are able to express themselves freely in the process of communication.

More recently, Chen et al. (2024) explored the relationship between communicative interaction and language anxiety. Their study revealed that lower speaking anxiety was found among students when peer interaction and collaborative learning activities were integrated into classroom instruction. The researchers observed that learners became more willing to participate in oral communication when communication was perceived as supportive rather than evaluative. Consequently, the findings highlighted the significance of affective factors in the successful implementation of Communicative Language Teaching.

2.2 THEORETICAL FOUNDATIONS

2.2.1 Krashen's Affective Filter Hypothesis

The Affective Filter was developed to identify how emotional characteristics play an important role in acquiring a new language (Krashen, 1982). Emotional variables (anxiety, motivation, and courage) impact how much of the language input a learner can process successfully through their mind; thus, if an individual experiences high levels of anxiety at the time of inputting a language, then he/she will be unable to acquire the second language because his/her affective filter has been raised too high and the learner cannot access comprehensible language input.

However, when students experience a high degree of comfort, motivation, and confidence, they will have an easier time acquiring a second language. Support and encouragement within a learning environment; as well as creating positive interaction, with others within that community will help to lower the total affective filter and create a positive environment for the student to develop their second language. Creating these types of learning environments often produces increased participant, as well as their willingness to use that second language in daily interactions (Krashen, 1982).

2.2.2 Swain's Output Hypothesis

Krashen's input hypothesis asserts the importance of providing sufficient comprehensible input; however, the output hypothesis, proposed by Swain (2005), states that producing language is essential to second language acquisition. According to this hypothesis, learners develop their linguistic competence when they produce language in order to express their ideas. By speaking or writing, learners discover what they do not know and thus are encouraged to improve their use of language.

Communicative Language Teaching provides many opportunities to produce language. By participating in discussions, presentations, interviews, and role-plays, students are asked to share their opinions, negotiate how they understand what is being said, and interact with others. Consequently, speaking activities provide students with valuable methods to develop their ability to speak fluently, accurately, and communicatively (Swain, 2005).

Language production assists in developing deeper language processing, as active communication requires the organization of ideas and all the language resources in the mind. Therefore, speaking activities are vital in any communicative classroom and contribute directly to a student's development of oral proficiency.

2.2.3 Long's Interaction Hypothesis

The interaction with others increases the ability to acquire language. According to Long (1996), Communication provides language learners the opportunity to request clarifications of meanings, to confirm their understanding of the communication process, and to adjust their use of language when communication problems occur. Interaction creates opportunities for language-learning to occur through these means when people communicate together.

In Classrooms, interaction occurs through various means, including teamwork activities that are done collaboratively to help learners make use of their language by sharing information and working cooperatively on solving problems together. Pair-work and group discussion provide learners with opportunities to work actively with the target language in cooperative ways and receive feedback from each other or their instructor.

The principles of the Interaction Hypothesis strongly support Communicative Language Teaching because communication is viewed as both the goal and the means of language learning. Through meaningful interaction, students are provided with opportunities to practice speaking and strengthen their communicative competence.

2.2.4 Vygotsky's Sociocultural Theory

Sociocultural Theory of Learning by Vygotsky stresses that learning happens in a social manner, and thus, interaction plays an important role in cognitive development. According to Vygotsky (1978), social participation and working with others who are knowledgeable will allow learners to learn. Learners construct knowledge through social interaction, as well as the guidance of others, and share social experiences with others.

The Zone of Proximal Development (ZPD) is one of the key concepts in Sociocultural Theory; it identifies the gap that exists between what they are capable of doing by themselves and what they are capable of through being supported. Ultimately, this allows learners, through the support of their teachers and classmates, to reach a higher level of understanding and ability (Vygotsky, 1978).

In Communicative Language Teaching, the principles of Sociocultural Theory are applicable; collaborative and cooperative learning and interaction with peers is important, and a teacher's role as a facilitator is essential. Through engaging in communicative learning activities, students are actively engaged and learn from one another through the exchange of ideas and encouraging each other's learning.

2.2.5 Communicative Competence

Communicative competence has been recognized as one of the most influential concepts in modern language education. The concept was developed in response to

traditional views of language learning that focused primarily on grammatical knowledge. It was proposed that successful communication requires not only knowledge of linguistic forms but also the ability to use language appropriately in different social and communicative situations. Consequently, communicative competence has become a central objective of contemporary language teaching methodologies, particularly Communicative Language Teaching (Canale & Swain, 1980).

Within communicative approaches, language proficiency is not measured solely by grammatical accuracy. Greater importance is assigned to learners' ability to express ideas, interpret messages, interact with others, and adapt language according to context. As a result, language instruction is designed to provide opportunities for meaningful communication in authentic situations. Through communicative competence, learners are prepared to participate effectively in real-life interactions rather than simply demonstrating knowledge of language structures (Richards & Rodgers, 2014).

Furthermore, communicative competence is directly related to speaking development because oral communication requires the integration of multiple linguistic and social abilities. Through communicative activities, learners are encouraged to apply grammatical knowledge, vocabulary, interactional strategies, and contextual awareness simultaneously. Therefore, the development of communicative competence is considered essential for achieving successful oral communication in English language classrooms (Littlewood, 2013).

2.2.6 Sociolinguistic Competence

Sociolinguistic competence refers to the ability to use language appropriately according to social and cultural contexts. Through this competence, learners develop an understanding of how language varies depending on factors such as the relationship between speakers, the purpose of communication, and the cultural norms of a particular context (Canale, 1983).

Successful communication requires more than grammatical accuracy because language use is influenced by social expectations and communicative conventions. Consequently, learners must be able to adapt their language choices according to different situations and audiences. Through communicative activities, opportunities are created for students to practice language in contexts that reflect authentic social interaction (Savignon, 2018). Within English language classrooms, sociolinguistic competence contributes to the development of speaking skills by helping learners communicate appropriately and effectively in diverse situations. This competence supports the ability to participate confidently in real-life communication.

2.2.7 Discourse Competence

Discourse competence is the ability to shape the language into the proper and coherent spoken or written texts. With the help of this competence, learners link ideas together, provide continuity in the topic, and give significant messages understood by others (Canale, 1983).

In speaking activities, discourse competence is vital due to the nature of oral communication as it requires logical and organized presentation of the ideas. As a result, learners should provide their ability to connect sentences in the conversation and appropriately respond in the communication process. Hence, learners' speaking skills development will be supported if they have enough chances of practice with a long communication rather than with small language units (Thornbury, 2005). Communicative Language Teaching allows for the development of discourse competence through wider participation of learners in discussion, presentation, interviews, and cooperative work with all the mentioned activities involving more extensive use of language.

2.2.8 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) has been recognized as one of the most influential approaches in contemporary language education. Through this approach, language is viewed primarily as a tool for communication rather than as a system of isolated grammatical structures. Greater importance is assigned to meaningful interaction, authentic communication, and the development of communicative competence. As a result, language learning is facilitated through the use of communicative tasks that require learners to exchange information, express opinions, and negotiate meaning in realistic situations (Richards & Rodgers, 2014).

Within CLT, students are encouraged to participate actively in the learning process and to use language for authentic purposes. Communication is prioritized over the memorization of grammatical rules, although linguistic accuracy continues to be considered important. Consequently, learners are provided with opportunities to develop both fluency and accuracy through meaningful language use (Larsen-Freeman & Anderson, 2020).

The relevance of CLT to the present study lies in its emphasis on speaking development. Through communicative activities, students are encouraged to interact with others, express ideas, and participate in oral communication. Therefore, CLT provides a theoretical foundation for understanding how speaking skills can be strengthened through meaningful classroom interaction.

2.2.9 Principles of Communicative Language Teaching

Various principles are related to Communicative Language Teaching. A significant one is the philosophy that language is learnt best when it is used in real communication. The

methodology facilitates the opportunities to use language meaningfully in order to gain communication skills (Richards & Rodgers, 2014). The use of authentic communication is another principle of CLT. The activities in class should imitate situations that happen in real life using language for communication. Authentic communication leads to the fact that the emphasis is shifted from correctness to understanding (Larsen-Freeman & Anderson, 2020).

The essence of learner-centered education is another fundamental principle of CLT. Students are more responsible for the process of learning while the teacher is acting as an organizer of communication and facilitator. As a result, students participate actively in the process of learning (Littlewood, 2013). Finally, communication is regarded as the goal and means of learning a language.

2.2.10 Characteristics of Communicative Language Teaching

The difference between CLT and traditional teaching methods is in several features. Most importantly, interaction has been emphasized in this method of language teaching. Due to communicative activities like pair work, discussions, role-play, and so on, students are given many chances to communicate with one another in the classroom (Nunan, 2004).

One more characteristic of CLT is an integration of all language skills. Here language skills such as listening, speaking, reading, and writing are not taught separately, but combined in one task, the task that requires an authentic use of language (Richards & Rodgers, 2014). Another feature of CLT is the treatment of mistakes in learning. Mistakes are not corrected immediately; they are put right without making students feel ashamed. Thus, students gain confidence and are ready to participate in learning situations (Harmer, 2015)

2.2.11 Benefits of Communicative Language Teaching

Numerous benefits have been associated with the implementation of CLT. One of the most significant advantages is the promotion of active participation. Students are encouraged to communicate, collaborate, and interact with others, resulting in greater engagement throughout the learning process (Richards & Rodgers, 2014).

Another benefit involves the development of speaking skills. Through frequent opportunities for oral communication, learners are able to improve fluency, vocabulary use, pronunciation, and communicative confidence. As a result, language learning becomes more meaningful and relevant to real-life communication (Thornbury, 2005). Furthermore, higher levels of motivation are often observed in communicative classrooms. Because learners participate in meaningful and interactive activities, greater interest and enthusiasm for language learning are frequently developed. Consequently, positive attitudes toward English language learning are promoted (Dörnyei & Ushioda, 2021).

2.2.12 Limitations of Communicative Language Teaching

Although CLT has several advantages, it has several drawbacks. One of these is that students have different levels of language proficiency. According to Littlewood (2013), students who lack vocabulary or lack confidence may be unable to participate in communicative activities. Moreover, there are management issues regarding communication. Communication involves planning, monitoring, and controlling students. Poor management leads to less communication in the classroom (Harmer, 2015).

Furthermore, one must take into account the background of CLT implementation. For example, if classes are large and time is too short, the chance of getting CLT in the educational process is not high. However, CLT is still considered to be one of the most successful methods of developing speaking skills when there is proper planning (Richards & Rodgers, 2014).

2.2.13 Methodologies Associated with Communicative Language Teaching

2.2.13.1 Task-Based Language Teaching (TBLT)

One of the methods most linked to Communicative Language Teaching is Task-Based Language Teaching. This method assumes that language learning is done by completing meaningful tasks rather than presenting grammatical rules. When performing communicative tasks, students are stimulated to use language as a tool for fulfilling specific goals and for getting information (Nunan, 2004). In Task-Based Language Teaching, the emphasis is put on communication, as students are to focus on meaning while completing the given tasks. Instructional classes engage students in carrying out tasks like interviews, solving problems, information-gap activities, etc. As a result, students have more opportunities for real communication, and therefore their speaking skills are improved (Ellis, 2003).

The presence of TBLT in the present research is conditioned by its focus on the role of communication and the need for speaking activities. By means of communicative tasks, students are given a chance to practice speaking in real-life situations, which makes this method rather adequate for the basics of Communicative Language Teaching. (Ellis, 2003).

2.2.13.2 Cooperative Language Learning

Cooperative language learning is based on the belief that language learning can be improved when students work together towards common goals. In cooperative learning, students are given many opportunities to communicate and support each other in their learning (Johnson & Johnson, 2009).

Students are usually organized into pairs or groups of two to five people for work in cooperative learning situations. Therefore, all responsibilities are shared, and results have to

be achieved collectively and not individually. Thus, speaking opportunities are enhanced as students are involved in communication all the time (Richards & Rodgers, 2014). Moreover, cooperative learning facilitates building confidence and developing communicative competence.

2.2.13.3 Content-Based Instruction (CBI)

Content-Based Instruction is an approach in which language learning is integrated with the study of meaningful academic or thematic content. Through this methodology, English is used as the medium through which knowledge is acquired rather than being taught solely as an isolated subject. As a result, language learning becomes more purposeful and relevant to students' interests and academic needs (Brinton, Snow, & Wesche, 2003).

In Content-Based Instruction, authentic materials and real-world topics are incorporated into classroom instruction. Students are encouraged to discuss ideas, solve problems, and participate in communicative activities related to the content being studied. Consequently, language development occurs simultaneously with content learning, creating meaningful opportunities for communication (Richards & Rodgers, 2014). This methodology is consistent with the principles of CLT because language is learned through meaningful use rather than through isolated grammar instruction. Speaking skills are strengthened as students communicate about topics that require critical thinking, interpretation, and discussion.

2.2.13.4 Project-Based Learning (PBL)

Project-Based Learning is defined as a learner-centered approach that involves acquiring knowledge through the completion of comprehensive tasks that involve the application of learning that answers real-world queries or issues. Through undertaking the project, the learners collaborate, search for information, formulate conclusions, and generate messages. That's why communication becomes one of the fundamental elements of the learning process (Thomas, 2000).

The context of Project-Based Learning provides many opportunities for speaking, as the students have to act with their classmates due to the need to provide each other with pieces of information, engage in different activities, and talk to others while making presentations. During this process, the mastery of communications skills and developing self-esteem arise (Bell, 2010). Furthermore, Project-Based Learning fosters autonomy and responsibility in learners. Students are urged to be actively involved in their own learning cycle, make decisions and cooperate with others in this regard.

2.2.13.5 Inquiry-Based Learning

Inquiry-Based Learning offers an educational experience through which students explore questions, tackle problems, and build knowledge through experiential learning.

Students actively participating in their learning process, inquire, and synthesize knowledge have learning experience different from the one where data is stored in the mind (Hmelo-Silver, Duncan, & Chinn, 2007).

The role of communication in inquiry classrooms is significant, as pupils are required to share ideas, provide explanations, and defend conclusions. This process of communication offers a range of opportunities for communication skills development, while language learning and critical thinking skills achievement occur in the simultaneous process. Some principles featured in Inquiry-Based Learning successfully complement Communicative Language Teaching approach, as both methods are based on the idea of learner involvement, interaction and meaningful communication. Moreover, inquiry projects motivate students to use English for learning, interacting, and solving problems, thus promoting communicative competence or speaking skills.

2.2.14 National Educational Policies for English Language Learning

2.2.14.1 Ministry of Education Guidelines

The Ecuador Ministry of Education has formulated procedures for enhancing quality in teaching English across the country. These procedures have been established in order to promote communicative competency and align language instruction with international educational regimes. Changes in curricula and educational policies have been made in the endeavor to improve students' capability to use English in the academic, social, and professional domains (Ministerio de Educación del Ecuador, 2016).

A lot of attention has been paid to the improvement of language skills via communicative methods. Instead of concentrating only on grammar, language learning should enable students to communicate meaning and engage in activities they face in everyday situations (Ministerio de Educación del Ecuador, 2016).

2.2.14.2 National English Curriculum

The Ecuadorian National English Curriculum was implemented in order to promote the teaching and learning of English among various educational levels. Within this educational curriculum, various learning objectives, as well as performance indicators and language competencies in learning the English language were established by the Ecuador Ministry of Education (2016).

The concept of language as a communication device was applied with the aim of achieving the objective of encouraging effective and meaningful use of English. Thus, it is expected that teaching methods will motivate students to take part in activities encouraging communication and collaboration. Such methods enable students to practice communication skills in an integrated way, teaching them how to speak, listen, read, and write in the English language. The communicative approach of the curriculum can be linked to the present

research as involving the development of speaking skills appears to be one of the most important outcomes of the process.

2.2.14.3 Competency-Based Education

In the field of education, competency-based education methods are being used in various educational systems for enabling individuals to acquire the necessary knowledge, abilities, attitudes, and values to participate effectively in society. With this approach, the learning outcomes revolve around the competencies that the learners are required to demonstrate through authentic action and not simply learn the material by heart. Thus, the emphasis is placed on the actual practice of knowledge in real-life situations (Mulder, 2017).

In addition to this, with regard to language education, the competency-based approach takes into account the learners' capacity to use English effectively in a real context. Through communicative activities and real communication with people, the students are supposed to demonstrate what they can do with the language compared to what they know about the language itself. Thus, the first goal of teaching English is developing communicative competence (Richards, 2006).

The Ecuadorian curriculum has put into practice the tenets of competency-based education that are aimed at developing communicative competencies. Thus, it is expected that learning English will contribute to learners' academic, professional, and social achievement because the focus of this approach is on practical communication abilities. This is why speaking competence is seen as one of the major outcomes of the process of learning (Ministerio de Educación del Ecuador, 2016).

2.2.14.4 English Learning Standards

English learning standards were designed in order to clarify expectations for the students and their language achievement at different levels of education. These standards specify what knowledge, skills, and communicative abilities students should possess at a particular level of education and the standards, which specify the objectives of language education at specific levels, became the point of departure in terms of language instruction.

As far as the Ecuadorian education is concerned, English learning standards follow the international ones with an emphasis on the development of communicative competence, which includes speaking, listening, reading, and writing as a holistic approach to language learning, where communication is the main aspect of the process. Thus, the use of communicative methods becomes important to meet the standards. (Ministerio de Educación del Ecuador, 2016).

Last but not least, the speaking skill is regarded as a main indicator of communicative competence. Students should hold conversations, express their thoughts, give information and communicate in a highly effective way in various situations. Accordingly, teaching

practices which develop oral communication skills are fundamental for the realization of standards.

2.2.15 Communicative Approach in the Ecuadorian Curriculum

2.2.15.1 Curriculum Objectives for Speaking Development

The Ecuadorian education system has a curriculum for English that focuses on accomplishing high levels of communicative competence through appropriate language use. The process of acquiring speaking skills, which is an important acquired ability for students to engage themselves in the process of communication, takes place in educational institutions with the goal that it will help them in actively participating not only in communicating with others but also in building appropriate relationships with people in various social, academic, and professional situations. The major goal of this project is to enable students to communicate in an appropriate manner (Ministerio de Educación del Ecuador, 2016).

The program emphasizes the ability of students to share ideas, give and obtain pieces of information, and have a conversation with other people. Language learning is aimed at real communication as opposed to the rote remembering of grammatical rules. This means that it helps learners build their confidence and fluency through speaking. In addition, the process of improving the speaking skills of students is required for them to meet the requirements of communicative competence stated in the curriculum. Hence, educational activities should provide possibilities for practicing speaking.

2.2.15.2 Communicative Activities Recommended by the Curriculum

According to the Ecuadorian curriculum, a wide selection of communicative activities has been proposed in order to guarantee the effective use of language as well as the involvement of students in the educational process. Role plays, discussions, interviews, information-gap tasks, problem-solving tasks, and group work are among the activities recommended since they help the students practice and use language in the necessary way (Ministerio de Educación del Ecuador, 2016).

In this case, it can be said that the students are put into contexts where they use language in order to achieve some goals. The whole learning process is aimed at using language for communication and interaction, which implies that the students have to share views with each other and make sense of what is said to them. Therefore, the speaking abilities of learners are improved by using the language instead of learning it through grammar-based exercises.

2.2.16 Assessment in Communicative Language Teaching

2.2.16.1 Formative Assessment

Formative assessment allows teachers to keep track of student performances and offer timely feedback. This assessment affords the possibility to identify students' strengths and weaknesses as well as their communicative skills. Hence, this source of information helps educators make necessary adjustments to their instructional practices in response to learners' needs (Black & Wiliam, 2009).

As far as Communicative Language Teaching is concerned, formative assessment is crucial since communication is perceived as a process. Students regularly receive feedback to develop their language skills, enhance speaking ability, and provide motivation for participating in communicative activities. Additionally, formative assessment boosts learners' confidence as they are provided with necessary assistance and guidance throughout the learning process.

2.2.16.2 Summative Assessment

Summative assessment is typically carried out at the conclusion of an instructional period to determine the outcomes of learning goals. In this type of assessment, the overall performance of learners is measured against predetermined standards and criteria (Brown & Abeywickrama, 2019).

In the context of communicative classrooms, summative assessment can include such tasks as oral presentations, interviewing, debating, and speaking examinations, which facilitate the evaluation of the students' communicative skills in environments similar to those in which they are going to be applying their language skills. Thus, speaking proficiency can be assessed better than through traditional tests based on writing. Using communicative assessment tasks allows for considering speaking competence as a crucial part of language proficiency.

2.2.16.3 Performance-Based Assessment

Performance A performance-based assessment refers to a method of assessment where learners' language use is evaluated through taking into account their activities in real-life communicative situations. Here the stress is placed not on learning facts but on language use (O'Malley & Pierce, 1996).

Language assessment in communicative classes is often of involving activities such as presentations, role performances and discussions. The main advantage of this method is that it allows for the assessment of students' communicative competence and speaking ability in action. This method appears to be the best for the purposes of the current research.

because it allows for a more accurate assessment of speaking skills rather than other forms of assessment.

2.2.16.4 Speaking Rubrics

Speaking rubrics are extensively employed in assessing spoken communication. Rubrics provide a basis for the assessment criteria including fluency, pronunciation, vocabulary, grammatical usage, communication skills, and communicative effectiveness (Brown & Abeywickrama, 2019). The use of rubrics provides a greater degree of clarity and consistency in speaking assessment. Students have a precise understanding of what is expected of them with respect to their performance, while teachers are able to make objective evaluation decisions that lead to a more reliable way of evaluation. Rubrics can also serve as learning guides in that they can teach students how to be a good communicator. Thus, they fulfill the two functions of being a tool for assessment and for teaching students the language.

2.2.17 Teacher's Role in Communicative Language Teaching

2.2.17.1 Teacher as Facilitator

Within Communicative Language Teaching (CLT), the message conveyed is that the role of the teacher has changed from being a mere facilitator of learning. Instead of orchestrating every interaction in the classroom, teacher creates opportunities where learners can be involved in using the target language. In this way, students have to take responsibility for their learning while teachers are supportive and guiding learners through the process of communication (Richards & Rodgers, 2014).

Through the facilitator role, teachers organize the learning environment in such a way that it promotes interaction, cooperation, and being actively involved. Moreover, communication activities are planned in such a way that they help learners cooperate and share ideas in the process of communication. Therefore, students get a chance to develop communication skills based on authentic use of language (Littlewood, 2013). In addition, the role of teachers in the process of learning involves controlling communicative activities at the same time giving learners a chance to experiment in communication.

2.2.17.2 Teacher as Motivator

Motivation is regarded as one of the most essential elements affecting the success of learning a foreign language. Teachers are supposed to create the right atmosphere in the classroom that encourages students to communicate. Motivating teaching methods are extremely effective in boosting students' motivation and engagement (Dörnyei & Ushioda, 2021).

The first strategy that might be applied in order to enhance students' motivation is the use of authentic materials and activities. These tools can make the process of learning a foreign language more interesting and engaging. Moreover, students will be more willing to participate in communicative activities. Motivation can also be increased when the success in communication is present. With the appropriate support and interaction, students become convinced that speaking is not a difficult task and can be enjoyable to perform.

2.2.17.3 Teacher as Feedback Provider

According to feedback is viewed as one of the necessary elements in effective language teaching. Communicative language teaching implies that teachers should give constructive feedback to learners that aids in language development process while providing support for students' willingness to communicate. Accordingly, constructive feedback is to be delivered in a way that improves students' communicative competence without deterring them from communication (Harmer, 2015).

Constructive feedback helps students determine their strengths and weaknesses. Due to the feedback, learners can familiarize themselves with the forms of language through guidance and explanation. Therefore, it makes it possible for students to improve their speaking gradually (Ellis, 2009). Further, through feedback, learners get help with building confidence because they are supported in their learning. Instead of being concentrated on mistakes only, learning process is focused on communication, which contributes positively to the advancement of both language competence and communicative confidence.

2.2.17.4 Teacher as Classroom Manager

Effective The successful implementation of the Communicative Language Teaching method requires effective classroom management. Good management strategies will enable creating a favorable environment for communication, cooperation, and interaction which will enable students to participate in the learning process actively (Harmer, 2015).

In communicative classrooms, teachers have to prepare and conduct activities as well as keep students busy with the communicative process. The application of pair work, group discussions, simulations, and collaborative projects makes an appropriate management necessary. The instructors are sure to create a positive environment for students where they can take part in the communicative activities without the fear of making mistakes.

2.2.18 Student's Role in Communicative Language Teaching

2.2.18.1 Active Participation

Active involvement is regarded among the typical features of Communicative Language Teaching. Learners should participate in various kinds of activities, rather than simply receiving information. While practicing communicative activities, learners gain the

chance to acquire language skills, share ideas, and construct communicative competence (Richards & Rodgers, 2014). Communicative activities encourage learners to work together with teachers and classmates. Thus, language learning is a dynamic process in which knowledge is built through interaction and experiences. Hence, learning how to speak can be improved with the help of exciting activities.

2.2.18.2 Learner Autonomy

Learner autonomy means that learners are in control of their own learning. In communicative classrooms, learners are supported in making choices, assessing progress, and searching for opportunities to use the language outside of the classroom. The learning process allows learners to become more autonomous (Little, 1991). Autonomous learners also tend to have extra speaking opportunities and use these opportunities. Therefore, it is important to speak about learner autonomy as an aim of communicative language education.

2.2.18.3 Collaborative Learning

Collaboration is regarded as crucial in Communicative Language Teaching, as learning a language is perceived to be a social process. With the help of pair work, group work, and cooperative activities, learners get the chance to interact with each other and help each other in the process of learning. Communication is thus the method and the goal of teaching (Johnson & Johnson, 2009). Collaborative learning environments allow students to share their thoughts and reach consensus on meaning. In this way, any speaking activity naturally fits in any classroom activity, and thus communicative competence can be achieved through social learning.

2.2.18.4 Responsibility for Learning

In Communicative Language Teaching, students are expected to play an active role in developing their language abilities. Learning responsibility is not solely taken on by teachers; students are motivated to take active part in communicative work (Nunan, 2004).

To learn to speak well, students need to constantly work at their skills. Engaging in communicative tasks, students gain mastering vocabulary use, pronunciation, and willingness to communicate. Thus, taking responsibility for their learning becomes an important element of success in language acquisition. Moreover, learners who consider themselves responsible for their own learning are usually more interested in communication. Thus, learners' responsibility plays a significant role in the success of the Communicative Language Teaching approach and acquisition of speaking skills.

2.2.19 Components of Speaking

Speaking proficiency consists of many factors connected with excellent oral communication. The completion of speaking requires much more than simply creating

sentences. Actually, different components of linguistics should be used at the same time to get satisfying results. Thus, speaking enhancement requires continual development of various sub-skills of communicative competence (Brown, 2014).

The most common components considered in speaking proficiency are fluency, pronunciation, vocabulary, grammar, and interactional competence. Each component provides communication with its own way to influence it and has its own value in effectiveness of oral language. Thus, speaking teaching should cover all these aspects to ensure thorough language development (Thornbury, 2005).

2.2.19.1 Fluency

The term fluency implies the ability to communicate thoughts in a smooth and natural way that includes slight hesitation. The importance of fluency in communicative language teaching is considerable as people can communicate effectively even if their speech is poorly grammatically structured. For this reason, students should be oriented to meaning transfer and communication in speaking activities (Nation and Newton, 2009).

Practicing fluency requires an opportunity to use the language regularly. During discussions, games, presentations, and other speaking activities, students get used to interacting in a spontaneous way. So, fluency is developed through continuous speaking practice.

2.2.19.2 Pronunciation

Pronunciation is the way speech sounds such as intonation, rhythm, and stress are produced. Good pronunciation makes communication clear, therefore, it is an essential part of speaking skills (Celce-Murcia et al., 2010). In communicative classrooms, teaching pronunciation takes place during the communication process, and not in the classroom alone. With the help of practice and interaction, students learn pronunciation features better.

2.2.19.3 Vocabulary

Vocabulary Knowledge of vocabulary plays an important role in the development of speaking, as it gives the speaker linguistic means to express ideas and take part in communication. In general, students who have a wide vocabulary make great progress in their speaking (Nation, 2013).

The process of developing vocabulary has to do with a person being exposed to language input and having real communication experiences. In the course of interaction, students are introduced with new vocabulary and expressions that come in handy in the course of real life communication.

2.2.19.4 Grammar

Grammar is the base that lays the groundwork for communication. While communicative approaches stress the importance of the meaning of a message, grammatical knowledge remains important since this type of knowledge adds clarity and precision to human interaction (Richards & Reppen, 2014). Grammar in Communicative Language Teaching is normally taught in meaningful contexts rather than through separate exercises. Thus, learners can use grammar in their communication and get grammatical structures in the process.

2.2.19.5 Interactional Competence

Interactional competence refers to the ability to participate effectively in conversations and communicative exchanges. This competence includes skills such as turn-taking, responding appropriately, requesting clarification, and maintaining communication with others (Young, 2011). The development of interactional competence is strongly supported by communicative activities because learners are required to engage actively in social interaction. Through pair work, discussions, and collaborative tasks, opportunities are created for students to practice communication strategies and strengthen their speaking abilities.

2.2.20 Speaking Activities in Communicative Language Teaching

Speaking activities play a key role in Communicative Language Teaching because they provide venues for real conversation through efficient communication. Hence, learners will not only learn different grammatical aspects but also apply the language for understanding, solving problems, exchanging information, and having a conversation. Consequently, speaking activities are a foundation for the development of communicative competence as well as speaking abilities (Richards & Rodgers, 2014).

Speaking activities allow learners in communicative teaching settings to practice using the new language in everyday situations. As a result of this practice, students can improve their fluency, vocabulary, pronunciation, interaction, and self-confidence. Thus, speaking is developed through the actual usage of the language instead of repetitive processes (Thornbury, 2005).

2.2.20.1 Role Plays

Role play is an effective activity in Communicative Language Teaching (CLT), where real-life situations can be staged. In this case, each participant plays a certain role, and the interaction takes place according to a particular scenario. As a result, spontaneous communication and language production are facilitated (Larsen-Freeman & Anderson, 2020).

Role play allows learners to apply various language functions, such as making requests, getting opinions, solving problems, and negotiating meaning. The communication takes place in its context, and students learn to use the language in a creative way. Hence, repeated participation in different communicative situations allows developing communicative competence (Harmer, 2015). Moreover, role play helps to improve students' fluency since they focus less on grammar but more on communication. Thus, role play activities are considered useful in allowing students to learn to communicate and use language practically and effectively.

2.2.20.2 Discussions

Discussing different topics allows students to provide opinions, share their ideas, and share their thoughts about several issues. Discussion helps stimulate the communicative aspects of the learning process in communicative classrooms thus providing opportunities for enhancing oral skills and real communication. Thus, talking in discussions gives students a chance to organize their ideas, to give reasons for their opinions, and to react to what other people say (Nunan, 2015).

Taking part in discussions improves learners' self-efficacy in speaking and develops their ability for critical thinking. Communication happens because students have to listen and react to what other task participants say. Thus, students will be able to improve their speaking proficiency through practice in communicating. Discussions also make learners more involved in the process since the topics of discussion can be based on the interests and the experience of students.

2.2.20.3 Interviews

Interviews are communicative processes where learners inquire and respond to questions to acquire knowledge. Interviews promote essential communication since there are specific objectives and purposes. Thus, authentic language is delivered in the class (Richards, 2008).

In interviews, learners are engaged in questioning, listening, and answering. Communication is made better since meaningful exchanges of information are needed among participants. Nevertheless, learners gain confidence in sharing their opinions. Furthermore, interviews also build up interactional competence as students learn how to start conversations, keep them, and answer properly. Thus, interviews are highly recommended in communication classes.

2.2.20.4 Oral Presentations

Oral presentations give students the chance to convey information to their audience in a systematic way. At the same time, the presentations also help develop speaking skills, including fluency, pronunciation, vocabulary, and communicative confidence (Brown,

2014). In communicative classrooms, presentations help students come up with ideas and organize their information effectively. Thus, the learners boost their confidence in oral communication and public speaking. Moreover, presentations grant them opportunities for feedback after the session when they can improve their speaking. Presentations are also helpful because the task of communicating is not limited to short and simple exchanges.

2.2.20.5 Information-Gap Activities

Information-gap activities refer to situations where participants have different pieces of information, preventing them from completing a task without communicating and finding that information through interaction. This is the reason why such activities facilitate the need for communication and lead to the giving of meaningful language use quite naturally (Richards & Rodgers, 2014).

Learners have to ask questions, give explanations, and negotiate meaning in the process of working on communicative tasks. Hence, speaking practice is provided more widely and interaction is meaningful. Moreover, communication strategies are being developed more often due to the fact that a participant has to deal with misunderstandings while communicating.

2.2.20.6 Problem-Solving Activities

Problem In problem-solving activities, learners work collaboratively to solve problems and reach decisions about specific contexts. As part of the activities, communication serves as a tool for reasoning and decision-making. Hence, learners are stimulated to share their views and actively engage in conversations (Nunan, 2004). In communicative classrooms, problem-solving tasks contribute to meaningful interaction since language is utilized to achieve real purposes. Thus, communicative competence and speaking skills are greatly enhanced due to authentic language application. Moreover, problem-solving activities also promote critical thinking and collaborative learning at the same time.

2.2.20.7 Pair Work

Communicative language teaching (CLT) includes working in pairs as a method to enhance active participation and interaction among students by means of CLT techniques. The number of opportunities for the student to practice speaking for communication is considerably higher when practicing in pairs rather than in a large group of students since all learners are involved in pair communication rather than working together with the whole class. (Harmer, 2015).

When students communicate through pair work, they can share ideas, complete tasks jointly, and provide assistance to one another in their studies. As a result of such continuous experience with communicating, students are able to develop their self-esteem and

communicative competence as they have enough opportunities for using communication. The use of pairs also helps to alleviate speaking anxiety among the students because they communicate in a less frightening way.

2.2.20.8 Group Work

Group work implies the cooperative interaction between many learners who cooperate with each other to fulfill mutual aims. In Communicative Language Teaching, group work is widely applied because it encourages communication, cooperation, and active participation (Johnson & Johnson, 2009).

Collaborative group tasks allow students to deal with different points of view and ways of communication. Group work creates numerous chances for interaction, talking about different topics, negotiating, and searching for the solutions to problems through cooperation. Due to all these interactions in such environments, learners have an opportunity to acquire communication skills through conversations. In addition, group work gives people a possibility to develop their social and communicative abilities which are necessary for the successful use of language.

CHAPTER III

3. METHODOLOGY

3.1 Research Approach

The study utilized a qualitative research approach, as there was a need to understand the role of Communicative Language Teaching (CLT) in developing speaking skills. The intention was not to seek quantifiable values in the research, but rather to understand communication in the English classroom in terms of perceptions, experiences, and interpretations of the study participants. Creswell and Poth (2018) point out that qualitative research is appropriate when one seeks to understand the way people interpret their experiences in a particular situation. Likewise, Merriam and Tisdell (2016) explain that qualitative research can be used to delve into education-related issues and explore them in natural settings.

The use of the qualitative research method enabled the investigation of opinions and viewpoints of the teachers and students thoroughly. The interviews and classroom observation provided the researcher with voluminous data on communicative activities and classroom interaction, feedback methods, and speaking development. Thus, the study was approached from the interpretive perspective where meaning was drawn from participants' experiences rather than through statistical data. Qualitative research endeavors to run an inquiry into behavior that takes place at the level of entry into people's interpretation of their own experiences, as pointed out by Denzin and Lincoln (2018), which correlates with the goal of the current investigation.

3.2 Type of Research

The present study utilized descriptive and interpretive qualitative research methods. Descriptive methods were used to identify, document, and analyze the strategies used in the English language classroom. Particular attention was given to how Communicative Language Teaching was used and how different communication activities influence the development of speaking skills by the participants. Merriam and Tisdell (2016) state that descriptive qualitative research involves a detailed description of educational processes in their natural occurrence that allows researchers to gain a better understanding of particular situations and practices.

Interpretive component of the research involved understanding the perception of the participants on the learning experience. In this regard, this interpretation provides information about what different communicative methodologies impacted speaking skills according to the different stakeholders involved in the education process. Denzin and Lincoln (2018) believe that interpretive research is focused on getting to know how people construct their meaning of social environment. Hence, this research method was found relevant as it ensured deeper understanding of how Communicative Language Teaching was experienced by the participants.

3.3 Research Design

In this investigation, case study design was utilized. The reason case study design was selected was its ability to give a detailed examination of a particular educational setting. One English class from Third-Year High School of Unidad Educativa Miguel Ángel León Pontón was the case studied. Communicative Language Teaching strategies were used in this class as a part of regular classroom instruction. As Yin (2018) states, a case study design can be selected in the case of examining contemporary phenomena in real settings and considering its particularity as important for understanding the phenomenon.

The case study design enabled the investigation of the phenomenon in detail and comprehensively i.e. classroom interaction, communicative activities, speaking skills development, and attitude of the participants involved in the study. The case study approach, as Creswell and Poth state (2018), provides the opportunity for the researcher to gather various sources of evidence in order to conduct thorough research. Hence, the case study design was a good fit for the needs of the present study because it opened the door to explore the use of Communicative Language Teaching in a real classroom setting.

3.4 Data Collection Techniques and Instruments

Data was gathered using qualitative methods that made it possible to study participants' experiences and practices in the classroom. Semi-structured interview and an observation checklist were employed as they provided complementary ways of getting information for the study of Communicative Language Teaching and forming speaking

skills. Cohen, Manion, and Morrison (2018) confirmed that using diverse data collection methods helps researchers to better understand educational processes and make their findings trustworthy.

The semi-structured interview was done with an English teacher of the classroom chosen for the research with the purpose of obtaining information about the communicative approaches used in the class, the types of speaking activities taught during the lessons, feedback given to students, and difficulties that can be faced in Communicative Language Teaching. Semi-structured interviews are common in qualitative studies because they are flexible but allow to maintain a focus on the issues that are important for the research. According to Kvale and Brinkmann (2015), this method allows for a detailed explanation of experience as well as flexibility when it comes to following up on important topics.

In addition to interviews, an observation checklist was used. The semi-structured interviews were carried out with five students of the target population with the aim of understanding learners' perceptions about communicative activities, classroom interaction, motivation, feedback, and speaking development. Mackey and Gass (2022) emphasized that due to the fact that the participants' level of English might have posed a barrier to their clear communication of their ideas the interviews were conducted in Spanish to enhance the clarity of communication. It was reasoned that use of Spanish assures the fruitful communication of the experience of the participants concerning the interview topic and diverse questions.

An observation checklist was chosen to use as an additional device to record the information about the practices associated with CLT in the course of the lessons. This instrument allowed for the continuous recording of information about participation of students, their communicative interactions, feedback practices, collaborative activities and opportunities for speaking. Observation is considered to be one of the most important methods of investigation because it makes it possible to observe the behavior and interactions directly in natural conditions (Cohen et al. 2018).

3.5 Population and Sample

The population of the present study consisted of one English teacher and twenty students enrolled in Third-Year High School at Unidad Educativa Miguel Ángel León Pontón. These participants were selected because they were directly involved in the teaching and learning processes where Communicative Language Teaching strategies were implemented. The educational context provided an appropriate setting for examining the influence of communicative methodologies on speaking skill development, as both the teacher and students actively participated in communicative classroom activities. According to Creswell and Poth (2018), participants should be selected based on their relevance to the phenomenon under investigation in order to obtain meaningful and contextually rich information.

A purposive sampling technique was employed because participants who could provide detailed and relevant information regarding the research topic were required. Purposive sampling is commonly used in qualitative research when information-rich cases are intentionally selected to contribute to a deeper understanding of the phenomenon being studied (Patton, 2015). Through this sampling strategy, participants with direct experience in communicative language learning were identified and included in the investigation.

The sample consisted of one English teacher and five students selected from the group of twenty learners. The teacher was included because of her direct responsibility for planning and implementing communicative activities within the classroom. In addition, five students were intentionally selected based on their academic performance in English. Specifically, the students who had obtained the highest grades in the subject were chosen because it was considered that they could provide detailed insights regarding their experiences with communicative activities, speaking development, classroom interaction, and feedback practices. Consequently, the sample was composed of participants who were expected to contribute substantial and relevant information to the study.

Furthermore, the interviews conducted with the students were carried out in Spanish. This decision was made because the participants' level of English proficiency could have limited their ability to express ideas, perceptions, and experiences accurately. According to Mackey and Gass (2022), the use of participants' first language during qualitative interviews can facilitate the collection of richer and more reliable data by reducing linguistic barriers that may affect communication. Therefore, the use of Spanish contributed to obtaining more detailed and authentic responses from the student participants.

3.6 Data Analysis and Processing Methods

The provided data were analyzed using the method of thematic analysis which is a qualitative technique for finding, categorizing, interpreting, and reporting themes within qualitative data. This particular method was chosen due to its ability of helping the researcher to investigate how participants perceive their experience which can be made through exploring different themes directly connected to the study objectives. The authors Braun and Clarke (2022) state that thematic analysis is widely adopted in practice due to flexibility and ability to make sense out of complex data.

The process of analysis went through the following stages. The first one is in-depth reading of the data which means that the information received from teachers' interview, students' interview, and observations was read several times to become familiar with the data. At this stage, in-depth reading and analysis are performed in order to find basic ideas and important mentions relevant to Communicative Language Teaching and speaking development. As Braun and Clarke (2022) point out, familiarity with the data is considered to be the most important step in qualitative analysis allowing for the researcher to immerse oneself into the information before proceeding to coding the data.

After this, the process of coding was undertaken. The significant information pieces that were noted in the previous stage were labeled based on their information and importance in relation to the research. The same codes were summarized into wider categories that indicated the themes that appeared in the research. As a result, the following themes appeared: communicative activities, classroom interaction, motivation, feedback practices, speaking ability development, and learning challenges. These themes were used for the organization and interpretation of the data in the results section.

Also, the data obtained with the help of the observation checklist was used to back up the data collected through the interviews. The checklist provided accurate data about communicative practices, participation of students, interaction patterns, and approaches used for feedback while communicating during classes. Thus, observational information became an additional source of information in the investigation that allowed comparing the data received from participants with the observed phenomena.

Finally, triangulation was applied in order to prove that the research findings are true and reliable. The researcher compared the data provided in the teacher's interview and student interviews and findings from the observation checklist at the same time to identify common patterns and similarities between the various sources of information. As it is noted by Creswell and Poth (2018) triangulation makes qualitative research more valid as it minimizes various biases and maximizes accuracy of interpretations through addressing multiple viewpoints. Hence, the combination of these data sources made it possible to get a better understanding of the influence of Communicative Language Teaching on speaking skills development.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1 Results

4.1.1 Category 1: Perceptions of CLT

4.1.1.1 Students' Perceptions of CLT

The interviews with students have proved that they have positive views about Communicative Language Teaching. They claimed that communicative tasks offered them a chance to actively practice English and communicate with their peers. The students positively mentioned how pair and group work, as well as role plays, make it easier for them to complete speaking tasks since it is more interesting and enjoyable than doing grammar exercises. Moreover, it was said that communicative tasks encourage students to take part in classroom work since assistance can be received from classmates.

Several of the students said that when it comes to written communication, they feel more comfortable if speaking is given priority over grammar. English in realistic situations

rather than as isolated academic exercises. Consequently, communicative activities were viewed as beneficial for developing confidence and improving oral communication skills.

4.1.1.2 Teacher's Perceptions of CLT

A positive perception of Communicative Language Teaching was expressed by the teacher. The teacher noted that the implementation of communicative activities increased the level of participation and engagement among students. Furthermore, the teacher stated that CLT encouraged students to use English more in their communication and created a more dynamic teaching atmosphere for students. In the opinion of the teacher, CLT promoted the development of speaking skills as learners were motivated to communicate naturally and share their ideas.

4.1.1.3 Benefits of CLT

The advantages relevant to Communicative Language Teaching have been discovered due to the conducted interviews. Both educators and learners have reported improved participation, confidence, motivation, and interaction. The process of learning becomes easier for students when they actively engage. Apart from assuring chance for meaningful communication, communicative activities established environments for actual language use as well. By means of these, students were able to practice their vocabulary, fluent speaking ability, and speaking confidence in the course of learning.

4.1.1.4 Challenges of CLT

Just because many positive thoughts were communicated does not mean that no problem arose. According to the teacher, the students' use of language sometimes impeded the success of communication activities. The existence of limited vocabulary knowledge and pronunciation was mentioned as a barrier that made the oral performance low.

It became clear that students also considered speaking anxiety and fear of mistakes a hindrance to their participation. Consequently, it can be said that even though CLT has some significant benefits, other sources of assistance in meeting the students' problems should be applied.

4.1.1.5 Attitudes Toward Speaking Activities

The participants exhibited positive attitudes towards speaking activities. The students had shared that the communicative tasks were more interesting than the usual practices in classrooms as they called for interaction and cooperation. It was also noted that the communication tasks were less scary when classmates actively participated and the instructor's activity was demonstrated. The instructor indicated that the students expressed more interest in communicative tasks compared to grammar exercises. Therefore, it could

be concluded that students' attitude towards speaking activities is significant in oral language learning.

4.1.2 Category 2: Communicative Strategies Used in CLT

4.1.2.1 Pair Work

According to the teacher, pair work could be one of the most common communicative ways to teach English. Specifically, as a result of this technique, students could exchange the information and practice their conversations together with their partners. This notion about pair work as a strategy was validated by the data from the observation checklist, which was filled during speaking activities that involved students' active interaction. As the teacher reported, pair work stimulated participation, as students found it easier to communicate with their peers instead of speaking in front of the class. Moreover, students also confirmed that they were more comfortable talking to their classmates since discussions are carried out in pairs. As a result, pair work enabled an effective environment for oral communication practicing. This claim is also supported by Richards and Rodgers (2014), who stated that communicative competence is enhanced when the learner is actively participating in pragmatic interactions.

4.1.2.2 Group Work

Teamwork was mentioned as a common approach used in communicative activities. The teacher stated that team tasks were meant to enable students to share opinions and ideas and collaborate in solving problems. The data collected with the help of an observation checklist indicated that students were very active in group work and communicated with one another quite often. Team communication created more chances for developing speaking skills because students could use the language not only to carry out separate exercises for practice.

In addition, students mentioned how group work was helpful because they could always count on help from their classmates in case of any difficulties. Thus, teamwork appears to be important in development of speaking and creating a collaborative working environment. Consequently, group work appeared to contribute not only to oral language development but also to the creation of a collaborative learning environment. These findings are consistent with Johnson and Johnson (2009), who argued that cooperative learning promotes both communicative competence and active participation.

4.1.2.3 Role-Plays

According to the teacher, role-play is among the best communicative techniques for language development. These activities allowed students to become involved in real-life situations and provide good language practice in various settings similar to exterior communication settings. Students had an opportunity to perform different roles and

communicate spontaneously which increased language use. Many students claimed that participation in role-plays at the lessons was among the most interesting activities because it was much more dynamic and informal. The observation checklist indicated that a high level of participation was demonstrated as students were very keen and willing to communicate. The results of the research show that role-playing enabled learners to develop communicative competence, fluency, and interaction skills. Larsen-Freeman and Anderson (2020) reached similar conclusions claiming that role plays are important devices for establishing meaningful communication experience.

4.1.2.4 Discussions

The concept of classroom discussions was noted as an effective communication strategy in the studied lessons. The facilitator noted that through these discussions, learners had the chance to express their point of view, share personal experiences, and respond to the classmates' viewpoints. The teacher commented that discussions were an activity that provided more opportunities for the learners to use the language and to develop it more freely.

The data collected from the observation document showed that the discussions were clearly successful in getting the students engaged and taking part in the discussions. The data collected from some students also proved that such discussions got students the chance to speak longer than they would do without discussions. Based on the study findings, it can be stated that the classroom discussions developed the communication skills of students. These findings reinforced the conclusions of Nunan (2015).

4.1.2.5 Question-and-Answer Activities

Question and answer activities were regularly incorporated into classroom practice as a way of sustaining interaction and stimulating students' speaking. As stated by the teacher, the activities were used at different lesson stages to activate learners' prior knowledge, to measure their comprehension, and to instigate communication. The observation sheets provided the information about the fact that students answered the questions and engaged in some short conversations during classroom activities.

It is necessary to point out that despite differences in the answers awarded according to learners, students always were provided with the possibility to practice speaking. The students stated that answering questions made them more experienced in using English in speech, which led to gradual increase in their confidence. Thus, it can be concluded that the question-and-answer activities are an effective way of stimulating speaking and communicative process in the classroom. The findings of Harmer (2015) supported this belief, as he stressed the significance of interactive questions in the classroom.

4.1.2.6 Feedback Strategies

Feedback methods have been an important aspect of communicative approach to teaching language. In particular, the teacher explained that corrective feedback was typically offered after oral activities. The teacher believed that providing feedback during actual conversation would interfere with the fluency of the students. Positive feedback was always used to motivate students to speak. The data presented in the observation checklist confirmed that supportive feedback was always used during interactions.

It was found out from the interviews that students welcomed corrections because they could receive guidance without being embarrassed. People have a positive attitude towards feedback since they perceive it as a tool that helps them to improve the language skills necessary for communicating. Similarly, Ellis (2009) argues that feedback can promote language acquisition and development when done in a supportive manner.

4.1.2.7 Student Interaction

Student interaction was determined to be one of the crucial aspects of the given communicative processes. Frequent communication, cooperation, and peer assistance were witnessed and confirmed (both in interviews with the instructor and students themselves) through observations in the classroom. Thus, specific communication environments were continuously established through pair work, group discussions, and joint tasks which made it possible for students to practice their speaking during the lessons.

The students stated that they were less nervous when dealing with classmates since communication was taking place in a favorable atmosphere where errors were regarded as part of learning. Interaction was identified as a vital element of speaking practice and confidence in communication. The observed results are consistent with the Interaction Hypothesis by Long (1996) which postulates that language acquisition processes are enhanced through meaningful communication exchanges.

4.1.3 Category 3: Factors Affecting Speaking Skill Development

4.1.3.1 Supporting Factors

4.1.3.1.1 Motivation

Motivation turned out to be an important element helping students improve their speaking skills. The interviews revealed that students regarded communicative activities as enjoyable, due to the fact that interaction and participation were constantly available. In line with this, the teacher claimed that learners were more involved during activities, which required taking part in discussions, playing roles, and working together. The observation checklist showed that students were actively taking part in speech practices, which implies that motivation has positive effect on their speaking skills. These findings are in accordance

with the statement by Dörnyei and Ushioda (2021) about the role of motivation in active engagement in language learning and communication.

4.1.3.1.2 Confidence

Confidence has been seen as an additional factor influencing speaking proficiency. Some students reported that they became more comfortable in their communicative practices in the given language due to the presence of the practice. The education practitioner stated that with the passage of time, students become more willing to communicate as they start taking part in more communicative tasks. Moreover, the observation scale indicated that many learners appeared to be more confident while working in pairs or small groups than when speaking alone in front of the whole audience. Thus, it can be concluded that confidence becomes stronger with the increase in the number of communicative practices and interactions with other people. The materials support the research by MacIntyre et al. (1998), who noted that communicative confidence is a crucial factor for students' willingness to communicate.

4.1.3.1.3 Teacher Support

From the interviews, it was clear that students regarded teacher support as an essential element of speaking improvement. According to students, their teacher's encouragement, help and positive feedback made them more confident when speaking. The teacher indicated that help was given by means of positive feedback with a focus on encouraging students to keep trying. Observations of the classes confirmed how support worked in the process of communication activities. Therefore, teacher assistance turned out to be a great contributor to the creation of a good learning atmosphere where students were not afraid to communicate. Such results confirm Harmer's (2015) conclusion that support of the teacher is an important element of student involvement.

4.1.3.1.4 Classroom Interaction

Classroom interaction was identified as one of the most valuable elements supporting speaking development. Through communicative activities, students were provided with opportunities to exchange ideas, ask questions, clarify meanings, and collaborate with classmates. Both the teacher and students emphasized that interaction encouraged the practical use of English and increased opportunities for communication. In addition, the observation checklist confirmed that frequent interaction occurred during pair work, group discussions, and collaborative activities. Through these communicative exchanges, learners were able to practice speaking in meaningful contexts rather than relying solely on isolated language exercises. Therefore, classroom interaction was found to contribute significantly to the development of oral communication skills. Similar conclusions were reported by Long (1996), who proposed that language acquisition is facilitated through interaction and the negotiation of meaning.

4.1.3.1.5 Opportunities to Speak

According to the teacher, there are certain activities that ensure the process of extensive involvement in the oral practices on behalf of students. In their turn, learners indicated that the use of oral activities in the classroom enabled them to use English language in an effective manner as well as to overcome feeling of insecurity with the help of speaking practice. Observation results confirmed that during the course of educational process, students were given opportunities to express their points of view, respond to inquiries, and participate in discussions. As a result, speaking practice formed a significant part of the learning process in the classroom, which led to improvement of fluency and communicative competence. Thornbury (2005) also confirms this idea by arguing that speaking skills can be improved on the condition that there are enough communication opportunities.

4.1.3.2 Hindering Factors

4.1.3.2.1 Anxiety

Anxiety was identified as one of the primary factors hindering speaking development. Several students reported feeling nervous when speaking English, particularly when they were required to communicate in front of the entire class. The teacher also acknowledged that some learners appeared hesitant during oral activities due to concerns about making mistakes or being evaluated by others. Similar evidence was recorded in the observation checklist, where moments of hesitation and limited participation were occasionally observed. As a result, anxiety appeared to reduce learners' willingness to communicate and limited their participation in speaking tasks. These findings are consistent with Horwitz et al. (1986), who identified language anxiety as a significant barrier to oral communication in foreign language learning contexts.

4.1.3.2.2 Fear of Making Mistakes

Fear of making mistakes emerged as another challenge affecting students' oral performance. During the interviews, several learners expressed concern about producing incorrect language and receiving negative reactions from classmates. According to the teacher, this fear sometimes prevented students from participating voluntarily in communicative activities even when they possessed the necessary knowledge to complete the task. Classroom observations also revealed instances in which students hesitated before responding orally or preferred to remain silent rather than risk making an error. Consequently, fear of mistakes was found to restrict communication and reduce opportunities for speaking practice. Similar findings were reported by Ur (2012), who argued that concern about errors frequently limits oral participation among language learners.

4.1.3.2.3 Limited Vocabulary

Insufficient vocabulary was often pointed out as an obstacle for speaking progress. Students noted that they sometimes had problems with expressing their thoughts, having no words for ideas. As a result, the teacher confirmed that limited vocabulary prevented students from actively taking part in class discussions. Classroom observations showed that some students relied on simple words or had long pauses while looking for the right vocabulary items. Because of that, they often experienced interruptions in their oral communication due to lack of words. Thus, Nations (2013) emphasizes that having a good command of vocabulary is one of the basic aspects of speaking ability.

4.1.3.2.4 Lack of Participation

It can be noted that communicative activities were aimed at fostering communication. However, the levels of participation among students varied significantly. The teacher pointed out that while some students displayed a greater willingness to participate in communication, others chose to speak less due to low self-confidence or low language proficiency. Similar tendencies could be observed during classroom activities, where students did not participate equally in the activities. Students also pointed out that some of their classmates would only speak when invited to do so. Thus, lack of participation leads to a limited number of opportunities for oral practice. These findings are consistent with Nunan (2015), who noted that active engagement is essential for the successful development of communicative competence.

4.1.3.2.5 Pronunciation Difficulties

Content-Based Instruction is an approach in which language learning is integrated with the study of meaningful academic or thematic content. Through this methodology, English is used as the medium through which knowledge is acquired rather than being taught solely as an isolated subject. As a result, language learning becomes more purposeful and relevant to students' interests and academic needs (Brinton, Snow, & Wesche, 2003).

In Content-Based Instruction, authentic materials and real-world topics are incorporated into classroom instruction. Students are encouraged to discuss ideas, solve problems, and participate in communicative activities related to the content being studied. Consequently, language development occurs simultaneously with content learning, creating meaningful opportunities for communication (Richards & Rodgers, 2014). This methodology is consistent with the principles of CLT because language is learned through meaningful use rather than through isolated grammar instruction. Speaking skills are strengthened as students communicate about topics that require critical thinking, interpretation, and discussion.

4.2 Discussion

The results derived from interviews with teachers and students, as well as classroom observation demonstrated that Communicative Language Teaching had a decisive impact on the development of speaking skills at students. The data collection process revealed consistent evidence that the use of communicative activities created the context for the occurrence of meaningful communication, thus provoking students to use English for their authentic communication needs. Based on the results obtained, it can be concluded that the evidence supports the principles of Communicative Language Teaching as communication is regarded as both the goal and the means of language acquisition (Richards & Rodgers, 2014).

It was found that communicative activities were regularly used during the lessons. The interviewees mentioned that role plays, discussions, interviews, presentations, and collaborative work were often used during English classes. The same information was identified during classroom observation. The presence of participatory approach was eventually verified during classroom observation as the active involvement of the learners in peer interaction was evident. These results are consistent with the work of Nunan (2004), who argued that language learning is enhanced when students are actively involved in communicative tasks that require meaningful interaction and negotiation of meaning.

According to the study's outcomes, there is a strong link between the use of communicative activities and the progress made in the skill of speaking. All participants mentioned improvements in terms of confidence level, fluency, richer vocabulary, better pronunciation, and amount of participation in the speaking process. Such conclusions are in accordance with Thornbury's (2005) idea that speaking ability is developed when people have the opportunity to speak instead of being taught about grammatical rules only. In this project, it was possible to reach improvements in speaking only when students had plenty of chances to interact and speak the language in real situations.

The findings can provide support for the approach described in Swain's (2005) Output Hypothesis, as it emphasizes the significance of production in learning a language. During the implementation of the communicative activities, students had the task to express their thoughts and negotiate meanings as well as play speaking roles. In this way, the opportunities for production expanded, which gave students a chance to formulate their ideas and increase their functioning ability.

Nor can we overlook the role of motivation along with classroom environment when speaking participation is concerned. While observation of what happened in the classroom showed that there was a positive climate for the lesson and students were involved in various communicative activities, the teachers and learners also said that activities played an important role in this process. These findings are consistent with Dörnyei (2001), who identified motivation as one of the most influential factors affecting language learning

success. When learners are motivated and actively engaged, greater participation and stronger commitment to language learning tend to be developed.

The outcome of positive learning atmosphere becomes evident from the fact that students feel safe to carry out their tasks when they know that making mistakes is acceptable. Krashen (1982) explains these findings through his Affective Filter Hypothesis, claiming that language acquisition happens successfully only when learners do not experience anxieties over the language.

Another important factor affecting speaking development was feedback. Participants indicated that feedback was mainly provided at the end of the communicative activities, which made it possible to continue the communication process without interruption. This finding was confirmed by classroom observations, which showed that feedback was implemented in the classroom communication in an effective way. This statement is in accordance with Harmer (2015), who stated that proper feedback can provide guidance for the learners with respect to improvements while keeping them motivated and confident in terms of communication. It can still be concluded that feedback was not only used for corrective purposes but also as encouragement in the present investigation.

While CLT has brought about favorable results, some difficulties were found. Some of the most frequently cited difficulties include limited vocabulary knowledge, anxiety while speaking, differences in language proficiency, and fear of making mistakes. Similar problems were discussed by Littlewood (2013), who states that contextual, linguistic, and affective issues may impact the effectiveness of communicative methods. Even though these difficulties were observed, such challenges did not completely stop participation in classes.

Observation of the classes unveiled many important realizations regarding the way the students dealt with the difficulties mentioned. Although hesitation could be noticed during the speaking couple of times, the students were generally participating actively and following through with their work. Whenever possible, the students received support from the teacher, while communication was maintained in spite of the problems arising out of the participants' language skills. This shows that communicative competence is acquired gradually rather than in one step.

Overall, the main results obtained from this research support the theoretical principles of Communicative Language Teaching. Meaningful interaction and practicing communicative tasks lead to the enhancement of speaking skills and successful outcomes. In other words, the participants benefited greatly from learning how to speak through the use of CLT approaches.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

It was concluded that Communicative Language Teaching contributed positively to the development of speaking skills among 3rd-year Bachillerato students at Unidad Educativa Miguel Ángel León Pontón. Through communicative activities that promoted meaningful interaction, opportunities to use English in authentic contexts were provided, resulting in greater confidence, participation, fluency, and willingness to communicate.

Positive perceptions toward Communicative Language Teaching were identified among both the teacher and the students. Communicative activities such as role plays, discussions, interviews, and collaborative tasks were described as engaging and beneficial for language learning. As a result, a more interactive learning environment was experienced, encouraging active participation in oral communication.

A variety of communicative strategies were incorporated into classroom instruction to support speaking development. Pair work, group discussions, presentations, and other communicative tasks created opportunities for spontaneous interaction and meaningful language use. Consequently, improvements in pronunciation, vocabulary use, communicative confidence, and oral participation were perceived by the participants and supported by classroom observation.

Several factors influencing speaking development were identified throughout the study. Motivation, constructive feedback, peer interaction, teacher support, and a positive classroom environment emerged as important elements that facilitated oral communication. At the same time, challenges related to limited vocabulary knowledge, speaking anxiety, and differences in language proficiency were recognized. Nevertheless, these difficulties were progressively reduced through continuous communicative practice and supportive instructional strategies.

The findings also demonstrated that the effectiveness of Communicative Language Teaching extended beyond the implementation of communicative activities alone. Meaningful interaction, student engagement, supportive feedback, and a positive learning environment were found to play a crucial role in fostering speaking development. Therefore, CLT was identified as an effective pedagogical approach for promoting oral communication within the studied educational context.

5.2 Recommendations

Role plays, group discussions, interviews, and oral presentations should be incorporated regularly into English lessons to increase students' opportunities for

meaningful oral interaction. Through these communicative activities, greater participation and confidence should be fostered among learners.

A supportive classroom environment should be maintained in which students are encouraged to express their ideas without fear of making mistakes. Respectful interaction, peer collaboration, and active participation should be promoted to reduce speaking anxiety and strengthen communicative confidence.

Constructive feedback should be provided after speaking activities rather than during students' oral production. In this way, fluency should be preserved while opportunities for improvement are offered. Students' strengths and areas for development should be highlighted to support continuous progress in speaking performance.

Additional speaking opportunities should be created through classroom projects, collaborative presentations, and communicative tasks related to real-life situations. Meaningful contexts for language use should be provided so that students can apply vocabulary and speaking strategies more naturally.

Professional development workshops on Communicative Language Teaching should be offered to English teachers to strengthen the implementation of communicative methodologies. Practical training on speaking instruction, classroom interaction, and feedback techniques should be included to improve teaching practices.

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ANNEXES

ANNEXES 1:



Semi-Structured Interview Guide (Teacher)

A semi-structured interview has been designed to explore the teacher's perceptions, instructional practices, and experiences related to the implementation of CLT in the English classroom. Open-ended questions have been included so that detailed and reflective responses can be elicited.

Interview Questions

1. How is the Communicative Language Teaching (CLT) approach implemented in your English classes?
2. What types of speaking activities are most frequently used in your lessons?
3. How are communicative strategies applied to promote students' oral participation?
4. How is students' speaking performance perceived when CLT activities are applied?
5. What challenges are experienced when implementing CLT in the classroom?
6. What factors are considered to support the development of speaking skills?
7. How is feedback provided to students during speaking activities?
8. How are students encouraged to participate in communicative tasks?
9. What improvements have been observed in students' speaking skills?
10. How is the effectiveness of CLT evaluated in your teaching practice?

ANNEXES 2:



Semi-Structured Interview Guide (Students)

An interview guide has been developed to gather students' perceptions, attitudes, and experiences regarding the use of CLT in speaking activities. Interaction among participants has been encouraged so that shared perspectives can be explored.

Interview Questions

1. How are speaking activities usually carried out in your English class?
2. How do you feel when you are asked to speak in English during class?
3. What types of communicative activities (role-plays, discussions, games) are most helpful for you?
4. How is your participation encouraged by the teacher during speaking tasks?
5. What difficulties are experienced when speaking in English?
6. How has your speaking ability changed through communicative activities?
7. What factors help you feel more confident when speaking English?
8. What factors make speaking English more difficult for you?
9. How is feedback given during speaking activities?
10. How useful are communicative activities for improving your speaking skills?

ANNEXES 3:



Guía de Entrevista (Estudiantes)



Se ha desarrollado una guía de entrevista con el fin de recopilar las percepciones, actitudes y experiencias de los estudiantes en relación con el uso del enfoque de Enseñanza Comunicativa de Lenguas (CLT) en actividades de expresión oral. Se ha fomentado la interacción entre los participantes para que se puedan explorar perspectivas compartidas.

Preguntas de la entrevista

1. ¿Cómo se llevan a cabo normalmente las actividades de expresión oral en tu clase de inglés?
2. ¿Cómo te sientes cuando se te pide hablar en inglés durante la clase?
3. ¿Qué tipos de actividades comunicativas (juegos de roles, discusiones, juegos) te resultan más útiles?
4. ¿Cómo es fomentada tu participación por el docente durante las actividades de expresión oral?
5. ¿Qué dificultades experimentas al hablar en inglés?
6. ¿Cómo ha cambiado tu habilidad para hablar a través de las actividades comunicativas?
7. ¿Qué factores te ayudan a sentirte más seguro al hablar en inglés?
8. ¿Qué factores hacen que hablar en inglés sea más difícil para ti?
9. ¿Cómo se proporciona la retroalimentación durante las actividades de expresión oral?
10. ¿Qué tan útiles son las actividades comunicativas para mejorar tus habilidades de expresión oral?

ANNEXES 4:



Observation Checklist

Research Topic: “The Impact of Communicative Language Teaching (CLT) on the Development of Speaking Skills in the English Learning Classroom”

Institution: Unidad Educativa Miguel Ángel León Pontón

Grade: 3rd Year of Bachillerato

Date: _____

Observer: _____

Objective: To observe the implementation of Communicative Language Teaching strategies and their contribution to the development of students’ speaking skills.

No.	Observation Criteria	Yes	No
1	Communicative activities are implemented during the lesson.	☐	☐
2	Students actively participate in speaking activities.	☐	☐
3	English is used as the primary language of communication.	☐	☐
4	Peer interaction is encouraged through pair or group work.	☐	☐
5	The teacher acts as a facilitator rather than as the center of instruction.	☐	☐
6	Opportunities for spontaneous speaking are provided.	☐	☐
7	Students demonstrate confidence during oral participation.	☐	☐
8	Errors are corrected appropriately without discouraging communication.	☐	☐
9	Communicative strategies such as role plays, discussions, or presentations are observed.	☐	☐
10	A positive and supportive classroom environment is maintained.	☐	☐

Additional Comments:

General Observation:

ANNEXS 5: Matrix for expert evaluation



**Dirección
Académica**
VICERRECTORADO ACADÉMICO



MATRIX FOR EXPERT EVALUATION

Research title:	The Impact of Communicative Language Teaching (CLT) on the Development of Speaking Skills in the English Learning Classroom
Line of research:	Educación superior y formación profesional
Research Objectives	General Objective To analyze the influence of the Communicative Language Teaching (CLT) approach on the development of speaking skill among third-year high school students at Unidad Educativa Miguel Ángel León Pontón. Specific Objectives - To explore the perceptions of both teachers and Third-Year High School students regarding the usage of the Communicative Language Teaching approach in speaking activities at Unidad Educativa Miguel Ángel León Pontón. - To describe the communicative strategies applied through the Communicative Language Teaching approach in the English classroom. - To identify the key factors that either support or hinder the improvement of speaking skill in Communicative Language Teaching learning at Unidad Educativa Miguel Ángel León Pontón.
The instrument belongs to the variable:	Immediate written feedback (Interview teacher)

Using the expert evaluation matrix, mark YES or NO with an "X". You can also include comments or suggestions if you feel they are necessary for improvement.				
Items	QUESTIONS	YES	NO	COMMENTS
1	How is the Communicative Language Teaching (CLT) approach implemented in your English classes?	☒	☐	
2	What types of speaking activities are most frequently used in your lessons?	☒	☐	
3	How are communicative strategies applied to promote students' oral participation?	☒	☐	
4	How is students' speaking performance perceived when CLT activities are applied?	☒	☐	
5	What challenges are experienced when implementing CLT in the classroom?	☒	☐	
6	What factors are considered to support the development of speaking skills?	☒	☐	
7	How is feedback provided to students during speaking activities?	☒	☐	
8	How are students encouraged to participate in communicative tasks?	☒	☐	
9	What improvements have been observed in students' speaking skills?	☒	☐	
10	How is the effectiveness of CLT evaluated in your teaching practice?	☒	☐	

Suggestions: Ninguna
Full Name: Mgs. Sandra Lamiña
ID: 0603451378



MATRIX FOR EXPERT EVALUATION

Research title:	The Impact of Communicative Language Teaching (CLT) on the Development of Speaking Skills in the English Learning Classroom
Line of research:	Educación superior y formación profesional
Research Objectives	General Objective To analyze the influence of the Communicative Language Teaching (CLT) approach on the development of speaking skill among third-year high school students at Unidad Educativa Miguel Ángel León Pontón. Specific Objectives - To explore the perceptions of both teachers and Third-Year High School students regarding the usage of the Communicative Language Teaching approach in speaking activities at Unidad Educativa Miguel Ángel León Pontón. - To describe the communicative strategies applied through the Communicative Language Teaching approach in the English classroom. - To identify the key factors that either support or hinder the improvement of speaking skill in Communicative Language Teaching learning at Unidad Educativa Miguel Ángel León Pontón.
The instrument belongs to the variable:	Immediate written feedback (Interview students)

Using the expert evaluation matrix, mark YES or NO with an "X". You can also include comments or suggestions if you feel they are necessary for improvement.				
Items	QUESTIONS	YES	NO	COMMENTS
1	How are speaking activities usually carried out in your English class?	☒	☐	
2	How do you feel when you are asked to speak in English during class?	☒	☐	
3	What types of communicative activities (role-plays, discussions, games) are most helpful for you?	☒	☐	
4	How is your participation encouraged by the teacher during speaking tasks?	☒	☐	
5	What difficulties are experienced when speaking in English?	☒	☐	
6	How has your speaking ability changed through communicative activities?	☒	☐	
7	What factors help you feel more confident when speaking English?	☒	☐	
8	What factors make speaking English more difficult for you?	☒	☐	
9	How is feedback given during speaking activities?	☒	☐	



10	How useful are communicative activities for improving your speaking skills?	☒	☐	
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Suggestions: Ninguna

Full Name: Mgs. Sandra Lamiña

ID: 0603451348



MATRIX FOR EXPERT EVALUATION

Research title:	The Impact of Communicative Language Teaching (CLT) on the Development of Speaking Skills in the English Learning Classroom
Line of research:	Educación superior y formación profesional
Research Objectives	General Objective To analyze the influence of the Communicative Language Teaching (CLT) approach on the development of speaking skill among third-year high school students at Unidad Educativa Miguel Ángel León Pontón. Specific Objectives - To explore the perceptions of both teachers and Third-Year High School students regarding the usage of the Communicative Language Teaching approach in speaking activities at Unidad Educativa Miguel Ángel León Pontón. - To describe the communicative strategies applied through the Communicative Language Teaching approach in the English classroom. - To identify the key factors that either support or hinder the improvement of speaking skill in Communicative Language Teaching learning at Unidad Educativa Miguel Ángel León Pontón.
The instrument belongs to the variable:	Immediate written feedback (Observation Checklist)

Using the expert evaluation matrix, mark YES or NO with an "X". You can also include comments or suggestions if you feel they are necessary for improvement.				
Items	QUESTIONS	YES	NO	COMMENTS
1	Communicative activities are implemented during the lesson.	☒	☐	
2	Students actively participate in speaking activities.	☒	☐	
3	English is used as the primary language of communication.	☒	☐	
4	Peer interaction is encouraged through pair or group work.	☒	☐	
5	The teacher acts as a facilitator rather than as the center of instruction.	☒	☐	
6	Opportunities for spontaneous speaking are provided.	☒	☐	
7	Students demonstrate confidence during oral participation.	☒	☐	
8	Errors are corrected appropriately without discouraging communication.	☒	☐	
9	Communicative strategies such as role plays, discussions, or presentations are observed.	☒	☐	
10	A positive and supportive classroom environment is maintained.	☒	☐	

Suggestions: Ninguna

Full Name: Mgs. Sandra Lamiña

[Signature]