

Procesos pedagógicos para el aprendizaje de inglés como lengua extranjera

Pedagogic processes for learning English as a Foreign Language

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RESUMEN: La educación de calidad está enfocada al desarrollo de sociedades inclusivas y sostenibles basadas en la comunicación. El presente artículo tiene como objetivo proponer un modelo pedagógico contentivo de actividades para el desarrollo de las cuatro habilidades en el idioma: leer, escribir, hablar y escuchar. Para ello se emplearon varios métodos de investigación científica tales como el histórico-lógico, análisis y síntesis, entre otros. La revisión documental realizada en este estudio ofrece una propuesta pedagógica para mejorar las cuatro habilidades necesarias para comunicarse en el idioma (leer, escribir, hablar y escuchar).

Palabras clave: Inglés; Lengua; Aprendizaje; Pedagogía

ABSTRACT: Quality education is focused on the development of sustainable and inclusive societies based in communication. The present article has as an objective to propose a pedagogic model contentive of activities to develop the four skills in the language: reading, writing, speaking and listening. In order to achieve this goal, a variety of scientific research methods such as logical-historical, synthesis and analysis, among others. The documental revision done in this study offers a pedagogic proposal for the improvement of the four abilities in the language (reading, writing, speaking and listening).

Keywords: English; Language; Learning; Pedagogy

Introduction

Education is a service oriented toward improving people's quality of life, as it provides tools, resources, and opportunities for the integral development of human beings.

Since the Sustainable Development Goals (2020), aimed at creating fairer and more equitable societies, quality education has become a central axis that integrates the development of diversified competencies. Within this framework, the language area is essential for human development, as it enables learning.

On the other hand, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2025), awareness of linguistic diversity promotes sustainable societies with a peace-oriented approach based on respect for differences. Acquiring a foreign language fosters an approach to a different culture, helping to broaden paradigms and connect communities. Among the skills that people from various countries are currently developing is the ability to communicate in a foreign language to achieve substantial benefits such as improved social, economic, or cultural conditions.

Various authors identify the learning of a foreign language — especially English — as a bridge that allows individuals to access a greater amount of knowledge and information exchange.

Taking the above into account, several authors have referred to the need for simultaneous communication via the Internet. Thus, Villalobos (2016) pointed out:

(...) simultaneous communication via the Internet has motivated new generations to master a lingua franca. Information technologies have facilitated the virtual dissolution of national borders; through the use of English, they make global-scale exchanges possible. (p. 129)

Current technological advances promote connectivity, the creation of work networks, and cultural, scientific, and economic exchange among people and countries around the world, who share English as a lingua franca.

When individuals possess this tool, it enables their inclusion in an interconnected and globalized world, reducing gaps and vulnerability, and guiding the population toward new possibilities and knowledge.

Considering that English learning is part of quality education, it is included in school plans and programs worldwide. Being a specialized area of knowledge, the pedagogical processes involved in its teaching are highly relevant in the search for effectiveness.

The present research aims to propose a pedagogical model containing activities for the development of the four language skills: reading, writing, speaking, and listening.

Therefore, through the study of theoretical-methodological perspectives, this paper explains how pedagogical processes can be implemented for the development of the four basic skills focused on

mastering the foreign language. The results include proposals and suggested actions for the language classroom.

Development

For learning a foreign language, there are four skills that students studying a new language such as English must develop.

According to Harmer (2015), the skills to be developed in our students are divided into receptive and productive skills.

In the case of the former, this involves the development of listening and reading; the latter have productive characteristics and correspond to individuals' oral and written competencies. Oral, listening, reading, and writing competencies enable complete and functional interaction. Therefore, the objective of English programs is to offer pedagogical strategies focused on the development of these skills.

Development of Listening Skills

Listening skills, in addition to being indispensable in communication, are essential for the acquisition and learning of words, pronunciation, phrases, and English grammar.

When the teacher carries out pedagogical processes, it is essential to provide phrases and sentences that are understandable. According to Harmer (2015), some options for carrying out a listening task can occur in three stages:

- 1) In the first step, before listening, the teacher asks questions or organizes brainstorming to activate students' prior knowledge or prediction.
- 2) During the English audio, the activities that students perform are aimed at developing skills such as understanding the general idea and listening for specific information.
- 3) Finally, after listening, students carry out an oral or written activity to develop productive skills.

Other effective classroom task options should aim to develop listening skills by using resources that involve listening to different oral productions in varied formats with a realistic touch and that provide context or practical utility, for example: a lecture, listening to a phone message, news, music, watching a video, etc.

Development of Speaking Skills

Oral competencies in a foreign language promote the transmission of knowledge (Duarte *et al.*, 2025); however, studies have identified difficulties in oral production.

Language use involves thinking. Therefore, when designing a task that uses the discussion technique, it is advisable to consider mental processes such as generalization, exemplification, analysis, synthesis, evaluation, contrast, analogy, comparison, priority, cause, reason, inference, implication, interpretation, summarizing, amplification, etc. At the end of the task, students will obtain a result that will be a final product of a group or team and will serve as the basis for feedback (Ur, 2016).

To set a task for small groups, prior preparation is necessary, if possible with didactic material, and interaction and creativity should be promoted. The task must be of interest to the group, have an appropriate level of difficulty, and include topics that are familiar but also develop the student's imagination.

The presentation of the task should be done before placing students in small groups to have their full attention so they can understand it. Sometimes it is necessary to demonstrate with examples of how the task will be carried out.

When implementing resources for oral expression practice, Maley and Peachey (2015) offer a dialogue technique in which students work in pairs, read a line of dialogue silently, look at their partner, and say their line.

This procedure is repeated line by line until the dialogue is finished, after which they switch roles. This technique helps with simple practice without falling into reading the dialogue aloud.

Another technique that can be used in small group work is to give each group a different task. Within the group, students will give opinions, discuss information, and provide solutions. Subsequently, new groups are formed with one member from each previous group, who will exchange information with the new group.

The debate technique and role-playing can also be used for the development of speaking skills. For role development, Ur (2016) suggests forming small groups where each member is assigned a role (given a slip of paper with the necessary information and the situation or context in which the conversation will take place).

Students rehearse a short dialogue improvised by themselves, which they then present to their classmates in front of the class. Each group then presents a different performance or simulation. The teacher must act as a facilitator who helps students resolve difficulties by applying different techniques according to the course objectives.

Students will successfully develop speaking skills if grammatical structures and communicative functions are learned and used creatively, including the use of meaningful contexts for them.

The role-playing technique increases communicative practice in real-life situations, and students can act out different roles (cashier, teacher, manager, employee, salesperson, etc.).

This technique provides useful practice in the types of language students need to use in similar situations outside the classroom. In the role-playing technique, the student can use their imagination and creativity and use the language to communicate in a specific situation (Ur, 2016).

Collaborative work is an integral part of language learning, and through the discussion of messages, students construct meanings. It is recommended to propose activities that include the use of visuals. For example, Harmer (2015) suggests using the picture description technique so that the student narrates a story while working in small groups (4-5 members).

Free and flexible activities provide opportunities for creativity. Therefore, students should be allowed to engage in communicative practice such as discussion, through which, by exchanging ideas, they will arrive at the solution to a problem or situation.

The teacher must give importance to the use of language that conveys a meaningful message, not just grammatically correct sentences.

Some proposals by Ur (2016) for activities that promote oral communication are dynamics and meaningful oral practice, which should be included from the beginning of English lessons. An example is the discussion technique, which consists of the teacher choosing a topic that students can talk about freely and that is meaningful to them.

What is important is not what to talk about, but why — so that students participate actively and are not merely passive listeners.

Small groups can be formed for oral production because it increases fluency and motivation, as the discussion is more direct and close. There is peer-to-peer teaching, participation increases because students have more opportunities and time to talk.

Discussion in small groups does not flow if only a topic is given to debate or opine on; a task must be assigned so that participants formulate reasonable responses. In order for small group discussion to have direction and an appropriate duration, the team must have a clear task to perform.

For small group discussions, Ur (2016) points out that students must participate equitably while the teacher monitors and clarifies doubts. The use of the native language should be avoided as much as possible.

The teacher must promote the participation of all team members, either by giving each one a part of the task or by stating that it is a requirement for each member to make a contribution to the brainstorming. Error correction should aim to help the student express their idea and not interrupt or hinder their intervention.

The assigned task is often completed in different amounts of time by different teams. Therefore, the teacher should assign an extension of the task to the team that finishes first. Brainstorming can also be done in small groups where each student contributes their ideas on a certain topic.

Feedback is an essential part of the teaching-learning process and should be given immediately after the teams complete their tasks for error correction or to provide recommendations to students.

Development of Writing Skills

In the development of writing, Harmer (2015) suggests that there are various genres that offer contextualization and opportunities for real communication, such as writing scientific reports, brochures and leaflets, informal letters, taking notes, poems, emails, etc.

All of these involve the development of writing skills in different ways, but they share the need for grammatical precision to convey a message appropriately, since there is the disadvantage of the absence of intonation, stress, facial expressions, or body movement.

To work on writing development, Harmer (2015) recommends that the teacher ask students to write sentences using new forms and vocabulary after they have been presented.

The sentences can be phrases copied from the board, or incomplete sentences that they must complete with what they learned in class. Another option is to present model sentences and have students write their own similar sentences.

Students can also observe a short text where several sentences are connected using the grammar they are learning, and then write a similar piece. This technique is called parallel writing.

It is recommended to correct written work in front of the class, allowing students who finish first to go to the board to write the first sentence, with other students participating afterward. Students provide feedback when the sentences on the board need correction, and the teacher can focus on grammatical points if there were mistakes.

Maley and Peachey (2015) suggest a series of activities to support writing development:

- 1) The first activity is to seat the students in a circle and ask them to write a sentence with an adjective beginning with the initial of their name and something they like beginning with that initial to make a short self-description.
- 2) The second activity consists of writing a note with certain real personal facts and including one false. The notes are posted around the room and students walk around and read to discover which sentence is the false fact.
- 3) The third activity is to seat the students in a circle and ask them to say activities they have never done but that other classmates probably have. Students fold a finger for each activity they have done until they close their fist and lose the game. Afterward, they will write a text about the activities they have never done.
- 4) The chain story activity consists of placing students in groups so that each one writes a sentence, and the next student continues the story. The teacher can include cards with random sentences for students to include in the story, making it unexpected and fun.

Development of Reading Skills

From Harmer's (2015) perspective, reading is a skill in which messages are received and the brain must process them to obtain their meaning. Unlike listening skills, where meanings are also deciphered, in reading the pace is generally determined by the reader.

The reading that students do can have several objectives: extracting specific information, reading to understand in detail, reading to convey information, and reading to obtain the main idea of the text.

Harmer (2015) proposes certain reading activities so that students develop specific skills, such as reading to confirm their expectations. In this technique, students are motivated to read and predict the content, which makes them interested in the reading.

Considering the diversity of processing, it is suggested to promote the reading of some triggering questions before continuing, which allows the reader to identify possible elements to extract the desired information from the text.

Another way to support reading competencies is an activity in which a text is delivered cut into pieces without a specific order so that students in teams discuss the possible orders the text could have, fostering communication.

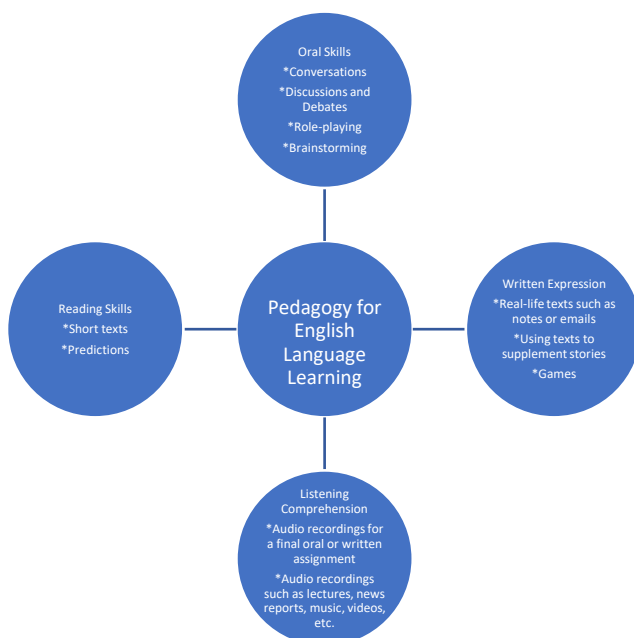
When students read to understand detailed information, questions are used that students would not be able to answer the first time they read the text, but only when they work on the text a second time.

Proposed Pedagogical Model Oriented Toward the Development of Foreign Language Skills

As a result of this theoretical-methodological study on how to implement positive teaching processes that lead to effective learning for the development of English language skills as a foreign language, Figure 1 is presented, which offers a pedagogical proposal focused on improving reading, writing, listening, and speaking.

Figure 1.

Pedagogy for English Learning Toward Skills Development



Source: Compiled by the author

As a central aspect, greater attention needs to be given to the development of writing, reading, speaking, and listening skills during English classes. Classes should include activities that are presented to students clearly, with a defined purpose, and where the teacher promotes the integration of new vocabulary with students' prior knowledge. Activities that encourage the use of more than one skill can be carried out to enhance learning, using simple tasks for each skill.

For reading comprehension skills, this can be promoted at the beginning of the program through the use of short texts on topics of interest and appropriate to the students' context. This allows them to develop their own reading strategies before moving on to longer and more complex texts, such as those found in the textbook.

The selection of interesting topics for lesson planning should be done at the beginning of the semester through a questionnaire about students' tastes and preferences. To support the reading comprehension process, it is also suggested that students work in groups to discuss the readings from the textbook and confirm whether they have understood them adequately before proceeding with subsequent activities in the book.

To support students in their oral expression, it is recommended that the grammatical structures and exponents studied in class be used in activities where students talk about real or personal situations. This helps them understand how these expressions function in meaningful contexts or in real life. In the listening component, the teacher can deliberately use English phrases that contain the exponents and structures students need to acquire. To aid this process while developing listening skills, the teacher can include songs that feature the studied grammatical forms or vocabulary, thereby recovering the purpose and usefulness of the language.

Conclusions

The creation of a pedagogical model enables the integration of activities and teaching strategies, strengthens teaching practice, and, consequently, facilitates the student's learning process. It is important to diagnose, understand contexts, experiences, and students' performance levels in order to carry out the aforementioned pedagogical processes in a way that is adapted and personalized to their particular needs.

The variety of activities proposed in this model allows students to experience a formative process based on meaningful learning, since it includes the integration of context and realistic resources.

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