Effectiveness of the "Let's expose better" Program to Promote Oral Expression in students of a Peruvian University

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Abstract

The purpose of this study is to verify the efficiency of the "Let's expose better" program to improve oral expression in the University of Arequipa. The population was made up of students drawn from the first cycle of the professional schools of the Peruvian University that was the subject of study. For the selection, an incidental non-probabilistic procedure was used, considering the attending students and those who could be accessed at the time of applying the instrument. After applying the instrument, 240 students were obtained as a sample. The observation technique was used and an evaluation grid was used as an instrument to evaluate the observations, designed by Álvarez and Parra in Colombia (2015). The results obtained after applying the Wilcoxon statistic show a p-value lower than 0.05 that corroborates the difference between the pretest and posttest results, after applying the oral expression program. The effect size d is large, being 5.47089, also validating the difference between both tests, showing that it exists and is important. Regarding the statistical power, the value is 1.0000 and these results can be generalized to the entire population that received and carried out said program to improve their oral expression, as its effectiveness was demonstrated.

Keywords: *Oral expression, oral language, communication skills, university students.*

Introduction

Language is a crucial skill that must be mastered from childhood. Many studies emphasize that the content, structure, and functional use of language (pragmatics) in communication is important as a foundation for other key cognitive and social achievements (Stothard et al., 1998). In addition, language is a crucial pathway for the development of other skills such as reading comprehension (Lepola et al., 2016). And as they point out Hulme & Snowling (2014), a child with poor oral language will not acquire reading skills or be able to participate fully in society.

Oral language skills remain important throughout all school years, in fact, throughout life. Oral language proficiency helps to establish and maintain personal and social relationships; in the communication and expression of daily needs; in business management, recreation, financial and health affairs, and in the optimization of employment opportunities; in other words, in various facets of people's daily lives. An

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argument supporting this view is found in Bygate, who states: "Our students often need to be able to speak with confidence in order to carry out many of their most basic transactions. It's the skill they're most often judged on and the ability to make or lose friends." (1987, p. 1)

Thus, oral language development is not just the domain of the early childhood teacher: teachers can continue to help students become more articulate and sophisticated language users throughout their school years and thus equip them for a more complete and rewarding experience throughout life

Oral expression is not only about learning to speak colloquially, as it is learned naturally from an early age, becoming more complex in daily coexistence that is complemented by the use of non-verbal elements; For this reason, importance should be given to the development of programs to improve oral communicative competence (Fallarino et al., 2020) In fact, the action of expressing oneself orally is not as simple as it seems to be, it is a much more complex process that mobilizes other elements to achieve a true communication between the sender and receiver such as: the proxemic, linguistic, prosodic, paralinguistic and kinetic in all contexts, with the purpose of fulfilling the function of the message to express ideas. emotions and feelings, evidencing their importance for the development of other competencies (Numpaque-Acosta et al., 2019), in the same vein Sunara-Jozek (2019) considers that deficiencies in the processes of acquiring oral communication generate disadvantages in relation to other communicative skills, which has generated serious difficulties in their development, becoming mediocre and leading to consequences related to learning in general, especially oral expression. This implies that a number of innovative activities must be carried out to overcome this shortcoming.

Oral communication for society is a source of knowledge, it is a topical issue to date, customs, traditions throughout the history of humanity that have been transmitted from generation to generation. mainly in oral version (Utrera-Alonso et al., 2019); This is the most recurrent form of communication carried out by man, so importance must be given to its study in order to improve and innovate the development of this communicative competence to achieve an assertive, empathetic, convincing, respectful relationship in the different face-to-face encounters. -Facial and Virtual Scenarios of Our Time (Níkleva & López-García, 2019).

Education has a prominent role in the integral formative process of students, considering their evolutionary stages, their characteristics, learning rhythms, necessary to achieve learning standards and among these fundamental achievements is the development of communicative skills such as oral expression, the strategies used in the interaction of teachers with students are fundamental for the development of their oral skills (Grácia et al., 2020), with a communicative approach that prepares them to interact in practical situations of their daily lives, in this process, they establish relationships of belonging, develop their autonomy, free expression based on established social norms, but in addition, their learning contributes to the development of mental processes that will be reflected in their development, in their personality in the various fields, Expanding your knowledge to achieve excellence (Méndez, 1996)

Students should have good oral communication skills in their personal lives, diverse social interactions, academic speeches and develop them in their future professional context, where they will have meetings to attend, presentations to make, discussions to participate in, arguments to present, and teams to work with.

Oral expression is important because it helps the student in their daily life to communicate satisfactorily, such as when there is a real need to find out something they want to know about the interlocutor; Making use of freedom of expression, he chooses the content, the form, the how, the stance, the tone, and the convenient or ideal moment to express. Cruz-Caballero et al., (2018) They point out that "in the university, the

participation of the student is the protagonist in the educational teaching process and the teacher must be a model for them, so that both form a cardinal binomial to achieve quality indicators", which is fulfilled when in the teaching-learning process it is possible for the student to use what he has learned in his practical life.

Each student may have different needs, depending on their chosen discipline, language skills, cognitive level, cultural background, and many other factors. Developing oral communication competence is very important and contributes to the achievement of students' academic goals. Presentations are an increasingly important part of undergraduate and graduate studies, and are used for formative and summative assessments in different academic disciplines, as well as being part of the student's seminar experience or any other oral communication activity (e.g., a coursework, bachelor's or master's thesis defense,   etc.) in the academic context. Research for academic purposes has grown; However, academic presentations remain a relatively under-researched area.

About that El-Naggar et al. (2019) investigated the development of speaking skills in high school students using a scenario-based program (PBS) in order to investigate their effectiveness in developing their skills. On the other hand Cabrero-Hernández et al. (2019) Conducted a longitudinal evaluation of an experimental program based on the curricular integration of technology-mediated children's stories. Also Salamonson et al. (2019) incorporated the CLIP index as an assessment requirement in four units based on clinical skills and was assessed at the end of each semester in the first two years of the Bachelor of Science in Nursing program. The CLIP tool made it possible to track and monitor students' oral language skills during their study and to identify 'at-risk' students who require additional support through on-campus language support programs. In addition to this type of research, Costigan & Brink, (2020) who investigated the effectiveness of two pedagogies (leaderless group discussion [LGD] and oral presentation with a Q&A time [Q+A]) on the development of oral communication skills. MBA students enrolled in online courses participated in this pedagogical research. Farizah (2021) He investigated why oral communication strategies are essential to a successful communication process. Its objective was to analyze the difference in oral communication strategies employed by Indonesian students in international classes in different personality types. At last by Andrade e Silva, (2021) After relating the vocation of Waldorf Pedagogy to know the multidimensionality of the student in their formative process with the emerging educational paradigm, he places in the aesthetic mediation of this educational model the fundamental element for the emergence of the spontaneity, creativity and self-expression of the students in a significant way, contributing to overcome the difficulty of the students with oral expression.

The relevance of this research lies in highlighting the importance of oral expression in the process of transmitting knowledge carried out by students, especially at a higher level, who are the ones who handle the greatest amount of information as part of their learning process. First impression is the best impression and many students fail this test due to various impediments such as stage fright, lack of self-confidence, and performance anxiety. A student can overcome their fears and master the art of oral communication by participating in many real and simulated presentations, and speech-based activities.

The contribution of this research is that it will serve as a starting point for researchers to focus their attention on deepening their attention on this proposed and developed topic, since professionals must focus their attention on analyzing reality from various approaches, qualitative and/or quantitative. That is why this research aims to verify the efficiency of the program "Expongamos mejor" to improve oral expression in university students in Arequipa.

Materials and methods

The composition of the population was 1250 first-cycle students of the National University of San Agustín, from which a sample of 240 subjects (51.0% women and 49.0% men) aged between 17 and 21 years was extracted, with a mean of 18.57 and a standard deviation of 0.92 years. For the selection, an incidental non-probabilistic procedure was used, considering the students attending at the time of applying the instrument in virtual form to whom it was possible to have access.

We worked with the observation technique and as an instrument we used a checklist, which evaluates aspects of orality: kinesthetic, paralinguistic, verbal, proxemic and message elaboration, designed by Álvarez and Parra in Colombia (2015)

The type of research is experimental, it corresponds to the quantitative method, to the positivist paradigm. According to the number of variables, it is a bivariate study, since its variables are: independent, the improvement program and the dependent variable: verbal expression. Its design is pre-experimental since it has a single experimental group to which a pre-test and a post-test are applied. It is also a longitudinal study because the information is analyzed at two specific moments.

Both instruments were applied virtually. Participation in the research was promoted by professors who teach courses in the selected cycles. Prior to this activity, the corresponding permits were requested and virtual training was carried out through the Meet platform with which in weekly sessions, two per week, each session of 45 minutes and for a period of 12 sessions in total, it was possible to comply with the entire program that considered activities of practice of verbal and non-verbal elements in which the trainers explained how these expository and slide activities should be done to better represent the quality of the exhibition, in order to guarantee the correct collection of the digitized data. The students, after being consulted and actively participating in the synchronous virtual sessions, fulfilled this task without any academic or monetary pressure.

Before starting the implementation of the program, the students were presented and after completing the entire program, they were re-evaluated, comparing the interventions with the list that allowed them to evaluate and rate the progress. The checklist made it possible to note whether the criteria were met so that the activity could be considered completed. This instrument has already been used in other national research. Students' informed consent for research. Descriptive statistics were used in tables of frequencies and percentages to represent the results obtained, as well as the Wilcoxon test to test the hypothesis that the program is effective in the oral expression of university students

Results

The results are shown below, based on the Kolmogorov-Smirnov normality test, shown in Table 1.

Table 1. Kolmogorov-Smirnov test for a sample

		Kinesthetic	Paralinguistic	Verbal	Proxemic	Message Crafting	Oral expression
N		240	240	240	240	240	240
Normal parameters a,b	Stocking	5,57	5,67	6,13	5,53	5,50	28,43
	Deviation	1,410	1,328	1,260	,923	,887	2,942
Maximum	Absolute	,189	,292	,209	,260	,280	,161

Extreme Differences							
	Positive	,189	,292	,209	,173	,280	,161
	Negative	-,133	-,174	-,158	-,260	-,186	-,080
Test Statistician		,189	,292	,209	,260	,280	,161
Asymptotic sig. (bilateral)		,000c	,000c	,000c	,000c	,000c	,000c

to. Test distribution is normal.

b. It is calculated from data.

c. Correction of Lilliefors' significance.

The Kolmogorov-Smirnov test made it possible to measure the degree of agreement between the distribution of a dataset and a normal distribution.

Since the significance was 0.00 for the dimensions and for the oral expression, it was found that the level of significance is less than 0.05, therefore the distribution is not normal and the test statistics to be applied must be non-parametric.

Table 2 shows the results of each of the dimensions evaluated in oral expression, evidencing the improvement in each of the dimensions.

Table 2. Results by dimensions of oral expression (pre and posttest)

	Kinesthetic		Paralinguistic		Verbal		Proxemic		Message Crafting	
	Pre (%)	Post (%)	Pre (%)	Post (%)	Pre (%)	Post (%)	Pre (%)	Post (%)	Pre (%)	Post (%)
Doesn't use	63.3	0.0	56.7	3.3	53.3	3.3	70.0	0.0	66.7	0.0
Inadequate	20.0	6.7	23.3	33.3	20.0	30.0	6.7	23.3	16.7	26.7
Inadequate	10.0	33.3	10.0	36.7	10.0	40.0	13.3	50.0	10.0	43.3
Adequate	6.7	46.7	10.0	26.7	16.7	26.7	10.0	23.3	6.7	30.0
Very suitable	0.0	13.3	0.0	0.0	0.0	0.0	0.0	3.3	0.0	0.0

The results of oral expression are shown in Table 3.

Table 3. Speaking results (pre and post test)

	Oral expression			
	Pre (fi)	Pre (%)	Post (fi)	Post (%)
Doesn't use	112	46,7%	0	0,0%
Inadequate	96	40,0%	8	3,3%
Inadequate	32	13,3%	128	53,3%
Adequate	0	0,0%	72	30,0%
Very suitable	0	0,0%	32	13,3%

It is evident that before the application of the program, 46.7% stated that they did not use oral expression and 40% indicated that it was inadequate, after the application of the program, 53.3% stated that it was inadequate and 30% indicated that it was adequate.

Table 4. Descriptive Statistics

	N	Stocking	Deviation	Variance
Pre-test speaking	240	28,42	2,942	8,655
Post-Test Speaking	240	59,67	4,254	18,098
Difference	240	-31,2417	5,71205	32,628
Valid N (per list)	240			

When analyzing the descriptive statistics, the difference in the means in the pretest and posttest (28.42 and 59.67) is evident, which is corroborated by the deviation and variance. In addition, it is noted that the difference is 31.2417, quite wide and clear.

Table 5 discusses the test statistics.

Table 5. Test Statisticians

	Pre-Post Oral Expression
W	13,438
P-value	0.000
d	0.4969
Power (1-β)	1.000
N	240

Since the distribution of the data is non-normal, Wilcoxon's ranges will be used as a test or hypothesis test statistic. Table 8 shows a p-value of less than 0.05, which corroborates the difference between the results of the pretest and the posttest, after the application of the oral expression program. The size of the d-effect is large, being 5.47089, also validating the difference between the two tests, demonstrating that it exists and is important. In terms of statistical power, the value exceeds 0.80 (Cohen, 1998), obtaining the value of 1.0000, and these results can be generalized to the entire population that received and will receive this program to improve their oral expression, as its effectiveness has been demonstrated.

Discussion

The aim of this research is to verify the efficiency of the "Let's Expose Better" program for oral expression in university students in Arequipa.

The results of the diagnostic evaluation showed that the students present difficulties when expressing themselves in the verbal, kinesthetic, paralinguistic, verbal, proxemic components and in the elaboration of messages, being in the range that it does not use or is inadequate, corroborating these negative results in the pre-evaluation in the control and experimental groups with which it worked. González-Jaimes et al., (2013). Similarly, it found the same conclusion when assessing 1699 grades in first- and second-year nursing students at the beginning of the cycle in 2015 using the CLIP index Salamonson et al. (2019).

After the application of the program, in the post-test, there is a huge improvement in all dimensions of oral expression. It is clear that before the application of the program, 46.7% did not use oral expression, after the application of the program, 53.3% use it, although with certain shortcomings and 30% use it adequately. These improvements can also be seen in the research of González-Jaimes et al., (2013) and Salamonson et al. (2019) after the application of their experimental programs. Moreover, this is corroborated by Razmi et al., (2014) They concluded that through the use of digital storytelling techniques, students develop better oral skills and this technique can be considered an essential tool in the learning and teaching of foreign languages.

Dang, (2020) it also corroborates the improvement using the computer-aided language leaching (CALL) system. El-Naggar et al., (2019) who worked with a quasi-experimental design based on the teaching of an SBP scenario-based program that included eleven sessions developed and taught by the researcher also corroborates the results of the present research. Data were obtained through the application of an oral expression test that was administered before and after the application of the PAS. These data were collected and statistically analysed using the t-test for paired samples and effect size (ES). The results of the speaking skills test were quite significant. At last Yen et al., (2015) who worked with 42 participants who are enrolled in an English conversation course at a business school in Taiwan. The results indicate that students improved their oral and written expression skills through learning tools and role-playing activities. Content analysis also showed that students were able to improve their speaking and writing skills through self-correcting and peer-to-peer behaviors. It also offers several recommendations for researchers and teachers who teach English as a foreign language.

It should be noted that after the application of the Wilcoxon rank test statistic, a p-value of less than 0.05 is obtained, which corroborates the difference between the results of the pretest and the posttest, after the application of the oral expression program. The size of the d-effect is large, being 5.47089, also validating the difference between the two tests, demonstrating that it exists and is important. In terms of statistical power, the value exceeds 0.80 (Cohen, 1988), obtaining the value of 1.0000, and these results can be generalized to the entire population that received and will receive this program to improve their oral expression, as its effectiveness has been demonstrated.

These results are also corroborated by Gray (2015) who worked with students in the first semester of the Master's program (MEEF 1) at the Université Paris Est – Créteil, demonstrating that dramatic training can be applied to address the specific performance demands of the CAPES oral exam (Certificat d'aptitude au professorat de l'enseignement du segundo degré). On the other hand Hu, (2020) Based on the perspective of interdisciplinary research and relevant theories of ecology and systems science, according to the basic ideas of finding, describing, analysing and solving problems, it proposes strategies and measures for problems in oral teaching methods. At last Costigan & Brink, (2020) suggest that students possess acceptable to outstanding levels in communication skills in the two pedagogies he assessed (LGD and P+Q&A) being both effective but emphasizing more P+Q&A in the development of oral expression skills, however, the remaining students, plus MBAs considered that the LGD is better for developing their oral expression.

Therefore, the efficiency of the project "Improving Oral Expression" is clear, and it is important and advisable to apply it with a larger sample of university students to evaluate the behavior of the experimental program under other characteristics and in other latitudes.

As for specific directions for future research, it is recommended to employ a more rigorous, pure experimental design research design to assess students' oral expression and include before-and-after measurements and a control group to better determine whether the "Improving Speaking" program is truly effective in producing positive results.

Finally, the old saying "practice makes a person perfect" emerges as motivation. Active participation in the community would transform a student into a good communicator by honing their language skills. Additionally, a leadership position in an academic setting will be an important asset on a student's resume.

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