



**UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR**

TRABAJO DE TITULACIÓN



UNIVERSIDAD BOLIVARIANA DE ECUADOR

MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

TRABAJO DE TITULACIÓN

PREVIO A LA OBTENCIÓN DEL TÍTULO DE

MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

TEMA

Strategies to improve the speaking skill for English
language learners

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ECUADOR

2024



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Siendo designado como tutor el programa de maestría en Pedagogía del inglés como Lengua Extranjera de la Universidad Bolivariana del Ecuador (UBE) se avala el trabajo titulado *Strategies to improve the speaking skill for English language learners*, que ha sido elaborado por Verónica Patricia Cevallos Fortis y Tania Maricela Macías Parrales bajo mi tutoría, y que reúne los requisitos para ser defendido ante el tribunal que se designe a tal efecto.

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DEDICATORIA

To all teachers who share our ideal and are convinced that we must: "To train comprehensive, critical, self-critical, reflective, innovative, supportive high school graduates, endowed with scientific and technological knowledge, fully prepared to venture into the labor field and committed to social change".

To my parents, source of infinite love and support, fundamental pillars in our lives. Without them, we would never have been able to achieve this professional achievement. Their tenacity and insatiable struggle have made them the great example to follow and highlight.

An eternal gratitude to my son Sergio Uriel, for being the greatest impulse in my life, who helped me to culminate this important stage in my professional career, thank you and thank you very much for being part of this achievement.

Verónica Patricia Cevallos Fortis



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DEDICATORIA

I dedicate the successful completion of my studies to my children Angie and Miguel Andrés and my beloved husband, and I am overwhelmed with gratitude for their unwavering support and encouragement. Faith in my abilities has been a constant source of strength throughout this journey.

Every night of studying and every moment of triumph has been fueled by the love and inspiration I find in both. As you witness this achievement, remember that it is as much yours as it is mine. May it serve as a reminder of the power of perseverance and the limitless possibilities that lie in store for us when we pursue our dreams with determination and dedication.

Tania Maricela Macías Parrales



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AGRADECIMIENTO

We are deeply grateful to God, who gave us the breath of life, the privilege of existing in this world, and the strength necessary for this achievement.

Our sincere gratitude to the Thesis Director Lic. Jhonny Segundo Campoverde Lopez, Mg. for his patience, support, collaboration, dedication and guidance of this work, who with his deep academic knowledge has guided us to the culmination of our purpose and desire.

To the "Bolivariana del Ecuador" University, that opened its doors to us with that great academic, professional and administrative talent that taught us the value of self-improvement, of being important and productive to serve society and our country.

To our families for their love and trust, for their words of support, unconditional morals that have contributed to the achievement of our goals.

And to all those people who, not to mention, are on our minds and heart and who gave us their selfless help throughout our student and professional career.

Verónica Patricia Cevallos Fortis

Tania Maricela Macias Parrales



RESUMEN

La investigación se llevó a cabo en el Colegio Paquisha de Manta, Ecuador, y estuvo dirigida a 35 estudiantes de primer curso de bachillerato con el objetivo de mejorar su expresión oral en inglés. Utilizando un enfoque cuantitativo, el estudio empleó pre y post tests, encuestas y observaciones en el aula. Las pruebas estandarizadas y las encuestas midieron la fluidez, la pronunciación y el uso del vocabulario. Inicialmente, se estableció un marco teórico, seguido de un diagnóstico inicial de la competencia oral en inglés de los estudiantes. A partir de los resultados del pre test, se identificaron los principales retos, lo que condujo al diseño de una intervención. La intervención consistió en diez sesiones estructuradas centradas en actividades orales prácticas, especialmente en el uso del pasado simple. Los resultados posteriores al test mostraron mejoras significativas: los índices de fluidez aumentaron en un 27,27%, la pronunciación en un 27,78% y el uso del vocabulario en un 15,79%, lo que se tradujo en una mejora global de aproximadamente el 23% en las destrezas de expresión oral. Las conclusiones demuestran que las estrategias pedagógicas adaptadas mejoraron eficazmente las destrezas de expresión oral de los estudiantes de inglés de la escuela Paquisha. El programa, centrado en temas personales y relevantes, mejoró significativamente la fluidez, la pronunciación y el uso del vocabulario de los estudiantes. La implementación continua y el monitoreo revelaron mejoras notables en todas las dimensiones evaluadas, destacando la importancia de intervenciones educativas adaptadas y proporcionando valiosas ideas para futuras prácticas pedagógicas en contextos educativos similares.

Palabras clave: Expresión oral, estrategias pedagógicas, destrezas orales, competencia lingüística.



ABSTRACT

The research was conducted at Paquisha School in Manta, Ecuador, targeting 35 first-year baccalaureate students to improve their oral expression in English. Using a quantitative approach, the study employed pre- and post-tests, surveys, and classroom observations. Standardized tests and surveys measured fluency, pronunciation, and vocabulary usage. Initially, a theoretical framework was established, followed by an initial diagnosis of students' oral English proficiency. Based on the pre-test results, key challenges were identified, leading to the design of an intervention. This intervention included ten structured sessions focusing on practical oral activities, particularly using the past simple tense. Post-test results showed significant improvements: fluency rates increased by 27.27%, pronunciation by 27.78%, and vocabulary usage by 15.79%, resulting in an overall enhancement of approximately 23% in oral expression skills. Conclusions demonstrate that the tailored pedagogical strategies effectively improved the oral expression skills of English students at Paquisha School. The program, focusing on personal and relatable topics, significantly enhanced students' fluency, pronunciation, and vocabulary usage.

Keywords: Oral expression, pedagogical strategies, speaking skills, language proficiency.



TABLE OF CONTENTS

FICHA SENESCYT PARA EL REPOSITORIO	2
COPIA INFORME DE SIMILITUD (ANTIPLAGIO).....	4
CERTIFICACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DEL AUTOR (ES)	5
AVAL DEL TUTOR DE LA TESIS	6
DEDICATORIA.....	7
AGRADECIMIENTO	9
RESUMEN	10
ABSTRACT.....	11
TABLE OF CONTENTS.....	12
INDEX OF TABLES.....	17
INDEX OF FIGURES	18
INDEX OF ANNEXES	19
INTRODUCTION.....	20
Justification	20
Problem Statement.....	21
Topic Precision.....	24
Objectives	25
General Objective	25
Specific Research Objectives	25



Hypothetical Statements.....	25
Brief Overview of Chapter Contents in the Thesis Report.....	25
CHAPTER 1: THEORETICAL FRAMEWORK	27
Second Language Acquisition	27
Stages of Second Language Acquisition	27
Pre-production	27
Early production	28
Speech emergence.....	28
Intermediate fluency.....	28
Advanced fluency	28
Definition of Speaking	28
The Importance of Speaking.....	29
Speaking as a Language Skill	30
Purpose of Teaching Speaking.....	31
Historical background of oral English teaching	32
Methods and approaches in oral English teaching	32
Contributions of different authors to oral teaching.....	33
Tools and resources for speech development.....	34
Speaking Problems	35
Inhibition.....	35



Nothing to say.....	36
Low or uneven participation	36
Mother tongue use.....	36
Internal Problems	36
Factors Affecting Speaking	36
Age or Maturational Constraints	37
Aural medium.....	38
Socio-cultural Factors	38
Affecting factors	39
Cognitive ability	39
Environmental factors	40
Physical factors.....	40
Strategies to build confidence when speaking	40
The intersection of multilingualism and oral ability.....	41
Teaching strategies and methodologies	42
CHAPTER 2: METHODOLOGY	44
Research approach.....	44
Scope of the research	44
Declaration and justification of the research type	44
Research methods	45



Instruments and tools	46
Pre and Post test.....	46
Survey	47
Population and sample delimitation	47
Methodological procedure.....	48
Methodological approach: stages of the research.....	49
Theoretical Framework Exploration.....	49
Initial Diagnosis Stage.....	49
Mapping the Terrain.....	49
Pre-Test and Intervention	49
Proposal Modeling Stage.....	49
Validation of Proposal Stage	50
Post-Test and Data Analysis	50
Presentation of Initial Diagnosis Results	50
Conceptualization and operationalization of variables	50
Independent Variable	50
Dependent Variable.....	51
External Variables.....	51
Ethical Considerations	52
CHAPTER 3: RESULTS AND DISCUSSION	53



Results	53
Lesson Plan	53
Survey Results	58
Pre-test and post-test results	70
Discussion	76
CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS.....	78
Conclusions.....	78
Recommendations.....	79
REFERENCES.....	80
ANNEXES.....	86



INDEX OF TABLES

Table 1 Independent variable: English teaching strategies	51
Table 2 Dependent variable: Level of oral expression in English	52
Table 3 Statistical analysis of fluency rate improvement	71
Table 4 Statistical analysis of pronunciation improvement	72
Table 5 Statistical analysis of vocabulary usage improvement.....	73
Table 6 Improvement summary before and after the intervention	74



INDEX OF FIGURES

Figure 1 Confidence Level in Oral English Expression	59
Figure 2 Resources for Improving English Speaking.....	60
Figure 3 Personal Challenges in English Communication.....	61
Figure 4 Effective Teaching Methods for English Speaking	62
Figure 5 Notable Learning Experiences in English.....	63
Figure 6 Impact of Technology on English Speaking Skills.....	64
Figure 7 Motivation Factors for Improving English Speaking.....	65
Figure 8 Classroom Environment and Oral English Practice.....	66
Figure 9 Difficult Situations for Oral English Expression.....	67
Figure 10 Suggestions for Enhancing English Speaking Instruction.....	68
Figure 11 Comparative analysis of fluency rate before and after intervention.....	70
Figure 12 Comparative analysis of pronunciation before and after intervention.....	71
Figure 13 Comparative analysis of vocabulary usage before and after intervention	73
Figure 14 Improvement summary before and after the intervention	74



INDEX OF ANNEXES

Annex 1. Survey	86
Annex 2. Pre-test	90
Annex 3. Post-test.....	92
Annex 4. Lesson plan schedule	94
Annex 5. Lesson plan.....	95



INTRODUCTION

The importance of learning the English language in today's society is undeniable. This language not only provides access to broader knowledge and a variety of information but also opens doors to current technologies, enabling individuals to meet the demands of their environment and society. Additionally, English serves as a means of communication that connects with various cultural realities, promoting an understanding of one's own culture and enhancing cognitive skills. Furthermore, English proficiency expands available job opportunities (Rodríguez Yupanqui, 2021).

In this context, the teaching of the English language has become a fundamental pillar in the educational process of society, aligning with the guidelines established in the Curriculum for Mandatory Education Levels, promoted by the Ministry of Education of Ecuador. This initiative requires educational institutions in the country to include English as a mandatory subject at various educational levels and sublevels (Rivera Fortty y otros, 2021).

One of the fundamental competencies for achieving complete English language proficiency is oral expression. However, in institutions such as "Paquisha College," located in the Eloy Alfaro parish of the city of Manta, Manabí province, a significant challenge exists in teaching and learning this skill. This challenge arises from various limitations, ranging from the lack of technological resources to the absence of suitable didactic materials. Therefore, the purpose of this research is to address this educational issue by proposing and implementing strategies aimed at improving the oral English competence of the students in this institution.

Paquisha College is a government educational institution catering to a diverse student population, comprising approximately 1200 students enrolled in both primary and secondary levels. The institution operates in three shifts: morning, afternoon, and evening, to ensure access to education for a wide spectrum of the community.

Justification

In the educational sphere, it is essential for institutions to promote the development of oral expression in students. This process should commence gradually and systematically, starting with simple activities such as dialogues in pairs. Subsequently, progress is made towards



communication in larger groups, fostering oral expression in a collective context. This gradual approach culminates in the preparation and execution of individual presentations, where students have the opportunity to develop their ability to communicate effectively with diverse interlocutors (Cruz, 2020).

In this regard, the justification for the research is based on several criteria that support its relevance. Firstly, the study's feasibility is highlighted, supported by a strong theoretical foundation and the effective application of strategies for developing oral expression in students. These strategies were successfully implemented through participatory activities in the English language area. In practice, the thesis is justified by seeking to improve English language teaching and the development of oral expression in students, providing validated strategies that become valuable resources for teachers in real contexts, enhancing their pedagogical practice.

From a methodological perspective, the research included a measurement instrument to assess the variable of oral expression. This instrument, validated both in content and internal consistency, represents a contribution to science, as it could be used in future research involving the measurement of oral expression in relation to other variables. Additionally, school teachers will have an effective didactic tool at their disposal to promote students' oral expression. From a pedagogical standpoint, the thesis is justified by offering a specific educational option to enhance oral expression through a program with activities directly applicable to students. In terms of social value, this research holds significant importance for Ecuadorian society by addressing the education of students and teachers seeking to improve the quality of education in the country.

Problem Statement

The development of oral expression skills in English represents a significant challenge for most students in public education institutions (Cruz, 2020). English is a widely used language in the fields of business, communications, entertainment, research, science, technology, and tourism. However, in Latin America, despite the fundamental role of English in the tourism industry, the teaching of this language in the educational context lags behind compared to other regions. This gap is a cause for concern since professionals, scientists, and engineers



who cannot effectively communicate in English miss the opportunity to access global knowledge and participate in academic and research networks (Cruz, 2020).

At the regional level, a report from the Huancavelica Regional Directorate of Education (DREH) reveals significant deficiencies in oral expression in English among students. This issue has implications for the comprehensive education of students as it limits their ability to interact and engage in both academic and social settings. In an increasingly globalized world, this limitation becomes even more relevant. Nevertheless, teachers tend to focus on teaching grammar, with few opportunities for students to actively practice and use English in communication situations (Hermoza Palomino, 2021).

It is evident that the problem of low English proficiency levels is concentrated in oral expression. In an ever-evolving educational environment, where the teaching process is no longer confined to the mere transfer of knowledge, adopting a participatory and proactive student-centered approach is essential. This implies the need to employ new strategies that enable meaningful learning (Cruz Huancayo, 2021).

In the context of "Paquisha School," one of the main challenges it faces is the level of oral competence in English among its students. Despite receiving three English classes per week, students are at a very basic level, assessed as LEVEL A1. This is partly due to the lack of adequate resources for English teaching at the institution. Students do not have access to textbooks from the Ministry of Education (MINEDUC) and primarily work with photocopies, private books, or other limited materials. Furthermore, the absence of English laboratories and the lack of technological resources such as internet and computers further hinder the language learning process.

Teaching methodologies and approaches are essential components to consider. The school's teaching methods may not be fully aligned with modern language acquisition theories, which could affect the effectiveness of English teaching. Additionally, class size could be a contributing factor as they may limit the amount of individualized attention students receive.

Large language teaching classes are a popular concern for educators. Teachers often attribute many of the challenges they encounter to class size. While larger classes can certainly increase teachers' workload, there is minimal evidence to suggest that they have a detrimental



impact on learning in English language teaching contexts. It is worth noting that teachers often perceive class sizes to be larger than student sizes. Concerns associated with larger classes revolve around issues such as classroom management, practical limitations, relationship building, limited opportunities for interaction, and increased grading demands (Blatchford & Russell, 2019).

Students' motivation and engagement play a critical role in their academic success. Improving motivation and academic engagement is a top priority for effective instructors, particularly in English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts. However, there remains a need to understand how academic motivation and engagement can be significantly improved in these environments (Henry & Thorsen, 2018).

Academic motivation is essential to improve students' resilience in the face of learning challenges. Active participation in the learning process, or academic engagement, has a strong correlation with higher academic grades. Engaged students are more likely to experience academic success. The relationship between academic motivation, engagement, and student success is vital, and exploring the determinants and predictors of these variables is crucial (Peng, 2021).

Numerous studies have examined how students' personality traits, as well as teachers' personality traits and communication behaviors, influence academic motivation and engagement. However, teacher praise, a powerful and easily applicable classroom strategy, has received limited attention in this context (Caldarella et al., 2021).

The absence of essential technological resources, including Internet access and computers, significantly compounds challenges in the language learning process. In today's digital age, technology has become an integral part of education, offering a multitude of tools and resources to improve language acquisition. Technology-assisted language learning encompasses a wide range of educational applications, ranging from interactive language learning software and online language courses to language learning applications and multimedia resources. These tools not only make learning more engaging and interactive, but also provide students with convenient and flexible ways to practice their language skills (Alamri, 2021).



These limitations in resources and the low level of oral competence in English among students pose an educational challenge that needs to be effectively addressed. The absence of a personalized teaching program tailored to the specific needs of "Paquisha School" students exacerbates the situation and necessitates the search for innovative pedagogical solutions to improve oral expression in English.

Topic Precision

Oral expression plays a fundamental role in students' communication within their educational environment. It is the medium through which they express their thoughts seamlessly and effectively communicate with their peers and teachers. It is worth noting that oral expression, in certain circumstances, encompasses more than just speaking, as it involves paralinguistic elements that enrich its final meaning (Rodríguez Yupanqui, 2021).

One of the initial steps of this research involved conducting a comprehensive diagnosis of the current level of oral competence in English among students at "Paquisha School." This diagnosis aimed not only to assess their language skills but also to identify the main difficulties and deficiencies they face in their ability to communicate in English. This analysis will serve as a starting point for the development of effective strategies.

A crucial component of this research is the creation of a highly personalized English teaching program tailored to the specific needs of the students at this institution. The limitation of technological resources and educational materials available at the school, such as the lack of Ministry of Education (MINEDUC) textbooks and the reliance on photocopies and private materials, was taken into account. The program was designed to promote meaningful English learning and actively encourage oral expression practice.

Finally, this research focused on measuring the impact of the pedagogical strategies developed. Through the continuous implementation and monitoring of these strategies, the aim was to verify their effectiveness in increasing the level of oral expression in English among students at "Paquisha School." This involves an ongoing evaluation process to ensure that the strategies are meeting the established objectives and generating significant improvements in students' English communication skills.



Objectives

General Objective

To develop and implement strategies for improving the oral expression skills of English students at "Paquisha School" in the Eloy Alfaro parish, city of Manta, Manabí province.

Specific Research Objectives

- To conduct a current assessment of the English oral competency level of students at "Paquisha School," identifying the main difficulties and deficiencies in their communicative abilities.
- To design a personalized English teaching program tailored to the specific needs of students at "Paquisha School," taking into account the limitation of technological resources and available educational materials, with a focus on enhancing meaningful English learning and promoting oral expression practice.
- To measure the impact of the pedagogical strategies developed through continuous implementation and monitoring, in order to verify their effectiveness in increasing the level of oral expression in English among students at "Paquisha School."

Hypothetical Statements

Null Hypothesis (H0): The implementation of the designed pedagogical strategies does not result in an improvement in the level of oral expression in English among students at "Paquisha School."

Alternative Hypothesis (H1): The implementation of the designed pedagogical strategies results in an improvement in the level of oral expression in English among students at "Paquisha School."

Brief Overview of Chapter Contents in the Thesis Report

The thesis is structured into three essential chapters. Chapter 1: Theoretical Framework provided a comprehensive literature review related to the teaching of English as a second



language and the importance of oral expression in the learning process. Various pedagogical strategies used to enhance oral expression in similar educational contexts were explored, and relevant theories supporting the research were presented.

Chapter 2: Research Development Methodology and Diagnostic Study focused on the methodology employed to conduct the research. It detailed how the initial diagnosis of the level of oral competence in English among the students of "Paquisha School" was carried out and how the personalized teaching program was designed. Additionally, the methods used to measure the impact of pedagogical strategies were explained.

In Chapter 3: Presentation and Validation of the Proposal, the proposal of pedagogical strategies designed to improve students' oral expression was presented. The specific approaches and activities included in the teaching program were elaborated upon. The results of the implementation were shared, and the statistical evidence supporting the alternative hypothesis was analyzed.

Moreover, in the Conclusions section, key findings of the research were summarized, and the most significant contributions were highlighted. A conclusion was drawn regarding the effectiveness of the pedagogical strategies in enhancing students' oral expression, and practical and theoretical implications of the results were addressed. Recommendations based on the research findings were also provided. Finally, a detailed list of all the bibliographic sources consulted and cited throughout the report, following appropriate citation standards, was included. The references provided theoretical support and backing to the research.



CHAPTER 1: THEORETICAL FRAMEWORK

Second Language Acquisition

The acquisition of a second language refers both to the study of individuals and groups who learn a language after acquiring their first language in childhood, and to the process of learning that language. This second language acquired can be more than one language, and the learner, who has chosen the second language as the target language, can acquire it through formal, informal, or both types of education (Khairia, 2021).

There are differences between a second language and a foreign language. Generally, a second language is an official or socially dominant language, used for purposes such as education, employment, and other necessary purposes. It is considered that a second language is one that a learner masters better after their first language. On the other hand, a foreign language is not commonly used in the immediate social context of the learners. This may be used in potential travel circumstances or intercultural contact situations, or learned as a curricular requirement or elective in education, but without immediate or practical use (Crisianita & Mandasari, 2022).

Stages of Second Language Acquisition

The acquisition of a second language involves several stages that are similar to those experienced when learning a first language. These stages are innate processes that are not affected by age, and the pace of language acquisition depends on the learners. In this context, English has been the focal language for studying Second Language Acquisition, providing insights into the natural progression of learning a new language (Reza Ahmadi, 2018).

The five stages of second language acquisition include pre-production, early production, speech emergence, intermediate fluency, and advanced fluency.

Pre-production

This initial stage is characterized by a silent period where learners primarily listen without speaking. They may have a receptive vocabulary but are not yet producing language. Instead, they may mimic what they hear and use gestures to show comprehension. At this stage, it is



crucial for teachers to focus on listening comprehension and building a foundational vocabulary through repeated exposure to English (Khairia, 2021).

Early production

Learners begin to produce one- or two-word phrases and may use memorized language chunks, although not always accurately. They listen more and start to expand their vocabulary by interacting with more talkative peers (Khairia, 2021).

Speech emergence

During this stage, learners have a basic vocabulary and can communicate using simple phrases. They may ask simple questions and engage in short conversations with peers, even though their grammar may not be perfect. They also start to read and understand simple stories (Khairia, 2021).

Intermediate fluency

At this level, learners can express more complex ideas and feelings using more sophisticated language in both speech and writing. They ask questions for clarification and collaborate with others to enhance their learning. Their understanding of content across various subjects improves, and they can use English more effectively for academic purposes (Khairia, 2021).

Advanced fluency

In this final stage, learners achieve near-native proficiency in English, particularly in their ability to perform academically in the subject area. They continue to require support in reading and speaking to maintain and further develop their language skills (Khairia, 2021).

Definition of Speaking

The concept of "speaking" has been defined in various ways by researchers in the field of language learning. According to the Webster New World Dictionary, speaking involves saying words orally, communicating through talking, making requests, and delivering speeches. Chaney (1998) describes speaking as the process of creating and sharing meaning through verbal and non-verbal symbols across different contexts. Brown (1994) and Burns



and Joyce (1997) view speaking as an interactive process of meaning-making that encompasses producing, receiving, and processing information (Lai-Mei & Seyedeh, 2017).

Speaking is defined as the production of auditory signals to elicit various verbal responses in listeners, emphasizing the systematic combination of sounds to form meaningful sentences. Additionally, it is characterized as a two-way process that facilitates genuine communication of opinions, information, or emotions. This perspective views spoken texts as a collaborative effort between two or more individuals within a shared time and context (Lai-Mei & Seyedeh, 2017).

The Importance of Speaking

Humans are naturally inclined to speak before they learn to read and write. In everyday life, people spend significantly more time engaging in oral interactions with language than in its written form. Speaking is deemed the most crucial skill as it is essential for conducting conversations. Mastering English speaking can be challenging due to the necessity to understand various components such as pronunciation, grammar, vocabulary, fluency, and comprehension. Learners need to have sufficient English-speaking abilities to communicate effectively with others (Hoang & Ngoc, 2015).

It has been observed that language is used more for speaking than for reading and writing combined outside the classroom setting. Listening and speaking are considered fundamental tools for learners. Speaking is crucial for daily human interaction, serving as a means to convey ideas and messages orally. To encourage students to communicate in English, it is important to use the language in real communication contexts and ask them to do the same (Lai-Mei & Seyedeh, 2017).

In traditional teaching methods, speaking skills were often neglected in favor of reading and writing. For example, in the Grammar-Translation method, reading and writing were the primary focus, with little emphasis on speaking and listening skills. Among the four language skills—listening, speaking, reading, and writing—speaking is the most important one for effective communication (Lai-Mei & Seyedeh, 2017).

The significance of speaking is highlighted by its integration with other language skills. It



helps learners develop their vocabulary and grammar skills and subsequently improve their writing skills. Speaking allows students to express emotions, ideas, tell stories, make requests, and demonstrate various language functions. Outside the classroom, proficiency in speaking provides more opportunities for individuals to find jobs in different organizations and companies (Banditvilai, 2016).

Research has shown that language learning requires numerous opportunities for meaningful repetition. Oral language interactions and the chance to use the language in meaningful tasks are crucial for internalizing the language. Learners tend to imitate language soon after it is modeled by teachers. The relationship between listening and speaking skills indicates that speaking provides evidence of language acquisition, leading some teachers to transition quickly from teaching speaking to teaching reading and writing (Banditvilai, 2016).

In learning English, speaking is crucial for applying the language effectively. The importance of speaking skills is evident in daily human activities. Speaking is an interactive activity that occurs under real-time constraints, allowing individuals to use words and phrases fluently with minimal conscious effort. It enables the production of sentences for real communication, facilitating the achievement of specific objectives (Hoang & Ngoc, 2015).

Speaking as a Language Skill

Speaking is a crucial component of the language learning and teaching process, particularly in the context of English as a foreign language. Teaching speaking involves providing instruction to individuals to enable them to communicate with one another. It serves as a medium for students to express their feelings, emotions, thoughts, and interests in various situations. Speaking is a productive skill that involves the use of vocal organs to convey ideas, opinions, and emotions (Bhandari, 2021).

Speaking is defined as the verbal use of language to interact with others. It is an essential skill for effective communication and is one of the four main language skills. It is also described as an interaction process that involves constructing meaning through producing, receiving, and processing information. This highlights that speaking is not only an outcome but also a process that facilitates communication (Bhandari, 2021).



The skill of speaking is considered to be challenging because it requires the active production of meaningful sounds, the ability to recognize phonemes, and the use of conversational strategies such as pauses, hedges, and questioning.

The primary goal of speaking is to successfully deliver intended meanings and facilitate communication. It involves producing systematic verbal utterances to convey meaning and exchange ideas and opinions using a specific language.

From the various definitions provided, it can be concluded that language is a communicative process of conveying meanings, ideas, and opinions. Speaking is the process of communication that enables the sharing of information between the speaker and the listener. It is important for the information conveyed by the speaker to be clear so that the listener can understand the content (Bhandari, 2021).

Purpose of Teaching Speaking

Speaking is a skill that is specifically taught and trained for learners of second and foreign languages. The objective of teaching spoken language is to develop the ability to interact successfully in that language, which involves both comprehension and production. Language is a means of socializing and needs to be practiced appropriately, especially for foreign language learners (Wafiroh, 2021).

English speaking is considered a modified communicative activity that involves using the English spoken language to achieve a specific goal or objective within an English language medium. In second or foreign language classrooms, speaking is often the most challenging skill to acquire. It is noted that speaking is the skill by which students are most often judged in everyday interactions, and the first impression of a person is frequently based on their ability to speak fluently and comprehensibly (Wafiroh, 2021).

Effective oral communication in a foreign language is particularly difficult because it requires the ability to use the language appropriately in social interactions. Developing speaking skills involves using language forms in the correct manner. Learning to use language forms appropriately is an important part of communicative competence (Wafiroh, 2021).



Historical background of oral English teaching

Historically, the intersection between race and language teaching has deep roots, even if academic recognition emerged more recently. Over time, diverse racial communities participated in language exchanges, which inevitably influenced power dynamics and racial constructions. These interactions determined the distribution of both material and social resources. Language, acting as a mechanism of cultural destruction, has shaped pedagogical practices around the world (Von y otros, 2020).

The oral teaching of English has undergone a significant transformation over the centuries. Initially rooted in memorization and turn-taking in traditional classrooms, it often left little room for spontaneous expression or authentic conversation. The focus was primarily on grammar, with methodologies that emphasized translation and reading, often overlooking the need for fluent speech. However, as the world became more interconnected, the importance of English as a global lingua franca became undeniable (Schmitt & Schmitt, 2020).

Pedagogical emphasis began to shift toward communicative approaches that prioritize real-life interactions and mastery of conversation. This evolution recognized not only the importance of fostering real-world communication skills, but also embraced the rich network of accents, dialects, and variations of English around the world. In contemporary settings, the holistic approach to oral English teaching recognizes sociocultural influences, promoting inclusion and understanding in global dialogues (Reed & Levis, 2019).

In the late 20th and early 21st centuries, technological advances further revolutionized the oral teaching of English. With the advent of digital tools and online platforms, students were able to engage in real-time conversations with native speakers from different corners of the world, breaking geographical limitations. This digital age emphasized the importance of understanding the different accents and cultural nuances of English. Furthermore, language exchange platforms and apps enabled mutual learning, encouraging a more democratic and collaborative approach to oral teaching (Deng & Liu, 2018).

Methods and approaches in oral English teaching

In the incipient stages of language teaching, the Grammar-Translation method was essential.



Although it laid the foundation for understanding the structure and vocabulary of English, its main flaw was the lack of emphasis on active speech. As a result, students could read and write, but often struggled with conversational fluency. In response, the Direct Method was introduced, which promotes active language immersion. With this approach, classrooms were filled with students and teachers conversing exclusively in English, emphasizing the immediate application and nuances of pronunciation and everyday dialogue (Rao, 2019).

As pedagogy evolved, the Communicative Language Teaching (CLT) approach gained traction in the second half of the 20th century. Focused on interaction as a means and objective, CLT encouraged students to engage in authentic dialogues, simulating real-life situations. Tasks such as role-playing, problem-solving, and group discussions became staples of the classroom. The emphasis shifted from mere correctness to the ability to convey messages effectively. This approach recognized language as a tool of communication, advocating fluency alongside precisión (Abdullaev, 2021)

The digital age introduced countless tools that improved oral English teaching. With the proliferation of language apps, online platforms, and virtual reality scenarios, students could practice speaking anytime, anywhere. These digital scenarios provided instant feedback on pronunciation, intonation, and rhythm. Blended learning, which combines traditional face-to-face teaching with online components, has become increasingly popular. This hybrid approach allowed students to benefit from structured classroom interactions while also enjoying the flexibility and resources of online platforms (Corbett, 2022).

Contributions of different authors to oral teaching

Stephen Krashen, known for his pioneering work with the "input hypothesis," has had a significant impact on the way we view language acquisition. He maintains that effective language learning arises from understanding information slightly more advanced than the learner's current proficiency. In the realm of oral teaching, Krashen's ideas promote the need for authentic, real-world communication in the classroom. By simulating genuine conversations and immersing students in dialogue just beyond their comfort zone, educators can foster more effective and organic oral skill development (Shadiev & Yang, 2020).

Paul Nation, a prominent figure in vocabulary teaching and research, has often emphasized



the intricate relationship between a broad lexicon and conversational fluency. He posits that a rich vocabulary is essential for students to express nuanced ideas and engage in meaningful dialogue. Drawing from his extensive research, Nation advocates for specific vocabulary-building exercises and the benefits of spaced repetition. These approaches not only improve memory retention, but also equip learners with a diverse set of words and phrases, raising their confidence and eloquence in spoken English (Hughes, 2020).

Claire Kramersch's work in pragmatics and sociolinguistics provides invaluable insights into the complexities of language within its cultural and social contexts. She maintains that to truly master a language, one must delve deeper than mere syntax and semantics. Language, as Kramersch sees it, is intricately interwoven with cultural norms, values, and beliefs. In the realm of oral instruction, her emphasis on sensitivity and cultural awareness guides educators in preparing students for real-world interactions. By fostering an understanding of cultural nuances, instructors help students navigate conversations with empathy, ensuring they resonate effectively across diverse cultural landscapes (Xiuwen & Razali, 2021).

Tools and resources for speech development

The evolution of language teaching has seen the emergence of innovative tools and resources designed for speech development. From traditional flashcards to advanced speech recognition software, educators and students alike have a variety of options at their disposal. These tools not only help reduce accent and improve pronunciation, but also provide feedback, ensuring that learners can make timely adjustments to their spoken production (Friginal, 2018). Digital platforms, especially mobile applications, have revolutionized the landscape of oral skills development. AI-equipped apps offer personalized exercises, track users' progress, and provide real-time corrections. This immediate feedback loop, available at the learner's fingertips, accelerates the learning process, making it more efficient and adapted to individual needs (Sarveswaran & Dias, 2021).

Interactive online platforms, such as language exchange websites, present another avenue to hone speaking skills. These platforms connect students from different linguistic backgrounds, encouraging them to converse and learn from each other. These peer-to-peer interactions offer invaluable exposure to diverse accents, dialects, and colloquialisms, enriching the student's



oral comprehension and expresión (Priyadarshi & Saha, 2020). Audiovisual resources, such as podcasts and video lessons, have also gained ground as effective tools for improving speaking. By immersing learners in natural conversations and expert-guided tutorials, these resources mimic real-world scenarios. Listening to diverse voices, intonations, and rhythms not only improves listening comprehension but also helps students replicate authentic speech patterns and nuances (Wood et al., 2018).

Speaking Problems

Speaking is often the most challenging task for language learners, particularly in second or foreign language classes. It involves various sub-skills and language aspects such as grammar, vocabulary, and pronunciation. Students face numerous problems, including feeling uncomfortable and hesitant to speak. Some students may be reluctant to participate in speaking classes, while others may feel they have nothing to say (Alamri, 2021).

Students encounter several issues that can hinder their speaking performance. These include inhibition or lack of confidence, fear of making mistakes, lack of appropriate language, and lack of practice. These psychological and physical problems can significantly impact students' ability to speak effectively (Goodrich y otros, 2023).

There are four main problems that learners often face when it comes to speaking in a foreign language. These challenges can make it difficult for students to develop their speaking skills and achieve fluency in the target language.

Inhibition

Unlike other language skills, speaking necessitates a certain level of real-time exposure to an audience. Learners frequently feel inhibited about attempting to communicate in a foreign language in the classroom setting. This inhibition can stem from various concerns, such as the fear of making mistakes, apprehension about criticism and losing face, or simply shyness regarding the attention that their speech may attract. These factors can significantly impact learners' willingness and ability to engage in speaking activities, making it a particularly challenging skill to develop in a second or foreign language context (Sabiri, 2020).



Nothing to say

Another common problem in teaching speaking is that students sometimes feel they have nothing to say on a particular topic. This issue is often compounded by a lack of confidence in their speaking abilities and a belief that they have insufficient language skills to express exactly what they want to say. These factors can contribute to students' reluctance to participate in speaking activities and hinder their progress in developing effective communication skills in the target language (Hsu y otros, 2020).

Low or uneven participation

In many speaking activities, more talkative students tend to dominate the conversation, leaving those who are less confident with very few chances to participate. As a result, some students frequently engage in speaking activities while others speak very little. This imbalance can further exacerbate the challenges faced by less confident students in developing their speaking skills, as they have fewer opportunities to practice and improve their language proficiency in real-time interactions (Reinholz y otros, 2018).

Mother tongue use

In classes where all students share the same mother tongue, they may feel more comfortable communicating with one another in their native language. This comfort can lead to less exposure to the target language, as students may feel less vulnerable using their mother tongue. As Harmer (1991) points out, if students are asked to discuss a topic that they are not capable of addressing in the target language, they are likely to revert to their native language to express their thoughts. This tendency can pose challenges for teaching speaking, as it limits opportunities for students to practice and improve their skills in the foreign language (Khatoon y otros, 2019).

Internal Problems

Internal problems refer to obstacles in teaching speaking that arise from the learners' own characteristics and circumstances.

Factors Affecting Speaking



Developing speaking skills in a second or foreign language is a challenging task. There are several reasons behind the difficulty learners face in mastering these skills. Simply knowing grammatical rules and syntactic structures is not sufficient. Speaking a language effectively requires the ability to use the language appropriately in social interactions, which means achieving communicative competence to use language devices appropriately. This is influenced by factors such as the learners' language acquisition ability, the teaching and learning environment, motivation, and materials (Bhandari, 2021).

The instructional system, materials, teachers, learners' roles and behaviors, classroom activities, and techniques all play a role in developing better communication skills. Affective factors also have a significant impact; if learners are stressed, uncomfortable, self-conscious, or unmotivated, they are unlikely to learn effectively. This suggests that both teacher-related factors and students' emotional reactions and feelings affect their speaking skills (Bhandari, 2021).

Lack of exposure in the target language classrooms is another significant issue. Students often have limited time to practice speaking, which is insufficient for developing communicative competence. Four factors that affect second language acquisition are language learners' ability, language knowledge of the first language, attitude and motivation, and learning opportunities. Language learning depends largely on the amount and type of exposure to the target language (Bhandari, 2021).

Some factors affecting adult learners' oral communication include the complexity of developing speaking skills in a second or foreign language. Overall, a multifaceted approach addressing linguistic, pedagogical, and affective factors is necessary to enhance learners' speaking abilities (Bhandari, 2021).

Age or Maturation Constraints

Age is often considered a significant factor in determining success or failure in second language learning. It is believed that learners who begin acquiring a second language in early childhood through natural exposure achieve higher proficiency than those who start as adults. Adults may struggle to master the phonological aspects of the target language due to their extensive exposure to and practice in their mother tongue. As a result, they may fail to reach



native-like proficiency in the second language (Bhandari, 2021).

Similarly, it is suggested that the aging process itself might affect or limit adult learners' ability to pronounce the target language fluently with native-like pronunciation. Even if they can produce words and sentences with perfect pronunciation, problems may still occur with prosodic features such as stress and intonation (Bhandari, 2021).

In this context, it is noted that people of different ages have different needs, competences, and cognitive skills. One of the most common beliefs about age and language learning is that young children learn faster and more effectively than other age groups (Bhandari, 2021).

Aural medium

The role of listening comprehension in the process of acquiring a second language (L2) or a foreign language is widely recognized. If one lacks listening ability, speaking effectively and purposefully becomes challenging. Therefore, listening before speaking is essential. After listening, the speaker processes the information and responds accordingly. Speaking relies on listening, which precedes it. In fact, during interaction, every participant plays a dual role as both a listener and a speaker (Bhandari, 2021).

It is mentioned that if one cannot understand what is being said, responding appropriately is impossible. Therefore, speaking is closely related to or interwoven with listening, which is the basic mechanism through which the rules of language are internalized. Similarly, it is shared that without understanding input at the right level, learning cannot begin. Listening is thus fundamental to speaking (Bhandari, 2021).

Socio-cultural Factors

Culture and social factors are significant influences on speaking skills. Language is not only a means of communication but also a representation of social and cultural factors. The culture of a particular society can significantly impact foreign language learning. From a pragmatic perspective, language is seen as a form of social action because linguistic communication occurs in the context of structured interpersonal exchanges, and meaning is thus socially regulated (Bhandari, 2021).



Certain values and beliefs create the traditions and social structures that bind a community together, and these are often expressed in their language. Therefore, to speak a language effectively, one must understand how the language is used in a social context.

Speakers belonging to a particular religion, culture, or linguistic norm may find it challenging to communicate in a new language, especially if their cultural norms dictate that certain things should not be done. Due to the influence of their own cultural norms, non-native speakers may struggle to choose the forms appropriate for certain situations. It is suggested that the language we learn through cultural transmission provides us with a pre-existing system for categorizing the world around us and our experiences within it (Bhandari, 2021).

Affecting factors

The success and failure of language learning depend significantly on the affective side of the learner. Factors such as emotions, self-esteem, empathy, anxiety, attitude, and motivation play crucial roles in this process. Learning a second language is a complex task that is often associated with human anxiety (Alamri, 2021).

There are no certain factors that influence second or foreign language learning that can be solved immediately, as these factors are interconnected.

Cognitive ability

It's important to consider the general cognitive development of students when teaching spoken language. Learners need to be at a stage where they are intellectually capable of developing spoken language skills. This is not only a matter of maturational age but also relates to an individual's intellectual ability, which can vary significantly from one person to another (Alamri, 2021).

Language processing and production are fundamentally based on the cognitive aspects of human beings. This means that for effective language learning and teaching, educators need to take into account the cognitive readiness and abilities of their students. Tailoring language instruction to match the cognitive development of learners can enhance their ability to acquire and use spoken language effectively (Alamri, 2021).



Environmental factors

The language learning environment is crucial for the development of students' spoken abilities. The more exposure students have to a speaking environment, the faster they are likely to master the language. For the development of speaking abilities, it is essential that students have a sufficient interactive environment both inside and outside the classroom (Kim y otros, 2019).

Students should be surrounded by rich sources of language structures. Without such resources, learning in general and speaking in particular can be hindered. An environment that encourages interaction and provides ample opportunities for speaking practice is vital for students to develop their spoken language skills effectively (Kim y otros, 2019).

Physical factors

In the context of speech development, many children experience difficulties with the articulation of speech sounds. While this can sometimes be due to physical impairments, it is more commonly attributable to weak phonological awareness or a maturational gap. For example, a physical condition such as cerebral palsy can affect motor control of the organs of articulation, leading to challenges in producing clear speech sounds. Phonological awareness, which involves the ability to recognize and manipulate the sound structure of language, plays a crucial role in the development of articulation skills. Addressing these issues early on can help improve children's speech articulation and overall language development (Kim y otros, 2019).

Strategies to build confidence when speaking

Regular practice is essential to boost confidence when speaking. As with other skills, constant participation in oral activities refines fluency and decreases uncertainties. This can be achieved through daily conversations with peers, joining public speaking clubs, or even rehearsing speeches in front of a mirror. Over time, as familiarity with the language grows, people find it easier to articulate their thoughts without stumbling or hesitating (Muslem y otros, 2018).

The power of visualization to improve speaking confidence cannot be underestimated. By



taking a few moments to mentally rehearse and imagine a successful conversation or presentation, people can create a positive framework for their next participation. This mental preparation not only provides a roadmap for the discussion, but also instills a sense of calm and self-confidence, making it easier to navigate even the unexpected turns of the conversation (Abrar et al., 2018).

Creating a supportive environment plays a vital role in building confidence when speaking. Surrounding yourself with supportive listeners or being part of groups that emphasize encouragement and constructive feedback can be transformative. In such environments, the individual can express himself freely, experiment with new vocabulary or phrases, and gain invaluable input without the imminent fear of harsh judgment. Over time, these positive interactions reinforce self-confidence and ease of Speaking (Chou, 2018).

It is essential to accept mistakes and reframe them as stepping stones to competence. Everyone, regardless of their experience, occasionally fails at their speech. Instead of perceiving these moments as failures, recognizing them as an integral part of the learning process can completely change the way we speak. This perspective not only relieves undue pressure but also encourages an attitude of continuous improvement, ensuring that speakers remain determined and motivated (Wael y otros, 2018).

The intersection of multilingualism and oral ability

Multilingualism, the ability to understand and communicate in multiple languages, offers a unique perspective when examining oral skills. People who are fluent in multiple languages often show greater awareness of linguistic nuances, from phonetics to semantics. This enriched understanding can accelerate your adaptability in new linguistic environments, helping you more quickly acquire accent patterns and intonations native to each language (Boumeester y otros, 2019).

However, multilingual travel is not without its challenges. Linguistic interference, a phenomenon in which the structures or sounds of one language influence the pronunciation or construction of another, can pose obstacles. For example, a Spanish speaker might have difficulty with the 'th' sound in English due to the absence of that sound in her native language. However, over time, exposure to various phonetic structures can improve your



overall oral adaptability (Jessner y otros, 2021).

Additionally, multilingual people often possess a keen sense of cultural sensitivity. Language is not simply a collection of words and grammar; It is deeply intertwined with culture. As multilinguals navigate different linguistic landscapes, they learn not only the language but also the cultural context, idioms, and colloquialisms. This deeper understanding greatly enriches their oral expressions, allowing them to communicate more authentically and contextually.

The cognitive benefits of multilingualism also influence oral ability. Studies suggest that mastering multiple languages can strengthen cognitive functions such as attention, problem solving, and multitasking. These enhanced cognitive abilities may indirectly influence oral skills by equipping multilinguals with better tools to process linguistic information, structure thoughts, and articulate them more effectively (Broughton et al., 2023).

However, it is essential to recognize that the relationship between multilingualism and oral ability is not linear. While mastering multiple languages offers numerous advantages, individual experiences may vary depending on factors such as age of acquisition, exposure to the language, and personal motivation. But overall, the interaction between multilingualism and oral skills undoubtedly presents a rich tapestry of linguistic skills and experiences (Goodrich et al., 2023).

Teaching strategies and methodologies

One of the most recognized approaches is communicative language teaching (CLT), which emphasizes real-life communication and interaction. In a CLT classroom, students engage in meaningful conversations, role-plays, and problem-solving activities that reflect authentic situations. This methodology encourages students to express themselves in English, developing their confidence and fluency. Additionally, incorporating technology, such as language learning apps and virtual speaking partners, can provide students with valuable oral practice outside of the classroom, complementing traditional teaching methods (Bezanilla et al., 2019).

Additionally, an important aspect of improving oral skills is to focus on pronunciation and



intonation. Teachers should integrate activities that help students articulate sounds accurately and convey meaning through intonation patterns. Techniques such as pronunciation exercises, phonetic exercises and listening to native speakers can help students develop clear and understandable speech. Providing feedback on pronunciation and intonation in a constructive and supportive way encourages students to refine their speaking skills over time (Toro et al., 2019).

Creating a safe and supportive learning environment is crucial to fostering oral proficiency. Teachers should establish a positive and inclusive atmosphere where students feel comfortable making mistakes and taking risks when speaking English. Group activities, peer collaboration, and discussion-based lessons can improve student confidence and motivation. Additionally, incorporating cultural sensitivity and awareness into the curriculum can help students understand the diverse contexts in which English is spoken around the world, encouraging them to communicate more effectively with a global audience (Varghese y otros, 2019).



CHAPTER 2: METHODOLOGY

Research approach

This study employed a quantitative research approach to evaluate the effectiveness of pedagogical strategies implemented to enhance English oral expression skills at Paquisha School. By focusing exclusively on quantitative methods, the research sought to measure progress through objective data collection and statistical analysis. A series of standardized tests and numerical assessments were conducted to assess the improvements in students' oral English skills. Data collected were analyzed using statistical techniques to identify trends, patterns, and correlations. This approach ensured that the findings were grounded in empirical evidence, providing a clear picture of the outcomes of the educational interventions.

Scope of the research

This research adopted an applied scope, concentrating on the practical implementation and evaluation of specific pedagogical strategies aimed at enhancing English oral expression skills among students at Paquisha School. The overarching goal was to address a tangible educational challenge within the school's unique context and provide real-world, actionable solutions. The applied nature of the study was characterized by a focus on the actual application of developed strategies in the educational setting, with a clear intention to yield measurable improvements in students' English oral proficiency. This applied scope was marked by its emphasis on delivering concrete and feasible solutions that directly responded to the identified challenges faced by students and teachers at Paquisha School. The strategies developed were tailored to the specific conditions and limitations of the institution, ensuring that they aligned with the practical realities of the educational environment. The research aimed to measure the impact of these strategies using quantitative assessments, providing a results-oriented perspective and contributing to the body of knowledge on effective interventions in language education.

Declaration and justification of the research type

This research was positioned as a field study, aiming to delve into the dynamic and real-world context of Paquisha School in Manta, Manabí, Ecuador. The choice of a field investigation



was justified by the need to directly observe, assess, and address the challenges faced by students and teachers in their English language learning journey. Unlike bibliographic or documental research, a field study allowed for a hands-on exploration of the specific issues prevailing at the school, providing valuable understanding into the practical implications of English language education in a resource-constrained environment. The decision for a field study was further justified by the desire to implement and evaluate pedagogical strategies in situ, tailored to the unique conditions of Paquisha School. This approach facilitated a holistic comprehension of the complexities involved in teaching and learning English at the institution. Moreover, it enabled the researcher to actively engage with students and teachers, gaining firsthand knowledge of their experiences, needs, and challenges. This immersive approach aligned with the applied nature of the research, emphasizing practical solutions grounded in the realities of the educational setting. Additionally, the research adopted a transversal design, capturing a snapshot of the English language learning landscape at Paquisha School during a specific period. This design allowed for a comprehensive examination of the current state of oral expression skills and the immediate impact of the implemented strategies. While a longitudinal approach could provide insights into changes over an extended period, the transversal design was deemed appropriate for assessing the effectiveness of interventions within a constrained timeframe.

Research methods

The research employs a combination of qualitative and quantitative methods to comprehensively explore and assess the English language learning environment at Paquisha School. Qualitative methods, such as interviews and focus group discussions, are utilized to capture the nuanced experiences, perceptions, and challenges faced by both students and teachers.

These methods aim to provide in-depth insights into the subjective aspects of oral expression skill development, shedding light on the lived experiences of the participants. Through open-ended questions and interactive discussions, the qualitative methods seek to uncover valuable perspectives that may not be fully captured by quantitative measures alone.

Concurrently, quantitative methods, including standardized tests and surveys, are employed to



gather numerical data and measure the effectiveness of the implemented pedagogical strategies. Pre- and post-intervention assessments enable the quantification of changes in students' oral expression skills over the course of the study.

These methods serve the purpose of providing statistically significant evidence regarding the impact of the teaching strategies on the targeted variable – the level of oral expression in English. By employing quantitative measures, the research aims to offer objective and measurable outcomes that contribute to a robust understanding of the overall effectiveness of the interventions.

Observations in the classroom setting complement both qualitative and quantitative data collection methods, allowing for real-time assessment of student participation, engagement, and performance during English language activities. Classroom observations provide valuable context to the numerical data, offering a holistic view of the teaching and learning dynamics.

This triangulation of methods enhances the reliability and validity of the research findings by corroborating insights obtained through different lenses. In essence, the combined use of qualitative and quantitative methods, along with classroom observations, enables a comprehensive and nuanced exploration of the research questions within the specific context of Paquisha School.

Instruments and tools

Pre and Post test

Pre and Post-test (annex 2, annex 3) for speaking skills was designed to evaluate students' abilities across three key dimensions: fluency rate, pronunciation, and vocabulary usage. This 10-minute assessment was structured into three parts. The first part focused on fluency rate, allowing students to demonstrate their ability to speak smoothly and coherently, and was evaluated on a scale of 3.5. The second part assessed pronunciation, where students were required to prepare and deliver a short speech, also rated on a scale of 3.5. The final part measured vocabulary usage, challenging students to use appropriate and varied vocabulary in their responses, with this dimension being scored out of 3. The tool was adapted from IELTS (2020).



Survey

The survey on oral expression skills (annex 1) in English at Paquisha School aimed to gather insights into students' experiences and challenges in improving their English-speaking abilities. The introduction emphasized the importance of honest and sincere responses to inform future interventions. The first section assessed the confidence level of students in expressing themselves orally in English, where they rated their confidence on a scale from 1 to 10. The second section explored the resources used by students, such as textbooks, mobile applications, or online platforms. In the third section, students identified personal challenges affecting their oral expression, including lack of trust, vocabulary limitations, and fear of judgment by others. The fourth section asked about effective teaching methods, such as project-based learning, conversation practices, and the use of multimedia resources. The fifth section inquired about specific learning experiences where students felt significant improvement, through group activities, help from a tutor, or participation in events. The sixth section examined the impact of technology, rating it as positive, neutral, or negative. The seventh section focused on motivation factors, including academic goals, job opportunities, and social interaction. The eighth section assessed the classroom environment and its impact, rated as positive, no impact, or negative. The ninth section explored perceived difficulties in specific situations, such as interviews, academic discussions, and participation in presentations. Finally, the tenth section gathered improvement suggestions for teaching English speaking skills, including a greater focus on oral practice, incorporation of interactive activities, or the use of technological resources.

Population and sample delimitation

The study's population encompassed all students enrolled at Paquisha School, situated in the Eloy Alfaro parish of Manta, Manabí province. With a total of 1,200 students across primary and secondary levels in morning, afternoon, and evening sessions, this diverse population formed the basis of the research. For methodological feasibility and effectiveness, a non-probabilistic random sampling method was used to select a representative sample of 35 first-year students in the General Unified Baccalaureate (BGU) program, specializing in sciences. This selection concentrated on a specific cohort, facilitating an in-depth and focused study.



Opting for first-year baccalaureate students strategically aligned with critical points in academic development. This stage marked the acquisition of foundational skills crucial for future academic and professional pursuits, with English proficiency becoming pivotal. The choice enabled a comprehensive assessment of the impact of designed pedagogical strategies on language development and English-speaking skills throughout their secondary education.

Methodological procedure

The research follows a quantitative methodological approach to comprehensively evaluate the impact of pedagogical strategies on enhancing the English-speaking skills of students at Paquisha School. This approach involves a systematic process encompassing pre- and post-intervention assessments, classroom observations, and statistical analyses.

- **Data collection methods**

Standardized tests and surveys: Pre- and post-intervention assessments involve the use of standardized tests and surveys designed to measure oral proficiency in English. These instruments provide quantitative data for objective evaluation.

Classroom observations: The research incorporates classroom observations to gather qualitative data on student participation and performance during pedagogical activities. This method offers insights into the practical application of the designed strategies.

- **Statistical Analysis**

The collected data undergoes rigorous statistical analysis to identify patterns and trends. This analysis allows for a robust evaluation of the effectiveness of pedagogical strategies in improving students' English-speaking skills. By employing statistical methods, the research aims to derive meaningful and reliable conclusions from the gathered information.

- **Beneficiaries and context**

The research is conducted at Paquisha School, a public institution facing resource limitations. The beneficiaries include a diverse student population with varied cultural and socioeconomic



backgrounds, and teachers striving to provide quality education despite constraints. The methodological strategy considers the specific context of Paquisha School, emphasizing adaptability and effectiveness within the given educational environment.

Methodological approach: stages of the research

Theoretical Framework Exploration

The research initiated with an extensive exploration of the theoretical underpinnings of oral English teaching, encompassing a comprehensive literature review. This review covered historical and contemporary perspectives, aiming to create a robust conceptual framework that guides the entire study.

Initial Diagnosis Stage

Following the theoretical groundwork, the research moved into the initial diagnosis stage at Paquisha School. Through observations, surveys, and interviews, the team immersed themselves in the educational setting, capturing the strengths, weaknesses, and specific challenges in oral English teaching and learning.

Mapping the Terrain

The research mapped the linguistic and educational landscape of Paquisha School. This involved detailed observations and engagements with teachers and students to understand the unique educational dynamics and cultural influences impacting language learning.

Pre-Test and Intervention

After conducting the initial diagnosis, a pre-test was administered to evaluate the students' current knowledge and proficiency in oral English. Based on the pre-test results, the research proceeded with the intervention phase, implementing the pedagogical strategy designed to enhance students' oral English skills.

Proposal Modeling Stage

Drawing from the insights gained in the earlier stages, a pedagogical strategy was formulated



specifically for Paquisha School. This strategy aimed to bridge theoretical concepts with practical applications tailored to the school's unique needs.

Validation of Proposal Stage

The proposed pedagogical strategy was then implemented and critically evaluated. This involved structured interventions and assessments, including a post-test to measure the impact of the intervention. Both quantitative data and qualitative feedback from participants were gathered to assess the strategy's effectiveness.

Post-Test and Data Analysis

After the intervention, a post-test was conducted to evaluate the impact of the implemented strategy on students' oral English skills. Tools such as Excel spreadsheets were utilized for data analysis and statistical evaluation. The results from the initial diagnosis, pre-test, and post-test were thoroughly analyzed to extract meaningful insights into the effectiveness of the intervention and the current state of oral English teaching.

Presentation of Initial Diagnosis Results

The initial diagnosis results were analyzed to provide a detailed understanding of the educational processes and student-teacher dynamics at Paquisha School. This comprehensive analysis helped inform the ongoing improvement efforts in oral English teaching and learning.

Conceptualization and operationalization of variables

In the context of the research on Strategies to Improve the Oral Expression of English Students at Paquisha School, the following research variables or categories can be identified:

Independent Variable

English Teaching Strategies: This variable represents the set of pedagogical strategies designed to enhance the oral expression of English students at "Paquisha School." This was the independent variable as it was manipulated and applied as part of the study.



Dependent Variable

Level of Oral Expression in English: This variable reflects students' competence level in their ability to express themselves orally in the English language. It was measured before and after the implementation of pedagogical strategies to evaluate their effectiveness.

External Variables

Technological Resources and Educational Materials: These external variables refer to the resources available at the school, such as the lack of internet access, English laboratories, Ministry of Education (MINEDUC) textbooks, and the reliance on photocopies and private materials. These external variables can influence the effectiveness of the personalized teaching program.

National Curriculum and Class Time: The national curriculum and class time (45 minutes) are external variables that establish the educational framework within which the personalized teaching program operates and can influence its implementation.

Government Policies: Government policies, such as the allocation of textbooks and educational resources, are also external variables that can impact education at the school and, consequently, the effectiveness of pedagogical strategies.

Table 1

Independent variable: English teaching strategies

Definition	Dimensions	Indicators	Data collection instruments
Specific methods and approaches implemented during English instruction at Paquisha School.	Implementation methods	Number and types of strategies	Classroom Observation
	Activity creation	Level of student engagement in activities	Lesson plan
	Integration with technology	Use of technology in teaching English	



Table 2

Dependent variable: Level of oral expression in English

Definition	Dimensions	Indicators	Data collection instruments
Proficiency and effectiveness demonstrated by students in oral expression in English.	Fluency rate	Articulation clarity	Pre-test and post-test, communication tasks,
	Pronunciation	Correct pronunciation	Pronunciation assessment rubric
	Vocabulary usage	Range and appropriateness of vocabulary	

Ethical Considerations

For the group of 35 first-year science students from the General Unified Baccalaureate (BGU) program at Paquisha School, located in Eloy Alfaro parish, Manta, Manabí province, comprehensive ethical considerations have been addressed. The principal of Paquisha School granted explicit permission for the research to be conducted with this specific cohort. Additionally, consent was secured from the parents, authorizing their children's participation in the study. Written permissions facilitated the researcher's ability to capture and publish photographs or videos during sessions held within school premises. Both students and parents were advised that participation was entirely voluntary, with the freedom to discontinue at any time.



CHAPTER 3: RESULTS AND DISCUSSION

Results

Lesson Plan

This proposal outlined a structured English-speaking program designed to enhance the oral communication skills of students at "Paquisha School." The program consisted of 10 sessions, each focusing on practicing the past simple tense through personal and relatable topics. These sessions were scheduled on weekdays and were intended to last between 15 to 20 minutes, allowing for concise yet effective practice periods. The detailed of the sessions is provided in Annex 5.

Description of the Proposal

The objective of this program was to improve students' fluency and confidence in using English, particularly the past simple tense, by engaging them in meaningful conversation practices. Each session utilized a specific theme related to everyday experiences, ranging from weekend activities to daily routines, ensuring that the language practice was both relevant and engaging for the students. The detailed schedule of the sessions is provided in Annex 4.

Session plan Day 1

On the lesson plan first day, the objective was to strengthen competency in using the past simple through personal narratives. Pairs of students recounted and discussed their last weekend activities. This activity lasted 18 minutes and involved all classroom students. Conversation guides with past simple structures and examples, as well as cards with regular and irregular verbs in the past tense, were used. Students were paired randomly to encourage diverse interactions. Each student narrated their weekend experience in the past simple to their partner, who provided constructive feedback on grammar and fluency. After the initial storytelling, students switched partners to repeat the activity, practicing with multiple peers. At the end of the session, there was a group discussion to share experiences, highlighting the proper use of the past simple and addressing common mistakes. Continuous assessment was conducted during the activity, with notes on accuracy and fluency, followed by group



feedback to recognize successes and correct errors.

Session plan Day 2

On the second day of the lesson plan, the objective was to practice using the past simple by describing post-school activities. Students were asked to describe what they did after school last Friday. This activity lasted 17 minutes and included all classroom students. Conversation guides with past simple structures and examples, along with cards featuring regular and irregular verbs in the past tense, were used. Pairs were formed randomly to promote diverse interactions. Each student narrated their post-school activities in the past simple to their partner, who provided feedback on grammar and fluency. After the initial round, students switched partners to repeat the activity with new peers, enhancing their conversational skills. The session concluded with a group discussion for comprehensive review and feedback, focusing on the accurate use of the past simple and addressing common mistakes. Peer feedback and teacher corrections were integral during the activity to ensure thorough evaluation.

Session plan Day 3

On the third day of the lesson plan, the objective was to enhance fluency in the past simple by discussing everyday activities. Students shared what they had eaten for breakfast the previous day. This activity lasted 16 minutes and included all classroom students. Conversation guides with past simple structures and examples, along with cards featuring regular and irregular verbs in the past tense, were used. Students were paired randomly to encourage diverse interactions. Each student narrated their breakfast experience in the past simple to their partner, who provided feedback on grammar and fluency. After the initial round, students switched partners to repeat the activity with new peers, practicing their conversational skills. The session concluded with a group discussion for comprehensive review and feedback, focusing on the accurate use of the past simple and addressing common mistakes. Teacher observations were made for immediate corrections, and end-of-session feedback was provided to discuss successes and areas for improvement.

Session plan Day 4



On the fourth day of the lesson plan, the objective was to practice recounting past experiences using the past simple. Students discussed where they went during their last vacation. This activity lasted 19 minutes and involved all classroom students. Conversation guides with past simple structures and examples, along with cards featuring regular and irregular verbs in the past tense, were used. Pairs were formed randomly to foster diverse interactions. Each student narrated their vacation experience in the past simple to their partner, who provided feedback on grammatical accuracy and fluency. After the initial storytelling, students switched partners to repeat the activity with new peers, practicing their conversational skills. The session concluded with a group discussion to share experiences and receive teacher feedback on the use of the past simple, focusing on grammatical accuracy and fluency.

Session plan Day 5

On the fourth day of the lesson plan, the objective was to practice recounting past experiences using the past simple. Students discussed where they went during their last vacation. This activity lasted 19 minutes and involved all classroom students. Conversation guides with past simple structures and examples, along with cards featuring regular and irregular verbs in the past tense, were used. Pairs were formed randomly to foster diverse interactions. Each student narrated their vacation experience in the past simple to their partner, who provided feedback on grammatical accuracy and fluency. After the initial storytelling, students switched partners to repeat the activity with new peers, practicing their conversational skills. The session concluded with a group discussion to share experiences and receive teacher feedback on the use of the past simple, focusing on grammatical accuracy and fluency.

Session plan Day 6

On the sixth day of the lesson plan, the objective was to reinforce past simple usage by revisiting weekend activities. Students repeated discussing activities from the last weekend with a new partner. This activity lasted 18 minutes and involved all classroom students. Conversation guides with past simple structures and examples, along with cards featuring regular and irregular verbs in the past tense, were used. Pairs were formed randomly to promote diverse interactions. Each student narrated their weekend activities in the past simple to their new partner, who provided feedback on grammatical accuracy and fluency. After the



initial storytelling, students switched partners to repeat the activity with different peers, enhancing their conversational skills. The session concluded with a group discussion for comprehensive review and feedback, focusing on common errors and successful usage. Continuous evaluation was conducted for accuracy and fluency, followed by teacher-led group reflection.

Session plan Day 7

On the seventh day of the lesson plan, the objective was to practice using the past simple to describe special events. Students described how they celebrated their last birthday. This activity lasted 17 minutes and involved all classroom students. Conversation guides with past simple structures and examples, along with cards featuring regular and irregular verbs in the past tense, were used. Students were paired randomly to encourage diverse interactions. Each student narrated their birthday celebration in the past simple to their partner, who provided feedback on grammatical accuracy and fluency. After the initial storytelling, students switched partners to repeat the activity with different peers, enhancing their conversational skills. The session concluded with a group discussion for comprehensive review and feedback, focusing on common errors and successful usage. Teacher observation and peer discussions were conducted to enhance learning and correct common mistakes.

Session plan Day 8

On the eighth day of the lesson plan, the objective was to utilize the past simple in describing routine and relaxation activities. Students discussed activities they did to relax the previous night. This activity lasted 20 minutes and involved all classroom students. Conversation guides with past simple structures and examples, along with cards featuring regular and irregular verbs in the past tense, were used. Students were paired randomly to encourage diverse interactions. Each student narrated their relaxation activities in the past simple to their partner, who provided feedback on grammatical accuracy and fluency. After the initial storytelling, students switched partners to repeat the activity with different peers, enhancing their conversational skills. The session concluded with a group discussion for comprehensive review and feedback, focusing on common errors and successful usage. Peer and teacher feedback was provided to ensure accuracy of past simple usage and fluency during the



narrative.

Session plan Day 9

On the ninth day of the lesson plan, the objective was to review and reinforce past simple usage through class activities. Students recapped activities done in the last English class. This activity lasted 22 minutes and involved all classroom students. Conversation guides with past simple structures and examples, along with cards featuring regular and irregular verbs in the past tense, were used. Students were paired randomly to promote diverse interactions. Each student narrated their activities from the last English class in the past simple to their partner, who provided feedback on grammatical accuracy and fluency. After the initial storytelling, students switched partners to repeat the activity with different peers, enhancing their conversational skills. The session concluded with a group discussion to share learned content and receive teacher-led feedback on grammar and expression accuracy.

Session plan Day 10

On last day of the intervention, the objective was to apply the past simple in describing daily routines. Students discussed what they did before going to sleep the previous night. This activity lasted 18 minutes and involved all classroom students. Conversation guides with past simple structures and examples, along with cards featuring regular and irregular verbs in the past tense, were used. Students were paired randomly to encourage diverse interactions. Each student narrated their pre-sleep activities in the past simple to their partner, who provided feedback on grammatical accuracy and fluency. After the initial storytelling, students switched partners to repeat the activity with different peers, enhancing their conversational skills. The session concluded with a group discussion to share experiences and receive feedback, focusing on the accurate use of the past simple. Peer review and teacher feedback were integral in correcting and reinforcing learning.



Survey Results

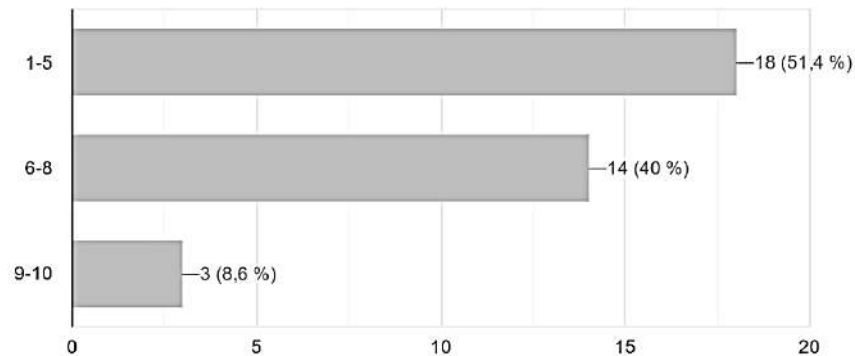
The survey was conducted to identify and assess the main challenges and deficiencies in the participants' communicative abilities, specifically in expressing themselves orally in English. It aimed to pinpoint specific areas where improvements are necessary to enhance overall communicative effectiveness. The survey included a range of questions, such as assessing confidence levels in oral English expression, exploring the resources used to improve English speaking skills, identifying personal challenges, and evaluating the impact of technology on language acquisition. Additionally, it sought perspectives on effective teaching methods, motivational factors, and the influence of the classroom environment on practicing English. The data collected from these questions allowed for a comprehensive understanding of the obstacles faced by individuals in improving their oral English skills.



1. On a scale of 1 to 10, where 1 is “not at all confident” and 10 is “very confident,” how confident do you feel expressing yourself orally in English?

Figure 1

Confidence Level in Oral English Expression



Analysis and interpretation

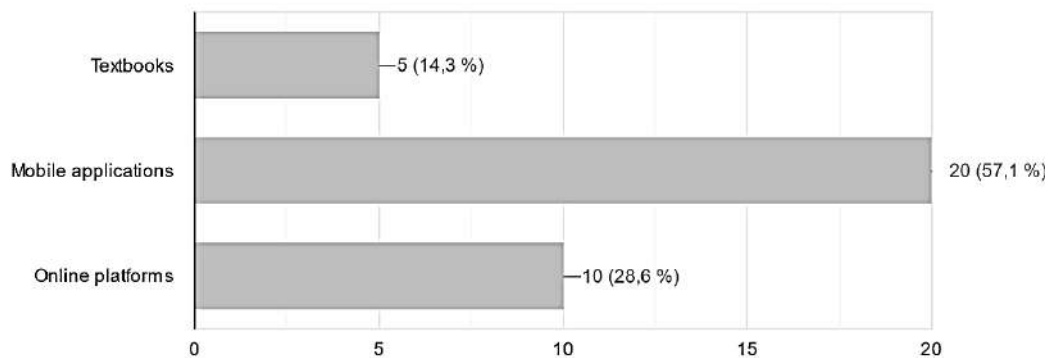
Figure 1 illustrates the distribution of self-assessed confidence levels among respondents regarding their oral English expression. Quantitatively, a majority, 51.4%, report moderate confidence, scoring themselves between 1 and 5. This suggests a significant portion of the cohort perceives notable room for improvement in their oral English skills. In contrast, 40% of participants rank their confidence as fair to good, with scores ranging from 6 to 8, indicating a higher level of comfort with spoken English. Only a small fraction, 8.6%, express a high degree of confidence with scores of 9 to 10. This data highlights a tendency towards lower self-confidence in oral English communication skills among the surveyed group, pointing to potential areas for targeted educational interventions.



2. What resources, such as textbooks, apps or online platforms, do you use to improve your English-speaking skills?

Figure 2

Resources for Improving English Speaking



Analysis and interpretation

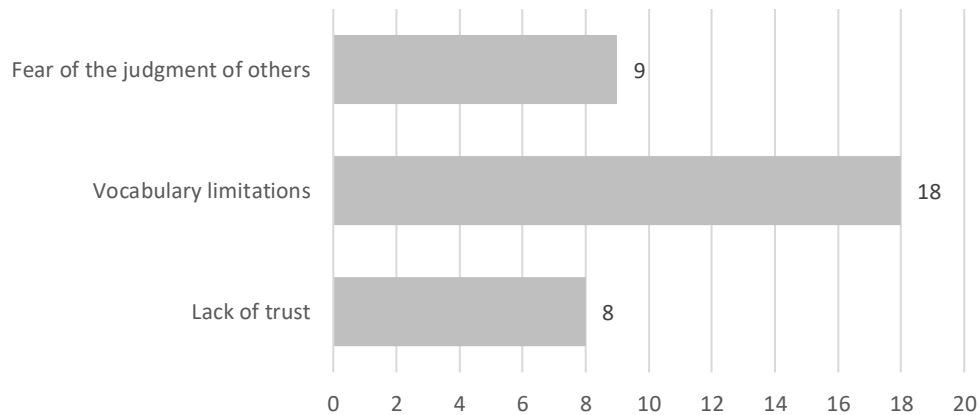
Figure 2 presents the respondents' usage of various resources to improve their English-speaking skills. The quantitative analysis shows that the preponderance of participants, 57.1%, favors online platforms, indicating a trend towards digital learning environments. In comparison, mobile applications are utilized by 28.6% of the respondents, reflecting a significant engagement with portable and user-friendly language learning tools. Textbooks are the least used resource, with only 14.3% of respondents indicating their use. This suggests a shift from traditional learning materials to more interactive and accessible digital formats, highlighting the role of technology in language education.



3. Can you identify any personal challenges that you believe affect your ability to express yourself orally in English?

Figure 3

Personal Challenges in English Communication



Analysis and interpretation

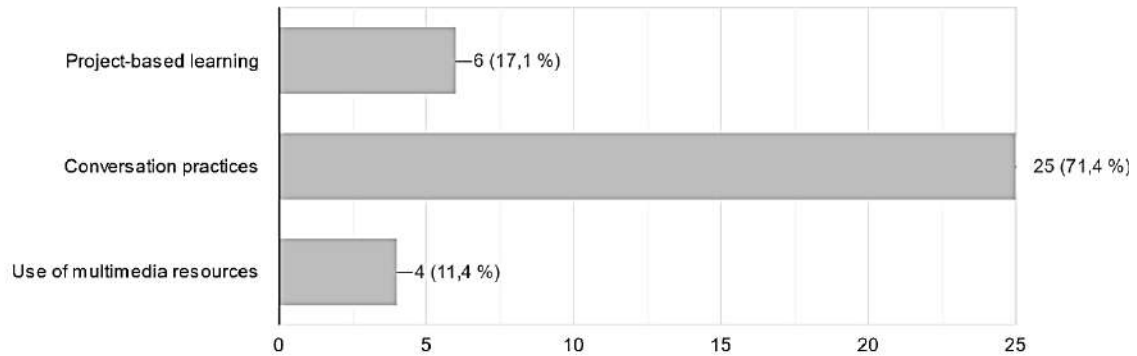
Figure 3 delineates the personal challenges faced by individuals in oral English communication. The most significant challenge reported is vocabulary limitations, with 51.43% of respondents identifying it as an obstacle. This is followed by the fear of judgment from others, accounting for 25.71%, and a lack of trust in one's own abilities, at 22.86%. These findings quantify the internal barriers that can inhibit effective language expression, underscoring the need for educational strategies that address not only language proficiency but also the psychological aspects of language learning.



4. From your perspective, what teaching methods do you think are most effective in improving English speaking skills?

Figure 4

Effective Teaching Methods for English Speaking



Analysis and interpretation

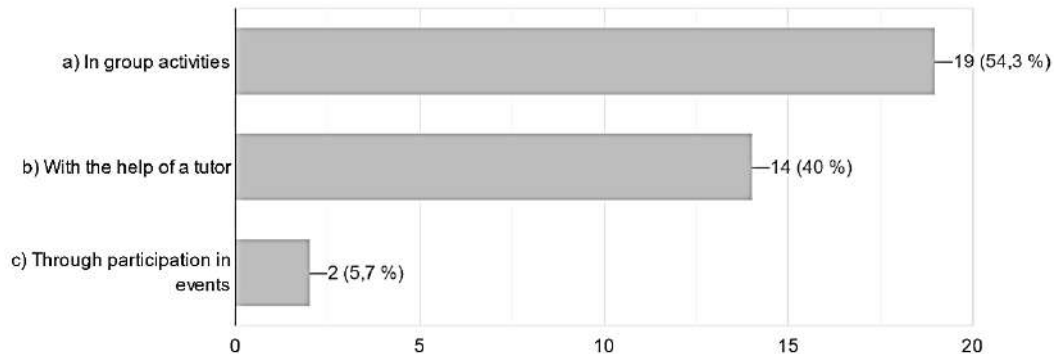
Figure 4 captures the perceived effectiveness of various teaching methods for improving English speaking skills. The dominant preference, with 71.43% of respondents advocating for it, is conversation practices. This indicates a strong belief in the efficacy of direct verbal engagement in language acquisition. Project-based learning is deemed effective by 17.14%, suggesting that a hands-on, collaborative approach also holds value in learning to speak English. The use of multimedia resources, while seen as beneficial by 11.43%, is the least favored, which may reflect a desire for more interactive and personalized learning experiences over passive content consumption. These insights reflect the respondents' preferences for immersive and interactive learning environments in the development of language skills.



5. Do you have any specific learning experiences where you have felt a significant improvement in your English-speaking skills?

Figure 5

Notable Learning Experiences in English



Analysis and interpretation

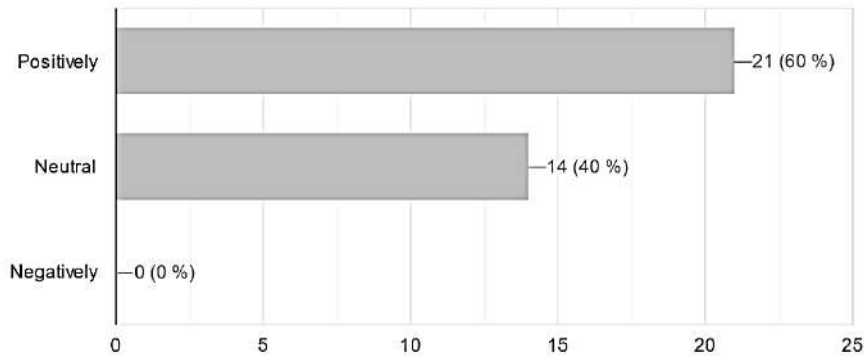
Figure 5 outlines respondents' experiences where they noticed significant improvement in their English-speaking skills. A majority, 54.29%, reported group activities as the most impactful, indicating the importance of collaborative learning environments. Tutor-assisted learning was also beneficial, with 40% of respondents recognizing its value, suggesting that personalized guidance plays a key role in language proficiency. Participation in events was less influential, with only 5.71% reporting it as a notable experience for improvement, which might imply that such activities, while beneficial, are less frequent or impactful compared to regular, structured learning settings. This data underscores the effectiveness of interactive and personalized learning experiences in enhancing English-speaking skills.



6. How do you think technology, such as apps or online platforms, has impacted your English-speaking skills?

Figure 6

Impact of Technology on English Speaking Skills



Analysis and interpretation

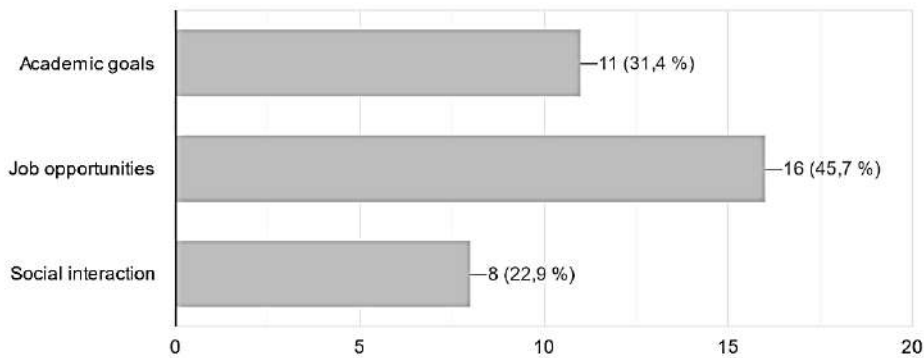
Figure 6 displays the impact of technology on English-speaking skills as perceived by the respondents. A significant 60% report a positive impact, suggesting that technological tools such as apps and online platforms are beneficial in improving their ability to communicate in English. Meanwhile, 40% of respondents view the impact as neutral, indicating neither a notable benefit nor detriment. Notably, there are no respondents who believe technology has had a negative impact. This distribution emphasizes the generally favorable perception of technology as a tool for language development, highlighting its role in facilitating access to learning resources and opportunities for practice.



7. What factors motivate you to improve your English-speaking skills?

Figure 7

Motivation Factors for Improving English Speaking



Analysis and interpretation

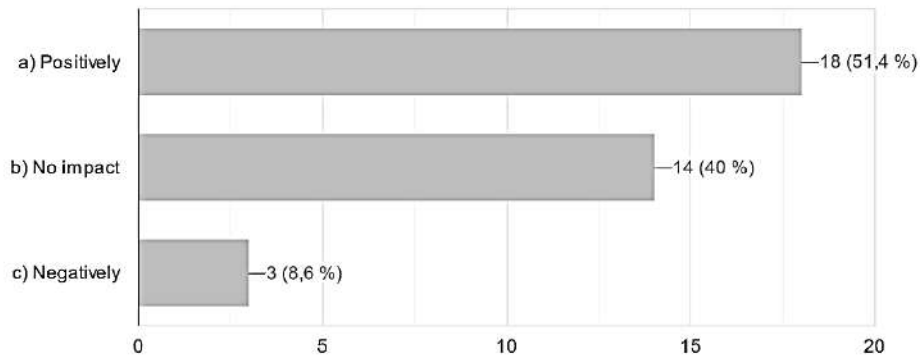
Figure 7 portrays the factors motivating individuals to enhance their English-speaking abilities. The most cited factor is job opportunities, with 45.71% of respondents indicating that career prospects drive their efforts to improve their English. Academic goals motivate 31.43%, underscoring the role of English proficiency in educational advancement. Social interaction is a motivating factor for 22.86% of the participants, reflecting the importance of language in personal and social engagement. These insights suggest that practical outcomes, such as employment and education, are primary incentives for language development, with the social component also being a significant driver.



8. In your opinion, how does the classroom environment affect your ability to practice and improve your oral expression in English?

Figure 8

Classroom Environment and Oral English Practice



Analysis and interpretation

Figure 8 delineates the influence of the classroom environment on the practice and improvement of oral English expression. A majority of 51.43% perceive the classroom environment to impact their language practice positively, indicating that the structure and support provided are conducive to their learning. Conversely, 40% report no significant impact, which may reflect individual learning preferences or variability in classroom dynamics. A small minority, 8.57%, believe the classroom environment affects their learning negatively. This data suggests that while classroom settings are generally seen as supportive for language practice, there remains a segment of learners who do not benefit as expected, highlighting the need for adaptable teaching methods to cater to diverse learner needs.



9. Are there specific situations in which you find it more difficult to express yourself orally in English?

Figure 9

Difficult Situations for Oral English Expression



Analysis and interpretation

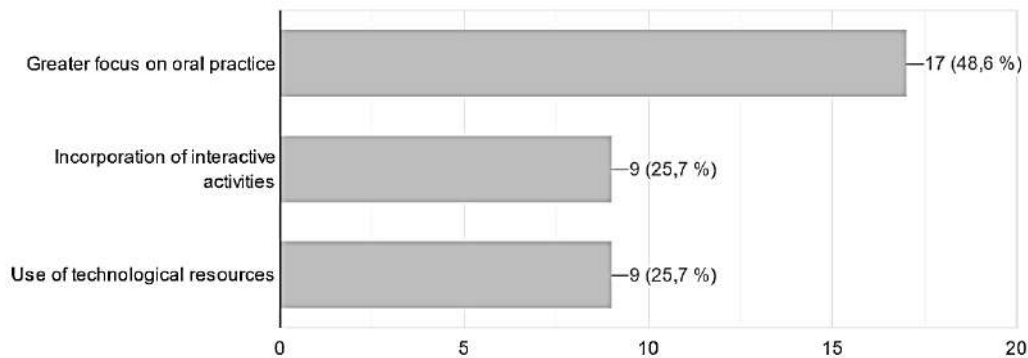
Figure 9 provides insights into the contexts in which respondents experience difficulties in expressing themselves orally in English. Interviews are identified as the most challenging, with 37.14% of respondents indicating a struggle in such high-pressure situations. Academic discussions and participation in presentations are equally challenging for 31.43% of respondents each, indicating that formal and structured speaking environments pose considerable difficulties. These findings suggest that interactive and evaluative scenarios, where spontaneous communication and domain-specific language are required, are perceived as more daunting by learners, highlighting areas where targeted practice and support might be beneficial.



10. Do you have any suggestions or ideas to improve the teaching of English-speaking skills at Paquisha School?

Figure 10

Suggestions for Enhancing English Speaking Instruction



Analysis and interpretation

Figure 10 reflects respondents' recommendations for improving English speaking instruction. Nearly half, 48.57%, suggest a greater emphasis on oral practice, indicating a desire for more speaking opportunities to enhance proficiency. Equally, 25.71% advocate for the incorporation of interactive activities and the same percentage for the use of technological resources, signifying an appreciation for engaging and modern educational tools. These suggestions underscore the importance of practical, interactive, and technologically supported methods in the advancement of language skills.



Survey Overview

Collected data offers a comprehensive perspective on the current state of students' English oral competencies, highlighting several critical factors influencing their communicative proficiency. The survey reveals that a majority of the students perceive themselves as moderately confident in their speaking abilities, with a self-assessment score predominantly between 1 and 5 on a 10-point scale, indicating a perceived need for enhancement in this domain.

Digital resources, especially online platforms, are preferred for language learning, utilized by over half of the respondents, which implies an inclination towards technology-assisted learning environments. This preference correlates with the positive impact technology is deemed to have on English speaking skills, as reported by 60% of the respondents. However, there's also a recognition of the limitations of technology, with a notable proportion of students highlighting the value of direct, interpersonal learning experiences.

The survey has identified vocabulary limitations, fear of judgment, and lack of trust in one's abilities as the main personal challenges affecting students' oral expression in English. These issues are critical as they encompass both linguistic and psychological barriers to effective communication.

Specific learning experiences that foster improvement include group activities and personalized tutoring, indicating that collaborative and tailored educational approaches are particularly effective. Additionally, interviews, academic discussions, and presentations are considered the most challenging scenarios for students, suggesting these as focal points for targeted practice.



Pre-test and post-test results

This section outlines the outcomes of an intervention tailored to enhance speaking skills. The evaluation utilized pre-test and post-test measures to determine the effectiveness of the intervention across three critical dimensions of speaking: Fluency Rate, Pronunciation, and Vocabulary Usage. Tests were conducted before the intervention (pre-test) and after its completion (post-test), facilitating a direct comparison of the participants' progress and the impact of the educational strategies deployed. The results are organized to articulate the improvements observed in each dimension of speaking proficiency. This analysis not only highlights the specific advancements made in Fluency, Pronunciation, and Vocabulary but also includes an evaluation of the overall total scores. This comprehensive approach allows for an assessment of the cumulative gains in speaking proficiency, offering insights into the general effectiveness of the intervention. The detailed presentation of scores, both for specific dimensions and overall totals, effectively elucidates the intervention's impact on enhancing speaking skills.

Figure 11

Comparative analysis of fluency rate before and after intervention

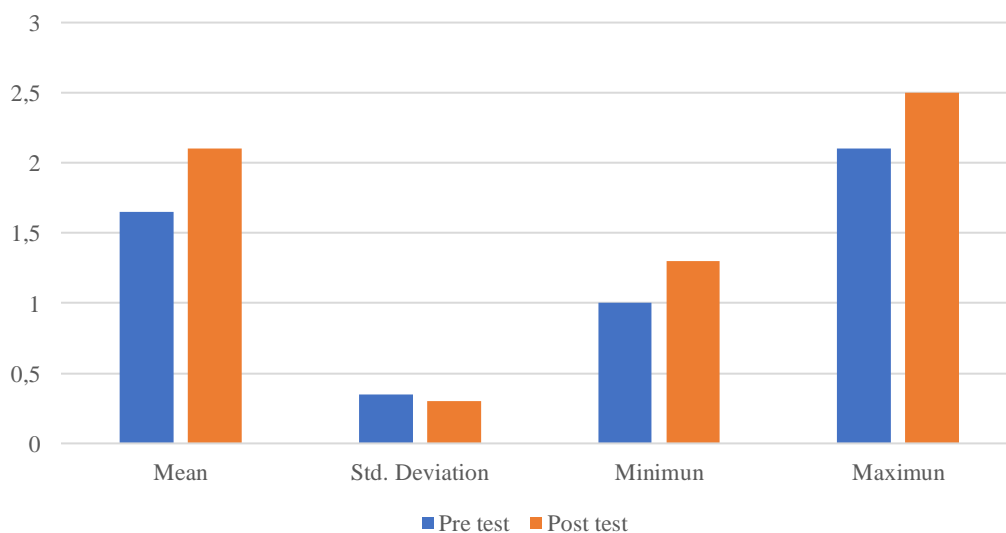


Figure 11 presents the analysis of fluency rate before and after the intervention. The mean score for the pre-test was 1.65 with a standard deviation of 0.35, while the mean score for the post-test increased to 2.1 with a standard deviation of 0.30. The increase in the mean score



indicated an improvement in students' fluency rate following the intervention. Standard deviation for the pre-test was 0.35, which slightly decreased to 0.30 in the post-test. This suggested a slight reduction in the variability of students' performance, indicating more consistent scores after the intervention. Minimum score for the pre-test was 1, which increased to 1.3 in the post-test. This improvement in the minimum score demonstrated that the lowest-performing students showed progress. Similarly, the maximum score increased from 2.1 in the pre-test to 2.5 in the post-test, indicating that the highest-performing students also improved their fluency rate.

Table 3

Statistical analysis of fluency rate improvement

Item	t Value	p Value
Fluency Rate	5.77	4e-06

Table 3 presents the t and p values calculated for the Fluency Rate dimension, comparing pre-test and post-test results. The mean score for the pre-test was 1.65 with a standard deviation of 0.35, while the mean score for the post-test increased to 2.1 with a standard deviation of 0.30. The t value was 5.77, and the associated p value was approximately 4e-06, which is far below the conventional significance level of 0.05. This very low p value indicates that there was a statistically significant difference in Fluency Rate scores, showing a clear improvement after the intervention.

Figure 12

Comparative analysis of pronunciation before and after intervention

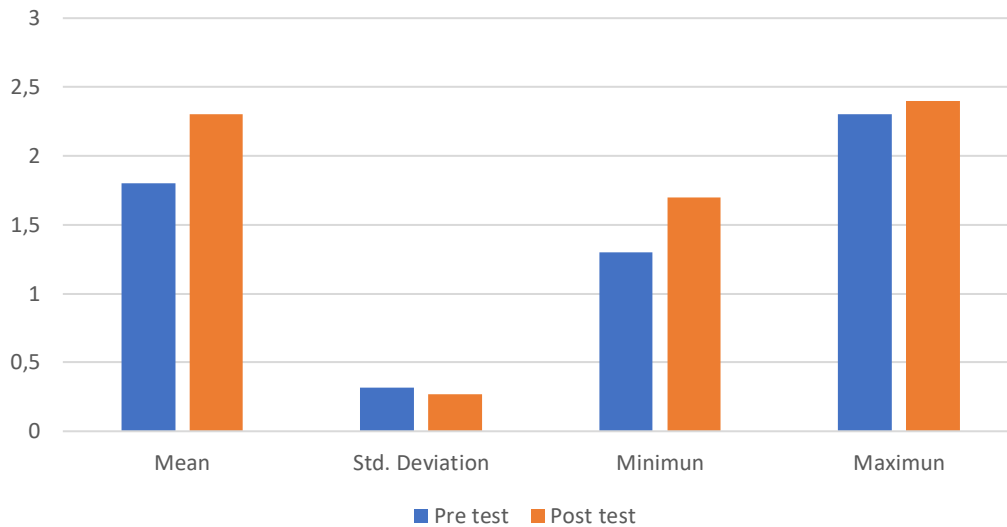


Figure 12 shows the analysis of pronunciation before and after the intervention. The mean score for the pre-test was 1.8 with a standard deviation of 0.32, while the mean score for the post-test increased to 2.3 with a standard deviation of 0.27. The increase in the mean score indicated an improvement in students' pronunciation following the intervention. Standard deviation for the pre-test was 0.32, which slightly decreased to 0.27 in the post-test. This suggested a slight reduction in the variability of students' performance, indicating more consistent scores after the intervention. Minimum score for the pre-test was 1.3, which increased to 1.7 in the post-test. This improvement in the minimum score demonstrated that the lowest-performing students showed progress. Similarly, the maximum score increased from 2.3 in the pre-test to 2.4 in the post-test, indicating that the highest-performing students also improved their pronunciation.

Table 4

Statistical analysis of pronunciation improvement

Item	t Value	p Value
Pronunciation	6.29	1.5e-07

Table 4 presents the t and p values calculated for the Pronunciation dimension, comparing pre-test and post-test results. The mean score for the pre-test was 1.8 with a standard deviation of 0.32, while the mean score for the post-test increased to 2.3 with a standard deviation of 0.27. The t value was 6.29, and the associated p value was approximately 1.5×10^{-7} , which is far below the conventional significance level of 0.05. This very low p value indicates that there was a statistically significant difference in Pronunciation scores, showing a clear improvement after the intervention.

Figure 13

Comparative analysis of vocabulary usage before and after intervention

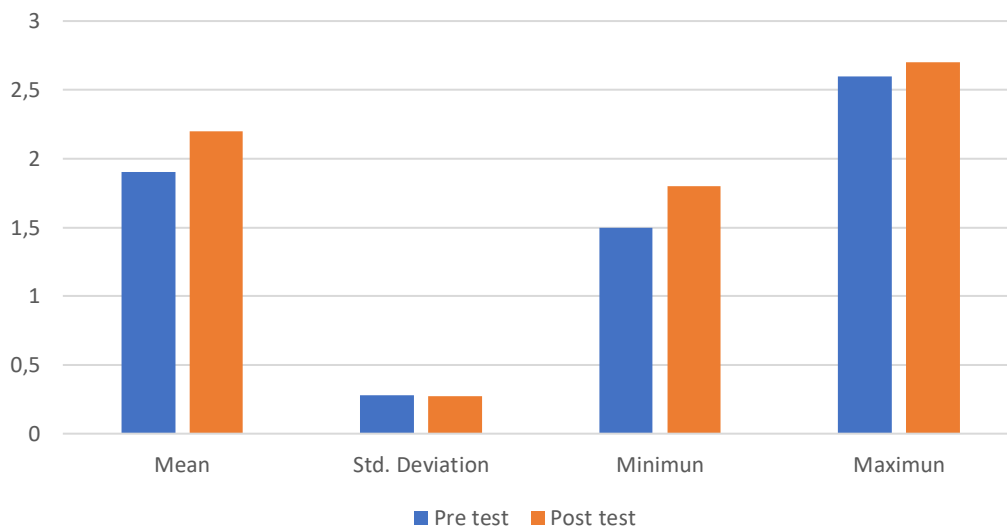


Figure 13 illustrates the analysis of vocabulary usage before and after the intervention. The mean score for the pre-test was 1.9 with a standard deviation of 0.28, while the mean score for the post-test increased to 2.2 with a standard deviation of 0.27. The increase in the mean score indicated an improvement in students' vocabulary usage following the intervention. Standard deviation for the pre-test was 0.28, which slightly decreased to 0.27 in the post-test. This suggested a slight reduction in the variability of students' performance, indicating more consistent scores after the intervention. Minimum score for the pre-test was 1.5, which increased to 1.8 in the post-test. This improvement in the minimum score demonstrated that the lowest-performing students showed progress. Similarly, the maximum score increased from 2.6 in the pre-test to 2.7 in the post-test, indicating that the highest-performing students also improved their vocabulary usage.



Table 5

Statistical analysis of vocabulary usage improvement

Item	t Value	p Value
Vocabulary usage	4.54	5.2e-05

illustrates the analysis of vocabulary usage before and after the intervention. The mean score for the pre-test was 1.9 with a standard deviation of 0.28, while the mean score for the post-test increased to 2.2 with a standard deviation of 0.27. The increase in the mean score indicated an improvement in students' vocabulary usage following the intervention. Standard deviation for the pre-test was 0.28, which slightly decreased to 0.27 in the post-test. This suggested a slight reduction in the variability of students' performance, indicating more consistent scores after the intervention. Minimum score for the pre-test was 1.5, which increased to 1.8 in the post-test. This improvement in the minimum score demonstrated that the lowest-performing students showed progress. Similarly, the maximum score increased from 2.6 in the pre-test to 2.7 in the post-test, indicating that the highest-performing students also improved their vocabulary usage.

Table 5 shows the t and p values calculated for the Vocabulary Usage dimension, comparing pre-test and post-test results. The mean score for the pre-test was 1.9 with a standard deviation of 0.28, while the mean score for the post-test increased to 2.2 with a standard deviation of 0.27. The t value was 4.54, and the associated p value was approximately 5.2e-05, which is far below the conventional significance level of 0.05. This very low p value indicates that there was a statistically significant difference in Vocabulary Usage scores, showing a clear improvement after the intervention.

Figure 14



Improvement summary before and after the intervention

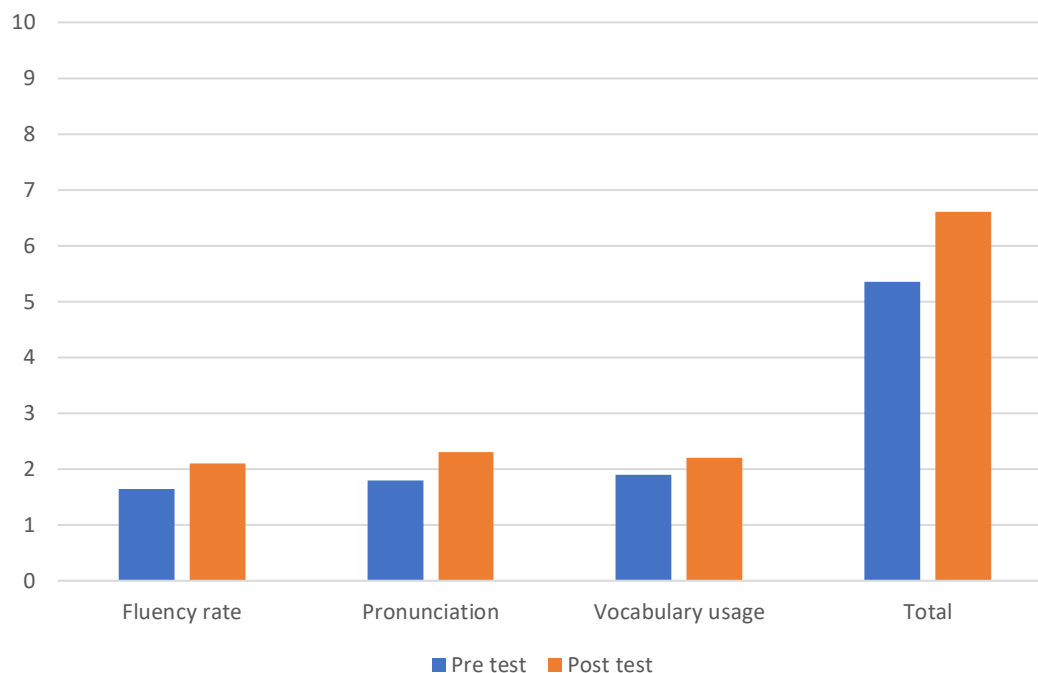


Table 6

Improvement summary before and after the intervention

Dimension	Pre-Test	Post-Test	Improvement
Fluency Rate	1.65	2.1	27.27 %
Pronunciation	1.8	2.3	27.78 %
Vocabulary Usage	1.9	2.2	15.79 %
Total	5.35	6.6	22.94 %

Note. Fluency Rate and Pronunciation are evaluated out of 3.5, and Vocabulary Usage is evaluated out of 3. The sum of the dimensions is out of 10.

Figure 14 and Table 6 provide a summary of the percentage improvement in each dimension of the speaking evaluation following the intervention. The fluency rate, evaluated on a scale of 3.5, improved by 27.27%, indicating that the intervention was highly effective in enhancing students' ability to speak smoothly and coherently. Pronunciation, also evaluated on a scale of 3.5, showed a 27.78% improvement, demonstrating a substantial increase in students' ability to pronounce words correctly and clearly. Vocabulary usage, evaluated on a



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scale of 3, improved by 15.79%, which, although notable, is slightly less than the improvements seen in fluency rate and pronunciation. The total grade, which is the sum of these three dimensions with a maximum score of 10 points, showed an overall improvement of 22.94%. This aggregate improvement reflects the combined impact of the intervention on fluency rate, pronunciation, and vocabulary usage, indicating a comprehensive enhancement in students' speaking abilities.



Discussion

The initial assessment revealed substantial deficiencies in students' communicative abilities, which aligns with Khairia's (2021) observations that second language learners often face challenges in fluency, pronunciation, and vocabulary due to insufficient practice and exposure. The low pre-test scores underscored the need for a tailored teaching program designed to address these specific deficiencies. According to Reza Ahmadi (2018), the stages of second language acquisition, from pre-production to advanced fluency, highlight the importance of targeted support at each stage to facilitate language development.

The personalized English teaching program developed for this study focused on meaningful English learning and promoting oral expression practice. This approach is supported by Lai-Mei and Seyedeh (2017), who emphasize the importance of real communication contexts in language learning. The marked improvements in post-test scores for fluency rate, pronunciation, and vocabulary usage suggest that the tailored pedagogical strategies were successful in addressing the identified deficiencies and enhancing students' speaking skills. Additionally, Banditvilai (2016) highlights those speaking skills help develop vocabulary and grammar, which in turn improve overall language proficiency.

Continuous implementation and monitoring of the intervention allowed for the measurement of its impact over time. This method aligns with the findings of Bhandari (2021), who highlights the importance of ongoing feedback and adaptive teaching strategies in improving student outcomes. The notable t values and extremely low p values across all dimensions of the oral expression evaluation confirm the effectiveness of the intervention. Chou (2018) describes speaking as a process of creating and sharing meaning, which underscores the necessity of continuous practice and assessment to achieve proficiency.

Khairia (2021) outlines the stages of second language acquisition, emphasizing the need for targeted strategies at each stage. The intervention in this study effectively supported students through the speech emergence, intermediate fluency, and advanced fluency stages. The observed improvements in fluency rate, pronunciation, and vocabulary usage indicate that the strategies employed helped students' progress through these stages more effectively. This progression is important, as noted by Reinholz et al. (2018), who argue that communicative



language teaching methods enhance students' ability to use the language in real-life situations.

The overall improvement of 22.94% in the total grade reflects the comprehensive impact of the intervention on students' speaking abilities. This finding is consistent with Bhandari's (2021) assertion that a multifaceted approach addressing linguistic, pedagogical, and affective factors is necessary to enhance learners' speaking abilities. The considerable gains observed in fluency rate (27.27%), pronunciation (27.78%), and vocabulary usage (15.79%) further corroborate the effectiveness of the strategies employed. According to Hoang and Ngoc (2015), effective communication skills are crucial for daily human interactions, and improvements in speaking abilities directly contribute to better academic and professional outcomes.

By focusing on the specific needs of students and continuously monitoring their progress, educators can greatly enhance students' oral expression skills. These findings support the views of Hoang and Ngoc (2015), who emphasize the importance of speaking skills for effective communication and the need for meaningful language use in real-world contexts. Furthermore, Reza Ahmadi (2018) and Bhandari (2021) advocate for adaptive teaching strategies that cater to the evolving needs of learners as they progress through different stages of language acquisition.

Integrating practical language use and ongoing assessment effectively tackled the main areas of deficiency in the students' language skills. This aligns with Banditvilai's (2016) assertion that regular opportunities for meaningful language practice are essential for internalizing language structures and achieving fluency. The positive outcomes observed in this study suggest that similar approaches could be beneficial in other educational settings, particularly where resources are limited and targeted support is required to enhance language proficiency.



CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The development and implementation of strategies for improving the oral expression skills of English students at "Paquisha School" in the Eloy Alfaro parish, city of Manta, Manabí province, have proven to be effective. The tailored English-speaking program, focused on personal and relatable topics, significantly enhanced students' fluency, pronunciation, and vocabulary usage. Continuous implementation and monitoring revealed notable improvements in all evaluated dimensions. The overall enhancement in the total grade demonstrated the substantial impact of these strategies on students' oral expression skills.

The assessment of English oral competency at Paquisha School identified key deficiencies in students' communicative abilities, such as limited vocabulary, fear of judgment, and lack of confidence. Despite a preference for technology-assisted learning, the findings highlight the role of direct interpersonal experiences. Group activities and personalized tutoring emerged as effective methods for improvement, suggesting these areas as focal points for enhancing students' oral expression skills.

A structured English-speaking program was designed to address the specific needs of students at "Paquisha School," considering the limitations of technological resources and available educational materials, focusing on enhancing students' fluency and confidence in using English by engaging them in meaningful conversation practices, utilizing relatable topics and concise sessions to ensure effective and relevant language practice, ultimately aiming to improve students' oral expression skills.

The continuous implementation and monitoring of the pedagogical strategies developed for "Paquisha School" demonstrated their effectiveness in enhancing students' oral expression in English. Fluency rate improved by 27.27%, indicating increased confidence and smoother speech patterns. Pronunciation showed a 27.78% improvement, reflecting more accurate and clear speech. Vocabulary usage saw a 15.79% increase, indicating expanded lexical resources and reduced hesitation. Overall, the total grade, combining these dimensions, improved by 22.94%. This quantitative improvement underscores the substantial impact of the intervention on students' speaking abilities, validating the effectiveness of the implemented strategies.



Recommendations

Integrate technology-assisted learning with direct interpersonal experiences to balance the advantages of digital resources and real-life conversational practice. This approach ensures students benefit from both technological tools and group activities or personalized tutoring.

Develop personalized tutoring programs to address deficiencies such as limited vocabulary and lack of confidence. Tutors should provide targeted feedback and strategies, helping students build confidence and overcome their fear of judgment.

Encourage more group activities and oral presentations to improve fluency and pronunciation while helping students overcome their fear of speaking in public. Regular presentations on personal interest topics can provide supportive practice opportunities.

Establish a continuous monitoring and evaluation system to track student progress and adjust teaching methods as needed. Regular assessments and feedback collection will ensure the program remains effective and responsive to students' needs.



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UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

ANNEXES

Annex 1. Authorization letter



UNIDAD EDUCATIVA FISCAL "PAQUISHA"

ACUERDO MINISTERIAL 3090 DEL 4 DE JUNIO DE 1982

Código AMIE: 13H02629

Email: unidadpaquisha@hotmail.com

Parroquia Eloy Alfaro, Barrio, Santa Ana
Manta – Manabí – Ecuador



Manta, 10 de julio de 2023

Lic. Verónica Cevallos Fortis.

Lic. Tania Macias Parrales.

MAESTRANTES DE LA UNIVERSIDAD BOLIVARIANA DEL ECUADOR.

Ciudad. -


De mi consideración:

En mi calidad de Rectora de la Unidad Educativa Fiscal "Paquisha" de la Ciudad de Manta, en atención referente al permiso para llevar a cabo un Proyecto de titulación, por la Lic Verónica Cevallos Fortis y a la Lic. Tania Macias Parrales estudiantes de la Universidad Bolivariana del Ecuador en la maestría de Pedagogía del Ingles como lengua extranjera.

Comunico a Uds. que se autoriza lo solicitado a fin que se realice el Proyecto con el tema: "STRATEGIES TO DEVELOP SPEAKING SKILLS IN ENGLISH COMMUNICATION".

Sin otro particular, me suscribo.

Atentamente,


A.S. Tamara Hidalgo Vera, Mg.
RECTOR U.E.F. PAQUISHA
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Annex 2. Survey

Survey on oral expression skills in English in students of Paquisha school

Introduction:

We are conducting research to better understand the English speaking skills of students at Paquisha School. We appreciate your participation, as your responses are valuable in informing our interventions. Please answer honestly and sincerely.

Confidence level:

1. On a scale of 1 to 10, where 1 is “not at all confident” and 10 is “very confident,” how confident do you feel expressing yourself orally in English?

- a) 1-5
- b) 6-8
- c) 9-10

Resources used:

2. What resources, such as textbooks, apps or online platforms, do you use to improve your English speaking skills?

- a) Textbooks
- b) Mobile applications
- c) Online platforms

Personal Challenges:

3. Can you identify any personal challenges that you believe affect your ability to express yourself orally in English?

- a) Lack of trust
- b) Vocabulary limitations
- c) Fear of the judgment of others



Effective Teaching Methods:

4. From your perspective, what teaching methods do you think are most effective in improving English speaking skills?

- a) Project-based learning
- b) Conversation practices
- c) Use of multimedia resources

Learning Experiences:

5. Do you have any specific learning experiences where you have felt a significant improvement in your English speaking skills?

- a) In group activities
- b) With the help of a tutor
- c) Through participation in events

Impact of Technology:

6. How do you think technology, such as apps or online platforms, has impacted your English speaking skills?

- a) Positively
- b) Neutral
- c) Negatively

Motivation Factors:

7. What factors motivate you to improve your English speaking skills?

- a) Academic goals
- b) Job opportunities
- c) Social interaction

Class Environment:

8. In your opinion, how does the classroom environment affect your ability to practice and improve your oral expression in English?



- a) Positively
- b) No impact
- c) Negatively

Perceived Difficulties:

9. Are there specific situations in which you find it more difficult to express yourself orally in English?

- a) Interviews
- b) Academic discussions
- c) Participation in presentations

Improvement Suggestions:

10. Do you have any suggestions or ideas to improve the teaching of English speaking skills at Paquisha School?

- a) Greater focus on oral practice
- b) Incorporation of interactive activities
- c) Use of technological resources



Annex 3. Pre-test

PRE-TEST

Speaking skills

English test /10

Name: _____

Instruction: The following test lasts 10 minutes, take your time and answer what you understand, if you don't know how to answer just tell me.

DIMENSION: FLUENCY RATE /3.5

Part 1 (2 Minutes)

Where do you live?

What do you like about your area?

What place would you like to visit?

DIMENSION: PRONUNCIATION /3.5

Part 2 (5 minutes)

You have 2 minutes to read the instructions in the box and prepare an answer. At the end, talk for 1 or 2 minutes about this topic.

Describe a person that you wanted to be like when you were a child

You should say:

- Who is it?
- What did they do?
- How did you meet them?



- Why you wanted to be like them?

DIMENSION: VOCABULARY USAGE

/3

Part 3 (3 minutes)

- What was your favorite toy?
- Did you share your toy with your friend?
- What would you say to your friend if you saw him now?



Annex 4. Post-test

POST-TEST

Speaking skills

English test

/10

Name: _____

Instruction: The following test lasts 15 minutes, take your time and answer what you understand, if you don't know how to answer just tell me.

DIMENSION: FLUENCY RATE

/3.5

Part 1 (4-5 minutes)

Where were you born?

Was this a good place to grow up?

Tell me a memory from your childhood

Do you miss something from your childhood?

DIMENSION: PRONUNCIATION

/3.5

Part 2 (5minutes)

You have 2 minutes to read the instructions in the box and prepare an answer. At the end, talk for 3 minutes about this topic.

Describe your best friend during childhood.

You should say:

- who the person was?
- why you became Friends?
- what you used to do together?



and explain if you keep in touch with your friend now

DIMENSION: VOCABULARY USAGE

/3

Part 3 (5 Minutes)

Childhood friends

Do children find it easy to make friends?

Why do some people distance themselves from their childhood friends?

Is it better for children to have a few close friends or many?

Childhood changes

At what age do children become adults?

Do you think children should be treated the same as adults?



Annex 5. Lesson plan schedule

Lesson plan schedule				
Session	Date	Duration	Objective	Participants
1	February 12, 2024	15-20 minutes	Practice past simple with weekend activities.	All classroom students
2	February 13, 2024	15-20 minutes	Discuss post-school activities in past simple.	
3	February 14, 2024	15-20 minutes	Share yesterday's breakfast in past simple.	
4	February 15, 2024	15-20 minutes	Talk about the last vacation in past simple.	
5	February 16, 2024	15-20 minutes	Recall the last cinema visit and the movie seen.	
6	February 19, 2024	15-20 minutes	Reiterate weekend activities in past simple.	
7	February 20, 2024	15-20 minutes	Describe the last birthday celebration in past simple.	
8	February 21, 2024	15-20 minutes	Discuss last night's relaxing activities in past simple.	
9	February 22, 2024	15-20 minutes	Review what was done in the last English class.	
10	February 23, 2024	15-20 minutes	Describe the pre-sleep routine of the previous night.	



Annex 6. Lesson plan

Lesson plan

Session plan Day 1						
Date	Objective	Activity	Duration	Participants	Materials	Feedback and Evaluation
	To strengthen competency in using the past simple through personal narratives.	Pairs recount and discuss their last weekend activities.	15-20 minutes	All classroom students	Conversation guides with past simple structures and examples, cards with regular and irregular verbs in past tense.	Continuous assessment during activity with notes on accuracy and fluency. Group feedback at the end to recognize successes and correct errors.
Methodology <p>Formation of Random Pairs: To foster inclusion and a diversity of interactions, students will be paired randomly. This approach encourages students to communicate with various classmates, enhancing their adaptability and exposure to different speaking styles.</p> <p>Individual Storytelling Within Pairs: Each student will narrate their experience in the past simple tense to their partner. This will be followed by active listening and constructive feedback from the partner, focusing on the correct use of grammar and the fluency of the narrative.</p> <p>Rotation of Pairs: After the initial storytelling, students will switch partners and repeat the activity. This rotation ensures that students practice speaking with multiple peers, thereby getting accustomed to a variety of expressions and enhancing their conversational skills.</p> <p>Group Discussion: At the end of each session, there will be a group discussion where students can share their experiences. This part of the session serves to highlight the proper use of the past simple and address common mistakes. It provides a collaborative environment where students can learn from each other's experiences and corrections.</p>						



Session plan Day 2

Date	Objective	Activity	Duration	Participants	Materials	Feedback and Evaluation
	To practice using the past simple by describing post-school activities.	Describe what was done after school last Friday.	15-20 minutes	All classroom students	Conversation guides with past simple structures and examples, cards with regular and irregular verbs in past tense.	Peer feedback and teacher corrections during the activity, group discussion at the end for comprehensive review and feedback.

Methodology

Formation of Random Pairs: To foster inclusion and a diversity of interactions, students will be paired randomly. This approach encourages students to communicate with various classmates, enhancing their adaptability and exposure to different speaking styles.

Individual Storytelling Within Pairs: Each student will narrate their experience in the past simple tense to their partner. This will be followed by active listening and constructive feedback from the partner, focusing on the correct use of grammar and the fluency of the narrative.

Rotation of Pairs: After the initial storytelling, students will switch partners and repeat the activity. This rotation ensures that students practice speaking with multiple peers, thereby getting accustomed to a variety of expressions and enhancing their conversational skills.

Group Discussion: At the end of each session, there will be a group discussion where students can share their experiences. This part of the session serves to highlight the proper use of the past simple and address common mistakes. It provides a collaborative environment where students can learn from each other's experiences and corrections.



Session plan Day 3

Date	Objective	Activity	Duration	Participants	Materials	Feedback and Evaluation
	To enhance fluency in the past simple by discussing everyday activities.	Share what was eaten for breakfast yesterday.	15-20 minutes	All classroom students	Conversation guides with past simple structures and examples, cards with regular and irregular verbs in past tense.	Observations by the teacher for immediate corrections, and end-of-session feedback to discuss common mistakes and successes.

Methodology

Formation of Random Pairs: To foster inclusion and a diversity of interactions, students will be paired randomly. This approach encourages students to communicate with various classmates, enhancing their adaptability and exposure to different speaking styles.

Individual Storytelling Within Pairs: Each student will narrate their experience in the past simple tense to their partner. This will be followed by active listening and constructive feedback from the partner, focusing on the correct use of grammar and the fluency of the narrative.

Rotation of Pairs: After the initial storytelling, students will switch partners and repeat the activity. This rotation ensures that students practice speaking with multiple peers, thereby getting accustomed to a variety of expressions and enhancing their conversational skills.

Group Discussion: At the end of each session, there will be a group discussion where students can share their experiences. This part of the session serves to highlight the proper use of the past simple and address common mistakes. It provides a collaborative environment where students can learn from each other's experiences and corrections.



Session plan Day 4

Date	Objective	Activity	Duration	Participants	Materials	Feedback and Evaluation
	To practice recounting past experiences using the past simple.	Discuss where you went during the last vacation.	15-20 minutes	All classroom students	Conversation guides with past simple structures and examples, cards with regular and irregular verbs in past tense.	Group discussion to share experiences and teacher feedback on use of past simple, focusing on grammatical accuracy and fluency.

Methodology

Formation of Random Pairs: To foster inclusion and a diversity of interactions, students will be paired randomly. This approach encourages students to communicate with various classmates, enhancing their adaptability and exposure to different speaking styles.

Individual Storytelling Within Pairs: Each student will narrate their experience in the past simple tense to their partner. This will be followed by active listening and constructive feedback from the partner, focusing on the correct use of grammar and the fluency of the narrative.

Rotation of Pairs: After the initial storytelling, students will switch partners and repeat the activity. This rotation ensures that students practice speaking with multiple peers, thereby getting accustomed to a variety of expressions and enhancing their conversational skills.

Group Discussion: At the end of each session, there will be a group discussion where students can share their experiences. This part of the session serves to highlight the proper use of the past simple and address common mistakes. It provides a collaborative environment where students can learn from each other's experiences and corrections.



Session plan Day 5

Date	Objective	Activity	Duration	Participants	Materials	Feedback and Evaluation
	To enhance narrative skills in the past simple by recounting a recent outing.	Recall the last time you went to the cinema and what you saw.	15-20 minutes	All classroom students	Conversation guides with past simple structures and examples, cards with regular and irregular verbs in past tense.	Peer and teacher feedback on storytelling skills, focus on fluency and grammatical structure during group discussion.

Methodology

Formation of Random Pairs: To foster inclusion and a diversity of interactions, students will be paired randomly. This approach encourages students to communicate with various classmates, enhancing their adaptability and exposure to different speaking styles.

Individual Storytelling Within Pairs: Each student will narrate their experience in the past simple tense to their partner. This will be followed by active listening and constructive feedback from the partner, focusing on the correct use of grammar and the fluency of the narrative.

Rotation of Pairs: After the initial storytelling, students will switch partners and repeat the activity. This rotation ensures that students practice speaking with multiple peers, thereby getting accustomed to a variety of expressions and enhancing their conversational skills.

Group Discussion: At the end of each session, there will be a group discussion where students can share their experiences. This part of the session serves to highlight the proper use of the past simple and address common mistakes. It provides a collaborative environment where students can learn from each other's experiences and corrections.



Session plan Day 6

Date	Objective	Activity	Duration	Participants	Materials	Feedback and Evaluation
	To reinforce past simple usage by revisiting weekend activities.	Repeat discussing activities from last weekend with a new partner.	15-20 minutes	All classroom students	Conversation guides with past simple structures and examples, cards with regular and irregular verbs in past tense.	Continuous evaluation for accuracy and fluency, teacher-led group reflection on common errors and successful usage.

Methodology

Formation of Random Pairs: To foster inclusion and a diversity of interactions, students will be paired randomly. This approach encourages students to communicate with various classmates, enhancing their adaptability and exposure to different speaking styles.

Individual Storytelling Within Pairs: Each student will narrate their experience in the past simple tense to their partner. This will be followed by active listening and constructive feedback from the partner, focusing on the correct use of grammar and the fluency of the narrative.

Rotation of Pairs: After the initial storytelling, students will switch partners and repeat the activity. This rotation ensures that students practice speaking with multiple peers, thereby getting accustomed to a variety of expressions and enhancing their conversational skills.

Group Discussion: At the end of each session, there will be a group discussion where students can share their experiences. This part of the session serves to highlight the proper use of the past simple and address common mistakes. It provides a collaborative environment where students can learn from each other's experiences and corrections.



Session plan Day 7

Date	Objective	Activity	Duration	Participants	Materials	Feedback and Evaluation
	To practice using the past simple to describe special events.	Describe how you celebrated your last birthday.	15-20 minutes	All classroom students	Conversation guides with past simple structures and examples, cards with regular and irregular verbs in past tense.	Teacher observation and feedback on the use of past simple, peer discussion to enhance learning and correct common mistakes.

Methodology

Formation of Random Pairs: To foster inclusion and a diversity of interactions, students will be paired randomly. This approach encourages students to communicate with various classmates, enhancing their adaptability and exposure to different speaking styles.

Individual Storytelling Within Pairs: Each student will narrate their experience in the past simple tense to their partner. This will be followed by active listening and constructive feedback from the partner, focusing on the correct use of grammar and the fluency of the narrative.

Rotation of Pairs: After the initial storytelling, students will switch partners and repeat the activity. This rotation ensures that students practice speaking with multiple peers, thereby getting accustomed to a variety of expressions and enhancing their conversational skills.

Group Discussion: At the end of each session, there will be a group discussion where students can share their experiences. This part of the session serves to highlight the proper use of the past simple and address common mistakes. It provides a collaborative environment where students can learn from each other's experiences and corrections.



Session plan Day 8

Date	Objective	Activity	Duration	Participants	Materials	Feedback and Evaluation
	To utilize the past simple in describing routine and relaxation activities.	Discuss activities you did to relax last night.	15-20 minutes	All classroom students.	Conversation guides with past simple structures and examples, cards with regular and irregular verbs in past tense.	Peer and teacher feedback focusing on accuracy of past simple usage and fluency during the narrative.

Methodology

Formation of Random Pairs: To foster inclusion and a diversity of interactions, students will be paired randomly. This approach encourages students to communicate with various classmates, enhancing their adaptability and exposure to different speaking styles.

Individual Storytelling Within Pairs: Each student will narrate their experience in the past simple tense to their partner. This will be followed by active listening and constructive feedback from the partner, focusing on the correct use of grammar and the fluency of the narrative.

Rotation of Pairs: After the initial storytelling, students will switch partners and repeat the activity. This rotation ensures that students practice speaking with multiple peers, thereby getting accustomed to a variety of expressions and enhancing their conversational skills.

Group Discussion: At the end of each session, there will be a group discussion where students can share their experiences. This part of the session serves to highlight the proper use of the past simple and address common mistakes. It provides a collaborative environment where students can learn from each other's experiences and corrections.



Session plan Day 9

Date	Objective	Activity	Duration	Participants	Materials	Feedback and Evaluation
	To review and reinforce past simple usage through class activities.	Recap activities done in the last English class.	15-20 minutes	All classroom students	Conversation guides with past simple structures and examples, cards with regular and irregular verbs in past tense.	Group discussion to share learned content, with teacher-led feedback on grammar and expression accuracy.

Methodology

Formation of Random Pairs: To foster inclusion and a diversity of interactions, students will be paired randomly. This approach encourages students to communicate with various classmates, enhancing their adaptability and exposure to different speaking styles.

Individual Storytelling Within Pairs: Each student will narrate their experience in the past simple tense to their partner. This will be followed by active listening and constructive feedback from the partner, focusing on the correct use of grammar and the fluency of the narrative.

Rotation of Pairs: After the initial storytelling, students will switch partners and repeat the activity. This rotation ensures that students practice speaking with multiple peers, thereby getting accustomed to a variety of expressions and enhancing their conversational skills.

Group Discussion: At the end of each session, there will be a group discussion where students can share their experiences. This part of the session serves to highlight the proper use of the past simple and address common mistakes. It provides a collaborative environment where students can learn from each other's experiences and corrections.



Session plan Day 10

Date	Objective	Activity	Duration	Participants	Materials	Feedback and Evaluation
	To apply past simple in describing daily routines.	Discuss what you did before going to sleep last night.	15-20 minutes	All classroom students	Conversation guides with past simple structures and examples, cards with regular and irregular verbs in past tense.	Peer review and teacher feedback on accurate use of past simple, discussion to correct and reinforce learning.

Methodology

Formation of Random Pairs: To foster inclusion and a diversity of interactions, students will be paired randomly. This approach encourages students to communicate with various classmates, enhancing their adaptability and exposure to different speaking styles.

Individual Storytelling Within Pairs: Each student will narrate their experience in the past simple tense to their partner. This will be followed by active listening and constructive feedback from the partner, focusing on the correct use of grammar and the fluency of the narrative.

Rotation of Pairs: After the initial storytelling, students will switch partners and repeat the activity. This rotation ensures that students practice speaking with multiple peers, thereby getting accustomed to a variety of expressions and enhancing their conversational skills.

Group Discussion: At the end of each session, there will be a group discussion where students can share their experiences. This part of the session serves to highlight the proper use of the past simple and address common mistakes. It provides a collaborative environment where students can learn from each other's experiences and corrections.