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TEMA:

**Enhancing Speaking Motivation in A2 Level ELL Students Through
Kinesthetic Learning Technique.**

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DEDICATION

Completing my Master's program and finalizing this research paper honors three influential individuals who supported me along the way. First, I express profound gratitude to my mother, Madfori Glasteni Velasco Freire. Her love and unwavering belief in my potential have been my bedrock. Her sacrifices and encouragement have always driven me to strive for excellence.

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DEDICATION

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Augusta Beltrán

Enhancing speaking motivation in a2 level ELL students through kinesthetic learning technique

Abstract

This research focuses on enhancing speaking motivation in A2 level English Language Learner (ELL) students through the implementation of kinesthetic learning techniques. The students often face challenges in oral communication due to limited vocabulary and grammar knowledge. Kinesthetic learning, which involves physical movement and hands-on activities, has shown effectiveness in language education by catering to diverse learning styles and enhancing memory and comprehension. The purposes of the research include exploring the impact of kinesthetic activities. The study will evaluate students' learning styles through surveys, identify teacher strategies to boost motivation, and compare pre-intervention and post-intervention assessments. The research will be conducted at U. E “Vicente Rocafuerte” in Guayaquil, Ecuador, with 71 A2 level students aged 14 to 16. The mixed-methods approach allows for a comprehensive assessment of the impact of kinesthetic learning on speaking motivation. The research results, obtained through instruments, reveal that kinesthetic activities positively impact speaking motivation. The data collected through surveys indicated increased motivation and a preference for kinesthetic learning among students. This research proposal advocates for the integration of kinesthetic learning techniques to enhance speaking motivation in A2 level ELL students. In conclusion, the findings emphasize the effectiveness of kinesthetic methods in improving language drive, addressing language anxiety, and accommodating individual learning preferences, offering valuable insights for language educators and practitioners.

Keywords: kinesthetic- Speaking – Motivation- Students- Learning

Resumen

Esta investigación se centra en mejorar la motivación para hablar en estudiantes de nivel A2 de inglés como lengua extranjera a través de la implementación de técnicas de aprendizaje cinestésico. Los estudiantes de nivel A2 de a menudo enfrentan desafíos en la comunicación oral debido a un conocimiento limitado de vocabulario y gramática. El aprendizaje Cinestésico, que implica movimiento físico y actividades prácticas, ha demostrado ser efectivo en la educación lingüística al adaptarse a diversos estilos de aprendizaje y mejorar la memoria y la comprensión. La investigación se llevará a cabo en la U. E "Vicente Rocafuerte" en Guayaquil, Ecuador, con 71 estudiantes de nivel A2 de entre 14 y 16 años. El enfoque de métodos mixtos permite una evaluación integral del impacto del aprendizaje cinestésico en la motivación para hablar. Los resultados de la investigación, obtenidos a través de entrevistas a profesores, listas de control y encuestas a estudiantes, revelan que las actividades cinestésicas impactan positivamente en la motivación para hablar. Los datos recopilados a través de las encuestas indicaron un aumento en la motivación y una preferencia por el aprendizaje cinestésico entre los estudiantes. En conclusión, cumpliendo exitosamente sus objetivos, la investigación implementó diversas técnicas cinestésicas, resultando en cambios significativamente positivos como se evidencia en los resultados estadísticos. Los hallazgos enfatizan la efectividad de los métodos cinestésicos para mejorar la motivación lingüística, abordar la ansiedad lingüística y adaptarse a las preferencias individuales de aprendizaje, ofreciendo información valiosa para educadores lingüísticos y profesionales.

Palabras claves: Cinestésico- Motivación - Aprendizaje- Estudiantes- Hablar

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Introduction

In the dynamic landscape of education, speaking and kinesthetic learning stand as pillars of comprehensive student development. When coupled with kinesthetic learning students engage with subjects on a deeper level, fostering holistic learning that caters to various learning styles and improve speaking proficiency. This introduction explores a series of informing studies, starting with Pazmiño & Guato until Mostafa Ahmed Abd El Kader.

A study developed by Pazmiño & Guato (2017), named “Influence of kinesthetic activities in speaking motivation performance”, which aimed to improve communicative skills by incorporating various learning styles into the curriculum activities found through data collected with classroom observations based on the Communicative Language Teaching methodology and the Multiple Intelligences theory that the integration of kinesthetic activities and catering to diverse learning preferences positively influences students' success in acquiring new knowledge and strengthening their communicative abilities.

In the study "Influence of kinesthetic activity to develop the oral skill of EFL" by Pisco & Santana (2017), which targeted the effectiveness of kinesthetic learning as a teaching method examined compared to traditional approaches. The research highlighted the importance of nonverbal communication in enhancing both kinesthetic and oral skills, collected data through classroom observations and student input. The findings indicated that integrating kinesthetic learning enhances students' comprehension and communicative abilities, offering a valuable teaching alternative.

In this research “Influence of speaking techniques in the development of the quality of oral expression” conducted by Escudero (2019). The study addressed deficiencies in linguistic competencies related to English language skills. found through data collected

involved field with observation survey and interviews. Additionally, the findings gave valuable insights about benefits of the adoption of various speaking techniques and exercises, aided by a digital manual with visual stories, to facilitate skill development, turning students into proficient speakers.

This study conducted by Alava & Manzo (2022) "Influence of the comprehensible input in the development of oral expression", assessed the effectiveness of a didactic guide for implementing comprehensible input to enhance various skills, with a focus on oral expression, for 8th-grade students through mixed-methods approach, as survey and interview. The results of incorporating diverse methods, techniques, and instruments in the classroom improve their oral expression skills significantly. This research highlighted the potential of the didactic guide as a valuable tool for enhancing language learning outcomes.

"Speaking" (1987) by Martin Bygate offers insights into the cognitive processes involved in speaking, the role of practice and feedback, the implications for language teaching, the design of speaking tasks, the integration of speaking activities in language classes, and the role of corrective feedback. This search is a combination of theoretical frameworks, cognitive psychology, and empirical research to examine the processes and strategies involved in speaking. It involves literature reviews, analysis of language production models, and potentially some case studies or classroom observations. It discusses the balance between fluency, accuracy and how learners use feedback from themselves and others to monitor and correct their speaking output.

"Language Learning Styles and Strategies: An Overview" by Rebecca L. Oxford (2001) provides a comprehensive exploration of the concepts of language learning styles and strategies. It covers key characteristics of learning styles and strategies and their impact on language acquisition by discussing various methodologies used to study how individuals

approach language learning. This research employs surveys, observations, and experiments. The book concludes by discussing the implications of understanding learning styles and strategies for language teaching. It emphasizes the need for educators to accommodate diverse learning preferences and highlights the role of individual differences in language learning.

The study “An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking motivation” (2013) by Dina A. Al-Jamal & Ghadeer describes the difficulties encountered at an EFL setting. Sixty-four students were interviewed out of 566 students by means of a survey questionnaire. The authors focused on a theoretical and contextual method. This study shows a ‘low’ speaking proficiency level among EFL undergraduates. The relevant difficulties caused by this study are the criticisms of the teaching process, absence of relevance of the content of textbook to student’s daily communicative needs by ignoring the real world, large classes, and lack of time.

The study “The effect of using some kinesthetic activities on developing EFL oral language performance for the primary governmental language students” Shireen Mostafa Ahmed Abd El Kader (2018) consider the developing of level of the participants to engage in communicative activities that depended on using the language in real life situations. The researcher`s instruments included an oral language performance checklist, a rating scoring rubric and a pre/post oral language performance test for 33 students in primary school. The researcher adopted the quasi-experimental design. Results of the study revealed the positive effect of using kinesthetic activities on developing the students' oral language performance.

Justification of the problem

This research will focus on enhancing speaking motivation s in A.2 level English Language Learners (ELL) through kinesthetic learning techniques due to the pressing need

to address the challenges faced by these students. Thus, A2 level ELL students often struggle with oral communication due to limited vocabulary and grammar knowledge.

Kinesthetic learning has been proven to be effective in language education as it appeals to different learning styles and facilitates memory and comprehension. By incorporating kinesthetic learning techniques, which involve physical movement and sensory experiences, the research aims to provide a more engaging and interactive learning environment that can enhance language acquisition and retention, in this way, students can better understand and internalize vocabulary, grammar structures, and pronunciation.

This approach encourages active participation, boosts confidence, and reduces anxiety, creating a supportive and inclusive language learning environment. This research addresses the specific proficiency level of ELL students, who are typically beginners in the process. Enhancing their speaking motivation at this stage is crucial for building a solid foundation for students' development and proficiency. By targeting this specific population, the research can provide valuable insights and practical strategies that can be implemented in classrooms catering to similar language learners. The findings from this research can inform and guide educators in creating more engaging and effective learning.

Problem statement

The problem of this research project is to determine the kinesthetic learning techniques connection in the improvement to speaking motivation of A2 level students in a public high school.

Precision of the Research topic related to the general and specific lines of research of the University.

Improving speaking motivation in A2 level English Learners through kinesthetic learning techniques aligns with UBE research lines of pedagogy, didactics, and education management, as well as on educational models, pedagogical innovations, and evaluation

established by it. By researching task-based language teaching to enhance oral fluency among A2 level students, this study contributes significantly to the understanding of language teaching methods and the application of a specific educational model. Furthermore, the research project lines up with the broader objectives of enhancing educational practices, evaluating instructional models, and fostering pedagogical innovations in the field of education.

Description of the research object

The study aims to explore the impact of incorporating physical movement and hands-on activities during language learning sessions on students' speaking motivation to identify the impact of kinesthetic activities to potentially benefit speaking abilities in elementary students. By examining the use of kinesthetic techniques such as role plays, interactive games, and group discussions, the research seeks to assess the effectiveness of these methods in enhancing students' confidence, fluency, and overall engagement in verbal communication.

Research aim

To explore the impact of the integration of kinesthetic learning techniques to boost motivation when speaking in A2 learner at Vicente Rocafuerte High School in second term.

Specific research objectives

- To evaluate and identify students' learning style through the application of a survey.
- Identify Teacher's lesson plan methodological strategies to boost motivation to develop speaking environments and provide amendments when necessary.
- To compare the impact of kinesthetic learning to boost motivation to speak by conducting pre-intervention and post-intervention assessments.

Description of the conceptual and operational categories (independent variable & dependent variable)

According to Carter (2020) emphasizes that kinesthetic techniques are strategies which integrate movement-based activities into the curriculum by promoting students' creativity, critical thinking, and overall academic success. According to Chaney (1998) Speaking entails the act of creating and disseminating significance through verbal and non-verbal symbols within varying scenarios.

The dependent variable in this study is A2 Speaking motivation. As per the Common European Framework of Reference for Languages (CEFR), A2 speaking motivation pertains to individuals at a basic language proficiency level. These individuals can engage in communication within everyday contexts using commonly used expressions and basic vocabulary. The CEFR serves as the system that outlines and clarifies various levels of both oral and written language expression and comprehension, applicable to languages like English.

Description of the research approaches and methodologies to be used

The quantitative and qualitative research method will be employed in this proposal for enhancing speaking motivation through kinesthetic learning techniques. Firstly, a survey will be conducted to identify a sample of kinesthetic learners from the target population. Next, the participants will be divided into two groups: a control group and an experimental group. The control group will not receive kinesthetic activities, while the experimental group will engage in specific kinesthetic exercises aimed at improving their speaking abilities. Both groups will undergo a pre-test to assess and diagnose their initial speaking proficiency levels. After the intervention, a post-test will be administered to measure the extent of improvement in speaking motivation resulting from the kinesthetic activities.

In addition, the survey will be carefully designed to accurately identify kinesthetic learners in the target population. Random sampling techniques will be used to ensure a

representative sample. Next, the participants will be assigned to the control and experimental groups. Standardized pre and post-tests will be used to assess speaking proficiency consistently. The implementation of kinesthetic activities will be well-planned and monitored to ensure consistency across all participants. The data collected from the instruments will be analyzed using appropriate statistical methods to determine any significant improvements in speaking motivation s. Finally, the findings will be reported objectively, providing clear evidence of the effectiveness of kinesthetic learning in enhancing speaking abilities.

Description of the research context

The research will be conducted at U. E “Vicente Rocafuerte”, an institution located in Guayaquil, Ecuador. There are a total of 71 students enrolled in A2 level with classes starting at 6:50 a.m. from Monday to Friday. As a public institution, it recognizes the significance of English as a global language and the importance to ensure that students have access to quality language learning from an early age since. According to the National English curriculum guidelines (2013) for A2 level learners, individuals at this proficiency level can communicate effectively for the purpose of performing basic tasks and routine activities. Moreover, these learners possess the ability to convey thoughts using uncomplicated language, particularly when expressing ideas related to their past experiences, surroundings, and immediate needs.

The classrooms will serve as the research context, where kinesthetic learning will be implemented to enhance speaking motivation in A2 level students aged 14 to 16 years old. It is necessary to collect relevant data. The research context fosters the exploration of kinesthetic learning techniques to facilitate speaking motivation development with activities involving physical movement, gestures, role-playing, and other interactive methods to engage learners and reinforce language learning.

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

The research proposal focusing on enhancing speaking motivations in A2 level English Language Learners (ELL) through kinesthetic learning techniques at Vicente Rocafuerte high school offers valuable practical contributions, holds significant importance, and addresses a pertinent social need. This research aims to provide actionable insights to educators, advance pedagogical understanding, and fulfill the demand for improved language skills. By investigating the impact of kinesthetic learning on oral fluency, this research bridges an essential gap in language education. It guides instructors in designing effective and engaging strategies tailored to the students' needs, promoting a more dynamic and interactive language learning environment to enhance language proficiency and foster more confident communication.

This research lies on its potential to optimize language teaching methodologies. By exploring the effectiveness of kinesthetic learning techniques, the proposal contributes to a deeper understanding of innovative and learner-centered language instruction to potentially revolutionize language education by enhancing social integration, cross-cultural communication, and access to diverse opportunities benefiting both educators and learners to develop the confidence and proficiency.

CHAPTER 1: LITERATURE REVIEW

1.1 Definition of Speaking

Speaking involves expressing thoughts, ideas, etc. by making it a central language skill for successful communication in foreign language learning. The art of speaking is the quintessential ability to effortlessly and skillfully articulate one's thoughts, concepts, and knowledge through verbal expression. According to Pratiwi & Ayu (2020), several experts provide varying definitions of speaking which involves the capacity to communicate fluently, requiring not only knowledge of language features but also the ability to process information and language spontaneously. Speaking is the oral transmission of ideas and information in diverse situations.

1.2 The Importance of Speaking A2

As Lai-Mei Leong and Seyedeh Masoumeh Ahmadi pointed out in their 2017 work, it is innate for humans to speak even before they learn how to read and write. Oral communication plays a much larger role in our lives than written language. The art of conversation hinges on the ability to speak effectively. However, achieving proficiency in spoken English is no small feat, as it requires mastery of several vital components such as grammar, pronunciation, vocabulary, comprehension, and fluency. To communicate with others effectively, learners must possess a strong command of the English language.

Speaking holds immense significance in facilitating people's interaction, given that they communicate orally everywhere and every day. Speaking serves as a medium to communicate ideas and messages effectively. Therefore, to encourage students to communicate in English, it is imperative to adopt real communication and urge them to engage in the same process. According to Richards and Rodgers (2001), the traditional

teaching methods tended to overlook the speaking motivation in classrooms, giving more emphasis on reading and writing skills.

In The Grammar-Translation method, the art of reading and writing was deemed as the crux of language learning, whereas the skill of speaking and listening was not accorded the same level of importance. Nonetheless, the four language proficiencies - listening, speaking, reading, and writing - speaking stood out as the most crucial skill, indispensable for effective communication. Speaking is the key to unlocking the other language skills, empowering learners to enhance their vocabulary and grammar, and ultimately, refine their writing abilities. Through speaking, students can articulate their emotions, ideas, narrate stories, make requests, engage in discussions, and demonstrate the myriad functions of language. Therefore, the act of speaking transcends the classroom, assuming a pivotal role in everyday life.

1.3 Factors affecting speaking motivation

1.3.1 Mother Tongue Interference

Dedy Subandowo (2017) expounds that the notion of Mother tongue does not only pertain to the language one learns from their mother, but it also alludes to the speaker's dominant and home language. It is also commonly referred to as the native language. The differences in mother tongue amongst individuals serve as unique characteristics that we ought to consider in the process of language acquisition. While a significant number of first language users may exhibit speaking errors, it is noteworthy that pronunciation errors are more prevalent, primarily influenced by the first language. The mispronunciations made by children are akin to those made by monolingual first language learners, and only a small fraction of speaking errors can be attributed to first language learners.

The initial linguistic system serves as a sturdy foundation upon which one can construct an understanding of the tenets of a foreign language. In the realm of native language influence on the target language, extensive research has already been conducted. Thus, the mother tongue, being a native language, naturally brings the underlying structure of the first language to the surface of the target language. Nonetheless, mother tongue yields both positive and negative outcomes. This is evidenced by students who, when working in groups, tend to rely on their native language instead of English, thereby reinforcing their individual identity. However, the negative consequence of an excessive dependence on the L1 may hinder the communication in English. Subandowo (2017).

The notion of interference from one's maternal language can be perceived as a transference that impacts learning in both a constructive and detrimental light. There exists a possibility for learners to commit mistakes or errors when acquiring a second language, particularly English. This thesis finds support in the high likelihood of cross-linguistic influence during the acquisition of a second language, which may result in errors stemming from negative transfer. Additionally, faulty pronunciation and grammatical miscues are the most prevalent forms of interference between the maternal language and the target language. Consequently, language interference regarding pronunciation leads to shortcomings in students' oral communication skills, particularly with respect to the accurate enunciation of English phonemes.

1.3.2 Specific rules for speaking activities

According to Sanjay and Narayana (2020), to prevent undesirable behavior within the classroom and enhance student engagement in speaking activities, it is advisable for the instructor to establish a set of group norms or rules. These norms should be introduced and discussed with the scholars at the outset of the group's formation, with their active

acceptance. It is imperative to clarify the significance of these group norms and provide the opportunity to participate in the rule-making discussion, suggesting potential additional rules. This empowers learners to assume responsibility for fostering a conducive classroom atmosphere and address any individuals who may not adhere to the established rules.

1.3.3 Language Anxiety

Language anxiety, a major concern in language learning, manifests in learners when they are required to speak the language. The impact of language anxiety is significant, affecting both learning and teaching of a second language. Non-native speakers often experience anxiety and panic when using the English language. How learners respond to language anxiety varies, with some overcoming the anxiety and others succumbing to it. Both positive and negative effects of language anxiety have been observed in students. While some students have found ways to conquer their anxiety, others have avoided language anxiety altogether, resulting in poor academic performance and reluctance to communicate in English. (Ejeng, I. E. A., Hashim, H., & Duan, S. S. (2020).

1.3.4 Students' lack of accurate pronunciation

J. Theresia Limerantoa, Barli Bramb (2022) mention that the academic speaking performance of students was hindered by their inadequate pronunciation. Several participants, including Yoga, Ana, and Jack, expressed their desire to improve their English-speaking proficiency, particularly their pronunciation, as they lacked confidence in this area. They believed their pronunciation was still poor and cited words like focus, cough, and director as examples of their mispronunciation. They felt inferior and hesitant to continue conversations with friends, fearing they would be laughed at for their mistakes. Speaking was perceived as the most challenging English skill, causing anxiety and hindering communication.

The art of pronunciation is a delicate matter that can be disrupted by a mere slip of the tongue, lack of concentration, and insufficient knowledge of specific lexicons. This hindrance has become a prominent issue for Anna, Yoga, Jack, and Mega, leaving them feeling inhibited and demotivated to express their thoughts and opinions. Yoga, for instance, recounts being ridiculed by peers due to his mispronunciation, which resulted in him avoiding conversations altogether. Jack also faced a similar struggle with a lack of self-confidence, diction background knowledge, and focus, compounding his challenge with mispronunciation. Anna, on the other hand, expressed her frustration with not having a broad enough vocabulary to articulate her ideas.

1.3.5 Students' motivation

The students' enhanced motivation led to their superior English performance. Despite facing some speaking difficulties, a group of students were highly motivated to improve their speaking motivation. All participants expressed their desire to do their best, even though they were aware of their speaking weaknesses. They were diligent in learning from their mistakes and constantly sought to expand their vocabulary by referring to dictionaries. Additionally, they sought help from their peers to improve their pronunciation. Their goal was to enhance their English language proficiency, particularly in speaking.

Based on the diverse perspectives of the participants, it was evident that they possessed an unwavering zeal to acquire and enhance their speaking to attain a pinnacle of competence and performance in the English language. According to the interview, the participants agreed that motivation is an integral factor that propels them to keep learning. They apprehended that speaking fluently plays a vital role in advancing their future career prospects and their performance in the English Foreign Language classroom. During the interview, they acknowledged that mastering the art of speaking is not an easy feat, but

their unflinching motivation drives them to persevere in their learning journey. J. Theresia Limerantoa, Barli Bramb (2022)

1.4 Teacher' Role in Speaking Activities

Boutaina Guebba (2021) focuses that teachers hold a significant position in the process of students' language acquisition. As such, they possess the power to influence their educational journey in a positive or negative manner. It is imperative to note that the methods of teaching employed deeply impact the students' approach to language learning. To engage the students in various speaking activities such as debates, dialogues, role play, communication games and more, teachers need to adopt multiple roles. These roles include that of a prompter, participant, and feedback provider.

Firstly, in the role of prompter, the teacher can offer suggestions to the students without interrupting their interaction, thereby helping them when they face difficulties in expressing their ideas. Secondly, the teacher can engage in carrying out the speaking activities, implicitly introducing new information, ensuring student engagement, and maintaining a positive environment. Feedback holds significant importance as the third role in Speaking. The discernment of when and how to provide feedback is a pivotal factor. It is crucial to note that excessive correction can negatively impact students, leading to a decline in their motivation to complete assigned tasks. On the other hand, a constructive correction can greatly enhance the students' awareness of their errors.

1.5 Assessment methods for speaking

Evaluation is an essential factor in education that determines the extent to which students have acquired the language skills taught by the foreign language instructor, especially those with limited language abilities. This emphasizes the importance of the

teacher's assessment of the students' capacity, which is integral to ensuring effective appraisal. Furthermore, evaluating the teaching and learning process in relation to the students' level of proficiency is crucial (Aminatus Sa'diyah, 2020).

The assessor gives marks based on three distinct criteria: Grammar and Vocabulary, Pronunciation, and Interactive Communication. Employing the scales during classroom speaking practice exercises will enable the teacher to analyze the strengths and weaknesses of students when undertaking A2 Key for Schools Speaking tasks. This will also allow the teacher to observe the scholars' execution of an A2 Key for Schools speaking task, document instances of performance based on the listed criteria, provide feedback to pupils, and reflect on whether they are adequately prepared for the examination and how they can enhance their skills (Cambridge, 2019).

According to Cambridge (2019), it is crucial to recognize that in a genuine A2 Key for Schools Speaking test, the marks presented reflect the candidate's performance throughout the entire exam and not just in isolated components. Through familiarity with the assessment criteria and increased experience in analyzing students, educators will discover it simpler to concentrate on all the criteria during the practice tasks. The assessment scales will enable teachers to analyze their students' strengths and weaknesses. Nevertheless, it is important to note that the assessment scales will not necessarily provide an accurate prediction of the achievement in the real test, as the candidate may be influenced by external factors such as anxiety.

Herrera, Murry, and Cabral's research from 2013, as referenced by Espinosa in 2015, highlights the use of performance-based assessment to gauge students' comprehension and reasoning abilities, assessing how effectively they connect their existing knowledge. Furthermore, the author enumerates several advantages of performance-based assessment that cannot be evaluated through alternative methods.

Table 1: Advantages of performance-based assessment that cannot be evaluated through alternative methods

Advantages of performance-based assessment	Student-Centric Benefits	Educator insights and Development Opportunities
Engaging students in active participation in their learning process, fostering confidence and motivation.	Allowing students to formulate their own responses instead of selecting them from predefined options.	Providing teachers with the opportunity to introspect, identifying their strengths and weaknesses in teaching.
Evaluating students' work based on a predefined set of criteria.	Shifting the focus from mere grading to actively promoting learning.	Reinforcing instructional strategies that align with the curriculum and facilitating the development of collaborative work.

Note. This Table highlights the benefits to enrich the educational environment.

Elaborated by: Narea and Beltrán, 2023. Source: (Espinosa, 2015)

1.6 Kinesthetic Definition

Kinesthetic intelligence is characterized by the intellectual capacity found in individuals capable of employing their entire body, or even specific body segments, to address challenges in the pursuit of cognitive tasks, marking the development of kinesthetic intelligence (Gardner, 1993). Furthermore, kinesthetic intelligence represents an individual's ability to synchronize physical actions with cognitive processes, resulting in precise and coordinated movements. This underscores the crucial interplay between mental faculties and the body as a unified entity. In essence, it represents the capacity to synchronize mental and physical aspects for flawless motion (Wijayanti and Rukiyati, 2021).

Moreover, kinesthetic learners demonstrate exceptional aptitude when immersed in dynamic, tactile learning approaches, flourishing through direct engagement with their surroundings. Nevertheless, they might encounter challenges in sustaining their attention and concentration, frequently succumbing to distractions with relative ease. (Gilakjani, 2012). In addition, teaching is characterized as employing creative movement

within the classroom setting to impart knowledge and cover a wide range of subjects in the curriculum (Griss, 2013).

1.7 Students' characteristics

The comprehension of student characteristics encompasses three fundamental aspects: cognitive, affective, and psychomotor. The cognitive dimension delves into mental activities and brain function, while emotional concerns pertain to attitudes, values, and behavioral. On the other hand, psychomotor elements encompass physical movement, coordination, motor skills, and physical abilities (Alannasir, 2020).

Table 2.- Kinesthetic Intelligence Characteristics

Characteristics	Definitions
Hands-On Learner	Kinesthetic learners thrive when they can physically interact with materials, manipulate objects, and engage in activities that allow them to touch and feel.
Physical Movement	These learners often need to move around while studying or incorporate physical activities like pacing, tapping, or fidgeting to enhance their concentration may have a strong memory for information associated with physical actions
Learning by Doing	Kinesthetic learners prefer learning through action and experience, where they actively participate in tasks, experiments, or simulations
Tactile Learner	They excel at absorbing information through touch and may use tools like textured materials, models, or physical props to enhance their learning.
Hands-On Problem Solvers	Kinesthetic learners are inclined to solve problems by physically manipulating objects or experimenting with real-world scenarios and making field trips and practical applications particularly effective
Trial and Error	They often learn through trial and error, testing different approaches and making adjustments based on the physical feedback they receive.
Spatial Thinkers	Kinesthetic learners often have strong spatial intelligence, allowing them to visualize and understand relationships in physical space
Active Engagement	They are more engaged in learning when they are actively involved in tasks, discussions, or projects that require physical and collaborative learning activities
Kinesthetic Feedback	They rely on physical sensations, such as muscle memory or bodily cues, to gauge their progress and make adjustments in their learning.

Note. This Table provides a concise overview of the characteristics and definitions associated with kinesthetic learners. Elaborated by: Narea and Beltrán, 2023

Source: (Alannasir, 2020 / Barco&Guato, 2017)

1.8 Teaching approaches and Methods for kinesthetic learners

Teaching kinesthetic learners effectively involves employing various approaches that cater to their need for physical engagement and movement specifically tailored to kinesthetic students.

Table 3.- Approaches and Methods

Teaching Approaches	Teaching Methods
Hands-On Learning Activities with physical objects Experiments and practical tasks Active participation	Hands-On Learning Activities Manipulating physical objects Conducting experiments Practical application of concepts
Role-Playing and Simulations Acting out scenarios Embodiment of concepts Practical understanding	Educational Games and Puzzles Board games, puzzles, challenges Active problem-solving
Physical Models and Manipulatives Tangible tools and models Hands-on exploration Effective for math and science	Field Trips and Outdoor Learning Real-world exploration Concrete experiences
Interactive Demonstrations Real-life examples and interactions	Creative Arts Integration Dance, drama, music Emotional connection through physical expression
Movement Breaks Short physical activities during lessons Refocus and reenergize	Collaborative Projects Group work and teamwork Problem-solving through collaboration
	Choice and Autonomy Student-selected projects Personalized learning paths

Note. This Table provides a comprehensive overview of diverse teaching methods for engaging education. Elaborated by: (Beltrán and Narea, 2023) Source: (Ahmed, Shah and Shenoy, 2013).

1.9 Kinesthetic Teaching Resources and Strategies

The use of kinesthetic resources in a classroom setting is significant due to its potential to enhance students' attention and engagement in instructional activities. The ability of students to maintain focus during classroom instruction is decisive for effective learning, as distractions and off-task behavior can lead to a loss of valuable instructional time, ultimately impacting academic achievement negatively. (Flippin, Clapham and Tutwiler ,2021).

In a kinesthetic learning environment, students partake in activities that allow them to explore their body's interconnectedness with the world. These experiences involve sensory engagement, music, object manipulation, and spatial-temporal coordination. They contribute to a comprehensive understanding of oneself and the external world. In essence, kinesthetic resources in the classroom nurture holistic development by fostering a profound connection between physical experiences and cognitive comprehension. This approach acknowledges the body's essential role as a conduit for learning and understanding (Suitner, Giacomantonio and Maass, 2015).

These materials are applicable to various subjects, including reenacting a news story, crafting a detective novel or theatrical performance, expressing the emotions of a love poem through gestures, or creating a psychodrama based on a report. It's necessary to recognize that kinesthetic experiences are closely linked to our senses of smell, taste, and other bodily sensations, creating a multi-sensory connection. (Mandoki, 2016).

Table 4.- Kinesthetic learning strategies.

Strategy	Description
Body Responses	Engaging in bodily practices to gain experiential insights and express personal characteristics through movement. Repeated gestures, varying in speed, contribute to enhancing speaking motivation s

Body Maps	Utilizing a system that allows individuals to explore and understand the body from an academic perspective. It involves constructing written and oral narratives, fostering dialogic interactions between the subject creating the body map and the researcher.
Theatre in the Classroom	Implementing classroom theatre as an educational, engaging, and multidisciplinary strategy. This approach immerses the entire class in a dramatic project aimed at developing traditional qualities such as body expression, memory, spatial awareness, and artistic sensitivity.
Competitive and Cooperative Games	Employing competitive board games where players compete individually and cooperative board games that require teamwork to achieve a collective victory by leveraging combined skills.
Handicrafts	Utilizing various simple crafts as a means of learning English. These student-created crafts are translated into English to assist in language education.
Creative Movement	Fostering student engagement and motivation through movement-based activities accompanied by music or specific actions while learning.
Touch Activities of All Kinds	Exploring various textures through tactile experiences to stimulate creativity during play and encourage students to differentiate between textures through touch.
Mimes	This activity reinforces vocabulary and concepts in another language through memorable mime performances.
Physical Education Exercises	Utilizing physical education as an effective method for learning English through movement and play, integrating language education with physical activities.

Note. This Table presents the diverse strategies for engaging language education. Elaborated by: Ingrid Narea, 2023; Source: (Garzuzi, & Mejia, 2015)

1.10 The Importance of Using Movement in the Classroom

Traditional teaching methods, characterized by prolonged periods of inactivity where students are seated, do not promote the physical and mental well-being of students. Such approaches are found to be detrimental to students' overall performance in both physical and cognitive aspects. These conventional practices fail to support students' physical health and hinder their mental agility. In contrast, more active and engaging teaching methods are believed to be more advantageous for students, enhancing their

physical vitality and mental capabilities. Therefore, a departure from traditional approaches is recommended for a holistic improvement in students' physical and mental outcomes. (Wiles and Bondi , 2015).

One effective method to incorporate kinesthetic movement and tactile experiences into daily academic lessons involves utilizing peer interactions as a preferred learning style. Students can be grouped heterogeneously or homogeneously to facilitate discussions, interactions, debates, or Kagan-style teaching structures (Ediger, 2013).

1.11 Impact Kinesthetic Learning in the Classroom

Students who engage in physical activity while seeking knowledge or solutions tend to outperform their socially active peers, even if they started as lower achievers, with passive students demonstrating the lowest academic outcomes. (Shoval and Shulruf, 2011). Furthermore, incorporating kinesthetic movement into academic instruction can address gender-based differences in learning styles. Additionally, among the various learning styles, accommodators, for example, gravitate toward hands-on learning experiences over reading, research, or theory-building (Jennings, 2012).

In addition, kinesthetic movement activities encourage meaningful interactions between students as they move around the classroom, engage in conversations, and demonstrate manners and social skills. This not only promotes intentional dialogue but also physical activity, enhancing blood flow to the brain. Additionally, forming small groups for interactive discussions not only fosters social skills but also teaches students respectful and purposeful movement within the classroom (Ediger, 2013).

1.12 The advantages of identifying learning style

Understanding one's learning style also empowers learners to acquire the skill of learning itself, fostering autonomy and accountability in their educational journey. As a result, learners gain confidence, and teachers gradually relinquish control, assuming the role of facilitators (Gilakjani and Ahmadi, 2011). An additional advantage of grasping learning styles is that it enables teachers to tailor lesson plans to match their students' unique styles, which proves especially valuable when dealing with novice or struggling learners, reducing frustration during this phase of learning (Awla, 2014).

On other occasions, deliberate mismatching may be beneficial to expose learners to new learning methods and accommodate diverse thinking styles while encouraging reflection on their own styles. However, caution is warranted, as haphazard mismatching may lead to learner disengagement or dropouts (Tuan, 2011).

Furthermore, there are three categories of benefits associated with identifying learning styles: Academic, personal, and professional. Academic advantages encompass improved learning abilities, successful progression through educational stages, effective study techniques resulting in high test scores, classroom management, stress reduction, and an expanded repertoire of learning strategies. Personal benefits include heightened self-esteem, optimized brain utilization, self-awareness of strengths and weaknesses, increased motivation, and the enhancement of innate abilities and skills. Professionally, understanding learning styles leads to informed decision-making, a competitive edge, effective team management, enhanced sales skills, and increased earning potential. (Awla, 2014).

1.13 Kinesthetic Empathy

Kinesthesia is the perception of movement and posture, while empathy is the capacity to grasp and respond to another person's inner experiences. In addition, empathy implies the endeavor to comprehend someone's inner world, including their emotions and circumstances, and subsequently adjusting one's actions accordingly. Consequently, when these definitions are combined, the term "kinesthetic empathy" can be defined as the ability to employ bodily movement and sensory perception to comprehend and connect with someone else's inner experiences (Jerak, Vidrih, and Zvelc, 2018).

Learning with empathy profoundly impacts students' motivation inside the classroom. Moreover, the utilization of encouragement emerges as a potent strategy for reinforcing desired behaviors. Concurrently, it acts as a robust means of enhancing effective learning. (Thorpe and Borden, 1985).

2. CHAPTER 2: RESEARCH METHODOLOGY

2.1 Research Approach

The selected research approach for the study titled "Enhancing Speaking motivations in A2 Level English Language Learner (ELL) Students through Kinesthetic Learning Techniques" is a Mixed-Methods Research Approach, as suggested by Battist & Torre (2023). This approach involves the simultaneous or sequential utilization of both quantitative and qualitative research methods to attain a thorough understanding of the research topic.

In this study, a Quasi-experimental design will be employed, combining quantitative data with qualitative data to explore the impact and effectiveness of kinesthetic learning techniques on the speaking motivation of A2 level ELL students. The significance of the mixed-methods research approach for this study is multifaceted. Firstly, it enables the assessment of the impact of kinesthetic learning techniques on speaking motivation using diverse data sources. Quantitative methods objectively measure improvements in speaking motivation, while qualitative data offer insights into students' experiences, challenges, and perceptions.

Moreover, the combination of quantitative and qualitative data serves to validate findings. If quantitative data indicates an improvement in speaking motivation and qualitative data confirms positive student experiences, it strengthens the evidence supporting the effectiveness of kinesthetic learning techniques. Qualitative data play a vital role in providing rich, in-depth insights into the "why" and "how" behind the effectiveness of kinesthetic learning.

This approach uncovers specific teaching methods and strategies that prove successful and identifies areas that may require improvement. Additionally, the mixed-methods approach guides the development of tailored interventions by understanding the

unique needs and feedback from students, facilitating the design of more effective and engaging strategies.

Throughout the research process focused on enhancing speaking motivations in A2 level ELL students through kinesthetic learning techniques, the mixed-methods approach offers several key contributions. Quantitative assessments measure the effectiveness of kinesthetic learning techniques, providing empirical evidence, while qualitative data provide a deeper understanding of students' perceptions and experiences with kinesthetic learning.

This understanding guides the development of best practices and refines teaching methods. Qualitative data also highlights challenges or limitations in using kinesthetic learning techniques, enabling the development of strategies to address these issues. Incorporating qualitative feedback from students ensures a student-centered research process, placing students' voices and experiences at the forefront, and considering their needs and preferences in shaping effective pedagogical strategies.

In summary, a mixed-methods research approach is well-suited for the study of enhancing speaking motivation in A2 level ELL students through kinesthetic learning techniques. It offers a balanced and comprehensive perspective on the effectiveness and impact of these techniques, ultimately contributing to more informed and student-centered teaching practices.

2.2 Research method

To gain a comprehensive understanding of the research focus on enhancing the speaking motivation of A2 Level English Language Learner (ELL) students through the utilization of Kinesthetic Learning Techniques, it is vital to delve into the mixed-method research approach. This approach, combining qualitative and quantitative research methods, aligns with the specific needs of the research, facilitating a well-rounded

exploration of the subject matter. In the book, *Designing and Conducting Mixed Methods Research*, Creswell and Plano (2018) provide a lucid definition of mixed-method research as an approach that integrates both quantitative and qualitative methodologies.

They emphasize the concurrent or sequential use of these methods to achieve a more holistic comprehension of the research topic. According to them, the amalgamation of qualitative and quantitative research offers a deeper understanding than either method in isolation, leading to a more comprehensive insight into research complexities. The contribution of qualitative research in this mixed-method approach is paramount. Qualitative research centers on the exploration of participants' experiences, perceptions, and profound insights. In the context of enhancing speaking motivation through kinesthetic learning techniques, qualitative methods such as interviews and open-ended surveys prove invaluable.

These methods capture the personal experiences of students, their emotional responses to the learning techniques, and the subtle challenges they encounter during their learning journey. Furthermore, in the analysis of qualitative data, understanding written materials, such as interview transcripts and focus groups, as well as visual data like photos, is essential. This process includes the identification of patterns and the drawing of conclusions from the data (Brooks, Bee and Rogers, 2018). It provides a rich, narrative depiction of the student's experience with kinesthetic learning techniques, allowing for a deeper understanding of why certain strategies succeed or falter for specific A2 Level ELL students.

In conjunction with qualitative research, quantitative research holds significant importance in the mixed-method approach. Quantitative research involves using numerical information to measure and describe different phenomena, facilitating the creation of empirical connections among two or more variables (Stockemer and Glaeser, 2019). In the

context of this research, quantitative methods, such as pre- and post-assessments, closed-ended surveys of speaking motivation, yield numerical data which serve as a metric for assessing the effectiveness of kinesthetic learning techniques and quantifying their impact on speaking motivation s and a rigorous assessment of the influence of kinesthetic learning techniques.

The consolidation of qualitative and quantitative research methods results in a holistic and comprehensive research process. This comprehensive approach enables an in-depth exploration of the student experience (qualitative) while rigorously assessing the overall effectiveness (quantitative) of kinesthetic learning techniques in enhancing the speaking motivation s of A2 Level ELL students. The mixed-method approach contributes to a well-rounded and exhaustive study that can inform tailored instructional strategies. Convergent parallel designs involve collecting quantitative and qualitative data simultaneously, combining the data, and using the results to understand the research (Sahin et al., 2019).

2.3 Matrix Operationalization

Matrix operationalization entails the creation of a structured framework that serves the fundamental purpose of defining, categorizing, and organizing the multifaceted components, variables, and elements central to the research. This methodological tool is designed to bring order and coherence to the intricate web of factors intertwined in the research, contributing to the clarity and systematic understanding of the study's complexities. The term 'operationalization' is employed in scientific research to denote the process through which an abstract concept is translated into specific, observable, and measurable components, namely, dimensions and indicators (Arias, 2012).

Operationalization involves translating abstract ideas into quantifiable observations (Bhandari, 2022). The significance of matrix operationalization within this research topic is highlighted by several reasons. Firstly, it serves as a central mechanism for structuring and organizing the complex data landscape, the manageability for in-depth analysis and interpretation. Secondly, matrices offer a visual representation of the interrelationships among diverse elements, empowering educators to gain a holistic perspective on the complex dynamics at play. Thirdly, matrix operationalization (Appendix k) updates the data analysis process, an indispensable function given the research's mixed-methods approach, which involves handling both qualitative and quantitative data efficiently.

Furthermore, the application of matrix operationalization enables the analysis, a vital aspect of the study, which involves assessing the impact of kinesthetic learning techniques on speaking motivation. This approach is relevant for evaluating the effectiveness of these techniques in enhancing speaking motivation among A2 Level ELL students. Finally, this tool helps in the identification of recurring patterns, such insights derived from the matrices contribute significantly to the comprehensive understanding of the research by evaluating the relationship between specific kinesthetic techniques and improvements in speaking motivation s. In sum, matrix operationalization plays an important role in organizing, analyzing, and visually representing the data connected to the research, thereby aiding researchers in drawing meaningful and insightful conclusions about the effectiveness of kinesthetic learning techniques in enhancing the speaking motivation s of A2 Level ELL students.

In this research the matrix operationalization is used to navigate various dimensions of the study. The matrix assists in categorizing and analyzing diverse aspects of the research, starting with defining speaking motivation. Qualitative evaluation of fluency, vocabulary usage, and communication were employed through Survey 1,

providing in-depth insights into language proficiency. Additionally, the matrix guided the assessment of the importance of speaking motivation using pre- and post-intervention surveys and interviews. This allowed it to measure students' perception of the significance of speaking motivation in language learning, which was a fundamental aspect of the research. (see appendix k)

It is important to explore factors affecting speaking motivation, employing pre-intervention surveys to uncover perceived barriers to speaking proficiency. Additionally, post-intervention interviews or surveys help to assess the changes in students' perceptions of these factors. Student motivation is a pertinent aspect in the study to enable them to track it by regularly monitoring student attendance and participation in kinesthetic learning activities. Surveys are also employed to measure shifts in students' motivation levels regarding speaking practice. This data collection through surveys provided valuable insights into the dynamics of student engagement. (see appendix N)

Understanding the role of teachers in speaking activities by facilitating observations and assessments of the teacher's implementation of kinesthetic learning techniques is very significant. For this, a checklist is employed to ensure that the teaching methods are appropriately integrated. Furthermore, assessing students' speaking motivations in the pre- and post-intervention helps to score and analyze the evaluation tools used in kinesthetic learning activities, their effectiveness and the impact on the skill mentioned.

Various types of kinesthetic learners, such as bodily-kinesthetic and spatial-kinesthetic, are considered to enhance the teaching approaches, kinesthetic teaching methods and movement-based activities while adapting teaching materials to kinesthetic learners, ensuring their needs. Finally, this matrix operationalization extends the power of kinesthetic learning techniques, including improved academic performance and increased student engagement. It also enables the evaluation of teachers' understanding and

adaptation to individual kinesthetic preferences, fostering a more inclusive learning environment to accomplish the effectiveness of kinesthetic learning techniques in speaking motivation s for A2 Level ELL students. (see appendix k)

2.4 Instruments

A Likert scale is a type of psychometric measure where participants can select various categories to express their views, attitudes, or emotions regarding a specific topic (Batterton and Hale, 2017). Likert-scale have benefits, including the ability to gather data from a large number of respondents fairly quickly, the ability to provide highly reliable person ability estimates, the ability to establish the validity of interpretations based on the data through various means, and the ability to profitably compare, contrast, and combine the data with qualitative data-gathering techniques like interviews, open-ended questions, and participant observation. (Nemoto & Beglar, 2014).

The first instrument to apply was the survey for students; it has 10 questions in Google forms. The parents signed an approval letter to let learners participate in the research. (see appendix f). On a scale of Strongly Disagree to Strongly Agree. To enhance the language learning experience of our students by evaluating and implementing innovative teaching methodologies and resources tailored specifically to the needs of A2 learners.

The purpose of these questions is to gather the attitudes and preferences of the A2 English students with relation to their level of comfort, motivation, and belief in the usefulness of practical and physical activities in enhancing their speaking abilities, self-assurance, and overall language learning experience. With an emphasis on improving their English language learning through interesting, interactive ways, they also ask about their

past experiences with enjoyable, physical activities in English classes and their desire for such activities in the future.

Interviews can be compared to having a friendly conversation that helps one gain a better understanding of things. It's a flexible and natural way to gather data as well as to gain knowledge from individuals. There are several strengths in the interview application as data collection method, as it offers an opportunity for direct feedback and clarification. Interviewers can ask more questions to get detailed answers. (Alshenqeeti, 2014).

The second instrument is the interview for teacher; it has 9 questions open questions in Google forms. The purpose is of this Teacher Interview is to explore the candidate's understanding of speaking motivation s in the context of A2-level language learning, their strategies to minimize L1 interference, identify effective methods for enhancing speaking motivation s, address student speaking anxiety, and assess their comprehension of kinesthetic learners and how they integrate kinesthetic learning into their teaching approach. (See appendix M)

Checklists are valuable tools for gathering evidence to assess the value and significance of what's being evaluated. They offer a systematic approach, making them highly relevant for evaluations. (Martz, 2010). The third instrument is the checklist for teacher lesson plan, it has 10 close questions and 1 comment observation question. The objective of the checklist is to enable educators to conduct a comprehensive assessment of kinesthetic lesson plans, ensuring they are well-structured, effective, and promote active student engagement and learning. (see appendix L)

2.5 Validation of instruments

The instruments were validated through experts' judgments. Zohrabi (2013) states that mixed methods research, key instruments include closed-ended and open-ended questionnaires, interviews, and checklists. Combining these methods enhances data validity and reliability. Quantitative data are primarily collected through closed-ended questionnaires, while qualitative data come from open-ended questionnaires, interviews, and checklists. Nevertheless, analyzing data from open-ended questions can be time-consuming.

The initial step involved organizing the operationalization matrix that allows defining the concepts of the dependent and independent variables. Next, it was necessary to determine the relation through dimensions and instruments tools to collect the appropriate research data. In order to validate the instruments by the experts a dossier was assembled, which includes the operationalization matrix, a letter requesting expert review, two validation certificates (corresponding to each variable) which explain how the instruments are related to the dimension, and the instruments. This dossier was then sent to the tutor to continue the validation process. (See appendix J)

2.6. Universe and sample

The research is conducted at Vicente Rocafuerte High School, a public institution in Guayaquil, regulated by the Minister of Education. It has 3000 pupils in two different sessions, in the morning and afternoon, from 8th grade basic level to 3rd baccalaureate. However, the research will be focused on the morning session of the 1st baccalaureate that has a proficiency A2 English level. It is particularly important to remember that all participant identities in this study will remain private. To further ensure a fair and impartial selection process, the cluster of students chosen to take part in this study was chosen at random. (see appendix D)

The educational institution lacks any additional resources to promote and motivate the acquisition of the English language. It lacks a laboratory, internet, computers, or audio equipment, which is why teachers must design their lesson plans with supplementary resources to integrate it into the classroom, although this is not the case in most instances. The English classes are scheduled within the school hours for a total of 3 hours per week, each lasting 45 minutes. During this time, the objectives outlined in the modules provided by the Ministry of Education must be achieved.

The control group for this study will be a sample size of 38 students, despite the fact there are 71 pupils in the two courses. The teacher will apply the activities suggested to one group. It is crucial to note that this sample is still thought to be representative of the overall student body despite its relatively smaller size. These students come from low-income families, non-traditional families, with family issues, and limited social interaction.

2.6 Findings: initial diagnose

In the process of gathering information and all the important details for the proposal, it was necessary to implement three instruments. First, surveys were applied to the students; they helped acquire general information about what they think. Then, the teacher interview was conducted, providing a qualitative exploration of detailed perspectives and experiences. Finally, a checklist was employed to assess the lesson plan, ensuring a comprehensive examination of kinesthetic criteria. This methodological combination facilitates a holistic understanding of the subject, laying a foundation for decision-making in subsequent stages of the proposal.

2.7 Pre - Survey (Group A)

In the context of the research topic "Enhancing Speaking motivation in A2 Level English Language Learner (ELL) Students through Kinesthetic Learning Technique," the survey results applied to group A indicate that the students' perspectives on their speaking motivations vary. The survey data reveals valuable insights into the speaking motivations and attitudes towards kinesthetic learning among A2 Level ELL students.

A substantial majority (52%) of students' express comfort or agreement when speaking in English, providing a positive foundation for addressing speaking motivations. About 52% of students' exhibit motivation to enhance their speaking skills, with a notable strongly agreeing. A considerable percentage (52%) express enjoyment in talking in English with friends, showing a positive attitude towards conversational activities.

Nearly half of the students (48%) find speaking in English during activities to be fun or strongly fun, suggesting that incorporating enjoyable elements into language learning activities could enhance motivation. A 52% still express relaxation or comfort, providing a foundational aspect for building speaking motivations.

This initial diagnosis showcases a varied but generally positive landscape for speaking motivations among A2 Level ELL students. Challenges, such as discomfort in class discussions, exist; however, a substantial portion demonstrates motivation, enjoyment, and comfort in speaking English. The findings suggest a potential for implementing kinesthetic learning techniques to enhance speaking motivations, addressing both comfort and enjoyment aspects of language learning activities. Kinesthetic approaches can be tailored to alleviate discomfort, promote engagement, and cultivate a positive speaking environment among A2 Level ELL students. (See Appendix O)

2.8 Pre- Survey (Group B)

The group B findings allow to understand the students' needs focus in the research topic. A significant portion of students (76%) do not feel comfortable when speaking English. In terms of motivation, 58% of students indicate a lack of strong motivation to improve their speaking skills.

Regarding enjoyment in conversations and activities, 63% express disagree in talking in English with friends, and 55% find speaking in English during activities to be disagree instead of fun. Additionally, 68% strongly disagree with being part of class discussions. When it comes to learning preferences, 53% of students believe they learn best when they can use their hands or engage in activities like experiments or movement. This suggests a preference for kinesthetic learning approaches. A substantial portion 55% believes they remember things better when they can touch or engage in tasks, such as moving objects or doing tasks. This emphasizes the potential importance of tactile and hands-on learning experiences.

Regarding fun activities, 63% of students have personally participated in activities like games or acting in their English class. This indicates a positive level of engagement but leaves room for improvement, as 8% neither agree nor disagree. A notable 66% express a preference for activities involving physical movement while learning a language, emphasizing the potential benefit of incorporating movement-based exercises. When considering hands-on learning activities making English more fun, 74% of students believe that using such activities could enhance the enjoyment of learning the language. At last, 79% of students express a desire for fun activities in their English class.

In summary, while there are varying levels of comfort, motivation, and engagement among the surveyed students, a substantial portion expresses positive attitudes toward

speaking in English, engaging in hands-on learning activities, and participating in fun and interactive elements in the classroom. These findings suggest opportunities for educators to leverage these preferences to create a more engaging and effective English language learning experience for the students.

2.9 Interview

According to See Appendix Q, the candidate's responses in the teacher interview demonstrated a solid understanding of speaking motivation in the context of A2-level language learning. The teacher emphasizes that A2-level students should be capable of describing basic aspects of their lives and communicating simple information. Moreover, the candidate recognizes the significance of speaking at this level for practical communication.

In addition to this, the interviewer acknowledges the essential role of the teacher as a guide in the learning process. However, the teacher should incorporate innovative kinesthetic teaching techniques to enhance pronunciation and intonation.

Furthermore, the interviewee effectively addresses the issue of student anxiety by promoting collaborative work and providing opportunities for individual, pair, and group activities before engaging in speaking exercises. To mitigate L1 interference, the interviewer recommends immersion in English content through reading, listening, and watching, which is a sound strategy.

The candidate's understanding of kinesthetic learners and their approach to accommodating this learning style is commendable. The teacher should plan activities that encourage physical interaction and exploration, catering to the kinesthetic learners' need for touch and hands-on experiences. Incorporating movement and kinesthetic learning

techniques is seen as advantageous, improving cognitive, social, and emotional development, while also encouraging physical activity and student interaction. Overall, the candidate's responses demonstrate a comprehensive and effective approach to teaching speaking motivation at the A2 level.

2.10 Lesson plans checklist findings

In the research, it was necessary to analysis the teacher lesson plan which reveals several key aspects that influence the effectiveness of kinesthetic activities in which students actively engage. Observation of the checklist showed that learning objectives were considered in the lesson plans, but notably, proper consideration of kinesthetic activities in which students were actively involved was missing. Although the course includes a variety of exercises, none are designed to accommodate students' varying learning preferences or skill levels. The use of resources and materials is limited to supporting books as the primary material, while visual aids, diagrams, educational games, teaching aids, flashcards, and art supplies that are critical to the overall learning experience are ignored. Although instructions for each activity were clear, the sequence of activities was poorly structured, preventing a smooth transition. The alignment of the lesson plan with the broader curriculum and the provision of opportunities for students to reflect on their learning further enhance its quality. (Swargiary and Roy,2023).

Assessment criteria aligned with learning objectives are in place, but methods for assessing student learning during and after kinesthetic activities are lacking. Lesson plans made links to specific standards, but the kinesthetic activities were inconsistent with the wider aims and content of the lesson. Although reflective activities are included, they do not provide opportunities for students to reflect on what they have learned through kinesthetic activities. While there is a feedback component, there is no opportunity for

educators to reflect on the effectiveness of kinesthetic activities and make improvements. Strategies to manage behavior and maintain a positive learning environment are in place, but differentiated support mechanisms for students with different needs are overlooked. Lesson plans include a final wrap-up or debriefing activity, but there is no clear relationship between kinesthetic activities and overall learning outcomes. Additionally, the inclusion of a clear link between kinesthetic activities and overall learning outcomes, along with a closing summary or debriefing activity, solidifies the learning experience. (Lengel and Kuczala, 2010). Therefore, following this checklist to revise kinesthetic lesson plan was urgent and highly recommended approach to foster meaningful and effective learning experiences for students.

Overall, the lack of consideration of different learning styles and the lack of diverse resources requires a re-evaluation of teaching methods. It is necessary to identify and integrate practical activities, visual aids and interactive learning to suit all students. The analysis highlights the importance of integrating kinesthetic activities with the wider curriculum, implementing effective assessment strategies and providing differentiated support for more inclusive and engaging learning experiences.

3. Chapter 3: Research Proposal

3.1 Validation of the Proposal

This research proposal is dedicated to assessing the viability, feasibility, and benefits of a kinesthetic learning technique designed to enhance speaking motivation in A2 level English Language Learners (ELL) students. By drawing on empirical evidence that supports the efficacy of kinesthetic learning methods, particularly in enhancing speaking motivation, validation becomes essential to ensuring the practicality and applicability of the proposed technique. The instruments proposed are decisive for implementing the kinesthetic learning technique, experienced meticulous validation through a mixed methods research approach. Expert judgments were gathered through closed-ended and open-ended questionnaires, interviews, and checklists, ensuring robust data validity and reliability.

This proposal can be validated within the context of the Curriculum of Mandatory Education Levels: Upper Sublevel. The curriculum for Upper Sublevel is aligned with CEFR standards and emphasizes the development of effective speaking skills, critical and creative thinking, and the ability to respond appropriately in social interactions. The branching approach to language learning, where learners overlap CEFR levels in A2, provides opportunities for improving errors and catching up, considering that English may not have been a compulsory subject in previous years.

This also recognizes the unique characteristics of learners, highlighting their interest in meaningful topics and preference for pair work activities. It acknowledges challenges, such as anxiety and the need for reduced correction, and suggests strategies for creating a supportive learning environment. As the proposal aims to enhance speaking motivation through kinesthetic learning, the emphasis on hands-on experiences, mini-

projects, and collaborative group work in the curriculum aligns well with the proposed approach.

Moreover, the focus on oral communication in adolescence and the importance of engaging activities like role plays and prepared talks provide a supportive context for implementing kinesthetic techniques to enhance speaking motivation in A2 level ELL students. Overall, the curriculum's design and considerations provide a solid foundation for validating and implementing the proposed enhancement of speaking motivation through kinesthetic learning techniques.

This study exhibits a high level of viability by systematically addressing various aspects crucial to language education. Firstly, the research addresses existing gaps in language education by delving into the impact of kinesthetic learning on oral fluency. This exploration contributes to a deeper understanding of innovative and learner-centered language instruction, filling a void in current language teaching methodologies. The study holds significance in the educational context by aiming to optimize language teaching methodologies. It stands out by investigating the effectiveness of kinesthetic learning techniques, thereby promoting a dynamic and interactive language learning environment.

This focus on innovation aligns with current educational trends, emphasizing learner-centered approaches and innovative teaching methods, including the integration of technology. The applicability of the research findings to real-world educational settings is underscored by the emphasis on creating a more comfortable and motivating conversational environment for A2 level learners. The proposal suggests that these innovative methods can be readily integrated into classrooms, providing practical insights for educators to enhance the language learning experience.

Furthermore, the proposed outcomes of the research can be implemented in educational practices, guiding instructors in designing effective and engaging strategies tailored to students' needs. This implementation fosters more confident communication among learners, aligning with the long-term goal of improving language proficiency and communication skills. The scalability of the research findings is highlighted by providing actionable insights to educators that can be adapted across diverse learning environments. The emphasis on fun, interactive, and hands-on learning activities enhances the potential for widespread applicability, making it a valuable contribution to language education.

Anticipating ongoing benefits, the study acknowledges the long-term implications of its findings on language proficiency, communication skills, and overall educational experiences. The sustainability of the research design and methodology, incorporating kinesthetic learning techniques, ensures continuous improvement in language education and offers a foundation for future studies or applications. The research proposal stands as a viable and impactful contribution to the advancement of language education, offering practical insights, innovative strategies, and a learner-centered approach to enhance speaking skills in A2 level English Language Learners.

Moreover, aligning with established language learning standards, the kinesthetic activities for the lesson plan effectively contribute to the development of speaking motivation within the A2 level. Professional input from language educators and field professionals attests to the pedagogical soundness of the kinesthetic learning technique. Additionally, successful implementations of kinesthetic learning methods in similar contexts, supported by literature and experiences in language education, further validate the proposal's viability.

Furthermore, kinesthetic learning, renowned for enhancing student engagement and motivation, promises more effective language learning experiences. The seamless

integration of the proposed kinesthetic learning techniques into the existing curriculum for A2 level English language learners ensure practicality and ease of implementation. Adequate resources required for implementation, such as classroom materials and instructional aids, are reasonably available within the educational institution.

Therefore, the present proposal has undergone thorough validation based on professional criteria and the systematization of experiences. The alignment with language learning standards, positive expert feedback, and empirical evidence from successful implementations contribute to the feasibility, viability, and anticipated benefits of the proposed kinesthetic learning technique. This validation process ensures that the proposed instruments are reliable and robust in achieving the research objectives, aligning with the English as a Foreign Language curriculum based on the Common European Framework of Reference (CEFR).

3.2 Theoretical foundations

The theories supporting the research proposal on "Enhancing Speaking Skill in A2 Level English Language Learner (ELL) Students through Kinesthetic Learning Technique" is rooted in Howard Gardner's Theory of Multiple Intelligences (1993) and Lev Vygotsky's Sociocultural Theory. These theories provide a comprehensive foundation for understanding diverse intelligences and the socio-cultural aspects of language development, respectively.

Howard Gardner's Theory of Multiple Intelligences challenges the traditional notion of intelligence by positing that individuals possess various forms of intelligence, extending beyond conventional measures. Bodily-Kinesthetic intelligence, a component of Gardner's theory, focuses on the ability to control body movements. In the context of this

research proposal, this theory becomes particularly relevant as it acknowledges that students have distinct learning preferences.

The incorporation of kinesthetic learning techniques aligns with Gardner's insights, recognizing the significance of tailored approaches to address the diversity of intelligences which some individuals may excel in bodily-kinesthetic aspects. By integrating these techniques, the research aims to cater to this specific intelligence, providing a more inclusive and effective approach to enhancing speaking motivation in A2 level ELL students. Gardner's theory, therefore, provides a rationale for the personalized use of kinesthetic methods to address the varied intelligences present in the student population.

Moreover, the proposal draws from Lev Vygotsky's Sociocultural Theory, emphasizing the socio-cultural mediation of human development. According to Vygotsky (1968), language development is intricately linked to social interactions, progressing from external speech to internalized thought. The proposal integrates Vygotsky's socio-cultural perspective by recognizing the importance of a supportive social environment and peer interaction in fostering language skills. The Zone of Proximal Development (ZPD), a key concept in Vygotsky's theory, underscores the need for instructional methods that are in harmony to the learner's current abilities and provide opportunities for growth.

Kinesthetic aligns with the ZPD by offering activities that challenge and support A2 students within their developmental zone. In the context of this research, this learning technique becomes a socio-cultural mediator for language development. It involves interactive activities, peer collaboration, and teacher-student interactions, set with Vygotsky's assertion that meaningful language development occurs through social engagement. It promotes intrinsic speech development by catching students in activities involving physical movement, gestures, and role-playing to create an environment that

supports and facilitates language development. This study recognizes the importance of social interactions in language acquisition and employs kinesthetic techniques as a tool.

In summary, Gardner's Theory of Multiple Intelligences and Vygotsky's Sociocultural Theory complement each other in the research. Gardner's theory justifies the differentiated use of kinesthetic methods to address diverse intelligences, while Vygotsky's theory guides the incorporation of socio-cultural elements in the learning process. Together, these theoretical frameworks reinforce the proposal's approach to enhancing speaking skills in A2 level ELL students through a well-rounded and inclusive kinesthetic learning technique.

3.3 Objectives of the proposal.

The primary objective of this proposal is to develop an innovative lesson plan rooted in kinesthetic activities with the central goal of enhancing the speaking motivation of A2 level ELL students. Recognizing the unique learning needs of A2 level students, the lesson plan aims to leverage kinesthetic learning techniques, providing a dynamic and engaging approach to language acquisition.

To achieve this objective comprehensively, a multifaceted approach will be adopted. First and foremost, the development of the lesson plan will involve a careful selection and integration of kinesthetic activities tailored to the A2 proficiency level. These activities will be designed not only to enhance linguistic abilities but also to cater to diverse learning styles, ensuring a more inclusive and effective learning environment.

Furthermore, an essential component of this proposal involves a thorough assessment of the impact of kinesthetic learning on speaking motivation. This will be achieved through a structured pre-intervention assessment, establishing a baseline for the students' proficiency, followed by the implementation of the kinesthetic learning technique

in the lesson plan (see appendix H). Post instruments will then be conducted to measure and compare the improvements in speaking students' motivation.

In addition to linguistic proficiency, this proposal recognizes the significance of self-confidence in language use. Hence, an integral objective involves the assessment and exploration of students' self-confidence in speaking English during kinesthetic learning activities. Surveys and interviews will be administered to gain insights into the factors influencing self-confidence, providing a holistic understanding of the students' language learning experience.

Lastly, the proposal aims to investigate the sustainability and applicability of kinesthetic learning benefits. Beyond short-term improvements, the objective is to determine whether A2 level ELL students can effectively apply their enhanced speaking motivation in real-life situations outside the classroom. This forward-looking perspective ensures that the proposed kinesthetic learning technique contributes not only to academic proficiency but also to the practical and functional language use in students' everyday lives.

3.4 Structure and dynamics of the components of the proposal.

Speaking motivation is contextualized as indispensable for overall language acquisition, academic success, and seamless integration into social and professional contexts. This study highlights the holistic impact of improved speaking motivation on a student's language proficiency. Acknowledging challenges faced by A2 level ELL students in spoken English, such as mother tongue interference, language anxiety, lack of accuracy, and confidence issues, the proposal adopts a student-centric approach, acknowledging potential barriers to fluency.

This work elucidates how educators can create a more inclusive learning environment, addressing the preferences of learners and enhancing language acquisition through the incorporation of movement, interaction, and physical engagement. The benefits

of kinesthetic learning in terms of student engagement and motivation are thoughtfully discussed. The proposal establishes a connection between increased motivation and improved speaking motivation, emphasizing the holistic approach to education that addresses both cognitive and emotional dimensions.

The methodology section meticulously outlines the development of an innovative kinesthetic-based lesson plan tailored to the A2 proficiency level. It details pre-intervention and post-intervention assessments, including surveys for students, interviews for teacher, and checklist for lesson plans. Presented are short-term and long-term impacts, discussing expected improvements in speaking motivation and the sustained language proficiency benefits. The proposal's real-life application is emphasized, demonstrating its contribution to functional language use beyond the classroom.

The present study concisely recaps the key components and objectives of the proposal, reinforcing the importance of enhancing speaking motivation for A2 level ELL students. The call to action seriously encourages support for the proposed kinesthetic learning approach, emphasizing its potential positive impact on language learning outcomes for A2 level ELL students. In essence, the proposal offers a comprehensive and well-structured plan to address the identified problem, leveraging kinesthetic learning techniques to enhance speaking motivation among A2 level ELL students.

3.5 Application of the Proposal

On November 1st, the checklist was applied to Vincent Rocafuerte's first baccalaureate course lesson plans focusing on specific factors, like the surrounding environment, participant engagement levels and adherence to instructions. This allowed to thoroughly examine the learning conditions. Then, on November 2nd online interview was facilitated through the Google Form application. The interview specifically targeted teacher who showed weaknesses in their lesson plan with an emphasis on kinesthetic

activities. During the interview was conducted to analyzing the teaching strategies for minimizing interference from her students first language (L1) as her ability to identify effective methods for improving speaking motivation and addressing student anxiety related to speaking.

Next step was administered an online survey to 71 students between November 4th and 8th to have more clear understandings into students' fears of speaking in class and their learning preferences. Participants were provided with a Google Form link including Likert scale items, for measuring the intensity of feelings or preferences. The Likert scale's ordered response options facilitated a detailed analysis of participants' attitudes, while its simplicity and familiarity enhanced user-friendliness, encouraging thoughtful responses.

Based on the information gathered from check list, interview and surveys, the results showed the necessity to adapt the actual lesson plan. The implementation of kinesthetic activities was suggested for the B course with 38 students, which reflected a higher level of increased fear and a lack of motivation to speak English. Additionally, those students showed a preference for kinesthetic learning, in this situation the lesson plan was adapted.

The targeted group involved of 38 students divided between 20 men and 18 women. This implementation took place from November 14th to 30th focusing on a planned lesson called "Discoveries from Ancient Cultures." The main goal of this lesson was to boost student engagement and understanding through activities. To tailor the approach according to the gathered information and create an interesting learning experience for the students within the given timeframe.

The lesson plan (See appendix R) began with elements such as whiteboard interactions, reinforcement cards, and draw-and-guess activities, aiming to create a dynamic and engaging kinesthetic class while exploring significant inventions from ancient

cultures. During the warm-up activity "Human Timeline," students organized themselves into groups representing different time periods and cultures, initially surprised by the unconventional approach. However, their surprise quickly turned into excitement as they engaged in lively conversations about the inventions and collaborated to create the timeline.

In the building knowledge phase, students participated in a jigsaw reading and drawing activity, expressing curiosity and interest. The introduction of the draw-and-guess activity added an element of surprise, leading to laughter and friendly interactions as students showcased their understanding on the blackboard. The consolidation phase featured a "Time Travel Debate," where students engaged in lively discussions comparing ancient and modern inventions. Initially surprised by the debate format, students eagerly took on roles as ancient or modern innovators, leading to enthusiastic participation and thoughtful exchanges of ideas.

Overall, the lesson successfully integrated interactive activities and unexpected elements, fostering engagement, collaboration, and critical thinking among students. Evaluation through post-lesson interviews and surveys provided a comprehensive analysis of the class's success.

3.6 Methodological Requirements

In the application of kinesthetic activities to enhance speaking motivation, methodological requirements play an important role in ensuring effective implementation. The process begins with a careful definition of the target audience, with a specific focus on English Language Learners (ELL) students. Consideration of factors such as kinesthetic preferences and the background of speaking motivation feelings is essential for a comprehensive approach. To create an enjoyable language learning experience, the incorporation of physical exercises and games is emphasized. Active participation in group

discussions, role-plays, and hands-on activities further enhances the effectiveness of kinesthetic methods. Additionally, teachers are advised to organize class arrangements that facilitate diverse activities to improve learning experiences through discussions and information sharing.

Furthermore, teachers should create a safe and supportive classroom environment with open communication and a positive atmosphere that motivates students to participate actively. Various kinesthetic activities catering to different learning styles should be integrated, involving movement, hands-on experiences, and collaborative exercises to engage students in the learning process. Lessons should be designed to connect English learning to real-life situations, enhancing relevance and practicality. Clear communication of instructions and expectations for each kinesthetic activity ensures students understand the objectives. Establishing a routine provides structure and predictability through group activities and peer interactions, building confidence and motivation. Positive reinforcement is decisive, and flexibility in adapting lesson plans based on student responses and needs is recommended.

3.7 Findings

The results were obtained through the mixed methods approach employed in this research project. The thoughts, backgrounds, experiences, feelings, and challenges involved are shown in the analysis of the qualitative teacher interview, checklist, and quantitative student surveys. On December 1st, after the implementation of kinesthetic activities, a post survey was conducted to classroom B with 38 students.

The findings of the instruments were conducted through Google Forms involve exporting the response data to excel Sheets by organizing and formatting the data consistently, it also applied the Likert scale data analyze which showed the following

results. The data was divided into two variables Speaking Motivation and Kinesthetic Technique to organize the measure respondents' attitudes.

Table 5.- Speaking Motivation Frequency

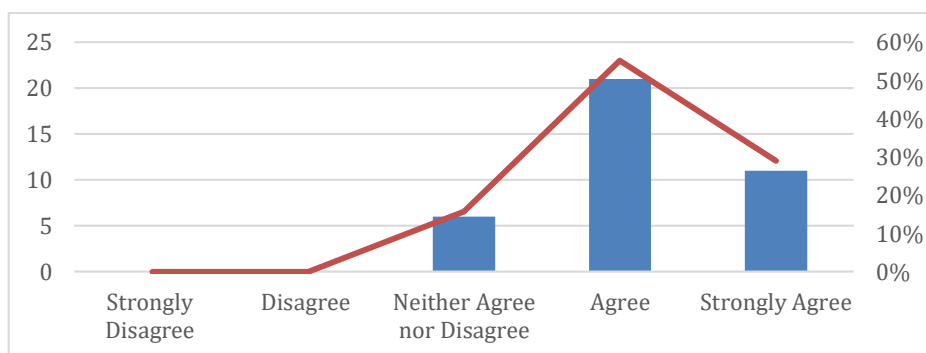
Category	Frequency	Percentage
Low scale	0	0%
Medium scale	5	13%
High scale	33	87%
	38	100%

Note. The table provides Speaking Motivation Frequency Post Implementation Results.

The Speaking Motivation Variable table illustrates that 13% of students fall into the medium-scale category indicate which is relatively low while the majority of students (87%) fall into the high-scale category for speaking motivation. This is a positive finding, suggesting that a significant portion of English A2 students are highly motivated to engage in speaking activities. It's important to leverage and build upon this motivation to enhance their overall language learning experience.

First, the speaking motivation dimension which is represented in 5 statements such as: (I feel comfortable when I speak in English - I feel motivated to improve my speaking skills - I enjoy talking in English with Friends - I think that speak in English during activities is fun -I feel relax in to being part of class discussions) evaluate the students new face to the communication environment in class.

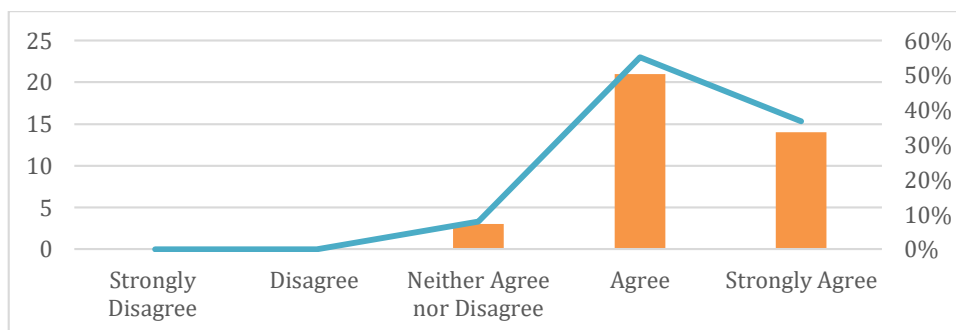
Figure 1.- I feel comfortable when I speak in English



Note. The figure shows the tendency of students' perception to speak English after implementation.

The survey results refer to the speaking motivation dimension, specifically focusing on the statement "Feeling comfortable when speaking in English," reveal a predominantly positive trend among participants. Approximately 84% of respondents expressed agreement or strong agreement, underscoring a general sense of ease and motivation in English communication. Nevertheless, a minor percentage, constituting 16% of the sample, neither agreed nor disagreed, warranting further investigation into the nuanced factors contributing to this neutrality. This finding emphasizes the need for a comprehensive understanding of individual motivations and challenges in the context of English language proficiency.

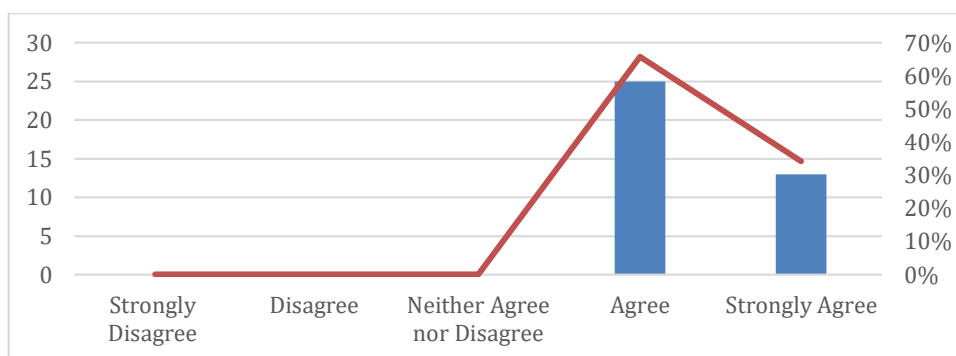
Figure 2: I feel motivated to improve my speaking skills.



Note. The figure shows the tendency of students' motivation to improve their speaking skills after the implementation.

The graph of the statement "I feel motivated to improve my speaking skills," reveals a positive inclination of 92% respondents, either agree (55%) or strongly agree (37%) with the statement, indicating a general motivation to enhance their proficiency in spoken communication. Significantly, none of the participants expressed disagreement or strong disagreement, highlighting an absence of resistance to the aspiration for skill enhancement. This finding shows that most people are feeling good and motivated about trying to get better at speaking.

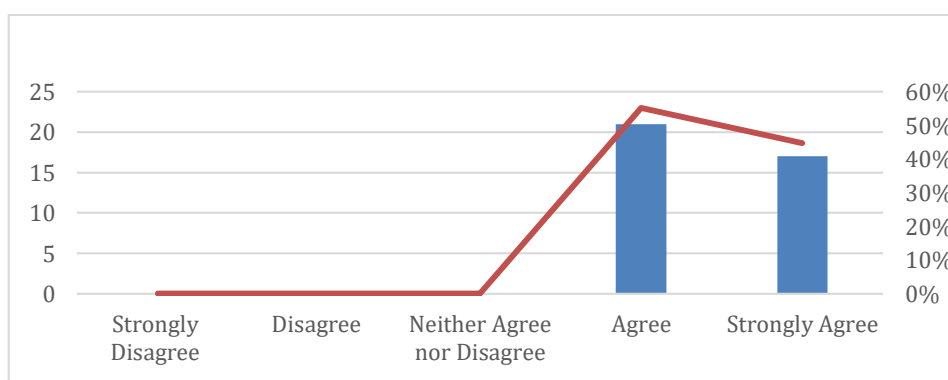
Figure 3.- I enjoy talking in English with friends



Note. The figure shows students' feeling in the moment to speak with friends after the implementation

The statement "I enjoy talking in English with friends" graph reveals a highly positive trend among participants and all participants either agree (66%) or strongly agree (34%) with the statement, indicating a common inclination towards deriving enjoyment from conversing in English with friends. This outcome suggests a strong motivational factor in the social aspect of language use. This positive inclination recognizing the potential impact of social interactions on speaking motivation.

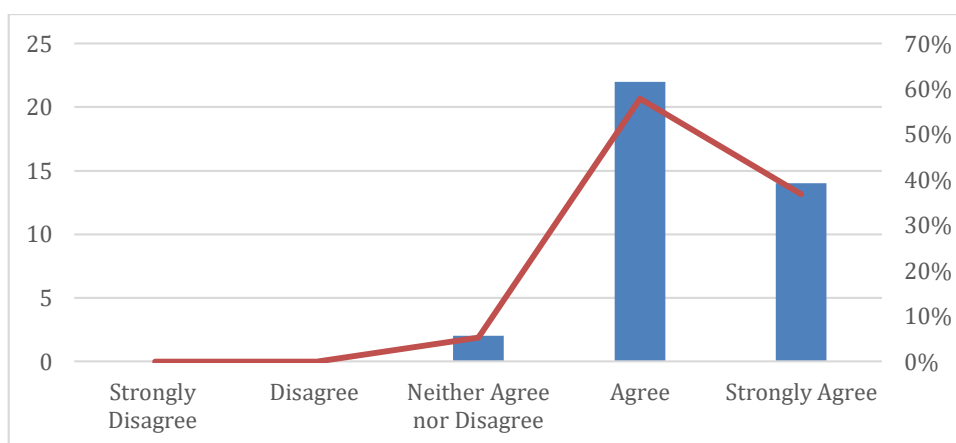
Figure 4.- I think that speak in English during activities is fun



Note. The figure shows the tendency of students' perception of kinesthetic activities in class after the implementation.

The outcomes around the statement "I think that speaking in English during activities is fun," represents a tremendously positive response from participants and all participants either agree (55%) or strongly agree (45%) with the statement, indicating a agreed belief that engaging in English communication during activities is an enjoyable experience. This outcome highlights a strong motivational aspect associated with the perceived fun in using English in various activities. At last, this positive inclination to foster an engaging and enjoyable language learning environment, recognizing the impact of fun activities on speaking motivation.

Figure 5.- I feel relax in to being part of class discussions.



Note. The figure shows the students' feelings to be part of class discussion after the implementation.

The statement 5 "I feel relaxed being part of class discussions," indicates a predominantly positive sentiment among participants. A significant majority, comprising 95% of participants, either agree (58%) or strongly agree (37%) that they feel at ease participating in class discussions. This outcome underscores the overall positive atmosphere and comfort level of participants in contributing to class discussions. Most people agree and feel comfortable when they join class discussions. There is no strong disagreement or disagreement, so it seems like everyone generally feels the same way about participating in class talks.

Table 6.- Kinesthetic Technique Frequency

Category	Frequency	Percentage
Low scale	0	0%
Medium scale	0	0%
High scale	38	100%
	38	100%

Note. The table provides Kinesthetic Technique Frequency Post Implementation Results.

The Kinesthetic Techniques Variable table indicates a uniform trend among participants, with all respondents (100%) falling into the "High scale" category. This outcome suggests a unanimous inclination towards a high level of kinesthetic learning style among the surveyed individuals. The absence of participants in the "Low scale" and "Medium scale" categories underscores the dominance of the high-scale preference for kinesthetic learning. This finding emphasizes the importance of considering individual learning styles in instructional design to cater to the diverse preferences of learners, in this case, those with a pronounced kinesthetic style.

The kinesthetic technique dimension which is represented in 6 statements such as: (I think I learn best when I can use my hands or do things, like experiments or moving around - I believe I remember things better when I can touch or do them, like moving objects or doing tasks- I have personally participated in fun activities in my English class, such as games or acting - I enjoy activities that involve physical movement while learning a language - I think using hands-on learning activities could make learning English more fun - I would like to do fun activities in my English class.) evaluate the students new face to the communication environment in class. (See appendix T)

In evaluating the online survey results pertaining to Statement 6, which addresses the kinesthetic learning technique dimension, it is evident that a majority of respondents hold a positive inclination towards the notion that they learn best when engaged in hands-on activities or experiential tasks such as experiments and physical movement. A

significant 58% of participants expressed agreement with this statement, while an important 42% strongly agreed. This indicates a tendency for active and tactile learning methods, emphasizing the significance of physical engagement and practical experiences in optimizing the learning outcomes for this group. (See appendix T)

The graph about how people learn by doing things shows that most people agree that touching and doing help them remember better. A significant 63% of participants expressed agreement, while a considerable 37% strongly agreed. These findings emphasize the potential efficacy of incorporating touch-based or interactive elements in educational methodologies to optimize memory. (See appendix T)

The result pertaining to Statement 8 measures individuals' direct engagement in enjoyable activities within the English learning context, a majority of respondents, totaling 87%, strongly agreed with having personally participated in such activities. Specifically, 58% of participants expressed agreement, and an additional 29% strongly agreed, indicating a collective positive response to the incorporation of fun elements, such as games or acting, into the English classroom environment. These results highlight the possible success of including kinesthetic methods such as games and acting.

The statement 9 graph, which assesses individuals' preferences for physical movement in language learning, is revealed by the examination of outcomes. Particularly, agreement was expressed by 42%, while a significant majority of 58% strongly agreed with the statement. The explicit support for the positive relationship between physical movement and language learning suggests the potential effectiveness of implementing kinesthetic techniques to create engaging and effective language instruction experiences for this participant group.

The results of Statement 10, which proposes the belief that utilizing hands-on learning activities could render English learning more enjoyable, were analyzed. Instead, a

considerable majority of 82% strongly agreed with the statement, while 18% agreed. This outcome emphasizes a collective preference toward the potential benefits of kinesthetic techniques in language instruction within the surveyed cohort.

The outcomes of Statement 11, expressing the desire to engage in enjoyable activities within the English class, have been examined. Instead, an overwhelming majority of 97% strongly agreed with the statement, while a modest 3% agreed. The strong agreement with the notion accentuates the participants' positive reception and advocates for a deliberate incorporation of fun activities to enhance the overall classroom experience.

3.8 Post interview

The teacher opinion thought the post interview after implementation of kinesthetic techniques show a clearer perception about the importance of enhancing speaking motivation among students. (See appendix S) On speaking motivation, an essential factor for effective English communication, is particularly challenging for A2-level students who often grapple with fear of making errors, hindering their language progression. Disadvantaged environments exacerbate these difficulties, impacting access to resources and diminishing confidence in spoken English.

Recognizing the significance of fostering speaking skills at the A2 level, teachers assume a crucial role in crafting engaging and appropriately challenging activities. Conversations within the classroom not only reinforce language rules but also bolster confidence, providing a motivational impetus for ongoing learning. In resource-limited settings, teachers act as facilitators, emphasizing the importance of resourcefulness, creativity in utilizing limited materials and technology, and collaborative efforts to create an inclusive language learning experience.

Specific rules and techniques for A2-level speaking activities involve minimal material usage, focusing on verbal communication. Everyday objects, printed handouts,

and traditional aids are employed for resource efficiency, with an emphasis on real-life situations, grammar, and relevant vocabulary. Motivating student participation entails the use of engaging questions, incentives like extra credits or small gifts, and the creation of a supportive and enjoyable environment, especially for shy students.

Addressing language anxiety becomes a priority, involving teaching correct breathing techniques, encouraging practice with classmates, and emphasizing that mistakes are inherent in the learning process. Mother tongue interference is tackled through the incorporation of humor and playful reminders to focus on English. Understanding kinesthetic learners, who prefer tactile or movement-based learning, is integral. Activities such as cutting pictures, matching, and hands-on tasks cater to these learners, offering advantages like increased engagement, a dynamic learning atmosphere, accommodation of diverse learning styles, reduced teacher talking time, and improved memory retention through physical activities, contributing to effective language learning.

3.9 Pre and Post Finding

3.9.1 Survey

The implementation of the proposal allowed to comparing the pre and post results, the results indicated a remarkable improvement in the speaking motivation dimension for example; in students' inclination to engage in class discussions following the introduction of kinesthetic activities, such as group exercises.

Table 7.- I feel relax in to being part of class discussions

	Pre- frequency	%	Post Frequency	%
Strongly Disagree	26	68%	0	0%
Disagree	8	21%	0	0%
Neither Agree nor Disagree	4	11%	2	5%
Agree	0	0%	22	58%
Strongly Agree	0	0%	14	37%
	38	100%	38	100%

Note. The table compares the pre and post survey results in discuss statement.

Prior to the implementation, a considerable 68% strongly disagreed with being part of class discussions. Post-implementation, these negative sentiments were entirely eradicated, with 58% now expressing agreement and 37% strongly agreeing. The change also saw a reduction in those undecided, from 11% to 5%. This positive transformation highlights the effectiveness of kinesthetic learning methods in cultivating a more participative and comfortable environment for students.

Another statement which had a notable improvement was students' comfort levels when speaking in English after the incorporation of kinesthetic activities.

Table 8.-I feel comfortable when I speak in English

	Pre frequency	%	Post Frequency	%
Strongly Disagree	29	76%	0	0%
Disagree	6	16%	0	0%
Neither Agree nor Disagree	3	8%	6	16%
Agree	0	0%	21	55%
Strongly Agree	0	0%	11	29%
Total	38	100%	38	100%

Note. The table compares the pre and post survey results in feeling to speak.

Before the implementation, a significant 76% strongly disagreed and 16% disagreed with feeling comfortable while speaking in English. The post-implementation results were extremely positive, with the complete elimination of participants who strongly disagreed or disagreed. The "Neither Agree nor Disagree" category saw a shift from 8% to 16%, indicating that some students who were initially indecisive now feel more comfortable speaking in English. This means an important enhancement in students' comfort and confidence in expressing themselves in English, emphasizing the effectiveness of kinesthetic activities in encouragement a supportive language learning environment.

Table 9.- I think using hands-on learning activities could make learning English more fun

	Pre frequency	%	Post Frequency	%
Strongly Disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Neither Agree nor Disagree	3	8%	0	0%
Agree	7	18%	7	18%
Strongly Agree	28	74%	31	82%
	38	100%	38	100%

Note. The table compares the pre- and post-survey results regarding the use of kinesthetic activities for enjoyment.

Additionally, the pre and post results permit to reinforce the students learning preferences through kinesthetic technique dimension for example in students' perception towards the incorporation that using hands-on learning activities could make learning English more fun. Before the implementation, a distinguished 74% strongly agreed that kinesthetic activities could make learning English more enjoyable, demonstrating a prevailing positive attitude. Post-implementation, these positive sentiments were not only continued but also saw a slight increase, with 82% strongly agreeing. Moreover, there were no instances of disagreement or strong disagreement in either phase, indicating a unanimous preference for hands-on learning.

Table 10.- I believe I remember things better when I can touch or do them, like moving object or doing tasks

	Pre frequency	%	Post Frequency	%
Strongly Disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Neither Agree nor Disagree	4	11%	0	0%
Agree	21	55%	14	37%
Strongly Agree	13	34%	24	63%
Total	38	66%	38	37%

Note. The table compares the pre- and post-survey results regarding remembering using kinesthetic activities in class.

The results show a significant positive modification in students' perspectives regarding the impact of kinesthetic activities on memory and learning. Previous to the implementation, 55% agreed that they remember things better when able to touch or engage in hands-on tasks, such as moving objects or performing activities. Post-implementation, these positive feelings not only persisted but also saw a significant increase, with 63% strongly agreeing. This highlights a clear preference for kinesthetic learning methods and suggests that incorporating such activities can contribute to an improved memory and learning experience to enhance speaking motivation in the class.

3.9.2 Interview

The pre-online interview was conducted on the 2nd and 3rd of December, while the post-online interviews occurred from the 8th to the 11th of December. The data collected from both interview sessions was administered using Google Forms. The qualitative analysis involved extracting and examining responses, focusing on key themes and patterns. Additionally, the analysis considered language use, expressions, and insights shared by participants. The content was analyzed through meaningful interpretations from the interview responses into the effectiveness and impact of kinesthetic activities on speaking motivation.

In the Pre interview, the teacher emphasizes the essential of speaking motivation as an active engagement with the language. Defining speaking motivation as the opportunity for students to actively use the language, the teacher prioritizes practical application and real communication. Moreover, the A2 level is described as a key foundation-building phase, where the teacher advocates for skill development across different language aspects. Additionally, in facilitating speaking activities, the teacher took a hands-on approach, emphasizing the importance of modeling and providing clear instructions. When addressing the potential challenges related to resources, the teacher chooses conversation-

based techniques that minimize the reliance on materials. While acknowledging the existence of kinesthetic learners, the teacher has yet integrated specific adaptations for this learning style, suggesting a potential avenue for further exploration.

On the contrary, in the Post interview, the teacher placed a strong emphasis on the communicative aspect of speaking motivation. Also, speaking at the A2 level is described as essential for overall language development. Furthermore, the teacher recognized the potential lack of resources in the classroom, the teacher realized that the role as a facilitator is becoming even more decisive, adapting to resource limitations. Moreover, to motivate students, the teacher mentioned a mix of intrinsic and extrinsic strategies, such as asking questions about topics interesting to students and offering extra credits or small gifts.

In addition, language anxiety is proactively addressed through teaching correct breathing techniques and normalizing the inevitability of making mistakes. Likewise, the teacher considers adapting creatively students' mother tongue interferes by incorporating humor and jokes to make English learning enjoyable. It is evident that the second interview clarifies interviewer doubts regarding the importance of actively incorporating movement and kinesthetic learning in the language classroom. To sum up, the result illustrates the numerous benefits associated with adapting to diverse learning styles.

3.10 Likert Scale Results

The outcomes specify a remarkable transformation in speaking motivation levels among the students following the incorporation of kinesthetic activities.

Table 11.- Speaking Motivation Pre and Post Survey Results

	PRE SURVEY		POST SURVEY	
	<i>Frequency</i>	<i>percentage</i>	<i>Frequency</i>	<i>percentage</i>
<i>LOW SCALE</i>	35	92%	0	0%
<i>MEDIUM SCALE</i>	3	8%	5	13%
<i>HIGH SCALE</i>	0	0%	33	87%
	38	100%	38	100%

Note. The table compares the pre- and post-survey results.

In the pre-survey, a staggering 92% of participants were classified into the low motivation scale, while 8% were placed in the medium scale, and none were included in the high scale. Post-survey findings reveal a complete reversal, with 87% situated in the high motivation scale, 13% in the medium scale, and none in the low scale. This considerable positive modification suggests that the integration of kinesthetic activities has been instrumental in significantly enhancing students' motivation to speak. The absence of participants in the low motivation scale post-implementation indicates a near-universal improvement in speaking motivation.

3.11 T- STUDENT

The provided statistical results reveal compelling evidence of an important difference between post-speaking and pre-speaking motivation levels, with a Student's t-value of 23.0 and a degree of freedom of 38.

Table 12.- Pre- and Post-Comparison through T-Student Test results

		stadística	gl
POST SPEAKING MOTIVATIO N	PRE SPEAKING MOTIVATI ON	T de Studen t	23.0 37.0 < .001

Note. $H_a \mu_{\text{Medida 1}} - \mu_{\text{Medida 2}} \neq 0$. The table indicating a statistically significant difference between pre and post speaking motivation. By: (Beltrán and Narea, 2023

The p-value, reported as "< .001," indicates an extremely low probability of observing such a difference by random chance alone. The 38 participants contributing to the degrees of freedom, this analysis suggests that the observed difference is highly statistically significant. Therefore, it can be concluded that the application of kinesthetic techniques has a significant positive impact on speaking motivation, as the post-speaking motivation scores differ significantly from the pre-speaking motivation scores. These findings provide robust support for the effectiveness of kinesthetic techniques in influencing motivational outcomes in the context of speaking. However, it is essential to note that while statistical significance has been established, the practical significance and generalizability of these results should be considered, and further contextual information may contribute to a more comprehensive interpretation of the study's implications.

4. Conclusions

Conclusions integrate the most outstanding results of the work. They are organized according to the research questions. They also describe the fulfillment of the objectives, as well as the results obtained from the research process.

In conclusion, this study delved into the enhancement of speaking motivation for A2 level English Language Learner (ELL) students through the integration of kinesthetic learning techniques. A2 level learners often grapple with oral communication challenges stemming from limited vocabulary and grammar proficiency. The primary goal was to cultivate a more captivating and interactive learning atmosphere by leveraging kinesthetic methods, acknowledged for their efficacy in catering to diverse learning styles for fostering comprehension.

Successfully achieving its objectives, which encompassed examining the impact of physical movement on speaking motivation, surveying students to identify learning styles, uncovering teacher strategies, and conducting pre- and post-intervention assessments, the research unfolded at U. E “Vicente Rocafuerte” in Guayaquil, Ecuador, involving 71 A2 level students aged 14 to 16. Employing a Quasi-experimental design, the methodology intertwined quantitative and qualitative data through a mixed-methods approach, implementing various kinesthetic techniques such as hands-on activities, role-playing, educational games, and outdoor learning.

The culmination of teacher interviews, checklists, and student surveys revealed significant positive shifts. The statistical analyses showcased a notable enhancement in speaking motivation, evidenced by a transition from a majority in the low motivation scale to the high motivation scale. Survey results depicted encouraging trends in students' willingness to engage in class discussions, heightened comfort levels while speaking in English, and a clear preference for kinesthetic learning approaches. Teacher perspectives

evolved from rule-centric teachings to prioritizing practical application and communication, acknowledging classroom challenges and resource constraints.

The comprehensive mixed-methods approach furnished a nuanced understanding of kinesthetic techniques' impact on speaking motivation, considering both quantitative metrics and qualitative perspectives. Findings underscored that integrating kinesthetic activities not only boosts speaking motivation but also addresses language anxiety, mother tongue interference, and individual learning preferences.

Statistical analyses, including bivariate analysis and the t-student test, substantiated a highly significant difference in speaking motivation levels pre- and post-intervention, robustly supporting the efficacy of kinesthetic techniques in influencing motivational outcomes in speaking.

In summary, this research contributes crucial insights to language educators, curriculum developers, and practitioners, underscoring the significance of incorporating kinesthetic learning techniques to augment speaking motivation in A2 level ELL students. The affirmative results advocate for further exploration and application of kinesthetic methods in language education to foster dynamic and effective learning environments.

5. Recommendations

To assess the long-term impact of kinesthetic learning on speaking motivation, extending the research over a more extended period is recommended. Furthermore, replicating the study in diverse cultural and linguistic contexts is essential to identify the generalizability of findings across student populations. Additionally, incorporating technology into kinesthetic learning activities is suggested to boost engagement.

Exploring how digital tools can make kinesthetic language learning more interactive and appealing would contribute to the evolution of effective language teaching methods. Beyond speaking motivation, future research could delve into the cognitive benefits of kinesthetic learning. Specific attention should be given to the impact of kinesthetic learning on shy or introverted students, assessing how it influences their participation and motivation in speaking activities.

Professionals aiming to replicate this study should consider a gradual implementation of kinesthetic techniques, allowing both students and teachers time to adapt. Tailoring kinesthetic activities to suit students' specific needs, interests, and learning objectives is crucial for enhancing relevance and effectiveness. Adjustments to the implementation can be made based on ongoing feedback, fostering continuous improvement.

In conclusion, these recommendations provide a roadmap for the potential extension of the study, highlight areas for further exploration, and offer practical guidance for professionals interested in implementing kinesthetic learning techniques in language education settings. The positive impact observed in this study suggests a promising avenue for improving speaking motivation in A2 level English language learners through the incorporation of kinesthetic learning methods.

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