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**LÍNEA DE INVESTIGACIÓN: GESTIÓN, CALIDAD DE LA EDUCACIÓN, PROCESOS  
PEDAGÓGICOS E IDIOMAS**

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## **DEDICATION**

This work is first dedicated to God, for being my guide and strength throughout every stage of my life, for giving me the perseverance to overcome challenges and allowing me to accomplish this important goal in my personal and professional formation.

In a special way, I dedicate this achievement to my daughter, who is my greatest inspiration and the driving force behind all my efforts. Her love and her smile encourage me to improve myself every day and to move forward with determination.

To my mother and my sister, for their unconditional support and for being my fundamental pillar throughout this journey. To my grandparents, for their love, wise advice, and constant prayers.

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## RESUMEN

Este proyecto de investigación se desarrolló con el objetivo principal de fortalecer la interacción oral en inglés mediante la implementación de actividades de habla en las estudiantes de nivel inicial de la Unidad Educativa Inmaculada Concepción durante el año lectivo 2025-2026. El objetivo general fue proponer actividades de expresión oral diseñadas para niñas de 4 y 5 años como estrategia pedagógica para mejorar su participación, motivación y confianza al comunicarse en inglés. La investigación se fundamentó en un enfoque mixto que integró métodos cuantitativos y cualitativos. Se aplicaron encuestas dirigidas a los padres de familia con el fin de recopilar información sobre el apoyo y la práctica del idioma fuera del aula, así como entrevistas a las docentes de inglés y observación directa de clases para analizar las estrategias metodológicas empleadas y el nivel de interacción oral existente. El análisis de los datos evidenció una limitada participación oral asociada al uso predominante de metodologías tradicionales centradas en la repetición y el vocabulario aislado. Como resultado, se diseñó una guía pedagógica estructurada basada en actividades lúdicas e interactivas como juegos de rol, narración de cuentos, canciones y dinámicas cooperativas orientadas a promover la fluidez, la pronunciación y el uso significativo del idioma. Se concluye que la implementación de esta propuesta fortalece la competencia comunicativa desde edades tempranas y favorece un aprendizaje dinámico, inclusivo y centrado en el estudiante.

**Palabras clave:** interacción oral, educación inicial, actividades de habla, aprendizaje cooperativo, competencia comunicativa.

## ABSTRACT

The teaching of English in early childhood education constitutes a fundamental challenge in contexts where, despite its early incorporation into the curriculum, limitations in oral interaction and students' communicative confidence persist. At Inmaculada Concepción School, it was observed that 4- and 5-year-old girls show limited oral participation in English, associated with the use of traditional methodologies focused on repetition and isolated vocabulary. The general objective of the study was to propose speaking activities that strengthen oral interaction in English among early childhood students during the 2025–2026 academic year. The research was conducted under a mixed-methods approach with a sequential explanatory design, combining quantitative techniques such as surveys and descriptive data analysis, and qualitative techniques such as teacher interviews and classroom observation. The population consisted of 50 girls distributed across three parallel classes. The results showed that playful and interactive activities such as role plays, storytelling, songs, and cooperative games increase participation, motivation, and confidence when communicating in English, fostering the development of fluency, pronunciation, and meaningful language use. It is concluded that the implementation of a structured pedagogical guide based on communicative and cooperative activities significantly improves oral interaction at early ages and promotes dynamic, inclusive, and student-centered learning.

**Keywords:** oral interaction, initial education, speaking activities, cooperative learning, communicative competence.

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## INTRODUCTION

Nowadays, being able to speak English or another foreign language is especially important. Because the world is becoming increasingly connected, knowing how to speak English is important for being able to communicate in any cultural, social, or educational setting. For this reason, schools have started teaching English to students at an early age, knowing that learning a foreign language early on can help their language development. Studies have shown that early childhood is an especially valuable time for learning language because kids are naturally good at copying sounds, are open to learning through play and interaction, and are flexible in their thinking.

Speaking is considered one of the most important but also one of the hardest language skills to learn, especially when learning English as a foreign language (EFL). For oral interaction, students need to know vocabulary and grammar, but they also need to be able to use language in real-life situations in a meaningful, confident, and spontaneous way. But traditional teaching methods have not always been good at encouraging effective oral interaction because they focus more on memorization, repetition, and teacher-centered practices than on using the language to communicate (Shi, X., 2024).

This research project focuses on the use of speaking activities to enhance oral English interaction in kindergarten students. Activities such as storytelling, role play, songs, games, daily oral routines, and small-group interaction are all suggested as ways to encourage meaningful communication. These speaking games let kids share their thoughts, talk to other kids, and use English in a way that feels natural and fun. Also, the proposal is based on a student-centered approach that encourages students to be active, help each other, and work together during class activities. Children are more likely to gain confidence when they speak English if they do fun activities speaking for improving basic speaking skills like fluency, pronunciation, and accuracy.

The study grounded in the theoretical framework of sociocultural learning theory and cognitive learning theory. From a sociocultural standpoint, interaction serves as the principal mechanism by which children acquire language, as verbal competencies developed through conversations, dialogues, and cooperative endeavors. Language acquisition transpires within social environments where children engage with peers and collaboratively create meaning. Cognitive theory also stresses how mental processes like memory, attention, and problem-solving help people learn. Speaking activities get these processes going by getting kids involved and letting them learn language by doing things that are important to them.

For this reason, this research was conducted to create a pedagogical guide for English teachers focused on enhancing oral English interaction among kindergarten students at Inmaculada Concepción School. The guide is designed to be a useful teaching

tool and is organized around learning experiences instead of separate topics. This let teacher teachers use meaningful speaking activities that are appropriate for young children. Each learning experience includes motivation, play, interaction, and reflection, which encourages students to speak in English. The guide encourages good oral communication and helps kids learn important speaking skills from an early age by using strategies, materials, and resources in a way that makes sense.

## **Problem Description**

Teaching English in early childhood education has been recognized as an essential element in equipping students for engagement in a globalized society where foreign language communication is increasingly imperative. Educational polices and curricular stress the need to teach English to young children to improve their language skills and cultural understanding. But even though this was done early on, many schools still do not an excellent job of helping students learn how to interact in English. In early childhood classrooms, English lessons often focus on individual words, songs, or activities that are repeated. These things do not always help kids communicate in a meaningful way. (Liu, P. L., 2024).

Although English is taught in preschool, many kindergarten students do not speak it very much and don't feel confident when they do. This situation is often linked to the ongoing adoption of traditional teaching methods that focus on vocabulary, repetition, mechanical drills, and teacher centered practices instead of interactive speaking activities. Because of this, kids usually only say one word or a phrase they have learned by heart, and they are hesitant when asked to speak. When students are not actively involved in meaningful communication, they do not want to speak English as much, which makes it harder for them to improve their oral interaction skills and makes them less confident about using the language in real- life classroom situations. (Shi, X., 2024)

“The English curriculum of the Ministry of Education describes the need to prepare Ecuadorians for a globalized world” (Ministry of Education, Ecuador, 2016 as cited Angelis 2022). People know that Ecuadorians do not speak English very well. Many things affect how English develops, such as the government's lack of interest in motivating and encouraging Ecuadorian System Education to learn English. Adding English to the curriculum has been hard for both teachers and students. Most students don't like the language and have trouble learning it, and sometimes it's because they aren't used to it.

According to Angelis (2022), “As teachers, educational administrators, and the public, we should ask ourselves what this ranking is based on and what importance it has. While it is important to read any data point critically to identify how it was constructed (...).” Even though kids must learn English from an early age, it will not matter if they do not want to. Also, the three hours of English class each week make it

harder for students to do well in English. It is extremely hard to do anything in this short amount of time.

Speaking is one of the most complex skills to learn in a foreign language, especially for young kids. Young learners need a lot of chances to practice speaking in safe and interactive settings to gain confidence and fluency. But speaking activities are often not valued enough in early childhood classrooms, which means that kids do not get enough practice speaking English. Research indicates that interactive and play-based activities are crucial for promoting oral interaction and enhancing the development of speaking skills in preschool learners (Nair, S. M., Yusoff, S. M., Hui, L. K., Qing, Y. H., & Bokari, U. K., 2025).

Also, this problem keeps happening because there are not enough teaching materials that are specifically made to help kids in kindergarten classrooms talk to each other in English. The teachers do not have structured guides that include speaking activities that use play-based and firsthand learning methods. Speaking practice loses its effectiveness when it is not done in the perfect way. Research demonstrates that structured, interactive activities, including storytelling and dramatization, can substantially improve oral interaction and boost confidence among young English learners (Alkilani, G. Y., 2024).

### **Delimitation of the problem**

At Inmaculada Concepción School, classroom observation has revealed that kindergarten students exhibit minimal oral interaction in English. The 2025-2026 Scholl year will have fifty girls between the ages of 4 and 5, who will have to split into three parallel kindergarten classes. More students are unsure of themselves, and don't want to speak English, which makes it hard for them to take part in class activities. Students lose interest in speaking and motivation when they do the same old things repeatedly. Also, the number of students in the three classes makes it hard for teachers to give each student the individual attention they need and limits their chances to practice on their own. Students' confidence and willingness to speak English also suffer because they do not get enough practice outside of class.

### **Research Question**

What speaking activities improve oral English communication among kindergarten students aged 4 to 5 years at Inmaculada Concepción School during the 2025- 2026 academic year?

## **Justification**

Developing oral English interaction in early childhood education is an essential foundation of language acquisition, as it is through verbal communication that children initially realize the capacity to express their inner experiences, establish social connections, and actively construct comprehension. Introducing English in preschool is now common, but research shows that just expanded to it early on is not enough. Communicative competence comes being involved in meaningful, real conversation, not just listening passively. Without chances to use the language as a real way to connect with others to ask questions, say what you need, or work together on fun tasks the seeds of language may be planted, but they will have a hard time growing into the real ability to talk and connect. (Shintani, N, 2022)

At the heart of this educational inquiry is a compassionate plea to mend the divide between the sterile, conventional classroom characterized by rote memorization, vacuous drills, and teacher-centric monologues that frequently suppress the lively chorus of youthful voices and the intrinsic, awe-inspiring realm of a child. But modern evidence shows a more caring and bright way forward. When learning is based on play, woven into group storytelling, dressed up in pretend roles, or turned not a shared song, a subtle everyday magic happens: English stops being just a subject and becomes a language of the heart. In this space, people are not forced to participate; instead, they are inspired to do so. Communication becomes a nature urge. Kids are no longer just empty vessels to be filled; they are now creators with something to say. (Butler, Y. G, 2022)

This study is theoretically based on sociocultural and cognitive learning theories, which highlight the importance of interaction, collaboration, and cognitive processes in language acquisition. Studies indicate that language development during early childhood is enhanced by social interaction and significant communicative experiences that engage attention, memory, and problems (Goh, C. C. M., & Burns, A, 2023). Speaking activities that involve peer interaction and guided participation support children's ability to internalize language structures and use them in communicative contexts. Theoretically, this study is based on sociocultural and cognitive processes in language acquisition. Studies show that social interaction and meaningful communication experiences that get kids to pay attention, remember things, and solve problems can help them learn language better when they are very young. Speaking activities that include peer interaction and guided participation help kids learn how to use language structures in real-life situations.

The research is predicated on the premise that language acquisition is essential from early childhood, as children, despite their inability to write, can learn through play-based activities that enhance cognitive development and promote peer or group interaction. These activities help children learn languages and use them in a natural and meaningful way. This viewpoint is particularly pertinent in the Ecuadorian context, where, despite the initiation of English instruction at an early age, proficiency levels remain inadequate, a circumstance that, as the OECD (2021) indicates, is associated with insufficient exposure and a deficiency in oral and written practice. For the author,

enhancing oral interaction from kindergarten is not merely a pedagogical approach but a crucial commitment to cultivating confident learners who can communicate effectively in a globalized society.

The primary beneficiaries of this research are the four- and five-year-old kindergarten girls at Inmaculada Concepción School during the 2025-2026 academic year, who will benefit from the implementation of interactive oral activities designed to enhance their communicative competence in English. Evidence indicates that participation in playful communicative activities has a positive impact on the development of confidence, fluency, and pronunciation at an early age. Similarly, English teachers who teach kindergarten children are direct beneficiaries, as the pedagogical guide derived from the study will provide them with relevant teaching strategies, organized resources, and learning sequences centered on oral interaction, thereby facilitating the planning of inclusive and effective practices in various contexts.

The educational institution is also an indirect beneficiary because using the pedagogical guide could make English instruction in early childhood education better. Parents and families also benefit indirectly, since kids who learn to like and be confident in English early on are more likely to have better communication skills as they get older. This study may also be useful to the larger educational community because the guide can be used as a model for other educational settings.

## **Objectives**

### **General**

Propose speaking activities to enhance oral English interaction among kindergarten students at Inmaculada Concepción School, promoting dynamic and inclusive learning.

### **Specific**

- Identify the most effective speaking activities to improve oral English interaction in kindergarten students, considering their interests and needs.
- Conduct a field study to determine what methodology is used by English teachers with very young learners.
- Design a pedagogical guide with speaking activities to enhance oral interaction in that encourage participation and English practice in a playful and emotionally positive environment.

## **CHAPTER I: FRAMEWORK**

### **1.1. Communicative competence**

This idea is based on the idea that people achieve their goals in social situations because they can communicate well (speak fluently) and not just because they know the rules of grammar. It is not enough to just know the rules of grammar; communicative competence means being able to use a language in real life in a way that is true to the language. For kids who are learning a new language, this means learning how to understand others and communicate their own meaning through real interaction, like playing, asking for help, telling a story, or making a friend. This idea is based on the idea that real language learning means using skills in real-life situations and learning how to communicate by adjusting to different situations and people. It is not enough to just memorize the structure of the language; you need to build a meaningful connection to it (Council of Europe., 2021).

To help kindergarteners become better communicators, they need a supportive learning environment where speaking activities are fun, meaningful, and appropriate for their age. Teachers are particularly important for helping students interact with each other and guiding them through structured speaking activities like role-playing, games, storytelling, and daily oral routines. These activities encourage students to work together and help them gradually improve their ability to speak English with others, which is important for developing communicative skills from very young learners (Goh, C. C. M., & Burns, A., 2023).

### **1.2. Language Skills**

English is like a bridge between cultures that connects people all over the world. Learning language means getting better at four basic skills: listening, speaking, reading, and writing. These skills are linked and work together to make someone communicatively competent, but the way they grow depends on the learner's age and the school setting. In early childhood education, oral skills, especially listening and speaking, are given more importance because very young learners learn more language through hearing and talking than through reading and writing. (Clement, A., & Murugavel, T, 2018)

#### **1.2.1. Receptive Skills**

These skills are ones that students learn by listening to lectures or audio recordings.

### ➤ **Reading**

Reading skills that change over time are important. Students could learn and improve their vocabulary by reading. Reading can also help students improve their productive skills because they remember added information so they can use it later in writing or speaking. It is important to get students excited about the lecture so they can learn innovative words and improve their language skills (Xolmurodova, O., 2021).

### ➤ **Listening**

Listening is another receptive skill, along with reading. Listening exercises help students learn and can even be considered because people enjoy listening to podcasts or music that they consider more interesting. They can figure out what any audio means. People, on the other hand, find it harder to understand spoken words than to speak to them. They do not fully understand what the audio is trying to say (Wipf, J. A., 1984).

## **1.2.2. Productive Skills**

### ➤ **Writing**

One reason this skill is so hard for students to learn is that they must produce and organize their own ideas, and then they must restate those ideas in a way that makes sense. Also, writers need to work on advanced skills like spelling, punctuation, grammar rules, and so on. So, students should practice this skill all the time to make their writing better and make sure it is consistent, which will make it easier for readers to understand. (Sarhady, T, 2015).

### ➤ **Speaking**

People say that this is one of the most important skills to learn, but also one of the hardest, for excellent communication. Speaking is the ability to make sounds that make sense and that other people can understand so that real communication can begin. (Laksana, A. J., 2015/2016). It means that speaking is a two-way process of encouraging the negotiation of meaning that involves creating, sharing, and improving information between two or more people.

Most students have a tough time speaking to each other. When they talk, they do not know how to deal with their problems. This is because they are nervous, scared, or embarrassed in front of their classmates. In other words, they do not feel good about themselves and cannot find the right words or phrases to express what they want to say. People need to keep practicing and improving their English skills so that they can talk to other people more easily (Leong, L. M., & Ahmadi, S. M., 2017).

### **1.3.Elements of speaking skill**

#### **1.3.1. Pronunciation**

Communication is the main element in our daily lives. Conforming to Prashant (2018), “pronunciation refers to the way words are spoken (...). Proper pronunciation can be defined as a reproduction of language sounds in such a way that the intended message is passed easily” (p. 15). So, for communication to be meaningful, you need to pronounce words correctly because this affects how well you understand what they mean. It could include things like accent, syllable, articulation, timing, rhythm, and how gestures, facial expressions, and body language are used. So, it is especially important to say the ideas correctly so that people can understand the message and keep talking to each other.

#### **1.3.2. Rhythm**

Each language has its own rhythm. Salina & Franco (2017), “Rhythm has been studied as an element of the verbal art of the performance (...), Rhythm is basically formed by the repetition of a pattern and is essential for the perception of the events that occur in the time” (p.15). These components are linked to speech language rhythm since many individuals have participated in rhythmic activities such as dancing, clapping, striking, singing, or playing musical instruments. So, to enjoy the speech, you need to understand this part of the language. Listeners must be able to decode the way phonemes, syllables, words, and phrases are organized in time to understand spoken language.

#### **1.3.3. Grammar**

Grammar is another crucial part of any language. To send a clear message, every language in the world needs to have rules. Kusumawardani & Mardiyani (2018) say that “Grammar is the science of rules that tells you how to put sentences, phrases, and words together to make sense. Knowing the grammar helps us use a good style to teach how to speak and write.” (p. 725). So, it is important to know the grammatical rules of any language so that people can make sentences and phrases that are correct. Not knowing grammar can make it hard to create sentences that are wrong, which may complicate understanding what others are saying or writing. Reading various kinds of texts or books is an effective way to learn grammar since it gives you a set of rules. This is an interactive way for readers to improve their grammar skills. (Prasatyo, B. A., Gustary, D. T., & Santosa, S., 2021).

#### **1.3.4. Vocabulary**

The ability to speak English as a foreign language over and in preschool starts with vocabulary, which is the set of words that kids know and use to talk to each other. Young children who do not know words tend to respond with single words and lack confidence. However, if they learn more words, they can make simple sentences and have meaningful conversations. This relationship is important because Uchihara and Clenton (2023) show that oral vocabulary is related to fluency, pronunciation, and overall speaking performance. So, it is important to encourage it through interactive activities like stories, songs, and games that give kids real-life situations where they can use the language again, which will help them learn to speak from a very young learner.

#### **1.3.5. Intonation**

Intonation is when the voice goes up and down while speaking. It is important for conveying meaning, feelings, and the intent to communicate. Intonation in spoken English helps people show their feelings, attitudes, and grammatical functions. For example, it can help people tell the difference between statements, questions, commands, or expressions of surprise. Intonation is important for young learners because it helps them understand and interact with others even when they do not know a lot of words or grammar. Children can communicate more clearly and make their speech easier for others to understand by using the right intonation patterns.

Chun (2021) asserts that “intonation is central to spoken interaction because it signals meaning beyond the words themselves” (p. 92), emphasizing its significance in effective communication. In early childhood education, natural spoken input through songs, stories, chants, and teacher modeling enables learners to discern and replicate intonation patterns. Dramatization, role play, and storytelling activities also help kindergarten students use expressive intonation, which builds their confidence and helps them improve their oral English in fun and meaningful situations.

#### **1.3.6. Stress**

Rahman (2023) says that “stress is the process of adding air pressure to a certain part of a word, while word stress is the placement of that pressure.” “English word stress means the position of stress in English words” (p. 23). Stress is how loud a speaker makes a sound, phrase, or word. There are both strong and weak accents in English. When people talk, sounds, syllables, and words that are emphasized can last longer and be stronger than those that are relaxed. To get the right meaning of a word, it is important to stress the different words.

#### **1.3.7. Fluency**

Fluency is the ability to speak smoothly, naturally, and with little hesitation. This lets learners share their thoughts without stooing them. Fluency in early childhood education does not mean speaking quickly. It means being able to communicate in a way that makes sense and flows in meaningful situations. Peltonen (2024) states that “fluency

is a key indicator of second language oral proficiency and is often characterized in terms of smoothness and effortlessness of speech” (p. 490). This means that learners who can speak fluently can connect ideas without too much hesitation. Structured pair and group speaking activities for kindergarten students help them become more fluent by encouraging them to keep talking, cutting down on pauses, and building their confidence in speaking English.

### **1.3.8. Accuracy**

When you learn to speak an unfamiliar language, it is like learning to dance. You do not start out with perfect steps; you just move to the music. Similarly, speaking a new language correctly takes time and practice, not memorizing rules or being afraid of making mistakes. It comes from having real conversations where the goal is just to connect and comprehend each other. As students talk, share, and express themselves in meaningful ways, their grammar, word choice, and pronunciation naturally get better. They get more confident as they go, and that confidence helps them speak more clearly. Li and Zhang (2023) did a study that backed this up. They found that “speaking accuracy, self-efficacy for fluency all improved significantly over time” among language learners. Instead of focusing on mistakes, the best environment is one where there are consistent, interesting opportunities to speak. In this environment, the job of communicating guides the way, and accuracy finds its rhythm along the way.

## **1.4. Teaching speaking skills**

English teachers have challenging time teaching speaking skills, especially in early childhood education, where reading and writing are often more important than speaking. Speaking is the most common language skill used in everyday communication, but classrooms do not do enough speaking activities or only use them as a supplement. Speaking lets us say what they think, feel, need, and want, and it is a key part of social interaction. Speaking serves an interactive purpose in schools, allowing students to share information, work out what they mean, and make friends through language use. Because of this, teaching speaking should be a key part of English instruction, especially for beginners. (Bahrani & Soltani, 2012)

Teaching speaking skills is especially important, but there are things that make it hard for students to improve their skills. The main problem is that teachers do not use good strategies, methods, or techniques in the classroom. Another problem is that students do not know anything about the language, and finally, there is no interest in learning a new language. There are ways to get students to participate in speaking classes. One way to get students interested in speaking lessons is to rearrange the desks so that they are in groups instead of lines. This will help them start to talk to each other. But it has become hard because teachers must keep the students in line. Finally, motivation is an important part of how well students speak a language because it helps them feel at ease and confident when they talk to other people.

## **1.5. Language Learning Theories**

Language is what makes human beings different from animals. It is to communicate thoughts, ideas and opinions with others whether in a monologue or conversations. Without language, people could not know the society how they know it nowadays. Furthermore, it is crucial to develop our daily activities. That is why there have been some individuals who have been interested in investigating to try to explain how human beings learn a language, arising important theories such as behaviorism, nativism, cognitivism, among others, which are going to be explained forward. This section introduces a summary of the most important language learning theories.

### **1.5.1. Behaviorism**

Behaviorism theory of learning has been explained by some experiments. For instance, Ivan Pavlov with his dog and the bell and B.F Skinner with his box and rats. The first one being the responsible of classical behaviorism and the second one of the operant behaviorisms. Ivan Pavlov indicated the relationship that exists between stimulus and responses. This concept applied in language learning, according to (Demirezen, 1988) affirms that through babblings and mutterings, the babies can obtain “native language habits” because they are repeating sounds or words produced by a near person or object. So here, the sound and words become stimulus, and the response is the babies’ babblings and mutterings. In addition, if this production they will continue repeating everything that they hear.

Regarding the reinforcement, (Skinner, 1938, p. 62) said that “(...) is defined as the presentation of a certain kind of stimulus in a temporal relation with either a stimulus or a response. A reinforcing stimulus as such by its power to produce the resulting change.” Reinforcement could be either positive or negative; one strengthens the repetition of certain conduct and the other reduces it. Therefore, behaviorism gives an immense importance to the environment since it is the principal source of learning for children. Thanks to the constant stimulus they receive, and the reinforcement offered by their parents or caregivers, children can shape their language behavior (Lightbown & Spada, 2006).

On the other hand, Noam Chomsky did not completely agreed with the behaviorism theory because Chomsky thought that human beings are born with an innate ability to learn a language and this not only depends on the stimulus-response process. According to (Chomsky, 1959, p. 57) “the fact that all normal children acquire essentially comparable grammars of great complexity with remarkable rapidity suggests that human beings are somehow specially designed to do this, with data-handling or 'hypothesis-formulating' ability of unknown character and complexity”. This led him to propose his theory of Universal Grammar (UG).

Universal Grammar indicates that people contain innate or biological grammatical categories, as noun category, verb category, which lead to the development of a language (Ramlakshmi, 2013). It is as if people are born with a language program ready to be discovered. Thus, children unconsciously know how to form a sentence according to this theory. Understanding this, Chomsky concluded that children's minds formulate hypothesis trying to discover for themselves how a language works, so their brains are not "blank slates" ready through repetition or imitation of the language they hear (Lightbown & Spada, 2006). Again, in this theory, the environment plays a key role in being the main source of information for children to formulate hypothesis.

### **1.5.2. CONSTRUCTIVISM**

Another relevant theory is Lev Vygotsky's social interactionist theory that claims that language learning is the result of social interactions with more knowledgeable peers, caregivers and, of course, the environment is primordial for the learning process. According to (Alharbi, 2023, p. 284), in 1977, Vygotsky indicated that there are two functions of the linguistic sign, indicative function, which "helps the child concentrate on the object", and symbolic function, which "allow them to gain insight into the abstract aspects of objects and learn to think in a conceptual way". Children build their own meanings because if their caregivers tell them "Dog" while pointing a friendly four-leg animal, they will create the concept of what a dog is for them.

Vygotsky emphasized that through communication, language is learned. Nevertheless, it is necessary to use two concepts to achieve that, the Zone of Proximal Development (ZPD) and scaffolding. ZPD is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1980, p. 86). To obtain the level of potential development is required the use of scaffolding, that is the process in which adults or more knowledgeable individuals control those elements of a task that are not achievable for the actual learners' capacity (Wood et al. 1976). In other words, it is the temporary help that adults provide children to learn. Later, that help will be removed, and children could develop the task that in the beginning was almost impossible to do on their own.

### **1.5.3. COGNITIVISM**

Cognitivism theory has many representants. Jean Piaget is probably the most relevant psychologist who studied the learning process of children. He, in his book called *Child's Conception of the World*, proposed that there are three stages that could explain how language is learned. At the first stage, children (at around 6) assume that thinking is with the mouth. At the second stage adult influence arises, so children (at around 8) have

understood that people think with the head, and finally, at the third stage, children (at 11-12) know that their thoughts do not materialize (Piaget, 1929). The first stage is paramount in language learning process because children try to put into words what they think and if they do not know the words, they try to invent them.

Cognitivism theory also explicates stages of language acquisition. (Safitri, 2020) describe that at pre-talking stage/cooing (0-6 months), babies only produce vowel-like sounds. At the babbling stage (6-8 months), babies produce a combination of consonants and vowels such as ma-ma, ba-ba. At the holophrastic stage (9-18 months), children speak single words that represent a sentence and can express emotional state. At the two-word stage (18-24 months), children start speaking two-word sentences with a relation between those words. In this stage, consonant sounds like j, p, b, d, t, m and n are produced. At the telegraphic stage (24-30 months), children begin to produce language as simple sentences. Lastly, at later multiword stage (+30 months), vocabulary is learned faster, and children speak with a communicative intent.

## **1.6.How children learn.**

### **1.6.1. Piaget**

Children are active learners and thinkers. (Piaget, 1970) Children construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration. Jean Piaget's learning theory holds that children are active learners who construct their knowledge through interaction with their environment. According to Piaget (1970), learning is not a passive process; instead, children actively engage in exploration and discovery, which allows them to develop their own cognitive structures. This constructivist approach implies that children not only absorb information, but also process, experiment, and modify it as they acquire new skills and understandings.

The educational implications of Piaget's theory are significant. Educators must create learning environments that encourage active exploration and discovery, allowing children to interact with materials and concepts in meaningful ways. In addition, it is crucial to tailor teachings to the child's level of cognitive development to facilitate effective learning. By understanding that children are active agents in their educational process, teachers can design experiences that not only transmit knowledge, but also stimulate innate curiosity and critical thinking (Piaget, 1970).

A central aspect of theory of Piaget is the process by which children acquire knowledge: assimilation and accommodation. Assimilation occurs when children integrate new information into their existing schemas without changing those schemas. For example, a child who has learned about dogs may see a cat for the first time and classify it as a type of dog due to superficial similarities. On the other hand, accommodation involves modifying existing schemas to incorporate new information

when it does not fit adequately. Continuing with the previous example, upon realizing that a cat has different characteristics than a dog, the child adjusts their mental schema to include a new category.

These processes are fundamental for learning because they enable children to adapt to new experiences and build more complex knowledge over time. Equilibration, another key concept in Piaget's theory, refers to the process by which children seek to maintain a balance between assimilation and accommodation. When faced with new experiences that challenge their existing schemas, they strive to resolve this discrepancy through cognitive adjustments.

### **1.6.2. Social Interaction as the basis for learning**

Lev Vygotsky (1962) proposes in his sociocultural theory that children's learning and cognitive development are profoundly influenced by social interaction. According to this approach, learning processes do not occur in isolation, but are the result of collaboration between the child and his or her social environment, composed of parents, teachers, peers, and other members of the community. These interactions allow children to access cultural tools, such as language, which play a crucial role in the construction of their thinking and knowledge.

A fundamental element of this theory is the zone of proximal development (ZDP), defined as the range of skills that a child can perform with the help of an adult or a more skilled peer, but is not yet capable of performing independently. According to Vygotsky (1962), the most effective learning occurs within this zone, as it represents the optimal point where external guidance fosters internal development. Therefore, educators and caregivers must play the role of mediators, providing adequate support to facilitate the child's progress toward autonomy.

In addition, Vygotsky highlights the importance of language as an essential mediating tool in learning. Language serves not only as a means of communication, but also as an instrument for organizing and regulating thought. Through verbal interactions, children internalize concepts and develop more complex cognitive structures. This internalization process occurs progressively, transforming shared social activities into individual skills and knowledge. In education, Vygotsky's theory highlights the relevance of creating collaborative learning environments, where students can interact and build knowledge together. Strategies such as group work, peer tutoring and active participation in shared projects reflect the principles of this theory. In this way, not only intellectual development is fostered, but also social and emotional skills that are essential for the integral growth of the child.

### **1.6.3. Scaffolding in Learning**

Jerome Bruner produced the idea of "scaffolding" in 1983 as a basic way to understand how kids learn best when adults help them. Bruner (1976) says that scaffolding is the help that an older adult or peer gives a child to do things that are too hard for them to do on their own. This help is especially important for the child's cognitive development because it lets them do complicated things with the help of an adult, which helps them become more independent in their learning.

Vygotsky also produced the idea that learning is best when it is done in the child's zone of proximal development. This is the basis for the scaffolding process. In this way, the adult not only helps but also sets an example, showing the child how to do things step by step and making sure that each intervention is right for the child's level of skill (Bruner, 1976). The adult slowly stops helping the child as they learn new skills and gain confidence, which helps the child become more independent.

Bruner's theory stresses how important social interaction is to be learning because kids do not learn in a vacuum; they learn in a social setting with adults and other kids. This method is different from traditional ones that only focus on sending information one way. Instead, it is based on working together and talking. Learning becomes an active, changing, and contextualized process in which both the child and the adult take part in this way.

### **1.7. Teaching English to very young learners**

In Ecuador, students start learning English at the age of five or six in public institutions, when they are in second grade of EGB. In private institutions this aspect can vary, but the point is that for teachers, the age of their students is the principal factor that they analyze before everything. Based on the age, teachers make decisions about what and how they are going to teach. This is because "people of different ages have different needs, competences and cognitive skills" (Harmer, 1983, p. 81). For example, children are more likely to learn a foreign language through games or kinesthetic activities, whereas adults would prefer to learn it making use of established structures and abstract thought.

Children who learn a new language at early age tend to have a facility with pronunciation that can be a problem for older people. The reason is that children go to school with skills and set of instincts that allow them to learn a second language. (Halliwell, 1992) advise that teachers should make the most of certain characteristics that children have, for example, children's ability to grasp meaning. They can understand what is said thanks to intonation, facial expressions, actions, etc., that helps them to build their own meaning trying to guess what those words, which they do not know, may mean. If only verbal instructions are used with children, they will not pay attention because only speaking information without gestures, actions, can be difficult

for them to understand, even in their mother tongue. “Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with” (Harmer, 1983, p. 82).

As children like to move and be active, Total Physical Response (TPR) is a great method to teach English to young learners. According (Asher, 1969), this method makes children to link language with physical movements. It does not exist translation, so children can remember some words by doing the movement. For example, if they have learned the meaning of eating by simulating that they have a plate and a spoon with their hands and carrying the spoon hand towards the mouth, every time they do that movement, they will remember that verb. Drilling is the key to this method.

Other aspect that maintains children active and eager to participate and learn is games, for (Halliwell, 1992) these are important “(...) not just because they are fun. It is partly because the fun element creates a desire to communicate and partly because games can create unpredictability. (Georgiou S. I., 2010) also refers to games as a way for children to participate without anxiety since all the learners are involved, adapting to the different learning styles children have. The main advantage of games is that they can be used at any time of the lesson to present vocabulary, practice, remember, evaluate, etc., and they also help to develop the four skills. Nonetheless, a disadvantage may be that the lesson could not achieve the designed objective because learners only focus on the part that has fun and they do not learn anything.

(Halliwell, 1992) also explains that children are creative at the moment of using language, no matter how limited this can be. They try to create words, concepts, etc., that helps them communicate what they want. For example, if we want to communicate something in a second language and do not know a word or a grammatical structure to say that we look for other way to say our message, say words from our first language but “we stretch our resources to the limit”. That is what children do while they learn a first or second language. Here is where Vygotsky’s zone of proximal development and scaffolding concepts play. As children cannot express what they want when they are learning a second language, teachers apply scaffolding to help them achieve the ZPD.

Young learners also contain a capacity for learning indirectly. (Halliwell, 1992) gives an example of how this may occur. Learners are asked to guess what phrase or word someone has in his/her mind, they are not paying attention to learn phrases, what they want is to guess, and indirectly, they learn. Unfortunately, (Harmer, 1983) says that children have a reduced time of attention, so they can easily get bored or distracted if some activities take much time or are not very encouraging. Therefore, “it is better to keep in mind that 5- and 10-minutes activities are best to engage them in learning” (Uysal & Yavuz, 2015, p. 20).

Variety in classroom is also a factor that influences young learners and avoids their boredom. According to (Scott & Ytreberg, 1991), there should be a variety of activities, organization, pace and voice to have an encouraging English class. For children, classes do not have to be monotonous, as they can imagine and have fun

easily, repeated activities may not have the desired objective. For example, (Moon J. , 2000) says that if learners build their own realia, visuals, it is more likely to be engaged and interested in what they do in the class, and at the same time, they become responsible for their materials. The variety is that the teacher does not share the ready materials, students create them, and while they are doing so, they will be thinking about what they are going to do with that material.

Another special characteristic that teachers must make the most of is their instinct for play and fun thanks to their incredible imagination. “It would be a great pity if we were so concerned to promote reality in the classroom that we forgot that reality for children includes imagination and fantasy” (Halliwell, 1992, p. 7). To achieve this, (Harmer, 1983) suggests that comprehending how students think and work, what their interests are crucial to motivate them. “Children are creative and want to be active, so it is better to make use of their imagination and energy in games, songs, drawing pictures or puzzle-like activities” (Uysal & Yavuz, 2015, p. 20). Pictures, stories, videos, etc., help to boost young learners’ language learning since they are in the pre-operational stage of intelligence proposed by Piaget’s theory of cognitive development.

(Slattery & Willis, 2001) states that other way to teach English to very young learners is using stories in the target language. (Pokrivčáková, 2020) supports this by saying that when children listen to stories, they can learn that a story has a beginning, middle and end, and there is always a problem to solve, imagine the description of characters, etc. “(...) when children are told a story in foreign language, they are able to get the gist and summarize it with the help of visuals in their first language” (Uysal & Yavuz, 2015, p. 20). Here can be applied the variety of voice mentioned previously to create suspense and more meaning to the story been told. Furthermore, teachers’ speaking skills need to be good since students tend to listen and imitate what they hear. So, speaking and listening are the most used skills in very young learners.

## **1.8.Speaking Activities**

Getting students to develop productive skills, speaking and writing, might be considered a challenge. Those skills require a wide understanding of vocabulary, grammar, pronunciation, etc., to be fluent. Regarding speaking, (AH, 2010, p. 13) says that “teaching speaking is the way of teacher gives instruction to students to express their emotions, communicative needs, interact to other person in any situation, and influence the others”, and fortunately, there are riveting activities that can motivate students to learn and reduce the fear that may exist at the moment of speaking.

(Cambridge, n/d) proposes plenty of activities that can be developed with young learners, for example:

**Animal mimes:** Once students have learned animal vocabulary, the teacher models the activity saying, “what animal am I?” and mime his/her chosen animal. When

students answer correctly, sat “Well done! it’s your turn”. Producing the animals’ sounds can add more fun to this activity. After teachers’ model, some students mime the animal that they want. This activity can be applied for other vocabulary that can be mimed such as professions, sports, etc.

**Draw it:** The class should be divided into groups. Each group chooses a member, and the teacher shows them a word that they know and can be drawn. These students draw the word on a notebook, board, etc., and their groups must try to guess what word is. The first group to guess wins a point and chooses another member to draw.

**Kim’s game:** the teacher displays 10 objects; these can be either flashcards or realia. Students must know the objects’ names in English. The teacher gives them 1 minute to look at the objects. After the minute, the teacher must hide the objects and remove one item, then she/he shows the students the objects but now asks, “What’s missing?” When the students answer the questions, this cycle repeats.

**Correct me:** The teacher shows a flashcard or realia and says a wrong sentence. For example, the flashcard shows three children, and the teacher says five children, so students must correct the mistake.

**Pass the toy:** In this activity, children should sit in a circle way. The teacher shows them a toy and asks “what’s this” and students should answer following the structure “it’s a...”, the teacher continues saying “here you are” and the student who receives the toy says “thank you”, then this student repeats this short dialogue with the student who is next to him/her. The teacher continues the process with more toys and waits until all the toys return to him/her (Fakepath, 2015).

**Invisible flashcards:** For this activity, the teacher sticks nine flashcards on the board and draws a grid around them. With a pointer or pen, the teacher and students drill nine words. Later, the teacher removes a card and points to the blank space to encourage the learner to say the word of the missing flashcard. Once all the flashcards have been removed, the teacher points to the blank spaces, and learners will be amazed that they can remember what flashcard was in those spaces by saying the words (Budden, n/d).

**Point or race to the flashcard:** Flashcards must be stuck around the class. Teachers say one of them, and learners point or race to it. Students can then give the instructions to the class. Instructions can be extended; for example, instead of only saying “apple,” some actions can be added, such as swim to the apple, jump to the apple, etc.

**Using songs:** Songs can be used for many reasons. For instance, to learn new vocabulary, to remember vocabulary that students already know, to have fun, etc. There are many songs for different topics that teachers can choose. “Songs also present opportunities for developing automaticity, which is the main cognitive reason for using

them in the classroom” (Megaulinawati, 2011).

**Prepared talks:** Students must prepare a talk about a chosen topic and speak it in front of the class. This means that language is not spontaneous, but it can make learners trust themselves because before presenting their talk, they have rehearsed or memorized it.

**Pair taping:** According to (Schneider, 1993), pair taping is an activity in which learners record themselves while they are speaking in pairs. The benefits can be several. For example, learners develop real fluency, get hours of extra practice and a record of how much they are progressing, and gain a sense of responsibility for their own progress; also, they enjoy recording themselves (Kluge & Taylor, 2000). Even though it is better to do this recording in pairs, it can be done alone as well. Children, for example, cannot speak fluently yet, but they can record themselves saying just words, vocabulary that they have learned, like colors, animals, etc., and they can then check how their pronunciation is getting better.

**Memory:** The teacher shows 5 objects to students in a minute; they must know the names of all the objects. Then, the teacher hides the objects, and the students have to say the names of the objects that they remember. The number of objects can vary; if five objects are not a challenge for the learners, then the teacher should add more objects. (Planet Spark, 2022). This activity can help teachers check some pronunciation mistakes and correct them.

**Hide and Direct:** Students work in pairs. One chooses an object and hides it, and the other will be blindfolded. The student who hid the object will give directions like “left,” “under,” and “above” to the students with the blindfold. Roles are exchanged after the object is found. (Planet Spark, 2022).

**Interviews:** According to (Kayi, 2006), interviews are popular in a language classroom because they help to create a relaxed and stress-free environment that leads students to use the target language more naturally. This can be adapted depending on the students’ level of the language. One activity can be to fill in blanks on a chart on a worksheet with students’ classmates’ names, answering questions like “Do you like the color pink?” so students write the name of the classmate who says that they do. After that, they share their findings with the class.

Before applying for any speaking activity, a teacher ought to know some characteristics that successful activities have. Firstly, learners must talk as much as possible in the designed time for the activity. Although this may be obvious, some teachers often take that time, making it a center-teacher activity that is not appropriate. Another characteristic is that all the members of the class must get an opportunity to speak, not only in a minority. Furthermore, learners are motivated to speak because they find interesting the activity that they are doing, and the last characteristic is that learners have to speak a language that is relevant for others since they can learn from each other (AH, 2010).

## 1.9. Promoting interaction in EFL classrooms

According to (Cambridge Dictionary, n/d), the verb “to interact” is “to communicate with or react to.” Vygotsky said that learning occurs through social interaction. So, interaction can be defined as a process of exchanging information between two or more individuals. In educational institutions, interaction in classrooms is pivotal, not only for English language learning but also for any other subject, such as social sciences, mathematics, etc. Furthermore, there is something called classroom interaction (CI). (Tsui, 2001, p. 120) claims that “classroom interaction refers to the interaction between the teacher and learners and amongst the learners in the classroom.” These two types of interaction are the basis for a good learning process.

CI in English language learning has a relevant role since knowledge can be constructed by having opportunities to receive and send information. Regarding foreign language skills, classroom interaction is what allows learners to develop them since it creates a positive atmosphere where students can practice and improve their skills successfully (Seddiki, 2022). Without classroom interaction, learning can occur too, for example, by reading a book or investigating, but it can be more complex if ideas and opinions are not shared with others.

Teacher – learner(s) interaction is explained by (Adaba, 2017), who says that teachers have to know that who really has to be the lesson center and who most has to speak is the learner. It does not mean that teachers do not have a role to play; what they are asked to do is to involve all the learners in the lesson by applying some strategies and reducing teachers’ time of speaking. (Harmer, 1998) also considers that teachers ought to focus on three aspects at the time they talk with the learners: the first is to choose an appropriate language that students can understand; second, teachers should carefully think about what they will say because they are a resource of input; and finally, they will select in which voice, intonation, and tone they will talk with the class.

On the contrary, during learner(s)–learner(s) interaction, “the learners may help each other to understand what the teacher or the textbook is saying, and they offer each other substantive and procedural information” (Fauzia, 2016, p. 102). Pair work or group activities are peerless to promote interaction among learners because learning in this way can be more interesting and motivating than with the teacher. However, (Seddiki, 2022) states that whatever type of classroom interaction is applied, teachers must control the interaction process to avoid noisy or out-of-control classes.

As learners are the main characters in a class, it is necessary to know the different interactional patterns proposed by (Good & Power, 1976). The first one is called Phantom Students, who are those who work steadily but prefer not to participate. The others are social students who love being involved in class even when their answers are not always right. Dependent students are those that require the teacher’s or others’ support to complete class tasks. Isolated students would rather work alone than do so with others, and finally, alienated students are often aggressive and unfriendly and do not like learning.

To promote interaction in EFL students, teachers have to know what the concept of interactional competence is. (Richards & Lockhart, 1996) defines it as rules that learners should follow at the time to participate in an appropriate way during lessons. This is with the aim of giving students equal opportunities to participate since there are always some students who like to participate more than others, and if a student does not want to participate, those active students will be ready to do it. It is what (Richards & Lockhart, 1996) also make reference to by indicating that even though teachers make the effort of involving all the learners, they will sometimes find it more challenging to interact with some students than others.

According to Gebhard (1998), quoted by (Seddiki, 2022) states that exist at least five aspects to consider so as to have classroom interactive: the first aspect is the time in which teachers are the center has to be reduced, the second one is that learners are unique, the third says that teachers should give students opportunities to express themselves, the fourth one suggest the use of negotiation of meaning among students and teacher-student and finally, learners have to have situations in which they can choose what, how and to whom they want to say.

Previously, the concept negotiation of meaning was used, but what exactly is it? Negotiation of meaning is a strategy that is used when learners do not understand something and they enter into a kind of explication of the part that is not clear, here learners are completely involved themselves in interaction (Al-Zahrani & Al-Bargi, 2017). This concept has been researched in many studies; for example, (Tsui, 2001) demonstrated that interaction between native speakers (NS) and non-native speakers (NNS) can have problems for the reason that NS speak some words that cannot be comprehensible to the NNS, so they start a negotiation of meaning where the NNS asks for repetition, clarification, etc., to fully understand.

Another strategy to promote interaction is questioning, “which has received much attention in both LI and L2 classroom studies” (Tsui, 2001, p. 122). Some teachers expect students to ask questions, but when it does not happen, the lesson becomes teacher-centered; thus, questions should be asked by teachers in order that teacher-student interaction occurs. Questions can elicit learner thinking and motivate her/him to immerse herself/himself in the classroom in a deeper way (Al-Zahrani & Al-Bargi, 2017). According to (Walsh, 2013) teachers can ask two types of questions depending on their purpose; they can be display or referential. Display questions are used to verify if learners have understood something; they are basically yes/no questions, whereas referential questions encourage deeper thinking to be answered. In short, this type of question is more open.

In CI cannot be missing feedback. It is widely known that feedback is used by teachers to help students recognize their mistakes, and even students can give them feedback. Makey (2007), quoted by (Seddiki, 2022) proposes two forms to give feedback, explicit and implicit. Explicit feedback is when a mistake is pointed out directly; for example, if a student says, “I love,” the teacher or the classmates tell him that it is not “loves” because verbs only add “s” to third-person pronouns. On the

contrary, implicit feedback occurs when a mistake is not pointed out; for instance, if a student says “churchs,” the teacher responds with “yes, churches.” In this way, the student will know that he/she made a mistake, but no one told him/her.

Think-Pair-Share (TPS) is an unavoidable way to promote interaction and that should be applied after every activity. For (Njemanze, Ononiwu, & Dozie, 2015), in TPS, a short period of time is used to apply it that requires either pair or group discussions. The aim is to get an agreement among themselves; for example, they did an activity that consisted in complete some blank spaces with the correct form of irregular verbs in past tense, during TPS they compare their answers and discuss why a student wrote “goed” when the correct answer is “went”, after discussing, they have to agree that the answer for that specific blank space is “went”.

Lessons without group works activities could not achieve the formulated objective, since a foreign language learning process need the most of opportunities to use the language as (Njemanze, Ononiwu, & Dozie, 2015) explained that “group work gives students the opportunity to learn from their classmates and exchange information, build teams and form cohesion”. Interaction can occur in whole-class group and pair-work, but (Fauzia, 2016) says that in group-work, there are more opinions than only in pair-work, could not exist conflicts because there are different points of view and it is more private rather than working as a whole class. Besides, during group-works, students develop their critical thinking, decision making skills and autonomy since they do not have to be told what to do by the teacher, only guided.

The use of communication games plays an important role to enhance interaction in EFL classrooms. (Adaba, 2017) suggests plenty of interesting activities such as role-plays, discussion activities, presentations and talks, identifying pictures (here, learner A has a set of pictures and learner B only one picture of that set, learner A has to ask questions in order to identify what picture learner B has), discovering sequences, missing features, identical pairs, differences with pictures, reconstructing story-sequence, dialogues, opinion-sharing activities, among others. The creativity of teachers is primordial to plan their lesson, choosing the best activities according their students’ needs and interests, with the objective of promoting interaction in classrooms.

### **1.10. Communicative Language Teaching (CLT)**

CLT is a way to encourage interactive language use. It can cover topics like the main goals of language teaching, how students learn a language, how teachers can help students learn a language, and the best activities to do in the classroom. This method also focuses on improving communication skills instead of mastering grammar. Students can interact with people in real-life situations when they can communicate well. It also helps to know when and how to use the language, like in a professional or casual chat, to keep the conversation going and understand what others are saying. Students were also able to tell the difference between different types of literature (Richards, 2005).

## **1.11. Cooperative Learning (CL)**

Johnson & Johnson (2013) say that cooperative learning is a way of teaching that encourages students to work together in small groups to help each other learn more. So, to solve problems, finish projects, or get the results they want, students will talk to each other in meaningful ways and use important strategies. It has a big effect on how well you do in school because it depends on your social skills. When students collaborate, a wide range of ideas, opinions, and points of view can influence and transform them. In this way, they can plan their learning and get and give feedback from teachers and other students. To use group-based strategies that will improve the teaching and learning process, teachers need to stay up-to-date and informed.

In cooperative learning, teachers must design learning activities and student social interactions such that students feel safe and at ease in the classroom. According to Li & Lam (2013), there are five principles that should be incorporated into a cooperative learning lesson:

- Positive interdependence
- Individual accountability
- Face-to-face promotive interaction
- Appropriate use of social, interpersonal, collaborative and small-group skills.
- Group processing

These main ideas make it easier for people to work together and make sure that cooperative learning is used, which leads to long-term success in the classroom. Positive interdependence is when everyone in the group works hard together. Personal responsibility is linked to how much effort you put in and how well you know the material you need to learn. Promotional interactions in person talk about how to help, encourage, and support each other to reach the group's goals. Communication, management, trust-building, practice, and problem-solving are all important parts of being able to use skills well. Finally, group processing is the act of defining both good and bad behaviors so that you can figure out what needs to be changed and how to do better in the future.

## **1.12. Theories of Cooperative Learning**

### **1.12.1. Cognitive-Developmental Theory**

Slavin (2012) asserts that information retained in memory is associated with previously acquired knowledge, indicating that the information has experienced cognitive

development or reconstruction. It works well when a student explains the material to someone else. After that, they work together, with one reading a text and the other listening. Then, they will give each other feedback, fix mistakes, help each other remember ideas, and make great work. This method is also called reciprocal instruction. When students work together with others or in groups, their grades get better. They build things so that they can learn in a meaningful way; they become explorers of their own knowledge.

### **1.12.2. Behavioral-Learning Theory**

Bandura and Skinner's research served as the foundation for this theory. Skinner posits that individuals emulate the actions of others, and when such behaviors are reinforced, additional groups will replicate them. So, when students see that there is a reward, they often copy what others do. This encourages and motivates them to take part in the learning process. Students also try to avoid getting in trouble by doing things that are good for their learning. So, cooperating means doing things that will lead to more rewards instead of more punishments (Johnson & Johnson, 2015). To make sure that students are learning and mastering different skills, teachers need to give students reasons to work together. In this case, you can use interactive tasks, debates, and conversations to help you speak better. Students will get better at speaking because they will help, support, encourage, and motivate each other. giving each other helpful feedback.

### ***1.13. Types of Cooperative Learning***

#### **1.13.1. Formal cooperative learning**

According to Cloud (2014) (p. 7), "Formal cooperative learning is a type of group work structured in assigned groups of three to four students in which the teacher has already analyzed and assessed individuals to create the most effective group based on social dynamics within the group." This could take a few days or weeks, depending on how hard the job is. It is very important that teachers know what each student's skills are so that they can give them all a fair chance to work together. Because of this, students will feel comfortable in every group and be able to talk to each other and share their opinions without fear.

#### **1.13.2. Informal cooperative learning**

According to Salim et al. (2019) (p. 47), "informal cooperative learning" is a short-term group or team that lasts from a few minutes to one class period. In this type of learning, groups of two to four students work together to answer questions from the lecturer. This type of group can only be together for one class period, not several days. During this phase, students do quick activities like jigsaw puzzles, peer teaching, and think-pair-share. This way, students can give each other feedback right away, and as they investigate the questions or points of view that the teacher may have, they will learn more.

### **1.12.1. Cooperative base groups**

Some cooperative base groups are meant to last for a whole semester or course. Lubbe (2015) says that "Cooperative base groups are long-term learning groups with a mix of people. "Helping each other with personal and schoolwork, making sure everyone is responsible for trying to learn, and making sure all members are making good academic progress" (pp. 41–42). These long-term groups have five to seven students in them. Students build strong relationships that can help them reach their common goals when they work together in the same groups on a regular basis and help each other with schoolwork. It also gets students to talk about the course material for tests, projects, and exams.

## **CHAPTER II: METHODOLOGY**

### **2.1. Description of the study area/ Study Group**

This study will be carried out at the Inmaculada Concepción Scholl which is characterized by being a school exclusively for girls and has an organized academic structure that meets the needs of different educational levels. In my research, the study group will consist of 50 kindergarten girls distributed across three sections: “A”, which will consist of 17 girls; “B”, which will also consist of 17 girls; and finally, “C”, which will consist of 16 girls. All the participants are within an appropriate age range of 4 years, the same girls who are correctly enrolled in the 2025-2026 academic period. Additionally, the curriculum established by the Educational Unit includes the teaching of English as a second foreign language (EFL). That is why this population is considered suitable for the study due to their stage of development and their exposure to English in the educational unit.

### **2.2. Research Approach / Type of Research**

This study will use a mixed methods approach. Toyon (2021) says that mixed methods of research integrate qualitative and quantitative data sequentially to achieve a broader understanding of a research problem. The purpose of applying this design is to obtain a broader and deeper perspective on the impact of oral expression activities on the learning of young very learners. On the other hand, quantitative data will be collected thru surveys to identify measurable trends and patterns, while qualitative data will be gathered thru interviews and in- class observations to better explore the experiences and strategies implemented when teaching the English class. Therefore, it is expected that the mixed methods design will facilitate more robust empirical tests on the effectiveness of oral expression activities for improving the language skills of young very learners

On the other hand, Sharma (2023) points out that a sequential explanatory design of mixed methods strengthens the research by ensuring that quantitative findings inform the qualitative phase. In this design, first all quantitative data is collected and analyzed, which causes the results to guide the development of the qualitative phase, which aims to explain and deepen the interpretation of what the numerical findings are. This strategy ensures that qualitative impressions are directly connected with the observed statistical trends, thus achieving validity and credibility of the study’s results. To conclude, the application of an explanatory sequential mixed methods design allows for a more solid and meaningful interpretation of how oral expression activities influence the development of English in very young learners.

## **2.3. Methods, techniques and instruments**

### **2.3.1. Methods**

- **Descriptive Method**

This research employed descriptive methods to systematically arrange, and presented data gathered from parents' surveys, teachers interviews and classroom observations. Best and Kahn (2016) assert that descriptive research focuses on delineating and interpreting existing phenomena without altering variables. In this study, this method enabled the research to discern patterns associated with students 'oral participation and motivation in English classes via graphical representation and systematic elucidation of the results.

- **Inductive Method**

The inductive methods were employed as the research commenced with the gathering of specific data and progressed towards more extensive generalization. Creswell (2018) states that inductive reasoning entails constructing patterns and categories from data to formulate general conclusions. This study utilized patterns discerned from surveys, interviews and classroom observations to enable the research to draw conclusions about the efficacy of speaking activities in the English language development of young learners.

- **Analytical Method**

We used the analytical method to look at and make sense of the data we got from the different research tools. According to Saunders (2019), analysis means taking apart complicated data to see how different parts fit together and come to useful conclusions. This study examined both quantitative and qualitative data to elucidate the impact of oral expressions activities on students' participation and English language learning outcomes.

### **2.3.2. Techniques and Instruments**

#### **➤ Interview**

We talked to the school's English teachers for this research, but we did not use a strict questionnaire or a cold recorder. Instead, we wanted a real conversation, the kind that happens when people trust each other. We wanted them to tell us from the heart about that magical and sometimes complicated moment when kids dare to speak in another language. We wanted to know what they do to encourage them, how they celebrate their first attempts, and what strategies have worked for them in their daily lives. So, we let changing the questions as we went along. As Demirci (2024) says, the most important thing in these meetings is not to stick to script, but to really connect with the person in front of us and make them feel safe enough to open. And it worked the teachers were honest and shared their happiness, doubts, and little victories that do not show up in books. This gave us a real and deeply human look at what it means to teach a language to young children.

#### **➤ Survey**

It was important to talk to the parents directly for this study because they know their kids best. They can notice things that teachers might not see, like if their kids come home happy after English class, if they enthusiastically repeat new words, or if they are encouraged to sing or say phrases in front of others. That is why a survey was chosen, not just to fill the study with numbers, but to really give families a chance to say what they see and feel about their kid's participation when they speak English. The questions were well written so that every parent could easily answer them and feel like what they said was important and would be taken seriously. D'Ancona (2025) correctly asserts that the survey remains an effective instrument in research, facilitating the acquisitions of genuine data for subsequent organizations and analysis. However, it is imperative to recognize that each response encapsulates a familial narrative, a learning child, and a context that warrants comprehensions. In this way, the data turned into graphs and statistics, but they also showed how everyday experiences, when looked at carefully, gave the study's results a more human and real meaning.

### ➤ Observation Protocol

It was deemed essential for this research to enter the classroom and directly and respectfully observe how children navigate the process of learning to articulate themselves in English. It was not just about using another tool; it was about being there in the space where real teaching happens to capture those moments that are hard to put into words in a survey or an interview. The objective was to document, with maximal objectivity, behaviors associated with oral participation, students' readiness to communicate, and interactions that occur spontaneously during the class, through a structured observation protocol. Being in the classroom allowed for the appreciation of details that deepen the understanding of the phenomenon of the expression of a child who hesitates before speaking but eventually finds the courage, the gesture of the teacher who patiently encourages, and the atmosphere of trust that lets students speak their minds without fear of making mistakes. Mertler (2022) posits that observation in educational settings enables the documentation of behaviors as they occur naturally, serving as a significant source of direct and contextualized information. The records acquired through observation in this study facilitated the juxtaposition and enhancement of data supplied by parents in the surveys and by teachers in the interviews. This triangulation exercise not only bolstered the validity of the findings but also facilitated the development of a more comprehensive and nuanced understanding of classroom reality, wherein each child navigates their own learning journey at their unique pace, progress, and challenges.

#### 2.4. Population and sample

The population in this research will be all the 50 EFL kindergarten students at Inmaculada Concepción school. Three grades belong to kindergarten students, as shown in Table 1:

**Table 1**

*Number of EFL kindergarten students at Inmaculada Concepción School.*

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<b>Inmaculada Concepción School</b>				
Kindergarten Students	Initial "A"	Initial "B"	Initial "C"	<b>TOTAL</b>
Number of Students	17	17	16	50

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Note: Information obtained from Inmaculada Concepción School page.

Furthermore, the total population of EFL teachers from La Inmaculada Concepción School was included in this research, as shown in Table 2.

**Table 2**

*Number of EFL teachers from Inmaculada Concepción*

Senior Section	Initial	TOTAL
Number of Teachers	6	6

Note: Information obtained from Inmaculada Concepción School page.

## 2.5. Procedures

For this research, a solid theoretical framework was first constructed from reliable academic sources, which allowed for a thorough understanding of the role of oral expression in children's English language learning. Then, a mixed approach was adopted that combined different perspectives on the same phenomenon. In the first phase, a survey was administered to the parents of students in sections A, B, and C of the La Inmaculada Concepción Educational Unit, in order to objectively identify how they perceived their children's participation and motivation to speak in English. The collected data were organized into graphs that facilitated their analysis.

In the second phase, the aim was to go beyond the numbers. In the second phase, the aim was to go beyond the numbers. Through semi-structured interviews with the English teachers of the institution, the strategies they employ in the classroom, the challenges they face, and their perception of student oral engagement were explored. Their voices provided a deeper and more contextualized understanding of educational reality.

Finally, direct observations were conducted in the classroom using a structured protocol, which allowed for the systematic recording of how children participate spontaneously, how they encourage each other, and how the teacher creates an environment that invites them to express themselves in another language. This observation allowed for a comparison between what parents and teachers said and what actually happens in class, enriching and validating the findings.

Thus, by integrating numbers, words, and lived experiences in the classroom, the research achieved a more complete and authentic understanding of how oral expression activities influence children's English learning

## **CHAPTER III: ANALYSIS AND DISCUSSION**

This chapter includes relevant information about teachers, parents and the teaching process itself. Data was collected through interviews, survey and observation protocol respectively. As for the teachers, there were six participants whose names were maintained in reserve in this study. Pseudonyms of common names in Ecuador were given instead of their names.

### **3.1. Results of teachers' interview**

#### **Question 1.- Could you describe a typical English class with your young learners?**

Based on what the participants said, most English lessons have a clear structure that consists of their following stages: warm-up, presentation and practice. All the teachers agreed that classes usually start with a warm-up activity to get students' attention and get them thinking about what they already know. These activities often include songs, games, or short interactive routines that are good for young learners. After this first step, new material is usually presented. This could be vocabulary, grammar, or communicative functions, depending on the goal of the lesson. Some teachers said they also used activating schema techniques to link what students already knew to what they were about to learn. Finally, everyone who took part said that the practice stage was especially important for reinforcing learning through repetition, interaction, and guided activities. Some teachers also suggested adding a production stage, where students are encouraged to use English more freely, which would help them talk to each other and build their confidence in speaking. It can be concluded that a typical English class with young very learners is made up of warm- up activities, practice and talking to each other to help them learn to speak English.

#### **Question 2.- What kind of activities do you usually use to encourage children to speak in English?**

From questions number two show that teachers mostly use games, songs, videos, puppets, and other fun ways to get young learners to talk to each other. Diana said that games, songs, videos, and puppets are often used to get kids to speak English. Fernando also

stressed that songs are a fun interactive way for kids to learn and get involved. Pablo said that asking questions is an effective way to get kids to talk, but he also said that it works better with kids of different ages and personalities. Clara said that younger kids really like to sing and dance because these activities let them move, express themselves, and learn in a natural way. She also said that kids might lose focus at times, though. Finally, Martín talked about how important gamification and competition-based activities are. He said that these kinds of activities motivate kids and get them to participate. In general, the results show that fun and interesting activities are very important for getting kids to want to learn English and speak it. To sum up Teachers motivate children to speak English thru games, songs, and interactive stories, turning learning into a fun and natural experience.

**Question 3.- Have you received any training or workshops specifically focused on promoting speaking in early childhood? How useful do you consider that training?**

In question number three all the teachers Diana, Fernando, Pablo, Clara Matilde and Martín said that they had not received any specific training or workshops on how to encourage speaking in early childhood education. This same answer shows a clear pattern there is a general lack of specialized training in ways to help young learners speak English better. Without specific training, teachers may not have as many ways to teach and may not be able to use structure speaking oriented techniques as well. Teachers may rely on their own experience or general knowledge of teaching, but the data shows that there is a need for professional development.

**Question 4.- In your experience, do students get enough opportunities to practice speaking compared to listening and vocabulary activities? Why or why not?**

In questions number four, most teachers agree that students do have chances to practice speaking, but these chances are limited by several things. Diana said that students still need to get over their fear and insecurity if they want to do well in speaking activities. Fernando said that students get to practice speaking class. Pablo said that students usually do better at speaking tasks than listening or vocabulary tasks. Clara said that speaking is one of the hardest skills to learn at first because students are still learning unfamiliar words and how to use them. Matilde said that for very young learners, speaking practice happens more through games, songs, and activities than through formal grammar lessons. Lastly, Martín said that there is not enough time in class to work on all the language skills. In general, the results show that there are chances to

speak, but they are affected by emotional factors, time limits, and the learners' level of development. In conclusion there are clear differences and similarities in how teachers see opportunities to practice speaking compared to listening and vocabulary activities.

**Question 5.- What multisensory or dynamic materials do you use in your class to promote oral interaction? How often do you use them?**

In question number five, teachers use visual, auditory, and fun tools to get kids to speak English. These resources are puppets, pictograms, storybooks, videos, flashcards, coloring sheets, songs, real objects, presentations, and slides. Teachers use interactive videos and picture-based activities the most to get kids to talk, especially in this case because direct questions do not collaborate with them. People also say that games that use play and riddles with real objects are important tools for helping kids learn unfamiliar words and speak. The results show that these multisensory materials are used in the classroom and are extremely helpful for helping kids speak English by helping them connect words with pictures, actions, and sounds. In conclusion I can say the frequent use of multisensory and dynamic materials to promote oral interaction in early childhood classrooms is clear in the teachers.

**Question 6.- What challenges do you face when implementing oral activities in large or highly active groups, and how do you handle them?**

In question number six, each teacher named specific problems they had when doing oral activities with big or very active groups. Diana said that one of the hardest things is working with students who come from different types of schools and have different levels of academic knowledge. Some students do not have a strong enough foundation in English, which makes it harder for them to participate. To fix this, she gives students extra classes to help them catch up with the rest of the group. Fernando said that students are often scared of making mistakes, especially when they must speak in front of people. He thinks that fear and shame are the biggest things that stop people from speaking up. Pablo said that things like presentations and other similar tasks can be hard because students must explain what they want to say based on the topic. He thinks that helping students plan what they are going to say, like by giving them an introduction or greeting, can make this easier. Clara stressed how important it is to include everyone. She said that not all students participate equally, so she makes groups of students who are all the same to encourage them to work together and make them feel more at ease when they talk. Matilde said that students can lose interest if the activities do not match

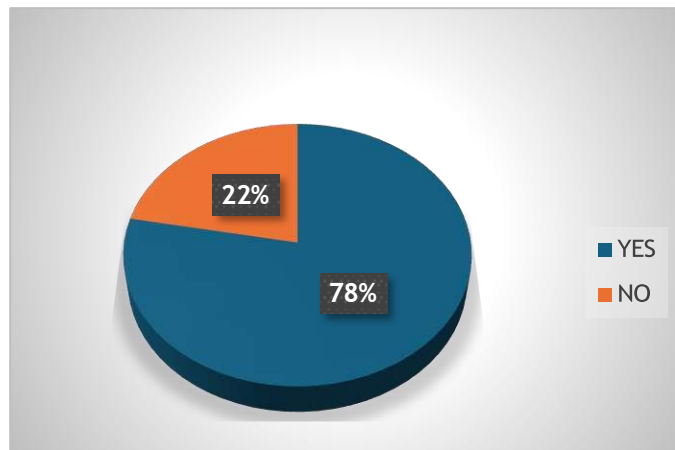
what they like. She uses topics related to reading so that students can talk about their thoughts and ideas in a more meaningful way. Finally, Martin said that students can lose focus during group activities because they get distracted. To deal with this, he makes clear rules and uses an evaluation rubric. The analysis shows that the main problems are fear of making mistakes, not being prepared, not enough participation, losing focus, and differences in students' levels. Teachers deal with these problems by using reinforcement, grouping strategies, clear structure, relevant topics, and ways to manage the classroom.

### 3..2. Results of parents' survey

**Question 1.-** Do you believe the activities motivate your child to participate actively?

**Figure 1**

*Parents' perception about children's participation during the class*



**Note:** The figure presents parents' perceptions about their children's active participation in English classes at La Inmaculada Concepción School.

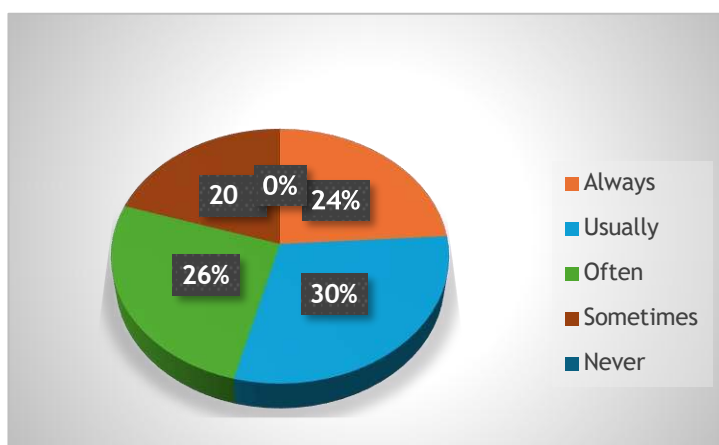
#### **Analysis**

Graph one shows the answers to the question about how parents feel about whether the activities make their kids want to be active in class. As shown in the graph, the percentage of parents who responded that their children are engaged in the class and that are motivated to participate is significantly higher than the percentage of parents who did not respond affirmatively. In fact, the difference triplicates the percentage in favor of the former in relation to the latter. It can be clearly noticed that the parents are satisfied with the level of participation of their children during the class.

**Question 2.-** Do you think child feels motivated and actively participates in the English class activities?

**Figure 2**

*Students' motivation in English class*



**Note:** The figure shows the distribution of parents' responses about their children's motivation and participation in English class activities at La Inmaculada Concepción School.

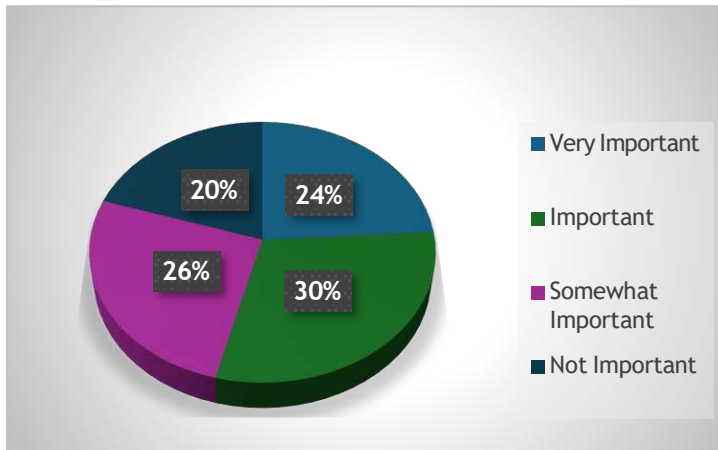
### **Analysis**

Graph two shows the answers to the question about how parents think their kids are motivated and involved in English class activities. The data showed that most parents think their kids are motivated and participate actively in class. The answers show that the options "usually" and "often" had the highest percentages. This means that students are often active during English lessons. Parents also said that their kids always take part in class activities. On the other hand, a smaller group of parents said that participation happens only sometimes, and none of the respondents chose the option never. This data indicates that, children exhibit a favorable degree of motivation and engagement in English class activities. But the fact that students participate from time to time shows that we need to keep working in ways to motivate all students to be active all the time.

**Question 3.-** Do you think English teachers should receive more training focused on promoting children’s speaking skills?

**Figure 3**

*Importance of teacher training for speaking skills*



**Note:** The figure displays parents’ perceptions of teacher training importance.

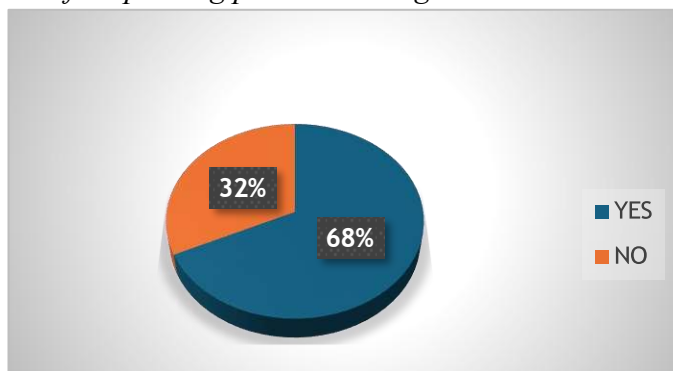
### **Analysis**

Graph three shows what parents thought about whether English teacher should get more training to help kids improve their speaking skills. The graph shows that the most common answer from parents was “Important”, which is the highest percentage. Also, many parents chose the positive categories, which shows that they agree with the idea of improving teacher preparation. This is because a smaller number of parents said that preparation was not needed. Nonetheless, the overall distribution of the responses indicates a distinct inclination towards professional development in this domain. These results do not show that parents know that training teachers can help kids get better at speaking English. In conclusion, it shows that parents want teachers to get professional training and to do a better job of teaching kids how to speak.

**Question 4.-** Do you believe your kids have enough opportunities to speak in English during class, in addition to listening and learning vocabulary?

**Figure 4**

*Opportunities for speaking practice in English classes.*



**Note:** The figure presents parents' views on speaking opportunities in English class.

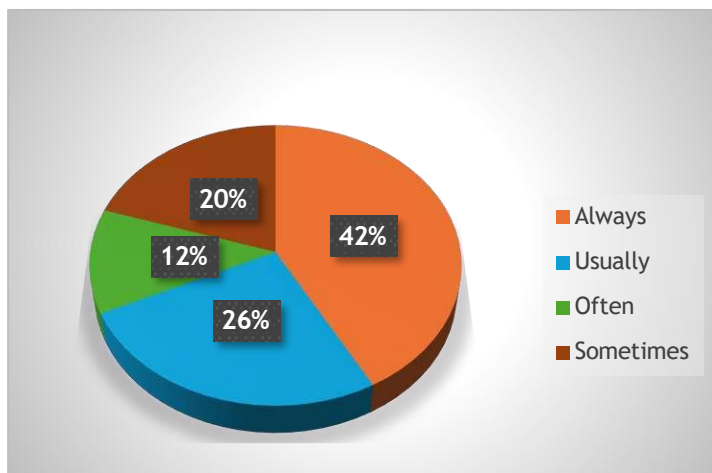
### **Analysis**

In addition to listening and learning vocabulary, graph four shows the answer to the question of whether children have enough chances to speak English in class. The graph shows that the highest percentage, 68%, corresponds to “Yes”. This means that most parents think their kids have enough chances to practice speaking. On the other hand, 32% said “No”, which is a large minority that thinks there may not be enough chances to speak. When looking at the overall trend, the answers show that most people have a positive view; however, the fact that almost a third of parents are unhappy suggests that speaking practice may not be done consistently for all students. Overall, most parents think that their kids have enough chances to speak, but the results also show that more work needs to be done to make sure that oral practice strategies are more inclusive and consistent.

**Question 5.-** Do you consider it is important for teachers to use visual materials, songs, or movement games when teaching English to children?

**Figure 5**

*Importance of using visual and movement-based activities in English classes.*



**Note:** The figure presents parents' views on visual and movement-based activities in English teaching.

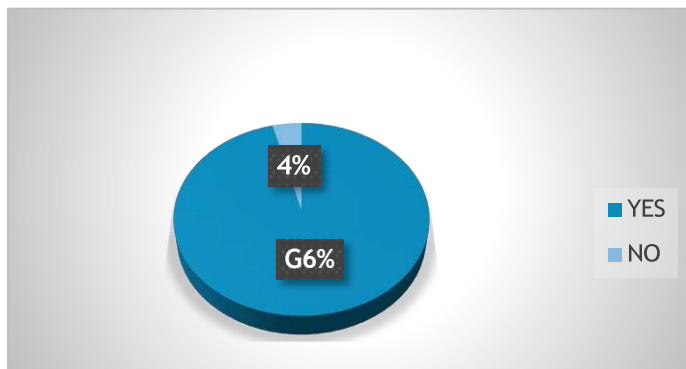
### **Analysis**

Graph five talks about how important it is to use visual materials, songs and movement games when teaching English to young children. The “Always” option is the most popular choice among parents, as shown in the graph. On the other hand, we can see that some parents chose the “Occasional” option. Overall, the results show that parents really value visual materials, songs and movement games because they know they are important for keeping kids interested unlearning English.

**Question 6.-** Do you think speaking English is as important as learning vocabulary?

**Figure 6**

*Importance of speaking English compared to vocabulary learning.*



**Note:** The figure presents parents' views on the importance of speaking English versus vocabulary learning.

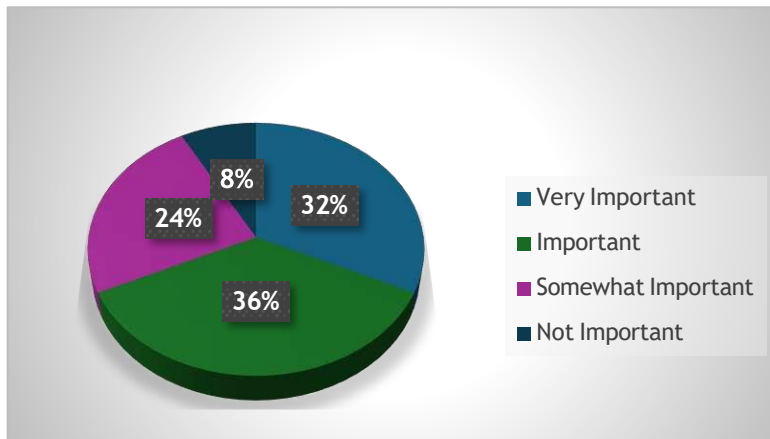
### **Analysis**

Graph six shows the answers to the question of whether learning vocabulary is as important as speaking English. The graph shows that most parents agreed that speaking is just as important as other parts of learning a language. A very small number of people said they disagreed. This clear distribution shows that parents see speaking not just as an extra skill, but as an important part of learning English. In general, The results show that parents understand helping their young learners improve their speaking skills is just as important as helping them learn new words for their overall language skills.

**Question 7.-** Do you think the size of the group affects how much your child can practice speaking English in class?

**Figure 7**

*Influence of group size on children 's speaking practice*



**Note:** The figure presents parents' views on the influence of group size on speaking practice in English class.

### **Analysis**

Graph seven shows the answers to the question of whether the size of the group influences how much kids can practice speaking English in class. The graph shows that the highest percentage is "Important", which means that this is the option that most parents agree with. Most of the responses are in the categories that acknowledge the effect of group size, while only a small number of responses say it is not important. This distribution shows that most parents think that the number of students in a classroom has a big effect on how much kids can practice speaking. Overall, the results show that people clearly think that the size of the group is an important factor that can affect how much students speak and participate in English lessons.

### 3.3. Results of observation protocol

**Table 3**

*Class Number One*

TIME	INTERACTION	SKILL	RESOURCE	CLASSROOM MANAGEMENT
0-2	HI	L, S	V, D	NC
2-4	HI	L	V, A, K	ID
4-6	HI	L, S	T	CB
6-8	LI	L, S	K, V	NC
8-10	HI	L, S	T, V	ID
10-12	HI	L, S	T	PR
12-14	HI	L	T	SR
14-16	MI	S	T	NC
16-18	HI	S	A	NC
18-20	HI	L	V	TR
20-22	MI	L	T	D
22-24	LI	S	T	MB

Note: Own elaboration. Source: observation sheet: September 2025

**Table 4**

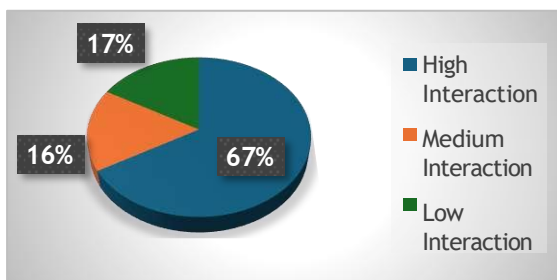
*Interaction*

Interaction Level	Frequency
High Interaction	8
Medium Interaction	2
Low Interaction	2

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 8**

*Interaction Level*



Note: Own elaboration. Source: observation sheet: September 2025

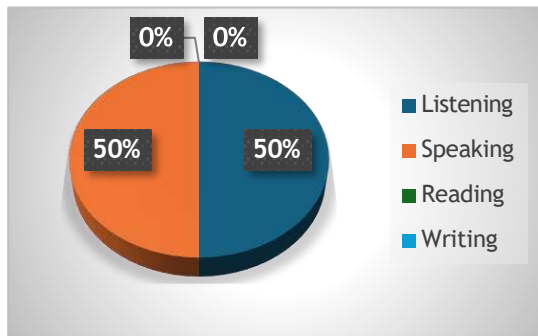
**Table 5**  
*Skills*

Skill	Frequency
Listening	6
Speaking	6
Reading	0
Writing	0

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 9**

*Skills*



Note: Own elaboration. Source: observation sheet: September 2025

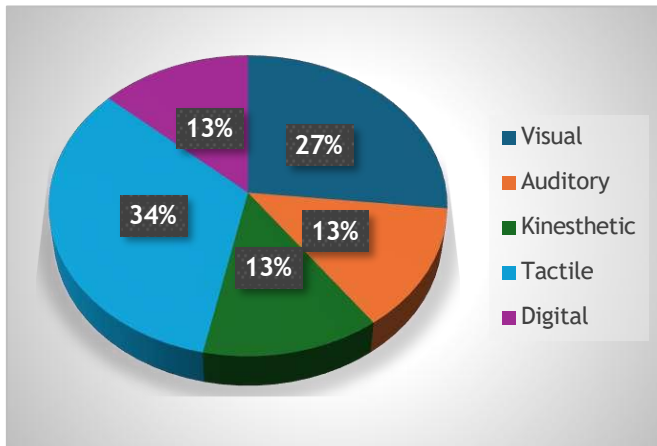
**Table 6**  
*Resources*

Resources	Frequency
Visual	4
Auditory	2
Kinesthetic	2
Tactile	5
Digital	2

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 10**

*Resources*



Note: Own elaboration. Source: observation sheet: September 2025

**Table 7**

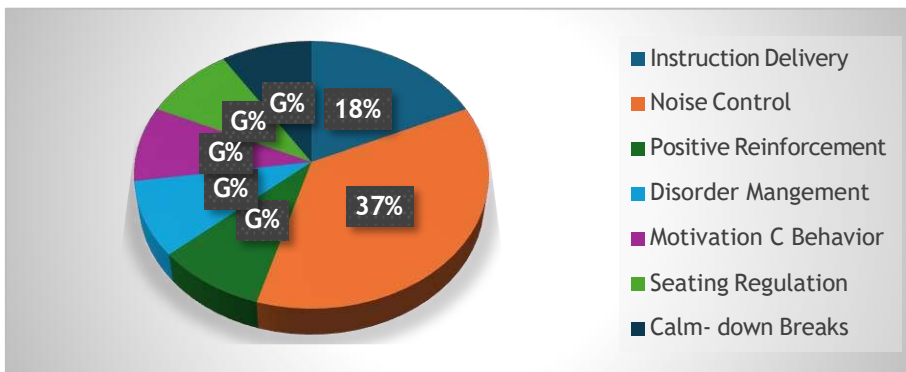
*Classroom Management*

Strategy	Frequency
Instruction Delivery	2
Noise Control	4
Positive Reinforcement	1
Disorder Management	1
Motivation & Behavior	1
Seating Regulation	1
Calm- down Breaks	1

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 11**

*Classroom Management*



Note: Own elaboration. Source: observation sheet: September 2025

## **ANALYSIS CLASS ONE**

The results from Class number one show that high interaction was the most common level, which means that the students were actively participating in the English lessons, The class mostly listened and speaking and not reading or writing. This shows that oral communication is important for young children. Most of the time, visual and tactile resources were used, along with auditory, kinesthetic, and digital materials. This shows that the teacher used a multisensory approach. The main focused of classroom management was on giving clear instructions and keeping the noise down. This made the classroom a well- organized place that encouraged students to participate and talk.

**Table 8**

*Class Number Two*

TIME	INTERACTION	SKILL	RESOURCE	CLASSROOM MANAGEMENT
0-2	LI	S	V	ID
2-4	MI	S	V	UT
4-6	HI	S	D	CB
6-8	HI	S	A	NC
8-10	HI	S	T, R	ID, NC
10-12	LI	L, S	T	UT
12-14	LI	P, W	T	SR
14-16	HI	W	T	NC
16-18	HI	P	T	NC
18-20	HI	W	T	CB
20-22	HI	W	R	ID
22-24	MI	W	R	U

Note: Own elaboration. Source: observation sheet: September 2025

**Table 9**

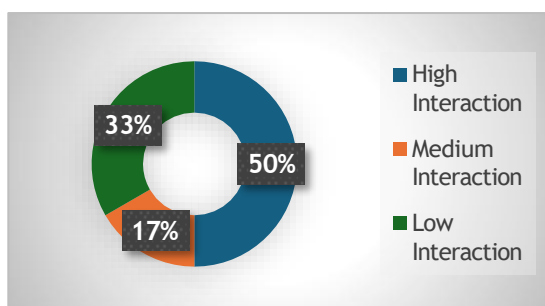
*Interaction*

Interaction Level	Frequency
High Interaction	6
Medium Interaction	2
Low Interaction	4

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 12**

*Interaction*



Note: Own elaboration. Source: observation sheet: September 2025

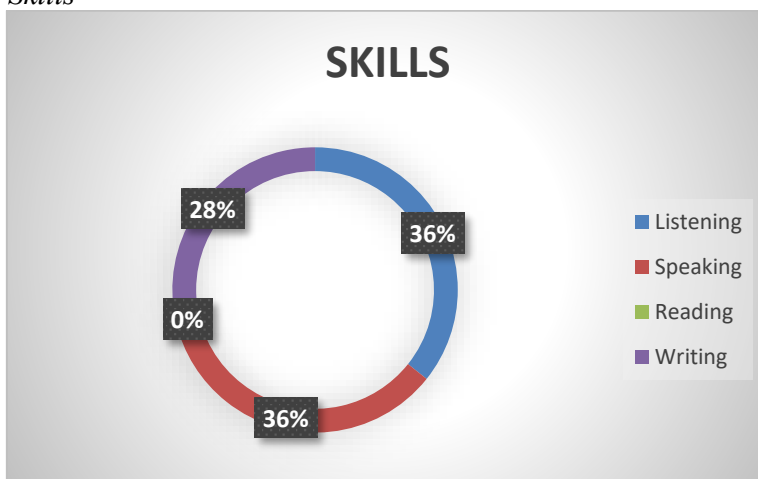
**Table 10**  
*Skills*

Skill	Frequency
Listening	6
Speaking	6
Reading	0
Writing	5

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 13**

*Skills*



Note: Own elaboration. Source: observation sheet: September 2025

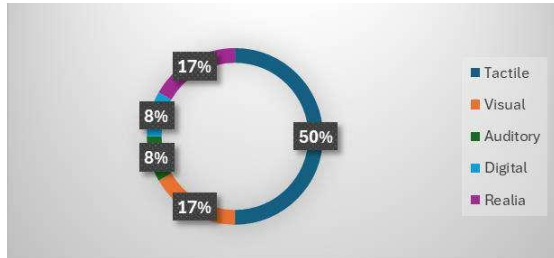
**Table 11**  
*Resources*

Resources	Frequency
Visual	2
Auditory	1
Realia	2
Tactile	6
Digital	1

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 14**

*Resources*



Note: Own elaboration. Source: observation sheet: September 2025

**Table 12**

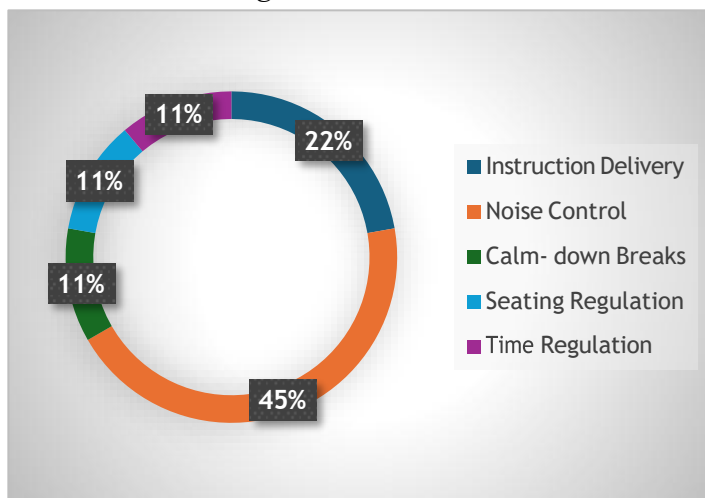
*Classroom Management*

Strategy	Frequency
Instruction Delivery	2
Noise Control	4
Calm- down Breaks	1
Seating Regulation	1
Time Regulation	1

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 15**

*Classroom Management*



Note: Own elaboration. Source: observation sheet: September 2025

## **ANALYSIS CLASS TWO**

The class two results show that high interaction was the most common level, but medium and low interaction were also there. This means that students were participant in diverse ways at various times. The lesson was mostly about listening, writing and speaking, with less emphasis on reading. This shows that it was an oral- based approach that worked well for young learners. Tactile materials were the most common resources used, along with visual, auditory, digital, and realia resources. This shows that the learning environment was multisensory. The most common classroom management strategy was noise control. This was followed by instruction delivery and time regulation. This shows that the teacher was trying to keep order and structure while also making it easier for students to talk to each other.

**Table 13**

*Class Number Three*

Time	Interaction	Skill	Resource	Classroom Management
0–2	LI	L, S	V, D	NC
2–4	HI	S	V	ID
4–6	MI	S	V	SR
6–8	HI	S	D	CB
8–10	HI	S	A	NC
10–12	LI	S	T, R	ID, NC
12–14	LI	S	T	UT
14–16	LI	W	T	SR
16–18	HI	W	T	ID
18–20	HI	W	T	NC
20–22	LI	W	T	NC
22–24	LI	W	A	MB

Note: Own elaboration. Source: observation sheet: September 2025

**Table 14**

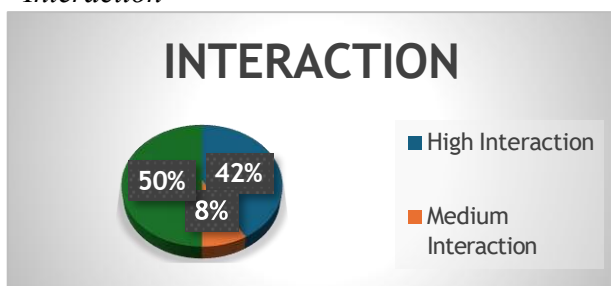
*Interaction*

INTERACTION	
Interaction Level	Frequency
High Interaction	5
Medium Interaction	1
Low Interaction	6

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 16**

*Interaction*



Note: Own elaboration. Source: observation sheet: September 2025

**Table 15**

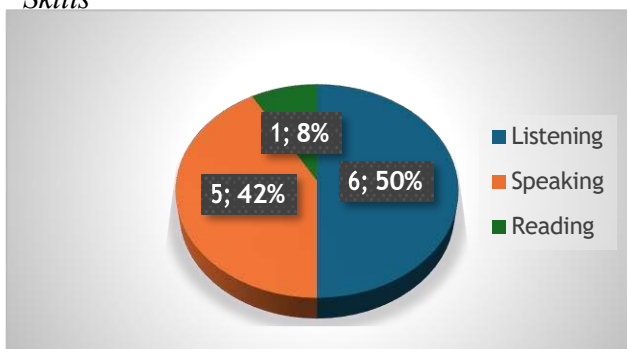
*Skills*

Skill	Frequency
Listening	6
Speaking	5
Reading	0
Writing	0

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 17**

*Skills*



Note: Own elaboration. Source: observation sheet: September 2025

**Table 16**

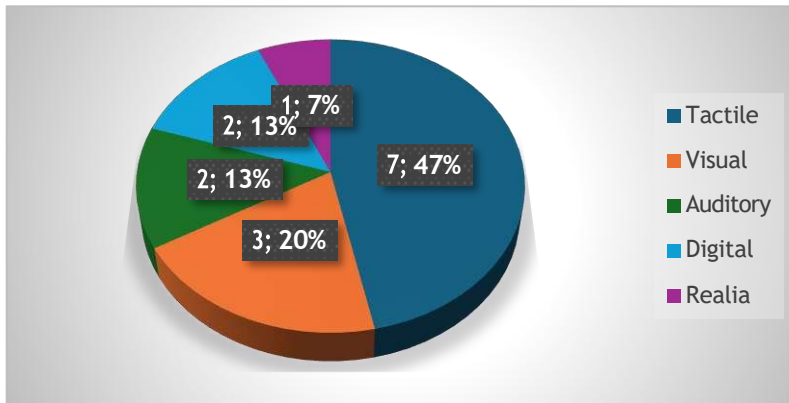
*Resources*

Resources	Frequency
Tactile	6
Visual	3
Auditory	2
Digital	1
Realia	1

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 18**

*Resources*



Note: Own elaboration. Source: observation sheet: September 2025

**Table 17**

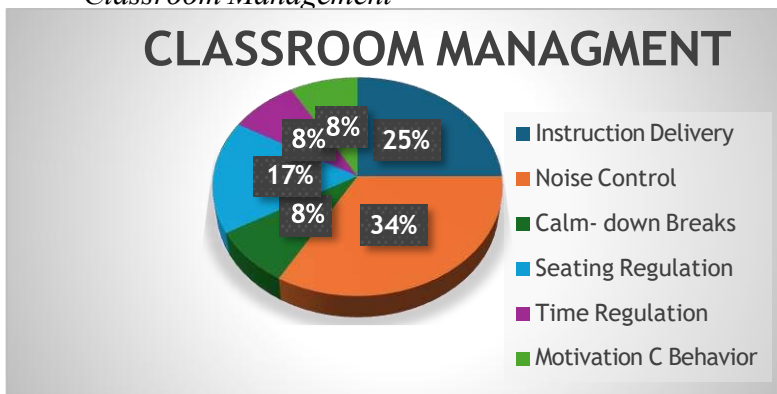
*Classroom Management*

Strategy	Frequency
Instruction Delivery	3
Noise Control	4
Calm- down Breaks	1
Seating Regulation	2
Time Regulation	1
Motivation & Behavior	1

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 19**

*Classroom Management*



Note: Own elaboration. Source: observation sheet: September 2025

### **ANALYSIS CLASS THREE**

The results from class three show that low interaction happened a little more often than high interaction. This suggests that students participated in the lesson at various times, with sometimes being continually active and others being less so. The class focused mostly on listening and speaking, with little reading and no writing. This is in line with an oral- focused approach for young learners. In terms of resources, tactile materials were the most common, followed by visual, auditory, digital, and realia resources. This shows that there is a strong multisensory teaching.

**Table 18***Class Number Four*

<b>Time</b>	<b>Interaction</b>	<b>Skill</b>	<b>Resource</b>	<b>Classroom Management</b>
0–2	HI	L, S	D	ID
2–4	HI	L	A, V, D	NC, R
4–6	HI	L	V, T	ID, NC
6–8	LI	S	V, A	ID, NC
8–10	LI	L, S	V	UT
10–12	LI	L, S	D	NC
12–14	LI	L, S	D	ID, NC
14–16	HI	S	A	NC

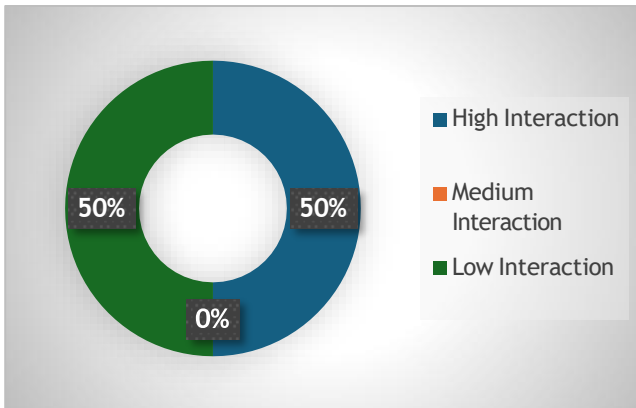
**Note:** Own elaboration. Source: observation sheet: September 2025**Table 19***Interaction*

<b>Interaction Level</b>	<b>Frequency</b>
High Interaction	4
Medium Interaction	0
Low Interaction	4

**Note:** Own elaboration. Source: observation sheet: September 2025

**Figure 20**

*Interaction*



Note: Own elaboration. Source: observation sheet: September 2025

**Table 20**

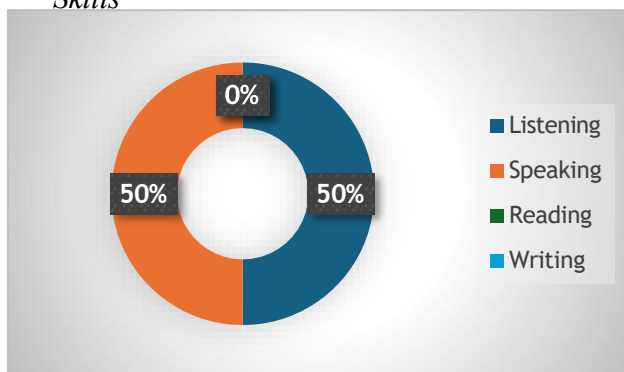
*Skills*

Skill	Frequency
Listening	5
Speaking	5
Reading	0
Writing	0

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 21**

*Skills*



Note: Own elaboration. Source: observation sheet: September 2025

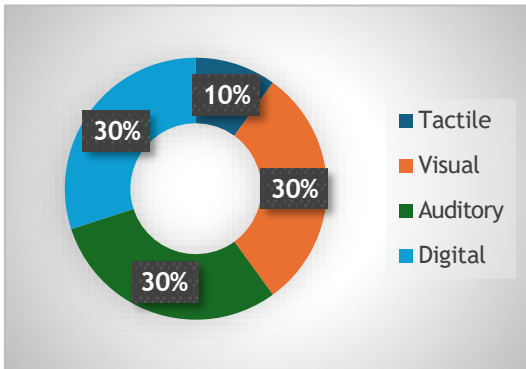
**Table 2**  
*Resources*

Resources	Frequency
Tactile	1
Visual	3
Auditory	3
Digital	3

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 22**

*Resources*



Note: Own elaboration. Source: observation sheet: September 2025

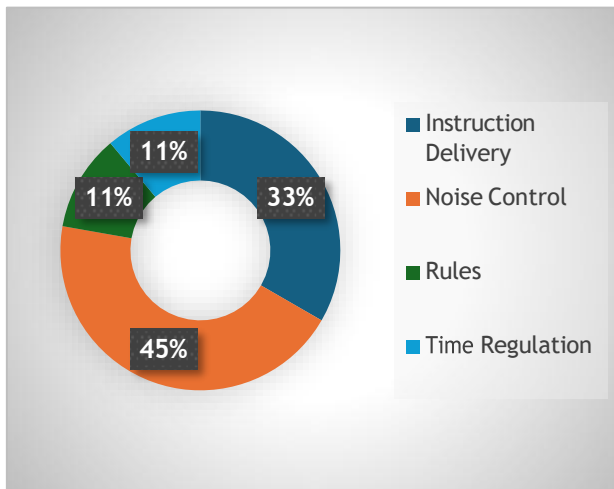
**Table 22**  
*Classroom Management*

Strategy	Frequency
Instruction Delivery	3
Noise Control	4
Rules	1
Time Regulation	1

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 23**

*Classroom Management*



Note: Own elaboration. Source: observation sheet: September 2025

#### **ANALYSIS CLASS FOUR**

The analysis of Class four shows a balanced distribution between high and low interaction. This means that sometimes encouraged students to be more involved, while others showed less involvement. The lesson focused equally on listening and speaking, with no reading or writing activities. This is good for encouraging oral interaction in young children. When it came to resources, of the time, visual, auditory, and digital material used. This suggests that the focus was on using multiple senses to help students understand and stay interested. When it came to managing the classroom, noise control was the most common strategy, followed by instruction delivery. This shows that the teacher needs to keep students focused during oral activities while also keeping an eye on their behavior.

**Table 23**

*Class Number Five*

Time	Interaction	Skill	Resource	Classroom Management
0–2	LI	S	V	ID
2–4	MI	S	V	UT
4–6	HI	S	D	CB
6–8	HI	S	A	NC
8–10	HI	L	T, R	ID, NC
10–12	LI	L	T, R, V	UT
12–14	LI	S	T, R, V	SR
14–16	HI	W	T	NC
16–18	HI	L	T	NC
18–20	HI	W	V	CB
20–22	HI	W	R	ID
22–24	MI	W	R	UT

Note: Own elaboration. Source: observation sheet: September 2025

**Table 24**

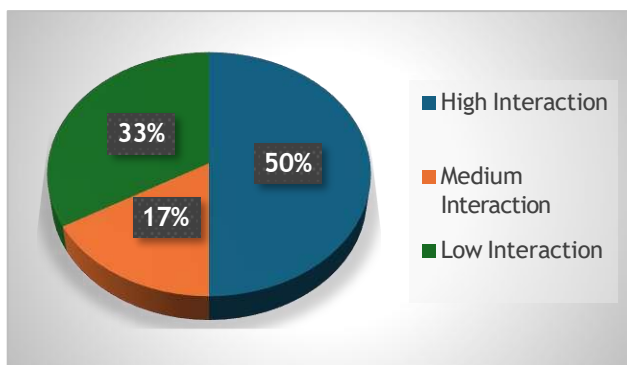
*Interaction*

Interaction Level	Frequency
High Interaction	6
Medium Interaction	2
Low Interaction	4

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 24**

*Interaction*



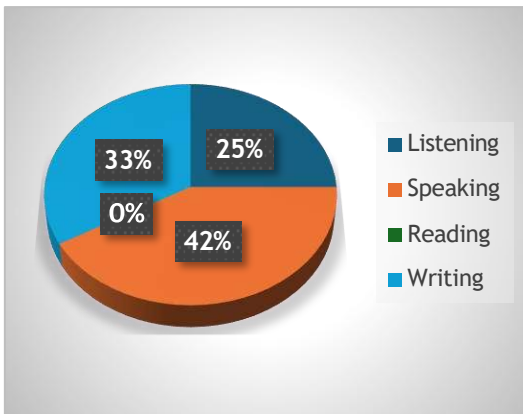
Note: Own elaboration. Source: observation sheet: September 2025

**Table 25**  
*Skills*

Skill	Frequency
Listening	3
Speaking	5
Reading	0
Writing	4

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 25**  
*Skills*



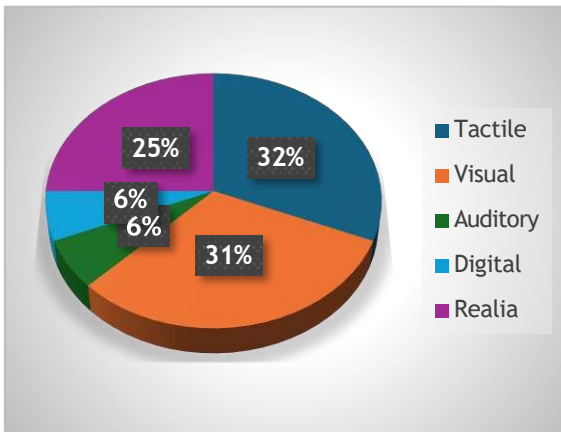
Note: Own elaboration. Source: observation sheet: September 2025

**Table 26**  
*Resources*

Resources	Frequency
Tactile	5
Visual	5
Auditory	1
Digital	1
Realia	4

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 26**  
*Resources*



Note: Own elaboration. Source: observation sheet: September 2025

**Table 27**

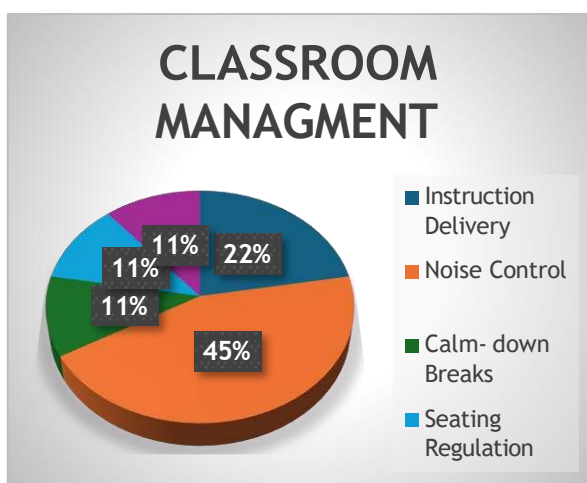
*Classroom Management*

Strategy	Frequency
Instruction Delivery	2
Noise Control	4
Calm- down Breaks	1
Seating Regulation	1
Time Regulation	1

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 27**

*Classroom Management*



Note: Own elaboration. Source: observation sheet: September 2025

## **ANALYSIS CLASS FIVE**

The analysis class five shows that lessons encouraged students to be active, even though there were sometimes when they were not very interactive. Speaking was the most practiced language skill, followed by writing and listening. Reading not practiced, which suggests that there was stronger focus on speaking and writing as they were starting to learn. When it came to resources, tactile and visual materials were the most popular. This shows how important it is to have hands--on and visual support to get people interested and help them understand. When it came to meaning the classroom, the most common strategy was noise control, followed by instruction delivery. This shows how important it is to keep things in order and control behavior during interactive speaking activities.

**Table 28**

*Class Number Six*

Time	Interaction	Skill	Resource	Classroom Management
0-2	HI	L, S	V, D	NC
2-4	HI	L	V, A, K	ID
4-6	HI	L, S	T	CB
6-8	LI	L, S	K, V	NC
8-10	HI	L, S	T, V	ID
10-12	HI	L, S	T	PR
12-14	HI	L	T	SR
14-16	MI	S	T	NC
16-18	HI	W	A	NC
18-20	HI	W	V	D
20-22	MI	W	T	TR
22-24	LI	W	T	MB

Note: Own elaboration. Source: observation sheet: September 2025

**Table 29**

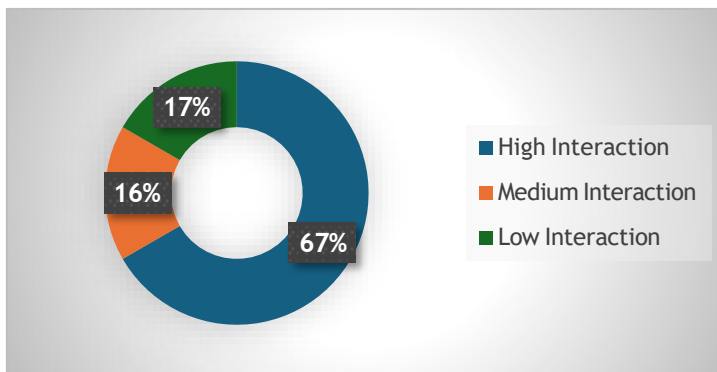
*Interaction*

Interaction Level	Frequency
High Interaction	8
Medium Interaction	2
Low Interaction	2

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 28**

*Interaction*



Note: Own elaboration. Source: observation sheet: September 2025

**Table 30**

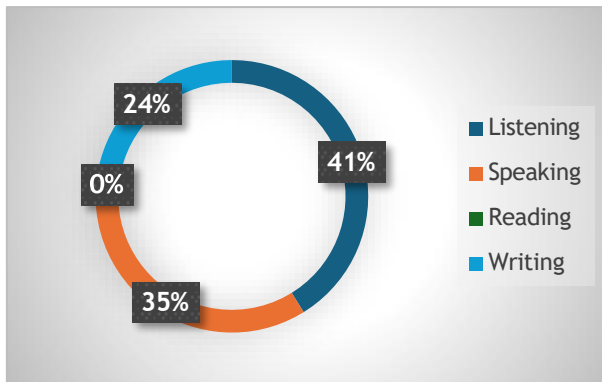
*Skills*

Skill	Frequency
Listening	7
Speaking	6
Reading	0
Writing	4

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 29**

*Skills*



Note: Own elaboration. Source: observation sheet: September 2025

**Table 31**

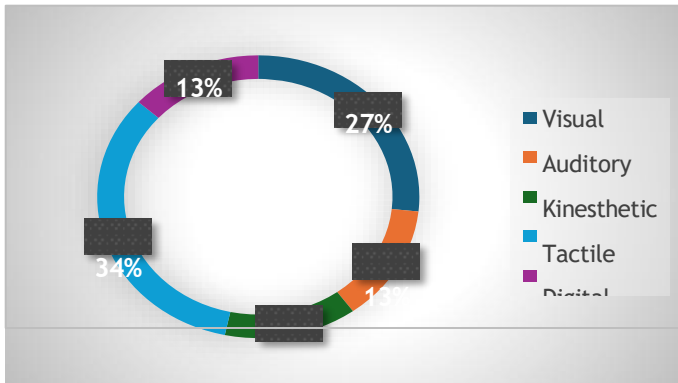
*Resources*

Resources	Frequency
Visual	4
Auditory	2
Kinesthetic	2
Tactile	5
Digital	2

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 30**

*Resources*



Note: Own elaboration. Source: observation sheet: September 2025

**Table 32**

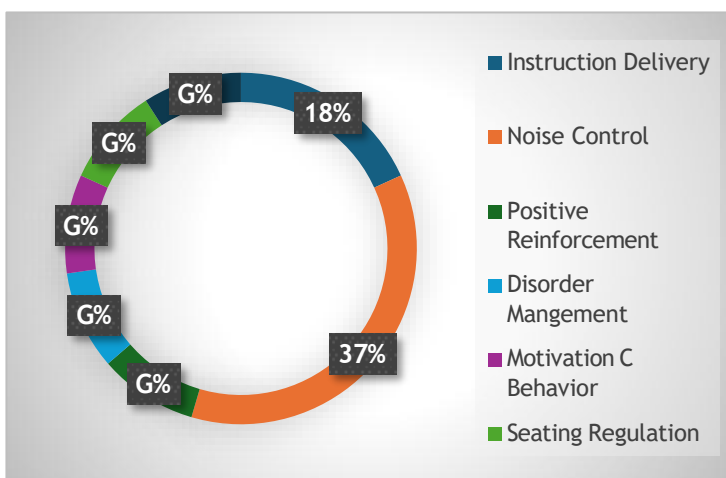
*Classroom Management*

Strategy	Frequency
Instruction Delivery	2
Noise Control	4
Positive Reinforcement	1
Disorder Mangement	1
Motivation & Behavior	1
Seating Regulation	1
Calm- down Breaks	1

Note: Own elaboration. Source: observation sheet: September 2025

**Figure 31**

*Classroom Management*



Note: Own elaboration. Source: observation sheet: September 2025

## **ANALYSIS CLASS SIX**

The analysis of Class six shows that there was high interaction, which means that m of the students participated in the lesson of the time. There were only times of medium and low interaction. Listening was the most common language skill practiced, followed by speaking and writing. Reading not observed, which suggests that the focus is on understanding and producing spoken language. When it came to resources, visual and tactile materials used the most, followed by auditory, kinesthetic, and digital materials. This shows that a multisensory approach used to help students learn. Noise control was the most common strategy for managing the classroom, followed by instruction delivery. This shows that it is important to keep order and focus during interactive speaking activities

### 3.4. Discussion

The results of this study indicate that merely conducting speaking activities in class is insufficient, the manner of execution and the surrounding environment are essential. Parents think their kids are motivated, but watching the classes showed that participation levels are very different among the kids. Some students get motivated quickly, while others need the teacher to come closer and say something nice. There are also students who would rather not say anything even if they know answer. Mercer and Dörnyei (2021) say that motivation is not a fixed trait of students. Instead, it is activated when the child feels safe, when the activity interests them, and when there are real chances to interact without fear of making mistakes. In other words, oral participation does not just depend on the child; it also depends on what the teacher does every day to make the classroom a good place to learn. If a child say they are motivated at home, they may lose interest in school if they feel their efforts are not appreciated. On the other hand, a shy child can do well when they find the right confidence and support. So, instead of looking for motivated kids, the goal is to make it possible for each one to become motivated on their own.

The interviews conducted with the teachers internalize this interpretation by being able to identify structural and affective barriers, which limit oral production. These results align with contemporary perspectives that show that anxiety and fear of negative evaluation directly reduce the willingness to communicate in another language. (Lee and Lee, 2022). On the other hand, the use of scaffolding strategies, structured routines, and grouping techniques by teachers in the classroom becomes very essential. These strategies help reduce affective barriers and foster communicative confidence. In this sense, it can be said that oral expression improves not only thru repetition but also thru guided interactions.

On the other hand, the strong support expressed by parents for teachers to develop professionally reaffirms that effective teaching of oral expression requires methodological preparation. It has been testified to the importance of teacher development, which particularly influences the pedagogical beliefs of teachers and their practice when delivering their classes in the classroom. (Ha & Murray, 2021). The focus

on visual materials, songs, and movement-based activities reflects what research describes as multisensory learning environments, which are particularly effective in early childhood EFL settings because they enhance attention, memory retention, and spontaneous language use.

In conclusion, classroom observations validate and contextualize both parental perceptions and the teacher’s response. There are many times when students can talk in class, but the way the students are grouped makes it hard for them to participate actively, which cuts down on the time they can talk Ertesvåg, (2021). In general, the study shows that to get very young learners EFL students to speak more, they need to be grouped with emotional support, structured interaction, and better teacher training. It can be asserted that in the absence of these components, oral expressions activities may manifest in various forms; however, the challenge lies in the inability to attain their maximum pedagogical efficacy.

### 3.4 Impact Analysis

The impact levels were determined based on the analysis of the collected data, expert pedagogical criteria, and the projected outcomes of the proposed speaking activities.

**Table 33**

*Educational Impact*

	Impact Level	-3	-2	-1	0	1	2	3
Indicator								
Student academic level							X	
Student speaking level								X
Student critical thinking								X
Student performance level								X
Teacher performance level							X	
Material methodology								X
Student performance in groups								X
Total							4	15

Note: This table shows the educational impact of the proposal.

$$\Sigma = 19$$

$$\text{Educational impact level} = \frac{\Sigma}{\text{Number of educators}}$$

$$NI = \frac{19}{7} = 2,7$$

*Educational Impact Level = Highly Positive*

### **Analysis**

The proposed speaking activities are thought to have a positive effect on students' academic level because they offer structured guidance that helps them learn in a meaningful way. Students are encouraged to take part in interactive tasks, which helps them do better in English as a Foreign Language overall. The proposal is expected to have a big effect on the students' speaking level because it is directly aimed at improving their ability to speak. The activities were made to help students become better at communicating by using guided interaction, visual aids, and group learning strategies. Because of this, students should feel more confident and willing to speak up in class.

The critical thinking of the girls also shows a positive scope, because the proposal promotes opportunities where young students can learn through didactic activities such as coloring and placing paper balls, as well as games and songs so that the children can interact more. These communicative situations encourage reflection and the learning of a new language, thus contributing to deeper learning. With this proposal, it is expected that the children's performance level will improve significantly as it emphasizes oral expression and integrates structured activities that promote participation.

Regarding the teacher's performance level, the impact is positive because the proposal provides methodological support and clear strategies that help educators manage speaking activities effectively. The structured design of the material facilitates classroom organization and promotes better instructional practices.

Finally, the material methodology and students' performance in groups are predicted to have a strong positive impact. The use of visual resources, songs,

movement-based activities, and cooperative learning structures creates a dynamic learning environment that enhances interaction, motivation, and collaborative participation.

**Table 34**  
*Educational Impact*

	Impact Level	-3	-2	-1	0	1	2	3
Indicator								
Student academic level							X	
Student speaking level								X
Student critical thinking								X
Student performance level								X
Teacher performance level							X	
Material methodology								X
Student performance in groups								X
Total							4	15

Note: This table shows the educational impact of the proposal.

$$\Sigma = 19$$

$$\Sigma \text{ Educational impact level} = \text{Number of educators}$$

Educational Impact Level = Highly Positive

### Analysis

The proposed speaking activities are thought to have a positive effect on students' academic level because they offer structured guidance that helps them learn in a meaningful way. Students are encouraged to take part in interactive tasks, which helps them do better in English as a Foreign Language overall. The proposal is expected to have a big effect on the students' speaking level because it is directly aimed at improving their ability to speak. The activities were made to help students become better at communicating by using guided interaction, visual aids, and group learning strategies. Because of this, students should feel more confident and willing to speak up in class.

The critical thinking of the girls also shows a positive scope, because the proposal promotes opportunities where young students can learn through didactic activities such as coloring and placing paper balls, as well as games and songs so that the children can interact more. These communicative situations encourage reflection and the learning of a new language, thus contributing to deeper learning. With this proposal, it is expected that the children's performance level will improve significantly as it emphasizes oral expression and integrates structured activities that promote participation.

Regarding the teacher's performance level, the impact is positive because the proposal provides methodological support and clear strategies that help educators manage speaking activities effectively. The structured design of the material facilitates classroom organization and promotes better instructional practices.

Finally, the material methodology and students' performance in groups are predicted to have a strong positive impact. The use of visual resources, songs, movement-based activities, and cooperative learning structures creates a dynamic learning environment that enhances interaction, motivation, and collaborative participation.

**Table 35**

*Social Impact*

	Impact Level	-3	-2	-1	0	1	2	3
Indicator								
Student effectiveness and participation							X	
Integration among students and teachers								X
Student's quality of life in school context							X	
Development of speaking confidence								X
School – family communication projection							X	
Total							6	6

Note: This table shows the sociocultural impact of the proposal.

$$\Sigma = 12$$

$$\Sigma$$

$$\text{Social impact level} = \text{Number of educators}$$

$$\text{Social impact level} = \text{Positive}$$

## **Analysis**

The significant impact generated by the effectiveness of participation of children is positive since the proposed oral expression activities encourage movement and collaborative interaction. If the child is assigned communicative activities, they are more likely to do them with greater confidence and demonstrate greater responsibility in the learning process. On the other hand, there is the integration between the child and the teacher. In this part, a high impact is expected since the proposal is directed at teachers but applied to children, meaning a more cooperative learning and guided interaction. This strengthens the relationships within the classroom to a greater extent and creates a supportive environment where communication is valued and encouraged.

Also, this improves the quality of life for young students in the school setting, where there are songs, visual aids, and movement-based tasks. This makes the environment more dynamic and motivating for the young student, which leads to well-being in the learning environment. Conversely, in fostering confidence in verbal communication, significant influence is anticipated, as continuous practice of oral expression enables the student to articulate ideas freely, thereby diminishing the fear of errors. This confidence is meant to go beyond the English classroom, which will encourage people to interact with each other more.

Finally, the projection between the school and the family is positively affected because parents recognize the great importance of teachers being prepared to have greater knowledge when employing oral expression activities, thus reinforcing the educational community as it promotes collaborative support for the linguistic development of young students. In summary, the proposal demonstrates a significant sociocultural impact by aiming to improve communication, interaction, and student engagement in the classroom.

## **CHAPTER IV: PROPOSAL**

### **4.1. Title**

“Building Confident Speakers: An Interactive Communicative Guide for Very Young EFL Learners.”

### **4.2. Introduction**

The goal of this proposal is to help young students in an English as a Foreign Language (EFL) setting get better at speaking. This proposal is based on the findings from Chapter III, which showed that participation levels differ in each class even though there is participation. This is because they are afraid of making mistakes, the group of students, and the fact that they don't get to speak much in class. This proposal seeks to modify the daily classroom activities to specifically enhance oral expression. This guide includes songs, visual aids, movement-based activities, and some cooperative learning strategies that are appropriate for young students' developmental stages. The proposal also aims to be a useful teaching tool for English teachers by giving them structured lessons that encourage students to be involved, participate, and communicate in a meaningful way.

### **4.3. Objective of the Proposal**

To design and implement an interactive speaking activities guide that enhances oral expression, participation, and communicative confidence in young EFL learners at La Inmaculada Concepción School.

### **4.4. Methodology of the Proposal**

This proposal is why it is broken into four units, each with three lessons that are not strict instructions but rather tools that teachers can use in their own way, at their own pace, and with their own style. The goal is for these activities to go along with the English curriculum all year long, so they fit in with what is already going on in class. Each lesson is like a small journey: it starts with a gentle oral routine, like a warm-up to help the kids feel more confident; then it moves on to more guided practices, where the teacher stays close by; next comes the time to work together in pairs or groups, which is

where the language really comes to life; and it ends with feedback that does not focus on mistakes but instead celebrates attempts and points out ways to improve.

Everything that is suggested is based on a communicative approach, but it is turned into real things that work in the classroom, like cards that kids can touch, things they can point to, songs that make them move, and games where they must talk to play. When a child holds a flashcard, sings a song with gestures, or asks a classmate for something to finish a game, English stops being a subject and becomes something they do. The clear goal of every activity is to help the kids get over their fear of talking. When you must speak in another language, you get that knot in your stomach. But when the teacher smiles and says "almost, try again," the knot goes away. This is why this guide is not only about improving pronunciation or expanding vocabulary; it is also about getting kids to share their thoughts, ask questions, respond, and laugh together while they learn.

The goal is for oral practice to be more than just another part of the class; it should be something that kids look forward to. When they start learning English, they also enter a space where they can express themselves, where what they say matters, and where they are learning much more than just a language.

# LET'S LEARN WITH ALESSIA



# LIST OF CONTENTS

## UNIT 1: WELCOME TO HOUSE

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Lesson 2

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Lesson 1

Lesson 2

Lesson 3

## UNIT 4: FRUITS AND VEGETALS

Lesson 1

Lesson 2

Lesson 3



# UNIT 1

# WELCOME TO SCHOOL



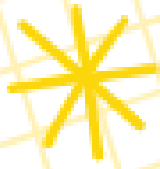


# LESSON 1

## GREETINGS

Objective:

Students will recognize and respond to basic greetings using simple oral expressions and repetition.



1. What do you say when you meet someone?

hello



GOOD  
MORNING



Good afternoon



Good evening



# A . SAYING HELLO

Activity:

👩‍🏫 The teacher says: "Hello, children!"

👧👦 You say: "Hello, teacher!"

😊 Get a smiley sticker when you answer!



## B. CLASSROOM RULES

Activity:

- Look at the classroom poster

**RULES**

- Raise your hand



- keep Quiet






- Listen Carefully



## C. LET'S SING

Activity:

-  Sing and dance together!
-  Make a big heart with your hands.
-  Move and smile while you sing!





## D. PUPPET TIME


### Activity:


Puppet A says: "Hello!" 🙌

Puppet B says: "Goodbye!" 🙌


💬 Repeat after the puppets.

### PUPPET A







# E. SPEAK CLEARLY




Activity:

Stick paper balls on the word

 H-E-L-L-O

 G-O-O-D-B-Y-E



HELLO

alamy - TDE882



GOOD  
BYE!

# F, GUESS THE GREETING

## Activity:

Teacher shows a flashcard – you say the correct greeting!



Hello



Good morning



Good night



Goodbye




## G. MOVE AND SAY GAME

### Instructions:






- 👋 When you hear "Hello!" → Wave your hand.
- 🌀 When you hear "Goodbye!" → Turn around.
- 😊 Listen carefully and move fast!





# H, WALK AND TALK

## Activity:

-  Walk with music.
  -  Say "Hello!" to your friend.
  -  Say "Goodbye!" when the music stops.
  -  Smile and move happily!
- 



# I. HOME PRACTICE

## Activity:

At home, say:

👤 "Hello, Mommy!"

👤 "Goodbye, Daddy!"

👤 Draw your family waving hello and goodbye.



# LESSON 2

## CLASSROOM COMMANDS

### Objective

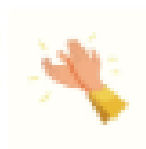
Students will recognize and respond physically to basic classroom commands through listening and movement activities.



SIT DOWN



STAND UP



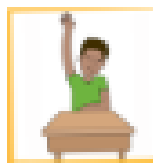
CLAP YOUR HANDS



LISTEN



JUMP



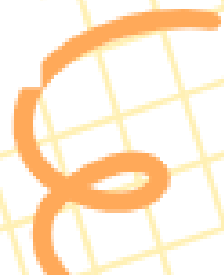
RISE YOUR HAND



OPEN YOUR BOOK



CLOSE YOUR BOOK



## A. GREETING REVIEW

Activity:

Teacher says: "Good morning, children!"

Students respond: "Good morning, teacher!"

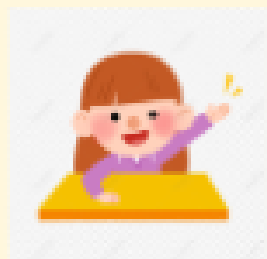
😊 Smile and wave.



## B. FOLLOW THE RULES

Activity:

👁️ Look at the classroom poster



### RAISE YOUR HAND

When you want to talk.



### LISTEN TO TEACHER

Look at teacher  
and listen.



### KEEP QUIET

Use a small, soft  
voice.

## C. SING AND MOVE

Song:

"Hello! Hello! How Are You?" – Super Simple Songs

Activity:

🎵 Sing, wave, and smile.

Point to your mouth when saying: "How are you?"

Say: "I'm good! I'm great! I'm wonderful!"



## C. ACTION TIME

Activity:

Look at the flashcards, , repeat the words, and do the actions (stand up, sit down, clap, listen, jump, open you book, rise your hand and close your book).



SIT DOWN



STAND UP



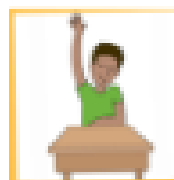
CLAP YOUR HANDS



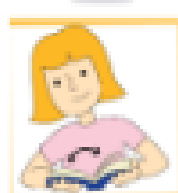
LISTEN



JUMP





RISE YOUR HAND



OPEN YOUR BOOK





CLOSE YOUR BOOK




## D. GUESS THE ACTION (INTERACTIVE GAME)

Activity:

 Play the Wordwall game 

<https://wordwall.net/es/resource/32098868/classroom-commands>

- 
- 1 Listen or read the command.
  - 2 Say it aloud.
  - 3 Do the correct action.



## E. MAGIC TEACHER

Activity:

When the teacher says  
“ ✨ Magic! Stand up!” – you  
stand up!


If there's no “Magic,” don't move!

🧙 Listen and have fun!



## F. COLOR THE ACTION

Activity:

 Color pictures of:

1. Stand up
2. Sit down
3. Clap your hands
4. Listen
5. Jump

Say each word as you color.

### COMMANDS

*Sit Down*



*Stand Up*



*Clap*



*Listen.*



*Jump*



## H. SPEAK AND PLAY

Activity Instructions:

1. Watch the video.
2. When you hear a command, say it aloud and do the action.
3. After the video, choose one favorite command, draw a picture of you doing it, and write the word under your picture.
  - Example: "Jump!" + drawing of you jumping.
  - Example: "Listen!" + drawing of you cupping your ear.



## LESSON 3

# FELLINGS

### Objective

Students will identify and express basic feelings using short guided sentences.



## A. GREETING REVIEW

# FELLINGS

Teacher says: "Good morning!"

You say: "Good morning, teacher!" 😊

Then ask: "How are you?"

Say your feeling:


I'm 😊 Happy I'm 😞 Sad I'm 😡 Angry I'm 😴

Tired I'm 😊 Fine






## B. SING AND MOVE

 Activity to do:

Sing and move!

 Clap your hands!

 Stomp your feet!



**N**   **D** **L**





## C. FEELINGS TIME

Activity:

Look at the faces your teacher shows and repeat

Copy the same expression with your face.



## D. FEEL AND MOVE GAME

Activity:

Listen and do the action:

JUMP



SIT DOWN



STROM YOUR FEET




SLEEP





## E. MOVE GAME

Activity:

 Teacher says: "Go to happy house!" / "Go to Sad house!"

 Move to the right corner and make the face.

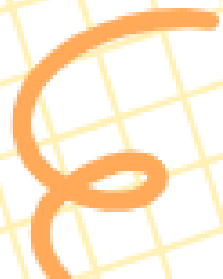
 Say loudly: "I'm happy!" / "I'm tired"



HAPPY HOUSE






SAD HOUSE



## F. TALKING ABOUT PUPPETS

Activity: The children have two paper faces and stick them onto sticks.








-  Puppet A: "How are you?"
-  Puppet B: "I'm happy!"
-  Color your puppets and practice.





## G. THIS IS A HAPPY FACE

Activity:

-  Watch the video with your teacher.
  -  Say the words and do the face!
  -  Happy → Smile big
  -  Sad → Make a sad face
  -  Angry → Stomp your feet
  -  Sleepy → Yawn and close your eyes
- 

**NOODLE  
& PALS**



# UNIT 2

## ALL ABOUT ME





# LESSON 1

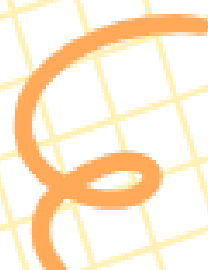
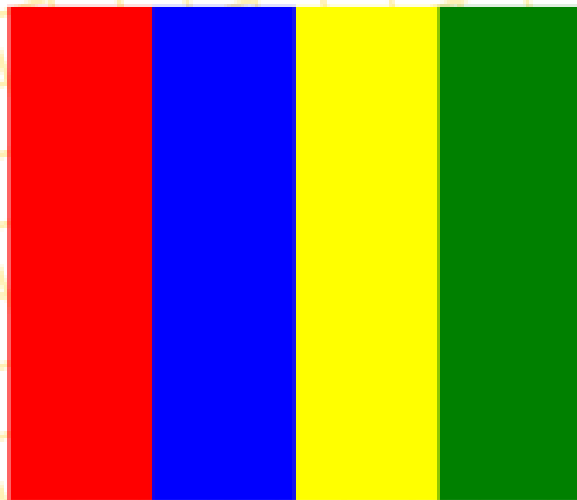
## COLORS

### Objective

Students will recognize and respond physically to basic classroom commands through listening and movement activities.



UNIT 2



## A. WARM-UP SONG

### Objective

Students will recognize and respond physically to basic classroom commands through listening and movement activities.








## B. COLOR DISCOVERY BOTTLES


Activity: Look at the bottles and say the color. Then color the bottles.

Instructions for children:

 "Look at the bottles."

 "Say the color."

 "Color each bottle the same color you saw."



Worksheet layout:

Drawings of 4 empty bottles (vertical, simple).

Space for coloring inside each bottle.



yellow




blue



green



orange





## C. TOUCH THE COLOR

Activity: Touch the correct color circle.

Instructions for children:

👉 "Touch the color your teacher says."



RED



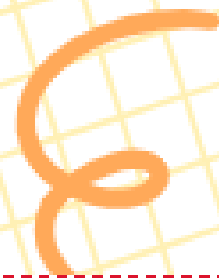
BLUE



YELLOW





GREEN





## D. FINGER PAINTING

Instructions for children:

-  "Use your finger paint."
-  "Paint the raindrops the color the teacher says."



designed by  VOXELS

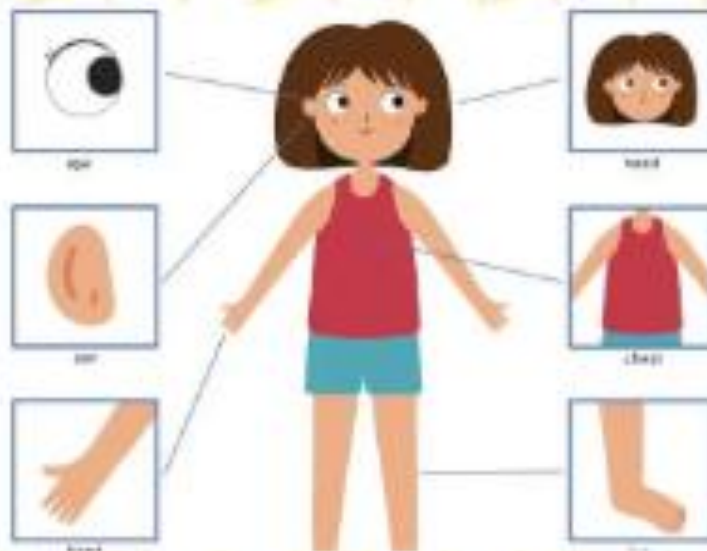


# LESSON 2

## MY BODY

### Objective

Students will identify and name basic body parts using movement and guided repetition.



## A. WARM-UP SONG

Activity: Move and touch the body parts during the song.

Instructions for children:

- 👋 "Touch your head."
- 💪 "Touch your arms."
- 🦵 "Touch your legs."



## B. FLASHLIGHT BODY GAME

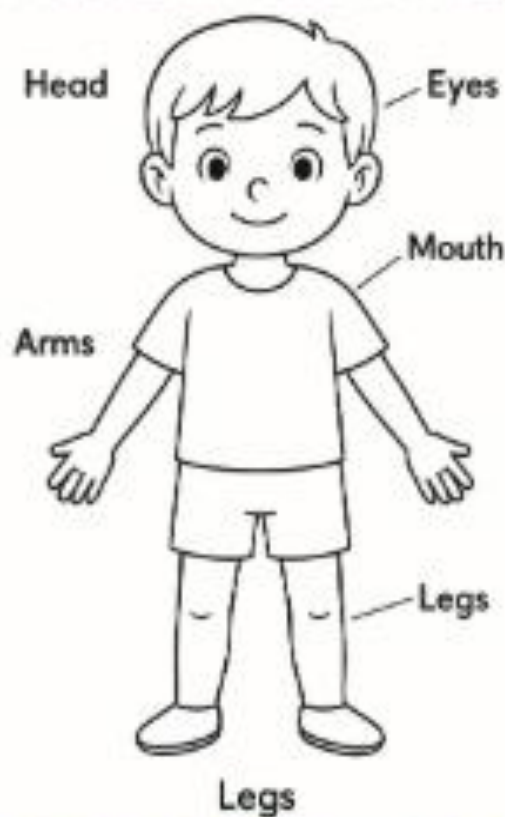
Activity: Look at the body poster and say the part.

Instructions for children:

👁️ "Look at the picture."

🗨️ "Say the body part."

### FLASHLIGHT BODY GAME



## C. STICKER BODY CHECK

Activity: Place a sticker on the correct body part.

Instructions for children:


- ✎ "Put your sticker on the... nose!"
- ✎ "Put your sticker on the... head!"





## D. BODY MONSTER

Activity: Tear paper and glue the body parts.

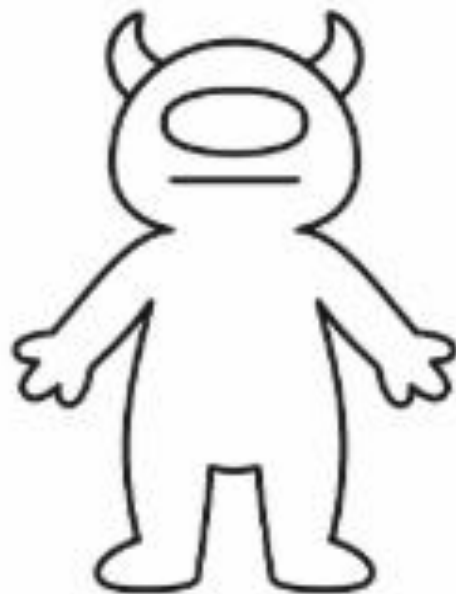
Instructions for children:

 "Tear paper."

 "Make eyes, mouth, hands, legs."

 "Glue the parts."

Tear paper and glue  
the body parts.

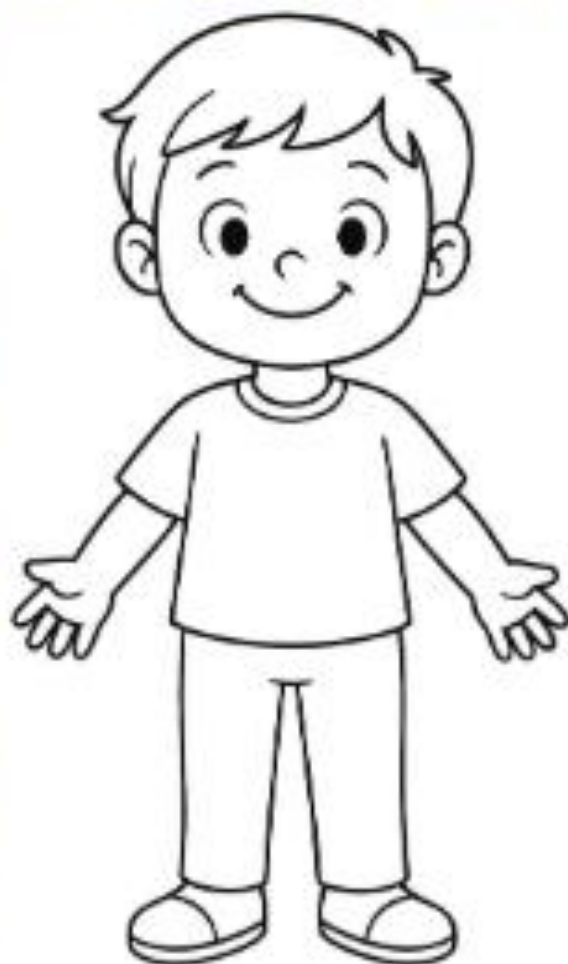


## E. PAINT THE BODY PARTS

Activity: Paint the body parts your teacher says.

Instructions for children:


- ✎ "Paint your ARMS the color blue
- ✎ "Paint your LEGS the color yellow
- ✎ "Paint your HEAD." the color green

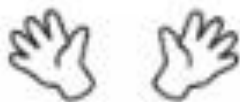


# F. FEEDBACK PAGE

Activity: Repeat the body parts and match the pairs

Instructions for children:

- "Say the word."
-  Match the pairs





# LESSON 3

## MY FAMILY

### Objective

Students will identify family members and recognize them through visual support and repetition.









## A. WARM UP SONG

Activity: Watch the video and listen to the song.

Instructions for children:

-  "Watch the video."
-  "Listen."
-  "Say the family words you hear."



### Warm-Up Song: My Family



Mom



Dad



Baby



## B. FAMILY PHOTO MYSTERY

Activity: Look at the silhouettes and say who they are.  
Instructions for children:

👁️ "Look."

🗣️ "Say: Mom, Dad, Baby, Brother, Sister."

(They do not color – they only recognize and say the name.)



## C. WHO IS IN A FAMILY

Identify who is a family member.

Instructions for children:

○ "Circle the family members."

✗ "Put an X on the objects."

### Who Is In A Family?

Circle the people



KIDS




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## D. TEAR AND PASTE FAMILY

Activity: Tear small pieces of colored paper and glue them inside each family silhouette.

Instructions for children:

-  "Tear paper."
-  "Glue inside."
-  "Say: Mom, Dad, Brother, Sister, Baby."



Mom



Dad



Brother



Sister







Baby

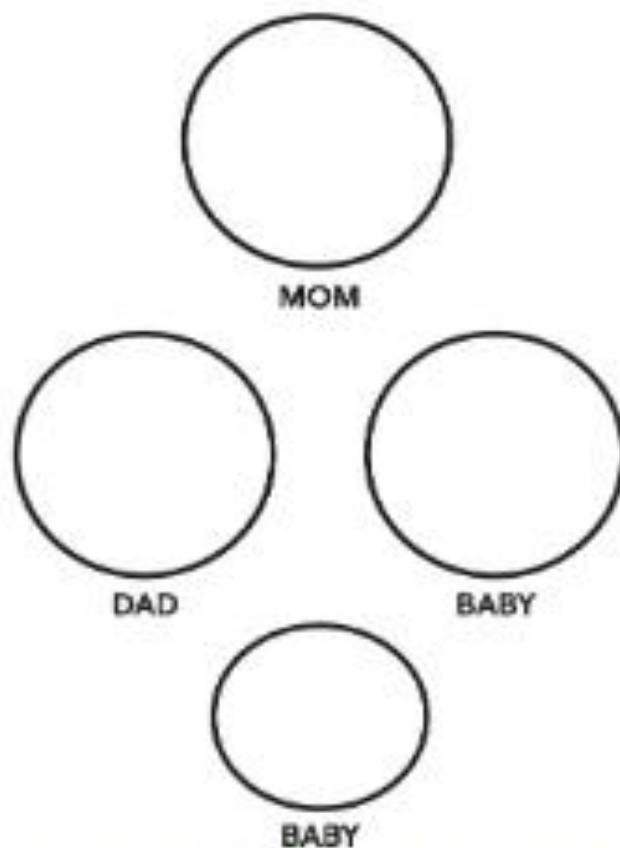


## E. FAMILY PAPER BALL SORT

Activity: Match the paper balls to the right family circle.  
Instructions for children:

-  Pink = Mom
-  Blue = Dad
-  Yellow = Baby
-  "Put it in the circle."

**MOM • DAD • BABY**



## F. MATCH THE FACES

Activity:

Match each big family face with the same small face.

Instructions for children:

- 👉 "Match the same."
- 👉 "Find the same face."

### Match the Faces

Match the same.



# UNIT 3

## MY HOUSE



# LESSON 1

## ROOMS OF THE HOUSE

### Objective

Students identify and repeat basic rooms of the house through visual recognition, repetition, and movement



## A. WARM-UP SONG

Teacher Instructions:

Play a short house song.

Tell children:

"Listen carefully. When you hear HOUSE, clap your hands!"

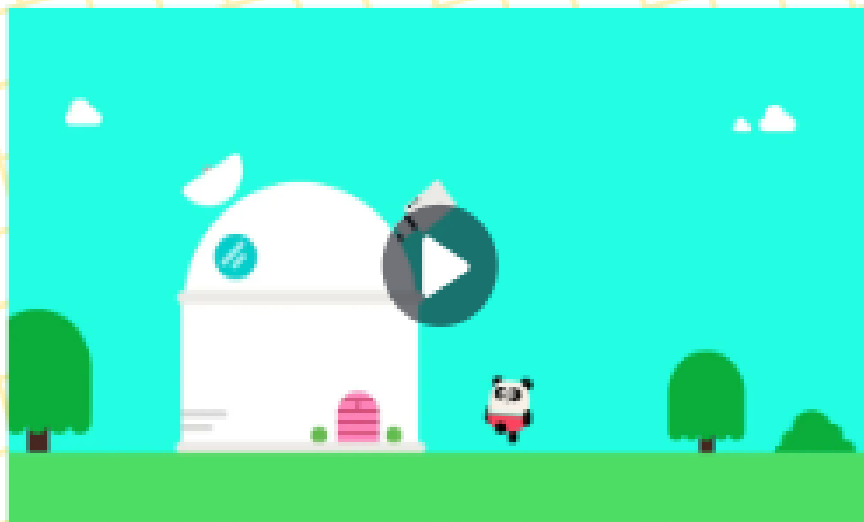
👉 Children clap when they hear the word.

Then teacher says slowly:

"This is my house."

Children repeat:

"House."





## B. LOOKN AND SAY



Teacher Instructions:

Show one flashcard at a time.

Say clearly:

"This is the kitchen."

Children repeat:

"Kitchen."

Repeat 2-3 times.

Continue with:

- Bedroom
- Bathroom
- Living room



Cooking →  
Kitchen



Sleeping →  
Bedroom



Washing →  
Bathroom



Watching TV →  
Living room



# C. POINT AND TOUCH

Teacher Instructions:

Place flashcards on the board.

Say:

"Point to the bedroom."

"Point to the kitchen."

Children point to the correct image.

Then ask:

"What is this?"

Children answer:

"Kitchen."

If needed, scaffold:

"It is the..."



# D. MOVE AND SAY GAME

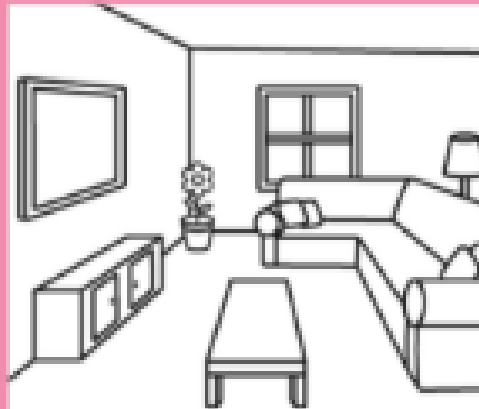
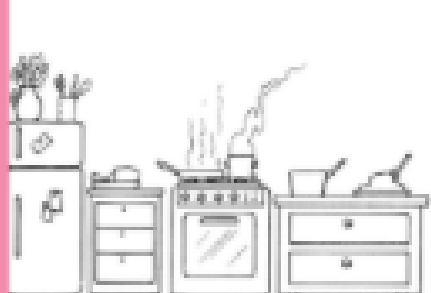
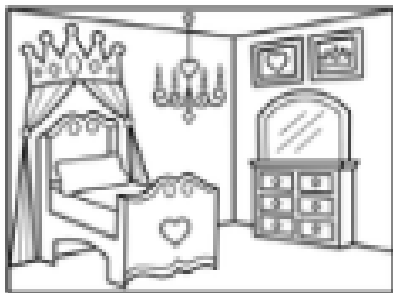
لعو

Activity:

"Put the yellow balls in the room where you like to spend more time."

"Put the red balls in the room where you like to spend less time."

Children will choose the room according to their preference and stick the yellow or red balls on the corresponding picture.



## E. TRACE AND COLOR

Teacher Instructions:

Give a simple worksheet with 4 room pictures.

Activity:

The children color the kitchen red

the children color the bedroom blue

the children color the Bathroom Yellow

The children color the living room green



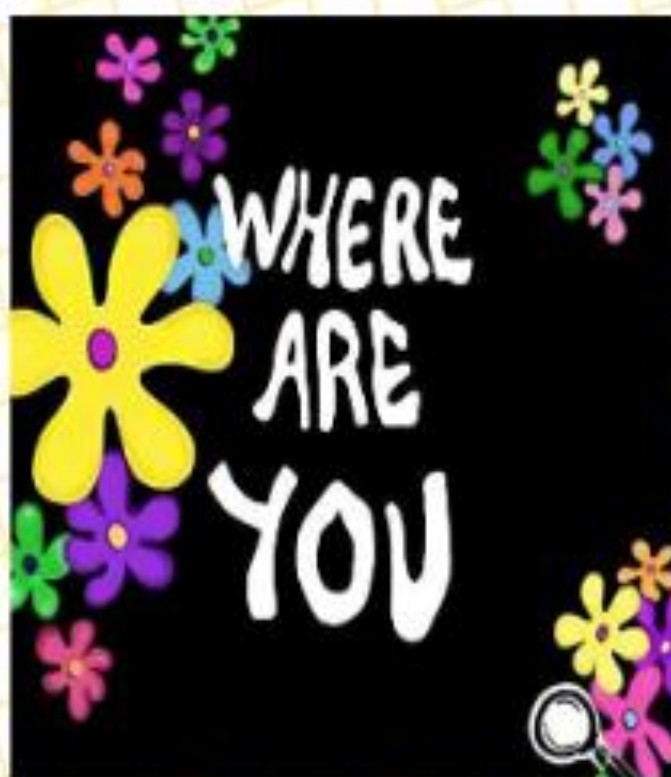



# LESSON 2

## WHERE ARE YOU?

### Objective

Students recognize rooms of the house and respond orally to the question "Where are you?" using guided repetition and movement.



## A. GREETING REVIEW

Teacher Instructions

Teacher says:

“Good morning, children!”

Students respond:

“Good morning, teacher!”

Then teacher asks:

“Where are you?”

Model answer:

“I am in the house.”

Students repeat.



## B. MOVE TO THE ROOM

Teacher Instructions

Place flashcards of rooms in four different corners of the classroom.

Say:

"Go to the kitchen!"

Children move quickly to the correct corner.

When they arrive, ask:

"Where are you?"

Children answer:

"Kitchen."

Model full sentence:

"I am in the kitchen."

Repeat with all rooms.



## C. DRAMATIC PLAY

When they arrive at the room, add an action:  
Bathroom → "Brush your teeth!"

 Bathroom

 Brush your teeth!



## C. DRAMATIC PLAY

When they arrive at the room, add an action:

Kitchen → "Cook!"

Bedroom → "Sleep!"

Living room → "Watch TV!"

 Kitchen

 Cook!



## C. DRAMATIC PLAY

When they arrive at the room, add an action:  
Bedroom → "Sleep!"

 Bedroom

 Sleep!

**COLORING BOOK**

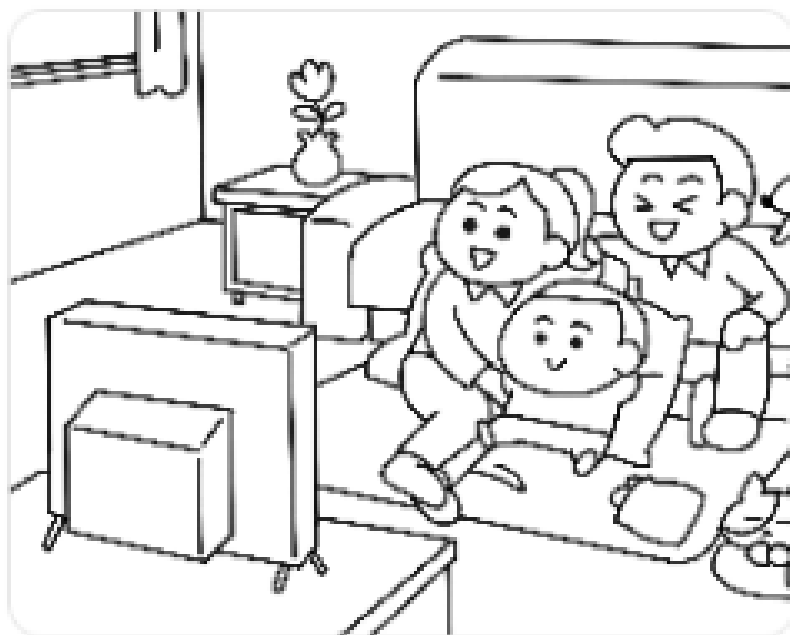


## C. DRAMATIC PLAY

When they arrive at the room, add an action:  
Living room → "Watch TV!"

 Living Room

 Watch TV!

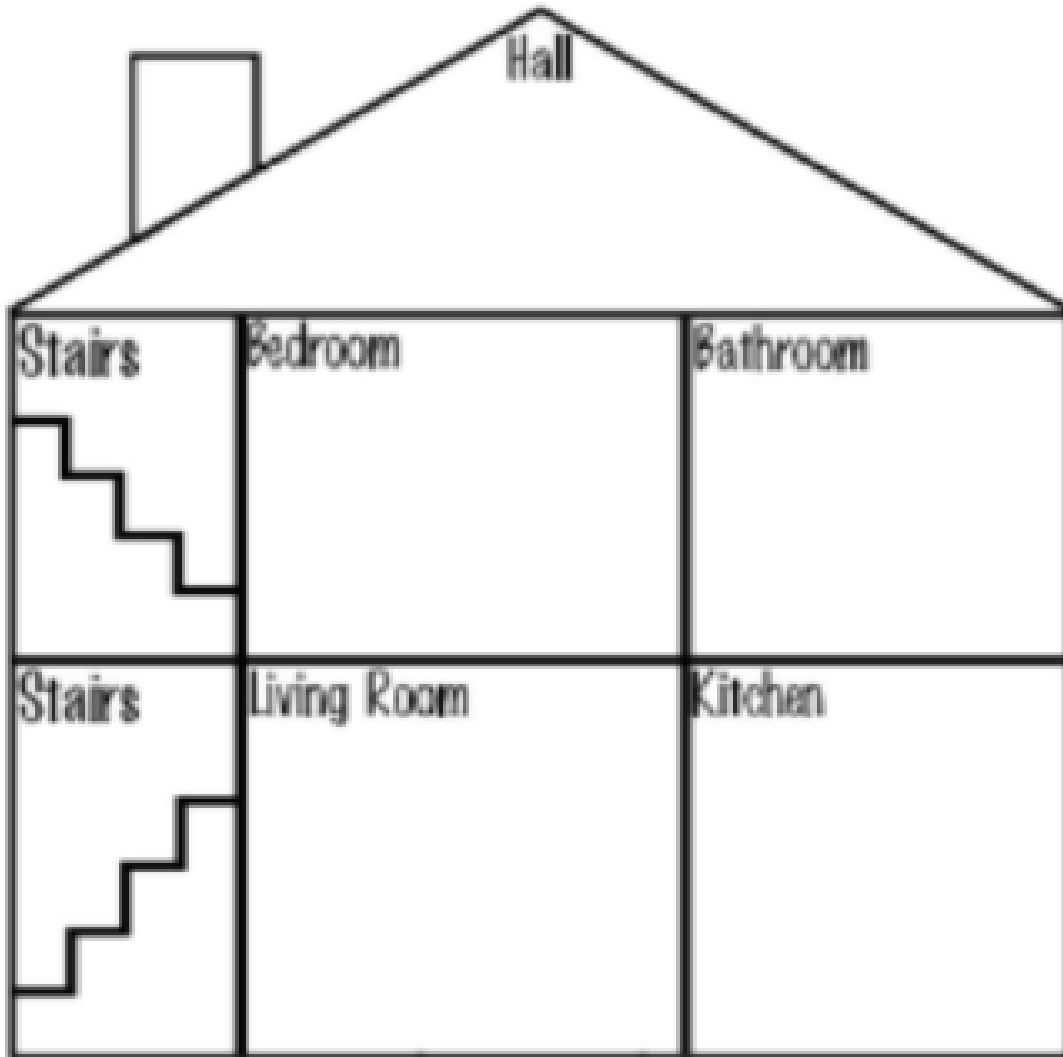


## D. GLUE THE PARTS

Activity: Glue the parts of the house as the teacher names them.



# E. GLUE THE PARTS



## E. Room Balloon Game

Give students a worksheet with:  
4 rooms (Bathroom, Kitchen, Bedroom, Living Room)  
4 small pictures (toothbrush, pot, bed, TV)

Children must:

 Draw a line to match:

Toothbrush → Bathroom

Pot → Kitchen

Bed → Bedroom

TV → Living Room



## LESSON 3

# AT HOME

### Objective

Students reinforce vocabulary of house rooms and produce short guided sentences related to their home.



## A. REVIEW AND SAY

Teacher Instructions

Show flashcards quickly.

Say:

"What is this?"

Students answer:

"Kitchen."

"Bedroom."

"Bathroom."

"Living room."



## B. PUPPET DIALOGUE

Activity: Use two puppets.

Puppet A asks:

“Where are you?”

Puppet B answers:

“I am in the kitchen.”



## C. MAGIC BOX

Activity: Objects are taken out of a box and students are asked which room they belong to. Children look at the object and point to the correct room (Bathroom, Kitchen, Bedroom, or Living Room). Then they repeat the word in English as a group.



## D. WHERE IS IT?

Activity: Look at the pictures.  
Circle the correct room.

A. Circle the bathroom.



B. Circle the bedroom.



C. Circle the kitchen.



## E. MY COLORFUL HOUSE

Activity: The students decorate the house using the tearing technique and colored paper.



UNIT 4

FRUITS AND  
VEGETABLES



# LESSON 1

## FRUITS

### Objective

Students identify and repeat basic food vocabulary through visual recognition, repetition, and movement.





# A. WARM - UPSONG



Activity: Repeat the song





# B. FRUITS



Activity: Look at the pictures and repeat after the teacher.





## B. MOVE FRUITS



Activity: Each fruit has its own movement. When the teacher says “cherry,” the children stand up.



Clap your  
hands



Jump



## B. MOVE FRUITS



Activity: Each fruit has its own movement. When the teacher says “cherry,” the children stand up.



Sit down



Stand up

## C. PAIRING FRUITS

Activity: Connect the same image with a line

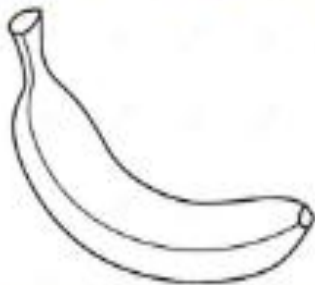




# D, PAINTING THE FRUIT



Activity: Paint the fruit according to the  
colour indicated



Paint yellow



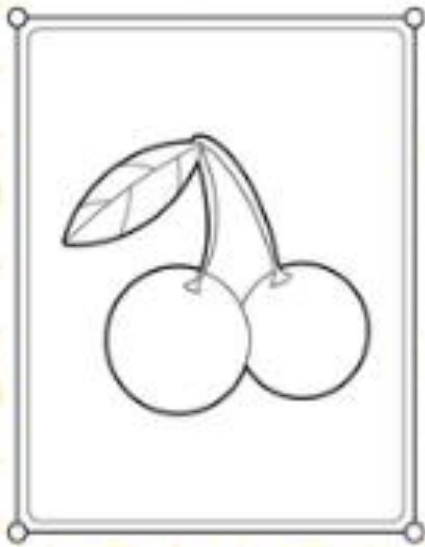
Paint red



# D, PAINTING THE FRUIT



Paint orange



Paint red

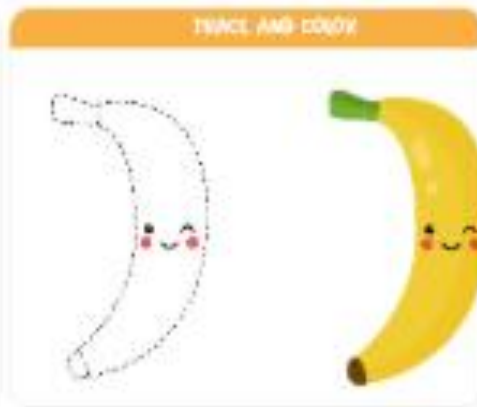


# E. MY FRUIT ACTIVITY

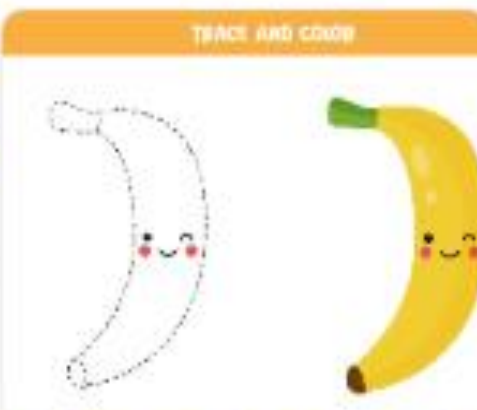
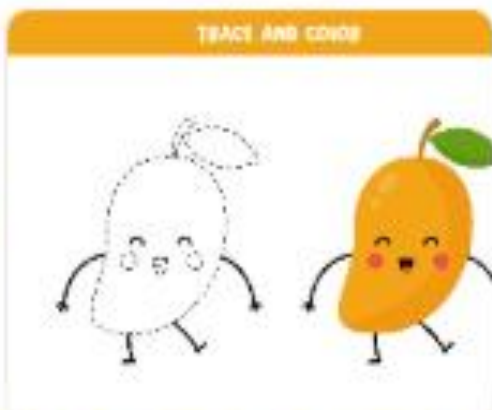


Activity: Point to the correct fruit

a. Circle the apple.



b. Circle the banana.



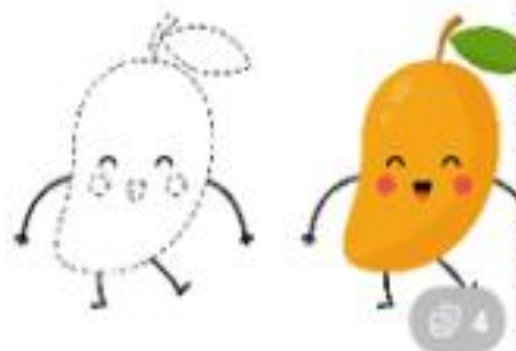
# E, MY FRUIT ACTIVITY

Activity: Point to the correct fruit

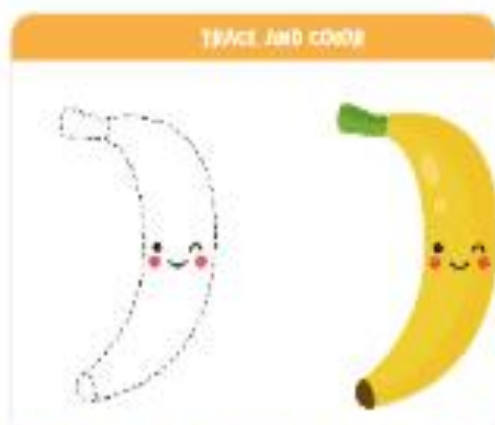
c. Circle the mango.



TRACE AND COLOR



d. Circle the cherry.



TRACE AND COLOR

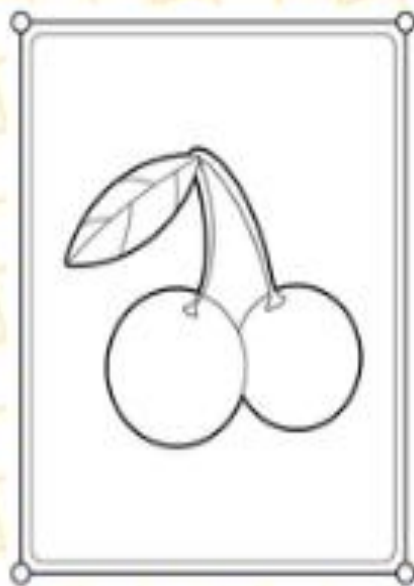
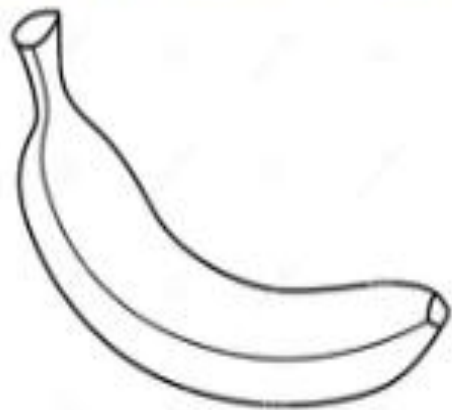


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# F., MY FAVORITE FRUIT

Activity: Stick paper balls on your favorite fruit.





## LESSON 2

# VEGETABLES

Students recognize and say vegetable vocabulary using short oral responses and physical activities.



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# A. WARM – UP SONG

Activity: Repeat the song



## B. SHOW AND SAY

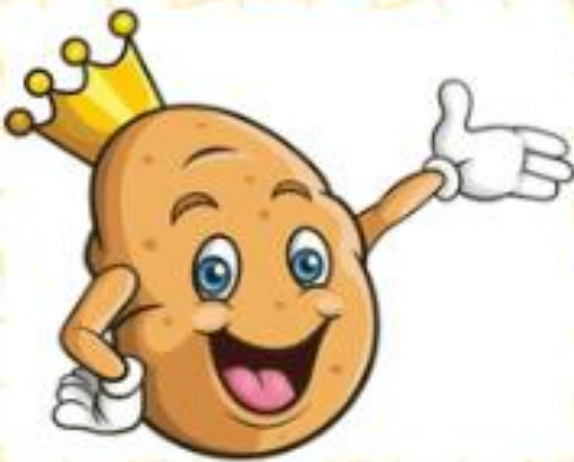
Activity: Show flashcards one by one.

Say slowly:

“This is a carrot.”

Children repeat:

“Carrot.”



2



ee



## C. MODELING THE ACTIVITY

Activity: Give each child the worksheet and colored paper. Tell them to tear orange paper and glue it on the carrot, tear green paper and glue it on the broccoli, tear brown paper and glue it on the potato, tear white paper and glue it on the garlic, and tear red paper and glue it on the onion. While they work, ask, "What is this?" and encourage them to answer with the vegetable name.

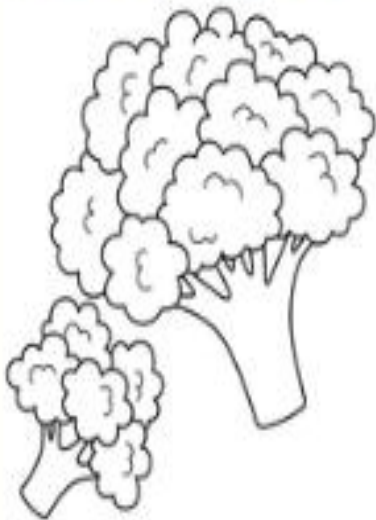


Orange  
Colour

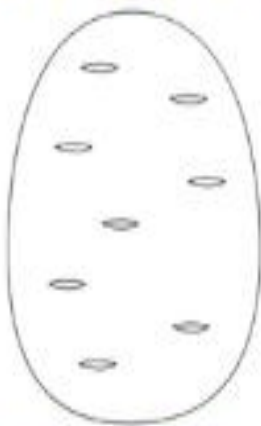




## C. MODELING THE ACTIVITY



Green Colour



Brown Colour





## C. MODELING THE ACTIVITY



White Colour



Red Colour





## D. WHAT IS MISSING?



Activity: Place several vegetable flashcards on the board (carrot, broccoli, potato, garlic, onion). The teacher claps and says, "Close your eyes!" Students close their eyes. The teacher hides one vegetable. Then the teacher claps again and says, "Open your eyes!" Students look carefully and guess which vegetable is missing by saying the name aloud, for example, "Carrot!" Repeat the activity several times, changing the missing vegetable each round.



D. WHAT IS MISSING?





D. WHAT IS MISSING?



## E. MARKET TIME

Activity: Set up a small vegetable market in the classroom. Call the students and say, "Go and buy a carrot." The student takes the correct vegetable and says its name. Ask, "What did you buy?" and encourage the student to answer, "Carrot." Repeat with different vegetables.



# E. MARKET TIME



## F. PASS THE VEGETABLE

Activity: Students sit in a circle and pass a vegetable while music plays. When the teacher claps and stops the music, the child holding the vegetable stands up and says its name, for example, "Carrot." Repeat with different vegetables.





## A. GREETING REVIEW

Teacher Instructions

Teacher says:

“Good morning, children!”

Students respond:

“Good morning, teacher!”

Show one flashcard and ask:

“What is this?”

Students answer:

“Apple.”

Review 3–4 foods quickly.





# B. WARM-UP SONG



Activity: Listening the song



Super Simple Learning



## C. MOVE IF YOU LIKE



Activity: Ask, "Do you like apple?" If students like it, they jump and say, "Yes!" If not, they stay still. Repeat with different fruits and vegetables.



When the teacher says banana, the children sit-down



When the teacher says apple, the children jump.

## C. MOVE IF YOU LIKE



When the teacher says tomato the children stand-up



When the teacher says onion, the children clap their hands.

## D. FRUIT OR VEGETABLE

Activity: the teacher has two boxes, one labeled "Fruits" and the other "Vegetables." The teacher takes one food from the table, for example an orange, and asks, "Is this a fruit or a vegetable?" The students answer, "Fruit!" Then the teacher places it in the correct box and continues with different foods.



# D. FRUIT OR VEGETABLE



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## CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusions reached at the end of this research based on the objectives, the theoretical framework, and the analysis of these, as well as recommendations for future applications.

### 5.1. CONCLUSIONS

1. The findings of this research demonstrate that the development of oral English interaction in early childhood education cannot rely solely on passive exposure to the language or on traditional methodologies centered on mechanical repetition and memorization. The initial diagnosis revealed that, although students received English instruction, their oral participation was limited, responses were mostly isolated single words, and their confidence when speaking was low. This confirms that structurally focused teaching without a communicative approach restricts the authentic development of speaking competence.
2. Using Communicative Language Teaching principles, play-based learning, and social interaction in speaking activities on a regular basis led to noticeable changes in how the classroom worked. Role play, storytelling, cooperative games, daily oral routines, dramatization, and contextualized songs are some of the activities that helped students go from giving short answers to speaking more freely and meaningfully. This progress shows that using language as a real tool for communication, not just as a separate subject in school, makes speaking skills stronger.
3. The results substantiate the principles of sociocultural and constructivist learning theories from a theoretical standpoint. Peer interaction and teacher mediation helped students make sense of things in the Zone of Proximal Development, which helped them gradually learn how to use language structures. When activities encouraged working together, guided participation, and active engagement, learning became more meaningful. This supported the idea that language acquisition happens through social interaction.
4. The study also shows how important the emotional part is for developing oral expression at a young age. Students' confidence in their ability to communicate grew a lot when they were in a safe, active, and helpful learning environment. When people were less afraid and anxious about speaking English, they spoke more, pronounced words better, and became more fluent. These results show that motivation and a positive emotional

classroom environment are important factors in how well kindergarten students learn English.

5. It turned out that the design and use of the pedagogical guide were appropriate, possible, and flexible enough to fit the needs of the institution. Organizing short, varied, and interactive learning activities (5–10 minutes each) helped keep students' attention and make the most of teaching time. The guide not only helped teachers plan their lessons, but it also made sure that the methods used to promote communicative competence in early childhood education were consistent.
6. The results show that to improve kindergarteners' oral English skills, teachers need to plan ahead, organize activities in a certain order, and give students plenty of chances to communicate in meaningful ways. It is not enough to teach vocabulary in isolation; it is important to create situations in the classroom where language serves a real purpose.
7. Finally, this study shows that encouraging kids to talk to each other more from an early age is a good way to help them learn a language later on. Early development of communicative confidence, initial fluency, and pronunciation awareness serves as a protective factor against language anxiety in later educational stages and contributes to the formation of more competent and self-assured English learners.

## 5.2. RECOMMENDATIONS

1. Structured speaking activities like role play, storytelling, dramatization, daily oral routines, cooperative games, and pair or small-group interaction should be a regular part of teachers' lessons. These strategies make real-life situations where students can practice their speaking skills, improve their pronunciation, and feel more confident while also lowering their anxiety about speaking.
2. Early childhood English teachers should focus on activities that involve communication and interaction rather than traditional grammar-based or repetition-based ones. Teachers should plan lessons in a way that encourages meaningful oral participation. This will help students use English as a useful tool for communication instead of just a list of vocabulary words.
3. To make it easier for people to talk to each other, the classroom should be set up in a way that makes it easier for them to do so. Putting students in small groups or pairs instead of rows can make a big difference in how many of them participate and give them chances to learn from each other in the Zone of Proximal Development.
4. To keep kindergarten students' attention and interest, it's best to keep activities short, active, and varied (5–10 minutes each). To keep things interesting and get people to participate, there should be planned changes in pace, materials, voice, and movement.
5. Schools should encourage English teachers to keep learning new ways to teach very young children, especially Communicative Language Teaching (CLT), Total Physical Response (TPR), and play-based learning. Ongoing training will make sure that the methods are consistent and that the quality of instruction is better.
6. Schools should look into other ways to get students more exposure to English, since they may not have enough time in class each week to do so. This could mean adding short English routines to daily school activities, using visual aids in the classroom, or encouraging students to practice speaking English outside of class.
7. Families and parents should be involved in the language learning process, even if they aren't directly helping. Schools might give parents simple rules or suggestions for how to reinforce basic oral routines at home, like greetings, colors, or classroom expressions. This would give kids more practice in a natural and supportive setting.

8. It is suggested that more research be done to look at how structured speaking activities affect students' ability to communicate in later primary levels over time. Longitudinal studies could help us understand better how early oral interaction affects fluency, pronunciation development, and self-confidence in later stages of learning English.

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## ANEXXES



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**



Ibarra, 1 de septiembre de 2025

Magister

Fernando Narváez

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas, guía de observación y encuestas de Investigación del Proyecto Speaking Activities to Enhance Oral English Interaction in Kindergarten Students at Inmaculada Concepción School. Previo a del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente

**Nombre: Melanie Arleth Mosquera Pozo**

**C. C.:040183164-9**

**Estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés**



## **INTERVIEW FOR TEACHERS**

**Title:** Speaking Activities to Enhance Oral English Interaction in Kindergarten Students at Inmaculada Concepción School.

**Objective:** To investigate the methods, projects, materials, and difficulties associated with teaching speaking to kindergarteners at Inmaculada Concepción School in order to pinpoint efficient techniques that improve oral English communication.

### **Directions:**

- Please analyze carefully the questions presented.
- Answer the questions honestly.
- The data collected will be used for the development of the final project.

- 1) **How long have you been working as an English teacher?**
- 2) **Could you tell me how long have you been working in this institution?**
- 3) **Why did you decide to become an English teacher?**
- 4) **Could you describe a typical English class with your young learners?**
- 5) **What kind of activities do you usually use to encourage children to speak in English?**
- 6) **Have you received any training or workshops specifically focused on promoting speaking in early childhood? How useful do you consider that training?**
- 7) **In your experience, do students get enough opportunities to practice speaking compared to listening and vocabulary activities? Why or why not?**
- 8) **What multisensory or dynamic materials do you use in your class to promote oral interaction? How often do you use them?**
- 9) **What challenges do you face when implementing oral activities in large or highly active groups, and how do you handle them?**



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**THANK YOU FOR YOUR COOPERATION**

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

<b>INSTRUMENTO DE EVALUACIÓN CUALITATIVO</b>			
<b>ITEMS</b>	<b>CRITERIOS DE EVALUACIÓN</b>		
	<b>MUCHO</b>	<b>POCO</b>	<b>NADA</b>
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....  
.....  
.....  
.....



## INTERVIEW FOR FATHERS

**Title:** Speaking Activities to Enhance Oral English Interaction in Kindergarten Students at Inmaculada Concepción School.

**Objective:** Determine what factors improve oral English interaction among kindergarten students at Inmaculada Concepción School, the purpose of this survey is to collect data from parents about their children's involvement in English speaking activities, the materials utilized in the classroom, and the instructional strategies employed.

### Directions:

- Read carefully each question and answer with honesty.
- Use a pen to select your answer.
- Please mark with a tick the literal of your answer.
- The data collected will be used in the development of the final degree report.
- Thanks for your collaboration.

**1) Do you believe the speaking activities motivate your child to participate actively?**

Yes

No

**2) Do you think child feels motivated and actively participates in the English class activities?**

a) Always

b) Usually

c) Often

d) Sometimes

e) Never

**3) Do you think English teachers should receive more training focused on promoting children's speaking skills?**

a) Very important

b) Important

c) Somewhat important

d) Not important



4) Do you believe your kids have enough opportunities to speak in English during class, in addition to listening and learning vocabulary?

- Yes   
No

5) Do you consider it is important for teachers to use visual materials, songs, or movement games when teaching English to children?

- a) Always   
b) Usually   
c) Often   
d) Sometimes   
e) Never

6) Do you think speaking English is as important as learning vocabulary?

- Yes   
No

7) Do you think the size of the group affects how much your child can practice speaking English in class?

- a) Very important   
b) Important   
c) Somewhat important   
d) Not important

#### OBSERVATION PROTOCOL

**Title:** Speaking Activities to Enhance Oral English Interaction in Kindergarten Students at Inmaculada Concepción School.

**Objective:** To identify effective methods and areas for improvement in fostering speaking skills, it is necessary to methodically observe and record the classroom procedures, instructional strategies, learning exercises, and resource usage that affect kindergarten students' oral English interaction at Inmaculada Concepción School.



<b>TIME</b>	<b>ACTIVITIES</b>	<b>SKILLS EMPHASIS</b>	<b>INPUT RESOURCES</b>	<b>CLASSROOM MANAGEMENT</b>
0-2				
2-4				
4-6				
6-8				
8-10				
10-12				
12-14				
14-16				
16-18				
18-20				
20-22				
22-24				
24-16				
<b>COMMANDS</b>				
0-2	<b>H.I. (High Interaction)</b>	<b>L (Listening)</b>	<b>V (Visual)</b>	<b>ID (Instruction Delivery)</b>
2-4	<b>M.I. (Medium Interaction)</b>	<b>S (Speaking)</b>	<b>A (Auditory)</b>	<b>NC (Noise Control)</b>
	<b>L.I. (Low Interaction)</b>	<b>R (Reading)</b>	<b>K (Kinesthetic)</b>	<b>D (Disorder Management)</b>
		<b>W (Writing)</b>	<b>T (Tactile)</b>	



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6-10		V (Vocabulary)	O (Olfactory)	PS (Pair/ Group Strategies)
		G (Grammar)	R (Realia)	PR (Positive Reinforcement)
12-15		P (Pronunciation)	D (Digital)	R (Rules)
		C (Communication)		TR (Time Regulation)
				MB (Motivation and Behavior Support)
				AR (Attention Refocus)
				SR (Seating Regulation)
				CB (Calm- Down Breaks)
				VT (Voice Techniques)

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			



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6	X			
7	X			
8	X			
9	X			

Firma del Evaluador  
C.C.: 001758026

Apellidos y nombres completos	Fernando Narváez
Título académico	Magister
Institución de Educación Superior	Universidad técnica del Norte
Correo electrónico	<a href="mailto:ffnarvaez@utn.edu.ec">ffnarvaez@utn.edu.ec</a>
Teléfono	0992530502
<b>Fecha de envío para la evaluación del experto:</b>	1 de septiembre del 2025
<b>Fecha de revisión del experto:</b>	1 de septiembre del 2025



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**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**  
**DECANATO**



Oficio Nro. UTN-FECYT-D-2025-0162-O  
Ibarra, 3 de septiembre de 2025

**PARA:** MSc. Alexandra Muñoz  
**RECTORA DE LA UNIDAD EDUCATIVA INMACULADA CONCEPCIÓN**

**ASUNTO:** Trabajo de integración curricular Srta. Melanie Mosquera

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita MELANIE ARLETH MOSQUERA POZO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que aplique los instrumentos de investigación (guía de observación, entrevista a docentes y cuestionario a padres de familia) para el desarrollo del trabajo de integración curricular: "SPEAKING ACTIVITIES TO ENHANCE ORAL ENGLISH INTERACTION IN KINDERGARDEN STUDENTS AT INMACULADA CONCEPCIÓN SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,  
**TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE  
LUCIANO  
REVELO RUIZ  
MSc. José Revelo  
DECANO DE LA FECYT  
Contacto: 062997800 ext. 7802 \*  
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**DECANATO**



**Oficio Nro. UTN-FECYT-D-2026-0063-O**  
Ibarra, 20 de febrero de 2026

**PARA:** MSc. Alexandra Muñoz  
**RECTORA DE LA UNIDAD EDUCATIVA INMACULADA CONCEPCIÓN**

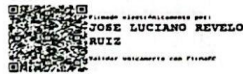
**ASUNTO:** Trabajo de integración curricular Srta. Melanie Arleth Mosquera Pozo

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita MELANIE ARLETH MOSQUERA POZO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice a los señores docentes de la Unidad Educativa Inmaculada Concepción, la propuesta del trabajo de integración curricular: "SPEAKING ACTIVITIES TO ENHANCE ORAL ENGLISH INTERACTION IN KINDERGARTEN STUDENTS AT INMACULADA CONCEPCIÓN SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**



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 FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)  
 CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Asistencia Docentes sobre la Socialización del trabajo de integración curricular titulado "Speaking Activities to Enhance Oral English Interaction in Kindergarten Students at Inmaculada Concepción School,"

NOMBRES Y APELLIDOS	CÉDULA	FIRMA
Venica Alexandra Heredia Yape	100282473-1	<i>[Signature]</i>
Kevin Andrés Pule Montalvo	131130193-9	<i>[Signature]</i>