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METHODOLOGICAL STRATEGIES TO ENGAGE A2 STUDENTS IN ORAL
COMMUNICATION

MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

RESEARCH WORK PRESENTED TO OBTAIN THE ACADEMIC TITLE OF
MAGISTER IN PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE

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DEDICATORY

I dedicate this to the little girl who wanted to be a brilliant professional. The one who became a woman who has struggled, but never quit, myself.

To my sisters, to be their example and light.

To my parents, to be their pride and eternal love.

To God, for being her blessed daughter.

Viviana Briones

DEDICATORY

I would like to dedicate this aim to the three important women in my family, my mom Rosa who has been all in my life because she has given me the whole sweetness, love and pieces of advice to afford the difficult situations in the life. To my sister Ingrid who is living in another country however she has been present for me always and my daughter who is involved and encouraged for being the best example for her. Also, the rest of my family, my brothers, my husband and my daddy who imparted me that it is necessary to have strength and discipline to obtain our dreams.

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RESUMEN

La falta de habilidades para hablar inglés y la renuencia a practicarlo en los estudiantes representan uno de los desafíos más significativos para una comunicación efectiva y la adquisición del idioma en las aulas ecuatorianas. Esta investigación busca identificar e implementar estrategias metodológicas efectivas para involucrar a los estudiantes en la comunicación oral y mejorar su dominio del inglés. Se aplicó un enfoque de métodos mixtos, combinando la recopilación y análisis de datos cuantitativos y cualitativos. Se recolectaron datos cuantitativos a través de pruebas iniciales y finales para medir las habilidades de comunicación oral. Por otro lado, se obtuvieron datos cualitativos mediante la observación de clases y entrevistas para identificar las causas de los problemas y las posibles soluciones. Los resultados muestran que las estrategias implementadas involucraron a los estudiantes en la comunicación oral y mejoraron sus habilidades para hablar inglés de manera exitosa. Los alumnos demostraron un aumento significativo en su fluidez, precisión y confianza en su expresión oral. Los enfoques sugeridos incluyen la creación de un ambiente de aula solidario y motivador, proporcionando oportunidades de práctica en diferentes escenarios, utilizando material auténtico en situaciones reales, incorporando intervenciones individuales y cara a cara, y ofreciendo retroalimentación personalizada. Esta investigación enfatiza la importancia de implementar estrategias metodológicas efectivas para abordar la insuficiencia de habilidades en el habla inglesa en el aula. Al crear un entorno de aprendizaje positivo y cómodo, ofrecer diversas oportunidades de práctica y brindar retroalimentación amable y efectiva, los educadores pueden mejorar sustancialmente las competencias de comunicación oral de los estudiantes. Además de la participación de los estudiantes, el compromiso de los docentes juega un papel fundamental en la vida escolar de sus alumnos.

Palabras claves: aprendizaje del idioma inglés, comunicación oral, estrategias metodológicas, compromiso en el aula, competencia lingüística.

ABSTRACT

The lack of English-speaking skills and the refusal to practice it in students represents one of the most significant challenges for effective communication and acquisition of the language in Ecuadorian classrooms. This research seeks to identify and implement effective methodological strategies to engage students in oral communication and enhance their English language proficiency. A combination of quantitative and qualitative data collection and analysis was applied to form a mixed-methods approach. Quantitative data was gathered thanks to the diagnostic test and pre- and post-tests to measure oral communication skills. On the other hand, qualitative data was obtained through an interview to identify the satisfaction of the students after the intervention. The results show that the implemented strategies engaged students in oral communication and improved their English-speaking skills in a successful way. Pupils demonstrated a significant increase in their fluency, accuracy, and confidence in their oral output. The suggested approaches include creating a supportive and encouraging classroom environment, providing opportunities for practice in different scenarios, applying realia, using authentic materials in everyday real situations, incorporating face to face and individual interventions, and providing personalized feedback. This research emphasizes the importance of implementing effective methodological strategies to address the inadequacy of English-speaking skills in the classroom. By creating a positive and comfortable learning environment, offering unusual ways of practice opportunities, giving friendly and effective feedback, educators can improve students' oral communication proficiencies. Besides students' engagement, teachers' commitment plays a fundamental role in their pupils' scholar lives.

Keywords: English language learning, oral communication, methodological strategies, classroom engagement, language proficiency.

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INTRODUCTION

Description of the general background and analysis of the situation that justifies the presentation of the proposal.

In contemporary education, the pursuit of effective language acquisition has shifted its focus from traditional rote memorization to an engaging, interactive process that mirrors real-life communication scenarios. Language learning is not just about mastering grammatical rules. The English speaking in a classroom represents one of the biggest fears students face in their lives. Bhagwani Hemnani (2023), showed that this method has been immensely criticized for its lack of emphasis on oral communication and its overemphasis on grammar rules and translation. This approach is considered outdated and ineffective by many language teaching professionals today.

Communication is the foundation of all human interaction, allowing individuals to fulfill basic and complex needs in life (Adler et al., 2023). The speaking ability allows humans to share thoughts and emotions for various purposes and conditions. In all language acquisition scenarios, speaking involves errors that are necessary for success. The ability to speak is the main and most efficient communication technique (Sudarmo, 2021). Rao(2019), presented that speaking is the most difficult skill to learn or improve.

The most awkward thing for second or foreign language learners is to produce sentences without learning the grammatical structures and without having adequate knowledge of the appropriate vocabulary. This idea shows the importance of communication skills. These reasons have allowed us to improve the strategies that teachers use in the classroom. Teachers have presented strategies to understand that this is a process that can be slower for some students than for others. Teachers' strategies to find the different learning styles, since not all students have the same ways of learning.

Description of the problem to be investigated and the elements that justify the problem.

This research project is based on the need to develop teachers' strategies to improve speaking skills in oral communication in students, such as: creating engaging activities that create a safe environment. Safe environments can make them feel comfortable while learning and gaining better skills despite all the situations that hold them back. Lack of confidence, tense classroom environment, and limited vocabulary could be reasons to avoid trying to participate in class. Demotivation, rude comments, and anxiety are also considered obstacles in the communicative process. Speaking English in a classroom represents one of the biggest challenges students face in their lives.

On the other hand, students considered that they had lost two years in practicing English conversation due to the pandemic caused by COVID 19. Teachers only taught grammar rules and did not take into consideration the practice of spoken activities. In addition, parents' commitment at home regarding learning this subject is reduced and the children have other extracurricular activities. Students in the Ecuadorian context does not have enough opportunities to practice at home or streets due Spanish is the native language. Therefore, the resulting panorama is that the motivation and improvement depend mostly on the teachers and the methodological strategies they can employ to engage A2 students in oral communication.

Problem Statement

Öztürk and Öztürk (2021) pointed out that classroom participation and the use of correct methodological strategies minimize anxiety and nervous in students. Some of the problems faced are age, gender, social status, and diverse abilities. Few opportunities to practice are another challenge in learning acquisition. Little interest in learning a new language is another impact in the oral communicative process. Based on this statement and due to the problem, the question was evaluated: What methodological strategies involve students in oral communication at Unidad Educativa Alborada?

Precision of the research topic

The title of this investigation “Methodological strategies to engage A2 students in oral communication” is aligned with the research lines and it is meaningful in the context of improving the communicative skills, established by Universidad Bolivariana del Ecuador due to it is directed to a specific aspect of oral communication, such as, conversation skills, speaking in public, pronunciation, and intonation.

Description of the research project

The research object of this study is to find effective methodological strategies that teachers can use to engage students in the oral communicative process. It is focused on the main job of teachers and the obtained results through the analysis of students and their levels, learning styles, and backgrounds and based on that, design and develop classroom activities and homework that do not involve technology due to the difficulties presented by some students regarding connection. Then, to improve our students' speaking skills and work on their self-confidence they need to start breaking the ice and speaking English in the classroom or outside of it.

Research Aim

To evaluate the impact of the methodological strategies on students' engagement in oral communication on 10th grade students at U.E Alborada.

Specific research objectives

To assess the initial situation of the students through a diagnostic test.

To evaluate the effectiveness of methodological strategies for engaging students in oral communication through pretest and posttest.

To determine how the application of methodological strategies impacts A2 students' motivation and engagement in learning English by using the interview.

Description of the conceptual and operational categories

Independent variable: Methodological strategies

Uyun (2022) mentioned that strategies applied in the classroom aim to be interesting and appropriate for the students. Their purpose is to identify learners' learning goals, materials, language attitudes, expectations, and learning habits to design effective strategies. They include games, role-play, debate, conversation, discussion, presentation and so on. As a result, students can then be very satisfied when all of them are fully involved in the process of learning. Then the teacher can properly set activities and provide meaningful and useful feedback.

Dependent variable: Oral communication

Prabavathi and Nagasubramani (2018), indicated that oral communication is to transfer information from sender to receiver. It may be by means of non-verbal, through body language and tone modulations. In oral communication, it is important to ensure that the words are framed properly and are delivered in the right pitch and tone. Clarity, brevity and precision are mandatory characteristics of an effective oral communication system. It is crucial to establish eye contact and to modulate body language.

Description of the research approaches and methodologies to be used.

The approaches to be used in this research are mixed methods based on the purpose of the study and the nature of the research question aiming to provide a better understanding of the subject.

Description of the research instruments.

The research instruments used for the research was an interview which is qualitative. The interview was useful to obtain information about the satisfaction of the students regarding the strategies applied by the teachers in the classroom and their effectiveness. Otherwise, to determine the level of the students, they worked on a Cambridge online test. A pre-test and a post-test were used to represent the quantitative method.

Description of the beneficiaries of the proposal

The beneficiaries are a group of 24 students between 15 and 16 years old, students from Unidad Educativa Alborada. This is a private school located in Milagro, Guayas. It was founded on August 28, 1974. This school has 560 students who attend the morning schedule. These students have 3 hours of English class weekly. Besides English, they attend Social Studies in English, which represents 3 more class hours.

Description of the research context

This research proposal was applied to tenth grade students from Unidad Educativa Alborada. They have attended the same classes throughout their school life. Most of them showed a rejection to interact in English. Some students thank the help of the teacher to improve their English skills. Another group do not seem to be interested in improving their speaking skills and continuing a conversation in English.

Description of the practical contributions of the proposal, its importance, and its social need.

The purpose of this research is to show the importance of the use of strategies and didactic activities in the class. This proposal focusses on the necessity of a confident and high self-esteemed environment. It also contributes to the professional development of the educator. It builds a good rapport in the classroom. It can be said that the main purpose of this analysis is to encourage students to get involved in the speaking process without forgetting the possible mistakes that will be done.

Description of the contents of each chapter

This study used tests and an interview to analyze the impact of methodological strategies to engage students in oral communication.

Introduction: It establishes the context for the research by offering background information on the topic. It addresses the research question or hypothesis, emphasizing the importance of the study. Additionally, it provides a brief overview of the methodology employed for data collection.

Chapter I - Literature Review: It lays the preliminary work by defining methodological strategies (independent variable) and oral communication (dependent variable). This comprehensive overview provides a clear picture of the research topic.

Chapter II - Research Methodology: The methodology chapter acts as the blueprint for the research, detailing the chosen mixed approach, data collection methods (diagnostic, pretest, posttest, and interview), and analysis plan. It acknowledges ethical considerations and limitations, strengthening the research's credibility.

Chapter III - Data Analysis and Results: This chapter examines data from interview as well as pretest and posttest results to evaluate student progress through engaging methodological strategies. The results were presented visually, and improvement percentages were calculated. Limitations were addressed.

Conclusion and Recommendations: the research is summarized, and the key findings are interpreted. Here, future directions are suggested and any methodological limitations encountered are acknowledged.

CHAPTER I

THE THEORETICAL FRAMEWORK

1.1 Research Background

Mastering English as a Foreign Language (EFL) has become a global necessity in both educational and professional contexts, driven by the increasing demand for English communication skills in international opportunities. Numerous studies have highlighted that the main challenge in EFL teaching lies in developing effective oral competencies among students. According to Khasawneh (2023), speaking is the most difficult skill to acquire in a foreign language, and students often face barriers such as a lack of confidence, limited practice opportunities, and teaching methods focused primarily on grammar. This traditional approach has been criticized for not sufficiently fostering the fluency and spontaneity required for real-life communication (Alnoori, 2021).

Recent research has shown that interaction-based learning and the use of active methodologies are key to improving oral skills in EFL. Ndawo (2022), argue that continuous oral communication practice in authentic contexts, such as debates, simulations, and collaborative activities, is crucial for developing students' fluency and confidence. Additionally, interactive learning allows for greater language exposure in real-life situations, facilitating the acquisition of communication competencies in a more natural and effective manner (Maspul, 2024). As language teaching shifts toward more dynamic, student-centered methods, it becomes indispensable to implement methodological strategies that not only focus on grammatical accuracy but also encourage practical language use.

Soto et al. (2024), emphasize that classroom-based motivational strategies and interactive methodologies are crucial for increasing student engagement in language learning. Activities such as role-playing and group projects provide students with opportunities to use the language in dynamic and collaborative ways, fostering more active participation. These strategies have been shown to promote a deeper involvement in the learning process, helping students develop oral communication skills more effectively.

Similarly, Munawarah et al. (2024), highlights the effectiveness of using games, debates, and oral presentations as part of language instruction. These activities not only improve students' fluency but also increase their confidence by providing meaningful opportunities to practice speaking in authentic contexts. Through this approach, students are encouraged to engage more readily in oral communication tasks. In addition, Toma (2022) discusses the benefits of using authentic materials, such as articles, videos, or real-life simulations, in language teaching. She argues that these resources help students connect their learning to everyday experiences, making the acquisition of oral skills more relevant and natural. By incorporating authentic content into lessons, educators can create more engaging learning environments that motivate students to practice speaking in real-world situations. Abdullayeva (2023), asserts that developing oral communication skills in a foreign language requires more than just learning vocabulary and grammar; students need regular opportunities to practice organizing and expressing their ideas in meaningful conversations. Her research shows that guided conversation activities, where students are encouraged to speak freely in a structured environment, significantly improve their fluency and coherence in oral expression.

Sallang and Ling (2019), underscore the importance of immediate feedback in enhancing oral communication. Their study found that students who receive real-time corrections and constructive feedback during speaking activities make faster and more substantial progress in accuracy and confidence than those who receive delayed or less frequent feedback. This reinforces the idea that active engagement with language, combined with continuous feedback, is key to improving oral proficiency.

Furthermore, Saavedra Ortiz et al. (2023) highlight the effectiveness of interactive activities such as debates, discussions, and presentations in overcoming students' reluctance to speak. These activities provide students with real-world scenarios that push them to use English in meaningful ways, thereby boosting their confidence and reducing anxiety associated with speaking in a second language. The integration of these methods helps students move from passive learners to active participants in their own language development.

1.2 Independent variable: Methodological strategies

1.2.1 Learning goals

Mentioning learning goals is essential for effective teaching, especially in second language acquisition. These goals reflect what students aim to achieve and guide teachers in their instructional strategies. When teachers clearly define their objectives and align classroom activities accordingly, they can better support students in their learning roles. Goal setting plays a vital role in motivation and is key to achieving desired outcomes in education. Additionally, effective communication of learning goals can enhance motivation, academic performance, and persistence in problem-solving.

Learning goal orientation is a commitment to ongoing development. It is rooted in the belief that individuals can enhance their abilities. It can be promoted by shared leadership. Here, every team member takes the initiative for self-improvement and developing their potential. Positive self-assessments are encouraged through active communication among colleagues and making efforts to overcome demanding situations (Ng, 2024).

1.2.2 Learning habits

It is the key to demonstrate that students are having success or failure in the learning process. Learning habits are the proof that learners have a clear perception about their academic success. Students and even parents participate in the academical habits thus homework or other activities because they let them to have a pervasive influence in their knowledge. Having habits needs to be considered as doing exercise for instance you will not desire to work hard to be fit, and after that, give up exercising and hope to stay always fit. Having this perspective in the learning process could be the key to follow learning habits and have success (Nicholl, 2023).

1.2.3 Desired achievements

Desired achievements are the value of obtaining what you have being requiring in one aspect of your life. They represent the final accomplishment of something despite the obstacles and discouragement that can carry with them. However, a remarkable meaning mentioned is a desire satisfaction where you can perceive or count all the achievements. Thanks to the achievements obtained, people desire

increasingly, it is useful for improving academic or personal aims. Also desired achievements are the result of that one person has overcome the insecure thus the biggest dilemma to not getting goals is the fear (Agustina et al., 2021).

1.2.4 Knowledge

Knowledge goes beyond simple trust; it represents a deeper familiarity with certain people, situations, or skills. Moreover, knowledge is often described as "justified true belief," meaning that it requires not only belief but also justification based on evidence or reasoning (Turri, 2016). This view emphasizes the fundamental role of evidence in transforming mere belief into knowledge. For example, when a person draws a conclusion, he or she must ensure that it is consistent with reality to make it convincing. The mental processes involved in the acquisition of knowledge-such as perception, memory, and reasoning-are fundamental for people to evaluate the certainty or uncertainty of what they know (Otero, 2024).

1.2.5 Skill

The term "skill" is defined as the capacity to perform tasks in a proficient manner, which is often developed through experience and intentional practice (Ericsson et al., 2018). It represents not only an understanding of how to perform an action, but also the capacity to do so in an efficient manner, often with a minimal expenditure of time and effort. Skills are a fundamental component of expertise, which is often conceived as the result of an elevated level of skill development in specific domains (Nagy et al., 2023). Moreover, skills are not fixed but rather evolve over time through repeated and intentional practice, with the aim of enhancing performance and attaining greater mastery (Schmidt & Lee, 2019).

In the context of learning, skill development is intricately linked to the concept of mastery learning, which posits that learners gradually improve their performance through feedback and correction (Darling-Hammond et al., 2019). This process underscores the significance of consistent practice and targeted training, which can facilitate the automatization of abilities that were previously reliant on conscious effort (Morandini et al., 2023). As learners become more proficient, their actions become more fluid and require less cognitive effort, a state often referred to as automaticity (Haith & Krakauer, 2018).

Furthermore, skills can be both physical and cognitive, with each type necessitating distinct forms of practice and feedback. For instance, motor skills, such as playing an instrument, demand consistent repetition to refine muscle memory, whereas cognitive skills, such as problem-solving, require abstract thinking and the capacity to apply knowledge in novel situations (Magallón et al., 2016). In conclusion, skill can be defined as the capacity to perform complex tasks and achieve challenging goals with increasing efficiency and effectiveness over time.

1.2.6 Language Attitudes

The term 'language attitudes' is used to describe the psychological responses, both positive and negative, that individuals may have towards a particular language, dialect or language speaker (Dragojevic, 2017). An attitude is frequently conceptualized as a sentiment or disposition towards an object, which can evoke either positive or negative reactions. In the context of language, these attitudes are shaped by a combination of cultural, social, and individual factors, which can exert a significant influence on language use and perception. On the one hand, attitudes towards language function as both inputs and outputs in a cycle of social influence, whereby societal views shape individual attitudes, which in turn reinforce or challenge social norms (Wei, 2017).

The study of language attitudes is a field that is explored across several academic disciplines, including sociolinguistics, psychology, and education. Each of these fields employs a different methodology to gain insight into how people feel about languages, accents, and the speakers of those languages (Rosiak, 2022). As proposed by Dragojevic et al. (2020), language attitudes can be classified into five interrelated research categories: documentation, explanation, development, consequences, and change. The term 'documentation' is used to describe the process of identifying and recording the prevailing attitudes towards specific languages or varieties. The objective of the explanation research line is to identify and examine the underlying reasons for these attitudes, considering social, historical, and psychological factors. The development of language attitudes is a process that is shaped by several factors, including education, media, and peer interactions. These attitudes can also have a significant impact on social outcomes, such as language

policies, educational opportunities, and interpersonal relationships. Finally, change in language attitudes can occur because of deliberate interventions, such as language awareness programs, or because of broader societal changes (Dragojevic et al., 2020).

Furthermore, language attitudes have practical implications in areas such as language education, where they can affect language learning motivation, and in multilingual societies, where they may influence language policy and minority language preservation (Lasagabaster, 2017). It is of the utmost importance to gain an understanding of these attitudes if we are to address linguistic discrimination and foster inclusive language practices in diverse communities (Garrick et al., 2024).

1.2.7 Expectation

Research has shown that students' academic performance is significantly influenced by the expectations their teachers hold for them. When teachers maintain lofty expectations, students are more likely to develop positive beliefs about their own abilities, leading to better academic outcomes. Creating a supportive and challenging environment allows students to realize their potential through effort and persistence (de Boer et al., 2018; Papageorge et al., 2020).

1.2.8 Learning Habits

Learning habits are based on the student's educational performance which is considered as the major point or measure applied to assess the quality of education at academic institutions. The important part to have satisfactory results is the influence of learning habits which are enrolled with actions and abilities. Students' learning habits are crucial factors to consider due to the most important thing is that they engage in daily learning, both in and out of the classroom. It is highly considerable that successful people have meticulously planned activities and carried them out regularly (Akrim, 2021).

1.2.9 Motivation

Motivation plays a crucial role in inspiring, energizing, and guiding individuals toward making positive choices. As an ongoing commitment, it affects learning behaviors, emotions, and persistence throughout the educational journey. It determines how people choose to allocate their time, the energy they invest in tasks,

their thoughts and feelings about those tasks, and their duration of engagement. Intrinsic motivation is marked by a sense of competence, autonomy, and enjoyment, which fosters sustained effort over time. Conversely, extrinsic motivation may be driven by external rewards, such as a high salary or praise from a teacher, but it can also arise from internal factors within the individual (Filgona et al., 2020; Paechter et al., 2022).

1.2.10 Effective strategies

It refers to how and what learning dimensions guides or teachers need to apply to have results from the class. Learning could be challenging for teachers, and they must apply strategies with the objective of getting the goals traced. The whole students indeed could learn it refers the potential to reach their significant learning objectives and it will be able using the or being controlling for them. Moreover, effective strategies could be adaptable to educational surroundings and depend on the group of ideas applied during the learning process. Mentioning effective strategies is the way that guides teach and learn how to do the best for being understood (Langelaan et al., 2024).

Novice teachers engage in direct instruction by transmitting content knowledge based on the belief that learning is tantamount to memorization. As teachers develop expertise, their skills increase for promoting higher order thinking with a simultaneous decrease in the emphasis placed on covering content. Experienced teachers do not automatically develop such expertise. The instruction of some teachers tends to show a decrease in content knowledge while failing to increase techniques that promote higher order thinking skills (Zhang & Zou, 2024).

1.2.11 Games

Digital game-based learning has been shown to positively impact student engagement and motivation, enhancing not only knowledge retention but also overall academic performance. By using gamification elements like leaderboards and badges, students are encouraged to actively participate and assess their own progress, leading to a more interactive and effective learning environment (Nadeem et al., 2023).

1.2.12 Role play

Roleplay involves speaking activities where you either adopt someone else's perspective or imagine yourself in a fictional scenario. Its use is popular because engaging and memorable activities enhance learning. It is enjoyable and motivating because quieter students can express themselves more openly. It expands the classroom experience to include real-world contexts, providing broader language opportunities. Typically, the language components practiced in these activities are categorized into lexical, phonetic, grammatical, spelling, and creative games (Madarina et al., 2021; Irkinovich, 2022).

1.2.13 Debate

A debate in used incommunicative Language Teaching (CLT) is demonstrated in distinct structure. During the learning process, a debate is a currently approach which is not only manifested in speaking and communication skill but also critical. It is an elemental part of mortality humanness interaction. The application of argument of debates in the learning process is recognized as a pedagogical strategy and the use of them can specify the attributes of students that is why teachers should pay attention to all those learning signals. Learners have some insecurities, or they do not feel confident to express their ideas that is why it is important that teachers frequently use debates thus the practice make the best (López-Gándara & Fernández-González, 2018).

1.2.14 Conversation, Discussion, Presentation

Conversation, Discussion and presentation are useful tools or technique very common in the CLT which the use of it, learners can develop speaking skill, The use of conversations encourage students to leave the fair to speak in a second language and express ideas or desires (Husni & Ratnasari, 2023).

Direct conversation practice for English language learners can be done in both traditional classrooms and non-academic settings, such as conversation clubs. Academic conversation groups are critical for teaching conversational skills, as they offer students the opportunity to practice what they have learned. These skills depend on an understanding of language requirements, such as grammar and

vocabulary, which allow sentences to be formed correctly, as well as students' ability to eventually develop the ability to speak appropriately (Zainil & Arsyad, 2021).

Discussions are characterized by open participation, allowing students to speak freely without raising their hands. They have authority to judge positions and arguments, managing their own conversations in an orderly manner. The teacher facilitates argumentation and social skills from outside the group. Collaborative Reasoning is crucial, as it promotes an interactive approach that aids in the development of academic language. Students learn to take and give the floor, speak clearly, listen, justify their positions with evidence, and respond to challenges (Santos, 2020).

Effective oral communication is a crucial soft skill for professionals across various industries, particularly those involving frequent interaction with clients and colleagues. The ability to deliver clear and engaging presentations is essential for career success. Students are therefore encouraged to cultivate their presentation skills throughout their academic journey. As they progress, they continuously refine these abilities through a range of assignments, varying in complexity and structure. These assignments may be completed individually or in collaboration with peers (Candrlic, 2020).

1.2.15 Process of learning

The learning process is the clue, and it consists in phases and factors to develop of this challenged process, many stages can be determined and joined to each other. An adequate development of the process has at least nine characteristics, which are motivation, interest, attention, acquisition, understanding-interiorization, assimilation, application, transfer, evaluation. Learning processes is the “evolution of student’s ideas” or as “conceptual change.” Teachers need to follow every student’s advance in the process of learning with the objective of improvement in the learning. The method to be applied for improving is monitoring and manage the cognitive process based on the evaluation (Papageorge et al., 2020).

1.2.16 Set activities.

Activities are a group of didactic and enjoyable features in the learning process thus teacher or instructors could use as a key to enhance students to learn. The use of activities reinforce the learning and the activities can be applied to individuals or in groups inside and outside the classroom. The activities can be used regarding the levels such as beginners, intermediate and advance all the depend on how the teacher organized, obviously from the level. Besides that, setting work activities in a communicative class contributes to second language development, especially as far as accuracy is concerned. Increased productivity and performance: groups that work well together can achieve much more than individuals working on their own (Назаров, 2021).

1.2.17 Feedback

Feedback is an uncomplicated method created for teachers and has as the objective to supervise responsibilities and skills in the learning process. It helps to know how close learners are to the aim. You could determine that feedback attendant, encourage and fortify effective attitudes and minimize unsuccessful behavior. Corrective feedback (CF) is a significant aspect of L2 teaching because of its crucial role and common presence in classrooms. CF, which includes responses from teachers or peers to incorrect statements made by learners, can be delivered both in writing and orally (Ha & Murray, 2021).

1.3 Dependent variable: Oral communication

The study of the dynamics of oral communication has contributed significantly to the understanding of the living phenomenon of human communication. The psychodynamics of orality are guidelines that allow us to distinguish cultures of primary orality from societies with writing and to understand the specificity of the oral form of communication. The importance of oral communication is crucial, since the continuity of thought, of collective knowledge and of the entire culture is based on interpersonal communication. The forms, patterns and structures that discourse acquires are determined by mnemonic needs, which allow speech to be linked to specific elements of material culture that play a defined role in

contributing to the memorization of traditions, thus allowing the integration of the whole culture (Janudom, 2023; Song et al., 2021).

1.3.1 Information Transfer Processes

It can be seen as how an individual's knowledge is affected by the information received from another one. It is based on how much uncertainty or certainty is transferred from A to B. It also contemplates how dynamical systems evolves in time. In information transfer processes, subjective factors take part, such as intuition, beliefs, language, values imagination, and so on. These factors are fragile to adapt to the demands of a scientific method (Yamani, 2021).

1.3.2 Pitch

It is an important characteristic of spoken language. It corresponds to the subjective idea of if individual speech sounds are perceived as high or low. It contributes in some languages to the lexical identity of words, referring to tone and accent. It is important in all languages because of the perception of the intonation pattern of utterances. Pitch corresponds to the physiological parameter of the frequency of vibration of the vocal folds (Hirst & de looze, 2021)

1.3.3 Tone

It can be said that the idea of tone resides in the phrasing of an utterance and in some cases, it is found in the melody and in the location of accents in an utterance. The tone of voice you use clearly shows your values and beliefs. It is understood that a specific tone can cause a variety of feelings, such as anger or sadness, happiness or worry. It frequently occurs while talking to clients or other professional people, which is why it is important to avoid making others feel uncomfortable by an inappropriate tone is crucial in terms of empathy. It is crucial to select the right tone when speaking because it gives a good concept of yourself (Cingi et al., 2023)

1.3.4 Effective Oral Communication

Effective oral communication is a key factor for success both in the personal and public spheres. There are some skills that contribute to the development of effective communication. Communicative competence that is manifested in the appropriation of the experience accumulated by humanity throughout history and

in the way in which it establishes the relationship with its peers, cultural and ideological competence supposes the knowledge of the world that the subject possesses. Linguistic competence is assigned to each one of the elements included in a syntactic configuration, sociolinguistic competence includes the physical environment in which the verbal exchange takes place. Discursive competence has to do with the knowledge that the subject has of the characteristics of the texts, persuasive verbal and non-verbal communication that clearly expresses in a convincing way and they are finally understood without there being a previous knowledge of what is being read (Karimova, 2024).

1.3.5 Precision

It is conceived as the combination of clear speaking, curiosity and compassion. It is conveying ideas in a straightforward way while understanding who you are interacting with. The interlocutor could be an individual person or an audience, as well. Precision is defined as speech without errors, indicating that the structure of the unit of analysis of the oral discourse matches the target language. Therefore, it is important to determine the variant with which the sample is contrasted (Syamsuddin et al., 2021; Yang, 2021).

1.3.6 Brevity

The brevity refers to the way of expressing oneself, that is the delivery of speech, and it is multidimensional in nature. Three dimensions are related to this term. The first one is speed which is the speed and density of linguistic units produced. Second, fluency breakdown, which is the number, length and location of pauses. Third, fluency repair, which is false starts, formulation errors, self-corrections and repetitions (Ekeh et al., 2022).

1.3.7 Oral message

An oral message is transmitted by words from a source to a destination. It consists of the emission of information or a message. Oral messages are the main part of verbal communication since it is the exchange of information using language and words. It is also the exchange of ideas and feelings between two or more people through words of mouth. It involves a communicator (sender), who shows a

reaction or response to the message received by the person who receives the information (receiver) (Van Der Kleij, 2020).

1.3.8 Eye contact

It is considered as one of the most important social signals while engaging others in an interaction. It occurs when two people look at each other's eyes. Eye contact occurs and synchrony declines, only to recover as eye contact breaks. It is suggested that eye contact might be a key strategy for enabling the coordination of shared and individual thoughts, making conversation coherent and evolving for all the parts of it. Eye contact may play a key role in terms of attention and confidence (Wohltjen & Wheatley, 2021).

1.3.9 Clarity

Clarity is the quality of being easily understood, whether in terms of style, appearance, or thought. It involves the absence of ambiguity, confusion, or unnecessary complexity, making ideas, processes, or objects more accessible and comprehensible (Serki & Bolkan, 2024). Clarity plays a critical role in effective communication, as it facilitates the transfer of knowledge or information between individuals or groups. When something is clearly presented, it becomes more straightforward to comprehend and apply. In contrast, a lack of clarity can lead to misunderstandings, errors, or inefficiencies in both comprehension and execution. This is particularly important in fields such as education, business, and technology, where the ability to convey complex ideas in a clear and concise manner is essential for successful knowledge transfer (Kirschner et al., 2018). Moreover, clarity not only applies to verbal communication but also extends to written and visual presentations. Poorly structured documents, unclear diagrams, or convoluted explanations can result in confusion and disengagement, thereby diminishing the effectiveness of the information being conveyed. In sum, clarity is a fundamental aspect of communication that enables efficient understanding and minimizes cognitive overload, making complex tasks more achievable and less mentally taxing.

1.3.10 non-verbal language

Non-verbal communication represents a complex form of expression, comprising both innate and learned elements. Innate factors contribute to its development, while learned aspects are shaped through social interactions. This form of communication is significant in complementing and enhancing verbal communication. Non-verbal cues, such as gestures, facial expressions, and body language, frequently serve as regulators of the communication process, assisting in the accentuation, modification, or even contradiction of the spoken word (Puertas-Molero et al., 2022; Saidova, 2022). To illustrate, a person's facial expression can markedly intensify the emotional intensity of their message, whereas gestures can assist in elucidating or reinforcing points articulated verbally (Rodero, 2022). The interpretation of non-verbal communication is subject to significant cultural variations. For instance, the interpretation of gestures, eye contact and physical distance can vary between cultures (Pang et al., 2024). This variability highlights the necessity for cultural competence in accurately interpreting non-verbal signals, particularly in intercultural communication settings.

Furthermore, non-verbal communication can also operate independently of verbal communication. In certain instances, it may entirely supplant words, as when gestures or facial expressions are employed to convey meaning in settings where verbal communication is either impossible or impractical (Saidova, 2022). Moreover, research has demonstrated that non-verbal cues frequently exert a greater influence on the communication process than verbal ones. This is because they can convey nuances and emotions that words alone may not adequately express (Lindquist et al., 2015). Consequently, it is vital to gain an understanding of the subtleties of non-verbal communication to facilitate effective interpersonal interactions, particularly in contexts that require a high degree of emotional intelligence, such as leadership, negotiation and counselling.

1.3.11 Body language

Body language is a form of communication. Human beings develop it, either due to the need or lack of oral language, or it occurs without being planned, to enrich the oral communication. It fulfills the function of transmitting a message about what one is thinking, feeling or perceiving in a certain place or moment. Within body

language, it must be considered that the parts of the body are obviously immersed, but the position or posture of the body itself is also related. Body language provides a clear understanding of the meaning of words when expressing them verbally (Alshumaimeri & Alhumud, 2021)

1.3.12 Modulation

Modulation refers to the rapid changes of the fundamental frequency that exist between each vocal cycle and the next one. It is defined as the strength, tone, or pitch of an individual's voice. It is represented as a noise by modulation in frequencies. This disturbance is caused by irregular variations of the vocal cords. The size of the vocal cords increases or decreases the modulation of the voice that changes according to the person's age (Zhou et al., 2020).

Conclusion

After thorough analysis of common academic challenges in learning a second language, findings from an observational study and a placement test developed by Cambridge University indicated that students typically exhibit an A2 proficiency level. Students' express insecurity when it comes to using their oral skills. These observations led to the identification of key variables in this case study. The independent variable is methodological strategies, which reveals that a specific set of strategies based on established methods can significantly enhance learning outcomes. This approach also provides teachers with effective tools to improve their instruction.

On the other hand, oral communication was set as the dependent variable. It is closely related to the independent variable but focuses specifically on students' ability to communicate orally. Many students struggle to express themselves due to a lack of structured strategies in their learning process. It becomes one of the significant challenges for both educators and students. The interplay between these independent and dependent variables highlights the importance of methodological strategies in engaging A2 students in oral communication.

CHAPTER II

RESEARCH METHODOLOGY AND DIAGNOSTIC

2.1 Overview

The development of oral communication skills in English language learners has received notable focus. Jaramillo-Mediavilla et al. (2024) emphasizes the value of methodological strategies, like gamification, to enhance motivation, active participation, and cognitive skills. Similarly, Seilova (2024) highlights how interactive, personalized methods improve fluency and accuracy in structured settings. Gagić et al. (2023) discuss the role of digital tools and gamified environments in creating engaging experiences. Bozkurt and Aydin (2023) explore how student-centered methods, such as debates, foster confidence and retention of language skills. As noted by Al-Dosakee & Ozdamli (2021), these strategies not only boost motivation but also support practice in real-life contexts. This chapter describes the research methodology, including qualitative and quantitative approaches used to assess the effectiveness of these strategies, covering data collection, analysis, and validation processes.

2.2 Conceptualization and operationalization of variables and categories

The application of methodological strategies to engage A2 level students in oral communication seeks to implement effective and appropriate activities for 14 to 15-year-old students in the 10th grade at Unidad Educativa Alborada. Two key variables were selected: methodological strategies as the independent variable, which comprises four dimensions, and oral communication as the dependent variable, which also includes four dimensions. Both variables are structured with two indicators each.

2.2.1 Independent variable: Methodological Strategies

The independent variable, methodological strategies, focuses on the implementation of activities that promote the active participation of students in English class. According to Uyun (2022), these strategies should be interesting and appropriate for students. Their purpose is to identify learning objectives, materials,

linguistic attitudes, expectations, and students' learning habits to design effective strategies. These strategies include games, role-playing, debates, conversations, discussions, presentations, and more. As a result, students can feel highly satisfied when they are fully engaged in the learning process.

2.2.2 Dependent variable: Oral Communication

The dependent variable, oral communication, focuses on students' ability to effectively transfer information. Prabavathi and Nagasubramani (2018) state that oral communication includes verbal and non-verbal elements, such as body language and tone. De Waele et al. (2019) emphasized the importance of proper word framing, tone, and intonation. Effective oral communication involves clarity, brevity, precision, and appropriate body language (Kucuk, 2023). The four dimensions are information transfer, effectiveness, oral message, and non-verbal language and it considered factors like tone, clarity, and modulation Dhillon (2021).

Table 1

Chart of Variables, Dimensions, and Indicators

Independent Variable		Dependent Variable	
Methodological Strategies		Oral Communication	
Dimension 1: Learning goals		Dimension 1: Information transfer	
1	Learning habits	1	Pitch
2	Desired achievements, knowledge, and skills	2	tone
Dimension 2: Language attitudes		Dimension 2: Effective oral communication	
3	Expectation and learning habits	3	Brevity
4	Motivation	4	precision
Dimension 3: Effective strategies		Dimension 3: Oral message	
5	Games, role-play, debate,	5	clarity
6	Conversation, discussion, presentation	6	Eye contact
Dimension 4: The process of learning		Dimension 4: Non-verbal language	
7	Set activities	7	Body language

Elaborated by: Briones and Moncada (2024).

2.3 Research approach and design.

This study uses a mixed-methods approach, integrating qualitative and quantitative methods for a comprehensive analysis. Creswell and Plano Clark (2018) noted that this approach provides a holistic understanding of complex phenomena by combining the strengths of both data types. For the quantitative part, a pretest-posttest design is used to assess the effectiveness of strategies for improving A2-level students' oral communication skills, allowing for measurement of changes before and after the intervention (Fraenkel et al., 2018). This helps determine the direct impact of the strategies (Cohen et al., 2018). The qualitative component explores students' subjective experiences, providing insights into emotional and behavioral aspects that quantitative data may miss (Denzin & Lincoln, 2017). The study employs a convergent parallel design, collecting data simultaneously but analyzing them separately, integrating results at the interpretation stage (Creswell et al., 2018). This design enhances validity and reliability through triangulation (Dawadi et al., 2021).

2.4 Scope of the research

The method used in this study was quasi-experimental research. According to Suson et al. (2024) allows for measuring the impact of an intervention in situations where random assignment of participants is not possible. In this study, a non-probabilistic and quantitative quasi-experimental design was implemented, using a sample of 24 tenth-grade students with A2-level English from Unidad Educativa Alborada. The selection of this sample was based on their linguistic competence level, and the methodological strategies were designed to specifically address the observed difficulties in oral communication. Due to the limited sample size and the focus on a particular group, the results will have restricted applications, although they will provide valuable insights into the impact of the strategies on the development of oral skills in English.

2.5 Research purpose

The purpose of this research is to evaluate the effectiveness of methodological strategies to engage A2-level students in oral communication in tenth graders at Unidad Educativa Alborada. Despite having the tools to communicate in English, many students are reluctant to participate in oral activities. This study aims to implement strategies that encourage spontaneous participation in English. Ekeh et al. (2022) noted that incorporating play-based and interactive pedagogies enhances engagement. The strategies used include role-playing, debates, group discussions and so on, to promote fluency, clarity, and confidence without relying on technology. The effectiveness is measured using a pretest posttest activity and an interview administered to the students.

2.6 Research questions

Three questions were framed based on the specific objectives:

1. What is the current situation of the students regarding students' engagement and oral communication?
2. How do the selected methodological strategies influence students' engagement in oral communication in terms of description, grammar, pronunciation, fluency and eye contact?
3. What are the perceptions of A2-level students regarding the motivational, engagement, satisfaction, and effectiveness aspects of the methodological strategies applied, based on insights gathered from interviews?

2.7 Research proposal justification

Despite their previous knowledge, tenth-grade students at Unidad Educativa Alborada showed reluctance to engage in English oral activities. The lack of participation can be traced to limited speaking opportunities during the pandemic. As noted by Tiana et al. (2024) this led to decrease confidence and practice. Innovative strategies like role-playing and debates fostered spontaneous participation, allowing students to organize ideas in real-time and connect classroom experiences to daily life (Sulaiman & Abdullah, 2024).

2.8 Delimitation of population, sample, and sampling.

This research focused on 24 tenth-grade students from Unidad Educativa Alborada, aged 15-16. 58% female and 42% male, chosen through convenience sampling to target those unwilling to participate in oral activities. Turner (2020) explained that sampling allows for faster and more cost-effective research while maintaining manageable data collection. A small sample was selected based on students in need of methodological interventions to improve oral skills. This sample size demonstrates how beneficial tailored interventions can be.

Table 2

Sample Population

Participants	Sample Population	Percentage
Women	14	58%
Men	10	42%
Total	24	100%

Elaborated by: Briones and Moncada (2024).

2.9 Research Context

This study was conducted at Unidad Educativa Alborada, a private school in Milagro, Guayas Province, established in 1974. English is compulsory, with students receiving three hours of English instruction and three hours of Social Studies in English weekly. The research focused on tenth-grade students with A2-level proficiency, aged 15-16, who struggled with oral communication despite having basic skills. Classes took place from 7:00 am to 1:30 pm, Monday to Friday. The study employed methodological strategies to address challenges like lack of confidence and limited practice opportunities.

2.10 Research Stages

The study was conducted in six stages: problem delimitation, theoretical review, proposal development, instrument creation, data collection and analysis, and conclusions and recommendations. The issue of students' reluctance to participate in English oral communication was identified in a group of 24 tenth-grade students.

A literature review established a theoretical basis, focusing on strategies like role-playing and debates. The proposal outlined activities for a two-week intervention. Research instruments, such as pretests, posttests, and interviews, were developed to measure changes in communication skills. Data collection and analysis compared pre- and post-intervention results, and conclusions and recommendations were provided for improving oral communication in similar contexts.

Table 3

Stages of the research project

Stage	Description	Activity	performers
Delimitation of the problem	Definition of the specific issue, age, and group to be targeted	Identify the deficiencies in the theme.	Researcher
Theoretical review	The investigations and theme's line to be investigated	Bibliography research	Researcher
Drafting of the proposal	The outline of the investigation	Develop a paper including every part of the research	Researcher
Elaboration of the instruments	Apply the instruments to proceed with analysis	Administer the pretest, posttest, and the interview.	Researcher
Data analysis	The report of the analysis of the gathered data.	Application of the statistical analysis for the data.	Researcher
Conclusions and recommendations	Final outcomes of the research Researcher	Creation and concretizations of the final research report.	Researcher

Elaborated by: Briones and Moncada (2024).

2.11 Instruments for the diagnostic process

In alignment with the selected methodology, this study employed a three-pronged approach to assess the effectiveness of the methodological strategies in improving oral communication skills in A2-level tenth-grade students. The instruments used included a diagnostic test, a pretest and posttest, and a student interview.

The first instrument was the diagnostic test.

Diagnostic test: With tests for listening, reading, writing, and speaking, and each lasting 45 minutes, the diagnostic test comprised 15 multiple-choice questions. The results that were obtained indicated that most of the learners were at a basic level concerning their communicative competence in English. More specifically, they stood at level A2 according to the Common European Framework of Reference for Languages (CEFR) (Mezzoguild, 2024).

Listening: Students knew what some common phrases and expressions were but got total information only with lots of visual and contextual support. **Reading:** Most could find information that was explicit in simple texts. Some had trouble drawing inferences about the meaning of unfamiliar words and getting more complex ideas. **Writing:** They were able to write simple sentences, although they found it hard to structure complete sentences and acquire appropriate vocabulary.

Speaking: This was one of the weakest areas. Most students had problems expressing themselves fluently on their own, very limited pronunciation, and much reliance on elementary grammatical structures.

The second instrument was the pretest and posttest.

Pretest: The pretest was focused exclusively on speaking skills. Students were tasked with describing a picture in 5 minutes, using relevant vocabulary and grammatical structures. The pretest evaluated fluency and accuracy to check the ability to maintain smooth speech without excessive hesitation and correct use of vocabulary and grammatical structures. Pronunciation, the clarity of speech and correct intonation, was also observed. It also considered confidence, which

measured the level of ease and comfort demonstrated during oral communication, based on eye contact.

The pretest served as the baseline measure of the students' oral communication skills before the intervention. The **posttest** mirrored the pretest, following the intervention period, and was administered under the same conditions to compare the results. This comparison between pretest and posttest scores allowed for the measurement of improvements in each of the evaluated dimensions, demonstrating the impact of the applied methodological strategies.

The third instrument was the interview.

Interview: Finally, an interview was conducted with the consent of both parents and the school administration. It focused on understanding the students' satisfaction and perceptions about how the strategies used influenced their confidence and participation in oral activities. This instrument provided valuable feedback that helped refine the teaching methods and ensured the study's objectives were met. By combining these three instruments, it was possible to gain a complete picture of the intervention's effectiveness. The interview provided deeper insights into the students' experiences and their acceptance of the applied methodological strategies.

2.12 Application of the pretest and posttest

The pretest and posttest were applied to assess the changes in students' oral communication skills before and after the intervention. These tests provided critical data to determine the impact of the methodological strategies applied. The pretest activity was conducted on February 5th and involved individual participation, and students were required to describe a picture, using appropriate grammatical structures. They had five minutes to speak as much as possible about the scene while considering key aspects of oral communication, such as pronunciation, intonation, and fluency. Additionally, eye contact was also considered as a sign of confidence and respect.

2.12.1 Data processing and statistical analysis

The data collected from both the pretest and posttest were processed using SPSS software, version 21. SPSS was chosen for its robust capabilities in handling

educational data and producing dependable, easily interpretable statistical outputs. The statistical analysis in this study was performed using multidimensional grades, accumulated throughout the duration of the intervention, and obtained from assessments and tests. In addition to the pretest and posttest data, the raw data from a Likert scale interview were also coded into SPSS. The interview consisted of eight questions with open-ended responses. Clusters of interest in the subject areas were identified and expressed through the interviewees' narratives to summarize the students' performance data and provide information on overall progress. This analysis allowed for a better understanding of the perceptions and insights within the data set, providing a solid basis for comparing pre- and post-intervention results.

2.12.2 Paired Samples T-Test

A paired samples T-test was conducted to compare the results of the pretest and posttest, assessing whether the differences in students' oral communication skills were statistically significant. This test is suitable for evaluating the same group of participants before and after an intervention, as it measures the mean differences between two related samples (Howitt & Cramer, 2014). The significance level was set at **0.05**, meaning that a p-value lower than this threshold would indicate a significant improvement in students' performance. The hypotheses for the T-test were formulated as follows: Null Hypothesis (H_0) for no statistically significant difference in the oral communication skills of students before and after the intervention. Alternative Hypothesis (H_1) for a statistically significant improvement in the oral communication skills of students after it.

The T-test results provided a clear indication of the effectiveness of the methodological strategies. A statistically significant result ($p\text{-value} < 0.05$) would suggest that the intervention led to measurable improvements in fluency, accuracy, pronunciation, and overall participation in oral communication tasks (Field, 2018). The use of the paired T-test helped validate the impact of the intervention by highlighting any meaningful changes in student performance pre- and post-intervention.

2.12.3 Description of the diagnostic stage

The diagnostic stage consisted of two phases: initial data collection through a picture description. After the intervention, the second phase was the application of the strategies chosen in the participants.

2.13 Results of the diagnostic stage

The diagnostic stage combined quantitative and qualitative data from the pretest and interviews to assess students' initial oral communication skills, focusing on fluency, accuracy, pronunciation, and confidence. Using Long's (2005) needs analysis model, the pretest results indicated that students had a foundational understanding of basic grammar structures; however, they experienced significant difficulties with spontaneous speech. Interviews with students revealed that limited practice opportunities and a lack of confidence outside the classroom environment hindered their willingness to participate actively, highlighting the necessity of providing low-pressure speaking opportunities to support language practice (Macalister & Nation, 2019). Fluency and pronunciation emerged as key areas requiring improvement. The application of structured activities, such as role-playing and group discussions, was deemed essential for bridging the gap between theoretical knowledge and practical use, allowing students to apply language skills in real-life contexts. The intervention, therefore, aimed not only to boost confidence but also to offer practical experiences to reinforce oral skills (Macalister & Nation, 2019).

Diagnostic test: This test was conducted in a single session lasting 45 minutes and consisted of 15 multiple-choice questions designed to evaluate the four core language skills: listening, reading, writing, and speaking. The test was adapted from a Cambridge Press online resource, a validated and freely accessible tool, which served to establish the initial proficiency level of the students as A2, according to the Common European Framework of Reference for Languages (CEFR). This baseline assessment provided a crucial reference point to evaluate the impact of the intervention strategies over time. Listening comprehension results revealed that students were able to understand familiar phrases and expressions but required substantial visual and contextual support to fully grasp the content. In reading,

students managed to locate explicit information within simple texts but struggled to infer the meaning of unfamiliar vocabulary and interpret more complex ideas.

Writing skills showed that most students could construct basic sentences but faced challenges with sentence structure and vocabulary range. Speaking, identified as one of the weakest areas, evidenced that students had difficulty expressing themselves fluently, displayed limited pronunciation accuracy, and were overly reliant on elementary grammatical structures. This comprehensive diagnostic evaluation thus established a clear understanding of the specific challenges faced by students in each skill area, guiding the targeted intervention strategies.

The diagnostic test was instrumental in setting a benchmark for measuring the success of the proposed interventions. It identified core deficiencies in oral communication, such as the need for improved fluency and pronunciation, which directly informed the design of the intervention activities. By providing insights into the students' initial levels across multiple skills, the test allowed for a tailored approach, focusing on enhancing speaking abilities through structured, interactive methods that promote active engagement and practical language use.

The data collected during the diagnostic stage underscore the importance of addressing students' hesitancy to speak English due to limited practice opportunities and low confidence levels. By establishing a baseline, this diagnostic assessment set the foundation for evaluating the effectiveness of role-playing, group discussions, and other participatory techniques applied during the intervention. These findings highlight the role of diagnostic assessments in shaping instructional strategies that are responsive to students' specific learning needs, ensuring that subsequent interventions are both relevant and effective.

2.13.1 Target needs

In the context of teaching English as a second language at Unidad Educativa Alborada, the primary target is to develop students' fluency and communicative competence for academic and future professional purposes. Akther (2022) notes that fluency in English is essential across multidisciplinary fields, where confident oral and written communication is expected. Many students also aim for higher education, where English proficiency is crucial, aligning with the Ministry of

Education's goals to focus on communication in diverse topics. Budiman et al. (2023) emphasize that proficiency in English during secondary education forms a foundation for long-term success, especially in bilingual or multilingual environments.

2.13.2 Learning needs

The students' learning needs focus on the conditions under which they best acquire oral communication skills in English. Many A2-level students have limited exposure to English outside the classroom, affecting their confidence and fluency. They need frequent opportunities to practice speaking in low-pressure, interactive environments that encourage risk-taking without fear of mistakes (Serki & Bolkan, 2024). Structured activities like group discussions and role-playing improve their engagement. Personalized feedback is also crucial. Der Kleij and Adie (2020) emphasized that tailored feedback reinforces positive behaviors and boosts confidence. Opportunities to apply oral skills in real-life scenarios help bridge the gap between classroom exercises and practical needs, leading to improved fluency and pronunciation.

2.13.3 Selection of the skill to be implemented.

The skill to be implemented is speaking, by implementing methodological strategies that get students' attention and generate spontaneous and comfortable participation. It was selected because students needed to change their class structure and add new activities. These activities must be engaging and allow them long-term language acquisition. Materials and resources were easy to find, and they gave the class a new sense.

2.14 Validation of the research proposal

The validation of the research proposal was conducted through a rigorous process directed by two experts who guided the elaboration, revision, and approval of the instruments. Ph.D. Martha Castillo, whose expertise ensured that the pretest, posttest, and interview instruments were aligned with the research objectives and appropriate for assessing the oral communication skills of the students. Ph.D.(C) Rodrigo Guerrero was the second expert and the project tutor. He provided

continuous guidance throughout the process, ensuring that the methodological strategies and instruments were pedagogically sound and practical for classroom implementation. Both experts collaborated closely with the researcher to refine and approve the final instruments, which included a checklist, a pretest-posttest, and an interview.

2.14.1 The intervention plan.

The intervention plan was meticulously structured to enhance students' oral communication skills, emphasizing the importance of well-designed lesson plans, as suggested by Iqbal et al. (2021). The treatment phase spanned two weeks, from February 1st to February 19th, during which various activities focused on strengthening students' speaking abilities. According to **Table 4**, the intervention began with foundational grammar tasks such as "Verb be" and "Present Progressive" on February 5th and 6th, progressing through vocabulary enrichment activities like "Clothes" and "Fruits and Vegetables" in the following days. Each class was supported by targeted worksheets (Appendix 10), which provided students with structured opportunities to practice and apply the learned content in a practical context. The final stage introduced storytelling and role-playing, to foster spontaneous oral participation and improve the students' grasp of English to increase their confidence in speaking.

Table 4

Intervention Plan Schedule

Class	Date	Grammar /Vocabulary	Task/type	instrument
Class 1 - 2	February 05	Verb be	Filling gaps	worksheet
Class 3 - 4	February 06	Present progressive	Filling	worksheet
Class 5 – 6	February 07	Vocabulary - clothes	Completing- crosswords	Worksheet, Clothes
Class 7 – 8	February 08	Vocabulary – fruits and vegetables	Filling	worksheet
Class 9 - 10	February 09	At the restaurant	Speaking	Worksheet

			vocabulary	Tables, chairs, menus
Class 11 – 12	February 14	Simple past verbs	Speaking	Worksheet
Class 13 - 14	February 15	Simple past verbs	Filling	Worksheet
Class 15 – 16	February 16	Tell a story	Filling/ Reading	Worksheet, puppets
Class 17 - 18	February 19	Past of verb be	Filling	Worksheet

Elaborated by: Moncada & Briones (2024)

2.15 Data analysis and ethical considerations

Regarding ethical considerations, the study followed international research ethics standards. As Resnik (2018) stated that research ethics not only protect participants but also promote truth and minimize errors. Permission was obtained from the institution authorities, and informed consent was provided by parents, ensuring voluntary participation and confidentiality. The research instruments—a pretest, posttest, and interview—were approved by the study's tutor. The interview, based on a Likert scale, assessed students' perceptions of the strategies.

Johnson and Christensen (2020) emphasized that proper instrument selection is essential to avoid bias, achieved through prior validation. Data analysis using SPSS, and a paired samples T-test showed significant improvements in grammar, fluency, pronunciation, and eye contact, demonstrating the effectiveness of the intervention.

CHAPTER III

PROPOSAL PRESENTATION AND VALIDATION

3.1 Presentation

Chapter III presents the implementation of methodological strategies to improve oral communication in tenth grade students. The focus was on five key indicators: grammar, fluency, pronunciation, eye contact, and description, which were identified as key areas for the development of communicative competence in English.

The strategies implemented included a combination of interactive activities, authentic materials and an immediate feedback system. These methodologies not only facilitated learning in a dynamic environment, but also promoted active student participation. The following is a detailed description of each of the strategies and how they contributed to the development of students' speaking skills.

3.1.1 Interactive Activities

One of the distinguishing features of this implementation was the use of interactive activities such as role-plays, group discussions, and debates. These activities were designed to simulate real communication situations, allowing students to practice their skills in a practical and meaningful way.

Role-play, for example, was used to recreate everyday conversations and real-life contexts, which helped students improve both their fluency and confidence in speaking English. During these activities, students assumed separate roles, such as being a customer in a store or a traveler in an airport, which allowed them to apply the vocabulary and grammatical structures learned in an authentic way. The ability to switch roles and contexts fostered linguistic adaptability, a critical skill for effective communication.

Discussions and debates also played a crucial role in the development of pronunciation and grammar. These activities allowed students to express their opinions, defend their views, and listen to their peers, which not only improved their argumentative skills, but also their ability to organize and articulate their ideas in English. In these discussions, students were exposed to different accents and

intonation patterns, which allowed them to develop greater phonemic awareness and improve their pronunciation accuracy.

3.1.2 Use of Authentic Materials

To generate more contextualized and relevant learning, authentic materials were used, such as videos, audios and worksheets designed to reflect real-life situations. Videos proved to be an amazingly effective tool for engaging students' attention and increasing their participation. By watching videos in English showing everyday conversations, students were not only able to improve their listening comprehension, but also gained a better understanding of the cultural context in which the language is used.

The use of videos also allowed for the integration of eye contact as a fundamental skill in oral communication. Through the observation of native speaking models, students were able to learn how to maintain eye contact during a conversation, which increased their confidence in public speaking and helped them improve their non-verbal communication.

In addition, the audiovisual materials presented, such as podcasts and interviews in English, provided a variety of linguistic registers and speaking styles. This broadened the students' range of exposure to different accents, levels of formality, and grammatical structures, which allowed them to improve their linguistic adaptability in varied communicative situations.

3.1.3 Resources to Capture Attention and Promote Participation

Pedagogical resources, such as interactive worksheets and game-based activities, were instrumental in encouraging students' active participation. These tools, in addition to being entertaining, allowed students to internalize complex grammatical structures in a more accessible and practical way. The worksheets contained grammar exercises, vocabulary activities and self-assessment tasks that helped consolidate learning.

On the other hand, the quiz games generated a relaxed environment where students could playfully practice their speaking skills. By making learning a fun experience, a higher level of engagement was achieved from the students, who participated

more actively and with less anxiety. This resulted in an increase in students' fluency and confidence in speaking English.

3.1.4 Immediate and Effective Feedback

An essential part of the oral communication improvement process was the implementation of an immediate feedback system. During each activity, students received immediate feedback on their performance in areas such as grammar, pronunciation and vocabulary use. Specific and constructive feedback from the teacher allowed students to clearly identify areas for improvement.

For example, during discussions, the teacher pointed out common errors in pronunciation and grammar, providing direct corrections and specific examples of how to improve. This feedback was critical for students to correct their errors and reinforce their linguistic weaknesses. In addition, the positive feedback helped to increase students' confidence, which was especially important for those who were initially reluctant to participate in oral activities.

The use of feedback also extended to self-assessment activities, where students had the opportunity to reflect on their own progress and set clear goals for improvement. These activities not only promoted self-regulation of learning, but also motivated students to take a more active role in their language acquisition process.

3.2 General and specific objectives of the proposal

General objective

To reinforce oral communication by applying methodological strategies.

Specific objectives

To generate students' oral production by applying engaging strategies in the class.

To encourage active speaking by creating new conversations and public participation.

Improve students' fluency and pronunciation through dynamic activities that encourage continuous practice and the use of effective feedback.

3.3 Theoretical foundations of the proposal

The educational proposal is based on two key theories: Chomsky's language acquisition device theory and Vygotsky's social development theory. According to

Chomsky (1994) human beings possess an innate capacity to learn languages, which reinforces the need for early intervention in the teaching of foreign languages. This premise justifies the focus on tenth grade students, as they are at a crucial stage for developing language skills as cited by Sihombing (2022)

Vygotsky (1997) expressed that peers, caregivers, and parents, play a crucial role in shaping the brain's higher-order functions. He believed that human development is heavily dependent on social interaction, which can vary across distinct cultures. It posits that human learning primarily occurs through social processes, with our cognitive abilities being shaped by interactions with those who are more knowledgeable or skilled. Vygotsky also suggested that teachers could take the scaffolding and apply it to continuous learning or need adult support or more competent to help children deal with problems at their level of cognitive development. From this affirmation, it becomes necessary the application of strategies to support students in the learning process (Darmayanti et al., 2023; Nardo, 2021).

3.4 Characteristics of the proposal

The educational proposal presents characteristics aimed at the comprehensive development of students' oral communication skills, focusing on active and collaborative strategies. The main activities include debates, group discussions, and the use of authentic materials (realia), such as puppets and posters, which allow students to practice in an interactive and dynamic way. These activities are designed to address key areas such as grammar, pronunciation, and fluency, providing opportunities both inside and outside the classroom to reinforce learning.

The justification for these activities is based on the theories of Vygotsky and Chomsky. From Vygotsky's perspective, social interaction and collaborative work enable students to develop their communicative skills through the support of more competent peers and teachers. This is achieved through activities where students interact with each other, solving linguistic problems together. On the other hand, Chomsky's theory reinforces the idea that continuous practice in meaningful

contexts is crucial for students to activate their innate capacity for language learning.

Additionally, a constant feedback system is implemented, helping students to correct mistakes and improve in real-time. This approach ensures that students not only practice grammatical rules but also gain confidence in their ability to speak English fluently. Activities outside the classroom, such as the use of digital tools and collaborative tasks, complement classroom work, offering students the opportunity to practice in a more flexible and autonomous environment. Finally, clear indicators are proposed to measure the effectiveness of the applied strategies, adjusting the activities to distinct levels of students' linguistic competence. In this way, the proposal ensures a personalized and adaptable learning process that caters to individual needs.

3.5 Structure and dynamics of the components of the proposal.

The methodological strategies proposed in this project are traditional tools that, although they have been explored to a limited extent in some educational settings, offer significant potential for improving the oral communication of elementary school students. These strategies not only focus on teaching students to communicate in English, but also promote a variety of essential competencies for language proficiency, such as grammar, vocabulary, fluency, and confidence in speaking.

3.5.1 Creating Conversations, Stories and Presentations

One of the main dynamics implemented in this proposal is the creation of conversations, stories and presentations by the students. These activities provide a space in which students can practice using the language in a spontaneous and authentic way. By simulating real conversation situations or telling a story, students could apply the vocabulary and grammatical structures learned in class, which not only improves their linguistic accuracy, but also their ability to express themselves fluently and coherently.

This approach fosters the development of functional communication, in which students learn to use language in real and meaningful contexts. For example, during story creation, students can practice sequencing ideas, using connectors, and structuring sentences correctly, which strengthens their writing and speaking skills. As students' progress through these activities, they experience greater autonomy in their learning, which in turn improves their confidence and motivation to actively participate in communicative situations.

3.5.2 Improved Fluency and Confidence

A key aspect of the strategies implemented is their ability to improve students' fluency and confidence in speaking English. Through the adoption of new methods, such as the use of role-plays and simulation activities, a more enjoyable and dynamic learning environment is created in which students can experiment with the language without fear of making mistakes. These activities allow students to speak more naturally and without the rigidity often imposed by traditional grammar instruction.

The focus on fluency is combined with an effort to reduce the anxiety that students may experience when speaking in public or in a second language. Through these dynamic activities, students begin to perceive learning English as a more playful and less stressful experience, which encourages voluntary and spontaneous participation in oral tasks. This is essential for fluency development, because as students become more comfortable, they can improve not only the quantity of words they are able to produce, but also the quality of their language interactions.

3.5.3 Fostering Innovative Ideas and Critical Thinking

In addition to improving language skills, the proposed methodological strategies also foster the generation of innovative ideas and critical thinking. For example, the use of oral presentations and debates allows students to develop their argumentative skills, reflect on different points of view and learn to defend their opinions in a structured and logical manner. These activities promote an environment in which students are not just repeating or memorizing information but are actively creating and sharing original ideas.

The ability to think critically and generate innovative ideas is a critical competency in the 21st century, and these strategies allow students to confront challenging situations that require creativity and problem solving. By integrating activities that demand the use of advanced thinking skills, such as organizing ideas, synthesizing information, and defending points of view, students acquire competencies that are transferable to other educational and professional contexts.

3.5.4 Active Student Participation

A central principle of this proposal is the active participation of students in their own learning process. Instead of being passive recipients of information, students are involved as main actors in the activities, which contributes significantly to the development of their communication skills. This learner-centered approach promotes a learning environment where participants feel responsible for their own progress, which increases both their motivation and their willingness to participate in more complex and challenging activities.

The learning dynamics based on working with puppets and using real resources to learn vocabulary are specific examples of how students can be meaningfully involved in the activities. Puppets allow students to express themselves in a creative and fun way, while the use of authentic materials (such as everyday objects) enriches their ability to relate the vocabulary learned to their environment. By combining these strategies, deeper and more meaningful learning is achieved, as students can see the real applicability of the language they are learning.

3.5.6 Simultaneous Improvements in Listening and Fluency

Another key aspect of the methodological strategies is their ability to simultaneously improve listening and fluency skills. By working on activities such as spontaneous conversations and simulations, students must quickly process auditory information, which improves their comprehension skills and, at the same time, forces them to respond in a fluent and coherent manner. This combination of skills is essential for the development of communicative competence in a foreign language.

For example, during a role-play activity, students are not only speaking, but also listening attentively to their peers to respond appropriately. This simulates real-life situations in which verbal interaction is dynamic and requires a quick response. This type of activity not only promotes fluency practice, but also improves students' listening attention and ability to process language in real time.

3.6 Description of the type of proposal

The type of proposal outlined in this section focuses on integrating methodological strategies that encourage active oral communication in the classroom. The proposal includes interactive dynamics such as role-plays, debates, and presentations, which allow students to create conversations and apply grammar and vocabulary in real-time.

To ensure effective application, these strategies only require materials that correspond to the specific vocabulary or topic under study, such as paper, markers, puppets, and themed objects for presentations. The proposal's structure includes face-to-face activities, both inside and outside the classroom, where students can practice speaking, describe processes, and engage in more fluid and interactive conversations. This firsthand approach facilitates an environment conducive to improving oral communication skills, allowing for immediate feedback and engagement with practical exercises that support learning outcomes.

Demands, requirements, conditions, or criteria that must be met according to the nature and scope of the proposal: to these strategies in the classroom, students just need the material according to the vocabulary or topic in study.

Examples and exercises: depending on the topic, students must use paper and markers in case of a flipchart. They need puppets in storytelling. To describe traditions, they need customs or clothes- To describe a recipe, they need food and some kitchen tools,

Forms of application, implementation, and evaluation: the implementation evaluation was in face-to-face activities inside or out of the classroom. Students created stories, talked about processes, became able to answer using vocabulary learned and interact in more fluid conversations.

Resources

Human resource: students

Materials: paper, clothes, food, puppets and more, needed for expositions and activities.

Beneficiaries: The proposed research on applying methodological strategies to engage A2 students in oral communication among 24 10th graders aimed to benefit students, teachers, and the institution. By implementing these strategies, learners had the chance to develop their speaking skills in a practical and meaningful manner. This initiative helped students better understand conversations and respond effectively. Additionally, the research provided valuable insights for language instructors at Unidad Educativa Alborada, focusing on the use of interactive and enjoyable games and activities. The positive results further enhanced the institution's reputation as a provider of quality language education, attracting more students and promoting its growth and success.

The validation of the proposal

The validation of the proposal focused on ensuring the appropriateness of the methodological strategies to meet the objectives set for improving students' oral communication skills. The process involved reviewing key instruments, such as the pretest and posttest, to ensure they were effective in measuring students' skills before and after the intervention. Priority was given to the alignment between the learning objectives and the evaluation tools, which allowed the results to accurately reflect the impact of the implemented activities.

The validation not only confirmed the effectiveness of the instruments but also the relevance of the proposed activities considering the students' context and their English proficiency level. Through this process, the necessary adjustments were made to ensure that interactive activities and group dynamics effectively promoted the development of communication skills, reinforcing students' confidence and fluency in practicing the language.

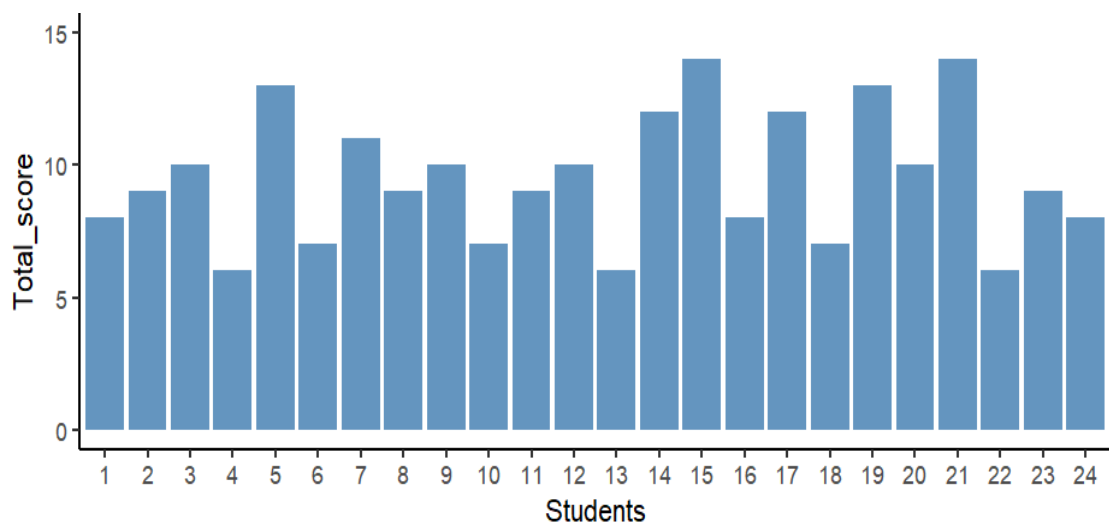
Research question 1

What is the current situation of the students regarding students' engagement and oral communication?

From the results of the diagnostic test administered to the 24 tenth graders, a great variability was observed in the students' overall performance in communicative competence in English. The scores obtained in the diagnostic test, with a maximum score of 15 points, reflected a significant diversity in their performance, as shown in Figure 1 below.

Figure 1

Global Diagnostic Results Classroom Observation



Some students showed considerable difficulty in the overall language assessment, scoring low (between 6 and 7 points). This suggests a lack of confidence and previous opportunities for effective practice in English, which may be related to the reduced interaction during the pandemic. During this period, many students did not have sufficient opportunities to practice the language, which negatively affected their active participation and development of communicative skills in the classroom. In addition, factors such as anxiety and the lack of a motivating and safe environment to practice the language seem to have limited their progress.

On the other hand, a group of students showed better performance and obtained higher scores (between 12 and 14 points), indicating that they have reached an A2 level of English proficiency. Although they have a good foundation in reading and

listening comprehension, these students still face some challenges in using the language in real interaction contexts.

Research question 2:

How do the selected methodological strategies influence students' engagement in oral communication in terms of description, grammar, pronunciation, fluency and eye contact?

This information was attained from the results of the pretest according to the scores gained by learners. The pretest was evaluated with the following criteria: Description (2 points) Grammar structure (2 points), Pronunciation and Intonation (2 points), and Fluency (2 points) Eye contact (2points). The sum of these criteria was 10 points as the maximum grade. Table# 5 Summary of the pretest results.

Table 5

Analysis of the pretest

N	COMPONENT	MIN	MAX	M	SD
24	Description	1.46	1.87	1.66	0.48
	Grammar	1.24	1.67	1.46	0.51
	Pronunciation	1.00	1.33	1.17	0.38
	Fluency	1.00	1.33	1.17	0.38
	Eye contact	1.33	1.76	1.54	0.51

Elaborated by: Briones and Moncada (2024)

Table 5 provides a summary of the statistical values for the five components evaluated in the pretest administered to 24 tenth-grade students. Among the most notable results, the grammatical component shows greater variability, with a minimum score of 1.24 and a maximum of 1.67, an average of 1.46, and a standard deviation of 0.57, indicating considerable variation in the students' grasp of grammar rules.

Similarly, the pronunciation and fluency components exhibit minimum scores of 1.00 and maximum scores of 1.33, with an average of 1.17 and a standard deviation of 0.38. This suggests that these aspects also present challenges, with a limited range of performance and notable variability among the students.

Figure 2

Means of each component with standard deviation in the pretest

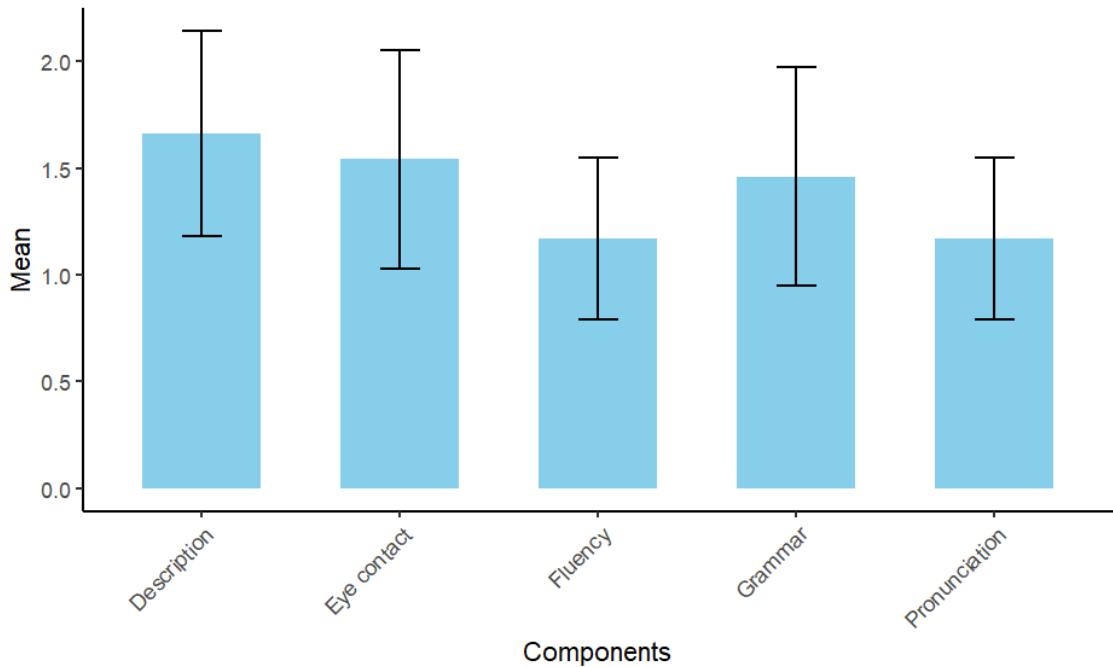


Figure 1 provides a comprehensive illustration of the participants' performance in the various assessed components. In contrast with the description provided in Table 5, it is observed that the "Description" component has the highest mean (1.66), indicating that, on average, participants achieved superior scores in this area in comparison to the other components. However, the standard deviation of 0.48 indicates that there is moderate variability in the responses, implying that some participants obtained different scores within this category.

In contrast, the "Eye Contact" component has a mean of 1.54, positioning it between "Grammar" and "Description" in terms of performance. The standard deviation of 0.51 indicates a similar level of variability to "Grammar," suggesting that scores in this category also demonstrated some dispersion, with some participants achieving significantly different scores from others. These findings underscore crucial areas that require greater attention to achieve a more consistent level of proficiency in these skills.

Figure 3

Minimum and maximum values for each component in the pretest

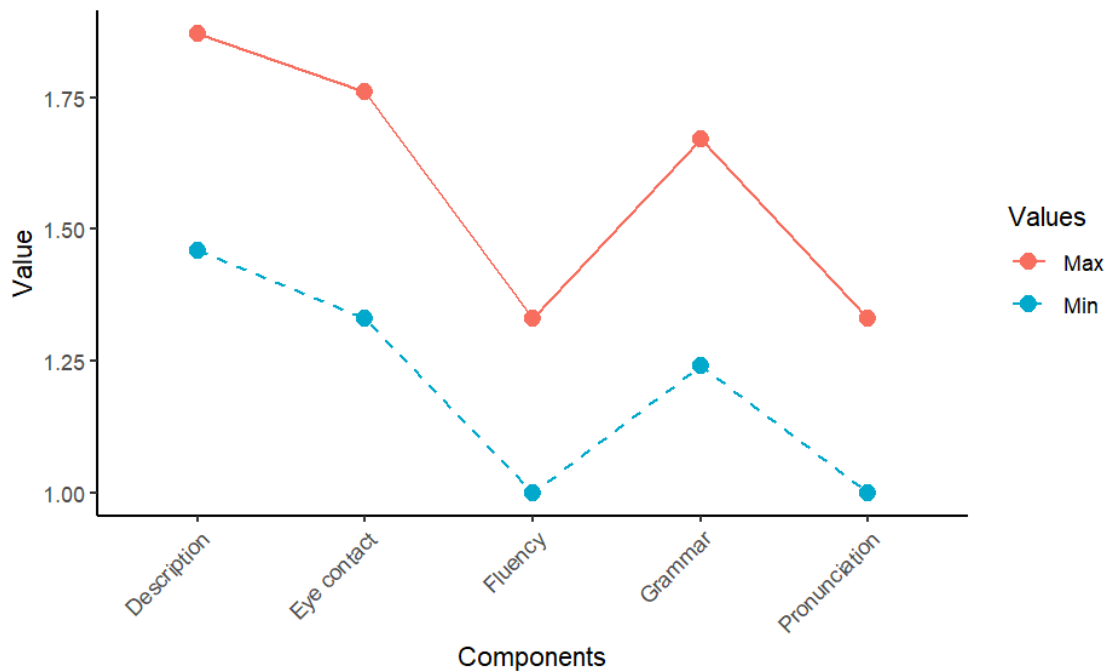


Figure 2 illustrates the pretest minimums and maximums, thereby providing a clear picture of the range of participants' performance in each of the components assessed. In the case of Description, the values range from a minimum of 1.46 to a maximum of 1.87, indicating that participants demonstrated a diverse range of performance in this area, with a notable discrepancy of 0.41 between the highest and lowest performers. This considerable range of results suggests that some participants encountered difficulties, while others demonstrated superior performance, which may indicate the necessity for differentiated interventions.

In contrast, the Grammar component exhibits minimum and maximum values of 1.24 and 1.67, respectively. The range of 0.43 indicates that, as in the "Description" component, participants exhibit disparate performance in this area. This range also suggests a significant dispersion in scores, which could reflect distinct levels of comprehension or grammatical ability among participants.

Finally, in the case of eye contact, values range from 1.33 to 1.76, indicating a larger variability in participants' performance, with a range of 0.43. As in the case of

"Description" and "Grammar," this wide range suggests that some participants excel in this category, while others show more limited performance.

Table 6

Analysis of the posttest

N	COMPONENT	MIN	MAX	M	SD
24	Description	1.49	1.88	1.69	0.46
	Grammar	1.26	1.69	1.47	0.50
	Pronunciation	1.29	1.70	1.50	0.49
	Fluency	1.35	1.74	0.46	0.94
	Eye contact	1.39	1.81	0.48	0.09

Elaborated by: Briones and Moncada (2024)

Table 6 presents the descriptive statistics for the posttest results, allowing a direct comparison with the pretest outcomes from Table 5.

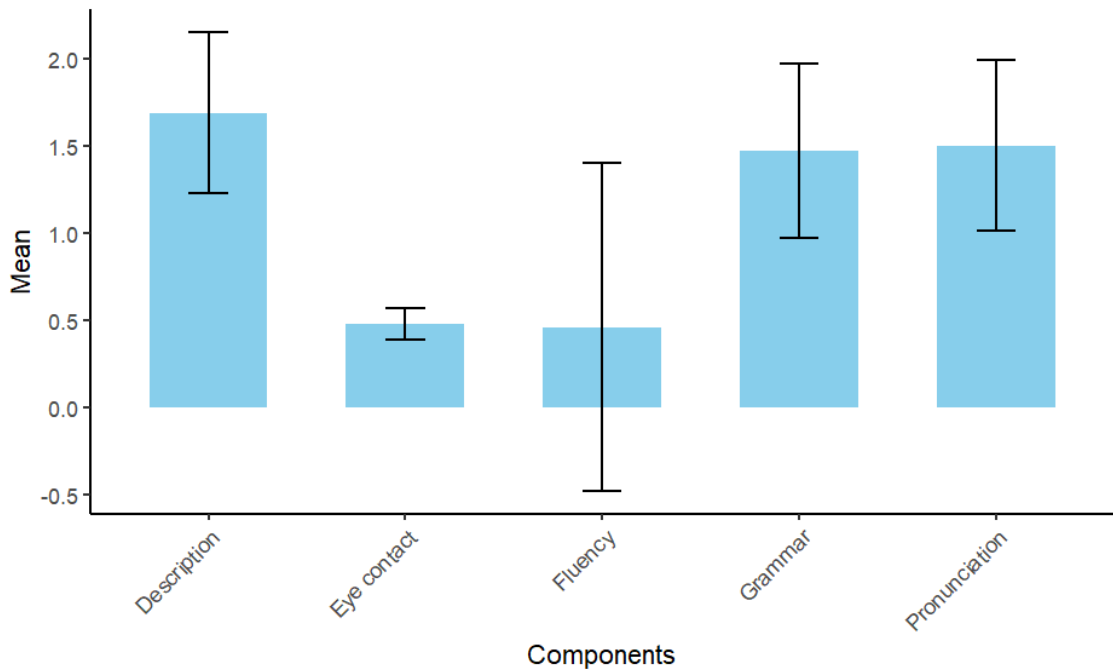
First, there was a slight improvement in description between the pretest and the posttest. The mean in the pretest was 1.66 and increased to 1.69 in the posttest, indicating a moderate improvement in this skill. In addition, the standard deviation decreases from 0.48 to 0.46, indicating a smaller dispersion of scores and greater consistency in students' performance in the posttest.

In the case of grammar, the mean barely varies, going from 1.46 in the pretest to 1.47 in the posttest, indicating that there was no significant improvement in this area. The standard deviation remains the same, indicating that there were no major changes in the variability of students' performance in this skill.

On the other hand, pronunciation shows a significant increase in mean score from 1.17 in the pretest to 1.50 in the posttest. This increase suggests a significant improvement in pronunciation skills. However, the standard deviation also increases, indicating that there was more variability in the results, i.e., some students improved considerably while others maintained lower performance.

Figure 4

Means of each component with standard deviation in the posttest

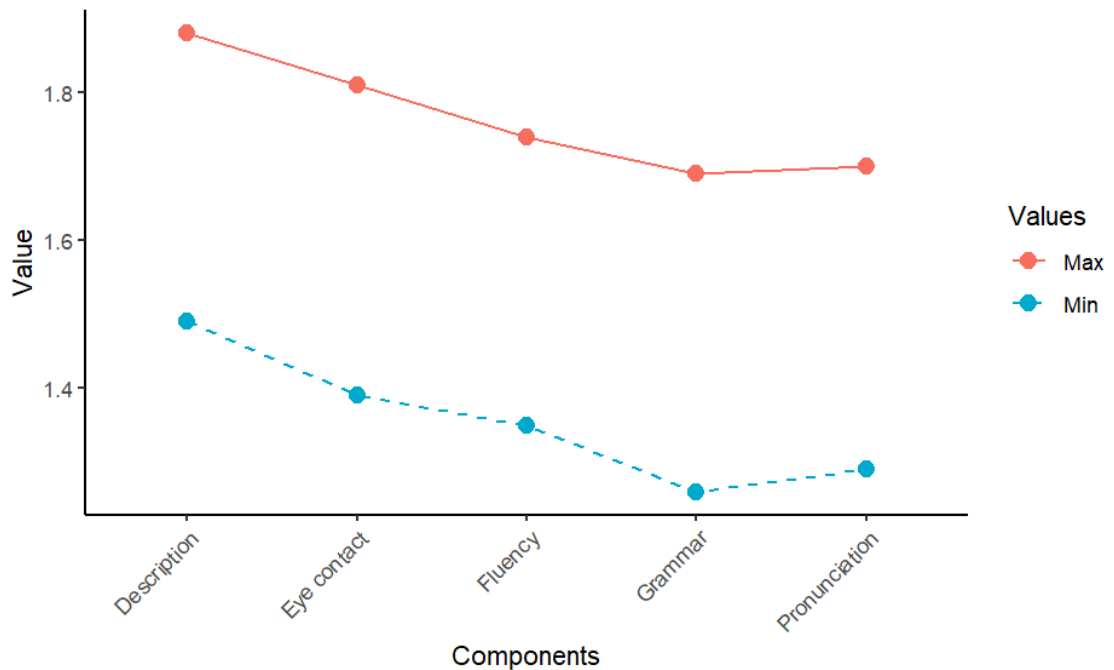


For fluency, the results show a significant decrease in the mean from 1.17 on the pretest to 0.46 on the posttest. This indicates a worrying decrease in this skill after the intervention, accompanied by an increase in the standard deviation, reflecting a greater dispersion of students' scores, with some showing exceptionally low performance.

As illustrated in Figure 4, the minimum and maximum posttest values exhibit a comparable trend. The minimum and maximum values observed in the Description component are high, indicating that even the least proficient participants demonstrated satisfactory performance in this domain. In contrast, the minimum and maximum values in the Visual Contact component are markedly lower, thereby confirming that this is an area of relative weakness for a considerable proportion of participants. The narrow range between the minimum and maximum values indicates that most participants exhibited a uniform performance, albeit with low scores.

Figure 5

Minimum and maximum values for each component in the posttest



The Fluency component demonstrates a pronounced discrepancy between the minimum and maximum values, indicating that a subset of participants achieved higher scores than others, yet the overall performance remained low. In contrast, the minimum and maximum values in Grammar are more closely aligned, suggesting a greater degree of consistency in performance among participants, although not all reached the maximum potential. Finally, in Pronunciation, both the minimum and maximum values are high, indicating that the participants performed well, although with some variations in the results.

Table 7

Comparison of the pretest and posttest

N	COMPONENT	PRETEST		POSTTEST	
		M	SD	M	SD
24	Description	1.66	0.48	1.69	0.46
	Grammar	1.46	0.51	1.47	0.50
	Pronunciation	1.17	0.38	1.50	0.49

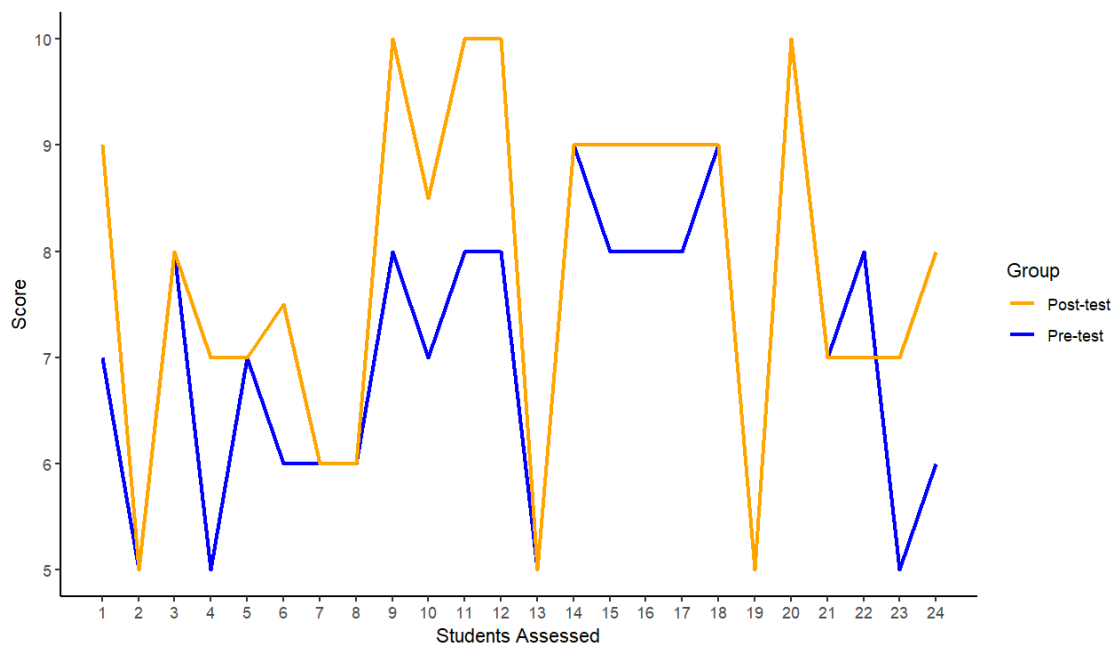
Fluency	1.17	0.38	0.46	0.94
Eye contact	1.54	0.51	0.48	0.09

Elaborated by: Briones and Moncada (2024)

Finally, a significant decrease in the mean is also observed in the eye contact skill, from 1.54 in the pretest to 0.48 in the posttest. Although the standard deviation decreases dramatically from 0.51 to 0.09, indicating less variability among students, this decrease in the mean indicates a significant deterioration in this skill.

Figure 6

Dispersion of pretest and post-test means.



Note. This graph shows the comparison of the results between the pretest and posttest.

The comparative graph between the pre-test and post-test scores reveals a trend toward improvement in the overall case of the students evaluated. In the pre-test, scores range from 5 to 10, with an average of, say, 7 or higher. The post-test scores tend to be more concentrated at higher values, with an average close to 8; this reflects the overall improvement in the performance of the students in the class. The largest gains are recorded by individuals such as 9 and 12, moving from scores of 8 on the pre-test to 10 on the post-test. However, some cases remained stable, e.g.,

individual 23, who scored the same on both tests, and in a few cases, small decreases were recorded, e.g., individual 7 dropped from 8 to 7.5.

Overall, the results express a contrasting improvement in many students following the intervention or teaching measured between the Pre-test and Post-test, although variability in responses persists. This indicates that, although the general trend is one of improvement, not all students responded in the same way to the evaluated process.

Table 8

Comparison of Pretest and Posttest Performance: Statistical Analysis and T-Test

N	Pretest		Posttest		Difference between the means		Results	T-test	
	M	SD	M	SD	MD	SDD		Overall % increase	T-statistic
24	7	1.44	7.67	1.53	0.67	0.9	10.45	-3.61	0.0015

Elaborated by: Briones and Moncada (2024)

Table 8 provides a descriptive summary of the pretest and posttest scores of 24 students. On average, the posttest scores ($M = 7.67, SD = 1.53$) are slightly higher than the pretest scores ($M = 7.0, SD = 1.44$), with a mean difference of 0.67. The standard deviation of the difference (0.90) suggests some variability in individual improvements among students.

The paired T-test, with a t-statistic of -3.61 and a p-value of 0.0015, indicates that the difference between the pretest and posttest scores is statistically significant ($p < 0.05$). This implies that the intervention or study period between the tests had a positive effect on the students' performance. Additionally, the overall percentage increase in scores is 10.45%, supporting the evidence of performance improvements after the intervention.

Research question 3:

What are the perceptions of A2-level students regarding the motivational, engagement, satisfaction, and effectiveness aspects of the methodological strategies applied, based on insights gathered from interviews?

Six randomly selected students were interviewed and shared their experiences on how the methodological strategies impacted their learning of English. Below are some of the most representative responses:

“The activities helped me to better organize my tasks and take breaks, which allowed me to maintain a cheerful outlook. I was able to prioritize what was most important and thus avoid feeling overwhelmed.”; “I remember one time in class when we did a role play. I felt nervous at first, but when we changed scenery in the exercise, I relaxed and had a lot of fun. It really improved my confidence in speaking English.”; “The question-and-answer game made me feel more connected to the group because we were all actively participating. It made me feel like I was learning without pressure, which had a positive impact on my performance.”; “The videos and audios were the most engaging materials for me, as they helped me understand the context and vocabulary better. In addition, I found them more entertaining than traditional texts.”; “The activity I enjoyed the most was the debate. Although I was nervous to speak in front of my classmates, it allowed me to express my ideas and learn to defend my point of view in English.”; “The self-assessment exercises were particularly effective. They forced me to reflect on my mistakes and helped me become more aware of my progress.”; “The strategies that made the difference for me were the group activities. I felt that learning with my peers helped me improve my fluency because we could share ideas and correct each other.”; “The feedback that helped me the most was when the teacher pointed out which specific areas I needed to improve in and gave me clear examples of how to do it. That direct guidance helped me focus on my weaknesses.”

Motivation

In the interviews, several students highlighted how the methodological activities, particularly the group dynamics and play strategies, positively influenced their motivation to learn English. For example, one student mentioned, “The question-and-answer game made me feel more connected to the group because we were all

actively participating. I felt like I was learning without pressure, which had a positive impact on my performance.” This type of comment highlights the importance of incorporating elements of collaborative and dynamic learning to foster a low-pressure atmosphere, which increases student motivation.

Engagement

Student engagement with the activities was mentioned in several interviews. Methodological strategies that allowed for greater interaction among students, such as discussions and role-play activities, were perceived as engaging and effective. One student commented, “I remember during a role-play exercise I felt nervous at first, but when we changed the scenario in the activity, I relaxed and had a lot of fun. It really improved my confidence in speaking English.”

Satisfaction

In terms of satisfaction, many students expressed that the strategies implemented improved their learning experience compared to more traditional methods. For example, one student stated, “The videos and audios were the most engaging materials for me, as they helped me understand the context and vocabulary better. In addition, I found them more entertaining than traditional texts.” This comment underscores how diversifying resources and using multimedia materials can increase student satisfaction by making learning more enjoyable and accessible.

Perceived Effectiveness in Learning

Finally, the interviews revealed that students perceived the activities as effective in enhancing their English learning. One student mentioned, “The debate was the activity I enjoyed the most. Although I felt nervous speaking in front of my classmates, it allowed me to express my ideas and learn to defend my point of view in English.” These types of activities not only build students' confidence, but also provide them with an opportunity to apply their knowledge in a meaningful way.

CONCLUSIONS

The purpose of the study was to evaluate the effectiveness of methodological strategies in improving the engagement and general competencies of tenth grade students in learning English. Throughout the intervention, both considerable progress and areas in which students faced difficulties were observed.

The initial diagnosis revealed a great variability in the students' proficiency level, highlighting the need to implement strategies that could be adapted to distinct levels of proficiency. The pretest results were contrasted in the posttest after the implementation of the pedagogical activities reflecting a mixed picture, where some components improved, while others showed a lack of progress or even a decrease in performance.

In terms of pronunciation, methodological strategies, such as role-plays and discussions, proved to be effective, resulting in a significant improvement in the students. The mean in this component increased from 1.17 in the pretest to 1.50 in the posttest, indicating that the activities applied favored the correct articulation and use of language in specific situations. However, the results also showed a greater dispersion among students, suggesting that some progressed more than others, highlighting the need for a more personalized approach.

On the other hand, a worrisome decline was observed in components such as fluency and eye contact. Fluency dropped from 1.17 in the pretest to 0.46 in the posttest, and eye contact from 1.54 to 0.48, reflecting that student faced difficulties in maintaining a continuous conversation and interacting visually during the activities. These results indicate that the methodological strategies did not achieve the expected impact on these aspects, suggesting that the activities need to be revised to more effectively address confidence and the ability to interact spontaneously.

As for the grammar and description components, improvements were minimal, with grammar remaining stable (from 1.46 to 1.47) and a slight improvement in description (from 1.66 to 1.69). This indicates that, although the strategies implemented provided some benefits, they were not sufficient to produce significant changes in students' grammatical accuracy or descriptive ability.

Finally, qualitative results obtained through student interviews revealed that the methodological strategies positively impacted motivation and engagement. Students mentioned that dynamic activities and the use of authentic materials were key elements that made the learning process more engaging and relevant. However, several students noted that lack of fluency remained a significant barrier in their ability to actively participate in communication activities.

In conclusion, the methodological strategies implemented achieved significant improvements in certain aspects of English language learning, particularly in pronunciation and vocabulary, but also revealed critical areas for improvement, especially in fluency, eye contact, and grammar. These results underscore the need for adjustments in future interventions to address persistent challenges more effectively, ensuring that students can develop their skills in a comprehensive and balanced manner. The findings of this study suggest that while interactive methods and the use of immediate feedback are valuable tools, it is crucial to continue to refine strategies for more consistent and deeper impact across all areas of English language learning.

RECOMMENDATIONS

As previously mentioned, this study spanned just two weeks. Therefore, the first recommendation is to continue applying these kinds of activities to the learning process for long-term results. It is recommended to incorporate additional approaches such as drama, public speaking, storytelling, poetry, and music in everyday English learning. It is essential to become familiar with these traditional methods. These strategies not only enhance listening skills but also make the learning experience more enjoyable for both teachers and students.

In addition, to engage students, teachers' commitment is crucial in this process. Educators should be willing to learn and implement a variety of strategies that encourage interaction beyond the classroom. Creating a supportive learning environment is as important as mastering grammar rules or achieving clear pronunciation. It must integrate a sum of activities that involve teachers and learners. Providing friendly feedback becomes vital in this process.

On the other hand, prioritizing interaction is essential. In this context, enhancing listening skills and vocabulary becomes crucial, as they are key components of oral communication that equips students with the tools needed to facilitate conversations. This research paves the way for integrated learning, where all skills should be developed simultaneously. It is particularly recommended to continue employing strategies that address various skills to promote their growth together. Another important recommendation is to establish a strong self-confidence feeling. It is essential for young learners to feel comfortable speaking a foreign language. Creating safe and welcoming environments where mistakes are viewed as natural parts of the learning process is essential. Careful feedback and thoughtful corrections play a significant role in achieving this. By integrating all these recommendations, better oral communication is possible in classrooms.

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Appendix 2 - Investigation planification for the study proposal

RESEARCH TOPIC: METHODOLOGICAL STRATEGIES TO ENGAGE STUDENTS IN THE ORAL COMMUNICATION

AUTHORS: MONCADA ROBLES EYLA TANNY

BRIONES PEÑA VIVIANA BEATRIZ

1. Problem Statement

Öztürk & Öztürk (2021) pointed out that classroom participation and the use of correct methodological strategies minimize anxiety and nervous in students. Some of the problems faced are age, gender, social status, and diverse abilities. Few opportunities to practice are another challenge in learning acquisition. Little interest in learning a new language is another impact in the oral communicative process. Based on this statement and due to the problem, the question was evaluated: What methodological strategies involve students in oral communication at Unidad Educativa Alborada?

1. The topic and the problem related to the research lines of the University.

The title of this investigation ‘Methodological strategies to engage students in the oral communication is aligned with the research lines and it is meaningful in the context of improving the oral communication established by Universidad Bolivariana del Ecuador. It is directed to specific aspects of oral communication, such as, conversation skills, speaking in public, pronunciation and even vocabulary use and intonation.

2. Research Object

The research object of this study is to find effective methodological strategies that teachers can use to engage students in the oral communicative process. It is focused on the main job of teachers and the obtained results through the analysis of students and their levels, learning styles, and backgrounds and based on that, design and develop classroom activities and homework that do not involve technology due to the difficulties presented by some students regarding connection. Then, to improve our students' speaking skills and work on their self-confidence they need to start breaking the ice and speaking English in the classroom or outside of it.

3. General Objective

To evaluate the impact of the methodological strategies on students' engagement in oral communication on 10th grade students at U.E Alborada.

4. Specific research objectives

To assess the initial situation of the students through a diagnostic test.

To evaluate the effectiveness of methodological strategies for engaging students in oral communication through a pretest and posttest.

To determine how the application of methodological strategies impacts A2 students' motivation and engagement in learning English by using the interview.

5. Research Question

- 1) What is the importance of student engagement in oral communication?
- 2) What are the approaches used by teachers to improve speaking participation in the classroom?
- 3) What are the challenges and barriers faced by teachers while implementing communicative strategies?

6. Justification

Despite their previous knowledge, tenth-grade students at Unidad Educativa Alborada showed reluctance to engage in English oral activities. The lack of participation can be traced to limited speaking opportunities during the pandemic. As noted by Tiana et al. (2024) this led to decrease confidence and practice. Innovative strategies like role-playing and debates fostered spontaneous participation, allowing students to organize ideas in real-time and connect classroom experiences to daily life (Sulaiman & Abdullah, 2024).

7. Methods

An interview will lead the research to the interaction where verbal questions to obtain information about the strategies applied in the classroom and their effectiveness. Another tool to be applied is observation. The observer checks some details about the development of the class. Finally, a pre -test and post-test will be used to represent the quantitative method. The use of these, quantitative and qualitative, form the mix method.

8. Universe and sample

The participants in this research project belong to Unidad Educativa Alborada, located in Milagro City, Guayas Province and counts with 560 students. The sampling is 24 students aged between 15 and 16, who attend the tenth grade in a private school which faces technological issues regarding tools to teach classes. This group was chosen through an observation due to their refusal to speak in English. They have been selected to apply methodological strategies for this oral communication. It was a convenient sampling due to the whole class with the same problem being selected.

9. Research Variables

Independent variable: Methodological strategies

Uyun (2022) mentioned that strategies applied in the classroom aim to be interesting and appropriate for the students. Their purpose is to identify learners' learning goals, materials, language attitudes, expectations, and learning habits to design effective strategies. They include games, role-play, debate, conversation, discussion, presentation and so on. As a result, students can then be very satisfied when all of them are fully involved in the process of learning. Then the teacher can properly set activities and provide meaningful and useful feedback.

Dependent variable: Oral communication

Prabavathi & Nagasubramani (2018), indicated that the oral communication is to transfer information from sender to receiver. It may be by means of non-verbal, through body language and tone modulations. In oral communication, it is important to ensure that the words are framed properly and are delivered in the right pitch and tone. Clarity, brevity and precision are mandatory characteristics of an effective oral communication system. It is crucial to establish eye contact and to modulate body language.

Type of research

Lufungulo et al., (2021) mentioned that action research in education is known for improving the teachers and administrators' professional practice and deemed favorable by most educationists for solving problems in education. It is a formative study usually conducted by teachers and administrators in schools. Action research

Appendix 3 - Communication of the assigned tutor

DATOS PARA LA COMUNICACIÓN DEL TUTOR ASIGNADO POR PARTE DE LA COORDINACIÓN DE LA MAESTRÍA Y ACEPTACIÓN DEL ESTUDIANTE.

Por parte de la Comisión

Nombre del Programa de Maestría: MAESTRÍA EN PEDAGOGIA DEL INGLES COMO LENGUA EXTRANJERA

Nombre y apellidos del estudiante: Viviana Beatriz Briones Peña

Tema de trabajo de Titulación:

METHODOLOGICAL STRATEGIES TO ENGAGE A2 STUDENTS IN ORAL COMMUNICATION

Tutor que se asigna: Phd (a) Rodrigo Guerrero Segura

Por parte del estudiante

Manifiesto estar de acuerdo con el tutor designado para la conducción del proceso de titulación

Si No

Criterio de la Comisión Académica del Programa de Maestría

La Comisión académica del Programa de Maestría para el proceso de titulación en reunión efectuada en fecha _____, vista la solicitud del estudiante, procedió a la asignación del tutor correspondiente y una vez aceptado el tutor por parte del estudiante:
Aprueba el inicio del proceso de titulación

PhD. Josué Bonilla Tenesaca

Presidente del Comité Académico del Programa de Maestría en pedagogía del inglés como lengua extranjera

Appendix 3 - Communication of the assigned tutor

DATOS PARA LA COMUNICACIÓN DEL TUTOR ASIGNADO POR PARTE DE LA COORDINACIÓN DE LA MAESTRÍA Y ACEPTACIÓN DEL ESTUDIANTE.

Por parte de la Comisión

Nombre del Programa de Maestría: MAESTRÍA EN PEDAGOGIA DEL INGLES COMO LENGUA EXTRANJERA

Nombre y apellidos del estudiante: Eyla Tanny Moncada Robles

Tema de trabajo de Titulación:

METHODOLOGICAL STRATEGIES TO ENGAGE A2 STUDENTS IN ORAL COMMUNICATION

Tutor que se asigna: Phd (a) Rodrigo Guerrero Segura

Por parte del estudiante

Manifiesto estar de acuerdo con el tutor designado para la conducción del proceso de titulación

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Criterio de la Comisión Académica del Programa de Maestría
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Appendix 8 - Hutchinson and Waters (1987) Needs Analysis Model

TARGET NEEDS

According to Hutchinson & Waters (1987), target needs are mostly linked to what the learner must develop in the target situation. To answer this statement, practitioners must gather information about students' needs, wants, and desires.

Necessities	Lacks	Wants
<p>Students need to improve their oral communication skills in English to be able to participate effectively in discussions and presentations in English, especially in an academic context. This is crucial for their performance in oral activities in the classroom and their preparation for future academic or professional opportunities.</p>	<p>Students lack fluency and confidence when required to speak in English. They show difficulties with pronunciation, sentence formulation and use of more complex grammatical structures in spontaneous situations. During diagnosis, it was observed that students tended to avoid participating in oral activities due to anxiety and lack of consistent practice.</p>	<p>Students want to feel more confident speaking in English and increase their ability to actively participate in speaking activities. They want to improve their fluency so that they can express themselves more effectively and without anxiety in classroom discussions and everyday situations.</p>
QUESTIONS	ANSWERS	PROCEDURES OR INSTRUMENTS
<p>Why are the methodological strategies needed here?</p>	<p>The methodological strategies are needed to engage 10th-grade students at Unidad</p>	<p>Diagnostic test, interviews, pretest and posttest</p>

	Educativa Alborada in oral communication, as many students lack confidence and fluency in speaking.	
How will the methodological strategies be used?	The strategies will be used to create interactive activities such as role-playing, debates, and discussions, aimed at improving fluency and participation in English oral communication.	Interactive speaking activities (role-playing, debates), pretest and posttest comparisons, and qualitative interview
What will the content areas be?	The content areas will focus on speaking skills for A2-level English students, with an emphasis on fluency, pronunciation, and the use of proper grammatical structures.	Consulting with experts, diagnostic test, application of pretest and posttest
Who will the learner use the methodological strategies with?	The methodological strategies will be used with classmates and teachers in group activities like debates and role-plays, encouraging collaborative learning.	Narrative tasks, interactive group activities.

Where will the methodological strategies be used?	The strategies will be implemented in Unidad Educativa Alborada during English language lessons for 10th-grade students with A2-level proficiency.	Parent and legal representatives' consent forms, authorization from school to conduct the study, classroom setting.
When will the methodological strategies be used?	The strategies were implemented during the school year 2023-2024 over a period of several weeks, from February to March, as part of the intervention plan.	The strategies were implemented during the school year 2023-2024 over a period of 2 weeks, as part of the intervention plan.

LEARNING NEEDS

Learning needs represent the gap between the learner's current level of knowledge and skills and the level required to perform a task or set of tasks.

This analysis focuses on factors such as who the students are, their socio-cultural context, learning background, age, gender, prior knowledge of English, and attitudes towards English. Below are the suggested questions to analyze learning needs.

GENERAL QUESTIONS	SPECIFIC QUESTIONS	ANSWERS	PROCEDURES OR INSTRUMENTS
Why are the learners struggling with oral communication in English?	What are the main difficulties they face when speaking in English? Do they feel anxious or insecure when participating in oral activities?	Students have difficulty with fluency, pronunciation, and the use of complex grammatical structures. They also show anxiety when participating in oral activities due to lack of consistent practice.	Diagnostic tests, interviews on oral communication anxiety and confidence.
How can we improve their learning experience?	What teaching-learning strategies will motivate students the most? What tools do they prefer to use to	Students respond well to interactive strategies, such as debates and role-playing, which encourage active and collaborative participation. They	Student interviews, interviews with teachers, analysis of pedagogical preferences through group dynamics.

	improve their oral fluency?	prefer using videos and dynamic activities that simulate real-life situations.	
What tools and resources are available for this course?	What technological and didactic resources can support the development of oral skills?	The school has limited resources, but videos, audio recordings, and online learning platforms can be used for extracurricular activities. Teachers are trained to use basic digital tools.	Teacher interviews, interviews on the use of technology, analysis of available resources in the institution.
Who are the learners and what is their background?	What is the socio-cultural and academic background of the students? Do they have prior experience using English in real-life situations?	Students come from a mixed background, with limited exposure to English outside the classroom. Most have an A2 level of English, sufficient to participate in simple conversations but with difficulties in spontaneous and fluent speech.	Diagnostic assessments, interviews on English exposure, observations on communicative competence in real-life scenarios.

<p>Where will the oral practice activities take place?</p>	<p>Are classroom conditions favorable for conducting group oral activities?</p>	<p>The activities will take place in classrooms at Unidad Educativa Alborada. The classroom is adequately equipped, but there is enough space for group activities that promote oral interaction.</p>	<p>Observation of the school environment, interviews with administrators about available resources.</p>
<p>When will these activities be conducted?</p>	<p>When will the oral skill improvement activities take place? How long will each session last?</p>	<p>The activities will be conducted during the second semester (from March to June), with weekly one-hour sessions focused on improving oral fluency and confidence.</p>	<p>Academic planning, class schedules, interviews with coordinators about time allocation for oral activities.</p>

Title: Methodological Strategies to engage A2 students in oral communication

Authors: Viviana Briones P. & Eyla Moncada R.

Goal: To explore the effectiveness of the strategies for the development of the oral communication in students

Demographics: Unidad Educativa Alborada

Age: _____ Gender: _____ Course: _____ Level: _____

Instructions:

Appendix 9 - Interview to students

Items
1. Learning Goals
Learning habits Can you give specific examples of how they helped you prioritize tasks, take breaks, maintain a cheerful outlook, ask questions, or change scenarios?
Explain your answer.
Desired achievements, knowledge, and skills Can you describe a specific event where you were encouraged to work on the four skills?
Explain your answer.
2. Language Attitudes
Expectation and learning habits. How did it make you feel and how did it affect your work?
Explain your answer.
Motivation What types of materials were most appealing to you?
Explain your answer.

3. Effective Strategies
Games, role-play, debate What activities did you find most useful or enjoyable?
Explain your answer.
Conversation, discussion, presentation Can you identify any activities that you felt were particularly effective?
Explain your answer.
4. The process of learning
Set activities. What strategies made a difference for you?
Explain your answer.
Feedback What kind of feedback do you think was most helpful to your learning?
Explain your answer.