



**UNIVERSIDAD
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TITLE

PSYCHOLINGUISTICS APPLIED TO SPEAKING PROCESS IN THE
DEVELOPMENT OF THE ENGLISH LANGUAGE FOR A1 LEVEL
STUDENTS

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

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La Universidad para todos

Dedicatory

First and foremost, I dedicate this work to God for giving me life, for allowing me to reach such an important moment in my professional and personal development, for being the one who guides my path, giving me the strength to move forward and achieve my goals.

To my parents for their endless love, support, and unconditional encouragement, who taught me not to give up and to continue despite adversity. Thank you for being the cornerstone of my academic journey, for being the main motivators for achieving my cherished dreams, and for believing in me.

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Title: Psycholinguistics applied to speaking process in the development of the English language for A1 level students

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Abstract

English proficiency in Ecuador has not been well in the PISA-D test, being the speaking process one of the main language abilities, it is important to develop and to improve it as a whole process. Therefore, there is a need to explore how psycholinguistics is applied to the speaking process in the development of the English language for A1 level students. So, the principal aim of this study is to investigate how psycholinguistic principles can be utilized to enhance the speaking skills of A1 level English language learners. In this sense, it has been used a pragmatic paradigm with a mixed approach, descriptive scope through a field and cross-sectional study; direct observation and questionnaires were applied with a pre- and posttest. It was used a census type sampling in an educative institution with 36 students registered in the A1 level with an age of 16 to 17 years old. The main results showed that in the pretest, students had challenges in all dimensions studied: pronunciation, fluency, vocabulary, grammar, interaction and listening and comprehension, having a low mean in each one of them. In order to increase those levels, an educational proposal based on psycholinguistic principles was done with five activities. After that, in the posttest, all the dimensions were improved in a range from 1,28 to 1,47 points in a scale of five points. In conclusion, the proposal had a positive effect, having an empirically validation thanks to the differences obtained with a bilateral significance lesser than 0,01.

Keywords: English proficiency, English as a Foreign Language, Psycholinguistics, Speaking skills.



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Resumen

El dominio del inglés en Ecuador no ha salido bien en la prueba PISA-D, siendo el proceso de habla una de las principales habilidades del idioma, es importante desarrollarlo y mejorarlo como un proceso integral. Por lo tanto, es necesario explorar cómo se aplica la psicolingüística al proceso de habla en el desarrollo del idioma inglés para estudiantes de nivel A1. Así pues, el objetivo principal de este estudio es investigar cómo se pueden utilizar los principios psicolingüísticos para mejorar las destrezas orales de los estudiantes de inglés de nivel A1. En este sentido, se ha utilizado un paradigma pragmático con un enfoque mixto, de ámbito descriptivo a través de un estudio de campo y transversal; se aplicó la observación directa y cuestionarios con un pre y posttest. Se utilizó un muestreo de tipo censal en una institución educativa con 36 alumnos matriculados en el nivel A1 con una edad de 16 a 17 años. Los principales resultados mostraron que, en el pretest, los alumnos presentaron desafíos en todas las dimensiones estudiadas: pronunciación, fluidez, vocabulario, gramática, interacción y escucha y comprensión, teniendo una media baja en cada una de ellas. Para aumentar esos niveles, se hizo una propuesta educativa basada en principios psicolingüísticos con cinco actividades. Posteriormente, en el posttest, todas las dimensiones mejoraron en un rango de 1,28 a 1,47 puntos en una escala de cinco puntos. En conclusión, la propuesta tuvo un efecto positivo, teniendo una validación empírica gracias a las diferencias obtenidas con una significación bilateral inferior a 0,01.



Palabras clave: Dominio del inglés, inglés como lengua extranjera, Habilidades de habla, Psicolingüística.



INTRODUCTION

1. Description of the general background and analysis of the situations that justify the presentation of the proposal

Studies on conversation analysis show that most of our language interactions, including casual chats, are split up into turns. In other words, only very seldom do two or more people communicate at the same moment during brief overlaps. Typically, only one person speaks at a time. If this discovery weren't in stark contrast to another empirical finding from psycholinguistics, which is that there are extremely little time intervals roughly 0.2 seconds between consecutive rotations, it wouldn't be as noteworthy. It is evident that successive turns in language production are planned and that the production process starts earlier than the conclusion of the preceding turn, as language creation takes at least one second for an unprimed single-word utterance and 1.5 seconds for a simple sentence (Grodiewicz, 2021).

As a result, speakers often begin answering to their predictions about the entire content of a speech based on only the portion of the utterance that they have actually heard, rather than to the entirety of the utterance that they have heard. In order to explain these findings, a more flexible and comprehensive theory of linguistic comprehension is required than what is currently offered in the philosophical literature. Philosophical theories generally concentrate on understanding states, or the results of understanding exercises (Longworth, 2018).

They search for a response to a very particular question: How does the hearer feel about the content or what is communicated in an utterance that they can understand? The majority of prominent theories define comprehension as either a condition in which the hearer entertains the content of the utterance or as a type of knowledge, belief, or perception-like condition characterized by direct awareness of the content (and force) of the speech (Longworth, 2018).

At this respect, Grodniewicz (2021) state that a cognitive process known as linguistic understanding usually occurs when someone hears an utterance in a

language, they are familiar with. It produces a series of mental states in which the hearer represents the meaning and impact of the utterance, or what they perceive to be its meaning and impact.

Taking in consideration that English proficiency in Ecuador has not been well in the PISA-D test, being the speaking process one of the main language abilities, it is important to develop and to improve it as a whole process (Instituto Nacional de Evaluación Educativa, 2018). Therefore, there is a need to explore how psycholinguistics is applied to the speaking process in the development of the English language for A1 level students. So, the principal aim of this study is to investigate how psycholinguistic principles can be utilized to enhance the speaking skills of A1 level English language learners.

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

The necessity to investigate the efficaciousness of the metacognitive process in augmenting the oral fluency of A1-level students is the driving force behind this study effort. Therefore, it is important to comprehend the psycholinguistic elements of speaking processes in A1-level pupils. Conventional teaching strategies frequently emphasize teacher-centered instruction, which restricts interactions between students and between students and teachers. This finding points to a possible weakness in the setting that supports the development of oral fluency in the classroom. Concerns have been raised by teachers about the lack of student involvement in the classroom. They have noticed that students frequently find it difficult to participate in meaningful discussions and conversations, which are crucial for improving oral fluency. This problem highlights how crucial it is to investigate the psycholinguistic elements of oral fluency and speaking processes outside of the classroom.

This project is socially justified because it refers to beginner students who might have difficulty perfecting their oral skills by concentrating on A1 level students. Language learning environments can become more inclusive with the help of this study. However, raising A1 level students' speaking proficiency can help them



communicate more effectively in English, which will open up more options for them to pursue higher education and careers.

The theoretical rationale concludes by pointing out that psycholinguistics sheds light on the cognitive mechanisms behind language production, which may be useful in comprehending how students at the A1 level learn and employ English speaking abilities. Applying psycholinguistic concepts to language learning is also consistent with Krashen's information Hypothesis, which postulates that exposure to understandable information is the first step toward language acquisition. Learners can get more efficient language input by using psycholinguistics to improve the speaking process. Lastly, a sociocultural perspective on psycholinguistics applied to language acquisition highlights the significance of social interactions and cultural environments in language development. Teaching strategies may be improved and learning results can be raised by having a sociocultural understanding of the English-speaking process for A1 level students. The findings will provide insights and recommendations for improving language instruction based on the problems and potential development found in students.

3. Statement of the problem

How psycholinguistic principles can be utilized to enhance the speaking skills of A1 level English language learners?

4. Precision of the topic

The topic “psycholinguistics applied to speaking process in the development of the English language for A1 level students” is framed with the research lines of pedagogy, didactics, and management of education, as well as with the research topics didactic management and educational quality in basic education, both established by Universidad Bolivariana del Ecuador.

5. Description of the research object

The object of investigation encompasses the psycholinguistics applied to speaking process in the development of the English language for A1 level students. By examining this research object, the study hopes to advance the field's body of knowledge and offer insightful information to researchers, curriculum designers,



and language instructors who are interested in advancing efficient language teaching strategies and raising A1 level students' language proficiency results.

6. Research aim

To investigate how psycholinguistic principles can be utilized to enhance the speaking skills of A1 level English language learners.

7. Specific research objectives

1. To identify common challenges faced by A1 level students in the speaking process and explore how psycholinguistic strategies can address these challenges.
2. To assess the effectiveness of incorporating psycholinguistic principles in English language teaching methods for A1 level students.
3. To evaluate the impact of psycholinguistics on the development of speaking skills in A1 level students over a specific period of time.

8. Description of the conceptual and operational categories

Independent variable: Psycholinguistics

In the conceptual category, it is the field that studies and characterizes the psychological mechanisms that enable people to acquire and utilize language is known as psycholinguistics. Researchers studying speech and language development as well as the understanding and production of language by people of all ages are known as psycholinguists. The field looks to the results of linguistics, the science that studies language structure, for descriptions of language. Psycholinguistic research has grown significantly since its start, despite the fact that language production, understanding, and acquisition have always been at its center (Alduais et al., 2022). The operational categories within psycholinguistics are language comprehension, production, and acquisition.

Dependent variable: Speaking process

The psychological process via which a speaker generates a single utterance and a listener comprehends it is referred to as speaking (Purnamu & Priyana, 2020). The psychological link between language and attention suggests that speaking involves at least the following two components: the attention monitoring system for



language production and, the distribution and leadership of language in attention (Liu & Fan, 2014).

9. Description of the research approaches and methodologies to be used

The study will employ a quantitative methodology to ascertain the psycholinguistic influences on the speaking process of students achieving the A2-level. Numerical data will be gathered in order to analyze the speaking process. Pre- and posttest to gauge the pupils' oral fluency levels before and after the intervention will be part of this. The statistical techniques of descriptive statistics and t-student comparison will be employed to examine the data and ascertain the importance of any modifications made to oral fluency, vocabulary, pronunciation, grammar, interaction, listening, and understanding.

Task-based learning instruction will be given to A1 level students in a classroom environment for a predetermined amount of time as part of this research. In order to collect data, students' speech performances throughout activities will be recorded, and questionnaires will be given out to get their opinions.

10. Description of the research instruments

The research instruments for this study will be quantitative data collecting methods to obtain detailed information on A2-level students' understanding of psycholinguistics on the speaking process.

Quantitative Instruments:

A standardized oral exam will be given once the Pre- and Posttest have determined the students' speaking process levels prior to and following the intervention. Speaking exercises intended to assess coherence, correctness, fluency, and pronunciation will make up this exam. Quantitative information about students' attitudes, views, and self-efficacy regarding task-based learning and its effect on their oral fluency will also be gathered through the use of a structured questionnaire. Likert scale, multiple-choice, and demographic items could be included in the questionnaire.

Every student will have a one-on-one interview to gauge how well they can communicate in the language. The participants will engage in a dialogue using prepared questions or given cues to generate natural and well-thought-out answers.



Students will participate in small group discussions to foster peer connection and provide deeper understanding of their task-based learning experiences. Common topics, difficulties, and advantages of the strategy will all be covered in these talks. The research instruments will be created with consideration for the particular context and study goals, drawing from already-validated tools. To make sure the instruments are reliable and valid, pilot testing will be done. It will offer a more profound comprehension of the impact of psycholinguistic elements on the speaking process of A1-level pupils.

11. Description of the beneficiaries of the proposal

The goal of the proposed study is to improve the speaking abilities of 36 students with A1 level from “Unidad Educativa Ingapirca” by using psycholinguistics. The study is intended to be beneficial to the students, teachers, and the institution as a whole. Learners at the A1 level will be able to enhance their oral fluency in a useful and significant way by utilizing psycholinguistic techniques, which will enhance their language competency and communication skills. This can increase their competence, confidence, and self-worth in a variety of settings, including the workplace and social situations. The results of the study will also help the institute's language teachers by offering insightful analysis and research-proven strategies to improve their pedagogical approaches.

Instructors can help their teenager students achieve oral fluency by implementing these successful teaching strategies. Positive study results can also enhance the institution's standing as a top supplier of language instruction, drawing in additional students and promoting their development and success.

12. Description of the research context

The study will be carried out in the Unidad Educativa Ingapirca, a facility situated in the Cantón Cayambe, Ecuador, Santa Rosa de Cuzubamba parish. Classes begin at 7 a.m., Monday through Friday. There are 36 students registered in the A1 level, and the school is open in the morning, afternoon, and evening. English is not required of all students at this school for the whole of their education. Nonetheless, enrolling in the last semester of their studies is mandatory for students. This suggests that in order for them to finish their coursework and graduate, they must



be proficient in English. Psycholinguistics will be used to improve the speaking process in the research environment of the schools. The varied range of backgrounds will be represented in the group of learners. Instructors will direct the procedure and gather pertinent information. In addition to fostering active participation in worthwhile work and genuine conversation, the research setting creates a friendly and cooperative learning environment.

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

By focusing on A1 level pupils, this initiative is socially justifiable since it addresses beginning students who might find it challenging to polish their oral communication abilities. This study can assist create more inclusive language learning settings. However, improving students' speaking ability at the A1 level can help them communicate more effectively in English, giving them greater opportunities to pursue employment and higher education.

Description of the contents of each chapter

The research work consists of three chapters.

Chapter I: describe the theoretical framework which includes previous studies and the different theories around the variables of this research.

Chapter II: The methodology applied and the initial diagnose.

Chapter III: Includes the proposal with its generalities and specificities.

Finally, the conclusions, recommendations, references and annexes.



CHAPTER I

THEORETICAL FRAMEWORK

1.1 Previous studies

First, Alduais et al. (2022) evaluated the condition of psycholinguistics research at the moment using bibliometric indicators. From 1946 to 2022, a total of 32,586 psycholinguistic texts were incorporated from Scopus, Web of Science, and Lens. With the aid of Cite Space, the gathered data were examined. The findings encompassed tabulation, visualization, and mapping of the historical, contemporary, and prospective paths of the psycholinguistics area. We recognized important writers, publications, journals, and ideas in the body of research on the acquisition, production, understanding, and disintegration of language in children. By recording the area's advancement and educating pertinent researchers about its current condition, the study adds to the methodical examination of previous research in the field of psycholinguistics.

After grouping the 32,586 documents in the field of psycholinguistics, 12 clusters were identified. These include investigating personal variations in affective norm and familiarity account, investigating the refractory effect in the role of Broca's area in sentence processing, and studying bilingual language control and familiarity account using eye movement. On the other hand, it was also thought to be investigating familiarity account through relative clauses, the study of formulaic language and language persistence, as well as investigating lexical persistence in multiplex lexical networks. Consequently, there were other clusters, like the study of persistence through cortical dynamics, the study of context effect in language learning and language processing, and the study of neurophysiological correlates in semantic context integration.

In the same way, A cutting-edge summary of psycholinguistic research on second language acquisition (SLA) is provided by Hopp and Gogfroid (2023). A reader may assume that psycholinguistics is a subfield of applied linguistics or that SLA

and psycholinguistics are distinct fields of study based just on a cursory glance at the handbook's title, *Second Language Acquisition and Psycholinguistics*. As its name implies, the researchers' training in a variety of scientific fields informs the psycholinguistic study of SLA itself. With a foundation in linguistics, many psycholinguists study how learners acquire multilingualism and how that multilingualism is used for understanding and real-time output.

On the other hand, cognitive psychology researchers usually concentrate on L2 development and the ways in which broad cognitive learning mechanisms impact the emergence of patterns of L2 knowledge. Finally, in order to better understand and enhance L2 teaching and learning, researchers with backgrounds in foreign language teaching carry out psycholinguistic research that is driven by inquiries in the context of foreign language education. By combining linguistic, cognitive-psychological, and practical perspectives on second language acquisition, this handbook emphasizes that understanding second language acquisition requires collaboration among several parties (Hopp & Godfroid, 2023).

The purpose of Naibaho's (2022) research is to examine how psycholinguistics functions in the process of learning English. At Universitas Kristen Indonesia, a literature review is used to do this. The study's conclusion is that psycholinguistics plays a critical role in English language acquisition. Psycholinguistics can assist educators in comprehending the context and conditions of learning, including the ways in which children listen, talk, read, and write. In light of psycholinguistics, a teacher might address a student's challenges with learning English.

Finally, for Christianson et al (2022), psycholinguistic experimenters usually give their subjects hundreds of isolated, decontextualized sentences to read or listen to. These sentences might range from totally normal to incredibly strange in one or more ways. In their study chapter, they explore the hypothesis that a significant portion of participants may not be highly motivated to interpret these phrases in a "typical" way. Furthermore, because it is not indicative of common language use, this lack of motivation may very likely provide statistics that are not typical of normal human language processing.

They hypothesize that, in contrast to the notion that language processing is automatic, comprehends desire to complete tasks and the depth and accuracy of language processing and understanding might fluctuate, leading us to believe that “typical” processing is not constant. They contend that this variability affects both offline and online measures of processing and comprehension, and we provide some ideas and recommendations regarding experimental designs that might help to mitigate or control it to obtain data that is more representative of language input and language processing outside of the lab.

1.2 Psycholinguistics

Second language (L2) acquisition, which is the study of a certain kind of language user, is closely related to psycholinguistics, which is the field studied by psychologists who focus on language acquisition and processing. Since bilinguals outnumber monolingual language users worldwide, the study of SLA and bilingualism is becoming more and more important in the field of psycholinguistics (Hopp & Godfroid, 2023).

Psycholinguistics is a branch of psychology that studies how people learn to talk as well as the psychological processes involved in producing and comprehending phrases during communication. Psycholinguistics' boundaries in terms of what it can learn about language and the mind (MacIntyre, Gregersen, & Mercer, 2019; Nava & Pedrazzini, 2018). The study of psycholinguistics connects linguistics and psychology (Tatlilioglu & Senchylo-Tatlilioglu, 2020). The primary objective is to identify the mechanisms and systems that support language comprehension and speech in humans (Otter, Medina, & Kalita, 2020; Surber & Stauffa-cher, 2022). Interaction between language speakers is of no relevance to psycholinguists. Their research focuses mostly on examining what transpires during human speech.

The study of human thought processes during speech is known as psycholinguistics (Muñoz, 2013; Traxler, 2015). In particular, psycholinguistics looks at four basic areas: (1) comprehension, or the mental processes people go through to understand what other people are saying and grasp what is intended). (2) Production, which refers to the mental operations that enable us to talk. (3) The anatomical and



neurological underpinnings of human speech. And lastly, (4) Language acquisition, or the process by which a youngster learns to speak. Four guiding ideas for learning English are as follows (Wang, 2020; Shelton-Strong, 2020): contextual, functional, integrative, and appreciative principles.

- Contextual principles: Contextual learning involves connecting the content being taught to the actual world of the learners and facilitating the formation of links between the learners' existing knowledge and knowledge from their daily lives.
- Functional principles: The communicative approach to learning and the functional principles of language acquisition are basically compatible. The communicative approach theory suggests that educators are not in charge of the classroom. There are other people who provide knowledge and educational materials besides teachers. Rather, educators serve as the information's receivers.
- Integrative principles: It's necessary to combine English instruction. For example, learning to read, write, or talk can be paired with vocabulary instruction. Sentence instruction can be integrated with reading, writing, speaking, and listening.
- Appreciative principle: When studying literature, the appreciative principle is given more weight. The English verb "appreciate," which means to evaluate and appreciate, is the root of the word "appreciative principle," which is then transformed into the adjective "appreciative," which denotes pleasant.

Students are the objects of learning. In this instance, students are seen as persons who actively pursue the domains of cognitive, emotional, psychomotor, and psychological. A variety of deviant speech (wrong) that results from the speaker's speaking errors, such as load requirements (over-loading), which include feelings of anxiety (facing an exam or meeting someone you fear) or from the speaker's lack



of mastery of the subject matter, effective feelings, difficulty pronouncing words, and lack of mastery of the topic (Xu et al., 2021).

We may categorize the aforementioned mistakes according to the field of psychology by looking at their causes. Anxiety pertaining to the emotional domain is the root of the offense. Errors in the form of trouble pronouncing words connected to the psychomotor domain might arise from a lack of material mastery related to the cognitive domain. The prior descriptions of mistake types and their causes demonstrate the importance of psycholinguistics in language learning (Naibaho, 2022).

Learning a language is generally done so that students can use it accurately and successfully both orally and in writing (Chien, et al., 2020; Levi & Inbar-Lourie, 2020). It is necessary for pupils to be aware of the norms of the language in order for them to speak English properly.

A teacher may comprehend the processes that pupils go through while they listen, talk, read, or write by having a grasp of psycholinguistics (Bakhronova, 2020; Lumentut & Lengkoan, 2021). Teachers may regard language proficiency as a potential alternative even if it is a problematic talent from a psychological perspective. It is evident from this how important psycholinguistics is to language learning (Bakhronova, 2020).

1.3 Psycholinguistic theories

Speaking and listening abilities are used in the course of the class discussions. The contribution of psycholinguistics to the teaching of English understanding is demonstrated by the instruction of such comprehension. However, the significance of psycholinguistics is not made clear in the English language study curriculum.

1.3.1 Selective listening theory

The cocktail party phenomenon is a remarkable investigation of the notion of speech perception. According to this idea, a person converses with another person in a busy party setting, and it turns out that the other person can still comprehend the words his partner is using. It takes place as a result of the listener engaging in

selective listening. When teaching speaking and listening in an integrated way, the aforementioned notion is beneficial. As a result, communicative English instruction has to provide curriculum that mirrors how the language is really used in society (Su & Liu, 2020; Mancilla et al., 2020). It is essential for students because in order to develop their listening abilities, students' listening skills must be trained, especially selective listening skills.

1.3.2 Production theory

Speaking and writing instruction benefit from the use of production theory. Planning and execution are the two primary tasks involved in language formation, according to this theory (Karpovich et al., 2021; Clayman & Raymond, 2021; Sagre et al., 2021). For instance, when speaking, a speaker prepares his speech in advance to influence the mindset of the audience. It then carries it out. Students must learn the processes involved in producing speech in order to meet the standards set by the English studies curriculum.

1.3.3 Denial theory

A specific assertion taken in the form of denial. A union is a denial, like a hypothesis that is revoked. According to Naibaho (2022), denial confirms fresh knowledge while excluding old information.

1.3.4 Theory of ambiguity

Ambiguous statements are frequently encountered in language use. Teaching materials must thus be improved when teaching English under the direction of a communicative approach curriculum (Rodd, 2020). A large number of them take the shape of unclear sentences. In order to help students, get comfortable utilizing these ambiguous statements, when necessary, the instructor also makes an effort to help them comprehend and practice creating them. It is mentioned when necessary because, in fact, there are situations when using ambiguous language is necessary and shouldn't be avoided. Mastery of these ambiguous phrases is just one of many resources that excellent English instruction must offer since English learners will inevitably enter society and encounter comparable circumstances.



1.3.5 Theory of sound distinguisher features

According to this idea, every sound may be distinguished by a variety of properties. So, it is considered if some of the following sounds are present in the soundscape: nasal, consonantal, strident or another (Johansson, Anikin, Carling & Holmer, 2020; Yule, 2020). The sound characteristic [b], which is distinct from other sounds, will be produced by the analysis. The English language's sounds may be taught using this principle. Certain English sounds are remarkably close, giving the impression that they are one and the same sound.

1.3.6 Continuity theory

According to this theory (Boutin-Charles, 2019; McCauley & Christiansen, 2019), knowledge of one language segment is directly connected to mastery of another language segment. This notion aids in curriculum-based English instruction. This idea serves as the rationale for switching from the block method to the spiral approach in the curriculum that has been adopted.

1.4 Speaking process

Speaking is an extremely complex skill that consists of three parts: (1) communication strategies (paraphrasing, rephrasing, and approximation); (2) core speaking skills (chunking, signaling intention, and turn-taking); and (3) knowledge of language and discourse (pronunciation, grammar, vocabulary, and discourse) (Goh & Burns, 2012). However, there may be less opportunity for students to eventually develop their language proficiency and communication skills when speaking exercises are conducted without a clear and planned pedagogy that focuses on speaking skills and techniques (Chou, 2021).

Speaking is regarded as the most crucial active skill for learning a foreign language. It is generating speech in order to convey messages. It begins in early life and develops through childhood and adulthood. Speaking is a set of microskills that includes morphology, syntax, grammar, semantics, phonology, pragmatics, or social language. Unlike listening, reading, or writing, speaking involves the participation of another person, making it an interactive activity. Speaking

proficiency involves more than just making words; it also involves creating meanings, making words, and confidently taking in and processing information (Ibodulloyeva, 2020).

The speech's context, goal, subject matter, speaker's personality, and the situation's physical surroundings all influence how meaning is formed. It also covers the individuals, their relationships, their cultural upbringings, and their prior knowledge of the subject.

English-speaking employees are in high demand from businesses and organizations for global marketing purposes. Students who speak English well have a high likelihood of going to college, getting a job, and getting promoted. Students can also benefit from having access to current data in several scientific domains. In speech, students experiment with new words and get a working understanding of language structure and form when given visually stimulating and culturally relevant material. When learning orally, recognizing cues such as tone and gesture improves comprehension (Chou, 2021).

It is important to encourage pupils to say something during speaking assessments in order to establish the distinction between language proficiency and knowledge. By doing this, language learners apply what they have learned and how they have processed words and sounds to create oral outputs that are appropriate for the context in which they are used. The participants, or speaking partners, the experience, the physical setting, and the speaking objectives are all included in this process. Speaking and listening skills are combined (Ibodulloyeva, 2020).

1.5 Challenges in language acquisition

There are many different challenges that EFL students can have when trying to learn the language. Some of them are pronunciation, vocabulary, comprehension, among others which will be explained in the next paragraphs. First, considering pronunciation and accent, it has to be considered that because of its intricate system of sounds, stress patterns, and intonation, English may be difficult to pronounce. It can be challenging for learners to be understood by native speakers when they

struggle with certain sounds that are absent from their original tongue; similarly, accents can also have an impact on confidence and intelligibility when speaking English (Octaberlina et al., 2022).

Then, grammar and syntax are also difficult for EFL learners, initially because English grammar is renowned for its intricate sentence forms, rules, and exceptions. English grammatical topics like verb tenses, articles, prepositions, and word order can be difficult for learners to understand. Accurately applying grammatical rules and comprehending their proper usage can be a recurring challenge while writing or speaking (Nosirova, 2023).

On the other hand, effective communication requires a robust vocabulary, and English has a large vocabulary with sophisticated word selections and colloquial idioms. To comprehend and employ idiomatic terms correctly, learners must increase their vocabulary, which calls for constant exposure and practice. It might be also challenging to improve students' English reading and writing abilities. Understanding various text formats, gaining context, and deducing meaning are all necessary for reading comprehension. Writing in English requires employing acceptable grammar and vocabulary, structuring sentences correctly, and arranging ideas logically. Practice and exposure to a variety of reading materials are necessary for these abilities (Octaberlina et al., 2022).

On the other hand, listening comprehension is a common problem, given that learners may find it difficult to understand spoken English, particularly in conversations that move quickly. Non-native speakers may not be familiar with the slang, colloquial terms, and cultural allusions used by native speakers. Background noise, accents, and different pronunciations may all make comprehension even more difficult (Octaberlina et al., 2022).

Cultural and contextual understanding is an important factor, given that English is not an exception to the rule that language and culture are closely related. Understanding idioms, cultural allusions, humor, and social conventions that are ingrained in the English language can be challenging for learners. Effective

communication requires gaining contextual knowledge and cultural sensitivity (Nosirova, 2023).

Another challenge that is found is that when speaking English, many students struggle with confidence issues and a fear of making errors. Fluency and oral communication abilities may be hampered by this. Fluency development requires overcoming self-consciousness and gaining confidence via practice and encouraging surroundings (Nosirova, 2023).

Learning any language can depend on motivation, being it intrinsic and/or extrinsic, but one common problem is the anxiety it can generate. In this sense, learning a foreign language can occasionally result in language anxiety, which makes speakers anxious or tense while speaking in English. It can be difficult to stay motivated during the language learning process, especially when things seem to be moving slowly or when problems appear (Octaberlina et al., 2022).

Thus, although these difficulties are frequent, they may be resolved with persistence, regular practice, exposure to English in a variety of settings, and focused language learning techniques. Learners can navigate and conquer these challenges in their quest for English language competency by combining formal education, immersion experiences, self-study materials, and interaction with native speakers.

1.6 Benefits and positive psychology perspective of speaking process

Investigating negative emotions in the context of teaching, such as anxiety and burnout, has long been a focus of educational research (Wang et al., 2021). Researchers who have been influenced by the positive psychology movement have tried to investigate and promote eudemonic well-being because they are dissatisfied with the constant emphasis on negative emotions and have realized that not everything is bad (Jin et al., 2021). In order to promote a change in psychology's focus from merely addressing the negative and problematic aspects of life (Gao et al., 2020) to cultivating positive traits (MacIntyre, 2021), positive psychology was

initially presented in the seminal work of Seligman and Csikszentmihalyi (2000, cited in Wang et al., 2021).

The scientific study of what happens well in life, from birth to death and all points in between, is what Peterson (2006, cited in Wang et al., 2021) described as positive psychology a few years later. Similar claims have been made by Seligman and Csikszentmihalyi (2014, cited in Wang et al., 2021) that psychology should reorient its attention from recognizing and resolving issues to the subjective feelings that people value, such as love, hope, and satisfaction.

Positive psychology addresses human issues and challenges from the standpoint of strengths rather than shortcomings, paying close attention to people's well-being (Mercer, 2021). Simply put, positive psychology has been studying the positive emotions, strengths, and aspects of human experience and psyche, whereas for decades psychology's specialty was analyzing the unpleasant aspects of people's lives. Positive psychology promotes people's well-being and thriving by looking for their finest qualities and focusing on their strengths (Wang et al., 2021). Accordingly, development, satisfaction, flourishing, and resilience in all facets of life, including education, are as important to positive psychology as people's happiness (Jin et al., 2021).

Different studies (Wang et al., 2021; Kruk, 2022) highlighted the importance of pleasant emotions and affectivity in L2 learning and teaching. However, an explicit positive renaissance in the field of language education did not occur until relatively recently, with the fast blossoming and rise of positive psychology in general education. Language researchers and practitioners around the world were urged by this shift to shift their focus from studying negative emotions like burnout, boredom, and anxiety to study both positive and negative factors involved in the process of L2 teaching and learning (Kruk, 2022).

Applied positive psychology in L2 education challenges the validity of the negative-positive polarity of emotions and maintains that positive and negative emotions cannot be readily distinguished and, in many cases, even enhance one another, in contrast to the broaden-and-build theory that condemns negative

emotions and isolates them from their positive counterparts. In addition to helping L2 teachers and students become more resilient in the face of a variety of obstacles in the classroom, positive emotions can enhance the enjoyment and personal significance of L2 instruction and learning (Wang et al., 2021).

1.6.1 Enjoyment

One novel idea is foreign language enjoyment (FLE), which makes the case that enjoyment, as an example of a positive achievement emotion, can assist learners in expanding their horizons, improving their language learning resources, and becoming more involved in the process (Jin and Zhang, 2019). When students feel capable of finishing the work at hand (i.e., the control element) and enjoying the learning material (i.e., the positive evaluation factor), it is said to be a desired experience. Enjoyment encourages sustainability in activity, which promotes life's growth and flourishing. Language instructors can simultaneously reduce their students' fear about learning a foreign language and boost their love of it by fostering positive feelings in their students (Dewaele & Pavelescu, 2021).

1.6.2 Well-being

Well-being is another key component of positive psychology. Well-being generally relates to people's contentment with their lives, jobs, and physical and mental health. According to Mercer and Dörnyei (2020), there are seven key components of well-being: autonomy, self-acceptance, personal development, healthy relationships with others, environmental mastery, and life purpose. Well-being is thought to result from the combination of positive connections, accomplishment, purpose, pleasant emotions, and involvement with the ultimate goal of discovering meaning in life. Since it is at the core of language teaching and learning, it is crucial to comprehend and support instructors' and students' emotional and psychological well-being in the context of L2 education (Mercer, 2021). Both instructors and students can benefit emotionally and academically from well-being, as seen by pupils' increased Foreign Language Education.

1.6.3 Resilience

Resilience is a latent intrapersonal positive trait that has a significant impact on the general and language education domains. It is a dynamic, changeable developmental process that occurs over time and reflects the ability to adapt to various situations and improve one's effectiveness when faced with adverse conditions. Resilience in the context of education is the ability to use all available resources to maintain one's productivity and well-being in the face of everyday adversity. Since teaching languages is fundamentally a relationship-based profession, teachers may strengthen their resilience via their relationships with students. This allows them to find meaning and purpose in their work and take meaningful action. Resilience has been linked to a variety of L2 educational outcomes, including teaching satisfaction, well-being, and learning motivation (Kim & Kim, 2021).

1.6.4 Emotional regulation

Emotion control is another positive psychology aspect that aids L2 instructors and students in operating more successfully in the classroom environment (Greenier et al., 2021). According to Wang et al. (2021), emotion regulation refers to the internal and external mechanisms that a person uses to assess, alter, or manage his or her emotions in order to achieve particular objectives and goals in life. In this sense, emotion regulation refers to the many behavioral, physiological, or cognitive mechanisms that people employ to control their emotional experiences and manifestations.

The ability to control one's emotions, including when and how to display them, is regarded by Greenier et al. (2021) as an interpersonal endeavor. Both successful instructors and students frequently use emotion management techniques in the classroom. In order to prevent unwanted effects on performance, they may down-regulate negative emotions at times. In other situations, they may up-regulate positive emotions to increase their effectiveness, make learning more fun, and manage educational tasks more skillfully (Greenier et al., 2021).

1.6.5 Academic engagement

Academic engagement, which is defined as involving the emotional, cognitive, and behavioral components, is one of the desired student experiences in the language learning domain (Jiang & Zhang, 2021). Learners' genuine propensity to participate in assignments and classes is referred to as behavioral engagement. Students' sentiments of commitment and connection to a task are considered to be an indicator of emotional involvement. When one is sufficiently cognitively challenged and engrossed in their task, cognitive engagement occurs (Mercer and Dörnyei, 2020).

Similarly, L2 engagement was defined by Hiver et al. (2020) as the extent to which a language learner is physically or intellectually engaged in completing a language learning assignment. According to Mercer and Dörnyei (2020), the development of communicative language proficiency necessitates a great deal of communicative practice and interaction, and the willing engagement of language learners is a prerequisite. Many stakeholders in language education think that encouraging L2 students' participation is essential to raising their final achievement and success.

1.6.6 Grit

According to Wang et al. (2021), grit is the ability to persevere, be passionate, and put out effort toward long-term objectives. They considered grit to be a high-order element that included the two aspects of persistence in effort and constancy of interest. While the latter relates to the propensity to work hard and make an attempt even when faced with difficulties and problems, the former dimension describes retaining interest in an activity despite setbacks and adversity. Academic success may be favorably predicted by the growth mindset, which has a positive correlation with grit (Teimouri et al., 2020).

One remarkable quality of grit is its malleability, which allows it to be improved by teaching and intervention in a learning environment. By using this grit's malleability, L2 instructors may better prepare their students for the difficulties and obstacles that come with learning a new language. Academic outcomes including



accomplishment, pleasure, and communication willingness have all been found to be positively correlated with grit (Teimouri et al., 2020).

CHAPTER II

METHODOLOGY

In this chapter, there will be a conceptualization of all variables and categories, the type of research, paradigm, justification, methods, instruments, techniques and sampling used during the study. First, there is the conceptualization and operationalization of the variables.

2.1 Variable operationalization

Table 1

Variable Operationalization

VARIABLES OPERATIONALIZATION MATRIX				
Independent Variable	Conceptual Definition	Dimensions	Indicators	Instruments
Psycholinguistic	Psycholinguistics is the interdisciplinary study of the psychological and neurobiological factors that enable humans to acquire, produce, comprehend, and use language. It aims to understand how people comprehend,	EFL Learning	Concept of English as a Foreign language	Survey Interview Observation
		Psycholinguistic	Concept of Psycholinguistic in ELF learning	
			The nature of Psycholinguistic in EFL learning	
			The impact of Psychological factors EFL speaking	
			Psycholinguistic problems related to EFL students in speaking	

	produce, and acquire language, as well as the cognitive processes underlying these activities.		The importance of Psycholinguistic in the education	
		Cognitive Functions	Perception	
			Attention	
			Memory	
		Psycholinguistic process	Acquisition	
			Comprehension	
			Production	

Dependent Variable	Conceptual Definition	Dimensions	Indicators	Instruments
Speaking	Speaking is the use of language to communicate with other that involve two or more people, Speaking is the act of producing sounds that convey information, thoughts, or feelings through verbal communication, is a fundamental aspect of	Speaking	Concept of speaking skill in EFL learning	Survey Interview Observation
			The nature of speaking skill	
			The importance of English speaking skill	
			Factors affecting speaking skill	
		Elements of speaking skill	Grammar	
			Vocabulary	
			Pronunciation	
			Fluency	
			Accuracy	

	human interaction and is essential for sharing ideas, emotions, and information with others.	Speaking process	Conceptualization	
			Formulation	
			Articulation	
			Self-monitoring	
		Methodological strategies in the development of speaking skill	Technological	
			Didactic	

Elaborated by: Own elaboration (2024).

As it was shown in Table 1, for both variables will be used a survey, an interview and observation. On the other hand, taking in consideration the independent variable (psycholinguistics), it can be described as the interdisciplinary study of the psychological and neurobiological factors that enable humans to acquire, produce, comprehend, and use language. It aims to understand how people comprehend, produce, and acquire language, as well as the cognitive processes underlying these activities.

In that sense, their dimensions and indicators are EFL learning (Concept of English as a Foreign language), Psycholinguistic (concept, nature, impact, problems and importance), cognitive functions (perception, attention, memory), and psycholinguistic process (acquisition, comprehension, production).

On the other hand, the other variable (dependent) is speaking. It is the use of language to communicate with other that involve two or more people; speaking is the act of producing sounds that convey information, thoughts, or feelings through verbal communication, is a fundamental aspect of human interaction and is essential for sharing ideas, emotions, and information with others.

Their dimensions and indicators are: speaking (concept, nature, important, factors that affect speaking skills), elements of speaking skill (grammar, vocabulary, pronunciation, fluency, accuracy), speaking process (conceptualization, formulation, articulation, self-monitoring), and methodological strategies in the development of speaking skills (technological, didactic).

2.2 Investigation paradigm

As a research paradigm, this study is related with pragmatism which supports diversity of approaches since it derives its intellectual base from the philosophical contributions of pragmatism throughout history (Kaushik & Walsh, 2019). Pragmatism as a research paradigm is predicated on the idea that investigators ought to employ the philosophical and/or methodological strategy that is most effective for the specific research issue under investigation. It is frequently linked to mixed-techniques or multiple-methods research, where the research topics and their implications are given more weight than the methods themselves. Both formal and informal discourse may be used (Creswell & Clark, 2017).

The Greek term "pragma," which implies activity and is the basis of pragmatism, is where the name "pragmatism" first appeared. According to pragmatic philosophy, previous experiences and the ideas that resulted from them are inextricably linked to human behavior. Thus, action and cognition are inextricably intertwined in the human mind. People make decisions based on the potential outcomes of their acts, and they extrapolate from past performance to forecast the outcomes of future actions along similar lines. The central claim of pragmatic philosophy is that the significance of human deeds and ideas may be discovered in their outcomes. Humans are not determined by outside factors; rather, by their own actions and intelligence, they are able to shape their experiences (Kaushik & Walsh, 2019).

Realities, according to pragmatics, are dynamic and alter with every new development. In a similar vein, nothing in the world is static; everything is always changing. Actions alter the world as well; they are the means by which existence may be altered. The function of actions is that of an intermediate. Therefore, in pragmatism, deeds are crucial (Creswell & Clark, 2017).

Kaushik and Walsh (2019) states that pragmatism is a useful set of philosophical tools for problem solving, not just a philosophical perspective. Pragmatism is a research paradigm that focuses on finding solutions to real-world issues. It became popular as an approach to study for scientists who were more interested in applications (Creswell & Clark, 2017). Pragmatists believe that an investigation is

only effective if its goals are met, whether it be in social life or social work research (Hothersall, 2017). In this sense, this study is pragmatic because it tends to resolve a problem related with the speaking process through the understanding of psycholinguistics.

2.3 Investigation approach

The approach for this investigation is mixed. Combining two approaches may be better than utilizing just one as it will probably yield deep insights into the research phenomenon that are not possible to completely understand when employing simply qualitative or quantitative methodologies. Multiple data sources may be integrated and synergized through a mixed-methods approach, which can help in the research of complicated issues (Poth & Munce, 2020).

According to Creswell and Clark (2017), a mixed-methods approach might be considered a separate research technique. A mixed-methodologies study design is one that contains its own philosophical presumptions and methods of inquiry. It uses philosophical presumptions as a technique to give instructions for gathering and analyzing data from several sources in single research. When addressing complicated research questions, a mixed-methods design is advantageous because it combines the philosophical frameworks of interpretivism and post-positivism (Fetters, 2016). This allows for the meaningful explanation of research difficulties through the interweaving of qualitative and quantitative data. Additionally, it provides a sound foundation, methodological flexibility, and a thorough comprehension of more manageable problems (Maxwell, 2016).

Stated differently, the use of mixed-methods allows researchers to address study concerns with enough depth and breadth and aids in extrapolating results and consequences of the studied problems to the whole population (Maxwell, 2016). The quantitative method, for instance, facilitates the collection of data from a large number of participants, increasing the likelihood that the findings may be applied to a larger population. In contrast, the qualitative method honors the opinions of its participants and offers a greater knowledge of the problem under investigation. Stated differently, the research gains depth from qualitative data, while quantitative

data contributes to its breadth. Additionally, qualitative and quantitative data can be triangulated, and vice versa (Dawadi et al., 2021).

According to Dawadi et al. (2021), triangulation is a qualitative research approach that involves utilizing many methodologies or data sources to gain a thorough grasp of a study topic or to assess validity by combining information from disparate sources. Therefore, by integrating two sets of strengths and simultaneously offsetting the shortcomings of each approach, a mixed-methods design provides the best opportunity of addressing research issues. As such, mixed-method research designs are finding greater and greater applicability in answering impact research inquiries.

2.4 Investigation scope

The scope of this investigation is descriptive. A study approach called descriptive research describes the features of the population or phenomenon being examined. The "what" of the study topic is given greater weight than the "why" in this descriptive technique. The approach mostly concentrates on characterizing a demographic group's characteristics rather than "why" a certain phenomenon happens. Put differently, it "describes" the study topic without discussing "why" it occurs (Hernández-Sampieri & Mendoza, 2018). In this sense, this research tries to describe how psycholinguistic principles can be utilized to enhance the speaking skills of A1 level English language learners, instead of explaining what is exactly the causality behind this process.

2.5 Type of research

The design or type of research is a field study. As opposed to a lab or a staged setting, a field study is a sort of context research that occurs in the user's natural surroundings (also referred to as "*in situ*", Latin for "in place"). Consequently, particular information that is pertinent to the phenomena may be obtained by observing students in authentic settings. Thus, the environment in which individuals perform their work might disclose information that a researcher would not have known to inquire about (Hernández-Sampieri & Mendoza, 2018).



While observing and analyzing a subject's unique behavior in a given context is the ultimate goal of the study, field research usually starts in that setting. However, because a natural environment contains a multitude of factors, it might be challenging to determine the cause and effect of a particular behavior. The majority of data collecting is focused largely on correlation rather than cause and effect. Although correlation is the focus of field research, establishing a causal link between two or more variables is challenging due to the limited sample size (Hernández-Sampieri & Mendoza, 2018).

On the other hand, it is a cross-sectional study, which is a kind of observational research in which variables from a sample population or a pre-specified subset are analyzed based on data obtained at a certain point in time. Other names for this kind of research are transversal studies, prevalence studies, and cross-sectional analyses. (Hernández-Sampieri & Mendoza, 2018)

2.6 Delimitation of population, sampling and sample

The study has been carried out in the Unidad Educativa Ingapirca, a facility situated in Ecuador, Cantón Cayambe, Santa Rosa de Cuzubamba, in Velasco Ibarra street in a rural area. There are 36 students registered in the A1 level, students that come from different economic and social situations, their ages fluctuating from 16 to 17 years old. This suggests that in order for them to finish their coursework and graduate, they must be proficient in English. Psycholinguistics has been used to improve the speaking process in the research environment of the schools.

In this sense, it has been used as a census type sampling, which means that all students of the institution have participated in the study without making any type of including or excluding criteria (Hernández-Sampieri & Mendoza, 2018).

Table 2

Population and sample

Participants	Sample population	Percentage
Women	22	61.1%
Men	14	38.9%



Total	36	100%
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Elaborated by: Own elaboration (2024).

2.6 Research stages

This investigation is divided into: delimitation of the problem, theoretical investigation, elaboration of the instruments, application of the instruments, data analysis and conclusions and recommendations. The first stage was essential to identify the problem looking at the different previous researches. Then, it was done the theoretical investigation, which showed the diverse aspects around the psycholinguistics and speaking, which allowed to design the instruments. After that, they were applied, transcribed and analyzed through SPSS.

2.7 Instruments and techniques

In the case of observation, the information is gathered through subjects in their natural surroundings or through observational methods. With this approach, the researcher does not in any way influence the situation's behavior or result. Direct observation has the benefit of providing contextual information about interactions, circumstances, people management, and the environment (Hernández-Sampieri & Mendoza, 2018).

For quantitative data, questionnaires and checklists are examples of measuring tools that researchers refer to as instruments (Hernández-Sampieri & Mendoza, 2018). Because of this, selecting a research instrument is one of the most crucial phases in the research process. Because each variable should be recorded by a research instrument in accordance with its theoretical or conceptual explanation, the researcher must undertake a comprehensive literature search to choose which tool to utilize.

Questionnaires were the type of tool utilized in this investigation. In this context, a questionnaire is a research instrument consisting of a set of questions or other clues designed to extract information from a participant. A research questionnaire often includes both closed-ended and open-ended items. Long-form, open-ended questions allow the responder to elaborate on their thoughts. A data collection



questionnaire can be used to collect both qualitative and quantitative data (Hernández-Sampieri & Mendoza, 2018). The same authors (Hernández-Sampieri & Mendoza, 2018) claim that the semi-structured survey method employed for the questionnaire was helpful in applying to several people simultaneously while addressing any questions they could have had.

To collect the data, there have been used 2 types of questionnaires; the pre- and posttest which can be seen in Annex 1, and the satisfaction survey, which uses a Likert-scale based on 5 points (See Annex 2).

2.8 Procedure

The process of analyzing the data began with the creation of the devices. The pretest, the educational intervention utilizing psycholinguistics, and the posttest were then administered in that order. On the same day as the post-test, a satisfaction survey was performed to take into account the satisfaction factors related to the use of psycholinguistics.

In order to comprehend descriptive and inferential statistics, quantitative data was examined using the SPSS program, which offered percentages, means, and frequencies. Each mean from the pre- and posttest could then be compared with the others. In order to compare and contrast their similarities and differences, it has since been triangulated with the literature.

By using a post-test and comparing the results with the pre-test, it has been empirically validated. In this regard, the posttest has shown many components, including a substantial t-student difference and a larger mean.

2.9 Initial diagnose

To be able to comprehend the initial diagnosis of the students, the pre-test was done. In this case, it is important to mention that each evaluated skill varies from 1 to 5 points, being 1 equivalent to unsatisfactory; 2 to need improvement; 3 to satisfactory; 4 to good; and 5 to excellent.

Table 1

Pre-test descriptive statistic



	N	Minimum	Maximum	Mean	Standard deviation
Pronunciation	36	1,00	3,00	1,9722	,73625
Fluency	36	1,00	3,00	1,9167	,69179
Vocabulary	36	1,00	4,00	2,1944	,66845
Grammar	36	1,00	3,00	2,1944	,52478
Interaction	36	1,00	3,00	2,2778	,56625
Listening Comprehension	&36	1,00	3,00	2,1944	,62425

Elaborated by: Own elaboration (2024). Source: SPSS.

As it can be seen in Table 1, there were 6 elements evaluated in the pre-test: pronunciation, fluency, vocabulary, grammar, interaction and listening and comprehension. Generally, the minimum that a student could show was 1 point which was equivalent to unsatisfactory development, and the maximum was mostly 3 points which was equivalent to satisfactory. In this sense, the only different maximum was 4 points in vocabulary (good). The different means are around the same number, which is 2 (approximately), which denotes that in general, students need to improve all the elements evaluated.

Table 2

Total score for pretest

	N	Minimum	Maximum	Mean	Standard deviation
Pretest score	36	8,00	18,00	12,6111	2,87131

Elaborated by: Own elaboration (2024). Source: SPSS.

In Table 2, it can be seen that students had a minimum of 8 points and a maximum (observable) of 18 points. Considering that the questionnaire had a theoretical maximum of 30 points, it is noticeable that students could not accomplish the approval of 15 points, according to the mean that was 12,61 points. It has to be



mentioned that previous to the pretest, three classes were done in order to teach different aspects of speaking. They are going to be shown in this section.

It should be mentioned that, previous to the initial diagnose, three classes were done in order to teach and give previous knowledge about speaking.

CHAPTER III

PROPOSAL

TEACHER'S HANDBOOK TO DEVELOP THE SPEAKING SKILL

The many features of the proposal are presented in this chapter. In this way, it illustrates the theoretical underpinnings, goals, and dynamics of its constituent parts as well as the methodological and technological prerequisites. Lastly, the idea is validated based on the students' posttest results.

3.1 Generalities of the proposal

Topic: handbook to develop the speaking skill

Name of institution: Unidad Educativa Ingapirca

Beneficiaries: 36 learners

Location: Cayambe, Santa Rosa de Cuzubamba

Researchers: Mariela Chilingua and Katherine Molineros

Period: 2024

3.2. Validation of the proposal

In the early and middle decades of the 20th century, validity was first understood in terms of a test's ability to predict a relevant criteria, as noted by Strauss and Smith (2019). The focus on criteria prediction may have resulted from three factors: a philosophical suspicion of theories describing unobservable phenomena; increases in the substantive knowledge and degree of reasoning in the area; and the obvious flaws in tests created only on the basis of logic. The idea that test findings had any importance other than acting as predictors of future occurrences was actually strongly opposed by many validation theory proponents.

Construct and content validation are the two forms of validity that have been applied to this proposal. The key takeaway from construct validation is that the tasks are, in fact, assessing the elements that they were theoretically intended to test. In this case, it focuses on how well activities work to raise speaking skills using psycholinguistic emphasis frames. Conversely, content validation assesses if the



exercises adequately cover the subjects relevant to the growth of speaking skills, such as pronunciation, fluency, vocabulary, grammar, interaction, listening and comprehension.

3.2.1. Viability and feasibility

The proposal, grounded in psycholinguistic principles, offers a compelling approach to enhancing verbal communication among learners. Psycholinguistics, the study of how language is processed in the brain, provides insights into the cognitive mechanisms that underpin language acquisition and use. So, by incorporating activities that leverage these insights, the handbook aims to create an engaging and effective learning environment. In this sense, role-playing scenarios serve as a prime example because they simulate real-life interactions, thus allowing students to practice conversational skills in a low-pressure setting. This not only builds their confidence but also enables them to internalize language structures and vocabulary in context, mirroring natural language use.

The feasibility of implementing this handbook is strengthened by the practicality of the proposed activities. Each activity is designed to be easily integrated into existing curricula without requiring extensive resources or time commitments. For instance, the “word association game” and “vocabulary bingo” can be played with minimal preparation, making them accessible for educators with varying levels of experience. Furthermore, these activities foster a collaborative learning atmosphere where students engage with one another, promoting social interaction alongside language development. Similarly, to what was stated before, “sentence building relay” and “story completion” activities also emphasize teamwork, encouraging peer support and feedback, which are essential components of effective language learning. This collaborative approach not only enhances linguistic skills but also cultivates essential soft skills such as communication, teamwork, and creativity.

Finally, in terms of viability, the proposal is aligned with contemporary educational practices that prioritize active learning and student engagement. Research in psycholinguistics supports the idea that language learning is most effective when it involves meaningful communication and interaction. By employing a variety of interactive activities, the handbook addresses diverse learning styles and



preferences, catering to a wide range of students. Additionally, the integration of games and collaborative tasks can increase motivation and enjoyment in the learning process, leading to better retention of language skills. As educators seek innovative ways to enhance speaking proficiency, this handbook presents a structured yet flexible resource that can adapt to various classroom settings while fostering a deeper understanding of language use through psycholinguistic principles. Overall, the proposal not only stands on solid theoretical ground but also offers practical solutions for real-world teaching challenges as it can be noticed in the activities in the 3.4 section.

3.1.2. Beneficiaries

The goal of the proposed study is to improve the speaking abilities of 36 students A1 level from Unidad Educativa Ingapirca by using psycholinguistics. The study is intended to be beneficial to the students, teachers, and the institution as a whole. Learners at the A1 level will be able to enhance their oral fluency in a useful and significant way by utilizing psycholinguistic techniques, which will enhance their language competency and communication skills. This can increase their competence, confidence, and self-worth in a variety of settings, including the workplace and social situations. The results of the study will also help the institute's language teachers by offering insightful analysis and research-proven strategies to improve their pedagogical approaches.

Instructors can help their students achieve oral fluency by implementing these successful teaching strategies. Positive study results can also enhance the institution's standing as a top supplier of language instruction, drawing in additional students and promoting their development and success.

3.3. Theoretical Foundations

Second language (L2) acquisition, which is the study of a certain kind of language user, is closely related to psycholinguistics, which is the field studied by psychologists who focus on language acquisition and processing. Since bilinguals outnumber monolingual language users worldwide, the study of SLA and



bilingualism is becoming more and more important in the field of psycholinguistics (Hopp & Godfroid, 2023).

Psycholinguistics is a branch of psychology that studies how people learn to talk as well as the psychological processes involved in producing and comprehending phrases during communication. Psycholinguistics' boundaries in terms of what it can learn about language and the mind (MacIntyre, Gregersen, & Mercer, 2019; Nava & Pedrazzini, 2018). The study of psycholinguistics connects linguistics and psychology (Tatlilioglu & Senchylo-Tatlilioglu, 2020). The primary objective is to identify the mechanisms and systems that support language comprehension and speech in humans (Otter, Medina, & Kalita, 2020; Surber & Stauffacher, 2022). Interaction between language speakers is of no relevance to psycholinguists. Their research focuses mostly on examining what transpires during human speech.

The study of human thought processes during speech is known as psycholinguistics (Muñoz, 2013; Traxler, 2015). In particular, psycholinguistics looks at four basic areas: (1) comprehension, or the mental processes people go through to understand what other people are saying and grasp what is intended). (2) Production, which refers to the mental operations that enable us to talk. (3) The anatomical and neurological underpinnings of human speech. And lastly, (4) Language acquisition, or the process by which a youngster learns to speak.

Speaking is an extremely complex skill that consists of three parts: (1) communication strategies (paraphrasing, rephrasing, and approximation); (2) core speaking skills (chunking, signaling intention, and turn-taking); and (3) knowledge of language and discourse (pronunciation, grammar, vocabulary, and discourse) (Goh & Burns, 2012). However, there may be less opportunity for students to eventually develop their language proficiency and communication skills when speaking exercises are conducted without a clear and planned pedagogy that focuses on speaking skills and techniques (Chou, 2021).

Speaking is regarded as the most crucial active skill for learning a foreign language. It is generating speech in order to convey messages. It begins in early life and develops through childhood and adulthood. Speaking is a set of microskills that



includes morphology, syntax, grammar, semantics, phonology, pragmatics, or social language. Unlike listening, reading, or writing, speaking involves the participation of another person, making it an interactive activity. Speaking proficiency involves more than just making words; it also involves creating meanings, making words, and confidently taking in and processing information (Ibodulloyeva, 2020).

The speech's context, goal, subject matter, speaker's personality, and the situation's physical surroundings all influence how meaning is formed. It also covers the individuals, their relationships, their cultural upbringings, and their prior knowledge of the subject.

3.4 Structure and dynamics of the components of the proposal

Given how difficult it is for learners to attend face-to-face lessons at the school where it is initially suggested, the plan consists of five activities. Each lesson has a clear objective, defined resources and its own order of development. Each activity will now be described:

Activity 1: Role-playing scenarios

This activity has different parts like preparation, performance, and feedback, in which participants gain valuable insights into conversational dynamics while enhancing their language proficiency. It is important to say that this role-play activity not only fosters speaking skills but also builds confidence among learners by allowing them to practice in a safe and supportive environment.

	UNIDAD EDUCATIVA “INGAPIRCA” SPEAKING ACTIVITIES HANDBOOK FOR TEACHERS				SCHOOL YEAR 2023 - 2024
AREA:	English as a Foreign Language	STUDENT’S NUMBER	36	LEVEL ACTIVITIES:	A2
TEACHER:		COURSE:	2nd BGU	TIME:	60 minutes
TOPIC:	Role-play (scenarios)				
OBJECTIVE:	To enhance learners communicative skills and confidence in speaking through real-life dialogue practice by engaging in role-playing scenarios.				
STAGE	DIDACTIC PROCESS		DIDACTIC RESOURCES		ASSESMENT
Warm up (5 min)	- Introduce the concept of role-playing and its benefits for language learning. - Discuss the importance of speaking skills in real-life situations.		1. Scenario Cards: Pre-prepared cards with different scenarios written on them (e.g., ordering food, introducing oneself, asking for directions, etc.). 2. Props: Optional props related to the scenarios (emenus for a restaurant scene, 3. Recording Device: Optional audio or video recording equipment to capture performances for feedback.		Rubric
Introduction (5 min)	- Divide the class into small groups (3-4 learners each one) to encourage participation. - Provide each group with a selection of scenario. Ordering food at a restaurant				
Development (15 min)	Allow groups time to prepare their role-play. Encourage them to think about: the context of the scenario; key vocabulary and phrases they might need; the roles each member will play (e.g., customer, waiter, fellow attendee). It is important to mention that groups can use the whiteboard/flipchart to jot down useful phrases or vocabulary.				

Performance (25 min)	• Each group performs their role-play in front of the class. • Encourage creativity; groups can add their own twists to the scenarios if they wish. • Keep each performance to about 5-7 minutes to ensure all groups have time to present.	4. Feedback Forms: Simple forms for peer and self-assessment after each role-play.	
Feedback and Reflection (10 min)	• Conclude with a group discussion about what they learned from the activity. • Encourage learners to share their feelings about speaking in front of others and how they can apply these skills in real life. • Discuss any challenges faced during the role-play and strategies to overcome them in future conversations.	5. Whiteboard/Flipchart: For brainstorming and discussing key phrases or vocabulary related to each scenario.	

Activity 1: Role-play scenarios

1. Introduce the concept of role-playing and its benefits for language learning.

Role-play is an interesting activity that promotes speaking skill. The learner should establish a conversation with somebody else, it is necessary to choose a scenery and create an imaginary situation.

2. Discuss the importance of speaking skills in real-life situations.

Role play simulates real-world scenarios, gives students a purpose for using the language, and uses new vocabulary increasing their motivation to learn in a dynamic way.

3. Give the scenery



4. Vocabulary practice

Waiter/waitress

Greeting: Good morning/evening/afternoon.
 Have you got a reservation?
 Have you booked a table?
 Follow me please
 Can I help you?
 Here is the menu.
 I would recommend
 Are you ready to order now?
 What would you like to order?
 Would you like anything to drink?
 Anything else?
 Here you are. Enjoy your meal.
 Is everything OK? Is everything alright?



Customer

Good evening, I have booked a table for two on the name
 What can you recommend us?
 We are not ready yet.
 I would like to see the menu please.
 Can I/we have?/Can I order?
 We would like to order
 Could we have a bill please?
 How much is it?
 Yes, we have got a reservation for ... people.
 No, that's all thank you.
 I would like to get a bill please.
 Could we have a non-smoking table?
 Thank you and have a nice day.



Menu  Starters ❖ Garlic bread £ 2.10 ❖ Green salad £ 2.90 ❖ Grilled mushrooms £ 3.10 ❖ Vegetable soup £ 3.50 ❖ Onion rings £ 3.50 ❖ Pasta salad £ 3.90 ❖ Cornish pasty £ 3.90 ❖ Chicken wings £ 4.10 ❖ Meatballs £ 4.40		 Main Courses ❖ Spaghetti £ 6.00 ❖ Meatloaf £ 7.20 ❖ Grilled chicken £ 7.50 ❖ Lasagna £ 8.50 ❖ Steak £ 8.90 ❖ Lamb chops £ 9.20 ❖ King prawns £ 9.90 ❖ Frutti del Mare £ 9.90	 Side Dishes ❖ Corn cob £ 1.90 ❖ Baked beans £ 2.10 ❖ Peas £ 2.50 ❖ Chips £ 2.90 ❖ Baked potatoes £ 3.10 ❖ Rice £ 3.10 ❖ Grilled vegetables £ 5.00
		 Drinks ❖ Mineral water £ 1.50 ❖ Coke, Fanta, Sprite £ 1.90 ❖ Juice (orange, blackberry) £ 2.00 ❖ Tea £ 2.00 ❖ Coffee £ 2.50 ❖ Lager beer £ 2.50 ❖ Ale beer £ 3.50 ❖ Wine (glass) £ 3.50 ❖ Wine (bottle) £ 9.50	

5. With your classmate, build a dialog using phrases and restaurant menu, present it in front of the class.

WAITER / WAITRESS	CUSTOMER

Activity 2: Word Association Game:

Start with a word, and students take turns saying a related word. This activity helps students think quickly and enhances their vocabulary by making connections between words, fostering a deeper understanding of language semantics.

	UNIDAD EDUCATIVA “INGAPIRCA” SPEAKING ACTIVITIES HANDBOOK FOR TEACHERS				SCHOOL YEAR 2023 - 2024
AREA:	English as a Foreign Language	STUDENT’S NUMBER	36	LEVEL ACTIVITIES:	A2
TEACHER:		COURSE:	2nd BGU	TIME:	60 minutes
TOPIC:	Word Association Game (Synonym/Antonym Association)				
OBJECTIVE:	Enhance the student vocabulary and comprehension skills by helping them recognize and comprehend synonyms and antonyms.				
STAGE	DIDACTIC PROCESS		DIDACTIC RESOURCES		ASSESMENT
Warm up (5 min)	Teacher says a word (Synonym) the leaner mentions another word (Antonym)		- Recording Device: Optional audio or video recording equipment to capture performances for feedback. - Feedback Forms: Simple forms for peer and self-assessment after each role-play. - Whiteboard/Flipchart: For brainstorming and discussing key phrases or vocabulary. A list of recommended resources should be prepared beforehand by the instructor,		Rubric
Introduction (5 min)	- Explain the differences between synonyms and antonyms. - The teacher starts by playing a word association game, the teacher says a word in English and the student should say a word that they associate with it. - Why do we utilize them (for clarity, variety, speaking, and writing)? - Explain with examples.				
Development (15 min)	- Assign students to two or three teams. - Each group receive a list of words in English, the words should be carefully chosen. - Finding as many synonyms and antonyms as possible for each word on the				

	list and recording them on paper will be the students' task. Students will be able to associate words with similar or opposite meanings in an enjoyable and engaging way with this game.	who should make sure the materials are both pertinent and easily obtainable by the students.	
Performance (25 min)	- Group Discussion: The instructor will call all of the students together and facilitate a discussion on the answers or findings that each group came to from the exercises that were completed. - Every group will get the chance to present their research and discuss how they came to their results. - In order to foster a collaborative and mutually learning environment, the instructor will encourage students to share their thoughts and ask questions.		
Feedback and Reflection (10 min)	- Conclude with a group discussion about what they learned from the activity. - Verification of learning, the instructor will assess the students' understanding by posing questions to see if they comprehend the ideas of synonyms and antonyms and how to use them.		



Activity 2: Word Association Game

1 Introduce the concept of word association game and its benefits for language learning.

Word Association Game is an interactive activity where players respond to a given word with the first related word that comes to mind. This activity is a great way for vocabulary building, creativity, and activating prior knowledge.

2. Discuss the importance of speaking skills in real-life situations.

The ability to communicate effectively shapes relationships, opportunities, and confidence. Besides create discussion, enriched with synonyms and antonyms to highlight nuanced meanings.

3. Identify the differences between synonym and antonym

Synonym	Antonym
A word having same or identical meaning to another word is called a synonym.	A word having opposite meaning to another word is called an antonym.
Example: The girl looks very beautiful . The synonym of beautiful is pretty .	Example: The girl looks very beautiful . The antonym of beautiful is ugly .

4. Vocabulary practice

Synonym Same Meaning		Antonym Opposite Meaning	
cold	frosty	hot	
happy	cheerful	sad	
woman	female	man	
fast	quick	slow	
clean	tidy	messy	
strong	powerful	weak	
big	huge	small	
rich	wealthy	poor	
noisy	loud	quiet	

5. **Speaking activity:** The teacher says a synonym or antonym and the student must respond according to what the teacher mentions.

Teacher	Student
Synonym: Clean	Answer:
Synonym: Fast	Answer:
Antonym: Tall	Answer:
Antonym: Beautiful	Answer:
Synonym: Happy	Answer:
Antonym: Expensive	Answer:
Synonym: Sick	Answer:
Antonym: Dark	Answer:
Synonym: Cold	Answer:
Antonym: Sharp	Answer:
Synonym: Tired	Answer:
Antonym: New	Answer:
Antonym: Rich	Answer:
Synonym: Terrible	Answer:
Synonym: Clever	Answer:
Antonym: Hard	Answer:
Synonym: Noisy	Answer:
Antonym: Easy	Answer:
Antonym: Agree	Answer:

Activity 3: Sentence Building Relay:

Divide students into teams and give each team a set of words. They must race to create grammatically correct sentences using those words. This activity reinforces syntax and grammar while promoting teamwork and speaking practice.

	UNIDAD EDUCATIVA “INGAPIRCA” SPEAKING ACTIVITIES HANDBOOK FOR TEACHERS				SCHOOL YEAR 2023 - 2024
AREA:	English as a Foreign Language	STUDENT’S NUMBER	36	LEVEL ACTIVITIES:	A2
TEACHER:		COURSE:	2nd BGU	TIME:	60 minutes
TOPIC:	Sentence Building Relay (future plans)				
OBJECTIVE:	Students must create sentences about future plans, goals and predictions. Speaking practice grammar and fluency.				
STAGE	DIDACTIC PROCESS		DIDACTIC RESOURCES		ASSESMENT
Warm up (5 min)	- Brainstorm: the teacher makes a question. - What are your plans for the future? - Charades - Vocabulary: The student must guess the activity through pictures.		- Picture cards: with activities, visual prompts for inspiration besides to promote the creativity. - Future chart: visual comparison (will, going to, future progressive). - Interactive tools: sentences strips. - Digital resources: videos with short clips for a better		Rubric
Introduction (5 min)	- Grammar focus: the teacher must explain the future forms then write some examples (will, going to, future continuous). - Identify structure				
Development (15 min)	- Assign students to teams. - Use cards to create sentences with subject, verb, time expression, and future forms. - From each pile, one student at a time sprints to retrieve a card. - Using their cards, the group constructs a complete spoken sentence:				

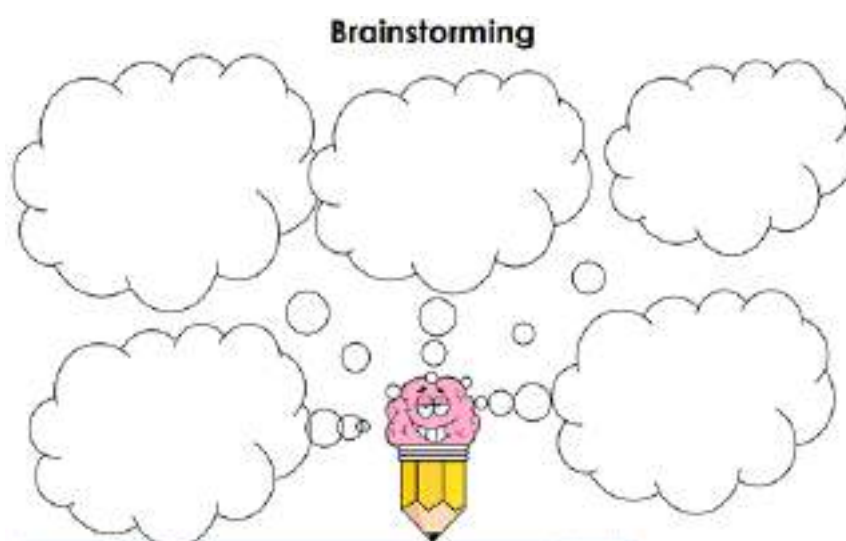
	• Objective: Use speech and movement to reinforce sentence structure.	explanation.	
Performance (25 min)	• The team chooses a card or picture and they must make sentences then tell aloud to the class. • Presentation: students share their sentences according the card. • Use the correct grammar.	• Worksheets: reinforcement the knowledge with writing activities.	
Feedback and Reflection (10 min)	• Conclude with a group discussion about what they learned from the activity. • Teacher gives gentle corrections on word order or verb forms. • Teacher makes some questions: • What new words or phrases did you learn? • How do you feel about speaking in the future?		

Activity 3: Sentence Building Relay (future plans)

1 Explain the benefits for language learning applying future forms.

The future forms give them the ability to participate in everyday conversations about schedules, goals, and plans or decisions. Students can apply their knowledge in real-life situations through authentic interaction.

2 Brainstorming (vocabulary verbs).



3 Chart (future forms).

WILL	GOING TO	PRESENT CONTINUOUS
PREDICTIONS AND FORECASTS - I think Real Madrid will win. - It will be rainy all week.	INTENTIONS - I'm going to play basketball tomorrow.	ARRANGEMENTS AND PLANS - He's flying to Milan on Tuesday.
SPONTANEOUS DECISIONS - I'll help you with the bags.	PREVIOUSLY MADE DECISIONS - We're going to go camping this summer.	- We're meeting friends on Friday.
OFFERS / PROMISES - I'll help you with your homework. - I'll see you tomorrow.	SOMETHING THAT IS VERY LIKELY - Look at those clouds. It's going to rain.	- I'm seeing a movie on Sunday afternoon.

- 4 Picture cards: make sentences using future form (oral activity in pairs or groups).



- 5 Reinforcement activity.

THE FUTURE. MIXED TENSES

A. Match I to II to form sentences.

I

1. Hurry up! We're leaving
2. They'll be lying on the beach
3. We will have arrived
4. It's definite. My friends and I are going to travel
5. I think he will be rich and famous

II

- a. one day.
- b. in five minutes.
- c. next summer.
- d. at this time next week.
- e. by this time tomorrow.

B. Complete the sentences with the correct form of the verb in brackets. Use the Future Simple, *be going to*, Future Perfect or Future Continuous.

1. The concert (start) at exactly 10 o'clock.
2. See you at the station! I (wear) a red jacket.
3. Don't worry! I (not leave) without you.
4. We certainly (not finish) all the work by this time tomorrow.
5. Anne (invite) some of her friends for dinner after work.
6. she (remember) to call us this afternoon?
7. What you (do) at the weekend?

Activity 4. Vocabulary Bingo:

Create bingo cards with vocabulary words. As you call out definitions or use the words in sentences, students must identify the corresponding word on their cards. This activity reinforces vocabulary recognition and encourages verbal expression.

	UNIDAD EDUCATIVA “INGAPIRCA” SPEAKING ACTIVITIES HANDBOOK FOR TEACHERS				SCHOOL YEAR 2023 - 2024
AREA:	English as a Foreign Language	STUDENT’S NUMBER	36	LEVEL ACTIVITIES:	A2
TEACHER:		COURSE:	2nd BGU	TIME:	60 minutes
TOPIC:	Vocabulary Bingo (travel)				
OBJECTIVE:	Use travel vocabulary in meaningful sentences, interactive speaking through gameplay. Student be able to use in different context and improve the fluency.				
STAGE	DIDACTIC PROCESS		DIDACTIC RESOURCES		ASSESMENT
Warm up (5 min)	- Teacher makes some questions: - What activities do you do in your holiday? - What do you pack in your suitcase? - What is your favorite way to travel? - What was your favorite place?		- Picture cards: with activities, visual prompts for inspiration besides to promote the creativity. - Interactive tools: sentences strips. - Digital resources: videos with short clips for a better explanation. - Worksheets: reinforcement the knowledge with writing		Rubric
Introduction (5 min)	- Vocabulary set: use flashcards, pictures, slides to promote the vocabulary learning. - Teacher can use realia. - Pronunciation drill.				
Development (15 min)	- Teacher explain the definition of each word. - Students receive a bingo card with travel words. - Winners shout! Bingo! When complete all the card.				

Performance (25 min)	• In pairs imagine a travel situation use the vocabulary used in the vocabulary bingo. • Create a dialogue / spoken interaction.	activities. • Bingo cards: travel vocabulary	
Feedback and Reflection (10 min)	• Conclude with a group discussion about what they learned from the activity. • Teacher gives gentle corrections on word order or verb forms. • Teacher makes some questions: • What new words did you use today? • Which words were easiest/hardest to say in a sentence? • Where do you want to travel, and what will you need? • Send extra activities.		

Activity 4. Vocabulary Bingo (travel)

1 Explain the benefits of vocabulary learning.

Helps students express their thoughts, emotions and ideas. Comprehend meaning words makes it easier to understand texts, phrases and sentences.

A strong vocabulary is essential for build understanding specific terms.

2 Vocabulary travel



3 Vocabulary Bingo

B I N G O				
tourist attraction	luggage	tour guide	ticket	sightseeing
budget	affordable	suitcase	go abroad	flight
bed and breakfast	border	Free!	destination	checkout
departure	acommodation	itinerary	booking	brochure
backpacking	arrival	holiday resort	journey	hostel

4 Dialogue in pairs

Student 'A'

- *Discuss the questions below with your partner.*

1. What countries have you travelled to?
2. Tell me about a bad travel experience you had.
3. Why do people like to travel?
4. Is it better to travel by plane or by train? Why?
5. What three countries would you like to travel to? Why?
6. Is it better to travel inside your country or outside your country? Why?
7. How can you travel, but not spend too much money?
8. Do you enjoy travelling? Why? / Why not?
9. What are some great places to visit in your country?
10. Tell me about an interesting travel photo that you took, or that you have.

Student 'B'

- *Discuss the questions below with your partner.*

1. What cities have you travelled to?
2. Tell me about a funny or strange travel experience you had.
3. Why do some people NOT like to travel?
4. Is it better to travel by yourself, or with other people? Why?
5. What are five important things to bring with you when you travel?
6. Do you like staying at hotels? Why? / Why not?
7. What can you learn by travelling to other countries?
8. Do you plan to travel soon? If yes, where to?
9. What are some great places to visit in your city?
10. Tell me about some interesting souvenirs that you have.

Activity 5. Story Completion:

Start a story with a few sentences, then have each student add a sentence to continue the story. This collaborative storytelling encourages creativity and helps students practice constructing sentences in a supportive environment.

	UNIDAD EDUCATIVA “INGAPIRCA” SPEAKING ACTIVITIES HANDBOOK FOR TEACHERS				SCHOOL YEAR 2023 - 2024
AREA:	English as a Foreign Language	STUDENT’S NUMBER	36	LEVEL ACTIVITIES:	A2
TEACHER:		COURSE:	2nd BGU	TIME:	60 minutes
TOPIC:	Story Completion (animals)				
OBJECTIVE:	Use basic past and present tenses to practice creating sentences. Produce and narrate short stories together. Become more comfortable speaking in front of others with ease.				
STAGE	DIDACTIC PROCESS		DIDACTIC RESOURCES		ASSESMENT
Warm up (5 min)	- Teacher moves or makes an animal sound (flap wings, meow). - Students guess the animal. - Extra speaking: students take a turn doing their own. - Through enjoyable, low-stakes conversation, activate animal vocabulary and speaking confidence.		- Picture cards: with activities, visual prompts for inspiration besides to promote the creativity. - Interactive tools: sentences strips. - Digital resources: videos with short clips for a better explanation. - Worksheets: reinforcement the knowledge with writing		Rubric
Introduction (5 min)	- Vocabulary set: use flashcards, pictures, slides to promote the vocabulary learning. - Teacher can use realia. - Pronunciation drill. - Grammar focus: past and present tenses.				
Development (15 min)	- Teacher reinforcement the grammar. - Story phrases:				

	One day, once upon a time, firstly, to start, at last, finally, consequently, then, because, due to, eventually, and, after, next, before, furthermore, another, in addition.	activities.	
Performance (25 min)	• In pairs or small groups choose a starter phrase and complete the story according the picture. • Students must complete the story orally.		
Feedback and Reflection (10 min)	• Conclude with a group discussion about what they learned from the activity. • Teacher gives gentle corrections on word order or verb forms. • Teacher makes some questions: • What was your favorite animal? • What did you enjoy most about telling the story? • Was it easy or difficult to speak in English today? Why? • Send extra activities.		

Activity 5. Story Completion

1 Explain why it is important to remember grammatical tenses.

Remembering grammatical tenses is essential because it helps express time clearly, avoid confusion, and build correct sentences. In addition, improves speaking and writing accuracy, supports fluent communication, and allows speakers to tell stories, describe events, and share plans. Tenses make communication more understandable and meaningful for an effective communication with others.

2 Explanation present and past tenses.

 Tenses Chart	
Present Tenses	Past Tenses
Simple Present Tense Sub + V1 + obj. I always speak the truth.	Simple Past Tense Sub + V2 + obj. We went to the zoo yesterday.
Present Continuous Tense Sub + is/am/are + V1 + ing + obj. Ali is riding a bicycle.	Past Continuous Tense Sub + was/were + V1 + ing + obj. He was smiling .
Present Perfect Tense Sub + has/have + V3 + obj. The sun has set .	Past Perfect Tense Sub + had + V3 + obj. They had already finished their work.
Present Perfect Continuous Tense Sub + has/have + been + V1 + ing + obj + since/for. The sun has been shining since morning.	Past Perfect Continuous Tense Sub + had been + V1 + ing + obj + since/for. The carpenter had been making chairs for many days.



3 Animal vocabulary



4 Look the picture to start the story.



3.5. Description of the methodological and/or technological requirements

The methodological requirements for implementing the proposal among learners hinge on a learner-centered approach that emphasizes active participation and real-world application. In this sense, learners often bring diverse experiences and motivations to the classroom, necessitating a flexible methodology that accommodates varying proficiency levels and learning styles, more than in children's classes.

For the before-mentioned reasons, the handbook should incorporate principles of andragogy, which focus on self-directed learning, experiential activities, and collaborative tasks that leverage the participants' backgrounds. For this, the teachers will need to create a supportive environment that encourages open dialogue and risk-taking in language use, allowing learners to practice speaking skills without the fear of making mistakes. Furthermore, incorporating formative assessments throughout the activities will help gauge learners' progress and adapt the instructional strategies accordingly. This iterative feedback loop is crucial in education, as it empowers learners to take ownership of their language development while fostering a sense of community among peers.

Considering the technological part, the successful implementation of the proposal can be significantly enhanced through the use of digital tools and platforms that facilitate communication and collaboration. For instance, video conferencing software can be utilized for remote or hybrid learning environments, allowing learners to engage in role-playing scenarios and discussions regardless of their physical location. Additionally, interactive applications and online resources can provide supplementary materials, such as vocabulary quizzes or pronunciation exercises, which learners can access at their convenience. Social media platforms or dedicated online forums can also serve as spaces for learners to practice informal communication, share resources, and support one another outside of class hours. Furthermore, incorporating multimedia elements -like videos or podcasts- can enrich the learning experience by catering to various learning preferences and enhancing engagement. By leveraging these technological tools alongside the proposed activities in the handbook, educators can create a dynamic and responsive

learning environment that meets the unique needs of learners while promoting effective speaking skills development.

3.6. Analysis and discussion of the results obtained from the implementation of the proposal

This section will show the different results from the posttest and the contrast between the pre- and posttest, followed by the hypothesis prove.

Table 3

Posttest descriptive statistic

	N	Minimum	Maximum	Mean	Standard deviation
Pronunciation	36	2,00	5,00	3,3889	,72812
Fluency	36	2,00	5,00	3,3889	,76636
Vocabulary	36	2,00	5,00	3,5278	,69636
Grammar	36	3,00	5,00	3,5833	,55420
Interaction	36	2,00	5,00	3,5556	,65222
Listening & Comprehension	36	2,00	5,00	3,5556	,73463

Elaborated by: Own elaboration (2024). Source: SPSS.

As it can be seen in Table 3, there were 6 elements evaluated in the posttest: pronunciation, fluency, vocabulary, grammar, interaction and, listening and comprehension. Generally, the minimum that a student could show was 2 points in all the different dimensions which was equivalent to “need improvement”, and the maximum was 5 points in all of them which was equivalent to excellent. The different means are around the same number, which is 4 (approximately), which denotes that in general, students have a satisfactory development around the different dimensions evaluated. On the other hand, only 2 of them had an approximate of 3 points (satisfactory), which were in pronunciation and fluency. In this case, it was applied the same criteria as before, being 1 equivalent to

unsatisfactory; 2 to need improvement; 3 to satisfactory; 4 to good; and 5 to excellent.

Table 4

Post-test global score

	N	Minimum	Maximum	Mean	Standard deviation
Total posttest	36	16,00	28,00	21,0000	3,14416

Elaborated by: Own elaboration (2024). Source: SPSS.

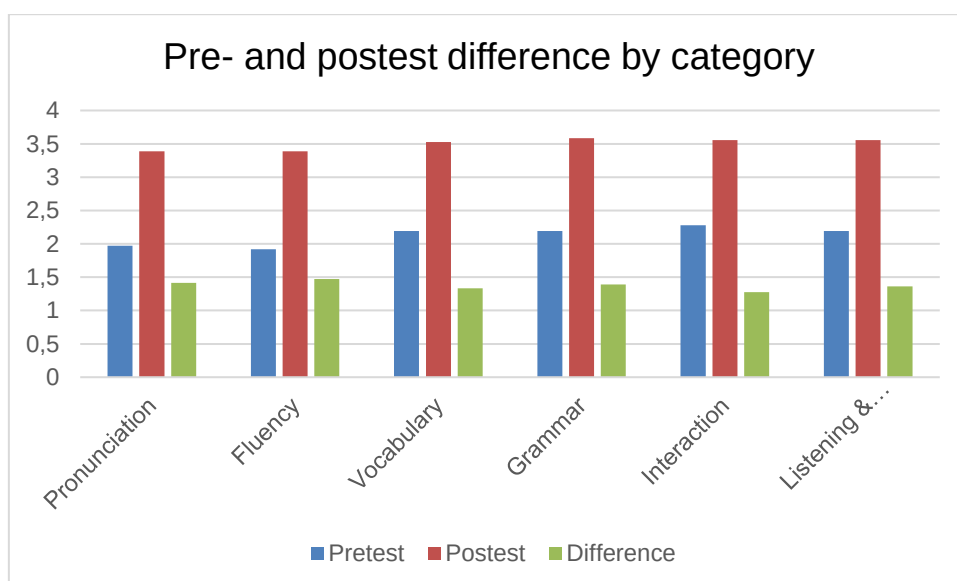
In Table 4, it can be seen that students had a minimum of 16 points and a maximum (observable) of 28 points, considering that they could have a maximum (theoretical maximum) of 35 points. In this sense, it is noticeable that students could accomplish the approval of 15 points, having a satisfactory mean of 21 points (S.D. = 3,14).

Table 5*Difference between pre- and posttest*

	Pretest	Posttest	Difference
Pronunciation	1,9722	3,3889	1,4167
Fluency	1,9167	3,3889	1,4722
Vocabulary	2,1944	3,5278	1,3334
Grammar	2,1944	3,5833	1,3889
Interaction	2,2778	3,5556	1,2778
Listening & Comprehension	2,1944	3,5556	1,3612

Elaborated by: Own elaboration (2024). Source: SPSS.

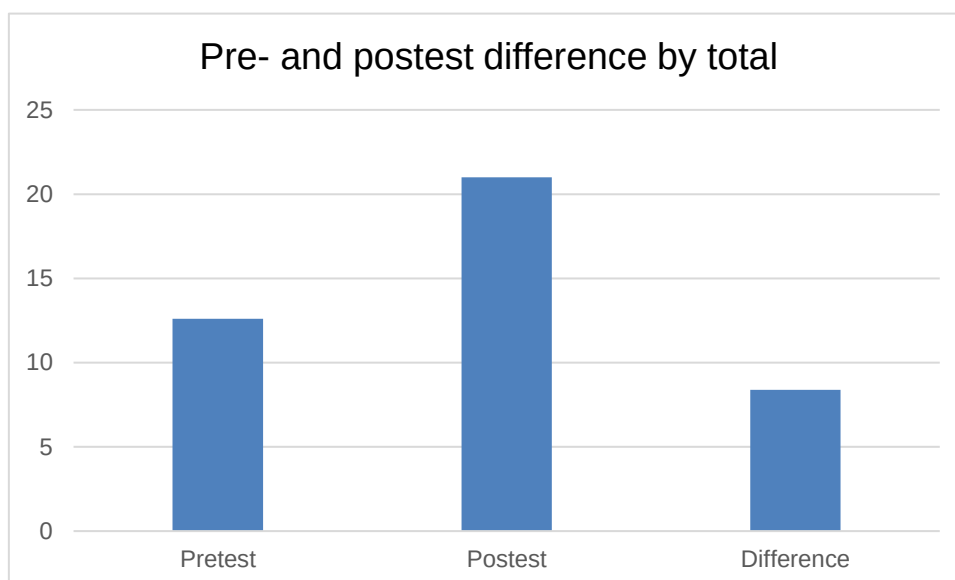
As noticed in Table 5, there is a contrast between the pre- and posttest. It can be seen that all the dimensions were improved in the posttest in a range from 1,28 to 1,47 points in a scale of five points, which means that students passed from unsatisfactory to satisfactory (generally) or need improvement (in pronunciation and fluency). These differences can be seen in Figure 1, where the blue line is the pretest, the red line the posttest, and the green one, the difference between the first two, noticing that all had a positive difference.

Figure 1*Difference between pre- and posttest***Elaborated by:** Own elaboration (2024). Source: SPSS.**Table 6***Global difference between pre- and posttest*

	N	Minimum	Maximum	Mean	Standard deviation
Total pretest	36	8,00	18,00	12,6111	2,87131
Total posttest	36	16,00	28,00	21,0000	3,14416

Elaborated by: Own elaboration (2024). Source: SPSS.

In the Table 6, there are presented the differences in the general descriptive statistics between the pre- and posttest, noticing that having the same number of participants (36), the minimum was doubled (from 8 to 16), and the maximum had a difference of 10 points which denotes a positive influence of the proposal based on psycholinguistics in the achievement of having better oral skills. When looking at the mean, it is noticed the same, having an initial mean of 12,61, passing to 21 points. So, the proposal had a positive effect. This global difference in mean can be seen in Figure 2.

Figure 2*Global difference between pre- and posttest***Elaborated by:** Own elaboration (2024). Source: SPSS.**Table 7***Student prove for same group contrast*

	t	gl	Sig. (bilateral)	Difference of means	95% confidence interval of the difference	
					Inferior	Superior
Total pretest	26,353	5	,000	12,61111	11,6396	13,5826
Total posttest	40,074	5	,000	21,00000	19,9362	22,0638

Elaborated by: Own elaboration (2024). Source: SPSS.

Finally, it is presented in Table 7 where it shows the numbers obtained by the t-student prove for the same group study. It is noticed that the bilateral significance is lesser than 0,01 ($<0,01$) which means that the numbers obtained and contrasted

in the group by the pre- and posttest are statistically significant and are not related to other circumstances and are not a product of chance. This means that the proposal is empirically validated thanks to the differences obtained.

CONCLUSIONS

Considering the specific objectives of this research, each conclusion will answer to each one of them. Initially, the first objective was to identify common challenges faced by A1 level students in the speaking process and explore how psycholinguistic strategies can address these challenges. About this, the main challenges presented were in each one of the dimensions studied: pronunciation, fluency, vocabulary, grammar, interaction and listening and comprehension, having a low mean in each one of them. This was the reason why there was a need to implement an educative proposal to increase the speaking skills.

The second objective was to assess the effectiveness of incorporating psycholinguistic principles in English language teaching methods for A1 level students. At this respect, the literature showed that psycholinguistic principles could improve speaking skills in students thanks to their main aspects of contextual, functional, integrative, and appreciative principles.

Finally, the third objective tried to evaluate the impact of psycholinguistics on the development of speaking skills in A1 level students over a specific period of time. About this, all the dimensions were improved in the posttest in a range from 1,28 to 1,47 points in a scale of five points, which means that students passed from unsatisfactory to satisfactory (generally) or need improvement (in pronunciation and fluency). Similarly, when looking at the whole test, the mean was increased from 12,61, passing to 21 points. So, the proposal had a positive effect. Furthermore, the proposal was empirically validated thanks to the differences obtained with a bilateral significance lesser than 0,01.

RECOMMENDATIONS

Taking in consideration the conclusions in the previous section, there will be made in this section one recommendation according to each one of the conclusions. First, it is recommended to make a review around the whole Ecuadorian curricula to be able to suggest different aspects based on psycholinguistics principles in them, which can lead to have a better speaking level.

Similarly, it is recommended to strengthen the main aspects of psycholinguistics in the classroom which translates to being contextual, functional, integrative, and appreciative of the whole phenomena around speaking skills and English communicative skills.

Finally, it is recommended to have different instruments to measure the benefits and challenges of the students around speaking. In this sense, the use of other instruments to measure the levels acquired based on the proposal are also important, giving external validation.

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Annexes: Pretest results

N	SPEAKING TEST	Pronunciation					Fluency					Vocabulary					Grammar					Interaction					Listening & Comprehension					SCORE
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	SPEAKER			x				x						x					x					x					x			17
2	SPEAKER			x					x				x					x						x				x				15
3	SPEAKER		x					x						x				x					x					x				13
4	SPEAKER		x					x						x					x					x					x			15
5	SPEAKER			x				x						x				x						x				x				15
6	SPEAKER			x					x				x					x						x					x			16
7	SPEAKER			x					x						x				x						x				x			18
8	SPEAKER		x					x						x				x						x					x			14
9	SPEAKER			x					x					x				x						x					x			16
10	SPEAKER			x					x					x					x					x					x			17
11	SPEAKER		x					x						x				x					x					x				12
12	SPEAKER	x						x						x				x						x					x			10
13	SPEAKER		x					x						x				x						x					x			13
14	SPEAKER	x						x						x				x						x					x			10
15	SPEAKER		x					x						x					x					x						x		14
16	SPEAKER	x						x					x					x						x					x			9



[illegible]

Annexes: Posttest

POSTEST

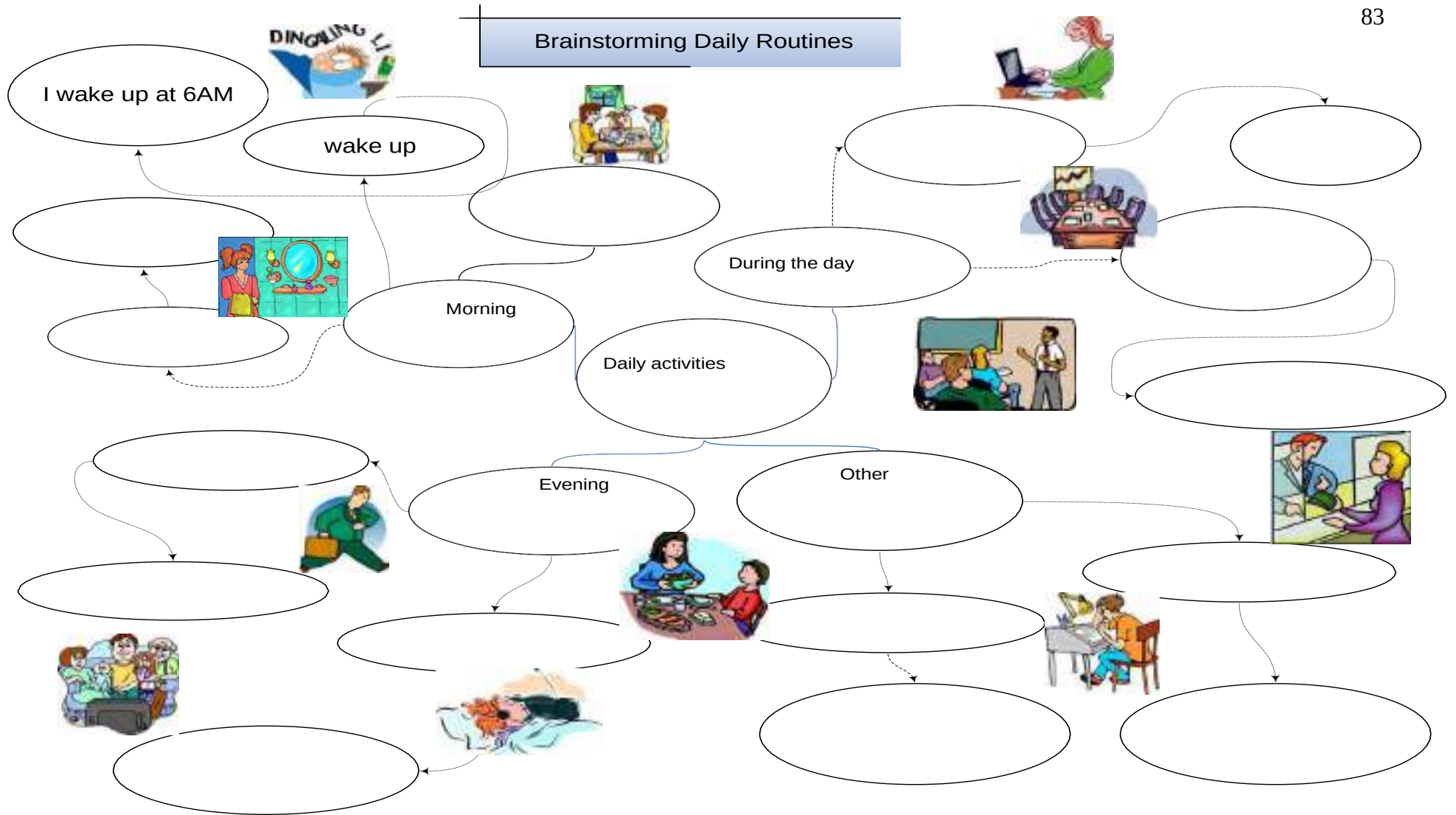
	UNIDAD EDUCATIVA “INGAPIRCA” LESSON PLAN				SCHOOL YEAR 2023 - 2024
AREA: English as a Foreign Language	Students Number: 36		Course: 2 nd BGU	Level: A1	
				Start date: 06/05/2024	
Teachers: Lcda. Mariela Chilibuina Lcda. Katherine Molineros	Time: 90 minutes	Periods: 2	Class: A	End date: 03/06/2024	
Topic: Daily Routines		Technique: groups or work in pairs.		Method: communicative approach	
Objective: Students will be able to create a personalized daily routine that supports their academic and personal well-being.					
ACTIVITY	LEARNING CONTENTS	DIDACTIC PROCESS		DIDACTIC RESOURCES	EVALUATION
Opening: (5 minutes) - Begin the lesson by asking students to share their current daily routines. - Engage students by having them reflect on the impact their daily habits have on	Daily routines - Verbs: wake up, brush teeth, get dressed, eat breakfast, go to school, do homework, take a shower, go to bed. - Time expressions: in the morning, in the afternoon, at	- Start the class creating a good environment after introducing the theme. - Give general ideas about the topic.		- Laptop and projector - Internet - Videos - Recorder - Dictionary - Power point slides	Speaking Rubric



their academic performance. Introduce Basic vocabulary: (20 minutes) - Discuss the benefits of having a consistent daily routine, such as increased productivity, reduced stress, and improved time management. - Introduce strategies for creating an effective daily routine, including time blocking, prioritizing tasks, and incorporating healthy habits. - Anticipate the common misconception that a daily routine is too restrictive or limits flexibility Speaking Practice: (15 minutes) - Guide students through the process of evaluating their current daily habits using a self-reflection. - Provide examples of well-	night, before/after. - Help students form sentences in the present simple to describe habits and routines. - Develop students' ability to listen to and speak about daily routines.	- Vocabulary acquisition: Learn key daily routine verbs and time expressions. - Grammar: Use the present simple tense for habitual actions. - Communication: Engage in dialogues and role-play based on daily routines. - Students will be able to describe and discuss their daily routines using appropriate vocabulary and present simple tense.	Classroom: - Whiteboard, - Flashcards - Markers - Eraser - Pictures
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Brainstorming Daily Routines



TOPICS DISCUSSION
DAILY ROUTINES



Student 'A'

Discuss the questions below with your partner.

1. What time do you usually go to bed at night? Should you go to bed earlier?
2. What do you often eat for breakfast? Do you think it's healthy food?
3. What time do you arrive at school or work? Are you ever late?
4. What time do you eat lunch? Do you eat alone or with other people?
5. What time do you get home after school or work? Are you tired when you get home?
6. What's your favorite TV show? Why do you like it?
7. How much time do you spend on-line each day? Is it too much?
8. What time do you usually eat dinner?
9. What hobbies do you have? What's your favorite hobby?
10. How do you like to relax in the evenings?

TOPICS DISCUSSION
DAILY ACTIVITIES



Student 'B'

Discuss the questions below with your partner.

1. What time do you usually get up in the morning?
2. What do you often eat for lunch?
3. How do you travel to school or work (bus, taxi, ...)?
4. Where do you eat lunch? What do you usually eat for lunch?
5. What do you like to do after school or work?
6. How many hours of TV do you usually watch each day? Is it too much?
7. What's your favorite website? Why do you like it?
8. Can you cook? How often do you cook dinner?
9. Tell me about your best friend. How often do you see him / her?
10. What time do you go to bed at night? Do you think you should go to bed earlier?

Annexes: Postest results



N	SPEAKING TEST	Pronunciation					Fluency					Vocabulary					Grammar					Interaction					Listening & Comprehension					SCORE
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	SPEAKER				x					x						x				x					x					x	26	
2	SPEAKER				x					x					x					x								x			22	
3	SPEAKER			x					x					x					x								x				18	
4	SPEAKER				x				x						x					x								x			22	
5	SPEAKER			x					x					x					x									x			18	
6	SPEAKER				x					x					x					x								x			22	
7	SPEAKER				x					x						x												x			26	
8	SPEAKER			x					x						x					x								x			21	
9	SPEAKER			x					x					x						x								x			20	
10	SPEAKER				x					x					x													x			24	
11	SPEAKER			x					x					x						x								x			18	
12	SPEAKER		x						x					x						x								x			17	
13	SPEAKER			x					x					x						x								x			19	
14	SPEAKER			x				x						x						x								x			17	
15	SPEAKER			x					x					x						x								x			21	
16	SPEAKER		x					x					x							x								x			16	
17	SPEAKER				x					x				x						x										x	23	



