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Elija un elemento.

Communicative Language Teaching Activities to Foster English-Speaking Communicative Competence in 12th-grade students from a public school

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Azogues, 05 de Marzo de 2024

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Resumen

A pesar de que aprender a hablar y tener habilidades comunicativas son esenciales durante el aprendizaje del inglés, la competencia comunicativa hablada sigue estando fuera del alcance de muchos estudiantes al no poder desarrollarla y/o practicarla de manera recurrente durante la hora de clase. El presente estudio determinó como la aplicación de actividades basadas en el método de enseñanza comunicativo (CLT) mejora la competencia comunicativa hablada de los alumnos de 3er año de Bachillerato General Unificado (BGU) en la Unidad Educativa "Luis Cordero" de la ciudad de Azogues. La metodología utilizada para este estudio fue cuantitativa bajo una investigación cuasi-experimental que nos permitió trabajar con dos grupos de estudiantes, un grupo experimental y un grupo de control. Los instrumentos que se utilizaron en esta investigación fueron un pre y post-test adaptado del examen PET English de Cambridge, así como una rúbrica adaptada de la misma calificación de Cambridge. Estos instrumentos se utilizaron para cuantificar el problema de esta investigación con el fin de recoger y analizar los datos. La diferencia entre ambos grupos es que en el grupo experimental se hace la intervención, en este caso la aplicación de las actividades comunicativas propuestas para así poder comparar resultados con el grupo que no fue expuesto a una intervención. Después del análisis respectivo de los datos obtenidos, se evidenció que la implementación de actividades basadas en el método de enseñanza comunicativa benefició significativamente al mejoramiento de la competencia comunicativa en habilidades del habla en los estudiantes.

- **Palabras claves:** Competencia comunicativa, CLT, actividades comunicativas, intervención, mejoramiento.

Abstract

Despite the fact that learning to speak and having communicative skills are essential during the learning of English, spoken communicative competence remains out of reach for many students because they are unable to develop it and/or practice it on a recurrent basis during class time. The present study aimed to determine how the application of activities based on the communicative language teaching method (CLT) improves the English-spoken communicative competence of 3rd-year students from Bachillerato General Unificado BGU in "Luis Cordero" school located in Azogues. This study was developed under a quantitative research with a quasi-experimental design which allowed us to work with two groups of students, an experimental group, and a control group. The instruments that were used in this research were a pre and post-test adapted from the PET English Cambridge Exam as well as a rubric from the same Cambridge qualification. Those instruments were used to quantify the problem of this research for the data to be collected and analyzed. The difference between the two groups is that in the experimental group, we did the intervention, in this case, the application of the communicative activities proposed to compare results with the group that was not exposed to an intervention. After the respective analysis of the data obtained, it became evident that the implementation of activities based on the communicative teaching method significantly benefited the improvement of communicative competence in speaking skills in students.

Keywords: Communicative competence, CLT, communicative activities, intervention, improvement.

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CHAPTER I

1. Introduction

1.1 Context

The English language plays an essential role in the Ecuadorian educational teaching

system, which is reflected in the changes in the teaching-learning process of this foreign

language, as stated in a government textbook about English language teaching in Ecuador.

The Ministry of Education (2016) noted that aims to provide Ecuadorian students with the necessary skills to thrive in todays' globalized world using English to allow them with the information needed to build and be part of a personal, professional, and promising society.

However, what is involved in this whole teaching-learning process is the variety of teaching methods to use inside an EFL (English as a foreign language) classroom to help students enhance their language skills to use the language in real contexts. A problem that has been very controversial through the years is that students need to develop oral communication while using English. Hinkel (2011) argues that getting command over speaking skills is challenging, which makes teachers ask themselves if there are strategies or activities they can apply or use to make that communication happen.

In English as a foreign language teaching and learning, speaking skills have been considered one of the most essential skills to be mastered for several reasons. Therefore, foreign language learners need help developing the target language considering factors such as fluency, communication, and comprehension. Most students think language fluency to communicate verbally with others is often well-thought-out and more critical than the ability to read or write. They note that speaking is the most essential language skill that needs to be controlled, and they assess learning achievement based on mastery of speaking skills (Burnkart, 1998). Realizing this means that, for students to enhance their speaking ability, it is essential to find and use the best methods, strategies, materials, activities, and games to help learners master speaking skills.

1.2 Diagnosis of the Situation

According to the last adaptation of the Ecuadorian curriculum (2018), high school students should be B1 English-level learners. At this level, learners can communicate in everyday situations, solve problems, communicate their needs, or when they find themselves in

situations such as traveling, school, or work. In foreign language competence, by the end of high school, learners will demonstrate at least a CEFR B1 level and have a limited but manageable command of the spoken language. So, students will be able to handle communication in English regarding familiar situations but sometimes have problems thinking of the correct structure and lexical or functional exponents to express ideas and concepts that sometimes result in hesitation and have generally intelligible pronunciation.

During the teaching practicum developed in eleventh grade at Unidad Educativa "Luis Cordero" – Azogues, it was possible to see the problems and what the students were struggling with, such as the lack the development of oral skills, which led to the lack of communication among students, that affected their performance inside the 11th-grade classroom during English classes. Nevertheless, the researchers noticed that during the lessons, there was no time for students to practice their speaking skills, at least not in the majority.

It is because the classes focused more on developing learners' receptive skills, and they got prioritized during the teaching-learning process. Also, even though students knew certain things regarding speech production, they did not seem to interact with others or feel motivated to make spontaneous decisions or share opinions.

As observed during the teaching practice and mentioned before, students still needed to fully develop their communicative competence in speaking due to the way the class was conducted. To begin with, receptive skills development was a priority and took most of the class time. The teacher was not used to communicate in English. Therefore, students made use of their L1 language following the teacher. Since students were not used to communicating in English during class, this generated a particular fear of expressing themselves in such a language that they preferred not to do so and used Spanish instead. The lack of interaction, participation, and

fulfilling activities/strategies to develop communicative competence in speaking were the critical factors to understand that an intervention was needed to help students and bring them into situations of a speaking atmosphere that enabled them to speak naturally during class time and outside of it as well.

Concerning communicative competence development in speaking, what was observed is that students needed help with the four main competencies. As for Grammatical competence, (Celce Murcia et al., 1995) stated that it includes morphology and phonology rules, structure, coordination, and modification of sentences. So, students should be competent to communicate meaning by differentiating words, phrases, or sentences.

Sociolinguistic competence refers to the speakers' knowledge and how they express knowledge within the overall social and cultural context of communication. It means that even when students are learning a second language, it is hard to get them to change their native verbal behavior. For example, during the teaching practicum, when the teacher talked about different holidays, students mentioned "carnival," a holiday celebrated in Ecuador and played with water. However, in the US English context, a carnival is more like a fair. So, they would start speaking about throwing water, water balloons, and carnival parades.

As for Discourse competence, it notes that the selection, sequencing, and arrangement of words are crucial to achieving a unified spoken message. It was also observed during the teaching practicum that students used to mix words and forget that some of them go into what they were speaking about or structures while speaking. For example, students were asked to say sentences about their future, professions, careers, or occupations, and they said, "I want be doctor" instead of "I want to be a doctor."

Finally, Oxford (2001) stated that Strategic competence or strategies for language are "specific behaviors or thought processes that students use to enhance their L2 learning" (p. 362). Students must develop cognitive, meta-cognitive, and memory-related activities/strategies to enhance their strategic competence. As observed in the teaching practicum, when students worked with images or flashcards and clue-given activities, they performed better than when they did not use them.

Besides, creating a positive environment to foster the learners' interaction and communication is vital. So, they can express their ideas, opinions, and feelings and not even be afraid of making mistakes. Willis (1966) states that creating a low-stress atmosphere using language for actual purposes is a way to get meaningful communication, and through interaction, learners have the chance to acquire specific skills. It also highlights the conditions for natural language learning, such as being in contact with the language and using it, and motivational factors for students to develop their communication and participation.

It is crucial to foster situations in which language learners can deal with honest communication when learning a foreign language. Based on its function, communication and speaking usually happen when people are face-to-face (Van Lier, 1989, p. 492), which makes the process highly interactive and social. Therefore, to make communication happen, there must be some interaction since, according to Thornbury and Slade (2006), speaking happens in a small group of people with a minimum of two. It happens within shared contexts, such as in situational, institutional, social, and cultural environments. (p. 15). Hence, students tend to increase their oral communication by interacting with a small group of people, especially face-to-face. Moreover, since spoken interaction is the basis of human communication, students must develop excellent oral skills in all elements that go with it regarding communicative competence,

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such as discourse, sociolinguistics, grammar, and strategy involved in communication. It is now well known that for students to communicate in a foreign language, they need to develop the necessary linguistic competence and appropriate communicative competence (Chaika, 2008; Holmes, 2013). In addition, strategies can help students speak a foreign language comfortably and enhance their abilities.

1.3 Importance of the Study

We decided to direct this research toward this topic since developing oral skills in English is the most complex and complicated of the four skills because it involves knowledge and exposure to the target language. We genuinely believe that students' English learning process will be facilitated by applying Communicative Language Teaching approach inside an EFL classroom since, according to Heras and Camino (2022) in their research work carried out on students from the 11th-grade from "Maximiliano Spiller" High School, the different communicative techniques would help students in fostering of oral skills as well the results showed an increase and understanding in the speaking level in most of the students through the Communicative Language Approach. Therefore, they can create meaning during the different communicative interactions not only in their understanding of grammatical structures or the correct development of pronunciation but also in how capable students are of putting this knowledge into the context and real-life situations.

1.4 Hypothesis

Implementing Communicative Language Teaching activities will boost the English-speaking communicative Competence of 12th-grade students at a public school.

1.5 Variables

Dependent: 12th-grade students' English-speaking communicative competence

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Independent: Communicative Language Teaching activities

1.6 Research Question

How does implementing Communicative Language Teaching activities boost English-speaking communicative Competence in 12th-grade students at a public school?

1.7 General Objective

To determine how Communicative Language Teaching activities boost English-speaking communicative Competence in 12th-grade students at a public school.

1.8 Specific Objectives

● To diagnose the students' communicative competence in oral skills before applying CLT activities.

● To apply an intervention of CLT activities in the classroom to boost the students' communicative competence in oral skills.

● To assess students' communicative competence in oral skills after applying the CLT activities.

CHAPTER II

2. Literature Review

This section analyzes the impact of the Communicative Language Teaching (CLT) approach on communicative competence development in speaking skills. By exploring several academic articles and previous national and international studies, this review aims to provide an understanding of the theoretical foundations of the CLT approach, its activities, and how they influence the development of students' communicative competence in speaking skills.

2.1 Preview Research

Obando and Lozada (2023) researched to analyze Communicative Language Teaching strategies that may contribute to developing 2nd-level senior students' speaking skills at "Don Bosco" High School in Esmeralda. A qualitative investigation was developed using analytical-synthetical, deductive, and inductive methods, applied observation as the technique, and used a survey as the instrument for this research. The results concluded that although CLT strategies such as role-plays, oral presentations, describing pictures, and reporting situations contribute to the development of English-speaking skills the teacher applies, they allow the students to speak and understand the language, but they cannot produce it. Evidently, students needed more guidance and clarification since they needed help with the target language. The lack of vocabulary stopped students from expressing their ideas clearly. Therefore, this study demonstrates that although the activities that were carried out were focused on improving speaking skills, they could have been more helpful. Although it is true that the students understood the Language but still had difficulties producing it, this shows and clarifies that not all students will always have the same success that was expected at the end of this study. Finally, this research helps to understand that more vocabulary is needed for students. With a poor vocabulary, they are not able to successfully develop their communicative competence, let alone maintain a high level of oral skill.

Heras and Camino (2022) conducted a study to apply the Communicative Language Teaching approach to develop students' communicative competence in speaking skills in a public high school in Ambato-Ecuador. Action research method was used under a quantitative design. As data collection instruments, pre, post-tests and a rubric were used as instruments to evaluate some speaking sub-skills like grammar, pronunciation, fluency, vocabulary, comprehension, and

content. The results were consistent and varied. Students demonstrated an increase in their communicative competence in speaking skills. Besides, it was found that when students learn a new language, they are afraid to express their ideas by speaking because they mispronounce a phrase or make intonation mistakes. In addition, since CLT is an approach that makes learners use the language in real-life situations, it helps learners boost their speaking troubles by implementing techniques such as interviews, strip stories, and role-plays. Finally, it demonstrates that the CLT approach helped learners improve their speaking skills, which is crucial for good communicative competence. Thanks to this study, it is understood that the communicative approach is one of the best ways to help students improve their speaking skills. It is crucial to know what teachers think about this approach, and thanks to the results of this research, by applying activities based on CLT, students improve their communicative competence.

Rezalous and Yagiz (2021) developed research to improve students' speaking performance by implementing the Communicative Language Teaching method and communicative activities. Hence, the class became a speaking environment. Action research was carried out followed by a quantitative design using observation checklists, rubrics for measuring speaking abilities, and a questionnaire as the instruments to carry out the study. The results showed that by turning the class into a speaking environment, students were satisfied with their oral performance after the intervention and use of the methods and instruments. Provided a competitive classroom environment that led to high-class participation. This study demonstrated that students were satisfied with their improvement using the Communicative Language Teaching method, especially in their speaking skills. It helps to comprehend that the students demonstrate good speaking skills by using CLT strategies in English classes by creating a safe environment. Moreover, most CLT strategies cause competitiveness among the students, leading

to active participation and interaction while the students improve their communicative competence in speaking skills.

Daar and Ndorang (2020) researched how Communicative Language teaching (CLT) and classroom interaction increase students' speaking skills in a senior high school. A mixed-method research design was used followed by a phenomenological approach and a questionnaire to get samples of the study, providing answers from teachers and students without leaving behind interviews completed by observation and focus group discussion to complete the data for the study results. The results from the different techniques suggested that students mostly do the activities dealing with English when they get assignments or classwork given by the teachers, such as memorizing vocabulary, writing stories, answering questions based on passages, building sentences, gaining knowledge in grammatical structures or basic English tenses along other classroom activities. Consequently, students were only able to accomplish simple tasks. They were not engaged with learning autonomy, which led them to have a self-learning habit, which was the final stage of increasing their speaking ability. The implementation of classroom interaction activities or strategies is in the low-level category, as shown by the researchers' results. According to the results, constant collaboration and teacher intervention are essential in learning a second language. Because if teachers only give students instructions, they will not be able to develop autonomous learning. In addition, the interaction between students is the key to the correct development of communicative competence. Finally, the CLT approach helps students have an active role within the class, which means that teachers must be lively actors acting as facilitators and motivators within the classroom, which allows students to be responsible for their learning.

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2.2 Theoretical Framework

When doing a study, it is essential to define specific theories that will help the researcher as well as the reader to understand the specific aspects of the topic to have a clear idea of the key points focused on during the research, as for this study it is imperative to get to know what the CLT approach is and its implementation in an EFL class. Also, comprehend the relationship between communicative competence and speaking skills and the different activities this approach relates to implementing during a class.

2.3 Theories

Constructivism learning theory, according to Bada and Olusegun (2015), "is a learning theory found in psychology which explains how people might acquire knowledge and learn. Students learn by fitting new information together with what they already know" (p. 66). In other words, students use their prior knowledge as a starting point to build new knowledge. Moreover, "constructivism recognizes the critical role of social communication, collaboration, and relationships in the educational process" (Prasetya, 2023, p. 29). It means that interaction between students is essential for learning a language, especially for learning a language. Learners adopt an active role while acquiring relevant information for their learning, while the role of the teachers is that of a guide (Mvududu & Thiel-Burgess, 2012, p. 110). Learners are the owners of their learning process. While the teacher provides the information, learners must recognize if the information is consistent and relevant; if not, their understanding may change to adapt to their new knowledge or experience. Another aspect of Constructivism is that it tends to take the social context as a tool for the teaching and learning process (Aprianto & Zaini, 2019, p. 53). Therefore, since the Communicative Language Teaching approach offers students the

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opportunity to learn and use language in real situations with an active role, constructivism theory can be applied in this study to help students improve their communicative competence.

2.4 Communicative Language Teaching

According to Istiantika et al. (2023), Communicative Language Teaching (CLT) is considered an approach rather than a teaching method that is used to teach a foreign language and not only focuses on teaching certain aspects of the Language but provides options for learners to improve their language skills. When learning a new language, students want to have the ability to express their ideas, feelings, and thoughts to interact with others in a real context since "the purpose of education is to prepare students to be able to face rapidly changing life in the future" (Istiantika et al., 2023, p. 116). As for implementing an approach inside a classroom, Tekliuk (2020) stated that learners in a CLT class can show their personalities and share their thoughts and opinions. For those reasons, this approach does not focus on how the foreign language works, but it pays more attention to learning and using the Foreign Language. Using the CLT approach in teaching a second language helps students prepare to use the learned Language in a real-life context where there are difficulties in expressing themselves well. Besides, language can be used to show distinct aspects of their personalities in and out of the classroom.

The Communicative Approach views language learning as a whole using a variety of situations to help students communicate effectively (Sabrina, 2020). In other words, the communicative approach is at the core of the teaching communication process (Krashen, 1982). Therefore, Language learning through CLT is not only concerned with language training and skills but also concentrates on the capacity to communicate, and its principal goal is to emphasize the importance of authentic communication between human beings. In contrast, the

traditional methods focus primarily on memorizing vocabulary, grammar rules, and grammatical structures.

The communicative language teaching (CLT) approach is also considered a comprehensive teaching method rather than a teaching method with a clearly defined set of classroom practices. So, using this approach, one can learn the skills of speaking with fluency, accuracy, clarity, intonation, content, and volume through various sources (Richards & Rodger, 2016, pp. 153-155). In other words, the Communicative Language Teaching approach has yet to define a specific of activities or techniques to use in the classroom. On the contrary, an adjustable model is provided so that teachers can adapt to various teaching contexts based on learners' needs and learning objectives.

In addition, Richards (2005) argued that "the goal of the CLT approach is achieving communicative competence, which means that it will help learners to work with the Language, to interact with each other, individually or in pairs, or with group work" (p. 2). Likewise, Ho (2020) reported that Communicative Language Teaching (CLT) also helps to improve learners' communicative competence in speaking and writing skills, as well as various aspects of communicative competence such as grammar, pronunciation, vocabulary, coherence, cohesiveness, background knowledge, and meanings beyond written or spoken sentences. The Communicative Language Approach is one of the best approaches to improving students' speaking skills based on functional language use, interaction, meaningful communication, and exposure to an authentic learning process. It means that the CLT can be used as an approach or the starting point to seek to help students improve their communicative competence within speaking skills, which is the leading problem in this study.

2.5 Communicative Competence

Various scholars have discussed that the definition of communicative competence goes beyond a simple concept or idea. For instance, Canale and Swain (1980) stated that communicative competence is the combination of knowledge about the language and its use (competence) and the ability to demonstrate this knowledge in a meaningful communicative situation (performance). Likewise, Chomsky (1965) defined competence as "the speaker-hearer's knowledge of his language" (p.4). Also mentioned that competence causes a direct reflection, which is the performance of the language. Thus, Chomsky (1965) also defined performance as "the actual use of language in concrete situations" (p. 4). Also, it was mentioned that communicative competence is an underlying competence that is part of the variety of factors within the actual linguistic performance (Chomsky, 1965). In addition, Bagarić and Mihaljević (2007) defined communicative competence as a conjunction of two words that mean "competence to communicative". For those reasons, is concluded that communicative competence is knowing about the language and its use.

Moreover, it is worth mentioning that using the language must be effective; it means gaining knowledge beyond just knowing grammatical or structural rules. Therefore, it is crucial to understand how to use them adequately and effectively in different real contexts. Finally, these descriptions account for learners' knowledge to communicate adequately in various social contexts.

It is emphasized in this study to help EFL learners to communicate well in English, focusing on helping them develop a proficient level of communicative competence. Therefore, it is important to understand all the elements of communicative competence to develop. Canale (1983) proposed four skills and areas of knowledge that make up communicative competence:

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"grammatical competence, sociolinguistic competence, discourse competence, and strategic competence" (p. 6). On the other hand, Martínez-Flor et al. (2006) stated that the "role of speaking is of paramount importance to facilitate the acquisition of communicative competence" (p. 146). Meanwhile, Susanto (2012) acknowledged that "developing communicative competence in teaching speaking is viewed as very necessary because it will be highly valued in the process of communication" (p.78). Likewise, since this study analyzes communicative competence in speaking skills while students learn English, it is concluded that developing the communicative competence of speaking skills is vital for second language learners since they will have better opportunities for successful communication through developing this skill.

Figure 1.

Communicative Competencies

Self-elaboration based on (Canale, 1983), (Susanto, 2012), (Ahmed, 2023)

2.5.1 Grammatical Competence.

According to Canale (1983), "grammatical competence is still concerned with mastering the language code itself. Thus, features and rules of language such as vocabulary, word formation, sentence formation, pronunciation, spelling, and linguistic semantics" are part of grammatical competence for correctly mastering a language (p. 7). Likewise, Canale (1983) stated the characteristics of grammatical competence related to speaking skills are the formation of words and sentences in spoken form and the correct use of tenses with their proper grammatical structure. Moreover, Ahmed (2023) reported that grammatical competence in speaking skills should be aware of "the rules of phonetics as spoken language cannot achieve its

purpose well unless it is well uttered according to the phonetic rules" (p. 19). Consequently, grammatical competence dominates the rules of sentence formation and helps learners to express themselves freely using their vocabulary, the meaning of words and sentences, and grammatically structured sentences. Therefore, when learners lack accuracy in speaking language, their grammatical competence is affected by poor development or learning of grammatical rules and structures or a lack of vocabulary. For these reasons, it is being reported that students have difficulties in grammatical competence in oral skills, as simple or complex sentences cannot be formed because of the students lack a good vocabulary, others have problems using tenses properly, and their pronunciation of English words is not entirely correct. Hence, it is essential to implement activities or strategies that help students to overcome this communicative competence.

2.5.2 Sociolinguistic Competence.

Canale and Swain (1980) "argued that the component is made up of two sets of rules: sociocultural rules of use and rules of discourse" (p. 7). "Another element of this competence is pragmatics, which refers to learner's knowledge of language functions or the pragmatic use of language, i.e., using language to express functions such as apology, requests, invitations" (Ahmed, 2023, p.19). Therefore, it masters the understanding of the Language in different sociolinguistic contexts. In the same way, Susanto (2012) declared that communicative competence in speaking skills "is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating" (p. 74). Moreover, Ahmed (2023) argued that there are rules in oral skills: "how to start interaction, how to close interaction, manners of communication with people of different ages or social statues as well as rules associated with communication settings such as interaction in street, TV meeting,

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friendly meeting, formal meeting" (p.19). Hence, sociolinguistic competence helps students to understand that good communicative competence in speaking skills is not only about learning grammar and vocabulary but also about engaging in diverse environments and actively practicing language use in real-world situations. Finally, teachers aim to help students identify how to use Language appropriately in different situations. For instance, when they are with friends, they might use informal Language, but when they are in a classroom presentation, they should use formal Language.

2.5.3 Discourse Competence.

"This type of competence concerns the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres" (Canale,1983, p.9). Also, Ahmed (2023) stated that "discourse competence refers to learner's knowledge of coherence and cohesion rules. These rules are especially important for forming a text whose phrases and sentences are well connected linguistically and logically" (p. 19). It means that learners achieve cohesion and coherence through collocations, conjunctions, repetitions, synonyms and antonyms in different speeches, discussions, and lectures. Similarly, Martínez-Flor et al. (2006) stated that "discourse competence involves speakers' ability to use a variety of discourse features to achieve a unified spoken text given a particular purpose and the situational context where it is produced" (p. 147). Moreover, "it should be highlighted here that a text or speech will achieve its function only when it is coherently and cohesively interconnected" (Ahmed, 2023, p. 20). Therefore, students must know how to connect words, ideas, phrases, and sentences to create a logical relationship and order between them. In addition, students must develop discourse competence to structure and correctly organize the spoken language and generate a meaningful conversation.

2.5.4 Strategic Competence.

"Strategic competence refers to the compensating strategies that a language user calls upon to compensate insufficiency of linguistic or sociocultural knowledge and to keep his communication channel on" (Ahmed, 2023, p. 20). In the same way, Canale and Swain (1980), stated that "this component will be made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (p. 30). For instance, Canale (1983) reported that a compensatory strategy is paraphrasing the message when someone cannot remember the correct grammatical form (p.11). In addition, to solve problems related to sociolinguistic competencies, for example, having to talk to a stranger in a natural context, an excellent compensatory strategy would be the application of role-playing strategies (Canale & Swain, 1980, pp. 30-31). According to Susanto (2012), within speaking skills, "strategic competence is associated with the interlocutors' ability to use communication strategies" (p.78). Therefore, Ahmed (2023) acknowledged that some "communication strategies for oral expression include body language, asking for help from interlocutors, use of time fillers, repetitions, and asking for repetition or clarification from the interlocutor" (p. 20). In this competence, students must learn ways to bring a talk to a successful conclusion. For those reasons, it is concluded that strategic competence allows learners to compensate for communication errors and adapt solutions based on the situation's needs and the participants involved, leading to improved understanding of the conversation and successful communication.

These stated as the first four areas of communicative competence that Canale and Swain (1980) pointed out when it came to discovering the kind of skills that a learner needs to develop to produce communicative competence. Therefore, this study contemplates the four

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competencies to develop activities that will meet students' needs in each to help students improve their communicative competence in speaking skills.

2.6 Developing Oral Skills in English

According to Mclaren et al. (2006), "Speaking is one of the most difficult skills language learners have to face" (p. 321). Since speaking is a productive skill, it requires second language learners to produce sentences without having proper knowledge of its production or adequate vocabulary. Communication is the key to developing oral skills in students; as Irtatik (2009) stated, speaking involves real-time and face-to-face conversation, which leads to human connection and interaction. As noted, people communicate to express themselves while producing the Language; the same happens inside an EFL classroom. In this case, students are taught to speak in English.

Teaching students to speak another language means helping them develop specific interactional and communication skills because spoken communication occurs in real-time (Hinkel, 2018). In other words, when students show progress and expand their communication and interaction individually or with one another, they get prepared to do so and use those developed skills in a real-life context. The issue with this productive development is that there are a lot of factors regarding why it is sometimes hard for teachers to help students enhance this ability and for learners to get used to being in contact with the Language. According to Gan (2012), the problems that students may commonly encounter are inadequate vocabulary, complicated structure, inappropriate intonation and pronunciation, lack of exposure to speaking English, and lack of language curriculum development.

Oral communication must coexist to improve the communicative environment (Talley & Hui-ling, 2014). Some might think that when students are asked to do a certain task in English or

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ask them basic-level questions like, "Where do you live?" They will somehow awaken an interest in learning the Language or believe that, in that way, they are learning something, but the reality is totally different. EFL students must be in contact with the Language, interact with it, and speak through it; the classroom environment should go hand in hand with it. As Liu (2006) stated, students encounter situations when being assessed face-to-face by the teacher, being watched by classmates, or performing in front of the class leads them to be called on to speak without any preparation, and they get stressed out. So that they do not seem to face that fear of being unprepared, they need to develop communicative skills or somehow interact.

2.7 Communicative Language Teaching Strategies

Mitsis (2022) stated that a strategy is a plan of action that leads to a clear destination, expressed by a set of decisions to reach a goal of progress. Therefore, using a strategy helps to diagnose a challenge with available resources through good organization.

2.7.1 Roleplay.

"Role-plays are the best for building students' sociolinguistic competence. It is an activity in which students receive social roles that allow them to master communication with the framework of social contact in conditions" (Muhamadjonovna, 2020, p. 301). Therefore, expanding students' empathy and compassion is a beautiful way. It is helpful to set goals for roles and guide students toward vocabulary that will better facilitate communication (Miller, 2019). For example, by having students act as parents or teachers, learners can think creatively about the words an adult would use and what it would be like to be in a situation from a perspective other than their own.

2.7.2 Information gap.

Abduh (2013) concluded that "the use of Information Gap activities in teaching speaking could improve the students' speaking accuracy consisting of vocabulary, pronunciation, and grammar" (p. 74). Communication occurs when the receiver has no idea what the speaker is trying to say, so the message is unexpected in any conversation. Hence, Delima (2018) found that an information gap can help students increase their speaking skills. Her research was focused on finding solutions to problems experienced by almost all students in developing speaking skills, such as lack of self-confidence, limited vocabulary, or often incorrect pronunciation of words. At this point, the information gap provides more activities to stimulate students to speak the target language. Besides, it can enhance students' communication, increase their vocabulary, enrich their grammar knowledge, and correct their pronunciation, helping students improve their grammatical competence.

2.7.3 Debates.

As an exciting way of keeping students engaged in specific topics as well as for students to develop and, at the same time, enhance their communicative competence or skills, Miller (2019) said that debates seem to help them to form opinions, create solutions, have them argue a point against another within a mediated session and being willing to change their mind if the argument is convincing. According to Iman (2017), debates help students learn how to organize research or ideas into meaningful and persuasive presentations and contribute to constructive arguments. Therefore, students need to develop their ability to make arguments with coherence and cohesion, and they can do so by developing and practicing their discourse competence, which enables them to formulate a coherent and meaningful spoken text.

2.7.4 Storytelling.

According to Zuhriyah (2017), "the students' speaking skills improved in all aspects of speaking, such as comprehension, fluency, vocabulary, grammar, and pronunciation" (p. 130). It can help students practice their grammatical competence as they must use appropriate vocabulary, use grammatical rules correctly, and practice pronunciation to present the storytelling. Moreover, Syafii et al. (2021) concluded, "listening or reading a story can be fit with speaking by telling the story with the learners' expressions. Storytelling techniques help students by emphasizing the story's beginning, middle, and end" (p. 307). Therefore, this can contribute to students' knowledge of maintaining an interaction as they can learn how to start or end a conversation.

The characteristics of each strategy to develop speaking communicative competence illustrated above demonstrate how teachers can adapt, present, organize or think what they would do in order to take the best out of the activities in order to help students boosting their speaking abilities.

CHAPTER III

3. Methodology

3.1 Quantitative Research

The present study was performed under quantitative research, which means, according to Taherdoost (2022), "gathering all these points together, quantitative research aims to define a particular phenomenon by collecting numerical data to address specific questions such as how many and what percentage in different fields including education, psychology, physics, biology, natural sciences, etc." (pp. 54-55). Therefore, this type of research allowed to collect data such as

student grades before and after applying the CLT activities and then identify whether there was an improvement.

Quantitative research allows researchers to experience and analyze facts developed along with techniques to get reliability during and at the end of the study. According to Meadows (2003), "quantitative research allows the measurement of previously defined variables; the numerical results offer a concrete reality since the final data are in total concordance with the variables, thus allowing the validation or negation of a hypothesis" (p. 520). Through quantitative research and measurement of variables involved in this study, the statement that CLT activities help students develop their communicative competence in speaking can be validated or denied.

3.2 Design

The present study carried out quasi-experimental design as Campbell (1957) stated that quasi-experimental designs improve the researchers understanding by focusing on internal validity, which means to what extent the intervention being studied changed observed outcomes. As Cook and Campbell (1979) stated, quasi-experimental design resembles experimental research but is not likely. Even though the independent variable is manipulated, participants are not randomly selected or assigned to the research conditions. In addition, it is worth mentioning that two groups of students were used: the experimental group and the control group. The main difference is that in the experimental group, there was an intervention of CLT activities, and in the control group, there was no intervention.

3.4 Sample

The participants for this study were the Unidad Educativa "Luis Cordero" students. To obtain the sample, the researchers applied a non-random sample selection since, as mentioned by

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Maciejewski (2020), the absence of randomization is a characteristic of quasi-experiment

research (p. 38). Therefore, the chosen model was the students from the 12th year of high school

at such an institution. The students from both the control and experimental groups selected are

supposed to have a B1 English level by the year they are currently in. They are between 17 and

18 years old, born and raised in Azogues, with a mixed race and a middle-level socioeconomic

class.

3.3 Techniques and Instruments for Data Collection

Figure 2.

Techniques and Instruments for Data Collection

TECHNIQUE | **INSTRUMENT**

PRE-POST TEST

- PET EXAM ADAPTATION

We made an adaptation for the speaking part in which the test measures the four competencies.

- The first part - Grammmatical
- Second part - Sociolinguistic
- Third part - Discourse
- Fourth part - Strategic

- PET RUBRIC ADAPTION

We made an adaptation on the rubric from the PET so that we asure how and what to measure in each competence.
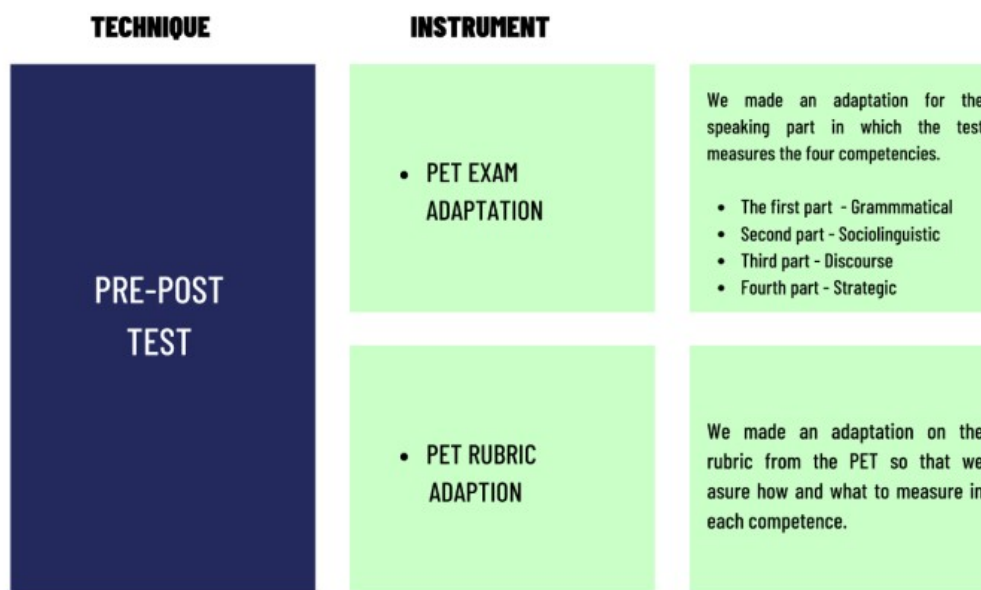
Self-elaboration (Vásquez and Vélez, 2024)

The instruments used to gather data for this research were pre-post-test *(Appendix 3)*. According to Shivaraju et al. (2017), "pre-post and post-test are used to measure knowledge gained from participating in a training course" (p. 947). Therefore, they helped to know the oral level and the level of each communicative competence in speaking, establishing what they need to improve and consequently showing what they have improved. Therefore, this study used the post-test to explore how much the CLT activities boosted students' oral competence.

The pre-test used in this research helped to diagnose the English-speaking communicative competence level of the students to establish a baseline before the intervention.

On the other hand, the post-test showed if students improved or not during the intervention to track and measure students' growth in each knowledge standard.

The pre-test and post-test instruments were an adaptation of the PET (Preliminary English Test) Cambridge exam. This test was aimed at students who have mastered the primary English language levels to proceed to the intermediate level. English-speaking communicative competence was measured since just the speaking part was adapted to be taken to the students. Since the adaptation was made, the four competencies are measured as grammatical, sociolinguistic, discourse, and strategic in each part of the test, which are four. This speaking test lasts between 9 and 10 minutes.

The pre-test and post- test were designed to measure the students' English-speaking communicative competence, so the tests consist of four parts.

The first part measures grammatical competence, so it is an interview between the examiner and the students. They must answer some questions by providing information about themselves, daily life, and vocabulary. For example, what is your name? Can you spell it? What are you going to do tonight? Use this word in a sentence, etc.

The second part measures sociolinguistic competence, and it consists of a roleplay. So, the students are given a scenario; they must take a role and start discussing; the examiner gives some pictures to the students to help them know what to talk about. They must speak to each other and act like they are in that situation.

The third measure is discourse competence. So, students choose and describe an image independently, talk about it and convince the examiner why their choice is the best. The examiner gives a photo to the students.

The fourth measure strategic competence, and it is more like charades. Students talk about a specific theme, topic, or picture in this part. The examiner gives each student a picture. They talk about it for a straight minute. At the end of the minute, the other student listens and tries to guess what topic, theme, or picture they are talking about.

In addition, a rubric *(Appendix 4)* of the PET (Preliminary English Test) Cambridge exam was used. Like the PET test, the rubric suffered some adaptations to evaluate each communicative competence. The rubric assesses each communicative competency on a scale from 1 to 5, with 5 being the highest score and demonstrating good communicative competence skills in speaking.

Finally, due to the adaptations made, an instrument validation document (*Appendix 5*) was created to validate the pre-test, post-test, and rubric, for which two experts evaluated and rated the validity of the two data collection instruments.

3.5 Research Procedures

3.5.1 Identifying the Research Problem.

To identify this research's problem, it was observed, analyzed, and defined the most significant issue in English class during the teaching practicum. Additionally, during this process was thought what would be needed to explore deep inside the problem mentioned and find the best way to approach it. Finally, in this step, the literature will be revised by the researchers to understand and explain the problem and the context better.

3.5.2 Formulating Research Objectives or Hypotheses.

The next step of this study was to formulate the research question, as it is quantitative research, the question is focused on improvement/measurement. The formulation of the hypothesis goes along with the experimental method since a view is an assumption or idea that is

proposed so that it can be tested to see if it might be true, as well as the variables that are crucial for to determine the information studied.

3.5.3 Designing the Study.

While designing this study, quasi-experimental research was carried out, which was previously mentioned as the type in which the independent variable can be manipulated during the research process to achieve a specific goal. Also, in quasi-experimental research, the sample is not selected randomly, so students from the last year of high school were the research subjects.

3.5.4 Data Collection.

To collect the data for this research, what was mentioned before the pre-test showed the level at which the students were, so the intervention of the activities proceeded to boost communicative competence in oral skills. Once the posttest was taken to the students, the research question was compared and answered to see if the objective was fulfilled, and the hypothesis was confirmed.

3.5.5 Data Analysis.

Descriptive statistical analysis was used, which is a quantitative data analysis method to analyze the data collected. As well as the central tendency (mean, median, mode) that best represents the entire distribution. Finally, the scores were compared between the experimental and control groups to determine whether there had been an improvement in the group that had received the treatment.

3.5.6 Interpreting Result.

The interpretation of the data is essential in a study; for that reason, it must be done correctly. This step involves taking all the data collected and organizing the data for an effective analytics strategy which is why the researchers used the descriptive statistical analysis previously

described. At the end of the study, the research question and the objectives were compared with

the data collected to interpret the results and know if they can be applied to other cases.

Chart 1.

Operationalization of Variables

	Conceptual Variable	Operational Variable	Dimensions	Item/Instrument
CLT Activities	CLT is described as "activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable" (Richards, 2006, p. 16).	CLT activities cause competitiveness among the students, leading to participation and interaction while enhancing their English-speaking communicative competence in 12th-grade students.	**Information Gap**	Information Gap activities in teaching speaking could improve the students' speaking accuracy consisting of vocabulary, pronunciation, and grammar.
			Story Telling	Storytelling allows students to gain knowledge about important aspects of stories: beginnings and endings, settings, characters, and plot lines.
			Role Play	It is an activity in which students receive social roles that allow them to master communication with the framework of social contact in conditions.

			Debates	Debates help students learn how to organize research or ideas into meaningful and persuasive presentations and contribute to constructive arguments.
English-speaking Communicative Competence	Martínez-Flor et al. (2006) stated that the "role of speaking is of paramount importance to facilitate the acquisition of communicative competence" (p. 146).	As for English-speaking communicative competence we can define it as the students' ability to use the language correctly in different social situations.	*PRE-TEST*	
			Grammatical Competence	Grammatical forms, word formation, spelling range of vocabulary, intonation, stress, sounds.
			Sociolinguistic Competence	Use of language, negotiation of information, interaction.
			Discourse Competence	Coherence, cohesion, language stretches.
			Strategic Competence	Body language, gestures, facial expressions, movements, use of words, clearness, correction.
			POST-TEST	
			Grammatical Competence	Grammatical forms, word formation, spelling range of vocabulary, intonation, stress, sounds.
			Sociolinguistic Competence	Use of language, negotiation of information, interaction.
			Discourse Competence	

		Coherence, cohesion, language stretches.
	Strategic Competence	Body language, gestures, facial expressions, movements, use of words, clearness, correction.

Self-elaboration (Vásquez and Vélez, 2024)

Treatment

Boosting English-speaking communicative competence through CLT activities

Objective

To boost oral communicative competence through dynamic and collaborative CLT activities.

Introduction

The creation of lesson plans was proposed (*Appendix 6*) based on the Communicative Language Teaching method, as by incorporating CLT activities, creating an engaging and interactive environment that aims to enhance student's English-speaking communicative competence. Moreover, by designing these lesson plans, students meet the objectives of the class since a well-crafted lesson plan supports teachers in delivering effective instruction, promoting student engagement, and understanding, and ultimately facilitating meaningful and successful learning experiences. Each lesson has at least one objective related to the topic, the skills the students must achieve, and three phases of the ESA (Engage, Study, Active) teaching model. In addition, it is worth mentioning that each lesson has a specific duration of between 40 and 80 minutes, depending on the student's school schedule. Therefore, each phase of the class has a particular time and instructions to fulfil. It means that the number of activities depends on the

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time devoted to each phase. Finally, these lesson plans presented in the next section focus on effective instructional design and facilitating meaningful student learning experiences.

Chart 2.

Treatment Plan

Goal of treatment: To enhance English communicative competence through CLT (Communicative Language Teaching) activities.		
No. of sessions: 4	Estimated time to complete: 2 weeks.	
(Week 1) Sessions #1: Grammatical competence – Information Gap		
Learning Outcome	**Action Steps**	**Duration of session**
Students apply grammar rules in authentic communicative situations, reinforcing their understanding of how grammar functions in context.	Start the class with a brief discussion of what "going to" is used for. Present and explain the grammatical rules of going to as well as exposing real-life examples to the students.	2 hours
	In groups, students order the broken sentences so that they can differentiate the affirmative, negative, and question forms of "going to". (Puzzles) Present sentences and phrases about "going to" with missing words, so that students must work as a group to fill the gap with the correct answer. (Magic board)	
	Present a lack of information text so that the students work in pairs completing the missing gaps to give meaning to the text. Use of CCQs to get to know the understanding of the students about the "going to" topic.	

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Sessions #2: Sociolinguistic competence - Role play		
Learning Outcome	**Action Steps**	**Duration of session**
Students learn to adapt their language use to specific social situations, gaining a deeper understanding of how language functions within various social contexts.	Start the class recalling what "going to" is used for and its grammatical rules.	2 hours
	Present an example of a short role-play as well as give clear instructions so that students have an idea of how they can work on theirs.	
	In groups, students create a dialogue for their role-play about a specific topic focused on plans.	
	Presentation of students' role-plays between 4 to 5 minutes per group.	

(Week 2) Session #3: Discourse competence - Debates		
Learning Outcome	**Action Steps**	**Duration of session**
Students develop the ability in using discourse markers and transitions to guide the flow of their arguments, ensuring smooth and logical discourse.	Start the class by discussing social media, the use, advantages, disadvantages, importance, etc.	2 hours
	Supply debate topic (social media) and give clear instructions about the debate such as time, organization, and use of the grammatical tense "going to".	
	Students, in groups, get together, discuss, and organize their ideas depending on whether they are for or against.	
	Perform the debate considering the previously mentioned instructions.	

Sessions #4: Strategic competence - Storytelling

Learning Outcome	Action Steps	Duration of session
Storytelling encourages students to develop strategies to compensate for gaps in their linguistic knowledge, fostering creative language use.	Start the class with a brief discussion of what "will" is used for. Present and explain the grammatical rules of "will" as well as expose real-life examples to the students.	2 hours
	Present images on the board so that students use those images to make sentences using "will".	
	Present images that tell a story. So, the class as a whole sitting in a circle can create a story based on those images.	

Self-elaboration (Vásquez and Vélez, 2024)

CHAPTER IV

4. Results and discussion

In this chapter, we analyzed and presented the results using descriptive statistical analysis, a type of quantitative data analysis method that shows how variables change over time (James & Simister, 2020). To be more specific, the measure of central tendency was used, which, according to Ali et al. (2019), is a single value (mean, median, mode) that best represents the characteristic of the data and the whole distribution. Finally, it is also used to make comparisons between two or more groups, and the representative values of these distributions were compared to identify whether there was an improvement in the group that had the treatment.

The central tendency measure helped to meet the general objective: To determine how Communicative Language Teaching activities boost English-speaking communicative competence in 12th-grade students at a public school. Likewise, the results provided a basis for

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answering the research question: How does implementing Communicative Language Teaching activities boost English-speaking communicative competence in 12th-grade students at a public school?

For the researchers to collect the required data for this study, as mentioned in the methodology, an adaptation of the PET Speaking Exam was used and the rubric of the same. Both the exam and the rubric have specific parameters to be used with the students. Data was collected through a grade sheet (*Appendix 7*), a list with the students' names, the competencies being tested, and the average corresponding to each competency, which went from 0 to 5. In this case, quasi-experimental research was used in which participants were not randomly selected. For the study sample, two groups of students were randomly chosen to work with an experimental and a control group. The difference is that the treatment was applied with the CLT activities with the experimental group, but the control group did not have an intervention or treatment plan. The process behind all this data description started with the researchers providing informed consent to both groups of students' parents to get the necessary permission to continue with the research and for the students to be part of this research as well. After getting the informed consent signed by the parents, the pre-test was taken to both groups, control and experimental; it lasted around 15 minutes since each question had a specific time to be met by the students.

As previously mentioned, two groups of students were the sample, but the intervention took place only with the experimental one. The lesson plans were designed, each with the specific CLT activities, as well as the competencies students enhanced. Finally, the last step was

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to take the post-test to both groups to compare the group that had the intervention/treatment and the one that did not.

Table 1.

Overall Averages of the Sampling Groups

OVERALL AVERAGES OF THE SAMPLING GROUPS				
	EXPERIMENTAL GROUP		CONTROL GROUP	
	Pre-test	Post-test	Pre-test	Post-test
Above average (17-20)	0	5	0	0
On average (9-16)	11	23	13	16
Below average (0-8)	21	4	20	17
Number of students	32	32	33	33

Self-elaboration (Vásquez and Vélez, 2024)

Table one shows the overall averages of the two groups obtained in the pre-test and post-test. Three scales of average measurement were stablished: Above average (17-20), On average (9-16), and below average (0-8). To obtain the overall averages, the scores of the four communicative competencies were added, as each competency is scored over 5 points. Therefore, the maximum overall average is 20 points. The above table shows that, in the pre-test, the experimental group had 0 students who were above average (17-20), 11 students who were on average (9-16), and 21 students who were below average (0-8). It shows that the students need to develop better communicative competence. However, in the post-test, the same group showed an improvement; 5 students were above average (17-20), 23 students were at average (9-

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16), and four students were below average (0-8). On the other hand, in the pre-test, the control group had 0 students who were above average (17-20), 13 students who were on average (9-16), and 20 students who were below average (0-8). Similarly, in the post-test, the control group had 0 students who were above average (17-20), 16 students who were on average (9-16), and 17 students who were below average (0-8). Therefore, it could be identified that there was no improvement in their communicative competence. As this table shows the scores generally, it is crucial to analyze each communicative competence. Therefore, the analysis in a more detailed way was offered.

The following graphics represent grammatical, sociolinguistic, discourse, and strategic competencies. Each column represents a value (mean, median, mode). The orange column represents the mean, the yellow column represents the median, and the blue column represents the mode. Each graph compares the pretest and the posttest of both the experimental and control groups.

Graphic 1.

Results on the Grammatical Competence in Speaking Skills

GRAMMATICAL COMPETENCE

	PRE-TEST EXPERIMENTAL GROUP	POST-TEST EXPERIMENTAL GROUP	PRE-TEST CONTROL GROUP	POST-TEST CONTROL GROUP
MEAN	2,34	3,28	2,39	2,60
MEDIAN	2	3	2	3
MODA	3	4	2	3
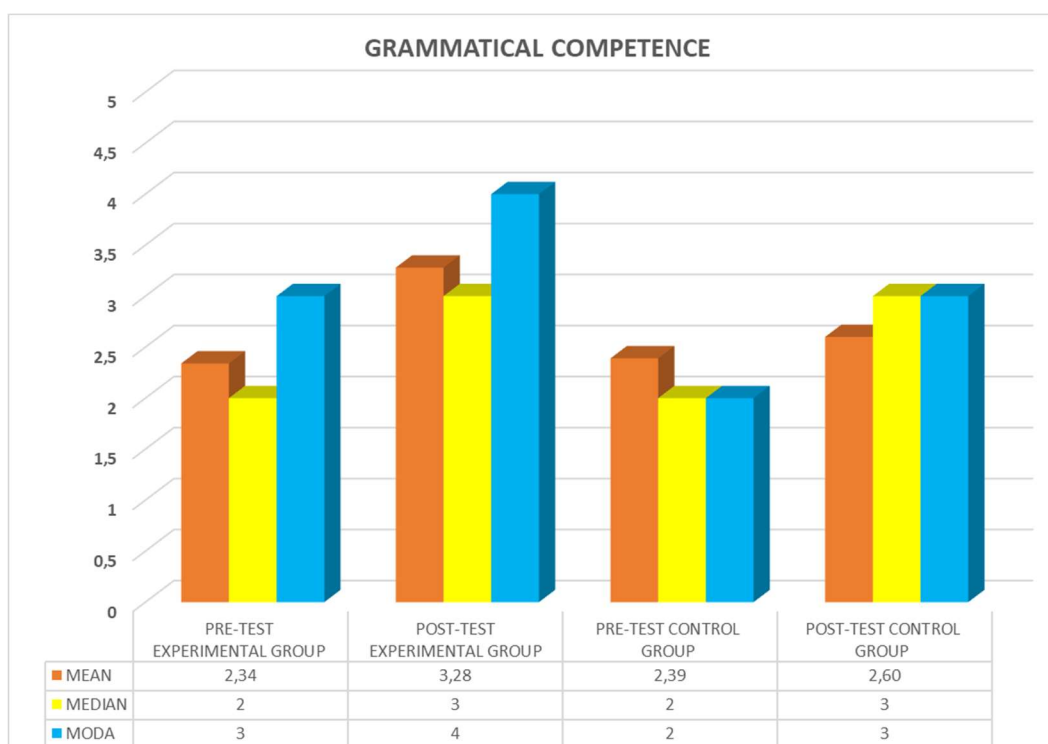
Self-elaboration (Vásquez and Vélez, 2024)

The first graphic is about the results on grammatical competence. The first set of columns is about the pre-test of the experimental group, which obtained 2.34 in the mean (average), 2 in the median, and 3 in the mode. The second set of columns is about the experimental group's post-test; during the post-test, this group obtained 3.28 in the mean, 3 in the median, and 4 in the mode, which means an improvement in this communicative competence. On the other hand, the third set of columns is on the pre-test of the control group; this group obtained 2.39 in the mean (average), 2 in the median, and 2 in the mode. Finally, the fourth set of columns is about the post-test of the control group. During the post-test, this group obtained 2.60 in the mean (average), 3 in the median, and 3 in the mode, which means a non-significant advance, especially in the media.

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Trabajo de Integración Curricular   Milton Xavier Vásquez Loja
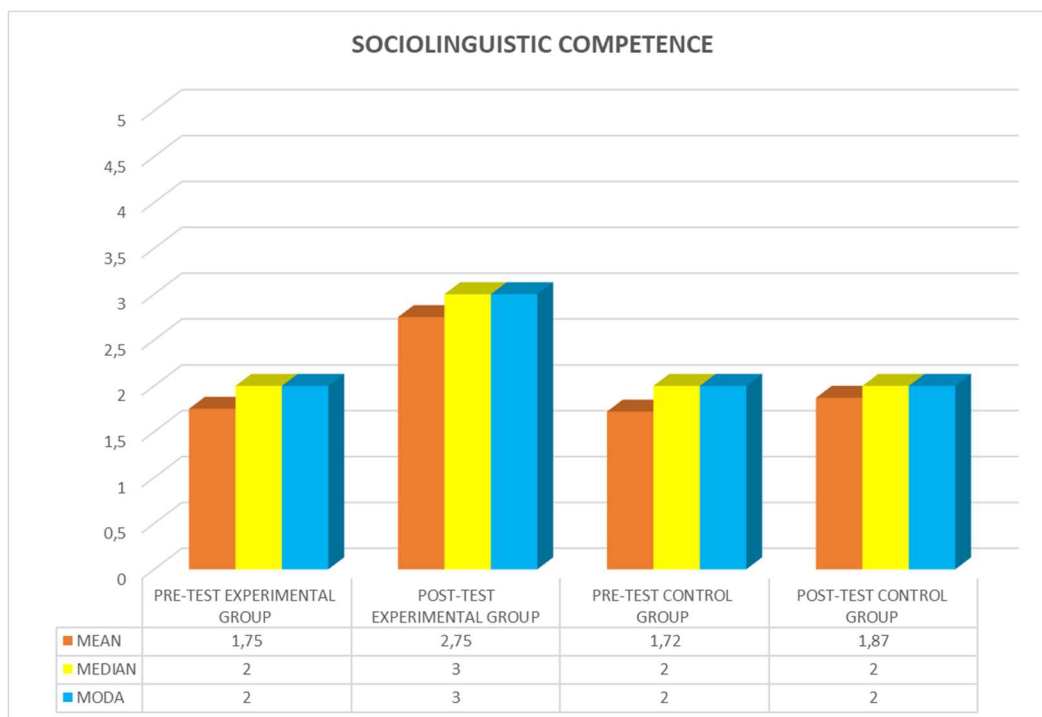
Cinthya Anabel Vélez Angulo

As mentioned above, the table represents the results regarding grammatical competence. The experimental and control groups knew grammatical structures, sentence formation rules, and linguistic expressions.

Regarding grammatical competence, Abduh (2013) concluded that "the use of Information Gap activities in teaching speaking could improve the students' speaking accuracy consisting of vocabulary, pronunciation, and grammar" (p. 74). The results of this study show a significant improvement between the pre-test and the post-test of the experimental group due to the application of the Information gap activity. Among the improvements demonstrated by the experimental group, improvements could be identified in the degree of control of simple grammatical forms, vocabulary range, intonation, and articulation of sounds. Therefore, the Information gap is useful for teaching and practicing grammatical competence as it enriches grammatical knowledge, correct pronunciation, vocabulary, and word and sentence formation.

The research carried out by Daar and Ndorang (2020) showed that applying different English-speaking techniques led students to develop self-learning habits without keeping collaboration or interaction with one another aside. In the same way, students were given assignments to develop vocabulary, write stories, answer questions based on passages, build sentences, etc. It concluded that using CLT activities/techniques helped students have an active role during class time, develop autonomous work and peer interaction, and enhance their communicative competence. Regarding grammatical competence, with the activities students were given, they also learned to identify the grammatical structures, develop tasks of creating or completing sentences, and answer questions following a specific English tense.

Graphic 2.

Results on the Sociolinguistic Competence in Speaking Skills

SOCIOLINGUISTIC COMPETENCE	PRE-TEST EXPERIMENTAL GROUP	POST-TEST EXPERIMENTAL GROUP	PRE-TEST CONTROL GROUP	POST-TEST CONTROL GROUP
MEAN	1,75	2,75	1,72	1,87
MEDIAN	2	3	2	2
MODA	2	3	2	2

Self-elaboration (Vásquez and Vélez, 2024)

The second graphic is about the results on sociolinguistic competence. The first set of columns is about the pre-test of the experimental group, which obtained 1,75 in the mean (average), 2 in the median, and 2 in the mode. The second set of columns is about the experimental group's post-test; during the post-test, this group obtained 2,75 in the mean, 3 in the median, and 3 in the mode, which means a significant improvement in this communicative competence. On the other hand, the third set of columns is on the pre-test of the control group; this group obtained 1,72 in the mean (average), 2 in the median, and 2 in the mode. Finally, the fourth set of columns is about the post-test of the control group. During the post-test, this group

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obtained 1.87 in the mean (average), 2 in the median, and 2 in the mode, which means they did not have any improvement in sociolinguistic competence.
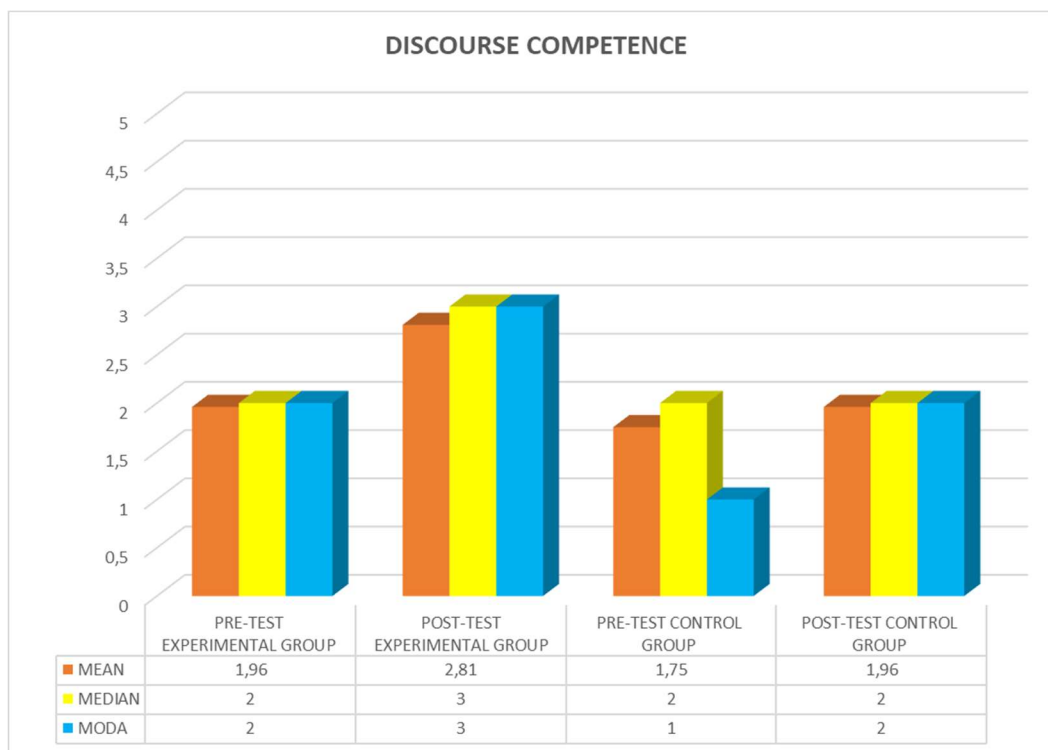
The above table shows the results obtained regarding sociolinguistic competence in which both groups, experimental and control, were aware of using language in different contexts, how to respond to the language appropriately, and how to interact with one another.

As for sociolinguistic competence, according to Muhamadjonovna (2020), "Role-plays are the best for building students' sociolinguistic competence. Role-playing is an activity in which students receive social roles that allow them to master communication with the framework of social contact in conditions" (p. 301). The results revealed a significant improvement between the pre-test and the post-test taken to the experimental group due to the application of role-play activity. During and after the application of role-play activity, participants demonstrated good language negotiation, interaction, linguistic variation regarding social interaction, and use of vocabulary. Role-plays are suitable activities for guiding students to enhance their sociolinguistic competence to facilitate their communication.

As previously stated, the research carried out by Heras and Camino (2022) showed that applying CLT as an approach in English classes helped students to use the language for real-life situations. It also boosted students' speaking troubles by implementing techniques such as interviews, strip stories, and role-plays. Regarding sociolinguistic competence, the researchers applied CLT during the lessons and developed activities for students to use the language in real-life situations, use the language in different contexts, and communicate or interact with others, whether the setting is formal or informal. Role-play activities helped students to improve their communicative competence as well as their speaking skills.

Graphic 3.

Results on the Discourse Competence in Speaking Skills

DISCOURSE COMPETENCE			
	PRE-TEST EXPERIMENTAL GROUP	POST-TEST EXPERIMENTAL GROUP	PRE-TEST CONTROL GROUP	POST-TEST CONTROL GROUP
MEAN	1,96	2,81	1,75	1,96
MEDIAN	2	3	2	2
MODA	2	3	1	2

Self-elaboration (Vásquez and Vélez, 2024)

The third graphic refers to the results collected on discourse competence. The first set of columns is about the pre-test of the experimental group, which obtained 1,96 in the mean (average), 2 in the median, and 2 in the mode. The second set of columns is about the experimental group's post-test; during the post-test, this group obtained 2.81 in the mean, 3 in the median, and 3 in the mode, which means a significant improvement in discourse competence. On the other hand, the third set of columns is on the pre-test of the control group; this group obtained 1,75 in the mean (average), 2 in the median, and 1 in the mode. Finally, the fourth set of columns is about the post-test of the control group. During the post-test, this group obtained 1.96 in the mean (average), 2 in the median, and 2 in the mode, which means that this group did not

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show progress in this communicative competence and that, on the contrary, they remained in the same range of scores as during the pre-test.
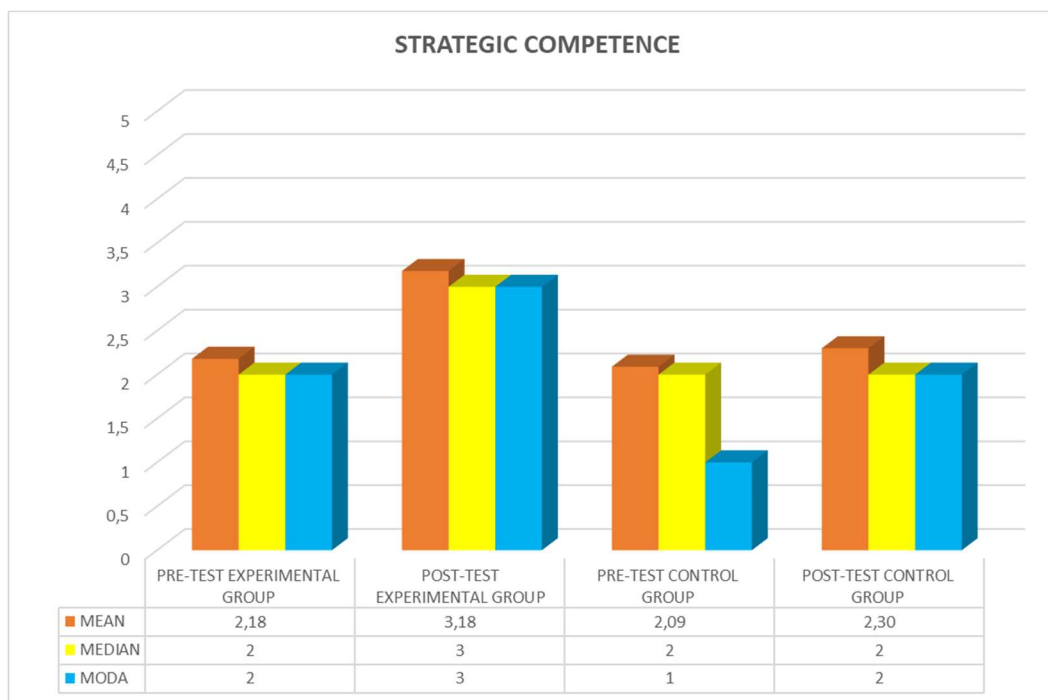
The table presented demonstrates the results obtained regarding the discourse competence in which both groups, experimental and control, were aware of how to give coherence and cohesion to what they are saying and how they connect ideas, using collocations, conjunctions, and logical connections.

As for discourse competence, according to Iman (2017), debate activity helps students learn how to organize research or ideas into meaningful and persuasive presentations and contribute to constructive arguments. As exposed, there is a significant improvement between the pre-test and the post-test taken to the experimental group due to the use of debate activity, which helped students enhance their discourse competence. The results demonstrated that students developed good contribution and organization while speaking, not hesitation, cohesion, and coherence, which allowed students to make convincing arguments, formulate meaningful speaking practices, and boost good discourse competence.

As stated earlier in this study, research conducted by Rezalous and Yagiz (2021) showed that students were satisfied with their performance after turning the classroom into a speaking environment by applying Communicative Language Teaching activities. CLT provided a competitive classroom environment that led to high-class participation. An increase in participation, interaction and competitiveness was observed when implementing debate activities, which improved the students' discursive competence. It helps to understand that students demonstrate good oral skills in a safe environment through using CLT activities in English classes.

Graphic 4.

Results on the Strategic Competence in Speaking Skills

STRATEGIC COMPETENCE

	PRE-TEST EXPERIMENTAL GROUP	POST-TEST EXPERIMENTAL GROUP	PRE-TEST CONTROL GROUP	POST-TEST CONTROL GROUP
MEAN	2,18	3,18	2,09	2,30
MEDIAN	2	3	2	2
MODA	2	3	1	2

Self-elaboration (Vásquez and Vélez, 2024)

The fourth graphic shows the results of strategic competence. The first set of columns is about the pre-test of the experimental group, which obtained 2,18 in the mean (average), 2 in the median, and 2 in the mode. The second set of columns is about the experimental group's post-test; during the post-test, this group obtained 3,18 in the mean, 3 in the median, and 3 in the mode, which means a significant improvement in strategic competence. On the other hand, the third set of columns is on the pre-test of the control group; this group obtained 2.09 in the mean (average), 2 in the median, and 1 in the mode. Finally, the fourth set of columns is about the post-test of the control group. During the post-test, this group obtained 2.30 in the mean

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(average), 2 in the median, and 2 in the mode, which means that, like the other communicative competencies, they did not significantly improve during the post-test.

The previous table exhibits the results regarding the strategic competence in which both experimental and control groups were aware of verbal and non-verbal communication, body language, repetition, and asking for help.

As for strategic competence, Syafii et al. (2021) concluded, "listening or reading a story can be fit with speaking by telling the story with the learners' expressions. Storytelling techniques help students by emphasizing the beginning, middle, and end of the story" (p. 307). The results indicate an essential improvement between the pre-test and the post-test taken to the experimental group because the storytelling activity was applied to enhance the strategic competence of students. The improvement reveals good prompting, language adaptation to the situation, initiation, and response to the conversation. Therefore, storytelling helps students give meaning to what they are telling/saying to follow an order.

A previous study conducted by Obando & Lozada (2023) demonstrated that although CLT strategies such as role-plays, oral presentations, describing pictures, and reporting situations contribute to the development of students' English-speaking skills, they still have some difficulties in producing the language. However, when the storytelling activity was applied, the students used different strategies to continue with the story, from using synonyms of words they did not know in English to using their body language to make themselves understood and to be able to produce the English language effectively. Overall, this helped them to improve strategic competence, and regardless of the activity or strategy used, they can use different strategies to produce the language and convey the message effectively.

4.1 Hypothesis Verification

To test the integrity of the hypothesis, the t-test method was used, which, according to Ugoni and Walker (1995), "is commonly used to test hypotheses involving numerical data" (p. 37). It is worth mentioning the Excel program was used to make the necessary calculations.

First, two hypotheses were formulated: the null hypothesis and the alternative hypothesis. The null hypothesis is the counterpart of the alternative hypothesis, and it mentions that there will not be an improvement. On the other hand, the alternative hypothesis was previously drafted in the introduction chapter, it believes that after the implementation of the CLT activities in the experimental group there will be an improvement. Moreover, it is worth mentioning that the hypothesis verification was performed by using the data collected from the experimental group since this group received the implementation of the CLT activities.

Null hypothesis (H0): Implementing Communicative Language Teaching activities won't boost the English-speaking communicative Competence of 12th-grade students at a public school.

Alternative hypothesis (H1): Implementing Communicative Language Teaching activities will boost the English-speaking communicative Competence of 12th-grade students at a public school.

Table 2.

Mean and Variances' Values

Experimental Group	General Mean	Sample	Variance
Pre-test	8,25	32	13,03225806
Post-test	12,03	32	10,41834677

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	Common Variance=	11,72530242

Self-elaboration (Vásquez and Vélez, 2024)

Second, the mean (average) and the variance of the pre-test and post-test of the experimental group were calculated. The variance measures how much the values in a data set vary from the mean. A high variance means that the data disperses from the mean, while a low variance implies that the data concentrates closer to the mean. Therefore, as it can be seen in the following table, during the pre-test the variance was 13,03, which means that students present a wide variation from their results, most of them are below the mean while others maintain close to the mean. Otherwise, during the post-test the variance was 10,41, which means that students present a narrow variation from their results, most of them are at and above mean.

Table 3.

T-Values

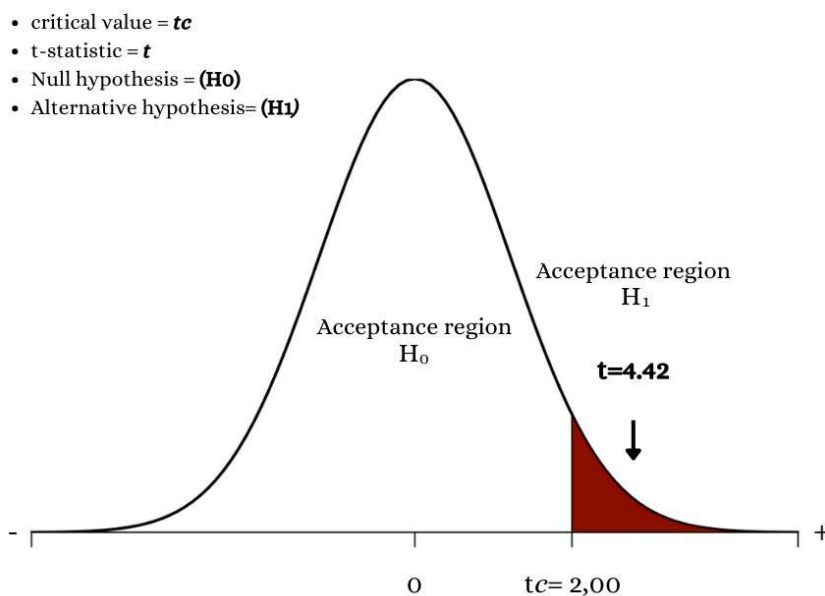| t-statistic (t)	>	Critical value (tc)
4,42		2,00
Degrees of freedom		
62		
p-value	<	**Significance level**
0,000041		0,05

Self-elaboration (Vásquez and Vélez, 2024)

Third, the t-statistic (4.42) was calculated, which is a measure that determines whether there is a significant difference between the pre-test and post-test means of the experimental

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group. Moreover, the degrees of freedom (62) were calculated that are necessary to obtain the critical value, then a critical value (2.00) which is used as a limit to accept or reject the null hypothesis. As shown in the table, the t-statistic is higher than the critical value, which means that the value of the t-statistic is outside the acceptance region of the null hypothesis and therefore the null hypothesis is rejected. In addition, the p-value (0.000041) was obtained which evaluates the evidence against the null hypothesis, considering that the significance level is 0.05, the null hypothesis was rejected, because the p-value is lower than the significance level.

Figure 3.

T-Students Distribution

- critical value = *tc*
- t-statistic = *t*
- Null hypothesis = **(H0)**
- Alternative hypothesis= **(H1)**

Acceptance region
H_1

Acceptance region
H_0

t=4.42

$tc= 2,00$

Self-elaboration (Vásquez and Vélez, 2024)

Finally, the previous values were presented in the T-Students Distribution figure, which showed that the t-statistics is higher than the critical value, which means that the t-statistics value

is inside the acceptance region of the alternative hypothesis. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted, concluding that Communicative Language Teaching activities boost the English-speaking communicative Competence of 12th-grade students at a public school, and there is a significant difference between the means of the pre-test and post-test of the experimental group.

In summary, the results of this study highlight the effectiveness of applying Communicative Language Teaching (CLT) activities to improve communicative competence in speaking. Thanks to the comparison between the pre-test and the post-test of the two research groups, it can be stated that the application of CLT activities does influence the development of the four communicative competencies. While the group that received the treatment (experimental) demonstrated significant improvements in the four communicative competencies, the group that did not have the treatment (control) maintained a low level in the four communicative competencies. These results affirm that CLT activities are sustainable tools to improve students' speaking communicative competence. Furthermore, the results have practical importance for educators seeking innovative approaches to enhance learning outcomes within the classroom.

CHAPTER V

5. Conclusions

In conclusion, compliance with the specific objectives established in this study has provided valuable knowledge for improving communicative competence in speaking skills. The first specific objective consisted of applying a pre-test designed to diagnose the baseline communicative competence of the participants. This diagnostic tool served as a reference point, providing an understanding of communicative competence levels before applying CLT activities.

Thanks to the results obtained in the pre-test, it was identified that the two groups maintain a similar level of communicative competence; during the pre-test, both groups showed great difficulty in sociolinguistic competence. On the other hand, they demonstrated a reasonable performance in grammatical competence. However, it does not mean that the students showed an exceptional level. On the contrary, both groups had difficulties in the four communicative competencies.

Subsequently, the second specific objective, which was the implementation of Communicative Language Teaching (CLT) activities, became the focal point of the intervention. CLT activities helped create an immersive and communicative language learning environment. Through the CLT approach, students actively participated in authentic communicative situations, reinforced their grammatical skills, and developed some strategies for producing appropriate language, which fostered the development of their oral skills in meaningful contexts.

The end of the intervention was marked by the administration of a post-test, which was designed to assess and quantify any identified improvement in the participants' communicative competence. Analysis of the post-test results proved the effectiveness of the CLT activities implemented. Furthermore, the results were positive, meaning the intervention improved students' speaking skills, validating the merit of integrating CLT activities into language teaching to boost the four communicative competencies in speaking skills.

The present research has successfully addressed the general objective of determining how Communicative Language Teaching activities boost English-speaking Communicative Competence in 12th-grade students at a public school. Through the analysis of the results obtained, it was evidenced that implementing CLT activities in the teaching process improves

students' communicative competence in speaking skills. The results support the research question and accept the hypothesis posed previously.

Finally, this study contributes to the previous knowledge of teachers about the CLT approach and its application in classrooms, providing valuable ideas, foundations, and recommendations that can be useful for them to boost communicative competence in English speaking skills.

5.1 Recommendations

Based on the results gathered in this study, it is recommended to apply CLT activities frequently so that the students' speaking communicative competence improves on a higher level. Considering that this study had four sessions of treatment applied, a considerable improvement is noticeable; teachers can create more sessions/lessons to get students to improve even more.

Next, it is recommended that teachers be knowledgeable about the teaching method they apply to the students in the classroom. Teachers should distinguish the skills their students are struggling with to find a suitable teaching method to help them develop, improve, or foster those language skills.

Regarding the activities, in this case, communicative ones, teachers should consider adapting those activities to the needs of the students. Not every student learns in the same way, but we can take into account that we, as teachers, want to achieve an understanding of what students are being taught. On the other hand, exposing students to real-life situations while preparing and performing a task must be considered so that the students get the whole experience of what to expect if they use the language outside the classroom.

We also recommend, if possible, the use of technology. Most schools have electronic devices that can be used during the lessons, but based on what we have observed, they are not used because of the time given to teach certain subjects. These devices, such as projectors, speakers, computers, etc, will make the lesson more interactive; students will be focused on what is written, instructions, pictures, or videos.

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Appendixes

(Appendix 1)

Consent signed by the school's rector

UNAE

Trabajo de Integración Curricular en PINE
Comité de Titulación de PINE

UNAE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
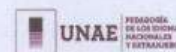
CONSENT LETTER FOR THE SCHOOL RECTORS

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Azogues, 20 de octubre de 2023

1. **DATOS INFORMATIVOS:**

1.1. Apellidos y nombres: Vásquez Loja Milton Xavier Vélez Angulo Cinthya Anabel	
1.2. Carrera: Pedagogía de los Idiomas Nacionales y extranjeros	1.3. Itinerario: Horas de inglés de los estudiantes
1.4. Ciclo: Noveno Ciclo	1.5. Paralelo: 2

Nombre del Rector: Dr. Paul Castanier González

Rector de la institución Educativa

Nosotr@s, **Milton Xavier Vásquez Loja y Cinthya Anabel Vélez Angulo**, nos dirigimos a usted muy respetuosamente para solicitar una autorización de ingreso a la **Unidad Educativa "LUIS CORDERO"**, con el objetivo de ejecutar un estudio educativo como parte de nuestro Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallamos nuestro estudio educativo:

Detallar el Estudio

Communicative Language Teaching activities to foster English-Speaking communicative competence in 12th grade students from a public school

_____

Trabajo de Integración Curricular   Milton Xavier Vásquez Loja

                                                      Cinthya Anabel Vélez Angulo

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UNIVERSIDAD NACIONAL DE EDUCACIÓN

Trabajo de Integración Curricular en PINE
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UNAE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

OBJETIVO

Determinar cómo las actividades de Enseñanza de la Lengua Comunicativa mejoran la competencia comunicativa del habla en Ingles en estudiantes de 3ro de Bachillerato en una escuela pública.

METODOLOGIA

La metodología aplicada para este estudio es una investigación experimental, con un enfoque cuantitativo, por lo tanto, es necesario la aplicación de instrumentos de medición antes y después de la intervención. Esto nos ayuda a comprobar si existe un mejoramiento o no en las competencias comunicativas del muestreo seleccionado previamente.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,

Milton Xavier Vásquez Loja
C.I.: 0150371698
Cinthya Anabel Vélez Angulo
C.I.: 0302640057

Autorizado.

Firma:

Nombres y apellidos: Paúl Cstania G.

Sello de la institución:

(Appendix 2)

Consent signed by students' parents

_____

(Control + Click on the link to see the consents)

Informed consent experimental group

IMFORMED CONSENT_EXPERIMENTAL GROUP.pdf

Informed consent control group

INFORMED CONSENT_CONTROL GROUP.pdf

(Appendix 3)

Pre-test and post-test

Frame for speaking test

Test 1

Part 1 (2-3 minutes)

Task   Identifying oneself; giving information, talking about daily life, vocabulary.

Phase 1

Examiner

A/B   Good morning / afternoon / evening.

AB   I'm …………………and this is …………………….

He/she is just going to listen to us.

A   Now, what's your name?

Thank you.

B   And what's your name?

Thank you.

B   What's your surname?

How do you spell it?

Thank you.

A   What's your surname?

How do you spell it?

_____

Thank you.

Phase 2

Examiner

(Select one or more questions from the list to ask each candidate. Ask Candidate B first.)

What did you eat for breakfast yesterday?

How did you get to high school yesterday?

How much money did you spent in your cellphone?

What are you going to do tonight?

What are your plans for the weekend?

What are you going to celebrate in December?

Can you tell me 4 sports that use a ball?

Can you name 5 objects that you can find in a classroom?

Can you name 4 professions or occupations?

Can you use the word "**travel**" in a sentence.

Can you use the word "**love**" in a sentence.

Can you use the word "**play**" in a sentence.

Can you use the word "**social media**" in a sentence.

Can you use the word "**play**" in a sentence.

Examiner   Thank you.

(Introduction to Part 2) In the next part, you are going to perform a real-life situation.

Part 2 (1:30 – 2 minutes)

Tasks   Performing a real-life situation.

Examiner   Say to both candidates:

I'm going to describe a real-life situation to you and give a picture to help you.

An influencer was invited to a channel to talk about himself. To give information of how he became the person he is now and how he succeed. Talk about the different questions that the interviewer can ask to the influencer.

Example: How much time do you spend recording a video? (I spend 4 hours recording a video)

How much money do you need to record a video? (I usually need 100 to record a video)

I'm going to describe a real-life situation to you and give a picture to help you.

A person enters to a video game store and asks for the Call of Duty video game. Talk about the different questions the customer can asks to the seller in order to know about the video game.

Example: How many versions of the game do the shop sell? (The 2003 version)

How much the video game is? It is 15 dollars)

I'm going to describe a real-life situation to you and give a picture to help you.

A student received a bad grade and wanted to talk with the teacher. The teacher tells the students that the task is not well completed. Talk about the different things the student can asks to the teacher about not failing that task.

Example: Why do I have a bad grade? (The task does not fulfill what was required)

Can I do another task instead? (We will see)

I'm going to describe a real-life situation to you and give a picture to help you.

Two friends are deciding what movie to watch but they have different likes about movie genres. Talk about what movie can each of them recommend watching to have an agreement.

Example: I would say we watch fast and furious, it has explosions, action, love.

I would recommend a horror movie. Something always comes out of nowhere.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

_____

Part 3 (3 minutes)

Task Choosing**,** describing an image on your own.

Examiner Say to both candidates.

Now, I would like you talk on your own about something. I'm going to give you a picture about social media apps and each of you would choose the one you think is the best.

Candidate A choose a picture talk about it and **Candidate B** just listens. **Candidate B** you will have the chance to talk about your picture once the **Candidate A** has finished.

Candidate A, please tell us what you can say about your picture.

Approximately one minute.

A/B   If the talking time is not completed yet the examiner must intervene with

---

Examiner   Here is the picture.

Candidate **A** choose a picture and talk about it.

Thank you.

Examiner   Candidate **B** now is your turn, choose a picture and talk about it.

Thank you.

Picture (1)

(social media) Which is the best social media? Why? Give me reasons.
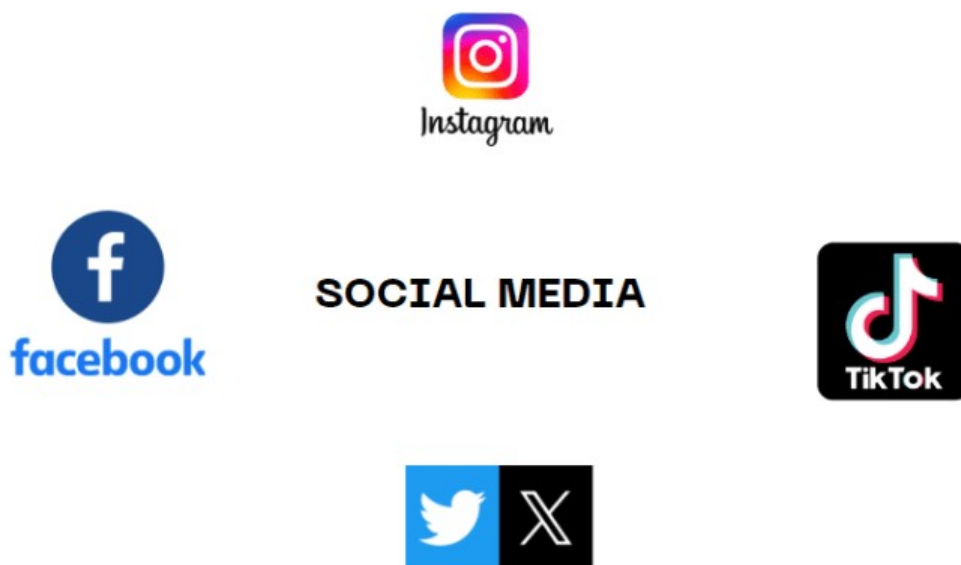
Picture (2)

(Cell phone) Which is the best cell phone? Why? Give me reasons.

Picture (3)

      (Sport) Which is the best sport for you? Why? Give me reasons.

Sports

Part 4 (1 minute)

Task   Talking about a specific theme, picture, topic.

Examiner   Say to both candidates

> **Candidate A** is going to start by picking a theme, picture or topic provided by the examiner. Just the **Candidate A** is allowed to look at the theme, picture or topic chosen. The Candidate must talk about what he/she chose without the other candidate looking it. Once **Candidate A** has finished talking, **Candidate B** guess what was the theme, picture, or topic the **Candidate A** was Talking about.
>
> *Approximately one minute.*

Examiner   Candidate **A** here is your picture.

        Thank you.

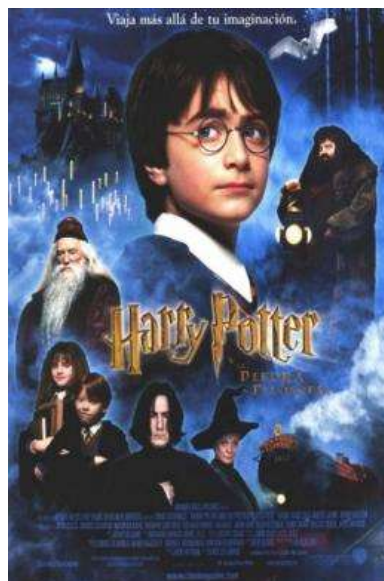**Examiner**   Candidate **B** now is your turn, here is your picture.

        Thank you.

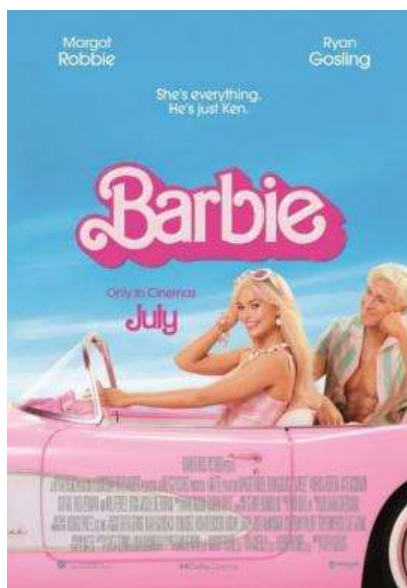   *Picture (1)*   *Picture (2)*

_____

Picture (3)

Picture (4)

Picture (5)

Picture (6)

Picture (7)

Picture (8)

(Appendix 4)

Rubric of pre and post test

	Grammatical Competence	*Discourse Competence*	*Grammatical Competence*	*Sociolinguistic and Strategic Competence.*
B1	**Grammar and Vocabulary**	**Discourse Management**	**Pronunciation**	**Interactive Communication**
5	• Shows a good degree of control of simple grammatical forms and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support. • Shows appropriate knowledge of linguistic variations associated with social factors. • Demonstrates a high ability to adapt their language to the need of the interaction.
4	*Performance shares features of Bands 3 and 5*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support. • Shows relevant knowledge of linguistic variations associated with social factors. • Demonstrates relevant ability to adapt their language to the need of the interaction.
2	*Performance shares features of Bands 1 and 3*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterized by short phrases and frequent hesitation. • Repeats information of digresses from the topic.	• Is mostly intelligent, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support. • Shows knowledge of linguistic variations associated with social factors despite the limited control of vocabulary. • Demonstrates ability to adapt their language despite limited vocabulary that the interaction demand.
0	*Performance below Band 1*			

Adapted from: Cambridge English: Preliminary (PET) (2023), Speaking Assessment Rubric

_____

Trabajo de Integración Curricular   Milton Xavier Vásquez Loja

Cinthya Anabel Vélez Angulo

(Appendix 5)

Validation of instrument by experts

Trabajo de Integración Curricular en PINE
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UNAE
PEDAGOGÍA
DE LOS IDIOMAS
NACIONALES
Y EXTRANJEROS

Validation of the Instrument by Experts.

Evaluator´s name: Kleber Segundo Pillajo Once

Specialty: English Teacher

Academic degree:

- Licenciado en ciencias de la educación mención ingles
- Máster universitario en métodos de enseñanza en educación personalizada

Authors of the Final Integrated Project:

- Milton Xavier Vásquez Loja - Cinthya Anabel Vélez Angulo

Title of the research:

Communicative Language Teaching Activities to Foster English-Speaking
Communicative Competence in 12th-grade students from a public school

General objective:

To determine how Communicative Language Teaching activities boost English-
Speaking Communicative Competence in 12th-grade students at a public
school.

Specific objectives:

- To diagnose the students' communicative competence in oral skills before
  applying CLT activities.

- To apply an intervention of CLT activities in the classroom to boost the
  students' communicative competence in oral skills.

- To assess students' communicative competence in oral skills after applying
  the CLT activities.

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Trabajo de Integración Curricular en PINE
Comité de Titulación de PINE

UNAE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

1. INSTRUMENT TO VALIDATE THE RATING SCALE

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which best corresponds to your judgment.

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4 – Agree
        5 – Strongly Agree

Criteria

Criteria	1	2	3	4	5
The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	(5)
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	(5)
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	(5)
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	(4)	5
The items in the instrument are stated clearly.	1	2	3	4	(5)
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	(5)
The terms adapted in the scale are culturally appropriate.	1	2	3	(4)	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	(4)	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	(5)
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	(5)

_____

2. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

   Yes __X__   NO_____

2. What items would you add or erase?

   From my point of view all the items are appropiate to achieve the main objective of this project.

3. What other suggestions would you make to improve this instrument?

   I would suggest to talk this through with the students, get them know what are you going to do and then apply it. Make any changes if it is neccessary.

Evaluator's Names: Kleber Segundo Pillajo Once
ID: 0104469655
Academic Degree:

- Licenciado en ciencias de la educación mención ingles
- Máster universitario en métodos de enseñanza en educación personalizada

Signature: _____

Validation of the Instrument by Experts.

_____

Trabajo de Integración Curricular   Milton Xavier Vásquez Loja

                                                     Cinthya Anabel Vélez Angulo

Evaluator´s name: Fernanda Elizabeth Sarango Solano

Specialty: Curriculum and Instruction

Academic degree: Master in Curriculum and Instruction-English as a second language.

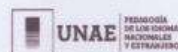**Authors of the Final Integrated Project:**

- Milton Xavier Vásquez Loja - Cinthya Anabel Vélez Angulo

Title of the research:

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1. INSTRUMENT TO VALIDATE THE RATING SCALE

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which best corresponds to your judgment.

1 – Strongly Disagree   **2** – Disagree   **3** – Undecided   **4** – Agree
       5 – Strongly Agree

Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	(4)	5
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The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	(4)	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	(4)	5
The items in the instrument are stated clearly.	1	2	3	4	(5)
The items on the instrument can elicit responses which are stable, definite, consistent, and not conflicting.	1	2	3	(4)	5
The terms adapted in the scale are culturally appropriate.	1	2	3	(4)	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	(4)	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	(5)
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	(5)

Trabajo de Integración Curricular   Milton Xavier Vásquez Loja

                                                    Cinthya Anabel Vélez Angulo

1. COMMENTS AND SUGGESTIONS SECTION

1. **Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?**

    YES __X___   NO_____

2. **What items would you add or erase?** Since this is an adaptation of the original exam, the necessary changes have been done by the researchers already.

3. **What other suggestions would you make to improve this instrument?** To consider the time of the instrument´s application, do not know the number of participants and the allocated time researchers have to apply it.

Evaluator's Names: Fernanda Elizabeth Sarango Solano

ID: 1104464274

Academic Degree: Master in Curriculum and Instruction-English as a second language.

Signature: Firmado electrónicamente por:
                         **FERNANDA ELIZABETH
                         SARANGO SOLANO**

(Appendix 6)

Lessons plans for the treatment

(Control + Click on the link to see the lessons plans)

Lesson-Plan-implementation INFORMATION GAP.docx

Lesson-Plan-implementation ROLE-PLAY.docx

Lesson-Plan-implementation DEBATES.docx

_____

Trabajo de Integración Curricular   Milton Xavier Vásquez Loja

                                                     Cinthya Anabel Vélez Angulo

Lesson-Plan-implementation STORYTELLING.docx

(Appendix 7)

Grade sheets

UNIDAD EDUCATIVA "LUIS CORDERO"

3RO BGU "A" EXPERIMENTAL GROUP (PRES-TEST)

STUDENTS		GRAMMATICAL COMPETENCE (5)		SOCIOLINGUISTIC COMPETENCE (5)		DISCOURSE COMPETENCE (5)		STRATEGIC COMPETENCE (5)		TOTAL, SCORE (5)	
A	B	A	B	A	B	A	B	A	B	A	B
ALBAN FAJARDO EVELYN TATIANA	MORQUECHO GUAMAN JONNATHAN LEONARDO	1	3	0	0	0	2	1	2	2	7
ANDRADE GUAMAN CARLOS REMIGIO	NEIRA TENELEMA DIEGO HERNAN	2	1	2	0	2	1	2	1	8	3
ARCE OCHOA DAVID FELIPE	AVILA GARCIA CAMILA ELIZABETH	3	4	3	4	3	4	3	4	12	16
CALDERON SALAZAR KEYLA KATTIUSKA	PERALTA OCHOA LUIS CARLOS	2	3	1	1	1	1	2	2	6	7
CALLE MUNZON KERLY NAYELI	PEÑALOZA MINCHALA JOSSELINE ANAHI	3	3	4	4	4	4	3	3	14	14
CALLE SACOTO MATEO PAUL	PRADO AVENDAÑO NATHALIA JANINA	3	1	3	0	3	0	4	0	13	1
CAYAMCELA MOLINA PAOLA ALEXANDRA	QUINTUÑA AUCANCELA DOMENICA LISSETH	3	2	2	2	3	2	2	3	10	9
CORONEL CARDENAS DOMENICA ANAHI	ROJAS CABRERA KENIN LEONEL	2	3	1	1	1	2	1	2	5	8
CURILLO SALDAÑA DANNA MARIA	SANCHEZ LEON MARIA PAULA	1	3	2	2	2	3	1	4	6	12
DIAZ CABRERA ANGELICA MARIA	SIGUENCIA TAMAY ALINA NAYELI	3	3	2	2	2	2	3	3	10	10
DUCHIMAZA AVILA PABLO ISRAEL	SOLORZANO PULLA KEYLA MICAELA	3	2	1	1	1	2	3	2	8	7
FAJARDO CABRERA JOSELYN NATALIA	TAPIA GONZALEZ JOSUE DAVID	2	4	1	4	1	4	3	3	7	15
FERNANDEZ LOZANO JOSELYN ARIANA	TENEMAZA GUAMAN NAYELI VANESSA	2	2	2	2	2	1	2	1	8	6
GONZALEZ AUCANCELA CRISTIAN PATRICIO	TORRES NAULA JORDI GAEL	1	1	2	2	1	1	2	1	6	5
LATACELA GUALLPA KATHERINE PRISCILA	TORRES SIBRI JENNIFER LISBETH	2	2	1	2	2	2	2	1	7	7
MACIAS LEON ESCARLETH MARGARITA	VAZQUEZ PARRA EMILY JAMILETH	3	2	1	1	2	2	2	2	8	7
TOTAL											
		MEAN	2,34375	*MEAN*	1,75	*MEAN*	1,96875	*MEAN*	2,1875		
		MEDIAN	2	*MEDIAN*	2	*MEDIAN*	2	*MEDIAN*	2		
		MODA	3	*MODA*	2	*MODA*	2	*MODA*	2		

UNIDAD EDUCATIVA "LUIS CORDERO"

3RO BGU "A" EXPERIMENTAL GROUP (POST-TEST)

STUDENTS		GRAMMATICAL COMPETENCE (5)		SOCIOLINGUISTIC COMPETENCE (5)		DISCOURSE COMPETENCE (5)		STRATEGIC COMPETENCE (5)		TOTAL, SCORE (20)	
A	B	A	B	A	B	A	B	A	B	A	B
ALBAN FAJARDO EVELYN TATIANA	MORQUECHO GUAMAN JONNATHAN LEONARDO	2	4	1	1	1	2	2	3	6	10
ANDRADE GUAMAN CARLOS REMIGIO	NEIRA TENELEMA DIEGO HERNAN	3	2	3	1	3	2	3	2	12	7
ARCE OCHOA DAVID FELIPE	AVILA GARCIA CAMILA ELIZABETH	4	5	4	5	4	5	5	5	17	20
CALDERON SALAZAR KEYLA KATTIUSKA	PERALTA OCHOA LUIS CARLOS	2	4	1	2	2	2	3	3	8	11
CALLE MUNZON KERLY NAYELI	PEÑALOZA MINCHALA JOSSELINE ANAHI	4	4	5	5	4	4	4	4	17	17
CALLE SACOTO MATEO PAUL	PRADO AVENDAÑO NATHALIA JANINA	4	2	3	2	3	2	5	2	15	8
CAYAMCELA MOLINA PAOLA ALEXANDRA	QUINTUÑA AUCANCELA DOMENICA LISSETH	4	2	3	3	3	3	3	4	13	12
CORONEL CARDENAS DOMENICA ANAHI	ROJAS CABRERA KENIN LEONEL	3	4	3	3	2	3	2	3	10	13
CURILLO SALDAÑA DANNA MARIA	SANCHEZ LEON MARIA PAULA	2	4	3	3	3	4	2	4	10	15
DIAZ CABRERA ANGELICA MARIA	SIGUENCIA TAMAY ALINA NAYELI	4	4	3	3	3	3	4	4	14	14
DUCHIMAZA AVILA PABLO ISRAEL	SOLORZANO PULLA KEYLA MICAELA	4	3	2	2	3	3	3	3	12	11
FAJARDO CABRERA JOSELYN NATALIA	TAPIA GONZALEZ JOSUE DAVID	3	5	2	4	2	4	3	4	10	17
FERNANDEZ LOZANO JOSELYN ARIANA	TENEMAZA GUAMAN NAYELI VANESSA	3	3	2	3	2	2	3	2	10	10
GONZALEZ AUCANCELA CRISTIAN PATRICIO	TORRES NAULA JORDI GAEL	2	2	3	3	2	2	3	3	10	10
LATACELA GUALLPA KATHERINE PRISCILA	TORRES SIBRI JENNIFER LISBETH	3	3	2	3	3	3	3	2	11	11
MACIAS LEON ESCARLETH MARGARITA	VAZQUEZ PARRA EMILY JAMILETH	4	3	3	2	3	3	3	3	13	11
TOTAL											
		MEAN	3,28125	MEAN	2,75	MEAN	2,8125	MEAN	3,1875		
		MEDIAN	3	MEDIAN	3	MEDIAN	3	MEDIAN	3		
		MODA	4	MODA	3	MODA	3	MODA	3		

UNIDAD EDUCATIVA "LUIS CORDERO"

3RO BGU "E" CONTROL GROUP (PRE-TEST)

Trabajo de Integración Curricular

Milton Xavier Vásquez Loja
Cinthya Anabel Vélez Angulo

STUDENTS		GRAMMATICAL COMPETENCE (5)		SOCIOLINGUISTIC COMPETENCE (5)		DISCOURSE COMPETENCE (5)		STRATEGIC COMPETENCE (5)		TOTAL, SCORE (20)	
A	B	A	B	A	B	A	B	A	B	A	B
CALLE LEON MATEO SEBASTIAN	YANEZ PIÑA JOSUE MATEO	2	2	2	2	1	3	2	4	7	11
CALLE PESANTEZ PAULA FRANCHEZCA	PAIDA CAMPOVERDE DOMENICA ANABEL	2	2	2	3	0	3	2	3	6	11
CHICAIZA GONZALEZ JOFFRE PAUL	QUEZADA BURI CAMILA DOMENICA	3	3	1	2	2	2	3	3	9	10
CONTRERAS CORDOVA FERNANDO ISMAEL	RAMIREZ PALOMEQUE JOSHUA STALIN	3	2	3	0	3	1	3	3	12	6
CORONEL LUCERO CHRISTOPHER STEVEN	REMACHE PACHECO GENESIS LISSBETH	3	3	3	1	3	2	2	1	11	7
DELGADO GUILLEN EMILY SAMANTHA	RODRIGUEZ ENCALADA GUILLERMO ANDRES	3	1	3	2	3	1	3	1	12	5
GONZALEZ CALLE EMILY DAYANA	SANCHEZ IDROVO ANGELICA MARIA	3	3	3	3	3	2	4	4	13	12
GONZALEZ ORTIZ KIARA MISHELL	SANCHO CAMPOVERDE JUAN ANTHONY	2	2	3	1	2	1	2	1	9	5
GONZALEZ PEÑAFIEL ESTEFANY LISSBETH	SOLORZANO VICUÑA NOHELIA ISBEL	2	2	2	2	1	2	1	3	6	9
GONZALEZ VALDIVIEZO MIGUEL FRANCISCO	TENEZACA SARMIENTO KEYLA MHIA	3	3	1	1	1	0	2	2	7	6
LOJANO YASCARIBAY JENNIFER ADRIANA	TORRES CARABAJO KAREN LISBETH	3	3	1	2	2	3	2	3	8	11
MAZA SIBRI JOSELYN ALEXANDRA	TORRES LEMA JORDAN ISRAEL	2	1	0	1	1	1	1	1	4	4
MORQUECHO UZHCA JORGE LUIS	VARELES CABRERA MIGUEL FRANCISCO	2	3	0	2	2	1	1	2	5	8
MERCHAN ESPINOZA JUAN FRANCISCO	VELEZ CAJAMARCA KEVIN DANIEL	3	3	1	3	1	4	2	3	7	13
MONCAYO RODRIGUEZ JUANA ALEJANDRA	VICUÑA AMENDAÑO DAMARIS SAMANTHA	2	2	2	2	2	2	1	1	7	7
BARAHONA SAMANTHA	YUBI DANIEL	2	2	1	1	1	1	1	1	5	5
	MOYON SALDAÑA WENDY MICAELA		2		1		1		1		5
TOTAL											

MEAN	2,393939	MEAN	1,7272727	MEAN	1,7575	MEAN	2,09090
MEDIAN	2	MEDIAN	2	MEDIAN	2	MEDIAN	2
MODA	2	MODA	2	MODA	1	MODA	1

UNIDAD EDUCATIVA "LUIS CORDERO"

3RO BGU "E" CONTROL GROUP (POST-TEST)

STUDENTS	GRAMMATICAL COMPETENCE (5)	SOCIOLINGUISTIC COMPETENCE (5)	DISCOURSE COMPETENCE (5)	STRATEGIC COMPETENCE (5)	TOTAL, SCORE (20)

Trabajo de Integración Curricular

Milton Xavier Vásquez Loja
Cinthya Anabel Vélez Angulo

A	B	A	B	A	B	A	B	A	B	A	B
CALLE LEON MATEO SEBASTIAN	YANEZ PIÑA JOSUE MATEO	2	3	2	3	1	3	2	4	7	13
CALLE PESANTEZ PAULA FRANCHEZCA	PAIDA CAMPOVERDE DOMENICA ANABEL	3	2	2	3	2	3	2	3	9	11
CHICAIZA GONZALEZ JOFFRE PAUL	QUEZADA BURI CAMILA DOMENICA	3	3	1	2	2	2	3	3	9	10
CONTRERAS CORDOVA FERNANDO ISMAEL	RAMIREZ PALOMEQUE JOSHUA STALIN	3	2	3	1	3	3	3	4	12	10
CORONEL LUCERO CHRISTOPHER STEVEN	REMACHE PACHECO GENESIS LISSBETH	3	3	3	1	3	2	2	1	11	7
DELGADO GUILLEN EMILY SAMANTHA	RODRIGUEZ ENCALADA GUILLERMO ANDRES	3	1	2	2	3	1	3	1	11	5
GONZALEZ CALLE EMILY DAYANA	SANCHEZ IDROVO ANGELICA MARIA	4	4	3	3	3	2	4	4	14	13
GONZALEZ ORTIZ KIARA MISHELL	SANCHO CAMPOVERDE JUAN ANTHONY	2	2	3	1	2	1	2	1	9	5
GONZALEZ PEÑAFIEL ESTEFANY LISSBETH	SOLORZANO VICUÑA NOHELIA ISBEL	2	2	2	2	1	2	1	3	6	9
GONZALEZ VALDIVIEZO MIGUEL FRANCISCO	TENEZACA SARMIENTO KEYLA MHIA	3	3	1	1	1	2	2	2	7	8
LOJANO YASCARIBAY JENNIFER ADRIANA	TORRES CARABAJO KAREN LISBETH	3	3	1	2	2	3	2	2	8	10
MAZA SIBRI JOSELYN ALEXANDRA	TORRES LEMA JORDAN ISRAEL	2	3	2	1	1	1	2	1	7	6
MORQUECHO UZHCA JORGE LUIS	VARELES CABRERA MIGUEL FRANCISCO	2	3	1	2	2	1	1	2	6	8
MERCHAN ESPINOZA JUAN FRANCISCO	VELEZ CAJAMARCA KEVIN DANIEL	3	3	1	3	1	3	2	3	7	12
MONCAYO RODRIGUEZ JUANA ALEJANDRA	VICUÑA AMENDAÑO DAMARIS SAMANTHA	2	2	2	2	2	2	1	1	7	7
BARAHONA SAMANTHA	YUBI DANIEL	2	2	1	1	3	1	3	3	9	7
	MOYON SALDAÑA WENDY MICAELA		3		2		1		3		9
TOTAL											
MEAN	2,60606	*MEAN*	1,8787	*MEAN*	1,9696	*MEAN*	2,3030				
MEDIAN	3	*MEDIAN*	2	*MEDIAN*	2	*MEDIAN*	2				
MODA	3	*MODA*	2	*MODA*	2	*MODA*	2				

Trabajo de Integración Curricular   Milton Xavier Vásquez Loja
Cinthya Anabel Vélez Angulo

UNIVERSIDAD NACIONAL DE EDUCACIÓN

DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA

Yo, Milton Xavier Vásquez Loja, portador de la cedula de ciudadanía nro. 015037169-8 estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

Que, todas las ideas, opiniones y contenidos expuestos en el trabajo de Integración curricular denominada Communicative Language Teaching Activities to Foster English-Speaking Communicative Competence in 12th-grade students from a public school son de exclusiva responsabilidad del suscribiente de la presente declaración, de conformidad con el artículo 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, por lo que otorgo y reconozco a favor de la Universidad Nacional de Educación – UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos, además declaro que en el desarrollo de mi Trabajo de Integración Curricular se han realizado citas, referencias, y extractos de otros autores, mismos que no me tribuyo su autoría.

Asimismo, autorizo a la Universidad Nacional de Educación – UNAE, la utilización de los datos e información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación – UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado Communicative Language Teaching Activities to Foster English-Speaking Communicative Competence in 12th-grade students from a public school en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 07 de marzo de 2024

Milton Xavier Vásquez Loja
C.I.: 015037169-8

UNIVERSIDAD NACIONAL DE EDUCACÓN

DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA

Yo, Cinthya Anabel Vélez Angulo, portadora de la cedula de ciudadanía nro. 030264005-7 estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

Que, todas las ideas, opiniones y contenidos expuestos en el trabajo de Integración curricular denominada Communicative Language Teaching Activities to Foster English-Speaking Communicative Competence in 12th-grade students from a public school son de exclusiva responsabilidad del suscribiente de la presente declaración, de conformidad con el artículo 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, por lo que otorgo y reconozco a favor de la Universidad Nacional de Educación – UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos, además declaro que en el desarrollo de mi Trabajo de Integración Curricular se han realizado citas, referencias, y extractos de otros autores, mismos que no me tribuyo su autoría.

Asimismo, autorizo a la Universidad Nacional de Educación – UNAE, la utilización de los datos e información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación – UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado Communicative Language Teaching Activities to Foster English-Speaking Communicative Competence in 12th-grade students from a public school en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 07 de marzo de 2024

Cinthya Vélez

Cinthya Anabel Vélez Angulo
C.I.: 030264005-7

Certificado del Tutor
Certificado para Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial

UNAE

Trabajo de Integración Curricular   Milton Xavier Vásquez Loja

Cinthya Anabel Vélez Angulo

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, Mahly Jahzeel Martínez Jiménez, tutora del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado **"Communicative Language Teaching Activities to Foster English-Speaking Communicative Competence in 12th-grade students from a public school"** perteneciente a los estudiantes: **Milton Xavier Vásquez Loja con C.I 015037169-8 y Cinthya Anabel Vélez Angulo, con C.I. 030264005-7)**. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 9 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

Azogues, 07 de Marzo de 2024

Firmado electrónicamente por:
MAHLY JAHZEEL
MARTINEZ JIMENEZ

Prof. Mahly Jahzeel Martínez Jiménez (Phd.)

C.I: 1759432733

Trabajo de Integración Curricular   Milton Xavier Vásquez Loja

Cinthya Anabel Vélez Angulo