

Didactic Techniques and the Development of Communication Skills in the Training of University Students

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Abstract

Today's world requires the development of communication skills that allow one to express oneself in front of others and for this there is a need to use appropriate techniques. Hence, the main objective of the study was to establish and determine the relationship between didactic techniques and the development of communicative skills in students for the comprehensive development of professional competencies, covering oral, written and reading expression, these dimensions being considered essential in the academic training of students of the Faculty of Education Sciences of the Daniel Alcides Carrión National University. The research was carried out according to the quantitative approach, of a basic type, descriptive level and with a correlational design; To this end, the procedures of the scientific method were used, relying on descriptive methods to describe and characterize, the statistical method for the interpretation of quantitative data, while the analysis and synthesis led to integrating the results and drawing solid conclusions about the study and the prioritized sample. In addition, observation and survey techniques were used, in the use of the instrument that consisted of two questionnaires, on didactic techniques and communication skills, which was validated with the expert judgment technique and which served for the collection and processing of data. To do this, the central tendency measures of descriptive and inferential statistics were used using Spearman's Rho, which resulted in a correlation of 0.949. Therefore, didactic techniques and the development of communication skills in the training of university students are strongly and positively related.

Keywords: communication, didactics, skills, techniques.

Communication is a fundamental skill for the personal and professional development of university students, as it allows them to express their ideas, argue their points of view, interact with their peers and teachers, and access relevant sources of information. However, many students have difficulties communicating effectively,

both orally and in writing, due to various factors such as lack of preparation, anxiety, little feedback or low motivation. These difficulties can negatively affect their academic performance, self-esteem, and labor insertion (Vidales, 2015).

One of the ways to improve students' communication skills is through the use of appropriate teaching techniques by teachers. Teaching techniques are the specific procedures that are applied to carry out a learning activity within a teaching strategy (Condori et al., 2021). Some didactic techniques that can promote communication, among others, are oral expression techniques, for writing and reading. These techniques are solidified to achieve a change in the way of learning; when they focus basically on the activities they must carry out and the theoretical content they must learn; this empowers and allows changes to be made during the behavior of teachers and students (Silva & Maturana, 2017).

However, not all teachers use these techniques in their classes, either due to lack of knowledge, lack of time or resistance to change. Some teachers limit themselves to giving lectures or assigning individual work that does not promote interaction or communicative development of students. This can generate disinterest, boredom or frustration in students, as well as a loss of opportunities to improve their communication skills.

Teaching techniques are essential in the teaching-learning process, as they allow teachers not only to transmit knowledge, but also to develop key competencies in students, such as communication skills. College students, as future professionals, must demonstrate proficiency in both oral and written communication, as they face various situations in and outside the academic environment. Active listening, equally important as verbal expression, facilitates effective communication, and writing, being the professional's letter of introduction, requires spelling correction to avoid mockery and guarantee the respect of both colleagues and colleagues in the future.

This study has the potential to generate a significant impact on the quality of university education by focusing on improving the integral development of students. At the same time, it can serve as a solid basis for the design and

implementation of teacher training programs, which enable them to apply more innovative and effective teaching techniques. These techniques, aimed at strengthening students' communication skills, could improve both their academic performance and their ability to interact in professional and personal environments.

Teaching techniques

Didactic techniques are a systematic grouping of activities that serve as support in the learning process of students, through which it is sought to achieve the application of certain strategies that allow the expected learning to be safely achieved. A didactic technique is the logical procedure, with a psychological basis aimed at guiding student learning, the technique affects a specific sector or a phase of the course or topic that is taught (Garcés et al., 2022).

Regardless of the subject taught in the classroom, it is possible to use various didactic techniques, since these are means or procedures that facilitate the development of activities, in accordance with the learning objectives and goals that are sought to be achieved. The teacher's choice of teaching technique to teach content, procedures or attitudes is closely related to the learning objectives set. Each technique has a specific purpose and can make the acquisition of knowledge more effective, providing the teacher with important support in their work in the classroom.

When developing communication skills, techniques should be oriented towards oral expression, reading and writing; which must be adapted to the different educational levels and learning areas.

□ Didactic techniques of oral expression are those that determine the general guidelines that must be followed in order to communicate orally effectively and require paralinguistic elements to complete their final meaning and achieve good communicative management (Murillo, 2019). The use of these techniques is valuable for the development of oral expression skills in a fluent, clear way, with good diction and timbre of voice of every person when

interacting and communicating with their peers and others. To develop these skills, techniques must be used with their respective application procedures, such as: debate, speech, dialogue, conference, round table, exhibition, forum, symposium, literary gathering, among others.

□ Didactic writing techniques are those that allow us to develop skills for appropriate writing in a specific language, following its spelling and grammatical rules. These techniques help motor skills, organization of ideas through a written system. As a result of the application of these techniques, various forms of written expression arise, for them the techniques of literary creations, calligrams, caricatures, storybuilding, peer writing, collective poetry, playful texts, rhymes, acrostics, riddles, tongue twisters, comic strips, among others, must be used with their respective procedures.

□ Didactic reading techniques, is a constructive process according to which the reader establishes an unavoidable interaction with the text, where the interaction between the two is established and new meanings are constructed according to how they interact with the text and integrate the author's ideas (Pinzás, 2012). Hence, these techniques are conceived as those forms or procedures previously designed to support the reader in his or her eagerness to read a text in a comprehensive way and understand the author's intention. This interactive look requires the development of certain techniques, such as underlining, paraphrasing, mnemonic rules, reading between the lines, among others.

The key to effective teaching lies in selecting the appropriate technique according to the skills that are desired to be developed in students, whether in oral expression, writing or reading. A teacher who masters and applies different teaching techniques, and who knows when to use them, will be more effective in their educational work and will achieve better results in the student's learning.

Communication skills

Communication skills allow us to express sensations, emotions and feelings; as well as

obtaining and giving information (Wasum et al., 2022). It is the ability that a person needs to express themselves through verbal and non-verbal language. Speaking, listening, reading and writing are fundamental skills that must be developed to communicate effectively in any context. These skills can be exercised in very different ways, depending on the role that the person assumes in a particular situation, either as a sender or receiver, and the type of message, whether oral or written.

□ Oral expression skills allow communication to be established using verbal resources with clarity, fluency, coherence and persuasion, it is the most relevant form of language from the functional and pragmatic perspectives (Machado, 2020). Through the spoken word, which allows people to interact with others and actively participate in society, thus in the context of education, oral expression plays a crucial role in the learning and integral development of students (Ruiz, 2023). Hence, this ability is expressed through orality and the transmission of sounds typical of language, which are used in certain contexts, when speaking between the sender and receiver, through the common language code. To build and develop this skill, qualities are required, such as: clear pronunciation of words, intensity and modulation of the voice, speed and patterns when expressing oneself, coherence and fluency of ideas, adequate vocabulary when delivering the message, and gesticulation movements that help the message to be effective as a result of orality, according to the linguistic, social and cultural level of the listeners.

□ Writing skills are the different ways of writing to reach the mind, the heart of the receiver, the fewer words used and the faster the message is given the better (Cassany, 2012). Likewise, it consists of translating ideas into linguistic symbols printed with creativity and inspiration so that words flow without great effort (Barthes, 1989). Establishing rules and punctuation marks so that words are written correctly (Firgermann, 2022). Hence, writing is

the graphic representation of a properly human language to preserve and transmit information. This skill is developed at the orthographic, syntactic and semantic levels.

□ Reading skills require the very active intervention of the reader's cognitive and intellectual structure (Cervantes et al., 2017). Hence, reading is a cognitive process in which the reader deploys his reading skills to be able to read simple and highly complex texts. These skills are different in readers, some read quickly, others slow, some understand easily, others take time to understand the implicit or explicit messages that the texts offer, depending on the literal level, inferential and critical reflection.

Communication skills are essential for effective communication. Oral expression allows social interaction with clarity and coherence; Writing offers graphic representations of ideas, and reading depends on the reader's ability to interact with texts. These skills are critical in a variety of contexts and develop over time.

The general objective of the study was to establish the relationship between didactic techniques and the development of communication skills in the training of university students; To do this, the relationship between didactic techniques and oral expression, writing and reading skills had to be determined. It is important for their contributions to communication and their forms of expression for these modern times and communicative demands in the mother tongue or foreign, which people develop in the social sphere.

METHODOLOGY

The research was framed in the quantitative approach, in this approach data collection is carried out and then proceeds to hypothesis testing, emphasizing quantification to later establish behavioral models and to experiment with theories (Hernández et al., 2010). It was of a basic type, this is the basis or root for other research (Naupas et al., 2014). In addition; The descriptive-correlational level of research was

used, as it is oriented to know the variables of the study and the relationship between them. This made it possible to understand how the variables in question are interrelated, facilitating a deeper analysis of the phenomena investigated.

To this end, the population was made up of 108 students from the communication and literature studies program of the Faculty of Education Sciences of the Daniel Alcides Carrión National University, while 20 students were considered for the sample, the sample being non-probabilistic. It is characterized by including in the sample all available students selected intentionally (Artiles et al., 2008). In this study, the scientific method was used, specifically through descriptive and statistical aspects, as well as analysis and synthesis that allowed a detailed understanding of the variables, facilitating the collection and analysis of data to obtain significant conclusions. In addition, it allows describing aspects of reality, testing the hypothesis mathematically, and then deducing consequences that must be empirically tested (Corcho, 2012).

For data collection, observation techniques were used to capture behaviors and situations in a natural context, while the survey technique provided direct information from the participants with their opinions regarding the variables and dimensions of the study. Robles and Rojas (2015) express that through the technique an assessment of all the items in the questionnaire is executed, looking for their degree of relevance and precision to the object of study.

As a data collection instrument, a questionnaire was used that addressed didactic techniques and communication skills, specifically in the dimensions of oral expression, writing, and reading. This questionnaire was validated by expert judgment. Likewise, the data were processed following the guidelines of descriptive and inferential statistics according to the variables and dimensions established in the objectives of the research study.

RESULTS

The data are presented according to the variables and dimensions according to the objectives set out in the study.

Table 1. Teaching techniques

		Frequency	Valid percentage
Valid	Deficient	1	5.0
	Regular	3	15.0
	Good	13	65.0
	Very good	3	15.0
	Total	20	100.0

Source: Authors.

In the table above, 65% of those involved demonstrated a performance rated as good, while 15% have reached the category of very good. However, it is also crucial to note that 15% of the sample is in the regular category, and 5% is in the poor range. This result shows that the didactic techniques used in the training of students are contributing positively to the development of communication skills in most participants, which is essential for the learning process and collaboration in the educational environment.

Table 2. Development of communication skills

		Frequency	Valid percentage
Valid	Regular	1	5.0
	Good	9	45.0
	Very good	10	50.0
	Total	20	100.0

Source: Authors.

Table 2 highlights a remarkable panorama in terms of the development of communication skills. It is noteworthy that only 5% of the participants are in the regular category, while a surprising 45% have considered it good, and a solid 50% are in the very good category. These data reinforce the idea that didactic techniques have been effective in strengthening the development of communicative skills in oral expression, writing and reading in the training of students, preparing them for a successful academic and professional future.

Validation of results

To corroborate these data, Spearman's non-parametric Ro test was performed, based on the objectives and dimensions that support the results for the scientific community, under the following criteria:

a) Level of significance:

$\alpha = 0,05 \%$

b) Decision Rule

If the $p\text{-value} \geq 0.05$ is accepted H_0 , null hypothesis.

If the $p\text{-value} < 0.05$ is accepted H_1 , alternative hypothesis.

c) Select the statistic

Spearman's R_0 statistic

Validation of the general objective:

H_0 : Didactic techniques and the development of communication skills are not related in the training of university students.

H_1 : Didactic techniques and the development of communication skills are related in the training of university students.

Table 3. Spearman's Rho coefficient (ρ)

			Teaching techniques	Communication skills
Rho de Spearman	Teaching techniques	Correlation coefficient	1.000	.949**
		Sig. (bilateral)	.	.000
		N	20	20
	Communication skills	Correlation coefficient	.949**	1.000
		Sig. (bilateral)	.000	.
		N	20	20

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

Source: Authors.

In the table above, a highly significant correlation of 0.949 between the study variables

is observed. In addition, it is statistically evident that the $p\text{-value}$ obtained is $0.000 < 0.05$,

which allows us to reject H_0 and accept H_1 : Didactic techniques and the development of communication skills are related in the training of university students.

Validation of specific objective 1:

H_0 : Teaching techniques are not related to the development of oral expression skills in the training of university students.

H_1 : Didactic techniques are related to the development of oral expression skills in the training of university students.

Table 4. Teaching techniques and oral expression skills

		Teaching techniques		Speaking skills	
Rho de Spearman	Teaching techniques	Correlation coefficient	1.000	.641**	
		Sig. (bilateral)	.	.002	
		N	20	20	
	Speaking skills	Correlation coefficient	.641**	1.000	
		Sig. (bilateral)	.002	.	
		N	20	20	

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

Source: Authors

The results presented in the table above reveal a mean positive correlation of 0.641 between the first variable and the dimension of oral expression that corresponds to the second variable of the research. Likewise, the p-value is $0.002 < 0.05$. This finding supports the decision to reject H_0 , thus allowing the acceptance of H_1 : didactic techniques are related

to the development of oral expression skills in the training of university students.

Validation of Specific Objective 2:

H_0 : Teaching techniques are not related to the development of writing skills in the training of university students.

H_1 : Didactic techniques are related to the development of writing skills in the training of university students.

Table 5. Teaching techniques and writing skills

		Teaching techniques		Writing Ability	
Rho de Spearman	Teaching techniques	Correlation coefficient	1.000	.916**	
		Sig. (bilateral)	.	.000	
		N	20	20	
	Writing Ability	Correlation coefficient	.916**	1.000	
		Sig. (bilateral)	.000	.	
		N	20	20	

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

Source: Authors.

Table 5 shows the significance $0.000 < 0.05$, so H_1 is accepted: didactic techniques are related to the development of writing skills in the training of university students, likewise; Spearman's coefficient of 0.916 shows a direct and significant relationship.

Validation of Specific Objective 3:

H_0 : Teaching techniques are not related to the development of reading skills in the training of university students.

H_1 : Didactic techniques are related to the development of reading skills in the training of university students.

Table 6. Teaching techniques and reading skills

		Teaching techniques	Reading ability
Rho de Spearman	Teaching techniques	Correlation coefficient	1.000
		Sig. (bilateral)	.813**
		N	20
Reading ability	Teaching techniques	Correlation coefficient	.813**
		Sig. (bilateral)	1.000
		N	20

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

Source: Authors.

The significance $0.000 < p < 0.05$ allows us to accept H1: didactic techniques are related to the development of reading skills in the training of university students. Likewise, the Spearman coefficient is 0.813, which demonstrates the direct and significant relationship between the variable and the study dimension.

Hence, the didactic techniques are related to the development of communicative skills in the training of students of the communication and literature studies program of the Faculty of Education Sciences of the Daniel Alcides Carrión National University.

Discussion of results

The research reveals that didactic techniques are directly and positively related to the development of communication skills in most participants, strengthening their communication skills. This reality is also manifested in other research, such as:

Alonso-Anchundia and Castro-Bermúdez (2022) argue about the importance of developing children's communication skills when reading, speaking, listening, and writing, as an indispensable practice in the classroom, so it is necessary to establish appropriate strategies that serve as effective tools for teachers. Likewise, Afikah et al. (2022) conclude that problem-based learning can develop appropriate educational innovations that foster students' high-level thinking and communication skills. This situation is similar to the results and findings of our research, since the implementation of appropriate teaching techniques and the support of theoretical foundations are essential factors in the development of communication skills in the academic training of students. The relationship

between pedagogical techniques and the strengthening of these skills is evident, consolidating itself as a key aspect for a comprehensive and quality education.

The teacher's language skills can have an impact on students' oral skills, influencing aspects such as fluency, grammar, pronunciation, and comprehension (Ghafar et al., 2023). Similarly, Ibna and Hadina (2021) conclude that in pedagogical establishments, the use of the technique for teaching and learning oral skills should focus on methods that go beyond a simple assessment. These conclusions show theoretical foundations that are very useful for teachers, since they provide key methodological tools for the development of oral communication skills in school. This approach is closely related to the contributions and results of our study, which underlines the importance of didactic techniques in the promotion of effective oral competencies in the training process of students.

According to Khair et al. (2021) there was a positive change in students' behavior towards learning to write paragraphs after interviews with cooperative learning models based on explicit instructions and the chronological events technique. Similarly, Anggitaningrum et al. (2021) the grouping technique has an effect on idea generation, improving fluency and the development of writing skills in students. These results indicate that the didactic use of teaching techniques not only facilitates learning, but also contributes significantly to the development of specific skills such as writing. Therefore, teaching techniques and writing skills must be closely related, as confirmed by the findings of

our study, which highlights the effectiveness of these methodologies in the formation of written competencies in students.

According to Avivah et al. (2022), the use of the summary technique improves reading comprehension and ability, to find the main idea of each paragraph of the text easily and correctly. Similarly, it attracts students' attention to improve their intensive reading ability (Yusnan et al., 2022). These theoretical contributions clarify that the use of techniques applied in a didactic way is essential for the development of reading skills. The results of our study reflect this same direct relationship, showing that teaching techniques, when used properly, not only enhance reading comprehension, but also make it easier for students to achieve a deeper and more effective understanding of the text.

Likewise, from the family and social sphere, communication skills are developed both inside and outside the home. The home is the first space where the child begins to communicate, while the school is responsible for deepening and formalizing communication. The study by Guachi et al. (2022) highlights the importance of using strategies to improve communication in the field of higher education in Ecuador, considering the complexity of human relationships. This statement supports the results obtained, since the use of learning techniques and strategies is key to developing and facilitating communication skills in students.

It is essential that the school encourages the use of teaching techniques that not only strengthen communication skills in the mother tongue, but also promote the learning of foreign languages. The demands of the modern world require effective communication in multiple languages, which will enable students to function competently in different linguistic and cultural contexts. This will ensure that they are prepared to face the challenges of a globalized and multicultural environment.

Tamara (2019) in her research related to didactic techniques and communication skills, used the staging technique that influenced the

development of Micro communication skills in a significant way. This research not only shows the direct relationship between didactic techniques and the development of communication skills, but also shows the positive effects on micro skills, such as oral expression, writing and reading, which were established as dimensions of the study. This situation reinforces the results obtained and demonstrates the importance of these techniques for future studies related to the same variables and dimensions, highlighting their relevance in the comprehensive development of communication skills.

CONCLUSIONS

The relationship is significant between didactic techniques and the development of communication skills in the training of university students, as clearly demonstrated by Spearman's Rho test that yielded the significance value of 0.000 being less than the established 0.05. In addition, Spearman's coefficient of 0.949 supports and corroborates the existence of the aforementioned relationship between the variables of the study.

The relationship is positive between didactic techniques and the development of oral expression skills, given that Spearman's Rho test yielded a significance value of 0.002, which is lower than the established value of 0.05. Also, according to Spearman's correlation coefficient of 0.641, it reaffirms the indicated relationship.

There is a direct and significant relationship between didactic techniques and the development of writing skills, given that Spearman's Rho test yielded a significance value of 0.000, which was lower than the established value of 0.05. Also, according to Spearman's correlation coefficient of 0.916, it reaffirms the aforementioned relationship.

There is a direct and significant relationship between didactic techniques and the development of reading skills, given that Spearman's Rho test yielded a significance value of 0.000, which was lower than the established

value of 0.05. Also, according to Spearman's relationship between the variable and the size of correlation coefficient of 0.813, it reaffirms the the study.

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