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The effectiveness of origami as a tool to enhance verbal expression

Most people may take the ability to communicate for granted, but for those people who do not have the ability to articulate thoughts, ideas, and desires, the verbal language can be a big handicap. The aim of this research paper is to rethink and to suggest a change in the educative effort using origami as an intervention to promote verbal communication.

The needs of the learners should be the focus. However, relatively little attention has been given in teaching verbal communication. Words alone represent an abstract idea and can be ambiguous. Many teachers tend to ignore nonverbal deficiencies in students or they may label nonverbal deficiencies as "problem" children. Activity-based communicative teaching strategies can help to develop both the rational and the affective capabilities of students.

Student learning is the combined efforts of both the teacher and student. Students can discover and develop their communication skills with guided origami projects. Origami provides teachers with a new tool with new possibilities and is a unique and valuable addition to the curriculum, in the elementary school years. The non-threatening environment of origami activities can be an ideal medium for those who have difficulty expressing their experiences verbally. Origami can boost self-esteem by providing an opportunity for participants to use their nonverbal abilities and be able to correct their mistakes without feeling vulnerable.

Not everyone enjoys creating origami; some may prefer to interact with different modes of communication, thus making origami an activity that all can appreciate. Whether you are the folder, or the observer, most will enjoy the activity creates. Origami is an innovative method for developing vital skills.