



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES

**TRABAJO DE INTEGRACIÓN CURRICULAR PREVIO A LA OBTENCIÓN DEL
TÍTULO DE LICENCIADO EN PEDAGOGÍA DEL IDIOMA INGLÉS**

**EFFECTIVE STRATEGIES FOR ENHANCING COMMUNICATIVE
COMPETENCE IN ENGLISH AMONG PRIMARY SCHOOL STUDENTS:
APPROACHES AND PRACTICAL APPLICATIONS**

OÑA CUASATAR ALISON MELISSA

TUTORA: MERCY ELIZABETH NOGUERA ARCOS

IBARRA-ECUADOR

JULIO, 2026

Ibarra, 3 de julio de 2026

CERTIFICACIÓN TUTOR

En mi calidad de Tutor del Trabajo de Integración Curricular titulado: “EFFECTIVE STRATEGIES FOR ENHANCING COMMUNICATIVE COMPETENCE IN ENGLISH AMONG PRIMARY SCHOOL STUDENTS: APPROACHES AND PRACTICAL APPLICATIONS”, presentado por el estudiante Alison Melissa Oña Cuasatar con cédula de ciudadanía N° 10046646361, para obtener el Título de Licenciado en Pedagogía del Idioma Inglés.

Certifico que el trabajo cumple con todos los parámetros establecidos, mediante el cual el estudiante demuestra el desarrollo de competencias en el campo de conocimiento de su profesión con un nivel de argumentación coherente, para ser sometido a la evaluación por parte de los lectores.

Adicionalmente, se adjunta el certificado de porcentaje de originalidad de TURNITIN.

Mgs. Mercy
Noguera A.

Firmado digitalmente por
Mgs. Mercy Noguera A.
Fecha: 2026.07.31
18:29:12 -05'00'

Mgs. Mercy Elizabeth Noguera Arcos

TUTORA DE TRABAJO DE INTEGRACIÓN CURRICULAR

C.C.: 1002673687

Ibarra, 3 de julio de 2026

Ph.D.

Hugo Bayardo Santacruz Cruz

DIRECTOR DE LA ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES

De mi consideración:

Mediante el presente, tengo a bien certificar que el trabajo de integración curricular del estudiante: Francisco Xavier Ibujés Chuquizán con el tema: "EFFECTIVE STRATEGIES FOR ENHANCING COMMUNICATIVE COMPETENCE IN ENGLISH AMONG PRIMARY SCHOOL STUDENTS: APPROACHES AND PRACTICAL APPLICATIONS"

Una vez analizado por la herramienta de detección de coincidencias y prevención del plagio académico utilizada por la institución, TURNITIN, obtiene el 6% de coincidencia. Por lo que se encuentra en el rango establecido de acuerdo a los criterios de valoración del porcentaje de similitud establecidos por la PUCE.

Captura:

The screenshot shows a Turnitin report interface. At the top, it says 'Página 2 de 32 - Descripción general de integridad' and 'Identificador de la entrega'. The main heading is '6% Similitud general' with a subtext 'El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para ca...'. Below this, there's a section 'Filtrado desde el informe' with a dropdown menu showing 'Bibliografía' and 'Texto citado'. To the left, under 'Detalles del documento', it lists the document ID 'trn:oid::1:3605796724', the submission date '3 jul 2026, 2:49 p.m. GMT-5', the download date '3 jul 2026, 5:44 p.m. GMT-5', the filename 'Tesis_TT_ALISON_O_A.docx', and the file size '3.9 MB'. Below the main heading, there's a section 'Exclusiones' with a dropdown menu showing 'N.º de coincidencias excluidas'. The bottom section is divided into two columns: 'Grupos de coincidencias' and 'Fuentes principales'. The 'Grupos de coincidencias' column lists four categories: '83 Sin cita o referencia 5%' (Coincidencias sin una citación ni comillas en el texto), '3 Falta citas 0%' (Coincidencias que siguen siendo muy similar al material fuente), '0 Falta referencia 0%' (Las coincidencias tienen comillas, pero no una citación correcta en el texto), and '0 Con comillas y referencia 0%' (Coincidencias de citación en el texto, pero sin comillas). The 'Fuentes principales' column lists three sources: '4% Fuentes de Internet', '3% Publicaciones', and '1% Trabajos entregados (trabajos del estudiante)'.

Mgs. Mercy Noguera A.

Firmado digitalmente por
Mgs. Mercy Noguera A.
Fecha: 2026.07.31
18:29:38 -05'00'

Mercy Elizabeth Noguera Arcos

DOCENTE ASESORA

C.I. 1002673687

Fecha: 3 de julio de 2027

PÁGINA DE APROBACIÓN DEL TRIBUNAL

El jurado examinador, aprueba el presente informe de investigación en nombre de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCESI):

Mgs. Mercy
Noguera A.
 (fc).....

Firmado digitalmente por
 Mgs. Mercy Noguera A.
 Fecha: 2026.07.31 18:30:22
 -05'00'

Mgs. Mercy Elizabeth Noguera Arcos
C.C.: 1002673687

Fanny Viviana
Torres Torres
 (fc).....

Firmado digitalmente
 por Fanny Viviana
 Torres Torres
 Fecha: 2026.08.02
 12:41:48 -05'00'

Mgs. Fanny Viviana Torres Torres
C.C.: 1002065405

Sandra
Ruiz Gros
 (fc).....

Firmado digitalmente
 por Sandra Ruiz Gros
 Fecha: 2026.08.03
 08:12:30 -05'00'

PhD. Sandra Ruiz Gros
C.C.:1757611486

ACTA DE CESIÓN DE DERECHOS

Yo, Alison Melissa Oña Cuasatar, declaro conocer y aceptar la disposición del Art. 165 del Código Orgánico de Economía Social de los Conocimientos, Creatividad e Innovación, que manifiesta textualmente: “Se reconoce facultad de los autores y demás titulares de derechos de disponer de sus derechos o autorizar a las utilizations de sus obras o prestaciones, a título gratuito y oneroso, según las condiciones que determinen. Esta facultad podrá ejercerse mediante licencias libres, abiertas y otros modelos alternativos de licenciamiento o la renuncia”.

Ibarra, 16 de junio 2026

**Alison
Melissa Oña
Cuasatar**



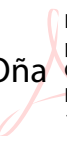
Firmado digitalmente
por Alison Melissa Oña
Cuasatar
Fecha: 2026.07.31
18:51:42 -05'00'

Alison Melissa Oña Cuasatar
C.C.: 1004664361

AUTORÍA

Yo, Alison Melissa Oña Cuasatar, portadora de la cédula de ciudadanía N° 1004664361, declaro que la presente investigación es de total responsabilidad del autor, y eximo expresarme a la Pontificia Universidad Católica de Ecuador Ibarra de posibles reclamos o acciones legales.

Alison
Melissa Oña
Cuasatar



Firmado digitalmente
por Alison Melissa
Oña Cuasatar
Fecha: 2026.07.31
18:52:17 -05'00'

Alison Melissa Oña Cuasatar
C.C.: 1004664361

DECLARACIÓN Y AUTORIZACIÓN

Yo: Alison Melissa Oña Cuasatar con CC:1004664361, autor del trabajo de grado intitulado: Effective Strategies for Enhancing Communicative Competence in English Among Primary School Students: Approaches and Practical Applications, previo a la obtención del título profesional de Licenciado en Pedagogía del Idioma Inglés, en la Escuela de Ciencias Sociales y Humanidades.

1.- Declaro tener pleno conocimiento de la obligación que tiene la Pontificia Universidad Católica del Ecuador Sede-Ibarra, de conformidad en el artículo 144 de la Ley Orgánica de Educación Superior de entregar a la SENESCYT en formato digital una copia del referido trabajo de graduación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2. Autorizo a la Pontificia Universidad Católica del Ecuador Sede Ibarra a difundir a través de sitio web de la Biblioteca de la PUCESI el referido trabajo de graduación, respetando las políticas de propiedad intelectual de la Universidad.

Ibarra, 16 de junio 2026

Alison Melissa Oña Cuasatar
Firmado digitalmente
por Alison Melissa Oña
Cuasatar
Fecha: 2026.07.31
18:52:43 -05'00'

Alison Melissa Oña Cuasatar
C.C.: 10046646361

DEDICATION

Dedico esta tesis principalmente a mi familia quien me apoyo en todo momento brindándome palabras de aliento para no rendirme en este camino. Gracias por estar ahí con su apoyo condicional y sus palabras de motivación en los momentos más difíciles y por darme esa fuerza necesaria para no rendirme en medio camino.

A mis padres, quienes son y siempre serán mi mayor inspiración también ellos son mi motor a seguir ya que gracias a ellos estoy cumpliendo un sueño. Gracias a su amor y su sacrificio estoy donde estoy y hoy puedo cumplir una de las metas. Este logro también les pertenece a ustedes.

A mis hermanos que estuvieron detrás de mí siempre apoyándome dándome esa seguridad de que todo lo que me propongo lo voy a lograr. Por ser ese apoyo condicional para poder seguir aun que había días que ya no podía, pero ellos creyeron en mí.

A mis sobrinos quienes son mis fuentes de alegría quienes son por lo cual voy a seguir adelante para poderle dar todo gracias por el cariño y alegría que siempre ilumina mis días siempre me recuerdan la importancia de seguir luchando por mi futuro.

Finalmente dedico esta tesis a mi yo del futuro. Espero que cuando mire al pasado, recuerde con orgullo cada uno de los pasos que dio, largas noches, lágrimas y los sacrificios que se realizó para llegar a donde estamos a hora, para que también sepa que los sueños que nos pusimos lo vamos a logramos a pesar de que hubo muchos obstáculos, que si pudimos lograr este capítulo de nuestra vida podemos cumplir cualquier obstáculo que el futuro nos ponga en el camino.

ACKNOWLEDGEMENT

Principalmente agradezco a Dios por guiarme por el camino de la sabiduría y cada uno de mis pasos, por darme la fortaleza necesaria para superar los obstáculos que me presente la vida y permitirme culminar esta etapa.

Expreso mis más sinceros agradecimientos a mis padres quienes hicieron posible este sueño, quien con su amor incondicional y su apoyo contaste son el pilar importante de mi preparación profesional y personal. Gracias por siempre creer en mí y nunca dejarme sola por siempre buscar esa manera de nunca dejar que me rinda.

A mis hermanos y sobrinos brindo mis gratitudes hacia ellos quienes me brindaros sus palabras de impulso. Su apoyo y su confianza de siempre creer en mi me ayudaron a no rendirme ya que fueron mi fuente de motivación para continuar siempre.

A la universidad y docentes mis más profundos agradecimientos por brindarme conocimientos importantes y palabras sabias, esto ayudo a mi formación académica y profesional. Su orientaciones y compromiso fueron de gran ayuda durante este proceso.

A sismo, agradezco a la Unidad Educativa Fiscomisional Nuestra Señora de Fátima quienes me abrieron las puertas de la institución para poder realizar mi trabajo de titulación.

Finalmente, agradezco de todo corazón a mis amigos y amigas quienes me acompañaron en este proceso con su ayuda, apoyo condicional y consejos. Su amistad eso que esta etapa fuera significativa. Y gracias a todas las personas que estuvieron en este largo proceso de una u otra manera formar parte de este proceso les expreso mis más sinceros agradecimientos. Gracias a mi amiga Salome que estuvimos desde el principio conmigo cada recuerdo fue bonito y también por brindarme su valiosa amistad.

ÍNDICE DE CONTENIDOS

CERTIFICACIÓN TUTOR	1
PÁGINA DE APROBACIÓN DEL TRIBUNAL.....	3
ACTA DE CESIÓN DE DERECHOS	4
AUTORÍA.....	5
DECLARACIÓN Y AUTORIZACIÓN.....	6
DEDICATION	7
AKNOWLEDGEMENT.....	8
1. RESUMEN.....	11
2. ABSTRACT	12
3. INTRODUCTION.....	13
4. STATE OF ART.....	16
4.1. Theoretical Foundations of Communicative Competence	18
4.1.1. Canale and Swain's model of communicative competence	19
4.2. The Communicative Approach to Teaching English	21
4.3. Technological Tools in the English Learning Process	21
4.4. Active methodologies for developing communicative competence	24
4.4.1. Task-Based Language Teaching (TBLT).....	24
4.4.2. Project-Based Learning (PBL)	25
4.4.3. Inquiry-Based Learning.....	26
4.5. Gamification and digital technologies in EFL	27
4.6. Empirical studies on communicative competence in EFL contexts.....	28
4.7. The Ecuadorian context of English languages teaching	29
4.8. Research gaps identified	31
4.9. Contribution of this study	33
4.10. Historical evolution of teaching English as a foreign language	34
4.10.1. Traditional methods and the structuralist approach	34
4.10.2. Transition to communicative approaches	35
4.11. Communicative competence and oral skills development	36
4.11.1. Orality as the central axis of EFL learning	36
4.11.2. Communicative anxiety and affective factors	36
4.12. Educational policies and English language teaching in Ecuador	37
5. METHODS AND MATERIALS	40
5.1. Population.....	42

5.2. Research Techniques and Instruments	42
5.3. Procedure.....	43
5.4. Resources	44
6. RESULT AND DISCUSSION.....	45
6.1. Proposal	50
7. CONCLUSIONS	51
8. RECOMENDATIONS.....	51
9. REFERENCES.....	52
10. ANNEXESS	54

INDEX TABLES

Table 1 Matrix Variable.....	54
Table 2 Interviews Transcript	61

INDEX FIGURES

Figure 1 Official Letter of Authorization.....	55
Figure 2 Survey- Sixth and Seventh Grades (Primary School).....	56
Figure 3 Interview with the English Teacher	58
Figure 4 Observation Sheet – Sixth and Seventh Grade	59
Figure 5 Application of the observation sheet to sixth and seventh-graders students.....	60
Figure 6 Results of question 1	63
Figure 7 Results of question 2	64
Figure 8 Results of question 3	66
Figure 9 Results of question 4	67
Figure 10 Results of question 5	69
Figure 11 Results of question 6	70
Figure 12 Results question 7	72
Figure 13 Results of question 8	73
Figure 14 Results of question 9	74
Figure 15 Overall result of question 1	76
Figure 16 Overall result of question 2	76
Figure 17 Overall result of question 3	77
Figure 18 Overall result of question 4	77
Figure 19 Overall result of question 5	78
Figure 20 Overall result of question 6	78
Figure 21 Overall result of question 7	79
Figure 22 Overall result of question 8	80
Figure 23 Overall result of question 9	80

1. RESUMEN

Esta investigación examina estrategias pedagógicas efectivas para fortalecer la competencia comunicativa en inglés entre estudiantes de primaria. El estudio reveló los problemas que enfrentan los estudiantes para comunicarse con éxito en inglés, los cuales surgen debido al enfoque tradicional de enseñanza basado en la gramática, la falta de experiencia oral y escasa participación en el aula. El objetivo principal fue analizar y desarrollar estrategias activas y centradas en el estudiante para mejorar la competencia comunicativa en inglés. Se adoptó un enfoque de metodología mixta, mediante encuestas realizadas a 35 estudiantes de sexto grado y a clases paralelas A y B de séptimo grado, una entrevista semiestructurada con la profesora de inglés y una ficha de observación en la Unidad Educativa Fiscomisional “Nuestra Señora de Fátima”. Los datos indican que las técnicas activas y participativas incrementaron notablemente las habilidades de expresión oral y el desempeño comunicativo de los estudiantes. Sin embargo, el análisis demostró que estas metodologías no se implementan de manera consistente en el aula, lo que pone de manifiesto una deficiencia en los métodos de enseñanza efectivos centrados en el estudiante. Finalmente, el estudio presenta recomendaciones pedagógicas para mejorar la enseñanza de las ingles comunicativo en contextos educativos ecuatorianos, incluyendo el diseño de una guía práctica de actividades interactivas comunicativas para docentes, con el fin de fomentar las habilidades orales de los estudiantes y el uso significativo del inglés en el aula.

Palabras claves: competencias comunicativas, enseñanza del idioma inglés, metodologías activas, gamificación y aprendizaje basado en tareas.

2. ABSTRACT

This research examines effective pedagogical strategies to strengthen English communicative competence among primary school students. The study came out the problems encountered by students in successful English communication which arise owing to the traditional grammar-based teaching approach, lack of speaking experience and limited engagement in the classroom. The primary goal to analyze and develop was to analyze and develop student-centered, active strategies to enhance communicative competence in English. A mixed-methodologies approach was adopted, through surveys conducted to 80 sixth- and parallel classes A and B of seventh-grade students, a semi-structured interview with the English teacher, and observation sheet at the Unidad Educativa Fiscomisional “Nuestra Señora de Fátima”. The data indicate that the active and engaging techniques increased notably the speech skills of the student’s communication and performance. Nevertheless, the analysis demonstrated that these methodologies are not consistently implemented in the classroom, thereby emphasizing a deficiency in effective students-centered teaching methods. Finally, the study presents pedagogical recommendations to enhance the teaching of communicative English in Ecuadorian educational contexts, including the design of a practical guide of communicative interactive activities for teachers to foster students’ speaking skills and meaningful use of English in the classroom.

Keywords: communicative competence, English language teaching, active methodologies, gamification, task-based learning.

3. INTRODUCTION

In the globalized society of today, English opens doors to education, employment, and cultural exchange across borders, becoming the principal means of international communication. Developing communicative competence in English has become a crucial educational objective worldwide. As a result, communicative competence, as defined by (Hymes, 1972) goes beyond grammatical accuracy and involves the ability to use language appropriately and effectively in social contexts. This broader understanding of language learning aligns with modern pedagogical perspectives that emphasize communication, interaction, and meaningful learning rather than rote memorization and isolated grammar exercises (Michael Canale, 1980).

In Ecuador, English is a required subject in the national curriculum, and the Ministry of Education encourages its learning from the early grades onwards. However, a persistent challenge still remains: students often complete primary school without having developed the ability to communicate effectively in English (Ministerio de Educación, 2019). Despite curriculum reforms and teacher training programs, most classrooms still use traditional, grammar-based methods do not use contractions in academic writing. As a result, Ecuadorian students struggle to fluently express their ideas, spontaneously interact, and understand real-world discourse, limiting their participation in academic, social, and professional contexts (Serranía & Mendoza, 2018; Zambrano et al., 2025).

Based on the existing gap in communicative skill of Ecuadorian primary school kids, there are various questions that will lead this inquiry. What are the successful methods of education for

the formation of communicative competence in English of students of primary school? To what extent do collaborative teaching activities such as role-plays, dialogues, and group tasks help to improve students' confidence and ability to meaningfully communicate in English? What is the effect of interactive and learner-centered approaches on the enhancement of students' languages skills and overall communicative performance?

The development of communicative competence in English among primary school students in Ecuador remains a significant challenge due to inadequate teaching methodologies, limited resources, insufficient teacher training, low student motivation, and restricted exposure to English both inside and outside the classroom. Therefore, the main goal of this research is to analyze and apply effective pedagogical strategies that enhance communicative competence in English among primary school students. In addition to its scholarly contribution, the study has both practical and social relevance. This is to improve the quality of English languages teaching in primary education by developing effective communicative tactics that boost students' speaking and social skills. Furthermore, the research seeks to offer research-based pedagogical recommendations and methodological tools to EFL teachers that facilitate the implementation of engaging and meaningful language learning experiences.

The theoretical foundations and prior research on communicative competence are the primary focus of the "State of the Art" section of this thesis, which is divided into various sections. This section examines approaches such as task-based language teaching (TBLT), project-based learning (PBL), game-based learning (GBL), music-based learning (MBL), and inquiry-based learning. Subsequently, the "Materials and Methods" section is founded on empirical evidence that

was obtained through mixed methods, which involves the integration of quantitative survey data and qualitative insights from classroom observations and interviews. In the subsequent section, “Results and Analysis,” the results of application of communicative strategies in primary school classrooms are presented. Lastly, the “Recommendations and Conclusions,” section summarizes the research findings and offers practical recommendations for the teaching of English languages in Ecuador. These suggestions are designed to improve the implementation of effective pedagogical strategies and to improve the communicative competence of primary school students in English.

4. STATE OF ART

A critical, methodical, and analytical review of the primary theoretical and empirical contributions related to the development of communication skills in English as a Foreign Languages (EFL) teaching, particularly at the Primary Education level, is the current state of research. The purpose of this review is to examine the conceptual development of the term, the methodological approaches that underpin it, and the findings of prior research that has examined its application in a variety of educational settings. This review enables us to identify trends, commonalities, significant advances, and gaps in the research that substantiate and justify the current undertaking from a rigorous academic perspective.

The origins of communicative competence arose from a desire to address the inadequacies created by the structural approach to language. The concept of communicative competence was provided by Hymes (1972), who rejected Chomsky's theory of linguistic competence; he asserted that simply having knowledge of grammar does not ensure effective communication. In addition, Hymes emphasized that effective communication relies upon many aspects of the socio-cultural environment in which it takes place. Building from this foundation, Michael Canale (1980) created a model detailing how the components of communicative competence consist of grammatical, sociolinguistic, discursive, and strategic competencies; thus, this model helped form the basis from which to create a theoretical framework for implementing the communicative approach to the instruction of a foreign language.

The emergence of a communicative language teaching methodology was driven by both the importance of having purposeful and meaningful information through language, in conjunction with providing students with opportunities for active participation and developing their language capabilities in an integrated manner. The communicative language teaching methodology, as defined by Richards (2006), places emphasis on creating authentic communicative environments where students can utilize language towards achieving authentic goals through the establishment of fluency and useful skills with all four language modalities. To accomplish this task, various active-learning methodologies, including task-based language teaching, project-based learning, and research-based learning, have successfully been used to increase linguistic ability and proficiency by placing students at the focal point of the educational experience (Serrania & Mendoza, 2018).

The growing number of studies focused on the positive effects of gamification and digital means on learning English supports the belief that these resources can motivate learners, provide learners with the ability to communicate without fear, and allow learners to practice their language skills independently (Sánchez et al. 2023; Villamarín López et al. 2025). These methodologies are beneficial to students who have limited access to the English language outside the classroom.

Researchers from different countries have studied the methodology of Communication Language Teaching (CLT) as an effective way to teach English and literacy skills. However, the majority of their findings indicate that a gap exists in Latin America between what is stated in the curriculum and what is being implemented. For example, the Ministerio de Educación (2019) outlines how the Ecuadorian national curriculum supports teaching listening and speaking through CLT, but most institutions still focus on grammar and memorizing vocabulary and grammar tables. There is, therefore, a greater need for more specific research to provide more contextualized examples of implementing CLT in Ecuador's public education system.

Accordingly, this literature review not only reviews many of the most important theoretical bases and empirical studies to explain the meaning of the English language as a second language, but also presents a framework for evaluating what currently exists, identifying gaps, and providing new avenues for the development of primary education. From this review, the validity of a research proposal is confirmed by the need for context-specific, innovative pedagogical approaches that support the growth of students' communication skills and strengthen their educational, social, and professional competencies in an increasingly globalized environment.

4.1. Theoretical Foundations of Communicative Competence

Hymes (1972) created the concept of communicative ability in response to Chomsky's (1965) idea of linguistics, which only focused on the abstract knowledge of the grammatical rules of what Chomsky referred to as an "ideal" language. From the perspective of formal linguistic theory, language learning was understood as the process of acquiring the structure of a language that exists apart from the contexts in which that language is used. Hymes challenged Chomsky's position by asserting that knowledge alone of grammatical rules does not equate mastery of language. He said that to master a language, it is important not only to know how to construct

grammatical sentences, but also how to effectively communicate using such sentences in everyday situations.

According to Hymes (1972), an individual who has the capacity to communicate effectively is one who understands the system of language (rules) and how to communicate in different situations, e.g., with whom to communicate, what topics, when to communicate, and how (style). Hymes' view introduced a sociolinguistic perspective into the study of languages, showing that language is used socially and for a purpose related to social and cultural contexts. Hence, language learners have been perceived as an essential element in acquiring a second language as they learn to use the language through their social and cultural knowledge, along with their understanding of the rules of the new language.

The idea represented progress toward a more communicative method of language instruction and focused on learning how to use the language rather than solely relying on rote memorization of grammar rules. As a result, the communicative competence of language learners became an important aspect of being able to interact meaningfully in the language, forming the basis for modern, communicative strategies (for example, Learner-Centred Models) (J. Richards, 2006).

4.1.1. Canale and Swain's model of communicative competence

The theoretical framework for communicative competence put forth by Michael Canale (1980) is an expansion of Hymes' original theories and divides communicative competence into four interconnected dimensions. Further, this theoretical framework provides a foundation for the application of the concept of communicative competence to the creation of an EFL curriculum, to assess student performance, and to select suitable methods to teach language within the context of the EFL classroom. The second dimension of Canale's model of communicative competence,

sociolinguistic competence, focuses on the use of language within the context of the social and cultural environment in which the speaker is communicating. In other words, sociolinguistic competence involves a speaker adjusting their language according to the social situation, audience, and normative patterns of society so that their communication is pragmatically effective. As a result, sociolinguistic competence is extremely important within an EFL context to help prevent the inappropriate use of language in EFL communicative contexts with others.

Grammatical competency refers to a person's knowledge of the lexical, morphological, syntactic, and phonological rules of the language. While grammatical competency provides a structurally determined foundation of the formal accuracy of the language for the purposes of communication, it is not enough to enable effective communication by itself. Discursive competency is the third component in the model of communicative competence. This type of competency allows learners to produce coherent and cohesive utterances during conversations and to produce coherent and cohesive written texts on paper or digital media. The student who possesses this type of competency can create clear and meaningful discourses that contain both a common thematic area and a logic of reasoning throughout (Michael Canale, 1980).

Strategic competence allows language learners to utilize both verbal strategies (rewrite) and non-verbal strategies in order to help them resolve difficulties communicated due to their lack of vocabulary or fluency problems, etc. Verbal strategies might include paraphrasing, gestures, or clarification questions. Additionally, strategic competence is an important area of focus in theory-based language learning models.

In conclusion, Canale's model has provided researchers with a solid foundation of theory upon which to develop the communicative approach as a framework for creating educational courses through active methodologies that promote purposeful language use. It has retained this

value both as a resource in current research activities and as a tool for further exploring and enhancing communicative competence across a variety of educational environments.

4.2. The Communicative Approach to Teaching English

The Communicative Language Teaching (CLT) or Communicative Approach to Teaching English was designed to address the limitations of earlier methods that focused on memorizing and repeating grammar rules and patterns, as well as for the purpose of providing the skills necessary to effectively communicate within their daily lives it became evident that a review of the objectives and methods used to teach English as a Second Language was required (J. C. Richards & Rodgers, 2001).

The emphasis of CLT is on social communication; thus, learning English is the ability to effectively communicate with others in an everyday context (for example, to learn to read and write, etc.). To be fluent in communication with others, a student must not only "know" how to read and write, but must also be able to do so appropriately and meaningfully within a variety of sociocultural situations. This concept is consistent with Hymes's (1972) and Michael Canale's (1980) theories on how to teach and learn languages by incorporating all three elements: linguistic, sociolinguistics, and pragmatic.

4.3. Technological Tools in the English Learning Process

The use of language for authentic communication as the basis of CLT is one principle of this approach. Rather than being treated as a "subject" like math or science, the purpose of CLT is to help students learn how to use language effectively to convey messages, communicate ideas, solve problems, and connect with one another in genuine interactions. J. Richards (2006) states that all activities in CLT should take place in real-life situations (e.g., dialogue, role-playing, interviews, debate, etc.) so that students have a functional opportunity to participate in an authentic

context using English. Through these activities, CLT promotes the transfer of what was learned in the class to the use of language in real-life situations outside of school.

A highlighted principle in CLT is Student Participant: Unlike traditional teacher-centered methods, a fundamental component of CLT is to stimulate the students' active involvement in their own learning process. The student must take responsibility for learning and developing the language skills, while teachers provide opportunities for interaction and support as facilitators and mediators in the language development process. Changes in the teacher-student relationship encourage learners' independence, accountability, and increased motivation, all of which are essential components for successful second language acquisition (J. C. Richards & Rodgers, 2001).

Interaction has been identified as the primary pillar of the communicative approach to language acquisition. Students' ability to interact through oral communication is seen as essential to developing communication skills. By providing opportunities for students to negotiate meaning, provide feedback, and otherwise interact with one another, learners are able to apply their language knowledge, as well as develop fluency. Research supports the idea that interactive learning not only enhances language learning but also fosters the development of social and cooperative skills within educational environments (Brown, 2000).

Likewise, CLT encourages that instead of learning the four basic skill areas (listening, speaking, reading, and writing) separately, learners will learn and develop each skill area as part of a meaningful communicative activity. The communicative approach helps learners develop their skills for actual language use by integrating the four skills into activities that represent real-life applications of language. J. Richards (2006) argued that when the four skills are integrated, they support the learning process and provide more "natural," "cohesive," and "fluid" pathways for

developing communicative competence, as well as integrating into the total learning process the idea of "competency".

The pedagogical approach CLT acknowledges the importance of student affective factors for facilitating their language learning. An English-language classroom that is supportive, participatory, and motivating provides a less anxiety-filled experience for communicating and encourages the spontaneous use of English. As such, providing low-risk communicative tasks, opportunities for group collaboration, and the use of authentic materials helps build learners' confidence and willingness to communicate (Oller & Krashen, 1988).

Multiple studies show that CLT has positively influenced the fluency, motivation, and autonomy of students. As shown by these studies, CLT is most beneficial when implemented in primary school settings (J. Richards, 2006). Nevertheless, teachers must first acquire sufficient training to ensure that their teaching methods are appropriate to the environment in which they are employed and that they are well-prepared to teach with CLT methodology to take advantage of all the benefits CLT provides. Teachers will also need to provide additional methods of support and adapt their methods for environments that have many students, limited teaching resources, or not enough opportunities for students to engage with native speakers.

The Ministerio de Educación (2019) states that while CLT is part of the official English curriculum in Ecuadorian schools, many barriers still exist that prevent teachers from implementing CLT as it was intended. These barriers include the persistence of traditional approaches to teaching, a lack of teacher-training resources, and a lack of opportunity for English language teachers to experience using interactive approaches in actual practice with real-life learners; therefore, it is essential for additional research to be conducted on how teachers

implement CLT within their own classroom settings and develop appropriate pedagogical strategies for their respective environments.

In summary, the Communicative Approach emphasizes the process of interaction through the use of language by emphasizing the role of the learner in their education, as well as focusing on communication. Communicative competence is foundational to the teaching of EFL. This is particularly true in EFL settings at the Primary Level. Based upon theory and practice, the Communicative Approach is one of the most relevant approaches to EFL.

4.4. Active methodologies for developing communicative competence

Because such methods place a strong focus on involving learners, active pedagogies are becoming an integral part of the foreign language learning process. Conversely, traditional methods of teaching foreign languages have focused on the transmission of knowledge. Active methodologies, on the other hand, involve students in experiential learning and developing interactive skill sets that are essential to developing competence in their target foreign language. This includes learning through collaborative projects, common tasks, and solving real-world problems. Currently, there is a growing consensus that the most effective active methodologies for teaching EFL are TBLT, PBL, and Inquiry-Learning because they promote authentic communication.

4.4.1. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching focuses on having students perform tasks as a way to acquire the language. For instance, when students complete a task in their target language, they are working on developing their own capabilities so that they can effectively communicate with others in order to achieve the goals of the task. As J. Richards (2006) stated, a task is defined as the Spanish version of what the student does to accomplish his or her own personal goal. Even

more, the components of a task include that the student uses verbal communication to accomplish the personal goal of the task. By being successful in completing the tasks, students develop an opportunity to practice and apply their new language skills in their environment.

The TBLT process contains three primary phases: pre-task, task, and post-task. First, the teacher provides the context and builds on the students' previous knowledge (activating the students' prior knowledge) before the students carry out their tasks independently. Once students complete their tasks, they return to the classroom, where they can review their tasks based on observations made by their teacher. Therefore, this sequence offers students the chance to experience a harmonious equilibrium between linguistic precision and fluency, thereby guaranteeing a comprehensive learning experience.

Research indicates a favorable effect of TBLT on developing both oral proficiency and the ability of students to communicate in a confident manner, particularly among those in primary education. According to Setyowati et al. (2020), when students participate in authentic communicative tasks using a TBLT approach, they are able to increase their oral production and enhance their overall fluency because they have the opportunity to work together while also concentrating on meaning. In addition to enhancing fluency, the TBLT approach has the additional benefit of allowing learners to engage fully in the task of communication without focusing solely on grammar correctness, thereby reducing student anxiety when communicating.

4.4.2. Project-Based Learning (PBL)

Project-Based Learning is a methodology that fosters learning by facilitating the creation of meaningful projects. In these projects, students conduct research, develop plans, and present final products that are relevant to real-world scenarios. Students are required to communicate

continuously in order to coordinate tasks, share information, and present results in English, which is why PBL promotes the integrated use of language in the context of EFL.

According to Zambrano et al. (2025), PBL develops learners' communication abilities through the integration of research, oral presentations, and teamwork. Learners build both their cognitive and language skills through PBL by using a cooperative approach to projects. PBL fosters independence, critical thought, and mutual responsibility among learners; these are critical to developing a meaningful foreign language experience.

Additionally, PBL incorporates four skills across all languages by combining these skills into one way to learn. Through this combination of skills, students are not only acquiring knowledge about the language, but they are also developing the ability to work together, solve problems, etc. Additionally, PBIS can provide support to those who do not have a large number of resources so that they may benefit from the use of authentic materials and situations in their everyday life as they develop their ability to communicate more effectively.

4.4.3. Inquiry-Based Learning

The basis of Inquiry-Based Learning is that inquiry is the primary means by which learning occurs. Students engage in creating questions, acquiring information, and building on knowledge through first-hand experience (Rose et al., 2018). Students are expected to identify and reason about linguistic form and meaning through interaction with others, thereby gaining a more thorough comprehension of language.

In the EFL learning setting, inquiry-based learning enhances oral production and analytical thinking ability; thus, students must articulate their thoughts, make judgments, and discuss in English. Furthermore, inquiry-based learning lends itself to developing the student's ability to

communicate because it creates the foundation for the application of the language in a real-world context.

4.5. Gamification and digital technologies in EFL

Gamification, combined with digital technology, has played an important role in teaching English as a second language for at least the past ten years. Gamification includes creating elements within a game (points, rewards, challenges) to create motivation and engage students in the learning process. As described by Sánchez et al. (2023), digital tools such as Kahoot! and Duolingo offer immediate feedback for the learner, opportunities for independent practice, and a way to personalize their learning experience. Each of these features contributes to the development of students' ability to communicate effectively.

Digital tools can provide opportunities for using interactive learning environments to create settings where learners may practice language with reduced levels of conversational anxiety and improve their ability to be active participants in the exchange of information. The findings of Villamarín López et al. (2025) indicate that gamification creates an increased amount of oral participation from students, as well as a significantly increased level of positive student attitudes toward learning English, particularly at the primary education level.

As well as increasing collaborative learning and true communication, the incorporation of digital tools into active approaches (e.g., TBLT and PBL) supports learners in achieving their goals. Digital technologies such as multimedia, mobile apps, and online platforms provide learners with opportunities to develop their skills both inside and outside the classroom. Research by various authors suggests that appropriate pedagogical preparation (including teacher training) and careful selection of digital tools according to specific learning outcomes are essential for successful implementation.

The above shows that active methodologies, gamification, and digital technology are good pedagogical tools for creating competency in communication when learning EFL. By contextualizing these strategies into primary school classes in a way that responds to modern language learning needs, they will help to develop students who can be effective communicators in a globalized society.

4.6. Empirical studies on communicative competence in EFL contexts

There have been a large number of research studies that address communicative competence in EFL through various methods, especially through international contexts (where communicative approach/active methodologies have been applied), that have used empirical data. Research studies have indicated that using Pedagogical Strategies that provide students with opportunities to use language in meaningful ways, communicate with others, and interact with each other have consistently led to the growth of Oral fluency as well as the development of students' confidence in their ability to communicate and participate actively in Foreign Language classes (Setyowati et al. 2020).

Setyowati et al. (2020) found that the implementation of a communicative methodology in the field of education has a positive impact on learners' oral language production and communicative ability through the effectiveness of collaboration and the use of tasks that replicate real-world situations. However, they also reported that many studies looking at this methodology were carried out in settings where there was access to technology, the classes were small, and educators had undergone training in communicative methods, which may not be the case in many developing countries.

In Latin America, there has been very little empirical research into communicative competence within the context of learning EFL. Most of the studies that have been conducted so

far do recognize the importance of a communicative approach, but only describe one or two instances where this type of study was undertaken, and generally for a very short period of time. These types of studies are not representative of any particular EFL context and therefore have limited value. In many instances, the emphasis in these studies is on analyzing grammatical features and reading comprehension rather than considering the development of both oral skills and interactional communication skills, which form part of the overall definition of communicative competence.

The empirical evidence in Ecuador is even more scant, with the Ministry of Education noting that while English is part of the national curriculum and is required by law to be taught using the communicative approach, primary school students do not develop communicative ability. Such issues are seen in students' inability to express themselves orally, engage in spontaneous discussion, and use the language in authentic situations, and demonstrate a disconnect between the curriculum and effective teaching practices.

In the absence of sufficient fact-based research from Ecuador specifically related to the use of appropriate methods of communication within educational systems and in classrooms, it is extremely important to conduct empirical research into how teachers are currently using these types of approaches with their students. Evidence generated through this type of empirical research should support evaluation of both the results (in terms of language acquisition) as well as the effects resulting from the various pedagogical, institutional, and contextual influences impacting the ability of primary school students in Ecuador to develop communicative competence.

4.7. The Ecuadorian context of English languages teaching

Teaching the English language in Ecuador has a multitude of structural and pedagogical issues that influence the development of students' ability to communicate effectively. While the

national curriculum explicitly states that the communicative approach should be the basis of all English language instruction, methods of teaching English continue to use traditional practices centered around the teaching of grammar and the memorization of vocabulary (Ministerio de Educación, 2019).

In many public institutions, the size of classes is larger than the recommended size to foster oral interaction as part of communicative methods; this has become one of the limitations to effective implementation. Due to the large class sizes, students are unable to participate equally and the efficacy of both individual and group communication practice is diminished. In light of this, educators frequently implement expository methodologies that emphasize behavior management over communication.

The scarcity of learning resources is another significant concern. A number of educational institutions lack access to technology, outdated educational materials, or sufficient physical space to facilitate interactive communication activities. Therefore, the utilization of Active Methodologies is restricted and students are denied the opportunity to acquire knowledge through genuine experiences in the target language due to the scarcity of educational resources.

Furthermore, there are still numerous conventional teaching methods that persist due to the fact that a significant number of educators have not received sufficient training in the application of communicative language teaching and active learning methods. The curriculum mandates that all students must enhance their communicative abilities; however, not all educators have received ongoing training to devise and deliver lessons that emphasize oral communication, interaction, and meaningful language use. A curriculum gap is the term used to describe the discrepancy between the curriculum's stated objectives and their actual implementation.

According to Zambrano et al. (2025), the significance of conducting applied research lies in evaluating how communicative approaches are being applied in Ecuadorian schools by evaluating their actual application under the conditions set forth in this nation's educational setting. Teachers and students will only be aware of the practical educational strategies that are available when empirical studies are conducted that reflect local real-world situations.

In conclusion, while there are significant obstacles to the advancement of communicative proficiency in English in Ecuador, there are also potential opportunities for innovation in English pedagogy. It is essential to identify the obstacles and produce local evidence in order to enhance the quality and equity of education in Ecuador and enhance the teaching of English.

4.8. Research gaps identified

The review of the literature regarding communicative competence in the teaching of English as a foreign language (EFL) reveals multiple gaps in the research that warrant further exploration and justification for conducting the present study. Although there is much theoretical acceptance of the use of the communicative approach through active methodologies on an international basis, there is an inadequate amount of empirical evidence available, and those that exist lack complete contextualization to fulfil the educational needs of the developing nation of Ecuador.

One of the main gaps identified is the scarcity of empirical studies focused on Ecuadorian primary education. Most research on communicative competence has been conducted in contexts with high levels of resources, ongoing teacher training, and access to educational technologies (Setyowati et al., 2020). In contrast, in Ecuador, descriptive or diagnostic studies predominate, showing low levels of language proficiency but not delving into the application, evaluation, and systematization of pedagogical strategies aimed at developing communicative competence. This

lack of applied research limits the generation of methodological proposals adapted to the national context.

Another serious deficiency in the area of current research is the lack of integration between active methods and new technology. Although there is significant literature that supports the use of task-based language teaching, project-based learning, inquiry, and gamification to foster authentic interaction among students and teachers, not many studies exist to comprehensively examine how these methods can be effectively used together in an under-resourced classroom setting at the primary level. In most instances, when researchers include digital technologies in their studies, they merely view them as an adjunct to the teaching process, rather than incorporating them into the pedagogical framework for developing communication skills and competencies (Ministerio de Educación, 2019).

The lack of attention to speaking and communication has been echoed since the rise of the communicative approach. Most research in EFL is focused on the reading and writing skills of learners and the development of their grammatical structure knowledge, while excluding the development of their speaking ability and ability to communicate with others. This is in direct contradiction to the primary goal of the communicative approach, which is to place spoken communication as the main focus for learning a second (or foreign) language. The lack of research examining how active strategies impact both speaking and communication has created an enormous void in the literature on this subject.

When these gaps are all taken into account, they provide evidence that there is a requirement for contextual research that will not only describe the problem but also suggest, implement, and assess teaching methods that enhance communicative competence and are consistent with the real-life environment of the Ecuadorian educational system.

4.9. Contribution of this study

This research is an extension of a body of work that looks to narrow the divide that exists between the theories of the communicative approach and what is happening in practice within educational settings with limited structures, as seen in several primary education institutions throughout Ecuador. In contrast to other investigations that have concentrated solely on linguistic outputs or broad diagnoses, the current research offers a more holistic perspective, taking into account pedagogical-methodological-contextual-technological aspects as influencing factors in achieving communicative competence.

The systematization and application of active methodologies aimed at developing communicative competence, specifically highlighting the oral skills and interaction of students, is one of the primary contributions of this research. Through the integration of various strategies, such as task-based learning, project-based learning, inquiry-based learning, and the pedagogical use of technology (digital tools), this research provides a revised methodological approach that meets the needs of teaching English today and is in accordance with the realities of Ecuadorian classrooms.

The research will also provide data to help create a national academic corpus on the subject of EFL and how to teach it. There haven't been enough studies conducted in this area in the country; therefore, EFL teachers cannot rely on local data to make effective pedagogical decisions. The data collected through this research will support the continued effective use of methods aligned with the National Curriculum (Ministerio de Educación, 2019), which are at the disposal of all stakeholders, including EFL teachers, administrators, and policy makers.

From the perspective of pedagogy, this research presents empirical evidence documenting teachers' successes and challenges in implementing active learning strategies in resource-poor settings. In addition, the results from this study provide additional empirical information about how teachers are presently implementing active learning strategies and how those strategies may impact student learning and the challenges associated with those strategies. Based on the information gained through this research, we can make recommendations to improve the delivery of the teaching of the English language in primary education.

In addition, this research reveals the need for increased attention to oral proficiency in English Language Instruction. Oral Proficiency was identified as a goal of English Language Instruction that has not yet been adequately addressed in the existing English Language Instruction literature. Through the emphasis placed on the importance of communicative interaction and contextualized language learning, this study will add to the body of available information on pedagogy and provide a framework for considering more diverse and inclusive methods for delivering English Language Instruction to prepare Ecuadorian Students to function within a globalized economy.

4.10. Historical evolution of teaching English as a foreign language

4.10.1. Traditional methods and the structuralist approach

Grammar-Translation and Audio-Lingual methods were prominent ways for teaching English as a foreign language during the 20th century via traditional means. The primary focus of Grammar Translation and Audio-Lingual methods was on memorizing grammar rules, translating text word-for-word into a native language, and mechanically repeating the same language patterns (J. C. Richards & Rodgers, 2001). Structuralist language theory was the foundation of both

methods. The theories suggest that learners acquire formal language structures gradually, with little reference to the communicative function of language.

While the use of these types of teaching methods allowed students to gain some degree of formal mastery of the language, particularly in grammar and reading, it has been shown through research that many learners continue to experience significant difficulty with the spontaneous and functional use of language in natural contexts. The emphasis placed on form rather than meaning has limited the development of learners' communicative competence and resulted in a disconnect between knowing a language and being able to use it in practice. This disconnect is particularly problematic in educational settings where the primary purpose of learning English is for oral communication and social interaction.

4.10.2. Transition to communicative approaches

The dissatisfaction with the results obtained by structuralism during the 1970s and 1980s caused a change in the teaching of foreign languages following new research in the fields of sociolinguistics and pragmatics on how languages function socially. Hymes (1972) first defined communicative competence, redefining the concept of objectives in Teaching Language by stressing the importance of using language appropriately in real-world settings. Michael Canale (1980) developed a system of concepts, a framework for a model of communicative competence, which included four aspects of language: grammar, sociolinguistics, discourse, and strategy.

As a result of this movement to communicative approaches, Curriculum Development, Teacher Training, and Learner Assessment became more dynamic, participatory, and student-centered. Consequently, instead of focusing exclusively on the transmission of grammatical

information, the teaching of English as a Foreign Language began to concentrate on building the ability of learners to communicate functionally in different contexts.

4.11. Communicative competence and oral skills development

4.11.1. Orality as the central axis of EFL learning

The oral skill is one of the most intricate and important elements of learning a foreign language because it encompasses all three types of knowledge (linguistic, pragmatic, and sociocultural). It requires simultaneously integrating all three types of knowledge during the creation of language during "real time", which means you need to not only have good grammar but also fluency, coherence, and confidence while speaking with others. Therefore, developing oral skills is an essential part of achieving "communicative competence" and should be one of the major goals of English as a Foreign Language teaching.

There is agreement among numerous studies about the fact that if there is no systematic practice of oral skills within the classroom, then this will have a very negative impact on developing "communicative competence", especially in those places where students do not use the language outside of their school environment on a daily basis. Limited exposure to the language and the focus only on written-type activities greatly diminish their chances of having the opportunity to interact in an authentic way and results in students being unable to effectively communicate when speaking with someone else.

4.11.2. Communicative anxiety and affective factors

The process of acquiring foreign languages can be greatly influenced by emotions. Krashen (1985) indicated that three emotional elements, anxiety, motivation, and self-esteem, affect a person's willingness to communicate. In Ecuador, English-speaking students may not participate orally in class because they are often anxious about what they will say, as they fear

making errors or being criticized by others. Research indicates that through the use of enjoyable and cooperative low-pressure language activities, students' anxiety levels may be lowered, and students may feel more self-confident and eager to communicate. In addition, the use of strategies that create an environment of safety and cooperation in the classroom will support students' ability to develop spontaneous interactions in the target language, which is an important part of achieving communicative competence in that language. Therefore, to ensure that students achieve an effective English language education, it is essential to address students' emotional components when learning English.

4.12. Educational policies and English language teaching in Ecuador

The policies set out by the government for teaching and learning English as a Second Language (ESL) provide schools with the necessary guidelines on what is to be done and how, by establishing the framework for the curriculum, the goals of learning, and the methods of learning. Within the Ecuadorian education system, the Ministry of Education's intention to develop Communicative Competence as the primary goal for English education is consistent with the global trend of teaching language for communication purposes in real-life situations (Ministerio de Educación, 2019). Research and government documentation have identified a significant disconnect between the prescribed curriculum and the one that is utilized in primary schools' classrooms.

Ecuador's national English curriculum reflects its commitment to the principles of the communicative approach. This means that the development of skills in all four areas of language (reading, writing, speaking, and listening) must occur in a coordinated fashion and involve meaningful interactions. With a normative focus, the goal is for learners to not only gain grammatically correct knowledge but also be able to function as competent communicators in day-

to-day situations, in schools, and in their communities. However, the success of this agenda depends greatly on the impact of the context and pedagogical support services available to all learners, as well as on other constraints affecting its delivery.

According to the Ecuadorian education system, one of the most important factors affecting this gap is the limited number of hours dedicated to the teaching of English. Most primary schools assign an insufficient number of hours each week to the teaching of English for establishing sustained contact with one another through communicative activities, oral practice, and ongoing feedback. Therefore, English has become essentially an academic exercise, where the majority of the focus is on minimum content coverage, i.e., those grammatical/assessable items necessary to pass an examination, and not on building effective communication skills. This shortened school day limits the use of active or experiential methodologies that require sustained attention for prolonged periods of time.

The second most important variable is the absence of training of teachers in active methodologies and communicative approaches. In spite of the curriculum being clearly defined to allow for the development of Communicative Competence, the majority of teachers in the system do not have adequate ongoing professional development to create and implement effective teaching strategies aligned with the requirements of the Curriculum. Presumably due to either a lack of available training opportunities or a lack of confidence with respect to their ability to manage and utilize the communicative dynamic within the classroom, most teachers employ a traditional approach to teaching. By doing so, they further deepen the divide between the intent of the curriculum and everyday teaching practices. One of the greatest challenges educators in Ecuador face when teaching the English Language is that there are inadequate technological resources and appropriate teaching materials available to implement Communicative Approaches

and Active Methodologies successfully. Using authentic material, audio-visual resources, and digital tools when implementing either of these approaches creates opportunities for learners to experience the English language as authentically as possible while interacting with it meaningfully. However, a number of public educational institutions lack access to these types of materials. As a consequence of this lack of access to authentic resources, many students miss opportunities to practice speaking English in a context that mimics real life, leading to reduced overall capacity to communicate effectively.

There are limitations on structural matters and their relationship to assessment practices through pedagogical lenses. The disconnection between formative assessment methods promoted in the curriculum, focusing on communicative performance, and predominantly traditional assessments that are focused on written grammar and vocabulary is apparent and impacts the way educators implement their methodology with the resources available for assessment. As a result of this disconnection, educators are not using the type of assessment practice that encourages oral communication and interpersonal communication skills necessary for developing communicative competence.

At the same time, it is important to note that through recognition of communicative competence and its importance to English language learning, Ecuadorian education policies can also support innovative pedagogical practices. The current recognition of communicative competence as the primary focus of the curriculum is an important foundation for transforming educational practices in Ecuador. In order to accomplish this transformation, curriculum policies must be accompanied by regular teacher training programs, resources provided progressively, and ongoing pedagogical support so that teachers can effectively implement communicative approaches in their classrooms.

The gap between the prescribed curriculum and the curricula applied in practice indicates that empirical investigations (research) need to examine the specific contexts of how educational policies are implemented. Contextually-based (situated) research will provide valuable information about the actual conditions of teaching, teacher beliefs, how teachers perceive their role in strengthening students' communicative competence in Ecuador. Thus, educational research provides a link between the design of policy and the practice of pedagogy, supporting more informed policy decision-making.

To summarize, while the Ecuadorian National Curriculum sets out Communicative Competence as a key goal of English Language Teaching, there are considerable obstacles to the successful implementation of Communicative Competence that currently exist including a lack of time for instruction; lack of adequate teacher preparation; and lack of appropriate technology. The elimination of these barriers will require adjustments in policy; the development of applied research and effective pedagogical strategies that consider the context of the students and the way they learn so that they can connect the theory with practice and provide all students equal access to relevant, meaningful, and appropriate ways of teaching English for Communication Purposes.

5. METHODS AND MATERIALS

This research follows a mixed-methods approach, qualitative and quantitative, to acquire a comprehensive understanding of how effective teaching strategies enhance communicative competence in English among primary school students.

This study aims to analyze effective strategies and communicative competence in English at the Unidad Educativa Fiscomisional “Nuestra Señora de Fátima” through the application of research techniques such as surveys, interviews, and observation, in order to identify the

pedagogical practices employed by teacher, the perceptions of students, and the main difficulties present in the teaching-learning process.

This research is classified as applied, observational, and explanatory, as it aims to propose practical solutions that will enhance the communicative competence of primary school students in English, in addition to analyzing an existing educational situation.

Without manipulating variables, the research investigates the English teaching-learning process in authentic classroom settings from an observational perspective. The study determines the current implementation of communicative strategies and the interaction between students and instructors during English courses through nonparticipant classroom observation, surveys and interviews.

The study also adopts an explanatory approach, as it aims to analyze the causes and effects related to the development of communicative competence. Specifically, it seeks to explain how the use or absence of communicative strategies influences students' fluency, interaction, confidence, and participation in English. This approach allows the researcher to establish relationships between teaching practices and students' communicative performance.

Finally, the research is applied in nature, since its primary purpose is to generate practical pedagogical recommendations based on empirical evidence. The findings of the study will support the design and proposal of effective instructional strategies that can be implemented in real educational contexts to enhance communicative competence in English at the elementary school level.

The methodology combines deductive and inductive reasoning. Deductive analysis is used to test whether the theories described in the theoretical framework (Piaget, Krashen, and others)

apply in this context. Inductive reasoning will support the generation of new insights based on observed patterns in teaching practice and student performance.

5.1. Population

The target population involving 35 sixth-grade students, 22 seventh-grade students from section A, and 23 seventh-grade students from section B in the private school located in Ibarra, Ecuador. The sample was selected through purposive sampling, focusing on participants directly involved in the English teaching-learning process, especially at the primary levels, in order to understand the students' perceptions and experiences regarding the development of oral expression. Contact with the students was made through the educational institution, which facilitated their participation in the interviews, ultimately providing relevant data consistent with the research objectives.

5.2. Research Techniques and Instruments

Quantitative data regarding students' perceptions of English learning and communicative competence were collected using a nine-question survey. Motivation, comprehension of instructions, participation in communicative activities, use of interactive strategies, digital tools, group work, and task-based learning were addressed in the survey, which also included closed-ended questions and Likert-scale inquiries. This instrument enables the examination of students' attitudes and experiences regarding communicative practices in the classroom.

In order to acquire qualitative data from the English teacher, a semi-structured interview guide was developed. The interview consisted of six open-ended questions that addressed the teacher's perceptions of students' communicative competence, instructional strategies employed to facilitate communication, obstacles encountered in the implementation of communicative

approaches, and factors that restrict oral interaction in the classroom. This instrument offers a comprehensive understanding of contextual constraints and pedagogical practices.

Classroom practices associated with communicative language instruction were meticulously documented through the utilization of a non-participant observation checklist. The checklist emphasizes observable components, including the utilization of technological or instructional resources, student interaction in English, the application of communicative methodologies, and the implementation of communicative activities. By contrasting observed practices with information obtained from surveys and interviews, this instrument facilitates the triangulation of data.

5.3. Procedure

The data acquisition process took place during one week of the academic term. This involved obtaining the necessary permission from the educational institution's authorities to ensure access for the participants. Subsequently, students from 6th and 7th grade (sections A and B) of basic general education were selected, considering those students directly involved in learning English.

In the second phase, the survey data collection was conducted over one week in February, during which it was administered to students over two assigned days, involving 35 sixth-grade students, 22 seventh-grade students from section A, and 23 seventh-grade students from section B. Nine-question Likert-scale surveys on the assigned topic were distributed, and students recorded their responses on the corresponding questionnaires. The survey questionnaire used in this study, were validated by experts in the field to ensure their content validity. This process was

carried out in each classroom and lasted approximately 5 to 8 minutes per students. Subsequently, the collected data were then organized and tabulated for analysis.

During the same period, an interview was conducted with the English teacher, at a scheduled time that was convenient for both the participant and the researchers. This interview consisted of six semi-structured questions, which provided flexibility for further inquiry and clarification when necessary, allowing the researchers to record all the important and valuable information.

Finally, an observation checklist with six criteria was employed: used Oral production (speaking) in the classroom, Teacher-student interaction in English, Students' communicative responses, Students' communicative participation, Opportunities for communication in class and Use of resources to promote communication, evaluated on a scale from 1 (Never) to 5 (Always), was completed. Observations were made during the first class and at the end of the penultimate class of each grade level, allowing researchers to conduct analytical observations and identify key ideas. This process acquisition of relevant and consistent information, aligned with the study's objectives.

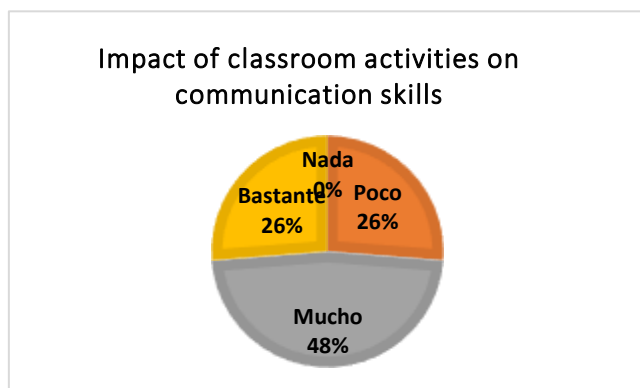
5.4. Resources

Human resources	English teacher participates through interviews. Primary students are observed and surveyed.
Material and teaching resources	Use of surveys, interview guides, and observation sheets. Material such as paper, pens, and folders.
Technological resources	Data processing with a computer using Microsoft Excel. Use of qualitative coding tools. Digital tools like Excel.
Institutional resources	The Unidad Educativa Fiscomisional “Nuestra Señora de Fátima” provides logistical support, authorization, and access to classrooms and participants, ensuring an ethical process and contextual validity of results.

6. RESULT AND DISCUSSION

This section presents the results obtained through the application of research instruments at the Unidad Educativa Fiscomisional “Nuestra Señora de Fátima”. To address the general objective of identifying and evaluating effective strategies for developing communicative competence in English, a methodological triangulation was implemented.

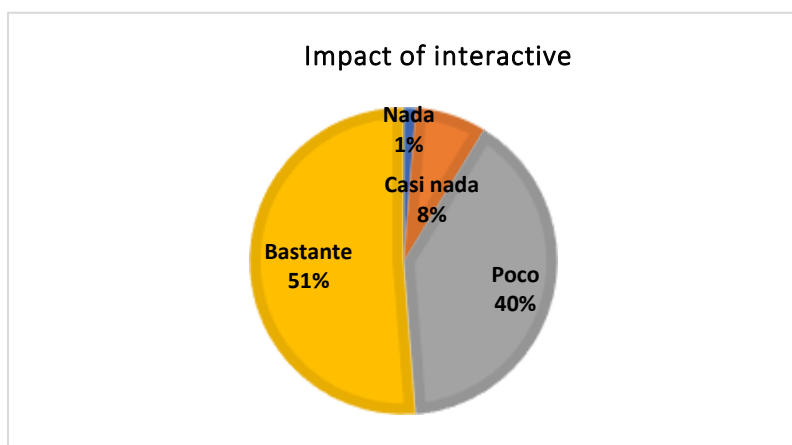
Activities that promote communication skills help students improve their English communicative competence. This idea is supported by the researcher Jack C. Richards, who argues that the communicative approach promotes language learning through interactive and meaningful activities. Information obtained from surveys of primary school students indicated that classroom activities help them communicate. As can be seen in Figure 17 below the text, the results illustrate the impact of classroom activities on communication skills, the 48% of students believe that the activities developed in class contribute to improving their English communication skills. However, it was also found that 26% of the students still have difficulty expressing themselves orally with fluency and confidence. These findings indicate that communicative activities have a positive impact on language learning, although their use remains limited in educational settings. The classroom activities observed mainly consisted of watching and listening to songs and videos on different topics, as well as completing the English textbook and workbook. Although this information varies during classroom observation, it was evident that students show less participation and interest when activities involving audiovisual resources are conducted; furthermore, no communicative activities are implemented that contribute to improving students' English communication skills. The following graphs present the most relevant findings of the study and offer a clear overview of the data collected.

Figure 17

Interactive approach and collaborative activities are essential teaching strategies for facilitating English language learning. This finding is consistent with the research conducted by Sanchez et al. (2023). Who state that gamification and interactive learning environments have a positive impact on students' motivation and communicative performance in English as a foreign language class. Furthermore, the results show that interactive methodologies, such as games, role-playing, and group activities, increase student participation and motivation during English classes. As shown in Figure 6, titled "impact of interactivity" is located below the text, the 51% of students strongly concurred that interactive activities facilitate English learning, while 40% somewhat supported this view. Only a small percentage expressed negative opinions about these strategies. However, despite the positive perceptions reflected in the survey results, classroom observation checklist revealed that these interactive activities were not regularly during the academic term. Activities such as games, role-playing tasks, and collaborative group work were not observed during the classroom sessions. Instead, instruction was mainly focused on teacher-centered explanations and individual exercises. As a result, students have limited opportunities to interact with their peers, actively participate in Communicative tasks, and practice English in meaningful

contexts. Therefore, the insufficient integration of interactive methodologies may restrict the development of students' communicative competence, motivation, and active participation in the English learning process.

Figure 10

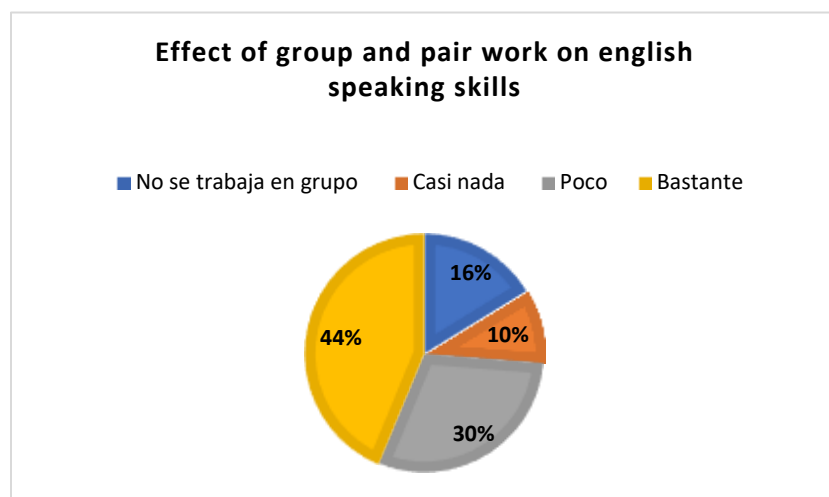


Collaborative learning environments are considered essential for the development of communicative competence. Analysis of the responses to question 7 revealed that the majority of students perceived collaborative activities as effective in improving their oral communication skills. As show in the figure below, titled “Effect of group and pair work on oral expression skills in English the 44% of the participants stated that pair and group work significantly contribute to improving fluency and confidence in spoken English. Likewise, only 16% expressed a negative perception. Furthermore, these results suggest that collaborative learning activities encourage students to communicate more naturally and confidently during English lessons. In particular, working with classmates allows learners to exchange ideas and practice the language in meaningful contexts. Furthermore, it appears that students’ anxiety regarding making errors while speaking English is diminished by collaborative interaction. As a result, learners experience an increased sense of security and motivation to engage in communicative activities.

The findings are aligned with Brown's (2000) perspective, which identifies interaction as one of the principal foundations of communicative competence. According to this approach, students develop language more effectively when they participate actively in communicative exchanges with others.

Nevertheless, classroom observations revealed a distinct reality during English lessons, despite the positive perceptions expressed by students in the survey. Because the class was time-limited and the textbook and notebook were prioritized, group and pair activities were not implemented. Additionally, the majority of instruction was centered around teacher-centered practices and individual assignments. Furthermore, students' oral communication practice and participation were restricted by the scarcity of opportunities for collaborative English interaction.

Figure 12



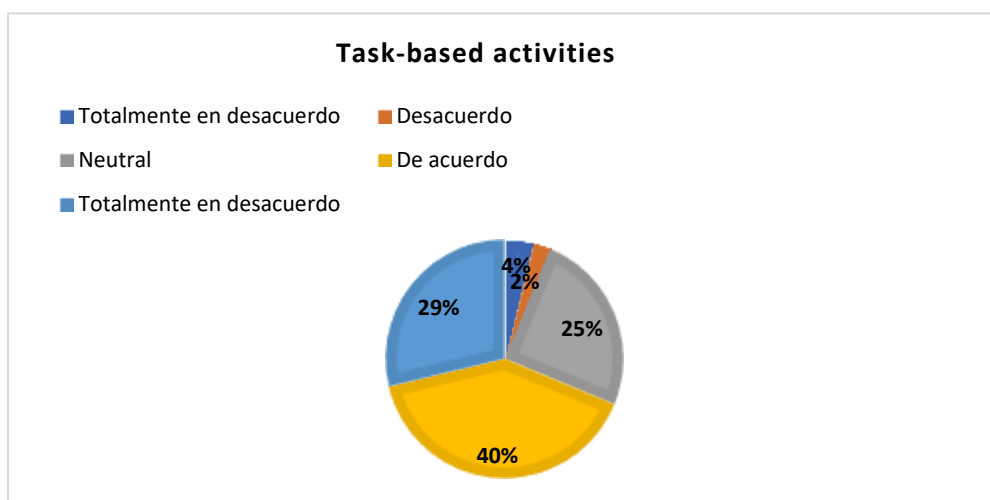
Task-Based activities facilitate the use of English in authentic contexts by students. According to the survey shown in Figure 8 below, the majority of students believed that task-based activities

were advantageous for enhancing authentic English communication. Specifically, 40% of the participants expressed the opinion that their proficiency in English in real-world scenarios is enhanced by projects, interviews, presentations, and simulations. Furthermore, 29% of respondents indicated limited agreement, while only small proportion of respondents expressed uncertainty.

The results support the principles of Task-based language teaching (TBLT), which emphasize the importance of meaningful communication through authentic tasks. According to Richards (2006), learners develop communicative competence more effectively when they use language to accomplish realistic objectives and solve communicative problems.

Nevertheless, classroom observations revealed that task-based activities were not frequently implemented during the observed lessons, despite the favorable perceptions expressed by students in the survey. In particular, oral presentations, simulations, interviews, and projects were seldom observed in classroom practice. Rather, the majority of activities were centered around conventional exercises that were associated with the repetition of vocabulary, grammar, and written assignments.

Figure 14



6.1. Proposal

The Communicative Teaching Strategies Guide for EFL Teachers: Enhancing Communicative Competence among 6th and 7th Grade EGB Students, a proposed pedagogical guide, is intended to equip English teachers with practical, evidence-based strategies that promote the development of communicative competence in primary school learners. The proposal emphasizes the incorporation of student-centered and communicative approaches such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), Project-Based Learning (PBL), collaborative learning, gamification, and the utilization of digital resources. These strategies are organized into a structured guide that includes methodological recommendations and classroom activities.

The guide will be implemented through a series of practical recommendations and adaptable classroom activities that encourage interaction, active participation, and authentic communication among students. By supporting teachers in the application of innovative and communicative methodologies, the proposal seeks to address the challenges identified in the research, such as traditional grammar-focused instruction low

student motivation, and limited opportunities for oral communication. To address these challenges, a practical guide of interactive speaking activities was designed to support teachers in fostering students' oral communication skills and meaningful classroom interaction. The proposal is available at: <https://canva.link/rn0y36bj5uy4kt9>

7. CONCLUSIONS

- Based on the findings, some active methodological strategies such as TBL, PBL, inquiry-based learning, and gamification promote the development of communicative competence in English in primary school students.

- The study also revealed that, although the Ecuadorian curriculum promotes a communicative approach to English language teaching, significant limitations persist, including traditional teaching methods, limited technological resources, and insufficient teacher training in active learning methodologies.

- The findings obtained from the 6th and 7th grade students at Unidad Educativa Fiscomisional “Nuestra Señora de Fátima” showed that the integration of digital tools and gamification strategies increases students’ motivation and interest, encouraging greater participation and more frequent practice of English both inside and outside the classroom.

- The classroom findings revealed that implementing interactive, collaborative, and student-centered learning environments significantly supports the development of communicative competence in English by promoting meaningful communication instead of focusing exclusively on the acquisition of grammatical rules.

8. RECOMENDATIONS

- Future researchers are advised to apply different active methodologies, such as Communicative Competence, Communicative Languages Teaching (CLT), Task-Based Learning, Project-Based Learning, Gamification, and Active Learning, directly with students in order to identify which of these approaches is most effective for developing English communication skills among primary school students.

- It is recommended that English teachers consistently incorporate communicative and interactive strategies into their classes, such as role plays, collaborative work, projects, educational games, and digital tools, in order to strengthen oral expression, active participation, and students' confidence in using the English language.

- It is suggested that future researchers delve deeper into the analysis of two active methodologies, namely Gamification and Problem-based Learning (PBL), in the classroom. This is proposed with a dual purpose: first, to determine their viability and usefulness within the communication teaching-learning; and second, to establish a critical contrast to determine which of these approaches best optimizes active competence in the English language.

- Prioritize the development of oral communication skills within the curriculum by allocating more time to speaking that enhances students' fluency, confidence, and ability to communicate effectively in English.

9. REFERENCES

Brown, H. D. (2000). Principles of Language Learning And Teaching. TESOL Quarterly, 14. <https://doi.org/10.2307/3586319>

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47. <https://doi.org/10.1093/applin/1.1.1>

Hymes, D. (1972). On Communicative Competence In: J.B. Pride and J. Holmes. (Eds) *Sociolinguistics. Selected Readings*, 269–293.

Krashen, S. (1985). *The input hypothesis: Issues and implications*. Longman.

Michael Canale, M. S. (1980). CANALE, MICHAEL, Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing , *Applied Linguistics*, 1 (1980) p.1. 1(Bases of Communicative Approaches to Second Language Teaching and Testing), 47.

Ministerio de Educación. (2019). Currículo de los Niveles de Educación Obligatoria Subnivel Elemental. Currículo de Los Niveles de Educación Obligatoria Sub-Elemental, 349–388. <https://educacion.gob.ec/wp-content/uploads/downloads/2019/09/EGB-Eelemental.pdf>

Oller, J. W., & Krashen, S. D. (1988). The Input Hypothesis: Issues and Implications. *Language*, 64(1), 171. <https://doi.org/10.2307/414800>

Richards, J. (2006). Communicative Language Teaching Today. In Cambridge University Press (Vol. 25, Issue 2).

Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching: A description and analysis. In Cambridge University Press (p. 420).

Rose, K., Serrania, A., & Mendoza, R. O. (2018). Strengthening the Oral Communicative Competence of Senior High School Students through Inquiry-Based and Content-Focused Approaches Strengthening the Oral Communicative Competence of Senior High School Students through Inquiry-Based and Content-Focused Ap. *Aje*, 4(1).

Sánchez, J., Sánchez, C., & Peña, F. (2023). Digital tools in English language learning: A pathway to autonomy and engagement. *EFL Research Journal*, 8(3), 55–67.

Serranía, M., & Mendoza, C. (2018). Inquiry-based learning for communicative competence development. *Asian EFL Journal*, 20(3), 215–232.

Setyowati, A., Wardhani, A., & Setyowati, D. (2020). Peer collaboration and scaffolding in English language teaching. *International Journal of Education*, 13(2), 102–115.

Villamarín López, M., Vallejo Vallejo, L., & Correa Riera, P. (2025). Gamification and motivation in EFL classrooms: A practical approach for secondary education. *English Teaching Perspectives*, 12(1), 33–49.

Zambrano, M., Muñoz, P., Ramírez, J., & Vélez, L. (2025). Project-based learning and communicative competence in secondary EFL education. *Journal of English Language Teaching*, 14*(1), 41–58.

10. ANNEXESS

Annexes I:Matrix of variables

Table 1

Matrix Variable

TOPIC	OBJECTIVES	VARIABLES		INDICATORS	RESOURCES
		DEPENDENT	INDEPENDENT		
Effective Strategies for Enhancing Communicative Competence in English Among High School Students: Approaches and Practical Applications"	Analyze and develop effective pedagogical strategies that enhance communicative competence in EFL.	Communicative Competence in English		• Grammatical competence • Sociolinguistic competence • Discourse competence • Strategic competence • Oral fluency • Interactional skills	• Speaking tests • Observation checklists • Rubrics • Recordings • Field notes
	Examine the theoretical foundations of communicative competence.		Theoretical Foundations of Communicative Competence	• Identification of components • Understanding of sociolinguistic/pragmatic aspects • Use of theoretical descriptors	• Literature review • Academic sources • Framework
	Analyze CLT principles for meaningful communication		Communicative Approach (CLT)	• Authentic tasks • Student-centered activities • Integrated skills • Interaction patterns • Real-life contexts	Communicative tasks • Role-plays • Authentic materials • CLT textbooks
	Evaluate active methodologies.		Active Methodologies (TBLT, PBL, Inquiry Learning)	• Task completion • Collaboration • Oral production • Project relevance • Inquiry processes	• Task guides • Project rubrics • Worksheets • Inquiry templates

Annexes II: Official document issued for access to the institution

Figure 1

Official Letter of Authorization



Pontificia Universidad Católica del Ecuador
Seréis mis testigos

IBARRA

50 Años

ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES

Ibarra, 22 de enero del 2026

Estimada Magister
Sonia Cadena
DIRECTORA DE LA UNIDAD EDUCATIVA FISCOMISIONAL "NUESTRA SEÑORA DE FÁTIMA"

Reciba un saludo de la Escuela de Ciencias Sociales y Humanas de la PUCE IBARRA y el deseo de éxitos en sus delicadas funciones.

Por medio del presente, me dirijo a usted con el fin de solicitar su autorización para que la señorita Alison Oña, estudiante del séptimo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, pueda aplicar la técnica de investigación en la institución (encuestas, entrevista y ficha de información) de su proyecto de investigación titulado "Effective strategies for enhancing communicate competence in English among high school students: approaches and practical applications". Mediante la aplicación del proyecto de investigación en la institución se pretende mejorar la destreza en la comunicación y aprender del idioma inglés.

Por su gentil acogida y atención a la presente, la anticipo mis más sinceros agradecimientos.

Cordialmente,


Alison Melissa Oña Cuasatar
Estudiante de la carrera PINE


Firmado digitalmente por
DANIEL ALEJANDRO DIAZ
GUTIERREZ
Fecha: 2026.01.21 07:35:10
-05'00'

Mtr. Daniel Alejandro Díaz Gutiérrez
DTC Asesor


Firmado digitalmente
por Fanny Viviana Torres
Torres
Fecha: 2026.01.21
10:37:40 -05'00'

Mgs. Fanny Viviana Torres Torres
DTC Coordinadora académica PINE



Dirección: Av. Jorge Cuzmán Rueda y Av. Aurelio Espinosa Pólit, Ciudadela "La Victoria".
Teléf: 2615 500 / 2615 631 Ext. 2623 Cel. 0999850017
Ibarra - Ecuador / www.pucesle.edu.ec

f t i n y d

Annexes III: Survey of students

Figure 2

Survey- Sixth and Seventh Grades (Primary School)


Pontificia Universidad Católica del Ecuador | IBARRA 50

Unidad Educativa fiscomisional "Nuestra Señora de Fátima"

Datos informativos:
 Edad:
 Nivel:
 Sexo:

Estimado(a) estudiante:
 La presente encuesta tiene la finalidad de recopilar información sobre su experiencia y opinión respecto al aprendizaje del idioma inglés en la Unidad Educativa fiscomisional "Nuestra Señora de Fátima".
 Sus respuestas serán de información exclusivamente para realizar el proyecto de investigación que se pretende aplicar en la unidad educativa.
 De la manera mas comoda responder con sinceridad las preguntas establecidas, ya que se utilizara con fines investigativos.

Muchas gracias

"Estrategias efectivas para mejorar la competencia comunicativa en inglés entre estudiantes de secundaria: enfoques y aplicaciones prácticas"

1. ¿Considera usted que aprender inglés es importante para su formación académica y profesional?

☐ Totalmente en desacuerdo
☐ En desacuerdo
☐ Neutral
☐ De acuerdo
☐ Totalmente en acuerdo

2. Se siente usted motivado(a) a aprender inglés durante las clases.

☐ No
☐ Si

3. ¿Entiende usted la mayoría de las instrucciones que la docente da en inglés durante la clase?

☐ Nada
☐ Poco
☐ Mucho

4. ¿Las actividades que se realizan en clase le ayudan a mejorar su capacidad para comunicarse en inglés?

☐ Nada
☐ Poco
☐ Mucho
☐ Bastante

5. ¿Se siente cómodo(a) participando oralmente en clases cuando se realizan actividades comunicativas?

- ☐ No
- ☐ Sí

¿Por qué?

6. ¿El uso de actividades interactivas (juegos, dinámicas grupales, debates, role-plays) facilita su aprendizaje del inglés?

- ☐ Nada
- ☐ Casi nada
- ☐ Poco
- ☐ Bastante

7. ¿Las herramientas digitales utilizadas en clases (aplicaciones, plataformas, videos, actividades online) le ayudan a mejorar su comunicación en inglés?

- ☐ Totalmente en desacuerdo
- ☐ Desacuerdo
- ☐ Neutral
- ☐ En acuerdo
- ☐ Totalmente de acuerdo

8. ¿El trabajo en grupo o en parejas contribuyen a mejorar su fluidez y confianza al hablar en inglés?

- ☐ No se trabaja en grupo
- ☐ Casi nada
- ☐ Poco
- ☐ Bastante

9. ¿Las actividades basadas en tareas reales (proyectos, entrevistas, presentaciones, simulaciones) mejoran su capacidad para usar el inglés en situaciones auténticas?

- ☐ Totalmente en desacuerdo
- ☐ Desacuerdo
- ☐ Neutral
- ☐ De acuerdo
- ☐ Totalmente en acuerdo

Figure 3

Interview with the English Teacher


Pontificia Universidad Católica del Ecuador
 Siente más contigo

IBARRA

502

Unidad Educativa Sucesional "Nuestra Señora de Fátima"

Information:
 Name:
 Age:
 Sex:

Dear Teacher:
 The purpose of this interview is to gather information about your experience and opinions at the "Nuestra Señora de Fátima" Catholic School.
 Your responses will be used exclusively for the research project that will be implemented at the school.
 Please answer the questions honestly and respectfully, as they will be used for research purposes.

Thank you very much.

"Effective Strategies to Improve Communicative Competence in English Among Secondary School Students: Approaches and Practical Applications"

1. How would you describe your students' overall level of communicative competence in English?
2. What strategies or methods do you most frequently use to develop oral communication in your English classes?
3. What challenges do you encounter when applying communicative strategies in the classroom, and how do you address them?
4. Could you mention which strategies have proven most effective in improving students' fluency, interaction, or confidence when communicating in English?
5. What do you consider to be the main reasons why oral communication in English is not frequently practiced in the classroom?
6. Based on your experience, what do you believe is the main factor that makes it difficult to implement communicative strategies in the English classroom?

Dirección: Av. Jorge Guzmán Baule y Av. Antonio Espinosa Páez, Ciudadela "La Victoria".
 Teléfono: 2613 500 / 2613 633 Ext. 2022 Cel. 099110017
 Dirección • Ecuador / www.puc.edu.ec








Figure 4

Observation Sheet – Sixth and Seventh Grade


Pontificia Universidad Católica del Ecuador
 Seréis mis testigos

IBARRA

50 Años

ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES

FICHA DE OBSERVACIÓN

Institución: Unidad Educativa Fiscomisional "Nuestra Señora de Fátima"
 Docente: Janeth Lalama
 Fecha:
 Hora de Inicio:
 Hora Final:
 Nivel:
 Investigador: Allison Oña
 N° estudiantes:
 Objetivo de la Observación:

Criterios de evaluación:

Siempre 5
 Frecuentemente 4
 Regular 3
 Casi nunca 2
 Nunca 1

Criterios	1	2	3	4	5	Observaciones
Producción oral (speaking) en el aula						
Interacción docente-estudiante en inglés						
Respuesta comunicativa de los estudiantes						
Participación comunicativa de los estudiantes						
Oportunidades para la comunicación en clase						
Uso de recursos para fomentar la comunicación						

Dirección: Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit, Ciudadela "La Victoria",
Teléfono: 2615 500 / 2615 631 Ext. 2623 Cel. 0999850017
Ibarra - Ecuador / www.pucesl.edu.ec

f t @ in v d

Annexes IV: Evidence from the interview and applied observation sheet

Figure 5

Application of the observation sheet to sixth and seventh-graders students



Application of the surveys to sixth and seventh-graders students



Annexes V: Transcription of the information obtained from the interviews with the teacher

Table 2

Interviews Transcript

Dear Teacher:

Interview:

La primera pregunta es, ¿cómo describiría el nivel general de la competencia comunicativa en sus estudiantes en inglés? Bueno, consideraría de nivel media baja, porque no están los estudiantes, no tenemos las suficientes horas como para practicar el idioma extranjero, entonces yo considero un nivel medio bajo.

¿Qué estrategias o métodos utiliza con mayor frecuencia para desarrollar la comunicación oral en sus clases de inglés? Bueno, yo suelo utilizar las canciones videos para que ellos la oración, especialmente para que ellos vayan. Pronunciando sí, de alguna manera vayan familiarizándose con el idioma en cuanto a la pronunciación en las canciones, también utilizo mucho las canciones para que ellos también aprendan diferente tipo de vocabulario y puedan pronunciar escuchar el a los nativos seguir esa estrategia utilizo

¿Qué desafíos encuentra al aplicar estrategias comunicativas en el aula y cómo los aborda? bien desafíos, hay muchos por ejemplo la falta de atención de algunos estudiantes no viene con el ánimo de aprender o estar predispuestos al aprendizaje del idioma inglés, entonces utilizo pues dinámicas motivación para que ellos lleguen a ellos el interés entonces si son algunas cosas que el maestro sí tiene que prepararse no para que muestra interés del estudiante y aunque sea de lo poquito algo que en su cabecita, algo quede en su en su mente para que ellos puedan producir sea adentro del aula o fuera del aula.

¿Usted cree que las estrategias que usted aplica, como me mencionó los videos, son más eficaces para mejorar la fluidez, la interacción y la confianza de los estudiantes al comunicarse en inglés? Sí, porque les llama mucho la atención a ellos el ver un nuevo

lenguaje, una nueva pronunciación, sea en videos cortos o en canciones. Veo que sí les atrae mucho a ellos para que ellos tengan el interés y sí me sí, me resulta eso eficaz.

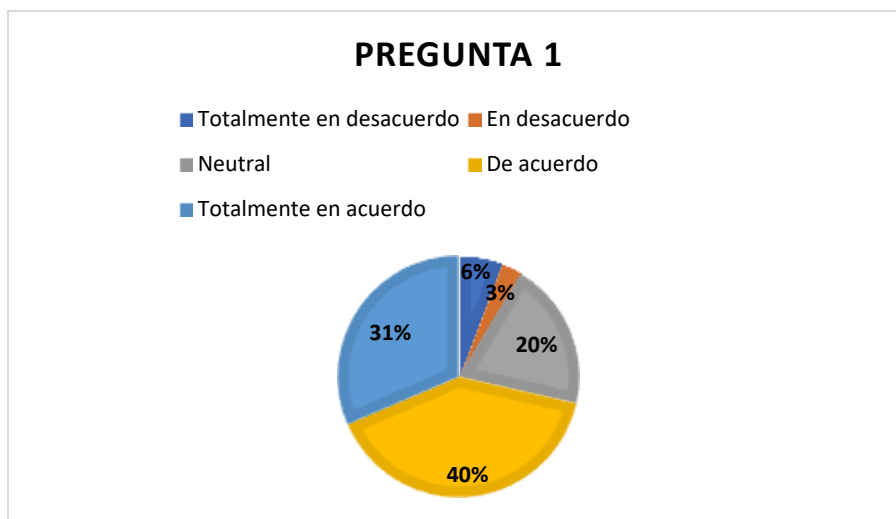
¿Cuáles considera que son las principales razones por las que la comunicación oral en inglés no se practica con frecuencia en el aula? Bueno, como dije el tiempo, realmente, nosotros tenemos sólo unas escasas tres horas que no son completas, y ahí siempre hay imprevistos; entonces no se puede ahí avanzar. Y también, como tienen el texto, tienen el cuaderno; es poco lo que se puede avanzar con ellos. Es por eso la deficiencia que hay considero yo el tiempo especialmente.

En su experiencia, ¿cuál cree que es el factor principal que dificulta la implementación de estrategias comunicativas en el aula? La falta de un laboratorio aquí en nuestra institución y de un aula adecuada como para nosotros implementar el idioma extranjero son límites; son muchas limitantes para nosotros poder enriquecer el idioma con los estudiantes. Especialmente eso, porque simplemente en el aula lo poco que se tiene o a veces el Internet también. A veces el Internet es muy escaso o, a veces, deficiente; mejor dicho, deficiente. Entonces no se puede utilizar estas herramientas para que los estudiantes aprovechen de la mejor manera el aprendizaje significativo de lo que es el idioma en inglés. ¿Usted piensa que es mejor ocupar el libro y no practicar el inglés? Las dos cosas van del par porque él si siempre el estudiante tiene que guiarse, tiene que guiarse en algo, entonces, qué sé yo, las láminas, los gráficos que hay ahí o el vocabulario mismo. Es una herramienta que sí les ayuda a los estudiantes para mí del par porque también, después de eso, practicar el idioma comiendo también los videos, o también en pequeños diálogos en el libro y podemos ir en parejas o en grupos haciendo pequeños diálogos o dramatizaciones. También es bueno a la parar van los dos.

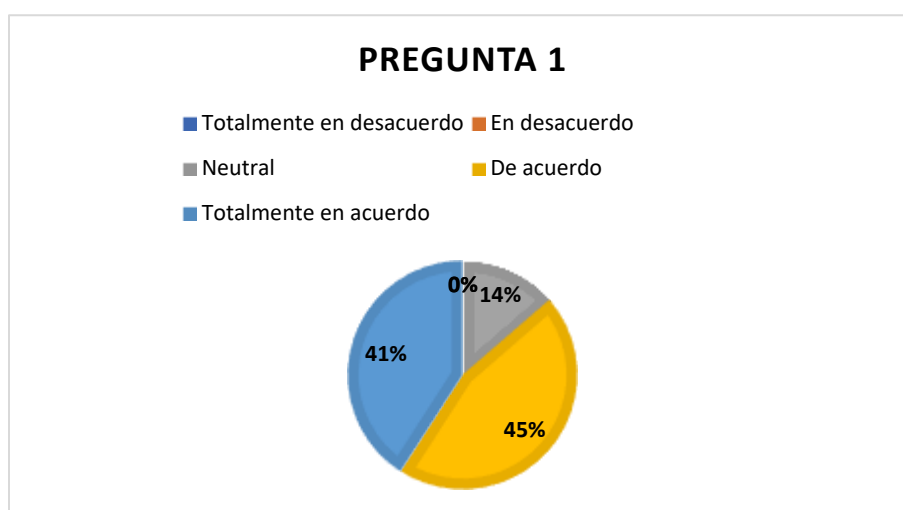
Annexes VI: Interview with the students

Figure 6

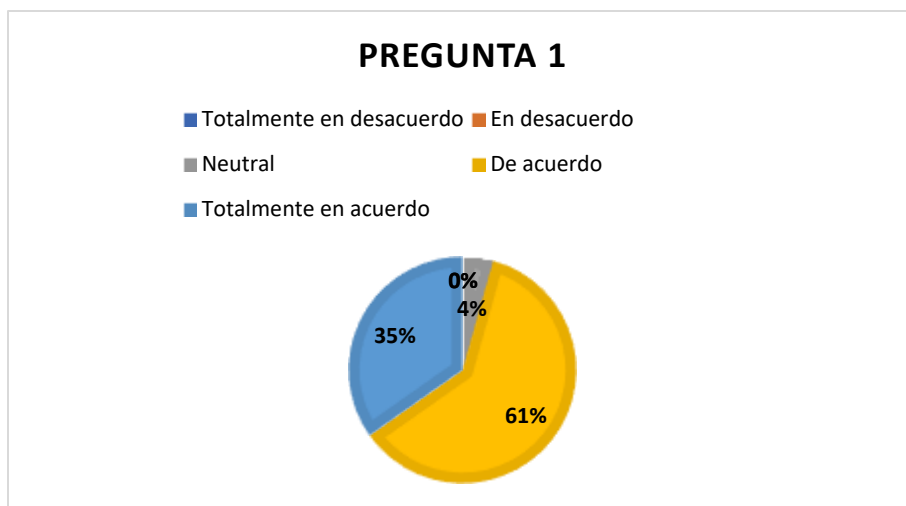
Results of question 1



Analysis: Most sixth-grade students consider learning English important for their academic and professional development.



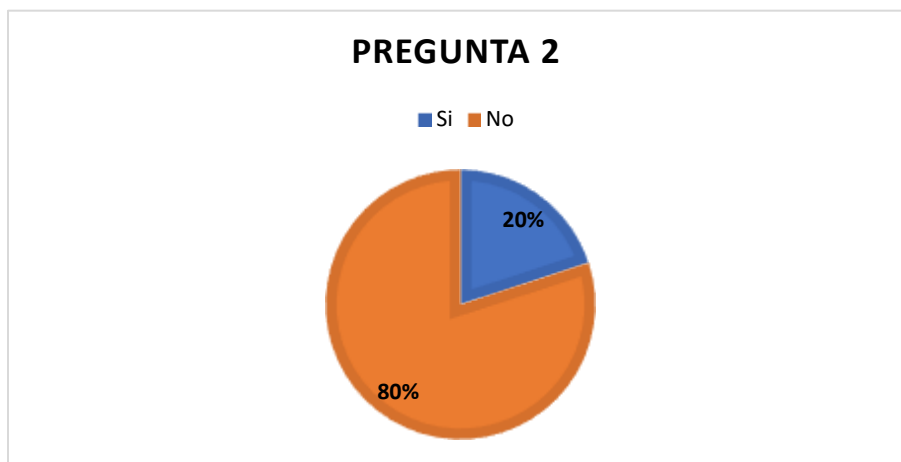
Analysis: Most seventh-grade A students recognize the importance of English for their academic development.



Analysis: Most students consider English important for their academic growth.

Figure 7

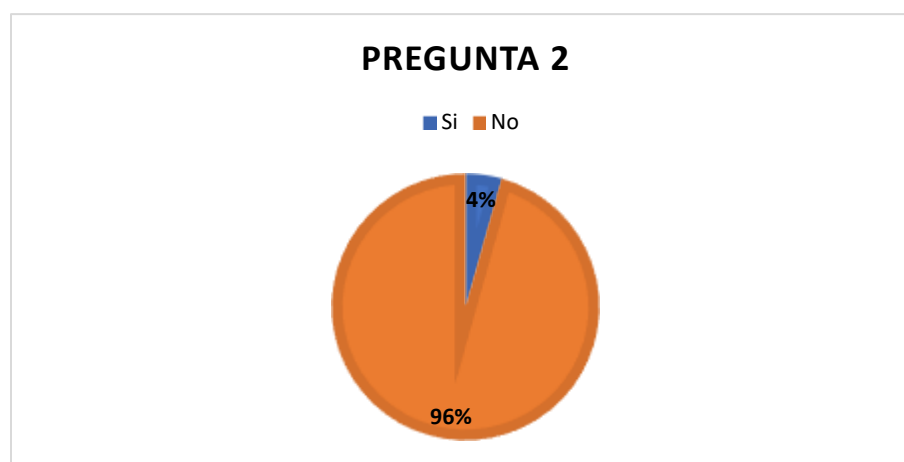
Results of question 2



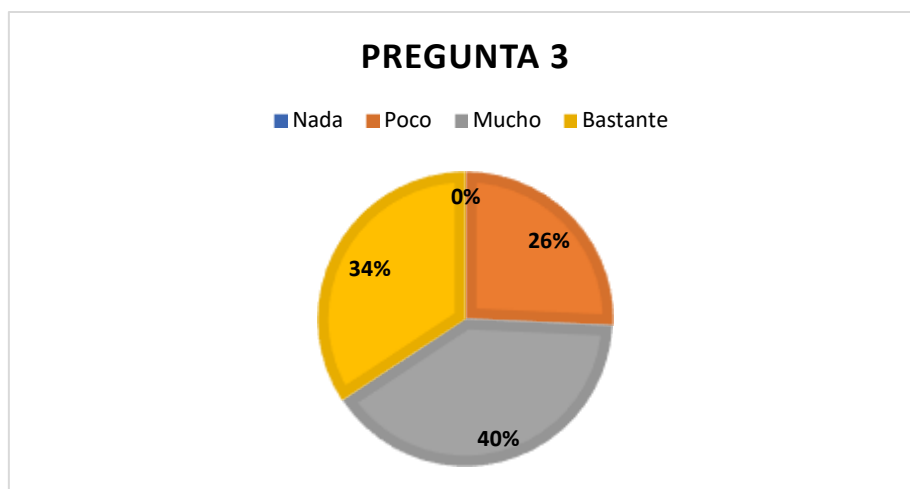
Analysis: The results show that many students have low motivation toward learning English during class.



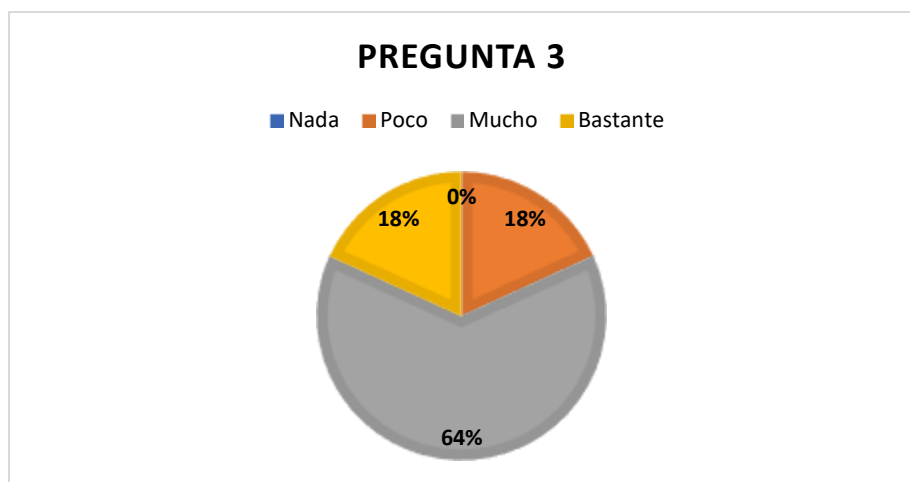
Analysis: The results indicate a low level of motivation toward learning English.



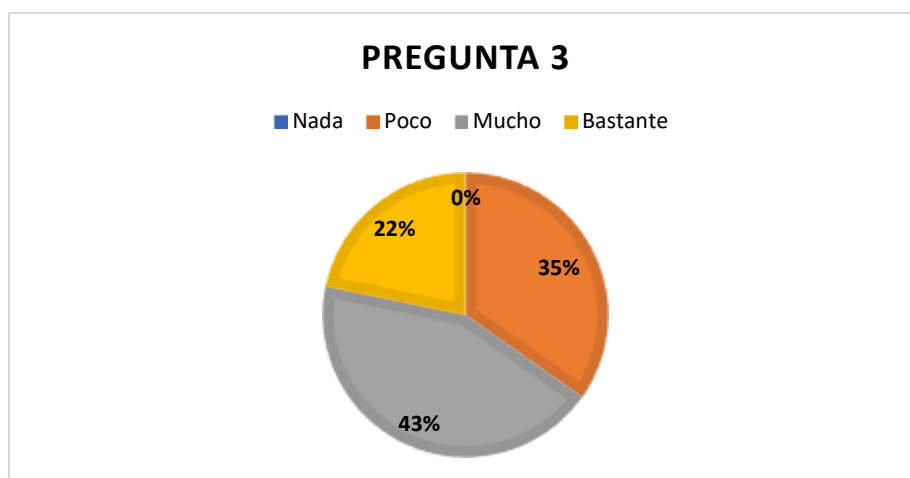
Analysis: The results show that many students have low motivation to learn English.

Figure 8*Results of question 3*

Analysis: Most students believe that classroom activities help improve their English communication skills.



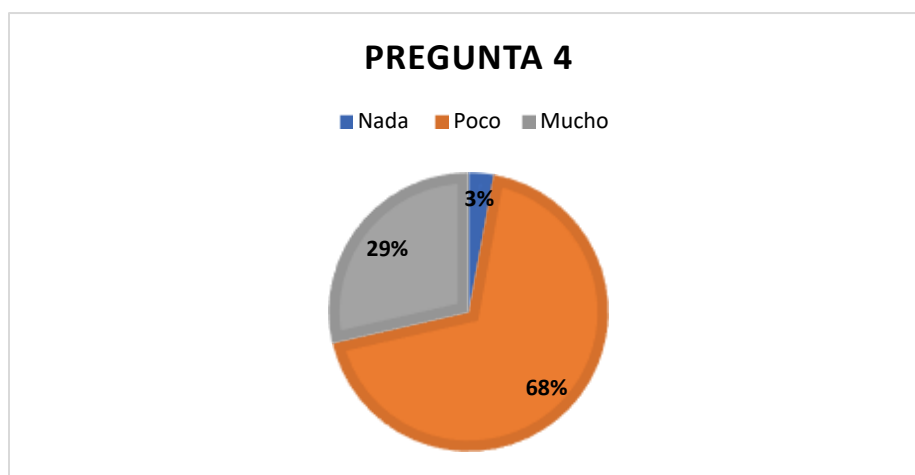
Analysis: Students believe that classroom activities support the development of their communication skills.



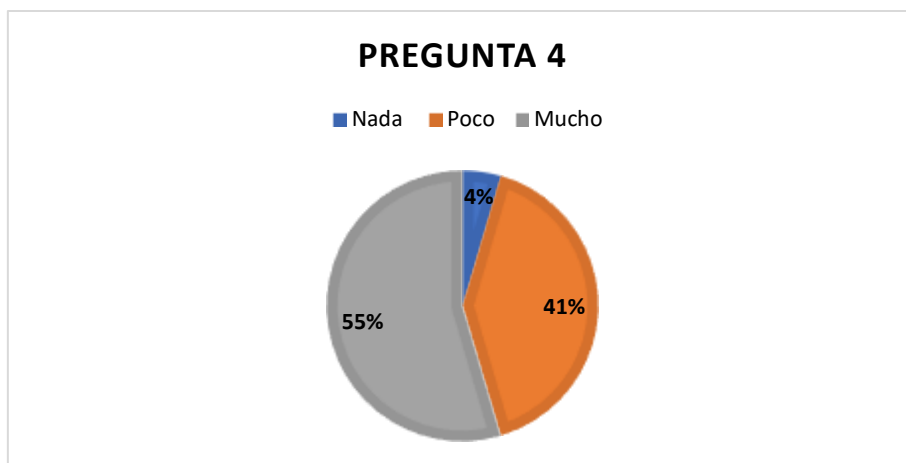
Analysis: Students believe that classroom activities contribute to improving their communication skills.

Figure 9

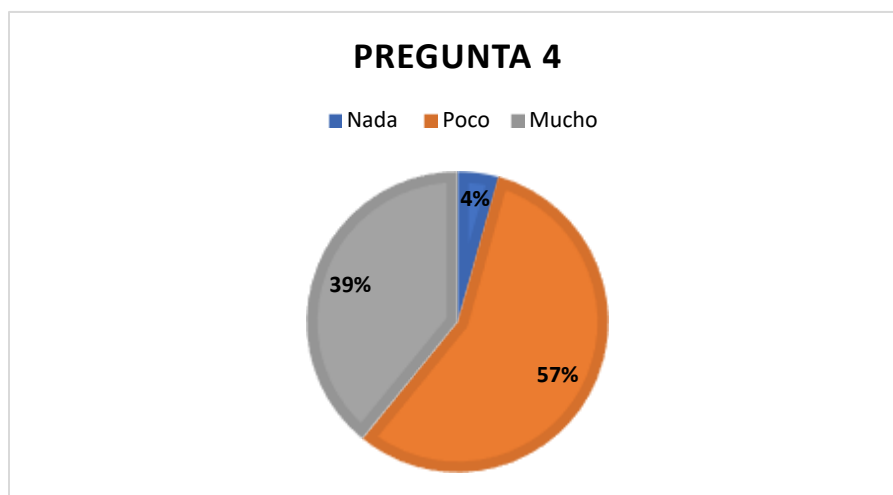
Results of question 4



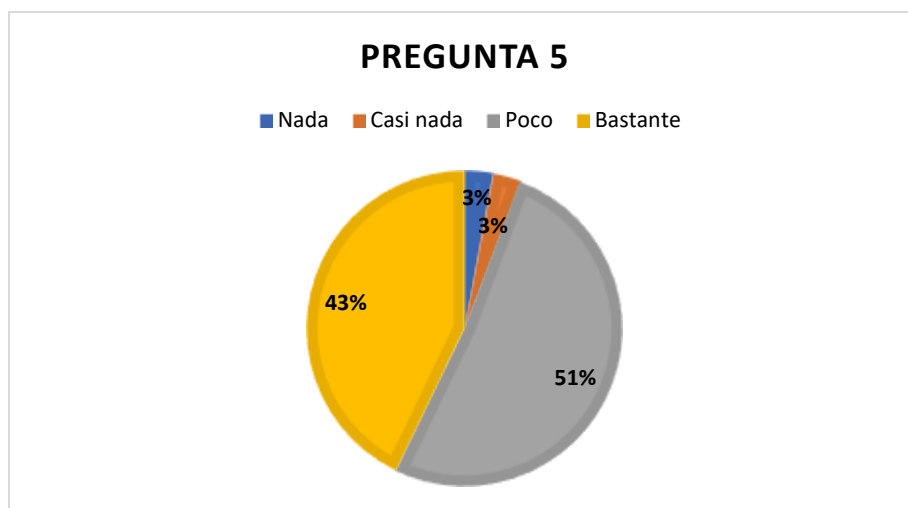
Analysis: Students show some difficulties in pronouncing English words correctly.



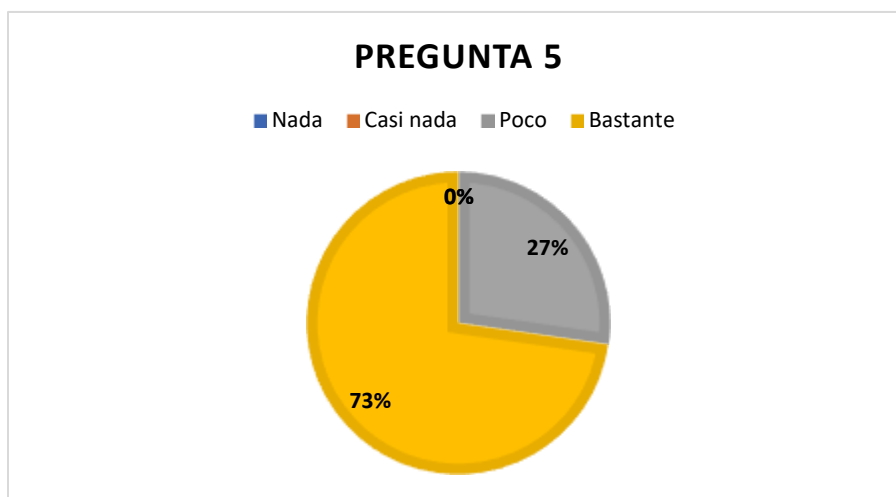
Analysis: Although some students feel confident, pronunciation remains a challenge for others



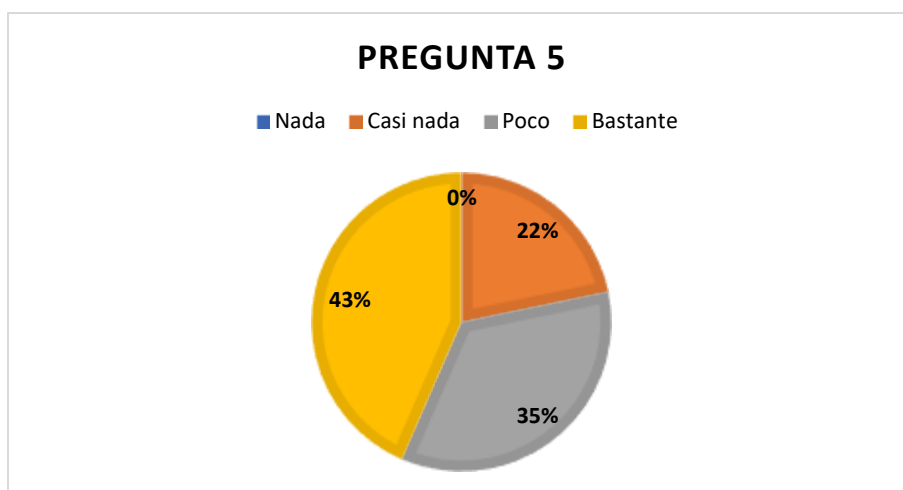
Analysis: Difficulties in English pronunciation are evident among several students.

Figure 10*Results of question 5*

Analysis: Interactive activities are considered helpful for learning English.



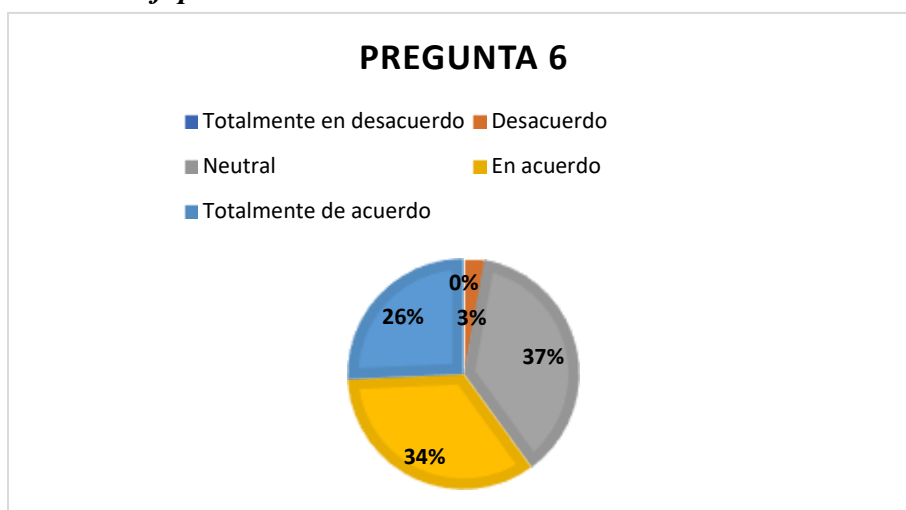
Analysis: Interactive activities are perceived as useful for learning English.



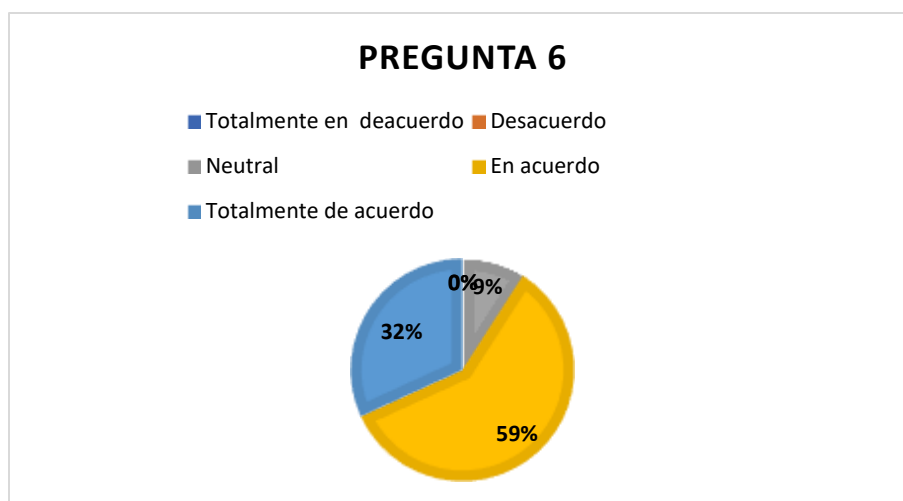
Analysis: Interactive activities encourage learning and students' participation.

Figure 11

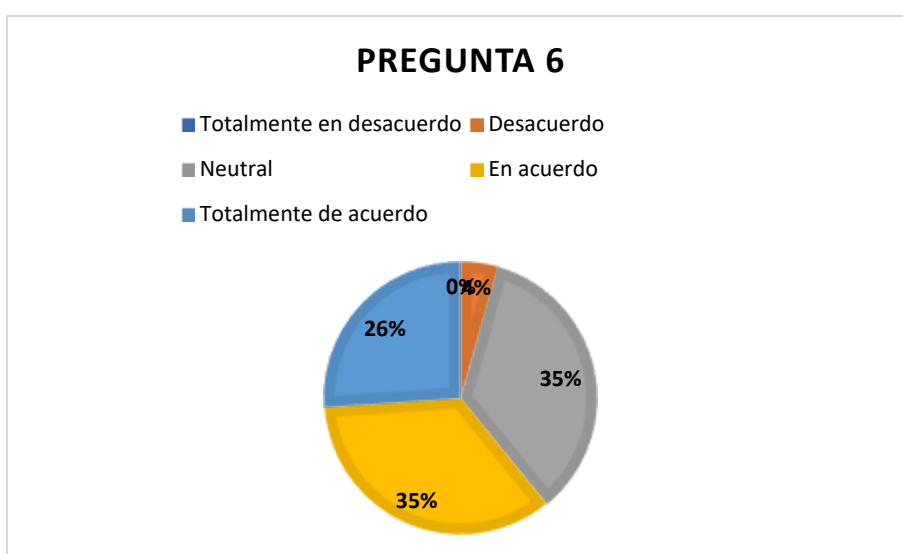
Results of question 6



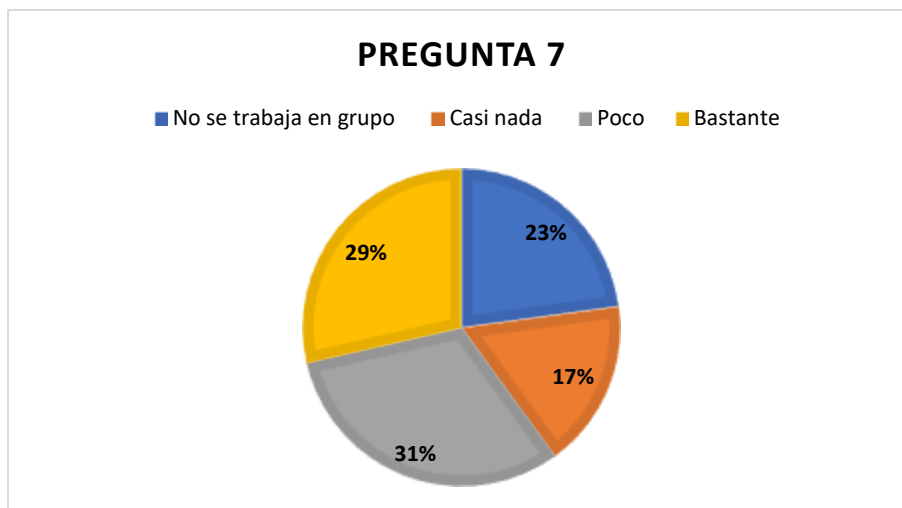
Analysis: Students have a positive perception of digital tools as support for learning English.



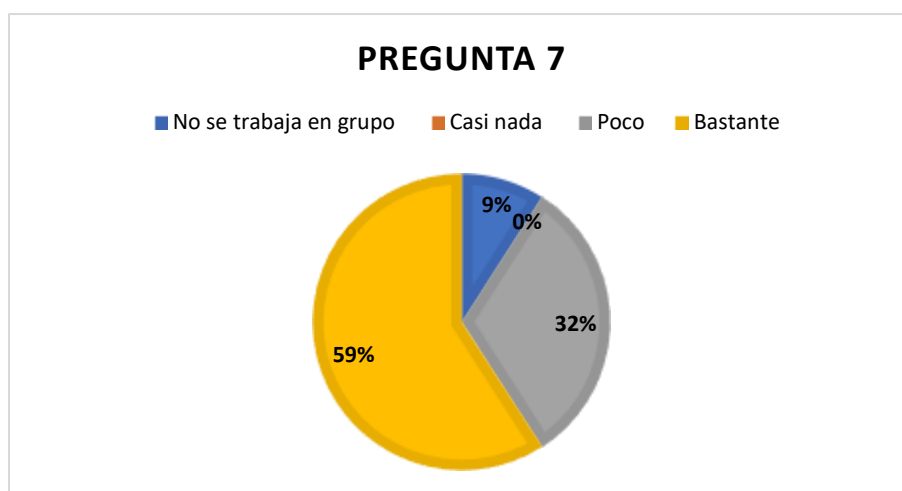
Analysis: Students value the use of technology as a resource for learning English.



Analysis: Digital resources are viewed as helpful tools for learning English.

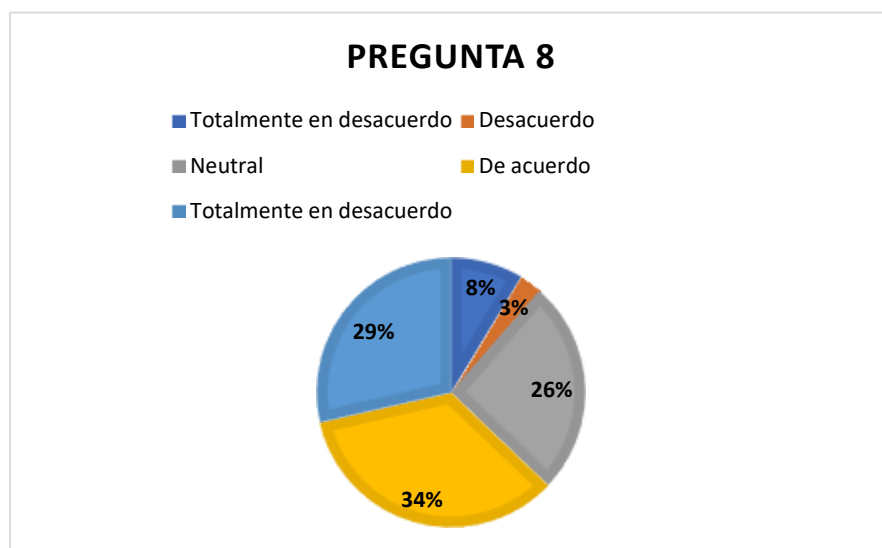
Figure 12*Results question 7*

Analysis: Group work helps students develop confidence and fluency in speaking English.

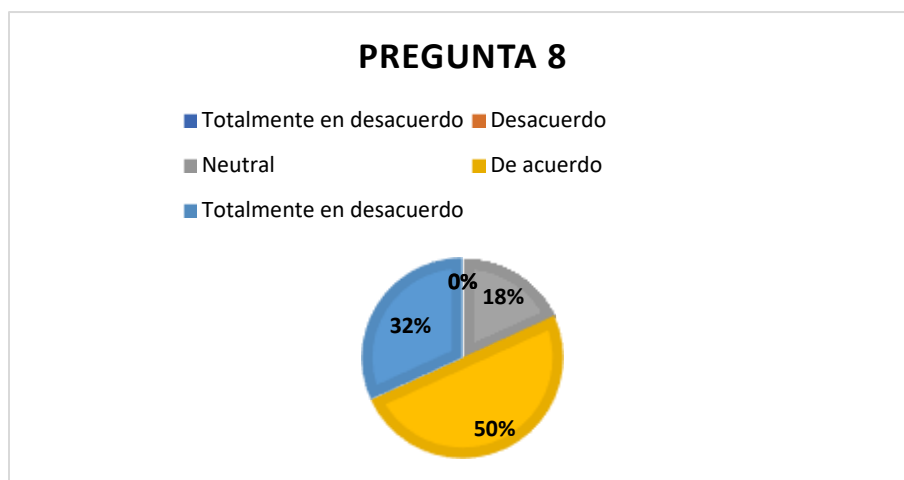


Analysis: Collaborative work promotes participation and confidence in speaking English.

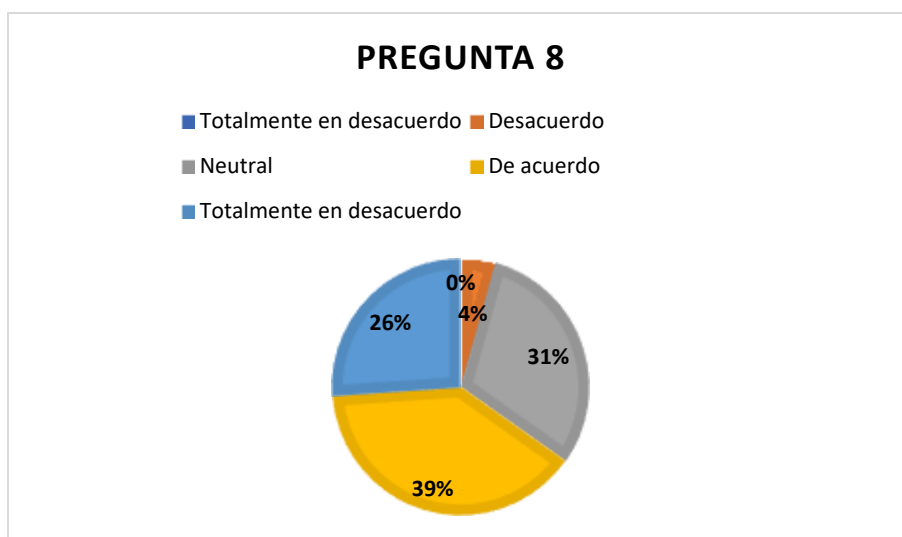
Figure 13

Results of question 8

Analysis: Students believe that real-life activities help them use English in practical situations.



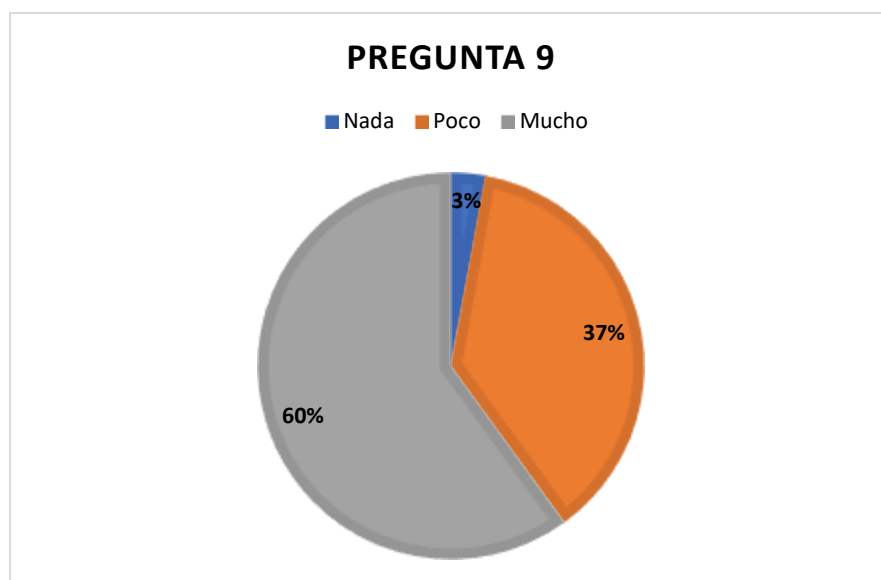
Analysis: Real-life activities help students use English in meaningful contexts.



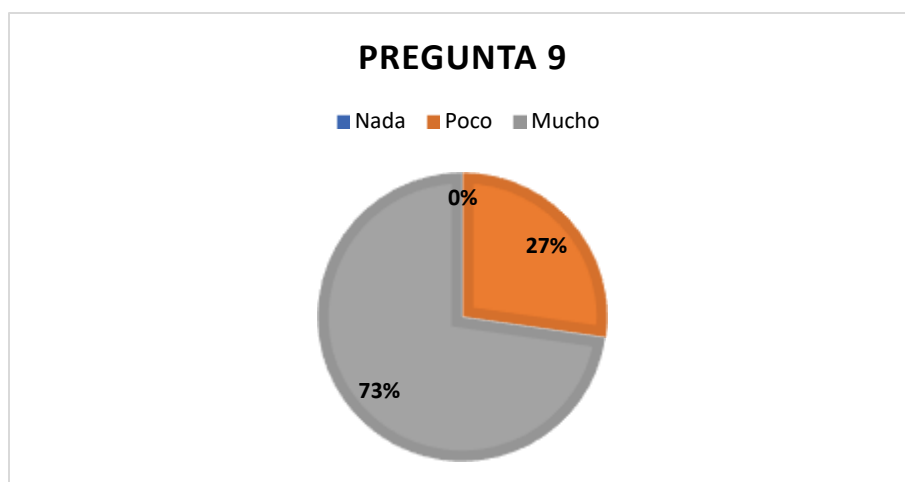
Analysis: Context-based activities support the practical use of English.

Figure 14

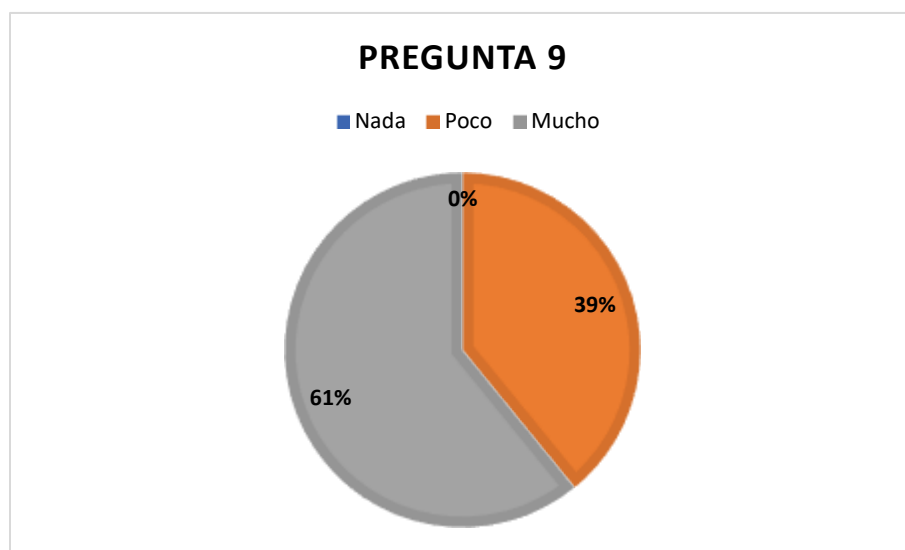
Results of question 9



Analysis: The teaching strategies used in class contribute to improving students' English communication skills.



Analysis: The teacher's strategies are considered effective in improving English communication skills.

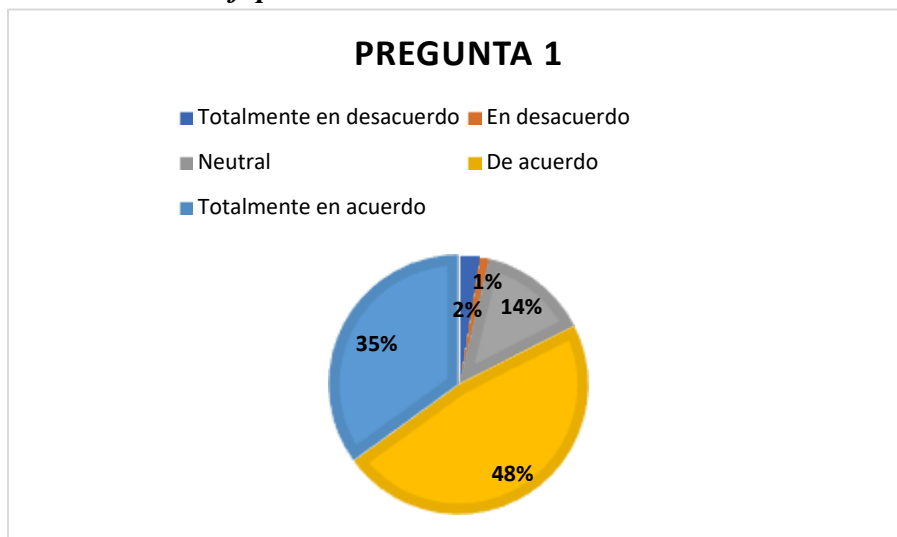


Analysis: The teacher's strategies contribute to the development of students' communicative skills in English.

Annexes VII: Overall result of the interviews with primary school students

Figure 15

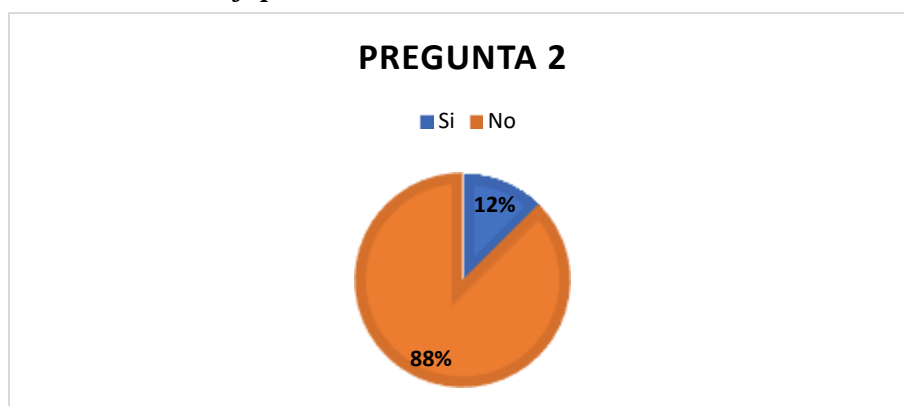
Overall result of question 1



Analysis: The results show that most students consider learning English important for their academic and professional development.

Figure 16

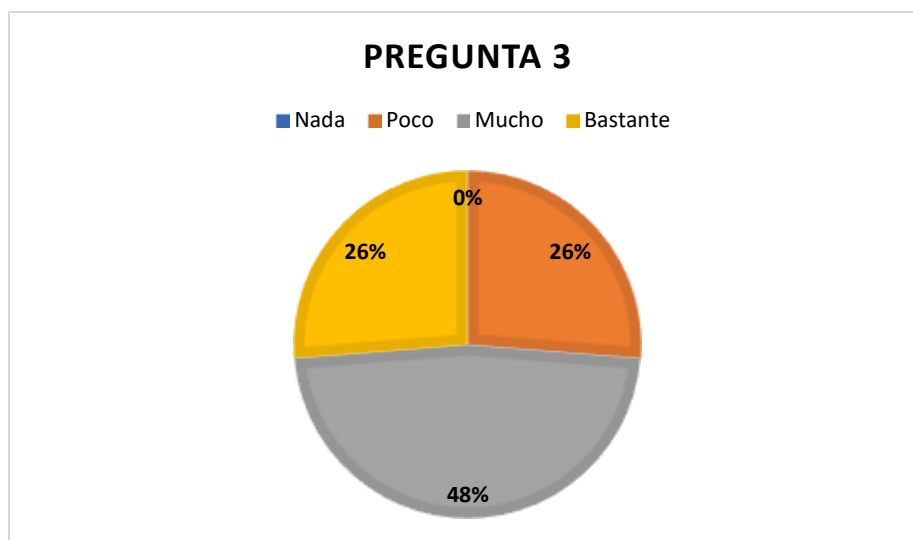
Overall result of question 2



Analysis: The results show that a considerable portion of the students exhibit little motivation towards learning English during classes.

Figure 17

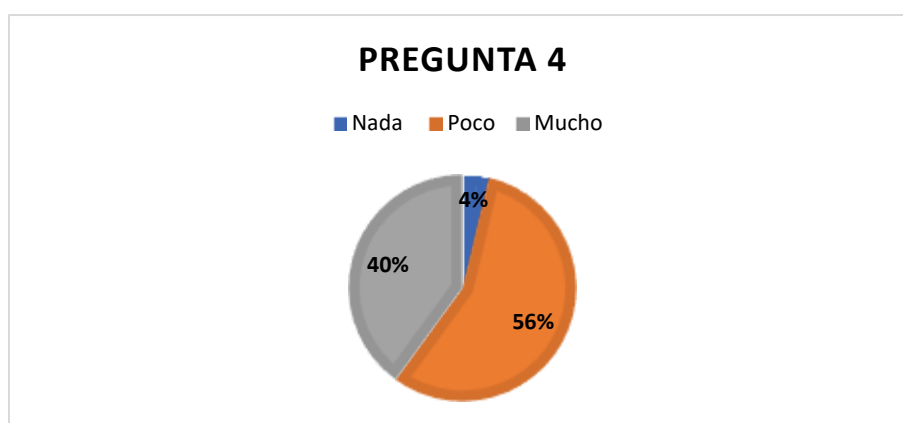
Overall result of question 3



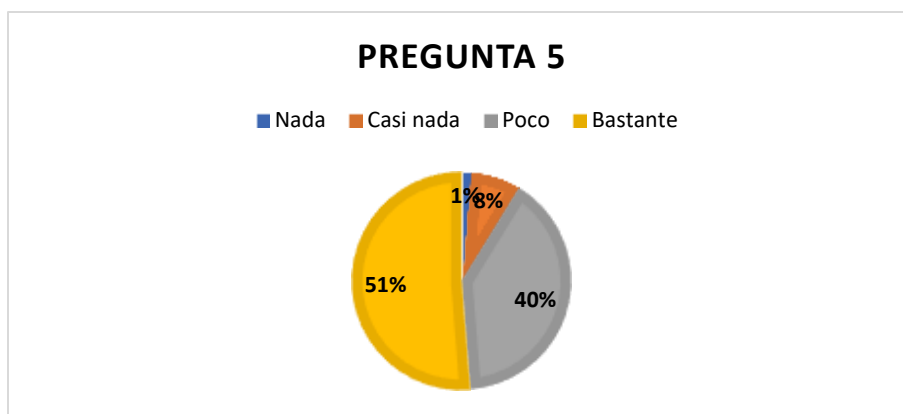
Analysis: Most students believe that the activities developed in class contribute to the improvement of their communication in English.

Figure 18

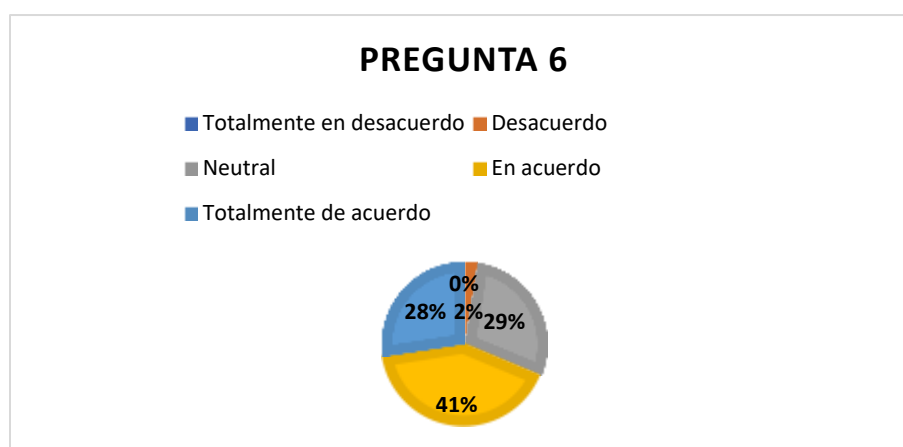
Overall result of question 4



Analysis: The students have some difficulty pronouncing the English words they hear correctly, which highlights the need to strengthen this skill.

Figure 19*Overall result of question 5*

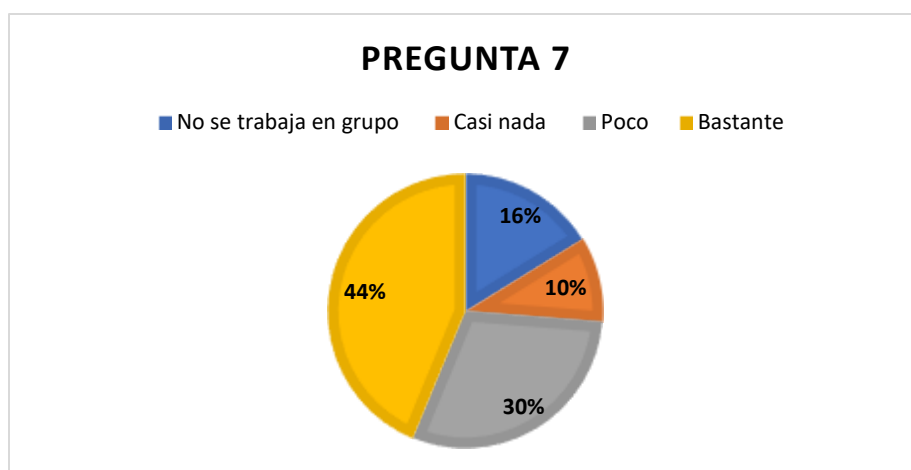
Analysis: The results indicate that interactive activities promote learning and student participation in English classes.

Figure 20*Overall result of question 6*

Analysis: Students value the use of digital tools as support to improve their communication skills in English.

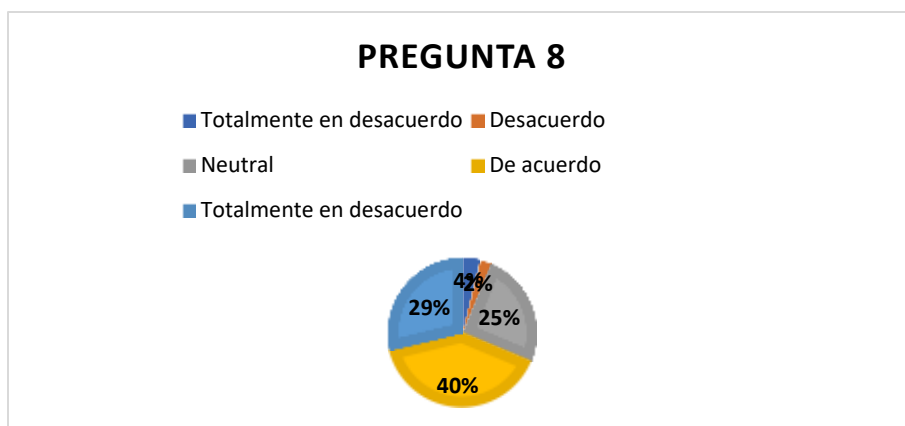
Figure 21

Overall result of question 7



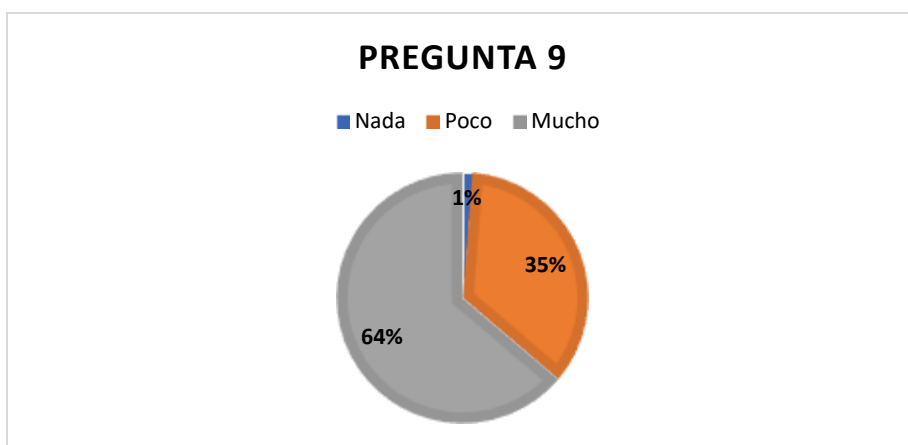
Analysis: The results show that group work contributes to the development of fluency and confidence in communicating in English.

Figure 22

Overall result of question 8

Analysis: Most students believe that activities based on real-life situations promote the practical use of English.

Figure 23

Overall result of question 9

Analysis: Students perceive that the strategies applied by the teacher contribute to the improvement of their communication in English.