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Mejorar la motivación para hablar en estudiantes de nivel A2
mediante la enseñanza del lenguaje comunicativo y actividades
de juego de roles Kinestésicos

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Kinestésicos

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Abstract

This research focuses on improving the motivation to speak in A2 level students of English as a foreign language through the implementation of the CLT (Communicative Language Teaching) communicative approach. A2 level students often face challenges in oral communication due to limited knowledge of vocabulary and grammar. Learning involves physical movement and hands-on activities; it has been shown to be effective in language education by adapting to various learning styles and improving memory and understanding. The research will be carried out at the U. E "Pangua" in El Corazón, belonging to Pangua town, Cotopaxi- Ecuador, with 61 A2 level students between 14 and 16 years old. The mixed methods approach allows for a comprehensive assessment of the impact of learning on motivation to speak. The research results, obtained through teacher interviews, checklists, and student surveys, reveal that CLT activities positively impact motivation to speak. Data collected through surveys indicated an increase in motivation and a preference for learning among students. In conclusion, successfully meeting its objectives, the research implemented various techniques, resulting in significantly positive changes as evidenced in the statistical results. The findings emphasize the effectiveness of the methods, in improving language motivation, addressing language anxiety and adapting to individual learning preferences, offering valuable information for language educators and professionals.

Keywords: teaching methods, CLT approach, teaching approaches, oral skills, development, communicative activities

Resumen

Esta investigación se centra en mejorar la motivación para hablar en estudiantes de nivel A2 de inglés como lengua extranjera a través de la implementación del enfoque comunicativo CLT (Communicative Language Teaching). Los estudiantes de nivel A2 de a menudo enfrentan desafíos en la comunicación oral debido a un conocimiento limitado de vocabulario y gramática. El aprendizaje implica movimiento físico y actividades prácticas, ha demostrado ser efectivo en la educación lingüística al adaptarse a diversos estilos de aprendizaje y mejorar la memoria y la comprensión. La investigación se llevará a cabo en la U. E "Pangua" en El Corazón, perteneciente al cantón Pangua, Cotopaxi- Ecuador, con 61 estudiantes de nivel A2 de entre 14 y 16 años. El enfoque de métodos mixtos permite una evaluación integral del impacto del aprendizaje en la motivación para hablar. Los resultados de la investigación, obtenidos a través de entrevistas a profesores, listas de control y encuestas a estudiantes, revelan que las actividades CLT impactan positivamente en la motivación para hablar. Los datos recopilados a través de las encuestas indicaron un aumento en la motivación y una preferencia por el aprendizaje entre los estudiantes. En conclusión, cumpliendo exitosamente sus objetivos, la investigación implementó diversas técnicas, resultando en cambios significativamente positivos como se evidencia en los resultados estadísticos. Los hallazgos enfatizan la efectividad de los métodos, para mejorar la motivación lingüística, abordar la ansiedad lingüística y adaptarse a las preferencias individuales de aprendizaje, ofreciendo información valiosa para educadores lingüísticos y profesionales.

Palabras clave: métodos de enseñanza, enfoque CLT, enfoques de enseñanza, habilidades orales, desarrollo, actividades comunicativas

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INTRODUCTION

In the dynamic landscape of education, speaking learning stand as pillars of comprehensive student development. When coupled with speaking learning students engage with subjects on a deeper level, fostering holistic learning that caters to various learning styles and improve speaking proficiency. This introduction explores a series of informing studies, starting with Barcos & Guato until Mostafa Ahmed Abd El Kader.

A study developed by (Barcos & Guato, 2017), named "Influence of speaking activities in oral motivation performance", which aimed to improve communicative skills by incorporating various learning styles into the curriculum activities found through data collected with classroom observations based on the Communicative Language Teaching methodology and the Multiple Intelligences theory that the integration of speaking activities and catering to diverse learning preferences positively influences students' success in acquiring new knowledge and strengthening their communicative abilities.

In the study "Influence of speaking activity to develop the oral skill of EFL" by (Pisco & Santana, 2019), which targeted the effectiveness of short speeches learning as a teaching method examined compared to traditional approaches. The research highlighted the importance of nonverbal communication in enhancing both kinesthetic and oral skills, collected data through classroom observations and student input. The findings indicated that integrating kinesthetic learning enhances students' comprehension and communicative abilities, offering a valuable teaching alternative.

In this research "Influence of speaking techniques in the development of the quality of oral expression" conducted by Escudero (2019). The study addressed deficiencies in linguistic competencies related to English language skills. found through data collected involved field with observation survey and interviews. Additionally, the findings gave valuable insights about benefits of the adoption of various speaking techniques and exercises, aided by a digital manual with visual stories, to facilitate skill development, turning students into proficient speakers.

This study conducted by (Alava & Manzo, 2022)"Influence of the comprehensible input in the development of oral expression", assessed the effectiveness of a didactic guide for implementing comprehensible input to enhance various skills, with a focus on oral expression, for 2d-grade students through mixed-methods approach, as survey and interview. The results of incorporating diverse methods, techniques, and instruments in the classroom improve their oral expression skills significantly. This research highlighted the potential of the didactic guide as a valuable tool for enhancing language learning outcomes. "Speaking" by (Bygate, 1987) offers insights into the cognitive processes involved in speaking, the role of practice and feedback, the implications for language teaching, the design of speaking tasks, the integration of speaking activities in language classes, and the role of corrective feedback. This search is a combination of theoretical frameworks, cognitive psychology, and empirical research to examine the processes and strategies involved in speaking. It involves literature reviews, analysis of language production models, and potentially some case studies or classroom observations. It discusses the balance between fluency, accuracy and how learners use feedback from themselves and others to monitor and correct their speaking output.

"Language Learning Styles and Strategies: An Overview" by (Oxford, 2003) provides a comprehensive exploration of the concepts of language learning styles and strategies. It covers key characteristics of learning styles and strategies and their impact on language acquisition by discussing various methodologies used to study how individuals approach language learning. This research employs surveys, observations, and experiments. The investigation summarizes by discussing the implications of understanding learning styles and strategies for language teaching. It emphasizes the need for educators to accommodate diverse learning preferences and highlights the role of individual differences in language learning.

The study “An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking motivation” (2013) by (Al-Jamal & Al-Jamal, 2013) describes the difficulties encountered at an EFL setting. Sixty-four students were interviewed out of 566 students by means of a survey questionnaire. The authors focused on a theoretical and contextual method. This study shows a ‘low’ speaking proficiency level among EFL undergraduates. The relevant difficulties caused by this study are the criticisms of the teaching process, absence of relevance of the content of textbook to student’s daily communicative needs by ignoring the real world, large classes, and lack of time.

Improving speaking motivation in A2 level English Learners through kinesthetic learning techniques aligns with UBE research lines of pedagogy, didactics, and education management, as well as on educational models, pedagogical innovations, and evaluation established by it. By researching task-based language teaching to enhance oral fluency among A2 level students, this study contributes significantly to the understanding of language teaching methods and the application of a specific educational model. Furthermore, the research project lines up with the broader objectives of enhancing educational practices, evaluating instructional models, and fostering pedagogical innovations in the field of education.

According to Carter (2020) emphasizes that kinesthetic techniques are strategies which integrate movement-based activities into the curriculum by promoting students' creativity, critical thinking, and overall academic success. According to Chaney (1998) Speaking entails the act of creating and disseminating significance through verbal and non-verbal symbols within varying scenarios.

Numerous studies have shown that teaching speaking, especially to A2-level students, presents a number of difficulties. The restricted vocabulary and grammatical patterns characteristic of students at this level present a major challenge. According to Al-Jamal & Al-Jamal (2013), a lot of EFL students struggle with speech competency because traditional textbook material does not account for the communicative demands of the actual world. This can demotivate and alienate pupils. Additionally, students frequently experience a dearth of opportunities for real-world oral practice, which results in a lack of exposure to speaking in relevant settings. Individual speaking time is further limited by large class sizes and time constraints.

As Pisco & Santana (2019) point out, a significant challenge is the inadequate integration of nonverbal and kinesthetic communication strategies, which can impair speaking performance as well as comprehension. Conventional teaching techniques, which sometimes emphasize rote memory or passive learning, fall short of completely involving students, particularly those who gain more from active, hands-on learning. It has been demonstrated that kinesthetic learning, which incorporates movement and interaction, improves student engagement and language retention. But many classrooms still lack the adaptability or resources necessary to put these strategies into practice, which creates a disconnect between the methods of education and the needs of the students.

Finally, major obstacles to the development of speaking include fear and lack of confidence. According to Barcos & Guato (2017), students' high anxiety levels—which are frequently based in a fear of making mistakes or facing criticism from peers—make it difficult for them to communicate orally. In conventional classroom settings, where accuracy is prioritized above fluency, this anxiety may become more intense. These kinds of settings discourage taking chances and trying new things, two things that are crucial for language development. Studies that use kinesthetic teaching methods have shown that encouraging a more engaged and supportive learning environment can help students overcome these challenges and become more motivated and self-assured communicators.

The central problem solve with this article is:

How can the speaking motivation, language competency, and self-confidence of A2 level English Language Learners (ELL) be improved in real-life communication scenarios through a lesson plan that is based on role-playing activities and augmented by kinesthetic learning techniques?

Object

This research paper examines how A2-level English language learners' speaking motivation might be increased through the use of kinesthetic learning strategies, particularly role-playing. This method incorporates movement and interaction into the learning process in an attempt to overcome the difficulties pupils encounter when speaking to others. This study's research domain is the employment of kinesthetic strategies to help A2-level students in a public high school setting become more engaged, fluent, and confident speakers of English.

The general objective of this project is to explore the impact of incorporating physical movement and hands-on activities during language learning sessions on students' speaking motivation to identify the impact of kinesthetic activities to potentially benefit speaking abilities in elementary students. By examining the use of kinesthetic techniques such as role plays, interactive games, and group discussions, the research seeks to assess the effectiveness of these methods in enhancing students' confidence, fluency, and overall engagement in verbal communication.

The independent variable role-playing technique, a dynamic and interactive teaching strategy that improves English language learners' motivation and competency when speaking the language, is the independent variable in this study. Through role-playing, students can practice language skills in a more meaningful and authentic environment by adopting characters or personas and participating in simulated real-life scenarios. This method encourages students to apply their knowledge of vocabulary, grammar, and pronunciation in a useful, communicative way by encouraging active involvement, creativity, and critical thinking.

The purpose of role-playing is to promote a more laid-back and encouraging learning atmosphere while also lowering the anxiety that is frequently connected to speaking in a second language.

The dependent variable in this study is A2 Speaking motivation. As per the Common European Framework of Reference for Languages (CEFR), A2 speaking motivation pertains to individuals at a basic language proficiency level. These individuals can engage in communication within everyday contexts using commonly used expressions and basic vocabulary. The CEFR serves as the system that outlines and clarifies various levels of both oral and written language expression and comprehension, applicable to languages like English.

The quantitative and qualitative research method will be employed in this proposal for enhancing speaking motivation through kinesthetic learning techniques. Firstly, a survey will be conducted to identify a sample of kinesthetic learners from the target population. Next, the participants will be divided into two groups: a control group and an experimental group. The control group will not receive kinesthetic activities, while the experimental group will engage in specific kinesthetic exercises aimed at improving their speaking abilities. Both groups will undergo a pre-test to assess and diagnose their initial speaking proficiency levels. After the intervention, a post-test will be administered to measure the extent of improvement in speaking motivation resulting from the role-playing activities.

In addition, the survey will be carefully designed to accurately identify role-playing learners in the target population. Random sampling techniques will be used to ensure a representative sample. Next, the participants will be assigned to the control and experimental groups. Standardized pre and post-tests will be used to assess speaking proficiency consistently. The implementation of kinesthetic activities will be well-planned and monitored to ensure consistency across all participants. The data collected

from the instruments will be analyzed using appropriate statistical methods to determine any significant improvements in speaking motivation s. Finally, the findings will be reported objectively, providing clear evidence of the effectiveness of role-playing learning in enhancing speaking abilities.

METHODOLOGY

In this study, a Quasi-experimental design will be employed, combining quantitative data with qualitative data to explore the impact and effectiveness of kinesthetic learning techniques on the speaking motivation of A2 level ELL students. The significance of the mixed-methods research approach for this study is multifaceted. Firstly, it enables the assessment of the impact of role-playing learning technique on speaking motivation using diverse data sources. Quantitative methods objectively measure improvements in speaking motivation, while qualitative data offer insights into students' experiences, challenges, and perceptions.

Moreover, the combination of quantitative and qualitative data serves to validate findings. If quantitative data indicates an improvement in speaking motivation and qualitative data confirms positive student experiences, it strengthens the evidence supporting the effectiveness of learning techniques. Qualitative data play a vital role in providing rich, in-depth insights into the "why" and "how" behind the effectiveness of role-playing learning.

This approach uncovers specific teaching methods and strategies that prove successful and identifies areas that may require improvement. Additionally, the mixed- methods approach guides the development of tailored interventions by understanding the unique needs and feedback from students, facilitating the design of more effective and engaging strategies.

Throughout the research process focused on enhancing speaking motivation s in A2 level ELL students through kinesthetic learning techniques, the mixed-methods approach offers several key contributions. Quantitative assessments measure the effectiveness of role-playing learning techniques, providing empirical evidence, while qualitative data provide a deeper understanding of students' perceptions and experiences with role playing learning.

This understanding guides the development of best practices and refines teaching methods. Qualitative data also highlights challenges or limitations in using role-playing learning techniques, enabling the development of strategies to address these issues. Incorporating qualitative feedback from students ensures a student-centered research process, placing students' voices and experiences at the forefront, and considering their needs and preferences in shaping effective pedagogical strategies.

In summary, a mixed-methods research approach is well-suited for the study of enhancing speaking motivation in A2 level ELL students through role-playing techniques. It offers a balanced and comprehensive perspective on the effectiveness and impact of these techniques, ultimately contributing to more informed and student-centered teaching practices.

To gain a comprehensive understanding of the research focus on enhancing the speaking motivation of A2 Level English Language Learner (ELL) students through the utilization of Learning Techniques, it is vital to delve into the mixed-method research approach. This approach, combining qualitative and quantitative research methods, aligns with the specific needs of the research, facilitating a well-rounded exploration of the subject matter. In the book, (Creswell & Plano Clark, 2017) provide a lucid definition of mixed-method research as an approach that integrates both quantitative and qualitative methodologies.

They emphasize the concurrent or sequential use of these methods to achieve a more holistic comprehension of the research topic. According to them, the amalgamation of qualitative and quantitative research offers a deeper understanding than either method in isolation, leading to a more

comprehensive insight into research complexities. The contribution of qualitative research in this mixed-method approach is paramount. Qualitative research centers on the exploration of participants' experiences, perceptions, and profound insights. In the context of enhancing speaking motivation through kinesthetic learning techniques, qualitative methods such as interviews and open-ended surveys prove invaluable.

These methods capture the personal experiences of students, their emotional responses to the learning techniques, and the subtle challenges they encounter during their learning journey. Furthermore, in the analysis of qualitative data, understanding written materials, such as interview transcripts and focus groups, as well as visual data like photos, is essential. This process includes the identification of patterns and the drawing of conclusions from the data (Bee, Brooks, Callaghan, & Lovell, 2018). It provides a rich, narrative depiction of the student's experience with kinesthetic learning techniques, allowing for a deeper understanding of why certain strategies succeed or falter for specific A2 Level ELL students.

In conjunction with qualitative research, quantitative research holds significant importance in the mixed-method approach. Quantitative research involves using numerical information to measure and describe different phenomena, facilitating the creation of empirical connections among two or more variables (Stockemer, 2019). In the context of this research, quantitative methods, such as pre- and post-assessments, closed-ended surveys of speaking motivation, yield numerical data which serve as a metric for assessing the effectiveness of kinesthetic learning techniques and quantifying their impact on speaking motivations and a rigorous assessment of the influence of kinesthetic learning techniques.

The consolidation of qualitative and quantitative research methods results in a holistic and comprehensive research process. This comprehensive approach enables an in-depth exploration of the student experience (qualitative) while rigorously assessing the overall effectiveness (quantitative) of kinesthetic learning techniques in enhancing the speaking motivations of A2 Level ELL students. The mixed-method approach contributes to a well-rounded and exhaustive study that can inform tailored instructional strategies. Convergent parallel designs involve collecting quantitative and qualitative data simultaneously, combining the data, and using the results to understand the research (Sahin et al., 2019).

The research is conducted at Pangua High School, a public institution in Pangua-Cotopaxi-El Corazón, regulated by the Minister of Education. It has 450 pupils in two different sessions, in the morning, from 8th grade basic level to 3rd baccalaureate. However, the research will be focused on the morning session of the 2nd baccalaureate that has a proficiency A2 English level. It is particularly important to remember that all participant identities in this study will remain private. To further ensure a fair and impartial selection process, the cluster of students chosen to take part in this study was chosen at random.

The educational institution lacks any additional resources to promote and motivate the acquisition of the English language. It lacks a laboratory, internet, computers, or audio equipment, which is why teachers must design their lesson plans with supplementary resources to integrate it into the classroom, although this is not the case in most instances. The English classes are scheduled within the school hours for a total of 3 hours per week, each lasting 40 minutes. During this time, the objectives outlined in the modules provided by the Ministry of Education must be achieved.

The control group for this study will be a sample size of 38 students, despite the fact there are 61 pupils in the two courses. The teacher will apply the activities suggested to one group. It is crucial to note that this sample is still thought to be representative of the overall student body despite its relatively smaller

size. These students come from low- income families, non-traditional families, with family issues, and limited social interaction.

The instruments were validated through experts' judgments (Zohrabi, 2013) states that mixed methods research, key instruments include closed-ended and open-ended questionnaires, interviews, and checklists. Combining these methods enhances data validity and reliability. Quantitative data are primarily collected through closed-ended questionnaires, while qualitative data come from open-ended questionnaires, interviews, and checklists. Nevertheless, analyzing data from open-ended questions can be time- consuming.

The initial step involved organizes the operationalization matrix that allows defining the concepts of the dependent and independent variables. Next, it was necessary to determine the relation through dimensions and instruments tools to collect the appropriate research data. In order validate the instruments by the experts a dossier was assembled, which include the operationalization matrix, a letter requesting expert review, two validation certificates (corresponding to each variable) which explain how the instruments are related to the dimension, and the instruments. This dossier was then sent to the tutor to continue the validation process.

In the process of gathering information and all the important details for the proposal, it was necessary to implement three instruments. First, surveys were applied to the students; they helped acquire general information about what they think. Then, the teacher interview was conducted, providing a qualitative exploration of detailed perspectives and experiences. Finally, a checklist was employed to assess the lesson plan, ensuring a comprehensive examination of role-playing criteria. This methodological combination facilitates a holistic understanding of the subject, laying a foundation for decision-making in subsequent stages of the proposal.

RESULTS

In the context of the research topic "Enhancing Speaking motivation in A2 Level English Language Learner (ELL) Students through Kinesthetic Learning Technique," the survey results applied to group A indicate that the students' perspectives on their speaking motivation s vary. The survey data reveals valuable insights into the speaking motivations and attitudes towards kinesthetic learning among A2 Level ELL students.

A substantial majority (52%) of students' express comfort or agreement when speaking in English, providing a positive foundation for addressing speaking motivations. Specifically, the breakdown shows that a minority of 21% strongly disagree, and 18% disagree, while 9% neither agree nor disagree. In the majority, 36% agree, and 15% strongly agree, making up the total majority of 52%.

About 52% of students' exhibit motivation to enhance their speaking skills, with a notable strongly agreeing. In detail, 21% strongly disagree, 12% disagree, and 15% neither agree nor disagree, constituting the minority. In contrast, in the majority, 24% agree, and 27% strongly agree, making up the total majority of 52%.

A considerable percentage (52%) express enjoyment in talking in English with friends, showing a positive attitude towards conversational activities. Specifically, 24% strongly disagree, 18% disagree, and 6% neither agree nor disagree, constituting the minority. Meanwhile, in the majority, 27% agree, and 24% strongly agree, making up the total majority of 52%.

Nearly half of the students (48%) find speaking in English during activities to be fun or strongly fun, suggesting that incorporating enjoyable elements into language learning activities could enhance motivation. Specifically, 24% strongly disagree, 12% disagree, and 15% neither agree nor disagree,

constituting the minority. In contrast, in the majority, 24% agree, and 24% strongly agree, making up the total majority of 48%.

Regarding relaxation or comfort in speaking English, 52% still express this sentiment, providing a foundational aspect for building speaking motivations. Specifically, 30% strongly disagree, 12% disagree, and 6% neither agree nor disagree, constituting the minority. Meanwhile, in the majority, 27% agree, and 24% strongly agree, making up the total majority of 52%.

This initial diagnosis reveals a remarkably positive outlook on the speaking motivation among A2 Level ELL students. Despite some challenges, notably discomfort in class discussions, a significant majority showcases genuine enjoyment and comfort in speaking English. It's evident that these students excel in spoken communication and thrive on engaging with the language.

Moreover, the findings underscore the students' enthusiasm for kinesthetic learning techniques. They relish the interactive nature of such activities, which significantly contributes to their motivation levels. By leveraging kinesthetic approaches, we have a powerful tool to not only enhance speaking motivations but also to foster an environment where students actively participate and thrive. These methods can effectively alleviate discomfort, boost engagement, and create a vibrant and positive atmosphere for language learning among A2 Level ELL students.

This research proposal is important and dedicated to assessing the viability, feasibility, and benefits of role-playing learning technique designed to enhance speaking motivation in A2 level English Language Learners (ELL) students. By drawing on empirical evidence that supports the efficacy of role-playing learning methods, particularly in enhancing speaking motivation, validation becomes essential to ensuring the practicality and applicability of the proposed technique. The instruments proposed are decisive for implementing the role-play learning technique, experienced meticulous validation through a mixed methods research approach. Expert judgments were gathered through closed-ended and open-ended questionnaires, interviews, and checklists, ensuring robust data validity and reliability.

Moreover, the focus on oral communication in adolescence and the importance of engaging activities like role plays and prepared talks provide a supportive context for implementing role-playing techniques to enhance speaking motivation in A2 level ELL students. Overall, the curriculum's design and considerations provide a solid foundation for validating and implementing the proposed enhancement of speaking motivation through role-playing learning techniques.

This study exhibits a high level of viability by systematically addressing various aspects crucial to language education. Firstly, the research addresses existing gaps in language education by delving into the impact of kinesthetic learning on oral fluency. This exploration contributes to a deeper understanding of innovative and learner-centered language instruction, filling a void in current language teaching methodologies. The study holds significance in the educational context by aiming to optimize language teaching methodologies. It stands out by investigating the effectiveness of role-playing learning techniques, thereby promoting a dynamic and interactive language learning environment.

This focus on innovation aligns with current educational trends, emphasizing learner-centered approaches and innovative teaching methods, including the integration of technology. The applicability of the research findings to real-world educational settings is underscored by the emphasis on creating a more comfortable and motivating conversational environment for A2 level learners. The proposal suggests that these innovative methods can be readily integrated into classrooms, providing practical insights for educators to enhance the language learning experience.

Furthermore, the proposed outcomes of the research can be implemented in educational practices, guiding instructors in designing effective and engaging strategies tailored to students' needs. This

implementation fosters more confident communication among learners, aligning with the long-term goal of improving language proficiency and communication skills. The scalability of the research findings is highlighted by providing actionable insights to educators that can be adapted across diverse learning environments. The emphasis on fun, interactive, and hands-on learning activities enhances the potential for widespread applicability, making it a valuable contribution to language education.

Anticipating ongoing benefits, the study acknowledges the long-term implications of its findings on language proficiency, communication skills, and overall educational experiences. The sustainability of the research design and methodology, incorporating kinesthetic learning techniques, ensures continuous improvement in language education and offers a foundation for future studies or applications. The research proposal stands as a viable and impactful contribution to the advancement of language education, offering practical insights, innovative strategies, and a learner-centered approach to enhance speaking skills in A2 level English Language Learners.

Moreover, aligning with established language learning standards, the role-playing activities for the lesson plan effectively contribute to the development of speaking motivation within the A2 level. Professional input from language educators and field professionals attests to the pedagogical soundness of the role-playing learning technique. Additionally, successful implementations of role-playing learning methods in similar contexts, supported by literature and experiences in language education, further validate the proposal's viability.

Speaking motivation is contextualized as indispensable for overall language acquisition, academic success, and seamless integration into social and professional contexts. This study highlights the holistic impact of improved speaking motivation on a student's language proficiency. Acknowledging challenges faced by A2 level ELL students in spoken English, such as mother tongue interference, language anxiety, lack of accuracy, and confidence issues, the proposal adopts a student-centric approach, acknowledging potential barriers to fluency.

This work elucidates how educators can create a more inclusive learning environment, addressing the preferences of learners and enhancing language acquisition through the incorporation of movement, interaction, and physical engagement. The benefits of role-playing learning in terms of student engagement and motivation are thoughtfully discussed.

The proposal establishes a connection between increased motivation and improved speaking motivation, emphasizing the holistic approach to education that addresses both cognitive and emotional dimensions.

The methodology section meticulously outlines the development of an innovative kinesthetic-based lesson plan tailored to the A2 proficiency level. It details pre-intervention and post-intervention assessments, including surveys for students, interviews for teacher, and checklist for lesson plans. Presented are short-term and long-term impacts, discussing expected improvements in speaking motivation and the sustained language proficiency benefits. The proposal's real-life application is emphasized, demonstrating its contribution to functional language use beyond the classroom.

The present study concisely recaps the key components and objectives of the proposal, reinforcing the importance of enhancing speaking motivation for A2 level ELL students. The call to action seriously encourages support for the proposed kinesthetic learning approach, emphasizing its potential positive impact on language learning outcomes for A2 level ELL students. In essence, the proposal offers a comprehensive and well-structured plan to address the identified problem, leveraging kinesthetic learning techniques to enhance speaking motivation among A2 level ELL students.

The results were obtained through the mixed methods approach employed in this research project. The thoughts, backgrounds, experiences, feelings, and challenges involved are shown in the analysis of the qualitative teacher interview, checklist, and quantitative student surveys. On December 1st, after the implementation of kinesthetic activities, a post survey was conducted to classroom B with 38 students.

The findings of the instruments were conducted applied to the students through Google Forms survey involve exporting the response data to excel Sheets by organizing and formatting the data consistently, it also applied the Likert scale data analyze which showed the following results. The data was divided into two variables Speaking Motivation and Kinesthetic.

Technique to organize the measure respondents' attitudes

Table 1

Speaking Motivation Frequency

Category	Frequency	Percentage
Low scale	0	0%
Medium scale	5	13%
High scale	33	87%
	38	100%

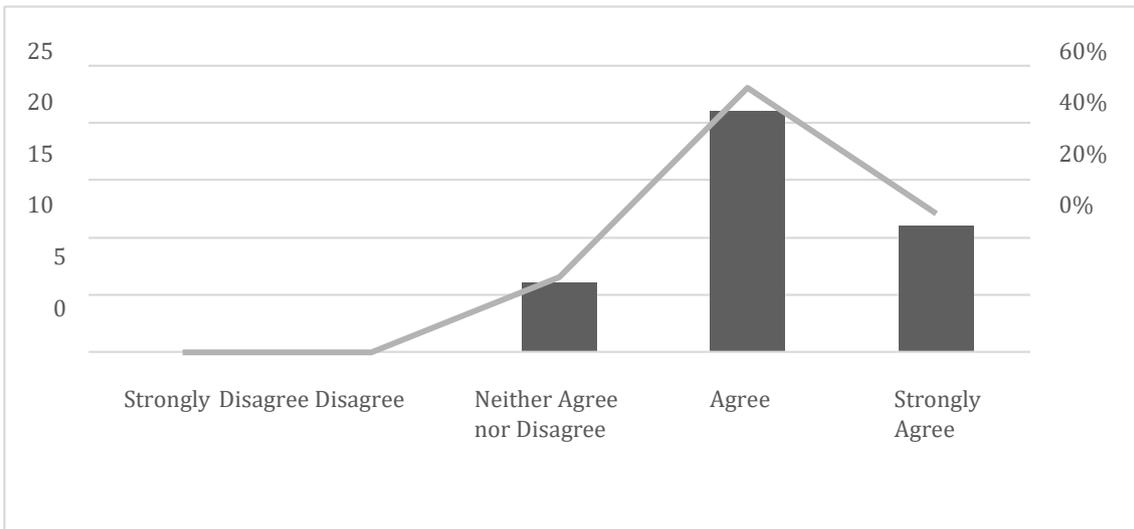
Note: The table provides Speaking Motivation Frequency Post Implementation Results. Elaborated by: Carlos Ramón Pilamunga

The Speaking Motivation Variable table illustrates that 13% of students fall into the medium-scale category indicate which is relatively low while the majority of students (87%) fall into the high-scale category for speaking motivation. This is a positive finding, suggesting that a significant portion of English A2 students is highly motivated to engage in speaking activities. It's important to leverage and build upon this motivation to enhance their overall language learning experience.

First, the speaking motivation dimension which is represented in 5 statements such as: (I feel comfortable when I speak in English - I feel motivated to improve my speaking skills - I enjoy talking in English with Friends - I think that speak in English during activities is fun -I feel relax in to being part of class discussions) evaluate the students new face to the communication environment in class.

Graphic

I feel comfortable when I speak in English



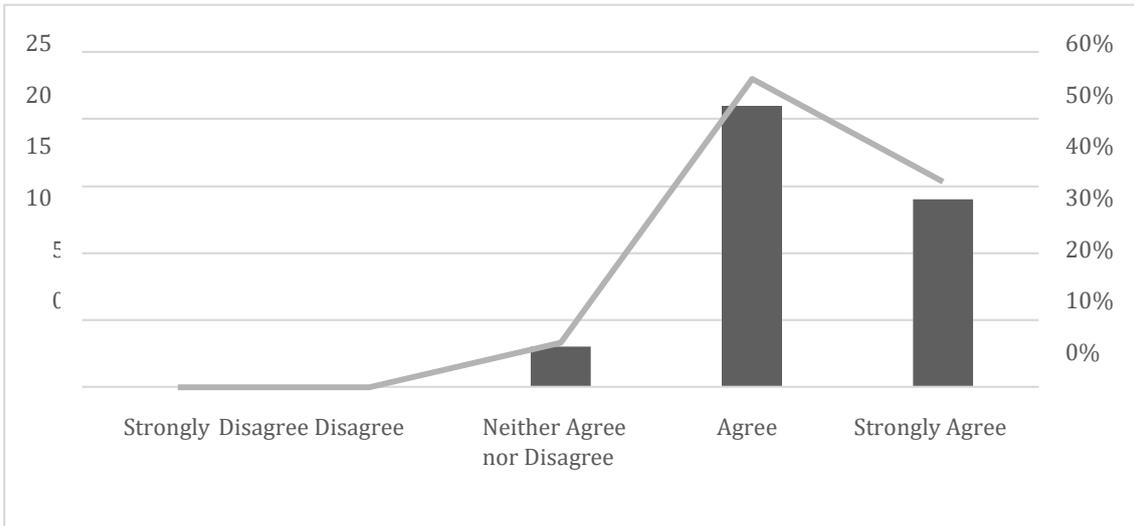
Note: The figure shows the tendency of students' perception to speak English after implementation.

Source: own elaboration.

The survey results refer to the speaking motivation dimension, specifically focusing on the statement "Feeling comfortable when speaking in English," reveal a predominantly positive trend among participants. Approximately 84% of respondents expressed agreement or strong agreement, underscoring a general sense of ease and motivation in English communication. Nevertheless, a minor percentage, constituting 16% of the sample, neither agreed nor disagreed, warranting further investigation into the nuanced factors contributing to this neutrality. This finding emphasizes the need for a comprehensive understanding of individual motivations and challenges in the context of English language proficiency.

Graphic 2

I feel motivated to improve my speaking skills.



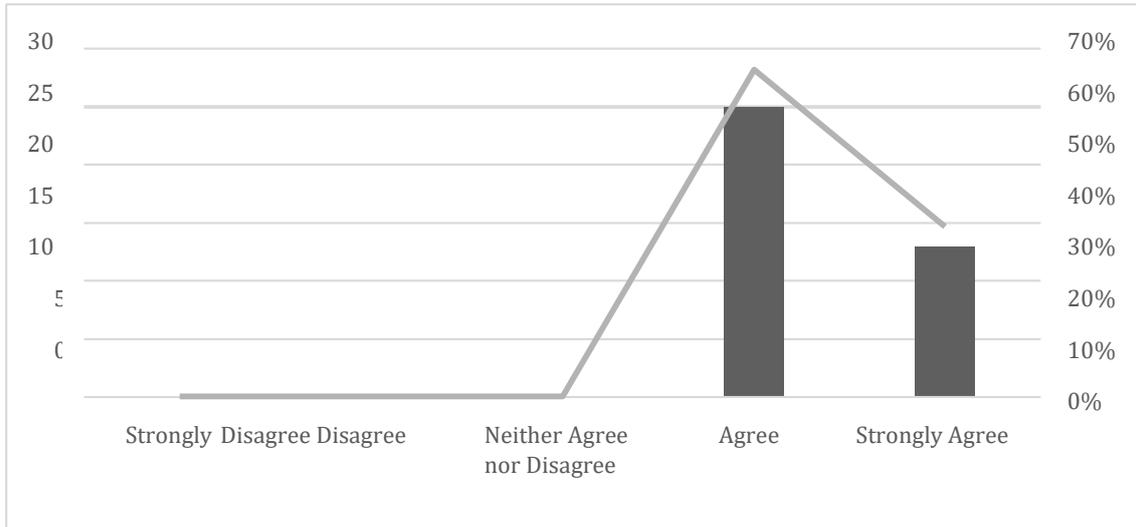
Note: The figure shows the tendency of students' motivation to improve their speaking skills after the implementation.

Source: own elaboration.

The graph of the statement "I feel motivated to improve my speaking skills," reveals a positive inclination of 92% respondents, either agree (55%) or strongly agree (37%) with the statement, indicating a general motivation to enhance their proficiency in spoken communication. Significantly, none of the participants expressed disagreement or strong disagreement, highlighting an absence of resistance to the aspiration for skill enhancement. This finding shows that most people are feeling good and motivated about trying to get better at speaking.

Graphic 3

I enjoy talking in English with friends



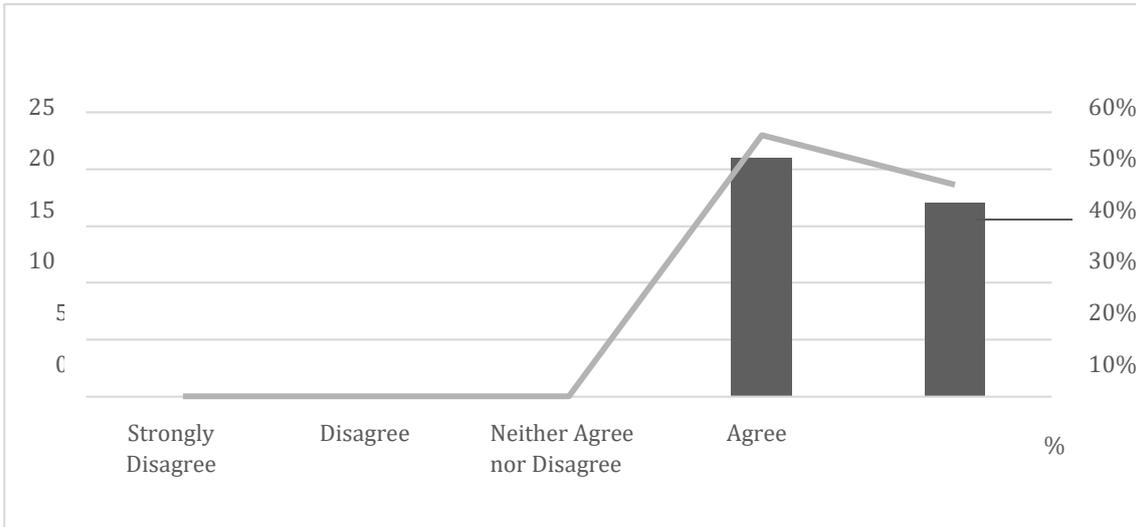
Note: The figure shows students' feeling in the moment to speak with friends after the implementation.

Source: own elaboration.

The statement "I enjoy talking in English with friends" graph reveals a highly positive trend among participants and all participants either agree (66%) or strongly agree (34%) with the statement, indicating a common inclination towards deriving enjoyment from conversing in English with friends. This outcome suggests a strong motivational factor in the social aspect of language use. This positive inclination recognizing the potential impact of social interactions on speaking motivation.

Graphic 4

I think that speak in English during activities is fun



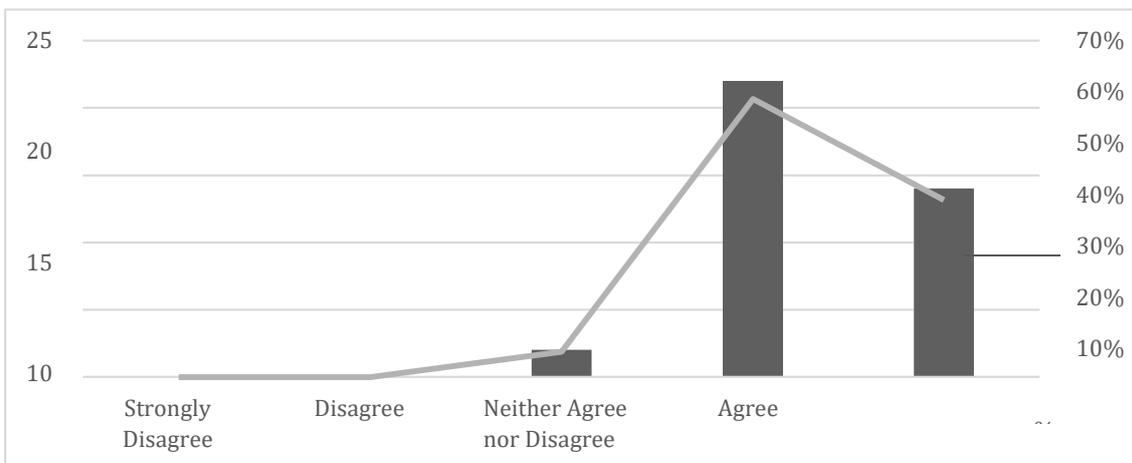
Note: The figure shows the tendency of students' perception of kinesthetic activities in class after the implementation.

Source: own elaboration.

The outcomes around the statement "I think that speaking in English during activities is fun," represents a tremendously positive response from participants and all participants either agree (55%) or strongly agree (45%) with the statement, indicating a agreed belief that engaging in English communication during activities is an enjoyable experience. This outcome highlights a strong motivational aspect associated with the perceived fun in using English in various activities. At last, this positive inclination to foster an engaging and enjoyable language learning environment, recognizing the impact of fun activities on speaking motivation.

Graphic 5

I feel relax in to being part of class discussions



Source: own elaboration.

DISCUSSION

The pre-online interview was conducted on the 2nd and 3rd of December, while the post-online interviews occurred from the 8th to the 11th of December. The data collected from both interview sessions was administered using Google Forms for the students. The qualitative analysis involved extracting and examining responses, focusing on key themes and patterns. Additionally, the analysis considered language use, expressions, and insights shared by participants. The content was analysis through meaningful interpretations from the interview responses into the effectiveness and impact of role-playing activities on speaking motivation.

In the Pre interview, the teacher emphasizes the essential of speaking motivation as an active engagement with the language. Defining speaking motivation as the opportunity for students to increase speaking skills, the teacher prioritizes practical application and real communication. Moreover, the A2 level is described as a key foundation-building phase, where the teacher advocates for skill development across different language aspects. Additionally, in facilitating speaking activities, the teacher took a hands-on approach, emphasizing the importance of modeling and providing clear instructions. When addressing the potential challenges related to resources, the teacher chooses conversation-based techniques that minimize the reliance on materials. While acknowledging the existence of kinesthetic learners, the teacher has yet integrated specific adaptations for this learning style, suggesting a potential avenue for further exploration.

On the contrary, in the Post interview, the teacher placed a strong emphasis on the communicative aspect of speaking motivation. Also, speaking at the A2 level is described as essential for overall language development. Furthermore, the teacher recognized the potential lack of resources in the classroom, the teacher realized that the role as a facilitator is becoming even more decisive, adapting to resource limitations. Moreover, to motivate students, the teacher mentioned a mix of intrinsic and extrinsic strategies, such as asking questions about topics interesting to students and offering extra credits or small gifts.

In addition, language anxiety is proactively addressed through teaching correct breathing techniques and normalizing the inevitability of making mistakes. Likewise, the teacher considers adapting creatively students' mother tongue interferes by incorporating humor and jokes to make English learning enjoyable. It is evident that the second interview clarifies interviewer doubts regarding the importance of actively incorporating movement and kinesthetic learning in the language classroom. To sum up, the result illustrates the numerous benefits associated with adapting to diverse learning styles.

CONCLUSION

In conclusion, this study delved into the enhancement of speaking motivation for A2 level English Language Learner (ELL) students through the integration of kinesthetic learning techniques. A2 level learners often grapple with oral communication challenges stemming from limited vocabulary and grammar proficiency. The primary goal was to cultivate a more captivating and interactive learning atmosphere by leveraging role playing methods, acknowledged for their efficacy in catering to diverse learning styles for fostering comprehension.

Successfully achieving its objectives, which encompassed examining the impact of physical movement on speaking motivation, surveying students to identify learning styles, uncovering teacher strategies, and conducting pre- and post-intervention assessments, the research unfolded at U. E "Pangua" in El Corazón, Cotopaxi-Ecuador, involving 61 A2 level students aged 14 to 16. Employing a Quasi-experimental design, the methodology intertwined quantitative and qualitative data through a mixed-methods approach, implementing various role-playing techniques such as hands-on activities, role-playing, educational games, and outdoor learning.

The culmination of teacher interviews, checklists, and student surveys revealed significant positive shifts. The statistical analyses showcased a notable enhancement in speaking motivation, evidenced by a transition from a majority in the low motivation scale to the high motivation scale. Survey results depicted encouraging trends in students' willingness to engage in class discussions, heightened comfort levels while speaking in English, and a clear preference for kinesthetic learning approaches. Teacher perspectives evolved from rule-centric teachings to prioritizing practical application and communication, acknowledging classroom challenges and resource constraints.

The comprehensive mixed-methods approach furnished a nuanced understanding of kinesthetic techniques' impact on speaking motivation, considering both quantitative metrics and qualitative perspectives. Findings underscored that integrating kinesthetic activities not only boosts speaking motivation but also addresses language anxiety, mother tongue interference, and individual learning preferences.

Statistical analyses, including bivariate analysis and the t-student test, substantiated a highly significant difference in speaking motivation levels pre- and post-intervention, robustly supporting the efficacy of role-playing techniques in influencing motivational outcomes in speaking.

In summary, this research contributes crucial insights to language educators, curriculum developers, and practitioners, underscoring the significance of incorporating kinesthetic learning techniques to augment speaking motivation in A2 level ELL students. The affirmative results advocate for further exploration and application of role-playing methods in language education to foster dynamic and effective learning environments.

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