

Universidad de las Fuerzas Armadas – ESPE

Pedagogía de los Idiomas Nacionales y Extranjeros



Theme:

Strengthening Communicative Competence in English
for Teenagers

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PROBLEM STATEMENT

(Samaranos & Biol Jr., 2024).

Some students are reluctant to speak because they are afraid of making mistakes and appearing incompetent in front of their classmates.



(Llaban & Protacio, 2025).

The digital divide and insufficient teacher training limit technology's ability to provide students with the timely feedback they need.

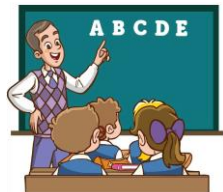


(Huseynova, 2024).

Teacher-centered methods. Much of today's teaching still revolves around the memorization of abstract rules that have lost their relevance in the 21st century.

Andino et al. (2025)

Mobile devices are seen as a source of distraction rather than a gateway to learning.



General Objective



To analyze teenagers' perceptions regarding the improvement of English communicative competence through interactive and student-centered approaches in an Ecuadorian educational context.

SPECIFIC OBJECTIVE 1

To identify students' levels of motivation and their initial perceptions regarding the use of interactive digital activities.

SPECIFIC OBJECTIVE 2

To explore students' personal experiences and opinions about the influence of digital activities on their perceived development.



THEORETICAL FRAMEWORK

Communicative Language Teaching and Perceptions of Competence

Language acquisition occurs more naturally for students through meaningful, real-life communication than through the mere memorization of grammatical structures (Richards and Rodgers, 2001).



Constructivist Active Learning and Learner-Centered Approaches

It is based on the idea that students acquire knowledge and skills through interaction with other students and participation in group activities (Piaget, 1970; Vygotsky, 1978).



Potential integration of the TPACK Framework

The TPACK model helps explain how students' perceptions of communicative competence can be influenced by their exposure to well-designed, technology-based interactive activities (Robillos, 2023; Estacio et al., 2022).



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CONCEPTUAL FRAMEWORK

Conceptualization of Communicative Competence in the EFL Context



Communicative competence is the ability to use a language effectively and meaningfully. Communicative competence involves not only knowing grammar, but also understanding how the language can be used differently in various situations. (Salvador et al., 2023),

Instructional Strategies for Developing Communicative Competence

Communicative Language Teaching (CLT) is an example of a shift away from teaching the grammatical rules of a language and toward helping students develop practical skills that enable them to speak (Fauzi and Ridwan, 2025).



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Transforming Communicative Instruction through Motivation and Technology

The use of mobile applications such as Duolingo, Kahoot and Quizizz has contributed to creating dynamic and gamified environments, in line with the digital lifestyle of today's teenagers. (Andino et al., 2025).



Strengthening English Speaking Proficiency through Intercultural Experiences



Students must learn the linguistic structure of that language, as well as the culture in which it is used, including customs, values, and the non-verbal means of communication employed in diverse intercultural contexts (Zhu, 2025).



CONVERGENT MIXED-METHODS DESIGN

Research Design

Design to examine the process of strengthening communicative competence in English among teenagers through the use of interactive and student-centered approaches.



Research Approach

The purpose:

- **Exploratory.-** To identify trends, feelings, and experiences of individuals regarding how they develop their communicative skills.
- **Descriptive.-** It provides a clearer picture of how students perceive the importance of interactive, student-centered methods for learning English.
- **Interpretive approach.-** To understand how students make sense of these experiences in their individual educational settings.



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METHODOLOGY

PHASE 1 —Quantitative

Participants: N=35 First to Third Year of the Ecuadorian Baccalaureate . Jadán Educational Unit – Gualaceo - Azuay

Instrument: Structured survey 14 Likert items (Google Forms test)

Data Collection: Analyzed via Excel and SPSS statistics to generate frequency and percentages.

PHASE 2 —Qualitative

Participants: N=5 Five students who completed the survey participated in semi-structured interviews

Instrument: Semi-structured interviews 8 open-ended questions (conducted in person, which allowed for direct interaction with the participant).

Data Collection: The interviews were conducted based on the participants' availability and preferences.

ETHICAL CONSIDERATIONS

Institutional authorizations obtained

Informed consent signed

Anonymity and confidentiality



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Students' Levels of Agreement on Interactive Classroom Practices

Question	Level of agreement									
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Q1	1	2.9	2	5.7	10	28.6	19	54.3	3	8.6
Q2	1	2.9	5	14.3	14	40	12	34.3	3	8.6
Q3	1	2.9	1	2.9	9	25.7	21	60	3	8.6



QUANTITATIVE	QUALITATIVE
(Q1-54.3% Agree +28.6% neutral)	Student 3 interview Q1
They enjoy interacting with their classmates through games or role-playing	I participate much more this way than when we just listen to the class
(Q2- 40% neutral +34.3% agree)	Student 4 interview Q2
They like tasks related to real-life situations	We share ideas, work as a team, and actively participate
(Q3-60% agree + 25.7% neutral)	Student 1 interview Q3
Game-like activities	I like to overcome challenges and get rewards.



Students' Levels of Agreement on Digital and Playful Support

QUANTITATIVE	QUALITATIVE
(Q4-57.1% Agree +28.6% neutral)	Student 5 interview Q4
They enjoy using digital materials such as apps and videos during English lessons	The apps allow me to practice every day and correct my mistakes
(Q5- 48.6% agree +37.1 neutral)	Student 1 interview Q4
Mobile apps and websites for independent English practice	I can correct my mistakes immediately and continue practicing.
(Q6-48.6% agree + 28.6% strongly agree)	Student 1 interview Q3
They learn better when teachers incorporate digital tools into classroom instruction.	Continue using digital tools to improve your communication skills
Q14-65.7% agree + 11.4% strongly agree)	Student 2 interview Q5
Students should continue using digital tools to improve their communication skills.	I have learned to speak more naturally and confidently with others

Question	Level of agreement									
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Q4	0	0	0	0	10	28.6	25	57.1	5	14.3
Q5	1	2.9	1	2.9	13	37.1	17	48.6	3	8.6
Q6	0	0	1	2.9	7	20	17	48.6	10	28.6
Q14	0	0	1	2.9	7	20	23	65.7	4	11.4



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Students' Levels of Agreement on Communicative Organization and Strategy Use

Question	Level of agreement									
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Q7	2	5.7	2	5.7	20	57.1	10	28.6	1	2.9
Q8	0	0	5	14.3	22	62.9	6	17.5	2	5.7
Q9	0	0	8	22.9	19	54.3	8	22.9	0	0



QUANTITATIVE

QUALITATIVE

(Q7-57.1% neutral +28.6% agree)

Student 4 interview Q5

If they could adapt their English to different formal and informal situations

I have learned to communicate in different social and everyday situations

(Q8- 62.9% neutral +17.5% agree)

Student 3 interview Q6

Organizing and connecting ideas in spoken or written English

I can express my ideas better

(Q9-54.3% neutral + 22.9% disagree- agree)

Student 5 interview Q7

Using communication strategies to maintain conversations when they forgot a word

I'll try to explain the idea in other words



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Students' Levels of Agreement on Self-Perceived Communicative Confidence

QUANTITATIVE	QUALITATIVE
(Q10-57.1% neutral +25.7% agree)	Student 5 interview Q8
Overall improvement in the complexity of English communication skills due to the activities	Now I feel more confident speaking English
(Q11- 45.7% agree +37.1 neutral)	Student 3 interview Q8
The role of digital activities in boosting confidence and reducing nervousness	I'm not so worried about making mistakes anymore.
(Q12-48.6% neutral + 42.9% agree)	Student 2 interview Q8
Regarding their own learning progress	They allow me to learn new vocabulary
Q13-45.7% neutral + 28.6% agree)	Student 1 interview Q8
Personal goals to improve your vocabulary and oral skills	I can practice at my own pace

Question	Level of agreement									
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Q10	0	0	4	11.4	20	57.1	9	25.7	2	5.7
Q11	1	2.9	3	8.6	13	37.1	16	45.7	2	5.7
Q12	0	0	2	5.7	17	48.6	15	42.9	1	2.9
Q13	0	0	6	17.1	16	45.7	10	28.6	3	8.6



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1

The reliability of the questionnaire is demonstrated by Cronbach's alpha coefficient, which is $\alpha = 0.836$. Therefore, this instrument can be used as a reliable source for data collection.

2

The quantitative and qualitative analysis revealed that participants valued interactive classroom activities and the use of digital tools in the learning process.

3

The students were highly motivated by the interactive, technology-supported learning experiences. The gamified activities and digital resources were perceived as entertaining and engaging, while the immediate feedback and learning opportunities fostered active participation and interest in learning English.



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RECOMENDATIONS

1

Teachers are encouraged to regularly include interactive, student-centered, and playful exercises in their English lessons to facilitate communication, cooperation, and student participation.

2

Schools should promote the pedagogical integration of digital resources by facilitating access to educational applications, multimedia materials, and online learning platforms that support English language teaching.

3

Students are invited to continue exploring digital resources beyond the classroom as a complement to their English learning experiences.



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THANK YOU FOR YOUR ATTENTION!



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