UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

LEARNING THROUGH PLAY: PEDAGOGICAL STRATEGIES TO ENHANCE ORAL EXPRESSION IN ENGLISH.

BARZALLO ZUMBA JULIO ALEJANDRO
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES

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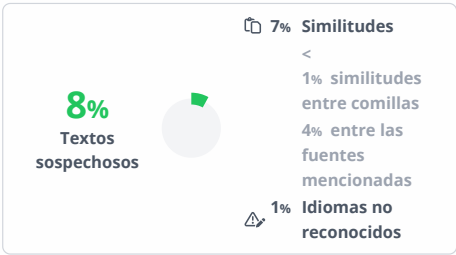**LEARNING THROUGH PLAY: PEDAGOGICAL STRATEGIES TO ENHANCE ORAL EXPRESSION IN ENGLISH.**

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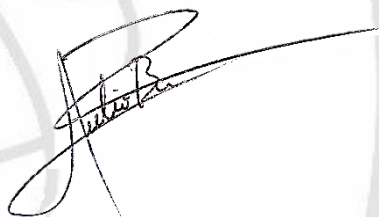**CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL**

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DEDICATORIA

I dedicate this thesis to my family, whose love and unwavering support have been my foundation throughout this journey, especially my brother, whose encouragement has meant the world to me.

To my teachers, who have guided me with wisdom and patience, shaping the educator I aspire to be.

And to my cats, whose quiet companionship and sometimes affection have made even the most stressful moments a little lighter.

This work is a testament to perseverance, learning, and the invaluable presence of those who walk alongside me.

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RESUMEN:

El desarrollo de la expresión oral en inglés es un desafío para los estudiantes, especialmente en contextos donde el idioma no es de uso cotidiano. Esta investigación analiza el aprendizaje a través del juego como estrategia pedagógica para mejorar la competencia comunicativa en inglés, fomentando un ambiente dinámico, motivador y libre de ansiedad. El estudio se fundamenta en teorías del aprendizaje significativo y la gamificación, las cuales destacan la importancia de la interacción y la experiencia lúdica en la adquisición de una lengua extranjera. Se examinan diversas estrategias, como juegos de roles, simulaciones, dinámicas de competencia y actividades colaborativas, para estimular el uso espontáneo del idioma en situaciones auténticas. Los resultados evidencian que el aprendizaje basado en el juego fortalece la confianza, fluidez y pronunciación de los estudiantes, al proporcionarles oportunidades de práctica contextualizada. Además, se observa un incremento en la motivación y participación activa dentro del aula. Se concluye que la integración de estrategias lúdicas en la enseñanza del inglés es una herramienta efectiva para potenciar la expresión oral, favoreciendo el aprendizaje natural y significativo. Se recomienda su implementación en currículos escolares para optimizar la adquisición del idioma de manera innovadora y efectiva.

Palabras clave: educación, estrategias, métodos, idioma, aprendizaje

ABSTRACT:

The development of oral expression in English is a challenge for students, particularly in contexts where the language is not used daily. This research examines learning through play as a pedagogical strategy to enhance communicative competence in English, fostering a dynamic, motivating, and anxiety-free environment. The study is grounded in theories of meaningful learning and gamification, which emphasize the importance of interaction and playful experiences in the acquisition of a foreign language. Various strategies—such as role-playing, simulations, competitive dynamics, and collaborative activities—are analyzed to encourage spontaneous language use in authentic situations. The findings demonstrate that game-based learning strengthens students' confidence, fluency, and pronunciation by providing opportunities for contextualized practice. Furthermore, an increase in motivation and active classroom participation is observed. The study concludes that integrating playful strategies into English language teaching is an effective tool for enhancing oral expression, promoting natural and meaningful learning. It is recommended that such approaches be incorporated into school curricula to optimize language acquisition in an innovative and impactful manner.

Keywords: education, strategies, methods, language, learning.

INDICE GENERAL

INTRODUCTION

The English language has become a requirement for achieving academic and professional success within the current educational system. This is recognized by Volchenkova & Al-Darraji (2022), who state that English is a crucial tool in the era of globalization, with a significant impact on various aspects of society, such as education, healthcare, business, and scientific collaboration.

On the other hand, Rojas et al. (2024) indicate that using appropriate materials and resources, effective linguistic skills in English can be developed. In other words, for effective learning of a second language, effective learning strategies aimed at addressing the new challenges of a globalized society are required.

Besides its influence on the realms of politics, economics, culture, and society, the changes brought about by globalization can also be reflected in the linguistic aspects of languages, as the lingua franca contributes to international communication (Vente & Ochoa, 2013). It is thanks to this internationalization that languages, especially English, have become the ideal means of communicating with people around the world. From this perspective, "a lingua franca can be defined as one that is used by different social groups to communicate when there is no common language for doing so" (Serrano, 2015, p. 178).

Within the field of education, various changes have been evident from the beginning of language teaching to the present. For many years, English classes were planned based on traditional strategies, methodologies, and models, such as the Grammar-Translation method, in which students' communicative interaction was nonexistent, and Behaviorism. In this contemporary era, technology has been gaining ground in teaching, allowing educators to design better classes focused on creating meaningful learning experiences for students (Peña, 2019).

When addressing the topic of didactic strategies, López (2012) points out that these encompass all activities, resources, instructional materials, and techniques used to achieve the goal of generating knowledge in students. Therefore, depending on the class and the type of content being taught, the teacher must ensure they select those elements that facilitate this process.

Didactic strategies play an extraordinary role in teaching English, as they help to increase students' level of engagement, fostering awareness and reflection when used correctly. Similarly, they should not be regarded merely as an additional resource or a complete lesson plan, but rather as a procedure to make the teacher's instructions more dynamic and easier to understand (Martínez, 2022).

However, the lack of experience in conducting practical work in educational institutions or higher education settings, involving direct interaction with students, does not limit the identification of certain issues related to the study of didactic strategies aimed at improving oral expression.

- ✓ Lack of motivation activities related to oral expression in English for students.
- ✓ Limited knowledge about the importance of improving students' oral expression in English
- ✓ Students' lack of interest in understanding oral expression in English and its importance for their learning.
- ✓ Absence of organized talks or webinars aimed at promoting, explaining, and encouraging oral expression in English.

Based on the above, the following scientific problem is proposed for resolution in this research: What pedagogical strategies facilitate the development of oral expression

in English among first-semester students of the Pedagogy of the National and Foreign Languages at the Technical University of Machala (UTMACH)?

Having identified the scientific problem, the focus of this research is the process of teaching and learning the English language.

On the other hand, some possible causes of this problem may include:

✓ Students are not adequately motivated to learn oral expression in English.

✓ Teaching strategies or pedagogical plans do not incorporate ICT.

✓ Activities such as public speaking or regular presentations are not conducted to assess the appropriate development of students' oral expression.

Consequently, the general objective of the research is: To develop a teaching system that improves oral expression among first-semester students of the Pedagogy of the National and Foreign Languages at the Technical University of Machala (UTMACH) of the term 2025.

This research study is limited to the scope of pedagogical strategies and methods for teaching oral expression. Similarly, the following specific objectives are established:

✓ To theoretically ground the importance of pedagogical strategies that develop oral expression among first-semester students of the Pedagogy of National and Foreign Languages major at UTMACH.

✓ To determine the level of oral expression among first-semester students of the Pedagogy of National and Foreign Languages major at UTMACH.

✓ To identify the pedagogical strategies that facilitate the development of oral expression among first-semester students of the Pedagogy of National and Foreign Languages major at UTMACH.

✓ To assess the effectiveness of a teaching system based on pedagogical strategies that enhance oral expression among firs-semester students of the Pedagogy of National and Foreign Languages major at UTMACH.

This research study is based on the application of a mixed methodology, utilizing both qualitative and quantitative approaches. The qualitative approach involves the collection of literature from reliable sources such as Redalyc, Scielo, Dialnet, and Scopus, to obtain scientific articles from prestigious and recognized journals containing relevant information on pedagogical strategies for teaching oral expression in English. This allows for a comparison of theoretical and practical aspects and enables a systematic evaluation.

A sample of 30 first-semester students from the National and Foreign Languages Education program at the Technical University of Machala is used. The study employs the following theoretical methods: Historical Method, Deductive Method, and Hypothetico-Deductive Method. Regarding empirical methods, the following are used: Observational Method, Experimental Method, and Measurement Method.

The significance of the research lies in the comprehensive understanding of appropriate pedagogical strategies for developing oral expression in English teaching and learning. This research aims to benefit students by enhancing their English learning experience and promoting quality education, through motivational activities linked to ICT and the updating of teaching methods within the bilingual education system.

Evidently, this research aims to develop a plan of pedagogical strategies supported by ICT, designed to promote a more dynamic and motivational teaching approach, simplify learning, and encourage active participation from English teachers. The study is organized and structured into four chapters:

Chapter I: Theoretical conceptualization of pedagogical strategies and oral expression, including their importance and significance in English language teaching and learning, based on up-to-date bibliographic information; Chapter II: Explanation of the data collection methods and techniques to be used; Chapter III: Presentation and analysis of the results; Chapter IV: Discussion of the results, including conclusions, recommendations, bibliography, and appendices.

1. CHAPTER I

1.1. Historical Background

1.1.1. Brief History of the Origin of the English Language

Learning a second language in a globalized era reflects a society's ability to adapt. From an economic, social, and cultural perspective, acquiring a new language can greatly contribute to the development and understanding of various cultural forms. Evidently, the rise of social media and communication technologies often makes the process of learning a second language somewhat easier.

From this perspective, learning a second language enhances areas such as work, education, and the economy (Crystal, *English as a Global Language* (2nd ed.), 2012). However, Juárez and Perales (2019) state that:

"In formal, school-based learning, students build their language knowledge largely through experiences within the classroom. This topic has been mainly addressed from the teachers' perspective. Therefore, it is necessary to consider students' experiences to understand what enables them to achieve their academic goals successfully." (p. 362)

Indeed, learning a second language such as English enhances various areas of societal knowledge, particularly at academic levels. According to Marín (2011), the popularity of the English language began "at the time when the British writer William Shakespeare started to gain fame. It is said that by the end of the 16th century and the beginning of the 17th century, more than 400 million people spoke English as their native language" (p. 1).

On the other hand, although exact data on the origin of the English language are lacking, Durkin (n.d.) suggests that English emerged with three Germanic tribes around 500 A.D. "These groups spoke an earlier Germanic language, which predates the modern languages of the Netherlands and Germany, but little is known about this period due to the absence of manuscripts" (Peña, 2019, p. 21).

Nevertheless, Venté and Ochoa (2013) explain that "When we talk about the English language and globalization, we are immediately referring to the late 20th and early 21st centuries, as during this period the language has assimilated words from other languages" (p. 8). From this perspective, it is understood that the United States and England imposed the English language due to their military, political, and economic power. Clearly, being global powers allowed them to influence, even culturally, other countries, as is evident today (Marín, 2011).

Indeed, the advancement and development of the English language can be explained by Peña (2019) as follows:

> The Scandinavian tribes invaded the territory now known as Great Britain, particularly in the northern and eastern regions. Thus, the Germanic dialect influenced Old English, resulting in a hybrid language with Norwegian tribal influence and the ancient language. However, it was not until the Norwegian conquest that written records emerged to demonstrate this influence. The centuries following the Norwegian conquest reveal a

significant impact on English as a language, marking a turning point where the foundations of the medieval period of English began to be established. (p. 22)

Similarly, contact with other cultures and the social, military, and economic advancements of nations during periods of conquest have allowed the English language to develop various nuances, such as different accents, while remaining highly popular globally. According to Fraile (2000), the British Empire played a crucial and fundamental role in making the English language predominant in the contemporary era, particularly due to the empire's military and colonial expansion into regions such as Africa, the Caribbean, and India. However, its impact is less significant and does not replace the native or mother tongue of the community.

"But although the English language gained strength in many parts of the world due to imperialism, it is important to mention that there is a significant difference between Standard English and its various variants" (Venté & Ochoa, 2013, p. 8). In this regard, Fraile (2000) asserts that true English, that is, standardized English, is the variety spoken in the Southeast of England, and therefore, other variants of English should be guided by this standard.

In other words, while the history of the English language does not provide precise data to determine its origin, it shares similarities with the origins of other languages, namely the expansion and colonization by empires. The English language has developed to the extent that not learning this second language can lead to a decline in academic, professional, and employment opportunities. Venté and Ochoa (2013) assert that:

The English language could also be referred to as the language of diplomacy, which has facilitated the strengthening of relations between different countries around the world. Additionally, it has been the primary means of communication for major international organizations, such as the European Union. (p. 9)

According to Crystal, in his work *English as a Global Language* (1997), the English language has influenced in unimaginable ways. Therefore, it is hard to believe that any negotiation could take place without the use of English. This second language is embedded in the cultural, political, social, and economic fabric of the world, making it crucial at the level of globalization.

Similarly, Venté and Ochoa (2013) assert that English has become a lingua franca due to technological and scientific advancements:

> The process of globalization has led English to become a lingua franca because most scientific and technological advancements have been carried out by developed countries strengthened by World War I and II, where English is the native language. Consequently, literature and texts are predominantly written in English, using it as a bridge for communication and knowledge acquisition. (p. 9)

In the historical context of the English language, the characteristics of colonial expansion, globalization, technological, scientific, academic, and political advancements gradually explain the fundamental reasons why, in education and communication strategies, the teaching and learning of this second language are so important. According to Kachru (1992), English is classified worldwide as follows:

> 1. Native Language: The primary language spoken by the majority of the population in a country, as is the case with English in countries such as the United States, the United Kingdom, and Australia. 2. Second Language: A national language learned after the native language, which applies to countries such as India, Nigeria, and Singapore. 3. Foreign Language: A language used almost exclusively for international communication, as seen in countries like Japan and Germany. (p. 80)

In any case, the expansion of the English language and its impact on globalization, communication, and education have led to the rethinking of many methodological aspects

of learning, aimed at enhancing the teaching of English to students for better academic performance with a view towards the technological future of society. In this regard, Marín (2011) states:

> "Education is the passage of change through many generations for the great progress of the country and thus of the nation, allowing for practical development while studying. Whenever a business deal is to be made with a company from another country, where both languages are different, English will be the language used to understand each other, thus enriching and strengthening knowledge." (p. 1)

For this reason, teaching a second language is essential, especially for the comprehensive development of students' education. Currently, English is the most widely used language in all areas of knowledge. It is an international language, not only because many countries, due to colonial expansion, are familiar with the language, but also because, in this era of globalization, technological and scientific advancements, English is more flexible in creating an effective communication link. (Venté & Ochoa, 2013)

From this perspective, teaching and the role of the teacher in the process of learning a second language become crucial. According to Beltrán (2017):

> "In the process of teaching and learning English, both the teacher and the student represent two of the most important elements, which will largely determine the correct or incorrect development of this process, whose primary goal is communicative effectiveness." (p. 92)

1.1.2. Pedagogical Strategies.

Pedagogical strategies do not have a historical record of their origins. They are understood to be inherent to teaching and educational practices. In other words, in the learning and teaching process, pedagogical strategies serve as roadmaps or, alternatively, as plans or tactics with the aim of facilitating instruction. According to Peña (2019):

"These tactics are employed by a teacher in the teaching-learning process based on their prior knowledge. In this sense, the teaching of foreign languages is directly related to applied linguistics, a field that offers several options for achieving satisfactory learning outcomes" (p. 28).

For this reason, pedagogical strategies refer to learning methods designed to facilitate the understanding of topics presented in class by the teacher. "Pedagogical methods are integrated and emerge from the interaction between teachers, children, and the environment. This relationship is subject to the subjectivity and particular diversity of each individual involved" (Angulo et al., 2015, p. 35).

Similarly, Peña (2019) asserts that pedagogical strategies: "They are the set of decisions made by each teacher based on their experience to educate in the best possible way. There has been a broad evolutionary field in terms of strategies from the beginning of language teaching to the present day" (p. 28). However, Bueno and Martínez (2002) state that:

> English teaching has a long tradition, which today provides a rich array of methods dating back to the 16th century. It began with the Grammar-Translation method and has evolved to the communicative approach that is now employed by educators in numerous higher education institutions both in the country and around the world. (p. 2)

On the other hand, the advancement and development of technology within societies have facilitated the management of better pedagogical strategies for teaching, in this case, the English language. Peña (2019) acknowledges that the rise of technologies, as well as globalization, has transformed the landscape of second language teaching and learning. The significant evolution in communication and information technologies is now fundamental for designing meaningful educational strategies.

However, Marín (2011) notes that the strategies adopted for learning must constantly evolve because the social context is dynamic: "It is essential to understand that models are mental constructs; almost the essential activity of human thought throughout history has been modeling. In this sense, constructing structured procedures for teaching based on these models is crucial" (p. 4).

In any case, pedagogy must be continually designed, and the teacher plays a central role. Apart from the technological strategies employed, students will feel supported by the active role of the teacher in the classroom (Juárez & Perales, 2019). This is particularly important because learning English "involves teaching four fundamental skills: speaking, listening, reading, and writing" (Peña, 2019, p. 29).

Furthermore, historical antecedents that identify pedagogy as a tool for learning include various methods or approaches used for teaching, such as: the Grammar-Translation Method, the Direct Method, the Reading Method, the Audiolingual Method, the Audiovisual Method, and the Situational Method (Bueno & Martínez, 2002). Additionally, Beltrán (2017) identifies other types of methods, such as the Communicative Method, or the traditional Direct Method focused on the teacher and the Indirect Method focused on the student (Angulo et al., 2015).

Consequently, pedagogical strategies will always be subject to the direction that the teacher wishes to give in their educational objectives for their students. According to Marín (2011):

"The purpose of pedagogical models has not been to describe or penetrate the very essence of teaching but to regulate and standardize the educational process, defining above all what should be taught, to whom, with what procedures, at what times, under what disciplinary regulations, to mold certain qualities and virtues in students" (p. 5).

Pedagogical strategies, also known as pedagogical models, are not fixed tools for teaching a second language. Instead, they are designed to guide teachers and enhance their ability to educate. For example, a teacher-centered pedagogical model allows for the generalization of topics and reaches a larger group, but its main drawback is that it does not promote individual learning. Conversely, the student-centered pedagogical model places the student in an active role, but in some cases, this may result in the student feeling less supported in their educational process (Angulo et al., 2015).

Therefore, pedagogy does not have a fixed origin but evolves depending on the strategies used by the teacher for education. Consequently, they are referred to as teaching plans or tactics. Their purpose is not to become fixed rules; rather, as education is dynamic, strategies may vary depending on the social, economic, political, or cultural context. Teaching English requires the teacher's responsibility to share their knowledge respectfully, understanding that students learn in diverse ways (Torres & Estrella, 2022).

Thus, the essence of pedagogical strategies is to raise awareness that education is a process requiring time and persistence. Some teaching methods or techniques assign a more active role to students, focusing on self-education in a second language. However, the classroom remains the primary and essential place for cognitive development (Beltrán, 2017).

In this context, certain pedagogical strategies, such as translation, are falling out of favor due to the integration of new technologies in English language teaching. Consequently, the communicative method is gaining popularity in foreign language education systems (Peña, 2019). "There is no excuse for not innovating in the classroom; a class where the teacher intervenes in various ways will create expectations in students and increase their desire to learn" (Cardozo & González, 2023, p. 1413).

1.1.3. Oral Expression in Education

Oral expression is an integral part of education, serving as a method for students to develop their ability to organize and articulate their ideas coherently. "Oral expression is an indispensable tool in processes of symbolization, knowledge construction, and for the professional performance of the teacher in training" (Castillo, 2020, p. 68). In contrast, Cardozo and González (2023) point out that:

> "Oral production is one of the skills in English that most concerns teachers, as it requires specific aptitudes to convey knowledge. Teachers must also actively engage in finding the necessary methodologies, strategies, or activities to teach pronunciation, intonation, and fluency, which are crucial for this skill". (p. 1414)

Castillo (2020) emphasizes that oral expression plays a pivotal role in education, particularly in the context of foreign language learning. This skill extends beyond basic learning levels, as it demands thorough proficiency in pronunciation, vocabulary, and grammar. Furthermore, Zapata (2020) underscores the critical importance of oral expression, asserting that it serves multiple functions: it facilitates the teaching, evaluation, and public dissemination of knowledge; it acts as a mediator in interpersonal interactions; and it functions as a key tool for learning" (p. 147).

1.2. Conceptual and/or Referential background

1.2.1. What does learning through play mean?

In this concept, play in education holds significant importance. According to the United Nations International Children's Emergency Fund [UNICEF] (2021), "through play and sensitive, responsive communication with their significant caregivers, both young children and their primary caregivers acquire essential knowledge and skills" (p. 2).

Play enables human congnitive development, especially in the early stages, as it requires a bond and communicative connection. In this regard, Rebolledo and Dominguez (2021) state that "games facilitate specific behaviors, such as different forms of socio-emotional regulation, and become a key factor in the biological-cultural process that guides us toward building less aggressive and less violent human communities" (p. 234)

Evidently, play in learning allows students to break free from the constraints of classroom-imposed rules and achieve autonomy. "The lack of play opportunities limits the development of basic cognitive skills such as creativity, problem-solving, and decision-making" (Chisag Guaman et al., 2024, p. 68).

In this specific case, English learning requires more dynamic classes, which ensure that the student concentrates on learning, but has fun in the learning process, therefore, motivation in the classroom is vital. Castillo et al. (2023) refer to play as those techniques necessary for students to develop their abilities to face complex problems or situations, stating that, "It is an innate activity, which develops with time, while man tries to relate to his environment and his fellows, interacting playfully and learning from that experience" (p. 105).

From this perspective, learning through play is an ideal way to develop a cognitive system whose main purpose is to solve, or attempt to solve, complex problems that arise. According to Rodriguez et al. (2020), play has a total impact on second language learning, its main characteristic is the motivation generated by those activities of a playful nature; play as a pedagogical strategy "fosters the development of an effective teaching-learning process, facilitating cohesion, integration, and motivation for the content" (p. 373).

The game in the dynamics of classroom learning is a source of motivation for the learner, but also of creativity. Indeed, learning a second language, when English levels

are below average, requires effective strategies from the teacher to avoid ambiguity or boredom. According to Rebolledo and Domínguez (2021), play has been practiced since the beginning of mankind and has two purposes: to generate social attitudes or to compete among community members.

From this perspective, the game was present not only as a fact directed to learning but also to generating certain social behaviors or competitiveness. For this reason, "the lack of social and emotional interaction through games can create social and emotional problems for students" (p. 69). In any case, "since classical times, thinkers such as Aristotle and Plato gave importance to learning through play and proposed that infants should have toys that would help 'form their minds' for the challenges of adult life (Castillo et al., 2023, p. 105).

Play in Greek times was important because it created analytical, critical, and dynamic thinking, capable of overcoming pressure and making the right decision through analysis. Why did those game-oriented methods lose their relevance as education found other directions? Additionally, Rodríguez et al. (2020) explain that "the most important factor in achieving motivation in the educational process is the use of active and innovative teaching methods that spark students' interest at all ages" (p. 374). From this perspective, motivation in learning is crucial, which is why teachers must understand the positive effects of play and how it connects to students' motivation, focus, and academic progress.

In this regard, Rebolledo and Domínguez (2021) state that play is one of the pedagogical strategies that every teacher should consider, especially if they lack the necessary skills to effectively explain what they know. They further add that:

The physical and sociocultural context in which behaviors occur matters. Thus, from an ecological perspective, we propose that some playful environments, because of their affective, collaborative and imaginative nature, can be a pedagogical way to develop certain skills, particularly those considered beneficial or transformative in the current historical context. (p. 234)

In short, the game evolves as education and the social context evolves, understanding that dynamism between education, society and pedagogical strategies is part of the core issue of the teaching-learning work. The game in the contextual framework of cognitive processes can even help in a positive way to generate greater concentration in students. "The game helps man to free himself from conflicts and to solve them through fiction, with the use of imagination and with the mere goal of having fun" (Castillo et al., 2023, p. 106).

From a new point of view, Rodriguez et al. (2020) assures that game strategies for learning should not be unlimited, but rather, they should be for certain subjects, whose degree of difficulty requires the pedagogical methods of the game, without this restriction, the classes could be not very attractive. Likewise, he assures that "games in the classroom increase fun and improve attention, favoring cognitive development" (p. 375).

In any case, the strategy of games as a learning method requires the teacher's responsibility and willingness to recreate new types of more dynamic classes, so that the learning process does not become tedious or boring. The game is an integral part of the human being, since ancient times, and even proposed by great philosophers as a tool to modulate a mind prepared to face challenges, that is, virtuous.

Therefore, learning through play recreates complex situations that will put the student to the limit, but, indirectly, encourages him to overcome those obstacles. For Rebolledo and Domínguez (2021) "the game, as part of the environment of interactions,

allows mobilizing and experiencing conceptual, behavioral and attitudinal socioemotional resources, which can rewrite, through creativity and playful imagination, knowledge and pre-existing beliefs" (p. 239).

On the other hand, Castillo et al. (2023) explains that play must be spontaneous; a very rigid play strategy will not attract attention, nor will it create the necessary motivation to understand the concepts. He adds that:

Games arise spontaneously, without planning them, and this means that experiences are foreseen, but each one assumes them according to his or her possibilities, understandings and interpretations. For this reason, experiences may take different directions from what the teacher, the teacher and the educational agent expected. (p. 107)

In learning, with the game methodology, the student uses his understanding and interpretation of the situation he is proposed to overcome, that is why the experience with his environment must be flexible and dynamic, "it is important to integrate the game in the teaching-learning process, thus generating new ways to teach theory, practice, present the contents and evaluate" (Rodríguez et al., 2020, p. 375).

1.2.2. What are the pedagogical strategies for teaching English?

With respect to pedagogical strategies, there are several that are used in the teaching-learning of English. However, the following is a description of those that are currently relevant or that, for various reasons, continue to be used despite the passage of time. Likewise, as explained in previous paragraphs, strategies are tactics that facilitate the understanding of topics in the classroom.

First, Marín (2011) establishes the following pedagogical strategies: traditional pedagogical model, behaviorist transmissionist model, pedagogical romanticism, romantic model, socialist pedagogy model, socialist model. On the other hand, Cardozo

and González (2023) indicate pedagogical models with approaches, for example: communicative approach, project-based, through play, oral production in English, TPR (Total Physical Response) methodology, evaluation. In addition, Peña (2019) describes some new strategies, such as: Content Based Teaching, Task Based Instruction, Content Language Integrated Learning (CLIL). valuate" (Rodriguez et al., 2020, p. 375).

1.2.3. The traditional pedagogical model

In this case, the objective is to form character in the student, through will, virtue and discipline. For Marín (2011):

> The basic method of learning is the academicist, verbalist, who dictates his classes under a regime of discipline to some student's recipients. An example of this method is the way children learn the mother tongue; hearing, seeing, observing and repeating many times. (p. 5)

1.2.4. Transmissive behaviorist model

In this case, Marín (2011) mentions that the teacher focuses on teaching the student his level of productivity in the system. Through his participation or active role, "The model was developed with the rationalization and economic planning of courses in the upper phase of capitalism, under the view of the meticulous molding of the productive behavior of individuals" (p. 5).

1.2.5. Pedagogical romanticism

On the contrary, in the model of pedagogical romanticism, the teacher encourages the student to learn based on the freedom to learn. In this regard, Marín (2011) mentions that the teacher "should free himself from the fetishes of the alphabet, from the multiplication tables of the discipline and be only an auxiliary or metaphorically a friend of children's free, original and spontaneous expression" (p. 6).

1.2.6. Socialist pedagogy model

Ideological and critical, the socialist pedagogy model intends the educational system to form students capable of sharing with society through their own learning and experiences. According to Marín (2011). This development is determined by society, by the collectivity in which productive work and education are inseparable, and this guarantees not only the development of the collective spirit, but also the multifaceted and polytechnical pedagogical knowledge and the basis of practice for the scientific training of new generations (p. 6).

1.2.7. Socialist model

In the socialist pedagogical model, explains Marín (2011), its fundamental basis is the investigation of concepts and research methods, whose main focus is based on the understanding of texts through the investigation of crucial information for their academic development. Now, with respect to the new methods or approaches to pedagogy in education and teaching-learning, according to Cardozo and González (2023), a very popular model in the teaching of a second language is taken into consideration: the communicative approach.

1.2.8. Communicative approach

It is understood as a process capable of generating fluency through active listening to the language to be learned. For Cardozo and González (2023) this approach "has influenced language teaching and has contributed to a broader and more contextualized understanding of the use of language in human communication" (p. 1410). The communicative approach is effective because when listening to second language pronunciation, the brain unconsciously picks up the sound and improves pronunciation.

According to Peña (2019) this model is the most popular because grammatical comprehension takes a back seat, and the need for the learner to understand the sounds of that grammar is enhanced. They further explain that:

> The communicative method is then that which allows the student to develop a communicative competence, which is based on a curricular mesh that helps to obtain products through the performance of specific tasks. For this, it is necessary that communicative situations are present in the progress of the class. (p. 31)

1.2.9. Project-based model

This approach or pedagogical model, promoted since 1920, focuses on group work and research on current relevant topics within society. In this regard, explain Cardozo and González (2023), the project-based model allows the student to perceive the reality of society and to understand it based on the second language; it is like explaining the problem from a learning point of view in the learned language. They also state that:

> Now in the context of foreign language learning, PBL allows the benefit in the practice of communicative skills, allowing them to exchange ideas, learn to listen to the opinions of peers, process information and motivate creativity. This generates a group commitment that allows all members to distribute functions, actively participate in the development of activities, plans and evaluations. (p. 1412)

1.2.10. Learning through play

This pedagogical model, as explained above, aims to improve the motivation and dynamism of the classes and the learning of the second language. In this regard, Cardozo and González (2023) state that learning a foreign language can be tedious and boring if the teacher does not manage to capture the attention of his students or if the explanation of his classes is based on repetition. They claim that:

If a vocabulary is memorized just by repeating and repeating words, it is studied for the moment, but the same results are not perceived. But if an English vocabulary is studied through a game, either mediated by ICT, or with interactive cards or a round, the child will enjoy doing the activity while assimilating knowledge. (p. 1414)

1.2.11. Oral production in English

For Cardozo and González (2023) this model is one of the elementary ones in the scale described earlier in the research. They state that:

It is well known that when learning or teaching English one wants to develop four skills: listening, speaking, reading, writing, and from the classroom one works hard to develop these skills, sometimes different factors such as the time intensity of the subject, the student's motivation or the teacher's abilities can affect progress in this regard. (p. 1415)

Oral production in English, therefore, should be complemented to the learning model through games due to the high degree of complexity of learning a second language, and also forces the teacher to prepare dynamic classes, oriented to encourage and motivate students in the teaching process (Cardozo and Gonzalez, 2023).

1.2.12. The TPR (Total Physical Response) methodology

It was designed by psychologist James J. Asher in 1960, and consists of combining learning, understanding and physical practice; in any case, the teacher must understand that his or her body movements in the teaching activity are fundamental to make an impact in the classroom (Cardozo and González, 2023).

This type of methodology resists the idea of repetition without purpose, and seeks to make the elements of understanding and body language the central axis of the study. Cardozo and Gonzáles (2023) emphasize that:

is the source that encourages children to follow him by movements in the acquisition and interpretation of vocabulary, it is also important to make use of gestures, games and practical activities to reinforce what has been learned, it is allowed as interpretation of vocabulary that students perform physical actions in response to commands since it is relating reasoning and action. (p. 1417)

1.2.13. Evaluation

Also understood as feedback, the purpose is to "allow the student to identify weaknesses and seek to turn them into strengths, that is, to learn from mistakes; this process also gives the teacher the possibility of reevaluating the strategies presented in favor of learning" (Cardozo and González, 2023, p.1417).

Evaluation, beyond discouraging students, must be focused on teaching them from their own mistakes. While it is true that learning a second language can lead to some errors in pronunciation, grammar, reading or listening, it is also pertinent to emphasize that it is a particular and special study model compared to other subjects.

1.2.14. Content Based Teaching Model

This mode is linked to the communicative model, but, unlike the latter, the content-based model, integrates the learning of a second language, in this particular case, English, with other subjects such as language, biology, art, in other words, it seeks that the student learns English as if he were in a traditional education class, and thereby achieve the naturalness of pronunciation and active listening (Peña, 2019).

1.2.15. Task Based Instruction

Focused on the simulation of situations, this model aims to develop the naturalness of actions that the student may face in his day-to-day life. According to Peña (2019), the model is based on putting what is learned into practice in a natural way:

students do not have a pre-established pattern to follow but use the language that is most relevant to them; so that the language that explores comes from the needs of the students, rather than coming out of the book with which they study. (p. 33)

1.2.16. Content Language Integrated Learning

For this model, Peña (2019) states that it is based on teaching the tenses of the situation of the social context, with English, in this way, the student acquires important bases in the learning of the second language and can relate their learning with grammar. The objective of this pedagogical model is to achieve the linking of the second language and social problems, adding grammatical skills.

In short, these models respond to the constant need for education to be updated and linked to social contexts, ensuring that the learning of the second language is not only an exercise indifferent to social dilemmas, but that student's reason, think and express themselves through the foreign language in a natural and systematic way, understanding the importance of their education.

1.3. Oral expression in English language teaching and learning

Oral expression is fundamental in the teaching of English, since it allows students to communicate effectively in real contexts. According to Bautista Díaz et al. (2024), developing oral skills in English facilitates intercultural interaction and understanding, essential aspects in a globalized world. To achieve effective communicative competence, it is necessary to implement didactic strategies that promote the active participation of students.

For Ochoa (2022), activities such as linguistic reproduction and teacher-student interaction improve pronunciation and retention of English vocabulary. The use of techniques such as role play has also proven to be effective in the development of oral

expression. According to Níkleva and López (2024), role play allows students to practice real communicative situations, improving their fluency and confidence in speaking English.

In addition, the integration of appropriate teaching media is crucial to strengthen oral expression. Salinas and Nery de Vita (2024) propose a media system that includes audiovisual and technological resources, which facilitate the practice and improvement of oral skills in English. It is important to consider that the evaluation of oral expression should be continuous and formative.

On the other hand, Cruz (2024) states that implementing assessment criteria that consider fluency, coherence and appropriateness of English discourse, to guide the teaching-learning process effectively, strengthens the student's motivation and confidence in the development of oral expression, in addition to creating a positive learning environment and providing constructive feedback encourages active participation and progress in English oral skills.

1.3.1. The importance of correct pronunciation

Correct pronunciation plays a key role in teaching English, as it facilitates effective communication and avoids misunderstandings. In learning a foreign language, the ability to pronounce properly not only improves the speaker's intelligibility but also strengthens his or her confidence when interacting in different contexts. Pais do Amaral and Martinez (2023) argue that good pronunciation is essential for effective communication, as it allows interlocutors to understand the message without difficulty. Therefore, pronunciation instruction should be an integral component of the language curriculum, addressing both individual sounds and suprasegmental elements.

One of the greatest challenges in teaching pronunciation is overcoming native language interference. These interferences manifest themselves in the difficulty of producing certain sounds that do not exist in the learner's native language. According to Blanco and Ferreira (2022), it is crucial to identify these trouble spots and design pedagogical strategies that enable learners to overcome these barriers. This may include imitation exercises, listening practice, and detailed explanation of how sounds are produced in the phonatory apparatus.

Pronunciation also influences listening comprehension, as it is closely related to the ability to recognize sounds in the speech of others. According to Rodriguez et al. (2023), when students practice and perfect their pronunciation, they also improve their ability to understand native speakers. This not only facilitates communication but also increases the learner's confidence when participating in real conversations.

In addition to individual sounds, suprasegmental elements, such as rhythm, intonation and stress, are fundamental to convey meaning and emotion. Villavicencio et al. (2024) stress that these aspects should not be ignored in the classroom, as they contribute significantly to the fluency and naturalness of speech. Pronunciation instruction should include activities that allow students to practice these elements in real communicative contexts.

Student confidence is directly linked to their ability to pronounce correctly. Poor pronunciation can generate insecurity and limit the learner's active participation in oral interactions. As Angulo et al. (2015) point out, accurate pronunciation not only improves mutual comprehension, but also increases the learner's self-esteem, motivating them to practice and perfect their language skills.

On the other hand, the implementation of digital technologies has revolutionized the teaching of pronunciation. Applications and tools such as speech simulators and phonetic analysis software allow students to identify errors and correct them autonomously. According to Segovia et al. (2022), the use of these technologies complements classroom instruction and provides additional opportunities to practice pronunciation in a controlled environment.

Teachers play a crucial role in the development of their students' pronunciation. Their ability to model sounds and provide constructive feedback is critical to learners' progress. Orellana and Ortiz Navarrete (2022) emphasize the importance of teacher training in phonetics and phonology to ensure effective instruction in this area. Ongoing teacher training enables teachers to keep up with the most advanced methodologies and techniques.

Correct pronunciation also has a significant impact on how others perceive the speaker. Good pronunciation can enhance an individual's credibility and professionalism in academic and work environments. Guzzi and Ramos (2023) note that speakers with clear pronunciation are perceived as more competent and reliable, which can open doors in the professional world.

Consequently, pronunciation instruction should be inclusive and tailored to the individual needs of learners. This implies considering their ability levels, learning objectives, and cultural backgrounds. Cardozo and Gonzalez (2023) argue that a personalized approach not only improves results but also fosters a more positive and motivating learning environment.

For this reason, correct pronunciation is an essential aspect of English language instruction that impacts communication, learner confidence and listening comprehension.

Incorporating pedagogical strategies, innovative technologies and an inclusive approach ensures that learners develop this skill effectively. Teacher training and the use of technological tools complement this process, ensuring comprehensive training for students.

1.3.2. Good discourse organization

The organization of discourse plays a fundamental role in the teaching-learning of English, as it facilitates clarity and effectiveness in communication. In the educational process, the ability to structure ideas in a coherent and logical manner allows students to convey messages in a precise and understandable way. According to Maridueña et al. (2022) good discourse organization not only improves oral interaction but also contributes to the development of key communicative competencies in academic and professional contexts. Therefore, teaching strategies to organize discourse is essential in the comprehensive training of English language learners.

One of the main challenges in teaching discourse organization is overcoming cultural and linguistic differences that influence how students structure their ideas. These differences can lead to discourse patterns that do not always match those of English. According to Peña (2024), it is important for teachers to help students identify these differences and adapt their teaching to address the specific needs of their students. This may include activities that focus on the proper use of connectors, transitional phrases, and argumentative structures.

The ability to organize a speech correctly directly impacts a student's confidence in expressing themselves in English. A clear and coherent structure allows them to articulate their ideas with greater confidence, which in turn improves their fluency and participation in oral interactions. As Duran (2024) points out, the development of these

skills not only strengthens language competencies, but also fosters greater self-esteem and willingness to communicate in the language.

In addition, discourse organization is linked to listener comprehension. When a speaker uses a logical structure and uses appropriate discourse markers, it makes it easier for the receiver to follow and understand the message. According to Murillo (2024) teaching students to organize their ideas not only benefits their oral production, but also improves their ability to participate in conversations and debates, promoting a more effective exchange of ideas.

On the other hand, pedagogical strategies for teaching discourse organization should include practical and contextualized activities. This can range from speech planning exercises to simulations of real communication situations. According to Blanco and Acosta (2023) integrating authentic tasks that require good discourse organization helps students to apply these skills in real contexts, strengthening their learning and retention.

The use of technological tools has also revolutionized the teaching of discourse organization. Voice recording and text analysis applications allow students to practice, evaluate and improve their discourse structure autonomously. Solis et al. (2024) point out that these technologies provide immediate and detailed feedback, which facilitates the identification and correction of errors in discourse organization.

From this perspective, teacher training is crucial for success in teaching discourse organization. Teachers must be trained to model good discursive practices and provide effective feedback. According to Aquino et al. (2024), teachers who master discourse organization strategies can better guide their students in the development of this competency, ensuring stronger and more consistent results.

Obviously, speech organization is not only important in the academic environment, but also in work and social contexts. A good discourse structure can make a difference in presentations, interviews and negotiations, where clarity and persuasiveness are essential. Blanco and Acosta (2023) point out that this skill is a key component of effective communication in any professional environment.

For this reason, it is essential to adopt an inclusive approach that considers the individual differences of students when teaching discourse organization. This implies adapting pedagogical strategies to the skill levels, learning styles, and specific goals of each learner. Maridueña et al. (2022) argue that a personalized approach not only improves learning but also creates a more motivating and participatory classroom environment.

Likewise, good speech organization is essential in the teaching and learning of English, as it impacts both oral production and listener comprehension. Incorporating effective pedagogical strategies, innovative technologies and an inclusive approach ensures that students develop this skill in a comprehensive manner. Teacher training and the practical application of these competencies in real contexts ensure a solid preparation to face communicative challenges in any environment.

1.3.3. Effective communicative interaction

Communicative interaction is an essential element in the teaching-learning of English, as it fosters a dynamic environment where students can practice the language in an authentic way. According to Leguizamón et al. (2024), learning occurs through social interaction, which makes communication a key component in the development of language skills. In the English classroom, activities that promote verbal exchange allow students to gain confidence and fluency in their oral skills.

One of the main advantages of communicative interaction is exposure to different language styles and registers. By engaging in dialogues with peers and teachers, students become familiar with linguistic variations that enrich their understanding of English. Abreu et al. (2023) explain that these experiences are fundamental to developing a comprehensive communicative competence that includes both linguistic and sociocultural aspects of the language.

Communicative interaction also fosters meaningful learning by allowing students to connect language to real-life situations and everyday contexts. For example, activities such as debates, role-playing, and group discussions help students apply English in a practical way. Vergara et al. (2022) emphasize that these dynamics increase learner motivation by seeing how language becomes a useful tool for everyday life.

Another crucial aspect of communicative interaction is its ability to develop active listening skills. During interactive activities, students not only practice speaking, but also listening and understanding their interlocutors. This enhances their ability to pick up nuances of language, such as tone, intent, and idiomatic expressions. Marchante and Cerezo (2024) stress that these skills are essential for effective communication in English.

Immediate feedback is another benefit of communicative interaction. By interacting with peers and teachers, students receive corrections and suggestions that help them improve their accuracy and fluency. According to Dávila and Barrera (2023) this type of feedback is particularly valuable because it allows students to identify and correct errors in real time, which accelerates their learning process.

Thus, digital technologies have expanded the possibilities for communicative interaction in English language teaching. Platforms such as online forums, videoconferencing applications and social networks allow students to practice the

language with native speakers and other students from around the world. According to Ortiz (2024), these tools not only facilitate interaction, but also increase language exposure and cultural immersion.

In addition, it is important for teachers to design activities that promote inclusive and equitable communicative interaction. This involves ensuring that all students, regardless of their ability level, have opportunities to actively participate in group dynamics. For Mamani (2024), an inclusive approach not only enhances individual learning, but also creates a more collaborative and motivating classroom environment.

Clearly, communicative interaction also develops critical thinking and problem-solving skills. By participating in activities such as debates and collaborative projects, students learn to express their ideas, argue their points of view, and negotiate meanings in English. According to Dávila and Barrera (2023) these skills are fundamental for academic and professional success in international contexts.

Indeed, communicative interaction helps reduce students' anxiety when speaking English. By practicing the language in a safe and supportive environment, students gain confidence and overcome the fear of making mistakes. Cruz (2024) states that a relaxed communicative environment is key to lowering the affective filter and maximizing language learning.

For this reason, communicative interaction is vital for the teaching-learning of English, since it develops linguistic competencies, social skills and confidence in students. Incorporating dynamic activities, innovative technologies and inclusive approaches ensure that students make the most of communication opportunities in the classroom and beyond. Interaction not only enriches learning but also prepares students to meet the challenges of a globalized world.

1.3.4. Vocabulary - an essential tool?

Vocabulary is a fundamental pillar in the teaching and learning of English, as it is the basis for effective communication. Without an adequate knowledge of words and their meanings, students face difficulties in expressing themselves and understanding messages in the language. Rodriguez et al. (2024) explain that vocabulary is essential for the four language skills: listening, speaking, reading, and writing, which makes it an indispensable component of English language learning.

For this reason, a good command of vocabulary enables learners to develop fluency in the language. This is because, by expanding their repertoire of words, they can construct more complex and varied sentences. López and Vásquez (2022) emphasize that vocabulary is the most accessible resource for students when trying to communicate, since even with limited grammar, an extensive vocabulary facilitates the transmission of ideas.

In any case, vocabulary instruction should be intentional and strategic. It is important that teachers select relevant and useful words for students, considering their level of proficiency and context of use. For Valdelomar and Moreno, (2024) teaching words in meaningful contexts and through interactive activities improves retention and practical use of vocabulary. From this perspective, the use of visual and contextual techniques is effective for teaching vocabulary. Contextualized images, graphics, and examples help students associate words with their meanings, which facilitates their learning. According to Alegre (2022) the integration of visual elements in the teaching process enhances comprehension and long-term memory.

Clearly, regular practice is key to consolidating vocabulary learning. Activities such as word games, crossword puzzles, and flashcards motivate students and allow them to review and reinforce learned terms. Fredholm (2024) emphasizes that repetition and

frequent use are fundamental to internalizing new words and make them part of the learner's active repertoire.

However, vocabulary teaching must also address aspects such as pronunciation, spelling and collocations. These elements are essential for accurate and natural language use. Torres and Conza (2023) point out that teaching vocabulary in combination with its typical collocations helps students to speak more naturally and fluently. Technology offers innovative resources for teaching vocabulary. Mobile apps, online platforms, and self-directed learning tools provide interactive and personalized exercises that tailor content to each student's level and needs.

According to Cazho and Guamán (2024) these tools encourage autonomy and continuous learning, even outside the classroom. It is essential that teachers promote reflection on the use of vocabulary. Activities involving the creation of stories, essays or debates allow students to apply the words learned in real and creative contexts. Sanchez et al. (2022) emphasize that the active use of vocabulary in meaningful tasks reinforces its learning and functionality.

Vocabulary also plays a crucial role in reading and listening comprehension. A good word base allows students to decipher the meaning of more complex texts and audios, which broadens their exposure to the language. According to Davila and Barrera (2023), there is a direct relationship between vocabulary size and a student's comprehension ability. Consequently, vocabulary is essential in English language teaching and learning, as it impacts all language skills and facilitates effective communication. By incorporating diverse strategies, such as the use of technology, visual techniques, and interactive activities, teachers can optimize vocabulary learning and prepare students to successfully meet the challenges of language proficiency.

1.3.5. Proper grammar - Writing is learning

Grammar plays a crucial role in the teaching-learning of English, as it provides the structure necessary to construct and understand sentences coherently. According to Rodriguez (2022) grammar is the framework that gives meaning to vocabulary, enabling students to communicate complex ideas accurately and clearly. Without a solid foundation in grammar, students may face misunderstandings when interacting in the language.

A proper knowledge of grammar facilitates written and oral expression. This is because grammar rules guide the formation of correct and understandable sentences. Reig et al. (2024) point out that mastering grammar allows students to avoid common errors that can affect fluency and confidence in their communicative skills, both in academic and professional contexts. Grammar is fundamental to reading and listening comprehension.

Grammatical structures help learners interpret the meaning of texts and audios, even when they encounter unfamiliar vocabulary. According to Fontich (2024), a good understanding of grammar enables learners to infer meanings and contextualize information, improving their overall linguistic competence. Effective grammar teaching requires a communicative and interactive approach. Teachers should integrate grammar rules into practical activities that reflect real-life situations.

Martinez (2024) proposes that combining explicit explanations with opportunities to use grammar in meaningful contexts improves retention and practical application of learned concepts. The use of technology in grammar instruction offers important advantages. Apps, educational videos, and online platforms provide interactive exercises that reinforce the learning of grammar rules.

According to Guevara et al. (2023), these tools allow students to practice autonomously and receive immediate feedback, which promotes more effective learning. Therefore, grammar should be taught in a contextualized and progressive manner. Introducing grammatical concepts according to the learner's proficiency level and in relation to relevant topics facilitates comprehension. According to Bautista et al. (2024) connecting grammar with vocabulary and communicative skills helps students internalize rules naturally.

However, it is important to foster a positive attitude towards grammar among students. Many perceive it as a difficult or boring aspect of learning English. According to Cock (2022) presenting grammar as a tool to improve communication and not as an end in itself can increase students' motivation and interest. Clearly, group and collaborative activities are useful in teaching grammar. Working in teams allows students to solve grammar problems together and learn from each other.

In this sense, Martínez (2024) explains that collaborative learning promotes a deeper understanding and a more effective use of grammatical structures in real contexts. In addition, feedback is a key element in grammar teaching; therefore, teachers should correct errors constructively and provide clear examples that reinforce learning. According to Reig et al. (2024), effective feedback helps learners identify areas for improvement and apply grammar rules with greater confidence.

Consequently, grammar is essential in English teaching-learning as it provides the basis for accurate and effective communication. By using innovative strategies, technology, and communicative approaches, teachers can effectively teach grammar and prepare students to successfully meet the challenges of language proficiency.

1.4. Results and diagnosis

Diagnosis of the oral expression of first semester students of the pedagogical career of national and foreign languages at the Technical University of Machala (UTMACH). The following are the results of the diagnostic test taken by the first semester students of the pedagogical career of national and foreign languages at UTMACH. The results were obtained through a pedagogical test where students were evaluated using rubric with the following indicators:

Indicator 1: Pronunciation

The results obtained in the aspect of pronunciation and intonation reflect that 52% of the students reached an insufficient level, which evidences difficulties in articulating words clearly and using adequate intonation. On the other hand, 32% obtained a good level, indicating that their pronunciation is mostly understandable and their intonation is adequate in almost all their interactions in English. Finally, 16% were those who stood out by obtaining an excellent level in the test, demonstrating that they are the minority of students who manage to pronounce English words with a minimum margin of errors and at a natural rhythm.

Indicator 2: Use of grammar.
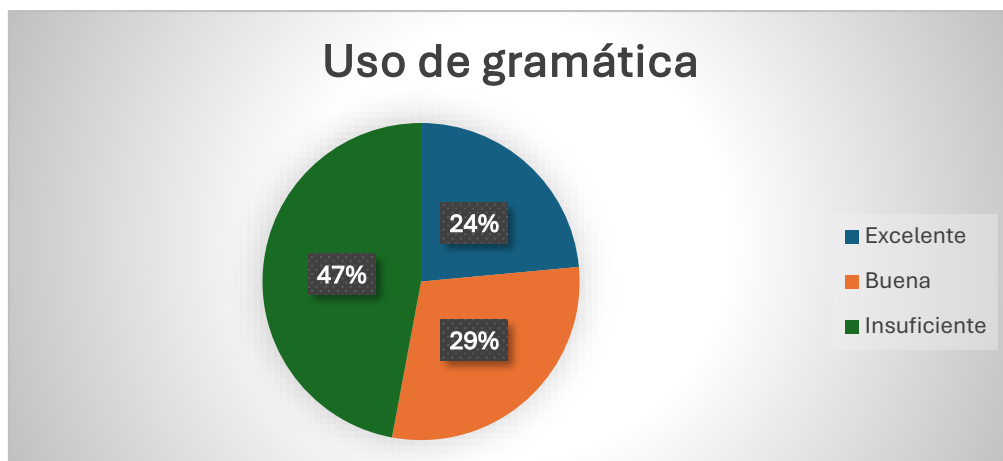
The following graph describes the results regarding the use of grammar where 47% fall in the range of insufficient, which shows that when producing sentences the grammatical structures were basic and with recurrent errors that affected the clarity of the messages. Additionally, 29% achieved a good level, which indicates that the use of grammar is mostly adequate, despite presenting inconsistencies in more complex structures and occasional errors that limited the fluency of their oral expression. Finally, 24% scored an excellent level.

Indicator 3: Vocabulary.

Vocabulario

■ Excelente	
■ Buena	
■ Insuficiente	

16%

52%

32%
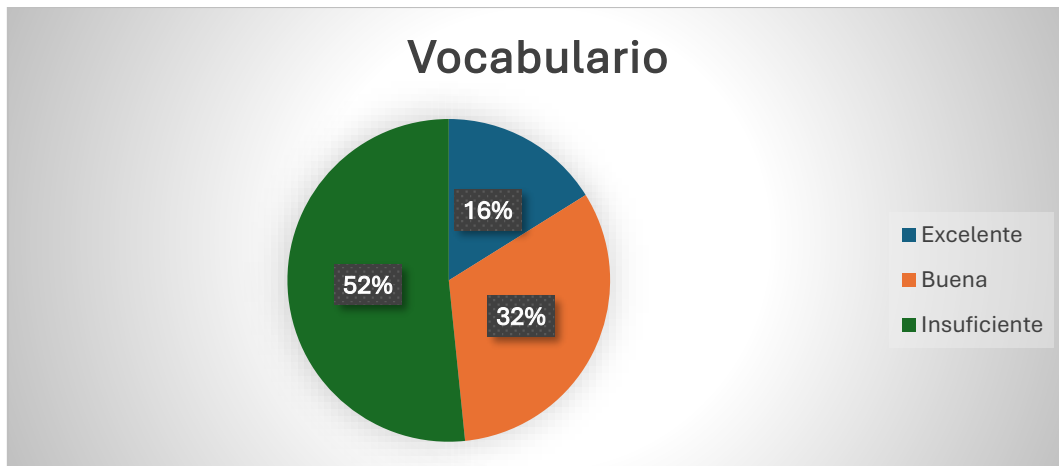
The results related to the use of vocabulary showed that 14% excelled in using a wide range of vocabulary, demonstrating mastery and precision when communicating. On the other hand, 32% did so regularly, being acceptable, but with errors that expose deficiencies in lexical variety. Finally, 52% had a limited lexical repertoire, characterized by excessive repetition of basic words and lack of precision in their interventions.

Indicator 4: Interactive communication.
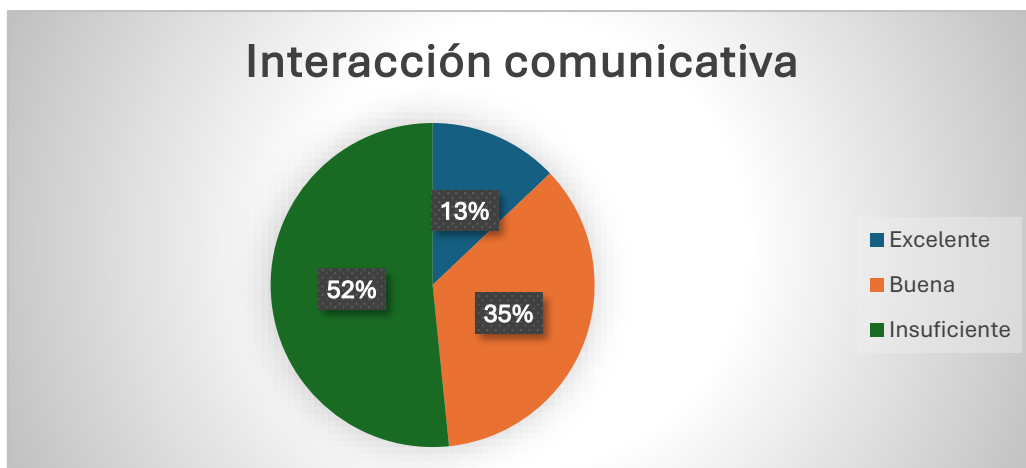
General analysis of the results obtained from the Pre-Test
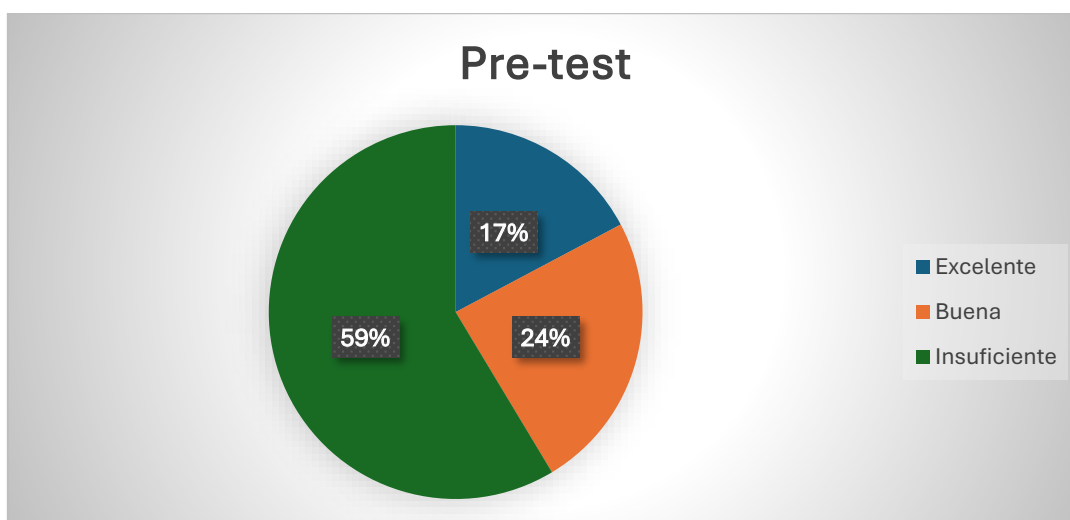
Within the aspect of communicative interaction, 52% of the students presented significant difficulties to respond fluently to interactions with their peers, showing prolonged pauses and responses that did not fit the context of the conversation. Likewise, 35% achieved an acceptable performance, being able to participate in oral interactions adequately. Finally, 13% possessed the ability to interact in a natural, fluent and coherent manner.

In the following section, the interview and the responses of the English teacher of the pedagogical career of national and foreign languages are presented. This interview

was conducted with the purpose of knowing the teacher's perception of the group of students and the strategies he/she uses to teach.

1.5. Interview

Question 1: What strategies do you use to motivate students to speak in English during class?

Analysis: The teacher is aware that he is in charge of a group with different abilities, and those students who have more developed oral skills are the ones who serve as guides for the rest.

Question 2: What do you consider to be the students' level of oral expression?

Analysis: The teacher considers that his students have a basic level of English, a level at which producing their own ideas in English is still very difficult for the students.

Question 3: Do you carry out activities specifically focused on oral expression in each of your English classes?

Analysis: The teacher gives part of his classes to specifically improve oral expression in English, however, this does not always happen due to the importance given to other types of activities that develop other skills.

Question 4: Are the students participatory when doing speaking activities in English?

Analysis: Students have intentions to participate in class, but it is their low level of English that prevents them from intervening in class.

Question 5: Do you make corrections to students' pronunciation while participating in English speaking activities?

Analysis: The teacher makes corrections at the end of the class and anonymously so as not to demotivate the students by giving feedback.

The parameters taken into consideration for the observation guide are presented below. The objective of this instrument was to collect how oral expression is practiced and developed in English class. Three English classes were attended on three different days to obtain the greatest possible accuracy when applying this guide.

1.5.1. Non-participatory observation guide focused on the teacher and students.

The following observation guide seeks to evidence the pedagogical strategies used by the English teacher and the students' performance in relation to oral expression in English. The following criteria were taken into consideration.

Criterion 1: The teacher uses playful activities to practice oral expression in English.

It was evidenced that, during the classes, the teacher does make use of playful activities, however, due to the low level of English of the students, these activities are not carried out very often.

Criterion 2: The teacher performs oral expression activities both individually and in pairs or groups.

Activities in which communicative interaction is developed were designed and practiced in class; however, the students presented several shortcomings in their performance.

Criterion 3: Students make appropriate use of grammatical rules when speaking in English.

It could be observed that students do not make correct use of grammatical structures in English. Their interventions were only through ideas and single words that lacked coherence and precision.

Criterion 4: Students pronounce English words correctly.

This item had better results, since students tend to imitate their teacher and peers who have a broader knowledge of the language.

Criterion 5: Students communicate correctly among their peers in English

Communicative interaction was neglected during the lessons, as students failed to express their ideas correctly or carry on a conversation with their peers.

2. CHAPTER II: EXPLANATION OF THE DATA COLLECTION METHODS AND TECHNIQUES USED

The following chapter covers elements related to the methodology used in the development of this research. Aspects such as the paradigm, the research approach, the type of design used, the sample, the population, as well as the techniques and instruments used will be explained below.

2.1. Paradigm and type of research

This research is developed within a mixed methodological approach, combining both qualitative and quantitative aspects to comprehensively frame the phenomena studied. The quantitative approach allowed the collection and analysis of numerical data, in order to determine the relationship of variables by means of measurements and statistical analysis. In relation to the type of scope, this research is explanatory in nature, since it focused on unraveling the causes and effects of the phenomena. With this approach, we sought to provide a more developed understanding by combining objectivity by quantitative approaches and the natural interpretation of qualitative approaches.

2.2. Type of design

The type of design of this research is experimental, since this is a methodological approach that allows the researcher to use independent variables to observe their effects on dependent variables. This type of variables seek to control and identify relationships between the cause and effect of the variables to be studied (Hernández et al., 2014). This project has a pre-experiment which used a diagnostic test (pretest) that seeks to determine the initial level of the students before the intervention of this research and a final test (post test) that will allow comparing the results once the instruments have been applied.

2.3. Population

This research project is made up of 30 students of the first semester of the Pedagogy of National and Foreign Languages course at the Technical University of Machala.

Sex	Number	Age
Men	9	18 a 21 años
Women	21	18 a 21 años

2.4. Research methods

The methods employed in this research comprise theoretical methods that provide an in-depth analysis of perspectives described in the literature. On the other hand, empirical methods enabled data collection through non-participatory observation, survey and pedagogical diagnosis. It is this combination of approaches that develops a comprehensive understanding of the phenomenon of this study.

2.4.1. Theoretical methods:

In the field of research, theoretical methods play a fundamental role in providing frameworks and tools for organizing, analyzing and generating knowledge. These methods, widely used in various academic and scientific disciplines, include the historical method, the deductive method, empirical methods, the observational method and the experimental method. The following is a detailed analysis of each of these methods, based on the relevant academic literature.

2.4.2. Historical method

The historical method is a theoretical approach used to analyze and understand phenomena and processes that have occurred over time. According to González (2024), this method focuses on the study of past events in order to contextualize and explain their influence on the present. The main tool of the historical method is the reconstruction of past events from primary and secondary sources, which make it possible to establish connections and patterns that reveal the evolution of social, cultural and political phenomena.

Likewise, the historical method has its roots in the attempt to understand social and human phenomena from a temporal perspective, emphasizing the importance of past facts and events to explain the present situation. According to Barton (2023), one of the objectives of the historical method is to analyze how past events have shaped contemporary societies, making it possible to establish a connection between the past and the present, which facilitates the interpretation of social, political and cultural processes. This approach is distinguished by its emphasis on the chronological analysis of events, considering not only events, but also their causes and consequences over time.

In addition, primary sources include documents, testimonies, artifacts and direct records of the past, while secondary sources are based on the interpretation and analysis of these primary sources. Collingwood (2024) stresses that the understanding of historical events must go beyond their simple narration, involving a critical interpretation that allows reconstructing historical contexts and unraveling the underlying meanings of those events. It is a process of reconstruction rather than mere compilation, since the historian not only describes, but also interprets the facts from an analytical point of view.

One of the essential characteristics of the historical method is that it focuses on the singularity of events. While the natural sciences seek to generalize, the historical approach is interested in the specifics and particularities of social phenomena. According to Carr (2023), the historian not only collects facts, but also interprets them in their particular context, seeking to understand not only "what" happened, but also 'why' and "how". This implies that the researcher must place himself within the appropriate temporal and cultural framework to obtain an accurate view of the events.

The historical method is also important because it makes it possible to study the evolution of ideas and institutions. In this sense, Herzog (2022) points out that history is the process by which ideas become concrete in social reality. Through historical study, it is possible to observe processes of change and continuity, ideological movements, political and economic transformations, and how these affect the institutions and mentalities of societies over time. This ability to trace transformations allows the historian not only to narrate events, but also to understand the underlying processes that drive them.

In historical research, one of the most important challenges is the interpretation of sources. Barton (2023) warns that historical sources are, by their nature, partial and should be treated with caution. This means that historians must be aware of the limitations and biases inherent in the available sources, which implies a critical analysis of historical documents and objects. Truthfulness and objectivity are key objectives, but it is necessary to recognize that any historical account is subject to the historian's interpretation, which makes history a dynamic field under constant revision.

As Carr (2023) argues, historians cannot be completely objective, as they are always influenced by their own times, values, and interests. However, this does not mean that historical accounts are simply subjective, but must be based on evidence and logical

reasoning. Historical research, therefore, is an ongoing process in which previous interpretations are questioned and refined as new data and perspectives emerge.

2.4.3. Deductive method

The deductive method is a logical approach used in theoretical research to make inferences from general premises to particular conclusions. According to Popper (2022), deduction starts from universal principles and through a series of logical reasoning reaches conclusions that are valid under those premises. This method is especially useful in the formal and natural sciences, where general laws are applied to explain specific phenomena.

In scientific research, the deductive method has a specific structure. The process begins with a general theory or law, from which specific hypotheses or predictions are derived. Subsequently, these hypotheses are empirically tested by collecting and analyzing data. If the empirical data confirm the predictions, the hypothesis is validated, and the underlying theory is strengthened. If the data refute the predictions, the theory may need to be revised or discarded. Kerlinger (1986) argues that the deductive method allows researchers to test theories accurately and systematically, since conclusions are derived from previously accepted logical rules and principles.

One of the main advantages of the deductive method is its logical clarity and the precision of the conclusions. As mentioned, deduction starts from general premises and arrives at conclusions that are, in principle, valid if the premises are correct. Chalmers (2023) points out that the rigor of deductive reasoning makes it possible to minimize the possibilities of error, since the conclusions follow a strict logical sequence. However, this approach also depends heavily on the validity of the premises. If the premises are

incorrect, the conclusions will be equally incorrect, which may lead to errors in the development of theories or in the formulation of policies based on such reasoning.

An important characteristic of the deductive method is its predictive character. Starting from a general theory, the deductive method allows predictions to be made about particular situations. According to Creswell (2024), this type of reasoning is especially useful in experimental studies, where scientific theories are translated into hypotheses that are tested in controlled environments. For example, in the natural sciences, a theory about the law of gravity may lead to specific predictions about the behavior of objects in free falls. If the predictions match experimental results, the theory is validated, reinforcing its universal applicability.

According to Chalmers (1999), this approach provides the logical structure needed to organize thinking and construct theories that are consistent with the fundamental principles of an area of study. The ability to apply logical rules from general principles to particular situations allows the researcher to obtain clear and useful conclusions, which can then be subjected to further testing to continue advancing science.

2.4.4. Empirical methods: non-participatory observation, survey and pedagogical diagnosis.

Empirical methods focus on direct observation and experience as the main source of knowledge. Kerlinger (1986) points out that these methods involve the collection of data through systematic observation, measurement and experimentation, in order to establish patterns and generalizations based on evidence. Empirical methods encompass techniques such as surveys, interviews, content analysis, and case studies, and are commonly used in the social and natural sciences to obtain results that are verifiable and replicable.

However, unlike other more theoretical or deductive methods, empirical methods are deeply rooted in experience and concrete evidence that can be obtained through the senses or measurement instruments. Barton (2023) describes empirical methods as a form of research in which theories and hypotheses are evaluated through direct observation and data collection in the real world. This approach is particularly common in the natural and social sciences, where validation of hypotheses depends on the collection and analysis of observational data.

According to Creswell (2024), observing phenomena in their natural context is one of the most important principles of the empirical approach. This implies that researchers should leave the controlled environment of the laboratory to observe phenomena as they occur in everyday life, whether in a community, a natural setting, or an experimental setting. This empirical data collection allows conclusions to be drawn based on real evidence, which may be generalizable or applicable to situations outside the specific scope of the study.

On the other hand, the quantitative approach within empirical methods focuses on precise measurement and numerical data collection. This type of research is oriented to search for patterns, correlations or causal relationships through statistics and the analysis of large volumes of data. According to Kerlinger (1986), quantitative empirical methods, such as surveys, controlled experiments and secondary data analysis, allow researchers to test hypotheses on a large scale, identifying trends and patterns that might not be evident in a qualitative observation. This approach relies on objectivity and repeatability of experiments to ensure that the results obtained are consistent and valid.

One of the fundamental characteristics of empirical methods is that data collection must be objective and systematic. This implies that the researcher must minimize personal

bias and follow rigorous procedures to ensure that the data collected are representative and reliable. Tosh (2024) stresses the importance of establishing clear and standardized procedures for observation, measurement, and data analysis, which helps to ensure the external validity of the results. Objectivity in data collection is key to prevent the results from being influenced by researcher bias or misinterpretation.

Evidently, according to Herzog (2022) emphasizes that the value of an empirical method lies in its ability to generate results that can be contrasted with previous observations, which gives science a self-correcting character. That is, when anomalies or inconsistencies are discovered, the course of the analysis can be corrected or the original hypotheses can be reconsidered.

Despite their advantages, empirical methods have some inherent limitations. Sometimes, the data are insufficient to determine the causes of a phenomenon, which limits the researcher's ability to construct robust theories. In addition, empirical data collection can be costly, especially when conducting large-scale studies or in environments that are difficult to access. According to Chalmers (1999), these methods allow researchers to test the validity of their hypotheses, test the accuracy of existing theories, and discover new relationships and patterns in the phenomena studied.

2.4.5. Observational Method

The observational method is a type of empirical research based on direct observation of phenomena without intervening or manipulating variables. According to Creswell (2024), observation allows the study of behavior and interactions in their natural environment, which is essential for the collection of data on complex phenomena. This method can be both participatory and non-participatory, depending on whether the

researcher is involved in the observed activities or simply records them without intervention.

2.4.6. Experimental Method

The experimental method is characterized by the controlled manipulation of independent variables to observe their effects on dependent variables, with the objective of establishing cause and effect relationships. According to Campbell and Stanley (2023), this method is fundamental in the natural sciences, since it allows the testing of hypotheses under controlled conditions. Experimentation can be conducted in laboratories or in natural settings, and one of its greatest achievements is the ability to replicate results in different contexts. This approach is crucial for the development of scientific theories that can be verified and applied in practical situations.

2.5. Measurement

Measurement is the process in which we manage to assign numerical values or attributes of objects or phenomena, with the objective of comparing, describing and analyzing their characteristics objectively. Author DeCarlo. (2017) tells us that "measurement is the process by which we describe and attribute meaning to the key facts, concepts, or other phenomena we are investigating" (p. 89). In this research, it is the pedagogical test that was used to measure the students' English-speaking level.

2.6. Consistency Matrix

THEME: LEARNING THROUGH PLAY: PEDAGOGICAL STRATEGIES TO ENHANCE ORAL EXPRESSION IN NGLISH.						
RESEARCH PROBLEM	**GENERAL OBJECTIVE**	**SCIENTIFIC HYPOTHESIS**	**RESEARCH VARIABLES**	**DIMENSIONS**	**INDICATORS**	**INSTRUMENTS**
What pedagogical strategies allow the development of oral expression in English in students of the first semester of the pedagogical career of national and foreign languages at the Technical University of Machala (UTMACH)?	To develop a system of classes to improve oral expression in students of the first semester of the pedagogical career of national and foreign languages at the Technical University of Machala (UTMACH).	If a system of classes using didactic strategies oriented to the development of oral expression in English is applied, the first semester students of the Pedagogy of National and Foreign Languages career at UTMACH will improve when communicating in English.	Dependent variable: The level of oral expression. Independent variable: Pedagogical strategies.	• How well English words are pronounced. • Grammatical structures used. • Range of vocabulary • Peer-to-peer communication in English.	• Pronunciation and intonation • Grammar usage • Vocabulary • Communicative interaction	• Interview • Pedagogical test • Classroom observation

2.7. Description of techniques and instruments

2.7.1. Pedagogical test

The pedagogical test is a fundamental instrument in the evaluation of teaching and learning processes, especially in the educational field. Its main objective is to measure the competencies and knowledge that students have acquired throughout an educational process. According to Mora (2023), the pedagogical test is not only intended to qualify performance, but also to identify areas for improvement in educational practice and the level of mastery of content by students. This type of evaluation is used not only to measure knowledge, but also to observe how students develop cognitive, affective and social skills.

There are various forms of pedagogical testing, ranging from objective assessments, such as multiple-choice tests, to more subjective assessments, such as oral tests, essays, and direct observations. The choice of modality depends on the pedagogical objectives, the type of content and the characteristics of the group of students. González (2024) stresses that, regardless of the format, the pedagogical test must be designed under principles of validity and reliability, i.e., it must effectively measure what it is intended to assess and do so consistently over time.

A fundamental aspect of pedagogical testing is that it is not limited to the simple measurement of factual knowledge, but also evaluates the learning process itself. Perrenoud (2024) mentions that pedagogical evaluation should be considered a tool for continuous feedback between teacher and student, allowing the identification of achievements and difficulties in the teaching-learning process. Thus, evaluation is not only a final act, but part of the educational process, since it facilitates adjustments and improvements in the teaching methodology.

Feedback is another key component of pedagogical testing, as it allows students to reflect on their performance and gain awareness of their strengths and areas for improvement. Vygotsky (1978) stresses the importance of the social context in learning, suggesting that pedagogical tests should be interpreted within a dynamic process of interaction between student and teacher. Immediate feedback, which can be both written and verbal, offers students the opportunity to correct errors and reinforce prior learning.

2.7.2. Interview

The importance of this instrument is the direct and detailed interaction between the researcher and the interviewee, with the purpose of obtaining detailed information about specific knowledge, perceptions or experiences. The interview is the way in which information can be collected through a conversation. Being a qualitative technique, it allows exploring in depth the perspectives of the participants, allowing a more complete understanding of the study phenomenon (Hernández-Sampieri. and Mendoza, 2018).

2.7.3. Classroom observation

Classroom observation is a research and evaluation strategy that focuses on the direct study of interactions, behaviors and dynamics within the classroom. It is understood as a methodological technique that allows analyzing in real time the educational processes, the interaction between teachers and students, as well as the way in which teaching-learning activities are developed. González (2012) states that classroom observation provides valuable information that cannot be obtained through questionnaires or interviews, as it captures non-verbal and behavioral aspects that are essential for a more complete evaluation of the educational process.

The process of classroom observation can take various forms, depending on the objectives of the research and the context in which it is carried out. According to Alonso (2007), observations can be unstructured or structured. In unstructured observations, the observer limits himself to recording the interactions and behaviors he considers relevant without a very rigid prior plan. This approach allows for greater flexibility and can uncover unanticipated aspects of the classroom. In contrast, structured observations follow a defined protocol, which helps to focus the analysis on certain specific aspects, such as student behavior, the teaching techniques employed, or the time devoted to each activity.

In addition to the different forms of observation, the focus of classroom observation can be oriented toward analyzing a wide variety of variables. These include the use of time in the classroom, the methodologies employed, the organization of space, students' attitudes and motivations, and the classroom management strategies used by the teacher. According to Mora (2023), this type of observation makes it possible to identify patterns and trends that might go unnoticed in other, more traditional types of evaluation. For example, the way in which students are distributed in the classroom and organized into groups may reflect both the teacher's pedagogical strategies and the power dynamics or cooperation among students.

Regarding the benefits of classroom observation, Barton (2023) highlights that, in addition to providing objective data on educational practices, it also favors a more empathetic and contextualized observation of the teaching-learning process. By being immersed in the classroom environment, researchers can better understand the factors that influence student performance and teaching effectiveness. It also fosters greater collaboration among teachers, since the results obtained can be discussed and used to improve the quality of education.

2.8. Data processing techniques

2.8.1. Data analysis

To evaluate the students' performance in relation to their oral expression, the following dimensions were defined: pronunciation and intonation, grammar, vocabulary range and communicative interaction. These indicators were designed and organized in a rubric, which allowed processing and analyzing the results obtained during the pedagogical test. In this way, there was a detailed and comprehensive evaluation of each aspect of oral expression.

Dimensions	1 point	2 points	3 points	4 points	5 points
Pronunciation	Pronunciation is unintelligible or presents great difficulty. Intonation is flat or incorrect.	Pronunciation is understandable but presents several difficulties. Intonation is monotonous or inadequate.	Pronunciation is mostly clear, although some with errors. Intonation is adequate, but with few changes.	Pronunciation is clear and understandable. Intonation varies adequately, although sometimes monotonous.	Pronunciation is perfect or nearly perfect. Intonation is natural, varied and appropriate to the context.
Grammar	Grammatical errors are frequent and interrupt comprehension and communication.	Grammatical errors that make comprehension difficult.	There are some grammatical errors that do not significantly affect comprehension.	Few grammatical errors, these do not interfere with comprehension.	Grammar is accurate and fluent, with no or minimal errors.
Vocabulary	Very limited vocabulary with excessive repetition.	Limited vocabulary with moderate repetition.	Vocabulary is adequate and varied with some limitations.	Vocabulary is broad and accurate with few lapses in usage.	The vocabulary is varied, precise and appropriate to the context.
Interactive Communication	Interaction is almost nonexistent	Interaction is limited, with short, unconnected responses.	Interaction is fluent, although with some difficulty in adapting to the exchange.	Interaction is fluent and consistent, with responses that fit the context well.	Interaction is dynamic and natural, with responses that allow for new topics.

2.9. Instructions for the evaluation:

Each dimension was assigned a score on a scale of 1 to 5, where 1 corresponds to insufficient performance, 3 to good performance and 5 to excellent performance. In order to obtain an average, the following was taken into consideration:

Excellent: were students with averages between 3.5 and 5.

Good: averages between 2.5 and 3.4.

Insufficient: averages between 1 and 2.4.

The importance of disaggregating through a rubric not only provides a detailed picture of each student's performance, but also facilitates feedback for each student. Similarly, the use of this evaluation system ensures transparency, as both evaluators and students are clear on how grades are assigned and on what they are based.

3. CHAPTER III: PRESENTATION OF THE CLASS SYSTEM FOR THE IMPROVEMENT OF ORAL EXPRESSION IN ENGLISH

The following chapter offers the theoretical foundation of the classes given to achieve the development of the students' oral expression in English, this characterized by means of the intervention, with its respective objectives and class plan.

3.1. Theoretical foundation of the didactic strategies used for the improvement of oral expression in English

Oral expression is a skill that facilitates the effective transmission of ideas, thoughts and emotions through spoken language. As the (Centro Virtual Cervantes) points out, it is defined as "the linguistic skill related to the production of oral discourse'", involving not only lexical and grammatical proficiency, but also comprehension and adaptation to the context in which the language is used. Furthermore, for successful integration, it is essential to combine verbal and non-verbal aspects, such as intonation, rhythm and gestures.

During the planning of this class system, pedagogical and didactic aspects were carefully considered to ensure meaningful learning. Active didactic strategies such as Role-play and Storytelling were included, which not only facilitate the transmission of knowledge from the teacher to the students, but also encourage the effective practice of oral expression in a dynamic and participatory environment.

Therefore, the following class system prioritizes the use of playful and interactive activities. By which, it seeks to improve the students' speaking skills. Covering key elements such as pronunciation, proper use of grammar and vocabulary and communicative interaction. Through this approach, learning will be an enriching experience, providing confidence and fluency in speaking.

3.2. Characteristics of the ludic activities for the improvement of the oral expression of the first semester students of the Pedagogy of National and Foreign Languages career at the Technical University of Machala

Oral expression is one of the fundamental elements of learning a language, since it allows to express ideas, emotions and thoughts in an optimal way in a spoken context. While seeking to promote optimal learning of this skill, it is essential to use resources and teaching strategies that promote the practice and development of verbal fluency and accuracy. In this context, didactic strategies play a key role in the teaching-learning process. Most of the activities are developed in various resources such as games, printed materials, individual and group activities. These resources not only enrich the classes, but also keep the students' attention, favoring their active participation and promoting confidence when communicating in English.

Among the didactic resources and pedagogical strategies used in this classroom system are the following:

Flashcards: these are visual cards that almost always contain images, or words used to teach vocabulary. This resource was used as a warm-up.

Printed materials: these are physical documents designed to reinforce specific concepts. By means of these materials, activities could be designed to describe and compare images.

Group activities: this is a pedagogical strategy that involves the collaboration of several students to solve tasks.

Storytelling: the use of narratives or stories to transmit knowledge, stimulate the imagination and facilitate understanding.

Roleplay: is an activity where students play specific roles in simulated situations, encouraging oral expression and confidence in using the language.

To implement didactic resources focused on improving oral expression, it is essential that the teacher becomes familiar with the materials before using them in the classroom. This means that the learning objectives to be achieved, such as the development of effective communication skills and fluency, must be clear. Therefore, each class was carefully designed to create an environment conducive for students to practice and increase their ability to express themselves clearly and coherently in real communicative situations.

Therefore, when pedagogical strategies focused on oral expression are properly applied, they play a crucial role in improving students' communicative skills. The use of playful and interactive activities allows students to practice and improve, and teachers to foster meaningful learning.

3.3. Description of the pedagogical strategies used for the improvement of the oral expression in English of the students of the first semester of the Pedagogy of National and Foreign Languages of the Technical University of Machala

The following is the system of classes implemented for the improvement of the oral expression of the students of the first semester of the Pedagogy of National and Foreign Languages of the Technical University of Machala. The classes were held on four days: November 27th, 4th, 11th and 18th of December. The focus of these classes was to develop the students' oral expression.

General Objective:

- To improve the oral expression of first semester students of the career of Pedagogy Of National And Foreign Languages of the Universidad Técnica De Machala.

Specific objectives:

- To implement effective pedagogical strategies that promote oral expression in students.

- Identify appropriate activities to facilitate the teaching-learning process.

- Evaluate the effectiveness of pedagogical strategies in students' oral expression in English.

Class system:

Class 1 - Duration: one hour.

Content: pre-test

Objective: To carry out practical activities by means of a diagnostic test in order to determine the students' level of oral expression.

Resources:

- Flashcards with important vocabulary that will be used in the activity.

- Questions and printed images.

Activities

- Introduction: Questions with specific grammatical content are asked: "What do you like to do in your free time? "What would you do if you had a lot of money?", 'What's

your favorite kind of music?'. "What did you do last holiday?", 'What's your favorite animal?'.

- Class development: students answer the teacher's questions and also interact with their classmates during the communicative interaction section.

- Closing of the class: the teacher provides feedback on what they could have said better or in a different way.

Conclusion: On average, students understood the teacher's instructions; however, there was a deficiency in the use of past tenses.

Class 2 - Duration: one hour

Content: storytelling

Objective: to make the correct use of the simple past to describe actions that happened the day before.

Resources:

- Fictional scenario in which students must solve a mystery.

- Paper and pencil to take notes of students' answers.

Activities:

- Introduction: Students are provided with a scenario; 'yesterday, a laptop was stolen from the English classroom, students A, B, C and D were observed acting suspiciously during the day."

- Class development: Once the scenario is posed, students design their alibi and questions in simple past tense to find the "culprit".

- Closing of the class: students discuss among themselves until they get enough information.

Conclusion: students understood the use and structure of the simple past and were able to converse with their peers in English during the activity.

Class 3 - Duration: one hour

Content: Describing images and situations

Objective: To use the past continuous through oral activities to describe actions that occurred at a specific time in the past.

Resources:

- Posters with everyday situations.

- Flashcards with incomplete sentences for students to complete in the past continuous.

- Whiteboard for writing examples and corrections.

Activities:

- Introduction: the teacher gives a brief explanation of the past continuous. Images of activities that may be occurring simultaneously are shown.

- Class development: Students divide into groups and assign roles based on situations provided.

- Closing of class: students exchange their stories and group conversations using the past continuous to relate what they were doing.

Conclusion: Students understood the use of the past continuous, and used it successfully through oral expression.

Class 4 - duration: one hour

Content: Role-play

Objective: To improve fluency in English by using new vocabulary to tell a story in a creative and structured way.

Resources:

- flashcards with key words.

- Whiteboard to write vocabulary and sentence structure.

Activities:

- Introduction: teacher provides instructions to students.

- Class development: students, individually or in pairs, briefly create a story using vocabulary seen in previous classes.

- Closing of the class: students receive feedback from the teacher on grammar, vocabulary and pronunciation errors.

Conclusion: Students improved their confidence in speaking English and structured their ideas correctly.

4. CHAPTER IV: DISCUSSION OF RESULTS

Throughout this chapter, the results obtained after the application of the class system using didactic strategies for the development of oral expression in English of the first semester students of the Pedagogy of National and Foreign Languages program of the Technical University of Machala will be presented.Descripción de las estrategias pedagógicas utilizada para el mejoramiento de la expresión oral en inglés.

Class 1: Application of the pre-test.

The objective of this class was to determine the students' level of oral expression. 1. Personal and general questions: the students were asked about everyday and past events. 2. 2. Describing an image: in this stage, students were able to demonstrate their vocabulary and how to formulate coherent ideas based on what they observe. Interaction with a partner: in this part, students had to have a conversation based on a set topic.

Clase 2: Storytelling

Given the shortcomings found in the use of the simple past, this class was designed to clear up doubts and concretize the understanding of this verb tense. To develop the activity, the students were presented with a fictitious scenario in which an object had been stolen, and the students played the role of "detectives" who asked questions to their classmates playing the role of "suspects" in order to find the culprit. In this way, students asked each other questions and expressed themselves openly in the past tense through speech.

Class 3: Describing images and situations

In this class, the objective was for students to be able to express themselves freely by describing what they did a few days ago, or by describing images and designing their

own stories. This activity was developed in pairs to build confidence in expressing themselves in English.

Class 4: Role-play

Throughout this class, we worked on a role-play, where students develop a story based on what they would like to do in the future. In this way, verb tenses such as the future simple and first conditional were practiced through oral expression. The role of the teacher during this class was minimal, as the students were more confident in interacting with each other.

Finally, the post-test was taken with questions similar to the pre-test. In this way, the following results were obtained:

4.1. Results of the application of the post-test

After implementing the classroom system using pedagogical strategies, a post-test was administered to the students to determine their level of oral expression. Data collection was based on the indicators and performance levels described in the evaluation rubric.

Indicator 1: Pronunciation
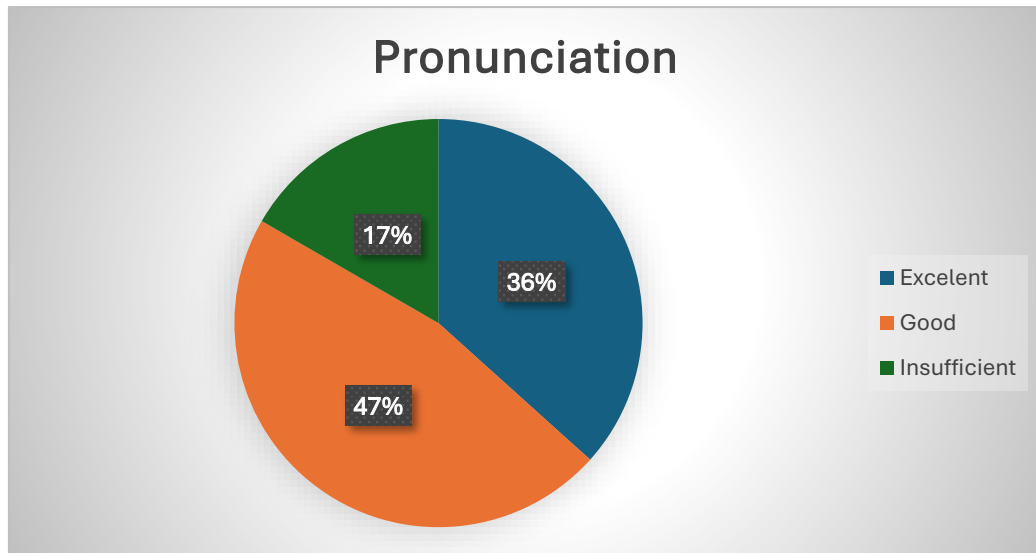
In the section on pronunciation, it was found that of the total number of students (30), the pronunciation of those who had excellent pronunciation increased to 35%, that is, 11 students. On the other hand, 14 students (48%) had good pronunciation, and only 17% (5 students) had poor pronunciation.

Indicator 2: Use of grammar
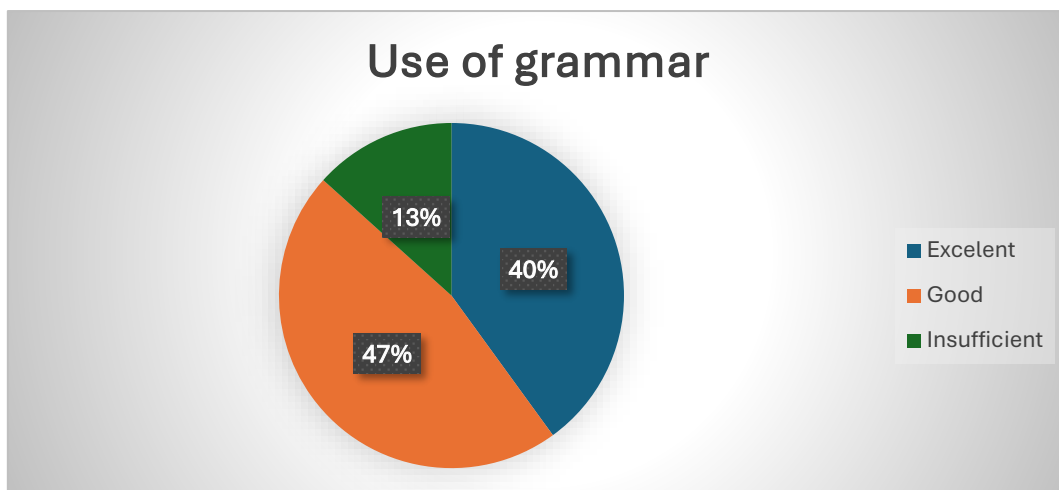
The grammar use indicator showed results in which only 4 students, or 13% of the population, demonstrated insufficient command of grammar. However, 40% of the

students demonstrated excellent grammar usage and 47% demonstrated good command of grammatical structures after the class system.

Indicator 3: Vocabulary
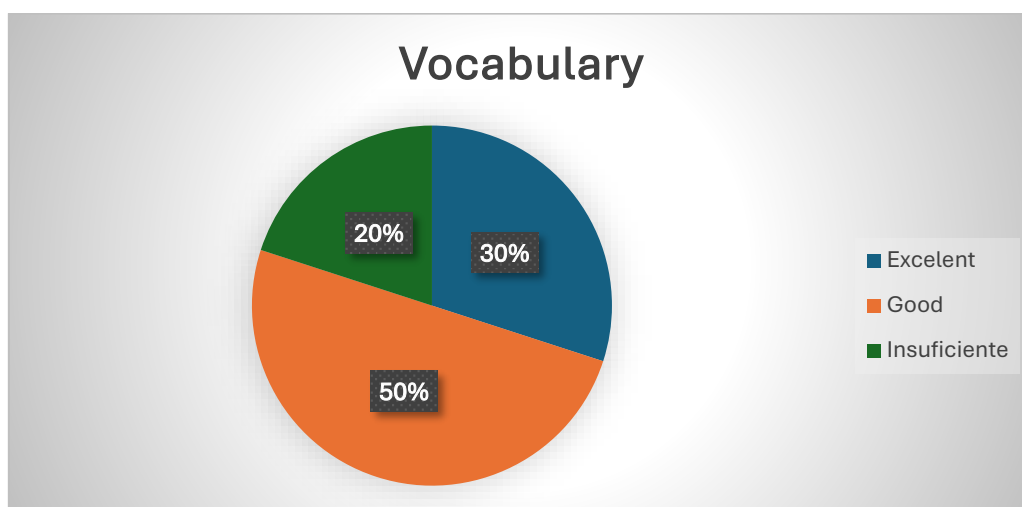
In relation to the vocabulary range of the students, there was improvement in that 50% of the students had good use of the language during the various situations in which they were presented, thus avoiding the excessive repetition that was exhibited in the pretest. Thirty percent of the students had an excellent performance in which there were hardly any interruptions when speaking in English. Only 20% still had difficulty using the right words.

Indicator 4: Interactive communication.

Interactive communication.

17% Insuficiente | 20% Good | 63% Excelent

Legend: Excelent, Good, Insuficiente
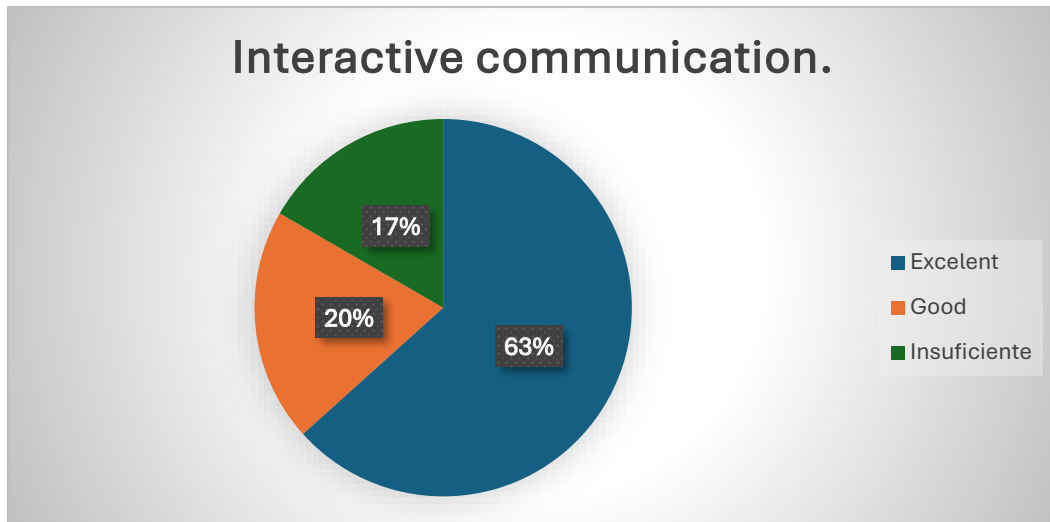
In this indicator, it was determined that the students significantly improved their communicative interaction, with 63% of the students obtaining an excellent performance. Only 17% were insufficient and 20% did so in a regular manner.

General analysis of the results obtained from the Post-Test

Post-test

10% Insuficiente | 33% Excelent | 57% Good

Legend: Excelent, Good, Insuficiente
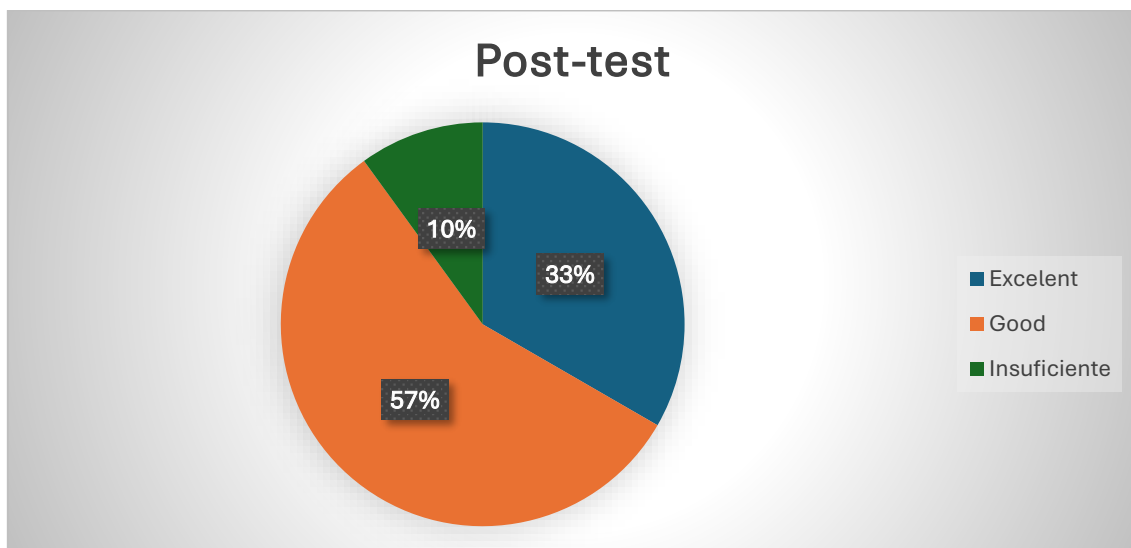
4.2. Hypothesis test

If a system of classes using didactic strategies oriented to the development of oral expression in English is applied, the first semester students of the Pedagogy of National and Foreign Languages career at UTMACH will improve when communicating in English.

4.3. Statistical hypothesis

H0: If a system of classes using didactic strategies oriented to the development of oral expression in English is applied, the first semester students of the National and Foreign Languages Pedagogy course of the UTMACH will NOT improve when communicating in English.

H1: If a system of classes using didactic strategies oriented to the development of oral expression in English is applied, the first semester students of the Pedagogy of National and Foreign Languages course of the UTMACH will improve when communicating in English.

Margin of error: 0.5

Results scale

	Excelent	**Good**	**Insufficient**	**Total**
Pre-test	4	11	15	30
Post-test	10	17	3	30

Observed and expected frequencies

	Excelent	Good	Insufficient	Total
Pre-test	4	11	15	30
Post-test	10	17	3	30
Total	14	28	18	60

	Excelent	Good	Insufficient	Total
Pre-test	14·30/60= 7	28·30/60= 14	18·30/60= 9	30
Post-test	14·30/60= 7	28·30/60= 14	18·30/60= 9	30
Total	14	28	18	60

Chi-square

	Excelente	Buena	Insuficiente	Total
Pre-test	1.29	0,64	4,00	11.86
Post-test	1.29	0,64	4,00	11.86
Total				23,72

Hypothesis validation

Chi-square	Critical value
23,72	5,99

Tabla Distribución Chi Cuadrado X^2

V/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2	13,815	11,9827	10,5965	9,2104	7,3778	**5,9915**	4,6052
3	16,266	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,017
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,666	19,0228	16,919	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,307	15,9872

Based on the chi-square established with the value of 5.9915 and corresponding to the margin of error of 0.05, which is greater than the critical value, the null hypothesis (H0) is rejected. Since the result is 23.72 being greater than 5.99, the alternative hypothesis (H1) is accepted. Therefore, it can be concluded that applying a system of classes with pedagogical strategies will improve oral expression in the first semester students of the Pedagogy of National and Foreign Languages career of the Technical University of Machala.

4.4. Discussion of the results

The use of appropriate pedagogical strategies has proven to be an effective tool to enhance students' oral expression. These pedagogical strategies not only favored improvements in aspects such as pronunciation, vocabulary, use of grammar and communicative interaction, but also allowed students to develop enough confidence to use English in relevant situations according to their needs and contexts.

In this sense, the author of this research project agrees that it is possible to achieve significant progress in students' oral expression, as long as appropriate pedagogical strategies are used. The incorporation of practical and dynamic activities is attractive to students, thus becoming a valuable opportunity to apply them in the classroom.

5. CONCLUSIONS

- Through a thorough and careful review of scientific literature, it was possible to gather valuable information on pedagogical strategies and recreational activities that facilitated the teacher to teach his classes and progressively improve the students' oral expression.

- The application of evaluation instruments made it possible to identify the students' shortcomings. Once the classes were applied, it was evidenced that their oral expression improved.

- The results obtained from the class system indicate that these pedagogical strategies contribute significantly to improve the oral expression of first semester students of the Pedagogy of National and Foreign Languages course at the Technical University of Machala.

- Once the class system was applied, it was proved that the pedagogical strategies applied in class influence the development of the students' oral expression.

6. RECOMMENDATIONS

- The use of pedagogical strategies related to play is strongly recommended for improving oral expression.

- It is commendable for teachers to incorporate innovative tools for speaking practice, particularly ICT resources such as digital platforms and various language-learning apps that facilitate the leaning process.

- It is highly recommended that future research explore new pedagogical strategies focused on enhancing oral expression, particularly in areas such as boosting confidence, understanding and producing different accents, and fostering cultural awareness.

- Individualized learning approaches should be implemented to address each student's specific strengths and weaknesses, ensuring more effective improvement in oral communication.

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8. APPENDICES

8.1. Appendix 1

Diagnostic test

Section 1: Personal Introduction

1. What's your name?

2. Where are you from?

3. Why are you learning English?

4. Do you have any hobbies?

Section 2: General questions

1. Can you tell me about your family

2. Do you have any plans for next year?

3. Tell me about your last vacation.

4. If you had a superpower, what would it be?

5. What's your normal routine like?

6. If you could change something from the past, what would you do?

8.2. Appendix 2

Section 3: Describing a picture

A. In this part of the test, you will talk alone for one minute. I need you to describe the picture and answer the following question:

B. Now, it's your turn. Here is your picture. I need you to describe what you can see.

Section 4: Interactive communication (5 points)

In this part of the test, you will talk together for about two minutes. I will describe the scenario.

Activities to help the man relax

8.3. Appendix 3

Class 1 Role play - Solving a mystery.

Objective: Use past tenses and describe scenarios.

Students are given a background

"Yesterday at 8 a.m. a laptop from the English Department was stolen. Some students were seen acting suspiciously and the police needs their alibi".

"Yesterday at 10 a.m. during a break, a projector disappeared from the classroom. The students who arrived first after break are the suspects".

The class is divided into "Suspects" and "Judges".

- The suspects come up with an alibi based on what they did yesterday.
- The judges ask questions to disprove fake alibis.

8.4. Appendix 4

1. Play a role as if you were one person from the picture. Describe what you did yesterday:

e.g. I was having fun with my family. I was eating some ice-cream.

2. Complete the following sentences:

A man _____ walking his dog.

Many children _____ _____ in the park. (play)

Birds _____ beautifully. (sing)