



UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACION

UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR



Universidad Bolivariana del 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:

**The use of Wordwall to improve speaking skills through active vocabulary and
pronunciation with A1 students at technical schools.**

Autor:

Lcdo. Lenin Paul Flores Villafuerte

Tutor:

PhD. Isabela Batista Medina

Ecuador

2025



La Universidad para todos





DEDICATION

This thesis is dedicated to the people who have been my constant source of strength, encouragement, and love throughout this journey.

To my **beloved family**, thank you for your unwavering support, prayers, and belief in me. Your sacrifices and constant encouragement have been the foundation of everything I've achieved. I am forever grateful for the values you've instilled in me and the love you have shown at every step of the way.

To my **tutor Isabela Batista**, thank you for your invaluable guidance, patience, and wisdom. Your mentorship has been instrumental in shaping the direction and quality of this research. I deeply appreciate the time and effort you've invested in helping me grow academically and personally.

To my **girlfriend Miriam**, thank you for being my biggest cheerleader, my comfort during the hard days, and my inspiration. Your love, understanding, and support have kept me grounded and motivated. This accomplishment would not have been the same without you by my side.

With deepest gratitude and love,

Lenin Paul Flores Villafuerte



ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to **God Almighty** for His guidance and strength throughout this journey.

My heartfelt thanks go to the **Universidad Bolivariana del Ecuador (UBE)** for the learning environment and opportunities provided, and to my **thesis advisor** for her valuable support and direction.

To my **classmates**, thank you for the collaboration, encouragement, and friendship that made this process smoother.

Most of all, to my **family**, thank you for your love, patience, and unwavering support. This accomplishment is as much yours as it is mine.

With gratitude,
Lenin Paul Flores Villafuerte



RESUMEN

Esta investigación tuvo como objetivo central mejorar la habilidad de expresión oral, a través de la activación del vocabulario propio del 10mo grado para un nivel A1 en escuelas técnicas y la pronunciación de estas palabras. Para solucionar este problema se realizó una propuesta tecnológica, la cual consistió en un sistema de actividades con el uso de la aplicación Wordwall, la cual permitió que los educandos se involucraran, desarrollaran y fortalecieran sus habilidades orales. Durante el proceso investigativo se utilizó el método mixto (cuantitativo – cualitativo) e instrumentos de recolección de datos como: el pre y post test, así como una entrevista a docentes, una encuesta a estudiantes y un cuestionario de satisfacción a los educandos. El diagnóstico inicial mostró deficiencias observables en aspectos del habla como: Comprensión, pronunciación, fluidez y comunicación interactiva; en consecuencia, luego de la aplicación del sistema de actividades y a través del posttest se evidenció una mejora medible y comprobable en las habilidades del habla de los educandos, esto gracias a la ejecución de actividades fiables y significativas basadas en temas atractivos para los alumnos. Se recomienda diseñar futuros sistemas de actividades o planificaciones con temáticas llamativas y originales para estudiantes de similares características, donde se puedan potenciar otras habilidades lingüísticas.

Palabras clave: habilidad de expresión oral, vocabulario, pronunciación, herramienta digital Wordwall, planificación de actividades interactivas.



ABSTRACT

The main objective of this research was to improve oral expression skills by activating 10th-grade vocabulary for an A1 level in technical schools, along with the pronunciation of these words. To address this issue, a technological proposal was developed, consisting of a system of activities using the Wordwall application, which allowed students to engage, develop, and strengthen their oral skills. Throughout the research process, a mixed-methods approach (quantitative and qualitative) was used, along with data collection instruments such as pre- and post-tests, teacher interviews, student surveys, and a satisfaction questionnaire for learners. The initial diagnosis revealed observable deficiencies in speaking aspects such as comprehension, pronunciation, fluency, and interactive communication. Consequently, after implementing the system of activities and conducting the post-test, measurable and verifiable improvement in students' speaking skills was evidenced, thanks to the execution of reliable and meaningful activities based on topics that were attractive to the students. It is recommended to design future activity systems or lesson plans with engaging and original themes for students with similar characteristics, in order to enhance other language skills.

Key Words: oral skills, vocabulary, pronunciation, Wordwall digital tool, planning of interactive activities.



TABLE OF CONTENTS

Contenido

Introduction	1
Research Design	3
General objective	5
Specific objectives	5
Population and Sample	6
Chapter I.....	9
1.1 Speaking skill through active vocabulary and pronunciation.....	9
1.2 Speaking Skill as a Productive Skill.....	10
1.3.- Pronunciation as an important subskill.....	11
1.4- Vocabulary as an important subskill.....	14
1.5 – Technological Resources supporting Speaking Skills	15
1.5.1 Advantages of using technological devices in EFL.....	18
1.6.- Wordwall in the educational field.....	19
Chapter II.....	24
2.1 Conceptualization and operationalization of the main categories (independent and dependent variables)	24
2.2 Operationalization matrix.....	25
2.3. Statement and justification of the research approach.....	25
2.4. Research Scope.....	27
2.5. Type of research	27
2.6. Description of the methodological proposal	28
2.7. Research context	28
2.8. Needs of the participants (strengths and weaknesses of the contexts).....	29
2.9. Data collection and compilation	30
2.9.1 Teacher’s interview (see annex 6).....	30
2.9.2 Observation guide comments (see annex 8).....	31
2.9.3 Student’s survey (see annex 5)	33
2.9.4 Pre-test results	34



2.10 Interpretation and conclusions.....	36
Chapter III.....	37
3. Presentation	37
3.1 Objectives of the proposal.....	37
3.1.1 Theoretical foundation	38
3.1.2 The author of this paper assumes that Wordwall operates with:.....	39
3.2 Characteristics of the proposal	41
3.3 Methodological guidelines for implementing Wordwall for pronunciation within speaking skills and activation of vocabulary.	41
3.3.1 Wordwall supporting speaking skills.....	42
3.3.2 Wordwall supporting vocabulary improvement.	44
3.4 Planning lessons using Wordwall app for A1 EFLT in the technical school.....	45
3.5 A practical example of a lesson plan using Wordwall app for A1 students in the technical school.....	49
3.6 Expert validation and ethical considerations	61
3.7 Posttest results (see annex 7)	62
Conclusions	66
Recommendations	67
References.....	68
Annexes.....	72



INDEX OF TABLES

Tabla 1 Matrix of independent variable.....	¡Error! Marcador no definido.
Tabla 2 Matrix of dependent variable	¡Error! Marcador no definido.
Table 3 Students survey.....	33
Table 4 Pretest results	35
Table 5 Characteristics of proposal.....	41
Table 6 Posttest results.....	62
Table 7 Comparison pretest and posttest.....	63

INDEX OF ANNEXES

ANNEX 1.....	72
ANNEX 2.....	73
ANNEX 3.....	74
ANNEX 4.....	75
ANNEX 5.....	76
ANNEX 6.....	78
ANNEX 7.....	79
ANNEX 8.....	80
ANNEX 9.....	81
ANNEX 10.....	82



Introduction

Teaching oral communication in English as a Foreign Language (EFL) is an important aspect that requires constant changes to meet the needs of the learners and its proper contextualization, since teaching speaking skills poses challenges that require scientific analysis and systematic updating of the personal and non-personal didactic components, among this latter, objectives, content, methods, techniques, teaching aids and forms of evaluation that may guarantee success in teaching English in its oral form in a world that is marked by the use of new technologies.

The development of EFL speaking skills, specifically in A1-level learners, poses challenges to them, due to their limited vocabulary, grammatical difficulties, and a lack of engaging pedagogical strategies that are more dramatic in technical schools, where it is transcendental to create skills for the students in the new world of work, this means being able to express their ideas orally.

Because of that, this research aims at exploring more alternatives while applying a technological tool like it is, the use of Wordwall to improve an ability that has not been developed sufficiently, which is the speaking skill, and that it can be useful to get better results too in the acquisition of new vocabulary.

An author like Jannah, (2022) suggests that students perceive Wordwall as an engaging and motivating way of learning new words and sustains that it has been used as an experimental tool to research its effectiveness in enhancing learner's vocabulary. For that reason, it was researched this technological App at "Benemérita Sociedad Filantrópica" del Guayas, which is a private institution, located in Ecuador, Guayas province, in the city of Guayaquil and in the Km 11.5 via Daule, industrial park "Inmaconsa" sector.



The teaching of the English subject has taken place in this institution, since it was recognized that learning this language could be beneficial for students and increases the chances to improve their exit profile in their respective fields of technical preparation. (Ahmadi, 2018) stated that technology is an important aspect when dealing with teaching and learning. For teachers, it is indispensable to go through and apply this technological aspect of new education to facilitate student's learning.

When technology is employed in EFLT, updated ways of delivering classes are implemented, like in word integration, which has an important role in consolidating speaking skills in the youngsters and new learners, mainly those who are surrounded by technological means and are more familiar with using it.

A transcendental feature to take into consideration in implementing technological resources in EFLT, is motivation of the students to learn a new language through methods that have not reached the objectives desired. In consequence, this presentation of the proposal aims to improve their motivation using technological tools that students are more comfortable working with, and also reaching the objectives of learning with new strategies that can be implemented in the classroom with the use of technology, its strategies and activities.

Therefore, the problem of this investigation is the following: the poor consolidation of vocabulary in 10th grade students in a technical school that affects the development of speaking skills in English.

Learning a new language becomes a troublesome matter, when learners are confronted with new linguistic habits, moving from Spanish to English becomes a challenging subject, basically, at the moment of producing oral messages learners are challenged with new phonological sound systems, alien accentual patterns and intonation, different word building processes and a different structuring of words in the sentences, which has been a problem in its acquisition in educative institutions in Ecuador, that may use



outdated strategies or the lack of audio-visual materials to improve the learning experience.

Additionally, the methodologies that have been applied in the institutions of Ecuador have been mainly focused on the development of writing and reading skills rather than listening or speaking, even though some of the institutions have the resources to develop and upgrade this important skill that is necessary for the learning process, the strategies and their implementation have not been successfully applied.

Research Design

For the corroboration of afforded mentioned problem, some problematic issues were detected in the classroom through general observations which revealed that most of the students were afraid to talk in the target language which makes it harder to work the speaking skill with this group. Thus, the intention of the research is to increase the acquisition of new vocabulary with its correct pronunciation and comprehend it by using a technological gadget and changing the perspective that English is only taught with repetitive and dull strategies, but also with innovative and fun approaches and with the use of an advanced tool like Wordwall to enhance the acquisition of new words with proper intelligible pronunciation.

On these grounds, (Shaukat, Muhammad , & Hina, 2020) stated that English is a language that should be most coped with modern artifacts to improve its acquisition, since it is the most important global language or lingua franca. In social life, understanding and having communicative competences in this language allows to grow professionally.

Thus, the need to formulate the following questions:

- **General question:** How useful would be the use of a technological tool like Wordwall to improve speaking skill through vocabulary and pronunciation?



This work is performed in a school context, focusing on the implementation of a technological tool like Wordwall to improve vocabulary related to the contents of 10th grade with an A1 level, as well as the vocabulary linked to the professions that students face in this school. It is important to say that this is a technical school, where can be found six professions which are: car mechanic, construction of metallic parts, graphic design, assembly of furniture and manufacturing, air conditioning repair and electronic devices repair, that students can choose to improve the exit profile as they can either work for a company or to start a business as an entrepreneur.

The development of speaking skills in English in this technical school facilitates significantly their professional and academic success in communication and the acquisition of vocabulary is vital for their career preparation because the students will be involved in their professions, and they will have to demonstrate their knowledge when they will be working in their fields. Consequently, giving the tools to develop their vocabulary with an intelligible pronunciation while speaking and according to their future work needs is a great opportunity to develop this research and prove that this can benefit the student's communicative competence.

This research has relevance, since it allows the students, not only to increase their speaking skills, but also to acquire new vocabulary by incentivizing their participation and social interaction with their classmates through technological resources. Bearing in mind the importance and the level of difficulty that stems from developing speaking skills, it is vital to make students practice the vocabulary about topics they are familiar with to learn and communicate more effectively and effortlessly.

The object of the research is the teaching learning process of speaking skills, specifically pronunciation and vocabulary at the "Benemérita Sociedad Filantrópica" del Guayas with the students from 10th grade.



This vocabulary is also learned visually which means that pictures will support its acquisition. In this respect, (Shadiev, Wu, & Huang, 2020) affirmed that students acquire new vocabulary by labeling and using pictures, which is much more effective than only with labels. It is very productive in EFLT to associate the meaning of the word without the necessity of translation, so the implementation of images, pictures or any other visual is extremely helpful for the acquisition of new vocabulary and its pronunciation.

General objective

- To implement Wordwall in the development of the speaking skill through the acquisition of new vocabulary and better pronunciation in students in 10th grade of the "Benemérita Sociedad Filantrópica" del Guayas.

Specific objectives

1. To diagnose the current situation of the problem and object of the research at "Benemérita Sociedad Filantrópica" del Guayas.
1. To make a theoretical study of the object and problem of the research.
2. To promote the implementation of a technological app like Wordwall in English classes.
3. To evaluate the impact of the proposal.

In the research, the **independent variable** is the use of Wordwall, and the **dependent variable** is the teaching learning process of speaking skill.

The research study includes some methodologies like inductive and deductive methods and data collection processes such as quantitative and qualitative approaches and well as observation, surveys, and interviews, pre and posttests for gathering data. It was done a literature review about theories of Wordwall and how it can enhance the vocabulary learning and speaking skill, with logical interpretations and deriving conclusions.



Quantitative and Qualitative approaches: This study has a quantitative approach because it involves the gathering of numerical data using statistical methods such as a survey, and tests and the application of qualitative approach is necessary when the collection of any kind of text is gathered from resources like observation and interviews.

Observation: One of the strategies to implement is observation, which entails attentively observing and documenting, taking notes or recording any action, behavior, or occurrence in the classroom.

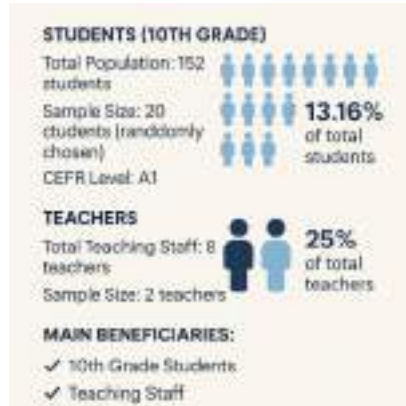
Survey: This technique is basically a questionnaire that is was applied to the participants or target population with the purpose of getting information about the use of the technological app.

Interview: This strategy was used to get information directly from the 1 teachers, who are participants, and it is also related to the qualitative approach.

Pre and posttests: A pretest is an assessment given to students before a learning intervention or instructional period begins. I is used to measure their prior knowledge, skills, or abilities related to a specific topic of speaking and vocabulary usage. A posttest is administered after the intervention to evaluate what students have learned or how much they have improved.

Population and Sample

The main beneficiaries from this research will be the students from 10th grade, as well as the teaching staff. The population is made up 152 students and the sample is constituted by 20 students chosen randomly from this grade, running A1 proficiency level of the CEFR that is 13,16 % from the whole. Likewise, there was a teaching population of 8 teachers and a sample of 2 that represents a 25%.



The learners receive 5 hours of English per week, which is a considerable amount of time to learn English and develop the skills that should be improved. The necessity to start this research was mainly to help students acquire new vocabulary that form part of the A1 syllabus, likewise incorporate words related to their future professions and that acquisition can be easily learned through innovative tools. There is an English lab to work, where there is also an interactive board for the teacher, and every student can use a computer to help their learning with audiovisual tools which makes it easier for students to comprehend the activities and lessons better.

The practical contribution of the proposal is mainly focused on the teaching learning process of speaking skill, with the use of Wordwall that has activities like gamification to engage students and motivate them to participate orally, activities that are related to their professions and there is a variety of tasks like scramble sentences, quizzes, the hangman, roulette, guess the box, match the pairs and many more. Besides, there are five lesson templates that may serve as a practical demonstration on how A1 EFL teachers may plan their lessons using Wordwall tool. These activities will make students improve their pronunciation as an important component of speaking skill and learn the vocabulary with new words.



The content of this research is distributed within three chapters: Chapter I, Theoretical Framework, outlines the foundational theories, approaches, and techniques relevant to teaching speaking skills to A1-level learners in EFL. Chapter II, Methodological Framework, details the research design, methods, and tools used to collect and analyze data for a diagnostic study of the actual state of affairs. Chapter III has the proposal, that consists of a practical framework for planning Wordwall App aimed at enhancing speaking skills through vocabulary and intelligible pronunciation, besides validation of the proposal.



Chapter I

Theoretical foundations that support the teaching learning process of speaking in 10th grade.

The main goal of this chapter is to examine and provide theoretical foundations that support the teaching learning process of speaking skill in the 10th grade education. It sustains the significance of technological resources in this 21st century. A resource like Wordwall may contribute to the educational field and to the teaching learning process of A1 English-speaking skill.

1.1 Speaking skill through active vocabulary and pronunciation.

It is an significant objective in this research project, to reveal how it is possible the improvement of speaking skill through the acquisition of new vocabulary and pronunciation habits. Two subskills that form part of the systemic nature of language and which are quite important to throw light in the teaching of the foreign language. Likewise, the research intention is to comprehend the improvement of speaking as a productive skill, having a background about these afforded mentioned issues, considering other scientific works done by important researches.

At the A1 level, learners are able to accomplish some tasks such as communicating simple information, improving the ability to engage in familiar social contexts, that could be enriched by using digital tools (Council of Europe, 2001). Learners at this level are able to communicate simple and basic vocabulary and associate it with social contexts. Also, they are able to use digital tools like it is the usege of Wordwall that could be employed for its development in the speaking skill.

According to the Council of Europe (2001), A1 learners are able to produce unpretentious texts and phrases with simple pronunciation to express meanings to other people. Additionally, speaking pronunciation at this level can be understood by native speakers if they speak slowly and clearly. Besides, producing speaking habits could be little by little improved and practiced with the acquisition of new vocabulary and



training. Learners are able to pronounce simple and basic words and have basic conversations with other people, pronunciation is not fully developed at all, but it can also be adapted.

On this respect, Rao (2019) suggests that the impact of speaking skill in this globalized world is vital because communication plays a principal role in obtaining success in many professional fields. Speaking skill is the most crucial skill to acquire a foreign or second language learning. Speaking is one of the most difficult skill to develop, it is categorized as a productive skill where its complexity can be harder than the receptive skills at the moment of acquiring a new language. The significance of developing speaking skill is definitely very important for professional development in learners and for exchanging thoughts and ideas.

1.2 Speaking Skill as a Productive Skill

Speaking is considered one of the four principal skills (reading, listening, writing and speaking). It is a process of communication where humans can interact and its fundamental purpose is exchanging information through verbal communication. (Abugohar, Al-Smadi, Al-Hnifat, Rashid, & Yunus, 2019). The productive skills are mainly abilities where learners can develop and interchange what they think, their concepts and ideas that come from inside to the world outside. Speaking is considered one of the most difficult skills to develop due to the complexity at the moment of producing from the internal thought and knowledge to the external world and make it comprehensible and understandable with fluency and accuracy.

The productive or active skills are mainly to produce the language and to set the knowledge that students have and it may be in a written or verbal way. They are also called active skills. They are usually harder to develop due to their complexity at the moment of teaching them. Besides, it is crucial for the teachers to search new didactic methods or teaching strategies to incentive speaking habits.



For Amon (2022) achieving good pronunciation, as an important subskill of speaking, means that learners of a can pronounce a foreign language word like a native speaker does, just for the other person to be able to understand through a good communication; in other words, articulating these messages with good pronunciation. Thus, words should be pronounced accurately enough to be understood (Amon, 2022). The main purpose of pronouncing the words correctly is to have an effective communication.

Yet, new studies proclaim that for teaching speaking pronunciation, it is not recommendable to aim at a native like communication. Best, to work the fluency and accuracy aiming to intelligibility, in a manner that the messages could be decoded by the listeners or fellow students.

1.3.- Pronunciation as an important subskill

English language is basically considered one of the languages where pronunciation of the words take a huge role because of the complexity and rules at the moment of uttering the words or phrases. English pronunciation differs significantly from many other languages and includes numerous rules and exceptions. Mispronouncing words can lead to ineffective communication and uncertainty about the intended message. Besides, it is important to be focused on developing accurate or at least acceptable pronunciation to ensure clarity and prevent misinterpretation by others.

This idea reinforces the necessity of having a good pronunciation due to it is significantly important. When the intelligibility of a word is impeded by a mispronunciation feature, then there is a problem. Even native speakers can find an ambiguity in the conversation unless they find understanding out through the context. On another perspective, people who are not native can find it really difficult to understand the message and the communication can be misinterpreted or broken down, unless they rely on the non verbal communication such as gestures or mimics. (Bakar & Abdullah, 2015).



These authors agree that accuracy and fluency are significantly important for teaching EFLT. Fluency refers to the ability to speak at a natural pace without pauses, repetition, or the need for self-correction, while also maintaining a smooth flow of connected speech. Also, accuracy in speaking involves the correct use of grammar, vocabulary and pronunciation.

The improvement of fluency is of paramount importance to develop the speaking as a skill. Communication becomes effective when fluency is present and the pronunciation of words are delivered correctly. However, pronunciation is considered one of the hardest subskill to be improved in EFLT and it should be reached by planning, organizing, delivering, and controlling the teaching learning process since the starting classes, as it was stated in researches studied within the literature review about improving this hard but essential skill that have to be developed.

According to Hussain (2017) being great at pronouncing words and being fluent in speaking, is the authentication mark of culture and it also is the responsibility of the educator to have this accomplishment. Training in pronunciation should be given to educators and they should make a great effort to reach a good pronunciation, since it is a really important when teaching speaking skill because students have a first access and model to the oral side of EFL and it can make a conversation better and fluent and comprehensible.

Speaking skill is considered one of the most difficult skills to develop due to its complexity and some other factors. Hanifa (2018) stated that most EFL (English as a Foreign Language) learners denote anxiety at the moment of speaking and having conversations in the targeted language. Therefore, it is significantly important to know how to overcome foreign language anxiety (FLA) which plays a determining aspect when fostering communicative competences by taking into consideration the factors that influence the anxiety. FLA studies the causes and it encourages learners to become



more competent to develop the speaking skills and overcome the causes that impede learners to become proficient speakers.

Yet, there have been methodologies that do not reach the goal of enhancing and acceptable pronunciation and there are others that are more related to the improvement of speaking skill, thus they must be taken into account. As it was stated by Atli & Bergil (2012) pronunciation teaching was neglected by some methodologies like Grammar translation method and Reading-based approach. These methodologies considered that pronunciation was not so important in the teaching language process. In the light of more updated studies, these methodologies are a bit obsolete. For that reason, it is necessary the application of new methodologies that dedicate more attention to be paid for the improvement and development of this difficult skill that must be enhanced for a more proficient communication.

From another perspective, Eshankulovna (2021) includes learner's motivation and playing engagement, which could be stimulated by technology, which can make learners plunge in a wide variety of settings. Technology permits students to involve in self-directed actions, privacy and safe environment at the moment of learning, one of the advantages of technology is that it can give feedback instantly to the learners.

Educators lacking interest in the productive skill that it is considered the most difficult which is speaking pronunciation skill may not be the cause of pronunciation suffering from neglect, but the feeling or doubt about how to teach it (Adila & Refnaldi, 2019). There are many cases where educators do not have the experience or knowledge to teach the pronunciation theory and to develop this speaking skill. Teachers and the people who are in charge of a group of learners should know about how to teach and explain the pronunciation of the words to be able to be taught in an effective way.

In this same line of reasoning, Adila & Refnaldi (2019) commented that on the findings of an investigation there were 6 types of pronunciation errors on consonants



made by young students and which were: alveolar sound, interdental sounds, alveopalantal sound, labiodental sound, velar sounds and bilabial errors. It was noticed that there was an important factor for learners who were unable to pronounce or make the right movements of these sounds caused by the influence of their native language (L1).

Educators or any person who is in charge of a group of learners must know about this information related to the position of the so-called organs of speech to achieve a specific sound, and help the learners pronounce correctly the sounds and to communicate effectively, in a way that the vocabulary and the message can get to the other person without any misinterpretation.

1.4- Vocabulary as an important subskill

Another important component of the productive speaking skill is teaching vocabulary, which is the usage of words or set of words. Vocabulary items have different kinds of meaning. Firstly, there is the meaning that describes the thing or idea behind the vocabulary item called denotation, and also those secondary ideas or figurative meanings associated with the primary one referred to as connotations. There is also the meaning that a vocabulary item has in the context. (TKT handbook and sample paper 2020)

The new vocabulary that is delivered to the students is better taught when it is used in context, in that way, learners can analyze the meaning of the words. It is also better understood when there are pictures so learners can identify the meaning without even a translation to the first language. Vocabulary comprehension is the key for the acquisition of itself, and learning it by understanding the context is better form, than using the translation method as it is the most traditional way to learn vocabulary from learners.

Yet, the learning of EFL implies different components of language components and among them the acquisition of vocabulary, which can open a path for the improvement of other skills as it is the case of speaking.



It was said by Mckeown & Curtis (2014) that it is emphasized the correlation between vocabulary and comprehension, and it is mainly focused on the improvement of comprehension as a primary objective for vocabulary acquisition. Comprehending the words by proper articulation and decoding of the sounds, may guarantee understanding the vocabulary and by knowing the context, becomes the most effective way to acquire and learn the vocabulary. Besides, it is essential to ensure that the context in which words are used in their meanings are clearly understood to facilitate vocabulary development.

1.5 – Technological Resources suporting Speaking Skills

Educators in 21st century are asked to use innovative ways and media in order to boost the learners' interest and learning vocabulary in a better way was emphasized in the words of Ajisoko (2020). There are many media for learning English that have been created. Most of them are technological apps that can be downloaded and used in smartphones, tablets or computers. Web tools are important for the acquisition and improvement of vocabulary and teachers are commanded to use technology and apps for the English teaching learning process nowadays.

Together with the use of technological artifacts , it is indispensable, as one of the aspects considered to be essential for lifelong learning and meaningful learning is the teaching of vocabulary, that becomes the starting point when learning a foreign language. Once the teaching learnig process initiates and as the skills are being developed, the acquisition of vocabulary must be done and worked with effective strategies from educators. (Guaqueta & Castro-Garces, 2018).

Vocabulary acquisition is crucial and back up with adequate treatment of pronunciation habits at the moment of the learning process of getting a new language, which it could be improved with the use of technology, which is more commonly used today and it is much more effective than traditional methods. There are many apps that



may be used to improve EFL vocabulary acceptable pronunciation as might be the case of Wordwall app.

As it was said by Alimin (2021), the acquisition of vocabulary is essential at the moment of getting a language. It is necessary the development and improvement of vocabulary to enhance the four skills that are involved in any language like in speaking skill. Without enough vocabulary, learners are not able to have a conversation or even express what they feel in any of the two productive skills (speaking and writing). Additionally, learners who can develop satisfactorily their vocabulary will have little difficulty, in contrast with the ones that cannot improve their vocabulary.

It is well known that learners who have difficulties at the moment of acquiring a foreign language, specially A1 learners, reveal the following:

- Firstly, they can not assimilate a new vocabulary easily and it is quite difficult for them to memorize it.
- Secondly, learners may find it hard to pronounce the words because of the negative impact of their native language (L1) over the foreign one (L2) for multiple reasons.
- Lastly, learners have little motivation for acquiring a new vocabulary and find it boring to do it. It is hard to teach vocabulary with dynamic and engaging strategies that can make students feel motivated (Alimin, 2021).

These deficiencies must be taken into account at the time of teaching A1 speaking skills by the teachers to encourage the students to be improved their oral communicative abilities. Additionally, there are factors that students have that keep them away from learning like insufficient enthusiasm and the fact that they find difficult to reproduce new phonological grouping of sounds with different intonation and accentual patterns. On top of that, teachers have not implemented adequate strategies to practice pronunciation, with outdated strategies and goals unaligned to the results desired.



On these grounds, Noroozi & Siyyari (2019) stated that an aspect found in their study was the significant difference between meaning focused input and output and also the learning of active and passive vocabulary. The slightly difference found can be justified by input and output based activities. In output strategies, the learning is more focused on the production like conversations and writing.

Therefore, teachers should have command upon appropriate strategies to develop active vocabulary with acceptable pronunciation that are essential for the students at the moment of learning A1 EFL and to expand this vocabulary ,which grants understanding what is said, interacting in conversations, adequate comprehension of oral and written texts and capacity to express ideas.

Both, active and passive vocabulary are important components in A1 EFLT, if it is aimed the improvement of a foreign language , as well as, to have command upon the objective that is pursued in each lesson or activity. Thus, teachers aught to know about these two stages that are essential at the moment of teaching the new vocabulary with its appropriate pronunciation and apply the pertinent strategies for the learners to acquire it and with the support of the technological resources.

Internet is commonly used in teaching, and over this, there are lots of resources where learners can take advantage, resources like audio, video, games, radio, tv shows, voice recordings, podcasts and more to practice and in this way learners can be exposed to the target language and eventually this can help them develop their speaking skills (Bahadorfar & Omidvar, 2014). Furthermore, when practicing the language, learners can find many different accents and idioms from different people and learn the language as it is actually spoken from the countries of the people they are talking to. Technology can facilitate the communication and it is such a great tool to apply in the teaching learning process.



1.5.1 Advantages of using technological devices in EFL

Today, the increasing production of mobile devices usage can make a great change in education as it takes part in the process of learning and it can make learning interactive and engaging. There are many advantages when using technology, as it was said :

- the instant feedback
- the correction and explanation of the mistakes is even better at the moment of getting the right knowledge and to avoid fossilization, as it usually occurs in the classroom when the overall student population is present in person.
- learning with technology is more personalized than the traditional learning in the classroom.
- a strategy to overcome challenges in developing independent learning behaviors, which in turn prepares students to navigate their educational and life paths more effectively.

Education has changed and improved with the arrival of technology to this important field. The use of apps and web tools for the teaching learning process and acquisition of a second / foreign language has brought about great development and the access to these platforms and apps are the easiest nowadays, just to download them in devices that many people can have access and start learning with the support of technological tools.

When people obtain a smartphone or any other device, they usually download apps. Therefore, teachers have noticed this and it is important to take advantage of this phenomenon and start creating or finding apps that have a specific objective and relate it to the process of teaching and learning, and make the English learning language specifically the acquisition of vocabulary and pronunciation easier with the use of technology and learn in a more personalized form with topics that can be found in real life. (Wang, 2017).



Technology helps personalizing learning and make a better and enjoyable experience for learners. The usage of devices and the massive production of it must be taken as an advantage in the education field and take it into consideration at the moment of learning or teaching, as it is sometimes seen as a distractor in many schools. The usage of devices and technology should be moderated and supervised by educators to be able to complete the learning successfully and particularly in English foreign language learning.

On this respect, Wang (2017) said that it is understandable to know that classrooms are not the only place where the learning can be improved. Instead mobility makes part of education and technology takes part of it, and giving the access to connect with peers as they were in a presencial classroom and share ideas, thought and just exchange information and develop learning. Teachers can use devices and technology to start teaching in an innovative way and make the experience of learning with the use of apps even better than with traditional methods.

1.6.- Wordwall in the educational field.

The objective of this research project is to investigate the correlation and impact of technology on the teaching learning process of speaking skill in 10th grade students. The research intention is to comprehend the ways in which the technological resource Wordwall can impact on students' level, motivation, and academic achievement.

Bostrom (2003) stated that a lot of people believe that the internet is maybe the most transformative technology through the years, and its power has now transformed education. At the beginning of 21st century, the education domain has changed because of internet. It is seen that education has changed drastically thanks to the usage of technological devices and internet that have made the teaching learning process easier to comprehend, more engaging and motivating for learners who have also experimented that the traditional methods without technology have been outdated and that the implementation of it nowadays is a must to have a better learning experience.



The use of technology has become indispensable in professional development, due to the speedy evolution of teaching and learning, which need to cope with the incessant transformation of science and technology. Consequently, students need to learn complex cognitive skills and transfer them to a varying set of complex real-world setting and context.

Çil, E. (2021) mentioned that applying Wordwall in his research, with the objective of filling a gap in the literature, it showed that there were not enough studies about the application of Wordwall. He found out in his analysis the effectiveness of the web tool, however, it did not prove to be more effective than the traditional method of acquiring new vocabulary. It is necessary to mention that some years ago, the researches about technological tools were not as developed as nowadays. Now, they can make a considerable change in education and that its efficacy can boost the percentages of knowledge and acquisition of vocabulary when learners have to comprehend and understand the words from a foreign language.

Wordwall facilitates the learning process, it is engaging and it promotes the healthy competition among students. It is important to highlight that students can feel motivated to be competitive and it creates this challenging atmosphere for learning, leading it to improve their vocabulary and develop some grammar aspects (Rodriguez, Cuevas, & Maluenda, 2023). Similarly to strategies used in classroom with traditional methods, the web tool Wordwall can create a competitive and healthy tasks inside the classroom and get students motivated to participate. This App can make a big difference inside the classroom and create a great dynamic and participative space where learners can share and get information.

This web tool can help teachers creating authentic materials that are activities that may be edited from templates that are available in Wordwall (Widhiatama & Brameswari, 2024). Furthermore, Wordwall has the option to edit the templates and also to create activities, worksheets or any activity that the teacher can use for their



lessons. Authentic materials are really important in the classroom to reach specific goals and to take the lesson into the reality of the students for them to get a better comprehension about the topic and acquire the vocabulary , comprehend it better and reach the goals of each class planned .

Wordwall has a variety of options for creating specific goals in each lesson that may be directed to the different skills such as listening, speaking, writing and reading and it can be adapted to the language needs of different proficiency level of the students; say A1-2 , B1-2 and even more. And another aspect is that Wordwall makes easier to memorize the given vocabulary, even if the vocabulary is complicated or difficult to acquire due to the activities aimed to make it understandable and easier to memorize.

Other researches about the application of Wordwall stress its usefulness for the acquisition of new vocabulary and most of them has demonstrated that this web tool is really useful for this purpose, which is learning new words with some new strategies and taking into consideration that technology is required in this learning process. However, this tool is very productive too for supporting pronunciation within speaking skills, as with the rest of the skills. That is Wordwall App in any classroom makes the class innovative and more dynamic due to that the new generation of learners are used to it nowadays.

Mobinizad (2018) said that learning a language is now categorized by two aspects which are the traditional learning, and the e-learning, which is a new concept that has its own methods that at the present times are implemented thanks to the advantages of it like autonomy at the moment of studying, b-learning, mobile learning, social learning, and game-based learning. Thus, Wordwall as part of e-learning has a role in this globalized world where internet predominates.

Pradini, (2022) mentioned that after applying the post test to learners and just after applying the web tool Wordwall, the researcher conducted an interview to the learners about the use of Wordwall in the learning process. The learners described that



they could easily recognize the vocabulary already taught and given by Wordwall and they looked motivated , even wanted to repeat the interactive activities.

In the same line, authors like Zaen, Miftakh, & Purnmasri (2022) also agreed that laying to the results and after applying the observation and interview, the application of Wordwall is the right medium web tool for the acquisition of new vocabulary. The application of Wordwall makes it engaging and easier to memorize the difficult vocabulary. Moreover, it was noticed that learners wanted to practice and do the activities mainly because there were colorful texts and images which makes students excited and enjoyed the learning process.

According to Silalahi & Napitu (2021), it was stated that one of the best media sources that may boost the development of speaking skill is the usage of Wordwall. There are such an number of resources that can be used to apply in the classroom, and also educators can pick the suitable activities or resources to make learners practice and develop their pronunciation. The Wordwall media can also make learners be more motivated to learn and practice pronunciation due to its variety of interactive activities.

Technology has changed the strategies, techniques, professional skills, organizational methods to get a resolution to an issue, reach a goal or perform a specific function. The use of technology in learning English overcomes the use of applications, softwares in phones or computers that can help in learning (Kieu, Dang, & Pham, 2021).

The application of a technological tool like Wordwall will be applied in the research, which is known for its great utility in the acquisition of new vocabulary by the students and its dynamic activities. This techtool is not as difficult to understand how it works and also for the elaboration of interactive activities. It has many templates that are available that educators can use and edit. It helps in developing games and to make the activities and learning new words and vocabulary in a such entertaining way.



Wordwall App is very used and well known for the acquisition of vocabulary and for strengthening other important language skills and subskills through multiple and diversity activities. (Jacky, Rokhim , Agustina, & Munzil, 2022)

Pesantez & Naranjo (2023) stated that in the results of the research using Quizziz and Wordwall, it was found that the implementation of these web tools were fun and it helped with the motivation to students in the learning process. Besides , it was also unchallenging to use and to apply it in pairs and in groups, the web tools also enhanced student's interaction. On the other hand, for teachers, the application gave a positive result in the teaching process. It encourages EFL educators to innovate and adapt new technologies that may suit the needs of diversified students.

The platform is user-friendly and not as difficult to use, and the steps are well expalined. The activities can be printed for those students who do not have acces to internet, so this web tools is not mainly dependent from internet. Furthermore, Wordwall is also a great tool for those teacher who do not have much time, and also the ones who are not as used to use technology (Swari, 2023).

The application of this web tool can benefit teachers from different ways, this innovative tool can generate games and activities that may be in many formats like pdf, image, and more which can be printed if there is not access to internet. Also, the apps that are connected with this web tool are also really helpful and they are considered the most common ones and the most used by teachers to deliver lessons like Whatsapp and Google classroom, which it gives a great advantage to teachers, and to be able to share other platforms to facilitate the implemention in the lessons.

The web tool wordwall can increase not only vocabulary but it also supports and develops the reading, writing, listening, and speaking skills. (Marhamah & Mulyadi, 2020). Therefore, it is necessary to research the utility of Wordwall App in teaching speaking skill with A1 10th grade students in technical schools with serious defficiencies in consolidating vocabulary and its pronunciation.



Chapter II

Research methodology and diagnostic stage.

In this chapter it will be explained the research methodology, and the tools that were applied to recognize the learners' needs. Also, the methods, the setting of the investigation and the instruments to collect, analyze and interpret information. The main needs and also the results of the diagnostic stage and the information processed will be reflected when finalizing this chapter.

2.1 Conceptualization and operationalization of the main categories (independent and dependent variables)

This study is carried out on the teaching and learning process of the speaking skill, and it is essential to define and implement the key categories that enable the researcher to objectively quantify and analyze the variables: “Wordwall as a technological app” as the independent variable, and “speaking skill” as the dependent variable.

Regarding both variables, the first one, the Wordwall app, which is an innovative digital tool designed to enhance and reinforce students speaking skills. It offers a great number of interactive activities such as quizzes, matching games, and word searches, which can be customized to focus on specific language skills, including speaking. Wordwall allows teachers to create engaging, game-based learning experiences that promote active participation, helping students practice real life communication in a fun, interactive and meaningful way within their own context.

The second variable, speaking skill, which is widely recognized as a critical component of language learning. According to Bahrani and Soltani (2012), the main objective of teaching speaking is to ensure communicative effectiveness, enabling students to improve their language proficiency and use it effectively in real life situations. However, despite its importance, teaching speaking skills has become increasingly complex in modern education. Several factors contribute to this challenge,



including emotional barriers, interference of L1 over L2, a lack of speaking practice in classroom, inadequate teaching methods, and students lack interest. Finally, fostering and improving speaking abilities within academic settings has become a significant challenge.

2.2 Operationalization matrix

The operationalization matrix are found in Annex 3 and Annex 4, where the key variables, indicators, and measurement instruments used in the study are clearly detailed. These annexes provide a structured overview of how the research variables were translated into measurable components.

2.3. Statement and justification of the research approach.

The importance of identifying the needs analysis in any research is essential, as it is a great component for the development of educational programs, particularly in Language programs. Hutchinson and Waters (1987) emphasize that understanding learners needs is essential for designing relevant curricula that facilitate meaningful learning experiences. They argue that need analysis goes beyond data collection. It involves a special exploration of learner's goals, the context in which they will use their skills, and the specific competencies required in their fields. By combining educational content with these needs, educators can enhance learners' motivation, engagement, and overall success. The model advocates for a systematic approach that informs curriculum development and instructional strategies, ensuring that educational programs are relevant and applicable.

The present context research will be developed at "Benemérita Sociedad Filantrópica" del Guayas from the district 8 and with AMIE code 09H00859. The institution only has a morning shift and there are almost all the levels from pre-scholar grades to BGU grades. It is necessary to mention that it is a technical school where there are professions like electro-mechanic, electronic devices repairation, graphic design, air conditioning repairation, assembly of furniture and metallic construction



parts. English is not a priority in this technical school; however, students have 5 hours of English per week, and it has a laboratory lab with 35 computers which it is adequate for the teaching learning process of the language. There are also some useful resources like to deliver the lessons in a better way like projectors, interactive boards, digital books, and speakers.

The main beneficiaries of the current research proposal are 20 students from 10th grade, all male because of the institution requirements. Their age is around 12-14 years old. Most of students have a visual and kinesthetic style of learning, beside their engagement with the TICS is enormous and it can beneficiate them in the teaching and learning process of English as an additional language, as this proposal is related to a technological tool.

However, daily observations and ELT staff talks reveal that students have some problems at the moment of producing English orally, and this is manifested when they are asked to actively participate in class. Yet, these oral limitations with the English language could be improved since they are always willing to learn and their attitude towards its acquisition is positive. Besides, many of the students live closer to the institution and have a similar cultural context which it is a great help, because of this, their attendance to the institution is not affected.

The direct beneficiaries of the present research proposal are A1 level proficiency English teaching staff; therefore, it is necessary to bear in mind the proficiency criteria for teaching EFL to A1 students. According to the CEFR, in A1 level, students can accomplish some tasks such as: communicating simple information, improving the ability to engage in familiar social contexts and all of this might be enriched by making use of digital tools (Council of Europe, 2001). Learners can communicate simple and basic vocabulary and associate it with social contexts. Also, students can show basic speaking abilities, like sharing personal information and



stating simple phrases. Unfortunately, not all the learners are capable of showing A1 level proficiency competences.

2.4. Research Scope

This research was mainly explanatory and descriptive in nature. The goal was to research and corroborate the efficacy of Wordwall in developing speaking skills in the 10th grade students in “Benemérita Sociedad Filantrópica del Guayas”. The descriptive component focused on diagnosing students current speaking proficiency levels, establishing a baseline for the initial abilities.

Furthermore, the research also explored the implementation and structure of Wordwall, providing a detailed account of how these exercises were conducted. Additionally, the study aimed to assess the influence of these activities on student’s speaking skills through pre and posttests, and later data analysis and interpretation. The explanatory part of the research sought to clarify the connection between Wordwall, and the enhancement of A1 speaking skills. Finally, the research aimed to offer practical insights and recommendations for educators and institutions, which have technological purposes interested in using Wordwall to enhance students’ language learning.

2.5. Type of research

The research is primarily a field experimental study that is quite important for collecting the empirical data, which is directly obtain from the school setting, involving student participant and classroom activities. This approach enables the researchers to observe and engage with students during the Wordwall application. It facilitated the gathering from real time data through pre-test, post-test, surveys, interviews, and classroom observations, which were crucial for assessing the practical impact and effectiveness of Wordwall application within the specific school context. Moreover, the field study allowed for the collection of both, quantitative and qualitative data, offering



a well-rounded perspective on the research question, and supporting the mixed methods approach used in the research.

The research was also experimental, as it aimed to assess the impact of Wordwall application on improving speaking skills among 10th grade students. The experimental design allows for the application of a controlled intervention like the Wordwall techtool in one group of students randomly chosen as the experimental sample. This setup was intended to measure the effect of the students with the use of Wordwall on the student's speaking ability, enabling a comparison in the same group but at different times, before and after the application.

2.6. Description of the methodological proposal

The proposed methodology that aims at improving the speaking skills of 10th grade students at “Benemérita Sociedad Filantrópica” del Guayas is focused on a student-centered approach that incorporated technological activities and exercises based on the Wordwall usage. This approach was carefully designed to meet the specific needs, challenges, and strengths identified through the initial diagnosis ensuring a focused and efficient intervention.

2.7. Research context

The participants of this research are running the A1 level and for verifying the actual state of affairs of the students, they had a diagnostic test to know their actual level. It was randomly chosen a classroom with 20 students which fits perfect to the research. However, the group is heterogenous with most of the students with the A1 level, related to the outcome of the diagnostic test.

Many of the students at this educational institution come from a low socio-economic background, despite that, the institution is well equipped, and has many resources to deliver the teaching learning process of English. The institution offers access to essential tools like technology, and extracurricular programs that enhance their English proficiency. However, not a big group of students does not have these



opportunities and depends entirely on the language instruction offered at school, and some economic scholarships.

An additional factor affecting the students' speaking skills is the national policy on the Ecuadorian curriculum. This year, English class hours were reduced from five to three, limiting teachers' ability to revisit and strengthen students' previous knowledge. Another important aspect is that most students in this group have a positive attitude toward learning English, which helps facilitating the language learning process. This research is being conducted at a private school in Ambato, which offers the necessary infrastructure, resources, and facilities to carry out the study and meet its objectives, supporting students in achieving both their academic and personal goals in English.

2.8. Needs of the participants (strengths and weaknesses of the contexts).

Right and proper pronunciation enhances clarity and boost confidence. Learners need to be surrounded by activities that integrate pronunciation practice with vocabulary learning through contextual activities and interactive exercises. By focusing on these two areas together, learners can achieve a more holistic approach for language acquisition, leading to improve communication and fluency (Nation, 2001).

Yet, learners cannot be focused on a conversation and understanding the oral exchanges if pronunciation is difficult for them to produce or decode. This issue is because English is alien to Spanish speaking learners. Many sounds, accentual patterns and intonation patterns that exist in English and do not in Spanish. Besides, there is not correspondence in what it is written and how it is pronounced in the selected language, because in the first language, which is Spanish, it is not like that.

Finally, learners may struggle to recognize spoken words or misinterpret their meanings, leading to frustration and a lack of interest in conversations. Addressing this issue through targeted pronunciation, and practice that can help bridge the gap,



allowing learners to better connect with the English language and participate more confidently in discussions (Gilakjani & Ahmadi, 2011).

2.9. Data collection and compilation

The data processing commenced with the gathering of raw data from the pre-test, posttest, observation guide, interview, and student survey. The responses from both the diagnostic and pre-tests, including correct and incorrect responses, were documented, and organized into a structured dataset. Likewise, the responses from the student survey, covering perceptions, attitudes, and experiences, were collected and arranged for subsequent analysis.

The gathered data were carefully entered and coded. Responses were methodically transferred into a digital format to maintain accuracy and consistently fluent. Also, open-ended survey responses were coded and grouped into themes, enabling a thorough analysis of the qualitative data. This coding process helped identify recurring patterns, emerging themes, and valuable insights.

2.9.1 Teacher's interview (see annex 6)

The teacher's interview purpose is to know how the teachers conceive the teaching learning process of A1 speaking skills. In the interview 5 questions were addressed to collect the information and 2 teachers were asked to answer the questions.

In reference to question 1, the teachers had a similar answer, commenting that during A1 speaking lessons, they focus on creating a comfortable and encouraging environment where students feel confident, they also use modeling and repetition as a technique, and they also make them work in pairs and in groups for interacting with the students during A1 speaking lessons.

According to questions 2, the teachers affirm that they correct errors or provide feedback by echo correcting which means repeating the incorrect word or phrase with a questioning tone to prompt self-correction and applying phonetic drill and repetition



of words in isolation and within words. Then, in the answers from question 3, the teachers encourage collaborative learning and set realistic speaking goals and celebrate achievement, they also offer variety in tasks and that include games, songs, videos, and more. According to the integration of technology, they use padlet for collaborative written discussions before oral practice.

In relation to question 4, the teachers stated that the strategies to teach vocabulary and pronunciation to A1 students are done through contextual learning which means that they teach words within phrases rather than in isolation, and they use cognates and word families that help students understand better by using similar words from their native language when possible. Also, the teachers take into consideration that as it is a technical school, they try sometimes to provide English words related to their field, in this case they teach words related to tools, materials and giving instructions.

The 5 item was a concluding question asking the teachers if there was anything they would like to add about their experience or challenges when teaching oral abilities, and the answers were that there were some difficulties at the moment of applying the strategies to produce and create the language in the oral ability. The lack of using technology was also a challenge because it was not applied frequently, as it should be, said the teachers.

2.9.2 Observation guide comments (see annex 8)

For this research study, an observation guide was developed containing 5 aspects that are: implementation of teaching method, clarity of instructions, students' participation, variety of speaking activities and use of relevant materials. The main objective of this guide was to gather important data out of three classes observed, to comprehend the teaching techniques used by the teachers while developing speaking skills in 10th grade at "Benemérita Sociedad Filantrópica" del Guayas.



Implementation of teaching method

The lesson used a communicative approach with role-playing, dialogues, and repetition drills to improve speaking skills. However, most activities were highly controlled, limiting opportunities for spontaneous conversation. When pair and group work were included, stronger students dominated discussions, leaving weaker students hesitant and some of them scared to be part in the oral exchanges. Fluency and accuracy were taken into account by the teacher, though students had limited opportunities for self-correction or peer feedback. To improve, the teacher could incorporate more open-ended speaking tasks, phonetic drills, and visual aids to enhance better pronunciation and student's oral EL engagement.

Clarity of instructions

The teacher provided clear and simple instructions, but at times, students needed additional clarification before starting activities. Visual aids, such as flashcards and slides, were used to support vocabulary, but pronunciation practice relied mostly on repetition drills without interactive tools. Some games were included to engage students, but they were not consistently linked to pronunciation improvement.

Students' participation

Students' participation was moderate, with stronger learners actively engaging in speaking activities, while weaker or shy students participated less. In pair and group work, confident students often took the lead, while hesitant learners contributed minimally. Some students lost focus during longer activities or when tasks felt repetitive.

Variety of speaking activities

The lesson included some variety in speaking activities, such as dialogues, role-playing, and repetition drills. However, most tasks were highly structured, limiting

opportunities for spontaneous conversation. While students practiced basic conversations, there were few activities tailored to their future professional fields.

Use of relevant materials

The materials used in the lesson were somewhat effective for practicing speaking skills, including flashcards, worksheets, and visual aids for vocabulary support. However, there was limited use of interactive or authentic materials that could enhance real-world communication. While technology was used minimally, no specific apps were integrated to support pronunciation or fluency development.

2.9.3 Student’s survey (see annex 5)

The objective of the survey is to know the student’s opinion before using Wordwall app and letting them express how they feel with the use of the actual teaching method in enhancing their speaking skills. The survey was applied to the sample 20 students and 6 questions were addressed where students rated their satisfaction and experience on a scale from 1 to 5, where 1 represents “strongly disagree” and 5 represents “strongly agree”.

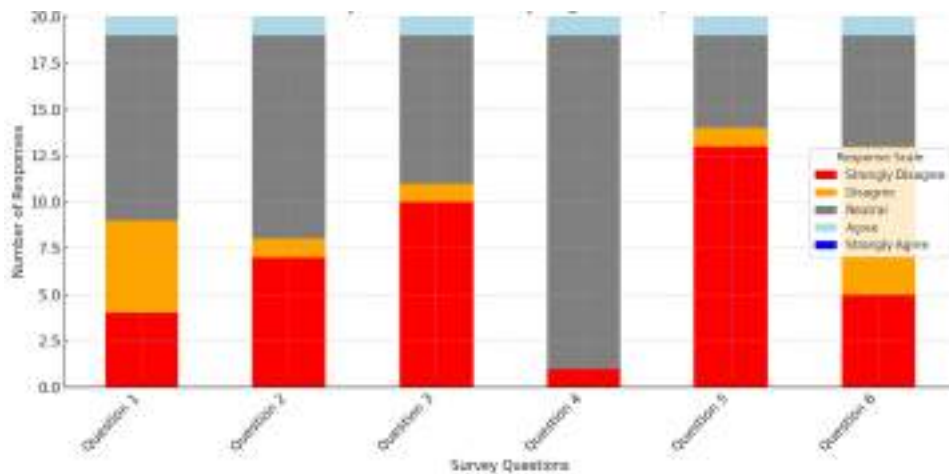


Table 1 students survey

A significant portion of responses fall into strongly disagree (4) and disagree (5) indicating that many students are not encouraged to speak in class, and 10 show



they are neutral in the first question revealing that students are unsure or indifferent. In the second question a relatively high number of strongly disagree (6) and disagree (1) responses suggest that students find the activities not as well structured, while 11 responses indicate that they may not have strong opinions or may feel that the structure is adequate but not outstanding.

Regarding the third question there are many negative answers, like: strongly disagree (10) and disagree (1) suggesting that students find technology not as effectively integrated into speaking practice. However, there are many neutral responses (8) which could indicate that students feel indifferent.

In the fourth question, there is just 1 negative answer that is strongly disagree, meaning that most of the students felt that the teacher tried to foster a supportive and engaging learning environment. The most negative strongly disagree responses (13) are in the question 5, suggesting that students feel that there is little encouragement or facilitation of speaking activities. Finally, in the last question, there are mixed responses with some negatives strongly disagree (5) and disagree (6) and some neutral (8), this suggests that while some students find the materials helpful, others may not feel they sufficiently support pronunciation and vocabulary improvement.

2.9.4 Pre-test results

The objective of the pretest is to check the students speaking skills level before using the Wordwall app, the implementation phase. There are 9 basic questions to recognize the pronunciation and how it is the speaking skill developed by the sample of the research.



Question speaking skill assessed	Students facing difficulty (out of 20)
Name and English preference	14
How are you?	15
Family members	17
Using digital apps	18
Best friend	16
Daily routines	17
What you like about school	17
Pronunciation	18
Vocabulary tools	19

Elaborated by: Lenin Paul Flores (2025)

<i>Speaking rubric dimensions</i>	<i>Performance per criteria over 10</i>
<i>Fluency</i>	4,1
<i>Vocabulary</i>	4,2
<i>Pronunciation</i>	4,8
<i>Engagement</i>	4,9

Table 2 pretest results

Elaborated by: Lenin Paul Flores (2025)

These charts represent data from a pretest assessing speaking skills. The number indicates the quantity of students out of 20 that faced difficulties with specific questions or aspects of speaking.

In the first chart, a significant majority of students (14-19) faced difficulties in all assessed areas, the high difficulty rates suggest that overall speaking proficiency is low among participants.

The students had a tough time at the moment of talking about their names and English preferences, also about their best friends, these two questions had slightly fewer students struggling, suggesting they may be relatively easier due to personal familiarity. There are also some common everyday conversation topics like daily routines, family members and school related topics that students struggle with, showing



that students have weak speaking skills. Some pronunciation challenges found in the students that suggest limited oral practice or phonetic awareness. Nearly all students struggle with vocabulary about tools, indicating that there is possible lack of exposure to English.

The second chart shows that all scores fall below 5 out of 10, highlighting a significant need for improvement in every aspect of speaking. The uniformity of the low results implies that the students encounter overall challenges with spoken English, rather than isolated issues in particular areas.

Some causes found were hesitation, long pauses, difficulty in forming sentences quickly, and lack of confidence. In the vocabulary dimension, students made frequent pauses and repetition of simple words. Pronunciation got a little bit better score, but it still indicates issues, the problems found in the students were the incorrect articulation, stress, and articulation. Finally in engagement, which is how actively students participate and respond in conversations, got the highest score, but it remains low, it was found in students' low confidence and lack of motivation.

2.10 Interpretation and conclusions

The processed data were analyzed from the different instruments already analyzed, which respond to the research objectives and theoretical framework, revealed insufficiencies in the didactic treatment of speaking skills and the need to incentive the active use of the vocabulary, including the one which has to do with the technical vocational sphere of interest of the learners.

The identified patterns, trends, and correlations were examined to draw significant conclusions about the students' speaking skills, proficiency levels, and specific needs that demand innovation in accordance with the technological era and mass media communication of the moment. These conclusions provided the basis for the next phases of the research, including the creation of the methodological proposal and the design of targeted interventions.



Chapter III

PROPOSAL PRPRESENTATION AND VALIDATION

3. Presentation

This chapter constitutes the centerpiece of the research work. This proposal aims at implementing a techno-pedagogical tool to improve A1 students speaking skills through the acquisition of new vocabulary with its intelligible pronunciation and understanding of the new entries at technical schools using Wordwall. The focus was on two key areas: vocabulary expansion and pronunciation improvement, which were identified as essential for developing foundational communication skills in English with these students.

The application of the activities of this techtool included interactive Wordwall tasks, engaging digital exercises, and an instant feedback system. They not only made learning more dynamic, but also encouraged active students' participation. The following section provides a detailed description of the techtool and its importance on improving and developing students' vocabulary retention and pronunciation within speaking skills.

3.1 Objectives of the proposal

The primary objective of the proposal is to improve A1 level English learner's speaking skill by implementing Wordwall techtool through the acquisition of new vocabulary and better pronunciation in students in 10th grade of the "Benemérita Sociedad Filantrópica" del Guayas.

Specific objectives include:

- To diagnose the current situation of the problem an object of the research at "Benemérita Sociedad Filantrópica" del Guayas.
- To make a theoretical study of the object and problem of the research.



- To promote the application of a technological app like Wordwall in English classes.
- To evaluate the impact of the proposal.

3.1.1 Theoretical foundation

For the elaboration of the proposal different authors were consulted and important theoretical issues were considered. Among them: Shadieff, Wu & Huang, 2020; Shaukat, Muhammad, & Hina, 2020; Jannah, 2022, Almadi, 2018; Herrero Arnanz, S, 2023. Vygotsky (1978), and others. Their ideas support that this technological app, Wordwall can be a great tool for teaching speaking skills, especially in EL learning or communication focused classrooms.

The integration of technology has proven to be an effective means for improving students' engagement and language acquisition for A1 students that are aiming to study English as a foreign language because young students are very fond of technological means. Additionally digital tools provide interactive and multimodal learning experiences that try different styles, making them particularly useful for vocabulary development and pronunciation practice.

Besides, vocabulary acquisition is an essential aspect for learning language, basically for the speaking skill. Vocabulary is focused into two main types: active vocabulary and passive vocabulary. In the case of the former, these are the words that learners can use spontaneously in speaking and writing. A strong vocabulary is essential for effective communication, as it allows learners to express their thoughts clearly and accurately. Without an adequate range of words, students may struggle to convey their ideas, leading to hesitation and misunderstandings.

Moreover, a rich vocabulary enhances fluency and confidence, enabling learners to engage in conversations more naturally. It also supports comprehension, as understanding a wide variety of words helps students grasp spoken and written



language more efficiently. Ultimately, vocabulary serves as the foundation for all language skills, making it a crucial component of language proficiency.

Studies by Aimacaña Emma and Ortega Pablo (2024) have demonstrated how Wordwall enhances language acquisition through interactive and gamified learning experiences. The school where this tool is implemented has interactive boards and computers where students can practice and acquire English with Wordwall techtool. This tool supports vocabulary development, pronunciation practice, and general speaking activities by offering interactive exercises that reinforce language learning. By incorporating Wordwall into lessons, teachers can provide students with dynamic learning experiences that foster participation and comprehension.

3.1.2 The author of this paper assumes that Wordwall operates with:

- **Interactive activities**

A key aspect of the implementation of Wordwall was interactive activities to enhance the vocabulary and pronunciation. These activities included digital word games, pronunciation drills, and vocabulary matching exercises, which provided an engaging way for students to practice English in a meaningful context. Wordwall offers interactive activities such as word matching, quizzes, and flashcards that enable students, especially the ones running an A1 level to practice vocabulary in context, reinforcing the ability to recall and use words effectively.

For example, when focusing on pronunciation, there are some Wordwall activities that permits students to listen and to repeat words, helping them improve their speech, clarity, and confidence. Vocabulary building exercises, such as word association and fill in the blank tasks, enable students to reinforce newly learned words in real life scenarios. By incorporating these interactive elements, students actively engage with the language, and improved their retention and pronunciation skills.



- **Vocabulary reinforcement**

Wordwall helps in showcasing vocabulary, phrases or sentences related to a topic or theme. This helps students build their speaking repertoire. Besides, it fosters a thematic organization of the new vocabulary in group words by themes (e.g., travel, food, emotions) depending on the thematic grouping of the syllabus to help students make connections and use them contextually in conversations.

- **Collaborative learning**

Collaboration is promoted through group discussions, when the teacher assigns groups to discuss a topic using words or phrases from Wordwall. This encourages peer learning and speaking practices. Furthermore, Wordwall games like “Wordwall Bingo” or “Guess the word” where students describe or define words for their peers to guess.

Through these collaborative exercises, teachers may pay attention to a faulty pronunciation that may distort the meaning of the conversation by applying immediate correction, delayed correction or simply no correction attending to the objectives of the class, if it is an imitation practice, guided conversation, or a free talk.

- **Digital Wordwall interactivity**

All learning requires change, and education, as a process, must move or advance. It should not stand as time flies with new technologies, which are quite widespread in the most vital aspects of human daily life, such as arts, sports, medicine, communication, and science in general. Thus, it is cardinal to be educated in this area.

Implementing platforms like Padlet, Jam board, or Google slides create digital word walls that facilitate students learning and they add audio recordings, videos, or images to explain or demonstrate words. In fact, Wordwall is a powerful technological tool for motivating to improve vocabulary learning, pronunciation and, increasing the incorporation of technology in language education. Additionally, digital Wordwall can be accessed any time, allowing students to practice speaking skills outside the classroom.

3.2 Characteristics of the proposal

This Wordwall proposal shares the following characteristics:

- ✓ **Interactive** because it encourages peer learning and speaking practice.
- ✓ **Accessible** because it can be accessed anytime, allowing students to practice speaking skills outside the classroom and allow teachers to save time.
- ✓ **Collaborative** because it can generate group work, where learners can support each other.
- ✓ **Playful** because gamification tools can be displayed within Wordwall tasks and students can have fun, mainly those that are running the A1 level.
- ✓ **Scaffolding** because it can provide sentence frame or starters on the Wordwall to help students to structure their spoken responses in logical, organized manner from easy to difficult, from simple to more complex activities.

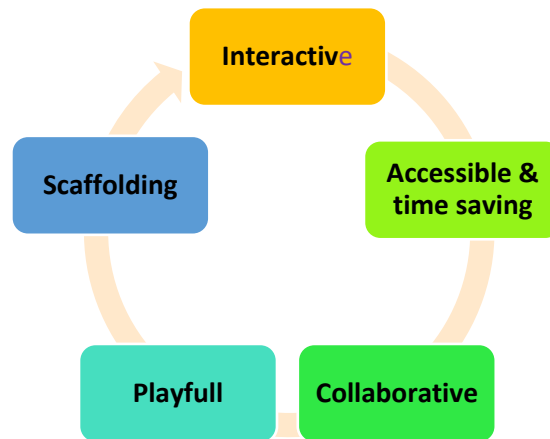


Table 3 characteristics of proposal

Chart 3.3.1. Characteristics of Wordwall techtool

Author: Lenin Paul Flores

3.3 Methodological guidelines for implementing Wordwall for pronunciation within speaking skills, and activation of vocabulary.

This proposal is designed to improve speaking skills and vocabulary in A1 learners in a technical school through the implementation of Wordwall. For that



purpose, educators should first create or select activities that align with their lesson objectives. These activities can range from multiple ideas, catering different learning needs and be supported by methodological guidelines.

These methodological guidelines include integrating Wordwall into daily lessons, as a warmup, reinforcement, or assessment tool, ensuring that students actively engage with the content. Additionally, it is important to balance digital activities with traditional speaking exercises to enhance verbal communication skills.

When designing specific activities, teachers should consider students proficiency levels and learning goals. For example, beginners may benefit from picture word, matching exercises, while advance learners can engage in sentence construction tasks or role-playing activities using vocabulary from Wordwall.

In technical schools, where students often need to acquire specialized vocabulary, digital tools like Wordwall can make learning more accessible and engaging. The platform allows teachers to customize activities based on industry specific language needs, ensuring that students develop both general and technical vocabulary essential for their fields.

3.3.1 Wordwall supporting speaking skills.

Wordwall as a techno pedagogical tool may be a great support for teaching speaking skills, especially in learning language or communication focused classrooms. Some suggestions on how A1 teachers may use it effectively:

- Interactive speaking activities like role playing. The use of words or phrases from the Wordwall as prompts for role playing scenarios. For example, if the theme is “restaurants” students can act out ordering food using the displayed vocabulary.



- Storytelling is an important activity in Wordwall that can have students create stories or sentences using a set of words. This encourages creativity and fluency.
- Q&A practice may help, by writing questions on Wordwall, and have students answer them orally, using the displayed vocabulary.
- Pronunciation practice by choral, pair or individual repetition training may assist learners at improving their pronunciation step by step, whether segmental vocalic, consonantal, stress or intonation patterns that may distort the understanding of the structured presented in the techtool. Using Wordwall for group pronunciation drills, where students repeat words or phrases after the teacher is very positive.
- Scaffolding for specific tasks comes from the Vygotskian sociocultural theory of giving the necessary help to student's mispronunciation. This could be done with the aid of a more gifted learner, a digital material previously selected by the teacher to overcome the student's difficulties in pronunciation.

Exercises with meaningful pair words are good for making student's awareness of the need of pronouncing words correctly.

- Sentence starters may provide sentence frames or starters on Wordwall to help students structure their spoken responses (e.g., "I think that..." or "In my opinion...").
- Transition words might be displayed as linking words (e.g., "however", "because", "firstly") to help students speak more fluently and coherently.
- Collaborative learning, through group discussions by assigning a topic using words or phrases from Wordwall. This encourages peer learning and speaking practice.



- Wordwall games like “Wordwall Bingo” or “Guess the Word” where students describe or define words for their peers to guess.

3.3.2 Wordwall supporting vocabulary improvement.

Wordwall techtool is quite productive for enriching vocabulary in A1 EFLT, since vocabulary acquisition is a relevant stage of language competency and may support learners succeed, first academically and later professionally in their future lives, providing possibilities in a globalized society, considering the international standards students need to get in relation with the national curriculum for English, which is based in the CEFR that promotes international standards for describing language ability. In this respect, this proposal considers:

- To highlight Mastered words and move from words that are “new” to “mastered” sections as students become comfortable using them in speech. This visual progress can motivate learners.
- To use self-assessment is recommendable, while implementing Wordwall to encourage A1 students to reflect on their oral abilities by identifying which words or phrases they feel confident using or not when speaking in or out of class.
- To consider cultural context as decisive, considering that this is a technical school, where learners are enrolled to prepare for a future professional job, so some activities of Wordwall could consider including some of the vocabulary entries associated with their technical roles. Besides, Wordwall techtool may include culturally relevant phrases or idioms to help students sound more natural and confident in their speaking.



3.4 Planning lessons using Wordwall app for A1 EFLT in the technical school.

Lesson planning is a key skill for every educator. Thus, this education proposal suggests replanning the virtual classes that aim at improving active vocabulary and pronunciation to A1 students at technical schools, focusing on Wordwall app interactive activities. Providing enjoyable activities to motivate participation of students and making collaborative learning.

The application of Wordwall fits perfectly in the technical school where students must get vocabulary from the different fields that it offers. “Benemérita Sociedad Filantrópica” del Guayas institution provides professional careers like car mechanics, construction of metallic parts, graphic design, assembly of furniture and manufacturing, air conditioning reparation and electronic devices reparation. Students need vocabulary from their respective fields, for this reason, the proposal of this project provides vocabulary, and the right pronunciation of technical words, which may be a good option to cover the objectives of this project.

Speaking practice is considered one of the productive skills that could be most enjoyable for teachers and learners alike, if bringing cutting edge technology into this technical school language lessons. Thus, EFL teachers have a vital role in preparing the students for success not only in language acquisition but also in today’s rapid evolving global and digital landscape, that is on equipping learners with 21st century skills that are critical to their future career prospects. However, to fulfil this aim, it is vital for EFL teachers to plan carefully their classes using technical words with Wordwall for the learners technical training with the action verbs they require, and also the tools employed for performing their jobs.

3.4.1 Picture with some of the technical tools that may be systematized using Wordwall vocabulary, taken from Oxford picture dictionary (2017).





Teachers should create their teaching resources, a customized resource with just a few words and a few clicks, e.g., pick a template, enter the content, the unit or syllabus, print out or play on a screen.

Another step teachers should follow is to select a template from the following:

- **Match up** that means to drag and drop each keyword to its definition.
- **A quiz** that is to select a variety of multiple-choice questions, learners must tap the correct answer.
- **Flash cards**, where learners are tested to answer with prompts.
- **Speaking cards** is an optimum opportunity to practice the language orally and drill English pronunciation of the phonemes that distort the essential meanings.
- **Group sort** that has to do with the dragging and dropping items into its correct group.
- **Complete the sentence**, which is a cloze activity where you drag and drop words into blank spaces within a text.
- **Spin the wheel** is used to see which item comes up next.
- **Anagram** helps in dragging the letters into the correct position to unscramble the word or phrase, then practice pronunciation and place them in a natural language environment.
- **Find the match answer to eliminate it**, repeating the activity until is correct the order.
- **Unjumble task** has to do with dragging and dropping words to rearrange each sentence into its correct order, then practice oral reading aloud.
- **Matching pairs** is concerned with tapping a pair of titles at a time to reveal if they are a match. Students play with vocabulary and pronunciation.



- **Open the box**, in this exercise students tap each box in turn to open them up to reveal the item inside.
- **Labelled diagram** is an activity that has to do with dragging and dropping the pins to the correct place on the image.
- **Spell the words** deals with dragging or typing the letters to their correct position to spell the answers.
- **Wordsearch** is concerned with hidden words in a letter grid. The students must find the words as fast as they can. It is really fun for the students.
- **Gameshow quiz** is a multiple-choice quiz with time pressure, lifelines, and bonus rounds.
- **Crossword** uses the clues to solve the crossword. Tapping on a word and type the answer, then practice orally and the teacher can derive an interactive dialogue.
- **Flip tyles** explores a series of two sided tyles by tapping to zoom and swiping to flip.

To apply these activities effectively, students engage with Wordwall tasks tailored to the vocabulary or topic under study. For example, pronunciation exercises may include audio based matching tasks, while vocabulary building games help reinforce word meaning and usage. Additionally, students can participate in interactive challenges, fostering engagement and motivation

3.5 A practical example of a lesson plan using Wordwall app for A1 students in the technical school.

UNIT 1



OBJECTIVE: STUDENTS WILL BE CAPABLE OF OFFERING GREETING AND INTRODUCING THEMSELVES BY ACQUIRING NEW VOCABULARY AND PRONOUNCING THEM CORRECTLY USING WORDWALL.

MATERIALS INCLUDE A COMPUTER OR TABLET OR LAPTOP AND PROJECTOR TO DEMONSTRATE THE ACTIVITY TO STUDENTS.

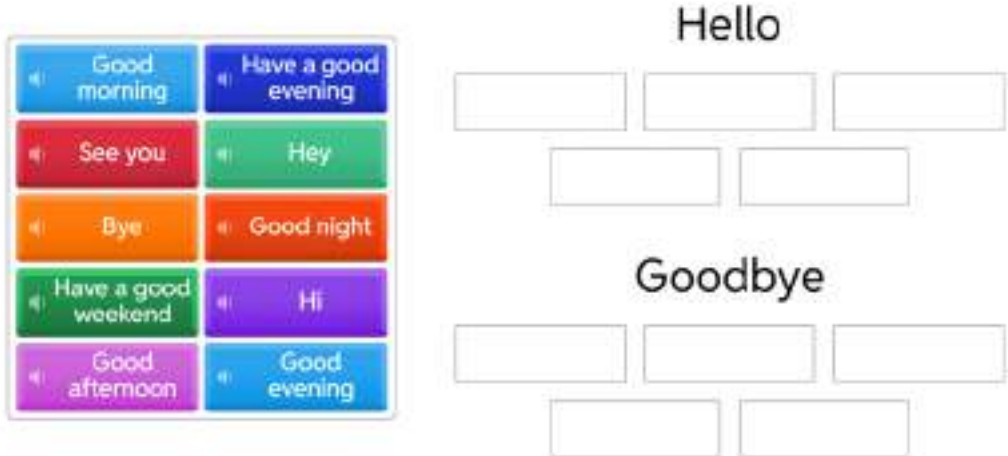
TIME: 45 MINUTES



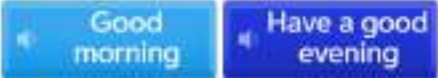
ACTIVITY 1 ORDER IN GROUPS

Activity: Asking learners simple questions about themselves matching answers in the screen.	Topic: Unit 1 Introducing oneself and greeting people	Skills: Speaking through vocabulary and pronunciation practice with the support of Wordwall	Students: 20 sts Sample
--	--	--	--------------------------------------

Objective: To understand and practice vocabulary from greetings and introducing oneself, then systematize pronouncing the vocabulary acquired in groups by using Wordwall App.

Time	Procedure	Materials
10mts	Procedure T explains the purpose of the task (see objective) T explains the new vocabulary about greetings and introduce yourself and explain when to use these words by using this link: https://wordwall.net/es/resource/25016050/english/hello-and-good-bye T clarifies instructions as needed until Ss can explain correctly.	PC Screen or cell phone
10 mts	2. Students will organize the words and put them in each group. The words that belong to hello , and the words that belong to goodbye .	PC Screen or cell phone
		PC Screen or cell phone



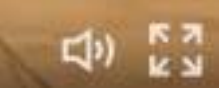
5mts	3. Students will click on the vocabulary and start listening to the right pronunciation of the words, then make repetitions to practice. 	PC Screen or cell phone
8mts	4. Students make groups and start working and practicing the new vocabulary acquired among themselves in a playful manner.	PC Screen or cell phone
7 mts	5.- T. will display vocabulary reinforcement through Collaboratory learning practice, Key Words/Phrases: use the Wordwall to showcase vocabulary and scaffolding.	PC Screen or cell phone
5 mts	6.-T. will develop pronunciation practice by choral, pair or individual repetition training to assist learners at improving their pronunciation step by step. He can use other supplementary digital exercises to improve the students' ill pronunciation.	
	7.-T. develops the evaluation through class participation, pronunciation accuracy, and vocabulary application	



ACTIVITY 2 COMPLETE THE SENTENCE


<p>Activity: Completing sentences by dragging words about themselves completing answers in the screen.</p>	<p>Topic: Unit 1 Introducing oneself and greeting people</p>	<p>Skills: Speaking through vocabulary and pronunciation practice with the support of Wordwall</p>	<p>Students: 20 sts Sample</p>
<p>Objective: To be able to recognize words to introduce yourself and practice pronunciation in a sentence using Wordwall App.</p>			
Time	Procedure		Materials
7mts	<p>Procedure T explains the purpose of the task (see objective) T explains the words to introduce yourself, and start creating examples, then uses the following link: https://wordwall.net/es/resource/35241713/ingl%a9s/introducing-yourself-beginner T clarifies instructions as needed until Ss can explain correctly.</p>		PC Screen or cell phone
10 mts	<p>2. Students listen carefully the answers given by the teacher, and start completing the sentence in the Wordwall app.</p>		PC Screen or cell phone
			PC Screen or cell phone



5mts	3. Students practice the pronunciation with the support of the teacher and with the audios from the Wordwall app. 	PC Screen or cell phone
7mts	4. Students work in pairs to practice the new vocabulary learned (greetings and introducing themselves).	PC Screen or cell phone
5 mts	5.- T. will display vocabulary reinforcement through Collaboratory learning practice, Key Words/Phrases: use the Wordwall to showcase vocabulary and scaffolding.	PC Screen or cell phone
10 mts	6. The teacher shows videos on YouTube to reinforce the content about greetings and introducing themselves.	
	7.-T. develops the evaluation through class participation, pronunciation accuracy, and vocabulary application	



ACTIVITY 3 SPIN THE ROULETTE

Activity: Learners ask and answer simple questions about themselves having a conversation and using a roulette in a screen.	Topic: Unit 1 Introducing oneself and greeting people	Skills: Speaking through vocabulary and pronunciation practice with the support of Wordwall	Students: 20 sts Sample
Objective: To be able to introduce yourself by answering questions and participating in a speaking activity with classmates using a roulette.			
Time	Procedure		Materials
7mts	Procedure T explains the purpose of the task (see objective) 1. The teacher introduces themselves and then give personal information answering some questions using this link: https://wordwall.net/es/resource/4584655/introduce-yourself T clarifies instructions as needed until Ss can explain correctly.		PC Screen or cell phone
10ts	2. The students spin the roulette and ask the question to the teacher in order to practice pronunciation, then the teacher answers the question.		PC Screen or cell phone
			PC Screen or cell phone




8mts	3. The students listen to the questions by clicking on the sound of the question and start repeating and asking the questions to their classmates.	PC Screen or cell phone
10mts	4. Students make groups and work together spinning the roulette, and making the activity engaging, and practicing speaking skill.	PC Screen or cell phone
7 mts	5. The teacher gives feedback about the pronunciation of the questions and the answer of the students.	PC Screen or cell phone
8 mts	6. T. develops the evaluation through class participation, pronunciation accuracy, and vocabulary application	




ACTIVITY QUIZ SHOW GAME

Activity: Learners participate in a quiz show about job and professions by choosing the right option in the screen.	Topic: Unit 2 Places, jobs, and professions	Skills: Speaking through vocabulary and pronunciation practice with the support of Wordwall. Being able to correctly pronounce the vocabulary already learned	Students: 20 sts Sample
--	---	---	-----------------------------------

Objective: To understand and practice vocabulary from greetings and introducing oneself, then systematize pronouncing the vocabulary acquired in groups by using Wordwall App.

Time	Procedure	Materials
8mts	Procedure T explains the purpose of the task (see objective) T explains the new vocabulary about jobs and occupations by using the following link: https://wordwall.net/es/resource/9179517/english/jobs-professions-occupations T clarifies instructions as needed until Ss can explain correctly.	PC Screen or cell phone
10 mts	2. Students will practice the pronunciation of the vocabulary already learned about jobs and professions. Then, they start working in groups participating in a Wordwall Game Show, where students have to choose the right answer for the sentence.	PC Screen or cell phone
		PC Screen or cell phone



7mts	3. Students will listen to the pronunciation of the new vocabulary by clicking on the button  then practice among them.	PC Screen or cell phone
15mts	4. T explains the game charades where students are going to work in groups, and 1 student is going to guess the word that the teacher gives to the other students, students cannot say the word, but characteristic of it.	PC Screen or cell phone
5 mts	5.- T. will display vocabulary reinforcement through Collaboratory learning practice, Key Words/Phrases: use the Wordwall to showcase vocabulary and scaffolding.	PC Screen or cell phone
10 mts	6.-T. develops the evaluation through another Game Show, but this time adding more rules and evaluating students answer, pronunciation accuracy, and vocabulary application	



ACTIVITY VOCABULARY ABOUT JOBS/TOOLS/MACHINES

Activity: Getting vocabulary from each profession	Topic: Unit 2 Places, jobs, and occupations.	Skills: Speaking through vocabulary and pronunciation practice with the support of Wordwall	Students: 20 sts Sample
Objective: To acquire and recognize the vocabulary from each profession, and practice the pronunciation of the new words acquire, and then meaning of each word from the vocabulary.			
Time	Procedure		Materials
15mts	Procedure T explains the purpose of the task (see objective) T explains the new vocabulary about jobs/tools/machines and explain when and how to use these words by using the following links: CAR MECHANIC https://wordwall.net/es/resource/1738628/dictionary/car-parts-part-3 CARPENTRY https://wordwall.net/es/resource/68221157/carpenter-tools ELECTRONIC DEVICES https://wordwall.net/es/resource/8533789/electronic-devices GRAPHIC DESIGN https://wordwall.net/es/resource/31047743/4-5-22-bellringer-space-in-art-graphic-design TOOLS IN GENERAL https://wordwall.net/es/resource/42048/d-t/tool-identification-and-uses T clarifies instructions as needed until Ss can explain correctly.		PC Screen or cell phone
10 mts	2. T explains and pronounce the words correctly in order to make students pronounce them appropriately and understand their meaning.		PC Screen or cell phone




		<p>PC Screen or cell phone</p>
<p>8mts</p>	<p>3. Students will do the activities in Wordwall, and listen to the words and repeat them in order to pronounce them correctly.</p>	<p>PC Screen or cell phone</p>
<p>7mts</p>	<p>4. Students will recognize which words are related to mechanics. Graphic design, electronic devices, carpentry, and more.</p>	<p>PC Screen or cell phone</p>
<p>5 mts</p>	<p>5.-T. will develop pronunciation practice by choral, pair or individual repetition training to assist learners at improving their pronunciation step by step. He can use other supplementary digital exercises to improve the student's pronunciation.</p>	
	<p>6.-T. develops the evaluation through class participation, pronunciation accuracy, and vocabulary application</p>	



ACTIVITY NAME 5 THINGS/ RANDOM CARDS

Activity: Using random cards in Wordwall to get a topic and then name 5 things about the topic randomly selected	Topic: Unit 2 Vocabulary about tools	Skills: Speaking through vocabulary and pronunciation practice with the support of Wordwall	Students: 20 sts Sample
--	--	--	--------------------------------------

Objective: To remember vocabulary already learned about tools and practice pronunciation with a game using random cards from Wordwall.

Time	Procedure	Materials
10 mts	Procedure T explains the purpose of the task (see objective) T explains the activity and explain the instructions to play the random cards with Wordwall by using the following link: https://wordwall.net/es/resource/88050365/name-5-things-speaking-activity T clarifies instructions as needed until Ss can explain correctly.	PC Screen or cell phone
15 mts	2. Students will work in groups and try to review the vocabulary already learned. Then they will use the link to do the activity name 5 things.	PC Screen or cell phone
		PC Screen or cell phone



5 mts	3. Students will click on the vocabulary and start listening to the right pronunciation of the words, then make repetitions to practice.	PC Screen or cell phone
15 mts	6.-T. will develop pronunciation practice by choral, pair or individual repetition training to assist learners at improving their pronunciation step by step. He can use other supplementary digital exercises to improve the students' ill pronunciation.	
	7.-T. develops the evaluation through class participation, pronunciation accuracy, and vocabulary application	

3.6 Expert validation and ethical considerations

Expert feedback was employed to thoroughly validate both the concept and the operational matrices of the variables. My thesis tutor, a distinguished language educator, linguist, and expert in language acquisition, was consulted to review and assess the proposal's design, methodology, and alignment with established language learning theories and practices. Their insights and recommendations played a crucial role in enhancing and conforming the proposal's validity and educational effectiveness.

Regarding this matter, a document was approved to facilitate the current investigation, granting the researcher permission to conduct the study within the institution. This approval was given by the principal and the parents of the 20 teenagers participating in the research project.

Special attention was given to aligning learning objectives with assessment methods to ensure that the outcomes accurately reflected the impact of interactive exercises. Beyond confirming the effectiveness of assessment tools, the validation process also assessed the relevance of Wordwall activities in relation to students' language proficiency and learning environment. Necessary modifications were made to optimize interactive exercises, ensuring they effectively enhanced vocabulary



retention and pronunciation accuracy. By incorporating Wordwall, students engaged in dynamic learning experiences that boosted their confidence and fluency in spoken English.

3.7 Posttest results (see annex 7)

These activities were aimed at motivating students to actively participate, and improving their ability to actively use new vocabulary in context, as well as their pronunciation accuracy. The results of this posttest will be compared to the pretest scores to evaluate the progress made and to determine the impact of the Wordwall platform on students' language development.

Question speaking skill assessed	Students facing difficulty (out of 20)
Name and English preference	5
How are you?	6
Family members	5
Using digital apps	8
Best friend	5
Daily routines	9
What you like about school	7
Pronunciation	8
Vocabulary tools	9

Elaborated by: Lenin Paul Flores (2025)

<i>Speaking rubric dimensions</i>	<i>Performance per criteria over 10</i>
<i>Fluency</i>	7,0
<i>Vocabulary</i>	8,5
<i>Pronunciation</i>	7.8
<i>Engagement</i>	8,8

Table 4 posttest results

Elaborated by: Lenin Paul Flores (2025)



Analysis and interpretation

The post test results from both the speaking rubric and the difficulty analysis indicate that the application of Wordwall had a positive influence on student's speaking skills, particularly in terms of active vocabulary acquisition and engagement. Students demonstrated strong performance in vocabulary and high engagement, suggesting that the interactive and game-based features of Wordwall were effective in motivating students and enriching their lexical knowledge.

The two charts suggest that Wordwall effectively improved vocabulary use and student participation, but additional support is needed for more complex speaking tasks, especially those involving pronunciation, fluency, and thematic vocabulary. Tailoring future activities to address these areas can lead to even more balanced skill development.

Comparison pretest and posttest

<i>SPEAKING RUBRIC</i>	<i>PRE-TEST</i>	<i>POST-TEST</i>
<i>DIMENSIONS</i>		
<i>FLUENCY</i>	4,1	7,0
<i>VOCABULARY</i>	4,2	8,5
<i>PRONUNCIATION</i>	4,8	7,8
<i>ENGAGEMENT</i>	4,9	8,8

Table 5 comparison pretest and posttest

Elaborated by Lenin Paul Flores (2025)

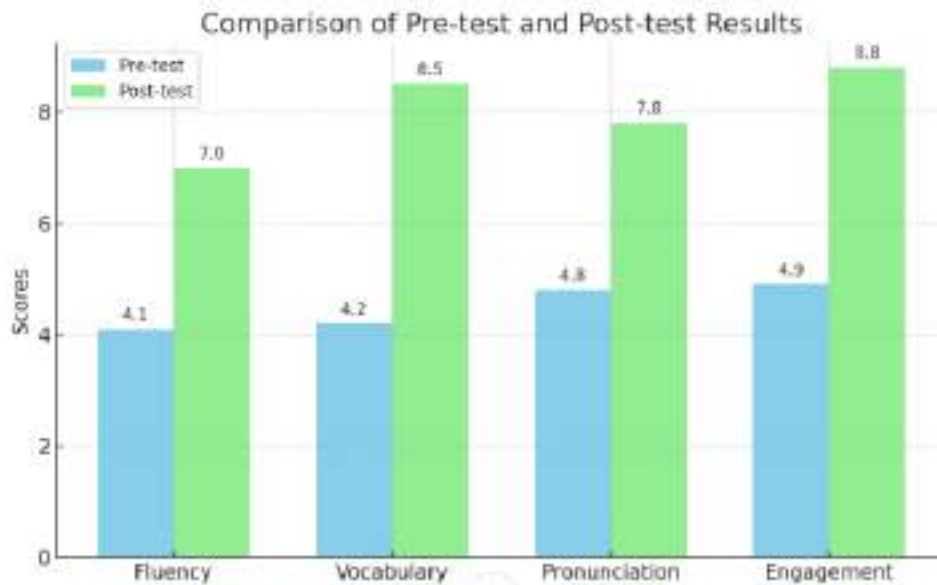


Table 6 Comparison pretest and posttest chart

Elaborated by Lenin Paul Flores (2025)

Analysis and interpretation

The comparison between pre-test and post-test scores across four speaking rubric dimensions: fluency, vocabulary, pronunciation, and engagement. This reveals a clear and consistent improvement in student's speaking performance after the application of Wordwall in the classroom. The data shows that all dimensions experienced substantial growth, indicating the efficacy of Wordwall as an interactive learning tool.

In terms of fluency, students improved from an average score of 4.1 in the pre-test to 7.0 in the post test. This 2.9 increase suggest that students became more confident and fluent in expressing their thoughts, likely due to the frequent practice and supportive structure provided by Wordwall activities. Similarly, vocabulary saw the most significant improvement, rising from 4.2 to 8.5. This 4.3-point gain reflects the platform's strong impact on student's ability to understand and use new words actively, likely enhanced by engaging games, repetition, and contextual learning.



Pronunciation also improved considerably, moving from 4.8 to 7.8. The 3-point increase suggests that students benefited from the visual and auditory components of Wordwall, which may have helped them model correct pronunciation and self-correct more effectively. Finally, engagement rose dramatically from 4.9 to 8.8, a 3.9-point leap that highlights the motivational aspect of using interactive tools.

In conclusion, the results demonstrate that Wordwall significantly enhanced students' speaking skills across all key areas. The most notable progress was seen in vocabulary and engagement, suggesting that the platform not only supported language acquisition but also fostered a more enjoyable and participative learning environment. These findings highlight the potential of integrating digital tools into language instruction, particularly to improve fluency, pronunciation, and active vocabulary use.

Feedback from both students (20) and teachers (2) indicated positive experiences with Wordwall in the classroom. Out of the 20 students, many expressed enjoyment and increased motivation, with one remarking, "I really liked using Wordwall because it felt like playing, not studying, and I learned a lot while having fun". Several students mentioned that the tool helped them with vocabulary retention and pronunciation, with one student noting, "It made it easier to remember new words, I enjoyed the chance to repeat games for practice".

Teachers also praised the platform for enhancing engagement and building confidence. One teacher noted, "Wordwall was a good way to motivate students, even those who are usually hesitant to participate". Another teacher explained on the noticeable improvements in fluency and pronunciation, saying, "After using Wordwall regularly, I saw clear progress in both pronunciation and fluency". The interactive nature of the tool was appreciated for keeping students actively involved, with one teacher adding, "It brought more energy to our lessons, and students were really engaging throughout". In summary, both students and teachers agreed that Wordwall significantly contributed to the improvement of language in an enjoyable and effective way (see annex 9).



Conclusions

1. This study was carried out with the aim of supporting the teaching learning process of active vocabulary acquisition and pronunciation improvement through the implementation of Wordwall based activities.

The use of this digital tool enriched the research by shaping the methodological approach and offering interactive strategies to help students address their most common difficulties with English vocabulary usage and pronunciation.

2. The identification of student's struggles in recalling and pronouncing vocabulary accurately during oral English tasks was made possible through diagnostic instruments such as test, surveys and classroom observations. By applying a mixed method approach that integrated both qualitative insights and quantitative analysis, the study gained a comprehensive understanding of learner's needs and the effectiveness of Wordwall as a learning aid.
3. Ultimately, the integration of Wordwall in classroom instruction allowed students to enhance their active vocabulary usage and refine their pronunciation through dynamic game-based exercises. As a result, learners became more confident, articulate more intelligible in their spoken English, demonstrating improved fluency and a better grasp of word stress, intonation, and better articulation.



Recommendations

1. To use Wordwall as a digital strategy to help “Filantrópica” students improve their active vocabulary and pronunciation skills both in class and independently at home, without requiring constant teacher supervision.
2. To continue enhancing student’s vocabulary range and pronunciation accuracy in English by integrating Wordwall activities into daily lessons, not only with digital devices but also by utilizing interactive features and customizable games, as it is known that activities can be printable, to support both learners and educators.
3. To promote the broader option of Wordwall, not only in 10th grades or A1 levels, but also incorporating its tools, interactive games, and multimedia features as part of any regular English curriculum, aiming to strengthen student’s oral communication, pronunciation, and vocabulary retention, particularly in technical schools.



References

- Abugohar, M. A., Al-Smadi, O., Al-Hnifat, M., Rashid, R., & Yunus, K. (2019). English Language Speaking Skill Issues in an EMP Context: Causes. *International Journal of English Linguistics*, 9(3), 211-225. Obtenido de <https://www.ccsenet.org/journal/index.php/ijel/article/view/0/39196>
- Adila, S., & Refnaldi. (2019). Pronunciation errors made by Senior High School students in speaking performance. *Journal of English Language Teaching*, 8(3), 306-316. Obtenido de <http://ejournal.unp.ac.id/index.php/jelt>
- Ahmadi, M. R. (2018). The use of technology in the English language learning: A literature review. *International Journal of Research in English Education*, 3(2). Obtenido de <http://ijreeonline.com/article-1-120-en.html>
- Ajisoko, P. (2020). The use of Duolingo Apps to improve English vocabulary learning. *International Journal of Emerging Technologies in Learning (IJET)*, 149-155. Obtenido de <https://www.learntechlib.org/p/217084/>
- Alimin. (2021). Developing a Mobile Apps as Media for Learning Vocabulary. *he 6th National Conference on Language and Language Teaching*, 61-77. Obtenido de <https://ncollt.unipasby.ac.id/proceedings/index.php/ncollt/article/view/9>
- Altum, M., & Ahmad, H. (2021). The Use of Technology in English Language Teaching: A Literature Review. *International Journal of Social Sciences & Educational Studies*, 8(1). doi:10.23918/ijsses.v8i1p226
- Amon, A. (2022). Improving student's pronunciation skill using Elsa speak application. *Journal of English language and pedagogy*, 5(1), 135-141. Obtenido de <https://doi.org/10.33503/journey.v5i1.1840>
- Atli, I., & Bergil, A. (2012). The effect of pronunciation instruction on students' overall speaking. *Procedia - Social and Behavioral Sciences*, 46, 3665-3671. doi:10.1016/j.sbspro.2012.06.124
- Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skill. *Acme International Journal of Multidisciplinary Research*, 2(4), 9-13.
- Bakar, Z. A., & Abdullah, M. (2015). Importance of Correct Pronunciation in Spoken English: dimension of second language learner's perspective. *Pertanika journal of social sciences and humanities*, 23(8), 143-158. Obtenido de <http://www.pertanika.upm.edu.my/>



- Bostrom, R. (2003). E-Learning: Facilitating Learning through. *AMCIS (Americas Conference on Information Systems)*. doi:<http://aisel.aisnet.org/amcis2003>
- Çil, E. (2021). The Effect of Using Wordwall.net in Increasing Vocabulary Knowledge of 5th Grade EFL Students. *Language, education and technology*, 1(1), 21-28. Obtenido de <https://orcid.org/0000-0002-3949-1316>
- Eshankulovna, R. A. (2021). Modern Technologies and Mobile Apps in Developing Speaking Skill. *Linguistic and Culture Review*, 5(2), 1216-1225. Obtenido de <https://lingcure.org/index.php/journal/article/view/1809>
- Europe, C. o. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. *Cambridge University Press*.
- Guaqueta, C. A., & Castro-Garces, A. (2018). The use of language learning apps as a didactic tool for EFL vocabulary building. *Canadian Center of Science and Education*, 11(2), 61-71. Obtenido de <https://www.ccsenet.org/journal/index.php/elt/article/view/72928>
- Hanifa, R. (2018). Factors Generating Anxiety When Learning EFL. *Studies in English language and education*, 5(2), 230-239. Obtenido de <https://doi.org/10.24815/siele.v5i2.10932>
- Horst, M., & Cobb, T. (2006). Second Language Acquisition. *Canadian Modern Language Review*, 63(1), 1-12. Obtenido de <https://www.utpjournals.press/doi/pdf/10.3138/cmlr.63.1.1>
- Hussain, S. (2017). Teaching Speaking Skills in Communication Classroom. *International Journal of Media, Journalism and Mass Communications*, 3(3), 14-21. Obtenido de <https://www.arcjournals.org/pdfs/ijmjm/v3-i3/3.pdf>
- Jacky, N., Rokhim, D., Agustina, N., & Munzil, M. (2022). Development of Gamification-Based Wordwall Game Platform on Reaction Rate Materials. *Orbital: The Electronic Journal of Chemistry*, 116-122. doi:<https://doi.org/10.17807/orbital.v14i2.16206>
- Jannah, M. (2022). EFL students' perspectives on the use of Wordwall as vocabulary learning media. *Journal of English Language Teaching*. doi:<https://doi.org/10.15294/elt.v11i2.57120>
- Kieu, V., Dang, T., & Pham, B. (2021). The Effectiveness of Using Technology in Learning English. *AsiaCALLOnline Journal*, 12(2), 24-40. Obtenido de <https://asiacall.info/acoj/index.php/journal/article/view/26>
- Ma, R. (2015). The Role of Pronunciation in Speaking Test Ratings. *All Theses and Dissertations*. Obtenido de



https://scholarsarchive.byu.edu/etd/?utm_source=scholarsarchive.byu.edu%2Fetd%2F4426&utm_medium=PDF&utm_campaign=PDFCoverPages

- Marhamah, M., & Mulyadi, M. (2020). The effect of using Word Wall picture media and linguistic intelligence to enhance learning outcomes. *Journal of Educational and Social Research*, 10(2), 134-142. doi:: 10.36941/jesr-2020-0033
- Mckeown, M. G., & Curtis, M. (2014). *The nature of vocabulary acquisition*. Psychology Press.
- Mobinizad, M. M. (2018). The Use of Mobile Technology in Learning. *Academy Publication*, 8(11), 1456-1468. doi:<https://www.academypublication.com/issues2/tpls/vol08/11/10.pdf>
- Nicolaidis, K., & Mattheoudakis, M. (2005). Combining vocabulary and pronunciation teaching. *Selected papers on theoretical and applied linguistics*, 16, 526-541. Obtenido de <https://ejournals.lib.auth.gr/thal/article/view/6186>
- Noroozi, M., & Siyyari, M. (2019). Meaning-focused output and meaning-focusedinput: The case of passive and active vocabulary learning. *Cogent art and humanities*, 6(1). Obtenido de <https://doi.org/10.1080/23311983.2019.1651443>
- Paksi, G. R., Sari, R., & Somawati. (2023). Teacher Perceptions on the Use of the Wordwall.NetApplicationas an English Vocabulary Learning Media. *Jurnal Ilmiah Pendidikan*, 4(1), 120-132. Obtenido de <https://doi.org/10.51276/edu.v4i1.307>
- Pesantez, A., & Naranjo, S. (2023). Effects of using quizziz and Wordwall to acquire vocabulary as a foreign language. *Revista Metropolitana de Ciencias aplicadas*, 6(1), 187-197. doi:<https://doi.org/10.62452/1y8p2k63>
- Pradini, P. C. (2022). Teaching English Vocabulary to Young Learners with Wordwall application. *Journal of Educational Study*, 2(2). doi:10.36663/joes.v2i2.351
- Rahmat, A. (2019). Enriching the Students Vocabulary Mastery in Speaking through engage, study, active method. *Methathesis: Journal of English language literature and teaching*, 3(1), 92-110. doi:10.31002/metathesis.v3i1.1237
- Rao, P. S. (2019). The importance of speaking in English classrooms. *Alford Council of International English & Literature Journal*, 2(2), 6-18.
- Rodriguez, C., Cuevas, J., & Maluenda, L. (2023). Assessing the Effectiveness of Wordwall as a vocabulary learning tool. *Journal of Education and Practice*, 14(31), 41-50. Obtenido de https://www.researchgate.net/profile/Claudia-Rodriguez-Escobar/publication/376312850_Assessing_the_Effectiveness_of_Wordwallnet_as_a_Vocabulary_Learning_Tool_Pre-



Service_EFL_Teachers'_Perspectives/links/6572a8996610947889a9d757/Assessing-the-Effectiveness

- Shadiey, R., Wu, T., & Huang, Y.-M. (2020). Using image-to-text recognition technology to facilitate vocabulary acquisition in authentic contexts. *ReCALL*. doi:10.1017/S0958344020000038
- Shaukat, R., Muhammad, S., & Hina, M. (2020). Issues in teaching English speaking skill in second language acquisition (SLA) at secondary level. *Indonesian journal of social and environmental issues*. Obtenido de <https://doi.org/10.47540/ijsei.v1i3.91>
- Silalahi, T., & Napitu, R. (2021). Improving student's skill by using Wordwall at the seventh grade students of SMP Negeri 10 Pematangsiantar. *Bilingual : Jurnal Pendidikan Bahasa Inggris*, 3(2), 111-120. doi:10.36985/jbl.v3i2.272
- Swari, N. (2023). Wordwall as a learning media to increase student's reading interest. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 11(1), 21-29. doi:10.23887/jpbi.v11i1.1572
- Vygotsky, L. S (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press
- Wang, B.-T. (2017). Designing Mobile Apps for English Vocabulary Learning. *International Journal of Information and Education Technology*, 7(4), 279-283.
- Widhiatama, D. A., & Brameswari, C. (2024). The Effectiveness of Wordwall in Enhancing Students' Engagement and Motivation in Literature Classes. *International Journal of Linguistics, Literature and Translation*, 7(4), 15-24. Obtenido de <https://doi.org/10.32996/ijllt.2024.7.4.3>
- Zaen, F., Miftakh, F., & Purnmasri, I. (2022). The Use of Wordwall Media to Enrich Students Vocabulary Size in EFL Class. *Jurnal Ilmiah Wahana Pendidikan*, 8(19), 127-136. Obtenido de <https://doi.org/10.5281/zenodo.7165499>



ANNEX 3

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Wordwall	Wordwall facilitates the learning process, it is engaging and it promotes the healthy competition among students. It is important to highlight that it motivates students to be competitive and it creates this challenging atmosphere for learning, leading it to improve their vocabulary and and develop some grammar aspects (Rodriguez, Cuevas, & Maluenda, 2023).	Multimedia integration	Use of audios and images	Never Rarely Sometimes Often Always
			Versatile tool for learning language	
		Engagement and motivation	Integrate elements of gamification	
			Create interactive and fun experiences	
			Make students participate actively	
		Individual learning and instant feedback	Autonomous learning	
			Autonomous learning Individual feedback	
		Learning technological tools	Efficiency to learn languages with the aid of techtools	
			Use of free resources in and out the classroom	
			Accessibility to many devices	
		Collaborative learning	Team production	
			Teamwork depending on the activity	

Table 7 Matrix of independent variable

Elaborated by: Lenin Paul Flores (2025)



ANNEX 4

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Speaking skill	According to Rao (2019) the influence of speaking skill in this globalized world is vital as communication plays a principal role in obtaining success in many professional fields. It is the most crucial skill to acquire a foreign or second language learning. Speaking is one of the most difficult skill to develop, it is categorized as a productive skill where its complexity can be harder than the receptive skills at the moment of acquiring a new language.	Pronunciation	Producing sounds correctly	Never Rarely Sometimes Often Always
			Stress	
			Intonation	
		Fluency	Speaking production	
			Fluent communication	
		Vocabulary	Use of words	
			Words in different contexts	
			Abroad and varied vocabulary	
		Accuracy	Speaking skill acquisition	
			Precision and correct use of language	

Table 8 Matrix of dependent variable

Elaborated by: Lenin Paul Flores (2025)



ANNEX 5

Students' Survey

Objective: To know the students' opinions before the use of Wordwall App and let them express how they feel with the use of the actual teaching method in enhancing their speaking skills.

Instructions: For each question, please rate your satisfaction and experience on a scale from 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree". Additionally, feel free to provide comments or suggestions at the end of the survey.

1. The teacher uses teaching activities that incentive your desire to speak in class.

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

2. The activities in the classes were well-structured, varied and organized.

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

3. The teacher uses technological applications that positively contributed to my speaking skills improvement, in-class or online.

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)



4. The teacher created a positive and engaging learning environment.

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

5. The teacher effectively encouraged and facilitated student participation in speaking activities.

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

6. The materials used in the lessons were relevant and contributed to the improvement of your pronunciation and includes some vocabulary that will be part of your technical preparation.

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

7. Are you satisfied with your experience in this class with the teaching techniques your teacher uses to enhance speaking skills?

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

Thank you for taking the time to complete this survey! Your feedback is valuable for improving the quality of language education.



ANNEX 6

TEACHERS' INTERVIEW

Objective: to explore how they conceive the teaching learning process of A1 speaking skills.

Introduction:

Good morning, dear teachers. This interview is part of a Master Research, which is aimed to improve the teaching learning process of speaking in English for A1 learners. Please answer these questions with sincerity and honesty. Thanks in advance for your cooperation.

- Can you provide a general view of the techniques you employ for interacting with the students during A1 speaking lessons?
- How do you provide feedback on students' pronunciation difficulties? Can you give examples of most common errors?
- What strategies do you use to ensure that all students remain on task? Do you use any Technological App to foster students' involvement in speaking class?
- What instructional strategies do you find most effective for teaching vocabulary and pronunciation for A1 learners? Don't you take advantage of the vocational characteristics of the technical school they are majoring?

Concluding Question

- Is there anything else you would like to add about your experience or challenges in teaching speaking?

Thank you very much!!!



ANNEX 7

Pre and Post-test Format. Speaking

Objective:

Pre-test: to check the students' speaking skills level before using Wordwall App, the implementation phase.

Instructions

Please listen carefully and provide an answer for each question using your own words in a clear form.

Questions

1. What's your name? Do you like the English subject?
2. How are you today?
3. Can you tell me the names of the members of your family?
4. Do you like to learn English using digital applications?
5. Who is your best friend?
6. Can you explain about your daily routines?
7. What do you like about school?
8. Please pronounce these sentences after me:

9. Do you know the English equivalents for: “destornillador, tuerca, martillo, tijeras, cables eléctricos”.
- 10.- Tell me some words that you remember of the unit you are studying now.

Acknowledgement:

Thank you for your participation in the pre-test. Your contribution is priceless and will help to our understanding and improvement of the English teaching learning process. Thank you very much.



ANNEX 8

OBSERVATION CHECKLIST SHEET

Objective: Verify the classroom behavior of A1 Level Students' Speaking Skills.

Instructions: Use this observational sheet to qualitatively corroborate the teaching techniques used by the teachers while developing speaking skills.

• **Teacher's Name:**

• **Class Level:** A1

• **Grade:** 10th grade

• **Date of Observation:**

1. Implementation of Teaching Method:

. How did he provide attention to most outstanding students' difficulties with pronunciation (phonemes, intonation, fluency and accuracy).

• Provide specific examples or instances that stood out.

.....

2. Clarity of Instructions:

• Observations:

• Use of teaching aids, games to support pronunciation and vocabulary. Assess the clarity of instructions given during speaking activities.

.....

3. Students' Participation:

• Observations:

• Describe the level of participation from students during speaking activities.

.....

4. Variety of Speaking Activities:

• Observations:

• Comment on the variety of speaking activities used in the lesson plan. Did the teacher include any task that familiarize the learners with their future professional preparation within this technical school?

.....



ANNEX 9

WORDWALL SATISFACTION SURVEY

1. How would you rate your overall experience with Wordwall?

- Excellent
- Good
- Fair
- Poor

2. Did you enjoy using Wordwall?

- Yes
- Somewhat
- No

3. Did Wordwall help improve your vocabulary and pronunciation?

- Yes
- A little
- No

4. Did Wordwall make learning more fun and engaging?

- Yes
- Somewhat
- No

Part 2: Open-Ended Questions

5. What did you like most about using Wordwall?



ANNEX 10

Carta de Consentimiento para la Participación de Estudiantes en una Investigación

Estimado representante legal

Me encuentro realizando un estudio de investigación titulado “*Uso de Wordwall para mejorar el vocabulario activo y la pronunciación en el aula*” y me gustaría invitar a su hijo a participar. El propósito de esta investigación es explorar cómo herramientas educativas como Wordwall pueden ayudar a los estudiantes a mejorar su vocabulario y pronunciación en inglés a través de actividades interactivas y divertidas. El estudio se llevará a cabo durante el horario regular de clases y consistirá en el uso de juegos en Wordwall, la realización de actividades relacionadas con vocabulario y pronunciación, y breves encuestas de retroalimentación. Todas las actividades están diseñadas para apoyar el aprendizaje y forman parte del desarrollo académico normal del estudiante.

La participación de su hijo es completamente voluntaria. Él podrá retirarse del estudio en cualquier momento sin ninguna consecuencia negativa. No existen riesgos conocidos asociados a esta investigación y toda la información recopilada será tratada de forma estrictamente confidencial. El nombre o identidad de su hijo no aparecerá en ningún informe ni presentación relacionada con el estudio.

Al firmar esta carta, usted manifiesta que comprende el objetivo del estudio y da su consentimiento para que su hijo participe. Si tiene preguntas o inquietudes, no dude en ponerse en contacto conmigo a través del correo institucional.

Atentamente,
Lenin Paul Flores
Benemérita Sociedad Filantrópica del Guayas
lflores@sociedadfilantropica.edu.ec

Autorizo la participación de mi hijo/a en el estudio de investigación.

Nombre del padre/madre/tutor: Alexandra Maricela Salazar Santana

Fecha: 08 julio del 2024