



República de Ecuador
Universidad Tecnológica Empresarial de Guayaquil
Facultad de Posgrado e Investigación

Proyecto de Titulación en opción al título de Magíster en:
La enseñanza del idioma inglés

Tema del Proyecto de Titulación:
Uso de estrategias didácticas comunicativas como complemento para el logro de aprendizajes
significativos en la destreza de hablar en inglés

Autor: José Francisco Ibarra Pabón

Director de Proyecto de Titulación:
Dra. Olga Morealba Bravo Acosta

Abril 2025
Guayaquil – Ecuador

Use of communicative didactic strategies as a complement to the achievement of significant learning in
English speaking skills.

José Ibarra Pabón ¹ *número en super índice (emplee un asterisco para indicar el autor para correspondencia)

E-mail: jfbarra.est@uteg.edu.ec

ORCID: <https://orcid.org/0009-0009-4585-9154> Olga Bravo Acosta

E-mail: obravo@uteg.edu.ec

ORCID: <https://orcid.org/0000-0003-0558-3228>

¹Universidad Tecnológica Empresarial de Guayaquil. Ecuador.

Astret

The teaching of the English language in La Unidad Educativa “El Chaco” located in “El Chaco” canton, city “El Chaco”, Napo province, has shown notable deficiencies on the part of English teachers, due solely to traditional pedagogical approaches, focused on the memorization of vocabulary and the use of grammar rules. The objective of this article was aimed at knowing the influence of the communicative didactic strategies to achieve significant learning in the skill of speaking English. To carry out this research the mixed approach of quasi-experimental design and descriptive scope was used, which allowed us to know the use of the communicative didactic strategies in classes by teachers. The following procedure was followed to collect the information: First, the voluntary selection of the four English teachers who made up the population under study. Then, a diagnosis was made in the use of communicative teaching strategies through an initial semi-structured interview, which allowed us to know the deficiencies in the use of communicative strategies. Then, the teachers were trained in the use of communicative teaching strategies such as: recreational activities, linguistic immersion, task-based learning, educational technological tools, communicative method, as well as conversation practices in English. In the next step, direct observation was carried out in the classroom to monitor the application of the communicative strategies, showing an improvement in teaching in classes. Finally, a semi-structured interview was carried out with the teachers, which showed a notable improvement in the teaching of the skill of speaking English, especially the use of communicative strategies that allowed better understanding, motivation and integration of the students, as well as a high satisfaction of the teachers for having participated in this research process which enable them to improve the teaching of English speaking proficiency.

Keywords: English speaking skill, teaching strategies, meaningful learning, English language teaching.

Introduction

English language teaching in La Unidad Educativa “El Chaco” located in the city EL Chaco, canton of El Chaco, Napo province, shows notables deficiencies in teaching by English teachers due to the pedagogical approaches, which focus solely on vocabulary memorization and the use of grammatical rules. As a result of these approaches, students have been trained in need of effective communicative skills and, in many cases, in need of critical and contextualised reasoning. This situation has been exacerbated by the lack of comprehension and sustainable professional development plan for teachers.

English language teaching in speaking skill does not escape this problem, as a result of a lack of knowledge of the use of appropriate communicative teaching strategies resulting in poor language learning among students. Therefore, it is imperative to address the problem: the need to raise awareness and train teachers in the implementation of effective communicative teaching that encourage students to meaningfully learn the English speaking skill. The lack of understanding and application of communicative teaching strategies hinders development of authentic communication skills, thus limiting students the ability to express themselves fluently and effectively in English.

The process of acquiring a new language is a challenging activity that requires a series of fundamental skills, among which mastery of speaking is a key factor. Fluency and accuracy in a second language is a valuable goal for both students and teachers, as this skill not only translates into the ability to communicate effectively, but also into access to a wider range of educational, career, and cultural opportunities in an increasingly globalized and complex world.

Furthermore, the process of teaching and learning the skill of speaking in a second language presents numerous challenges, ranging from student anxiety to a lack of opportunities to practice and the need to overcome linguistic and cultural barriers. In this context, the application of appropriate communicative teaching strategies has become an essential component in fostering meaningful learning in speaking skills.

As expressed by Benoit (2020) communicative teaching strategies respond to set of activities such as debates, public speaking, dramatizations, songs, roles playing, among others. Which allow for effective improvement of timely communication within the classroom thus helping to improve English speaking skill. The application of communication strategies classroom setting reveals that they foster active and collaborative communication in the classroom, both in the quality of interaction between student and their ability to express themselves orally with clarity and confidence.

Rocha's (2021) work has established a strong relationship between meaningful learning and knowledge

construction, highlighting the need to incorporate teaching strategies based on Ausubel's perspective, which not only allow for the construction of meaning in the learning process, but also promote deep understanding and the ability to apply concepts in authentic communicative situations. Likewise, the findings underscore the importance of designing teaching strategies that go beyond memorization to foster positive attitudes in students.

On the other hand, authors Pereira & Gomes (2021) have highlighted the effectiveness of active methodologies in language teaching to improve speaking skills. Based on their results, these methodologies, which include approaches such as project-based learning, the use of technology for practice, and collaborative learning, foster meaningful learning in oral expression.

Feedback plays an essential role in oral learning, demonstrating that effective feedback provided by teachers is crucial for the development of speaking skills in the educational context (Espinoza-Freire, 2021). Feedback informs students about their performance, identifies areas for improvement, and provides guidance for progress. Constant and constructive feedback promotes reflection and adjustment of communication strategies, which contributes to the achievement of significant learning in speaking skills.

Problem-Based Learning (PBL), based on the findings presented in the development of emotional intelligence in university students, emphasizes that it is a pedagogical methodology that has been successfully used in various disciplines and that emphasizes the resolution of real-life problems as an effective form of learning, according to Luy-Montejo (2019). In the context of oral communication, this methodology can be especially relevant, as it poses authentic situations that require communication skills for their resolution. In this regard, this study aims to understand the influence of the teaching strategies used by English teachers at the "El Chaco" Educational Unit to achieve meaningful learning in speaking skills. The mixed-method approach of a quasi-experimental design specifically allowed us to understand the effectiveness of the communicative teaching strategies used by teachers in class, conducted through an interview, as well as to identify the factors that influence the acquisition of oral communication skills in English, especially speaking skills.

Teaching Strategies

Teaching strategies, in the context of language teaching, refer to the methods and techniques used by teachers to facilitate students' learning. These strategies can range from planning interactive lessons to implementing fun activities, highlighting the importance of structured content organization and the relationship with students' prior knowledge to achieve meaningful learning (Carlin & Jiménez, 2023).

On the other hand, Gaviria-Rodríguez et al. (2019) emphasize the need to use effective classroom

strategies, such as constant feedback and differentiation, to improve student performance and understanding of concepts. In this context, teaching strategies should be designed to address the specific skill of speaking in foreign language learning, fostering verbal interaction and effective communication.

Teaching Approaches

The teaching of speaking skills has evolved over time, and different teaching approaches have emerged in response to the need to develop effective communication skills in a second language. Among the most notable approaches are the communicative method, task-based learning, and language immersion. These approaches have proven effective by prioritizing real-world communication over memorization of grammar rules, providing students with practical experiences that foster the development of fluency and oral proficiency (Jackson, 2020).

As expressed by Rivera-Fortty et al. (2021), one of the most influential approaches to teaching speaking skills is the communicative method, which focuses on real-life interaction and meaningful communication. This approach goes beyond the simple transmission of information and focuses on everyday, authentic situations where students must express their ideas and understand those of others. By implementing the communicative method, teachers can design activities that simulate real-life contexts, such as debates, discussions, role-plays, and others, allowing students to practice speaking skills in a contextualized and relevant way.

Given the about task-based learning and language immersion are aproches that integrate speaking skills into practical and meaningful activities. Task-based learning involves performing specific activities that require speaking to achieve a specific goal, which motivate students by priving a clear purpose for communication.

Language immersion on the other hand, immerses students in an environment where the target language is the primary means of communication.

Speaking Skill

According to Canela (1980), speaking skill, in the context of foreign language learning, refers to the ability to communicate orally effectively. In this sense, the communicative approach suggests that oral communication is one of the key competencies in second language acquisition. This theoretical perspective has been fundamental in language teaching pedagogy. It focuses on effective communication as the primary objective of language learning. In this context, speaking skills are considered essential, as they allow students to express their ideas, needs, and thoughts in a coherent and understandable manner. Furthermore, it involves not only language production but also effective

interaction with other speakers.

Furthermore, Quevedo-Arnaiz et al. (2021) emphasize that frequent oral practice, along with teacher feedback, is essential for developing speaking skills in a second language. Frequent oral practice is crucial for developing speaking skills. Students need regular opportunities to express themselves in real-life situations and receive feedback on their performance.

Paredes et al. (2020) emphasize the importance of the "comprehensible input" theoretical approach and also support the importance of oral communication and listening comprehension in language learning. Comprehensible input theory holds that students acquire language effectively when they are presented with language that is slightly more advanced than their current level. This applies to both listening comprehension and speaking skills. Students need to hear and understand spoken language before they can produce it. Exposure to comprehensible input is crucial for the development of speaking skills, as it helps students internalize linguistic structures and communication patterns.

Meaningful learning

Occurs when new knowledge is logically and substantively connected and integrated with the student's existing cognitive structure. It implies that students not only memorize information, but also understand concepts and can apply them in diverse situations. This is achieved when teachers use teaching strategies that encourage reflection, connection with prior knowledge, and the practical application of content (Ramos, 2022).

Based on the above, this concept describes a knowledge acquisition process in which new learning is logically and substantively integrated into the student's preexisting cognitive structure. What distinguishes meaningful learning is that it goes beyond simple memorization of facts. Instead of temporarily storing information, students understand concepts and can apply them in different contexts.

This approach is highly relevant in teaching, as it emphasizes the importance of considering the student's starting point, that is what they already know. By building on this foundation of knowledge, a solid foundation is established for future learning. In this research, meaningful learning theory is used to evaluate the effectiveness of different pedagogical methods. Studies have shown that approaches that promote meaningful learning tend to generate deeper understanding and longer-lasting retention of content (Guamán-Gómez and Venet-Muñoz, 2019).

Teaching strategies for meaningful learning

According to Chiluisa (2019), student learning should be encouraged both inside and outside the

classroom, especially through the use of recreational activities that encourage active student participation and provide verbal communication tools and techniques. These teaching strategies are essential for promoting student interaction and engagement in the learning process; they also underscore the importance of involving parents in the educational process.

Motivation is an essential component for effective learning. According to author Márquez (2022), self-determination theory distinguishes between intrinsic motivation (when students are motivated by their own interest and enjoyment) and extrinsic motivation (when they are motivated by external rewards).

To promote meaningful learning, it is important to foster intrinsic motivation by allowing students to choose topics of interest and giving them autonomy in their learning process.

Teacher-student interaction plays a fundamental role in the teaching-learning process. Sociocultural Theory believes that learning is a social process and occurs in the "zone of proximal development," which is the difference between what a student can do on their own and what they can achieve with the guidance of a teacher. Effective interaction facilitates the joint construction of knowledge (Corona et al., 2022).

Classroom quality refers to the effectiveness of the teaching strategies used by teachers to facilitate student learning by identifying new and effective teaching strategies, including specific and timely feedback, setting clear goals, active student engagement, and careful planning of lessons and class activities. High-quality teaching strategies stimulate critical thinking and active student engagement (Gaviria-Rodríguez et al., 2019).

Regarding the use of **video games** in education, Boude (2021) mentions that it has evolved significantly in recent years. However, there are still no completely clear studies on the benefits and disadvantages of this technology in the educational process. Therefore, it is essential to plan lessons effectively when incorporating technological video games.

Proper planning ensures that students use these tools constructively, thus benefiting their learning.

Empathy in learning, according to Rodríguez (2020), is a fundamental element for enhancing meaningful learning. The ability to put oneself in the shoes of others is an act of responsibility that can significantly contribute to the teaching-learning process. Empathy facilitates a better understanding of students' needs and challenges, which in turn can guide teachers toward more effective pedagogical strategies.

Materials and Methods

This research had a mixed-method approach, a quasi-experimental design, and a descriptive scope,

which allowed for an understanding of teachers' use of teaching strategies in the classroom. The following procedure was followed to collect data:

1. Four English teachers from the El Chaco Educational Unit were selected and voluntarily participated in the research process.
2. An initial semi-structured interview consisting of ten questions was conducted to assess whether teachers were familiar with the use of communicative teaching strategies in the classroom.
3. Based on the assessment, an intervention process was implemented. This included training English teachers in the use of communicative teaching strategies, such as recreational activities, language immersion, the communicative approach, task-based learning, and the use of educational technology tools, a communicative method, as well as practicing English conversations using recreational activities, with the assistance of a United States Peace Corps volunteer who collaborates with the institution.
4. Direct classroom observation to determine the effectiveness of the communicative teaching strategies taught, using a classroom observation form.
5. Final semi-structured interview with ten questions to determine teachers' satisfaction with the implementation of communicative teaching strategies in their classes to improve English speaking skills.

Results-Discussion

According to Chiluisa (2019), student learning should be encouraged both inside and outside the classroom, especially through the use of recreational activities that encourage active student participation and provide verbal communication tools and techniques. These teaching strategies are essential for promoting student interaction and engagement in the learning process; they also underscore the importance of involving parents in the educational process.

As expressed by Rivera-Fortty et al. (2021), one of the most influential approaches to teaching speaking skills is the communicative method, which focuses on real-life interaction and meaningful communication. This approach goes beyond the simple transmission of information and focuses on everyday, authentic situations where students must express their ideas and understand those of others. By implementing the communicative method, teachers can design activities that simulate real-life contexts, such as debates, discussions, role-plays, and others, allowing students to practice speaking skills in a contextualized and relevant way.

Given the about task-based learning and language immersion are aproches that integrate speaking skills into practical and meaningful activities. Task-based learning involves performing specific

activities that require speaking to achieve a specific goal, which motivate students by providing a clear purpose for communication.

Language immersion on the other hand, immerses students in an environment where the target language is the primary means of communication.

On the other hand, authors Pereira & Gomes (2021) have highlighted the effectiveness of active methodologies in language teaching to improve speaking skills. Based on their results, these methodologies, which include approaches such as project-based learning, the use of technology for practice, and collaborative learning, foster meaningful learning in oral expression.

Table 1: Diagnostic interview with teachers

Items	Results
1. Do you use recreational activities in class to improve English speaking skills and could you name at least one of them?	No teacher applies recreational activities to improve English language teaching.
2. How often do you do fun activities in class to improve your English speaking skills?	No teacher applies recreational activities.
3. What do you understand by task-based learning in English speaking skills?	Three of the four teachers are unaware of the meaning of task-based learning
4. Do you use the communicative approach to improve your English speaking skills and could you give us at least one example?	The four teachers are unaware of the use of communicative strategies in classes
5. Do you use technological tools with your students in classes to improve English language teaching, and could you mention at least one educational technological tool?	All teachers are unaware of the use of educational technology tools that can improve the teaching of English.
6. What do you understand by linguistic immersion in the skill of speaking English?	The four teachers do not know the meaning of language immersion in classes.
7. Could you indicate two benefits of using language immersion in classes on the skill of speaking English?	All teachers indicate that they are unaware of the benefits of implementing language immersion in classes.
8. How often do you use language immersion strategies in English speaking classes?	All teachers indicate that they do not apply this type of strategies
9. Do you think your students can easily use educational technology tools in class to improve English language teaching?	All teachers indicate that they do not know if students can use such educational technological tools.
10. In your class time, do students recognize a wide vocabulary that allows them to argue an opinion on a topic?	All teachers indicate that students show a low level of knowledge of English language vocabulary, which allows them to argue their ideas.

The result of the table 1 of the initial semi structured interview on the use of communicative didactic strategies in classroom indicated that almost 100% of English teachers are unaware of the use of communicative teaching strategies such as: playful activities, immersion language, task based learning, educative technological tool and method communicative. For this reason, after obtaining the results on the diagnostic on the use of communicative teaching strategies based on the initial semi-structured interview, the teachers training process began, carried out in the institution's computer lab in two 50 – minutes classes which include training in the use of communicative didactic strategies such as: playful activities, immersion language, task based learning, educative technological tool and method communicative with the help of educational platforms such as Duolingo. In addition to this English conversation practice sessions were conducted taking advantage of the fact that this Educational institution has A United States Peace Corps Volunteer specially to verify of language immersion in classes. Apart from this task-based activities were carried out. For example, teachers watched a video, then made some sentences about it. Finally, they put the sentences together and discuss the video's topic. In terms of recreational activities, the teachers learned how to make classes less tiring. They used the computer lab where they played karaoke, and improve their pronunciation through English songs. Finally, to strengthen the communication method all the teachers interacted with the United States Peace Corps Volunteer to improve their pronunciation.

The results of table 2 on classroom observation were carried out using an observation sheet on the use of communicative teaching strategies in classroom in which they indicated that 100% of English teachers improved their entire teaching of speaking skill because teachers taught students in a different way, such as learning to pronounce words better. For example, in the communicative method students could carry out real conversation interactions as well as with the playful activities students could learn new words with games. For instance the use of hangman game. Other platform important was the use of the platform Duolingo because the students improved their pronunciation through the use of their cellphones, another very important element that I was able to observe is that the teachers were already pronouncing the words better to the students in English thanks to help of the United States Peace Corps volunteer, and finally the task based learning was very interesting because some students wrote some sentences in English and then they will practice the pronunciation with the teachers

Table 2: Observation court to the teachers

Items	Results
1. Use of micro-curricular planning at the beginning of classes.	100% of the four teachers use their planning to start the class.
2. The teacher starts class time punctually.	100% of the four teachers start their classes punctually.
3. The teacher is personally motivated to start his class.	100% of the four teachers are motivated to start sharing their class time.
4. The teacher exchanges conversations in English with the students without difficulty.	100% of the four teachers exchange conversations with the students without any problems.
5. The teacher applies communicative strategies to improve the teaching-learning process of the English language.	100% of The four teachers teach students the communication strategies in class, such as: recreational activities, use of communicative approaches such as role-playing, and discussions.
6. The teacher uses educational technology platforms during class time.	100% of the four teachers practice English with the students using communication tools such as Duolingo , which they were trained to use.
7. The teacher uses clear and cordial language with the students.	100% of the four teachers use clear and simple language in class, allowing their students to understand the instructions for the activities they will complete during the class.
8. The teacher carries out recreational activities at the beginning or during class time.	100% of the four teachers implement recreational activities during class time, especially the recreational activities they were trained to do.
9. The teacher relates the student's prior knowledge to what was taught in class without difficulty.	100% of the four teachers propose relationships between the student's prior knowledge and the current topic of the class.
10. The teacher provides a space for students to exchange conversations with the foreign Peace Corps volunteer from the United States.	100% of the teachers encourage students to converse in English with the volunteer.

Table 3: Final interview with teachers

Items	Results
1. Do you think that training in recreational activities helped improve your classes, especially in English speaking skills?	100% of all four teachers fully agree that recreational activities have helped improve student learning.
2. Do you think the conversation exchange between the foreign volunteer and the students has helped improve their English speaking skills?	100% of all four teachers strongly agree that the interaction between the U.S. Peace Corps volunteer and the students has increased their English speaking skills.
3. Once this research process is complete, could you briefly tell us an experience or anecdote about how the use of task-based learning helped you in your English speaking skills in class?	100% of the four teachers can give examples or some experience in classes of the benefits of task-based learning without difficulty, such as they indicate that task-based learning is the selection of tasks oriented towards the resolution of a real problem.
4. Do you think the communicative approach helped students improve their English speaking skills, and could you give us at least one example?	100% of the four teachers fully agree that the use of communication strategies is very important for learning the English language, for example, the use of language immersion.
5. Do you think that English language educational platforms such as Duolingo have helped improve English language teaching?	100% of all four teachers fully agree that educational tools like Duolingo , which they were trained in, have helped improve English language teaching.
6. Once this research process is completed, do you think that your class time has improved their ability to exchange conversations in English between you and the students?	100% of all four teachers fully agree that the English class hour has improved their conversational skills.
7. Do you think students think you use clear and friendly language in class when doing task-based activities?	100% of all four teachers fully agree that they have improved the way they engage with and engage students, especially with task-based activities.
8. Do you think that students relate their prior knowledge to the topics taught in class without difficulty?	100% of all four teachers fully agree that students can relate prior knowledge to the current class topic without any problem.
9. Do you think that students have improved their learning of English speaking skills after being trained in the use of different communicative teaching strategies?	100% of all four teachers strongly agree that students have improved in their speaking skills by using communicative teaching strategies in class.
10. Do you think that in your class, students use different vocabulary to speak English, which allows them to argue their opinion on a topic?	100% of the four teachers fully agree that, after this research process, students use different English vocabulary that allows them to argue or express their opinions.

The results of table 3 of the final semi structured interview show a very high level of satisfaction among the four English teachers for having participated in this research process specially in the study of speaking skills through the use of communicative didactic strategies in English such as: playful activities, language immersion, method communicative, task-based learning and educational platforms through the digital platform Duolingo as well as conversational practice in English which were the main topics of the training, evidencing an improvement in the teaching learning process by the teachers in their classes specially in the use of speaking skill.

Conclusions

In conclusion the use of communicative teaching strategies in classrooms allowed English teachers to improve their speaking skills. Throughout the research process, teachers showed great interest in implementing communicative teaching strategies, such as: recreational activities, language immersion, the use of a communicative approach, task-based learning, and the use of educational technology tools, all with the aim of improving the teaching process.

However, it is important to recognize that the lack of previous research on the use of communicative teaching strategies such as the use of playful activities, the use of language immersion, the use of the communicative approach, task-based learning, and the use of educational technological tools, with the help of some digital educational platforms has been a limitation in this research in order to have a better understanding of what is being done, in this sense it is necessary to know in more depth the study of the use of communicative teaching strategies before carrying out this research in order to obtain a better understanding and better results in the future.

Referencias bibliográficas

- Benoit, C. (2020). Oral communication during the preparation of collaborative tasks: perceptions of pedagogy students. *Revista San Gregorio*, 4 (10), 1-25 –
frihkrkhttp://scielo.senescyt.gob.ec/scielo.php?script=sci_abstract&pid=S2528-79072020000400036&lng=es&nrm=iso&tlng=en
- Méndez, M., & Boude, O. (2024). Uso de los videojuegos en básica primaria: una revisión sistemática. *Espacios*. 42. 66-80. 10.48082/espacios-a21v42n01p06.
- Canale, M., & Swain, M. (1980). Bases teóricas de los enfoques comunicativos para la enseñanza de idiomas. *Lingüística aplicada*, 1, 1-47.
- Carlin, F.-H., & Jiménez, J.-A. (2023). Estrategia didáctica para favorecer el pensamiento lógico matemático en estudiantes de básica superior. *Revista Qualitas*, 26(26), 057-074. doi:<https://doi.org/10.55867/qual26.04>
- Espinoza-Freire, E. E. (2021). Importancia de la retroalimentación formativa en el proceso de enseñanza-aprendizaje. *Revista Universidad y Sociedad*, 13(4), 389-397.
http://scielo.sld.cu/scielo.php?pid=S2218-36202021000400389&script=sci_arttext&tlng=pt
- Chiluisa. (2019). “ESTRATEGIAS LÚDICAS EN EL APRENDIZAJE COLABORATIVO DE LOS. AMBATO -
ECUADOR: Universidad Tecnica de Ambato .
- Corona, V., Carrillo, E., González, J.-L., & Aguirre, C. (2022). Análisis de la motivación extrínseca y la retroalimentación afectiva en la interacción profesor-alumno. *Revista digital internacional de psicología y ciencia social*, 8(1), 1-19.
<https://doi.org/10.22402/j.rdipycs.unam.e.8.01.2022.376>
- Coronel-Carvajal, C. (2023). Las variables y su operacionalización. *Revista Archivo Médico de Camagüey*(27), 3-5. <http://orcid.org/0000-0003-4318-8640>
- Gaviria-Rodríguez, D., Arango-Arango, J., Valencia-Arias, A., & Bran-Piedrahita, L. (2019).

- Percepción de la estrategia aula invertida en escenarios universitarios. *Revista mexicana de investigación educativa*, 24(81), 593-614. https://www.scielo.org.mx/scielo.php?pid=S1405-66662019000200593&script=sci_arttext
- Guamán-Gómez, V.-J., & Venet-Muñoz, R. (2019). El aprendizaje significativo desde el contexto de la planificación didáctica. *Conrado*, 15(69), 218-223. doi:<http://orcid.org/0000-0001-9284-5040>
- Jackson, F. (2020). Aportaciones de los estados del arte sobre las estrategias didácticas para el desempeño de los estudiantes en la clase de inglés.- http://docencia.udec.cl/unidd/images/stories/contenido/material_apoyo/ESTRATEGIAS%20DIDACTICAS.pdf
- Luy-Montejo, C. (2019). El Aprendizaje Basado en Problemas (ABP) en el desarrollo de la inteligencia emocional de estudiantes universitarios. *Propósitos y representaciones*, 7(2), 353-383. http://www.scielo.org.pe/scielo.php?pid=S2307-79992019000200014&script=sci_abstract&tlng=en
- Márquez, A. (2022). La motivación intrínseca, el multiplicador del aprendizaje. *Dialnet: Didáctica de la educación física*(108), 1000-1001. <https://dialnet.unirioja.es/servlet/articulo?codigo=8515655>
- Otzen, T., & Manterola, C. (2017). Técnicas de Muestreo sobre una Población a Estudio. *International journal of morphology*, 35(1), 227-232. <http://dx.doi.org/10.4067/S0717-95022017000100037>
- Paredes, L., Fray, J.-I., Merino, G.-S., & Pavón, L.-E. (2020). La Teoría de Stephen Krashen en el desarrollo de la producción oral de los estudiantes de la ESPOCH. *Polo del Conocimiento: Revista científico-profesional*, 5(3), 814-849. <https://dialnet.unirioja.es/servlet/articulo?codigo=7398391>
- Pereira, P. P., & Gomes, R. L. R. (2021). Metodologías activas en la enseñanza de idiomas extranjeros. *Cuadernos de Educación y Desarrollo*, 13(7). <https://ojs.europublications.com/ojs/index.php/ced/article/view/652>

- Quevedo-Arnaiz, N., García-Arias, N., & Cañizares-Galarza, F.-P. (2021). Procedimiento metodológico para desarrollar el habla en inglés con la modalidad híbrida. *Conrado*, 17(82), 418-426. http://scielo.sld.cu/scielo.php?pid=S1990-86442021000500418&script=sci_arttext&tlng=pt
- Ramos, R.-R. (2022). Estrategias didácticas hacia el aprendizaje significativo en la formación del Ingeniero en Desarrollo Rural. *Ciencia Latina Revista Científica Multidisciplinar*, 6(2), 3110- 3126. doi:https://doi.org/10.37811/cl_rm.v6i2.2079
- Rivera-Fortty, R.-V., Castellano-Noda, A.-V., & Loo-Ponce, J.-B. (2021). Método comunicativo en la enseñanza del Idioma Inglés en contextos no formales de aprendizaje para desarrollar la expresión oral en estudiantes de Básica Superior de la Escuela Ángel Héctor Cedeño. *Polo del Conocimiento*, 6(1), 414-444. <https://polodelconocimiento.com/ojs/index.php/es/article/view/2151>
- Rocha, J. C. R. (2021). Importancia del aprendizaje significativo en la construcción de conocimientos. *Revista Científica de FAREM-Esteli*, 63-75. <https://camjol.info/index.php/FAREM/article/view/11608>
- Rodríguez et al. (2020). Importancia de la empatía docente estudiante como estrategia para el desarrollo académico. *Dominio De Las Ciencias*, 6(2), 23–50. <https://doi.org/10.23857/dc.v6i3.1205>

Annex: Table of operationalization of variables

Variable	Conceptualization	Dimensions	Indicators	Tools
Strategies didactics (The strategies didactics They	Planning and designing	1. Work with	✓ Technique :

independent variable)	cover the set of methods and approaches educational than a teacher plans and uses with the purpose of facilitating the learning of its students . These strategies didactics communicative they can vary from planning classroom activities to student interaction students in classes in order to maintain the students motivated in learning .	activities	enthusiasm 2. Demonstrate interest by teach	Interview structured ✓ Observation ✓ Question form ✓ Voice or video recorder , telephone , etc. ✓ Questionnaire structured
		Interaction Teacher-Student	4. Participation active teacher and student 5. Performance in learning 6. Variety of methods and resources	✓ Technique : ✓ Interview structured ✓ Observation ✓ Question form ✓ Voice or video recorder , telephone , etc. ✓ Questionnaire structured
Learnings significant (dependent variable)	Learning significant occurs when the new knowledge is related and integrated in a way logical and substantive with the structure cognitive existing student this implies that the Students don't just memorize information, but they understand concepts and can apply them in situations diverse . This is achieved	Skills development communicative	1. Skill development and participation in interactions communicative 2. Vocabulary mastery in the skill of speaking .	✓ Technique : ✓ Interview structured ✓ Observation ✓ Question form ✓ Voice or video recorder , telephone , etc. ✓ Questionnaire structured

	when the teachers they use strategies didactics that encourage reflection , connection with knowledge previous and the application practice of the contents .			
--	---	--	--	--

Source: Elaboration own .