

**Beyond Traditional Teaching Methods: Strategies to Develop Meaningful Learning and  
English Improvement in Secondary Education**

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## **Dedication**

To God, as a tribute of gratitude for giving me the strength to continue and to believe. To that mysterious and subtle force that has guided my steps, that in moments of darkness whispers hope and sustains me along the way; to that infinite presence, beyond all understanding, that has been a refuge in times of uncertainty, giving me the conviction to move forward, to overcome obstacles and to trust that every challenge has a purpose.

### Specialized Analytical Summary

Title	Beyond Traditional Teaching Methods: Strategies to Develop Meaningful Learning and English Improvement in Secondary Education.
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Contents	<p>La enseñanza tradicional de inglés en el aula —centrada principalmente en la memorización y repetición de conceptos gramaticales— suele resultar poco motivadora para los estudiantes. Un enfoque limitado en potenciar la comprensión profunda y el uso práctico del idioma, puede generar efectos negativos en la comunidad estudiantil tales como; ansiedad, desconexión con el docente e incluso apatía hacia la asignatura. Barreras como estas tanto emocionales y pedagógicas por lo general obstaculizan la consolidación de habilidades lingüísticas, dando lugar al desinterés y a un bajo rendimiento académico, factores que dificultan el desarrollo de un</p>

conocimiento funcional del idioma, e impiden su aplicación en la vida diaria.

Frente a esta problemática, la presente monografía tiene como objetivo explorar prácticas orientadas a mejorar la enseñanza del idioma inglés (ELT) *por sus siglas en inglés*, en estudiantes de secundaria. En coherencia con este propósito, a partir del estudio de teorías reconocidas, como el constructivismo y de una exhaustiva revisión de literatura especializada, se establece un enfoque integral orientado a promover un entorno motivador que estimule el aprendizaje significativo y duradero en la segunda lengua (L2).

Para respaldar la relevancia de los planteamientos propuestos, esta investigación adopta una metodología cualitativa basada en un análisis documental de datos provenientes de estudios, teorías de expertos, principios, prácticas, antecedentes y la realidad actual de ELT en el contexto colombiano.

Al sistematizar el conocimiento existente, se identifican recomendaciones y estrategias pedagógicas útiles como; actividades interactivas, uso de didáctica, herramientas digitales, materiales especializados entre otras prácticas. Con el fin de impartir clases exitosas que vinculen la motivación como medio para fomentar el desarrollo espontáneo de habilidades comunicativas en (L2).

	<p>Se espera que los resultados de esta investigación impulsen avances en la enseñanza de inglés a través de la implementación de prácticas educativas eficaces que promuevan la participación activa de los estudiantes y la expansión del autoconocimiento. De este modo, se busca transformar las dinámicas convencionales del aula, en pro de una mejora sostenible en los procesos educativos del idioma.</p> <p><b>Palabras clave:</b> <i>Enseñanza de lengua inglesa (ELT), Habilidades lingüísticas, Aprendizaje significativo, Motivación, Estrategias de enseñanza.</i></p>
Research Line	<p>This research adopts a qualitative methodological approach aimed at enhancing ELT processes. Framed within ECEDU's research line <i>Argumentation, Pedagogy and Learning</i>, this monograph emphasizes the integration of argumentative and technological methodologies to foster effective learning environments. It also considers the impact of pedagogical processes on knowledge construction.</p>
Conclusions	<p>The study points to the need to innovate traditional techniques employed in secondary-level English instruction, especially in public schools, where limitations make it difficult to promote lasting learning. Based on theoretical frameworks such as constructivism, Krashen's hypotheses and meaningful learning, it is evident that teaching should transcend the mere transmission of content, prioritizing contextualized and motivating strategies that connect with the students' experiences. In addition,</p>

	<p>motivation is identified as a central axis to strengthen active participation and autonomous learning, while the role of the teacher, as mediator and facilitator of knowledge, is fundamental to design positive environments that reduce anxiety and favor integral development. In this regard, adopting a flexible and evidence-based pedagogical approach, supported by engaging and well-founded teaching practices, can effectively strengthen students' English language competencies, thereby improving their academic performance and their ability to function in other areas of life.</p>
Advisor	Teacher, Jennifer Trochez Aguilar

## **Abstract**

Traditional English language teaching, primarily focused on the memorization and repetition of grammatical concepts, often proves to be unmotivating for students. A limited approach to fostering deep understanding and practical language use can lead to negative effects within the student community, such as anxiety, disconnection from the teacher, and even apathy toward the subject. Emotional and pedagogical barriers such as these generally hinder the consolidation of language skills, resulting in disinterest and low academic performance, factors that obstruct the acquisition of functional language knowledge and prevent its application in everyday contexts. In response to this problem, the present monograph aims to explore practices oriented to improve English language teaching (ELT) among secondary school students. In coherence with this purpose, drawing on recognized theories such as constructivism and a thorough review of specialized literature, an integral approach is established to promote a motivating environment that fosters meaningful and long-lasting second language (L2) learning. To support the relevance of the proposed perspectives, this research adopts a qualitative methodology based on documentary analysis of data derived from academic studies, expert theories, guiding principles, pedagogical practices, background, and the current state of ELT in the Colombian context. By systematizing existing knowledge, useful pedagogical recommendations and strategies are identified, such as interactive activities, didactic approaches, digital tools, specialized materials, among other practices. These are aimed at delivering successful lessons by incorporating motivation as a means to foster the spontaneous development of communicative skills in L2. The results of this research are expected to drive progress in ELT through the implementation of effective educational practices that promote active student participation and foster greater

self-awareness. In this way, the aim is to transform conventional classroom dynamics in favor of sustainable improvement in language education processes.

***Key words:*** English Language Teaching (ELT), Meaningful learning, Motivation, Pedagogical principles, Teaching strategies.

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## Introduction

In Colombia, English language instruction in public schools faces persistent challenges that hinder the effective development of students' communicative competencies. Although English is increasingly recognized as a crucial skill in a globalized world, teaching practices often remain anchored in traditional methodologies, which are in many cases considered obsolete. This leads to low motivation and weak connections with students, affecting their academic performance and limiting their ability to use the language meaningfully in real-life situations (Harmer, 2007).

Under these premises, the necessity emerges to reconsider traditional pedagogical approaches, incorporating strategies that not only foster meaningful learning but also support the development of lasting language competencies. Hence, this monograph seeks to contribute to improving English teaching and learning processes through useful recommendations and strategies derived from the analysis of the established theoretical framework.

This document is structured into several key sections. Initially, it presents the significance of the study, followed by a clear statement of the problem and the scope of the research. Next, a detailed literature review is provided, addressing elements such as meaningful learning, pedagogical principles, and second language acquisition hypotheses, as well as relevant practices identified during the research. Subsequently, the qualitative documentary research methodology employed is described, emphasizing the criteria for source selection and the methods used for data collection and analysis.

On this basis, the discussion and results section presents the most relevant findings, highlighting the analysis of specific studies that provide data and ideas for designing educational interventions, as well as implications for ELT in Colombia. In addition, it introduces proposals

aimed at linking the theoretical framework with classroom practice through useful strategies, able to promote meaningful learning and student motivation. The monograph finalizes with significant conclusions and recommendations derived from the results obtained and the issues identified throughout the research.

### **Significance of the Study**

In an increasingly interconnected society, the development of communicative skills in English is a key element for personal, academic and professional growth. Even a basic functional command of the language significantly expands educational, occupational and social opportunities, while facilitating access to a vast array of cultural and educational resources. This view is supported by Vance (2024) who highlights that English has become the dominant global language and a necessary tool for participation in today's international and professional environments.

According to Mahu (2012) English has overcome geographic barriers by consolidating its position as the most widely spoken language in the world. In addition to being an official language in 45 countries, it has become an essential tool in areas such as science, diplomacy and tourism, acting as a bridge between cultures and a means for a deeper understanding of them. This scenario illustrates the importance of acquiring a solid command of the language in order to cope with the demands of an increasingly connected environment.

For many students, school serves as their first formal exposure to English, providing a vital environment to begin developing language skills and laying the groundwork for second language acquisition. Therefore, it is crucial that the concepts introduced equip learners with competencies and abilities that are both practical and relevant to their educational needs. With this in mind, the Common European Framework of Reference for Languages (CEFR, 2001)

states that “statements on the aims and objectives of language learning and teaching should be based on an appreciation of the needs of learners and society” (p. 131).

Taking into account that the school stage is when the capacity to communicate in a new language begins to develop, motivating and inspiring teaching becomes important. It has been shown that when teaching practices are limited to mechanical exercises lacking real-world functionality, students tend to lose interest and commitment to learning (Lamb, 2007). This observation reinforces the pivotal role of motivation in language learning.

In this regard, motivation encompasses the desire and effort to learn, but also a positive disposition toward the learning process (Dörnyei, 1994). However, traditional methodologies often provide only a superficial understanding, preventing learners from developing basic skills in L2. This situation is reflected in the 2023 Education First report, in which Colombia ranked 75th out of 113 countries, with a low proficiency score (EF, 2023).

For this reason, the purpose of this monograph is to propose practices and strategies that enhance learning by considering alternatives and elements that contribute to optimizing teaching. According to Peralta (2016) a goal should be to investigate, read, discover and apply new strategies that allow us to achieve more meaningful and better quality learning in our students.

The impact of this study will generate benefits for both students and teachers. By providing them with more useful tools and approaches, this work has the potential to improve pedagogical practices, transforming classroom dynamics and creating a more stimulating and effective teaching environment. A reflective and critical teacher, according to Freire (2006) must be willing to change and educate considering the intellectual and moral dimensions of the student. This requires a commitment from the student to their own learning.

Accordingly, this monograph seeks to contribute to the field of research on ELT in secondary education by exploring alternatives that promote sustainable improvements in these processes, thereby offering practical and adaptable solutions to the demands of a constantly evolving educational landscape. Walshaw (2012) reminds us that “Lying at the heart of effective teaching is the knowledge and skill that an individual teacher brings to the cognitive demands of teaching” (p. 182).

### **Statement of the Problem**

In the Colombian educational setting, English teaching continues to rely heavily on conventional approaches that prioritize rote memorization over holistic and comprehensive learning. Although such methods have been widely adopted and disseminated in the past, they still present important restrictions in terms of promoting a deep understanding of the language. (Estupiñán, 2024).

On the other hand, Gimeno and Pérez (1989) point out that “the teacher has a determining role in the quality of teaching because of his or her condition as a model, whose influence is reverted in current educational results” (p. 350). This demonstrates the strong need for teachers to fully master their subject matter while simultaneously cultivating the capacity to inspire, motivate, and connect with their students. This perspective aligns with Genesee (1994) argues that the core aim of learning a foreign language goes beyond mastering grammatical accuracy, focusing instead on meaningful interaction between students and teachers.

However, it is common to observe that many teachers base their instruction on minimally engaging models, which can become somewhat monotonous and repetitive. In this regard, Galván et al. (2021), state that:

The educational process has been affected by the traditional, the memoristic and the intellectual routine, possibly because students are not encouraged an active and participative education, but rather a repetitive one, that is to say, the student is encouraged to obtain knowledge blindly, which is detrimental to the process that should be one hundred percent changeable (p. 965).

Consistent with this view, low academic performance is not necessarily due to a lack of abilities on the part of students, but may be related to teaching techniques that do not favor the consolidation of meaningful and lasting learning. This issue becomes particularly apparent in the results of the ICFES exams, as analyzed by the Economics of Education Laboratory (LEE, 2023) at Pontificia Universidad Javeriana. In its Report No. 69, it is noted that English remains an unresolved factor in Colombia's competitiveness.

In light of these considerations, it becomes paramount to revise current pedagogical approaches to encourage learners to adopt a more participatory role and become protagonists of their own educational process. In this context, a communicative approach equips them with essential abilities to interact appropriately in a variety of everyday situations (Ávila & Hernández, 2021), which can support academic achievement and contribute to the formation of competent citizens prepared to face diverse challenges.

Therefore, this study aims to advance to the improvement of English teaching and learning processes in the classroom. This is addressed through the promotion of meaningful learning that improves the development of students' language competencies. Based on this purpose, the following research question is posed:

How to improve English teaching-learning processes in secondary education, promoting meaningful learning and the development of language skills?

## **Objectives**

### **General Objective**

To contribute to the improvement of English language teaching and learning processes in the classroom through a documentary review, aimed at identifying strategies and practices that foster meaningful and functional learning for the development of students' linguistic skills.

### **Specific Objectives**

To analyze theoretical basis, specialized studies, and conceptual frameworks in the field of ELT, with the purpose of rigorously supporting the arguments proposed in the research, guiding the construction of meaningful learning.

To discuss the findings of five specific studies on ELT, considering their implications and relevance for educational practice in the Colombian context.

To reflect on the impact of innovation and a holistic approach in transforming ELT, valuing the role of the teacher in creating positive, dynamic, and student-centered learning environments.

To propose strategies, recommendations and pedagogical practices applicable in the classroom, oriented to awaken students' motivation through the integration of elements such as confidence, interest and active participation.

## **Literature Review**

This chapter offers a theoretical review aimed at describing and analyzing the foundational principles that support the ideas developed in this monograph, with particular emphasis on approaches related to the construction of meaningful learning and the development of communicative competencies in English. Based on an extensive review of the existing literature, this section seeks to analyze the principles, theories, and approaches that have influenced foreign language teaching, as well as to identify strategies that have proven effective in enhancing student motivation and improving academic performance.

The review is structured around determining factors in English language learning (ELT), emphasizing the relevance of pedagogical approaches based on recognized theories that guide successful interventions. It also addresses other elements that contribute to the construction of positive educational environments, offering a comprehensive and updated vision of the challenges and advances in the teaching of English as a foreign language (EFL), as well as possible areas for improvement in order to enhance the quality of the educational processes.

### **Subject 1- Fundamentals of Meaningful Learning**

Meaningful learning encompasses dimensions ranging from cognitive to motivational and emotional aspects. The main precursor of the theory of meaningful learning was the American psychologist David Ausubel, who presented this concept in 1963. A closer examination of Ausubel's work, particularly his 1976 contributions, reveals that he regarded meaningful receptive learning as the primary mechanism through which humans acquire and retain knowledge, both in educational settings and everyday life. This perspective holds particular significance in the context of language teaching, such as English instruction, as it emphasizes deep understanding over mere memorization or superficial learning.

The central idea of this theory promotes the connection between new knowledge and the student's previous experiences, facilitating deeper, more meaningful and lasting learning.

“Learning and retention of a meaningful nature, based on reception, are important in education because they are the human mechanisms *par excellence* for acquiring and storing the immense amount of ideas and information that constitutes any field of knowledge.” (Palmero, 2011, as cited in Ausubel, 2002, p. 31).

In the field of ELT, the theory of meaningful learning takes on special importance, since it reinforces both the acquisition and consolidation of knowledge through the understanding of new concepts and their practical application. This sequence favors the development of linguistic skills that go beyond the school environment, allowing students to develop and interact with greater fluency in everyday situations. Additionally, Ausubel (1983) emphasizes the importance of considering three fundamental components in education: the role of the teacher and their instructional strategies, the organization of knowledge within the curriculum, and the means through which this knowledge is conveyed.

Furthermore, Novak (1998, as cited in Rodríguez, 2011) asserts that “Meaningful learning underlies the constructive integration of thought, feeling and action, which leads to human enhancement” (p. 34). This statement highlights the need to include dimensions that go further than the simple transmission of content, as it requires the incorporation of fundamental emotional and social factors to strengthen humanistic growth and development.

In ELT, it is essential to design experiences that stimulate active participation and critical thinking, allowing for a genuine appropriation of the language. This approach requires conscious involvement, where linguistic knowledge is connected to concrete and purposeful situations.

As stated by Ausubel (1983) there are certain requirements for meaningful learning:

- Content should be logical and relatable to the student's previous ideas in a non-arbitrary manner, allowing for substantial learning that is integrated into the student's cognitive structure.
- Development of psychological meaning that occurs when new knowledge becomes a unique and differentiated content in the student's mind, thanks to the interaction between the logical meaning of the material and the previous ideas available in the student's cognitive structure.
- Willingness on the part of the learner who must be motivated to substantively relate the new material to his or her prior knowledge. Without this willingness, learning will be mechanical, even if the material is meaningful.

## **Subject 2- Fundamental Pedagogical Principles**

### ***Constructivism***

Constructivism constitutes a solid theoretical base for the pedagogical principles that guide English language instruction, as it emphasizes the active role of learners in shaping their own understanding. Rather than focusing solely on content delivery, this perspective encourages the development of both language proficiency and higher-order thinking, while also addressing emotional and social dimensions of learning. As noted by Bada et al. (2015), this theory explains learning as an active process through which individuals construct knowledge based on their interactions and experiences.

Jean Piaget, a renowned psychologist, introduced this psychological current that has been applied in educational environments in order to improve teaching processes. "Piaget's theory contributed to enhance the development of teaching methods that stimulate active learning, considering that knowledge needs to be actively constructed by the subject himself in order to be

really understood” (Rodriguez, 1999, as cited in Saldarriaga, 2016 p. 136).

In summary, the essence of constructivism starts from the premise that students actively construct their own knowledge from significant experiences that connect with their previous cognitive structures, in the words of some scholars of the subject as Saldarriaga et al. (2016) “constructivism conceives knowledge as a construction of the subject itself that is produced day by day as a result of the interaction of cognitive and social factors” (p. 130).

### *Considerations*

The constructivist view highlights the need to design learning experiences that are both dynamic and meaningful. In the case of ELT, the language should be internalized through authentic experiences and activities that reflect real communicative situations. Within this framework, the teacher's role shifts to that of a guide who designs strategies aimed at encouraging critical thinking, peer collaboration, and the development of learner autonomy key elements for progressing in language mastery. As D’Antoni (2002) points out, knowledge construction involves the individual’s active engagement in shaping their own understanding of reality. However, this process does not occur in isolation; interaction with others is essential to assign meaning to what is learned.

At this point, the teacher assumes a pivotal role as the main guide and active mediator in the learning experience. Their duties involve cultivating conditions that stimulate critical thinking, designing tasks that push learners to expand their capabilities, and offering ongoing guidance to support the refinement of communicative competence in L2.

Additionally, the teacher drives reflection and provides feedback tailored to the specific characteristics and needs of their student community. Mvududu and Thiel-Burgess (2012) caution that:

The reality we face in our schools is that the student population is increasingly diverse, with varying backgrounds, needs, and learning styles. It is important that we think intentionally and strategically about how to effectively teach our students. Constructivism represents one of the great ideas in education (p. 116).

These considerations and principles give rise to a powerful approach to meet the demands of a diverse student population, individual differences should be seen as opportunities to enrich learning therefore the teacher, must understand the specific characteristics of students and design educational experiences which involves adopting a flexible teaching, where activities are adapted to the pace, level and learning style of students, thus promoting an inclusive environment which contributes to the improvement of English language learning in the classroom by fostering a sense of belonging and confidence, essential elements for a transformative learning.

### **Subject 3 - Hypotheses and Key Concepts for ELT**

The concepts presented show that ELT is supported by a well-structured theoretical foundation, closely linked to constructivist principles that encourage a deeper understanding of learning. From this standpoint, it is appropriate to highlight two key theories that offer valuable insights into how a new language is acquired and how they influence the strengthening of communicative skills.

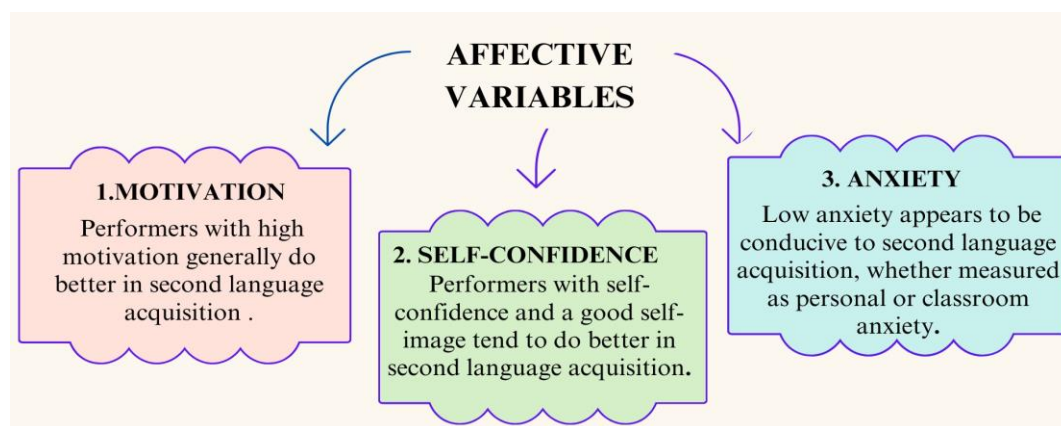
We are talking about the affective *filter theory*, and the *theory of comprehensible input*, proposed by the prominent linguist Stephen Krashen, which will be analyzed within this research, both of which are integrated within the second language acquisition (SLA) model. The theories in question complement the pedagogical principles studied since they emphasize the role of emotions, motivation and exposure to language in authentic and accessible contexts for the learner. Their incorporation into educational practice helps create a more open, responsive atmosphere that encourages linguistic growth and personal engagement.

### *Hypothesis of the Affective Filter*

An initial analysis of the affective filter hypothesis, as proposed by Krashen (1982) reveals how emotions, attitudes, and psychological states can significantly influence language acquisition. This theory highlights the extent to which a learner's emotional condition can either support or hinder the intake of linguistic input. In essence, the affective filter functions as a mental barrier that, depending on the learner's affective state, may allow meaningful information to be absorbed or, conversely, prevent it from being processed effectively. As illustrated in Figure 1, the affective filter theory proposed by Krashen (1982) contemplates three determining components.

**Figure 1**

*Affective variables that influence ELT*



*Note.* Visual resource created by the author based on Krashen (1982, p. 28).

Emotional factors such as *motivation*, *self-confidence* and *anxiety*, have a direct impact on the learners ability to process and retain linguistic input. A high affective filter, characterized by increased anxiety and low participation, increases the likelihood of failure in the learning process, while a low affective filter supports better outcomes (Chacón & Hernández, 2010).

In the classroom, a low affective filter, reflected in a positive emotional state and a

receptive attitude, allows students to concentrate and actively participate in the proposed tasks. On the other hand, when this filter is high, negative emotions and unfavorable dynamics predominate, which considerably hinders the ability to assimilate the language.

### ***Comprehensible Input Hypothesis***

The comprehensible input hypothesis, also developed by Stephen Krashen, complements the affective filter hypothesis by stressing that the clarity and appropriateness of linguistic input plays a crucial role in the process of language acquisition. To quote Bahrani and Nekoueizadeh (2014) “The input hypothesis strongly asserts that for second language learning to occur, language learners must be exposed to a type of second language data that they can understand” (p. 4). This means that learners acquire a language when they are exposed to input that is comprehensible and slightly above their current level of proficiency in the language, but this input needs to be accessible and contextualized, which allows learners to process the knowledge and assimilate it in a natural way.

Several affective variables are associated with successful second language acquisition (Krashen, 1981). The affective filter and input hypotheses, taken together, reveal the importance of integrating instructional strategies with an emotionally responsive approach. Such integration allows learners to access understandable language input while engaging with content in a meaningful way, helping them internalize the language within a setting that strengthens their confidence and supports sustained interest in learning English.

### ***Key Concepts for ELT***

In the theoretical framework of this research, specific concepts are referenced to enhance the understanding of the processes involved in English language teaching and learning (*see Table*

1). These terms are explained based on definitions taken from the Key Terms Dictionary (CVC, 2024).

**Table 1**

*Dictionary of Key Terms: Definitions*

Term	Definition
Interaction	Interaction is understood as a type of communicative activity carried out by two or more participants who influence each other, in an exchange of verbal and non-verbal actions and reactions.
Input	Refers to the samples of the target language, oral or written, that the learner encounters during the learning process and from which he/she can carry out the learning process.
Output	Refers to the language that the learner produces.
Zone of Proximal Development (ZDP)	Vygotsky's concept; The application of this approach to language teaching means that the learner learns a second or foreign language when he/she has the opportunity to use it in meaningful interactions.

*Note.* Table based on definitions taken from the *Dictionary of Key Terms* (CVC, 2024).

#### **Subject 4 - Motivation as an Elemental Axis in the Teaching and Learning Process of English**

Motivation is not merely a desirable emotional state but a crucial element that drives the active construction of knowledge. From the perspective of experts such as Maslow (1991) motivation represents the human inclination to satisfy individual needs. For other scholars on the subject as Carrillo et al (2009) “Motivation is that internal and positive attitude towards new learning, is what moves the subject to learn” (p. 24). This intrinsic desire to fulfill personal needs

influences learners' emotional receptivity and predisposition toward learning processes, which is essential in the study of a second language such as English. Moreover, passion directly impacts the success of language acquisition; accordingly, instructors should tailor their strategies to this interest (Oroujlou & Vahedi, 2011).

Therefore, motivation should not be viewed as an isolated factor, but as a central element that intertwines emotional states, instructional design and the principles that underpin deep and enduring learning. When learning experiences are aligned with students' interests and build on their prior knowledge, engagement becomes more sustained and meaningful. This enables the development of applicable communication skills that transcend the academic setting, as well as reducing emotional barriers. As Krashen (1983) suggests, these conditions enhance the impact of content comprehension, making it more accessible.

For their part, Oroujlou and Vahedi (2011), warn that “Students need quality instruction, input, interaction and opportunities for meaningful outcomes, not only to progress, but also to maintain motivation to learn a language” (p. 995). Hence the importance of designing pedagogical activities that combine clarity, cognitive challenge and emotional resonance.

From a constructivist point of view, inspired by Piaget's ideas, learning is more effective when learners take an active role driven by their internal motivation. When the content matches their interests and appears to have a purpose, their willingness to participate increases, allowing them to more easily overcome emotional challenges and become more involved in the learning experience.

Motivation in language learning is manifested both in the initial moment and in the intensity of effort and perseverance that the student maintains throughout the process. Dörnyei (2005) stresses that motivation consists of positive forces that propel learners, alongside negative

elements that may hinder them. This dual nature of motivation highlights the need to balance encouraging aspects, such as genuine interest in the language or personal goals, with the reduction of adverse influences, such as fear of making mistakes or lack of confidence in one's own abilities.

From the teacher's role, it is crucial to promote knowledge while demonstrating the capacity to transform barriers into opportunities for growth. This can be achieved by designing tasks that stimulate language competencies and establish meaningful connections with students' lived experiences, thereby enhancing sustained engagement. Ausubel (1963) reinforces the idea that when content is presented in a contextualized and meaningful way, students derive greater significance from what they learn, which in turn strengthens spontaneous motivation. In this sense, promoting motivation in ELT becomes a valuable strategy for influencing both the emotional and intellectual dimensions.

### **Subject 5 - Useful Strategies and Tools for English Language Learning**

The learning of English in the classroom requires pedagogical models that favor lasting learning, overcoming traditional approaches, with the purpose of responding in a pertinent and adequate manner to contemporary demands.

This section presents a literature review on tools and strategies that support meaningful learning, grounded in constructivist and student-centered principles. From the integration of active didactics and methodologies, to the use of information technologies, authentic materials and approaches such as gamification. The objective is to identify strategies capable of intrinsically motivating students in order to invite them to actively participate in their training and knowledge acquisition. By addressing individual differences and recognizing diverse learning preferences, these tools can contribute to a more inclusive and responsive educational

experience.

The integration of innovative methodologies, technological tools, and creative pedagogical strategies can significantly enhance the development of language skills (Meza et al., 2024). This suggests that classroom practices should evolve in response to educational challenges and the varied learning paths of students.

### ***Didactics in ELT***

Josef Dolch, acclaimed German pedagogue, defined didactics in 1952 as *the science of learning and teaching in general*, this definition highlights its relevance as a discipline that not only studies educational processes, but also guides teachers in the design, implementation and evaluation of effective pedagogical strategies; didactics in EFL plays an elementary role, since it integrates pedagogical principles, active strategies and theoretical approaches that facilitate the construction of knowledge and the development of skills in L2. In this regard, Riskulova (2020) indicates that didactic principles are fundamental in the educational process, as they guide both the selection of content and the structuring and organization of lessons.

Didactics in ELT involves the transmission of knowledge and the creation of learning experiences that take into account the characteristics, teaching objectives, and real needs.

### ***Strategies Based on Active Methodologies***

It involves connecting teaching strategies with mechanisms that promote active participation, peer collaboration, and the application of knowledge, aiming to make the process more meaningful, also using didactics as a springboard for the creation of environments, tools, materials, conducive to learning. According to the definition of López-Noguero (2005 as cited in Aguirre, 2020) “Active methodologies are an interactive process based on teacher-student, student-student, student-teaching material and student-medium communication that enhances the

responsible involvement of the latter and leads to the satisfaction and enrichment of teachers and students” (p. 471).

On the other hand, In line with studies conducted by (Harmer, 2015) the linking of active methodologies generates significant and dynamic learning, offering benefits such as: greater independence and self-management of learning, ability to identify personal purposes for learning, adaptability to different reasons for studying English, whether due to curriculum or personal interest.

Some strategies that can be included in the design of active methodologies for the classroom are the use of gamification, collaborative learning, dynamics such as role-playing, etc., which will be discussed in more detail below.

### ***Use of Information Technology (ICT) and Technological Resources***

Technology is undoubtedly a valuable ally in language teaching, as it offers countless possibilities and resources. The Internet provides numerous tools that improve students' understanding through innovation, for Çakıcı (2016) based on his analysis “The use of technology has positive effects on the teaching and learning of English. Technology can be applied to teaching practices in order to improve and facilitate foreign language learning” (p. 75).

Thanks to the use of technological resources such as computers, tablets, cell phones, among others, it is possible to access platforms, applications, content and a wide variety of practical and adaptive resources that reinforce key aspects of language learning, such as grammar, vocabulary and pronunciation, in a playful and interactive way. This facilitates the acquisition of language skills and fosters a spontaneous desire to learn. Information and Communication Techno (ICT) significantly transform the English learning environment, making it more engaging, flexible and creative, which in turn enhances students' active participation in

the educational process (Qin & Shuo, 2011, cited in Çakıcı, 2016).

### *Use of Authentic Materials*

Incorporating genuine materials such as newspaper articles, multimedia content, music, and visual aids allows educators to create learning experiences that reflect real-life language use. These resources encourage students to apply English practically, strengthening their communicative abilities in situations similar to those outside the classroom. Engaging with authentic content helps learners grasp subtle language features and cultural aspects, which boosts both their motivation and overall proficiency.

Studies like Xudoynazarovna (2023) among others, demonstrate how such materials effectively relate to everyday life situations, fostering the development of comprehension and critical thinking skills.

Materials of this nature provide students with authentic language exposure, allowing them to practice key skills in situations that closely resemble their use in real life. For example, interacting with current news or informal audio recordings expands vocabulary and listening comprehension, and enhances the ability to interpret cultural and pragmatic nuances. As Fayziev and Toshkuvvatov (2024) point out, the inclusion of authentic resources in English language instruction enhances the development of language proficiency while deepening cultural awareness for more meaningful communication.

## Methodology

This monograph adopts a qualitative methodological approach grounded in the review and interpretative analysis of relevant academic literature. This approach makes it possible to examine, compare, and synthesize a wide range of theoretical contributions and research findings. Denzin and Lincoln (2005, as cited in Aspers, 2019) indicates that:

Qualitative research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (p.142).

With this in mind, the selected methodology enables the interpretation of phenomena through the meanings constructed by participants — teachers and students — supporting a richer, more contextualized understanding of their perspectives, interests, and challenges. This, in turn, helps refine pedagogical practices to better align with the realities and needs of the classroom.

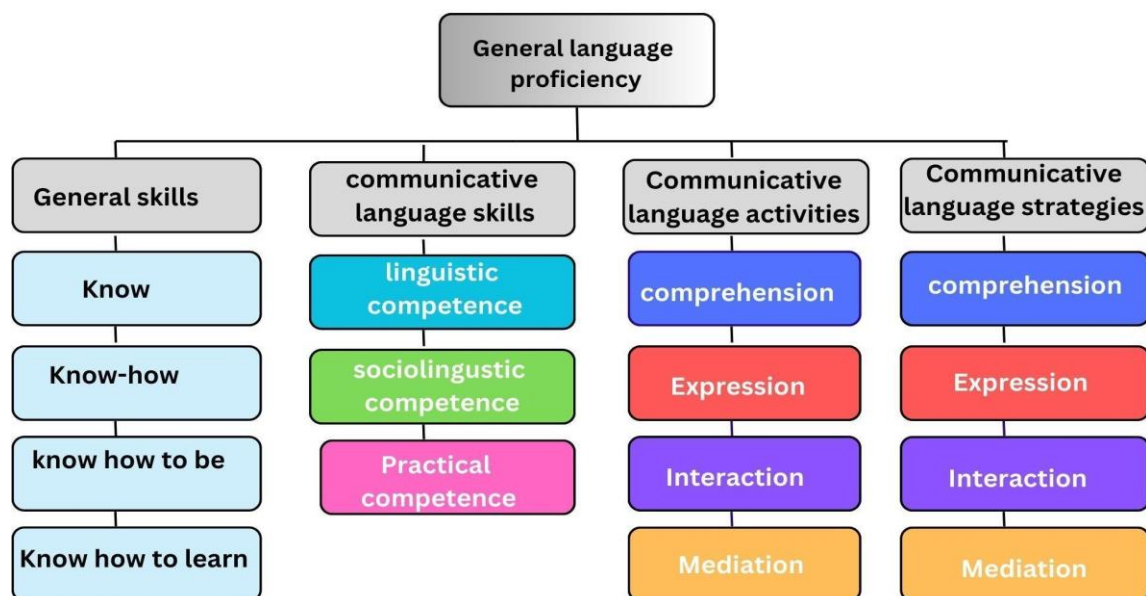
Building on this perspective, descriptive data drawn from documentary sources are analyzed and interpreted in depth to identify opportunities for improving teaching practices, particularly in the development of communicative competencies. As noted by Pacheco et al. (2023) “It is a priority to reinforce the linguistic component in the classroom and to emphasize opportunities for communication with different learning styles, interests and needs of students” (p. 5).

The literature review forms the core methodological framework of this study, involving the identification, choice, and critical analysis of research papers, academic articles, specialized books, institutional reports, and studies from reputable sources. According to Taylor and Bogdan (1987), the theoretical orientation within qualitative research shapes what is examined, how it is analyzed, and the manner in which the results are interpreted.

Consequently, the selected bibliography incorporates contributions from diverse international contexts to provide a comprehensive understanding of ELT. By integrating this body of knowledge, the study strengthens the foundations needed to address contemporary challenges in English language instruction, with the aim of reinforcing the core competencies described in the Common European Framework of Reference for Languages (CEFR), as illustrated in figure 2.

**Figure 2**

*Language proficiency descriptors (CEFR)*



*Note.* The above chart shows a detailed outline of the (CEFR) providing a unified descriptive metalanguage of the competencies required for language proficiency. Source (Council of Europe, 2020).

Therefore, the qualitative documentary-type research focuses on a rigorous literature analysis, relying on a corpus of 74 strategically selected sources in order to argue ideas, identify patterns and examine pedagogical strategies aimed at improving English teaching.

This review draws out relevant implications and potential practical applications for the educational field, thereby strengthening the analytical framework of the monograph. As this is a

documentary study, no population is defined in the conventional sense; instead, a representative set of specialized sources relevant to the research is used.

To ensure the quality of the corpus, inclusion criteria such as thematic relevance, historical and conceptual relevance, scientific validity, and accessibility from recognized academic databases (SciELO, ERIC, Redalyc, Dialnet, and Google Scholar) were applied. Sources were organized, systematized, and stored using the bibliographic management tool Zotero, allowing for efficient and organized management of the information consulted.

Sources lacking peer review or demonstrating limited methodological rigor were excluded. The selected sources have been categorized into three levels: 34 primary sources (analytical core of the study), 25 secondary sources (theoretical and comparative support), and 15 tertiary sources (general contextual framework).

The selection of these sources did not respond to a restrictive temporal criterion, since it was considered a priority to integrate classic contributions of a transcendental nature, such as those of Krashen (1982), Ausubel (1983), Maslow (1991), among others, whose theoretical validity and relevance continue to have a significant influence to this day, whether in education in general or in the specific field of ELT.

In parallel, recent studies were incorporated to enrich the discussion with current data and innovative approaches, fostering a balanced articulation between theoretical tradition and emerging trends in education. This combination enables the development of a rigorous analysis through a critical and comparative lens.

The documentary review assigns particular weight to the 34 primary sources, which form the backbone of the conducted analysis by elucidating their implicit contributions and relevance to this research. (*see Appendix A*).

On the other hand, among the primary sources, a detailed analysis was conducted of five representative studies, identified in this research as Studies A, B, C, D, and E (*see table 2*). These papers were selected for their empirical soundness and for their direct contribution to the understanding of effective pedagogical strategies in teaching English at the secondary level. The results obtained provide relevant evidence on classroom dynamics, teaching practices and learning experiences, contributing substantial elements for the development of the theoretical discussion presented.

**Table 2**

*Description of the specific studies selected*

Study	Author(s)	Title of the paper	Context	Relevance
A	Meza, K. A., Chicaiza, R. M., Heredia Mendoza, E. M., & Schettini Velázquez, T. E.	Innovación en el proceso de enseñanza-aprendiz aje del idioma inglés en la Educación General Básica	Ecuador - General Basic Education	Provides empirical evidence on the use of active methodologies and gamification, important to foster meaningful learning.
B	Nikolov, M.	Why do you learn English? Because the teacher is short.'A study of Hungarian children's foreign language learning motivation	Hungary - Primary and lower secondary education	It explores for eight years the motivation of individuals towards learning English. Its longitudinal approach allows understanding the relationship between pedagogical practices,

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				student perception and motivation
<i>C</i>	Quesada Pacheco, A., Araya Garita, W., & Fallas Godínez, J. A.	La enseñanza y aprendizaje del inglés en la secundaria pública costarricense del siglo XXI: innovaciones, brechas y desafíos	Costa Rica - secondary education	Analyzes innovations, gaps and challenges in curriculum implementation, with useful findings to compare with the Colombian context.
<i>D</i>	Orosz, A., Ortega, D., Monzón, M., & Sarango, F.	El aprendizaje activo para las clases de inglés como lengua extranjera	Ecuador - Secondary school and teacher training	It provides a practical view on active methodologies in the classroom, supporting the relationship between constructivism and student participation.
<i>E</i>	Richards-Tutor, C., Aceves, T., & Reese, L.	Evidence-based practices for English Learners.	United States - Elementary and secondary	Presents evidence-supported pedagogical practices for English language learners, highlighting the need for flexible, and adaptive approaches

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*Note:* The table presents a synthesis of five studies selected for their relevance to this research.

Returning to the general aspects of the applied qualitative methodology, data collection was carried out through a systematic search using keywords related to ELT, meaningful learning, teaching strategies, motivation, teacher training, etc. From the entirety of the consulted sources, a

critical reading and categorical analysis were conducted, which allowed for the identification of emerging themes and the establishment of relevant connections between theoretical findings and the research objectives.

This analysis was completed through data triangulation to compare the evidence and identify consistencies, contradictions, and theoretical gaps. This strategy supported the development of pedagogical recommendations aimed at optimizing English teaching in secondary education.

## **Results and Discussion**

The results of the documentary analysis are presented and discussed below, structured into five thematic blocks. The first section examines five chosen empirical studies that offer a solid basis for identifying relevant approaches, strategies, and pedagogical dynamics in ELT, aimed at optimizing teaching and learning processes. The second block summarizes the main findings and their implications for educational practice, with particular emphasis on the Colombian context.

The third block connects the reviewed theoretical frameworks with their classroom application, exploring concepts such as Krashen's hypotheses, constructivist pedagogy, motivation, and meaningful learning. The fourth section proposes recommendations to improve teaching practices, reflecting on the role of the teacher and the creation of positive learning environments. Finally, the chapter concludes with a set of practical strategies to strengthen English teaching processes, including the implementation of active methodologies, technological integration, and the use of didactic materials.

### **Analysis of Specific Studies**

#### ***Study A***

Meza et al. (2024) conducted research to identify and implement innovative methodologies and technological tools within the English teaching-learning process in Ecuador. The findings emphasize the positive impact of approaches such as task-based learning, situated learning, and gamification. In addition, the study underscores the motivational and cognitive benefits of integrating digital technologies — including augmented reality, educational games, and multimedia resources — which foster greater student engagement and improve knowledge retention.

It is worth mentioning that primary and secondary school teachers who participated in the survey by Meza et al. (2024) expressed predominantly positive perceptions on the use of technological resources and gamified activities, pointing out their potential to transform the classroom into a more interactive and motivating space. According to Meza et al. (2024) “The incorporation of active methodologies and engaging and interactive digital technologies, supported by appropriate training and resources, can make a significant difference in the effective acquisition of English language skills” (p. 67).

Another relevant aspect emerging from the study concerns the need for ongoing teacher training to facilitate the implementation of educational innovations, such as active methodologies and technological resources. This research also revealed challenges related to unequal access to technology and the need to adapt content to the diverse levels of students’ linguistic proficiency. In the view of Freire and Barral (2020), these educational proposals have the potential to generate a substantial transformation in the quality and effectiveness of instruction across all educational levels.

Consistent with these observations, the study concludes that incorporating active methodologies and immersive technologies enhances academic performance and simultaneously promotes cross-disciplinary skills such as problem-solving and collaborative work (Meza et al., 2024).

### ***Study B***

The study by Nikolov (1999) conducted at Janus Pannonius University, investigates motivational factors and learner attitudes toward English as a foreign language among Hungarian children aged 6 to 14. The research was carried out over an 18-year period using an ethnographic

approach, aiming to analyze the factors that influence students' motivation and how they evolve throughout their educational trajectory.

This research established four main categories of motivation for English learning: classroom experience, teacher-student relationship, external influences, and practical purposes. Younger learners were primarily motivated by enjoyable classroom activities and teacher interaction, whereas older students leaned toward incentives such as language utility and communication (Nikolov, 1999).

Consistent with these previous findings, factors related to the learning environment, including the quality of activities and teacher attitudes, played a crucial role in fostering students' intrinsic motivation. In this regard, Nikolov (1999) states that "The general trends reflected an enthusiasm for playful language learning activities, tasks, and intrinsically motivating materials" (p. 51). This statement underscores the importance of creating a stimulating environment in which instructional strategies spark curiosity, active participation, and enjoyment throughout the learning process.

Nevertheless, the study reveals issues, such as the progressive decline in the influence of teacher-related factors at advanced proficiency levels and the need to integrate cognitively demanding tasks to maintain older students' interest. These findings are consistent with earlier research by Clément et al. (1994, as cited in Nikolov, 1999) which emphasizes the importance of the learning context in sustaining learner motivation.

The practical implications of this study are especially relevant for teachers and educational program designers, as it shows the need to adapt strategies to different stages of child development and to prioritize a student-centered pedagogical approach.

Regarding student-centered activities, Nikolov (1999) argues that game-based, interest-driven activities enhance intrinsic motivation in younger learners, while a feedback-oriented and inclusive environment fosters sustained engagement. In addition, students' motivation largely depends on the quality and appeal of classroom tasks and materials, as well as the continuous support provided by the teacher.

### *Study C*

The study by Quesada et al. (2023), explores the gaps, innovations and challenges in English teaching within Costa Rican public secondary schools. This analysis is framed within the efforts to implement the educational program based on the Common European Framework of Reference for Languages (CEFR), introduced in 2017.

One of the most significant outcomes of the study is the pronounced inequity in students' language performance, which stemmed from regional differences and variations in educational modalities. In this sense, bilingual and technical institutions, providing greater exposure to the language, demonstrated higher achievement compared to rural high schools and evening programs where students have fewer weekly English lessons (Quesada et al., 2023, p. 20). This result indicates that both the quantity and quality of pedagogical mediation are decisive factors in the English learning process.

In Costa Rica, the implementation of the English program has integrated methodologies such as project-based learning, problem-based learning, and collaborative work, all of which promote creativity, critical thinking, and cooperation. These pedagogical approaches, together with the incorporation of technological tools and the STEM framework, have sought to enhance English teaching. Nevertheless, teachers have reported difficulties in applying these methodologies due to time limitations and insufficient resources.

The study concludes that, to reduce disparities and improve English language teaching in Costa Rica, it is essential to promote a more equitable distribution of resources and to reinforce ongoing teacher training. The implementation of programs tailored to the needs of each educational modality, together with innovative pedagogical strategies, could contribute significantly to tackling the current challenges (Quesada et al., 2023).

### ***Study D***

Orosz et al. (2018) examined the implementation of active learning techniques in ELT, grounded in constructivist principles. One of the key elements of the study is the transition from passive teacher-centered methodologies to active pedagogical approaches that involve their student participation. Supporting this perspective, Orosz et al. (2018) explain that, “Acquiring a language is acquiring a skill, and like any other skill (surfing or driving a car) one cannot learn it simply by watching other people. Constant practice is necessary” (p. 3).

The study highlights the impact of collaborative activities on the development of language skills. For example, literature circles, as described by West (2018, as cited in Orosz, 2018), foster critical thinking and strengthen competencies in reading, writing, listening, and speaking. By assigning specific roles to students within small groups, these activities help build responsibility and engagement.

Extending this discussion, the study draws attention to the role of intrinsic motivation in English learning. Gispert (2005) emphasizes that “a motivated student performs better, and at the same time, the better they perform, the more motivated they feel” (p. 84). In line with this, Activities such as “Guess Who” allow students to practice grammatical structures and vocabulary in interactive contexts, strengthening their motivation, interest, and participation (Orosz et al., 2018).

In conclusion, the study demonstrates how active methodologies transform the learning process by incorporating interactive dynamics and purposeful tasks. These approaches redirect the focus from passive knowledge reception to experiential language use, enabling learners to internalize structures and vocabulary through regular practice and meaningful participation.

### ***Study E***

Richards et al. (2016) set out innovative guidance for teachers through an article focused on preparing educators to address the needs of English language learners (ELL) using evidence-based practices. Their framework is organized around three key areas: *academic instruction, student progress monitoring, and family-school collaboration*, each holding a central place in supporting meaningful learning and sustained academic achievement in ELL learners.

Grounded in this framework, the study recommends sheltered instruction practices, which integrate both linguistic and content objectives and have demonstrated effectiveness in developing students' reading and writing competencies (Richards-Tutor et al., 2016, p. 9). The study also highlights the benefits of peer-supported learning, where students with varying language proficiency levels work together, creating a supportive environment to practice academic English and advance their language development.

In synthesis, Richards et al. (2016), offer a comprehensive guide aimed at strengthening educational practices for ELL. Among its key components are sheltered instructional techniques, rigorous progress monitoring, and active family involvement, which together contribute to achieving positive outcomes in academic performance. Moreover, allocating dedicated time for developing English proficiency proves most effective when combined with sheltered instructional strategies, as these practices promote language acquisition (Echevarría et al., 2012, as cited in Richards et al., 2016).

## Findings

The previous studies allow to identify practices, pedagogical strategies, perspectives, and various scenarios in English teaching, while also revealing patterns, recurring phenomena, and critical areas. Moreover converge on the importance of integrating innovative, student-centered approaches tailored to specific contexts to foster meaningful and sustainable learning.

One of the central elements identified in the findings is the role of motivation in ELT. Intrinsic motivation, fostered through playful activities, meaningful interactions, and positive learning environments, appears to be crucial for maintaining student interest and engagement. As Orosz (2018) observes, mastering a foreign language is a demanding process that requires dedication, effort, and time. Therefore, motivation becomes indispensable throughout the learning journey.

On the other hand, Nikolov (1999) highlights the importance of designing learning tasks and activities that align with students' interests, needs, and cognitive abilities. As Harmer (2015) suggests, students should be granted greater decision-making power in the classroom, emphasizing the need to assign them increased responsibility in shaping their own learning process.

Building on these pedagogical considerations, technology has emerged as a transformative element within English language teaching. Multimedia tools and interactive platforms enhance knowledge retention while promoting skills such as problem solving and teamwork. Thus, it is necessary to address disparities in access and to ensure adequate teacher preparation in order to support the effective and equitable use of these innovations.

From a methodological perspective, active and collaborative approaches transform classroom dynamics. Strategies like literature circles and project-based learning foster critical

thinking, language development, and student autonomy through sustained engagement.

According to Orosz (2018) “Active learning strategies and techniques in English language teaching are tools that lead to meaningful and lasting learning” (p. 3).

### ***Implications for Educational Practice.***

The studies reviewed demonstrate that transforming English language instruction requires a coordinated approach that integrates innovation, motivation, relevant teacher training, and strategies tailored to students’ abilities. Such a framework supports the strengthening of academic achievement and the development of durable, transferable communication skills. In this respect, it highlights the need for flexible and dynamic pedagogical methods capable of fostering spontaneous knowledge construction.

Accordingly, it is necessary to adapt these pedagogical implications to the Colombian context, which faces multiple and persistent challenges, including unequal access to educational resources, insufficient teacher preparation in contemporary methodologies, and the absence of coherent and sustainable educational policies.

### ***Teaching English in Colombia: A Current Overview***

English language teaching in Colombia has evolved over the years, shaped by national educational policies and international language standards. Nevertheless, considerable gaps persist regarding access, quality, and learning outcomes.

Prominent scholars who have studied the evolution of ELT in the country, such as Gómez (1971), Velasco and Martínez (2002), Martín (2009), and Bastidas (2019), have conducted relevant research highlighting that certain historical aspects have persisted and continue to influence current pedagogical methods. In keeping with these observations Estupiñan (2024) emphasizes that “From behaviorist approaches and the conception of traditional methods are

most of those that have been used in schools” (p. 4282). Consequently, these factors have shaped a common pattern in the teaching models of most public institutions in the country.

Frequent practices such as the translation-grammatical method, the direct method, and the audiolingual method reflected a dominant ideology among English teachers, which prioritized a more structural approach to teaching over a communicative one, rooted in translation-based principles (Ramos, 2019, as cited in Estupiñán, 2024). This approach, centered on grammar memorization and text translation, restricts authentic language interaction and real-world comprehension.

This prevalence of traditional, form-focused methodologies may help explain Colombia’s current performance in international assessments: according to the most recent English Proficiency Index (EF- EPI, 2024), the country ranks 74th out of 116, which indicates a critical need to strengthen educational policies and language teaching strategies nationwide. The low proficiency level reported suggests that significant challenges persist in achieving effective English language instruction.

Although the low English proficiency levels reported in recent standard tests may appear to be a current concern, the Ministry of National Education (MEN) had already recognized this issue in the past. In 2004, the MEN launched the *Colombia Bilingüe* initiative, aimed at strengthening students’ communicative skills in English and expanding their academic and professional opportunities. This program led to significant contributions to the national English curriculum, such as the Basic Learning Rights (DBA, 2006). As Estupiñán (2024) explains “This curriculum suggests the content, language skills and competencies that students are expected to acquire at each level of instruction, from beginners to more advanced levels” (p. 4287). además

Alternatively, some educational policies have oriented English language teaching toward the attainment of measurable outcomes, prioritizing performance on standardized tests. In this context, it has been noted that teaching practices in Colombian schools, influenced by such policies, have focused their efforts on ensuring high scores in these assessments, thereby sidelining the promotion of a more holistic education (Cárdenas & Miranda, 2014).

Beyond the curricular structuring of ELT in Colombia, there are some significant and persistent problems, such as inequality in access, scarcity of resources and limitations in teacher training. In response to these issues, in 2014 the Ministry of National Education (MEN) implemented actions, including the formulation of strategies within the framework of the Colombia very well program (2014), aimed at improving English proficiency levels in the country's educational institutions (*see Appendix B*).

However, in examining the recent landscape of English language teaching in the country, Estupiñán (2024), based on ICFES data presented in the Saber 11 report (MEN, 2022) observes that, although there was a slight improvement in results between 2016 and 2022, approximately 70% of students still maintain at the lowest levels (A– and A1). This situation is even more pressing in rural areas, where student performance is lower, largely due to ineffective teaching practices and low student motivation stemming from methodological and communication challenges (Archila & Gómez, 2021, as cited in Estupiñán, 2024).

In conclusion, the evidence reveals that, despite ongoing efforts by governmental authorities, English teaching in Colombia continues to face structural constraints. Overcoming these barriers requires the implementation of well-designed strategies that can guarantee meaningful and equitable access to language education.

## **Bridging Theoretical Perspectives and Classroom Application**

This section expands and articulates the literature review of this monograph by delivering a discussion on the relevance of the approaches presented to transform ELT. Djilali and Mohammed (2022) point out that “We will not be able to overcome deficiencies unless we try to apply the reliable results of recent studies that focus on transforming learner knowledge into teachable knowledge” (p. 1041).

### ***Input and Affective Filter: Revisiting Krashen’s Key Ideas***

Krashen’s theories remain relevant to this study as they offer valuable insights into how emotional and cognitive factors influence language learning. His hypotheses have been widely recognized for their contribution to the field of second language acquisition. As noted by Jegerski (2021) despite certain contrasts with contemporary research, Krashen’s impact continues to be substantial. In relation to this statement, two of his most influential ideas—the Affective Filter Hypothesis and the Comprehensible Input Hypothesis—serve as a conceptual basis for understanding both the challenges and the facilitating conditions that shape the language learning process, and introduce the following key aspects:

*The affective filter hypothesis* highlights the role of emotional factors such as motivation and anxiety in facilitating or hindering language acquisition. When learners are exposed to a supportive and emotionally positive environment, their ability to internalize input improves, which in turn fosters the development of meaningful learning experiences (Chacón, 2010).

On the subject, Reyes (2011) in a study conducted in Colombia, exposes the need to complement cognitive approaches with greater attention to the emotional and social dynamics of the classroom. The author emphasizes that teachers must identify the sources of the affective

filter and manage the learning environment in ways that make language acquisition possible, motivating, and enjoyable.

This analysis underscores the importance of a holistic approach to language teaching, one which recognizes the complexity of human learning and embraces strategies attending both the cognitive and emotional dimensions of learners. As Reyes (2011) affirms “The curriculum must be thought from and for the students; and they in the midst of an educational community that actively participates in their learning.” (p. 107).

In contrast, *the comprehensible input hypothesis* postulates that exposure to challenging yet accessible linguistic material is fundamental for the development of communicative competence. Jegerski (2021) argues that acquisition, rather than learning, is key to authentic language use in real situations. This principle suggests that learning is stimulated when the student is faced with contextualized situations that allow them to interact with the language at a level slightly above their current competence. In line with this Bahrani and Nekoueizadeh (2014) emphasize that “Second language acquisition cannot occur in a vacuum. In fact, access to linguistic input is crucial for second language acquisition”( p. 5).

Building on Krashen’s views and other perspectives on information processing, Bahrani and Nekoueizadeh (2014), argue that both the frequency and richness of input are key factors in language acquisition. Greater exposure to linguistic input can accelerate and strengthen learning, as input must be perceived, understood, and internalized before language production can occur. This perspective is illustrated in Figure 3, which depicts how second language (L2) processing occurs according to Ellis’s (1997) model.

### Figure 3

*Ellis's model (1997) for second language acquisition*



*Note.* Graphical description of the internal processing of L2 Source; Bahrani & Nekoueizadeh (2014).

Following this theoretical reasoning, the contributions of Bahrani and Nekoueizadeh (2014), state that linguistic input is essential and serves as the foundation for the development of language proficiency. Their perspective suggests that pedagogical practices should prioritize delivering input that is appropriate, comprehensible, and sufficiently challenging to strengthen learners' competence in L2.

#### ***Motivation and Integration Factor of Constructivism***

Conceptual reflections show the importance of motivation as a central element in ELT processes, especially when combined with constructivist approaches as proposed in this monograph. Education is most effective when it focuses on thinking and understanding, rather than relying exclusively on mechanical memorization. Constructivism supports these skills by focusing on teaching students to think and understand (Bada & Olusegun, 2015).

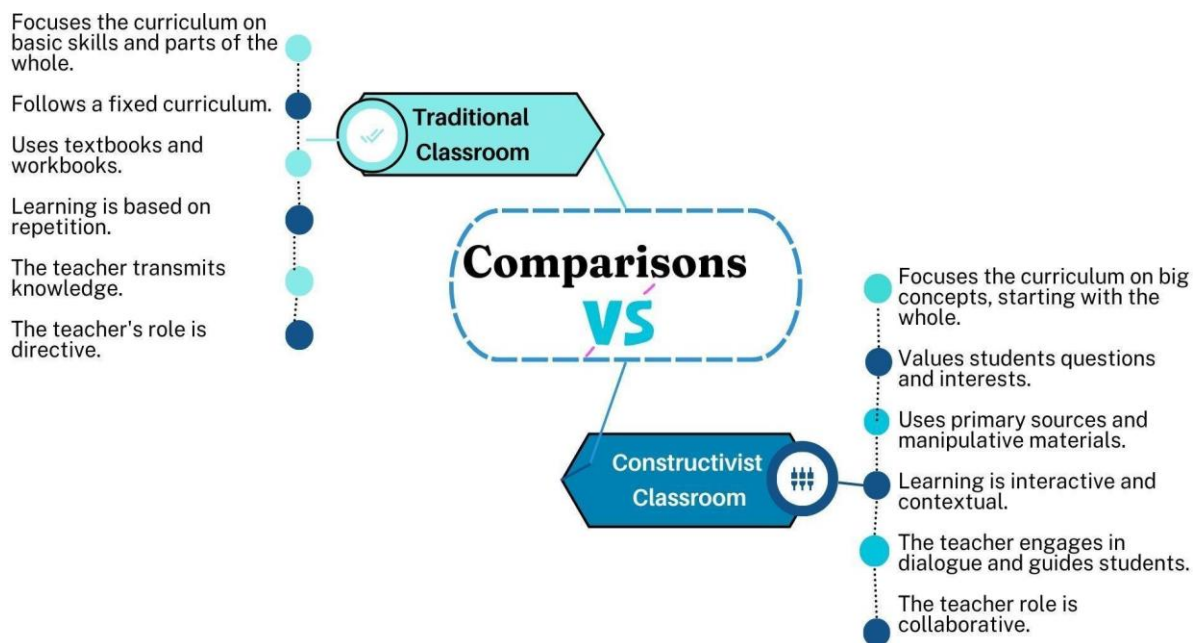
Based on the above-mentioned considerations, pedagogical strategies should be designed to capture intrinsic and extrinsic motivation, offering learning experiences that connect with students' interests and needs. In accordance to Orozc (2018), fostering mutual learning between teachers and students develops natural motivation favoring the classroom climate.

Beyond the motivational aspects, the learning environment itself plays a decisive role in promoting second language learning. Constructivist settings encourage students to actively participate in the construction of knowledge and to develop autonomous learning.

Constructivist environments promote engagement with real-world tasks, foster critical thinking through the evaluation of alternative solutions, and support the development of interpersonal and communicative skills through meaningful social interaction. The use of diverse media—such as videos, audio resources, and texts—further enriches the learning experience (Honebein, 1996, as cited in Bada & Olusegun, 2015). To reinforce this approach, Figure 4 presents a comparative overview of the main features that distinguish constructivist classrooms from traditional ones.

**Figure 4**

*constructivism in the classroom: comparisons*



*Note.* The figure was developed by the author, based on Bada and Olusegun's (2015) comparative table illustrating differences between constructivist and traditional classroom approaches.

### ***From Theory to Action: Implementing Meaningful Learning***

Meaningful learning, as defined by Ausubel (1963) involves connecting new information with existing cognitive structures, enabling deeper and more lasting understanding. Applying this approach in the classroom requires pedagogical strategies that link the relevance of academic content with real-life experiences.

Building upon this approach, Novak (2011) distinguishes five main elements to achieve meaningful learning: *teacher, student, content, context and evaluation*. For Murillo (2021) “Another element of highest preeminence is the preparation of the teaching staff in the techniques and strategies updated for the development of the different activities that the English language content is taught.” (p 167). This can be considered as an essential element for this type of learning.

Novak (2011) provides a thorough foundation for fostering meaningful learning in English language classrooms. By outlining five key components, it explains how teachers can support learners in linking prior knowledge to new linguistic concepts, while encouraging students to act as active participants whose experiences and interests guide their learning process. Altogether, these elements reinforce the idea that language education should move beyond rote memorization to cultivate significant and transferable knowledge.

## **Towards Excellence in ELT: Recommendations for Practice**

As part of the results of this research, a synthesis of the theoretical approaches representative of the study is presented (*see Appendix C*). These approaches converge into a conceptual framework that can guide and enrich ELT practices.

Building on this framework, several practical recommendations are outlined, with an emphasis on active knowledge construction and the comprehensive development of language skills. The following sections highlight two key areas for strengthening quality language teaching: the creation of positive learning environments and the teacher's role.

### ***Creation of Positive Learning Environments***

The creation of spaces that foster a positive, motivating, and emotionally supportive atmosphere plays a crucial role in developing language skills and strengthening students' self-confidence.

Following this rationale, when learners feel emotionally safe and engaged, the process of acquiring a new language becomes more rewarding. To aid the creation of such motivating environments, the following strategies have been adapted from the recommendations provided by Cambridge (2023).

1. Projecting enthusiasm and a positive attitude: The way a teacher communicates, whether through tone of voice, facial expressions or body language, has a significant impact on student motivation. Showing enthusiasm, smiling and maintaining an encouraging mood builds confidence and fosters a pleasant environment.
2. Preparation and calmness: Trying out activities or tools beforehand allows the teacher to be better prepared, but even if unforeseen events arise, maintaining a patient attitude sets a positive example for students, teaching them to face challenges calmly.

3. Recognition and feedback: Valuing and celebrating students' efforts and achievements and providing constructive feedback motivates them to actively participate. In addition, balancing attention between successes and areas for improvement helps maintain their confidence and continuous learning.
4. Sense of progress: Designing activities that reflect real applications of the knowledge acquired, such as practicing language skills for everyday use, motivates students to see how what they have learned is useful and transferable.
5. Balanced and functional spaces: A well-organized environment, whether in the physical classroom or in other settings, minimizes distractions and allows students to concentrate better.
6. Sense of ownership: Involving students in decisions about the activities, topics, or resources used in class promotes active engagement in learning. Giving them a voice in the process strengthens their responsibility, creating a collaborative and participatory dynamic.

These strategies favor students' academic performance, while enhancing their emotional and social development, creating the conditions for deep and meaningful learning.

### ***The Role of the Teacher***

The teacher plays a central role in facilitating learning, serving not merely as a transmitter of knowledge, but as a mediator and guide who assists students in constructing their own understanding. Freire (2006) emphasizes that educators must be adaptable and transformative, addressing both the intellectual and moral dimensions of students to promote holistic development. In the context of ELT, being a teacher requires thorough preparation and a reflective disposition to adapt teaching strategies to meet the diverse needs and characteristics of

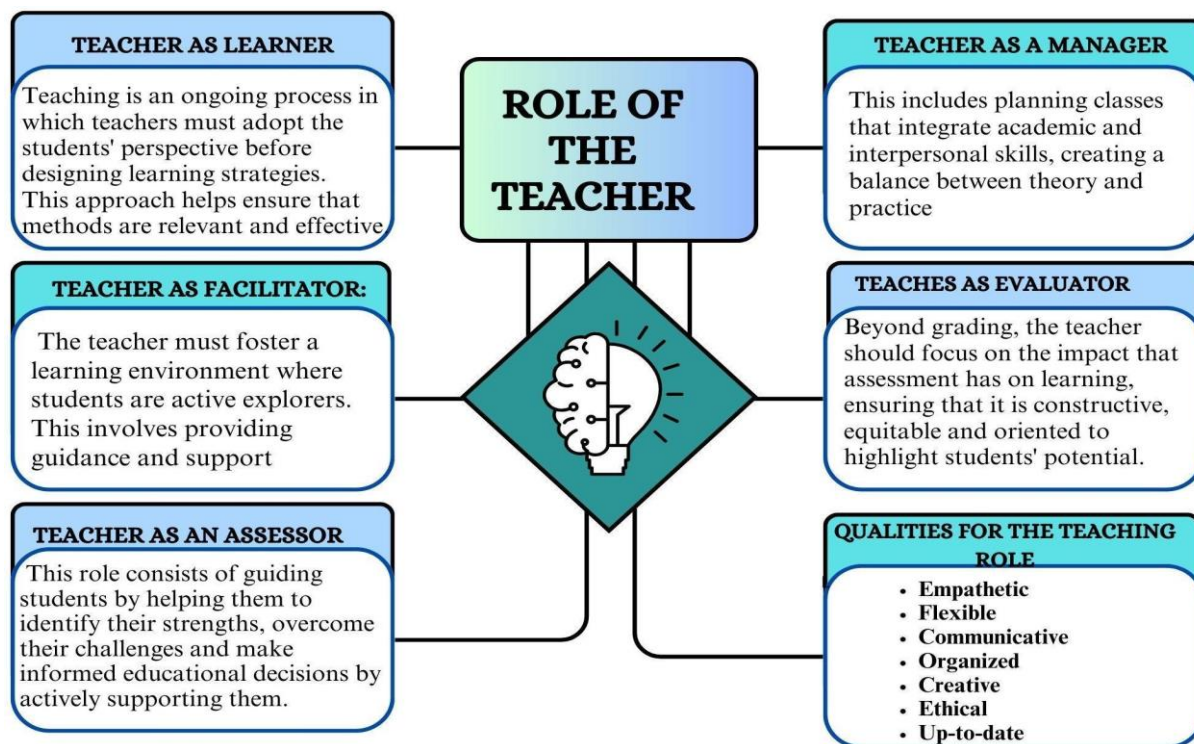
students. Furthermore, the teacher should serve as both a linguistic and role model, inspiring learners to engage with English confidently.

Indeed, empathy, active listening, and a genuine interest in students' progress are indispensable qualities for teachers. As Zamani and Ahangari (2016) asserts "Good teachers always succeed in inspiring their students both in class and out of class. Teachers have the power to inspire, through their attitudes, actions, and even through the lessons or activities" (p. 73). In this regard, continuous professional development is key to maintaining high teaching standards.

According to Archana and Rani (2017), English teachers fulfill multiple roles that are essential to the instructional process. These roles, illustrated in Figure 5, contribute to shaping a comprehensive, critical, and creative learning environment.

**Figure 5**

*Roles of a Teacher in (ELT)*



*Note.* Figure created by the monograph author based on concepts from Archana and Rani (2017).

## **Strategies for Classroom-Based ELT Improvement**

Enhancing English language teaching in the classroom requires the execution of innovative pedagogical strategies, the effective integration of appropriate resources, and a student-centered approach that fosters participation and strengthens language proficiency.

Motivation holds an important role in this process. Students tend to achieve meaningful and substantial learning outcomes when motivated. As stated by Dörnyei (1994) and Maslow (1991) who demonstrate that motivation greatly influences academic success. Likewise, studies by Hein (1991) and West (2018) reveal that active methodologies boost knowledge retention and enrich the overall English.

Building on these theoretical foundations, the final section of this work presents a series of strategies and practices, based on the research, designed to enhance English Language Teaching (ELT). It focuses on three critical dimensions: the implementation of innovative methodologies and gamification; the purposeful incorporation of technological tools (such as educational platforms and interactive applications) into instructional practice; and the use of didactic resources and specialized materials to enrich the learning experience.

### ***Active Methodologies and Gamification***

Active methodologies have been consolidated as a valuable tool to transform the classroom into a dynamic and participatory space. Their effective application encourages action-based learning, fostering the construction of meaningful and autonomous knowledge. As noted by Hidalgo (2007, as cited in Orosz, 2018), active methods support students throughout their formative process by promoting deeper and more independent learning experiences. Consequently, through the incorporation of collaborative and interactive activities, such methodologies stimulate sustained engagement and reinforce language acquisition.

On the other hand, gamification is linked to the design of engaging teaching activities. According to Kapp (2012), gamification is an educational strategy that uses elements of games to capture the interest of students and encourage their learning. As a result, it integrates game-based elements and dynamics to increase motivation, engagement, and enjoyment of the learning process.

Leading to concrete proposals, the *Table 3*, presents a series of activities recommended by Orosz (2018) for classroom use, based on active methodologies and gamification, along with some of their benefits.

**Table 3**

*Strategies based on active methodologies, gamification*

Strategies	Description	Benefits
Role playing	Representation of real-life situations through dramatizations.	Encourages language practice in real-life contexts.
Recreational activities	Games designed with specific pedagogical objectives.	It makes learning more fun and motivating.
Group work	Students work in small teams to solve problems or complete tasks.	Promotes cooperation and teamwork .
Jigsaw Reading	A text is divided into sections, and each student or group works on a specific part. They then share their findings	Critical thinking and the construction of ideas are encouraged.
Literary circles	Small groups are formed to discuss assigned literary texts. Each member assumes a specific role (leader, summarizer, illustrator, etc.).	Develops critical analysis and oral expression skills, while promoting collaboration and active participation.
K-W-L Charts	A table is used to organize prior knowledge, formulate questions and record what has been learned after a	It activates prior knowledge and encourages reflection on what has been learned, which

	lesson.	facilitates comprehension and retention of information.
Think-Pair-Share	Students think about a question or problem, then discuss their ideas with a partner and share their conclusions.	Encourages the development of critical thinking and oral communication skills.
“Mingle” Activities	Students move freely around the classroom, interacting with different peers to complete a task or gather information.	Promotes social and communication skills.
Guess Who	Interactive game where students ask questions to guess the identity or characteristic of something or someone.	Oral language practice.
Sum It Up in 20 Words or Less	Summarize a topic or content in 20 words or less.	Develops synthesis and critical thinking.
Total Physical Response (TPR)	Students respond with actions to the teacher's instructions.	Reinforces understanding through physical association.
Rewards for participation	Students who collaborate effectively in activities such as debates, group projects, etc., are rewarded for.	Reinforces motivation.
Four Corners	A prompt is given with four options, and students move to the corner representing their choice.	Promotes interaction and discussion.

*Note.* Strategies recommended by Orozc (2018) highlight definitions by the author of the monograph linking, gamification and noteworthy benefits.

### ***Innovation and Technology in English Language Teaching***

Technological innovation provides teachers with a wide array of interactive tools and digital resources that significantly enhance teaching and learning processes. Platforms, mobile applications, AI tools, and digital content contribute to the development of students' language skills (*see Table 4 for examples*). Moreover, these technologies also facilitate the provision of

personalized feedback, identifying areas for improvement for each student and offering targeted recommendations in order to promote more effective language development.

Empirical research by Stockwell (2012) and Kukulska-Hulme (2015) demonstrates that the integration of technology advances student motivation and supports the development of essential language skills, such as pronunciation, listening, and grammar.

**Table 4**

*Useful resources and tools for ELT*

Digital resources and tools to improve EFL	
Applications/Websites	Description
Kahoot!	Platform for creating and participating in interactive quizzes, ideal for practicing English in a group.
Duolingo	Interactive application that uses games and rewards to teach languages through vocabulary, grammar and pronunciation.
Memrise	Application based on spaced repetition and visual content to learn vocabulary and common phrases.
Quizlet	Tool for creating and sharing digital flashcards, useful for practicing vocabulary and concepts.
Hello talk	Language exchange application that connects users from different parts of the world to practice languages.
BBC Learning English	Website with free lessons, videos and exercises to improve English language skills.
Cambridge English	Official resources, placement tests and materials to practice specific language skills.

Grammarly	Artificial intelligence tool that corrects grammar, spelling and texts written in English.
Wordwall	Tool for creating interactive activities such as crossword puzzles, matching games and quizzes.
LingQ	Website that allows you to learn English based on the Comprehensible Input theory through reading and listening to authentic content such as podcasts.
ABCya	Educational site with interactive games that help students improve vocabulary and grammar.
FluentU	Language learning platform that uses authentic videos, such as movie clips, TV shows, etc., to teach English contextually.

*Note.* Table created by the monograph's author based on research.

### ***Didactic and Specialized Materials***

The use of appropriate didactic strategies and carefully selected content-based materials is fundamental to fostering meaningful learning in ELT. Research by Tomlinson (2011) underscores the value of contextualized materials, which greatly improve vocabulary retention and linguistic comprehension, while encouraging the development of critical and communicative skills.

Krashen's (1982) theory of comprehensible input becomes particularly relevant, stressing the need to provide materials and activities that are slightly above the learners' current level of proficiency but still comprehensible. In this sense, after a rigorous review and analysis conducted in this study, *Table 5* presents a selection of materials along with their respective didactic uses, in order to support ELT practices.

**Table 5***Recommendations on materials and their didactic use*

Materials	Didactic use
Authentic Texts	Reading articles, newspapers or real stories to improve reading comprehension and contextual vocabulary.
Educational Videos	Use of documentaries, tutorials and short films to develop listening and critical analysis skills.
Flashcards	Reinforcement of vocabulary and grammatical structures through visual and associative activities.
Role-Plays	Conversation simulations in real contexts to practice speaking and social interaction skills.
English songs	Learning pronunciation, rhythm and vocabulary through activities based on song lyrics.
Mind Maps	Visual organization of ideas to work on writing skills and critical analysis.
Educational Board Games	Group activities to practice vocabulary, grammar or communication skills.
Comics or Comic Strips	Development of reading and analysis skills through visual narratives.
Interactive Digital Resources	Use of platforms for recreational activities to reinforce concepts learned.

*Note.* Table created by the monograph's author based on research, The elements presented are designed to encourage interaction, motivation and contextualization of English learning.

## Conclusions and Recommendations

This research has provided evidence of an urgent need to transform English teaching practices in many schools across Colombia. This need arises from traditional methodologies that have proven to be insufficient to generate meaningful and lasting learning.

Such instructional approaches, still present in numerous educational institutions, restrict the development of authentic communicative competencies. Furthermore, additional challenges, including scarce resources, gaps in teacher training, and shortcomings in curriculum design compound students' disengagement from the language and, ultimately, from the learning process.

For this reason, the theoretical foundations explored in this monograph, such as constructivism, Krashen's hypotheses affective filter and comprehensible input and especially meaningful learning, emphasize that the teaching process must transcend the mere transmission of information and become a transformative experience that allows students to construct knowledge from their own contexts, emotions and previous experiences.

As a consequence of this, meaningful learning represents a paradigm shift in English language teaching by prioritizing comprehension and applicability of knowledge over mechanical memorization making teaching processes more effective and relevant for students.

One of the most important findings of the study was the role of motivation in English teaching and learning processes, since it determines the student's willingness to connect with the classes. Moreover, it influences the depth and durability of the knowledge acquired.

This research has confirmed that motivation is a driving force for learning, as it stems from a genuine interest capable of generating personal satisfaction. Another relevant finding is that motivation can be enhanced through pedagogical strategies that connect learning with students' interests, values, and prior experiences.

Equally important, motivation is instrumental in overcoming the challenges associated with teaching, especially in educational environments where language is perceived as an academic requirement rather than a useful and meaningful tool for life.

As a conclusion of this research, and considering its impact on students' engagement and learning outcomes, it becomes evident that additional pedagogical dimensions must also be addressed to ensure a more comprehensive teaching approach. By analyzing key theoretical foundations in relation to educational realities, the importance of integrating motivation into the teaching process is reinforced, as it increases learners' interest in proposed activities and functions as a catalyst for active participation and emotional readiness.

In this regard, the adoption of adaptable innovative pedagogical strategies that fit the specific characteristics of each classroom constitutes a fundamental element in the teaching process. These strategies are intended to foster interest and reduce emotional obstacles, including anxiety and fear of making mistakes, which are frequently conceived by traditional instructional models.

Within this framework, the teacher plays a representative role as mediator of the educational process, assuming the responsibility of designing learning experiences that stimulate intellectual curiosity, autonomy and promote deep and meaningful learning. At the same time, the teacher's job involves connecting with learners.

According to the Affective Filter Hypothesis, anxiety reduction and confidence building are flagship elements in the appropriation of a second language. Therefore, the teacher must create a classroom environment in which students feel valued, respected, and motivated to participate.

As such, by combining pedagogical expertise, empathy and creativity, English teachers will have the skills to transform learning into an experience that prepares students to meet the challenges of today's world by equipping them with functional competencies.

This research also highlights the importance of adapting pedagogical strategies to local realities. In the Colombian educational context, the challenges associated with inequality, the gap between urban and rural areas, and the structural limitations of some educational institutions require more resourceful and creative teachers.

This demand involves the design of contextualized materials, the promotion of activities that reflect everyday situations relevant to students, and the implementation of strategies that value the country's cultural and linguistic diversity, these needs align with the principles outlined in Colombia's National Bilingualism Plan, which emphasizes communicative competence, intercultural awareness, and the adaptation of teaching practices to local realities (MEN, 2006). Thus, collaboration between educational institutions, teachers and communities is essential to overcome these barriers and build inclusive and equitable learning environments.

In continuation of this reasoning, throughout this monograph has demonstrated that meaningful learning is not only an educational objective, but also an imperative need to ensure that students internalize and apply the knowledge acquired in their daily lives.

Representative findings based on the analysis of specific studies and a vast literature suggest that strategies such as gamification, didactics, the use of technological resources, and specialized materials can exponentially improve English teaching. These strategies reinforce the learning of language skills and develop transversal competencies such as critical thinking, collaboration and problem solving.

Dynamics of this nature encourage greater participation and teach students to develop autonomous learning, virtues that are essential for the mastery of English. Given this it is highly necessary that teachers are constantly updated, in terms of innovative methodologies, tech resources management and the adoption of inclusive and differentiated approaches. By doing so, they will be able to respond to the diverse needs of their students and ensure that each one reaches their full potential.

In conclusion, the elements discussed throughout this study constitute a comprehensive approach with the potential to transform English language teaching into a meaningful and enriching experience. The integration of these components —such as innovative methodologies, technological resources, motivating practices, and contextualized materials— enables the construction of a pedagogical model that strengthens students' language competencies while also contributing to their personal and professional development, representing a step forward to a more sustainable educational system.

Nevertheless, this research presents certain scope limitations, including restrictions in the quantity and diversity of the empirical data analyzed and the reliance on secondary sources rather than direct classroom observations or interventions, so there is a clear need to continue exploring and deepening in specific areas to further strengthen the teaching of English in schools. In this sense, and based on the findings of this study, the following research recommendations are presented:

1. Evaluation of the impact of innovative strategies in specific spaces: To explore how active methodologies, such as gamification, affect the performance and motivation of students at different educational levels.

2. Longitudinal studies on motivation: To investigate how motivational factors evolve over time and how they relate to academic performance in English, especially in rural or disadvantaged contexts.
3. Use of emerging technologies: Analyze the impact of tools such as artificial intelligence, augmented reality, and adaptive platforms on English language learning, with a focus on their implementation in classrooms with limited resources.
4. Government strategies: How the teacher training programs, strategies, of the ministry of education (MEN) are influencing the adoption of modern methodologies and the improvement of teaching practices in the classroom.
5. Cultural aspects of English language learning: how incorporating local and global cultural elements into English lessons can enrich learning and make it more meaningful for students.

By developing in-depth research in these areas, educators and researchers could gain valuable insights for further progress in improving English language teaching, ensuring that educational practices respond to the challenges and opportunities of a globalized world.

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## Appendices

### Appendix A

*Compilation of key bibliographic sources for the investigation.*

Bibliographic source/ Year	Author(s)	Abstract	Research contributions
1. Role of a teacher in English language teaching (ELT) (2016)	Usha Rani Kumbakonam	The article highlights the importance of the teacher's role in ELT in a globalized world. It emphasizes that in order to develop effective communication skills (listening, verbal communication, interpreting and writing), it is essential that students show interest in the language, which depends, to a large extent, on the teacher's ability to capture their attention.	This source provides a key conceptual framework for understanding how different teacher roles influence motivation and the development of communicative skills in the classroom. Its focus on the connection between student interest and the teacher's ability to adapt to different roles, such as facilitator, evaluator, mediator, etc. contributes significantly to the discussion of the teacher's role in teaching, taking into account necessary aspects and qualities.
2. Teoría del aprendizaje significativo (1983)	David Ausubel	Ausubel, in his theory of meaningful learning, challenges the traditional behaviorist view of learning as a simple change in behavior. Proposes that authentic learning involves a profound change in the meaning of experience, and it is through the incorporation of new knowledge into previous cognitive structures that learners can achieve a deeper understanding of what they have learned.	The vision of meaningful learning provides a key theoretical basis for the development of pedagogical practices that promote deep understanding of English in the classroom. The theory stresses the importance of connecting new content with prior knowledge, which is essential for designing teaching strategies that promote more meaningful learning.
3. Constructivism learning theory: A paradigm for teaching and learning (2015)	Steve Olusegun Bada	The article explores constructivist learning theory, a key pedagogical approach in education that highlights how students construct knowledge from their experiences. This theory suggests that learning is an active process in which students create meanings and understandings from their interaction with the	This reference provides an important framework for teaching English, especially with regard to the creation of a learning environment in which students are active actors in the construction of their knowledge. The pedagogical elements of constructivism can be used to improve pedagogical strategies in the English

		environment.	classroom, favoring deep and autonomous learning
4. The role of input in second language acquisition (2014)	Taher Bahrani, Marziyeh Nekouezadeh	The article highlights the importance of linguistic input, differentiating between “input” and “intake”. Various theories are explored with a focus on Krashen's Input Hypothesis, which holds that comprehension of a language slightly more advanced than the learner's current level is essential for progress in language acquisition.	Comprehending how learners process and assimilate linguistic input was of paramount importance to the research as it allows for a better understanding of how learners process and assimilate linguistic input for language production, the application of the Comprehensible Input Hypothesis allows educators to create learning experiences that are both challenging and accessible.
5. The use of ICT in teaching English as a foreign language (2016)	Dilek Çakici	The article explores the integration of ICTs in English language teaching by showing how they can serve as effective pedagogical tools, thus offering students the opportunity to interact with various media.	The incorporation of ICT in ELT offers multiple benefits, such as the creation of more interactive, flexible and innovative learning environments. However, it also presents challenges, such as the need for teachers to develop specific skills to effectively use these technologies.
6. El efecto del filtro afectivo en el aprendizaje de una segunda lengua (2010)	Ginneth Pizarro Chacón Daniel E. Josephy Hernández	This article analyzes how emotional factors such as learner motivation, anxiety and attitude, as well as teacher-learner interaction, influence second language acquisition. The authors highlight the importance of considering both internal and external factors in the teacher-learner dynamic.	Understanding the impact of the affective filter on English language learning is essential for designing pedagogical strategies that foster a positive and motivating environment. By reducing anxiety and promoting a favorable attitude towards learning, language assimilation is facilitated, improving the effectiveness of educational activities and promoting meaningful learning.
7. Volumen Complementario Marco Común Europeo de Referencia para las lenguas (MCER): Aprendizaje, enseñanza, evaluación. (2020)	Text created by the Council of Europe	The Supplementary Volume updates and extends the original 2001 CEFR, incorporating advances in language teaching and assessment. It introduces inclusive approaches to gender and linguistic modality, eliminates reference to the native speaker ideal, and adds descriptors for mediation, plurilingual and pluricultural	This reference was fundamental for the research, as it provided an updated and detailed framework for language teaching, learning and assessment. The new descriptors and scales offer precise tools for analyzing and developing language competencies, which are relevant in the current context.

		competence, and plurilingual and pluricultural competence.	
<b>8.</b> The internal structure of language learning motivation and its relationship with language choice and learning effort (2005)	Kata Csizér Zoltán Dörnyei	The study explores motivation in second language (L2) learning through a theoretical model using structural equation analysis, based on survey data applied to students in Hungary.	This research provides a solid foundation for understanding how the components of motivation interact in language learning. Its central finding highlights how to guide the design of pedagogical strategies that promote emotional bonding.
<b>9.</b> Motivation and motivating in the foreign language classroom. (1994)	Zoltán Dörnyei	The article explores the complexity of motivation in foreign language learning, analyzing its key components and their interrelation.	Dörnyei offers strategies and a basis for designing pedagogical interventions aimed at increasing student motivation, which is crucial for research focused on improving the effectiveness of the language teaching-learning process.
<b>10.</b> Exploración de la Enseñanza del Inglés En Colombia: Implicaciones Históricas, Teóricas y Prácticas de su Desarrollo. (2024)	Karen Tatiana Duran Estupiñán	This article is devoted to a documentary review of the teaching of English in Colombia, analyzing its historical, theoretical and practical implications within the classroom dynamics.	The article provides valuable elements of historical and theoretical context on the development of English teaching in Colombia. This is transcendental for the monograph since it offers a critical reflection on the external educational trends that have marked the course of English teaching.
<b>11.</b> Educating second language children: The whole child, the whole curriculum, the whole community	Fred Genesee (Ed.)	The book approaches the education of children learning a second language from a holistic perspective, focusing not only on language acquisition, but also on the social, cognitive and cultural aspects that influence their learning.	This reference contributed significantly to the research by providing a broader understanding of ELT in diverse settings and how social and cultural factors influence second language learning. The concepts of integrating language and culture in the classroom are key tools for fostering more inclusive learning.
<b>12.</b> Comprender y Transformar la Enseñanza	José Gimeno Sacristán Angel I. Perez Gomez (1993)	The book presents an in-depth analysis of the fundamental elements that shape education systems, and emphasizes the need to rethink teaching to make it more relevant, inclusive and capable of generating	This book provides ideas and foundations for research, especially because it encourages to approach teaching from a critical and transformative perspective, which is essential for the

		significant changes in the lives of students.	development of innovative pedagogical practices.
<b>13.</b> The practice of English language teaching (2015)	Jeremy Harmer	The book provides a comprehensive overview of the principles and strategies that guide the teaching of English, covering a wide range of pedagogical approaches and methods. Harmer examines how evolving theories of language teaching have influenced current practices, highlighting the importance of classroom interaction.	Harmer's proposals on classroom interaction and the use of appropriate didactic resources are useful for developing pedagogical practices that favor meaningful learning of English. In addition, his focus on student motivation and classroom management provides practical tools to improve teaching conditions and student achievement.
<b>14.</b> Constructivist learning theory. (1991)	George E. Hein	Hein's article explores constructivist learning theory, which holds that learners construct their own knowledge individually and socially. This approach rejects the idea of pre-existing knowledge and states that learning consists of the construction of meanings that learners attribute to their experiences.	The constructivist approach is relevant to the research because it supports the idea that learning is not only a transmission of knowledge, but an active and personal construction of the student. This concept is key to understanding how pedagogical strategies can be designed in the classroom to encourage active participation.
<b>15.</b> Krashen and second language processing (2021)	Jill Jegerski	The article argues through a critical review how Krashen's fundamental ideas are still relevant today, despite advances in language processing research.	The article contributed sustainable arguments that reinforce the importance of comprehensible input in second language learning, one of the fundamental pillars of English language teaching in the classroom on which the monograph is based.
<b>16.</b> The gamification of learning and instruction: Game-based methods and strategies for training and education. (2012)	Karl M. Kapp	The book explores how gamification can transform educational processes through the use of games and playful dynamics. Kapp discusses strategies and methods for integrating elements of games into teaching, with the goal of increasing student motivation and engagement.	The integration of game dynamics in English language teaching can foster greater student motivation and engagement. Gamification, by offering an active and participatory approach, is a valuable resource for creating learning experiences and is one of the main strategies considered in the monograph for the improvement of English language teaching.
<b>17.</b> Second	Stephen Krashen	In this paper, Krashen presents	Krashen's work has been crucial

language acquisition. Second Language Learning (1981)		his fundamental theories on second language acquisition, his approach has remained relevant in foreign language teaching studies, profoundly influencing pedagogical methodologies.	to the research because it provides a solid theoretical basis for how learners acquire a second language from the perspective of an expert in language learning.
<b>18.</b> Principles and practice in second language acquisition. (1982)	Stephen Krashen	Krashen presents a comprehensive overview of his theory of second language acquisition, focusing on several key hypotheses that emphasize the importance of interaction and context in language learning.	Krashen's hypotheses are fundamental to the research in this research and 2 in particular are addressed. The comprehensible input hypothesis justifies the need to design teaching activities that challenge students with content appropriate to their level, without being overwhelming. On the other hand, the affective filter hypothesis highlights the importance of creating a motivating and tension-free learning environment.
<b>19.</b> Motivación y personalidad. (1991)	Abraham maslow	Maslow's influential theory of the hierarchy of needs, a psychological model that explains how human needs motivate behavior, is presented.	Through Maslow's ideas, it is possible to understand how motivational and emotional factors influence English language learning. The hierarchy of needs emphasizes the importance of meeting students' basic and emotional needs, such as feeling safe, valued, and motivated.
<b>20.</b> Innovación en el proceso de enseñanza-aprendizaje del idioma inglés en la Educación General (2024)	Karen Andrea Luna Meza Rosa María Chicaiza Esperanza Monserrate Heredia Mendoza Teresa Elizabeth Schettini Velázquez	The study analyzes the impact of innovations in English language teaching, focusing on active methodologies and gamification, together with the use of digital technologies. The results highlight that these strategies promote meaningful, playful and contextualized learning.	This study is relevant to the monograph, as it provides empirical evidence for the discussion on how active methodologies and technological tools can enhance meaningful learning and motivation in the English classroom. Furthermore, it supports the importance of gamification.
<b>21.</b> Programa nacional de inglés (2014)	(MEN) work team	The MEN document describes the National English Program in Colombia, whose main objective is to strengthen the teaching and learning of English at the national level. It includes guidelines, indicators, background information,	This document provides information on national government measures and contextualizes the Colombian educational framework in relation to the teaching of English, offering guidelines and goals that complement the

		initiatives, strategies to improve teaching processes, etc.	pedagogical strategies analyzed in the monograph.
<b>22.</b> ‘Why do you learn English?’ ‘Because the teacher is short.’ A study of Hungarian children’s foreign language learning motivation (1999).	Marianne Nikolov	This study explores the attitudes and motivations of Hungarian children towards learning English specifically. Through the study the author investigated for eight years three groups of students in different periods. The research analyzes the students' perceptions towards school subjects and their preferences and aversions towards classroom activities.	This study was analyzed at length during the discussion as it provides valuable insight into the relationship between pedagogical practices and motivation in English language learning, a central aspect of the monograph. The findings help to substantiate the importance of tailoring teaching strategies to students' needs and interests.
<b>23.</b> A theory of education: Meaningful learning underlies the constructive integration of thinking, feeling, and acting leading to empowerment for commitment and responsibility. (2011)	Joseph D. Novak	The paper presents the evolution of the Theory of Education based on the assimilation theory of meaningful learning and constructivist epistemology. The theory includes five key elements: teacher, student, subject, context and evaluation, which must be constructively integrated to achieve significant learning levels.	This study provides a robust theoretical basis to support the constructivist approach and meaningful learning in the ELT context. The integration of the five elements of the theory reinforces the importance of considering interrelated factors such as methodologies and assessment in the design of pedagogical strategies
<b>24.</b> El aprendizaje activo para las clases de inglés como lengua. (2018)	Agnes Orosz, Diego Ortega, Mirdelio Monzón & Fernanda Sarango	The article analyzes the implementation of active learning in English classrooms. Through examples of strategies and a combination of theoretical and applied research, the authors highlight how active methodologies encourage more effective student participation.	This study contributes significantly to the discussion of the monograph by providing a practical perspective on how to implement active methodologies in English language teaching while exploring selected classroom activities. Its approach reinforces the relationship between constructivism and meaningful learning, central pillars of the research.
<b>25.</b> La teoría del aprendizaje significativo: una revisión aplicable a la escuela actual (2011)	Luz Rodríguez Palmero	The article presents an exhaustive description of the theory of meaningful learning, starting with its original definition and expanding it from a contemporary cognitive perspective.	The study supports the theoretical foundation of the monograph by providing an up-to-date and detailed analysis of how to apply the theory of meaningful learning in the classroom and how to achieve it.

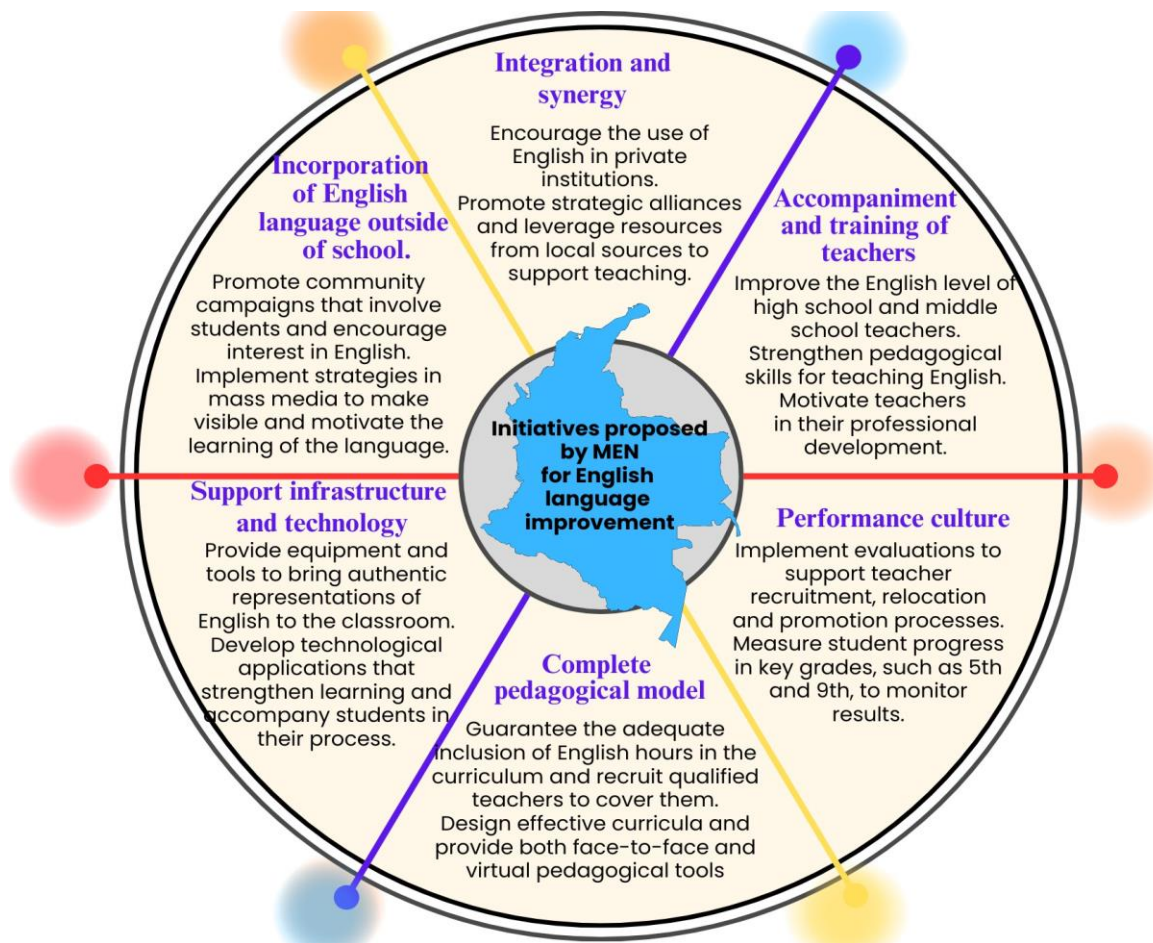
<p><b>26.</b> La enseñanza y aprendizaje del inglés en la secundaria pública costarricense del siglo XXI: innovaciones, brechas y desafíos. (2023)</p>	<p>Allen Quesada Pacheco Walter Araya Garita José Alejandro Fallas Godínez</p>	<p>The study analyzes innovations, gaps and challenges in the teaching and learning of English in public secondary schools in Costa Rica . It focuses on the curriculum implemented in 2016 by the Ministry of Education. The analysis includes student performance and teacher perceptions.</p>	<p>This study provides valuable data for the discussion of the challenges in English language teaching. The findings on gaps in resources, training and student performance make it possible to link the analysis of specific cases with diverse educational contexts, such as Colombia.</p>
<p><b>27.</b>La relación entre las creencias y el incremento del filtro afectivo en el aprendizaje del inglés como lengua extranjera (2011)</p>	<p>Julio cesar Arenas Reyes</p>	<p>The study examines the relationship between learners' beliefs and the increase of the affective filter in English language learning , based on Krashen's theory of language acquisition. In particular, he focuses on the affective filter hypothesis, which proposes that learners' emotional and psychological factors may block language learning</p>	<p>This study is relevant to the monograph, as it provides a crucial perspective on the emotional factors that are key elements in the English teaching-learning process. Krashen's notion of affective filter, complemented by the author's observation of how student beliefs affect this filter, integrates perfectly with the motivational aspects and pedagogical strategies mentioned in the monograph.</p>
<p><b>28.</b>Evidence-based practices for English Learners. (2016)</p>	<p>Cara Richards-Tutor Terese Aceves Leslie Reese</p>	<p>The study presents a review of evidence-based practices for English language learning, focusing on methods and strategies that have been shown to be effective in the education of English language learners.</p>	<p>The practices and recommendations presented in this study help strengthen the argument for a flexible and holistic approach to English language teaching that can be adapted to the linguistic, cultural, and academic needs of students.</p>
<p><b>29.</b>The role of didactics in teaching process (2020)</p>	<p>kizi Yuldashova Umida Bakhtiyar</p>	<p>The article discusses the importance of didactics in modern teaching, emphasizing how the teacher's approach should be to foster effective learning, analyzing key issues such as the purpose of education, social motivation and essential aspects to be considered by teachers.</p>	<p>This reference carries a key theoretical basis for the monograph by highlighting the importance of didactic principles in teaching English. This didactic approach resonates with the principles of modern pedagogy that promote learner motivation and the creation of an active learning environment.</p>
<p><b>30.</b>La teoría constructivista de Jean Piaget y su significación para la pedagogía</p>	<p>Pedro J. Saldarriaga Zambrano, Guadalupe del R. Bravo Cedeño, . Marlene R. Loor</p>	<p>The article analyzes the essential foundations of Piaget's theory and its impact on current pedagogy, highlighting how his ideas have especially influenced</p>	<p>This source provides valuable theoretical contributions to support the idea that English language learning should be an active, reflective, and adaptive</p>

contemporánea (2016)	Rivadeneira	child psychology and intellectual development..	process.
<b>31.</b> Estrategias de enseñanza aprendizaje del inglés como lengua extranjera. (2016)	William M. Peralta	The article highlights the importance of distinguishing between teaching strategies and learning strategies applied by teachers to facilitate the educational process.	This study contributes to the monograph by emphasizing the relevance of implementing appropriate teaching and learning strategies capable of facilitating English content to optimize the development of English competencies.
<b>32.</b> Materials development for language learning and teaching (2012)	Brian Tomlinson	The article provides a comprehensive literature review of the field of materials development for language learning and teaching.	This bibliography offers a guide to support the use of didactic and technological resources in the teaching of English, supporting the monograph's objective of promoting meaningful learning.
<b>33.</b> using authentic materials in teaching english (2023).	Shodiyeva Gulhayo Xudoynazarov	The source discusses how the use of authentic materials can improve the quality of English language instruction. These resources connect what is learned in the classroom with real-life situations, helping students develop practical language skills.	This study supports the importance of incorporating authentic materials as an ideal tool for fostering meaningful English language learning, providing examples of strategies and resources useful to students while exposing them to the language.
<b>34.</b> Characteristics of an effective English language teacher (EELT) as perceived by learners of English. (2016)	Roya Zamani Saeideh Ahangar	The resource analyzes the qualities that students consider essential in an effective teacher. Based on the results, it shows that effective teachers must foster confidence, maintain discipline, demonstrate English proficiency, pedagogical knowledge, social-emotional skills, and social and emotional skills.	This study provides a valuable perspective on the qualities that make an effective English teacher, offering an empirical basis on the essential qualities of English teachers, connecting to aspects such as motivation, continuing teacher education, and strategies for meaningful learning.

*Note.* The table above compiles the 34 most relevant bibliographic sources used in this monograph, selected for their relevance in the field of education and (ELT). It was designed by the author with the purpose of synthesizing the main contributions and implications of these sources to theoretically and methodologically support this research.

## Appendix B

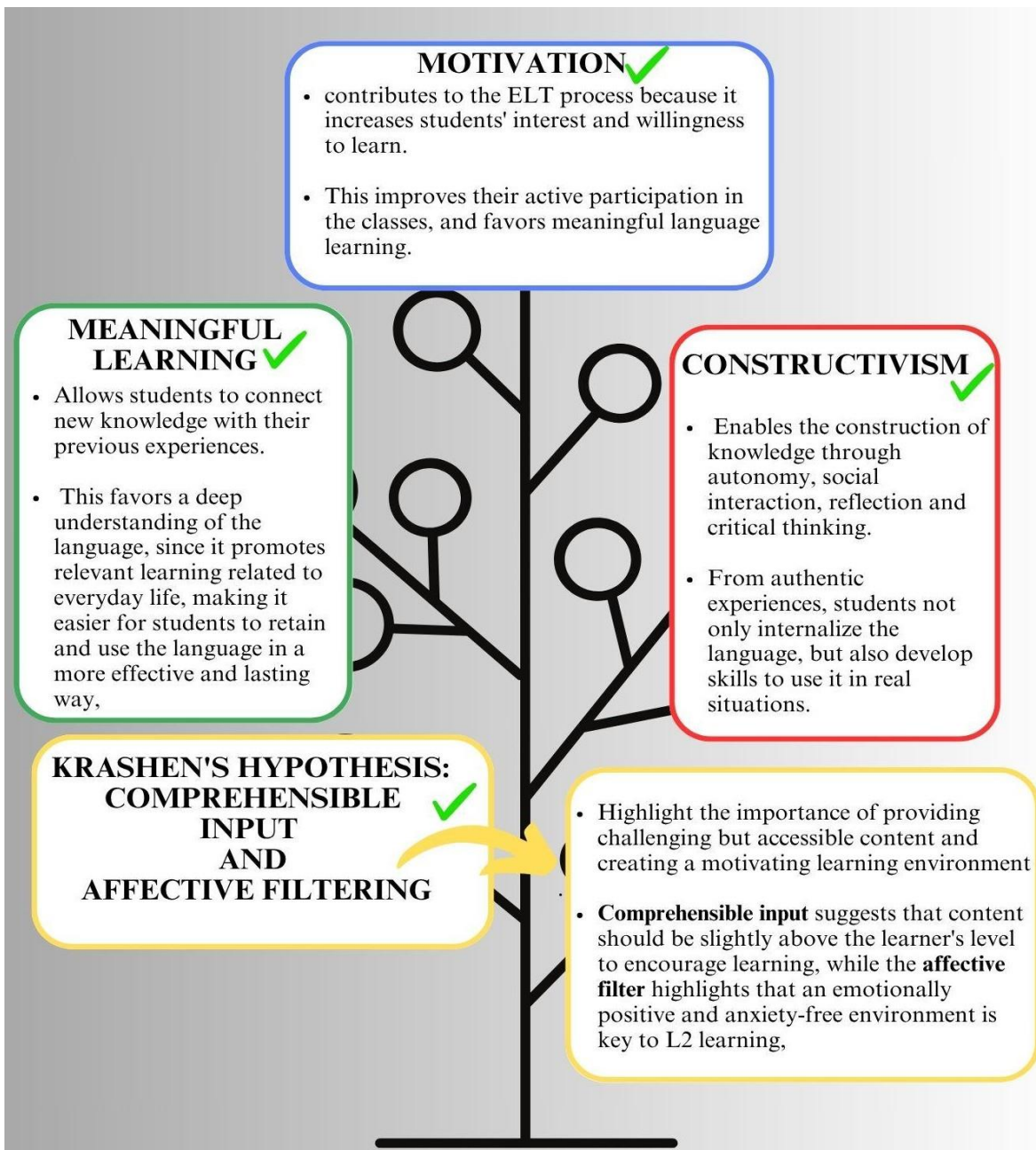
*MEN :Strategies to improve the level of English in educational institutions.*



*Note.* Visual resource designed by the author of this monograph, based on strategies adapted from the Colombia Very Well program by the Colombian Ministry of National Education (MEN, 2014).

## Appendix C

### *Contributions of Theories and Principles in the Improvement of ELT*



*Note.* Self-made visual resource based on the main ideas and findings synthesized throughout the research, which contribute to the improvement of educational processes in ELT in the classroom. This resource integrates Krashen's theories with principles of motivation, constructivism, and meaningful learning.