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Multisensory Activities in Speaking Skills

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I, Lc. Mg. Iza Pazmiño Sarah Jacqueline, holder of the I.D No. 050174106-0, in my capacity as supervisor of the Research dissertation on the title: " MULTISENSORY ACTIVITIES IN SPEAKING SKILLS " investigated by Miss Chango Bayas Emely Mariana with I.D No. 185021963-3, confirm that this research report meets the technical, scientific and regulatory requirements, so its presentation is authorized to the corresponding body in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



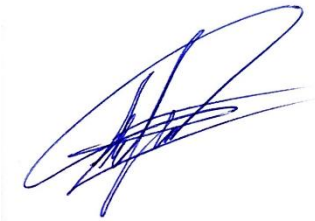
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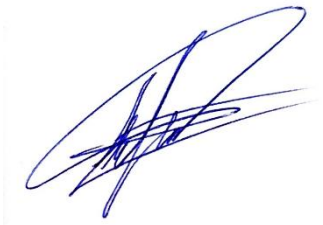
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DEDICATION

TO:

First and foremost, I dedicate this work to God, for being my guide, my strength, and my refuge throughout this entire process. Every step I took to reach this goal was filled with His love and blessings. Thank you for lighting my path and reminding me that, with faith and perseverance, anything is possible; for giving me the strength to carry on; and for showing me that His timing is always perfect. Thank you, beloved Father.

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Emely.

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: Multisensory Activities in Speaking Skills.

Author: Chango Bayas Emely Mariana.

Tutor: Lc. Mg. Iza Pazmiño Sarah Jacqueline

ABSTRACT

This study aimed to evaluate the effect of multisensory activities on the development of oral skills in students at the Unidad Educativa 17 de Abril school. The study adopted a quantitative experimental design, using a pretest and posttest adapted from Cambridge Pre A1 Starters to assess the students' oral skills. This assessment was based on a specific rubric with three essential components: pronunciation and accuracy, vocabulary, and communicative development. The experimental part of this study was conducted during ten interventions based on the ESA (Engage, Study, Activate) process. Each session integrated different multisensory activities, including visual activities such as the presentation of images, videos, posters, and picture cards; auditory activities such as the playback of songs and sounds, oral instructions, and guided repetition; tactile activities through the manipulation of real objects and textured materials; and kinesthetic activities such as role-playing, imitation games, body movements, and gestures. These activities helped develop and assess pronunciation, vocabulary acquisition, and communicative development through interaction, active participation, and contextualized use of English. Statistical analysis, using the Wilcoxon signed-rank test selected with the IBM SPSS statistical package due to the non-normal distribution of the data, reinforced the evidence for the results. This test confirmed significant differences between pre- and post-test measurements. These results showed improvements in students' oral development, with greater progress in their ability to generate more fluent and confident responses. The findings indicate that multisensory activities foster an effective pedagogical approach capable of strengthening oral skills in learning English as a foreign language.

Keywords: Multisensory activities, speaking performance, communicative competence, interactive learning, contextualized, fluency.

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RESUMEN

Este estudio tuvo como objetivo evaluar el efecto de las actividades multisensoriales en el desarrollo de las habilidades orales de los estudiantes de la Unidad Educativa 17 de Abril. El estudio adoptó un diseño experimental de enfoque cuantitativo, utilizando una prueba previa y posterior, adaptados de Cambridge Pre A1 Starters para evaluar las habilidades orales de los estudiantes. Esta evaluación se basó en una rúbrica específica con tres componentes esenciales: pronunciación y precisión, vocabulario y desarrollo comunicativo. La parte experimental de este estudio se llevó a cabo durante diez intervenciones basadas en el proceso ESA (Engage, Study, Activate). Cada sesión integró diferentes actividades multisensoriales, como actividades visuales, tales como presentacion de imágenes, videos, posters, tarjetas ilustradas; actividades auditivas como la reproduccion de canciones y sonidos, instrucciones orales y repetición guiada; actividades táctiles, como la manipulación de objetos reales y materiales con texturas; y actividades kinestésicas como juegos de rol, juegos de imitación, movimientos corporales y gestos. Estas actividades ayudaron a desarrollar la pronunciación, la adquisición del vocabulario, así como el desarrollo comunicativo a través de la participación activa y el uso del idioma inglés. El análisis estadístico contribuyó al refuerzo de la evidencia de los resultados, mediante la prueba de Wilcoxon, seleccionada mediante el paquete estadístico IBM SPSS debido a la distribución no normal de los datos presentados en las pruebas aplicadas, confirma diferencias significativas entre las mediciones pre y post-prueba. Estos resultados mostraron mejoras en el desarrollo oral de los estudiantes, con un mayor progreso en su capacidad para generar respuestas con mayor fluidez y confianza durante su producción. Los hallazgos indican que las actividades multisensoriales fomentan un enfoque pedagógico eficaz, capaz de fortalecer las habilidades orales en el aprendizaje del inglés como lengua extranjera.

Palabras clave: Actividades multisensoriales, desempeño oral, competencia comunicativa, aprendizaje interactivo, contextualizado, fluidez.

CHAPTER I. THEORETICAL FRAMEWORK

1.1. Research Background

This section of this research presents the relevance of multisensory activities for improving the oral expression of English language learners. This research is based on information obtained from various academic databases, selected for their similarity in content and methodological approach, as well as different academic websites, such as Google Scholar, ERIC, ResearchGate, articles, journals, and others, which provide relevant information on how multisensory activities influence speaking improvement. Therefore, the findings of these studies constitute a solid foundation for this research, justifying the application of this methodological approach within the selected educational context.

Putri and Syahri (2021) concluded that the simultaneous activation of multiple sensory pathways accelerated vocabulary internalization and reduced affective barriers that often inhibit oral expression in EFL learners. They investigated the impact of multisensory learning activities on the oral expression skills of primary school students learning English as a foreign language (EFL) in Indonesia (ages 8–9) using a group pretest/posttest design. Multisensory activities applied, included vocabulary games, reading picture books, alphabet manipulation, and auditory rhyme and movement routines. As a result, the experimental group showed higher scores on oral expression tests, which focused on pronunciation, vocabulary use, and communication skills.

A study by Alharbi (2021) stated that combining multisensory activities during their study, generated significantly positive results, especially among students in the experimental group, who showed progresses in oral fluency, vocabulary production, and communicative confidence. The author attributed these improvements to a reduction in the affective filter generated by multisensory tasks and to improved lexical retrieval facilitated by multichannel encoding. However, the study was pre-experimental, conducted with a group of fourth-grade English as a Foreign Language (EFL) students in Saudi Arabia. It compared a VAKT-based multisensory instruction program with conventional textbook-based instruction over eight

weeks. The assessment was carried out using an oral production instrument adapted by the researcher and aligned with the Cambridge Young Learners descriptors.

Gómez and Velásquez (2023) mentioned that their research showed that students were more interactive, participatory, interested, and motivated to complete the activities proposed by the teacher when the Multisensory Learning Toolkit (MSLT) was implemented with a wide variety of materials and dynamic classroom activities. The authors conducted a study to demonstrate that, through the implementation of multisensory materials and activities, students would significantly improve their English skills. Forty-five fourth-grade students, aged 9 to 10, participated in this project. Both quantitative positivist and qualitative interpretive methods were applied. First, they were provided with information based on textbooks that combined multisensory materials such as videos, songs, images, puzzles, and real objects. Then, they were administered a test based on the initial level of the Oxford and Cambridge Tests of English for Young People (TYL). As supporting material, the students' journals were used to record their feelings, experiences, and ideas.

Sahlan (2022) explained that her research concluded with an intervention that demonstrated that, thanks to the application of Integrated Multisensory Learning through role-playing, students significantly improved their self-confidence and fluency. This methodology helped them understand the learning context and allowed them to practice and develop their oral expression to gain confidence. The indicated that students often have difficulty expressing their opinions due to a lack of confidence and limited language proficiency. So, a research project focused on Integrated Multisensory Learning through role-playing was proposed, with the main objective of improving oral expression skills through the application of this method. A quantitative experimental methodology was used, employing an explanatory model and a non-equivalent control group design. This study involved 30 students in the control group and 30 students in the experimental group, all enrolled in first grade at Kendari State Elementary School. The instruments used in this study included normality and equality tests, which helped in data collection and analysis.

Marwa (2024) noted that the results showed a difference between the scores of the experimental and control groups, explaining that these results demonstrate that multisensory activities are more effective than the traditional approach to communication. However, the author stated that multisensory learning activities involve multiple senses (visual, auditory, kinesthetic, and tactile), so by incorporating different sensory stimuli, it is possible to create an

active and practical learning environment. For this reason, research was conducted to identify how multisensory learning activities affect the growth and development of communication skills in Iraqi students. A hypothetical methodology was used, with one post-test for visual and kinesthetic learners and another for auditory and tactile learners, where 100 fifth-grade students from Aghalar Preparatory School for Boys was nominated for the research.

Majeed and Ghaleb (2023) validated that the collected results significantly confirmed that the multisensory approach is highly effective in teaching English as a foreign language (EFL), demostrating improvements in students' speaking performance. This study determine the efficiency of the multisensory approach in teaching English as a foreign language (EFL). For this study, the average level of English proficiency was evaluated, considering the differences between the experimental groups, where students were exposed to the multisensory approach, and the control group, which continued with the traditional teaching method. The methodology employed was quasi-experimental, with a pre/posttest design, and included 33 students in the experimental group and 38 in the control group, all enrolled in secondary schools in Iraq.

Zhan and Cheng (2025) demonstrated that the visual-tactile model is highly effective in reducing learning anxiety, while the visual-auditory model improves learning motivation. Furthermore, the visual, auditory, and tactile model was found to significantly improve all four language skills: listening comprehension, speaking fluency, reading comprehension, and writing fluency. Therefore, the impact of foreign language learning models that integrate multisensory stimuli on students' psychological state and the development of their language skills is significant. The research examine the effect of different combinations of sensory stimuli (visual, auditory, and tactile) on motivation, self-confidence, and, primarily, performance in listening comprehension, speaking, reading, and writing. To this end, an empirical analysis was carried out using the Global Learning Assessment database, using quantitative methods such as reversion analysis and Structural Equation Modeling (SEM), in order to evaluate the effectiveness of multisensory learning models.

Seidl et al. (2024), highlighted that words associated with diverse sensory experiences are learned more easily. The integration and complementarity of visual, auditory, and tactile stimuli reinforces the cognitive learning of word meaning and promotes language development. They then undertook a study to analyze the effect of multisensory stimuli on language learning and to verify the impact of multiple sensory experiences on word recognition and acquisition.

To this end, they employed an experimental methodology applied in three experiments, comparing words associated with different levels of sensory experience. The study was conducted with a population of infants between two and three years of age, in the early stages of language acquisition.

Ramlah (2025) presented that interventions using multisensory media are capable of significantly improving language development in children with speech delays. Definitely, activities involving multisensory interventions that use visual, auditory, tactile, and kinesthetic materials significantly improve language development in preschool children. Consequently, the main objective of her study was to evaluate the efficacy of interventions with multisensory activities in improving expressive and receptive language skills in children with speaking delays. To this end, she used an action-research methodology in the classroom, following the Kemmis and McTaggart model, over two cycles at TK Negeri Pembina 2 Muara Bengkal, East Kalimantan. The study population consisted of two children with speech delays who were exposed to systematic multisensory interventions complemented by didactic materials such as audio cards, manipulatives, and movement-based activities. During the intervention sessions, the two students demonstrated an improvement in their language skills, which were evaluated using structured protocols that measure expressive and receptive language performance.

Tumbaco and Mero (2026) noted that the multisensory method produced favorable results during their research. Once the data collection was complete, it was evident that the results obtained were effective. They indicated that the implementation of visual, auditory, tactile, and kinesthetic elements, such as songs, flashcards, games, and total body response, improved vocabulary retention, as well as motivation and active participation during learning. It is worth noting that the teachers also described how the use of this approach generates a participatory and inclusive school environment, since being immersed in a context with real-life situations makes students better able to associate meta words. During the application of the multisensory method, a significant change occurred in vocabulary learning for communication and linguistic development in the students. Therefore, they conducted a research study whose main objective was to evaluate the experiences of English teachers who apply the multisensory method in their classrooms to improve vocabulary learning and retention in young students. A qualitative phenomenological design was used, in which data were collected through semi-structured interviews with a population of five English teachers from the province of Santa Elena.

To conclude this research, it is worth mentioning that research conducted in recent decades shows that the development of oral skills in English as a foreign language (EFL) has undergone a significant transformation, especially with the integration of methodologies focused on learning through multisensory activities and communicative approaches. However, studies based on traditional learning methods show that students exposed to these conventional strategies often exhibited low levels of fluency, limited vocabulary, and less confidence when speaking.

Similarly, studies such as those mentioned highlight the increasing implementation of multisensory learning, role-playing strategies, and tasks that foster communicative interaction. These strategies integrate sensory channels and visual, auditory, and kinesthetic elements, allowing students to interact with the language through multiple sensory channels. Regarding the effectiveness of the studies presented above, their contributions significantly improve education because, through role-playing, combined learning, and creative activities, they improve information retention, allow students to experience different learning styles, develop their skills, and increase their creativity and motivation.

However, in the future, multisensory activities will foster deeper, more inclusive, and personalized learning in education, supported by immersive technologies in scenarios that combine augmented and virtual reality, including more effective digital materials and performance data to adapt learning in real time. In conclusion, the evolution of research on the integration of multisensory activities focused on the development of oral skills reveals a significant change compared to the integration of traditional methods, leading researchers to consider them a key and essential pedagogical methodology in teaching English as a foreign language.

1.2. Theoretical Foundation of the Variables

1.2.1. Independent Variable

Teaching Approaches

According to Tang (2023), the teaching approach has evolved to adapt active, practical, inclusive, and above all student-centered methodologies. The teaching approach is defined as the pedagogical paradigm in which different processes or methodologies are adopted for the teaching and learning of foreign languages. Tang asserts that combining practices such as project-based learning, problem solving, multisensory approaches, discussions, and the use of

technologies for interaction, gamification, and adaptive feedback generates the development of critical thinking and collaboration. From this perspective, the teacher acts as a unidirectional transmitter of knowledge and students adopt the role of passive receivers, with a constructivist approach that focuses on the student as an active agent in their language learning (SEAMEO INNOTECH, 2022).

Within the field of foreign language teaching, a reformed context has emerged, characterized by globalization and the daily communication between different cultures. Various factors have generated a growing need for diverse teaching approaches that foster the development of communicative skills within more realistic and practical contexts. Traditional teaching methods have thus been estimated insufficient to meet the existing demands of language learning (Dennick, 2012). For this reason, Quintana (2021) argues that modern teaching methods aim to improve educational processes by creating more dynamic, inclusive, and participatory methodologies. In this context, students learn through interaction, meaningful language use, and, above all, active participation, demonstrating significant progress in their acquired skills.

According to Amiri et al. (2025), teaching approaches are designed to facilitate student learning through tasks combined with methods and techniques that promote the activation of prior knowledge, deliberate practice, and meaningful feedback, thus fostering a more conceptual understanding. From this perspective, teaching approaches represent an essential part of the educational process, determining the best way to structure learning activities, classroom interaction, and the development of students' communication skills are best configured, generating more concise, practical, and effective learning. However, combined with this theory, there is also the teaching approach based on collaborative interaction, which allows for the development of cognitive learning through meaningful dialogue. In other words, teaching approaches involve creating opportunities for exploration, interaction, and the shared construction of meaning, enabling students to consolidate understanding intentionally and effectively (Fenstermacher et al., 2015).

The pedagogical approach is conceptualized as the starting point of a systematic knowledge process, based on experience, reflection, and persistence. This perspective emphasizes the development of cognitive, social, and communicative skills, thus fostering autonomous learning in students (Golan, 2007). However, Gooding (2020) points out that it is important to mention that teaching approaches are usually grouped into different categories,

including the traditional, natural, structuralist, communicative, and humanistic approaches, each with specific characteristics and methods aimed at significantly promoting English language proficiency. Therefore, from this perspective, teaching is not considered the design of learning environments filled with exploration, inquiry, and independent meaning-making. Instead, the teaching approach is reduced to aligning the strategies implemented in the classroom, especially addressing students' needs (Richards & Rodgers, 2014).

Driscoll et al. (2025) explain that the teaching approach is closely related to the pedagogical principles and concepts that teachers use in their classrooms, since these foundations shape their pedagogical decisions, teaching strategies, and, above all, how they interpret the educational process. Therefore, Hinton and Hale (2013) define that teaching approaches as a group of methodologies designed primarily to facilitate and provide appropriate and effective learning. Pedagogical approaches typically differ depending on the teacher, the student, and the subject matter. In teacher-centered pedagogy, the teacher is considered the primary transmitter of knowledge and authority, while in student-centered pedagogy, the student is considered a builder of knowledge. This reinforces the contributions of general knowledge, the parameters of the teaching and learning process, and also promotes the implementation of more critical and communicative perspectives that encourage the active participation of both students and teachers during the teaching and learning process (Taylor, 2022).

Teaching Methods

Based on Hilton (2013) explains that teaching methods are a set of techniques, strategies, or procedures that teachers typically use to facilitate and ensure better student learning. However, it is important to consider that to achieve more effective teaching, different styles of techniques or strategies must be combined to promote a deeper understanding of the content, taking into account that learning depends on diverse factors such as cognitive, motivational, and social factors, as well as the characteristics and needs of the students and the learning context in which they find themselves. From this perspective, teaching should significantly promote active participation, allowing students to assume an active role in the creation of their own knowledge, resulting in a better understanding of the content. In other words, these systems highlight the importance of theory-based, flexible, and student-centered teaching methodologies (Rodriguez, 2001).

Richardson (2019) proposes that teaching methodologies are pedagogical structures comprised of formative principles such as task organization, interaction, and assessment, all of which are directly linked to learning objectives. Similarly, teaching approaches have been constantly evolving, always maintaining the primary objective of improving learning and interaction within the classroom. However, this also includes more innovative teaching methods such as active learning, flipped classrooms, and audience response systems, which allow for the creation of more interactive and effective learning environments. The correct combination of these teaching methods generates optimal and precise results to significantly meet students' needs, developing meaningful learning environments throughout the educational process (Sivarajah, 1997).

Javid and Sayyara (2024) mention that language teaching methods are considered coherent, systematic frameworks because they are based on fundamental principles centered on the integration of the four language skills: listening, speaking, reading, and writing. This is because focusing on the integration and balanced development of all these skills promotes more advanced learning and encourages the practical use of the language. Consequently, Addo (2022) presents that different English language teaching methods should be complemented by different types of learning activities, where sequencing and justification are paramount for the development of the roles of teachers and students. These activities should allow for continuous interaction and feedback on the content, keeping in mind that the methods used must be flexible and adaptable to the needs of the students, thus guaranteeing pedagogical coherence and effective instructional decision-making. According to Harmer (2007), the teaching method can be considered a methodical plan that organizes language classes through constant communication, active participation, and the achievement of linguistic objectives in a real context.

According to Segbenya (2023), a method is defined as a planned procedure specifically designed to optimize student learning, enabling students to develop the necessary competencies throughout schooling. It is important to note that these methods have a direct influence on the development of academic, cognitive, and professional skills, especially those required in the 21st century. Teaching methods are a fundamental part of the educational process because they determine how content is presented, how students interact with knowledge, and how skills and competencies develop. These pedagogical resources facilitated the rigorous preparation of students for the professional world. By correctly and structurally incorporating teaching

methods, they fostered the development of critical thinking, problem-solving, and assertive communication. They also developed teamwork skills, creativity, and, above all, adaptability, thus promoting the significant development of students' skills and competencies (Aheto, 2022).

Finally, Olugbenga (2021) suggests an updated definition of teaching methods as sequential pedagogical plans, given their relevance to the evolving demands of the digital generation. This definition encompasses complementary techniques focused on articulating key components such as content selection, the application of active learning strategies, continuous assessment, and the integration of technological tools that provide significant educational support. Furthermore, Schäffer and Lieder (2023) emphasize the importance of adaptability in English language teaching approaches, as foster diverse, accessible, and collaborative learning spaces. This adaptability incorporates modern methodologies that address the individual and sociocultural diversity of students. Therefore, these authors assert that the appropriate selection of teaching methods is a key strategy for achieving more relevant educational development within contemporary educational contexts.

Multisensory Teaching Strategies

The multisensory teaching strategy is a pedagogical plan whose main objective is to improve teaching through the integration of multiple senses, such as hearing, sight, movement, and touch. The combination of these senses generates better comprehension and retention of knowledge because the multisensory approach significantly activates the sensory pathways, thus developing an advanced learning process (Syahputri, 2019). The author mentions that the multisensory teaching strategy has had a great impact on early childhood education because the development and application of these methodologies have fostered active, participatory, and inclusive learning, noticeably improving children's educational experiences. From this perspective, it is also highlighted that the multisensory approach greatly reinforces student learning because, by complementing teaching with tactile materials, sounds, and movements, stimulates cognitive pathways, generating greater attention, enthusiasm, and the ability to easily recall the information acquired (Mpolomoka, 2025).

Syerlyana et al. (2025) establishes the multisensory methodological strategy as a structural educational intervention. This is because the learning process requires the use of sensory channels in conjunction with their stimuli, as the integration of both leads to improved academic performance and significantly enhances learning acquisition. This, in turn, reinforces

cognitive processes such as perception, memory, attention, language processing, and phonological processing. Thus, the integration of multisensory strategies focuses primarily on applied stimuli and practical activities, such as visual recognition, auditory activities, kinesthetic exercises, and the manipulation of educational materials. This promotes effective learning through direct experience, producing significant progress because it strengthens the connection between sensory stimuli and mental information processing, thereby greatly reducing learning barriers (Birsh & Carreker, 2011).

Sikand and Kauts (2012) specify that incorporating multisensory teaching strategies not only fosters active learning but also facilitates the understanding of complex concepts. This is because the combination of multisensory channels and stimuli enhances the brain's learning process, enabling it to better perceive target content and build mental representations for a clearer understanding of concepts, thus strengthening conceptual knowledge. Furthermore, the impact of multisensory strategies is highlighted, as they allow students to explore concepts in more practical and realistic contexts. This is achieved using visual and manipulative materials and hands-on activities that enable them to experiment, analyze, and apply knowledge more effectively and systematically, fulfilling one of the main objectives: connecting theoretical concepts with real-world situations and activities (Baines, 2008).

Multisensory teaching strategies are considered pedagogical mediation tools, as directly link academic content with students' sensory experiences. This allows students to construct meaning more easily, actively, and participatively, creating different forms of interaction with knowledge within the educational process. This fosters constant interaction between students and sensory resources, promoting the real exploration of content through multiple pedagogical approaches (Philominraj & Ranjan, 2023). Multisensory teaching strategies also include a series of functions such as physical learning. Through the incorporation of didactic resources and the complementation of movements, gestures, and object manipulation, students can begin to understand abstract concepts, generating a more expressive learning process. This is because knowledge begins to be constructed actively and independently, based primarily on the student's direct experience, transforming them from passive recipients of information into active participant who creates their own knowledge through exploration, interaction, and reflection (Rostan et al., 2020).

Gaitanidi (2024) confirms that the application of multisensory teaching strategies is crucial during the early years of student education. This approach allows students to process

information through various interconnected sensory systems, effectively activating different sensory pathways in the brain and fostering a more solid understanding of contextualized learning. Furthermore, this pedagogical approach promotes learning influenced by knowledge, experiences, and attitudes that enable direct inquiry into content through the manipulation of visual and auditory objects. Similarly, the application of movements and gestures, as well as the use of sensory perception, leads to the significant development of different memory systems, including visual, auditory, tactile, and kinesthetic memory. According to Falzon et al. (2011) using the systems allows students to store and retrieve information more effectively, so multisensory strategies promote an imitation of the natural process of knowledge acquisition, through activities that are part of their usual environment, favoring the acquisition of spontaneous and effective learning.

Multisensory Activities

Manja and Masnan (2022) mention that multisensory activities are a set of actions that allow infants to explore the educational world around them, incorporating the use of several senses simultaneously, and thus developing learning environments with active participation and significant knowledge acquisition through direct experience. However, the impact of applying these activities in classrooms has been very significant because, as a comprehensive methodology that combines more than one sense at the same time, it activates various areas of the brain, fostering language and speech development. It also contributes to strengthening memory while promoting the development of life skills such as motor skills, creativity, and critical thinking. Murray et al. (2016) claim that the process of multisensory activities occurs thanks to all the neural connections that are created, thus supporting more complex learning processes. Furthermore, it can be mentioned that the various multisensory activities generate a solid foundation that contributes to the development of cognitive skills such as thinking, imagination, and creativity, since by putting these types of activities into practice, sensory stimuli begin to produce new cognitive abilities that contribute to the progress of intellectual stimuli.

Knowledge is actively constructed through the individual's direct interaction with their environment. The progressive processes of development are based on direct interaction with the reality of the environment through the senses, resulting in experiential learning based on practical intelligence, which is supported by sensory and motor action. Piaget (1970), cognitivism theory details that the first ways of acquiring knowledge occur through the senses

and movement, specifically in the sensorimotor stage, where the infant learns through the active exploration of their environment, using their sensory and motor abilities. Alaee (2023) details that knowledge is generated through a process that arises from the direct interaction of the subject and the context of the real world, with cognitive and social factors that result in true learning and a progressive understanding of the content. Therefore, based on this knowledge, it is established that multisensory activities are closely related to this theory since they allow students to experience multiple stimuli through direct interaction with reality, based on experiences, explorations and actions, fostering active learning and more autonomous and contextualized mental constructions.

Mailloux and Roley (2007) describe how the brain receives, organizes, and uses sensory information to produce different adaptive responses. Through this process, various sensory stimuli are integrated simultaneously to generate structural, systematic, coherent, and adaptive results. This is why, multisensory activities are related to this theory: by combining the senses, they activate different sensory systems at the same time, strengthening neural connections and facilitating content processing. This not only stimulates the senses but also allows the brain to process sensory information functionally, significantly boosting the development of more effective, experiential, and realistic learning. According to Melhem et al. (2025), the process of our brain includes the vestibular system, which encompasses balance and movement; the kinesthetic system; the visual system; the tactile system; and finally, the auditory system, where the union of all these systems generate favorable results such as the stimulation of specific responses, progressive learning development, and a significant improvement in cognitive and motor skills.

Ali (2012) states that learning is more effective when content is presented in varied ways, advising eight types of intelligence that human beings possess. These include linguistic-verbal intelligence, focused on language; logical-mathematical intelligence, which focuses on solving numerical problems; spatial-visual intelligence, which allows for the perception and manipulation of mental images; musical intelligence, which includes rhythm, pitch; bodily-kinesthetic intelligence, which includes body control and physical skill; interpersonal intelligence, which includes the understanding of others' emotions and motivations; intrapersonal intelligence, which includes self-knowledge; and finally, naturalist intelligence, focused on recognizing patterns in the natural environment.

Gardner (2003) indicates that human intelligence is a set of multiple interconnected intelligences that adapt to diverse forms of learning, capable of solving and creating meaningful systematic structures within a specific cultural context. The theory is intertwined with multisensory activities, since these skills seek to acquire knowledge through the combination of different sensory channels that are activated due to the use of practical stimuli. Laburu et al. (2017) mention that the combination of all these intelligences allows a direct relationship with multisensory activities, resulting in a meaningful understanding of the topics through different ways of processing information, creating varied teaching methods that allow learning to be adapted through the integration of varied stimuli that respond to multiple learning styles.

Olcina (2021) analyzes that learning develops through body movements, which involves coordination between perception, body control, and rhythm. The interaction between movement, perception, and coordination allows students to develop greater body awareness and understanding of actions, leading to more effective and contextualized learning. According to Murphy (1997), the use of multisensory activities constitutes a better structured system that enables learning through physical practice and direct experience, motor experimentation and systematic repetition of movements, one understands how the body becomes a source of knowledge, since movements, gestures and body postures transmit information about style, technique and expression.

Types of Multisensory Activities

Visual Sensory Activities

According to Morin (2019), the inclusion of visual resources helps students organize and process information clearly, improving comprehension and retention. Visual sensory learning is a support tool through which students retain information using images, colors, letters, and shapes, facilitating comprehension and memory retention. Students learn easily when they observe visually appealing and organized representations. Through the creation of these resources, pattern recognition with target information is easier, significantly contributing to academic performance during the learning process. Multisensory instruction is created through the use and application of different types of activities and materials. Some examples of activities include viewing educational videos, colorful and creative images, role-plays with visual props flashcards, posters and digital presentations. All these activities and resources help students connect ideas and strengthen memory by associating visual resources, generating a more solid and meaningful learning experience (Schwarz et al., 2018).

Auditory Sensory Activities

Woldorff et al. (1993) propose that auditory sensory modality is the process by which information is acquired through listening, speaking, and sound-based experiences. Auditory learning consists of the development of linguistic skills, auditory comprehension, and phonological awareness, which is generated through auditory stimuli such as music, rhythm, or written narration. According to Kisley and Cornwell (2006), media foster meaningful learning, since interactions with these types of stimuli help to more easily connect sounds with more complex meanings and concepts, promoting more active participation and strengthening comprehension, pronunciation, and communication skills. Some examples of auditory activities include reading aloud, listening to stories, songs and rhymes, participating in oral activities, and playing language games, including the use of materials such as audio recordings, podcasts, videos with sound, musical instruments, digital audiobooks, and teacher explanations. These activities and resources help enrich auditory capacity and verbal expression, generating significant language development and memory retention in the learning process (Yotta, 2023).

Tactile Sensory Activities

Phutane and Wright (2022) present a theory focused on learning through physical interaction with the manipulation of physical materials, allowing students to explore concepts through tactile experiences. Tactile learning aims to interact directly with the physical learning tool, strengthening fine motor skills and improving comprehension, as this generates direct interaction rather than simply observing or listening. The use of tactile activities is beneficial for learning, as it helps students develop cognitive connections that foster engagement and motivation, resulting in the development of interactive learning environments (Gescheider, 2009). Tactile sensory experiences include manipulatives such as sand, textured objects, clay, puppets, modeling materials, embossed paper, and other educational materials. Examples of tactile activities include texture recognition, writing letters in sand, modeling shapes with clay, finger painting, assembling puzzles, and using manipulatives to represent numbers and concepts. All these activities create contextualized sensory experiences that facilitate information retention, improve concept comprehension, and promote cognitive and motor development (Xi et al., 2024).

Kinesthetic Sensory Activities

Shams (2008) mentions that kinesthetic sensory learning consists of receiving information through movement. This sensory strategy stimulates students' motor skills, allowing for experiential learning through action, such as body movements and physical activity. However, it is important to mention that movement-based learning is a very effective pedagogical tactic because, by combining physical actions with the information that needs to be acquired, the brain associates these actions and produces a significant improvement in memory retention, thus awakening students' attention, interest, motivation, and enthusiasm. For this reason, some examples of kinesthetic activities are detailed, such as dramatization, dance, jumping games, clapping rhythms, the use of gestures, the representation of concepts, and participation in different educational activities that involve movement, using materials such as ropes, balls, cards, and classroom objects that can be used in interactive tasks, allowing students to deepen their knowledge through movement and physical experience, promoting an atmosphere full of participation, understanding, coordination, and most importantly, a learning environment (Proske & Gandevia, 2018).

Multisensory activities are considered functional pedagogical tools due to their role in education. Consequently, the simultaneous integration of different sensory stimuli facilitates the acquisition of meta-knowledge, as the brain receives information from multiple channels in a coordinated manner by promoting the activation of various sensory pathways (Fan et al., 2024). From this perspective, active learning is generated through the implementation of contextualized pedagogical factors, where students interact directly with materials, objects, and sensory stimuli. These activities awaken curiosity, motivation, desire, and interest in fostering participatory environments filled with learning, knowledge, and experiences inherent to their own process. Furthermore, it is important to highlight that multisensory activities are a fundamental part of the learning process, as contribute significantly to the development of fine motor skills, vocabulary expansion, and verbal expression in children (Che, 2023).

According to Filipova and Jovchevski (2024), the benefits that the inclusion of multisensory activities brings to classrooms and student learning are very essential. This holistic approach regulates key emotional factors such as motivation, participation, and above all, self-confidence components that influence educational performance. However emotions, and interaction for children, traditional methods that ignore these factors are still frequently used. Therefore, by studying in detail each benefit that multisensory activities provide, it is

time to incorporate more practical activities into students' academic training, ensuring they are engaged in practical, contextualized, active, and motivational learning, and above all, learning based on real-world experiences (Graham, 2021).

1.2.2. Dependent Variable

English Language Learning

According to Richards and Rodgers (2014), in recent decades, English language learning has undergone constant evolution in response to social, technological, and educational changes in the global context. Actually, English is a key tool for academic, professional, and personal development. For this reason, language learning methods have a structuralist approaches to communicative approaches focused on meaningful learning, each with its own specific principles, techniques, and objectives. Traditionally, English learning has focused on grammar, communicative models, and instructive tasks. However, in the context of primary education, English learning must be adapted to the needs of child development, such as real intelligent, high physical energy levels, and learning through play and interaction.

Today, English is not only considered a subject in the curriculum, but also a key tool for academic, professional, and personal development. Language learning methods range from structuralist approaches to communicative approaches focused on meaningful learning, each with specific principles, techniques, and objectives. English language learning has traditionally focused on grammar, communicative models, and pedagogical tasks. However, in the context of primary education, English language learning must be adapted to the characteristics of child development, such as concrete thinking, high physical energy, and learning through play and interaction. Therefore, current approaches promote student-centered methodologies that encompass participatory and sensory-integrated activities that contribute to the development of communication skills in a more precise and effective way (Cameron, 2010).

Goldenberg (2008) remarks that language learning is a process based on sound pedagogical approaches that directly address students' real needs, relying on guided instruction, consistent practice, and reflection on learning methods. The author distinguishes that English language acquisition occurs automatically and implicitly due to the transfer of linguistic skills, meaning that the development of the native language does not interfere with English. The key strategies for learning English are the application of explicit language instruction, as well as guided practice, and the meaningful use of comprehension strategies, since all these tactics

complement the learning of a second language, resulting in differentiated learning and the creation of solid foundations within oral skills (VanPatten & Jessica, 2015).

Richards and Renandya (2002) mention that learning English involves mastering the various elements of the language, such as vocabulary, grammar, phonology, syntax, and pragmatics. These components work together to generate more assertive and effective learning, as well as to achieve better-structured communication. Therefore, it is important to establish a complex integration of the different linguistic systems. According to Spratt et al. (2011), English language skills are divided into two types: receptive skills, which include reading and listening comprehension, and productive skills, which focus on oral and written expression. These are fundamental to achieving effective communicative development in English.

Lightbown and Spad (2013) point out that second language learning is a process influenced by various factors, including cognitive, affective, and social elements. These factors generate contextualized and real-world learning interactions and environments, fostering the development of speaking skills in a second language and creating authentic and practical learning spaces. Learning English includes multiple dimensions that contribute to its development. Reading comprehension, oral expression, writing, social and cultural interaction all influence the acquisition of the target language, requiring that tasks be adapted to the student's proficiency level. This approach integrates both intentional instruction and exposure to natural language, promoting a holistic process complemented by pedagogical factors that contribute to improved teaching and learning (Ibrahim & Seraj, 2026).

Alizadeh (2016) focuses on how to develop effective language learning, establishing that concept depends on the degree of motivation that drives the student to want to continue learning, contributing greater effort, persistence, and dedication. The author presents different types of motivation that are fundamental to learning English, these include intrinsic motivation, which occurs when the student learns out of interest and curiosity. Also, there is extrinsic motivation, when learning is determined by common external factors such as grades or assignments. The use of intrinsic motivation leads to more effective and dedicated long-term learning. Likewise, Ahmed (2015) argued that English learning improves when students contribute their willingness to learn, provide greater participation, generate better academic performance, and also foster a faster development of linguistic skills, participating in reflective and collaborative interactions that create language connections with authentic communicative purposes, more motivational, and effective learning.

Language Skills

Husain (2015) claims that English language skills are fundamentally focused on the abilities that allow students to acquire, process, and produce information in the language. However, the author affirms that these skills are cumulative, given that learning English is primarily composed of two sets of skills: productive skills, which include speaking and writing, and receptive skills, which include reading and listening. Therefore, the use of these skills leads to more structured and organized learning. Consequently, in the context of English language teaching, it also significantly promotes critical thinking, skills integration, and academic effectiveness.

De Jong et al. (2013) define the development of language skills as being of paramount importance in education, since students' production of linguistic knowledge in specific areas such as speaking, reading, listening, and writing generates a significant increase in learning, allowing them to create semantic connections between the knowledge acquired through these skills, thus improving their verbal fluency. The author describes that the use of language skills creates more structured and organized learning within the learning sequence. Therefore, they define listening as the ability to understand oral messages, while speaking is the ability to orally express thoughts, ideas, and emotions. Reading, on the other hand, focuses on the comprehension of written texts, and finally, writing is the ability to create, organize, and communicate content through written symbols. For this reason, language skills are characterized by creating a holistic learning experience, complementing the four main skills to achieve authentic communication (McConnell, 2026).

Sanchez and Saministrado (2018) present that the impact of language skills, highlighting the connection between linguistic ability and critical thinking. The language development process includes components such as the logical organization of ideas, the development of coherent arguments, and the clear and sequential expression of thoughts, whether orally or in writing. All these elements create a learning foundation centered on expression and reasoning. The author explains that the primary goal of language skills is to extend, connect, and reinforce ideas through reading, listening, and language engagement, and not simply to express them incoherently and without structure. Consequently, enhancing language skills through interventions such as multisensory activities directly impacts children's overall performance, removing English language barriers and promoting holistic emotional, behavioral, and cognitive development.

Listening

Gallardo (2022) points out that listening comprehension is one of the most important linguistic skills because it allows students to receive and understand information in real time through the perception of sounds, the interpretation of oral messages, and the connection of information to prior knowledge. In other words, the student's brain tends to construct knowledge from auditory input. Among the benefits of listening comprehension is that it enables the learning and expansion of new vocabulary. Students are also able to identify grammatical structures of the language and improve their pronunciation, since by practicing active listening, they are exposed to real and more contextualized language. Buck (2001) specifies that listening process is composed of several subprocesses. The first step is receiving information. Next, the brain tries to understand and interpret the information. Then, the information is evaluated, and finally, the brain responds to it. Therefore, it's important to emphasize that listening is a complex skill complemented by linguistic and cognitive processes that contribute to effective communication.

Reading

Reading ability involves understanding the main message of a text while interpreting and grasping the main and supporting ideas. It also consists of relating information and interpreting the text more accurately based on prior knowledge. However, this process also relies on sequential strategies such as identifying ideas, then inferring the meanings of the content, and finally analyzing the text. Thanks to this, students are able to develop their reading skills more effectively because, during this process, they expand their vocabulary by learning new words, deepen their understanding of different grammatical structures, and improve their overall comprehension of the language (Marynom, 2022).

Speaking

Rahmawati et al. (2025) mention that speaking is one of the most fundamental language skills, as it allows us to express opinions, ideas, thoughts, and emotions verbally, reflecting our actual level of language proficiency. To achieve positive speech development, it is important to mention that this skill depends on elements such as fluency and coherence, vocabulary, grammatical accuracy, and pronunciation. Al-Tamimi et al. (2020) notice that speaking is an integrated skill that depend on an active and sequential process in which the speaker must organize their ideas, select appropriate vocabulary, produce different grammatical structures, and articulate sounds correctly to achieve fluent and effective speech.

Writing

Daiu and Mihal (2025) consider writing to be one of the most complex skills in language learning, as it requires the integration of multiple elements such as vocabulary, grammar, effective organization of ideas, and textual coherence. By applying these components, students demonstrate their written language proficiency through letters or symbols. However, to achieve the desired result, it is necessary to follow a cognitive writing process that involves, first, planning ideas, organizing information thoroughly, and reviewing and correcting the written content. This allows students to process language with greater depth and clarity. Furthermore, this skill should be taught within a social context of language learning, adapting primarily to the genres and personal lives of the writers, so that the text content can be presented more fluently and contextually (Leggette et al., 2015).

Productive Skills

Aldobekhi and Abahussain (2024) mention that productive skills are linguistic competences that have the ability to produce language in an active way, allowing students to generate meaningful results, such as expressing thoughts, ideas and emotions, as well as being able to actively participate in communicative tasks such as dialogues, projects, debates, role plays, among others. According to Masduqi (2006), students are able to develop effective communication through the integration of different linguistic elements such as the use of new vocabulary, the correct application of grammar, fluency and coherence, correct pronunciation and the use of academic writing, are complementary factors that strengthen students' critical thinking and significantly improve their communicative performance.

Productive skills involve control and quality of language because they involve a complementary integration of attention, memory, fine motor coordination, visual language processing, and higher-order thinking, where the combination of all these elements generates a perceptual learning process full of fluency, structuring, and precision, which significantly supports language production (Ulashovna, 2020). Writing is one of the productive skills that contributes most to the overall development of language, because it allows for the consolidation of linguistic knowledge, the reinforcement of learned structures, and the improvement of overall expression, while the ability to speak makes a significant contribution since, through oral interactions, it fosters grammatical and pronunciation correctness, making it possible to express ideas orally in a clear and fluent manner. Therefore, oral production goes hand in hand with writing, transmitting knowledge in one way or another. (Akki & Larouz, 2021).

Speaking

According to Hasibuan (2012), the primary goal of speaking ability is to produce fluent and authentic communicative language to actively and contextually express ideas, emotions, and opinions. This communication system allows students to use the target language functionally, by emitting structured, clear, and fluent messages, ideas, and meanings through speaking. This interaction is essential for language acquisition because, by applying this strategy, students formulate their own understanding of criteria, structures, ideas, sequences, and patterns to create meaning and convey their own content. Zayniddinovna (2021) points out that this skill is also capable of boosting cognitive processes such as the development of critical thinking, because to communicate it is necessary to process information instantly, carrying out a rapid organization of vocabulary, grammar and pronunciation.

Rao (2019) emphasizes that developing productive communication skills is the ability to communicate strategically through direct interaction between people in different social contexts, in order to achieve both personal and professional goals. This requires speakers to acquire constant language practice and strategic methods, such as participating in contextualized activities like debates, presentations, and speeches, so they can improve their fluency and accuracy when initiating real communication. Similarly, when engaging in oral communication, speakers must adapt their language to the communicative situation, making appropriate use of grammar, mastering vocabulary, and ensuring clarity in their message to foster effective communication.

Writing

Hasibuan (2014) defines that this skill is characterized by the exchange of textual information, which involves structuring thought logically. To generate effective communication, the writer must organize their ideas in a structured manner, based on elements such as the appropriate selection of grammatical structures, the precise use of vocabulary, the logical integration of ideas, and the appropriate choice of register and style. Combining all these strategies leads to effective and comprehensive language development, strengthening linguistic learning (Hasibuan, 2014). Writing is a sequential process comprised of stages that include planning, where the writer generates a series of ideas that will give meaning to their writing; followed by the drafting stage, where, based on the previously proposed ideas, the writer produces the content in detail; and finally, the revision stage, where the writer checks,

corrects errors, and improves the final product, resulting in a well-crafted, authentic piece of writing with clear and coherent ideas (Dragomir & Niculescu, 2020).

Speaking Skills

Speaking skills are the way language is used to communicate meaning to others, integrating fluency, accuracy, and coherence to convey the message clearly, appropriately, and effectively. Speaking is the linguistic ability that allows people to share ideas, emotions, and opinions, and the development of this communicative skill is an essential human need (Irkinova, 2024). Akhter (2021) defines that to achieve impeccable communication, it is important to combine linguistic, paralinguistic, and interactive elements that generate meaningful, organized, and structured interaction between speakers in real-life contexts. Linguistic elements include the correct use of grammar, vocabulary, and language functions, which ensures clarity and accuracy when conveying the message. Paralinguistic elements consist of intonation, accent, oral fluency, speech rhythm, pauses, voice volume, and correct pronunciation. Interactive elements include expressing opinions, respecting turn-taking during interaction, and paraphrasing when the message has not been fully understood. All of this allows for effective and systematic communication.

Mulyadi (2026) explains that speech development is considered a fundamental pedagogical strategy in language acquisition, emphasizing that this process requires practical methods and elements that promote communication and real interaction. Thus, another influential factor in language development is the social interaction among speakers, since this process depends significantly on the integration of other participants and on language as a mediator of thought. However, McLeod (2025) suggests that learning occurs first at a social level and then at an individual level. Therefore, within this context, the implementation of multisensory activities is highly significant, as combining different sensory channels stimulates greater social interaction and effective language processing. In this way, by integrating more than one sense, students not only practice the language more dynamically but also improve their language use and develop speech sub-skills more effectively.

Speaking is the ability to communicate in real-world contexts which involves navigating unexpected social situations. To do this, speakers need to consider various elements appropriate to the situation, developing a diverse set of communicative functions (Thornbury, 2005). Therefore, for the author, the ability to speak is considered a creative wordplay where the main objective is the construction of meaning. This involves producing, receiving, and

processing information following the basic sequence of linguistic patterns. This is why, when combining several statements or words, the speaker must carefully organize ideas and select the correct syntax to express the message clearly and concisely. Based on this information, is important to mention that in English, statements are composed of two crucial parts: the topic and the comment. The topic focuses primarily on the general idea of what is being discussed and also includes previously known information, while the comment refers to all the details mentioned and focuses on the most recent or new information. However, it should be mentioned that for words to come together, they need grammatical elements such as articles, suffixes, auxiliary verbs, etc., playing an important role in conceptualizing and formulating the message (Chou, 2021).

According to CEFR (2001), speaking skills as an active productive oral skill in English as a foreign language (EFL), involves communicating ideas, points of view, and opinions through isolated words, memorized phrases, and contextualized responses, using simple visual or verbal cues, complemented by multisensory activities that encourage basic participation and interaction with spontaneous high-frequency vocabulary, highlighting the development of speaking sub-skills such as correct pronunciation, fluency, vocabulary use, grammatical accuracy, interaction, and coherence. This is largely because students acquire the ability to communicate orally in a second language, just as they did with their mother tongue, simply by listening to others and repeating these patterns. Khamkhien (2010) remarks that affective factors such as confidence and motivation drive continuous language acquisition, generating greater retention through regular practice and strategies that encourage fluency rather than accuracy, integrating listening and reading to achieve more effective communication, since speaking does not only mean pronouncing words, but also communicating thoughts through them.

Types of Speaking

According to Brown (2007), speech types are the forms of oral expression that allow speakers to use spoken language more effectively. The author establishes that speaking is a multifaceted, progressive process, through which he identifies five speech types. These types are classified according to their level of complexity, interaction, and communicative function, forming a structured and gradual pedagogical classification within the framework of communicative development.

Imitative

It focuses on pronunciation, such as word repetition, the correct articulation of vowels and consonants. It also includes intonation, rhythm, and stress. Since this is the most basic level, it focuses on developing pronunciation habits, as its main objective is to develop the phonological aspects of the language. At this stage, students become more aware of the sounds of the target language, which contributes to clearer and more precise speech production.

Intensive

This is the ability to produce short bursts of language to demonstrate the development of specific aspects of the language, such as grammar, vocabulary, and pronunciation. These components can be developed through reading aloud, sentence completion, and short question exercises, as this stage includes linguistic control.

Responsive

This stage focuses mainly on the development of basic interaction, which occurs through short, quick responses to questions or comments. So, this includes greetings, brief conversations, and simple requests. All these models promote the development of brief but high-quality communication. Furthermore, these interactions contribute to strengthening communicative confidence and foster the gradual development of conversational skills in contextualized communicative contexts.

Interactive

Refers to the ability to develop longer and more complex communicative interactions, integrating many exchanges of comments, messages, or participants. This stage includes transactional speech, which basically consists of exchanging information, while interpersonal speech focuses on the social relationships created during dialogue. The combination of these two elements results in more authentic communication.

Extensive

This is the most extensive oral production, where language development occurs continuously and systematically. Being the most advanced level, the speaker develops their oral skills spontaneously through presentations, speeches, or oral narratives, integrating better organization, fluency, and above all, little immediate interaction.

Micro and Macro Components of Speaking Skills

According to Al-Mashaqba (2017), the micro and macro components of speech skills represent a progressive advancement of communicative competence. Through fluency and precision, they lead to the development of a more organized and effective communication skill. Therefore, the micro and macro components are divided to identify the main language factors that need to be developed. Within these levels, the micro component is characterized as more specific and technical, while the macro component is more global and communicative.

Microskills

Gooding (2017) notes that before producing an idea, the speaker must be very clear about what they are going to say and how they are going to say it correctly; this is because they address the smallest, most precise and specific elements, especially in the more technical aspects of language, that contribute to the development of oral production. These include elements such as sounds, integrating the correct articulation of phonemes, as well as words, the construction of grammatical structures, and pronunciation. Furthermore, they also focus on linguistic precision, encompassing significant elements such as the correct selection of vocabulary, the application of speech components like stress, rhythm, and intonation, and the correct use of grammar, which centers on word order, the appropriate application of grammatical rules, and the use of cohesive devices, the most fundamental in this area, as they give coherence and meaning to discourse. Correct pronunciation and control of oral expressions are also included. In general, micro-skills allow for the construction of a solid language foundation that enables speakers to produce language correctly with clear, fluent, and complete expression (Brown & Lee, 2025).

Macroskills

According to Arcos and Serrano (2022), macro skills are interconnected and not isolated, reflecting a true level of communication proficiency. These skills are primarily aspects that focus on overall speaking abilities, including the correct use of language through interaction in more realistic and exposed communication contexts. Macro skills include elements such as fluency when producing the message, as well as the coherence and organization of ideas that give meaning to the content. This includes conversational functions, reinforcing connections between ideas and events, and the appropriate selection of register. Additionally, it includes the appropriate use of language according to the context in which the

communication is taking place. Non-verbal elements such as the use of gestures and expressions are also fundamental to improving communication. Similarly, interaction and discourse management through discursive strategies are essential, focusing on the interlocutor's understanding through the reformulation of ideas and emphasis of information. The main objective is the development of more meaningful, contextualized, coherent, and, above all, more conversational communication (Pattison, 2025).

Speaking Subskills

Subskills are a grouping of more specific micro-skills that allow speakers to develop natural, interactive, and concise communication, free of redundancies and, most importantly, confident in delivering the intended message. As detailed previously, each of the subskills that comprise speaking ability includes the appropriate use of grammar and vocabulary, as well as the appropriate selection of lexical register, which depends on the situation the speaker is in (Farisha et al., 2021). Speaking subskills include the production of different types of text, the development of fluency, the use of interactive strategies, and the incorporation of paralinguistic elements such as intonation and body language. All these components contribute significantly to building better communicative interaction, which is closely related to multisensory activities, since speaking subskills involve the use of different sensory channels during the communicative teaching and learning process (Kranjec, 2004).

According to Lackman (2010), the development of speaking sub-skills is connected through pronunciation, rhythm, and discourse, primarily related to the auditory sensory channel. Meanwhile, body language, such as the gestures used during communication, is linked to the kinesthetic sensory channel, facilitating language internalization and promoting active student participation. Similarly, research establishes that the use of images and collaborative activities that encourage speech can simultaneously integrate the cognitive, social, and physical aspects of learning. Therefore, multisensory activities not only support the individual development of each sub-skill but also allow for complete integration, resulting in more fluid, organized, interactive, and contextualized communication (Noelle, 2021).

Tavil (2010) explains that the combination of speaking sub-skills and multisensory activities confirms that language acquisition is a multimodal process involving more than simple oral production. By integrating different senses, students develop their communicative language skills and generate meaningful outcomes, such as constructing in-depth dialogues, while simultaneously improving their ability to interact orally with others and increasing their

fluency. The author connects this content to Vygotsky's sociocultural theory, which emphasizes that communicative language develops through social interaction and cultural context. Therefore, the ability to speak primarily involves social interaction built through the collaboration of two or more participants, and also fosters the use of language in real-life situations (Abdullaev & Ravshan, 2021).

Accuracy

Bygate (1987) emphasizes that the use of grammar, vocabulary, and language functions is fundamental because it helps to convey the message clearly and coherently. Consequently, the author mentions that this sub-skill stands out for systematically employing grammatical structures and all their complements to produce quality content. During this process, speakers continuously produce words and structures based on the communicative situation they are in. According to Lackman (2010), among the functions of language, the way in which the speaker requests information, give opinions, or makes suggestions is noteworthy. It also includes how the speaker clarifies ideas, give opinions, or checks for understanding, allowing the conversation to have an effective, clear, and spontaneous communicative interaction. Thus, it is clear that this sub-skill includes the structure, content, and intention of language, requiring progressive practice to reach a significant level that allows the speaker to communicate with greater precision, coherence, and fluency in real-world contexts.

Appropriacy

Hymes (1962) defines the use of register to speak appropriately as the way in which a speaker adjusts their communication style to suit the context. This includes knowing when to speak, when to be silent, and what to talk about, as well as knowing with whom to speak, when, where, and how to interact, thus creating the foundation for appropriate register management. According to Abrahams (2017), within this content, it integrates the speaker's understanding of the communicative context, as elements such as the location, the participants with whom they will interact, the sequence of actions, the tone of voice, the social norms followed, the closeness between participants, the cultural context, and finally, the genre, employing different levels of formality or informality to create a pleasant atmosphere and facilitate interaction.

Fluency

Celce-Murcia et al. (2010) present the use of connected speech features, such as connection and change that arises within the continuous interaction of speech, which help to

deliver the message naturally and fluently. Within connected speech, systematic modifications arise such as sound changes, sound reductions, and word joining. Modifying these factors results in more fluid and efficient communication. Furthermore, the integration of other elements that contribute to improved communication is verified. These include assimilation, which is the intonation used to maintain communication or the change of sounds due to the influence of others, as well as word and sentence stress. Ghasemi and Mozaheb (2020) point out that there is also the precise pronunciation of sounds produced by the speaker, and ellipsis, which is the omission of sounds. Similarly, there is the use of contractions, which refers to the reduction of linguistic forms. All these elements allow for the development of clear, understandable, and coherent discourse, and most importantly, they allow for the development of natural speech, close to the real and true use of language.

Interactive Strategies

Ekman and Friesen (1969) mention that the use of body language is a structured system that communicates meaning, as it has a significant impact on the development of oral communication. This is because it also depends on how the body emits and reinforces the message through gestures, which capture the receiver's attention and improve message retention. Eye contact generates interaction, trust, and attention in the listeners, improving the connection with the audience. Richards (2026) presents that interactional theory, which focuses on the nature of interaction, meaning that second language acquisition occurs through direct interaction. In addition, facial expressions and movements also contribute to a better audience perception and increase participation, as they also serve to explain, emphasize, and organize the spoken message.

Text Types

Kerge (2010) indicates that producing different text types involves dealing with various oral genres, considering that each text type requires different skills, language functions, levels of formality, structures, and vocabulary. Therefore, this includes narrative texts, where the speaker tells personal stories using temporal and sequential connectors; descriptive texts, which detail people, places, etc., focusing on the use of sensory vocabulary and descriptive language; expository texts, which explain processes using grammatical precision and a specific lexical range; argumentative texts, which focus on defending opinions and involve active language interaction; and finally, instructional texts, which basically focus on giving directions. Texts

are a key tool in the development of speech, since they allow the speaker to anticipate and be able to perform better in different communicative situations, ensuring that the message will have fluency, effectiveness, flexibility and communicative coherence (Togeby, 2013).

Pronunciation

Arevart and Nation (1991) define as the smoothness and ease with which a speaker conveys their message continuously, naturally, and without undue effort, emphasizing the level of phonetic accuracy they demonstrate while speaking. This sub-skill also encompasses cognitive processes such as the speed of idea formulation, the ability to translate thoughts into language, and automatic access to vocabulary and structures through the appropriate use of vowels, consonants, speech patterns, changes in tone of voice, and accent. All these elements contribute to a smoother communicative flow during interaction. According to Brown (2014), pronunciation includes rate fluency, that is, the speed at which one speaks; pause, correction and reformulations the speaker makes during their turn. Therefore, the process of speaking involves maintaining an appropriate pace, with few pauses and no repetitions, while maintaining continuity of speech to capture the audience's attention without causing boredom or frustration.

Discourse Organization

Ding (2021) indicates that discourse organization strategies consist of the structures that give meaning and coherence to communication. These strategies integrate the logical sequence of ideas, detailing each step; cohesion, which focuses on the connection of phrases or ideas; and the correct use of connectors. According to Gee and Handford (2013), discourse organization includes the development of the topic, where the subject matter is explained in depth through examples and the inclusion of specific details. It is worth noting that the inclusion of all these elements plays a crucial role in communication, as they help the speaker know how to initiate, maintain, and conclude a conversation by making appropriate use of connectors and sequential structures. This allows for the development of a coherent, fluid, clear, and, above all, more authentic dialogue. Additionally, effective discourse organization allows speakers to express their ideas more precisely and facilitates the listener's understanding of the message. As a result, communication becomes more meaningful, promoting successful interaction and reducing misunderstandings during oral exchanges.

1.3 Objectives

General Objective

Measure the effect of multisensory activities on the development of speaking skills in students of fourth grade.

Specific Objectives

- To identify the types of multisensory activities focused on improving specific aspects of speaking.
- To diagnose the current level of students' speaking skills prior to the implementation of multisensory activities.
- To determine the effect of multisensory activities on the development of students' speaking skills after the intervention period.

1.4. Fulfillment of Objectives

The main objective of this research was to determine the effect of multisensory activities on the development of speaking skills. Consequently, three specific objectives were established. The first specific objective was to identify the types of multisensory activities focused on improving speaking skills. To this end, different activities were used, such as guided repetition, role-play, activities using body movements and gestures to stimulate the students' auditory, visual, tactile, and kinesthetic senses.

Then, the study aimed to diagnose students' present level of speaking skills before applying multisensory activities. Using a pre-test adapted from Cambridge Pre A1 Starters, it was observed that the students had a limited level of oral expression for the expected A1 level of proficiency. Participants demonstrated deficits in vocabulary, pronunciation, accuracy, and communicative development when producing opinions in English. This confirmed the necessity to apply contextualized activities such as multisensory.

Finally, the study determined the effect of multisensory activities on the development of students' oral skills after the interventions, through a follow-up test. This test reflected a significant improvement in all the criteria evaluated after the implementation of the multisensory activities. Students demonstrated greater vocabulary knowledge, clearer pronunciation and precision, and more confident communicative interaction, generating immediate responses with greater fluency and coherence.

CHAPTER II. METHODOLOGY

The main objective of this chapter is to make a significant contribution to the process of collecting and analyzing information and data within the context of integrating multisensory activities and speaking skills. According to Daverne-Bailly and Wittorski (2022), methodology is a systematic approach that includes a theoretical explanation, as well as research, data production and analysis, and the analysis of results.

2.1. Materials

This research project comprises various resources, including human resources, which include the teacher and the experimental group of thirty students. It also incorporates real resources present in the students' educational and daily lives, such as school supplies, teaching materials, textured materials, classroom items, household objects, and materials from their environment. Furthermore, financial resources were essential to fund certain teaching materials included in the independent variable. These materials consisted of activities with teaching materials and practical exercises focused on the students' multisensory development. Additionally, resources such as images, photocopies, worksheets, and rubrics for evaluating students' speech skills, which were administered before and after the interventions, were also included. Finally, it is important to integrate the institutional resources, which included the classroom, the whiteboard, markers, and the projector. It should be mentioned that all these resources contributed significantly during the research process.

2.2. Methods

2.2.1. Research Approach

This study adopted a quantitative research methodology, as it allowed for the precise measurement of scores to determine the significant impact of multisensory activities on speaking ability. The quantitative methodology includes the integration of detailed descriptions that interpret information in terms of its objective reality, without focusing on normative statements, generating methodological requirements that provide evidence-based contributions to educational research (Shadish et al., 2002) . The quantitative method seeks to obtain

numerical estimates of key findings within a specific population, thus allowing us to determine whether the differences observed in oral performance are attributable to the educational intervention (Congalton & Mead, 1983). This method contributes significantly to the research because, by allowing the collection and analysis of numerical data, it helps to objectively determine the effect of multisensory instruction on students' oral production using data collection tools such as oral development tests, which were administered as pre- and post-tests to the students.

2.2.2. Modality

The research was based on a bibliographic approach, which allows for the development of the study's theoretical and conceptual framework. This approach facilitated the compilation of multiple reviewed sources to support the theoretical framework of the analysis, enabling significant exploration and structuring (Crowther & Lancaster, 2012). The research was conducted by gathering information from previous works, such as academic articles, specialized journals, books, academic repositories, and other scientific documents, both digital and printed, that illustrate how multisensory activities improve the development of speaking skills in students of English as a foreign language (EFL).

According to Nishkala (2021), the bibliographic approach is a tool that facilitates and focuses on the collection, analysis, and interpretation of information that forms the basis of the research process. Furthermore, this study, being a systematic and organized process, synthesizes existing theoretical information to draw conclusions supported by relevant demonstrative data. This allowed the researcher to verify the impact of multisensory activities on the teaching and learning of English in students, reflecting the oral fluency and active participation they acquired in the classroom.

2.2.3. Type of Research and Research Design

This research study employed a pre-experimental design, applied to a single class group, with a pre-posttest design that facilitated the collection of empirical data and the evaluation of the effectiveness of an educational intervention in a real school setting. In addition to data collection and analysis, technological resources and digital data recording tools were used to support both the implementation of the intervention and the statistical analysis of the results. This is why, Thyer et al. (2009) states that this research design plays a fundamental role, as it aids in the study of the effects of new teaching strategies within classrooms. To

measure the effectiveness of the variables, Multisensory activities in speaking skills, the pre-experimental design was applied, evaluating the students with the same standardized and adapted Cambridge Pre A1 Starters Speaking instrument. The main results will be obtained by comparing the results of the pre-test administered before the pedagogical intervention with the post-test administered after the implementation of the multisensory activities program, to determine statistically significant improvements in the students' oral English skills.

2.2.4. Techniques and Tools

Data collection tools fulfill the fundamental role of obtaining, measuring, and analyzing the data gathered throughout the research process in a systematic and objective manner. These data collection instruments are based primarily on three main characteristics: validity, meaning that the tool focuses on measuring only what it is intended to measure; reliability, which focuses on producing consistent results; and clarity and relevance. It is important to note that there are various types of data collection tools, such as questionnaires, interviews, observation checklists, surveys, tests, and scales, among others (Wilkinson & Birmingham, 2003). In this study, the tools used were a pre-test and a post-test, as well as assessment rubrics, which were crucial throughout the research to measure both variables and identify changes in oral expression skills after implementing multisensory activities. The research will use an adapted instrument based on the oral expression component of Cambridge Young Learners Pre A1 Starters (Cambridge Assessment English, 2018). In addition, a rating rubric will be used to assess the following dimensions: pronunciation and accuracy, vocabulary, and communicative development.

2.2.5. Population

In experimental research, the population on which the research focuses plays a fundamental role, since it allows for the collection of concrete data, the analysis of results, and the drawing of conclusions about the entire population to generate coherent scientific inferences (Ahmad et al., 2023). Consequently, in this research, the population to which this study was applied consisted of all fourth-grade students enrolled at the *Unidad Educativa 17 de Abril* during the 2025-2026 academic year, in which a total of 30 students participated, 14 boys and 16 girls, all between 8 and 9 years of age. It should be noted that all participants received instructions for multisensory activities and had the necessary equipment available during their interventions.

Table 1

Population

Participants	Sample population	Percentage
Female	16	53%
Male	14	47%
Total	30	100%

2.2.6. Hypothesis

Null hypothesis: The implementation of multisensory activities does not significantly improve the oral expression skills of fourth-grade students of English as a foreign language at the *Unidad Educativa 17 de Abril.*

Alternative hypothesis: The implementation of multisensory activities significantly improves the oral expression skills of fourth-grade students of English as a foreign language at the *Unidad Educativa 17 de Abril.*

2.2.7. Procedure

The procedure was carried out through eight 90-minute interventions, excluding the first and last interventions, as these were used to administer tests to assess the students' initial level and ongoing progress. Each session incorporated a variety of multisensory activities tailored to the speech needs of the class. Therefore, each intervention utilized the ESA (Engage, Study, Activate) pedagogical model, which teaches students to produce new English words and phrases by providing them with guided and controlled practice in a stimulating learning environment.

In the first phase, students were given a pre-test to assess their initial level of oral expression. The class began with the researcher introducing themselves and explaining the study's objectives and instructions. The researcher then detailed the assessment process, explaining that the test consisted of three vocabulary categories: animals, body parts, and daily routines, to which students responded individually. The basic assessment parameters, including question types and response format, were also explained to ensure students understood them.

In the second phase, the class started with modeling some animal sounds. Then, using images, movements, and gestures, the researcher presented the pronunciation of the names of different animals in English. Following this, in the study phase, the students had to touch different animal textures and, using descriptive adjectives, guess which animal each texture corresponded to. The objective of this activity was for the students to reinforce and produce the vocabulary presented by the researcher by constructing basic sentences. The researcher improved the students' knowledge by completing an individual worksheet.

In the third phase, the class began with the presentation of fruit images. The researcher provided the students a popsicle with the phrase I like / I don't like. The participants expressed their preference using the phrases they felt were most appropriate. Next, the researcher presented the students with real fruit and prepared a fruit salad, modeling the correct pronunciation of each fruit's name in English. Then, the students reinforced their knowledge through a group game called Lemonade Game Song. The researcher assigned each student the name of a different fruit, and the students sang the song while turning around until it ended. The researcher named more fruits, and the students had to find the matching fruit. At the end of the class, the researcher improved the students' knowledge by completing a worksheet and draw a picture of a fruit and present it in class, expressing whether they liked the fruit they had drawn or not.

In the fourth phase, the researcher presented a video about colors in the classroom. The researcher asked the students to repeat the pronunciation and presented a backpack with various school supplies, asking the students to carefully identify them. The researcher then asked questions such as What color was this object? and What object was that? The students received a blank sheet of paper and chose two different colors of tempera paint, placed them around the palm of their hand, and mixed the two colors to create a third color. They presented their work to the class using the model phrase provided by the researcher. To motivate the students, the researcher proposed playing Simon Says so that the participants could reinforce their knowledge of colors and classroom objects. Finally, each student received a candy of a different color, and the researcher asked each student to present the color they had received by formulating a complete sentence.

In the fifth phase, the class began with the presentation of a poster about family. The researcher presented each family member, modeling the pronunciation and asking the students to repeat aloud. Next, the researcher showed the students puppets representing family members,

which were also used to introduce vocabulary related to the human body. Then, each student received a worksheet on which they had to cut out different parts of the human body, assemble them, and create a family member. They then presented their creations to the class, employed the simple present tense. To conclude, the researcher reinforcement activity and gave the students a worksheet with activities focused on the topics learned.

In the sixth phase, the class started with the presentation of a house made from recycled materials. The researcher introduced each part of the house, modeling the correct pronunciation and asking the students to repeat it aloud. Next, the researcher showed the students a video about shapes. After the video, the researcher asked the participants to identify the different shapes that made up the house. Then, the researcher divided the students into working groups and gave each group a bag of lego bricks. The participants had to build a house with the bricks and, upon completion, explain in complete sentences, using the simple present tense, what they had built and what shapes of lego bricks they had used. The researcher reinforced what had been taught through the game Simon Says. Finally, a worksheet was handed out in which the students had to cut and assemble their own paper house and once finished, they presented it in front of the whole class, explaining through complete sentences using the grammar of the simple present.

In the seventh phase, the class started with the presentation of different articles of clothing. The researcher modeling the pronunciation and writing its name on the board and asked the students to repeat aloud. The researcher continued to identify an object representative of each season, explaining that the weather changes with each season and people tend to wear different types of clothing. Next, the researcher divided the class into teams, asked the students to choose a leader, and located a box containing different styles of clothing in the center of the class. The researcher say a season, and the students had to find clothing appropriate for the season mentioned and dress their team leader. Finally, each team had to present the clothing they had worn, forming complete sentences using the simple present tense. The researcher gave each student a paper doll sheet to cut out and dress according to their favorite season. The researcher asked the participants to present their paper doll and describe, in a complete sentence using the simple present tense, what clothes they had dressed it in and what season it represented. Finally, the students were given a worksheet to improve their knowledge, and at the end, they check their answers together with the researcher.

In the eighth phase, the class started with the presentation of a video about toys and prepositions of place. The researcher asked the students a question like What is your favorite toy?. They answered using the vocabulary presented in the video. Next, the researcher sited toys throughout the school playground, divided the class into two teams, and asked them to go out and find the toys. The students had found all the toys, and the researcher asked them to explain where they had found their toys, expressing complete sentences that using prepositions of place. After this, the students returned to the classroom and each received a toy. The researcher used prepositions of place to ask the students to place their toy in the specified location to reinforce their learning. Finally, the participants were given a worksheet to apply what they had learned, and they reviewed their answers together.

In the ninth phase, the class began with the presentation of images with everyday actions. The researcher presented the pronunciation of each action, and imitated with gestures and body movements, asking the students to repeat them. Then, the class was divided into working groups, where each group was given objects representing a daily activity. The participants were asked to think carefully about what daily activities they perform with those objects and then present their ideas by formulating sentences using the present continuous tense. The researcher provided different images of daily activities and asked the students to write sentences using the present continuous tense and present them to the class. Next, to put what they had learned into practice, the researcher conducted an imitation activity in which the participants guessed the actions simply by observing and interpreting the movements and gestures performed by their peers. Finally, the participants were given a worksheet where they applied what they had learned, and once completed, they reviewed their answers together with the researcher.

In the tenth phase, the students completed their post-test to assess their progress in oral expression, which they had acquired during the various interventions. The class began with the researcher introducing themselves and explaining the study's objectives and instructions. The researcher then detailed the assessment process, explaining that the test consisted of three vocabulary categories: animals, body parts, and daily routines, to which students responded individually. The basic assessment parameters, including question types and response format, were also explained to ensure students understood them. This final assessment provided an opportunity to measure the students' oral development after participating in the multisensory activities implemented throughout the intervention.

CHAPTER III. RESULTS AND DISCUSSION

3.1. Analysis and Discussion of the Results

The following chapter provides a detailed analysis of the statistical data obtained from the application of two assessments, a pre-test and a post-test. The Cambridge Young Learners Pre A1 Starters test was used as the primary instrument for both assessments. The test measured students' speaking skills over 30 point scale, including criteria such as pronunciation, accuracy, vocabulary, and communicative development. Each area was evaluated individually, allowing for statistical comparison of pre- and post-test results. This facilitated analysis of student progress and the contribution of each aspect to the development of their communicative skills. The test results are presented in various tables to illustrate student progress after the different interventions applied following the multisensory activities.

The impact of the difference between test results before and after the intervention was studied to determine if the changes were significant. Statistical analysis was achieved using the Statistical Package for the Social Sciences (SPSS), applying the Wilcoxon signed-rank test. Scharadin (2025) states that the Wilcoxon test is a non-parametric test used to compare two related or dependent samples. This type of test is applied only when the data do not follow a normal distribution. In this case, the participants' pre- and post-intervention test scores were subjected to this analysis to identify whether the change in speaking ability was statistically significant.

Finally, this analysis presents the means, variances, and frequencies of the participants' learning levels in order to compare their initial and final performance throughout the intervention process. In addition, the collected data allowed to identify the changes and improvements achieved in different aspects of speaking skills after the implementation of multisensory activities. The results were then interpreted to demonstrate the progress achieved, as well as the statistically significant differences that confirm the effectiveness of the approach focused on applying multisensory and contextualized activities to improve the development of English speaking skills.

3.1.1. Pre-test Results

Table 2

Criteria	Pronunciation and Accuracy	Vocabulary	Communicative Development	Total Pre-test Score X
Average	1,38	1,34	1,10	3,82

Analysis and Interpretation

The results show that the highest average score was obtained in the pronunciation and accuracy sub-skill, with 1,38 points. Vocabulary followed with an average of 1,34. Finally, communicative development obtained the lowest average score, at 1,10 points. Given that each criterion was scored on a scale of 10, the overall average across the three assessed areas was 3,82 out of a maximum of 30 points.

These results indicate that the students, attending a public school, had a basic level of English and that their speaking skills did not meet the communicative expectations of the basic A1 level. However, pronunciation and accuracy received the good scores, suggesting that the students had a very limited vocabulary but were able to produce what little they knew correctly orally. This indicates that their prior learning focused more on reiteration of words than on the development of overall communication skills.

The vocabulary results also show that the students had a very limited knowledge of basic words that children of that age typically use in the language. Their lack of full exposure to communicative language affected their communicative development, which is the weakest area according to the results, causing them insecurity and difficulty in formulating responses. These difficulties demonstrate that the students needed more exposure to the language through real-time interaction to gain greater confidence and security when communicating.

Overall, the initial test results show that, prior to the intervention focused on incorporating multisensory activities such as role-playing, presentation of videos, guided repetition, descriptive exercises, riddles, and imitation using body movements and gestures, students' speaking skills were significantly below the expected level. Similarly, several deficiencies were observed in their use, expression, and knowledge of the language. These findings highlight the need for a contextualized, communicative, and practical teaching approach that can address these deficiencies and improve students' English speaking skills.

3.1.2. Post-test Results

Table 3

Criteria	Pronunciation and Accuracy	Vocabulary	Communicative Development	Total Pre-test Score X
Average	6,99	7,05	6,47	20,50

Analysis and Interpretation

The average results obtained after the implementation of the multisensory activities, was evaluated out of 10 points each sub-skill, and the overall average was out of 30 points. Consequently, the highest average score was in the vocabulary category, with a total of 7,05 points. This was followed by pronunciation and accuracy with a total of 6,99 points, and finally, the lowest average score was in communicative development, with a total of 6,47 points. The overall class average was 20,50 points.

All these results demonstrate that after including the multisensory activities in the class, the students significantly improved their speech skills. The highest score was in vocabulary, demonstrating that the participants learned more words and were able to use and pronounce them correctly. Similarly, the improvement in pronunciation and word accuracy demonstrates that the students were more effective at producing the sounds of the words during the oral activities, presenting clearer and more understandable speech with good accent and intonation compared to the initial test. While their communicative development remained somewhat deficient, it also improved significantly, as the students gained more confidence and assurance when interacting with the language and answering questions.

Overall, the results of the follow-up test demonstrate that the use of multisensory activities positively influenced the development of the students' speaking skills. This was because these activities fostered interaction, creativity, confidence, and, above all, the acquisition of more vocabulary, allowing the participants to speak more easily in communicative contexts appropriate to the expected level of proficiency. Moreover, the integration of visual, auditory, tactile, and kinesthetic stimuli generated meaningful learning experiences that increased student participation and engagement. As a result, students were better able to express their ideas, answer questions, and communicate more effectively during oral tasks.

3.1.3. Comparative Results

Table 4

Criteria	Pre-test	Post-test	Difference
Pronunciation and Accuracy	1,38	6,99	5,61
Vocabulary	1,34	7,05	5,71
Communicative Development	1,10	6,47	5,37
Total	3,82	20,50	16,68

Analysis and Interpretation

The pronunciation and accuracy criteria showed an average score of 1,38 points in the initial test and 6,99 points in the final test, representing an improvement of 5,61 points. Similarly, the vocabulary criteria showed an average score of 1,34 points in the initial test and 7,05 points in the final test, indicating an improvement of 5,71 points. Furthermore, communicative development showed an increase of 5,37 points, with the initial test score of 1,10 points and the final test score of 6,47 points, indicating a significant improvement in the confidence with which participants use and interact with the language. The average total score improved from 3,82 in the initial test to 20,50 in the final test, representing in total 16,68 points in all evaluated criteria. These results suggest that the intervention was effective in enhancing the different components of oral skills, with vocabulary showing the greatest improvement among the assessed criteria. Furthermore, the substantial increase in overall scores demonstrates that students achieved a higher level of oral proficiency, reflecting significant progress in their ability to communicate in English.

Then, comparing the pre-test and post-test results shows a clear improvement in the students' speaking performance, with progress in learning a richer vocabulary, as well as in pronunciation and accuracy, where they demonstrated correct articulation and word production, the students exposed advance. While the progress was positive, the results suggest that the use of multisensory activities fostered the development of students' confidence and speaking skills, allowing them to acquire new words and interact in different oral activities.This is why, in general terms, the students progressed from a very low level of speaking ability to achieving a more acceptable level of performance across the assessed criteria. Furthermore, the findings indicate that multisensory learning provided them with multiple opportunities to practice the language in meaningful and engaging contexts.

3.1.4. Descriptive Analysis

Table 5

		Pre-test	Post-test
N	**Valid**	30	30
	Missing	0	0
Mean		3,82	20,50
Std. Deviation		1,752	5,388
Skewness		0,832	-1,714
Kurtosis		1,309	6,339

Analysis and Interpretation

The table shows that in the pre-test, the mean score was 3,82, while in the post-test, the mean score was 20,50, a difference of 16,68 points. The standard deviation in the pre-test was 1,752 and in the post-test, it was 5,388, indicating that the dispersion of scores increased after the application of the multisensory activities. Regarding skewness, the pre-test showed a positive value of 0,832 and the post-test, -1,714, indicating a slight negative skewness in the post-test, as the data did not have a uniform distribution. Finally, the kurtosis value in the pre-test was 1,309 and in the post-test, it was 6,339, indicating a trend toward higher scores in the distribution of the scores. The considerable increase in the mean score suggests that students made substantial gains in their oral performance after the intervention. Furthermore, the negative skewness and increased kurtosis observed in the post-test indicate that a greater number of students achieved scores concentrated at the upper end of the distribution, reflecting an overall improvement in the oral expression skills assessed.

In conclusion, the data shows a significant improvement in students' speaking skills after the implementation of multisensory activities in their classroom. The increased standard deviation suggests greater variability in the results, indicating that progress was not uniform across all participants. Similarly, the shift from positive to negative skewness demonstrates that, in the subsequent assessment, most students achieved higher scores. Finally, the kurtosis indicates a greater concentration of data around the mean, suggesting the presence of more prominent values and a shift in the distribution of performance toward higher levels.

3.2. Hypothesis Verification

Hypothesis Statement

- **Null Hypothesis (H_0):** The implementation of multisensory activities does not significantly improve the oral expression skills of fourth-grade students of English as a foreign language at the *Unidad Educativa 17 de Abril.*

- **Alternative Hypothesis (H_1):** The implementation of multisensory activities significantly improves the oral expression skills of fourth-grade students of English as a foreign language at the *Unidad Educativa 17 de Abril.*

3.2.1. Tests of Normality

Table 6

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Pre-test	0,195	30	0,005	0,916	30	0,021
Post-test	0,143	30	0,123	0,861	30	0,001

a. Lilliefors Significance Correction

Analysis and Interpretation

Table presents the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests, which are used to verify the normality of the data distribution in both the pre-test and post-test. The Shapiro-Wilk test results and significance values were 0.021 for the pre-test and 0.001 for the post-test. Since both meaning values were below the 0,05 established, it can be concluded that the data do not follow a normal distribution. Also, the Kolmogorov-Smirnov test results showed significance values below 0.05 for both tests.

These results specify that the scores focused on speaking ability do not have a normal distribution in either the pre-test or the post-test. Therefore, a non-parametric test is required for further analysis. Based on this result, the Wilcoxon signed-rank test was selected as the most appropriate statistical procedure to compare the pre- and post-test results, as it does not follow normal data and is suitable for related samples.

3.2.2. Wilcoxon Analysis Method

Wilcoxon Signed Ranks Test

Table 7

Ranks				
		N	**Mean Rank**	**Sum of Ranks**
Post- Test - Pre- Test	**Negative Ranks**	0[a]	0,00	0,00
	Positive Ranks	29[b]	15,00	435,00
	Ties	1[c]	-	-
	Total	30	-	-
a. Posttest < Pretest				
b. Posttest > Pretest				
c. Posttest = Pretest				

Table 8 ***Test Statistics***

	Post- Test – Pre- Test
Z	-4,703[b]
Asymp. Sig. (2-tailed)	0,000
a. Wilcoxon Signed Rank Test.	
b. Base don negative ranks.	

Note. This table shows the non-parametric method (Wilcoxon) to validate the hypothesis.

Analysis and interpretation

The table presents the Wilcoxon signed-rank test, which presents statistical evidence confirming the hypothesis that the intervention using multisensory activities improved students' speaking skills. The Wilcoxon test was selected due to the non-normal distribution of the pre-test data, as established by the Shapiro-Wilk test (p = ,000). The positive post-test ranks were 29, meaning that these students' scores on the post-test were higher than on the pre-test, thus indicating that the interventions did have a positive impact on the development of students' speaking skills. Table 8 shows that the Wilcoxon test statistic has a p-value of 0,000, which is less than 0,05, indicating that the alternative hypothesis was accepted while the null hypothesis was rejected. In conclusion, it is demonstrated that the interventions carried out did generate a significant impact on improving the students' speaking skills.

3.3. Discussion

The application of multisensory activities during the eight instructional sessions helped students experience more active and contextualized learning, focused on creative and communicative tasks. Activities such as repetition, role-playing, textural activities, movement games, description games, and riddles fostered interaction and meaningful participation. Within all the activities implemented, the kinesthetic component stood out, as it included activities such as imitations with gestures and body movements, role-plays, and group games. These activities allowed students to learn the language through action and movement, experiencing it physically, thus promoting active participation and increasing students' confidence when practicing pronunciation and vocabulary in communicative situations. In this sense, Ali (2012) points out that learning focused on multisensory activities strengthens linguistic and social skills by motivating students to speak and reducing anxiety levels when using the language. Similarly, Manja and Masnan (2022) define that multisensory activities as an exploratory process that promotes autonomous learning, based on experiences and, above all, on the environment. Furthermore, Che (2023) describes that active learning as a motivating development that allows students to be more participative during activities, developing their learning and self-expression, a result that can be clearly seen in the greater participation, confidence and oral production of the students during the interventions carried out.

Also, the results of the preliminary test showed that the students' speaking level was too limited for the A1 level before the multisensory activities were implemented in the classroom. As a public school that is located in a rural area, the main factor is the lack of English language instruction, as the students had little input from the language because the teacher in charge was not specifically trained in English language teaching. This caused in several deficiencies in pronunciation and the participants also confirmed a limited vocabulary and a deficiency in speaking development. The results indicate that the students at first had difficulties with English knowledge, mainly when producing words. Rao (2019) presents that oral communicative development of productive communication skills is one of the most fundamental linguistic competencies in language use. This involves establishing strategic communication through direct interaction between individuals, and therefore oral expression constitutes one of the most complex productive skills. Encompassing various sub-skills, such as pronunciation and accuracy, appropriate vocabulary use, and communicative development, it requires contextualized instruction centered on a linguistic approach. Similarly, prior to the

use of multisensory activities, the students demonstrated low communicative confidence when trying to express their ideas. Brown (2007) suggests that the full use of oral expression in English classes generates more effective language development. However, based on the initial data presented, it can be observed that the limited use of communication in English resulted in very limited linguistic performance and production. Likewise, Ibrahim and Seraj (2026) affirm that students develop a deeper understanding through active participation rather than passive reception. Therefore, the results of the preliminary assessment demonstrated the need for more active, contextualized, and participatory methods to improve students' speaking skills.

Finally, significant progress was observed in the students' oral skills after the implementation of multisensory activities, since throughout the intervention, they gradually acquired more vocabulary related to the topics taught, such as animals, school supplies, body parts, daily activities, family members, colors, shapes, fruits, clothing, and seasons. This increased vocabulary allowed them to generate more fluent and varied responses, enabling them to describe different elements of their environment. Their pronunciation also improved significantly; they were able to produce clearer, and coherent sounds. Likewise, significant progress was observed in their oral development, as students spoke and participated more actively when formulating their responses, and they also responded with less hesitation. These results indicate how multisensory activities helped students improve their language production. Lightbown and Spad (2013) detail that communicative English teaching fosters more authentic interaction, and with Astiandani and Piaget (1970), learners construct knowledge through active interaction with their environment and experiences. From this perspective, multisensory activities provide meaningful learning experiences that can support students' language development and knowledge construction. The environment created by multisensory activities, was participatory, dynamic, and active, confirms Philominraj and Ranjan (2023) theory, as students were more energetic, confident, and ready to participate in the activities during the interventions.

In conclusion, the results suggest that the use of multisensory activities had a positive effect on students' oral performance. The improvement following the implementation of these activities demonstrates that these strategies successfully complement learning through creativity, motivation, and active participation, enhancing the development of oral skills. The use of multisensory activities created a highly conducive environment for students, resulting in greater fluency, clearer expression, and more understandable, fluent and coherent responses.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

After the development, analysis, and interpretation of the results obtained from the study Multisensory Activities in Speaking Skills, that was applied to fourth-year students at the Unidad Educativa 17 de Abril, the following conclusions were formulated.

- Multisensory activities focused on improving oral expression skills included visual activities such as the presentation of videos, images, and materials with different textures. Auditory activities included guided repetition, descriptive exercises, riddles, and role-playing. Tactile activities, such as the sensory box, and kinesthetic activities included imitation through body movements and gestures. These techniques allowed students to develop their oral skills in meaningful communicative contexts, where pronunciation practice was through repetition and techniques based on gestures and movements that helped to produce words and sentences effectively and coherently.

- To assess the initial level of oral skills of the participating students, a pre-test was administered. The results revealed that the students exhibited more than just simple speaking difficulties; they also lacked the communicative foundation expected at a basic A1 level. Their deficiency of coherence, limited vocabulary, and insecurities in speaking presented that the teaching methods being used did not provide necessary opportunities for authentic language communication in the class. The results indicate a clear reliance on traditional, teacher-centered methods with limited interaction and contextualized language use.

- The results of the post-test demonstrated improvement and effective results in all the criteria evaluated, with vocabulary being the aspect they improved the most, as they were able to use a more varied vocabulary and respond easily to simple questions, always maintaining active participation. Therefore, rejecting the null hypothesis has important implications, demonstrating that multisensory activities effectively improves students' speaking skills, overcoming the limitations of traditional methods and showing that the combination of multisensory activities can create an environment filled with genuine, contextualized, communicative learning.

4.2. Recommendations

After the development, analysis, and interpretation of the results obtained from the study Multisensory Activities in Speaking Skills, that was applied to fourth-year students at the Unidad Educativa 17 de Abril, the following recommendations can be suggested.

- Students' oral skills can be reinforced by informing teachers about the benefits and advantages of multisensory activity-based instruction in the classroom. In particular, multisensory activity instruction based on gestures and movements is recommended, as it allows students to associate language with physical actions and movements, facilitating comprehension, vocabulary retention, and oral production. This type of activity also fosters active participation, increases motivation, reduces anxiety, and helps students express their ideas with confidence. Therefore, teachers should incorporate diverse multisensory strategies adapted to the characteristics and learning needs of their students, rather than relying exclusively on traditional teaching methods.

- For teachers it is recommended that they use a initial diagnostic assessment focused on aspects such as vocabulary, pronunciation and accuracy, and communicative development to identify students' strengths and weaknesses before applying multisensory activities. Through this method, educators can incorporate contextualized, and appropriate multisensory activities and tools based on students' real needs, improving the development of speaking skills. Similarly, it is important that institutions provide adequate resources that promote these methodologies, creating learning environments centered on the development of skills, especially communicative competence, which is the most fundamental aspect of language use.

- It is recommended that English teachers implement procedures in their classes based on multisensory activities. These activities encompass contextualized dynamics that allow students to learn through their own experience and use English in real-life situations, helping them build confidence in using the language. These activities should be regularly increased to the students' learning levels and needs to ensure expressive participation and positive results. It is also important to create a supportive classroom environment where students feel free to practice the language and make mistakes without fear of judgment. When multisensory activities are applied, they help expand vocabulary, improve oral fluency, and foster active participation, generating a good connection with the language.

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ANNEXES

Annex 1: Institution Approval Letter

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 5 de Marzo de 2026

Doctora
Marina Zenaida Castro Solórzano, Mtr.
Presidenta de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente

Yo, Wilson Toaza, en mi calidad Director de la Unidad Educativa 17 de Abril, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Multisensory Activities in Speaking Skills" propuesto por la estudiante Chango Bayas Emely Mariana, portador/a de la Cédula de Ciudadanía, 1850219633, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

UNIDAD EDUCATIVA "17 DE ABRIL" DIRECTORADO QUERO-TUNGURAHUA

.....
Mg. Wilson Toaza

SCOPE OF THE EXPERIMENT

NUMBERS OF LESSON PLAN	TOPIC	CONTENTS	NUMBER OF CLASS HOURS	SPEAKING SKILLS	ACTIVITIES
1	Pre-Test	Animals, Body and Daily Routines	2	Pronunciation, Vocabulary and Communicative Development	• Questions and answers: Students observe images and respond with the corresponding name, reinforcing visual recognition and expanding their vocabulary. • Sentence ordering: Students organize basic sentences about daily routines in a logical sequence.
2	My Pets	Animals and description of physical characteristics using adjectives.	2	Pronunciation, Vocabulary and Communicative Development	• Identifying animals by their sounds. • Recognizing the tactile shapes and textures of animals. • Describing and matching animals using pictures and flashcards. • Illustrating and giving oral presentations that describe favorite animals using simple sentences.
3	My favorite fruits	Vocabulary, preferences and tastes related to fruits.	2	Vocabulary, Pronunciation and Communicative Development	• Popsicle stick activity to identify "I like/I don't like". • Blindfolded fruit identification using touch and smell. • Matching activity to identify fruit names using the "Lemonade Game Song". • Fruit salad activity to describe flavors and preferences.
4	My rainbow school world	Colors and objects in the classroom using the present simple.	2	Vocabulary, Pronunciation and Communicative Development	• Color and object recognition using a video. • Hot Potato game with colorful classroom objects. • Oral identification using the guided phrases. • Recognition activity using color mixing on the hands. • Tingo Tango game with candies to describe colors. • Simon Says activity to reinforce knowledge of objects and colors.
5	My super family	Family members and body parts using the simple present tense.	2	Vocabulary, Pronunciation and Communicative Development	• Observation and repetition of the Superfamily poster. • Body parts identification game with puppets. • Character creation and oral presentation. • Hot Potato game to describe family members and body parts.
6	The little house of shapes	Shapes and parts of a house using present simple.	2	Vocabulary, Pronunciation and Communicative Development	• Recognizing the parts and shapes of a house through videos and house-themed crafts. • Building Lego houses in groups. • Playing Simon Says to recognize geometric shapes. • Creating and presenting house-themed crafts.

7	Magic Closet	Clothes and seasons, formulating basic sentences using present simple.	2	Vocabulary, Pronunciation and Communicative Development	• Identifying and pronouncing real clothing items. • Classifying clothing according to the seasons through guided questions. • Group activity: dressing a classmate in appropriate clothing for each season. • Fashion show: describing the clothing items. • Clothing identification activity using paper dolls and oral presentations about clothing and the seasons. • Hot Potato game: describing clothing and seasons. • Reinforcement activities with worksheets.
8	My Toys	Toys and prepositions of place.	2	Vocabulary, Pronunciation and Communicative Development	• Introduction to toy vocabulary and prepositions of place through a music video. • Practice pronunciation and conversation about favorite toys. • Toy hunt activity in the schoolyard, identifying the location of hidden toys using prepositions of place. • Oral descriptions. • Placement game and oral practice describing the location of toys. • Reinforcement activities with worksheets.
9	My Daily Activities	Daily routines and everyday actions using the present continuous tense.	2	Vocabulary, Pronunciation and Communicative Development	• Identifying everyday activities using picture cards and imitating actions. • Practice guided questions and answers. • The "Statues" game, which describes everyday activities through gestures and movements. • Group activity with real objects to represent and present daily routines. • Matching pictures with sentences that describe everyday actions. • The "Pass the Ball" charades game, where students imitate and guess everyday activities. • Reinforcement activities on worksheets.
10	Post- Test	Animals, Body and Daily Routines	2	Vocabulary, Pronunciation and Communicative Development	• Questions and answers: Students observe images and respond with the corresponding name, reinforcing visual recognition and expanding their vocabulary. • Sentence ordering: Students organize basic sentences about daily routines in a logical sequence.

Sorce: Lesson plans

Author: Chango (2026)

Annex 2. Instrument and Rubric

UNIVERSIDAD TECNICA DE AMBATO

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SPEAKING TEST

NAME: _____ **DATE:** _____

Item	Card	Evaluator Prompt (read aloud)	Pronunciation & Accuracy (0–1)	Vocabulary (0–1)	Communicative Development (0–1)	Total (0–3)
ANIMALS	Cat (Card 01)	What animal is this?	___ / 1	___ / 1	___ / 1	/ 3
	Dog (Card 02)	What animal is this?	___ / 1	___ / 1	___ / 1	/ 3
	Frog (Card 03)	What animal is this?	___ / 1	___ / 1	___ / 1	/ 3
	Bird (Card 04)	What animal is this?	___ / 1	___ / 1	___ / 1	/ 3
BODY	Eyes (Card 05)	What body part is this?	___ / 1	___ / 1	___ / 1	/ 3
	Hands (Card 06)	What body part is this?	___ / 1	___ / 1	___ / 1	/ 3
	Ears (Card 07)	What body part is this?	___ / 1	___ / 1	___ / 1	/ 3
DAILY ROUTINES (She is playing)	Running (Card 08)	What is he/she doing?	___ / 1	___ / 1	___ / 1	/ 3
	Sleeping (Card 09)	What is he/she doing?	___ / 1	___ / 1	___ / 1	/ 3
	Eating (Card 10)	What is he/she doing?	___ / 1	___ / 1	___ / 1	/ 3
TOTAL SCORES (per dimension)			**___ / 10**	**___ / 10**	**___ / 10**	**/ 30**

RUBRIC

UNIVERSIDAD TECNICA DE AMBATO

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SPEAKING RUBRIC

NAME: _____ **DATE:** _____

Dimension	Score 0 - Not Achieved	Score 0.2 Limited achievement	Score 0.5 Partial achievement	Score 0.8 Almost achieved	Score 1 - Achieved	Evaluator Notes
Pronunciation & Accuracy	Response is largely incomprehensible; student produces no recognizable English sounds.	The response is incomprehensible; student produces very few recognisable sounds in English; pronunciation errors make it difficult to understand.	The response is partly intelligible; student utters some recognisable English words, but the frequent pronunciation errors mean the listener has to strain to understand.	The response is generally understandable; student produces the target word or phrase with some inaccuracies in pronunciation, but the meaning is largely clear.	Student produces the target word/phrase with sufficient accuracy to be understood by a sympathetic speaker; minor accent or vowel variation is acceptable	
Vocabulary	Student does not produce the target item; substitutes with L1 (Spanish/Kichwa) word; produces an unrelated word; produces no verbal response within the 5-second window	Student attempts to produce the target element but uses incorrect vocabulary or vocabulary influenced by their mother tongue; the response is limited and is not given within 5 seconds.	Student produces a related word or partially correct vocabulary; the response shows some understanding, but may lack precision or require assistance.	Student pronounces the word almost correctly, with a slight hesitation or a minor inaccuracy; the response is given within the allotted time with minimal prompting.	Student spontaneously produces the correct target English word or an acceptable synonym within the 5-second response window, without teacher modeling	
Communicative Development	Student is unable to answer the examiner's questions and makes no attempt to communicate verbally, demonstrating an inability to respond to instructions.	Student shows very limited responsiveness; their attempts are minimal, hesitant or unclear, with little evidence of interest in the question.	Student answers the question with little confidence; the answer may be incomplete, given late or require assistance, but shows some attempt to convey the meaning.	Student answers the question appropriately and with some confidence; communication is largely effective, although they may need to show some hesitation or offer support.	Student responds verbally to the communicative prompt with the correct expression in English (single word, phrase, or attempted sentence) that functionally and confidently addresses the prompt.	

Adapted: Cambridge (2018)

Author: Chango (2026)

Annex 3: Lesson Plans

UNIDAD EDUCATIVA
"17 DE ABRIL"
QUERO – ECUADOR

LESSON PLAN 1

LESSON PLAN | **LEVEL:** A1 | **SCHOOL YEAR:** 2025-2026 | **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: AFTERNOON | **PERIODS:** 2 PER WEEK | **DEPARTMENT:** FOREIGN LANGUAGE

SUBJECT: ENGLISH | **TEACHER:** EMELY CHANGO

Group: 4th EGB "A"	**Date:** MARCH 17th, 2026	**Time:** 90 minutes	**No. of Students:** 30 students
Topic work: Diagnostic class	**Recent Language work:** N/A		
Objective: Students will be able to demonstrate their initial level of oral expression in English through a speaking pre-test.			
Assessment: Individual			
Material: Speaking pre- test.			
Anticipated problems: Students don't understand the questions.		**Solution:** Repeat the questions.	

Time	Teaching activities	Students' activities
90 minutes	• The teacher calls the students one by one to take the pre-test individually. • The teacher administers the Cambridge Pre A1 Starters oral exam following the standardized instructions. • The test is divided into three sections. In the first section, on animals, the students identify the pictures and say only the name that corresponds to each animal. • In the second section, on body parts, the students look at the pictures and say only the name that corresponds to each body part. • In the third section, on daily routines, the students look at the pictures, identify the action being performed, and construct basic sentences such as: "She is eating." • The teacher asks questions and records the students' oral performance during the assessment.	• Students will follow the teacher's instructions to complete the speaking test.

ANNEXES

SPEAKING TEST

Item	Card	Evaluator Prompt (read aloud)	Pronunciation & Accuracy (0–1)	Vocabulary (0–1)	Communicative Development (0–1)	Total (0–3)
ANIMALS	Cat (Card 01)	What animal is this?	___ / 1	___ / 1	___ / 1	/ 3
	Dog (Card 02)	What animal is this?	___ / 1	___ / 1	___ / 1	/ 3
	Frog (Card 03)	What animal is this?	___ / 1	___ / 1	___ / 1	/ 3
	Bird (Card 04)	What animal is this?	___ / 1	___ / 1	___ / 1	/ 3
BODY	Eyes (Card 05)	What body part is this?	___ / 1	___ / 1	___ / 1	/ 3
	Hands (Card 06)	What body part is this?	___ / 1	___ / 1	___ / 1	/ 3
	Ears (Card 07)	What body part is this?	___ / 1	___ / 1	___ / 1	/ 3
DAILY ROUTINES (She is playing)	Running (Card 08)	What is he/she doing?	___ / 1	___ / 1	___ / 1	/ 3
	Sleeping (Card 09)	What is he/she doing?	___ / 1	___ / 1	___ / 1	/ 3
	Eating (Card 10)	What is he/she doing?	___ / 1	___ / 1	___ / 1	/ 3
TOTAL SCORES (per dimension)			___ / 10	___ / 10	___ / 10	/ 30

SPEAKING RUBRIC

Dimension	Score 0 - Not Achieved	Score 0.2 Limited achievement	Score 0.5 Partial achievement	Score 0.8 Almost achieved	Score 1 - Achieved	Evaluator Notes
Pronunciation & Accuracy	Response is largely incomprehensible; student produces no recognizable English sounds.	The response is incomprehensible; student produces very few recognisable sounds in English; pronunciation errors make it difficult to understand.	The response is partly intelligible; student utters some recognisable English words, but the frequent pronunciation errors mean the listener has to strain to understand.	The response is generally understandable; student produces the target word or phrase with some inaccuracies in pronunciation, but the meaning is largely clear.	Student produces the target word/phrase with sufficient accuracy to be understood by a sympathetic speaker; minor accent or vowel variation is acceptable	
Vocabulary	Student does not produce the target item; substitutes with L1 (Spanish/Kichwa) word; produces an unrelated word; produces no verbal response within the 5-second window	Student attempts to produce the target element but uses incorrect vocabulary or vocabulary influenced by their mother tongue; the response is limited and is not given within 5 seconds.	Student produces a related word or partially correct vocabulary; the response shows some understanding, but may lack precision or require assistance.	Student pronounces the word almost correctly, with a slight hesitation or a minor inaccuracy; the response is given within the allotted time with minimal prompting.	Student spontaneously produces the correct target English word or an acceptable synonym within the 5-second response window, without teacher modeling	
Communicative Development	Student is unable to answer the examiner's questions and makes no attempt to communicate verbally, demonstrating an inability to respond to instructions.	Student shows very limited responsiveness; their attempts are minimal, hesitant or unclear, with little evidence of interest in the question.	Student answers the question with little confidence; the answer may be incomplete, given late or require assistance, but shows some attempt to convey the meaning.	Student answers the question appropriately and with some confidence; communication is largely effective, although they may need to show some hesitation or offer support.	Student responds verbally to the communicative prompt with the correct expression in English (single word, phrase, or attempted sentence) that functionally and confidently addresses the prompt.	

LESSON PLAN 2

LESSON PLAN | **LEVEL:** A1 | **SCHOOL YEAR:** 2025-2026 | **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: AFTERNOON | **PERIODS:** 2 PER WEEK | **DEPARTMENT:** FOREIGN LANGUAGE

SUBJECT: ENGLISH | **TEACHER:** EMELY CHANGO

Group: 4th EGB "A"	**Date:** MARCH 24th, 2026	**Time:** 90 minutes	**No. of Students:** 30 students
Topic work: My pets	**Recent Language work:** N/A		
Objective: Students will be able to identify and describe pets using simple sentences with adjectives.			
Assessment: Individual			
Material: Audio of animal sounds, flashcards, animal textures, markers, whiteboard, worksheets, animal figures, animal picture and word cards, pencils and colors.			
Anticipated problems: Constant student distraction.	**Solution:** Keep all students engaged through consistent participation.		
Vocabulary: pet, animal, dog, cat, cow, frog, bird, horse, guinea pig, sheep, duck, chicken			
Adjectives: big, small, soft, rough			

Time	Teaching activities	Students' activities
15 minutes	***ENGAGE*** • The teacher plays animal sounds (dog, cat, cow, frog, bird, horse, guinea pig, sheep, duck, chicken). • The teacher asks enthusiastically: "What animal is this?" • The teacher models the name pronunciation and movement of the animals and has the students repeat it. • The teacher displays animal flashcards. **Stimulation: auditory + kinesthetic** • The teacher hands out animal figures to the students. • The teacher gives each student a wooden card with the image of two different animals and asks the students to observe the animal that has been assigned to them. • The teacher encourages students to individually name their assigned animal using the phrase: ***"This is a dog"*** **Stimulation: visual + tactile**	***ENGAGE*** • Students listen attentively to the animal sounds. • Students guess the name of the animal. • Students repeat aloud. • Students imitate the animal's name and movement. • Students observe the images. **Stimulation: auditory + kinesthetic** • Students receive the animal figure the teacher gave them and touch it. • Students individually repeat the name of their assigned animal, using the phrase: ***"This is a dog"*** **Stimulation: visual + tactile**
35 minutes	***STUDY*** • The teacher presents a closed box containing textures of various animals, such as feathers, wool, and fur. • The teacher asks the students to put their hands inside the box and not look, only touch. • The teacher asks them to guess which animal it is and begins to guide the students with gestures, movements and questions, such as: ***Is it soft or rough?*** ***Is it big or small?*** **Stimulation: tactile + visual + kinesthetic** • The teacher gives each student a card with a picture or the name of an animal. • The teacher explains that they have to walk around the classroom looking for a classmate who has the same animal, performing the movement of the animal they have. • The teacher asks them to present their animal together using the following example phrase: ***"This is a big horse"*** **Stimulation: visual + auditory + kinesthetic**	***STUDY*** • Students put their hands inside the box without looking. • Students touch and feel the texture. • Students describe the texture they are touching, using the teacher's guiding questions. Answer example: ***It is soft.*** ***It is small.*** • Students take out the material they have been touching and say the name of the animal it is. **Stimulation: tactile + visual + kinesthetic** • Students listen to the teacher's instructions and receive a card with a picture or the name of an animal. • Students walk around the classroom looking for a partner, performing the movement of the animal they have. • Students find their partner (picture + word). • Students introduce their animal together using the following example phrase: ***"This is a big horse"*** **Stimulation: visual + auditory + kinesthetic**
40 minutes	***ACTIVATE*** • The teacher gives the students a printed sheet with a drawing of two eyes. • The teacher asks the students to draw their favorite animal based on the eyes. • The teacher asks them to decorate and color their animal. • The teacher asks them to present their drawings to the class. • The teacher asks them to describe what animal they drew using gestures, the descriptive adjectives, the new vocabulary and the example phrases: ***"This is a soft sheep"*** ***"This is a small bird"*** **Stimulation: visual + auditory + kinesthetic**	***ACTIVATE*** • Students receive a printed sheet with two eyes. • Students draw their favorite animal based on the eyes. • Students color and decorate their drawings. • Students come to the front and present their drawings to the class. • Students name the animal they drew using gestures, the descriptive adjectives, the new vocabulary and the example phrases: ***"This is a soft sheep"*** ***"This is a small bird"*** **Stimulation: visual + auditory + kinesthetic**

ANNEXES

Link of audios: https://freeanimalsounds.org/farm-animals/#google_vignette







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LESSON PLAN 3

LESSON PLAN | **LEVEL:** A1 | **SCHOOL YEAR:** 2025-2026 | **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: AFTERNOON | **PERIODS:** 2 PER WEEK | **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH | **TEACHER:** EMELY CHANGO

Group: 4th EGB "A"	**Date:** MARCH 27th, 2026	**Time:** 90 minutes	**No. of Students:** 30 students
Topic work: My favorite fruits.	**Recent Language work:** Simple sentence structures for identification.		
Objective: Students will be able to express preferences using "I like / I don't like" with fruits.			
Assessment: Individual			
Material: Fruits, glasses, scarf, flashcards, popsicle, markers, whiteboard, worksheets, pencils and colors.			
Anticipated problems: Constant student distraction.	**Solution:** Keep all students engaged through consistent participation.		
Vocabulary: fruits, apple, banana, orange, strawberry, tomato, peach, grape, pineapple, pear, lemon, sweet, sour, bitter			
Structure: I like, I don't like			

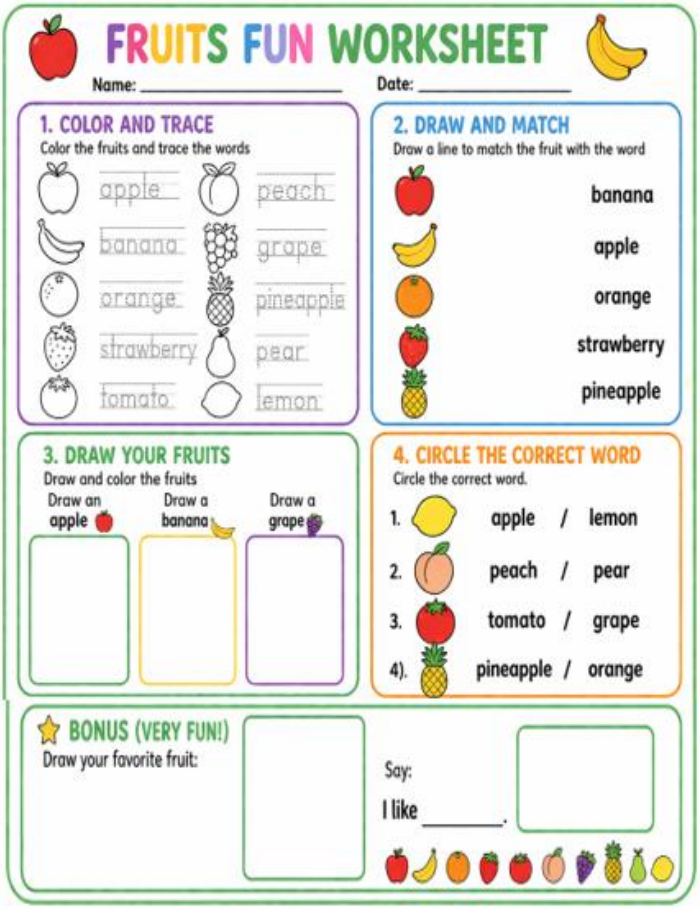
Time	Teaching activities	Students' activities
15 minutes	***ENGAGE*** • The teacher gives each student a popsicle with the phrases: I LIKE/ I DON'T LIKE. • The teacher tells the students that they will be shown some pictures, and while doing so, they will have to raise their popsicle with the phrase indicating whether they like or don't like the fruit, expressing their emotions through facial expressions. If they like the fruit, they will show a happy face, and if they don't like it, they will make a sad face. • The teacher shows large pictures of different fruits. • The teacher models the pronunciation of the name of each fruit and asks the students to repeat it aloud. **Stimulation: visual + auditory + kinesthetic**	***ENGAGE*** • Students receive a popsicle with the phrases: I LIKE/ I DON'T LIKE. • Students listen attentively to the teacher's instructions. • Students look at the pictures and indicate whether they like or don't like each fruit by raising their popsicle and showing the phrase. • Students express their feelings through facial expressions. If they like the fruit, they will show a happy face, and if they don't like it, they will make a sad face. • Students listen to the correct pronunciation of the fruit names and repeat them aloud. **Stimulation: visual + auditory + kinesthetic**
35 minutes	***STUDY*** • The teacher asks the students to come to the front of the class one by one. • The teacher blindfolds the students. • The teacher presents some fruits to the students. • The teacher asks the students to touch and smell the fruit. • The teacher asks them to guess what fruit it is. • The teacher removes the blindfold and asks the students to say whether they like or dislike that fruit. If they like it, they raise their thumb; if they dislike it, they lower their thumb. Example of the sentence: ***I like oranges.*** **Stimulation: tactile + visual + kinesthetic** • The teacher calls out the name of a fruit to each student, who must memorize it. Two or more students will have the same fruit name. • The teacher asks the students to stand and form a circle. • The teacher tells them they will sing the song **"Lemonade Game Song"** while the students rotate the circle and perform the actions described in the song, such as clapping and jumping. • The teacher says that when the song ends, all the students must freeze. • The teacher randomly calls out the names of two or three fruits. • The teacher tells the students to quickly find their partner without pushing each other. • The teacher reminds each group that once they find their partner, each student must say a magic phrase using the name of the fruit they have in common. Example: ***I like bananas.*** ***I don't like apples.*** • The teacher explains that the first correct pair will win points. **Stimulation: auditory + kinesthetic** ***ACTIVATE*** • The teacher tells the students that he is going to prepare a fruit salad for them.	***STUDY*** • Students come to the front of the class one by one. • Students are blindfolded. • Students receive a fruit and have to touch and smell it carefully. • Students guess which fruit it is. • Students remove their blindfolds and say whether they like the fruit or not. If they like it, they raise their thumb; if they don't like it, they lower their thumb. Example of the sentence: ***I like oranges.*** **Stimulation: tactile + visual + kinesthetic** • Students listen to and memorize the name of the fruit their teacher will say. • Students stand up and form a circle. • Students listen to the song **"Lemonade Game Song"** as their teacher sings it, while they spin in the circle and do the actions the song describes, such as clapping and jumping. • Students freeze once the song ends. • Students listen carefully to the names of the fruits their teacher will say. • Students without pushing each other, must quickly find a partner whose name matches the name of the fruit they have in common. • Students once they find their partner, they must say the magic phrase with the name of the fruit they have in common. Example: ***I like bananas.*** ***I don't like apples.*** • Students who find their partner first and say the magic phrase correctly will win points. **Stimulation: auditory + kinesthetic** ***ACTIVATE*** • Students listen attentively as the teacher explains that she will prepare a fruit salad. • Student receives a worksheet.
40 minutes	• The teacher gives each student a worksheet. • The teacher asks the students to complete the worksheet about their favorite fruit while he shows them and chops the fruits they will include in the salad. • The teacher gives each student a glass with some of the fruit salad. • The teacher asks the students to taste the fruits and, using guiding questions such as **"Is the taste sweet, sour, or bitter?",** asks them to describe the flavor of the fruits. • The teacher asks the students to present their worksheets to the class and describe them using the example sentence: ***"I like sweet grapes."*** **Stimulation: visual + auditory + tactile**	• Students watch the teacher demonstrate and chop the fruits that will be included in the salad. • Students complete the worksheet about their favorite fruit while the teacher prepares their fruit salad. • Students receive a glass with some of the fruit salad. • Students taste the fruits and, guided by the teacher's questions, describe the flavor of each fruit. • Students present their worksheets to the class and describe them using the example sentence: ***"I like sweet grapes."*** **Stimulation: visual + auditory + tactile**

ANNEXES


APPLE
BANANA
ORANGE
PINEAPPLE
TOMATO
PEACH
GRAPE
STRAWBERRY
PEAR
LEMON


I LIKE
I DON'T LIKE




FRUITS FUN WORKSHEET
Name:
Date:
1. COLOR AND TRACE
Color the fruits and trace the words
apple
peach
banana
grape
orange
pineapple
strawberry
pear
tomato
lemon
2. DRAW AND MATCH
Draw a line to match the fruit with the word
banana
apple
orange
strawberry
pineapple
3. DRAW YOUR FRUITS
Draw and color the fruits
Draw an apple
Draw a banana
Draw a grape
4. CIRCLE THE CORRECT WORD
Circle the correct word.
1. apple / lemon
2. peach / pear
3. tomato / grape
4). pineapple / orange
BONUS (VERY FUN!)
Draw your favorite fruit:
Say:
I like _____.

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LESSON PLAN 4

LESSON PLAN | **LEVEL:** A1 | **SCHOOL YEAR:** 2025-2026 | **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: AFTERNOON | **PERIODS:** 2 PER WEEK | **DEPARTMENT:** FOREIGN LANGUAGE

SUBJECT: ENGLISH | **TEACHER:** EMELY CHANGO

Group: 4th EGB "A"	**Date:** MARCH 31th, 2026	**Time:** 90 minutes	**No. of Students:** 30 students
Topic work: My rainbow school world.	**Recent Language work:** Simple sentence structures for preferences.		
Objective: Students will be able to identify and recognize colors and objects by formulating basic sentences.			
Assessment: Individual			
Material: video, markers, whiteboard, sheets, ball, candies, tempera paints, classroom supplies.			
Anticipated problems: Constant student distraction.	**Solution:** Keep all students engaged through consistent participation.		
Vocabulary: colors, red, blue, yellow, green, orange, purple, pink, black, white/ pencil, book, crayons, ruler, table, marker, eraser, board, chair, backpack			
Structure: What color is it? / It is / This is			

Time	Teaching activities	Students' activities
15 minutes	***ENGAGE*** • The teacher asks the students to pay close attention to the instructions. • The teacher shows the students a video about colors in the classroom. • The teacher lists all the colors and the objects shown in the video on the board. • The teacher models the pronunciation of the color and objects names. • The teacher asks the students to repeat them aloud. **Stimulation: visual + auditory.** • The teacher presents a backpack full of colorful objects. • The teacher gives a ball to the first student. • The teacher tells the students they are going to play "Hot Potato" and that the ball should be passed from one student to another until the teacher says "stop." • The teacher asks the student holding the ball to come to the front, reach inside the backpack, and take out an object.	***ENGAGE*** • Students pay close attention to their teacher's instructions. • Students watch a video about colors in the classroom. • Students pay attention as their teacher lists all the colors and objects presented in the video on the board. • Students listen to the pronunciation of the color and objects names. • Students repeat them aloud. **Stimulation: visual + auditory.** • Students observe a backpack full of colorful objects presented by their teacher. • Students receive a ball. • Students play "Hot Potato," and the ball is passed from one student to another until the teacher says "stop." • Student who ends up with the ball comes to the front, reaches into the backpack, and takes out an object.
30 minutes	• The teacher asks the students to present the object to the class. • The teacher asks the student: ***"What color is it?"*** ***"What object is it?"*** • The teacher asks the students to answer the questions. • The teacher asks the whole class to repeat aloud the correct pronunciation of the color and object name. **Stimulation: visual + tactile + auditory + kinesthetic** ***STUDY*** • The teacher asks the students to work in pairs. • The teacher gives each pair a blank sheet of paper and tempera paints of all colors. • The teacher ask to the students to draw their favorite object. • The teacher asks the students to each choose a color of tempera paint. • The teacher asks the students to spread the tempera paint all over the palm of their right hand. • The teacher asks each student to press their palm print on the back of the sheet. • The teacher asks the two students working together to spread paint on their hands again, but this time they will clap their palms together and mix until they see the paints begin to change color. • The teacher asks the students to now put on the paper the new color they obtained by mixing the colors of their palms. • The teacher asks to the students to paint their object with the new color they mixed. • The teacher asks each pair of students to come to the front and present the three colors and the object that they wrote on their paper, following the structure of the example sentence: ***It is yellow + It is blue = This is a green pencil.*** **Stimulation: visual + tactile + kinesthetic**	• Students answer their teacher's questions: ***"It is red."*** ***"This is a ruler."*** • Students repeat the correct pronunciation of the color and object name aloud. **Stimulation: visual + tactile + auditory + kinesthetic** ***STUDY*** • Students work in pairs. • Students receive a blank sheet of paper and tempera paints in all colors. • Students draw their favorite object. • Students choose a different color of tempera paint. • Students apply the tempera paint to the entire palm of their right hand. • Students press their palm print on the back of the sheet. • Students working together, apply paint to their hands again, but this time they will clap their palms together and mix until they see the paints begin to change color. • Students print the new color they obtained by mixing the colors from their palms onto the paper. • Students paint their object with the new color they mixed. • Students come to the front with their partners and present the three colors and the object that they printed on their paper, following the structure of the example sentence: ***It is yellow + It is blue = This is a green pencil.*** **Stimulation: visual + tactile + kinesthetic** ***ACTIVATE*** • Students form a circle in the classroom. • Students are going to play "Simon Says." • Students will have to find objects of different colors. • Students will have to find the objects in their classroom environment

35 minutes	***ACTIVATE*** • The teacher asks the students to form a circle in the classroom. • The teacher tells the students they are going to play "Simon Says." • The teacher will ask the students to find objects of different colors. • The teacher instructs them to try to find the objects in the classroom without pushing each other. • The teacher explains that the first student to reach the circle with the object of the indicated color will win a prize. • The teacher explains that to win, they will have to say the correct and complete sentence: ***"This is a red pen."*** **Stimulation: visual + tactile + kinesthetic + auditory** • The teacher asks the students to sit on the floor, maintaining the shape of a circle. • The teacher gives each student a candy of a different color. • The teacher gives a ball to one student. • The teacher says they are going to play "Tingo Tango." • The teacher asks the students to pass the ball quickly until the teacher says "Stop." • The teacher asks the student who kept the ball: ***"What color is your candy?"*** The student must answer correctly and quickly. • The teacher then switches roles and, with her help, asks the student to ask the question. • The teacher will quickly answer the student's question. ***It is a purple candy.*** **Stimulation: visual + auditory + tactile + kinesthetic**	without pushing each other. • Students understand that the first one to reach the object of the indicated color will win a prize. • Students will have to say the correct and complete phrase to win: ***This is a red pen.*** **Stimulation: visual + tactile + kinesthetic + auditory** • Students sit on the floor in a circle. • Students receive a candy of a different color. • Student receives a ball. • Students are going to play "Tingo Tango." • Students must pass the ball quickly until the teacher says "Stop." • Student holding the ball must answer a question from the teacher: ***What color is your candy?*** • Students must answer correctly and quickly. • Students switch roles with the teacher; now the student, with the teacher's help, asks the question. • Students check that the teacher answers the student's question correctly and quickly. ***It is a purple candy.*** **Stimulation: visual + auditory + tactile + kinesthetic**

ANNEXES

Video link: https://www.youtube.com/watch?v=D-nT4QiY5vg










LESSON PLAN 5

LESSON PLAN | **LEVEL:** A1 | **SCHOOL YEAR:** 2025-2026 | **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: AFTERNOON | **PERIODS:** 2 PER WEEK | **DEPARTMENT:** FOREIGN LANGUAGE

SUBJECT: ENGLISH | **TEACHER:** EMELY CHANGO

Group: 4th EGB "A"	**Date:** APRIL 7th, 2026	**Time:** 90 minutes	**No. of Students:** 30 students
Topic work: My super family.	**Recent Language work:** Simple sentence structures for recognizing colors and objects.		
Objective: Students will be able to identify and recognize family members and body parts formulating basic sentences using present simple.			
Assessment: Individual			
Material: markers, whiteboard, worksheets, ball, googly eyes, wool, glue, cut-out body parts, printed templates, poster, puppets			
Anticipated problems: Constant student distraction.	**Solution:** Keep all students engaged through consistent participation.		
Vocabulary: Mother, Father, Brother, Sister, Family/ Head, Eyes, Nose, Mouth, Arms, Hands, Feet			
Structure: Present Simple with Has /To be.			

Time	Teaching activities	Students' activities
15 minutes	***ENGAGE*** • The teacher presents a giant poster to the class, which features a super family. • The teacher asks the students to observe the poster very carefully. • The teacher asks the students to identify the family members depicted on the poster. • The teacher introduces each family member on the poster and models the pronunciation of each name. • The teacher asks the students to repeat aloud the correct pronunciation of each family member's name. **Stimulation: visual + auditory.** • The teacher introduces the students to some puppets representing family members. • The teacher models the names of the puppets for the students. • The teacher asks the students to stand up and form a U-shape.	***ENGAGE*** • Students carefully observe the large poster presented by their teacher. • Students identify the family members depicted on the poster. • Students pay attention to what the teacher says about each family member on the poster and model the pronunciation of each name. • Students repeat aloud the correct pronunciation of each family member's name. **Stimulation: visual + auditory.** • Students observe several family puppets presented by their teacher. • Students pay attention to the names of the puppets. • Students stand up and form a U-shape. • Students pay attention to each body part of the puppet presented by their teacher.
30 minutes	• The teacher presents each of the puppet's body parts to the students. • The teacher writes each of the presented body parts on the board. • The teacher models the pronunciation and asks the students to repeat them aloud. • The teacher explains to the students that the puppet will give instructions to touch a specific body part, and the students will have to do it quickly. • The teacher tells the students that those who make a mistake will have to do a forfeit. **Stimulation: visual + auditory + kinesthetic** ***STUDY*** • The teacher gives each student a different printed template of a family member. • The teacher asks the students to cut out all the body parts and glue them in the correct place. • The teacher provides materials such as googly eyes, yarn, glitter paper, and other materials, and asks the students to decorate their character as they wish. • The teacher asks the students to come up and present their character, describing each of its body parts. • The teacher models the sentence the students will use to introduce their character: ***Example:*** ***- She is my mom.*** ***- She has eyes, mouth.*** **Stimulation: visual + tactile + kinesthetic** ***ACTIVATE*** • The teacher draws a family member on the board. • The teacher gives a ball to the first student in the class. • The teacher explains that while he calls out "Hot Potato," the students have to pass the ball around until the teacher says "Stop." • The teacher asks the student who is holding the ball to come to the front. • The teacher blindfolds the student with a scarf and gives him a cardboard cutout of a body part. • The teacher tells the student the name of the body part and asks him to stick it correctly onto the drawing on the board. • The teacher removes the blindfold and checks if the body part he mentioned is correctly attached. • The teacher asks the student to repeat the complete and correct answer, based on the model sentence: ***Example:*** ***- She is my mom.*** ***- She has hands.*** **Stimulation: visual + tactile + kinesthetic + auditory** • The teacher gives the students a worksheet with activities focused on family members and body parts. • The teacher asks the students to complete the activity. • The teacher indicates that once the worksheet is completed, they will correct the answers together. **Stimulation: visual + auditory + kinesthetic**	• Students observe each of the presented body parts on the board. • Students repeat each of the presented body parts aloud. • Students listen carefully as the puppet gives instructions to touch a specific body part, which they must do quickly. • Students who make a mistake will have to perform a forfeit. • aloud. **Stimulation: visual + auditory + kinesthetic** ***STUDY*** • Students receive a different printed template of a family member. • Students cut out all the body parts and glue them in the correct place. • Students receive materials such as googly eyes, yarn, glitter paper, and other materials, and will decorate their character as they wish. • Students then present their character and describe each of its body parts. • Students use a sentence provided by their teacher as an example to introduce their character: ***Example:*** ***- She is my mom.*** ***- She has eyes, mouth.*** **Stimulation: visual + tactile + kinesthetic** ***ACTIVATE*** • Students are going to play Hot Potato. • Students watch as the teacher draws a family member on the board. • Students each receive a ball and must pass it around while the teacher calls out "Hot Potato." They must stop when the teacher says "Stop." • Student holding the ball must come to the front of the class. • Students will then blindfold themselves with a scarf and receive a body part made of cardboard. • Students must listen carefully to the name of the body part their teacher gives them and then correctly stick it on the drawing on the board. • Student removes their blindfold and checks if the body part is correctly attached. • Students repeat the complete and correct answer, using the model sentence as a guide: ***Example:*** ***- She is my mom.*** ***- She has hands.*** **Stimulation: visual + tactile + kinesthetic + auditory** • Students receive a worksheet with activities focused on family members and body parts. • Students complete the activity assigned by their teacher. • Once the worksheet is completed, students will review their answers with their teacher. **Stimulation: visual + auditory + kinesthetic**
35 minutes		

ANNEXES

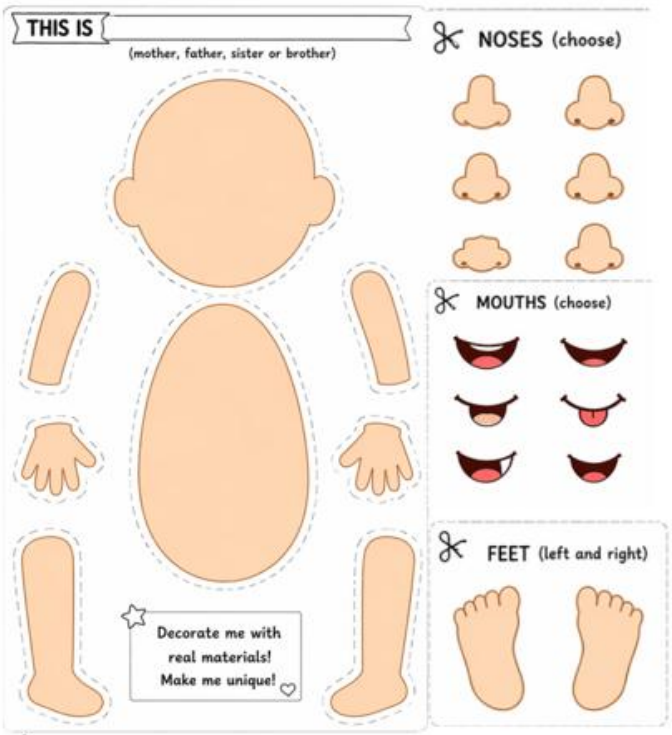


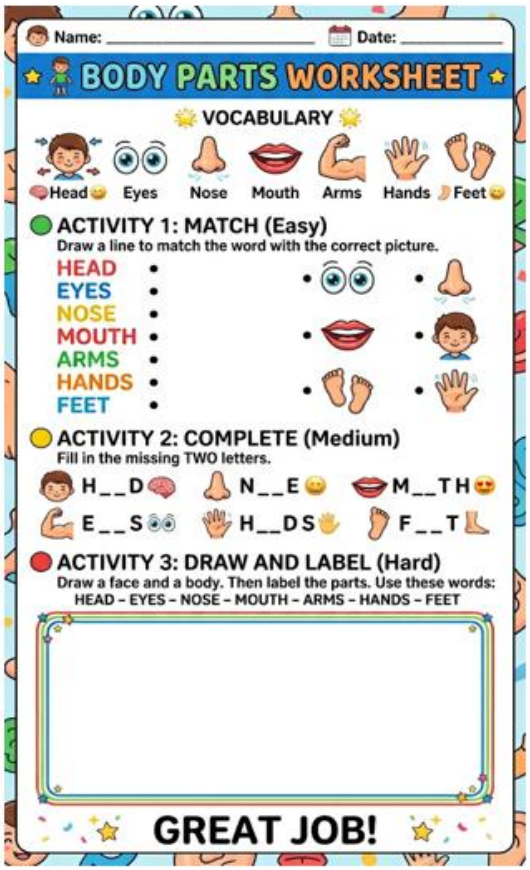





MY
SUPER
FAMILY


FAMILY ADVENTURE WORKSHEET 2
Name:
Date:
ACTIVITY 1: MATCHING FUN
Draw a line to match the family word with the correct picture!
FATHER
MOTHER
SISTER
BROTHER
ACTIVITY 2: WORD SEARCH ADVENTURE
Find and circle the family words in the magical puzzle!
WORDS TO FIND:
FATHER MOTHER SISTER BROTHER
ACTIVITY 3: WORD CHALLENGE! (WRITE)
Look closely and write the complete word for each picture!
GREAT JOB!


THIS IS
(mother, father, sister or brother)
NOSES (choose)
MOUTHS (choose)
FEET (left and right)
Decorate me with real materials! Make me unique!


Name:
Date:
BODY PARTS WORKSHEET
VOCABULARY
Head
Eyes
Nose
Mouth
Arms
Hands
Feet
ACTIVITY 1: MATCH (Easy)
Draw a line to match the word with the correct picture.
HEAD
EYES
NOSE
MOUTH
ARMS
HANDS
FEET
ACTIVITY 2: COMPLETE (Medium)
Fill in the missing TWO letters.
H__D
N__E
M__TH
E__S
H__DS
F__T
ACTIVITY 3: DRAW AND LABEL (Hard)
Draw a face and a body. Then label the parts. Use these words:
HEAD – EYES – NOSE – MOUTH – ARMS – HANDS – FEET
GREAT JOB!

LESSON PLAN 6

LESSON PLAN **LEVEL:** A1 **SCHOOL YEAR:** 2025-2026 **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: AFTERNOON **PERIODS:** 2 PER WEEK **DEPARTMENT:** FOREIGN LANGUAGE

SUBJECT: ENGLISH **TEACHER:** EMELY CHANGO

Group: 4th EGB "A"	**Date:** APRIL 10th, 2026	**Time:** 90 minutes	**No. of Students:** 30 students
Topic work: The little house of shapes.	**Recent Language work:** Sentence structures with simple present tense to recognize family members and body parts.		
Objective: Students will be able to identify and describe shapes and parts of a house, formulating basic sentences using present simple and There is/ There are.			
Assessment: Individual - Group			
Material: markers, whiteboard, Lego bricks, glue, house, computer, printed templates, scissors, glossy paper, foam sheets, sticks.			
Anticipated problems: Constant student distraction.	**Solution:** Keep all students engaged through consistent participation.		
Vocabulary: Circle, Square, Triangle, Rectangle / House, Door, Window, Roof, Wall			
Structure: Present simple (Has) / There is – There are.			

Time	Teaching activities	Students' activities
15 minutes	***ENGAGE*** • The teacher presents the students with a house made of different shapes and recycled materials. • The teacher describes the parts that make up the house. • The teacher begins to break down each part of the house, saying: ***"This is my little house, but the roof is missing."*** • The teacher uses this phrase to model the correct pronunciation of all the parts of the house. • The teacher writes the names of all the parts of the house on the board. • The teacher asks the students to repeat aloud the pronunciation of each part of the house that was written on the board. **Stimulation: visual + auditory.** • The teacher shows a video about shapes. • The teacher models the parts of a house, naming each shape based on the video.	***ENGAGE*** • Students observe a house made from different shapes and recycled materials, presented by their teacher. • Students listen attentively as their teacher describes the parts of the house. • Students watch as their teacher begins to break down each part of the house, saying: ***"This is my little house, but the roof is missing."*** • Students listen as their teacher uses this phrase to model the correct pronunciation of all the parts of the house. • Students pay attention as the teacher writes the names of all the parts of the house on the board. • Students repeat aloud the pronunciation of each part of the house written on the board. **Stimulation: visual + auditory.** • Students watch a video about geometric shapes attentively.
30 minutes	• The teacher asks the students to form the shapes with their hands as the teacher names them. • The teacher asks the students to say the name of each shape aloud. **Stimulation: visual + auditory + kinesthetic.** ***STUDY*** • The teacher asks the students to number themselves from 1 to 5. • The teacher asks the students to form groups: those with the number 1, those with the number 2, and so on. • The teacher gives each group a certain number of Lego bricks in different shapes. • The teacher tells the students they will have to build a house using all the Lego bricks they were given. • The teacher says the first group to finish will be the winner. • The teacher explains that each group will have to present their house and name all the shapes they used, using the following example phrases: ***There is a triangle.*** ***There are two circles.*** **Stimulation: visual + tactile + kinesthetic.** • The teacher tells the students they are going to play Simon Says. • The teacher explains that he will call out the names of the shapes, and the first student to bring him the correct shape wins and continues accumulating points for their group. • The teacher reminds the students that pushing is prohibited during the activity. **Stimulation: visual + tactile + kinesthetic + auditory.** ***ACTIVATE*** • The teacher gives the students a printed template of a model house made of shapes. • The teacher asks the students to carefully cut out the shapes along the indicated lines. • The teacher asks the students to assemble their houses by gluing the edges together.	• Students watch as the teacher shows the parts of a house, naming each shape as shown in the video. • Students form the shapes with their hands as their teacher names them. • Students say the name of each shape aloud. **Stimulation: visual + auditory + kinesthetic.** ***STUDY*** • Students are numbered from 1 to 5. • Students form groups, with all those numbered 1 joining together, then all those numbered 2, and so on. • Students listen as the teacher gives each group a certain number of Lego pieces of different shapes. • Students must build a house using all the Lego pieces they received from their teacher. • Students listen to the teacher's instructions, in which they are told that the first group to finish will be the winner. • Students listen as the teacher explains that each group must present their house and name all the shapes they used, using the following example phrases: ***There is a triangle.*** ***There are two circles.*** **Stimulation: visual + tactile + kinesthetic.** • Students are going to play Simon Says. • Students listen attentively as the teacher explains that he will be naming geometric shapes and that the first student to bring the correct shape wins and continues to score points for their group. • Students are aware that pushing is prohibited during the activity. **Stimulation: visual + tactile + kinesthetic + auditory.** ***ACTIVATE*** • Students receive a printed template of a model house made with geometric shapes, given to them by their teacher. • Students carefully cut out the shapes following the indicated lines. • Students assemble their houses by gluing the edges.
35 minutes	• The teacher asks the students to decorate their houses using materials such as glitter paper, foam sheets, sticks, and others. • The teacher asks the students to come to the front and present their houses, using the following phrases: ***My house has a square window.*** ***My house has a rectangular door.*** • The teacher asks the students to repeat aloud each shape that is included in their classmates' houses. **Stimulation: visual + tactile + kinesthetic + auditory.**	• Students decorate their houses with materials such as glitter paper, foam sheets, sticks, etc. • Students come to the front and present their houses, using the following phrases: ***My house has a square window.*** ***My house has a rectangular door.*** • Students repeat aloud each geometric shape that appears in their classmates' houses. **Stimulation: visual + tactile + kinesthetic + auditory**

ANNEXES

Video Link: https://youtube.com/shorts/-VDO_gS_ZKs?si=d-BwqGxnG7Bg4jc-

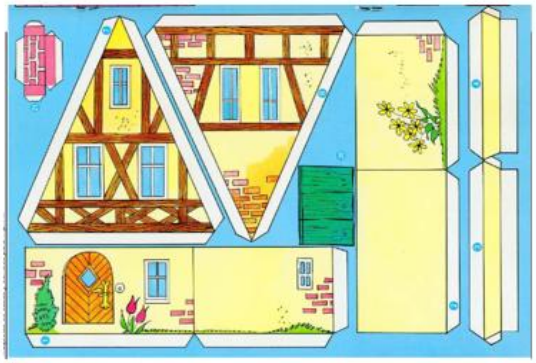


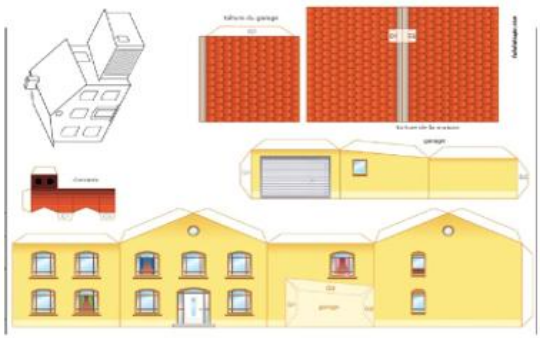












LESSON PLAN 7

LESSON PLAN | **LEVEL:** A1 | **SCHOOL YEAR:** 2025-2026 | **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: AFTERNOON | **PERIODS:** 2 PER WEEK | **DEPARTMENT:** FOREIGN LANGUAGE

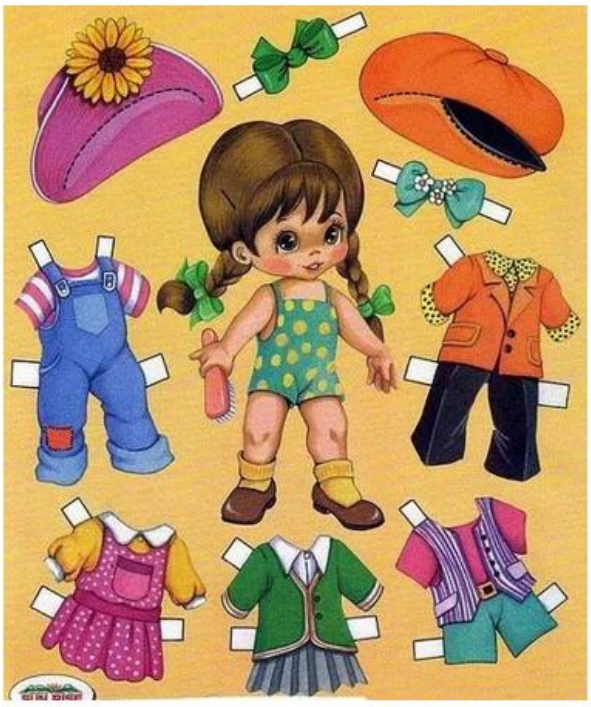
SUBJECT: ENGLISH | **TEACHER:** EMELY CHANGO

Group: 4th EGB "A"	**Date:** APRIL 14th, 2026	**Time:** 90 minutes	**No. of Students:** 30 students
Topic work: Magic Closet.	**Recent Language work:** Sentence structures with simple present tense to recognize shapes and parts of the house.		
Objective: Students will be able to identify different clothes and seasons, formulating basic sentences using present simple.			
Assessment: Individual - Group			
Material: markers, whiteboard, glue, paper dolls, scissors, clothes, ball, flower, leaf, sun, snow, worksheet.			
Anticipated problems: Constant student distraction.	**Solution:** Keep all students engaged through consistent participation.		
Vocabulary: Jacket, T-shirt, Dress, Pants, Hat, Boots, Scarf, Coat, Sweater, Shorts / Winter, Summer, Spring, Autumn.			
Structure: Present simple			

Time	Teaching activities	Students' activities
15 minutes	***ENGAGE*** • The teacher presents the students with their "magic closet" containing different articles of clothing. • The teacher takes out each item one by one and shows it to the students. • The teacher models the name of each article of clothing. • The teacher asks the students to repeat the correct name of each article of clothing aloud. • The teacher lists all the names of the different articles of clothing on the board. • Using gestures and hand movements, the teacher asks the students the following questions: ***What clothes do I wear if it's hot?*** ***What clothes do I wear if it's cold?*** • The teacher asks the students to answer the questions aloud. **Stimulation: visual + auditory + kinesthetic.**	***ENGAGE*** • Students watch as their teacher presents their "magic wardrobe" with different articles of clothing. • Students watch as their teacher takes out each item one by one and demonstrates it. • Students pay attention as the teacher models the pronunciation of the name of each article of clothing. • Students repeat the correct name of each article of clothing aloud. • Students watch as the teacher lists all the names of the different articles of clothing on the board. • Students pay attention as the teacher uses gestures and hand movements to ask the students questions: ***What clothes do I wear if it's hot?*** ***What clothes do I wear if it's cold?*** • The students answer the questions aloud.
30 minutes	• The teacher presents a representative object for each season and explains what happens in each season of the year. • The teacher models the pronunciation of the name of each season and asks the students to repeat it aloud. **Stimulation: visual + auditory.** ***STUDY*** • The teacher divides the class into four working groups. • The teacher places a cardboard box with many articles of clothing in the middle of the classroom. • The teacher asks the students to choose a leader for each group. • The teacher announces that they will call out the name of a season, and the students will have to find the appropriate clothing items for that season on the cardboard box. • The teacher tells the students that they will have to choose one article of clothing, go to their chosen leader and dress them, then return and find another article of clothing, continuing until the outfit is complete. • The teacher explains that they will have a two-minute time limit. When the time is up, a bell will ring, and they will no longer be allowed to add any more articles of clothing to the leader's outfit. • The teacher asks the student leaders to do a short fashion show, wearing the clothing their classmates chose. • The teacher asks all the members of each group to name each article of clothing they selected. The teacher explains that if the students present correctly, they will continue to accumulate points until the game rounds are over. • The teacher presents the model sentence that the students have to use for their presentation: ***He wears pants.*** ***She wears a t-shirt.*** **Stimulation: visual + auditory + tactile + kinesthetic.** ***ACTIVATE*** • The teacher gives each student a printed template of a paper doll. • The teacher asks the students to cut out their doll and all the clothes.	**Stimulation: visual + auditory + kinesthetic.** • Students watch as the teacher presents a representative object for each season and explains what happens in each season of the year. • Students listen as the teacher models the pronunciation of the name of each season and asks the students to repeat it aloud. **Stimulation: visual + auditory.** ***STUDY*** • Students are divided into four working groups. • Students have a cardboard box with many articles of clothing in the middle of the classroom. • Students have to choose a leader for each group. • Students listen as the teacher mentions the name of a season, then the students have to go and find the appropriate clothing items for that season in the cardboard box. • Students will have to choose an item of clothing, go to the student they chose as leader and dress them, then return and go out to find another item of clothing, until they complete the outfit. • Students will have a two-minute time limit. When the time is up, a bell will ring, and they will no longer be allowed to add any more articles of clothing to the leader's outfit. • Student leaders do a short fashion show, wearing clothes chosen by their classmates. • Students in each group must name each article of clothing they selected. Students who present correctly will continue to accumulate points until the game rounds are finished. • Students give their presentations based on the model sentence: ***He wears pants.*** ***She wears a t-shirt.*** **Stimulation: visual + auditory + tactile + kinesthetic.** ***ACTIVATE*** • Students receive a printed template of a paper doll. • Students cut out their doll and all the clothes.

35 minutes	• The teacher asks the students to dress their doll according to their favorite season. • The teacher gives a ball to one student and announces they are going to play Hot Potato. • The teacher instructs the student with the ball to come to the front and say which season their doll is dressed in and name the clothes their doll is wearing, using the following examples: ***She wears summer clothes.*** ***She wears shorts.*** • The teacher checks their presentations and asks the rest of the students to repeat each item of clothing aloud. **Stimulation: visual + auditory + kinesthetic + tactile.** • The teacher gives each student a worksheet. • The teacher asks the students to complete all the activities based on what they have learned. • The teacher tells the students that they will check their work together • The teacher randomly asks students to read the questions aloud while the others listen. • The teacher presents the correct answers. • The teacher asks the students to hand in their completed worksheets. **Stimulation: visual + auditory.**	• Students dress their doll according to their favorite season. • Students receive a ball and go to play Hot Potato. • Student who gets the ball has to come to the front and say which season their doll is dressed in and also name the clothes their doll is wearing, using the following example phrases: ***She wears summer clothes.*** ***She wears shorts.*** • Students listen as the teacher checks their presentations and, for each item of clothing presented, asks the rest of the students to repeat it aloud. **Stimulation: visual + auditory + kinesthetic + tactile.** • Students receive a worksheet. • Students complete all the activities based on what they have learned. • Students review the activities with the teacher. • Students randomly read the questions aloud while the others listen. • Students pay attention to the answers presented by their teacher. • Students submit their completed worksheets to their teacher. **Stimulation: visual + auditory.**

ANNEXES






















Seasons and Clothes Quiz!
Name:
1. Draw a Line!
Draw a line to match the clothes to the correct season.
SUMMER
SPRING
AUTUMN
WINTER
2. Circle the Right Clothes!
Circle the right clothes for each season!
In summer, we wear...
T-shirt
T-shirt
shorts
A. winter
B. spring
C. T-shirt
D. shorts
3. Choose the Answers!
Look and fill in the blanks!
He is wearing a...
A. jacket
B. dress
C. T-shirt
It is...
A. winter
B. spring
C. summer
D. autumn

LESSON PLAN 8

LESSON PLAN | **LEVEL:** A1 | **SCHOOL YEAR:** 2025-2026 | **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: AFTERNOON | **PERIODS:** 2 PER WEEK | **DEPARTMENT:** FOREIGN LANGUAGE

SUBJECT: ENGLISH | **TEACHER:** EMELY CHANGO

Group: 4th EGB "A"	**Date:** APRIL 16th, 2026	**Time:** 90 minutes	**No. of Students:** 30 students
Topic work: My Toys.	**Recent Language work:** Sentence structures with simple present tense to recognize shapes and parts of the house.		
Objective: Students will be able to identify different toys, formulating basic sentences using prepositions of place.			
Assessment: Individual - Group			
Material: markers, whiteboard, computer, toys, worksheet.			
Anticipated problems: Constant student distraction.	**Solution:** Keep all students engaged through consistent participation.		
Vocabulary: Teddy Bear, Doll, Ball, Toy Car, Train, Airplane, Boat / In, On, Under, Next to, Behind, Inside, Between, In front of.			
Structure: Prepositions of place /Simple present/ Simple past.			

Time	Teaching activities	Students' activities
15 minutes	***ENGAGE*** • The teacher asks the students to pay close attention. • The teacher shows the students a music video, introducing them to different vocabulary related to toys and prepositions of place. • The teacher writes the names of the toys shown in the video on the board. • The teacher models the pronunciation of each toy's name. • The teacher asks the students to repeat each toy's name aloud. • The teacher asks each student: ***What is your favorite toy?*** **Stimulation: visual + auditory.** ***STUDY*** • The teacher asks the students to stay inside the classroom for a moment. • The teacher quickly hides some toys throughout the school's green area and playground.	***ENGAGE*** • Students pay close attention to their teacher's instructions. • Students watch a music video that introduces them to different vocabulary related to toys and prepositions of place. • Students watch as the teacher writes the names of the toys shown in the video on the board. • Students listen as the teacher models the pronunciation of each toy's name. • Students repeat each toy's name aloud. • Students answer their teacher's question: ***What is your favorite toy?*** **Stimulation: visual + auditory.** ***STUDY*** • Students listen attentively to their teacher's instructions.
30 minutes 35 minutes	• The teacher asks the students to leave the classroom and go to the school's green area where the playground equipment is located. • The teacher divides the class into two groups. • The teacher explains to the students that 15 toys are hidden throughout the green area and on the playground equipment. • The teacher tells the students that they will look for all the toys, and the group that finds the most toys will be the winner. • The teacher asks the students to return to the classroom to continue working. • The teacher randomly asks the students where they found the toys. • The teacher asks the students to use the following model sentence to answer: ***The doll was next to the slide.*** **Stimulation: visual + auditory + tactile + kinesthetic.** ***ACTIVATE*** • The teacher gives each student a toy. • The teacher reminds the students about the function of each of the prepositions of place. • The teacher tells the students that he will give instructions using these prepositions of place, and the students must correctly put the toy in its place. • The teacher presents the model instruction he will use: ***Put the toy under the chair.*** • The teacher asks all the students where they put their toy. • The teacher asks the students to answer aloud, following the model sentence: ***It is under the chair.*** **Stimulation: visual + auditory + kinesthetic + tactile.** • The teacher gives each student a worksheet. • The teacher asks the students to complete all the activities based on what they have learned. • The teacher tells the students that they will check their work together • The teacher randomly asks students to read the questions aloud. • The teacher presents the correct answers. • The teacher asks the students to hand in their completed worksheets. **Stimulation: visual + auditory.**	• Students leave the classroom and go to the school's green area where the playground equipment is located. • Students divide into two groups. • Students are instructed that 15 toys are hidden throughout the green area and on the playground equipment. • Students have to find all the toys, and the group that finds the most toys will be the winner. • Students return to the classroom to continue working. • Students will have to tell the teacher where they found the toys. • Students use the following example sentence to answer their teacher's question: ***The doll was next to the slide.*** **Stimulation: visual + auditory + tactile + kinesthetic.** ***ACTIVATE*** • Students receive a toy from their teacher. • Students briefly review the function of each of the prepositions of place. • Students listen to the instructions their teacher will give them, using these prepositions of place, and they must correctly place the toy. • Students observe the model instruction the teacher will use: ***Put the toy under the chair.*** • Students listen to the question about where they put their toy. • Students all answer aloud, following the model sentence: ***It is under the chair.*** **Stimulation: visual + auditory + kinesthetic + tactile.** • Students receive a worksheet. • Students complete all the activities based on what they have learned. • Students review the activities with the teacher. • Students randomly read the questions aloud while the others listen. • Students pay attention to the answers presented by their teacher. • Students submit their completed worksheets to their teacher. **Stimulation: visual + auditory.**

ANNEXES

Link of video: https://youtu.be/8Z8gNiAKw_g?si=4Cl1J8T8NjSffHPb













LESSON PLAN 9

LESSON PLAN | **LEVEL:** A1 | **SCHOOL YEAR:** 2025-2026 | **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: AFTERNOON | **PERIODS:** 2 PER WEEK | **DEPARTMENT:** FOREIGN LANGUAGE

SUBJECT: ENGLISH | **TEACHER:** EMELY CHANGO

Group: 4th EGB "A"	**Date:** APRIL 17th, 2026	**Time:** 90 minutes	**No. of Students:** 30 students
Topic work: My Daily Activities.	**Recent Language work:** Sentence structures using prepositions of place to identify different toys.		
Objective: Students will be able to identify different daily activities, formulating basic sentences using present continuous.			
Assessment: Individual - Group			
Material: markers, whiteboard, worksheet, ball, spoon, plate, pillow, pencil, book, brush.			
Anticipated problems: Constant student distraction.	**Solution:** Keep all students engaged through consistent participation.		
Vocabulary: brushing teeth, eating, sleeping, going to school, doing homework, playing, running, walking, writing, talking.			
Structure: Present Continuous			

Time	Teaching activities	Students' activities
15 minutes	***ENGAGE*** • The teacher shows the students different picture cards depicting everyday activities. • The teacher asks the students to pay attention to every detail in each picture. • The teacher explains the actions shown in each picture and writes each action on the board. • The teacher imitates the actions in each picture with gestures and movements and asks the students to repeat what he does. • The teacher asks the students, based on the picture shown: ***What is he/she doing?*** • The teacher asks the students to respond using the example sentence: ***He / She is eating.*** • The teacher asks the students to repeat aloud the action shown in each picture and imitate it with movements and gestures. **Stimulation: visual + auditory + kinesthetic.**	***ENGAGE*** • Students observe different picture cards depicting everyday activities, which their teacher shows them. • Students pay attention to every detail in each picture. • Students listen to the explanation of the actions shown in each picture and watch as the teacher writes each action on the board. • Students repeat the actions in each picture, which the teacher demonstrates through movements and gestures. • Students listen to the question their teacher asks about each picture: ***What is he/she doing?*** • Students respond using the model sentence: ***He / She is eating.*** • Students repeat aloud the action shown in each picture and also imitate it with movements and gestures. **Stimulation: visual + auditory + kinesthetic.**
30 minutes	• The teacher tells the students they are going to play 1, 2, 3 Statues. • The teacher tells the students that when he says the word "freeze," all the students must freeze completely. • While the students are frozen, the teacher asks them to picture a specific time of day and what they normally do, and teacher observes them carefully. • When the first student moves, the teacher asks them what they usually do at that specific time of day. • The teacher asks the student to respond using the provided example phrase: ***I am playing.*** • The teacher then continues the game. **Stimulation: auditory + kinesthetic.** ***STUDY*** • The teacher divides the class into 5 groups. • The teacher gives each group of students two objects that represent a common daily activity, such as a spoon, a plate, a ball, a pillow, a notebook, a pencil, etc. • The teacher asks the students to think of a daily activity they do with those objects. • The teacher demonstrates how to do the activity. • The teacher takes a spoon and says, "***I am eating***", while miming eating with their hands. • The teacher asks each group to present their activities to the class. **Stimulation: visual + auditory + tactile + kinesthetic.** • The teacher asks the students to remain in their same work groups. • The teacher gives each work group a bag containing different pictures of activities they do daily. • The teacher explains to the students that he will write three sentences on the board describing different activities. ***Example:*** ***She is playing.*** ***He is eating.*** • The teacher tells the students that they will have to present the pictures that	• Students play 1, 2, 3 Statues. • Students listen to their teacher, who tells them that when he says the word "freeze," everyone must freeze completely. • Students listen to their teacher's explanation and, while frozen, imagine a specific time of day and what they normally do. • The first student to move is asked by the teacher what they normally do at that specific time of day. • Student responds using the provided model phrase: ***I am playing.*** • Students then resume the game. **Stimulation: auditory + kinesthetic.** ***STUDY*** • Students are divided into 5 working groups. • Each group receives two objects representing a common daily activity, such as a spoon, a plate, a ball, a pillow, a notebook, a pencil, etc. • Students think of a daily activity they do with these objects. • Students observe as the teacher demonstrates how to perform the activity. • Students pay attention as the teacher demonstrates the activity, taking a spoon and saying, "***I am eating***," while miming eating with their hands. • Students present their activities to the class. **Stimulation: visual + auditory + tactile + kinesthetic.** • Students remain in the same work groups. • Students receive a bag with different pictures of activities they do daily. • Students listen attentively to the teacher's explanation, during which the teacher writes three sentences on the board describing different activities. ***Example:*** ***She is playing.*** ***He is eating.*** • Students will have to present the pictures that correspond to the sentences written on the board by their teacher. • Students understand that the first group to present the pictures correctly will be the winner.

35 minutes	correspond to the sentences written on the board. • The teacher explains that the first group to present the pictures correctly will be the winner. **Stimulation: visual + auditory + tactile + kinesthetic.** ***ACTIVATE*** • The teacher gives a ball to the first student in each column. • The teacher explains that they will play "Pass the Ball" and that when the song ends, the students in each column will have to come to the front of the class. • The teacher will silently tell them an action that they will have to imitate, without speaking, so that the rest of their classmates can try to guess what everyday action it is. • The teacher explains that at the end, the column that accumulates the most points will be the winner. **Stimulation: visual + auditory + kinesthetic + tactile.** • The teacher gives each student a worksheet. • The teacher asks the students to complete all the activities based on what they have learned. • The teacher tells the students that they will check their work together • The teacher randomly asks students to read the questions aloud. • The teacher presents the correct answers. • The teacher asks the students to hand in their completed worksheets. **Stimulation: visual + auditory.**	**Stimulation: visual + auditory + tactile + kinesthetic.** ***ACTIVATE*** • The first student in each column receives a ball that they must pass to each other. • Students will play "Pass the Ball," and when the song ends, the students in each column must come to the front of the class. • Students listen attentively as the teacher silently describes an action that they must imitate, without speaking, so that the rest of their classmates can try to guess what everyday action it is. • Students in each column who accumulate the most points will be the winners. **Stimulation: visual + auditory + kinesthetic + tactile.** • Students receive a worksheet. • Students complete all the activities based on what they have learned. • Students review the activities with the teacher. • Students randomly read the questions aloud while the others listen. • Students pay attention to the answers presented by their teacher. • Students submit their completed worksheets to their teacher. **Stimulation: visual + auditory.**

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ANNEXES


















NOTEBOOK

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LESSON PLAN 10

LESSON PLAN | **LEVEL:** A1 | **SCHOOL YEAR:** 2025-2026 | **AREA:** ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: AFTERNOON | **PERIODS:** 2 PER WEEK | **DEPARTMENT:** FOREIGN LANGUAGE

SUBJECT: ENGLISH | **TEACHER:** EMELY CHANGO

Group: 4th EGB "A"	**Date:** APRIL 21th, 2026	**Time:** 90 minutes	**No. of Students:** 30 students
Topic work: Post- Test	**Recent Language work:** N/A		
Objective: Students will be able to demonstrate their level of oral expression in English through a speaking pre-test.			
Assessment: Individual			
Material: Speaking post- test.			
Anticipated problems: Students don't understand the questions.	**Solution:** Repeat the questions.		

Time	Teaching activities	Students' activities
90 minutes	• The teacher calls the students one by one to take the pre-test individually. • The teacher administers the Cambridge Pre A1 Starters oral exam following the standardized instructions. • The test is divided into three sections. In the first section, on animals, the students identify the pictures and say only the name that corresponds to each animal. • In the second section, on body parts, the students look at the pictures and say only the name that corresponds to each body part. • In the third section, on daily routines, the students look at the pictures, identify the action being performed, and construct basic sentences such as: "She is eating." • The teacher asks questions and records the students' oral performance during the assessment.	• Students will follow the teacher's instructions to complete the speaking test.

ANNEXES

SPEAKING TEST

Item	Card	Evaluator Prompt (read aloud)	Pronunciation & Accuracy (0–1)	Vocabulary (0–1)	Communicative Development (0–1)	Total (0–3)
ANIMALS	Cat (Card 01)	What animal is this?	___ / 1	___ / 1	___ / 1	/ 3
	Dog (Card 02)	What animal is this?	___ / 1	___ / 1	___ / 1	/ 3
	Frog (Card 03)	What animal is this?	___ / 1	___ / 1	___ / 1	/ 3
	Bird (Card 04)	What animal is this?	___ / 1	___ / 1	___ / 1	/ 3
BODY	Eyes (Card 05)	What body part is this?	___ / 1	___ / 1	___ / 1	/ 3
	Hands (Card 06)	What body part is this?	___ / 1	___ / 1	___ / 1	/ 3
	Ears (Card 07)	What body part is this?	___ / 1	___ / 1	___ / 1	/ 3
DAILY ROUTINES (She is playing)	Running (Card 08)	What is he/she doing?	___ / 1	___ / 1	___ / 1	/ 3
	Sleeping (Card 09)	What is he/she doing?	___ / 1	___ / 1	___ / 1	/ 3
	Eating (Card 10)	What is he/she doing?	___ / 1	___ / 1	___ / 1	/ 3
TOTAL SCORES (per dimension)			___ / 10	___ / 10	___ / 10	/ 30

SPEAKING RUBRIC

Dimension	Score 0 - Not Achieved	Score 0.2 Limited achievement	Score 0.5 Partial achievement	Score 0.8 Almost achieved	Score 1 - Achieved	Evaluator Notes
Pronunciation & Accuracy	Response is largely incomprehensible; student produces no recognizable English sounds.	The response is incomprehensible; student produces very few recognisable sounds in English; pronunciation errors make it difficult to understand.	The response is partly intelligible; student utters some recognisable English words, but the frequent pronunciation errors mean the listener has to strain to understand.	The response is generally understandable; student produces the target word or phrase with some inaccuracies in pronunciation, but the meaning is largely clear.	Student produces the target word/phrase with sufficient accuracy to be understood by a sympathetic speaker; minor accent or vowel variation is acceptable	
Vocabulary	Student does not produce the target item; substitutes with L1 (Spanish/Kichwa) word; produces an unrelated word; produces no verbal response within the 5-second window	Student attempts to produce the target element but uses incorrect vocabulary or vocabulary influenced by their mother tongue; the response is limited and is not given within 5 seconds.	Student produces a related word or partially correct vocabulary; the response shows some understanding, but may lack precision or require assistance.	Student pronounces the word almost correctly, with a slight hesitation or a minor inaccuracy; the response is given within the allotted time with minimal prompting.	Student spontaneously produces the correct target English word or an acceptable synonym within the 5-second response window, without teacher modeling	
Communicative Development	Student is unable to answer the examiner's questions and makes no attempt to communicate verbally, demonstrating an inability to respond to instructions.	Student shows very limited responsiveness; their attempts are minimal, hesitant or unclear, with little evidence of interest in the question.	Student answers the question with little confidence; the answer may be incomplete, given late or require assistance, but shows some attempt to convey the meaning.	Student answers the question appropriately and with some confidence; communication is largely effective, although they may need to show some hesitation or offer support.	Student responds verbally to the communicative prompt with the correct expression in English (single word, phrase, or attempted sentence) that functionally and confidently addresses the prompt.	

Annex 4: Compilatio Report



Certificado de análisis
Compilatio Magister+ | UTA - ECU (Universidad Técnica de Ambato)

Validar únicamente en FirmaEC.
Firmado electrónicamente por:
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EMILY CHANGO Final Tesis
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1%
Textos sospechosos

Nombre del fichero : EMILY CHANGO Final Tesis.txt
Tamaño del archivo original : 112,39 kB
Número de palabras : 16.494
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Fecha de depósito : 18 de mayo de 2026
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Resumen (sección 1/2)

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