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How to develop English Oral production skills for tenth-year of basic education students,
level A2.1, "9 DE OCTUBRE" high school - academic year 2023-24

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Resumen

El presente proyecto de investigación se centra en el desarrollo de las habilidades de producción oral en inglés en estudiantes de décimo año de educación básica, específicamente aquellos en el nivel A2.1, en la Unidad Educativa "9 de Octubre" durante el año académico 2023-2024. El estudio destaca la importancia de mejorar la competencia oral y dominio del habla en inglés y se enfoca en comprender y abordar los desafíos específicos de este grupo de estudiantes.

Se lleva a cabo una investigación in situ en Santo Domingo de los Tsáchilas, Ecuador, donde los estudiantes reciben tres horas de enseñanza de inglés por semana con el objetivo de alcanzar el nivel B2 al finalizar la educación secundaria. La investigación utiliza un enfoque mixto para explorar las percepciones y experiencias de los estudiantes.

Los resultados revelan que la creación de un ambiente positivo y de apoyo en el aula tiene un impacto significativo en la participación lingüística de los estudiantes. La motivación también se destaca como un factor crucial en la adquisición del idioma, y se enfatiza la necesidad de estrategias educativas adaptadas que consideren las diferencias individuales y fomenten la motivación.

Además, se resalta la importancia de comprender los factores más influyentes en el proceso de aprendizaje del inglés de los estudiantes, lo que proporciona información valiosa para adaptar enfoques de enseñanza efectivos que satisfagan las diversas necesidades de los alumnos. También se aborda la integración de la tecnología en la educación de idiomas, subrayando la importancia de asegurarse de que mejore las habilidades de expresión oral y se adapte a diversas necesidades y estilos de aprendizaje.

En resumen, este proyecto de investigación ofrece una comprensión integral de las experiencias y preferencias de los estudiantes, proporcionando una guía valiosa para los educadores al adaptar enfoques que satisfagan las diversas necesidades de los estudiantes en su proceso de desarrollo del idioma inglés.

Abstract

This research project focuses on developing of oral production skills in English students in the tenth-year of basic education, specifically those at level A2.1, in the "9 de Octubre" Educational Unit during the 2023-2024 academic year. The study highlights the importance of improving oral proficiency in English and focuses on understanding and addressing the specific challenges of this group of students.

We carried out an on-site investigation at the high school in Santo Domingo de los Tsachilas, Ecuador, where students receive three hours of English instruction per week with the goal of reaching the B2 level by the end of secondary education. Our research uses a mixed approach to explore students' perceptions and experiences.

The results reveal that creating a positive and supportive classroom environment has a significant impact on students' linguistic participation. Motivation is also a crucial factor in language acquisition, and the data shows a need for adapted educational strategies that consider differences among individual students and seek to motivate them.

Furthermore, the results highlight the importance of understanding the most influential factors in students' English learning process, which provides valuable information to adapt effective teaching approaches that meet the diverse needs of students. We also address technology integration into language education, and underline the importance of ensuring that it improves speaking skills and adapts to various needs and learning styles.

In summary, this research project offers a comprehensive understanding of students' experiences and preferences and valuable guidance for educators in adapting approaches that meet the diverse needs of students in their English language development process.

Key-words: oral production skills - classroom environment – motivation - effective teaching approaches – technology - learning styles.

Table of Contents

Chapter I.....	1
Introduction	1
General Objective	3
Research Question	3
Chapter II.....	4
Literary Review	4
Chapter III.....	30
Methodological Framework.....	30
Chapter IV	35
Results.....	35
Chapter V.....	45
Conclusions and Recommendations.....	45
References	47
Annexes	60

Index of Figures

Figure 1	36
Description of grades during the first quarter of the academic year, and its histogram representation	36
Figure 2	36
Description of grades during the second quarter of the academic year, and its histogram representation	36
Figure 3	37
Distribution of ages among students	37
Figure 4	38
Distribution of answers about the influence of classroom atmosphere on speaking English.	38
Figure 5	38
Distribution of answers about the motivation as a contribution to improve English language learning.....	38
Figure 6	39
Distribution of answers about factors that influence in Learning the English learning.....	39
Figure 7	39
Distribution of answers about strategies used by the teacher and the influence in learning English.....	39
Figure 8	40
Distribution of answers about technology as a necessary tool to develop the ability to speak English.....	40
Figure 9	41
Distribution of answers about improvement in English speaking ability	41
Figure 10	41
Distribution of answers about how much English-speaking ability has evolve	41
Figure 11	42
Distribution of answers about confidence speaking English	42
Figure 12	43
Distribution of answers about application strategies to expand English vocabulary outside the classroom.....	43
Answers to the question "What strategies do you apply to expand your English vocabulary outside the classroom?", are shown in Figure 12. The results reveal diverse approaches to improving vocabulary. The majority, 66.7%, listen to songs as a strategy. Furthermore, 15,2% choose to watch movies to expand their vocabulary, and in the same way, 15.2% practice conversations; a smaller percentage, 3%, stated practicing monologues	43
Figure 13	43
Distribution of answers about English as a valuable life skill	43
Figure 14	62
Screenshot of one of the classes given to students, in this case virtually	62
Figure 15	62
Screenshot of virtual classes given to students.....	62

Chapter I

Introduction

English has become the lingua franca in various international contexts, serving as a standard means of communication for people from diverse linguistic backgrounds. Su (2021) emphasizes that English is the primary language for international communication. According to Zhenzhen et al. (2020), understanding English allows people to communicate effectively with other nationalities, which makes it a vital talent to acquire and cultivate. However, pupils find it challenging to master oral English. It has become a frustrating reality for many who believe they still do not know how to use the language effectively despite years of study (Ariyant & Fitriana, 2017).

Developing oral production skills in tenth grade adolescents at fifteen is essential for their academic, professional, and personal development. This age is a vital phase in language development, making it an ideal opportunity to strengthen your communication skills. Improving oral skills increases confidence and prepares students for future success in a globalized world where good communication skills are required. Oral communication is essential in language development, according to scholars such as Nunan (2003) and Larsen-Freeman (2013), because it develops clear expression and meaningful interaction (Council of Europe, 2001).

It has been demonstrated that challenges regarding students' oral skills also exist in the country's educational institutions where students begin learning English in primary school for six years and then continue learning in high school (Sevy & Chroman, 2019). Therefore, the purpose of this research is based on the comprehensive exploration of strategies, methodologies, and relevant considerations of oral production skills in English for tenth-year students of level A2.1 at "9 de Octubre" high school during the academic year 2023-2024.

In the dynamic landscape of language education, developing effective oral production skills is a cornerstone of fostering linguistic proficiency. This statement has been proven particularly true for tenth-year students at level A2.1 of the "9 de Octubre" high school during the 2023-2024 academic year. As English language educators, the task involves exploring the nuances of language acquisition, recognizing the specific needs of students at this stage of their

education, and devising strategies that align with their current language proficiency and, propel them towards a higher level of communicative competence.

This effort requires a thoughtful and targeted approach, integrating pedagogical methodologies that engage and empower students on their journey to improve their oral communication skills in English. In this context, the focus is on acquiring linguistic knowledge but practical and applicable communication, laying the foundation for the effective use of language in real-life scenarios.

"In the field of language education, addressing the challenges associated with the development of speaking skills among tenth-grade students of basic general education requires a nuanced approach. Recognizing the importance of developing speaking skills becomes imperative for oral communication in the new language. Strategies, attitudes, interaction and motivation are fundamental in acquiring a second language.

Fostering a positive atmosphere and creating opportunities for collaborative learning and peer interactions allows students to overcome the inhibitions of speaking a second language. This collaborative environment not only contributes to linguistic development but also helps students' emotional and social growth.

In addition to selecting strategies for learning a second language, teachers must also consider students' diverse learning preferences and abilities. Understanding each student's unique learning style and preferences, as stated by Mandasari and Oktaviani (2018), allows educators to adapt their approaches, making language learning more personalized and effective.

Additionally, teachers should provide opportunities beyond the confines of the classroom for students to apply their speaking skills in real-life situations. This can be achieved through community involvement, language exchange programs, or extracurricular activities that encourage the practice of language skills. These proposals not only reinforce the importance of oral skills in daily life and, enable students to use the language outside of the academic environment.

In conclusion, increasing oral production abilities in 15-year-old adolescents is critical for their overall development, improving their academic, professional, and personal lives. This crucial phase in language development provides a unique chance to improve communication skills, which are essential in today's globalized society. Students who improve their oral communication skills gain confidence and self-esteem and, arm themselves with the tools they need to succeed. Scholars such as Nunan (2003) and Larsen-Freeman (2013) underline the

importance of oral communication in language development, emphasizing its significance in promoting clear expression and meaningful interaction (Council of Europe, 2001).

General Objective

To improve English Oral Production Skills by implementing effective strategies to enhance students' vocabulary and pronunciation for tenth-grade course of Basic General Education Students at Level A2.1 in "9 DE OCTUBRE" High School - academic year 2023-24.

Specific objectives

To implement effective teaching strategies to improve oral production skills in EFL learners and promoting students' ability to speak in English.

To develop vocabulary adapted to the interests and needs of the students, by focusing on words and phrases commonly used in oral communication contexts to enhance student's ability to communicate effectively.

To evaluate the effectiveness of the implemented strategies through pre- and post-tests, student self-assessments, teacher observations, and surveys to measure the improvement that has taken place in the students' oral production skills.

Research Question

"What strategies can be implemented to develop English oral production skills among tenth-grade course students at level A2.1,"9 DE OCTUBRE" high school?"

Chapter II

Literary Review

Affective Strategy

In language learning, an effective strategy is a set of techniques or methods that use emotions, attitudes, and motivation to strengthen the language acquisition process. Affective techniques concern the learner's emotional involvement, motivation, and attitudes toward the language being studied. These methods try to provide an optimal supportive and encouraging learning environment, increasing a learner's emotional connection to the language and their motivation to acquire proficiency in it and it is essential to deepen this strategy in language teaching methodologies to develop a positive learning environment.

Affective strategies are very effective in motivating students to excel in acquiring a second language. As Mandasari and Oktaviani (2018) emphasize, these strategies are suitable for motivating students by, allowing them to face challenges. The involvement of the student's emotions and feelings paves the way for educators to encourage language learning beyond mere academic requirements.

As pointed out by Lavasani and Faryadres (2011), the Oxford classification of an effective strategy emphasizes its role in training students to control their self-esteem. Self-control helps to establish positive values related to language learning. Learners who use effective strategies become skilled at taking advantage of opportunities to improve their language acquisition process. An integral part of language learning is cultivating an open mindset, excellent self-esteem and a positive attitude.

Rossiter's (2003) approach to affective strategy is to help learners cope with language learning challenges. By instituting a relationship between the learning environment and their strengths, students develop adaptability and conflict resolution skills, allowing them to confront linguistic difficulties, and improve their speaking skills effectively.

When students perceive that they are in a positive language learning environment, the challenges become lighter, and the learning experience becomes more productive. In conclusion, educators play a fundamental role in imparting linguistic knowledge and fostering an emotionally positive climate that leads to meaningful language learning.

In addition, by engaging in affective activities, educators promote self-reflection, encourage students to set personal language learning goals, and also create a culture of progress and effort. Recognizing students' emotional states can foster commitment,

motivation and resilience among language learners, which contributes to improving their speaking skills.

Challenges When Developing L2 Speaking Skills

Oral communication is one of the most productive and challenging skills for someone studying a second language. The lack of grammar knowledge, a more extensive vocabulary, and the fear of making mistakes that affect pronunciation and fluency are the main reasons why students have trouble speaking (Abrar et al., 2018; Akbari, 2015; Fitriani et al., 2015; Huwari, 2019; Joni & Dharmayanti, 2016; Leong et al., 2017; Putera Jaya et al., 2022; Putri & Amri, 2020; Thi & Tram, 2020). A large percentage of students require assistance with vocabulary and fluency; therefore, the lecturer needs to develop more thorough speaking assessment criteria, emphasizing mastering vocabulary, to help students succeed in using English communication. Speaking abilities require a strong vocabulary. Someone must possess a large enough vocabulary to convey thoughts orally and in writing. Acquiring an extensive vocabulary to convey helps English language learners to write and speak the language properly.

Initially, someone's age depends on their ability to communicate effectively in a second language. Krashen, Long and Scarcella (1982) state that students who begin second language acquisition in early childhood will achieve more academic success than those who start later age (as cited in Shumin, 2002, p. 204). Although adults can obtain excellent pronunciation, there is still the probability that when speaking they make mistakes with prosodic peculiarities in intonation and accent, which can cause misunderstanding and even a communication breakdown. Research has revealed that adults who learn a second language do not have a natural propensity to express themselves orally, unlike children (Shumin, 2002, p. 204).

Secondly, it is essential to have competent listening skills for mastering a second language. Paying attention to the person during a speech allows us to understand what other people are telling us, and gives the speaker the confidence to express themselves freely and clearly. (Supharatypthin, 2014, p. 143).

Shumin (2002), (p. 205). States that "Talking is fueled by listening" and emphasizes the integral connection between speaking and listening as the primary process for internalizing language rules. He asserts that effective communication hinges on the reciprocity of speaking and listening, noting that "speaking feeds on listening." The challenge for the listener to comprehend the speaker's message directly impacts the ability to respond

accurately, underscoring the crucial role of comprehension in language acquisition and communication.

In brief, students face various obstacles when learning to speak a second language, including phonological difficulties, extending their vocabulary, and establishing sophisticated grammatical structures (Flege, 1995; Nation, 2001; Ellis, 2002). Worrying about making mistakes also causes language anxiety, which may interfere with speaking ability (MacIntyre & Gardner, 1994). Cultural obstacles and a lack of exposure to the target language can make it difficult for learners to integrate cultural differences when practicing a spoken language (Kramsch, 1993; Lightbown & Spada, 2013).

Motivational factors, such as perceived relevance or lack of interest, can significantly impact language learning progress (Dörnyei, 2005). Furthermore, a lack of constructive feedback and limited immersion experiences may make it difficult for students to identify and correct errors in their native tongue (Lyster & Ranta, 1997).

Age-related difficulties, particularly for older learners, can manifest as difficulty reaching fluency and pronunciation comparable to native speakers (Singleton & Lengyel, 1995). Another critical challenge for language learners is correctly applying technology for speaking practice and language acquisition (Stockwell, 2012). To solve these problems successfully, an integrated approach involving cultural immersion, motivation, and teaching methodologies is required to promote language acquisition achievement.

Communicative Approach

The communicative approach to language teaching has emerged because language is a communication tool, not just a set of rules that must be memorized. This approach emphasizes developing practical speaking and listening skills, to enable students to use the language effectively in real-world situations.

A crucial aspect of the communicative approach is that students must receive training in linguistic competence such as knowledge of grammar and vocabulary, and the ability to use the language in a meaningful way. This goal goes beyond memorizing grammar rules and vocabulary lists; students are encouraged to apply their knowledge in authentic communication.

The ultimate goal of the communicative approach is to provide students with the skills required to use the language for different purposes. Rather than simply teaching grammar, the approach integrates language skills into a holistic understanding of communication. As

Richards (2006) states, the objective is to teach "how to use the language in a given situation and for different purposes."

A key concept within the communicative approach is that of communicative competence. According to Savignon (1972), communicative competence is not simply the ability to recite dialogues or obtain good results on grammatical tests. In a way, it implies the ability to interact effectively with other speakers, emphasizing the ability to find meaning in actual communication. This general perspective of language learning recognizes that language is a dynamic and interactive tool, and that competence goes beyond grammatical structures.

In conclusion, the communicative approach to language teaching prioritizes the development of practical communication skills and encourages students to use the language in real-life situations. The focus is on communicative competence, prioritizing the ability to interact and find meaning in authentic communication rather than simply memorizing grammatical rules.

Communicative Method

The communicative method is a way of teaching languages that emphasizes communication as the main objective of language acquisition. The communicative technique emphasizes the use of language in authentic communication contexts. It uses interactive exercises including role-playing, discussions and problem-solving tasks to help students improve their language skills in relevant situations. Inductive instruction teaches grammar and vocabulary, and students are encouraged to use the language in real-world situations.

Communicative Competence

The capacity to utilize language successfully in everyday communication is called communicative competence. This idea, first put forth by linguist Dell Hymes in the early 1970s, builds on Chomsky's concept of linguistic competence by stressing the usefulness of language abilities in social and cultural settings. Various interconnected competencies make up the notion of communicative competence:

Grammatical competence involves a solid understanding of grammar, syntax, and sentence structure, which allows people to construct accurate sentences in the target language. Sociolinguistic competence consists of understanding the social and cultural context, encompassing knowledge of appropriate linguistic registers, politeness conventions, and the ability to adapt communication styles based on social situations.

Discursive competence focuses on organizing and transmitting ideas in large expanses of language, which requires understanding the mechanisms of cohesion and the general structures of communicative events. Strategic competence involves employing communication strategies to address challenges, such as using synonyms or paraphrasing in the face of language barriers. This is essential for effective communication in the real world. Although, less discussed, psychomotor competence, involves the coordination of speech organs and physical elements, such as gestures, to convey meaning.

Functional competence emphasizes the practical use of language in performing specific functions such as making requests, giving advice, and negotiating. Finally, cultural competence involves understanding cultural norms and values, fostering awareness of cultural differences, and enabling individuals to navigate diverse cultural contexts appropriately.

The combination of these competencies is necessary for the effective use of language, which allows people to communicate successfully in various social contexts. A primary goal of communicative language education methods is the development of communicative competence, which places less emphasis on memorizing grammatical rules and more on meaningful communication and the use of language in real-world contexts. These competencies form a comprehensive framework for prosperous education and meaningful communication.

Conversational Strategies

Conversational strategies are methods and techniques to achieve specific communication objectives, increase understanding, and facilitate interaction. How we convey intentions and navigate social exchanges can vary depending on cultural norms, social context, and communication objectives.

Effective communication uses conversational strategies to facilitate fluid, meaningful and respectful interactions. Referencing leading communication scholars, these strategies include active listening, as described by Brown and Levinson's politeness theory, which underscores the importance of attentive listening for positive social interactions. Goffman's work points out that, seeking clarification and confirmation aids mutual understanding, while Sacks, Schegloff, and Jefferson's study of turn structures emphasizes a balanced and cooperative exchange of ideas. According to Brown and Levinson, politeness strategies help to manage interpersonal relationships, and Goleman's emphasis on empathy and emotional intelligence highlights his role in creating rapport and trust.

Tannen's research on adapting communication styles and avoiding interruptions, supported by Sacks, Schegloff, and Jefferson, further enhances effective communication. Mehrabian's ideas about nonverbal cues emphasize their importance in conveying meaning, and Hofstede's theory of cultural dimensions emphasizes the need for cultural sensitivity to navigate various communication norms. Applying Skinner's principles of positive reinforcement, such as praising, strengthens interpersonal bonds. By incorporating these strategies, people can improve their communication skills and connect effectively with others in various social contexts.

In addition, they cover various aspects such as taking turns when communicating, problem management, repair strategies, courtesy strategies, questioning techniques, empathy and cultural sensitivity.

Regardless of their speaking fear, teachers should provide mixed-ability students with appropriate learning strategies to meet their needs and encourage their willingness to talk, according to Suliman, Mohd Nor, and Yunus (2017). To promote enjoyable learning in speaking sessions, Zaki, Yunus, and Hashim (2017) supported the idea that creativity in the teaching and learning process is crucial. When expressing their thoughts, pupils will feel confident in English because they can speak without worrying about making grammatical mistakes. Students will express themselves in English when they are at ease in the classroom setting that their teachers have established. They are producing errors in grammar. Students would speak in English when they felt comfortable enough to do so.

According to a study by Wijirahayu & Dorand (2018), the efficacy of effective language acquisition methods is highly influenced by students' positive views. Much research on including engaging activities like music and enjoyable learning has shown a favorable impact on student's motivation to speak when effective tactics are employed. The study points out some areas for improvement in the literature regarding, how students' positive progress assessment and self-recognition affect their speaking abilities. It is suggested that students engage in self-rewarding activities, such as praising themselves for their speaking accomplishments, which can boost motivation, promote peak performance, and decrease nervousness when speaking a second language. It is critical to acknowledge the emotional needs of primary school pupils and to emphasize the development of positive values at a young to create an environment that encourages speaking English.

The study highlights how important it is for students to use social practices as they build their speaking abilities. According to Henriquez, Von, Pena, and Llanquileo (2017), social methods are essential in language learning since they enhance and support speaking

skills and promote student involvement. To accomplish speaking assignments or group projects, advanced language learners are expected to help their peers communicate in English by encouraging cooperation and mutual support. This method guarantees that every pupil is supervised. Additionally, by fostering a peer group where people of similar ages may encourage one another to overcome fear, the social technique offers a sense of safety for students who might be afraid to communicate in a language other than their mother tongue.

Language learning benefits from working in pairs or groups with others of similar age or skill level because it encourages exchanging ideas, discussing topics and completing tasks. However, the study recognizes how crucial it is for educators to be prepared to support shy students who want to work alone. Teachers should pay close attention to what their students are comfortable with and what they need to be more pleased with when speaking a second language.

Critical Thinking in Communication

Analyzing, assessing, and interpreting data are critical thinking skills in communication that help in argumentation and decision-making. Paul and Elder's (2006) model offers clarification by highlighting cognitive characteristics like accuracy and open-mindedness. By emphasizing the structural elements of claims and evidence, Toulmin's (2003) argumentation model helps critically evaluate communication structures. The teaching tactics proposed by Brookfield (2012) offer instructors valuable insights that encourage students to critically think about communication by posing questions and participating in reflective discourse. Fisher (2011) provides a useful framework for using critical thinking skills by introducing essential elements including analysis and evaluation. In particular, in educational environments, the conceptualization of Bailin et al. (1999) offers a deeper study of the intellectual virtues and cognitive processes inherent in critical thinking. Especially in educational contexts.

Cultural Awareness

Understanding and valuing various cultural norms, beliefs, behaviors, and points of view are all part of being culturally aware. Fostering an open-minded mindset toward interacting with people from different backgrounds and being aware of the differences between other cultural groups are key components of this idea. Being culturally aware goes beyond simply acknowledging diversity; it involves actively engaging with and appreciating various cultures that enhance interpersonal interactions. Helping people to comprehend

cultural differences, avoid misunderstandings, and forge deep connections across cultural divides, is essential to efficient communication. Academics and professionals are still pursuing the study and advancement of cultural awareness in the modern world.

Chen and Starosta's (2000) discussion of intercultural awareness and Kim's (2001) focus on adaptability to cultures are two contemporary sources that shed more light on this idea. In our increasingly interconnected global world, these modern viewpoints demonstrate cultural awareness's continued relevance and development.

Debates

Debates are a formal style of argumentation in which participants must present and defend their positions on various issues. They are essential for promoting thoughtful interaction with multiple viewpoints and developing argumentation abilities. Debates encourage participants to express their opinions openly, address counterarguments, and critically assess the available data. Critical thinking, communication, and the capacity to interact positively with a range of views are all strengthened by this process (Smith, 2015). Furthermore, debating allows people to improve their confidence, hone their public speaking abilities, and acquire a more profound comprehension of complex subjects (Jones & Brown, 2019). Debates are frequently used in educational settings as a pedagogical strategy that promotes active learning and inspires intellectual curiosity (Johnson, 2020).

Effective strategies.

Developing oral English as a foreign language skill in pupils demands effective strategies to promote language skills. According to research, contextualized conversations—in which language is used to adapt to actual situations—favor oral ability (Nation, 2009). According to Willis & Willis (2007) Task-based learning, emphasizes the real-world application of language through enjoyable tasks, improves accuracy and fluency. Speaking skills are improved when language is acquired through technology through interactive platforms, virtual exchanges, and multimedia materials. Since peer involvement provides students with opportunities to perform group speaking exercises, it also becomes essential to language development.

In addition, role-playing activities and immediate feedback promote sincere communication and improve students' self-assurance in their language skills. Lastly, teachers need to see addresses as valuable tools for creating successful and exciting language learning experiences for their students.

Group Discussion

Group discussion is a typical approach used in interview settings to choose candidates and is also a valuable tool for developing speaking skills. Even quiet students often acquire confidence when they actively participate in group conversations. Educators must include each student, creating a space where everyone has the right to express themselves freely. As dynamic and collaborative processes, discussions entail the exchange of information, ideas, and points of view about a given topic. This forum for exchanging viewpoints fosters critical thinking, group insights, and the stimulation of other points of view. In a social, professional, or educational setting, productive talks encourage engagement and increase our understanding of the subject matter. They are addressing issues.

In various situations, including academic, professional, and community ones, group discussions provide dynamic forums for participatory communication. This method is frequently used in interview situations when trying to select applicants. It is a valuable technique for helping participants—especially those who are reticent—develop their speaking abilities and gain confidence (Jones, 2017; Smith, 2019). Teachers are essential in fostering inclusive environments where everyone can express themselves freely. Through exchanging knowledge, concepts, and several points of view on a subject, group discussions encourage critical thinking, group understanding, and the stimulation of different points of view (Brown & Johnson, 2020). Effective presentations promote participation and enhance comprehension of the subject matter, covering a variety of challenges.

In conclusion, groups discussion allow people to explore specific topics and situations while exchanging thoughts and points of view. Participants in this collaborative process can express their ideas, actively listen, and collaborate to come to decisions or find answers. Group discussions are widely used in educational settings, companies, and community forums to achieve various objectives such as problem solving, decision-making, idea generating, and fostering collaboration and teamwork (Miller & García, 2020). Vital components include proficient oral communication, mutual engagement, focused investigation of a particular subject, potential guidance from a leader, cooperative issue resolution, recognition of varied viewpoints, and resolution of potential conflicts. Expert communication, respect for various opinion views, and a shared dedication to objectives are all necessary for group conversations to be efficient.

Discussion Forums

Discussion forums, online discussion platforms, are digital spaces where users engage in asynchronous text-based conversations on various topics. These forums, widely utilized in educational, community, and professional settings, foster communication and collaboration as participants create posts, reply to threads, and contribute to ongoing discussions. Key features include asynchronous communication for flexibility (Hara and Kling, 2000), an organized structure for clarity (Wang et al., 2009), and support for multimodal interaction (Hewitt, 2005). Discussion forums contribute to community building (Rafaeli and Sudweeks, 1997) and often implement moderation and governance mechanisms for respectful communication (Preece, 2004). The archival feature allows participants to revisit and maintain records of valuable information (Gunawardena et al., 1997). These forums provide structured, asynchronous spaces facilitating diverse and helpful online discussions, supporting collaboration and community building.

Educational environment

Students' learning experiences and results are greatly influenced by the physical, social, and instructional components that make up the educational environment. Researchers have extensively investigated the effect of the learning environment on several facets of education. The significance of the classroom environment in shaping students' cognitive and affective results is emphasized by Fisher, Fraser, and McRobbie (1998).

Their research highlights the significance of elements including student cohesiveness, teacher support, and engagement in the learning process. Rentoul and Fraser's (2012) study explores the impact of the physical environment on student motivation and engagement.

Additionally, research by Anderson and Walberg (1999) emphasizes how important a supportive school environment is for fostering students' well-being and academic success. With these results, it is clear that students' attitudes, behaviors, and overall educational experiences are greatly influenced by the educational environment, whether in the classroom or at the institutional level.

Engagement Techniques

Engagement techniques encompass a variety of strategies used to captivate and maintain people's interest, attention, and active participation in various activities. These techniques are widely used in educational and professional settings and online platforms, to

improve learning, communication and collaboration. Active learning strategies, such as interactive discussions and problem-solving activities, encourage participants to contribute actively. Integrating technology, through interactive multimedia and gamification, adds an interactive and enjoyable dimension. Collaborative platforms, including group projects and online discussion forums, encourage teamwork and shared responsibility. Varied presentation techniques, such as visual aids and storytelling, improve comprehension and retention. Incorporating real-world relevance through case studies and guest speakers connects theoretical concepts with practical applications. Feedback and assessment techniques, including immediate and formative assessments, guide improvement and reinforce learning. Inclusive practices like, interactive surveys and small group activities, facilitate active participation and discussion. Personalization addresses individual preferences and strengths, through personalized learning paths and individualized feedback. Incorporating physical movements, such as brain breaks and interactive energizers, refreshes the mind and maintains focus. Adapting to various contexts, these techniques contribute to the creating dynamic, participatory and effective learning or work environments.

Fluency

Fluency is a complex language skill component that goes beyond linguistic competence and includes communicating, concisely, and adequately in a given setting. It incorporates intonation, rhythm, and organic pauses into speech in addition to the fluid and precise use of vocabulary and syntax. According to Canale and Swain (1980), grammatical, sociolinguistic competence, discourse and strategic competence are all parts of communicative competence, of which fluency is an essential component. Nunan (2003) also highlights the dynamic aspect of fluency, emphasizing how linguistic components interact and how context affects it. This supports the notion that fluency is an active ability impacted by audience, purpose, and media rather than a fixed skill (Bygate, 2001).

Interactive Dialogue

Active participation, idea sharing, and reciprocal responsiveness are the hallmarks of an interactive dialogue, a dynamic and standard communication process. This type of discourse emphasizes the interactive aspect of language use and is essential to language learning and communication. According to Thornbury's (2005) proposal, interactive dialogue entails a constant exchange of information between speakers, with each individual contributing to and responding to the current discourse. This is consistent with the

sociocultural theory of Vygotsky (Vygotsky, 1978), which highlights the role of social contact in cognitive development.

For language learners to practice and improve their language abilities in authentic communication contexts, interactive conversations are essential to language acquisition (Swain, 1985). In addition, Long's (1996) introduction of the idea of negotiation of meaning highlights the participatory nature of discourse and the cooperative efforts made by students to guarantee mutual understanding. In conclusion, interactive discourse is an essential component of language learning that promotes engagement, social connection, and purposeful communication while acquiring a language.

Interactive Lessons

When building an interactive speaking class, it is important to use pedagogical concepts and well-established language learning theories. The lesson plan stresses realistic role-playing settings aligned with communicative language education strategies (Celce-Murcia & Olshtain, 2000). The warm-up incorporates Krashen's (1982) thesis that an environment of silence promotes effective language learning. Vocabulary review aims to provide a complete understanding of critical key concepts using solid ESL textbooks such as "English Vocabulary in Use" (McCarthy & O'Dell, 2002). Celce-Murcia (2000) states that, the model conversation categorization uses effective language simulation methodologies.

Feedback and corrections adhere to Ellis's (2008) principles of corrective feedback in language learning. Schön's (1983) reflective practice model, which promotes self-awareness is used in the reflection and goal-setting component. Homework assignments are built with ideas from task-based language education (Willis & Willis, 2007), and Locke and Latham's (2002) goal-setting tools aid learners in defining specific speaking goals for continuous progress. This complete approach, based on well-established theories, strives to provide an entertaining and successful learning experience for improving speaking skills.

Intonation

Intonation is a significant component of spoken language; it is essential for language learning and communication. Language studies have examined the importance of intonation patterns in meaning communication, emotional expression, and indicating information structure. Studies such as Ladd's (1996) examination of intonational phonology have provided a fundamental understanding of the language principles controlling intonation.

Wells' (2006) work on the function of English intonation in expressing attitudes and emotions contributes to our understanding of how intonation performs communicative tasks below the semantic level. Chun's (2002) paper "Discourse Intonation in L2" discusses the significance of intonation characteristics in discourse understanding and effective second language communication. This research emphasizes the importance of intonation in language learning programs since it improves learners' communicative skills and linguistic competency.

Language Acquisition

Language skills and communication capacities develop as part of the complex language acquisition process throughout childhood. Noam Chomsky, who is at the top of theoretical investigations on language learning, first suggested the Innateness Hypothesis. In 1959, Chomsky wrote a seminal paper, "Review of Skinner's Verbal Behavior," implying that humans are born with the ability to communicate, a concept known as "universal grammar."

Eric Lenneberg published the Critical Period Hypothesis in "Biological Foundations of Language" (1967), another important notion in language acquisition. Lenneberg suggested that there is a biologically set range of time ideal for language learning, emphasizing the importance of early language exposure.

In "Mind in Society: The Development of Higher Psychological Processes" (1978), Lev Vygotsky argued that social interaction is essential for language development. Vygotsky's Zone of Proximal Development (ZPD) highlights the collaborative aspect of language acquisition, where language is learned through interaction with more experienced peers or adults.

Behaviorist perspectives, such as those of B. F. Skinner, have increased comprehension of visual aspects of language learning. Skinner's 1957 book "Verbal Behavior" was on how reinforcement and context-specific signals alter language behavior. Chomsky criticized Skinner's theories, although they did highlight the importance of outside factors in language learning.

H. B. M. Uylings et al. explored the neurological bases of language acquisition in "Development of the human cortex and the concept of 'critical' or sensitive' periods" (2003). This study investigates structural changes in the brain throughout critical periods to shed light on the cerebral grounds of language development.

Bilingualism and multilingualism have also generated interest in language acquisition research. Ellen Bialystok's 2001 book "Bilingualism in Development: Language, Literacy,

and Cognition" has helped to reveal the benefits of bilingualism for cognition and how it influences various elements of language development.

Environmental factors such as parental participation and socioeconomic level significantly impact language learning. The 1995 longitudinal study "Meaningful Differences in the Everyday Experience of Young American Children" by Betty Hart and Todd R. Risley proved that environmental factors significantly impacted language development.

It is complex and influenced by various factors such as innate skills, social interactions, cognitive growth, and environment. Considering different theoretical and empirical viewpoints allows for a more in-depth knowledge of how people acquire and develop linguistic abilities during their formative years.

Language Development Activities

Language development activities are activities to promote the acquisition of language skills during critical stages of language development. These activities cover techniques that promote macro skills such as: listening, speaking, reading and writing, thus promoting linguistic competence and communication skills.

These exercises for language development address different developmental needs and cover a range of age groups. As Kuhl (2004) suggests, interactive reading for newborns entails actively participating in conversations during book reading, supporting early language development through social interactions, and setting the groundwork for future language acquisition. Playing games with sounds in words and rhyming them helps children develop their phonological awareness, which is important for pre-reading skills. Whitehurst et al. (1988) studied this topic. According to Justice and Ezell (2002), reading vibrant picture books and having conversations about items are prime examples of vocabulary-building activities for preschoolers. These activities improve comprehension and strengthen linguistic and cognitive abilities.

Turning now to school-aged children, Beck, McKeown, and Kucan (2002) describe the word jar activity that leads them to write and talk about new terms, which promotes the discovery of language in a familiar context, the development of vocabulary and curiosity. According to Graham and Harris (2000), journaling and creative writing prompts help middle school students develop their expressive language skills by articulating their thoughts and feelings. This improves their language skills and allows them to express themselves more

freely. Last but not least, Guthrie and Wigfield (2000) recommend discussion-based communication for adolescents, which involves holding discussions on a variety of topics encouraging critical thinking and effective communication techniques. This greatly helps the development of language and broader cognitive abilities in people of all ages.

Learning Environment

A learning environment encompasses physical, social, and psychological factors crucial for an individual's educational experience. It entails thoughtfully planned physical areas, resource accessibility, constructive relationships, and cultural context awareness. Comfortable physical spaces, a wealth of pertinent resources, a collaborative and respectful culture, positive teacher-student relationships, deliberate technology integration, adaptability in teaching strategies, transparent evaluation and feedback procedures, a focus on safety and well-being, cultural sensitivity, and the promotion of innovation and creativity are all characteristics of a positive learning environment. An ideal learning environment is one that supports people's holistic development and encourages participation, teamwork, and a lifetime love of learning. It also adapts to changing demands.

According to Suliman, Mohd Nor, and Yunus (2017) and Zaki, Yunus, and Hashim (2017), educators should use appropriate teaching strategies to support mixed-ability children, addressing their unique needs and motivating them to speak even under challenging situations. Given the fear of fostering engaging conversation lessons, Zaki, Yunus, and Hashim (2017) highlight the value of originality in teaching and learning. The intention is to establish a classroom environment where students feel comfortable expressing themselves in English and do not worry about making grammatical errors. According to the findings, children speak English more effectively when they feel comfortable in the classroom created by their teachers.

Motivation

Many language learning scholars have emphasized motivation's critical role in developing conversational abilities in a new language. Integrative and instrumental factors affect people's motivation to learn a language, according to Gardner's (1985) socio-educational model. Students' involvement in speaking activities is influenced by two factors: instrumental motivation, which is motivated by pragmatic objectives, and integrative motivation, which is the desire to integrate into the culture connected to the

language. Students' motivation to speak a new language is frequently correlated with their perception of their ability to communicate clearly and be understood by others (Dörnyei, 2005).

The self-determination theory (Deci and Ryan, 1985) also highlights the importance of relatedness, autonomy, and competence in promoting intrinsic motivation. Pupils tend to be more motivated if they believe they can improve, feel like they have some control over the speaking assignments they choose, and see a link between learning a new language and their objectives. Language instructors must comprehend and tackle these motivational variables in order to establish successful and captivating educational environments that foster skill in speaking new languages.

Online Apps

Online applications are used to improve speaking skills on the internet, and there are several them that offer a broad ways for improving speaking skills, including Cambly, Duolingo, ELSA, FluentU, HelloTalk, Lingbe, preply, RhinoSpike, Speechling, speaky, iTalki,, Tandem,, and Verbling. These systems provide people access to various language learning tools, live chat features, and customized feedback. While iTalki and Verbling pair language learners with native speakers for one-on-one sessions, Duolingo offers interactive tasks. HelloTalk and Tandem facilitate language exchange, while Speechling focuses on pronunciation practice with feedback. Combined, these apps offer a thorough method for improving multilingual speaking ability. In relation to teaching speaking during the epidemic, Amiti (2020) noticed that learners improved their oral English as a foreign language (EFL) proficiency while speaking lessons using an internet platform.

Elsa is an interactive English language speech assistant that can assist you with accurately pronouncing words in the language. An artificial intelligence system built using a variety of audio recordings of English speakers with various accents is included in this package. ELSA stands out from other voice recognition algorithms due to its ability to assess non-native speakers' pronunciation precisely. ELSA is a teaching tool created primarily especially to support pupils in pronouncing words correctly. The application's use was assessed through interviews and pronunciation evaluations as part of classroom action research. The results demonstrated the value and benefits of the program, with pupils who used the ELSA Speak software pronouncing English words more accurately (Anggraini, 2022).

Tandem language learning, a cooperative method of language exchange, involves pairs of native speakers of different languages collaborating to learn each other's language. The effectiveness of tandem learning in promoting language proficiency and cultural understanding has been explored in research. For example, Thorne (2009) discusses the benefits of synchronous computer-mediated communication, such as video conferencing, in tandem with language learning. He highlights the potential for authentic interaction and cultural exchange between language learners. In a study by Littlewood (2015), tandem learning is recognized for contributing to learner autonomy and motivation, as participants play an active role in shaping their language learning experiences. Tandem learning is not limited to traditional face-to-face interactions; it has been adapted to online platforms, allowing participants to participate in language exchange regardless of geographical limitations (Appel & Mullen, 2000). Overall, tandem learning is presented as a collaborative and dynamic approach that leverages the strengths of linguistic partners to improve the learner's language skills, intercultural competence, and motivation.

Constant practice is essential for enhancing one's speaking ability. It platforms that correspond with individual learning preferences while providing ample opportunities to practice speaking abilities. Finally, seek language exchange partners or teachers who can provide constructive criticism to help you improve your speaking skills.

Oral Communication Skills

Oral communication skills are fundamental to practical verbal expression and the conveyance of ideas. These skills encompass the ability to speak and listen and non-verbal communication, playing a crucial role in interpersonal interactions. The capacity to articulate ideas clearly, incorporating elements like tone and non-verbal cues, is essential for accurate message communication. Hargie (2011) emphasizes that effective oral communication is a dynamic process requiring proficiency in sending and receiving messages, active listening and adaptability in diverse communication scenarios. These skills extend beyond language proficiency, encompassing the ability to engage in meaningful discourse, present ideas persuasively, and navigate the complexities of social interactions in various social, professional, and educational settings contexts.

Oral Production

Oral production is defined in several ways. Oral skill is "the capacity to communicate effectively within a particular speech community that wants to achieve its purposes," according to Hymes (1972). Parallel to this, Chastain (1998, pp. 330–358) claims that "speaking is a useful ability that consists of numerous elements. There is more to speaking than just selecting the appropriate words, sounds, or grammatically proper sentence structures. Speaking is "a skill which deserves attention as much as the ability to read and write in one's native tongue and in other languages." (According to Leon and Vega, 2010).

Oral ability is the most important skill for students to acquire since it's a tool that allows them to communicate assertively in a variety of settings. Students who are interested in improving their oral production skills can also enhance their social interactions and create an atmosphere where they feel comfortable expressing their own opinions. Herrera and González (2017) define oral skill as the ability to communicate orally while adhering to the grammatical rules of a language. The Institutional English Language Testing System (IELTS) (2007) defines four aspects of oral skill: fluency and coherence, lexical resources, grammatical range and accuracy, and pronunciation, which are significant in this study.

In order to facilitate oral development, interaction is essential in this phase of the process. People can communicate with one another, have discussions, and debates, and engage in other communicative situations. Although producing speech is a personal undertaking, cooperating with classmates can significantly aid a learner's growth in speaking a second language (Goh et al., 2012).

Peer Feedback

Peer feedback is a cooperative process in which people provide their peers with insightful, helpful criticism, and assessments based on their work or performance that has been observed. In professional and educational contexts, this approach is widely acknowledged as a way to boost performance overall, encourage collaboration, and increase learning. Topping (1998) asserts that peer feedback offers a unique benefit since it draws on various perspectives and peers' varied experiences and points of view. This increases the quality of the feedback process and advances a deeper comprehension of the topic.

Peer review is frequently included in group projects, presentations, and writing assignments in educational settings. Peer feedback is collaborative, which helps students

develop their critical thinking and communication skills in addition to helping them polish their work. Comparably, peer feedback in the workplace can play a significant role in developing a culture that values team members' skill development and ongoing progress (Kluger & DeNisi, 1996).

Peer feedback must be positive, targeted at behaviors or results that may be changed, and precise to be effective. Peer feedback processes must be successful, which can be achieved by providing clear guidelines and fostering a friendly environment (Van den Berg, Admiraal, & Pilot, 2006).

To sum up, peer feedback is an invaluable resource for both professional and personal growth. It inspires people to evaluate their work, take advice from their peers, and work toward continuous improvement in a setting that fosters cooperation and support.

Pronunciation

A language's ability to produce sounds through many means, including articulation, accent, intonation, and general sound output, is known as pronunciation. Accents, rhythms, intonations, and particular sounds all have a fundamental role in the way words are spoken, contributing to the distinctive pronunciation of each word. This ability is essential to language proficiency and has a significant impact on communication comprehension and efficacy. For successful interactions between speakers and to guarantee correct language interpretation, pronunciation must be precise and clear.

The significance of pronunciation is especially realized when learning a language, as accurate word enunciation increases learners' capacity for clear idea expression and guarantees that their meaning is understood by others. The difficulty is exacerbated, in example, by pronunciation differences that occur not only between languages but also between several dialects of the same language.

One goal in common for pronunciation research is to comprehend the intricacies of effective teaching and learning strategies. Academics that study individual differences in aptitude and motivation, like Derwing and Munro (2015), provide an understanding of how these variables affect learning pronunciation of a second language. Their research emphasizes how important it is to take into account individual factors like aptitude and motivation when creating efficient training methods for pronunciation.

According to the Cambridge Dictionary, pronunciation is “how words are pronounced: the way a word or group of words is said, or the way someone pronounces a word.” This definition emphasizes the art of articulating words, delving into the nuanced realm of how individual words or groups of words are enunciated. It transcends mere vocalization and encompasses the aspects of intonation, accent, and rhythm included in pronunciation, thus underscoring its integral role in conveying meaning and facilitating effective verbal communication.

Furthermore, pronunciation is described as “the act or manner of pronouncing something, the way a word or name is commonly pronounced” by Merriam-Webster. This definition, which encompasses both the action and the style of speaking the words, gives the idea of pronunciation a more dynamic quality. It acknowledges that pronunciation is more than just pronouncing a word correctly; pronunciation also includes the traditional and socially constructed ways people pronounce names or words. Fundamentally, pronunciation is recognized by the Merriam-Webster definition as a competent action and a socially molded practice that is essential to clear communication.

Prosody

Prosody, which involves aspects like rhythm, intonation, and stress patterns, is essential for language acquisition because it influences meaning and communication. Linguistic research has revealed the role that prosody plays in signaling information structure, evoking emotions, and promoting successful spoken communication. Cutler and Swinney's (1987) fundamental study examined the role prosody plays in sentence processing and comprehension.

Additionally, research like Price et al.'s (2002) study on prosody's function in second language learning emphasizes the importance it is for improving learners' communicative skills and phonological awareness. Prosody influences communication pragmatics in addition to facilitating accurate comprehension. Chun (2002) provides an understanding of the ways in which prosodic elements affect higher-level language use in his work on the discourse-level implications of prosody in second-language learning. Understanding and implementing prosody into language curriculum become essential for developing fluency and natural expression as language learners develop communicative competence.

Public Speaking

Is the ability to express oneself verbally and reach an audience by transmitting a message effectively. It involves effective communication, listening engagement, and the ability to convey information or persuade others clearly and convincingly. This action can take many forms, including speeches, presentations, lectures, or any form of oral communication in front of a group.

Public speaking is a fundamental communication skill that has been widely explored in various works, providing valuable knowledge and guidance for people seeking to improve their proficiency in this art.

Dale Carnegie's "The Art of Public Speaking" (1915) remains a timeless resource that offers fundamental principles and practical advice for building confidence and delivering effective speeches. "Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds" (2014) by Carmine Gallo delves into the secrets behind successful TED Talks and offers practical tips for engaging an audience. For those interested in the visual and narrative aspects of public speaking, "Resonate: Present Visual Stories that Transform Audiences" (2010) by Nancy Duarte provides a comprehensive guide on creating presentations that leave a lasting impact. Scott Berkun's "Confessions of a Public Speaker" (2009) offers a candid look at the challenges and triumphs of professional speaking, offering valuable lessons from his own experiences. Chris Anderson, curator of TED Talks, provides insights and practical advice in "TED Talks: The Official TED Guide to Public Speaking" (2016), drawing on the experiences of successful TED speakers. These works offer a rich tapestry of knowledge, ranging from fundamental principles to advanced techniques, serving people at various stages of their public speaking journeys.

Role-Playing

Is a learning and communication activity in which participants adopt specific roles to simulate real-life situations. It is also called a versatile and interactive method that allows participants to delve deeper into different perspectives, improving their understanding of various real-life situations and improving their ability to respond effectively.

This dynamic teaching method, called role-playing, uses simulated environments in which participants take on roles to act out scenarios or problems. This type of experiential learning is widely used to improve communication, problem-solving, and decision-making skills in various domains, including education, training, and therapy. Kozub (2010) states that

role-playing games offer an invaluable opportunity for people to immerse themselves in realistic scenarios, promoting a deeper understanding of complex ideas and refining the application of information in real-life situations.

Additionally, Thorne and Paton (2005) emphasize role-playing in developing interpersonal skills, as participants engage in authentic interactions that reflect real-world situations. Role playing is not only limited to educational settings but extends to therapeutic interventions, organizational training, and conflict resolution. In general, role-playing games are presented as an effective and versatile method for active learning and skill development in various areas.

Rhythm

There has been a lot of study done in the field of linguistics on the function of rhythm in language acquisition, especially in relation to prosody and intonation. Research like the rhythm class hypothesis (2002) and Grabe and Low's durational variability study provide insight into how linguistic rhythm is expressed in speech's temporal features.

Furthermore, Ramus, Nespor, and Mehler (1999) delve into the acoustic counterparts of linguistic rhythm, offering significant perspectives on the perceptual and phonetic aspects of rhythm. The function that rhythm, as expressed through pitch patterns, plays in language processing is further explained by Wong and Perrachione's (2007) study on pitch pattern learning in lexical recognition among native English speakers.

The topic of the impact of rhythmic cues and temporal processing on language development is expanded upon by Goswami's (2011) temporal sampling approach for developmental dyslexia. Providing a thorough investigation of the complex relationships between language processing in the brain and music, Patel's 2008 book "Music, Language, and the Brain" provides a more comprehensive viewpoint. Together, these sources highlight the complexity of rhythm in language learning and highlight how important it is to multiple aspects of phonological and perceptual language knowledge.

Speaking Skills

The dynamic and complex character of spoken communication is emphasized by Us6-Juan and Martinez-Flor's (2006) definition of speech as a "interactive, social, and contextualized communicative event". According to this view, speech entails more than just information transmission; it also entails a complicated web of interactions that force speakers to deliberate about their choices in light of their objectives.

The fundamental nature of speech emphasizes that communication occurs in both ways, i.e., by speaking and listening. Speakers must be conscious of their audience and take their listener's viewpoint into consideration. In order to ensure that the speech is intelligible and conveys the intended meaning, the speaker must consider the listener.

Effective oral communication is influenced by a number of factors, including word choice, gestures, intonation, and other non-verbal cues that are vital to meaning transmission. According to Shastri (2009), these nonverbal cues are important because they enhance and augment spoken words by bringing subtleties to the exchange.

Speaking abilities go beyond the verbal application of rules, grammar, and semantic structures. According to Shumin (2002), effective speaking calls for not only language proficiency but also social skills, listening comprehension, and context awareness. Beyond linguistic proficiency, effective spoken communication necessitates an understanding of the social and situational context of the exchange.

To put it briefly, speaking is an interactive activity that involves making judgments based on the communicative environment and the speaker's intentions. It goes beyond just applying language rules. Effective speaking abilities include an in-depth knowledge of social and contextual issues, the importance of listening, and nonverbal indications.

Social Strategy

Social strategy is a crucial aspect of contemporary business and organizational planning, it involves the intentional use of social media and other digital platforms to achieve specific objectives. According to Kaplan and Haenlein (2010), social strategy encompasses the systematic use of social media tools and technologies to facilitate communication, collaboration, and community building within an organization or with external stakeholders.

The social strategy landscape is continually evolving, focusing not only on marketing and branding, but also on fostering engagement and meaningful relationships. Based on strategic communication principles, social strategy leverages digital channels to improve visibility, connect with target audiences, and drive desired results. Li and Solis's (2013) work in "The Seven Success Factors of Social Business Strategy" emphasizes the importance of a strategic framework, outlining key elements such as goals, culture, and measurement in crafting effective social strategies. Overall, social strategy, supported by research and strategic frameworks, plays a critical role in navigating the dynamic and interconnected world of digital communication.

Furthermore, According to Mandasari and Oktaviani (2018), students that are motivated to be engaged language learners and are given collaborative opportunities have a potential to develop into proficient speakers. The authors emphasize that students may succeed in spoken language competency when they have the opportunity to use English openly without worrying about producing grammar or sentence structure mistakes. With the help of this method, students are able to acquire a language in a dynamic and interesting environment where they feel comfortable expressing themselves.

Speaking Strategies and Principles

Certain methods and concepts must be followed when creating oral exercises for second language learners because they provide a sense of purpose and challenge to the process. Rather than concentrating only on the application of previously taught grammatical principles, it is imperative that we closely monitor activities that stress language practice in context (Supharatypthin, 2014, p. 144). Effective communication is the goal of these oral exercises rather than proving grammatical proficiency.

Establishing a classroom climate that fosters safety and trust is essential to helping students learn a new language. Given that adults may experience inhibition when speaking, it is critical to create an atmosphere that encourages engagement and respect while fostering cooperative work (Shumin, 2002, p. 206). Realia, or concrete examples from everyday life, are incorporated into instruction to assist students in understanding language in a proper context and ultimately accomplish meaningful learning. (Page 105 of Lazaraton, 2001).

In addition, it is critical to consider the language proficiency that adult learners require for daily living. According, to Parrish (2004), these competencies are practical abilities that allow people to carry out tasks in various contexts. In the classroom, students benefit from engaging in hands-on activities guided by the instructor, progressively gaining the necessary skills to accomplish similar tasks on their own outside of the classroom (Parrish, 2004, p. 53). Teachers can use speaking exercises that are meaningful, applicable in real-world communication, and demanding in order to put these tactics and principles into practice.

Stress Patterns

Prosody's essential component, stress patterns, has a big influence on language learning and communication. In order to communicate meaning and complexity, it is essential to understand stress in spoken language. The significance of stress patterns in English for

word recognition and lexical access was emphasized in the study conducted by Liberman and Prince (1977).

In a comprehensive overview, the importance of understanding stress patterns in language learning is highlighted, referencing the 1994 study by Cutler and Otake, which observed stress perception differences between English and Japanese. The ability to grasp and replicate stress patterns is deemed crucial for generating clear and natural discourse. Roach's work on English Phonetics and Phonology (2009) is cited as a valuable resource for comprehending stress patterns. Additionally, Celce-Murcia, Brinton, and Goodwin (2010) recommend modifying language education exercises to emphasize stress patterns, enhancing students' proficiency in producing and comprehending stress across various linguistic contexts. Emphasizing stress patterns in language curricula is, therefore, crucial for fostering effective pronunciation and facilitating efficient communication.

Technology in Teaching Speaking

Students benefit from technology-based speech instruction in several ways. According to Goh (2016), using technology in speech instruction improves language correctness, complexity, and fluency. Additionally, according to Akkara, Anumula, and Mallampalli (2020), using technology in speaking instruction enhances students' lexical resources, grammatical range, correctness, pronunciation, and speech fluency and coherence. Additionally, using technology in speech instruction enhances students' oral abilities and has a good effect on their pronunciation, fluency, and oral skills. Additionally, it helps pupils who struggle with speech (Hamad, Metwally & Alfaruque, 2019).

The use of technology in the classroom has completely changed how students learn languages, especially when it comes to speaking proficiency. Warschauer and Healey (1998) underscore the revolutionary influence of technology on language acquisition, stressing its capacity to enhance communication and promote interactive educational settings. With digital technologies like voice recognition software, video conferencing, and language learning applications, students can practice and advance their speaking abilities in novel ways. Chen (2014) examines the advantages of conducting speaking exercises on the Internet, highlighting the improvement of student enthusiasm and involvement.

Additionally, Stockwell (2012) explores the use of mobile technologies in language instruction, demonstrating how students can practice speaking at any time and place by using mobile devices. By addressing contemporary learners' many requirements and preferences,

technology integration in speaking instruction offers a dynamic and stimulating learning environment and advances language education.

Vocabulary Building

Vocabulary can be described as "words we need to understand to communicate properly; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). (Neuman, S. B., and J. Dwyer, 2009). (Thorbury, 2002) "Vocabulary might be described basically as the words we teach in a foreign language. New vocabulary items may include multiple words, such as "post office" and "mother-in-law."

Chapter III

Methodological Framework

The present investigation was conducted in person in a public institution in Santo Domingo de los Tsachilas province of Ecuador. The institution's purpose is for its students to obtain the B2 level competence at the end of high school. For this reason, the students receive three hours of English per week.

The participants were forty tenth-year students of General Basic education students from Parallel B. Their ages ranged from 14 to 15 years old, and had an A2 level; the educational institution provided this information. The people responsible for teaching the English subject were two teachers with a B2 level and around fourteen years of teaching experience.

The methodological framework for developing oral production skills in English of tenth-year students at level A2.1 of the Educational Unit “9 de Octubre” during the 2023-2024 academic year is crucial to understanding the design and approach of research undertaken in this specific educational context. The research aims to address improving oral communication skills in English, focusing on students at the A2.1 proficiency level.

The overall research design involves a structured approach tailored to students' unique needs and challenges in this particular academic environment. This includes elements of language teaching methodologies, communication strategies and assessment techniques aimed at improving oral competence. The choice of methodology is qualitative and deepens the perceptions and experiences of the students.

The subsequent methodological framework will delve into the specific details of the research design, data collection methods, and analysis procedures employed to comprehensively address the challenges and opportunities associated with developing oral communication skills in English within this framework.

Research Focus

The research will adopt qualitative methods such as interviews and observations. It will capture nuanced insights into students' experiences and perceptions to provide a comprehensive understanding of the development of oral production skills.

Methodology:

Research Design. Exploratory Sequential Methods Design

- 1. General Information.** The research design for developing oral production skills in English for Year 10 students at A2.1 level will follow a sequential exploratory approach of qualitative methods by collecting and analyzing qualitative.
- 2. Quantitative Phase: Pre and Post Evaluation.** This research aims to assess the efficacy of an intervention program for enhancing oral production skills. A pre-evaluation will be conducted at the academic year's outset, followed by a post-evaluation at the end. The study will focus on tenth-year students at the A2.1 proficiency level from the "9 de Octubre" Educational Unit during the 2023-2024 academic year, providing a targeted examination of the program's impact on oral production development within this specific cohort.
- 3. Qualitative Phase: Interviews and Observations.** This research aims to explore students' oral production skills development experiences, perceptions, and challenges. This study aims to gather qualitative insights by employing semi-structured interviews with students, teachers, and language experts, along with classroom observations during targeted intervention periods. Purposive sampling will ensure diverse perspectives among participants, contributing to a comprehensive understanding of factors influencing oral communication skill development in the educational context.
- 4. Integration of Phases.** The objective is to interpret qualitative study findings by comparing oral pre- and post-assessment results with insights from interviews and observations. This method ensures a comprehensive understanding of the intervention program's impact on oral production skills, combining quantitative data with qualitative perspectives for a nuanced interpretation of the study outcomes.
- 5. Selection of Participants.** Tenth-year students enrolled in the A2.1 English level of the "9 de Octubre" Educational Unit will participate during the 2023-2024 academic year. A purposeful sampling method will be employed, ensuring the representation of diverse backgrounds and learning abilities.
- 6. Data Collection.** Qualitative data: Semi-structured interviews will be conducted with students, teachers and language experts to collect detailed information on the factors that influence the development of oral production. Classroom observations will complement the interviews and provide a real-time understanding of the learning environment.

- 7. Data Collection Instruments.** The qualitative data, obtained through classroom observations will explore these qualitative aspects within the specific context of tenth year students at the A2.1 level during the academic year 2023. 2024 in the Educational Unit “9 de Octubre”. The interviews will be applied to students, teachers and language experts. They will be carried out periodically throughout the academic year, focusing on key milestones and following the intervention with the aim of exploring the experiences, challenges and perceived influences of students in the development of their oral communication.
- 8. Classroom Observations.** Qualitative data will provide information on students' experiences and perceptions of the effectiveness of the intervention. Systematic observations of students' interactions will be conducted during English classes with the purpose of understanding the dynamics of classroom communication, identify effective teaching strategies and observe the impact of the intervention and these observations will be scheduled during regular school hours and specific intervention periods.

We work with three rubrics in total for assessing different aspects within the academic setting. The first one is the rubric utilized from the vice-rector and academic director assessing the teacher's performance to gauge the effectiveness of instructional strategies and classroom dynamics in fostering speaking skills. In the second one we consider that the vice-rector and academic director evaluating the students to understand how extracurricular activities and social interactions contribute to the development of speaking skills among peers. The last one, consists of perception-based questions directed toward students to gather insights into their experiences, preferences, and perceived challenges in the development of speaking skills.

By incorporating the rubrics, we can effectively integrate assessments from both academic administrators and students, providing a well-rounded perspective on the factors influencing speaking skills in public schools. These rubrics will serve as valuable tools for evaluating teaching practices, student performance, and subjective perceptions within the educational context in the tenth year BGE “9 de Octubre” School. Top of Form.

- 9. Data Analysis Procedures.** The data analysis procedures for investigating the development of oral production skills in English for tenth-year students at level A2.1 at the Educational Unit "9 de Octubre" during the academic year 2023-2024 will involve qualitative methods. The following outlines the procedures for this data type:

- ***Thematic Analysis.*** Recurring themes and patterns will be identified in qualitative data collected from interviews, observations, and open-ended responses to surveys, to uncover qualitative insights into students' experiences, challenges, and factors that influence the development of oral communication.
- ***Content Analysis.*** The content of the portfolio submissions will be analyzed, focusing on specific criteria such as vocabulary use, fluency and pronunciation, to provide a detailed qualitative evaluation of the students' actual communicative performance.
- ***Constant Comparative Analysis.*** New data will be continually compared to previously collected data during the qualitative data collection phase to improve the rigor of the qualitative analysis by ensuring consistency and refining emerging themes.
- ***Data Analysis.*** Qualitative data will undergo thematic analysis, identifying recurring patterns and themes related to students' experiences, challenges, and perceptions of oral communication development.
- ***Ethical Considerations.*** Ethical approval will be obtained from relevant authorities. Informed consent will be requested from participants, guaranteeing confidentiality and voluntary participation. Measures will be taken to minimize any potential harm and participants can withdraw from the study at any time.

Limitations of the Methodology

The qualitative methodology used in investigating the development of oral production skills in tenth-year students of level A2.1 of the Educational Unit “9 de Octubre” during the 2023-2024 academic year is not free of limitations. A major limitation lies in the inherent subjectivity of qualitative research, where findings are susceptible to researcher biases and interpretations. This subjectivity can introduce potential distortions in the analysis, influencing study’s objectivity. The limited generalizability of the qualitative results poses a challenge, as the study's focus on a specific context and small sample size may hinder broader applications to diverse educational settings or language proficiency levels. Time limitations in the data collection and analysis processes could compromise depth of knowledge, and the

absence of easily quantifiable data may limit the ability to measure and compare improvements in oral communication skills accurately to. Additionally, the potential influence of social desirability bias, challenges in standardization, and ethical considerations in interviews underscore the complexity of navigating qualitative research within the scope of language development studies. Recognizing and addressing these limitations is essential to maintaining the credibility and reliability of qualitative findings in the broader context of the research effort.

Chapter IV

Results

Qualitative Results

The investigation employed three rubrics to assess speaking skills development in an academic setting. The first rubric, used by the vice-rector and academic director, evaluated teacher performance through class observations. The results showed exemplary performance in organized lesson plans, effective classroom management, and engagement strategies that encourage student interaction. Teachers demonstrated exceptional language skills, adaptability, and a commitment to providing timely feedback, creating a positive learning environment.

The second rubric focused on evaluating students and understanding the role of extracurricular activities and social interactions in speaking skill development. The vice-rector and academic director noted commendable collaboration, clear communication, and well-structured presentations in a group speech class. The group displayed organizational skills, effective time management, and a harmonious dynamic, showcasing active support among members.

The third rubric involved perception-based questions directed toward students to gather insights into their experiences, preferences, and challenges in speaking skill development. Students provided valuable feedback, highlighting a positive perception of the learning environment and preference for interactive and varied activities—challenges centered on confidence-building and overcoming oral expression apprehensions. The feedback emphasizes the need for employing teaching strategies to increase student confidence and address specific challenges in developing practical speaking skills, providing valuable insights for further improving the classroom experience.

Results of Quarterly Averages of the Investigated Group.

First quarter grades.

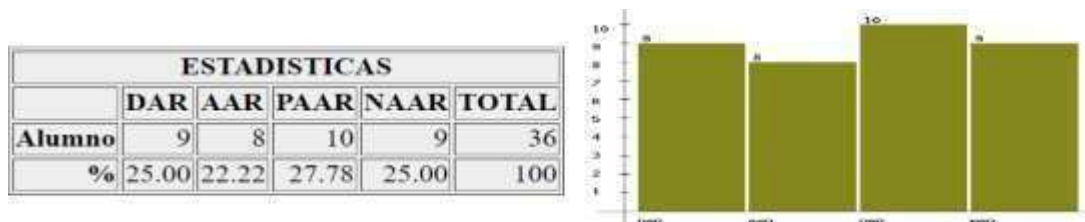


Figure 1.

Description of grades during the first quarter of the academic year, and its histogram representation.

The distribution of academic performance in the first quarter, shown in Figure 1, among the 36 students of the parallel tenth year class "B" is detailed below: 25% of the students, with a total of 9 individuals, achieved the DAR weighting. Another 22.22%, equivalent to 8 students, achieved the AAR weighting. The PAAR weighting was achieved by 27.78% of the students, with a total of 10 individuals. Finally, the remaining 25%, consisting of 9 students, received NAAR weighting.

Second quarter grades.

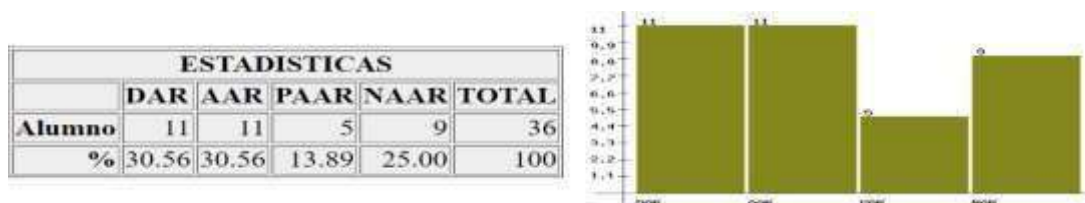


Figure 2.

Description of grades during the second quarter of the academic year, and its histogram representation.

In the second quarter, the academic performance distribution, shown in Figure 2, among the 36 students in the tenth parallel year "b" class is as follows: 30.56% of the students, which accounts for 11 individuals, achieved the DAR weighting. An equal percentage, also 30.56%, was attained by another 11 students, receiving the AAR weighting. Additionally, 13.89% of the students, a total of 5, secured the PAAR weighting, and the remaining 25% of the students, numbering 9, obtained the NAAR weighting.

This breakdown provides a comprehensive overview of the distribution of performance metrics within the class, offering insight into students' various academic achievements.

Perceptions survey applied to students.

Age.

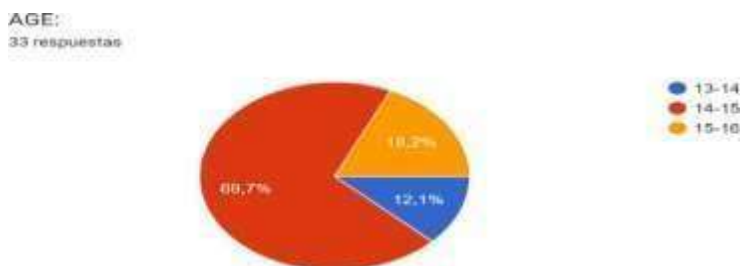


Figure 3.

Distribution of ages among students.

Of the 36 parallel students subject to the study, 33 responded to the surveys due to connectivity problems. The demographic breakdown of the survey reveals a predominant age group, with 69.7% between 14 and 15 years old. A notable proportion, 18.2%, are between 15 and 16 years old, and a smaller percentage, 12.1%, are in the 13-14 age range, as seen in Figure 3. Understanding age distribution is essential to creating appropriate learning environments and support systems.

Influence of classroom atmosphere to speak English



Figure 4.

Distribution of answers about the influence of classroom atmosphere on speaking English.

In response to the question: "How does the general atmosphere of your classroom influence your willingness to speak English?" the results indicate a diverse range of perceptions: 51,5% answered neutrally, suggesting a relatively balanced view of the classroom atmosphere about to their willingness to speak English. On the positive side, 42.4% expressed that the general atmosphere has a favorable impact, encouraging their willingness to engage in English communication. Conversely, 6.1% of students responded negatively, as it is shown in Figure 4.

The Motivation as a Contribution to Improve English Language Learning?

Do you think motivation contributes to improving English language learning? ¿Crees que la motivación contribuye a mejorar el aprendizaje del idioma inglés?
33 respuestas

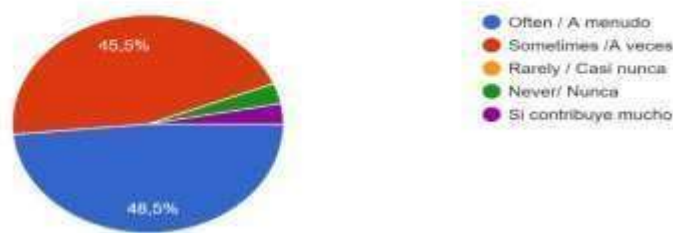


Figure 5.

Distribution of answers about the motivation as a contribution to improve English language learning.

In the question "Do you think that motivation contributes to improve English language learning?" The results highlight varied perspectives, shown in Figure 5. A significant portion, 48,5%, indicated a strong belief that motivation often contributes to improved English language learning. Furthermore, 45,5% expressed that motivation sometimes plays a role in improving language skills. A smaller percentage, 3%, strongly agreed that motivation is a contributing factor, while 3% expressed a negative perspective.

Factors That Influence in Learning the English Language

Of the following factors, which do you think influence learning the English language? De los siguientes factores, ¿Cuál crees que influyen en el aprendizaje del idioma inglés?
33 respuestas



Figure 6.

Distribution of answers about factors that influence in Learning the English learning.

In response to the question about factors that influence English language learning. A significant 45.5% believe that constant practice is a key factor influencing language learning. Furthermore, 18.2% attribute the impact to the strategies applied by the teacher, highlighting the role of pedagogical methods. And the same way, 18,2% identified the school environment as a contributing factor to language learning. A smaller percentage, 12,1% emphasized the importance of a good school environment and finally, 6.1%, highlighted the influence of technology in the process, as it is shown in Figure 6.

Strategies Used by The Teacher and The Influence in Learning of English?

Do you think that the strategies used by your teacher have influenced your learning of English? ¿Crees que tú que las estrategias emplead...profesor han influido en tu aprendizaje del inglés?
33 respuestas



Figure 7.

Distribution of answers about strategies used by the teacher and the influence in learning English.

The answers to the question "Do you think the strategies used by your teacher have influenced your learning of English?", shown in Figure 7. A substantial 51,5% of students believe that the teacher's strategies often positively influence their English language learning. Furthermore, 36.4.5% indicated that these strategies sometimes have an impact. On the other hand, a smaller percentage, 6%, considered that the influence is rare or never occurs and 6% of students expressed that although the influence is present, they could not categorize it in the options provided.

Technology as Necessary Tool to Develop the Ability to Speak the English Language.

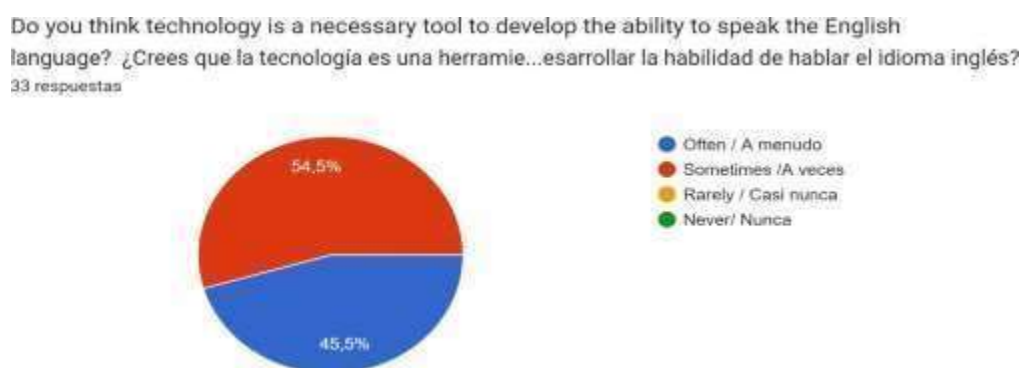


Figure 8.

Distribution of answers about technology as a necessary tool to develop the ability to speak English.

In response to the question "Do you think technology is a necessary tool to develop the ability to speak the English language?" A majority, 54.5%, believe that technology is sometimes necessary for the development of oral skills in English. Furthermore, 45.5% of students expressed the opinion that technology is often a necessary tool in this context, as expressed in Figure 8.

Improvement in English Speaking Ability.



Figure 9.

Distribution of answers about improvement in English speaking ability.

The responses to the question "Do you think that in the current school year your ability to speak English has improved?", shown in Figure 9. The 60,6% of students agreed that their English-speaking abilities have improved strongly, while an additional 21.2% expressed affirmation, stating that they totally agreed with the improvement. On the other hand, a smaller percentage, 9.1%, disagreed with the notion that their speaking skills have improved, and 6.1% extremely disagreed. A minimal 3% indicated only a slight improvement.

How Much English-Speaking Ability Has Evolved.

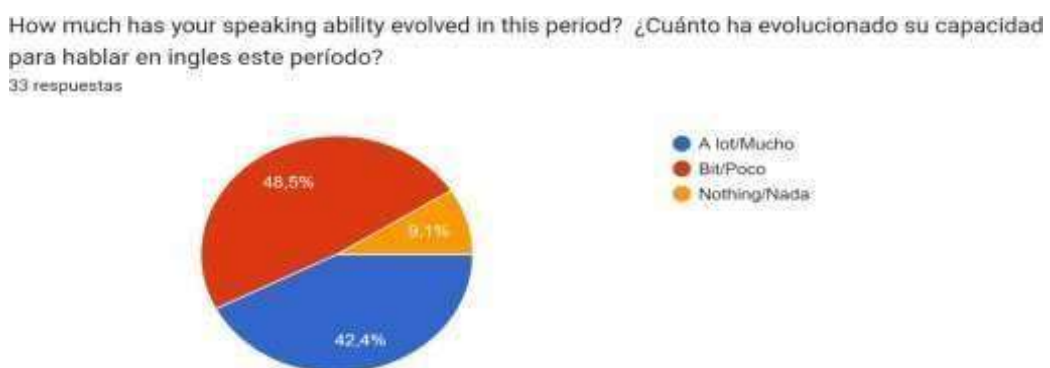


Figure 10.

Distribution of answers about how much English-speaking ability has evolve.

In response to the question "How much has your ability to speak evolved during this period?", which distribution is shown in Figure 10. The results indicate that almost half, 48,5% of the students, expressed that their ability to speak has evolved little during the indicated period. In contrast, a substantial 43,4% reported significant improvement and stated that their speaking ability had greatly improved. A smaller percentage, 9.1%, considered that their speaking skills have not shown any notable change; it should be noted that they are students with recurring absences.

Confidence Speaking English.

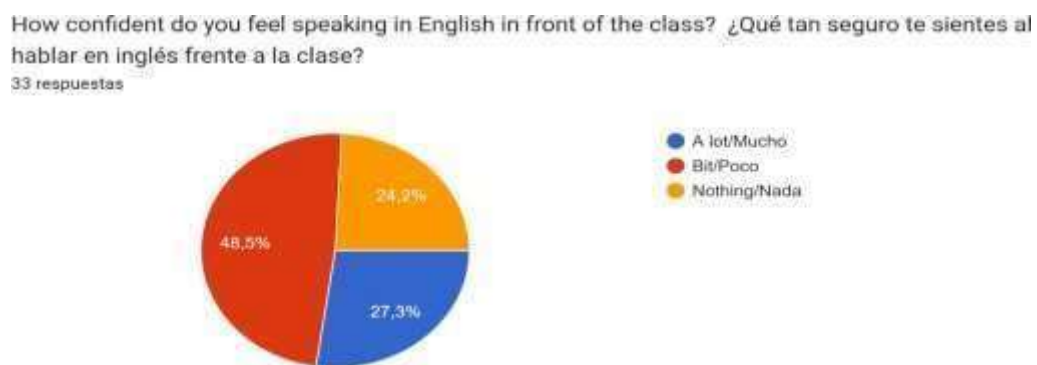


Figure 11.

Distribution of answers about confidence speaking English.

The answers to the question "How confident do you feel speaking in English in front of the class?" from the survey almost half of the students, 48,5%, said they felt somewhat confident speaking in English in front of the class. Another 27,3% expressed a high level of confidence, stating that they felt very safe. On the contrary, a similar percentage, 24,2%, indicated that they did not feel confident, as show in Figure 11.

Application Strategies to Expand English Vocabulary Outside the Classroom.

What strategies do you apply to expand your English vocabulary outside the classroom? ¿Qué estrategias aplicas para ampliar tu vocabulario en inglés fuera del aula?

33 respuestas

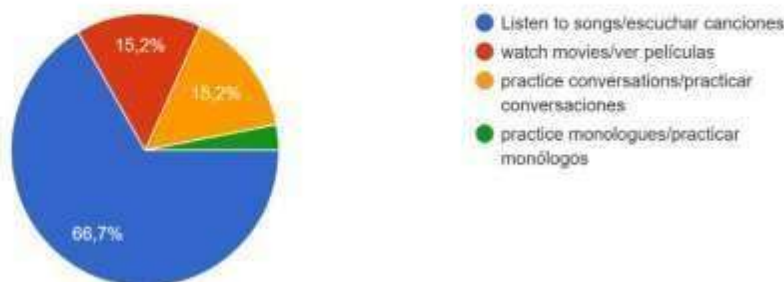


Figure 12.

Distribution of answers about application strategies to expand English vocabulary outside the classroom.

Answers to the question "What strategies do you apply to expand your English vocabulary outside the classroom?", are shown in Figure 12. The results reveal diverse approaches to improving vocabulary. The majority, 66.7%, listen to songs as a strategy. Furthermore, 15.2% choose to watch movies to expand their vocabulary, and in the same way, 15.2% practice conversations; a smaller percentage, 3%, stated practicing monologues.

English as a Valuable Life Skill.

In what real-life situations do you think your English-speaking skills would be most valuable? ¿En qué situaciones de la vida real crees que tus habilidades para hablar inglés serían más valiosas?

33 respuestas



Figure 13.

Distribution of answers about English as a valuable life skill.

Answers to the question "In what real-life situations do you think your English-speaking skills would be most valuable?", are shown in Figure 13. 39,4% of students believe that their English-speaking skills would be more valuable in work-related situations. Following closely, 30.3% identified tourism as a context in which their English skills would be beneficial. Furthermore, 24.2% highlighted the value of English in scenarios related to the study. A smaller percentage, 6.1%, mentioned other real-life situations not specified in the options provided.

Discussion

To effectively develop English oral production skills among tenth Basic Year students at the A2.1 level, a comprehensive set of teaching strategies has been implemented. Firstly, a communicative and task-based approach is adopted, emphasizing real-life situations and practical use of language. Structured role-play activities, debates, and group discussions are integrated to provide students with authentic opportunities to engage in meaningful conversations. Vocabulary development exercises to improve your lexical range, while regular pronunciation and listening exercises improve auditory discrimination and spoken language fluency. To cater to individual learning styles, a variety of multimedia resources are incorporated, including videos, audio clips and interactive online platforms. Peer collaboration is encouraged through pair and group activities, fostering a supportive learning community. Continuous feedback and assessment are integrated, allowing students to track their progress and address specific areas for improvement. These strategies together aim to cultivate not only linguistic competence but also the confidence and skills necessary for effective oral communication in English.

Chapter V

Conclusions and Recommendations

Conclusions

According to the results, the following conclusions have been drawn, highlighting critical aspects in the context of language education. First, the positive and supportive atmosphere in the classroom significantly influences students' linguistic engagement, highlighting the importance of creating an environment conducive to language development. The role of motivation in language acquisition cannot be underestimated, emphasizing the need for educators to adapt strategies that consider individual differences and encourage motivation within the classroom.

Furthermore, understanding the factors that students consider most influential in their English language learning process is crucial for educators. This knowledge provides valuable information to adapt effective teaching approaches that meet the diverse needs of students. Recognizing and addressing individual progress in language learning is essential, emphasizing the need for ongoing support and personalized strategies.

Integrating technology into language education requires careful consideration, ensuring that it improves students' speaking skills while adapting to diverse needs and learning styles. Students' experiences and perceptions of their language progress highlight the need for ongoing support and personalized strategies to meet individual learning needs within the classroom.

Different levels of confidence in speaking English support the importance of creating a more inclusive and effective language learning experience. Recognizing and supporting diverse learning preferences and strategies among students is essential for effective language development.

The emphasis on incorporating real-world contexts into language learning is a key finding, highlighting the importance of making language education relevant and effective for students. This comprehensive understanding of students' experiences and preferences serves as a valuable guide for educators when adapting approaches to meet the diverse needs of students in their language development process.

Recommendations

Based on the findings and conclusions from the survey results, several recommendations can be made to enhance the English language learning experience for tenth-

year students at the A2.1 level, to implement these recommendations, educators can create a more dynamic, supportive, and effective English language learning environment that caters to the diverse needs and preferences of tenth-year students at the A2.1 level.

- **Personalized Speaking Proficiency Assessments:** Conduct personalized speaking proficiency assessments for each student at the beginning of the course to accurately assess their individual strengths and areas of improvement in oral communication skills. These assessments should include a variety of tasks that reflect real-life situations and practical language use, allowing educators to identify specific linguistic and communicative competencies that require development.
- **Action research on teaching methods:** Implement action research projects to systematically investigate the effectiveness of specific teaching methods to improve oral communication skills among students at the A2.1 level. Collaborate with colleagues to design and implement innovative instructional strategies, such as structured role-play activities, debates, and group discussions, while integrating multimedia resources and peer collaboration opportunities. Evaluate the impact of these methods on language acquisition and measure students' progress in communicating skillfully in everyday situations.
- **Promote student autonomy and self-assessment:** Promote student independence in the process of improving their oral production skills by providing them with resources, strategies and interactive activities that encourage active participation and self-directed learning. Incorporate regular opportunities for self-assessment and reflection, allowing students to track their progress and identify areas for improvement in their spoken language proficiency. Provide guidance on how to set achievable goals and access relevant resources, such as vocabulary development exercises, pronunciation exercises and listening practice materials, to increase your confidence and command of spoken English.

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Annexes

Anexo A

WhatsApp x | ..NOTAS x | notesesp x | notesesp x | notesesp

notespecialv2.notes-ec.com/notas_grupos_det.php

NO.	ESTUDIANTE		INDIVIDUALES		GRUPALES		PROYECTO INTEGRADOR O INTERDISC.		EVALUACION DEL PERIODO			TOTAL	POND. 3 PTOS.
	CI-DULA	APELLIDOS - NOMBRES	PROM.	45.00%	PROM.	45.00%	PROM.	5.00%	PROM.	5.00%	100%		
1	0029467728	ACHIG FRANCO CINTHYA ANETTE	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.
2	2350331068	ALVAREZ VERA JUAN DAVID	9.85	4.41	9.85	4.41	9.00	0.45	5.80	0.25	9.56	2.86	
3	1729691483	ANCHUNDIA SECARRA ASHLY MICHELLE	4.25	1.90	4.00	1.80	8.00	0.40	4.70	0.23	4.33	1.29	
4	2350139560	ARIAS QUSHIPU ARIELA ADAMARIS	10.00	4.50	10.00	4.50	10.00	0.50	10.00	0.50	10	3.00	
5	1314432509	CAICEDO VERA BIANCA ALEJANDRINA	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	
6	1250887294	CALDERON BALAREZO KARLA ESTEFANIA	5.67	2.53	5.67	2.53	9.00	0.45	4.00	0.20	5.73	1.71	
7	1450311871	CAMBISACA CEDEÑO CESAR LEONEL	5.20	2.34	5.20	2.34	9.00	0.45	5.50	0.27	5.4	1.62	
8	0850226242	CARVAJAL VELASTEGUILLAINER ROBERTO	2.50	1.12	2.50	1.12	9.00	0.45	4.80	0.24	2.93	0.87	
9	2350422313	CELI MOSQUERA CHRISTOPHER JAVIER	6.00	2.70	5.90	2.66	9.00	0.45	5.00	0.25	6.06	1.81	
10	23500652471	COLLAGUAZO ALMACHI ANGELA JACQUELINE	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	
11	2300596455	COLOMA VELLEZ DOMENICA NICOLE	5.32	2.38	5.33	2.38	10.00	0.50	4.30	0.21	5.47	1.64	
12	1351296910	DELGADO PICO MAYKEL GABRIEL	10.00	4.50	10.00	4.50	9.00	0.45	5.30	0.26	9.73	2.91	
13	2350730566	DELGADO ZURITA ANDREA MAIDERLEY	2.50	1.12	2.50	1.12	9.00	0.45	6.00	0.30	2.99	0.89	
14	2350546152	DEAZ ANDRADE KEYLI SARAHY	3.30	1.48	3.30	1.48	4.00	0.20	5.40	0.27	3.43	1.02	
15	E006821103	DURAN RODRIGUEZ ESLEIBERI SEBASTIAN	2.48	1.10	2.50	1.12	10.00	0.50	1.00	0.05	2.77	0.83	
16	2300908700	ESCLUDERO LUNA DYLAN NICOLAS	9.18	4.10	9.15	4.10	9.00	0.45	10.00	0.50	9.15	2.74	
17	1726928508	ESPINOZA ESPINOZA ERIC ESTIVVEN	10.00	4.50	10.00	4.50	10.00	0.50	10.00	0.50	10	3.00	
18	2350960015	ESTRELLA MEZA DAYRA VALESKA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	
19	2350394504	FLÓRES TAPIA JARED SEBASTIAN	10.00	4.50	10.00	4.50	10.00	0.50	10.00	0.50	10	3.00	
20	2350757668	FRAGA GUAMAN DIOGO ALEXANDER	8.88	4.00	9.00	4.05	9.00	0.45	4.20	0.21	8.71	2.61	
21	2350534927	GALEAS CADENA MARIA FERNANDA	4.49	1.99	4.49	1.99	9.00	0.45	5.00	0.25	4.68	1.40	
22	2300888373	GARCÉS BRUJES VICTOR HUGO	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	
23	0000	HERRERA ESCANDON ABEL AARON	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	
24	2350776601	INSUASTI RODRIGUEZ MYKELL OTTONIEL	4.20	1.89	4.23	1.89	10.00	0.50	7.90	0.39	4.67	1.40	
25	2350782625	JIMENEZ FABARA WILLIAN ALEXANDER	7.94	3.56	7.94	3.56	10.00	0.50	7.70	0.38	8	2.40	
26	2350313264	LOZANO MAUTE EMILY NICOLE	8.95	4.01	8.95	4.01	9.00	0.45	5.40	0.27	8.74	2.62	
27		MENDOZA ESPINOZA ANDREA BELEN	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	
28	2300682149	MENENDEZ GRANJA SEBASTIAN GREGORIO	9.88	4.42	9.88	4.42	8.00	0.40	5.50	0.27	9.51	2.85	
29	2350751455	MENESES BUENO JOSE BRYAN	7.71	3.46	7.73	3.47	9.00	0.45	3.10	0.15	7.53	2.25	
30	2350947202	MERO MERA JELLY BRITHANY	5.93	2.66	6.00	2.70	7.00	0.35	5.50	0.27	5.98	1.79	
31	3050126873	MOQUETE ESPINALES LUIS DAVID	6.47	2.91	6.64	2.97	10.00	0.50	4.10	0.20	6.58	1.97	
32		OKOYE ANGAMARCA DEOMA VANESA	4.87	2.17	4.87	2.17	6.20	0.31	4.50	0.22	4.87	1.46	
33	2350409500	PERALTA SARANGO ARGELIS GIOVANNA	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	
34	2351008018	PEÑA VELEZ DAVID ALEJANDRO	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	
35	2350171092	ROSETO SUAREZ ELISA JULIETH	7.16	3.20	7.16	3.20	9.00	0.45	5.60	0.28	7.13	2.13	
36	2350465026	RUIZ CARREÑO JEAN CARLOS	9.54	4.28	9.54	4.28	8.00	0.40	7.80	0.39	9.35	2.80	
37	2350905127	SARMIENTO GUAMAN ANAHI ANGELINE	5.43	2.43	5.43	2.43	10.00	0.50	6.40	0.32	5.68	1.70	
38	2350361958	TORRES LOOR NAOMI VALENTINA	10.00	4.50	10.00	4.50	9.00	0.45	10.00	0.50	9.95	2.98	
39	2350819997	VARGAS SALDARRIAGA CARLOS ANDRES	6.00	2.70	6.00	2.70	10.00	0.50	3.40	0.17	6.07	1.82	
40	997	VARGAS VALVERDE EMILIO ADONIS	7.71	3.46	7.73	3.46	10.00	0.50	5.40	0.27	7.69	2.30	
41	2350661969	VEGA ROBAYO ANDREINA NICOLE	6.50	2.92	6.50	2.92	10.00	0.50	5.20	0.26	6.6	1.98	
42	1350479109	VELA MACIAS ISAAC SEBASTIAN	7.26	3.24	7.26	3.24	8.00	0.40	7.20	0.36	7.24	2.17	
43	2350424988	VELEZ GAROHALO ROSSE SCARLETH	7.86	3.52	7.85	3.51	10.00	0.50	5.50	0.27	7.8	2.34	
44	2350741050	VERA TONGUINO JAVLY NOEMI	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	
45	2350575441	ZAMBRANO SANCHEZ EVELYN ELIZABETH	5.12	2.29	5.12	2.29	9.00	0.45	2.40	0.12	5.15	1.54	
PROMEDIO			6.62	2.97	6.62	2.97	8.73	0.44	5.66	0.28	6.65	1.99	

Anexo B

ESTUDIANTE			INDIVIDUALES		GRUPALES		PROYECTO INTEGRADOR O INTERDISC.		EVALUACION DEL PERIODO		TOTAL	POND. 3 PTO.
NO.	CEDULA	APELLIDOS / NOMBRES	PROM.	45.00%	PROM.	45.00%	PROM.	5.00%	PROM.	5.00%	100%	
1	0929467728	ACHIG FRANCO CINTHYA ANETTE	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.
2	2350311065	ALVAREZ VERA JUAN DAVID	10.00	4.50	10.00	4.50	10.00	0.50	5.00	0.25	9.75	2.92
3	1729691483	ANCHUNDIA SEC'AIRA ASHLY MICHELLE	7.00	3.15	7.00	3.15	8.00	0.40	8.00	0.40	7.1	2.13
4	2350139560	ARIAS QUISHPE ARIELA ADAMARIS	10.00	4.50	10.00	4.50	10.00	0.50	10.00	0.50	10	3.00
5	1314432509	CAICEDO VERA BLANCA ALEJANDRINA	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.
6	1250887294	CALDERON HALAREZO KARLA ESTEFANIA	6.35	2.88	7.25	3.24	7.00	0.35	2.00	0.10	6.57	1.97
7	1450311871	CAMBISACA CEDEÑO CESAR LEONEL	10.00	4.50	10.00	4.50	8.00	0.40	8.00	0.40	9.8	2.94
8	0850226242	CARVAJAL VELASQUEZ LAINER ROBERTO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00
9	2350422313	CELL MOSQUERA CHRISTOPHER JAVIER	8.00	3.60	8.00	3.60	9.60	0.48	8.00	0.40	8.08	2.42
10	2350652471	CHLAGUAZO ALMACHI ANGELA JACQUELINE	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.
11	2300896455	COLOMA VELEZ DOMENICA NICOLE	4.00	1.80	4.00	1.80	10.00	0.50	6.00	0.30	4.4	1.32
12	1351280910	DELGADO PICO MAYKEL GABRIEL	9.50	4.20	10.00	4.50	8.10	0.40	7.00	0.35	9.45	2.83
13	2350750566	DELGADO ZURITA ANDREA MADERLEY	8.00	3.60	8.00	3.60	8.00	0.40	3.00	0.15	7.75	2.32
14	2350546152	DEAZ ANDRADE KEYLI SARAHY	8.25	3.70	8.00	3.60	8.10	0.40	7.00	0.35	8.05	2.41
15	1006821103	DURAN RODRIGUEZ ESEBIBERT SEBASTIAN	2.00	0.90	2.00	0.90	8.10	0.40	4.00	0.20	2.4	0.72
16	2300908700	ESCUDERO LUNA DYLAN NICOLAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00
17	1726928508	ESPINOZA ESPINOZA ERIK ESTYVEN	10.00	4.50	10.00	4.50	10.00	0.50	7.00	0.35	9.85	2.95
18	2350960015	ESTRELLA MEZA DAYRA VALESKA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00
19	2350394504	FLORES TAPIY JARED SEBASTIAN	10.00	4.50	10.00	4.50	10.00	0.50	10.00	0.50	10	3.00
20	2350757668	FRAGA GUAMAN DIOGO ALEXANDER	10.00	4.50	10.00	4.50	10.00	0.50	5.00	0.25	9.75	2.92
21	2350534927	GALEAS CADENA MARIA FERNANDA	2.00	0.90	2.00	0.90	10.00	0.50	6.00	0.30	2.6	0.78
22	2300888373	GARCÉS BUBES VICTOR HUGO	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.
23	0000	HERRERA ESC'ANDON ABEL AARON	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.
24	2350776603	INSUASTI RODRIGUEZ MYKELL OTTONIEL	9.00	4.05	9.00	4.05	10.00	0.50	7.00	0.35	8.95	2.68
25	2350782625	JIMENEZ PABARA WILLIAN ALEXANDER	10.00	4.50	10.00	4.50	10.00	0.50	10.00	0.50	10	3.00
26	2350313264	LOZANO MAJUTE EMILY NICOLE	10.00	4.50	10.00	4.50	8.70	0.43	4.00	0.20	9.63	2.88
27		MENDOZA ESPINOZA ANDREA BELEN	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.
28	2300682149	MENENDEZ GRANJA SEBASTIAN GREGORIO	8.00	3.60	8.00	3.60	10.00	0.50	7.00	0.35	8.05	2.41
29	2350751455	MENESES BUENO JOSE BRYAN	5.00	2.25	5.00	2.25	10.00	0.50	4.00	0.20	5.2	1.56
30	2350947202	MERO MERA JULY BRITHANY	6.25	2.85	6.00	2.70	8.70	0.43	7.00	0.35	6.33	1.89
31	3050126873	MOQUETE ESPINALES LUIS DAVID	4.00	1.80	4.00	1.80	10.00	0.50	8.00	0.40	4.5	1.35
32		OKOYE ANGAMARCA DEOMY VANESA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00
33	2350409500	PIRALIA SARANGO ARELIS GEOVANNA	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.
34	2351005018	REA VELEZ DAVID ALEJANDRO	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.
35	2350171092	ROSEIRO SUAREZ ELISA JULIETH	6.88	3.08	6.83	3.06	6.83	0.34	6.85	0.34	6.82	2.04
36	2350465056	RUIZ CARRIÑO JEAN CARLOS	7.69	3.47	8.00	3.60	10.00	0.50	6.00	0.30	7.87	2.36
37	2350905127	SARMIENTO GUAMAN ANAHI ANGELINE	7.00	3.15	7.00	3.15	8.70	0.43	5.00	0.25	6.98	2.09
38	2350361958	TORRES LOOR NAOMI VALENTINA	10.00	4.50	10.00	4.50	10.00	0.50	10.00	0.50	10	3.00
39	2350819997	VARGAS SILDARRIAGA CARLOS ANDRES	7.29	3.25	7.17	3.20	8.10	0.40	3.00	0.15	7	2.10
40	997	VARGAS VALVERDE EMILIO ADONIS	8.00	3.60	8.00	3.60	8.10	0.40	6.00	0.30	7.9	2.37
41	2350661969	VEGA ROBAYO ANDREINA NICOLE	8.00	3.60	8.00	3.60	10.00	0.50	7.00	0.35	8.05	2.41
42	1350479109	VELA MACIAS ISAAC SEBASTIAN	9.00	4.05	9.00	4.05	10.00	0.50	8.00	0.40	9	2.70
43	2350424988	VELEZ GAROFALO ROSSE SCARLETH	9.00	4.05	9.00	4.05	8.70	0.43	5.00	0.25	8.78	2.63
44	2350741050	VERA DONGUINO JALEY NOEMI	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.	RET.
45	2350575441	ZAMBRANO SANCHEZ EVELYN ELIZABETH	1.00	0.45	1.00	0.45	10.00	0.50	2.00	0.10	1.5	0.45
PROMEDIO			6.70	3.01	6.73	3.03	8.13	0.41	5.61	0.28	6.73	2.02

Anexo D



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Group Speaking Class Observation Rubric

Group Name: 10th grade Date: 12-01-2024

Criteria	Excellent (3)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Grade
Collaboration	Seamless collaboration among group members; active participation and support for each other's contributions.	Effective collaboration with occasional minor disruptions; most members participate actively.	Some collaboration issues, impacting the overall flow of the presentation; uneven participation.	Limited collaboration; some members dominate while others contribute minimally.	Lack of collaboration; individual efforts overshadow the group dynamic.	5
Clarity of Message	Clear, concise, and well-articulated message; each member contributes effectively to the main idea.	Generally clear message with a few instances of unclear or muddled communication.	Message is somewhat unclear, and key points are not consistently conveyed by all group members.	Message lacks clarity, making it challenging for the audience to understand key points.	Message is unclear, disjointed, and difficult to follow.	5
Engagement with Audience	Maintains audience engagement effectively; group members collectively use appropriate gestures and maintain eye contact.	Adequate audience engagement, though some members may struggle with gestures and eye contact.	Limited engagement with the audience; gestures and eye contact are inconsistent.	Poor audience engagement; most members lack gestures and eye contact.	No engagement with the audience; gestures and eye contact are absent.	5
Organization of Content	Well-organized and structured presentation	Generally organized presentation with a	Organization is somewhat	Poor organization; transitions between	Presentation lacks organization;	5

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Grade
Adaptability	with a clear introduction, smooth transitions, and a logical conclusion.	few areas that lack clarity or smooth transitions.	inconsistent, affecting the overall flow of the presentation.	points are unclear, hindering the presentation.	difficulty following the sequence of ideas.	5
Adaptability	Demonstrates flexibility and adaptability in response to unexpected questions or challenges; smoothly incorporates changes.	Generally adaptable with occasional challenges in responding to unexpected questions or changes.	Some difficulty adapting to unexpected questions or challenges; responses may be less effective.	Limited adaptability; struggles to respond to unexpected questions or challenges.	No adaptability; group is unable to respond effectively to unexpected questions or challenges.	5
Time Management	Effectively manages time, ensuring that each member has an appropriate amount of speaking time; stays within the allotted time.	Generally manages time well, though there may be slight deviations from the allotted time.	Time management is somewhat inconsistent; some members may speak for too long or too briefly.	Poor time management; significant deviations from the allotted time impact the overall presentation.	Very poor time management; presentation significantly exceeds or falls short of the allotted time.	5
Overall Group Dynamics	Harmonious group dynamics; members actively support each other, creating a cohesive and engaging presentation.	Generally positive group dynamics with occasional moments of tension or uneven participation.	Group dynamics are somewhat strained, impacting the overall cohesion of the presentation.	Poor group dynamics; evident tension and lack of support among group members.	Very poor group dynamics; lack of cohesion and support among group members.	5

Msc. FERNANDO SALINAS
 VICE-HEADMASTER

LIC. OLGA CARRION
 AREA COORDINATOR



Speaking Class Observation Rubric

Criteria	Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Excellent	Grade
Lesson Planning	Does not plan lessons; lacks coherence and structure.	Lesson plans lack clear objectives and organization.	Lesson plans are well-structured with clear objectives.	Lesson plans are highly organized, engaging, and cater to diverse learning styles.	4
Classroom Management	Ineffective management; disruptions impact learning.	Basic control; occasional disruptions but quickly addressed.	Smooth management with occasional minor disruptions.	Excellent management; proactive in maintaining a positive and focused environment.	4
Engagement Strategies	Little to no attempt to engage students in the topic.	Limited use of engagement strategies; students passively participate.	Uses a variety of strategies to engage students; some active participation.	Highly effective engagement strategies; fosters a high level of student involvement.	4
Language Use	Poor language choice and communication skills.	Basic language use with occasional unclear instructions.	Clear and appropriate language use; communicates effectively.	Exceptional language skills; adapts communication to students' levels.	4
Feedback and Assessment	Does not provide feedback or assess student performance.	Limited feedback; assessment lacks depth and specificity.	Provides constructive feedback; assessments align with objectives.	Detailed and timely feedback; assessments are comprehensive and varied.	4
Student Interaction	Minimal interaction with students; lacks rapport.	Limited interaction; interactions lack warmth and enthusiasm.	Interacts effectively with students; establishes rapport.	Builds strong relationships with students; interactions are dynamic and encouraging.	4
Adaptability	Unwilling to adapt teaching methods; rigid approach.	Limited adaptability; struggles with unexpected changes.	Adapts lessons based on student needs and unexpected situations.	Highly adaptable; adjusts seamlessly to meet the needs of the class.	4

- 0-7 points: Unsatisfactory
- 8-14 points: Basic
- 15-21 points: Proficient
- 22-28 points: Excellent

MSC. SEGUNDO SALINAS
 VICE- HEADMASTER

LIC. OLGA CARRION
 AREA'S COORDINATOR