

## **The Application Of The Input Hypothesis Theory To Improve Students' Oral Expression**

### **Aplicación De La Teoría De La Hipótesis De Entrada Para Mejorar La Expresión Oral De Los Estudiantes**

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## Resumen

En la presente investigación se desarrolló de manera precisa y adecuada la implementación de la aplicación de la teoría de la hipótesis de entrada para mejorar la expresión oral de los estudiantes, el objetivo principal de la investigación fue analizar la aplicación de la teoría de la hipótesis de entrada para mejorar la expresión oral de los estudiantes. La metodología que se implementó fue de carácter bibliográfico, incluyendo una revisión de estudios en revistas de gran impacto publicadas en los últimos 5 años previo al estudio, adicionalmente de carácter descriptivo donde se aplicaron instrumentos de recolección de datos, empleándose a través de una encuesta con un total de 30 participantes, con el propósito de generar información relevante en el estudio, destacándose mayormente los educandos no tienen las habilidades, destrezas y conocimientos desarrollados en la expresión oral de otras lenguas. Los resultados de la investigación sostienen que la indagación de campo es generar la creación de actividades a través de cada una de sus herramientas que se pueden adaptar a un determinado currículo, donde el docente puede establecer actividades específicas de interacción y producción de aprendizaje orales del curso, garantizando la adaptabilidad y convirtiéndose en una herramienta útil para cumplir los objetivos del desarrollo de la habilidad oral.

**Palabras clave:** Expresión oral; Estudiantes; Habilidades; Destrezas; Aprendizaje

## Abstract

In the present research, the implementation of the application of the theory of the input hypothesis to improve the oral expression of students was developed in a precise and adequate way, the main objective of the research was to analyze the application of the theory of the input hypothesis to improve the oral expression of students. The methodology that was implemented was of a bibliographic nature, including a review of studies in high-impact journals published in the last 5 years prior to the study, additionally of a descriptive nature where data collection instruments were applied, using a survey with a total of 30 participants, with the purpose of generating relevant information in the study, highlighting mostly the students do not have the skills, abilities and knowledge developed in the oral expression of other languages. The results of the research support that field research is generating the creation of activities through each of its tools that can be adapted to a certain curriculum, where the teacher can establish specific activities of interaction and production of oral learning of the course, guaranteeing adaptability and becoming a useful tool to meet the objectives of the development of oral ability.

**Keywords:** Oral expression; Students; Skills; Abilities; Learning



## Introduction

The development of oral expression skills is a fundamental component of language acquisition, as it influences students' overall development from the early levels of education, reinforcing effective communication and integration in different social contexts. Oral expression is an essential characteristic in the comprehensive development of students' skills and interaction with peers and their environment, incorporating elements such as fluency, vocabulary accuracy, coherence, and vocalization, which contribute to oral expression progress in the early stages of schooling (Matamoros et al., 2023).

Teaching oral expressiveness contributes to the development of communication skills that go beyond passive language comprehension, enabling students to distinguish sounds and grammatical structures while progressively mastering confidence and fluency (Montiel, 2024). Active learning processes encourage students' participation and interaction through practical classroom examples, including simple real-life simulations that help develop pronunciation and listening skills in various learning contexts.

Traditional language teaching methods often emphasize grammar and vocabulary, with less attention given to spontaneous speech and conversational skills. However, recent advancements in language acquisition theories, particularly Stephen Krashen's Input Hypothesis, offer promising strategies for improving oral expression. Krashen's theory of acquisition-learning differentiates between subconscious language acquisition and conscious learning, monitoring competencies, skills, and grammar fluency in a structured manner (Martínez et al., 2020).

Krashen's Input Hypothesis posits that students acquire a language more effectively when exposed to comprehensible input slightly above their current proficiency level, known as "i+1." This theory highlights the importance of understanding and processing meaningful linguistic input in natural settings, rather than relying on rote memorization and repetitive drills. Comprehensible input theory emphasizes that both the quality and quantity of linguistic input, along with adequate exposure and understanding, are crucial for oral expression (Guillén, 2024).

This research aims to explore the application of the Input Hypothesis theory to enhance students' oral expression skills by integrating Krashen's principles into classroom practices. The study seeks to provide empirical evidence on the effectiveness of comprehensible input in developing oral

competence. Additionally, various methods for delivering comprehensible input will be analyzed, including the use of multimedia resources, interactive activities, and real-life communication scenarios, as well as their impact on students' oral language development.

The significance of this study lies in its potential to influence language teaching practices and curricula, demonstrating the practical benefits of the Input Hypothesis and encouraging educators to adopt innovative strategies focused on comprehensible input. By fostering improvements in students' oral expression skills, this research contributes to a broader understanding of language acquisition processes and the role of input in developing communicative competence.

In the following sections, the research will review relevant literature on the Input Hypothesis and its applications, describe the research methodology, present findings, and discuss implications for language teaching and learning. Through this comprehensive analysis, the study aims to shed light on the transformative potential of the Input Hypothesis in fostering effective oral expression skills in students.

Given the previously stated problem, the following research question arises: Why is the application of the Input Hypothesis important for students?

## **Materials and Methods**

### **RESEARCH DESIGN AND TYPE OF STUDY**

This research employed a bibliographic approach with a documentary descriptive design, relying on both primary and secondary sources to collect information from indexed journals and reliable sources related to the study.

### **SEARCH STRATEGIES**

This research document used an exhaustive bibliographic review of several scientific articles in Spanish and English in indexed journals such as Scielo, Redalyc and Ciencia Latina.

### **INCLUSION CRITERIA**

Research studies related to the study variable.

Studies conducted within the last five years (2020-2025).

Articles available in English.

### **EXCLUSION CRITERIA**

Studies older than five years.

Duplicated or incomplete articles.



Articles obtained from unreliable sources, opinions, summaries, or blogs.

## DATA COLLECTION PROCESS

In the initial data collection phase, a database of 30 articles was created, from which 22 articles were selected based on publication date, inclusion and exclusion criteria, and estimates of results and conclusions based on relevant information.

## ETHICAL CONSIDERATIONS

Authors	Year	Study Type	Strategy Type	strategy Description
(Martínez et al., 2020)	2020	Bibliographic Study	Oral Expression Strategies	Implemented strategy to improve clarity and fluency in language learning.
(Zapata et al., 2021)	2021	Quasi-quantitative	Learning Strategies	Strategy implemented through oral repetition and study cards for self-learning.
(Mendoza, 2021)	2021	Quasi-experimental	Oral Expression Strategies	Implemented strategy to improve clarity and fluency in language learning.
(Sierra, 2022)	2022	Bibliographic Study	Active Listening Strategy	Strategy that enhances development and comprehension through auditory focus.
(Menéndez & Zambrano, 2022)	2022	Quasi-qualitative	Technological and Multimodal	Strategy implemented through the integration of digital and interactive tools.
(Conchas, 2023)	2023	Quasi-qualitative study	Oral expression strategies	Strategy implemented to improve clarity and fluency in the language



(Granda et al., 2023)	2023	Bibliographic study	Non-verbal expression strategy	Strategy implemented focusing on oral communication through modulation and expressive pauses
(Torres et al., 2023)	2023	Bibliographic study	Improvisation strategies	Strategy implemented through dramatizations or performances
(Alvarez et al., 2023)	2023	Quasi-qualitative study	Technological and multimodal strategies	Strategy implemented through the incorporation of digital resources and interactive tools
(Guillén, 2024)	2024	Bibliographic study	Teaching strategy	Strategy implemented by the teacher through critical thinking and the use of gamification in the classroom

This scientific research adhered to all copyright principles, ensuring proper attribution through bibliographic citations and referencing information according to APA guidelines.

## RESULTS

**Table 1**

*Dimensions of Strategies Based on the Input Hypothesis for Teaching Oral Expression*

**Note:** Dimensions of strategies based on the entry hypothesis for teaching oral expression, Source: (The authors, 2025).

**Analysis and Interpretation;** The analysis of Table 1 indicates that various teaching strategies aligned with the Input Hypothesis encompass multiple activities that materialize through different learning processes. These strategies contribute to oral expressivity, generating effective learning methods and significantly enhancing oral expression skills.

**Table 1**

Criteria Implemented for the Evaluation of Oral Expression and Performance



Authors	Year	Type of Study	Evaluative Criteria	Description of the Evaluative Criteria
(Cedeño et al., 2020)	2020	Bibliographic Study	Expressiveness	The skill that involves intonation and pauses to enhance meaning
(Castillo et al., 2021)	2021	Quasi-quantitative Study	Intelligibility	The ability for the speaker to be understood by the audience regardless of speech speed.
(Yépez & Padilla, 2021)	2021	Descriptive Study	Communicative Interaction	A skill developed through active participation in a conversation using body language and eye contact.
(Pinargote & Meza, 2022)	2022	Quasi-experimental Study	Intelligibility	The ability for the speaker to be understood by the audience regardless of speech speed.
(Eliseo et al., 2023)	2023	Quasi-experimental Study	Communicative Interaction	A skill developed through active participation in a conversation using body language and eye contact.
(Bellorín & Rivera, 2023)	2023	Bibliographic Study	Communicative Interaction	A skill developed through active participation in a conversation using body language and eye contact.
(López & Lescay, 2023)	2023	Quasi-quantitative Study	Communication Strategy	The ability to manage through synonyms and overcome expressive difficulties.



(Matamoros et al., 2023)	2023	Descriptive Study	Communication Strategy	The ability to manage through synonyms and overcome expressive difficulties.
(Córdova et al., 2024)	2024	Quasi-quantitative Study	Communication Strategy	The ability to manage through synonyms and overcome expressive difficulties.
(Elizabeth et al., 2024)	2024	Bibliographic Study	Communication Strategy	The ability to manage through synonyms and overcome expressive difficulties
(Brice, 2024)	2024	Quasi-qualitative-quantitative Study	Expressiveness	The skill that involves intonation and pauses to enhance meaning.

**Note:** Criteria implemented for the evaluation of oral expression and performance, Source: (The authors, 2025).

**Analysis and Interpretation;** Table 2 specifically mentions a greater application of various evaluation criteria such as communication strategy and expressiveness strategy, which enhance and become productive pedagogical terms. These terms allow the development of skills and abilities that are linked to active participation and the subsequent teaching of the language for its understanding and mastery in the speaking community.

Using the research technique of the survey, the following tabulation and sampling were considered as shown below:

**Table 3**

Frequency of Responses to the Survey

Criteria	Yes	%	No	%	Total	%
Oral expression activities	30	100.00 %	0	0.00 %	30	100.00 %

Difficulties in oral expression	26	86.67 %	4	13.33 %	30	100.00 %
Strategic activities	24	80.00 %	6	20.00 %	30	100.00 %
Acquisition of learning	25	83.33 %	5	16.67 %	30	100.00 %
Types of teaching	30	100.00 %	0	0.00 %	30	100.00 %
Linguistic competence	26	86.67 %	4	13.33 %	30	100.00 %
Use of the language in class	28	93.33 %	2	6.67 %	30	100.00 %

**Note:** Information collected from the tabulation and sampling, Source: (The authors, 2025).

Based on the results shown, the highest percentage rate corresponds to the criterion "Oral Expression Activities," where 100.00% consider that oral expression activities are carried out, while 0.00% believe they are not. This unanimous agreement highlights the perceived importance of practicing spoken English to improve language learning. These activities are seen as essential for developing fluency, vocabulary retention, and communicative skills in the target language.

For the indicator "Difficulties in oral expression," 86.67% believe there are difficulties in oral expressiveness, while 13.33% believe there are no difficulties. These results emphasize the multifaceted nature of challenges in oral communication, ranging from linguistic accuracy to the effectiveness of message delivery.

In the criterion "Strategic Activities," 80.00% believe there are strategic activities in the classroom, while 20.00% believe there are not. Extracurricular activities and private courses are also recognized for their contribution to linguistic competence, indicating an interest in diversified learning environments that complement formal education.

Regarding the "Acquisition of Learning" parameter, 83.33% believe that learning acquisition exists in students, while 16.67% believe it does not. This dichotomy suggests different approaches to language acquisition, with a strong focus on fundamental grammatical knowledge alongside interest-based learning strategies.

Similarly, for "Types of Teaching," 100.00% believe there are types of teaching in students, while 0.00% believe there are none. This preference highlights the perceived effectiveness of structured and curriculum-based learning approaches in facilitating comprehensive language learning.



Therefore, for "Linguistic Competence," 86.67% believe linguistic competence exists in learners, while 13.33% believe it does not. This finding underscores the multifaceted nature of motivation in language acquisition.

Finally, for the "Use of the Language in Class" indicator, 93.33% believe there is proper use of the language in class, while 6.67% believe there is not. This difference of opinions highlights the need for learning environments that foster linguistic growth while addressing the varying levels of student competence.

## Discussion

The study results show that different types of strategies are applicable in language teaching. As author Mendoza (2021) asserts, the strategy of oral expression improves clarity and fluency in language learning, while Menéndez & Zambrano (2022) argue that the incorporation of technological and multimodal strategies strengthens language learning through the use of interactive resources and tools.

In this sense, the application of the hypothesis theory through strategies strengthens language capacity and understanding. As author Elizabeth et al. (2024) mentions, the communication strategy provides the ability to manage through synonyms and overcome expressive difficulties. In this way, Brice (2024) argues that the expressiveness strategy involves skills related to intonation and pauses used in the language by learners.

## Conclusions

Finally, the research argues that the theory of the input hypothesis is essential for the implementation of strategies in language teaching, particularly through interaction and language production, contrasting in writing and oral expression, thus becoming a methodological reference to facilitate language learning and understanding for students.

The development of oral expression is closely linked to communicative skills and criteria, whose purpose is to evaluate and detect early limitations in language learning. These limitations can be diagnosed by teachers and corrected to contribute to the proper development of oral dimensions

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