



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**SYSTEM OF BODY EXPRESSION ACTIVITIES TO DEVELOP ORAL
SKILLS IN THE ENGLISH LANGUAGE**

**LUCIO ROMERO DANIELA ALEXANDRA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
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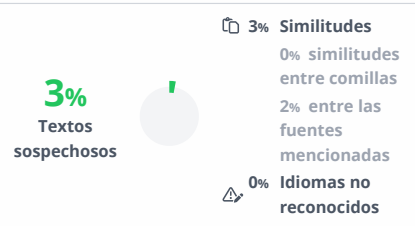
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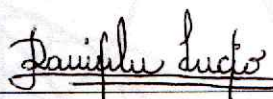
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DEDICATORY

I would like to dedicate this research project to those who were there for me at all times, supporting me and giving me words of encouragement so that I could continue with the completion of my thesis and the culmination of my degree. Among these wonderful people is my family; each one of them has motivated me to continue my studies. I would especially like to dedicate my achievements to my grandparents, Pacifico, Luisa and Benedicta, who have always trusted that I can do whatever I set my mind to, and to my parents, Mariela Romero and Alberto Lucio, who have always been there for me. With their love and support they have helped me all my life, and I know they will continue to be my greatest refuge. I thank my grandmother Benedicta, because even though she is no longer here, she, along with my parents, raised me to be a good person, with good values. That is why, who I am now, I owe it to them.

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I would also like to thank myself, because I know the battles I have been through and yet I have had the courage to overcome them. I would like to deeply thank my Daniela from the past, who did not give up even though she saw things difficult. Thanks to that, today I can say: I made it!

RESUMEN

La tesis Sistema de actividades de Expresión corporal para desarrollar la habilidad oral en el idioma inglés, se la aplicó a 29 estudiantes de segundo año, paralelo “A”, de la escuela Manuel Isaac Encalada Zúñiga. Por esto, se declaró como problema la siguiente pregunta científica, ¿cómo promover el desarrollo de habilidades comunicativas orales en el idioma inglés? Para lo cual se declaró como objetivo, diseñar un sistema de actividades con técnicas de Expresión Corporal que promuevan el desarrollo de habilidades comunicativas orales en el idioma inglés. Teniendo como base el paradigma mixto, se aplicaron varias técnicas de recolección de datos como la observación no participante, la entrevista, y, una prueba pedagógica. Durante la aplicación de los mismos se analizó la participación de los estudiantes en las horas de clase de inglés, su grado de comprensión, su manejo del lenguaje corporal para expresar ideas y las técnicas que puede implementar su docente de inglés durante las clases para hacerlas más innovadoras y creativas. Se describe, además, la implementación del sistema de clases antes mencionado en donde los resultados mostraron que los estudiantes que participaron en estas actividades, recibieron de forma positiva la información impartida durante la ejecución de la misma. En conclusión, este estudio destaca la importancia de utilizar técnicas de expresión corporal para que, de esta manera, los estudiantes logren una producción del lenguaje más genuina y, así, mejorar su rendimiento académico.

ABSTRACT

The thesis System of body expression activities to develop oral skills in the English language was applied to 29 second year students, parallel “A”, of the M.I.E.Z school. Therefore, the following scientific question was declared as a problem: how to promote the development of oral communicative skills in the English language? For which it was declared as an objective, to design a system of activities with Body Expression techniques that promote the development of oral communicative skills in the English language. Based on the mixed paradigm, several data collection techniques were applied, such as non-participant observation, interview, and a pedagogical test. During the application of these techniques, the students' participation in English class hours, their level of comprehension, their use of body language to express ideas, and the techniques that their English teacher can implement during the classes to make them more innovative and creative were analyzed. It also describes the implementation of the aforementioned class system where the results showed that the students who participated in these activities received the information imparted during the execution of the activity in a positive way. In conclusion, this study highlights the importance of using body expression techniques so that, in this way, students achieve a more genuine language production and, thus, improve their academic performance.

Keywords: Body expression, Oral skills, English learning, System of activities.

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Introduction

The English language is among the most spoken languages around the world. It is for this reason that it has become a need to dominate this language and the main skills that it entails. This language creates a connection between countries worldwide, so in Ecuador's educational institutions, it is taught as a compulsory subject from the second to seventh basic general education, as established by the Ministry of Education in the curricular reform (2016).

It is general knowledge that even the evidence to accredit the sufficiency of this foreign language is international and standardized examinations. However, it is notorious that this subject has not been designed properly so that it will raise students' interest from an early age and keep it throughout its academic growth. As a result, many students, reaching higher grades, stop feeling motivated by the language, either because they perceive it as little relevant or, on the contrary, too complex to understand.

Of course, this language is necessary for the progress of any student whose purpose is to exercise a professional life inside or outside the country. From this approach, it is clear that the strategies, techniques, or methods that the teacher uses in the classroom are vital because they aim to impart knowledge to the students. However, Harmer (2015) points out that there are at least five determining factors in the English language teaching and learning process: the teacher, the student, the methodology, the curriculum, and the educational context. This indicates that there are factors that can modify the degree of attention that students give to this language. That is why in this paper we will detail how body expression techniques can be useful when teaching a foreign language, such as English.

Body expression is used in a variety of areas in general, such as social, psychological,

artistic, pedagogical, etc. This research has been conducted to cover all information that is necessary for pedagogy, i.e., English language teaching-learning. While it is true, our brain can form more synapses to better respond to stimuli. It is precisely in this way that we can learn a new language; when we can visualize what has been said. Therefore, according to Simbaña et. al, (2022), "body language is a way of human communication, which is accompanied by gestures, facial expressions and postures, which represent feelings, emotions, thoughts and ideas".

Generally, students become more interested in a subject because teachers look for ways to involve them, and they become active participants. The use of body language is in fact seeking that students use gestures, body, and expressions to learn something specific, which is why, greatly affects how the teacher performs when teaching the students because they are precisely the audience to which the presentation is addressed that has been developed.

During the teaching practicum in the first year of general basic education at the M.I.E.Z School, the following limitations were observed:

- ❖ There is a lack of gestures in teachers when explaining a subject.
- ❖ Teachers maintain a rigid posture in class.
- ❖ Teachers demonstrate expressions that are not very affectionate.
- ❖ There are no activities in English classes that emphasize movement.
- ❖ Students present problems of language fluency, poor vocabulary, coherence or command of the English language.

For this reason, the following scientific problem arises:

How to promote the development of oral communication skills in the English language in

second-grade students of the M.I.E.Z School, period 2024-2025?

Considering the object of study of the teaching-learning process of the English language in basic general education.

Some of the possible causes of the problem are:

- Lack of teacher self-preparation.
- Insufficient mastery of body language by teacher and students.
- Insufficient student motivation.
- Few activities that stimulate speaking skill.

The **general objective** of the research is: To design a system of activities with Body Expression techniques that promote the development of oral communication skills in the English language in second-grade students of the M.I.E.Z School, period 2024-2025.

This objective is delimited in the field of action, **body expression techniques**.

The present research work sets out the following specific objectives:

- To theoretically justify the use of body language in the process of teaching English for the development of speaking skill.
- To diagnose the state of the speaking skill among second-grade students of General Basic Education at M.I.E.Z School.
- To elaborate activities with body expression techniques that promote speaking skill in the second-grade students of General Basic Education of the M.I.E.Z school.
- To verify the effectiveness of the system of activities with body expression

techniques in the speaking ability in the English language.

This research work was developed from a **mixed methodological paradigm**, carrying out **non-participatory action research**. The total population used was 29 students in the second year of General Basic Education at the M.I.E.Z school and their English teacher during the 2023-2024 school year.

As a result, within the theoretical methods, the following are used: **historical-logical, hypothetical-deductive, deductive-inductive**. And, on the other hand, the empirical methods used are **non-participant observation, life histories**.

It is developed from the following scientific **hypothesis**: The implementation of a system of activities through the use of Body Expression Techniques will promote the development of oral communicative skills in the English language in students of second grade.

According to the hypothesis, the following variables are studied:

The **independent variable** is characterized by the implementation of body expression techniques as a teaching strategy that enriches the teaching-learning process, through the use of the body for the development of oral communicative skills.

The **dependent variable** comprises the attainment of speaking skills, which is defined as the ability to communicate verbally in any context.

The importance lies in the use of Body Expression techniques oriented to the improvement of speaking skill, that is to say, the development of oral communication skills within the English language. This would benefit students who are interested in learning the language in a new way.

Therefore, the proposed contribution is to design a system of activities with body expression techniques aimed at promoting the development of oral communication skills.

This study is divided into 4 chapters: **Chapter I**, theoretical specification of the object, and field of research supported by bibliographic information. **Chapter II** outlines the type, methods, and techniques to be used. **Chapter III** presents the intervention proposal. Finally, **Chapter IV** contains a discussion of results, detailing conclusions and recommendations, a bibliography, and annexes.

**THEORETICAL PREMISES OF THE USE OF BODY EXPRESSION IN THE
TEACHING OF THE ENGLISH LANGUAGE TO STUDENTS IN
EDUCATIONAL INSTITUTIONS ORIENTED TO THE IMPROVEMENT
OF SPEAKING.**

This first chapter will detail the theoretical foundation of how body language has been used in the educational field for the development of Speaking through the application of a class system, it is intended to explain the historical background, the conceptual characterization, and the contextual characterization, taken from the categories raised beforehand. All the information has been collected from the works of different authors who have been able to investigate more on the subject, and the research carried out by them has made possible the development of this project.

Historical Background

Since colonial times, in Latin America, the language that was established by the Spanish Empire was, of course, Spanish and its use was mandatory in all areas, which is why they were called Spanish-speaking countries. However, the reality was altered over time. After British colonialism and the development of the United States as an economic and military power, at the end of World War II (Gutierrez and Landeros, 2010), added to technological and economic globalization, the English language became one of the most used languages internationally, such is the case that it is defined as the global language (Quezada Narváez, 2011; Jenkins et al., 2011).

That is why in many Latin American countries the importance of teaching English in schools has emerged. For Abuchaibe (2022), mastering English as a second language is essential to remain competitive. However, despite the constant struggle of countries to reach a proficient level of English, the reality is that there are still Latin American countries that occupy low

positions when proficiency tests in the language are conducted. Such is the case of the results of the latest English Proficiency Index (EF EPI) report, from the global language training company Education First, carried out last 2022.

This same report indicates that those between 20 and 25 maintain stable scores, and the scores of those between 18 and 20 have dropped 60 points (Abuchaibe et al., 2022). That is why, to improve the education of minors, several methods have been included for the teaching-learning of young people in educational classrooms. Making use of these teaching methods results in effective and motivating learning for students, by using a variety of well-designed and structured methods, teachers can help students develop the skills and knowledge necessary to succeed in language acquisition.

One of the earliest methods used to teach English is the Grammar Translation Method. According to Lestary (2019), this method was designed as an ancient way of teaching Greek and Latin. Its main feature is that students translate texts and memorize grammatical rules, this method was gradually developed over the 18th and 19th centuries to teach the English language. Being so ambiguous, it has been used for many years and, according to Nisha (2024), “this method is based on the idea that translation is the most effective way to teach and learn a foreign language”.

As time progressed, another method called Direct Method was developed. This method focuses on improving the students' oral skills, among which are the ability to listen and speak, that is to say that this method pays great attention to the students' communication (Ali, 2020). Unlike the previous one, this method avoids translation and requires students to produce the language and not simply to be receivers of the message, not only to memorize but also to understand it.

A few years later, in the 1950s and 1960s, during the Second World War, the Audiolingual Method emerged, which was based on 3 main principles according to Thanasoulas (2001), which are:

1. Language is the utterances used in everyday life.
2. Listening and speaking come first, followed by reading and writing.
3. Each language user is directed to speak differently.

These principles are acceptable since the auditory channel is the one that acquires information first, especially when it comes to understanding a language, and it is thanks to this that we can produce it. This is why Guzal (2024) stated that “the habit of speech can be formulated by the observance of rules. Therefore, successful language learners eventually become spontaneous in communication and the rules are forgotten”.

The next method that was developed was the Communicative Language Teaching method, created in 1970. According to Nisha (2024), with this approach, students are expected to interact more with each other than with the teacher, since in this method there is often no text and no grammatical standards are presented. As a result, students develop their communicative skills better. Since, Wu et al. (2023). “Clarified that any classroom activity should be based on authentic contexts, aim to develop students’ communicative competence, and focus on the language output process to promote language acquisition effectively”

Later, the Total Physical Response method was created in the 1970s and 1980s. This method focuses on learning through verbal commands and physical responses, using coordination and movement to internalize language naturally. According to Mashrab and Baxodirovna (2024), “This method is especially effective for kinesthetic learners and can be used at all levels of language proficiency”. By putting this method into practice, its efficiency has

been demonstrated. It could be evidenced that the method contributes in a representative way to the growth of the students' metacognitive capacity, about this, the students manage to consciously take control of the process of learning English as a second language, allowing them to develop a self-regulatory posture in their progress, strengths, and weaknesses.

Although it has been seen that each method has its own characteristics, it is evident that each of them has been very useful when teaching English and even any other language. However, it should be emphasized that the method that has had better results is the Total physical response method, this is because it has been demonstrated multiple times that students learn more by doing and not just rigidly at their desks, this is why the importance of making use of body expression in the teaching-learning process of a new language is emphasized.

This is the main reason why body expression is widely used in classrooms where it is taught to students with no previous knowledge of the English language and who seek to learn from a basic level or even none at all. This is because "Body language seeks to facilitate the human being's creative process and free expression and communication, based on the knowledge of his body, the use of space, materials and the strengthening of his self-confidence" (Quesada, 2009, p. 124).

1.2 Conceptual characterization of body expression techniques in English language teaching for speaking improvement.

Compiling the information obtained from various reliable sources, we describe how body expression acts in an educational field, as well as its usefulness in developing speaking skill. It is really important that it can be conceptualized especially when teaching a language. It is because of this that this paper presents information about what some authors think about body language techniques and the great impact they have on students' lives.

1.2.1 Characterization of the teaching-learning process of the English language in basic general education.

Currently, education is mostly taught in a constructivist manner, which implies that students create their own learning. Under Piaget's constructivism, Camarillo and Barboza (2020) conclude that “each individual has its cognitive development under its own rhythm, under its own internal cognitive processes”. And it is established that in this approach, the main actor is the student. For this reason, the objective of each class is oriented to the students learning actively and experientially.

On the other hand, the teaching-learning process as such varies depending on the point of view of each author, such is the case of Abreu, Barrera, Breijo, and Bonilla (2018) who believe that the teaching-learning process is communicative since the teacher is in charge of organizing, expressing, socializing and providing the historical-social scientific contents to the students, who not only build their learning but also interact with the teacher, with peers, with their relatives and with the community around them: Applying, debating, verifying or contrasting such contents. This is information that can benefit their real environment.

This teaching-learning process follows a series of phases that have a significant effect on how the student acquires knowledge. This is what Osorio, Vidanovic, and Finol (2022) noted, according to their studies, first there must be motivation to guide the subject to achieve the proposed objective, and having a fixed goal helps the student not to lose focus and keep his attention. When the teacher achieves this, he takes advantage of the opportunity to show novel content and can review knowledge of interest. Finally, the student comes into direct contact with the information in an experiential way, in this way, lives the experience and understands what is presented. It then becomes precious knowledge. Here it is suggested then that the teaching-

learning process is given with the good preparation of the teacher focusing on the genuine interest of the student.

Bearing this in mind, it is important to know that each student has his or her characteristics, and affective, physiological, and cognitive traits, which are convenient for identifying how they develop in a learning context (Manrique, et al. 2023). When referring to the learning process, it is essential to recognize that each individual, in this case, each student, has a unique and different way of learning and assimilating the contents they are studying, which means that people vary both in the speed at which they learn and in the way they connect new knowledge with what they have already had previously, which is why the teacher must act as a facilitator since he/she must find a way to reach the students by creating a link with them and with the contents.

In case there is an erroneous procedure in the teaching-learning process, there could be negative effects on students, such is the case of demotivation and disinterest of students since they may lose interest in learning if the educational process is not relevant or adequate to all their learning styles. In addition, they could be low academic performance, which could cause frustration and stress in the classroom, even if they are at an early age, it should be taken into account that a bad teaching-learning process can create gaps in the integral education of the child.

While, when a positive teaching-learning process occurs, it will have a great effect on the student, since they will develop motivation and commitment, thus fostering a greater interest in learning and actively participating in the activities that are carried out. Of course, this will improve academic performance, since there is great preparation by the teacher, students will notice it and will strive to achieve the knowledge that the teacher intends to impart. When this

process takes place, students develop skills such as critical thinking, problem-solving, cooperation and collaboration, and effective communication among students and their environment.

1.2.2 Body expression techniques focused on language teaching applied in the classroom.

According to Valiente and Yungasaca (2022), “body expression is based on the activity of the various parts of the body to move and perform actions that are presented at every moment, so the body is the main instrument for the human being to keep in constant movement and in such a way it is related to communication since ancient times both aspects are a complement to demonstrate fluency in what you want to show”.

Several body language techniques serve as key tools to enhance English language learning. These techniques not only increase fluency and confidence in oral communication but also create a more interactive, dynamic, and effective learning experience in the classroom. As a result, students become more involved in classroom activities.

Some techniques that could be used to teach are:

- Gestures and body movements: With the help of gestures, it is possible to clarify meanings and highlight key points in the course of the class. Such is the case of using the hands to indicate size, direction, or even shapes. Through language, knowledge, feelings, and emotions are transmitted by adding paralinguistic elements such as gestures, gaze, body movements, and even smiles (Espinoza et al, 2024).
- Facial expression: According to Orosco et al. (2022) facial expression is another form of nonverbal communication points out that by nature human beings

externalize their emotions through facial expressions, which is why what our face indicates can show emotions and feelings that are being discussed in class, with this new vocabulary is also learned. It is also useful when telling stories, so the student understands better what he hears.

- **Body Posture:** It has been proven that an open and upright posture can denote determination and willingness to interact. With posture, teachers seek to project a sense of confidence and security. However, there are also inappropriate body gestures that if not avoided can lose the interest of students, for example when the head is bent, shoulders are shrugged or eye contact is not maintained and the back is turned to those who are listening, of the latter, Nacho Tellez says “the audience does not connect with the back, it connects with the eyes”. (Canal Nacho Tellez, 2022, 5m36s) That is why teachers need to control their bodies when teaching a class, in addition, it can be a hook for students that the teacher shows authority and flexibility.
- **Mime and Pantomime:** When working with students who do not master the language or who are just beginning to study, this technique is very useful because it serves to present actions and concepts in a fun way and without the use of words. In the case of a teacher, miming to express an idea is useful because students understand what is meant by observing the teacher's representation. For example, students can use mime to represent action verbs or everyday situations.
- **Dances and songs:** According to Cansado (2022) “Music is linked to the teaching-learning process, the development of educational competencies, social skills, behavior, and emotions”. If dances or body movements are integrated into

teaching, students will learn vocabulary, grammatical structures, and pronunciation more memorably and dynamically, which will result in being entertained. Musical activity can even reduce health problems such as stress or anxiety as well as improve the mood of those who do not listen and facilitate the social bond we have with our surroundings. (Martínez, 2021).

- **Body Feedback:** A teacher can use his or her body language to provide positive feedback and correct students. For example, when an activity is performed and students respond appropriately, teachers may nod their heads to show approval, or on the contrary, if the topic is not understood and students fail to respond correctly, the teacher will indicate with gestures the improvements to be made.
- **Guided visualization:** Guided visualization, also known as guided imagination, involves making use of the imagination so that relaxation occurs through the thought of being in a quiet place and thinking, visualizing, and imagining the sensations produced by the body and all the sense organs. According to García (2022) “emotions are part of the life of each individual from the moment we are born, molding our personality through our experiences. That is why knowing and working on emotions becomes essential”. In education, it is advisable to use this technique because it creates an atmosphere of harmony and allows one to relate certain topics with the experience, such as the case of memorizing concepts or vocabulary.

1.2.3 Theoretical characterization of speaking skill.

As Malagarriga (2003, p. 21) expresses, “the educator must establish all possible forms of communication, thus transmitting confidence, facilitating temporary and physical spaces that

allow students to express multiple sensations and opinions”. Now, communication is what distinguishes people from animals, it is interesting that only human beings are born with the ability to express thoughts, emotions, and ideas using words. For Defleur and Dennis (2002: 7, 23), what distinguishes human communication from animal communication is that animals communicate through behavioral patterns that are not part of a general culture.

To Yungasaca and Valiente (2022) “Through experiences, children acquire knowledge and improve their communication skills, as they gradually adapt to their environment and learn more complex commands. Some of them will be able to go even further by making their imagination and creativity fly. It should be emphasized that communication is the fundamental basis that strengthens and allows the student to achieve successful learning”.

When talking about communication, it can be distinguished by its multiple characteristics. There are several types of communication, among them are those that are derived according to the method used, i.e., verbal communication and non-verbal communication. Within verbal communication, we have oral communication which is based on the spoken word. It is identified as being immediate and effective. Also, there is written communication, which on the contrary is through the written word, represents the spoken language through symbols, and is characterized by withstanding the passage of time.

On the other hand, within non-verbal communication, we have gestural communication, which is the use of mimicry, hand or finger signals, or facial expressions. In addition, corporal communication, which as its name indicates, makes use of body posture and depends to a great extent on the receiver's capacity for interpretation. Finally, we have nonverbal oral communication, which is produced through the human voice but not through words, for example, the use of shouts, grunts, and other sound emissions. (Editorial Etecé, 2024).

Communication is extremely essential because it allows us to connect, collaborate, learn, solve problems, and express ourselves to the people around us. Undoubtedly, when clear and effective communication is used, stronger bonds are created between sender and receiver. In the case of education, a strong bond is created between the teacher and the students, which is why a good teacher needs to polish his or her communication skills in order to create harmony in the classroom.

It is for this reason that Ecuadorian educational institutions strive to teach the English language through vocabulary and grammar to enhance communicative skills. However, there is a disadvantage in focusing on this type of sub-skills, and that is that in many occasions the child's attention, or, in other words, the interest that the child should feel for the language is gradually lost. Within the ability of speech, we have several dimensions that are used to convey ideas, opinions and expressions, such as:

1. Fluency: According to Varela (2023) “fluency is based on a series of words in a spontaneous, natural and continuous way”. This aspect seeks that the individual demonstrates eloquence and naturalness when speaking, which is why it is so important to develop it from an early age.

2. Vocabulary: This is the reservoir of words in the mind, which are carefully chosen by the individual to clearly convey the message (Hernández, 2011). It is precisely this that allows effective communication to exist because it is related to cognitive development.

3. Pronunciation: These are the phonetic characteristics that facilitate the understanding of the different phonetic sounds within a language, this is affected depending on the

environment, culture and social level in which the person who learns this quality is (Labrada, L., Batchelor, M., Quintana, R., 2021).

4. Body movements and gesticulation: These qualities are used when communicating because gestures often complement words and provide additional information, thus it is easier to convey thoughts when expressed through signals.

5. Coherence: It is based on expressing ideas in an organized manner, so that the message is logically and fluently connected, with the objective of being clearly understood.

1.3 Contextual background on body expression techniques in teaching English language to students in educational institutions oriented to the improvement of speaking.

This section presents the results of the theoretical research process aimed at characterizing the English language teaching and learning process in Ecuador and a diagnosis of the current state of this skill in students in the second year of general basic education at the M.I.E.Z school, period 2024-2025.

1.3.1 Characteristics of the English language teaching and learning process in Ecuador.

In this section, the characterization of the contextual background of body expression techniques for teaching English in general basic education in the Ecuadorian context is detailed. Recognizing that this implies understanding the specific educational environment, the pedagogical objectives, the characteristics of the students depending on the environment in which they find themselves, and the teaching methodologies used by the teacher to achieve specific objectives, as well as the reality observed from different points of view. The analysis written here facilitates the effective and adapted integration of body expression techniques linked to education.

In Ecuador, the English language began to be spoken in 1912, when the teaching of English was introduced. However, it was not until 1950 that it began to be recognized as an official subject that formed part of the curriculum in schools. In that same year, pilot tests were developed that consisted of developing experimental programs to determine the feasibility of introducing English as a foreign language in the country's educational system, as well as the areas of improvement or possible challenges. By 1990, English had become a compulsory subject in secondary and higher education, and curricular standards were established to ensure quality teaching.

It is currently recognized that the country has been improving its level of English, however, there are still problems that do not allow a complete change to be achieved. Although teachers indeed do their part to improve the teaching-learning process in their classrooms, every year the country's position varies in the world ranking of English level. That is why it is necessary to adopt new measures to improve it completely, and even though there are many mechanisms and techniques to do so, some studies show that making use of body expression can help to increase the motivation of students to learn English, and it has even been useful to help them understand the language genuinely.

For example, at the Israel Technological University, an analysis was conducted by Quintero and Contento (2023) who found that students are motivated by songs at the beginning of a new topic, in general, it is clear that they manage to understand the topics, understand simple commands and also make use of body expression and simple words, and it is even useful to use Spanish to communicate when they do not understand the class in its entirety.

Such is the case of the study conducted at the Technical University of Ambato by Encalada and Coque (2016) who ensure that activities that encourage the development of body

expression allow the student to develop the integration of sensory, rational, and emotional stimuli, in order to achieve that they produce the English language orally. It is for this reason that these authors recommend applying the sensoperceptive technique, which consists of combining sensory perception, that is, what you see, hear, and feel, with a broader mental and emotional perspective.

Through a study conducted by Solano and Barros (2023) at the University of Cuenca, it was found that, from body expression, children can better show messages, ideas, feelings, and thoughts, among others, by using body language; at the same time they can interpret the same from other people; thus giving social interaction in a positive way. This highlights the importance of body language as a crucial tool for children to dialogue and understand others.

Similarly, Echeverria and Maza (2022) conducted undergraduate research at the Technical University of Machala, which showed that nonverbal communication helps students to participate more in classes, evidenced that “nonverbal communication is an active method to improve interactivity during English classes, thus allowing students to participate and interact in the teaching-learning process of the subject”. This type of communication emphasizes complementing the message conveyed with the use of gestures, posture, and physical contact. A message cannot be transmitted in a rigid way, mobility is needed for there to be a true interaction between student and teacher.

In all of this research, there has been input on how body language has influenced education to develop speech skills. However, there has not been a result that validates that these techniques really work or generate a change. That is why, thanks to the solid foundation provided by the aforementioned background, this research aimed to analyze the effectiveness of these techniques, and sought to explore and validate how the implementation of body language

techniques can optimize the English language teaching-learning process, thus offering a valuable contribution to the field of linguistic pedagogy.

1.3.2 Diagnosis of the use of corporal expression for the development of oral communicative skills in English in the second year of general basic education during the period 2024-2025.

In this section we intend to report on the use of corporal expression as a technique to teach the English language at the M.I.E.Z school, specifically in second grade children, parallel A. For this purpose, three techniques were applied to validate the data obtained during the research process: non-participant observation, interview and pedagogical test, which are detailed below.

Analysis of the results.

Non-participant observation

A checklist was used to evaluate the impact of the use of corporal expression in the development of the speaking skill in English in the students of the second year of basic education parallel A.

Application

The instrument was applied to 29 students during class sections of the English subject, according to the schedule established by the institution, in order to observe how the activities related to corporal expression were carried out and how they were incorporated into the English speaking skill. Each criterion was evaluated individually by noting the number of students who met or did not meet the proposed indicators.

Analysis of the results of the non-participant observation:

The data obtained show that, although the students actively participated in the activities

proposed by their teacher, techniques such as mime or dramatization were not used to express ideas. In addition, in the criterion “They clearly articulate English words while using their body”, it shows that 10.3% of the students did not fulfill this skill, which evidences the lack of adequate strategies that integrate the use of body expression in the English language.

Interview

The interview was conducted with the English teacher of second year EGB parallel A of the M.I.E.Z school, in which the teaching method and the teacher's knowledge were verified. The data obtained were:

1. Description of the students' level: The teacher described that the students' level is Pre A1.

2. Current methods of teaching Speaking: Traditional methods such as listen and repeat are employed, as well as the use of songs to reinforce speaking practice.

3. Main challenges in learning Speaking: Lack of confidence, nervousness in speaking and fear of making mistakes.

4. Use of corporal expression: Although the decent has used these activities, they are sporadic and not always planned.

5. Perceived importance of corporal expression: The Decent considers it very important because it energizes the classes and facilitates learning.

6. Contribution of corporal expression to confidence and fluency: He perceives it as a contribution more to confidence than to fluency, since it allows students to feel more comfortable and participate actively.

7. Suggested activities with body language: Use of songs, correction of errors during activities, weekly thematic teaching.

8. Important aspects for the development of activities: repetition, games and dynamic activities, use of visual learning and motivation.

All these data showed that there are shortcomings in the English language teaching process, since it was evidenced that there is a limitation of methods since the basis is mainly traditional strategies, in addition, although the conscious of the importance of the use of corporal expression, it is not integrating it in a systemic and coherent way in the course of the classes.

Pedagogical test

Methodology

The activity consisted of the presentation of 6 images of animals, domestic and wild. Students were asked questions to identify the name of the animal and the characteristics they saw in them, taking into account their level of knowledge of the English language. In addition, some questions provided the opportunity for students to make use of body expression including mimicry or gestures.

Initial diagnosis

Although the students participated actively, some found it difficult to remember the names of the animals and confused the colors. Body language was only used when the teacher provided visual examples of gestures to facilitate their understanding, that is, only on these few occasions did they imitate the gestures, but they did not perform them on their own.

Evaluation instrument

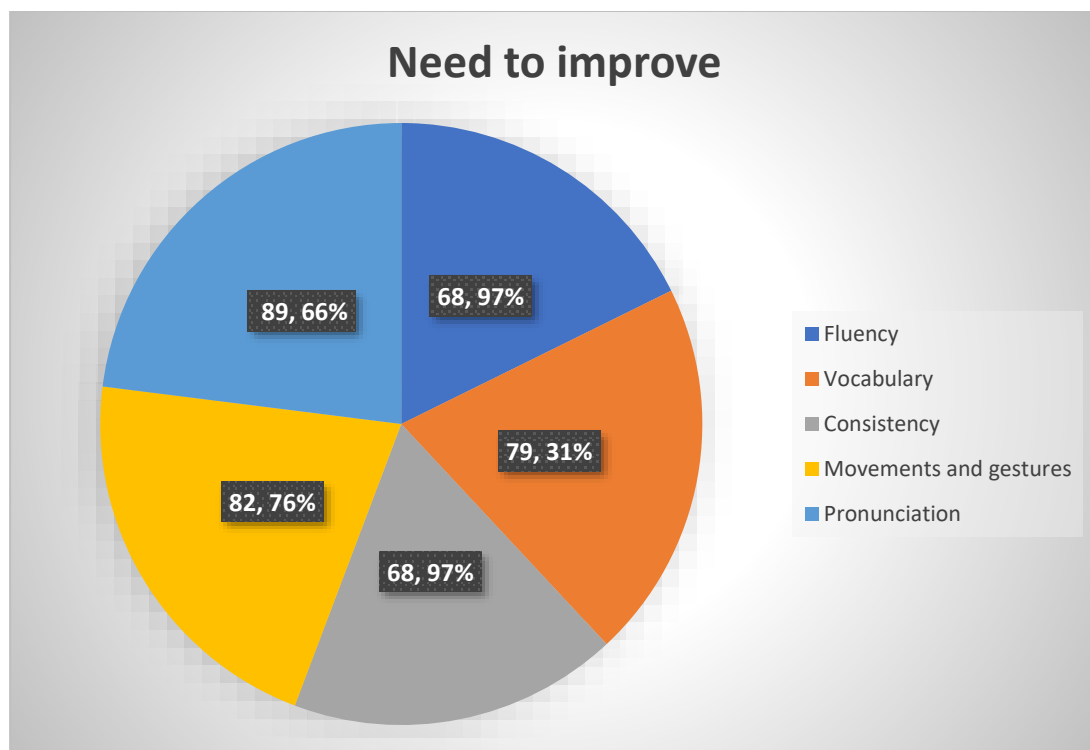
An analytical rubric was used to evaluate the pedagogical test, which included five main criteria: Fluency, Vocabulary, Coherence, Body and gestural movements, and Pronunciation.

Table 1. Number of students in need of improvement.

Criteria	Number of students who need improvement
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Fluency	20
Vocabulary	23
Consistency	20
Movements and gestures	24
Pronunciation	26

Figure 1. Percentage of students in need of improvement.

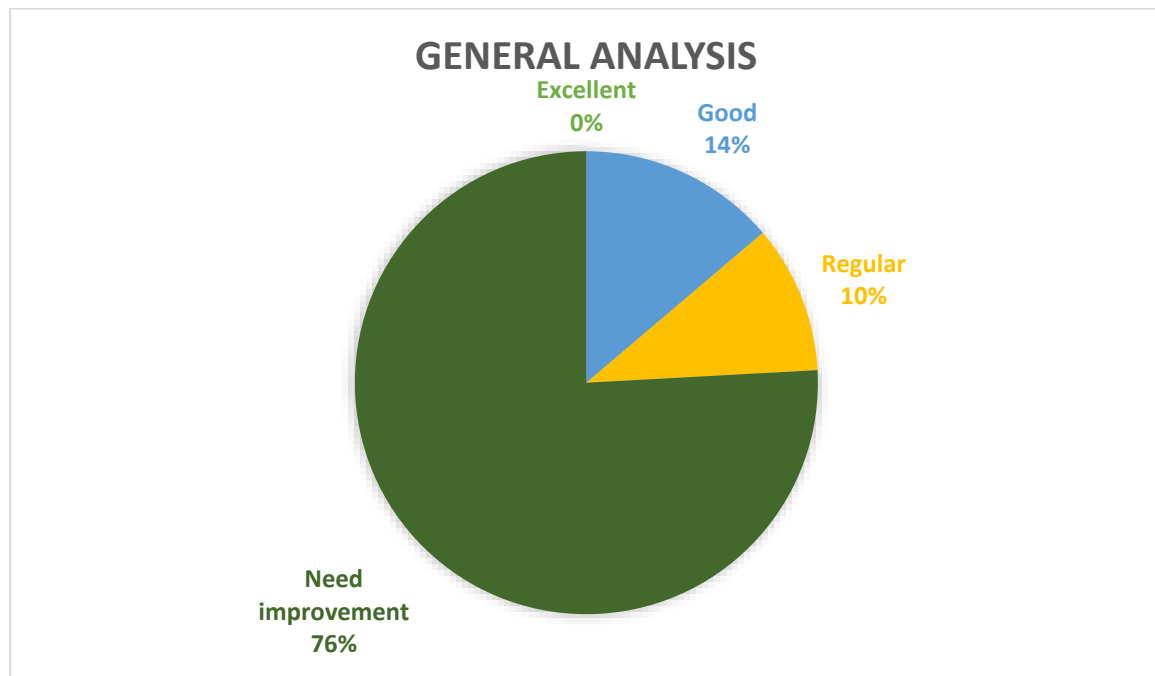


Data obtained

As indicated in the graph, the students presented many shortcomings in the fields that were evaluated. However, the criterion that most needs to be improved by the students, is pronunciation, since according to the results this is with a total of 89.66%, which indicates that the techniques are not adequate to teach the English language. On the other hand, the criterion

that follows is body movements and gestures with a total of 82.76% of 100% of the students, these two data are a sample of the lack of resources and appropriate techniques to teach the English language to students.

Figure 2. General analysis of the Pre Test.



The graph shows the results of the pre-test of the pedagogical test on the oral communication skills of second year students considering criteria such as fluency, vocabulary, coherence, pronunciation, gestural and body movements. The analysis shows that 0% of the students reached an excellent level, which indicates that they did not meet the evaluation criteria to the fullest extent. On the other hand, 14% of the students showed a good performance, but still not outstanding. On the other hand, 10% of the participants showed an intermediate level indicating that they have certain competencies, but still need to improve in several areas. And finally, 76% of the students, that is, most of them, are at a level that requires significant improvement in the language skills evaluated, suggesting that they have significant difficulties in several or all of the criteria analyzed.

These results underline the importance of applying new strategies to overcome the difficulties presented by the students and to support the development of their English proficiency. In addition, the results also show that although some of the students reached an average level, most of them need to improve in key aspects such as pronunciation and the use of body movement, which is why it is considered essential to implement specific strategies that address these difficulties in order to ensure a significant improvement in the classroom.

**CHAPTER 2. METHODOLOGICAL DESIGN OF THE USE OF BODY
LANGUAGE IN TEACHING ENGLISH TO STUDENTS AMONG
EDUCATIONAL CENTERS FOCUS ON THE IMPROVEMENT OF
SPEAKING.**

This chapter describes the methodological approach selected to achieve the established objectives, beginning with an explanation of the research paradigm used. It also specifies the type, design and paradigm of the research, as well as the population with which we worked. The theoretical and empirical methods used for data collection and analysis are also described.

2.1. Influence of the mixed methodology focused on the use of body expression in the learning English process today.

This research has been developed from a mixed model, with an explanatory experimental design aiming to control the impact that the use of body language has in the speaking skill. According to Sampieri and Mendoza (2020) “the mixed methods mark the objects of study through numbers and language trying to obtain a vast range of data to strengthen and expand our understanding”. Whereas, when talking about explanatory research, we refer to, inside the experimental studies where an intentional manipulation or alteration of the independent variable is done, it is possible to test a hypothesis to explain the behavior of a specific phenomenon (2020). That is why it is convenient to use such type of research.

2.2. Application of the experimental design in the impact of Body Language activities on oral communication skills in English.

As stated, the methodological design for this research is pre-experimental. So, the pre-experimental design is described for the premeditated manipulation of the independent variable and the analysis of the impact on a dependent variable. This comes along with many sub-designs,

such as the pre-experimental one, which function is to intervene only in groups and by means of instruments to measure the dependent variable before and after the experiment (Ramos, 2021).

And it is so, what has been carried out in this research.

2.3. Analysis of the behavior and performance of students and their English teacher in the second year of Basic General Education at the M.I.E.Z school during the 2024-2025 school year.

The population in this research is made up of students from the second year of Basic General Education at the M.I.E.Z in the school year 2024 – 2025. Also, the English teacher is studied during the aforementioned school year.

The students are between six and seven years old, which allows the use of active or kinesthetic activities and body language. Also, the English teacher has been taken into account as well as the students to study the effect of these physical activities in a more meaningful way, to benefit the entire population in respect to the teaching and learning process.

The selected school is located in a rural area, therefore the school materials or resources are scarce, which in turn, fuels the necessity the use of other techniques to teach properly.

2.4. Description of the theoretical methods and empirical methods used in the research.

In this research, theoretical and empirical level methods were used, which are described as follows.

2.4.1. Theoretical methods.

The following methods were applied:

-Analytical-synthetic method: When describing the literature review of the object and the field of study.

-Analytical-synthetic method: In the description of the state of the object and the field from the conceptual and contextual, as well as the variables and categories of the study to obtain conclusions that answer to the research problem.

-Deductive-inductive method: This is the procedure by which, through statements as hypotheses, such hypotheses can be refuted or falsified, deducing from these conclusions that can be compared with facts.

-Synthetic method: In the understanding of the relationship between the different stages of the study, as well as the connections between the components of the intervention proposal.

2.4.2 Methods and techniques of the empirical level.

Within the empirical level methods, which give us insight of the real state of the object and the variables, the following were used: non-participant observation, interview, and pedagogical test.

According to the qualitative methods, the non-participant observation has been developed in which the information found in the classroom was registered through the interaction of the subjects involved, from a spectator viewpoint. The observations let perceive directly the interaction between the subjects according to the indicators previously fixed by the researcher. Thanks to the data gathered when applying it, they are registered in a direct, natural, and immediate way. To collect the data, a checklist was used, this instrument allowed to register both, quantitative and qualitative data giving us the full scope of the students' performance.

Checklist structure.

These are the parameters included in the checklist:

- Criteria: All indicators related to the use of body language and the impact they have on oral communication were listed here.

- Yes or no answers: These measured whether the students met or not the evaluated criteria.

- Comment: In this section, qualitative observations were written about the students' academic performance during class, which were accompanied with numerical data.

Also, an interview to the English teacher was applied with the aim of gathering information from her about the teaching of the speaking skill in English, the use of body language in her labor, and her disposition to incorporate new teaching techniques, this instrument allowed me to register data in a qualitative method, providing additional information. The interview had a structure of eight open-ended questions in a structured way, thus, allowing the teacher to express herself in a better way, her answers were useful to complete the research.

Through the pedagogical test, the real state of the variable can be measured before and after the intervention. That is why the objective of the pedagogical test was to measure the speaking skills in English in students of the second year of basic education class A, measuring the impact of the use of body language as an aid in communicative development. It was comprised of three stages: the beginning of the activity, the evaluation during the activity, and the closing and feedback.

2.4.3 Consistency matrix

Research problem	General Objective	Scientific hypothesis	Definition of variable	Operationalization of variables
How to promote the development of oral communication skills in the English language in second grade students of the M.I.E.Z School, period 2024-2025?	To design a system of activities with Body Expression techniques that promote the development of oral communication skills in the English language in second grade students of the M.I.E.Z School, period 2024-2025.	The implementation of a system of activities through the use of Corporal Expression Techniques will promote the development of oral communicative skills in the English language in students of basic general education.	There are several types of communication, among them are those derived according to the method used, i.e., verbal and non-verbal communication.	1. Fluency: Excellent, good, fair, needs improvement. 2. Vocabulary: Excellent, good, fair, needs improvement. 3. Coherence: Excellent, good, fair, needs improvement. 4. Body movements and gestures: Excellent, good, fair, needs improvement. 5. Pronunciation: Excellent, good, fair, needs improvement.
		<p>Independent variable: Activity system.</p> <p>Dependent</p>		

		variable: Speaking.		
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2.5 Rubric for evaluating the pedagogical test

Criteria	Excellent (4)	Good (3)	Regular	Need improvement (1)
1. Fluency	The student speaks fluently, without long pauses or hesitation. Maintains a continuous conversation.	The student speaks with good fluency, but with some pauses or hesitations.	The student has frequented pauses or hesitations that affect fluency.	The student has significant difficulty maintaining a fluent conversation.
Vocabulary	Uses a wide range of vocabulary appropriate to the context of the activity and uses new words correctly.	Uses adequate vocabulary, although with some repetition or limitations.	Vocabulary is basic and limited. The student repeats frequent words and has difficulty finding others	Vocabulary is very limited, uses few words, or has difficulty expressing him/herself.
3. Consistency	Ideas are expressed clearly and logically. Responses are well structured and easily understood.	Ideas are coherent for the most part, but some answers could be better structured.	Coherence is weak; some responses are difficult to understand or disorganized.	Responses are not coherent, and ideas are not clearly understood.
4. Body movements and gestures	Uses clear and appropriate body expression to support communication, showing enthusiasm and creativity.	Uses mostly adequate body language, but with some moments of stiffness or lack of expression	Uses little body language or the expression is confusing or does not complement the spoken language well.	Body expression is poor or inappropriate, making it difficult to understand the message.
5. Pronunciation	Pronunciation is clear and accurate, with little or no errors. What is said	Pronunciation is fairly clear, with a few errors that do	Pronunciation has several errors that make	Pronunciation is difficult to understand, which significantly limits communication.

	is fully understood.	not interfere much with comprehension..	understanding difficult in some parts.	
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- ✓ 16-20 points: Excellent performance. Students show a high level of proficiency in all areas assessed.
- ✓ 11-15 points: Adequate performance. Students have good mastery, but there are areas for improvement.
- ✓ 6-10 points: Satisfactory performance. Students struggle, but show some progress.
- ✓ 1-5 points: Underperforming. Students have serious difficulties in several areas and need more support.

In this chapter, the methodological design of the research was presented, with emphasis on the population and the particular methods used to address the study problem. Several techniques were used to validate the hypothesis proposed in this study, such as observation, interview and pedagogical test.

**CHAPTER 3. SYSTEM OF ACTIVITIES WITH CORPORAL EXPRESSION
TECHNIQUES ORIENTED TO THE IMPROVEMENT OF SPEAKING
SKILLS IN ENGLISH IN SECOND GRADE STUDENTS, EGB.**

This section presents the results of the theoretical research process aimed at characterizing the system of activities with corporal expression techniques, and how it contributes to the progress in English language learning in Ecuador. Likewise, a system of activities is presented that, when applied, improves the communicative ability in English in the students of the 2nd year of general basic education of the M.I.E.Z school, during the period 2024-2025.

**3.1 Theoretical foundation of the system of activities using body
language techniques.**

When speaking of corporal expression, Stokoe (2024) mentions that “it is an experience that offers means for a better growth, development and maturation of the human being”. This is because body language is considered as the first form of language developed by the human being, so it should be understood as a discipline that allows knowing, studying, and acquiring knowledge about a unique language of the human being through the study of the correct use of the body and spontaneous and intentional movement with the sole purpose of demonstrating a message in an expressive, communicative, aesthetic, and, of course, creative way (Alonso, 2022).

It is for this reason that some authors think that it is linked to education, such is the case of Cobo (2022) who mentions that “corporal expression can also be seen as a subject, because it helps to promote group work, the increase of activities that improve the motor activity in the child's body, communication with other children, and visual interaction”, it is for this reason that

studies try to highlight the importance of applying it in children from lower grades.

There are several approaches to apply body language in education, but in this research it is approached from a system of activities designed to develop the communicative ability in English in children. For López (2021), a system of activities is a set of tasks that are related to each other, which are directed to the fulfillment of an already established objective. Therefore, by using these activity systems the student becomes the main actor during the teaching-learning process.

The teaching-learning process becomes a solution to the problems that arise in the educational environment. It is for this reason that the system of activities acts as an effective tool capable of identifying and improving students' deficiencies in relation to fine psychomotor skills (Delgado and Godoy, 2022). This system can influence the early detection of children's difficulties, in such a way that it significantly benefits the student's life, this is because it allows addressing these shortcomings in time with the aim of preventing it from being an even bigger problem for their learning.

As a consequence, it is evident that the content of the system of activities should be directed to a series of ludic, didactic and pedagogical components that aim to promote the teaching-learning process of students (Fernández et al., 2020). Within the ludic components mentioned here we can think of activities that facilitate learning in a fun and interactive way, also, the didactic components teach us the different strategies, techniques and resources that the teacher should be able to use to teach a class, and finally, the pedagogical components mentioned here may refer to the ability of the teacher to adapt the class to the students, while promoting meaningful learning by being a guide and support for students.

3.2 Planning of a system of activities with corporal expression techniques that promote the development of oral communication skills in English in second grade students of the M.I.E.Z school.

The following section deals with the system planning of the activities that will be carried out in an educational environment, in this section the strategies and methods that will guide the design and execution of these didactic activities in order to improve the context of the English language are pointed out. The objective of implementing these activities is that students develop oral communication skills in English, using corporal expression techniques as the main tool. This section will also explain the pedagogical and didactic principles necessary for the planning of these activities, as well as their structure to guarantee relevant, dynamic and adequate learning according to the students' needs.

The system of activities will be carried out for the 29 students of the second parallel year A of EGB, of the M.I.E.Z school. The topics that will be exhorted during the classes are: Commands, dances and songs, Stories with gestures, Parts of the body, The animal world. These themes are adapted to the previously diagnosed level of the students, being the case that the activities are relatively easy to understand and will allow the children to understand and use corporal expression to reinforce their knowledge of the English language, therefore it is expected that the students manage to participate actively during the realization of these activities, as well as to acquire new vocabulary.

3.2.1 Objectives of the system of activities with body expression techniques

This proposal has been designed taking into account the key elements of the educational context of the students, in order to optimize and enrich the current educational system of the institution. The main objective of the system of activities is to promote the development of oral

communication skills in the English language of the students of second year parallel "A", through the implementation of body expression techniques.

The specific objectives of the proposal are:

- To design didactic activities that integrate corporal expression techniques that improve their oral communication skills in English.
- To implement pedagogical strategies based on corporal expression that favor the comprehension and practical use of basic vocabulary.
- Evaluate the impact of body expression activities on students' motivation and participation in learning English.
- To foster students' confidence in the use of the foreign language through practical and dynamic exercises of oral communication in English based on body language.

3.2.2 Components of the activity system implementing corporal expression

Given the obstacles faced by second year EGB parallel "A" students of the M.I.E.Z school to communicate orally in English, a system of corporal expression activities has been developed focusing on the strengthening of the Speaking skill. The components used are:

- Title of the activity
- Objective to be achieved
- Resources used
- Estimated time
- Development of the activity
- Evaluation and feedback
- Teaching methods and approaches

Activity 1

Title

Commands, dances and songs.

Objective

To implement activities, based on the use of songs and dances, in order to learn vocabulary related to actions and movements.

Resources

A speaker, whiteboard, marker, flashcards.

Estimated time

20 minutes

Development of the activity

1. The teacher asks questions to measure students' knowledge of specific vocabulary, in this case directions, such as up, down, left, and right.
2. As practice, the teacher makes hand movements while saying the word she wants the students to understand, for example, if she says left, the teacher moves her left hand and asks the students to imitate her and do so.
3. The teacher asks the students to stand up and teaches them a song titled "Follow the leader" which contains vocabulary that they already managed to remember or learn in class, once they hear the song they will start moving their hands according to the indication, when they have become familiar they should jump, walk or turn according to what the teacher indicates.
4. Next, the teacher asks for volunteers to do a speaking activity, she asks the students to put together small sentences using the words learned, when they make the sentence the volunteer should do it, for example if the student says "She jumps to the left" she should do it.

Conclusion

The teacher shows images to check that the students understood the vocabulary taught in the activity and summarizes the class.

Activity 2**Title**

Stories with gestures

Objective

To develop reading and listening comprehension through the use of stories and gestures in order to encourage corporal expression in the students.

Resources

A short story: The Little Mermaid, images about the story.

Estimated time

25 minutes

Development of the activity

1. The teacher explains what the activity will consist of, and asks them if they know the story to know which words need to be emphasized.
2. The teacher begins to read, while imitating the voices and expressing with her face and body the key words of the reading, however the reading is paused and asks questions during the activity to make sure there are no doubts.
3. The teacher asks in a group way what they understood from the reading, and asks questions of information, for example who was bad or good, or what characteristics a certain character had, it is explained to them that they can not use Spanish but rather that if they do not remember the word they can use facial or body expressions to better express the ideas.

Conclusion

The children are divided into three groups, and they are given some images in disorder, what they must do is to place them in the correct order that the teacher read. This is to measure the retention of the students.

Activity 3**Title**

Body parts

Objective

To encourage vocabulary related to body parts through the use of songs and games involving movement.

Resources

A speaker, word cut-outs of body parts.

Estimated time

20 minutes

Development of the activity

1. The teacher gives a short lesson in which she points out certain body parts and plays “Symon says” with them using the vocabulary.
2. The teacher makes them listen to a song called “Head, shoulders, knees and toes” which consists of touching the parts of the body while singing what part it is, this song increases the speed of the rhythm so it is fun for the students,
3. Then, taking advantage of the fact that the song is repetitive, the students try to sing the song with the help of the teacher.

Conclusion

The teacher shows them several pieces of paper with the parts of the body written on it, the children come out to participate voluntarily and while they are in front, they choose a piece of paper and place it on the part of the body that they remember it is.

Activity 4

Title

The Animal World

Objective

To expand vocabulary related to animals, promoting students' auditory and visual comprehension by imitating and associating physical characteristics of animals.

Resources

A speaker, a list of simple animals, animal cards.

Estimated time

25 minutes

Development of the activity

1. The teacher asks them if they know which animal meets certain characteristics, and plays guessing games with the students, imitating the characteristics of the animals while talking in this way teaches adjectives.
2. After knowing the vocabulary they have mastered, the teacher briefly explains that the activity will consist of imitating some animals they already know while they imitate them, their classmates try to guess what they are.
3. The teacher gives random names of animals in English, the students must be attentive and try to imitate the animal as best they can.

Conclusion

The teacher asks questions to find out how many words they were able to acquire, for example: What animal is big or small, what animal is slow or fast, etc.

In this chapter, the system of activities with corporal expression techniques was theoretically based and the design of the system of activities that will be implemented to improve the oral communication skills of the students of second year EGB parallel “A” was presented, during the classes given during the academic period 2024-2025.

CHAPTER 4. RESULTS OF THE APPLICATION OF A SYSTEM OF ACTIVITIES

The results obtained in this study reveal a realistic picture regarding the methodological strategy applied to second-year EGB students of parallel “A” of the M.I.E.Z school. The system of activities based on corporal expression techniques was implemented in three sessions during the 2024-2025 academic period, and throughout the research good acceptance by the students was observed. The results obtained are detailed in depth below, highlighting its relevance for the improvement of students' oral communication skills.

4.1 Analysis of the implementation of the system of activities through the use of body expression

This section focuses on the procedure carried out for the implementation of the proposal for the 29 second EGB students. In addition, this work was distributed in 3 classes on the dates of December 6, 13 and 20.

Activity N1: Command, Dances and Songs

This activity focused on teaching vocabulary related to actions and movements through the use of body pressure, the activity began with the teacher assessing through questions the students' prior knowledge of directions such as up, down, left and right. To facilitate understanding, the teacher used exaggerated body movements such as raising her hands, or performing body actions according to the vocabulary, inviting the students to imitate her. And she used the song “follow de leader” with dancing on the same theme. This created a harmonious environment in which the students felt free to participate by using their bodies and faces to express the necessary vocabulary. To conclude, the teacher showed images to verify the understanding of the vocabulary learned that day, which was a success.

Activity N2: Stories with gestures

This activity had a duration of 25 minutes. Its objective was to develop the students' reading and listening comprehension through the use of body expression. To start this class, the teacher narrated the story of the Little Mermaid and emphasized some key words of the story with body movements. This resulted in the students understanding the story even though their level was not so high, observing the teacher's expressions helped them understand what the story was about. Finally, the teacher asked questions in which it was necessary for them to show their knowledge using gestures and body movements, and they did so without any problems.

Activity N3: Parts of the body

The objective of this activity was to teach vocabulary related to body parts through interaction and play. The teacher started by pointing out different parts of the body and played “Symon says” with the students to familiarize them with the vocabulary. Then they listened together to the song “Head, shoulders, knees and toes” and asked the students to point to the parts mentioned while she guided the activity. Finally, the children voluntarily participated by choosing papers with body parts written on them and placing them in the correct place in a picture. This activity showed the active participation of the students and strengthened their confidence in learning English.

Activity N4: The animal world

This activity aimed to increase the vocabulary related to animals, working on the visual approach and the students' comprehension. The teacher started by playing riddles about animals, to give them a clue she used the mime technique and imitated their sounds and gestures, thus teaching adjectives related to animals. She then explained that the activity would consist of imitating some animals while their classmates tried to guess them. Although the children were

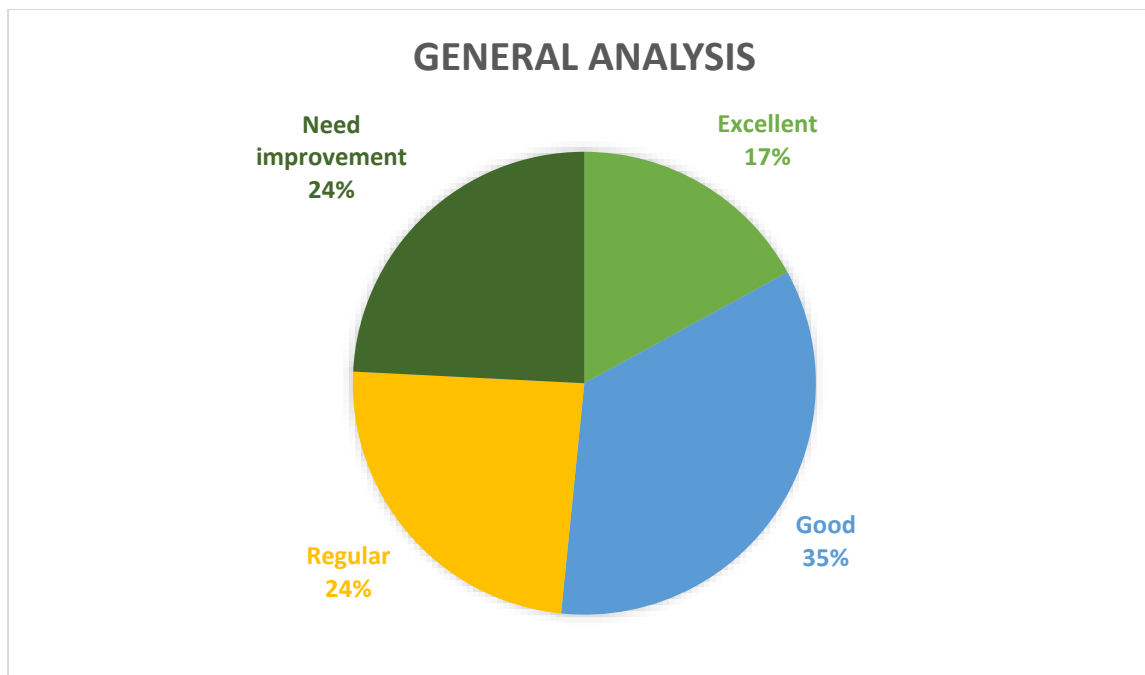
nervous at first, as time went by they were able to participate and learn new vocabulary in a creative and innovative way. At the end the teacher asked questions to evaluate how much vocabulary they had acquired during the class, which resulted in the students actively participating and having fun in the learning process.

4.2 Results obtained from the application of the activity system

The experimental design consisted of the application of a pretest to diagnose the students' initial level of oral communication. Next, a system of activities based on body expression techniques was implemented, and finally, a post-test was applied to evaluate the progress in their oral communication skills.

With the intention of demonstrating that the pedagogical proposal was able to optimize oral communication skills in second year EGB students, parallel "A" of the M.I.E.Z school, the results obtained in the initial diagnosis (Figure 2), carried out prior to the implementation of the system of activities with corporal expression techniques, were presented. The results were compiled during the practices carried out by students of the Pedagogy of National and Foreign Languages career, which facilitated the evaluation of the mastery of oral communicative skills.

Figure 3. General analysis of the Post-test



The results of the post-test reflect a significant improvement in the students' learning. Of the 29 students, 24% present a deficiency in oral communication skills, which places them at a level that needs improvement. However, 24% have achieved a regular level, showing progress in their communication skills. What stands out is that 35% of the students are in a good range in terms of the development of oral communication skills in English and decision. And, 17% of the participants were able to move up to an excellent level. These data indicate that most of the students have significantly improved their academic performance.

The results obtained in the posttest and pretest show that the implemented class system made a great difference in the acquisition of knowledge of the English language in the students of second year EGB parallel "A", the data show that this progress was positive, since this process not only shows academic progress, but also the commitment of the students as well as those who guided them in this process.

4.3 Testing the hypothesis test

In order to verify the effectiveness of the system of activities, a mixed approach was used,

employing an experimental research design. Therefore, the following hypothesis was formulated.

Scientific hypothesis:

The implementation of a system of activities through the use of Corporal Expression Techniques will promote the development of oral communicative skills in the English language in basic general education students.

Statistical hypothesis:

H0: If a system of activities is implemented through the use of Corporal Expression Techniques, it will NOT promote the development of oral communicative skills in the English language in basic general education students.

H1: If a system of activities is implemented through the use of Corporal Expression Techniques, YES, it will promote the development of oral communication skills in the English language in elementary general education students.

$$\chi^2 = \sum \frac{(o_i - e_i)^2}{e_i}$$

Degrees of freedom:

GL = (number of rows - 1) (number of columns - 1).

GL = (2-1) (3-1) = 2

Margin of error:

a = 0.05

Table 2. Results

Instruments	Excellent	Good	Regular	Need improvement	Total

Pretest	0	4	3	22	29
Posttest	5	10	7	7	29
Total	5	14	10	29	58

Tabla 3. Frecuencias observadas y esperadas:

Pretest	Observed	Formula	Expected	Chi-square
Excellent	0	$5 \times 29/58$	2.5	2.5
Good	4	$14 \times 29/58$	7	1.29
Regular	3	$10 \times 29/58$	5	0.8
Need improvement	22	$29 \times 29/58$	14.5	3.88
				8.47

Pretest	Observed	Formula	Expected	Chi-square
Excellent	0	$5 \times 29/58$	2.5	2.5
Good	4	$14 \times 29/58$	7	1.29
Regular	3	$10 \times 29/58$	5	0.8
Need improvement	22	$29 \times 29/58$	14.5	3.88
				8.47

4.4 Chi-square

Pretest	Posttest	Total
8.47	8.47	16.94

In this case with a degree of freedom of 2 and a significance level of 0.05 the critical value is 5.99. This means that, if the calculated value of the chi-square is greater than 5.99, the null hypothesis (H₀) must be rejected. After performing the chi-square calculation, a result of 16.94 was obtained which is clearly greater than the critical value of 5.99. Therefore, the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted.

In simpler terms, this means that the system of activities with corporal expression techniques to promote the development of oral communicative skills in English has a positive impact on the students of second year EGB parallel “A” of the M.I.E.Z school during the 2024-2025 academic period. That is to say, the students evidently improved their academic performance in terms of oral communication skills in English thanks to the system of activities that were implemented.

4.5 Discussion of the results

This section presents the results obtained after the analysis of data collected from the pretest and posttest. The main objective of this phase was to evaluate whether the implementation of an activity system would have a positive impact on students' English oral communication skills. The research results, complemented with the statistical analysis performed through the chi-square test, show a remarkable improvement in the students' competences to use a larger vocabulary while using body expression activities.

The analysis of the data in relation to the stated hypothesis confirms that the system of activities has a positive impact on the learning of oral communicative skills in English. This

results in an increase in the students' interest in acquiring the English language, their active participation in classes and in the students' commitment to the teaching-learning process in their institution.

5. CONCLUSIONS

- The didactic activities designed and integrated with body expression techniques proved to be effective in improving students' oral communication skills in English. By using gestures, movements and mimicry, students were able to directly associate vocabulary with its meaning, thus facilitating better comprehension and greater fluency in their verbal responses.

- The implementation of pedagogical strategies based on corporal expression allowed students not only to remember basic vocabulary more effectively, but also to use it in a practical way in real communication situations. These activities encouraged the use of language in a contextualized way, which strengthened their ability to use vocabulary in everyday situations.

- The use of body language input activities had a significant impact on the motivation and participation of the students since the playful and dynamic nature of the strategies implemented made possible a more inclusive and stimulating environment for the English language learning process in the second parallel EGB "A" classrooms.

- The design of practical and dynamic exercises focused on corporal expression played a very important role. Within the English language learning in the second EGB classroom, the activities allowed students to express themselves more freely and without constant pressure.

6. RECOMMENDATIONS

-Continue with the research through the implementation and follow-up of the system of activities designed, with the objective of carrying out periodic evaluations that allow adjusting the strategies according to the changing needs of the students.

-To train teachers on the use of corporal expression in education for the development of oral communication skills in the English language. This measure will guarantee a quality education in terms of the proposed pedagogical system.

-The aim is to keep the classes dynamic, favoring the active participation of the students in order to capture their attention, incorporating practical and experiential activities. In addition, the use of corporal expression techniques can enhance the teaching-learning process, so it is suggested to design more activities that use these techniques.

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ANNEXES

Checklist

Criteria	Yes (n)	No (n)	Comments
Use gestures to emphasize key words in English.	14	15	Occurred only in a singing activity, where some students showed initiative in using gestures.
Show confidence in using body movements when speaking English.	0	29	Students participated with little confidence in group activities, and therefore used their mother tongue at all times.
Use postures that facilitate oral communication (e.g., upright posture, eye contact).	26	3	During a song that they chanted along with their teacher, they maintained eye contact.
Use mime or drama to express ideas in English.	0	29	The children were not observed attempting to mime or dramatize to express ideas.

Clearly articulate English words while using their body.	3	26	For most of the class the students spoke only Spanish.
Use appropriate gestures to reinforce the verbal message.	25	4	This was observed in the singing activity; however, it was not constant.
Demonstrate interest and active participation in body language activities.	29	0	The students participated actively in the corporal expression activities, in this case in the songs.

Interview

Open-ended questions:

1. How would you describe the English proficiency level of the GBS sophomores (6-year-olds) in your classroom?
2. What methods or strategies do you currently use to teach English speaking skills?
3. What do you consider to be the main challenges students face in learning to speak English?
4. Have you ever used body language activities in your English classes? If so, which have been the most effective and why?
5. En su opinión, ¿qué importancia tiene la expresión corporal en el aprendizaje del idioma inglés, especialmente en el desarrollo de habilidades orales?
6. ¿Cómo cree que la expresión corporal puede ayudar a mejorar la fluidez y la confianza de los estudiantes al hablar en inglés?

7. ¿Qué tipo de actividades o juegos cree que podrían integrar la expresión corporal con
8. ¿Cuáles serían los aspectos más importantes a tener en cuenta para diseñar actividades de expresión corporal que favorezcan el aprendizaje del speaking en los niños de 6 años?

Pedagogical test

Instructions:

1. Students should participate in a group activity in which they discuss animals in English.
2. Using a mixture of words, simple sentences, and body language, students should:
 - Name at least 3 animals.
 - Describe an action that each animal performs (e.g., “The dog is running” or “The cat is sleeping”).
 - Use body language to imitate the animals as they describe them.
 - Express enthusiasm or excitement about the animals using body movements.

Materials needed:

Cards with pictures of animals.

Speaker.