Systematic review of intervention studies with teaching strategies for oral expression in english: period 2016-2024

Revisión sistemática en estudios de intervención con estrategias de enseñanza para la expresión oral en inglés: período 2016-2024

Revisão sistemática em estudos de intervenção com estratégias de ensino para a expressão oral em inglês: período 2016-2024

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ABSTRACT

Effective communication in the English language can occur through the use of appropriate teaching-learning strategies, which act as the fundamental ingredient to facilitate the development of students' oral expression. The objective of this study was to systematize the bibliographic production between the years 2016 to 2024, regarding the use of teaching-learning strategies (expository of elaborated knowledge, socialization focused on group activities, and discovery and inquiry) used by 6th-grade secondary school teachers in the development of students' oral expression in the English language. The methodology designed was based on PRISMA protocol, where inclusion and exclusion criteria are developed. The sample used in the study consisted of 29 articles. According to the results found, the year with the highest number of studies was 2024, with (20.7%); these studies were presented in countries such as Indonesia, Malaysia,Netherlands,India, China and Ethiopia, each with (3.4%), respectively The predominant approach in the research was quasi-experimental. In this systematic review, it was possible to determine that the studies conducted during the period 2016-2024 on teaching strategies positively impacted the development of oral expression in students belonging to the experimental group.

RESUMO

A comunicação eficaz em inglês pode ocorrer através do uso de estratégias de ensino-aprendizagem adequadas, que atuam como o ingrediente fundamental para o desenvolvimento da expressão oral dos alunos. O objetivo deste estudo foi sistematizar a produção bibliográfica do período de 2016 a 2024, sobre o uso de estratégias de ensino-aprendizagem (expositivas de conhecimentos elaborados, socialização centrada em atividades grupais e de descoberta e investigação) usadas pelos professores do 6º ano do ensino secundário no desenvolvimento da expressão oral dos alunos em inglês. A metodologia utilizada teve como base o protocolo da declaração PRISMA, onde foram desenvolvidos os critérios de inclusão e exclusão. A amostra utilizada no estudo foi de 29 artigos. De acordo com os resultados encontrados, o ano com maior número de estudos foi 2024, com (20,7%);; sendo estes realizados em países como Indonésia, Malásia, Países Baixos, Índia, China, Etiópia, com (3,4%) respectivamente. O enfoque predominante nas pesquisas foi o quase-experimental. Nesta revisão sistemática, foi possível determinar que os estudos realizados no período de 2016 a 2024 sobre estratégias de ensino impactaram positivamente o desenvolvimento da expressão oral dos alunos pertencentes ao grupo experimental.

Palavras-chave: Revisão sistemática; Intervenção; Estratégias de ensino; Expressão oral.

RESUMEN

La comunicación efectiva en el idioma inglés puede producirse a través del uso de estrategias de enseñanza aprendizaje adecuadas, las cuales actúan como el ingrediente fundamental para dar paso al desarrollo de la expresión oral de los estudiantes. El objetivo de este estudio fue sistematizar la producción bibliográfica del período 2016-2024, sobre el uso de estrategias de enseñanza aprendizaje (expositivas de conocimientos elaborados, socialización centrada en actividades grupales y de descubrimiento e indagación) usadas por los docentes de 6to de secundaria en el desarrollo de la expresión oral de los estudiantes en el idioma inglés. La metodología diseñada tomó como base el protocolo de la declaración PRISMA, donde se desarrollaron los criterios de inclusión y exclusión. La muestra utilizada en el estudio fue de 29 artículos. Según los resultados encontrados, en el año donde se realizó el mayor número de estudios fue en el 2024, con (20,7 %); presentándose estos en países como Indonesia, Malasia,Netherlands,India, China and Ethiopia, cada uno con (3.4%), respectivamente. El enfoque predominante en las investigaciones fue

el cuasiexperimental. En esta revisión sistemática se pudo determinar que los estudios realizados en el período 2016-2024 sobre estrategias de enseñanza, impactaron de manera positiva el desarrollo de la expresión oral en los estudiantes pertenecientes al grupo experimental.

Palabras claves: Revisión sistemática; Intervención; Estrategias de enseñanza; Expresión oral.

Introduction

"The Dominican Republic educational system proposes seven strategies which are essential for the development of fundamental competencies in students, both at the primary and secondary levels" (Secondary Level Curricular Design, 2016). However, when it comes to the area of foreign languages, it is necessary to focus on the communicative approach, which brings to life the teaching-learning strategies most related to the development of students' oral expression in the English language. These are: Expository strategies of developed knowledge (round table, songs, stories), socialization strategies centered on group activities (debates, role-play, drama), and discovery and inquiry strategies (brainstorming, creative dialogue, educational games).

It is likely that most of the researches conducted do not explicitly emphasize these macro strategies and is limited to study those that are internally found within each of the aforementioned. For this reason, it is important that teachers are aware of these teaching-learning strategies, as this will allow learning activities to be well sequenced so that students can receive quality teaching, and thus develop oral expression in the English language.

> "The teaching of oral skills has gained much importance in the context of English as a second language or as a foreign language. Additionally, it is important due to the large number of students who want to study English to use the language for communicative purposes" (Iman, 2017, p. 88).

> "The four fundamental skills that should be acquired in language learning are listening, reading, writing, and speaking. Of these skills, the most used in daily life is speaking (Kumar, 2021, p. 1087). "It is a complex ability that involves the knowledge of sounds, structures, vocabularies, and culture subsystems of

language. It is also a mean of communication" (Mueller, 2016 cited Katemba & Grace, 2023, p. 245).

"Many students consider fluency in the language to communicate verbally with others more important than reading and writing skills. They argue that oral expression is the most substantial language skill that must be mastered; furthermore, they evaluate their learning progress based on their mastery of speaking skills" (Burnkart, 1998 cited in Ompusunggu, 2018, p. 196).

This study, based on the systematic review methodology, aims to systematize the bibliographic production from the year 2016 regarding the application of teaching-learning strategies (expository of developed knowledge, socialization centered on group activities, and discovery and inquiry) used by 6th-grade secondary school teachers in the development of students' oral expression in the English language.

This research seeks to answer the following questions:

1. What is the degree of bibliographic production from the period 2016 to 2024 regarding the teaching-learning strategies (expository of developed knowledge, socialization centered on group activities, and discovery and inquiry) used by 6th-grade secondary school teachers for the development of students' oral expression in the English language?

2. Which years is the highest number of studies on teaching-learning strategies and oral expression in English concentrated in, and which countries are they conducted in?

3. What is the most frequent methodological design in teaching English oral expression?

4. What type of instrument is most used to evaluate the impact of teaching-learning strategies on the development of students' oral expression in the English language?

5. What is the sample mean and the average duration of the studies under analysis?

6. What is the effect on the development of students' oral expression as a result of the application of constructivist teaching-learning strategies?

Materials and methods

The design of this study is based on a systematic bibliographic review of the literature, drawing from research on teaching-learning strategies for the development of students' oral expression in the English language during the period 2016-2024. Today, there are studies that have used this type of method (Livan Kehing & Md Yunus, 2021; Ibna Seraj & Habil, 2021; Vivien et al., 2022; Lim, F. V., & Toh, W. 2024).

> "Unlike narrative literature reviews, which have been criticized for being arbitrary, the aim of the systematic review is to conduct a rigorous and transparent review at each stage of the process, with the intention that the research can be reproduced and updated" (Nordenbo 2009, p. 22 cited in Zawacki-Richter et al., 2020).

> "The systematic review is the exploration of a clearly formulated question that uses explicit and systematic methods to identify, select, and critically evaluate relevant research, collect, and analyze data from studies included in the review" (Cochrane, 2003 cited in Siddaway et al., 2019).

This review was conducted with the purpose of systematizing the bibliographic production from 2016 to 2024, regarding the application of teaching-learning strategies (expository strategies of developed knowledge, socialization centered on group activities, and discovery and inquiry) used by 6th-grade secondary school teachers in the development of students' oral expression in the English language.

This study was created following the protocol found in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA).

"The protocol consists of four phases:

1) Identification: Seeks to identify primary research in different databases through the use of Boolean operators.

2) Screening: In this section, articles that, for some reason, cannot be integrated into the study are removed. This could be because the primary research is duplicated or has been submitted to multiple journals. It is important to read the titles and abstracts in this phase.

3) Eligibility: Articles that will be evaluated to see if they meet the inclusion criteria are selected. In this part, articles that are excluded and included in the systematic review are recorded.

4) Inclusion: This phase contains the number of articles that have been included in the study" (Siddaway et al., 2019).

This article was structured under the parameters of the PRISMA statement (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) for systematic scientific reviews, in order to transparently document the rationale for the review, what the authors did, and what they found (Page et al., 2021; Daşer, Z. 2024).

Search Equation in Databases

Considering the procedure and search strategies, the databases consulted were Web of Science (WOS), Education Resources Information Center (ERIC), and SCOPUS, including only scientific articles published from 2016 to 2024. The following keywords were used as starting points for the search: Teaching-learning, General didactics, teaching methods, educational strategies, Speech skills, Oral facility, oral skill, speaking skills. To narrow the search, logical operators such as "ALL," "OR," "AND," and "PY" were used. For a better comprehension of the content, the selected studies had to be written in English or Spanish, excluding publications in other languages. The inclusion criteria used in the databases were: a) open access articles; b) with descriptors similar to those of the study; c) articles published in Spanish or English; d) conducted between the period 2016-2024. The exclusion criteria were: 1) articles not published in Spanish or English, not open access, lacking descriptors matching those of the study, not at the secondary level, or not conducted between the period 2016-2024, resulting in a total of 29 articles for the study. Information concerning the articles from the three aforementioned databases was   downloaded in Excel format. The articles were then combined into a single Excel file to eliminate duplicates. To facilitate better comprehension of the content, the selected studies had to be written in English or Spanish, excluding publications in other languages. The inclusion criteria used in the databases were: a) open access articles; b) with descriptors similar to those of the study; c) articles published in Spanish or English; d) conducted between the period 2016-2022. The exclusion criteria were: 1) articles not published in Spanish or

English, not open access, lacking descriptors matching those of the study, not at the secondary level, or not conducted between the period 2016-2022, resulting in a total of 19 articles for the study. Additionally, following the eligibility criteria used for systematization, quasi-experimental, quantitative, or mixed studies were considered, excluding purely qualitative research.

Evaluation: Inclusion and Exclusion Criteria

Through searches in the different databases, 6,421 articles were obtained: 513 in ERIC, 746 in SCOPUS, and 5,162 in WOS. All studies were combined into a single Excel file to eliminate duplicates. Then, the research was reviewed by reading the title and abstract of all the articles to determine the inclusion and exclusion criteria.

Inclusion Criteria: Included here were: 1) Journal articles; 2) Studies containing the descriptor: ALL=(((teaching methods) OR (educational strategies)) AND ((Speech skills) OR (Oral facility) OR (oral skill) OR (speaking skills))) and PY=((2016) OR (2017) OR (2018) OR (2019) OR (2020) OR (2021) OR (2022 OR (2023) OR (2024)); (ALL("teaching methods") OR ALL("educational strategies")) AND (ALL("Speech skills") OR ALL("Oral facility") OR ALL("oral skill") OR ALL("speaking skills")) AND (PUBYEAR > 2016); ("teaching methods" OR "educational strategies") AND ("Speech skills" OR "Oral facility" OR "oral skill" OR "speaking skills") pubyearmin:2016; 3) Publication period 2016-2024; 4) Published in open access and available for consultation; 5) Empirical experimental or quasi-experimental studies, or mixed studies with quantitative analysis on teaching-learning strategies for the development of oral expression in English during the period 2016-2024.

Exclusion Criteria: Excluded here were: 1) Conference proceedings, books or book chapters, or other publications; 2) Studies not containing the descriptor: ALL=(((teaching methods) OR (educational strategies)) AND ((Speech skills) OR (Oral facility) OR (oral skill) OR (speaking skills))) and PY=((2016) OR (2017) OR (2018) OR (2019) OR (2020) OR (2021) OR (2022 OR (2023) OR (2024)); (ALL("teaching methods") OR ALL("educational strategies")) AND (ALL("Speech skills") OR ALL("Oral

facility") OR ALL("oral skill") OR ALL("speaking skills")) AND (PUBYEAR > 2016); 3) Restricted access or not available for consultation; 4) Only qualitative or theoretical studies; 5) Review studies; 6) Perception-only studies; 7) Duplicate articles.

Sample Selection: The procedure to include those articles essential for the research and exclude those not related to the study was carried out considering the following:

1- Records identified in the databases (6,421)

2- Records screened (n = 6,421)

3- Duplicate records removed (n = 28)

4- Articles inferred after removing duplicates (n = 6,393)

5- Reports excluded for not being open access (n = 800)

6- Articles reviewed by title and abstract (n = 5,633)

7- Studies excluded after reviewing title and abstract (n = 4,029)

8- Reports excluded for not meeting: Research area (n = 2,350), secondary education level (n = 850), established language (n = 12), not open access (n = 800)

9- Full-text articles assessed (n = 1,604)

10- Articles excluded for not being related to the study descriptors (n = 1490)

11- Full-text articles assessed for eligibility (n = 114)

12- Articles excluded for being qualitative or theoretical (n = 85)

13- Studies included in the review (n = 29)

(See figure 1).

Figure 1 – PRISMA 2020 Flow Diagram for new systematic reviews that included searches only in databases and registries
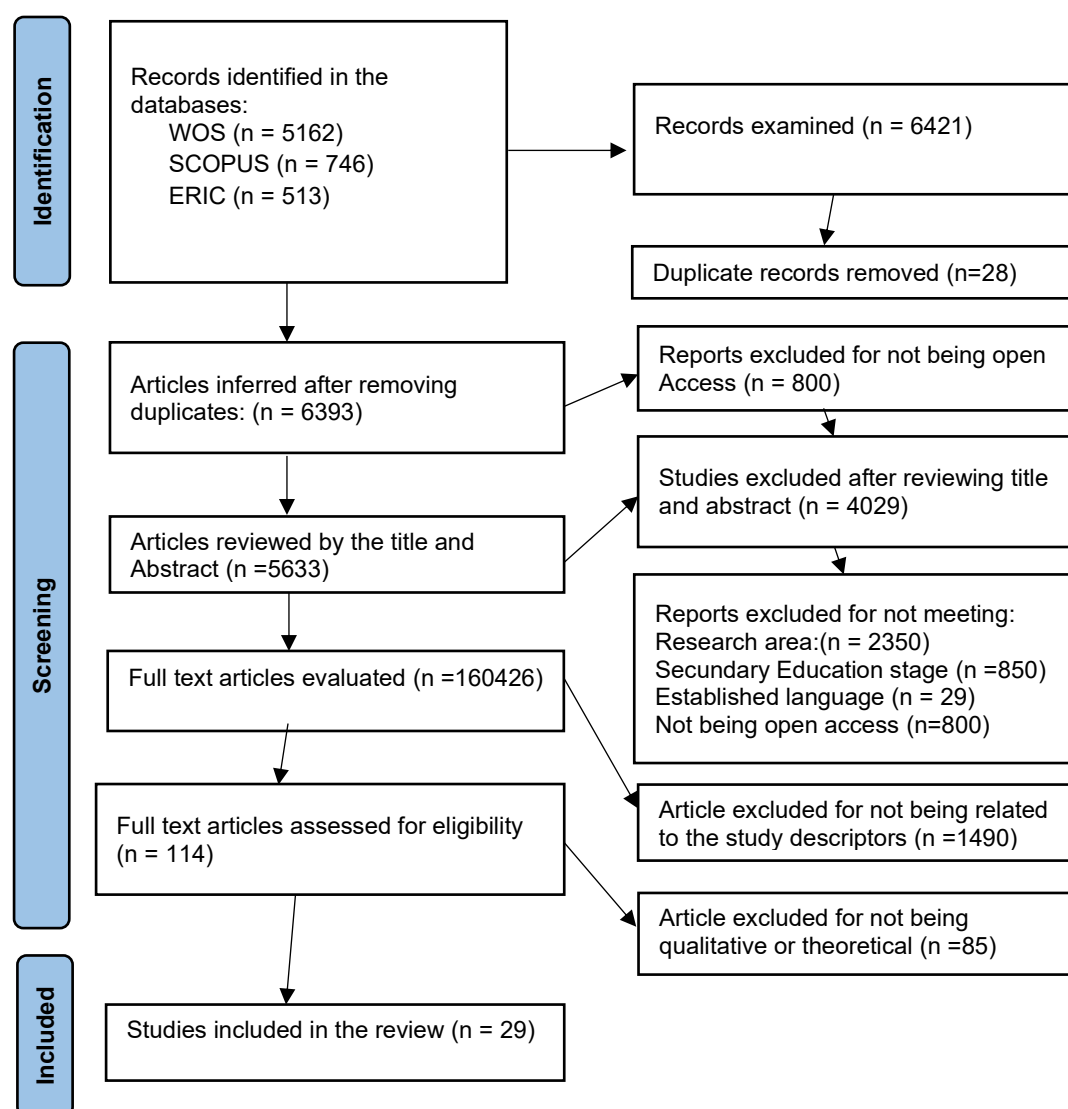
Synthesis: Relevant Information

In order to develop this stage, a bibliographic record was used, specially created to insert information such as: research title, author and year, methodological design, country, sample size and type, duration of the experience, instruments used, and

conclusions of each article. The data obtained were extracted and processed using the statistical program IBM SPSS (version 26).

Results

In this section, only the variables related to the results were taken into consideration. However, the analysis was carried out in the discussion section. The inquiries are shown through statistical data expressed in some tables and graphs with frequency distributions, percentages, and standard deviations.

Years and Countries with the Highest Number of Studies on Teaching Strategies for the Development of Oral Expression in the English Language

The total articles selected and analyzed were 29, during the period 2016-2024, the year with the highest number of studies was 2024: 20.7% (6 studies), followed by 2020:17.2% (5 studies), 2017 and 2023:13.8% (4 studies) each; 2019 and 2021:10.3% (3 studies) each one; 2018 and 2022:6.9% (2 studies) (see table 1, figures 2 and 3).

Table 1 – Years and Countries with Studies on Teaching and Learning Strategies for the Development of Oral Expression in the English Language.

	Year of Publication																			
	2016		2017		2018		2019		2020		2021		2022		2023		2024		Total	
Country	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Saudi Arabia	-	-	-	-	-	-	-	-	-	-	2	6,9	-	-	-	-	-	-	2	6,9
Indonesia	-	-	2	6,9	1	5,2	1	3,4	1	3,4	-	-	-	-	2	6,9	1	3,4	8	27,6
Iran	-	-	1	3,4	1	3,4	-	-	1	3,4	-	-	-	-	-	-	-	-	3	10,3
Thailand	-	-	-	-	-	-	-	-	1	3,4	-	-	1	3,4	-	-	-	-	2	6,9
Malaysia	-	-	-	-	-	-	1	3,4	-	-	-	-	1	3,4	-	-	1	3,4	3	10,3
Russia	-	-	-	-	-	-	1	3,4	-	-	-	-	-	-	-	-	-	-	1	3,4
Turkey	-	-	-	-	-	-	-	-	2	6,9	-	-	-	-	-	-	-	-	2	5,9
Ecuador	-	-	-	-	-	-	-	-	-	-	1	3,4	-	-					1	3,4
Jordan	-	-	1	3,4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	3,4
Spain	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	3,4	-	-	1	3,4
Kazakhstan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	3,4	-	-	1	3,4

|																			
Netherlands	-	-	-	-		-		-		-		-		-		-	1	3,4	1	3,4
India	-	-	-	-		-		-		-		-		-		-	1	3,4	1	3,4
China	-	-	-	-		-		-		-		-		-		-	1	3,4	1	3,4
Ethiopia	-	-	-	-		-		-		-		-		-		-	1	3,4	1	3,4
Total	0	0	4	13,8	2	6,9	3	10,3	5	17,2	3	10,3	2	6,9	4	13,8	6	20,7	29	100,0

Source: Own elaboration.

Figure 2 – Years and numbers of studies on teaching and learning strategies for oral expression in the english language (2016-2024).
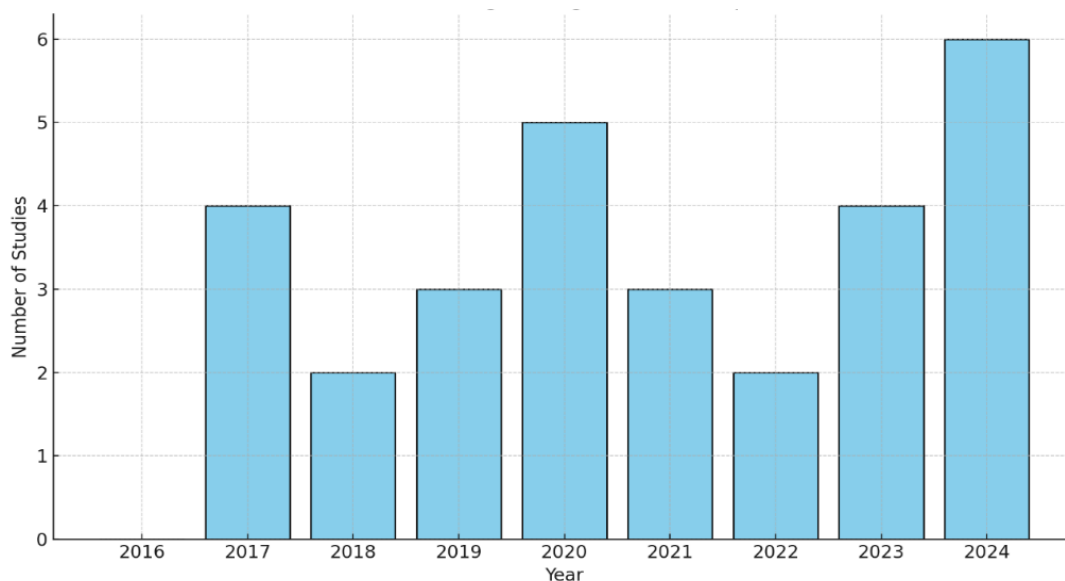
Note: Number of studies on teaching strategies for oral expression in English between 2016 and 2024. The year 2024 has the highest number of studies (6), followed by 2020 (5), while 2018 and 2022 have the least (2 each).

Figure 3 – Years and Percentages of studies on Teaching and Learning Strategies for Oral Expression in the English Language
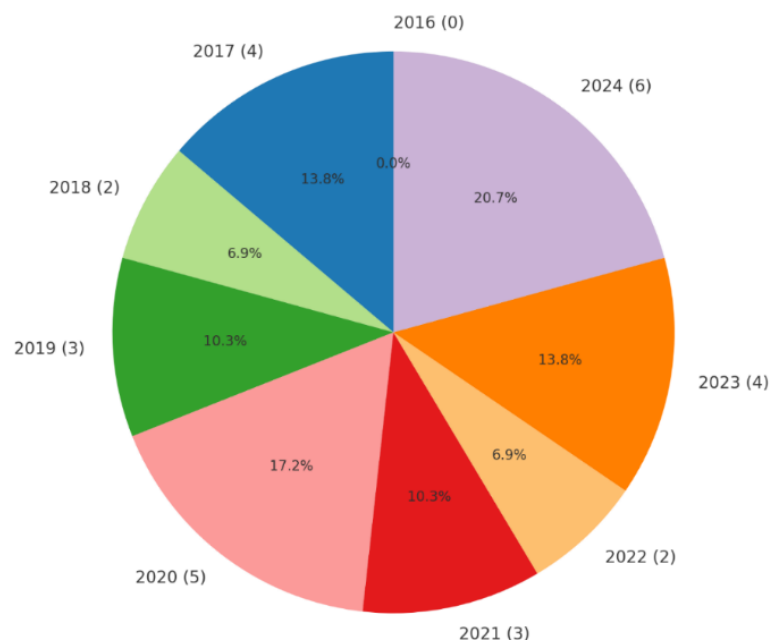
Note: Percentage of studies conducted each year from 2016 to 2024. The slices are labeled with the year and the number of studies, emphasizing the higher contributions in 2024 (20.7%) and 2020 (17.2%), while other years have smaller shares.

Table 2 – Presentation of the studies under analysis. Design, instrument, sample, duration, and conclusions of the study.

Study	Design	Instruments	Sample	Duration*	Conclusions	Effect
Iman[***] 2017 Indonesia	CG O1–O2 EG O1 X O2	Test	48	NE	Debate significantly improved the students' oral expression skills.	GE
Ompusunggu[***] 2018 Indonesia	CG O1–O2 EG O1 X O2	Test and rubric	60	6 weeks	The implementation of short stories in the oral expression class helps learners achieve better oral expression proficiency.	GE
Ashraf et al. [***] 2017	CG O1–O2 EG O1 X O2	Test, rubric, observation	55	12 sections	Students taught with 21st-century skills	GE

Iran		, interviews and questionnaire			performed better in oral expression than those taught with traditional methods.	
Afraz et al. *** 2018 Iran	CG O1–O2 EG O1 X O2	Test and rubric	40	6 weeks	The use of cognitive strategy and other types of oral expression skills helps learners interact more frequently than before.	GE
Muntrikaeo & Poonpon*** 2022 Thailand	CG O1–O2 EG O1 X O2	Test and interview	80	NE	Students' oral communication in English improved after learning through TGF.	GE
Winasih et al. *** 2019 Indonesia	CG O1–O2 EG O1 X O2	Test, rubric and questionnaire	61	6	There was a significant difference in oral expression between students taught with PBL and those with conventional teaching strategies without PBL.	GE
Kumar*** 2021 Saudi Arabia	EG O1 X O2	Test, rubric and interview	82	NE	The use of materials (images, photographs, and posters) helps develop students' English language oral expression.	GE
Nget et al. *** 2020 Thailand	CG O1–O2 EG O1 X O2	Test, questionnaire and rubric	78	4 weeks	The TBI strategy significantly contributed to the improvement of students' oral expression skills overall.	GE
Namkatu*** 2017 Indonesia	GE O1 X O2	Test and rubric	20	16 weeks	Students' oral expression skills improved after being taught through the TPRS method.	GE

Owen et al. *** 2019 Malaysia	CG O1 – O2 EG O1 X O2	Test	124	4 weeks	The implementation of Communicative Language Learning helps improve students' oral expression performance.	GE
Abdulaal*** 2021 Saudi Arabia	CG O1 – O2 EG O1 X O2	Test	62	7 sections	Experimental students' oral skills improved with the Moving Gallery teaching strategy.	GE
Sharafieva et al. *** 2019 Russia	CG O1 – O2 EG O1 X O2	Test	48	NE	Conversation strategies helped students improve their oral expression skills.	GE
Göktürk et al. *** 2020 Turkey	EG O1 X O2	Test and rubric	21	10 weeks	Creative drama activities improved students' oral expression skills.	GE
Çulha*** 2020 Turkey	CGO1 – O2 EG O1 X O2	Test	20	9 workshops	Students who overcome their shyness towards oral expression can speak more easily.	GE
Hernández-Chérrez et al. *** 2021 Ecuador	EG O1 X O2	Test	145	NE	Communication games significantly contributed to students' oral production.	GE
Nair & Yunus*** 2022 Malaysia	EG O1 X O2	Test Questionnaire	35	8	Digital storytelling had a beneficial impact on students' oral expression skills.	GE
Bahrani et al. 2020 Indonesia	CG O1 – O2 EG O1 X O2	Test, observation and interview	50	4 meetings	The implementation of the debate method in teaching oral expression was considered effective.	GE

Namaziandost et al. *** 2020 Iran	1 CG O1 – O2 2 EG O1 X O2	Test	72	8 weeks	There is a significant difference in oral expression fluency between students taught through cooperative learning strategies and those taught through traditional instruction.	GE
Alzboun et al. *** 2017 Jordan	CG O1 – O2 EGGE O1 X O2	Test and rubric	86	NE	The use of role-playing strategy helped develop students' oral expression.	GE
Chaves-Yuste and de-la Peña*** 2023 Spain	CG O1–O2 EG O1 X O2	Test And rubric	78	12 weeks	The results confirm the hypothesis that the creation and use of podcasts are beneficial for improving EFL linguistic compe tence, especially speaking and listening skills.	GE
Katemba C and Grace R, *** 2023 Indonesia	EG O1 X O2	Test and rubric	34	8 weeks	The Role Play Technique is an effective technique in Improving the Student's Speaking Ability.	GE
Toleuzhan*** et al. 2023 Kazakhstan, Asia		Questionna ire	288	NE	Secondary Education students had a positive attitude towards using YouTube videos to learn English speaking skills. In addition, participants' responses showed that mostly used categories were found regarding English films, songs and vlogs.	GE

Yasin, B et al.*** 2023 Indonesia	EG O1 X O2	Test	132	6 weeks	A positive effect of switching from a textbook-driven teaching practice to a standard teaching method, the CTL, on students' English-speaking achievement.	GE
De Vrind, E et al. *** 2024 Netherlands	CG O1–O2 EG O1 X O2	Test and questionnaire	658	12 weeks	This study contributes to the development of knowledge about guiding students' self-regulation of speaking skills by adding concrete design principles to realize such a learning process.	GE
Boobalan R et al. *** 2024 India	CG O1–O2 EG O1 X O2	Test	60	NE	The captivating activities (listening, speaking, reading, and writing) are effective for augmenting learners' communication skills	GE
Bashori M et al. *** 2024 Indonesia	CG O1–O2 EG O1 X O2	Test	232	2 weeks	The websites I Love Indonesia (ILI) and NovoLearning (NOVO) improved vocabulary and pronunciation skills.	GE
Raman, K et al. ** 2024 China	O1–O2	Test	15	8 weeks	VR platforms like ImmerseMe can improve language proficiency competence among learners while providing valuable insights into innovative teaching methods for ESL classrooms.	GE

TH Woymo et al. *** 2024 Ethiopia	CG O1–O2 EG O1 X O2	Test, interview and questionnaire	80	12 weeks	The form-focused communicative grammar instruction assisted the students advance their pronunciation and grammar in speaking.	GE
Negewo, E et al. *** 2024 Malaysia	Mixed	Test, observation and interviews.	64	NE	EFL teachers have a positive belief in teaching speaking skills and they recognize speaking skills as the most important aspect of language skills and the fundamental part of language teaching.	GE

Source: Own elaboration

Notes: *Duration in weeks; CG = Control Group; GE = Experimental Group; O = Test; X = Intervention; NE = Not specified; **Case studies (group comparison); *** Mixed studies (qualitative-quantitative, with a quasi-experimental part).

The data collected in tables and figures have shown that 2024 was the year with the highest number of studies, presenting an increase in interest for producing new researches on teaching-learning strategies for oral expression nowadays, meanly in Asians countries. This could be caused by the need of using different communicative teaching methods to develop the oral skill in the post-pandemic educational time.

The year 2020 was very significant in the studies production, this might be because teachers and students had to get use to online and hybrid teaching model during COVID 19, also because teaching oral skill in a remotely way have pushed teachers to rethink the way of teaching to get the studutents' oral competency.

During the years 2018, 2019, 2021 and 2022, were published fewer studies about oral expression, it probabilly was due to the main research focus on other aspects or language skills.

Methodological Design Employed

41.4% of the studies implemented a quasi-experimental methodological design with a control group (CG) and an experimental group (EG), of which 37.9% applied a pre-test and post-test and 3.4% only used an experimental group with pre-test and post-test; Mixed studies (qualitative and quantitative) were presented in 34.5%, EG and CG were used in 24.1%, combined with pre-test and post-test, and 10.3% did not used neither EG and CG nor pre-test and post-test; 20.7% of the studies were quantitative, 10.3% of them were formed with EG and CG, combined with pre-test and post-test, and a 6.9% only used pre-test and post-test; 3.4% of the articles was a pre-expreriment that used pre-test and post-test.

Figures 4 – Distribution of methodological designs and instruments used (2016-2024).
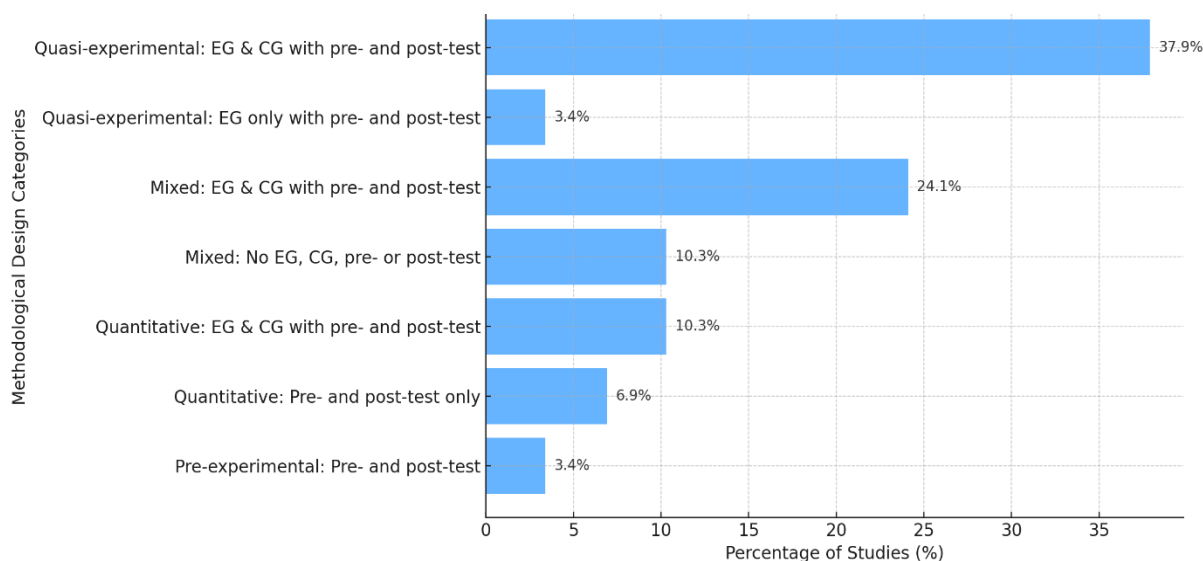
Note: Distribution of methodological designs employed in the studies. Each bar represents a specific category, with percentages displayed for clarity.

The figure 4, about the methodological designs employed in the studies, shows that the *quasi-experimental design* was the most used methodological approach, particularly those including both CG and EG with pre- and post-test. This represents a strong interest for measuring cause-and-effect.The *mixed methods* were also quite used, expressing the importance that integrating qualitative insights with quantitative

data have. The figure also shows that the *quantitative designs* were used less frequently, with some relying solely on pre- and post-tests, which may lack robustness without control groups. The *pre-experimental design* was the least common, reflecting its limitations in producing rigorous findings.

The data demonstrates a significant confidence on structured and comparative methodologies, particularly quasi-experimental designs. This highlights the researches' importance on robust and measurable outcomes, particularly when assessing interventions or changes. Mixed methods and quantitative studies complement this by offering diverse analytical perspectives.

Instruments Employed in the Experiences

The most used instrument was the test with 96.6%, followed by the rubric with 34.5%, questionnaire with 24.1%, interview 20.7%, and observation 13.8%.

Sample Mean and Average Duration

The smallest sample was 15 students and the largest was 658, resulting in a mean of 97.4. and a standard deviation of 123.432.8. Regarding duration, the shortest study lasted 2 weeks and the longest 16 weeks, with a mean duration of 8.35 weeks and a standard deviation of 3.7 weeks. A total of 31.0% of the 29 studies did not specify the duration. It is worth noting that for those studies whose duration was presented in months, a conversion process was carried out to weeks (1 month = 4.3 weeks).

According to the information provided above, the studies varied widely in both sample size and duration, presenting differences in research design, resources, and scope. Moreover, the omission of duration in nearly a third of the studies emphasizes a need for greater transparency and standardization in reporting.The high variability in sample sizes and durations may limit the generalizability of results across studies.

Impact of Teaching Strategies on English Oral Expression

It was observed that in the 29 studies analyzed, 100% obtained favorable results for the experimental group.

Discussion

This section is based on the questions posed at the beginning of the study: In which years is the highest number of studies on teaching-learning strategies and the development of English oral expression concentrated, and in which countries are they conducted?

Out of the total of 29 articles analyzed for the period 2016-2024, the year with the highest number of studies was 2024, in Indonesia, Malaysia,Netherlands,India, China and Ethiopia. On the contrary, in2016, there were not produced studies. The year 2020 was very significant in the studies production. During 2018, 2019, 2021 and 2022 the fewest studies were produced, with these being conducted in Indonesia, Iran, Malaysia, Russia, Saudi Arabia, Ecuador and Thailand..

This is similar to findings by another researcher where most studies were conducted towards the end of the established period (Alsowat, 2017). However, there was a difference in the number of studies selected in this research (29) on teaching strategies for the development of oral expression compared to those analyzed in the aforementioned study. During the period 2016-2024, the country with the highest number of studies was Indonesia, and the least number was in Russia, Ecuador, Jordan, Spain, Kazakhstan, Netherlands, India, China and Ethiopia, respectively. This statistic demonstrates that most intervention studies on teaching strategies and English oral expression have been conducted in the European continent.

What is the most frequent methodological design in the teaching of English oral expression? Most studies implemented a quasi-experimental methodological design with a control group (CG) and an experimental group (EG), with pre-test, post-test, and questionnaire. Quantitative studies were the least conducted. The number of quasi-

experimental studies found aligns with another study where the majority of articles had this type of design (Alsowat, 2017).

What type of instrument is most used to evaluate the impact of teaching-learning strategies for the development of English oral expression in students?

According to the summaries and methodologies of the studies, the most used instrument was the test.

What is the sample mean and the average duration of the studies under analysis?

The smallest sample was 20 students and the largest was 658 (M=97.4; SD=123.4). Regarding duration, the shortest study lasted 4 weeks and the longest 16 weeks (M=8.35; SD=3.7). 31.0%). of the 29 studies did not specify duration. It is worth mention that for those studies where duration was presented in months, a conversion process to weeks was carried out (1 month = 4.3 weeks).

What is the effect on the development of students' oral expression as a result of applying constructivist teaching-learning strategies?

The studies found a positive effect on the development of students' oral expression with the application of constructivist teaching-learning strategies in the experimental group (Kumar, 2021; Iman, 2017; Alsowat, 2017; Ompusunggu, 2018; Ashraf et al., 2017; Afraz et al., 2018; Muntrikaeo & Poonpon, 2022; Winasih et al., 2019; Nget et al., 2020; Namkatu, 2017; Owen et al., 2019; Abdulaal, 2021; Sharafieva et al., 2019; Göktürk et al., 2020; Çulha, 2020; Hernández-Chérrez et al., 2021; Nair & Yunus, 2022; Bahrani et al., 2020; Namaziandost et al., 2020; Alzboun et al., 2017 Katemba & Grace, 2023; Bashori et al., 2024; Boobalan et al., 2024; Chaves & de la Peña, 2024; De Vrind et al., 2024; Raman et al., 2024; Negewo et al., 2023; Toleuzhan et al., 2023; Woymo et al., 2024; and Yasin et al., 2023).

Conclusions

After taking into consideration all the information related with this research, the conclusions are the following:

It is importan to say that the year with the highest concentration of studies was 2024 in Indonesia, Malaysia,Netherlands,India, China and Ethiopia.

The majority of studies implemented a quasi-experimental methodological design,particularly those including both CG and EG with pre and post-test.

The mixed methods were also quite used, expressing the importance that integrating qualitative insights with quantitative data have.

The *q*uantitative designs were used less frequently, with some relying solely on pre- and post-tests, which may lack robustness without control groups.

The pre-experimental design was the least common, reflecting its limitations in producing rigorous findings

The most used instrument to measure the effectiveness of oral expression development was the test.There was a marked difference between the sample size and the duration of the studies: 97.4 participants and 8.35 weeks.

The studies found a positive effect on the development of students' oral expression with the application of constructivist teaching-learning strategies in the experimental group.

Scientific and academic contribution

This study provides an updated systematization of studies on effective strategies for teaching english speaking skills, identifying methodological trends and consistent results that can inform how the teaching practice is at the present time.

Through the process of this research there were found some limitations: There were not many published articles at the secondary level related to the title of the article. There were not found many studies that clearly express the expository strategies of elaborated knowledge, socialization centered on group activities, and discovery and inquiry. There were not found a lot of intervention studies related with the speakin skill during the period 2021-2024.

To create a systematic review, it is fundamental to analize an amount of digital information in different databases,it requires concentration and enough time to be in front of a monitor, this could cause eyes problems and stress as well.

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