The Communicative Approach and Oral Expression in School: Theoretical Review

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Abstract: The aim of the present review work is to analyze publications made on the communicative approach and oral expression at school. To conduct this literature review, 22 articles were examined from the Scopus, EBSCO and Scielo databases; in English and Spanish, between 2017 and 2021. The terms used for the search were: "Oral expression", "oral communication", "students", "communicative approach", "Communicative approach ADN oral expression", "oral communication AND Communicative approach". Likewise, 12 articles were used for the analysis of the results, which were previously organized in a table of analysis and selection of articles by article title, author(s) and year, country, sample, methodological design, indexing and contributions to the review. As a result of this review, it was found that the communicative approach contributes significantly to the teaching-learning process for the improvement and development of oral expression competence in a practical and experiential context. Likewise, it is optimal for teaching English as a second language. On the other hand, it also has satisfactory results in electoral campaigns that design diverse strategies to convince the electorate using iconographies that express their desires and interests. Likewise, it is effective in the marketing field to bring your products to the targeted customer. On the other hand, it is used in the field of sports, to achieve an empathic communication between the sportsman and his fans.

Keywords: Oral expression, oral communication, students, communicative approach.

1. Introduction

The communicative approach, also known as communicative language teaching (Pazmiño et al., 2017), is the orientation that is given to students to use language in real life situations, it helps the student in their learning of the language through interaction. (Burke, 2011; Abrejo et al., 2019), currently due to social and world changes, in education, the communicative approach has acquired greater emphasis, which seeks the development of communication skills that allow students, perform in more communicative and meaningful contexts, where teaching is really prioritized by default in order to achieve these competencies Goldfeld et al, (2017).

The communicative approach focuses on the development of the communicative competence of students, it strives to get them to express their ideas, concepts in various communicative situations, which already focuses on the form, grammatical patterns and concepts, but rather on communicative functions. real (Sanmuganathan, 2020).

Addressing in education, the teaching and learning of the leagues, necessarily leads us to analyze how to achieve the development of these communicative skills to be objective and fruitful, a decisive aspect is the teaching process, how to provide theoretical information and apply them in practical communicative situations, which are close to the reality of the student (Soysal, 2021), so it is necessary to consider the pillars to achieve the effectiveness of teaching and development of communication skills and generate a positive impact on students learning to express themselves with the communicative approach (Maulana et al., 2020).

For Chomsky, learning the language was basically developing language competence, with knowledge of rules and grammar, however Hymes, has rebuked this vision of Chomsky because he argues that a student requires not only knowing grammar, but also knowledge of express it in an appropriate way and according to the context (Chomsky, 1965; Hymes, 1972; cited in Guijarro et al., 2018)

This approach is characterized by the fact that it proposes that the teaching of languages be developed in practical situations, in participatory communication as an essential element for the subject to make decisions in certain problematic situations in search of the common good (Guerra & Eiriz, 2018), stimuli, persuasions and external encouragement are essential to maintain the motivation of the student; Likewise, its environment

constitutes a kind of feedback to reorient its efforts to achieve the expected learning (Guijarro et al., 2018) in the communicative context, it is necessary to highlight the interdisciplinarity of communicative competence and the need to combine theoretical contents with communication skills for language learning, in this sense the purposes of the teacher's scaffolding during discursive interaction is fundamental in Vygotskian teaching when the teacher orders his discursive movements such as verbalization, gestures, intonation, mimics, inviting the student to contribute with the class speech (Soysal, 2021).

Nunan (1991, cited in Sanmuganathan, 2019) presents five characteristics of the communicative approach: emphasis on learning to communicate by interacting, introduction of context or authentic texts in the learning process, sharing personal experiences as important elements that contribute to classroom learning, and the attempt to link classroom language activities with external situations in learning.

The communicative approach in education is important, because it prepares the student for a formal and real oral and written communication with other interlocutors, using didactic resources that simulate the external reality of the classroom (Pazmiño et al., 2017), the student understands that It is not enough to express oneself orally knowing the linguistic forms, meanings and functions, you must also know the social context, possible ways of negotiating, paraverbal elements, to interact satisfactorily (Banira Abrejo et al., 2019) seeking to consolidate the factors inherent to learning under the perspective of the development of meaningful learning (Pazmiño et al., 2017).

Oral expression is an act of communication as old as humanity, it was and is the only possible form of interaction for the integration of people in a linguistic community (Akanbi et al., 2020) and in this same approach, empirical studies have also established the importance of oral communication in learning (Babayigit, 2014, Darancik, 2018; Awanson and Schling, 2010, cited in Akanbi et al., 2020) and as students develop this communicative competence of speaking and listening in a communicative approach, they not only acquire knowledge about the functioning of the language, but also the capacity of creative thinking, involving the student in a practical interaction and deliberate conversation (Ketch, 2005; Wells 2007, cited in Akanbi et al., 2020)

Oral expression does not only consist of learning to speak in a colloquial way, because 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; Knapp, et al. 1978, cited in Carnero-Sierra & Pérez de Amézaga, 2013); Indeed, the action of expressing oneself orally is not as simple as it is apparently observed, it is a much more complex process that mobilizes other elements to achieve a true communication between the sender-receiver such as: the proxemic, linguistic, prosodic, paralinguistic and kinetic in everything context, with the purpose of fulfilling the function of the message of expressing ideas, emotions and feelings, evidencing its importance for the development of other competences (Numpaque et al., 2019), in the same line Sunara-Jozek (2019) considers that The deficiencies in the processes of acquisition of oral communication generate disadvantages in relation to other communicative competences, which has generated serious difficulties in their development, becoming mediocre and giving rise to consequences related to learning in general, especially with oral expression. which implies that a series of innovative activities must be carried out to overcome this deficiency.

Oral communication for society is a source of knowledge, it is a current topic to date, customs, traditions throughout the history of humanity have been transmitted from generation to generation mainly in oral version (Alonso et al., 2019); This is the form of communication most used by man, which is why importance should 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 various face-to-face and virtual scenarios of our times (Níkleva & López, 2019).

Education plays a very important role in the comprehensive training of students, considering their evolutionary stages, their characteristics, learning rhythms, necessary to achieve learning standards and among these fundamental achievements is the development of communication skills such as oral expression , the strategies used in the interaction of teachers with students are essential 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 life, In this process, it establishes relationships of belonging, develops its autonomy,

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free expression based on established social norms (Alonso et al., 2019), being essential the development of communication skills as a key component in the learning environment (García & Gonzáles , 2020), so it is not only necessary to consider language as a fundamental medium communication in society, but also, their learning contributes to the development of mental processes that will be reflected in their development, in their personality in the various fields, expanding their knowledge to achieve excellence (Méndez et al., 2018)

Oral expression is important because it helps the student in their daily life to communicate satisfactorily as when there is a real need to find out something that they want to know from the interlocutor; Making use of the freedom of expression, he chooses the content, the form, how, posture, the tone and the convenient or ideal moment that he will express; During the interaction, the feedback process occurs in the face of the verbal and non-verbal reactions that are elicited during the dialogue (Pazmiño et al., 2017). Oral expression begins with the mother tongue and this has been the basis for interrelation, hoping that the communication learned at home is continually improved and enriched and reinforced with social interaction, especially with the intervention of educational institutions where Various resources are provided for their meaningful learning, being the basis for the development of other competencies (Ministry of Education-Peru, 2015) that are fulfilled when in the teaching-learning process it is achieved that what the student has learned serves him in his practical life .

In the context of the health emergency, which unexpectedly forced teachers to carry out remote work where virtual technology replaced the possibility of interacting in person, forced innovation in ways of working and the search for new strategies to improve skills communicative (Oeppen et al., 2020) within a social context that favors interrelation and understanding of the present reality (Torres et al., 2005), this process was complicated because the lack of government policies caused a digital divide between the actors in education (Chérrez, 2014; Rojas Leon (2020). Currently, due to the context, we know that the use of technology is very beneficial in learning the language and allows to equip students with the necessary skills and values to face the challenges of communication through virtual media (Rojas, 2020).

The evaluation of the technology of orality and printed writing carried out throughout history shows that oral expression was useful and necessary; However, the necessary and permanent existence of oral language allows extending its effectiveness through writing in which sounds are represented by signs that allow us to remember the past as a visual trace that can be seen and reviewed at different times (Domínguez, 2011).

It is necessary to develop oral expression competence in practical situations, in their own context; In this regard, Farrokhi & Mahmoudi (2017) stated as the purpose of their research based on a sociocultural and cognitive approach to language learning, to analyze as if it is not taught to speak in practical situations the result will be deficient, sociocultural theorists emphasize that learning It occurs in social interaction, while cognitive theorists highlight the learning of memorized language, which is why they adopted an integrative approach to learning, using memory and interaction.

The relationship between the communicative approach and oral expression occurs when in the teaching and learning process it answers the following questions: What does learning a language consist of and specifically expressing oneself orally? What knowledge, capacities or skills are needed to express ourselves orally? What is the objective of teaching a language? How should we express ourselves orally? (Pazmiño et al., 2017). With the communicative approach, oral communication between interlocutors is carried out in precise and concrete settings, therefore, it is not enough for students to understand the particularities of the vocabulary, but rather to apply prior knowledge to understand the meanings, and it is advisable to carry out activities in real time, where the oral interaction of the students is frequent in pairs, classmates, family members, in the class or large groups (Pazmiño et al., 2017)

The objective of this research is to establish the relationship between the communicative approach and the oral expression of the students.

2. Materials and methods

The methods that were used in the research were the synthetic interpretive analysis, in addition we worked from the particular to the general, influencing the global work (Popper, 1980). On the other hand, the epistemological, hermeneutical and practical paradigm of the development of oral expression skills in

distance education was taken into consideration. The information is based on the synthesis of 20 articles out of a total of 25, found in "open access" located in the database: EBSCO and Latindex. The search was carried out with the Boléan connectors and the equations: "Oral expression", "Oral communication", "students", "Communicative approach". The search was carried out in the range 2017-2021.

Inclusion criteria: To carry out the research, articles related to the communicative approach and oral expression at different educational levels were taken into consideration.

Exclusion criteria: investigations that used methods other than the communicative approach and those articles prior to 2017.

3. Results

When carrying out the analysis of various articles related to the communicative approach and oral expression, it is found that it is satisfactory to teach to express oneself orally with the communicative approach, because the first and fundamental manifestation of language occurs with oral expression (Martínez, 1974 cited in Akanbi et al., 2020); Therefore, the empowerment of oral expression in education should be prioritized as an instrument of human and social development; For this reason, emphasis is placed on this area, whose empirical studies have shown the importance of oral language in teaching (Bigt, 2014; Darancik, 2018; Swanson and Schlig, 2010, cited in Akanbi et al., 2020); With this objective, in the review of different research and scientific articles on the quality and scope of the communicative approach to effectively develop communication, specifically oral expression, the following results are found:

In the research carried out by Pazmiño et al. (2017), with a quasi-experimental design, showed significant learning in university students, achieving improvements in the increase of vocabulary, correct pronunciation with the application of the eclectic method. On the other hand, Maulana et al., (2020), using a mixed design integrated through the internet, concluded that the teaching of listening and oral expression with the communicative approach is integrative, global and human that develops communicative competence to the maximum. In addition, Rascón & Cabello, (2019) in their quasi-experimental design study, applied to 268 students, managed to initiate a process of social transformation and introduce innovative methodologies in the classroom that favored the development of skills related to communication and free expression. On the other hand, Mason & Payant (2019), in a qualitative research, with five teaching participants, found that some of the participants transmitted a clear understanding of the communicative approach; however, they varied in terms of communicative value; while another group focused its work on traditional methods where the center of the teaching-learning process is the teacher; Furthermore, the contrast was evidenced in this group when it was observed that some used the communicative method in all its expression with all their students; On the other hand, other teachers adapted the use of the communicative method for outstanding students, while for students with difficulties they used the teacher-centered method; finally, another teacher used exclusively the teacher-centered and grammar-centered method.

It is important to note that some research has demonstrated the efficiency of the communicative approach in learning a second language, in this regard, Tuncay & Bulut (2020) in a quasi-experimental investigation, applied to 60 philology students, showed that the use of the communicative approach, With the integration of new communication technologies in the classroom, they constituted two efficient strategies, fostering and preserving a dynamic, collaborative and interactive learning environment in which students were permanently involved and motivated. Likewise, Simion (2019) in a quantitative study with 400 university participants, demonstrated that by making use of the communicative approach in business English classes, students improved their command of the language and were able to interact more efficiently, achieving mastery of this second language with the teacher's accompaniment. On the other hand, Sanmuganathan (2020), in a mixed design investigation applied to 20 teachers and 50 students, came to the conclusion that, to achieve a satisfactory level, it is not enough to teach with the communicative approach and that despite the suitability This approach requires teaching necessary and important grammar. In contrast to previous research, Abrejo et al., (2019) in a qualitative research, with the participation of eight university professors of English, it was evidenced that they argue various justifications for not using the communicative approach in increasing oral expression, among them that the classrooms are large, lack of time and lack of resources.

The communicative approach has not only shown to be effective in the teaching-learning process, but has also been used in the field of communication sciences with evident satisfactory results; thus, Egea et al. (2021), in their qualitative design research, in a sample of 32 electoral spots and electoral images, posters and announcements from 2011, 2015, 2016 and 2019, with a communicative approach, they reached the conclusion of how the contextualized iconographic politics to the interests and needs of the voter influence their emotions, that is, the iconography creates an affective relationship between the voter and their symbolic imagination, producing effects on political behavior; that is, the main political iconographies in an electoral campaign represent leadership, distinctive character and, on the other hand, appeals to emotions through the construction of meaningful images. Likewise, by Faizan (2019), in a qualitative research, using advertising images as samples, they found evidence that to promote certain products, advertisements use a set of organized signs to symbolize that they present a relationship with the object that is not subject to the personal interpretation, but universal knowledge which helps to understand the different strategies used by merchants to communicate and sell their products to their targeted customers. In addition, Turková (2017), in their mixed design research, for review, found evidence that the communicative approach is highly applicable in the areas of strategic marketing and communication among athletes, fans, fans and that the use of acquired knowledge can help companies and fan teams.

Finally, it should be noted according to Postma (2019), that discursive interactions with a communicative approach facilitate democratic discourse and the inclusion of the deliberative model.

4. Conclusions

Considering the findings in the theoretical review on the communicative approach and oral expression in school, in the various research works related to this topic, we reach the following conclusions:

The communicative approach applied in education, at different levels, in the process of teaching communication skills, specifically in oral expression, is significant and they have achieved satisfactory results unlike traditional teaching; However, we also find teachers who still resist changes and decide to continue teaching with traditional approaches.

In the teaching of English as a second language, in the oral expression competence, we find that teachers who apply the communicative approach obtain better learning results and mastery of the language because they learn it in practical and experiential situations, in motivated classes, developing strategies teaching according to the student's needs.

In the field of the commercial world, the communicative approach, since it is a general teaching method, also has satisfactory results, such as in electoral campaigns that design various strategies to convince the elector in scenarios of a rapidly changing society; in the use of semiotic elements that are used in posters, audiovisual material and commercial marketing in order to sell their product to their clients; but also, it is used in the field of sports to establish empathic communication between athletes and their fans. That is, in the social field in discursive interactions it facilitates democratic communication focused on the interests and context of the interlocutors.

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