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**TEMA**

**METHODOLOGICAL STRATEGIES IN THE EFFECTIVE ENHANCEMENT OF THE  
SPEAKING SKILL FOR A1 LEARNERS IN AN EFL ENVIRONMENT**

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## **AGRADECIMIENTO**

*To my mother, for her unconditional love, her strength and her tireless example of dedication.*

*Thank you for teaching me the value of effort and humility.*

*To my sunshine, for your constant support and for giving me the necessary serenity to move forward even in the most challenging moments.*

*And to myself, for my perseverance, for not giving up.*

*Ana Milena*

## **RESUMEN**

Los estudiantes de la Unidad Educativa Nuestra Señora de Pompeya, ubicada en la ciudad de Puyo, enfrentaban dificultades significativas en el desarrollo de sus habilidades orales en inglés. Este estudio tuvo como objetivo implementar estrategias metodológicas apoyadas en tareas colaborativas, con el fin de fortalecer la competencia oral de los estudiantes. La muestra estuvo conformada por 37 estudiantes de séptimo grado que participaron activamente en la investigación. Para la recolección de datos y evaluación de la efectividad de las metodologías, se empleó un enfoque mixto que incluyó herramientas cuantitativas y cualitativas como encuestas, entrevistas y listas de verificación. Los resultados demostraron mejoras notables tras la aplicación de las estrategias, tales como mayor fluidez, precisión y un aumento en la confianza de los estudiantes. Uno de los logros más relevantes fue la creación de un ambiente de aprendizaje dinámico y de apoyo, que atendió la inseguridad y las dificultades de pronunciación de los alumnos.

**Palabras clave:** Constructivismo, Adquisición del lenguaje, Habilidades orales.

## **ABSTRACT**

Students at Unidad Educativa Nuestra Señora de Pompeya located in Puyo, faced significant challenges in developing their speaking skills. This study aimed to implement methodological strategies supported by collaborative tasks, focusing on enhancing students' oral proficiency. The sample consisted of 37 seventh-grade students who participated in this research. To collect data and assess the effectiveness of the methodologies, a mix-methods approach was used, incorporating both quantitative and qualitative tools such as surveys, interviews and checklists.

The results revealed notable improvements following the implementation of the strategies, including greater fluency, increased accuracy, and enhanced learner confidence. One of the most important outcomes was creation of an engaging and supportive classroom environment that addressed student hesitation and difficulties with pronunciation.

**Keywords:** Constructivism, Language acquisition, Speaking skills.

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## **Introduction**

EFL learners face difficulties with oral production, which they struggle with when learning English. One of the most challenging skills for students is speaking. This difficulty may be caused by several internal and external factors (Al-Jamal & Al-Jamal, 2013). External factors are often related to the applied methodological strategies. In order to diminish the challenges that 7th grade students face due to this productive skill, the research sought to apply methodological strategies in a beneficial and effective way. This is because the proper use of these strategies can improve many aspects involved in speaking skills, such as vocabulary, pronunciation and interaction. Moreover, the use of key classroom activities can help build strong student confidence, which fosters speaking development. (Peng, 2014)

This thesis investigates the application of innovative methodological strategies and is based on constructivism theory. The research incorporates activities grounded in gamification, pronunciation training and collaborative learning to address the difficulties that learners experience when their speaking skills are limited or when anxiety manifests in the classroom. According to the investigation, creating and implementing effective teaching strategies may lead to increased student participation and oral production, which would certainly enhance teaching methods. English language teaching in Ecuador has historically emphasized reading skills and grammar instruction. As a result, speaking skills have often undervalued, making it less likely for learners to engage or produce a functional A2-level interactions in English with their peers. In public schools, the importance of effective teaching techniques plays an even greater role due to limited resources and large class sizes, often ranging from 25 to 40 students. These factors create significant challenges. Thus, this study aims to address these issues by applying techniques such as gamification and collaborative learning to enhance students' oral capacity and boost their confidence in the classroom. By implementing these strategies with seventh-grade students, this thesis is aims to bridge the gap between traditional teaching methods and the increasing necessity for more dynamic and learner-centered approach.

## **Justification**

The English as a foreign language (EFL) system in Ecuadorian public schools often prioritizes reading and writing, leaving speaking skills behind. Because of this gap, students have

limited capacity to communicate in real-life situations, especially A1 learners. Although speaking is essential for EFL development, the lack of resources, time, proper teaching techniques, and classroom motivation contributes to the underdevelopment of oral proficiency. Traditional students only have about 3 to 4 hours of English per week, which is insufficient.

Many seventh-grade students struggle with speaking due to confidence, high anxiety, and limited exposure to practical activities. These challenges reflect broader institutional issues in public education, where communicative competence is undervalued. If targeted strategies are not implemented, learners will continue to neglect the importance of speaking in real-life context.

The proposal of innovative, student-centered strategies like gamification, pronunciation training, and collaborative learning is well-justified, as these methods motivate students, reduce stress, and promote participation in class. As such, this study aims to bridge the gap between traditional teaching and the growing need of engaging, communicative learning for A1 learners in a public school.

Additionally, the outcomes of this research will help improve instructional practices in Ecuador's public systems and encourage teachers to prioritize speaking development.

### **Problem Statement**

Learners showed low speaking proficiency caused by the difficulties they face while learning. According to the CEFR, learners are expected to achieve an A1 level; however, in most of the cases, they do not reach that requirement. These weaknesses become evident when students attempt to engage in simple English interaction, even scripted ones, which reveals a lack of mastery in pronunciation, vocabulary and comprehension. Moreover, they often request clarification or repetition, which delays communication and hinders oral production. Consequently, measures must be taken to improve these elements. Therefore, the application of methodological strategies is an appealing alternative, as it may enhance the essential components of speaking.

### **Problem Formulation**

In recent years, low performance in speaking skills among learners in public schools, particularly in basic education classrooms, has increased significantly, greatly affecting English language mastery in Ecuador. It is common for young learners to seek private English courses, as they feel the education system does not meet their needs. Likely causes include the absence of effective teaching strategies, low student interest, and a lack of classroom confidence. This results

in poor speaking performance, reduce self-confidence, and difficulties in standardized test. To test the effectiveness of methodological strategies in improving A1 learners' speaking skills, this study will be conducted at Unidad Educativa Nustra Señora de Pompeya in Puyo during the 2024-2025 school year with seventh-grade students.

### **Precision of the Research Topic**

This research, titled “Methodological Strategies in the Effective Enhancement of Speaking Skill for A1 Learners in an EFL Environment,” is framed within the field of pedagogy and second language acquisition. It focuses on implementing methodological strategies to improve comprehension of linguistic patterns to promote active student participation in conversations. Despite having a basic foundation in grammar and vocabulary, A1 learners often face difficulties when they engage in conversation.

The main objective is to assess the effectiveness of various strategies in fostering speaking skills, confidence and communication. Activities include interactive exercises, pronunciation practice, guided conversations, and peer collaboration. By focusing on A1 students, the study aims to provide valuable insights into how targeted strategies can help develop oral skills at foundational levels. The findings will offer guidance for teachers on how best to enhance speaking instruction in EFL settings.

### **General and Specific Lines of Research**

This research is grounded in the pedagogical, didactic, and educational management lines defined by the Universidad Bolivariana del Ecuador. It incorporates communicative language teaching (CLT), task-based learning sociocultural factors, and learner motivation, all of which impact speaking performance. These approaches provide a solid theoretical framework for understanding how speaking skills can be improved in EFL settings.

Specific lines of research involve evaluating and applying educational models and pedagogical innovations to improve learners' speaking abilities in settings familiar to Ecuadorian educators. The study contributes to analyzing methodological strategies as an effective way to foster speaking skills, assessing their impact through performance evaluation. It also explores collaborative learning strategies, such as pair and group work, to promote interaction and improve speaking.

### **Research Object**

This research focuses on evaluating the effectiveness of methodological strategies designed to improve speaking skills among A1-level learners.

### **General Objective**

To demonstrate the effectiveness of selected methodological strategies in improving A1 learners' speaking skill in EFL setting.

### **Specific Objectives**

To identify the most effective methodological strategies to improve A1 learners' speaking skills.

To implement those methodological strategies in speaking classes.

To evaluate the effectiveness of the implemented strategies in enhancing speaking skills through pre- and post-test assessments.

### **Conceptual and operational categories**

Methodological strategies are the independent variable, focused on increasing the students' motivation and interest in learning. Speaking skill is the dependent variable, as it is directly influenced by teaching strategies. According to Thornbury (2005), speaking is a real-life, interactive skill, requiring motivation and proper teaching approaches. Thus, effective strategies are key to improvement.

Speaking skills are a fundamental part of language learning. Therefore, addressing elements such as oral comprehension, production, and interaction in class is essential (Richards, 2015). When teaching speaking, Kramsch (1993) argues that communication becomes effective when students are aware of the social and cultural differences between their first and second language. In this sense, speaking classes should be guided by the use of appropriated approaches, innovative activities, and strategies that motives students to engage in genuine conversations using the target language. Thus, methodological strategies emerge as a key solution to improve this essential skill.

### **Methodology**

The study uses a descriptive and explanatory approach to analyze how methodological strategies impact speaking skills among seventh-grade students at Unidad Educativa Nuestra Señora de Pompeya. It relies on empirical methods (field research), supported by theoretical frameworks and statistical tools to analyze data.

### **Participants**

The study includes 37 seventh-grade students (11 boys, 26 girls), aged 10-11, all A1-level EFL learners. They come from various socioeconomic backgrounds and learning styles (kinesthetic, visual, verbal). This diverse and interactive group is ideal for testing collaborative strategies.

### **Practical Contributions**

This research offers practical strategies to enhance speaking skills in Ecuador's under-resourced public schools. It promotes more appealing, student-centered methods (gamification, collaboration) that are replicable in similar contexts. Its findings contribute to improving EFL teaching practices and expanding the scientific knowledge base.

### **Chapter Structure**

This study content three chapters that contains the following:

Chapter 1 presents theories and prior studies related to pronunciation training, gamification, and communicative competence.

Chapter 2 includes the research design, population, and instruments used.

Chapter 3 presents and analyses data from test and surveys to determine the effectiveness of the strategies.

## Chapter I

### Theoretical framework

In the current globalized context, the proper mastery of English as a foreign language (EFL) has become an essential ability not just for personal development, but also for academic and professional growth. Effective speaking skills are important for cognitive development and also social interaction, which are both necessary for a meaningful communication (Nguyen, Nguyen, & Bui, 2024). Therefore, to focus on the different challenges faced by learners is important to promote educational success and give them the chance to take part in the globalized world.

Considering the Ecuadorian context, the Ministry of Education has established educational standards that aim to develop communicative competence, seeking appropriated English levels for students to interact effectively in academic and professional contexts. However, according to Auquilla and Fernandez (2017), their study revealed that a lot of Ecuadorian students do not meet the required levels for speaking, which limits their capacity to communicate using the language.

As it is indicated by Barrera and Barragán (2017), the path that Ecuadorian education takes is primarily grammar-based, and other linguistics skill, such as speaking, are set aside. In other words, receptive skills are emphasized, while productive skills like speaking are given less importance. Moreover, the situation escalates as diverse factors arise due to the Ecuadorian context, such as the deficiency of didactic resources, the high number of students per class, and the low levels of motivation towards the subject.

Given this context, it is critical to investigate and adopt appropriate methodological approaches to improve the spoken English skills of Ecuadorian students, particularly at early learning levels such as A1. By addressing the specific obstacles that students face in this setting, we can help to close the gap between the degree of English proficiency demanded by the labor market and the actual capabilities of Ecuadorian education graduates.

The present theoretical framework is constructed as the conceptual and theoretical basis that will support the development of this research, ensuring its internal coherence and validity. Specifically, this chapter is developed in accordance with the specific objective of identifying the most effective methodological strategies to improve the speaking skills of A1 learners. This can be achieved through the evaluation of the theoretical foundations and the impact that the strategies of

gamification, collaborative activities, and pronunciation training have on the development of speaking skill.

### **Literature Review**

Learning a foreign language is a challenging task, especially for beginner learners. Among the several skills that a language encompasses, the most critical to learn is speaking. This research explores the different problems that teachers face in the classroom regarding students' performance, such as a lack of motivation, limited vocabulary, inhibition, overcrowded classrooms, and the influence of the mother tongue during practice. To establish a solid foundation for the research proposal, relevant texts related to the dependent and independent variables have been investigated and analyzed, to familiarize the reader with the current problems, the state of knowledge in the chosen variables, as well as their bounds and limitations. Two of them stand out.

For a direct and accessible introduction to how methodological strategies can impact the learning process of English, the research article titled “Methodological Strategies and Techniques Implemented by Teachers in the Teaching-Learning Process of English in Spanish-Speaking Students” by Greys Nuñez Rios et. al. (2023) examines how elementary school teachers used methodological strategies and techniques to teach English to Spanish-speaking students.

This research is based on contemporary active pedagogy approaches, allowing for an understanding of current and updated methods being used in elementary English teaching. The study is descriptive, employing a rationalist epistemological approach and a complementary paradigm. Data were collected through non-participant observation of teachers and a student survey. After reading and analyzing the article, it can be concluded that to meet the student's needs, teachers' qualifications should improve within the educational processes of English language teaching. The author emphasizes the importance of innovating with new methodological strategies and approaches for elementary school students, fostering a better learning environment and active participation with the use of authentic didactic materials. The integration of technological resources has become a tool that enhances the teaching and learning process at all levels for the development of communicative competencies.

Since the aim of this research is to improve learners' speaking skills by implementing organic and engaging methodological strategies, the work of Velez (2023), named “Methodological Guide About the Use of Strategies to Improve Oral Expression,” can enhance the

understanding of these strategies' applications in teaching English as a Foreign Language (EFL). The document is designed to assist teachers, and it also serves as a methodological guide for improving learners' oral expression. The guide includes three strategies: role-playing, describing pictures, and storytelling. These activities are engaging and beneficial to students' speaking skills, as several strategies are proposed along with their implementation process and results. This thesis represents a significant contribution to the development and understanding of the current research and will help to determine which strategy should be explored or approached from a different angle.

This research employs a mix of quantitative and qualitative methods, including surveys, interviews, and checklists. As a result, it integrates various data collection approaches to gain a better understanding of the problem under investigation. This proves to be very beneficial for the research development, as it provides examples of how data can be collected accurately in both areas. It also includes several graphs and tables to present this information. Regarding the type of research, this investigation uses field, descriptive, statical, and bibliographic research, which logically provides a broader perspective and more tangible results to determine the efficiency of implementing methodological strategies.

Furthermore, the methodological guide is divided into three parts. The first section focuses on the role-play strategy, with three tasks and corresponding examples. The second unit focusses on discussing picture strategies and includes three assignments with examples. The third unit covers the storytelling approach and includes three activities, each with an example. Each activity in the units includes an example to assist teachers in applying the method and determining the time required for students to complete each task in class. Research suggests that methodological strategies can improve speaking skills by capturing students' attention through engaging classroom activities, motivating them to practice and enhance their communication abilities. This is crucial for both academic and real-life situations.

### **1.1. Collaborative Activities and Speaking A1**

Collaborative activities have become a central pillar in communicative language teaching, particularly for A1-level learners, whose oral skills are still in their formative stages. These activities, grounded in socio-constructivist theory and cooperative learning frameworks, contribute to speaking development both directly, by engaging learners in real-time communication, and

indirectly, by creating supportive social environments that reduce language anxiety and facilitate progression through the Zone of Proximal Development (ZPD).

The most evident contribution of collaborative activities is the direct opportunity for spoken interaction. Unlike mechanical drills or isolated pronunciation tasks, collaborative exercises require learners to use language purposefully in authentic communicative settings. For A1 learners, activities such as planning a group trip, negotiating roles for a classroom task, or conducting guided interviews foster the production of simple sentences, questions, and responses, core elements of the CEFR A1 speaking descriptors (Council of Europe, 2020)

Recent studies confirm the efficacy of peer interaction in promoting speaking fluency and lexical access. For instance, Storch (2021) demonstrated that structured pair and group work significantly improved A1 learners' ability to construct coherent utterances and reduced their reliance on their L1s during speaking tasks. Collaborative tasks offer contextualized language use, allowing learners to internalize functional phrases (e.g., “Shall we meet at 4?” or “I can bring the snacks”) and develop turn-taking strategies, skills often neglected in traditional instruction.

Moreover, such interactions promote output-based learning (Phan, 2021), where learners must produce language to complete a task, thereby pushing them to retrieve, apply, and refine their linguistic resources. Speaking becomes not just a goal but a means to problem-solve, which increases engagement and retention.

In addition to linguistic benefits, collaborative activities exert an indirect positive effect on A1 speaking performance by addressing one of the most persistent barriers in language learning: communication anxiety. A1 students often experience fear of making mistakes, ridicule, or negative evaluation, factors that inhibit oral participation (Liu & Jackson, 2008). However, when learners work in supportive peer groups, they are more likely to experiment with language without fear, knowing that their interlocutors are also novices.

This dynamic is explained through Vygotsky's Zone of Proximal Development, which emphasizes that learning occurs when a student performs a task with the assistance of a more capable peer or a scaffolded structure. In collaborative speaking tasks, scaffolding can take the form of sentence modeling, rephrasing, or encouragement from peers. These interactions lower the affective filter (Krashen, 1985), allowing learners to focus on communication rather than on potential failure.

Baralt and Morcillo Gómez (2021) found that students who participated in structured collaborative speaking tasks reported higher self-confidence and lower anxiety compared to those who worked individually. The researchers highlighted that shared responsibility and peer validation led to greater oral participation and improvements in pronunciation accuracy over time (Baralt & Morcillo Gómez, 2021).

Furthermore, the creation of a low-stress environment promotes risk-taking, a necessary condition for oral development at the A1 level. Learners who feel safe are more likely to attempt unfamiliar structures or vocabulary without excessive hesitation, contributing to greater fluency and communicative competence. Understanding both the direct and indirect contributions of collaborative activities allow educators to design speaking tasks that are linguistically rich and emotionally safe. For example, in a classroom activity where learners plan a weekend outing together:

- **Direct Effect:** Students must ask and answer questions (“Where should we go?”, “What time do we meet?”), expressing preferences and making suggestions in real-time.
- **Indirect Effect:** Peer roles such as “group leader,” “note taker,” or “timekeeper” distribute responsibility and support, easing the pressure on shy or anxious students. Moreover, rotating roles within the group ensures equitable participation, positive interdependence and individual accountability in cooperative learning (Johnson, Johnson, & Smith, 2014). These strategies not only maximize speaking turns but also build social cohesion, further lowering barriers to speech.

## 2.1. Gamification

Gamification, defined as the application of game elements and mechanics in non-game contexts, has emerged as a powerful methodological strategy in modern language teaching. It leverages points, badges, leaderboards, challenges, and narrative elements to create engaging learning environments that stimulate student motivation and participation. In the context of teaching English as a foreign language, particularly for A1 learners, gamification supports speaking development by promoting active engagement, reducing anxiety, and providing meaningful opportunities to practice oral communication (Kapp, 2012).

From the lens of Self-Determination Theory, gamification enhances intrinsic motivation by

satisfying three fundamental psychological needs: autonomy, competence, and relatedness. The use of rewards such as points and badges reinforces students' sense of competence, as learners can clearly track their progress and achievements through visible indicators (Christopoulos & Mystakidis, 2023). This sense of accomplishment fosters a positive attitude toward participation in speaking activities. In addition, autonomy is promoted through flexible task structures that allow learners to make decisions, such as selecting their character in a role-play or choosing the strategy to complete a speaking challenge. Relatedness is reinforced through collaborative games and team-based tasks that promote peer interaction and shared goals.

An illustrative example of gamification's motivational potential is found in the study by Dehghanzadeh et al., (2019) where A1-level learners participated in team competitions to earn digital medals for successfully completing spoken dialogues. The results indicated a significant increase in willingness to speak and participate, particularly among previously hesitant students. The gamified context transformed speaking practice into a playful, low-stakes experience where errors were perceived as part of the learning process rather than as failures, encouraging greater oral production.

Moreover, Flow Theory provides additional insight into how gamification enhances the speaking skill. According to this theory, optimal learning occurs when students experience a psychological state of "flow"—a balance between the perceived challenge of a task and their own skill level. In gamified speaking activities, this balance can be achieved through the use of progressively challenging oral tasks (Lee & Lee, 2019). For example, structured role-plays can be designed with increasing complexity, starting from basic greetings and progressing to simulated real-life scenarios such as ordering food or giving directions.

Such scaffolding maintains learners' attention and prevents both boredom and frustration, which are detrimental to language acquisition. When learners are immersed in a gamified task that matches their ability, they are more likely to sustain concentration, forget self-consciousness, and engage more fluently and spontaneously in oral communication. As Warriar and Shukor (2022) argue, gamified learning environments that induce flow states contribute to higher retention, better performance, and more frequent use of the target language.

## 2.2. Pronunciation Training

Pronunciation training is a foundational component in the development of speaking skills for A1-level English learners. It directly impacts intelligibility, fluency, and learner confidence, all of which are crucial for successful oral communication. For Spanish-speaking learners, pronunciation challenges are particularly notable due to the significant phonological differences between English and Spanish. Therefore, the incorporation of targeted strategies grounded in phonetic theory and second language acquisition principles is essential to support learners in recognizing and accurately producing English sounds.

According to the revised Speech Learning Model (Flege & Bohn, 2021), adults are capable of learning new phonetic categories, but their ability to do so is influenced by the degree of perceived similarity between L2 sounds and those in their L1. So, if a learner perceives an English phoneme as sufficiently distinct from any Spanish counterpart, they are more likely to establish a new phonetic category and eventually produce the sound accurately. However, when the L2 sound is perceived as similar to an L1 sound, learners tend to assimilate it into an existing category, leading to mispronunciations and fossilized errors.

This theoretical perspective is especially relevant for A1 learners struggling with English vowels and consonants that do not exist in Spanish. For instance, the vowel /æ/ in words like “cat” has no direct equivalent in Spanish, often resulting in its substitution with /a/ or /ε/. Similarly, consonantal sounds like /θ/ (as in think) and /ð/ (as in this) are frequently replaced with /t/ and /d/, respectively. To help learners overcome these difficulties, specific pronunciation techniques should be introduced early in instruction.

One effective approach is the use of shadowing, a method where learners listen to short segments of speech and immediately repeat them, mimicking intonation, rhythm, and articulation. Shadowing not only trains the ear to discern subtle phonemic differences but also develops articulatory precision through repetition. As Zhang (2017) emphasize, frequent exposure and imitation are central to phonological learning, especially when learners are engaged in real-time speech processing. Shadowing is particularly effective for developing awareness of suprasegmental features, such as stress patterns and sentence intonation, which are crucial for natural speech.

Another beneficial technique is the use of rhythmic drills, which are structured exercises designed to reinforce the pronunciation of specific sounds through repetition and rhythmic pacing.

These drills may include minimal pairs (e.g., ship/sheep, bit/beat) to help learners discriminate between phonemes that are easily confused due to L1 interference. Rhythmic repetition reinforces motor memory and helps automatize the production of challenging phonemes, thereby improving both accuracy and fluency.

Complementing these methods is the Comprehensible Input Hypothesis proposed by Krashen, which emphasizes the importance of exposing learners to language that is slightly beyond their current proficiency level but still understandable due to context and support (i+1) (Lightbown & Spada, 2022). In the context of pronunciation training, this implies providing slow-paced, clearly articulated audio input that highlights difficult sounds, particularly those that are commonly problematic for Spanish speakers, such as /ɪ/ (as in bit) and /θ/. Such input allows learners to isolate and internalize the sound structure of English more effectively, especially when paired with visual aids, subtitles, or phonetic annotations.

Technological tools, such as apps designed to perfect pronunciation and online listening platforms, can further facilitate learning by allowing learners to listen and practice specific sounds as often as they need to. For example, there are apps that allow slowing down native speakers' speech or highlighting certain phonemes, which helps learners identify subtle differences and practice in a targeted way. In addition, using audio materials where complex sounds are pronounced clearly or presented in minimal pairs helps learners receive the necessary input to improve both their listening comprehension and pronunciation. According to Saito and Hanzawa (2022), such digital resources are especially useful for developing accurate perception and production of difficult sounds in a new language, as they provide feedback and controlled practice opportunities that strengthen pronunciation learning.

In classroom practice, pronunciation training for A1 learners can be structured as a progression: starting with listening discrimination tasks, followed by shadowing activities, and culminating in controlled speaking exercises such as rhythmic drills or guided dialogues. Teachers can also incorporate visual phonetic models (e.g., IPA charts or mouth diagrams) to enhance articulatory awareness, especially for sounds that require unfamiliar tongue or lip positions.

### **2.3. Collaborative Activities**

Collaborative activities play a pivotal role in the development of speaking skills,

particularly for A1-level learners who benefit greatly from structured interaction with peers. These activities provide authentic opportunities for language use, reduce affective barriers such as anxiety, and promote the development of communicative competence through social engagement. Grounded in socio-constructivist and cooperative learning theories, collaborative practices enable learners to co-construct knowledge and negotiate meaning in a supportive, interactive environment.

The foundation for collaborative learning in language education is deeply rooted in Lev Vygotsky's Sociocultural Theory, which emphasizes the fundamental role of social interaction in cognitive and linguistic development. According to Vygotsky, language learning occurs most effectively within the Zone of Proximal Development (ZPD), defined as the distance between what a learner can do independently and what they can achieve with the guidance or collaboration of more capable peers (Wen, 2021). This framework supports the use of peer interaction as a scaffold to facilitate oral language growth, particularly when one learner models appropriate language structures and vocabulary for another during joint tasks.

In the A1 classroom, collaborative speaking activities aligned with Vygotsky's theory include guided dialogues, information-gap tasks, and peer modeling exercises. For example, in a role-play where one student plays a "customer" and the other a "shop assistant," sentence frames and vocabulary lists can be provided to help both learners co-construct sentences and extend their discourse within a meaningful context. Through such interaction, learners are not merely repeating memorized structures but actively internalizing language as they negotiate roles, meaning, and grammatical accuracy with their peers.

Complementing Vygotsky's socio-constructivist view is the framework of Cooperative Learning, developed by Johnson and Johnson. This approach advocates for structuring group activities in a way that promotes positive interdependence, individual accountability, and equal participation. Within this model, learners are assigned specific roles such as facilitator, timekeeper, reporter, or recorder, which ensure that all members are engaged and responsible for contributing to the group's oral task (Johnson, Johnson, & Smith, 2014).

This role-based structure is especially useful in developing speaking skills among beginner learners, as it provides clear expectations and scaffolds participation. For example, in a small group discussion about daily routines, the facilitator can prompt others to speak, the reporter can summarize the group's ideas aloud, and the recorder can take notes to be shared with the class later.

This method not only encourages consistent oral output but also fosters cooperative responsibility, helping learners feel supported while reducing the fear of making mistakes.

Research shows that cooperative learning leads to increased motivation and deeper engagement in language tasks (Tran, 2021). These activities create a low-stress environment where learners can take linguistic risks without fear of correction or embarrassment, which is particularly beneficial at the A1 level. Moreover, collaborative tasks mirror real-life communication, making them more meaningful and memorable than isolated drills or teacher-led exercises.

An essential aspect of implementing collaborative activities is task design. Activities must be structured to include clear linguistic objectives, authentic communicative goals, and support materials (e.g., sentence starters, word banks). For instance, a "Find Someone Who..." speaking activity where students must ask classmates about their hobbies or routines promotes both interaction and repeated practice of target phrases. Similarly, jigsaw activities, where each group member holds different information that must be shared orally to complete a task, align well with cooperative learning principles and promote rich oral exchanges.

Additionally, collaborative tasks help develop pragmatic competence by exposing learners to functions of language such as requesting, agreeing, clarifying, or expressing preferences—skills often neglected in grammar-focused instruction. These discourse functions emerge naturally when learners work together to achieve a shared goal or solve a problem using the language they are acquiring.

### **3.1. Components of Speaking A1 (CEFR)**

According to the Common European Framework of Reference for Languages (CEFR), learners at the A1 level are classified as "Breakthrough" users who are beginning to develop their ability to communicate in simple, everyday situations. The CEFR descriptors for oral production at this level emphasize basic fluency, intelligible pronunciation, and growing communicative confidence. These components are interdependent and must be addressed together to support the comprehensive development of speaking skills in beginner learners.

Fluency at the A1 level refers not to speed or spontaneity but to the ability to produce simple utterances in a controlled and sequential manner, often in response to routine questions or prompts. The CEFR describes A1 learners as capable of using "simple phrases and sentences to express basic

needs" and participating in short exchanges using formulaic expressions (Council of Europe, 2020). This involves producing speech with manageable pauses, maintaining word order, and recalling memorized structures when answering common questions such as “What’s your name?”, “Where are you from?”, or “Do you have any brothers or sisters?”

Developing basic fluency involves the automatization of fixed expressions and sentence patterns, often through repetition, modeling, and supported dialogue. Teachers typically use drills, dialogue completion, and structured interviews to help students internalize patterns. The goal is not the speed but functional use of language in a way that can be understood and sustained over short exchanges. As Nation and Yamamoto (2020) state, early fluency is closely tied to learners’ ability to reduce cognitive load by internalizing common language sequences—enabling them to respond more naturally in real-time interaction.

Phonological accuracy, or intelligible pronunciation, is another essential component of A1 speaking ability. While accent and complete accuracy are not required at this level, learners must be able to produce a core vocabulary of 300–500 high-frequency words (e.g., numbers, colors, days, family members) in a way that is easily understandable to a sympathetic listener. These words form the foundation of most A1-level interactions and include both content and function words such as “hello”, “my name is”, “blue”, or “twenty-five”.

Accurate pronunciation at this stage is often compromised by L1 interference, especially for Spanish-speaking learners who may struggle with phonemes that do not exist in their native language (e.g., /θ/ in “three”, /æ/ in “cat”). Research grounded in the Speech Learning Model suggests that early exposure and targeted practice in discriminating and producing new sounds are crucial, since learners have a persistent tendency to assimilate unfamiliar L2 sounds to the closest L1 equivalents unless they receive explicit phonetic training (Flege & Bohn, 2021).

To improve phonological precision, instructors may implement shadowing exercises, where learners repeat after a slowed-down recording, and rhythmic drilling techniques that emphasize syllable stress and sentence intonation. These methods are particularly beneficial in reinforcing phonetic forms in memory while building learners’ capacity for articulation (Zhang, 2017).

Equally important in A1 speaking development is the cultivation of confidence in communicative situations. At this level, learners are often inhibited by fear of making mistakes or being misunderstood. According to Horwitz (2017), speaking anxiety is one of the most significant

affective barriers to language learning. Their Foreign Language Classroom Anxiety Scale (FLCAS) has demonstrated that students often perceive oral production as the most stressful language skill due to the immediacy of communication and the pressure of performance.

Fostering communicative confidence in early learners involves creating a classroom environment where making mistakes is seen as a natural part of learning and not a source of anxiety. It is essential that teachers incorporate tasks that reduce pressure, for example, paired activities, guided dialogues and group dynamics, thus allowing students to practice without fear of exposure or public correction. Krashen (2021) argues that, when anxiety decreases and motivation increases, the affective filter lowers and language learning becomes much more effective. In the same vein, Luo (2022) offers evidence that the implementation of role-plays, communicative tasks, and small oral challenges in a safe environment not only facilitates linguistic risk-taking, but also increases learners' willingness to participate in class and develop their oral skills in the long run. In this way, the combination of empathetic strategies and active methodologies strengthens both learners' confidence and participation in real communicative situations.

#### **4.1. Factors Affecting Speaking at A1 Level**

The development of oral communication skills at the A1 level is often hindered by several contextual and affective variables. Among the most influential are language anxiety and limited exposure to authentic oral input, both of which significantly restrict learners' capacity to produce spoken language effectively and confidently. Understanding these factors is essential to designing pedagogical strategies that address and mitigate their impact on early speaking performance.

Language anxiety, particularly foreign language speaking anxiety, has been identified as one of the most consistent negative predictors of oral performance in beginner learners. Horwitz, Horwitz, and Cope (1986) introduced the concept through the Foreign Language Classroom Anxiety Scale (FLCAS), identifying communication apprehension, test anxiety, and fear of negative evaluation as core elements. At the A1 level, where learners are just beginning to use a foreign language, these anxieties are magnified due to limited vocabulary, low confidence, and a high likelihood of making errors.

Numerous studies have established a negative correlation between anxiety and speaking performance (Horwitz, Horwitz, & Cope, 1986). Learners often avoid participating in oral tasks

due to fear of embarrassment, being corrected in front of peers, or being ridiculed. This avoidance leads to reduced speaking practice, which in turn limits development, creating a self-reinforcing cycle of silence and insecurity. For example, beginner students in public schools may refuse to answer even simple questions like “What time is it?” if they fear their pronunciation will be mocked by classmates.

In classrooms where peer dynamics are not carefully managed, fear of peer judgment becomes a dominant factor, especially among adolescents. As Horwitz (2017) explains, even learners who are otherwise capable may remain silent due to the emotional stress associated with speaking in public. For this reason, teachers need to implement supportive strategies—such as group work, opportunities for anonymous participation through digital tools or cards, and gradual exposure to speaking tasks—to lower the affective filter and foster a psychologically safe environment for oral expression (Horwitz, 2017; Luo, 2022).

A second key factor negatively affecting A1 learners’ speaking development is the lack of consistent and comprehensible oral input, especially in educational contexts with scarce resources. According to the Input Hypothesis, language acquisition depends on exposure to understandable input that is slightly above the learner’s current level ( $i+1$ ) (Krashen, 1985). However, in many public education systems, students are rarely exposed to sustained, authentic spoken English, which limits opportunities for natural language development (Council of Europe, 2020).

Several constraints contribute to this input deficit. First, non-native teachers may model pronunciation influenced by their regional accent, which while understandable, may not reflect standard pronunciation patterns, thereby limiting learners’ phonetic accuracy. Second, textbook dialogues and listening materials are often artificial, brief, and decontextualized, reducing their effectiveness in promoting natural language acquisition. Gimeno and Chaudron (2022) highlight that without authentic exposure to varied accents, intonation patterns, and real-life dialogues, learners struggle to internalize the rhythm and fluency of English speech.

Moreover, in some public-school systems, the low number of English instruction hours per week, combined with large class sizes, means that students may have very little opportunity to listen actively or produce speech in class. As a result, they tend to develop a passive understanding of vocabulary without the ability to use it orally. In such contexts, input is not only limited in quantity but also in quality, lacking the interaction and contextual relevance needed for meaningful

speaking development.

To address this issue, it is recommended that teachers integrate technology-based tools such as podcasts, graded video materials, or AI-powered speaking platforms to expose students to clear, level-appropriate, and authentic English input outside the classroom. Additionally, storytelling, role-playing, and guided dialogues based on real-life situations can provide contextual input that encourages imitation and production.

### **5. 1. Gamification and Speaking A1: A Mediation-Based Approach**

The integration of gamification in language learning has gained increasing recognition as a means to promote engagement, motivation, and ultimately performance, particularly in the development of speaking skills at the A1 level. Gamification, defined as the use of game-like elements such as points, levels, badges, and leaderboards in non-game educational contexts, offers not only extrinsic incentives but also fosters intrinsic motivation, especially among beginner learners (Andrade & Wiśniewski, 2023). When applied systematically, gamification can facilitate increased participation in oral activities and create conditions for repeated practice, ultimately improving fluency and pronunciation. The relationship between gamification and A1 speaking development can be explained through a mediation hypothesis structured as follows:

#### **Gamification**

↓ (enhances intrinsic and extrinsic motivation)

#### **Participation in Oral Activities**

↓ (repetition and low-stakes practice)

The underlying mechanism suggests that gamified environments first increase learners' willingness to engage in speaking tasks by reducing anxiety and boosting enjoyment. This rise in motivation leads to higher levels of active participation in oral activities such as role-plays, pronunciation challenges, and vocabulary-based games. In turn, frequent and repeated oral practice, a core principle in second language acquisition, provides the conditions needed to improve learners' fluency and phonological accuracy over time.

This progression is theoretically grounded in the Self-Determination Theory (Storch, 2021), which posits that learners are more likely to persist in an activity when it satisfies their needs for

autonomy, competence, and relatedness. Gamified speaking tasks often provide autonomy through choice-based interactions (e.g., selecting topics or avatars), foster competence via immediate feedback (e.g., scores, level advancement), and promote relatedness through teamwork or competition. These elements align closely with speaking exercises structured around games like Kahoot!, Quizlet Live, or Wordwall, where learners feel empowered to participate orally without fear of failure.

Empirical evidence supports the mediation hypothesis. Young and Shishido (2023) conducted a quasi-experimental study on gamified vocabulary learning with Kahoot! among A1-level learners, focusing on its impact on speaking fluency and pronunciation. Their results indicated that the experimental group—engaged in gamified oral vocabulary activities—outperformed the control group in post-tests of oral recall and spontaneous word usage. Importantly, students reported lower anxiety and higher motivation, which the authors identified as mediators of performance.

In the study, activities involved learners listening to target vocabulary, repeating it aloud in competition formats, and then using it in contextualized oral responses (e.g., describing images). The use of gamified repetition ensured multiple exposures to key phonetic forms (such as /æ/ in "cat" or /θ/ in "think") in a way that traditional drills often fail to achieve due to monotony. The researchers concluded that the combination of game mechanics and oral interaction significantly increased learners' speaking attempts, particularly among typically silent students.

The repetitive and engaging nature of gamified tasks contributes directly to the development of fluency, which, as Boers and Demecheleer (2018) explain, requires proceduralization of lexical and syntactic items through frequent practice. Beginners often hesitate due to cognitive overload, and gamification can reduce this burden by promoting automaticity through rehearsal in dynamic, low-pressure contexts. This is especially true in competitive team-based settings where learners repeat expressions as part of a game, enabling natural phrase production without explicit correction.

## **5.2. Pronunciation training and Speaking A1**

Effective pronunciation training plays a crucial role in the oral development of A1 learners, especially in shaping their intelligibility, phonological accuracy, and speaking confidence.

However, recent theoretical perspectives emphasize that the impact of pronunciation instruction on speaking performance is not uniform; rather, it is mediated by the nature and quality of corrective feedback, particularly its non-invasive, learner-sensitive delivery. This perspective aligns with a moderated mediation model, where the benefits of training depend on how correction is implemented.

### **Moderated Mediation Model of Influence**

This model can be illustrated as follows:

#### **Pronunciation Training**

↓ (mediated by phonetic awareness and production practice)

#### **Improved Speaking A1 Skills (fluency, accuracy, confidence)**

↑ (moderated by type of feedback: non-invasive correction)

In this model, the training itself enhances learners' awareness and ability to produce L2 phonemes. However, the extent of improvement in speaking outcomes depends significantly on the corrective strategies used. When correction is supportive, engaging, and non-threatening, learners are more likely to internalize feedback and make lasting adjustments in their pronunciation. Conversely, invasive or overly corrective approaches may increase anxiety or reduce participation, particularly at the beginner level.

Pronunciation teaching is most effective when integrated into communicative contexts that provide implicit feedback and visual-kinesthetic support. For example, rather than explicitly interrupting a student's speech to correct the sound /θ/ in "think," the teacher can guide learners to observe their tongue position using mirrors or illustrations, thus addressing the error without threatening the learner's confidence. This visual method is especially valuable for Spanish-speaking A1 learners who do not have /θ/ in their L1 phonemic inventory (Saito, 2021).

This approach aligns with the Speech Learning Model, which explains that L2 learners must perceive and form new phonetic categories to produce non-native sounds. Visual and tactile feedback tools—such as mirrors, gesture-based cues, and peer modeling—help bridge the gap between auditory input and articulatory production, especially for learners with no internal reference for the target sound (Flege & Bohn, 2021). Moreover, incorporating rhythmic drills and

shadowing exercises reinforces accurate motor patterns in a dynamic and non-threatening way, reducing embarrassment and hesitation during oral practice (Saito, 2021).

Saito and Akiyama (2023) advocate for correction within playful and task-based learning, where pronunciation feedback is embedded in engaging, communicative tasks rather than delivered as isolated criticism. In classroom applications, teachers can create games involving minimal pairs, tongue twisters, or "mimic the native speaker" contests, where pronunciation becomes a fun challenge instead of a high-pressure test. In these environments, feedback is naturally integrated, for instance, by awarding points for correctly pronounced words or using subtle repetition to model correct forms without overtly calling out the error.

This type of correction is particularly valuable for A1 learners, who are more vulnerable to negative emotional responses and more likely to disengage when corrected directly. As supported by Horwitz, Horwitz, and Cope (1986), language anxiety inhibits oral production, and invasive correction can trigger such anxiety. Evidence also shows that recasts and prompts—two less explicit forms of feedback—tend to lead to greater phonological gains among beginners than direct corrections, highlighting that the manner of correction matters as much as its content (Saito & Lyster, 2012).

### **Impact on A1 Speaking Components**

When pronunciation training is paired with supportive feedback strategies, it directly improves key A1-level speaking components as defined by the CEFR:

- **Phonetic Precision:** Learners become able to produce intelligible forms of basic vocabulary (e.g., numbers, greetings, personal information), even when it involves non-native phonemes like /æ/, /θ/, or /ɪ/.
- **Fluency:** Repetitive practice with feedback increases the automatization of common phrases, reducing hesitations and unnatural pauses in simple utterances (e.g., "I'm from Ecuador").

- **Confidence:** As students notice their pronunciation improving without being humiliated or overcorrected, their willingness to speak increases, breaking the cycle of silence caused by fear of errors.

## 6. Contextualization for Ecuador

Teaching speaking skills to A1-level students in Ecuador presents unique challenges and opportunities. Most public schools operate in resource-constrained environments, with limited access to digital tools, overcrowded classrooms, and inconsistent teacher training in oral methodology (Ministerio de Educación del Ecuador, 2023; British Council, 2015). As such, any pedagogical approach aimed at improving speaking proficiency must be contextually grounded, culturally appropriate, and feasible within the constraints of Ecuador’s educational infrastructure. This has led to the development of low-tech, creative, and collaborative strategies to address pronunciation, fluency, and participation without heavy reliance on technology.

Although digital gamification tools such as Kahoot! or Quizizz are powerful motivators in developed settings, many Ecuadorian schools lack internet access or enough devices for classroom-wide implementation. In response, teachers have adopted analog gamification as a viable alternative. One popular practice is the use of phonetic bingo games or a “Lotería fonética”, where students match spoken English sounds to corresponding pictures or words on cards. This adaptation allows learners to engage in listening and speaking tasks through play, reinforcing target vocabulary and pronunciation patterns in a familiar game format (Coello Véliz, 2022).

These low-tech gamified strategies tap into the Self-Determination Theory by promoting autonomy, competence, and relatedness, key drivers of intrinsic motivation. When students feel they are making progress, enjoying the activity, and connecting with peers, their willingness to participate orally increases, even in basic exchanges like greetings or self-introductions.

Another challenge in Ecuadorian classrooms is the scarcity of authentic audio materials and phonetic training tools. Given these limitations, many educators rely on English-language children’s songs, which are often available freely on public platforms or shared across schools, as a way to improve rhythm, intonation, and articulation. Songs such as “Hello, How Are You?” or “If You’re Happy and You Know It” provide patterned, repetitive input that helps A1 learners internalize phonological rules and word stress (Morán Mayorga, 2023).

This practice aligns with Bybee's theory of phonological encoding through frequency and rhythm, and supports Krashen's Input Hypothesis, as the slow tempo and exaggerated pronunciation in children's songs function as comprehensible input for Spanish-speaking learners. These songs also introduce learners to intonation contours and connected speech, which are rarely emphasized in traditional textbooks.

Moreover, singing as a class reduces the psychological burden of speaking alone by creating a safe and collective oral environment, where learners can experiment with new sounds without fear of judgment. The group dynamic shifts the focus away from any individual's errors, helping students to feel less self-conscious regarding their pronunciation and more willing to participate. Through repeated choral singing, learners build auditory discrimination, develop better awareness of phonetic contrasts, and practice articulation patterns in a culturally engaging and emotionally supportive manner.

Recent research with Ecuadorian A1 learners shows that singing together in class not only strengthens memory of new vocabulary and pronunciation patterns, but also boosts motivation and confidence by making oral practice enjoyable and communal. As Herrera Fernández (2023) reports, group singing activities in primary public schools foster both auditory discrimination and vocal production while providing a culturally relevant and anxiety-reducing context for oral expression.

## **7. Critical Analysis**

The development of oral proficiency in A1 learners represents an important challenge in teaching English as a foreign language (EFL). Authors such as Kapp (2012) highlight gamification as an effective strategy to increase intrinsic motivation and active participation, key elements for oral practice in educational contexts with limited resources. However, most studies on gamification are focused on urban environments with high technological availability, an aspect that the present study addresses by adapting these techniques to contexts with limitations, which responds to the need highlighted by López (2023) to contextualize pedagogical interventions to the local reality.

Regarding pronunciation training, the application of the Speech Learning Model (Flege, cited in Rogerson, 2021) provides a basis for understanding the specific phonetic difficulties faced by native speakers of Spanish. However, traditional methodologies that emphasize direct correction can increase anxiety and limit participation (Bashori et al., 2024). Therefore, the research proposes non-invasive mediation in feedback, aligned with contemporary approaches that promote the creation of safe environments for oral learning.

Another important aspect is collaborative activities, supported by Vygotsky's sociocultural theory and reinforced by the structure of cooperative learning (Johnson and Johnson), represent a way to reduce linguistic anxiety and foster authentic interaction. However, as García and Faura (2022) state, it is crucial that these activities include roles and dynamics that ensure equitable participation, an aspect that is often underdeveloped in contexts where there are too many students in a class.

Overall, while the literature supports the effectiveness of these strategies in fostering oral fluency and confidence, the critical analysis reveals important gaps in terms of their implementation adapted to specific contexts such as the public school in Puyo. For instance, the research proposal not only relies on consolidated empirical evidence, but also tries to provide a contextualized and practical approach that directly addresses the identified barriers, aligning with the objectives of improving A1 students' oral proficiency through innovative and participatory methodologies. This integrated approach responds to the detected problematic and promises to contribute to the EFL teaching literature in environments with limited resources and high student heterogeneity.

## Chapter II

### Methodology Framework

#### 2.1. Research approach

This study intends to explore how the use of speaking training through the use of methodological strategies is able to develop the oral capacities of A1 students. The research project was divided into six stages: problem definition, theoretical review, instrument development, instrument application, data analysis, and conclusion/recommendations.

In the first stage, an observation checklist was applied to gather information regarding the issues within the institution. This diagnostic stage was essential for defining the study's objective and selecting the appropriate approach. During the second stage, the researchers collected information from past studies and research articles related to the topic. In the third stage, the instruments were developed and presented to the project participants, including a pretest, post-test, and survey, which were evaluated and approved by two specialists. In the fourth stage, the researcher will administer a pretest, a post-test, and a survey to collect data for the analysis and findings.

The fifth stage involved data analysis to identify areas for student improvement. The investigation concluded with a final report summarizing the key findings, conclusions, and recommendations.

#### 2.2. Research Modality

The project “Methodological Strategies in the Effective Enhancement of the Speaking Skill for A1 Learners in an EFL Environment” utilizes a mixed research approach, as it requires both quantitative and qualitative data for its accomplishment. To understand mixed methods, it is important to note that quantitative and qualitative methodologies produce distinct types of data: quantitative data is expressed numerically, while qualitative data is expressed in words. Combining these methodologies can enhance their respective strengths while minimizing flaws. There is growing agreement that both are significant. This has sparked an increased interest in mixed methods evaluations (Simister, N. & James, D. 2017). So, Mixed methods research offers

significant opportunities for researchers to gain a deeper understanding of the research to

be conducted (Halcomb, E. & Hickman, L.,2015). According to Labaree (2020), while qualitative research analyzes facts to comprehend concepts, quantitative research concentrates on collecting numerical data and statistical analysis. The study also seeks to find a relationship between the two variables presented. This refers to finding the impact that the independent variable “methodological strategies” has on the dependent variable “speaking skill”.

### **Research Approach and Design**

The quantitative aspect of the research involves collecting and analyzing numerical data that will provide the necessary information to demonstrate the improvement of speaking skills through the application of methodological strategies. The instrument used for this purpose will be a pre-and post-test for the speaking skill. The sample for this research is based on non-probability sampling, which, according to Fleetwood D. (2024), is primarily used in qualitative approaches and relies on the researcher's judgment to select the sample. Thus, the population included in this research comprises EFL learners from the 7th grade.

Qualitative research, by gathering and analyzing non-numerical data, seeks to comprehend and examine ideas, viewpoints, experiences, and actions (Bhat A., 2024). This aspect in the research will involve a literature review of previous authors to understand methodological strategies. Besides that, observation and an interview will provide insights into students' perceptions and opinions regarding these strategies.

In conclusion, the mixed method is the most suitable approach to identify the effectiveness of the methodological strategies on the speaking skills of A1 learners. By incorporating quantitative data on speaking skills with the insights from students, regarding the methodological strategies used, this approach offers a harmonious and comprehensive analysis of the research. Furthermore, it guarantees that both statistical data and contextual findings will support the research objective.

### **Type of research**

The investigation primarily employed field and experimental methods. The field study was justified by the necessity to collect actual data directly from the school environment, including student participation and classroom activities. The approach allowed for observation and engagement with learners, as well as the development of interaction activities based on methodological tactics and pronunciation instruction. The field study enabled the collection of real-time data via pre-test, surveys, and classroom observations. This methodology was essential for understanding the practical implications and success of interaction activities within the specific

context of the school. Furthermore, the field research method facilitated the collection of both quantitative and qualitative data, offering a comprehensive view of the research issues while also aligning with the study's mixed-method approach. Therefore, the field research was deemed most appropriate for achieving the study's objectives and providing significant insights for educators and academics interested in language acquisition and teaching strategies.

### 2.3. Study population and sample size

The population at Unidad Educativa Nuestra Señora de Pompeya consists of 900 students. However, the sample selected for this research study comprises 37 students. The sampling approach is non-probabilistic and is based on judgmental sampling. According to Nikolopoulou (2023), this sampling method is commonly used in mixed methods research like the current study. The sample meets the following criteria: 1) It consists of A1 CEFR-level students. 2) All students attend the same school and are in the same grade. 3) The group shares the same class schedule. 4) They are enrolled in a compulsory English subject. 5) The student's ages range from 10 to 12. 6) They are available to participate in the research. 7) The parents of these students have formally agreed their participation.

**Table # 2 Sample size**

<b>Participants</b>	<b>Sample population</b>	<b>Percentage</b>
Women	25	68%
Men	12	32%
Total	37	100%

Elaborated by Garcia Ana and Aguiar Kevin (2024)

### Ethical considerations

Ethical considerations are due to the involvement of human subjects in this research. The study aims to investigate the effectiveness of methodological strategies to improve speaking skills. To guarantee ethical conduct, principles such as institutional permission, data quality and accuracy, and data privacy and security are followed.

The principle of institutional permission refers to obtaining approval from the institution

where the research will take place. Data quality and accuracy are reflected in the extent to which the data gathered through methodological strategies represents students' speaking skills. The reliability and validity of data, including surveys and tests, were verified, and any errors or biases were addressed. High-quality data is essential for drawing significant conclusions about the effectiveness of methodological strategies in improving speaking skills. Data privacy and security means protecting the personal information of the participants. As the participants are minors, parental consent is required. To safeguard students' privacy, the information collected was anonymized, and applicable rules and regulations were followed. Protecting data privacy and security is especially critical when minors are involved.

#### **2.4. Techniques and instruments for the collecting data**

This section discusses the instruments used to collect data for the study, focusing on the effectiveness of methodological activities in developing speaking abilities among A1 seventh-grade students at Unidad Educativa Nuestra Señora de Pompeya in Puyo.

**Student Survey on Methodological Strategies:** Surveys are a well-established method for conducting research, particularly effective for non-experimental descriptive designs aimed at capturing reality. A survey can determine the prevalence or incidence of a specific issues and commonly used to gather insights about attitudes and behaviours. Classical experimental designs, with participants randomly assigned to intervention or control groups, can effectively address some challenges.

Surveys are suitable for gathering information from a large target audience during both formative and summative phases of a study, as comprehensive data is not always required (Frechtling, 2002). The student survey was a self-report questionnaire designed to evaluate students' assessments of their speaking abilities and experiences with methodological exercises. It included questions about students' confidence in speaking English, the difficulties they encounter, their participation in the classroom interactions, their perception of the importance of speaking skills, and the advantages they associate with methodological activities. The survey employed a Likert scale, with response options ranging from "strongly agree" to "strongly disagree" or "neither agree nor disagree."

**Likert Scale:** The Likert scale is a widely used psychometric scale in questionnaires to assess attitudes or opinions. It typically consists of five or seven response options that express the degree of agreement or disagreement with a statement. Likert initially proposed this concept in

1932 to quantify attitudes. It gives quantitative data that can be statistically evaluated, allowing comparisons between data sets. While beneficial, Likert scales have drawbacks, such as providing limited number of response options and potentially influencing responses based on preceding questions.

Pre-test and post-test: According to Hornbuckle M. (2024), these instruments are crucial to measure learning gains. The tests are based on a standardized speaking exam to ensure the reliability of the results. Cambridge Assessment English (2024) explains that the Movers exam corresponds to an A1 CEFR level of English. This exam exposes children to common written and spoken English and serves as an effective means of boosting their self-esteem and fluency in the language. Among the four activities in the speaking section of the Movers exam, two will be considered for measuring speaking skill due to time constraints and specific evaluation aspects.

Section 1 involves looking at two sets of pictures and stating four differences. Section 4 consists of a set of questions for the students. The results will be evaluated using a rubric provided by Cambridge.

Rubric: A rubric is a valuable tool for teachers as it offers a straightforward way to establish grading criteria for assignments. This tool benefits both teachers and students by specifying the requirements for receiving a particular grade. A rubric is an assessment instrument that outlines expected performance for each criterion to attain a specific grade or outcome. According to Churches' (2015) study, a rubric systematically collects data on knowledge and abilities.

Garfalo B. (2016) states that rubrics can effectively measure specific behaviors. Haladyna and Rogriguez (2013) describe a rubric as a scale rating questionnaire with selected response items.

### **Description of the Data Processing of the Diagnostic Stage**

Data processing during the diagnostic stage involved a systematic approach to collecting, organizing, and analyzing information from the pre-test and student survey. This step was crucial for gaining relevant insights into the students' language competencies, needs, and expectations, which would guide the formulation and implementation of the methodological plan.

### **Data Collection and Compilation**

Data processing began with collecting raw data from pre-tests and student surveys. The pre-test responses were recorded and compiled into a structured dataset. Similarly, responses to the student survey, which included perceptions, attitudes, and experiences, were collected to measure students' perceptions of methodological strategies in the classroom.

## **Definition and Explanation of Main Categories**

**Gamification:** Gamification refers to the application of game concepts, techniques, and features in a non-game context. Using game principles enhances motivation and learning in both formal and informal environments. Kapp (2012) defines gamification as combining game mechanics, aesthetics, and game thinking to engage, motivate, enhance learning, and solve problems.

**Pronunciation training:** Although the focus of pronunciation practice should be on engaging students through games and activities, word lists can be utilized at the beginning of class to target specific sounds and provide a foundation for the lesson. The goal is for students to concentrate on the rhythm and flow of speech rather than just the meaning. Copies of the word list will be available to students upon entering the room, allowing them to practice any unfamiliar words. Although experimental evidence is limited, pronunciation training has been shown to improve perception abilities (Linebaugh & Roche, 2015).

**Collaborative learning:** CL is a collaborative educational technique where learners work together to solve problems, accomplish tasks, or produce products. In the CL environment, learners face social and emotional challenges, including listening to diverse opinions and defending their ideas. While there is no consensus on the definition of CL (Jenni & Mauriel, 2004), several fundamental characteristics will be explored.

## **Operationalization of Main Categories**

The operationalization of the main categories involves defining specific criteria and indicators to measure and assess the variables of each category. In the context of this research, the operationalization process will entail the following steps:

### **Gamification Activities:**

This study focuses on the effectiveness of gamification, pronunciation training, and collaborative learning in improving the speaking skills of seventh-grade students in an EFL environment. An organized approach will be employed for the deployment of these activities.

**Blindfold course:** In this game, a student wears a blindfold while the other students assist by directing them verbally to navigate obstacles. This activity allows EFL students to practice delivering instructions and directions. It can also reinforce vocabulary that students have acquired in class, such as place-specific prepositions.

**Hot potato:** According to Amy Buttner Zimmer (2015), hot potato games help students

learn sentence structures by forming and expressing phrases. The class passes an object around, and when someone shouts 'stop,' the student holding the object must answer a question posed by the teacher or another student. This game teaches students how to ask and answer questions effectively.

### **Pronunciation activities**

**Karaoke:** This activity aims to improve word pronunciation using music to motivate participation and facilitate the acquisition of different phonemes. Students will sing along to a theme song, focusing not only on producing the correct sound but also on executing proper syntax.

**Tongue twister:** Tongue twisters are popular among people of all ages and skill levels. They serve as effective warm-ups for encouraging speech and practicing challenging English consonants. The teacher will display a tongue twister on the board, recite it, and emphasize correct pronunciation. The class will repeat it several times, gradually increasing speech, focusing on the learning of accurate pronunciation.

### **Collaborative learning – quiz**

This dynamic approach encourages active student participation in groups to develop knowledge. It provides a controlled setting for various questions and challenges that focus on the use of adverbs of frequency. Additionally, this task requires group cooperation to solve the quiz questions correctly, facilitating language use for communication. Guidelines and prompts will guide students in their interactions, offering language scaffolds to ensure they have the necessary tools to express themselves and find solutions effectively. Constructive feedback from peers and the teacher will create opportunities for reflection and improvement.

### **Speaking Skills Development**

Speaking is a fundamental language skill that enables individuals to communicate effectively, express their thoughts, and convey their identities. It involves not only the production of sounds but also the ability to construct meaningful sentences and engage in interactive communication. Zuhriyah (2017) defines speaking as the ability to express and communicate ideas orally, highlighting its crucial role in language learning.

Similarly, Bashir et al. (2016) describe speaking proficiency as the capacity to speak fluently and without significant hesitation, emphasizing the importance of fluency in effective communication. Furthermore, speaking is considered one of the most challenging aspects of language learning, as it requires learners to effectively use the language to express their thoughts,

often facing psychological obstacles or difficulties in finding appropriate words and expressions.

In the context of globalization, strong speaking skills are essential for effective communication, enabling individuals to express themselves, pronounce words correctly, and construct grammatically accurate sentences.

The effective enhancement of speaking skills is the focus of this research. The aim is to provide strategies that meet students' needs and challenge them to improve their speaking skills in the target language. This will be achieved through methodological strategies such as pronunciation training, gamification, and collaborative learning.

By applying these strategies, learners can improve their pronunciation, vocabulary, fluency and overall communicative competence. Proper pronunciation enables learners to express their ideas clearly, while logical speech and appropriate syntax contribute to effective communication.

### Operationalization Matrix

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Methodological strategy	Methodological techniques are instruments used by teachers and students to facilitate learning. Cave (2008) defines "cognitive strategies" and "meta-cognitive strategies."	<b>Pronunciation training</b>	Articulation	Never Rarely Sometimes Often Always
			Tone	
			Fluency	
		<b>Gamification</b>	Oral expression motivation	
			Trustworthy environment suitable for oral expression	
			Error as part of the learning process	
		<b>Collaborative learning</b>	Teamwork	
Peer to peer interaction				

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Speaking skill	Speaking is one of the productive skills into the language. This productive skill is characterized with the ability of communicate and express ideas using some sub-skills that are	Discourse management	Vocabulary	Never Rarely Sometimes Often Always
			Pronunciation	
			Fluency	
		Communicative competence	Syntax	
			Logical speech	

	necessary for reaching a correct speaking competence.			
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## **Justification of data collection**

Learning a foreign language is a challenging task, especially for beginner learners. Among the several skills involved in language acquisition, speaking is often the most critical to develop. This research topic was chosen due to the numerous challenges that teachers and students face in the classroom regarding students' performance in learning English-speaking skills. These challenges include a lack of motivation, limited vocabulary, inhibition, and the interference of the mother tongue during practice. This data collection, alongside the implementation of methodological strategies, aims to provide solutions for improving learners' speaking skills.

## **Research context**

The current research study was conducted at Unidad Educativa Nuestra Señora de Pompeya, a public/religious institution located in the city of Puyo. The students who attend this school come from different social backgrounds and family structures. The participants belong to the seventh grade, with an age range of 10 to 12 years. The resources and procedures for the study were provided by the teacher, and interaction with the population occurred through face-to-face classes.

## **Research Scope**

This research is descriptive and explanatory in nature. It aims to identify the effectiveness of integrating methodological strategies into A1 classes to improve the speaking skills of EFL learners from the 7th-grade at Unidad Educativa Nuestra Señora de Pompeya in Puyo. Descriptive research seeks to illuminate current issues or problems through a process of data collection, allowing for a more complete description of the situation than would be possible without this method. The goal of explanatory research is to explain and understand the "why" behind observed phenomena. This study builds on previous exploratory and descriptive studies and aims to elucidate causal relationships between variables.

The descriptive component involves measuring the current level of the students' speaking skill, which serves as a baseline for evaluation. This component assesses learners' present speaking

abilities, providing a foundation for determining their initial proficiency. Additionally, the study examines the nature of the interaction activities and their implementation, aiming to provide a comprehensive account of how these activities were conducted. Furthermore, the study seeks to explain the impact of these activities on students' speaking skills by administering pre-and post-test surveys and evaluating the collected data. The explanatory dimension seeks to clarify the relationship between the intervention (interaction activities) and the development of learners' speaking skills. It intends to address concerns about how and to what extent these activities contribute to improvement.

### **Criteria for the Lesson Proposal**

The suggested lesson plans will apply the methodological strategies in speaking classes and rounds of questions and answers will be used as formative assessment. Each class will have a topic which will be developed through a methodological strategy that will be explained to students first, stating whether they are going to work with gamification, collaborative activities or pronunciation training. This is because they are going to have a pre and post-test about their perceptions of these strategies and they are going to evaluate themselves to check if those strategies were efficient for their skills.

The following table presents the didactic planning implemented during the three-month intervention period, with 40-minute sessions distributed over three hours per week. The activities are aligned with the A1 level learning objectives and are based on three key methodological strategies: gamification, collaborative learning, and pronunciation training. Each session was structured in three stages: beginning, development and closing, including specific resources for its implementation.

<b>Week</b>	<b>Learning</b>	<b>Activities</b>	<b>Strategies</b>	<b>Materials</b>
Week 1	Greeting, introducing oneself and exchanging	Dice game with basic questions; guided interview in pairs;	Gamification, Collaboration	Dice, question cards, vocabulary cards

Week 2	Pronouncing greetings, names and common words	Guided repetition and rhymes; personal presentation recording	Pronunciation Training	Recorder/cell phones, rhyming cards, pronunciation rubric
Week 3	Describing tastes and preferences with simple	'I like/I don't like' cards; collaborative	Gamification, Collaboratio	Cards, bingo sheets, phrase sheet
Week 4	Producing affirmative and negative sentences	Interactive song; dramatization in pairs;	Pronunciation Training, Collaboration	Song lyrics, dialogue guide, oral rubric
Week 5	Describe daily routines	Memory game; creation of illustrated schedules; role-	Gamification, Collaboratio	Picture cards, A4 sheets, colors
Week 6	Intonation and accentuation of simple sentences	Rhythmic clapping; choral reading; karaoke	Pronunciation Training	Phrase recording, children's songs, microphone

Week 7	Formulate questions/answers about daily	'Who does this?' game; paired interviews: radio	Gamification, Collaboration	Cards with actions, interview guides, microphone
Week 8	Pronounce WH questions and answers	Listening and repetition of dialogues: oral	Pronunciation Training	Audios, question/answer sheets, whiteboard
Week 9	Describe places and people with adjectives	'Describe and guess' game; 'My dream city/person'	Gamification, Collaboration	Cards with adjectives, A4 sheets, markers
Week 10	Identify and correct common pronunciation	Audio of common mistakes: paired	Pronunciation Training	Audios, rubrics, previous recordings
Week 11	Short conversations with fluency	Conversation cards; round table; 'Speaking Challenge' competition	Gamification, Collaboration	Cards, printed Quizziz sheets, QR, cell phones optional
Week 12	Oral presentation	Oral presentation	Strategies integration	Rubric

This should enable students to practice speaking frequently and purposefully in a structured and motivating environment. By incorporating student-centered strategies, the proposal aims to reduce speaking anxiety, promote interaction, and gradually improve pronunciation and fluency. The alignment of each activity with the selected strategy ensures pedagogical consistency, and the final evaluation will determine the effectiveness of these approaches in improving A1 students' oral proficiency.

## **CHAPTER 3:**

### **Presentation and validation of the proposal**

This chapter covers the study's major results, organized around the research topics. It investigates the effects of methodological tactics on students' speaking abilities and perceptions of these strategies. The findings illustrate the relationship between the independent variable (methodological methods) and the dependent variable (student speaking skills). The data are methodically structured in tables and graphs, allowing for a clear comparison of development before and after the intervention (Mertler & Reinhart, 2016). Well-documented findings are critical for maintaining accuracy and trustworthiness in educational research. Poorly presented data might cause misunderstanding and hinder decision-making (McMillan & Schumacher, 2014).

The research was conducted with A1-level students at Unidad Educativa Nuestra Señora Pompeya as they worked to improve their speaking abilities. The data show that the majority of students were keen to improve their oral ability, recognizing the importance of English in their education and future professions. The study also identified certain obstacles, such as fear of speaking and insufficient practice opportunities. To overcome these challenges, the study used gamification, pronunciation training, and collaborative learning to actively involve students in the learning process.

To assess the effectiveness of these strategies, a pre-test assessing students' fundamental speaking abilities was first administered. The suggested tactics were then put into practice over the course of several sessions. Students' confidence and fluency increased as they engaged in the activities that they found attractive. A post-test and surveys at the end of the research provided information about the students' development and how they felt about the tactics employed. A thorough analysis of the intervention's effects is ensured by the presentation of the assessment results in a variety of formats.

Indeed, effective data comparison by tabulation helps to clearly show patterns and development. Structured data presentation reduces misunderstanding, thereby guaranteeing more accurate study outcomes, according to Mackey and Gass (2021). This research presented test results and survey replies using tables and graphs, thus enabling an open examination of students'

speaking progress. Through methodical data organization, tabulation demonstrated the efficacy of the intervention and supported the reliability of the findings.

Thus, this research aimed to answer two key questions:

RQ(1): To what extent do methodological strategies contribute to the enhancement of speaking skills among A1 EFL learners?

RQ(2): What are the perceptions of A1 EFL learners regarding the proposed methodological strategies?

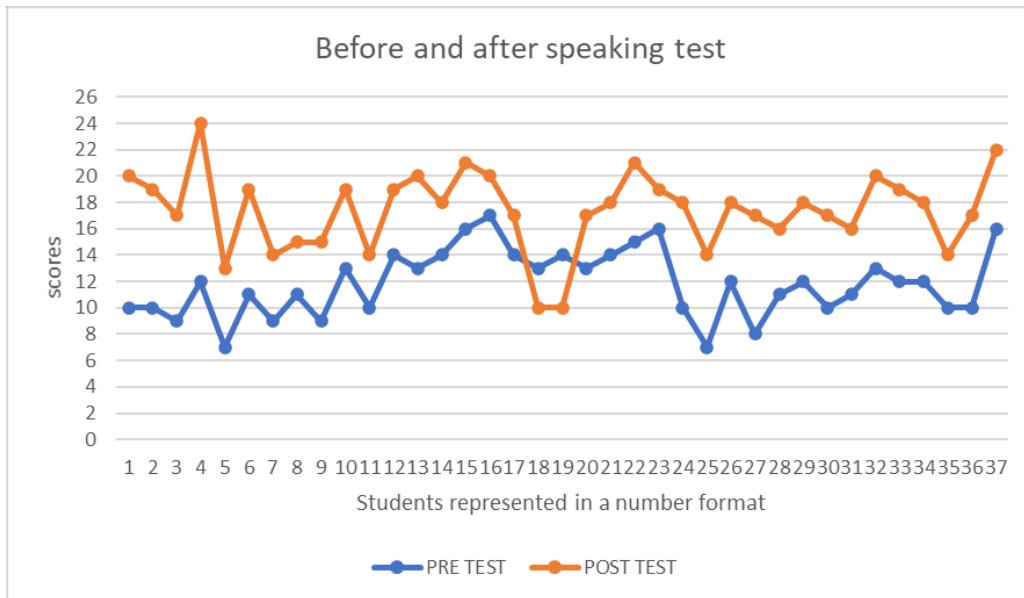
In general, the study demonstrates that using engaging and interactive instructional strategies may improve speaking abilities. The statistics also indicate that students felt more at ease participating in spoken activities, supporting the notion that a dynamic learning environment promotes improved communication skills (Richards, 2015; Nation & Newton, 2009).

### **3.1.1. Results of the Dependent Variable: Speaking Improvement**

This section presents the results of students' speaking improvement based on the pre-test and post-test scores. The speaking test had a total score of 25 points, and the results were analyzed to measure the effectiveness of the applied methodological strategies.

### **3.1.2. Comparison of Pre-test and Post-test Scores**

The following graph displays the scores obtained by students in both assessments. The blue line represents the pre-test scores, while the orange line represents the post-test scores.



From the graph, it is evident that students' post-test scores are consistently higher than their pre-test scores. While the initial scores were mostly below 15 points, post-test scores show a notable increase, with many students reaching or exceeding 18 points.

- **General Trend:** The post-test line (orange) is consistently above the pre-test line (blue), indicating a positive change.
- **Score Distribution:** In the pre-test, students scored between approximately 6 and 15 points, whereas in the post-test, most scores ranged from 12 to 24 points.
- **Individual Growth:** While some students demonstrated a gradual improvement, others showed a significant increase in their scores.

### 3.1.2. Performance Improvement Analysis

The results of the pre-test and post-test assessments reveal a significant improvement in students' speaking skills. Out of 37 students, 35 demonstrated progress, representing 94.56% of the participants. The improvement scores ranged from 0 to 12 points, with most students showing an increase between 4 and 8 points.

A statistical summary of the improvement scores is the following:

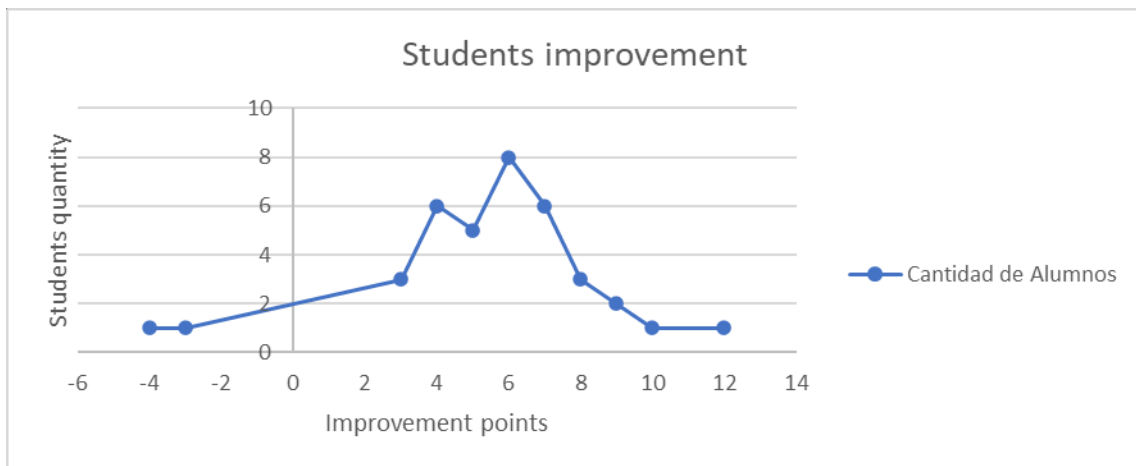
Statistic	Value

Mean Improvement	5.62
Median Improvement	6.00
Standard Deviation	2.90

The mean improvement of 5.62 points suggests that, on average, students increased their speaking proficiency significantly. The median improvement of 6 points indicates that at least half of the students achieved an enhancement at or above this level. The standard deviation of 2.90 reflects the variability in student progress, meaning some learners showed more considerable growth while others exhibited moderate changes.

### 3.1.3. Visual Representation of Improvement

The line graph below illustrates the distribution of students based on their improvement scores. The majority of students experienced an increase in their speaking proficiency, with the peak occurring at around 6–7 points of improvement. The trend in the graph supports the claim that the implemented methodological strategies had a positive impact on students' performance.



The X-axis represents the improvement in points (post-test score minus pre-test score), while the Y-axis shows the number of students who achieved that level of improvement.

Out of the 37 students evaluated, 35 showed improvement. This suggests that the applied strategies were highly effective in enhancing students' speaking skills. Some students showed remarkable progress, improving by up to 12 points, indicating that certain students greatly

benefited from the applied strategies. However, two students exhibited a decline in performance.

Further analysis is needed to determine whether external factors (e.g., anxiety, lack of practice, motivation issues) influenced these results.

### **3.1.2. Interpretation of Results**

#### **3.1.2.1. Effectiveness of the Intervention**

The comparison of pre-test and post-test scores confirms that the majority of students demonstrated progress in their speaking skills. The 94.56% improvement rate strongly supports the effectiveness of the methodological strategies used.

#### **3.1.2.2. Degree of Improvement**

While most students improved, the extent of progress varied. The average improvement was between 4 and 8 points, indicating a moderate but meaningful enhancement in speaking proficiency. Some students experienced significant improvement, suggesting that the strategies were particularly beneficial for certain learners.

#### **3.1.2.3. Consideration of Negative Cases**

The two students who did not improve require further analysis. Possible factors include:

- Speaking anxiety affects performance.
- Lack of engagement in activities.
- External personal issues impacting learning.

#### **3.1.2.4. Implications for Teaching**

The general favorable outcomes confirm the implemented approaches and imply they may be used among additional populations. However, additional support should be considered for students who improved less or experienced setbacks. Future interventions may integrate personalized reinforcement activities to ensure that all students benefit.

### **3.2. Results of the Independent Variable: Methodological strategies**

Results obtained from the surveys applied before the application of Methodological strategies and training pronunciation on A1 learners from "Unidad Educativa Nuestra Señora Pompeya:

SURVEY QUESTIONS	SURVEY BEFORE THE APPLICATION OF METHODOLOGICAL STRATEGIES ON ALL LEARNERS					TOTAL
	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	
Do you think the use of methodological strategies such as gamification, pronunciation training or collaboration is important to practice speaking?	0 0%	10 27%	9 24%	10 27%	8 22%	37 100%
I find the idea of working on speaking activities in groups appealing.	0 0%	1 3%	6 16%	16 43%	14 38%	37 100%
I have difficulties while working with peers on groupal speaking activities.	1 3%	10 27%	15 41%	7 19%	4 11%	37 100%
I consider that collaborative activities help me to improve my speaking skills.	1 3%	5 14%	9 24%	11 30%	11 30%	37 100%
I find the idea of working on speaking activities with pronunciation training appealing.	1 3%	6 16%	6 16%	18 49%	6 16%	37 100%
I have difficulties while working on speaking activities with pronunciation training.	10 27%	9 24%	9 24%	5 14%	10 27%	37 100%
I consider that gamification activities help me to improve my speaking skills.	0 0%	0 0%	7 19%	14 38%	16 43%	37 100%
I find the idea of working on speaking activities with gamification appealing.	0 0%	1 3%	8 22%	14 38%	14 38%	37 100%
I have difficulties while working on speaking activities with gamification.	0 0%	9 24%	16 43%	9 24%	9 24%	37 100%
Pronunciation training activities help me to improve my speaking skills.	1 3%	11 30%	6 16%	7 19%	10 27%	37 100%

Source: survey

Done by: Ana Garcia and Kevin Aguiar (2025)

1. Do you think the use of methodological strategies such as gamification, pronunciation training or collaboration is important to practice speaking?

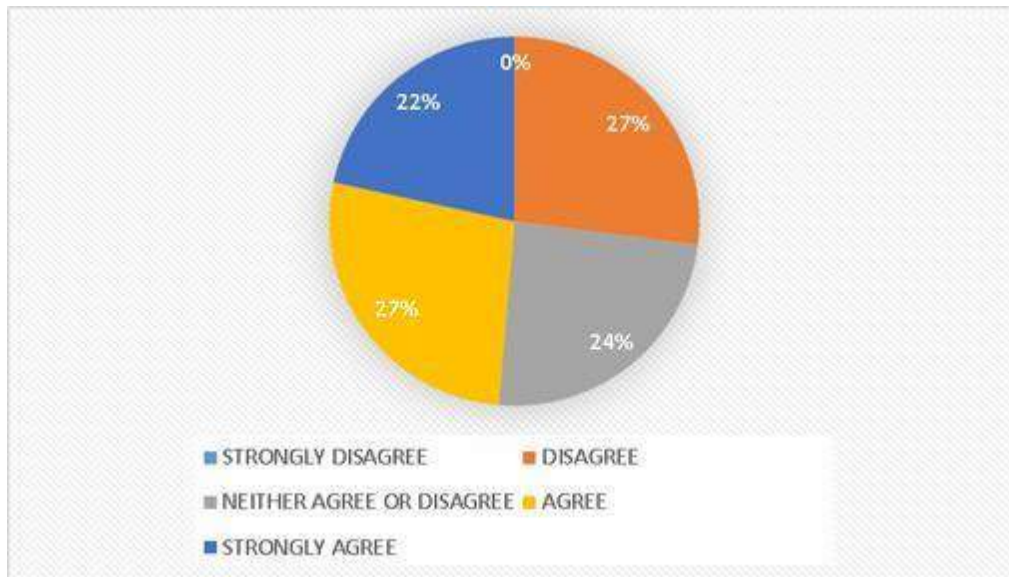
TABLE N° 1 Importance of the use of methodological strategies in practicing English.

OPTIONS	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL
QUANTITY	0	10	9	10	8	37
PERCENTAGE	0%	27%	24%	27%	22%	100%

**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N°1 Importance of the use of methodological strategies in practicing English.**



**Source:** TABLE N°1

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 22% strongly agreed, 27% agreed, 24% neither agreed or disagreed, another 27% disagreed, and 0% strongly disagreed that the use of methodological strategies in practicing English is important.

**Interpretation:** The result of the survey reveals that there are various perspectives on the importance of using methodological strategies for practicing English language. Most of the students recognized the importance of the strategies, while a smaller portion mentioned that these

strategies are beneficial. However, a noticeable group remains neutral, suggesting they still do not have a clear opinion. Lastly, the other two smaller groups disagree that such strategies are important to practice English. All in all, it is fair to say that some learners have formed opinions about the strategies, while others have not.

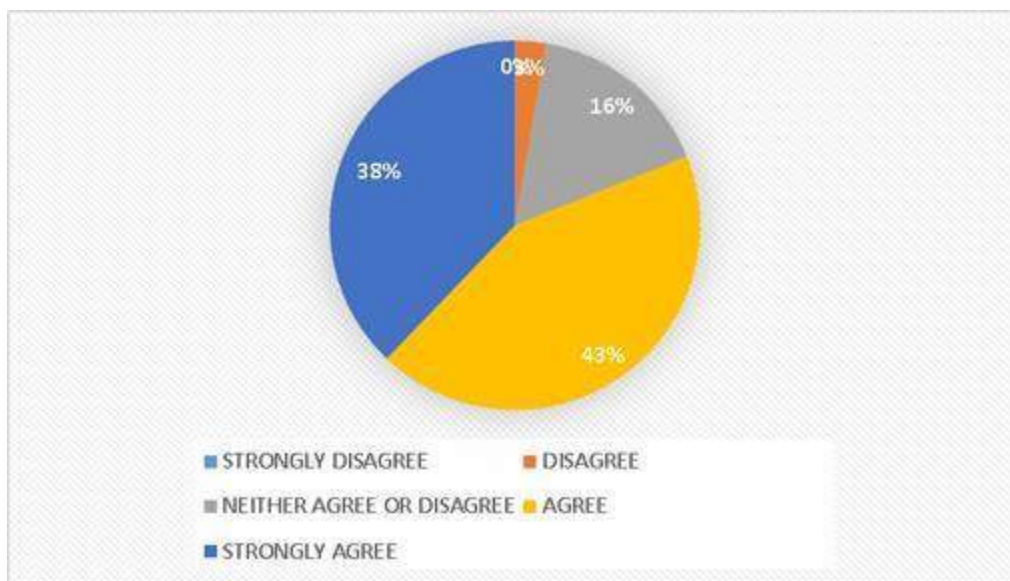
**2. I find the idea of working on speaking activities in groups appealing. TABLE N° 2 Working on speaking activities in groups is appealing**

OPTIONS	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL
QUANTITY	0	1	6	16	14	37
PERCENTAGE	0%	3%	16%	43%	38%	100%

Source: survey

Done by: Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 2 Working on speaking activities in groups is appealing**



Source: TABLE N°2

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 38% strongly agreed, 43% agreed, 16% neither agreed nor disagreed, another 3% disagreed and 0% strongly disagreed that the idea of working on speaking activities in groups is appealing.

**Interpretation:** According to the survey's results the majority of the participants seem to have an inclination towards working on oral skills in groups, which demonstrates that this is an appealing idea for them. While others prefer to remain neutral, a very small part viewed this idea as a poor alternative.

**3. I have difficulties while working with peers on grupal speaking activities.**

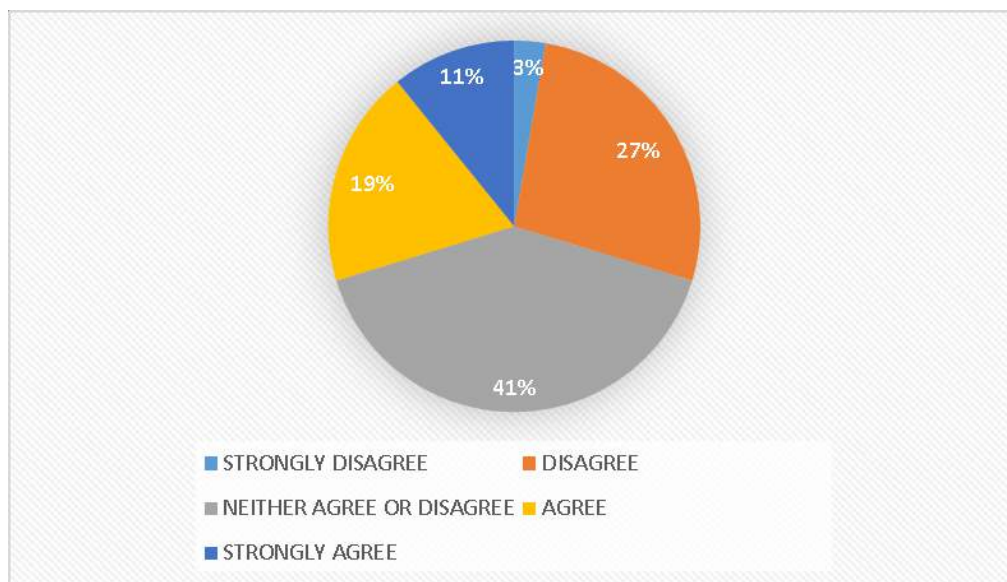
**TABLE N° 3 Students have difficulties while working with peers on grupal speaking activities.**

OPTIONS	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL
QUANTITY	1	10	15	7	4	37
PERCENTAGE	3%	27%	41%	19%	11%	100%

**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 3 Students have difficulties while working with peers on grupal speaking activities.**



**Source:** TABLE N° 3

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 11% strongly agreed, 19% agreed, 40% neither agreed nor disagreed, another 27% disagreed and 3% strongly disagreed that they have difficulties while working with peers on group speaking activities.

**Interpretation:** The information collected from the participants suggests that only a small portion of the group feel they have difficulties when working in groups, while a larger portion indicates that they find it easy to work in groups. Surprisingly, the largest portion maintains a neutral position, which suggests they still need more experience with these activities before they can give a opinion.

**4. I consider that collaborative activities help me to improve my speaking skills.**

**TABLE N° 4 Students consider that collaborative activities help me to improve my speaking skills.**

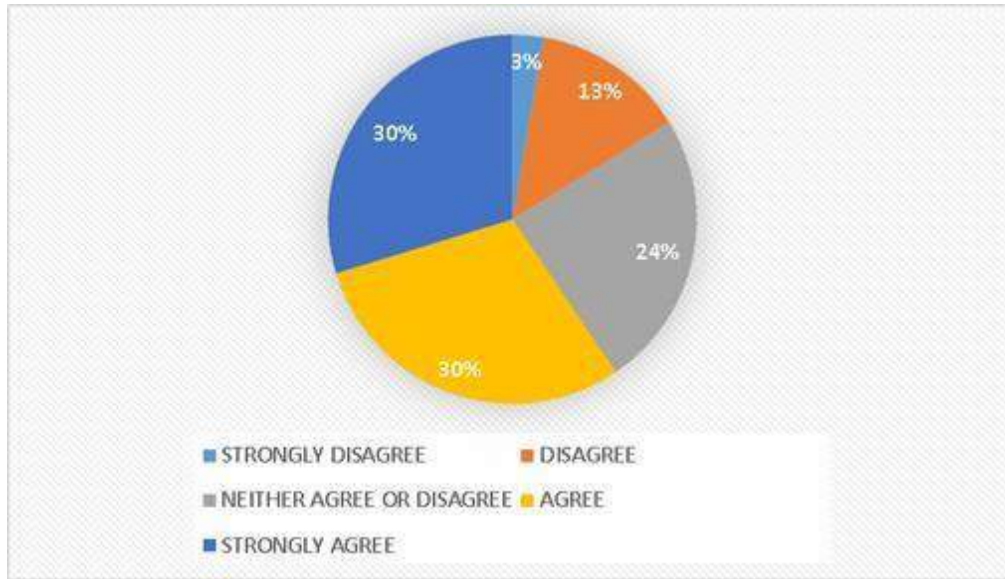
OPTIONS	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL
QUANTITY	1	5	9	11	11	37

<b>PERCENTAGE</b>	3%	14%	24%	30%	30%	100%
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**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 4 Students consider that collaborative activities help me to improve my speaking skills.**



**Source:** TABLE N°4

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 30% strongly agreed, 30% agreed, 24% neither agreed nor disagreed, another 13% disagreed and 3% strongly disagreed that collaborative activities help them to improve their speaking skills.

**Interpretation:** In the results of the survey, it can be seen that when it comes to collaborative activities the participants have a well-defined opinion as the majority agrees that this kind of activity fosters the oral capacity among the learners nonetheless there is a considerable portion that remains neutral and another very small one which decides that collaborative activities do not help the oral development.

**5. I find the idea of working on speaking activities with pronunciation training appealing.**

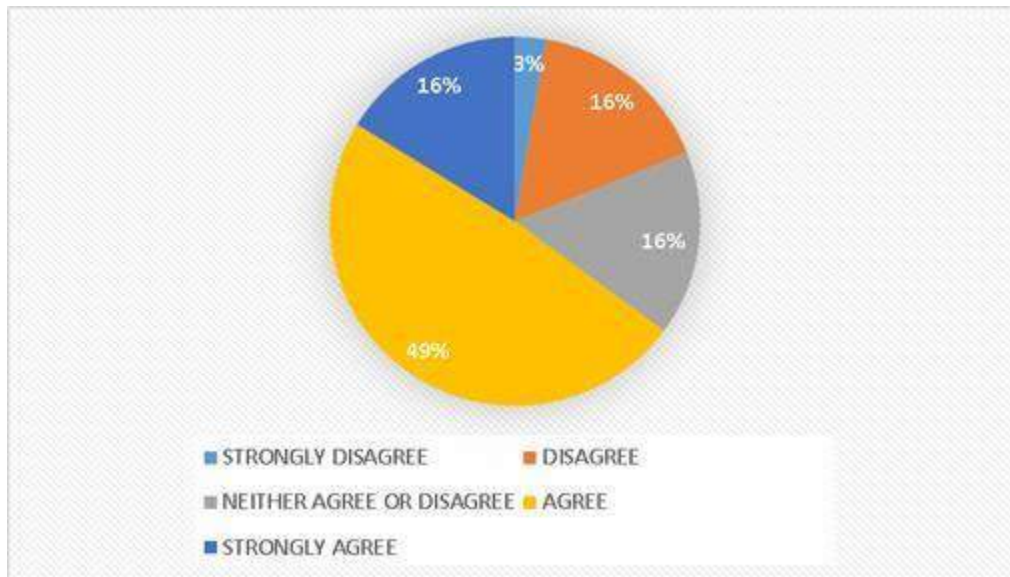
**TABLE N° 5 Students find the idea of working on speaking activities with pronunciation training appealing.**

OPTIONS	STRONGLY DISAGR	DISAGREE	NEITHE R AGREE OR	AGREE	STRONGLY AGREE	TOTAL
QUANTITY	1	6	6	1	6	37
PERCENTAG	3%	16%	16%	49%	16%	100%

**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 5 Students find the idea of working on speaking activities with pronunciation training appealing.**



**Source:** TABLE N°5

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 16% strongly agreed, 49% agreed, 16% neither agreed nor disagreed, another 16% disagreed and 3% strongly disagreed that the idea of working on speaking activities with pronunciation training appealing.

**Interpretation:** The result collected in the survey reveals that the majority of students agree that working they oral capacity with pronunciation training is appealing to them. However, other

portion remained neutral which demonstrates that they still need to go through the activities, so they can have an opinion. Lastly, another portion of the participants mentioned that they do not recognize the importance of these activities which may change on the post survey.

**6. I have difficulties while working on speaking activities with pronunciation training.**

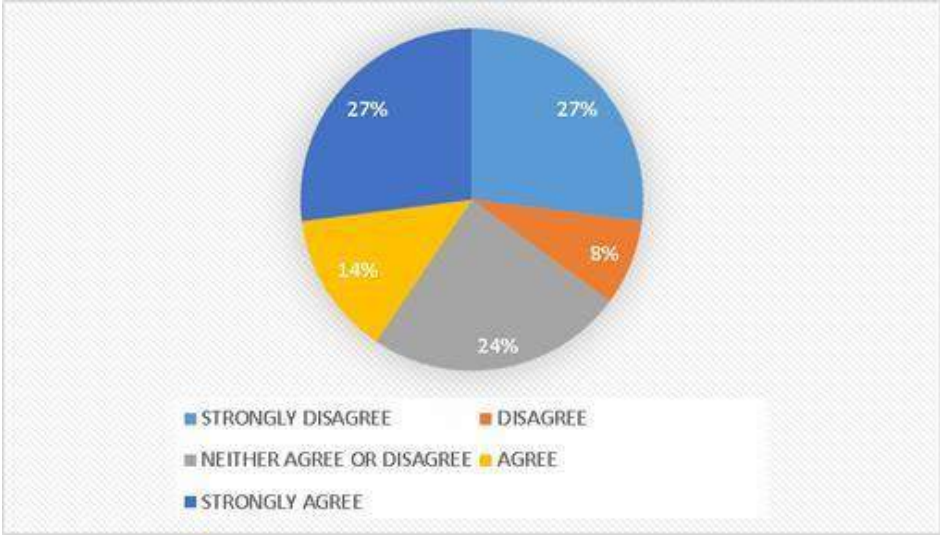
**TABLE N° 6 Students have difficulties while working on speaking activities with pronunciation training.**

OPTIONS	STRONGLY DISAGR	DISAGR EE	NEITHE R AGREE	AGREE	STRONG LY AGREE	TOTAL
QUANTITY	10	3	9	5	10	37
PERCENTA	27	8	2	1	27	10

Source: survey

Done by: Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 6 Students have difficulties while working on speaking activities with pronunciation training.**



Source: TABLE N°6

Done by: Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 27% strongly agreed, 14% agreed, 24% neither agreed nor disagreed, another 8% disagreed and 27% strongly disagreed that students have difficulties while working on speaking activities with pronunciation training.

**Interpretation:** The results of the pre survey suggests that there is a divided opinion on whether the students have difficulties working their speaking skills with pronunciation training, since a big portion of the participants believe to have adversities. On the other hand, other considerable part states the opposite just a small part remains neutral.

**7. I consider that gamification activities help me to improve my speaking skills.**

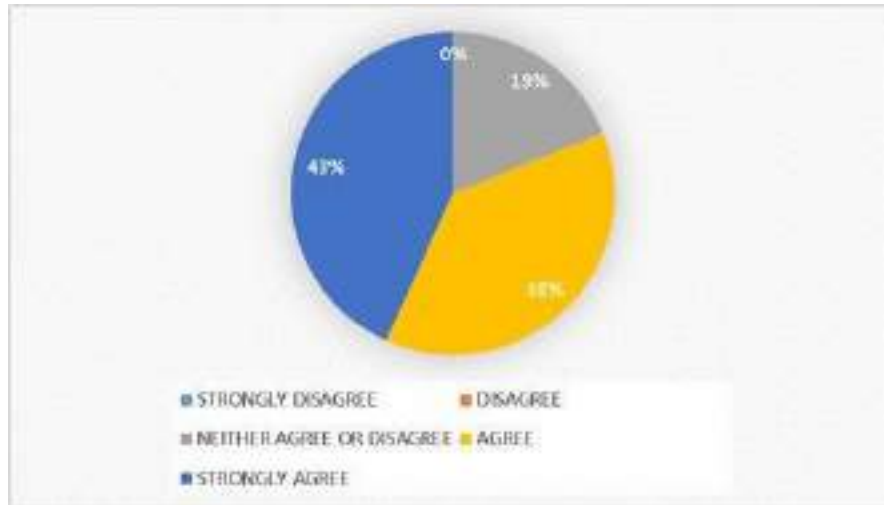
**TABLE N° 7 Students consider that gamification activities help them to improve their speaking skills.**

<b>OPTIONS</b>	<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEITHER AGREE OR DISAGREE</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>	<b>TOTAL</b>
<b>QUANTITY</b>	0	0	7	1	16	3
<b>PERCENTAG</b>	0%	0%	19%	38%	43%	100%

**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 7 Students consider that gamification activities help them to improve their speaking skills.**



**Source:** TABLE N°7

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 43% strongly agreed, 38% agreed, 19% neither agreed nor disagreed, and 0% disagreed or 0% strongly disagreed that they consider that gamification activities help them to improve their speaking skills.

**Interpretation:** The survey shows that among the participants gamification activities are believed to be helpful for improving oral capacity since a significant majority agreed with this. Therefore, the absence of disagreement further proves that gamification is a good alternative to improve speaking skills, although a not very small portion remained neutral.

**8. I find the idea of working on speaking activities with gamification appealing.**

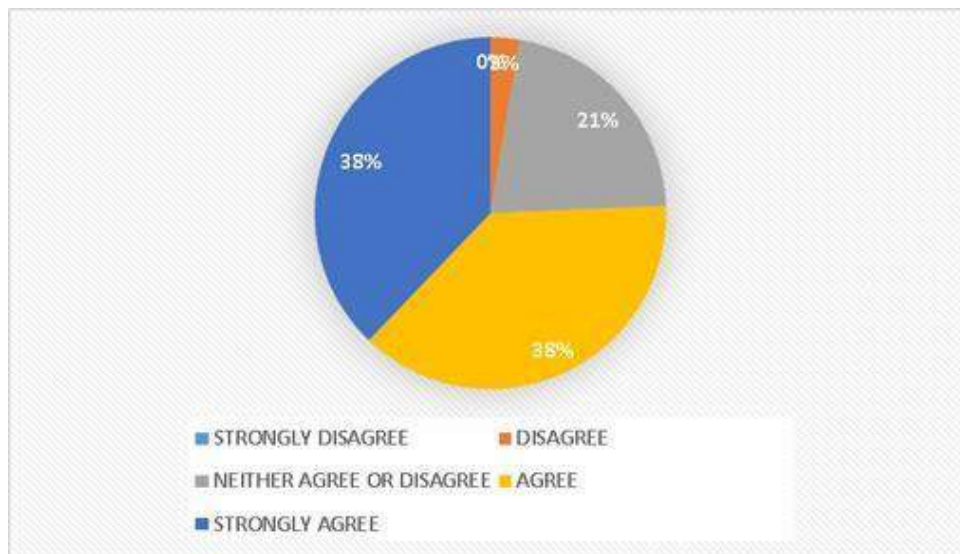
**TABLE N° 8 Students find the idea of working on speaking activities with gamification appealing.**

OPTIONS	STRONG LY DISAGR	DISAGRE E	NEITHER AGREE OR	AGREE	STRONGLY AGREE	TOTAL
<b>QUANTITY</b>	0	1	8	14	14	37
<b>PERCENTAG</b>	0%	3%	22%	38%	38%	100%

**Source:** survey

Done by: Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 8 Students find the idea of working on speaking activities with gamification appealing.**



**Source:** TABLE N°8

Done by: Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 38% strongly agreed, 38% agreed, 22% neither agreed nor disagreed, while 3% disagreed and 0% strongly disagreed that they find the idea of working on speaking activities with gamification appealing.

**Interpretation:** The collected results reveal a strong positive response to the idea of working on speaking skill with gamification due to the high level of agreement among the majority of the students. On the other hand, a small part remained neutral; they may be waiting to see the implementation so they can form an opinion about gamification, and a minimal part disagree with the idea which means that they are not eager to work with gamification.

**9.I have difficulties while working on speaking activities with gamification.**

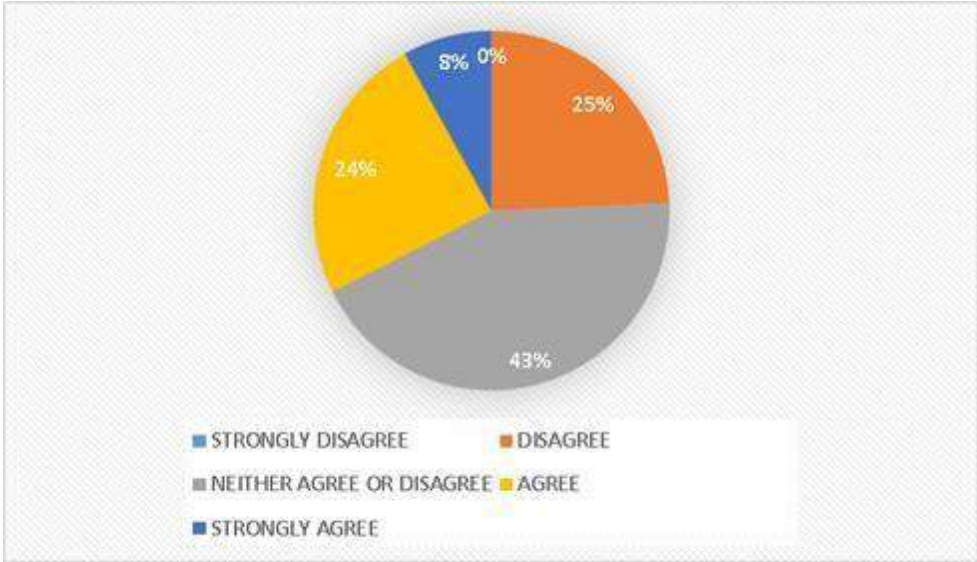
**TABLE N° 9 Students have difficulties while working on speaking activities with gamification.**

OPTIONS	STRONGLY LY	DISAGR R	NEITHE R	AGREE	STRONG LY	TOTAL
QUANTITY	0	9	16	9	3	37
PERCENTAG	0%	24%	43%	24%	8%	100%

Source: survey

Done by: Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 9 Students have difficulties while working on speaking activities with gamification.**



Source: TABLE N°9

Done by: Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 8% strongly agreed, 24% agreed, 43% neither agreed nor disagreed, while 24% disagreed and 0% strongly disagreed that they have difficulties while working on speaking activities with gamification.

**Interpretation:** The survey result indicates that there are not major difficulties for some of the participants while they work with gamification to develop their speaking skills. However, there is a smaller part that considers that they have difficulties, and they may reject gamification as an alternative to foster their skills. Surprisingly, most of the learners remained neutral, which demonstrates how unknown this method is to them.

**10. Pronunciation training activities help me to improve my speaking skills.**

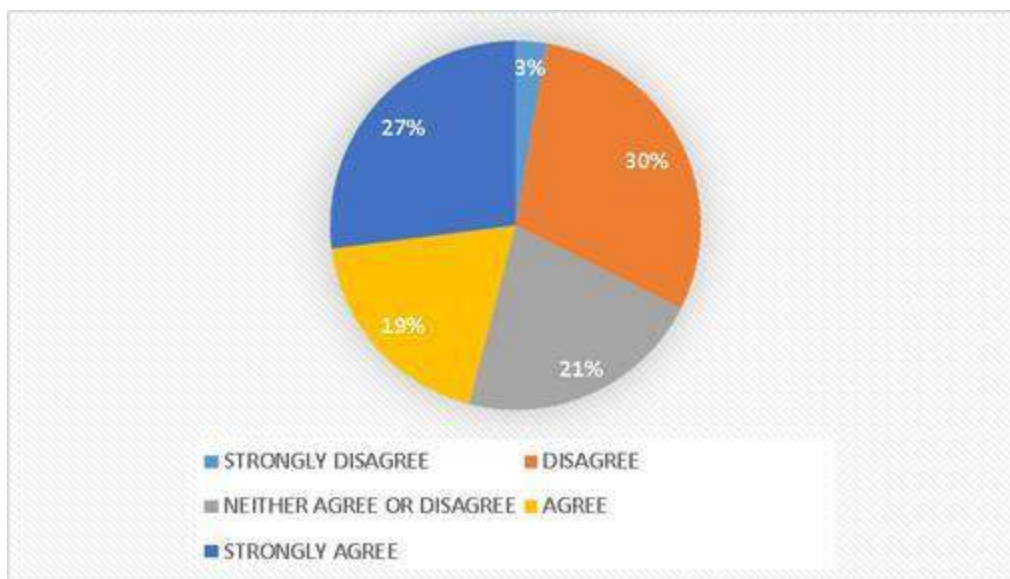
**TABLE N° 10 Pronunciation training activities help students to improve their speaking skills.**

<b>OPTIONS</b>	<b>STRONG LY</b>	<b>DISAGR</b>	<b>NEITHE R</b>	<b>AGREE</b>	<b>STRONG LY</b>	<b>TOTAL</b>
<b>QUANTITY</b>	1	11	8	7	10	37
<b>PERCENTAG</b>	3%	30%	22%	19%	27%	100%

**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 10 Pronunciation training activities help students to improve their speaking skills.**



**Source:** TABLE N°10

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 27% strongly agreed, 19% agreed, 22% neither agreed nor disagreed, while 30% disagreed and 3% strongly disagreed that pronunciation training activities help students to improve their speaking skills.

**Interpretation:** A mixed perception with a positive view emerges from these survey results, since most participants agreed that these activities are useful and helpful for the improvement of speaking skills. Additionally, another considerable large part remains neutral due to the indecision promoted by ignorance or bad experiences, and another big portion disagrees with the idea which highlights the position that some learners have about pronunciation training effectiveness.

**Results obtained from the surveys applied after the application the application of Methodological strategies and training pronunciation on A1 learners from "Unidad Educativa Nuestra Señora Pompeya":**

SURVEY QUESTIONS	SURVEY AFTER THE APPLICATION OF METHODOLOGICAL STRATEGIES ON ALL LEARNERS					TOTAL
	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	
Do you think the use of methodological strategies such as gamification, pronunciation training or collaboration is important to practice speaking?	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	
	0	0	7	17	13	37
	0%	0%	19%	46%	35%	100%
I find the idea of working on speaking activities in groups appealing.	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	
	0	0	3	15	19	37
	0%	0%	8%	41%	51%	100%
I have difficulties while working with peers on groupal speaking activities.	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	
	11	15	7	4	0	37
	30%	41%	19%	11%	0%	100%
I consider that collaborative activities help me to improve my speaking skills.	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	
	0	0	3	16	18	37
	0%	0%	8%	43%	49%	100%
I find the idea of working on speaking activities with pronunciation training appealing.	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	
	0	0	2	13	22	37
	0%	0%	5%	35%	59%	100%
I have difficulties while working on speaking activities with pronunciation training.	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	
	12	17	3	4	1	37
	32%	46%	8%	11%	3%	100%
I consider that gamification activities help me to improve my speaking skills.	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	
	0	0	4	11	22	37
	0%	0%	11%	30%	59%	100%
I find the idea of working on speaking activities with gamification appealing.	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	
	0	0	3	12	22	37
	0%	0%	8%	32%	59%	100%
I have difficulties while working on speaking activities with gamification.	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	
	5	12	16	4	0	37
	14%	32%	43%	11%	0%	100%
Pronunciation training activities help me to improve my speaking skills.	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	
	0	1	3	12	21	37
	0%	3%	8%	32%	57%	100%

**1. Do you think the use of methodological strategies such as gamification, pronunciation training or collaboration is important to practice speaking?**

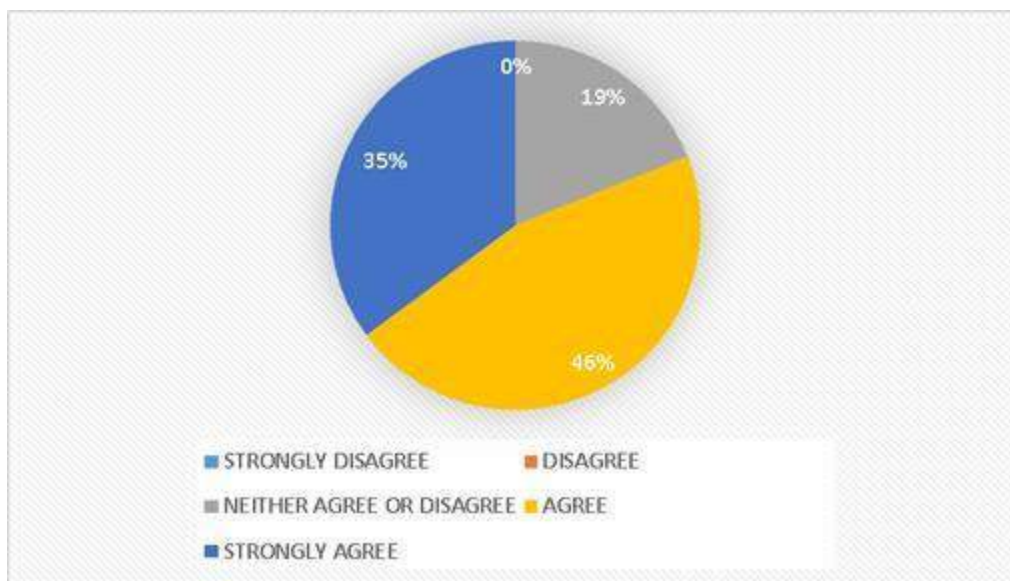
**TABLE N° 1 Importance of the use of methodological strategies in practicing English.**

OPTIONS	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL
QUANTITY	0	0	7	17	13	37
PERCENTAGE	0%	0%	19%	46%	35%	100%

Source: survey

Done by: Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N°1 Importance of the use of methodological strategies in practicing English.**



Source: TABLE N°1

Done by: Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 35% strongly agreed, 46% agreed, 19% neither agreed nor disagreed, and 0% disagreed or 0% strongly disagreed that the use of methodological strategies in practicing English is important.

**Interpretation:** The results of the survey indicate that among the students regarding the importance of methodological strategies in practicing the language, most of them strongly agreed or simple agreed, which demonstrates that the strategies and activities applied are recognized by the students. On the other hand, a small part of the group who do not dismiss the importance of the strategies remains neutral. The absence of disagreement highlights that after the application of the thesis, the participants have come to recognize the real value of these strategies in the learning process.

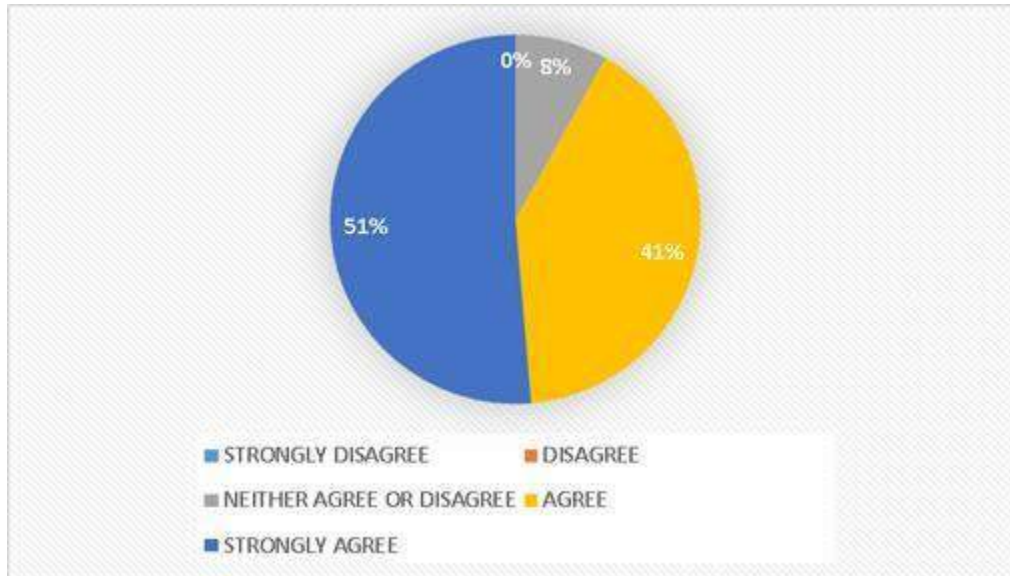
**2. I find the idea of working on speaking activities in groups appealing. TABLE N° 2 Working on speaking activities in groups is appealing**

<b>OPTIONS</b>	<b>STRONG LY</b>	<b>DISAGR</b>	<b>NEITHE R</b>	<b>AGREE</b>	<b>STRONG LY</b>	<b>TOTAL</b>
<b>QUANTITY</b>	0	0	3	15	19	37
<b>PERCENTAG</b>	0%	0%	8%	41%	51%	100%

**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 2 Working on speaking activities in groups is appealing**



**Source:** TABLE N°2

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 51% strongly agreed, 41% agreed, 8% neither agreed nor disagreed, 3% disagreed and 0% strongly disagreed that the idea of working on speaking activities in groups is appealing.

**Interpretation:** The results collected from the post-survey show a positive response towards the idea of working on speaking in group activities since most of the participants strongly agreed or just agreed which indicates that group-based speaking activities were found appealing or beneficial for them. A small part of the participants could not decide, as they remain neutral, which again shows that they do not dislike the idea but at the same time they do not support it. Regarding disagreement, just a minimal part decided they do not enjoy this kind of learning. It is possible that some of them prefer to work their skills on their own or without peer pressure. On the whole, the survey suggests that, generally speaking activities in groups are perceived as effective and engaging for the participants.

### **3. I have difficulties while working with peers on grupal speaking activities.**

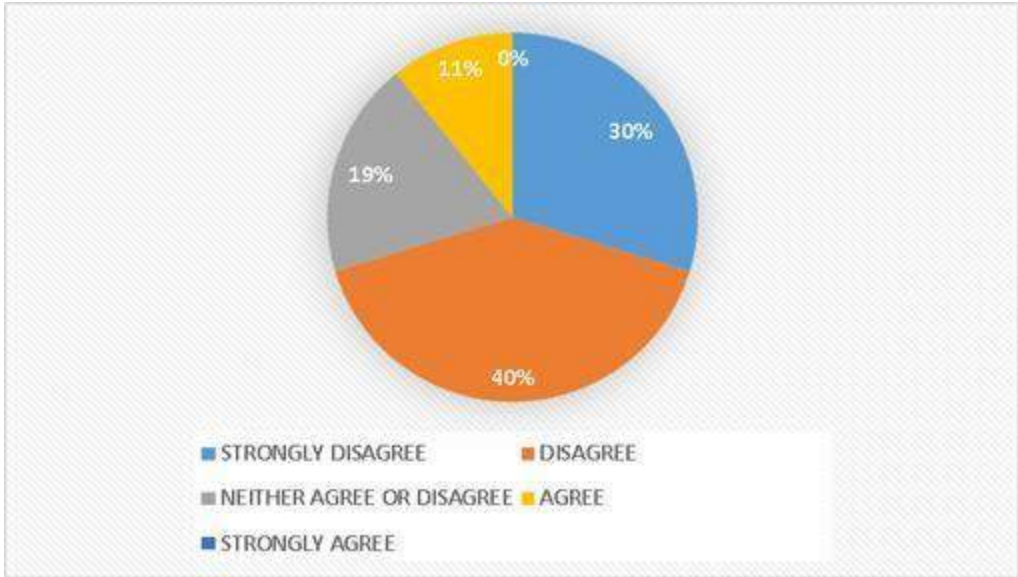
**TABLE N° 3 Students have difficulties while working with peers on grupal speaking activities.**

OPTIONS	STRONG LY	DISAGR	NEITHE R	AGREE	STRONG LY	TOTAL
QUANTITY	11	15	7	4	0	37
PERCENTAG	30%	41%	19%	11%	0%	100%

Source: survey

Done by: Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 3 Students have difficulties while working with peers on grupal speaking activities.**



Source: TABLE N° 3

Done by: Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 0% strongly agreed, 11% agreed, 19% neither agreed nor disagreed, 41% disagreed and 30% strongly disagreed that they have difficulties while working with peers on group speaking activities.

**Interpretation:** The results of the survey once again indicate the positive effect of the thesis on learners since most of them do not find it difficult to work with peers on group speaking activities just a small group remained neutral indicating that they might not have experienced as many group activities before as the other students. Incidentally, a small part agreed that they have difficulties which highlights that not all learners perceive the activities the same way and that learning must be a more varied process.

**4. I consider that collaborative activities help me to improve my speaking skills.**

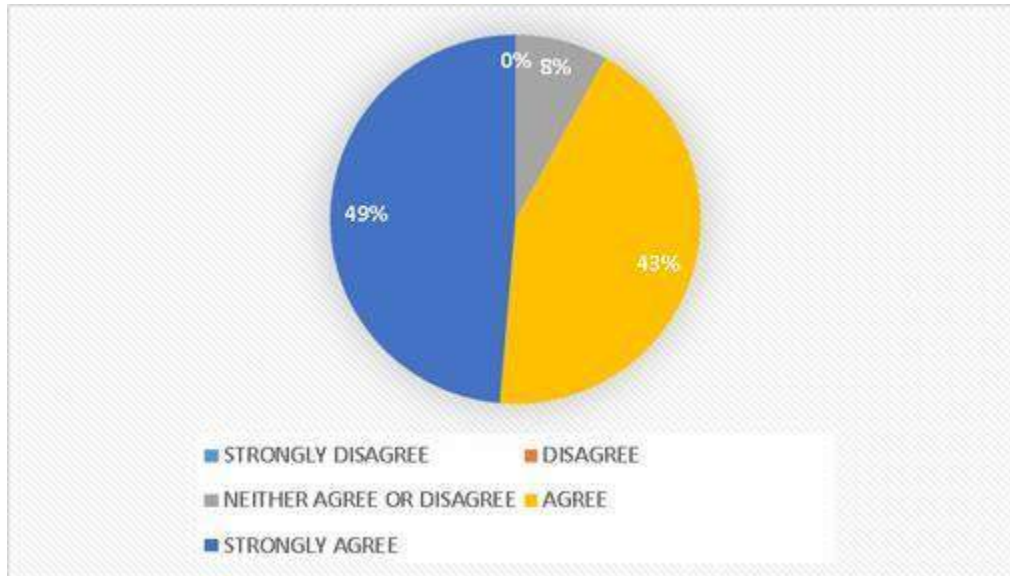
**TABLE N° 4 Students consider that collaborative activities help me to improve my speaking skills.**

<b>OPTIONS</b>	<b>STRONG LY</b>	<b>DISAGR R</b>	<b>NEITHE R</b>	<b>AGREE</b>	<b>STRONG LY</b>	<b>TOTAL</b>
<b>QUANTITY</b>	0	0	3	16	18	37
<b>PERCENTAG</b>	0%	0%	8%	43%	49%	100%

**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 4 Students consider that collaborative activities help me to improve my speaking skills.**



**Source:** TABLE N°4

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 49% strongly agreed, 43% agreed, 8% neither agreed nor disagreed, 0% disagreed, and 0% strongly disagreed that collaborative activities help them to improve their speaking skills.

**Interpretation:** According to the data collected on the survey students find collaborative activities helpful in the process of improving their speaking skill, as most of them agreed, indicating that they consider these activities to be effective in developing their oral capacities. A small part remained neutral, and no one disagreed, which highlights the positive perception that the participants have regarding the idea of working together to train and improve their skills.

**5. I find the idea of working on speaking activities with pronunciation training appealing.**

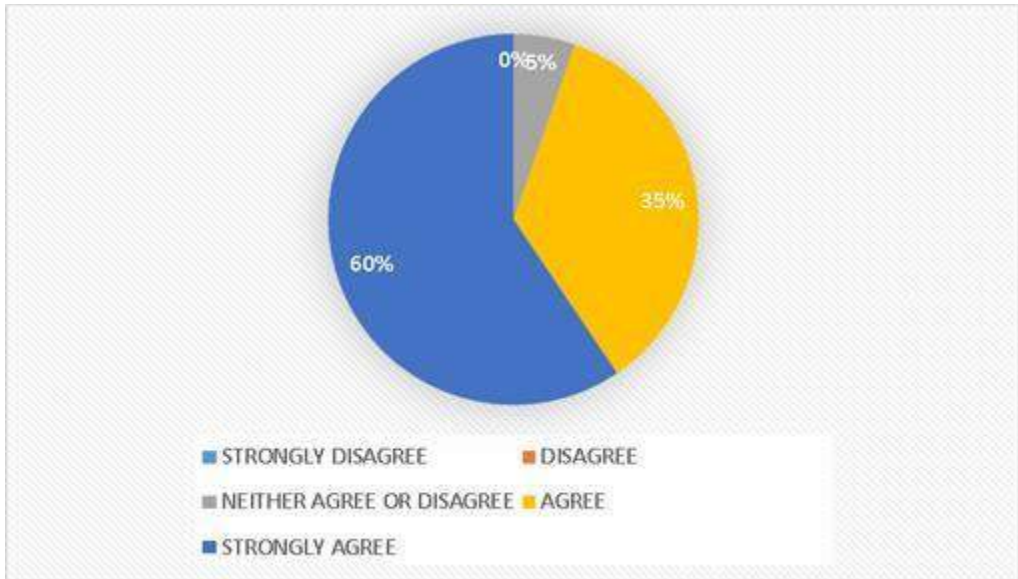
**TABLE N° 5 Students find the idea of working on speaking activities with pronunciation training appealing.**

OPTIONS	STRONGLY LY	DISAGR R	NEITHE R	AGREE	STRONG LY	TOTAL
QUANTITY	0	0	2	13	22	37
PERCENTAG	0%	0%	5%	35%	59%	100%

**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 5 Students find the idea of working on speaking activities with pronunciation training appealing.**



**Source:** TABLE N°5

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 59% strongly agreed, 35% agreed, 5% neither agreed nor disagreed, 0% disagreed, and 0% strongly disagreed that the idea of working on speaking activities with pronunciation training appealing.

**Interpretation:** The survey results collected show that the participants in a great majority do find the idea of working on their oral capacities with pronunciation training appealing. Once again, only a small part of them remained neutral, and regarding disagreement, there was not a single student that opposed, in contrast to the pre-survey int which some opposition could be found.

**6. I have difficulties while working on speaking activities with pronunciation training.**

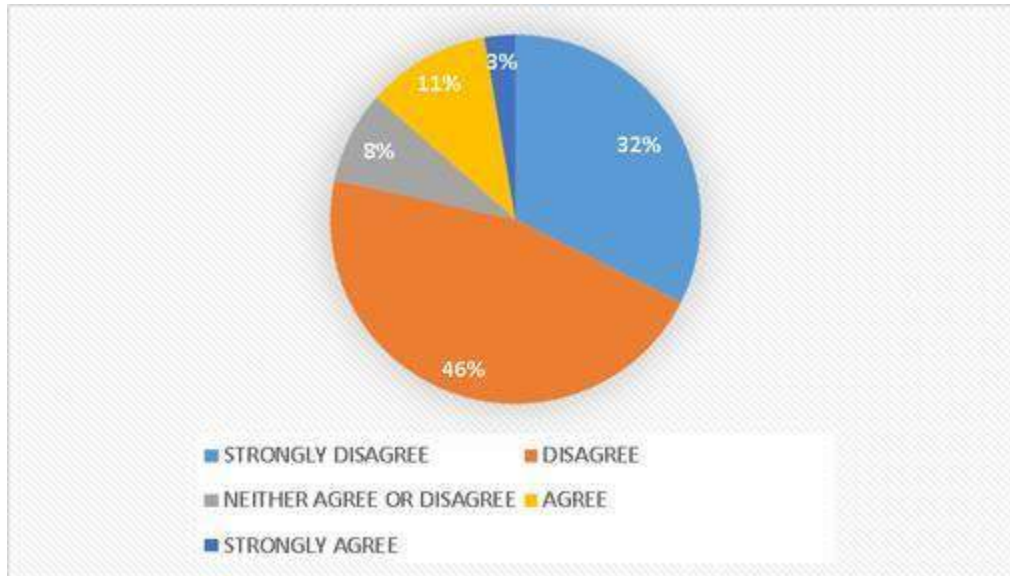
**TABLE N° 6 Students have difficulties while working on speaking activities with pronunciation training.**

<b>OPTIONS</b>	<b>STRONGLY DISAGRE</b>	<b>DISAGRE E</b>	<b>NEITHER AGREE OR</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>	<b>TOTAL</b>
<b>QUANTITY</b>	12	17	3	4	1	37
<b>PERCENTAGE</b>	32%	46%	8%	11%	3%	100%

**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 6 Students have difficulties while working on speaking activities with pronunciation training.**



**Source:** TABLE N°6

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 3% strongly agreed, 11% agreed, 8% neither agreed nor disagreed, 46% disagreed, 32% strongly disagreed that students have difficulties while working on speaking activities with pronunciation training.

**Interpretation:** According to the post-survey most of the students do not find it difficult to work on their speaking skills when they apply pronunciation training. Nonetheless, a very small portion expressed the opposed. Despite that, there is a small group that remained neutral which means that these learners, even after the application of the thesis, still lack enough criteria to deduce if they face difficulties or not. Overall, the positive impact is evident, and it is shown in the data collected

**7. I consider that gamification activities help me to improve my speaking skills.**

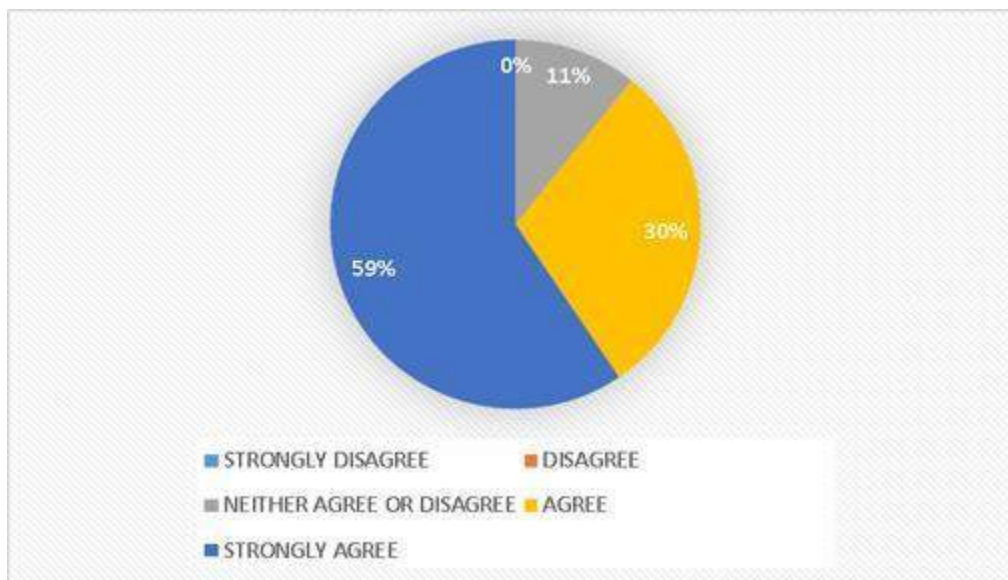
**TABLE N° 7 Students consider that gamification activities help them to improve their speaking skills.**

OPTIONS	STRONG LY	DISAGR R	NEITHE R	AGREE	STRONG LY	TOTAL
QUANTITY	0	0	4	11	22	37
PERCENTAG	0%	0%	11%	30%	59%	100%

**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 7 Students consider that gamification activities help them to improve their speaking skills.**



**Source:** TABLE N°7

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 59% strongly agreed, 30% agreed, 11% neither agreed nor disagreed, 0% disagreed, and 0% strongly disagreed that they consider that gamification activities help them to improve their speaking skills.

**Interpretation:** The information collected from the survey indicates a very positive response regarding the use of gamification activities for improving speaking skills, since most of the participants strongly agreed or agreed with this idea and none disagreed. Basically, after the application of the thesis, they consider these activities to be an efficient way to improve oral capacity. Just a small part remained neutral showing that some learners might still want to experiment with other strategies.

**8. I find the idea of working on speaking activities with gamification appealing.**

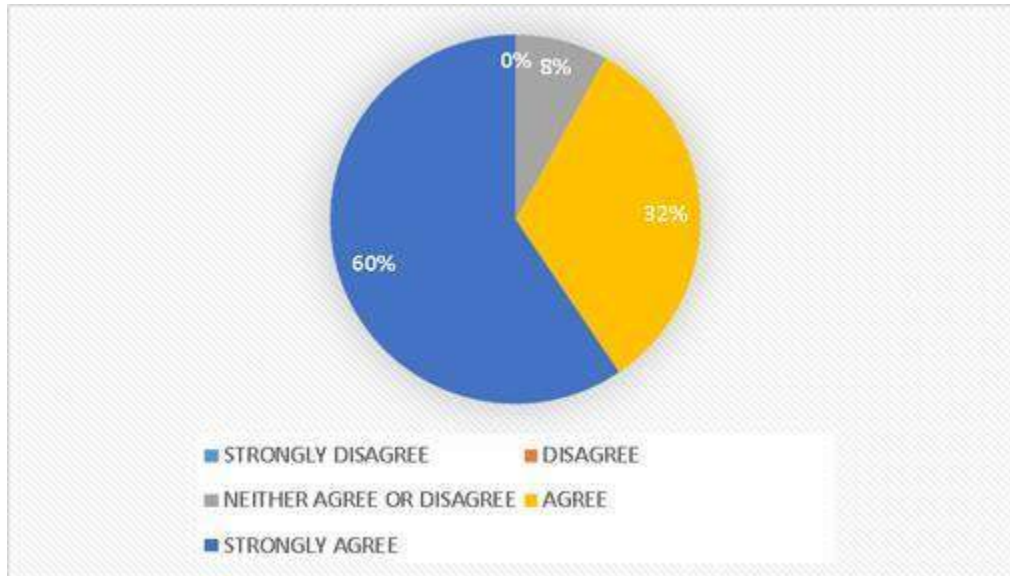
**TABLE N° 8 Students find the idea of working on speaking activities with gamification appealing.**

<b>OPTIONS</b>	<b>STRONG LY</b>	<b>DISAGR R</b>	<b>NEITHE R</b>	<b>AGREE</b>	<b>STRONG LY</b>	<b>TOTAL</b>
<b>QUANTITY</b>	0	0	3	12	22	37
<b>PERCENTAG</b>	0%	0%	8%	32%	59%	100%

**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 8 Students find the idea of working on speaking activities with gamification appealing.**



**Source:** TABLE N°8

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 59% strongly agreed, 32% agreed, 8% neither agreed nor disagreed, 0% disagreed, and 0% strongly disagreed that they find the idea of working on speaking activities with gamification appealing.

**Interpretation:** A strong preference for practicing speaking skills with gamification was found in the result of the survey. Thus, most of the participants recognize its value. Furthermore, the absence of disagreement regarding this strategy highlights its effectiveness. Nevertheless, some learners remained neutral; however, they did not express disagreement, which once again proves that learners, in general appreciate the idea of developing speaking skills through gamification.

**9. I have difficulties while working on speaking activities with gamification.**

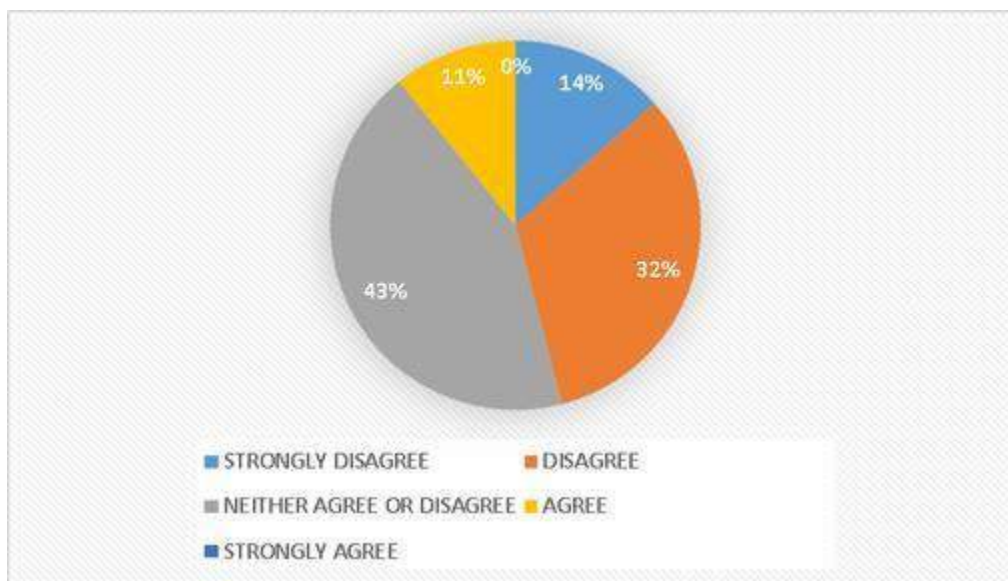
**TABLE N° 9 Students have difficulties while working on speaking activities with gamification.**

OPTIONS	STRONGLY LY	DISAGR	NEITHE R	AGREE	STRONG LY	TOTAL
QUANTITY	5	12	16	4	0	37
PERCENTAG	14%	32%	43%	11%	0%	100%

**Source:** survey

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 9 Students have difficulties while working on speaking activities with gamification.**



**Source:** TABLE N°9

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 0% strongly agreed, 11% agreed, 43% neither agreed nor disagreed, 32% disagreed, and 14% strongly disagreed that they have difficulties while working on speaking activities with gamification.

**Interpretation:** The data collected in the post-survey indicates that most of the students do not experience major difficulties while participating in speaking activities with gamification, since only a small portion of the group mentioned having difficulties. In contrast, a notable number of

participants remained neutral which probably shows that there were some mixed experiences, so they were not able to choose if they had difficulties or not, resulting in uncertainty. Overall, the group response was more positive after the application of the thesis, indicating that gamification was effective in improving oral skills.

**10 Pronunciation training activities help me to improve my speaking skills.**

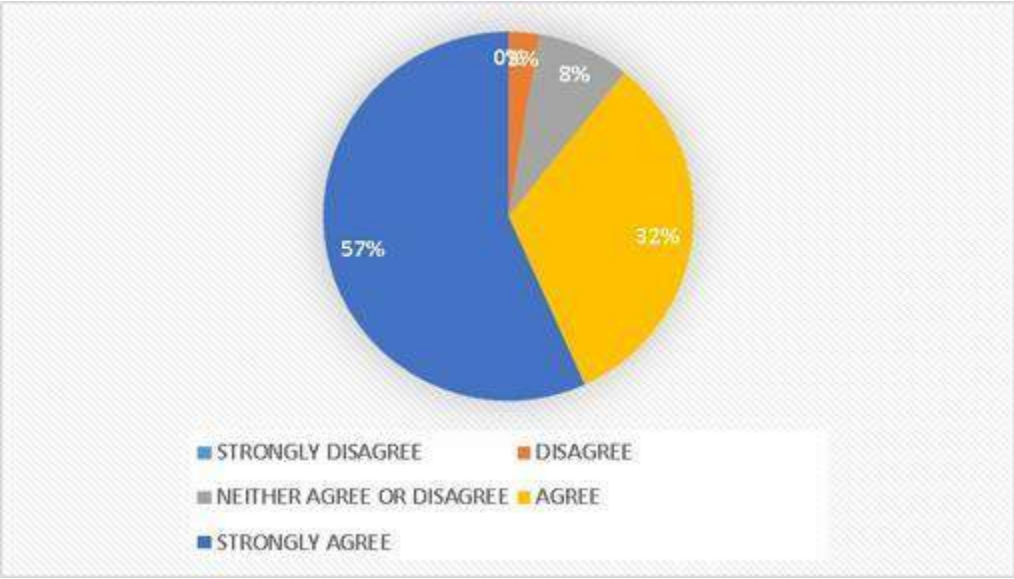
**TABLE N° 10 Pronunciation training activities help students to improve their speaking skills.**

OPTIONS	STRONGLY LY	DISAGR	NEITHE R	AGREE	STRONG LY	TOTAL
QUANTITY	0	1	3	12	21	37
PERCENTAG	0%	3%	8%	32%	57%	100%

Source: survey

Done by: Ana Garcia and Kevin Aguiar (2025)

**Statistical Graph N° 10 Pronunciation training activities help students to improve their speaking skills.**



**Source:** TABLE N°10

**Done by:** Ana Garcia and Kevin Aguiar (2025)

**Analysis:** From the 100% of the students surveyed, 57% strongly agreed, 32% agreed, 8% neither agreed nor disagreed, 3% disagreed and 0% strongly disagreed that pronunciation training activities help students to improve their speaking skills.

**Interpretation:** The results collected show that most of the participants agreed that the idea of using pronunciation training to improve speaking skills is helpful, and this suggests that the activities applied were perceived as beneficial and effective. Nonetheless, some participants remained neutral, and some others disagreed, which indicates that they could have had mixed experiences. All in all, most of the participants appreciated the use of pronunciation training as they recognized its value during the application of the activities.

## **Conclusions**

The implementation of the integrated strategies such as gamification, pronunciation training, and collaborative activities can help A1 EFL learners to become more proficient speakers. By combining these, the class can be transformed into a more encouraging and stimulating space; furthermore, it provided great support to overcome typical obstacles when trying to speak, which are hesitation, poor pronunciation and insecurity. Hence, from the pre and post speaking tests results, it could be shown an improvement on the student's speaking skills. The process of selecting the right methodological strategies was guided by both research and student preferences. Studies emphasize that young learners engage more when activities are interactive and student-centered, which aligns perfectly with gamification, pronunciation training, and collaboration.

The implementation of these methods led to a noticeable increase in student participation and enthusiasm. Gamification made speaking practice more enjoyable and less intimidating, pronunciation training helped students become more aware of how they articulate words, and collaborative activities provided a comfortable environment for peer learning. The post-survey results showed the insights of students' thoughts, showing fewer negative feelings and more expressed confidence and enjoyment in speaking activities.

Finally, the overall effectiveness of these strategies was confirmed through pre- and post-tests, as well as student feedback; the increase in test scores, along with a more positive attitude toward speaking, proves that these methodologies had a meaningful impact on students' learning experiences. While some learners still faced minor challenges, the progress achieved demonstrates the value of incorporating interactive and structured speaking strategies in A1 EFL classrooms.

## **Recommendations**

Regarding the findings of the current study, it is recommended that EFL teachers continue incorporating the strategies of gamification, pronunciation training, and collaborative learning for the A1 speaking classes. For future applications of these methodologies' investigators should focus more on adapting activities to different classroom settings, ensuring that all students of different learning styles or pace can benefit from interactive and structured speaking practice.

To enhance the practical use of these results, it is recommended to design a structure framework for implementing these strategies across different language levels. While this study focused on A1 learners, future research could explore how these methodologies impact students at A2 and beyond, identifying potential adaptations for progressively complex speaking tasks. These tactics should also be included in teacher preparation programs as to give teachers the resources to put the activities in practice.

Even though the study was effective in displaying improvements in speaking abilities, future research should address some of its drawbacks. Because the study was limited to three months, it was vital to look at how these tactics affected fluency and retention over the long run. Future studies should also examine how individual learner characteristics, such motivation and personality factors, affect how successful these techniques are. The impact of these tactics might be better understood by broadening the research to include a comparison examination between other age groups or cultural situations.

Finally, for broader application, it is recommended that educational institutions consider integrating these methodologies into their curriculum guidelines. By doing this, schools can ensure a more consistent approach to speaking development in EFL classrooms which is one of the most troublesome to do. Further studies could explore how technology-enhanced gamification and AI-driven pronunciation tools can complement traditional classroom techniques, opening new avenues for effective language learning as well.

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## APENDIX 1

### SURVEY FOR STUDENTS

#### Survey about methodological strategies:

1	Do you think the use of methodological strategies such as gamification, pronunciation training or collaboration is important to practice speaking?				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
2	I find the idea of working on speaking activities in groups appealing.				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
3	I have difficulties while working with peers on grupal speaking activities.				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
4	I consider that collaborative activities help me to improve my speaking skills.				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
5	I find the idea of working on speaking activities with pronunciation training appealing.				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
6	I have difficulties while working on speaking activities with pronunciation training.				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
7	I consider that gamification activities help me to improve my speaking skills.				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
8	I find the idea of working on speaking activities with gamification appealing.				

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
9	I have difficulties while working on speaking activities with gamification.				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
10	Pronunciation training activities help me to improve my speaking skills.				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

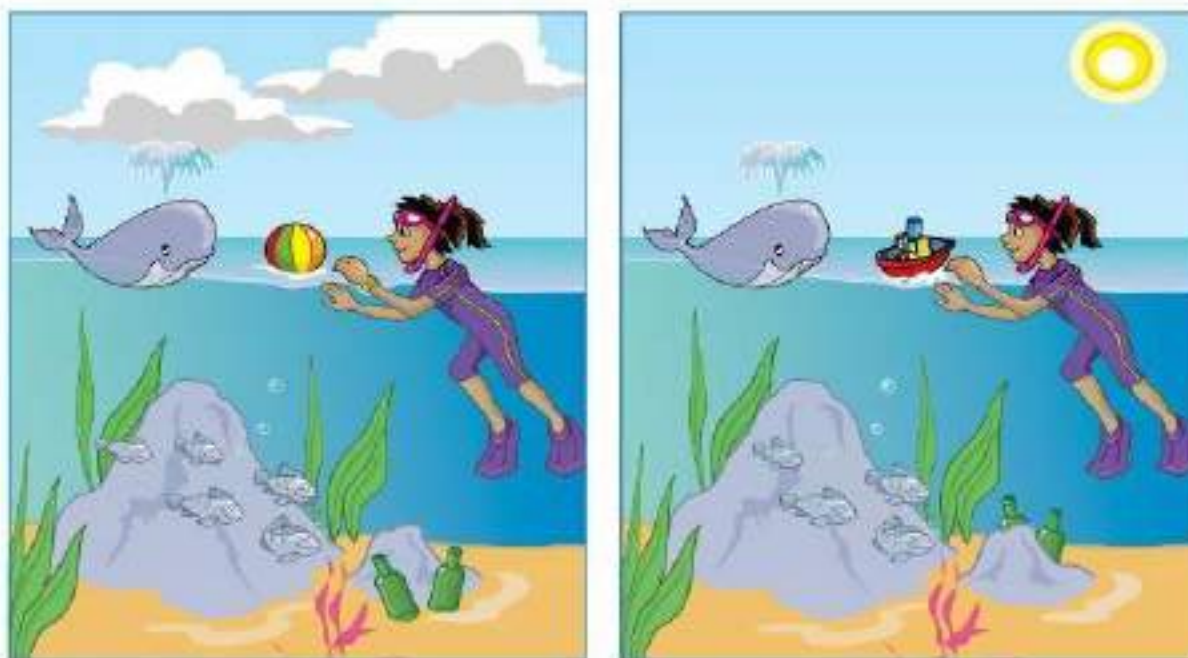
## APENDIX 2

### SPEAKING MOVERS TEST PART

How many differences can you find? overs: Speaking part

#### Section1: State the differences

Look at the two pictures.



MOVERS SPEAKING. Find the Differences

#### Section2: Answer personal questions (Example of questions.)

1. How many people are there in your family?
2. What's the name of your best friend?
3. What's your favorite lesson at school?
4. What are your hobbies?
5. What do you have for breakfast?
6. What do you have for lunch?
7. How many brothers and sisters have you got?
8. What do you like doing at the weekend?
9. What did you do last Saturday morning?

## APPENDIX 3: Speaking Rubric

### A1 SPEAKING RUBRIC

A1	Grammar	Vocabulary	Pronunciation	Fluency	Interaction
	Control Extent Cohesion	Range	Individual sounds Prosody	Promptness	Receptivity/Responding Support/required
<b>5</b>	Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.	Uses the vocabulary required to deal with all test tasks.	Is mostly intelligible.	Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.	Responds appropriately to instructions, questions and visual prompts, and very little support is required.
	Can join ideas with some simple linkers (e.g. and, but, then, when).	Responds at word, phrase or longer utterance level.	Has limited control of word stress and intonation.		Is able to ask for support if required.
<b>4</b>	<i>Performance shares features of bands 3 and 5</i>				
<b>4</b>	Produces some simple structures but makes some basic mistakes which may obscure meaning.	Uses the vocabulary required to deal with most test tasks.	Is mostly intelligible, although some sounds may be unclear.	Often responds promptly, although there may be hesitation and pausing mid-utterance.	Responds appropriately to instructions, questions and visual prompts, although some support is required.
	Can join ideas with a few simple linkers (e.g. and).	Generally responds at word or phrase level but may also produce some longer utterances.	Has limited control of word stress.		Is able to ask for support if required.
<b>3</b>	<i>Performance shares features of bands 1 and 3</i>				
<b>3</b>	Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.	Uses the vocabulary required to attempt some test tasks.	Sometimes may be difficult to understand.	There is hesitation and pausing mid-utterance; responses may be delayed or halting.	Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required.
	Can join words with simple linkers (e.g. and).	Generally responds at word level but may also produce phrases.			May attempt to ask for support if required.
<b>2</b>	<i>Performance does not satisfy the band 1 descriptors.</i>				

Source: 157180-starters-movers-and-flyers-handbook-for-teachers-2018

#### APPENDIX 4: Validations of the measurement instruments

**TITLE OF RESEARCH:** Methodological strategies in the effective enhancement of the speaking skill for A1 learners in an EFL environment

**AUTHOR(S):** García Ana Milena, Aguiar Kevin

**VARIABLE:** Methodological strategies (Independent Variable)

N	VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
1	Pronunciation training - Articulation - Tone - Fluency							.....
2	Gamification - Oral expression motivation - Trustworthy environment suitable for oral expression - Error as part of the learning process							
3	Collaborative learning - Teamwork - Peer to peer interaction							

**Comments** (specify if there is sufficiency):

**Assessment of applicability:**    **Applicable** [x]    **Applicable after correction** [ ] **Not applicable** [ ]

] **Validator's full names.** Dr/ MSc: DIANA CAROLINA EGAS HERRERA                      **I.D.:** 0926382045

**Validator's area of expertise:** Master in Pedagogy of the National and Foreign Languages with Emphasis in Teaching English.

<sup>1</sup>**Pertinence:**The item corresponds to the theoretical concept declared..

<sup>2</sup>**Relevance:** The item is appropriated to represent the componentdeclared in the specific dimensions of the variable.

<sup>3</sup>**Accuracy:** The item is understandable, concise, direct and clear

**Note:** Applicable means when all items established are enough to measure the dimensions.

**TITLE OF RESEARCH:** Methodological strategies in the effective enhancement of the speaking skill for A1 learners in an EFL environment

**AUTHOR(S):** García Ana Milena, Aguiar Kevin

**VARIABLE:** Speaking skill (Dependent Variable)

N	VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
1	Discourse management - Vocabulary - Pronunciation - Fluency							.....
2	Communicative sentence - Syntax - Logical speech							

**Comments** (specify if there is sufficiency):

---

**Assessment of applicability:**    **Applicable [x]**            **Applicable after correction [ ]**            **Not**

**applicable [ ]** **Validator's full names.** Dr/ MSc: DIANA CAROLINA EGAS HERRERA            **I.D.:**

**0926382045**

**Validator's area of expertise:** Master in Pedagogy of the National and Foreign Languages with Emphasis in Teaching English


<sup>1</sup>**Pertinence:**The item corresponds to the theoretical concept declared..

<sup>2</sup>**Relevance:** The item is appropriated to represent the component declared in the specific dimensions of the variable.

<sup>3</sup>**Accuracy:** The item is understandable, concise, direct and clear.

**Note:** Applicable means when all items established are enough to measure the dimensions.

## APPENDIX 5: Example of consent permission signed by parents



### FORMULARIO DE CONSENTIMIENTO

RESEARCH: Methodological strategies in the effective enhancement of the speaking skill for A1 learners in an EFL environment.

**MAESTRIA EN PEDAGOGIA DEL INGLÉS COMO LENGUA EXTRANJERA**

El objetivo de este proyecto de investigación es aplicar estrategias metodológicas en el salón de clases e identificar la efectividad de la misma en la mejora de las habilidades orales de los estudiantes A1. Para ello se van a llevar a cabo múltiples actividades de aprendizaje y también procesos de evaluación para recopilar y cuantificar los resultados

Yo Dennia Paola Sevilla Lasso (representante), acepto la participación de mi hijo/a Mer Adrian Jaramillo Sevilla estudiante de Séptimo año paralelo "D" en el proyecto de investigación titulado **Methodological strategies in the effective enhancement of the speaking skill for A1 learners in an EFL environment**, realizado por Lic. Ana Milena Garcia Uquillas e Ing. Kevin Omar Aguilar Arguello, quienes han discutido el proyecto de investigación conmigo.

Doy mi consentimiento para que mi hijo/a participe en el Proyecto de investigación y se me ha explicado lo siguiente:

- La participación de mi hijo es completamente voluntaria.
- Mi derecho a retirar a mi hijo/a del estudio en cualquier momento sin ninguna implicación para mí.
- Los riesgos incluyendo cualquier posible inconveniente, incomodidad o daño debido a la participación de mi hijo/a en el Proyecto de investigación.
- Las medidas que se han adoptado para minimizar los posibles riesgos.
- Lo que se espera y se me exige que haga.
- A quién debo contactar para cualquier queja con la investigación o la realización de la investigación.
- Seguridad y confidencialidad de mi información personal y la de mi hijo.

Además, doy mi consentimiento para:

- Grabación audiovisual de cualquier parte o de todas las actividades de investigación (si corresponde)
- Publicación de los resultados de este estudio bajo la condición de que mi identidad y la de mi hijo/a no sean reveladas.

Nombre: Dennia Paola Sevilla Lasso

Firma: 