



**UNIVERSIDAD ESTATAL PENÍNSULA  
DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E  
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INSTITUTO DE POSTGRADO**

**TÍTULO DEL TRABAJO**

**IMPACT OF AN INTEGRATED METHODOLOGICAL MODEL ON  
PROMOTING AUTONOMOUS ENGLISH LEARNING**

**AUTORA**

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CARÁCTER COMPLEXIVO**

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*Jacqueline del Rocío Trujillo Peñafiel*

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“Dios ha sido bueno en todo tiempo”. Dedico este trabajo de titulación a mi Padre Celestial, por ser quien guía mis pasos con su único amor, sabiduría e inteligencia. A mi amado padre, quien siempre se sintió orgulloso de su hija y que hace poco tiempo dejó tanto dolor en mi corazón. A mi amada familia y a mis hijas. Valoro mucho su apoyo incondicional y motivación brindada hasta alcanzar la meta propuesta. Muchas gracias por ser parte de mi vida y por darme la oportunidad de reconocerlos de esta manera.

*Jacqueline del Rocío Trujillo Peñafiel*

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## Resumen

El presente trabajo de investigación aborda el tema “Impact of an Integrated Methodological Model on promoting autonomous English learning.”, cuyo propósito fue analizar el impacto de un modelo metodológico con un enfoque especial en las destrezas orales, nivel A2 para mejorar la comunicación, aplicando aprendizaje autónomo, permitiendo a los estudiantes tomar responsabilidad de su aprendizaje fuera del aula. El enfoque investigativo fue mixto. Se aplicó una encuesta para obtener datos directamente de los participantes y estos datos fueron complementados con la revisión de la literatura para obtener una visión más completa y profunda del problema identificado. Con la implementación del modelo integrado, se pretende fomentar autonomía en el aprendizaje del idioma fuera del aula, basándose en teorías que coadyuvan a que los estudiantes gestionen su propio aprendizaje, la aplicación de estrategias activas y el uso de recursos tecnológicos. Se concluye que, con la aplicación de un modelo integrado, se pretende mejorar las habilidades orales, a través de un aprendizaje flexible y personalizado.

**Palabras clave:** Modelo integrado, destrezas orales, autonomía.

## **Abstract**

This research addresses the topic “Impact of an integrated methodological model on promoting autonomous English learning.” Its purpose was to analyze the impact of a methodological model, with a special focus on oral skills at level A2, to enhance communication by applying autonomous learning, allowing students to take accountability for their own learning outside the class. The research approach was mixed. A survey was conducted to obtain data directly from the participants, and these data were supplemented with a literature review to gain a more comprehensive and in-depth understanding of the identified problem. The implementation of an integrated model aims to foster autonomy in language learning outside the classroom, based on theories that help students to manage their own learning, the application of active strategies, and the use of technology. It is concluded that the application of an integrated model intends to improve oral skills through flexible and personalized learning.

**Keywords:** Integrated methodological model, oral skills, autonomous

## INTRODUCTION

Ecuadorian students, particularly in public schools in the Sierra region, face multiple challenges in learning English as a foreign language, particularly in developing their oral skills for listening and speaking. This problem comes from multiple factors, including overcrowded classrooms, limited instructional time for teaching, the predominance of the first language in social and linguistic contexts, lack of resources, and minimal opportunities to practice the second language inside and outside the classroom.

In this context, after identifying the difficulties that Ecuadorian ninth-grade learners have in the development of oral communicative skills, this paper integrates a methodological model on promoting autonomous English learning by fostering their responsibility, motivation, and language mastery to support students' academic and personal growth.

This research was conducted through the analysis of previous research in similar contexts, as well as interviews with teachers, students' surveys, and direct observation of current practices to identify the specific needs of ninth-grade students in the development and enhancement of their oral skills through autonomy-driven activities.

This research has several sections, including the theoretical framework that supports the proposal, a description of the context, the design of strategies, the results obtained during the intervention, the solution, and finally, the conclusions and recommendations for future implementations.

In general, this research aims to analyze how autonomous learning strategies and techniques in an integrated methodological model contribute to the development of English oral skills, specifically listening and speaking at an A2 level of proficiency.

## **Objectives**

### **General objective**

- To analyze the impact of an Integrated Methodological Model on the development of A2 listening and speaking skills of ninth-grade students in an Ecuadorian Public school.

### **Specific objectives**

- To identify the levels of autonomy and the language learning strategies that ninth-grade students employ in learning English outside the classroom.
- To design autonomy-driven activities that integrate digital resources, communicative strategies, and task-based approaches.
- To assess the effects of the implemented model by analyzing both student and teacher feedback, along with observable indicators of language proficiency and learner autonomy.

## **DEVELOPMENT**

### **Problem statement**

It is fundamental to recognize the importance of oral skills development in the English teaching and learning process, and the real impact on enhancing effective communication. According to Vygotsky's social cultural learning theory (1978), "Language is the primary tool for mediation in learning and development. Through oral interaction, students not only learn to use the language, but also develop cognitive skills by constructing and organizing their thoughts in real time, which enhances both their comprehension and their expression.". So, listening and verbal communication help students in their linguistic growth, interacting, expressing and exchanging opinions, points of view, and participating in discussions or debates, while adding cultural knowledge, including cultural elements such as gestures, idiomatic expressions, and intonation to interpret the messages appropriately.

The National Curriculum of English, based on competencies, indicates that Ecuadorian ninth graders should be able to express themselves clearly through meaningful academic and everyday situations and interactions, using immersion in authentic situations such as dialogues and exchanges, discussions, debates, real-life conversations, and oral presentations. However, despite the clear goals of the curriculum, which are aligned to the international standards of the Common European Framework of Reference (CEFR), ninth graders struggle with listening and speaking. As a result, they do not reach the expected outcomes, even after years of English instruction. This low proficiency level in both skills aligns with the results from the National Evaluation of foreign language competencies (EFLC) report of 2023, which points out that 72% of ninth graders do not reach the A2 level in the Common European Framework of References for languages, especially in listening and speaking. In addition, the National Study of Education Quality developed by the Ministry of Education of Ecuador (2020) states that students' oral proficiency is unsatisfactory. These findings mention that just 25% of Ecuadorian students can develop listening comprehension. Consequently, most of them cannot follow and understand straightforward audio messages, the main ideas in short expositions, dialogues, or conversations. As far as speaking proficiency is concerned. According to INEVAL (2019), More than 50% of learners are unable to participate in simple oral interactions, and the lack of coherence and fluency is evident.

When we compare these results with those of Latin American countries, the situation is concerning. According to a report issued by the Education First English Proficiency Index (EF EPI) 2025, our country is in the 83rd position out of 123 nations, ranking it in 18th place among 20 Latin American countries. In other words, Ecuador shares the last 3 places with Mexico and Haiti. The countries with the best performance are Argentina, Honduras, and Uruguay. Ecuador got a general grade of 466/800 points. Considering the receptive and productive skills, these national contrasts were found: Reading 488 points, writing 473 points, speaking 456 points, and listening 439 points. This shows poor performance in oral communicative skills.

To have a closer look at the perceptions of the students participating in this research, an online survey was conducted in November 2025 with 64 ninth graders aged 13 to 14 years old who received 3 hours of English per week. The results show that learners are highly interested in improving their oral proficiency level. However, according to their lived experiences, they feel uncomfortable when speaking and have problems in comprehending audio recordings, especially if the audio is fast.

Furthermore, the results highlight that students do not get the chance to engage in oral practice, which limits their exposure to authentic materials, such as podcasts, YouTube videos, various types of shows, songs, and interviews. Even though most students recognize the digital tool's practicality to enrich their oral proficiency, the difficulty persists because of issues related to its use and consistency. Therefore, the limited students' engagement with the research objective suggests the need to implement an instructional approach where students play an active role to achieve autonomy in language learning.

Additionally, learners recognize their desire to be involved in speaking and listening practice both in and outside the classroom, highlighting the need for an integrated methodological model that helps learners to achieve autonomy using English through interactive activities, digital resources, and authentic communicative tasks.

In this context, this study aims to answer a key question: How does an integrated methodological model promote autonomous English learning of listening and speaking skills outside the classroom?

## **State of the art**

### **Autonomy in learning English outside the classroom**

Autonomy-driven Strategies (ADS) are defined by Benson (2021) as ways to release students from traditional approaches, where the teacher was the main actor. Autonomous learning offers a model where students learn actively; for instance, they can

establish their own learning objectives, choose the right strategies, and self-assess. So, it refers to the student's ability to take control of their own language learning by using a variety of resources, time management, and strategies. As a result, learners enhance their linguistic abilities when utilizing digital resources like applications, podcasts, multimedia resources, software for speech recognition, and interactive games, among others. Benson 2021. This proves that it is possible to enhance oral abilities, since students are exposed to interactive activities, as well as creating a good learning environment where Ecuadorian students are given opportunities to improve their fluency in speaking and listening comprehension in a personalized way and with timely feedback.

### **Integrated pedagogical model.**

An integrated pedagogical model is known as an approach that allows teachers to combine diverse strategies, techniques, and methods to tailor students' needs and interest to make learning coherent and meaningful through technology, collaborative activities, and a holistic approach in English teaching. According to Harmer (2020), "This approach, by integrating resources inside and outside the classroom, allows students to practice their oral skills in more varied and authentic contexts. Combining traditional learning with technological resources motivates learners to practice English independently and encourages them to improve their communicative skills.

### **The impact of technology on promoting autonomy.**

According to Goh (2020), technology "offers students access to a variety of interactive resources that allow them to practice oral skills such as listening and speaking outside the classroom, anytime, anywhere" (p. 132). To get students to have ongoing exposure to the language, the accessibility of technological resources is pivotal, as it has a meaningful impact on autonomy when students practice the language outside of the classroom. For instance, Platforms like Hello Talk and Tandem allow students to interact with native speakers, providing opportunities to interact in real-time.

## **Technological accessibility and flexibility**

As Goh (2020) states, digital tools allow students to "interact with authentic materials such as videos, podcasts, and recordings, which facilitate constant exposure to the language" (p. 145). This shows that through technology tools, students enhance their listening and speaking abilities. Furthermore, the use of Google Translate, pronunciation power, speechAce, Rosetta Stone, among others enhance learners' fluency. These tools allow students to practice English in real time while providing recommendations and corrections on pronunciation and intonation to improve their oral skills.

## **Relationship among technology, autonomy, and oral abilities improvement.**

As stated by Figueroa (2020), technology "provides a wide range of resources that allow students to practice autonomously, which is essential for the development of skills such as listening and speaking" (p. 78). Unquestionably, technology plays an essential role in autonomy, especially for Ecuadorian students who do not have access to an English-speaking context.

To conclude, the elements: autonomy, technology, and integrated pedagogical models help students to improve oral skills in using tools that foster students' ongoing language exposure flexibly and independence, thus suppressing existing limitations in traditional teaching.

## **Supporting learning theories**

To effectively address the identified issue, it's essential to ground the approach in learning theories that advocate for an active, student-centered method, fostering the development of oral skills. Below are some supporting key theories.

### **1. Constructivism (Jean Piaget and Lev Vygotsky)**

Constructivism emphasizes the idea that students build their own knowledge

through interaction with their environment and others. In the learning context, this means students should be active participants, engaging in real and meaningful communicative activities. Social interactions, such as debates or role-playing exercises, are crucial for developing oral skills (Piaget, 1977; Vygotsky, 1978).

## **2. Sociocultural Theory (Lev Vygotsky)**

This theory highlights the role of interaction and language use within cultural contexts. According to Vygotsky, students need to engage with others through sociocultural realities. Therefore, promoting English immersion inside and outside the classroom is essential for authentic communication and achieving desirable outcomes in oral proficiency.

## **3. Connectivism.**

It fosters social and digital processes through networks. Through the use of platforms and digital tools, learners are provided with plenty of opportunities to interact with online learning communities, for example, with their peers or native speakers, to have new, real, and meaningful experiences (Siemens, 2005).

## **4. Task-based learning and project-based learning**

The purpose of language teaching is to use it but in real-life contexts. So, teachers should apply meaningful activities such as conducting interviews, presenting real-context problems to solve them, and proposing real situations for role-playing. As a result, learners will improve oral skills not only by learning English grammar but also by producing it actively. (Nunan, 2004).

## **Methodological proposal for enhancing English speaking skills**

This proposal aims to offer a comprehensive teaching model that helps students to improve their oral skills, both inside the classroom and beyond. To achieve this, a mix of strategies and pedagogical approaches will be combined, based on learning theories that

encourage social engagement, active knowledge construction, and the integration of digital tools.

### **Flipped learning approach**

This pedagogical approach has reshaped the traditional teaching and learning process. By allowing students to access new content before class, it provides class time for deeper practice and application of concepts. As a result, students shift from a passive role to a more active one, engaging in meaningful tasks, especially those that involve using the language for real communication. Class time is therefore devoted to hands-on activities that support the development of speaking skills (Bergmann & Sams, 2012).

#### **Strategies:**

- **Pre-class assignments:** At this stage, teachers should assign a variety of tasks to engage learners. For instance, students can watch videos on compelling topics to be discussed in class, listen to and read materials that help improve pronunciation, and identify idiomatic expressions and vocabulary that will support their active participation in the classroom. Using tools like Flipgrid, students can record videos in response to questions or engage in discussions on specific topics. By applying these tools, students can practice oral and social skills outside the classroom, but most importantly, they receive personalized feedback on time, promoting collaborative learning, self-assessment, and self-correcting
- **During class:** After watching videos, listening to podcasts, and reading articles, among other activities, learners are prepared to reinforce, discuss, practice, and apply what they learned outside the classroom by participating effectively in collaborative and interactive activities in the class. For instance, the teacher prepares guided discussions, debates, conversations, collaborative projects, simulations, or practical activities to enhance communication, critical thinking, problem-solving, and confidence in language production.

**Benefits:**

By applying the Flipped learning approach, students can learn at their own pace and receive feedback on time, as well as encourage their autonomous learning. Students will take ownership of their learning process by engaging in meaningful activities outside the classroom. This approach promotes independence and intrinsic motivation; besides, students can explore the material in a relaxed, self-paced environment, away from the pressures of the classroom, increasing the time for oral interaction in class, which is the key to developing communicative skills, prioritizing active communication in a real-time environment.

**Project-based learning (PBL)**

This approach is a great way to boost speaking skills because it gets students constantly communicating in English as they work together to solve real-world problems (Thomas, 2000). By collaborating in real-life scenarios, they have the opportunity to practice the language more naturally and confidently.

**Approaches:**

- **Research projects:** By incorporating this activity, learners have the autonomy to choose topics according to their interests, then conduct the research, and share their findings through spoken presentations. In this way, students practice English confidently.
- **Simulations and presentations:** By means of these interesting activities, learners put into practice their knowledge in real-life situations. As an illustration of this, students can interact in interviews, simulations, role-plays, etc., offering them meaningful and engaging learning experiences to enhance oral proficiency.
- **Peer feedback:** After developing the suggested previous activities, learners will be aware of their strengths and weaknesses, offering them the opportunity to reflect on their own progress and enhance and refine these critical communication skills

**Advantages:**

With the application of Project-Based Learning (PBL), many advantages emerge. For instance, learners use authentic material and are engaged in meaningful, real-world contexts, which promote better retention and comprehension. Besides promoting collaboration, learners can interact with each other, which plays a vital role in enhancing oral skills, as well as helping them become confident communicators. Finally, Project-Based Learning (PBL) also facilitates autonomous work through the project implementation, which increases their involvement and motivation. (Hemlo-Silver, 2004).

**Digital tools to enhance oral practice.**

Today, technology provides a wide range of digital tools that allow students to practice outside the classroom, engaging them with interactive content while receiving immediate feedback. These elements are essential for refining speaking skills, as they offer both flexibility and valuable opportunities for improvement (Godwin-Jones, 2018).

**Approaches:**

- **Learning applications and platforms:** To boost pronunciation, fluency, and reinforce vocabulary, apps like Duolingo, Babbel, and Memrise offer a flexible and personalized learning experience at one's own pace. Additionally, they offer students the flexibility to use them anytime, anywhere, and provide instant feedback simultaneously, which contributes to creating fun and practical environments where students are engaged in communicative contexts.
- **Video platforms:** Tools like Flipgrid allow for fostering students' linguistic competence through the development of interactive activities such as making descriptions, organizing asynchronous debates, recording videos, etc. The use of this tool helps to reinforce oral skills positively, promote participation, allows students to assess their own progress, reduces anxiety, and others. These benefits improve oral communication but in an autonomous manner.

- **Online language exchanges:** Platforms like Tandem and HelloTalk give students great opportunities to practice speaking with native English speakers regularly. These apps allow learners to dive into authentic conversations, not only sharpening their speaking skills but also gaining valuable cultural insights and learning through real-world interactions
- **Podcasting and recordings:** Students can create and record their own podcasts on topics that really interest them, so they are immersed in content creation and above all they will express their ideas clearly and fluently while building confidence in their speaking ability.

### **Benefits:**

To master oral communication skills, technology is the key because it offers students continuous practice outside the classroom. With a range of tools and platforms available, learners can engage in regular, self-paced practice, making it easier to reinforce what they've learned and steadily improve their skills in a more relaxed, flexible way. Besides, instant feedback from digital tools gives learners the chance to correct mistakes right away. This not only keeps them on track but also makes the learning process feel more rewarding and encouraging as they see their progress in real time. Encourages self-directed learning, as students can choose when and how to practice, making the learning process more personalized. These technologies align with connectivism learning theory (Siemens, 2005), which suggests that learning is most effective when students connect with resources and others in a flexible, ongoing manner, something easily achieved through digital tools.

### **Sociocultural approach and collaborative activities**

Building on Vygotsky's sociocultural theory, it's significant to view English as a process of social interaction and cultural context. Language learning is not only memorizing vocabulary, repeating words or phrases mechanically, or studying grammar; it is about engaging in real communication through meaningful activity development, which promotes interaction and understanding different perspectives. (Vygotsky, 1978).

- **Role play exercises:** Incorporating role-plays in the English lessons changes the manner of language learning; it becomes more active and fun, giving the learners a lot of opportunities to produce the language of real-life situations, not only in a relaxed way, but also engagingly and memorably, building students' confidence in the language production.
- **Debates and discussions:** Organize debates on current global issues, such as climate change or technological advancements, allowing students to express their ideas and respect different points of view, improving in this way both fluency in speaking and listening skills as they discuss any topic, encouraging critical thinking, and at the same time, they learn English through relevant and interesting activities.
- **Language exchanges:** Learners can improve their speaking skills by chatting with native speakers or fellow learners through online platforms or video calls. These interactions not only help build confidence and fluency but also offer a chance to hear different accents, pick up everyday expressions, and get a feel for the language in a natural, real-world setting.

#### **Benefits:**

- Through collaborative tasks, students' motivation increases, social interaction arises, and the activities become meaningful and memorable in a positive learning atmosphere. In addition, this approach fosters respect, values sharing ideas and abilities, making communication effective in a collaborative environment.

To demonstrate how to apply these approaches, the following didactic sequence could be considered.

#### **Project Topic: Healthy food, healthy people**

**Week 1:** Healthy Food for Teenagers. The goal is to understand why healthy food is important for teenagers. Following the principles of flipped learning, students will watch a video <https://www.youtube.com/watch?v=cBp-M477jNk> before class. After watching, they

need to write a short reflection paragraph about what they learned. To help them practice new vocabulary, they'll complete fun, interactive activities using Google Docs, Quizlet, and Memrise.

**Week 2:** Healthy Eating Habits. Students dive into healthy eating habits and focus on applying vocabulary and grammar through hands-on, collaborative tasks. They work in small groups to create short oral presentations and share their own healthy eating habits to collaborate with each other. After that, they need to prepare a role play, offering them the opportunity to act out real-life situations that involve making healthy food choices. To develop this activity, platforms like Padlet, Google Meet, Canva will support students to put into practice their ideas.

**Week 3:** Discussion: Teachers ask students to answer this question: Is it good for teenagers to eat fast food? These activities improve oral communication and practice language exchange. Students work in groups and discuss the previous question, offering them the chance to interact in a relaxed manner and in real-life scenarios. To achieve this, students will use on-line platforms such as Flipgrid, allowing students and teachers to discuss and share their ideas, Google Classroom to organize and create tasks, or Edmodo, which works similarly to Flipgrid, but with parents' involvement.

**Week 4:** A Healthy menu for teenagers and an informative audio presentation  
In the final week, students work together designing a healthy menu for teenagers. They also record an audio presentation explaining the menu, offering reasons why it is healthy. This is a collaborative project where students can get creative, design their menu, and then explain the nutritional value of each dish. They can use Audacity or Google Meet for the recordings, and a variety of menu templates to help them outline their work.

The formative evaluation of this process focuses on the intentional observation of students' participation in discussions, teamwork, and the presentation of their final product. The menu will be graded on balance, creativity, and language use, while the audio presentation will be assessed for language use, creativity and engagement. Students will reflect on their work through self-assessment and provide peer feedback. Tandem will be

used for recordings, Google Forms for peer reviews, and rubrics for clear evaluation criteria. This ensures ongoing feedback and improvement.

## CONCLUSIONS

Ecuadorian students in the Sierra region face a worrying challenge, particularly in oral skills development, as reflected in the national assessment scores. Even though learners have been studying English for many academic years, the lack of opportunities for real-world practice in listening and speaking inside and outside the classroom creates a gap between what they learn and how they can apply it. Factors such as limited class time, few resources, and the use of Spanish as the first language reduce their ability to develop oral competency.

Flipped Learning, Project-Based Learning (PBL), and digital technologies, according to previous studies, are effective for improving oral skills. Flipped Learning allows students to invert the traditional way to learn by studying content before class, allowing teachers to maximize time to develop interactive speaking activities and provide students with more time to listen to relevant information.

In addition, project-based learning fosters communication, critical thinking, and real-world English use, while digital tools enable consistent practice and interaction with native speakers. However, teacher training is also a crucial area for improvement. Educators need to stay up to date with active teaching methodologies and the effective use of technological resources to offer lessons that align with students' interests and their current needs, keeping pace with the rapid technological innovation.

Adopting an integrated approach that focuses on developing oral skills, by using technology and following the national curriculum offers a promising way to face the challenges of improving oral communicative skills.

In short, promoting interactive activities, using digital tools and multimedia resources to develop communicative skills, will help learners bridge their current abilities and interests with the outcomes of the language, making the most of 21<sup>st</sup> century technology.

### **Suggestions for improvement**

Based on the findings, here are some recommendations to help boost oral English skills for students in an Ecuadorian public institution. These suggestions aim to make learning more effective and engaging for everyone involved.

1. **Ongoing teacher training:** To motivate and improve students' competency, teachers should receive continuous training in innovative methods like Flipped Learning, Project-Based Learning, and digital tools.
2. **Better technological access:** To consider this, it would be essential that schools and families guarantee internet connectivity to help learners strengthen speaking and listening competency. Considering this issue, some strategies might be adopted, for example, providing students with real-life situations like conversations to perform them outside the classroom, offering learners audio recordings, e-books, or podcasts previously downloaded, so they will be empowered to listen to the information while reading to enhance pronunciation, intonation, vocabulary, employing offline platforms or apps will also help students develop autonomous learning and, improve oral proficiency simultaneously.
3. **Practical opportunities to enhance oral communication:** The design of interactive and meaningful activities, such as teamwork-based projects, simulations, speaking practices, discussions and others, will motivate learners to communicate in English practically and engagingly, making learning useful and enjoyable.
4. **Interaction with native speakers:** To improve oral skills, it is vital to engage students in regular real-time virtual conversations by using digital platforms or tools that allow them to interact and enhance listening, fluency, and pronunciation.

5. **Continuous feedback and evaluation:** It is vital, particularly in speaking to track students' progress and identify difficulties for improvement.
6. **Involve families:** Parents' support is essential at home; they should provide continuous monitoring, encourage self-discipline, foster positive attitudes, and offer a suitable atmosphere for language acquisition, especially in listening and speaking skills. However, it is necessary to educate them about their role.
7. **Adapting the curriculum:** In our context, where students do not have a suitable English label, the National English curriculum should be designed according to students' needs and interests. Besides, it must be adapted in concordance with their context to ensure effective language acquisition, especially in listening and speaking competencies, which help them to communicate successfully.

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