

## Didactic strategies to strengthen oral competence in English based on meta-analysis

<sup>1</sup>Yaren Lorelly Fiestas Pulido <sup>2</sup>Doris Fuster-Guillen <sup>3</sup>Wilfredo Rojas-Rivera

<sup>4</sup>Jaime Tamashiro Tamashiro <sup>5</sup>Freddy Antonio Ochoa Tataje

<sup>1</sup>Universidad César Vallejo, Perú [yfiestaspu1589@ucvvirtual.edu.pe](mailto:yfiestaspu1589@ucvvirtual.edu.pe) <https://orcid.org/0000-0002-2607-1435>

<sup>2</sup>Universidad Nacional Mayor de San Marcos [dfusterg@unmsm.edu.pe](mailto:dfusterg@unmsm.edu.pe) <https://orcid.org/0000-0002-7889-2243>

<sup>3</sup>Universidad Nacional Daniel Alcides Carrión, Perú [wrojasr@undac.edu.pe](mailto:wrojasr@undac.edu.pe) <https://orcid.org/0000-0002-8210-115X>

<sup>4</sup>Universidad Autónoma del Perú, Perú [jtamashiro@autonoma.edu.pe](mailto:jtamashiro@autonoma.edu.pe) <https://orcid.org/0000-0002-8358-5205>

<sup>5</sup>Universidad Cesar Vallejo, Perú [fochoa@ucv.edu.pe](mailto:fochoa@ucv.edu.pe) <https://orcid.org/0000-0002-1410-1588>

### Summary

Didactic strategies are methods used by teachers that allow them to guide them in the teaching-learning process. The objective of the study is to explain the didactic strategies to strengthen the competence to communicate orally in English based on the meta-analysis, and to present the variety of strategies that can be applied by English teachers so that they can help their students to strengthen this competence. competence so necessary in learning this language. The methodology used for the study is the bibliographic review and databases such as Eric, Scopus, Scielo, Dialnet, Redalyc, Google Scholar, EBSCO, among others, have been considered. Likewise, a total of 60 articles, 4 doctoral theses, 1 book and 1 manual have been reviewed; of which 44 of them are in English and 22 in Spanish. The years of publication range from 2005 to 2021 and the countries are diverse, such as: Peru, Ecuador, Brazil, Spain, Cuba, China, among others. Regarding the search strategies, word tricks, monitoring of the bibliography of a base document and keywords were used. The study concludes that the strategies addressed *role play* : favors oral expression, fluency and oral precision; *sociodrama* : allows to improve pronunciation, vocabulary, grammar, fluency and comprehension; *oral presentations* : allow interaction using the language; *storytelling*: improves the motivation and autonomy of students; *use of videos*: promotes collaborative work; *board games*: improve vocabulary, fluency, grammar and pronunciation

**Keywords:** Didactic strategies, oral competence, English language.

### Introducción

Oral communication could be the main skill when learning a language, but it is not only considered as a communicative skill, but as the means that facilitates the acquisition of the language that is learned and its academic content (Devana and Afifah, 2020 ). Through this ability, the student can express his thoughts, feelings and ideas; as well as understand facts and the feelings of others; this ability can only be obtained through practice ( Nehe, Mayuni and Rahmat, 2018). There are

three main reasons why students should speak the language they are learning in the classroom: speaking will allow them to practice the language; provides feedback to the teacher as well as the student; and finally, the more opportunities students have to practice the learned elements and structures of the language, the more automatic the use of these elements becomes (Harmer, 2008).

However, the conventional method that has been used for teaching English does not favor the development of this skill (Guado

and Mayorga, 2021). Some studies carried out in Cuba affirm that despite the fact that students have gone through different levels in the teaching of English, they continue to present limitations when communicating (Casola et al, 2008). In Peru, for many years the lack of command of the English language of students graduating from Regular Basic Education has been evident (Cronquis and Fiszbein, 2017). In 2015, the “English: doors to the world” program was created; However, despite so much effort, the changes have not been so encouraging, since it is not consolidated to ensure that secondary school students graduate with at least the basic level of the language (García, Vecorena and Velasco, 2019). It should be noted that the current curriculum in Peru does not offer a variety of activities that teachers can use in the classroom. In addition, a study carried out in 2017 reveals that Peru is in 58th place with a poor level of oral ability (Cronquist and Fiszbein, 2017). Likewise, it has been evidenced in the results released by the British Council in Peru in 2015, where it is stated that only 3% of the respondents who assumed they had good oral competence, owed it to the teaching of their teachers.

The aforementioned evidence that the different strategies used by teachers are not bringing encouraging results in the oral production of the language (Toro et al, 2019), since has shown that the methods, techniques and strategies used by teachers are inadequate and ineffective (Vera-Mostacero, 2019). In addition, it has been observed that the activities used are mostly focused on themselves but not on the students, which does not provide opportunities to improve communication skills (Nehe, Mayuni, & Rahmat, 2018). Likewise, the methodological scarcity on the part of the teachers, the absence of communicative activities and the challenge of working with the strategies of the learning routes proposed by the MINEDU are a main factor in the task of the teacher today (Rosales, 2021). For this reason, it is crucial to highlight the importance of teacher participation through its effective

strategies in the process of developing communicative competence (Padilla and Espinoza 2015). Similarly, it is essential that the MINEDU promote training in English language teaching methodology, since in this new technological era it is valuable to update pedagogical tools in language teaching (García, Vecorena and Velasco, 2019).

Due to the above, it is important to highlight the importance of integrating communicative activities to help develop oral language skills, since these strategies are useful to deal with the difficulties that may arise, obtain good information, make known their ideas about oneself and learn about diverse cultures (Toro et al, 2019; Casamassima and Insua, 2015). Likewise, making use of strategies helps to promote the quality of the communicative process, bringing favorable changes regarding the behavior of the students, since it makes them appropriate the new knowledge, they are more involved and motivated. (Casol et al, 2008). In addition, it is relevant to consider that the activities carried out by the teacher in the classroom must be of interest to the students and arouse their motivation, especially when teaching to speak it (Devana and Afifah, 2020). The teacher must prioritize spaces where students interact with each other through different communicative activities and help them improve the language they are learning (Jeyasala, 2014). The constant use of English in the classroom improves your speech; however, it can be stressful for students; For this reason, it is important to adapt different strategies to work in a group. (Abe, 2013.)

In the present investigation some previous works are shown which demonstrate the positive effect of the use of didactic strategies to strengthen the communicative competence of the English language. Likewise, the investigations are focused on those students who have a low level in this language. In Malaysia, the strategy on the utility of board games that was carried out in a research, contributed to developing the

ability to speak (Fung and Min, 2016). In Cuba, a methodological alternative was carried out and the proposed oral activities stimulated a greater use of the English language (Casola et al, 2008). In Peru, the effectiveness of the "Oral expression in the classroom" Program focused on oral expression in high school students was determined (Quintanilla, Gamarra, and Ríos, 2017). In Ecuador, a study demonstrated the effectiveness of communicative language teaching activities in the development of oral expression (Guado and Mayorga, 2021). In this country, an investigation determined which are the strategies most used by teachers to improve the oral skills of students in a public secondary school. Likewise, in Turkey, a study revealed that the strategy of using online videos helps improve oral expression in students (Yükselir and Kömür, 2017).

As it has been seen, the strategies used worldwide by English teachers are different, which have brought positive results regarding the oral competence of the students who demonstrated more confidence when using the language and exist even more as the strategy of the socio drama (Nehe, Mayuni and Rahmat, 2018); the "Claim – Support – Question" Routine (Arévalo-Balboa and Briesmaster 2018); role play (Islam and Islam 2012; Cuitiño-Ojeda, Díaz-Larenas and Otárola, 2019), among others. It should be noted that both the strategies mentioned and the other strategies presented in this work were obtained from research found in valid and reliable databases, in some cases, they were taken from the largest databases specializing in education: ERIC. In addition, some of them have recognized references such as the universities of Cambridge, Oxford, among others, and whose results demonstrated the effectiveness of didactic strategies, benefiting oral expression.

For this reason, the objective of this research is to explain the didactic strategies to strengthen the competence

communicates orally in English from the meta-analysis and to present the variety of strategies that can be applied by teachers of English as a foreign language so that they can help their students to strengthen this competency that is so necessary in learning this language. It is important to emphasize that English teachers are primarily responsible for implementing the different activities in the classroom every day (Cronquis&Fiszbein, 2017). Also, take into account that the frequent use of strategies is necessary to provide more opportunities for students to use the language and improve their communication skills (Toro et al, 2019).

The study will address the theoretical supports of different authors that define the competence to communicate orally in English; In addition, the different concepts about strategies according to the cited authors will be addressed. Also, the types of strategy used by teachers from different parts of the world will be detailed, as well as the steps of each one, the methodology used, the results and conclusions reached after being applied. Likewise, the conclusions reached on the topic addressed will be announced.

## Methodology

In order to explain the didactic strategies addressed in this research, the articles that have been part of the bibliographic review, methodology used for the study, have been selected. The bibliographic review has an essential role in the advancement of science due to its cumulative nature. It discloses the theoretical and methodological framework of specific works; In addition, it is the basis of a series of academic products, such as the states of the question and the review works (Codina, 2020). Through an exhaustive search, reliable sources were reached both nationally and internationally, and databases such as Eric, Scopus, Scielo, Dialnet, Redalyc, ROAD, DOAJ, Google Scholar, EBSCO, among others, have been considered. Likewise, a total of 60 articles, 4 doctoral theses, 1 book and 1 manual

have been reviewed; of which 44 of them are in English and 22 in Spanish. The years of publication range from 2005 to 2021 and the countries are diverse, such as: Peru, Ecuador, Brazil, Indonesia, Spain, Cuba, India, Colombia, among others. Regarding the search strategies, word tricks, keywords, and monitoring of the bibliography of a base document were used.

After having obtained the results through the aforementioned techniques, the process of validity and reliability of the them reliable. In addition, the references of these articles were obtained from reliable sources such as the universities of Cambridge, Oxford, British Council, Unesco, among others.

## Development and discussion

, search strategies, database and language.

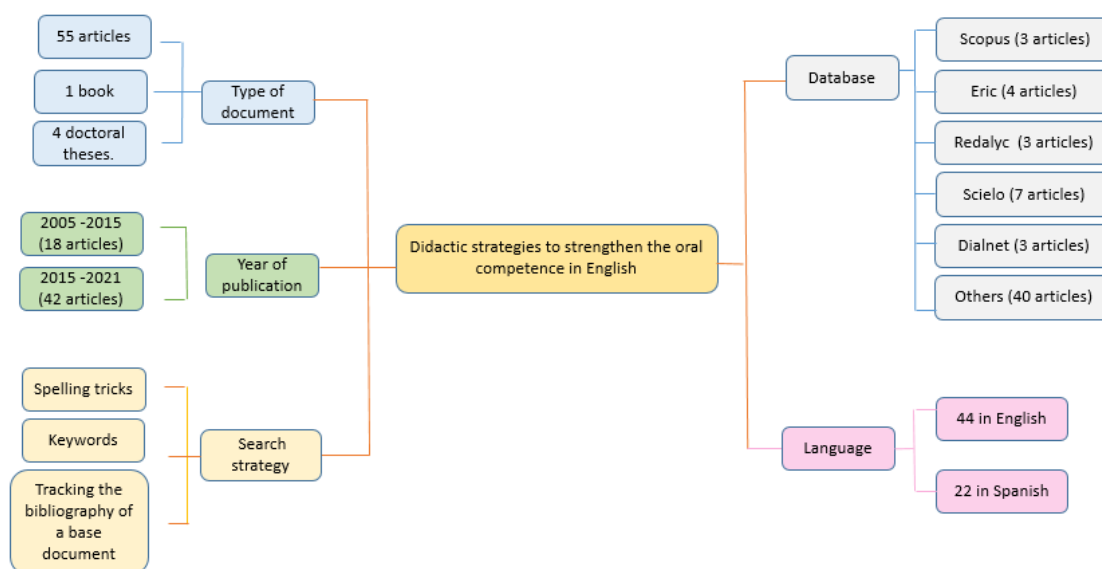


Figure 1: Didactic strategies to strengthen the competence communicates orally in English  
Source: self made

After an exhaustive analysis and verification of 55 articles, 4 doctoral theses and 1 book, it was determined that 11 articles explain the *concept of the competence communicates orally* .

information was carried out, where 55 articles, 4 doctoral theses and 1 book were selected, which met the following requirements: Being able to access the full text of the article, which allowed obtaining varied information from various authors regarding the concept of competition communicated orally, as well as the concept of strategies; In addition, they detailed the steps to follow for each strategy used and what their results had been, as well as the methodology used, which made

A review of 55 articles, 4 doctoral theses and 1 book was carried out, where it was determined that in order to search for information on *didactic strategies to strengthen the competence of communicating orally in English*, certain criteria were considered, such as: The type of document, year of publication

Likewise, the data was considered by the name of the authors, by the database, by information search strategy, by the country and year in which the article was published.



Figure 2: Competency concepts communicated orally

Source: self made

Several have been the authors who have addressed studies on the competence communicates orally, it has been a total of 10 articles that are linked to the concepts on this competence. Some of them are supported below. The first concept stands out, which mentions that communicative competence is the ability to transmit coherent and organized oral and written information (Almanza, García, and Jiménez, 2019). Current trends in language teaching and learning are based on theories that postulate communicative competence as the ideal approach to promote the development of the four linguistic skills: listening, reading, speaking and writing (Hernández, Gutiérrez and Rodríguez, 2017). From another perspective, oral expression is defined as a series of techniques that establish general guidelines to follow to execute the most effective oral communication, that is, to express what we think and feel, without exceeding or causing damage to third parties (Quintanilla, Gamarra, and Rivers, 2017). Another concept to take into account is that the ability to speak is being able to express or exchange thoughts through the use of language. Furthermore, it allows students to express themselves imaginatively and creatively to interact with others in order to achieve certain goals or to express their opinions, intentions, hopes and points of

view. (Devana and Afifah, 2020). It is also taken into account that this oral ability allows students to communicate and interact in a meaningful and fruitful way (Gutiérrez, 2005). By strengthening oral expression, the student is intended to adequately communicate to others not only content but also thoughts and emotions (Cruz, 2020). As a productive skill in language learning, speaking plays an important role in order to measure students' ability to study the language (Putri, Usman, & Nasir, 2016). Speaking is the way of intentionally saying something, expressing opinions or ideas in order to inform, entertain or persuade someone to communicate or interact in society (Jakob, 2018). Communication is one of the essential conditions of interaction (Thiyagarajan, 2014) which is closely related to socialization processes. (Marquez, 2012). Learning to communicate thus becomes the core of education (Garrán and Antolínez, 2017). We can say, then, that the competence communicates orally is one of the important skills that students must master in order to communicate in English.

After an exhaustive analysis and verification of 55 articles, 4 doctoral theses and 1 book, it was determined that 5 articles and 1 doctoral thesis explain the

*concept of strategy* . Likewise, the data was considered by the name of the authors, by the database, by information search

strategy, by the country and year in which the article was published.



Figure 3: Concepts of strategies

Source: self made

The 6 specified articles explain us about the concepts of strategy. It should be noted that the teaching/learning of oral language from a communicative and functional perspective requires breaking with the traditional unidirectionality and fostering different interactive situations within the classroom (Garrán and Antolínez, 2017). For this reason, it is necessary to modify the approaches and strategies applied in teaching (Guado and Mayorga, 2021). Focusing on the word "strategy", it comes from the Greek and etymologically means "the art of directing military operations". At present, it has lost its military connotation, it has spread to other areas and it is more in line with the actions carried out to achieve an objective or solve a problem (Benítez, 2010). From another perspective, the methodological strategies come to be the ordered sequence of techniques, duly planned procedures, which follow a certain approach or the combination of them carried out in the teaching-learning process (Peña-Manuyama, 2018). The didactic strategies handled in a classroom must be in

accordance with the different existing learning styles; so that in this way an effectiveness in teaching is achieved and in turn the educational quality is raised (Aragón and Jiménez, 2012). It should be noted that the strategies used in the face-to-face modality have been transferred, in some way, to the virtual plane, following a certain adaptation of the internet support (Silva, Shitsuka and Morais, 2012). It is important that the teacher dedicates himself (through didactic strategies) to discover forms and techniques that lead to the integral human development of children (Cortés and Garcia, 2017). It has been shown that the use of the strategies can help students to have a high level of confidence and enable them to be able to speak in public (Mahdi, 2015). We can finish by saying that the application of strategies is essential in the teaching of a second language.

After an exhaustive analysis and verification of 55 articles, 4 doctoral theses and 1 book, it was determined that 8 articles explain in detail information about the *role-playing strategy* . Likewise, the



data was considered by the name of the authors, by the database, by information

search strategy, by the country and year in which the article was published.

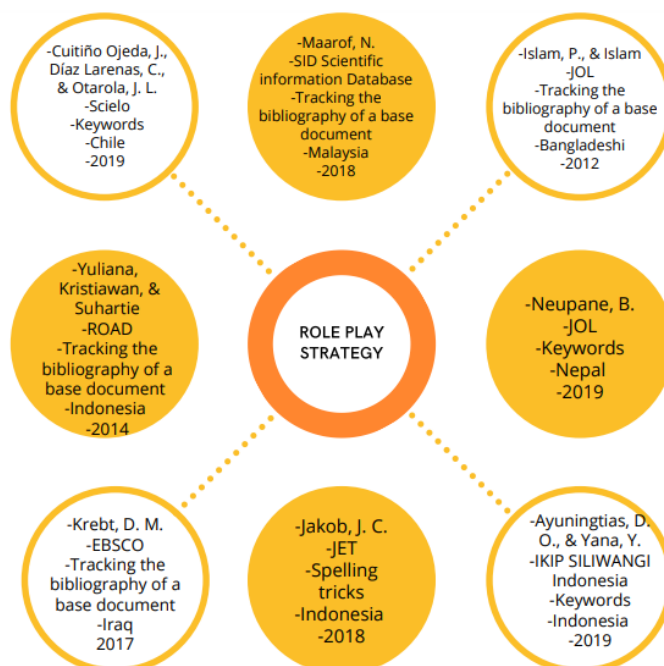


Figure 4: Role play strategy

Source: self made

8 articles have been taken, which are linked to the definition of the role-playing strategy, how it is carried out and what it is for. Likewise, the information has been developed in three paragraphs; the first paragraph details the concepts of different authors about this strategy; in the second paragraph are the steps to follow to carry out the mentioned strategy; and in the last paragraph the usefulness of it is specified. We found that role-playing is a well-known strategy that helps students become familiar with new social environments and develop their creativity (Maarof, N, 2018). In role play activities, students imagine themselves in a role, a context, and improvise a conversation of various lengths. Role play is usually done in pairs, although sometimes it also involves an interaction between five or more different roles (Cuitiño-Ojeda, Díaz-Larenas, & Otárola, 2019) and giving students a sheet of handouts, which they can read and study first (Jakob, 2018). This strategy allows participation in simulated social situations that are intended to illustrate the roles and contexts that lead to real life

(Krebt, 2017; Islam & Islam, 2012; Ayuningtias and Yana, 2019). Role play provides an opportunity for students to correctly express the appropriate functions of language in given roles and situations. Likewise, role-playing activities could be shown as the way the student behaves in a specific context and situation (Neupane, 2019).

To carry out this strategy, pairs are randomly formed, given a communicative situation, and asked to create a brief dialogue of approximately 8 to 10 communicative exchanges (Cuitiño-Ojeda, Díaz-Larenas, & Otárola, 2019). Another way is to take a group of four members and ask them to choose their theme for the performance (Islam & Islam, 2012). In addition, there are other steps performed in the implementation of the role play. The steps are: (1) prepare a drama or dialogue script, (2) ask the students to divide roles, (3) ask the students to make a memorization script, and (4) guide the students to the performance with decoration teams (Ayuningtias and Yana, 2019). There are 3 types of role play: In a

fully scripted role play, every word is given and each student must understand or memorize their role. The second is the semi-scripted role-play which includes a model conversation with some missing words and the students must know how to fill in the blanks with suitable words from these contexts and finally the unscripted role-play which can be practical for Intermediate to advanced students like unscripted role-playing in a free environment and in a structured manner which sometimes requires special skills such as problem solving ( Neupane, 2019).

The use of the role play technique favors oral expression, fluency and oral precision (Cuitiño-Ojeda, Díaz-Larenas, and Otárola, 2019). Also, role-playing can help students improve their speaking skills. Furthermore, this technique allows them to react and communicate spontaneously and really increases their confidence level (Maarof, N, 2018). Also, this strategy gives learners the opportunity to explore different real-life situations and allows them to speak accurately and confidently in that situation in the target language (Islam & Islam, 2012). It should be noted that this strategy gives students the opportunity to explore their ability, to be more active in the

teaching and learning process. Students have the opportunity to stimulate their speaking skills and can easily perform at the front of the class ( Neupane, 2019), as playing a role can build students' confidence in speaking English ( Ayuningtias& Yana, 2019). Role play is important in teaching speech because it gives students an opportunity to practice communicating in different social contexts and in different social roles. Also, it allows students to be active and put them in someone else's shoes for a while ( Jakob, 2018). Role-playing techniques provide an engaging environment for students to thrive in, such an environment leads to better attention in learning (Krebt, 2017). This is a good strategy to improve students' speech (Yuliana, Kristiawan, &Suhartie, 2014).

After an exhaustive analysis and verification of 55 articles, 4 doctoral theses and 1 book, it was determined that 4 articles and 1 doctoral thesis explain in detail information about the *sociodrama strategy* . Likewise, the data was considered by the name of the authors, by the database, by information search strategy, by the country and year in which the article was published.



Figure 5: Sociodrama strategy  
Source: self made



4 articles and 1 doctoral thesis have been taken, which are linked to the definition of the sociodrama strategy, how it is carried out and what it is for. Likewise, the information has been developed in three paragraphs; the first paragraph details the concepts of different authors about this strategy; in the second paragraph are the steps to follow to carry out the mentioned strategy; and in the last paragraph the usefulness of it is specified. We have that, sociodrama is a method of group action in which the participants act spontaneously in social situations ( Nehe, Mayuni and Rahmat, 2018). This method gives students the opportunity to perform a certain activity or role as it is in daily social life; directs students to be in the role in which they must give their opinion, argue and find a solution if there is a disagreement ( Tristianari, 2017; Kovacs, 2014). Drama, originating from ancient Greek, means action or game. Theater teaching (theater in education) refers to the application of drama to teaching, learning the knowledge of various subjects through the drama situation, in other words, incorporating elements of comedy into education and teaching ( Yuanyuan, 2019).

By using the sociodrama teaching method, students play a role. Every time someone speaks in a different situation, it means that the students play a different role. Through this method, students play roles based on the given topic ( Tristianari, 2017). In another situation, the method is introduced with a speech clip from a movie; For example: The Queen, acting by Cate Blanchet the characteristics of the performance is elaborated by the teacher, then the course begins with a booklet that presents five key tips for public speaking: Have a positive mental attitude; voice projection: eye contact; body language; practice. Students are asked to practice a role. Then the prepared drama is put into practice, they are presented with a text and after familiarizing themselves

with the characters and understanding the text they divide into 6 groups and start working on enacting the drama. They must be guided by the teacher from different points of view ( Khosronejad and Parviz, 2013). Classic dramas such as The Ugly Duckling, A Little Princess, The Prince and the Pauper, Alice in Wonderland, Anne of Green Gables, Smiles and Tears, Cinderella, Wizard of OZ, Mulan and others can be incorporated into the curriculum. The mousetrap, the teacher together with the students choose the drama per semester (Yuanyuan, 2019).

The sociodrama strategy has an important role in providing many experiences for students to explore the language with the group by expressing thoughts, feelings, solving problems and values by considering some aspects to improve that are pronunciation, vocabulary, grammar, language. fluency and comprehension ( Nehe, Mayuni, & Rahmat, 2018). Likewise, the strategy is positive for the development of students' speech; the different topics and the high frequency of speaking practices cause students to indirectly use vocabularies, pronunciation, intonation, diction, expression and verbal ( Tristianari, 2017). This strategy can bridge the gap between book dialogues and natural use, and can also help bridge a similar gap between classroom and real-life situations by providing insights on how to handle difficult situations. (Khosronejad and Parviz, 2013). However, it is important that teachers are trained to conduct classes through sociodrama, receive guidance from professionals, or cooperate with teachers of other subjects, such as arts, dance, music, psychology, etc., otherwise it could be difficult for them (Yuanyuan, 2019).

After an exhaustive analysis and verification of 55 articles, 4 doctoral theses and 1 book, it was determined that 5 articles explain in detail information about the *storytelling strategy* . Likewise, the data was considered by the name of the authors, by the database, by information search strategy, by the country and year in which the article was published.



Figure 6: Storytelling Strategy  
Source: self made

5 articles have been taken, which are linked to the definition of the storytelling strategy, how it is done and what it is for. Storytelling is a powerful learning tool (Kallinikou&Nicolaidou, 2019) that guides teachers to tell personalized stories to students in their foreign language, with this strategy students are exposed to new vocabulary, real context, expressions and pronunciation to use in oral production (Sharma, 2018). In addition, it can offer adequate intellectual, emotional, and linguistic engagement and enrich the learning experience (Khosravani, Khosravani, &Khoosf, 2014; El Farra& Abu, 2016). To carry out this strategy, the classroom is divided into groups, they are presented with a story in a video and then they are asked to tell the story in a chain. Also, the story can be divided and a part is distributed to each group, after they have read the part that touched them, the groups combine the parts and create the story, then say it in a chain in a circle (Sharma, 2018). In digital storytelling, students access a platform which is structured in three main parts: (a) "What we know", which is a session whose objective was to remind students of the basic rules when speaking the language, (b )

"Let's Practice", which focuses on exercises in which students have the opportunity to practice and record their speech, and (c) "Let's Talk", which focuses on students creating their own story using multimedia including voice, photos or images and music ( Kallinikou and Nicolaidou, 2019). Storytelling can provide a low-anxiety, motivating context for language learning (Sharma, 2018). Likewise, the strategy effectively improves the communicative competence of students (Khosravani, 2014;Thiyagarajan, 2014). On the other hand, several studies have focused on digital storytelling as a means to improve learners' motivation, autonomy, and engagement and as a way to improve speaking and oral skills in foreign languages by learning Kallinikou, &Nicolaidou, 2019; El Farra and Abu, 2016).

After an exhaustive analysis and verification of 55 articles, 4 doctoral theses and 1 book, it was determined that 9 articles explain in detail information about *strategy board games*. Likewise, the data was considered by the name of the authors, by the database, by information search strategy, by the country and year in which the article was published.

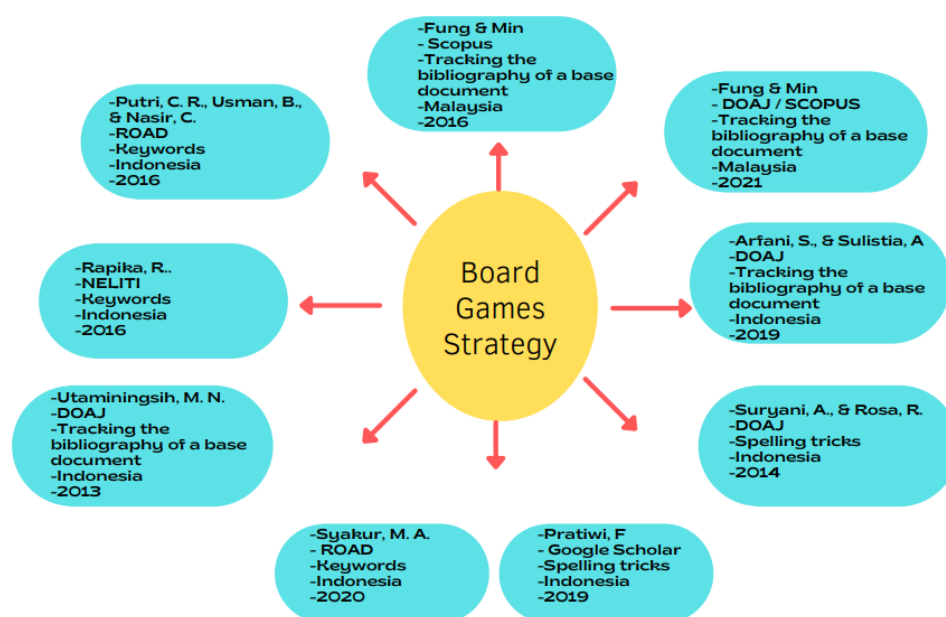


Figure 7: Strategy board games

Source: self made

9 articles have been taken, which are linked to the definition of board game strategy, how it is done and what it is for. Likewise, the information has been developed in three paragraphs; the first paragraph details the concepts of different authors about this strategy; in the second paragraph are the steps to follow to carry out the mentioned strategy; and in the last paragraph the usefulness of it is specified. Board games are games that require players to move tiles or pieces in particular shapes on a previously marked board, according to a set of rules. They can be classified into classic games, family games, strategy games, theme games, and war games (Wong Hui and Md Yunus, 2021; Suryani and Rosa, 2014; Utaminingsih, 2013). The board game stimulates students' interest in speaking and improves competence (Fung & Min, 2016). In addition, it allows students to actively participate in the teaching-learning process (Syakur, 2020), since this strategy is fun and educational at the same time; and they usually involve friendly competition keeping students interested in learning the language (Putri, Usman, & Nasir, 2016). In this way, they feel that they are not forced to learn and it allows them to gain new experiences within the foreign language that is not always possible during a typical lesson (Rapika, 2016).

The "What Say You" board game consists of a board that players can rotate to decide which category to speak on. There are six different

categories that are combined with the decks of cards, namely Picture This, What's Your View, One Word Card, Sentence Level, Pick One, and Wild Card. The front of the card shows the category of the card. The subject description, whether in the form of a word, phrase, image, or sentence, is displayed on the opposite side of the card. Topics comprise different topics such as social issues, health, science and technology, and situational issues (Fung & Min, 2016). The next board game is called: Pelajar Go! Includes these components: 1 square game board 18" x 18" long, 36 elemental card pieces, 36 trivia card pieces, 5 pawn pieces as iconic player, 1-point man, and a guidebook. The method in this game is to make a story with pictures. Therefore, the player is said to win if he or she is able to collect at least one set of cards with the same item (6 cards), sort the series of cards, and tell the message on the card to the other students (Pratiwi, 2019 ). Also, we have the game Snake and Ladder G, it consists of twenty scorecards and must be played by more than one player. In this case, each square contains the command that has been modified to describe anything, person, place or activity (Arfani and Sulistia, 2019)

The board game motivates students to speak and increases their confidence level in the course of the game and also in class activities (Fung & Min, 2016). Likewise, several studies indicate that the adoption of board games in

oral expression classes influences students in their cognitive and affective domain (Wong Hui and Md Yunus, 2021). Likewise, the game stimulates students to develop the main ideas in the conversation. In addition, oral skills in the aspect of task achievement and communication skills are developed (Pratiwi, 2019; Syakur, 2020; Suryani, A. and Rosa, 2014). Added to this, it allows improving the components of speech :vocabulary, fluency, grammar and pronunciation (Putri, Usman and Nasir, 2016); also, it gives them more confidence and takes away their shyness when

speaking the language (Rapika, 2016). Through board games, students are likely to be active most of the time, since they are the center of the teaching-learning process (Arfani and Sulistia, 2019).

After an exhaustive analysis and verification of 55 articles, 4 doctoral theses and 1 book, it was determined that 5 articles and 1 book explain in detail information about *the use of videos strategy* . Likewise, the data was considered by the name of the authors, by the database, by information search strategy, by the country and year in which the article was published.

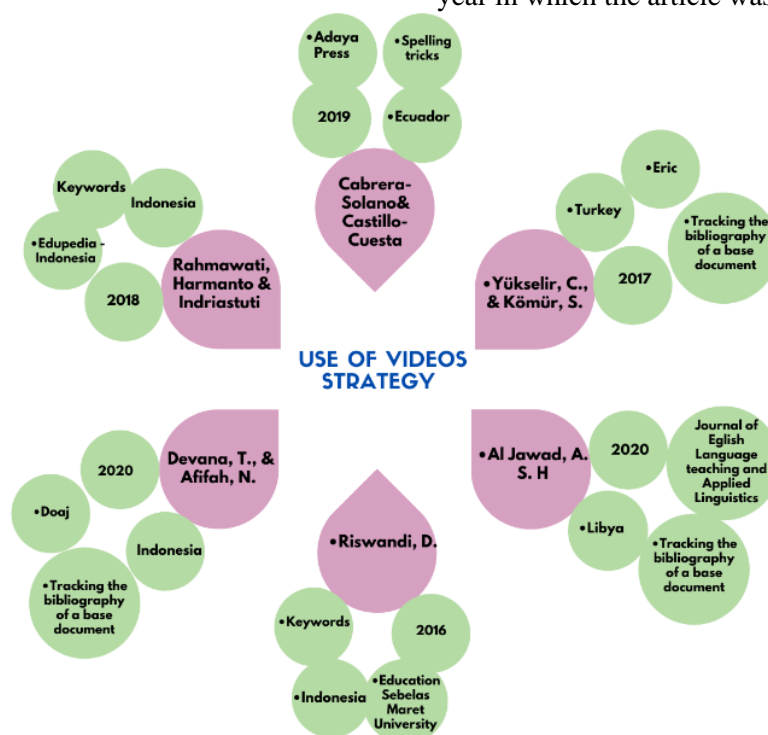


Figure 8: Video use strategy  
Source: self made

5 articles and 1 book have been taken, which are linked to the definition of the video use strategy, how it is done and what it is for. The use of video is one of the most valued tools in language teaching and learning. The growing emphasis on communicative techniques and the use of video as audiovisual material in foreign language teaching classrooms have gained attention in an academic environment, and it is clear that the use of video is a great help and facilitator for foreign language teachers. in learning the target language (Yükselir and Kömür, 2017). Today the most used platform regarding videos is YouTube, this website makes many contributions in the teaching and learning process because it provides enormous video content that is

exploitable for use in class (Riswandi, 2016; Al Jawad, 2020) .

One of the ways to carry out this strategy is the following: Five online videos in a period of five weeks are applied to the participants except during class hours. Participants must watch videos taken from YouTube, BBC, VOA and TED with subtitles or text. After students watch the videos, they use the supplemental materials, such as worksheets about the movies. In addition, students take two oral exams (Yükselir and Kömür, 2017). Also, another route is that while watching the videos, they can take notes, watch the video a second time and this time they can exchange words with their partner, to then develop a conversation and finally carry out the

conversation in pairs or in front of the class (Riswandi, 2016). On the other hand, students can work collaboratively and record videos during the course of the academic year on selected topics, with the timely advice of teachers (Cabrera-Solano and Castillo-Cuesta, 2019). The Instagram Vlog can also be used to record videos, the teacher asks them to record a video on any topic and practice it before uploading it to the page to then give them feedback (Devana & Afifah, 2019; Rahmawati, Harmanto, & Indriastuti, 2018).

The online video strategy helps improve speaking skills in students (Yükselir and Kömür, 2017). Likewise, the recording of videos for academic purposes allows students to strengthen their communicative competence regarding the language they are learning, since they have a greater command of vocabulary, fluency, pronunciation, and the use of

grammatical structures in this language. In addition, this strategy promotes collaborative work and allows the development of a better relationship between the teacher and the student (Cabrera-Solano and Castillo-Cuesta, 2019). Likewise, it is necessary for teachers to update their knowledge related to the use of technology in order to carry out this strategy, which is very useful and motivating in this new era (Devana and Afifah, 2019), since the use of Vlogs arouses the interest of students (Rahmawati, Harmanto, and Indriastuti, 2018).

After an exhaustive analysis and verification of 55 articles, 4 doctoral theses and 1 book, it was determined that 3 articles explain in detail information about the *oral presentation strategy*. Likewise, the data was considered by the name of the authors, by the database, by information search strategy, by the country and year in which the article was published.

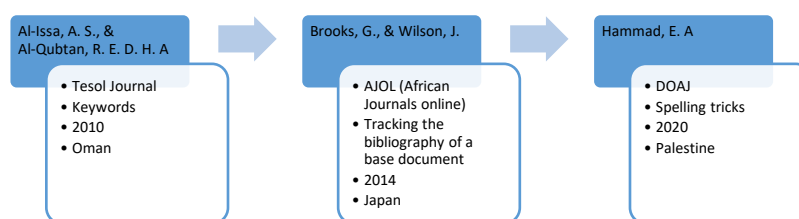


Figure 9: Oral presentations strategy

Source: self made

3 articles have been taken, which are linked to the definition of the oral presentations strategy, how it is done and what it is for. Oral presentation is defined as a strategy that can be used by students learning a second language through planning, preparation, practice and obtaining the attention of the target audience in the learning process (Hammad, 2020). Furthermore, oral presentations help integrate language skills, which are all equally essential and important in the global village. It is challenging to stand in front of others and present your work, as it requires confidence and courage (Al - Issa and Al - Qubtan, 2010). Likewise, these presentations provide an opportunity for students to use the language they are learning naturally and, especially group presentations, allow students to participate in a cooperative task that requires them to use English to explain their ideas (Brooks and Wilson, 2014). Oral presentations

can be organized in different ways: individually, in pairs or in groups of three or more students. Whatever the topics chosen, they can be presented in numerous forms such as narrative, descriptive, comparative, didactic, analytical, critical or a combination of these. For example, a story about a famous athlete or scientist can be summarized, compared with another story that happened to another famous athlete or scientist, highlight some main events, and critically analyze them to deliver a certain message to the audience (Al - Issa and Al - Qubtan, 2010). It should be noted that the presentations should be divided into stages, each of which consists of structured tasks designed to introduce students to the skills necessary to give a presentation. During the weeks leading up to their presentation, students have to research, revise, and reshape their presentations both inside and outside the classroom (Brooks & Wilson, 2014). Oral

presentations promote and encourage learning through discovery and investigation. In addition, teachers delegate autonomy and leadership to students and facilitate cooperative learning (Al - Issa and Al - Qubtan, 2010) . Also, it allows the presenters and the audience to interact using the language being learned; It should be noted that it is important to choose a topic of interest as well as mastery of it to achieve this interaction (Brooks and Wilson, 2014).

After an exhaustive analysis and verification of 55 articles, 4 doctoral theses and 1 book, it was determined that 3 articles and 3 doctoral theses explain in detail *other didactic strategies* of the authors' own elaboration . Likewise, the data was considered by the name of the authors, by the database, by information search strategy, by the country and year in which the article was published.

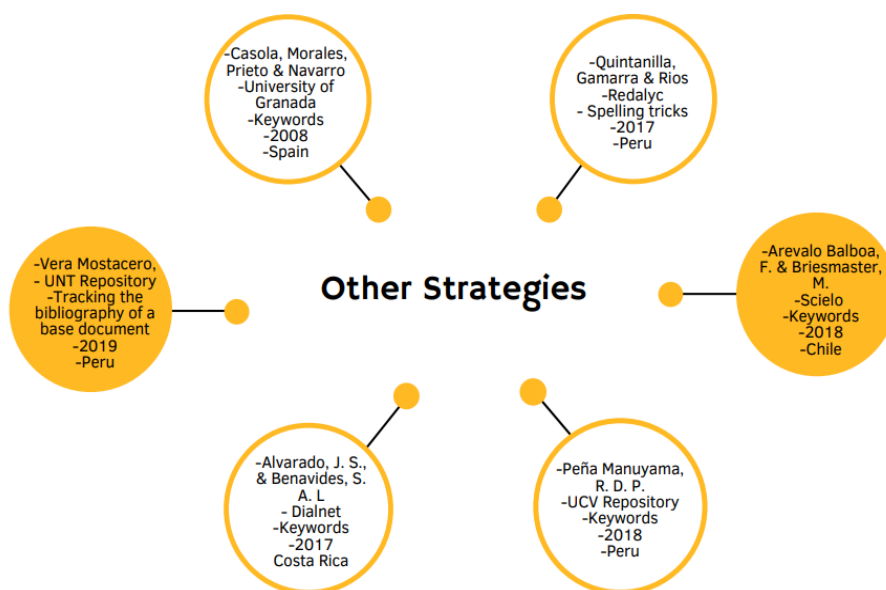


Figure 10: Other teaching strategies

Source: self made

The following didactic strategies were developed by the same researchers and proved to be effective in terms of strengthening communicative competence. The strategy: Accelerated and Developer Learning consists of creating an appropriate environment where students feel comfortable and confident. The students assume a new identity and profession during the course, at the end a simulated party is held where they do not know each other and practice what they have learned (Casola et al, 2008). The "Oral expression in the classroom" strategy was also carried out, which basically consisted of role-playing (Quintanilla, Gamarra, & Ríos, 2017). The following is the "Claim – Support – Question" strategy. The routine consists of three steps: Claim: Students make a statement on a given topic. Support: Students provide information to defend their claim. This can be statistical information or even an example to give evidence. Question: The students formulate a question related to their intention to pass the speaking turn to their partner. In this way, students express their

ideas coherently in an interactive situation (Arévalo-Balboa & Briesmaster, 2018).

In addition, the strategy of an oral comprehension program and its effects on oral expression is presented, which consisted of a series of activities where students listened to dialogues/conversations and participated in exercises that were mostly oral (Peña-Manuyama, 2018). Likewise, we have a strategy on the use of songs, students listen to simple songs and develop a series of activities such as: Choose the words they hear and that are posted on the wall; fill in the blanks that they are given for two songs, then they will have to dedicate one of the two songs to someone in the class orally and in front of everyone; As a group, they order the song that is given to them and then they will have to improvise a dialogue using the phrases of the song (Alvarado and Benavides, 2017). Also, we have the SPENAC method, which will allow the child to achieve a new linguistic code for bilingual training, it is intended that the student acquires the second language with the



same characteristics of natural acquisition that a baby has (Vera-Mostacero, 2019 ). Finally, there is the strategy on cell phone use, which consisted of students having to record a conversation given by the teacher, listen to it several times and then record the same conversation trying to imitate the original pronunciation (Vera-Mostacero, 2019). We can conclude by stating that the strategies mentioned have shown favorable results after being applied, helping to strengthen the ability to communicate orally in English.

## Conclusions

Specifically, we can say that oral communication is a skill that involves diverse and complex aspects such as competence in grammar, vocabulary, pronunciation, and pragmatics to produce a fluid and precise speech that expresses cohesive and coherent meaning. So much so, that it is considered essential in the didactics of oral language, since it is the primary means to be able to interact. In addition, this competence is one of the important skills that students must master in order to communicate in English with fluency and clarity. Regardless of the priority of each teacher, it is essential to carry out the use of new strategies that help develop the aforementioned competence to contribute to the comprehensive education of students.

On the other hand, strategies are methods used by teachers to help them achieve their objectives by carrying out the teaching-learning process and ensuring that learning can be executed effectively. Likewise, the strategies allow creating an environment of harmony and trust between the teacher and the student, since it arouses the interest and motivation of the student to learn a second language. It should be noted that it is important to consider that the strategies to be used by teachers must be consistent with the learning styles of their students. In the teaching of a second language, the use of strategies is essential because it has been shown, through different studies, that they are effective as long as the teacher uses them appropriately.

Regarding the different strategies mentioned in this study, among them: *role play* : it is a strategy in which students are required to play specific roles when saying, doing and sharing; *sociodrama* : is a method that dramatizes human behavior and its relationship with

others; *storytelling* : is the art of narrating a story from memory instead of reading it; *board games*: they are recognized as ideal tools for language learning, as they equip students with new knowledge and at the same time entertain them; *use of videos*: its use allows teachers and students to create an attractive virtual environment to learn a language in collaboration; *oral presentations* : lead to more interaction and participation in class, therefore a greater interest in learning; among other strategies, they have shown favorable results after being applied, helping to strengthen the ability to communicate orally in English. In addition, most students have developed confidence when speaking the language, allowing them to improve the teacher-student relationship and, in turn, create a favorable environment for teaching. It should be noted that it is important to update the teacher regarding the use of technology to carry out strategies in this field such as the use of videos and the use of cell phones. Likewise, teachers who require it must be trained or receive guidance from professionals in subjects such as arts, dance, and/or music to carry out the sociodrama strategy.

This bibliographic review article has made it possible to make an exhaustive compilation of articles, doctoral theses and books on the different didactic strategies used by teachers from different parts of the world, where their concepts, steps and utilities of each of them were explained to strengthen the competition communicates orally in English in the last 15 years. Likewise, it provides the opportunity for other teachers to choose some strategies that they consider feasible to apply with their own students, taking into account their characteristics and needs. However, future reviews that consider more didactic strategies used by English teachers and taking into account the special educational needs of students, can be considered to evaluate the greater effectiveness of one strategy or another.

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