Designing, Implementing and Appraising Communicative Speaking Tasks for the Secondary L2 Classroom

TRABAJO DE FIN DE MÁSTER

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Abstract

This paper analyses the design, implementation, and appraisal of communicative speaking tasks within the secondary L2 classroom context. Its goal is to identify frequent constraints encountered in secondary educational settings and propose improvements to contribute to enhancing students' language competencies. The study is divided into several interconnected sections, including a comprehensive literature review of Communicative Language Teaching (CLT), a detailed explanation of the methodological framework employed, and an in-depth analysis of the communicative speaking task. By exploring the theoretical basis of CLT and applying its principles to task design, this research aims to connect theoretical insights with practical classroom implementations. Through data collection and analysis, the study assesses the efficacy of communicative speaking tasks and proposes strategies to address identified limitations. These findings enrich the ongoing discourse on language pedagogy by offering valuable insights into teaching approaches to improve students' linguistic, sociolinguistic, actional, discourse, and strategic competencies in the secondary L2 classroom.

Keywords: Communicative Language Teaching (CLT), communicative speaking tasks, secondary L2 classrooms, constraints, and competencies.

Resumen

Este estudio analiza el diseño, la implementación y la evaluación de las tareas comunicativas orales en el contexto de las aulas de secundaria donde se enseña una segunda lengua extranjera (L2). Su objetivo es identificar las limitaciones frecuentes que se encuentran en los entornos educativos de secundaria y proponer estrategias que contribuyan a mejorar las competencias lingüísticas de los estudiantes. El estudio se divide en varias secciones interconectadas, que incluyen una revisión exhaustiva de la literatura sobre la Enseñanza Comunicativa de Lenguas (ECL), una explicación detallada del marco metodológico empleado y un análisis en profundidad de la tarea comunicativa oral. Al explorar la base teórica de la ECL y aplicar sus principios al diseño de la tarea, esta investigación pretende conectar los conocimientos teóricos con la aplicación práctica en el aula. Mediante la recopilación y el análisis de datos, el estudio evalúa la eficacia de las tareas comunicativas orales y propone estrategias para abordar las limitaciones identificadas. Estos resultados enriquecen el discurso actual sobre la pedagogía del lenguaje al ofrecer perspectivas sobre los posibles enfoques didácticos para mejorar las competencias lingüísticas, sociolingüísticas, accionales, discursivas y estratégicas de los estudiantes en el aula de L2 de secundaria.

Palabras clave: Enseñanza Comunicativa de Lenguas (ECL), tareas comunicativas de expresión oral, aulas de L2 en secundaria, limitaciones y competencias.

1. Introduction

This paper seeks to design, implement, and appraise communicative speaking tasks for the secondary L2 classroom setting aiming to identify and address common constraints prevalent in secondary educational environments. To achieve this objective, the study is structured into various interconnected chapters.

In section 2, an extensive literature review is conducted to explore the theoretical notions of Communicative Language Teaching (CLT). This chapter is further divided into six subsections, encompassing topics ranging from communicative competence in language teaching to the role of communicative tasks within the language curriculum. By specifying the origins, historical development, main features, misconceptions, and implications of Communicative Language Teaching (CLT), this chapter aims to provide a comprehensive understanding of this pedagogical approach, laying the groundwork for its application in the subsequent design of the proposed communicative speaking task.

Section 3 outlines the methodological framework adopted for this action research endeavour. As with the previous chapter, it is divided into four main areas: 3.1 delineates the methodology employed for this procedure, 3.2 contextualises the development of communicative speaking tasks within the secondary classroom setting, 3.3 describes the data collection instruments used, including the open-ended questionnaires and the rating scale questionnaire; and 3.4 analyses the data collected from the teachers' initial study, as students' responses will be analysed within the final appraisal of the communicative speaking task.

Building upon the methodological foundation established in section 3, chapter 4 delves into the intricacies of communicative speaking tasks. Similarly, it is subdivided into four subsections: 4.1 focuses on the design of the communicative speaking task based on the official curriculum and the theoretical principles of CLT. After task configuration, section 4.2 reflects the implementation of that communicative task in secondary classrooms, portraying the positive and negative aspects encountered during this phase. Subsequently, chapter 4.3 covers the appraisal of the communicative task, for which students' responses to the rating scale questionnaire along with a self-assessment covering the whole process were considered. Finally, subsection 4.4 suggests a proposal for improvement in trying to develop this communicative speaking task in secondary classroom settings successfully.

Following this process, section 5 concludes this action research approach by providing a summary of the major findings and insights acquired throughout this paper. Furthermore, it also identifies specific areas for future research with the goal of encouraging continued intellectual discourse and inquiry in this academic field.

To embody the relevant theoretical and research principles taken as the starting point for the development of this study, section 6 serves as the repository of references, hence providing a comprehensive list of the whole amount of sources used to compile all the information needed for this action research approach.

Finally, section 7, also known as the Appendix, offers all the materials used in this study, including teachers' open-ended questionnaires, students' rating scale questionnaires, the learning situation that contextualises the final communicative speaking task, and the assessment instruments used to evaluate student performance during the learning process.

In summary, through the delineation and interconnectedness of these sections, this paper aims to examine the effectiveness of communicative speaking tasks for secondary students. Accordingly, it seeks to identify current limitations and suggest improvements to address these constraints with the ultimate goal of enhancing students' linguistic, sociolinguistic, actional, discourse, and strategic competencies.

2. Literature Review

This paper aims to analyse the theory of Communicative Language Teaching (CLT) by studying its origins, historical development, main features and implications in order to design, implement, and appraise communicative speaking tasks for the secondary L2 classroom. With the purpose of carrying out this research, it is necessary to set up the theoretical foundations on which this study will be based.

The cornerstone of this communicative theory is the works of Hymes (1972), Canale (1983), Canale and Swain (1980), Chomsky (1965), and McGroarty (1984). More recent attention has been focused on this language methodology, for which Celce-Murcia's (1995, 2000, 2007) works have also been taken as the reference point for developing the most important notions within this subject.

Once the foundations have been laid, the primary academic approaches that have been followed to explain and elaborate the theory of Communicative Language Teaching are those of Richards (2006), Dörnyei (2009), Van Ek and Trim (1998), Jacobs and Farrell (2003), and Geoff Thompson (1996).

Eventually, taking into account the practical implications of this theoretical method in the classroom, Nunan (1991), Rahman (2010), and Skehan (1998) serve as the foundational theoretical documents on which the integration of communicative tasks and their alignment with the language curriculum will be based intending to improve students' oral communication skills.

2.1. Communicative Competence in Language Teaching

The notion of communicative competence was developed by Dell Hymes (1972) in response to Noam Chomsky (1965), who focused on the internal rules of language when explaining the theory of syntax. In this formal approach, he differentiated between the knowledge of a language, a term he coined as competence, and its practical use, which he defined as performance. According to Chomsky (1965), the way speakers use language might not always accurately represent their knowledge, as natural speech can involve errors.

Consequently, formal linguists are interested in studying these errors to understand the rules behind language and the mental processes that occur when speaking. In other words, this theory aims to discover the mental aspects of language, also known as linguistic competence, instead of focusing on how people talk. In line with this idea, Chomsky (1965) introduced the term generative grammar as a language system where everything is clearly exhibited, without requiring learners to make new discoveries.
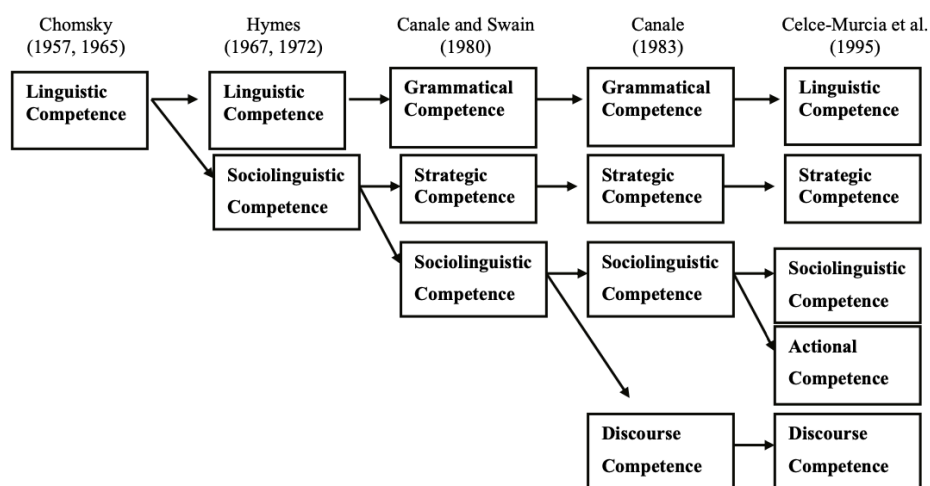
In contrast to Chomsky's notions, Dell Hymes (1972) stated that language involves more than innate mechanisms, as he confirmed that its use is also determined by external aspects, such as its context. Due to this, he considered communicative competence essential for students to effectively use language for meaningful interaction. This new notion was so influential that communicative competence became the basis of a new teaching approach which perceives communication as the goal of second language learning. As a result of this impact, different language experts have developed diverse models of this corresponding communicative competence (Celce-Murcia, 2007).

Among these specialists, Canale and Swain (1980) were the first to introduce different modifications to this pattern. These changes include the addition of the notion of strategic competence, which entails solving communication problems, along with the renaming of linguistic competence to grammatical competence. Canale (1983) also added discourse competence to this model, which is understood as the skill of understanding language beyond sentences.

In the mid-nineties, Celce-Murcia, Dörnyei and Thurrell (1995) suggested some changes to the general understanding of language skills. According to these authors, people's ability to effectively use language in different language functions and for diverse communicative purposes was also integral to effective communication. Consequently, they added a new term known as actional competence. Together with this, they proposed the introduction of two other terms as well: they decided to change sociolinguistic competence to sociocultural competence, thus including people's cultural aspects, and grammatical competence to linguistic competence, encompassing morphology and phonetics. As a result, these chronological changes are exemplified in the following figure, taken from Celce-Murcia's work (2007, p. 42).

Figure 1

Chronological Changes within Communicative Competence.

Chomsky (1957, 1965)	Hymes (1967, 1972)	Canale and Swain (1980)	Canale (1983)	Celce-Murcia et al. (1995)
Linguistic Competence	Linguistic Competence	Grammatical Competence	Grammatical Competence	Linguistic Competence
	Sociolinguistic Competence	Strategic Competence	Strategic Competence	Strategic Competence
		Sociolinguistic Competence	Sociolinguistic Competence	Sociolinguistic Competence
				Actional Competence
			Discourse Competence	Discourse Competence

Another key point of Celce-Murcia et al. (1995) was the fact that they emphasised that all constituents of communicative competence are interrelated, which is why it was argued that understanding these connections is essential to getting to know what communicative competence stands for. To illustrate these connections, Celce-Murcia (2007) created the succeeding diagram (p. 44), in which discourse competence is placed as the central element, which constantly interfaces with the linguistic, actional and sociocultural competencies, as all their interactions mould discourse. In addition, surrounding this triangle, strategic competence can be found, which is known as a skill that allows speakers to overcome communication problems effectively.

Figure 2

Essential Constituents within Communicative Competence.
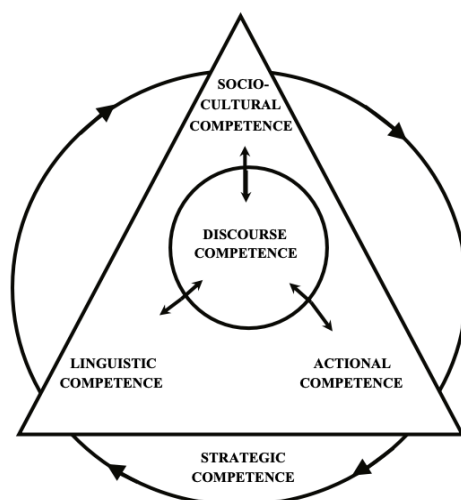
The subsequent figure, taken from Celce-Murcia's work (2007, p. 45), is based on the previous model and represents how language teachers understand communicative competence, a concept further explained and detailed in the following paragraphs.
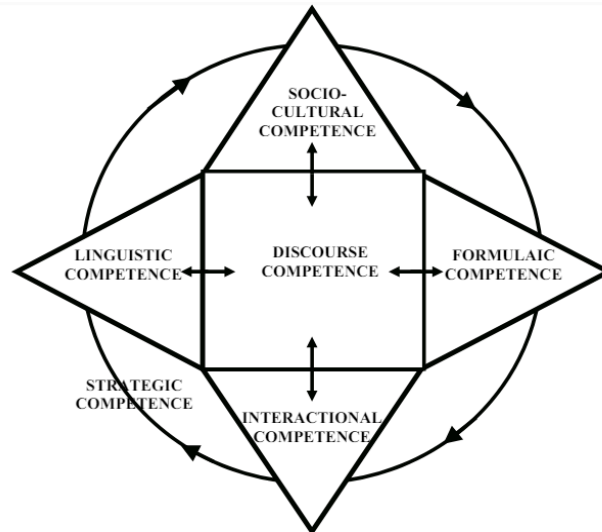
Figure 3

General Understanding of Communicative Competence.

In the first place, at the top of the figure, sociocultural competence is understood as the knowledge related to the way language should be used appropriately in different social and cultural settings. It does not only involve knowing grammar and vocabulary but also understanding the cultural norms and expectations related to communication, as a cultural error can be more serious than making a language mistake. For this reason, the educational approach is concerned with teaching this competence, as it entails helping students understand and adjust to the social and cultural aspects of communication in a new language (Celce-Murcia, 2007).

Concerning sociocultural competence, Celce-Murcia et al. (1995) have also defined social and cultural factors that affect language use, including social context (age, gender, status, power relations, and emotions), stylistic appropriateness (register, genre, and politeness), and cultural elements (background information, customs, dialects, and cultural differences), which are said to be generally acquired through experience.

Secondly, discourse competence is located in the centre of the image, which means that it is influenced by its interrelated components. Therefore, it involves bringing together the overall communication goals with vocabulary, grammar, and social and cultural norms to

express ideas effectively and create understandable messages (Celce-Murcia, 2007). Besides, different sub-areas within discourse competence were also highlighted by Celce-Murcia et al. (1995), including "cohesion, deixis, coherence, and generic structure" (pp. 13-15).

The triangles located on the left and right of the centre represent two important aspects of language skills: linguistic and formulaic competence. On the one hand, the first mentioned entails knowing the rules and structures of language, which includes phonological, lexical, morphological, and syntactic knowledge. On the other hand, formulaic competence deals with the knowledge and use of fixed expressions commonly used in everyday conversations. Therefore, it can be stated that linguistic competence focuses on knowing the rules of language, while formulaic competence is about using ready-made phrases and expressions to communicate effectively (Celce-Murcia, 2007).

At the bottom of the figure, interactional competence is perceived as an important aspect of communication skills, as it focuses on the practical side of communication. In fact, it includes three main aspects: actional competence, which involves knowing how to perform different actions with language; conversational competence, which entails understanding the rules and expectations of conversations; and non-verbal/paralinguistic competence, which comprises being aware of and using non-verbal signs during communication. Hence, for conversational competence, understanding the differences between how people communicate in their first language (L1) compared to their second language (L2) is a relevant component to prosper in communication (Celce-Murcia, 2007).

Finally, strategic competence is represented as a surrounding circumference, which can be interpreted as the set of plans and actions students use to succeed in learning a new language. Thus, it involves both learning and communication strategies. Regarding the first-mentioned group of strategies, cognitive, metacognitive, and memory-related techniques can be found (Celce-Murcia, 2007). Conversely, according to Celce-Murcia et. al (1995), communication strategies are focused on achieving goals, managing time, monitoring oneself, interacting effectively, and being social during language use. Hence, the combination of both strategies allows students to overcome the complexities of language learning and communication, making their learning experience more effective and successful.

2.2. Communicative Language Teaching (CLT)

Once the notion of communicative competence has been understood, it can be affirmed that the existing literature on Communicative Language Teaching is extensive and focuses particularly on this methodology as a revolutionary approach to teaching languages transcending mere memorisation and grammar rules. This educational procedure is said to embrace the objectives of language instruction, the methods through which learners acquire a new language, the most effective classroom activities for promoting this learning, and the functions of teachers and learners within the educational environment (Richards, 2006). In other words, this method focuses on creating an atmosphere where students learn how to use a new language effectively in real-life situations.

Communicative Language Teaching is then recognised for its purpose of instructing communicative competence, a term coined by Dell Hymes (1972) through which he emphasised the importance of students effectively using language for meaningful interaction. Based on this concept, Richards (2006) stated that this linguistic capacity covers four facets of language proficiency: the use of language for diverse purposes and functions, the speakers' competence to adapt language use based on context and interlocutors, people's aptitude to create and understand diverse textual forms, and the individuals' ability to maintain communication despite limitations in linguistic competence.

This current conception of Communicative Language Teaching has undergone a historical trajectory, having evolved into three main phases over time: Traditional Approaches, Classic Communicative Language Teaching, and Current Communicative Language Teaching (Richards, 2006).

Throughout history, conventional language teaching approaches such as the aural-oral method, prevalent until the late 1960s, prioritised grammatical competence as the basis of language proficiency, focusing on the acquisition of grammar through direct instruction and repetitive exercises. In this view, students were given grammar rules that they had to apply mechanically, thus fostering a deductive approach to learning in which errors were to be avoided. However, with the development of the theory of Communicative Language Learning, these grammar-based methodologies evolved into pedagogies that emphasised

functional and skill-oriented instruction, a change that resulted in fluency-focused activities based on interactive small-group dynamics (Richards, 2006).

Consequently, this caused the pedagogical focus to shift from grammatical syllabuses to fluency-oriented tasks in which dynamic activities such as games, problem-solving tasks, unscripted role-plays, and communicative drills were further developed. In doing so, this movement underlines the importance of less structured and more creative language tasks, emphasising the experiential aspect of language learning (Dörnyei, 2009).

This methodological transition introduced a subsequent historical phase known as Classic Communicative Language Teaching, which took place from the 1970s to the 1990s. During this period, the conventional emphasis on grammar in language instruction was challenged, as it was known that language proficiency extended beyond mere grammatical competence. As a result, there was a change of focus towards the acquisition of knowledge, as communicative competence became essential for the appropriate use of language based on contextual elements and participants' roles and intentions. In essence, it was acknowledged that language teaching should aspire towards developing communicative competence, transcending the old-fashioned emphasis on grammatical proficiency (Richards, 2006).

Eventually, in the 1970s and 1980s, Communicative Language Teaching emerged as a novel paradigm in language education that encouraged language instructors and institutions worldwide to reconsider their pedagogical strategies, curriculum design, and instructional materials. Under this communicative approach, grammar ceased to be the focal point in course planning, which led to a general recognition of the need for innovative methodologies in language instruction (Richards, 2006).

Due to this advancement, there has been a shift in the notion of language learning, which is perceived as the result of several processes: the engagement between the learner and language professionals, the cooperative creation of meaning, the establishment of meaningful communication, the mutual understanding achieved through negotiation of meaning, the acquisition facilitated by the acknowledgement and response to feedback on language use, the focus on the language received (input), and the experimentation with various expressions and methods of communication (Richards, 2006). In other words, the premise guiding learning in Communicative Language Teaching was based on the idea that learners naturally

develop communicative competence by actively participating in meaningful communicative tasks (Dörnyei, 2009).

2.2.1. The Evolution of Communicative Language Teaching

Significant developments in language education were also witnessed during the 1970s and 1980s, notably the emergence of two major trends: the promotion of a communicative syllabus and the rise of the English for Specific Purposes (ESP) movement. On the one hand, the communicative syllabus proposals include skill-based, functional, notional, and task-based approaches. Firstly, the skills-based method focuses on developing the four main language skills —reading, writing, listening, and speaking— interconnectedly. Secondly, the functional procedure structures language learning based on the practical functions speakers need to perform in English. In third place, the notional syllabus centres on the essential content and concepts learners need to convey. Finally, the task-based approach involves creating classroom tasks and activities that encourage learners to use language in real-life situations, fostering communication and practical language use (Richards, 2006).

It became evident, however, that a comprehensive syllabus must include all crucial language constituents. Thus, the pioneering communicative syllabus, known as the Threshold Level within the Classic Communicative Language Teaching framework, identified the proficiency level necessary for meaningful communication initiation. It therefore represented the initial attempt to outline the required language skills, specifying the different situations learners may encounter and the communicative competence that was needed to use language successfully (Van Ek & Trim, 1998). Hence, this syllabus delineated topics, functions, concepts, contexts, grammar, and vocabulary required for effective communication (Richards, 2006).

On the other hand, the development of English for Specific Purposes emerged from the acknowledgement within the CLT community that many learners required English for precise vocational or academic contexts. In this way, the need to instruct learners in the specific language and communicative skills needed for their particular professional or educational roles was recognised. This gave rise to the growth of needs analysis, which involves various methods —such as observation, surveys, interviews, situational assessments, and examination of language use in different contexts— to identify the communicative

requirements learners would find in specific occupational or educational roles along with the linguistic characteristics distinctive to those settings (Richards, 2006).

As a result, a shift towards a new communicative teaching approach took place under the assumption that learners acquire a language primarily through engaging in communication. Within this framework, the Communicative Language Teaching Method is defined by several core principles. Firstly, authentic communication is the central focus of language acquisition, allowing learners to experiment, apply their knowledge, and enhance both accuracy and fluency. Secondly, learners' errors are recognised as part of the process of developing communicative competence. Lastly, all language skills are integrated to let learners autonomously discover and internalise grammar rules (Richards, 2006).

2.2.2. The Paradigm Shift in Contemporary Language Teaching

Referring back to the previously discussed concepts, it can be said that Contemporary Language Teaching approaches aim to adopt the global perspective on language and language acquisition that advocates a communicative view of language itself. Thus, Jacobs and Farrell (2003) perceive the transition to Communicative Language Teaching as a paradigm shift in our understanding of teachers, learning and instruction. According to them, this transition has been marked by the following key elements.

Initially, they highlight a change of focus towards the role of learners, which has given way to a transition from teacher-centred to learner-centred instruction. Likewise, they emphasise the learning process over the outcomes produced by learners, changing from product-oriented to process-oriented teaching. Under these assumptions, they also draw attention to the social aspect of learning instead of treating students as isolated individuals, hence promoting a sense of community. In doing so, they acknowledge and value the diversity among learners, considering these differences not as obstacles but as valuable aspects to be recognised, accepted, and celebrated —a perspective known as the study of individual differences (Jacobs & Farrel, 2003).

Furthermore, they have also noticed a change of focus in the research and theoretical development, as it now gives more importance to the views of teachers and students in the classroom, rather than just exhibiting the opinions of outside experts who observe and

analyse classroom behaviour. This change is associated with innovations like qualitative research, which examines personal feelings and experiences, participants' insider viewpoints, and the contextual uniqueness of each educational setting. Together with these aspects, they recognise the importance of bridging the gap between the school environment and the real world to make students understand why they are learning those contents and foster the development of their intrinsic motivation (Jacobs & Farrel, 2003).

In final terms, they have also noticed a new way of teaching that goes from the general to the particular. That is to say, it first looks at the big picture and then breaks down the ideas of a text by understanding its small parts. Instead of focusing on small pieces, they begin with a meaningful text and subsequently help students explore the various elements that contribute to its functionality, such as word choice and the organisational structure. Parallel to this, they have also experienced an emphasis towards the understanding of meaning over repetitive drills and other forms of memorisation-based learning techniques. In doing so, they perceive learning as an ongoing, lifelong process rather than merely a preparatory phase for examinations (Jacobs & Farrel, 2003).

As a result of these key elements, Jacobs and Farrell (2003) suggest that the paradigm shift towards CLT has given way to eight significant changes in language teaching approaches: learner autonomy, the recognition of the social nature of learning, the integration of curricula, the emphasis on meaning, the acknowledgement of diversity, the cultivation of critical thinking skills, the adoption of alternative assessment methods, and the positioning of teachers as co-learners.

2.2.3. Implicit and Explicit Learning within CLT

In the domain of Communicative Language Teaching, a notable division regarding how language is acquired has been categorised into implicit and explicit learning. On the one hand, explicit learning takes place when learners actively and consciously engage with materials or problems, a method commonly highlighted in traditional educational settings. On the other hand, implicit learning occurs without conscious awareness, where skills and knowledge are acquired without deliberate attempts to learn (Dörnyei, 2009).

In this view, language teachers emphasise the importance of creating communicative classrooms where students can communicate naturally, imitating real-life settings. This approach is motivated by the recognition that human language acquisition, especially the mastery of one's native language, primarily occurs through implicit processes, without explicit instruction. That is to say, children learn their first language by engaging in natural and meaningful communication with their parents, a process that highlights the relevance of being around the language and having real conversations (Dörnyei, 2009).

Nevertheless, it has been demonstrated that while implicit language learning works well with children, leading to native-like proficiency in their first language, it is not as effective when it comes to mastering a second language later in life. This is due to the fact that learning exclusively through natural language input does not usually result in enough progress for most learners in school settings, as shown in diverse studies. Therefore, it has been concluded that mere exposure to second language input together with communicative practice is insufficient for achieving proficiency. Consequently, explicit learning strategies, such as directed attention to linguistic forms or structured practice exercises, are essential to push students to go beyond just being able to communicate and reach the expected level of language proficiency (Dörnyei, 2009).

As a result, numerous attempts have been made over time to combine explicit and implicit language learning methodologies. This combination has proven successful, leading to improvements in three main areas: the emphasis on form and form-focused education (i.e. concern about grammar and the way it is taught), the improvement of fluency and automaticity, and the use of formulaic language. These developments constitute a balanced approach, combining communicative meaning and structural components of language (Dörnyei, 2009).

In the first place, focusing on form and form-focused instruction emphasises the necessity of addressing both communicative meaning and linguistic aspects. This approach, known as FonF/FFI, tries to balance the understanding of the main ideas with the thinking about how language works, thus helping students improve their understanding during lessons (Dörnyei, 2009).

Secondly, there is also significant emphasis on developing fluency and automaticity in second language education, as it has been shown that effective communication in a foreign language needs more than mere linguistic correctness. Fluency, defined as the capacity to articulate thoughts smoothly and effortlessly, is deemed equally vital. In fact, within the domain of psychology, this softness in speaking is perceived as a natural progression towards mastering a skill (Dörnyei, 2009).

Eventually, formulaic language, which comprises common phrases and expressions, is also depicted as crucial in promoting automatic and fluent language production. Traditionally, it has been assumed that these formulaic sentences are stored in our memory as complete units, which helps speakers use them effortlessly. Accordingly, they can divert their attention to other aspects of communication and construct longer sentences more easily, ultimately enhancing their ability to speak smoothly in actual conversations (Dörnyei, 2009).

After all these explanations, defining the ideal collaboration between explicit and implicit learning processes in language teaching methodology presents a significant challenge. Even though developing a new Principled Communicative Approach (PCA) remains an ongoing process, seven fundamental guiding principles can be set up for this method based on previous research: the personal significance principle, the controlled practice principle, the declarative input principle, the focus-on-form principle, the formulaic language principle, the language exposure principle, and the focused interaction principle (Dörnyei, 2009).

Firstly, the personal significance principle suggests that language learning should focus on experiences that are meaningful and relevant to each learner, hence supporting teaching methods centred on students and encouraging motivation. In the second place, the controlled practice principle advocates for the incorporation of controlled practice activities in language learning to help students become more fluent in a second language. In this way, it is essential to tell learners the purpose and usefulness of these activities while ensuring they are designed to keep students motivated (Dörnyei, 2009).

Thirdly, the declarative input principle defends the importance of providing clear explanations at the beginning of the task to help students learn the expected language skills. Concerning the focus-on-form principle, it is stated that there should be a balance between

the meaning of language and its grammatical aspects. In other words, there must be an equilibrium between meaning-oriented and focus-on-form approaches within the dynamic of the classroom environment. Following this idea, the formulaic language principle highlights the importance of teaching common phrases and expressions, as it considers that within a Principled Communicative Approach, these linguistic aspects must be understood since they are essential for everyday communication (Dörnyei, 2009).

Antepenultimately, within the principle of language exposure, it is understood that learners should be exposed to second language input to stimulate their implicit learning processes. In order to optimise it, it is said that learners should be provided with pre-task activities, such as pre-reading, listening, watching talks, or explanations of key aspects before diving into the main lesson. Finally, the focused interaction principle declares that students should have abundant chances to engage in authentic interactions in the second language through communicative activities that aim at practising particular phrases or language functions consistently (Dörnyei, 2009).

In summary, the Principled Communicative Approach emphasises the need to combine meaningful communication with clear explanations, together with the automatisation of linguistic rules and lexical items. Furthermore, in the context of Second Language Acquisition (SLA) in a classroom setting, success is considered to be the result not only of the amount of effort expended but also of effective learning techniques that produce positive outcomes (Dörnyei, 2009).

2.3. Some Misconceptions about Communicative Language Teaching

To begin with, it must be stated that there has always been a misconception about Communicative Language Teaching neglecting grammar instruction. However, this notion is incorrect since this educational methodology has never excluded grammar teaching. Even though there was a reaction against excessive focus on grammar at the expense of natural communication, Communicative Language Teaching has always recognised that grammar plays a vital role in effective communication. In fact, nowadays CLT's approaches to grammar have evolved to be more creative and diverse compared to earlier methods (Thompson, 1996).

In addition to the aforementioned idea, another misconception about Communicative Language Teaching is the belief that it exclusively concentrates on teaching speaking abilities. While Communicative Language Teaching has often been associated with improving speaking and listening skills, it also promotes involving learners in various communicative situations. This approach encourages active participation and reflection about language, which includes not only speaking and listening but also reading and writing. As a result, this approach aims to help learners with their current language needs while also preparing them for future language usage (Thompson, 1996).

The third misconception is the belief that Communicative Language Teaching mainly focuses on activities where students work in pairs, often manifested through role-playing activities. Nevertheless, the real problem is not about using pair work but about not fully understanding how to use it effectively. A fundamental principle of CLT is giving students control over their learning, recognising that language learning involves making choices. However, even though pair work gives students some independence, it should also provide them with chances to make meaningful decisions. Due to this, collaborative learning is said to have many benefits, such as offering a safe space for experimenting with ideas, developing confidence, and improving communication skills by sharing knowledge and abilities (Thompson, 1996).

Finally, it is claimed that Communicative Language Teaching places unrealistic demands on teachers, something that might be regarded as correct for two main reasons. On the one hand, CLT encourages teachers to rethink how they teach, improve their skills, and enjoy their work by breaking away from tedious routines. While this might seem too optimistic to some educators, most teachers appreciate these chances if they are recognised properly. On the other hand, some educators might think that the demands of CLT are excessive, especially if they are not willing to change their old ways of teaching. Overall, using a communicative approach with old-fashioned materials can be difficult, but this barrier is fading with the availability of modern textbooks that provide simple CLT guidelines, requiring little more from teachers than a willingness to experiment with conviction (Thompson, 1996).

In conclusion, Communicative Language Teaching currently represents a set of principles that regulate language instruction and learning, as indicated in previous sections.

These ideas are flexible and cover many aspects of the teaching and learning processes, some focusing on what is taught and others on how it is taught. Communicative Language Teaching is still widely used today, as evidenced by the many different course materials and teaching methods based on its principles. Thus, its influence extends to a wide range of language-teaching approaches that share educational philosophies (Richards, 2006).

2.4. Task-Based Approach to Oral Communication Skills

The significance of tasks lies in their ability to provide a meaningful context for language practice beyond mere linguistic exercises. They help meet educational goals and use information to guide what learners do. Additionally, roles for both teachers and learners are implicitly involved in them, and their implementation is also influenced by the setting in which they occur (Nunan, 1991).

Prior to the emergence of communicative language teaching methods, tasks and exercises were not prioritised but chosen as a secondary option, following the identification of the grammatical, phonological, and lexical components to be taught. However, in a task-based curriculum, the decision-making process differs from traditional methods, as there are two ways to start designing lessons: one is based on what learners should do with the language, known as the rehearsal rationale, and the other looks at how people learn languages and applies that to teaching, defined as the psycholinguistic rationale. Ideally, task selection should consider both approaches (Nunan, 1991).

The increasing significance of pedagogic tasks has challenged the traditional division between syllabus design and methodology. Initially, it was believed that syllabus design controlled the selection and organisation of information, while methodology covered the choice and sequencing of tasks and activities. Nevertheless, with the rise of task-based language learning approaches, this distinction between syllabus design and methodology has become increasingly unclear. In general terms, task-based language teaching is unique because it is strongly based on evidence, which is not common in other teaching methods. Thus, researchers have found it helpful to break tasks down into different parts like goals, input, activities, roles, and settings to study them better (Nunan, 1991).

Regarding goals, they are set to connect tasks with the broader curriculum and what learners need in real life beyond the classroom. Goal statements usually cover different aims like academic success, career advancement, socialising, basic survival skills, and understanding different cultures. As a matter of fact, it has been researched that programs with clear goals that fit what learners need were perceived as more valid, compared to programs with vague or unrelated goals (Nunan, 1991).

Concerning the input data, it is regarded as the starting point for most tasks, even if it is language-based (listening or reading) or non-language-based (pictures or diagrams). While there are various input types, researchers have primarily examined linguistic input rather than goals, which is why task-based studies concentrate on how learners use the input they receive. This also leads investigators to analyse which tasks are most effective in contributing to acquiring a second language (Nunan, 1991).

Lastly, roles are said to be essential in task design for both teachers and learners to prevent misunderstandings. Similarly, the setting is also perceived as a central component of task planning, which includes how learners are arranged and the local context in which the activity takes place. Based on these aspects, researchers study which classroom activities and interaction styles give learners the clearest input, as many of them believe that interaction methods which require learners to adjust their conversation indirectly help language learning. Therefore, this perspective shows an indirect connection between the environment and the process of language acquisition (Nunan, 1991).

In the sphere of oral communication, body language and other non-verbal components are as important as the knowledge of the language since they are key to language proficiency. They cover aspects such as eye contact, body language, audience understanding, attentive listening, politeness, accurate language usage and conciseness. In general terms, it is assumed that students are aware of these points, which is why it is stated that teachers need to focus on teaching communication skills. In order to do so, teachers should understand each student's needs, something that can be achieved through classroom activities. Hence, the task-based instructional approach appears as the ideal methodology for transmitting and helping students acquire these communication proficiencies (Rahman, 2010).

As a result, in the last twenty years, task-based syllabus design has become important in teaching second or foreign languages due to the popularity of teaching methods that focus on using language practically. However, it is important to notice that the meaning of the term *task* can change depending on its interpretation. Generally, a task is a structured plan used in language teaching or research which involves giving students materials to work with and instructions on what they should learn from it (Rahman, 2010).

Following this idea, Skehan (1998) suggested four main criteria to define tasks: they should focus on meaning, have a goal, be evaluated, and be useful in the real world. Thus, by sticking to these principles, teachers may help students improve their speaking skills and contribute to their learning more effectively (Rahman, 2010).

To sum up, it is crucial to remark on the difference between tasks that improve how well people use a language and those that help students learn a second language. In other words, being good at communicating during tasks does not always mean that speakers are learning the language well, as students sometimes focus more on speaking fluently than on accuracy or using complex language (Rahman, 2010).

Nevertheless, on the contrary, some other tasks prioritise communication and do not facilitate students' development of their language skills, which is why teachers need to choose tasks that balance both communication skills and language learning. In this way, effective teaching entails a mix of planned activities and spontaneous decision-making throughout lessons (Rahman, 2010).

2.5. The Implementation of CLT in Educational Settings

Based on the aforementioned ideas concerning this approach, the most effective classroom activities for promoting this learning entail active involvement from students, including participation in pair work, role plays, group tasks, and projects. Correspondingly, the functions of teachers and learners within the educational environment have also changed, as students are now required to engage in classroom activities that embrace a cooperative approach to learning, shifting away from individualistic methods and adopting more responsibility (Richards, 2006).

On the other hand, teachers are tasked with adopting a facilitator and monitor role, departing from being merely a model for correct language usage and focusing more on guiding the language learning process. This transformation also entailed reevaluating the perception of learners' errors and the teacher's role in supporting language acquisition (Richards, 2006).

In addition to the activities that have been previously mentioned, Communicative Language Teaching also advocates for the integration of various tasks considered crucial for developing communicative competence, such as information gap exercises, jigsaw tasks, task-completion assignments, information-gathering tasks, opinion-sharing sessions, information transfer tasks, role plays, and reasoning gap tasks (Richards, 2006).

A predominant feature of these activities in CLT classrooms is their design for pair or small group work due to the advantages that can be obtained from students' engagement in communicative activities with their classmates. From this exchange, they are said to generate richer linguistic output compared to teacher-directed activities and to have greater motivation, which may lead to more opportunities for improving fluency (Richards, 2006).

These aspects of language learning correspond to three distinct categories of practices, which are mechanical, meaningful, and communicative. In the first place, mechanical practice entails structured activities in which students can do tasks correctly without fully understanding the language. In the second place, meaningful practice involves exercises where students maintain language control but make meaningful decisions. Lastly, the communicative practice emphasises language use in real situations, exchanging authentic information and dealing with unpredictable contexts (Richards, 2006).

Given that the language classroom aims to prepare learners with skills for real-world communication, the alignment between classroom activities and authentic communication became an essential issue within Communicative Language Teaching. Some advocates argued that the authenticity of classroom materials was not crucial as long as they facilitated authentic learning processes (Richards, 2006). Nonetheless, among varied perspectives on this pedagogical approach, ten fundamental assumptions define contemporary CLT.

In the first place, proponents suggest that second language acquisition prospers through learner engagement in interaction and meaningful communication. Following this idea, it is recognised that well-designed classroom learning activities offer students opportunities to negotiate meaning, improve their linguistic repertoire, observe language use, and engage in in-depth interpersonal communication. In addition to this notion, it is stated that meaningful communication results when students tackle content that is important, purposeful, captivating, and involving, given that, according to the fourth principle, communication entails a comprehensive process often involving the use of multiple language skills or modes (Richards, 2006).

In fifth place, it is assumed that language acquisition benefits from activities including inductive learning along with those involving language analysis and introspection. In this view, language learning is depicted as a gradual process involving creative language application and experimentation, as its ultimate aim is to achieve proficiency in both accuracy and fluency despite errors inherent in the learning process. According to this idea, it is assumed that learners progress at varying rates, driven by diverse motivations and needs. Hence, it is subsequently affirmed that effective language learning entails the adequate use of learning and communication strategies (Richards, 2006).

Eventually, the penultimate principle considers the teacher's role in the language classroom as that of a facilitator, promoting an environment favourable to language acquisition and offering opportunities for students to use and improve language skills while reflecting on language use and learning. Consequently, the final assumption is that the classroom is portrayed as a collaborative community where learners progress and succeed through cooperation and knowledge sharing (Richards, 2006).

2.5.1. Foundations for Effective Language Course Implementation

Considering the aforementioned ideas, it can be asserted that different requirements are needed for effective language course implementation. One crucial aspect involves considering cultural aspects alongside language skills, which entails integrating cultural and cross-cultural instruction into language lessons. By doing so, students can have close contact with the target culture, which in turn enhances their understanding of the foreign language

and better prepares them to communicate effectively in real-world situations (Celce-Murcia, 2007).

Another key consideration is the discourse and context of language learning materials. It is essential that materials are meaningful and relevant to students. Celce-Murcia and Olshtain (2000) advocate for providing contextualised materials to pupils to make their learning experiences more reflective of reality. When executed effectively, this approach is said to help learners learn the target language and understand how to use it effectively in various contexts (Celce-Murcia, 2007).

Furthermore, finding a balance between learning a language as a system and as a formula is also important. If students only focus on memorising vocabulary and phrases for specific situations without understanding grammar and pronunciation rules, they may speak fluently but inaccurately, thus limiting their ability to communicate effectively. However, if they only focus on grammar and pronunciation without learning common phrases and how to interact socially, they may speak correctly but will struggle to communicate in real-life situations. Hence, effective language instruction should address a balance between these aspects to help students develop both fluency and accuracy (Celce-Murcia, 2007).

It is also relevant to prioritise the practice of dynamic aspects of real-life communication, reacting against traditional teacher-led classrooms. Due to this, learners need opportunities to interact in pairs and small groups, where they can mimic real-life conversations and focus on these dynamic elements, as it will help them develop the skills they need for effective communication in the target language (Celce-Murcia, 2007).

Finally, incorporating a variety of language-learning strategies during teaching and learning processes is also essential. In this way, it is stated that teachers should regularly include strategy training and discussions about strategies in their language classes, as it will make learners more skilled at using different techniques to master the second language (Celce-Murcia, 2007).

In summary, to achieve communicative competence in language courses, the content should be diverse, drawing from different humanities areas. In the same way, the learning objectives should be taught within meaningful contexts through the use of contextualised

materials, those of which should prioritise the learners' needs and encourage communication while contributing to creating interactive activities (Celce-Murcia, 2007). These ideas are directly connected to McGroarty's statement (1984), who affirmed that communicative competence can have varied meanings depending on the learners and the specific teaching goals in different contexts.

2.6. Communicative Tasks and the Language Curriculum

Following the preceding assumptions, the communicative task is known to have become an essential element in curriculum design, thus influencing the selection of syllabus content and teaching strategies in task-based language instruction. This approach emphasises the inclusion of tasks that mirror real language use and match with the theoretical and empirical knowledge about language learning processes (Nunan, 1991).

This language teaching method is distinguished by several key elements: prioritising communication through interaction in the target language, introducing authentic texts for learning, enabling learners to reflect on both language and the learning process, incorporating personal experiences into classroom activities, and bridging classroom language learning with real-world language application. Research on how teachers plan lessons has shown that tasks are important for making instruction designs. Besides, task-based learning fits well with regular education due to its similarity with experiential learning principles (Nunan, 1991).

Related to this idea, Canale (1983) has stated five basic principles that could be applied to second language teaching with the aim of helping learners use what they know to communicate well in real situations, as explained below.

Firstly, communicative competence is said to result from the inclusion of the four main areas of skills and knowledge: grammatical, sociolinguistic, discourse and strategic competence. However, none of these areas is perceived as more important than the others for successful communication, which entails that the role of learners is that of promoting the development of all these skills together instead of just focusing on one area throughout the language learning process (Canale, 1983).

Secondly, it is explained that a communicative approach should consider what the learner wants and needs to communicate, which varies over time. As a result, these needs should be detailed in terms of grammar, social language use, organised ideas, and the use of strategies to communicate effectively. Thus, this approach should be based on the type of language the learner is likely to encounter in real-life situations and the language skills expected by different groups of native speakers (Canale, 1983).

Thirdly, the need to engage students in real conversations with people who speak the language well is emphasised, which means that they should have chances to talk about interesting topics in realistic situations where the language is used. This principle applies not just to classroom activities but also to tests (Canale, 1983).

Fourthly, it is stated that when learners start to learn a new language, it is important to use the skills they already have in their native language, as this may help them understand and use the new language better (Canale, 1983).

Finally, the curriculum approach states that the goal of a language program should be to help learners communicate well in the new language, which entails giving them the information, practice, and experiences they need. In addition, learners should learn about the language itself, using what they know from their first language studies, as well as the culture of the new language. Consequently, the curriculum approach should help integrate knowledge of the language, its culture and language in general (Canale, 1983).

To sum up, this theoretical examination of Communicative Language Teaching (CLT) has revealed its dynamic character, tracing its development from foundational works by scholars like Hymes to contemporary viewpoints represented by figures such as Celce-Murcia. Beyond offering pedagogical guidance, CLT underscores the ongoing evolution of language instruction methods. Hence, transitioning from theory to application in the secondary L2 classroom, this study seeks to assess the impact of communicative speaking tasks on enhancing oral communication skills. By integrating theoretical insights with practical considerations, this current research aims to contribute to discussions surrounding the implementation of CLT and pedagogical innovation.

3. Methodology

After the previous in-depth examination of the existing studies, this paper seeks to delve deeper into the effectiveness of developing communicative speaking activities under Communicative Language Teaching (CLT) principles in the secondary classroom context. More specifically, the goal is to check the frequent limitations that occur in secondary school settings to determine if such an approach benefits students' learning process.

However, before beginning the task design procedure, it is critical to extensively investigate both the contextual complexities of secondary classrooms and the methodological framework used in developing these activities. These context-based and systematic concerns are essential since they considerably influence the overall teaching and learning dynamics. Hence, the current study pays special attention to the distinctive context of the high school where my internship was done, resulting in a qualified knowledge of the educational landscape in which this communicative task would be applied.

3.1. Approach and Framework of Research

It is widely known that compulsory secondary education presents a variety of challenges due to the fact that instructional activities are carried out with teenagers, who are undergoing significant physical, psychological, and emotional changes. As a result, various phenomena, such as disruptive behaviours, are widespread in classrooms, limiting instructional effectiveness. Hence, in light of these well-recognised dynamics, the primary aim of this study is to analyse the constraints that can be found in secondary classrooms when implementing a communicative language teaching methodology.

For this reason, this study focused on four distinct classroom groups to explore firsthand how teaching is approached with different students and interpersonal relationships in diverse classrooms. Consequently, detailing the developed research procedure I instigated is essential in order to understand the main contents and sections of this paper.

Prior to specifying the communicative speaking task, I carried out a study on foreign language teachers of the last level of compulsory secondary education, also known as Year 11 in the English educational system, working at the centre where I did my internship to check their notions from experience about the effectiveness and limitations of this language

teaching approach with secondary students. Therefore, the context became the foundation of this investigation, as only language teachers from this level have been addressed, including two teachers of English, two of French, and one of German. In other words, two male and three female teachers, aged between 40 and 55, were approached to provide insights into their experiences. The reason that lies behind this research sample is that they have worked with these groups beforehand, which means that they have a deep knowledge of their behaviour, communicative competence, and personal relationships among students, which are highly influential aspects when working with this practical methodology.[1]

As a consequence, teachers' conceptions of these types of activities have become the first step in the creation process of this communicative task, as some of their points have been taken into account for the design of this paper's activities. Accordingly, the second step was to plan different tasks that could be suitable for students, which would be put into practice during their English lessons. In fact, throughout their implementation, the most outstanding notions about classroom constraints were reflected to internally check those aspects that do not work well with these tasks. Then, the final step is to appraise the programming, for which students' perspectives and a self-assessment were considered.

For students to assess the communicative tasks, they were asked to complete a rating scale questionnaire comprising seven questions in which they measured their perceptions about what they had done in English lessons.[2] As a result, there were three final perspectives on this process, including the preliminary opinions of teachers, the ending notions of students, and a self-examination covering the entire process.

Eventually, following this triangular assessment, the different outcomes were discussed to evaluate the effectiveness of these tasks and active teaching methodologies with secondary school students. Hence, this analysis aims to determine whether these approaches are beneficial or present more limitations than advantages. Consequently, a proposal or aspects for further research were also suggested based on the results.

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[1] See Appendix. English teachers' questionnaires are provided in English, while French and German teachers' surveys are available in Spanish.

[2] See Appendix.

3.2. Contextual Framework

As previously stated, the teachers who were requested to complete the questionnaires teach foreign languages in the last year of compulsory secondary education, which is the Spanish equivalent of Year 11, according to the English educational system. Therefore, all the groups in which this communicative task was put into practice are comprised of students aged between 15 and 16 years old.

Taking as the starting point the social context in which students are located, this physical and socioeconomic environment is generally high since they mostly come from well-off families, an aspect that also influences their educational environment. Indeed, reflecting the alignment of the school with its students' profile, this academic institution is situated in the centre of San Cristóbal de La Laguna, belonging to the province of Santa Cruz de Tenerife. Thus, it stands out for its commitment to quality and educational excellence, as it is recognised as an Apple Distinguished School. This designation implies that the academic institution equips its students of all ages with a range of electronic devices, primarily iPads. By embracing technology, the school promotes active engagement and meets various learning styles, including visual, interactive, and auditory preferences.

This educational centre serves a varied student population aged 1 to 18, offering all Spanish educational levels with a focus on inclusion and diversity. Its educational programme is distinguished because it encourages the teaching of English, French, and German, hence promoting the development of pupils' language abilities. In fact, it relies on native English and French speakers to help youngsters learn these foreign languages.

Its educational philosophy focuses on holistic learning and the development of fundamental skills, promoting critical thinking and respect through teamwork as well as the application of knowledge in real-life situations. Hence, it presents itself as an entity committed to educational quality, inclusion, and the promotion of universal values, thus providing a supportive environment for comprehensive learning and the personal development of its students.

Considering the linguistic capabilities of learners, the majority demonstrate a competent control of English, as they have received combined teaching of Spanish and

English since primary school. Consequently, this proficiency level empowers teachers to facilitate classroom activities conducted mostly in English since students have a great capacity for oral and written comprehension. For this reason, the main competencies emphasised within these communicative tasks are those of oral production and spoken interaction, aligning closely with the secondary education curriculum.

The school offers various amenities to support its academic goals, including playgrounds for different age groups, a dining area with a kitchen, a well-equipped school canteen, on-site shops for books, stationery, and uniforms, a heated swimming pool, a versatile multi-purpose hall, a library, designated study areas, assembly halls, spaces for physical activity and creative expressions like basketball and football courts, an athletics track, rooms for movement exercises, martial arts practice areas, art classrooms, theatres, and specialised labs. Thus, this setting intends to promote student engagement and achievement while incorporating technology into teaching approaches.

This last level of compulsory secondary education is comprised of four different groups, each of them of approximately 29 students, with minimal variations among them. Similarly, no students with Specific Educational Support Needs are in this course, indicating that the proposed activities do not require prior adaptation. Despite consistent comprehension levels, various linguistic differences persist among students, leading some to encounter challenges in information production. Consequently, to address this diversity, information will be delivered through various channels, and balanced group composition will be ensured, respecting the inherent heterogeneity within each class.

To sum up, the steps that have been followed when dealing with communicative speaking tasks are as follows. These phases cover initial questionnaires with foreign language teachers of this level to gather firsthand information into this particular area of study, the design of the communicative speaking task, its implementation in secondary classrooms, students' assessment of its performance, and the final proposal for improvement for those areas that did not perform satisfactorily during its execution.

3.3. Data Collection Techniques and Instruments

To accomplish what has been explained in the previous section, both qualitative and quantitative research have been conducted on the individuals participating in this study. On the one hand, the study includes a qualitative dimension with regard to the survey on foreign language teachers, as they have been asked four open questions in order to know their notions about the constraints found in secondary classroom settings when using this methodology. For this purpose, the instrument I used to collect data is an open-question survey, enabling them to reflect upon these aspects while feeling free to comment on any consideration they deem important in classroom functioning.

In contrast, quantitative research was implemented in relation to the teenagers with the aim of discovering their notions and feelings concerning the communicative speaking task they have developed during English lessons. To achieve this goal, rating scale questionnaires have been employed to let them easily express their feelings numerically, thus relating a specific notion with a concrete rating. Hence, having these two research approaches in mind, the following sub-sections will briefly detail the procedure and implications.

3.3.1. Open-Ended Questions

On the one hand, open-ended questions are survey queries used to request respondents to provide unconstrained, open-text answers based on their full knowledge, feelings, and understanding. Unlike close-ended questions, they do not restrict answerers to a predefined set of possibilities, but on the contrary, allow researchers to dive deeper into respondents' comprehensive comments, thus revealing vital information on a specific subject (Bhat, 2024).

These qualitative research questions help obtain detailed and descriptive information. In fact, this preliminary research approach is mainly based on open and subjective questions and replies, which makes it possible to conduct an in-depth investigation of issues through interactions with respondents. Unlike closed-ended questions, these types of inquiries provide respondents complete control over their responses, removing any sense of limitation imposed by predefined options (Bhat, 2024).

Related to these qualitative research questions that centre on open and subjective inquiries facilitating in-depth research (Bhat, 2024), this investigation has led to the creation

of various inquiries. Initially, participants were asked about the constraints that might arise in a secondary classroom when employing the chosen methodology. The rationale for this study arises from the notion that understanding the limits involved with practising a given methodology is critical, as it helps educators to plan, create activities that meet students' needs, and promote an inclusive and effective learning environment.

These teachers were questioned about any reluctance they or their colleagues might have in incorporating communicative tasks into their teaching methods and the reasons behind this opposition. This research question is important because it helps evaluate educators' attitudes toward adopting new teaching methods. Therefore, the objective is to identify these barriers and understand their root causes, thereby tackling those misunderstandings that could hinder the successful implementation of communicative tasks in secondary classrooms.

These same participants were invited to brainstorm methods and strategies to effectively address the identified challenges, encouraging collaboration and the development of practical solutions to overcome classroom obstacles. Consequently, this question aims to stimulate proactive problem-solving, empowering teachers to devise practical plans for overcoming barriers and ensuring the effective implementation of teaching approaches. By gathering input on possible solutions, the inquiry intends to stimulate a culture of teamwork and innovation, fostering a favourable learning atmosphere.

Lastly, participants were requested to discuss the advantages and disadvantages of using Communicative Language Teaching (CLT) compared to other instructional methods. This inquiry sought insights from educators' firsthand experiences, aiming to understand the practical usage of CLT and its possible limitations in real-world settings. Consequently, the study aimed to understand CLT's efficacy and its implications for language instruction by asking for authentic perspectives based on direct experience.

As a result, the five requested educators answered all previous questions based on their subject area and experience in teaching foreign languages. Thus, in section 3.4, the questionnaire results will be discussed separately, commenting on what each teacher answered, as this will be helpful to determine whether there are differences among the three

foreign languages taught and what aspects they have in common considering this last level of compulsory secondary education as the common context.

3.3.2. Rating Scale Questions

On the other hand, rating scales, as close-ended survey questions, serve as essential tools for gathering feedback on specific topics, providing respondents with a familiar framework for expressing their opinions based on different data. Therefore, by correlating a qualitative observation measure with some specific aspects, rates appear to be a very useful assessment method (Bhat, 2023).

Rating scales cover two primary categories: ordinal and interval scales. On the one hand, the ordinal scale establishes a hierarchical order of responses, whereas the interval scale not only ranks items but also measures the intervals between each rating. Thus, these distinctions form the foundation of the rating scale design. Moreover, when it comes to online surveys, four main types of rating scales are commonly used: graphical, numerical, descriptive, and comparative (Bhat, 2023).

In this study, the numerical rating scale has been selected, allowing respondents to quantify their opinions and preferences by selecting numbers as answer options. However, it is important to note that the meanings of these numbers may vary depending on the specific question being asked, as they do not correspond to a specific characteristic but help to quantify respondents' opinions and preferences. In fact, concerning the questions that have been provided to students, these numbers have been selected since their meanings can differ from one question to another (Bhat, 2023).

Rating scales present several advantages, such as offering simplicity and clarity for both respondents and researchers, as well as facilitating efficient data collection and comparative analysis. Furthermore, they also empower researchers to make informed decisions based on quantitative insights derived from target samples (Bhat, 2023).

Having all these previous ideas in mind, the rating scale has been used to assess diverse aspects in the context of English language education. Specifically, it has been employed to measure students' perceptions of the implications that this communicative task

has had for them and their learning processes. In doing so, they were asked how effective they found communicative activities in improving their English skills, and whether they believed communicative tasks helped them better understand real-life English use.

They were also queried on how strongly they preferred being assessed through those tasks compared to exams, and if they would prefer traditional teaching methods over communicative tasks for learning English. Additionally, they were asked if they liked being challenged and taken out of their comfort zone during communicative activities in English lessons, and whether they considered that group work contributed to improving the learning process. Finally, they were also questioned about whether they thought communicative activities had more negative aspects than positive ones in a secondary classroom.

In line with the previous questions and the use of rating scales, a complete understanding of students' opinions on communicative tasks in English language instruction was obtained. In fact, these insights have been achieved by measuring several variables such as efficacy, preferred assessment techniques, comfort level during activities, and perceptions of group work. These inquiries aimed to look into students' varied experiences and views of communicative activities, offering information about their impact on learning processes. Hence, this comprehensive approach to assessment emphasises the significance of including pupils' voices and perspectives in the continuous growth and refining of English language teaching processes. In other words, these types of questionnaires provide a powerful stage for students' opinions to be heard and respected.

3.4. Data Analysis

As previously stated, this section will be devoted to analysing and commenting on teachers' feedback from their open-ended questionnaires, which contributed to shaping the communicative speaking task. Conversely, students' responses will be detailedly analysed in the section entitled "The Appraisal of Interactive Oral Activities," as they were gathered post-implementation of the task. Therefore, to ensure clarity and coherence, this paper will follow the structured approach outlined earlier: firstly, the examination of teachers' responses; secondly, the design and implementation of the communicative task; and finally, the assessment of students' perceptions through rating scale questionnaires and a self-reflection of the entire process, culminating in a general proposal for improvement.

What constraints may arise in a secondary classroom when using this methodology?
"Students' lack of confidence. Distractions. Too many students in the class. Lack of discipline." (First English teacher).
"If you have a big group it does not work well because while a group of them is discussing the topic, the rest of the class is talking about a different thing." (Second English teacher).
"La diferencia del nivel base entre alumnos. Dificultad a la hora de encontrar intereses comunes". (German teacher).
"Tiene que tener una gran programación y estar muy bien estructurado. También la necesidad de espacios amplios para que los grupos no se distraigan con los otros. Y la evaluación de esas pruebas, ¿qué hacer con el resto mientras?". (First French teacher).
"Hay alumnos que no participan por timidez o inseguridad. Cuando hay alumnos de distintos niveles dentro de una clase o con más o menos interés, el trabajo recae sobre los alumnos con mayor nivel académico y que están más interesados en la materia. En el caso de las segundas lenguas, no hay tiempo de trabajar todos los contenidos de esta manera". (Second French teacher).

Are teachers resistant to working with communicative tasks? If so, what are the reasons behind their resistance?
"Yes, sometimes due to the reasons given in the previous question." (First English teacher).
"The teachers are resistant if you have to practise with the whole class. If you have a group of 10 or 15 students, you can carry out the activity. The main reason is that the students who don't take part are often disruptive." (Second English teacher).
"Dificultades de entendimiento entre alumnos/as. Grandes diferencias de nivel". (German teacher).
"Yo creo que ningún profesor de idiomas tiene este inconveniente". (First French teacher).

"Al menos en mi experiencia de 25 años de trabajo siempre enseñando en francés creo que hace tiempo que los profesores de idiomas intentamos incluir actividades de tipo comunicativo en nuestras clases. Lejos quedaron los exámenes de rellenar huecos y pura y exclusivamente de gramática". (Second French teacher).

What can be done to effectively address these constraints?

"Reduce the number of students. Be sure to give positive feedback. Encourage teamwork. Focus on their interests." (First English teacher).

"If you can work with a small group of students, the activity will probably be successful. So it is important to divide." (Second English teacher).

"Asignar roles. Trabajo autónomo. Co-evaluaciones. Autoevaluaciones mediante rúbricas o similar diseñadas por el alumnado y revisadas por el/la docente". (German teacher).

"Creo que con mayores recursos y con dos profesores". (First French teacher).

"Controlar bien el trabajo de cada alumno (para que sea uniforme el trabajo de todos). Guía del trabajo, proyectos bien estructurados, con una guía clara de todas y cada una de las actividades que se deben hacer. Dejar material a los alumnos que les sirva como modelo de lo que hay que hacer. Premio a hacer la actividad". (Second French teacher).

From your experience, what are the advantages and disadvantages of using Communicative Language Teaching compared to other teaching methodologies?

"Advantages: The learning topic is focused on real-life communication scenarios and is more dynamic and based on students' interests. Disadvantages: Lack of participation of a great number of students. These students often create a negative learning environment." (First English teacher).

"Advantages: The students can improve their speaking, share ideas and come to conclusions. Disadvantages: With big groups the class atmosphere might not be a suitable

one." (Second English teacher).

"No creo que aporte una mayor ventaja. Usar solo una metodología sí que crea carencias en el alumnado. El mérito es usar todos los recursos y las metodologías posibles, ya que cada una tiene cosas positivas y otras negativas". (First French teacher).

"La ventaja es que el alumno en mayor o menor medida le ve la utilidad al aprendizaje de una lengua extranjera, no se trata de aprender un montón de listas de vocabulario o de contenidos gramaticales inconexos entre sí, sino de aprender a utilizar estos contenidos para comunicarse tanto por escrito como oralmente". (Second French teacher).

Consequently, regarding the responses and comments of the first English teacher, she stated that the typical constraints found in a secondary classroom when using this methodology were students' lack of confidence and discipline, distractions, and the large number of pupils in a class. As a result, she considers that some teachers are resistant to using this methodology due to the reasons given in the previous question. Therefore, according to her, several strategies can be taken to avoid these constraints, such as reducing the number of students in the class, ensuring positive feedback to learners, encouraging teamwork, and focusing on their interests. Eventually, she confirmed that the advantages of this methodology were that the learning topic is focused on real-life communication scenarios, being more dynamic and based on students' interests. On the contrary, the disadvantages were said to be the lack of participation of a great number of students, who often create negative and disruptive learning environments.

When it comes to the second English teacher, she wrote that the main limitations are big groups, as they usually do not work since while one of them is discussing the topic, the rest of the class is talking about different things. Due to this, she believes that teachers are hesitant to conduct activities with the entire class, preferring smaller groups of 10 or 15 students where they feel they can manage the activity better. The motive that lies behind this idea is that pupils who do not participate in the activities are often disruptive. For this reason, she highlights the importance of dividing the class into different groups to avoid these problems. In this way, she thinks that the advantage of Communicative Language Teaching is that students can improve their speaking skills, share ideas, and reach different conclusions.

However, she once again mentions the main point in her questionnaire, which is that the class atmosphere might not be suitable with big groups.

Thirdly, the German teacher highlighted several challenges that might arise in a secondary classroom, such as variations in students' basic language proficiency levels and the struggle to identify common interests. To address these problems, he suggests strategies like assigning specific roles to students, fostering autonomous work, and implementing student-created rubrics for co-assessment and self-assessment, previously overseen by teachers. Additionally, he noted that some educators are hesitant to use communicative tasks due to the difficulties in understanding among students with varying communication and language proficiency levels. In this case, he did not mention any advantages or disadvantages of Communicative Language Teaching, leaving this question unanswered.

In fourth place, the first French teacher outlined several notable limitations associated with implementing communicative language teaching. Firstly, he emphasised the importance of well-structured programming for language teachers to effectively apply this methodology. Additionally, he raised concerns about the need for sufficient classroom space to prevent distractions among student groups and the challenge of assessing tasks while managing the rest of the class. Hence, based on these ideas, he proposed that these limitations could be addressed by providing more resources and having two teachers in the classroom. Furthermore, he expressed scepticism about the perceived advantages of communicative language teaching, suggesting that relying solely on one methodology could hinder student development. Instead, he advocated for employing a variety of resources and methodologies to enhance the teaching and learning process, acknowledging both the positive and negative aspects of each approach.

Eventually, the second French teacher identified several limitations in communicative language teaching. She notes that some students may refuse to participate due to shyness or insecurity and highlights the challenge of time constraints, particularly in teaching second languages comprehensively. Additionally, she explains that in classes with students of varying levels of proficiency and interest, the work tends to fall on those with higher academic levels. Therefore, she suggests several alternatives to address these constraints, such as closely monitoring each student's work to ensure consistency, providing structured guidance through projects with clear instructions, offering model materials for student

reference, and implementing rewards for completed tasks. Finally, drawing from her extensive 25 years of teaching experience, she underscores the shift towards incorporating communicative activities in language classes. She emphasises that traditional approaches, such as fill-in-the-blank exams and grammar-focused lessons, are outdated. Instead, she advocates for the benefits of communicative tasks, as they allow students to recognise the practical value of language learning. In doing so, she points out that language acquisition is not about rote memorisation but mastering language skills for effective communication.

In summary, the replies of English, German, and French instructors provide light on the numerous obstacles that arise when implementing communicative language education in secondary classes. Despite these limitations, communicative language instruction is widely recognised for its benefits, which include an emphasis on real-life communication settings and dynamic, student-centred learning experiences. While there is some scepticism about relying solely on communicative language teaching, there is an agreement on the importance of incorporating communicative activities to foster meaningful language learning experiences and provide students with practical communication skills for real-world interactions.

Accordingly, considering some of these insights, the following section will describe how this paper's communicative task has been created, contextualising it within a learning situation, and detailing its fundamental activities, main structure, objectives, and different phases in which it will be further developed. In doing so, the subsequent chapter aims to adapt all the theoretical concepts explained within the literature review section into practical activities for secondary classrooms while intending to control most of the above-mentioned limitations among teenagers.

4. Communicative Speaking Tasks for the Secondary L2 Classroom

Building upon the foundational principles of Communicative Language Teaching and insights from firsthand teaching experience regarding constraints in secondary classrooms, this section will provide a detailed explanation of the following communicative task. In line with this, the objective is to implement it with teenagers, allowing for a direct investigation into common limitations and the suggestion of different adaptations to overcome them, thereby facilitating students' achievement of the learning objectives set for this communicative speaking task.

Transitioning into the interactive speaking proposal, it becomes evident that it aims to encourage learners to effectively communicate resembling real-life situations by practising the main content of the unit they were working on within this learning situation, which is reported speech. For this purpose, learners will work with a variety of multimedia and interactive formats through which they will have the opportunity to gather, interpret, and analyse information autonomously and collectively. In doing so, this approach is directly connected to the educational philosophy of their institution, which is committed to holistic learning, aiming to foster both rational and scientific knowledge, as well as values such as tolerance, respect, willingness, and effort.

In accordance with these foundational principles, the educational centre adopts an approach that prioritises values, norms, and methodological notions. Through this procedure, the school wants to foster peer coexistence, student autonomy, and strong individual criteria within a framework of freedom. Such values are underscored by an educational model that emphasises human values, innovative methodologies, and academic excellence, contributing to the development of individuals capable of actively transforming society.

Lastly, considering the broader objectives of the educational centre, it can be confirmed that the communicative task aligns with the institution's goals of enhancing key competencies and 21st-century skills. Hence, by incorporating innovative methodologies and principles that directly relate to the institution's ideology, the task seamlessly integrates with the centre's main projects and values, consequently reinforcing its commitment to holistic education and student development.

4.1. The Design of Communicative Settings and Activities

To enhance the achievement of the previously discussed concepts, this communicative task has been developed by drawing on two primary factors: the theoretical principles of Communicative Language Teaching (CLT) and the curriculum framework for compulsory secondary education, which outlines the academic programs across all levels. For this reason, this chapter will be divided into two main sections: one focusing on the curricular foundation and its components, and another on the detailed explanation of the developed activities and their respective sessions based on CLT principles.

4.1.1. Curricular Foundation

The curricular basis is essential to understanding the educational system in which this paper's communicative speaking task occurs. Hence, an in-depth grasp of this educational context can be obtained by explaining the specific competencies and the main assessment criteria on which this communicative proposal is rooted.

In the first place, since the main topic of research deals with communicative speaking tasks, the specific competencies to work with are oral production and spoken interaction. However, before detailing their curricular characterisations, it is important to define both concepts properly in order to identify and distinguish them.

According to Plasencia (2020), oral production and spoken interaction refer to concise and temporary verbal exchanges between individuals that occur within a specific context of time, space, and circumstances to promote comprehension among participants. Although oral expression alludes to the single conveyance of a message from one interlocutor to another or an audience, interaction entails at least two individuals engaging in discussion, combining characteristics of oral expression and auditory comprehension.

In summary, the ability of oral communication is characterised by an active-passive dynamic, with the speaker assuming an active role and the listener a passive one. In contrast, spoken interaction requires regular and active participant engagement (Plasencia, 2020). Hence, having these two main theoretical notions in mind, both competencies can be further detailed and contextualised within the secondary education curriculum.

On the one hand, the competence of production is defined by this official document as the ability of students to "producir textos originales, de extensión media, sencillos y con una organización clara, usando estrategias tales como la planificación, la compensación o la autorreparación, para expresar de forma creativa, adecuada y coherente, mensajes relevantes y responder a propósitos comunicativos concretos" (Decreto 30/2023, p. 15978). This specific competence is associated with different assessment criteria, among which oral production and its related strategies have been selected, as directly cited hereafter together with its practical explanation.

2.1. Elaborar y expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa que versen sobre asuntos cotidianos y sean de relevancia personal o de interés público próximos a la experiencia del alumnado, empleando diferentes soportes, y haciéndolo de forma creativa y mostrando empatía y aprecio por las producciones ajenas, con el fin de responder a propósitos comunicativos concretos. (Decreto 30/2023, p. 15979)

2.3. Seleccionar, organizar y aplicar conocimientos y estrategias en la elaboración de textos coherentes, cohesionados y adecuados a las intenciones comunicativas, las características contextuales, los aspectos socioculturales y la tipología textual, haciendo uso de su repertorio lingüístico y usando los recursos físicos o digitales más adecuados en función de la tarea y de las necesidades de la audiencia o del lector o lectora potencial a quien se dirige el texto, para planificar, producir, revisar y seguir progresando en el proceso de aprendizaje. (Decreto 30/2023, p. 15979)

Mediante este bloque competencial se comprobará que el alumnado es capaz de elaborar, expresar y difundir textos, tanto orales como escritos, en diferentes soportes sobre temas de relevancia para el alumnado en los ámbitos personal, educativo, público o profesional, que sean de extensión media y estén estructurados con claridad, empleando elementos lingüísticos de uso común que los doten de la apropiada cohesión y coherencia, produciéndolos con originalidad y adaptándolos a la intención comunicativa y a las convenciones sociolingüísticas, haciendo uso de su repertorio lingüístico para responder de esta manera a propósitos comunicativos concretos en los que se adopte un punto de vista crítico y reflexivo. Además, se buscará constatar que el alumnado selecciona, organiza y aplica estrategias tales como la planificación, la coevaluación y la autoevaluación, la compensación, la cooperación, la comunicación no verbal o la

autorreparación. Por otro lado, se comprobará que adopta una actitud adecuada en la que se incluya el respeto por las producciones ajenas, la motivación y la resiliencia, así como una buena gestión de las emociones y el aprecio y respeto por las normas. (Decreto 30/2023, pp. 15979-15980)

On the other hand, the specific competence of interaction is described as the skill in which students should "interactuar con otras personas con creciente autonomía, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos concretos en intercambios respetuosos con las normas de cortesía" (Decreto 30/2023, p. 15980). As with the previous competence, this one also has two assessment criteria related to the different forms of interaction and their respective strategies, which will be literally cited below along with its pragmatic clarification.

3.1. Planificar, participar y colaborar activamente en situaciones interactivas, orales, escritas o multimodales, sobre temas cotidianos de relevancia personal o de interés público cercanos a su experiencia, haciendo uso de la cortesía lingüística y mostrando proactividad, empatía y respeto por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores y las interlocutoras, con el fin de responder a propósitos comunicativos concretos, fortalecer vínculos personales y participar en la vida social con cierta autonomía. (Decreto 30/2023, p. 15980)

3.2. Seleccionar, organizar y utilizar estrategias adecuadas que le permitan, haciendo uso de su repertorio lingüístico, anticipar, iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, solicitar y ofrecer aclaraciones y explicaciones y reformular el discurso, así como colaborar, debatir, resolver problemas y gestionar situaciones comprometidas, con el fin de expresarse de manera espontánea en la lengua extranjera a través de diversos soportes y recursos analógicos y digitales. (Decreto 30/2023, pp. 15980-15981)

A través de este bloque competencial se comprobará que el alumnado puede desenvolverse en situaciones de interacción como debates, discusiones en grupos de trabajo, transacciones comerciales, entrevistas formales, o participaciones en foros e intercambio de correspondencia, ajustándose a la función comunicativa y usando convenciones y elementos lingüísticos de uso común. Además, se verificará que participa y coopera en actividades grupales, tanto en el aula como fuera de ella, empleando

herramientas o plataformas virtuales de manera diligente y creativa. También se confirmará que muestra respeto y empatía por los interlocutores y las interlocutoras, siendo capaz de resolver problemas y manejar situaciones comprometidas. Del mismo modo, se verificará que pone en marcha un repertorio de estrategias, como el empleo de lenguaje prefabricado, el uso de mapas conceptuales, guiones o esquemas, ensayos previos o la transferencia léxica o morfosintáctica, además de otros recursos, para así ajustarse a la tarea. Consecuentemente, durante su desarrollo deberá emplear métodos que impliquen procesos de autoevaluación, coevaluación y autorreparación, siendo capaz de incorporar las experiencias de otras personas en su aprendizaje. Finalmente, se buscará constatar que mantiene la motivación y el interés por llevar a cabo intercambios comunicativos en la lengua extranjera que le permitan ampliar su repertorio lingüístico. (Decreto 30/2023, p. 15981)

Accordingly, these two specific competencies have become the cornerstone for designing the communicative speaking task. In this way, this foundational approach serves as the starting point for task construction, complemented by Communicative Language Teaching principles, as further detailed in the following section.

4.1.2. Breakdown of CLT-Based Speaking Tasks

The proposed communicative task is contextualised within a learning situation of fourteen sessions entitled "A Global Journey Through Reporting Stories," which is also based on the above-mentioned specific competencies.[3] Due to this, these language skills have been tailored to match the grammatical and lexical contents of the students' respective units, specifically reported speech, family relationships, personality, and the news. As a result, all the activities within this learning situation cope with these topics, eventually leading to the final communicative task.

In alignment with the conceptual approach outlined above, the widely referenced final communicative task required students to become news reporters, as they were given a list of general and up-to-date topics from which they had to choose one to investigate further and subsequently advise their classmates about the most important happenings. In this way, the goal was to keep learners informed about different events while assuming the role of

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[3] See Appendix.

journalists, looking into reliable sources, and applying the grammatical content they were working on within English lessons.

For the development of the task, the entire class of 29 students was divided into groups of 6, resulting in four groups of 6 and one group of 5. The rationale for the creation of these small groups was to fulfil the teachers' statements about trying to avoid many students working together and distracting one another. Among them, pupils had the freedom to choose their roles for this task, such as acting as commentators, street reporters, journalists on set, or recording TV programs, among others.

Since this final communicative proposal follows the Communicative Language Teaching (CLT) method, it was divided into five phases to allow students to achieve the final target after accomplishing the essential specific competencies selected for this learning situation, which also fits the CLT methodology. Eventually, each group performed their role-play to demonstrate their communication and interaction skills, an activity that was expected to last between 7-8 minutes per group (equivalent to approximately 1 to 1 minute and 30 seconds per student) and culminated with an awards ceremony.

As mentioned in the previous paragraph, the communicative speaking task was divided into five phases, each corresponding to one class session, covering approximately one and a half weeks since each lesson was dedicated to different tasks. Hence, the planning for each session will be presented below, followed by an analysis of their implementation and classroom observations in the subsequent chapter, covering both positive and negative aspects found in this secondary school setting.

Session 1
This lesson corresponds to the 10th session of the learning situation, dedicated to laying the groundwork for this final communicative task. In this sense, it is important to consider that learners have already been exposed to previous input about these contents due to several pre-task activities that have been selected based on this final proposal. Therefore, after they had worked with this subject matter, students were introduced to the concluding project, whose sequence of steps, main goals, and expectations were explained.

Thus, the communicative task was clearly described at the beginning of the lesson, ensuring everyone understood its purpose and the relevance of the content, which also intended to increase their intrinsic motivation. Following this initial explanation, learners were presented with a selection of 12 main topics for their research, encouraging them to choose those themes aligned with their interests. However, if they wanted to work with a different topic they liked or felt comfortable with, they were also allowed to do it. This means that control was given to learners so that they could make choices about their projects, including what to talk about and how to approach them, as defended within CLT.

The subject selection has been based on teenagers' personal significance and possible interests, as the main goal was to make learners research related pieces of news so that they became reporters and told everybody about their main events through the use of reported speech. Thus, this project aimed to enhance students' communicative competence through active participation in meaningful communicative tasks. For this purpose, the proposed topics were technology and social media, pop music and culture, fashion and style, romance and friendships, health and wellness, education and students' future, hobbies, travel and exploration, entertainment, sports, environment and sustainability, and personal development. Importantly, when working with these themes, students were reminded to cite original sources and verify the authenticity of new items to resist misinformation. As a result, this task also sought to promote sociocultural competence by fostering an understanding of social and cultural norms in communication and information processing.

Concerning the creation of groups, students had the autonomy to select all their members, which intended to foster a collaborative and supportive learning environment. In allowing pupils to choose their topics and colleagues, learners' autonomy was desired to be promoted, which is a key aspect of learner-centred instruction within CLT. Nevertheless, the teacher also oversaw group composition to ensure functionality and diversity, enabling students to assume various roles within heterogeneous teams. By emphasising group work and diverse roles within them, collaborative learning was also expected to be fostered, which is another essential component of CLT.

Subsequently, once everything had been set up, students were given the remaining session time to brainstorm ideas within their groups about their chosen topics and approach, thus

emphasising the collaborative construction of meaning inherent to CLT. Through this process, students developed communicative, strategic, discourse, actional, sociocultural, linguistic, and interactional competencies, which generally form the foundational principles of CLT, as outlined previously.

Session 2

In this class, students immersed themselves in the research and material preparation phase of their project, which aimed to emphasise a creative approach to grammar and its related subject matter. Since each student looked for materials on their iPads, an information gap took place, which means that the whole team had to join all the contents they had found to select and organise the most catching data, thus achieving a balance between the meaning of language and its grammatical aspects, as it involved both reading and writing. In doing so, they were following one of the most important principles of CLT. Furthermore, as mentioned before, all the information they chose for the report had to be reliable, which means that they had to check if it was fake and cite the sources. Consequently, this process attempted to foster authentic communication and critical thinking skills, as students ought to discern information's credibility and relevance.

Following the information-gathering stage, pupils synthesised the collected data, identifying key facts and perspectives. This synthesis aimed to create collaborative discussions within the group, simulating an inductive learning process and facilitating the exchange of ideas and perspectives, a practice deeply rooted in the core principles of CLT that is directly related to interactional competence. Therefore, through these discussions, learners could improve their understanding of the subject matter and their communication skills, as they had to express their thoughts and perspectives effectively.

Once the group reached a consensus on the selection and organisation of information, they had to write their report scripts, whose grammar and language content were assessed by the teacher to ensure linguistic correctness and coherence, contributing to acquiring a balance between accuracy and fluency. Hence, this evaluation process based on discourse and context provided students with constructive feedback to refine their language proficiency and communication skills, aligning with the project's educational objectives.

Session 3

During this lesson, students were expected to finish writing their scripts and begin rehearsing their role-plays, a task they had time to complete in class. This proposal has been thought of as a controlled practice activity for them to engage in authentic peer interaction, hence contributing to the social aspect of learning. This rehearsal period presented an opportunity for peer feedback, as groups could perform their presentations to their classmates, fostering an environment of constructive criticism where they could offer suggestions for improvement. In this respect, pupils engaged in authentic interaction through active participation, thus joining all language skills and recognising the errors as part of the process of developing communicative competence.

Along with peer constructive responses, the teacher was in charge of offering pupils different strategies, guidance and support to ensure that each group was well prepared to execute their role-plays with proficiency and effectiveness. In other words, the educator adopted a monitor and facilitator role, supporting language acquisition and suggesting common everyday phrases or expressions that might help students engage in conversations for their presentations. Consequently, this collaborative process of practice and feedback aligns with the principles of active learning and peer interaction, enhancing both the quality of the presentations and students' overall communication skills. Following this method, students worked with curricular contents differently, as this activity aimed to make them break away from tedious routines.

Session 4

During this lesson, each group presented their role-plays, which were expected to last about 7-8 minutes (approximately 1 to 1 minute and 30 seconds per student) and could be represented freely. Thus, to ensure fairness and inclusivity within the group dynamic, all students had to participate equally. Once they finished their presentations, pupils had to give the teacher the written version of the script for grammatical review and correction.

In cases where presentations were fixed to the script and performed robotically, the teacher asked students spontaneous questions to encourage learners to speak and interact with their peers without previous preparation. In doing so, this approach not only assessed students'

ability to apply grammar concepts but also evaluated their capacity for spontaneous communication and group interaction.

Ultimately, students received three distinct marks based on their performance in the final communicative task: oral production, spoken interaction, and the use of reported speech, which aimed to find a balanced approach between fluency and accuracy. These assessments encompassed a holistic evaluation of students' linguistic proficiency, communicative competence, and ability to effectively use language structures within authentic communicative contexts.[4]

Session 5

For the final session, an awards ceremony was organised to recognise the students' efforts with five categories: most creative project, best collaboration effort, most informative presentation, special use of visual aids, and most original concept. In this manner, each group was honoured with an award, celebrating their unique contributions and achievements throughout the project.

Following the conclusion of the task, students engaged in both peer assessment and self-assessment activities. During them, pupils provided constructive feedback on their classmates' news reports, fostering mutual support and continuous improvement. Additionally, they also received two evaluation materials: the abovementioned rubrics and the rating scale questionnaire. On the one hand, the rubrics were provided to guide learners in self-assessing their individual and collective work, aiming to promote reflection and responsibility. Simultaneously, the rating scale questionnaire allowed students to assess the communicative task through various questions, thus obtaining insiders' viewpoints and ensuring their opinions are considered for future improvements or research.

In the end, concluding remarks were made emphasising the value of communication and collaboration and the usefulness of employing reported speech in everyday discourse. Consequently, the importance of being informed about current events through reliable

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[4] All these evaluation instruments are shown in the Appendix.

sources was also underlined, highlighting the societal relevance and implications of the project outcomes.

4.2. The Implementation of Communicative Approaches

Considering the previous design of the final communicative task as the starting point, this section will be devoted to examining the implementation of the activities along with classroom observations, identifying both strengths and weaknesses to eventually collect all observed limitations and suggest a possible comprehensive improvement plan that can be applied to similar contexts in the future.

Therefore, since this communicative task has been put into practice in the four groups comprising the last level of compulsory secondary education, the following information will be based on all these exact groups. In the same way, it will be structured in line with the expected sessions that have been designed for its development. As a result, any readjustment will be reflected throughout this explanation.

Session 1
The introduction of the communicative speaking task generated considerable expectation among students, as they had been told that the theoretical notions of reported speech had to be applied to practical situations. In this sense, this task's objective was to facilitate a communicative challenge aimed at promoting dialogue, interaction, and the application of reported speech. In fact, these were the only conditions learners had to follow, as the rest was up to them. As a result, this proposal was designed to encourage active participation and improve students' communicative skills in the classroom. Once everything was explained, students had to create the groups they would work with. This selection gave way to several challenges, as some students showed insecurity and hesitation because other pupils had decided not to work with them. Therefore, since I first realised that some of them had not been chosen, I spoke to other pupils to make them aware of their peers' situations as a way of increasing their empathy towards them. After this conversation, they decided to include these classmates in their groups, which also

resulted in a gradual advantage for their report, as they were able to prepare something different from the rest. Consequently, this observation underscores the importance of actively guiding students towards effective team building, emphasising the principles of inclusivity and support to prevent individuals from feeling rejected.

In the second place, the selection of topics proved to be a critical phase that revealed the complexity of group dynamics and decision-making processes. With several students expressing interest in various topics, conflicts inevitably arose, requiring negotiation and compromise. Hence, this phase highlighted the challenges inherent in collaborative efforts, as students were faced with opposite preferences as they struggled to reach a consensus.

Apart from these internal decisions, some groups also wanted to choose the same topic, for which they were asked about the approach they would follow so that their scripts did not coincide. In this way, it became evident through classroom observation that all groups selected similar subjects, including sports, technology and social media, pop music and culture, fashion and style, romance and friendships, travel and exploration, entertainment, and video games. This reflected the varied interests and perspectives among teenagers.

However, despite their early enthusiasm, students also faced anxiety related to their freedom, which reflects how used they are to structured learning environments. If they were taken out of their comfort zone, they faced difficulties in coping with the autonomy provided by this communicative task. Hence, this observation underscores the importance of structured learning experiences for them to explore new academic challenges, which might be a handicap for the student-centred approach exposed within CLT.

Nevertheless, as pupils engaged with the task, a noticeable transformation took place. Despite initial hesitations, they showed a willingness to participate and innovate, which also reflects the importance of a helpful learning environment. Therefore, this continual process of exploration and creativity emphasises the educational value of communicative activities, which allow students to construct knowledge collaboratively.

Session 2
In the second session, students worked in groups to complete their scripts. However, some teams were not working and instead engaged in conversation, which made me spend most of the class reminding them to work. In fact, as I had to approach the same table multiple times, I eventually asked them if they liked this proposal, to which they responded that they found it enjoyable, especially since they had chosen a topic they were interested in and could approach it freely. In their case, they wanted to role-play as football players discussing information that had been said about them in the media. However, once I left their table, they started talking about different things. As a result, I asked them if they wanted to do more activities of this type, whose answer was affirmative. Therefore, I suggested a hypothetical situation: if they were a teacher implementing an activity of this type and realised their students were not working but wasting time, would they do it again or would they revert to traditional methods like drilling exercises? After this statement, they understood my point and started working, even though it was still challenging for them to focus as they were more interested in chatting and disrupting other students. Even though not all groups acted like them, this situation generally exemplifies how teenagers behave when working with these methodologies in a classroom setting, as the majority often need teachers to constantly tell them what they have to do. Apart from this scenario, another challenge arose: there was a student exchange to Germany, which meant that some groups were incomplete and unable to finish their scripts. Due to this, everything was rearranged to ensure all groups could perform their role-plays when everyone was back in class. Apart from this event, those students who had gone to an exchange in France also received French pupils that same week, causing other learners to miss classes for different excursions. As a result, further adjustments were needed to ensure the smooth progress of the task. To address the issue of incomplete groups, an extra day was added for them to work on their scripts, meaning that they would perform their role-plays in the fifth session, eventually having a total of six sessions for this final task. During the script preparation, one aspect must be highlighted. While most groups worked in English, others did it in Spanish, which caused problems with translation and uncertainty

about reported speech. Intending to help them, pupils were asked to look at the notes they had taken in their notebooks from the explanation of reported speech, as it would allow them to understand the structures and follow key steps when reporting information. In addition, they were also encouraged to look for English news articles to avoid translating data, as they relied on ChatGPT and did not fully understand what they were reading. Even though everybody had iPads, it must be stated that most of them worked by themselves, as mistakes were visible and they asked all their doubts. Therefore, although learners faced several challenges, they ultimately achieved a positive outcome.

Similarly, within groups, some people had a higher level of English than others, who were entitled to create the script. Nevertheless, to avoid having two people working and the rest doing useless things, different roles were suggested to those groups which were more unequal, like the researcher, the reporter, the note-taker, the designer of the play and visual aids, etc. In this manner, they were expected to be occupied and work for the team so that all of them could contribute something and the general goal would be achieved.

Session 3

Because of the previous challenges presented, not all groups managed to finish their scripts, so they had this session to complete them. After finishing them, they began rehearsing their role-plays. When they found themselves in that situation, they requested permission to record a video of their performance. Nonetheless, since they are minors and I am not their official teacher, they were told to present their role-plays live with the group.

During this conversation, they mentioned that they had never done an oral presentation before, which evidenced the varied levels of confidence among students when it came to public speaking. Many of them felt more comfortable recording videos because they could read the information from a script and edit their mistakes. Thus, it seemed that they were anxious about speaking spontaneously in a foreign language, fearing their errors would be magnified in front of their peers.

Hence, this became an opportunity to reassure them that making mistakes is a natural part of the learning process, even in our native language. Concretely, the intention was to make

them realise that identifying and correcting mistakes is a sign of progress and mastery. Rather than feeling discouraged, they should view mistakes as valuable learning opportunities. In essence, the desire was to shift their perspective on mistakes from being something to be feared to being something to be embraced in order to grow and learn.

Session 4

In the fourth session, those groups that had not finished their scripts managed to complete them thanks to the return of the group members who had been absent in the previous lessons due to activities with the exchanged students.

After this, all teams engaged in the rehearsal of their role-plays. Interestingly, they were more focused on their peers' performances than their own. In fact, as they watched their classmates in action, they began to notice details they had not considered before. As a result, ideas started emerging, from bringing additional objects and clothing to preparing an introduction with the iPad or even having a microphone to simulate being a street reporter interviewing people. While not all materials were readily available for the rehearsal session, some students managed to bring a few items from home.

This focus on originality and attention to detail created a positive atmosphere of peer feedback. In doing so, students shared their thoughts and suggestions, offering constructive criticism and advice based on what they had seen from their classmates. Hence, all groups had the opportunity to be seen and heard, which created a space for exchanging ideas. Of course, not all feedback was entirely positive, but students did not express negative comments out loud. This restraint contributed to maintaining a positive and supportive environment, where everyone felt encouraged to improve their performances.

Furthermore, pupils also asked for linguistic concerns, as many encountered difficulties pronouncing specific terms. In the same way, they sought advice on how to use linking expressions to bring their peers into conversations and improve communication flow. As a result, it became clear that everyone understood their speaking roles, as they somehow dominated oral production. Nevertheless, difficulties occurred in promoting interaction, with some individuals challenging to link ideas or contribute meaningfully to discussions.

This happened because a few students decided to do their parts of the report on their own to subsequently link it with those of their teammates. Therefore, to address this issue, they were told to work cooperatively and were also suggested with everyday phrases and expressions that could be useful for their situations.

In this way, once students understood these approaches, they made various changes and practised their reports, encouraging me to provide assistance and guide their interactive process. Due to these aspects, it was a session filled with collaboration, creativity, and mutual support, laying the groundwork for the final presentations.

Session 5

This session was devoted to the performance of their role-plays. For this purpose, students could decide where to perform them, for which they chose the assembly hall. As the showcases were taking place, it became evident that not all groups stuck to the one-minute to one-minute-and-a-half time limit per person, as some presentations lasted less than the expected duration. As a result, it was possible to complete all the role-plays in a single lesson. However, despite this aspect, all groups demonstrated remarkable originality and creativity, even adding some sense of humour and flair to their interpretations.

The variety of ideas presented was truly impressive, as some groups envisioned themselves as hosts of popular TV shows like *El Chiringuito*, *El Hormiguero*, or *First Dates*; while others explored the world of fashion commentary, reality shows, and celebrity gossip. What is more, a few even took on the roles of entertaining characters, incorporating funny remarks and stories into their scripts. In overall terms, the final result was positive, even though it must be said that a few groups did not widely use reported speech correctly, as they usually confused it with the passive voice or present perfect tenses.

Concerning the specific competence of oral production, they all managed to work with it effectively. Nonetheless, as previously stated, the skill of spoken interaction was more challenging, as most of them had everything prepared and the interactions were artificial. Due to this, after finishing their reports, students were asked different questions about their chosen topics which intended to make the team discuss and reach a consensus, as this was

the only way in which they could interact without having any material already prepared. Overall, the most rewarding aspect of this experience was seeing the students having fun. For many, it was a nice change from the monotony of their school routines, as they had the chance to be creative and fun while reviewing grammatical content and practising diverse language skills. In the end, it was clear that the communicative task helped improve language skills and also brought a sense of joy to the different classrooms.

Session 6
As a result of the adjustments required due to the student exchanges organised by the high school, an additional session was needed to conclude the communicative speaking task. Therefore, this lesson was devoted to the general discussion of the topic, in which the importance of reported speech in everyday interactions was emphasised. Following this, students were given both the rubrics to self-assess their performances and the rating scale questionnaire. Despite initial tendencies to rate themselves highly, they generally demonstrated fairness and honesty in their self-assessments, aligning their evaluations with the predetermined criteria. In the same way, they also assessed the whole communicative task procedure, whose results will be further analysed and commented on in this paper's subsequent section. Eventually, once everything was done, a ceremony was held to recognise students' efforts with awards distributed across five categories: most creative project, best collaboration effort, most informative presentation, special use of visual aids, and most original concept. In this way, all groups received a prize. More specifically, each team was provided with a letter in which the selected prize was written. However, unknown to them, winning that award got each student an additional point for the reported speech exam. Hence, all pupils got this scoring advantage as a way of recognising their performances during all these English lessons. In this manner, the sessions covering the whole communicative speaking task came to an end.

To sum up, implementing this communicative task in the secondary classroom, while encouraging active learning and improving communicative abilities, has revealed several

constraints requiring attention. These include difficulties with students' engagement, language proficiency differences, logistical limits, insecurities in oral communication, distraction and lack of focus, language barriers, translation concerns, time management, and performance constraints.

As a result, addressing these multidimensional difficulties requires a comprehensive improvement strategy that includes techniques for increasing student motivation, supporting various linguistic needs, encouraging peer collaboration, and promoting a positive learning environment favourable to effective communication skill development. By proactively tackling these limits, educators can improve the efficiency of communicative activities and maximise learning outcomes for students in similar situations in the future, resulting in a more enriching and engaging educational experience.

4.3. The Appraisal of Interactive Oral Activities

In this section, students' assessment of the communicative speaking task is analysed and commented on, presenting detailed figures and a general table summarising all responses to the rating scale questionnaire. Therefore, to begin with, the first table displays the overall results obtained together with the number of students who participated in the questionnaire. Subsequently, each question is explained with its overall percentages.

Table 1

Number of Students who Responded to Each Question.

Research Questions	1	2	3	4	5	Total
Question 1	0	2	12	41	43	98
Question 2	1	1	9	32	55	98
Question 3	7	13	32	31	15	98
Question 4	20	22	31	18	7	98
Question 5	6	16	33	23	20	98
Question 6	4	10	36	25	23	98
Question 7	34	36	18	10	0	98

As exemplified above, this survey involved 98 students in their final year of compulsory secondary education. Therefore, this table illustrates the response counts for each question, which was gathered using a rating scale questionnaire, with options ranging from 1 to 5. In this way, all inquiries will be subsequently and individually analysed to discover what has been replied to them and understand the reasons that might lie behind students' answers. Consequently, observing the distribution of responses to all questions may reveal broad themes that can be used to guide future educational research or initiatives.

Figure 4

The Effectiveness of Communicative Activities in Improving Students' English Skills.

## 1. How effective do you find communicative activities in improving your English skills?
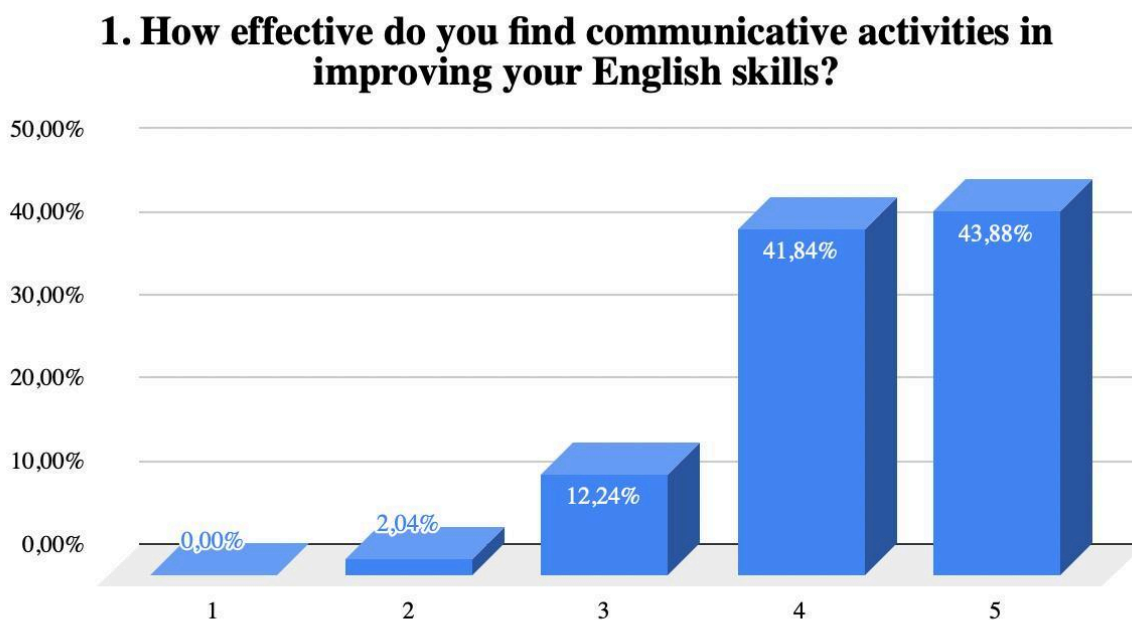
In the first place, when assessing the effectiveness of communicative activities as a tool to improve students' English skills, nobody considers them to be useless, as Rate 1 has not received any answer. However, 2 people perceive them as minimally effective, which comprises 2.04% of the total. Moving forward, 12 people, covering 12.24% of students, view communicative tasks as moderately effective in improving their English skills. Nevertheless, being in the middle, it might be deduced that they still have reservations about their overall efficacy. In the penultimate case, 41.84% of this educational level (specifically 41 students) contemplate communicative tasks as highly effective for their language proficiency development. Along with them, nearly half of the surveyed students, more specifically 43 pupils, comprising 43.88%, rated communicative activities as extremely effective, which

makes it possible to conclude that, in general terms, there is a positive perception of the potency of such activities among English learners at this educational level.

Figure 5

Real-Life English Comprehension through Communicative Activities.

2. Do you believe communicative tasks help you better understand real-life English use?
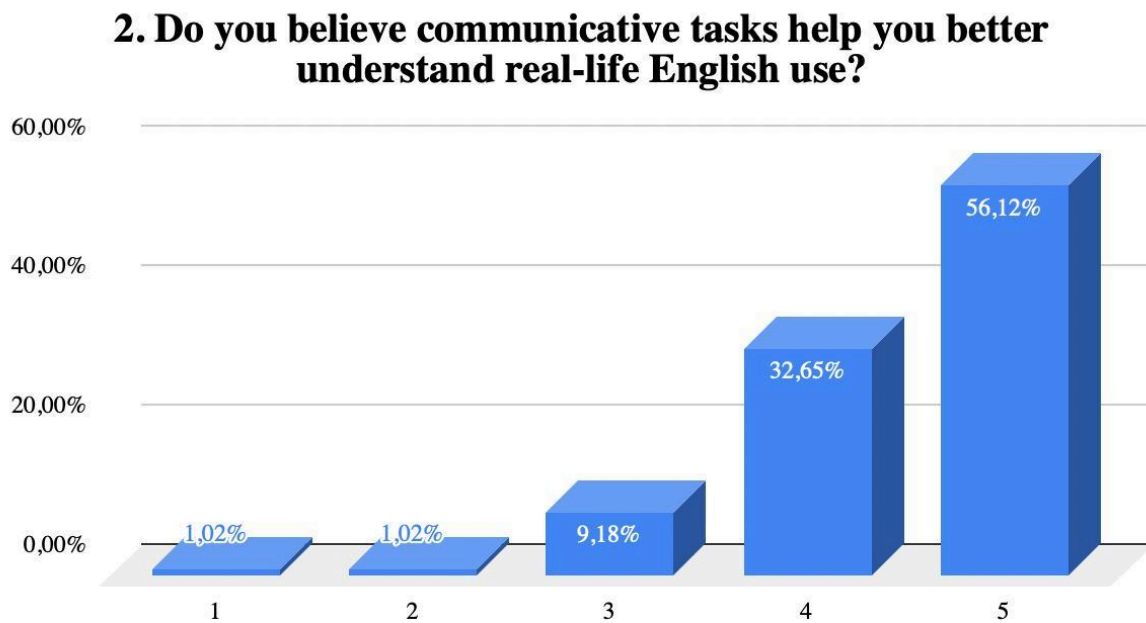
In the second place, while assessing if communicative tasks help students understand real-life English use, there is a general agreement about them being useful for this aim, as 56.12%, specifically 55 students, has answered the maximum rate. Together with this data, 32.65% has been obtained by 32 pupils due to considering these tasks as valuable tools, which opens the door to state that they are perceived as useful vehicles for bridging the gap between classroom learning and real-world language use. However, to a lesser extent, 9 learners comprising 9.18% of this academic level are in between these ideas, without having a clear idea about their utility. On the contrary, 1.02% of the students in this grade have considered that these tasks do not help them understand real-life English use, as one student selected Rate 2 and another learner chose Rate 1.

It might be reasonable to guess why some students do not find these tasks useful, mainly due to the importance of task design and execution. For them to be effective, they need to be well-structured and reflect real-life scenarios. Similarly, contextual relevance also plays a fundamental role, as they should ideally resonate with students' daily experiences to

foster engagement. Lastly, teacher support and guidance also impact learners' perceptions, which leads to the reflection that educators do not always manage to reach all pupils. Therefore, even though this proposal has been designed based on students' context and interests, the truth is that, based on these results, it has not reached all learners.

Figure 6

Analysis of Assessment Preferences.

**3. How strongly do you prefer being assessed through these tasks compared to exams?**
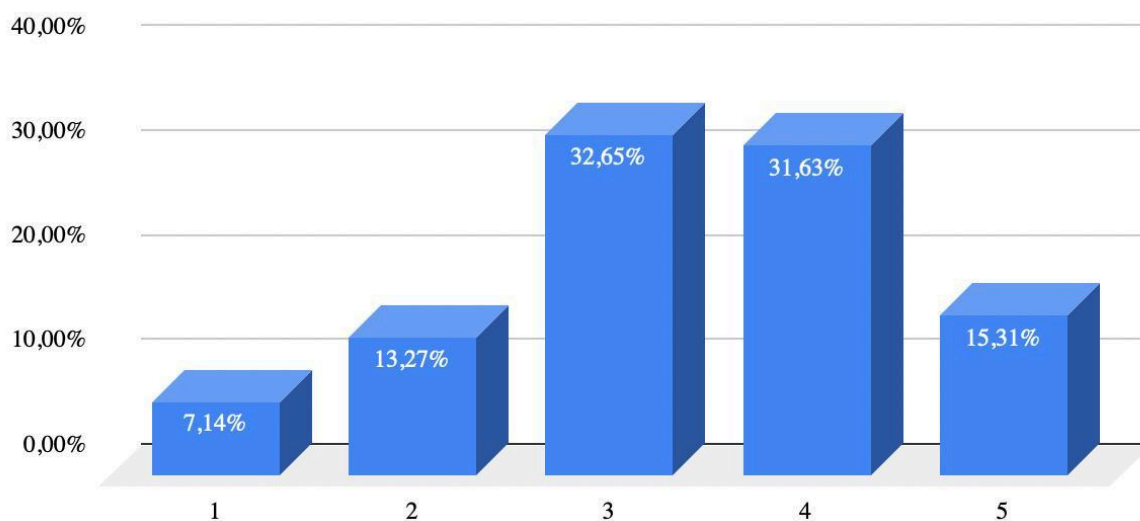
In third place, when asking students if they preferred to be assessed through communicative speaking tasks rather than exams, a disparity of results was obtained. Indeed, 7.14% of students (specifically 7 pupils) preferred to be evaluated through traditional examination formats. Close to them, an amount of 13 learners, comprising 13.27%, exhibited an inclination towards exams, which together conform to a total amount of 20 students. In a neutral position, 32.65% of students, concretely 32 learners, confirmed their preferences towards both approaches, which is the maximum rate obtained in this question. Eventually, 31.63% (31 pupils) and 15.31% (15 learners) voted for the last two rates, therefore preferring task-based assessments in comparison to traditional exams.

On the one hand, the main reason for favouring communicative tasks over traditional exams might stem from students perceiving less need for extensive study. Since these tasks mirror real-life situations, students may find them more engaging, enjoyable, and meaningful.

Conversely, some pupils may lean towards traditional exams due to reasons such as familiarity, assessment of individual performance, perception of objectivity, time efficiency, and preference for academic accomplishment. As they prioritise achieving a good grade, they may prefer avoiding risks associated with this communicative methodology. Therefore, in general terms, those students who are comfortable with being assessed through written exams may feel hesitations and rejections when taking them out of that approach.

Figure 7

Analysis of Methodological Preferences.

4. Would you prefer traditional teaching methods over communicative tasks for learning English?
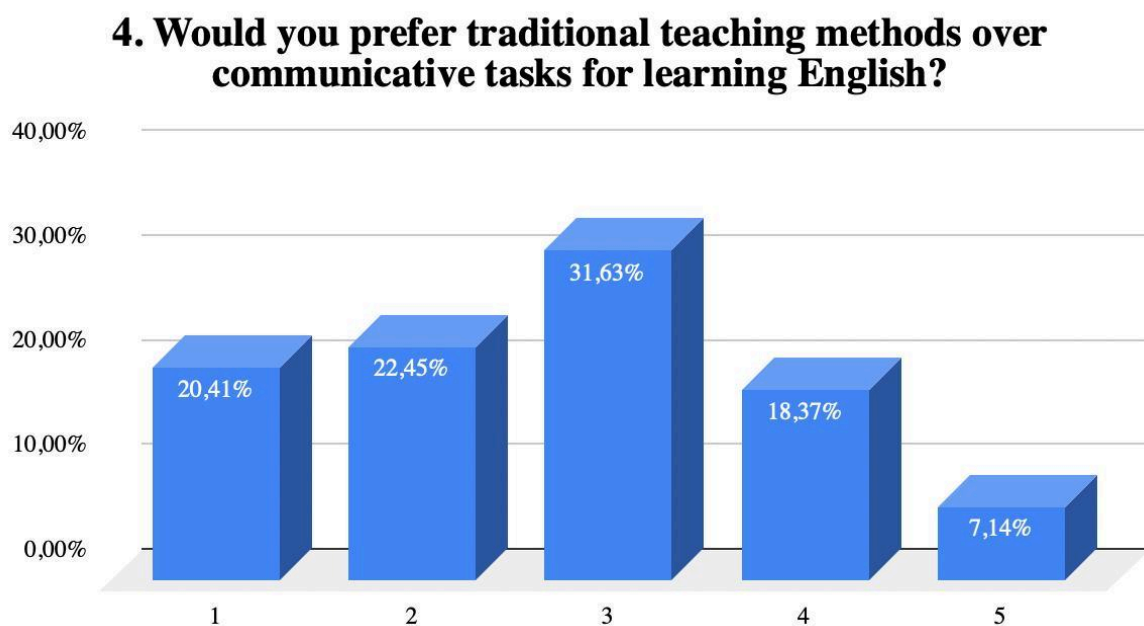
In fourth place, students were asked if they preferred traditional teaching methods over communicative tasks for learning English, and in this case, the data was inversed. Rates 1 and 2 scored 20.41% and 22.45% respectively, which means that 20 and 22 students favoured communicative tasks due to the low score they indicated towards traditional teaching methods. Broadly speaking, the largest proportion of students, specifically 31 (31.63%), showed a neutral position. On the contrary, a notable minority of students, concretely 18 (18.37%) and 7 (7.14%) would rather traditional teaching methods.

This priority for teaching methods can be due to several reasons. Primarily, individual preferences and styles towards teacher-centred environments or interactive student-centred approaches. In this specific question, results are quite revealing, as even though pupils

encountered difficulties as a result of having the freedom to decide what to do and how to approach their projects, it has been shown that they still prefer communicative tasks rather than traditional language teaching methods. Related to this, students' perceptions of the effectiveness of these approaches also determine their choices. Overall, it can be stated that although this was a new procedure for them, the vast majority of learners leaned towards this communicative methodology, which makes it possible to deduce that, in some ways, they like being taken out of their comfort zone and explore new paths within the language learning process. Specifically, this last pattern will be further analysed in the following question.

Figure 8

Analysis of Comfort Zone Engagement in Communicative English Activities.

5. Do you like being challenged and taken out of your comfort zone during communicative activities in English lessons?
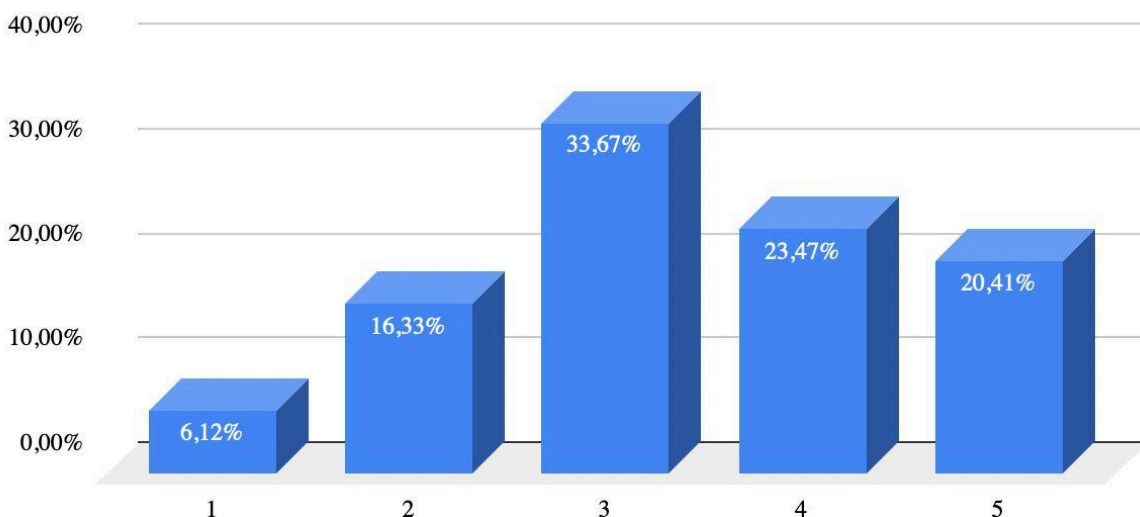
Continuing with the above statement, when analysing if students liked to be taken out of their comfort zone during communicative activities in English lessons, there seems to be a major agreement among pupils. Upon analysing the data, 6.12% (6 students) indicated a strong dislike for being challenged in this way, together with 16.33%, which covers 16 pupils, as these two rates are the lowest in the rank. Hence, from this whole educational level, only 22 pupils prefer to be kept in their comfort zones. Following this idea, most learners, specifically 33, leading to 33.67%, voted for a neutral position, as they are in between the comfort of the approaches they are used to and these new methodologies. Finally, 23.47% (23

students) and 20.41% (20 learners) demonstrated a belief in the value of challenge and discomfort for learning and growth.

In general terms, it could be easily understandable that students do not like being taken out of their comfort zones. However, it is surprising that the majority of pupils have considered this challenge as a positive aspect, which suggests that they have enough risk tolerance. Together with this, it might be deduced that this favourable notion of challenges could also be influenced by their past experiences, as positive events may foster appreciation and negative ones may lead to rejection. In final terms, the supportive environment created by teachers could be another determining factor for this general preference.

Figure 9

Students' Attitudes Towards Group Work.

6. Do you consider that group work contributes to improving the learning process?
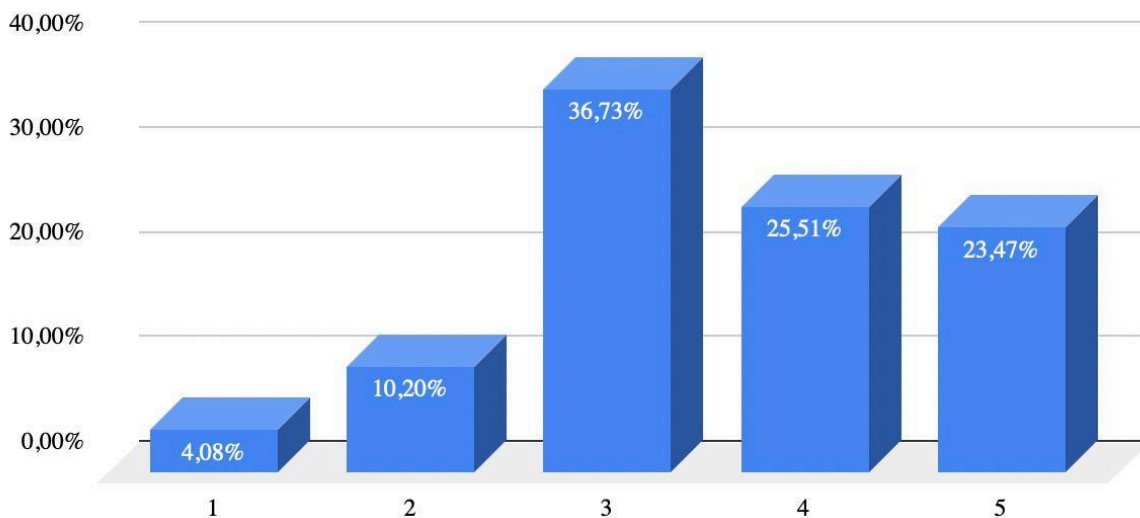
In the penultimate place, students' opinions towards group work were analysed, as this study aimed to obtain their perspectives on this subject matter. Overall, it can be said that their notions about group work are positive, as 23.47% (23 pupils) and 25.51% (25 learners), which covers an amount of 48 students, strongly consider this working dynamic to improve their learning process. Nonetheless, the majority of pupils (36 students) remain neutral on this aspect, specifically 36.73%, which makes it visible that they are in between working individually and in groups. On the other hand, both 4.08% (4 pupils) and 10.20% (10

learners) prefer working individually, which makes evident the situation of those students who encounter difficulties when working with groups.

In this way, these variations may include individual preferences or styles, both in academic and personal terms, as many students take advantage of working in groups by not actively participating, thus causing discomfort to others. In addition, past experiences with group work are also quite influential, as they mark people's notions towards this aspect. Related to this, the quality of the team is essential, as well as the personal relations that occur among pupils, which may facilitate or hinder their working process. Overall, it is important to understand all the reasons behind these responses since they can set a new point of departure for scheduling these types of activities to ensure that nobody feels out of place.

Figure 10

Students' General Perceptions on Communicative Activities in Secondary Classrooms.
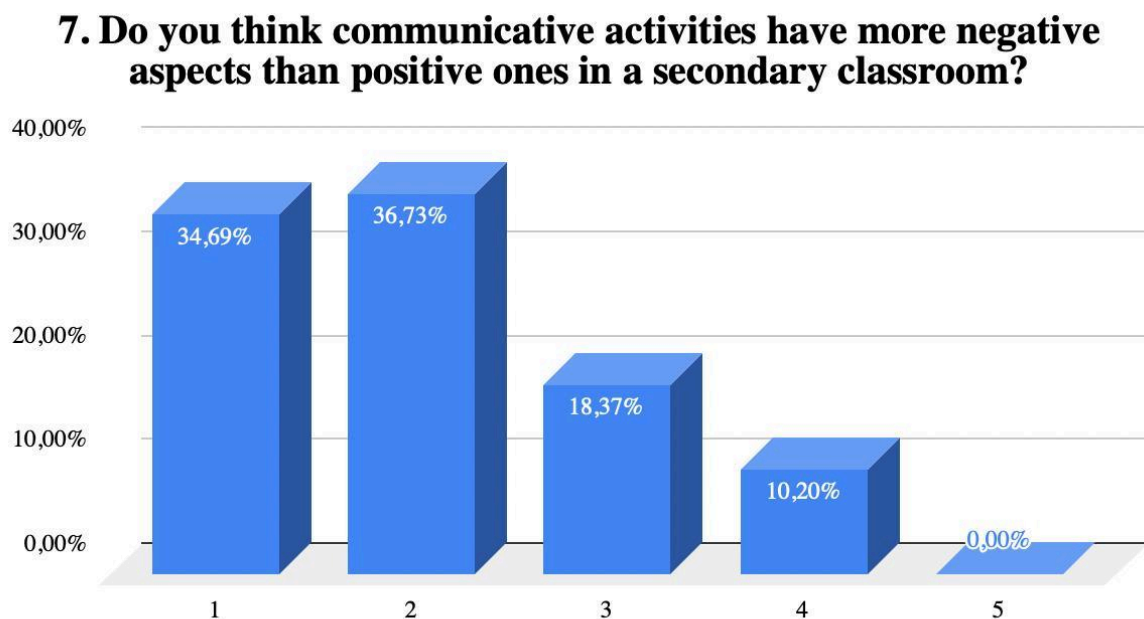
Eventually, concerning the last research question, students were asked if they considered that communicative activities had more negative aspects than positive ones in a secondary classroom. Once again, results were inverted, as most pupils perceived this language teaching methodology as positive. Hence, since 34.69% (34 students) and 36.73% (36 pupils) selected Rates 1 and 2, it can be interpreted that they view more advantages than disadvantages within this linguistic approach. Thus, 18.37% (18 learners) remained neutral to

this question by stating that it could be negative because they would not speak English all the time and might also get distracted. Lastly, 10.20% perceived this teaching technique as having more disadvantages, specifically, a total amount of 10 students. Thus, as can be seen, no student selected Rate 5.

This last response can be caused by different explanations. Firstly, students may find communication difficulties, particularly if their linguistic and communicative competence is not overly well-developed. Furthermore, the time required to prepare and perform these tasks may be demanding to them, particularly in social settings, where they usually get distracted. Lastly, concerns about assessment and the fear of being judged based on language skills may also contribute to these notions, along with students' desire to work individually. Due to this, it is essential to understand all perspectives towards a specific situation so that all variables can be considered and new proposals can be suggested to overcome these problems.

In conclusion, after this research towards students' perspectives considering the main spheres of communicative speaking tasks, insights into their efficacy, preferences, and perceptions in the context of English language learning were obtained.

Overall, communicative activities are regarded as beneficial strategies for improving English proficiency, with the vast majority of pupils supporting their usefulness and applicability to real-world language use. This positive perspective emphasises the need for well-designed tasks, contextual relevance, and teacher support in helping students improve their communicative competence.

In the same way, students favour communicative assignments over traditional examination formats and teaching approaches. This inclination demonstrates a desire for relevant learning situations that promote engagement and practical language skill development. While some students still value traditional assessments and teaching techniques, the vast majority opt for communicative approaches, which also reflects the importance of pedagogical flexibility and response to students' choices.

Additionally, learners show a predisposition to accept challenges and participate in collaborative learning activities, demonstrating a favourable attitude towards moving beyond their comfort zones despite the initial difficulties encountered due to their freedom.

Therefore, this openness to growth and exploration implies the possibility of fostering resilience and adaptation during the language-learning process.

In final terms, the generally positive assessment of group work highlights its potential as a constructive learning dynamic, even though individual preferences and past experiences may influence students' attitudes towards communicative tasks.

To sum up, these findings reflect communicative activities' function in language learning, with students recognising their benefits while also identifying potential obstacles and opportunities for growth. By acknowledging their perspectives, educators can establish a supportive learning environment based on students' preferences, specific needs, and concerns to maximise their well-being along with the effectiveness of communicative approaches, consequently promoting language acquisition and competency growth.

4.3.1. Self-Assessment of the Oral Communicative Task

To fulfil the triangular evaluation covering teachers' considerations and students' results, a detailed self-assessment reflection embracing the entire process will be provided in this section. This will ensure that all perspectives regarding the design, implementation, and appraisal of the proposed communicative speaking task are taken into account.

Overall, the journey through this approach has been enriching, as it has allowed me to explore different positions in an educational context and further engage in action research. As a result, this firsthand experience has provided valuable insights into effective educational practices within a secondary classroom setting.

Initially, the design phase of the communicative task became a challenge, as it required coping with various aspects such as the curricular basis, CLT principles, and the distinctive dynamics of the educational environment, which included the sessions available for task implementation and extracurricular activities concerning exchanges and excursions, among others. Likewise, despite initial doubts about its viability, concerns raised by foreign language teachers were resolved, leading to creative student participation.

During the implementation phase, each of the four groups assigned to this educational level progressed at a similar rate due to having an equal number of sessions dedicated to the activity, thus reflecting equitable workload distribution. However, this does not mean that all groups worked productively throughout every session, as some, like the previously exemplified, wasted a lot of time. Nonetheless, they eventually managed to have everything finished in due time, which also evidenced that they required less time to complete the task than the rest of the class. In this manner, these differences in productivity among groups highlighted the importance of adaptability within classroom settings.

Above all, after the implementation of the communicative task, the outstanding aspects were students' responses and evaluation of the whole process, as it allowed them to be heard while engaging in activities aimed at improving their linguistic skills in everyday conversations. Since pupils became the cornerstone for the creation of this communicative task, their responses were essential to determine if it eventually managed to be useful and engaging to them. More specifically, the rating scale questionnaire attempted to assess whether this paper's proposal successfully reached at least the vast majority of students.

Considering all these ideas, it can be stated that the communicative task generally met its objectives, as students seemed to have positive feedback about most of the spheres covered by this final project. However, it is important to consider that adaptation would be necessary if this communicative task were to be implemented in a different educational setting with varied language competence levels, requiring further study to tailor the approach to learners' needs. Following what Plasencia (2020) stated, the secondary classroom serves as a foundation for students to develop linguistic skills, which is why teachers must be committed to facilitating their language acquisition by meeting learners' interests along with varied personal and collective circumstances.

Besides these aspects, it is essential to eventually acknowledge limitations and areas for improvement to highlight the need for continuous reflection and adjustment of teaching methods. Consequently, the constraints encountered in this environment, together with ineffective aspects, will be discussed in the following section. For this purpose, a proposal for improvement will be developed to address these issues and ultimately overcome them.

4.4. Proposal for Improvement in Oral and Interactive Tasks

Considering the challenges encountered during oral communicative tasks, including group dynamics, lack of productivity in some groups, students unaccustomed to giving oral presentations, time constraints, distractions, reliance on Spanish instead of English, and difficulties with autonomy due to the absence of student-centred approaches, this section aims to propose solutions for secondary classrooms to overcome these obstacles.

In the first place, to address group dynamics, students can develop team-building skills through various activities. These may include problem-solving tasks or cooperative challenges, such as constructing a puzzle or deciphering an escape room within a time limit. These activities can be integrated into their lessons, allowing pupils to collaborate on trials related to the English subject. Thus, by engaging in these challenges, learners indirectly learn to communicate, generate ideas, and distribute tasks to achieve common objectives.

This method not only promotes teamwork and collaboration but also prompts students to take on various responsibilities within a group. Through these activities, like the escape room, pupils can be assigned different roles such as detective, leader, solver, analyser, communicator, timekeeper, reporter, creative thinker, and more. These roles can be rotated regularly to ensure that all learners have the opportunity to assume different positions and learn how to adapt to various situations within the group dynamic. However, it is essential to introduce these cooperative actions beforehand to ensure students are familiar with group work dynamics and can effectively tackle all these aspects when presented with a proposal of this type in foreign language lessons.

Related to this, the lack of productivity in some groups might be avoided by setting session goals that can help students stay focused and achieve their tasks effectively. One approach could involve organising a series of challenges, similar to a gymkhana, where students must complete different tasks corresponding to the objectives set for each session. In this way, once all lessons have finished, pupils could aim to uncover a final treasure as a reward for successfully completing all the suggested trials.

Hence, if adapted to this paper's proposal, students could have engaged in the challenges corresponding to this project's objectives —researching information, writing the

script, rehearsing their performance, providing feedback to their classmates' representations and performing their final role-play— in a way to unveil a final treasure, which could be a symbolic item or recognition related to journalism, like a mock news reporter's badge or a certificate of excellence in reporting. In this way, it could have also served as a tool to increase their extrinsic motivation and ensure their productivity, therefore enhancing their overall learning experience.

Expanding on the theme of student productivity, the challenge of ensuring that tasks meet diverse student needs is also highlighted. Addressing this issue requires creating a supportive learning environment that fosters active student engagement. Plasencia (2020) further delves into this notion, offering comprehensive insights, as cited below.

Es prioritario que el aula se convierta en un lugar de comunicación segura, donde el alumnado disponga de la libertad suficiente para realizar incursiones comunicativas orales con el docente, derribando o sorteando las barreras emocionales que puedan surgir entre ambos. Este objetivo, a priori cuasi idílico, se fundamenta a partir de la simple premisa de *invitar al alumno a hablar.* (Plasencia, 2020, p. 20)

Various strategies can be employed to achieve this goal, such as incorporating a section at the beginning of all English lessons entitled "What's Happening Today?" wherein learners are tasked with presenting any relevant information or journalistic pieces they have encountered that relate to the topics covered during lessons. In the case of this final communicative task, it would be related to recent news stories. Furthermore, to encourage participation, students will receive positive reinforcement, such as earning an additional point in an exam, project, or future activity related to the learning situation. Consequently, the objective of this method is to guarantee active participation from all students during the learning process, nurturing an environment of support and inclusivity within the classroom.

By incorporating this activity, spoken interaction and oral production are encouraged, both of which are essential competencies in English language lessons. Plasencia (2020) emphasises the importance of production and interaction in the classroom, stating that they are indispensable at any stage of the teaching-learning process. Therefore, prioritising these small tasks at the beginning of English sessions becomes critical in developing students' communication skills for future endeavours. Unlike oral presentations, these assignments are

less intimidating but provide valuable practice for the same set of skills. Thereby, students can become more confident when speaking to the entire class, as these tasks serve as effective strategies for breaking the ice with their peers and fostering a positive learning environment.

Going back to the idea of reaching all students, it is essential to embrace instructional differentiation to ensure inclusivity and effectiveness in teaching. This means adapting teaching methods, materials, and assignments to meet the unique needs, interests, and abilities of each student. In this way, by providing a range of options and choices tailored to diverse learning preferences and strengths, students are empowered to take control of their learning process and engage more deeply with the subject matter. Even though there are no students with special needs at this educational level, it is still crucial to adapt tasks to accommodate the diversity of students. This includes offering additional assistance to those who require it and adjusting the number of sessions, recognising that not everyone works at the same pace, which is another critical notion emphasised by Plasencia (2020).

> Junto al espacio y ambiente adecuados para propiciar la comunicación, también se debe tener en consideración el tiempo que cada alumno necesita para familiarizarse con los elementos tanto lingüísticos como paralingüísticos en la LE. Esto último se puede favorecer "entrenando" al alumnado en incursiones orales breves y pausadas, donde surja la interacción de manera natural, sin forzar y tratando de mantener la comodidad entre los agentes involucrados (Plasencia, 2020, p. 22).

In connection with this, it is also important to acknowledge that setting the same deadline for all groups may not be equitable, as some students may need more time to complete tasks despite working in heterogeneous teams. Similarly, enrichment opportunities should be available for those students who finish early. This means transforming the same task into either a more challenging or simpler activity based on the composition and needs of each group, both individually and collectively. These notions underscore the importance of teachers' adaptability in designing activities of this nature, recognising that they may not always develop as anticipated. In fact, this was evident during the implementation of the proposal, which highlighted the need for flexibility and responsiveness to unexpected circumstances. Thus, by embracing instructional variables, teachers can create a learning environment where all students feel supported and empowered to succeed.

Furthermore, in line with efforts to promote English communication, strategies to address distractions in the classroom are vital, as implementing measures to minimise disruptions contributes to a more favourable learning environment. One proposed solution involves establishing distinct zones within the classroom dedicated to quiet activities. Similar to the reading corners often found in primary schools, these zones could be positioned in quieter areas, such as the corners of the classroom, providing students with a space to withdraw when they find it challenging to concentrate among the noise of group activities. This arrangement attempts to enable them to refocus on their tasks away from potential distractions caused by their peers.

However, if spatial constraints prohibit the creation of separate areas within the classroom, teachers can collaborate with students to establish specific times for focused activities. In this case, pupils could be assigned dedicated periods during the lesson to engage in concentrated work, followed by intervals for relaxation or alternative activities. Importantly, the relaxation period can only take place upon the conclusion of the assigned tasks within the agreed-upon timeframe. In doing so, students' productivity and efficiency can be enhanced while avoiding distractions.

In the next place, to foster English communication and discourage the use of Spanish, classroom activities can be implemented with a focus on group interaction. For this purpose, students can be seated in groups of four, with certain tables designated as English-speaking zones. These groups will rotate among different tables during specified periods, ensuring exposure to English conversation. Thus, to monitor their adherence to the English-only rule, students will use an assessment sheet to honestly indicate if they have met the established expectations. In doing so, this process aims to encourage pupils to take responsibility for their learning. Nonetheless, this monitoring procedure is not a personal proposal but has been previously stated by Plasencia (2020), as referenced in the following paragraph.

> En último lugar, se plantea una de las cuestiones más conflictivas y difíciles de abordar dentro del aula de LE en la etapa de Secundaria: la continuidad en el uso del código extranjero por parte de los interlocutores. A este respecto, el docente debe propiciar un compromiso entre ambas partes (alumnado y docente), que se puede reflejar a través de una ficha de seguimiento gestionada por el propio alumnado que, al mismo tiempo, le

sirva de herramienta para la reflexión sobre qué, cuánto y cómo han hablado en la lengua extranjera (Plasencia, 2020, p. 23).

In addition to this, interactive games and activities could also be encouraged to engage students in practising the foreign language within these English zones. While not every lesson will incorporate this approach, selected sessions will prioritise spoken interaction in English. Games involving information gaps can be integrated into these activities to increase student participation and language practice. In this way, by alternating between structured group rotations and interactive games, students will engage in English communication for short periods, which together with the previously established activities, aim to complement their overall language learning process.

Eventually, several strategies can be applied to address the autonomy dilemma in the secondary classroom due to the absence of student-centred approaches. Firstly, if students have met expectations during the lessons, they will be able to choose their seats in the final session of the week. This proposal intends to enable students to choose a suitable learning environment that promotes collaboration and comfort. In the second place, inquiry-based projects can also be developed to allow students to autonomously investigate areas of interest, do research, experiment, and solve different problems. This technique desires to make students direct their projects while fostering their curiosity and critical thinking.

In third place, the abovementioned design of the section labelled "What's happening today?" is expected to encourage students to engage in discourse and express their ideas freely. Hence, this endeavour aims to foster an instructional approach centred on learners, prioritising the significance of their viewpoints. Lastly, by creating an inclusive and integrated atmosphere, the learning process centres on students, as it opens up options for self-assessment and peer feedback, encouraging co-assessment and active participation in the learning process. As a result, this proposal tends to focus on students' actions and decisions to foster a learning environment that is centred on them.

In conclusion, the proposed strategies aim to address various challenges in the secondary classroom and promote a student-centred approach. For this reason, it would be interesting to check if working on these aspects eventually contributes to improving the areas that did not work well during the implementation phase of the communicative speaking task.

5. Conclusions

This paper embarked on designing, implementing, and appraising communicative speaking tasks for the secondary L2 classroom. To achieve this goal, a detailed procedure was followed, focusing on three key perspectives: teachers' initial perceptions of common constraints in secondary classrooms, students' evaluation of the oral communicative speaking task, and a self-assessment covering the entire action research process. Through these steps, various significant conclusions emerged.

Despite initial concerns expressed by foreign language teachers, the implementation of communicative speaking tasks generally produced positive and beneficial outcomes across the four educational groups. While several constraints were noted, particularly regarding areas of improvement, no significant deviations from the norm were identified. Consequently, it can be asserted that the results obtained from this initiative were largely positive, providing valuable insights into students' attitudes towards this pedagogical approach.

Specifically, communicative speaking tasks were widely regarded as beneficial for understanding real-life English usage, with students recognising more advantages than disadvantages associated with this methodology. However, resistance to group work and a reluctance to fully embrace Communicative Language Teaching as the preferred assessment and teaching method were still prevalent among many students, despite evidence suggesting that stepping out of their comfort zones was generally well-received.

This highlights the existence of persistent challenges that hinder students' acceptance and engagement with this language-teaching approach. Therefore, it is essential to explore the above-mentioned proposals for improvement to check if these issues can be tackled effectively and consequently enhance students' perceptions towards this methodology.

In essence, the implementation of the measures aimed at addressing these challenges would be crucial in refining communicative speaking tasks and fostering students' appreciation for this pedagogical approach. As a result, subsequent research endeavours could further investigate the efficacy of this final proposal in enhancing students' linguistic, sociolinguistic, actional, discourse, and strategic competencies, ultimately contributing to the continuous improvement of language education practices.

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7. Appendix

English Teachers' Questionnaire
What challenges do secondary school teachers face when attempting to integrate Communicative Language Teaching principles in various classroom settings?

Date: 2024/04/04	**Educational Area:** Language Department
Area of study: Foreign Languages	**Level:** Year 11

The current study is based on the concept of Communicative Language Teaching, whose primary objective is to identify any limitations present in secondary school classrooms regarding this teaching approach. Therefore, the purpose of this questionnaire is to gather your perspectives about this topic, as this research's insights will be used as the starting point for developing diverse communicative activities. Additionally, a final questionnaire will also be conducted on students of this educational level, which will allow us to compare and analyse different viewpoints on communicative tasks. In order to gain a better understanding of this notion, the fundamental principles of this method and its associated practical activities will be outlined below.

Communicative Language Teaching is recognised for its purpose of instructing communicative competence, emphasising the importance of students effectively using language for meaningful interaction. In doing so, this linguistic capacity covers four facets of language proficiency:

1. The use of language for diverse purposes and functions.
2. Speakers' competence to adapt language use based on context and interlocutors.
3. People's aptitude to create and understand diverse textual forms.
4. Individuals' ability to maintain communication despite limitations in linguistic competence.

The most effective classroom activities for promoting this learning entail active involvement from students, including participation in pair work, role plays, group tasks, and projects such as information gap exercises, jigsaw tasks, task-completion assignments, information-gathering tasks, opinion-sharing sessions, information transfer tasks, and reasoning gap tasks. Hence, a predominant feature of these activities is their design for pair or small group work.

What constraints may arise in a secondary classroom when using this methodology?

Are teachers resistant to working with communicative tasks? If so, what are the reasons behind their resistance?

What can be done to effectively address these constraints?

From your experience, what are the advantages and disadvantages of using Communicative Language Teaching compared to other teaching methodologies?

¿Qué desafíos enfrentan los profesores de secundaria al intentar integrar los principios de la Enseñanza Comunicativa de Lenguas en diversos entornos de aula?

Fecha: 04/04/2024	**Área educativa:** Departamento de Idiomas
Área de estudio: Lenguas Extranjeras	**Nivel:** 4º ESO

El presente estudio se basa en la Enseñanza Comunicativa de Lenguas, cuyo objetivo principal es identificar las limitaciones presentes en las aulas de secundaria con respecto a este enfoque didáctico. El propósito de este cuestionario es recopilar sus perspectivas sobre esta metodología, ya que las ideas principales de esta encuesta se utilizarán como punto de partida para el desarrollo de diversas actividades comunicativas. Al finalizar este proceso, también se llevará a cabo un cuestionario en los estudiantes de 4º de la ESO, lo que nos permitirá comparar y analizar diferentes puntos de vista sobre tareas comunicativas en el aula. Con el fin de obtener una mejor comprensión acerca de este concepto, a continuación se definen sus principios y actividades prácticas fundamentales.

La Enseñanza Comunicativa de Lenguas se reconoce por su propósito de instruir la competencia comunicativa, enfatizando la importancia de que los estudiantes utilicen la lengua de manera efectiva para conseguir una interacción significativa. Al hacerlo, esta capacidad lingüística abarca cuatro aspectos de la competencia lingüística:

1. El uso de la lengua para diversos propósitos y funciones.
2. La competencia de los hablantes para adaptar el uso de la lengua según el contexto y los interlocutores.
3. La aptitud de las personas para crear y comprender formas textuales diversas.
4. La capacidad de los individuos para mantener la comunicación a pesar de las limitaciones en la competencia lingüística.

Las actividades en el aula más efectivas para promover este aprendizaje implican la participación activa de los estudiantes, incluyendo el trabajo en parejas, juegos de rol, tareas en grupo y proyectos como ejercicios de lagunas de información, tareas de rompecabezas, asignaciones de completar tareas, tareas de recopilación de información, sesiones de intercambio de opiniones, tareas de transferencia de información y tareas de lagunas de razonamiento. Por lo tanto, una característica predominante de estas actividades es su diseño para trabajo en pareja o en pequeños grupos.

¿Qué limitaciones pueden surgir en un aula de secundaria al utilizar esta metodología?

¿Los profesores muestran resistencia a trabajar con tareas comunicativas? En caso afirmativo, ¿cuáles son las razones detrás de su resistencia?

¿Qué se puede hacer para abordar eficazmente estas limitaciones?

Desde su experiencia, ¿cuáles son las ventajas y desventajas de utilizar la Enseñanza Comunicativa de Lenguas en comparación con otras metodologías didácticas?

Students' Questionnaire
Students Feedback on Communicative Speaking Tasks

Date: 2024/04/30	**Secondary School:** Language Department
Area of study: Foreign Languages	**Level:** Year 11

The current study is based on Communicative Language Teaching, whose primary objective is to identify any limitations present in secondary school classrooms regarding this teaching approach. Therefore, this questionnaire aims to gather your perspectives about the communicative activity you have developed in class. For this purpose, you will answer the following questions with a rating scale from 1 to 5, with 1 being the lowest level and 5 the highest. In doing so, your responses will be considered to analyse if these activities are useful for practically employing this foreign language.

Research Questions	1	2	3	4	5
1. How effective do you find communicative activities in improving your English skills?					
2. Do you believe communicative tasks help you better understand real-life English use?					
3. How strongly do you prefer being assessed through these tasks compared to exams?					
4. Would you prefer traditional teaching methods over communicative tasks for learning English?					
5. Do you like being challenged and taken out of your comfort zone during communicative activities in English lessons?					
6. Do you consider that group work contributes to improving the learning process?					
7. Do you think communicative activities have more negative aspects than positive ones in a secondary classroom?					

Learning Situation: "A Global Journey Through Reporting Stories"
https://drive.google.com/file/d/197yNjfJgsiFcETamo5TqHw__egKcxjAY/view?usp=sharing

Assessment sheets for the first three sessions of the final communicative task					
Session 1	**1-5**				
Students understand the goals and expectations of the final task					
Students select the topics for their final task					
Students create the groups they will work with					
Students are proactive during the session					

Session 2	**1-5**				
Students research for information and prepare their materials					
Students discuss with their groups about their research					
Students identify the key facts and synthesise the data					
Students are proactive during the session					

Session 3	**1-5**				
Students finish their scripts					
Students rehearse their role-plays					
Students facilitate constructive feedback to their classmates					
Students are proactive during the session					

Session 4	**1-5**				
Students perform their role-plays					
Students give the teacher the written version of their scripts					
Students answer the spontaneous questions made by the teacher					
Students are proactive during the session					

Session 5		1-5			
Students receive the awards					
Students participate in the co-assessment and self-assessment					
Students take part in the final reflection					
Students are proactive during the session					

Rubric to assess oral production					
Criteria	**Excellent (5)**	**Proficient (4)**	**Satisfactory (3)**	**Needs improvement (2)**	**Unsatisfactory (1)**
Production of coherent texts that deal with everyday matters	The text is highly coherent, engaging and deals with a wide range of everyday matters compellingly.	The text is very coherent and effectively deals with various everyday matters.	The text is coherent and deals with some everyday matters adequately.	The content is somewhat coherent but lacks relevance to everyday matters.	The content is largely incoherent and does not relate to everyday matters.
Creative use of different media	Exceptional and innovative use of a wide range of media, enhancing the overall quality and engagement significantly.	Creatively incorporates a variety of media types to enrich the presentation.	Students show some creativity in using different media, enhancing the overall presentation.	Limited use of different media, with little creativity.	No attempt was made to incorporate different media; the presentation is dull and unvaried.
Demonstration of empathy and appreciation for others' productions	Displays exceptional empathy, respect, and appreciation for others' productions, providing insightful and supportive feedback consistently.	Demonstrates strong empathy and appreciation for others' productions.	Shows empathy and appreciation for others' productions adequately.	Demonstrates limited empathy and appreciation for others' productions.	Shows no empathy or appreciation for others' work; responses are dismissive or negative.
Application of knowledge and strategies in content creation	Applies a wide range of knowledge and advanced strategies proficiently, leading to highly sophisticated and polished content.	Applies knowledge and strategies effectively, resulting in well-developed content.	Demonstrates basic application of knowledge and strategies in content creation.	Limited application of knowledge and strategies, resulting in underdeveloped content.	Shows no application of knowledge or strategies; content is sparse and poorly developed.
Consideration of contextual	Thoroughly integrates contextual	Consistently considers	Considers some contextual	Shows minimal consideration of	Does not consider any

characteristics and socio-cultural aspects	characteristics and sociocultural aspects, enhancing the depth and quality of the production.	contextual characteristics and sociocultural aspects effectively.	characteristics and sociocultural aspects in the production.	contextual characteristics and sociocultural aspects.	contextual characteristics or sociocultural aspects in the production.
Use of physical or digital resources	Uses a wide range of physical and digital resources strategically, enriching the presentation.	Effectively uses a variety of physical and digital resources to enhance the presentation.	Uses some physical or digital resources to enhance the presentation.	Limited use of physical or digital resources, with minimal impact on the presentation.	Does not use any physical or digital resources; the presentation lacks multimedia elements.

25-30 (Excellent): Outstanding performance in oral production, demonstrating mastery in all criteria.
20-24 (Proficient): Solid performance with clear strengths, demonstrating proficiency in most areas.
15-19 (Satisfactory): Adequate performance, meeting basic requirements but with room for improvement.
10-14 (Needs Improvement): Significant weaknesses requiring attention and improvement in multiple areas.
5-9 (Unsatisfactory): Poor performance, falling far below expectations and requiring extensive revision and improvement.

Rubric to assess spoken interaction					
Criteria	**Excellent (5)**	**Proficient (4)**	**Satisfactory (3)**	**Needs improvement (2)**	**Unsatisfactory (1)**
Plan, participate, and actively collaborate in interactive situations	Consistently plans, engages, and collaborates effectively	Plans, participates, and collaborates well	Participates and collaborates adequately	Shows limited participation and collaboration	Struggles to participate and collaborate
Use of linguistic courtesy demonstrating proactivity, empathy, and respect towards other ideas	Demonstrates exemplary linguistic courtesy and respect	Shows proactivity, empathy, and respect consistently	Displays some linguistic courtesy and respect	Occasionally lacks linguistic courtesy and respect	Lacks linguistic courtesy and respect
Response to specific communicative purposes	Consistently responds effectively to all purposes	Responses generally align with communicative purposes	Responses sometimes align with communicative purposes	Struggles to respond appropriately to purposes	Fails to respond to communicative purposes
Engage in social debate with a degree of autonomy	Independently engages in social debate with depth	Engages in social debate with some autonomy	Participates in social debate with guidance	Need significant support to engage in social debate	Unable to engage in social debate autonomously
Use strategies to advance in conversation	Effectively and creatively uses strategies	Uses strategies to advance in conversation	Attempts to use strategies in conversation	Uses limited strategies in conversation	Does not employ strategies to advance in conversation

Express themselves spontaneously	Expresses ideas freely and spontaneously	Shows spontaneity in expression	Expresses ideas with some spontaneity	Expresses ideas with limited spontaneity	Struggles to express ideas spontaneously

30-35 (Excellent): Outstanding performance in oral production, demonstrating mastery in all criteria.
25-29 (Proficient): Solid performance with clear strengths, demonstrating proficiency in most areas.
20-24 (Satisfactory): Adequate performance, meeting basic requirements but with room for improvement.
15-19 (Needs Improvement): Significant weaknesses requiring attention and improvement in multiple areas.
5-14 (Unsatisfactory): Poor performance, falling far below expectations and requiring extensive revision and improvement.

Rating scale to assess the use of reported speech	
Rating	**Description**
1	Absent: The student rarely or never incorporates reported speech in their communication, and when attempted, it is incorrect or completely absent.
2	Emerging: The student sporadically uses reported speech, but with significant inaccuracies or inconsistencies, making it challenging to understand the message.
3	Developing: The student employs reported speech with moderate accuracy, although there are occasional errors or awkward constructions that affect clarity.
4	Proficient: The student demonstrates a solid understanding of reported speech, using it effectively and accurately to convey meaning in various communicative contexts.
5	Mastery: The student exhibits exceptional command of reported speech, seamlessly integrating it into communication with precision, clarity, and authenticity.