

**The Use of dynamics to Improve the Oral Production in 6th Grades
Students at “Ciudad de Cuenca School”.**

**El Uso de Dinámicas para Mejorar la Producción de Inglés en
Estudiantes del 6to Año de la Escuela “Ciudad de Cuenca”.**

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Resumen

Las exigencias del mundo actual dentro de la pedagogía incentiva a los docentes a buscar nuevas metodologías con la finalidad de buscar un aprendizaje significativo, es por ello que este estudio tiene como objetivo aplicar recursos dinámicos de enseñanza, tales como el jenga, dingo-dango, sopa de letras, bingo, tres en raya y juego de emparejar, cada uno de ellos para reforzar el aprendizaje de una variedad de vocabulario como información personal, comida, construir frases en grupo, objetos del aula, la familia, descripción física y responsabilidades respectivamente. Todos estos temas, material concreto y una metodología creative para mejorar la producción oral de los alumnos en el aula de Inglés. Un diseño metodológico mixto, se empleó como instrumentos de recolección de datos una rúbrica de expresión oral, una lista de cotejo para el monitoreo del cumplimiento de los indicadores y una encuesta de satisfacción basada en la escala de Likert. Los resultados representan un incremento de casos que demuestran mejoría en el habla y fluidez de los estudiantes, mejorando también elementos adicionales como son vocabulario, lenguaje corporal y uso de recursos visuales; al aplicar la escala de satisfacción se puede apreciar que los estudiantes se encontraban muy satisfechos, en su mayoría con el tipo de metodología dinámica empleada.

Palabras claves: Juegos, Expresión oral, Motivación, Lengua Extranjera. (Palabras tomadas del Tesauro de la UNESCO).

Abstract

The demands of today's world within pedagogy encourage teachers to seek new methodologies to stimulate creativity when learning to make the process meaningful. Thus, this study aims to apply dynamic teaching resources, such as Jenga, dingo-dango, word search, bingo, tic-tac-toe, and matching games, to reinforce learning. Various topics include personal information, food, building group sentences, classroom objects, family members, personal descriptions, and responsibilities. In conjunction with concrete material and a creative methodology, these topics will help improve students' oral production in the classroom. A mixed methodological design is applied, using as data collection instruments an oral expression rubric, a checklist for monitoring compliance with the indicators, and a satisfaction survey based on the Likert scale. The results represent an increase in cases that show improvement in students' speech and fluency, also improving additional elements such as vocabulary, body language, and use of visual resources; when applying the satisfaction scale.

Keywords: Games, Oral expression, Motivation, Foreign Language (Words taken from UNESCO Thesaurus).

Introduction

In teaching, there are typically two distinct realities to be identified: a traditional methodology where the teacher takes the lead and an active methodology where the student takes the lead and the teacher provides guidance. From this, the need to innovate emerges, resulting in motivating and satisfying experiences for the student to establish a competitive learning environment.

Bustamante and Yanez (2019) mention that 21st-century education demands using new pedagogical models that allow motivated students to be the main parties of their learning process because they manage the information they can access, using it efficiently as needed. Considering that learning works together with the objectives and resources with which one works, the methodology is the one that allows such learning to be truly realized. An active methodology implies encouraging student oral participation so that, guided by the teacher, they can carry out their learning. The active methodology focuses on the student's oral production, and it is the student who directs the pace of work, for which the teacher creates activities that are very close to the real world so that the student can directly relate the learning to the application (Gómez, 2019).

Motivation is an essential element leading to student success in most learning designs. Activities with dynamic resources, like songs, riddles, and rhymes, are successful since they encourage users and allow social, cognitive, and emotional outcomes to be the main point of interest. Dynamics, where humorous elements are resorted to, are approached personally. They are designed with complex questions to stimulate the effort to apply the learned, mainly focusing on improving and increasing students' speaking skills to boost their active participation. To this end, it is worth incorporating fun activities that encourage the construction of productive skills into the learning process (Pink, 2010).

To Garcia, Quevedo, and Loor (2021), in times of coronavirus (Covid-19), the students needed to demonstrate the development of their skills, which were combined with the use of didactic resources like games and videos, among others, allowed oral speaking skills to advance and result in better communication.

This project aims to enter the realm of active methodologies for teaching the English language, focusing primarily on students' oral production. To this end, various dynamic resources have been designed, including Jenga, dingo-dango, and bingo, among others, that allow interaction between students and the teacher with students, working dynamically on fluency and pronunciation but also allowing the student to find a friendly environment to express themselves in English. The institution supports this initiative because it fosters innovation and offers thematic classrooms that adapt the suggested methodology appropriately.

Research Objectives

General Objective:

To apply dynamic teaching resources, such as the Jenga game, dingo-dango game, word jumble race, bingo, tic-tac-toe, and matching pairs. Each of them strengthens the learning of vocabulary like personal information, food, building sentences in groups, objects of the classroom, family, descriptions, and responsibilities, respectively, to improve students' oral production in the EFL classroom.

Specific Objectives:

- To evaluate students' oral production, through fluency and pronunciation, before and after applying dynamic EFL teaching resources.
- To evaluate the student's level of satisfaction through a Likert scale survey to determine their perception towards this methodology based on dynamic resources.

Theoretical Framework

Learner-centeredness has developed in the EFL teaching-learning process, promoting engagement, communication, and motivation. Consequently, academics have incorporated active methodologies into the instruction of foreign languages. Learning becomes much more appealing when students have access to resources where they are willing to solve problems, face challenges, engage with others, and express themselves (Pinto, Peixoto, Melo, Cabral, & Bessa, 2021).

Constructivism

At all educational levels, it is essential to develop and implement a teaching and learning model in which the student actively engages in the learning process or the meaningful construction of knowledge, creates concrete activities, and proposes solutions based on group projects with classmates and the teacher. This pedagogical approach fosters teamwork, flexibility, proactivity, and autonomy while integrating prior information with learning experiences to produce deep and stable learning over time (Quiroz & Castillo, 2017).

According to Vygotsky (1978), social constructivism is essential as a pedagogical model for the acquisition of knowledge because humans are social creatures, and as such, psychological functions must be developed through interactive practice or in cooperation with both the teacher and other students. As a result, it can be inferred that a person learns in a setting where they can grow, act, and socialize (Pinto, Castro, and Siachoque, 2016).

Vargas, González, and Navarrete (2018) contend that any educational model that promotes effective learning incorporates an active methodology that encourages the growth of abilities like critical thinking, which makes it easier to recognize and address real-world issues.

Student-centered learning implies having active methodologies, which encourage active participation and allow students to achieve learning. It is necessary to modify the planning of subjects, develop activities and evaluate in a way that promotes a constructivist model (Quiroz & Castillo, 2017).

Natural Approach

Every individual can acquire the skills and knowledge to master a language, so learning an L2 should be as similar to learning the mother tongue as is humanly feasible. It is why a second language is learned by an adult, as for children, a second language is acquired. For this, the starting point should always be the student, where teachers should approach different teaching-learning methods that allow them to focus on learning in the most similar way to the natural acquisition method of mother tongue acquisition. The five method approaches applied to English language teaching are natural, traditional, structural, communicative, and humanistic approaches (Gooding, 2020).

To the author Melysia (2019) teaching methods for the acquisition of a new language should focus primarily on the development of oral competence, where the teacher has the role of facilitator, seeking that such learning develops as close as possible to the natural way of acquiring the mother tongue, where vocabulary learning is in an applied way, allowing students to feel confident and not afraid to make mistakes, consenting the new language not as an obligation but as an opportunity.

Maximilian Berlitz, in 1878, developed the Berlitz method as a process of teaching a new language, which today is known as the Natural Communicative Approach, in which everyday actions are used, such as giving instructions only in the foreign language, teaching vocabulary and everyday phrases, using physical resources that allow working on vocabulary, pronunciation, and grammar through questions and answers between educator and student. This approach emphasizes the need for the student to learn to communicate before learning grammar and to be able to put it into practice through speech (Gooding, 2020).

Communicative Approach

One individual interacts with another during the communication process to deliver a message. Speaking is a crucial primary mode of communication in EFL instruction and learning. Teachers frequently encourage students to speak up in class. Nonetheless, they need more vocabulary knowledge, sufficient and adequate class involvement, and a lack of interest in the topic 2011 (Bahrani).

To Gooding (2020), in this approach, the methodology aims to train the student from real communication, where texts, recordings, and own materials are used to simulate an outside classroom. As a result, since its inception in the 1980s, this methodology has kept the following features:

- Use of concrete and functional topics as a starting point.

- Use of interactive, motivating, playful activities focused on developing communicative skills, releasing tensions, and thus having fun while learning.
- It uses the natural way of language learning based on day-to-day communication.
- It pays attention to grammatical aspects however, not the main protagonist.

The communicative approach is based on the use of language, where the expression, interpretation, and even negotiation of a vocabulary used necessarily involves the interaction of two or more people. Understanding that real learning is based on actual performance, the communicative approach is based on five interacting components, as stated by Cedeo, Loor, Ponce, and Loor (2020).:

- Linguistic competence
- Sociolinguistic competence
- Discourse competence
- Strategic competence
- Sociocultural competence (p. 258).

Teachers who employ communicative tactics promote student interaction, whether it be in small groups or individually. Teachers must use contrastive Analysis (CA) strategies to help students feel confident in their speaking abilities. It analyzes how teachers use it to teach English and help students improve their English proficiency (Zimba & Tibategeza, 2020).

State of Art

The literature on the need to include active methodologies is extensive. For example, Gardner (1981) and Lai (2013) explain in their studies that speaking skills can be improved only through interaction with others. For both authors, learning is achieved when the student enjoys the activities handled in class.

Mena (2022) conducted a study with third graders from an educational institution in Colombia, where he applied different strategies with a constructivist approach but with a playful-didactic methodology for learning English, obtaining; as a result, the achievement of some linguistic skills and motivation to learn and practice the new language.

Other studies, such as Zimba and Tibategeza (2020) have demonstrated the effectiveness of the application of active methodologies on communication, where the active strategies, like dynamic games, employed by the teacher are key in the development of the communicative approach to English both inside and outside the classroom, making it an important challenge for teachers to search for resources that allow the application of these methodologies.

In a study elaborated by Leong and Ahmad (2017), it was evidenced that students' English fluency improved when working with engaging resources such as games and interacting with their teacher and classmates to accomplish tasks. Similarly, confidence in speaking

English improved significantly, allowing them to work collaboratively to achieve the linguistic and game objectives.

In Peru, the authors Lupaca and Pérez (2022) developed documentary research —with a maximum age of seven— in which it was exposed that the methodological strategies using a communicative approach developed by the teacher allows better development of oral expression. Among these strategies is the use of "stories, songs, rhymes, poems, verbal games, dramatizations, tongue twisters, and riddles" (p.26), obtaining positive advances in the oral expression of children in Peru.

Martínez (2022) found that the use of verbal games in children who are learning English allows the development of greater fluency, improvement in intonation, articulation of phonemes, and additionally, a better bond between teacher and students; therefore, these types of activities contribute significantly to the oral expression of students.

Material and Methods

Study design

This research has a mixed methodological design, using as data collection instruments the oral expression rubric, a checklist for monitoring achievement indicators, and a satisfaction survey based on the Likert scale, through which both qualitative and quantitative data are obtained.

The dynamic didactic resource used in this research is the independent variable, and the effectiveness of the student's oral communication is the dependent variable. For this reason, games like Jenga, dingo-dango, word jumble race, bingo, tic-tac-toe, and matching pairs are used as resources. Each of these games helps to strengthen the learning of a variety of vocabulary, including personal information, food, building sentences in groups, classroom objects, family adjectives, and responsibilities.

Instruments

The primary tool for collecting data is a speaking rubric, which considers the following factors: understanding, fluency, vocabulary, body language, and visual aids. This rubric is used as part of the questionnaire used to diagnose and final assessment at the beginning and the end of the practical application of this research.

As in any teaching-learning process, a checklist is used to record the individual progress of the participants in order to follow up on the achievement indicators. Finally, a satisfaction survey of the methodology used in the English classes to apply, whose levels are established according to the Likert scale.

This study requires the design and elaboration of tangible material for each topic according to the dynamics or resources are chosen to be applied.

Procedures

The first step was to get permission from the school administration to conduct this study and socialize it with students' parents to get their signatures permitting dealing with their minor children. Following the reception of the completed paperwork, proceeds to apply the diagnostic questionnaire, which consists of four topics assessed using the speaking rubric. During a month, the dynamic didactic resources corresponding to each topic are applied, following them through a checklist with the achievement indicators the student must reach to continue the process. Finally, another questionnaire with four items is applied according to the topics worked on, which is answered orally for applying the respective rubric. Simultaneously, sixth-grade students are given a Likert scale survey to determine their satisfaction with the methods used during the study's class periods. The findings are tabulated after being acquired to use descriptive statistics to draw conclusions and make recommendations.

Participants

The "Ciudad de Cuenca" Educational Unit is a public school with educational levels ranging from kindergarten through high school. It is situated in an urban region. The rotation of thematic classrooms, which ensures that the classrooms are configured to the needs of the topic in terms of implements and material of own elaboration, distinguishes it as an innovative school. The institution's English language instruction satisfies the standards outlined in the 2016 education syllabus for the subject of foreign languages, with an emphasis on speaking the language in context rather than memorizing words for future use. Another innovative proposal being approved is the length of the class hour, changing the average of forty minutes to sixty minutes.

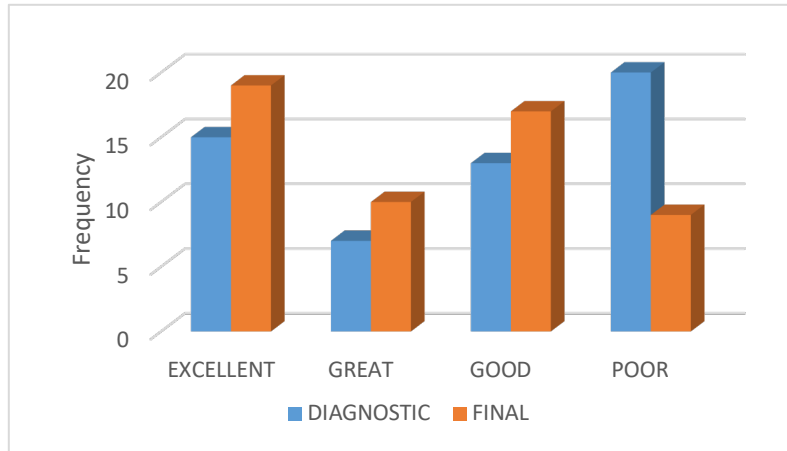
This study is mainly applied to 55 students enrolled in the sixth year of general primary education and is in parallel with A, B, and C of 2022-2023. The pupils are around ten and have a three-hour weekly class load and an hour of complementary accompaniment. It is important to note that the institution has the fundamental technological capabilities, adequate physical space, and support from the English area and educational authorities to develop the dynamic activities suggested as an innovation in this project.

Results

The results of the student's initial and final speaking levels are compared in Figure 1, which shows that, as mentioned in studies by Zimba and Tibategeza (2020), the active strategies used by the teacher are crucial in improving oral communication. Positive cases of better oral communication are much more prevalent in the final stage, supporting the application of dynamic classroom activities.

Figure 1

Comparison for speaking between diagnostic and post-proposal implementation results

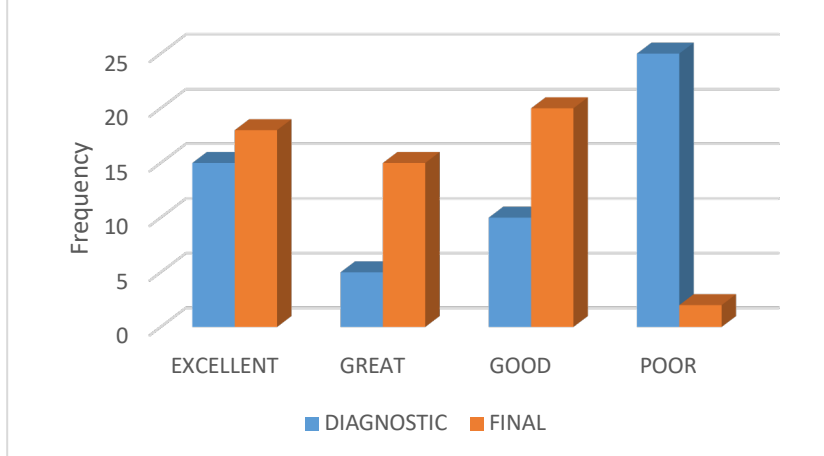


Source: own development

Figure 2 compares oral production fluency before and after implementing dynamic activities, yielding positive results for students and supporting Mena's (2022) theory that dynamic English teaching methodologies promote better learning outcomes and greater motivation for language learning and practice.

Figure 2

Comparison for fluently between diagnostic and post-proposal implementation results

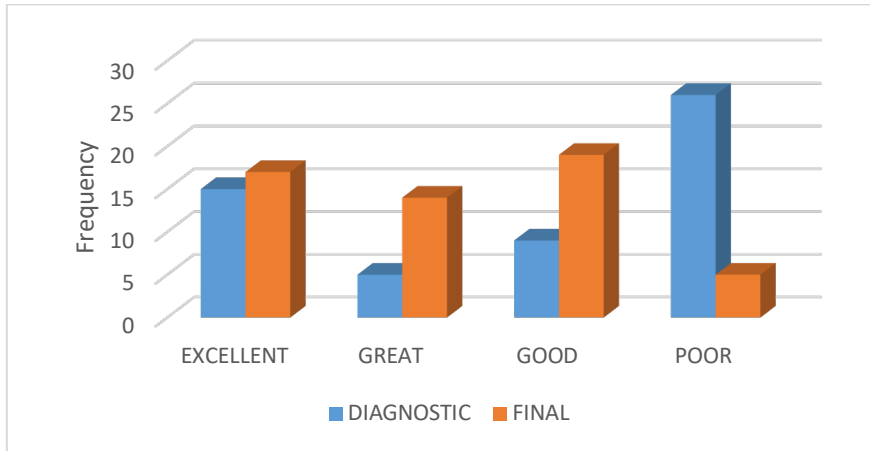


Source: own development

The progress made by the students is depicted in Figures 3, 4, and 5 in terms of variables that, while not the primary focus of this research, are still essential components of oral production. The term "oral communication" also refers to having a larger vocabulary, a sufficient understanding of body language, and the use of visual aids to complete an adequate oral communication. As shown by Lupaca and Pérez's study in Peru, where the use of in-class activities like stories, songs, poems, etc. led to substantial improvements in the oral expression of Peruvian children.

Figure 3

Comparison for vocabulary between diagnostic and post-proposal implementation results



Source: own development

Figure 4

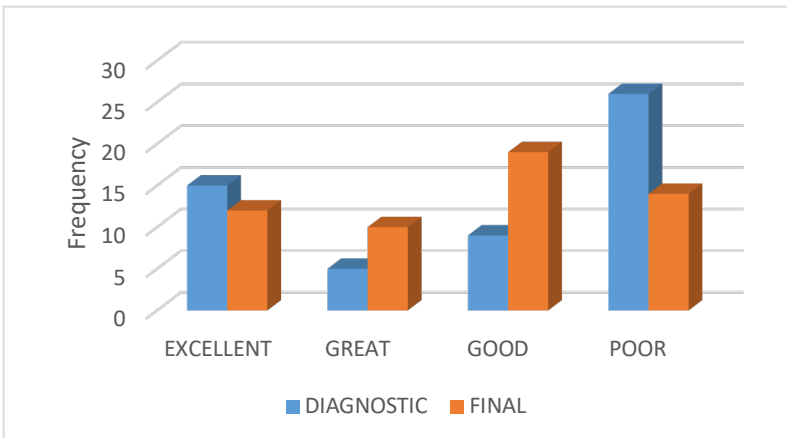
Comparison for body language between diagnostic and post-proposal implementation



Source: own development

Figure 5

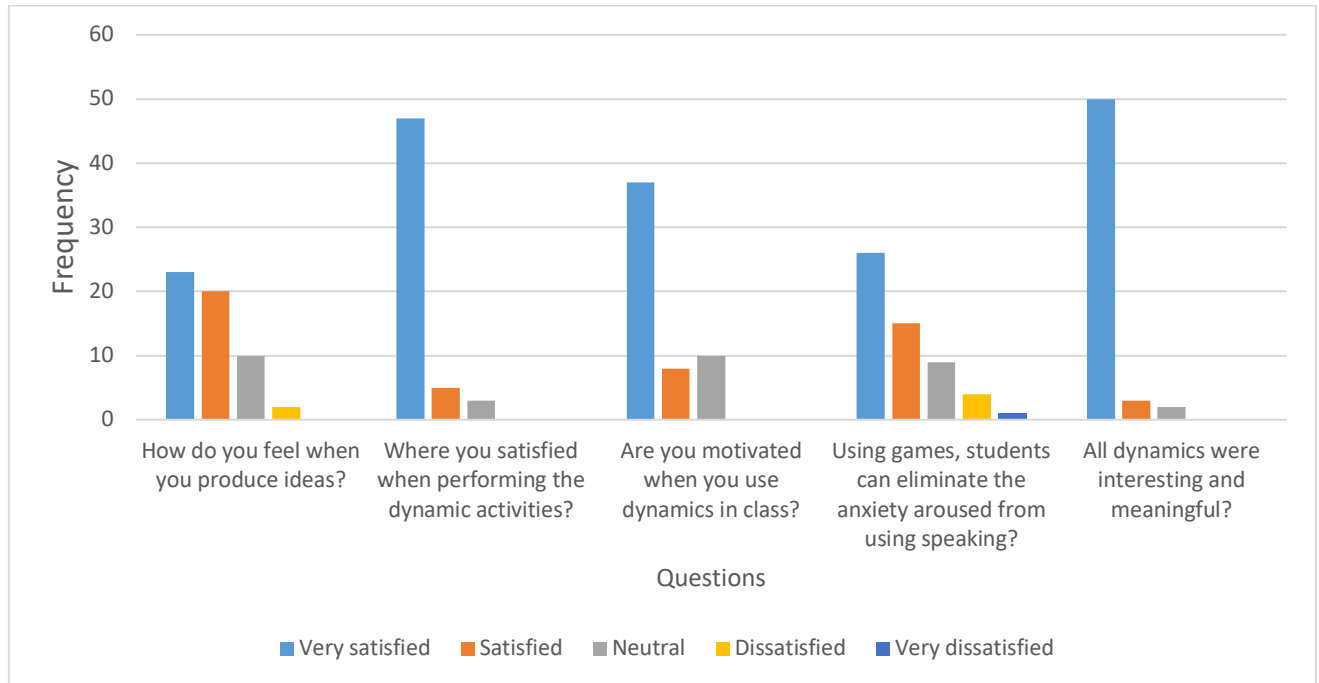
Comparison for visual props between diagnostic and post-proposal implementation results



Source: own development

Finally, Figure 6 demonstrates that using dynamic activities in the English classroom increases motivation among all students who participated in this study. This is because it enables them to learn the language engagingly and enjoyably, lowering their anxiety and nervousness when speaking in front of others, especially in a foreign language like English.

Figure 6
Student satisfaction survey on the activities carried out as a proposal to improve speaking



Source: own development

Discussion

The main findings of this study demonstrate that dynamic teaching methodologies have a positive impact on the development of the required skill, in this case, student oral production, achieving a very high level of acceptance among them as demonstrated by the satisfaction survey used at the end of the project.

In this line of research, Sanchez, Colomo, Ruiz, and Sanchez (2020) provided evidence in their work applied to primary section students in Malaga that the active methodology favors the teaching-learning process of students, achieving a good level of approval and desire to continue with this type of strategies.

Gooding's (2020) demonstrates that EFL teaching-learning models require strategies, techniques, and tools that allow generating classroom situations that encourage thinking, and understanding. Therefore, the dynamic methodology used in this study, where the development of resources like bingo, tic-tac-toe, etc., allow applying what is learned in a way

which evades translating and students spent a good time using those funny activities and also foster the second language fluently.

In this study, emphasis has been placed on speaking and fluency as the principal axes of work concerning vocabulary, body language, and visual resources. It shows that the strategies used are successful. These data align with those proposed by which it is exposed that language should be considered a means of communication (Cedeño et al., 2020). Therefore, all the activities in class that promote communication allow for obtaining an adequate level of English competence, as Zimba and Tibategeza (2021) in their study applied to Malawi students.

Mena (2022) claims that by using ludic-didactic methodologies, students of a school in the town of Turbo who had trouble learning English were able to improve their language abilities and motivation; proving, as in this project used in the "Ciudad de Cuenca" Educational Unit, that through dynamic activities that allow interaction, communicative objectives of the English language can be developed.

Conclusions

The results allow us to draw the conclusion that the application of dynamic methodologies for teaching the English language, such as jenga game, dingo-dango game, word jumble race, bingo, tic-tac-toe and matching pairs, each of them to strengthen the learning of a variety of vocabulary like personal information, food, build sentences in groups, objects of the classroom, family, descriptions and responsibilities respectively. There is a satisfactory effect improving the oral production of students in the sixth-year of general basic education of the "Ciudad de Cuenca" Educational Unit, where there is better speaking, fluency, use of vocabulary, and body language.

After applying this proposal, the student's satisfaction level was positive, emphasizing mainly their agreement with using exciting and meaningful dynamic activities for communication competence in the English language. It can also be evidenced that this type of activity reduces the anxiety in the students produced by the need to speak in class; however, there are still cases of dissatisfaction with this criterion.

Based on the above, it is possible to recommend using this methodology in different levels of primary education and high school, adapting the activities to the age ranges to evaluate the results in terms of oral production. It would also be interesting to replicate this proposal in other educational institutions to compare the results and establish more realistic conclusions.

Limitations

The main limitation observed in this study was the post-coronavirus situation where many students have been forced to miss classes because of respiratory symptoms or positive cases of COVID-19, interrupting the work and proving that there is an inequality of conditions with students who have attended classes regularly.

Likewise, the time load and the time period destined for the pedagogical day need to be revised to work more broadly and conduct the due feedback in a personalized way, with which the results could be improved even more.

Though that required additional work from the teacher to create new material specifically for the students; however, this material is helpful for subsequent classes and can enable serial production for the remaining courses.

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