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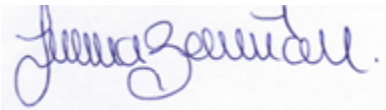
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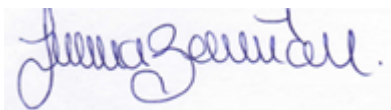
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DEDICATORIA

A todos aquellos que me acompañaron mano a mano durante todo mi proceso de formación profesional. A mis queridos padres por brindarme su amor y apoyo incondicional, que han sido mi mayor impulso en cada pasó de este camino. A mis hermanos por su confianza en mí, su apoyo constante y sus palabras de aliento en los momentos más difíciles. Y con especial cariño, a mi profesora de inglés del colegio, Ana Rose, por haber sembrado en mí el amor por el idioma y por ser una inspiración desde mis primeros pasos en este aprendizaje.

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RESUMEN

La presente investigación analiza la efectividad de los materiales didácticos utilizados en el aula de inglés para desarrollar las habilidades orales de los estudiantes del bachillerato de la Unidad Educativa Católica La Victoria. A través de una metodología mixta, se aplicaron encuestas a estudiantes, entrevistas a docentes y observaciones de clase para evaluar el impacto de materiales físicos y digitales en el desarrollo de la competencia oral en inglés, considerando aspectos como pronunciación, fluidez e interacción.

Los resultados evidencian que los materiales didácticos, especialmente aquellos de carácter audiovisual e interactivo, incrementan significativamente la motivación, participación y rendimiento oral de los estudiantes. Sin embargo, también se identificaron desafíos como el uso inconsistente de estos recursos, la falta de personalización y las barreras afectivas de los alumnos, como la inseguridad al hablar.

Como aporte final, se propone la creación de una plataforma digital educativa llamada *MakiFa*, que compila materiales didácticos eficaces clasificados por niveles de competencia y tipo de recurso (físico o digital), con el fin de facilitar el acceso, uso y adaptación de estos recursos por parte de docentes y estudiantes.

PALABRAS CLAVE: materiales didácticos, habilidades orales, aprendizaje significativo, motivación estudiantil, recursos digitales

ABSTRACT

This research analyzes the effectiveness of teaching materials used in English classrooms to develop the oral skills of high school students at the Unidad Educativa Católica La Victoria. Using a mixed methodology, surveys were administered to students, interviews were conducted with teachers, and classroom observations were made to evaluate the impact of physical and digital materials on the development of oral proficiency in English, considering aspects such as pronunciation, fluency, and interaction.

The results show that teaching materials, especially those of an audiovisual and interactive nature, significantly increase students' motivation, participation, and oral performance. However, challenges were also identified, such as the inconsistent use of these resources, the lack of personalization, and students' affective barriers, such as insecurity when speaking.

As a final contribution, the creation of a digital educational platform called MakiFa is proposed, which compiles effective teaching materials classified by skill level and type of resource (physical or digital), in order to facilitate access, use, and adaptation of these resources by teachers and students.

KEYWORDS: teaching materials, oral skills, meaningful learning, student motivation, digital resources

INTRODUCTION

In today's society, the educational system has been evolving, which means that traditional teaching methodologies are obsolete and do not have satisfactory results, this leads to students not learning and not retaining new knowledge, so the importance of the use of didactic materials in the classroom is highlighted, as they are necessary for the acquisition of knowledge, skills, abilities and aptitudes in students. This allows teachers to understand the importance of designing and implementing pedagogical materials that motivate students to get involved and actively participate in academic activities. (Salcedo I. F., Vargas, Samaniego, & Gutierrez, 2023)

Teaching materials should be designed with the needs of the students in mind, in other words it should be adaptable, the main problem that this research raises are the lack of evaluation of the effectiveness of teaching materials and therefore some teachers are not adequately trained to make effective use of these educational tools. In addition, it is important to take into account several aspects before applying didactic material in a class, for example, that students should associate this with learning and not see it as a distraction.

The study focuses mainly on analyzing the effectiveness of certain teaching materials aimed at developing learners' English language speaking skills by conducting in-depth research and examining the variety of materials and their impact in different educational contexts. A wide selection of effective materials researched to encourage learners to speak English confidently and effectively is also provided.

The correct use of didactic material has a great impact worldwide, there are a variety of studies that affirm that after the pandemic of 2019 education declined significantly because when the virtual modality was presented many teachers did not have knowledge when implementing digital didactic material. The advantage of this global event is that learning was identified that would give a total turn to education, such as digital teaching materials and the use of (ICT) This involves educating, evaluating and monitoring the training of young people within a panorama of digital convergence. In addition, it emphasizes the need to focus on the well-being of students and the

reduction of inequalities in global learning, seeking a more meaningful approach adapted to the new educational realities. (Quintero, Bejarano, & Carabali, 2022).

The digital didactic material that was developed especially in the COVID-19 pandemic gave way to create adaptability for all students, specifically talking about the different educational realities, these materials are adaptable and flexible for each student regardless of their abilities to learn and that is the advantage that distances us from the traditional education system. Nowadays, thanks to the adaptations of didactic material, everyone can learn, not everyone the same day or in the same way, but everyone at their own pace.

In Latin America, a study conducted by the Open Educational Resources Center (REA) shows that teaching materials are fundamental in education as they allow access to education to many students, as they can improve education in regions with limited resources and also emphasizes that one of their advantages is their ability to be adapted to all students and to local educational needs. Well-designed didactic material not only contributes to the improvement of educational quality, but also promotes sustainability in access to education throughout the region. (Vater & Álvarez, 2023).

In the first section, in-depth research will be conducted in several reliable and relevant sources that will scientifically support the beneficial impact of didactic materials for the development of oral skills in the English language. It will explore all types of didactic materials that can be of help to teachers, i.e., both physical and digital materials. At the same time, scientific linguistic and educational theories, such as theories of language acquisition that support the use of didactic material for the development of oral competence of students in a second language such as English, will be investigated.

In continuing with the second section, the advantages of didactic educational resources will be determined through a mixed research methodology, that is, using surveys, interviews and a comparison experiment to assess the difference between a group of students who receive English classes with adequate didactic material and one to which this educational resource is not applied.

It is important to mention that information will be collected from both students and teachers to obtain the different versions of both points of view.

Subsequently, in the third section, the results acquired in the research will be analyzed and discussed, where the evidence of the comparative experiment will be examined in conjunction with the statics of the surveys carried out with the students in addition to the responses in the interview carried out with the teachers of the English subject as a demonstration of the effectiveness of teaching materials in the development of oral skills in the classroom. By obtaining information on educational resources suitable for promoting speech, a compilation of them will be made.

Based on the above, in the fourth section a proposal will be developed in which technology will be used to create a website where all the effective material collected will be included, both digital and physical, on the one hand, the virtual resources will have a wide range of links, educational pages, puzzles, games, etc. All of them with the certainty that they are beneficial to develop the students' speaking skills. As far physical materials are concerned, there will be a section with tutorials on how to elaborate it step by step and also how to apply it in class.

Researching the effectiveness of teaching materials for the development of students' speaking skills in the English language is crucial to evolve in terms of education, optimizing the learning of all students since a properly designed teaching material, i.e., based on the educational need of students, maximizes their learning in a considerable way. When evaluating whether a didactic material is effective or not, it is identified which one can be more useful when it comes to speaking activities that are active to obtain a significant learning taking into account pronunciation, fluency and interaction among peers.

Reading this project is to open a door for teachers that provides them with a kind of didactic material filter, where only a wide range of such resources will be found but with the constancy that they will be effective for a speaking activity in the English classroom, leaving behind the traditionalism of repetition and memorization. In this way, pedagogical strategies will be renewed by incorporating new approaches such as project-based learning, collaborative methods and

interactive technology. But neither will certain educational realities be left aside and didactic material that can be used in rural contexts will be proposed.

However, what stands out the most in this research is the adaptability offered by the materials studied, as it is known, each student is a different world since they have different learning styles, educational needs, levels of English language proficiency and sociocultural contexts, for these reasons the research offers an adjustment of the didactic materials with the objective of making them accessible, efficient and relevant for each context. It is crucial to take into account that each student learns in his or her own way and at his or her own pace.

“The greatest mistake of past centuries in teaching has been to treat all students as if they were variants of the same individual and thus feel justified in teaching them the same subjects in the same way”

-Howard Gardner.

Finally, this study will contribute to society in several aspects because it is known that nowadays English is synonymous with opportunities and advantages in the labor world, which results in contributing to social development tasks such as technology, education and scientific research; therefore, communicating effectively in English facilitates adaptation to various work environments, which promotes employability at a global level. Therefore, the effectiveness of a didactic material in improving the oral skills of the students, promotes and facilitates the achievement of all these objectives. In addition, by knowing which teaching resources make a difference in education, teachers and educational institutions will only focus on investing time and money in these materials, leaving aside obsolete and ineffective materials.

OBJECTIVES

General Objective

- To analyze the effectiveness of the didactic materials used in class to develop the English language skills of unified general baccalaureate students at U.E. Católica la Victoria using a comparative study.

Specific objectives

- To scientifically support the role of didactic material in the development of students' oral proficiency during English classes through the reading of various scientific sources.
- To diagnose the advantages of the use of didactic material by teachers for the development of English-speaking skills in students, through a mixed research methodology.
- To apply the investigated didactic material in the classroom to demonstrate its effectiveness in the students of the E.U in the development of their speaking skills in English.
- To elaborate an online site that compiles the effective didactic material to provide real information to English teachers about the correct application of the materials used in the classroom.

RESEARCH QUESTIONS

- How to correctly assess the effectiveness of different types of learning materials in developing students' speaking in the English classroom?
- What impact do digital materials have on improving students' fluency and pronunciation progress?
- What are the opinions of English teachers and learners on the usability and effectiveness of different learning materials in teaching speaking?

VARIABLES

Independent

Didactic Materials Used in the English Classroom.

The didactic materials used in the English classroom are an essential element in the teaching and learning process, since they allow the teacher to facilitate comprehension, active participation and practice of the language in a more effective way. These resources include physical materials such as flashcards, posters, puzzles and digital materials such as videos, educational platforms, recordings, among others. The materials should be selected and applied depending on the learning objectives and the educational needs of the group of students, if the didactic material is effective, it can enrich the classroom environment as it promotes interaction and participation allowing students to be more motivated and acquire knowledge in a better way. In this research, the effectiveness of such materials will be analyzed in order to determine their impact on the development of speaking skills in the English language.

Dependent

Students' Speaking Skills

Speaking skills in English are one of the most important competencies in learning a new language because they reflect students' ability to communicate effectively in everyday situations. This skill involves several key components such as pronunciation, fluency, coherence in expressing ideas, vocabulary management and grammatical accuracy. To effectively develop this oral proficiency requires significant practice in communicative contexts. Therefore, in this research, the students' speaking level will be evaluated through research techniques in order to measure how didactic materials influence their progressive improvement.

STATE OF THE ART

Importance of speaking English

Today's society is going through an increasingly globalized world of interaction between different cultures and ideologies. For this reason, the mastery of the English language is considered the fundamental tool to break down all communication barriers, thus providing all people with the opportunity to enrich themselves with knowledge that they could not reach before due to the language barrier. Currently, the mastery of English as a second language is able to open the doors to various opportunities in different fields such as work, academic and personal. It is important that students acquire language skills from an early age so that they can adequately develop the different skills that English offers.

Putra, E., Teknologi, I., & Nopember, S. (2020), the emergence of English as a world language is now indisputable and they argue that the spread of English provided unlimited access to the modern world of science, information and communication technology (ICT), money, power, international communication and intercultural understanding, as well as entertainment and many more fields. This means that the impact of the English language in today's society is enormous and allows all people to communicate and interact to share important information in various aspects, in a special case is education.

English is said to have official status in 60 countries as a second language and occupies a primary place in another 254 countries as a main foreign language (Yang, 2001). To join this globalized world, it is essential to be proficient in speaking this language, as this will enable the growth of the whole society.

Speaking skills

Hamidova & Ganiyeva (2020) oral skills involve three areas of knowledge to communicate, these are: vocabulary and its correct use, knowing when it is a good time to give a clarification of the message and identifying to whom the information will be issued in a given place. For this reason,

it is recommended to use strategies and resources to obtain a correct vocabulary, especially in the English language, not all children are interested in learning this language, then the use of appropriate materials and strategies can help children by facilitating the acquisition and retention of new words and likewise the expression of the same.

Dastpak, Behjat, & Taghinezhad (2017) a child can communicate in the first moment of his life only by crying and with the passage of time, the child will be able to imitate the people around him, in this way the first words are produced. Thus, children learn to speak by imitation, the use of songs, videos, sounds are effective materials for a child to learn to speak a second language successfully. Thus, the teacher must encourage the students' speech by taking advantage of their capacity for imitation and retention.

Theories on Language Acquisition and their Relation to Didactic Material

Lev Vygotsky's Theory

Lev Vygotsky's sociocultural theory emphasizes the value of social interaction and cultural context in learning. Then, in relation to didactic materials, this theory proposes that the didactic resources and tools used in the educational process facilitate the mediation between the learner and knowledge.

Vygotsky argues that meaningful learning occurs through the mediation of cultural tools, such as language and other symbolic instruments that can be constructed as didactic material, i.e., these educational resources should be designed to serve as mediators that help students to achieve their knowledge.

On the other hand, the concept of ZDP is also introduced, which stands for Zone of Proximal Development, which refers to the distance that exists between the student's current level of development and the level of potential development that 'can be reached with the help of a tutor or through the use of appropriate educational tools. Such didactic material should be closely related to the learners' ZDP, and thus provide challenges that are accessible with corresponding support.

For according to Vygotsky, cognitive functions are enriched by symbolic and material tools, following contact with the outside world. (González, 2023)

As highlighted in Vygotsky's theory, learning is a social process. Therefore, the didactic material used in this process should encourage collaboration and develop the interaction skills of the students in this way allowing the exchange of ideas, where they can learn from each other. The learning that takes place in a collaboration where each partner brings capabilities and skills that the other wants to acquire, and where both partners will help each other. (González, 2023)

In order for learning to develop correctly, it must be situated in real and meaningful contexts, that is, the didactic material must have relevance to aspects of the students' real lives, thus facilitating a deeper understanding and better learning. Finally, this theory suggests that not only knowledge is gained but also language skills can be developed through interaction, which is achieved with the right didactic tools adapted to the learners, which is of utmost importance in a foreign language learning environment. Language learners are developing autonomy by using resources and exploring new tools to interact with native speakers. This allows them to create their own learning space outside the classroom, acting as peers, tutors and collaborators in shared learning. (González, 2023)

Kolb's Experiential Learning Theory

This theory is closely related to the use of didactic materials because such materials greatly facilitate the different phases of the learning cycle. According to this theory, learning occurs through experience, reflection, active experimentation and conceptualization. For this reason, didactic educational resources must be correctly selected and used in a way that manages to support this learning process. There are these different phases:

Concrete experience phase

A fundamental role of didactic materials is to provide real experiences that learners are able to explore, i.e., live it for themselves. This can include simulations, case studies, hands-on and

interactive activities that allow learners to relate to the content in a tangible way. The individual's experience is a decisive component in development. It expresses the way they assimilate and, in addition, contributes to professional growth in the near future. (Espinar & Viguera, 2020)

Reflection phase

It is very important that the didactic materials include tools that allow for reflection on the experiences of the previous phase. This could be done through learning journals, discussion groups, surveys, among others. But containing questions that allow students to develop critical thinking about what they have experienced. It is up to teachers to use techniques, strategies and instruments that facilitate teaching in an egalitarian manner throughout the learning cycle and take into account the different learning styles. (Espinar & Viguera, 2020)

Abstract conceptualization phase

In this phase it is necessary that didactic materials help students connect their experiences with different theories and much broader concepts. This can include different graphics, readings and a variety of multimedia resources that can provide a broad theoretical context for the experiences lived and reflected upon. For this reason, it is necessary that teachers are motivated to investigate and search for pedagogical strategies that rectify the improvement of competencies and the ability to learn in different educational environments. (Espinar & Viguera, 2020)

Active experimentation phase

In the last phase, well-designed learning materials should allow students to apply what they have learned in different situations. This can include projects or interactive presentations where students use their new knowledge in practical contexts. In itself, each learner takes everything learned in his or her own style, which is why the learning material should be adaptable to all learning styles. These particular differences support the teacher in developing strategies and resources that lead to academic success. (Espinar & Viguera, 2020)

Types of didactic material

((Falcon, Ayala, & Pinasco, 2022) Audiovisual resources, such as videos, films, songs. Audio/music. CDs of different singers, radio programs in English, real conversations between native speakers, karaoke's are some examples of materials that can be used to develop students' oral comprehension. Nowadays, there are several didactic materials that can be used in the English class to encourage participation and by using technological tools, students get more motivation since traditional methodologies are left aside.

(Falcon, Ayala, & Pinasco, 2022) Videos, movies, TV series, stories, short stories, video clips (with or without subtitles) making home videos (very useful to improve pronunciation). They are a very motivating element in the classroom thanks to the image that captures the attention and facilitates listening comprehension by visualizing the context in which the communicative situation develops. And when it comes to practicing pronunciation, videos, movies or series can be very useful as they are related to the daily life of the students so that they learn while having fun.

But, on the other hand, there are also didactic materials that can be used in a physical form, for example, printed materials, which include textbooks to cover different areas of the language, such as "English File" or "Cambridge English". For other activities, flashcards are used to reinforce the content taught in class, such as grammar worksheets or reading comprehension exercises. Vocabulary cards are also a great learning aid, as they are visual tools used especially for learning new words and phrases.

For kinesthetic learners, manipulative materials are of great help, they are games or playful activities that encourage the practice of a second language in an active and interactive way, for this purpose role-playing games or group dynamics can be used to encourage the participation of all students. Physical material such as puzzles, dolls or puppets will greatly motivate the whole class.

Importance of didactic material

The didactic material is considered one of the main sources of knowledge for students, regardless of their context, whether face-to-face or virtual, the use of educational resources that promote interaction, motivation and an active class provides meaningful learning, in addition to the fact that students learn while having fun and reinforcement of new concepts is facilitated. Focusing on virtual education, well-designed didactic material can be a useful tool for teachers, especially for capturing students' attention. Online education in particular depends mainly on materials to such an extent that it cannot be understood without them. (Marciniak & Cáliz, 2021)

It is relevant to mention that an effective learning material encourages and motivates learners to engage in autonomous learning, especially in digital contexts, this gives room for them to explore and learn about a topic at their own pace, especially in English language speaking skills, they can learn pronunciation, intonation and phonetics in a personalized and flexible way for every learner's need. Since a high-quality learning material is able to meet the needs of its users when it comes to digital environments, it is effective from a didactic, technological and accessibility point of view. (Marciniak & Cáliz (2021)

The quality of educational resources greatly influences the overall educational process since they are mediators that help students to better understand the information since they stimulate the senses and allow a deep connection with the content taught. In this way, the importance of the teacher's participation in creating the necessary conditions that provide the student with essential experiences for the formation of concepts is emphasized. For this purpose, didactic materials become mediators aimed at achieving this function. (Palacios & Bravo, 2021)

And in turn (Palacios & Bravo, 2021) with didactic materials we want to achieve that child learn more effectively, that they stimulate the function of the senses and previous learning to access information, the development of skills and the formation of attitudes and values. Then, the didactic material allows students to reinforce and develop new skills. In the case of speaking, these resources are a valuable tool for practicing pronunciation, vocabulary, intonation and phonetics.

These didactic tools influence the quality of education in all contexts, as is the adaptation to various learning styles, it is known that all students are a different world and not all learn in the same way or in the same time. This is where didactic materials come in, allowing teachers to adapt their teaching methods based on the needs of the students. Thus, adapted teaching materials are fundamental to promote an effective, equitable and inclusive educational environment. As a result, it contributes to the integral formation of all students, providing respect and value to their diversity. (Navarro, Alonso, & Chacón, 2022)

Importance of effective didactic material

(Marciniak & Cáliz, 2021) The effectiveness of learning materials in education is important for several reasons starting with the significant improvement of the learning experience for both learners and teachers as high-quality learning materials provide information in a clear, engaging and interactive way, therefore, well-designed learning materials can help learners grasp certain concepts in an easier and simpler way, it is important to mention that it also helps to better retain new knowledge. In the case of speaking, appropriate learning materials can motivate shy learners to speak.

On the other hand, autonomous learning is encouraged, as learning materials play a very important role in promoting independent learning of learners, this is the result of the application of well thought out, structured and informative materials, in this way learners can engage with the content taught in class and reinforce their understanding at their own pace through self-directed study.

(Marciniak & Cáliz, 2021) Effective materials can support teaching objectives and facilitate the transfer of knowledge and contribute to improved learning outcomes. Good teaching materials can be a valuable resource for a teacher, as they can help him or her to effectively communicate content, engage learners' attention and assess learning outcomes. This can also influence the overall quality of the teaching-learning process.

Evaluation of the quality of didactic material

(Marciniak & Cáliz, 2021). Evaluating the quality of teaching materials involves the consideration of several aspects to ensure that the necessary standards for an effective teaching-learning process are met. Starting with the establishment of clear and concise criteria when evaluating materials such as pedagogical and graphic design, relevance of content, interactivity, accessibility, appropriateness to the educational needs of students and obviously the correct alignment with the established learning objectives.

Therefore, Marciniak, R., & Cáliz Rivera, C. (2021). When reviewing the pedagogical design, the organization of content, learning activities, evaluations and participation strategies that may be presented should be considered. And when applying each material, it is important to evaluate how they favor student learning and participation. It is very important to check the accessibility of the materials before applying them, as they must be easy to use for all students, including those with special needs. For this reason, materials should be easy to execute, if digital, easy to navigate and compatible with all technological devices.

Any resource to be used in the classroom should have a high level of interactivity and engagement, it is relevant to consider that the materials incorporate multimedia elements, student-teacher or student-student interaction features and analyze how to provide opportunities for student participation and feedback.

When using a digital material from the web it is important to look at the comments of other users, in the case of physical material the opinions and experiences of other teachers should be taken into account, with this information it is possible to identify the strengths, weaknesses and areas for improvement of the didactic materials. Using the information, it is possible to guarantee an effective and quality class. For this purpose, "pilot tests" based on the application of the materials to a small group of students can also be conducted to gather experience and knowledge on ease of use, effectiveness and quality. With the results obtained, revisions and improvements are made if necessary.

These aspects should be taken into account before choosing a didactic material and the accuracy, timeliness and depth of the content that can be presented in the materials should be evaluated. It is very important to make sure that the information is up to date and correctly related to the topics of the class.

Teaching methodologies when using didactic material

(Falcon, Ayala, & Pinasco, 2022) Learning a language is a process that requires constant practice so it can be somewhat difficult and sometimes for some students it becomes an experience full of stumbling blocks throughout their learning process, because it may be that such practice is not being sufficiently motivating and meaningful. This means that it does not cause enough interest in the students, so it is relevant to provide students with spaces for active participation and interaction with their peers and the teacher, that is, to give a playful value to the class. There can also be a distribution of roles and use this didactic material alternating the roles between teachers and students according to the approaches that favor the development of the students' communicative skills, all this in order to provide the adequate use of English.

(Falcon, Ayala, & Pinasco, 2022) The teaching aids and resources should also provide opportunities for students to solve questions and problems similar to those they will have to solve in real life. What this refers to is preparing students to be self-reliant, encouraging critical thinking and autonomy.

Values and attitudes are fostered that help students to actively experiment with the selected materials, which promotes an experiential experience that stimulates participation and meaningful learning since when we use curricular materials, we can do it in a “referential” way, with the teacher acting as the informant and the student as the receiver of the contents, or in a more “experiential” way. (Falcon, Ayala, & Pinasco, 2022)

Interactivity and Student Engagement

(Soto, Sanchez, & Martinez, 2024) Good quality learning materials are essential to facilitate active and engaged learning, where learners participate and interact with each other. For this, educational

resources should incorporate various interactive elements such as quizzes, surveys and gamified activities, as this encourages the active participation of students which allows each student to be involved in their educational process and interact with their learning in a dynamic way.

On the other hand, the use of digital didactic material allows real-time interaction, such as online platforms that allow teachers the opportunity to receive immediate feedback on the learning results of students. As a consequence, there is the possibility to adjust the teaching at that very moment. And it also motivates students to participate as they notice that their answers have a direct impact on the class.

On the other hand, there can be a diversity of activities since the didactic materials can include different types of interactive activities that can increase student participation such as trivia, educational games, collaborative activities and more. This is because variety accommodates different learning styles and allows all students, including the shy, to feel comfortable participating. (Soto, Sanchez, & Martinez, 2024)

Technologies in English Language Teaching as Instructional Material

The study entitled *The Effectiveness of Using Technology in Learning English* highlights the importance of technology in enriching English learning experiences. Its incorporation in the classroom offers numerous benefits, such as strengthening vocabulary, improving pronunciation, developing communicative skills and increasing language proficiency. It also provides teachers with the possibility of designing activities in educational applications and using multimedia resources to offer more effective and interactive teaching. According to Van (2021)

The use of technology is still widespread, including English language learning. The reason for using technology in English learning more widely is that it has many advantages. For example, pronunciation will be improved through the use of pronunciation testing apps. Communication skills will also become more proficient. In addition, technology helps to broaden education, and modern technology helps people to achieve many outstanding achievements in future learning, especially in learning English.

The use of tools such as smartphones, computers and projectors allows speakers to improve their language skills, taking learning beyond the traditional classroom. In addition, technology provides instant feedback and access to a variety of resources and information for practicing English.

Benefits of creating digital learning materials and the use of technology

The technological didactic material has the advantage of being adaptable, for this reason teachers prefer it to create their own digital resources that can be based on the educational needs of their students, which results in a better contextualized and relevant teaching for students. On the other hand, it also develops critical and creative skills in students, which is essential not only to facilitate learning but also their educational training in this century. (Fernandez & Fernandez, 2021)

Technology allows both students and teachers easy access to a huge variety of digital educational resources, which can be videos, simulations, and different interactive platforms that provide enrichment to the teaching-learning process. In the same way, it allows personalized learning especially for classrooms with diverse abilities and learning styles. Meanwhile, these technological tools promote active participation and a more dynamic and collaborative educational environment by using online activities, educational games, discussion forums, among others.

Currently, technology is a fundamental tool and students should be introduced to it little by little as it will help them in their future work. Therefore, the use of technologies in the elaboration and use of didactic materials develops essential digital competences in students, which prepares them for a largely digitalized world. Since it seeks to improve the training of students in a responsible use of technologies, as well as in a more pedagogical use for the search of information and subsequent generation of knowledge. (Fernandez & Fernandez, 2021)

Finally, the integration of digital didactic material encourages the innovation of teaching methodologies used by teachers, which allows experimentation and discovery of new ways of presenting content and information, as well as new and more updated methods to evaluate learning. This also results in teachers being in continuous training, i.e., training to be updated in terms of

technological resources, which is an environment that is constantly changing, providing them with tools and resources to improve their teaching practices.

Challenges and limitations in the use of digital didactic material.

It is important to highlight the challenges that exist when using digital didactic material, one of the most prominent of which is the lack of access to technology and the limitations in access to technological tools to apply the didactic material effectively. This includes the lack of appropriate devices and internet connectivity, which can limit student participation in activities.

However, there is also a lack of teacher training to adequately integrate didactic material in class. Although many teachers are aware of the benefits that ICTs can bring to the English class, not all of them have the appropriate skills to apply them in their educational environment. On the other hand, there are teachers who do not plan to adopt these new methodologies because they are attached to the traditional methodology that is based only on repetition and memorization, which is due to the perception that these tools are not very effective. Therefore, several studies suggest that it is necessary to introduce technology in teaching and learning because the use of electronic devices is changing the paradigms and requires a greater participation of technology in the teaching process with an inclusive and innovative approach (Palacios & Lopez, 2021)

On the other hand, it is essential that teachers create didactic material that is attractive, educational and effective for students, as mentioned above, it must be adapted to the learning styles of students, but it cannot be limited to the fact that these resources are only entertaining but must also meet the established learning objectives. The student must have an active role in the learning process where he/she focuses on its dynamics and the result is learning in an involuntary way. (Palacios & Lopez, 2021)

In the same way, creating effective ways to evaluate learning using didactic material can be complex, so it is necessary to create evaluation methods that correctly reflect the learning progress of students in a fair and effective way. But it should be kept in mind that when using innovative materials learning is no longer as structured, but rather, incidental which is based on the amount

of participation in the tasks in which students participate will affect the retention of unfamiliar words. Participation load has three components: need, search, and evaluation. Necessity is a motivation which is necessary to learn the target words. (Palacios & Lopez, 2021)

Finally, maintaining motivation and interest in activities in which technological didactic material is used can become a challenge as time goes by, since little by little the students will not respond in the same way to the games or activities carried out in class. Some of the students will show disinterest, which can cause unequal participation. For this reason, it is important that the activities are updated and varied as students have changing educational needs. For this reason, the use of electronic devices is changing the paradigms and a greater participation of technology in the teaching processes with an inclusive and innovative approach is required. (Palacios & Lopez, 2021)

Gamification as didactic material

Gamification and digital learning material are closely related as it refers to the implementation of gamification and game elements in the teaching-learning process that can facilitate the acquisition of knowledge and skills. By using digital material based mainly on games, a mostly dynamic and engaging environment is created for learners who learn motivated so that they actively participate in their own learning.

Gamification has several benefits for learners, starting with the point that using elements such as rewards and varied challenges increases learners' motivation by making learning much more fun and relevant which helps learners to be encouraged to make a better effort in their tasks. one of the learning strategies that can contribute to improve the motivation, concentration, and involvement that learners need in learning a foreign language is Gamification (Lara, González, Giler, & Alcivar, 2021)

Recommended digital didactic material for the development of speaking skills

Padlet

This is a very easy-to-use digital tool that works as an interactive mural, in which students can share their opinions and ideas using different multimedia resources, such as photos, videos, polls, among others. This platform is free on the web and does not require installation or downloading to the electronic devices used in class. It is enough to enter the web page and create a shared code for all students to enter. Its main advantages are:

- No previous experience is required to use it
- Students can interact with each other in real time.
- Allows storage of a variety of files
- It is accessible and versatile, adapting to various educational environments.

Bamboozle

Bamboozle is an online teaching platform used to create educational and interactive games that are used by teachers to create a more active and competitive classroom environment. The tool offers a wide range of interactive games that can enhance the educational experience, especially in vocabulary acquisition. Teachers can create their own assignments based on the needs of their students, or use the ones already created on the virtual platform, which fosters a flexible and engaging learning environment for students. In any case, Bamboozle's design attracts students' attention, using multimedia resources that make it easier for them to relate to the appropriate vocabulary, resulting in more enjoyable and effective learning. This tool can be used both virtually and face-to-face as it has a function where students can access it from their electronic devices. Some of the advantages it offers are:

- Game-based learning makes learning fun and interactive for learners.
- Flexibility in creating customized material

- Its accessibility allows learners to learn from anywhere
- It significantly improves learners' vocabulary skills.
- Collaborative learning is promoted
- Familiarization with digital tools while learning

Educaplay

It is an educational platform that allows teachers to create different types of activities to facilitate learning and promote an active and dynamic class, in English language learning, Educaplay offers several tools to design activities such as crossword puzzles, quizzes, memory games, puzzles, among others, which helps to generate an attractive and dynamic class for students. It has several benefits such as:

- Encourage motivation and commitment to learning in students.
- Its diversity of resources facilitates the understanding of information.
- Students can access the activities at any time and place, allowing them to learn at their own pace.
- Educaplay provides immediate feedback, so that students can identify areas for improvement at that very moment.
- The platform allows vocabulary and pronunciation practice as it has audiovisual tools.
- Stimulation of students' imagination

Scattergories

This is an online word game where students try to think of specific words that can fit into certain categories and start with a certain letter within a time limit. Being an accessible website that does not require installation and can be accessed from any device, it is customizable as the teacher can use different categories and letters, also the time is adaptable. This didactic tool also has several benefits for students:

- Students practice and expand their vocabulary by categorizing words.
- Critical thinking skills are fostered by thinking quickly and creatively.
- Scattergories can be played in teams which promotes collaborative learning.
- Being a competitive game can increase student motivation and participation.
- It is adaptable to different topics and vocabulary levels.

Skribbl.io

This virtual page is a free game based on guessing a single word with a drawing. Players take turns drawing an assigned word while others must try to guess it in a chat that happens in real time. It is accessible from any device and web browser; a private whiteboard can be created where students and teacher can log in and play the game with vocabulary from activities found in the educational planning. Its main advantages are:

- Vocabulary expansion as students learn new words by trying to guess them.
- Both speaking and reading skills are reinforced since guessing the words involves writing and pronouncing them correctly in English.
- Drawing concepts related to words stimulates students' creativity by associating meanings and reinforces the visual learning style.
- By playing, students communicate in the English language, thus developing their ability to express and understand.
- The game fulfills its role of turning learning into an active and interactive experience.
- Teachers can adapt the vocabulary to a certain level of English.

Wordwall

A digital tool, similar to Educaplay but with a greater variety of interactive activities and educational games in which a variety of themes can be used to adapt them to the needs of the students. The teacher can use the templates already created or develop their own to have more customization in their activities. Wordwall has these benefits:

- All activities are interactive and learning is facilitated through games and encourages active student participation.
- It is very versatile as it has 18 different templates that adapt to the content and appropriate level of the students.
- It provides several pedagogical resources that encourage students to practice and improve their language skills in an attractive and fun way.
- The use of technology is optimized since teachers must use technological devices to display the didactic material.
- The material created on the platform can be printed, which makes it more accessible to students as they have the opportunity to use it both virtually and physically, which adapts to the needs and preferences of the students.
- It is shown that many users have had satisfactory results using this tool.

Kahoot

It is a learning platform, mostly used for the evaluation of a learning environment in which gamification is used. Kahoot allows educators to create different types of quizzes, such as multiple choice, true and false, among others. It is an interactive tool as students participate in real time by answering the questions from their mobile devices. By using gamification, fun learning is encouraged as students compete with each other, resulting in greater motivation for the content. Some of its benefits are:

- Effective and immediate feedback in a dynamic way, which helps students recognize their mistakes instantly improving their learning level.

- It is accessible from any mobile device and the questions are reusable, which can serve as a study method for students.
- It also allows classes to be more dynamic since learning and evaluation is done through competitive games.

Quizlet

(Mendoza Batista, A. M. 2020.) The metacognitive strategies used by Quizlet is the self-evaluation that allows students to learn from their own mistakes. The cognitive strategies are: repetition of various forms, the use of images that allow relating the word with visual concepts and socio-affective strategies through cooperation among students. Although the learning and use of Quizlet is individual, enhancing autonomy, it is also through cooperative strategies. And it has several benefits:

- This tool allows creating and using flashcards with vocabulary which helps memorize and reinforce vocabulary more effectively.
- Practice is personalized as learners can use Quizlet activities to learn at their own pace.
- It is adaptable to various learning modes as it has a variety of games, activities, memorization tools that are adaptable to different learning styles.

MATERIALS AND METHODS

Introduction

This section describes in detail the materials and methods used to evaluate the effectiveness of teaching materials for the development of high school students' oral skills. This research is based on a mixed approach because the intention is to analyze the influence of different educational resources either physical or digital for the development of students' oral skills. Therefore, qualitative and quantitative techniques were used, such as interviews, surveys and classroom observation, with an experimental approach all in order to ensure the validity and reliability of the results obtained, thus facilitating the analysis of the impact that the use of educational materials has on students for a better development of oral expression. The instruments used and the entire process carried out in the research are described in detail below. Likewise, the population that participated in the whole process.

Objectives

General objective

- To analyze the data collected at the U.E through the research techniques used, such as surveys, interviews and classroom observation of didactic materials to evaluate their effectiveness in the development of students' oral skills in the English language.

Specific Objectives

- Design and apply the research instruments, such as surveys, classroom observations, and interviews to collect data on the use and effectiveness of these instructional materials in the development students' speaking skills.
- Analyze the data collected to determine the correlation between the use of effective instructional materials and the improvement students' speaking skills.

Population

The target population was the high school students of the U.E., where a total of 30 students from the first year of high school and second year of high school were selected and administered a 10-question survey to learn about their perspective on the use of the teaching materials used in the classroom. The students are approximately 15 to 17 years old. A class observation with its respective observation sheet was also carried out to check how the students react to the use of didactic material. Finally, a structured survey of 5 questions was made to the teachers of English of the U.E.

Research Methods

To evaluate the effectiveness of the instructional materials in improving learners' English speaking, a mixed approach, combining qualitative and quantitative methods, was employed in order to obtain a more complete understanding of the results. First, the quantitative approach, deductive in nature, was used to collect numerical data on the impact of the teaching materials on speaking development. Then, the data obtained were statistically processed using an analytical method, with the aim of determining patterns, frequency of use of didactic materials by teachers, preferences for digital or physical materials, and levels of improvement in speaking skills when using these resources. On the other hand, the qualitative approach was applied with an inductive approach to analyze students' experiences when using didactic materials and their perception of how these resources influence the improvement of their oral expression. This qualitative analysis was based on the categorization of the students' responses and the identification of recurrent opinions, which allowed a deeper interpretation of the study.

Techniques and instruments

The techniques and instruments used in this research were a student survey, containing closed questions with response options based on the Likert scale, which allowed us to analyze trends and general perceptions about the materials used. And also, a classroom observation, both techniques were key to obtain first-hand data on students' learning experiences using the didactic materials. Thus, quantifiable information was collected on the frequency of use and the perception of the

effectiveness of the materials. On the other hand, qualitative aspects were explored, in this case the motivation that students feel or not when they learn using didactic materials. And finally, the data obtained from the closed responses are compared and related, ensuring a comprehensive analysis of the impact of the materials on English language teaching. Finally, to reinforce the information obtained, a structured interview was conducted with English teachers.

Methodological organization

The survey was elaborated with 10 open and closed questions to know the students' opinion about the use of the didactic materials and how they have influenced the improvement of their oral expression in English considering aspects such as pronunciation, fluency and vocabulary. Both physical and digital materials were addressed in the survey. On the other hand, an observation sheet was elaborated which allowed us to record first-hand and systematically the use of didactic materials in English classes, as well as the level of motivation, participation and performance in the students' speaking skills. In addition, a structured interview was applied to English teachers in order to know their perceptions about the effectiveness of the materials used, their frequency of use and the strategies applied to promote oral expression in the classroom. After some corrections, the instruments were approved by two experts and the designated consultant.

Finally, the results obtained were analyzed quantitatively by means of statistical methods, completed with a qualitative analysis of the answers obtained in the surveys, the information obtained through classroom observations and the opinions, experiences and perception of the English teachers of the use of didactic material.

For this entire research process, the respective permissions were requested from the authorities of the Educational Unit, as well as the consent of the students in each group, the authorization of the teachers surveyed, and all the data obtained are totally confidential. Next, in order to guarantee that all the research is valid and reliable, a review of the students' oral expression evaluations was carried out by expert evaluators in the subject.

RESULTS AND DISCUSSION

This section presents and analyzes the results obtained from the application of three research techniques, the data was collected through a structured interview with the English teacher, student surveys and direct classroom observations. The purpose was to evaluate the effectiveness of the didactic materials used in the English class to develop the speaking skills of high school students.

Data analysis techniques

With regard to qualitative data such as the interview and classroom observations, content analysis was used to identify patterns, perceptions and recurrent practices related to the use of didactic materials and their impact on speaking skills. The categories were organized manually to establish a relationship between the teacher's responses and the behaviors observed in class.

On the other hand, the qualitative data that were collected through the survey applied to the students, the Microsoft Excel program was used to organize and tabulate the responses, which allowed the calculation of frequencies and percentages to be simpler.

Observations of the English classes at the "U. E C.V."

In the first observation carried out in the "U. E C.V." to second year high school students, the teacher carried out an activity of describing an image, the images were chosen by the students in this activity promoted oral interaction among the students since the activity consisted of forming pairs and the students described and dialogued about the image of the other. Thus, the material was very helpful and aligned with the objective of developing speaking skills while promoting interest and motivation in the students and with motivated students, active student participation was allowed.

For the next class, which was with the first-year high school students, we used audiovisual materials which were videos made by the students themselves, which were about cooking the students' favorite recipes and recording them to share with their classmates and generate dialogues about food. The activity was closely related to the objectives of developing the students' speaking skills, where they learned vocabulary about food that would be useful in real life, and this type of material made the activity and learning more authentic. The students enjoyed this type of activity

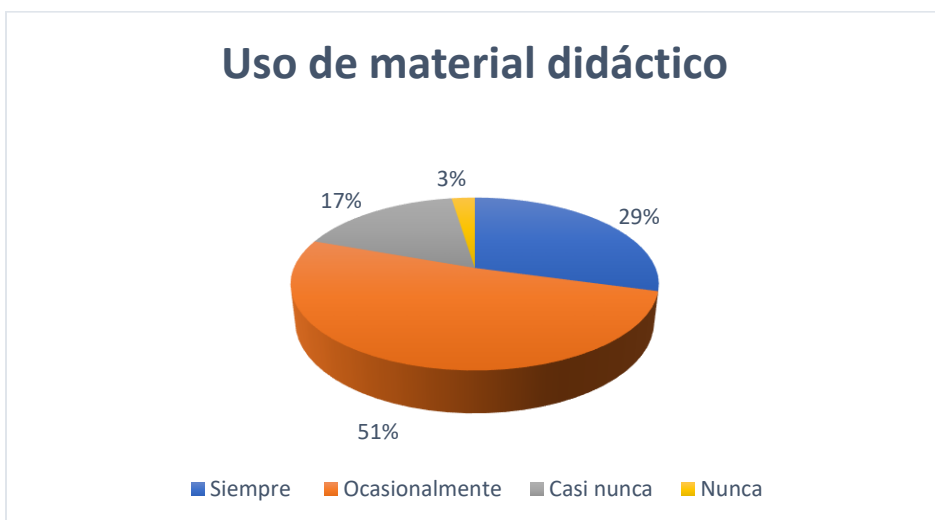
and it motivated them to participate either by commenting on their classmates' videos or by explaining their own dish.

Surveys applied to the students of "Bachillerato General Unificado U. E C.V."

- 1. **¿En clases sus profesores utilizan material didáctico para el aprendizaje del idioma inglés?**

Chart 1. Uso de material didáctico

Respuesta	Frecuencia	Porcentaje
Siempre	12	29%
Ocasionalmente	21	51%
Casi nunca	7	17%
Nunca	1	3%
Total	41	100%



Analysis

In this sense, the majority of students 51% indicate that teachers use didactic material only occasionally. This suggests that although there is some integration of didactic material, it is not so constant. On the other hand, 29% indicate that didactic material is always used, the group presents a significant minority, but indicates that constant use is not yet the norm. Finally, the remaining

20% indicate that didactic material is almost never or never used, which reflects a certain gap in some classes in which didactic material may be absent or underutilized.

2. ¿Su profesor elabora material didáctico personalizado para impartir sus clases?

Chart 2. Material didáctico personalizado

Respuesta	Frecuencia	Porcentaje
Siempre	9	22%
Ocasionalmente	22	54%
Casi nunca	7	17%
Nunca	3	7%
Total	41	100%



Analysis

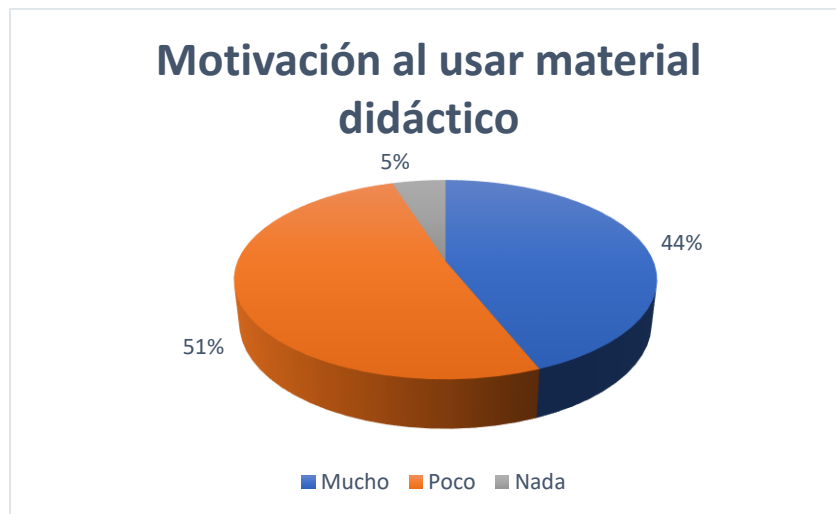
The results show that 54% of the students perceive that their teacher elaborates personalized didactic material occasionally, while only 22% assure that always does it, evidencing that, although the use and creation of adapted materials exists, it is neither constant nor generalized. In addition, 17% of almost never and 7% of never, that is, 24% say that the teacher rarely or never

elaborates personalized didactic material, which may represent a weakness in the attention to the specific needs of the group of students.

3. Cuando aprende usando material didáctico (flashcards, posters, worksheets, etc) ¿Se siente motivado en sus clases de inglés?

Chart 3. Motivación al usar material didáctico

Respuesta	Frecuencia	Porcentaje
Mucho	18	44%
Poco	21	51%
Nada	2	5%
Total	41	100%



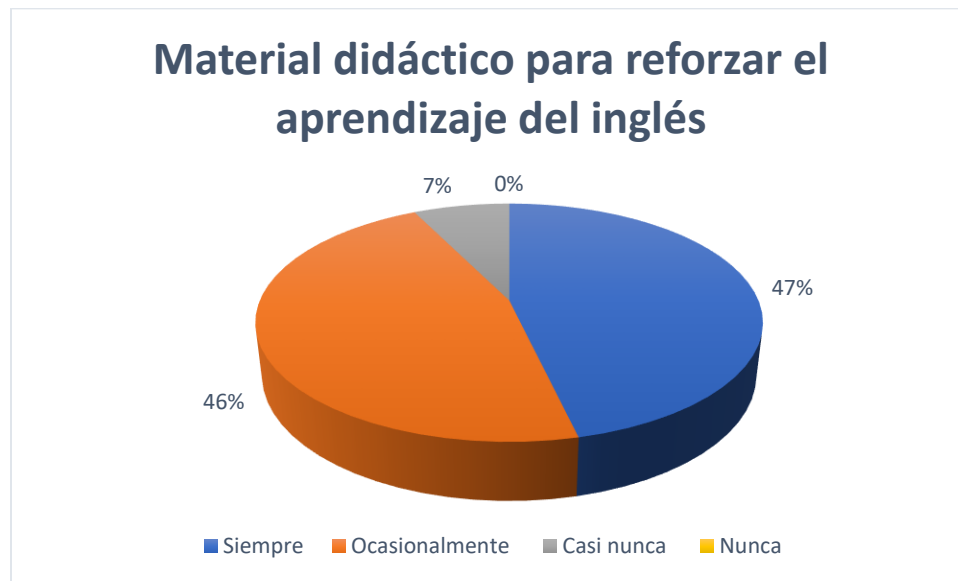
Analysis

The data reveal that 95% of the students when adding together “Mucho” and “Poco” report feeling some degree of motivation when instructional materials are used in the English classroom. Although 44% indicate feeling highly motivated, the relative majority 51% of the students feel only moderate or limited levels of motivation. On the other hand, 5% of the students reported experiencing no motivation at all.

4. ¿El material didáctico le ayuda a reforzar su aprendizaje en las clases de inglés?

Chart 4. Material didáctico para reforzar el aprendizaje del inglés

Respuesta	Frecuencia	Porcentaje
Siempre	19	47%
Ocasionalmente	19	46%
Casi nunca	3	7%
Nunca	0	0%
Total	41	100%



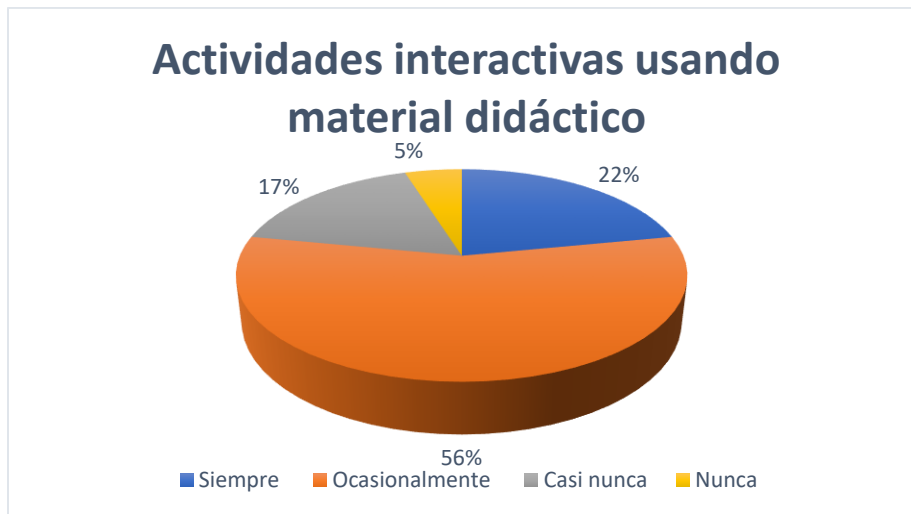
Analysis

Regarding the reinforcement of learning by using didactic material, the responses show that 93% of the students when adding "Siempre" and "Ocasionalmente" recognize that the didactic material does contribute to reinforce their learning of the English language, although with different frequency. While 47% affirm that they always perceive this benefit, the other 46% notice it occasionally. On the other hand, only 7% indicated that they almost never feel this type of help, and no student indicated that the didactic material never reinforces their learning.

5. ¿Ha realizado actividades interactivas usando herramientas tecnológicas en sus clases de inglés?

Chart 5. Actividades interactivas usando material didáctico

Respuesta	Frecuencia	Porcentaje
Siempre	9	22%
Ocasionalmente	23	56%
Casi nunca	7	17%
Nunca	2	5%
Total	41	100%



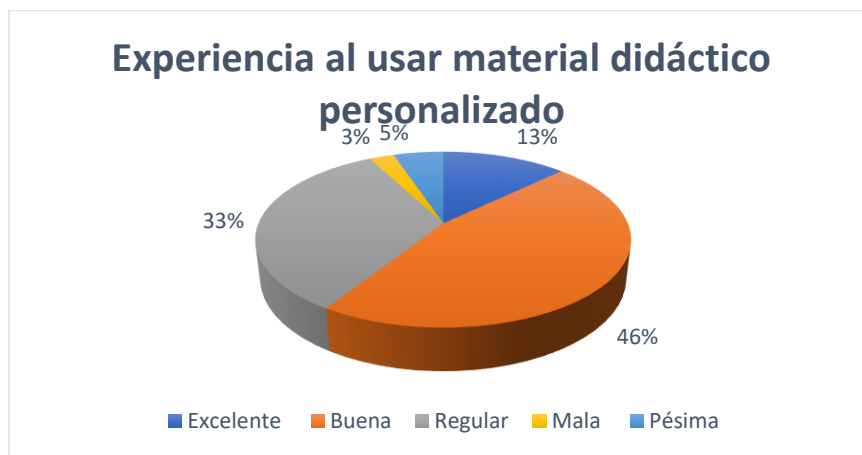
Analysis

The results indicate that 78% of the students have carried out interactive activities using technological tools in their classes either always as reported by 22% or occasionally according to 56%. This figure shows a considerable presence; it may be irregular but the use of technology for teaching purposes in English classes is evident. However, 24%, 17% "Casi nunca" and 5% "Nunca" indicate that these interactive activities are scarce or nonexistent, which evidences a gap in the integration of ICT in the language teaching process.

6. Si tu respuesta es positiva ¿Cuál ha sido tu experiencia usando dichas herramientas tecnológicas?

Chart 6. Experiencia al usar material didáctico personalizado

Respuesta	Frecuencia	Porcentaje
Excelente	5	13%
Buena	18	46%
Regular	13	33%
Mala	1	3%
Pésima	2	5%
Total	41	100%



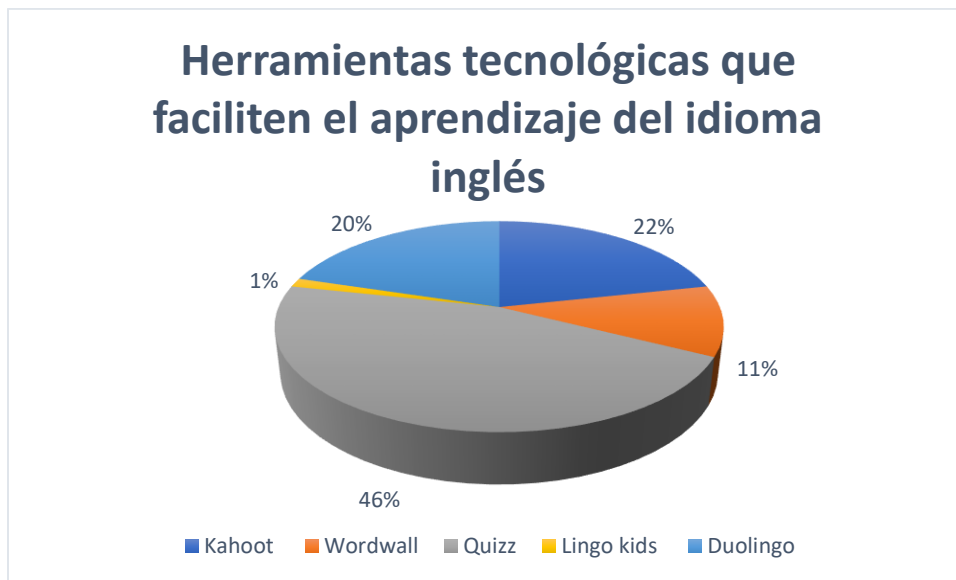
Analysis

The results indicate that 59% have had a positive experience using technological tools in interactive activities, with 13% rating it as excellent and 47% as good. This overall positive perception indicates that the use of technology in the classroom has a motivating and beneficial potential for learning English. However, 33% rate it as “Regular”, which suggests that, although the experience has not been negative, it has not been fully satisfactory. On the other hand, 8% consider that their experience has been bad 3% or terrible 5%, which represents a minority but significant group that probably did not find value or functionality in these technological activities, or experienced technical or pedagogical difficulties.

7. ¿Qué herramientas tecnológicas conoce usted que le faciliten el aprendizaje del idioma inglés?

Chart 7. Herramientas tecnológicas que faciliten el aprendizaje del idioma inglés

Respuesta	Frecuencia	Porcentaje
Kahoot	16	22%
Wordwall	8	11%
Quizz	34	46%
Lingo kids	1	1%
Duolingo	15	20%
Total		100%



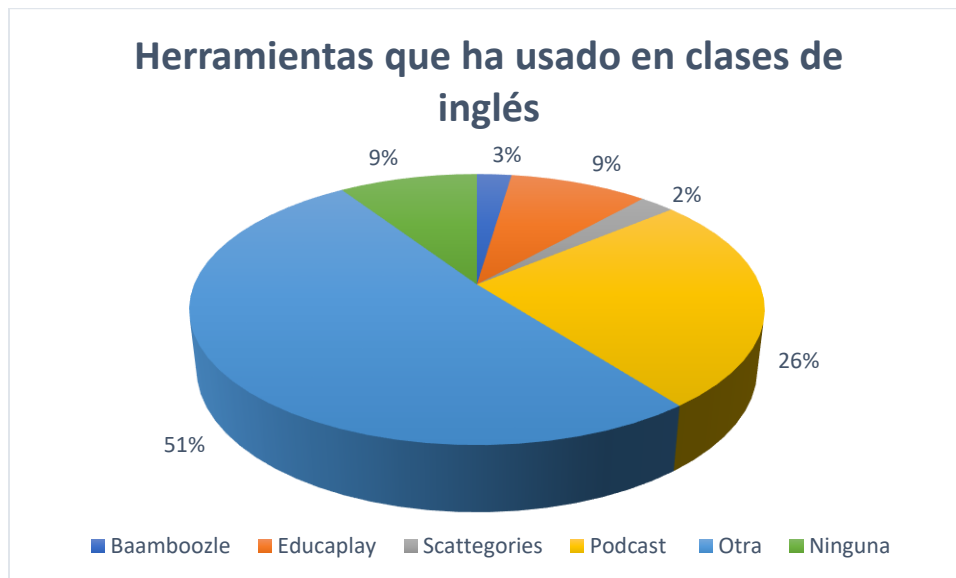
Analysis

The data reveal that Quizz is the most popular technological tool among students, with 46% of mentions, followed by Kahoot 22% and Duolingo 20%. These tools share a common characteristic: they are interactive, playful platforms focused on reinforcing knowledge through practice, games and immediate feedback. On the other hand, Wordwall, with 11%, is also recognized by some students, although to a lesser extent. Finally, Lingo Kids, with only 1%, has a low level of awareness, which is understandable since it is aimed primarily at a child audience.

8. ¿De las siguientes herramientas tecnológicas señale las que ha usado en sus clases de inglés?

Chart 8. Herramientas que ha usado en clases de inglés

Respuesta	Frecuencia	Porcentaje
Bamboozle	1	3%
Educaplay	4	9%
Scattegories	1	2%
Podcast	11	26%
Otra	22	51%
Ninguna	4	9%
Total		100%



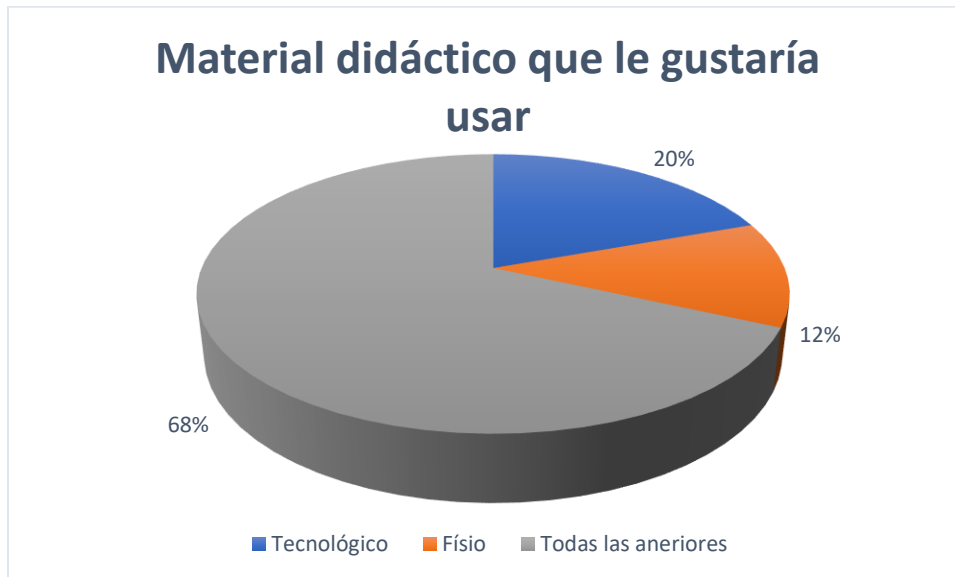
Analysis

The results show that the majority of students 51% have used technological tools other than those listed, which indicates a wide diversity of technological resources used in class or known by students. In this category, platforms such as Quizz, Cambridge, Prezzi and Kahoot stand out. Twenty-six percent of students reported having used podcasts, a tool that favors the development of listening comprehension, pronunciation and exposure to authentic language. In contrast, tools such as Educaplay 9%, Bamboozle 3% and Scattegories 2% show low levels of use or recognition, despite being playful and useful resources to energize classes.

9. ¿Qué material didáctico le gustaría utilizar para el aprendizaje del idioma inglés?

Chart 9. Material didáctico que le gustaría usar

Respuesta	Frecuencia	Porcentaje
Tecnológico	8	20%
Físico	5	12%
Todas las anteriores	28	68%
Total	41	100%



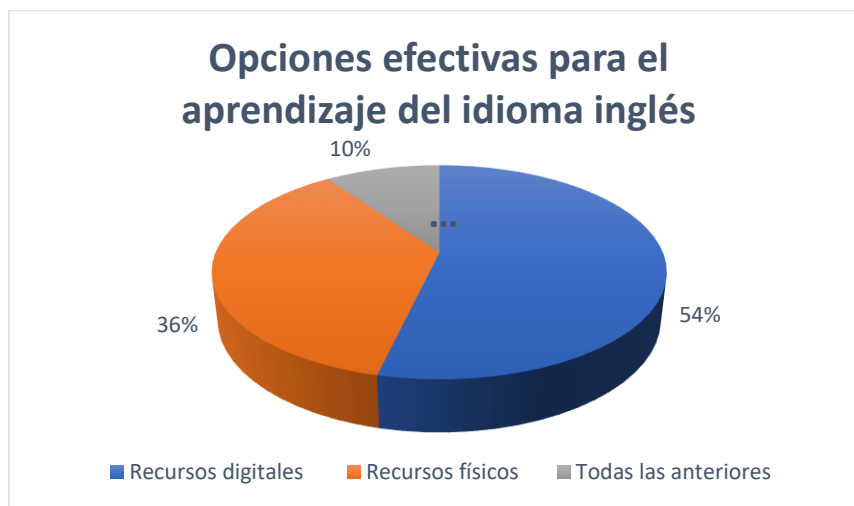
Analysis

The results show that a large majority of students 68% would prefer to use a combination of technological and physical materials for English language learning. On the other hand, 20% prefer exclusively the use of technological materials. In contrast, only 12% prefer only physical materials, such as flashcards, posters, books or flashcards. Although this figure is lower, it is still important, as some students may be more comfortable with tangible, traditional materials, especially if they have a more visual or kinesthetic learning style.

10. ¿Cuál de las siguientes opciones le parece más efectiva para el aprendizaje del idioma inglés?

Chart 10. Opciones efectivas para el aprendizaje del idioma inglés

Respuesta	Frecuencia	Porcentaje
Recursos digitales	22	54%
Recursos físicos	15	36%
Todas las anteriores	4	10%
Total	41	100%



Analysis

The data reflect that more than half of the students 54% consider digital resources to be more effective for English language learning. This preference suggests that students value the advantages of digital materials, such as interactivity, accessibility, and variety of multimedia content. On the other hand, 36% of respondents believe that physical resources (such as books, flashcards, flashcards, flashcards, posters, etc.) are more effective. This group represents a significant part of the student body that still finds value in tangible and traditional learning. Finally, 10% believe that both types of resources (digital and physical) are equally effective, suggesting that, although to a lesser extent, there are students who recognize the complementary value of both modalities.

Interview applied to the English teacher in charge of the baccalaureate level at "U. E C.V."

Age: 29 years old

Professional experience: 5 years

Time working in the institution: 3 years

Date: May 5, 2025

Place of interview: Unidad Educativa "Cática la Victoria".

1. Do you use teaching materials to teach your English classes?

He indicated that it does, since it uses various teaching materials such as videos, songs and interactive platforms such as Kahoot and Quizziz.

2. What kind of didactic materials do you use in your English classes to foster the development of oral skills?

He noted that, to promote oral expression, the teacher uses visual resources such as images and videos to encourage students to express their comments on the content and to encourage them to participate in conversations.

3. How do you evaluate the effectiveness of the didactic materials in improving students' fluency and pronunciation?

He mentioned that effectiveness is evaluated in terms of student participation. The teacher observes if the students are motivated and willing to share their opinions for this reason it is important that teachers use topics of interest and stimulating for the students.

4. What challenges have you encountered in using these materials to develop speaking skills in your students?

He stated that the main challenges include students' lack of confidence and motivation. If students do not feel comfortable, they are less likely to participate in speaking activities.

5. Have you noticed a difference in student engagement when using more interactive or audiovisual materials compared to traditional ones?

Yes, students become more engaged and fluent when using interactive methods, especially during oral practice for international certification exams. Descriptive tasks are particularly effective.

6. In your experience, what types of didactic materials have the greatest impact on students with different levels of English language proficiency?

From their point of view, videos are the most effective, as they allow learners to see and hear the language. Repetition through multiple viewings helps adapt to different learning levels.

Analysis

Firstly, the teacher confirmed the regular use of teaching materials in the classroom, including videos, songs, and interactive digital platforms such as Kahoot and Quizziz. These tools reflect a modern approach to language teaching that emphasizes student engagement through multimedia and gamified learning. Their implementation suggests that integrating diverse resources can create dynamic learning environments that support speaking development.

To foster oral skills specifically, the teacher uses visual aids like images and videos, which encourage students to express their opinions and engage in conversation. These types of materials serve as prompts that stimulate oral interaction, supporting the idea that contextualized and visually engaging content facilitates meaningful language production. This practice aligns with communicative teaching methodologies that focus on encouraging spontaneous speaking through real-life stimuli.

When evaluating the effectiveness of these materials, the teacher prioritizes student engagement as a key indicator. Motivation and participation are used as measures of success. The teacher emphasized the importance of using topics that are controversial or of particular interest to the students, as these tend to generate more discussion and student involvement. This highlights that the effectiveness of didactic materials is not only rooted in their format or design but also in their relevance and ability to provoke thought and dialogue.

Despite the benefits, the teacher acknowledged several challenges, particularly students' lack of confidence and motivation. These affective factors significantly limit their willingness to speak, even when appropriate materials are provided. This observation is critical, as it reveals that

material effectiveness is also influenced by the emotional and psychological readiness of the learners, which must be considered when designing and implementing speaking activities.

Moreover, the teacher observed increased engagement and fluency when using interactive or audiovisual materials compared to traditional ones. Interactive tasks, particularly those related to preparation for international certification exams, were noted as being especially effective in encouraging students to practice speaking. Descriptive tasks, in particular, were mentioned as useful for improving fluency, suggesting that materials tied to authentic communication goals can foster more purposeful language use.

Finally, the teacher identified videos as the most impactful didactic resource across different proficiency levels. Videos offer a combination of visual and auditory input, which supports comprehension and retention. The ability to repeat video content allows for differentiated instruction, adapting to students' individual levels and learning speeds. This adaptability makes videos an inclusive and versatile tool in the English classroom.

DISCUSSION

The triangulation of the data obtained through the research instruments used, such as the student surveys, the interview with the teacher in charge of English, and the classroom observations reveals many extremely important findings that support the main premise of this research and emphasize that didactic materials do have an essential role in the development of students' speaking skills in the English language.

First of all, it is evident that the use of didactic material is frequent but inconsistent because, although teachers integrate several educational resources to their classes such as videos, images, songs and interactive platforms such as kahoot and Quizziz, the data obtained from the student surveys indicate that this use is not uniform in all classes. Only 29% of the students indicated that the materials are used 'always', while 51% stated that they are only used occasionally. Thus, an inconsistency is generated that may affect in the long run the effectiveness of these materials in supporting the development and strengthening of students' speech. Thus, there is a need to integrate didactic materials systematically and frequently into lesson planning.

On the other hand, a great efficacy in the promotion of students' oral skills is highlighted, according to the teacher's interview where it is mentioned that didactic materials, especially audiovisuals, greatly improve students' oral interaction, this is confirmed by the observation of classes carried out in the educational unit. The activities carried out in class, such as the description of images and the presentations of the recipes made by the students themselves, not only stimulated interaction and conversation among the students, but also provided the opportunity for the students to have an enjoyable and, above all, more authentic learning experience. Since these types of materials serve as meaningful stimuli that support the acquisition of new vocabulary and contextualized speech, due to the fact that the materials were thought out according to the interests of the students, in the case of the images it was a picture about something the students enjoyed doing or a treasured memory for them and in the case of the videos the students talked about their favorite food recipes, which is something essential for teachers to take into account when implementing didactic material to motivate their students so that fluency and pronunciation is also developed. Not to mention that descriptive and opinion-based tasks are very effective in fostering spontaneous speech and critical thinking.

Related to motivation, which is a key point of this study. Both teacher and students agree that the use of good didactic material, in other words, attractive material, significantly boosts student participation. In the survey, when asked about motivation, 95% of the students indicated feeling motivated to some extent when using didactic materials. This correlates with the teacher's strategies in selecting topics of interest to students and using this as a tool to motivate and engage students; however, using controversial topics such as important events in the world are quite useful to generate dialogue among students. Moreover, it is key to highlight that students' motivation does not depend only on the didactic materials, but is also affected by their confidence and emotional well-being as mentioned by the teacher.

Continuing with the use of personalized and technological materials the students highlighted the various digital platforms they use most frequently in their English classes, Prezzi, Kahoot and Quizziz. These are very useful tools that offer interactive and engaging formats that encourage speech development through gamification, game-based learning and above all real-time feedback. Another platform that students use on a daily basis is Cambridge, an eye-catching platform that fits with their learning objectives as it is directly linked to their English subject textbook. However,

only 22% of students stated that their teacher ‘always’ creates personalized learning materials, while 54% stated that this happens only occasionally. These results indicate that there is a gap between the acknowledged importance of personalized instruction and its actual application in a classroom. For this reason, observing students to recognize their needs would be very helpful in creating personalized instructional materials that could better meet the diverse learning needs of students.

In addition, something very important that emerged in the research is the students' preference for mixed-mode learning materials, i.e., the use of both digital and physical learning materials. The survey results revealed that 68% of the students prefer a combination of technological and physical materials to learn English and better develop their speaking skills. While 54% of the students identified digital tools as the most useful and effective for language learning, many of them highlighted the wide variety of content they could find in these tools. Similarly, the accessibility and opportunities to practice anywhere and anytime in a more comfortable and safe way, the opinions of the students varied adding that it was versatile and orderly, where everything they learned could be saved in the cloud and continue practicing in their free time. Something important that they pointed out was the attractiveness of certain educational web pages that caught their attention, they also highlighted that with the digital resources it was easier for them to improve their pronunciation since listening in real time to how English speakers speak trained their hearing and comprehension better. Finally, what they enjoy most are the games that entertain them and play while they learn. However, a significant percentage, 36% of the students prefer the use of physical resources, such as flashcards, books, posters, etc. Since, in their opinion, this type of didactic material makes it easier for them to memorize and develop creativity, some students have more fun learning with physical resources that they can create with their own hands so that they feel more involved in their learning. So, this indicates that a blended learning approach, which implements both physical and digital materials, would be more effective in addressing different learning styles and preferences. But students do agree that when using any type of learning materials, they prefer to have fun and play while actively learning.

It is important to note that there are some challenges in implementing teaching materials in the English classroom, one of the most notable being students' lack of confidence. This greatly affects their willingness to speak and participate in class, even with the support of well-designed materials.

This underscores the importance of creating emotionally safe learning environments that foster student confidence and encourage them to take risks, thereby reducing their anxiety. Furthermore, while 59% of students reported having positive experiences with the use of digital teaching materials and technological tools, a small but significant group reported that their experiences were “average,” “poor,” or even “terrible,” which may reflect problems such as lack of technical training, poorly designed and implemented activities, or incorrect use of platforms.

In conclusion, the results of the research strongly indicate that teaching materials, especially audiovisual, interactive, and active ones, are effective in developing speaking skills in English learners. Tools such as Cambridge, Prezzi, Kahoot, and Quizziz stand out as not only useful for teachers but also appreciated by students due to their dynamic, entertaining, and engaging nature. In terms of physical teaching materials, those that encourage and develop creativity in students are particularly noteworthy. However, their impact is maximized and works best when these resources are consistently integrated, aligned, and related to students' interests or topics that can encourage dialogue, and combined with teaching practices that provide emotional support, allowing students to not only learn the English language but also grow personally. While technology and personalization offer great benefits, it is essential to address challenges such as inconsistent use and students' affective and emotional barriers. A balanced, student-centered approach that incorporates varied materials and creates a safe learning environment that builds confidence will ensure more effective development of students' speaking skills.

PROPOSAL

Title: MakiFa (Online Platform for Teaching Materials to Strengthen Speaking)

Author: Janneth Estefanía Hidalgo López

Institution: Unidad Educativa Católica la Victoria

Date: May, 25

Introduction

When learning the English language, one fundamental skill stands out, which is oral expression, especially at advanced levels such as high school, where there are several expectations that students should communicate effectively in English in both academic and real-life contexts. However, many students have difficulties and face challenges related to pronunciation, fluency and, most importantly, confidence. Many of them do not feel motivated enough to practice speaking, which leads to less interest in learning English. This problem can be remedied with the use of educational tools, which used in the right way can capture students' attention and commitment to learning, in other words, effective teaching materials. This proposal explores how instructional materials can be used effectively to improve students' speaking skills both in and out of the English classroom.

Objectives

General objective

- Design an educational website to provide teachers and students with access to information on teaching materials, both physical and digital, to develop oral expression in English language learning for high school students between 15 and 17 years of age.

Specific objectives

- To research and select didactic materials that contribute to the development of speaking skills in high school students.
- To design an accessible and functional web structure for students and teachers, facilitating the search for didactic material
- To classify the didactic resources according to the levels of linguistic competence, type of didactic material (physical or digital) and finally how it can be applied in the classroom as well as in autonomous learning
- To socialize an interactive space within the web where teachers can leave recommendations on how to improve the didactic material.

Justification

In the English language teaching-learning process, the adequate development of the oral skill, speaking, represents a great challenge for both teachers and students. In many cases students show no interest or motivation when practicing this skill. However, there are educational resources that can be very useful to face this problem. But despite the advances in communication methodologies and access to educational technologies, many teachers face difficulties in finding and selecting effective didactic material that suits the level, context and specific needs of the students. On the other hand, students require accessible and adaptable resources that allow them to practice and strengthen their oral skills autonomously.

In response to this need, a proposal has been put forward to create an educational website that functions as an organized and accessible repository of teaching materials, both physical and digital, focused on developing speaking skills. This virtual space will not only allow teachers and students to access relevant and up-to-date resources, but will also foster a collaborative community in which teachers can share experiences, comment on the effectiveness of the materials used, and recommend new teaching strategies.

In addition, the website will respond to the current demand for integrating digital tools into educational processes, promoting pedagogical innovation and independent work. In this way, the proposal will contribute to strengthening meaningful English language learning and improving students' oral communication skills.

Methodology

The methodology for the development of this website focuses on a user-centered design approach, both teachers and students. Its structure is built in five main phases, all in order to ensure an educational digital platform, accessible, intuitive, functional and useful for users interested in finding information on effective teaching materials for the development of speaking skills.

The first stage was based on the analysis of the needs of students and teachers, all the data and information obtained during the educational diagnosis phase were collected and analyzed, through

the teacher interview, classroom observations and student surveys. In this way, it was possible to identify what type of materials are most effective as tools to support students' speaking activities and better develop this communicative skill. Similarly, the needs for access and organization of the resources were analyzed, as well as the users' preferences regarding the functionality of the website.

In the second stage, the architecture of the platform was designed considering several aspects to ensure the comfort of users when entering the site, starting with a friendly and interactive interface, with several attractive visual elements such as images and gifs, but some more functional ones including classification buttons, to move around the website in a simple way. The digital platform has sections for clear classification of materials, with two sections, one for digital and one for physical didactic materials, so that users can choose the one they prefer. On the other hand, as the website is aimed at both students and teachers, differentiated sections have been created for a more personalized experience. Finally, the design is interactive, so a section was created where teachers can leave their comments and recommendations, fostering a space for constant learning.

As for the third stage, using appropriate web technologies, the site was built following some key functionalities, the first one is the repository where all the didactic material was compiled but organized by level and type making it easier for users to find the material that suits their needs and preferences. In addition to this, external links to other educational platforms have been integrated, which have been highlighted in the research for their effectiveness as useful tools for the development of students' speaking skills, due to this, sites such as Cambridge, Prezi, Kahoot and Quizizz were integrated. On the other hand, there is also a section of forms for teachers to fill in fields with information about some didactic material they have used, recommend or wish to share.

Continuing with the fourth stage, in which validation tests were carried out with the participation of real users, both teachers and some participating students, to evaluate different aspects such as ease of use and comfort when scrolling through the web, the relevance of the materials collected and finally the correct functioning of interactive tools such as buttons and the comments and recommendations section.

To finish with the fifth stage, once the website has been validated, it should be hosted on a server accessible to users and for this purpose some maintenance of the platform should be carried out, constantly adding and updating didactic materials, moderating the comments and recommendations section to avoid spam or inappropriate comments. Finally, in order to continue improving the website, suggestions will be collected.

Participants

The main participating population consisted of the teacher in charge of the English subject and 41 high school students in the first and second years, who actively collaborated in the different phases of the data collection process, where information was obtained about the materials implemented by the teacher and their effectiveness was evaluated, taking into account factors such as motivation, interest, and impact on students.

Proposed teaching materials

Chart 11. Online platforms

Material	Description	Contributions for speaking	Link
Cambridge	It includes resources such as audio files, videos, oral practice activities, interactive exercises, and digital books. Many resources are designed with a communicative approach and formative assessment.	Provides pronunciation and intonation models through authentic audio recordings. Includes guided speaking activities, such as dialogues, role-plays, and oral exam simulations.	https://www.cambridgeone.org/
Prezi	Dynamic presentation platform with a non-linear and visually appealing design. Allows you to insert text, images, videos, and voice recordings.	Develops oral expression skills by allowing students to create and present content in English. Promotes speaking in academic or formal contexts, such as project presentations or debates.	https://prezi.com/es/

Kahoot	Game-based learning platform (gamification). Allows teachers to create their own activities or use existing games.	Encourages active participation and reduces anxiety by learning English in a fun and competitive environment.	https://kahoot.it/
Quizizz	It offers immediate feedback, difficulty levels, and customization. It includes memes and avatars that encourage playful interaction.	It can be used to reinforce vocabulary, grammatical structures, and comprehension prior to speaking.	https://wayground.com/?lng=en

Chart 12. Printed material

Material	Description	Contributions for speaking
Personalized Images	Visual materials created or adapted according to students' context, interests, or learning objectives. Often include photos, illustrations, or visual prompts tailored to themes.	Stimulate spontaneous oral production by encouraging students to describe, compare, and narrate based on images. Enhance vocabulary use and sentence structure when expressing opinions or telling stories.
Board Games	Physical games designed for classroom use, often involving cards, dice, and visual aids. Rules can be adapted to practice specific language functions.	Promote interaction in pairs or small groups, requiring turn-taking, asking questions, and giving answers. Create a low-pressure environment that encourages fluency through repetition and communicative practice.

Conclusions

Current demands in education require relevant and necessary responses, which is why this educational website (MakiFa) was created. It is aimed at compiling, recommending, and sharing teaching materials that can be useful tools to help teachers develop their students' English-speaking skills. Based on an analysis using mixed methods, surveys, interviews, and classroom observations, the need for teaching resources that are more accessible and adaptable to students'

educational needs was highlighted. The aim is to provide a gateway for teachers and students to access and obtain information on effective teaching materials to develop their oral skills in more realistic educational contexts.

The proposal not only seeks to centralize useful materials, but also to foster a collaborative community in which teachers can share experiences, evaluate resources, and enrich the teaching-learning process with practical and contextualized contributions. In addition, by incorporating well-known platforms such as Cambridge, Prezi, Kahoot, and Quizizz, the website will integrate effective tools that users are already familiar with, promoting more conscious and reflective pedagogical use.

CONCLUSIONS

After the research project, aimed at analyzing the effectiveness of teaching materials used in English classrooms to promote oral expression in students, significant results have been obtained that allow us to respond to the proposed objectives. Based on theoretical analysis, practical application, and data collection using qualitative and quantitative instruments, it was possible to critically reflect on the real impact of these resources on the teaching-learning process.

1. The theoretical analysis carried out throughout this research confirms that teaching materials are essential mediators in the language acquisition process. Based on sociocultural theory (Vygotsky) and experiential learning (Kolb), it was demonstrated that teaching resources, both physical and digital, serve not only to transfer knowledge, but also to engage students cognitively, emotionally, and socially. These materials act as catalysts that encourage interaction, expand vocabulary, and improve pronunciation through meaningful contexts, thus reinforcing their relevance in the development of oral expression.
2. The diagnostic phase, which used a mixed research methodology (surveys, interviews, and observations), revealed significant findings about the current use and perception of teaching materials in the classroom. Although many teachers use a variety of materials, their use is often inconsistent, and personalized materials are not applied systematically. However, students reported greater motivation, participation, and better performance when using these materials. It is worth noting that digital tools such as Kahoot and Quizizz are among the most recognized

and positively valued, highlighting the need for a broader and more strategic incorporation of these resources into teaching practices.

3. The application of the selected and researched teaching materials in real classrooms demonstrated their effectiveness. Activities such as student-generated videos and image-based speaking exercises fostered greater student participation and meaningful communication. These findings confirm that when materials are contextually relevant and student-centered, they significantly improve fluency, vocabulary use, and communicative confidence. The active and authentic nature of these materials facilitated an experiential learning environment conducive to the development of oral expression.
4. The creation of an online platform that compiles the most effective teaching materials was a key contribution of this study. The website, MakiFa, functions not only as a digital repository but also as a collaborative space where teachers can share and recommend resources. Its design, based on user feedback, ensures accessibility, functionality, and adaptability to various learning contexts. This platform addresses the ongoing need for practical guidance in the selection and application of teaching materials, providing educators with tools to enrich their methodology and improve students' oral expression skills.

RECOMMENDATIONS

Based on the conclusions obtained in this research, a series of recommendations are proposed below for teachers, educational institutions, and future researchers. These suggestions seek to optimize the use of teaching materials in English language instruction, strengthen students' oral skills, and contribute to the continuous improvement of teaching practices.

1. It is recommended that educational institutions promote opportunities for ongoing teacher training on learning theories that support the pedagogical use of teaching materials, such as Vygotsky's sociocultural theory and Kolb's experiential learning. These training sessions should focus on the selection and design of resources that serve as effective mediators in the development of oral competence in English, with an emphasis on meaningful interaction and contextualized learning.
2. It is suggested that institutional plans be implemented to encourage the systematic and planned use of teaching materials, both physical and digital, in English language teaching.

In addition, it is advisable to encourage the development of personalized materials that respond to students' linguistic needs and learning styles. To this end, teachers should be supported with time, resources, and specific methodological guidance.

3. It is recommended that the teaching materials evaluated in this research be replicated at other educational levels and in other school contexts in order to validate their effectiveness more broadly. It is also recommended that teachers integrate these resources into activities that promote authentic oral communication, such as presentations, descriptions, debates, and communicative games, always prioritizing active student participation.
4. It is proposed to continue updating and expanding the content of the MakiFa platform, incorporating new materials validated by teaching experience and the emerging needs of students. In addition, it is recommended to promote the use of this platform among the educational community through workshops and practical guides that explain its pedagogical usefulness. It would also be beneficial to establish a system of constant feedback from users to ensure its continuous improvement.

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ANNEXES



**Pontificia Universidad
Católica del Ecuador**
Seréis mis testigos

IBARRA

ESCUELA DE CIENCIAS
SOCIALES Y HUMANAS

Ibarra, 2 de febrero de 2025

Mgs. Norma Yánez

RECTOR DE LA UNIDAD EDUCATIVA CÁTOLICA LA VICTORIA

Presente:

De mi consideración:

Reciba un atento y cordial saludo a la vez auguro éxitos en las funciones que Usted desempeña al frente de tan prestigiosa Institución.

El motivo del presente es solicitar, me permita hacer el trabajo de investigación de mi tesis mediante una encuesta a los alumnos de primero y segundo año de Bachillerato General Unificado, con el tema "Effectiveness of Didactic Materials Used in the English Classroom to Develop Students' Speaking Skills". El mismo que ira en beneficio de la Asignatura de Inglés, apoyando así a los estudiantes de la Institución que Usted dirige.

Segura de contar con su aprobación, anticipo mi sincero agradecimiento.

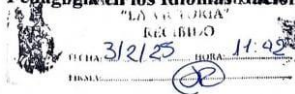
Visto bueno:

Atentamente;

Janneth Estefanía Hidalgo López

Estudiante de la PUCE-SI – Pedagogía en los Idiomas Nacionales y Extranjeros

Cl. 0401719877



**Daniel
Díaz**

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digitalmente por
Daniel Díaz
Fecha: 2025.02.03
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Mtr. Daniel Díaz
DIRECTOR ECISH



Dirección: Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit. Ciudadela "La Victoria".
Teléf: (593-6) 2615 500 / 2615 453 Ext. 1000 **Cel.** 099 236 27 13 / 098 138 3498
Ibarra - Ecuador / www.pucesi.edu.ec



Attached is the application signed by Mtr. Daniel Diaz, Director of the School of Social and Human Sciences. In conjunction with the seal of review of the "Unidad Educativa Católica la Victoria"



Pontificia Universidad
Católica del Ecuador

Sede
Ibarra

ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y ESTRANJEROS

STUDENTS SURVEYS

Encuesta dirigida a los estudiantes del segundo año de Bachillerato General Unificado de la Unidad Educativa Católica La Victoria

TEMA:

“Effectiveness of Didactic Materials Used in the English Classroom to Develop Students' Speaking Skills”

Eficacia de los materiales didácticos utilizados en el aula de inglés para desarrollar la capacidad de expresión oral de los alumnos.

OBJETIVO:

Realizar un análisis del uso del material didáctico en clases, para la clasificación del material didáctico efectivo en el mejoramiento de la destreza oral, a través de la encuesta.

INDICACIONES:

MARQUE CON UNA X LA RESPUESTA DE ACUERDO A SU CRITERIO

- 1. ¿En clases sus profesores utilizan material didáctico para el aprendizaje del idioma inglés?**
 - a) Nunca

- b) Casi nunca
- c) Ocasionalmente
- d) Siempre

2. ¿Su profesor elabora material didáctico personalizado para impartir sus clases?

- a) Nunca
- b) Casi nunca
- c) Ocasionalmente
- d) Siempre

3. Cuando aprende usando material didáctico (flashcards, posters, worksheets, etc) ¿Se siente motivado en sus clases de inglés?

- a) Mucho
- b) Poco
- c) Nada

4. ¿El material didáctico le ayuda a reforzar su aprendizaje en las clases de inglés?

- a) Nunca
- b) Casi nunca
- c) Ocasionalmente
- d) Siempre

5. ¿Ha realizado actividades interactivas usando herramientas tecnológicas en sus clases de inglés?

- a) Nunca
- b) Casi nunca
- c) Ocasionalmente
- d) Siempre

6. Si tu respuesta es positiva ¿Cuál ha sido tu experiencia usando dichas herramientas tecnológicas?

- a) Pésima
- b) Mala
- c) Regular
- d) Buena
- e) Excelente

7. ¿Qué herramientas tecnológicas conoce usted que le faciliten el aprendizaje del idioma inglés?

- a. Kahoot
- b. Wordwall

- c. Quizz
- d. Lingo Kids
- e. Duo Lingo
- f. Otra.....

8. ¿De las siguientes herramientas tecnológicas señale las que ha usado en sus clases de inglés?

- a) Baamboozle
- b) Educaplay
- c) Scattogories
- d) Podcast
- e) Otra.....

9. ¿Qué material didáctico le gustaría utilizar para el aprendizaje del idioma inglés?

- a) Tecnológico
- b) Físico
- c) Todas las anteriores

10. ¿Cuál de las siguientes opciones le parece más efectiva para el aprendizaje del idioma inglés?

- a) Recursos digitales
- b) Recursos físicos

¿Por qué?

¡MUCHAS GRACIAS POR SU RESPUESTA!

TEACHER'S INTERVIEW

1. Do you use teaching materials to teach your English classes?
2. What kind of didactic materials do you use in your English classes to foster the development of oral skills?
3. How do you evaluate the effectiveness of the didactic materials in improving students' fluency and pronunciation?
4. What challenges have you encountered in using these materials to develop speaking skills in your students?
5. Have you noticed a difference in student engagement when using more interactive or audiovisual materials compared to traditional ones?
6. In your experience, what types of didactic materials have the greatest impact on students with different levels of English language proficiency?

OBSERVATION SHEET

Research Topic: Effectiveness of Didactic Materials Used in the English Classroom to Develop Students' Speaking Skills

1. General Information

- **Observer's Name:** _____
- **Date of Observation:** _____
- **Start Time:** _____ **End Time:** _____
- **Educational Level / Grade:** _____
- **Number of Students Present:** _____
- **Class Duration:** _____
- **Teacher's Name:** _____

2. Observation Objective:

To observe and analyze the use of didactic materials in the English class and their impact on the development of students' speaking skills.

3. Observation Criteria

Criterion	Yes	No
Are visual didactic materials used (e.g., images, flashcards, videos)?	<input type="checkbox"/>	<input type="checkbox"/>
Are auditory materials used (e.g., audios, songs, recordings)?	<input type="checkbox"/>	<input type="checkbox"/>
Is oral interaction promoted among students (e.g., dialogues, role plays)?	<input type="checkbox"/>	<input type="checkbox"/>
Are the materials aligned with the objective of improving speaking skills?	<input type="checkbox"/>	<input type="checkbox"/>
Do students show interest/motivation when using the materials?	<input type="checkbox"/>	<input type="checkbox"/>
Do the materials allow active participation of most students?	<input type="checkbox"/>	<input type="checkbox"/>
Is there evidence of improvement or effective speaking practice?	<input type="checkbox"/>	<input type="checkbox"/>
Does the teacher provide oral feedback during or after the activities?	<input type="checkbox"/>	<input type="checkbox"/>

4. Qualitative Description of the Materials Used:

5. Observations on Students' Participation and Speaking Performance:

6. Preliminary Conclusion of the Observer on the Effectiveness of the Materials:
