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The Influence of Communicative Language Teaching on the Development of B1-Level English Speaking Skills in Baccalaureate Students at Unidad Educativa Fiscomisional Juan Pablo II in Ibarra

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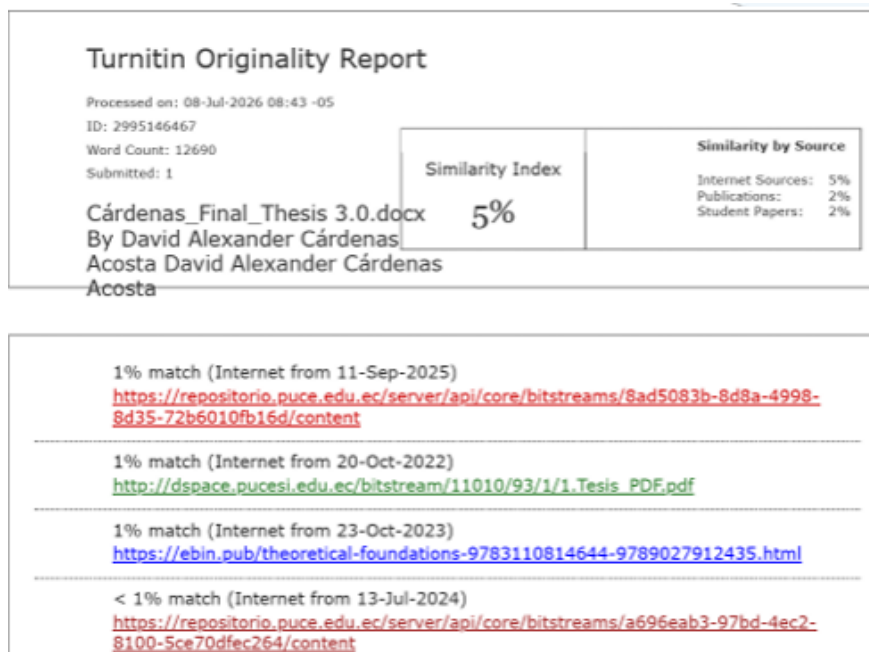
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## **DEDICATION**

This research work is dedicated to my parents, whose constant financial support made it possible to continue my academic studies. Their effort, responsibility, and commitment have been fundamental throughout this process.

I also dedicate this work to my sister, for her emotional support, encouragement, and understanding during difficult moments. Her presence was essential to complete this stage of my academic life.

Finally, I dedicate this work to myself for the perseverance and commitment shown throughout this academic journey.

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## 1. ABSTRACT

Communicative Language Teaching is considered as a useful methodological approach for the development of speaking skills as it promotes interaction and meaningful language use. However, baccalaureate students still have problems when they communicate in English, especially the fluency, pronunciation, vocabulary and confidence. The present study aimed to evaluate the influence of Communicative Language Teaching in the development of B1 level English speaking skills in students of the Unidad Educativa Fiscomisional Juan Pablo II in Ibarra, from this situation.

The basis of the research was the study of the appearance of communicative activities in regular lessons of English and the difficulties that influence students' oral participation. For this purpose a qualitative and descriptive approach was used. The observations were carried out in First BGU B, Second BGU A and Third BGU A, with a total of 87 students. Moreover, interviews were used to the three English teachers to obtain their perspectives about speaking strategies, classroom interaction and learners' challenges.

The results indicated that communicative activities were rarely observed in the lessons, and oral participation and interaction were only sometimes or rarely. Students expressed insecurity, had limited vocabulary, problems of pronunciation and pauses when speaking. The teachers also recognized these problems and emphasized the value of role plays, conversations, group work, recordings, and feedback. Based on these results, the study recommends a practical guide based on Communicative Language Teaching. The guide provides speaking activities and vocabulary support to help students speak more confidently, improve fluency and use English in meaningful classroom situations.

**Keywords:** Communicative Language Teaching, speaking skills, B1 level.

## RESUMEN

La Enseñanza Comunicativa de Lenguas ha sido reconocida como un enfoque metodológico útil para el desarrollo de las habilidades de expresión oral, debido a que promueve la interacción y el uso significativo del idioma. Sin embargo, los estudiantes de bachillerato todavía pueden experimentar dificultades al comunicarse en inglés, especialmente en la fluidez, pronunciación, vocabulario y confianza. A partir de esta situación, el presente estudio tuvo como objetivo evaluar la influencia de la Enseñanza Comunicativa de Lenguas en el desarrollo de las habilidades de expresión oral en inglés del nivel B1 en estudiantes de la Unidad Educativa Fiscomisional Juan Pablo II, en Ibarra.

La investigación estuvo orientada por la necesidad de comprender cómo aparecen las actividades comunicativas en las clases regulares de inglés y qué dificultades afectan la participación oral de los estudiantes. Para este propósito, se utilizó un enfoque cualitativo y descriptivo. Se realizaron observaciones de clase en Primero BGU B, Segundo BGU A y Tercero BGU A, con un total de 87 estudiantes. Además, se aplicaron entrevistas a tres docentes de inglés con el fin de obtener sus perspectivas sobre las estrategias para desarrollar la expresión oral, la interacción en el aula y los desafíos que enfrentan los estudiantes.

Los hallazgos mostraron que las actividades comunicativas fueron observadas con poca frecuencia durante las clases, mientras que la participación e interacción oral aparecieron solo algunas veces o rara vez. Los estudiantes mostraron inseguridad, vocabulario limitado, dificultades de pronunciación y pausas al hablar. Los docentes también reconocieron estos problemas y mencionaron la importancia de los juegos de roles, las conversaciones, el trabajo en grupo, las grabaciones y la retroalimentación. Con base en estos resultados, el estudio propone una guía práctica fundamentada en la Enseñanza Comunicativa de Lenguas. La guía incluye actividades de expresión oral y apoyo de vocabulario, con el propósito de ayudar a los estudiantes a participar con mayor confianza, mejorar su fluidez y utilizar el inglés en situaciones comunicativas significativas dentro del aula.

**Palabras clave:** Enseñanza Comunicativa de Lenguas, habilidades de expresión oral, nivel B1.

## 2. INTRODUCTION

English language education plays a vital role in connecting people and promoting communication. It helps students access global knowledge and interact effectively in today's interconnected world. As a result, "All human beings need to communicate in order to express their ideas, feelings and thoughts, this is the main reason why communicative activities should be integrated into the lesson." according to (Toro, Camacho-Minuche, Pinza-Tapia, & Paredes, 2019).

In this sense, education has a clear obligation. Students need rules. Students need vocabulary. Students need real language. A learner may be able to do a written task perfectly but not be able to speak when asked a simple question. Thus, oral communication is an important role in English learning. Speaking demonstrates students' understanding, confidence and connections with real situations.

English is taught as a foreign language in Ecuador and is a key to academic and professional opportunities. Still, speaking English remains a challenge for many learners. Some lessons still focus on grammar explanations, translation or written exercises. These activities provide useful foundations. But if they dominate most of the class then students have less opportunity to speak naturally and might lose confidence.

However, this difficulty is more apparent in the case of baccalaureate students because they are expected to reach the B1 level. Learners should be able to speak in everyday situations, to describe

experiences, to state their opinions and to take part in conversations. But it is stressful talking. Students freeze, use Spanish when the words do not come, or go silent, afraid of making mistakes. In such conditions, it is difficult to reach the expected level of orality.

The same concern is also present in institutions in Ibarra that teach English during the school years of its students. The present study is carried out in the Unidad Educativa Fiscomisional Juan Pablo II, with baccalaureate students. Oral English is a priority in this institution because learners need to use language elements in communication. Still, confidence, vocabulary, pronunciation, fluency, and interaction may limit their speaking progress.

The main problem of this research lies in the inadequate development of English speaking skills of the selected students. They attend English lessons but meaningful oral participation does not always occur. Some learners know some basic words or recognize grammar structures, but speaking clearly with classmates or teachers is something else. This problem can be due to limited practice, fear of errors and activities that do not require real interaction in English.

Communicative Language Teaching, called CLT is considered to be important to respond this situation. This approach sees language as a means of communicating and gives students opportunities to speak with a purpose. Students share information, ask questions, and respond to each other instead of just repeating sentences. (Oviedo Guado & Mena Mayorga, 2021) demonstrated that “The CLT activities applied, such as the production of dialogues, role plays and

information-gap activities, based on group work and task work, were effective to develop the speaking skill.”

The activities addressed in that study are relevant to this research. Dialogues, role plays, interviews, pair conversations and group tasks can put students in situations where they need English. In these activities a learner may initially speak with hesitation but with practice participation can become gradually natural. Students communicate so they can practice their vocabulary and pronunciation and feel more secure and speak more fluently.

For these reasons, the CLT is the methodological basis for the proposal. This method can create a classroom environment in which students use English often and for clear reasons. Learners can use collaborative tasks, short presentations, picture descriptions, role plays and guided dialogues to structure their thoughts before speaking. Interaction can increase confidence and help to move towards B1 speaking performance, step by step.

The present research work has the objective to evaluate the influence of Communicative Language Teaching in the development of B1 level English speaking skills in baccalaureate students at Unidad Educativa Fiscomisional Juan Pablo II of Ibarra. The study investigates oral participation, interaction, confidence, fluency, pronunciation and vocabulary. These things are necessary because speaking is not made of only one element. There are words, clarity, confidence and opportunities to communicate.

The general objective of this research was to evaluate the impact of Communicative Language Teaching on the development of B1 English speaking skills in baccalaureate students at the Unidad Educativa Fiscomisional Juan Pablo II in Ibarra. To achieve this purpose, the study reviewed theoretical and academic information related to Communicative Language Teaching and English speaking development at B1 level. Classroom observations and teacher interviews identified communicative activities, oral participation, interaction and speaking difficulties. Moreover, the collected data was analyzed to find out the important factors that affect the students' speaking development especially their confidence, fluency, pronunciation, vocabulary and opportunity for oral interaction. Finally, the research findings were used to design a practical guide with communicative speaking activities and vocabulary support to promote oral communication in English classes.

To achieve this objective, the study adopts qualitative and descriptive approach. Classroom observations enable the researcher to observe how the students use and interact in English in the regular lessons. Interviews with English teachers reveal insights into communicative strategies, students' difficulties and possible ways to support speaking. Both sources can be used to clearly describe the classroom situation and relate it to the principles of CLT.

The research proposes a practical solution in the form of a guide based on Communicative Language Teaching. This proposal provides speaking activities and vocabulary support to students who need confidence and oral practice. It includes role-plays, pair-works, guided interviews, picture description, short presentations, collaborative tasks and useful expressions. In this way

teachers are given structured strategies and learners are given opportunities to speak in a meaningful and supported way.

The paper is organized into four major sections. The State of the Art is about studies and concepts on speaking skills, CLT and B1 level development. Then, Materials and Methods describes the method, participants, instruments, and data collection. Results and Discussions: Results of observations and interviews. Finally, Conclusions and Recommendations present results and recommendations. The proposal contains the practical guide. References contain the sources that have been used.

### **3. STATE OF THE ART**

This section describes the main academic studies that talk about teaching and improving oral English in different educational settings. It contains important findings that show students' improvements in their speaking skills and the barriers that influence their development. The below section shows the studies that explain the impact of methods, interaction, fluency and technology in classroom. It also looks at how the B1 level can be reached with clear strategies. Each one contributes to understanding the situation in Ecuador and in other international contexts.

It begins with education in the 21st century and the new challenges for teachers and learners. Then it analyzes the most used teaching approaches emphasizing on the communicative approach. Other

sections explain the use of AI tools, oral fluency and the goal of reaching B1 level. Finally, it looks at the training of teachers.

### **3.1. Education in the 21st Century**

Oviedo Guado & Mena Mayorga (2021) affirmed, "oral communication is perhaps the most important skill while learning a foreign language.". Currently, English is a crucial language to master, not just for academic purposes but also for professional and everyday interactions in a globalized society. Proficiency in the language facilitates access to knowledge and opportunities, particularly in regions such as Latin America, where English proficiency increasingly serves as a pathway to advancement.

It was observed that English was extensively taught; nonetheless, students did not achieve their desired level of fluency. The disparity is particularly evident in speaking, as most approaches continue to emphasize grammar and writing. The lessons are theoretical instead of fostering a genuine environment for students to utilize English organically. This is a significant constraint in the classroom, the disparity between intention and execution. To prepare learners for authentic communication teachers should put more emphasis on interaction and speaking.

In this age education is not only about textbooks and exams. The aim is to grow learners in areas such as creativity, collaboration and communication. Technology is important, but the foundation is still pedagogical. Learning becomes more meaningful when teachers develop lessons based on

students' needs and context. The question now is not how to access the content, but how to be able to develop skills to express and understand ideas clearly in English.

Speaking skills are important not only to demonstrate language knowledge but to use it. The learner requires confidence, fluency and cultural awareness. This is why approaches such as CLT provide more appropriate ways of teaching speaking. Students should not only memorize, but have conversations that are life. Talk, ask and respond. Speaking a language is about more than words for students. They acquire communicative skill.

Álava Valdez, Cedeño Zambrano, & Macias Sera (2024) demonstrated that "the communicative approach is essential for the effective development of oral skills in English by favoring exchange through communicative functions and meaningful classroom tasks." In a fiscomisional high school, they interviewed and observed in class 50 students and six teachers to identify deficiencies in pronunciation, fluency and confidence when performing oral tasks. They developed a CLT-based strategy to tackle these gaps and encourage natural interaction.

They found that learners lacked confidence because they had few chances to practice speaking. Teachers found that to get students to participate more and become more fluent they had to give them meaningful tasks like telling stories, role playing and guided discussions. But many still used writing or translation. The gap between the goals of the curriculum and the teaching practice blocked students' progress. Students were more confident and engaged when lessons contained collaborative tasks and error correction.

Also, it is worth noting the impact of environment and emotion in the learning process. Students are free to take risks and self express in a classroom where it is acceptable to make mistakes. Here feedback is not just about correction, it is for growth. By creating these spaces, teachers are helping children build actual communication skills.

As mentioned by Qasserras (2023), "The communicative language teaching approach has garnered significant attention in language education due to its stress on improving effective communication and meaningful language use." In a methodical investigation, he looked at classroom studies in which students engaged in behaviors similar to those in everyday communication. These challenges allowed learners to express thoughts, to solve problems and to react in diverse situations in the language they were learning.

The review indicated that learners who engaged in real discussions showed consistent improvement in speaking performance. Students were taught to utilize language to express ideas and to collaborate, not to remember rules of grammar. The research also found that having clear goals and talking with peers helped keep students motivated. Results show that teaching based on interaction makes pupils more fluent and confident.

In this sense, therefore, speaking is not a skill in isolation. It connects to culture, creativity and self-expression. Teachers who nurture these elements make pupils feel part of the learning process. In the classroom ideas flow and mistakes are learning moments This active approach develops long-term communication abilities.

Real communication can only take place when pupils are able to think, to question and to contribute. In CLT classrooms language is a tool for doing and relating. It is not about the rule anymore but about using the language to solve, to explain, to interact. That is the transformation that enables learners to talk naturally and effectively.

Vélez Yanza & Paredes Rodríguez (2021) said, “Since ancient times, the human being has needed to communicate to survive and evolve. This communication is not a simple process because several elements must converge so that the message is clear, and the sender understands it satisfactorily.” In an educational environment, interaction is vital. It is a fundamental human necessity that affects learning, interpersonal relationships, and the manner in which individuals derive meaning in various circumstances.

From this viewpoint, proficiency in English transcends mere academic curriculum. It evolves into a discipline of lucidity, purpose, and comprehension. If learners are unable to structure thoughts, select appropriate vocabulary, and engage with others, the communication falters. This implies that instruction should lead to pupils engaging with meaning in the classroom, rather than only completing activities. Effective communication fosters control, confidence, and a heightened feeling of purpose among meticulously trained learners.

It seems vital, first of all, to recognize that discourse is brittle. Many students know the language but their words do not cut it under pressure. Knowledge is vital, but so are the conditions. In a

rigorous classroom setting, students defend themselves by silence. In a supportive environment with genuine work, students dare to talk. That is when you see the development, and the language is more usable.

What is often missed is that communicating takes time and repetition with meaning. The more you talk, the better learner you become. A learner is better when he speaks with purpose. Short answers do not train real expression. The long ones do. Teachers devise assignments which require negotiation, explanation and response and fluency naturally improves while doing this. This approach does not promote the oral development. It is constructed through guided practice and real participation.

This is what education centers speak. Language learning connects knowledge with actual use. Learners are not just learning English structures, but also how to interact and respond when speaking in important circumstances. Research has found communicative environments boost confidence and participation. So schools should limit mechanical practice and boost chances for conversational engagement according to genuine communication needs.

Fauzi and Ridwan (2025) conducted a four-week study at an international level in a secondary school in Banyuwangi, Indonesia. This research was descriptive qualitative research that involved 37 students and three English teachers. Activities such as role plays, group discussions, presentations and problem-solving exercises were investigated through classroom observations, interviews and speaking tests. There were improvements in fluency, vocabulary, accuracy and

confidence.” Participation in group discussions increased from 60% to 85% and average fluency score increased by 20%.

The report also mentioned several problems in putting Communicative Language Teaching into practice. Teachers said huge classes made it harder to handle group activities and pupils were initially reluctant to join. There was also a need for more preparation of teachers and well-organized activities. But when students got used to communicative activities, their engagement began to increase little by little. The data suggest that CLT can help second language students develop speaking skills but the classroom organization, teacher training and institutional support are equally important for its success.

Similarly, Jannah and Hasbaini (2024) conducted a quasi-experimental study with 39 computer engineering students at the South Aceh Polytechnic in Indonesia. The experimental group consisted of twenty pupils and the control group consisted of nineteen individuals. The researchers employed pretest, posttest and questionnaire to study the effect of CLT on speaking proficiency. The experimental group had vocabulary score from 55% to 70%, grammar from 50% to 68%, fluency from 52% to 70%, and pronunciation from 60% to 72%.

The experimental group was more successful than the control group in the different speaking components. Similarly, students had good impressions on communicative activities because these activities helped to share experiences, convey ideas and speak with more confidence. The participants were vocational students, but the problems they initially had were comparable to what

most English learners experience: limited vocabulary, pronunciation difficulties and insecurity. Therefore, this study provides evidence for the improvement of speaking performance and the willingness of students to participate through frequent communicative exercise.

B1 level Ro‘ziboyeva, Ravshanova and Razzoqova (2025) addressed various ways for assisting learners to transition from brief responses to extended oral communication. The writers stressed on role plays, information-gap exercises, group discussions, interviews and projects based on ordinary events. They also included phrase starters, vocabulary lists, model conversations, listening exercise, voice recordings and delayed error correction. These tactics offer language help to learners before speaking and lessen the fear of making mistakes in oral participation.

These worldwide contributions jointly indicate that speaking development involves more than the explanation of grammatical structures. Students need to engage often, be put into relevant circumstances, have vocabulary support, have constructive criticism, and be in a classroom that allows them to communicate without continual dread. The data also indicate that CLT should be properly planned according to the learners’ level and the classroom situation. These studies set a worldwide benchmark for the application of communicative methods to compare with national, regional and local educational experiences.

At the national level, Oviedo Guado and Mena Mayorga (2021) studied the efficiency of Communicative Language Teaching with second year baccalaureate students of Unidad Educativa Salesiana Santo Tomás Apóstol, in Riobamba, Ecuador. The research used a quantitative and

quasi-experimental approach including 94 pupils. The participants were divided into an experimental and a control group, each consisting of 47 pupils. Both groups were administered a pre-diagnostic test and a post speaking test.

The experimental group participated in dialogues, role plays, information-gap activities, group work and task-based activities, while the control group continued to work with a traditional manner. At the end of the study 91.5% of the experimental group students obtained the expected A2 level, whereas in the control group 70.2% of the students reached the expected level. The experimental group also had a better performance in pronunciation, fluency, vocabulary, interaction and accuracy. These findings point to the possibility that systematic communicative practice may lead to higher progress in speaking than a dominant focus on grammar and written work in instruction.

In another Ecuadorian setting, Toro, Camacho-Minuche, Pinza-Tapia and Paredes (2019) studied the implementation of Communicative Language Teaching in a public elementary school in Loja. The participants were six English teachers and 105 pupils of grade 2, 3 and 4. Researchers used a mixed-method approach, collecting data through teacher questionnaires and classroom observations over a four-week period. The study looked at communicative activities, classroom techniques, resources, feedback and the amount of English used in sessions.

The results showed that modeling, repetition, role plays, pair work and group work were the top strategies mentioned by teachers. However, classroom observations suggested that several of these

tactics were not utilized as often as the teachers reported. There were dramatizations, but other task-based and hands-on activities seemed less common. The measures utilized, the researchers found, were not enough to foster continuing oral participation. This mismatch between teachers' reported practices and classroom observations is significant as a similar issue was found in the current investigation.

Likewise, Silva-Valencia, Villacís-Villacís, and Hidalgo-Camacho (2021) research communicative teaching strategies with 234 high school students and 12 English teachers at Ambato High School. The study included a questionnaire with ten questions to examine teachers' and students' opinions of oral communication activities. The results showed that most of the students considered that they acquired better English through interactive assignments such as chats, dialogues, role plays, pair work and group work.

But students and teachers did not assess classroom procedures in the same way. Teachers tended to award higher marks to the communicative opportunities presented in class. Students reported less oral activities, less feedback and a larger concentration on grammar. Consistent with these findings, the researchers used 20 communicative approaches that aimed at improving interaction and oral production. The study found that communicative methods were positively related to the development of speaking skills, although their frequent application in high school English classes was still limited.

The conclusion of these national investigations is a repeating situation in Ecuadorian English

education. Communicative exercises are beneficial to students when used regularly and with explicit directions. Practice in the classroom may still be on the basis of grammar, repetition, and teacher-centered training. The investigations in Riobamba, Loja and Ambato also show problems like little interaction, lack of opportunities to speak, fear of making mistakes and gaps between the perspectives of the professors and the experiences of the students in the classroom. The national evidence, therefore, supports the necessity for practical CLT tactics which improve participation, confidence, fluency, vocabulary and meaningful contact.

Hence, this section highlights that the development of speaking is based on the methodology, the classroom atmosphere and the teacher's decisions. Communication does not appear to occur randomly, it is built up through continual practice and direction. Interactional teaching gradually makes students more fluent and in control. These ideas support the importance of CLT as an answer to the current demands of education and prepare the discussion for the next sections of the State of the Art.

## **3.2. Approaches to Teach**

### ***3.2.1. Cognitive***

Piaget believed that knowledge is constructed through activity and change, not just observation. Understanding happens when students engage with what they are studying, change it and think about the process. From this perspective, learning is not about copying reality but about making meaning from experience. This idea has influenced education by demonstrating that cognition

develops when learners are actively engaged in tasks and situations that require thinking and adaptation (Piaget, 1964).

This cognitive method is a more successful way of learning language in pupils who are motivated to use English actively rather than listening to or memorizing the rules. The learners speak, select words and respond to various situations they become aware of how language is used in real communication. This method allows pupils to discover connections between concepts, to organize meaning, and to acquire confidence progressively as they articulate their thoughts through speech.

It is also clear that this cognitive perspective provides a more human and flexible learning environment. Students are free to experiment with language and errors are viewed as part of learning rather than as failure. Fear is reduced and participation increased through interaction and action. Therefore, cognitive engagement enhances the speaking development and leads learners to a natural evolution towards a more fluent and realistic level of oral performance.

### ***3.2.2. Grammatical***

According to Chomsky (1965), “The idea that a language is based on a system of rules determining the interpretation of its infinitely many sentences is by no means novel”. Knowing grammar enables learners to go beyond memorized expressions. Students know the rules and can make new sentences and understand the unfamiliar. Language use, says Chomsky, is based on an internal system that structures syntax and meaning. This idea has been used in language classrooms to

facilitate instruction about sentence structure, word order and rule awareness, which are designed to develop accurate and controlled language production.

It is contended, however, that a primarily rule-based approach may restrict conversational contact. An excessive preoccupation with accuracy can cause learners to hesitate excessively before speaking. The apprehension of committing grammatical mistakes might hinder engagement and spontaneity. Consequently, students may possess strong academic knowledge yet exhibit inadequate communication skills in practical speaking scenarios.

Grammar education is more efficacious when associated with meaningful application. Grammatical norms can assist learners, but they must not obstruct communication. When students utilize grammar to articulate their thoughts, it serves to enhance rather than constrain. This equilibrium aids learners in organizing their discourse clearly and participating in interactions, which is essential for cultivating confident and fluent B1 speaking abilities.

### ***3.2.3. Communicative***

Communication is the way people build knowledge and share meaning together. As explained by (Vygotsky, 1978), “Human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them”. Language is developed through participation with others, not in isolation. Learning is a collective process, whereby individuals

gradually internalize ways of thinking, speaking and acting that are part of their social environment.

The communicative approach is based on the view that language develops through interaction. In dialogue, collaboration and joint tasks learners move from aided performance to more independent use of the language. Research indicates that social interaction promotes cognitive development because learners are given guidance, feedback, and models from peers and teachers. Communication is not only a practice but also a resource that helps development.

We have often found that communicative classrooms offer more natural opportunities for speaking. Students are encouraged to offer ideas, ask questions and respond to one another without the constant fear of being corrected. In this environment, learners can concentrate on meaning first and accuracy later. Students become more active participants when communication seems purposeful and their confidence in speaking develops over time.

The communicative technique is particularly effective for enhancing speaking skills at the B1 level. Interaction aids learners in organizing their thoughts, adapting language in real-time, and comprehending diverse perspectives. Language is significant and utilitarian in ongoing social interaction. This enables the learner to attain fluency and equips them to utilize English as a genuine medium of communication both inside and outside the classroom.

Given the aforementioned methodologies, it is clear that acquiring proficiency in a language is neither a straightforward nor a linear endeavor. Each method offers a distinct contribution. The cognitive perspective enhances cognition and comprehension. The grammatical perspective offers structure and regulation. The communicative perspective imparts meaning by interaction. Integrating these diverse views reveals that development include both cognitive processing and linguistic application in social contexts.

Consequently, effective speaking training is facilitated by equilibrium rather than by prioritizing one strategy over the others. Students require time for contemplation, guidance regarding regulations, and opportunities for social interaction. The practical combination of these aspects will enhance student engagement and confidence over time. This balanced methodology allows learners to transcend rote memorization and facilitates the gradual enhancement of B1 level speaking abilities through significant and intentional communication.

### **3.3. AI and Technological Tools in the English Learner's Process**

Moya Zúñiga & Guevara Peñaranda (2025) shows that “Ecuadorian baccalaureate EFL students generally hold positive perceptions regarding the utility of AI tools in developing their English writing skills. Specifically, students perceive AI tools as beneficial for correcting spelling errors, improving sentence style and clarity, and effectively organizing ideas.” Therefore, students in Ecuador perceive AI tools as useful resources in the process of writing in English. Learners appreciate the tools mainly because they help them to correct simple mistakes, clarify sentences

and order their ideas more logically. Thus, writing tasks are less demanding and more accessible to students who often have problems with accuracy and organization.

AI tools seem to provide immediate support for students to engage in writing activities. When learners believe that technology helps them to solve common problems, such as spelling or sentence construction, they are more willing to write and re-write their work. This kind of support can help to alleviate frustration, allowing students to focus more on expressing their ideas rather than constantly on their mistakes. In this way, AI can support participation and persistence in English learning activities.

However, it is important to remember that positive perception does not always lead to deep learning. If AI tools are used without reflection, students may passively accept corrections without understanding the reasons behind them. Therefore, the teacher's guidance is still necessary so that the learners analyze the feedback and gradually become autonomous. AI tools can support learning when used with clear pedagogical objectives without replacing the cognitive effort required to improve English skills.

As concluded by (Ayala Pazmiño & Alvarado Lucas, 2023), "AI has the potential to provide personalized feedback to students, improve language proficiency, and increase student engagement.". This means that artificial intelligence can help English learners by tailoring the feedback to the individual learner's needs. This support is provided to learners based on their level and difficulties. In this way the language development is more concentrated and efficient.

Moreover, students are more involved and interested in learning tasks when the feedback appears relevant.

The AI can be seen as a tool supporting the learning without replacing the teacher. Personalised feedback helps students see where they are going wrong and lets them progress at their own speed. Supported learners are more confident and contribute more. This is especially helpful in large classes, where it is often difficult and limited to give individual attention. Nevertheless, technology should not be seen as a panacea. But emotional support and real practice in communication still require human contact. Educators guide the implementation of AI and associate feedback with classroom activities to enhance results.

In the final analysis, artificial intelligence and technological advancements offer an opportunity to improve the English learning experience when employed effectively. Research has shown positive effects on feedback, skill development, and engagement. However, their efficacy depends on instructional guidance, infrastructure, and well defined goals. When technology and pedagogy intersect, learners can develop skills more equitably and efficiently.

### **3.4. Foundations and Evolution of Communicative Language Teaching**

Communicative Language Teaching did not develop as one single classroom strategy. The course was developed in response to advances in linguistic theory and the necessity for students to utilize English for practical communication. Previous methods focused more on grammar rules, drills,

and rote learning. CLT however was concerned with communication, engagement and meaning in language learning.

#### ***3.4.1. CLT: Definition, Principles and Theoretical Bases***

Communicative Language Teaching is a wide-ranging approach that discusses the aims of language teaching, the process of learning, classroom activities, and the roles of teachers and students. (Richards, 2006) notes that “Communicative language teaching can be understood as a set of principles about the goals of language teaching”. CLT should, therefore, not be perceived merely as conversation practice. It is a methodology based on the development of communicative skills in teaching.

The primary aim of CLT is to allow learners to be able to use the language effectively in varied contexts. Grammar knowledge is still crucial, but knowing the language norms does not always indicate a student can communicate successfully. Communicative competence is the knowledge of different types of discourse, the ability to adjust language to context and the capacity to maintain conversation in the presence of restricted linguistic expertise. Therefore, speech needs to be developed with an emphasis on both accuracy and fluidity.

Here are some principles that guide the application of CLT in the classroom: The activities should be ones which promote meaningful communication, allow students to exchange information, connect English to actual purposes. Learners require opportunities to play with the language and

learn from feedback. Mistakes are not overlooked, but are viewed as a normal part of growth. This enables pupils to work on their language skills while still being able to communicate their ideas.

CLT is theoretical development was influenced by linguistic and sociolinguistic viewpoints. Chomsky (1978) was against the mechanistic ideas of language, saying that speakers may produce new sentences and not just a list of formulas. The principle is important since learners have to produce their own messages in oral communication. Nevertheless, the more immediate basis of CLT was the notion of communicative competence put up by Hymes, which stressed the social and functional use of language.

Later characterisations of communicative competence have included linguistic, sociolinguistic, discourse and strategic characteristics. Linguistic competency is made up of grammar, vocabulary, pronunciation and sentence construction. Sociolinguistic competence is the ability to utilize language appropriately in different social contexts. Discourse competence allows the learners to connect concepts in a comprehensible way, and strategic competence allows them to overcome communicative challenges when they do not know a phrase or an expression (Kozubska, 2023).

The CLT corresponds to the sociocultural perspective of Vygotsky (1978) who highlights learning via interaction with other people. Pair work and group work in the English classroom allow students to share information, assist each other and make meaning together. The final product of learning is not just communication. It is also the aspect of the process of learners' speaking ability development.

### ***3.4.2. History and Roles in the CLT Classrooms***

Before the introduction of CLT, many language lessons were based on traditional methodologies that focused on grammatical ability. The rules were explained explicitly to the students, who then did drills repeatedly, substitution drills and memorised conversations. Mistakes were routinely corrected on the spot, and accuracy was demanded from the beginning. So, sometimes learners acquired understanding of the language but had little opportunity to converse independently.

Richards (2006) suggests that language teaching can be viewed in three main stages. Until the late 1960s, traditional methods prevailed. Classic Communicative Language Teaching was created from the 1970s to the 1990s, and more flexible communicative techniques have continued from the late 1990s to the present day. CLT developed as educators began to ask whether repetition and grammar practice were enough for genuine communication.

In the 1970s, communicative competence has increasingly been the main goal of language teaching. In the classroom the activities started to include role plays, information gap activities, conversations, projects and collaborative work. These activities required students to communicate ideas and utilize English with purpose. This transformation shifted language teaching from controlled production to more meaningful interaction.

CLT also altered the traditional roles of teachers and learners. (Feng Teng, Zhisheng Wen, & Li, 2025) state that “the teacher is no longer a transmitter of linguistic knowledge but a facilitator of communication”. In this sense, the instructor organizes activities, provides language support, observes participation and gives relevant comments. The teacher still guides the learning, but the pupils are increasingly responsible for using the language.

In response, learners become active participants rather than passive recipients of information. They listen to their peers, respond to ideas, ask questions and negotiate meaning. Speaking time may be higher in pair work and group work as numerous pupils are communicating simultaneously. These kinds of interactions also decrease the dependence on the teacher and motivate learners to take their own decisions in the conversation.

CLT has evolved to be more flexible. It is not thought of today as a set of specific strategies for the classroom. Current views accept that communicative practice and attention to language form can be complementary. Task Based Language Teaching has also evolved from communicative principles as it organizes learning around meaningful tasks. Teachers can therefore combine structured language support with interaction according to the students’ requirements and the conditions of the institution.

### ***3.4.3. Advantages and Disadvantages of Communicative Language Teaching***

One of the significant advantages of CLT is that it offers pupils chances to utilize the language regularly. Some of the activities where learners can practice vocabulary and grammar in realistic scenarios are conversations, role plays, interviews, discussions and problem solving activities. Such activities may also contribute to the development of fluency as children learn to arrange their ideas and maintain speaking without relying solely on prepared words.

CLT can also enhance confidence and engagement. Students may feel more comfortable communicating in pairs or small groups rather than merely speaking to the whole class. They can get help from fellow students and prepare their ideas for public engagement by working together. A polite classroom setting is particularly crucial as the fear of making mistakes can inhibit pupils from talking.

Research in Ecuador has shown evidence of these benefits. (Oviedo Guado & Mena Mayorga, 2021) agree that “the application of communicative language teaching activities was effective in development of the speaking skill”. In their research, the experimental group participated in discussions, role plays, knowledge gap exercises and group work. At the end of the intervention, 91.5% of the experimental group reached the predicted A2 level compared to 70.2% of the control group.

However, despite these advantages, CLT might be challenging to implement in particular educational environments. Large courses may impede the teacher's capacity to watch all groups and give individual comments. Communicative assignments are difficult to prepare and carry out because of the limited class time. Furthermore, the students' varying English levels might not allow for equal participation and some learners might revert to their original language when they are unable to communicate an idea.

Assessment systems can also give rise to another challenge. If the examinations are mostly testing grammar, vocabulary or writing activities, teachers may feel that they have to prepare pupils for that. This means that even if the curriculum is communicative, speaking activities may be given less time. The limited use of CLT may also be further reduced by the absence of materials, technological resources, and professional training.

Teng et al. (2025) further emphasize that classroom management, learner motivation, target language use, assessment needs, and educational traditions influence the implementation of communicative teaching. Therefore, CLT should not be applied in the same way at all institutions. Teachers must modify its ideas to class size, student proficiency, available time and local objectives.

To summarize, Communicative Language Teaching reflects a major shift away from learning English primarily by rote memorization, to learning English through meaningful application. Its guiding concepts are engagement, participation, communicative skill and a balance between

fluency and correctness. However, its implementation may be affected by the limits of the institution and the classroom yet these obstacles do not diminish its instructional worth. Rather, they reveal that CLT requires planning, teacher preparation and activities that meet the real requirements of learners.

### **3.5. Impact of Communicative Language Teaching for B1-Level Speaking Development**

Previous research has reported positive effects of Communicative Language Teaching on B1-level speaking development. (Guato Guamán, 2020), According to the analysis carried out during a two-month intervention period, the application of Communicative Language Teaching strategies produced positive results in English classes. The teacher implemented activities such as role plays, simulations, guessing games, information-gap tasks, and picture descriptions. Statistical results obtained through a t-test using Jamovi indicated favorable outcomes. These strategies benefited the institution, since students increased oral production and language practice, contributing to local development in a context where exposure to English has grown due to tourism.

The above-mentioned principles show that the use of communicative methods regularly contributes to the development of speaking skills. While working on interactive assignments, students use English with a clear aim, and do not just repeat isolated structures. Such a method promotes spontaneous speaking and active participation. Students start to answer more naturally as time goes by, they demonstrate more fluency and confidence in speaking tasks in the classroom.

These results have an important impact on the institution. Schools that introduce new means of communication benefit pupils both academically and socially. More oral practice prepares students for real-life situations outside of classroom. Such readiness is important in countries where English interaction is growing. Thus communicative teaching is also a way of advancing personal and wider educational development.

In conclusion, the result of this study indicates that Communicative Language Teaching has a considerable effect on developing the students' speaking skills. Learners naturally use more English in the classroom when activities are structured purposefully and meaningfully. Increased interaction also increases confidence and fluency. Students learn in time via genuine experience of communication that language is not only an academic subject but a medium for expressing.

In this line, the research should aim at discovering and assessing effective CLT techniques that are genuinely supportive of B1-level speaking development. It is vital to analyze whether communicative tasks favor more engagement, natural contact and prolonged speech practice. The study should also look at how to adapt these methods to the institutional setting for maximum impact. Teachers can establish the learning environment which encourages students to practice the speaking all the time, and to use English successfully in real-life circumstances by choosing and implementing the right communicative activities.

### **3.6. Development of B1-Level Speaking Skills in English as a Foreign Language**

As explained by (Ministerio de Educación del Ecuador, 2017, as cited in Alvarez, Tamayo, & Coutinho dos Santos, 2024), “The situation has prompted the Ecuadorian government to evaluate English proficiency levels in 600 public schools nationwide. The results revealed that most learners struggle to use English to meet their social and academic needs at a fundamental level”. This research is a reflection of a national reality that influences the English education in Ecuador. Results from public school testing indicate that students have considerable challenges when attempting to use English beyond simple frameworks. English is taught in the curriculum, but pupils are unable to communicate effectively in social and academic environments. This issue demonstrates a mismatch between the teaching and the learners’ ability to do with the language.

The data clearly show the poor development of speaking skills in kids. A lot of learners read written texts or do grammar exercises, but they find it hard to articulate concepts in spoken English. Speaking involves the immediate use of language, confidence and interaction, all of which are sometimes lacking in traditional classroom instruction. Therefore, English is still a school subject and not a true communication tool for kids.

It is also evident that this problem is intensified by the lack of opportunity for oral practice. Lessons focusing on writing, translation or repetition do not help learners build fluency or interaction skills. Talking becomes difficult and unnatural, so students do not participate. In this case, it is hard to

achieve B1 level speaking performance since learners do not have constant and meaningful exposure to spoken English.

Thus, speaking skill training should be seen as one of the fundamental tasks in English education. Learners need areas to practice language with intention and scaffolding. Approaches that facilitate connection and communication can help decrease fear and boost involvement. The obstacles outlined at the national level are likely to continue to impair students' oral performance without adjustments in technique.

### ***3.6.1 Challenges in Achieving B1-Level Speaking Proficiency in EFL Contexts***

As confirmed by (Guerrero Rodriguez & Moreira Baquerizo, 2025), “Despite national efforts to promote communicative competence, public schools, in particular, struggle with limited class time, uneven teacher proficiency, and restricted access to technology.”. This result represents a continuous reality in the public education system in Ecuador. Communicative competence is a national goal that is often constrained by the classroom environment for its effective development. The quality of interaction in English is affected by the fact that speaking practice is limited by limited instructional time and teacher skill varies. In addition, the lack of access to technology limits students' capacity to listen, practice pronunciation and engage in interactive speaking activities that promote oral development.

In this sense, it is clear the idea that development is not only dependent on the curricular aims. “There is pressure on teachers to cover subject matter rather than interact when class time is limited.” If teachers are not confident in their own competence, they may avoid speaking exercises that require spontaneous use of language. This leaves youngsters with less opportunities to practice spoken communication in ways that are meaningful and maintained.

Equally important is to understand the way in which these restrictions develop over time. English is learned by a student who speaks occasionally but may not be able to converse naturally. Without technology, pronunciation tools, audio models or digital engagement spaces; learners are left in the textbook. This situation destroys motivation and speaking at B1 level appears very remote and hard to achieve.

It is not that we are not working hard, it is that we do not have the conditions. Teachers might prefer communicative tactics, but the setting might not always allow them to employ them fully. Without awareness of methods, it is impossible to acquire speaking competence. What facilitates communication is time, training and resources. These components are necessary for communicative competency to be a goal and not a reality in the classroom.

For many students in Ecuador the development of the speaking skills in English at B1 level is still a struggle. Research shows that pupils have knowledge of grammar and vocabulary but they fail to communicate accurately and confidently. This is because kids are not provided with sufficient

opportunities to practice speaking in class. When English is mostly used for written assignments, it is difficult for learners to use it in real conversation situations.

For attaining B1 level in speaking more stress should be given to the oral practice and interaction in the class. Teachers should provide a safe and supportive atmosphere in which students feel comfortable using English. If learners are encouraged to speak all the time and not be frightened of making mistakes, their confidence and fluency will develop gradually.

These constraints indicate that attaining B1 speaking proficiency necessitates both curricular goals and methodological approaches that facilitate consistent chances for verbal interaction. In this context, Communicative Language Teaching provides pragmatic ideas and exercises that help enhance interaction, fluency, precision, and self-assurance in the EFL classroom.

### ***3.6.2. Communicative Language Teaching and Classroom Strategies for B1 Speaking Development***

At the B1 proficiency level, learners are anticipated to engage in familiar dialogues, recount experiences, articulate viewpoints, and react to fellow interlocutors. These skills cannot be cultivated just through grammatical drills or rote memorizing of terminology. Students require regular chances to engage in English with a distinct communicative objective. Richards (2006) advises educators to “make real communication the focus of language learning”.

Communicative Language Teaching fosters verbal proficiency by immersing students in contexts that require knowledge sharing and personal expression. Role-playing, dialogues, interviews, knowledge gap activities, graphic descriptions, and group discussions can bridge classroom education with daily communication. Through these endeavors, learners progressively develop their own reactions rather of solely relying on rote memorization.

Engagement is particularly crucial as it enables students to concurrently enhance their fluency and precision. Fluency pertains to the expression of thoughts without undue interruptions, whereas accuracy relates to the correct application of language, grammar, pronunciation, and intonation. In a communication exercise, learners could initially focus on articulating their message. Subsequently, the educator can offer feedback and address recurring linguistic issues without incessantly disrupting dialogue.

Educators may implement supporting techniques prior to and throughout verbal tasks. For instance, they might include essential terminology, introductory phrases, visual aids, exemplary dialogues, and time for preparation. Collaborative activities can enhance verbal engagement and diminish the anxiety associated with speaking before the whole class. Nonetheless, these endeavors require explicit guidelines, suitable subjects, equitable groupings, and ongoing supervision to guarantee the involvement of all students.

Data from an Ecuadorian baccalaureate setting indicated that dialogues, role-playing, information gap tasks, and collaborative efforts enhanced speaking proficiency and yielded superior outcomes

compared to instruction predominantly centered on conventional exercises (Oviedo Guado & Mena Mayorga, 2021). This discovery indicates that communicative tasks yield greater efficacy when implemented consistently and integrated into the standard educational framework.

These communicative strategies should also be connected with clear proficiency standards. Therefore, it is necessary to consider the characteristics and descriptors established by the CEFR for speaking performance at the B1 level.

### ***3.6.3. B1 Speaking Competence, Descriptors, and Assessment According to the CEFR***

The Common European Framework of Reference for Languages. It provides a standard framework for the design of language syllabuses, curriculum guidelines, examinations, textbooks, etc. It defines six levels of skills, from A1 to C2, classified into three categories: basic users, independent users and proficient users. B1 is classified as an independent user level (Council of Europe, 2020) because learners are able to converse in familiar contexts, without being entirely dependent on memorised language.

As for speech, the CEFR distinguishes between oral production and oral interaction. Learners engage in oral production when they explain experiences, provide information, or state opinions. Oral contact is the process when students listen, answer, ask questions, take turns and maintain communication with other speakers. Both dimensions are needed as speaking is more than simply making sentences one by one.

One of the primary descriptors for B1 is the learner “can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest” (Council of Europe, 2020). So a B1 learner should be able to talk about family, interests, school, travel, work and current affairs. There might still be some hesitancy and pauses, but the message should be intelligible and connected.

The CEFR describes B1 speaking in terms of range, accuracy, fluency, interaction, coherence and phonological control. Learners should have sufficient vocabulary to describe familiar topics and employ common grammatical patterns with reasonable precision. They can pause to plan or to correct what they are saying, but they must continue talking. Their ideas should be straightforward in sequence. Pronunciation, stress and intonation should typically be comprehensible even if influenced by the learner's original language.

B1 speaking performance can be tested by means of communication tasks such as interviews, role plays, visual descriptions, short presentations, information gap exercises and group discussions. The exercises allow the teacher to see how students use English rather than just testing their understanding of grammar. The criteria for speaking could include variety of vocabulary, grammatical precision, fluency, pronunciation, interaction and structuring of thoughts.

Assessment at this level does not have to be based on faultless speaking or native-like pronunciation. The major objective is to discover if learners can articulate understandable ideas,

reply to others and continue communication in familiar circumstances. These criteria are pertinent to the present study as they are used as a clear reference for selecting activities and for determining the progress of bachelor students in speaking.

#### **4. MATERIALS AND METHODS**

The present qualitative and descriptive research aims to analyze the development of speaking skills in the classroom. The study focuses on the observation of real interaction, participation and communication in English classes. Speaking is seen as a process that can be observed in students' behavior and classroom activities, especially when students are involved in communicative tasks. The study aims to describe what happens in the educational context by means of direct observation and teacher perspectives, paying attention to the way students respond in different classroom situations.

The analysis was organized around the following categories: use of communicative activities, oral participation, interaction in English, confidence, fluency, pronunciation, and vocabulary. These categories allowed the researcher to describe the classroom situation and compare the observation results with the teachers' perspectives. The information obtained from both instruments was organized according to these categories in order to identify common patterns in students' speaking performance and classroom participation.

Two main techniques were used in this study: classroom observation and teacher interviews. Classroom observation was conducted with students from First BGU B, Second BGU A, and Third BGU A in order to record oral participation, interaction, and the use of English during regular lessons. As stated by (Kumar & Sharma, 2023), “involve the systematic recording of observable phenomena or behavior in a natural setting”. Therefore, this technique allowed the researcher to identify aspects related to students’ speaking performance directly in the classroom context.

Teacher interviews were also conducted with the three English teachers who work with the selected baccalaureate courses. These interviews focused on the communicative activities used in class, the main difficulties students experience when speaking English, and the strategies that may support their oral participation. The teachers’ answers provided additional information that complemented the classroom observations and helped the researcher compare what was observed with the teachers’ perspectives about speaking development.

The study followed a qualitative descriptive design because it aimed to describe classroom practices and students’ speaking behavior in their regular English lessons. According to (Villamin, Lopez, Cleary, & Thapa, 2025), “This design allows flexibility around the use of theoretical frameworks in that the researcher may abandon or revise the framework if, at any point, the research leads elsewhere and no longer aligns with the framework.”. In this research, the design made it possible to examine oral participation, interaction, confidence, fluency, pronunciation, and vocabulary without applying an experimental intervention. In this way, the study focused on

understanding the observed classroom situation and the teachers' perspectives about speaking development.

The research was carried out at Unidad Educativa Fiscomisional Juan Pablo II, Ibarra, Imbabura. The study was conducted on baccalaureate students of 3 selected courses because speaking development is an important aspect of English learning at this level of education. During the regular English lessons, the researcher observed the students' oral participation, interaction, confidence, fluency, pronunciation and vocabulary use in this context.

The population consisted of baccalaureate students of First, Second and Third BGU and the three English teachers who taught these levels. The researcher was granted access to one class from each BGU level. The sample of students was comprised of 36 students from First BGU B, 27 students from Second BGU A, and 24 students from Third BGU A. Therefore, the sample of students included 87 participants.

Besides the student sample, interviews were also conducted with the three teachers of English who taught the chosen BGU courses. Their contribution was relevant as they provided information about speaking activities, difficulties experienced by students, classroom interaction and strategies found useful to support oral communication. Therefore, the study considered the students' observed performance and the teachers' perspectives on the development of English speaking.

Data collection was conducted in regular English classes. First, one classroom observation was conducted in each of the selected courses: First BGU B, Second BGU A, and Third BGU A. Notes were taken on information about communicative activities, oral participation, interaction, confidence, fluency, pronunciation and vocabulary, using the criteria established earlier. As the observations were conducted during the normal class time, the researcher was able to observe students' speaking behaviour in the regular classroom context.

Following the observation phase, individual interviews were held with the three English teachers involved in the selected BGU courses. The interviews were centered on the speaking activities done in class, the problems students had when communicating in English and the strategies deemed useful to promote oral participation. Finally the information obtained from the interviews was ordered according to the categories of analysis and compared to the results of the observation.

The data obtained from both techniques were analyzed and classified according to the established categories of analysis: communicative acts, oral participation, interaction, confidence, fluency, pronunciation and vocabulary. The results of the classroom observations were compared with the information provided by the teachers in the interviews to identify similarities and relevant patterns. This process enabled the researcher to understand the speaking difficulties of the selected groups and to establish the need for communicative strategies that could support students' oral development.

Finally, this section detailed the methodological process followed in the study, which included the qualitative descriptive design, the selected participants, the classroom observation, teacher interviews and the data analysis procedure. These elements enabled to explore students' speaking difficulties and compare them with teachers' perceptions of oral communication in English classes. The next section shows and discusses the main results obtained from both techniques, on the basis of this process.

## **5. RESULTS AND DISCUSSION**

This section presents and discusses the results obtained from the classroom observations and teacher interviews conducted at Unidad Educativa Fiscomisional Juan Pablo II. The findings are organized according to the categories established in the methodological process: communicative activities, oral participation, interaction in English, confidence, fluency, pronunciation, and vocabulary. These categories allowed the researcher to describe the main difficulties related to students' speaking development and their need for more communicative opportunities in the English classes.

Also, It describes and discusses the results of classroom observations and interviews with teachers conducted at Unidad Educativa Fiscomisional Juan Pablo II. The results are presented in the categories established in the methodological process, such as communicative activities, oral participation, interaction in English, confidence, fluency, pronunciation and vocabulary. Those

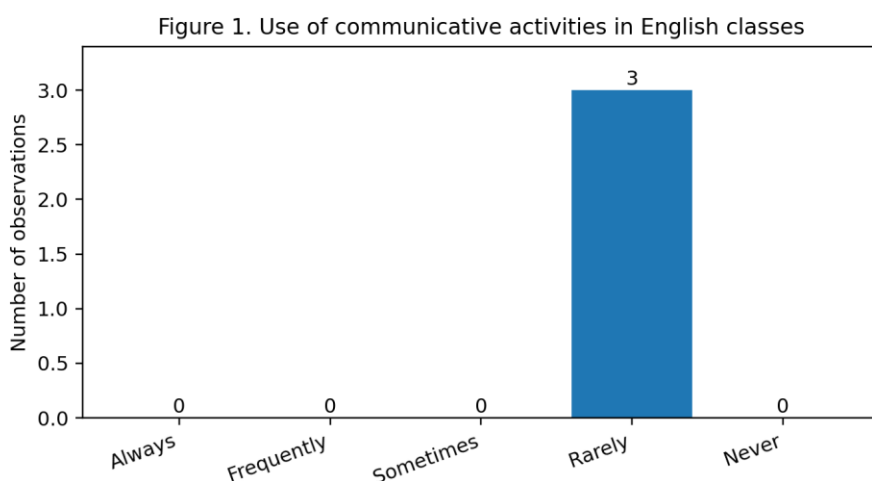
categories helped the researcher to describe the main difficulties concerning students' speaking development and the need for more communicative opportunities in the English classes.

The nature of the analysis was descriptive. First of all, the information registered in the classroom observation checklist was organized following the scale: Always, Frequently, Sometimes, Rarely and Never. Three classroom observations were analyzed, First BGU B, Second BGU A, and Third BGU A. Then, the answers given by the three English teachers were analyzed and clustered by the repeated ideas concerning communicative strategies, speaking difficulties, confidence and oral practice.

In this section, the most relevant results obtained from the research techniques are analyzed in detail. The full results of the classroom observation checklist and its respective charts are in Annexes B. Similarly, the interview guide and the summary of the answers provided by the English teachers of the Unidad Educativa Fiscomisional Juan Pablo II in Ibarra, are in Annexes C. The organization allows the discussion to be led to the findings directly related to communicative activities and students' English speaking development.

The first category analyzed was the presence of communicative activities during regular English lessons. Figure 1 shows how frequently activities such as dialogues, role plays, pair work, or group work were observed in the three selected courses. This category is relevant because Communicative Language Teaching emphasizes opportunities for students to use English with a

communicative purpose. Therefore, the frequency of these activities helped to identify the opportunities students had to practice oral communication during the observed lessons.



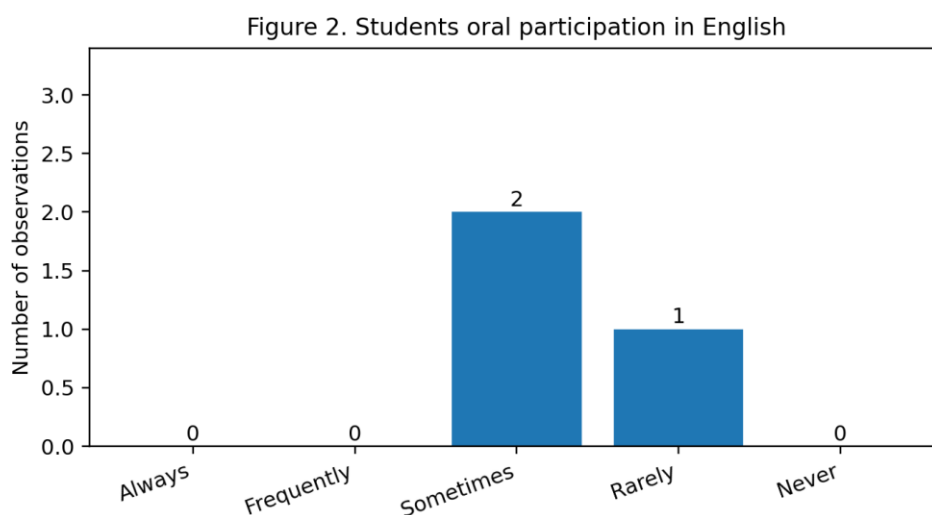
*Figure 1. Use of communicative activities in English classes*

As shown in Figure 1, communicative activities were marked as Rarely in the three classroom observations. This finding indicates that, during the observed lessons, students had limited opportunities to use English through activities that required interaction and oral exchange. In contrast, the teacher interviews revealed that the teachers recognized the value of role plays, storytelling, games, short conversations, group work, recordings, and digital applications for speaking practice. Therefore, a difference was identified between the communicative strategies valued by the teachers and the frequency with which these activities were observed in the selected lessons.

This finding is relevant because the limited presence of communicative activities during the observed lessons reduced the opportunities students had to practice oral communication in English. Although the teachers recognized the value of activities such as role plays, conversations, group

work, and recordings, these activities were not frequently observed in the selected classes. Therefore, the findings suggest the inclusion of more communicative tasks that allow students to speak, interact and use English for a clear purpose.

The second category analyzed was the oral participation of the students in English. Figure 2 shows the frequency of English use by students as a response, to express ideas, or to take part in spoken interaction in the three lessons observed. And this category is relevant: Regular oral participation provides students with opportunities to practice their use of the language, to develop confidence and to be more involved in communicative classroom situations.



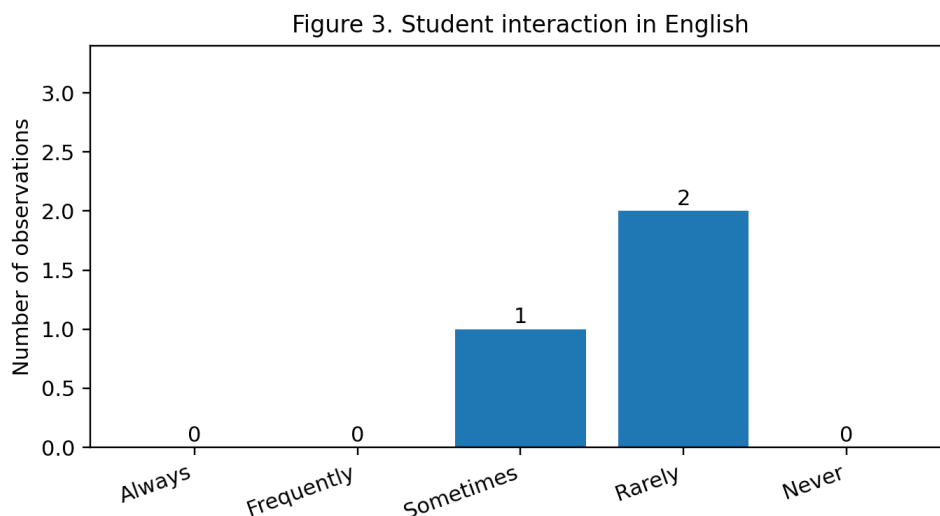
*Figure 2. Students' oral participation in English*

For oral participation, two observations were classified as Sometimes and one as Rarely as shown in Figure 2. The findings indicate that students of Unidad Educativa Fiscomisional Juan Pablo II of Ibarra used spoken English in the observed classes, but their participation was limited and infrequent. Sometimes students participated when the teacher asked direct questions, but voluntary

participation was less evident. Some learners spoke in short phrases, others needed support before they spoke. So there was oral participation but not necessarily confident speaking performance.

This finding is consistent with the teacher interviews, in which lack of confidence, fear of mistakes, limited vocabulary, and lack of interest were identified as common difficulties affecting students' oral participation. In the observed classes, students needed more spaces where speaking was not only a response to the teacher, but also a natural part of the lesson. Therefore, the results suggest the importance of guided speaking activities that encourage students to participate more actively and confidently.

The third category analyzed was students' interaction in English. Figure 3 presents how frequently students used English to communicate with their classmates during the three observed lessons. This category focused on peer communication rather than only teacher-student exchanges. It is relevant to Communicative Language Teaching because students' interaction gives learners opportunities to ask, answer, share ideas, and respond to others through meaningful oral communication.

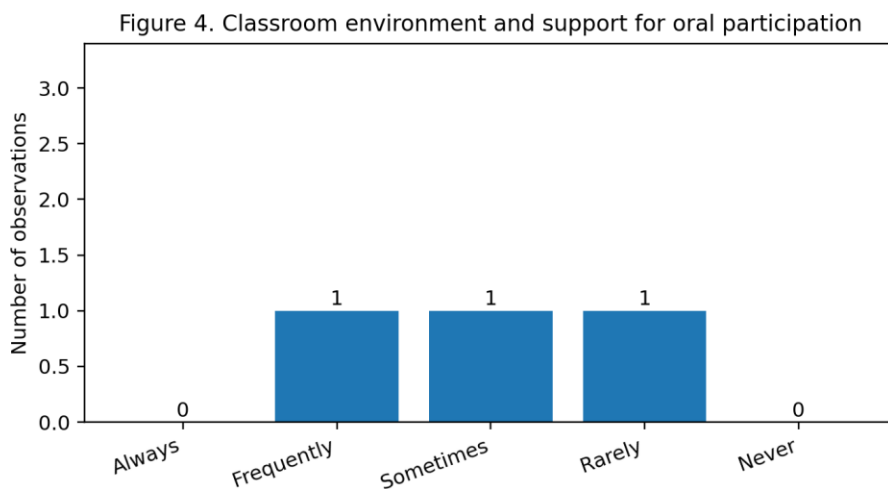


*Figure 3. Student interaction in English*

According to Figure 3, interaction in English was marked as Sometimes in one observation and as Rarely in two observations. This result indicates that peer communication in English was limited during the observed lessons. In several times, the teacher guided the class and the students answered individually, while exchanges among classmates were less evident. Therefore, students had a few opportunities to use spoken English, in this sense, peer interaction was not frequent enough to provide continuous practice through communicative exchange.

This finding suggests that students had limited opportunities to exchange ideas, respond to classmates, and maintain short conversations in English. During the observed lessons, interaction was mainly guided by the teacher, while peer communication was less frequent. For this reason, the results support the need for communicative tasks that encourage students to use English with their classmates more regularly.

The fourth category analyzed was confidence and classroom support for oral participation. Figure 4 presents how frequently the classroom environment encouraged students to speak in English and reduce fear during oral participation. This category included communication between peers, not just teacher-student communication. This is relevant to Communicative Language Teaching because interaction offers opportunities for learners to ask, answer, share ideas and react to others through meaningful oral communication.



*Figure 4. Classroom environment and support for oral participation*

As Figure 4 shows, classroom support for oral participation was marked as Frequently in one observation, Sometimes in another and Rarely in the remaining observation. This finding suggests that the classroom environment facilitated students to use English in some occasions but this facilitation was not equally observed in all the observed lessons. In one group students seemed more comfortable when they were participating, but in other situations some learners gave very short answers or only participated when the teacher called on them. Therefore, observations showed that students still needed more consistent support to feel confident in verbal participation.

This finding was in line with the teachers' interviews. Teachers said many students lacked confidence in speaking English, fearing they would mispronounce words or not have enough vocabulary to express themselves. They discussed techniques to alleviate students' apprehension around speaking, including collaborative activities, constructive comments, straightforward inquiries, assessment rubrics, audio recordings, videos, and verbal dialogues. These replies about the observations underscore the necessity of offering continuous support and structured speaking opportunities to promote students' oral engagement.

A notable element observed during classroom observations was fluency. In the item regarding the preservation of oral communication without long pauses, two observations were marked Sometimes and one as Rarely. In the lessons observed, students would sometimes answer briefly, pause before continuing or lapse into Spanish when they could not find the English for an idea. These findings suggest students were challenged to maintain oral communication with continuity and confidence.

In the lessons selected, pronunciation and vocabulary problems were also experienced. Some students had difficulty pronouncing some words clearly, especially when they spoke without reading from a written source. Others stopped talking, as they did not recall the vocabulary to continue their answers. These problems had to do with a lack of fluency and a lack of confidence in speaking. Therefore, students require vocabulary support and guided pronunciation practice to be able to engage more independently in simple communicative situations in English.

The teacher interviews confirmed the information gained from the classroom observations. A summary of the most relevant ideas given by the three English teachers about communicative strategies, students' speaking difficulties, actions to reduce fear, and needs related to oral communication in English is shown in Table 1. The summarized answers and the full interview guide are presented in the Annexes C.

Table 1. Main results from the teacher interviews

| <b>Category</b>                                 | <b>Main Ideas Expressed by the Teachers</b>                                                                                                                             |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communicative strategies                        | Role plays, storytelling, games, warm ups, short conversations, group work, oral tests, recordings, videos, WhatsApp audios, and digital applications.                  |
| Main student difficulties                       | Lack of confidence, fear of pronunciation mistakes, limited vocabulary, grammar insecurity, lack of interest, and few opportunities to practice English outside school. |
| Strategies to reduce fear                       | Cooperative work, positive feedback, simple questions, rubrics, recordings, and extra points.                                                                           |
| Needs related to oral communication development | More oral practice, more vocabulary, more confidence, and more contact with English inside and outside the classroom.                                                   |

In general, the findings indicated several problems regarding the development of students' English speaking skills in the observed lessons. The teachers knew the importance of communicative strategies but the students did not interact much with their peers, they had low voluntary participation, pauses when speaking and insecurity in oral activities. They also mentioned that vocabulary limitation and pronunciation problem were factors that affected their oral communication. Therefore, the results imply that the selected groups require more frequent

practice in communication and guided support for the development of speaking skills in relation to the B1 level.

The interviews showed that the teachers acknowledged the importance of communicative strategies in supporting students' speaking development. They suggested role plays, short conversations, group work, recordings and digital resources as some possible ways of fostering oral practice. However, the results of the observation showed that there was very little communicative activity in the three lessons observed. Therefore, the problem does not seem to be only about teachers' awareness of communicative strategies, but also how often they use them in regular English classes.

Another important result was that the classroom observations and the teacher interviews were in accordance with each other. The two techniques revealed problems with confidence, pronunciation, vocabulary and oral participation. The analysis was reinforced by the correspondence, in that the results were not only based on observations in the classroom but also from the teachers' perspectives. Hence, these aspects were considered as the relevant factors that affected students' English speaking development in the selected groups.

The results obtained in this research support the choice of Communicative Language Teaching as the methodological basis for the proposal. Classroom observations and teacher interviews indicated that there were difficulties related to limited vocabulary, low confidence, limited peer interaction and limited opportunities for oral participation in the observed lessons. These results

suggest the need to increase speaking practice by means of activities that motivate students to use English with communicative intention. CLT was chosen because it is concerned with interaction, with meaningful language use and communication in classroom situations.

This CLT methodological approach was considered appropriate for the proposal because it shows strategies that directly answer the difficulties found in the results. (Chen, Yin, & Faya Ornia, 2026) state that “CLT emphasizes the promotion of learning through authentic language tasks and interactive activities, but its effectiveness depends largely on the openness, supportiveness and inclusiveness of the classroom atmosphere.” From this perspective, role plays, pair work, guided dialogues, interviews, vocabulary support, collaborative speaking tasks and positive feedback are communicative strategies included in the proposal to promote oral participation and confidence in English classes.

In response to the findings, the proposal was to design a Communicative Speaking Guide for English teachers working with baccalaureate students. The guide is based on Communicative Language Teaching and was developed to create more opportunities for meaningful oral practice. It addresses the main problems identified through the classroom observations and teacher interviews: limited participation, vocabulary difficulties, pauses, insecurity and reduced student interaction.

The guide has four units: Role Plays for Real Communication, Pair Conversations for Oral Interaction, Guided Interviews for Confidence and Participation, Collaborative Tasks for

Communicative Practice. The units contain 40 speaking activities, based on familiar and everyday contexts such as restaurants, health, transportation, school life, family, hobbies, future plans, technology and classroom problem-solving. The students move from pair work to interviews, group decisions, debates and short presentations.

Each unit has vocabulary banks, useful expressions, pronunciation help, model questions and visuals. The structure of all activities is the same and contains an objective, materials, procedure, model dialogue, language focus, reflection, quick assessment and extension. This organization supports students with language before they speak, and then encourages them to give more independent responses. The guide also includes a rubric for the speaking assessment, a teacher observation checklist, and final recommendations for classroom implementation.

The activities are generally in line with the B1 descriptors of the Common European Framework of Reference for Languages. At this level, learners are expected to be able to talk simply about familiar topics, describe experiences and plans, express opinions and give reasons, exchange information and cooperate in goal-oriented tasks. The communicative functions practiced in the role plays, pair conversations, interviews and collaborative tasks of the guide (Council of Europe, 2020) provide opportunities to practice these.

The proposal aims at providing teachers with organized communicative strategies, and to assist learners in improving oral interaction, vocabulary use, fluency, accuracy, pronunciation and confidence. However, the guide was developed from the findings of the research but was not

implemented during the study. Therefore, its effectiveness should be further evaluated through classroom application in future studies. The full digital guide can be accessed through the next link. [here](https://canva.link/qaz6hghy2h64sn0) ( <https://canva.link/qaz6hghy2h64sn0> )

To facilitate its use in the classroom, the guide also includes visual support, model dialogues, reflection questions, and quick assessment tools. These elements help teachers organize each activity and allow students to understand the context, prepare their ideas, and participate more confidently in speaking tasks.

## 6. CONCLUSIONS

- The study concluded that the students from the selected BGU courses showed difficulties in English speaking during the observed lessons, especially in confidence, fluency, oral participation, and interaction. The limited frequency of communicative activities observed in class suggested the need for more opportunities to practice oral communication in English.
- The findings revealed that limited vocabulary, fear of making mistakes, and insecurity affected students' oral participation during the observed lessons. In addition, the teachers' perspectives suggested that guided speaking activities and vocabulary support are necessary elements for encouraging students to communicate in English with greater confidence even when they do not apply them regularly.
- The teacher interviews showed teachers' awareness of the role of communicative strategies such as role plays, short conversations, group work, recordings and positive feedback in the support of oral communication. The limited presence of communicative activities during the observed lessons, however, indicated the need to incorporate these strategies more frequently in regular English classes.
- The proposal is a practical tool for English teachers in baccalaureate classes. Its communicative tasks, vocabulary assistance, example inquiries, and structured methods correspond with CEFR B1 speaking criteria to enhance students' verbal engagement, interaction, fluency, precision, and self-assurance.

## 7. RECOMMENDATIONS

- It is suggested that students should be given more chances to speak English in the regular lessons. These opportunities should be communicative activities that lead to confidence, fluency, oral participation and interaction, allowing students to use the language in more meaningful, natural classroom situations.
- English teachers are advised to use communicative activities as more regular activities in their lessons for example role plays, pair conversations, guided interviews and collaborative speaking activities. These strategies can give students more opportunities to express ideas, ask questions, interact with their classmates and practice the speaking skills related to the B1 level.
- The educational institution is recommended to support the regular implementation of oral communication activities in the English classes by encouraging the use of speaking materials, collaborative tasks, recordings, and digital resources. Providing more opportunities for students to practice English inside the school context that may strengthen their participation, confidence, and contact with meaningful language use.
- Future researchers should consider implementing the practical guide designed in this study with similar groups of baccalaureate students in order to analyze its possible contribution to English speaking development. By applying the guide over a longer period, researchers may obtain clearer information about students' progress in oral participation, interaction, vocabulary use, pronunciation, fluency, and confidence.

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## 9. ANEXXES

### Anexxes A. Institutional Authorization and Access Documents

*Note.* The documents are included as evidence of the authorization and access process followed before data collection.

**Figure A1. Student Request for Authorization to Conduct the Research**

Ibarra, 23 de enero de 2026

Magister

Luis Lema

**DIRECTOR DE LA UNIDAD EDUCATIVA FISCOMISIONAL "JUAN PABLO II"**

Asunto: Solicitud de autorización para realizar investigación académica

De mi consideración:

Yo, David Cárdenas, estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros de la Pontificia Universidad Católica del Ecuador – Sede Ibarra, me dirijo a usted de manera respetuosa con la finalidad de solicitar la autorización correspondiente para llevar a cabo un proceso de investigación académica en su institución.

La investigación se titula "The Influence of Communicative Language Teaching on the Development of B1-Level English Speaking Skills in Baccalaureate Students", "La influencia de la Enseñanza Comunicativa del Lenguaje (CLT) en el desarrollo de las destrezas orales de nivel B1 en los estudiantes de Bachillerato" y tiene como objetivo analizar la influencia de estrategias basadas en el enfoque comunicativo en el desarrollo de la destreza oral en estudiantes de bachillerato. Este estudio forma parte de los requisitos académicos para la obtención del título universitario.

Para el desarrollo de la investigación se emplearán como instrumentos una entrevista a los docentes de inglés de Bachillerato y al coordinador del área, así como una ficha de observación durante las clases de inglés de primero, segundo y tercer año de Bachillerato. Estos instrumentos permitirán analizar el uso del enfoque comunicativo y el desarrollo del speaking en los estudiantes. En todo momento se garantizará la confidencialidad, el respeto ético y el uso académico de la información recolectada, sin afectar el normal desarrollo de las actividades educativas.

Por lo expuesto, solicito muy comedidamente se me conceda la autorización para realizar dicha investigación durante el periodo académico 2025-2026, comprometiéndome a entregar los resultados obtenidos a la institución si así lo considera pertinente.

Agradezco de antemano la atención brindada a la presente solicitud y quedo atento a cualquier información adicional que se requiera.

Atentamente,



Sr. David Cárdenas

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

Pontificia Universidad Católica del Ecuador – Sede Ibarra

Correo electrónico: dacardenasa@pucesi.edu.ec

Cédula: 1050164225

Celular: 0985849965

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FIRMA: 

Figure A2. Academic Coordination Request for Student Research Access



ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES

Ibarra, 23 de enero de 2026

Magister  
Luis Lema

**DIRECTOR DE LA UNIDAD EDUCATIVA FISCOMISIONAL "JUAN PABLO II"**

Asunto: Solicitud de autorización para ingreso de estudiante investigador

De mi consideración:

Por medio de la presente, yo, Mgs. Viviana Torres, en calidad de Coordinadora académica de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros de la Escuela de Ciencias Sociales y Humanidades, de la Pontificia Universidad Católica del Ecuador – Sede Ibarra, me permito solicitar muy comedidamente se autorice el ingreso del estudiante David Cárdenas, portador de la cédula de identidad N.º 1050164225, a su prestigiosa institución educativa.

El mencionado estudiante se encuentra desarrollando una investigación académica como parte de los requisitos para la obtención de su título universitario, titulada "The Influence of Communicative Language Teaching on the Development of B1-Level English Speaking Skills in Baccalaureate Students", la cual tiene como finalidad analizar la influencia del enfoque comunicativo en el desarrollo de la destreza oral del idioma inglés en estudiantes de Bachillerato.

En este contexto, se solicita permitir al estudiante ingresar a la institución para la aplicación de instrumentos de investigación académica, tales como entrevistas a docentes del área de inglés y fichas de observación durante las clases, garantizando en todo momento el respeto a la confidencialidad, ética profesional y el normal desarrollo de las actividades educativas.

Agradezco de antemano la atención brindada a la presente y reitero mi consideración y estima.

Atentamente,

Fanny Viviana  
Torres Torres

Firmado digitalmente  
por Fanny Viviana  
Torres Torres  
Fecha: 2026.01.22  
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Mgs. Fanny Viviana Torres

C.I. 100206540-5

**COORDINADORA ACADÉMICA**  
**ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES**  
Pontificia Universidad Católica del Ecuador – Sede Ibarra

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Dirección: Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit. Ciudadela "La Victoria".  
Teléf: (593) 06 2994700 Ext. 1000 Cel. 099 236 2594 / 098 138 3498  
Ibarra - Ecuador / [www.pucesi.edu.ec](http://www.pucesi.edu.ec)



Figure A3. Institutional Response and Observation Schedule



**UNIDAD EDUCATIVA FISCOMISIONAL "JUAN PABLO II"**

Cdla. Del Chofer: Alfredo Gómez N° 3-13 y Av. Víctor Manuel Guzmán

Telefax: (06)2 950 651 - 952 337

Ibarra - Ecuador



Ibarra, 09 de febrero de 2026

Señora,

MSc. Margarita Maldonado.

Vicerrectora,

Presente,

Dando respuesta al memorando 030 - UEJPII-VICE-V enviado el 06 de febrero del presente con lo referente a otorgar el permiso al estudiante Sr. David Cárdenas de la universidad Católica del Ecuador sede Ibarra, para que realice la observación de clase en el subnivel bachillerato, se llega al acuerdo de conceder el siguiente horario:

**Miercoles 11**

- Lic. Diana Pomasqui. 1:15 - 2:00 pm en 3 BGUA
- Lic. Javier Chilingua. 2:00- 2: 45 pm en 2 BGU A
- MSc. Jimmy Muñoz. 2:45- 3:30 pm en 1 BGU B

Como parte de la gestión de apoyo al mencionado estudiante y la institución a la cual pertenece se recomienda retribuir a manera de agradecimiento con algo significativo en beneficio de nuestra institución, estudiantes y docentes.

Cordialmente,

Lic. Diana Pomasqui.

Lic. Javier Chilingua.

MSc. Jimmy Muñoz.

*Recibido*  
09-02-2026

## Annexes B. Classroom Observation and Results

*Note.* The scanned forms are included as evidence of the observation process. The rating scale used in the checklist was Always = 5, Frequently = 4, Sometimes = 3, Rarely = 2, and Never = 1.

Figure B1. Observation Form - First BGU B, Page 1



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Católica del Ecuador**  
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Y HUMANIDADES

| Observation Form                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                        |                                |                                                |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------|-----------|-------|--------------------------------------------------------------------------------------------------------|---|------------|---|-----------|---|--------|---|-------|---|
| <b>Institution</b>                                                                                       | Unidad Educativa Fiscomisional<br>"Juan Pablo II"                                                                                                                                                                                                                                                                                                                                                      | <b>Address</b>                 | Vicente Rocafuerte y Miguel<br>Oviedo, Ibarra. |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| <b>Teacher</b>                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Number of<br/>students:</b> | 36                                             |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| <b>Course</b>                                                                                            | Ingles                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Academic year</b>           | 2025 - 2026                                    |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| <b>Class / Section</b>                                                                                   | 1 BGU "B"                                                                                                                                                                                                                                                                                                                                                                                              | <b>Date</b>                    | 11-02-2026                                     |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| <b>Researcher</b>                                                                                        | David Cárdenas                                                                                                                                                                                                                                                                                                                                                                                         | <b>Start time</b>              | 14:30                                          |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                        | <b>End time</b>                | 15:30                                          |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| <b>Theme</b>                                                                                             | The Influence of Communicative Language Teaching on the Development of B1-Level English Speaking Skills in Baccalaureate Students at Unidad Educativa Fiscomisional Juan Pablo II in Ibarra                                                                                                                                                                                                            |                                |                                                |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| <b>Objective</b>                                                                                         | To observe how Communicative Language Teaching activities are implemented in the English classroom and how they influence students' oral participation, fluency, and confidence during B1-level speaking activities.                                                                                                                                                                                   |                                |                                                |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| <b>Assessment<br/>Criteria</b>                                                                           | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">CRITERION</th> <th style="width: 50%;">SCORE</th> </tr> </thead> <tbody> <tr> <td>Always</td> <td>5</td> </tr> <tr> <td>Frequently</td> <td>4</td> </tr> <tr> <td>Sometimes</td> <td>3</td> </tr> <tr> <td>Rarely</td> <td>2</td> </tr> <tr> <td>Never</td> <td>1</td> </tr> </tbody> </table> |                                |                                                | CRITERION | SCORE | Always                                                                                                 | 5 | Frequently | 4 | Sometimes | 3 | Rarely | 2 | Never | 1 |
| CRITERION                                                                                                | SCORE                                                                                                                                                                                                                                                                                                                                                                                                  |                                |                                                |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| Always                                                                                                   | 5                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| Frequently                                                                                               | 4                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| Sometimes                                                                                                | 3                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| Rarely                                                                                                   | 2                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| Never                                                                                                    | 1                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
| <b>Items</b>                                                                                             | <b>Rating scale:</b>                                                                                                                                                                                                                                                                                                                                                                                   |                                | <b>Observation</b>                             |           |       |                                                                                                        |   |            |   |           |   |        |   |       |   |
|                                                                                                          | 5                                                                                                                                                                                                                                                                                                                                                                                                      | 4                              | 3                                              | 2         | 1     |                                                                                                        |   |            |   |           |   |        |   |       |   |
| The teacher uses communicative activities such as role plays, dialogues, or pair work during the lesson. |                                                                                                                                                                                                                                                                                                                                                                                                        |                                |                                                | ✓         |       | Students created and present a short role-play conversation. However, they read all the time           |   |            |   |           |   |        |   |       |   |
| The activities encourage interaction between students using English.                                     |                                                                                                                                                                                                                                                                                                                                                                                                        |                                | ✓                                              |           |       | Students work in pairs to create a role-play conversation                                              |   |            |   |           |   |        |   |       |   |
| Most students participate orally during the communicative activities.                                    |                                                                                                                                                                                                                                                                                                                                                                                                        |                                | ✓                                              |           |       | Students often participate orally during the activities                                                |   |            |   |           |   |        |   |       |   |
| Students try to express their ideas in English even when they face difficulties.                         |                                                                                                                                                                                                                                                                                                                                                                                                        |                                | ✓                                              |           |       | Students try to express their ideas but just only a few students                                       |   |            |   |           |   |        |   |       |   |
| Students maintain oral communication without excessive pauses during speaking tasks.                     |                                                                                                                                                                                                                                                                                                                                                                                                        |                                |                                                | ✓         |       | Students maintain oral communication with excessive pauses and show some difficulties in pronunciation |   |            |   |           |   |        |   |       |   |
| Students show confidence when speaking English in front of their classmates.                             |                                                                                                                                                                                                                                                                                                                                                                                                        |                                |                                                |           | ✓     | Most students read their dialogues most of the time and showed hesitation                              |   |            |   |           |   |        |   |       |   |

**Dirección:** Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Polit. Ciudadela "La Victoria".

**Teléfono:** 2615 500 / 2615 631 Ext. 2623 Cel. 0999850017

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Figure B2. Observation Form - First BGU B, Page 2



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|                                                                                           |   |   |   |   |                                                                                                                                               |
|-------------------------------------------------------------------------------------------|---|---|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Students participate voluntarily without constant pressure from the teacher.              |   |   |   | ✓ | Students did not participate voluntarily. The teacher had to call their names to encourage participation.                                     |
| The teacher acts as a facilitator and allows students to speak most of the time.          |   | ✓ |   |   | The teacher mostly acted as a facilitator and gave students opportunities to speak.                                                           |
| Error correction does not interrupt students' oral communication.                         | ✓ |   |   |   | The teacher corrected students' mistakes immediately while they were still speaking.                                                          |
| The classroom environment reduces fear and supports oral participation in English.        |   | ✓ |   |   | The classroom environment often supported oral participation, but some students still felt nervous.                                           |
| Students show motivation and interest during speaking activities.                         |   |   | ✓ |   | Most students did not pay attention while teacher was explaining. But, they showed interest during the activities.                            |
| The activities have a clear communicative purpose and are not based only on repetition.   |   |   | ✓ |   | The activities sometimes had a clear purpose, such as creating a role-play about offers. However, they also relied on repetition (receiving). |
| The teacher uses English more frequently than Spanish during oral interaction.            |   | ✓ |   |   | The teacher used English most of the time during oral interaction and used Spanish occasionally.                                              |
| Students are able to express basic ideas and respond spontaneously during the activity.   |   | ✓ |   |   | Students often express basic ideas spontaneously. But they sometimes needed support.                                                          |
| The observed activity contributes to the development of B1-level English speaking skills. |   |   |   | ✓ | The activity contributed little to B1-level speaking development because most students read and showed limited fluency.                       |

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Figure B3. Observation Form - Second BGU A, Page 1



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| Observation Form                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |                                                |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------|---|------------|---|-----------|-------------|--------|---|-------|---|---|----------------------------------------------------------------------------------------------------------|--|--|--|---|--|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--|--|--|---|--|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--|--|---|--|--|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--|--|---|--|--|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--|--|---|--|--|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--|--|---|--|--|--------------------------------------------------------------|
| <b>Institution</b>                                                                                       | Unidad Educativa Fiscomisional<br>"Juan Pablo II"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Address</b>                 | Vicente Rocafuerte y Miguel<br>Oviedo, Ibarra. |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| <b>Teacher</b>                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Number of<br/>students:</b> | 27                                             |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| <b>Course</b>                                                                                            | Ingles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Academic year</b>           | 2025 - 2026                                    |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| <b>Class / Section</b>                                                                                   | 2 BGU A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date</b>                    | 14-02-2026                                     |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| <b>Researcher</b>                                                                                        | David Cárdenas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Start time</b>              | 14:00                                          |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>End time</b>                | 14:45                                          |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| <b>Theme</b>                                                                                             | The Influence of Communicative Language Teaching on the Development of B1-Level English Speaking Skills in Baccalaureate Students at Unidad Educativa Fiscomisional Juan Pablo II in Ibarra                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                |                                                |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| <b>Objective</b>                                                                                         | To observe how Communicative Language Teaching activities are implemented in the English classroom and how they influence students' oral participation, fluency, and confidence during B1-level speaking activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                |                                                |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| <b>Assessment<br/>Criteria</b>                                                                           | <table border="1"> <thead> <tr> <th>CRITERION</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td>Always</td> <td>5</td> </tr> <tr> <td>Frequently</td> <td>4</td> </tr> <tr> <td>Sometimes</td> <td>3</td> </tr> <tr> <td>Rarely</td> <td>2</td> </tr> <tr> <td>Never</td> <td>1</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                |                                                | CRITERION | SCORE       | Always                                                                                                                   | 5 | Frequently | 4 | Sometimes | 3           | Rarely | 2 | Never | 1 |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| CRITERION                                                                                                | SCORE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                |                                                |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| Always                                                                                                   | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |                                                |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| Frequently                                                                                               | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |                                                |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| Sometimes                                                                                                | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |                                                |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| Rarely                                                                                                   | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |                                                |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| Never                                                                                                    | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |                                                |           |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| <b>Items</b>                                                                                             | <table border="1"> <thead> <tr> <th colspan="5">Rating scale:</th> <th rowspan="2">Observation</th> </tr> <tr> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td>The teacher uses communicative activities such as role plays, dialogues, or pair work during the lesson.</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td>The speaking time was included as the main activity, but it was not developed frequently during the whole lesson.</td> </tr> <tr> <td>The activities encourage interaction between students using English.</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td>Some students participated, while others were talking about different topics and did not focus on the speaking activity.</td> </tr> <tr> <td>Most students participate orally during the communicative activities.</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>Most students did not participate orally. Only seven students participated during the activity.</td> </tr> <tr> <td>Students try to express their ideas in English even when they face difficulties.</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>Students tried to express their ideas in English using short sentences.</td> </tr> <tr> <td>Students maintain oral communication without excessive pauses during speaking tasks.</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>Students had difficulties producing longer sentences during the whole speaking activity.</td> </tr> <tr> <td>Students show confidence when speaking English in front of their classmates.</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>Students showed some confidence when giving short sentences.</td> </tr> </tbody> </table> |                                |                                                |           |             | Rating scale:                                                                                                            |   |            |   |           | Observation | 5      | 4 | 3     | 2 | 1 | The teacher uses communicative activities such as role plays, dialogues, or pair work during the lesson. |  |  |  | ✓ |  | The speaking time was included as the main activity, but it was not developed frequently during the whole lesson. | The activities encourage interaction between students using English. |  |  |  | ✓ |  | Some students participated, while others were talking about different topics and did not focus on the speaking activity. | Most students participate orally during the communicative activities. |  |  | ✓ |  |  | Most students did not participate orally. Only seven students participated during the activity. | Students try to express their ideas in English even when they face difficulties. |  |  | ✓ |  |  | Students tried to express their ideas in English using short sentences. | Students maintain oral communication without excessive pauses during speaking tasks. |  |  | ✓ |  |  | Students had difficulties producing longer sentences during the whole speaking activity. | Students show confidence when speaking English in front of their classmates. |  |  | ✓ |  |  | Students showed some confidence when giving short sentences. |
| Rating scale:                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |                                                |           | Observation |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| 5                                                                                                        | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3                              | 2                                              | 1         |             |                                                                                                                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| The teacher uses communicative activities such as role plays, dialogues, or pair work during the lesson. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |                                                | ✓         |             | The speaking time was included as the main activity, but it was not developed frequently during the whole lesson.        |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| The activities encourage interaction between students using English.                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |                                                | ✓         |             | Some students participated, while others were talking about different topics and did not focus on the speaking activity. |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| Most students participate orally during the communicative activities.                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                | ✓                                              |           |             | Most students did not participate orally. Only seven students participated during the activity.                          |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| Students try to express their ideas in English even when they face difficulties.                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                | ✓                                              |           |             | Students tried to express their ideas in English using short sentences.                                                  |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| Students maintain oral communication without excessive pauses during speaking tasks.                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                | ✓                                              |           |             | Students had difficulties producing longer sentences during the whole speaking activity.                                 |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |
| Students show confidence when speaking English in front of their classmates.                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                | ✓                                              |           |             | Students showed some confidence when giving short sentences.                                                             |   |            |   |           |             |        |   |       |   |   |                                                                                                          |  |  |  |   |  |                                                                                                                   |                                                                      |  |  |  |   |  |                                                                                                                          |                                                                       |  |  |   |  |  |                                                                                                 |                                                                                  |  |  |   |  |  |                                                                         |                                                                                      |  |  |   |  |  |                                                                                          |                                                                              |  |  |   |  |  |                                                              |

**Dirección:** Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit. Ciudadela "La Victoria".

**Teléf:** 2615 500 / 2615 631 **Ext:** 2623 **Cel:** 0999850017

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Figure B4. Observation Form - Second BGU A, Page 2



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|                                                                                           |   |   |  |   |                                                                                                                                    |
|-------------------------------------------------------------------------------------------|---|---|--|---|------------------------------------------------------------------------------------------------------------------------------------|
| Students participate voluntarily without constant pressure from the teacher.              |   |   |  | ✓ | Students' voluntary participation was low. Only seven students participated without direct pressure from the teacher.              |
| The teacher acts as a facilitator and allows students to speak most of the time.          |   | ✓ |  |   | The teacher frequently acted as a facilitator and encouraged students to speak.                                                    |
| Error correction does not interrupt students' oral communication.                         | ✓ |   |  |   | The teacher did not interrupt students while they were giving short answers.                                                       |
| The classroom environment reduces fear and supports oral participation in English.        |   |   |  | ✓ | The classroom environment was overage. However, students preferred not to speak in English.                                        |
| Students show motivation and interest during speaking activities.                         |   |   |  | ✓ | Students showed little interest during the class. Only the students sitting in the front participated actively.                    |
| The activities have a clear communicative purpose and are not based only on repetition.   |   |   |  | ✓ | The speaking activity had the purpose of practicing the Present Perfect tense, but it was more focus on grammar.                   |
| The teacher uses English more frequently than Spanish during oral interaction.            |   |   |  | ✓ | The teacher used English most of the time, but students had difficulty understanding. The teacher used Spanish to clarify meaning. |
| Students are able to express basic ideas and respond spontaneously during the activity.   |   |   |  | ✓ | Students expressed only basic ideas and had difficulty responding spontaneously during the activity.                               |
| The observed activity contributes to the development of B1-level English speaking skills. |   |   |  | ✓ | Students had limited oral participation and mainly used short answers.                                                             |

**Dirección:** Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit. Ciudadela "La Victoria".

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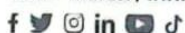


Figure B5. Observation Form - Third BGU A, Page 1



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Católica del Ecuador**  
Seréis mis testigos

**IBARRA**

**50 Años**

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| Observation Form                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                            |                                             |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------|---------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------|------------|---|-----------|---|-------------|---|-------|---|---|---|----------------------------------------------------------------------------------------------------------|--|--|--|---|--|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--|--|--|---|--|----------------------------------------------------------------------------|-----------------------------------------------------------------------|--|--|--|---|--|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--|---|--|--|--|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--|--|---|--|--|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--|--|---|--|--|-----------------------------------------------------------------------------------------------------------------|
| <b>Institution</b>                                                                                       | Unidad Educativa Fiscomisional "Juan Pablo II"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   | <b>Address</b>             | Vicente Rocafuerte y Miguel Oviedo, Ibarra. |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| <b>Teacher</b>                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   | <b>Number of students:</b> | 24                                          |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| <b>Course</b>                                                                                            | Ingles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   | <b>Academic year</b>       | 2025 - 2026                                 |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| <b>Class / Section</b>                                                                                   | 3 BCU A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   | <b>Date</b>                | 11-02-2026                                  |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| <b>Researcher</b>                                                                                        | David Cárdenas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   | <b>Start time</b>          | 13:15                                       |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   | <b>End time</b>            | 16:00                                       |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| <b>Theme</b>                                                                                             | The Influence of Communicative Language Teaching on the Development of B1-Level English Speaking Skills in Baccalaureate Students at Unidad Educativa Fiscomisional Juan Pablo II in Ibarra                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                            |                                             |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| <b>Objective</b>                                                                                         | To observe how Communicative Language Teaching activities are implemented in the English classroom and how they influence students' oral participation, fluency, and confidence during B1-level speaking activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                            |                                             |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| <b>Assessment Criteria</b>                                                                               | <table border="1"> <thead> <tr> <th>CRITERION</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td>Always</td> <td>5</td> </tr> <tr> <td>Frequently</td> <td>4</td> </tr> <tr> <td>Sometimes</td> <td>3</td> </tr> <tr> <td>Rarely</td> <td>2</td> </tr> <tr> <td>Never</td> <td>1</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   | CRITERION                  | SCORE                                       | Always      | 5                                                                                                               | Frequently | 4 | Sometimes | 3 | Rarely      | 2 | Never | 1 |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| CRITERION                                                                                                | SCORE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                            |                                             |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| Always                                                                                                   | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                            |                                             |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| Frequently                                                                                               | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                            |                                             |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| Sometimes                                                                                                | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                            |                                             |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| Rarely                                                                                                   | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                            |                                             |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| Never                                                                                                    | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                            |                                             |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| <b>Items</b>                                                                                             | <table border="1"> <thead> <tr> <th colspan="5">Rating scale:</th> <th rowspan="2">Observation</th> </tr> <tr> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td>The teacher uses communicative activities such as role plays, dialogues, or pair work during the lesson.</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td>The teacher used a communicative activity in which students had approximately 45 minutes to speak.</td> </tr> <tr> <td>The activities encourage interaction between students using English.</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td>Students rarely interacted with each other in English during the activity.</td> </tr> <tr> <td>Most students participate orally during the communicative activities.</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td>Most students did not participate orally because they seemed afraid or insecure.</td> </tr> <tr> <td>Students try to express their ideas in English even when they face difficulties.</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td>Students frequently tried to express their ideas in English, even when they had difficulties with vocabulary.</td> </tr> <tr> <td>Students maintain oral communication without excessive pauses during speaking tasks.</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>Some students had pauses while speaking, especially when they forgot words or tried to organize their ideas.</td> </tr> <tr> <td>Students show confidence when speaking English in front of their classmates.</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>Students showed some confidence, but they also showed a little fear when speaking in front of their classmates.</td> </tr> </tbody> </table> |   |                            |                                             |             | Rating scale:                                                                                                   |            |   |           |   | Observation | 5 | 4     | 3 | 2 | 1 | The teacher uses communicative activities such as role plays, dialogues, or pair work during the lesson. |  |  |  | ✓ |  | The teacher used a communicative activity in which students had approximately 45 minutes to speak. | The activities encourage interaction between students using English. |  |  |  | ✓ |  | Students rarely interacted with each other in English during the activity. | Most students participate orally during the communicative activities. |  |  |  | ✓ |  | Most students did not participate orally because they seemed afraid or insecure. | Students try to express their ideas in English even when they face difficulties. |  | ✓ |  |  |  | Students frequently tried to express their ideas in English, even when they had difficulties with vocabulary. | Students maintain oral communication without excessive pauses during speaking tasks. |  |  | ✓ |  |  | Some students had pauses while speaking, especially when they forgot words or tried to organize their ideas. | Students show confidence when speaking English in front of their classmates. |  |  | ✓ |  |  | Students showed some confidence, but they also showed a little fear when speaking in front of their classmates. |
| Rating scale:                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                            |                                             | Observation |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| 5                                                                                                        | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3 | 2                          | 1                                           |             |                                                                                                                 |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| The teacher uses communicative activities such as role plays, dialogues, or pair work during the lesson. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                            | ✓                                           |             | The teacher used a communicative activity in which students had approximately 45 minutes to speak.              |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| The activities encourage interaction between students using English.                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                            | ✓                                           |             | Students rarely interacted with each other in English during the activity.                                      |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| Most students participate orally during the communicative activities.                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                            | ✓                                           |             | Most students did not participate orally because they seemed afraid or insecure.                                |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| Students try to express their ideas in English even when they face difficulties.                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ✓ |                            |                                             |             | Students frequently tried to express their ideas in English, even when they had difficulties with vocabulary.   |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| Students maintain oral communication without excessive pauses during speaking tasks.                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   | ✓                          |                                             |             | Some students had pauses while speaking, especially when they forgot words or tried to organize their ideas.    |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |
| Students show confidence when speaking English in front of their classmates.                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   | ✓                          |                                             |             | Students showed some confidence, but they also showed a little fear when speaking in front of their classmates. |            |   |           |   |             |   |       |   |   |   |                                                                                                          |  |  |  |   |  |                                                                                                    |                                                                      |  |  |  |   |  |                                                                            |                                                                       |  |  |  |   |  |                                                                                  |                                                                                  |  |   |  |  |  |                                                                                                               |                                                                                      |  |  |   |  |  |                                                                                                              |                                                                              |  |  |   |  |  |                                                                                                                 |

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Figure B6. Observation Form - Third BGU A, Page 2



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|                                                                                           |   |   |  |                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------|---|---|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students participate voluntarily without constant pressure from the teacher.              | ✓ |   |  | Some students participated voluntarily. Six students participated at one moment; however, one student answered in Spanish and only a few continued speaking in English. |
| The teacher acts as a facilitator and allows students to speak most of the time.          | ✓ |   |  | The teacher acted as a facilitator and gave students enough time to speak about their childhood experiences.                                                            |
| Error correction does not interrupt students' oral communication.                         | ✓ |   |  | In some occasions, the teacher interrupted students while they were speaking, but communication generally continued.                                                    |
| The classroom environment reduces fear and supports oral participation in English.        |   | ✓ |  | Students tried to speak because they were encouraged by their teacher and classmates.                                                                                   |
| Students show motivation and interest during speaking activities.                         |   | ✓ |  | Students showed limited interest in participating. Some students were involved, but others remained positive.                                                           |
| The activities have a clear communicative purpose and are not based only on repetition.   | ✓ |   |  | The speaking activity had a clear communicative purpose because students shared personal experiences.                                                                   |
| The teacher uses English more frequently than Spanish during oral interaction.            | ✓ |   |  | The teacher used English more frequently than Spanish. However, in some cases, she had to explain or clarify in Spanish.                                                |
| Students are able to express basic ideas and respond spontaneously during the activity.   |   | ✓ |  | Some students were able to express basic ideas, but they made mistakes and sometimes forgot words or voices.                                                            |
| The observed activity contributes to the development of B1-level English speaking skills. | ✓ |   |  | The observed activity contributed to the development of B1-level speaking skills because students had opportunities to speak, practice, and improve.                    |

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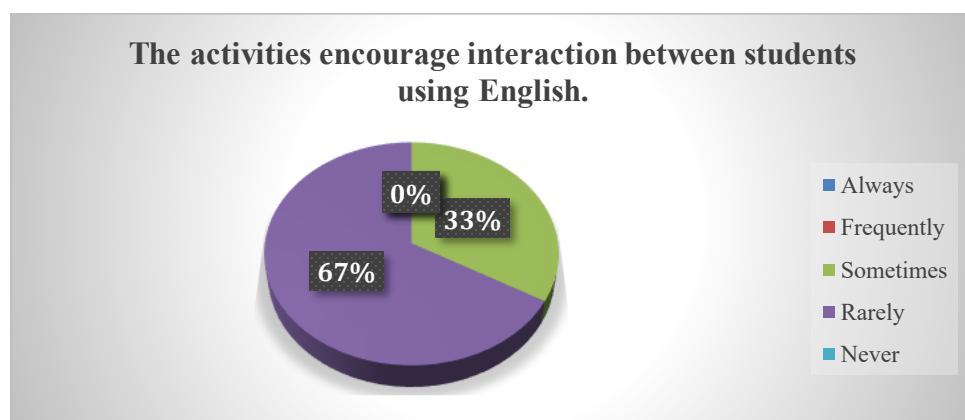
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Figure 5. Use of Communicative Activities



The chart shows that the use of communicative activities was marked as Rarely in the three observations, representing 100% of the results. This means that activities such as role plays, dialogues, or pair work were not commonly observed during the selected lessons. Although English classes included some oral moments, communicative practice was still limited. For this reason, students had few opportunities to use English in activities that required real interaction.

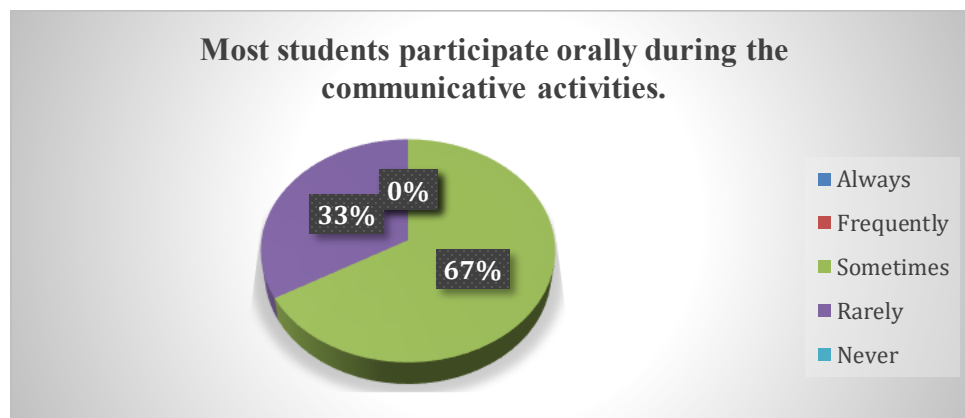
*Figure 6. Interaction Between Students Using English*



The chart shows that student interaction in English was marked as Rarely in two observations and Sometimes in one observation. This means that 66.7% of the results were placed in Rarely, while

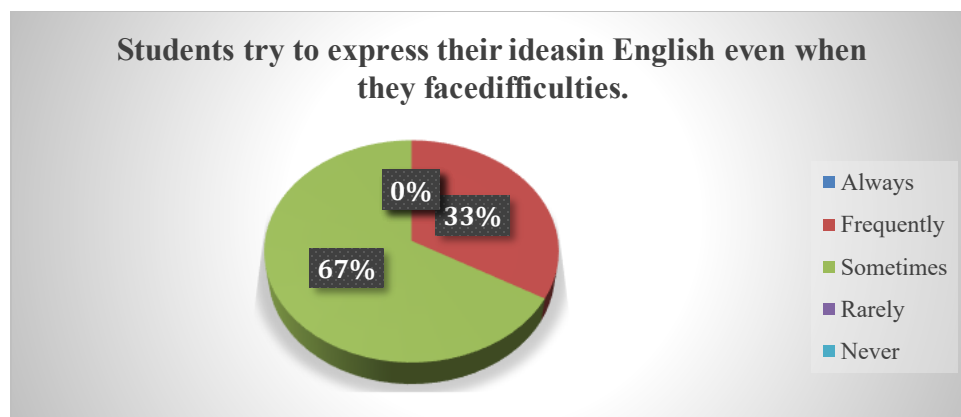
33.3% were placed in Sometimes. In the observed lessons, students did not interact with classmates in English very often. Most of the oral participation depended more on the teacher's questions than on communication between students.

*Figure 7. Oral Participation During Communicative Activities*



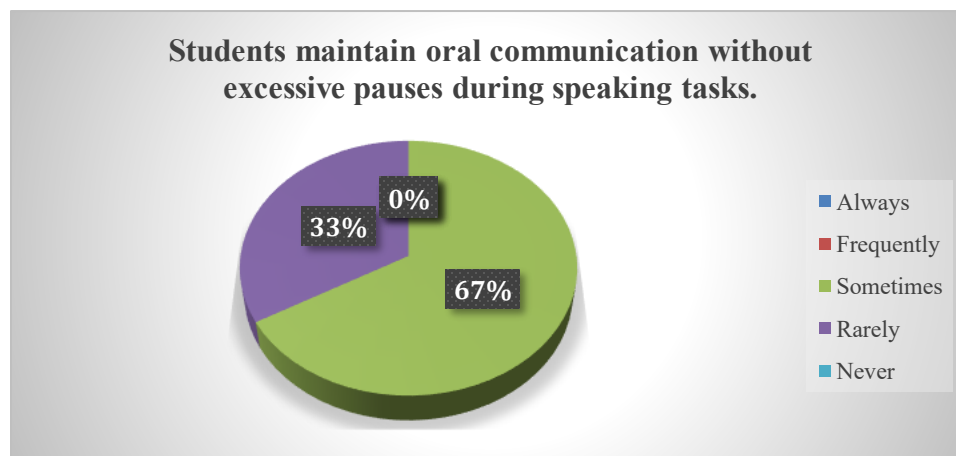
The chart indicates that students' oral participation was marked as Sometimes in two observations and Rarely in one observation. This represents 66.7% for Sometimes and 33.3% for Rarely. The result shows that students participated orally in some moments, but their participation was not constant. In several cases, students needed guidance before speaking or gave short answers during the activities.

*Figure 8. Students Expressing Ideas in English*



The chart shows that students tried to express their ideas in English Frequently in one observation and Sometimes in two observations. This means that 33.3% of the results were Frequently and 66.7% were Sometimes. This outcome indicates that students exerted some effort to utilize English, despite encountering challenges. Nevertheless, this endeavor was not consistently robust or sustained throughout the observed classes.

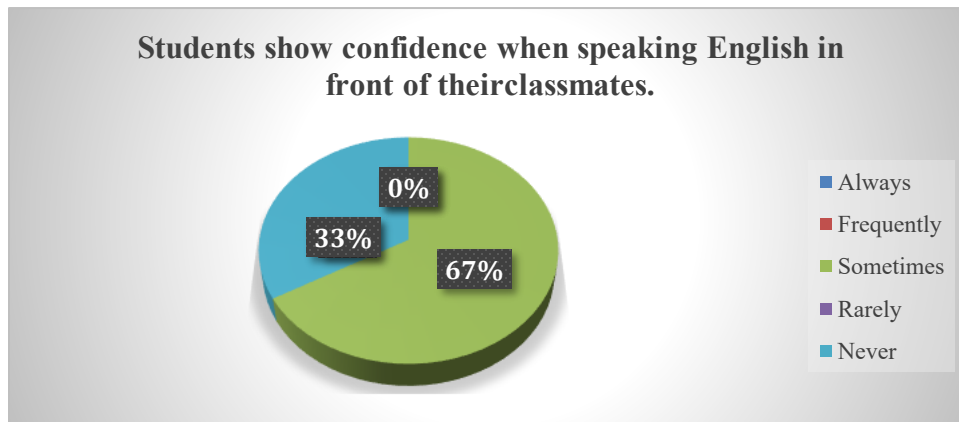
*Figure 9. Fluency During Oral Communication*



The chart shows that students maintained oral communication without excessive pauses Sometimes in two observations and Rarely in one observation. This represents 66.7% for Sometimes and 33.3% for Rarely. The result indicates that students were able to speak in English

in some moments, but pauses were still present. When students did not remember vocabulary or felt insecure, their oral communication became slower and less natural.

*Figure 10. Confidence When Speaking English*



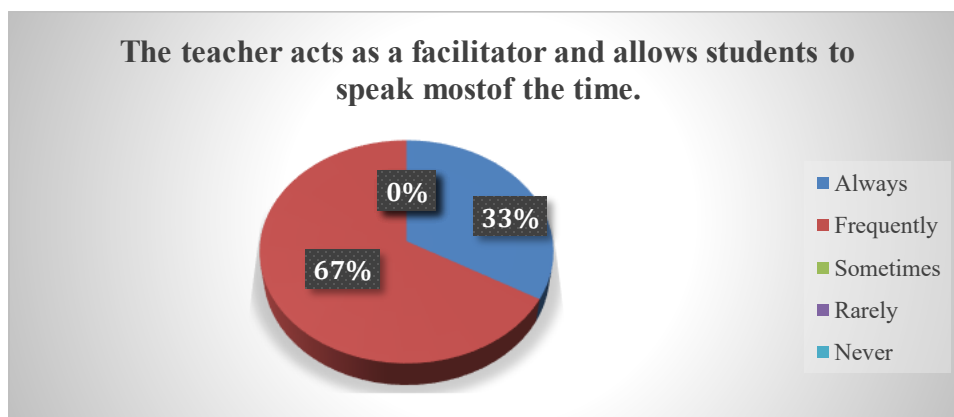
The chart indicates that students showed confidence when speaking English Sometimes in two observations and Never in one observation. This means that 66.7% of the results were Sometimes, while 33.3% were Never. Confidence appeared only in some moments and was not visible in all groups. This result shows that fear, insecurity, or lack of vocabulary may still affect students when they have to speak in front of their classmates.

*Figure 11. Voluntary Participation*



The chart shows that voluntary participation was marked as Rarely in two observations and Sometimes in one observation. This represents 66.7% for Rarely and 33.3% for Sometimes. Students participated more when the teacher asked them directly, but they did not often speak by their own decision. This result suggests that learners still need more confidence and more motivating speaking activities to participate without constant pressure.

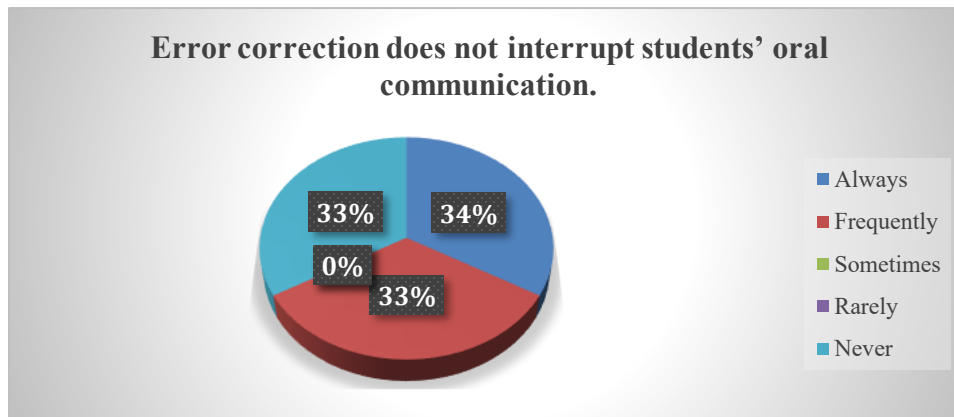
*Figure 12. Teacher as a Facilitator*



The chart shows that the teacher acted as a facilitator Always in one observation and Frequently in two observations. This means that 33.3% of the results were Always and 66.7% were Frequently. In the observed lessons, the teacher gave students some space to participate and guided

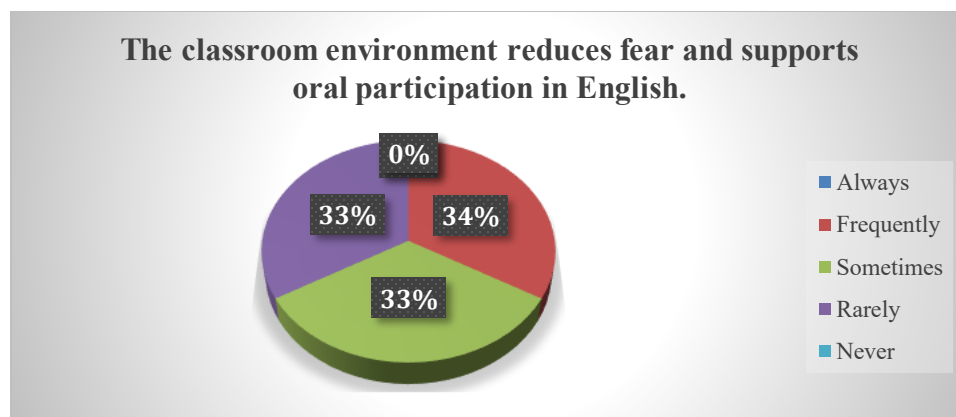
the classroom process. Even so, students' oral production still needed to be strengthened through more frequent peer interaction.

*Figure 13. Error Correction During Oral Communication*



The chart presents varied results about error correction. It was marked as Always in one observation, Frequently in one observation, and Never in one observation, each one representing 33.3%. This result shows that error correction was not applied in the same way in all observed lessons. In some cases, correction allowed communication to continue, but in another case it may not have supported students' oral participation in the same way.

*Figure 14. Classroom Environment and Oral Participation*



The data indicates that classroom support for speaking engagement was rated as Frequently, Sometimes and Rarely at 33.3% each. This suggests that the classroom setting was not the same in each observed group. In one lesson pupils appeared to receive increased assistance to speak, although in other instances this support was less noticeable. Thus pupils require a more stable setting where anxiety is reduced and oral engagement encouraged.

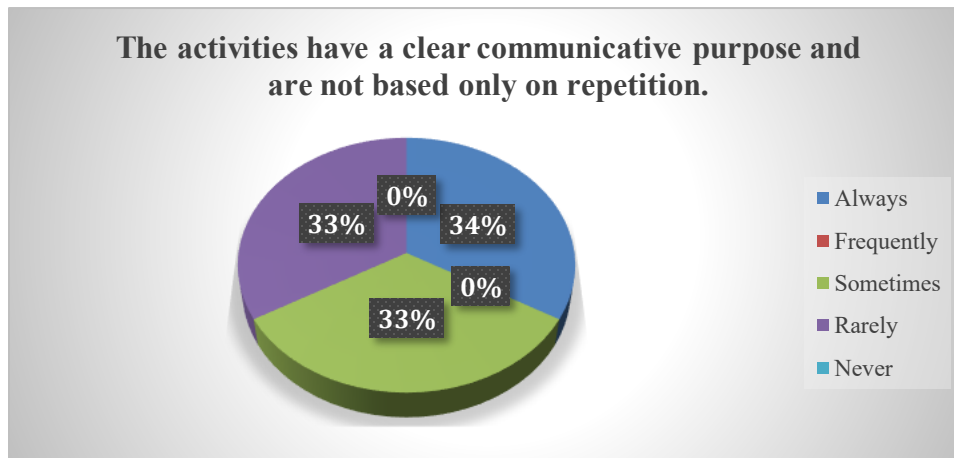
*Figure 15. Motivation and Interest During Speaking Activities*



The data reveals that in two observations students' motivation and interest were rated as Sometimes and in one observation as Rarely. This is 66.7% Sometimes, 33.3% Rarely. The outcome demonstrates that some speaking moments were interesting for the pupils but the

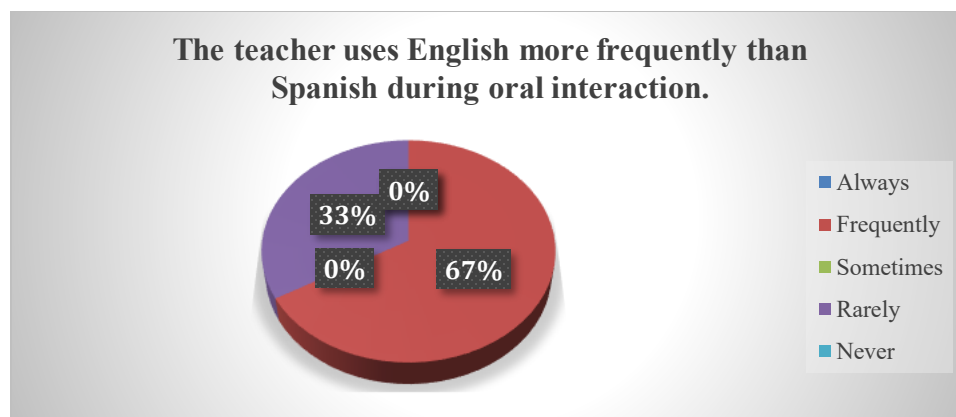
motivation was not stable. More lively communicative exercises may make students feel more involved and willing to participate in English.

*Figure 16. Communicative Purpose of the Activities*



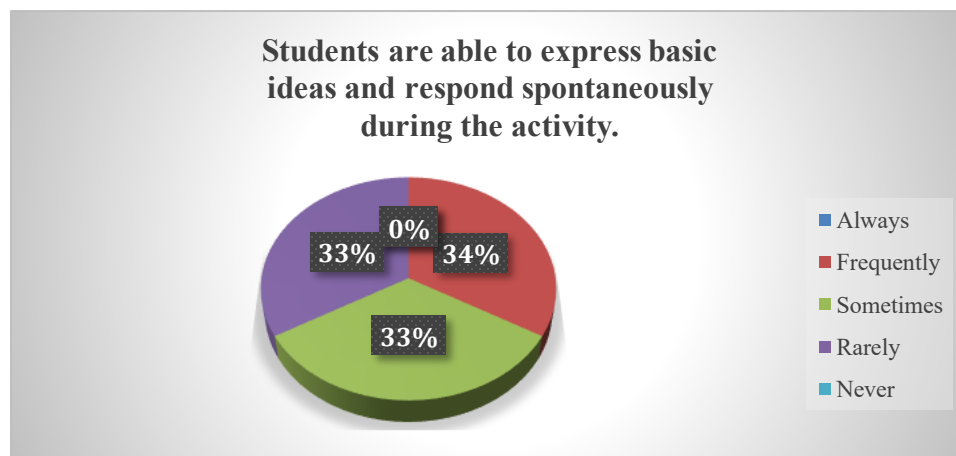
The chart clearly illustrates that the actions had a clear communicative goal Always in one observation. Sometimes in one observation. Rarely in one observation. Each category represents 33.3% of the result. This shows that the communicative aim was not equally present in all lessons. One class had a clearer reason for the usage of English while the other lessons needed less mechanical exercises and more real communication.

*Figure 17. Teacher's Use of English During Oral Interaction*



The figure shows that in oral engagement the teacher utilized more English than Spanish Often in two observations Rarely in one observation. This is 66.7% for Frequently and 33.3% for Rarely. The result shows that the teacher used English in most of the lessons observed. But students still required more opportunities to utilize English for themselves not merely to listen to the teacher.

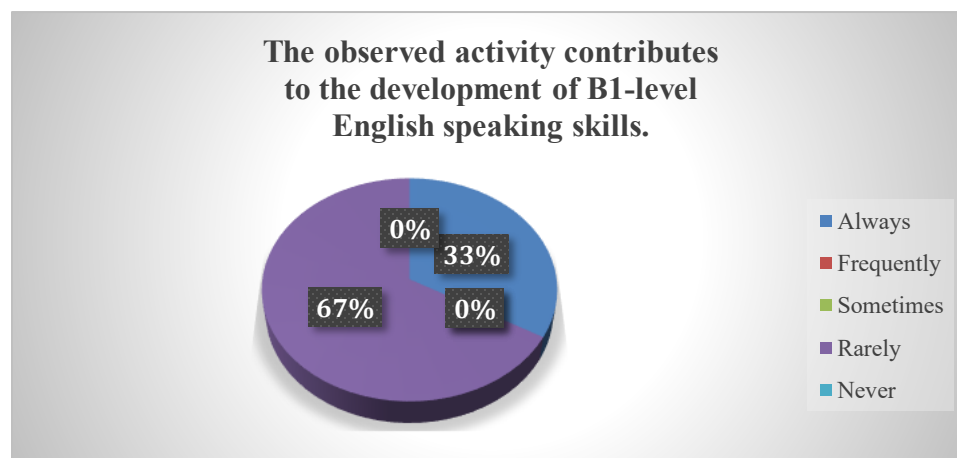
*Figure 18. Basic Ideas and Spontaneous Responses*



The figure indicates that pupils could articulate fundamental concepts and react spontaneously. Commonly in a single observation, occasionally in a single observation, and infrequently in a single observation. Each category constitutes 33.3% of the outcomes. This indicates that pupils' spontaneous speaking performance varied inconsistently during the monitored lessons. Certain

kids could articulate fundamental concepts, while others need additional assistance, vocabulary enhancement, and confidence to communicate fluently.

Figure 19. Contribution to B1 Level Speaking Skills



The data indicates that the observed activity facilitated the enhancement of B1 level speaking skills, consistently in one observation and infrequently in two observations. This denotes 33.3% for Always and 66.7% for Rarely. The findings indicate that only one monitored lesson demonstrated a significant correlation with B1 speaking advancement. In the previous classes, pupils had limited opportunities to engage in the conversational engagement, fluency, and confidence characteristic of this level.

### **Annexes C. Teacher Interview Guide and Summarized Responses**

*Note.* The original interview guide is included as evidence of the instrument applied during the data collection process.

Figure C1. Teacher Interview Guide



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**ASESORA**  
Pontificia Universidad Católica del Ecuador – Sede Ibarra

|   | Questions                                                                                                                                                                           | Interviewee: 1                                                                                                                                                                                                                                                                             | Interviewee: 2                                                                                                                                                                         | Interviewee: 3                                                                                                                                                               |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | How would you describe your teaching approach when developing speaking skills in baccalaureate students?                                                                            | My teaching approach, I describe my teaching approach uh as uh competitive, also creative and talkative... most of the time in my classes uh I do my planning with speaking activities in order to develop the communicative approach... short conversations, role plays, some games also. | for teaching approach... we send to our students for example the fluke classroom... when they come classes... class becomes more interactive... they can feel more confident speaking. | Well, I can say that I try all of the time to speak. So for me the most important part is the practice. Focus on the speaking part.                                          |
| 2 | Which communicative activities do you use most frequently to develop communicative competence, such as role playing, games, storytelling activities, or descriptive speaking tasks? | Often I do storytelling... one student start with the story and the other student continue... Also to develop speaking skills I do role plays like imagine that you are in a restaurant or you're in a party.                                                                              | Actually games is good... students like learning through games... also through internet... we use some apps for example DOLA... they can repeat... and they feel confident.            | The role playing... I love that kind of activities... I try to start my class... warm-up is based on the speaking part... when they answer my questions they are describing. |
| 3 | From your classroom experience, what classroom, methodological, or contextual factors prevent students from reaching B1-level communicative competence in English speaking?         | Maybe they don't like English... Most of the students suffer a lack of responsibility... they don't have the habit to study every day... they come to school just to hang out... they don't have like a future goal.                                                                       | Sometimes students don't feel confident... afraid for pronunciation, vocabulary, grammar... they understand but don't feel confident to speak.                                         | I think that they don't have the interest... they don't have the opportunity to speak... when they go home that's it because they don't have who practice with.              |
| 4 | How do you adapt your teaching decisions during speaking activities when students show low participation or lack of confidence in using English?                                    | I use the cooperative work... small groups... later... go in front of the class... I try to encourage my students... with shy students I work in an isolated group... asking simple questions.                                                                                             | As teachers... accept their mistakes... handle the mistakes in a positive way... raise confidence... I tell them to record real conversations... they feel confident.                  | I use extra points... they are so motivated... I avoid saying that is not correct... I correct at the end... not in an individual way.                                       |

|   |                                                                                                                                                                                          |                                                                                                                                                                                   |                                                                                                         |                                                                                                                     |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 5 | How do you usually monitor or evaluate students' speaking development during communicative activities to determine whether they are progressing toward the B1 level? Give me an example. | In every single class, I do assessment... at the end... simple questions... what did you learn... metacognición... I give feedback... sometimes record a video or WhatsApp audio. | Feedback is good... group work... oral tests... five minutes conversations... it's part of the process. | We have rubrics... in daily classes I can see that they speak... I don't focus on grammar... I only listen to them. |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|

*Note. This board presents the teachers' responses as transcribed and summarized from the interview records. The information supports the analysis of communicative strategies, speaking difficulties, confidence, and oral practice.*