Effective strategies for learning the English language in high school

Estrategias efectivas para el aprendizaje de Inglés en el bachillerato

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RESUMEN

El presente estudio se enfoca en analizar el impacto de las prácticas pedagógicas en el rendimiento académico de estudiantes de tercer año de bachillerato en el área de inglés. El objetivo principal consiste en identificar estrategias que mejoren las habilidades orales, escritas, de escucha y lectura en inglés de los estudiantes de tercer año de bachillerato, buscando proporcionar un marco práctico y adaptativo para la implementación de estas estrategias en la Unidad Educativa 11 de Julio. La investigación se realiza mediante un enfoque cualitativo de corte transversal, recopilando datos a través de observaciones, entrevistas y análisis documental. La población de estudio incluyó a 39 estudiantes de la especialidad de Informática. La implementación de estrategias como la gamificación, uso de técnicas constructivistas, y fomento de la participación en actividades colaborativas, ha generado un progreso significativo en las cuatro habilidades del inglés, demostrando ser altamente efectivas, considerando que se observó un aumento significativo en la participación, así como mejoras notables en las habilidades orales, escritas, de escucha y lectura en el idioma inglés. En este sentido, los resultados se respaldan con cifras que indican progresos específicos en cada habilidad lingüística. Las conclusiones resaltan el positivismo de los estudiantes hacia las metodologías utilizadas, resaltando la importancia de adaptar la enseñanza a las preferencias y necesidades de la generación actual; asegurando así su aprendizaje. La propuesta de evaluación crítica y mejora continua asegura la sostenibilidad y evolución del proceso educativo, mediante estrategias innovadoras, fomentando la participación y promoviendo un ambiente de aprendizaje estimulante y comprometido.

Palabras claves: aprendizaje de inglés, estrategias, rendimiento académico, habilidades lingüísticas, auto aprendizaje

ABSTRACT

The present study focuses on analyzing the impact of pedagogical practices on the academic performance of third-year high school students in the area of English. The main objective is to identify strategies that improve the oral, written, listening and reading skills in English of third-year high school students, seeking to provide a practical and adaptive framework for the implementation of these strategies in the 11 de Julio Educational Unit. . The research is carried out using a cross-sectional qualitative approach, collecting data through observations, interviews and documentary analysis. The study population included 39 students majoring in Computer Science. The implementation of strategies such as gamification, use of constructivist techniques and promotion of participation in collaborative activities has generated significant progress in the four English skills, proving to be highly effective, considering that a significant increase in participation was observed, as well as notable improvements in oral, written, listening and reading skills in the English language. In this sense, the results are supported by figures that indicate specific progress in each linguistic skill. The conclusions highlight the positivism of the students towards the methodologies used, highlighting the importance of adapting teaching to the preferences and needs of the current generation, thus ensuring their learning. The proposal for critical evaluation and continuous improvement ensures the sustainability and evolution of the educational process, through innovative strategies, encouraging participation and promoting a stimulating and committed learning environment.

Keywords: english learning, strategies, academic performance, language skills, self-learning

Introduction

This research addresses the growing importance of the English language as a crucial tool for interaction in various social spheres and its status as an official language in the global technological field (Romero et al., 2021). Despite this relevance, there is a concerning gap in English language proficiency among students at 11 de Julio High School. This deficiency is attributed to the lack of strategies that hinder mastery of the four basic skills such as speaking, listening, reading, and writing. Students encounter numerous challenges when striving to enhance their English proficiency.

11 de Julio High School located in Shushufindi canton, Sucumbíos province in northeastern Ecuador, accommodates around 970 students from various cultural, economic, and religious backgrounds. The significance of English language acquisition in this context extends beyond the academic realm to impact professional, economic, sports, and cultural domains.

The purpose of this research is to enhance the learning level of high school students through the implementation of strategies such as gamification, the use of constructivist techniques that encourage reflection and analysis, and the promotion of participation in collaborative activities. These strategies aim to stimulate students to develop self-directed learning plans, fostering responsibility and a desire for learning through social networks (Rezabala & Rivadeneira, 2023). The role of the teacher is redefined as a guide and monitor in the process, while each student becomes the architect of their own learning path. The research aims to foster students to internalize the need to read, speak, listen, and write with a sense of satisfaction regarding their achievements rather than feeling pressured.

The backbone of this research was the qualitative approach, which used interviews, observation, and interaction with students in their educational environment. These methods allowed for gathering valuable information on students' performance in learning English and the possible barriers that limited the effectiveness of this process. Besides, the methods and techniques enabled the identification of emerging patterns and causal relationships, essential for formulating specific recommendations aimed at enhancing the effectiveness of implemented educational strategies.

After analyzing the gathered information, strategies are proposed which will be subject to continuous evaluation in future research. This approach facilitates the monitoring and adjustment of implemented strategies, ensuring a more effective teaching-learning process for high school students. The feedback from these prospective studies will contribute to the constant evolution of pedagogical practices, nurturing the cycle of continuous improvement in the educational context at 11 de Julio High School.

Marín (2019) emphasizes the paramount importance of adopting a communicative approach in language teaching. This approach is characterized by implementing an adaptable and flexible methodology capable of integrating various concepts and structuring the roles of verbal actions and ideas inherent to the language system coherently. The goal is to construct the competences of the students by focusing on the practical application of language in real communicative contexts.

Regarding the main English language skills, the authors Ortega et al. (2020) argue that its acquisition in the learning process of the students helps to discover new language competences. By comprehensively stimulating these skills, relevant tools are provided to the student for the effective assimilation of the English language. This approach is supported by the application of didactic strategies that promote pedagogical learning, focusing on contextual interaction and social realities that emphasize the importance of strengthening communicative competence.

To address the gap in English language proficiency among high school students at 11 de Julio High School, the primary aim of this research is to examine how implementing strategies could

bolster English language learning. To accomplish this goal, specific objectives have been defined using precise methodological approaches. Initially, innovative strategies previously discussed by the researchers are sought out to strengthen and encourage English language learning at this educational level. Subsequently, detailed application forms for the proposed strategies will be provided, offering clear and practical frameworks for their implementation. Lastly, an assessment of these strategies' use will be conducted, focusing on the high school level with the intention of incorporating them within the institution and verifying their effectiveness.

Method

The current research is guided by the cross-sectional approach, which according to Navarra (2020) refers to a study design that collects data at one point in time. This method was selected considering the specific timing of the second semester of the school year 2024 during which essential data, such as observations of English class activities and student interactions with current strategies, were collected. This method provided a solid basis for identifying effective strategies and their application in educational specific settings at 11 Julio High School.

Under this viewpoint, the methodology adopted for the present study was oriented towards a qualitative approach supported by a case study design that, according to Ibarra et al. (2023), focuses on a particular phenomenon within its natural environment. In this sense, this approach provided a deep and detailed understanding of the effective strategies applied in the process of learning the English language. The study specifically targeted third-nine-year high school students from parallel "A" at 11 de Julio High School.

Qualitative research is characterized by the collection and analysis of non-numerical data to explore the complexity of experiences, perceptions, and meanings (Espinoza, 2020). In this sense, this approach allowed for exploring and understanding the experiences, perceptions, and reactions of third year high school students

regarding teaching strategies in English language instruction. Additionally, the descriptive quality of the case study design facilitated a deep analysis of the specific phenomenon within its current setting.

For the development of this section, in-depth explanations were given regarding the implementation of a study on learning strategies for English as a second language. The focus of the study was on 39 third-year high school students enrolled in the Computer Science majoring at 11 de Julio High School. This selection was made due to the observed low English proficiency among these students in past years. The sample was divided by gender, comprising 22 female students (56%) and 17 male students (44%). To account for the diversity of the group, students aged between 17 and 18 were included within a defined age range.

The selection of this sample was intentionally done (Mucha et al., 2021) with the voluntary participation of students who have expressed their willingness to actively engage in the research. Furthermore, this intentional choice was based on the opportunity to allow students to experience the use of pedagogical strategies that could potentially enhance their learning and self-learning of the English language. This group of students underwent systematic observations and interviews during their three hours of weekly English classes. These interactions will provide crucial data to assess the level of English language knowledge in the studied population, as well as to determine the strategies that could be implemented to foster greater interest and competence in language learning.

Likewise, in the present research, interviews and observations were used as data collection techniques to obtain a comprehensive understanding of the pedagogical strategies applied in English language learning, as well as the experiences and reactions of the students. These qualitative methods of observations and interviews facilitated the identification of innovative strategies that contribute to student education in the language (Sánchez et al., 2021). Initially, observation was done during English

classes in the third year of high school. This approach allowed for documenting existing pedagogical practices and student interaction with current strategies.

The research methodology described involves conducting semi-structured interviews with students to explore their experiences and perceptions regarding English learning strategies. These interviews, as outlined by Ibarra et al. (2023), combined open and closed questions to gather data effectively. The aim was to gain insights into the perceived effectiveness of existing strategies in addressing deficiencies in students' linguistic skills. Furthermore, the analysis extended to reviewing documents such as instructional materials, lesson plans, and other relevant records from 11 de Julio High School to identify current practices in English teaching strategies. This comprehensive approach aimed to provide a holistic view of the strategies employed and their impact on students' language learning experiences.

The development of the research followed a meticulous and structured procedure to ensure consistent and rigorous data collection. In this sense, the process was divided into several phases, each designed to address specific aspects of English language learning and evaluate the effectiveness of existing educational strategies. On one hand, observations were conducted during third year high school English classes, specifically in the parallel "A" class, at 11 of Julio High School. This period of observation took place during the academic year 2023-2024.

The research methodology described entails a multi-faceted approach to comprehending English learning strategies and their impact on the educational process. Initially, observations were conducted, followed by semi-structured interviews with students to gain deeper insights into the subject. Subsequently, a document analysis was carried out, focusing on teaching materials and lesson plans associated with English teaching strategies at the educational institution.

The data collected from observations, interviews, and document analysis underwent qualitative analysis using the Atlas.ti tool. This analysis involved data coding and categorization to reveal significant patterns and trends in the data. The utilization of such a comprehensive methodology enables a thorough exploration of English learning strategies and their implications within the educational context (Rojano et al., 2021).

Indeed, this detailed procedure ensured the acquisition of relevant and significant data to address the research objectives. Based on the analysis results, pedagogical strategies have been proposed to enhance English language learning. These proposals were grounded in the experiences and perceptions of the students, providing a solid foundation for identifying pedagogical strategies that can be applied in the specific context at 11 de Julio High School.

Furthermore, this research was based on rigorous ethical principles to protect the rights and well-being of the participants. The application of ethical standards was crucial to ensure the integrity and validity of the research, as well as to respect the dignity of the students involved. Before participating in the research, participants were fully informed about the research objectives, methods used, and their rights as such, thus ensuring their informed participation in the study.

On the other hand, Participation in the research was entirely voluntary, with no obligation for anyone to participate. Participants could choose to leave the study at any point without facing any repercussions. Emphasis was put on ensuring that each student participated freely out of their own desire to do so. To maintain privacy, all data was kept anonymous by assigning codes rather than using actual names. Moreover, every effort was made to prevent any potential harm from occurring throughout the entire research process. All tasks and queries were carefully crafted to avoid causing distress or unease.

Analysis and results

Regarding the four skills mentioned above, strategies were proposed based on the recommendations of prominent researchers in the field of education who have conducted similar research. These strategies aimed to promote active student participation in basic English skills such as speaking, listening, reading, and writing during classes. Author Vergara (2021) identified that students' oral interventions were more extensive and complex, leading to improvements in fluency, coherence, and the ability to articulate ideas in a more elaborate and detailed manner during oral communication. In terms of reading skills, there was an increase in comprehension of more complex texts and a higher reading speed. Similarly, improvements were observed in the structure and coherence of texts produced by students in their writing skills. Concerning listening ability, an enhanced capacity for comprehending and processing auditory information has been observed, leading to more precise responses in oral comprehension tasks. Consequently, specific strategies have been recognized as effective because they have been similarly employed by the 39 third-year students at the Baccalaureate level at 11 de Julio High School.

During the observation period, it was observed that approximately 80% of the students, which equates to 31 individuals, displayed an increase in their level of engagement when compared to past practices. According to the supervising instructor, the lessons for these courses mainly consist of oral presentations, where students work together in pairs or independently, with a focus on learning dialogue from the English book. Additionally, pupils participate in tasks like reading aloud written material they composed themselves on various subjects and arranging scrambled phrases onto the chalkboard. Nonetheless, educators have pointed out some disadvantages associated with these techniques, including insufficient involvement from students. They also expressed concerns regarding whether these approaches can effectively prepare learners for actual life situations involving spoken language usage outside the classroom setting.

Starting from the above, in the context of the strategies addressed in the present study, they were specified as follows:

Language learning applications: Proposed by the author González in 2017, this strategy was among the initial approaches employed to enhance the process of learning English. Drawing from the m-learning methodology, incorporating games and mechanics through applications in the educational setting can enhance student motivation and participation, given our immersion in technology. To accomplish this goal, the strategy involved integrating English related activities and tasks in a playful manner, utilizing game applications like Kahoot, Pickers, and Duolingo. These apps are used to create competitions and provide rewards to stimulate students' interest and dedication to learning the language.

It is worth mentioning that to implement the strategy it was done in the following way:

Table 1
Matrix of apps of strategy one

Apps	Skill	Activity	Student Competencies	Development of the activity
Kahoot	Talk	Real-time question and answer sessions, with questions about English vocabulary, grammar, and culture.	Students must have basic oral expression skills in English and prior knowledge of vocabulary, grammar, and culture.	Students participated in competitions in class, answering questions through their mobile devices, generating an interactive and competitive learning environment.
Plickers	Hear and read	Formulation of questions related to listening and reading comprehension, with multiple answers.	Students must have listened and reading skills in English, as well as the ability to understand and answer questions related to the content.	Students answered using Plickers cards, allowing the teacher to quickly scan and evaluate responses, facilitating group discussions and activities.
Duolingo	Write and read	Personalized tasks for each student, focused on specific weaknesses previously identified.	Students must have written and reading skills in English, as well as the ability to work autonomously and manage their own progress.	Students completed writing and reading exercises on the Duolingo platform as individual task, receiving instant feedback and progressing at their own rhythm.

Note. The table shows the step-by-step application of the strategy based on the application of games.

Activity development and implementation process

To achieve a better understanding of the implemented methodology, a relevant topic with less student mastery was selected: verb conjugation in the past, present, and future to enhance the fluency of planned activities. This approach reinforced the topic and allowed for an understanding of how each previously mentioned application works. Subsequently, activities were prepared and introduced to students through an induction by the English teacher before implementing them. A minimum time of 30 minutes and a maximum of 1 hour and 20 minutes were estimated depending on the activity. After completing the activities, student collaboration was requested to assess satisfaction levels and understanding of the topic using game applications. Additionally, with the assistance of the teacher, feedback was provided on incorrectly selected answers.

Results of the applied strategy

The strategy based on language learning apps, such as Kahoot, Plickers, and Duolingo, has generated highly significant results in improving the four skills of students at 11 de Julio High School. Kahoot has fostered speaking skills by promoting active participation in real-time question and answer sessions, creating a competitive environment. Plickers, focused on listening and reading, has allowed students to answer multiple-choice questions interactively, facilitating discussions and group activities. Finally, Duolingo has excelled in developing writing and reading skills through personalized tasks and providing instant feedback. These results are based on a 75% increase in participation, highlighting the effectiveness of immediate feedback and quick error correction provided by these apps, which has significantly contributed to the progress of the auditory and reading-writing skills of the students.

Role of the teachers

The role of the teacher was essential and multifaceted. As an initial guide, the teacher provided feedback about the topic of verb conjugation in the past, present, and future. During the preparation phase, the teacher contributed to the design of activities ensuring their alignment with the educational objectives. During the implementation, the teacher acted as a facilitator, stimulating the active participation of the students, in competitions and group activities, and scanning responses in real time to evaluate listening and reading comprehension. Furthermore, the professor played a crucial role in providing immediate feedback, providing the correct answers at the end of the activities, especially when using Duolingo.

Use of constructivist techniques: The second strategy was based on the application of techniques that embraces participation and analysis (García, 2018). This approach focused on students building their own knowledge through interaction with information and active participation in the learning process, through the design of activities that encourage reflection on real-life situations, promoting critical analysis and the practical application of the four skills acquired during the study of English, which is why it has been proposed to read motivational texts and invite them to figure out stories in order to share them in class through acting. This strategy was addressed in the following way:

Table 2

Strategy Two Application Matrix

Technique	Skill	Activity	Student Competencies	Development of the activity
Readings of Motivational Texts	Read and Listen	Selection of motivational texts in English related to everyday life experiences and personal improvement.	Students should have solid reading and listening skills in English, as well as a basic vocabulary to understand the texts. In addition, they are expected to have critical analysis skills to relate texts to real situations.	Students participated in readings and discussions, strengthening reading, and listening comprehension. Critical analysis of texts and expression of opinions were encouraged.
Story Construction and Performance	Speaking, Listening, Reading, and Writing	Collaborative review of stories in English, followed by performances to share in class.	Students are expected to possess comprehensive skills in the four English language skills: speaking, listening, reading, and writing. They must have the ability to work collaboratively, express ideas orally and in writing, as well as understand and analyze narratives in English.	Students were guided in the construction of narratives, promoting oral expression, and listening skills. In addition, the activity included reading and writing when transcribing the stories.

Note. The table shows the step-by-step application of the strategy based on the use of constructivist techniques.

Activity implementation and development process

To implement the "Motivational Text Readings" technique, first there were selected some texts in English that were related to everyday life experiences and personal improvement. The students were introduced to the activity through a presentation of the texts, highlighting their relevance and context. Then, individual readings were assigned followed by group discussions to strengthen reading comprehension and listening skills. The activity was developed in sessions of approximately 45 minutes, allowing the active participation of students in critical analysis and expression of opinions.

Regarding "Story Construction and Performance", a collaborative review of stories in English was executed. The students worked on the joint creation of narratives related to the themes of the motivational texts. Subsequently, performances were held to share the stories in class, giving students the opportunity to present their creations orally to their classmates, for which a minimum time of 10 minutes and a maximum of 15 minutes was designated.

Result of the implemented strategy

The implementation of the considered techniques proved to be effective in strengthening students' English reading and listening skills. Active participation in discussions not only contributed to the development of reading and listening comprehension, but also encouraged critical analysis of texts, thus promoting the expression of informed opinions. On the other hand, collaboration in the creation of stories provided an enriching experience that strengthened oral and written expression. Likewise, in class performances consolidated learning by allowing students to share their narratives effectively.

Role of the teacher

Initially, the teacher provided the most relevant and easy-to-understand texts for the students. This support was continually

reflected by encouraging the participation and collaboration of the students by designating a grade to help them in performance, motivating them to give their best. Therefore, their role was fundamental to ensure the success and effectiveness of the activities.

Promotion of Participation in Collaborative Activities: The third strategy was oriented towards promoting participation in collaborative activities (Estrada, 2022). It was sought to create an environment where students work together to achieve common goals related to English learning. This proposal included group projects, collaborative discussions, and interactive activities that promote the effective communication in English, considering that collaboration not only strengthens the four skills but also encourages teamwork and shared responsibility in the educational process. To implement the proposed strategy, it was proceeded in the following way:

Table 3
Matrix of implementation of the strategy three

Strategy	Skill	Activity	Student Competencies	Development of the activity
Group Projects	Speaking, Listening, Reading, and Writing	Students were assigned to groups and provided with a specific topic related to the course content.	Students must demonstrate group work skills, including the capacity to collaborate effectively, listen, and respect the ideas of their peers. In addition, they are expected to have oral communication skills in English for assigning tasks and presentation of the project and competencies on research.	Each group researched, planned, and presented an activity that included oral (presentation of the activity), auditory (listening to and answering questions from the audience), reading (researching the topic), and writing (preparation of the content of the activity).
Collaborative Discussions	Speaking and listening	Discussion sessions were organized on current topics or everyday life situations.	Students must have the ability to articulate and communicate ideas clearly. Additionally, they are expected to have active listening skills to understand the opinions of their peers and respond coherently.	Students participated actively in structured conversations where the exchange of ideas, opinions, and experiences was promoted, thus improving their speaking, and listening skills.

Note. The table shows the step by step of application of the strategy based on promoting participation through collaborative activities.

Process of implementation and development of the activity

To perform the activities, the teacher sent as a preliminary task the investigation of three previously selected topics, which were "Present Simple" and "Present Perfect". The teacher asked students to make a circle in the classroom for their presentation. It made possible to generate an appropriate environment for students to develop with greater confidence. Then, as they presented the research, the second activity was started with the same methodology, the difference that the other colleagues could intervene in case of have knowledge of shared history. Finally, a last reflection was made, and it was asked to share their opinion.

Result of the implemented strategy

The strategy of encouraging participation in collaborative activities yielded positive results in strengthening the students' linguistic skills. The "Group Projects" allowed an effective integration of the four skills, demonstrating an increase in the students' ability to work as a team and present information in a coherent and structured manner. On the other hand, the "Collaborative Discussions" highlighted a significant improvement in speaking and listening skills, evidencing the students' ability to participate in structured conversations in English.

Role of the teacher

The teacher initially assigned the research topic and organized the groups based on a list. Likewise, the student received the assigned task to guarantee its fulfillment and the continuous development of the planning carried out. Finally, the teacher shared his point of view, approving the strategies presented and congratulating the students for their collaboration.

The implementation of strategies such as gamification, use of constructivist techniques, and encouraging participation in collaborative activities has generated significant progress in the four English language skills. Gamification,

through platforms such as Kahoot, Plickers and Duolingo, has enhanced oral expression, increasing student participation and confidence. On the other hand, the use of constructivist techniques focused on reflection and analysis through motivational readings and story creation which have strengthened writing skills and promoted a deeper understanding of the language. Finally, participation in collaborative activities has positively impacted on listening and writing skills, facilitating effective communication in the target language. The evaluation of progress was done through observations, semi-structured interviews, and analysis of documents that analyze the same strategies, allowing a comprehensive understanding of the students' linguistic progress in all dimensions.

The semi-structured interviews provided valuable insights into the students' perception of the new strategies. As a result, it stands out that 90% corresponding to 35 of the participants expressed feeling more comfortable and motivated when participating in oral and written activities, activities that involve reading and listening due to the methodology used. The strategy of promoting the learning of the four basic skills in English proved to be effective in increasing students' confidence in expressing themselves in English. Likewise, palpable progress was evident in listening comprehension since the students were more receptive and demonstrated a greater ability to understand and respond during verbal interactions. In addition, there was notable progress in reading and writing skills, where students demonstrated greater competence when approaching texts and expressing their ideas in writing with greater clarity and coherence.

It is important to highlight that stratification by gender has been considered in order to know in more detail the impact of the implemented strategies, based on the sample of students, as seen in table 1. In this context, the results showed that the impact of the strategies was consistent. Furthermore, the uniformity suggests that the strategy is equally effective for both genders, noting that the observed differences in percentages can be attributed to

individual factors and not to significant gender patterns. This analysis supports the conclusion that the strategies are equitable in their application and show effectiveness regardless of the gender of the students. In the words, the general participation of the students was 52% before they participated in the implementation of the mentioned strategies.

Table 4
Levels of participation

Levels of participation (Before)		
Stratification by gender	Number of students	Percentage
Female Male	12 8	31% 21%
Levels of participation (After)		
Stratification by gender	Number of students	Percentage
Female Male	20 16	51% 41%

Note. The table exposes the level of participation of the students before and after having evaluated the implemented strategies.

Regarding oral interactions during classes, they revealed a 60% increase in the average length of the answers of the students; during oral interactions in classes, they indicated a significant change in student performance. It is worth mentioning that in the Institution under study they expressed that such participation was 50% among the students. This increase not only reflects greater participation, but also an improvement in the ability of the students to express their ideas in a more elaborate and detailed way. This finding suggests that the strategy not only motivates students to participate more frequently, but also contributes to the development of more advanced language skills.

The implemented strategies have proven to be effective by increasing reading speed and comprehension by 85%, representing 33 students from the registered sample, according to the evaluations applied. In addition, an increase of 53% was recorded in the quality and coherence of the students' written and listening skills, which refers to 21 students who adapted more easily to the methodology of each of the

Digital Publisher
CEIT
ISSN 2588-0705

proposed strategies. These results suggest that the strategy not only positively influenced oral participation, as discussed above, but also had a notable impact on reading and writing skills. The qualitative analysis of the written productions revealed a greater articulation of ideas, as well as an improvement in the organization and structure of the texts.

Finally, the results obtained from the implementation of the strategy based on gamification, the constructivist approach, and the promotion of collaborative activities indicate substantial improvements in the skills of speaking, listening, reading, and writing in the students from 11 de Julio High School. These results support the viability and effectiveness of the proposed strategy to comprehensively strengthen English language learning. Nonetheless, it is important to recognize that, despite these positive advances, it must continue exploring and evaluating continually to adapt and improve pedagogical practices, thus ensuring an educational process in constant evolution and improvement.

Discussion and Conclusions

The application of the strategy of gamification through specific tools for each skill, such as Kahoot for the development of the speaking skill, Plickers for listening and Reading, and Duolingo for writing and reading has revealed to be highly effective in the integral improvement of the four skills of students at 11 de Julio High School. The significant increase of participation during the activities of questions and answers in real time contributed to the creation of a participative environment and enthusiasm in the educational context. Additionally, the integration of Duolingo for the individual practice also showed positive results in the strengthening of the linguistic skills of the students. These results are like the obtained by Gonzáles (2017) whose results reveal that the gamification is one strategy that fosters the learning and domain of English through the playing to catch the attention of the student. Additionally, the results showed enthusiastic participation, interest, and motivation of the

students to contribute to similar activities such as the use of Kahoot to empower the speaking skills, Plickers to listen and read in the correct way, Duolingo to strengthen the listening and writing skills so, it is observed an increase of 75% in the students' participation. These results allowed immediate feedback which contributes to the development of listening skill and to the quick correction of mistakes. In this sense, gamification is placed as a valuable tool to stimulate the participation, improve speaking skills, and encourage the individual practice in the learning of English.

Regarding the use of constructivist techniques for reflection and analysis employed in this study was observed a favorable acceptance by the participants, reflecting a 92% reading comprehension, auditory, listening, and speaking ability the simple of students through the implementation of activities that included the selection of motivating texts in English and collaborative creation of tales in English and performances to share them in class. These results differ from the obtained by García (2028) who through surveys found how results that from the perspective of the students, the teacher is a 33,33% almost always prepare one or more strategies to develop the speaking, listening, writing, and reading skills. However, highlights that the most frequent is through the memorizing of dialogues learning, emphasizing that while learning the dialogue develops each of one of the skills so they are not fully motivated to participate in these repetitive activities. These findings underline the importance of incorporating educational strategies that promote the active participation and stimulate the interest in the domain of the English language.

In relation to the promotion of the participation in collaborative activities, it focused on the implementation of group projects designed to empower the speaking, listening, reading, and writing skills. The inclusion of collaborative discussions and interactive activities not only generated high motivation among students to develop the speaking and listening abilities but also arose the interest of the teachers to continue using this methodology with the objective to

obtain better results in the linguistic abilities of the students. These results are similar to the exposed by Estrada (2022), who proposed a strategy called "Policy to promote the use of English language", obtained a high interest and motivation in the students to include strategies for their benefit. Furthermore, most of students considered that the activities for the empower and the promotion of English in the campus should continue applying. The similarity in the results reinforces the validity and effectiveness of these practices, showing that strategies that involve the active collaboration not only promote the interest of the students but also gain the support of teachers. Besides, they suggest that the continuity of these methodologies could be a beneficial practice both to the development of linguistic abilities and for the general commitment of the educational community. The positive receptivity of the students to these activities supports the idea that participative and collaborative strategies are essential to foster their English learning.

In conclusion, the research has gotten a significant progress in identifying effective strategies for English language learning at the high school level, as the diversity of data collection methods, such as observation, interviews, and documentary analysis, allowed for a comprehensive view of existing practices. The methodological rigor applied facilitated the identification of strategies that not only align with the specific needs of students at 11 de Julio High School but also could be applicable in similar educational contexts.

A key achievement of this study lies in the detailed analysis and description of the proposed strategies, providing a clear and practical framework for their implementation. By going beyond mere identification, the research has laid the groundwork for action, providing teachers and English teaching staff in the institution with the necessary tools to make substantial changes in their pedagogical approaches. This practical approach not only strengthens the applicability of the research but also contributes to the effective improvement of the teaching-learning.

In concordance to the exposed above, Casado (2016) mentions that for gamification to exist, experiences in the classroom must be innovative and guarantee knowledge in students. As time passes by, tools have been created that help teachers create contexts of game, thus being able to apply gamification in their classrooms, given that it not only involves the incorporation of recreational elements, but also the adaptation of traditional pedagogical strategies. González (2017) continues the argument he made by listing game applications that have proven to be highly proficient and effective for students, including Duolingo, Kahoot, Plickers and ClassDojo. Likewise, it mentions that traditional games applied by teachers currently no longer generate motivation and impact on students, thus underlining the importance of exploring and taking advantage of the advantages and tools provided by Information and Communication Technologies (ICT).

Tigrero (2021) presented significant results when analyzing students' preferences regarding the use of educational applications. Of a sample of 24 students, it was observed that 33% (8 students) prefer Plickers, another 33% (8 students) prefer Duolingo, and 4% (1 student) prefer Kahoot. The remaining students expressed preferences for applications such as Padlet, Quizizz, Flipgrid, SoundCloud and EdPuzzle, representing minority percentages. It is worth noting that Plickers stands out for its adaptability to teamwork, offering interactivity and dynamism, while Duolingo provides a variety of questions that encourage the development of reasoning. Both applications are praised for their ease of manipulation and access. These findings coincide with the results obtained by Peñaloza et al. (2023), who, through surveys, found that 81.25% of students prefer team games, and 15.62% enjoy challenges that require reasoning in games. Furthermore, 90.6% of those surveyed consider that games are valid resources for learning. These results support the idea that it is crucial to implement new learning strategies or adapt traditional methodologies to make them more attractive and motivating for students.

Plickers and Duolingo are preferred for students because these tools not only ensure individual but also collective learning, providing a comprehensive experience. The majority choice of Plickers and Duolingo reflects students' preference for more engaging and motivating challenges, underscoring the importance of designing educational strategies that capture students' interest and encourage their active participation in the learning process. Likewise, it is essential to emphasize that Plickers and Duolingo are characterized by their versatility by adapting to any level of English proficiency. This aspect is of utmost relevance since it meets the varied needs and abilities of students. In addition, both applications comprehensively address oral, written, listening, and reading skills, thus providing a complete tool for the development of language skills. This multifaceted approach aligns with the positive perception of students, according to the study by Peñaloza et al. (2023), where 93.75% of respondents consider that the game is a valuable resource for learning, reflecting the preference for educational methods that offer a fun and motivating experience.

Based on the results obtained and the perceptions of the students, it can be concluded that the methodology focused on language learning applications, such as Plickers and Duolingo, has demonstrated a significant degree of success compared to traditional methods. The evident preference of students for these tools, supported by their versatility and comprehensive approach to the development of language skills, indicates greater effectiveness and acceptance in the teaching-learning process. The adaptation of these applications to various levels of English proficiency and the ability to address the four main skills reinforce their positive impact on student learning. This success is also supported by the positive perception of the game as an educational resource, highlighting the relevance of methods that provide attractive and motivating experiences. In contrast, traditional methods may face challenges in maintaining student interest and engagement, highlighting the effectiveness of innovative strategies based on technology and gamification.

In conclusion, the research has highlighted the importance of innovation in English language teaching, highlighting the effectiveness of strategies such as gamification, the constructivist approach, and the promotion of active collaboration. These approaches have not only improved students' English language skills but have also promoted a dynamic and participatory learning environment, where students feel motivated and committed to their language development process. The positive receptivity of the students towards the new methodologies and technological tools used in the study underlines the importance of adapting English teaching to the preferences and needs of the current generation of students. This highlights the relevance of continuing to explore and implement innovative approaches in language teaching, with the aim of ensuring effective and meaningful learning that prepares students to face the challenges of the globalized world of nowadays.

In this sense, the results obtained in the research highlight the importance of adopting dynamic and student-centered pedagogical approaches to promote meaningful and lasting learning of the English language. The substantial improvement observed in the four students' skills, supported by participation, confidence, and the quality of interactions in the classroom, highlights the relevance of continuing to explore and adapt innovative educational practices in the field of teaching English as a language. foreigner. The results obtained suggest that the implemented strategies have not only positively impacted the mastery of skills but have also contributed to the development of transversal skills, such as teamwork, autonomy and problem solving. From gamification to the constructivist approach and the promotion of collaborative activities, each strategy has uniquely contributed to the comprehensive development of students' language skills. These findings not only have implications for the teaching of English, but also suggest the importance of continuing to explore and adopt innovative pedagogical approaches that respond to the needs and preferences of students in the current context of education.

Finally, it is important to consider that, if the results obtained do not reach the expected expectations, it is essential to critically address and analyze the possible reasons behind this scenario, considering whether the implementation of the strategies was adequate, if there were any external factors that could influenced the results or whether initial expectations were realistic. In this context, the lack of encouraging results can offer valuable lessons about the effectiveness of strategies and the need to adjust pedagogical approaches so that students can understand the topics addressed in classes. Furthermore, if applicable, it is important to explore alternatives and possible modifications in the application of the strategies, as well as identify specific areas that require attention and improvement. This reflective and self-critical approach will allow not only to understand the limitations of the implemented strategies, but also provide the opportunity to make significant adjustments to optimize the teaching-learning process in the future.

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