

## INFLUENCE OF THE “MY CHILDREN'S STORIES” PROGRAM ON THE DEVELOPMENT OF ORAL COMMUNICATION IN KIDS IN KINDERGARTEN, IN PANDEMIC COVID-19

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### ABSTRACT

The objective of the research was to determine the influence of the implementation of the program "My Children's Stories" significantly improves on the development of oral communication of 4-year-olds of IE 062 SJL – 2020. It was a quantitative approach research, of pre-experimental design, worked with an experimental group, was of applied type because it focused on the search for solving the problem in developing capacities for oral communication; 25 students were applied a checklist as a pre/post test instrument that was validated and subjected to reliability resulting in 0.7i (good) according to reliability coefficient KR-20. Descriptive results showed that 56% of students were placed at the achievement level and the statistical test performed using the Wilcoxon non-parametric test, because they are related groups (pre and post) because the data were not distributed as normal, concluding that the implementation of the program significantly influences the development of oral communication of 4-year-olds of IE 062 SJL - 2020, with (Z-3,431, p- 0.001 < 0.05).

**Keywords:** communication, oral expression, oral comprehension, oral production, initial level.

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### INTRODUCTION

Linguistic development, during the first years of every girl and boy, is based on the language spoken at home, at school and their learning depends on what they hear and speak in the oral interaction of their social environment of daily coexistence; Thus, language or oral communication is a human capacity that performs very important functions in the cognitive, social and communicative aspects (Aizpún et al., 2013). In this sense, reading children's stories to children is important to develop language and is also a stimulus to promote reading; In addition, he unfolds his imagination, recreates the characters, acquire self-confidence and integrate (Sandoval, 2005).

At the international level, the Economic Commission for Latin America and the Caribbean, (Cepal, 2010) established goals for 2021 and among them the attention to childhood where social and educational are integrated; In other words, education requires an integration of specific attention in the social and family environment in which every child develops. Therefore, it is necessary that the educational offer favors to raise their level of comprehensive training and it is necessary that their programs be designed to adapt to the social, cultural and linguistic context of the children's families; including in their initial education curricula the development of the senses, fostering communicative experiences, giving importance to play, caring for the

affective aspect, and fostering the cultural, linguistic and personal identity of each child for their integral development (Cepal, 2010).

Established goals for 2021 and among them the attention to childhood where social and educational are integrated; In other words, education requires an integration of specific attention in the social and family environment in which every child develops. Therefore, it is necessary that the educational offer favors to raise their level of comprehensive training and it is necessary that their programs be designed to adapt to the social, cultural and linguistic context of the children's families; including in their initial education curricula the development of the senses, fostering communicative experiences, giving importance to play, caring for the affective aspect, and fostering the cultural, linguistic and personal identity of each child for their integral development (Minedu, 2016).

The General Objective of this work is to determine the influence of the application of the program "My children's stories" in the development of oral communication of children of 4 years of age of the EI 062, SJL - 2020.

The Specific Objectives: (1) Determine the influence of the application of the program "My favorite stories" in the development of oral expression; (2) Determine the influence of the application of the program "My children's stories" on the development of

oral comprehension; and, (3) Determine the influence of the application of the program "My favorite stories" in the development of oral production.

The General Hypothesis raised is: The application of the program "My children's stories" significantly influences the development of oral communication in 4-year-old children of the EI 062 SJL - 2020. The Specific Hypotheses were: (1) The application of the "My children's stories" program significantly influences the development of oral expression; (2) The application of the program "My children's stories" significantly influences the development of oral comprehension; and, (3) The application of the program "My children's stories" influences significantly in the development of oral production.

## MATERIALS AND METHODS

### Kind of investigation

It was a research with a quantitative approach and of an applied type because it sought resources for the application of the knowledge derived in basic research (Cazau, 2006). The method was hypothetical deductive by using deductive logical procedures (Sánchez, et al., 2018). Likewise, Concytec (2019, Art. 5) determined that an applied research is carried out to achieve new knowledge, leading mainly towards a specific practical objective. In coherence, Reyes (2019) mentioned that a study is of an applied type because it is aimed at solving a practical problem. According to the temporal scope, it was a longitudinal investigation because the data was collected in two moments by applying a Pre / Post Checklist.

### Design of investigation

Its design was pre-experimental, with an experimental group (Hernández, Fernández & Baptista, 2014) pointed to experimental studies where the researcher intervenes to generate a situation and explain how it affects those who participate in it compared to those who do not.

The scheme is:



Where:

EG = Experimental group (4-year-old children)

O1 = pre test (checklist application, before)

O2 = Post Test (check application, after)

X = Treatment (application of the program "my children's readings")

### Variables operationalization

#### Independent Variable: "My children's stories" program

For Valdés (2003) it is a form of fictional short story or created by the author and can be based on real life events. According to Ferrer (2012), he mentioned as a short-distension narrative literary genre whose content is made up of real or fictitious imaginary and fantastic events for the purpose of entertainment and especially suitable for children.

#### Dependent Variable: Oral communication

According to Minedu (2016) oral expression is a set of techniques of description, narration, argumentation, fluency, exposition and analysis to communicate effectively, expressing everything that is thought without imposing barriers. In this process, interaction with the group is of vital importance and allows the establishment of a greater bond between people.

### Operational definition

The dependent variable, to be measured, was operationalized taking into account the Minedu Initial Curricular Program (2016) and the progress maps in oral communication (Minedu, 2013) from where the adaptation for the dimensions and indicators was made to proceed to the items of the checklist that is the applied instrument.

### Population, sample and sampling

#### Population

According to Hernández, et al (2014, p. 174) define it as the total phenomenon to analyze where the population units common peculiarities. The population was made up of initial level children, which amounted to 100 boys and girls 4 years old.

#### Sample

The sample, according to Hernández, et al., (2014) are components that are defined by certain peculiarities of

a representative need. The sample was selected for convenience according to our research objective and 25 students were 4 years old.

#### **Sampling type**

The sampling was non-probabilistic of an intentional type, for the convenience of the proposed objective, considering all 4-year-old students without exclusion criteria.

#### **The unit of analysis**

It is characterized by the sample represented by sharing the same characteristics (Sánchez, et al., 2018). In the study it corresponds to each of the students in the sample.

#### **Population**

According to Hernández, et al (2014, p. 174) define it as the total phenomenon to analyze where the peculiar population units Techniques and data collection instruments, validity and reliability

Technique: For Sánchez and Reyes (2015) they are procedures and rules that allow establishing the relationship with the objective or subject of the study. The technique used was observation because the capacities established in our measurement instrument were observed, which was a checklist.

Instrument: They are means to proceed to collect data that are required according to the objectives and research hypotheses (Hernández, et al., 2014, p. 199). In the present investigation, the information was collected through a checklist. (See Annex) and its technical data sheet.

Validity of the instrument: The validity of an instrument measures the objective set to be valid and reliable (Hernández et al., 2014). The validity of the instrument (checklist) was carried out to verify the pertinence, relevance and clarity of the items as to whether they measure the research objective.

#### **Instrument reliability**

Reliability, according to Hernández, et al. (2014) measures the degree to which an instrument's measurement is stable, accurate, understandable, and error-free. The reliability analysis was carried out on a pilot group made up of 20 children out of the sample.

The recommended test to determine its reliability coefficient is the Kuder Richardson-20 Test as it is an instrument with dichotomous responses (0 = No and 1 = Yes) and the result obtained was 0.71, indicating good reliability (see Annex 4).

#### **Process**

The development of the study had the coordination and authorization of the directors of the institution whose letter of permission is shown in Annex 7. The procedure was carried out following the experimental design; First, the pre-test was applied to the sample group, then the sessions were developed for 25 4-year-old children to promote oral communication skills, making use of various stories through virtuality and also with the support of their parents , mothers or a family member at home, at the end of the planned sessions, the post-test was applied to the entire sample group.

#### **Data analysis method**

After the application of the instrument, the databases were elaborated for the respective processing in the statistical program SPSS version, 26. In the descriptive analysis, the frequencies and percentages were obtained according to the levels (Start, process, achievement ) with their respective ranges established in the operationalization. Inferential analysis or hypothesis testing was performed using the Wilcoxon signed rank test, since the data did not meet the assumptions of the normal distribution.

#### **Ethical aspects**

In this research, the authors who were cited and referenced were respected (Moreno & Carrillo, 2019). Likewise, the APA standards, the UCV Guide (2020) were considered and the corresponding permits were obtained from the authorities, consent and informed assent of the parents for being minors.

## **RESULTS**

### **Descriptive statistics**

#### **Table 1.**

Comparative table in achievements in Oral

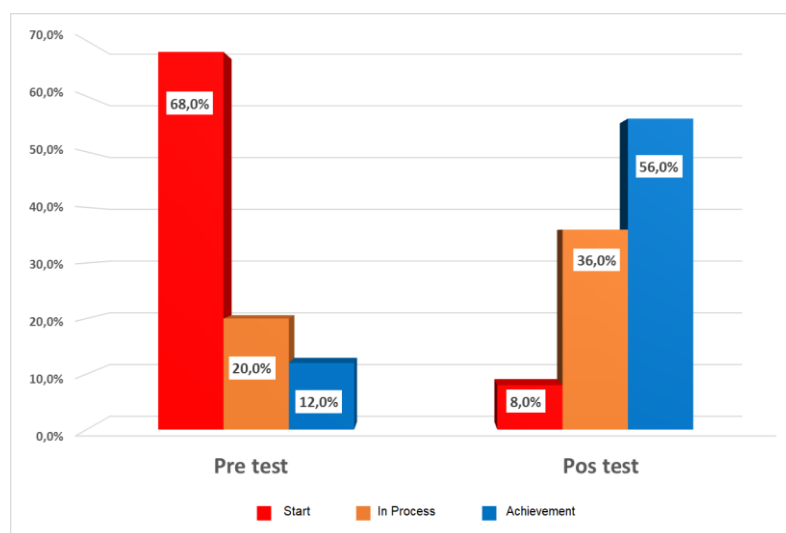
Communication

|                    |             |       | Test<br>pre test | Post test |
|--------------------|-------------|-------|------------------|-----------|
| Oral communication | Start       | Count | 17               | 2         |
|                    |             | %     | 68,0%            | 8,0%      |
|                    | process     | Count | 5                | 9         |
|                    |             | %     | 20,0%            | 36,0%     |
|                    | Achievement | Count | 3                | 14        |
|                    |             | %     | 12,0%            | 56,0%     |
| Total              |             | Count | 25               | 25        |
|                    |             | %     | 100,0%           | 100,0%    |

Source: Applied instrument

**Figure 1**

*Achievements obtained in oral communication*



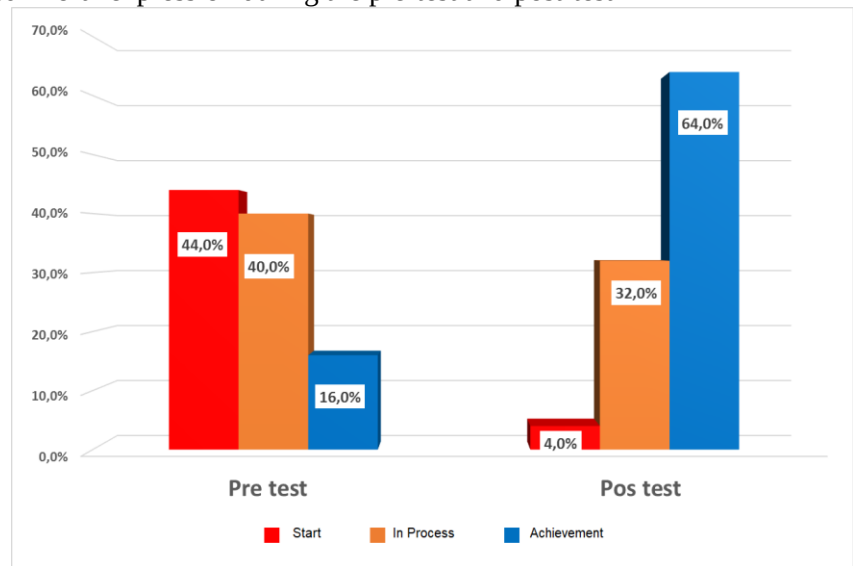
**Table 2.**

Comparative table of achievements in oral expression

|                 |             |       | Test<br>pre test | Post test |
|-----------------|-------------|-------|------------------|-----------|
| Oral Expression | Start       | Count | 11               | 1         |
|                 |             | %     | 44,0%            | 4,0%      |
|                 | Process     | Count | 10               | 8         |
|                 |             | %     | 40,0%            | 32,0%     |
|                 | Achievement | Count | 4                | 16        |
|                 |             | %     | 16,0%            | 64,0%     |
| Total           |             | Count | 25               | 25        |
|                 |             | %     | 100,0%           | 100,0%    |

Source: Applied instrument

**Figure 2.**  
Achievements obtained in oral expression during the pre-test and post-test



**Table 3**  
Comparative table of achievements in Oral comprehension

|                    |             |          | Test     |           |
|--------------------|-------------|----------|----------|-----------|
|                    |             |          | pre test | Post test |
| Oral comprehension | Start       | Recuento | 20       | 3         |
|                    |             | %        | 80,0%    | 12,0%     |
|                    | Process     | Recuento | 2        | 9         |
|                    | Achievement | %        | 8,0%     | 36,0%     |
|                    |             | Recuento | 3        | 13        |
|                    |             | %        | 12,0%    | 52,0%     |
| Total              |             | Recuento | 25       | 25        |
|                    |             | %        | 100,0%   | 100,0%    |

Source: Applied instrument

**Figure 3** Achievements obtained in oral comprehension during the pre and post test

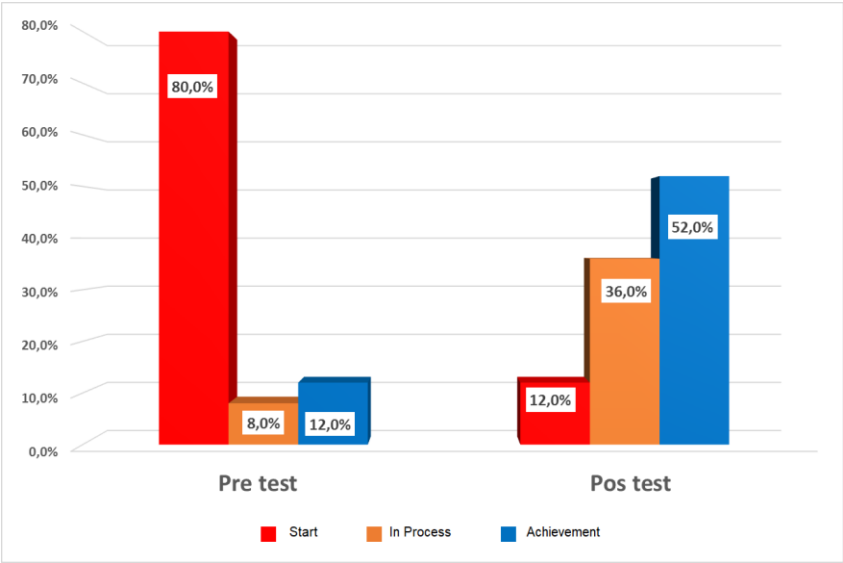
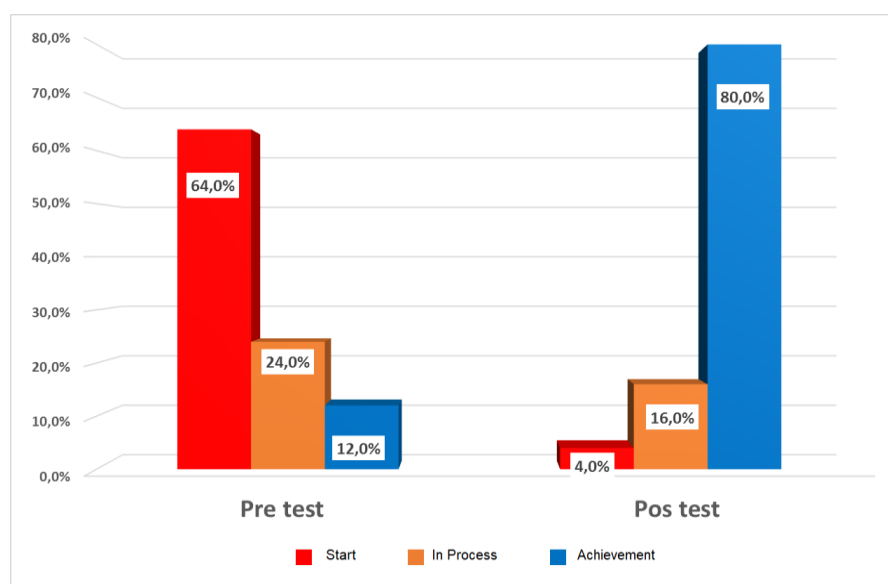


Table 4  
 Comparative table of achievements in Oral Production

|                 |             |       | Test     |           |
|-----------------|-------------|-------|----------|-----------|
|                 |             |       | pre test | Post test |
| Oral Production | Start       | Count | 16       | 1         |
|                 |             | %     | 64,0%    | 4,0%      |
|                 | Process     | Count | 6        | 4         |
|                 |             | %     | 24,0%    | 16,0%     |
|                 | Achievement | Count | 3        | 20        |
|                 |             | %     | 12,0%    | 80,0%     |
| Total           |             | Count | 25       | 25        |
|                 |             | %     | 100,0%   | 100,0%    |

Source: Applied instrument

Figure 4  
 Achievements obtained in oral production during the pre-test and post-test



### Normality test

The Shapiro–Wilk Test was used for a small sample of 25 students, this is less than 50. A result with a p (Sig)

< 0.05, shows that our data does not follow a normal distribution.

**Table 5**

Normality test

| Cecklist                  | Shapiro-Wilk Statistical | gl | Sig. |
|---------------------------|--------------------------|----|------|
| Oral communication (Pre)  | ,644                     | 25 | ,000 |
| Oral expression (Pre)     | ,785                     | 25 | ,000 |
| Oral comprehension (Pre)  | ,508                     | 25 | ,000 |
| Oral production (Pre)     | ,679                     | 25 | ,000 |
| Oral comunication (post)  | ,727                     | 25 | ,000 |
| Oral expression (post)    | ,671                     | 25 | ,000 |
| Oral comprehension (post) | ,752                     | 25 | ,000 |
| Oral production (post)    | ,520                     | 25 | ,000 |

### General Hypothesis Contrast

$H_0$  ( $Me_1 = Me_2$ ): The application of the “My children’s stories” program does not significantly influence the development of oral communication of 4-year-olds.

$H_1$  ( $Me_1 \neq me_2$ ): The application of the “My children’s stories” program significantly improves in the development of oral communication of 4-year-olds.

**Table 6.**

Test Wilcoxon signed ranges to test the General hypothesis according to ranges and contrast statistics

| Ranges |  |   |         |        |                    |
|--------|--|---|---------|--------|--------------------|
|        |  | N | Average | Sum of | Test statisticians |

|                                                              |                 |                 | range | ranges |               |
|--------------------------------------------------------------|-----------------|-----------------|-------|--------|---------------|
| Pos-test Oral communication- Pre-test Oral communication     | Negative ranges | 2 <sup>a</sup>  | 12,00 | 24,00  | Z=-3,431      |
|                                                              | Positive ranges | 20 <sup>b</sup> | 11,45 | 229,00 | P valor=0,001 |
|                                                              | To tie          | 3 <sup>c</sup>  |       |        |               |
|                                                              | Total           | 25              |       |        |               |
| a. Pos-test Oral communication < Pre-test Oral communication |                 |                 |       |        |               |
| b. Pos-test Oral communication > Pre-test Oral communication |                 |                 |       |        |               |
| c. Pos-test Oral communication = Pre-test Oral communication |                 |                 |       |        |               |

It can be shown that after implementing the Program, 20 of the students made positive progress in the development of oral communication, (positive ranges); also, the value of the statistician  $Z = -3,431 < 1,96$  y which p value = 0,001 is less than 0,05, this confirms that there are statistically significant differences between the pre-test and post-test data, the latter being the best levels of achievement. Also, there is an increase in the median data; whereas in pre-test Me= 0 (Start) in the post-test Me= 2 (Achievement).

Consequently: The implementation of the program significantly influences the development of oral communication of 4-year-olds.

### Specific Hypothesis 1

$H_0$  (Me1 = Me2): The application of the program “My children’s stories” does not significantly influence the development of oral expression of 4-year-olds.

$H_1$  (Me1  $\neq$  me2): The application of the program “My children’s stories” significantly influences the development of oral expression of 4-year-olds.

**Table 7.**

*Test Wilcoxon signed ranges to test the hypothesis specifies 1 according to ranges and contrast statistics*

| Ranges                                    |          |                |               |               |                    |
|-------------------------------------------|----------|----------------|---------------|---------------|--------------------|
|                                           |          | N              | Average range | Sum of ranges | Test statisticians |
| Post-test Oral expression – Pre-test Oral | Negative | 4 <sup>a</sup> | 7,50          | 30,00         | Z=-3,250           |



| expression                                              | ranges          |                 |       |        |               |
|---------------------------------------------------------|-----------------|-----------------|-------|--------|---------------|
|                                                         | Positive ranges | 18 <sup>b</sup> | 12,39 | 223,00 | P valor=0,001 |
|                                                         | To tie          | 3 <sup>c</sup>  |       |        |               |
|                                                         | Total           | 25              |       |        |               |
| a. Post-test Oral expression < Pre-test Oral expression |                 |                 |       |        |               |
| b. Post-test Oral expression > Pre-test Oral expression |                 |                 |       |        |               |
| c. Post-test Oral expression = Pre-test Oral expression |                 |                 |       |        |               |

The results show that after implementing the Program, 18 of the children made positive progress in the development of oral expression, (positive ranges); also, the value of the statistician  $Z = -3,250 < 1,96$  which p value = 0,001 is less than 0,05, this confirms that there are statistically significant differences between the pre- and post-test data, the latter being the best levels of achievement. Furthermore, there is an increase in the median data; while in pre-Me= 1 (Process) in the post test Me= 2 (Achievements).

As a result: the implementation of the program significantly influences the development of oral expression for 4-year-olds.

$H_0$  (Me1 = Me2): The application of the “My children’s stories” program does not significantly influence the development of oral comprehension of 4-year-olds.

$H_1$  (Me1  $\neq$  me2): The application of the program “My children’s stories” significantly influences the development of oral comprehension of 4-year-olds.

## Specific Hypothesis 2

**Table 8.**

*Test Wilcoxon signed ranges to test the Specified Hypothesis 2 based on ranges and contrast statistics*

| Ranges                                                     |                 |                |               |               |                    |
|------------------------------------------------------------|-----------------|----------------|---------------|---------------|--------------------|
|                                                            |                 | N              | Average range | Sum of ranges | Test statisticians |
| Post-test Oral comprehension – Pre-test Oral comprehension | Negative ranges | 2 <sup>a</sup> | 11,50         | 23,00         | Z=-3,462           |

|                                                               |                 |                 |       |        |               |
|---------------------------------------------------------------|-----------------|-----------------|-------|--------|---------------|
|                                                               | Positive ranges | 20 <sup>b</sup> | 11,50 | 230,00 | P valor=0,001 |
|                                                               | To tie          | 3 <sup>c</sup>  |       |        |               |
|                                                               | Total           | 25              |       |        |               |
| a. Post-test Oral comprehension < Pre-test Oral comprehension |                 |                 |       |        |               |
| b. Post-test Oral comprehension > Pre-test Oral comprehension |                 |                 |       |        |               |
| c. Post-test Oral comprehension = Pre-test Oral comprehension |                 |                 |       |        |               |

The results show that after implementing the Program; 20 children of the sample made positive progress in developing oral comprehension, (positive ranges); also, the value of the statistician  $Z = -3,462 < 1,96$  which  $p \text{ value} = 0,001$  is less than 0,05 this confirms that there are statistically significant differences between pre- and post-test data, which obtained better levels of achievement. Also, there is an increase in the median data; while in pre-Me= 0 (Start) was obtained, in the post test Me= 2 (Achievement).

As a result: The implementation of the program significantly influences the development of oral comprehension of 4-year-olds.

### Specific Hypothesis 3

$H_0$  (Me1 = Me2): The application of the “My children’s stories” program does not significantly influence the development of oral production of 4-year-olds.

$H_1$  (Me1  $\neq$  Me2): The application of the program “My children’s stories” significantly influences the development of oral production of 4-year-olds

**Table 9.**

*Test Wilcoxon signed ranges to test the Specified Hypothesis 3 based on ranges and contrast statistics*

| Ranges                                               |                 |                |               |               |                    |
|------------------------------------------------------|-----------------|----------------|---------------|---------------|--------------------|
|                                                      |                 | N              | Average range | Sum of ranges | Test statisticians |
| Post-test Oral production – Pre-test Oral production | Negative ranges | 1 <sup>a</sup> | 4,50          | 4,50          | Z=-3,996           |

|                                                         |                 |                 |       |        |               |
|---------------------------------------------------------|-----------------|-----------------|-------|--------|---------------|
|                                                         | Positive ranges | 20 <sup>b</sup> | 11,33 | 226,50 | P valor=0,000 |
|                                                         | To tie          | 4 <sup>c</sup>  |       |        |               |
|                                                         | Total           | 25              |       |        |               |
| a. Post-test Oral production < Pre-test Oral production |                 |                 |       |        |               |
| b. Post-test Oral production > Pre-test Oral production |                 |                 |       |        |               |
| c. Post-test Oral production = Pre-test Oral production |                 |                 |       |        |               |

The table above shows that after implementing the Program; 20 children in the sample made positive progress in the development of oral production, (positive ranges); also, the value of the statistician  $Z = -3,996 < 1,96$  which p value = 0,000 is less than 0,05, this confirms that there are statistically significant differences between the pre-test and post-test data, the latter being the best levels of achievement. Also, there is an increase in the median data; while in pre  $Me = 0$  (Start) was obtained, in the post test  $Me = 2$  (Achievement).

As a result: The implementation of the program significantly influences the development of oral production of 4-year-olds.

## CONCLUSIONS

**First:** It was determined that the implementation of the program “Mis cuentos infantiles” significantly improves the development of oral communication of 4-year-olds of IE 062 SJL - 2020, with ( $Z = -3,431$ ,  $p = 0,001 < 0.05$ ), increasing their achievement levels from 12% in the pre-test to 56% in the post test.

**Second:** It was determined that the implementation of the program “Mis cuentos infantiles” significantly

improves the development of oral expression of 4-year-olds of IE 062 SJL - 2020, with ( $Z = -3,250$ ,  $p = 0,001 < 0.05$ ), increasing their achievement levels from 16% in the pre-test to 64% in the post test.

**Third:** It was determined that the implementation of the program “Mis cuentos infantiles” significantly improves the development of oral comprehension of 4-year-olds of IE 062 SJL - 2020, with ( $Z = -3,462$ ,  $p = 0,001 < 0.05$ ), increasing their achievement levels from 12% in the pre-test to 52% in the post test.

**Fourth:** It was determined that the implementation of the program “Mis cuentos infantiles” significantly improves the development of oral production of 4-year-olds of IE 062 SJL - 2020, with ( $Z = -3,996$ ,  $p = 0,000 < 0.05$ ), increasing their achievement levels from 12% in the pre-test to 80% in the post test.

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