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**“TECHNOLOGICAL AND DIDACTICS STRATEGIES TO IMPROVE THE ABILITY
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IN THE ACADEMIC PERIOD 2021”**

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Autor (a): Alexandra Elizabeth Fernández Borrallós

Director(a): MSc. Darwin Fernando Flores Albuja

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DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	DE	171956457-5	
APELLIDOS Y NOMBRES:	Y	Fernández Borrillos Alexandra Elizabeth	
DIRECCIÓN:		Atuntaqui-Sto. Domingo	
EMAIL:		aefernandezb@utn.edu.ec	
TELÉFONO FIJO:		TELF. MOVIL	0979335173

DATOS DE LA OBRA	
TÍTULO:	“TECHNOLOGICAL AND DIDACTICS STRATEGIES TO IMPROVE THE ABILITY OF SPEAKING IN THE SENIOR STUDENTS AT ALBERTO ENRÍQUEZ HIGH SCHOOL IN THE ACADEMIC PERIOD 2021”
AUTOR (ES):	Alexandra Elizabeth Fernández Borrillos
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MSc. Fernando Flores

C.C.: 1002188470

DEDICATORY

Thanks God for allowing me to complete this important stage of my life, for the wisdom and blessings he poured on me. My beloved father who always instilled in me the value and importance of studying and obtaining a profession. My dear mother who has always supported me. My parents, my greatest gift, have driven me to never give up with their words of encouragement and advice; to my siblings, who have helped me in the difficult moments that have come my way.

My greatest motivation, the most memorable and vital person in my life, for whom every effort has been worth it, is my daughter. I want to dedicate this thesis to her, representing several years of study and dedication. In moments of weakness, she has been my strength, the most important reason for fulfilling this long-awaited goal.

ABSTRACT

The present research work was developed to determine the technological and didactic strategies that English area teachers use to strengthen their students' speaking abilities. The research topic started from the deficit in the use of technological strategies to develop academic skills. The research was carried out at the "Alberto Enríquez" Educational Unit in the city of Atuntaqui in the academic period 2021. For data collection, two types of instruments were applied with qualitative and quantitative approaches, respectively. The theoretical foundations that support the development of this research, it is based on the strategies of methods and approaches applicable to current education. Teachers from the area and third-year high school students participated in the collection phase. Based on the results obtained, it can be concluded that teachers in the area do not frequently use technological strategies that facilitate and motivate students to acquire a second language. Therefore, it is necessary to develop a guide of technological and didactic strategies focused on strengthening students' speaking ability. Therefore, the proposal's main objective is to develop a detailed guide in which teachers can find helpful strategies, activities, and technological tools to be incorporated into their lesson plans to strengthen this skill.

Key words: strategy, didactic, technology, strengthen, guide, tools

RESUMEN

El presente trabajo de investigación fue desarrollado con el objetivo de determinar las estrategias tecnológicas y didácticas que los maestros del área de inglés utilizan para fortalecer la habilidad de speaking en sus estudiantes. El tema de investigación partió desde la problemática del déficit de utilización de estrategias tecnológicas en el desarrollo de habilidades académicas. La investigación se llevó a cabo en la Unidad Educativa "Alberto Enríquez" de la ciudad de Atuntaqui en el período académico 2021. Para la recopilación de datos se aplicaron dos tipos de instrumentos con enfoques cualitativos y cuantitativos respectivamente. La fundamentación teórica que dará soporte al desarrollo de esta investigación está cimentada en las estrategias de métodos y enfoques aplicables a la educación actual. En la fase de recolección de información participaron maestros del área y estudiantes de tercer año de bachillerato. En base a los resultados obtenidos se puede concluir que; los maestros del área de inglés no utilizan con frecuencia estrategias tecnológicas que faciliten y motiven a los estudiantes en la adquisición de un segundo idioma. Por lo que, es necesario el desarrollo de una guía de estrategias tecnológicas y didácticas enfocadas en el fortalecimiento de la habilidad de speaking en los estudiantes. Por ello, el objetivo principal de la propuesta es desarrollar una guía detallada en la que los maestros encontrarán estrategias, actividades y herramientas tecnológicas útiles para ser incorporadas en sus planes de clase con la finalidad de lograr el fortalecimiento de esta habilidad.

Palabras clave: estrategias, didáctica, tecnología, fortalecimiento, guía, herramientas.

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INTRODUCTION

The present research is motivated to help students acquire and develop a second language through technological and didactic strategies that make their learning meaningful and stress-free. Speaking in English causes some complications to the students due to some factors such as: the low level of knowledge, fear of speaking in public, and the little application of technological and didactic strategies in the acquisition of a second language. The ability to communicate accurately is of the utmost importance, so students need technological and didactic tools to help them strengthen this ability and significantly improve their academic performance.

In the educational field, the gradual incorporation of the opportunities offered by information and communication technologies is essential, as a didactic strategy of teaching tasks, for students to develop the necessary skills to face them in their future academic or work life (Gargallo, 2018). The weak implementation of the new information and communication technologies in education causes digital resources not to be used to facilitate teachers' and students' work, give them more autonomy, motivation, and adapt to new trends and changes in society.

When the technology is not used properly, positive changes are not generated in teaching practices, which can negatively affect the didactic process of learning skills (Carneiro, Toscano, & Díaz, 2021). The high school senior students at Alberto Enríquez present low English proficiency, specifically in English speaking accurately. Within the four skills, speaking is one of the most feared by students for instance, when learners speak in front of their teacher and classmates, fear or nerves take over them, and they prefer not to. Lack of practice is a key element that seriously impairs the development of this skill.

Technological tools are didactic means that help to systematize the active teaching of language and communication in English, associated with the curricular contents of this subject so that students can master a set of media that operate in two directions: inner expression and understanding. communicative of the environment; scientific, cultural, artistic, sports, commercial, and others, prioritizing the functional development of language as an instrument to develop comprehensive and expressive capacities through the practice of speaking (Macías, 2017). The purpose of this research is to encourage the use of new technological tools to facilitate the improvement of the English subject and with special emphasis in Speaking. Furthermore, the implementation of a guide with technological and didactic strategies to enhance and strengthen this skill present an important necessity in senior students at "Alberto Enríquez" high school.

The use of those technological strategies and tools should be considered as cognitive support instruments in the classroom to improve oral presentations, development of planned speaking activities, and interact both in real-time and projected, through the use of images, sounds, schemes, allowing teachers to enhance their strategies effectively, for greater student

participation, as well as the acquisition and development of "speaking" skills (Jiménez, 2018).

The benefits and contributions of technological tools in the learning of the English language are valued because they foster the work of teachers a better understanding of the subject, autonomy in students, high level of motivation, grab the students attention, and adapt to the required levels favoring better learning, developing abilities and skills for better performance (Cotes, 2018).

Teachers using technological tools will have the opportunity to introduce more significant changes in their teaching practice and promote better areas of teaching-learning in the classroom. Teachers will promote a dynamically exchange experiences and establish a connection with reality. Those are the fundamental reasons for the formulation of technological and didactic strategies to improve the ability to "speaking" in senior students at "Alberto Enríquez" high school in the academic period 2021.

The main purpose of structuring the technological and didactic strategies is to formulate a set of actions with a high degree of applicability for teachers of the English subject. This guide will be applied to the senior students at "Alberto Enríquez," high school, as a methodological tool to facilitate teaching-learning speaking skills accurately.

The direct beneficiaries of the formulation of the technological and didactic strategies guide will be the teachers of the English subject and the senior students at "Alberto Enríquez" high school since they will have a direction of technological and didactic strategies, which can positively affect speaking skill.

The positive impacts that it intends to achieve and the repercussions in the field are: educational, social, cultural, and technological.

Educational impact present

The use and application of new technological and didactic strategies help students reinforce their speaking skill in an interactive and motivating way in which they enjoy learning. Students will be able to speak in real context to improve their level of English, specifically their speaking skill. Students will be able to cope naturally and interact with other members of society.

Cultural impact

The cultural impacts are directly related to the linguistic diversity that contributes to society since it is possible to establish relationships with foreigners to socialize the culture and national identity, thus enriching the students' knowledge.

Technological impact

The technological impact of the proposal aims to consolidate the use of technological and didactic tools in the teaching-learning of students. Technology is an essential tool to facilitate student learning through dynamic and recreational activities.

Objectives

General objective

Determine the technological and didactic strategies to improve the ability of "speaking" in the senior students at "Alberto Enríquez," high school in the academic period 2021.

Specific objectives

- Identify types of technological and didactic strategies that teachers use to facilitate the development of speaking skills.
- Develop a guide with the technological and didactic strategies that can be applied to develop the skill of "speaking."
- Establish conclusions and recommendations that help improve speaking skills.

The following components structure this research work:

- In Chapter I, the theoretical framework was structured, based on scientific information from texts, internet pages, and research to analyze the variables under study.
- In Chapter II, the methodology was established, identifying the type of research, research methods, techniques and instruments, operationalization matrix of variables, participants (population), and the data analysis procedure and plan.
- In Chapter III, the results and discussion are determined by analyzing the surveys and interviews through statistical graphics and their corresponding analysis. The discussion was structured, determining the results found in this research, the relationship with the conceptualizations of the theoretical framework, and the results of research carried out.
- In Chapter IV, the proposal for a guide of technological and didactic strategies to improve the ability of "speaking" was structured, in which the fundamental reason, theoretical foundations, objectives, beneficiaries, impacts, and the development of the guide are established.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Learning theories

The traditional pedagogical theory is a model in which the leading role falls on the teacher, who is considered a transmitter of knowledge; the student has a passive role in receiving the curricular contents. The behavioral learning theory determines that the transmission and accumulation of knowledge and learning have a primary role. Generally, expository and demonstrative strategies are used, so the center of the process is the teacher, and the role of the student remains passive (Arranz, 2017). The acquisition of skills and concepts is done through training, repetition, exposure, and guided practice by teachers. The assessment systems in this model are mainly summative and emphasize the final product of learning, determining whether students pass or fail.

The romantic experiential pedagogical theory focuses on humanism and conceives children's development as a natural and spontaneous process. The contents and topics to be studied do not have a pre-established sequence, but start from freedom, the interests, and needs of the students; therefore, the role of the active subject is the students, since they learn by doing and the teacher becomes an auxiliary agent who intervenes when appropriate (Guerrero, 2020). In this model, the process of quantitative assessment is not generally considered but rather a qualitative assessment focusing on monitoring students' individual development.

The cognitivist learning theory is a model in which it does not seek the accumulation of knowledge but rather contributes to progressive and sequential intellectual development through didactic and pedagogical tools of teacher mediation (UNESCO, 2017). In this model, the teaching methodology is generally varied and focuses on learning. Its objective is to develop skills and abilities based on the prior knowledge that students have, the role of the teacher is that of facilitator, mediator, and the leading role falls in the students. The evaluation process applied in this pedagogical model is formative and summative so that quantitative results are obtained.

The constructivist theory is based on the theories of Piaget and Vygotsky and is one of the most applied at present in the teaching-learning processes at all levels. It considers that the center of the process is the students, who become the protagonists of their learning, the role of the teacher is that of guidance, mentor, identifying the needs of students, promoting the development of critical, creative, and reflective thinking, using problem statements, tasks, questions from their environment or coexistence in which the students are immersed (Ortíz, 2015).

1.1.1 Constructivist theory

Constructivist theory is generated by Jean Piaget in the 60s and 70s; he is considered the pioneer of constructivism in learning, for which he uses schemes, concepts, and structures; He maintains that knowledge is generated at four levels of thought: motor-sensory, preoperative, operational and formal, and that this interacts through the processes of abstraction, assimilation, and accommodation (Saldarriaga, 2016).

The constructivist approach in its pedagogical trend is a determined way of understanding and explaining the ways of learning as an integrating agent, becoming the engine of its learning as a reorganization of the cognitive structures existing at each moment. Social and cultural, to encourage mental activity and the construction of schemes for the cognitive development of the subject (EDACOM, 2019). Vygotsky's constructivism analyzes fundamental aspects of the environment in which each individual develops and how these affect their learning process, and that is complemented by mental processes and that have a relationship and influence with the environment. Vygotsky establishes the need to adapt learning to the socio-cultural environments of the students and the application of different pedagogical resources that allow training and cognitive development, work from the knowledge and skills of individuals, and develop others of greater complexity.

Furthermore, constructivist theory, students become the protagonists of the process since it "builds" knowledge by interacting with the environment and by reorganizing mental structures so that new knowledge joins what they already know to generate new learning (Ortíz, 2015). In addition to focusing on the socio-cultural action to which the subject is exposed, Vygotsky's constructivist theory validates the action of teachers to the extent that they encourage learning autonomy, interacting with the abilities and skills, the rhythm that each one has of students (Araus, 2017). With this theory, students' high active participation proposes several solutions or alternatives so that significant learning and optimal performance criteria of the contents are obtained. At the same time, there is greater autonomy in the learning process. Collaborative, team, participatory work stands out, and prior knowledge is an essential component for constructing new meaningful learning.

1.2 Second language acquisition

The acquisition of a second language is closely related to the concepts of bilingualism and the acquisition and learning of the first language (Fernández, 2019). When the first language is acquired, the mother tongue, and later a second is acquired as a consequence of the immersion of a person in a bilingual community, that is, the use of a language other than the mother tongue, as a learning product.

Theoretical approaches to the acquisition of a second language in the educational environment have the purpose that student's appropriate various social practices of the language, to allow them to satisfy their communication needs, develop skills, skills to be the use of two languages (bilingualism), favoring the learning processes of other

educational disciplines (Pastor, 2019). The skills to acquire a second language, whether formally or informally, that is different from the mother tongue, is related to its environment and the conditions of how it is obtained, considering that the acquisition is not an automatic process developed at the subconscious level. The variables that can influence the acquisition of a second language are motivation, personality, and anxiety (Fernández, 2019). Stern's theory indicates that the acquisition and teaching of a second language is a complex and multidimensional phenomenon, which depends on a series of variables, among which those related to:

Social context (socio-linguistic variables)

- Characteristics of the learner (cognitive and affective variables)
- Conditions of the apprentice
- Learning processes
- Learning outcomes (Caballero, 2017)

1.2.1 Krashen's theory - acquisition of a second language

According to Stephen Krashen, the theory (Krashen) of second language acquisition or the monitor model is based on five hypotheses which are: the hypothesis of the differentiation between acquisition and learning, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis.

Krashen's theory of second language acquisition is made up of five hypotheses:

- **The acquisition/learning hypothesis.** There are two different paths in the appropriation of a foreign language; it is established that acquisition is an automatic process at the subconscious level, and learning is a conscious process due to "formal knowledge about the language."
- **The monitor's hypothesis.** Understands the skills to produce sentences in a foreign language due to acquired competence. Therefore, the conscious knowledge of grammar rules has a unique function of acting in the production of sentences as a monitor, a corrector, modifying them if they are not according to the rules learned.
- **The natural order hypothesis.** This hypothesis is directly related to the acquisition and not to learning, determining a predictable order grammatical structures acquisition of the foreign language in the same way that there is an order of the acquisition of rules of the mother tongue; that is, some rules are internalized before others.
- **The input hypothesis.** This hypothesis is the axis of all Krashen's theory, in which he states that the acquisition of a second language will only occur if the learner is

exposed to samples of the target language (inputs) that are a little beyond his level of proficiency.

- **The affective filter hypothesis.** This hypothesis considers affective factors' significant importance because they are directly related, both with the acquisition/learning process of a second language and the results obtained throughout and at the end of that process (Barriga & Lluquin, 2020).

1.3 Pedagogical models and approaches

A pedagogical model is the different guidelines to organize educational purposes, define the sequence and hierarchy of content and specify the relationships between teachers and students (Guerrero, The main pedagogical models used in education, 2020). The main pedagogical models are indispensable tools for any teacher, considering that it is a way of structuring different applied learning tools in an educational process.

1.3.1 Brief history of methods and approaches

The English language is the most widely spoken in the world. The spread of this language has influenced different thinkers to write about how this language can best be taught in schools of different levels of education around the world. Pascal (2017) argues that in the prolonged search for the perfect English language teaching (ELT) method, many approaches have been developed, such as the grammatical translation method, one of the first known methods in the United States, as well as the Prussian method. The main objective of the translation method is to learn a language through reading and writing with the translation of sentences.

On the other hand, the direct and audio-lingual methods were developed to improve the version of the structural approach. Similarly, Audio-Lingual aims to develop students' communicative competence through the use of dialogues and oral production exercises, as it makes students capable of producing speech. Some of the essential alternative methods and approaches that helped to understand and develop teaching strategies were; Total physical response, designed primarily to teach children's language. The goal of TPR is to learn without stress, which helps to achieve meaningful learning. Silent way, Suggestopedia, Whole language, and others contributed specific strategies for second language acquisition.

Over time current communicative approaches were designed in order to develop the communicative competence of students in learning a second language, (Hymes, 1972) developed the term Communicative Competence or Communicative Approach (CA). Schmidt defined communicative language teaching as "An approach to teaching a foreign language or a second language that emphasizes that the goal of language learning in communicative competence and seeks to make communication meaningful and use of language is a focus of all classrooms. Activities " (Schmidt, 2002, pág. 90).

Methods and approaches such as The Natural approach, cooperative language teaching, CBI, among others, have a more profound vision of language acquisition, taking into account the social and technological changes that we face every day. Nowadays, some approaches are aimed mainly at the technological age, such as Connectivism, blended learning, flipped classroom facilitate teaching through technology and combine two forms of teaching, face-to-face learning, and online learning to achieve meaningful learning.

As an object of this research, it is focuses on the following methods and approaches: Connectivism, Blended Learning, and Communicative approach since those are the basis to develop this project.

1.4 Connectivism

Connectivism is a learning model that recognizes connections and how information flows, resulting in existing knowledge beyond the individual (Torres & Barnabé, 2020). Learning is considered a process of connecting nodes or specialized sources of information found in the diversity of opinions; knowledge is accurate and requires updates in all connective learning activities. In this pedagogical approach, teachers provide favorable learning environments in the context for students to build their learning environments in a way that allows them to connect to successful networks (Rodríguez & Molero, 2018). An essential aspect of this pedagogical model is that learning occurs automatically due to exposure to the flow of information and autonomous reflection on its meaning.

Connectivism has been applied primarily in online college classes, and its use has been shown to increase student motivation and academic performance. However, Connectivism has not been widely explored in traditional classroom settings, so the implementation of Connectivism learning strategies in traditional classrooms can meet students' needs, promoting meaningful learning in a motivational environment (Aksal, F.A., Bahceterli, 2018). Some of the most important strategies of Connectivism are:

- **Pedagogy to student-centered.** This strategy is based on moving from teacher-centered pedagogy to students since it is sought that the student is the protagonist of their integral formation.
- **Incorporate technology with readily available devices.** This strategy seeks to ensure that all students have access to a work tool and that learning is effective.
- **Never provide information that students can access by themselves.** If the teacher provides information that students already know, the class could become dull and lose the student's interest.
- **Incorporate social networks.** Using technology and social networks teachers can engage to students attention and students can reach more deeply understanding the environment in which they interact (Aksal, F.A., Bahceterli, 2018).

1.4.1 Blended Learning

Mixed Learning or blended Learning is a pedagogical model that combines face-to-face blended learning with technology to promote virtual technological tools in certain academic activities (Zambrano, 2019). This pedagogical approach interacts with theories such as constructivism, behaviorism, and cognitive to achieve learning objectives using instructional technologies and didactic resources available through the network. Blended Learning is a model that applies new technologies in the classroom and is an essential source of motivation, facilitates the development of skills related to communication and information management, improves the flexibility of the teaching proposal, stimulates interaction in all levels, guaranteeing communication, individual and collective learning at different rates according to the proposed objectives (Foundation educa chanel, 2020).

This method allows the use of technological tools in educational processes, provides flexibility to students in terms of schedules, the contribution of knowledge, training initiatives, inquiry, analysis, and search for information aimed at solving problems. Blended learning can provide a unique way to engage students in collaborative work and personalize and individualize instructions (Miller, 2012). Therefore, it is essential to keep in mind that interaction is the basis of learning and that each student learns differently. The more the activities are directed to the student's individual needs, the better the result will be.

Some of the strategies of Blended learning are:

- **Coworking.** Take advantage of virtual class meetings with collaborative work - class meeting time can be used to solve problems together, collaborate on projects and use virtual group rooms for guided practice in real contexts. Since the participation of students in classes must be significant.
- **Create the need to know.** The key to this strategy is to promote an attractive learning model. Project learning can create authentic activities in which students see the relevance and need to get the work done.
- **Reflect and set goals.** It is important to build frequent moments of trust through student-centered activities. Students can become learning agents rather than passive recipients, thus creating a personal connection to learning and personalized goals (Miller, 2012).

1.4.2 Communicative approach

The communicative approach appeared in 1970 for the teaching of languages to obtain the development of the students' communicative competence. The theoretical support of this approach is associated with the socio-linguistic, as an instrument to communicate meaning within social environments. From the pedagogical point of view, the most important thing is to ensure that students can communicate in a limited way at first but later acquire greater fluency (Ruiz & Jovellar, 2016). The communicative pedagogical model is characterized by being a general teaching approach, through programmed and executed practices in the classroom, emphasizing communication in the foreign language, through interaction,

authentic texts, motivating student's opportunities to think about the learning process and not just about the language.

The communicative approach emphasizes helping students use the learning language applying a variety of contexts and has as an essential aspect the learning of the functions of the language (Cervantes, 2018). It allows students to build correct grammatical structures or achieve perfect pronunciation, so it is advisable to apply in foreign language learning. The communicative, constructivist, and socio-cultural method contributes to the didactics of language and literature, based on curricular planning at the macro and meso levels, at the basic education levels, laying the foundations for learning the language through the interaction (Rojas, 2017). In this sense, language is not the object of study itself but the link to learn, direct communication strategies, and use resources in classrooms.

The communicative approach is adapted to the reference of the teaching programs, based on a holistic, configurational model, in which the contents interact for a natural communication, not only in the oral aspect but also in the written one, to develop their knowledge in activities of fundamental tasks in which the language is a means to an end (Montenegro, 2017). The communicative approach is a didactic process of an eminently social, educational nature to comply with the requirements of the curricular programs according to the social, economic, political, and cultural reality to guarantee effective communication in classroom tasks and their application in living together.

The communicative approach is fundamentally based on the practice of a series of processes, communicative activities, most of which are summarized in the following basic principles:

Attention to the use of appropriate language:

- Emphasis on the message
- Real attempt at simulated psycholinguistic processes
- Importance given to those skills that involve taking risks in the use of the language
- Develop free production practice techniques. (Montenegro, 2017)

The method of the communicative approach is based on the idea that people learn the language instead of only applying a grammatical structure, through which teachers interact with students in the application of several oral and written activities, defined through a list of general principles or characteristics.

One of the available lists is of the five characteristics of the communicative method:

- Emphasize communication in the foreign language, through interaction
- Present real texts in the learning situation
- Offers students opportunities to think about the learning process and not just about the language

- It gives importance to the personal experiences of the students as elements that they learn to improve.
- Attempts to relate the language learned in the classroom with activities in its environment (García E. , 2015).

The method of the communicative approach, also known as communicative language teaching, can be applied in the learning of any language, has as its principle the importance of interaction as a means and as a final objective of learning a language so that it can be applied in the social, cultural, economic environment in which students interact. In the teaching-learning processes of a second language, a communicative method is an essential tool in teaching practice, which is why many methodological proposals have been generated to address the nature of learning and language theory (Arranz, 2017). The communicative approach allows the enrichment of learning objectives. It considers that students acquire a specific linguistic system and can use it to communicate adequately and effectively in the best development of communicative skills in its social sphere.

Through the communicative approach, the communicative competence of:

- A set of skills and knowledge that students have of a language allows them to communicate and use them differently.
- Use language as an element of collective socio-cognition, through which the sense of experience is given the opportunity in communicative competence.
- The skills and knowledge allow the students of a linguistic community to interact in different areas to learn the language (English, French, Italian, others).
- The objectives of language teaching focus on communication aspects to develop orally and in writing in the classroom and for their daily life (Erazo, 2019).

The communicative method promotes the communicative competence of the second language in students, creating a meta-cognitive process, ensuring meaningful learning through the interaction of texts with learning situations. The communicative approach is a teaching model according to the requirements of communicative competence, for the knowledge of a foreign language, determining appropriate sentences with cognitive learning systems, for communicative competence, and the sub-competencies of:

- Organizational competence of the linguistic system, interacting with grammatical elements such as lexicon, morphology, syntax or phonology, and other components such as cohesion to improve understanding of communicative competence.
- Pragmatic competence refers to the verbal system for communication with different users, developing the functions of language, the socio-linguistic competence to be shared between members of the same community (Beltrán, 2017).

The communicative approach aims to improve the communication skills of a second language in classroom activities and everyday life situations, improving vocabulary, fluency,

phonology, and other components that improve communicative understanding. Most teachers frequently use communicative approach strategies for teaching the English language, such as:

- **Reflect natural use of language.** Students can make dialogues based on previous information that will facilitate the natural use of the language.
- **Jazz Chant (Pronouncing Drilling)** The use of Jazz chant can be very useful for encouraging young learners to master the sounds, rhythm, and intonation of English language (Carbrera, 2014). This means getting learners to repeat words, expressions or sentences to help them remember and develop more accurate pronunciation.
- **Cartoon story maker.** This strategy is focused on telling stories in which students can develop their speaking skill and also, their imagination.
- **Information – gap.** It is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. (Richard, 2011)

1.5 Didactics focused on language teaching

With the globalization process, societies need to learn languages as a tool to interact in educational, technological, and cultural, which is why it becomes a real need for society (Campoverde & Zambrano, 2019). Focus on this situation, and it is essential to establish methodological proposals in educational entities, provide students with strategies that help them in their learning processes, understand, and acquire and master the necessary linguistic content and skills.

In the educational sector, teachers specialized in second language teaching develop different pedagogical models and approaches for learning foreign languages, focused on the curriculum, the focus of tasks, and pedagogical orientations that strengthen the teaching of second languages (Agnes & Mirdelio, 2018). Didactic strategy is a fundamental component to learn new languages, master the aspects of writing, communicate to stimulate its application in different real-life areas.

To learn a foreign language is necessary to develop essential components concerning aspects: phonological, logical, semantic, and syntactic so that they can be applied in their internal relationships and social life (Bringas, 2020). The didactic strategies are defined for the mastery of language and communication in another language that is not the students' mother tongue. According to the curriculum area, to guarantee the development of linguistic competencies, based on a functional and practical approach, systematizing the active teaching of the language (Salinas, 2017).

1.6 Technological and didactic strategies

The communicative approach in the teaching of the English language is one of the most important under the current technological development and the didactic aspects to be applied

with the primary objective of achieving the development of communicative competence in students so that they interact in any situation of daily life with the use of the English language (Duarte & Valdés, 2019). The curricular design of the English subject has a communicative approach with emphasis on the development of skills according to the curricular contents so that students acquire the skills of listening, speaking, reading, writing in the English language, applying ordered practical exercises to form linguistic, communicative skills in the effective use of this language.

Technological and didactic strategies from the communicative approach focus on teaching students who learn, considering that communication represents the indispensable unit between thought and language, defined in the process of cognition and as an essential function of language for master basic mental operations: compare, classify, analyze, synthesize, generalize, deduce, understand, improve their level of communicative competence, using real contexts and expressing the natural and symbolic world (Vargas, 2020). The communicative approach and the use of technological and didactic strategies for the teaching of English act as a process of acquisition of scientific knowledge for a logical notion of learning, developing capacities, communicative skills in the use of English that enables the exchange of information and the construction of knowledge, articulating observations, analysis, reflections and conclusions in any situation of academic, formal and informal, scientific, cultural and other communication.

The communicative approach and the use of technological and didactic strategies for the teaching of English promote the development of skills, communicative competencies, the comprehension functions to listen, read, speak and write, as a means of expressing, producing sentences, and being able to solve problems in the field. Scientific, cultural, sports, and other real-life situations (Salinas, 2017). Teachers structure teaching strategies to generate proactive, interactive, motivating learning in the development of classes while offering a sense of relevance and coordination in the execution of curricular content and class planning according to performance criteria (Romo, 2017). The didactic strategies in oral communication are the set of actions that the teacher establishes to achieve learning objectives and goals to develop, strengthen, improve oral communication, perform different communicative situations, and the appropriate use of language clearly and domain.

Define the didactic strategies using information technologies; they are adequate methodologies for the teaching of oral and written English, accompanied by cognitive processes, documents that promote the development of capacities, logical and creative communication skills, critical reasoning, and enrichment of the vocabulary of students and at the same time promote activities with autonomy and organization (Meneses & Medina, 2021). Technological strategies in education evolve according to information and communication technologies and adapt to changes in new methodological strategies for learning and innovative knowledge.

Technological strategies are a key element in the methodologies for the development of classes in educational institutions, being a mechanism of interaction between the teacher and students, obtaining favorable results in teaching-learning, ensuring that teachers and students maintain an interaction direct (Vite, 2020). With the use of ICTs in education processes, it promotes the inductive, deductive aspects that are required for the development of knowledge, skills, abilities, and competencies in different areas of knowledge, the development of collaborative work, favoring the creation of scenarios virtual programs that simulate academic processes in person, using different virtual tools. Technological strategies are increasingly essential instruments in teaching oral, written, reading, and communication English with an impact on learning processes, whose achievement must be related to the development and acquisition of some capacities and skills that students have. Students for their application and that they adjust in the curricular proposal of the English subject.

1.7 English language

English is one of the most widely applied languages in international communication, in different areas of social, cultural, economic, and technological communication, in a way that marks the importance of learning in today's world (Peña, 2019). English as a foreign language has its mechanism in the teaching-learning process. To develop skills and abilities of: listening, speaking, reading, and writing, developing active learning and teachers are required to be reflective and critical about their practice and learners committed to their learning. Learning the English language is conceived as an opportunity for progress because it has become the most widely used language, the most widely used communication channel in the business, research, and scientific fields, which is why it is essential to learn it at the different educational levels (Beltrán, 2017). Learning the English language is part of the educational curricula (Agnes & Mirdelio, 2018).

The methodology of teaching English as a foreign language has undergone constant changes, focused on teachers so that they are more active and focused on students so that they acquire important skills in the acquisition of knowledge in oral and written communication in contexts real and in the development of their critical thinking.

1.8 Productive and receptive skills

The productive and communicative skills are the written expression and the oral expression of English (Bringas, 2020). By developing communication skills in the English language, students acquire the necessary tools to access information and participate in communicative situations through conversations, dialogues, dramatizations, gradually generating oral communication and introducing their own words to specific situations developed in the classroom everyday life.

The English language learning skills are: listening, speaking, reading, and writing (Cronquist & Fiszbein, 2017). The ability to listen allows obtaining the input of language and has a direct relationship with the ability to speak. The ability to speak develops the skills of

repetition, conversation, pronunciation, and interaction with the ability to listen (Pinto & Villera, 2019). Reading ability is developed as the linguistic support to read books, academic texts, others (Díaz & Jansson, 2018). Writing skills interrelate what is heard, vocabulary composition, grammar, and writing. In learning the English language, it is the teachers' competence to plan and develop the four vital skills to ensure clear and understandable communication.

1.8.1 Speaking skills and speaking sub-skills

In speaking in English, the functional development of language is prioritized as an instrument for thinking, communication, and the practical aspect of the expression of different actual or simulated communicative situations. Students interrelate oral comprehension, expression, and communication skills—producing texts for solving problems in everyday life (Cevallos & Del Pino, 2019). Phonological skills are essential for students to handle the alphabetical code in English, speaking, intonation, accent, rhythm, and expression (Macías, 2017). Denotative ability is relevant in speaking in order to: identify explicit elements of texts; characters, objects, characteristics, distinguish the main actions or events that a text has according to the order in which they occur, establish the temporal sequences between the elements of the text, distinguish cause-effect, compare the elements of the text, establish relationships, analogies and oppositions implicit in the narration of the text, stimulating linguistic intelligence and macro speaking skills.

Oral and auditory skills are essential for adequate learning of English, which allows students to develop communication skills that can be applied in daily life and their environment, at the same time forming skills of identification, selection, short retention, medium and long term (Rico, Ramírez, & Montiel, 2016). Perform exercises to form linguistic habits to develop meaningful communication, practical and effective use within real contexts so that the student learns whom to address, how to address, what words and phrases to use so that it is appropriately understood.

Speaking skills act as a component for different social, cultural, sports, scientific and other contexts; they allow more excellent meta-linguistic reflection, the construction of knowledge, and constant interaction with the contents of the curriculum to be learned.

1.8.2 Speak accurately

Speaking the English language accurately can produce sentences correctly, using the appropriate grammar and vocabulary (Borrás, 2016). It brings together different dimensions to develop the ability to speak fluently, clearly, rhythm, correct tone of voice, mouth articulation, correctly pronounce English sounds, and use transition words and expressions that allow connecting sentences and ideas faster.

To speak the English language accurately, the following aspects are required:

- Pronunciation, which must be based on the clarity, intonation, and expressiveness of the words spoken, ensures that the audience understands the respective messages, dialogues, and other communication messages.
- Enunciation must be clear when starting and ending a conversation, maintaining precision skills in the messages, articulating lips, tongue, mouth, palate, management of breathing that determines to speak clearly.
- Articulation will be a product of improved confidence, the rhythm-based on the functional development of language as an instrument of communication (Alfaro, Gómez, & Saez, 2018).

In the promotion of speaking with precision, an approach given with priority is the ability of oral expression through interaction and contextualized communicative tasks, fostering communicative situations that involve the reality of the environment, using the English language as a means of communication, communication (Wall Street English, 2019). Oral fluency in learning English is one of the main objectives for communication in this language, so constant repetition is necessary, the definition of pauses, the speed with which the message is expressed.

Students can speak fluently and yet make grammatical errors that may or may not interfere with the understanding of the message, so it is required that there be an emphasis on the elements of phonology, grammar, and discourse of their spoken production, so that there is greater precision oral and appropriate in the communicative situation (Cuitiño & Larenas, 2019). The most recommended techniques to achieve optimal speaking are dialogues, dramatizations, and speech contests to strengthen and improve speaking skills.

1.9 Speech contest to improve English speaking ability

Oratory is a transversal axis to improve English speaking skills; it is one of the most effective for mastering the times, pauses, intonation, rhythm, articulation, clarity, and expressiveness (López R. , 2019). Maintaining effective speeches requires fluid and rich vocabularies that reduce improvisation and aspects that are not explicit elements of the speaking topic.

The advantages of the public speaking technique are as follows:

- Enhances deductive reasoning, based on knowledge of grammatical aspects, intonation, extrapolation, vocabulary, interacting with critical thinking that allows students to construct effective and appropriate speeches, according to the object of study.
- Improves prior research skills, determining direct and indirect sources of information to offer greater clarity in dialogue and make more appropriate decisions.
- Self-confidence and security, in a way that offers greater security when speaking in public, strengthen confidence and continuous improvement of oral communication skills, which will increase the security and personal satisfaction of students.

- Linguistic and meta-linguistic skills, considering that oratory with its different activities, helps master the times, pauses, intonation, rhythm, articulation, effectively using a vocabulary according to the circumstances (rich and fluent) face of any situation in the classroom or out of it.
- Leadership development, students by mastering public speaking, transmit their ideas and present their criteria in a fluid and clear way before the respective audience, improving critical leadership skills, promoting a change in their way of acting logical, creative, and critical (Borges, 2019).

CHAPTER II

METHODOLOGY

2.1. Types of research

The following research will use a mixed approach. The qualitative method was used to analyze the results of the interviews applied to the teachers due to; it is essential to know their opinions and experiences about the use of technological strategies in English classes. On the other hand, the quantitative method facilitated the analysis of the results obtained from the questionnaire applied to the students to identify strategies and tools used by English teachers to develop speaking skills. These methods will support the weaknesses of each approach.

2.1.1. Qualitative method

The qualitative method was applied since it focuses on obtaining data through open-ended and conversational communication. This kind of research method is designed to help reveal the behavior and perception of a target audience regarding a particular topic (McLellan, 2019). In this case, the qualitative method allowed to identify implications of using technological and didactic strategies applied by English teachers to strengthen speaking in the senior students at "Alberto Enríquez" Educational High school. With this method, could be established the strategies used by teachers for the development of speaking skills based on the data obtained from the interviews.

2.1.2. Quantitative method

The quantitative method emphasizes the statistical analysis of the data collected through surveys or questionnaires. This method allows us to analyze the results objectively. Quantitative research focuses on collecting numerical data between groups of people for explaining a particular phenomenon (Airasain, 2009). This method enabled the statistical and descriptive analysis of the data obtained from the surveys applied to the senior students at "Alberto Enríquez" high school based on teachers' didactic and technological strategies to teach English classes.

2.1.3. Methods

- **Deductive**

Deductive reasoning begins with a general statement or hypothesis and examines the possibilities of reaching a specific logical conclusion. Deductive reasoning allows the theories to be applied to specific situations since it goes from the general, the theory, to the specific (Bradford, 2017). The inductive method was used to analyze the survey results applied to senior students and the interview with English teacher's subject at "Alberto Enríquez" high school, to relate them to the theories conceptualized in the theoretical framework.

- **Inductive**

Inductive reasoning makes broad generalizations from specific observations. Basically, it focuses on the data, and conclusions are drawn regarding the information (Bradford, 2017). This method allowed the interaction of the information obtained in the theoretical framework with the particular statements of the interviews with the teachers regarding the use of technological and didactic strategies to develop the ability to speak in senior students.

2.2. Research techniques and instruments

For the data collection of this research, two types of qualitatively and quantitatively applicable instruments were used. These instruments facilitated the analysis and interpretation of the results obtained to achieve the proposed objective.

- **Survey**

The survey was applied to senior students at "Alberto Enríquez" high school, to obtain information regarding the strategies and tools used by teachers to teach English classes. The survey is made up of the variables, aspects, multiple-choice items (questions), which allowed obtaining clear and concise data on the object of study.

- **Interview**

The interview was directed to the English teacher's subject at "Alberto Enríquez" high school, to collect information on the strategies used by the teachers in the development of speaking skills. The interview is structured with open questions, which allows for more information regarding the application or not of technological and didactic strategies to develop speaking skills.

2.3. Matrix of operationalization of variables

The structuring of the matrix of variables was defined concerning the object of study to guide the elaboration of the information instruments, the execution of the investigation, the specific objectives formulated, the techniques used, the sources of obtaining information.

Table 1

Matrix of operationalization of variables

Variables	Indicators	Technique	Source of information
Technological and didactic strategies	Knowledge of technological tools Digital devices Frequency of use TICS application class moment Motivation for the use of technological tools	Interview	English teachers at "Alberto Enríquez" high school.

Speaking abilities	Student interaction	Survey	Senior students at “Alberto Enríquez” high school.
	TICS - fostering the development of speaking skills		
	Advantages of the application of ICTs		
	ICT training		
	Importance of technological and didactic strategies		
	Student participation		
	English activities		
	Difficulties in English		
	Speaking skills		
	Technological resources to develop speaking skills		
Increase in-class participation			

Note: Own elaboration

2.4. Participants

The population or object of the research is the 196 senior students at "Alberto Enríquez" high school in the academic period 2021 and the six English teacher's.

Table 2

Population

Parallel	Number of students	Percentage
Parallel A	40	20.40
Parallel B	38	19.40
Parallel C	38	19.40
Parallel D	40	20.40
Parallel E	40	20.40
Total	196	100

Note: Data provided by “Alberto Enríquez” high school

Sample

To determine the size of the sample of the 196 senior students at “Alberto Enríquez” high school, the following formula was used:

$$n \equiv \frac{PQ \times N}{(N-1)(E^2 / K^2) + PQ}$$

n= Size of sample

N= Universe

PQ= Population standard deviation $(0.5)^2$

K= critical value, corresponds to a given value of the confidence level (1.96)

e= Sample measurement error. Error level (5%; 0.05)

$$n \equiv \frac{0.5^2 \times 196}{(196-1)(0.05/1.96)^2 + 0.5^2}$$

130 surveys obtained

Stratification of the sample

Once the sample size was determined, proceeded to stratification, considering the number of students that each parallel has and its equivalent percentage of the population; With this criterion, the number of surveys per parallel is the one shown in the following table:

Table 3

Stratification of the sample

Parallel	Number of surveys	Percentage
Parallel A	27	20.40
Parallel B	24	19.40
Parallel C	25	19.40
Parallel D	27	20.40
Parallel E	27	20.40
Total	130	100

Note: Data provided by “Alberto Enríquez” high school

Sampling type

The type of random probability sampling was considered so that all senior students have the same probability of being included in the sample and, therefore, being surveyed.

2.5. Data analysis plan and procedure

The procedure that was applied for the surveys and interviews is coordination with the respective teachers to send the survey to the students through the Google Forms platform. The survey lasted 20 to 30 minutes.

Once the information from the applied surveys and interviews had been collected, the processing stage was proceeded to organize, systematize, interpret, and evaluate the descriptive statistical information of the variables and the individual items (questions) through tables and graphs of qualitative and quantitative data. Their interpretation using frequency distributions, averages, percentages for a systematic and comprehensive presentation.

CHAPTER III

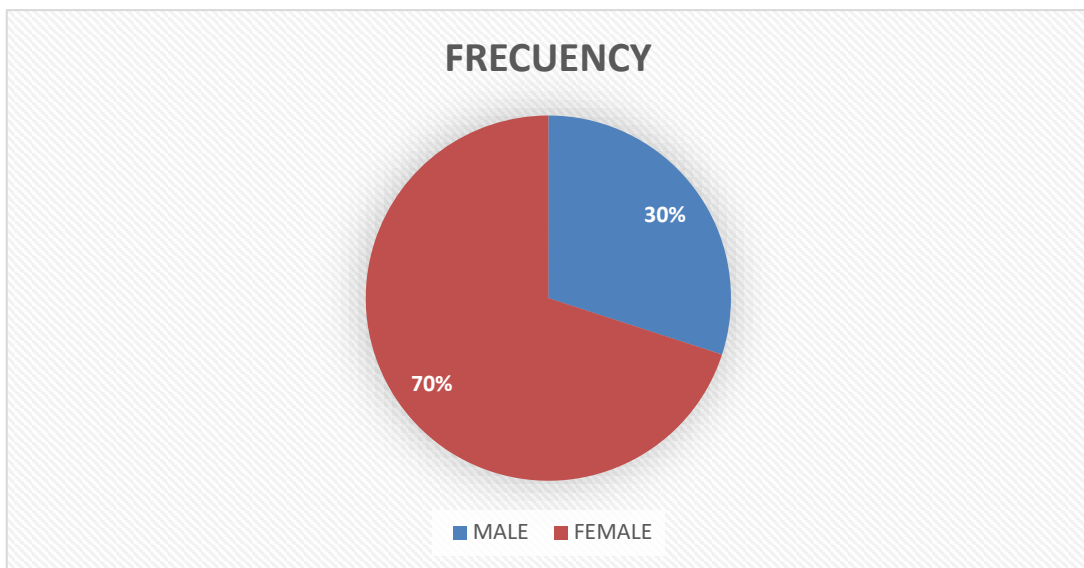
RESULTS AND DISCUSSION

This section details the results obtained based on the instruments applied, the analysis of the results of the questionnaire as well as the analysis of the interviews and the discussion part. The instruments will be found in the Annexes part.

3.1. Analysis of the survey applied to senior students at "Alberto Enríquez" high school

Figure 1

Gender



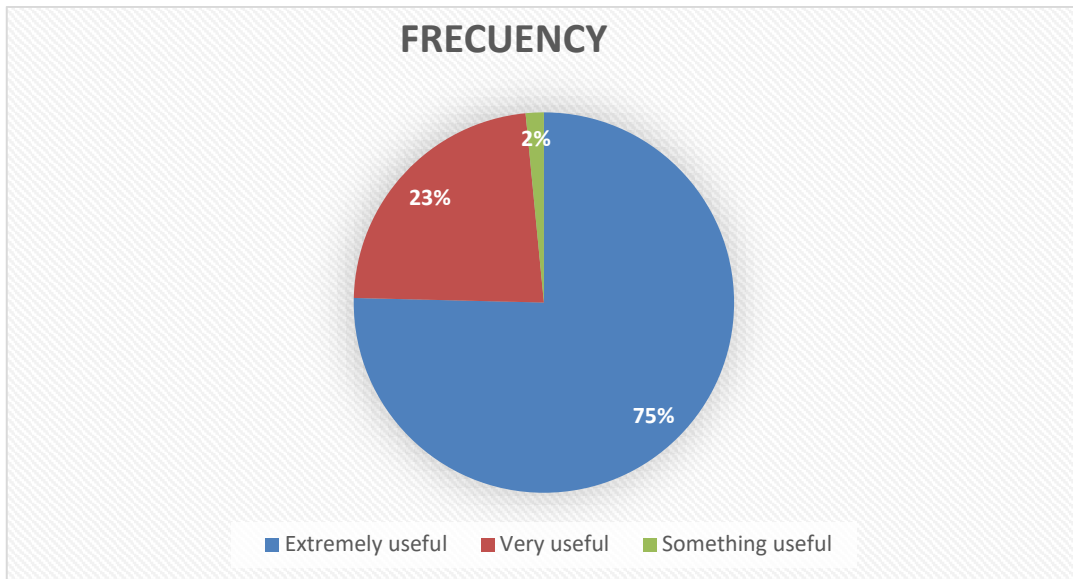
Note: Own elaboration. Source: July 2021 questionnaire

Interpretation

From the results obtained in the applied surveys, it is obtained that most of the surveyed senior students at Alberto Enríquez Educational high school are female and another short percentage male. With which it can be inferred that the largest student population of this campus is female.

Figure 1

Usefulness of the English Language



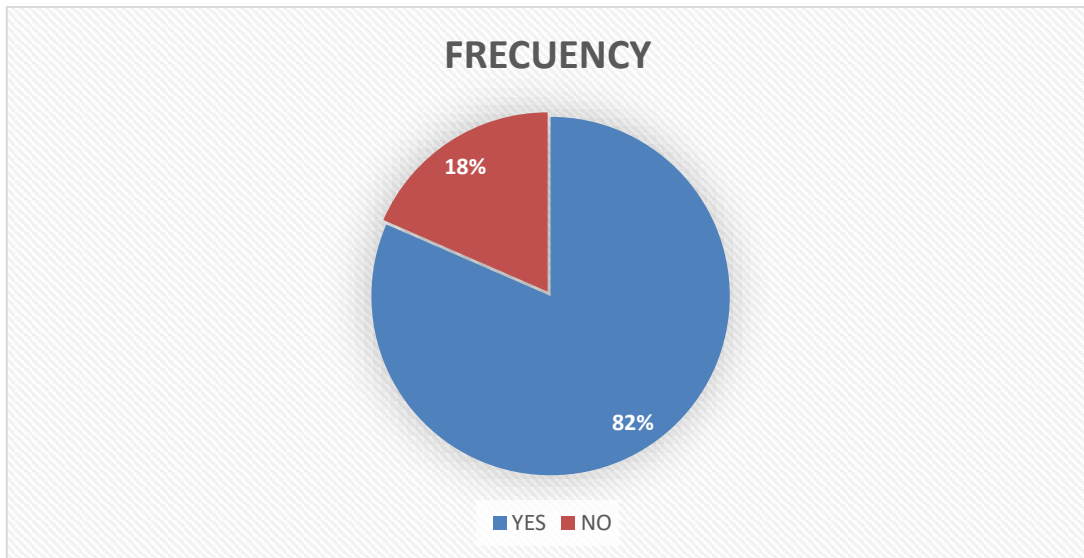
Note: Own elaboration. Source: July 2021 questionnaire

Interpretation

The English language allows us to find out about international events; in the economic, social, cultural, technological, educational fields and access to an excellent education. A high percentage of the students surveyed consider that the English language is advantageous. Learning English is essential to find more significant opportunities to access jobs and is one of the requirements in job offers in multinational companies or those that interact with international criteria (Chavez & Saltos, 2017).

Figure 3

Enjoy learning the English language



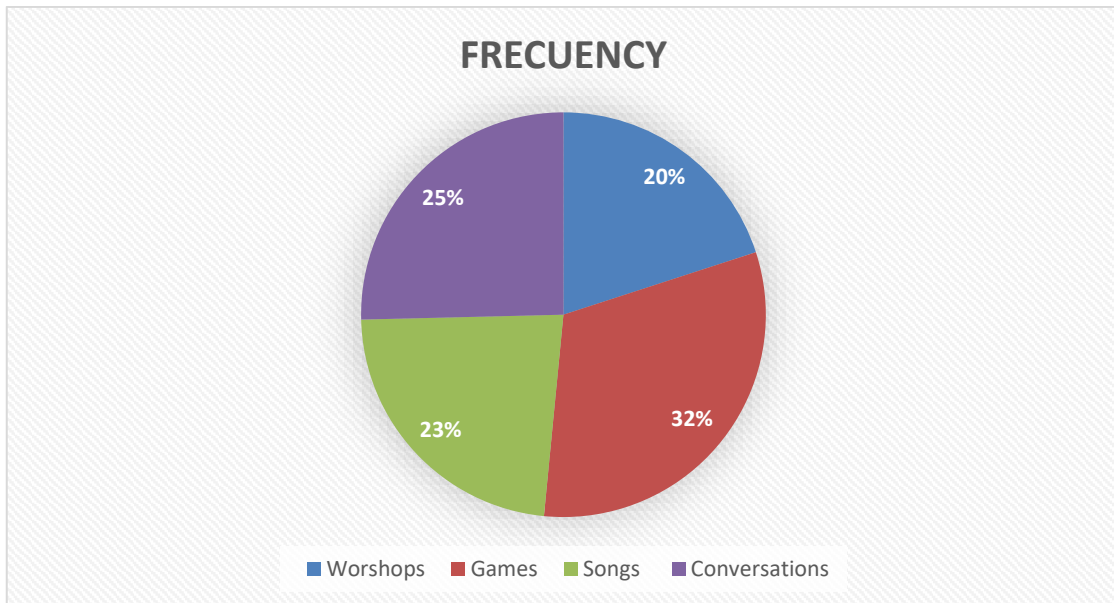
Note: Own elaboration. Source: July 2021 questionnaire

Interpretation

Almost all surveyed students enjoy learning in their classes, while a small percentage does not do it. To enjoy English classes, it is necessary to apply motivational techniques, generate an optimal classroom environment, maintain good cooperative relationships, and promote teamwork, allowing learning to develop. An important method that allows to learn the language instead of only applying a grammatical structure, through which teachers interact with students in the application of several oral and written activities is the communicative approach (Cailey, 2019). It is essential to develop the topics and content of the class in an interactive, participatory way, using didactic and innovative material, thus stimulating all students to learn.

Figure 4

Type of activities in English classes



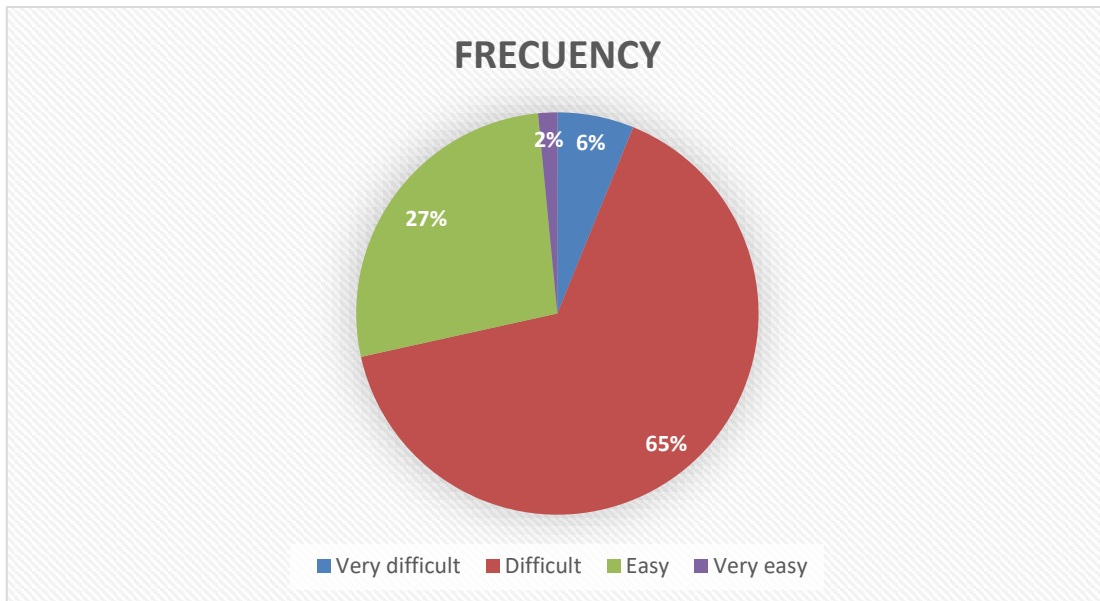
Note: Own elaboration. Source: July 2021 questionnaire

Interpretation

The activities of the English classes must be adjusted to the new formative reality by the English teachers, using individual, collaborative methodological strategies, defining the purpose of incorporating dynamic structures for the interaction of positive attitudes that foster a critical attitude in the students. , researcher, open communication of relationships; students/contents through workshops, games, songs, conversations to reach the theoretical composition - the practice of the curricular contents (Agnes & Mirdelio, Active learning for English as a foreign language classes, 2018).

Figure 5

Participation in oral activities



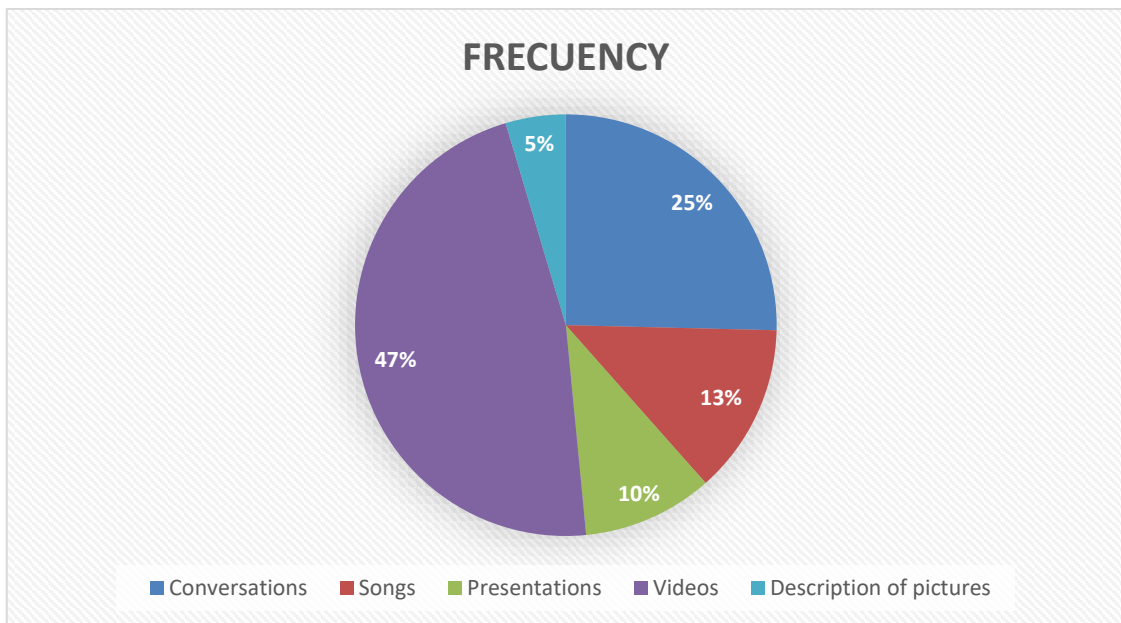
Note: Own elaboration. Source: July 2021 questionnaire

Interpretation

Participation in English classes allows students to feel included as protagonists of the teaching-learning process, stimulating internal dynamics as a fundamental element to improve skills, English language skills, and equity of curricular goals, taking into account the needs of the students. However, more than half of the students surveyed consider that it is challenging to participate in oral activities that the teacher proposes. This problem may be due to several reasons, so it is essential to use technological and didactic strategies that create a safe environment for students to participate without fear (Cailey, 2019).

Figure 6

Most used strategies



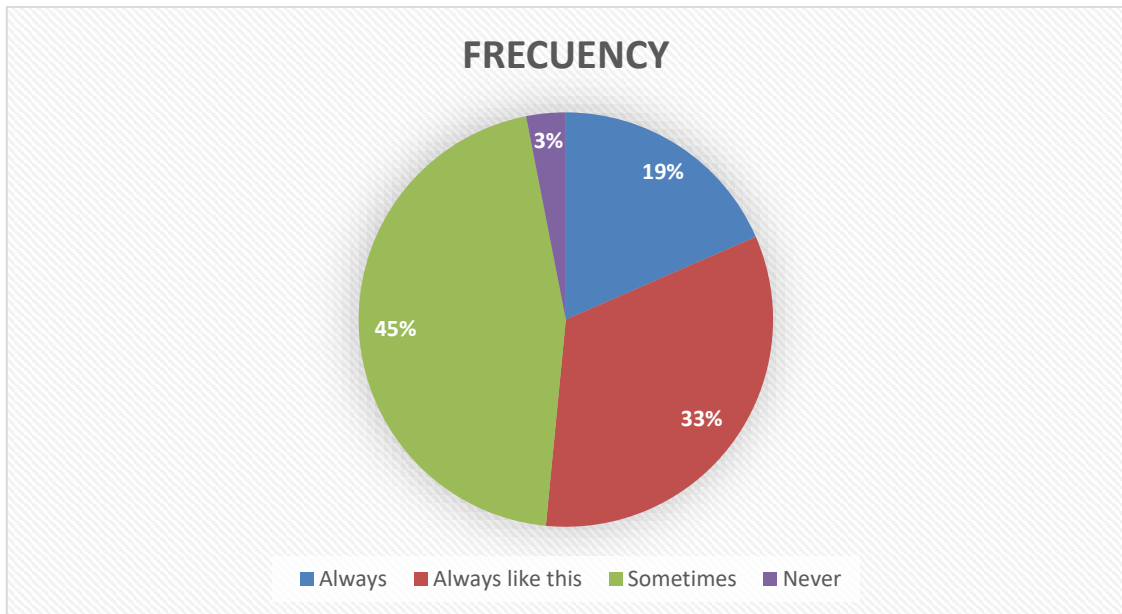
Note: Own elaboration. Source: July 2021 questionnaire

Interpretation

In learning the English language, a series of activities can be developed: naughty games, rounds of practical application, songs using different technological tools that contribute as a flexible and pedagogical proposal focused on developing oral communication. The activity most used by the teacher to develop speaking skills is videos. This activity can quickly get the attention of students, making it useful for them. facilitates the development of skills related to communication and information management, improves the flexibility of the teaching proposal, stimulates interaction in all levels, guaranteeing communication, individual and collective learning at different rates according to the proposed objectives (Foundation educa chanel, 2020). However, it is important to implement a variety of activities so that students develop their skills efficiently.

Figure 7

Development of the ability to speak



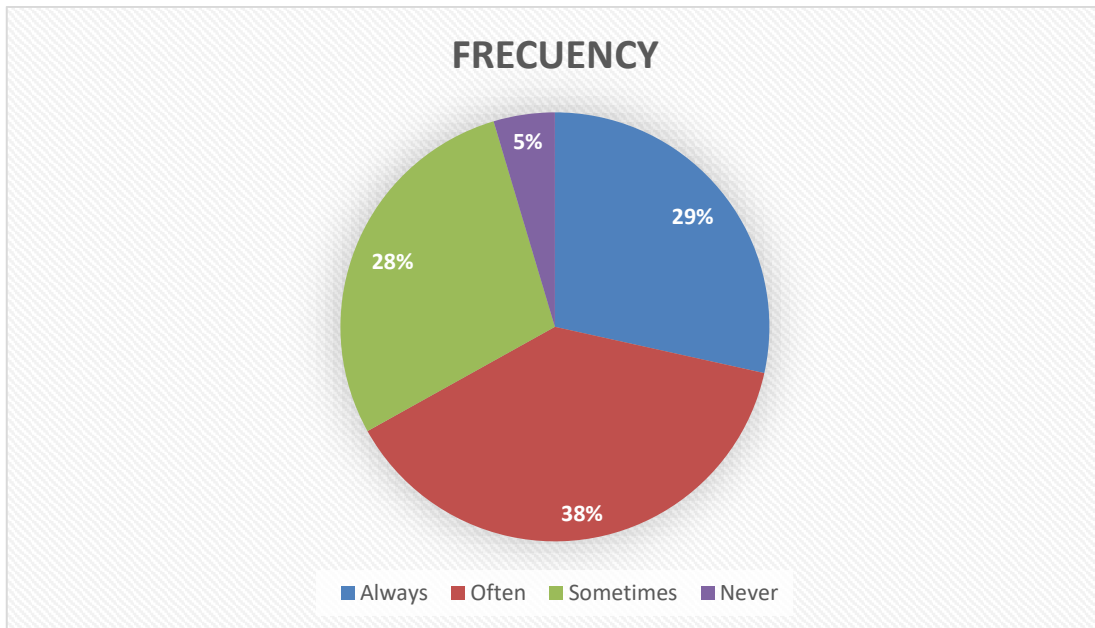
Note: Own elaboration. Source: July 2021 questionnaire

Interpretation

Speaking ability is fundamental in learning the English language since developing oral fluency is quite a challenge for students and teachers. Activities to promote the development of this skill should meet the needs of students, helping them with their doubts and motivating them to continue learning. In this way, the best way to develop this skill is to speak as many times as possible; the more the students exercise, the better their pronunciation, tone of voice, vocabulary, and fluency will be a key tool in the classes students participate. Equally through controlled oral exercises (speaking), directed at all times by the teacher. Interaction plays a fundamental role in learning (Camacho, 2019).

Figure 8

Frequency of use of technological tools



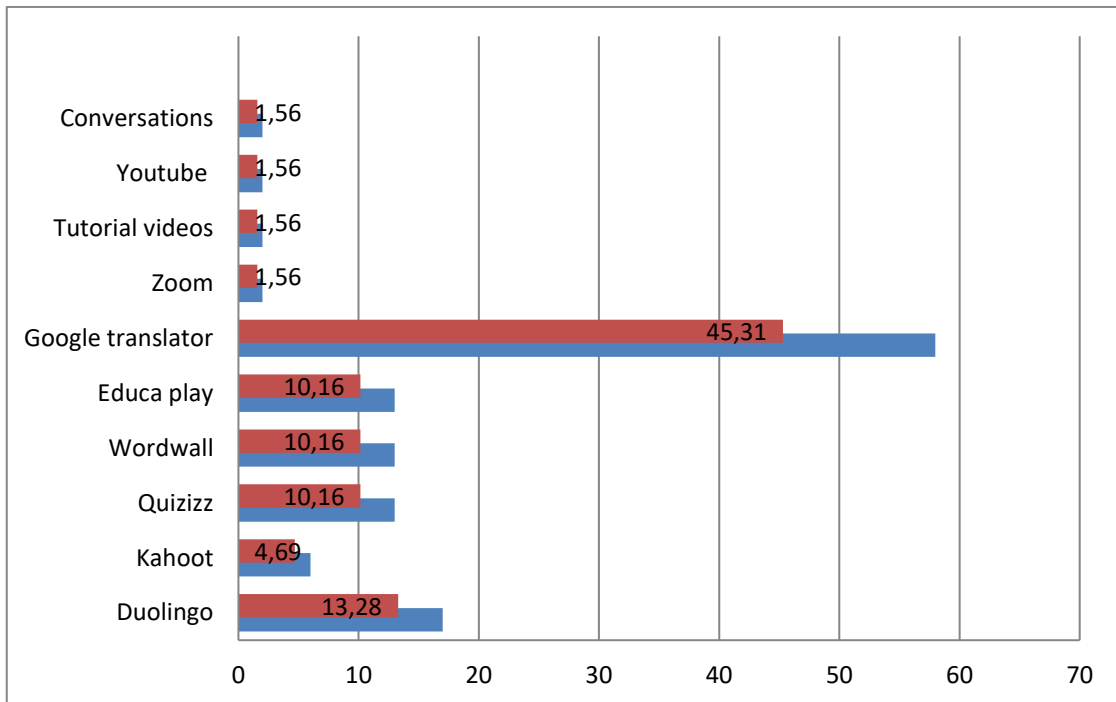
Note: Own elaboration. Source: July 2021 questionnaire

Interpretation

Technological tools promote greater performance of teacher-student communication, using virtual environments, diverse applications with dynamic strategies for the development of projects, exercises, tasks in class and outside of it, to achieve the necessary skills in learning English, in a way that students have them and can use them in accordance with the specific objectives of the curriculum. The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps students build essential 21st-century skills (University, 2020)

Figure 9

Type of technological tools



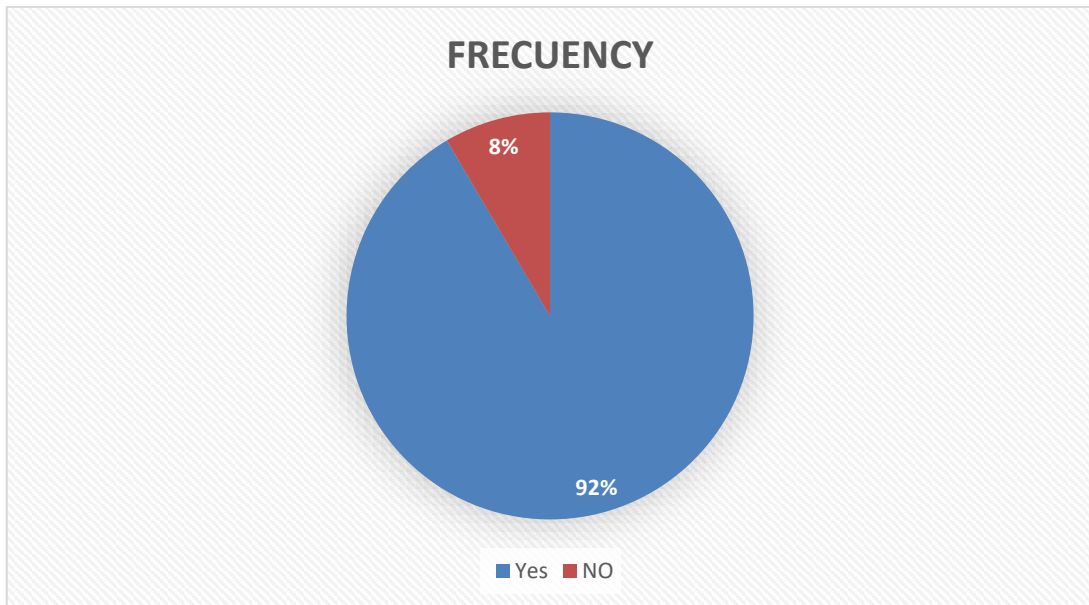
Note: Own elaboration. Source: July 2021 questionnaire

Interpretation

The Kahoot is a helpful tool for teachers and students that promotes learning and reviewing class topics, using questionnaires that progress according to their score. Quizizz is used more frequently by teachers as a tool for checking knowledge, using questionnaires so that the student can choose alternative answers, allowing the teacher to assess learning. Google translate is a multiplatform tool that allows us to translate websites and texts for free and immediately, as well as translate texts from photographs and is very useful in learning speaking, translations, highlighting words, phrases from the text (Marin & Vidal, 2018).

Figure 10

Use of technological strategies and tools



Note: Own elaboration. Source: July 2021 questionnaire

Interpretation

The potential offered by technological strategies and tools in learning the English language are multiple; they motivate students to study in the classroom and outside of it. Due to their accessibility, they generate new opportunities to access new information; they provide the opportunity to extend the scope of study beyond the physical limits (traditional face-to-face). Through technology, students can build their knowledge, set their learning rhythms through knowledge and digital resources, establish relationships between technology, and acquire English skills. Teachers can leverage technology to achieve new productivity levels, implement useful digital tools to expand learning opportunities for students, and increase student support and engagement. It also enables teachers to improve their instruction methods and personalize learning (University, 2020).

3.2 Analysis of the interviews

Based on the results obtained in the applied interviews, a general analysis has been carried out on the different points discussed. That information allowed to know more deeply the strategies used by the teachers in the reinforce of the speaking ability.

Teacher A:

- 1. From your point of view, how has it changed the way of teaching English nowadays?**

The fact that students are behind a camera prevents or causes students not to interact as they should; speaking is one of the skills most forgotten by students.

- 2. According to the current situation, do you use any educative platform to teach English?**

Yes, for example, teams, zoom. However, there are also other tools that we do use.

- 3. In your opinion, do you think that developing the speaking accuracy has been more difficult now?**

Yes, students are reluctant to interact, fear of failure or error. They consider that if they say a word wrong, the whole sentence is already wrong. The students do not use expressions and try to translate everything literally as said in Spanish. Some teachers try to teach native complete sentences.

- 4. What are the most common strategies that you use to develop the speaking accuracy?**

Questions and answers are generally used based on readings since the students do not like participating very much.

- 5. Have you used any technological tool to develop the speaking skill?**

I have used WhatsApp and teams, also Vocaroo.

- 6. Would you like to use any other didactic strategy using technological apps in your classes?**

Yes, of course, the use of technology is essential since this can be motivated entertainingly.

- 7. Do you consider necessary the application of a guide of technological and didactic strategies that facilitate the development of the speaking skill?**

Yes, it would be a fundamental idea to have a study plan with speaking skills and other skills activities.

Teacher B:

- 1. From your point of view, how has it changed the way of teaching English nowadays?**

It has totally changed since it is a new experience of teaching through the platforms and we have adapted and self-educated to be able to teach the classes.

- 2. According to the current situation, do you use any educative platform to teach English?**

Yes, I use zoom as it is more practical.

- 3. In your opinion, do you think that developing the speaking accuracy has been more difficult now?**

Yes, it has been more complicated since students do not have accessibility to technology and electronic devices.

- 4. What are the most common strategies that you use to develop the speaking accuracy?**

The most common are asking questions and answers through dialogues, summaries in which they can explain a topic in their own words. Practice small conversations with people closest to you. Tutorial videos have also been sent.

- 5. Have you used any technological tool to develop the speaking skill?**

The technological tool that I have used is the application of tutorial videos for teaching the language.

- 6. Would you like to use any other didactic strategy using technological apps in your classes?**

Yes, I would like to know new applications through technology since everything evolves, and the application of these strategies would be beneficial to develop the speaking skills of students.

- 7. Do you consider necessary the application of a guide of technological and didactic strategies that facilitate the development of the speaking skill?**

Yes, it is necessary since we find steps to follow and the didactic material to use in the guide. It is essential and would help teachers and students a lot.

Teacher C:

1. From your point of view, how has it changed the way of teaching English nowadays?

During the pandemic, classes have been virtual, but virtual teaching is not something new since it has always existed, and this year we have had to touch this very different reality. At first, quite strenuous for both teachers and students as we were not ready for this. There were pedagogical files that we had to adapt to our reality. It has been quite complicated for the students since there have been many connectivity problems since not all students have internet access facilities.

2. According to the current situation, do you use any educative platform to teach English?

I use teams since zoom has a duration and is not enough for the class. I liked the team's platform a lot for teaching, and we can use this platform permanently over time. In addition, WhatsApp the email is more accessible to young people.

3. In your opinion, do you think that developing the speaking accuracy has been more difficult now?

It has been complicated even though different programs facilitate the development of any skill; the problem is that this education needs greater interest and motivation. Nevertheless, this should not be an inconvenience to stop learning.

4. What are the most common strategies that you use to develop the speaking accuracy?

Pedagogical cards have been used modified to reality in the virtual context. Videos of real conversations in which students can develop their skills in the context of learning are important. Learning out of necessity is the easiest and fastest way to learn.

5. Have you used any technological tool to develop the speaking skill?

To start my classes, I use videos as a warm-up so that the student knows what the class will be about—word search, small games to develop the skills that will be covered in the class topic.

6. Would you like to use any other didactic strategy using technological apps in your classes?

Yes, I would like to incorporate new strategies with students to get their attention more and involve them in learning. However, most students are afraid to speak in English for fear of criticism. A type of interview with students would be an excellent idea.

Singing in karaoke is one of the most dynamic strategies for learning a language.

7. Do you consider necessary the application of a guide of technological and didactic strategies that facilitate the development of the speaking skill?

Of course, all this must be planned, all the material is available, but it is necessary to plan and follow guidelines to achieve the objective of understanding and using the language, and knowing what I will do in class is vital to get students to show their knowledge. Take into account the level of knowledge that each student possesses and focus the proposed activities on the different ways of learning since some students are visual, others are auditory, etc.

In addition, it is essential to consider that students with exceptional abilities require activities specifically focused on them, activities that can meet their learning needs and make them feel good about learning.

DISCUSSION

Of the surveys applied to the senior students at Alberto Enríquez Educational high school, concerning the usefulness of the English language, 75% consider it very useful. From the study carried out by (Peña, Teaching English as a foreign language and developing language skills, 2019), it is determined that 63.22% of the surveyed population consider that learning the English language is very useful, information obtained through the application of a questionnaire to 87 high school students of the School of Languages in the English Section of the Catholic University of the academic period 2016-2017.

English is a universal language used in different European countries, which is why it is considered a subject in the curricular networks at primary, secondary, and higher levels to develop language skills in students (Agnes & Mirdelio, Active learning for English as a foreign language classes, 2018). From the data obtained from the surveys concerning the activities that the surveyed students like to develop in English classes, it is determined that 32% have a preference for games, 25% for conversations, these being the most relevant.

These results are related to those shown by the study by (Mejía, 2013) that by applying the survey technique to 100 students, they show that they obtain more significant interaction in learning English through games and songs, in which they achieve an optimal teacher-student relationship and develops strong motivations in the learning process. The game application strategies are didactic resources for transmitting knowledge of English, generating comfortable and conducive environments for the development of curricular content to flow in a meaningful way, and potentially developing speaking (Meneses & Medina, Methodological strategy based on information and communication technologies , 2021).

In the present investigation, regarding the help to develop the ability to speak with the activities used by the English teacher, 45% of the students surveyed affirm that sometimes these activities help them. Teachers' methods to develop the ability to speak in classrooms allow students to develop attitudes of responsibility, participation, perception of academic performance, and these tools are vital to expect good performance from students in learning the English language (Romo, Didactic strategies and evaluation of oral communication, 2017).

From the results of the interviews applied to the teachers of the English subject in the senior students at Alberto Enríquez high school, it was detected that in the development of their classes they use virtual media, different platforms to generate greater interest, motivation in the students and develop speaking. According to the study (Vite, 2020) the teachers of the English subject use different methodologies and teaching tools to achieve a better performance of the students and recognize that the methods that the teachers apply help them be more successful in their grades.

After analyzing the information collected, the importance and need for developing a guide of technological and didactic strategies that facilitate the development of speaking skills can be noted. The current situation requires teachers to prepare themselves to face a situation in which technology is the basis of teaching. Therefore, it would be beneficial to provide a detailed guide with the best motivational strategies and activities that support the teaching-learning process.

CHAPTER IV

PROPOSAL

4.1 Title

Technological and didactic strategies guide to reinforce the speaking skill in the senior students at Alberto Enríquez high school.

4.2 Rationale

The proposal of the guide of technological and didactic strategies is linked to the new educational vision, using specialized and didactic tools concerning the curricular blocks of the English subject of the third year of unified general high school. Unit 1: movie genre, movie reviews, and mini-biographies. Unit 2: personality, type of professions. Unit 3: environmental management ecological products. Unit 4: imaginary situations, expressing wishes. Unit 5: written news, spoken news. Unit 6: fundamental inventions, historical importance and events, and the curricular milestone: oral communication (listening and listening comprehension), to develop meaningful listening and speaking skills, interacting in communicative contexts, through technological tools to develop meaningful speaking learning.

The proposal includes a series of activities using technological tools such as Duolingo, Podcast, Karaoke, and Vocaroo since they contribute significantly to improving students' speaking ability. These tools will help them build their knowledge with teaching material based on interaction to understand and produce statements, sentences, conversations, and dialogues in various contexts. Creating conversations in authentic contexts such as culture, sports, commerce, tourism, socio-cultural enriches the linguistic capacities of reasoning, a critical position in direct relation with the curricular blocks of the English subject of the senior students at Alberto Enríquez Educational high school.

It seeks to promote the ability to speak in an understandable, easy and fun way, aligned to the curriculum's performance criteria on various topics. Students will adopt a critical position, and they will be able to interact naturally through dialogues, conversations, incorporating new vocabulary. In this way, students will confidently speak about problems in the classroom and beyond in social, economic, cultural, and everyday life contexts.

The proposed strategies are intended to promote motivation and greater participation in the tasks and practical learning exercises in the classroom, expanding linguistic resources, the creative use of the ability to speak with precision, evident fluency, using the vocabulary, intonations, and pronunciation. Correct as expressive abilities that encourage the active participation of senior students at Alberto Enríquez Educational high school.

4.3 Theoretical foundation

4.3.1 Technological foundation

The proposal is based on the technological tools and resources in the teaching-learning of English, allowing the class sessions to be interactive and motivating. In this way, the proposal focuses on developing the ability to speak in an autonomous, group, and collaborative way so that students can participate in a fluid, practical way in various oral, formal, and non-formal communication situations. The application of specialized vocabulary according to the intentionality of the objective and performance criteria of the class topic or context in which they interact. The excellent integration of technological tools and the interaction of didactic resources will be following the principles, performance criteria of the curricular blocks of the English subject of the third year of high school.

This base will be used to establish the organization's requirements, sequence of the contents, specifically of oral communication, expression, and social interaction through a series of exercises or pedagogical approaches that guarantee the development of speaking with a variety of cognitive skills that ensure understanding. Communication of different didactic materials: acts, objects, types of virtual texts, news, programs, instructions on various topics that motivate, guide speaking, use of specific vocabulary, showing reflective and critical activities, according to the objectives of the curricular topic.

4.3.2 Methodological foundation

The structure of the proposal is based on the communicative approach to develop communication skills with a process approach, proactive technological strategies, associate forms of speech using visual resources, expression, communication that take place in optimal affective-emotional classroom climates. In this way, it seeks to achieve the participation of students in virtual environments on multiple and different topics developed focused on communication, construction of meanings to enrich the linguistic aesthetic.

Furthermore, the thinking abilities of students during the formative process of learning to speak, in terms of rhythm, tone of voice, fluency, reading comprehension of English.

4.3.3 Philosophical foundation

The proposal is based on the critical-reflective approach to develop willing students capable of interacting autonomously with various technological tools that self-regulate speaking development and strengthen vocabulary, punctuation, tone of voice, and structure. These approaches help to base technological tools as a reality for human beings.

For example, it is essential to develop the students' lexicon on the principle of modern philosophical paradigms of technology and its new scenarios in education, society. Education adapted to curricular processes in this specific case of English, macro speaking skills as the art of understanding any information in English and expressing optimally

Comprehensive for their development in educational activities of daily life, for their continuity in professional training, work.

4.4 Objectives

General

Strengthen speaking skills by using technological and didactic strategies in senior students at Alberto Enríquez Educational high school.

Specific

- Structure a set of strategies with technological tools in order to enhance the teaching-learning of speaking.
- Encourage the diversification of strategies, pedagogical teaching aids so that students achieve better speaking skills: intonation, rhythm, grammar, vocabulary.
- Reinforce comprehension, oral knowledge, using technological tools such as English subject skills.

Beneficiaries

The direct beneficiaries are the teachers of the English subject and the senior students at Alberto Enríquez Educational high school, with the application of strategies, didactic technological tools as a source of improvement of speaking skills: articulation and intonation, rhythm, fluency, to express themselves and interact naturally in communication situations in the classroom context and outside of it in different areas. The indirect beneficiaries are the families of senior students at Alberto Enríquez Educational high school.

4.5 Impacts

The positive impacts that it intends to achieve and the repercussions in the field: educational, social, cultural, and technological are the following:

Educational impact

Technological and didactic strategies that help to improve speaking ability have a significant impact on the learning process. Strengthening this skill helps students interact autonomously with the world around them and helps them speak fluently and accurately, making them self-confident.

Social impact

Learning the English language helps to improve interpersonal relationships with other members of society. A second language promotes interaction by establishing relationships with greater possibilities for a better educational and economic future.

Cultural impact

The cultural impacts of the English language are directly related to linguistic diversity that contributes to the understanding and analysis of different cultures linked to tangible and intangible heritage. In addition, people who speak a second language enrich the students' knowledge and verify the progress of political, social, and educational innovation to build values that are key to taking advantage of opportunities in life.

Technological impact

The technological impact of the proposal aims to consolidate virtual tools in academic activities to develop the ability to speak through different forms of teaching-learning. Technological strategies change the perspective of education, creating an interactive environment for learning.

4.6 Development

The proposal focuses on improving oral communication, listening skills, production, and spoken interaction through technological tools: Duolingo, Podcast, and karaoke, articulating the respective strategies, the development of procedures that teachers and students must follow.

The methodological guidelines will be adjusted to the students' different rhythms and learning styles so that active participation, teamwork, collaborative work is encouraged to stimulate rational critical thinking of the speaking context in classroom applications and that the students put in practice in other settings.



Technological and didactics strategies guide to reinforce the speaking ability



Guide developed for students and teachers to facilitate the teaching – learning process



Communicative approach, Blended Learning and Connectivism



Strategy 1

Reflective class. Blended learning

Technological tools:

YouTube video, PowToon.

Objective:

Develop critical thinking language skills to describe the global warming consequences on the environment.

Warm-up: (4 minutes)

- Students will watch the video: "Climate change."

https://www.youtube.com/watch?v=I4YzbKnS5iU&ab_channel=JamesNguyen

- **Breakrooms: (5 minutes)**

In small groups, students will talk about the consequences of global warming on the environment.

Activity 1. (15 minutes)

- In the same groups, students will make a brainstorm about the consequences of global warming.
- The teacher will create a reflective atmosphere in which students can share their ideas.



Global Warming



Activity 2. (30 minutes)

- Students will make a short video of around 3 minutes using PowToon. Each group member has to participate in talking about some consequences of global warming on the environment.



Student's procedure:

- Watch the video "Climate change."
- Determine the consequences of global warming.
- Establish the consequences of global warming using a brainstorm.
- Make a short video using PowToon to talk about this topic in straightforward language and appropriate tone of voice.

Teacher's procedure:

- Play the reflective video and form groups of three students.
- Carry out an introductory explanation about global warming and its effects on the environment.
- Encourage students about mental flexibility, creativity for speaking in this activity.
- Ask students to use PowToon to create their videos.



Student's name	Evaluation parameters	Grade
	Exposure: tone of voice, confidence, intonation	2
	Appropriate verbal language	2
	Understanding basic references of globalization	3
	Details effects on the environment	3
	Total	10

Evaluation:

For the evaluation, the descriptive register is used to determine the skills with performance criteria in the oral presentations, determine the intonation, rhythm, the appropriate use of vocabulary, and understand global warming and its effects on the environment.

Strategy 2

Information gap.

Communicative language teaching /
Connectivism

Technological tools:

- Vocaroo or WhatsApp's audio

Objective:

- Develop the speaking ability using interviews to obtain information about professions and field works.

Warm-up: (4 minutes)

- Pictures about Professions. Students will identify the profession and then describe it.

Activity 1. (30 minutes)

- Students will share what profession they would like to pursue in the future and what the job field would be like.
- Each student will choose a profession and will look for information about its work field.
- In pairs, students will create an interview based on the example provided by the teacher.



PROFESSIONS AND FIELD WORKS



Teacher's procedure:

- The teacher presents photographs of different professions.
- The teacher gives a brief description of some professions and the work field in which they develop.
- The teacher provides the students with an interview format to help them.

Activity 2. (15 minutes)

- Students will apply the interview with their co-workers. Each one must assume the role of interviewer and interviewee.
- Students will need to record this conversation using Vocaroo or via audio on WhatsApp. The conversation should last approximately two minutes.



INTERVIEW

1. What is your name?
2. What is your job?
3. Why did you choose that profession?
4. What do you like about your profession?
5. How is your field of work?

Student's procedure:

- Identify and describe pictures
- Think of a profession that they like
- Find information about the labor field of the chosen profession.
- Carry out an interview format and apply it to their co-worker.
- Technological tools: Vocaroo or WhatsApp's audio

Student's name	Evaluation parameters	Grade
	Participation	3
	Development of the interview	2
	Interview application	3
	Vocabulary	2
	Total	10

Evaluation:

The evaluation procedure is based on the following indicators to verify the contribution to the development of speaking skills regarding professions, characteristics, and occupational fields:



Strategy 3

Create the need to know.

Blended learning

Objective:

Develop the speaking ability to talk about different film genres through a debate.

Technological tools:

YouTube video.

Warm-up: (4 minutes)

- Students will watch the video "Movie genre quiz."

https://www.youtube.com/watch?v=fyCmFYQJ_7k&ab_channel=MatildaFielding

- Based on the video, students will choose their favorite movie genre.

Activity 1. (15 minutes)

- Each student will look for information about the film genre that she chose as characteristics, movie examples, and reasons why she chose this genre.



MOVIE GENRE

Teacher's procedure:

- The teacher presents an exciting video about different genres of movies with their respective characteristics.
- Based on the genres of films chosen by the students. The teacher will form working groups for discussion.
- Create small chat rooms where discussions will take place.
- The teacher will enter each room as a mediator and evaluator of the debate.



Activity 2. (30 minutes)

- Discussion groups. Students will work in groups assigned by the teacher to define the best arguments that will defend the genre of film they chose.
- Execution of the debate. The students will work as a team and debate on the theme: "What genre of film is better." All members of the group must contribute to the defense of the film genre they chose.
- Break rooms. Students will develop their debates in class.

• Evaluation:

The evaluation procedure to verify the contribution to the development of speaking skills and to obtain the skills with performance criteria consists of the following aspects:

Student's procedure:

- Identify the most important characteristics of each film genre.
- Choose their favorite movie genre.
- Find information about the chosen film genre and argue why they chose it.
- Work in a working group assigned to develop the debate.
- Argue the answers clearly and with an adequate vocabulary.
- Technological tools: YouTube video.

Student's name	Evaluation parameters	Grade
	Participation	3
	Development of the debate	3
	Movie genre argument	4
	Total	10

Strategy 4

Pronouncing Drilling

Communicative approach

Objective:

Encourage learners to master the English language's sounds, rhythm, and intonation using karaoke.

Warm-up: (4 minutes)


- Twister tongue
- Students will try to repeat without mistakes the twister tongue.

Technological tools:

- YouTube video
- Karafun
- Vocaroo

Activity 1. (20 minutes)

- Students will listen to the song: "Every breath you take".
https://www.youtube.com/watch?v=wsMEj2ZfW8&ab_channel=Thatsme849
- Students will find phrases or words unknown.
- The teacher will explain the meaning of those phrases or words using the context in which they are written.

Betty Botter's Butter 

*Betty Botter bought some butter,
But she said, "this butter is bitter,
Bitter butter is bad for batter."
So she bought some better butter,
To make her bitter batter better.*

© 2013 Teacher Resources.com





Activity 2. (20 minutes)

- Karaoke time. Students will sing, trying to pronounce correctly.
- Students will practice the song a few times.
- Students will record their voices singing the song "Every breath you take" using Vocaroo.



Teacher's procedure:

- The teacher shows the tongue twister and encourages the students to try to repeat it, avoiding mistakes. The teacher can also choose students to participate in this activity.
- He plays the song twice to familiarize the students with the rhythm and lyrics.
- He explains the meaning of phrases or words that the students do not know. The teacher needs to explain these words or phrases using the context.
- Define vocabulary for better development of listening comprehension
- Sing along with the students and correct the pronunciation.

"Every Breath You Take"

Every breath you take
 Every move you make
 Every bond you break
 Every step you take
 I'll be watching you

Every single day
 Every word you say
 Every game you play
 Every night you stay
 I'll be watching you

Oh, can't you see
 You belong to me
 How my poor heart aches with every step you take

Every move you make
 Every vow you break
 Every smile you fake
 Every claim you stake

Student's procedure:

- Participate in the tongue twister activity.
- Listen and identify unknown words in the song.
- Practice the correct pronunciation of the words with the teacher.
- Record their voices singing the song with the correct pronunciation.
- Technological tools: YouTube video, Vocaroo.

Evaluation

The evaluation criteria that allow determining the performance achieved in this activity and that will be examined by the teacher are the following:

Student's name:	Evaluation parameters	Grade
	Participation	2
	Development of comprehension skills:	3
	Tone, rhythm, pronunciation	5
	Total	10

CONCLUSIONS

- The results obtained from the surveys applied to the senior students at Alberto Enríquez high school determine that the majority consider the usefulness of learning the English language, that they have a preference for the development of activities through games, conversations for the development of speaking. Therefore, it is necessary to formulate technological and didactic strategies that promote optimal environments from the interaction of digital processes with appropriate tools.
- From the interviews with the teachers of the English subject of the senior students at Alberto Enríquez high school, it is established that in the development of their classes if they apply virtual media, through different platforms to generate greater interest, motivation in the speaking students. For this reason, it is essential to continue using technological tools adapted to the principles and innovation, quality, perspective of didactic possibilities, and the practical use of these tools in their classes.
- The didactic technological strategies guide interactively facilitates access to information, providing teachers with opportunities to develop better communication skills of listening and speaking in English through flexible, dynamic, interactive, motivating environments. Participatory learning English.
- The use and importance of technological tools as didactic strategies aim to improve the quality of teaching-learning speaking. They constitute the most effective and efficient means to fulfill the objectives of the English subject's curricular blocks, specifically the milestone oral communication, listening, and listening.
- In the teaching-learning processes of speaking, the incorporation of the guide of technological and didactic strategies improves the opportunities in students for the processing, reception, analysis of globalized information in different areas: scientific, social, cultural, economic, sports, environmental, and others, create your knowledge.

RECOMMENDATIONS

- Senior students, should take advantage of the scope of technological resources to generate collaborative, interactive teamwork, to obtain significant learning from speaking, using technological tools such as Duo lingo, Podcast, Karaoke, in the development of their knowledge.
- Teachers must motivate students in the systemic processes of managing the available technological tools as a principle of academic innovation and integration of digital proposals for speaking. Moreover, adjusted to the needs, expectations of the students, and the principles of improvement educational continuity of the high school, to take advantage of the opportunities and advantages they have as a means of teaching and learning.
- Teachers must promote the use of specific technological tools for speaking such as Duo lingo, Podcast, Karaoke, depending on the curricular blocks, the performance criteria to be obtained. It guarantees flexible teaching-learning processes, content ownership, processes, and optimal methodologies that create classroom environments conducive to third-year high school students from this campus.
- Teachers of the English subject of senior students of high school will provide technical guidelines in using technological tools, making the different applications for speaking to students known, and developing an articulation with the curricular contents. It allows them to strengthen their speaking skills adapted to the rhythms of learning and technological advances in education.
- Teachers will establish different student action processes, develop methodological guidelines for class activities, define assessment indicators that specify the meaningful learning standards of speaking the milestone or curricular block oral communication. For instance, expand opportunities for students to be more effective in the application of these technological tools.

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ANNEXES

Questionnaire format.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS



SURVEY FORMAT APPLIED TO SENIOR STUDENTS AT "ALBERTO ENRÍQUEZ" HIGH SCHOOL

Objective. Identify strategies and tools used by English teachers for the development of speaking skills.

Instructions: Dear students, please read the following questions carefully and answer objectively, given that, your answers will be helpful for the development of the research. This research work seeks to know the current technological resources that teachers use in English classes for improving the speaking skill.

General Dates

Gender

Female ()

Male ()

1. How useful do you consider the English language to be in your life?

Extremely useful ()

Very useful ()

Something useful ()

Not very useful ()

Not useful at all ()

2. Do you enjoy learning the language in your English classes?

Yes ()

No ()

3. What type of activities do you like to do in English classes?

NO NUMERACIÓN

- Workshops ()
- Games ()
- Songs ()
- Conversations ()

4. According to your opinion. How difficult is it to participate in the oral activities arranged by your teacher?

- Very difficult ()
- Difficult ()
- Easy ()
- Very easy ()

5. Of the following strategies (activities), which ones does your teacher use the most to develop speaking skills?

- a. Conversations ()
- b. Songs ()
- c. Presentations ()
- d. Videos ()
- e. Description of pictures ()

6. Do you consider that the activities used by the teacher help you to develop speaking skills?

- Always ()
- Always like this ()
- Sometimes ()
- Never ()

8. How often does the English teacher use technological tools to develop speaking skills?

- Always ()
- Often ()
- Sometimes ()
- Never ()

9. From the following list, what technological tools has the teacher used in class?

Duolingo ()

Kahoot ()

Quizizz ()

Wordwall ()

Educaplay ()

Google translator ()

Others:

10. Do you think that the use of new strategies and technological tools would help you to improve your ability of speaking in English?

Yes ()

No ()

THANKS FOR YOUR COOPERATION

Interview format



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**



PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT ALBERTO ENRIQUEZ HIGH SCHOOL

Objective. Establish the strategies used by teachers in the development of the speaking skill at Alberto Enriquez high school.

- 1. From your point of view, how has it changed the way of teaching English nowadays?**
- 2. According to the current situation, do you use any educative platform to teach English?**
- 3. In your opinion, do you think that developing the speaking accuracy has been more difficult now?**
- 4. What are the most common strategies that you use to develop the speaking accuracy?**
- 5. Have you used any technological tool to develop the speaking skill?**
- 6. Would you like to use any other didactic strategy using technological apps in your classes?**
- 7. Do you consider necessary the application of a guide of technological and didactic strategies that facilitate the development of the speaking skill?**

THANKS FOR YOUR COOPERATION

Evidences from the applications of interviews

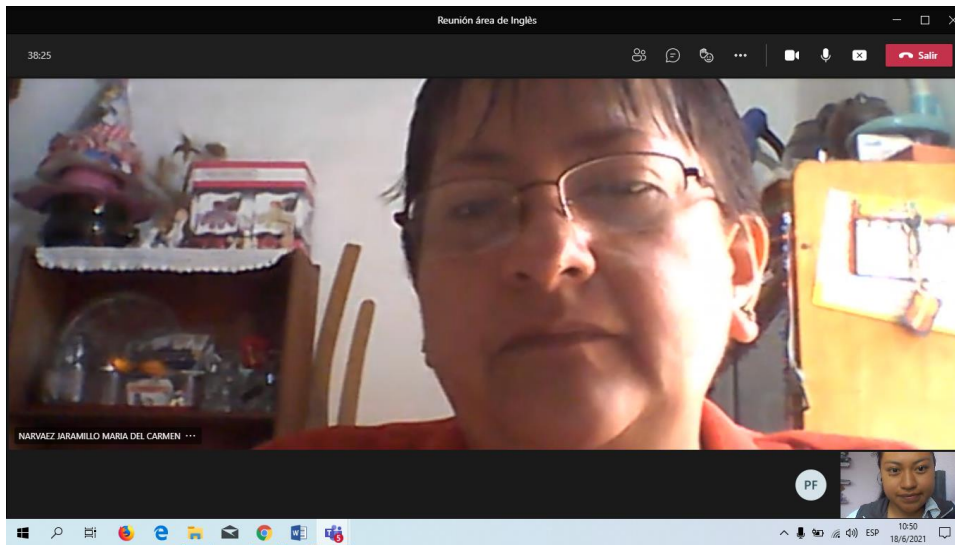


Figure 11: Teacher's interview. Alberto Enriquez high school

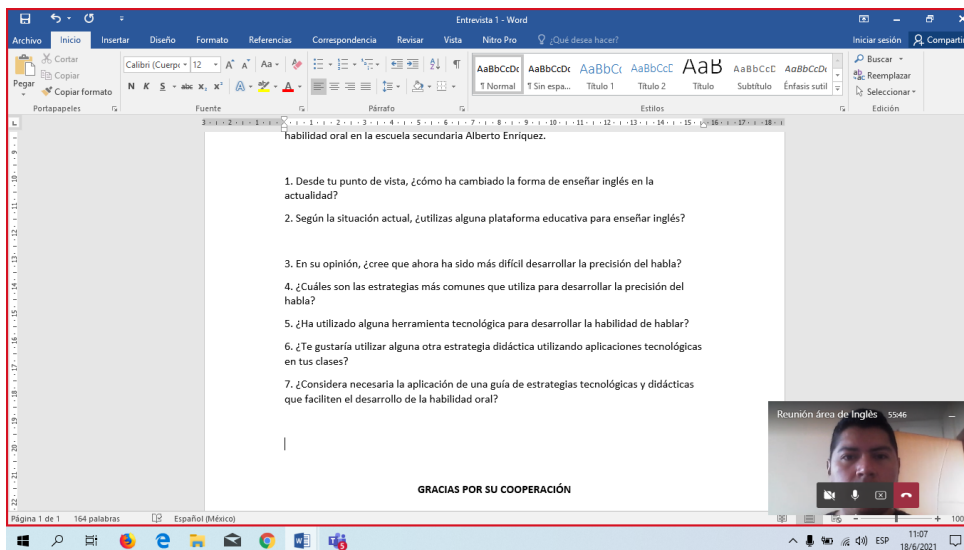


Figure 12: Teacher's interview. Alberto Enriquez high school

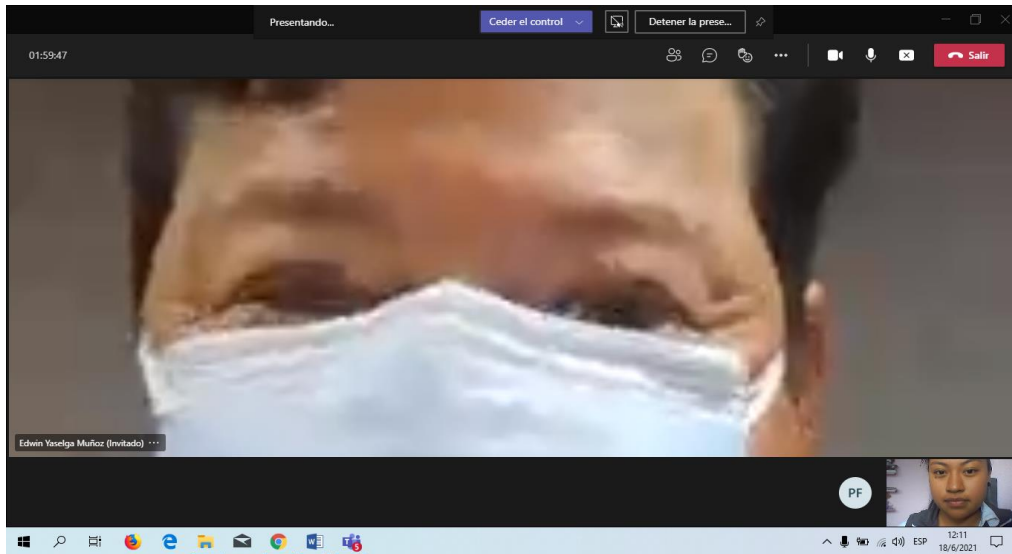


Figure 13: Teacher's interview. Alberto Enriquez high school

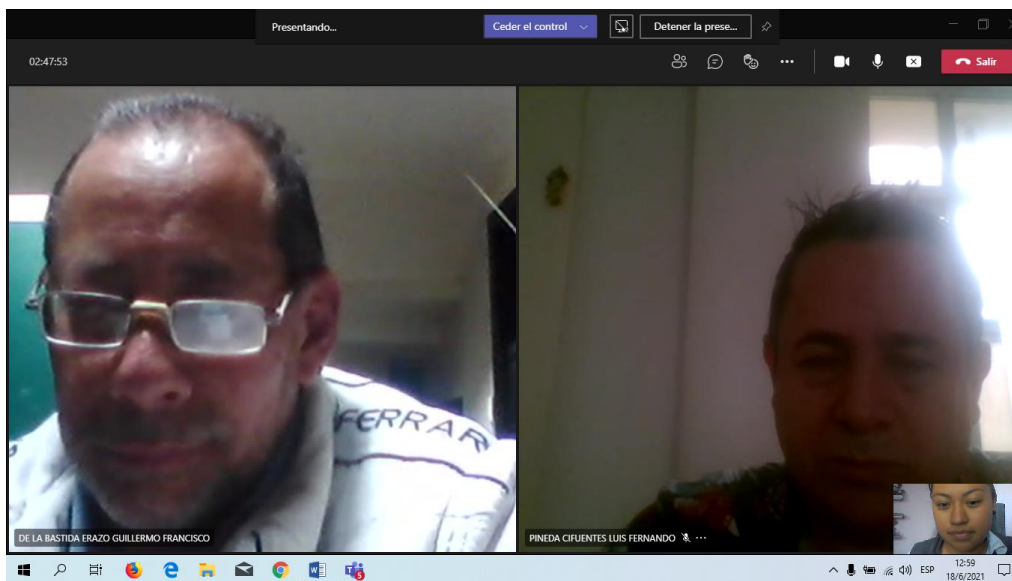


Figure 14: Teacher's interview. Alberto Enriquez high school