



Textual Communicative Approach for Oral Expression of Primary School Students

Enfoque Comunicativo textual para la Expresión Oral de estudiantes de Primaria

Approche communicative textuelle pour l'expression orale des élèves du primaire

Enfoque Comunicativo Textual para a Expressão Oral de Estudantes do Ensino Fundamental

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ABSTRACT

Introduction: Humans must communicate to survive or interact in their social group. Consequently, body and oral language arise through which they express their emotions, thoughts, feelings, desires, and knowledge. **Objective:** to demonstrate that applying a program based on the textual communicative approach improves students' oral expression in the 2nd year of primary education at IE No. 89017 Conchucos. **Method:** The research design used was quasi-experimental, and for data

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collection, an assessment scale was applied, used as a pre-and post-test, and applied to a sample of 40 students from sections "A and C." This instrument was meticulously validated with a judgment by 2 experts with a high academic degree, a pilot test, and Cronbach's alpha, which had a reliability of 0.929, instilling confidence in the results. The variables were operationalized, and the necessary techniques and procedures were used to achieve the objectives. **Results:** In the experimental pre-test group, 65% of the students were on the low scale and 35% on the regular. After applying the program, 10% of the students in the experimental group reached the excellent scale and 85% the good scale, showing that applying the textual communicative approach significantly improved the level of oral expression. **Conclusions:** the program based on the textual communicative approach significantly improves the level of oral expression, obtaining more favorable results in the experimental group than in the control group.

Keywords: Approach; Oral expression; Program; Education; Research; Communication.

RESUMEN

Introducción: El ser humano tiene la necesidad de comunicarse, sea para poder subsistir o para interactuar en su grupo social; en consecuencia, surge el lenguaje corporal y oral por medio del cual expresa sus emociones, pensamientos, sentimientos, deseos y conocimientos. **Objetivo:** demostrar que la aplicación de un programa basado en el enfoque comunicativo textual mejora la expresión oral de los estudiantes del 2º de educación primaria de la I.E. N° 89017 Conchucos. **Método:** El diseño de investigación empleado fue cuasi experimental, y para la recolección de datos se aplicó una escala valorativa empleada como pre y post test, aplicado en una muestra conformada por 40 estudiantes de las secciones "A y C". Este instrumento fue validado con un juicio de 2 expertos con alto grado académico, una prueba piloto y el alfa de Cronbach con una confiabilidad de 0.929. Se operacionalizaron las variables, se utilizaron las técnicas y procedimientos necesarios para dar salida a los objetivos. **Resultados:** en el grupo experimental del pre test, el 65 % de los estudiantes se encontraban en la escala baja y el 35 % en regular. Después de haber aplicado el programa, el 10% de los estudiantes del grupo experimental alcanzó la escala excelente y el 85 % la escala buena, evidenciándose que la aplicación del enfoque comunicativo textual mejoró significativamente el nivel de expresión oral. **Conclusiones:** el programa basado en el enfoque comunicativo textual mejora significativamente el nivel de expresión oral, obteniendo resultados más favorables en el grupo experimental con respecto al grupo control.

Palabras clave: Enfoque; Expresión oral; Programa; Educación; Investigación; Comunicación.

RÉSUMÉ

Introduction: Les êtres humains ont besoin de communiquer, que ce soit pour survivre ou pour interagir au sein de leur groupe social. Par conséquent, naît un langage corporel et oral à travers lequel ils expriment leurs émotions, leurs pensées, leurs sentiments, leurs désirs et leurs connaissances. **Objectif:** démontrer que l'application d'un programme basé sur l'approche

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communicative textuelle améliore l'expression orale des élèves de 2ème année du primaire à l'I.E. N° 89017 Conchucos. **Méthode:** Le plan de recherche utilisé était quasi-expérimental et pour la collecte des données, une échelle d'évaluation a été appliquée, utilisée comme pré- et post-test, appliquée à un échantillon composé de 40 étudiants des sections «A et C». Cet instrument a été validé par un jugement de 2 experts possédant un diplôme universitaire élevé, un test pilote et l'alpha de Cronbach avec une fiabilité de 0,929. Les variables ont été opérationnalisées, les techniques et procédures nécessaires ont été utilisées pour atteindre les objectifs. **Resultats:** Dans le groupe expérimental du pré-test, 65% des étudiants étaient dans l'échelle basse et 35% dans l'échelle régulière. Après avoir appliqué le programme, 10% des étudiants du groupe expérimental ont atteint l'échelle excellente et 85% la bonne échelle, démontrant que l'application de l'approche communicative textuelle a amélioré de manière significative le niveau d'expression orale. **Conclusions:** Le programme basé sur l'approche communicative textuelle améliore considérablement le niveau d'expression orale, obtenant des résultats plus favorables dans le groupe expérimental par rapport au groupe témoin.

Mots-clés: Focus; Expression orale; Programme; Education; Recherche; Communication.

RESUMO

Introdução: O ser humano tem a necessidade de se comunicar, seja para poder subsistir ou para interagir em seu grupo social; em consequência, surge a linguagem corporal e oral por meio da qual é possível expressar emoções, pensamentos, sentimentos, desejos e conhecimentos. **Objetivo:** Demonstrar que a aplicação de um programa baseado no enfoque comunicativo textual melhora a expressão oral dos alunos do 2º ano do ensino fundamental da I.E. N° 89017 Conchucos. **Método:** O design de pesquisa empregado foi quase-experimental, e para a coleta de dados foi aplicada uma escala valorativa utilizada como pré e pós-teste, aplicada em uma amostra composta por 40 alunos das seções "A e C". Este instrumento foi validado por dois especialistas com alto grau acadêmico, uma prova piloto e o alfa de Cronbach com uma confiabilidade de 0.929. As variáveis foram operacionalizadas e foram utilizadas as técnicas e procedimentos necessários para alcançar os objetivos. **Resultados:** No grupo experimental do pré-teste, 65% dos alunos estavam na escala baixa e 35% na regular. Após a aplicação do programa, 10% dos alunos do grupo experimental atingiram a escala excelente e 85% atingiram a escala boa, evidenciando que a aplicação do enfoque comunicativo textual melhorou significativamente o nível de expressão oral. **Conclusões:** O programa baseado no enfoque comunicativo textual melhora significativamente o nível de expressão oral, obtendo resultados mais favoráveis no grupo experimental em comparação ao grupo de controle.

Palavras-chave: Enfoque; Expressão oral; Programa; Educação; Pesquisa; Comunicação.

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INTRODUCTION

Human beings need to communicate, whether to survive or to interact with their social group. Consequently, body and oral language arise through which they express their emotions, thoughts, feelings, desires, and knowledge.

Oral expression is spontaneous, but it is also the product of preparation. The school is mainly responsible for developing and perfecting communication skills to turn students into effective communicators who express themselves correctly and understand what they hear. Consequently, it is necessary for teachers to appropriately work on the skills of oral expression competence included in the current national curriculum. Despite knowing the importance of oral expression, schools are focused on producing and comprehending texts, excluding this competence in their curricular planning and observing passive and silent classes, where students are not very participative or critical.

This problem can be corroborated through studies in various places, such as in Spain, where a guide was created to evaluate the level of oral expression. After its application, priority was given to working on learning activities related to oral communication in schools, such as those programmed for reading and writing. Likewise, he affirms that teaching oral language is essential for students to learn to analyze the communicative situation - intention- allowing them to speak and plan their speeches appropriately.

Chile recognizes the complexity of communication and the skills that must be cultivated. They emphasize the importance of addressing aspects such as speaking, listening, reading, writing, observing, and representing, highlighting their interconnection and the need to integrate them into the axes of Reading, Writing, and Oral Communication. They emphasize that developing these skills is enhanced when students write and debate about reading texts, guide their research based on the topics discussed in the readings, and present their findings and interpretations to an audience ¹.

In the context of the national basic education curriculum in Peru, the relevance of communication for children from an early age is highlighted. Emphasis is placed on the importance of children being able to express themselves, listen, and be heard, recognizing that verbal and non-verbal communication is essential for their social interaction and personal development. It is understood that, although children can acquire communication skills in their family and social environment, it is also essential to provide them with support in educational institutions to strengthen these skills. It is emphasized that childhood plays a fundamental role in language development since children have a higher adaptive capacity and can establish stronger connections between language and thinking during this stage. This process of linguistic development advances from initial stages to more advanced and complex levels progressively and rationally ².

At the national level, the need arises to focus this research topic on education since it has been identified in census evaluation reports carried out by the Ministry of Education that 7 and 8-year-old

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children present difficulties in the area of communication, presenting 6.9% at the beginning level, 55.5 at the process level and only a 37.6 at the satisfactory level, due to several factors, such as the lack of adequate strategies, lack of schooling at the initial level, and lack of communication at home with their families. They cannot cope with situations and contexts where a high level of oral competence is needed. Consequently, there is no perceived mastery of this by the speakers in their communicative stages, speeches of comprehension and expression, which forms indispensable know-how for socialization, learning, and personal training ³.

On the other hand, refining communication skills involves improving pronunciation, using a wide vocabulary, practicing active listening, adapting to the communicative context, and promoting dialogue in interpersonal relationships. For this reason, during the preschool stage, oral expression is integrated into teaching and learning activities. This is done with the collaboration of parents and the social environment, seeking to obtain the best results in the communication process ⁴.

This reality is not foreign to I.E. No. 89017, located in an urban area of the province of Pallasca, where it has been seen that teachers of the 2nd grade of primary education do not appropriately work on competence (oral communication), as required by the National Curriculum. Consequently, students present certain limitations and difficulties such as inadequate verbal fluency, low voice volume, fear of the public when expressing themselves, appearing self-conscious, shy, trembling, and embarrassed when expressing a doubt, feeling, or problem that distresses them, lack of coherence and cohesion, disorganization in expression. There is no role for the speaker or listener; they do not respect their partner's participation, lack vocabulary, and finally, incorrect pronunciation.

These difficulties result from the lack of appropriate strategies for working on said competence. Alternative solutions, such as strategies based on the textual communicative approach, which encourages communicating in a relevant and coherent manner in a given context through text, are necessary.

Consequently, this research's main objective is to demonstrate that applying a program based on the textual communicative approach improves students' oral expression in the second grade of primary education of I.E. No. 89017 Conchucos - 2019.

METHOD

A quantitative study was conducted with a quasi-experimental design at IE N ° 89017 CONCHUCOS – 2019, located in Pallasca, Peru, between March and November 2021. The population was made up of 61-second grade students: "A", "B", "C" of the primary level, also the sample was intentional, non-probabilistic consisting of 40 students from sections "A" and "C", 20 from section "A" and 20 from "C". The latter formed the control group, while section "A" formed the experimental group. The students were 7 to 8 years old, from a low socioeconomic level. To determine this condition, interviews were carried out with parents; in some cases, the admission slips and the student register were observed. In addition, they dedicate themselves to agriculture together with their minor

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children. On the other hand, they use colloquial language, that is, numerous repetitions and redundancies.

It comprised two variables, the textual communicative approach (independent variable) and oral expression (dependent variable), operationalized in three dimensions: fluency, diction, and vocabulary breadth.

Observation was conducted to obtain quantifiable and verifiable information on variables defined in the working hypothesis. The instrument used was an assessment scale of 20 indicators in the 3 dimensions: fluency, diction, and breadth of vocabulary. The researcher prepared it. A pilot test was applied to validate this instrument, and the judgment of experts that evidence, judgments, and evaluations, as well as the CRONBACH alpha, were carried out for reliability.

The SPSS 2020 program, a Microsoft Excel spreadsheet, was used for this instrument's statistical procedure. The program carried out counting and tabulation techniques for data, frequency tables, and graphs as part of descriptive statistics and the Chi-Square test as part of inferential statistics. Averages were used for the variables measured on a quantitative scale. The results were presented in tables to facilitate communication and understanding.

The participants in this study were made aware of everything related to the importance of the research and its objective. Through their informed consent, the students participated individually, voluntarily, and anonymously, and their data were used for research purposes, respecting confidentiality in their responses and results.

Two hypotheses were worked on:

Alternative Hypothesis (H_a), applying a program based on the textual Communicative Approach in the experimental group produces greater or better results than in the control group where the experiment is not applied. $H_a: \mu_e > \mu_c$

Null hypothesis (H_0), applying a program based on the textual Communicative Approach in the experimental group produces the same or lower results than in the control group where the experiment is not applied. $H_0: \mu_e \leq \mu_c$

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RESULTS

Table 1. Descriptive statistics level of oral expression of the pre-test of the control group and experimental group of the second grade of primary education students of the I.E. N° 89017 Conchucos – 2019.

Groups					
		Control (gc)		Experimental (ge)	
Scale	Interval	Fi	%	Fi	%
Excellent	[60-80]	0	0	0	0
Good	[40-60>	0	0	0	0
Regular	[20-40>	8	40	7	35
Low	[0-20>	12	60	13	65
Total		20	100	20	100

It can be seen that before applying for the program, the students in the control group were 60% at the low level, 40% at the regular, and 0% at the good and excellent level, while in the experimental group, 65% at the low level, 35% average and 0% at the good and excellent level.

Table 2. Descriptive statistics level of oral expression of the pre-test of the control group and experimental group of the second-grade primary education students of the I.E. N° 89017 Conchucos – 2019.

Groups	No. of students	Average(x)	Variance	Standard deviation(s)	Coefficient of variation (c.v.)
Control	20	21.65	29.6	5.4	0.25
Experimental	20	21.1	41.6	6.5	0.31

Regarding the arithmetic mean: When comparing the average scores of the control group (21.65) and the experimental group (21.10) before applying the program, a difference of 0.55 is observed between the averages in favor of the control group. However, on average, the control and experimental groups are between the regular and low scales. In the standard deviation, the scores in the control group have a dispersion to their average (5.4) smaller than the experimental group scores (6.5) by a difference of 1.1. It is inferred that the data is not so dispersed. In the coefficient of variation: The relative variation of the scores in the control group (0.25) is less than the variation in the experimental group (0.31).

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Table 3. Oral expression intelligence level of the post-test of the control group and experimental group of the second-grade primary education students of the I.E., N° 89017 Conchucos – 2019.

GROUPS					
		CONTROL(GC)		EXPERIMENTAL (GE)	
Scale	INTERVAL	fi	%	fi	%
Excellent	[60-80]	0	0	2	10
Good	[40-60>	0	0	17	85
Regular	[20-40>	10	50	1	5
Low	[0-20>	10	50	0	0
Total		20	100	20	100

Before applying for the program, the students in the control group were 50% at the low level, 50% at the regular level, 0% at the Good level, and 0% at the excellent level, while in the experimental group, 0% were at the low level, 5% were regular, 85% were at the Good level, and 10% were at the excellent level.

Table 4. Descriptive statistics of the level of oral expression in the post-test of the control group and experimental group of the students of the second grade of primary education of the IE N° 89017 Conchucos – 2019

Groups	No. of students	Average(x)	Variance	Standard deviation(s)	Coefficient of variation (c.v.)
Control	20	21.95	28.78	5.37	0.24
Experimental	20	56.15	24.87	4.99	0.09

Regarding the Arithmetic mean: When comparing the average scores of the control group (21.95) and the experimental group (56.15) before applying the program, a difference of 12.25 was observed between the averages in favor of the experimental group. It is inferred that after its application, the students in the experimental group improved their average concerning the level of oral expression, going from Regular and Low to a good and excellent scale compared to the control group, did not show improvement and remained in the same scales. In the standard deviation. The scores in the control group presented a dispersion of their average (5.37) less than the dispersion of the experimental group scores (4.99) by a difference of 0.43. In the coefficient of variation: The relative variation of the scores in the experimental group is (0.09) and is less than in the control group (0.24).

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Table 5. Hypothesis test for comparing averages in the pre-test – post-test regarding the level of oral expression of the students of the second grade of primary education of the I.E. N° 89017 Conchucos – 2019.

Average comparison test Indicator Responds...	T- Student test		Significance level	Decision $p > \alpha$
	Observed Value	Probability Significance		
PRE-TEST $H_0: \mu_E = \mu_c$ $H_a: \mu_E > \mu_c$	$t_o = 0.192$		$p = 0.802$	$\alpha = 0.05$ Accepted H_0
POST TEST $H_0: \mu_C = \mu_E$ $H_a: \mu_E > \mu_C$	$t_o = 9,180$		$p = 0.000$	$\alpha = 0.05$ Accepted H_a

In the students, there is no significant difference in the average of the control group (21.65) points compared to the average of the experimental group (21.10), a difference validated by the T-Student test, obtaining an observed value of 0.192. This generated a probability of significance ($p=0.802$) greater than the set significance level ($\alpha=0.05$), accepting the null hypothesis (H_0) and rejecting the alternative hypothesis (H_a).

Furthermore, when carrying out the test to compare the averages in the post-test on the level of oral expression in the students, a significant superiority of the average of the experimental group (56.15) points is reflected concerning the average of the control group (21.95), a difference validated using the T-Student test, obtaining an observed value of 9.180 which generated a probability of significance ($p=0.000$) lower than the set significance level ($\alpha=0.05$), rejecting the null hypothesis (H_0) and accepting the hypothesis alternates (H_a).

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Table 6. Level of oral expression in the dimensions: diction, vocabulary, and fluency of the pre-and post-test of the experimental group of students in the second grade of primary education of I.E. N° 89017 Conchucos – 2019.

EXPERIMENTAL GROUP		DIMENSION DICTION				DIMENSION VOCABULARY				DIMENSION FLUENCY			
		PRE-TEST		POST-TEST		PRE-TEST		POST-TEST		PRE-TEST		POST-TEST	
SCALE	INTERVAL	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%
EXCELLEN	[21-28]	0	0	3	15	0	0	3	15	0	0	1	5
GOOD	[14-21>	0	0	15	75	0	0	16	80	0	0	1	8
REGULAR	[7-14>	9	45	2	10	7	35	1	5	10	50	1	5
LOW	[0-7>	11	55	0	0	13	65	0	0	10	50	0	0
TOTAL		20	100	20	100	20	100	20	100	20	100	2	10

The pre-test students of the experimental group were at the levels: 55% at the low level, 45% average, and 0% at the good and excellent level, while in the post-test of the same group, 0% were found at a low level, 10% at a regular level, 75% at a good level and 15% at an excellent level. In the vocabulary breadth dimension of the oral expression level, the pre-test students of the experimental group were at the levels 65% at the low level, 35% regular, 0% at the good and excellent level, while in the post-test of the same group, 0% were at a low level, 5% at a regular level, 80% at a good level and 15% at an excellent level. In the fluency dimension of the level of oral expression, the pre-test students of the experimental group were found at the levels 50% at the low level, 50% regular, 0% at the Good and excellent level, while in the post-test of the same group, 0% were found to be at a low level, 5% at a regular level, 90% at a good level and 5% at an excellent level.

DISCUSSION

The results of the present study showed that before applying the program based on the textual communicative approach, the students in the control and experimental groups presented difficulties, falling on the scales of low and regular. This means that strategies for oral language development should focus on motivating activities such as verbal games that help improve their ability to articulate

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words and enrich their vocabulary. Likewise, they allow one to express oneself fluently and cultivate fundamental skills that facilitate learning more complex skills in later educational stages ⁵.

The students in the experimental group significantly improved their level of oral expression after applying the proposal concerning the control group, where low and regular scales were still observed. This means these students must strengthen that capacity with new strategies that motivate them to improve. The experimental group, after having participated in the program, achieved: it allows them to state and perceive ideas, knowledge, thoughts, and actions that are acquired through stimuli within a certain context, becoming more significant with the achievement of the development of communication skills.

To address this problem, various techniques, exercises, educational games, and new Information and Communication Technologies (ICT) were used. This led to increased student interest and motivation, better learning outcomes, and the development of oral expression in group 6.

When analyzing the statistical measures on the scores obtained in the control group and experimental group concerning the post-test, it can be observed that the average of the experimental group exceeds the average of the control group, inferring that the experimental group's scales are of good quality and excellent to the level of oral expression.

When observing the hypothesis test for the comparison of the averages in the post-test on the level of oral expression in the students, a significant superiority of the average of the experimental group concerning the average of the control group was observed, which indicates that the students significantly improved their level of oral expression after the application of the proposal, presenting better results than those of the control group. This coincides with the theories of the textual communicative approach that comprehensively unites experiences and knowledge, which is based on different theoretical and didactic bases, on different methods related to language, and considers that human beings use language throughout their lives in different contexts. Children express and receive texts appropriate to their benefits and needs in true communication using different dialects under the proposal because, in the applied sessions, the student's knowledge, experiences, and dialects were considered.

Teaching communicatively implies being receptive to informed and contextually appropriate proposals. Communicative competence encompasses both the grammatical knowledge of our language and knowing when, where, with whom, and how we should address a specific topic in our communication ⁷.

Likewise, the textual communicative approach considers that understanding human beings' environment is achieved through their active intervention in it; this interaction with the environment

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through our senses triggers a series of cognitive processes to organize the information received. Furthermore, the sociocultural dimension is evident in active participation in social groups, contributing to social and cultural development ⁸.

Likewise, Diaz ⁹ presents a similarity with the application of the proposal. It is observed that the personal development program based on self-concept improves the students' oral expression, which coincides with this proposal because, in some of the sessions, self-concept was worked on to improve oral expression.

Sánchez's research ¹⁰ is similar to the proposal's application because he concludes that recreational activities and exercises to improve oral expression, such as those used in some sessions of the program, where students use play to express themselves, are necessary.

Furthermore, it is similar to Aldana's proposal ¹¹ because they conclude that the Lambayecano Storytelling Program contributes to improving the development of Oral Expression in 1st-grade students. Therefore, it relates to this proposal because storytelling was also applied, achieving favorable results in improving oral expression.

Chiroque's research ¹²: Communicative didactic model to strengthen oral expression, with Vygotsky's sociocultural approach, is related to this proposal because the sociocultural theory was also used to improve coherence capabilities, vocabulary management, use of verbal resources, and para verbals those with the lowest level of advancement.

This study's proposal is similar to the Estela ¹³ research: a discourse-dialectic model to develop oral expression in students because discourse was also used to improve oral expression in boys and girls.

CONCLUSIONS

The application of the program based on the textual communicative approach significantly improves the level of oral expression of the students of I.E. No. 89017 of Conchucos, achieving that the students are located at the excellent and good level, unlike the control group where they were located in the low and regular level.

The program's application based on the textual communicative approach improves the level of oral expression in the diction dimension, ensuring that the students of the experimental group are located on the excellent and good scales to the post-test, unlike the pre-test, where the students were on the low and regular scales.

The program's application based on the textual communicative approach improves the level of oral expression in the breadth of vocabulary dimension, ensuring that the students of the experimental group to the post-test are located on the excellent and good scale, unlike the pre-test, where the students were on the low and regular scales.

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The application of the program based on the textual communicative approach improves the level of expression in the fluency dimension, ensuring that the students of the experimental group are located on the excellent and good scales to the post-test, unlike the pre-test, where the students were on the low and regular scales.

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CONFLICTS OF INTEREST

No conflicts of interest are declared.

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