Polo del Conocimiento

El impacto de los sitios web interactivos en el desarrollo de las habilidades de habla en el nivel A2 de estudiantes de inglés como lengua extranjera (EFL)

Impact of Interactive Websites on the Development of Speaking Skills at A2 Level in EFL Learners

Impacto dos sites interativos no desenvolvimento da fala nível A2 em alunos de inglês como língua estrangeira

Sandra Paulina Porras Pumalema [I]
sandra.porras@espoch.edu.ec
https://orcid.org/0000-0001-6571-9938

Enrique Jesús Guambo Yerovi [II]
e.guambo@espoch.edu.ec
https://orcid.org/0000-0002-8556-6569

Mayra Alexandra Carrillo Rodriguez [III]
mayra.carrillo@espoch.edu.ec
https://orcid.org/0000-0003-4162-7793

Luis Francisco Mantilla Cabrera [IV]
luis.mantilla@espoch.edu.ec
https://orcid.org/0000-0002-6239-8208

Correspondencia: sandra.porras@espoch.edu.ec

Ciencias de la Educación
Artículo de Investigación

I.   Facultad de Mecánica, Escuela Superior Politécnica de Chimborazo (ESPOCH), Riobamba, Ecuador.
II.   Facultad de Informática y Electrónica, Escuela Superior Politécnica de Chimborazo (ESPOCH), Riobamba, Ecuador.
III.   Facultad de Informática y Electrónica, Escuela Superior Politécnica de Chimborazo (ESPOCH), Riobamba, Ecuador.
IV.   Facultad de Mecánica, Escuela Superior Politécnica de Chimborazo (ESPOCH), Riobamba, Ecuador.

Resumen

La integración de sitios web interactivos en la enseñanza del inglés como lengua extranjera (EFL) ha transformado el desarrollo de la expresión oral, especialmente para los estudiantes de nivel A2. Estas plataformas ofrecen entornos dinámicos y atractivos donde los estudiantes pueden grabar sus voces, recibir retroalimentación y practicar la expresión oral en entornos con baja ansiedad. A diferencia de los métodos tradicionales, los sitios web interactivos permiten a los estudiantes repetir tareas, reflexionar sobre su desempeño y desarrollar gradualmente la fluidez y la confianza. Los elementos visuales y auditivos mejoran la comprensión y la pronunciación, mientras que la colaboración entre pares fomenta la competencia comunicativa. Al apoyar la autonomía del estudiante y brindar experiencias de aprendizaje personalizadas, estas herramientas abordan barreras comunes en el desarrollo del lenguaje oral, como el miedo a hablar en público y el tiempo limitado en el aula. Este estudio examina el impacto de estas plataformas en el rendimiento oral, centrándose en la fluidez, la precisión, la motivación y la participación estudiantil. Los resultados sugieren que las herramientas digitales desempeñan un papel importante en la mejora de las habilidades de comunicación oral y deberían considerarse componentes valiosos de la enseñanza de idiomas modernos.

Palabras Clave: sitios web interactivos; habilidades de expresión oral; nivel A2; estudiantes de inglés como lengua extranjera; herramientas digitales; autonomía del alumno; competencia comunicativa; fluidez oral; pronunciación; enseñanza de idiomas.

Abstract

The integration of interactive websites in English as a Foreign Language (EFL) instruction has transformed the development of speaking skills, especially for learners at the A2 level. These platforms offer dynamic and engaging environments where students can record their voices, receive feedback, and practice speaking in low-anxiety settings. Unlike traditional methods, interactive websites allow learners to repeat tasks, reflect on their performance, and gradually build fluency and confidence. Visual and auditory elements enhance comprehension and pronunciation, while peer collaboration encourages communicative competence. By supporting learner autonomy and providing personalized learning experiences, these tools address common barriers in oral language development such as fear of public speaking and limited classroom time. This study examines the impact of such platforms on speaking performance, focusing on fluency, accuracy,

motivation, and student participation. Results suggest that digital tools play a significant role in enhancing oral communication skills and should be considered valuable components of modern language instruction.

Keywords: interactive websites; speaking skills; A2 level; EFL learners; digital tools; learner autonomy; communicative competence; oral fluency; pronunciation; language instruction.

Resumo

A integração de sites interativos no ensino de Inglês como Língua Estrangeira (EFL) transformou o desenvolvimento da fala, especialmente para os alunos do nível A2. Estas plataformas oferecem ambientes dinâmicos e envolventes, onde os alunos podem gravar as suas vozes, receber feedback e praticar a fala em ambientes com baixo nível de ansiedade. Ao contrário dos métodos tradicionais, os sites interativos permitem que os alunos repitam tarefas, reflitam sobre o seu desempenho e desenvolvam gradualmente a fluência e a confiança. Os elementos visuais e auditivos potenciam a compreensão e a pronúncia, enquanto a colaboração entre pares estimula a competência comunicativa. Ao apoiar a autonomia do aluno e proporcionar experiências de aprendizagem personalizadas, estas ferramentas abordam barreiras comuns no desenvolvimento da linguagem oral, como o medo de falar em público e o tempo limitado na sala de aula. Este estudo examina o impacto destas plataformas no desempenho da fala, com foco na fluência, precisão, motivação e participação dos alunos. Os resultados sugerem que as ferramentas digitais desempenham um papel significativo no aperfeiçoamento das competências de comunicação oral e devem ser consideradas componentes valiosas do ensino moderno de línguas.

Palavras-chave: sites interativos; competências de fala; nível A2; alunos de inglês como língua estrangeira; ferramentas digitais; autonomia do aluno; competência comunicativa; fluência oral; pronúncia; instrução de línguas.

Introduction

The rapid evolution of Information and Communication Technologies (ICTs) has fundamentally reshaped contemporary education, particularly in the teaching and learning of foreign languages. Within this transformation, the emergence of Web 2.0 represents a pivotal shift from passive, linear models of information consumption to dynamic, interactive, and user-centered environments (O'Reilly, 2008). Unlike its predecessor Web 1.0, which focused on static content delivery, Web

2.0 enables learners to actively participate in the creation, sharing, and management of content, thereby promoting more personalized and collaborative learning experiences (Paithankar, 2018; Kompen et al., 2019). These affordances have made interactive websites especially valuable in EFL (English as a Foreign Language) contexts, where authentic communication, engagement, and feedback are crucial for language acquisition.

In language education, speaking remains one of the most challenging skills to develop, especially among learners at the A2 level of the Common European Framework of Reference for Languages (CEFR). At this level, students are expected to engage in simple conversations on familiar topics, yet often struggle with fluency, pronunciation, and confidence (Savignon, 2018; Simanullang, 2018). Traditional classroom settings may not always provide the supportive or individualized conditions necessary for learners to overcome these challenges. In contrast, interactive digital platforms offer a rich array of tools that allow for asynchronous practice, multimodal input, and immediate feedback—features that align closely with communicative language teaching principles and foster greater learner autonomy (Sharma, 2018; Hashim, 2018).

Research in EFL methodology underscores the significance of communicative competence, which encompasses not only linguistic accuracy but also sociolinguistic appropriateness, discourse organization, and strategic communication (Hymes, 1972; Byram, 2020). Interactive websites can contribute to these dimensions by simulating authentic speaking scenarios, enabling learners to rehearse conversations, record and listen to their own speech, and refine pronunciation through repetition and feedback. This process facilitates the internalization of segmental and suprasegmental features of pronunciation—such as intonation, stress, and rhythm—which are essential for intelligibility and fluency (Roach, 2009; Götz, 2013).

Moreover, digital platforms support learner-centered pedagogies by empowering students to self-monitor, self-evaluate, and co-construct knowledge in collaborative settings (Aoki, 2014). For students who experience anxiety or reluctance in face-to-face speaking tasks, the digital medium can provide a psychologically safer environment for oral expression. This is particularly advantageous for younger learners and digital natives, who are generally more comfortable and engaged in technology-mediated environments (Yuyun, 2018). As such, the integration of interactive websites into language curricula may not only enhance speaking skills, but also promote motivation, self-efficacy, and learner agency.

Despite the pedagogical potential of these technologies, there remains a need for empirical studies that specifically assess their impact on speaking development at foundational proficiency levels. Most existing research tends to focus on writing, listening, or general language performance, leaving a gap in understanding how such platforms influence the oral skills of A2-level learners. This study seeks to fill that gap by analyzing how the use of interactive websites affects the speaking performance of EFL learners in a formal academic context. The research aims to evaluate improvements in fluency, pronunciation, and overall speaking competence, while also exploring learners' perceptions of the technological tools employed.

In doing so, this article contributes to the broader discourse on digital pedagogy and foreign language education, offering practical insights for educators, curriculum designers, and educational institutions interested in integrating technology to support communicative competence in English. Ultimately, the findings aspire to reaffirm the role of interactive digital environments not as mere supplements, but as essential components in the modern language classroom.

Methodology

Research Design

This study adopted a **quantitative approach** within a **quasi-experimental design** framework, appropriate for examining the effectiveness of interactive websites in enhancing speaking skills among A2-level EFL learners. The intervention involved the pedagogical use of various web-based applications specifically designed to improve oral communication, enabling the assessment of changes in students' speaking competence.

Participants

The target population consisted of first-level English students enrolled in the Mechanical Engineering program. A **non-probabilistic convenience sampling** method was employed to select 30 participants who shared a comparable level of linguistic competence. This sample size was deemed adequate to perform meaningful statistical analyses and draw valid conclusions to test the study's hypothesis.

441

Instruments for Data Collection

Multiple instruments were implemented to gather quantitative data on the impact of the interactive websites:

Speaking Performance Tests

Two standardized tests were designed: a **diagnostic pre-test** and a **final post-test**. These evaluations included speaking prompts based on structured and semi-structured tasks, such as guided interviews, short oral presentations, and picture-based discussions. The tests assessed both fluency and accuracy, aligned with international A2-level speaking descriptors.

Student Satisfaction Survey

At the end of the intervention, a **Likert-scale survey** was administered to measure students' perceptions of the websites' usefulness, their engagement level, and motivational aspects. The survey provided additional insights into the participants' experience with the technological tools.

Procedure

The study was conducted in three structured phases:

- **Pre-test Phase**: At the beginning of the program, participants took a diagnostic speaking test to establish their initial oral proficiency level.
- **Intervention Phase**: The intervention lasted for six weeks. During this period, students participated in weekly 60-minute sessions using interactive websites such as *BBC Learning English*, *ESL Lab*, and *TalkEnglish.com*. Each session included interactive speaking tasks, pronunciation practice, and real-life simulations designed to promote active verbal interaction.
- **Post-test Phase**: After the intervention, the same test format was used to evaluate progress and determine any statistically significant improvement in speaking skills.

Data Analysis

The data from both the pre-test and post-test were analyzed using descriptive statistics to summarize learners' performance. An **inferential statistical analysis**, specifically the **paired-**

samples t-test, was applied to determine whether there were significant differences between pre- and post-intervention results.

Ethical Considerations

The study adhered to established ethical standards. **Informed consent** was obtained from all participants, who were informed of the study's purpose, procedures, confidentiality protocols, and their right to withdraw at any time without consequences.

Limitations and Delimitations

While the study aimed to yield significant findings, its scope was limited to a single institution and a small sample size, which may restrict the generalizability of results. Additionally, the six-week duration may not have been sufficient to capture long-term improvements in speaking proficiency.

Results

Preliminary Analysis

The study was conducted with a group of 30 Mechanical Engineering students who participated in a six-week educational program that incorporated the use of interactive websites aimed at developing English speaking skills. To assess the impact of the intervention, participants completed diagnostic assessments before and after the treatment phase.

Pretest and Posttest Performance

The data collected from the pretest and posttest were analyzed using the Student's *t*-test to determine the statistical significance of the improvement in speaking skills.

- **Pretest**: Students achieved an average score of 65 out of 100, reflecting a basic level of speaking proficiency.
- **Posttest**: Following the intervention, the average score increased to 85 out of 100.

This 20-point gain indicates a substantial improvement in learners' speaking abilities.

Statistical Analysis

The paired *t*-test revealed a statistically significant difference between the pretest and posttest results ($p < 0.05$). These findings suggest that the use of interactive websites had a positive effect on the participants' oral language development.

Satisfaction Survey Results

At the end of the intervention, a Likert-scale survey was administered to gather student feedback regarding their experience with the interactive applications. The results indicated:

- **Motivation**: 85% of students reported increased motivation to learn English through the use of game-based applications.
- **Understanding**: 75% of participants stated that the tools helped them better understand the meaning of words and expressions used in speaking activities.
- **Recommendation**: 90% expressed that they would recommend these tools to other learners.

These outcomes reflect a high level of student satisfaction and highlight the perceived usefulness of interactive websites in promoting active engagement and oral language learning.

Additional Observations

Throughout the sessions, increased student participation and enthusiasm were observed. The speaking activities offered by the websites created a collaborative and competitive classroom environment, which contributed to greater student involvement and engagement with the learning process.

Discussion

The findings of this study provide compelling evidence supporting the effectiveness of interactive websites in improving speaking skills among A2-level EFL learners. The statistically significant improvement observed between the pretest and posttest scores confirms that digital tools can play a crucial role in fostering oral language development when integrated into structured classroom instruction.

The 20-point increase in average speaking performance not only reflects cognitive gains in vocabulary usage, fluency, and articulation but also highlights the potential of technology-mediated

learning environments to create more engaging and learner-centered experiences. This aligns with previous research suggesting that digital platforms can enhance second language acquisition by offering repetitive exposure, immediate feedback, and interactive tasks (Reinders & White, 2016; Wang & Vásquez, 2012).

Furthermore, the high levels of student satisfaction, as indicated by the survey, reinforce the motivational benefits of using interactive applications. A significant proportion of learners reported greater motivation and a deeper understanding of vocabulary when using these tools, which suggests that positive emotional engagement may be closely linked to improved learning outcomes (Dörnyei, 2009). The observed collaborative and competitive classroom dynamics also contributed to a more participatory and communicative atmosphere, which is essential for the development of speaking proficiency in EFL settings.

Despite these promising results, it is important to recognize the limitations of the study. The sample size was relatively small and drawn from a single institution, which may restrict the generalizability of the findings. Additionally, the intervention lasted only six weeks, limiting insights into long-term effects. Future studies should explore the sustained impact of interactive websites over extended periods and across diverse educational contexts. It would also be beneficial to investigate their influence on other language skills, such as writing and listening, and to compare different types of digital resources.

Conclusions

The results of this study confirm that the integration of interactive websites into English language instruction significantly enhances speaking skills among A2-level EFL learners. The quantitative findings revealed a substantial improvement in students' oral proficiency, particularly in fluency and vocabulary usage. These improvements were statistically significant and were further supported by high levels of student motivation and satisfaction, as reflected in survey responses.

Furthermore, the interactive nature of the digital tools contributed to increased learner engagement, participation, and confidence. These outcomes underscore the importance of incorporating technology-mediated resources into language teaching practices, particularly in contexts where traditional instruction may not fully address the diverse needs of learners.

While the study's limited sample size and duration restrict the generalizability of the results, the evidence suggests that interactive websites are effective tools for promoting speaking development

445

at foundational proficiency levels. Future research should explore longitudinal effects and extend the investigation to other language skills and educational contexts. Overall, this study advocates for a pedagogical shift toward blended models that leverage the motivational and communicative potential of digital technologies in the EFL classroom.

Referencias

Aoki, K. (2014). Digital technology and language learning: Students' perspectives. Language Learning & Technology, 18(2), 91–104.

Byram, M. (2020). Teaching and assessing intercultural communicative competence. Multilingual Matters.

Dörnyei, Z. (2009). The psychology of second language acquisition. Oxford University Press.

Götz, S. (2013). Fluency in native and nonnative English speech. John Benjamins Publishing Company.

Hashim, H. (2018). Application of technology in the classroom: A study among university ESL students. Turkish Online Journal of Educational Technology, 17(2), 34–41.

Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), Sociolinguistics (pp. 269–293). Penguin.

Kompen, R. T., Edirisingha, P., Canaleta, X., Alsina, M., & Monguet, J. M. (2019). Personal learning environments based on Web 2.0 services in higher education. Telematics and Informatics, 38, 194–203.

O'Reilly, T. (2008). What is Web 2.0. Communications & Strategies, 65(1), 17–37.

Paithankar, P. (2018). Advantages of Web 2.0 in language teaching and learning. International Journal of Academic Research and Development, 3(1), 434–437.

Reinders, H., & White, C. (2016). Twenty ideas for using mobile phones in the language classroom. ELT Journal, 70(1), 87–96. https://doi.org/10.1093/elt/ccv020

Roach, P. (2009). English phonetics and phonology (4th ed.). Cambridge University Press.

Savignon, S. J. (2018). Communicative competence: Theory and classroom practice (2nd ed.). McGraw-Hill Education.

Sharma, S. (2018). Communicative approach in teaching English as a foreign language: A case study. Journal of Research in Humanities and Social Science, 6(2), 1–4.

Simanullang, F. M. (2018). Improving students' speaking achievement through video blogs. Journal of English Education and Teaching, 2(1), 1–11.

Wang, S., & Vásquez, C. (2012). Web 2.0 and second language learning: What does the research tell us? CALICO Journal, 29(3), 412–430.

Yuyun, I. (2018). Digital natives in digital era: A preliminary study on Indonesian EFL learners' digital literacy. Journal of Language and Literature, 18(1), 12–20.

447