Verbal games and oral skills in children

Abstract

The general objective of this research was to determine the relationship between verbal games and oral skills of 4-year-old children from theVirgen del Rosario IEP in Arequipa, 2021. A quantitative study was carried out, with a correlational, basic level and a design not experimental. The population consisted of 28 4-year-old children from the Virgen del Rosario Private Educational Institution (IEP) in Arequipa, to find the sample the non-probabilistic method was used, being made up of the census population. The survey was used as a technique and the questionnaire as an instrument. The results showed that 67% of students are at a starting level, according to their dimensions, the results show in the riddles dimension that 68% of students are at a starting level, in the rhymes dimension, 75% of students are at a beginning level and in the tongue twister dimension, 57% of students are at a beginning level. With regard to oral variable skills, 63% of students are at a beginning level; In the oral expression dimension, 64% of students are at a beginning level; In the oral comprehension dimension, 61% of students are at a beginning level. The hypothesis test showed that there is a test of a significant and direct relationship between both study variables.

Keywords: verbal games, riddles, tongue twisters, rhymes, oral skills, oral expression.
Introduction

According to the PISA evaluation in 2018, the level of performance in reading comprehension of second grade children was deficient, which positioned the country in penultimate place, after Uruguay, Chile, Colombia, Argentina, Ecuador. (Peruvian Ministry of Education [MINEDU], 2018). In 2019, the evaluation that measures learning achievements in reading comprehension in primary school children also showed deficient results below the process level and the majority at a beginning level. In the educational institution under study, the same problems with the children's oral language have been perceived; Due to the context of the pandemic and remote education, teachers must speak more and maintain a silent class session, causing the students' microphones to turn off and although the children want to talk or express their own ideas or with one of their classmates, they do not they can do it. It is pertinent to have strategies that allow controlling and raising the oral language scores of children from an early age.

It is important to carry out this study because through the communication and interaction of children, they can face difficult situations, they can express emotions and thoughts, give opinions and ideas, obtain information. This makes them social beings through the acquisition of these experiences; therefore, it is crucial and of vital importance that this study be carried out. Every child from an early age is born with abilities that become apparent as the child learns and develops. However, this process is complex because it requires the help of people who influence this development, such as the teacher. This gradual process of improving oral skills begins from birth and is further enriched in the classroom because it is there that children interact with their peers and other people.

At an international level, in Spain, they specify that "they cannot continue to ignore a capacity that defines us as beings, that differentiates us from the rest of the animals in our world. Thanks to oral language, we can communicate day after day with others" (García, 2019, p. 66). There was a perception that speaking and listening were something that was learned at home; however, this is a situation that must be addressed in the classroom; although in a certain way, in this country, although the theme that the teacher speaks and the student listens is still maintained. For this reason, it is necessary to conceive a way of teaching-learning for children and fill these deficiencies to develop the language of children. On the other hand, in the American continent; In the Dominican Republic, the development of skills does not have a correct or didactic approach. The application and the timely frequency that a child requires to learn oral skills in the daily routine is avoided, "with the creation of the improvement plan through the interventions, innovative activities were implemented with which the children themselves acquired the development of oral skills which they were evidenced during all the application processes" ( Lafontaine and Vásquez, 2018, p. 28).

In the Peruvian context, according to the PISA evaluation in 2018, the level of performance in reading comprehension of second grade children was deficient, which positioned the country in penultimate place, after Uruguay, Chile, Colombia, Argentina, Ecuador. (Peruvian
Ministry of Education [MINEDU], 2018). In 2019, the evaluation that measures learning achievements in reading comprehension in primary school children also showed deficient results below the process level and the majority at a beginning level. In the same way, the Student Census Evaluation (ECE), carried out on primary school students, the results showed that more than 50% of students were still at a beginning level in reading skills (MINEDU, 2018).

In the educational institution under study, the same problems with the children's oral language have been perceived; Due to the context of the pandemic and remote education, teachers must speak more and maintain a silent class session, causing the students' microphones to turn off and although the children want to talk or express their own ideas or with one of their classmates, they do not they can do it. It is pertinent to have strategies that allow controlling and raising the oral language scores of children from an early age. According to studies by Lafontaine and Vásquez (2018), games in class are necessary to achieve this. The basic strategies to develop children's oral communication must be didactic, through games that encourage the child to interact with their oral expression; riddles, stories, among other activities that are of great importance. In the same way, Rojas (2017) in his study on verbal games and development of oral expression concluded that verbal games with presented an index of 0.804 and in oral language 0.952, which made it possible to affirm a 95% significant correlation between the variables. Which led to the conclusion that verbal games allow the development of oral language in children. Due to the results obtained in the works presented and the problems evidenced, the present study will investigate verbal games and oral skills.

The study has a social justification because in this time of pandemic and remote education, children have been losing the power to speak, converse and express themselves with their classmates and their teacher, not because they are prevented, but because it is the only way to continue with teacher sessions. This can be an impediment for the child to develop his oral language and he can feel self-conscious with society, preventing him from expressing his emotions and thoughts.

A practical contribution is presented because every child from an early age is born with abilities that become evident as the child learns and develops. However, this process is complex because it requires the help of people who influence this development, such as the teacher. This gradual process of improving oral skills begins from birth and is further enriched in the classroom because that is where children interact with their peers and other people.

Methodology

The research approach is quantitative. The level of investigation is correlational, this investigation is carried out when it is desired to relate two or more study variables; there is no cause-effect, but it is an indication that the researcher can interpret (Arias, et al., 2021). The type of research is basic, this research is carried out when you want to obtain theoretical
foundations of the problem and then apply them with support and theoretical basis. The design is non-experimental because the variables are not going to be manipulated and they are going to be measured in their natural state; It is transversal because it is carried out over a period of time.

The population is made up of 39 children of 3, 4 and 5 years of age from the Private Educational Institution (IEP) Virgen del Rosario in Arequipa. To form the sample, the non-probabilistic method will be used, choosing the census population.

The technique used to measure both variables is participant observation, according to Arias (2020a), this technique has "the purpose of making a value judgment of the competencies acquired and evidenced by the student during the learning process, based on the description of what is observed" (p. 81).

The instrument to be used for both variables is the observation sheet

The verbal games instrument was developed by Rodríguez and Ketchum in 2001, the adaptation for the Peruvian context was carried out by Tania Margot Rosas in 2017, the coding or scales used is: never (1), almost always (2), always (3). The validation was carried out through expert judgment, concluding that the instrument is valid and reliability was obtained through the Conbach Akpha method, concluding with a significance value of .804 that the instrument is reliable. The application of the instrument is carried out individually or collectively with a duration of between 15 and 25 minutes for each child. The considered population are children of 4 and 5 years. The coding is: never, almost always and always and the qualification is: start, process, achieved.

The Oral Skills instrument was developed by Rosa Otero Salazar in 2015, it is measured through the scales: 1 (does not meet the items) and 2 (meets the items) and validated it through expert judgment, concluding that the instrument is reliable and understandable to be applied; For reliability, the Aiken V content test was used, concluding that the instrument has a high level of reliability, with a p-value <.05 and a reliability coefficient of .722. The application can be carried out individually or collectively with a duration of between 15 to 25 minutes for each child. The population considered are children of 4 and 5 years. The coding is: yes and no, and the qualification is: start, process, achieved.

First of all, permission will be requested from the director of the institution to carry out the investigation. Then an informed consent will be sent to the parents informing the purposes of the investigation and each one must sign for their child. Afterwards, the day and time to send the instruments will be coordinated because they will be sent by virtual means through Google forms.
Results

Table 1
Variable verbal games

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start</td>
<td>19</td>
<td>67%</td>
</tr>
<tr>
<td>In process</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td>Accomplished</td>
<td>3</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table 5 and Figure 4 show the results of the verbal games variable, which show that 67% of students are at a beginning level, 23% are at a process level and 10% are at a higher level of achieved. Verbal games help the child develop oral expression, comprehension, raise their level of vocabulary, discriminate the sounds of words and can put into practice through play the muscles of the mouth for correct pronunciation and fluency when speaking. These types of strategies allow to strengthen the awareness of children and have a great acceptance on the part of this due to the fun.

Table 2
Variable oral skills

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start</td>
<td>18</td>
<td>63%</td>
</tr>
<tr>
<td>In process</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td>Accomplished</td>
<td>4</td>
<td>14%</td>
</tr>
</tbody>
</table>

Table 8 and Figure 7 show the results of the oral skills variable, which show that 63% of students are at a beginning level, 23% are at a process level and 14% are at a higher level of achieved. Language is a person's priority, essential for their adaptation, due to exposure to an environment in which they are continually learning in communication situations, this environment demands a series of skills from people. Communication is a process of relationships between people. The conversations that take place between people are what establish relationships. What is spoken and heard as what is said of the same person, these are in charge of establishing the environment of actions that are possible for all

Table 3
Test of specific hypotheses Spearman's Rho

correlations

<table>
<thead>
<tr>
<th>verbal games</th>
<th>oral skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Spearman's Rho for verbal games and oral skills correlation coefficient:

<table>
<thead>
<tr>
<th></th>
<th>Correlation coefficient</th>
<th>No.</th>
<th>Next (bilateral)</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman's Rho verbal games</td>
<td>1.000</td>
<td>28</td>
<td>.000</td>
<td>28</td>
</tr>
<tr>
<td><strong>oral skills</strong></td>
<td>.789 **</td>
<td>.000</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>Correlation coefficient</td>
<td>1.000</td>
<td>28</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Next (bilateral)</td>
<td>.000</td>
<td>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>28</td>
<td>28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**. The correlation is significant at the 0.01 level (bilateral).

The table presented shows the correlation results of the variables verbal games and oral skills, which establish, with a p-value of .000, that there is a significant relationship between both variables, while the correlation coefficient obtained from .789, allows us to establish that said correlation is direct and positive. Then, the null hypothesis is rejected and the research hypothesis is accepted: There is a significant relationship between verbal games and the oral skills of 4-year-old children from the IEP Virgen del Rosario in Arequipa, 2021.

**Discussion**

The results of the verbal games variable show that 67% of students are at a starting level, according to their dimensions, the results show in the riddles dimension that 68% of students are at a starting level, in the dimension rhymes, 75% of students are at a beginning level and in the tongue twister dimension, 57% of students are at a beginning level. Regarding the oral skills variable, 63% of students are at a beginning level: In the oral expression dimension, 64% of students are at a beginning level, in the oral comprehension dimension, 61% of students are at a beginning level. The hypothesis test showed that there is a significant and direct relationship between both study variables.

Similar results were obtained by Espinoza (2020) in his thesis on a didactic proposal to stimulate oral language through verbal game workshops for children of Sublevel II Initial Education at the School of Private Basic Education Santiago de Guayaquil Catholic University. The difficulty that occurs the most in the classroom is indiscipline with 44%, among the problems that the children presented are attention and memory with 31%, attention and memory with 31% and pronunciation with 25%, among the activities used by the teacher most frequently in the learning space is the tongue twister with 36%, 100% of the respondents considered that verbal games influence the stimulation of language, 90% consider it of great importance training in verbal games for its proper application in learning spaces. Rojas (2019) in his study on verbal games and oral language in 5-year-old boys and girls from the IEI No. 552 "Hermes Payet", from Villa María Del Triunfo. According to the results, there is a 95% correlation between both variables, concluding with this that, that verbal games allow to strengthen the oral language of 5-year-old children. Novoa (2018) in his thesis on Verbal Games and Orality according to the perception of teachers in three-year-old children from Red 07- Breña 2018. 55% of the children were at a high level and in 56.3 % of the children presented a medium orality, according to Spearman's Rho, where the value of the correlation
coefficient is \( r = 0.824 \) which indicates a high positive correlation, in addition the value of \( P = 0.000 \) is lower than that of \( P = 0.05 \) and consequently the relationship is significant at 95% and the null hypothesis \((H_0)\) is rejected assuming that there is a significant relationship between verbal games and orality in three-year-old children. Laimé (2019) presented a thesis entitled Verbal games and phonological awareness in five-year-old boys and girls from the Alercrim Child Care Center, district of Lurigancho, Chosica, Lima, 2019 concluded that the use of verbal games favors the development of phonological awareness at the syllabic level through the use of tongue twisters, 76.7% presented a very high level and 23.3% reached a high level. Concluding with this that, the verbal games favor in the children the discovery of how the sonic ones work or behave within the words.

Opposite results were obtained by Shuguli (2017) in his study on Verbal Games to Develop the Pronunciation of the English Language in Children of Elementary Basic Education in the Alfredo Cisneros Educational Unit in the period 2016-2017, after the application of verbal games. there was an increase of 42.5% in terms of pronunciation, with the use of the traditional methodology there was only an increase of 17.6%, there was an increase of 48.5% in skills related to listening, the repetition of words allowed an increase in oral skills by 40%, in addition the rhythm in them contributed to raising the application of accents and pauses by 74.3% correctly, in addition it was possible to know that fluency increased in 65.7%. Canaval and Mamani (2018), presented a thesis entitled Verbal games to improve oral expression in 5-year-old boys and girls from the Bellapampa Initial Educational Institution, in the Socabaya district, Arequipa, 2017 concluded that 80% of the children presented a receptive level achieved, 95% an expressive level achieved, 82% expressive level gestures and movements achieved, clear expression 95% achieved, expressive intensity and tone of voice 90% presented a level achieved, empowerment of fluid expression 86% It is at an achieved level, spontaneity of the thematic thread expression 90% is at an achieved level.

The game in the school environment is seen as a communicative action, which produces exchanges and particular linguistic situations, guided by the rules and characteristics of the game, this communicative event establishes a series of codes and legislation created by those who participate in these, these elements voluntarily conform to a convention that contributes to a reciprocal understanding and development of the game (Guarín-García and Castellano-Obregón, 2017). The purpose of this type of game is to relate meanings to meanings, so that children can have a wide vocabulary, so that they can establish analogies between situations and experiences. Verbal games are carried out in an atmosphere of play and joy (Pucuhuaranga, 2016).

It is important to highlight the conceptual meaning of language, language and speech. Language is related to language, language to the ability to use language, and speech to the personal use of language. Language is what the person is capable of representing, using all possible alternatives within the language and making it part of their speech. Language is produced from people’s lives through a constant exchange of meaning (Giraldo and Londoño, 2017). Communication is a process of relationships between people. The conversations that
take place between people are what establish relationships. What is spoken and heard as what is said of the same person, these are in charge of establishing the environment of actions that are possible for all. Hence the importance of developing oral skills, as they will allow people to have a better development in the different areas of their lives (Fedor, 2016). This type of skills can be described as the knowledge that the child has regarding the rules of the language and the use of these in daily life. Certain authors have determined that this element is a fundamental part of linguistics, stating that it does not focus on the person, but rather directs its attention to the description of linguistic systems, this means that it is not given the relevance it has in its use. daily, but if it is taken into account at the moment that the person must establish grammatical judgments in certain situations (Pompa and Pérez, 2015)

Conclusion

Regarding the general objective, verbal games are an educational element used as an educational action and are aimed at developing children's oral and linguistic skills; and, in the same way, by not making use of verbal games, the development of children's oral skills may be limited. This is demonstrated by the result obtained in the investigation with 63% of children at a beginning level in verbal games and 64% at a beginning level of oral skills, demonstrating that there is a relationship between verbal games and oral skills. of the 4-year-old children of the IEP Virgen del Rosario in Arequipa, 2021, and thus evidencing deficiencies in the development of oral expression and comprehension.

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