ENHANCING SPEAKING PROFICIENCY: INNOVATIVE PEDAGOGICAL APPROACHES FOR THIRD YEAR BACHILLERATO STUDENTS AT BICENTENARIO 'D7' HIGH SCHOOL

MEJORANDO LA COMPETENCIA ORAL: ENFOQUES PEDAGÓGICOS INNOVADORES PARA ESTUDIANTES DE TERCER AÑO DE BACHILLERATO EN LA ESCUELA SECUNDARIA BICENTENARIO 'D7'

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Enhancing Speaking Proficiency: Innovative Pedagogical Approaches for Third-Year Bachillerato Students at Bicentenario 'D7' High School

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ABSTRACT

This study investigates the effectiveness of innovative teaching strategies in enhancing the speaking skills of third-year Bachillerato students at Bicentenario "D7" High School in Ecuador. Employing a mixed-methods approach, the research combines quantitative assessments of oral proficiency with qualitative insights from students and teachers. The intervention incorporates a range of speaking-focused activities based on Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) principles, including role-plays, discussions, and technology-integrated exercises. Pre- and post-intervention speaking assessments, classroom observations, surveys, and interviews are utilized to evaluate the impact of these strategies. The study aims to address the challenges EFL learners face in developing fluent and accurate oral communication skills. Findings reveal significant improvements in students' interaction and pronunciation fluency, with modest gains in vocabulary and grammar skills. The research highlights the potential of targeted speaking activities and technology integration in enhancing oral proficiency. Recommendations include expanding successful interventions, refining assessment methods, and incorporating more grammar-focused exercises. This study contributes valuable insights to EFL pedagogy, particularly in the Ecuadorian context, offering practical strategies for improving students' speaking skills.

Keywords: EFL speaking skills, communicative language teaching, task-based learning, oral proficiency assessment, technology integration in language learning

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Mejorando la Competencia Oral: Enfoques Pedagógicos Innovadores para Estudiantes de Tercer Año de Bachillerato en la Escuela Secundaria Bicentenario 'D7'

RESUMEN

Este estudio investiga la eficacia de estrategias de enseñanza innovadoras para mejorar las habilidades de expresión oral de estudiantes de tercer año de Bachillerato en la Unidad Educativa Bicentenario "D7" en Ecuador. Utilizando un enfoque de métodos mixtos, la investigación combina evaluaciones cuantitativas de competencia oral con perspectivas cualitativas de estudiantes y docentes. La intervención incorpora una variedad de actividades centradas en el habla basadas en los principios de Enseñanza Comunicativa del Lenguaje (CLT) y Enseñanza Basada en Tareas (TBLT), incluyendo juegos de roles, discusiones y ejercicios integrados con tecnología. Se utilizan evaluaciones de expresión oral pre y post intervención, observaciones en el aula, encuestas y entrevistas para evaluar el impacto de estas estrategias. El estudio busca abordar los desafíos que enfrentan los estudiantes de inglés como lengua extranjera en el desarrollo de habilidades de comunicación oral fluidas y precisas. Los resultados revelan mejoras significativas en la interacción y fluidez de pronunciación de los estudiantes, con ganancias modestas en habilidades de vocabulario y gramática. La investigación destaca el potencial de las actividades de habla dirigidas y la integración de tecnología para mejorar la competencia oral. Las recomendaciones incluyen expandir las intervenciones exitosas, refinar los métodos de evaluación e incorporar más ejercicios enfocados en la gramática. Este estudio aporta valiosas perspectivas a la pedagogía del inglés como lengua extranjera, particularmente en el contexto ecuatoriano, ofreciendo estrategias prácticas para mejorar las habilidades de expresión oral de los estudiantes.

Palabras clave: habilidades de expresión oral en inglés como lengua extranjera, enseñanza comunicativa del lenguaje, aprendizaje basado en tareas, evaluación de competencia oral, integración de tecnología en el aprendizaje de idiomas

INTRODUCTION

In the increasingly interconnected global landscape, proficiency in English as a foreign language (EFL) has become a crucial asset for students worldwide. Among the various language skills, speaking proficiency stands out as particularly challenging yet essential for effective communication in academic, professional, and personal contexts. For third-year Bachillerato students in Ecuador, developing strong speaking skills in English is not just an academic requirement but a gateway to broader opportunities in higher education and the global job market.

This research proposal focuses on enhancing speaking proficiency among third-year Bachillerato students at Bicentenario "D7" High School through innovative pedagogical approaches. The study aims to address the persistent challenges faced by EFL learners in developing fluent and accurate oral communication skills. Despite years of English instruction, many students struggle to express themselves confidently and effectively in spoken English, highlighting the need for targeted interventions and improved teaching strategies.

The significance of this research lies in its potential to bridge the gap between traditional EFL instruction and the practical communication needs of students. By implementing and evaluating a range of speaking-focused activities grounded in established theoretical frameworks such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), this study seeks to identify effective strategies for improving students' oral proficiency. The integration of technology, role-plays, discussions, and presentations offers a multifaceted approach to language learning that aligns with contemporary pedagogical best practices.

Moreover, this study adopts a mixed-methods research design, combining quantitative assessments of speaking skills with qualitative insights into student and teacher experiences. This comprehensive approach allows for a nuanced understanding of not only the measurable improvements in speaking proficiency but also the perceptions, challenges, and motivations of the learners themselves. By exploring the interplay between various teaching strategies and student outcomes, this research aims to contribute valuable insights to the field of EFL instruction and inform pedagogical practices beyond the immediate context of the study.

The findings of this research have the potential to significantly impact EFL curriculum design, teacher training programs, and classroom practices, particularly in the Ecuadorian educational context. By identifying effective strategies for enhancing speaking skills, this study can help educators create more engaging, learner-centered environments that foster confidence and competence in oral communication. Ultimately, the goal is to equip students with the speaking skills necessary for success in an increasingly globalized world, opening doors to academic and professional opportunities that require proficiency in spoken English.

Theoretical Frameworks in Second Language Acquisition

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) has emerged as a prominent approach in second language acquisition, emphasizing the development of communicative competence through meaningful interaction. This method prioritizes authentic language use in real-world contexts over rote memorization of grammatical structures (Brandl, 2020). Key principles of CLT, as outlined by Ankitaben (2015), include:

- **Focus on communication:** Language is viewed as a tool for interaction rather than a subject to be studied in isolation.

- **Authentic materials:** The use of real-life language samples to expose learners to natural language use.

- **Fluency and accuracy:** While accuracy is important, fluency is given equal emphasis to encourage learners to express themselves freely.

- **Integration of language skills:** Speaking, listening, reading, and writing are often combined in activities to reflect real-life language use.

- **Learner-centered approach:** Activities are designed to promote active student participation and autonomy.

- **Teacher as facilitator:** The instructor's role shifts from that of an authority figure to a guide and resource person.

Mennaai (2013) highlights that CLT aims to develop students' speaking skills by engaging them in meaningful communicative tasks. This approach often incorporates pair work, group discussions, role-

plays, and problem-solving activities to simulate real-life communication scenarios. Kusumawati and Sari (2019) further emphasize the importance of developing speaking materials based on CLT principles.

Their study demonstrates how CLT-based materials can effectively enhance students' oral communication skills in an EFL context.

By focusing on practical language use and learner engagement, CLT has proven to be an effective framework for improving students' speaking proficiency, particularly in EFL settings where opportunities for authentic language use may be limited (Oradee, 2013).

Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is an approach that builds upon the principles of Communicative Language Teaching, organizing language learning around meaningful tasks that require learners to use the target language for a communicative purpose. This method emphasizes learning through doing, promoting active engagement and authentic language use (Nunan, 2015). Tareq (2009) conducted a comprehensive study on the effectiveness of TBLT in developing speaking skills among Palestinian secondary EFL students. The research demonstrated significant improvements in students' oral proficiency and highlighted several key aspects of TBLT:

- Authentic context: Tasks are designed to reflect real-world situations, making language learning more relevant and engaging.

- Focus on meaning: Priority is given to successful task completion rather than perfect language form, encouraging fluency.

- Learner-centered: Students take an active role in their learning process, promoting autonomy and motivation.

- Integrated skills: Tasks often require the use of multiple language skills, mirroring real-life communication scenarios.

The typical TBLT framework, as described by Oradee (2013), consists of three main phases:

Pre-task

Introduction to the topic and task, potentially including vocabulary preparation or model task demonstration.

Task cycle

Task planning: Students prepare for the main task, often in pairs or small groups.

Task execution: Learners perform the task, using their language resources.

Reporting: Groups present their task outcomes to the class.

Language focus

Post-task analysis and practice of new language features that emerged during the task.

Salamea-Avila and Fajardo-Dack (2023) further support the effectiveness of TBLT, particularly when combined with visual and audiovisual materials. Their study with young EFL learners showed that task-based activities using multimedia resources significantly enhanced students' speaking skills. TBLT has proven particularly effective in developing speaking skills as it provides learners with opportunities to use language in meaningful contexts, negotiate meaning, and focus on fluency alongside accuracy. This approach aligns well with the needs of EFL students, offering a structured yet communicative framework for language acquisition (Kürüm, 2012).

The Output Hypothesis

The Output Hypothesis, proposed by Merrill Swain, posits that language production (output) plays a crucial role in second language acquisition. This theory complements input-based approaches by emphasizing the importance of active language use in developing proficiency, particularly in speaking skills (Zhang, 2009).

According to Zhang (2009), the Output Hypothesis suggests three main functions of output in language learning:

- Noticing function: Producing language helps learners recognize gaps in their linguistic knowledge, prompting them to pay attention to specific language features they need to acquire.

- Hypothesis-testing function: Output allows learners to experiment with language forms and structures, testing their understanding of the target language.

- Metalinguistic function: Engaging in language production encourages learners to reflect on their language use, promoting deeper understanding and retention of linguistic knowledge.

The importance of output in developing speaking skills is further supported by Leong and Ahmadi (2017), who emphasize that regular opportunities for language production are essential for improving oral proficiency. They note that output activities help learners:

- Develop automaticity in language use

- Improve accuracy and fluency

- Enhance confidence in using the target language

Kusumawati and Sari (2019) incorporate the principles of the Output Hypothesis in their development of speaking materials based on Communicative Language Teaching. Their approach emphasizes creating ample opportunities for students to produce language in meaningful contexts, thereby fostering the development of speaking skills. Oradee (2013) provides practical applications of the Output Hypothesis through communicative activities such as discussions, problem-solving tasks, and role-playing. These activities encourage learners to produce extended discourse, pushing them to utilize their full linguistic resources and potentially expanding their language capabilities.

In the context of EFL teaching, particularly for developing speaking skills, the Output Hypothesis underscores the need for instructional approaches that provide frequent, meaningful opportunities for students to produce language. This focus on output complements input-based strategies, creating a more balanced and effective approach to language acquisition (Mennaai, 2013).

Effective Strategies for Developing Fluency and Accuracy

Role-plays and simulations

Role-plays and simulations are powerful pedagogical tools for developing speaking skills in EFL contexts, where opportunities for authentic language use may be limited. These activities provide learners with structured yet creative environments to practice and improve their oral communication abilities. Oradee (2013) conducted a study on developing speaking skills using three communicative activities, including role-playing, and found that these activities significantly improved students' speaking abilities by providing contextual language practice, encouraging spontaneous language use, and boosting confidence in using the target language.

The benefits of role-plays and simulations are multifaceted. They offer authentic language use by simulating real-life scenarios, allowing students to practice language in context (Kusumawati & Sari, 2019). The 'acting' element can help lower affective filters, making students more comfortable with speaking and reducing anxiety (Miskam & Saidavli, 2018). Moreover, role-plays can be designed to incorporate cultural elements, enhancing learners' sociolinguistic competence (Mennaai, 2013). These activities often combine listening, speaking, and sometimes reading and writing, reflecting real-world communication and providing integrated skills practice (Brandl, 2020).

Salamea-Avila and Fajardo-Dack (2023) further emphasize the effectiveness of role-plays when combined with visual and audiovisual materials. Their study demonstrates how such integration can enhance engagement and language retention, particularly among young EFL learners. To implement role-plays and simulations effectively, Kürüm (2012) suggests a structured approach involving preparation, modeling, practice, performance, and feedback. This process ensures that students are adequately supported throughout the activity and can derive maximum benefit from the experience.

To optimize the impact of role-plays and simulations, Aponte and Pedraza (2018) recommend varying the complexity and topics of scenarios to cater to different proficiency levels and interests within the classroom. By incorporating these dynamic, interactive activities into EFL instruction, teachers can create environments that promote active language use and help students develop the confidence and skills necessary for effective real-world communication. Through regular engagement in role-plays and simulations, learners can significantly enhance their speaking abilities, preparing them for authentic communicative situations beyond the classroom.

Debate and discussion techniques

Debate and discussion techniques are valuable tools in developing speaking skills for EFL learners, offering structured opportunities for authentic language use and critical thinking. These activities encourage students to articulate their thoughts, defend their opinions, and engage in meaningful dialogue, all while improving their oral proficiency. Oradee (2013) found that discussion activities, along with problem-solving tasks and role-plays, significantly enhanced students' speaking abilities by promoting active language use in context-rich environments.

The benefits of debate and discussion techniques are numerous and far-reaching. They provide a platform for learners to practice extended discourse, improve fluency, and develop argumentation skills in the target language (Leong & Ahmadi, 2017). These activities also foster critical thinking and analytical skills as students must research topics, formulate arguments, and respond to counterpoints in real-time. Moreover, debates and discussions often touch on current events or controversial topics, which can increase student engagement and motivation to communicate effectively (Mennaai, 2013).

Implementing debate and discussion techniques effectively requires careful planning and guidance from the instructor. Kürüm (2012) suggests a structured approach that includes topic selection, preparation time, clear guidelines for participation, and post-activity reflection. This framework ensures that all students have the opportunity to contribute and benefit from the activity. Additionally, Brandl (2020) emphasizes the importance of creating a supportive classroom environment where students feel comfortable expressing their opinions and challenging others' ideas respectfully.

To maximize the effectiveness of debates and discussions, teachers can incorporate various formats and complexity levels to suit different proficiency levels and learning objectives. For instance, Kusumawati and Sari (2019) propose using small group discussions as a scaffold for larger debates, allowing students to build confidence and practice their arguments in a less intimidating setting. Furthermore, integrating technology, such as online forums or video conferencing tools, can extend discussions beyond the classroom and provide additional opportunities for language practice (Nguyen & Pham, 2022). By regularly incorporating debate and discussion techniques into EFL instruction, teachers can create dynamic, interactive learning environments that not only enhance students' speaking skills but also prepare them for real-world communication challenges.

Storytelling and presentation skills

Storytelling and presentation skills are essential components in developing effective oral communication abilities for EFL learners. These techniques not only enhance speaking proficiency but also foster creativity, confidence, and the ability to engage an audience. Salamea-Avila and Fajardo-Dack (2023) highlight the effectiveness of storytelling, particularly when combined with visual and audiovisual materials, in improving young EFL learners' speaking skills. Their research demonstrates

that these activities provide a rich context for language use, making the learning process more engaging and memorable.

Storytelling offers numerous benefits for language learners. It encourages the use of descriptive language, sequencing, and narrative structures, all of which are crucial for effective communication. Moreover, storytelling activities can be adapted to various proficiency levels, allowing learners to progress from simple retellings to more complex, original narratives. Kürüm (2012) suggests that storytelling can be particularly effective in reducing speaking anxiety, as students become engrossed in the narrative and focus less on their language performance. This reduced anxiety can lead to more fluent and natural language production.

Presentation skills, on the other hand, prepare students for real-world communication challenges they may face in academic or professional settings. Leong and Ahmadi (2017) emphasize that regular opportunities for giving presentations help learners develop confidence, improve their ability to organize ideas coherently, and enhance their public speaking skills. Presentations also provide a platform for students to practice using visual aids, body language, and vocal techniques to convey their message effectively. Brandl (2020) notes that presentation activities can be structured to incorporate peer feedback and self-reflection, further enhancing the learning experience.

To implement storytelling and presentation activities effectively, teachers should provide clear guidelines, ample preparation time, and constructive feedback. Oradee (2013) suggests incorporating these activities into a broader communicative approach, combining them with other speaking tasks to create a well-rounded language learning experience. Additionally, Nguyen and Pham (2022) highlight the potential of technology in enhancing these skills, such as using digital storytelling tools or virtual presentation platforms to add an extra dimension to the learning process.

By integrating storytelling and presentation skills into EFL instruction, educators can create dynamic learning environments that not only improve students' speaking abilities but also equip them with valuable communication tools for their future academic and professional endeavors. These activities encourage learners to move beyond simple language reproduction to more complex, creative, and personalized forms of expression, ultimately fostering greater language proficiency and communicative competence.

The Role of Feedback in Improving Speaking Skills

Types of corrective feedback

Corrective feedback plays a crucial role in the development of speaking skills for EFL learners, serving to improve accuracy while maintaining fluency. The types and delivery of corrective feedback can significantly impact learners' language acquisition and confidence in oral communication. Brown (2004) emphasizes the importance of balancing error correction with positive reinforcement to create a supportive learning environment that encourages risk-taking in language use.

Various types of corrective feedback have been identified and studied in the context of language learning. These include explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, and repetition. Each type serves a specific purpose and may be effective depending on the learner's proficiency level, the nature of the error, and the instructional context. For instance, Leong and Ahmadi (2017) note that implicit feedback, such as recasts, can be particularly effective for more advanced learners, as it allows for error correction without interrupting the flow of communication.

The timing and manner of delivering corrective feedback are crucial considerations. Immediate correction may be necessary for preventing the fossilization of errors, but it can also interrupt the learner's thought process and hinder fluency. Delayed feedback, on the other hand, allows for uninterrupted communication but may miss the opportunity for immediate reinforcement. Kusumawati and Sari (2019) suggest that a balanced approach, combining immediate and delayed feedback, can be most effective in addressing both accuracy and fluency concerns.

Student perceptions of feedback also play a significant role in its effectiveness. Miskam and Saidalvi (2018) highlight that learners' attitudes towards error correction can impact their willingness to communicate and their overall language anxiety levels. Therefore, it's crucial for teachers to create a positive feedback culture in the classroom, where errors are viewed as learning opportunities rather than failures. Brandl (2020) recommends involving students in the feedback process through peer correction and self-reflection activities, which can increase learner autonomy and metacognitive awareness.

The choice of feedback type should be tailored to individual learner needs and the specific learning objectives. For instance, in task-based activities focused on fluency, Oradee (2013) suggests minimizing interruptions and focusing on communicative effectiveness rather than grammatical accuracy.

Conversely, in form-focused exercises, more explicit forms of feedback may be appropriate. By carefully considering the type, timing, and delivery of corrective feedback, educators can create a balanced approach that supports learners' speaking skill development while maintaining a positive and encouraging learning environment.

Timing and delivery of feedback

The timing and delivery of feedback are crucial elements in the development of speaking skills for EFL learners, significantly impacting the effectiveness of error correction and the overall learning process. Brown (2004) emphasizes that the manner in which feedback is provided can greatly influence learners' receptiveness to correction and their willingness to take risks in language use. The decision of when and how to deliver feedback requires careful consideration of various factors, including the learner's proficiency level, the nature of the task, and the specific learning objectives.

Immediate feedback, provided during or immediately after a speaking activity, has the advantage of addressing errors in real-time, potentially preventing their reinforcement or fossilization. Leong and Ahmadi (2017) note that this approach can be particularly effective for addressing pronunciation errors or simple grammatical mistakes. However, immediate correction also runs the risk of interrupting the flow of communication and potentially increasing learner anxiety. On the other hand, delayed feedback, offered after the completion of a speaking task, allows for uninterrupted communication and gives learners the opportunity to focus on fluency and content delivery. Kusumawati and Sari (2019) suggest that delayed feedback can be more beneficial for complex linguistic structures or when the primary focus is on communicative competence rather than grammatical accuracy.

The delivery method of feedback also plays a significant role in its effectiveness. Explicit feedback, where errors are directly pointed out and corrected, can be clear and unambiguous but may be demotivating if overused. Implicit feedback, such as recasts or clarification requests, can be less threatening to learners but may be overlooked or misunderstood. Brandl (2020) advocates for a balanced approach, combining different feedback types based on the specific needs of the learners and the nature of the errors being addressed.

Consideration of the learner's affective state is paramount in feedback delivery. Miskam and Saidalvi (2018) highlight that poorly delivered feedback can increase language anxiety and negatively impact

learners' confidence and willingness to communicate. To mitigate this, Oradee (2013) suggests creating a supportive classroom environment where errors are viewed as natural parts of the learning process. Incorporating peer feedback and self-reflection activities can also help normalize the feedback process and reduce anxiety associated with teacher-led correction.

The effectiveness of feedback timing and delivery can be enhanced by tailoring it to individual learner preferences and learning styles. Some students may prefer immediate correction, while others may benefit more from delayed, written feedback. By being sensitive to these individual differences and maintaining a flexible approach to feedback, educators can create a more personalized and effective learning experience. Ultimately, the goal is to provide feedback in a way that supports learners' progress, boosts their confidence, and encourages continuous improvement in their speaking skills.

Student perceptions of feedback

Student perceptions of feedback play a crucial role in the effectiveness of error correction and the overall development of speaking skills in EFL contexts. How learners interpret and respond to feedback can significantly impact their motivation, anxiety levels, and willingness to communicate in the target language. Miskam and Saidalvi (2018) highlight that students' attitudes towards error correction can profoundly influence their language learning experience and outcomes. Understanding these perceptions is essential for educators to tailor their feedback approaches and create a supportive learning environment.

Research suggests that student preferences for feedback can vary widely based on individual differences, cultural backgrounds, and proficiency levels. Leong and Ahmadi (2017) note that while some learners appreciate direct and immediate correction, others may find it intimidating and prefer more subtle, delayed feedback. This diversity in preferences underscores the importance of adopting a flexible approach to feedback delivery. Kusumawati and Sari (2019) emphasize the need for teachers to communicate openly with students about their feedback preferences and to adjust their strategies accordingly.

The perceived usefulness of feedback is another critical factor influencing student attitudes. Brandl (2020) points out that learners are more likely to engage positively with feedback when they understand its purpose and see its relevance to their language learning goals. This highlights the importance of

providing clear explanations about the feedback process and its potential benefits. Involving students in the feedback process through peer evaluation and self-reflection activities can also enhance their understanding and appreciation of constructive criticism.

Cultural factors can significantly shape student perceptions of feedback. In some cultural contexts, direct criticism may be viewed as face-threatening, while in others, it may be expected and appreciated. Oradee (2013) suggests that teachers should be culturally sensitive in their feedback approaches and work towards creating a classroom culture where error correction is viewed as a natural and positive aspect of language learning. This may involve explicitly discussing cultural differences in feedback perceptions and establishing shared norms for giving and receiving feedback within the classroom community.

The emotional impact of feedback on learners cannot be overstated. Brown (2004) emphasizes that negative experiences with feedback can lead to increased anxiety and reluctance to participate in speaking activities. Conversely, positive experiences can boost confidence and motivation. To address this, educators should strive to create a balanced feedback approach that not only addresses errors but also acknowledges students' strengths and progress. Incorporating praise and encouragement alongside corrective feedback can help maintain a positive emotional climate and foster a growth mindset among learners.

By considering and responding to student perceptions of feedback, educators can create more effective and learner-centred approaches to developing speaking skills. This involves ongoing dialogue with students, flexibility in feedback methods, cultural sensitivity, and a focus on creating a supportive learning environment where feedback is viewed as a valuable tool for improvement rather than a source of anxiety or discouragement.

METHODOLOGY

The methodology for this research proposal employs a mixed-methods approach, combining quantitative and qualitative data collection and analysis within an action research framework. This design allows for a comprehensive examination of the effectiveness of various speaking strategies in improving oral proficiency among third-year Bachillerato students at Bicentenario "D7" High School. The action research model, as described by Kemmis and McTaggart (2000), facilitates iterative

improvements in teaching strategies throughout the study period, enabling researchers to respond dynamically to emerging insights and challenges.

Participants will be selected from the target population of third-year Bachillerato students, with efforts made to include a representative sample of varying proficiency levels. Data collection will involve a range of instruments including pre- and post-intervention speaking assessments, classroom observations, student surveys, semi-structured interviews with selected students and teachers, and audio recordings of student speaking activities. This multi-faceted approach to data gathering aligns with Creswell and Plano Clark's (2017) recommendations for robust mixed-methods research, ensuring a rich and diverse dataset that captures both quantitative improvements and qualitative experiences of the participants.

The intervention will consist of implementing a series of speaking-focused activities based on established theoretical frameworks such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). These will include role-plays, simulations, debate and discussion sessions, and storytelling and presentation assignments. The procedure will begin with an initial assessment of students' speaking skills, followed by the implementation of the intervention over a specified period, such as one academic semester. Throughout this period, regular classroom observations and data collection will take place, allowing for ongoing feedback and adjustments to teaching strategies. The study will conclude with a final assessment of students' speaking skills and the collection of student and teacher perceptions through surveys and interviews.

Data analysis will involve both quantitative and qualitative methods. Quantitative analysis will include a comparison of pre- and post-intervention speaking assessment scores and statistical analysis of survey responses. Qualitative analysis will consist of thematic analysis of interview transcripts and classroom observation notes, as well as content analysis of audio recordings to identify improvements in fluency, accuracy, and complexity. This comprehensive analytical approach will provide a nuanced understanding of the intervention's impact on students' speaking skills and the factors contributing to its effectiveness.

Ethical considerations will be prioritized throughout the study, with informed consent obtained from all participants and their guardians, and measures taken to ensure confidentiality and anonymity.

Participation will be voluntary, with students having the option to withdraw at any time without penalty. The study acknowledges certain limitations, including its focus on a specific group of students at one high school and potential constraints due to the academic calendar. While results may not be universally generalizable, they will provide valuable insights for similar EFL contexts.

This methodology aims to provide a thorough and rigorous approach to investigating the effectiveness of various speaking strategies in improving students' oral proficiency. By combining quantitative measurements with rich qualitative data, the study will offer both statistical evidence of improvement and in-depth insights into the experiences of students and teachers throughout the intervention process, contributing valuable knowledge to the field of EFL instruction and speaking skills development.

**Instruments based on the selected Research Approach**

The research instruments for this study have been carefully selected to align with the mixed-methods approach, ensuring a comprehensive examination of the effectiveness of speaking strategies in improving oral proficiency among third-year Bachillerato students. The primary quantitative instrument will be a standardized speaking assessment, administered both pre- and post-intervention, to measure objective improvements in students' oral proficiency. This assessment will be designed to evaluate various aspects of speaking skills, including fluency, accuracy, pronunciation, and communicative effectiveness, using a rubric adapted from the Common European Framework of Reference for Languages (CEFR). Additionally, a structured survey will be employed to gather quantitative data on students' perceptions of their speaking abilities, anxiety levels, and attitudes towards the implemented strategies. These instruments will provide numerical data for statistical analysis, allowing for a clear comparison of pre- and post-intervention performance and attitudes.

To complement the quantitative data, several qualitative instruments will be utilized. Semi-structured interviews with both students and teachers will be conducted to gain in-depth insights into their experiences with the implemented speaking strategies. These interviews will explore themes such as perceived effectiveness, challenges encountered, and suggestions for improvement. Classroom observations will be carried out using a structured observation protocol, focusing on student engagement, strategy implementation fidelity, and observable improvements in oral communication. Audio recordings of selected speaking activities will be collected throughout the intervention period,

providing rich data for content analysis of students' language use over time. These qualitative instruments, as supported by Creswell and Poth (2018), will offer a nuanced understanding of the intervention's impact, capturing the complexity of language learning experiences that may not be fully reflected in quantitative measures alone. The combination of these diverse instruments ensures a holistic approach to data collection, aligning with the mixed-methods research design and enabling a comprehensive evaluation of the speaking strategies' effectiveness.

RESULTS

Figure 1 How would you rate the LiveWorksheet user interface in terms of ease of use?
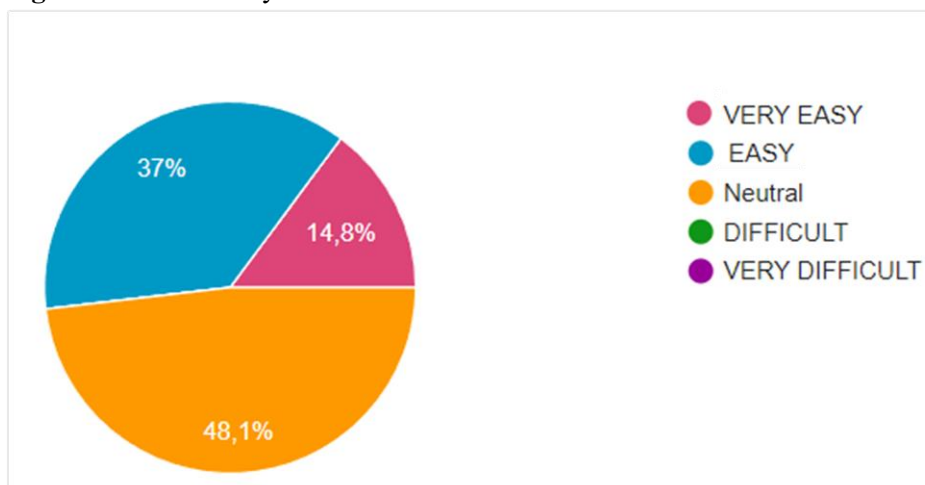
Note: Elaborated by Researchers.

- Very Easy: 14.8% of the respondents (4 students) found the LiveWorksheet interface very easy to use.

- Easy: Approximately 37% of the respondents (13 students) considered the interface easy to use.

- Neutral: A majority of 48.1% (13 students) expressed a neutral stance regarding the ease of use of the LiveWorksheet interface.

- Difficult: None of the respondents rated the interface as difficult.

- Very Difficult: None of the respondents found the LiveWorksheet interface very difficult to use.

In summary, the majority of students expressed a neutral opinion, with a notable proportion perceiving the LiveWorksheet interface as easy to use. Importantly, none of the respondents found the interface difficult or very difficult, indicating an overall positive perception of the ease of use of LiveWorksheet's user interface among the surveyed students.

Figure 2 Do you think LiveWorksheet has improved your learning experience?
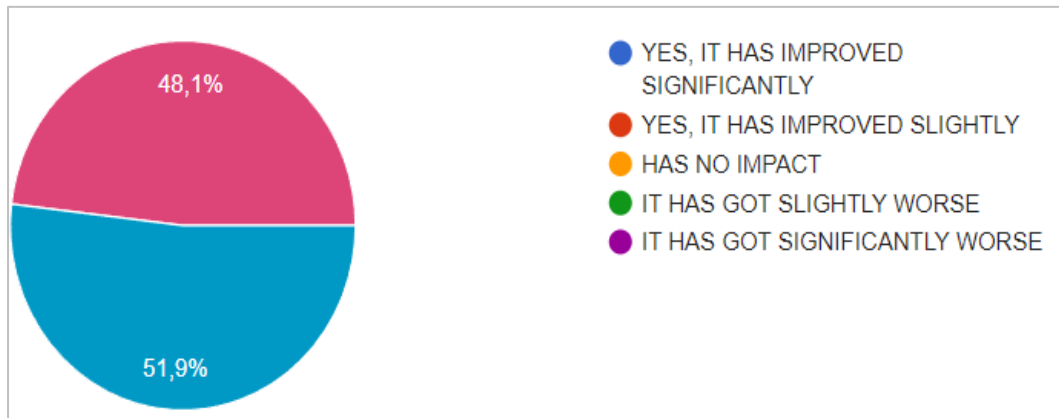
Note: Elaborated by Researches.

A notable majority of 51.9% of the respondents (15 students) reported that LiveWorksheet has significantly improved their learning experience. This suggests that a significant portion of students perceive LiveWorksheet as a positive contributor to their educational journey. Yes, it has improved slightly almost an equally substantial percentage, 48.1% (15 students), acknowledged that LiveWorksheet has improved their learning experience to a lesser extent. Importantly, none of the respondents reported a negative impact, indicating a positive reception of LiveWorksheet among the surveyed students.

Limitations

The study's duration may be constrained by the school's academic calendar, including extracurricular activities, holidays, and unforeseen disruptions, potentially impacting the intervention's depth and the ability to assess long-term effects. Additionally, varying levels of student access to and proficiency with technology may influence participation in technology-integrated learning activities, with some students experiencing difficulties using applications like Flipgrid and Liveworksheet. Outdated devices may also contribute to inconsistent results. Furthermore, the diverse range of student proficiency levels presents challenges in implementing planned activities efficiently, potentially hindering the optimal achievement of educational objectives.

CONCLUSIONS

The intervention demonstrated a positive impact on participants' communication skills, with a notable reduction in standard deviation suggesting more consistent improvement across the group. Significant enhancements were observed in interaction and pronunciation fluency, while vocabulary-grammar skills showed modest improvement. However, the lack of substantial progress in grammatical skills may be attributed to insufficient grammar-focused exercises within the intervention. The research methodology, employing various empirical data collection techniques, enabled a comprehensive analysis of students' linguistic performance across multiple dimensions, allowing researchers to identify specific areas for improvement in learners' speaking abilities.

Recommendations

Given the positive outcomes in interaction and pronunciation fluency, it is advisable to continue and potentially expand the intervention, particularly the integration of Flipgrid and Liveworksheet technologies, which proved beneficial for quiet and shy third baccalaureate students. To address the discrepancy in grammar skill development, it is suggested to assess grammatical competence separately from other language domains, enabling more targeted instruction and progress monitoring. Incorporating formative assessments specifically focused on grammatical structures could also be beneficial. Finally, to enhance the validity and effectiveness of the assessment tools, collaboration with language education specialists is recommended for future studies, ensuring a more nuanced evaluation of language proficiency.

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