



Effective strategies for developing active participation in learning the English language


Estrategias efectivas para el desarrollo de una participación activa en el aprendizaje del idioma inglés

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ABSTRACT

Effective strategies, which promote active participation, are useful tools that teachers use to make the learning process more bearable and enjoyable for students. Reconsider including these strategies in curricular planning to promote active participation, developing effective strategies to face the challenges that found both inside and outside the classroom. In this article, we use a study with a mixed approach, that is, qualitative-quantitative, because we will carry out an analysis of the premises and reasons before the numerical data while still searching for a rate or statistic. As research instruments, an observation sheet and interviews have been developed, rated by experts in education, thanks to this we were able to denote in action the pedagogical strategies analyzed in the following work.

Keywords: Effective strategies, pedagogy, active participation, English, language learning, gamification, teaching-learning.

RESUMEN

Las estrategias efectivas, que promueven la participación activa, son herramientas útiles que los profesores usan para que el proceso de aprendizaje sea más llevadero y lúdico para los estudiantes. Este artículo tiene como objetivo investigar cómo la participación activa hace una diferencia en el desempeño de los estudiantes de idiomas, explorando las estrategias efectivas pedagógicas para hacer frente a los desafíos de la participación activa. Reconsiderar incluir dentro de la planificación curricular dichas estrategias para promover de esta forma las participaciones activas, desarrollando estrategias efectivas para hacerle frente los desafíos y retos que se encuentran tanto dentro como fuera del aula de clases. En este artículo, utilizamos un estudio con un enfoque mixto es decir cuali-cuantitativo, porque realizaremos un análisis de las premisas de y de las razones antes que los datos numéricos sin dejar de buscar una tasa o estadística. Como instrumentos de investigación se ha desarrollado una ficha de observación y entrevistas, calificadas por expertos en materia de educación, gracias a esto pudimos denotar en acción las estrategias pedagógicas analizadas en el siguiente trabajo.

Palabras clave: Estrategias efectivas, pedagogía, participación activa, inglés, aprendizaje de idiomas, gamificación, enseñanza-aprendizaje.

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The study suggests incorporating active participation strategies into curricular planning to improve student engagement and learning outcomes. It emphasizes the need for developing effective pedagogical tools to address both classroom and external challenges.

INTRODUCTION

The year 1989 passed, and effective strategies, as a milestone in education, were a topic that was addressed on the academic table. Talking about the use of effective strategies within the classroom, pedagogue Rebecca Oxford developed a functional definition of learning strategies, conceptualizing it as "behaviors or actions used by teachers so that students obtain a language learning process in a more successful, self-directed and pleasant, without leaving aside fun." (Oxford, Rebecca L., 2007).

To design correct academic curricular planning, teachers must guarantee that they correctly select the strategy to be used for the group of students where it will be used. To do this, the teacher must segment the group with essential aspects to consider. These fluctuate from the age of the students, the total number of the group; socioeconomic level, school environment among others. By defining several of these aspects, we can proceed to execute a strategy assertively.

According to PM Merchán: "Active strategies, a term used today, are considered a type of concrete action instruments, which guide the active participation of teachers and students in order to achieve specific learning objectives." (Merchán, 2013)

These participatory activities make the acquisition of new content much simpler and easier, through analysis and reflection; for this, the requirements of the analysis of the objective and subjective aspects of the student environment be met, therefore, they develop educational reasoning about their daily activities and the environment that surrounds them. In this sense, effective strategies are perceived as the set of activities where the teacher designs so that the student acquires knowledge, transforms it, acquires it and evaluates it, as well as telling him in another type of educational language to develop required competencies and acquire skills.

Talking about "educational gamification" today is talking about a trend based on the union of the concept of gamification and learning. Gamification in itself manages to enhance learning, including in the educational process elements based on the use of games, in this case video games for the development of teaching and learning processes, making cohesion, integration, motivation for the contents, much simpler and bearable, enhancing the creativity of students, learning in a way that they transfer knowledge even outside the classroom. (Díaz Marin, 2015)

To execute this work we will use the effective gamification strategy as the focus of our field research. Within which we will use strategies that exclude technology, because the place where we carried out the field research did not have the technological means to use these strategies. For this reason, we focus on non-technological gamification where the use of cards, sheets and, above all, power tables gives the student a feeling of challenge, which increases motivation within the classroom. To talk about "educational gamification" today is to talk about a trend based on the symbiosis and coexistence of the concept of gamification or play and learning. Gamification itself tries to expose the learning processes, where the use of games takes precedence. (Díaz Marin, 2015)

Teachers use gamification or play in the classroom, to make the educational process full of concepts where they are easier and more fun to assimilate and convert them into experiences that feedback and elevate knowledge to competencies developed through skills that can be executed outside the classroom.

Gamified assessments developed including within the questions, questions about past lessons and where areas of interest addressed within each thematic area of learning a non-native language. Teachers adapt each question based on the student's progress, which makes the exams more fun for both students and teachers, and in this way the assessment experience is not only more bearable but also strengthens and cements the foundation of the learning process. (Yacob, N. S., Abd. Rahman, S. F., Azlan Mohamad, S. N., Abdul Rahim, A. A., Khalilah Abdul Rashid, K., Mohammed Abdulwahab Aldaba, A., Md Yunus, M., & Hashim, H., 2022)

Effective gamified strategy, teachers must ensure that the design of the gamification experience does not negatively affect student participation due to social, cultural or physical factors; that is to say, the limits of play and play should not be exceeded. To incorporate gamification functions, gamified learning systems must be designed. Educators in some situations may decide not to opt for these strategies; however, a schedule must be assigned within the class schedule.

Students perceive traditional education as boring and sometimes useless. Although teachers continually seek new teaching methods, to a large extent teachers take on important challenges, in the search for motivation for students.

Seeking that they develop a commitment to learning, with a greater challenge if it is a second language, such as the English language. In this context, the use of active strategies as learning tools seems to be a promising path due to their ability to teach and reinforce not only knowledge, but also skills such as problem solving, collaboration and communication. (Contreras, Ruth S.; Eguía Gómez, José Luis, 2016).

The goal of the effective educational strategy called "gamification of learning" is to excite students to learn by incorporating elements of game designs in the classroom. The potential of gamification must be harness in a learning environment and must be integrate effectively, which requires a comprehensive design of instructions and instructions based on specific objectives developed in the learning process. (Hansch, 2015).

METHODOLOGY

The development of this research, for the purpose of this work, was carried out in the classrooms of the Magaly Masson del Valle Carrera Fiscal School, in the city of Chone; province of Manabí; at the basic general education level; From the second year of Basic General Education to the fifth year of Basic General Education.

The ages of the students ranged between 6 and 9 years. Within the classrooms it was estimate that there were 25 students per classroom, in the sample the female gender predominated in the observed students, the total sample is made up of 100 students from the different grades mentioned above.

The research was carry out for four weeks, during the school year. Authorization from the academic authorities of the Institution was necessary to schedule meetings for the application of the research instruments. Both the observation sheet and the interview; which delayed their application, especially due to the lack of time factor, and even more so with the energy crisis that Ecuador is suffering. These instruments were validate by experts in the educational area, in addition to the collaboration and commitment of the teachers who demonstrated their commitment to continuous improvement, which is reflect in this research.

For this, the student is required to identify their levels of distraction and the degree, of detachment from the activity being carry out. Also identified that it is necessary to develop attention strategies (tracking, comparison and focusing) in the classroom; so that students internalize attention and participation skills during the execution of the academic planning proposed for the student (Senra N., 2021).

Context

Due to being in a public school, we must dispense the use of technology, when choosing an effective strategy to teach classes; subsequently, not have the use of an open Wi-Fi network; monitors, or televisions. It is relevant to say that, for the activity of listening, in case the class require it. The use of flashcards, recreational activities, board games, dramatizations, and group dynamics, among others; are resources that the teacher has when planning the class. In the class routine, we noticed that employing strategies where the student wins prizes, such as, for example: ponderation tables, achievement of goals, and earning stamps, among others; assertively motivates students to participate in class and guarantees that the premise of a class assimilated correctly by the students.

Searching for alternative effective strategies outside of technology initially represented a challenge, however, during the class we noticed that the students were receptive; and we discovered that teachers must exercise their creativity when planning the class and looking for the best effective strategy (Cantador I. 2019).

RESULTS AND DISCUSSION

Ponderation tables in the form of rewards for objectives met by the students, which we will observe in the statistical graphs that within a class of 25 students there was an efficiency of 80% of motivation and high active participation. At the beginning of this strategy, found a classroom with no desire to learn English and delivered a more motivated classroom with high spirits thanks to this technique.

As we have mentioned previously, to carry out the field research we use a qualitative-quantitative method, we leverage instruments such as the interview and observation sheets. To carry out this research, the second-year group of basic education was use. Being the moderators of the focus group, we were the authors of this work. We execute the questions under the dynamics of role change. To begin, we sat on the floor to break the ice in the classroom and create links between the moderators and the students themselves who are 6 to 7 years old.

The results obtained in the investigation determined that the application of active strategies are important because they are an instrument of interaction between teachers and students during the teaching-learning process so that the student assimilates the information taught more effectively. During the class, we understood that the motivation of students increases as the ponderation table grows because the instinct of competition is born among the students. This instinct does not discriminate based on gender, academic level; social status, etc. Especially noticed positive results in the younger student population, without affecting the positive results in the older ones.

The results obtained allowed to show that the teachers do not know exactly the definition of gamification and its role in the teaching English; on the other hand, the teachers have not been trainee in gamification strategies in the teaching of the language. At the same time, it was possible to show that with the use of the weighting tables the students assimilated better the content of the academic planning received.

Finally, it concluded that this project promotes their learning from the gamification strategies, since the teacher mentions that he uses gamified strategies for teaching English, it makes it an enjoyable class for students and those students prefer, develop skills and acquire planned knowledge. In the practice of field research tools, we understand that for students, the English class where gamified strategies are used is their favorite moment of class schedule.

Table 1. Gamified strategies

Effective gamified strategies and school motivation	Yes %	No %	Total %
Considers it important to develop effective gamified strategies in teaching the English language. Why?	100%	0%	100%
How does the use of gamified strategies in the development of an English class affect student absenteeism or lateness?	100%	0%	100%
Considers that executing gamified strategies increases students' motivation to learn the English language. Why?	50%	50%	100%

Note. Authors' development

Professors mention that he uses gamified strategies for teaching English, it makes it an enjoyable class for students and those students prefer develop skills and acquire planned knowledge.

In the practice of field research tools, we understand that for students, the English class where gamified strategies are used is their favorite moment of class schedule. The classroom environment denotes confidence in the students and clarity, as well as group work, cooperation and motivation are high, this is due to the use of strategies and the dedication that the teacher takes in the face of distractions and possible obstacles to development, of the class. However, when using fluency and dialogues, students tend to get distracted; which may be due to their age and the development of the ability to focus attention.

This reflects in the interviewees showing a positive tendency in favor of the effectiveness of effective strategies, with a tendency to be 100% in agreement with the use and employment of effective strategies in the process of learning the English language.

Table 2. Strategies and planning

Academic strategies & academic planning	Always %	Sometimes %	Never %	Total %
What place does the use of effective gamified strategies occupy in your academic planning?	0%	75%	25%	100%
Do you consider that the institution where you currently work uses effective strategies in the execution of academic planning?	0%	50%	50%	100%
What do you think of the symbiosis between education and gamification within the classroom? Can we learn by playing?	50%	50%	0%	100%

Note. Authors' development

Within the development of correct academic planning, teachers must ensure that they correctly select the strategy to be follow within the class planning; Effective gamified strategies are tools to be consider by the teacher to improve the educational process by promoting the development of skills required for the acquisition of the English language.

Unfortunately, the data reflects that only 50% of the topic of effective gamified strategies found in word of mouth in curricular planning. For the teachers that participate in the interview, playing is also part of learning; children in this way develop fully both physically and academically. The research noticed that the students were receptive since with the dynamics used at the beginning, used fun as a hook to gain the attention of the students who, despite their age, answered all the questions and derived premises that use to endorse the present work.

The teacher must constantly evaluate the progress of students who take classes with gamification. It is important to ensure that students are learning and are motivated to continue participating in games and activities. If necessary, the teacher should adjust the strategy to get students to use the game to consolidate the knowledge taught in English class. One

of the interviewers said: "the best way to learn because they remember games more easily than classes taught in a traditional way".

Regarding the use of materials and strategies that support and promote the English class, it denote that the teachers in the sites selected for the field research; they correctly use and deploy the strategies they have previously selected in their academic planning. We also observed a positive response from students to the innovative strategies taught by teachers. Therefore, we consider the importance of academic planning be aligned with new strategies that are consistent with the skills and competencies to be developed.

Despite the fact that teachers stated that it is important to talk about effective strategies in academic meetings in 100% of the sample. Unfortunately, when the frequency with which this topic is addressed is investigated, the data only reflects 50% that teachers spend talking and exchanging experiences and tools regarding effective gamified strategies.

Table 3. Active participation

Active participation	Always %	Sometimes %	Never %	Total %
In your work routine, what strategies do you implement in your classes to improve the active participation of students?	25%	50%	25%	100%
Within active participation, what do you consider the most effective strategies?	50%	50%	0%	100%
Do you consider it necessary to talk about active participation in academic meetings? Why?	100%	0%	0%	100%

Note. Authors' development

The correlation between fluency-oriented strategies and language learning had a positive bias. This is why students who are predisposed to develop their communication skills have the ability to pay attention to the articulation of English linguistic practice. During the application of our research instruments, denote that there is a symbiosis between the motivation of the students and the use of academic strategies, within this symbiosis the most positive result is the active participation of the students.

Active participation is a topic of academic planning, unlike the previous item. This is reflect in 100% that active participation is address, which is not consistent with the use of classrooms. The interviewees assure that it is due to the pressure of time and the lack of resources that sometimes affect the use of active participation in the classrooms.

Results from the observation sheets

Table 4. Gamified strategies

Effective gamified strategies and school motivation	Observed %	Sometimes observed %	Not observed %	Total
The observed group appears motivated and dynamic.	75%	25%	0%	100%
Does the teacher interact with the students?	100%	0%	0%	100%
In the development of the class, the motivation to learn the English language is correctly develop.	75%	25%	0%	100%
Excitement observed when executing a gamified strategy in English classes.	75%	0%	25%	100%
Order and discipline are contemplated before, during and after executing gamified strategies	50%	25%	25%	100%
Attention is maintain thanks to gamified strategies.	25%	50%	25%	100%

Note. Authors' development

The observed students are 75% motivated with the presence of effective gamified strategies, 50% of the time the teacher uses these strategies the students remain motivated. This is always according to the grade or academic level in which they are, within the student population it is denoted that those of younger age, 4-5 years old, are those who find it more difficult to maintain attention and this more than due to the effect of The strategy is influenced by their school age.

Using gamification, one of the challenges that the teacher faces is maintaining order and discipline. In the sample it is observed that 50% of the class time the students do not lose the structure, it is evident that it is a gain for the teacher since the challenge with him adds 25% of the following frequency denotes positive results for the discipline within from the classroom. Motivation and enthusiasm in the sample show a 75% presence, which generates positive data for effective

strategies within the English language teaching process. These results are consistent with the first point observed, which reflects that students express positive results compared to 75% of positive results with the presence of effective gamified strategies.

Table 5. Academic strategies

Academic strategies & academic planning	Observed %	Sometimes observed %	Not observed %	Total
The strategies are in accordance with the academic level, age, and characteristics of the students.	50%	50%	0%	100%
Denote a properly structured and planned class.	75%	25%	0%	100%
Gamified academic strategies help planning executed more proactively.	50%	25%	25%	100%
The strategies enrich the quality of learning provided to the student.	100%	0%	0%	100%
In the institution, motivation for teachers to implement effective strategies in teaching English.	75%	25%	0%	100%

Note. Authors' development

In the execution of the observed classes, it is 100% evident that the teachers have a correctly planned and structured class. In the sample of students, with their pass that reflects from 75% to 100%, in the aspects of motivation in congruence with academic planning. The observation denotes the importance of applying strategies that include gamified dynamics since, in the population of the sample shows that a notable majority expresses that it is the moment they enjoy a gamified class without neglecting how well structured it is. This must go hand in hand, that is, gamification and discipline must work in symbiosis and are not parallel, as is often intended.

Table 6. Active participation

Active participation	Observed %	Sometimes observed %	Not observed %	Total
Students are receptive to increasing their participation with the introduction of gamified strategies.	50%	25%	25%	100%
The teacher looks for strategies that allow the student to be an active and not a passive agent in learning.	75%	25%	0%	100%
The use of cards, images, billboards in the execution of the class is reveal.	50%	25%	25%	100%
The reward weighting tables for students, which place they occupy in the development of the classes.	25%	50%	25%	100%

Note. Authors' development

During the observed class, the use of visual aids and weighting tables represents a highlight in the development of the class. With this, we have evidence of the success of effective strategies in learning, which represents a main point to develop for our research. Reflected with a data of 75% between the majority and the average, where the receptivity of the students towards effective gamified strategies has a notable reception in notable development, and an acceptance by the students.

The prizes and the weighting tables are unfortunately rarely use, due to the lack of class time regarding the subject of English. However, the students are enthusiastic and receptive to this type of dynamics. This is evidence by a 25% frequency of its use, versus the trend of other items; it denotes that in this aspect the English teacher still has aspects to develop. This versus the 50% use of other types of effective gamified strategies where the use of flashcards, visual aids, among others, prevail.

Discussion

Within the range of paths that can be take to execute an educational process of the English language, pedagogy tells us about the benefits of gamified strategies to encourage active participation compared to traditional academic strategies. In traditional education, the one-way transmission of information is prioritize, where the teacher expounds and the students listen passively. This approach can result in low motivation and difficulty maintaining attention, especially in language learning that requires constant and active practice. In contrast, gamification, by incorporating game elements such as challenges, rewards, competition and collaboration, transforms learning into a more engaging and immersive experience. (Poveda Pineda, D. F., Limas-Suárez, S. J., & Cifuentes Medina, J. E. 2023)

Through this execution of this work, the premise that confronts the concepts of traditional education versus

educational innovations has been developed, which for the purposes of this research we will take the same gamified academic strategies that, with their use, show greater motivation and interest, since games intrinsically motivate students, generating greater commitment to the learning material. The possibility of obtaining points, badges, prizes, where the teacher creates weighting tables where students see their progress reflected, thanks to these elements a feeling of progress and achievement is created, encouraging active participation in students. Through these strategies where active participation is encouraged, which through gamification requires the active participation of the student to overcome challenges and achieve objectives of the English language learning process. In language learning, this translates into greater oral, written and listening practice, as well as dynamic interaction with the content.

Within the field of educational innovations, concepts such as meaningful learning arise where by actively involving students; gamification facilitates the construction of more meaningful and lasting learning. Concepts are better internalized when applied in playful and relevant contexts. In this way, through games they often promote collaboration, communication, critical thinking and problem solving, essential skills for the 21st century.

Effective strategies that test active participation result in immediate feedback: Games provide instant feedback on performance, allowing students to identify their errors and correct them in a timely manner. Which generates adaptability and personalization where gamified strategies can adapt to different learning styles and skill levels, offering a personalized and effective experience.

The above, in contrast to traditional strategies, lectures and memorization can be useful for the transmission of basic information; they often fail to motivate students to actively participate, in the language learning process. Gamification, on the other hand, creates a more dynamic and stimulating environment, where students feel more engaged and motivated to practice and improve their language skills.

CONCLUSIONS

In the observation, it is evident that effective gamified strategies facilitate the acquisition of new content through analysis and reflection; they require the study of the objective and subjective aspects of the student environment, therefore, they lead to educational reasoning about their daily activities and the environment that surrounds them. They can be applied before, during and even after class; which the process of learning English represents an essential element to consider when developing curricular planning.

With the development of this essay, it is evident that English classes where gamified academic strategies are used represent an opportunity for students to play and learn at the same time. Thanks to gamification, learning is generated that transcends outside the classroom, which from any point of view is positive for students, regardless of age or school level.

During the course of this research, it is evident that gamification is an effective and successful strategy that teachers should consider when carrying out their academic planning. Especially when we talk about teaching a second language, since thanks to gamified strategies, manage to disperse tedium and demotivation when learning.

The importance of implementing gamification in the English language learning process is that it serves as a highly effective strategy that, in addition to improving, strengthens all the competencies and skills acquired. By incorporating elements of fun and motivation, gamification creates an environment that encourages active participation of students and encourages their active participation in the learning process.

The need to improve students' academic planning was evident, where teachers can include this type of strategies, without limitations or prejudices. Didactic resources and the implementation of effective strategies go hand in hand; gamification often faces the challenge of the absence of resources that provide support.

Gamification within the classroom encourages teaching in innovative ways, for the development of their linguistic skills in an assertive manner. A methodological strategy structured from gamification for the teaching-learning process of the English language, allowing for better results in the area, facilitating teaching work and motivating students both inside and outside the classroom.

The educator has a fundamental role in breaking traditional education paradigms, the use of effective gamified strategies represents a link and an instrument to ensure that students who are in the process of learning English, obtain the educational objectives set, the teacher must be who must be trained to develop these effective gamified strategies.

At the time of executing the educational practice of effective gamified strategies for the English language learning process and those that facilitate the transfer in the different contexts of action. Developing competencies regarding personal autonomy to solve academic problems; that allow students to acquire skills necessary for successful learning in the English language.

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A. theoretical and conceptual foundations and problematization:	20%	20%	20%	20%	20%
B. data research and statistical analysis:	20%	20%	20%	20%	20%
C. elaboration of figures and tables:	20%	20%	20%	20%	20%
D. drafting, reviewing and writing of the text:	20%	20%	20%	20%	20%
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