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**SCHOOL OF EDUCATION AND LANGUAGES**

**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“IMPROV ACTIVITIES AS A TOOL FOR IMPROVING SPEAKING SKILLS IN  
YOUNG LEARNERS.”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**

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**Advisor's Approval**

In my role as advisor of the research paper and title **“IMPROV ACTIVITIES AS A TOOL FOR IMPROVING SPEAKING SKILLS IN YOUNG LEARNERS”** prepared by **CASTILLO CHIMBO DAGMAR NAGERLLY AND TENORIO FIGUAVE DIANA JESSYE**, undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**



**Vergara Mendoza Ketty Zoraida, MSc.**

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## Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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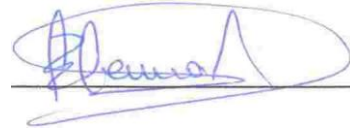
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## **Acknowledgment I**

First of all, I thank God and my family, who are very important people in my life, who have supported me throughout this journey, the study, and have taught me not to give up. In addition, I want to show gratitude to my thesis colleague, Dagmar, my best friend, who has been with me since pre-university. In addition, I want to thank my group of friends "Las Pasis" and my people from the northern area who have given me their support, friendship, and trust. Finally, for me, facing the challenges with resilience, I hope to meet more objectives.

- Tenorio Piguave Diana Jessye

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- Castillo Chimbo Dagmar Nagerlly

## **Dedication I**

I dedicate this project and my university career to God for each of his blessings in my achievements, to my grandparents, especially to my grandfather Angel and cousin Elkin It would have been perfect if they had been able to see that I had achieved what I wanted, My parents and uncles who have been present all the way and in everything I need, To my siblings and my sweet nephews Yosua and Yesua for saving me in the lowest moments of my life, To every person for advising me and help in this achievement.

-With love, Tenorio Piguave Diana Jessye

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I dedicate this project and my university career to my parents, Judith Chimbo and Edgar Castillo, who have strived to give me the necessary tools to achieve everything I set out to do. To my siblings, Xiomara, Bryan and Kathleen, for believing in me and motivating me during these 4 years. To my nieces and nephews, who have taught me about patience and love. And to every person who stood by me in difficult times and extended a sincere hand.

-With love, Castillo Chimbo Dagmar Nagerly

## **Abstract**

This research seeks to explore the influence of improvisational activities on the English-speaking skills of young learners. Many students have difficulty with Speaking skills, particularly in areas where more traditional methods are taught. This study explains that creative and interactive games, such as improvisation that can be used in the classroom to develop the nature and improve the pleasure of speaking English.

The research was qualitative, and data were collected through interviews from the Pedagogy of National Foreign Language Teachers. Their findings showed that spontaneous activities like role-plays, storytelling, and blank scenes increase student confidence and have a positive impact on their speaking. It creates a safe and fun atmosphere where students can be themselves and make and learn from mistakes.

The results established that improvisation is not only effective in enhancing speaking fluency but also in fostering vocabulary, pronunciation, and social skills. Teachers stated that classes were more interesting, dynamic, and contextualized when learning environments were real-life. Although some challenges were cited, including how to handle classroom behavior or students' reluctance to speak, the overall feedback was favorable.

**Keywords:** Improvisation, Speaking, Confidence, Interactive, Qualitative

## Resumen

Esta investigación busca explorar la influencia de las actividades de improvisación en las habilidades de expresión oral en inglés de jóvenes aprendices. Muchos estudiantes presentan dificultades en las destrezas orales, especialmente en contextos donde se emplean métodos de enseñanza tradicionales. Este estudio explica que juegos creativos e interactivos, como la improvisación, pueden utilizarse en el aula para desarrollar naturalidad y aumentar la motivación al hablar inglés.

La investigación adoptó un enfoque cualitativo, recolectando datos mediante entrevistas a docentes de la Pedagogía de Profesores Nacionales de Lenguas Extranjeras. Los hallazgos revelaron que actividades espontáneas como juegos de rol, narración de historias y escenas improvisadas incrementan la confianza de los estudiantes y mejoran su expresión oral. Estas dinámicas generan un ambiente seguro y divertido donde los alumnos pueden mostrarse auténticos, cometer errores y aprender de ellos.

Los resultados demostraron que la improvisación no solo fortalece la fluidez oral, sino también el vocabulario, la pronunciación y las habilidades sociales. Los profesores destacaron que las clases se volvieron más interesantes, dinámicas y contextualizadas al simular entornos de aprendizaje realistas. Si bien se identificaron desafíos —como gestionar el comportamiento en clase o la reticencia de algunos estudiantes a participar—, la valoración general fue positiva.

**Palabras clave:** Improvisación, hablar, confianza, interactiva, cualitativa

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## Introduction

Learning English as a foreign language plays a key role in students' communication and personal development. It is one of the most spoken languages and offers opportunities for academic, social, and professional growth. Speaking is an essential skill that allows learners to interact, express ideas, and build connections. However, speaking is often one of the most difficult skills for learners to develop, especially in environments that focus more on grammar and writing than on oral interaction. That is why it is important to apply dynamic and student-centered strategies to support English speaking skills in young learners.

This qualitative research explores the use of improvisation activities as a practical method for enhancing speaking skills in English classrooms. Improvisation provides learners with real-life communication scenarios, allowing them to practice fluency, vocabulary, and pronunciation in meaningful ways. As Rahmawati and Mustofa (2021) explain, improv activities help students express ideas freely and adjust their speech based on the situation, improving overall communication. Additionally, Dyer (2024) emphasizes that improvisation encourages the use of body language and sound, which are essential parts of verbal communication.

The study follows a phenomenological approach and is based on one-to-one interviews with teachers who use improv activities in their classrooms. It focuses on their experiences, opinions, and insights about how these activities influence student learning. The goal is to better understand how drama-based techniques, specifically improvisation, can support the development of speaking skills in young learners and create a more interactive classroom environment.

## **Chapter I**

### **The problem**

#### **Title of the research**

Improv activities as a tool for improving speaking skills in young learners.

#### **Research Topic**

Improv activities and speaking skills.

#### **Problem statement**

Communication has reached large social networks that connect individuals by establishing a code to exchange information. The English language has always been the best option for communication due to its learning outcomes, including improved social skills and increased opportunities abroad. According to Shrishthy (2022), the world has become more interconnected, accessible, and familiar for everyone due to the widespread use of English as a common language. Despite the existing differences in habits, cultures, traditions, regions, and unique characteristics, English possesses qualities that have led to its widespread acceptance as a global language among speakers of thousands of diverse languages. Furthermore, the English language is a lingua franca that has been adopted as a means of connection with the entire globe. It is broadly taught as one of the main subjects for bilingual institutions.

To be able to communicate with individuals, people must have proficiency in a language, whether their mother tongue or a foreign language, which involves verbal and nonverbal communication. Every language is compounded by communicative mechanisms and units to express ideas, either verbal or non-verbal. According to Brown (2000), cited by Hadi et al. (2023), language is a compound system of conventionalized symbols, whether vocal, written, or gestural, that enables members of communities to

communicate with each other. English skills are composed of skills and subskills; the main ones are reading, writing, speaking, and listening. English Language skills allow people to convey information among other English speakers, whether foreign or native. Developing these skills helps to elaborate ideas and thoughts to be fully understood, and bond with communities and knowledge.

Currently, English-speaking skills are quite relevant for professional settings, social interactions, or public speaking engagements; the ability to articulate thoughts properly becomes a boost for job opportunities and academic success. The study developed by Akhter et al. (2020) mentioned that Speaking skills are established as a mainstream in communication, and speech is the best way to convey and exchange ideas with individuals. Despite this importance being highlighted, speaking skill learning becomes the most difficult ability to develop when students and teachers are not aligned with the goal, which is to exchange ideas and feelings.

In Ecuador's educational framework, the English subject is barely taught, regardless of its importance, as mentioned by authors. Proficiency in English skills is challenging to reach due to policies of study load and insufficient teacher preparation. According to the Ministry of Education (2018), the policy aims to provide Ecuadorian students with important foreign language skills in English, to thrive and reach worldwide standards. Despite this statement, the English language curriculum and system do not fulfill international standards to be able to communicate with the world. That is because mastering English teaching is quite important to guarantee adequate learning as well as language proficiency. In addition, teachers must innovate and use alternatives to teach English skills, especially speaking skills and their sub-threads, which are fluency and pronunciation.

The researchers noticed a problem of low proficiency in English speaking skills during a professional practicum in public schools; this experience urged them to investigate new trends of mastering fluency and pronunciation using interactive activities. As mentioned by previous authors, these skills form part of the basis of verbal communication. Communication, on the other hand, learning how to speak English is a challenge.

Furthermore, problems related to fluency and pronunciation become the most important focus for teachers. English teaching is constantly changing, as there are new methods, techniques, adaptations, and resources. Traditional teaching methods are not the best at providing training and guidance in speaking skills, leading to the use of alternative activities, such as drama-based activities support speaking production. Improvisation is a great tool for communication and storytelling. State that improv activities provide a meaningful approach to English language teaching, providing problem-solving abilities and communicative skills.

Improvisation is a great tool for communication and storytelling. Göktürk et al. (2020) state that improv activities provide a meaningful approach to language instruction, aiding in the improvement of problem-solving abilities and communication skills. Drama activities are designed to make students dive into the Arts subjects by becoming actors. These activities are helpful to bond within the English language by performing characters' emotional perspectives, jargon, and cognitive approaches, which are involved in language development.

In the context of English skills development, Rahmawati and Mustofa (2021), state that one of the strengths of improvisation techniques is the development of students' speaking skills through derived drama-based activities such as improv, it offers

the opportunity to express their ideas freely, while also learning to regulate to the speech in terms of emphasis and communication exchange.

Improvisation seemed like a practical activity that provides learners with opportunities to develop speaking skills in general. This research project aims to analyze how improv activities are set as a dynamic method to improve language learning, focusing on speaking skills, also it will also be an exploration of the benefits of improv activities in English language learning. It is a matter of concern to get to know alternatives to boost language skills, to reinforce speech by improving speech to ensure proper communication.

### **Problem question**

#### ***General question***

How could improvisation support speaking skill improvements in young learners?

#### ***Specific questions***

What are the studies that support the development of speaking skills through improvisation activities in young peers?

How do improv activities enhance speaking skills?

How do educators perceive the use of improv-based activities to develop speaking skills in young learners?

### **Objectives**

#### ***General objective***

- To explore how improv activities enhance students' speaking skills.

### *Specific objectives*

- To identify the connection between improvisation and language development in young learners
- To analyze improv-based activities for improving speaking skills
- To interpret teachers' perceptions about improv-based activities to enhance speaking skills in young peers.

### **Justification**

Developing strong speaking skills in English is a critical challenge for learners, especially when there exist gaps in knowledge and a lack of practice. Nowadays, the ability to speak English with proper proficiency is essential for both personal and professional growth. Traditional teaching methods do not fully provide adequate knowledge and abilities for real life; instead, the use of English skills is based on textbook completion and knowledge that cannot be used due to the teacher-centered activities. Modern teaching offers better techniques and approaches that are designed to engage students. These activities aim to learn the English language by using interactive learning experiences that involve the students' expression.

Improvisation activities are designed to improve speaking skills, and task-based activities make the lessons practical and enjoyable. Dawoud et al. (2023) suggested that drama activities enhance speaking development because of the foreign language exposure, daily practice in a safe environment. Also, this approach includes classroom activities such as role-playing, improvisation, and character portrayal, which involve several areas of language proficiency improvement. Students are encouraged to participate and interact with each other, creating an immersive environment for language development.

Astiandani and Mustofa (2021) mentioned that improvisation, one of drama-drama-based activities, brings several benefits to students' speaking skills in the English learning process. Drama-based activities are useful strategies that can actively make students participate in the class and develop English skills. The collaborative nature of theater encourages students to connect with English language lessons by engaging peers to perform a play, pushing students to develop speaking skills and social skills such as teamwork, confidence, and empathy.

The activities that involve drama help to improve students' speaking skills by encouraging natural interaction and providing opportunities to refine pronunciation through repetition and vocal expression. Furthermore, improv-based activities foster emotional engagement, collaborative work, and make lessons fun and meaningful. This research project aims to investigate the interaction of these activities that support enhancement in speaking skills. Therefore, the study seeks to gather educators' insights into their overview and experiences in classrooms using improvisation activities, which could support students' English proficiencies for successful communication in diverse situations and real-world contexts.

## Chapter II

### Theoretical framework

#### Background

This chapter is related to the principal theories that involve studies based on other studies. Also, the pedagogical models are prevalent in explaining their adherence to the topic under discussion. The models of teaching and activities are explained to better elaborate on the information; therefore, the reader can understand key components of the research project.

According to Zondag (2021), improvisation practices create a safe atmosphere for students, also offering confidence when speaking, breaking barriers for language development. The use of improv activities in class can be challenging at the beginning; however, participants gain social skills and speaking skills during the classes.

The study developed by Kenzhekanova and Kapanova (2024) studied the potential of improvisational drama for enhancing speech, real scenarios of conversations, enhanced communicational skills, and language fluency in general. Since improvisation is mostly speech, drama pushed the student to create interaction and immersion in the English language and cultural approaches.

Munzón et al. (2022) highlighted that theater activities promote oral expression in young learners when it is used in interactive activities where the class can participate in small groups. Moreover, theater games offer freedom and flexibility for oral expression, encouraging students to avoid distrust when talking and providing feedback on mistakes. Collaborative activities such as role playing and storytelling have shown positive outcomes in stimulating encouragement that supports children in acquiring new vocabulary and grammar.

Maza and Ollague (2019) highlighted the role of ludic activities, including drama-based activities, which were reported to encourage communication in the English Language. Drama-based activities have been shown to encourage self-expression and enhance speaking skills through role-playing, improv, and storytelling techniques.

(Li, 2024) mentioned that improved role play enhances confidence and makes students produce speech, regardless of the use of grammar and pronunciation, the young learners could interact in classes. The use of improv triggers talk interaction into real-life scenarios due to the change of context depending on the approach used, in drama-based scenarios.

## **Pedagogical basis**

### ***Behaviorism***

According to Gandhi and Mukherji (2023), behaviorism is driven to associate stimulus and response through changes in events and behaviors. Knowledge is a unit of behavior, and the results are responses based on rewards and penalties. Behaviorism explains the relations between the observable response of an individual and the conditions in which responses are delivered.

Reinforcement during improv activities is based on behaviorism because when improvisation takes place, individuals start acting out by using certain behaviors. For instance, when students perform a scene or articulate properly, they may receive praise from their classmates, which encourages students to continue practicing. Ultimately, for instance, if a student struggles, feedback serves as a form of support and helps correct mistakes to continue with the next scene or the next stimulus.

### ***Constructivism***

Constructivism belongs to the most used methodologies for education; it has the benefit of self-awareness and knowledge connection with the world. According to Wibowo et al. (2025), the importance of Vygotsky's theory because in its relevance for adapting learning to classroom capabilities without dismissing student learning styles. Furthermore, it is described that differential learning is attached to collaborative work, so students perform group activities using their proficiencies.

In constructivism, as well as in cognitivism, some aspects of a person's thinking are the central concern, such as learning by meaningful experiences and reflection on subjects. However, unlike cognitivism, there is no presumption of how these concepts could be worked or what sorts of links could be made. Moreover, moving from learning theory to this theory will depend on associations and ideas created from knowledge that is already in the possession of that person, such as cognitive bases as images, sounds, and more inputs, so that people will have their or her knowledge structure.

### ***Cognitivism***

Cognitivism is one of the most famous theories applied nowadays, due to the focus on thinking aspects and the learning by reflection teaching style. According to Muhajirah (2020), cognitivism involves critical thinking, problem solving, and decision-making approaches, as well as the experiences of learning and post-reflection reinforce how the brain stores knowledge by creating vivid memories.

Experience and reflection play an essential role when understanding the scene to perform, supporting the use of thinking abilities, social, and sensory abilities to perform acting activities. Lastly, the characters must be performed by following characteristics

associated with personalities and fiction, such promotes creativity for peers, sparking the classroom.

## **Theoretical Basis**

### ***Speaking skills***

Speaking has been recognized as one of the most important English language skills since it is a primary means of communication for verbal interaction. Richards (2008, as cited in Mohamed, 2020) highlighted the importance of mastering speaking skills as a priority to engage in communication with others. Also, it is mentioned that instruction of speaking skills must be based on real situations and learning by having meaningful experiences to use the language, fostering critical thinking.

Huy et al. (2024) state that practicing speaking skills in a foreign language is essential the attention and language proficiency to understand the speech and flow into the speech. Also, it was mentioned that this ability must be developed daily, with a polite style when expressing ideas to native speakers. In contrast, speaking skills are quite often difficult to acquire because of problems such as fluency problems and the pronunciation of words becomes intelligible to be able to understand it; for that reason, learning strategies must be aligned to develop the potential of students through the implementation of interactive activities.

### ***Speaking skills learning gaps***

Speaking skills are quite challenged; people often relate English proficiency to receptive skills such as reading and writing, assuming that those are the ultimate skills; however, speaking is an important way of communication in person. Sarac (2007), as cited by Mohamed (2020), mentioned that speaking is one of the most difficult skills to develop for EFL learners. Thus, several obstacles that have emerged from these barriers

were described, including troubles with classroom settings, different English levels, and seat arrangement. For instance, the classroom is based on a traditional approach, and the students aren't freely allowed to share thoughts without the authorization of teachers, which hinders communication and interaction, as seat arrangement can work if students are paired with students with high-level speaking skills to balance the classroom.

### ***Drama-based activities.***

Roviyanti and Harpain (2024) demonstrated that drama activities are a pedagogical tool for enhancing speaking skills by using a series of techniques aimed at engaging participation and improvement of overall English skills. The study elaborates on the challenges of verbalizing English and the efficacy of drama in boosting speaking skills aspects such as language acquisition, lexicon, articulation, and syntactical mistakes. To assess these activities, students were interviewed about the application of the method, where improvements in word choice, lack of confidence, and so forth were manifested.

Paredes et al. (2024) focused on ludic activities such as games and challenges, and drama-based activities are used as ludic activities within a background of language learning. Researchers argued that when students enjoy the learning process, they become more receptive to participating and practicing oral expression.

### ***Improvisation as a pedagogical tool***

Improv is related to the arts and human sciences; however, its connection with education is appreciated because of the benefits of its implementation in EFL classrooms. Romano and McNish (2023) described improv as a spontaneous speech without the support of scripts, which pushes peers to jump into talking in different situations. The practice of authentic activities helps to store memories of scenes and

scripts that support language learning. Moreover, students feel accepted and are allowed to enjoy the class by acting out jokes, also the feedback of other students uses principles of constructivism when classmates give observations to reinforce and improve future performances.

Improvisation can be used in acting and music; its broad use in the arts is related to training speech during performances. Hence, there are multiple activities that use improv to develop language proficiency, from basic levels up to advanced levels. It will describe activities that involve improvisation.

According to the study developed by Kregel and Žnidaršič (2024), music seems to be the primary use for improvisation, because the connection of students with the lyrics pushes them to use speaking skills and improve their communication and performance overall. Also, it is mentioned that improvising with music adds competition and interest in students since the selection of music is driven by students' music genre preferences.

Dyer (2024) states that improvisation-based activities are quite important for language acquisition because they involve body language, sounds, and more visible gestures. These components are the principal pillars of verbal communication, which is the primary way of interacting. Improvisation activities are connected to the development of speaking skills in a holistic framework because the other subskills and social skills are trained when the students perform activities.

### ***Improv activities***

To achieve these objectives, there are principles that teachers and students must adhere to obtain positive outcomes from the activity. According to Zondag (2021), there are principles such as acceptance and elaboration on using improv activities. It is

mentioned that mistakes are good and there is no problem if students make mistakes; however, feedback must be given at the end of the lesson. Risk-taking and spontaneity are related to confidence and social skills. Students can participate; however, accuracy in speaking skills must be precise or workable to overcome problems with understanding and grammar. Relations and status are well-connected to social skills. Attentive listening is the last component but the most important because it supports the comprehension and awareness of the activities. These components support the use of these activities and guide teachers to execute them.

### ***One Sentence Story***

According to Romano and McNish (2023), a one-sentence story is an attractive way to use improvisation. The teacher asks students to make a group and put a context or give a free topic to engage and improvise. The students must create random stories or follow up on the characters of the stories with different scenarios. The teacher will direct this. These activities are important to overcome problems with speaking skills and social skills; the use of random stories helps students accelerate their brain processes. Also, emotional threads are connected by pushing and motivating the students to participate; they feel confident. Lastly, the teacher must provide feedback at the end of the activity to spot problems with pronunciation, grammar, and so forth.

### ***Blank Scenes***

Romano and McNish (2023) stated that Blank Scenes are quite important to improve fluency and context. The teacher has a story with blank spaces, and the students must imagine scenarios that relate to the title. Even though the students must follow the story, they are free to create other scenes. Verbal fluency and contextualization are improved by using blank spaces. The use of these activities reinforces overall speaking skills, also provides students with a safe environment to

express themselves by using gestures and acting out characters becomes funny, so students enjoy the class and learn. Lastly, the teachers must reinforce at the end and follow the pedagogical setting to avoid the activity becoming a distractor; monitoring and lesson design are the most prevalent variables to execute these activities.

## **Legal Basis**

### ***Constitución de la República Del Ecuador***

According to the Ecuadorian Constitution (2008), education is a fundamental right and the State's principal duty. Article 26 further provides that the citizen always has the right to education as a right of all, which allows equal opportunities, redistribution, and general welfare. Education is included within the nation's public policy commitments, investment, and states that everyone, every family, and every society has a share of the duty to be stakeholders in education. The article also emphasizes the importance of education in promoting social inclusion and participation.

Article 27, however, goes into more detail on the aim of education, stating that it must be aimed at strengthening humans and must be comprehensive in that it is centered on respect for human rights, the environment, and democracy. And goes on to define education as interactive, not unilateral, as well as multicultural and pluralistic, as well as caring and effective, that strives for excellence. Furthermore, education needs to work toward ending gender inequity and injustice, working towards fostering peace within society, and helping to promote solidarity. It incorporates, as well, the capacity to think critically and engage in ideas both individually and collectively, as well as develop competencies for creative work. The article describes education as a tool for achieving individual rights, which is important for the progress of the country.

Article 28 states that education is a right of Ecuadorians, supporting education during the academic journey. It also ensures coverage for everyone, free access to levels of education such as kindergarten up to high school. In summary, these articles establish education as a public right, with the State responsible for ensuring access, equity, and quality at all levels. Here is highlighted the commitment to authorities to offer citizens proper instruction in all subjects, as well as in the English subject.

### ***Ley Organica de Educación Intercultural (LOEI)***

Articles 2 and 5 of LOEI emphasize the nation's commitment to inclusive and equitable education for all its citizens.

Article 2 highlights the principle of plurilingualism, recognizing the right of individuals, communities, and nationalities to be holistically educated based on the national curriculum, which is full of subjects such as the English language. This ensures that Ecuador's diverse linguistic landscape is respected, promoting cultural identity while also allowing people to engage with broader national and international communities. It acknowledges the multicultural and multilingual nature of Ecuador and aims to preserve and promote the languages of Indigenous and vulnerable groups, while also fostering proficiency in languages necessary for global interaction.

Article 5 establishes that education is a fundamental responsibility of the State. The article elaborates that the Ecuadorian government must ensure access to education for all citizens throughout their lives, emphasizing that this right must be universally guaranteed. The government is required to create conditions that promote equal opportunities for students to access, remain, progress, and complete levels of education.

Furthermore, the article makes clear that the Ecuadorian government has full authority over the educational system, and this authority is exercised through the

National Education Department, as established by the Constitution. This ensures that the government is held accountable for maintaining an effective and inclusive educational framework that fosters lifelong learning and development.

## Chapter III

### Methodological Framework

#### Qualitative method

The quantitative method collects objective data, such as numbers and indicators. In contrast, the qualitative method focuses on subjective data from experiences, opinions, assumptions, and perspectives. According to Creswell and Creswell (2022), Qualitative research collects and interprets data to understand theories by using meticulous analyses and categorization of variables. The authors will use the qualitative approach to gather the data, perspectives, and assumptions of educators on using improv as a tool for improving speaking skills.

#### Type of research

##### *Phenomenological Research*

Improvements in language skills or low performance are phenomena that classrooms used to experience; hence, these events must be analyzed to comprehend and develop more ideas or solutions to contribute to the research. According to Tiwari et al. (2025), the Phenomenological approach identifies the experiences of humans, analyzes and infers the data, and understands the events that support improvements or observations.

Furthermore, the descriptive approach helps to elaborate on the individuals all the data and supports details to navigate through the thesis; another characteristic is that it allows the researcher to scope groups to gather more information and reinforce through the consensus of individuals. The author mentioned instruments to gather information about the phenomenon, such as meticulous observations, discussions, and interviews.

## **Data Collection**

### ***One-to-one Interview***

The interview is a series of questions regarding a specific topic, designed to extract information on individuals and to understand assumptions and perspectives. The interview occurs between two individuals: the interviewer and the interviewee. Olmo-Extremera et al. (2024). Interviews serve to bond with the individuals, easing the inquiry of information, and the dialogue leverages confidence to share detailed experiences.

According to Kahlke et al. (2024), interviews are the center of qualitative studies; however, sometimes, it can be challenging to collect the information because there are multiple perspectives. The use of this instrument supports the gathering of details and a better perception of large groups.

## **Instruments**

### ***Questionnaires***

Kashima et al. (2025) described questionnaires as tools to inquire about information using adequate questions; they must be dynamic and easy to understand so individuals can fully answer the questionnaires. The questionnaires must be designed based on the variables of investigation; this means that questions serve to extract details of statements using variables. According to Taherdoost (2022), questionnaires are the essence of interviews and surveys and are one of the most used instruments to collect qualitative data. Lastly, questionnaires will collect data from educators to extract information about the improv activities and their relationship with speaking improvement.

### ***Open-Ended questions***

According to Sarwanto et al. (2021), open-ended questions contain notions of the topic to engage, such as descriptions, reasoning ideas, concepts, and so forth. The authors also mention that open-ended questions promote critical thinking to examine individuals' thoughts. Furthermore, they encourage individuals to dive into the topic and explain everything accurately.

Open-ended questions will allow participants to elaborate on their concerns and inquiries about using drama-based activities that focus on improvisation to improve English Speaking skills. When classroom problems arise, these methods help address them and find solutions.

### **Population and Sample**

Ahmad et al. (2023) stated that population and sample are important to determine the investigation's course and outcomes and to understand the phenomenon. They highlight the difference between population and sample; population refers to the group of people in a broader context, attached to specific topics and discussions, or identifying with them. Besides, the sample is the key selection of qualifying individuals to participate in applying the instruments of investigation; some factors make up the representation to pick the best people to assess.

Population is the universe of specific topics; it starts the investigation by determining a group of people to use in the research project. The authors focused on role models such as the Pedagogy of National and foreign language teachers, who have experience and rely on master's degrees, diplomas, and recognition. This supports selecting these educators as the population for the research project.

Based on the approach and setting of the investigation, the sample must be selected appropriately, including well-educated educators with high standards of

expertise in English teaching. The authors have selected five teachers from Pedagogy of National and Foreign Languages at Universidad Estatal, Peninsula de Santa Elena. The educators will have a one-to-one interview via video call or in person. All the information is expected to be gathered during these sessions to move on to the next chapter.

## Chapter IV

### Analysis of Findings

#### Brief Analysis of Findings

The following chapter is regarding analyzing the data collected and interpreting the data along with the authors' studies to support the thesis. Hence, the data collected will be interpreted based on perceptions of teachers of using Improvisation as a pedagogical tool to improve speaking skills. Since authors from recent studies rely on improv activities to improve language proficiency, the studies revealed the potential of applying these activities to promote speech and social skills in the classroom.

The findings showed different arguments based on experiences and overviews about the utilization of a regular class. Moreover, the teachers reflected on how to use these activities, the responses of young learners, the advantages and disadvantages, and future challenges. Finally, the responses were aligned to studies supporting the authors' thesis, the use of drama-based activities; the data collected reaffirmed the feasibility of improvisation as a resource to promote speaking skills development.

#### Interpretation of Interviews

**Question 1: To the best of your understanding or experience, could you describe how improvisation activities can be used in English language teaching?**

**Figure 1: Use of improv activities in an EFL classroom**



*Source: nubedepalabras.es*

**Authors:** Dagmar Castillo Chimbo and Diana Tenorio Piguave

The most frequent activities, different students, language, vocabulary, and communication. Based on the responses, the perception of educators was positive about the use of improvisation in the classroom. They mentioned that using activities derived from improvisation can help to enhance communication by promoting spontaneous interaction. Activities such as dialogues and role plays focused on different situations, such as buying food, airport, and so support speaking fluency; however, it was mentioned that vocabulary must be a strength when educators use these activities.

**Question 2: What are educators' perspectives on using improvisation to develop speaking skills in English?**

**Figure 2: Educators' perspectives**















both academic literature and educators' perspectives, it was revealed a close connection was revealed with the improvement and development of speaking skills by using improvisational activities, which are driven to fulfill outcomes of language proficiency, student confidence, and classroom engagement.

On the first question, teachers described improvisation as an approach that encourages speech development, using role-playing and storytelling. Besides, they highlighted that students feel less pressure when making mistakes, focusing on speech production.

This aligns directly with Romano and McNish (2023), who described improvisation as a form of spontaneous speech that promotes motivation and creativity. Their findings suggest that when learners are free to express themselves from rigid grammar constraints, they begin to focus on message delivery, increasing fluency and communicative confidence. Similarly, Zondag (2021) stated that improvisation in the EFL classroom creates a relaxing classroom where students feel quite comfortable experimenting with language.

Regarding the second question, most educators viewed improvisation as an effective way to promote speech development in a foreign language, mainly for building speaking confidence, encouraging authentic language use, and fostering peer collaboration. Teachers highlighted that speaking skills improve when students engage in dynamic, imaginative, and humorous interactions.

The studies are aligned with Teachers' perceptions. According to Kenzhekanova and Kapanova (2024), improvisational drama enhances communicative skills and speaking skills, allowing learners to interact in real-life scenarios instead of strict teaching practices. Munzón et al. (2022) also emphasized that these games facilitate

confidence and push peers to take risks when complex topics are involved; the practice is crucial for developing oral expression. These sources affirm that educators' positive perceptions about improvisation are aligned with feedback from previous studies.

Over the third question, interviewees described improvisation as an approach that supports language development in children. They observed that young learners were more likely to speak freely, besides improvisation was introduced through gamification, storytelling, or miming activities, which were quite attractive for young learners.

Maza and Ollague (2019) mentioned that drama activities help students to express thoughts by following scripts and scenes, improv activities are related to free speech, and the use of body language when using drama during class. Roviyanthi and Harpain (2024) also found that improv games focus on mispronunciations and encourage speaking performance with an emphasis on body language and social skills. The link between improvisation and the development of speaking skills in young learners is that free expression and oral language exploration are closely attached to each other. This is supported by both interviews and academic literature that trust in improv activities to ensure speaking skills development.

On the fourth question, teachers mentioned several benefits, such as better pronunciation, vocabulary retention, and fluency through drills and setting context for speech. They also said that the students became involved in class and made more friends, which is connected to social skills development.

These findings are supported by Li (2024) indicated that teachers who rely on learners' capacity to speak tend to engage mostly in real-life contexts without overthinking about grammar issues, which are reviewed at the end of the class. Dyer

(2024) added that improvisation activates non-verbal communication and body language and reinforces verbal skills. Therefore, these mechanisms enable students to practice the language in contextually engaging formats, making speech more meaningful and durable.

Over the fifth question, the interviewed educators explained that improvisation is flexible and can be adjusted through scaffolded content and contextual support. While advanced students can perform full improvisational dialogues, beginners benefit from activities such as setups, such as one-sentence stories or blank scenes.

Romano and McNish (2023) described the directions to run improvisational activities; these activities must be tailored for all proficiency levels by adjusting task complexity and English language level. Besides, Krevel and Žnidaršič (2024) demonstrated that improvisation involves music and storytelling that engages young learners with low English proficiency, because the content provided is familiar to students. Both the interviews and the literature confirm that improvisation can be inclusive and promote interaction in a classroom.

Over the sixth question, teachers highlighted advantages that included improvements in motivation, fluency and vocabulary, rapport, and the development of social-emotional skills. Furthermore, these advantages are aligned with the findings of Zondag (2021) mention the role of improvisation in building a safe classroom environment.

Romano and McNish (2023) also described improvements in student engagement, classroom atmosphere, and creative thinking. Furthermore, Huy et al. (2024) confirmed that frequent speaking practice, especially in relaxed and enjoyable formats, leads to more natural fluency and confidence. Thus, both sources underscore

the multifaceted value of improvisation as a strategy for language and social development.

In the seventh question, the main challenges mentioned included initial student resistance due to shyness, time constraints in lesson planning, managing classroom discipline during active tasks, and inconsistency in grammar use during free speech, which was attributed to the children's age.

Zondag (2021) acknowledged that when the teachers applied these activities, the first impression of students was discomfort with low-speaking peers. Dyer (2024) noted that some learners may rely on gestures or humor when expressing ideas; however, this hinders the accuracy and understanding of speaking skills. Moreover, teachers must, therefore, monitor the balance between fluency and constant feedback, this is to maintain focus without hindering creativity.

On the eighth question, several teachers shared meaningful moments in which shy or low-performing students spoke up and performed confidently during improvisation activities. They indicated that students retained vocabulary, improved pronunciation, and participated after the experience.

Roviyanti and Harpain (2024) mentioned that students with poor oral speaking skills became more expressive through drama, supporting the delivery of ideas. Maza and Ollague (2019) also found that storytelling and performances empowered learners to dive into the character, allowing students to flow into a low-pressure environment. These examples highlight the potential of improvisation to unlock speaking abilities, validating its use not only as a pedagogical technique but also as a confidence-building tool.

The interviews conducted with educators reflect on the role of improvisation in developing speaking skills in an English as a Foreign Language (EFL) classroom. Across all eight questions, teachers described experiences and strategies that correspond to findings from the studies mentioned. Both sources are aligned to the improvement of speaking fluency, confidence, and vocabulary learning, also reducing anxiety and fear in speaking practice. Besides, classroom insights with academic research support the conclusion that improvisation is a pedagogical tool and an innovative method for language learning, focusing on young learners. Ultimately, Improv-based activities promote social engagement within a learning atmosphere and require adaptation and structure to suit different learning levels.

## Chapter V

### Conclusions and Recommendations

#### Conclusions

The researchers came to the conclusion that improvisation helps language learners speak more fluently. Students gain self-assurance when speaking, which helps them develop their language skills. Additionally, by emphasizing rhythm and intonation based on scripted or spontaneous scenes and encouraging repetition, improv helps students practice oral communication skills and reduces errors in spoken communication.

Scaffolding should be used to incorporate activities, take into account the English level of peers, and start from structured activities and performances. Another important strategy is the use of the English language when students are improvising scenes, where students practice and enact scripts by using proper tone and body language. Thus, these techniques help students overcome performance barriers and give the learning process purpose and interest for practicing the foreign language.

Teachers' perspectives on enhancing their speaking skills were reflected and inferred; improvisation tends to improve speaking proficiency. Improv fosters a student-centered approach and offers better communication skills in conversation in real time. Therefore, Teachers must monitor and reinforce students' ideas and support on coherence, articulation, and fluency during improvisation-based activities.

Furthermore, improvisational activities such as role playing, storytelling, improv, and more, encourage students to speak English in the classroom. Improv is a feasible tool for educators to encourage the development of speech, focusing on body language and articulation is important. When the teacher notices that students struggle

with speaking, it is recommended to run improv techniques and assess students using structured assessments and rubrics to enhance English speaking skills.

### **Recommendations**

Speaking abilities can be difficult to practice and improve; however, educators should use these interactive activities to offset language proficiency. Activities that rely on improvisation are useful because they promote entertainment while students are practicing and having fun at the same time, making it a successful class. These activities provide chances for language development and are helpful in situations of a lack of motivation and struggling with speaking activities. Students are able to improve communicative skills and social skills, creating an atmosphere of rapport and support for students with low English levels.

Engaging lessons promote speech production and the development of compromise when practicing improv-based activities. These activities help students to immerse themselves in the English language through the practice of real-life situations such as airports, business, and more, preparing them for future challenges. Teachers have to introduce the strategy by using complex or simple activities depending on Language proficiency, for instance, reading aloud and improv characters.

Ultimately, it is crucial to use structured activities with worksheets and tests that relate performance to vocabulary or grammar objectives. These suggestions are meant to help direct the application and use of improvisational exercises to enhance speaking abilities, which are a key component of language competency. Finally, improv matches with a class with poor interaction and a lack of communication as a tool for exploiting students' potential and acquiring English speaking skills.

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**Annexes****Annex A: Certified Anti-Plagiarism System**

La Libertad, 15 de Junio del 2025

**Certificado Sistema Anti-Plagio**

En calidad de tutora del Trabajo de Integración Curricular denominado ““IMPROV ACTIVITIES AS A TOOL FOR IMPROVING SPEAKING SKILLS IN YOUNG LEARNERS”, elaborado por las estudiantes Castillo Chimbo Dagmar Nagerlly y Tenorio Piguave Diana Jessye , de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Vergara Mendoza Ketty Zoraida, MSc.

**Tutor**



CERTIFICADO DE ANÁLISIS  
magister

## Strategies and speaking skills

6%  
Textos sospechosos



0% Similitudes

0% similitudes entre comillas

0% entre las fuentes mencionadas

0% Idiomas no reconocidos

6% Textos potencialmente generados por la IA

Nombre del documento: Strategies and speaking skills.docx  
ID del documento: f77e40449279f889f20a0494bf10e1a044182b3b  
Tamaño del documento original: 37,95 kB

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**Annex B: Questionnaire**

**Improv Activities as a Tool for Improving Speaking Skills in Young Learners**

**Population: PINE teachers from UPSE**

**Sample: Five English Teachers from PINE**

Question 1: To the best of your understanding or experience, could you describe how improvisation activities can be used in English language teaching?

Question 2: What are educators' perspectives on using improvisation to develop speaking skills in English?

Question 3: Based on your experience, how would you describe the connection between improvisation and developing speaking skills in young learners?

Question 4: In what specific ways do improvisation activities support the growth of English-speaking abilities in young learners?

Question 5: How can improvisation be adapted to suit different age groups or levels of English proficiency in the classroom?

Question 6: What are the main advantages of using improvisation in the English classroom?

Question 7: What common challenges do educators face when implementing improvisation activities in language lessons?

Question 8: Can you share a moment from your teaching experience when improvisation helped a student become more confident or fluent in speaking English?

**Annex C: Interview transcripts**

**Participant #1**

Speaker 1

Thank you for accepting our invitation to this interview. We appreciate the time you've taken to share your experience and knowledge with us. I'll begin with the first question. Based on your understanding or experience, could you describe how improvisation activities can be used in English language teaching?

Speaker 3

These activities can be very beneficial in helping students develop their skills, such as fluency and creating a natural flow in speech. Often, classroom activities lead naturally to improvisation, especially at higher levels. When students explore different topics in class, they have a varied range of vocabulary at their disposal. They can use that vocabulary and knowledge to improvise while performing different tasks or during speaking production.

Speaker 1

The second question is: What are educators' perspectives on using improvisation to develop speaking skills in English?

Speaker 3

Most educators are open to these types of activities. I enjoy using improvisation in my classes because it doesn't just provide a rigid set of vocabulary or structured responses. Instead, it allows for more flexible and spontaneous communication. For example, when transitioning from a scripted role-play to an improvisational scenario, students begin to

apply language in more natural, real-life contexts. These activities offer students a more authentic way to communicate.

Speaker 2

Sure.

Speaker 4

The third question is: Based on your experience, how would you describe the connection between improvisation and developing speaking skills in young learners?

Speaker 3

For young learners, improvisation can be helpful, but it depends on the students. They tend to rely on the natural flow that improvisation provides for conversation. However, it's challenging to integrate improvisation effectively with low-level learners or in classes where proficiency varies greatly. If you have students at advanced, intermediate, and beginner levels in the same group, it becomes complex. Students with higher vocabulary and fluency levels will improvise more effectively than those with limited knowledge.

Speaker 4

In what specific ways do improvisation activities support the development of English-speaking abilities in young learners?

Speaker 3

Primarily through vocabulary development. When students have a broader vocabulary, they can use different expressions, synonyms, and definitions to keep the conversation going. Improvisation also helps them build interpretation skills, as they respond to

topics spontaneously. Instead of preparing a written script, they must speak on the spot, which improves their interpretive and interactive skills. This naturally builds communicative competence, which is essential for speaking exams, where students typically have limited time to prepare before speaking. These activities prepare them to respond quickly and confidently.

## **Participant #2**

Speaker 2

The first question is: To the best of your understanding or experience, could you describe how improvisation activities can be used in English language teaching?

Speaker 1

Improvisation activities are particularly beneficial for developing speaking skills because students must naturally use spontaneous language. They need to understand the importance of having a broad vocabulary to engage in activities like role-playing, especially in specific scenarios, such as being at a restaurant, a hotel, or an airport. In those contexts, it's essential to use relevant vocabulary. For instance, if I show them a picture without prior preparation, they must describe what they see. This helps build their speaking skills, fluency, and confidence.

Speaker 2

The next question is: What are educators' perspectives on using improvisation to enhance speaking skills in English?

Speaker 1

Students build fluency and confidence when they speak spontaneously. They realize they can express themselves, which builds confidence. They also become less afraid of making mistakes because their focus shifts to communicating effectively.

Communication becomes the goal, and they do their best. When working in pairs, they feel more engaged as they practice real conversations. This leads to a stronger sense of involvement and more meaningful participation.

Speaker 2

The third question is: Based on your experience, how would you describe the connection between improvisation and developing speaking skills in young learners?

Speaker 1

Improvisation helps students experience and respond to situations they don't often encounter. There's less pressure when they work in small groups, and they can explore language more freely. They find it meaningful to practice English this way because it shows them that language use has a purpose. It also boosts their confidence and creativity. They naturally begin to use the vocabulary they know and apply the grammar they've previously learned in practical, communicative situations.

Speaker 2

The fourth question is: In what specific ways do improvisation activities support the growth of English-speaking abilities in young learners?

Speaker 1

Improvisation encourages spontaneous responses, so students don't have time to overthink—they just speak. This builds fluency. They also develop communication skills through group interaction. Working with others forces them to listen actively, share their opinions, and practice critical thinking. It's like building a muscle—the more they speak, the stronger their skills become. With time, their pronunciation and confidence also improve.

**Participant #3**

Speaker 2

To the best of your understanding or experience, could you describe how improvisation activities can be used in English language teaching?

Speaker 1

Improvisation activities are essential, especially when we want students to communicate ideas quickly using the language they know. These activities allow them to apply grammar structures, vocabulary, and other knowledge of the language, which is a clear advantage. In my experience, these activities also foster creativity and active listening, key components in classroom interaction. We often implement these in the form of role-plays, drama games, or dialogues, which all encourage improvisation.

Speaker 2

What are educators' perspectives on using improvisation to develop speaking skills in English?

Speaker 1

Many teachers see improvisation as a valuable tool for developing students' fluency. It allows them to practice what they've learned through speaking. Educators also notice that these activities increase student engagement, especially when we start a class with dynamic or interactive tasks. From my perspective, it's a useful classroom strategy.

Speaker 2

Based on your experience, how would you describe the connection between improvisation and developing speaking skills in your learners?

Speaker 1

Improvisation activities help learners develop creativity and imagination. They begin to put their knowledge into practice, connecting ideas and applying what they know. In my

experience, these activities enhance vocabulary retention and communicative competence, allowing students to recall and use the language they've been learning more effectively.

Speaker 2

What specific ways do improvisation activities support the growth of English-speaking abilities in your learners?

Speaker 1

These activities give students opportunities to express ideas in unfamiliar situations, especially in terms of listening and interaction. They improve intonation, body language, and overall confidence when speaking with others. When students feel comfortable speaking with a partner, they're less shy and more open to expressing their thoughts.

Speaker 3

How can improvisation be adapted to different age groups or levels of English proficiency in the classroom?

Speaker 1

For beginners and young learners, it's important to tailor the activities to their level and the topics they are studying. If students lack strong speaking skills, improvisation can be challenging. I recommend using familiar scenarios and gradually increasing difficulty. Creating a supportive environment is essential—if students don't feel comfortable, they won't engage in the activity.

Speaker 3

What are the main advantages of using improvisation in the English classroom?

Speaker 1

Improvisation enhances fluency and helps reduce nervousness. It creates a more comfortable classroom atmosphere and encourages students to use their imagination and existing knowledge spontaneously. It also promotes natural, active participation.

Speaker 3

What challenges do educators face when implementing improvisation activities?

Speaker 1

One of the main challenges is that not all students feel comfortable with this approach. Classes often include students with different learning styles, and it can be difficult to find a strategy that works for everyone. Adapting improvisation to meet diverse needs is a challenge for teachers.

Speaker 3

Can you share a moment from your teaching experience when improvisation helped a student become more confident or fluent in English?

Speaker 1

I can't recall one specific moment, but in general, I've seen students improve their speaking skills when I apply drills and improvisation activities. When students feel comfortable and enjoy the class, they're more willing to participate. Seeing them happy, speaking more, and using the language is a clear sign that improvisation works.

#### **Participant #4**

Speaker 1

I'm familiar with these kinds of activities, even though I haven't always called them "improvisation." In English language teaching, I've used similar strategies under

different names. These activities are helpful for improving speaking, expanding vocabulary, and working on pronunciation and fluency. As teachers, we can present students with different situations that require them to think, analyze, and create while using multiple language skills.

Speaker 2

What are educators' perspectives on using improvisation to develop speaking skills in English?

Speaker 1

As teachers, we see improvisation as an important strategy. We can apply it to our lessons in a positive way. It gives us the flexibility to adapt activities and scenarios based on the group. We can expand or modify situations depending on the students' needs, making it a flexible and effective tool for daily lessons.

Speaker 2

Based on your experience, how would you describe the connection between improvisation and developing speaking skills in young learners?

Speaker 1

It depends on the activity and the students' level. For instance, if we're working with students at a B1, B2, or C1 level, improvisation can be a great way to improve speaking. By presenting different scenarios, students are encouraged to think critically and select the right vocabulary for the situation. It helps them improve fluency and develop skills like using connecting words and blending ideas—all key parts of effective speaking. Improvisation and speaking are closely connected positively.

Speaker 2

In what specific ways do improvisation activities support the growth of English-speaking abilities in young learners?

Speaker 1

There are many benefits. These activities help students expand their vocabulary by using it in real-time and varied contexts. Also, students who are shy or nervous often gain confidence through improvisation. Many students struggle with anxiety when speaking English, but these activities give them real-life situations to work with. They learn to handle problems and think on their feet, which is excellent practice for real-world communication.

Speaker 3

How can improvisation be adapted to different age groups or levels of English proficiency in the classroom?

Speaker 1

It depends on the materials you have. Sometimes we lack good books or resources, so we must do our research, watch videos, or find online materials. But the most important thing is identifying students' levels. Once you know their level, you can create appropriate activities. Scaffolding is key: start with simple topics and gradually move toward more complex situations. With each session, students can take on a little more challenge and be better prepared for future tasks.

Speaker 3

What are the main advantages of using improvisation in the English classroom?

Speaker 1

The most important advantage is helping students develop speaking skills and become

more confident. These activities give them opportunities to imagine they are in real-life situations where they need to use English. Often, students only speak English in class and nowhere else. So, improvisation gives them a scenario where they can use personal experience, express themselves, and improve fluency without feeling anxious about speaking in front of others.

Speaker 3

What common challenges do educators face when implementing improvisation in language lessons?

Speaker 1

One of the biggest challenges is the students' level. Some aren't used to speaking much in class. Out of ten students, maybe only two or three are ready to speak. Many feel insecure and don't want to participate. Others are motivated and eager to try. So, the level of English and students' confidence are the most difficult challenges when using improvisation.

Speaker 3

Can you share a moment from your teaching experience when improvisation helped a student become more confident or fluent?

Speaker 1

Yes, I use role plays and other activities related to lesson topics. Sometimes, I add extra challenges, like giving students a specific problem to solve during the task. For example, if the topic is ordering food at a restaurant, I might give them a complication they have to respond to. I like using a communicative approach, especially at the end of each lesson, where students must use new vocabulary and expressions in creative ways.

Personalized, positive feedback helps a lot. If we listen and guide them properly, they'll feel more confident and prepared.

### **Participant #5**

Firstly.

Speaker 2

As Dagmar said. Before this improvisation, activities are like dynamic tools in the English language class or classroom. I think that it can engage students in spontaneous communication, and the ideas that come to mind. That is spontaneous communication. You mentioned role plays, different scenarios, and different scenes that can include problem-solving. It requires that students think, under old. Use these good resources in a creative way. I mean, they can simulate real-life communication; it helps the students a lot with different structures with vocabulary, in a meaningful context.

Speaker 1

The second question is what educators' perspective is on using improvisation to develop speaking skills in English?

Speaker 2

I think that educators. See this improvisation as a. As a wonderful, powerful man. To build these communication competences, because it can foster fluency as we encourage students' participation, we can create a good environment where students feel comfortable, they can reduce anxiety. Because we emphasized the message that we are transmitting. Rather than being grammatically perfect, it can create a good environment when the students feel safe to experiment with new things. However. My students may

feel hesitation, thinking about different aspects, or maybe because of their fear, but that is good.

Speaker 1

Right. The next question is based on your experience. How do you describe the connection between improving speaking skills in young learners?

Speaker 2

It is a natural way. Maybe because. It is good to develop language and communication skills fluency with learners; they can acquire the language through games, through their imaginations. We talk about creativity and curiosity; they need to explore. When they are engaged with these role plays or with different scenarios, they feel motivated by this curiosity emotion. I can accelerate this process of language acquisition, improvisation can provide repetition, but in a meaningful way, and the practice of language structures can be developed spontaneously.

Speaker 1

Right. The question is, in what specific ways does improvisation activity support the growth of English-speaking abilities in your learning?

Speaker 2

It supports the language. Vocabulary enhanced the acquisition of vocabulary in context. Encouraging sentences. I mean, full ideas, full sentences rather than just a word response, as it develops a turn-taking. Will foster active listening skills and emotional engagement. They can improve memory and attention retention. I said before that it can create a safe environment. That affects the acquisition of development of speaking abilities in learners.

Speaker 1

You are right.

Speaker 3

The next question is how improvisation can be adapted to three different age groups or levels of English proficiency in the classroom?

Speaker 2

Of course, it can be tailored at different levels in different ways, for young learners, for beginners with visual aids, with short phrases, or with sentence starters, in different scenarios. We stayed at the supermarket. The restaurant simulated that they were doctors' patients. That is for beginners or young learners. For intermediate learners. We are talking about problem solving situations that require maybe the explanation for the advanced learners. We can use debates, as an example, to help them to improve but to encourage critical thinking, it refers to different topics, not different topics according to their ages that can help us to be able to develop different skills.

Speaker 3

What are the main advantages of using improvisation in the English classroom?

Speaker 2

Talking about these advantages, of course, motivation, which can be one engagement. I can help them, I mean, learners too. Improve their fluency and confidence. We foster communication rather than accuracy, creative thinking. We foster adaptability to different things. One takes different situations; I we foster this authentic interaction spontaneously. Language use, we are creating good rapport and collaborative skills.

Speaker 3

What common challenges do educators face when implementing improvisation activities in the English Language?

Speaker 2

Particularly good question. As we know, the methods and techniques of methodologies have pros and cons, telling. With these challenges, we can mention that. The behavior may be of a student; I mean the classroom management during these activities that involve active participation, body movements that can be a challenge. I am shy. That is shyness, especially with teenagers or adults. Maybe the difficulties that we face are with the fluency and accuracy that we mentioned. Timing the teacher preparation the teacher preparation because they need to provide support for lower-level learners.

Speaker 3

Can you share a moment from your teaching experience when improvisation helped a student become more confident or fluent in speaking English?

Speaker 2

Recently, I have not been teaching, but currently I am teaching a subject that is designed for young learners. We discussed a lot of these issues with our students when they simulated different scenarios. I am talking about young learners who are three to five or young learners, at the age of 9 or 10 years old. We discussed different issues such as having shy students who rarely speak, making them how to engage them in a role play activity. What type of strategies do we need to apply with them, giving the correct instructions as that can be. Tricky for this, but we discussed the advantages that we have, how we can support the students, and how we can support each other.

Currently, I work with my students in a classroom, but I mean university students. Discussing different scenarios that we have with different ages, I mean young learners' young learners. We try to simulate, to understand these challenges that can go where that can go with that, we can feel in a way how to apply these strategies inside the classroom. Improvisation that gives students a safe space to develop communicative skills, even when they feel. Afraid to talk, or even when they make mistakes. That is, it.

Speaker 3

Thank you. It was great to hear from someone who has experience in this field. Thank you for your time, your opinion, and your thoughts.

Speaker 2

My pleasure.

Speaker

Thanks. Thank you.