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English Language Teaching Strategies Using Oral Production

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Abstract

The design of this proposal focuses on the difficulties evidenced for the development of oral skills in the teaching of the English language. The main objective is to improve teaching strategies using oral production in teaching practice. To achieve this objective, a qualitative methodology was used, with descriptive and documentary scope, a review of the literature was carried out as a basis for the analysis of constructs and theories related to the development of oral skills and empirical studies that helped to understand the importance of teaching strategies from methodologies with collaborative work approaches. interactive and constructive. The results contributed to improving the process of teaching oral skills in the English language, which provides teachers with guidance in the approach to learning strategies and methodologies.

Keywords: *Oral Skills, Strategies, Teaching Process, English Language*

INTRODUCTION

The teaching of English today acquires key importance in the development of communication through various interactive media. This involves a realm of methodologies that educators reevaluate to achieve objectives in the learning process. From this standpoint, the approach to English language teaching strategies, particularly those related to oral production, places significant emphasis on the training and development of skills. This is crucial for the implementation of innovative didactics within this field of knowledge.

According to Krashen (1981), oral production is grounded in the acquisition-learning theory, which explores the study of English from the perspective of students' mother tongue. To determine the primary challenges faced by students in this field of knowledge, a survey was conducted. The findings revealed that students aspiring to learn the English language encounter obstacles that impede their progress. Krashen identified various factors contributing to these challenges,

including educational policies, biased language teaching methods, limited use of technology, inadequate teacher training, a scarcity of language-specialized educators, outdated curricula, and other elements that impact both the educational process and other curricular disciplines.

From this perspective, enhancing English language teaching strategies through an emphasis on oral production in teaching practices becomes essential. This approach involves identifying key variables within the communication process, such as oral production and teaching strategies. Aligning with this, the foundations of language competences outlined in the Common European Framework of Reference, hereinafter referred to as CEFR (2020), play a crucial role as a guide for strengthening institutional collaboration through a practical teaching approach

In this domain, the CEFR (2020) advocates for the first intermediate level a teaching approach known as CLIL, an acronym for Content and Language Integrated Learning, which involves integrating various language skills—comprehension, interaction, expression, and mediation. This method is characterized by five fundamental principles: communicative competence, the amalgamation of curriculum content with a foreign language, adherence to international standards, the cultivation of critical thinking skills, and a focus on student-centered learning.

In the current study, a documentary review was conducted to gather information on the primary learning barriers experienced by seventh-year high school students in an educational institution. Building upon this information, the study delves into the theory of variables described to design didactic strategies aimed at oral construction in the teaching of English

The research undertaken is driven by the imperative to enhance the strategies employed by teachers in cultivating oral skills during English instruction, particularly in response to identified limitations in the learning processes experienced by students, specifically in relation to spoken language. The issue at hand stems from the observed deficiency in the methods employed to foster oral skills, because substantial portion of English instruction centers around the study of grammar and written

Building upon the aforementioned considerations, there is a recognized necessity to address the foundations for teaching English, as stated by the Cervantes Virtual Dictionary (2020), which posits that "linguistic skills also entail the potential to enhance language use, thereby rendering didactic strategies significant in terms of the application and method of transmitting oral and written speech in the process of interactive communication" (p.15). This underscores the need to reconsider plans for student learning, incorporating the creation of spaces that encourage oral interaction through innovative resources.

The educational process is perceived as a realm wherein the student takes center stage, with the teacher assuming the role of a mediator. Students amass knowledge through reading, sharing, and reflecting on their experiences. They also engage in sharing their perspectives with both peers and the teacher. Likewise, the teacher-student relationship holds paramount importance in this setting, as the interaction during the teaching process plays a crucial role. Didactic materials are equally integral, providing the opportunity for a more effective impact on students.

In this context, the research project endeavors to formulate a methodological proposal aimed at enhancing the proficiency of spoken English by employing innovative strategies and methods. In line with the aforementioned goal, it is crucial to outline the following questions and objectives to guide this study.

General question:

How can English language teaching strategies be enhanced through the incorporation of oral production in instructional practices?

Specific questions:

- a. What are the theoretical foundations that underpin oral construction in English language teaching?
- b. What constructive strategies can be employed to foster the development of oral skills in English teaching?
- c. How do teachers evaluate the effectiveness of oral construction-based teaching strategies for English in the seventh year of high school?

In relation with the emerging questions, it is imperative to define the following objectives:

General objective

To improve English language teaching strategies by integrating oral production into teaching practices.

Specific objectives

- a) To describe the theoretical foundations based on oral construction for teaching English.
- b) To design learning strategies for oral skills in teaching English.
- c) To propose constructive strategies aimed at promoting the development of oral skills in teaching English.

Through a review of documentaries and literature, several pertinent studies were examined to contribute to the understanding of the variables under investigation in the current research, as outlined below.

A study conducted by Álvarez (2018) presented a didactic proposal for the teaching of English as a foreign language, incorporating cultural elements. The objective was to suggest methodological strategies for integrating these elements into the teaching of English and implementing them within the current curriculum in Spain. The results indicated the significance of incorporating didactics in English teaching, leading to learning that is intertwined with global cultures, fostering the development of language skills in the target language. Consequently, the findings highlight a diverse array of resources for learning the English language, emphasizing the need for innovative approaches and motivation strategies, such as leveraging audiovisual tools like cinema or literature, which are deemed relevant for oral construction.

In the study presented by Llach (2017), the emphasis is on the central goal of developing communicative skills in the study of foreign languages, with a particular focus on enhancing oral proficiency to improve expression and comprehension throughout the learning process. The research suggests that the ability to engage in conversations serves as a valuable practice for interpersonal communication. Additionally, the study acknowledges that the acquisition of linguistic elements and colloquial speech characteristics involves adhering to language-specific norms or rules.

In Ersanlı's research (2016), the focus is on the cognitive training of English teachers regarding key concepts associated with teaching methods of word association. The aim is to delineate teaching approaches and methods by pinpointing errors. To achieve this objective, a test

known as WAT was administered to 68 teachers participating in advanced training courses within university programs in Turkey. The outcomes revealed errors related to both the structure of the concept map and sentence construction.

The study referenced in the preceding paragraph is significant as it offers valuable insights into the shortcomings within teaching practices, which form the foundational principles in English language instruction. Notably, it underscores the necessity to integrate elements and resources from the students' environment. Through the association of common words, this approach facilitates oral construction by encouraging the practical pronunciation of familiar and prevalent words within their social context.

As per Navarro (2019), "The learning process must be supported by mediation between several entities in order to provide learners from an early age with greater autonomy in their possible learning processes" (p.7). This statement underscores the significance of acquiring skills from a young age in the instruction of a foreign language. It implies that there is a stage wherein the native language predominates, and introducing a new language during this childhood phase entails a systematic process facilitated by mediation between various entities.

The study conducted by Valenzuela, Romero, Vidal, and Philominraj (2016) sought to investigate the influence of the teacher, support tools, and educational units on the learning of the English language. The impact of these factors was measured through a descriptive correlation study, utilizing the Oxford Placement Online Test, administered both before and after the study, involving a sample of 132 undergraduate English students from the University of Talca in Chile.

In the measurements conducted, students were categorized into groups with three distinct support tools. The findings indicate that there are no notable differences in student performance based on the various support tools utilized. The analysis of educational dependency revealed no significant impact, suggesting that the teacher emerges as the sole influential factor in this learning process. This study underscores that, despite advancements in computer-based learning systems, the teacher continues to be the decisive factor in English language education.

In a study conducted by Torres, Rodríguez, and others (2019), the importance of pedagogical and learning models in the Colombian education sector is focused. The researchers conclude that these models constitute a fundamental aspect of the teaching and learning process, curriculum design, and pedagogical practices. They identify and propose recommendations for research and planning, aiming to foster the creation of a superior educational environment. The study underscores the role of these models in promoting better education, stimulating the comprehensive development of individuals, encompassing both cognitive aspects and holistic growth.

According to Ruiz (2018), the absence of neutral nouns in Spanish significantly impacts constructions, posing challenges for syntactic descriptions in terms of immediate constituents. Some authors opt to retain the article "lo" or reclassify it as a pronoun to preserve it as a nominal syntactic nucleus. However, considering it as a pronoun requires its association with another phrase, and even when these phrases cannot be modified, it is possible to intervene in their phonetic characteristics. Consequently, the lack of neutral nouns in Spanish hinders the categorization of constructions centered on a nominal structure. Thus, syntactic constructions exhibit variability in idiomatic fixation, as exemplified by the following grammatical structures:

- "lo" = indicates definitude

- The syntagm as a whole denotes a non–human element "x"
- The syntagm as a whole fulfills the functions of a noun as the nucleus (hereinafter SN).
- The truth is, I don't tolerate it.
- The good thing is that it has arrived
- What I want is to go for a walk

These constructions embody a constituent that serves as the referent of an expression. This referent, precisely an entity, exhibits a level of weakness that enables the listener to identify it. In the examples provided earlier, this is evident in expressions like "truth," "good," and "what I want."

On the other hand, by analyzing the discursive level from linguistic comprehension allows for the extraction of functional generalizations regarding the structures of a particular language, often indicating diverse situations. This is particularly evident when considering the oral and written dimensions, where the discourse of orality is ambiguously associated with the phonetic conversion of language. The various varieties that meet the criteria for oral practice have prompted extensive discussions on how to descriptively categorize them, as outlined by Ruiz (2018).

From this perspective, as articulated by Söll (1985) and further developed by Koch and Oesterreicher (1985, 2007) as cited in Ruiz Velasco (2018), the authors propose a binary opposition based on the medium (phonic or graphic environment). They suggest that, from a conceptual standpoint, conditions in which communication occurs lead to gradual differences between discourses. To delineate between these two levels of description, the terms "oral" and "written" are reserved for discourses produced under conditions of immediacy or communicative distance. Immediacy and distance, representing the poles in this distinction, can be defined in the form of prototypes corresponding to two genres: private conversation in the case of immediacy and legal text for communicative distance.

It's important to note that these conditions encompass factors such as the public or private nature of communication, the degree of familiarity between interlocutors, and the level of planning or spontaneity in the production of discourse. While there tends to be a greater resemblance between texts of immediacy and the spoken environment in graphic media, this relationship is not regarded as isomorphic. The phonic medium is considered, and immediacy in communication is emphasized, as proposed by Koch and Oesterreicher (2007) and cited by Ruiz Velasco (2018). This is illustrated in the following example:

Table 1. *Immediacy and communication*

+Family conversation	Phone conversation	Job interview	Sermon	Scientific Conference -
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Source: Koch and Oesterreicher (2007) cited by Ruiz Velasco (2018)

Based on the information provided, it is apparent that person–to–person family conversation aligns with the genre of immediate communication, while distance communication is exemplified by a scientific conference. In discussions of orality, one can select a prototypical or specific genre. The theory proposed by Koch and Osterreicher (2007) offers insights into the type of conversation depending on the genre under consideration

Communication plays an integral role in tasks where participants engage in interaction, express themselves, comprehend information, or mediate, either individually or in combinations of these activities. For instance, communication is involved when interacting with a government official and completing a form, reading a report and discussing it with colleagues to determine the next course of action. Similarly, interactive situations arise when following written instructions, seeking assistance from an observer or attendee, preparing and delivering a public speech, providing informal translation at a social gathering, and various other scenarios (Cultural Cooperation Council, 2001)

In the context of these learning strategies, it is feasible to implement didactics centered on oral interaction, focusing on the micro skills intended to be developed in accordance with the guidelines outlined in the Curricular Plan of the Cervantes Institute (1997). Some of these detailed micro skills include:

- a) Learning strategies: Adopt a positive attitude towards errors, demonstrate an active stance in taking initiatives, mimic the speech of natives, and request texts of interest to enhance pronunciation and intonation
- b) Communication strategies; Request help from the interlocutor, use synonyms, simplify, compare, exemplify, paraphrase, use of gestures, mimicry, sounds, images, among other resources.

In Chuchuca's conception (2018), oral expression involves conveying ideas, thoughts, and feelings to others through the use of words. This process is enriched by employing sounds with varying intensities that correspond to the message being communicated. Consequently, oral communication is regarded as the most frequently utilized form of expression by humans, applicable in diverse settings and throughout various stages of life. Building upon these principles, it can be inferred that engaging in oral construction provides teachers with a multitude of opportunities to create, innovate, and reconsider methodologies and didactics geared towards the learning of the English language.

As articulated in the Curricular Plan of the Cervantes Institute (1997), there are often instances where individuals proficient in grammatical, lexical, or pragmatic language skills in a non-native language encounter difficulties in communication with native speakers. This challenge is often attributed to pronunciation issues and the struggle to integrate new phonetic patterns. The manner in which a non-native speaker pronounces the language of the host community significantly influences the attention they receive from natives. Achieving a closer approximation to the native accent tends to correlate with greater social acceptance, impacting both personal and professional relationships.

The teacher plays a crucial role in conveying to the student that achieving a clear, acceptable, and understandable pronunciation for a native speaker is attainable. However, it's important to emphasize that reaching a quasi-ideal pronunciation identical to native speakers is unrealistic, as numerous variables influence the acquisition process, many of which are beyond the learner's control. It is vital for the student to understand that possessing good pronunciation does not equate to optimal language learning. Even if one becomes familiar with or masters the phonetics of a foreign language, the ability to use them in conversation may vary. Therefore, ongoing correction and practice remain necessary for effective communication in that language (Cervantes Virtual Center, 1997).

The teaching of the English language in the educational process, as defined by the Cervantes Virtual Dictionary (2020), is characterized as "the expression of linguistic ability, in allusion to the various active forms of language and writing traditionally associated with didactics, given the role in interactive communication" (p.1). Building on this definition, various strategies can be employed for teaching English, along with the utilization of a range of didactic resources that contribute to enhancing the practice of language learning.

According to Pamplona (2019), as cited in Arias and Bravo (2021), "strategies are those used by the teacher to achieve and facilitate didactic content that makes sense for students and allows them to develop the necessary skills for their future professional life" (p.14). The authors also note that the effectiveness of these strategies depends on factors such as the size of the learning groups and the learning environment, both of which are crucial elements in the process of learning a foreign language.

In the analysis presented by Netten (2017), a unified grammar doesn't hold a prominent position in the realm of neuroscience, as is often assumed. Instead, there are two distinct approaches: language and learning. The unexplored and undefined verbal grammar is referred to as internal grammar, while a clear and prominent written form is termed the external system. Despite the apparent emphasis on verbal communication, students dedicate considerable time not only to verbal interactions but also to constructing their internal systems in the target language.

In a similar way, Díaz and Herrera (2016) define learning strategies as the tools employed by teachers to attain goals geared towards facilitating knowledge acquisition and enabling the transformation of the existing educational context. This involves an innovative planning process that ultimately leads to the accomplishment of predetermined objectives. Learning strategies encompass a range of methods, actions, and materials aimed at supporting and reactivating the learning process within the specified framework

What has been discussed in the preceding paragraphs aligns with the reports of the Ministry of Education of Ecuador (2016), which underscores a teaching methodology characterized by an integrative approach. This approach involves working through sublevels delineated in five (5) learning units that are aligned with fundamental principles such as values, equity, innovation, and solidarity. Furthermore, the teaching methodology is grounded in the Common Framework of Reference for Languages. Some strategies employed for teaching English as a second language include:

Recreational: Recreational strategies are essential during the learning process as they stimulate participation in various activities, encourage socialization, involve movement of body parts to the rhythm of music, enhance coordination, facilitate relaxation, improve memory, attention, and foster associations with reading, writing, and other areas of knowledge. These strategies play a crucial role in making the learning experience more engaging and holistic.

Digital: Digital strategies are seamlessly integrated into general basic education, serving as a motivational tool for students to engage in various activities. The incorporation of digital elements introduces dynamism, interest, and flexibility into the educational process, facilitating meaningful learning experiences. Additionally, digital strategies contribute to students' self-regulation, allowing them to regulate their existing knowledge as they acquire new skills. This transformation in thought patterns and academic skills is a noteworthy benefit of incorporating digital tools into the educational environment

Problem-based learning; This method is inspired by real-world problems, focusing on addressing specific questions related to a particular topic. Its primary characteristic is its student-centered and guided approach. This method encompasses active methodologies wherein the teacher plans activities aimed at developing cognitive skills while promoting socialization among students. The emphasis is on hands-on, problem-solving approaches that encourage student engagement and participation.

Gamification: Gamification is a learning method that utilizes games to encourage students to accumulate knowledge actively. This approach involves incorporating playful activities into the learning environment, both within the classroom and at an interactive level. Establishing strategies and activities that promote games is essential to create a space where students can connect gaming experiences to learning, ultimately enhancing academic and even behavioral performance. Gamification leverages the motivational aspects of games to make the learning process more engaging and enjoyable for students.

In this context, strategies play a crucial role in creating opportunities tailored to the varying needs of students. These strategies are flexible and can be implemented at different stages of the educational process to address the specific requirements and preferences of individual learners. The adaptive nature of these strategies allows for a more personalized and effective approach to education, accommodating the diverse needs and learning styles of students.

According to Cervantes' Virtual Dictionary (2020), the English language as an academic discipline is defined as "the expression of linguistic skills, in allusion to the different modes of active use of oral and written speech, traditionally classified in the didactic role in productive and receptive communication" (p.1). Building upon this understanding, various activities can be employed to teach English, encompassing speaking, writing, listening, and reading. Additionally, there is a wealth of digital tools available, serving as valuable learning resources to enhance the teaching and learning experience.

On the other hand, Peris and Rodríguez (1996), applying a communicative approach is crucial for acquiring both foreign and native languages at the individual level. They advocate for measures that enhance interaction in oral development, emphasizing principles such as

- Incorrect line spacing.
- Spoken and written language with different characteristics
- Changes in language type during production.
- An exhibition is only a discursive expression.
- Spoken language is based on oral and written functions.
- The conversation touches on topics with different expressions

In alignment with the aforementioned principles, it is crucial for the teaching process to consider appropriate pedagogical methods for both oral and written communication in English studies. Ideally, resources should be utilized in various contexts, whether real or virtual, to contribute to cognitive development. Within this framework, the teaching-learning process is conceived as a domain where the student takes center stage, and the teacher assumes the role of a learning facilitator. It is the students who amass knowledge through reading, active contribution, and reflection on their experiences, fostering exchanges of viewpoints with both peers and the teacher.

According to a study conducted by Toapanta (2018), the learning of a new foreign language necessitates the use of methods grounded in facts, situations, or realities familiar to the student and acquired in their native language. This widely practiced and effective approach should not be disregarded or eliminated; rather, it should be adapted, supplemented, and enhanced when dealing with an integrated student group. These lessons rely on both verbal and non-verbal techniques, such as gestures, facial expressions, dramatization, and drawings, all of which significantly facilitate the assimilation of a new communication code.

MATERIALS AND METHODS

This phase of the research process encompasses the design, methods, and techniques used—an explicit account of how the study process was executed to address the posed problem. It constitutes a series of systematic, critical, and empirical processes applied to the phenomenon under investigation, as outlined by Hernández, Fernandez, and Baptista (2014). This project adopts a qualitative approach, using methods centered on the interpretation and description of the constructs or categories under investigation.

The project adopted a qualitative approach, involving an observational process focused on facts relevant to the identified problem. Through the analysis of theories, the project yielded results that align with the objectives outlined in the study.

In this context, a qualitative approach was used based on the nature of the posed problem and the need for a systematically developed structure. Methods such as hermeneutics and phenomenology, among others, were utilized to observe and interpret the situational reality.

For data collection, the technique employed was direct participatory observation, enabling the researcher to engage in experiences alongside individuals or groups within the educational context. This involved sharing and actively participating in daily activities while taking on-the-spot notes. These notes were subsequently analyzed to refine the observer's perspective. Given that most events are communicated or defined through specific linguistic structures, it becomes essential to familiarize oneself with the language and linguistic variants used by the

or the purposes of this study, the observation technique was extended to include teachers instructing English in the seventh year of high school education. It is important to highlight that this study adopts a qualitative approach within the action research modality, aiming to propose strategies for teaching English in the seventh year of secondary school.

The target group for this study is situated within the context of the private Inter-American Bilingual Institute, specifically in the seventh year of secondary school. This group comprises seven teachers responsible for instructing various subjects in the English language. Given its manageable size, accessibility, and familiarity, the total population of these teachers is considered for the collection of information.

The observation results revealed a discernible need to formulate strategies aimed at enhancing oral skills in the educational practices of the seven professionals instructing language-related classes in English. Consequently, there is a proposal to develop teaching strategies that can be seamlessly integrated into various learning disciplines.

The framework outlining the materials is delineated through a set of five teaching strategies tailored for the target group of seven teachers. These strategies will serve as a foundation for devising new approaches aligned with the objectives outlined in the Common European Framework of Reference (2020). The framework is designed to correspond with the language learning profile

based on the initial level of secondary education, emphasizing the integrated learning of content and a foreign language. Within this process, actions are established to facilitate interaction, comprehension, expression, and mediation.

The teaching process is designed to be accessible, flexible, and amenable to the adoption of methodologies that seamlessly integrate didactic materials with digital resources. Emphasizing collaboration, interactivity, creativity, and innovation within groups fosters an environment conducive to sparking interest and motivation for exploring and discovering new knowledge and skills. This approach places a particular emphasis on oral construction and interpersonal communication.

The creative process is centered on formulating five teaching strategies specifically designed for oral construction in the English language at the seventh year of high school. These strategies are crafted to facilitate the development of language skills outlined in the Common European Framework of Reference (CEFR, 2020). In designing the didactics, pedagogical models were considered, incorporating an inclusive and integrative approach. This approach encompasses conceptual, constructivist, pedagogical, and dialectical contents, creating opportunities for the development of teaching skills from both theoretical and practical perspectives. The aim is to engage with knowledge, action, and identity within key dimensions of the human experience, notably interpersonal communication.

The strategies designed for the teaching of English are outlined within the framework of five activities, each with a duration of two hours. These activities can be implemented across diverse settings and contexts within the educational process for students at the seventh year of high school. It is important to note that the activities are accompanied by a practical methodological guide, providing teachers with a valuable resource for incorporating and adapting these activities to meet the specific needs of their students.

The materials and activities developed encompass clear objectives, competencies targeted for teachers, allocated time, required resources, and a structured progression based on pedagogical phases: initiation, implementation of the teaching strategy, and reflective closure of the activity. Each of the didactics is tailored to the training process and specific objectives. The necessary resources and materials for executing the proposed strategies are detailed in alignment with the training objectives to be achieved. In this context, the following objectives are delineated for the proposal:

Objectives of the proposal

General: Toplan English language teaching strategies using oral construction as a tool to support teachers in the training process of students in the seventh year of high school.

Specific's

- To guide the design of teaching strategies based on oral construction for the development of competencies in the teaching role.
- To assess the strategies planned for the teaching of English based on oral construction aimed at teachers in charge of teaching in the seventh year of high school.

Presentation of teaching strategies

Strategy 1: Teaching based on the construction of stories and tales through oral

expression

Learning objective: To develop sociolinguistic competences in English language teaching

Competence to be achieved by the teacher: The teacher will be trained to address sociolinguistic structures in the teaching of English

Temporality: 2 hours

Resources: Teaching materials, white sheets, notebooks, pencils

Start of the activity:

The strategy begins with the introduction of content, investigating previous knowledge. The teachers guide the activity within a historical context or through a popular character familiar to students

Learning process:

- Step 1. Each of the participants will proceed to build a story or tale based on Anglo-Saxon culture and traditions.
- Step 2. Break down sentences by identifying parts such as subject, action, and predicate.
- Step 3. Once the creative process is done. Giving meaning to oral and written expression from the context of the story, recognizing lexical and grammatical structures such as; articles, connectives, pauses, commas, expressions of questioning, surprise, fear, joys, mysteries, etc. Examples:

What is the most interesting part of the story?

How many characters participated in the story?

Reflective Closure:

At this time of closure, the teacher proceeds to interact with the participants, socialize experiences, feedback the importance of oral construction in the teaching of English and assign tasks for the next teaching strategy.

Evaluation activity: The teacher must have an observation sheet and will take into account these indicators:

- Motivation
- Precision in communicative expression
- Active participation
- Mastery of language
- Clarity in pronunciation
- Demonstration oral skills in the construction of stories.

Strategy 2: Playful-based teaching for oral construction

Learning objective: Integrate learning in role play through the game Scrabble for oral construction. The teacher may apply the activity during the week adding new words

or phrases according vocabulary that students are acquiring daily.

Competence to be achieved by the teacher: The teacher acquires methodological skills to design games through integrative and constructive activities

Temporality: 1 week

Resources: Didactic and technological materials, music, recorders, etc.

Start of the activity:

The strategy begins with the presentation of the content to be developed related to oral constructions in English teaching. The teacher initiates this process by introducing a Scrabble board, facilitating the creation of words and phrases within a specific context.

Learning process:

Step 1. The teacher organizes groups who must build words, analyze their structure, identify connectives and identify tense.

Step 2. Incorporate words such as greeting, farewell, rules of courtesy, development of a theme.

Step 3. Game participants integrated the reading and pronunciation of newly constructed phrases, sentences, and words on a Scrabble board.

Reflective Closure:

The activity ends with comments and feedback on learning. The teacher must awaken interest in creating games that allow interaction and communication between group participants.

Evaluation activity: The evaluation is carried out on criteria of:

- Participation
- Interest
- Motivation
- Mastery in phonetic skills in oral expression
- Skills for comprehension and interaction through playful activities.

Strategy 3: Teaching based on flipped classroom methodology

Learning objective: Develop skills for learning based on flipped classroom methodologies.

Competence to be achieved by the teacher: The teacher will be able to enhance technological skills through active methodologies.

Temporality: 2 periods of class. The activity will be carried out from the classroom and from home.

Resources: smartphones, recorders, videos, computers, laptops, others.

Start of the activity:

The teacher initiates the discussion on oral construction by first exploring prior

knowledge of sociocultural, linguistic, and communicational aspects. To facilitate this, groups of five students are formed, each tasked with presenting an individual perspective on the acquired knowledge, which they can then share within the class context. To enhance their presentations, students may incorporate a video showcasing regional traditions and customs.

Learning process:

Step 1. The teaching process involves the presentation of a video that can be found in the following link: <https://es.unesco.org/creativity/screen/recursos>

They will watch the video at home, take notes and then carry out the debate so that it coincides with being flip Classroom.

Step 2. After the presentation of the video, participants are instructed to engage in a debate, applying their skills in constructing and pronouncing sentences related to the audiovisual material. This involves connecting the content to their own realities, customs, spoken language, and the description of main and secondary ideas. These activities can be completed remotely, allowing for a comprehensive exploration of various aspects from their homes.

Step 3. Socialize learning during class in the learning environment. It is important that the teacher promotes interactive spaces for the student to carry out tasks from home.

Reflective Closure:

For the moment, the teacher must provide a space to collect experiences and reflect on the learning acquired, will provide feedback and assign exercises that can be done from their homes.

Evaluation activity: For the evaluation, the teacher can check these aspects:

- Comprehension criteria
- Recognition of the structure in the oral construction
- Lexicon.

Strategy 4: Listening and Response Activities

Learning objective: Develop and improve students' English oral skills through interactive and contextualized activities.

Competence to be achieved by the student: The student will be able to construct sentences related to conflictive situations and interact with the participants.

Temporality: 2 hours

Resources: Didactic material, white sheets, pencils, computers, videos, internet, others.

Start of the activity:

Step 1. The learning process begins with the presentation of problems related to social reality, for example, the consequences and effects of the COVID19 pandemic.

Step 2. Inquire about the problem presented

Step 3. Participate in a debate through questions and answers related to the social

problem.

Step 4: Students will respond using oral expressions.

TEXT:

The COVID-19 pandemic has profoundly impacted global communities, reshaping the way we live and interact. With its rapid spread, nations worldwide faced unprecedented challenges in healthcare, economies, and social dynamics. The virus prompted widespread lockdowns, forcing individuals to adapt to remote work and virtual communication. It unveiled vulnerabilities in healthcare systems and highlighted the essential roles of frontline workers. The pandemic also brought forth a surge in scientific collaboration, leading to the development of vaccines in record time. While the world grappled with loss and uncertainty, it also witnessed resilience, solidarity, and a collective determination to overcome the challenges posed by this unprecedented global health crisis.

Questions for the debate.

Respond according to your criteria:

Where did Covid 19 start?

What were the consequences of the pandemic in the educational field?

What is your opinion about the effects of Covid 19 in the health field?

What were the health measures in the work sector?

Reflective Closure:

The teacher must socialize the experiences and reflect on the learning acquired, also making feedback of the competences and learning achieved and assigning exercises that can be carried out from their homes.

Evaluation activity:

The evaluation will include criteria on clarity and understanding of phonemes and language in the English language.

Strategy 5: Teaching based on collaborative work

Learning objective: Develop language skills through collaborative work

Competence to be achieved by the teacher: The teacher is expected to acquire methodological skills for the design of strategies based on oral construction.

Temporality: 2 hours

Resources: Computers, pencils, notebooks, books, telephones.

Start of the activity:

Step 1. The activity initiates with a brainstorming session centered around Anglo-Saxon cultures. The teacher, as a starting point for discussing oral construction, engages students by probing their prior knowledge related to previously conducted activities. Following this introduction, the teacher proceeds to organize groups comprising three to five participants, fostering collaborative engagement in the

subsequent learning process.

Step 2. Then, the proceeds to present a cultural context related to Anglo–Saxon countries, like gastronomy, natural diversity, music, traditions and customs. Each of the participants chooses a topic in order to create sentences in different grammatical tenses. Then, these sentences will be presented through an oral presentation exchanging ideas with the companions of other groups. Example:

Topic	Phrase	Time
<i>Gastronomy</i>	<i>In Colombia, tamales are the traditional dish.</i>	<i>Present</i>
<i>Music</i>	<i>In Mexico, music was a benchmark for other musical genres</i>	<i>Last</i>
<i>dances</i>	<i>Flamenco will be danced in Spain</i>	<i>Future</i>
<i>Customs</i>	<i>The Castles were European influence</i>	<i>Last</i>

Reflective Closure:

The closing of the activity will be carried out with feedback of the acquired learning, socialization of experiences, expectations towards new methodologies for the teaching of the English language based on oral construction.

Evaluation activity:

The activity will be evaluated based on criteria and indicators related to:

- Expressions of interest
- Participation
- Mastery of oral skills
- Structure of the content in sentences presented by the participants.

EVALUATION OF THE PROPOSAL

The evaluation of the proposal was carried out once it was implemented through a self–assessment of the participants. through a graded template based on the assessment of three experts in the teaching of the English language. In this sense, criteria and indicators were established to allow evaluating the relevance and effectiveness of the activities to be carried out, which is proposed below.

Proposal evaluation sheet:

Criterion	Indicator	Exc.	Good	Very good	Reg.	Def
Objectives	Relevance to the problem					
	Scope					
	Reality Enhancement					
Activities	Integration of participants					
	Adequacy and relevance					
	Encourage participation					
Methodology	Describes procedures					
	Fit for purpose					
	Describe the initial didactic stages.					
	Development & Closure					

RESULTS OF THE PROPOSAL

The results of the evaluation indicated that teachers show great acceptance of the proposed strategies for teaching oral skills in the subject of English. The criteria show that participation in the activities carried out is outstanding, which contributes to promote integration in collaborative work, creativity and design of methodologies aimed at addressing content articulated with different curricular areas or disciplines.

During the first activity, the participating teachers carried out a reflective process about the activities and achievements of the students, where it was possible to understand the need to address new strategies that promote interactive dynamics, active methodologies and techniques of integration and socialization of knowledge.

Regarding the second activity, it was possible to demonstrate the development of playful strategies that allow the integration and construction of learning in the orality of the English language through games.

In the third activity, the teachers were able to demonstrate the importance of the use of technological tools for the design of active methodologies in the implementation and development of activities in the different subjects linked to the teaching of orality in English.

In relation to the fourth strategy, an important participation of teachers was obtained since it was possible to generate other constructive activities linked to problem solving and development of logical thinking by coping with conflictive situations in reality. This activity served as a reference for the planning of methodologies linked to the student's environment.

Finally, the fifth strategy provided a key overview for the knowledge of methods that the teacher can apply based on learning through the construction of sentences, which will make it easier for the student to develop public speaking skills and techniques of socialization and integration with other classmates.

CONCLUSIONS

After carrying out the research process based on the objectives set, it is necessary to detail the main conclusions presented below.

In relation to the first specific objective, a review of the theoretical and documentary bases related to oral construction in the process of teaching the English language was carried out. There it was found that various sources refer to the organization of phonetic and lexical structures that must be

taken into account for the development of skills in oral pronunciation. Therefore, it is concluded that strategies based on oral construction methodologies involve addressing components of the environment where students operate, building spaces where they have the opportunity to acquire skills in the oratory of the language learned.

Regarding the second objective, strategies were planned for teaching the English language based on oral construction, addressing activities that are useful, because they contribute to enhancing skills in design new didactics and teaching methodologies of English in the seventh year of secondary school. So, it is useful because it promotes collaborative work, the integration of participants and different cultures through interactive contexts and technological tools.

The third specific objective, to determine the relevance and pertinence of the proposal, the application of an observation sheet that describes criteria and indicators related to teaching competencies was considered. Likewise, it is understood by self-assessment and co-assessment where the same teacher can evaluate the acquired skills and competencies.

In this sense, the results of the evaluation carried out by the experts indicated that the proposal is relevant because it implies greater participation and commitment on the part of those involved in the teaching and learning process. It is also pertinent given the need to implement didactics that promote communication through oral interaction.

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