



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS

Title of the research work:

The Influence of Kinesthetic Activities to Improve the Speaking Skill
in EFL Learners

Work Present as a Requirement for Obtaining the bachelor's
degree as: Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros

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Riobamba, Ecuador. 2026

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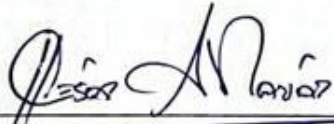




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DEDICATORY

This achievement is first dedicated to God, who has filled my life with love, strength, and wisdom. I would also like to express my deepest gratitude to my mother, Maribel Pilatasig, whose unconditional love support, and guidance have been essential in every step of my life I lovingly remember my father, Fernando, who, although he is in heaven, continues to live in my heart and inspire me every day.

I am also grateful to my siblings. Micaela, Lesly, and Nicolas, for being a constant source of inspiration and encouragement. Finally, Anita, my grandmother whose prayers, love and faith have supported me during this important stage of my live. I am so thankful.

“And now these three remain: faith, hope and love. But the greatest of these is love”

-Bible, 1 Corinthians 13:13

Madelen Dayana Jara Pilatasig

ACKNOWLEDGMENTS

First and foremost, I would like to thank God for guiding me through the moments of uncertainty in my life, for patiently leading me toward the right path, and surrounding me with His love throughout the last three years, which have represented one of the most challenging periods of my life.

In addition, I am deeply grateful to my family for their constant encouragement and support despite the difficult circumstances we experienced together during this final stage. Their strength and faith motivated me to continue moving forward even in the hardest moments.

I would also like to express my sincere appreciation to my tutor and teacher, whose dedication, perseverance, and high expectations inspired me to become stronger both personally and professionally. His guidance will always remain an important reference in my life and career.

Finally, I extend my gratitude to my university for contributing to my academic and personal growth as a future professional and member of society, I am equally thankful to my friends and colleagues who accompanied me throughout this journey, as well as to every person who, in one way or another, contributed to the successful completions of this project.

Madelen Dayana Jara Pilatasig

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RESUMEN

En el contexto educativo actual, todavía existen dificultades en el desarrollo de la destreza oral en inglés en los estudiantes de Educación General Básica, especialmente en aspectos como la pronunciación, el vocabulario y la fluidez, lo cual limita su participación en actividades comunicativas. Por esta razón, la presente investigación tuvo como objetivo analizar la influencia de las actividades kinestésicas en el desarrollo de la destreza oral en estudiantes de séptimo grado de Educación General Básica de la Unidad Educativa “Nuestro Mundo Eco Río”, ubicada en la ciudad de Riobamba, provincia de Chimborazo, durante el período lectivo 2025-2026. El estudio se desarrolló bajo un enfoque cuantitativo, mediante un diseño de investigación aplicada y de campo. Para la recolección de datos se utilizaron como instrumentos un pretest, un postest y una guía de observación. La población estuvo conformada por 17 estudiantes organizados en grupos de trabajo colaborativo. Los resultados obtenidos en el pretest evidenciaron un nivel entre bajo y moderado en los componentes de pronunciación, vocabulario y fluidez, con una media general del 38,6% lo que reflejó limitaciones en la competencia oral inicial de los estudiantes. Con el propósito de responder a esta problemática, se implementó una propuesta pedagógica basada en estrategias kinestésicas. Dicha propuesta incluyó actividades como juegos de roles, Respuesta Física Total (TPR), dinámicas apoyadas en gestos y la adaptación de juegos tradicionales de raíz cultural, como rayuela, el 40 y tres en calle, orientadas a fomentar la participación activa y la interacción oral significativa. Los resultados del postest demostraron una mejora significativa en la destreza oral, alcanzado una media general del 77,2%. Asimismo, las observaciones realizadas durante la intervención permitieron identificar un incremento en la motivación, la confianza y la disposición de los estudiantes para participar en actividades orales en inglés. En conclusión, los hallazgos, de esta investigación permiten determinar que las actividades kinestésicas integradas con juegos culturales constituyen una estrategia pedagógica eficaz para fortalecer la expresión oral en contextos de enseñanza del inglés como lengua extranjera.

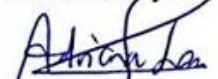
Palabras clave: actividades kinestésicas, destreza oral, fluidez, pronunciación, vocabulario, juegos populares.

ABSTRACT

In the current educational context, the development of English speaking skills in the students of Educación General Básica continues to present challenges, particularly in pronunciation, vocabulary, and fluency, which limit students' participation on communicative activities. Therefore, this research aimed to analyze the influence of kinesthetic activities on the development of speaking skills in seventh grade students at Unidad Educativa "Nuestro Mundo Eco Río," Located in Riobamba, Chimborazo province, during the 2025-2026 academic period. The study was conducted using approach with an applied research design. Data collection instruments included a pretest, and a classroom observation guide. The population consisted of 17 students organized into collaborative working groups. The pretest results showed low to moderate levels of performance in pronunciation, vocabulary, and fluency, with an overall average score of 38,6% reflecting limitations in students' initial oral proficiency. To address these difficulties, a pedagogical intervention based on kinesthetic strategies was implemented. The activities included role plays, Total Physical Response (TPR), movement-based dynamics, and culturally rooted traditional games such as rayuela, 40, and tres enc alle, all aimed at promoting active participation and meaningful oral interaction. The post-test results demonstrated a significant improvement in speaking performance, reaching an overall average score of 77, 2%. Furthermore, classroom observations revealed increased motivation, confidence, and willingness among students to participate in oral English activities. In conclusion, Kinesthetic activities integrated with cultural elements constitute an effective pedagogical strategy for enhancing speaking skills in EFL learning contexts.

Keywords: kinesthetic activities, speaking skills, fluency, pronunciation, vocabulary, popular games.

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CHAPTER I. INTRODUCTION

1.1 Introduction

In Ecuador, English language teaching was predominantly characterized by traditional, teacher-centered methodologies, in which the flow of information tended to be unidirectional. In these settings, teachers primarily delivered content while students assumed a passive role, engaging in limited interaction or active participation (Richards, 2021; Harmer, 2021). Furthermore, this conventional approach frequently disregarded interactive and dynamic element, such as meaningful movement or real-life application, which were crucial for fostering deeper engagement with the target language. (Littlewood, 2021; Mavilidi et al., 2020).

In response to these challenges in language teaching, the kinesthetic approach emerged as an interactive methodology that emphasizes physical movement as a means to improve comprehension, retentions, and problem-solving abilities. Research conducted by Mathias et al. (2019) demonstrated that reducing activity in the visual motion cortex negatively affected gesture-based vocabulary learning, providing neurological evidence of the benefits of physical involvement in the learning process. These findings suggested that the integration of multiple senses strengthens cognitive connections and promotes deeper understanding.

Furthermore, various studies support the importances of learning through movement. Hamza (2019) concluded that the use of haptic interfaces contributed that tactile feedback significantly improved achievement in robotic learning tasks. Similarly, educational resources such as Lecturio (2024) highlighted the effectiveness of multisensory in increasing students' engagement the effectiveness of multisensory environments in increasing student engagement and knowledge retention. In addition, Asher (2023) proposed practical strategies for the successful implementation of kinesthetic activities, even in contexts with limitations related to classroom space or material resources.

Overall, these contributions indicate that incorporating physical activity into language instruction not only makes learning experiences more dynamic and engaging, but also facilitates the development of essential language skills, particularly speaking, in a more inclusive and meaningful way. Consequently, the kinesthetic approach represents and affective for fostering concrete, active and long-lasting learning through movement based and hands on activities. This approach actively engaged learners, helping them connect real-world experiences with language learning. Additionally, it was important to highlight those kinesthetic activities not only enhanced student participation but also improved memory retention and oral fluency by creating a supportive, low-anxiety learning environment. As Piaget (1952) highlighted, learning through interaction with hands or movement allowed children to construct their knowledge and promoted meaningful learning.

Based on these theoretical and empirical contributions, the present study analyzed the influence of kinesthetic activities on the development of students' oral proficiency in English at Unidad Educativa Nuestro Mundo Eco Río, where low motivation and limited oral interaction were identified as important challenges. Moreover, students often showed passive learning

behaviors and experienced difficulties such as reduced participation and linguistics anxiety, which negatively affected the development of their speaking skills. In this context, the study was considered feasible due to the availability of an appropriate educational setting, an accessible population, and the necessary resources for its implementation.

To achieve the proposed objectives, the research adopted a quantitative approach and used instruments such as a pretest, a post- test, and an observation guide for data collection. Additionally, the study was classified as applied and field-based research because it involved direct interaction with participants in their educational environment and addressed a real educational problem through practical intervention. Ultimately, this study aspired to contribute valuable insights and practical strategies for improving English language instruction through kinesthetic methods. It also intended to serve as a resource for future researchers interested in promoting oral proficiency in an English as a Foreign Language (EFL) context.

Overall, this study was organized as follows: Chapter I: Introduction, Problem Statement, and Objectives; Chapter II: Reference Framework; Chapter III: Methodological Framework, Budget, and Timeline of the Research Work; and finally, Chapter IV: References and Annexes.

1.2 Problem statement

Movement is essential for meaningful learning in the classroom, and kinesthetic activities offer an effective approach to improve engagement and understanding. A primary goal of these activities is to incorporate physical movement and interactive tasks, which not only make learning more enjoyable but also help reinforce language concepts through experiential learning. In addition, the kinesthetic method offers learners the opportunity to practice speaking in authentic, communicative contexts that engage multiple senses. It also promotes memory retention and reduces linguistic anxiety, creating a more conducive environment for learners to express themselves verbally. In short, this approach becomes a valuable tool for improving oral proficiency and bridging the gap between theoretical knowledge and practical application. It encourages active participation, improves vocabulary use, and increases learner confidence.

However, in the context that Ecuador finds itself in, traditional teaching methods often affect the teaching and learning process, especially when it comes to fostering the process of meaningful learning with English. This situation limits students' opportunities to strengthen their oral proficiency and promotes dependence on structural language models instead of encouraging meaningful methodologies predominate, students may struggle to maintain motivation, since lessons to incorporate more interactive strategies, such as kinesthetic activities, in order to enhance speaking and foster a more engaging learning environment.

Considering these aspects, the present study seeks to analyze the benefits of implementing kinesthetic activities for the development of oral skills in seventh grade students at the Educational Unit "Nuestro Mundo Eco Río," located in the city of Riobamba, Chimborazo province, during the 2025-2026 academic period. To fulfill this purpose, the research adopts a quantitative approach and uses instruments including a pretest, a post-test and an observation guide, which will provide evidence regarding students' oral proficiency development. Therefore, the research will be classified as applied and field-based, as it involves direct

interaction with the student population in their actual learning environment and addresses a real, observable challenge in English language instruction.

1.3 Problem formulation

How do Kinesthetic activities influence the development of speaking skill among students coursing 7th EGB at the Unidad Educativa “Nuestro Mundo Eco Rio” in the city of Riobamba, Chimborazo province, in the academic period 2025-2026?

1.4 Justification

The relevance of this study is based on the need to strengthen speaking skills in English as a Foreign Language (EFL) among elementary school students. Oral communication is often one of the most difficult skills for young learners to develop, especially in contexts where traditional teaching methods prioritize grammar and written tasks over active communication. In the Ecuadorian educational context, these approaches limit students’ opportunities to practice speaking meaningfully. Therefore, this research is relevant because it analyzes kinesthetic activities as an alternative strategy to promote active participation and improve students’ oral language development.

The importance of this study lies in the use of learner centered methodologies that address different learning styles and encourage meaningful learning. Kinesthetic activities combine movement with language instruction, allowing students to engage physically and cognitively in the learning process. This approach has shown positive effects on motivation, anxiety reduction, vocabulary retention, and oral fluency, contributing to a more dynamic and inclusive EFL learning environment.

Furthermore, this research benefits both students and teachers. Students develop confidence and improve their speaking skills through interactive activities, while teachers gain practical methodological strategies to strengthen oral instruction in the classroom. Moreover, the study is economically feasible, as kinesthetic activities require minimal resources and can be easily adapted to the classroom setting. Overall, this research seeks to provide evidence on the effectiveness of kinesthetic activities in improving speaking skills, contributing to more effective and engaging English language teaching practices.

1.5 Objectives

1.5.1 General Objective

- To analyze how Kinesthetic activities influence the development the speaking skill of students coursing 7th EGB at the Unidad Educativa “Nuestro Mundo Eco Rio” in the city of Riobamba, Chimborazo province, in the academic period 2025-2026.

1.5.2 Specific Objectives

- To assess the participants' proficiency in speaking skills

- To apply kinesthetic activities to foster the development of speaking considering the facts identified in the diagnostic phase.
- To evaluate the effectiveness of the proposal based on the improvement of the speaking skill.

CHAPTER II. THEORETICAL FRAMEWORK

2.1 State of the art

The role Throughout history, the relationship between physical activity and cognitive development has been widely examined in educational thought. Initially, classical philosophers such as Plato and Aristotle emphasized the intrinsic connection between bodily movement and intellectual growth, arguing that physical exercise contributed to mental discipline and effective learning. These early perspectives established the philosophical basis for later educational theories that considered movement an essential element in cognitive development (Plato, 2007; Aristotle, 2011).

Building upon these ideas, modern educational theories began to define kinesthetic learning in a more systematic way. In this context, Gardner's (1983) Theory of Multiple Intelligences identifies bodily kinesthetic intelligence more effectively when instruction is connected to their natural abilities, including learning through movement. As a result, kinesthetic became increasingly relevant as an alternative to traditional teaching methods, especially in EFL classrooms, where activate participation supports language retention and interaction (Garder, 1983)

Later, influential theorists the value of experimental learning through physical involvement. Rousseau (1762) argued that children learn more effectively through direct sensory experiences with their environment emphasizing experience as a fundamental basis for learning. Likewise, Pestalozzi (1801) advocated a holistic approach to education that integrated physical, cognitive, and emotional development, asserting that movement plays a critical role in intellectual and linguistic growth. These ideas were further developed by Fröbel (1826), who incorporated structured play and physical activity into early education, thereby reinforcing the pedagogical value of movement in cognitive and language development.

As educational theory during the early twentieth century. Montessori (1912) developed an instructional approach focused on sensory exploration and hands on learning. Her methodology encouraged learner autonomy through physical interaction with the environment, supporting both cognitive development and language acquisition. In this regard, Montessori's principles are closely connected to kinesthetic learning, since both emphasize movement and sensory involvement as key factors for improving comprehension, retention, and oral language skills (Montessori, 1912).

From a linguistic perspective, theories of second language acquisition also support the use of kinesthetic activities. In particular, Krashen's (1982) Input Hypothesis emphasizes the importance of comprehensive input and low anxiety environments for successful language learning. Within this frame wok, kinesthetic activities help reduce

learners' affective filters by creating, meaningful, and less stressful learning experiences. As a result, students are more likely to participate actively in speaking tasks, promoting oral proficiency in EFL settings (Krashen, 1982).

In recent decades, scientific research has provided empirical evidence supporting the effectiveness of kinesthetic learning. Neuroscientific studies indicate that physical movement activates multiple brain regions associated with attention, memory, and language processing. For instance, Ablett et al. (2023) demonstrated that tactile feedback and movement-based learning considerably improved both academic performance and student motivation. Likewise, Jensen (2020) found that learning environments enriched with movement help reduce stress and increase concentration, two essential factors for effective language learning and speaking development.

In conclusion, the development of kinesthetic learning has involved progressively from early philosophical ideas to modern evidence based educational practices. In present-day EFL instruction, kinesthetic strategies such as role-playing, interactive games, and hands-on activities foster active participation, increase motivation, and reduce language anxiety. Therefore, these approaches not only align with learners' cognitive and affective needs but also provide a solid theoretical and empirical foundation for the present study (Ablett et al., 2023; Jensen, 2020; Mavilidi et al., 2020).

2.2 Theoretical Foundation

2.3 Learning Approaches in Language Education

2.3.1 Motor Approach

The Motor Theory of Speech Perception, proposed by Liberman and Mattingly (1985), states that speech perception is closely connected to the motor processes involved in speech production. According to this theory, learners perceive spoken language not only as sound but also as articulatory gestures, which highlights the role of physical movement in oral language development. In language education particularly within the English as a Foreign Language (EFL) context, this theory supports the integration of movement-based activities to improve pronunciation, rhythm, and speech comprehension by connecting auditory input with motor responses.

From this perspective, the motor approach to language learning highlights the importance of kinesthetic activities in the development of speaking skills. Activities such as gestures, role plays, and movement-based task simulate motor pathways that contribute to better memory retention and greater oral fluency. Studies on embodied learning suggest that physical involvement facilitates language processing and reduces speaking anxiety, creating a more supportive learning environment (Mavilidi et al., 2020). Therefore, incorporating kinesthetic activities aligned with the motor approach is particularly effective for young learners, as it promotes active participation and meaningful oral interaction in EFL classrooms.

2.3.2 Communicative Approach

Hymes (1972) introduced the concept the concept of communicative competence, highlighting interaction as a key component in language learning. According to this perspective, language is learned more effectively when students use it for meaningful communication rather than focusing only on grammatical accuracy. Therefore, the communicative approach of oral proficiency.

In the English as a Foreign Language (EFL), classroom, the communicative approach encourages students to participate in real life activities such as role plays, discussions, and problem-solving task. These activities foster activate interaction, strengthen learner confidence, and support the development of speaking skills through authentic language use. Additionally, communicative tasks create a low anxiety environment that motivates students to express themselves more freely, making this approach highly affective for promoting oral fluency and meaningful communication.

2.3.3 Teacher and Student-Centered Approach

Teacher-centered approaches, as discussed by Freire (1970), are characterized by a transmission model of education in which the teacher is the primary source of knowledge and students assume a passive role. In language learning contexts, this approach often limits opportunities for interaction and oral practice, as instruction focuses on memorization and repetition rather than meaningful communication. As a result, students may demonstrated lower motivation and limited speaking skill development due to reduced participation in authentic communicative situations.

In contrast, student centered approaches, strongly by Dewey (1938), promote active learning through collaboration, autonomy, and experiential participation. In the English as a Foreign Language (EFL) classroom, this perspective encourages learners to take an active role in their learning process through discussions, problem solving activities, and interactive task. As a result, student-centered instruction enhances motivation, improves language retention, and creates meaningful opportunities for speaking practice, making it more effective for developing oral proficiency.

2.3.4 Motor theory

The Motor Theory of speech perception, proposed by Liberman and Mattingly (1985), argues that speech perception is directly linked to the motor processes involved in speech production. This perspective suggests that language learning is strengthened when learners associate auditory input with corresponding physical actions. Supporting this view, Skipper et al. (2007) demonstrated that motor system activation plays a significant role in speech perception. Therefore, incorporating kinesthetic activities in language instruction can enhance both comprehension and oral production by engaging learners in movements that reflect natural speech patterns.

2.3.5 Constructivism

Constructivism, as proposed by Piaget (1952) and Vygotsky (1978), emphasizes that learners actively construct knowledge through interaction with their environment and

collaboration with others. Piaget emphasized cognitive development through individual experience, whereas Vygotsky highlighted the social nature of learning, particularly through interaction within the Zone of Proximal Development. In language education, this perspective suggests that learning is more effective when students participate actively instead of passively receiving information.

Furthermore, Bruner (1966) expanded constructivist principles by promoting discovery learning, in which students develop understanding through exploration and guided interaction. In the context of language learning, constructivism supports communicative activities that promote cooperation, dialogue, and shared meaning-making. These interactions enhance speaking skills by allowing learners to practice language in meaningful social contexts, thereby strengthening communicative competence.

2.4 Acquisition Theory

Krashen's (1985) acquisition–learning hypothesis differentiates natural language acquisition through meaningful interaction from formal language learning. This distinction underscores the importance of communicative experiences in the development of oral proficiency.

Similarly, Elis (2003) argued that language acquisition is strengthened through experiential and task-based interaction. In this context, kinesthetic activities provide meaningful and low-anxiety learning environments that encourage spontaneous use of the target language, thereby supporting both comprehension and oral fluency in alignment with Krashen's perspective on meaningful input for effective language development.

2.5 Multiple Intelligences

Gardner's (1983) theory of multiple intelligences reconceptualizes intelligence as a set of distinct cognitive capacities, among which bodily-kinesthetic intelligence plays a crucial role in learning through movement, physical interaction, and direct experience. This theoretical framework challenges traditional language teaching practices that privilege linguistic and logical-mathematical abilities, often marginalizing learners whose strengths lie in experiential and physical modes of learning. In the English as a Foreign Language (EFL) context, bodily kinesthetic intelligence supports the use of teaching strategies that integrate movement with language learning, enabling students to build meaning through action and real-life experiences.

Building on Gardner's theory, Amstrong (2009) emphasized that instruction based on multiple intelligences increases motivation and academic achievement by considering learner's individual strengths. Likewise, Larsen-Freeman and Anderson (2011), as well as Richards and Rodgers (2014), highlighted the importance of interactive and learner-centered methodologies for development for developing communicative competence. From this perspective, kinesthetic activities in the EFL classroom contribute to improving oral fluency while creating more inclusive and participatory learning environment.

2.5.1 Learning Styles

Kolb's (1984) experiential learning theory highlights the importance of understanding different learning styles by classifying learners into four categories: converging, diverging, assimilating, and accommodating. Converging learners prefer problem-solving tasks and practical applications, diverging learners learn best through observation and reflection, assimilating learners favor logical explanations and conceptual understanding, while accommodating learners are closely related to kinesthetic learners, who learn most effectively through hands-on experiences and active experimentation. In language education, recognizing individual learning differences allows teachers to implement more inclusive instructional strategies that respond to diverse learner needs. In particular, kinesthetic learners' benefit from movement-based activities that combine physical action with language use, supporting the acquisition of vocabulary, pronunciation, and grammar through multisensory experiences (Fleming & Mills, 1992). In speaking instruction, these activities encourage students' confidence and oral fluency, contributing to more effective learner centered EFL teaching.

2.6 Total Physical Response (TPR)

Total Physical Response (TPR), originally introduced by Asher (1969), is a language teaching method based on the coordination of verbal input and physical movement, reflecting natural first language acquisition processes. This approach prioritizes listening comprehension before spoken production, allowing learners to internalize language meaning through action without the pressure to speak immediately. As noted by Richards and Rodgers (2014), TPR creates a low-anxiety learning environment that encourages active participation and sustained attention. Consequently, learners gradually develop oral skills through repeated exposure, imitation, and meaningful interaction, making TPR a pedagogically sound strategy for supporting kinesthetic learning and early speaking development in EFL classrooms.

2.7 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT), described by Richards and Rogers (2001), is an approach that emphasizes interaction and the use of language in authentic communicative contexts. This methodology promotes learner centered activities such as role plays, simulations, and task-based tasks that encourage meaningful oral communication. Likewise, Littlewood (2011) stated that communicative activities help learners negotiate meaning and use language spontaneously, strengthening both fluency and communicative competence. When combined with kinesthetic activities, CLT further strengthens speaking development by engaging learners physically and cognitively, allowing them to participate actively in dialogue and real-life communication scenarios, which makes this approach particularly effective for fostering oral proficiency in EFL classrooms.

2.7.1 Cooperative learning

Johnson Cooperative learning is a pedagogical approach centered on structured group interaction, positive interdependence, and individual accountability, allowing learners to construct knowledge collaboratively through social engagement. According to Johnson and Johnson (1999), cooperative learning improves communication skills, academic performance, learner motivation through meaningful interaction and shared responsibility. In EFL classrooms, this approach provides authentic opportunities for speaking practice, as students exchange ideas and use the target language in real communicative situations. When combined with kinesthetic activities, cooperative learning further strengthens oral development by integrating movement and experiential learning.

From a local educational perspective, Narváez and Torres (2020) identified cooperative strategies such as role-plays, think-pair-share activities, movement-based tasks, and rotating group responsibilities as affective techniques for promoting group oral interaction and student participation. Their findings showed that these strategies reduce speaking anxiety, increase confidence, and create a supportive learning environment. Similarly, Slavin (2014) emphasized that cooperative structures enhance language retention and communicative competence through active participation in shared tasks. Therefore, cooperative learning combined with kinesthetic elements represents an effective methodological approach for improving speaking skills in EFL context.

2.7.2 Active Learning

Active learning, as advocated by Bonwell and Eison (1991), emphasizes student engagement through meaningful and participatory activities that promote deeper cognitive processing. In language education, active learning strategies such as gesture-supported storytelling, movement-based games, and interactive dialogues create dynamic learning environments that encourage learners to use the target language actively. According to Prince (2004), active learning enhances understanding and retention by involving students in higher-order thinking and authentic interaction. Consequently, these strategies support speaking development by reducing performance anxiety, increasing motivation, and fostering communicative competence in a low-pressure and learner-centered EFL classroom.

2.8 Language learning: Acquisition and processes

2.8.1 Speaking Skill

Speaking is a fundamental component of language learning that involves the integrant pronunciation, and appropriate intonation to communicate meaning affectively. Unlike other language skills, speaking is inherently interactive and spontaneous, which often makes it challenging for learners, particularly those who experience low confidence or language anxiety (Brown, 2007). In this context, kinesthetic activities provide an effective approach to

developing speaking skills by incorporating movement, gestures, and real-life simulations that promote active participation. According to Thornbury (2005), meaningful speaking practice occurs when learners are engaged in authentic communicative situations that require immediate language use. Therefore, kinesthetic strategies create immersive learning environments in which students can practice speaking naturally, reinforce language structures, and improve pronunciation in a dynamic and motivating way, ultimately enhancing oral proficiency in EFL classroom.

2.8.2 Fluency

Fluency refers to the ability to communicate ideas smoothly and continuously with few hesitations during interaction. According to Nation (2007), fluency involves the automatic use of language, enabling speakers to maintain communication without frequent interruptions. In speaking instruction, kinesthetic activities such as role plays, gesture supported storytelling, and timed speaking task help learners sustain oral production by encouraging a focus on meaning rather than on grammatical accuracy. As noted by Segalowitz (2010), fluency development is closely linked to repeated, meaningful practice in low-anxiety environments. Therefore, movement-based speaking activities help reduce performance pressure, increase confidence, and support spontaneous language use in EFL learners.

2.8.3 Accuracy

Richards (2006) emphasized the importance of balancing fluency and accuracy in speaking, as both contribute to effective communication. Accuracy refers to the correct use of grammar, vocabulary, and pronunciation. Kinesthetic strategies, such as pronunciation drills with physical gestures or rhythm-based exercises, help reinforce correct articulation and sentence structure. By incorporating movement into language practice, learners can internalize grammatical patterns and pronunciation rules in a more memorable and engaging way.

2.8.5 Intonation

Intonation is a fundamental component of spoken English, as variations in pitch and stress play a crucial role in conveying meaning, emotion, and emphasis during communication. Celce-Murcia et al. (2010) highlighted the importance of appropriate intonation patterns for achieving clear speech and effective listener comprehension. In this context, kinesthetic approaches offer valuable strategies for teaching intonation by making abstract phonological concepts more concrete and accessible. Similarly, Gilbert (2008) explained that the use of physical movements to emphasize stress, helps learners develop greater awareness and control of intonation patterns. These interactive techniques support expressive oral production and help learners develop more natural and intelligible spoken English.

2.8.6 Coherence

Coherence in speaking refers to the ability to organize ideas logically and present them in a clear, connected, and meaningful sequence. Thornbury (2005) explained that coherent speech enables listeners to easily follow the speaker's message through the effective use of

cohesive devices such as linking words, reference pronouns, and logical progression of ideas. This skill is essential in both formal and informal communication, as it contributes to clarity, audience engagement, and effective message delivery. Furthermore, Brown (2007) stated that coherent oral production reflects a speaker's ability to organize discourse and communicative meaning beyond individual sentences. To develop this ability, teachers often use activities such as storytelling, debates, and guided discussions, which help learners organize their ideas logically and strengthen their overall speaking competence.

2.8.7 Pronunciation

Pronunciation is a core component of speaking skills, involving the accurate production of individual sounds, stress patterns, rhythm, and intonation. Murcia et al. (2010) emphasized that clear pronunciation is essential for speech intelligibility, effective communication, and speaker confidence. In the language classroom, the use of focused activities such as minimal pair drills, tongue twisters, and shadowing techniques supports learners in developing phonological awareness and articulatory control. As noted by Fraser (2001), systematic practice combined with constructive feedback enables learners to notice errors and gradually improve accuracy. Therefore, providing frequent opportunities for guided repetition and meaningful oral practice is crucial for helping students overcome pronunciation difficulties and achieve more natural and comprehensible speech.

2.8.8 Speech

Speech encompasses more than the mere vocalization of words; it involves the ability to convey thoughts, feelings, and information effectively in real-time communication. Brown and Yule (1983) argued that spoken language is naturally interactive, requiring speakers to adapt their language to different audiences, contexts, and conversational situations. In the classroom, speaking skills can be developed through activities such as role plays, presentations, debates, and group discussions, which provide opportunities for both spontaneous and structured oral communication. Likewise, Thornbury (2005) emphasized that a supportive and low anxiety learning environment encourages students to take risks, experiment with language, and gradually strengthen their fluency, accuracy, and communicative confidence.

2.8.9 Activities to Improve Speaking Skills

A variety of activities can enhance students' speaking abilities by providing meaningful, engaging, and interactive contexts for language use. Ur (1996) highlights communicative tasks such as information-gap exercises, interviews, problem-solving discussions, storytelling, interactive games, and peer feedback as effective strategies for promoting fluency, accuracy, and student motivation. These activities encourage learners to take an active role in the learning process while developing communication skills that can be applied in academic, social, and professional contexts. Furthermore, Narváez and Torres (2020) highlighted that cooperative and movement activities contribute significantly to improving oral interaction among EFL learners.

The following table presents a summary of practical strategies that combine kinesthetic, cooperative, and communicative approaches, demonstrating how theoretical principles and research findings can be applied in classroom practice:

Table 1:
Examples of Communicative Speaking Activities for EFL Learners

Activity Type	Examples/ Strategies	Purpose / Skill Developed	Notes / Local Research
Communicative Tasks	Information gap exercises, interviews, problem-solving discussions	Fluency, accuracy, spontaneous interaction	Students negotiate meaning and practice real-life communication; supported by Narváez & Torres (2020) for increasing oral interaction in EFL classrooms.
Role Plays and Simulations	Travel situations, information gap activities, problem solving scenarios, and marketplace interactions.	Oral fluency, vocabulary development, communicative confidence.	Encourage learners to organize ideas logically while integrating movement and creativity to strengthen participation and language retention. (Thornbury, 2005; Narváez & Torres, 2020).
Storytelling and Oral Narration	Picture-sequence storytelling, collaborative story building, and gesture supported narration.	Fluency, coherence, pronunciation, and intonation.	Encourages learners to organize ideas logically while integrating movement and

			creativity to strengthen participation and language retention (Thornbury, 2005; Narváez & Torres, 2020).
Interactive Games	Simon Says, charades, vocabulary movement games	Oral fluency, listening comprehension, motivation	Combines physical movement with language practice Asher (1969); Prince (2004)
Peer Feedback & Collaboration	Think-pair-share, group discussions, peer correction	Accuracy, confidence, communicative competence	Kinesthetic activities (hand gestures, body movements) support phonetic patterns. Murcia et al. (2010; Fraser 2001)
Pronunciation & Phonology	Tongue twisters, minimal pair exercises, shadowing	Pronunciation, intonation and rhythm.	Kinesthetic activities (hand gestures, body movements) support phonetic patterns. Murcia et al. (2010; Fraser 2001)
Task-based Kinesthetic Activities	Timed speaking tasks, stepping for stressed syllables, gesture mapping	Fluency, intonation, confidence	Links physical movement to oral production, reduces speaking anxiety. Krashen (1985); Thornbury (2005)

Movement-based Problem Solving	Group challenges, role rotations, classroom scavenger hunts	Speaking fluency, collaboration, critical thinking	Encourages active engagement and kinesthetic learning; Narváez & Torres (2020) highlight its positive effect on oral participation
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Note. Examples of Communicative Speaking Activities for EFL Learners

2.9 Kinesthetic Approach: Concept, Advantages and Disadvantages

Developing The kinesthetic approach in language learning emphasizes the integration of physical movement and hands on experiences to enhance comprehension, retention, and active participation. Gardner (1983) highlighted bodily kinesthetic intelligence as a critical component of multiple intelligences, showing that some learners process and internalize information more effectively through movement and physical interaction. In EFL classrooms, kinesthetic activities such as role plays simulations, gesture-based tasks, intonation exercises, movement-oriented games help students connect language learning with physical actions. These activities reinforce vocabulary, pronunciation, grammatical structures, and fluency in meaningful and engaging ways (Armstrong, 2009; Kolb, 1984).

Several studies have demonstrated the effectiveness of kinesthetic learning in language acquisition. Asher's (1969) Total Physical Response (TPR) method showed that combining verbal input with physical actions facilitates comprehension and supports language production. Likewise, Mathias et al. (2019) found that gesture-based learning strengthens memory retention by activating sensorimotor processes. From a local perspective Narváez and Torres (2020) reported that movement based cooperative activities encourage interaction, reduce language anxiety, and increase students' confidence in speaking, particularly in classrooms where traditional teacher centered practices are common. These findings indicate that movement-based strategies not only support language acquisition but also create inclusive and engaging learning environments.

2.9.1 Advantages of the Kinesthetic Approach

- **Enhanced student engagement and motivation:** Movement and hands-on tasks encourage active participation and sustained attention (Gardner, 1983; Armstrong, 2009).
- **Improved comprehension and memory retention:** Multisensory stimulation strengthens vocabulary, pronunciation, and fluency (Mathias et al, 2019).
- **Oral proficiency and Fluency:** Activities such as roles plays, simulations, and movement-based games create meaningful and low anxiety opportunities for students

to practice oral communication in the authentic situations (Asher 1969; Narváez & Torres, 2020).

- **Supports for different learning preferences:** Kinesthetic are especially effective for students who learn through movement and physical engagement, while also complementing other learning process (Bonwell & Eison, Richards & Rodgers, 2014).
- **Strengthening of cognitive and interpersonal abilities:** Collaborative and problem-solving activities encourage teamwork, critical thinking, creativity, and active participation in the learning process (Bonwell & Eison, 1991; Richards & Rodgers, 2024).

2.9.2 Disadvantages of the Kinesthetic Approach

- **Not effective for all learners:** Some students prefer auditory or visual modalities and may struggle with movement-based learning (Fleming, 2001).
- **Classroom limitations:** Small spaces, large groups, or insufficient materials can restrict activity implementation.
- **Teacher preparation required:** Designing meaningful kinesthetic activities that align with learning objectives requires planning, time, and expertise (Ablett et al., 2023).
- **Potential distraction:** Without proper classroom management, physical activities may lead to off-task behavior.

2.9.3 Examples of Kinesthetic Activities

Kinesthetic activities enhance students' speaking skills by combining physical movement with meaningful language use, linking vocabulary, sentence structures, and comprehension to active participation. Well-established pedagogical approaches such as Total Physical Response (TPR), role-plays, and storytelling with gestures provide opportunities for learners to practice language in communicative contexts while reducing anxiety and increasing motivation (Asher, 1969; Richards & Rodgers, 2014). Interactive games such as Marker War, Bingo, Simon Says, Mystery Person, and Team Trivia promote fluency, rapid recall, interaction, and cognitive engagement (Ur, 1996; Bonwell & Eison, 1991). Additionally, traditional Ecuadorian games were adapted for classroom use to create culturally relevant, kinesthetic language activities, allowing students to connect familiar play with English practice.

2.10 Adapted Traditional and Structured Kinesthetic Activities

2.10.1 40 (Cuarenta) – Adapted for Language Learning

- **Objective:** Reinforce vocabulary, fluency, and rapid responses.

- **Rules (adapted):** Played with 40 cards (Ace–7 and J, Q, K) by two teams of two players. Each player draws a card to determine who deals. During play, matching the number or figure of a previous card (**caída**) captures cards for points; clearing all cards (**limpia**) adds more points. The first team to reach 40 points wins. In classroom adaptation, students must answer a question in English to play or capture cards (El Comercio, 2021).

2.10.2 Tres en Raya (Tic-Tac-Toe) – Adapted

- **Objective:** Promote questioning, problem-solving, and strategic thinking.
- **Rules:** Students answer an English question or riddle correctly to place an X or O. Incorrect answers pass the turn. The first to align three marks wins. Difficulty can be adjusted by topic or question type.

2.10.3 Rayuela (Hopscotch) – Adapted

- **Objective:** Integrate movement with spoken language production.
- **Rules:** Students throw a marker into numbered squares and answer an English question to advance. Correct answers allow progression; reaching the last square wins. Questions can vary in difficulty based on student level.

2.10.4 Total Physical Response (TPR)

- **Objective:** Link comprehension to oral production.
- **Rules:** Students respond physically to teacher commands, then gradually produce the target language verbally (Asher, 1969).

2.10.5 Role-Plays and Simulations

- **Objective:** Practice real-life language use in structured scenarios.
- **Rules:** Students act out dialogues using target vocabulary and structures. Teacher provides feedback on performance (Richards & Rodgers, 2014).

2.10.6 Storytelling with Gestures

- **Objective:** Reinforce vocabulary, sentence structures, and intonation.
- **Rules:** Learners narrate a story while performing gestures representing key words or actions, enhancing memory and expressive skills (Cameron, 2001).

2.10.7 Interactive Games (e.g., Simon Says, Bingo, Marker War, Mystery Person)

- **Objective:** Promote fluency, rapid recall, and communicative interaction.
- **Rules:** Students move and respond in English. For example, in *Simon Says*, they follow commands only if prefixed with “Simon says,” practicing comprehension and production simultaneously (Ur, 1996).

2.11 Ecuador Curriculum Based on Speaking Skill

The Ministry of Education of Ecuador (2016) emphasizes communicative competence as a key goal in English education. However, traditional methods often hinder progress. Integrating kinesthetic activities aligns with curriculum objectives, promoting meaningful language use and oral proficiency. Curriculum of Ecuador of English as foreign Language

The English curriculum in Ecuador, as outlined by the Ministry of Education (2016), emphasizes the development of communicative competence. However, traditional grammar-focused methods often dominate classrooms, limiting opportunities for interactive communication.

2.12 Standards of Speaking Skills

The curriculum places a strong emphasis on the development of speaking skills, recognizing their fundamental role in effective communication and collaborative learning (Ministerio de Educación del Ecuador, 2016, p. 361). Students are encouraged to engage in diverse speaking activities that range from informal conversations to structured presentations, fostering both verbal and non-verbal communication abilities. The standards the importance of active listening, accurate pronunciation, and interactive communication strategies such as requesting clarification and restating information. These practices are incorporated into classroom activities to support the development of students' confidence, motivation, and communicative abilities. Through meaningful oral interactions, learners not only improve their language proficiency but also develop important social skills that contribute to their overall academic development.

2.12.1 Evaluation Speaking Skills in the Middle School Curriculum

Evaluation of speaking skills in the middle school curriculum involves a comprehensive approach that goes beyond mere accuracy of language (Ministerio de Educación del Ecuador, 2016). Teachers assess students' ability to communicate ideas clearly, engage in active listening, and use appropriate communication strategies in various contexts. Rubrics often include criteria such as fluency, coherence, and pronunciation, as well as the effective use of non-verbal cues like eye contact and gestures. Additionally, students are encouraged to reflect on their performance, promoting self-assessment and continuous improvement. By aligning evaluation methods with the curriculum's emphasis on spoken interaction, educators ensure that learners are equipped with the skills needed to participate confidently and competently in both academic and real-world communication situations.

2.13 Implement Kinesthetic Activities: Process, steps and Materials

2.13.1 Process and steps to implement Kinesthetic activities

Implementing kinesthetic activities to develop speaking skills requires a structured approach grounded in experiential learning and communicative language teaching (Kolb, 1984; Richards & Rodgers, 2001). Teachers begin by setting clear objectives, such as improving

fluency or pronunciation, and selecting suitable activities, such as TPR for beginner learners or role-plays for advanced learners (Harmer, 2007; Asher, 1969). Materials such as visual and classroom resources can be used to support these activities. Lessons typically begin with a warm-up task that activates prior knowledge and include clear demonstrations through gestures and modeling (Celce-Murcia et al., 2010). During the practice stage, students participate in movement-based activities, such as simulations and miming, while receiving continuous teacher guidance and feedback (Johnson & Johnson, 1989; Bonwell & Eison, 1991). Subsequently, peer and self-assessment activities encourage learners to reflect on their progress (Kolb, 1984). Finally, the regular application and reinforcement of these skills contribute to the development of long-term oral proficiency within an interactive.

2.13.2 Sources and Materials to implement Kinesthetic activities.

A variety of resources and materials can be used to support the implementation of kinesthetic activities in the classroom. According to Jensen (2000), tools such as manipulatives, flashcards, games, and realia help create hands-on learning experiences that strengthen language development and encourage active student participation. Additionally, digital tools such as interactive whiteboards and educational apps can complement physical activities, providing multimodal input that caters to diverse learning styles. By thoughtfully selecting and integrating these materials, educators can create engaging and meaningful lessons that encourage active participation and foster a deeper understanding of the content.

2.14 Roles: Teacher and Student

2.14.1 Teacher's Role

Freire (1970) highlighted the role of the teacher as a facilitator of learning rather than simply a provider of knowledge in kinesthetic learning environments, teachers promote active participation by creating opportunities for students to engage directly in the learning process. Rather than relying exclusively on direct instruction, educators guide learners through hands-on activities, offering support, encouragement, and constructive feedback. Through use of movement-based strategies, teachers help students improve both language comprehension and communicative skills.

2.14.2 Student's Role

Dewey (1938) viewed students as active participants in their own learning process, highlighting the importance of experiential education. In kinesthetic language classrooms, students take on roles that require creativity, collaboration, and problem-solving. Through movement-based tasks such as group performances, interactive storytelling, and gesture-based pronunciation exercises, learners develop speaking skills in an immersive and engaging manner. This active participation fosters a deeper connection with the language, leading to improved fluency, accuracy, and confidence in oral communication.

2.15 Implementing Kinesthetic Activities in Our Context

The implementation of kinesthetic activities in EFL classrooms in Ecuador is supported by field studies that highlight their potential to improve oral proficiency. Cohen and Manion (1980) emphasize the value of observing interventions in real-world contexts to assess their effectiveness. In this study, kinesthetic activities are adapted to local needs, fostering a more dynamic and engaging approach to English language instruction.

2.16 Culture Effects on EFL Learners: Benefits and Disadvantages (Ecuadorian Context)

Culture plays a central role in the process of learning English as a Foreign Language (EFL), as it directly influences learners' motivation, identity, attitudes, and interaction patterns. In the Ecuadorian context, students come from diverse cultural backgrounds influenced by indigenous, Afro-Ecuadorian, mestizo, and regional traditions. When these cultural elements are appropriately incorporated into the learning process, they can enrich language learning and promote more meaningful educational experiences. According to Byram (1997), language learning is inseparable from cultural understanding, since language reflects values, beliefs, and social practices. When EFL instruction connects with students' cultural experiences, learners tend to feel more engaged, confident, and willing to participate orally, which is particularly relevant for developing speaking skills.

However, cultural factors may also present challenges in EFL classrooms. Students may experience anxiety, fear of making mistakes, or reluctance to participate in communicative activities due to cultural factors that emphasize silence, respect for authority, or concern about making errors in public. Brown (2007) noted that affective factors, such as anxiety and self-esteem, play an important role in oral performance. In Ecuadorian public schools, where opportunities to use English outside the classroom are often limited, these barriers may further restrict students' participation in authentic communicative situations. Therefore, culturally responsive teaching strategies are essential to maximize the benefits of cultural identity while minimizing its potential constraints on language learning.

2.16.1 Culture and Interculturality in EFL Education

Interculturality in EFL education refers to the ability of learners to interact effectively with people from different cultural backgrounds while maintaining respect for their own cultural identity. In Ecuador, interculturality is not only a pedagogical approach but also a constitutional principle that promotes diversity, inclusion, and social equity. According to the UNESCO (2017), intercultural education promotes dialogue, mutual understanding, and respect among cultures, which are essential skills in an increasingly globalized world. The incorporation of intercultural perspectives into English teaching enables students to develop communicative competence beyond the acquisition of grammar and vocabulary.

From an EFL perspective, interculturality also supports the development of speaking skills by encouraging learners to compare cultures, express their opinions, and share personal experiences through meaningful communication. Byram et al. (2002) argue that intercultural communicative competence enables learners to use language meaningfully in real contexts. In Ecuadorian classrooms, incorporating local traditions, celebrations, and social practices into

English lessons allows students to become cultural representatives of their own communities, increasing motivation and authenticity in oral communication.

2.16.2 Culturally Rooted Popular Games in Education

Traditional games rooted in local culture constitute a valuable pedagogical resource because they integrate movement, social interaction, and cultural meaning. In Ecuador, games such as rayuela, trompo, canicas and card games have been passed down through generations, reflecting values related to cooperation, competition, and community participation. According to Johan Huizinga (2016), play is a fundamental cultural activity through which individuals develop meaning and strengthen social relationships. When these games are integrated into educational contexts, they become powerful tools for experiential learning.

From a language learning perspective, culturally rooted games provide authentic contexts for communication and reduce the affective filter that often inhibits speaking. Mavilidi et al. (2020) highlight that movement-based and culturally familiar activities activate cognitive and emotional engagement, facilitating deeper learning. In Ecuadorian EFL classrooms, using traditional games adapted to English instruction allows students to participate actively while valuing their cultural heritage, reinforcing both linguistic and cultural identity.

2.16.3 Incorporating Popular Games into English Classes

Integrating popular games into English classes requires intentional planning to align linguistic objectives with game mechanics. Teachers can adapt traditional Ecuadorian games to practice vocabulary, pronunciation, and fluency by incorporating oral instructions, role-playing, question-and-answer dynamics, and cooperative challenges. According to Jack C. Richards (2015), communicative activities should emphasize meaningful interaction and active learner participation. In this regard, popular games support these principles by encouraging spontaneous communication and collaboration among students.

Furthermore, the use of games helps create a low anxiety learning environment, which is essential for the development of speaking skills. Stephen Krashen (1985) explained through the Affective Filter Hypothesis that language acquisition is more effective when learners experience fewer emotional barriers during the learning process. In Ecuadorian classrooms, popular games encourage participation even among shy or low-proficiency students, as the focus shifts from accuracy to communication and enjoyment. This approach aligns with kinesthetic learning principles and supports inclusive education practices.

2.16.4 English Curriculum in Ecuador: Culture and Interculturality

The Ecuadorian English curriculum emphasizes the development of communicative competence through meaningful, contextualized, and intercultural learning experiences. According to the Ministry of Education of Ecuador English teaching should promote cultural awareness, respect for diversity, and active participation (MINEDUC, 2016). The curriculum

explicitly encourages the integration of local and global cultural elements to foster students' identity and global citizenship.

Furthermore, the curriculum aligns with the principles of intercultural bilingual education, highlighting the importance of valuing students' cultural backgrounds in the learning process. Narváez and Torres (2019) argue that culturally contextualized methodologies enhance student engagement and relevance in Ecuadorian classrooms. Therefore, incorporating culturally rooted popular games into EFL instruction is consistent with national educational policies and supports the holistic development of students' linguistic, social, and intercultural competencies.

2.17 Roles: Teacher and students

2.17.1 Teachers' role

In this process, the teacher plays a key role as both a designer and facilitator of learning. As a designer, the teacher structures the gamified activity, selects the tools and mechanics that best align with the learning objectives, and adapts materials to meet the needs of students with special educational needs, including those with dyslexia (Panayiotou & Phtiaka, 2019). Additionally, as a facilitator, the teacher monitors student progress, provides formative feedback, and offers support to learners who experience difficulties during the tasks (Alarcón & Velásquez, 2025).

2.17.2 Students' role

The student takes an active role by participating in interactive activities such as missions or challenges that promote autonomy, collaboration, and critical thinking (Calle et al., 2025; Sánchez, 2024). In addition, the learner becomes an explorer within the gamified environment, navigating the context, interacting with digital elements, and making decisions that influence their learning progress (Calle et al., 2025).

CHAPTER III. METHODOLOGY

3.1 Research approach

This study adopts a quantitative research approach, as it aimed to collect and analyze numerical data to measure the effectiveness of kinesthetic activities in developing students' speaking skills. According to Creswell (2014), quantitative research is appropriate when the goal is to objectively evaluate the relationship between variables. In this case, the use of pre-tests and post-tests provides measurable insights into students' oral proficiency before and after the intervention, ensuring accuracy and reliability in the findings.

3.2 Type of research

The present study is classified as applied and field research, following the definitions of Hernández, Fernández, and Baptista (2014). It is considered applied research because it addresses a real-world educational problem: the limited oral proficiency of seventh-grade

students at the Unidad Educativa “Nuestro Mundo Eco Río”. It is field research because data are collected directly in the natural classroom environment where students learn, ensuring that the intervention is contextually relevant and that findings are authentic and actionable. By integrating kinesthetic activities directly into the classroom, the research provides practical solutions to enhance oral communication in English.

3.3 Research design

The study utilizes a quasi-experimental pre-test/post-test design. This design allows for measuring students’ oral proficiency prior to the intervention, implementing kinesthetic activities, and administering a post-test to evaluate improvements. Such a design is appropriate for classroom research because it enables the direct comparison of learning outcomes while accounting for contextual variables (Ary & Walker, 2014). This design also supports the objective evaluation of how movement-based strategies influence speaking skills.

3.4 Research method

The methodology followed an exploratory-experimental approach, combining intervention with systematic observation and measurement. This approach allows the study to explore the effects of kinesthetic activities, such as Total Physical Response (TPR), role-plays, storytelling, and adapted traditional games (40: Tres en Raya and Rayuela), on oral proficiency. Through structured implementation and data collection, the study investigates both the pedagogical process and the learning outcomes in a context-sensitive manner (Creswell & Creswell, 2018).

3.5 Population and sample

3.5.1 Population

The target population consisted of all seventh-grade students at the “Nuestro Mundo Eco Río” Educational Unit in Riobamba, Chimborazo. This population was selected due to adequate classroom space, the presence of diverse learners with observable needs in oral English proficiency, and accessibility for implementing kinesthetic strategies. Collecting data from this population ensures that the results are authentic and directly applicable to the classroom context.

3.5.2 Sample

Given the small population, the study involved the entire seventh-grade cohort without additional sampling. This approach allows for comprehensive data collection and ensures that all students benefit from the pedagogical intervention.

3.6 Techniques and instruments for data collection

To fulfill the study’s objectives, three main instruments were used: pre-test, post-test, and an observation guide. For the first and third objectives: assessing speaking proficiency and evaluating the impact of the intervention a standardized assessment of the Cambridge A2.1 level pre-test will first establish a baseline of students’ oral skills, focusing on elements such as fluency, pronunciation, and vocabulary. Following the intervention, the same assessment

was administered as a post-test to evaluate students' progress and measure changes in their oral performance. According to Mackey and Gass (2016), this procedure provides reliable comparative data for analyzing learning outcomes. To address the second research objective, an observation guide was employed to systematically record students' participation, engagement, and interaction throughout the kinesthetic activities. The use of this instrument allowed for consistent data collection and contributed to the reliability of the study's findings.

3.7 Validation of instruments of recollection of data

To ensure the validity and reliability of the instruments, both the pre-test/post-test and the observation guide were subjected to expert validation. Language teaching specialists, curriculum experts, and experienced EFL teachers reviewed the instruments to evaluate their clarity, relevance, and appropriateness for assessing oral proficiency at the A2.1 level. Their feedback was incorporated to refine the wording of test items, the structure of observation criteria, and the alignment of activities with learning objectives. Additionally, a pilot test was carried out with a small group of students from a similar grade level to verify the clarity and applicability of the instruments. The observation guide was also reviewed to ensure consistency and objectivity, allowing for a uniform evaluation of all participants and strengthening the credibility of the collected data (Hernández & Baptista, 2014). This validation process ensured that the instruments accurately measured the variables under study and generated reliable information regarding the effects of kinesthetic activities on students' speaking skills.

3.8 Techniques and instruments for the analysis and interpretation of results

The effectiveness of kinesthetic activities on students' oral skills was evaluated using statistical analyses based on data collected in pre- and post-test assessments. These diagnostic tests aim to measure specific components of speech, such as fluency, pronunciation, and vocabulary use.

To analyze the results, descriptive statistics, measures of central tendency (mean), measures of dispersion (variance), including Cronbach's alpha, which assesses the reliability and correlation between variables, will be applied, measuring from 0 to 1; where the closer to 1, the better the correlation between variables.

$$\alpha = \frac{K}{K - 1} \left(1 - \frac{\sum_{i=1}^k S_i}{S_t} \right)$$

K : Numbers of items

S_i : Variance of each item

S_t : Total variance of all items.

Furthermore, values of Cronbach's Alpha closer to 1 indicate a higher level of reliability (Tavakol & Dennick, 2011). By applying this statistical procedure, the study was able to compare student's oral proficiency before and after the intervention, assess the

effects of kinesthetic activities, and establish evidence-based conclusions regarding their effectiveness.

CHAPTER IV RESULTS AND DISCUSSION

4.1 Results Analysis and Interpretation

This chapter presents the results obtained from the application of the pre-test and post-test instruments used to evaluate the speaking skill of seventh-grade EGB students at Unidad Educativa “Nuestro Mundo Eco Rio”. The analysis focuses on the criteria of vocabulary, fluency, and pronunciation, which are fundamental components of speaking competence in EFL learners. The results aim to determine the effectiveness of kinesthetic activities in improving students’ speaking skills, in accordance with the general and specific objectives of the study.

The data were analyzed using descriptive statistics, including percentages, mean scores, and medians, enabling a clear comparison of students’ performance before and after the pedagogical intervention.

4.2 Pre-Test Results Analysis and Interpretation

This section presents the analysis and interpretation of the Pretest results obtained during the research process. First, the pre-test results are described to determine students’ initial speaking proficiency prior to the implementation of the kinesthetic activities. The study involved 17 students, who were organized into eight pairs and one group of three, forming a total of eight groups (G1-G8). The pre-test included five questions (Q1-Q5) aimed at assessing the key aspects of speaking performance. At this stage, the reliability of the instrument was first examined, followed by an analysis of overall group performance, results by question, and the main speaking components evaluated: pronunciations, vocabulary, and fluency.

After presenting the diagnostic results, the section describes the behavior observation recorder during the initial interaction phase and during the application of kinesthetic activities. These observations provide qualitative evidence about students’ engagement, participation, and communicative behavior throughout the intervention. Finally, a comparison between the initial stage and the application phase is presented in order to identify the influence of the implemented strategies on students’ speaking performance and classroom interaction.

4.2.1 Reliability of the Pre-Test Instrument

The reliability of the pre-test instrument was measured using Cronbach’s Alpha, yielding $\alpha = 0.816$. This value is close to 1, indicating a high level of internal consistency. According to Hernández and Baptista (2014), reliability values above 0.80 confirm that an instrument is dependable and produces consistent results. Therefore, the pre-test data are considered reliable and appropriate for analysis.

Table 2:
Reliability of the Pre-Test Instrument

Reliability statistics		
Cronbach's alpha	Cronbach's alpha based on standardized elements	Number of elements
0,808	0,816	5

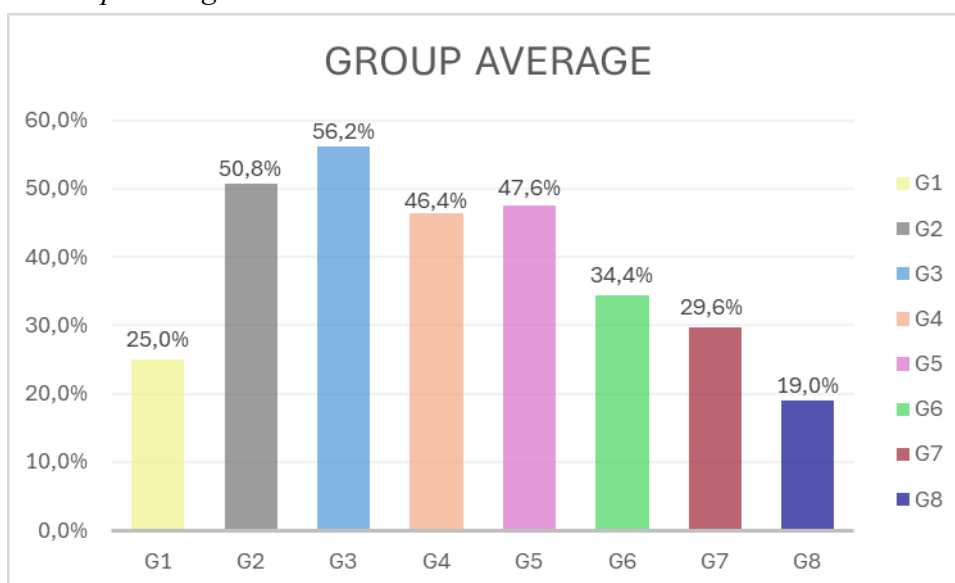
Note. Reliability Statistics

4.2.3 General Performance by Group

The pre-test results demonstrate considerable variability in students' initial speaking performance across groups, with averages ranging from 19.0% in Group 8 to 56.2% in Group 3, which reveals significant differences in prior knowledge and oral proficiency among participants. Group 3 obtained the highest result (56,2%), reaching the Good performance level, which suggests a stronger initial command of vocabulary, pronunciation, and fluency. Similarly, Group 2 achieved a score of 50,8%, also corresponding of the Good category. In contrast, Groups 5 (47,6%) were classified as Acceptable, indicating a moderate level of speaking proficiency. On the other hand, Groups 6 (34,4%), 7(29,6%), 1 (25,0%), and 8 (19,0%) were placed in the Needs Improvement category, reflecting considerable difficulties in oral communication. These results indicate that students entered the study with different levels of speaking ability. According to Harmer (2015), such differences may be influenced by factors such as learners' confidence, language exposure, and opportunities to practice speaking, Therefore, the findings highlight the need for instructional strategies that address diverse proficiency levels while encouraging collaboration among students to support overall learning development.

Figure 1:

Pre-Test Group Averages



Note. The figure presents the mean scores obtained in the pre-test speaking assessment, including pronunciation, vocabulary, and fluency.

4.2.4 Analysis by Question

The analysis by question reveals that students experienced difficulties across all evaluated components of speaking, indicating a generally low level of oral proficiency. Although some items seemed more familiar to learners, the overall performance suggests limited mastery of vocabulary, pronunciation, and fluency, all of which are essential for effective communication. Some questions were more challenging for students, possibly because they required greater linguistic and cognitive during oral communication.

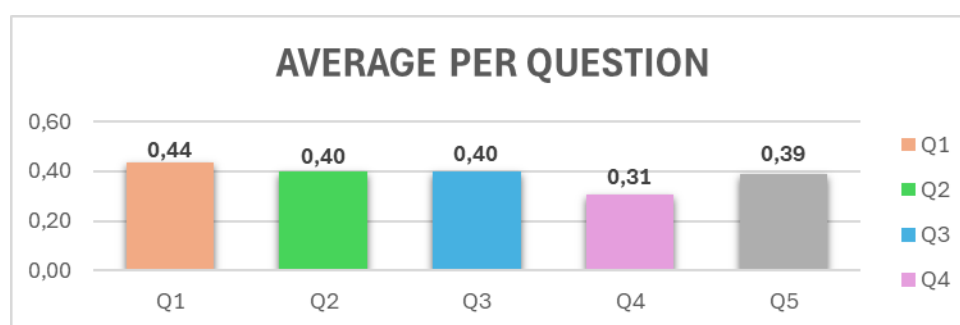
From a theoretical perspective, Nation (2007) stated that limited vocabulary knowledge restricts learners' ability to communicate meaning affectively. Likewise, Celce-Murcia et al. (2010) argued that weaknesses in pronunciation and fluency can negatively affect oral interaction and overall speaking performance. Therefore, these findings underscore the need for pedagogical strategies that foster active engagement, meaningful language use, and continuous speaking practice to strengthen students' communicative competence.

Table 3:
Pre-Test Results by Question

GROUPS	Q1	Q2	Q3	Q4	Q5	AVERAGE PER GROUP
G1	35%	40%	20%	11%	19%	25,0%
G2	56%	35%	48%	55%	60%	50,8%
G3	68%	49%	46%	50%	68%	56,2%
G4	40%	69%	49%	25%	49%	46,4%
G5	39%	36%	58%	46%	59%	47,6%
G6	49%	59%	30%	14%	20%	34,4%
G7	44%	15%	30%	40%	19%	29,6%
G8	19%	18%	38%	4%	16%	19,0%
SUM	350	321	319	245	310	309
AVERAG E	43,8%	40,1 %	39,9%	30,6%	38,8%	38,6%

Note. The table presents pre-test scores obtained from the speaking assessment, organized by question and grouped into the variables of pronunciation, vocabulary, and fluency. Values represent mean percentages for each item and overall performance.

Figure 2: Pre-Test Average per Question



Note. The figure presents the mean scores obtained for each question in the pre-test speaking assessment.

4.2.5 Variable Analysis: Pronunciation Fluency and Vocabulary

The first research objective sought to assess the initial speaking proficiency of seventh-grade students prior to the implementation of kinesthetic activities. As presented in Table 3, the diagnostic pre-test results revealed low to moderate levels of performance across the three assessed components of speaking: vocabulary, fluency, and pronunciation. These findings establish a clear baseline for the study and directly address the research objective, while also providing empirical support for the study's hypothesis that an instructional intervention is needed to enhance oral communication skills.

Table 4:

Variable Analysis Scores: Pronunciation, Vocabulary, and Fluency.

Variable	Questions	Final Mean (%)
Pronunciation	Q1 = 43.8	41.95
	Q2 = 40.1	
Vocabulary	Q3 = 39.9	39.90
Fluency	Q4 = 30.6	34.70
	Q5 = 38.8	
Overall Mean		38.64

Note. Own elaboration based on speaking test results.

With regard to vocabulary, the data indicate that students possessed a limited lexical repertoire, relying predominantly on basic and frequently used words. Consequently, this limitation constrained their ability to express ideas with clarity and precision. As shown in Table 4, the mean vocabulary score reached 39.9%, a result that falls below the expected level for effective oral production in an English as a Foreign Language (EFL) context. These findings suggest that limited vocabulary knowledge represented a major obstacle to students' speaking performance at the beginning of the study. This interpretation is supported by Schmitt (2020),

who stated that restricted vocabulary knowledge reduces learners' ability to communicate meaning accurately. Similarly, Nation (2019) emphasized that lexical knowledge is one of the main factors influencing speaking competence in EFL contexts.

Likewise, the analysis of fluency revealed greater difficulties in students' oral production. Frequent pauses, hesitation, and fragment speech interrupted the natural flow of communication. This pattern is consistent with previous research indicating that fluency problems often occur when learners have not fully automated the retrieval of vocabulary and grammatical structures. According to Thornbury (2019), pauses and hesitation are common indicators of the cognitive demands involved in real time language production, especially when learners struggle to access vocabulary quickly. In addition, Burns (2020) notes that limited opportunities for meaningful interaction hinder the development of oral fluency, as students require sustained communicative practice to build confidence and automaticity. From a complementary perspective, Lightbown and Spada (2021) emphasize that fluency develops through repeated exposure to authentic communication, enabling learners to gradually reduce pauses and improve speech continuity. As indicated in Table 4, the fluency criterion obtained a mean score of 34.7%, representing the lowest performance among the three variables. This finding indicates a restricted ability to maintain continuous and coherent speech and reinforces Nation (2007) assertion that limited lexical resources negatively affect the development of fluency in second language learners.

In contrast, pronunciation presented slightly higher performance, although notable challenges remained. Students demonstrated difficulties related to sound articulation, stress placement, and intonation patterns, which adversely affected speech intelligibility. As shown in Table 4, fluency obtained a mean score of 34.7% making it the lowest-performing variable among the three speaking components. This result suggests that students had difficulties maintaining continuous and coherent speech. According to Nation (2007), limited vocabulary knowledge can negatively influence the development of fluency in second language learners.

In comparison, pronunciation showed slightly better performance, although several difficulties were still evident. Students experienced challenges with sound production word stress, and patterns, which affected the clarity of their speech. As present in table 4 score for pronunciation was 42.0% indicating persistent weaknesses in phonological production. Although below the level expected for effective oral communication. This finding supports the view of Celce-Murcia et al. (2010), who identify pronunciation as a key element of intelligible and comprehensive speech.

Overall, the pre-test results presented in table 3 indicate that students' initial speaking proficiency was below the expected level in all evaluated components. The low scores in vocabulary, fluency, and pronunciation demonstrate support. Therefore, these findings provide a strong basis for implementing kinesthetic activities as a strategy to improve students' speaking skills, in accordance with the objectives of study. Furthermore, the results support the activate learning theory proposed by Bonwell and Eison (1991), which emphasizes the value of student-centered and participatory activities for improving learning. Likewise, Gardner's (1983) theory of multiple intelligences explains that bodily-kinesthetic strategies facilitate learning by activating diverse cognitive pathways.

4.3 Behavioral Observations During Initial Interaction and Application Phases

4.3.1 Baseline Behavioral Patterns in the Initial Interaction Phase

At the beginning of the intervention, the class was organized into eight groups: seven pairs and one group of three. The group of three included a 10-year-old student who had difficulty producing the /r/ sound in Spanish; therefore, he was intentionally grouped with a high-performing student and another with average performance to promote peer support. This arrangement provided important insights in the first observation guide, particularly regarding cooperative learning and differentiated support. This organization provided valuable information during the first observation session particularly regarding students' cooperative work and the need for differentiated support.

To promote participation and facilitate understanding, the learning stations were complemented with warm-up activities such as Total Physical Response (TPR), Simon Says, and other interactive games. These strategies were designed to reduce anxiety and prepare students for oral communication through movement and guided interaction.

4.3.2 Observation Guide Results Initial Interaction

During the initial interaction phase, student engagement was limited; however, important affective indicators emerged. Although many learners displayed fear and nervousness, they also showed curiosity and completed the assigned activities. This combination of anxiety and participation suggests the presence of intrinsic motivation despite emotional barriers. According to Brown (2007), affective factors such as anxiety and self-confidence play a crucial role in second language learning, as emotional tension may initially inhibit performance while motivation encourages continued participation. Therefore, students' 'willingness to participate despite experiencing difficulties suggests a positive attitude toward the learning process.

Regarding interaction and communication students engaged in limited exchanges with their peers and mainly produced short and simple responses. Although they were able to ask and answer basic questions, they seldom initiated conversations, reflecting a low level of communicative confidence. According to Burns (2020), learners in the early stages of communication often rely on structured support and require continuous opportunities for meaningful interaction to develop greater independence in speaking. Consequently, these initial communicative efforts can be viewed as an important step toward more active participation.

In terms of speaking performance, students demonstrated limited vocabulary use and produced brief, fragmented utterances. At this stage, no substantial improvement in fluency or pronunciation was observed, which is common during the initial implementation of communicative activities. As Thornbury (2019) explains, early language production is frequently characterized by hesitation, pauses, and restricted lexical access due to the cognitive demands of real time communication. Nevertheless, despite their nervousness, students showed signs of enjoyment and remained engaged in the activities. This response supports the view

that positive emotional experiences can coexist with anxiety and gradually contribute to improved oral performance over time (Brown, 2007).

4.4 Behavioral Observations During the Application of Kinesthetic Activities

As the intervention progressed, contextual adjustments were necessary. The number of groups decreased to seven due to one student's withdrawal, which required the reorganization of the working groups. This adjustment allowed for more strategic grouping, including the placements of a students with pronunciation difficulties alongside a supporting peer. As a result, an improvement in participation was observed. This finding highlights the value of peer support, as cooperative learning enables students to learn from one another through guidance and language modeling (Johnson & Johnson, 1999).

During this stage, students participated in three kinesthetic learning stations (Cuarenta, Tres en Raya, and Rayuela), which were adapted to promote speaking through movement and interaction. To progress in each game, learners were required to answer questions in English, combining oral production with physical activity. In addition, strategies such as Toral Physical Responsa (TPR) and interactive warm-up activities helped reduce anxiety and increase student engagement, in line with the principles of embodied learning (Mavilidi et al., 2020). As a result, students showed increased participation and confidence, suggesting that kinesthetic activities foster a supportive, low-anxiety environment that encourages oral communication and cooperative learning.

4.4.1 Kinesthetic activities implemented

Cuarenta – Adapted for Language Learning

Objective: Reinforce vocabulary, fluency, and rapid oral responses.

Rules: The traditional Ecuadorian card game was played with 40 cards (Ace–7 and J, Q, K) by two teams of two players. At the beginning of the game, each player selected a card to determine the dealer. During play, matching the value or figure of a previously placed card (caída) allowed participants to collect cards and earn points, while capturing all available cards (limpia) provided additional points. The team that accumulated 40 points first was declared the winner.

For the classroom adaptation, students had to answer a question in English correctly before they could play a card or collect points. This modification promoted continuous oral participation and encouraged vocabulary retrieval within a meaningful and interactive environment, supporting the communicative use of language (El Comercio, 2021).

Tres en Raya (Tic-Tac-Toe) – Adapted

Objective: Promote questioning skills, problem-solving, and strategic thinking in English.

Rules: Students answered an English question or riddle correctly to place an X or O on the board. If the answer was incorrect, the turn passed to the opposing team. The first team to align three marks horizontally, vertically, or diagonally won the round.

The level of difficulty was adjusted according to the topic and type of questions, allowing differentiated instruction and ensuring that all learners could participate actively. This adaptation encouraged strategic thinking while fostering oral interaction in a supportive learning environment.

Rayuela (Hopscotch) – Adapted

Objective: Integrate physical movement with spoken language production.

Rules: Students threw a marker into numbered squares and answered an English question to advance through the hopscotch path. Correct answers allowed them to continue progressing, while incorrect responses required them to repeat the attempt. The first student to reach the final square won the game.

Questions varied in difficulty according to students' proficiency levels, promoting inclusive participation and encouraging risk-taking in oral production. By combining movement with language use, this activity supported embodied learning and enhanced student engagement.

4.4.2 Observation Guide Results During Application

During the application phase, student engagement increased noticeably compared to the initial interaction stage. Students showed a high level of enthusiasm and maintained interest throughout the activities, actively participating and complementing the assigned task. Although some moments of uncertainty were observed, learners followed instructions and continued working until they achieved the expected outcomes. The game-based nature of the activities contributed significantly to maintaining attention and motivation. As Dörnyei (2001) suggest, meaningful and enjoyable tasks increase learner motivation and encourage sustained participation in language learning.

Regarding interacting and communication, students demonstrated greater collaboration with their peers during the activities. Although most learners still relied on teacher supports to formulate responses, they increasingly sought assistance to express their ideas, reflecting the development of communicative confidence and strategic learning behaviors. According to Burns (2020), structured opportunities for interaction and teacher guidance play a key role in helping learners progress toward more independent language use.

In relation to speaking performance, students used vocabulary associated with the activities more frequently, and several showed improvements in fluency and pronunciation. This progress suggest that repeated practice and meaningful interaction supported the development of oral skills. Lightbown and Spada (2021) note that fluency develops through continuous communicative practice, allowing learners o reduce hesitation and improve speech flow over time. Although some students still displayed sings of nervousness, they remained engages and participated actively. The collaborative and playful environment helped reduce anxiety and promoted positive attitudes toward language learning, supporting the relationship between motivation, confidence, and successful language acquisition (Dörnyei, 2001)

4.5 Comparison and Overall Impact of the Application Phase

A comparison between the initial interaction phase and the application phase reveals a clear progression in students' attitudes, participation, and speaking performance. Initially, learners exhibited limited engagement, minimal peer interaction, and restricted vocabulary use, often accompanied by nervousness and hesitation. However, following the implementation of kinesthetic activities, students became more actively involved, collaborated more frequently, and demonstrated a greater willingness to communicate. This progression highlights the value of social interaction and instructional support in language learning. According to Vygotsky (1978), emphasized that guided participation helps learners move from assisted performance toward greater independence.

Overall, the implementation phase produced positive affects on both students' speaking performance and their attitudes toward learning. The kinesthetic stations created an engaging and supportive environment in which learners gradually reduced their fear and hesitation when using English. Through movement-based activities, students increased their participation, collaborated more effectively with peers, and engaged in meaningful oral practice. As a result, they progressed from limited interaction and restricted vocabulary use the greater confidence and improved fluency.

These findings are consistent with the active learning principle proposed by Bonwell and Eison (1991), who argued that student centered and participatory strategies improve engagement and learning outcomes. Likewise, Mavilidi et l. (2020) indicated that physical activity supports cognitive development and language retention, reinforcing the effectiveness of movement-based instruction. Furthermore, Dörnyei (2001) highlighted that enjoyable and low anxiety learning environments enhance motivation and encourage successful language learning.

4.6 Analysis of Students' Post- Test Performance

The post-test was administered after the implementation of kinesthetic activities to evaluate their effectiveness in improving students' speaking skills. As in the pre-test phase, the assessment focused on the criteria of vocabulary, fluency, and pronunciation, allowing for a direct comparison of students' oral performance before and after the pedagogical intervention.

4.6.1 Reliability of the Post-Test Instrument

The reliability of the post-test instrument was calculated using Cronbach's Alpha, obtaining a coefficient of $\alpha = 0.829$. This value indicates a high level of internal consistency, confirming that the instrument reliably measured students' speaking performance. According to Hernández, and Baptista (2014), reliability coefficients above 0.80 reflect strong measurement stability, supporting the credibility of the post-test results.

Table 5:
Reliability of the Post-Test Instrument.

Reliability statistics

Cronbach's alpha	Cronbach's alpha based on standardized elements	Number of elements
0,748	0,829	5

Note. Reliability calculated using Cronbach's alpha to determine internal consistency.

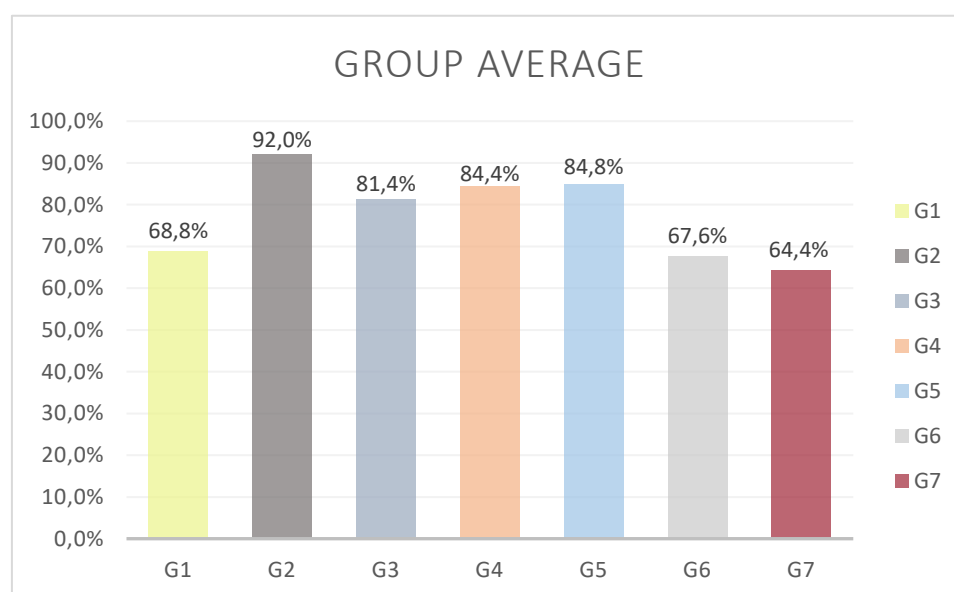
4.6.2 Post-Test General performance by Group

The post-test results reveal a substantial improvement in students' speaking performance compared to the diagnostic phase. Group averages ranged from 64.4% (Group 7) to 92.0% (Group 2), with an overall average of 78%, indicating a satisfactory to high level of oral proficiency after the intervention.

- Group 2 achieved the highest post-test result, with a score of 92.0%, reflecting substantial gains in pronunciation, fluency, and vocabulary development.
- Similarly, groups 3,4 and 5 attained strong performance levels, demonstrating steady improvement across the three speaking criteria assessed.
- Although Group 7 obtained the lowest post-test score (64.4%), it still showed clear progress in comparison with its initial performance.

Taken together, these results indicate that the implementation of kinesthetic activities had a positive effect on all groups, supporting the development of their oral English skills. As Harmer (2015) explains, increased opportunities for meaningful practice and reduced anxiety contribute significantly to the development of speaking skills.

Figure 3: *Post-Test General Performance by Group.*



Note. The figure presents the mean scores obtained by each group in the post-test speaking assessment

4.6.3 Analysis of Post-Test Results by Questions

The graph presents the average performance achieved by students in each of the five post-test questions. The results range from 0.68 to 0.83, revealing variations in students' levels of comprehension and mastery of the assessed speaking components. Overall, the averages indicate a moderate to high level of performance, suggesting that students were able to assimilate a considerable portion of the evaluated content after the implementation of kinesthetic activities, although some areas still require reinforcement.

Table 6:
Post-Test Results by Question.

GROUPS	Q1	Q2	Q3	Q4	Q5	AVERAGE PER GROUP
G1	98%	78%	49%	51%	68%	69%
G2	98%	95%	90%	90%	87%	92%
G3	40%	90%	95%	99%	83%	81%
G4	80%	90%	80%	96%	74%	84%
G5	90%	80%	89%	97%	68%	85%
G6	80%	70%	64%	77%	47%	68%
G7	67%	77%	59%	70%	49%	64%
SUM	553%	580%	526%	580%	476%	543%
AVERAGE	79%	83%	75%	83%	68%	78%

Note. The table presents mean scores (%) obtained in the post-test speaking assessment for each question.

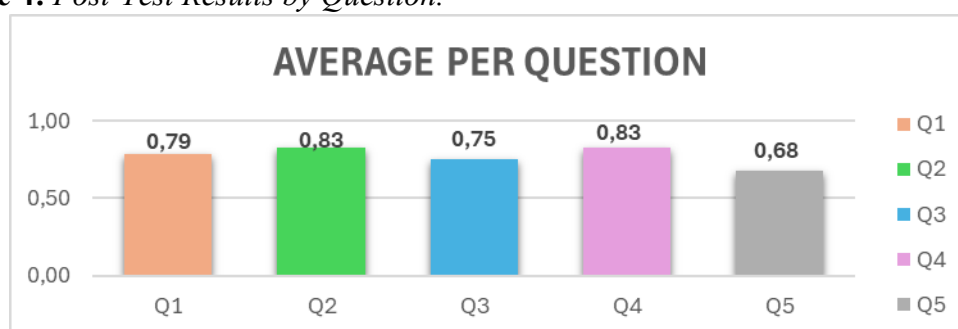
Questions Q2 and Q4 obtained the highest average score (0,83), reflecting the strongest levels of student performance. These results suggest that learners demonstrated greater confidence and a better understanding of the content evaluated in these questions. Such improvement may be associated with increased practice, clearer instructional support and the incorporation of kinesthetic activities throughout the learning process. As Harmen (2015) notes, regular participation un meaningful communicative tasks contributes to the development of speaking skills and increases learner confidence.

In contrast, Question Q1 (0.79) and Question Q3 (0.75) obtained slightly lower averages; however, they remain within an acceptable range. These results suggest partial mastery of the content, possibly influenced by challenges in applying concepts or interpreting task requirements. Nation (2007) explains that learners may understand vocabulary and structures receptively but still struggle with productive use, particularly in speaking tasks.

Finally, Question Q5 (0.68) recorded the lowest average score, indicating that it was the most challenging item for students. This difficulty may be related to the complexity of the topic or insufficient prior strategies to support comprehension and oral production. Murcia et al. (2010) emphasize that speaking tasks involving pronunciation accuracy and fluency integration often require extended practice to achieve consistent improvement.

From a pedagogical standpoint, these findings emphasize the need to strengthen content areas that showed lower levels of achievement, particularly those assessed in Q5, through the use of more interactive, participatory, and critical thinking-based activities. At the same time, the positive results obtained in Q2 and Q4 provide a solid basis for further learning and can be used to encourage reflection and collaborative learning among students. Overall, the analysis reveals considerable progress in students' speaking performance while highlighting the importance of ongoing feedback and focused instructional support to reinforce and sustain learning outcomes.

Figure 4: *Post-Test Results by Question.*

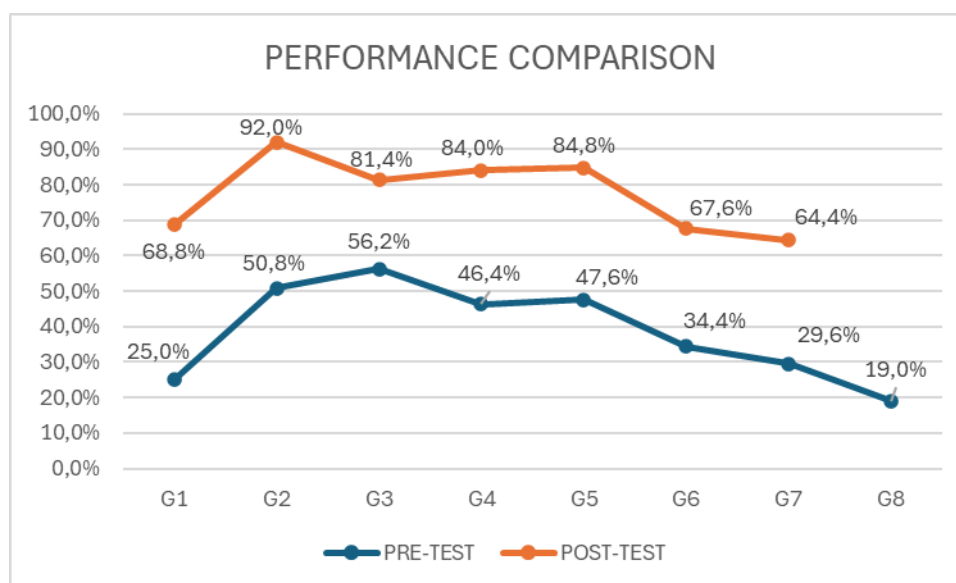


Note. The figure illustrates the average scores obtained by students for each question included in the post-test speaking assessment.

4.7 Comparison and Interpretation of Pre-Test and Post- Test Results

A comparison of the average scores obtained in the pre-test and post-test reveals a notable improvement in students' overall speaking performance. Pre-test results ranged from 19.0% in Group 8 to 56.2% in Group 3, indicating low to moderate levels of speaking proficiency at the beginning of the study. Following the intervention, post-test scores increased significantly, ranging from 64.4% in Group 7 to 92.00% in Group 2. These findings demonstrate substantial progress in speaking skills across all groups.

Figure 5: Comparison of Pre-Test and Post-Test Results.



Note. The figure presents the comparison of mean scores obtained in the pre-test and post-test speaking assessments.

Group-level analysis further highlights the effectiveness of the pedagogical intervention. Group 2 showed the greatest improvement, increasing from 50.8% to 92.0%, which represents an increase of over 40 percentage points. This result indicates a high level of comprehension and consolidation of learning. Harmer (2015) states that consistent involvement in communicative and interactive activities promotes the development of oral proficiency, particularly when learners participate in meaningful learning experiences.

Similarly, Group 3, which achieved a relatively high score in the pre-test (56, 2 %) increased its performance to 81,4% in the post-test, maintaining a strong level of achievement. This result is consistent with Nation's (2007) perspective that regular practice in vocabulary and fluency support continuous growth in speaking ability.

Groups 4 and 5 demonstrated considerable improvement, progressing from 46,4% and 47,6% to 84,0% and 84,8% respectively. These results indicate a stronger mastery of the assessed speaking components and suggest that the instructional process was effective. According to Richards and Rodgers (2014), methodologies that encourage active participation and interaction contribute positively to communicative competence.

In addition, groups that initially obtained lower scores substantial progress. Group 1 improved from 25,0% to 68,8%, Group 6 from 34,4% to 67,6%, and Group 7 from 29,6% to 64,4%. These gains indicate that kinesthetic activities provided meaningful supports for learners who experienced greater difficulties in speaking. This improvement can be explained by Krashen's (1985) Affective Filter Hypothesis, which suggests that learning environments that reduce anxiety encourage greater participation and language production.

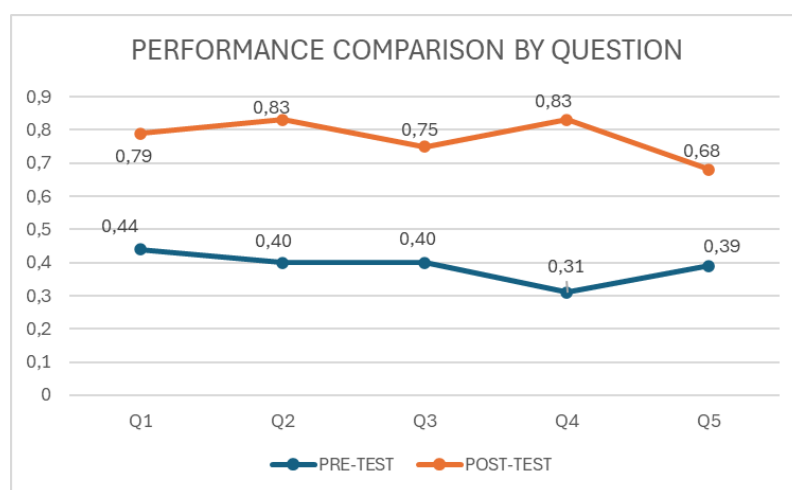
Taken as a whole, the post-test results reveal a positive advancement in students' speaking skills, demonstrating the effectiveness of the implemented intervention. Additionally, the reduction of the performance gap among groups suggests increased homogeneity in

learning outcomes, contributing to a more equitable academic development. This aligns with Bonwell and Eison's (1991) view that active learning strategies foster inclusive participation and improve learning outcomes for diverse learners.

4.7.1 Comparative Analysis of Results by Question (Pre-Test vs. Post-Test)

When comparing the mean scores obtained for each question in the pre-test and the post-test, a significant improvement in students' overall performance can be clearly observed. In the pre-test, the mean values ranged from 0.31 to 0.44, reflecting a limited initial level of comprehension and highlighting the need to reinforce the evaluated contents. In contrast, the post-test results show a substantial increase, with mean scores ranging between 0.68 and 0.83, indicating a marked improvement in students' understanding and mastery of the assessed topics.

Figure 6: Comparison of Pre-Test and Post-Test Results by Question.



Note. The figure presents the comparison of mean scores obtained for each question in the pre-test and post-test speaking assessments.

Comparative Analysis by Question

- **Question 1 (Q1)** increased from 0.44 in the pre-test to 0.79 in the post-test, demonstrating a notable improvement. This result suggests that students achieved greater comprehension and more effective control of the content associated with this item, likely due to repeated practice and contextualized use during the intervention.
- **Question 2 (Q2)** showed one of the most significant advances, rising from 0.40 to 0.83. This substantial improvement may be attributed to clearer instructional strategies, increased exposure, and more meaningful practice opportunities provided through kinesthetic activities.

- **Question 3 (Q3)** improved from 0.40 to 0.75, reflecting sustained progress in students' ability to apply concepts and respond more accurately. Although the increase is slightly lower than in Q2 and Q4, it still indicates a solid consolidation of learning.
- **Question 4 (Q4)** showed the most notable improvement, increasing from 0,31 in the pre-test to 0,83 in the post-test. This finding is particularly significant because Q4 recorded the lowest initial score. The substantial gain suggests considerable progress in students' understanding and ability to respond affectively, which may be attributed to the implementation of active and movement-based learning strategies.
- **Question 5 (Q5)** improved from 0-39 to 0.68 indicating positive progress in student performance. Despite this improvement, it continued to present the lowest average score in the post-test suggesting that this area may require further reinforcement and instructional support.

4.7.2 Variable Analysis: Pronunciation, Vocabulary, and Fluency (Post Test)

The third research objective aimed to evaluate the effectiveness of kinesthetic activities in improving students' speaking skills. As presented in Table 3, the post-test results demonstrate a substantial improvement across the three assessed speaking variables: pronunciation, vocabulary, and fluency. These results provide empirical evidence of the positive impact of the pedagogical intervention on students' oral performance.

Table 7:

Post-Test Variable Analysis: Pronunciation, Vocabulary, and Fluency.

Variable	Questions	Final Mean (%)
Pronunciation	Q1 = 79	81.0
	Q2 = 83	
Vocabulary	Q3 = 75	75.0
Fluency	Q4 = 83	75.5
	Q5 = 68	
Overall Mean		77.2

Note. The table presents mean scores (%) obtained in the post-test speaking assessment for pronunciation, vocabulary, and fluency, including overall performance.

Regarding pronunciation, the post-test mean increased to 81.0%, indicating a strong improvement in students' articulation, stress, and overall intelligibility. This finding is consistent with Celce-Murcia et al. (2010), who argued that regular speaking practice combined with multisensory experiences contributes to improvements in pronunciation among EFL learners.

Regarding vocabulary, the mean score increased to 75,0% indicating a wider range of lexical knowledge and a greater ability to communicate ideas affectively. Nation (2007) emphasizes that frequent exposure to vocabulary and its active use in communicative situations promote vocabulary acquisition and its active use in communicative situations promote vocabulary acquisition and oral language development.

Similarly, the fluency mean reached 75,5% in the post-test, suggesting that students were able to speak more continuously with fewer pauses and interruptions. According to Harmer (2015), fluency improves when learners participate in meaningful communicative activities that build confidence and encourage language use.

Overall, the post-test mean score of 77,2% reflects a satisfactory level of speaking proficiency following the intervention. These results demonstrate the positive impact of kinesthetic activities on the development of student's oral communication skills.

4.7.3 Comparison between Pre-Test and Post-Test Results by Speaking Variable

The post-test results provide strong empirical evidence of the effectiveness of kinesthetic activities in improving students' speaking skills. As shown in Table 3, clear progress was observed across the three assessed variables: pronunciation, vocabulary, and fluency. This improvement directly responds to the general objective of the study and confirms the pedagogical value of movement-based strategies in EFL instruction.

Table 8:

Comparison of Pre-Test and Post-Test Results by Speaking Variable

Variable	Pre-Test Mean (%)	Post-Test Mean (%)	Improvement (%)
Pronunciation	42.0	81.0	+39.0
Vocabulary	39.9	75.0	+35.1
Fluency	34.7	75.5	+40.8
Overall	38.6	77.2	+38.6

Note. The table compares mean scores (%) obtained in the pre-test and post-test for pronunciation, vocabulary, and fluency to determine students' improvement in speaking performance.

Pronunciation showed a substantial improvement, increasing from a pre-test mean of 42,0% to 81,0% in the post-test, representing a gain of 39 percentage points. This progress suggests that kinesthetic strategies, including gesture supported speaking, Total Physical

Response, and role play activities, contributed to the development of articulation, stress, and intonation. According to Celce- Murcia et al (2010), pronunciation develops more affectively input. Likewise, Gilbert (2008) argues that physical movement facilitates the acquisition of rhythm and stress pattern in spoken language.

Furthermore, Asher (1969) maintains that connecting language with physical actions promotes both comprehension and language production, particularly in the early stages of learning. The improvement observed and language in pronunciation is consistent with this perspective and is further supported by Mavilidi et al. (2020), who found that movement-based activities simulate multiple cognitive processes involved in language learning.

Vocabulary also demonstrated considerable progress, increasing from 39,9% in the pre-test to 75,0% in the post-test, which represents a gain of 35.1 percentage points. This result indicates that students expanded their vocabulary knowledge and improved their ability to use lexical items during speaking activities. As Nation (2007) explains, vocabulary learning is more effective when words are practiced in meaningful communicative contexts rather than learned through isolated memorization.

Additionally, Schmitt (2010) states that vocabulary retention improves when learners encounter words repeatedly in contextualized and interactive activities. Kinesthetic games, storytelling, and simulations provided such contexts, allowing students to associate words with actions and real-life situations. Richards (2015) further supports this view by emphasizing that communicative practice enhances lexical depth and accuracy in spoken language.

Fluency exhibited the greatest improvement among the evaluated variables, increasing from 34,7% in the pre-test to 75,5% in the post-test, representing a gain of 40,8% points. This result suggests that students were able to communicate with greater continuity, fewer pauses, and increased confidence during oral task. Segalowitz (2010) argues that fluency develops through frequent opportunities for spontaneous communication in supportive learning environments.

This improvement can also be explained through Krashen's (1985) Affective Filter Hypothesis, which proposes that language acquisition is enhanced when learners experience reduced anxiety and feel encouraged to participate. In this study, kinesthetic activities created low-stress learning conditions that promoted activate oral participation. Likewise, brown (2007) emphasizes that motivation and self-confidence are essential factors in the development of fluent speech, both of which were strengthened through collaborative and movement-based activities.

Furthermore, Harmer (2015) explains that fluency develops more effectively when learners focus on conveying meaning rather than on grammatical accuracy. The role plays, games, and interactive tasks implement during the intervention provided opportunities for authentic communication, encouraging students to use language naturally and spontaneously.

Overall. The mean score increased from 38,6% in the pretest to 77,2% in the post-test, demonstrating substantial improvement in students' speaking proficiency. These findings indicate that the intervention benefited learners at different proficiency levels, including those who initially demonstrated lower performance.

The results support the principles of active learning proposed by Bonwell and Eison (1991), who maintain that meaningful participation enhances both engagement and academic achievement. Similarly, Kolb (1984) argues that experiential learning strengthens knowledge acquisition by combining action with reflection.

From a constructivist perspective, Piaget (1952) argues and Vygotsky (1978) emphasize the importance of interaction and collaboration in the learning process. The kinesthetic activities implemented in this study promoted peer interaction, cooperative learning, and active participation, contributing to more consistent learning outcomes among students.

These findings are also consistent with Gardner's (1983) Theory of multiple Intelligences, as the activities incorporated elements of bodily-kinesthetic intelligence, allowing learners to engage with language through movement and physical interaction.

In conclusion, the post-test results demonstrate that kinesthetic activities created an engaging and supportive environment for language learning. By reducing anxiety increasing motivation, and providing meaningful opportunities for communication, these strategies contributed significantly to the development of students' speaking skills. Therefore, the quantitative evidence confirms the effectiveness of the pedagogical intervention and the achievement of the research objectives.

4.8 Discussion

The results obtained in this study demonstrate that the implementation of kinesthetic activities had a significant positive impact on the development of students' speaking skills, particularly in pronunciation, vocabulary, and fluency. The comparison between pre-test and post-test results reveals a substantial improvement across all evaluated variables, which confirms the effectiveness of movement-based strategies in English as a Foreign Language (EFL) instruction.

The improvement observed in fluency, which increased from 34.7% in the pre-test to 75.5% in the post-test, represents the greatest gain among the three variables. This finding aligns with recent studies by Segalowitz (2020) and Mavrou and Papadopoulou (2021), who argue that fluency develops more effectively when learners are exposed to low-anxiety, communicative environments that prioritize meaning over form. Kinesthetic activities such as role plays, interactive games, and Total Physical Response reduced students' fear of making mistakes and encouraged continuous oral production, which is essential for fluency development.

Regarding pronunciation, the increase from 42,0% to 81,0% suggests that the incorporation of movement, gestures, and multisensory experiences contributed positively to students' phonological development and speech clarity. This finding is consistent with Mavilidi et al. (2020) and Toumpaniari et al. (2021), who argue that movement-based learning stimulates cognitive and neurological processes that support language retention and pronunciation development. Through activities involving gestures, imitation, and physical responses, students were able a greater awareness of stress, rhythm. And intonation patterns.

With respect to vocabulary, the improvement from 39,9% to 75,0% indicates that students benefited from learning experiences that connected language use with meaningful contexts. Nation and Webb (2022) emphasize that vocabulary is acquired more effectively when learners actively use new words in communicative situations rather than relying solely on memorization. In this study, traditional games adapted for educational purposes, together with storytelling activities, provided repeated opportunities to use vocabulary in authentic interactions, which supported lexical retention and oral production.

These findings are further supported by recent research on kinesthetic learning in EFL settings. Mavilidi et al (2020) found that movement-based activities contributed to the development of speaking skills by helping learners process and retain language more effectively. Likewise, Toumpaniari et al. (2021) reported that integration of gestures, actions and physical responses into language use is combined with physical activity.

From a local perspective, the results are also consistent with the findings of Narváez and Torres (2021) from the Universidad Nacional de Chimborazo, who highlight the value of cooperative and active learning strategies in promoting students' engagements and oral participation within Ecuadorian educational contexts.

Their research highlights that culturally familiar and interactive activities increase motivation and confidence, particularly in students who initially demonstrate low speaking proficiency. This supports the results of the present study, where students with lower pre-test scores showed notable improvement in the post-test phase.

Furthermore, the observed behavioral changes during the post-test, such as increased confidence, motivation, and willingness to participate, can be explained through Krashen's affective filter hypothesis, which remains widely supported in recent EFL research (Krashen, 2021). When students feel relaxed and emotionally supported, their ability to process and produce language improves significantly. Recent studies by Dewaele et al. (2022) also confirm that positive emotions and enjoyment play a crucial role in oral language development.

Overall, the discussion of results confirms that kinesthetic activities not only enhance linguistic performance but also contribute to a more inclusive, motivating, and student-centered learning environment. The integration of movement, interaction, and culturally relevant activities proved effective in addressing diverse learning needs and reducing performance gaps among students. These findings reinforce contemporary views on active learning (Freeman et al., 2020) and support the pedagogical value of kinesthetic approaches in EFL instruction at the basic education level.

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The present study analyzed the influence of kinesthetic activities on the development of speaking skills among seventh-grade EGB students at Unidad Educativa “Nuestro Mundo Eco Río” during the academic period 2025–2026. The conclusions are drawn from the quantitative analysis of pre-test and post-test results, as well as from systematic classroom observations, and are directly aligned with the general and specific objectives of the research.

At the diagnostic stage, students’ initial speaking proficiency was found to be limited. The pre-test results revealed low to moderate performance in pronunciation, vocabulary, and fluency, with an overall mean score of 38.6%. These results reflected difficulties such as restricted lexical use, frequent pauses, and pronunciation inaccuracies that affected speech intelligibility. Taken together, the findings established a clear baseline of students’ oral performance and confirmed the necessity of implementing a pedagogical intervention focused on strengthening speaking skills in the EFL classroom.

In response to these initial limitations, kinesthetic activities were implemented as the central instructional strategy. Movement based techniques, including role plays, Total Physical Response, gesture-supported storytelling, and the adaptation of culturally rooted popular games such as rayuela, 40, and tres en calle, fostered dynamic and participatory learning environments. Classroom observations evidenced increased student engagement, reduced anxiety, and greater confidence when speaking in English. Moreover, the integration of traditional Ecuadorian games promoted intercultural awareness by valuing students’ cultural identities while using English as a meaningful tool for communication.

The effectiveness of the intervention was confirmed through the comparison of pre-test and post-test results. Pronunciation improved from 42.0% to 81.0%, vocabulary increased from 39.9% to 75.0%, and fluency rose from 34.7% to 75.5%, resulting in an overall mean improvement from 38.6% to 77.2%. These results demonstrate a substantial and consistent development across all speaking components. Additionally, the reduction of performance gaps among student groups indicates more homogeneous learning outcomes, contributing to a more equitable classroom environment.

Overall, the findings of this study demonstrate that kinesthetic activities, particularly when combined with culturally rooted popular games, constitute an effective pedagogical strategy for enhancing speaking skills in EFL learners. By integrating movement, interaction, and intercultural content, these activities support improvements in pronunciation, vocabulary, and fluency while simultaneously fostering motivation, confidence, and cultural appreciation. Consequently, the general objective of analyzing the influence of kinesthetic activities on students’ speaking skills was fully achieved, confirming their pedagogical value within the Ecuadorian educational context.

5.2 Recommendations

. In light of the findings obtained in this study, it is recommended that English teachers incorporate kinesthetic activities as a regular component of EFL instruction at the EGB level.

The quantitative improvement observed in pronunciation, vocabulary, and fluency demonstrates that movement-based strategies create favorable conditions for oral practice, encourage active participation, and reduce anxiety during speaking tasks.

Likewise, the inclusion of culturally rooted popular games such as *rayuela*, *40*, and *tres en calle* is strongly advised, as these activities not only support the development of speaking skills but also promote students' cultural identity and intercultural awareness. Integrating familiar cultural practices into English lessons allows learners to establish meaningful connections between language learning and their sociocultural context, thereby increasing motivation and engagement.

At the institutional level, it is suggested that schools promote continuous teacher training focused on active, kinesthetic, and intercultural methodologies. Such initiatives would enable teachers to adapt traditional games and movement-based strategies to curricular objectives while responding effectively to students' diverse learning needs.

Finally, future research could expand this study by including broader samples, additional educational levels, or qualitative instruments to complement quantitative data. Further investigation would contribute to a deeper understanding of the long-term effects of kinesthetic and culturally based strategies on the development of speaking skills in EFL contexts.

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ANNEXES

1. Observation Guide

UNIVERSIDAD NACIONAL DE CHIMBORAZO



FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Post - Test

To record student behavior, engagement, and interaction during the implementation of kinesthetic activities and evaluate their impact on oral proficiency.

GENERAL DATA:

High School: _____

Subject: _____

Course: _____

Teacher's name: _____

CATEGORY	INDICATORS	NOTES
Student Engagement	Students actively participate in the activity.	
	Students follow instructions and complete tasks.	
	Students show enthusiasm or interest (e.g., smiling, asking questions).	

Interaction and Communication	Students interact with peers during the activity.	
	Students initiate conversations in English.	
	Students ask or respond to questions in English.	
Speaking Skills	Students use English vocabulary relevant to the activity.	
	Students attempt to form complete sentences in English.	
	Students improve fluency and pronunciation over the activity's duration.	
Behavioral Observations	Students remain focused and attentive.	
	Students demonstrate confidence in participating.	
	Students appear to enjoy the activity (e.g., laughing, positive body language).	

2. Pre- test

UNIVERSIDAD NACIONAL DE CHIMBORAZO



FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SPEAKING TEST (PRE-TEST)

The purpose of this diagnostic speaking activity is to assess key elements of students' oral communication skills, specifically focusing on pronunciation, fluency, and vocabulary. Through the proposed questions and speaking prompts, I aim to identify how clearly students articulate words, how smoothly they express their ideas without frequent pauses or hesitations, and the range and appropriateness of vocabulary they use. This information will help me understand their current level and plan targeted support to strengthen their speaking abilities. Through a pre-assessment has been designed. Based on the standardized assessment of the Cambridge A2.2 level.

GENERAL DATA

Student name: _____

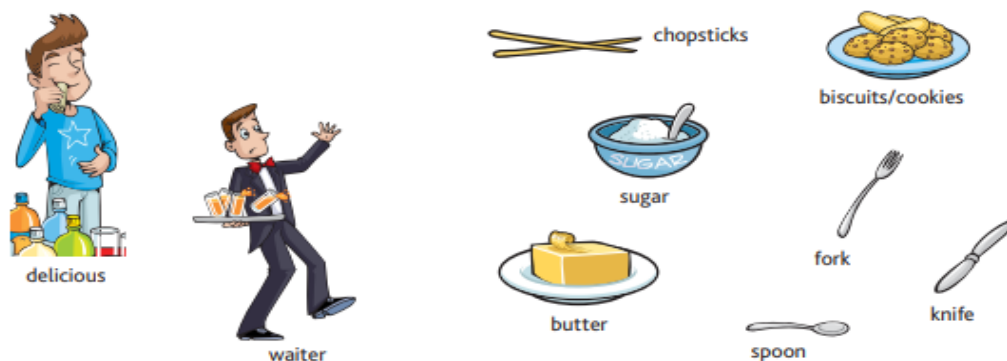
Course: _____

Duration: 8 - 10 min

Evaluator: Madelen Jara

PART 1: Introducing Party Vocabulary (Accuracy and Pronunciation)

Look the pictures, listen and repeat the party vocabulary.



PART 2: Discussion (Fluency, Accuracy and Pronunciation)

Based on the picture, analyze and orally answer the questions bellow.



Student A: What types of parties do you know?

Student B:

Student A: How do you feel about parties?

Student B:

Student A: What kind of utensils are there?

Student B:

Student B: When is the most important time to have a party?

Student A:

Student A: What food do you like to eat at a party?

Student B:

3. Post-Test

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SPEAKING TEST (POST-TEST)

In order to evaluate the effectiveness of the proposal in terms of the improvement of oral proficiency, it will be tested through a standardized test of Cambridge A2.2 level. The purpose of this diagnostic speaking activity is to assess key elements of students' oral communication skills, specifically focusing on pronunciation, fluency, and vocabulary. Through the proposed questions and speaking prompts, I aim to identify how clearly students articulate words, how smoothly they express their ideas without frequent pauses or hesitations, and the range and appropriateness of vocabulary they use. This information will help me understand their current level and plan targeted support to strengthen their speaking abilities. Through a pre-assessment has been designed. Based on the standardized assessment of the Cambridge A2.2 level.

GENERAL DATA:

Student name: _____

Course: _____

Duration: 8 - 10 min

Evaluator: Madelen Jara

PART 1: Introducing Party Vocabulary (Accuracy and Pronunciation)

Look the pictures, listen and repeat the party vocabulary.



butterfly



swan



Vicuña



Chimborazo Mountain



Centzonte tropical



insect



Andean wolf or fox

caballo chupa



metal



nest

PART 2: Discussion (Fluency, Accuracy and Pronunciation)

Based on the picture, analyze and orally answer the questions below.



Student : Does your environment change much during spring?

Student :

Student : Describe what else you usually see in spring?

Student :

Student : Do you have a favorite spring sound?

Student :

Student : Who are crossing the paramo?

Student :

Students :

4. Rubric to evaluate speaking skills

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RUBRIC FOR ASSESING SPEAKING SKILLS

Criteria	Excellent (1)	Good (0.75)	Acceptable (0.5)	Needs Improvement (0.25)	Very Poor (0)
Pronunciation	Clear articulation with no errors; native-like pronunciation.	1–2 minor mispronunciations that do not affect understanding.	3–4 mispronunciations; mostly understandable.	5–6 mispronunciations; hard to follow at times.	7+ mispronunciations; very difficult to understand.
Vocabulary	Uses a wide range of vocabulary accurately and appropriately.	Adequate variety; 1–2 small errors in word choice.	Limited range; 3–4 errors or repeated words.	Vocabulary errors (5–6) interfere with clarity.	Frequent (7+) inappropriate or incorrect word use.
Fluency	Speaks smoothly without hesitation or pauses.	Mostly fluent with 1–2 hesitations or minor pauses.	Some hesitation (3–4); message is mostly fluid.	Frequent hesitations (5–6); affects message flow.	Constant hesitation; message is hard to follow.

5. Photographic evidence



November, week 1: Introducing Bingo Activity



November, week 1: Introducing Bingo Activity



November, week 2: Pre-Test Application



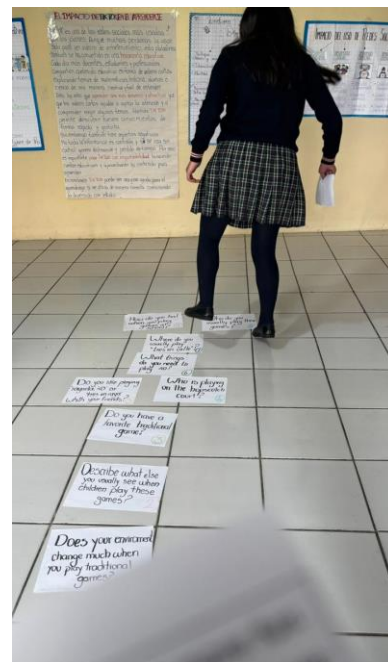
November, week 3: Development Role- Playing Activities, TPR activities and Movement Based Problem Solving



October, week 2: Tres en Raya Activities



October, week 2: Cuarenta Activities



October, week 2: La Rayuela - Activities