

## TEACHING STRATEGIES TO ENCOURAGE ORAL PARTICIPATION IN ENGLISH AMONG PRIMARY SCHOOL STUDENTS

### Estrategias didácticas para fomentar la participación oral en inglés en estudiantes de educación básica primaria

### Estratégias de ensino para incentivar a participação oral em inglês entre alunos do ensino fundamental

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#### ABSTRACT

**Introduction:** This research involves the analysis of teaching strategies to encourage oral participation in English among elementary school students. The objective was to identify the factors that affect oral participation in English among elementary school students at the "Eugenio Espejo" Educational Unit. **Materials and Methods:** The research adopted a quantitative and qualitative approach. **Results:** It was found that 4th grade children in EGB have inadequate performance in oral participation due to lack of motivation and the obsolescence of the teaching strategies used by the teacher. At the same time, there is evidence of a lack of teacher planning to encourage this type of school activities. **Discussion:** Furthermore, it was evident that the level of oral exchange among students is low, the fundamental reason being their lack of English vocabulary, which prevents them from easily expressing their ideas. **Conclusions:** The positive aspect of the research is that students are open to receiving recognition for their English learning; consequently, the implementation of gamification teaching strategies improves oral participation in English.

**Keywords:** Teaching strategies, encourage, oral participation, English

#### RESUMEN

**Introducción:** La investigación involucra el análisis de las estrategias didácticas para fomentar la participación oral en inglés en estudiantes de educación básica elemental. El objetivo fue identificar los factores que afectan la participación oral en inglés de los estudiantes de educación básica elemental en la Unidad Educativa "Eugenio Espejo". **Materiales y métodos:** En este sentido, la investigación adoptó un enfoque cuantitativo cualitativo. **Resultados:** Se obtuvo como resultado que los niños de 4to grado de EGB tienen un desempeño inadecuado en la participación oral, debido a la desmotivación y la obsolescencia de las estrategias didácticas utilizadas por el docente. Al mismo tiempo, se evidencia una falta de planificación del docente para fomentar este tipo de actividades escolares. **Discusión:** Por otra parte, se evidenció que el nivel de intercambio oral entre los estudiantes es bajo, la razón fundamental es la falta de vocabulario en inglés lo que impide expresar con facilidad sus ideas. **Conclusiones:** Lo positivo de la investigación es que los estudiantes están abiertos a recibir reconocimientos en el aprendizaje del inglés, consecuentemente, la implementación de estrategias didácticas de gamificación mejora la participación oral en inglés.

**Palabras clave:** Estrategias didácticas, fomentar, participación oral, inglés.

#### RESUMO

**Introdução:** Esta pesquisa envolve a análise de estratégias de ensino para incentivar a participação oral em inglês entre alunos do ensino fundamental. O objetivo foi identificar os fatores que afetam a participação oral em inglês entre alunos do ensino fundamental da Unidade Educacional "Eugenio Espejo". **Materiais e Métodos:** A pesquisa adotou

uma abordagem quantitativa e qualitativa. Resultados: Constatou-se que as crianças do 4º ano da EGB apresentam desempenho inadequado na participação oral devido à falta de motivação e à obsolescência das estratégias de ensino utilizadas pelo professor. Ao mesmo tempo, há evidências de falta de planejamento docente para incentivar esse tipo de atividade escolar. Discussão: Além disso, ficou evidente que o nível de troca oral entre os alunos é baixo, sendo a principal razão a falta de vocabulário em inglês, o que os impede de expressar suas ideias com facilidade. Conclusões: O resultado positivo da pesquisa é que os alunos estão abertos a receber reconhecimento por sua aprendizagem de inglês; consequentemente, a implementação de estratégias de ensino de gamificação melhora a participação oral em inglês.

**Palavras-chave:** Estratégias de ensino, incentivo, participação oral, inglês.

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## INTRODUCTION

One of the main problems that has been evidenced at the level of elementary education is precisely that children are easily demotivated, much more so when it comes to learning a second language. When referring to institutional instances, the results achieved are not as expected. Therefore, there is a significant deficit at the level of meaningful learning of this language. Based on the above, there is evidence of demotivation in children when it comes to learning due to the lack of activities that motivate children. De Archila and Gomes (2021) they indicate that, at the elementary education level, the student must develop his communication skills, as well as the form of expression and attitudes; and above all, relate them to the goals he intends to achieve, involving in parallel his intrinsic motivation. (p. 13).

One of the difficulties according to Reinoso (2023) is due to the lack of playful strategies in the English area. It is presumed that students show disinterest and lack of motivation in oral participation (p. 5). In addition, it is considered that children's learning of this language constitutes a difficulty, without a doubt learning English will represent a greater problem, so a lot of motivation and didactics is required, since it was evident that the level of oral exchange between students is low, the fundamental reason being the lack of vocabulary in English, which prevents them from expressing their ideas fluently and confidently. Therefore, it is essential to incorporate gamification strategies in order to motivate the learning of this language.

The objective of the research was to identify the factors that affect the oral participation in English of elementary basic education students at the "Eugenio Espejo" Educational Unit. We seek answers to questions that revolve around topics such as: What are the methodological strategies that can be used to improve oral participation in children? How can playful strategies be integrated into the English language teaching-learning process? For Arias (2020) students are not motivated to learn the English language, this poses challenges in planning and instructional design that respond to the needs of children (p. 85).

It is worth mentioning that, the oral participation in English is not only crucial for the development of communication skills, but it also builds confidence in students. According to López & Martínez (2022), the constant practice of oral communication in a learning environment allows students to overcome the fear of making mistakes and helps them express themselves more fluently (p. 15). This active learning process is essential in a world where global interaction is increasingly common, and students must be prepared to participate in meaningful conversations in English.

## Teaching strategies

The need to study the teaching strategies used by teachers is important because education needs to be rethought in the form and content in which it is being taught to higher level students. Thus, students will be reached with active teaching strategies that seek to bring the student closer to relevant content, after discerning in the wide world of information that is produced every day at a dizzying pace (Rivera et al., 2023, p. 122). On the other hand, Vialart (2020) highlights that, when considering technological inequalities, it can be argued that the greatest teaching problem to be overcome by the teacher is given by the means to be used and the design of the content to be transmitted from the diversity of resources; among these channels, mobile telephony is included as an element provided by the community (p. 5).

Similarly, Celi et al., (2021) point out that the teaching strategies imparted by the teacher are an effective means for mastering the intellectual field, when these are not addressed in a timely manner, they can generate demotivation and rejection of children towards this area, being an obstacle to developing in their social, personal and academic environment (p. 827). Therefore, Reynosa et al. (2020) maintain that didactics, as a tool

for learning, is developing more strongly every day and, in addition, is linked to the rise of new technologies applied to education, an aspect that also favors the development of science in a general sense (p. 260).

The above is also strengthened by Herrera and Villafuerte (2023) who argue that teaching strategies in education generate a great effect on the development of learning by students, where positive results are reflected that generate benefit to both the teacher and the student (p. 758).

When tools are applied in teaching strategies, they must be updated every certain period, since the teaching strategy can change throughout the year and, consequently, all the elements that constitute the teaching strategy will change: teaching methods and procedures, teaching resources, media, forms of organization of the teaching activity (Herrera and Villafuerte, 2023, p. 762). García's research (2022) suggests that continuous training in educational technologies is crucial to improve the effectiveness of digital teaching strategies (p. 5).

This includes the development of technical and pedagogical skills to effectively integrate digital tools in the classroom. A recent study by Hernández (2022) found that the implementation of digital teaching strategies can improve student motivation (p. 12). However, it is important to consider the technical and access barriers that can affect equity in education.

According to Rodríguez (2022), to maximize the potential of digital tools in education, it is essential to adopt a reflective and critical approach that considers the ethical and social implications of their use (p. 15). This involves carefully evaluating the selected tools and platforms, ensuring that they align with educational objectives and respect students' privacy and security.

### **Oral participation in English**

According to what Reyes (2020) explains, the formation of conceptual, procedural and attitudinal competencies in educational institutions is necessary for the preparation of students, mainly for the development of skills, for the resolution of contextual problems in an effective and adequate manner. This perspective enables the teacher to connect their learning in the work environment, which merits the application of teaching strategies focused on the development of competencies in the practice of teachers (p. 3).

On the other hand, Rodríguez (2021) highlights that in education it is necessary to identify the didactic strategies that promote the development of basic competencies of the student. Likewise, it is necessary to identify the learning necessary for the development of competencies, analyze and assess the internal structure of the competencies and in this way optimize the training of our professionals so that they promote the personal and social development of the educational community (p.12). Likewise, he states that the most highly valued didactic strategies are: Cooperative learning, discussion group, problem-based learning, case study, excursions, round table, panel, forum, project method, role playing, brainstorming, laboratory, symposium, simultaneous dialogues and seminar (p.27).

English is recognized as the most widely used language at all levels of knowledge; and that is why it has become a vehicle that allows and facilitates communication between people from different countries and languages (Mendieta, 2021, p. 2). According to what Dávila and Barrera (2023) In order to establish adequate oral communication in the English language, this must be directly related to the level of vocabulary, that is, the more vocabulary, the better the level of oral communication. Based on what has been stated, the problem in children who learn a second language lies in the low level of vocabulary. (p. 50).

In this sense, mastery of this language gives us benefits: the possibility of continuing studies abroad, access to jobs, communication with people from all over the world, information updated in real time. However, there are impediments: lack of pedagogical preparation, only written competence, lack of communicative competence (Mamani, 2020, p. 26). Along the same lines, Cruz (2020) explains that the development of oral expression skills in English is a problem for the majority of students in public education institutions in the country (p.293). English is recognized as the most widely used language at all levels of knowledge; and that is why it has become a vehicle that allows and facilitates communication between people from different countries and languages (Mendieta, 2021, p. 2).

In this sense, mastery of this language gives us benefits: the possibility of continuing studies abroad, access to jobs, communication with people from all over the world, information updated in real time. However, there are impediments: lack of pedagogical preparation, only written competence, lack of communicative competence (Mamani, 2020, p. 26). Along the same lines, Cruz (2020) explains that the development of oral expression skills in English is a problem for the majority of students in public education institutions in the

country (p. 293). As Mendieta (2021) argues, explaining that oral production is one of the English language skills that is of most concern to teachers, in terms of the teaching methodology they should use and the strategies to apply to not only improve but also encourage good pronunciation, intonation, and fluency in second language students in the classroom (p. 9).

Therefore, Dávila & Barrera (2023) clarify that communicative learning in English language teaching is related to active participation, since for students to have good learning, they must develop oral communication skills and interact with other classmates in each of the activities that the teacher assigns them. Therefore, for a good development in this skill, students must actively put into practice what they have learned (p.52). Likewise, Aguilera et al. (2021) maintains that the student learning to express himself orally must articulate essential aspects or levels of the language such as: grammar, phonetics and semantics, all based on fluency and accuracy, aspects necessary to achieve effective communicative competence (p. 31).

Oral participation in English is not only crucial for the development of communication skills, but it also builds confidence in students. According to López & Martínez (2022), the constant practice of oral communication in a learning environment allows students to overcome the fear of making mistakes and helps them express themselves more fluently (p. 15). This active learning process is essential in a world where global interaction is increasingly common, and students must be prepared to participate in meaningful conversations in English.

According to Dávila & Barrera (2023), the acquisition of oral communication skills in English is crucial in today's globalized era, as it allows one to effectively interact with people from diverse cultures and nationalities (p. 52). However, many students face challenges in practicing oral communication in the classroom due to a lack of confidence and experience. A recent study by Gómez (2022) found that the implementation of collaborative learning strategies can significantly improve students' oral participation in English (p. 12). This is because interaction with classmates encourages practice and the exchange of ideas in a safe environment. Hernández (2022) research suggests that constructive feedback is essential to improve oral communication in English (p.20). Teachers can provide effective feedback through continuous observation and evaluation of students' oral participation. According to Mendieta (2021), it is essential to incorporate digital technologies in the classroom, such as recording tools and video sharing platforms (p.5).

## **MATERIALS AND METHODS**

The research adopted a mixed approach (qualitative and quantitative). As stated by Hernández (2022), the qualitative approach focuses on the deep understanding of social and cultural phenomena, and is characterized by the collection and analysis of non-numerical data (p. 12). While Creswell (2020) points out that the quantitative approach focuses on the measurement and analysis of numerical data to answer research questions and test hypotheses (p. 75).

The methodology used was bibliographic since it provided different concrete definitions and other theoretical elements that allowed us to base and deepen the research. According to Gil (2022), the bibliographic methodology focuses on the collection and analysis of existing information in written sources from other research (p. 15). It was inductive, since it allowed to demonstrate the didactic strategies to encourage oral participation in the English language in elementary basic education students. According to Bryman (2020), inductive methodology is characterized by the generation of theories and concepts from the observation and analysis of empirical data, without starting from previous hypotheses (p. 120).

It was deductive since conclusions were established based on the information generated. According to Creswell (2020), the deductive methodology focuses on testing previously established hypotheses and theories, through the collection and analysis of empirical data (p. 80). On the other hand, the analytical method was used through which the causes and effects of the problem posed will be determined. On the other hand, the synthetic method will contribute to developing a thorough understanding of the problem. According to Hernández (2022), the analytical method is characterized by the decomposition of a phenomenon into its basic components, to understand its structure and operation (p. 50).

The data collection instruments were the teacher survey. According to Hernández, R. (2022), "teacher surveys are a valuable instrument to collect information about their perceptions, attitudes and practices in the classroom" (p. 145). Interview with the English teacher at the "Eugenio Espejo" Educational Unit. According to Patton (2020), interviews are an effective tool to obtain detailed and contextualized information about

institutional policy and management (p. 210) and, finally, the observation sheet for English classes. The population consisted of English teachers, authorities, and students. The sampling technique was probabilistic, while the sample was random. It was made up of 25 4th grade students of elementary basic education and 5 English teachers from the “Eugenio Espejo” Educational Unit.

## RESULT

### Analysis of teacher survey results

#### Category: Evaluation of oral participation

How would you evaluate the oral participation in English of elementary basic education students?

Table 1 Oral participation in English of students

Alternatives	Frecuency	Porcentages
Very satisfactory	0	0
Satisfactory	1	20
Normal	1	20
Unsatisfactory	3	60
Not at all satisfactory	0	0
Total	5	100%

Source: Teachers' survey

When asked about the children's oral participation in English, 20% of the English teachers at the “Eugenio Espejo” Educational Unit were able to indicate that participation is, in their opinion, satisfactory, another 20% were able to indicate that it was normal and 60% of the teachers indicated that it was unsatisfactory.

How would you evaluate the learning achieved during the implementation of teaching strategies in oral participation in English in children?

Table 2 Learning achieved by children

Alternatives	Frecuency	Porcentages
Very satisfactory	0	0
Satisfactory	1	20
Normal	1	20
Unsatisfactory	3	60
Not at all satisfactory	0	0
Total	5	100%

Source: Teachers' survey

When asked about the learning achieved during the implementation of the children's teaching strategies, 20% of the English teachers from the “Eugenio Espejo” Educational Unit were able to indicate that participation is, in their opinion, satisfactory, another 20% were able to indicate that it was normal and 60% of the teachers indicated that it was unsatisfactory.

What is the level of motivation that children show in oral participation in English?

Table 3 Children's motivation

Alternatives	Frecuency	Porcentages
High	0	0
Medium	1	20
Low	4	80
Total	5	100%

Source: Teachers' survey

The responses given by the teachers indicate that the level of motivation shown by the children at the time of oral participation is medium with 20% and low with 80% and in no case is the level of motivation high.

What is your evaluation regarding the exercises carried out by the children at the level of oral participation?

Table 4 Evaluation of the exercises performed

Alternatives	Frecuency	Porcentages
Very satisfactory	0	0

Satisfactory	0	0
Normal	2	40
Unsatisfactory	3	60
Not at all satisfactory	0	0
Total	5	100%

Fuente: Source: Teachers' survey

When asked about the evaluation of the exercises carried out by the children, 40% of the English teachers from the “Eugenio Espejo” Educational Unit were able to indicate that their participation was, in their opinion, normal, and 60% of the teachers indicated that it was unsatisfactory.

### What is the level of confidence that the children show during their oral participation?

Table 5 Level of security that children demonstrate

Alternatives	Frecuency	Porcentages
High	0	0
Medium	2	40
Low	3	60
Total	5	100%

Source: Teachers' survey

The responses given by the teachers indicate that the level of confidence shown by the children when speaking is medium (40%) and low (60%), and in no case is the level of motivation high.

### What is your assessment of the strategies or activities that you implement in class to encourage oral participation in English?

Table 6 Assessment of the implemented strategies

Alternatives	Frecuency	Porcentages
Very satisfactory	0	0
Satisfactory	2	40
Normal	3	60
Unsatisfactory	0	0
Not at all satisfactory	0	0
Total	5	100%

Source: Teachers' survey

When asked about the assessment of the strategies or activities implemented in classes, 40% of the English teachers at the “Eugenio Espejo” Educational Unit were able to indicate that participation is, in their opinion, satisfactory and 60% were able to indicate that it was normal.

### Category: Teaching strategy used

### How important is the level of contribution that gamification strategies provide to encourage oral participation in children?

Table 7 Level of contribution provided by gamification strategies

Alternatives	Frecuency	Porcentages
Very important	2	40
Important	3	60
Normal	0	0
Not very important	0	0
Not at all important	0	0
Total	5	100%

Source: Teachers' survey

When asked about the importance of the level of contribution provided by gamification strategies, 40% of the English teachers at the “Eugenio Espejo” Educational Unit were able to indicate, in their opinion, that it was very important and 60% were able to indicate that it was important.

### What is the level of learning achieved by children during the implementation of gamification strategies in oral participation?



Table 8 Level of learning achieved by children

Alternatives	Frecuency	Porcentages
Very satisfactory	0	0
Satisfactory	2	40
Normal	3	60
Unsatisfactory	0	0
Not at all satisfactory	0	0
Total	5	100%

Source: Teachers' survey

The responses obtained based on the inquiry into the level of learning achieved by the children showed that 40% of the teachers were able to indicate that it was Satisfactory and 60% of teachers were able to indicate that it was Normal.

### Category: Evaluation of oral participation

¿Do children easily express their ideas in the classroom through oral participation in English?

Table 9 Ease of expressing ideas in English

Alternatives	Frecuency	Porcentages
Totally agree	0	0
Agree	1	20
Neutral	2	40
Disagree	2	40
Totally disagree	0	0
Total	5	100%

Source: Teachers' survey

When asking teachers if 4th grade children in basic general education at the “Eugenio Espejo” Educational Unit easily express their ideas through oral participation, 20% indicated that they agreed 20%, neutral 40%, and disagreed 40%.

What level of participation do students have in oral exchanges with other children through English?

Table 10 Level of student participation

Alternatives	Frecuency	Porcentages
Very satisfactory	0	0
Satisfactory	0	0
Normal	0	0
Unsatisfactory	5	100
Not at all satisfactory	0	0
Total	5	100%

Source: Teachers' survey

When asked about the level of participation students have in oral exchanges with other children, the answers were categorical, with 100% of teachers indicating that it was unsatisfactory.

What is the level of learning achieved by children during the implementation of teaching strategies in oral participation?

Table 11 Level of learning achieved by children

Alternatives	Frecuency	Porcentages
Very satisfactory	0	0
Satisfactory	1	20
Normal	1	20
Unsatisfactory	3	60
Not at all satisfactory	0	0
Total	5	100%

Source: Teachers' survey

When asked about the level of learning achieved by children in the 4th grade of basic general education, the

responses were: Unsatisfactory 20%, Satisfactory 20%, Average 20% and Unsatisfactory 60%.

### **Category: Impact of the gamification strategy**

**What is the level of impact of teaching strategies on oral participation in the English teaching-learning process?**

Table 12 Impact of teaching strategies

Alternatives	Frecuency	Porcentages
High	1	20
Medium	4	80
Low	0	0
Total	5	100%

Source: Teachers' survey

When investigating the impact of the gamification strategy applied by the teacher on children's learning, the criteria of the same was that the level was High with 20% and Medium with 80%.

**To what extent does oral participation affect student performance?**

Table 13 Oral participation in student performance

Alternatives	Frecuency	Porcentages
A lot	2	40
Enough	1	20
Moderately	1	20
Little	1	20
Nothing	0	0
Total	5	100%

Source: Teachers' survey

When asked if oral participation affects student performance, the criteria were “a lot” for 40%, “sufficient” for 20%, “fairly” for 20%, and “a little” for 20% of teachers.

**To what extent do rewards/recognitions motivate students to learn English?**

Table 14 Rewards/recognition method

Alternatives	Frecuency	Porcentages
A lot	2	40
Enough	1	20
Moderately	2	40
Little	0	0
Nothing	0	0
Total	5	100%

Source: Teachers' survey

When investigating the application of a reward/recognition method to motivate children to learn English, the criterion was very good for 40% of teachers, sufficient for 20%, and moderately good for 40%.

### **Analysis of observation sheet results**

#### **Category: Student participation**

**The exercises carried out encourage oral participation by the children**

Table 15 Exercises to encourage oral participation

Alternatives	Frecuency	Porcentages
Yes	5	20
Not	9	36
Some times	11	44
Total	25	100%

Source: Observation sheet

Regarding whether the exercises carried out encourage oral participation by the children, it was observed that, yes, 20% of students do so, no, 36% do not, and 44% sometimes do.

**It is evident that children feel safe during their oral participation**



Table 16 Safety of children when participating

Alternatives	Frecuency	Porcentages
Yes	6	24
Not	7	28
Some times	12	48
Total	25	100%

Source: Observation sheet

Regarding whether it is evident that children feel safe during their oral participation, it was observed that, Yes, 24% of students do so, It is not encouraged in 28% and Sometimes in 48%.

### Children have opportunities to develop their oral participation and actively participate in class

Table 17 Active participation of children in class

Alternatives	Frecuency	Porcentages
Yes	6	24
Not	9	36
Some times	10	40
Total	25	100%

Source: Observation sheet

When observing whether children have opportunities to develop their oral participation, it was observed that 24% of students have opportunities, 36% do not have them, and 40% sometimes have them.

### The execution of the activities reveals planning in the use of teaching strategies to encourage oral participation

Table 18 Planning activities

Alternatives	Frecuency	Porcentages
Yes	6	24
Not	7	28
Some times	12	48
Total	25	100%

Source: Observation sheet

Regarding whether, during the execution of the activities, the teacher plans the teaching strategies to encourage oral participation, it was observed that, Yes, 24% of teachers do it, No, 28% do it, and Sometimes, 48% do it.

### Category: Teaching strategy used by the teacher

### Children have opportunities to develop their oral participation and actively participate in class.

Table 19 Development of oral participation

Alternatives	Frecuency	Porcentages
Yes	5	20
Not	7	28
Some times	13	52
Total	25	100%

Source: Observation sheet

Regarding whether children have opportunities to develop their oral participation and actively participate in class, it was observed that 20% of students do provide opportunities, 28% do not provide opportunities, and finally 52% of teachers sometimes provide opportunities.

### Develops teaching strategies that motivate students to learn the English language

Table 20 Teaching strategies that motivate the student

Alternatives	Frecuency	Porcentages
Yes	5	20
Not	7	28
Some times	13	52
Total	25	100%

When observing whether the teacher develops teaching strategies to motivate the student to learn the English language, it was possible to see that the student is motivated 20% of the time, does not feel motivated 28% of the time, and finally sometimes feels motivated 52%.

### Category: Teacher-student interaction

#### Implements playful strategies to improve children's oral participation

Table 21 Implementation of playful strategies

Alternatives	Frecuency	Porcentages
Yes	3	12
Not	5	20
Some times	17	68
Total	25	100%

Source: Observation sheet

When observing whether the teacher develops playful strategies to improve the child's oral participation in the English language, it was possible to see that the teacher Yes develops these strategies in 12%, Does not develop these strategies in 20% and finally Sometimes develops this type of strategies in 68%.

#### The teacher encourages the development of oral participation in children

Table 22 Developing oral participation in children

Alternatives	Frecuency	Porcentages
Yes	4	16
Not	6	24
Some times	15	60
Total	25	100%

Source: Observation sheet

During the observation, the aim was to determine whether the teacher encourages the development of oral participation in children, and the following results were obtained: the teacher encourages the development of oral participation in children in 16%, does not encourage it in 24%, and finally sometimes encourages this type of strategy in 60%.

There is evidence of interest on the part of the teacher in developing oral participation activities for children.

Table 23 Teacher's interest in developing children's oral participation

Alternatives	Frecuency	Porcentages
Yes	3	12
Not	5	20
Some times	17	68
Total	25	100%

Source: Observation sheet

When determining whether there is an interest on the part of the teacher to develop oral participation activities for children, the results of the observation exercise showed that, 12% of teachers are interested, 20% are not interested, and 68% are sometimes interested.

### Category: Use of language

#### Competence and a sense of achievement are encouraged through oral participation by children.

Table 24 Competition and the sense of achievement

Alternatives	Frecuency	Porcentages
Yes	4	16
Not	5	20
Some times	16	64
Total	25	100%

Source: Observation sheet

As the teacher demonstrated the development of competence and a sense of achievement in children, the

results of the observation exercise showed that the teacher does develop competence and a sense of achievement in 16% of teachers, does not develop these skills in 20% of teachers, and finally sometimes does so in 64%.

### English songs are a teaching strategy to improve children's oral participation

Table 25 Songs as a teaching strategy to improve oral participation

Alternatives	Frecuency	Porcentages
Yes	6	24
Not	6	24
Some times	13	52
Total	25	100%

Source: Observation sheet

When determining whether songs are a teaching strategy to improve oral participation, the results of the observation exercise showed that, Yes, they are an ideal strategy to improve children's participation in 24% of cases, No, they are not in 24% of the teachers and finally Sometimes they are in 52%.

### Category: Classroom climate

The exercises carried out are aimed at improving the pronunciation of the English language in children

Table 26 Exercises to improve pronunciation

Alternatives	Frecuency	Porcentages
Yes	6	24
Not	6	24
Some times	13	52
Total	25	100%

Source: Observation sheet

The observation exercise was aimed at showing whether the exercises carried out are aimed at improving the pronunciation of the English language in children and where the results of the observation exercise showed that, Yes, they are aimed at improving the children's pronunciation in 24%, They are not aimed at improving the children's pronunciation in 24% and finally Sometimes they do so in 52%.

### A friendly relationship between teacher and students is encouraged

Table 27 Affective treatment

Alternatives	Frecuency	Porcentages
Yes	25	100
Not	0	0
Some times	0	0
Total	25	100%

Source: Observation sheet

The observation exercise showed 100% that there is an affective treatment from the teacher towards the student.

### Students learn and absorb mistakes that are inherent in learning English

Table 28 Children learn from mistakes

Alternatives	Frecuency	Porcentages
Yes	5	23
Not	6	24
Some times	14	53
Total	25	100%

Source: Observation sheet

The observation exercise was aimed at demonstrating whether students assimilate and learn from their own mistakes when learning the English language, and the results of the observation exercise showed that, Yes, they assimilate and learn from their own mistakes in 23%, No, they do not assimilate and learn from their own mistakes in 24%, and finally Sometimes they do it in 53%.

### Children show satisfaction when doing oral participation exercises

Table 29 Children's satisfaction when doing the exercises

Alternatives	Frecuency	Porcentages
Yes	4	16
Not	5	20
Some times	16	64
Total	25	100%

Source: Observation sheet

The observation exercise was aimed at showing whether children show satisfaction during the time of carrying out oral participation exercises. The results obtained showed that, Yes, satisfaction is shown by the children in 16%, No satisfaction is shown in 20% and finally Sometimes it is shown in 64%.

Analysis of the results of an interview with the English teacher of the degree

### **Category: Perception of students' oral participation**

**Do you think that the implementation of teaching strategies related to oral participation facilitates the learning of English? Why?**

According to the teacher, he maintains that the primary learning of any language is developed fundamentally through speaking. He adds that oral participation in children can facilitate the learning of English, based on the increase in vocabulary learned. When observing whether students assimilate and learn from the errors inherent in learning the English language, 53% do so, but sometimes, which shows that the lack of oral participation is directly related to the errors that students make due to a lack of vocabulary. From our point of view, a language, whatever it may be, is learned fundamentally by listening to and repeating words. Children are unaware of grammatical structure, verb conjugation tenses, etc. Therefore, oral participation facilitates the learning of English in children, by practicing the pronunciation and memorization of words and phrases of everyday life.

**How much do students develop their oral participation in the teaching-learning process of this language?**

From the teacher's point of view, they do not develop their oral participation very much. He maintains that the problem lies in the fact that they have a limited vocabulary and their classes are for 2 or 4 hours maximum per week, which does not help. There is also the fact that at home no one can help them, because the family members have no knowledge of this language. In this sense, when observing whether the exercises carried out encourage oral participation by the children, only 20% really do so, 36% of the children do not do so, and 44% do so sometimes. From our perspective, the students do not have a participative oral participation due to the obsolescence of the teaching strategies used to encourage oral participation in English in elementary basic education students. In this sense, when working with 25 children, the teacher must consider the use of technology to motivate a more active and dynamic participation in their oral participation.

### **Category: Used teaching strategy**

**Do you consider that the use of playful strategies is a mechanism to improve oral participation? Why?**

According to the teacher's criteria, gamification is a strategy that contributes to improving the teaching process at any level and in any area of knowledge. He maintains that any educational activity that involves playing motivates the student, even more so when it is a subject that is not very attractive to the child. However, during the observation exercise there was the expected response, showing that when using songs in English as a teaching strategy to improve children's oral participation, the response was that, yes, an improvement was seen in 24% of students, No improvement was recorded in 24% and Sometimes in 52%. From our point of view, there is little interest on the part of the teacher regarding developing activities for children's oral participation. This shows that, despite considering the use of playful strategies valid, the teacher of the "Eugenio Espejo" Educational Unit is not trained or simply does not have the appropriate teaching materials to develop this type of strategies.

**What type of teaching strategies do you use to improve oral participation in English in elementary basic education students? Describe?**

The teacher indicates that one of the things a student does is listen to songs in English, even if he does not understand what they say. Then, by singing the songs with the help of virtual environments, the child is motivated and, at the same time, he already knows how to pronounce the words correctly. It is important to take into account that songs are a mechanism for listening, however, it is not an appropriate mechanism for

improving vocabulary. The exercise of listening to songs must be accompanied by a text and pronunciation exercises for the children, only in this way is this type of learning strategy effective, combining the fact that each child can have his own learning style. During the observation exercise, it was evident that when using songs in English as a teaching strategy to improve oral participation in children, the response was that, yes, an improvement was seen in 24% of students, No improvement was recorded in 24% and Sometimes in 52%.

### **What kind of training have you had regarding technological elements as a teaching tool in the English language teaching-learning process?**

According to the teacher's response, he indicates that he has not received any type of training. The profound changes that are currently taking place at a societal level undoubtedly affect the educational system irremediably and, consequently, the way in which each teacher aspires to communicate his knowledge to his students. Therefore, when demonstrating the level of impact of teaching strategies on oral participation in the English language teaching-learning process, only 20% of the students had a positive impact, while 80% had an impact at a medium level. A fundamental contradiction is evident, since the lack of an institutional vision is in contrast with the current educational regulations, which clearly determine the relevance of permanently training teachers. On the contrary, teachers agree and support the use of technological elements as teaching material that supports the English language teaching-learning process.

### **English: Category: Evaluation of oral participation**

#### **What level of participation do students have in oral exchanges with other children through English?**

According to the teacher's criteria, the level of participation of the children is very low. He maintains that unfortunately the authorities do not encourage this type of participatory exchange of the students, which is contrary to good educational practices and limits the development of the learning of this language. This is evidenced by the fact that a majority of children do not have an adequate level to carry out this activity. By identifying the factors that affect the oral participation in English of the students of basic elementary education in the Educational Unit "Eugenio Espejo" it was possible to show that one of the main difficulties that students have in learning the English language is the lack of motivation when developing their oral participation. When evaluating the oral participation in English of the students of basic elementary education, by the teachers it was possible to show that it was Satisfactory only in 20%, Normal in 20% and Unsatisfactory in 60%. It is evident that, at present, the Ecuadorian educational system still maintains the policy of teaching through the use of printed school texts, which is not very productive. In this sense, the low level of participation that students have in the English language is a consequence of the obsolescence of the methodologies used by teachers of this subject.

#### **To what extent do students respond to rewards and recognition in learning English?**

The teacher maintains that as in any activity, and in education in particular, rewards motivate participation, this is normal. Like any child, they respond very well, however, the problem of poor vocabulary does not allow them to progress as they would like. According to the teachers' assessment when inquiring about rewards/recognition in learning English, these have a great effect in 40%, Sufficient in 20% and moderately in 40%. In the field of pedagogy and didactics, teachers must base their decisions based on their knowledge of the group, its strengths and weaknesses. But in the same way, the relationship they have with the parents, knowing exactly whether or not the child receives help from their parents. All these aspects form an environment that helps the teacher make the best pedagogical and didactic decisions. Using a system of rewards and recognition, innovative and practical teaching materials, and engaging in fun activities can help improve children's performance.

### **Category: Challenges and solutions**

Do you think that at the elementary basic education level, exercises related to oral participation should be carried out in greater depth? Why? The teacher considers that one of the main strategies for learning another language is the development of oral participation skills. Before entering school, children learn their language by listening and repeating. Therefore, oral participation should be the main strategy that the teacher should develop. However, when consulting about the learning achieved during the implementation of teaching strategies in oral participation in English in children, it was indicated that it was Satisfactory in 20%, Normal in 20% and Unsatisfactory in 60%. Learning the English language at the beginning of the educational process is of relevant importance, since at this stage where the teacher can develop in the child the habit of actively participating, through the implementation of playful activities the teacher can do a coordinated work with the

purpose of improving oral participation and, in this way, improve the child's general performance. The use of different methodologies minimizes the barriers that students have formed over time and have made the English language a tedious and boring activity without any practical use.

### **What is the level of oral participation that your students have achieved in the teaching-learning process of the English language? What is the reason?**

It points out that it is necessary to be clear about the following: to learn a language it is not enough to dedicate a few hours of study and practice. The collaboration of the family is also required. However, neither of the two conditions is met. Therefore, we cannot expect effective participation and it will always be at a low level. When evaluating the level of oral participation achieved by children during the implementation of gamification strategies, 40% of teachers were able to indicate that it was Satisfactory, while 60% indicated that it was Normal. There is an urgent need to provoke an authentic habit of learning English, whether there are difficulties or not, but that does not mean we should stop trying, but we must face it now from our reality, because apart from the fact that there are many weaknesses for children to learn, there is also no justification for not doing so. One of the most determining factors that affect learning in any area of knowledge in children in elementary education is, without a doubt, the participation of parents. In the future, an analysis of the socioeconomic environment of families would provide valuable information that helps to understand the reasons why children in the 4th grade of elementary education do not advance in their educational process. The work that combines the work and experience of the teacher and the interest of the parent in giving their child a good education is relevant.

#### **Category: Impact of the strategy**

### **What is the level of learning achieved by children during the implementation of teaching strategies in oral participation?**

From the teacher's point of view, the impact of this type of strategies is low due to the various aspects that negatively affect the oral participation in English of elementary basic education students at the "Eugenio Espejo" Educational Unit. So much so that it was possible to show that one of the main difficulties that children have in learning the English language is the lack of motivation when developing their oral participation. For this reason, the level of learning achieved by children during the implementation of teaching strategies in oral participation is Satisfactory in 20% of teachers, Normal in 20% and Unsatisfactory in 60%. It should also be considered that in a classroom there are many students, each of them with different abilities, which allows for success when working with a minority segment of students who do like to learn English. In this sense, the level of impact and participation of students in the English language will be a consequence of the methodologies used by the teachers of this subject.

## **DISCUSSION**

The difficulties that students have at the level of oral participation during the teaching-learning process of the English language has become a concern for teachers, especially if one considers the low level of knowledge related to this subject that is necessarily reflected in the level of grades presented by the 4th grade student of the "Eugenio Espejo" Educational Unit.

The data provided forces us to rethink the role as teachers, when Ken Bain refers to the term understanding, what it is about in the first place is having a clear understanding of the characteristics of each of the students and their environment. Secondly, valuing their learning, provoking positive attitudes in their students that allow them to empower themselves with knowledge and finally understanding exactly their teaching area and the use of updated pedagogical resources that allow them to convey their message clearly to their students.

In this sense, the inability to develop skills that involve oral participation in the English language by children often goes hand in hand with pedagogical obsolescence, as well as with the deterioration of the teacher-student relationship. On the other hand, it has been scientifically proven that students have very little time available to pay full attention before becoming distracted, especially when the strategies used discourage their participation. According to Noro (2019), it is indicated that the term obsolescence is directly related to the loss of effectiveness of the pedagogical strategies used by teachers, which causes demotivation and frustration among their students (p. 3).

The teaching-learning process of the English language must be developed on the basis of and in accordance



with the participation of the student, that there are adequate teaching strategies to encourage the oral participation of the students, but additionally, the teacher must have enough sensitivity to form an affective work environment, therefore, the teacher must work on a topic that is important called affectivity, which has become the most important tool for the development of English language skills in children.

At the same time, the teacher must be clear about what characteristics their students have, that is, how they learn. It should be noted that there are so many ways to learn in a classroom, each of them goes hand in hand with their participation in classes. There will be students who like to talk, others who learn by drawing, that is, each of them has their own learning style highlighting their individuality. In the research carried out by Castro et al., (2024) the results obtained from the Honey- Alonso test applied to the students, it was concluded that In the Eugenio Espejo Educational Unit the participating students showed that they were inclined to develop activities that correspond to the Active learning style (Speaking / Listening) in 20%, Reflective (Speaking / Listening) 10%, Theoretical (Reading) 15%, Pragmatic (Writing / Reflective) 15% and Reflective / pragmatic (Reading / Writing) 20% (p. 51).

According to the provisions of the Education Law, LOEI (2023). Art. 10, it is indicated that the teacher must guide his work based on curricular flexibility. This means that this instrument must adapt to the needs of the students. It should be noted that within a classroom student with a diversity of origins and idiosyncrasies congregate, therefore, the teacher's work must be focused on the diverse realities and individualities.

On the other hand, one of the main strategies for learning the English language is the development of oral participation. It is worth mentioning that children learn a language even before entering school, based on listening to and repeating what their family members speak. Therefore, oral participation should be the main strategy that the teacher must develop. It must also be clear that to learn English it is not enough to dedicate a few hours of study and practice. The collaboration of the family is also required. According to Vargas & Lojano (2023), it is indicated that the teacher must be constantly updating the teaching tools, based on the contributions that arise in terms of teaching, in relation to the management of the learning rhythms of each student, especially children (p. 113).

The teaching resources that teachers use in oral participation activities of the English language for children, especially songs in English, constitute a teaching strategy to improve children's oral participation. However, a fundamental contradiction is evident in the sense that teachers do not encourage competence and a sense of achievement through children's oral participation. From the point of view of González et al., (2022), it is indicated that the integration of effective strategies in education brings with it changes not only in traditional classrooms, but also invites us to locate opportunities for educational innovation (p. 1). Based on the criteria obtained, the aspects related to children's oral participation in the English language are common, English teachers feel that they work without a guide that allows them to be more efficient. Therefore, the level of learning of children will only be possible based on the implementation of gamification strategies in oral participation.

The teacher's job is to share his or her knowledge in such a way that his or her students learn with relative ease. On the other hand, pedagogy must be oriented towards the practical utility of the knowledge shared. Where the act of teaching is an act of transfer of information between teacher and student, therefore, it is an activity where the teacher must be fully prepared, at the level of knowledge and at the level of strategies. The problems that arise in the classroom are fundamentally evidenced due to the obsolescence of the strategies deployed by the teacher, even more so when it is related to the English language.

## **CONCLUSIONS**

The main reason why children in the 4th grade of elementary basic education do not have an adequate performance in oral participation is the lack of motivation and obsolescence of the teaching strategies used by the teacher. On the other hand, children do not have opportunities to develop their oral participation and actively participate in class because the execution of the activities does not reveal a planning in the use of teaching strategies to promote this activity within the classroom.

The level of participation that students have in oral exchanges with other children through English is low, partly because the authorities do not encourage this type of participatory exchange of students. This leads to the fact that in the classroom children do not easily express their ideas through English and where a majority of children do not have an adequate level of vocabulary to carry out this activity. However, students respond

to rewards and recognition in learning English, consequently, the implementation of gamification teaching strategies would improve oral participation in English of elementary school students.

When analyzing the information collected, a lack of teacher planning to encourage this type of school activities is evident. The teaching-learning process of the English language at the children's level requires a great deal of motivation and patience on the part of the teacher. Therefore, the use of a system of rewards and recognition, innovative and practical teaching materials, and the implementation of playful activities can help improve children's performance. But in the same way, the relationship they have with their parents, knowing exactly whether or not the child receives help from their parents.

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### **Conflict of Interest**

The authors declare no conflict of interest.

### **Declaration of Authorship**

The authors of the aforementioned manuscript DECLARE that we have directly contributed to its intellectual content, as well as to the genesis and analysis of its data; therefore, we are able to take public responsibility for it and accept that their names appear on the list of authors in the order indicated. Furthermore, we have complied with the ethical requirements of the aforementioned publication, having consulted the Declaration of Ethics and Publication Malpractice.

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