



UNIVERSIDAD BOLIVARIANA DE ECUADOR

MAESTRÍA EN PEDAGOGÍA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA.
TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE
**MAGÍSTER EN PEDAGOGÍA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA.**

TEMA

**ACTIVE STRATEGIES TO DEVELOP ORAL SKILL OF A2 LEVEL
STUDENTS**

Autor:

LILIAN JEANNETH OJEDA DARQUEA

Tutor:

GUERRERO SEGURA RODRIGO ANTONIO

DURAN, ECUADOR

2024-2025

DEDICATORY

With profound gratitude and heart overflowing with appreciation, I dedicate this thesis to my beloved family and dearest mother. Their unconditional love, sacrifices, and belief in me have been the support to continue in my professional development and which help me to build my dreams. I feel really appreciate because their encouragement was the fuel that pushed me forward, even though, the difficulties and obstacles that life give me, and I think that they have illuminated my path, and especially because my two dear sons who follow my steps and they are the light that bright my dark days and go on for more exciting goals. To be a teacher is something grateful for the reason that it is necessary to have a continue learning with determination, the education needs to generate inspiration in people in order to have a better society with people constantly like to progress their knowledge so, I would like to be that person who motivates the other ones and do a transformation in the way of teaching.

Lilian Jeanneth Ojeda Darquea

ACKNOWLEDGEMENT

I give a deep and extend gratitude to my thesis tutor, who has been the fundamental pillar in my professional development. He has got my admiration because he is a determined person, his way to teach and guide, his expertise and unwavering support let me growth in my learning process. His encouragement words gave me a break in my difficult moments because he does not only teach, he knows how to listen and to be the educational breadwinner of their students, that is something that I really admire and make of me a new person, the obstacles are part of life and they are the strongest section of human beings. His crucial feedback, constructive analysis and encouragement give a shape of my work demonstrating that when a person wants everything is possible and capabilities appear to show how valuable we are. On the other hand, I express my profound thankfulness to the Universidad Bolivariana del Ecuador, because this institution gives me the opportunity to innovate my professional career with a transformative academic attempt to transmit to my students an empowered new horizon where they can promote intellectual education.

Lilian Jeanneth Ojeda Darquea

RESUMEN

Esta investigación se centró principalmente en la implementación de estrategias activas para desarrollar habilidades orales en estudiantes de inglés de nivel A2 en la Unidad Educativa Fiscal Joaquín Arias. El problema notable encontrado fue las dificultades de los estudiantes para comunicarse en inglés, una de las principales carencias era el miedo a cometer errores y, de esta manera, perdieron la confianza para comunicarse. El propósito principal fue determinar estrategias activas efectivas para el desarrollo de habilidades orales en estudiantes de octavo grado. La investigación se llevó a cabo con 40 estudiantes, empleando un enfoque mixto que combinó métodos cuantitativos y cualitativos, incluidos pruebas diagnósticas, preprueba, posprueba y encuestas. Los resultados revelaron una mejora ventajosa en las habilidades orales, demostrada por el 92.5% del grupo de estudiantes, el informe mostró un aumento en la confianza al hablar en inglés del 90% que habían aplicado sus habilidades en situaciones reales. La propuesta incluía la implementación de actividades sistemáticas e interactivas, por ejemplo, juegos de rol, discusiones en grupo y proyectos basados en situaciones reales, son actividades que los apoyaron con el progreso en el sistema de monitoreo. Las conclusiones enfatizan la efectividad de las estrategias activas para crear un ambiente de aprendizaje positivo que desarrolle confianza en la comunicación oral.

Palabras clave: Estrategias activas, habilidades orales, nivel A2, enseñanza de inglés, confianza comunicativa.

ABSTRACT

This research main addressed the active strategies implementation to develop oral skills in A2-level English students at Unidad Educativa Fiscal Joaquín Arias. The notorious problem found was the students' difficulties in communicating in English, one of the primarily lack was the mistakes fear and, in this way, they lost the confidence to communicate. The main purpose was to determine effective active strategies for developing oral skills in eighth-grade students. The research was conducted with 40 students, employing a mixed approach that combined quantitative and qualitative methods, including diagnostic tests, pre-test, post-test, and surveys. The results revealed an advantageous improvement in oral skills, it was demonstrated by 92.5% of students group, the report showed an increased confidence in English speaking with 90%. It demonstrated that students had an active participation in creative linguistic problem-solving, and finally the 85% of the students demonstrated successfully that they had applied their skills in real situations. The proposal included a systematic and interactive activities implementation, for example role-playing, group discussions, and projects based on real situations are activities that supported them with the progress in monitoring system. Conclusions emphasis in the effectiveness of active strategies for creating a positive learning environment that developing confidence in oral communication.

Keywords: Active strategies, oral skills, A2 level, English teaching, communicative confidence.

ÍNDICE GENERAL/FIGURAS/TABLAS/ANEXOS

FICHA SENESCYT PARA EL REPOSITORIO.....	ii
COPIA INFORME DE SIMILITUD (ANTIPLAGIO).	iii
CERTIFICACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DEL AUTOR (ES).....	iv
CESIÓN DE DERECHOS PATRIMONIALES Y DECLARATORIA AUTORAL.....	iv
AVAL DEL TUTOR DE LA TESIS	v
DEDICATORY	vi
ACKNOWLEDGEMENT	vii
RESUMEN.....	viii
ABSTRACT	ix
INTRODUCTION	1
Description of the general background	1
Description of the problem to be investigated.	1
Statement of the problem	2
Precision of the topic.....	2
Description of the research object.....	3
Research aim	3
Specific research objectives	3
Description of the conceptual and operational categories.....	3
Independent variable: Active strategies	3
Dependent variable: Oral Skill.....	4
Description of the research approaches and methodologies to be used..	4

Description of the research instruments.....	5
Quantitative Instruments:	5
Qualitative Instruments	5
Description of the beneficiaries of the proposal	5
Description of the research context.....	6
Description of the practical contributions of the proposal, its importance, and its social need.	6
CHAPTER I	8
THE THEORETICAL FRAMEWORK	8
Background	8
Research background on Oral Skills in Second Language Acquisition	8
Independent Variable: Active Strategies.....	10
Proactive Learning	10
2.1 Self-Initiated learning activities	12
2.2 Multidisciplinary Content Learning.....	13
2.3 Problem-Solving Activities.....	14
2.4 Real-World activities	15
2.5 Creative Solution.....	16
2.6 Critical Thinking	16
2.7 Learners' Participation through Oral Communication	17
2.8 Creative and Collaboration	19
2.9 Student-Centered direction: Peer-Feedback and background	19
Dependent Variable: Oral Skill.....	20
3.1 Articulation	20

Clear Enunciation.....	21
3.2 <i>Production of Sounds</i>	22
3.3 <i>Fluency</i>	22
3.4 <i>Accuracy of Word Use</i>	23
3.5 Pronunciation	24
3.6 Oral Fluency.....	26
3.7 Vocabulary Usage	27
3.8 Abundance and Variety of Language.....	27
CHAPTER II.....	29
RESEARCH METHODOLOGY AND DIAGNOSTIC.....	29
Conceptualization and operationalization of variables and categories.	29
Independent variable: Active strategies	29
Research approach and design	30
Scope of the research	31
Research purpose	31
Research questions	32
Research proposal justification	32
Delimitation of population, sample, and sampling.	33
Research Context	34
Research Stages.....	35
Instruments derived from the selected methodology	36
Diagnostic Test	36
Results of the diagnostic stage	37
Instrument 1: Hutchinson and Waters analysis.....	37
Target needs	37

Learning Needs	37
Pretest-Posttest	38
Rubric for the posttest	38
Survey on Speaking Skills	39
Description and Analysis of the Survey Results	40
Description of the Evaluation and validation of the Proposal.....	41
Expert Validation	41
Summary Evaluation.....	41
Description of the Data Processing of the Diagnostic Stage.....	42
Data Entry and Coding.....	42
Descriptive Analysis	42
Thematic Analysis.....	42
Triangulation and Integration.....	43
CHAPTER III	44
PRESENTATION OF RESULTS AND VALIDATION OF THE PROPOSAL	44
Rationale for the Proposal.....	44
Research question 1.....	46
Research question 3.....	50
Analysis of the Results.....	51
CONCLUSIONS.....	65
RECOMMENDATIONS	66
References	67
APPENDICES	87

ÍNDICE DE TABLAS

Table 1	<i>Chart of Variables, Dimensions, and Indicators</i>	30
Table 2	<i>Sample</i>	34
Table 3	<i>Stages of the Research Project</i>	35
Table 4	<i>Summary of the Diagnostic Test</i>	47
Table 5	<i>Summary of the Diagnostic Test</i> ¡Error! Marcador no definido.	
Table 6	<i>Data on the difference between the means</i>	50
Table 7	<i>Students' Survey-Item 1</i>	51
Table 8	<i>Students' Survey-Item 2</i>	53
Table 9	<i>Students' Survey-Item 3</i>	54
Table 10	<i>Students' survey -Item 4</i>	55
Table 11	<i>Students' Survey -Item 5</i>	56
Table 12	<i>Students' Survey -Item 6</i>	57
Table 13	<i>Students' survey -Item 7</i>	58
Table 14	<i>Students' survey-Item 8</i>	59
Table 15	<i>Students' survey-Item 9</i>	60
Table 16	<i>Students' survey -Item 10</i>	61
Table 17	<i>Students' survey-Item 11</i>	62
Table 18	<i>Students' survey-Item 12</i>	63

ÍNDICE DE FIGURAS

Figure 1	<i>Pretest-Posttest Contrast Result</i>	48
Figure 2	<i>Students' survey-Item 1</i>	51
Figure 3	<i>Students' survey-Item 2</i>	53
Figure 4	<i>Students' Survey-Item 3</i>	54

Figure 5	<i>Students' survey -Item 4</i>	55
Figure 6	<i>Students' survey -Item 5.</i>	56
Figure 7	<i>Students' Survey -Item 6.</i>	58
Figure 8	<i>Students' survey -Item 7.</i>	59
Figure 9	<i>Students' survey-Item 8.</i>	60
Figure 10	<i>Students' survey-Item 9.</i>	61
Figure 11	<i>Students' survey -Item 10.</i>	62
Figure 12	<i>Students' survey-Item 11.</i>	63
Figure 13	<i>Students' survey-Item 12.</i>	64

LISTADO DE ANEXOS

Anexo 1 Solicitud para la Presentación del Tema. ¡Error! Marcador no definido.

<i>Anexo 2</i>	<i>Investigation planification for the study proposal</i>	88
<i>Anexo 3</i>	<i>Communication of the assigned tutor</i>	89
<i>Anexo 4</i>	<i>Letter to the school principal to request permission</i>	90
<i>Anexo 5</i>	<i>Authorization to conduct the research</i>	91
<i>Anexo 6</i>	<i>Oficio autorización UEJA</i>	92
<i>Anexo 7</i>	<i>Parent's and Legal Representants Consent Form</i>	93
<i>Anexo 8</i>	<i>Certificate of validation of instruments by experts</i>	94
<i>Anexo 9</i>	<i>Hutchinson and Waters (1987) Needs Analysis Model</i>	95
<i>Anexo 10</i>	<i>Checklist</i>	96
<i>Anexo 11</i>	<i>Diagnostic Test</i>	97
<i>Anexo 12</i>	<i>Lesson Plan Diagnostic Test</i>	100
<i>Anexo 13</i>	<i>Pretest</i>	101
<i>Anexo 14</i>	<i>Lesson Plan Pretest</i>	103

<i>Anexo 15</i>	<i>Posttest</i>	<i>104</i>
<i>Anexo 16</i>	<i>Student's Survey</i>	<i>105</i>
<i>Anexo 17</i>	<i>Student's participation during the class.</i>	<i>106</i>

INTRODUCTION

Description of the general background

At a globalization world, the English Language has been considered a fundamental tool as well as the management of computerized programs in the Comprehensive professional development in the 21st century, conforming to Hosni (2014) Speaking is regarded as a primary language proficiency that students should enhance. But many students are scared by the fear of making errors while speaking in their classrooms and to counteract this result for Ilyosovna (2020) it is necessary to use active strategies to motivate them to be active speakers and develop oral skills. For Mercedes (2020) communication is the main purpose of language, and our most effective way of acquiring it is through natural processes by engaging in realistic and authentic speaking activities, learners develop the skills necessary to interact with others, negotiate meaning, and express themselves fluently and appropriately Richards and Rodgers (2014).

A good point about active strategies is that they are so valuable in the speaking process that teachers need to use almost all their classes. According to Crisianita and Mandasari (2022) enhancing verbal communication abilities is crucial for students to instruct linguistic aptitudes while attending school, enabling them to enhance their proficiency in the times ahead. Oral skills are one of the most important activities because they help the development and permanent acquisition of vocabulary. In the point of view of Chand (2021) students with less opportunities to speak in front of the class to feel nervous, lack of vocabulary, powerlessness of using grammatical patterns, pronunciation of words, fear of making mistakes, overuse of mother tongue, and lack of confidence. Consequently, starting to use strategies to convince students to interact and use the language is remarkably significant.

Description of the problem to be investigated.

The problem to be investigated is the use of active strategies to develop oral skills for A2 level students who often struggle with speaking and constructing coherent sentences in English. According to Aljumah (2011) Many EFL and ESL students commonly scrap with the challenge of selecting appropriate words to

convey their thoughts and ideas. They always think in mother language and then they try to translate every single word to English creating on them a confusion on their mind. For this reason, oral skills are crucial methods to develop an effective communication method in any language. Also, A2 level students frequently find situations where they need to communicate in English, but they feel no secure they do not try to say nothing because of their fear. Without a strong oral skills practice, these interactions can be challenging and they lose opportunities to start talking. Passive listening and repetitive drilling are produced by traditional teaching methods where there is less engaging in stopping the students' speaking abilities.

Interactive and participatory activities let students acquire critical thinking and because continuous language use helps to have a purposeful manner of learning. For Kennedy (2007) Active strategies develop knowledge with methods like pair work or group discussions, role-plays, debates, and problem-solving activities. These types of activities are to provide students an active engaging during the classes, where their oral skills can be guide for improving the way of thinking, teamwork, and problem-solving abilities. Moreover, incorporating all these methods students' motivation naturally increases and engagement by injecting excitement and variety into language classrooms, making learning more enjoyable for students.

Statement of the problem

How do active strategies develop oral skills in A2 level students?

Precision of the topic

The investigation based on "Active strategies to develop oral skills of A2 level students" is related to pedagogy, didactics, management education lines and pedagogical innovations from Universidad Bolivariana del Ecuador. Using oral skills activities through pedagogical approaches, effective techniques or actions, and materials to engage A2 students contributes to changing activities for letting students to be active speakers innovating the learning circle. Active strategies include organized class planning and executing instructional strategies where the classroom setting gets the students' attention, ensuring proper resources to modify

the learner's classroom environment and implement effective active strategies implementation for oral skill development.

Description of the research object

Exploring and implementing active strategies to enhance oral skills in A2-level students help them forget to have limited vocabulary and grammar knowledge to eradicate simple communication with limited word use. Velarde et al. (2022) corroborate that for having a deeper learning is necessary to apply active strategies inside the classes, although students often exhibit resistance towards a new approach where they must eradicate conventional perspectives about education and knowledge acquisition, especially related to oral development. In language acquisition, effective communication is produced by an active language achievement through a fluent self-expression. Therefore, it is imperative to devise active strategies that foster oral skills in A2-level students, as speaking is considered one of the most challenging skills when teachers' strategies are not appropriately applied in the classroom.

Research aim

To determine active strategies for the development of oral skills of the English language in the students of the 8th year at Unidad Educativa Fiscal Joaquin Arias.

Specific research objectives

- To diagnose the level of the oral skills of the English language in the students by a diagnostic skill test.
- To identify which specific component of the oral skills improved after using active strategies by means of a pretest-posttest.
- To examine the effects of incorporating active strategies on the oral skills of A2 level students by using a survey.

Description of the conceptual and operational categories

Independent variable: Active strategies

Active strategies concept mentions to motivate students to produce their own information with the correct teachers' guide application through strategies that include active oral participation avowing in thinking the errors. Arroba and

Acosta (2021) mention that to gather the viewpoints of participants regarding the regular speaking tasks utilized in educational settings are useful tools, for example of active strategies including active learning, active listening, active participation, and active thinking. Referring to Naranjo and Naranjo (2017) the strategic methods employed in the process of preparing for learning and self-evaluating one's own understanding. Operational categories provide researchers with a clear framework for measuring and assessing the effectiveness of active strategies in achieving their intended outcomes Uyun (2022).

Dependent variable: Oral Skill

Oral skills refer to the abilities that the students demonstrate when they express their ideas including proficiency in listening, speaking and at the same time in oral communication (Rao, 2019). For Bostrom (1989) Researchers have explored several features that can influence oral skills on students proving them feelings of success and self-efficacy, as well as language ability, educational background, motivation, and language learning tactics. This can include standardized tests, interviews, self-assessment questionnaires, and observations of real-life oral interactions. In the point of view of Qamar (2016) investigators may also focus on specific oral skill ambits, in the same way of overall oral ability, pronunciation accuracy, or discourse coherence.

Description of the research approaches and methodologies to be used

The research study provides qualitative and quantitative approaches use, giving the opportunity to understand how active strategies develop on A2 level students the oral skill accuracy. Quantitative research approach is important because it provides effective numerical information about how active methods in developing oral skills can give the opportunity of a new learning style. For collecting variable data, the method used is diagnostic test skills. Qualitative research approach is an important approach to compile rich, detailed, and in-depth information based on the A2 level students' experiences, perceptions, and attitudes towards oral skill development. The qualitative approach will help to explore the subjective experiences and attitudes of the students by Diagnostic stage and a Survey before and after implementing active strategies.

Description of the research instruments

The research instruments for this study will consist of both quantitative and qualitative data collection tools to gather comprehensive data on the effectiveness of active strategies in learning to develop oral skills of A2-level students.

Quantitative Instruments:

Diagnostic Test. The diagnostic test is a quantitative instrument. Its purpose is to assess the initial level of oral skills in English language among the A2 level students before implementing the active strategies. This test will serve as a baseline measure to determine the students' proficiency in areas such as articulation, fluency, pronunciation and vocabulary.

Pretest and Posttest. The pretest and posttest are quantitative instruments. Their purpose is to identify and measure the specific components of oral skills (articulation, fluency, pronunciation and vocabulary usage) that improve after using active strategies. By administering a standardized oral fluency test before (pretest) and after (posttest) the implementation of active strategies, the researcher can quantitatively evaluate the impact of the intervention on the development of students' oral skills through numerical scores or ratings.

Both quantitative and qualitative elements are included in the survey. The survey quantitative part aims to collect data on students' attitudes, perceptions, and self-efficacy due to the strategies used in oral fluency development. Likert-scale can achieve data from questions which provide numerical statistics for numerical analysis.

Qualitative Instruments

Observation guide for the diagnostic stage.

Description of the beneficiaries of the proposal

The proposal targets 40 students from eighth with A2 level attending classes at Unidad Educativa Joaquin Arias from Pelileo City. They are 11- and 12-years old. Most of them are in a medium economic situation because they live in the Pelileo center due to it is an urban institution.

Description of the research context

The research will be carried out at the Unidad Educativa Joaquin Arias to students of eighth grade at morning section with A2 English level where the schedule is only three hours per week of 45-minute classes as stipulated by the Ministry of Education and Culture of Ecuador. English is a subject that is required in all school levels starting from second basic General Education to third Unified General Baccalaureate. Active strategies are used to develop oral skills in English A2 level students with a clear aim that is explored and implemented by effective techniques to enhance students' speaking abilities in the English language.

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

Low proficiency in oral skills is the principal aim of this proposal among A2 level students at Unidad Educativa Joaquin Arias. The students from 8th grade struggle with speaking confidently and fluently. Practical strategies are offered to address this issue demonstrating that active teaching methods incorporate, such as role-plays, discussions, and real-life communicative tasks are helpful for learners. The proposal emphasizes the practice, engagement, and real-life communication situations practice for developing oral skills.

Description of the chapters

The Introduction. This chapter provided a research overview, presenting the background, justification, problem statement, research questions, hypothesis, and objectives. It will focus the significance on the studying application of active strategies to develop oral skills on eighth level. The chapter will also plan the research methodology and the research structure.

Chapter I: The Literature Review. This chapter focuses on the literature review of previous studies and research that have been already applied in different contexts around the world and its results are related to active strategies. In this section, different studies will be analyzed to find the implications on students' behavior and how the language is accepted. Regarding active strategies demonstrated how learning and teaching approach can be engaging for learners

when it is use in an innovate way. Different researchers' point of view give clarify detail where demonstrative and provide theoretical framework with positive advantage when it is used active approaches for learning a second language. The principal distinctive of this approach is based on engage students with meaningful active methodologies developing oral skill.

Chapter II: Research Methodology. This chapter described the methodology, the universe, the population, sample selection, the methods to collect data, and the instruments used during the investigation and application of the project. Another important issue that this chapter contains is the variable matrix where there is a complete explanation of the dimensions and indicators that were evaluated with the application of active strategies. Additionally, this section contains the diagnostic stage, the instruments, the scope of the study, the methodological framework, and the justification of the methodology.

Chapter III: Data Analysis and Results. This chapter contains data collection analysis. Also, it presents the research study results. In this section, the pretest, posttest, and survey statistics will be presented with quantitative data using charts, tables, and graphics. In the end, all the information will be developed under a progress percentage that students showed during and at the end of the intervention. Finally, the researcher will give ideas about limitations that the study presented during the investigation whole process application and results.

Conclusion and Recommendations. This section included a study summary as well as final thoughts about the results that will be presented. In addition, it will contain some suggestions about the study. Some final details about the difficulties that the researcher found in the study will also be explained.

CHAPTER I

THE THEORETICAL FRAMEWORK

Background

Active strategies have been explored by many researchers because of the effectiveness of them in learning a new language, including oral skill development. Zeng and Takatsuka (2009) mentioned that investigators studied the impact on how active learning strategy guide students for a better language acquisition constructed on learners' progress and a positive impact on where the classroom environment was more comfortable and productive. Also, the researchers implemented a text-based discussion forum where learners engaged in asynchronous written conversations on various topics. The data documented that using the internet as an active strategy for learning a new language like chat conversations, or a survey could reinforce the student's knowledge.

According to Larry and Crow (2015) peer interaction is an active learning strategy, it helps to advance oral communication through real collaboration. Some studies were conducted to examine academic potential and over peer interaction activities and the effectiveness on them demonstrating that group work, peer feedback, and collaborative tasks are extremely engagement. Positive effects are emphasized by peer interaction on oral skill development due to the help on fluency, accuracy, complexity, and overall communicative competence giving opportunities for learners to involve in meaningful negotiations, receive feedback, and co-construct knowledge.

Research background on Oral Skills in Second Language Acquisition

Oral skills are a crucial point when talking about language proficiency, due to it is essential for academic, professional, and social contexts success. For Huertas-Abril (2021) cited that to conduct a developing student related to digital tools in learning a new language is relevant because they learn to use new methods for example in her investigation participants were intermediate to advanced English learners. The essential study object was to investigate the virtual reality effects (VR) on technology where English learners lost anxiety

improving oral performance and how immersive in cybernetic environments affect learners' confidence and interest to communicate in English. The fluency and pronunciation accuracy were other points that reflect on students in a constructive way because they listen to native speakers giving the opportunity to speak in a natural form. In language learning environments, the researcher promotes incorporating VR technology due to address speaking anxiety and enhancing oral performance.

According to Imani (2021) in the investigation “The Comparative Effect of Self-Assessment and Peer Assessment on Reflective and Impulsive EFL Learners’ Speaking Skill” the main objective of the study was to examine the impact of guided self-assessment. Self-evaluation and speaking tasks influence many aspects of oral presentation in the reason of including articulacy, precision, and difficulty in the knowledge process. For example, the analyst found that guided self-assessment had a positive effect on learners' oral production skills due to participants experiments by a real self-evaluation of their speaking tasks showed correction errors like a benefit point for improvements in fluency, accuracy, and complexity. Moreover, studying autonomous and motivated activities let students practice as they develop better self-assessment skills. As a conclusion, for the researcher to incorporate guided self-assessment create an effective strategy instruction for enhancing learners' speaking abilities and promoting learner autonomy.

According to Ochoa and Dominguez (2020) in their article “Controlled evaluation of a multimodal system to improve oral presentation skills in a real learning setting” conducted their study in a university setting in Taiwan, involving 64 undergraduate students majoring in various disciplines. For this study, the applicants were intermediate-level English as a Foreign Language (EFL) learners for English Academic Purposes (EAP) course. The investigation was about the of multimodal tasks in developing EFL learners' oral skills effects. Specifically, they combined visual, auditory, and kinesthetic elements in speaking activities with the view of enhanced fluency and complexity in oral sections. So, multimodal tasks led to significant improvements after the study where participants engaged in multiple speaking activities demonstrated better gains in fluency and complexity

in contrast to a group who participated in traditional speaking tasks. The visual aids, such as infographics and mind maps integration helped learners organize their thoughts more effectively, where they experimented with more coherent and structured oral presentations. Additionally, the audio-visual materials and kinesthetic elements integration and implementation like role-playing and gestures connect learners' pronunciation to real situations.

Independent Variable: Active Strategies

Instructional approaches include active strategies in the teaching methods because it refers create active learners in a real context where they are not just a passive information recipient (Bonwell & Eison, 1991). These strategies have increased the teachers and students' attention in recent years due to their potential progress motivating learners to confront challenges of the 21st century (Farashahi & Tajeddin, 2018).

Proactive Learning

Learn in an autonomy way is the definition for proactive learner which emphasizes the ability to take control on students' learning process, giving the chance to have clear decisions, and take responsibility for their progress (Spencer, 2011) Self-directed learning, as described by Vida (2017) is the process to learn in an independence manner, where learners identify and prioritize their learning needs, goals, select and strategies to implement their progress. This concept emphasizes the learners' importance where they have opportunities to initiate and direct their own learning experiences. Learners engage in self-initiated activities contributing to their overall autonomy and self-regulation Ayala and Wehby and Lane (2009).

Active strategies are connected to proactive learning emerges as a pivotal dimension because of the empower learners take risks just with the idea to learn new things. In the point of view of Gnizy et al., (2014) this approach changes the learners' traditional passive role to active architects of their understanding bases. Self-initiated learning activities and proactive learning cultivates curiosity, autonomy, and self-regulation on learners like in this way they produce knowledge through personal experiences and interactions. Proactive learning is

deeply rooted in constructivism learning methods, a learning theory emphasizes that the active learners' role is in building their understanding Köpeczi-Bócz (2020). For example, for scholars Vygotsky and Piaget, constructivism absorbs information passively and the idea is to activate a construct knowledge through their experiences and interactions with their environment.

For Gettinger (2019) Proactive learning naturally marries with the principles of self-regulated learning where the learner monitors, regulates, and controls their cognition. Self-regulation strategies are utilized when learners engage in self-initiated learning activities since they are designed to take ownership of their learning process. The proactive learning paradigm includes learner autonomy, an approach that has become extremely popular in the educational sector. The training data goes up until October 2023. Proactive learning is a type of learning that promotes learner autonomy by encouraging learners to take on self-initiated learning activities, enabling them to investigate the subject interest matter, determine their goals, and develop self-directed learning strategies (Mestdagh & Rompaey, 2016).

According to Heng et al., (2015) Proactive learning has a variety of active actions, which of these activities engage learners in a very competitive environment. For instance, to challenge learners into inquiry-based knowledge by doing metacognition questions, formulating hypotheses, and design investigations to build students' proper ideas. Tasks inside proactive learners require to concentrate and apply skills to solve problems from a daily actions' routines, where students must collaborate with critical thinking and abilities to explain difficulties. Additionally, evaluating students' progress is important elaborate self-assessment and reflective activities because there is possible that teachers have a clear idea about how to identify strengths and areas for improvement and adjust strategies that facilitates the students' development on the learning process. When scholars have an active role in their skills acquisition, they feel interest on time management, goal setting, problem-solving, and self-discipline.

Also, intrinsic motivation and a deep-seated are produced by teachers when pupils feel love for learning. For Wijaya (2013) ownership and investment are necessary to produce on students for giving autonomy to pursue their interests due

to use the self-initiated knowledge. Certain guides combining with intrinsic motivation is extremely advantageous for the teachers work because it leads to increased engagement and persistence to embrace challenges as opportunities for growth in a supportive and nurturing style.

2.1 Self-Initiated learning activities

For Lai and Zheng (2023) The self-initiated learning activities importance has been included in Second language acquisition research, especially in a context driven by autonomous learning, due to the fact these activities characterized how to define and enable the learner to work in the target language with a formal education context, formal instruction regardless. Ryan and Deci (2020) affirm that autonomy importance must base on self-initiated learning because in this way Self-Determination Theory demonstrates that due to activities motivated learners develop on their competence. Dahal and Bhat (2024) the vocabulary acquisition and speaking fluency are influenced directly by language proficiency and self-initiated activities. However, sustained motivation and effective integration depend on the students' persistence of self-initiated learning with help and support. According to Loeng (2020) digital technologies remain guides for teachers to use long-term effectiveness of self-initiated learning activities for giving up boring and unusefulness exercises.

In keeping with Kovalenk and Smirnova (2015) the incorporation of self-initiated activities into formal assessment frameworks remains a challenge motivating to have autonomous learning. By Howard (2019) Cultural factors play a significant part in shaping learners' attitudes towards self-initiated learning. Paschal (2023) changes from traditional language learning paradigms create a classroom environment with opportunities with the idea of real-world complications and necessities with better critical thinking. For Christian and Talanquer (2012) learning technologies to personalize self-initiated learning experiences growing interest in understanding the metacognitive strategies. Self-Initiated learning activities build on students a new style of learning promoting to develop the skills especially when learning a new language.

2.2 Multidisciplinary Content Learning

Multidisciplinary content learning benefit on interdisciplinary integration because it involves the purposeful knowledge synthesis where students transfer ideas across different disciplines (Mansilla, 2010). This concept emphasizes the abilities required to understand and address complex problems and help other ones to understand something in a better way. For Goodwin and Dunn (2018) interdisciplinary learning experiences engagement consist on develop the learners' capacity to recognize patterns for establishing connections to transfer knowledge on context I the real world (Ivanitskaya et al., 2002). In concordance with Mims (2003) Multidisciplinary content learning facilitates students to involve authentic learning and situated cognition that generate the most effective classroom and learning environment, when it occurs the students', contexts resemble the situations because the knowledge is applied based on real situations. Through multidisciplinary learning experiences are different world scenarios because of deeper understanding from various disciplines interconnects that help to solve authentic problems with understandable thoughts. Conforming to Park and Bae (2014) this approach focuses on real-world Activities are the clues to develop cognitive skills due to students using their critical thinking to solve difficulties a long their livings. Meaningful learning with authentic contexts is relevant to real-life situations because awareness is to motivate a learning experiences the solution for a productive knowledge achievement.

The knowledge transferability influences practical skills to practical contexts. For example, creative solutions are when teachers have clear ideas about how to cause a variant in thinking using all the mind capacity, this dimension encourages learners to challenge their thinking in a creative way for facing problems. It stimulates the learning process by forgetting unconventional methods and approaches into a creative thinking ability. Mard (2021) the knowledge integration administers the engagement into authentic, real-world tasks where the student's connection to the real world is an important discipline that supplies the acquisition and application of these crucial skills. For facing complex problem is necessary to create on learners the thinking ability if analyzing information from multiple

perspectives and for Kara (2018) working in teams is a great solution due to there they enhance their communication with a collaborative environment with different points of view. Collaborative environments are the clue to develop on students the integration the knowledge from different people understanding. (Katja, 2014).

2.3 Problem-Solving Activities

Based on Baldo et al., (2005) Problem-Solving activities are actually advantageous because higher-order thinking skills involve students immersed in a solution of their progress. It shows that cognitive apprenticeship promotes those students to feel confident on themselves and explore in solving real-world problems by promoting analysis, synthesis, and evaluation skills. These kinds of activities are considered educational strategies due to students developing critical thinking and avoiding just theoretical thinking into practical solutions. Problem-solving activities are the enhancement key to transmit motivation in the progress scholarship. (Wilder, 2014).

By Fatma and Duman (2023) problem-based learning (PBL) is one solution to encourage students to transmit practical solutions to the real difficulties along their language attainment. In PBL, students work collaboratively to solve ill-structured problems that the learning lack is one of the problems that affect directly to the problems solution. This approach objective is to find how learners can identify their own learning needs to research relevant information that can contribute to the development of knowledge (Hmelo, 2012). Kim and Jeong-Nam (2011) to keep students concentrated on real-world scenarios or challenges faced constantly is the solution to analyze the solution that they can take over the decision about their academic progress (Firestien and McCowan, 2009). Also, when students have training on the new learning acquisition the complete groups have to be exhibited their classroom participation and a more supportive environment for sharing ideas.

According to Innes (2007) role play exercises involve simulations like navigating into real students' context solving problems through complex situations where they must make decisions and based on their experiences giving them consequences of their actions. These kinds of activities promote a

collaborative environment introducing them to active learning because they develop and develop self-directed learning skills. Additionally, these activities let students have organizational tasks with a planning section and preparation for their final presentation. On a positive note, about role plays is that the students' behavior changes in a positive way if they must share information and engagement to the task activities with the solving activities appliance.

2.4 Real-World activities

Hsu (2017) affirms that Real-world activities in language learning have increased importantly, educators seek to bridge the gap between classroom instruction and authentic language use. Real activities help in the conductive methodology for teachers, proving students a genuine communicative situation outside the classroom. As the same the authors Avci and Adiguzel (2017) describe that learners' ability to apply language skills in practical contexts particularly if they use real world situations. Based on Alioon and Delialioğlu (2017) real-world activities in improving learners' communicative competence demonstrating significant benefits on oral proficiency. Lamb and Arisandy (2019) Digital technologies have expanded the scope of real-world activities, letting students exchange and augmented reality experiences that simulate authentic environments.

However, Richards (2015) challenges persist in designing and implementing activities based on the real-world context, including issues of assessment and ensuring equitable access for all learners. In the point of view of Kessler (2018) the integration of real-world activities into class causes critical debates serving for the experiential learning. Azmi (2017) indicates that instructors who facilitate real-world activities need to have new and correct guidance for maximizing the learning potential of these experiences based on tangible situations. Some methods that can capture the complex nature of authentic language use students' own experiences and it generates solving environment. For Getie (2020) real-world activities innovative pedagogical approaches facilitating the teacher's role and student's ways of education.

2.5 Creative Solution

Creative solutions in language innovative approaches to address persistent challenges in second language acquisition. In accordance with Birgili (2015) solutions include an extensive variety of interventions as pedagogical methods to technological applications with the objective of increasing learner's knowledge. When students develop their knowledge, they have the option to understand everyday problems and face them without any problem, especially if the problems are based on oral fluency. For Puente-Díaz (2016) the efficacy of creative solutions promotes on learner creative and social cognitive positive reaction with autonomy decisions and gamified learning environments. The theoretical groundworks about creative solutions are necessary to emphasize the importance of active, learner-centered approaches. Paying attention to developing creative solution on learners' facility the self-efficacy generating creative outcomes.

Implementing creative solutions in language classrooms has revealed benefits for both learners and educators, because it employs an effective learning environment (Sternberg, 2021). Creative approaches enhance student motivation and participation creating charismatics leaders inside and outside the classrooms. Wible (2020) mentions when learners engage in solving and creating solutions and the anxiety levels decreased in classrooms by facilizing the teaching methods during the classes. Creative solutions often promote a more inclusive learning atmosphere, applying diverse learning styles and needs based on students, giving them a better academic outcome. For Karwowski (2015) Preparing students for real-world language through creative classroom solutions have been associated with the development of critical thinking skills and problem-solving abilities.

2.6 Critical Thinking

Critical thinking encourages learners to question assumptions, evaluate evidence, and consider multiple perspectives. It raises the development of cognitive skills such as analysis, interpretation, and self-regulation, enabling learners to think critically and challenge preconceived notions. Meant for Shirkhani and Fahim (2011) learning a new language involves more than just memorizing vocabulary and grammar rules; it also requires the development of

critical thinking skills. Critical thinking is indispensable for having effective communication so in this way to enable language the students must analyze, evaluate, and synthesize information using their own ideas and solutions. One strategy to encourage critical thinking in students inside the classroom is the authentic materials used such as news articles, movies, or social media posts (Bagheri, 2015). For Majidova (2024) target language is another effective approach because its emphasis on linguistic skills through visual activities creates an extremely active classroom atmosphere. It is necessary to ask questions for engaging critical analysis to develop intellectual thinking with visual material that catch students' attention where they feel motivated to generate new ideas. (Savery, 2006).

Marin and De la Pava (2017) mention that when teachers use conversation questions about topic that they explain they break the line to encourage students to have a seek clarification and they go into curiosity that motivate them to take a deeper understanding of the language. Critical thinkers engage in continuous learning and personal growth through formal education, training programs, and extensive reading. Moreover, they exhibit a proactive attitude, self-assurance, and a sense of autonomy, clearly understanding their goals and aspirations. These individuals are skilled observers, receptive to new ideas, courageous in their thoughts and actions, and attuned to the nuances of different contexts. Conforming to Fahim and Haghani (2012) the students' thinking processes are nurtured and refined through ongoing introspection and commitment to personal and intellectual development.

2.7 Learners' Participation through Oral Communication

For teachers it is important to activate the learners' participation and interaction in language education through oral communication activities. It is mindful in the communicative language teaching approach and the interactionist theory of language acquisition, which recognizes the role of interaction and negotiation of meaning in developing communicative competence (AlSaleem, 2018). To develop speaking proficiency and communicative competence an active oral participation is necessary to do during the activity development, this is

possible through expressive communication models. According to Jamshidnejad (2011) the pronunciation, fluency, and ability can be settled by fun speaking games to express ideas effectively. On the other hand, Raba (2017) indicates that oral communication activities are not carried out correctly in a class when the teacher does not change the monotony class by innovative ones. For example, anxiety, fear for making mistakes are common barriers that stop oral participation, and the innovative activities contribute to forgetting them. Innovative activities like conversation exercises increase verbal communication. Wang (2019) found that learners have different way of learning when in classes are included training speaking tasks due to a desire to maintain group harmony thinking in how to speak.

Motivation is a fundamental process inside language acquisition. In the point of view of Liu (2000) learners with a high intrinsic motivation speak without thinking in the mistake they just try to transmit their ideas and seek out opportunities for communication. In other words, for Han and Alauyah (2019) the classroom environment and teacher's role influence learners' oral participation especially if the class engagement materials. Learners feel comfortable with a supportive guide on speaking tasks eliminating risks to block the learning progress. Teachers who create opportunities for meaningful interaction always provide clear feedback that creates constructive participation.

Effective approaches are mentioned by Agustina (2022) like group role-plays and peer teaching which facilitate the oral skills progression. The objective of these activities is to offer opportunities to interact with peers sharing ideas and practicing speaking with enthusiasm because they have different opinions to increase their knowledge. Critical thinking abilities can be advanced in communicative competence when versatile tools are employed during the class. Factors such as anxiety, cultural background, motivation, and classroom environment have to be eliminated by the constantly use of listening activities. Employing strategies that help listening and speaking give students the opportunity to learn in a new and a real integration.

2.8 Creative and Collaboration

Creative thinking and collaborative learning activities in language acquisition have demonstrated good material for teachers when they want to improve in linguistic competence and let students solve their problems because it helps to produce creative group projects. According to Kukulska and Viberg (2018) the learning process needs to have a dynamic approach because they provide a potential environment motivating students' abilities to grow up. Based on Kuhn (2015) the construction of knowledge in collaborative form impact in the individual autonomy proving learners engage in joint efforts on tasks. To apply collaborative strategies, root a group of pupils in dynamic education environment to share and achieve objectives. Also, for Care et al., (2016) creative and collaborative learning serves pupils to find a spectrum of potential solutions for language barriers.

The biggest barriers in learning a new language are clear and correct pronunciation. The teachers' actions are the fundamental parts to avoid that situation so, they must use listening and speaking activities to motivate students in advance on oral communication Herrera (2021). To foment oral communication is indispensable to invite students to get involved in active activities like collaborative tasks. However, the assessment implementation where students must interact according to their needs lets them innovate the learning style by themselves (Hartstang, 2024). Furthermore, people from different background as believes, cultures, religion or ages need to have a variation of activities to integrate them working together to get a new someone's perspective and vision about education. In this regard the author Gauvain (2018) mentions that the education success depends on the variety of activities and the teacher's predisposition to work.

2.9 Student-Centered direction: Peer-Feedback and background

In the point of view of Brown (2008) Peer feedback is defined as the process where learners evaluate and provide comments on each other's work. This student direction has been revealed to improve critical thinking skills and deeper subject matter understanding. Self-reflection and metacognitive development are crucial

for changing students from passive to active information receptors (Tang 2023). According to Hwang (2021) peer feedback is a process where students must be more responsible in making decisions by their own waiting for the teachers' supervision.

Moreover, for personalizing learning experiences it is important to integrate peer feedback tools and collaborative tasks to allow students to engage in meaningful exchanges beyond traditional classroom limitations found in the schools. Brown (2023) says that the connection between practice and development is real, and the importance is that the guide linking impacts on students positively. The student-centered learning has the aim to build independence on scholars because they take an active role to have experiences. Students-centered importance promotes a connected scholarship where students experiment on their minds.

Dependent Variable: Oral Skill

Speaking skills are key to control in a language acquisition. When learners can speak well, they are able to share their thoughts clearly and have real conversations with people in English language. And if the teachers create active participation, the students effectively are included in conversations.

3.1 Articulation

Articulation is sound production, so it is vital to have an idea how to motivate students to use it in a correct form. Daily speech exercises must be used if the teacher wants their students have a progress on it. For Maharani, Afifah, and Lubis (2023) the articulation analyzes. The sound structure should be practiced proving meaningful speaking activities like pictures that help the student's description. Wagner et al., (2021) emphasizes that the correct use of articulation can impact on students' confidence for speaking during classes. Phonological awareness is produced by articulation building. To offer class discussion and debate can motivate the class. These kinds of activities are considered as a skill key predictor in English.

A good articulation proficiency provides not only the speaking skill even the oral production. For Kühnert and Pillot-Loiseau (2022) integrate technology-

based activities for developing articulation accuracy is an advantage nowadays. Articulation accuracy helps with getting a good understanding on listening tasks. The apps application for encouraging students to listen and practice articulation in words is an excellent strategy to integrate resources for learning. From a cognitive perspective, O'Brien (2021) explored the between teachers and their students give the chance to engage all the educational community in one objective to learn.

Clear Enunciation

To improve oral communication is central to have a clear enunciation in English as the second language. Clear enunciation refers to the precise and distinct pronunciation of words and sounds. Strategies to improve clear enunciation. It plays an important role in the teachers' action to get better the class. Porto and Byramb (2022) argue that enunciation is the act of word pronunciation, and it must be clear if someone wants to be understood. That is the reason why many researchers mention that to understand native speakers is essential to practice word enunciation. Clear enunciation significantly enhances the comprehensibility of speech. For Gordon (2021) teacher who emphasizes the enunciation as an important point for the teaching a new language creates on students a better speaking interaction. Ali and Memon (2023) discovered that speech problems emerge when there are no habits and techniques to improve the articulation and enunciation of the words. For example, one problem is to hear something that is enunciated ambiguously. As the authors put it, clear enunciation is an important step that provides as superpower that help to develop oral skills for language learners. It increases their confidence and makes them more enthusiastic to use the language without thinking in the errors.

For the author Couper (2021) conducted a study on teacher training programs and found that those which included specific modules on clear enunciation produced teachers who were more effective by their students. They emphasized that clear enunciation is not just a part of speech, so it is essential to learn a new language. Interestingly, Choi and Kang (2023) looked at online English teaching and found that clear enunciation became even more critical in virtual classrooms.

Their research presented those students in online classes with teachers who prioritized clear enunciation had very higher engagement rates. The researchers emphasize that clear pronunciation or clear enunciation have an important role in virtual classes because some non- verbal cues are lost during the classes and to speak clearly becomes a strongest tool to keep the learning process.

3.2 Production of Sounds

Production of sounds involves the physical ability to produce the correct sounds and sound combinations is really required in language development. Studies have shown that the production of sounds is fundamental to language development and communication. According to Li et al., (2020) children who have difficulty in producing sounds may struggle with oral communication, writing, and overall academic performance. Therefore, it is vital for educators to implement effective strategies to help students improve their sound production skills. For example, based on Al-Harbi (2020) one of the strategies for developing sound production skills is articulation therapy. It was found that children who received articulation and production sound therapy showed significant improvement in their ability to produce sounds correctly.

In the point of view Stamatis and Ntouka (2020) employ effective strategies to promote a correct practice sound production. They feel more motivated in learning in an active way. Hismanoglu (2009) demonstrates that using technology-enhanced pronunciation training can lead to more accurate and natural-sounding speech. Similarly, Sharma (2019) report that integrating phonetic instruction with communicative activities improves students' oral proficiency. On the other hand, for Seom (2021) learners who engage in regular pronunciation practice show increased character to communicate in the language. Teachers must use and suggest to their colleagues that a well-structured approach to teaching sound production not only enhances linguistic skills.

3.3 Fluency

Talking about fluency in language is to know how well a student speaks using grammar, vocabulary and pronunciation. Fluency also includes the student's ability to speak aloud and considering three principal characteristics like accuracy,

speed and expression. According to Tavakoli (2020) fluency blockages prevent learners producing their speech with pauses or hesitations. This obstruction does not let pupils have continuous practice in speaking. Speaking games and discussion topic can help learners with fluency progress, in this way they understand basic conversation and share ideas. In accordance with Mirsah and Muin (2014) achieving fluency requires practice, exposure to the language because fluency is a key indicator of universal language proficiency. Speaking of project class discussions are considered active techniques that teachers can apply over their lessons. These kinds of activities can help students avoid doing struggles during a conversation. For instance, Alrayah (2018) considers that the authentic language input can be developed by a constantly practice because it makes everything possible. To help develop students' fluency permits to have an engagement with native speech patterns.

Similarly, Peltonen (2018) mentions on his research that task-based language teaching (TBLT) is an effective method in promoting fluency because students can speak with another person based on real life situations. Fluency also provides learners with meaningful contexts to speak naturally. Cognitive processes encourage students to have eye contact that is a connection to language automatization. Fluency construction requires teachers, students and parents' active participation. Suzuki and Kormos (2020) mention that define fluency is hard because it is not just understand basic points, it is to build a understandable speech. So, breakdown fluency is crucial to have the ability to communicate smoothly and it can be possible if the learners have the predisposition to do it. This view is supported by Jong (2018), who argued that having exercises for fluency are extremely essential because students need to have the ability to communicate smoothly.

3.4 Accuracy of Word Use

Accuracy of word use emphasizes grammar rules correction, vocabulary and word pronunciation. In addition, for developing oral communication it is necessary to have strategies to develop accuracy of words use. Furthermore, it considers the vocabulary meaning and usage in getting knowledge in English as a

second language. Aziz and Kashinathan (2021) define accurately the words use correctly, so to have an idea how to transfer words into speaking ideas. Into accuracy word usage docents need to be prepared on semantic and grammatical aspects for providing learners with a variety activity to develop all linguistic skills.

According to Menggo et al., (2019) accurate word use not only improves comprehension but also it contributes to have language production coherence and sophistication. Recent research has emphasized word usage with various strategies to improve it among EFL learners with the objective of developing a good oral skill. For Chang and Koong (2020) vocabulary instruction focuses on word meanings and usage patterns because learners need to know about the lexical accuracy enhance. This view is supported by Aladini and Jalambo (2021) who promote acquisition methods for getting a systematic approach during the teachers planning lessons. Deciding on class activities is a big deal for teachers because it depends what section of the skill want the students develop on, for example on formal or informal accuracy. Additionally, Reynolds and Kaob (2019) found that adequate progress on accuracy words usage is fundamental to integrate multimodal input such as visual and textual information where students can listen write and speak based on the material provided.

The accurate word development use is closely linked to depth of vocabulary knowledge and how many time learners apply this knowledge inside their classroom. Burns (2019) argued that learners need to develop a comprehensive understanding specially on words and pronunciation of them. it is possible with constant practice inside and outside the classroom, including their various meanings, collocations, and register appropriateness. This perspective is echoed by González-fernández and Schmitt, (2020) who stress the importance of carrying a well-constructed knowledge with the direction to develop skills and with emphasis on oral skills due to learners need to know vocabulary and pronunciation at the same time. Furthermore, Multi and Aminatun (2022) mentioned the principal role for clearing a useful accurate word knowledge is necessary to produce productive consolidating knowledge.

3.5 Pronunciation

Pronunciation is a vital aspect of language learning because with a correct intonation it is sure that people understand the message. Pennington (2021) defines that pronunciation has extremely connection with listening skill because the speech production is a combination of segmental (individual sounds) and suprasegmental (stress, rhythm, intonation) features. Accurate pronunciation is crucial for effective communication and that is the reason why the language is focused on segmental phonology. Enhancing pronunciation technology is an excellent tool and it significantly impacts on learner's intelligibility and comprehensibility. According to Darcy (2018) pronunciation instruction focuses on helping learners to achieve comfortable intelligibility to speak with pedagogical priorities.

The language production in humans have demonstrated that they are complex because language has various approaches to make a correct language production. Saito and Plonsky (2019) emphasize the importance of phonological features because all people have spontaneous oral skills, but it is necessary to conduct it when it is a foreign language. Arguing that current apps can be applied to motivate classes to get students engaged into learning a new language. The objective in practice pronunciation accuracy and inviting students to speak is a challenge because English is one of the most important languages on the world. This view is supported by Kathirvel and Hashim (2020) who estimated that is fundamental the language production specially on communicative form. Additionally, Torres and Gómez Rodríguez (2017) found that technological material provide a correct pronunciation training through lexical competence on apps and web sites where there are a lot of information for developing specific skills.

Developing pronunciation depends on many factors starting from a good teacher guide and motivation that learners receive. Hussain (2017) argues that the principal objective that language has is to transmit clear communication. To create fluid and understandable communication is necessary to build confidence on learners because when they have struggles, they lose the self-control on their emotions and feel nervous to make mistakes. Other factors such as enhancing Listening skills play crucial roles. When it is applied to learners also it becomes

better to recognize words and produce sounds. By Cholisah and Tresnadewi (2021) who remark on apps use. These kinds of material give a variety of interactive activities that can attract students' attention. Furthermore, Derwing and Munro (2012) comment on the importance of connect speech, because this connection should be with the native speakers. This activity should be introduced in classes using gamification speaking activities based on dialogues that can be watch on videos.

3.6 Oral Fluency

Oral fluency is another component of language proficiency, fluency is principally the ability to speak or write with errors, but they do not impede communication because it just connects to the authentic communication. Tavakoli and Hunter (2018) define those troubles and errors are part of humans and learning through them is the better way to learn. But to reduce the mistakes is important to present activities that are focused on fluence training. According to Samifanni (2020) improving intelligibility fluency is possible when teachers generate an active learning. As reported by Aldhanhani and Abu-Ayyash (2020) oral fluency involves typical conversation where students can create value on themselves and check error by them.

In academic contexts, one of the most applicable techniques is the feedback role in developing oral fluency, this has kept significant attention from teachers. Parvaneh and Takumi (2020) teacher's feedback impact in students' speaking abilities in a positive form due to the consequent and significant methodologies use. Masuram and Sripada (2020) constructive feedback is possible when teachers design lessons that prioritize fluency to get a meaningful communication. Moreover, Zakaria and Hashim (2019) incorporating technology, such as speech recognition software. Students need to be encouraged to express themselves without being afraid of being assessed. Learning practice let students cultivate the order for things and support what they have learnt by a correct controller.

Some studies demonstrate the impact on the students' behavior when they are motivated to improve in their education. As Galante and Thomson

(2017) found that drama as an approach is based on instruction enhances learners' oral fluency. The drama approach aim is that students forget to use their mother language and starting thinking in the new language that they are learning. On the other hand, Lialikhova (2018) explains that learning linguistic achievements by creating a more attractive and interactive. Chang and Renandya (2018) encourage that authentic experience learning is produced when teachers accept the different way preparation and demonstrate that their opinion is relevant in a learning way.

3.7 Vocabulary Usage

August, et al., (2005) vocabulary usage is based on the appropriate discipline terminology used and language conventions within different academic and professional contexts. Fluency is attained one must consider it to be more and more accurate, meaning that try to minus mistakes. Mastering language can be developed by training specific exercises to various domains. Vocabulary knowledge plays a crucial role for effective oral communication. Martinez and Lesaux (2011) emphasize that vocabulary usage robust students' development and improve comprehension skills. When students participate on communicative contexts, they need to have a large vocabulary and know how to use it, it can be thinkable through engageable vocabulary exercises. Hayati and Shahlaee (2011) argue that vocabulary knowledge helps to grow words recognition; vocabulary usage involves the words understanding it belongs to their meanings, connotations, and pronunciation. Research by Seffar (2015) demonstrates a strong correlation between vocabulary size and speaking proficiency. Research by Seffar (2015) demonstrates a strong correlation between vocabulary size and speaking proficiency increase on learners' knowledge.

3.8 Abundance and Variety of Language

The abundance and variety of languages respect the speaking and communicating way based on the diversity, and complexity through the different backgrounds and cultures. Jarvis (2013) argues that this abundance is evident because each language has its proper vocabulary and idioms. Dialectal variations are a diversity of the language, but the principal objective is to communicate even

the difference from each linguistic form. Susoy (2023) said that seminal work on sociolinguistic variation differs from one place to another. To have a correct differentiation from one dialect to another inside the classroom teacher must connect the student's dialect to native speakers to identify how language use fluctuates. For Biber and Conrad (2019) language emphasizes human needs to communicate across different contexts and genres. According to Zahrani and Chaudhary (2022) when students have an extensive vocabulary about the language it is useful to help learners to continue use to not forget them and give students the chance to dedicate themselves to continuous study and practice the vocabulary with the teacher's guide.

CHAPTER II

RESEARCH METHODOLOGY AND DIAGNOSTIC

The framework is provided in this chapter with the approach used in the whole research project. This stage ensures the methodology approach to have a comprehensive understanding of the research problem by integrating the strengths of both qualitative and quantitative data. Also, the chosen research technique is explained and its scope after delineation the conceptual framework. To enhance the transparency and credibility of the research design, here is provide a detailed explanation of the chosen study type, accompanied by a comprehensive rationale for the methodological approach. This explanation serves to validate the research framework and underscore its relevance to the field of language acquisition.

Conceptualization and operationalization of variables and categories.

Independent variable: Active strategies

Active strategies refer to innovative methods or approaches that help learners' understanding, these methods should be applied inside the learning process. Nowadays, learning progression includes active strategies according to the technology advancement using people experiences as the fundamental pillar to have and educative human procedure. To construct learners understanding with these active strategies is crucial to have an actualization of teacher methods with emphasis in group work, problem-solving activities, simulations, debates, and other interactive approaches. The active strategies aim is to promote and produce critical thinking, creativity, and collaboration. Teachers should be conscious that the meaningful learning experiences can be applied with the correct use of active strategies. (Dogani, 2023)

Dependent variable: Oral skill

Oral skill has a big impact on learning a new language because it effectively develops the communicative approach to transmit ideas, thoughts and feelings. When learners are trapped into innovative learning, the oral section is something amazing to progress. Oral skill refers to having a good and clear articulation, fluency now of speaking, confidence about what they are transmitting (Grisales &

García, 2017).

Table 1 *Chart of Variables, Dimensions, and Indicators*

Independent Variable		Dependent variable	
Active strategies		Oral Skill	
Dimension 1: Proactive learning		Dimension 1: Articulation	
1	Self-initiated learning activities.	1	Clear enunciation
2	Multidisciplinary content learning.	2	Production of Sounds.
Dimension 2: Problem solving activities		Dimension 2: Fluency	
3	Real-world activities.	3	Speed of speech.
4	Creative solutions	4	Accuracy words use.
Dimension 3: Critical thinking		Dimension 3: Pronunciation	
5	Recognize and challenge assumptions	5	Stress and intonation patterns
6	Learners' participation through oral communication	6	Oral fluency
Dimension 4: Vocabulary Usage		Dimension 4: Pronunciation	
7	Use of suitable terminology and phrases	7	Stress and intonation patterns
8	Abundance and variety of language	8	Oral fluency

Note: Elaborated by Ojeda (2024).

Research approach and design

This investigative work uses quantitative and qualitative methods to know how effective the results are using active strategies inside the classroom and how they impact learners' progress. Quantitative methods analyze the impact of traditional and innovative works. The numerical data collected by this method provides a clear pattern from eight grade level students. Also, this system produces effortlessly quantifiable results, and it determines relationships between variables. On the other hand, qualitative methods produce easily quantifiable results. To measure the students' oral skills before and after the active strategies implementation a pre-test and post-test was designed. In addition, both methods have the main objective to standardize oral ability to determine how fluency, precision, pronunciation, and coherence was developed with the action that the teachers did

for changing the traditional strategies. Additionally, both methods mentioned were structured to gate students' awareness on their attitudes, observations, and their behavior regarding active strategies and how they can influence their progress.

The activities did for this investigation are quietly checked based on the student's authenticity like classroom observation diagnostic test, pretest and posttest and survey. The application of these activities engages students' curiosity in innovation because the interaction of active strategies contributes students' participation giving them some new experiences. Moreover, the instruments applied were analyzed carefully to give a good interpretation to represent a significative work.

Scope of the research

The investigation uses a variation of descriptive and illustrative approach with the objective to focus on active strategies efficacy. To advance and improve oral skills on eighth grade students at Unidad Educativa Joaquin Arian in Pelileo it is necessary to have the teacher's predisposition with the educative community help. The students' initial speaking abilities presented in the classroom were the triggers to generate the idea of implementing and using active learning strategies. This action was guided with the sole reason to expand the educational quality. The study provides large evidence of intervention where teachers can change, they traditional techniques to didactic and innovative strategies for classes. Additionally, the main part of the research is based on how activities motivate students, especially if there are one which can introduce students to practice their oral skills. So, with the result of this implementation the idea is to contribute activities addressed to enhancing their verbal proficiency. The research had a practical orientation, because it determined many actionable strategies based on real suggestions from students and teachers to enrich language acquisition.

Research purpose

The implementation and use active strategies in the learning process is especially on students from A2 level at 8th grade in Unidad Educativa Joaquin Arias, who have many struggles with the development on oral skills, have the aim

to enhance speaking fluency to permit students to interact in a communicative form giving them the opportunity to transmit their thought in an active and motivated process. The active strategies impact should be so contributive motions avoiding developing process stagnation. Activities like learner-centered approaches that cultivate proficiency on fluency and confidence in English language to communicate, role-playing where they use their imagination and interact with their partners, collaborative projects based on conversation questions, and interactive digital tools like free platforms where they have the possibility to speak with native speakers, these activities provide practical perceptions for educators.

Research questions

1. What is the current level of oral skills in English language among A2 level students, as measured by a diagnostic skill test?
2. How do specific components of oral skills such as pronunciation, vocabulary usage and fluency improve after implementing active strategies in a pretest-posttest comparison?
3. What are the effects of incorporating active strategies on the development of oral skills among A2 level students, as reported in a survey?

Research proposal justification

It was observed that the eighth-grade students at Unidad Educativa Joaquin Arias during the diagnostic period, struggle with speaking and constructing coherent sentences in English, despite their A2 language proficiency level. The students demonstrate that they have a limited vocabulary in many cases, most of them just have basic words that make it impossible to connect ideas to create small talk. Also, they do not have spontaneous speech, they try to translate every single word from Spanish to English. They do not like to participate in oral activities due to fear of making mistakes and their classmates make fun of them. Another big problem is that there are only 120 minutes per week for classes, where teachers must explain, check, work on values, work in interdisciplinary project, work on school programs, all these aspects reduce the real time to have a

good work on English language development.

To face all these problems, the proposed research study aims to implement and use effective active strategies that help teachers to develop oral skills and use the and students' attention to different and innovative language acquisition. For example, role-plays, collaborative projects using flash cards, and interactive digital tools are considered helpful strategies to catch students' attention based on a dynamic environment to conduct learner-centered activities. Through these tactics application inside the classrooms at Unidad Educativa Joaquín Arias, the study seeks to have clear evidence of how to act in the face of low performance problems in oral skills and direct towards a different education based on the educational context reality with recommendations for teachers and authorities.

Delimitation of population, sample, and sampling.

The population for this research belonged to Unidad Educativa "Joaquín Arias" where there are 2300 students, from Preparatory education to 3rd year of Bachillerato. The institution is in Pelileo city from Tungurahua province, Ecuador. For this investigation, 40 students will be considered from 8th Basic General Education, for large respond numbers. Depending on the purpose of the data collection, the resources available, and the statistical method used to analyze the data, there are several ways to justify the sample size in a study. All these methods are based on the fundamental idea that researchers should weigh the importance of the data they gather in relation to their inferential objectives.

Based on the following criteria, a purposive sampling is used:

- a) The students are from 8th grade at Unidad Educativa Fiscal Joaquín Arias.
- b) The students have an A2 English level based on Common European Framework of Reference for Languages (CEFR).
- c) The students are from morning section, they have only three hours per week, each class has a duration about 45 minutes, according to the Ministerio de Educación y Cultura of Ecuador.
- d) English is a compulsory subject from Second General Basic Education to the third year of the high school.

e) The students have many struggles with oral skills facing problems on confidently and fluently, exhibiting challenges in constructing coherent sentences, vocabulary usage, and effective communication in the language.

Table 2 *Sample*

Gender	Sample	Percentage
Women	22	55%
Men	18	45%
TOTAL	40	100 %

Note: Elaborated by Ojeda (2024).

Research Context

The research was conducted at Unidad Educativa Fiscal Joaquin Arias, a public institution located in Pelileo City, Ecuador, like the institution is big it is divided in to section Morning and Afternoon with a complete section each one. The city is in the middle of the Sierra Region. This beautiful city is surrounded by an active Jeans textile Industries and agricultural production, the most important in the center of the country. So, most of the students work additionally in their parents' industries and lands, which activities create on them and have entrepreneurs' souls. Also, some interesting facts about this city are that it has an important ethnic group here, which is called Salasacas, making this city very known around the world. But at the same time, there are many communities that have poor people, especially those who live in high places where there is not enough water for their farming production.

The school is considered as one of the most important schools in the city because of the number of the students and the level of education that it provides, it has forty blocks, it is near to District. The institution has 80 teachers and six of them belong to the English Area. In this school the English curriculum is hold 3 hours per week with a duration of 45 minutes. The material is provided by the

Ecuadorian government like English modules but it is necessary to search for more engagement material by teachers.

Research Stages

The study was divided into seven periods: define the research topic, conduct a literature review, create and validate research instruments, obtain permission, administer of the instruments, analyze the obtained data, and conclusions and recommendations. In the first stage, the research topic was defined: "Active strategies to develop oral skills of A2 level students". In the second stage, a literature review was conducted on active strategies and oral skill development. In the third stage, the researcher created and validated research instruments like diagnostic skill test, pretest and posttest and finally open-ended questionnaire. In the fourth stage, it was necessary to obtain permission from Unidad Educativa Fiscal Joaquin Arias to conduct the research. In stage fifth, the instruments were administered by the researcher. In the sixth stage, the data was analyzed. In the stage seventh, the conclusions and recommendations based on the research findings were written.

Table 3 *Stages of the Research Project*

Stage	Description	Activities	Performers
1	Select the research methodology	Choose the mixed-methods approach	Researcher, Tutor
2	Define the research topic	Review previous information and research	Researcher, Tutor
3	Conduct a literature review	Explore bibliographic information	Researcher
4	Create and validate research experts	Develop diagnostic test, pretests, posttest, and open-ended questionnaire; validate instruments with experts	Researcher, Experts
5	Administration of the instruments	Apply the instruments to collect information the instruments to gather information	Researcher
6	Analyze data	Analyze quantitative and qualitative data obtained	Researcher
7	Write conclusions and recommendations	Summarize findings and provide recommendations	Researcher

Note: Elaborated by Ojeda (2024).

Instruments derived from the selected methodology

In this section, the data assembly instruments used in the study are described. The instruments were carefully selected to adjust with the research objectives and to show comprehensive data on the effectiveness of active strategies in developing oral skills among Eighth of Basic General Education students at Unidad Educativa Joaquin Arias.

Diagnostic Test

The diagnostic process was structured into three distinct phases. Initially, data was collected using the learning-centered analysis approach developed by Hutchinson and Waters. This phase employed questionnaires designed to assess target needs and learning needs. The second phase utilized diagnostic test, implementing questions to evaluate whether the 40 selected students had attained the A2 English proficiency level. Lastly, the third phase involved the implementation of activities focusing on active strategies to develop oral skills. The diagnostic test served a dual purpose: it helped determine the students' current English proficiency and identified the skill area where they struggled most. To ensure direction with recognized standards, the diagnostic questions were formulated based on students' level A2 related to articulation, fluency, vocabulary usage and pronunciation. It structured as open-close questions which allowed for a straightforward evaluation process. The researcher assessed the students' proficiency levels by analyzing their responses to oral dimension items. This method provided a clear picture of each student's language abilities in relation to the expected A2 level standards.

This process took one week divided into three classes. For the activities of listening, the researcher used a 3-hour class of 45 minutes each. Where students answered some questions related to articulation, fluency, vocabulary usage and pronunciation divided each one in 4 items and also the students recorded their information and sent it to the investigator. This information provided positive-negative item tabulation. As conclusion of this process, the assessment outcomes

indicated that oral proficiency emerged as the primary area requiring improvement, as students demonstrated they have many difficulties.

Results of the diagnostic stage

The results of the diagnostic stage were obtained with a quantitative analysis through a descriptive approach. The researcher used Oral Proficiency Assessment. It was necessary to apply for a test that helped to identify the student's possible needs and weaknesses.

Instrument 1: Hutchinson and Waters analysis

The needs analysis model employed in this context is based on Hutchinson and Waters' (1987) framework, which categorizes learners' needs into target needs and learning needs. For Menggo, et al.. (2019) Target needs refer to the communication needs of the student in the desired circumstances, encompassing necessities, lacks, and wants. Necessities can be defined as the essential requirements based on the circumstances, lacks refer to the deficiencies in the learner's skills compared to what is needed and wants are the personal desires or aims of the learners in relation to the language course. Learning requirements, on the other hand, focus on the learners' "desires, drive, and outlook towards the learning process" Generoso and Arbon(2020).

Target needs

The primary necessity for A2 level students at Joaquin Arias Educational Unit is to develop their oral skills in English to communicate effectively in various everyday situations. Additionally, according to Educación (2016) the image, the English language is a compulsory component "from the 2nd grade of Basic General Education to the 3rd year of Baccalaureate" for all public, private, municipal, and technical institutions in Ecuador. This indicates the fundamental and essential nature of the English language as a necessity for learners in these academic settings Karya and Akarroucht (2022).

Learning Needs

The learning needs of the A2 level students at Unidad Educativa Joaquin Arias are useful material for developing their knowledge, strategies to catch their

attention and employ what they have learnt, and active activities that involve group cooperation, all of them focused on developing oral skill. Based on the observation and diagnostic test, students feel motivated with active strategies because they learn better and positively when they are involved in the learning process using their previous. Additionally, the students express a need for authentic and relevant materials that help them to reinforce feedback for unclear points. The multimedia resources incorporation, like real conversation audios, songs and videos supports the development in their speaking and listening skills because those materials let students to connect with real situation with the language.

Pretest-Posttest

These tests were directed before and after the intervention, centered on the theme of students' preferred leisure activities. The pretest was performed with a rubric. It was formed in 4 dimensions, each one containing 4 items. The questionnaire was qualified under 10 points. The four dimensions that were evaluated were the use of language, accuracy, vocabulary, and spelling. Every dimension was graded over 2.5 points. To complete the test, the students have 90 minutes. Before completing the evaluation, the students had many activities like enforcement where they asked for help if they needed.

On the posttest the students were evaluated with the same dimensions and indicators as the pretest. The exam contained four dimensions: articulation, fluency, vocabulary usage and pronunciation. Each dimension had four items with 2,5 points each one. The test was quantified over 10 points. This test was taken in 3 class hours, the time used in this evaluation was 135 minutes. Also, the answers were recorded and sent to the researcher.

Rubric for the posttest

The rubric elaboration was possible with the students' support and their enrolment in the learning process. Martens (2018) detailed those rubrics that make assessments or tests more understandable because they provide a clear guide, and the learning target supports students' presentation on work or test will be better.

For Briones and Navarrete (2020) rubrics are useful tools that offer innovation in the students' development on their activities. This rubric was formulated for the four dimensions that had to be evaluated: articulation (2.5 points), fluency (2.5 points), vocabulary usage (2.5 points), and pronunciation (2.5 points). The highest score was 10 points. The score was framed following the interpretation Ministry of Education Guide that is provided for teachers and students.

Survey on Speaking Skills

The research operated a self-survey questionnaire for students to evaluate their own perceptions of their oral skills and their experiences with active strategies. This survey instrument incorporated inquiries about learners' self-confidence in English communication, challenges faced during speaking tasks and frequency of it. This study employed a custom-designed survey titled "Active Learning Strategies in English Class" to assess students' self-reported use of various language learning strategies and their perceptions of class oral activities and perceived advantages of interactive communicating activities. The survey was focused on vocabulary usage, proactive learning, problem-solving activities, and oral communication skills. Each of these dimensions has three items. The scale applied was never to always. This approach provided valuable perceptions into the learners' subjective experiences and self-assessed progress in developing their oral communication abilities through the implemented active strategies letting to know how the students' attitudes and experiences were like.

Positive reception was shown by students on the survey results because it demonstrates that active strategies support students' needs. 87.55% of the students that represent the majority of the group demonstrated a high engagement on the activities applying new interaction with the learning strategies with the answer of "most of the time" or "always." This interaction gives a relevant point of view that active strategies are accepted by students successfully because they integrated the four skills helping with understandable knowledge. And just a minor group of students represent the 12.5% answer "sometimes". They feel that the strategies are good but, in some cases, they are difficult to follow, and it is considered because the students have their own way of learning. With more engagement

activities, that can be part of most of the group that accept strategies as support for the learning process.

Description and Analysis of the Survey Results

Ethical Consideration

For this project based on active strategies to develop oral skills in A2 level students at Unidad Educativa Joaquin Arias ensure that the research was conducted responsibly and respectfully, protecting the rights and well-being of the participants while maintaining the students' integrity, the following ethical considerations should have been considered:

Institutional Approval

To apply this research was necessary and obligatory to get permissions from Unidad Educativa Joaquin Arias administration. Where the headmaster explained about the school's policies and guidelines, and he also indicated that the Education District must be aware of the research project execution to be carried out.

Informed Consent

In this section, it was necessary to obtain written consent from the students or their parents or guardians because they are under 18 years old to participate in the study. The possible risks are that they feel afraid to participate, or present in front of the class because it will affect their grade, for this reason the instructions must be clear about how the project will be carried out. Given these mitigating factors, it is important to emphasize that research is to improve the learning process based on the classroom reality.

Confidentiality and Privacy

All data collected will be kept anonymous for analysis and study by the researcher, so that students feel safe to respond without fear and their answers are real and this evidence can be used without exposing any of them and with that tangible information have the possibility to make a reliable analysis adjusted to the needs and requirements difficulties encountered

Voluntary Participation

For this step, it is important to emphasize that participation is voluntary,

but that students' participation will enhance the research, due to this research is aimed at creating active strategies where the students can interact and improve their English level, so that their learning is meaningful. Also, it is important to mention that each of them will be a fundamental pillar to improve the challenges that they have when they are learning a language.

Minimal Risk and Discomfort

During the research process, students will have active participation without affecting the tasks accumulation and much less students feel stressed by being part of the project. On the other hand, they will always have the teacher's support and guidance to improve the education quality.

Description of the Evaluation and validation of the Proposal

The evaluation and validation of the planned methodological approach to enhancing oral skills among eight level, of General Basic Education students involved a comprehensive and varied process aimed at assessing its efficiency and influence on language progress. The authentication process included both quantitative and qualitative evaluation techniques, as well as a rigorous validation through expert judgment.

Expert Validation

Expert's opinion was used to meticulously validate the concept as well as the operational matrices of the variables. My thesis tutor MSc Rodrigo Guerrero Segura, a skillful language educator, linguist, and language acquisition specialist, was invited to examine and evaluate the proposal's design, methodology, and conformity with predictable language learning theories and practices. His suggestions and recommendations helped to improve and validate the proposal's accuracy and educational efficacy.

Summary Evaluation

The summative evaluation provided a comprehensive evaluation of how the proposal affected the students' oral skills. A posttest, like the initial test, was given to determine the level of improvement in students' skills in

introducing themselves, talking about their hobbies, and answering additional questions using especially simple present tense. Through a comparison of pre-test and post-test outcomes, the effectiveness of the intervention was measured quantitatively.

Description of the Data Processing of the Diagnostic Stage

During the diagnostic stage, the statistics give out a thorough and methodical approach to gathering, arranging, and studying the data collected from the diagnostic test, pre-test, and student's survey. This stage is the principal pillar to have relevant and helpful students' oral skills insights, requirements, and preferences, which help them to get and create confidence in them at the moment of using the language in an oral form.

Data Collection and Compilation:

For data collection, an analysis of students' problems with oral skills was started, starting with a diagnostic test, followed by a pre-test, post-test and survey. These applications provided answers based on the students' reality.

Data Entry and Coding

Data collection was carried out with prodigious care to ensure accuracy and consistency in entry and coding for thorough analysis. The collected data suffered meticulous entry and coding.

Descriptive Analysis

One of the procedures with quantitative data is to perform a descriptive analysis to calculate statistical measures that show results based on students' experiences.

Thematic Analysis

This analysis was carried out based on the difficult tendencies of each

student, all the complications were found in the oral skills, which of them allowed to promote unique methods to improve skills.

Comparative Analysis

The improvement between the diagnostic test and the post-test test reflects how relevant it is to use active procedures aimed at oral dexterity; those methodologies give significant support in the student's learning process.

Triangulation and Integration

To have credibility in the results, the triangulation method was a key point, a deep analysis of how it evolved from the diagnostic stage to the end of the post-test. This analysis also guided to make decisions for educational improvement and supporting with constructive contribution in this research.

CHAPTER III

PRESENTATION OF RESULTS AND VALIDATION OF THE PROPOSAL

This section examines the results collected from active strategies to develop oral skill among a group of 40 students at eighth course. The discussion assesses whether the study's objectives were met and addresses the research question. Also, it evaluates the proposed hypothesis. The findings are organized and presented in relation to the key research questions that guided this investigation. And the chapter emphasizes the importance of the active strategies approach as a significant and influential instrument in the field of oral skills.

Rationale for the Proposal

The active strategies implementation to improve oral skills in A2 level from eighth grade from Unidad Educativa Joaquin Arias students emerges as a serious response to the findings presented in the previous chapter 1. The data analysis has exposed compelling evidence about students' vocabulary acquisition and their ability to incorporate new English words and phrases into communicative contexts where they have demonstrated many errors by fear or because they do not have an appropriate motivation to have a dynamic learning process. For the author Asmari (2015) students' principal step is to have strong oral fluency in any language because it facilitates in the effective communication and it takes advantage for the oral skills activities, as effective verbal communication it is necessary to active both within academic environments and beyond. As noted in the results, a significant majority of students reported learning new vocabulary from "Most of the time" or "Always" class activities, demonstrating the potential effectiveness of structured classroom interventions. In addition, when examining students' ability to actively use this vocabulary in discussions, most reported successfully employ new words and phrases such as "Most of the time" or "Always."

Objectives of the proposal

According to the active strategies method, the pedagogical objectives for the research include:

- To evaluate the active strategies impact on communicative tasks through pretest and posttest comparative analysis results to improve articulation and fluency in A2 level students.
- To determine the group discussions and problem-solving activities influence through measurement with diagnostic and assessment tools to enhance vocabulary acquisition and usage
- To analyze the relationship between students' self-confidence and oral performance through quantitative and qualitative survey data analysis to strengthen active participation in the English classroom.

Description of the Structure of the Proposal and its Components

The research proposal "Active Strategies for Developing Oral Skills in A2 Level Students" is structured in three comprehensive chapters that analytically report the implementation and evaluation of active learning methodologies and how education inside the classroom can change with a correct active strategies application. Chapter I presents the theoretical framework, exploring the fundamental concepts of active strategies and the development of oral skills, establishing connections between communicative approaches and language acquisition theories, and examining previous research on effective pedagogical interventions for A2 level students in English as a Foreign Language (EFL) teaching contexts, in order to engage learners in a new form of education aligned with innovation and new materials in this globalized world.

Chapter II is focused on the research methodology employed, detailing the mixed-methods approach that combines quantitative measurements through diagnostic tests, pretest-posttest evaluations, and qualitative assessments via surveys and observations. This chapter describes the sample population of forty students from 8th-grade students at Unidad Educativa Joaquin Arias, the selected active strategies (role-plays, group discussions, problem-solving activities, and

communicative tasks), and the specific instruments designed to measure articulation, fluency, pronunciation, vocabulary usage, and student confidence in oral expression, all these components are really essential for transforming the oral skill development.

Chapter III presents the data analysis and results, evaluating the effectiveness of the implemented active strategies through comparative analysis of pretest and posttest outcomes. This section examines improvements in specific oral skill components, analyzes the relationship between active participation and language proficiency, and interprets survey data regarding student attitudes and confidence levels giving the teacher a clear idea how this project supports the students' needs and also how it overcomes the barriers of the fear of speaking and gaining confidence with the language. The chapter includes statistical analyses, visual representations of the findings, and discussions of the pedagogical implications of implementing active strategies in A2 level classrooms.

The proposal concludes with recommendations aimed at English teachers, highlighting the importance of the most effective active strategies identified during the research and suggesting practical applications for their implementation in the classroom, inside a comfortable and conducive learning environment. This final section also addresses the study limitations, proposes future research lines on the development of oral skills in A2 level students, and underscores the social relevance of strengthening communicative competence through active methodologies in Ecuadorian educational contexts. The comprehensive structure proposal ensures a deep analysis of how these strategies can transform traditional teaching approaches to have an essential oral communication skill.

Research question 1

What is the current level of oral skills in English language among A2 level students?

The following information was reached from the diagnostic test results

according to the scores gained by learners who took to students from eighth course. This course has 40 students, the students have A2 English level. The diagnostic test was evaluated with the following criteria: Articulation (2.5 points); fluency (2.5 points); vocabulary usage (2.5 points); and pronunciation (2.5 points). The final grade of these values was 10 points.

Table 4 *Summary of the Diagnostic Test*

N	CRITERIA	MIN	MAX	M	SD
40	Articulation	1,00	2,50	1,62	0,44
	Fluency	1,00	2,50	1,61	0,41
	Vocabulary Usage	1,00	2,50	1,61	0,41
	Pronunciation	0,75	2,00	1,29	0,31

Note: Elaborated by Ojeda (2024).

What is the current level of oral skills in English language among A2 level students?

Discussion: According to the results obtained, taking into account the rubric criteria, the component with the best result was "Articulation" with a value of M 1.62 and SD 0.44. This means that, at the end of the intervention, the students were able to form sounds and words with relative clarity, showing a basic skill in speech production. The component that was closest was "Fluidity" with a value of M 1.61 and SD 0.41. At the end of the study, the trainees demonstrated that the ability to maintain a basic current in their oral communication, although with improvement in it. The "Use of vocabulary" component showed similar results to those of Fluency, with values of M 1.61 and SD 0.41. Another important result found is that students have developed a basic vocabulary range for oral communication, but it still has a significant potential for expansion with a correct strategy used in the class. On the other hand, the component that showed the greatest need for improvement was "Pronunciation" with values of M 1.29 and SD 0.31. This suggests that while students have made some progress, they still struggle with accurate sound production, which could affect their overall oral comprehensibility. Notably, standard deviations in all components are relatively

close (ranging from 0.31 to 0.44), indicating a constant level variation which give student performance in these oral skills.

Research question 2

How do specific components of oral skills such Articulation, Fluency, Vocabulary Usage and pronunciation improve after implementing active strategies in a pretest-posttest comparison?

The next information was reached from the results of the pretest and posttest according to the scores gained by learners. These tests were evaluated with the following criteria: Articulation (2.5 points); fluency (2.5 points); vocabulary usage (2.5 points); and pronunciation (2.5 points). The final grade of these values was 10 points.

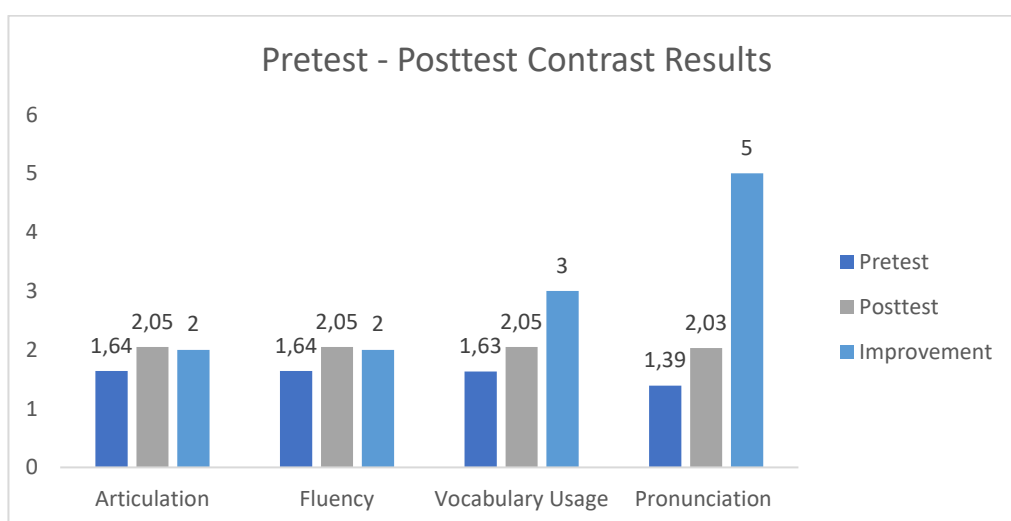
Table 5 *Pretest-Posttest Contrast Result*

N	CRITERIA	PRETEST		POSTTEST	
		M	SD	M	SD
40	Articulation	1.64	0,45	2,05	0,38
	Fluency	1.64	0,52	2,05	0,41
	Vocabulary	1,63	0,48	3,00	0,62
	Usage				
	Pronunciation	1,39	0,41	5,00	0,85

Note: Elaborated by Ojeda (2024).

Discussion

Figure 1 *Pretest-Posttest Contrast Result*



Data analysis

In relation to the results of the pre-test-posttest contrast in language skills, it is observed that in the Articulation component, the value increased from 1.64 to 2.00 points, representing an improvement of 21.95%. In the area of Fluency, there was also an increase from 1.64 to 2.00 points, equivalent to the same 21.95%. For the Use of Vocabulary, the values went from 1.63 to 3.00 points, which provided a 84.05% significant increase. Finally, in Pronunciation the most notable change was observed, going from 1.39 to 5.00 points, which constitutes an extraordinary increase.

In relation to the results obtained, it is shown that the pedagogical intervention implemented had a positive impact on all the areas evaluated, with particularly notable effects on Pronunciation and Vocabulary Use. On the other hand, pronunciation is a skill that evidences the most dramatic improvement, demonstrating teachers that phonetic techniques and repetition exercises applied change the teaching way in a positive form. The vocabulary also presented considerable advances, indicating that the new terms and expressions successful assimilation by the pronunciation exercises. Although Articulation and Fluency presented more modest improvements which must be modifying by active strategies too, all the results are positive because they confirm that the methodology used is directed to the linguistic competencies comprehensive

development, contributing to the students' communicative performance strengthening.

Table 6 *Data on the difference between the means*

N	Pretest		Posttest		Differences between the means		Final Result
	M	SD	M	SD	M	SD	Overall % increase
40	4.8	2.30	7.65	2.05	2.85	- 0.25	28.13%

Note: Elaborated by Ojeda (2024).

Data analysis

The analysis related to the pretest and posttest, it is observed that the mean (M) in the pretest was 4.8 points with 2.30 points in the standard deviation (SD), while in the posttest the mean increased to 7.65 points demonstrating 2.05 points in standard deviation. The difference between the means shows an increase of 2.85 points, with 0.25 points in a standard deviation reduction. In percentage terms, 28.13% changes represent an overall increase between the initial and final evaluation, all of these over a maximum score of 40.

For the 40 data points, the difference between the pretest-results-average and the posttest-results-average was MD = 2.85 in the positive direction. The difference between the pretest and posttest standard deviations was SD = -0.25 in the negative direction, which indicated an improvement in the distribution of the data, meaning that posttest results were concentrated nearer the posttest mean value, while the pretest data spread farther away from the pretest mean. To conclude, the overall increase at the end of the intervention was 28.13% in the positive direction. So, data analysis indicates that the educational intervention not only raised the average performance of the students but also led to more uniform results across the group, potentially narrowing the gap between lower and higher-performing students.

Research question 3

What are the effects of incorporating active strategies on the development of oral

skills among A2 level students, as reported in a survey?

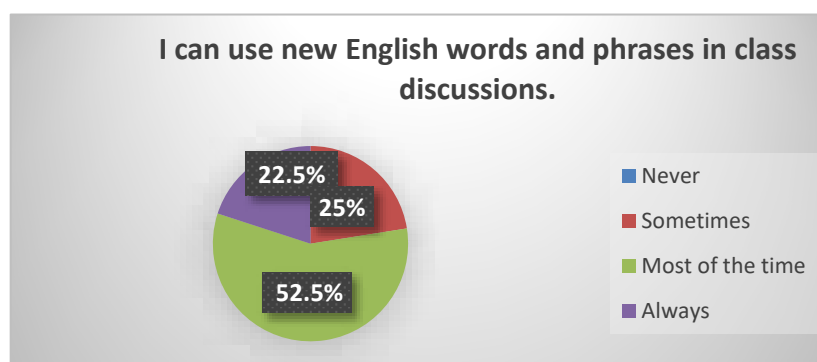
The following data was obtained from the results of the survey that was answered by the 40 students who participated in this study. In order to get the data. The criteria used to obtain data were codified with numbers as follows: never (1), sometimes (2), most of the time (3), and always (4).

Table 7 *Students' Survey-Item 1*

Description		N	Percentage
I can use new English words and phrases in class discussions.			
1	Never	0	0%
2	Sometimes	10	25%
3	Most of the time	21	52.5%
4	Always	09	22.5%
Total		40	100%

Note: Elaborated by Ojeda (2024)

Figure 2 *Students' survey-Item 1.*



Note: Elaborated by Ojeda (2024)

Analysis of the Results

This chart presents students' ability self-assessment to use new English words and phrases during class discussions. The results show a distribution where any student (0%) reports "Never", it is being able to use new vocabulary in English, it is an extremely positive data that suggests the total cases absence with zero lexical application capacity. Twenty five percent indicate that

"Sometimes", it means that they manage to incorporate new expressions in their communicative interventions, representing approximately a fifth of the group that recognizes a certain intermittency in their ability to implement newly learned vocabulary. And a significant 52.5 % of the students' answers are related to "Most of the time", it indicates that they can frequently implement newly acquired vocabulary in their oral interactions during class because of the teacher's help with the engagement strategies. Finally, almost a quarter of the students (22.5%), represented by 9 participants, stated that they "Always" be able to use new vocabulary in English during class discussions, evidencing a superior mastery in the automatic new expressions' incorporation into their active communicative repertoire.

Data interpretation

The responses distribution reflects an extremely positive picture regarding the lexical perception competence among the students evaluated. The most relevant data is that 52.5 % of the students that select "Most of the time" and "Always" represent a consistent ability to implement new vocabulary in real communicative contexts, so, it suggests an effective expressions retention and internalization worked in class. This high percentage is attributed to effective pedagogical methodologies that promote contextualized practice and vocabulary in meaningful communicative environments immediate application. The complete absence of responses in the "Never" category is particularly significant, because of it indicates that even the most difficult learners perceive the different way of learning, at least occasionally, they incorporate new expressions into their English communication. This characteristic suggests that the learning environment provides sufficient opportunities and stimulates students' participation, so that all students, regardless of their initial level, and they show success experience in the vocabulary practical implementation.

On the other hand, the "Sometimes" segment represents 25% from students' group who, although they have developed some ability to use new vocabulary, it benefits from additional reinforcement and practice strategies to

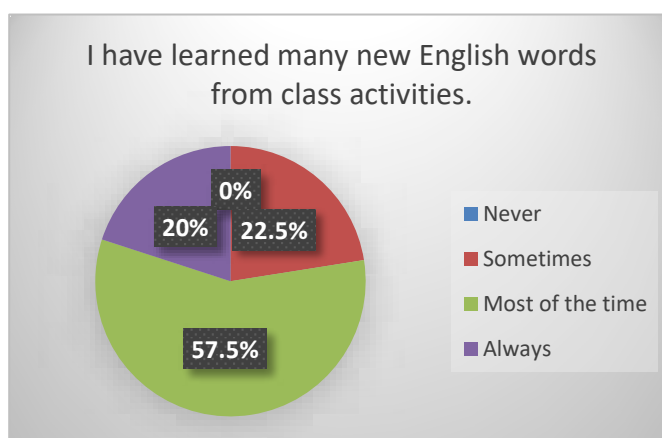
increase their use confidence and frequency. The remarkable student's quantity in the "Most of the time" category indicates that there is still way to improve the vocabulary use automation, suggesting that pedagogical strategies should focus on increasing the fluency and naturalness in the students' communicative interactions.

Table 8 *Students' Survey-Item 2*

Description		N	Percentage
I have learned many new English words from class activities.			
1	Never	0	0%
2	Sometimes	9	22.5%
3	Most of the time	23	57.5%
4	Always	08	20%
Total		40	100%

Note: Elaborated by Ojeda (2024)

Figure 3 *Students' survey-Item 2.*



Note: Elaborated by Ojeda (2024)

Analysis of the results

The result analysis of this question on the learning of new vocabulary in English through class activities shows a favorable outlook because there are not student that reported "never" that represent 0%, it means that to learn new words through the activities implemented is an excellent tool to develop the class, which completely rules out the existence of cases where the

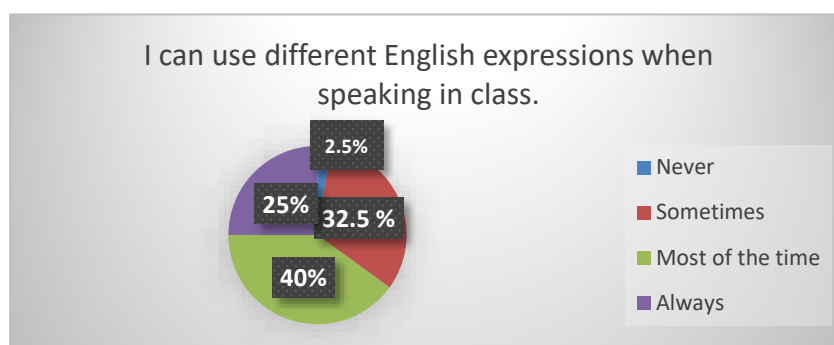
methodologies used help on lexical acquisition, 22.5% of the pupils, equivalent to 9 students from a group of 40, selected the option "Sometimes" they acquire new vocabulary through classroom learning experiences, representing approximately one fifth of the group that recognizes occasional but it demonstrates an inconsistent learning. "Most of the time" was the option most significant selected by the students, which represents 57.5%, a favorable response in this question from 23 students from the group. This majority proportion indicates that more than half of the group perceives frequent and consistent vocabulary acquisition through the pedagogical activities implemented, establishing itself as the predominant trend in the study. Finally, 20% of the participants, corresponding to 8 students, stated that "Always" learns new words and expressions through the activities developed in class, reflecting a group with the effectiveness maximum appreciation from the lexical acquisition pedagogical strategies.

Table 9 *Students' Survey-Item 3*

Description		N	Percentage
I can use different English expressions when speaking in class.			
1	Never	1	2.5%
2	Sometimes	13	32.5%
3	Most of the time	16	40%
4	Always	10	25%
Total		40	100%

Note: Elaborated by Ojeda (2024)

Figure 4 *Students' Survey-Item 3.*



Note: Elaborated by Ojeda (2024)

Analysis of the results

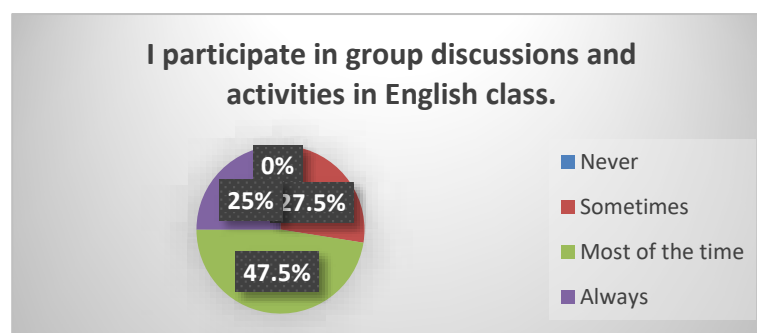
According to the results, the majority of the class feels comfortable at the moment of using words and phrases in English, it is a language development a positive sign. The forty percent who uses different expressions 'Most of the time' it is a way that demonstrates a solid core of the class, demonstrating that a varied language skills produce a good progress in the application of it. However, the results also demonstrate that there is a clear opportunity to improve with the few students that represents the 35% who selects the option 'Never' and 'Sometimes' categories. Targeted strategies to encourage these students to expand their expressions range, it could help eventually to enhance the students' performance to get a better enrolls with the language. Additionally, a small percentage 2.5% that never uses different expressions indicates the need for individualized attention due to they cannot express easily their ideas but they are opened to follow teacher's guide.

Table 10 *Students' survey -Item 4*

Description	N	Percentage
I participate in group discussions and activities in English class.		
1 Never	0	0%
2 Sometimes	11	27.5%
3 Most of the time	19	47.5%
4 Always	10	25%
Total	40	100%

Note: Elaborated by Ojeda (2024)

Figure 5 *Students' survey -Item 4*



Note: Elaborated by Ojeda (2024)

Analysis of the results

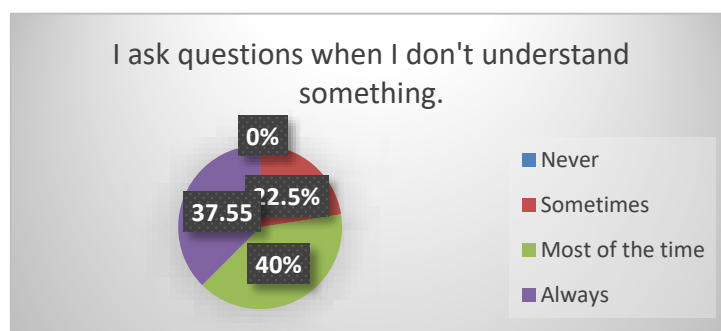
The results disclose that the encourage participation level in group discussions and English class activities are really valuable for learners' acquisition. So, the results are that 72.5% of students demonstrate consistent engagement because they fell motivate in the learning process, most of the time are selected by 47.5% of the students, 25% participating 'Always', this indicates that nearly three-quarters of the class actively contribute to collaborative learning environments by the teachers' strategies to motivate them, showing that active strategies are effectively in promoting students' participation. However, 27.5% of students participate only 'Sometimes' because they have difficulties on demonstrating their opinions, this students group represent a considerable percentage that requires targeted intervention to help on their learning engagement. Particularly, no student reported participating 'Never', which shows that all students are included in the group work or class activities where they need to participate and collaborate with their classmates in activities that are organized in strategic pedagogical approaches focused on building trust and active participation.

Table 11 *Students' Survey -Item 5*

Description		N	Percentage
I ask questions when I don't understand something.			
1	Never	0	0%
2	Sometimes	9	22.5%
3	Most of the time	16	40%
4	Always	15	37.5%
Total		40	100%

Note: Elaborated by Ojeda (2024)

Figure 6 *Students' survey -Item 5.*



Note: Elaborated by Ojeda (2024)

Analysis of the results

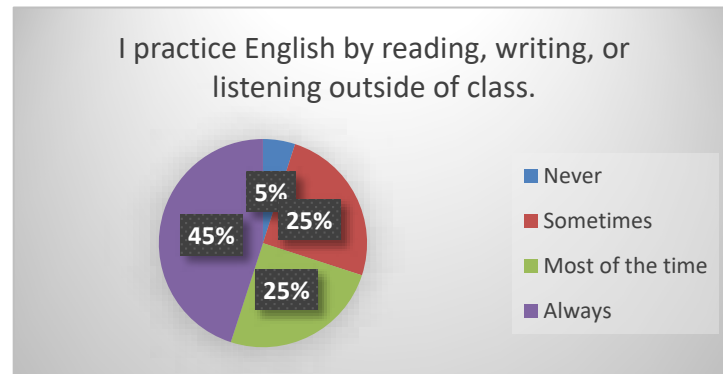
The data demonstrates a highly positive students' inquiry behavior pattern over the 40 participants because a significant majority 77.5% ask questions when they have difficulties or some confusion on the activities or class explanation, they do this because they identify that they can express their ideas even they make mistakes and they know that to face comprehension difficulties is vital in learning process, with 40% doing so "Most of the time" and 37.5% "Always". And only 22.5% select the option "Sometimes" ask questions, and notably, there are not students who avoids asking questions. This indicates a healthy learning environment where students feel comfortable seeking clarification because the teachers provide methods that are explain students that asking is a way to clarify their ideas.

Table 12 *Students' Survey -Item 6*

Description		N	Percentage
I practice English by reading, writing, or listening outside of class.			
1	Never	2	5%
2	Sometimes	10	25%
3	Most of the time	10	25%
4	Always	18	45%
Total		40	100%

Note: Elaborated by Ojeda (2024)

Figure 7 *Students' Survey -Item 6.*



Note: Elaborated by Ojeda (2024)

Analysis of the results

The data show a strong autonomous English learning habits outside the classroom. A significant 45% "Always" engage in independent English practice because nowadays there are many apps where students can feel motivated to practice the language even, they do not have classes, while 25% practice "Most of the time" due to the internet connection and another 25% "Sometimes" because those students have a limit on resource. Even though this shows that 70% of students regularly practice English outside class because they have motivation to continue learning the language because they use some application inside the class. And only 5% "Never" engage in extra practice, and that group needs to practice more in class by the teachers 'help.

Table 13 *Students' survey -Item 7*

Description		N	Percentage
Class activities challenge me to think hard and solve problems in English.			
1	Never	1	2.5%
2	Sometimes	8	20%
3	Most of the time	12	30%
4	Always	19	47.5%
Total		40	100%

Note: Elaborated by Ojeda (2024)

Figure 8 *Students' survey -Item 7.*



Note: Elaborated by Ojeda (2024)

Analysis of the results

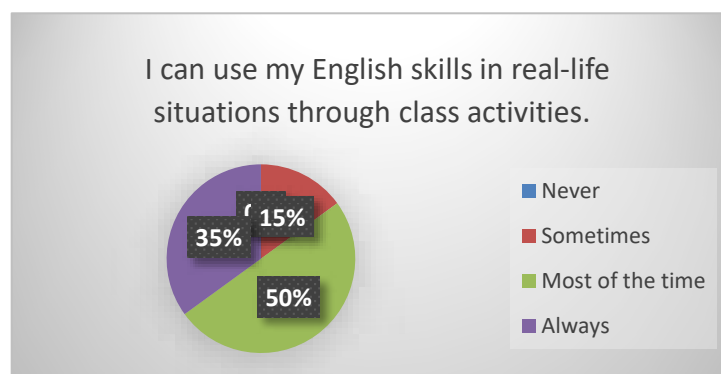
According to data the high cognitive engagement levels in English class activities over the 40 students the results are that substantial because 47.5% report "Always" being challenged the correct guide to speak and solve problems using the language, while 30% experience challenge "Most of the time," indicating that 77.5% consistently face cognitive demands on the language thinking. Only 20% report "Sometimes" being challenged, and a minimal 2.5% "Never" feel challenged because they need to feel more confident with themselves. This suggests effectively designed activities that promote critical thinking in English giving the students the opportunity to analyze, interpret and judge based on what they understand.

Table 14 *Students' survey-Item 8*

Description		N	Percentage
I can use my English skills in real-life situations through class activities.			
1	Never	0	0%
2	Sometimes	6	15%
3	Most of the time	20	50%
4	Always	14	35%
Total		40	100%

Note: Elaborated by Ojeda (2024)

Figure 9 *Students' survey-Item 8.*



Note: Elaborated by Ojeda (2024)

Analysis of the results

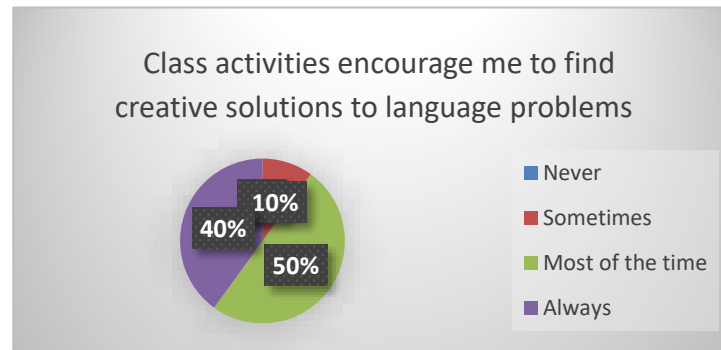
A positive trend in students' practical application of English skills is represented with an impressive 85% of participants regularly using their language abilities in real-life scenarios for example in the name of some products, songs, and some apps that they daily use. Half of the students 50% that select “most of the time” implement their skills using English in real life situation, while 35% demonstrate consistent usage by "always" applying them. Only a small group that is 15% shows occasional use due to their low interest to use innovate strategies, and remarkably, no students reported never using their English skills.

Table 15 *Students' survey-Item 9*

Description		N	Percentage
Class activities encourage me to find creative solutions to language problems			
1	Never	0	0%
2	Sometimes	4	10%
3	Most of the time	20	50%
4	Always	16	40%
Total		40	100%

Note: Elaborated by Ojeda (2024)

Figure 10 *Students' survey-Item 9.*



Note: Elaborated by Ojeda (2024)

Analysis of the results

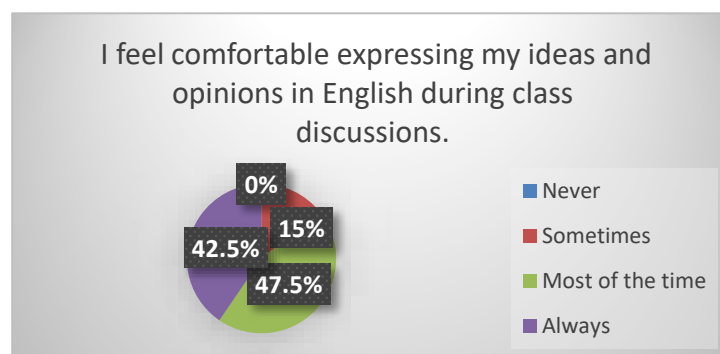
About a class activity, striking 90% of students actively finding innovative solutions to language challenges because they consider that fun activities let them to stimulate their language abilities to enhance language acquisition and fluency. Half of the learners 50% with the option "most of the time," report discovering creative approaches complemented their understanding and by an impressive 40% who "always" embrace creative problem-solving indicates that a variety of language activities makes language process enjoyable. A just a simple 10% indicate occasional creative engagement, while notably, no students feel disconnected from creative learning opportunities because to learn it is not only textbooks.

Table 16 *Students' survey -Item 10*

Description		N	Percentage
I feel comfortable expressing my ideas and opinions in English during class discussions.			
1	Never	0	0%
2	Sometimes	6	15%
3	Most of the time	19	47.5%
4	Always	17	42.5%
Total		40	100%

Note: Elaborated by Ojeda (2024)

Figure 11 *Students' survey -Item 10.*



Note: Elaborated by Ojeda (2024)

Analysis of the results

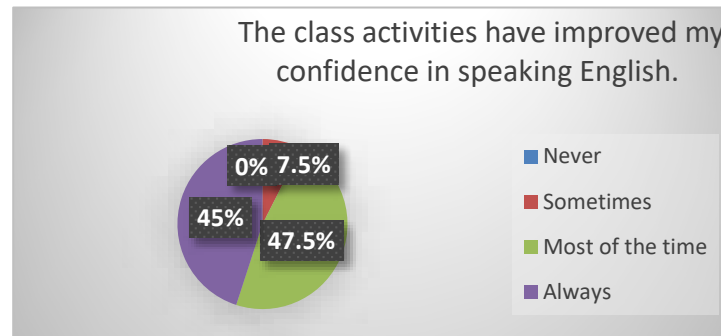
The analysis about classroom environment 90% of students feeling confident expressing themselves in English because expressing opinions is a crucial skill for everyday communication. A substantial 47.5% report feeling comfortable with the option "most of the time," and while an impressive 42.5% "always" share their ideas with confidence because expression opinions or making arguments empower learners to o engage more effectively in discussions and debates. Only 15% experience occasional comfort, and significantly, no students feel completely inhibited, indicating a highly successful, supportive learning atmosphere.

Table 17 *Students' survey-Item 11*

Description		N	Percentage
The class activities have improved my confidence in speaking English.			
1	Never	0	0%
2	Sometimes	3	7.5%
3	Most of the time	19	47.5%
4	Always	18	45%
Total		40	100%

Note: Elaborated by Ojeda (2024)

Figure 12 *Students' survey-Item 11.*



Note: Elaborated by Ojeda (2024)

Analysis of the results

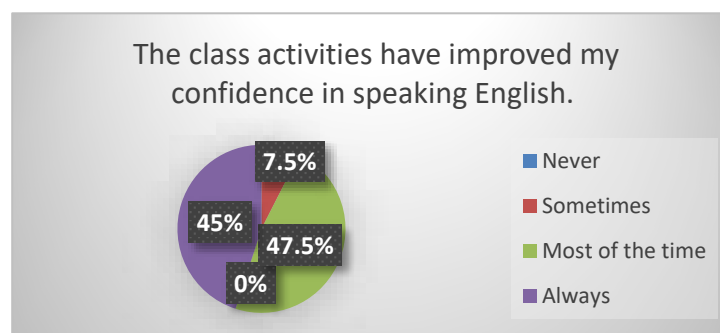
Related to English speaking confidence, with an exceptional 92.5% of students reporting significant improvement because they maintain a positive mindset putting away the barriers to confidence in English speaking. Nearly half of the students that represents the 47.5% experience enhanced confidence by the reason of providing actionable strategies, while an impressive 45% report "always" feeling more confident. Only a minimal 7.5% note occasional improvement, and remarkably, no students feel their confidence has stagnated, demonstrating the highly effective nature of class activities due to they to have a few problems in expressing their thoughts compellingly and influence others.

Table 18 *Students' survey-Item 12*

Description		N	Percentage
The class activities have improved my confidence in speaking English.			
1	Never	0	0%
2	Sometimes	3	7.5%
3	Most of the time	19	47.5%
4	Always	18	45%
Total		40	100%

Note: Elaborated by Ojeda (2024)

Figure 13 *Students' survey-Item 12.*



Note: Elaborated by Ojeda (2024)

Analysis of the results

Transformation in students' speaking confidence was extraordinary, 92.5% reporting enhanced self-assurance through class activities due to achievable strategies and activities develop the oral skill. A dominant 47.5% experience increased confidence with all the innovating activities that they help to introduce them into a real-life situation, all of this can be complemented by 45% who "always" feel more self-assured. Just 7.5% note occasional improvement because they report stagnation but with the positive support, they can face this problem. To feel confident during learning a language avoid common mistakes and help them to keep improving.

CONCLUSIONS

This research analysis and result definitively demonstrate the active learning strategies remarkable effectiveness in developing oral English skills. It is because the initial evidence demonstrated that students had limitation with the oral skill components like fluency and pronunciation and confidence in oral expressions. Also, most of the students had limitation in their vocabulary bank using just basic expressions due to the barrier and traditional methods that engage students into learning process. Those aspects were crucial for incorporating active strategies and change the classroom environment to motivate students into new learning methods

These results based on the pretest and posttest strongly support the hypothesis that active learning strategies significantly enhance oral proficiency. Moreover, the research demonstrates that correlation between creative problem-solving opportunities and language acquisition because they are essential to help students in the vocabulary usage and language fluency. All the active strategies used inside class help around 90% of students actively due to the creative solutions that they can implement by real understanding for language challenges. The study underscores the importance of incorporating innovative approaches in oral skills development. However, it is important to have a constant action because the process is gradual.

In conclusion, this study makes a significant contribution to the process in the English language acquisition. Because students feel more confident and their class participation is active on confidence-building learning environment. The success rates across multiple parameters reducing anxiety when speaking in English. Moreover, active strategies not only eliminate language barriers and also it cultivates passion for language learning.

RECOMMENDATIONS

First, it is powerfully recommended that English teachers implement many interactive activities with a diverse range of understanding according to the learners' levels promote on them the facility to creatively apply problem-solving and real-world application on language skills. The research visibly demonstrates that when students engage in practical, active learning experiences. Their confidence and oral proficiency significantly improve even they make mistakes and learned from them because they build their knowledge based on their reality. For this reason, teachers should incorporate role-playing exercises, group discussions, storytelling, and project-based learning activities where students simulate real-life situations that stimulate their learning process, especially in developing students' speaking abilities.

Secondly, educational institutions, particularly Unidad Educativa Fiscal Joaquin Arias, based on this project need to prioritize the supportive and encouraging classroom environment creation because it minimizes anxiety and maximizes participation in the classroom interaction. With 92.5% of students reporting improved their confidence through active learning strategies, it is decisive to continue this positive atmosphere by implementing peer-support systems for catching the students' attention in learning English as a second language, due to it establishes clear communication guidelines, and providing regular constructive feedback to expose their thinking.

Finally, it is recommended to establish a systematic monitoring and evaluation system to track students' oral skills development throughout the academic year by learning with their own errors but with the teacher's guide and feedback where it is necessary. This should include regular speaking assessments, student self-evaluation opportunities, and feedback sessions that help identify areas for improvement and learning English in an innovate way according to the new century. Furthermore, the school should consider implementing a language immersion program for providing students an organize practice on their speaking skills outside the regular classroom setting.

References

- Agustina, L. (2022). Encouraging students to do collaborative learning in ESP course to strengthen students' oral communication skill. *JOLLT Journal of Languages and Language Teaching*, 10(1), 76-8.
doi:<https://doi.org/10.33394/jollt.v%vi%i.4353>
- Aladini, A., & Jalambo, M. (2021). Dramatizing the CLIL to Promote Learners' Speaking Skills and Their Self-efficacy. *Universal Journal of Educational Research*, 9(1), 37 - 52. doi:10.13189/ujer.2021.090105
- Aldhanhani, Z. R., & Abu-Ayyash, E. (2020). Theories and Research on Oral Reading Fluency: What Is Needed? *Theory and Practice in Language Studies*, 10(4), 379-388. doi:<http://dx.doi.org/10.17507/tpsls.1004.05>
- Al-Harbi, S. S. (2020). Language development and acquisition in early childhood. *Journal of Education and Learning (EduLearn)*, 14(1), 69-73.
doi:10.11591/edulearn.v14i1.14209
- Ali, M., & Memon, S. (2023). Perceptions of English Language Teachers towards Integration of Technology to Enhance Speaking Skills at Army Public School & Colleges, Hyderabad. *Journal of Arts and Linguistics Studies*, 1(3), 587-617. doi:<https://jals.miard.org/index.php/jals>
- Alioon, Y., & Delialioğlu, Ö. (2017). The effect of authentic m-learning activities on student engagement and motivation. *British Journal of Educational Technology*, 50(2), 655-668. doi: <https://doi.org/10.1111/bjet.12559>
- Aljumah, F. H. (2011). Developing Saudi EFL Students' Oral Skills: An Integrative Approach. *English Language Teaching*, 4(3), 84-89.
doi:10.5539/elt.v4n3p84
- Alrayah, H. (2018). The Effectiveness of Cooperative Learning Activities in Enhancing EFL Learners' Fluency. *English Language Teaching*, 11(4), 21-31. doi:10.5539/elt.v11n4p21

- AlSaleem, B. I. (2018). The Effect of Facebook Activities on Enhancing Oral Communication. *International Education Studies*, 11(5), 144-153.
doi:10.5539/ies.v11n5p144
- Arroba, J., & Acosta, H. (2021). Authentic Digital Storytelling as Alternative Teaching Strategy to Develop Speaking Skills in EFL Classes. *Language Education and Acquisition Research Network*, 14(1), 317-343.
doi:https://so04.tci-thaijo.org/index.php/LEARN/index
- Ashraf, H., & Fatemi, M. A. (2013). The Effect of Active Learning Instruction on the Intermediate Iranian EFL Learners' Listening Comprehension Ability. *International Journal of Linguistics*, 5(5), 168-174.
doi:10.5296/ijl.v5i5.4264
- Asmari, A. A. (2015). A comparative determination of barriers of Oral English learning face by preparatory year students. *European Scientific Journal*, 11(35), 58-71. doi:https://core.ac.uk/download/pdf/328025275.pdf
- August, D., Carlo, M., Dressler, C., & Catherine Snow. (2005). The Critical Role of Vocabulary Development for English Language Learners. *Learning Disabilities Research & Practice*, 20(1), 50-57.
doi:https://doi.org/10.1111/j.1540-5826.2005.00120.x
- Avci, H., & Adiguzel, T. (2017). A Case Study on Mobile-Blended Collaborative Learning in an English as a Foreign Language (EFL) Context. *International Review of Research in Open and Distributed Learning*, 18(7), 44-58. doi:https://doi.org/10.19173/irrodl.v18i7.3261
- Ayala, I. P., & Cárdenas Robledo, L. A. (2019). A cybernetic method to regulate learning through learning strategies: A proactive and reactive mechanism applied in U-Learning settings. *Computers in Human Behavior*, 98(1), 196-209. doi:https://doi.org/10.1016/j.chb.2019.03.036
- Aziz, A. A., & Kashinathan, S. (2021). ESL Learners' Challenges in Speaking English in Malaysian Classroom. *International Journal of Academic*

Research in Progressive Education and, 10(2), 983 - 991.
doi:10.6007/IJARPED/v10-i2/10355

Azmi, N. (2017). The Benefits of Using ICT in the EFL Classroom:. *Journal of Educational and Social Research*, 7(1), 111-118.
doi::10.5901/jesr.2017.v7n1p111

Bagheri, F. (2015). The Relationship between Critical Thinking and Language Learning Strategies of EFL Learners. *Journal of Language Teaching and Research*, 6(5), 969-975. doi:http://dx.doi.org/10.17507/jltr.0605.08

Birgili, B. (2015). Creative and Critical Thinking Skills in Problem-based Learning Environments. *Journal of Gifted Education and Creativity*, 2(2), 71-80. doi:10.18200/JGEDC.2015214253

Bostrom, R. P. (1989). Successful application of communication techniques to improve the systems development process. *Information & Management*, 16(5), 279-295. doi:https://doi.org/10.1016/0378-7206(89)90005-0

Briones, G. K., & Navarrete Solórzano, D. A. (2020). Rubrics Implementation on Learning Evaluation for Superior Basic. *International Research Journal of Management*,, 7(2), 1-8. doi:https://doi.org/10.21744/irjmis.v7n2.852

Brown, J. K. (2008). Student-Centered Instruction: Involving Students in Their Own Education. *National Association for Music Education*, 94(5), 30-35. doi:https://doi.org/10.1177/00274321080940050

Brown, L. M. (2023). The Impact of Student-Centered Learning through Use of Peer Feedback in the Dance Technique Classroom. *Journal of Dance Education*, 23(2), 144-154.
doi:https://doi.org/10.1080/15290824.2021.1932911

Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom. *Language Education and Acquisition Research Network Journal*, 12(1), 1-11. doi:https://files.eric.ed.gov/fulltext/EJ1225673.pdf

- Care, E., Scoular, C., & Griffin, P. (2016). Assessment of Collaborative Problem Solving in Education Environments. *Applied Measurement in Education*, 29(4), 250-264. doi:<https://doi.org/10.1080/08957347.2016.1209204>
- Chand, G. B. (2021). Challenges Faced by Bachelor Level Students While Speaking English. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(1), 45-60. doi:www.ijetal.com
- Chang, A., & Renandya, W. (2018). Developing Listening Fluency through Supported Extensive Listening Practice. *RELC Journal*, 50(3), 422-438. doi:<https://doi.org/10.1177/0033688217751468>
- Chang, C., & Koong, H.-C. (2020). Effects of a mobile-based peer-assessment approach on enhancing language-learners' oral proficiency. *Innovations in Education and Teaching International*, 57(6), 668-679. doi:[10.1080/14703297.2019.1612264](https://doi.org/10.1080/14703297.2019.1612264)
- Choi, S., & Kang, O. (2023). The roles of suprasegmental features in assessing paired speaking tasks in high-stakes language assessment. *System*, 119(1), 103-183. doi:<https://doi.org/10.1016/j.system.2023.103183>
- Cholisah, N., & Tresnadewi, S. (2021). A study on factors contributing to students' English pronunciation. *Journal of English Language Teaching*, 10(3), 271-279. doi:<https://doi.org/10.15294/elt.v10i3.49867>
- Christian, K., & Talanquer, V. (2012). Content-Related Interactions in Self-initiated Study Groups. *International Journal of Science Education*, 34(14), 2231-2255. doi:<https://doi.org/10.1080/09500693.2012.708064>
- Couper, G. (2021). Teacher cognition of pronunciation teaching. *Journal of Second Language Pronunciation*, 7(2), 212 - 239. doi:<https://doi.org/10.1075/jslp.20004.cou>
- Crisianita, S., & Mandasari, B. (2022). The use of a small-group Discussion to Improve Students' Speaking Skill. *Journal of English Language Teaching and Learning*, 3(1), 61-66. doi:<https://doi.org/10.33365/jeltl.v3i1.1680>

- Dahal, A., & Bhat, N. (2024). Self-Directed Learning, its Implementation, and Challenges: A Review. *Nepal Journal of Health Sciences*, 3(1), 102-115. doi:10.3126/njhs.v3i1.63277
- Darcy, I. (2018). Powerful and Effective Pronunciation Instruction: How Can We Achieve It? *CATESOL Journal*, 30(1), 13-45. doi:10.1177/00336882211002283
- Derwing, T. M., & Munro, M. (2012). Second Language Accent and Pronunciation Teaching: A Research-Based Approach. *TESOL Quarterly*, 39(3), 379-397. doi:https://doi.org/10.2307/3588486
- Dogani, B. (2023). Active learning and effective teaching strategies. *International Journal of Advanced Natural Sciences and Engineering Researches*, 136-142.
- Dogani, B. (2023). Active learning and effective teaching strategies. *International Journal of Advanced Natural Sciences and Engineering Researches*, 7(4), 136–142. doi:https://doi.org/10.59287/ijanser.578
- Fahim, M., & Haghani, M. (2012). Sociocultural Perspectives on Foreign Language. *Journal of Language Teaching and Research*, 3(4), 693-699. doi:10.4304/jltr.3.4.693-699
- Fatma, Z. K., & Duman, B. (2023). The effect of problem-based learning on problemsolving skills in English language teaching. *Journal of Pedagogical Research*, 7(1), 154-173. doi:https://doi.org/10.33902/JPR.202318642
- Ferris, D. (2012). Students' Views of Academic Aural/Oral Skills: A Comparative Needs Analysis. *Tesol*, 32(2). doi: https://doi.org/10.2307/3587585
- Firestien, R. L., & McCowan, R. (2009). Creative problem solving and communication behavior in small groups. *Creativity Research Journal*, 1(1), 106-114. doi:https://doi.org/10.1080/10400418809534292

- Galante, A., & Thomson, R. (2017). The Effectiveness of Drama as an Instructional Approach for the Development of Second Language Oral Fluency, Comprehensibility, and Accentedness. *TESOL Quarterly*, 51(1), 115-142. doi:<https://doi.org/10.1002/tesq.290>
- Gauvain, M. (2018). Collaborative Problem Solving: Social and Developmental Considerations. *Psychological Science in the Public Interest*, 19(2), 53-58. doi:<https://doi.org/10.1177/1529100618813370>
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education Journal*, 7(1), 173-185. doi:<https://doi.org/10.1080/2331186X.2020.1738184>
- Gettinger, M. (2019). Methods of Proactive Classroom Management. *School Psychology Review*, 17(2), 227-242. doi:<https://doi.org/10.1080/02796015.1988.12085340>
- Gnizy, I., Baker, W., & Grinstein, A. (2014). Proactive learning culture: A dynamic capability and key success factor for SMEs entering foreign markets. *International Marketing Review*, 31(5), 477-505. doi:<https://doi.org/10.1108/IMR-10-2013-0246>
- González-fernández, B., & Schmitt, N. (2020). Word Knowledge: Exploring the Relationships and Order of Acquisition of Vocabulary Knowledge Components. *Applied Linguistics*, 41(4), 481–505. doi:[10.1093/applin/amy057](https://doi.org/10.1093/applin/amy057)
- Goodwin, D. L., & Dunn, J. C. (2018). Revisiting Our Research Assumptions 20 Years On: The Role of Interdisciplinarity. *Adapted Physical Activity Quarterly*, 35(3), 249-253. doi:<https://doi.org/10.1123/apaq.2017-0192>
- Gordon, J. (2021). Pronunciation and Task-Based Instruction: Effects of a Classroom Intervention. *RELC Journal*, 52(1), 94-109. doi:<https://doi.org/10.1177/00336882209869>

- Grisales, M. S., & García Cruz, A. S. (2017). Oral Skills Development Through the Use of Language Learning Strategies, Podcasting and Collaborative Work. *Gist Education and Learning Research Journal*, 14(1), 32-48. doi:
<https://dialnet.unirioja.es/servlet/articulo?codigo=6050593>
- Han, L., & Alauyah, M. (2019). Students' Self-reflections of Own Participation in English Language Oral Class. *LSP International Journal*, 6(2), 79–92. doi:<https://doi.org/10.11113/lspi.v6n2.92>
- Hartstang, J. H. (2024). Collaborative Effect-Centered Problem-Solving. *Design Issues*, 40(3), 77–87. doi:https://doi.org/10.1162/desi_a_00768
- Hayati, A., & Shahlaee, K. (2011). On the Relationship between Mind and Language: Teaching English Vocabulary to Schizophrenics. *Psychology*, 2(5), 416-425. doi:10.4236/psych.2011.25065
- Heng Li a, M. L. (2015). Proactive training system for safe and efficient precast installation. *Automation in Construction*, 49(1), 163-174. doi:<https://doi.org/10.1016/j.autcon.2014.10.010>
- Herrera, M. Á. (2021). Collaborative learning for virtual higher education. *Learning, Culture and Social Interaction*, 28(1), 100-121. doi:<https://doi.org/10.1016/j.lcsi.2020.100437>
- Hismanoglu, M. (2009). The pronunciation of the inter-dental sounds of English: an articulation problem for Turkish learners of English and solutions. *Procedia Social and Behavioral Sciences*, 1(1), 1697–1703. doi:10.1016/j.sbspro.2009.01.301
- Hmelo, C. (2012). International Perspectives on Problem-based Learning: Contexts, Cultures, Challenges, and Adaptations. *IUScholarWorks Journals*, 6(1), 10-15. doi:<https://doi.org/10.7771/1541-5015.1310>
- Hosni, S. A. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature*

(IJSELL), 2(6), 22-30. doi:<https://www.arcjournals.org/pdfs/ijSELL/v2-i6/4.pdf>

Howard, M. T. (2019). Self-directed learning: A fundamental competence in a rapidly changing world. *International Review of Education*, 65(4), 633-653. doi:<https://doi.org/10.1007/s11159-019-09793-2>

Hsu, T.-C. (2017). Learning English with Augmented Reality: Do learning styles matter? *Computers and Education*, 106(1), 137-149. doi:<https://doi.org/10.1016/j.compedu.2016.12.007>

Huertas-Abril, C. A. (2021). Developing Speaking with 21st Century Digital Tools in the English as a Foreign Language Classroom: New Literacies and Oral Skills in Primary Education. *Aula Abierta*, 50(2), 625-634. doi:<https://orcid.org/0000-0002-9057-5224>

Hussain, S. (2017). Teaching Speaking Skills in Communication Classroom. *International Journal of Media, Journalism and Mass Communications*, 3(3), 14-21. doi:10.20431/2454-9479.0303003

Hwang, S. (2021). The Mediating Effects of Self-Efficacy and Classroom Stress on Professional Development and Student-Centered Instruction. *International Journal of Instruction*, 14(1), 1-16. doi:<https://doi.org/10.29333/iji.2021.1411a>

Ilyosovna, N. A. (2020). The Importance of English Language. *International Journal on Orange Technologies*, 2(1), 22-24. doi:<https://journals.researchparks.org/index.php/IJOT/article/view/478>

Imani, S. (2021). The Comparative Effect of Self-Assessment and Peer Assessment on Reflective and Impulsive EFL Learners' Speaking Skill. *Journal of Foreign Language Teaching and Translation Studies*, 6(4), 99-120. doi:10.22034/EFL.2022.325985.1139

- Innes, R. (2007). Dialogic Communication in Collaborative Problem Solving Groups. *International Journal for the Scholarship of Teaching and Learning*, 1(1), 1-21. doi:<https://doi.org/10.20429/ijstl.2007.010104>
- Ivanitskaya, L., Deborah , C., Montgomery, G., & Primeau , R. (2002). Interdisciplinary Learning: Process and Outcomes. *Innovative Higher Education*, 27(1), 95–111. doi:1021105309984
- Jamshidnejad, A. (2011). Developing Accuracy by Using Oral. *Journal of Language Teaching and Research*, 2(3), 530-536. doi:10.4304/jltr.2.3.530-536
- Jarvis, S. (2013). Capturing the Diversity in Lexical Diversity. *Language Learning*, 63(1), 87-106. doi: <https://doi.org/10.1111/j.1467-9922.2012.00739.x>
- Jong, N. H. (2018). Fluency in Second Language Testing: Insights From Different Disciplines. *Language Assessment Quarterly*, 15(3), 237–254. doi:10.1080/15434303.2018.1477780
- Kara, M. (2018). A Systematic Literature Review: Constructivism in Multidisciplinary Learning Environments. *International Journal of Academic Research in Education*, 4(1), 21-27. doi:<https://doi.org/10.17985/ijare.520666>
- Karwowski, M. (2015). Notes on Creative Potential and Its Measurement1. *Theories – Research – Applications*, 2(1), 4-16. doi:10.1515/ctra-2015-0001
- Kathirvel, K., & Hashim, H. (2020). The Use of Audio-Visual Materials as Strategies to Enhance Speaking Skills among ESL Young Learners. *Creative Education*, 11(12), 2599-2608. doi:10.4236/ce.2020.1112192
- Katja, F. (2014). Creating an Authentic Learning Environment: Is Multidisciplinary Design Education Successful in Facilitating Real-world

- Learning? *The International Journal of Design Education*, 8(1), 53-70.
doi:10.18848/2325-128X/CGP/v08i01/38456
- Kennedy, R. (2007). In-Class Debates: Fertile Ground for Active Learning and the Cultivation of Critical Thinking and Oral Communication Skills. *International Journal of Teaching and Learning in Higher Education*, 19(2), 183-190 . doi:1812-9129
- Kessler, G. (2018). Technology and the future of language teaching. *Foreign Language ANNALS*, 51(1), 205-218.
doi:https://doi.org/10.1111/flan.12318
- Kim, J.-N., & Jeong-Nam , K. (2011). Problem Solving and Communicative Action: A Situational Theory of Problem Solving. *Journal of Communication*, 61(1), 120–149. doi:https://doi.org/10.1111/j.1460-2466.2010.01529.x
- Köpeczi-Bócz, T. (2020). Learning Portfolios and Proactive Learning in Higher Education Pedagogy. *International Journal of Engineering Pedagogy*, 10(5), 34-48. doi:https://doi.org/10.3991/ijep.v10i5.13793
- Kovalenk, N. A., & Smirnova, A. (2015). Self-directed Learning through Creative Activity of Students. *Procedia - Social and Behavioral Sciences*, 166(7), 393-398. doi:https://doi.org/10.1016/j.sbspro.2014.12.542
- Kuhn, D. (2015). Thinking Together and Alone. *Educational Researcher*, 44(1), 46-53. doi:https://doi.org/10.3102/0013189X155695
- Kühnert, B., & Pillot-Loiseau, C. (2022). Teaching Pronunciation with Direct Visual Articulatory Feedback: Pedagogical Considerations for the Use of Ultrasound in the Classroom. *Recherches anglaises et nord-américaines*, 55(1), 9-24. doi:https://doi.org/10.4000/ranam.364
- Kukulska, A., & Viberg, O. (2018). Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 49(2), 207-218. doi: https://doi.org/10.1111/bjet.12580

- Lai, C., & Zheng, D. (2023). Self-directed use of mobile devices for language learning beyond the classroom. *Education and Information Technologies*, 1(2), 1-26. doi:10.1007/s10639-023-12301-7
- Lamb, M., & Arisandy, F. (2019). The impact of online use of English on motivation to learn. *Computer Assisted Language Learning*, 33(1), 85-108. doi: <https://doi.org/10.1080/09588221.2018.1545670>
- Larry, N., & Crow, M. L. (2015). Do Active-Learning Strategies Improve Students' Critical Thinking? *Higher Education Studies*, 4(2), 77-90. doi:10.5539/hes.v4n2p77
- Li, P., Baills, F., & Prieto, P. (2020). Observing and producing durational hand gestures facilitates the pronunciation of novel vowel-length contrasts. *Studies in Second Language Acquisition*, 42(5), 1015 - 1039. doi:<https://doi.org/10.1017/S0272263120000054>
- Li, Z., Lianb, A.-P., & Yodkamlue, B. (2020). Learning English Intonation Through Exposure to Resynthesized Self-produced Stimuli. *GEMA Online Journal of Language Studies*, 20(1), 54-76. doi:<http://doi.org/10.17576/gema-2020-2001-04>
- Lialikhova, D. (2018). The impact of a short-term CLIL intervention project on Norwegian different ability ninth graders' oral development. *International Journal of Bilingual Education and Bilingualism*, 24(5), 671-692. doi:10.1080/13670050.2018.1509055
- Liu, J. (2000). Understanding Asian students' oral participation modes in American classrooms. *Journal of Asian Pacific Communication*, 10(1), 155 - 189. doi:<https://doi.org/10.1075/japc.10.1.09liu>
- Loeng, S. (2020). Self-Directed Learning: A Core Concept in Adult Education. *Educational Research International*, 1(1), 381- 397. doi:<https://doi.org/10.1155/2020/3816132>

- Louise Stroud, E. G. (2020). A Revision Process That Bridges Qualitative and Quantitative Assessment. *Psychology*, 11(3), 910-914.
doi:10.4236/psych.2020.113029
- Maharani, P. N., Afifah, N., & Lubis, Y. (2023). The power of Phonology: Analizing the impact of sound structure on language. *Journal of English Language Teaching and Learning*, 4(1), 48-52.
doi:https://doi.org/10.33365/jeltl.v4i1.3305
- Majidova, G. M. (2024). The relevance of critical thinking in learning foreign languages. *Mental Enlightenment Scientific-Methodological Journal*, 5(3), 93–99. doi:https://doi.org/10.37547/mesmj-V5-I3-14
- Mangaleswaran, S., & Azlina Abdul Aziz. (2019). The Impact of the Implementation of CLT On Students' Speaking Skills. *International Journal of Scientific and Research Publications*, 9(4), 75-82.
doi:10.29322/IJSRP.9.04.2019.p8814
- Mansilla, V. B. (2010). Assessing Student Work at Disciplinary Crossroads. *Change: The Magazine of Higher Learning*, 37(1), 14-21.
doi:https://doi.org/10.3200/CHNG.37.1.14-21
- Mard, N. (2021). History in multidisciplinary education: a case study in a Finnish primary school. *International Journal of Primary, Elementary and Early Years Education*, 4(5), 513-528. doi:10.1080/03004279.2020.1737172
- Marin, M. A., & De la Pava, L. (2017). Conceptions of Critical Thinking from University EFL Teachers. *English Language Teaching*, 10(7), 78-88.
doi:doi: 10.5539/elt.v10n7p78
- Martens, K. S. (2018). Rubrics in program evaluation. *Evaluation Journal of Australasia*, 18(1), 21-44. doi:https://doi.org/10.1177/1035719X17753
- Martinez, J. M., & Lesaux, N. (2011). Early home language use and later vocabulary development. *Journal of Educational Psychology*, 103(3), 535–546. doi:https://doi.org/10.1037/a0023655

- Masuram, J., & Sripada, P. (2020). Developing speaking skills through task-based materials. *Procedia Computer Science*, 172(1), 60-65.
doi:<https://doi.org/10.1016/j.procs.2020.05.009>
- Menggo , S., Suastra, I., Budiarsa, M., & Padmadewi, N. (2019). Needs Analysis of Academic-English Speaking Material in Promoting 21st. *International Journal of Instruction*, 12(2), 739-754. doi:10.29333/iji.2019.12247a
- Mercedes, V. J. (2020). Developing Aural and Oral Skills of Beginner Learners of English as a Foreign Language Through Explicit Metacognitive Strategies Training. *Revista Latinoamericana de Estudios Educativos (Colombia)*, 17(1), 120-141. doi:<https://doi.org/10.17151/rlee.2021.17.1.7>
- Mestdagh, E., & Rompaey, B. (2016). Designing Data: Proactive Data Collection and Iteration for Machine Learning. *The Journal of Advanced Nursing Research*, 72(6), 1236-1250. doi: <https://doi.org/10.1111/jan.12952>
- Miccoli, L. (2016). English through drama for oral skills developmen. *ELT Journal*, 57(2), 122–129. doi:<https://doi.org/10.1093/elt/57.2.122>
- Michael, C. (1996). The proactive personality scale as a predictor of entrepreneurial intentions. *Journal of Small Business Management*, 34(3), 62-74.
doi:<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=08b1e75c304add9ab462e40825496b7c87848537>
- Mims, C. (2003). A practical introduction & guide for implementation. Meridian. *A Middle School Computer Technologies Journa*, 6(1), 1-3.
doi:http://www.ncsu.edu/meridian/win2003/authentic_learning/3.html
- Mirsah, K., & Muin, A. (2014). Learning strategies used by students in acquiring Fluency in foreign language. *English and Literature Journal*, 1(2), 50-66.
doi:<https://journal3.uin-alauddin.ac.id/index.php/elite/article/view/3361>
- Multi Yusan, D., & Aminatun, D. (2022). The correlation between speaking classanxiety and students's English Proficiency. *Journal of English*

Language Teaching and Learning, 3(2), 7-15.

doi:<https://doi.org/10.33365/jeltl.v3i2.1915>

Naranjo, X., & Naranjo Mónica. (2017). Effective pedagogical practices to develop communicative competences in large EFL. *Revista Publicando*, 4(12), 269-282.

doi:<https://revistapublicando.org/revista/index.php/crv/article/view/658>

O'Brien, M. G. (2021). Ease and Difficulty in L2 Pronunciation Teaching: A Mini-Review. *Frontiers in Communication*, 5(1), 626-985.

doi:<https://doi.org/10.3389/fcomm.2020.626985>

Ochoa, X., & Dominguez, F. (2020). Controlled evaluation of a multimodal system to improve oral presentation skills in a real learning setting. *British Journal of Educational Technology*, 51(5), 1615-1630.

doi:<https://doi.org/10.1111/bjet.12987>

Ounis, A. (2020). The Assessment of Speaking Skills at the Tertiary Level. *Research and Innovation in Language Learning*, 3(3).

doi:<http://jurnal.ugj.ac.id/index.php/RILL>

Park, J.-Y., & Bae Son, J. (2014). Transitioning toward Transdisciplinary Learning in a Multidisciplinary Environment. *International Journal of Pedagogies and Learning*, 6(1), 82-93.

doi:<https://doi.org/10.5172/ijpl.6.1.82>

Parvaneh, T., & Takumi, U. (2020). To What Extent Are Multiword Sequences Associated With Oral Fluency? *A Journal of Research in Language Studies*, 70(2), 506-547. doi:<https://doi.org/10.1111/lang.12384>

Paschal, C. O. (2023). Lessons from Self-Directed Learning Activities and Helping University Students Think Critically. *Journal of Education and Learning*, 12(2), 79-87. doi:10.5539/jel.v12n2p79

- Peltonen, P. (2018). Exploring Connections Between First and Second Language Fluency: A Mixed Methods Approach. *The Modern Language Journal*, 102(4), 676-692. doi: <https://doi.org/10.1111/modl.12516>
- Pennington, M. C. (2021). Teaching Pronunciation: The State of the Art 2021. *RELC Journal*, 52(1), 3-21. doi:10.1177/00336882211002283
- Porto, M., & Byram, M. (2022). Locus of enunciation: insights for intercultural language teaching. *Language, Culture and Curriculum*, 35(4), 404-420. doi:<https://doi.org/10.1080/07908318.2021.2023562>
- Puente-Díaz, R. (2016). Creative Self-Efficacy: An Exploration of Its Antecedents, Consequences, and Applied Implications. *The Journal of Psychology*, 150(2), 175-195. doi:<https://doi.org/10.1080/00223980.2015.1051498>
- Qamar, M. B. (2016). The Impact of Learner's Autonomy on Teaching Oral Skills (Speaking Skills) in an EFL Classroom. *Journal of Language Teaching and Research*, 7(2), 293-298. doi:<http://dx.doi.org/10.17507/jltr.0702.07>
- Raba, A. A. (2017). The Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in EFL Classrooms. 8(1), 12-23. doi:10.4236/ce.2017.81002
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, 2(2), 6-18. doi:<https://www.researchgate.net/publication/334283040>
- Reynolds, B. L., & Kaob, C.-W. (2019). The effects of digital game-based instruction, teacher instruction, and direct focused written corrective feedback on the grammatical accuracy of English articles. *Computer Assisted Language Learning*, 34(4), 462-482. doi:10.1080/09588221.2019.1617747

- Richards, J. (2015). The Changing Face of Language Learning: Learning Beyond the Classroom. *RELC Journal*, 46(1), 5-22.
doi:<https://doi.org/10.1177/0033688214561621>
- Richards, J., & Rodgers, T. (2014). *Approaches and methods in language teaching (3rd ed.)* (Vol. Third Edition). United Kingdom: Cambridge University Press.
- Ryan, R. M., & Deci , E. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(1), 101-860.
doi:<https://doi.org/10.1016/j.cedpsych.2020.101860>
- Saito, K., & Plonsky, L. (2019). Effects of Second Language Pronunciation Teaching Revisited: A Proposed Measurement Framework and Meta-Analysis. *A Journal of Research in Language Studies*, 69(3), 652-708. doi:
<https://doi.org/10.1111/lang.12345>
- Samifanni, F. (2020). The Fluency Way: A Functional Method for Oral Communication. *The Fluency Way: A Functional Method for Oral Communication*, 13(3), 100-114. doi:10.5539/elt.v13n3p100
- Savery, J. R. (2006). Overview of Problem-based Learning: Definitions. *he Interdisciplinary Journal of Problem-based Learning* , 1(1), 12-31.
doi:<https://doi.org/10.7771/1541-5015.1002>
- Seffar, S. (2015). The Effect of Vocabulary Knowledge on EFL Oral Competence. *IOSR Journal of Research & Method in Education*, 5(6), 08-13 .
doi:10.9790/7388-05610813
- Seom, S. (2021). Factors influencing English pronunciation learning and suggestions for pronunciation teaching. *Cambodian Journal of Educational Research*, 1(1), 31-41.
doi:<https://doi.org/10.62037/cjer.2021.01.01.06>

- Shaaruddin, J., & Mohamad, M. (2017). Identifying the Effectiveness of Active Learning Strategies and Benefits in Curriculum and Pedagogy Course for Undergraduate TESL Students. *Creative Education*, 8(14), 2312-2324. doi:10.4236/ce.2017.814158
- Sharma, L. R. (2019). Assessing Students' Achievements in Speech Sounds of English. *Journal Of Humanities And Social Science*, 24(7), 48-57. doi:10.9790/0837-2407014857
- Shirkhani, S., & Fahim, M. (2011). Enhancing Critical Thinking In Foreign Language Learners. *Procedia - Social and Behavioral Sciences* 2, 29(1), 111 – 115. doi:https://doi.org/10.1016/j.sbspro.2011.11.214
- Spencer, S. A. (2011). Universal Design for Learning: Assistance for Teachers in Today's Inclusive Classrooms. *Interdisciplinary Journal of Teaching and Learning*, 1(1), 10-22. doi:https://files.eric.ed.gov/fulltext/EJ1055639.pdf
- Stamatis, P. J., & Ntouka, A. (2020). The impact of classroom acoustics on toddlers' communication and active. *European Journal of Education Studies*, 7(9), 1-10. doi:10.46827/ejes.v7i9.3216
- Sternberg, R. J. (2021). Transformational Creativity: The Link between Creativity, Wisdom, and the Solution of Global Problems. *Philosophies*, 6(3), 75-83. doi:https://doi.org/10.3390/philosophies6030075
- Susoy, Z. (2023). Lexical Density, Lexical Diversity and Academic Vocabulary Use: Differences. *Acuity*., 8(2), 198-210. doi:DOI: 10.35974/acuity.v8i2.3079
- Suzuki, S., & Kormos, J. (2020). Linguistic dimensions of comprehensibility and perceived fluency: an investigation of complexity, accuracy, and fluency in second language argumentative speech. *Studies in Second Language Acquisition*, 42(1), 143-167. doi:10.1017/S0272263119000421

- Tang, K. H. (2023). Student-centered Approach in Teaching and Learning: What Does It Really Mean? *Acta Pedagogica Asiana*, 2(2), 72-83.
doi:<https://doi.org/10.53623/apga.v2i2.218>
- Tavakoli, P. (2020). Making fluency research accessible to second language teachers: The impact of a training intervention. *Language Teaching Research*, 27(2), 368-393. doi:<https://doi.org/10.1177/1362168820951>
- Tavakoli, P., & Hunter, A.-M. (2018). Is fluency being ‘neglected’ in the classroom? Teacher understanding of fluency and related classroom practices. *Language Teaching Research*, 22(3), 330 –349.
doi:[10.1177/1362168817708462](https://doi.org/10.1177/1362168817708462)
- Torres, A. M., & Gómez Rodríguez, L. F. (2017). Increasing EFL Learners' Oral Production at a Public School Through Project-Based Learning. *Teachers' Professional Development*, 19(2), 57-71.
doi:<http://dx.doi.org/10.15446/profile.v19n2.59889>.
- Uyun, A. S. (2022). Teaching English Speaking Strategies. *Journal of English language learning*, 6(1), 14-23. doi:<https://doi.org/10.31949/jell.v6i1.2475>
- Uyun, A. S. (2022). Teaching English SPpeaking Stratregies. *Journal of English Language Learner*, 6(1), 14-23. doi:<https://doi.org/10.31949/jell.v6i1.2475>
- V., B. J., Dronkers, N. F., Wilkins, D., Ludy, C., Raskin, P., & Kim, J. (2005). Is problem solving dependent on language? *Brain and Language*, 29(3), 240-250. doi:<https://doi.org/10.1016/j.bandl.2004.06.103>
- Velarde, A. C., Guaranga Lema, J. M., Iguasnia Guala, M. J., & Inca Guerrero, J. J. (2022). Communicative activities to enhance oral production. *Ciencia Digital*, 6(1), 6-26. doi:<https://doi.org/10.33262/cienciadigital>
- Vida Dehnad. (2017). A Proactive Model to Control Reactive Behaviors. *World Journal of Education*, 7(4), 24-31. doi:[10.5430/wje.v7n4p24](https://doi.org/10.5430/wje.v7n4p24)

- Wagner, L. C., Rodríguez-Castro², M., & Zampaulo, A. (2021). Mitigating negative transference in foreign language articulatory phonetics: Revisiting explicit instruction. *Didáctica. Lengua y literatura*, 33(1), 11-25. doi:<https://hdl.handle.net/11162/234349>
- Wang, H.-c. (2019). The influence of creative task engagement on English L2 learners' negotiation of meaning in oral communication tasks. *System*, 80(1), 83-94. doi:<https://doi.org/10.1016/j.system.2018.10.015>
- Wehby, J. H., & Lane, K. L. (2009). Proactive instructional strategies for classroom management. *Behavioral interventions in schools*, 1(4), 141–156. doi:<https://doi.org/10.1037/11886-009>
- Wible, S. (2020). Using Design Thinking to Teach Creative Problem Solving in Writing Courses. *National Council of Teachers of English*, 71(3), 399 - 425. doi:<https://doi.org/10.58680/ccc202030501>
- Wijaya, K. F. (2013). The Influential Impacts of Digital Storytelling Towards the improvement of EFL learners' Speaking Skills. *Journal of Research on Language Education*, 4(2), 11-17. doi:10.33365/jorle.v4i2.2651
- Wilder, S. (2014). Impact of problem-based learning on academic achievement in high school: a systematic review. *Education Review*, 67(4), 414-435. doi:<https://doi.org/10.1080/00131911.2014.974511>
- Zahrani, S. M., & Chaudhary, A. (2022). Vocabulary Learning Strategies in ESP Context: Knowledge and Implication. *Arab World English Journal*, 13(1), 382- 393 . doi:<https://dx.doi.org/10.24093/awej/vol13no1.25>
- Zakaria, N., & Hashim, H. (2019). Norfaeza Zakaria¹, Harwati Hashim². A Review of Affective Strategy and Social Strategy in Developing Students' Speaking Skills, 10(12), 3082-3090. doi:10.4236/ce.2019.1012232
- Zeng, G., & Takatsuka, S. (2009). Text-based peer–peer collaborative dialogue in a computer-mediated learning environment in the EFL context. *Asian*

*Journal of Multidisciplinary Studies Online Communication for Improving
EFL Learners' Spelling, 37(3), 434-446. doi:10.1016/j.system.2009.01.003*

Appendix 11 Diagnostic Test

The goal of the test: To determine the level of oral skill in A2 students for the diagnostic stage.	
This exam has 10 points. It is divided into four dimensions.	
Grade: Eight "B".	Teacher: Mg. Jeanneth Ojeda
Date:	Student:
Instructions: This is an oral diagnostic test designed to evaluate your speaking abilities in English. You will be asked to complete 4 different tasks that assess your articulation, fluency, confidence, and pronunciation. Please record the answers and sent to my cellphone number. (0997779014)	
ARTICULATION	
1. Read this short passage out loud and record it. (0.5 marks) The blue cat is called Pat. This cat is really fat. 2. Repeat the following tongue twister and record it. (1 mark) She sells sea shells by the seashore. My friends are in the art gallery. 3. Pronounce the following words clearly and record it. (0.5 marks) Computer door Notebook chair 4. Read out loud the sentences and record them. (0.5 marks) Tom lives in a house with his master Tom is a happy kitten	
FLUENCY	
1.- Look at the food pyramid and describe your favorite food in as much	

detail as possible record it. (0.5 marks)



2.- Answer orally the following question with your idea and record it. (1 marks)

What is your favorite kind of music and why?

3.- Answer orally the following question with your idea and record it. (0.5 marks)

What is your favorite song?

4.- Are you a student of 8th course. Record your answer (0.5 marks)

Vocabulary Usage

1. Introduce yourself and share one interesting hobby or talent you have and record it. (1 mark)

Name:

Age:

Place where you live:

Hobby:

2. Describe the picture using at least 5 different adjectives. Say the adjectives. (1 mark)



3.- Describe the picture using at least 2 different adjectives. Say the adjectives. (0.5 marks)



PRONUNCIATION

1.- Read the following words out loud and record it. (0.5 marks)

This is the picture of my family.

She often goes to the cinema.

2.- Read the following words out loud and record it. (0.5 marks)

Where is he from?

What are they thinking?

3.- Read the following sentences out loud and record it. (0.5 marks)

My father **goes** to gym every day.

She loves to **play** basketball.

4.- Read the following words out loud and record it. (1 mark)

Does he **go** to school?

It usually **rains** every day here.

Appendix 13 Pretest

PRETEST

The goal of the test: To assess the current oral skills in A2 students' level.	
This exam has 10 points. It is divided into four dimensions.	
Grade: Eight "B".	Teacher: Mg. Jeanneth Ojeda
Date:	Student:
Instructions: > You will complete various speaking tasks that evaluate your accuracy, fluency, pronunciation, and vocabulary usage. > Please record your responses and submit them as instructed.	
ARTICULATION	
1. Look at the picture provided and say two sentence using simple present. (0.5 marks) 	
2. Answer the question: What do you like to do in your free time. Say 2 activities. (0.5 marks) 3. Look at the picture provided and say two sentence using simple present. (0.5 marks) 	
4. Look at the picture provided and say two NEGATIVE sentence using simple present. (1 mark) 	
FLUENCY	



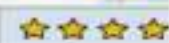
My hobby is to listen to music. I listen to music every day

2.- Answer orally the following question with your idea and record it. (0.5 marks)

What is your favorite kind of music?

3.- What are you doing right now? (0.5 marks)

4.- How often do you do this activity. Use a frequency adverb? (0.5 marks)



always



Vocabulary Usage

1. Describe the picture using at least 5 different adjectives. Say the adjectives. (1 mark)



2. Introduce yourself and share one interesting hobby or talent you have and record it. (1 mark)

Name:

Age:

Place where you live:

Hobby:

3.- Name orally 5 school things for the class? (0.5 marks)

PRONUNCIATION

1.- Read the following words out loud and record it. (1 mark)

They sometimes eat a hamburger.

I never go to Colombia.

2.- Look at the pictures and say 2 sentences with frequency adverbs. (1 mark)



get up



take a shower

3.- Read out loud the following sentences. (0.5 marks)

Are you going to the concert?

What is Jim drawing?

Appendix 15 Posttest

POSTTEST	
The goal of the test: To assess your oral communication skills in English after using the active strategies activities This exam has 10 points. It is divided into four dimensions.	
Grade: Eight "B".	Teacher: Mg. Jeanneth Ojeda
Date:	Student:
Instructions: ➤ You will complete various speaking tasks that evaluate your accuracy, <u>fluency</u>, pronunciation, and vocabulary usage. ➤ Please record your responses and submit them as instructed.	
ARTICULATION	
1. Look at the picture provided and say one sentence using simple present progressive. (1 mark)	
	
2. Look at the picture and answer the question: Is Joel driving his car? What is he doing? (0.5 marks)	
	
3.- Create a sentence in Present progressive and say with the words provided. (0.5 marks) Paul/ build/ a big company.	
4.- Say one sentence in Present progressive negative form with an irregular verb. (0.5 marks)	
a) My uncle is studying for his final exam. b) Ecuador has wonderful cities. c) I want to buy a new computer for my sister. d) The internet is a useful material.	
2.- Please read this short paragraph out loud. (1 mark)	
a) My name is Sam. I live in a small town near the ocean. b) My friends are listening pop music. c) The Joel's car is very fast.	
3.- Read the sentences out loud and record it. (0.5 marks)	
He normally watches TV after work. We often go shopping on Saturday.	