

Improving oral expression skills using the acquisition of language patterns among students with LDs

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Abstract:

This study aimed at identifying the impact of learning language patterns appropriately on the development of oral expression skills among students with learning disabilities. The study used experimental and descriptive approaches. The instruments included a training program and an achievement test, which was applied before and after the application of the program. The sample of the study included 84 students with learning disabilities from Irbid city, Jordan. The results of the study found a positive correlation between the pre and post-tests. The study concluded that implementing the right training programs helps students to improve their academic levels and help the teacher to implement the right strategies

Keywords: learning disabilities, oral expressions, language patterns, linguistic games.

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INTRODUCTION

Language is one of the most important necessities of life because it is the basis of communication, and a way to express the student's needs and desires. It also helps students to manage the affairs of life. Language acquisition is a natural and human process that includes cognitive and auditory aspects, and it means sending and receiving information. Students have the ability of acquired language from society, family and school, which some children may master but some of them may face different difficulties in their learning, especially students with learning disabilities (Masek, 2021).

Alou (2016) indicated that children may be exposed to a defect in the formation of their language reservoir in specific stages of their lives. This leads to a language problem that affects the child in his life. Among these problems is what is noticed in the child from his inability to understand the language, or understanding its meanings, the way of pronouncing its letters, or the method presented to it, or distortions by using some terms that have no meaning in the language.

Oral expression is one of the basics of language learning, as it is the window that takes the student to the outside world using the tongue (Ramón Casal, 2022). Oral expression is the art of transmitting beliefs feelings, sensations, information, knowledge, experiences, thoughts and opinions from the student to colleagues, teachers, friends or any of the community members (Singh et al. 2020).

Educational systems seek to develop and modify their methods by relying on all elements of the education system, including inputs, outputs, and processes, which aim to the continuous development of the general organizational structure for the learning procedures in line with modern roles. Educational institutions follow modern educational systems by creating and developing strategic plans for several projects, programs and mechanisms that aim to support the learning directives (Guist, 2017).

PROBLEM STATEMENT

Many students with learning disabilities suffer from several language disorders represented in the inability to express their thoughts and feelings in a way suitable to their age. Some students have difficulties understanding the language, causing a disability in communication. Other students have difficulty remembering words and putting them in sentences to express themselves. Oral expressions are among the problems students face, especially when they find difficulty in using terms that do not belong to the language, which the student has acquired from the surrounding environment or the use of some quantifiers from languages other than English, which we can call linguistic distortions. This study aimed at identifying the impact of learning language patterns appropriately on the development of oral expression skills among students with learning disabilities.

Research Objective

This study aimed to:

- To identify the impact of learning language patterns on the development of oral expression skills among students with learning disabilities.

Research Questions

The present study seeks to give answers to the following research question:

- What is the impact of improving language patterns on oral expression skills among students with learning disabilities?

Significance of the Study

This study provides input to the literature on the importance of learning language patterns to help students with LDs to improve their oral expression skills. The results of the study will help teachers, educators and decision-makers to design educational programs to help this category of students. The study also mapped the literature related to the topic, which helps future researchers to discuss other dimensions related to oral expression skills.

Delimitations of the Study

The results of this study were limited to the sample of the study. The study was applied to a group of students from Irbid city, Jordan. The study was conducted during the academic year 2020-2021.

. LITERATURE REVIEW

Language disorders are defined as the inability of the pupil to follow the scheme and the natural sequence of the language acquisition, and the student's weak ability to acquire the language and what it entails of a lack of understanding and awareness of language, which results in a deficiency in the formation of verbal concepts, and difficulty in communicating messages to others, as well as difficulty expressing personal needs (Sansavini et al., 2021).

Language disorders are noticeable among students with LDs, such as dyslexia, delay in speaking, verbal fluency, or inability to express expressive or receptive language, for reasons that may be biological, family, psychological, social or economic; such as environmental or material deprivation, so that the child becomes in need of specialized educational and remedial programmes. Students suffer from language disorders in speaking or writing due to a deficiency in the language processing function, which may manifest itself in different patterns of performance. It is formed by the surrounding circumstances in the place in which it appears, and the disorder deepens in the meaning of the word, its context, its meaning, its form, its connection with ideas and the extent of its expression by others (Albudoor & Peña, 2022).

Oral expression is defined as the level of mastery that the student reaches in using language to express his feelings, emotions and desires, which is characterized by correct performance, the beauty of form and good organizing. It also contains the thoughts, feelings, and verbal performances that the student utters. It can be classified according to the purpose of persuading others and influencing them (Muhammad et al., 2016). The skills of expression are also important in conveying beliefs, feelings, emotions, information, knowledge, experiences, ideas and opinions from the student to his colleagues or any of the members of the community (Mora Carrión & Mendieta Matamoros, 2022).

Oral expression in the language includes all the language skills and rules the student has learned, including its vocabulary and structure. Therefore, it is the main objective for learning the language and a wide field for the application of all skills that any student needs. The oral expression has significant importance due to its prominent role in the process of communication between students, and due to its frequent use and the depth of its influence in communicative situations (Jiang & Zhou, 2022). It also helps to expand the pupil's perceptions and helps in improving his academic level.

Previous Studies

Mehdiyev (2020) explored the perceptions of pre-service teachers of English on the impact of using role-playing in improving expression. The study used a semi-structured interview as an instrument for the study. After analyzing the collected data, the study found that using role-playing was effective for students. The findings showed that interaction between students helped them to use different forms of expressions and learn new language patterns.

Haslip (2020) investigated the use of teachers of first-grade of oral expressions in helping students improve their skills. The study used the Courtesy scripts as a method of teaching students new forms of language. The findings revealed that this method

helped the students to catch new phrases and expressions positively. The findings revealed that such a method is effective with regular students or students with LDs. The study encouraged using the method in the classrooms by teachers of elementary levels.

Çetin (2022) explored the levels of oral expressions among university students. The study followed the qualitative approach and was applied to 20 students. The study also used descriptive analysis to extract data. The findings showed that there is consistency in using oral expression among students. The level of consistency was moderate, as students showed some mistakes in some areas of expression. Most of these errors were related to explanation and narrating structures.

Tohamy (2020) examined the impact of remembering strategies-based programs in improving language disorders and oral expression. The study followed the experimental design and included 19 students from the elementary stage. The researcher performed a pre-test before implementing the program to measure the students' level. After implementing the program, the researcher also applied a post-test. The findings showed that the program was effective in improving the students' oral expression skills.

RESEARCH METHODOLOGY

This study followed the experimental and descriptive approaches. The study designed a program, which was implemented with the sample and then measured the difference in students' levels.

Population and Sample

The study included 84 students, who were selected from a larger population in Irbid city. These students are diagnosed as students with learning disabilities according to the placement tests of the Ministry of Education. The students receive help in their education in the resource rooms available in schools.

Research Instrument

They used an experimental design. The first instrument was a training program, which was built to help students improve their oral expression levels through activities and language games, such as storytelling, rhymes, and songs. The items of the program were designed to make the learning process more interactive.

The validity of the program was checked by presenting it in its initial form to a group of educational experts to provide their input on the formulation of the content of the program. Their notes and comments were taken into consideration and the program was modified accordingly.

Second: Achievement test (pre-post-tests):

The second instrument was an achievement test, which was applied prior to and after the implementation of the program. The test consisted of 30 questions (all multiple-choice questions).

The test was presented to a group of experts in the educational field to provide their opinion on the formulation of the questions. Their notes and comments were taken into consideration and the test was formulated in its final form.

To make sure that the test was reliable for application, the test-retest method was used. The test was applied to a pilot sample twice with two weeks intervals between them.

The Pearson correlation coefficient for the test-retest method was (0.83). This ratio is considered appropriate for the application of this study.

Results and Discussion:

The correlation coefficients were extracted from the answers of the students to provide an answer to the question of the study. The following table presents the results.

Table (1): Correlation coefficient of the students' scores in both tests

The correlation coefficient of the two tests	Correlation coefficient value	R2 value	p
	0.764	0.581	*0.000

*statistically significant at $p (\alpha = 0.05)$.

It is clear from the above table the presence of a positive correlation between the students' scores on the post-test. The table shows that the correlation coefficient value was (0.764). This value is considered high. The reason behind this positive value was because of the appropriate application of the training program, which included a variety of exercises and games that triggered the students' attention and allowed them to interact together and with the teacher.

The content of the training program was designed to make students think and use their imagination to put patterns together and generate oral expressions them. The students felt confident while expressing themselves due to the interactive nature of the program, as all students were eager to take part in the activities. These results showed the success of the training program and the need to implement similar programs in the classroom. The teacher played a very important role as a moderator and mentor to the students.

These results agree with existing literature on the importance of using language patterns and language games in education (Mehdiyev, 2020; Haslip, 2020, Tohamy, 2020; Çetin, 2022). These studies revealed similar results to other samples on the need to use language games and pay attention to the improvement of oral expression skills among regular students and students with learning disabilities.

Conclusion

This study aimed at identifying the impact of learning language patterns appropriately on the development of oral expression skills among students with learning disabilities. The study concluded that implementing the right training programs helps students to improve their academic levels and help the teacher to implement the right strategies. The results of this study showed the improvement of the participants in the training program in their levels of using oral expression skills. The use of games and language patterns triggered their imagination and acted like a gate to reveal their skills.

Recommendations:

The study recommends the following:

1. Using training programs to help students with learning disabilities improve their academic levels.
2. Using language games in the classroom with students with LDs.
3. Conducting similar studies with other samples and other areas.
4. Urging teachers to use and implement the proposed training program in the resource rooms.

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