



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGE

**“CLIL AS A PEDAGOGICAL APPROACH TO ENHANCE SPEAKING IN
THE EFL CLASSROOM”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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La Libertad – Ecuador

2026

Advisor's Approval

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Sincerely,

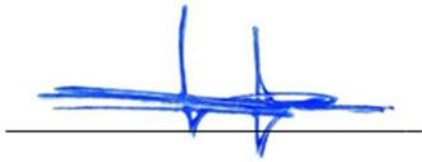
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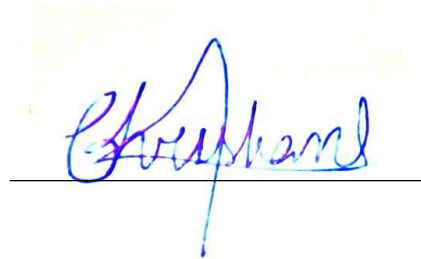
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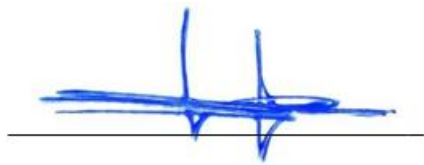


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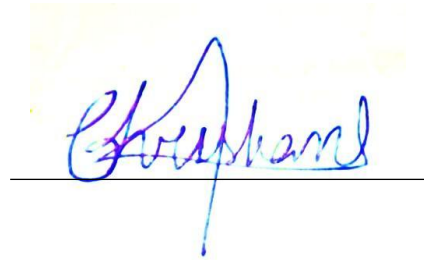
Declaration

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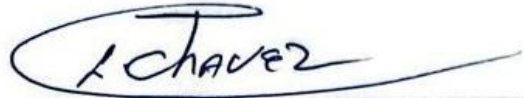
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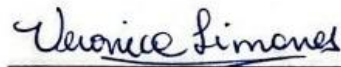
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Acknowledgement I

Firstly, I would like to thank God for giving me the strength and wisdom I needed to face the challenges I have encountered, guiding me step by step under His protection.

To the Santa Elena Peninsula State University, for providing me with the space, the tools, and the opportunity to continue my professional education in its classrooms.

In particular, I express my deepest gratitude to my thesis advisor for her valuable methodological guidance, her patience, and her academic rigor throughout this entire research process. I also thank the professors who were part of my university journey; their knowledge and passion for teaching have left an indelible mark on my calling.

I am also deeply grateful to my father, who has always supported me in my decisions; to my dear mother, who has cared for me and continues to do so; to my uncles, who have been like parents to me; to my significant other, who has been a great source of emotional support, caring for me and encouraging me to pursue my dreams. Thank you for reminding me of what I'm capable of when I doubted myself, for always believing in me, and for becoming my haven of peace.

-Castro Pine Maisa Camila

Acknowledgement II

First and foremost, I would like to express my deepest gratitude to God for granting me health, strength, and determination throughout the development of this research.

I sincerely thank my thesis advisor for the guidance, valuable suggestions, and continuous support provided during this research process. Their knowledge and commitment greatly contributed to the successful completion of this study.

I am also grateful to the professors who voluntarily participated in the interviews and generously shared their professional experiences and perspectives. Their valuable contributions made this investigation possible.

Finally, I would like to thank my family and friends for their unconditional support, patience, and encouragement throughout my academic journey. Their motivation inspired me to overcome every challenge and successfully accomplish this important goal.

-Soto Yagual Christian Gustavo

Dedication I

I would like to dedicate this work to my family, who have supported me and given me the courage I needed on this wonderful journey called college. Their presence has always been and always will be priceless.

In particular, I would like to dedicate this achievement to two people. The first is my uncle, William Russell Pine Tobar, who has always supported me and, despite everything, is still there for me. Finally, I dedicate it to the person I love most in this world, my dear mother, Gleira Cecilia Pine Tobar, who has given me the love and essential support that have helped me become the woman I am today.

This is all for you, Mom.

-Maisa Camila Castro Pine

Dedication II

I dedicate this research to God, for giving me strength, wisdom, and perseverance throughout every stage of my academic journey.

To my parents, especially to my mother, whose unconditional love, sacrifice, and constant encouragement have been my greatest source of motivation. Her support has inspired me to continue pursuing my goals despite every challenge.

I also dedicate this work to my family, friends, Andrés, Dannes, Anthony, and everyone who believed in my abilities and motivated me to achieve this important milestone. Their confidence and encouragement have been fundamental to the completion of this research.

My dear colleagues on this journey that has come to an end, Nallely, Angie, Stephanie, William, Jehily, thanks to whose emotional and psychological support I have been able to overcome different adversities, will always have a place in my heart

Likewise, I want to give an honorable mention to a great person and friend, Marissa, who has taught me that no matter how difficult life may become, there will always be someone special willing to lend a hand; without her, I would not be the person I am today.

Finally, I dedicate this thesis to all future English teachers who strive to improve language education and create meaningful learning opportunities for their students.

-Soto Yagual Christian Gustavo

Abstract

The improvement of speaking abilities demonstrates one of the most essential issues in foreign language instruction, especially when traditional strategies bring limited opportunities for genuine oral participation. In response to this situation, the Content and Language Integrated Learning (CLIL) approach has appeared as an important and practical alternative approach that combines language learning with purposeful academic content. The target of this qualitative study was to examine teachers' insights concerning the application of the CLIL approach for learners' oral performance and its collaboration with communication in EFL classrooms. The research was directed at Unidad Educativa Liceo Naval Salinas "Capitán Rafael Morán Valverde" and Unidad Educativa Salinas Innova with the involvement of five English teachers. Semi-structured interviews composed of ten open-ended questions were used to gather relevant information about teachers' perceptions and observations about the integration of the CLIL approach with the educational system. The outcomes detail that teachers identify CLIL as a competent pedagogical approach that fosters students' communicative ability, fluency, and willingness to convey knowledge in English. Moreover, the participants remarked that CLIL creates meaningful learning atmospheres where learners can actively domain the language while improving academic content. However, specific challenges such as difference in language competence levels, limited resources, and the need for teacher training. To conclude, the findings establish that the implementation of the CLIL approach can positively influence speaking improvement in EFL classrooms by fostering genuine oral participation and student engagement.

Keywords: CLIL approach, speaking development, EFL classrooms, oral communication, communicative competence.

Resumen

La mejora de las habilidades de expresión oral representa una de las cuestiones fundamentales en la enseñanza de lenguas extranjeras, especialmente cuando las estrategias tradicionales ofrecen oportunidades limitadas para una participación oral auténtica. Ante esta situación, el enfoque de Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE, o CLIL por sus siglas en inglés) ha surgido como una alternativa importante y práctica que combina el aprendizaje del idioma con contenidos académicos significativos. El objetivo de este estudio cualitativo fue examinar las perspectivas de los docentes sobre la aplicación del enfoque CLIL en relación con el desempeño oral de los estudiantes y su contribución a la comunicación en aulas de inglés como lengua extranjera (EFL). La investigación se llevó a cabo en la Unidad Educativa Liceo Naval Salinas “Capitán Rafael Morán Valverde” y Unidad Educativa Salinas Innova con la participación de cinco docentes de inglés. Se utilizaron entrevistas semiestructuradas, compuestas por diez preguntas abiertas, para recopilar información relevante sobre las percepciones y observaciones de los profesores respecto a la integración del enfoque CLIL en el sistema educativo. Los resultados indican que los docentes consideran el CLIL como un enfoque pedagógico eficaz que fomenta la capacidad comunicativa, la fluidez y la disposición de los estudiantes para transmitir conocimientos en inglés. Asimismo, los participantes señalaron que el CLIL genera entornos de aprendizaje significativos donde los alumnos pueden dominar activamente el idioma mientras profundizan en los contenidos académicos. No obstante, se identificaron desafíos específicos, tales como las diferencias en los niveles de competencia lingüística, la limitación de recursos y la necesidad de capacitación docente. En conclusión, los hallazgos establecen que la implementación del enfoque CLIL puede influir positivamente en la

mejora de la expresión oral en las aulas de inglés, al fomentar una participación oral auténtica y el compromiso de los estudiantes.

Palabras clave: enfoque AICLE, desarrollo de la expresión oral, aulas de inglés como lengua extranjera (ILE), comunicación oral, competencia comunicativa.

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Introduction

In the contemporary globalized landscape, English has emerged as one of the world's leading and most important languages, both for communication and for education and professional development. As a result, English has become a central focus as a foreign language in EFL educational institutions. However, many students continue to struggle to communicate and express their ideas orally due to limited opportunities for authentic communication in the classroom, a lack of confidence, fear of making mistakes, a scarcity of resources, and traditional pedagogical approaches that focus specifically on grammar and writing activities which are prioritized over supporting students with more meaningful classroom interactions.

To provide today's students with active and communicative learning environments, language teaching has had to adopt new techniques. A clear example is Content and Language Integrated Learning (CLIL), an approach that combines academic content with foreign language teaching, so that students can practice English while learning other subjects. This approach provides students with authentic contexts in which English serves as a practical tool for understanding and discussing academic topics, which naturally encourages interaction and participation in the classroom.

The focus of this qualitative study is to understand how the framework of foreign language learning integrated into disciplines such as CLIL supports oral development and communication in the context of English as a Foreign Language (EFL), focusing specifically on analyzing teachers' perspectives.

This research was conducted at the Unidad Educativa Liceo Naval Salinas “Capitan Rafael Moran Valverde” and at the Unidad Educativa Salinas Innova. English teachers shared their thoughts and firsthand experiences regarding the implementation of CLIL, placing particular emphasis on oral participation, confidence, fluency, and, in general, students’ communicative skills in this language.

The study employed a qualitative design, using semi-structured interviews as the primary data collection tool. Information was obtained from five English teachers, which allowed us to analyze the advantages, challenges, and possibilities of applying the CLIL approach in secondary school English as a foreign language classroom. The data revealed that the CLIL approach fosters students’ confidence and active participation and, above all, creates opportunities for a more spontaneous and fluent use of English.

Therefore, this research contributes to the understanding of CLIL as a valuable pedagogical approach for enhancing speaking development in EFL educational contexts. Furthermore, it provides relevant information for English teachers interested in implementing methodologies that prioritize communication and meaningful language use, contributing to the improvement of English language teaching practices.

Chapter I

The Problem

Research Topic

CLIL Approach and Oral Communication.

Title of the Research

CLIL as a Pedagogical Approach to Enhance Speaking in the EFL Classroom.

Problem Statement

One of the biggest issues globally in English as a foreign language (EFL) education is that students make limited progress in their oral proficiency. Throughout their academic careers, students are exposed to the language, nevertheless, the problem of fluency and naturalness remains a persistent challenge for them, especially in every day, real-life situations.

This phenomenon often stems from a traditional curriculum that heavily prioritizes grammar drilling over spontaneous communication, leaving learners anxious and unprepared when facing real-world interactions outside the classroom. Most students continue to translate everything mentally from their native language instead of processing the new language more naturally. This directly affects them, preventing their brains from adapting and thinking fluently, which hinders their ability to communicate effectively and prevents them from building sufficient self-confidence when expressing themselves in English (Tapia and Vega, 2024).

Nowadays, English is considered an essential instrument in education and professional life; however, although many students are proficient in English as a foreign language, they often face serious difficulties in developing oral fluency even after extensive practice. This disparity highlights a critical flaw in conventional pedagogy, where the mechanical memorization of

grammar rules and vocabulary take precedence over actual conversational immersion, ultimately leaving learners structurally competent but verbally inhibited during spontaneous, real-world interactions.

One of the most difficult skills when learning a new language is speaking, since it not only involves pronunciation but also the confidence and oral interaction that EFL students must present. This underlying affective barrier, primarily driven by the fear of negative evaluation, severely restricts spontaneous speech production in real-time contexts. As a result, traditional instructional methods that prioritize rote grammar over dynamic engagement fail to bridge the gap between theoretical comprehension and active communicative competence. (Campillo-Ferrer and Miralles-Martínez, 2022).

Recent studies confirm that many students may feel restricted in their participation in the classroom due to linguistic and psychological barriers. "Speaking and communicating in English can be a traumatic experience "(Malik et al., 2021, p. 734). particularly when learners confront the constant pressure of peer judgment and rigid assessment. This chronic anxiety creates an affective filter that obstructs natural language acquisition, transforming what should be an interactive learning process into a stressful ordeal that severely diminishes students' willingness to communicate.

Regardless of these findings, English language instruction in Ecuador has placed more emphasis on grammatical structures and comprehension, relegating oral communication to a secondary role. According to Guerrero and Moreira (2025), teachers face many challenges when it comes to fostering strong speaking skills; these may stem from a lack of necessary resources, insufficient teacher training, and low student motivation. Considering this situation, there is a need to adopt an approach such as CLIL (Content and Language Integrated Learning). This

approach promotes learning centered on specific content, helping students to use it more effectively as a didactic resource.

Given recent events, there is a marked difference between the reality of a classroom in Ecuador and the application of methodologies for oral production in Ecuador. According to recent local studies at the State University Peninsula of Santa Elena. In this regard Ramirez (2022) demonstrates that the integration of content and language offers significant benefits for students and is well-documented. this research recommends that the implementation of CLIL is necessary, as many teachers report that they had positive experiences when implementing it in their classrooms.

Justification

This study is justified by the evident need to address the limitations that many students face today with regard to oral expression in English as a Foreign Language (EFL) classes in the Ecuadorian context. Upon analyzing the practices observed in these institutions, it was found that many of them prefer to continue using a more traditional approach to language teaching, focused on grammar and vocabulary, while neglecting the development of communicative fluency. This leads to aversion and anxiety among students during activities that require oral communication. Consequently, it is essential to investigate further into new methods and strategies that can help students overcome these types of barriers.

The CLIL approach was developed as a pedagogical solution to this problem, integrating English into academic subjects to foster a more practical and collaborative learning environment. (Coyle et al., 2010) In this conceptual framework, the existing body of contemporary literature emphasizes the theoretical benefits, leaving a clear gap in empirical research that details how CLIL influences various practical activities, reinforcing students' confidence and initiative to participate in oral communication activities.

In order to address these gaps and understand both the experiences and perceptions of teach Guerrero and Moreira (2025), The present work seeks to analyze classroom interactions while this approach is being implemented. Overall, this study provides concrete evidence of CLIL effectiveness in developing English language skills. An examination of the challenges faced by teachers in this field and the strategies they employ highlights the need to move toward a more interactive teaching style. The information gathered here is of great benefit to teachers whose goal is to improve the classroom environment, while also providing essential resources to institutions seeking to develop their English curriculum, encouraging student to strive and achieve all their professional and academic goals.

Problem Question

General Question

How do teachers perceive the use of CLIL approach to enhance students speaking improvement and their ability to think in English in the EFL classroom?

Specific Questions

- What experiences have teachers had while applying CLIL approach in the EFL classroom?
- How do teachers detail students' speaking improvement through CLIL implementation?
- How do teachers describe students' ability to think and communicate in English through CLIL approach?

Objectives

General objective

To explore teachers' conceptions regarding the use of CLIL approach through students speaking improvement and their ability to think in English to understand its contribution to communication in the EFL classroom.

Specific objectives

- To identify teachers' experiences applying CLIL approach in the EFL classroom.
- To describe teachers' insights of students speaking development through CLIL implementation.
- To analyze teachers' perceptions regarding students' ability to think and communicate in English through CLIL approach.

Chapter II

Theoretical framework

Background

The development of speaking skills in English as a Foreign Language (EFL) contexts continues to represent one of the main challenges in language education worldwide. Although many students study English for several years, a considerable number of learners still experience difficulties communicating fluently and spontaneously in oral situations. According to Malik et al., (2021) EFL learners demonstrate anxiety, lack of confidence, and communicative apprehension during speaking activities, especially when they are not sufficiently exposed to interactive learning environments. Similarly, Seraj and Hadina (2021) state that limited opportunities for authentic communication negatively affect students' oral performance and communicative participation in EFL classrooms.

In various traditional EFL contexts, English direction often highlights grammar exercises, vocabulary memorization, and written activities instead of genuine interaction and communicative practice. As a consequence, students may develop theoretical knowledge about the language while continue to struggle expressing ideas naturally in spoken communication. Azbayeva (2021) explains that speaking is commonly considered one of the most complex language abilities because learners frequently face challenges related to pronunciation, fluency, vocabulary use, and self-confidence during oral interaction. Therefore, many students continue depending on mental translation from their native language rather than developing spontaneous communication in English.

In response to these limitations, researchers and educational institutions have explored pedagogical approaches that promote active language use and communicative interaction in classroom environments. One of the most relevant approaches in recent years has been Content and Language Integrated Learning (CLIL), which combines academic content and foreign language instruction simultaneously. CLIL fosters communication, cognition, content, and culture through integrated learning atmospheres that animate learners to use English in purposeful and contextualized circumstances. With this approach, language becomes an instrument for communication and engagement rather than merely a subject of grammar.

Several international studies have reported positive results regarding the implementation of CLIL approach in EFL education. Borowiak (2023) indicates that CLIL environments contribute to the development of productive language skills because students participate more actively in communicative activities while interacting with academic content.

Likewise, Gerns (2023) found that CLIL-based instruction increased students' oral participation and confidence during classroom interaction in secondary educational settings. These findings suggest that integrated learning experiences may support speaking development by exposing learners to more authentic communicative situations.

Additionally, recent qualitative studies have explored teachers' perceptions concerning the implementation of CLIL approach in EFL classrooms. Lee (2024) reported that teachers observed improvements in students' communicative participation, confidence, and oral interaction when CLIL strategies were applied during classroom activities.

Similarly, Paudel et al., (2024) explain that collaborative interaction promoted through CLIL approach encourages students to communicate ideas more naturally while participating in content-related tasks. Consequently, teachers play a fundamental role in the creation of communicative learning environments where students are encouraged to use English actively and meaningfully.

In Latin American countries such as Ecuador, learning English continues to pose significant challenges related to oral expression and communication skills. Despite the firm integration of English into the national curriculum, many students continue to struggle to express themselves fluently in oral activities. Moncayo Herrera (2023) states that many Ecuadorian students have limitations in fluency, pronunciation, and effective communication in English, since classrooms tend to prioritize theoretical knowledge, neglecting actual communicative participation.

Recent Ecuadorian studies have also analyzed the implementation of CLIL approach in secondary educational contexts. Tapia and Vega (2024) found that CLIL activities positively influenced students' motivation, classroom participation, and speaking interaction during English lessons. The researchers concluded that contextualized learning experiences may contribute to oral communication because students use English more naturally during content-based activities. These findings demonstrate the growing interest in communicative strategies that encourage active language use in Ecuadorian EFL classrooms.

Despite the increasing interest in CLIL methodology and speaking development, there is still limited qualitative research focused on teachers' perceptions regarding the influence of CLIL on students' oral communication in secondary educational contexts. Most recent studies have mainly concentrated on quantitative results or general classroom performance, while fewer

investigations have explored how teachers perceive students' communicative participation, fluency, and confidence through CLIL instruction. Therefore, it is necessary to continue exploring teachers' perspectives concerning the implementation of CLIL approach and its contribution to speaking development in EFL classrooms.

Pedagogical Basis

The teaching and learning process of English as a Foreign Language (EFL) has experienced significant transformations due to the need to develop students' communicative competence rather than focusing exclusively on grammatical knowledge. Traditional language instruction has often prioritized the memorization of vocabulary and grammar rules, providing limited opportunities for learners to use English in meaningful contexts. Consequently, contemporary educational approaches have highlighted the importance of implementing methodologies that promote interaction, participation, and authentic communication in the classroom. In this sense, Content and Language Integrated Learning (CLIL) emerges as a pedagogical approach that allows students to learn academic content while simultaneously developing their foreign language skills, especially speaking competence.

Additionally, the implementation of CLIL is closely connected to the concept of meaningful learning, as students use English with a specific purpose beyond practicing isolated linguistic structures. Instead of only learning the target language, students use English to analyze information, exchange opinions, and participate in academic assignments. As Coyle et al (2010) in the 4Cs Framework Content, Communication, Cognition, and Culture successful CLIL direction combines subject knowledge with language use, fostering circumstances where learners improve communication abilities through effective educational experiences.

According to this framework, Content provides useful educational topics that animate students to convey ideas in English; Communication fosters the active language use through realistic interaction and oral engagement; Cognition improves learners' cognition skills by encouraging them to analyze and explain their ideas in English; and Culture promotes intercultural awareness by exposing students to several insights and fostering real communication. This integration contributes to increasing students' motivation and participation because language becomes a tool for interaction and knowledge construction.

The pedagogical value of CLIL also lies in its capacity to promote student-centered learning. In this approach, learners become active participants who collaborate, discuss, and solve problems through the target language. Recent research supports that CLIL methodology enhances students' engagement and creates more opportunities for meaningful oral interaction because language is learned through its practical use in academic situations (Lee, 2024). As a result, students can improve their speaking fluency, communicative confidence, and ability to participate actively during classroom activities.

Moreover, the role of the teacher is essential for the successful implementation of CLIL methodology. Educators must design lessons that combine content objectives with language objectives while providing appropriate scaffolding strategies that facilitate comprehension and communication. According to Paudel et al. (2024) instructional support, visual resources, collaborative tasks, and guided interaction are important elements that help learners adapt to content-based language instruction. Through these strategies, students receive the necessary assistance to progressively develop independence and confidence when using English.

Another important pedagogical aspect related to CLIL is the development of communicative competence, the objective of language learning is not only the acquisition of

grammatical structures but also the ability to use the language effectively in different contexts. According to Richards and Rodgers (2014), communicative approaches emphasize interaction as a fundamental component of language learning, allowing students to negotiate meaning and develop practical communication skills. Similarly, CLIL encourages learners to participate in authentic communicative situations, which may contribute to greater oral fluency and spontaneity.

Therefore, the pedagogical foundations of CLIL support the idea that language acquisition is strengthened when students actively participate in meaningful and collaborative learning experiences. Through interaction, scaffolding, and content-based communication, learners have more opportunities to develop confidence, fluency, and oral participation in English. These pedagogical principles provide the theoretical support for the present study, which aims to explore teachers' perceptions regarding the implementation of CLIL methodology and its contribution to speaking development in EFL classrooms.

Theoretical Basis

Speaking Development in EFL Contexts

Speaking is one of the most complicated and useful abilities in the learning process because it requires learners to integrate linguistic knowledge, communicative strategies, and interactional abilities in real time. In EFL contexts, students regularly face challenges in oral interaction due to restricted exposure to the target language, lack of confidence, and limited vocabulary.

Therefore, speaking improvement combines not only the use of grammatical direction but also the capability to use English successfully to convey information and participate in realistic conversations. According to Brown and Abeywickrama (2019) effective oral communication

requires learners to integrate different factors of language production, including pronunciation, vocabulary, fluency, and participative proficiency.

Social Interaction Theory

Speaking improvement is closely linked to social interaction, which plays a fundamental part in language learning. According to Vygotski (1978), knowledge is designed through interaction with others, where students continuously discover new skills with the guidance of instructors and more capable peers. In EFL classrooms, speaking opportunities such as discussions, participative activities, and communicative tasks allow learners to mediate meaning and practice language in realistic environments, from this conception, oral communication improves more effectively when students actively engage in purposeful social contact rather than accepting language direction passively.

Bloom's Taxonomy

Bloom's Taxonomy provides another valuable theoretical insight for understanding how learners improve language abilities through continuously complex cognitive processes. Anderson and Krathwohl (2001) explain that the Bloom's Taxonomy formulates learning into six cognitive levels: remembering, understanding, applying, analyzing, evaluating, and creating. In EFL classrooms, these cognitive processes animate learners to move beyond memorizing vocabulary and grammatical formations by using English to convey ideas. Therefore, speaking improvement is enhanced because students properly use the aim language while promoting more meaningful communication and better oral proficiency.

Affective Filter Hypothesis

Another essential theoretical support to language learning is Krashen's (1982) Affective Filter Hypothesis, which details those psychological variables such as anxiety, fear of making

mistakes, and low self-confidence may conflict with second language acquirement. Learners who feel calmed and encouraged are more likely to get involved in oral assignments and express correctly in English. Therefore, establishing contributing classroom atmospheres where students feel motivated to communicate their ideas collaborates positively to speaking improvement and communicative confidence.

Communicative Competence

The concept of communicative competence has become a fundamental aspect of modern language teaching because it emphasizes the effective use of language according to different communicative contexts. This theory, initially proposed by Hymes (1972), suggests that language students must require not only grammatical knowledge but also the skill to understand when and how to use language appropriately. In EFL classrooms, the improvement of communicative proficiency needs opportunities for realistic interaction where students can exchange meaning and convey their ideas. This insight supports the application of communicative techniques that prioritize the use of English as a mean for real communication rather than a subject based exclusively on grammar structures.

Interaction Hypothesis

Within this model, oral interaction is reinforced when students are directly exposed to environments that animate ideas exchange. The interaction hypothesis proposed by Long (1996) remarks the importance of rewarding engagement during the language acquirement process because oral production allows learners to receive feedback, clarify, and modify their language exchange. Consequently, classroom environments that foster conversations, participative activities, and problem-solving assignments can provide learners with essential opportunities to improve their speaking skills and develop major confidence in using English.

Fluency Development

An essential component of speaking development is fluency, which refers to the ability to produce oral language naturally, continuously, and with an appropriate level of confidence. Students who develop fluency are able to focus more on communicating their ideas rather than concentrating exclusively on grammatical accuracy. According to Nation and Newton (2020), fluency development requires repeated opportunities to use language meaningfully and in communicative situations that promote automaticity. For this reason, teaching approaches that encourage frequent oral practice can positively influence students' ability to communicate spontaneously.

Contemplating the struggles of improving speaking abilities in EFL contexts, CLIL provides an insight that supports language acquirement through active communication. Since it combines academic content and language learning, learners are exposed to cases where they must apply English to analyze information, discuss ideas, and complete learning activities.

This integration encourages authentic use of language and fosters the improvement of communicative proficiency. Consequently, CLIL can support the development of speaking abilities because students practice English with a clear communicative goal.

Output and Oral Language Production

Furthermore, the Output Hypothesis proposed by Swain (1985) explains that language production plays a crucial role in language learning because students need opportunities to produce language, test their linguistic knowledge, and identify areas that require improvement. This theoretical perspective aligns with CLIL classrooms, where learners are constantly encouraged to express opinions, explain concepts, and interact with peers using the target

language. Through this process, students can gradually improve their fluency and confidence in oral communication.

CLIL and Speaking Development

Recent studies have supported the relationship between CLIL implementation and speaking development in EFL contexts. Research conducted by Lee (2024) indicated that CLIL environments promote greater student participation and meaningful interaction because learners use English to accomplish academic objectives rather than merely practicing isolated language structures. Similarly, Paudel et al. (2024) emphasized that CLIL strategies, including scaffolding and collaborative activities, can facilitate communication and encourage learners' active involvement during the learning process.

In conclusion, the theoretical principals of speaking improvement highlight that proper oral communication requires interaction, disciplined practice, confidence, and opportunities for genuine language use. The theories of oral proficiency, interaction, fluency, and language output provide a strong basis for understanding how students enhance speaking skills. These foundations support the objective of this research, which seeks to explore teachers' perceptions regarding the use of CLIL methodology and its contribution to speaking improvement and communication in EFL classrooms.

Legal basis

Establishing the relevance of developing English language education and fostering successful strategies that strengthen learners' communicative skills, it is needed to recognize the educational rights founded by the Ecuadorian legal framework. The application of contemporary approaches such as CLIL collaborates to encouraging purposeful learning experiences that support learners' active oral participation and language improvement. Accordingly, the following

legal foundations support the necessity for quality education that fosters students' abilities and proficiency.

La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo. (Constitucion de La Republica Del Ecuador, 2021).

This constitutional article details that education must ensure fair opportunities and give students with the needed positions to develop their competences. In the EFL environment, this involves the integration of techniques that promote purposeful learning, communicative proficiency, and active engagement, allowing students to improve the language abilities needed in current educational settings.

Moreover, the Ecuadorian educational system establishes the priority of developing students' skills through adaptable and inclusive educational methods. According to this purpose, the Constitution recognizes that:

El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país y el respeto a los derechos de las

comunidades, pueblos y nacionalidades. (Constitucion de La Republica Del Ecuador, 2021, p. 168, art. 343).

Considering the principles explained in the Ecuadorian Constitution, the integration of CLIL approach in EFL classrooms adjusts with an educational standard focused on the student, where learners actively get involved in the structure of knowledge. Since CLIL combines language and content learning, it fosters oral communication and participation that collaborates with learners' speaking development.

Additionally, the Organic Law of Intercultural Education highlights the importance of improving academic processes that guarantee the integral development of students. In this sense, it claims that:

La educación constituye un instrumento fundamental para la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional, porque las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo. (Ley Organica de Educacion Intercultural [LOEI], 2021, art. 2).

Therefore, the implementation of student-centered methodologies such as CLIL can support the accomplishment of educational goals settled by Ecuadorian legislation, fostering contemporary teaching habits that improve students' oral proficiency in the EFL classroom.

Chapter III

Methodological Framework

In these investigations, information was gathered to help develop better opinions, explanations, or conclusions. The present research was conducted through observations, data, and prior experiences gained in real-life situations. It is essential to highlight that the research process helps identify the techniques, methods, procedures, and tools needed to analyze and collect data in a more detailed manner. This study collected all information obtained from educators responsible for implementing the Content and Language Integrated Learning (CLIL) methodology to promote oral language acquisition in the classroom. In this case, the qualitative method has been chosen for this research, as this method allows us to collect and analyze information and perspectives in detail and interpret better results.

Qualitative Research

The current research presents a qualitative approach because it looks to comprehend English teachers' conceptions, experiences, and understandings respecting to the use of CLIL approach to promote speaking improvement in EFL classrooms. Qualitative research brings researchers the ability to figure out participants' interpretations within realistic educational environments. According to Creswell and Poth (2018), qualitative research centers on exploring and comprehend the meaning individuals or groups accredit to social or educational challenges.

Moreover, this study focusses on analyzing teachers' perspectives regarding participative interaction, oral communication, and speaking improvement through CLIL direction in secondary educational atmospheres. Since the research centers on participants' experiences rather than statistical analysis, the qualitative approach is viewed as a correct tool for this investigation.

Type of Research

The current research is exploratory and descriptive; its main objective is to analyze each of the teachers' perspectives on the influence of the CLIL methodology and how it specifically impacts students' oral expression in English classes. According to Denzin and Lincoln (2018), This type of qualitative study helps to interpret learning environments and participants' experiences with this type of methodology.

Furthermore, this study takes a phenomenological approach, as it focuses on teachers' real-life experiences and observations in relation to the application of CLIL methodology in English language education. This type of research makes it possible for the researcher to comprehend how participants understand communicative interaction, verbal participation, and the growth of verbal expression within their educational environment.

Data collection techniques

The main data collection technique applied in this investigation was the interview. Interviews are treated as one of the most valuable methodologies in qualitative research because they permit participants to convey opinions and conceptions in detail. According to (Brinkmann and Kvale, 2015), qualitative interviews ease the exploration of participants' conceptions respecting educational and social phenomena.

Semi-structured interviews were directed with English teachers, to gather essential information linked to the application of the CLIL approach and its impact on students' speaking improvement.

Instruments

Questionnaire

According to Flick (2023), both interviews and questionnaires are essential for thoroughly exploring experiences, allowing researchers to collect more detailed information from participants by applying specific practices within their contexts.

Type of questions

In accordance with this theoretical framework, it was decided to design a questionnaire for semi-structured interviews consisting of ten open-ended questions as the primary qualitative tool. These interviews were conducted in person and individually with each of the five English as a Foreign Language (EFL) teachers at two different schools.

Each session was audio-recorded to obtain more accurate information, the purpose of these interviews were to investigate the teachers' experiences and perceptions when implementing this approach (CLIL) in their classrooms.

Data Collection Processing and Resources

Table 1

Data collection process

Questions	Explanations
What?	Semi-structured interviews
Where?	At Unidad Educativa Liceo Naval Salinas “Capitán Rafael Morán Valverde” and Unidad Educativa Salinas Innova, Salinas, Ecuador
When?	2026
How?	Ten open-ended questions, face-to-face
What for?	To explore teachers’ conceptions regarding the use of CLIL approach through students speaking improvement and their ability to think in English to understand its contribution to communication in the EFL classroom.

Note. This table summarizes the data collection process and the purpose of the study.

Population and Sample

The population of this research will consist of five English teachers. The model integrated teachers who had experience teaching English in secondary educational atmospheres and who are aware of communicative or content-based approaches.

Since the investigation follows a qualitative approach, the model was selected through deliberate modeling. According to Patton (2015) deliberate modeling lets investigators choose

According to Patton (2015) deliberate modeling lets investigators choose participants who possess valuable knowledge and experience linked to the phenomenon being analyzed. Consequently, the chosen participants provided important information regarding the usage of the CLIL approach and its relationship with speaking improvement in EFL classrooms.

Chapter IV

Analysis of Findings

Brief Explanation of the Findings

The interpretation and analysis of the responses obtained by the interviewers emphasize the effectiveness and importance of the Content and Language Integrated Learning (CLIL) approach in improving students' oral expression skills in English classes. Based on their experiences in EFL classrooms, teachers believe that CLIL is an approach that promotes more effective English instruction in speaking by encouraging students to be more participatory and to express themselves with complete confidence.

Among the many benefits mentioned by the teachers are greater confidence when speaking English, improved fluency, increased classroom engagement, and more spontaneous interactions among students. These results are consistent with the previous studies reviewed in this research and the theoretical foundations, which suggest that Integrating Content and Language Learning creates greater opportunities for students to significantly develop their communication skills in educational contexts.

Interpretation of Data from the One-on-one Interviews

The results for the ten open-ended questions for the five one-on-one interviews were condensed into a generalized interpretation as follows:

1. From your teaching experience, how do students usually respond to speaking activities when the CLIL approach is implemented in EFL classrooms?

Students show a positive reaction to oral activities when the CLIL approach is implemented. Teachers agreed that students working with this approach show greater interest in learning and actively participating in class. However, it is also evident that many students feel

overwhelmed by the continuous exposure to English, but little by little they adapt and interact more frequently in oral activities.

According to the responses obtained, students participate more actively by creating opportunities for communication among themselves, thereby fostering the development of the CLIL approach in the classroom. According to Coyle et al. (2010), AEP encourages students to use the language for authentic purposes while learning the content, which increases motivation and participation in the classroom. Therefore, students are more willing to participate in oral activities when communication is linked to real learning objectives.

2. From your perspective, how can CLIL methodology contribute to students' speaking fluency and oral participation?

In terms of oral participation, the interviewees agreed that CLIL creates opportunities for students to develop their communication and interaction skills by enabling them to explain, debate, and share ideas related to academic content.

Based on these insights, it seems clear that CLIL naturally encourages students to speak more by fostering genuinely meaningful communication. In fact, Borowiak (2023) highlights that when learning is tied directly to content, students find more frequent, purposeful opportunities to practice. As a result of this ongoing engagement, learners are much more likely to build lasting fluency over time.

3. How do you perceive the implementation of CLIL methodology in EFL educational contexts?

When it comes to implementing the CLIL methodology in EFL settings, teachers often describe it as a remarkably effective and innovative way to blend subject content with language

growth. The participants specifically highlighted how CLIL sparks meaningful learning experiences, giving students a real reason to use English in authentic, everyday situations.

Looking at these insights, this approach clearly offers a solid framework that drives both language acquisition and content comprehension. This connects directly to what Coyle et al. (2010) argue: integrating content, communication, cognition, and culture is what allows learners to build genuine linguistic skills during meaningful classroom activities. For this reason, CLIL is widely recognized as a highly valuable tool in English language teaching.

4. What challenges or limitations may teachers face when implementing CLIL methodology in EFL classrooms?

Participants identified several obstacles to the implementation of CLIL, including the varying levels of language proficiency among students, the limited availability of teaching resources, the lack of planning necessary to integrate content and language, and the lack of specialized training.

Taking all these limitations into account, implementing CLIL requires adequate support from educational institutions. Tapia and Vega (2024) show that both teacher training and access to sufficient teaching resources are of utmost importance for effective implementation. Therefore, it is essential to first address these challenges to improve the effectiveness of CLIL practices.

5. According to your teaching experience, what recommendations would you provide for improving speaking development through CLIL methodology in secondary education?

Ultimately, the teaching staff recommended increasing the implementation of interactive tasks, collaborative projects, scaffolding methods, visual aids, and communicative activities designed to prompt students to use English actively. Participants emphasized that both meaningful participation and consistent oral practice are the main drivers for middle school students to gain more confidence in speaking. It is clear that students make progress when they are faced with real-life situations where they must communicate, beyond just theory.

Table 2

Analysis of the Interviewees' Perceptions (teachers) of the Application of the CLIL approach.

Questions	From your teaching experience, how do students usually respond to speaking activities when CLIL approach is implemented in EFL classrooms?	From your perspective, how can CLIL methodology contribute to students' speaking fluency and oral participation?	How do you perceive the implementation of CLIL methodology in EFL educational contexts?
Answers	Most teachers detailed that student respond positively to CLIL-based oral tasks. Although some students felt overwhelmed at the beginning, instructors witnessed engagement during classroom collaboration.	Teachers express that CLIL animates students to communicate more effectively. Consequently, students become more engaged in speaking assignments.	Teachers announce CLIL as a great and ingenious methodology because it combines academic content and language learning simultaneously.
Authors	According to Coyle et al. (2010), CLIL fosters oral interaction by combining content and language learning, increasing students' involvement in realistic contexts.	Borowiak (2023) found that CLIL atmospheres foster better oral interaction and improvement of useful language skills.	Coyle et al. (2010) state that CLIL combines content and language through communication, cognition, content, and culture.

Note. This table summarizes the teachers' perceptions regarding student responses, fluency development, and the overall impact of the CLIL approach in EFL classrooms.

Table 3

Analysis of the Interviewees' Perceptions (teachers) of the Application of the CLIL approach.

Questions	What challenges or limitations may teachers face when implementing CLIL methodology in EFL classrooms?	According to your teaching experience, what recommendations would you provide for improving speaking development through CLIL methodology in secondary education?
Answers	Participants recognized limited training, lack of resources, lesson-planning demands, and differences in students' language performance as the most identifiable challenges.	Teachers highly recommended interactive assignments and speaking-oriented activities for communicative interactions.
Authors	Tapia and Vega (2024) found that a positive CLIL application requires the needed teacher preparation and instructional support.	Richards and Rodgers (2014) emphasize the importance of communicative and interactive learning tasks for language improvement.

Note. This table summarizes the perceptions of teachers regarding the challenges and recommendations for implementing the CLIL approach to enhance speaking skills.

The first interview question was selected to explore teachers' observations regarding students' responses to speaking activities when the CLIL approach is implemented in EFL classrooms. This category is valuable because teachers' classroom experiences provide information about learners' willingness to communicate in English. The second interview question was designed to gather teachers' perspectives on the contribution of the CLIL approach to students' speaking fluency and oral participation. Since the study centers on teachers' insights, this factor allows interviewees to express their professional opinions based on their classroom environments. Their conceptions help explain the powerful link between CLIL implementation and the development of students' oral skills.

The third interview question targeted to examine teachers' perceptions of the implementation of the CLIL approach in EFL educational contexts. This question was included because comprehend how teachers perceive the application of CLIL provides important insights into its effectiveness and relevance within the educational context. The fourth interview question was chosen to identify the challenges and limitations teachers encounter when implementing the CLIL approach in EFL classrooms. This part is essential because recognizing common obstacles, such as limited resources, insufficient training, or differences in students' language proficiency, contributes to a better understanding of the practical realities associated with CLIL implementation. The fifth interview question was considered to collect teachers' recommendations for enhancing speaking improvement through the CLIL approach in secondary education. This category allows participants to establish useful strategies based on their teaching experience, providing practical suggestions for promoting classroom practices and supporting more successful application of CLIL to foster students' communicative skills.

Chapter V

Conclusions and Recommendations

The outcomes of the research concerning the application of Content and Language Integrated Learning (CLIL) approach and its contribution to learners' oral improvement are introduced in this chapter to emphasize its relevance in EFL secondary education. Interviews were conducted with English instructors who have experimented implementing communicative techniques in their classroom environments, and it was exceptional how their insights were related to what distinguished authors have stated about CLIL approach and language acquisition. This qualitative research study collected teacher's insights, experiences, and pedagogical recommendations that show the capacity of CLIL to foster oral engagement, communicative commitment, fluency, and purposeful interaction among EFL students.

Conclusions

The present study investigated teachers' insights respecting the application of Content and Language Integrated Learning (CLIL) approach and its contribution to oral improvement in EFL classrooms. Based on the information compiled through semi-structured interviews, the outcomes revealed that teachers recognize CLIL as a successful pedagogical approach that fosters students' oral participation, communication, confidence, and spontaneity in English. The findings allowed the researcher to establish connections between the participants' perceptions and the theoretical foundations discussed throughout this study.

Firstly, it was concluded that the CLIL approach is recognized by instructors as a successful pedagogical technique for reinforcing speaking in EFL classrooms. The participants establish that combining academic content and language learning creates meaningful communicative

circumstances that commit students to use English effectively. Consequently, learners are more likely to get involved in classroom discussions, convey ideas, and perform better in oral communication assignments.

Secondly, the outcomes exposed that the CLIL approach positively affects learners' oral interactions and classroom involvement. According to interviewees, students indicate greater enthusiasm and willingness to participate orally when English is applied as a tool for understanding and arguing content-related themes. This improved participation collaborates with the development of communicative proficiency and encourages more oral use of the target language.

Thirdly, it was established that CLIL approach collaborates to the development of learners' confidence, fluency, and spontaneity when participating in English. The interviewees perceived those students gradually feel more comfortable conveying ideas during classroom tasks. Therefore, learners create a better willingness to communicate oral actively.

Finally, the research identified several issues linked to the application of the CLIL approach, including disparities in learners' language competence levels, limited instructional resources, and the need for gradual teacher preparation. Despite these struggles, the participants considered CLIL an essential approach that can directly contribute to speaking improvement when needed support, planning, and resources are provided.

Recommendations

Based on the findings obtained from this research, the following recommendations are proposed. First, it is recommended that teachers implement activities based on the CLIL approach that encourage students to participate actively, whether through presentations or collaborative projects. These types of activities provide more opportunities for oral expression and interaction.

Another recommendation is that educational institutions should support professional development programs focused on the CLIL approach. Ongoing training would enable teachers to acquire the information and strategies necessary to better integrate content and language instruction in English as a foreign language classroom.

Moreover, incentivize teachers to use more reinforcement techniques, visual aids, and opportunities for collaborative learning to encourage students to participate in oral activities. These techniques can help students overcome communication challenges and boost their self-confidence when communicating in English.

Finally, schools should provide appropriate teaching resources, means, and tools to ease the integration of the CLIL approach. Access to content related materials can establish meaningful educational experiences and develop communicative engagement among learners.

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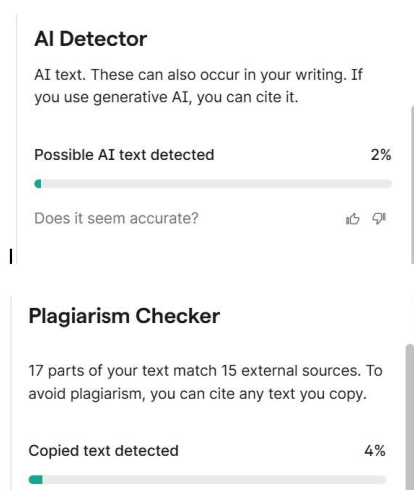
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Annexes

Annex A. Certified Anti-Plagiarism System

Certificado sistema anti-plagio

En calidad de tutor del Trabajo de Integración Curricular denominado **“CLIL AS A PEDAGOGICAL APPROACH TO ENHANCE SPEAKING IN THE EFL CLASSROOM”** elaborado por los estudiantes **Castro Pine Maisa Camila y Soto Yagual Christian Gustavo** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio GRAMMARLY , luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6 % de la valoración permitida, por consiguiente se procede a emitir el informe.



Atentamente,

Vergara Mendoza Ketty Zoraida, MSc.
TUTOR

Annex B. Request to Educational Institutions

La Libertad, 1 de junio de 2026

Rector(a)

Unidad Educativa Liceo Naval Salinas "Capitán Rafael Morán Valverde"

Presente. -

Asunto: Solicitud de autorización para la realización de entrevistas con fines académicos

Reciba un cordial saludo.

Yo, Mgs. Ketty Zoraida Vergara Mendoza, en calidad de docente tutora de la Universidad Estatal Península de Santa Elena (UPSE), solicito su autorización para que los estudiantes investigadores **Soto Yagual Christian Gustavo** y **Villao Vera María Angélica** realicen entrevistas a los docentes de inglés de su prestigiosa institución.

Esta actividad forma parte del proyecto de titulación ***“CLIL as a Pedagogical Approach to Enhance Speaking in the EFL Classroom”***, cuyo objetivo es analizar dicho enfoque para fortalecer la expresión oral en el idioma inglés.

Cabe señalar que la información recolectada se manejará bajo estrictos principios éticos, garantizando el anonimato y la confidencialidad absoluta de los participantes.

Por lo expuesto, agradeceré comedidamente se sirva brindar las facilidades necesarias para coordinar esta actividad en los horarios que la institución considere convenientes.

Agradezco de antemano su valioso apoyo a la investigación educativa.

Atentamente,



Validar Únicamente en FirmaEC.
Firma electrónica por:
KETTY ZORAIDA
VERGARA MENDOZA

Mgs. Ketty Zoraida Vergara Mendoza
Docente Tutora
Universidad Estatal Península de Santa Elena (UPSE)

La Libertad, 5 de junio de 2026

Rector(a)
ING. Julio Cristobal Guamatica Suarez

Unidad Educativa Salina INNOVA

Presente. –

Asunto: Solicitud de autorización para la realización de entrevistas con fines académicos

Reciba un cordial saludo.

Yo, Mgs. Ketty Zoraida Vergara Mendoza, en calidad de docente tutora de la Universidad Estatal Península de Santa Elena (UPSE), solicito su autorización para que los estudiantes investigadores **Soto Yagual Christian Gustavo** y **Castro Pine Camila Maisa** realicen entrevistas a los docentes de inglés de su prestigiosa institución.

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Atentamente,



Validar Únicamente en FirmaEC.
Firmado electrónicamente por:
KETTY ZORAIDA
VERGARA MENDOZA

Mgs. Ketty Zoraida Vergara Mendoza
Docente Tutora
Universidad Estatal Península de Santa Elena (UPSE)

Annex C. Questionnaire

CLIL as a Pedagogical Approach to Enhance Speaking in the EFL Classroom

1. From your teaching experience, how do students usually respond to speaking activities when CLIL approach is implemented in EFL classrooms?
2. What difficulties do students commonly experience when trying to communicate orally in English in EFL classrooms?
3. In your opinion, how does traditional English instruction influence students' speaking development?
4. How do you perceive the implementation of CLIL methodology in EFL educational contexts?
5. From your perspective, how can CLIL methodology contribute to students' speaking fluency and oral participation?
6. How do students react when academic content is taught through English during classroom activities?
7. Have you noticed improvement in students' confidence or communicative interaction when CLIL strategies are applied? Explain it.
8. In your opinion, how does CLIL methodology influence students' fluency and spontaneity when communicating in English?
9. What challenges or limitations may teachers face when implementing CLIL methodology in EFL classrooms?
10. According to your teaching experience, what recommendations would you provide for improving speaking development through CLIL methodology in secondary education.

Annex D. Transcription

1. From your teaching experience, how do students usually respond to speaking activities when CLIL approach is implemented in EFL classrooms?

1. Okay, in my experience, students usually respond positively to speaking activities when CLIL is used. They are more engaged because they learn English through interesting topics and hands on activities. Young learners especially enjoy songs, games and visual materials.

2. and students might feel silent, overwhelmed, because they are processing both new academic content and it is important that they need to relate the content, the language of that subject and with the foreign language. And so, they realize that the focus is on understanding the topic, rather than to focus on the grammar part.

3. I noticed and I observed that students are generally interested in participating in speaking activities. However, in the teaching, in the young learners, it's difficult, it's complicated to mix it to these topics or to mix it to the subject, because in this case, that is the young learners, in this case. However, it's interesting to teach a lot of the subject to the children. In my case, I use appropriate vocabulary. I provide vocabulary of the worksheet and the pronunciation.

I believe that beyond oral production, it's essential for a student to understand the content. That is the most important to the student, understand the content to the topic or at the subject.

4. Well, in this month, I can see that the students respond positively because speaking activities are connected with special content like independence or something like that. So, they tend to be more engaged and motivated with this kind of activities, this kind of CLIL activities.

5. the students usually participate more and show greater interest because the activities are meaningful and connect to the real topics.

2. What difficulties do students commonly experience when trying to communicate orally in English in EFL classrooms?

1. Okay, students often have limited vocabulary and sometimes feel shy or afraid of making mistakes. Young learners may understand English but they need more time and practice to express themselves orally.

2. the most common difficulties, we agree with the afraid, because they feel that when they are speaking, they can speak a little bad, with bad pronunciation, with bad fluency, and they are thinking about mistakes, about don't be bad in the grammatical part.

3. One more important to this is the limited vocabulary. Pronunciation problems and the lack of the confidence. To me, it's the most important too difficult to teach another subject in English. In my experience, I noticed all this.

4. Well, the most difficulty would be the lack of confidence because they have fear of making mistakes. So, that would be the main difficulty.

5. The difficulties the students may have, for example, they often have limited vocabulary, fears of making mistakes and lack of confidence when they are trying to speak English.

3. In your opinion, how does traditional English instruction influence students' speaking development?

1. Okay, in my opinion, traditional instruction often focuses on grammar and repetition. While these are important, students may have fewer opportunities to use English and in real communication as our students' speaking development can be slower.

2. traditional instruction often overemphasizes grammar rules, so isolate vocabulary lists and repetitive drills, while this builds a strong foundation in reading and writing. It can hinder speaking development, it tends to create positive learners who are afraid to speak, out of fear of grammatical inaccuracies, severely limit their fluency and real-world communication skills.

3. traditional English teaching instruction often emphasizes grammar exercise, memorization, and writing activities. While these aspects are important, they may provide limited opportunities for obtaining communication. So, in this case, the students don't have any opportunities to communicate in English. Because traditional teaching is the most forward to the copy in this word. Pronunciation, repetition is not focused on the most important.

4. Well, traditional education or traditional instructions focus on grammar and written exercise. But with oral speaking tasks, it would be not that easy for them, easier for them to develop their skill. So, it's focused on writing or reading but not with speaking.

5. based on my opinion, the traditional instruction helps with grammar and vocabulary, but it may provide fewer opportunities for speaking practice.

4. How do you perceive the implementation of CLIL methodology in EFL educational contexts?

1. I think that clear is a very effective approach because students learn both content and language at the same time. It makes learning more meaningful and helps students use English in real situations.

2. I perceive it as a highly effective and innovative evolution in language teaching, because CLIL transforms the classroom into an immersive environment. It gives the language

immediate utility and relevance, preparing students not just to pass the English test, just to be focused on the content and on the topic that the teacher is teaching

3. I believe that the implementation of CLIL approach in English context is very important strategy for promoting English. For promoting English as a second language. This approach allows the student to learn academic content while developing their language skills, fostering a more meaningful, conceptualized, and functional learning experience.

However, based on my experience here right now, I consider that the CLIL is particularly beneficial for younger learners. Just for younger learners, they tend to adapt more easily to learning through English. In the other case, implementing can be too challenging for a student who are new in this institution. Because in here, to the beginning to the class, are new students. It is a big challenge.

4. Well, in this one, I perceive CLIL as an effective approach because we are doing both, teaching topics of social studies and also English. So, we are working on vocabulary strategies and also trying to develop their ideas about the topics.

5. I think it's an effective method because students learn both content in English at the same time.

5. From your perspective, how can CLIL methodology contribute to students' speaking fluency and oral participation?

1. clear encourages students to use English naturally while learning different topics. This increases participation and gives them more opportunities to practice speaking which helps improve fluency.

2. CLIL naturally increases oral participation because it provides meaningful topics that speak genuine interest or debate, since the emphasis is on the content delivered and meaning that linguistic perfection, students lower that affective filter.

3. The CLIL contribute to students speak fluently by providing meaningful context for communication. Students use English to discuss, explain, and solve problems related to the academic content. This continues exposure to authentic languages, increase oral participation, and helps another student together become more confident speakers.

4. Maybe encouraging students to communicate their ideas about social studies topic because they want to express their ideas but with this fear, maybe they prefer not doing that. But with CLIL, I perceive some enhances with these speaking tasks.

5. Based on the methodology, it does encourage students to use English naturally, which improves fluency and participation at the same time in the classroom.

6. How do students react when academic content is taught through English during classroom activities?

1. Okay, at first, some students may need extra support, but they usually become interested and motivated. Visual aids, gestures, and interactive activities help them understand the content and participate confidently.

2. I think that is involved over the time. At first, there is a curiosity that is students, because when the teacher shows visual aids, they are more focused on what is the thing that the teacher is going to show to the class. In that case, they often feel a strong sense of pride and achievement when they realize that they can understand and they can discuss the complex and real-world topics.

3. the students now vary depending on their language proficiency level. Initially, some students may feel challenged or overwhelmed. However, there is appropriate visual aids and teacher support.

That is important to the most important to provide to the students. Many students appreciated learning about content in English at the same time.

4. They feel a bit feared, as I said before, but with proper support of me, they usually become more confident and interested about the theme of the class.

5. Well, at the beginning they may feel challenged, but with enough support they become more engaged and confident for the activities during the classroom.

7. Have you noticed improvement in students' confidence or communicative interaction when CLIL strategies are applied? Explain it.

1. yes, I have noticed improvement. Students become more confident because they use English regularly in meeting activities. They participate more and are less afraid of making mistakes.

2. when CLIL strategies like cooperative learning, graphic organizers, and scaffold discussions are used, students really lessen the teacher and more on peer interaction, because they are working together to solve a problem or understand a concept. Their communicative confidence grows and the interaction becomes much more student-centered.

3. Yes, I have noticed the significant improvements in a student's confidence and communicating interactions.

And the CLIL activities often involves paid work, group discussions, presentations, and collaboration tasks, which encourages students to communicate more fluently. Over time, the students become less afraid of making mistakes. Making mistakes and overwhelming to spread their ideas in English.

4. Yeah, actually, I perceive some enhances in the students that they don't have the same level than others. So, CLIL would be effective with this problem.

5. Yes, the students become more confident because they use English regularly in meaningful situations. For example, here in the institution we use signs. Signs are natural in English. So, we are related like the plants, the parts of the body in English.

8. In your opinion, how does CLIL methodology influence students' fluency and spontaneity when communicating in English?

1. clear provides many opportunities for students to use English naturally. Through constant practice, they become more comfortable speaking and can respond more spontaneously.

2. it enhances spontaneity because it mirrors first language at question and using the language in context to meet immediate communication needs. In a CLIL lesson, a student needs to ask a question or explain an idea in the moment to keep up with the content, which reduces the time spent on internal translation and faster rapids that is a weekly speech.

3. The CLIL enhances fluency and spontaneity because the students use English as a tool for communication greater than that as a subject to the student.

They focus on expressing ideas, solving problems, and discussing content, which remedies natural language, use frequent opportunities, more meaningful interaction, help the students develop more speaking skills.

4. Well, CLIL provides authentic communication opportunities where students focus on expressing their ideas instead of worrying excessively about grammar. So, yes.

5. Based on this methodology, it helps students speak more naturally and respond more quickly when the teacher asks something in English.

9.What challenges or limitations may teachers face when implementing CLIL methodology in EFL classrooms?

1. one challenge is preparing suitable materials that match both the language level and the content. Another challenge is ensuring that the students understand the content while learning English. And the last one.

2.I consider that the primary challenge includes the lack of special design, dual-purpose materials that mean the content and the language, and the extra time required for lesson planning. Teachers must possess a high level of language and about the content knowledge, that's not only for English, about the knowledge about all the things that we can teach up with language.

3. From my perspective, one of the main challenges is implementing the CLIL. Its approach is differences in the student's English preference levels. As some learners, students in English have strong foundation while others struggle to understand instruction or content in English.

4. Maybe it would be the lack of information that we present in CLIL, because as a new teacher, I didn't have so much information about CLIL. But in this time, being a social studies teacher, I learned a lot. And it is, as I said before, effective approach.

5. The challenges for the teachers, for example, may be the lack of materials, the limited time and different students' physical level. Let's go with the last one.

10. According to your teaching experience, what recommendations would you provide for improving speaking development through CLIL methodology in secondary education?

1. in my experience, I would recommend using interactive activities, real-life topics, visual resources, and collaborative tasks. It's also important to create a positive environment where students feel comfortable speaking English.

2. I would recommend three main points. Number one, that is to scaffold the language because that is important to provide sentence starters, key vocabulary, banks, and functional language expression to support the students before they speak. Number two, to prioritize the fluency because they are afraid that to speak, at the moment they speak in the English class, and we as a teacher, we must encourage the communication.

And number three, that is to incorporate project-based learning because it can allow students to work collaboratively with other projects and with classmates that maybe there is a classmate that can speak English fluently and that is a bonus that students can get.

3. According to my teaching experience now in this year, I would recommend design speaking activities that are connected to the student's interest and meaningful academic content, and this increases motivation and participation. Its more activities focused on speaking.

4. Well, I recommend the use of interactive activities. Also, to share ideas a lot with the students. (5:06) Because, as I said before, they want to express their ideas, but they have this lack of confidence. (5:16) But with the support of the teacher, they can do it.

5. Based on my experience, I recommend using interactive activities, the group work, that means the collaborative learning, and real-life topics, and providing constant opportunity for students at the moment they are speaking English.