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Methodological proposal for the development of an oral expression evaluation
procedure in the English language course of the University of Señor de Sipán
Language Center, 2012

TESIS

Para obtener el grado académico de Maestro en Ciencias de la Educación
con mención en Didáctica del Idioma Inglés.

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evaluation procedure in the English language course of the University
of Señor de Sipán Language Center, 2012**

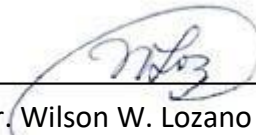
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didactics of the English language major.



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con la finalidad de evaluar la tesis titulada Methodological proposal for the development of an expression Evaluation procedure in the English language course of Señor de Sipan University Language Center, 2012

presentado por el (la) / los (las) tesista(s) Ernesto Díaz Mercado

y asesorado por Mra. Doris Nolasco Díaz Valles

sustentación que es autorizada mediante Resolución N° 1083-2019 UP-D-FACHSE, de fecha 03/04/19

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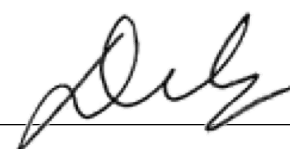
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Lambayeque, 03 de Abril de 2019



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DEDICATED TO

...my parents who have provided me care
and education

...my teachers who have supported my
academic formation

...my beloved wife and friends who have
given help to develop this academic
outcome.

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ABSTRACT

ABSTRACT

It is observed in the teaching-learning process that the teachers of the University of Señor de Sipán Language Center located in Chiclayo city of Lambayeque region - Perú there is a deficiency on the oral expression evaluation that restrains having an accurate measurement with objective criteria and the expected teaching and learning improvement. In this research work, an oral expression evaluation procedure is proposed based on the Monitor model hypothesis developed by Stephen Krashen in his Second Language Acquisition theory through the elaboration of rubrics to get away from subjectivity in order to achieve the expected improvement as a main objective. The research methodology employed is a descriptive and proposal research which design is based on the data collection about the oral expression evaluation made by language center teachers, the analysis of the results that show no systematic usage of any instrument to evaluate the oral expression, and the elaboration of the methodological design based on the Monitor Model that with its subsequent application there will be an improvement of the oral evaluation results reflected in the language-learning process. The methodological proposal on oral expressions evaluation rubrics has been validated by experts on the teaching- learning field of the English language teaching. The elaboration of a methodological proposal of oral expression evaluation has been made through the elaboration of an appropriate instrument and thus reducing subjectivity at the moment of grading students in such criterion in order to improve the teaching-learning process quality at the institution. The proposal takes from the Monitor Model hypothesis the way learners proceed to correct themselves when they speak: language learning and language acquisition relationship in order to elaborate the indicators that build up the evaluating rubrics.

Keywords: teaching-learning process, oral expression, evaluation, Monitor Model, rubrics.

RESUMEN

Se observa en el proceso de enseñanza aprendizaje que los docentes del Centro de Idiomas de la Universidad Señor de Sipán ubicado en la ciudad de Chiclayo de la Región Lambayeque – Perú existe una deficiencia en la evaluación de la expresión oral que inhibe tener una medida rigurosa con criterios objetivos y el esperado mejoramiento de la enseñanza y del aprendizaje. En el presente trabajo de investigación se propone un procedimiento de evaluación de la expresión oral basado en la hipótesis “Monitor Model” desarrollada por Stephen Krashen dentro de su teoría de la Adquisición de un Segundo Idioma a través de la elaboración de rúbricas de tal manera que se consiga alejarse de la subjetividad a fin de lograr el mejoramiento esperado como objetivo principal. La metodología de investigación empleada es descriptiva y propositiva cuyo diseño está basado en la recolección de datos acerca de la evaluación de la expresión oral realizada por los docentes del centro de idiomas, el análisis de los resultados que muestran ningún uso sistemático de instrumentos de evaluación de la expresión oral; y la elaboración del diseño metodológico basado en el Modelo Monitor (Monitor Model) que con su subsecuente aplicación habrá una mejora en los resultados de la evaluación oral reflejado en el proceso de aprendizaje de un idioma. La propuesta metodológica basada en rúbricas de la evaluación de la expresión oral ha sido validada por expertos en el área de la enseñanza del idioma inglés. La elaboración de una propuesta metodológica de la evaluación de la expresión oral ha sido realizada por medio de la elaboración de un apropiado instrumento y así reducir la subjetividad en el momento de evaluar a los estudiantes en tal criterio a fin de mejorar la calidad del proceso de la enseñanza aprendizaje en la institución. La propuesta toma de la hipótesis “Monitor Model” la forma en que los aprendices proceden a corregirse a sí mismos al momento de hablar: la relación del aprendizaje y la adquisición de una lengua a fin de elaborar los indicadores que constituyen la elaboración de las rúbricas.

Palabras clave: proceso enseñanza aprendizaje, expresión oral, Monitor Model, rubricas.

INTRODUCTION

INTRODUCTION

Evaluating the oral expression is not an easy task, and the institutions where the English language is taught have gaps that affects the teaching-learning process success and the institution under research is not an exception. It is observed that there is a lack in the oral expression evaluation at “Señor de Sipán” University Language Center located in Chiclayo city of Lambayeque region, Perú where the English language is taught and where it is appointed as not objective due to its subjective criterion in the teaching learning process that the teachers addressed institution.

There is a deficiency on the oral expression evaluation that restraints having an accurate measurement with objective criteria and the expected teaching and learning improvement, so that an oral expression evaluation procedure is proposed through the elaboration of assessment rubrics. There is lack of objectivity when students are evaluated by the concept the teacher has of everyone, without having register of a continuous process based on assessment rubrics inside a planned evaluation process.

Considering the presented problematic that is present, there comes up an opportunity to transform the current academic status inside the teaching-learning process as a research object or study object.

The general objective of the current research is to elaborate a methodological proposal of oral expression evaluation in the teaching-learning process within the English language course of the University of Señor de Sipán language center. In order to reach what has been set out the following specific objectives to identify the object and specific field, to analyze the results of the surveys, to revise and analyze the syllabi of the course in the oral evaluation methodology, to elaborate the design of a methodological proposal for oral expression evaluation, to build up strategies to implement the usage of the oral expression evaluation procedure methodological proposal, and to validate the proposal by experts.

The laid out hypothesis states that if a methodological proposal based on the Monitor Model by Stephen Krashen is designed, then the oral expression evaluation procedure in the English language course of the of “Señor de Sipán” university Language center, 2012 will have accurate measurement with objective criteria and the expected teaching and learning improvement.

CHAPTER ONE:
ANALYSIS OF THE STUDY

CHAPTER ONE. ANALYSIS OF THE OBJECT OF STUDY

1.1 LOCATION

The Language Centre of Señor de Sipán University is located in Peru, South America, precisely in the North West region of the country, the name of the city is Chiclayo and it is the capital city of Lambayeque region. The city is mainly prosperous for the commerce as one of the most relevant activity. The language center is placed in the downtown area at 160 Balta Avenue, a few blocks away to the south from the main park. The center was founded to develop the Program of Accreditation in Languages. It becomes formal for the first time with the Resolution of the Organizing Commission N° 282-2003/CO-USS, dated on December 10, 2003. After that there is the first modification with changes in the study plans for the professional schools of Señor de Sipán University and it was approved by resolution of directory N° 139-2005/USS on October 25, 2005 which curricular administration will be in charge of the language center. From the year 2006, it starts the implementation of the new study plan with the book Channel Your English of Librería Peruano Británica (Peruvian British Library) 2003 edition, and the first place where the academic activities started, under the direction of Lic. Juana Díaz Díaz, was on Elias Aguirre Street in the heart of the city, place where the new building will be built.

1.2 HOW THE PROBLEM ARISES

The historical evolution of evaluation is as old as education itself and they have been one beneath the other, evaluation has always been the weakest part in education in terms of accuracy. The evaluation fact has not been considered as itself until the end of last century, it is when a systematic and serious planning was made on educational evaluation, mainly inside social sciences (Bocanegra, 2006). These beginnings give stance for the

systematization and standardization of the test, in relation to the intelligence and orthography in the school context (Binet, 1904 and Rice, 1898). Then on, it starts indefinite school instruments of measure, such as the ones made by Thorndike, Ayres, Yates, and Freeman, etc. In this stage, called the Pretylerian one, evaluation and measurement were virtually interchangeable, they were inserted in the positivist paradigm, they are centered in the determination of individual differences according to the studies made by Galton and Wundt, they are oriented to standardized measurements founded in the application conditions and the normative groups of reference, they are not related to school programs or the development of the curriculum at all, but concerned in giving information about the subjects. (Conf. Ibid)

It was not until Tyler (1932) that there is a more scientific and systematic approximation for the development of the curriculum. The most relevant of his study is the proposal of organizing the curriculum taking into account the educational objectives as a base of planning and development to see until what point they have been performed. It is conceptually evident to see an important qualitative change because from Tyler's approach comes a series of implications as it is the first time that there is a reference of evaluation as a process; there is a difference between measurement and evaluation, to evaluate is not simply to apply an instrument of measure, but it also supposes a value on the collected information; the objectives that were previously established will be the concerning criterion to be able to bring in a judgment of value; the objectives are the organizers of the instructive and evaluative process defined in terms of behavior, in the sense that they are guidance for the selection of contents, elaboration of materials, didactic strategies, as well as the elaboration of evaluation instruments.

According to Tyler, evaluation gives the means for the ongoing betterment of the program, inclusively to understand the students' achievements with the following increase of effectiveness in the educational institutions. There is no doubt about the new meaning and relevance of evaluation in the new dynamic of orientation for the improvement of the curriculum (Bocanegra, 2006). However Tyler's work was not continued but until the sixties, that is why the development of evaluation was as important. According to Stufflebeam and Shinfield (1987) this period is characterized by the extension of education, meanwhile the interest for the evaluation in the educational system diminishes; there is a delay in the development of the technical aspects of evaluation; there is considerable development of the instruments and strategies applicable to the different evaluative methods as test at national level, algorithms to determine objectives of behavior, taxonomy of objectives, etc.; evaluations depend on the independent educational guidelines of local school guidelines, organized and financed by foundations and professional organizations (Bocanegra, 2006).

Following Tyler, Cronbach (1963) stood out. He started from a revision of Tylerian approach and proposes a consideration that not only the previously established objectives are starting point, but the kind of decision to which evaluation tries to do; evaluation will try to act during the process of the development of the course without waiting until the end of it; the evaluation will be focused more in the structural characteristics of the program itself rather than in the studies of comparative bias. Also Scriven (1967), placed under the logics of decisions, stood out. He classified them in three spheres, decide which materials and methods are satisfactory, and in which one of them the change is needed for the improvement of the course; identify the needs in order to plan the instruction, selection, and grouping, etc. related to the subjects of evaluation; and judge the quality of the school

system, the teachers, etc. related to the administrative regulation. But, besides, it does other interesting conceptual contributions when clarifying between functions and objectives of evaluation.

The next stage in the historical evolution is characterized by the spread of evaluative models and the professionalism in the evaluative activity. New paradigmatic positions emerged such as the quantitative evaluation, and qualitative evaluation. At this time, there is a move from the evaluation centered in objectives to another one based on the decision taking; there is increase in the criticism on the scientific positivist paradigm; there is a new opening toward new paradigms, mainly of qualitative bias with all its implications. Evaluation has gone through up to a systematic process of the collection of information, without improvisation, that requires to organize its elements, systematize its phases, timing its sequences, provide the resources, build or select the instruments, etc. (Conf. *ibid*)

In the XX century, a global plan of evaluation was formulated that required a coherent organization chart. Scriven analyzed six visions of evaluation which allowed the creations of educational evaluation designs that led to three main models behaviorist, humanistic, and holistic. (Escudero Scorza, 2003 RELIEVE)

[<http://maestrasinfronteras.blogspot.com/2010/11/historia-de-la-evaluacion-educativa.html>]

The behaviorist model first proposal takes into account the measurement of achievement through objectives having the quantitative as a predominant paradigm, the content of evaluation is based on results and the role of the evaluator is external (Tyler, 1940). Then Stufflebeam (1967) posits that the information is considered to perform decisions and used

a mixed paradigm (quantitative and qualitative), the content of evaluation considers the context, the input, the process, and the product; the evaluator role is the same as Tyler's. The purpose of Stake's (1967) proposal under this model is the valuation of results and process, he considers as content of evaluation background, transactions, and results under a mixed paradigm with an external evaluator. Alkin (1969) proposes under a mixed paradigm the information for the determination of decisions, pointing as content of evaluation the achievements of needs, and consider the role for the evaluator as the latter proposer. Next, Cronbach (1982) considers as evaluation purpose the valuation, process, and product; the mixed paradigm is his dominant one, and takes into account units of evaluation, treatment, and operations as evaluation contents along with an external evaluator.

The humanistic model, according to Scriven (1973) with his client attention method emphasizes on the need of clients analysis; his main paradigm considers quantitative and qualitative ones having all the effects of the program as content of evaluation. The evaluator is external considering the needs of the client. Owens (1973) and Wolf (1974) propose his contraposition method considering opinions on agreed decision as the educative purpose inside a predominant mixed paradigm, any aspect of the program, and an external referee of the debate. In 1981, Eisner posits the artistic criticism method that aims a critical interpretation on the educational action having as predominant the qualitative paradigm; and takes into account context, emerging processes, relations of processes, and impact in context; as well, an outside provoker in the role of the evaluator.

The holistic model in educational evaluation has Stake (1976) as its first representative who considers as evaluation purpose the valuation response to participants needs under a qualitative method with the total debate result on the program as content of evaluation and

an external promoter for the interpretation by the implicated stakeholders as role of the evaluator. MacDonald's (1976) holistic evaluation proposes educational interpretation for improvement as aim and he considers the elements that set up the educational action under a mainly qualitative paradigm having the same role of the evaluator as Stake's. Under this model, Parlett et Hamilton (1977) states his method of illuminative evaluation which comprises the system of teaching and means of learning as evaluation content with illumination and comprehension of program components purpose of evaluation, and an external promoter for the interpretation by the implicated stakeholders as role of the evaluator, under a predominant qualitative paradigm.

(https://www.uv.es/RELIEVE/v9n1/RELIEVEv9n1_1.htm, accessed on 24 November, 2013 at 12:37)

Some kind of evaluation proposals eclosion is produced around the seventies, which has been called as models traditionally (Castillo et Gento, 1995), and in some cases as designs (Arnal et al., 1992) of evaluative research. There were several tens of these proposals very concentrated at this time and there were no more proposals.

There have not been a few well based, defined, structured and complete models yet among the ones we may choose from, but we do have different model approaches and a wide theoretical and empirical support, that allow the evaluator face different matters in an almost adequate way that the scientific investigation process sets out. That helps in the elaboration of a global plan, a coherent organization, and a well-built scientific model in order to carry out the appropriate evaluation (Escudero, 1993).

Evaluation has become the weak point of educational process, and so not an easy one. It is necessary to go beyond than just a control, but interpreting the outcome in order to propose

changes with the main goal of helping students grow in knowledge (Ferrando, 2015),(
<https://competenciasendocencia>

paraempleo.blogspot.com/2015/02/evaluaresa-dificil-tarea.html accessed on 10
November, 2013 at 12:18pm)

Evaluating the oral expression has been difficult, even problematic because it represents a subjective task as stated by Ms. Clara Alarcón from Alcalá de Henares University, Spain: “The problem that is expressed in the exams of open answers and of subjective evaluation, as it is the case, is the difficulty that is found in the self-criteria formulation, where the terms become relative and occasionally ambiguous.” (<http://www.uah.es/> accessed on 2 September, 2011 at 10:00pm)

There is as well another article where the problem is stated that testing second language speaking skills represents a variety of problems among which stands out the lack of reliability that may detract from the accuracy of the measure, and if the “personality factors influences the examinee’s performance in a speaking test to a greater degree than in other measures...” (<http://www.eric.ed.gov/PDFS/ED088284.pdf> accessed on 2 Sept.2011 at 8m) in clear allusion to subjectivity. The author Sidney Zelson (1972) proposes the elaboration of a common scoring procedure for evaluation involving in four areas: fluency, pronunciation, grammar, and vocabulary; in other words the elaboration of rubrics help cope with the problem.

Verónica Vivanco in her research article entitled *HOLISTIC VERSUS COMMUNICATIVE APPROACH IN ASSESSING ORAL PRODUCTION IN ENGLISH* remarks as well: “Traditional assessments of oral production have taken language excerpts and have labeled them as good, average, or poor. In our case, in order to implement oral assessment as objectively as possible, the tendencies to both giving a general mark and to help students by prompting them until the right sentence is reached were eliminated. As far as possible,

we have tried the measurement instrument was not the teacher, but the effectiveness and independency in task performance.”

(http://www.uv.es/RELIEVE/v15n2/RELIEVEv15n2_4.pdf accessed on 8/9/11 at 10:05p).

In the twentieth century last years, the educational evaluation aspect became wide from the learning going through programs, considering teaching, pervading the curriculum as a whole, taking into account the evaluation of educational institutions (Gutierrez, 2014).

In Peru, evaluation in education has gone through similar process, with a certain delay though, starting from the memory based evaluation to slowly include the new proposals that has direct relation with the educational policy under the governmental educational ministry. There are changes on the matter, but there is still a great deal to do in order to systematize evaluation and set away from subjectivity. Starting from the first general law of education, law for teachers as a public career and the general regulation of public instruction issued between 1850 and 1855 with the first trustworthy educational legislator, Ramon Castilla, the responsibility was focused in the central government supported by several foreign pedagogues, mainly French, Belgian, and German to the beginning of the first century, then Americans and further ahead consultants from international technical and financial cooperation organisms.

The twentieth century starts with governmental efforts to increase the number of the students with access to primary education substantially. The following governments continued giving emphasis to free primary education and implementing ways to provide industries, companies, and other similar ones with trained personnel. During the government of Fernando Belaunde (1963-1968) the planning in education was encouraged. During the reform in education of Velasco in 1972, there was an effort of the most serious diagnosis, reflection, and design of the century gathering the inspiration of outstanding socialist intellectuals as Augusto Salazar Bondy, Emilio Barrantes y Walter Peñaloza, et al.

Among these innovations were the articulation of the school and non-school education and the institutionalization of the initial education. All the planning could not be achieved due to the lack of resources.

During the eighties, in the second government of Belaunde, the new general law of education was issued immediately to deactivate the reforms made during Velasco's period as military president. During the government of Alan García (1985-1990), his ministers Grover Pango and Mercedes Cabanillas put their efforts for a national consult and elaboration of a national project of education that may reflect the needs of Peruvian education. So far the implementation of an educational policy in Perú has been erratic and without continuity responding to specific needs and not tending to be performed in a long term with a serious planning, a situation that is reflected in the learning-teaching process and that includes the evaluation system.

1.3 HOW IT IS EXPRESSED AND WHAT CHARACTERISTICS IT HAS.

The Language Centre of Señor de Sipán University is part of the Business Centers (Centros Empresariales in Spanish) where, along with the language center, the Informatics Center and Computing, and the university bakery are managed. The language center has had two more directors besides the founder director, Daniela Seclén Barrueto, and Betty Zegarra Angulo, the current one. The director has three coordinators under her leadership. The first one is the English Language coordinator; the second one, the other languages, such as French, Italian, Portuguese, German, Chinese; and the third coordinator is in charge of the distance educational program, dedicated to the English language learning.

There is a staff of teachers dedicated to the teaching of the mentioned languages; the number of them may vary from 30 to 35 because their hiring depends on the demand. Apart from the academic organization, there is an administrative area that supports in

registration, cashier, and paperwork. There are three secretaries and one director's assistant. There is also a personnel dedicated to promote the language learning who visit the different institutions in the region offering the services that the language center provides. There is a technical support area in charge of maintenance of all the equipment that complements the labor of the institution. There is a group of janitors responsible for the cleaning of the whole building. The students that are registered in the different levels mainly come from the different careers of Señor de Sipán University because it is part of the requirements needed to receive the bachelor's degree. The students are not constant from 800 to 1200 because each cycle is developed during one month, and they may opt to continue or restart any other month later. They have up to three months to go on the cycle they have to continue; further than that period of time, students are compelled to take a placement exam. The main reasons for their inconstancy are the final term exams at their academic schools; or the vacation period start, time when they travel to their places of origin.

The infrastructure that holds the academic activities provided by the language center is a two-floor building with thirteen classrooms, all of them equipped with multimedia that includes connection to internet, individual desks which number vary from 30 to 35 according to the size of the room, white boards, and electric fans for summer seasons. The classrooms are well ventilated, there is enough daylight, and at night there is fluorescent white lighting appropriate for studying. There are also three computing laboratories with 30 individual computer booths, also provided with multimedia and internet service. These labs are shared with the informatics center where they teach different courses related to informatics and computer science. There are as well three sanitary services, two for the students and public, and one for the personnel. There is found an office for the director and a coordinating room.

The Language Centre of Señor de Sipán University aims comprehensive and continuous training of the university community and general public, through language teaching in the traditional and distance modality; certifying competence in one or more foreign languages as a fundamental tool for improving academic-professional quality consistent with the academic, cultural, social, political and economic demands that the world today. In the project of the language center, the vision is to be leaders in teaching a second language, promoting cultural exchange, so that our students may access to better employment and educational opportunities worldwide.

The Language Centre of Señor de Sipán University mission is to contribute to the comprehensive and continuous formation of university community and general public through language training, certifying competence in foreign languages as a fundamental tool for improving academic - professional quality consistent with the academic, cultural, social, political and economic demands that the world today. The objectives are to promote the importance of foreign language learning as a permanent connection to scientific, technological and cultural context of local, regional and international levels; accredit foreign language proficiency of candidates for the degrees of Bachelor, Master or Doctor; meet the demand in foreign languages has the educational, social or business in the region; enter into agreements with similar organizations and other institutions for the sale of services and academic exchange.

It offers an education System with active, dynamic and participatory methodology; an intensive practice of the four language skills from the first class; an ongoing assessment that allows the student to understand their progress in language development.

Traditional accreditation in English Program seeks the comprehensive formation of our students based on measuring the level of English at the international level as does the Common European Framework of Reference for Languages (CEFR), proposing the scope of INTERMEDIATE LEVEL through the development of the first 4 levels: beginners-A1, A1-A2-elementary, A2-B1-pre-intermediate and intermediate B1-B2, for which it was decided to use the text NEW ENGLISH FILE (NEF), under the seal of one of the most prestigious UNIVERSITIES OXFORD - UNIVERSITY PRESS.

The scope of the levels above may be carried out in 20 cycles (20 months). Students of Señor de Sipán University for the Degree of Bachelor must certify the achievement of the intermediate level of English at the Language Center, and / or the international certificate PET (PRELIMINARY ENGLISH TEST), University of Cambridge. The objectives here are to contribute to the comprehensive formation of our students, improving their professional level allowing them to be competitive in the job market, getting bigger and better opportunities, offering a comparative advantage, and that our graduates complete their studies obtain additional certification in the domain of a foreign language; provide English language instruction and other languages according to the needs and goals of the schools to which students belong, resulting in a highly productive professional and competent and this is a great indicator of quality.

Academic policies in the language center consists in the Accreditation Program in English contributes to the training of students because it is necessary to consider the accreditation of their skills as a requirement for enrollment record during all cycles, emphasizing the following cycles, the Basic level: during the academic cycles I, II, III and IV. The student

must initiate the basic level up to the third cycle, since you cannot enroll in the fifth cycle if not complied with completing this level; The Intermediate level has duration of the academic cycles V, VI, VII and VIII. The student must initiate this level maximum up to the seventh cycle, since you cannot enroll in the ninth cycle if not complied with completing this level.

1.4 METHODOLOGY DESCRIPTION

The author of the current descriptive and proposal research has employed a descriptive and analytical methodology which design is framed on the data collection of the oral evaluation expression done on the English language course teachers and students of Señor de Sipán University Language Center in order to find out its methodological procedure employed getting closer to the reality. Upon the design type to be used, a field study is conducted in order to obtain data through surveys to find out whether the teachers use instruments for oral expression evaluation, and if the students know the oral expression evaluation methodology the teachers use to evaluate them. And, as well, the use of a checklist to verify if the institution indicates the use of instruments in the institutional syllabi.

The type of information collected mainly a quantitative orientation, however considering the importance of supporting it with the description and interpretation of the obtained data, giving it some qualitative aspect. The present research work has a descriptive and analytical method. Descriptive research includes surveys and finds facts and the analytical one is based on already available data in order to analyze and make a critical evaluation of the material. It means that first the academic reality is described in order to identify and analyze the problematic situation and then elaboration of the proposal with the attempt of a concrete solution. The reality has an objective and independent aspect away from senses and in a determined context. The research is done inside the academic reality in order to transform it.

Once the collection of data has been described and analyzed, the methodological proposal designed based on Stephen Krashen's Monitor Model. The proposal consists on the elaboration of rubrics for the oral expression evaluation considering the steps learners do when the acquisition and the learning of the language meet to monitor a good performance of the oral expression according to the hypothesis. The elaboration of a rubrics chart design when applied will improve the oral evaluation results reflected in the language learning process.

The population is taken into account in the present research is the staff of English teachers (32) of "Señor de Sipán University" language center and the sampling is the group of student (46) selected randomly from different levels and classrooms at "Señor de Sipán" Language center. The reason for the same population and sampling, in the case of the teachers, is because of the reduced number.

The materials used are office work, form sheets, survey sheets and observation sheet; the techniques employed are analysis of syllabi, the observation checklist and survey application; and instrumentation of data collection utilized is the analysis of the information, analysis of the survey results, and comparison of survey results. The procedures of data collection were made based on surveys for the teachers and students, and the usage of observation checklist to analyze the syllabi. In the statistical analysis of the data, collection, classification, ordering, analysis and interpretation of data has been made, including statistical charts and graphics with the respective description indicating percentage and frequency.

CHAPTER TWO:

THEORETICAL FRAMEWORK

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It is recurrently observed that teachers evaluate the oral expression subjectively based on personal appreciation without a tangible support. The teachers as well as the involved stakeholders are not aware of the way evaluation is being carried on. It is appreciated that teachers' procedures to evaluate the oral expression are mainly the subject of the present investigation without setting apart the students' participation, however it is a matter of a different research.

The foundations of assessing and instructing English language learners within the classroom context are based on the Sociocultural theory and Scaffolded Learning. "What a child can do in cooperation today, he [sic] can do alone tomorrow." Vygotsky, 1962, p.104. The underlying theoretical foundation is based on the works of Vygotsky (1978); Wood, Bruner, and Ross (1976); and sociocultural/constructivist learning theory.

Second Language Acquisition Theory

The present research is mainly founded on the theories of Second Language Acquisition. The current research is built upon the learning theories first postulated by sociocultural researchers, but mainly on the communicative approaches, specifically on the work made by Stephen Krashen and his Monitor Model (Krashen, 1981, 1982; Krashen & Terrel, 1983). The model is part of five hypotheses that provides the framework for second language acquisition: The Acquisition-Learning Distinction, the Natural Order Hypothesis, the Monitor hypothesis, the Input hypothesis, and the Affective Filter Hypothesis.

The hypothesis that is more likely to be the most elemental hypothesis among the other ones according to the author is the *acquisition-learning distinction*. It expresses clearly that a grown-up has two different paths to develop a second language competence. The first one is the acquisition which consists in a similar process to the way children construct

the ability in their native language. Language acquirers do not realize that they are developing skills in order to acquire the language that surrounds them. There is lack of awareness that they are following grammar rules, however there is an intuition when a mistake is committed. The second path is the language learning which implies awareness that the individual knows that there is a non-native language that is being learned, its grammar rules, syntax and morphology. In other words, there is explicit learning.

Individuals obtain the acquisition of grammar language in a predictable order. That is called the *natural order hypothesis*. There is a tendency of acquiring certain grammar structures before another ones. Even though acquirers do not agree one hundred per cent, there are clear, statistically, significant similarities. The author refers that according to Brown (1973) children obtain “English as a first language tend to acquire certain grammatical morphemes, or function words, earlier than others”. Later Dulay and Burt (1974, 1975) reported that “children acquiring English as a second language also show a grammatical order”. Several investigators have confirmed the reality of a natural order when we learn any language including the first one we follow the natural language acquisition process that is part of all of us.

Speaking a language as we ‘feel’ it is right what happens by the time we acquire the language. However, when we start learning it, it is the moment we start correcting it becoming aware of the rules that hold the language as it is erected. So “conscious learning is only available as a ‘monitor’ which can alter the output of the language system before or after the utterance is actually spoken or written. It is the acquired system which initiates normal, fluent speech utterances.”

The Monitor Model Hypothesis

It is when there is conscious learning of formal rules, thus there is correction on the language used by the acquirer, mainly in the first language. But according to the research, in the second language acquisition this awareness is limited. Second language stakeholders may utilize conscious morph syntax norms following some conditions. It is possible that the performer does not use this grammar awareness in its hundred per cent, even though when they meet all the conditions.

The first condition is *time* “in order to think about and use conscious rules effectively, a second language performer needs to have sufficient time.” The majority of speakers do not have time to think of rules when having a regular conversation. Trouble in fluency may arise due to hesitations made by the time of chatting. Time taken to output the utterance may reduce to make it possible reach fluid oral expression.

The second condition is *focus on form*. Time is not sufficient, the stakeholder must pay attention to the form, if what being spoken is either correct or not (Dulay and Burt, 1978). The form refers to concentrating in correctness. Even when there is time, there is a level of concentration in what is being said that we are not aware on the manner we are expressing. The dexterity of focusing on form is acquired in time when reaching fluency.

Knowing the rule is a very intimidating third requisite. According to linguistics, the structure of the language is complex; moreover, the scientific study of the language and its structure declares to have described only a fragment of the best-known tongues; and our students are never exposed to the entire grammar including that best students do not retain the hundred percent.

Conscious learning is possible only as a *monitor* because it is able to change the output of the encoding process before or after the utterance is either written or spoken. It makes possible to have a correct expression according to grammar rules and be able to communicate with the appropriate use of the language. We learn a language in order to express it well and have a comprehensive acquisition. All in all when we learn the language, then the monitor starts to work. It is also necessary to place individuals in situations where the three conditions are met. If we put individuals into those kinds of circumstances, e.g., time, focused on the form, and know the rule, including natural order, the error pattern changes because there is an influence of the learned morph syntax that they are aware of. We may also notice that the items that the stakeholder has learned, but acquired later in the natural order Monitor rise in rank, only certain items can rise in rank, though. When the rank is heavy, it gets to disturb the natural order.

It is reluctant to mention that there is an *individual variation in Monitor* use. “Some of the individual variations we see in adult second language acquisition and performance can be accounted for in terms of differential use of the conscious Monitor. Studies of case histories suggest that there may be three basic types of the performer” (Krashen, 1978; Stafford and Covitt, 1978; Kounin and Krashen, 1978).

There may be considered the ones Krashen calls “*Monitor Over-users*”. They try to do monitoring all the time verifying permanently their output with their second language aware knowledge. Due to the fact that they are checking out grammar correctness, individuals speak with hesitation, frequently correcting themselves during the use of the language. They are so concentrated in the appropriate use that they decline in fluency. The

causes of grammar over-use may be two. One may come from their history of exposure to the second language, grammar-only type of teaching, and have not plainly had the chance for the acquisition of the second language. The other may show up in relation to personality because even though they have acquired not little but a great of the second language, they mainly do not have the confidence in this acquired competence, and they want to be sure that their utterances are grammatically correct.

On the other hand, the so-called “*Monitor under-users*” have not learned the second language, only acquired or if they have learned it, they simply do not prefer to make use of the knowledge they consciously have, even when the conditions are given to do so. Monitor under-users frequently make use of correction instinctively, i.e., when there is a “feeling” of need to correct because there is a complete confidence in the acquisition system. “Stafford and Covitt (1978) note that some under-users pay ‘lip service’ to the value of conscious grammar. Their subject ‘I’ felt that people need conscious rules to speak ‘correctly’, and that ‘grammar is the key to every language’. ‘I’ himself, however, hardly used conscious rules at all, in speech or writing”.

The third *individual variation in Monitor use* is the “*Optimal Monitor user*.” The production of optimal users is where teachers may aim to, individuals who use it when it is suitable and when it does not impede interaction. Optimal users normally do not use grammar when talking ordinarily because it might meddle. When language is employed in planned speech or writing, they may use morph-syntax rules, though. There are also individuals called “super monitor users” (Yorio, 1978) those professionals such as linguists or teachers who use a great deal of aware knowledge and are able to manage monitoring and fluency appropriately (Krashen and Pon, 1979). Monitor users that perform optimally

can for the aforementioned use their learned ability as an addition to their acquired competence. Some individuals can produce the unreal impression of being native in their writing because they can use their monitoring in a very successful way. Even though, there are some optimal users who have not fulfilled the acquisition of the second language thoroughly and can sometimes commit errors when speaking (Krashen, 2009).

The fourth hypothesis, the *Comprehension Hypothesis* (earlier called input hypothesis) is the strong point of the language acquisition theory and it is focused on acquisition rather than learning. This one goes counter to our usual way of teaching, according to Hatch (1978) statement, “we first learn structures, then practice using them in communication, and this is how fluency develops”. Instead of that usual approach, this hypothesis states that learners acquire by ‘going for meaning’ and then, as a consequence acquire the structure. What is understood includes structure and it is precisely there when it is shown that the learner after preparation can start production. Krashen also states that students go through a period of silence before production. This period is necessary to internalize, to process the information. Not every learner breaks the silence at the same time, hence a challenge arises for every teacher to make learners keep up with each other, and to cope with the restrictions of institutional evaluation policies. “Krashen believes the productive skills (speaking and writing) evolve from the receptive skills (listening and reading) and, consequently, they should be given much more emphasis” (Abukhattala, 2013). Normally teachers use finely tuned input, it means to use the language that is being taught in a determined class topic, so that students are able to understand and use that only structure. On the other hand, the comprehension hypothesis proposes a roughly-tuned input. This input implies using several tenses, topics, and vocabulary in order to teach the new theme; so students can somewhat go further their level of acquisition: $i+1$. “To be a little more

precise, we acquire language when we understand messages that contain aspects of language (vocabulary, grammar) we have not yet acquired, but we are ready to acquire”(Krashen, 2013).

The fifth proposal is the *Affective Filter Hypothesis*. The existence of an affective filter is undoubtedly present as a variable when acquiring a second language as proposed by Dulay and Burt (1977). Later research has confirmed a variety of affective variables that has relation with an effective acquisition of the target language (Krashen, 1981). Three categories group most of the researched ones such as motivation, self-confidence, and anxiety. This filter aims to posit that the state of mood in which the learner is influenced in the level of the language acquisition. “The ‘affective filter’, stated by Dulay and Burt (1977), acts to prevent input from being used for language acquisition. Acquirers with optimal attitudes are hypothesized to have ‘low’ affective filters. Classrooms that encourage low filters are those that promote low anxiety among students that keep students ‘off the defensive’ (Stevick, 1976)”. The process happens in the presented filter that behaves like a door in charge of input quantity. “The affective filter ‘opens’ or ‘closes’ according to our mood” (Abukhattala, 2013). Thus reaching the goal of the language acquisition is determined by how we feel individually, as a group, or how the environment where the learning is taking place.

Evaluation

Evaluation in education has to be understood as a concrete and determined way, the concept of evaluation is related to the learning concept. It is a reflection, quality control on what is being done, it is an analysis that carries out decision making and setting out again if necessary. There is a close relationship between the teaching-learning process and educational evaluation that is constant and dynamic. The evaluation practice must be

designed for the students' training process improvement and responding to specific knowledge needs.

Casanova (1998), defines evaluation applied to teaching and learning as a systematic and accurate data collection process attached to the educational process from its beginning, so that it may be possible to have permanent and meaningful information at hand in order to obtain knowledge of the condition, make value judgments, and take the proper decisions to proceed with the educational activity progressively improving it.

Evaluation, then, must be understood specifically and in a determined way. The concept of evaluation is always related to the concept of learning, but it has been related in a wrong way with other concepts that relate directly or indirectly, e.g. measurement, which is one of the oldest and traditional ways to conceptualize evaluation, in the educational area the terms evaluation and measurement are understood alike, however they are not.

Qualification is also another limited concept of evaluation because it is based on matching grades with evaluation as equal, even though this concept is widespread, it is the least appropriate. Besides, inside qualification concept, there are misunderstandings v.g. when the teacher collects information that is interpreted as a value judgment according to an established numerical or alphabetical code. There is also another term, accreditation, which emphasis is set on the consequences that this result has for the stakeholder or the institution that is evaluated since the continuance of studies, processes, etc. depending on its results. It is outstanding to state that one of the evaluation aims is accreditation.

The main phases of evaluation are initial, process, and final evaluation. The initial evaluation, also known as diagnostic evaluation, is developed at the beginning of an educational process and its importance is based upon the gathering of information at the starting point, as Arrien (2010) remarks that the evaluation that is done at the process of

education commencement and has as objective the planning of such process. The process of evaluation according to Ubieta (2010) is developed during the teaching-learning process, having as target to modify the process in order to adequate it to the tangible reality and to the aims that are expected. This evaluation, also recognized as formative one, demands continuous and systematic data collection in a determined period of time and let us decide improvements on the go. Final evaluation, as declared by Ugarriza (2010), is the one that is carried out at the end of an educational stage and has as main objective to verify the learning processes developed during the educational stage.

Gafoor (2013) adds that the first phase of evaluation is planning that consists of “the analysis of the situation, the specification of objectives, the specification of pre-requisites, the selection and development of measuring instruments, the delineation of strategies, and preparation of time schedule”. At the beginning of the process phase, he considers the pre-tests administration as a diagnostic or initial evaluation. The final evaluation phase is called “product phase” where he remarks as important the careful treatment of the information obtained as the product of the evaluation process.

The most frequent types of evaluation may be considered (Gafoor, 2010) as the ones that consider the purpose, such as “placement evaluation”, which fixes the student in a determined group or class; “formative evaluation” that helps the two main actors of the educational process detecting mistakes in order to be mended and reach success; “diagnostic evaluation” go in hand with the formative evaluation with the purpose of identifying deficiencies; “summative evaluation” is placed when the process has finished stating how much the objectives have been covered and giving a summary of the whole curricular experience, it is frequently employed to certify.

Another type of evaluation (ibid.) that is “based on what is being evaluated” and it considers the learner evaluation, which comprises among different aspects such as “aptitude, intelligence, personality, attitudes”,... in order to give the teacher some feedback. There is also a curricular evaluation that includes instructional programs and materials, adding other factors such as “instructional strategies, textbooks, audiovisual materials, and physical and organizational arrangements”. Then there is also the institutional evaluation that goes directly to see if school educational objectives are as expected and find out the strength and weaknesses of the entire program. And it is also considered as well the evaluation of all stakeholders that make possible the functioning of the entire institution.(https://www.researchgate.net/publication/272237015_Types_and_Phases_of_Evaluation_in_Educational_Practice)

Evaluation and assessment.

According to Baehr, throughout the last fifteen years, there has been inconsistency at the moment of using both terms. “In the literature of the last several years, assessment has usually been used to indicate that at least some hint of improvement is expected in the assessment process” (Bordon & Owens, 2001; Palomba & Banta, 1999). In the same way, evaluation is often used to point out that some kind of quality judgment is performed.

Both, evaluation and assessment, have their aims that when employed appropriately are able to add a meaningful value to the teaching - learning process. Nevertheless, if stakeholders that take part in this process do not agree in distinguishing whether it is evaluation or assessment, or when assessment methodology is confused with evaluation methodology, it may become pernicious.

Assessment and evaluation are differentiated in the purpose. Meanwhile the former's one is referred to improve the quality of future performers, the latter's points to determine the

quality of the present performance. There is also difference in who requests it, either an assessee or a client; who performs it, assessee or an evaluatee; who observes the performance, assessor or evaluator correspondently; in assessment the criteria is set by the assessee and the assessor, on the other hand in evaluation, it is set by the client with possible consultation with the evaluator.

In assessment, the assessee uses the information in future performances; but in evaluation, the client uses it to make decisions. In both cases, a feedback can occur during or after the performance; however they differ on what the feedback is based. The first one is based on observations and the strongest or the weakest points, while the second one bases its feedback on the level of quality founded on a set standard.

In the assessment report includes what made the quality of the performance strong; and how may one improve future performances. In the evaluation one, the performance is often compared with a set of standards. The assessee receives the report and uses it to improve the performance when there is assessment; on the other hand, the client obtains the report in order to make judgments after the evaluation process.

https://pcrest.com/research/fgb/4_1_2.pdf

Oral expression evaluation.

Oral expression is every communication that uses as an instrument the word(s) only if these are articulated systematically. Taking into consideration the nature of the oral expression, it is necessary to analyze its components in order to obtain a method of evaluation that drives toward an adequate way of assessing. Hence, once the components are already established, it is possible to reach the evaluation that fits and helps get away from subjectivity in this aspect. This research has found the using rubrics fulfils being aimed.

Perez (2008) states that perspective changes in the roles and intervention in the classroom are generated through an evaluation system using rubrics. The most meaningful change among them is the improvement level in the accuracy of the objectives planned in the micro curricular class design. That is the moment when evaluation using rubrics becomes an important procedural instrument to improve the development of the oral expression in the English language course when expressing ideas, thoughts, starting with speaking of course. Rubrics become useful to analyze and detect the areas of the oral expression where reinforcement is needed.

Rubrics may be used as evaluation or assessment. "Assessment is an ongoing process of both formal and informal performance measures that are evaluated in order to provide appropriate classroom instruction". "Assessment is a necessary and valuable part of classroom instruction". (Instructional Assessment of English Language Learners in the K8 classrooms (page 31), Diane K. Brantley. 2007). There the need to elaborate assessment rubrics to give instruction suitably for each stakeholder.

It has been found that the traditional way of evaluation through tests does not necessarily reflect a student's ability apprehension (Muñoz et al. 2003). According to O'Malley and Valdez (1996) procedures that teachers use to assess nowadays does not cover essential student outcomes thoroughly. Besides, there is certain difficulty to use the obtained information for planning purposes. Heaton (1997) fosters assessment to be ongoing for the reason that it makes teachers able to evaluate over a certain period of time language development that cannot be done in one just single test. O'Malley and Valdez (1996) also state that a trustworthy assessment is a kind that ponders students' learning, accomplishment, motivation, and attitudes in the classroom. Trustworthy assessment is relevant because it is rooted in contextualized realia and kept close relation with the

objectives. Accomplishment assessment needs students to perform significant tasks as well as complex ones founded on previous knowledge and learning.

Feedback providing is another characteristic of trustworthy assessment at different steps in the progress of the students' language achievement. Feedback is the way in which students obtain information on their aspects of strength and in the ones that need to be improved that require either more learning or review. It is also beneficial for the teacher that will be reflected when teaching because feedback provides improvement at the moment of planning on the effectiveness aspect. It grants teachers information about students' advancement and if they are giving appropriate response approaches and materials. There is also a self-evaluation on agents responsible for the teaching-learning process focused on adaptations and changes in methodology.

Rubrics.

According to Goodrich (2014), help students and teachers define "quality". When students use rubrics regularly to judge their own work, they begin to accept more responsibility for the end product. It cuts down on the "am I done?" questions.

Rubrics reduce the time teachers spend grading student work and make it easier for teachers to explain to students why they got the grade they did and what they can do to improve. Parents usually like the rubrics concept once they understand it, and they find rubrics useful when helping with homework. As one teacher says: "They know exactly what their child needs to do to be successful."

(<http://www.middleweb.com/CSLB2rubric.html>). It is stated clearly how rubrics contribute in different ways to develop teaching strategies based on assessment reports. There is a lack of objectivity when students are evaluated by the concept the teacher has of everyone, without having a register of a continuous process based on assessment rubrics inside a planned evaluation process. When there is an evaluation process with assessment rubrics, teachers and students become aware of how it is being evaluated and are able to explain the reason for the evaluation results.

"A rubric is a scoring tool that lists the criteria for a piece of work, or 'what counts... it also articulates gradations of quality for each criterion, from excellent to poor. The term defies a dictionary definition, but it seems to have established itself, so I continue to use it.'" (Goodrich, 2014). The use of rubrics' distinctiveness as formative in the educational process has been largely proved, furthermore, they improve the final product that has been aimed at the beginning of the teaching process.

The use of rubrics improve the teacher's labor quality because there is an increase in knowing more about students' learning by teachers themselves and by the students as well. Rubrics may be adapted, designed, redesigned, reused, etc. because they can be created for

a specific need and usefulness depending on the different activities developed in the classroom. They also improve the development of the learning process quality due for the reason that it is based on teacher's aims and contribute with students' competencies. There is as well a neat communication among the stakeholders because all of them know the criteria of the evaluation. It is a feedback tool for the evaluated stakeholder who is able to identify the learning process strengths and weaknesses becoming an element for the progress of the student's capabilities. The teacher is able to evaluate his planning and class development. It reduces in a meaningful way subjectivity at the moment of the evaluation process.

Rubrics charts are made up by the criteria where it indicates the domain that is considered in the evaluation. There is also the levels of quality with a numerical value, and in the body of the chart are the descriptors where it specifies the encounter of the criteria and the level of quality accordingly.

Oral expression

It is an ability or dexterity of communication. It does not have sense without comprehension, without interpretation, oral expression implies interaction and directionality in both sides of communication agents, sharing a context, and a situation in which the meanings must be negotiated as declared by Baralo (2000). The oral language is one of the primary tools for the transmission of cultural values, beliefs, and attitudes. It is also the means by which we develop our cognitive and social functions (Mead, 1977; Vygotsky, 1978).

The indicators to evaluate an oral expression that leads to a successful oral expression development are basically considered as morph syntax, semantics, eloquence, communicative success.

Morph syntax makes the expression with accuracy. It is referred in the use of morphology and syntax of the language in the order and function of words and sentences so that grammar rules are followed in a precise way for oral communication. Semantics depicts the use of the correct lexicology that fits in the spoken context reflecting the purpose of the communication.

Eloquence involves pronunciation and fluency. Pronunciation is considered upon its importance on the way words, word phrases, sentence intonation, rhythm, etc. are pronounced with the appropriate stress for instance. Fluency involves the capability to let ideas flow in an understandable way so that communication mind to mind is performed. In other words, it is to put the ideas into spoken words in a comprehensible way.

Communicative success comprises the harmonious articulation of the preceding indicators that fulfills the communicative process. The transmission of the ideas, thoughts, opinions, etc. from the person to person through the use of a code is performed as an intellectual process, in this case, the English language.

Oral expression is the way we transfer our ideas and thoughts, the emphasis in word pronunciation, how the transmittance form of the message is interpreted. It is usual to confuse oral expression with mere communication through speech. It is necessary to establish the difference based upon the fact that the former is much larger and, linguistic and paralinguistic terms are employed as well as verbal and non-verbal ones that provide with the message decoding.

The oral expression includes producing the voice as a voluntary action through voice articulators, the volume helps the transmission of the message turning it into clear and accurate one, the speed of the speaker to articulate phonic groups with semantic and syntactic sense, the pronunciation as one of the dexterities that every learner must domain by the time of learning a foreign language (Listerri, 2003), the coherence is the property

that makes a text identified as a unit of information in which all the elements are related in order to obtain a comprehensive significance (Romero & Domenech), the emotivity as emotive language is a word selection that is picked in order to produce emotion, and the body language that are produced when moving the face, hands, etc. are important in oral expression because it is part of human beings communication characteristics, it is also known as nonverbal communication.

Speaking

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. “Speaking is generally thought to be the most important of the four skills. The ability to speak a second language is often equated with proficiency in the language...” states Scott Thornbury (2006-“Inside Out”, MacMillan publishers p. xxxii)

Approaches on teaching speaking vary. Traditionally, speaking was considered to be a by-product of teaching grammar and vocabulary, reinforced with work on pronunciation. This view has been replaced by that treat speaking as a skill in its own right. One such approach is to break down the speaking skill into a number of discreet sub-skills, such as opening and closing conversations, turn taking, repairing, paraphrasing, interrupting, etc. Another approach is to focus on the different purposes of speaking and their associated genres, such as narrating, obtaining service, giving a presentation, making small talk, etc. This approach is particularly well suited to learners who have a specific purpose for learning English. A third is to adopt a topic-based approach, where learners are encouraged to speak freely on a range of topics, at least some of which they have chosen themselves. This is the format used in many conversation classes. Typical activity types for the teaching of speaking include dialogues, drama activities, games, discussion, and debates, as well as informal classroom chat. (Thornbury, 2006)

Speaking Situations. There are three kinds of speaking situations in which we find ourselves: interactive, partially interactive, and non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where

the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

Here are some of the micro-skills involved in speaking. The speaker has to pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions. The speaker has to use:

Stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.

The correct forms of words (this may mean, for example, changes in the tense, case, or gender). The correct word order. Vocabulary appropriately. The register or language variety that is appropriate to the situation and the relationship to the conversation partner.

The speaker has to make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.

The main ideas stand out from supporting ideas or information. The speaker has to make the discourse consistent so that people can follow what you are saying.

CHAPTER THREE:
RESULTS OF THE RESEARCH

CHAPTER THREE: RESULTS OF RESEARCH

3.1 ANALYSIS AND INTERPRETATION OF DATA.

These are the results of the survey applied to the 32 **English teachers** who were the whole academic personnel of the institution under the following consideration. The instrument that was applied is a survey of eleven questions elaborated to know if the teachers' oral expression evaluation is subjective.

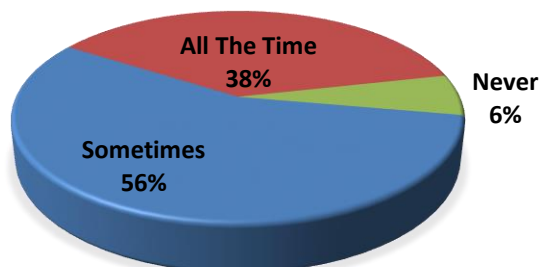
1. Do you consider your oral expression evaluation as part of your written lesson plan?

Table 05: USS (Universidad Señor de Sipán) language Center English language teachers who consider oral expression evaluation as part of written lesson plan, Chiclayo 2012.

Frequency in which oral expression evaluation is considered as part of a written lesson plan

	Teachers	%
Sometimes	18	56.3
All The Time	12	37.5
Never	2	6.3
	32	100.0

Graph 5: USS language Center English language teachers consider oral expression evaluation as part of written lesson plan. Chiclayo 2012.



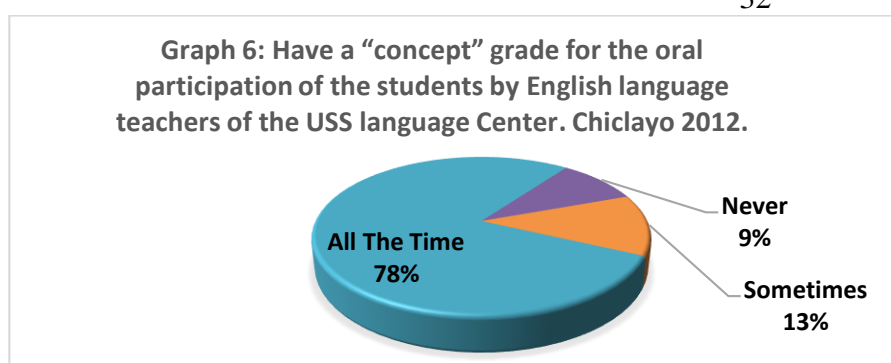
Source: Survey made at the USS Language Center, Chiclayo.

It is observed that 56.3% of the language center teachers *sometimes* consider oral evaluation expression as part of a written lesson plan, meanwhile 37.5% (12) consider oral evaluation expression *all the time*, and the other 6.3% (2) left *never* consider it.

2. Do you have a “concept” grade for the oral participation of your students?

Table 06: USS language Center English language teachers who have a “concept” grade for the oral participation of the students. Chiclayo 2012.

A “concept” grade in relation to the oral participation of the students		
	Teachers	%
Sometimes	4	12.5
All The Time	25	78.1
Never	3	9.4
	32	100.0



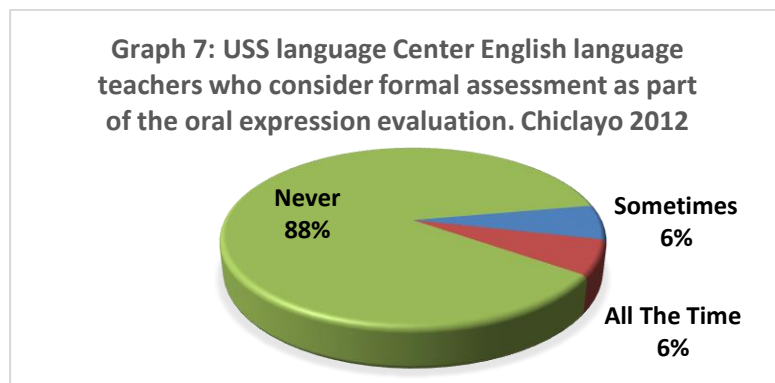
Source: Survey made at the USS Language Center, Chiclayo .

It is observed that the 78.1% (25) of the language center teachers *always* have a “concept” grade for the oral participation of the students, whereas the 12.5% (4) *sometimes* consider to have a “concept” grade of the students, and the other 9.4% (3) left *never* consider it.

3. Do you consider formal assessment part of the oral expression evaluation?

Table 07: USS language Center English language teachers who consider formal assessment as part of the oral expression evaluation. Chiclayo 2012

Formal assessment as part of the oral expression evaluation		
	Teachers	%
Sometimes	2	6.3
All The Time	2	6.3
Never	28	87.5
	32	100.0



Source: Survey made at the USS Language Center, Chiclayo.

It is observed that 87.5% (28) of USS language Center English language teachers who *never* consider formal assessment as part of the oral expression evaluation, whereas the 6.3% (2) *sometimes* consider formal assessment as part of the oral expression evaluation, and the other 6.3% (2) left *never* consider it.

4. Do you consider informal assessment part of the oral expression evaluation?

Table 08: USS language Center English language teachers who consider informal assessment as part of the oral expression evaluation. Chiclayo 2012

Informal assessment part of the oral expression evaluation

	Teachers	%
Sometimes	9	28.1
All The Time	11	34.4
Never	12	37.5
	32	100.0



Source: Survey made at the USS Language Center, Chiclayo.

It is observed that 37.5% (12) of the language center teachers *never* consider informal assessment as part of the oral expression evaluation, while the 34.4% (11) sometimes consider informal assessment as part of the oral expression evaluation, and the other 28.1% (9) left consider it *all the time*.

5. Do you keep a detailed record of your students' oral expression evaluation?

Table 09: USS language Center English language teachers who keep a detailed record of their students' oral expression evaluation. Chiclayo 2012.

Occurrence of Teachers who keep a detailed record of students' oral expression evaluation		
	Teachers	%
Sometimes	4	12.5
All The Time	3	9.4
Never	25	78.1
	32	100.0

Graphic 9: USS language Center English language teachers who keep a detailed record of their students' oral expression evaluation. Chiclayo 2012.



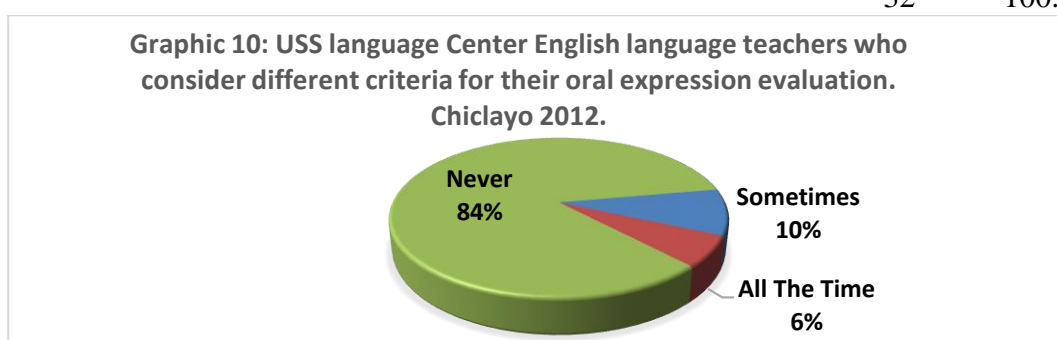
Source: Survey made at the USS Language Center, Chiclayo .

It is observed that the 78.1% (25) of the language Center English language teachers who *never* keep a detailed record of the oral expression, whereas the 12.5% (4) mentioned that *sometimes* consider having a detailed record of the oral expression, and the other 9.4% (3) left consider it *all the time*.

6. Do you consider different criteria for your oral expression evaluation?

Table 10: USS language Center English language teachers who consider different criteria for their oral expression evaluation. Chiclayo 2012.

Teachers who consider different criteria for the oral expression evaluation		
	Teachers	%
Sometimes	3	9.4
All The Time	2	6.3
Never	27	84.4
	32	100.0



Source: Survey made at the USS Language Center, Chiclayo.

It is observed that the 84.4% (27) of the language center teachers *never* consider different criteria for the oral evaluation expression, meanwhile the 9.4% (3) sometimes consider different criteria for the oral expression evaluation, and the other 6.3% (2) left consider it *all the time*.

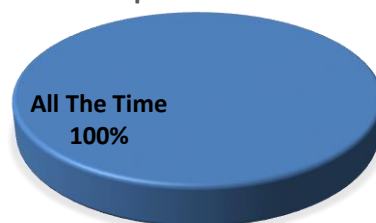
Besides, 3 teachers indicated that the criteria they use are comprehension and intonation and 3 other teachers use pronunciation and fluency.

7. Have you established a scale of grades to evaluate the progress of your students in the oral expression evaluation?

Table 11: USS language Center English language teachers who established a scale of grades to evaluate the progress of their students in the oral expression evaluation. Chiclayo 2012.

Teachers who established a scale of grades to evaluate the progress of their students in the oral expression evaluation			%
			Teachers
All The Time	32	100.0	
	32	100.0	

Graphic 11: USS language Center English language teachers who established a scale of grades to evaluate the progress of their students in the oral expression evaluation. Chiclayo 2012.



Source: Survey made at the USS Language Center, Chiclayo .

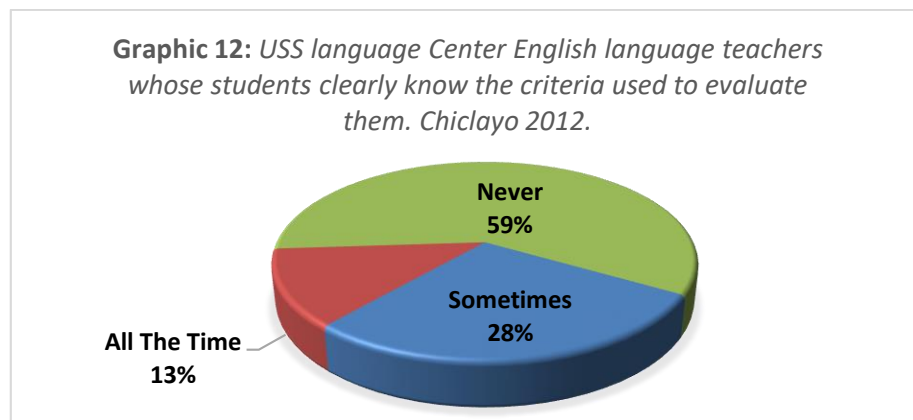
It is observed that the 100% (32) of the language center teachers consider establishing a scale to evaluate the progress of their students in the oral expression evaluation.

With regard to the most used scale among teachers, the 63% (20) pointed out using the *scale from 0% to 100%* and the 37.5% (12) employ *percentage*. It is important to highlight that evaluating using percentage means evaluating from 0% to 100%, however the answers of the surveyed teachers were written down.

8. Do your students clearly know the criteria you use to evaluate them?

Table 12: USS language Center English language teachers whose students clearly know the criteria used to evaluate them. Chiclayo 2012.

Occurrence of teachers who said their students clearly know the criteria used to be evaluated		
	Teachers	%
Sometimes	9	28.1
All The Time	4	12.5
Never	19	59.4
	32	100.0



Source: Survey made at the USS Language Center, Chiclayo .

It is observed that the 59.4% (19) of the language center teachers say that the students have *never* had clear knowledge on the criteria the teacher used to evaluate, whereas the 28.1 % (9) of them say their students have *sometimes* had clear knowledge on the criteria the teacher used to evaluate, and the other 12.5% (4) left, teachers say students have clear knowledge on the criteria the teacher used to evaluate them.

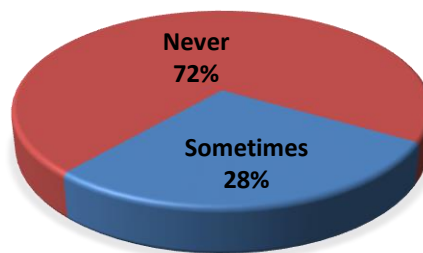
9. Do you ever explain your students the reason of their qualification based on an established criteria?

Table 13: USS language Center English language teachers who explain their students the reason of their qualification based on an established criteria.

Teachers who explain their students the reason of their qualification based on an established criteria

	Teachers	%
Sometimes	9	28.1
Never	23	71.9
	32	100.0

Graphic 13: USS language Center English language teachers who explain their students the reason of their qualification based on an established criteria.



Source: Survey made at the USS Language Center, Chiclayo.

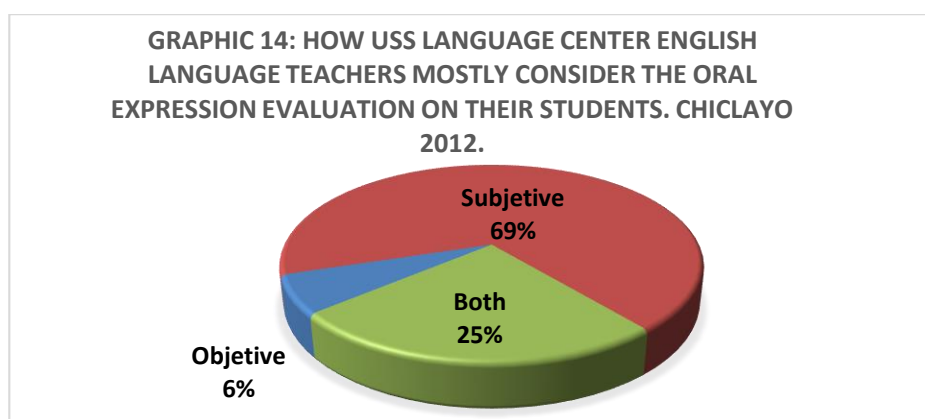
It is observed that the 71.9% (23) of the teachers *never* explain his students the reason of their qualification based on the established criteria, while 28.1% (9) *sometimes* explain his students the reason of their qualification based on the established criteria.

10. How do you mostly consider the oral expression evaluation on your students?

Table 14: How USS language Center English language teachers mostly consider the oral expression evaluation on their students. Chiclayo 2012 .

The manner in which teachers mostly consider the oral expression evaluation on students.

	Teachers	%
Objective	2	6.3
Subjetive	22	68.8
Both	8	25.0
	32	100.0



Source: Survey made at the USS Language Center, Chiclayo .

It is observed that the 68.8 % (22) of the teachers consider to have a subjective oral expression evaluation of the students, whereas the 25% (8) of the teachers consider to have both objective and subjective oral expression evaluation; and the 6.3% (2) of the language teachers only evaluate in an objective way.

11. Do you use rubrics to evaluate your students' oral expression?

Table 15: USS language Center English language teachers' use of rubrics for their students' oral expression evaluation. Chiclayo 2012.

Teachers' use of rubrics to evaluate the progress their students' oral expression evaluation

	Teachers	%
Never	32	100.0
	32	100.0

Graphic 15: USS language Center English language teachers' use of rubrics for their students' oral expression evaluation. Chiclayo 2012.



Source: Survey made at the USS Language Center, Chiclayo .

It is observed that the 100% (32) of the language center teachers *never* consider the use of rubrics to evaluate their students' oral expression evaluation.

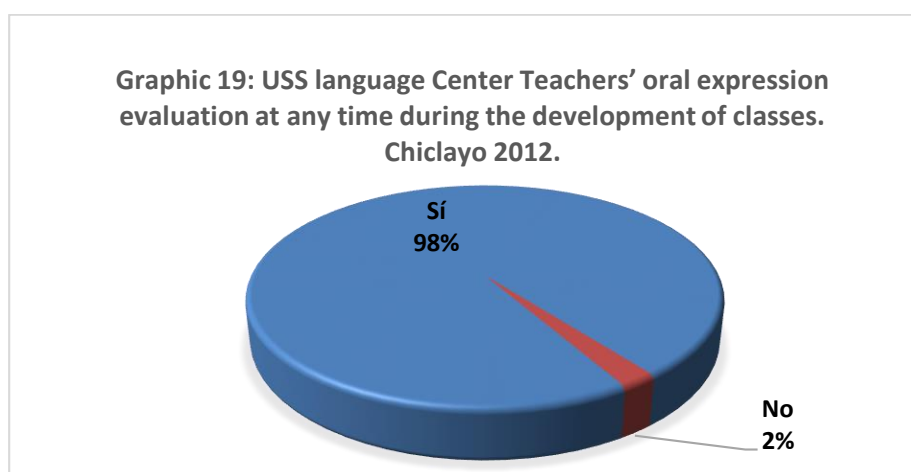
The following results of the survey applied to the 46 USS **students of the English course** as a sample population out of 998 registered students at the moment of the application under this consideration. The instrument that was applied is a survey of seven questions elaborated to know if the students know how their oral expression is evaluated.

1. Does your teacher evaluate your oral expression at any moment of the class development?

Table 20: USS language Center Teachers' oral expression evaluation at any time during the development of classes. Chiclayo 2012.

Teachers' oral expression evaluation at any time during the development of classes

	Student	%
Yes	45	97.8
No	1	2.2
	46	100.0



Source: Survey made at the USS Language Center, Chiclayo.

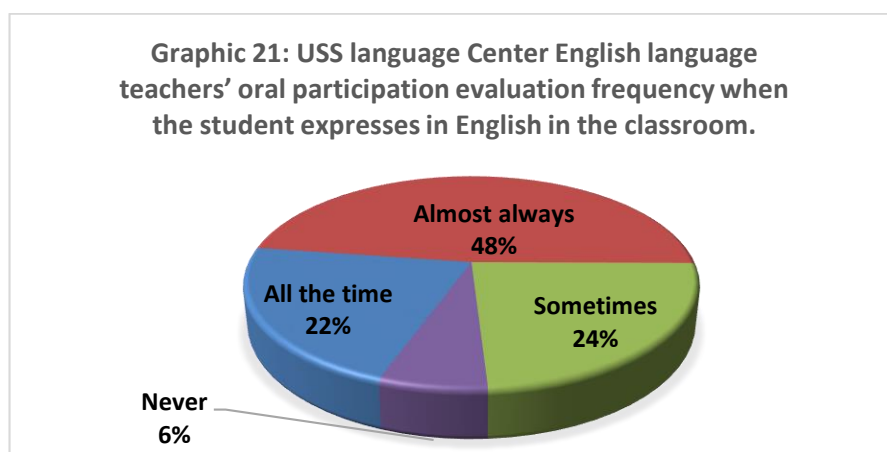
It is observed that the 97.8% (45) of the students points out that the teacher *does* evaluate the oral expression at any time during the development of classes, whereas the 2.2% (1) indicates does *no* evaluation.

2. How often does the teacher evaluate your oral participation when you speak in English in the classroom?

Table 21: USS language Center English language teachers' oral participation evaluation frequency when the student expresses in English in the classroom.

Evaluation frequency of the students' oral participation made by the teacher when they express in English in the classroom

	Students	%
All the time	10	21.7
Almost always	22	47.8
Sometimes	11	23.9
Never	3	6.5
	46	100.0



Source: Survey made at the USS Language Center, Chiclayo.

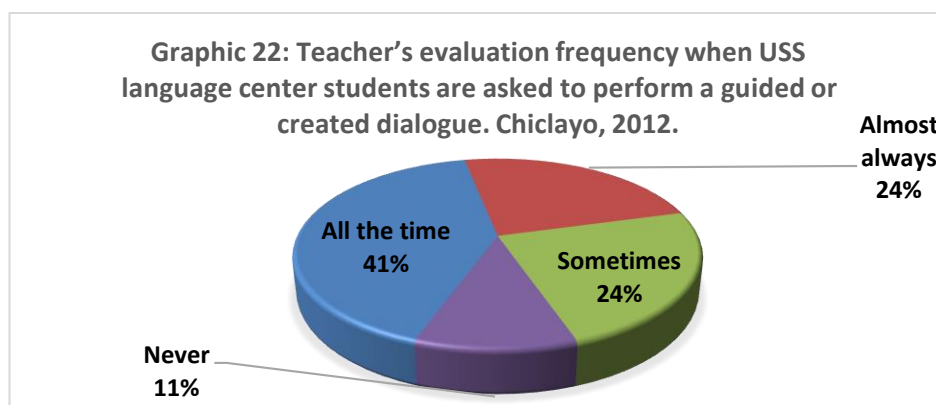
The answers obtained show that the 47.8% (22) of the students point out that *almost always* the teacher evaluates their oral participation when expressing in English in the classroom, the 23% (11) does it *sometimes*, the 21.7% does it *all the time*, and the 6.5% (3) never does it.

3. When the teacher asks you to perform a guided or created dialogue, are you evaluated?

Table 22: Teacher's evaluation frequency when USS language center students are asked to perform a guided or created dialogue. Chiclayo 2012.

Teacher's evaluation frequency when students are asked to perform a guided or created dialogue.

	Student	%
All the time	19	41.3
Almost always	11	23.9
Sometimes	11	23.9
Never	5	10.9
	46	100.0



Source: Survey made at the USS Language Center, Chiclayo .

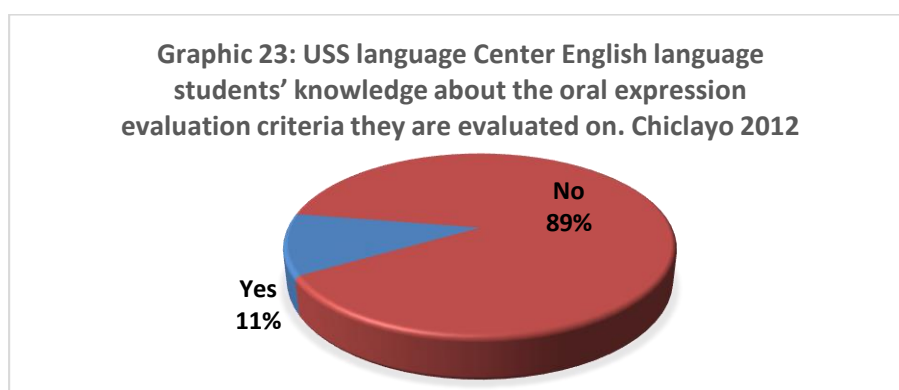
The results show that the 41.13% (19) of the students indicate that the teacher evaluates their participation when they are asked to perform a guided or created dialogue *all the time*, whereas there are two groups of 23.9% (11) that express that it is either *almost always* or *sometimes*, finally the 10.9% (5) never do it.

4. Do you know which criteria are used when being evaluated on the oral expression?

Table 23: USS language Center English language students' knowledge about the oral expression evaluation criteria they are evaluated on. Chiclayo 2012.

Students' knowledge about the oral expression evaluation criteria they are evaluated on.

	Student	%
Yes	5	10.9
No	41	89.1
	46	100.0



Source: Survey made at the USS Language Center, Chiclayo.

According to what was found, the 89% (41) of the students point out that they have *no knowledge* about the criteria they are evaluated on concerning to oral expression. Meanwhile the 10.9% (5) answer that they *do* know.

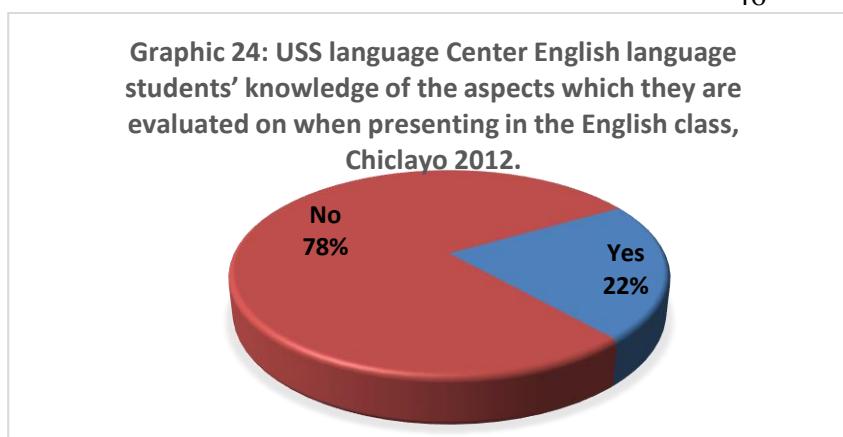
Out of the 5 ones that *do* know, 4 indicated pronunciation, coherence, and themes as the criteria used to be evaluated on the oral expression.

5. When you are going to present in the English class, do you know the aspects on which you are going to be evaluated?

Table 24: USS language Center English language students' knowledge of the aspects which they are evaluated on when presenting in the English class. Chiclayo 2012.

Students' knowledge of the aspects on which they are evaluated when presenting in the English class

	Student	%
Sí	10	21.7
No	36	78.3
	46	100.0



Source: Survey made at the USS Language Center, Chiclayo .

According to what found, the 78% of the students point out having *no* knowledge of the aspects on which they are evaluated when presenting in the English class, whereas the 21.7% (10) answered that they *do* know it.

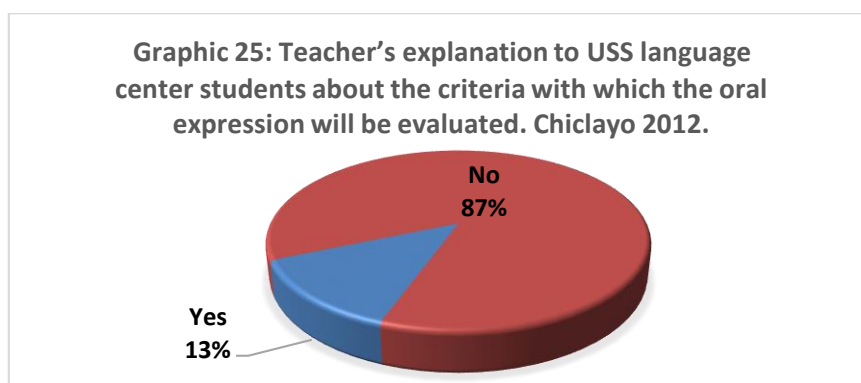
Out the 10 ones who said they *do*, 8 point out *pronunciation, expression, knowledge of the class, themes, vocabulary, and grammar* as criteria the teacher has evaluated.

6. Has the teacher ever explained in class about your oral expression evaluation?

Table 25: Teacher's explanation to USS language center students about the criteria with which the oral expression will be evaluated. Chiclayo 2012.

Explanation of the teacher on the criteria that will be used to evaluate the oral expression.

	Student	%
Yes	6	13.0
No	40	87.0
	46	100.0



Source: Survey made at the USS Language Center, Chiclayo.

According to the results, the 87% (40) of the students expressed that their teacher gave *no* explanation about the criteria with which the oral expression will be evaluated, meanwhile the 13% (6) answered with a *yes*.

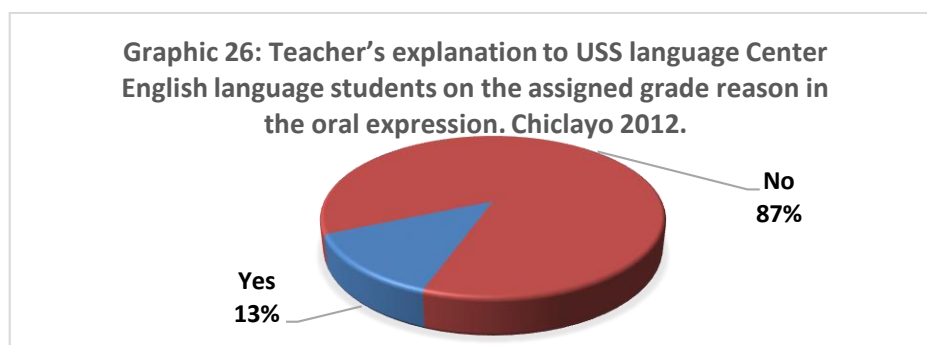
Out of the 6 students who say the teacher has explained the criteria, 4 marked *pronunciation, intonation, fluency, phonetics, voice, grammar, themes* as the criteria they were evaluated.

7. Has the teacher ever explained you the reason you obtain such grade in your oral evaluation?

Table 26: Teacher's explanation to USS language Center English language students on the assigned grade reason in the oral expression. Chiclayo 2012.

Explanation of the teacher on a determined oral expression grade that is assigned

	Student	%
Yes	6	13.0
No	40	87.0
	46	100.0



According to what has been found, 87% (40) students expressed that their teacher presented *no* explanation on why a determined grade was assigned for the oral expression evaluation, whereas the 13% (6) gave *yes* as an answer.

Out of the 6 who expressed that they were explained, 4 pointed out *pronunciation* and *phonetics* as the criteria they say they have been evaluated.

Analysis of the syllabi

The last analysis to be presented is on the English course syllabi used at Señor de Sipán University language center through the use of an observation checklist (see Appendices) to find out if oral expression rubrics are included in the evaluation area of the documents as part of a comprehensive evaluation which result is as follows:

1. There is a syllabus designed for each English course at the language center of the institution.
2. There is a distinction among all different abilities as part of the evaluation.
3. Specifically, there is **no** indication referred to the oral expression evaluation.
4. There is a reference related to the evaluation of the listening ability.
5. There is a reference related to the evaluation of the speaking ability.
6. There is **no** rubrics to indicate the methodology of the oral expression evaluation.
7. There **no** methodology on how to evaluate listening.
8. There **no** methodology on how to evaluate speaking.
9. There is **no** indication that refers the teacher to elaborate rubrics.

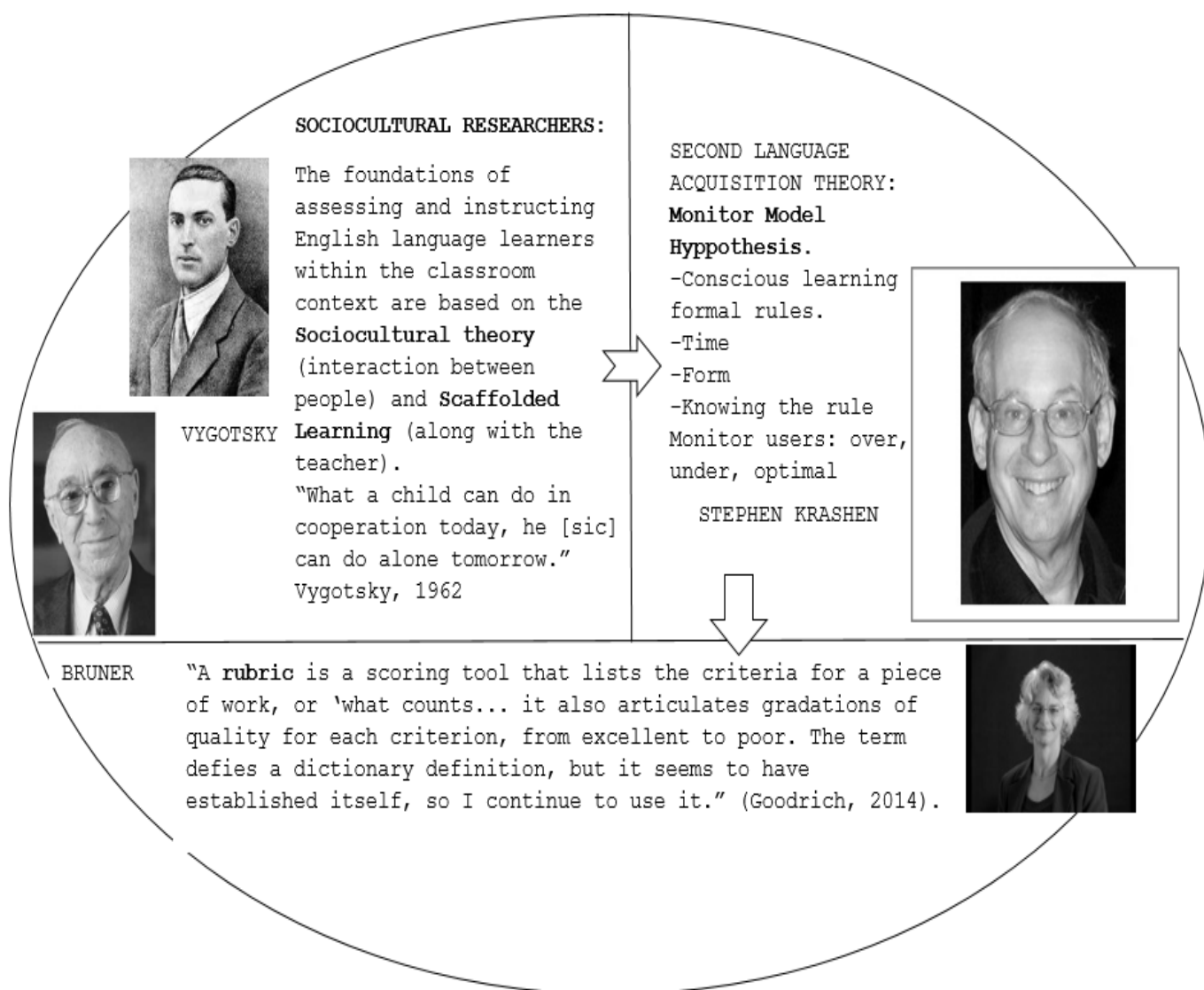
As a result, the academic institution *does* have a syllabus designed for each course at all levels. It distinguishes the language abilities in the evaluation part, however there is neither reference to the oral expression evaluation nor rubrics to indicate the methodology of the oral expression evaluation. It is found that the listening and speaking abilities are referred to be evaluated, even though it does not specify any methodology. Finally, the syllabi do not indicate teachers elaborate any kind of rubrics, leaving it all in the subjectivity area.

3.2 THEORETICAL PROPOSAL:

The present research work is directed to reduce the subjective methodology to grade the oral expression evaluation at its minimum expression through the employ of evaluating rubrics. The rubrics are designed taken into account the Monitor Model by Stephen Krashen because this hypothesis, which is one of his Second Language Acquisition theories and preceded by the natural order, states by definition is what best fits into this research because it serves as an internal mechanism allowing the learner to consciously monitor and modify his or her own oral language usage as it is being produced. Within this construct, the learner speaks in the newly acquired language, and then the monitor simultaneously checks the accuracy of the language. Modifications are immediate and based on the learner's understanding of the grammatical, syntactic, and semantic features of the language. They help reduce subjectivity by the time oral expression requires to be assessed.

Taking into account all the mechanism explained in the theory, the elaboration of a rubrics chart for the oral evaluation expression is proposed linking what happens in the process of producing the language with what the teacher is intended to evaluate respecting the natural order of the language acquisition and the learned competence (the monitor).

(See graph below)



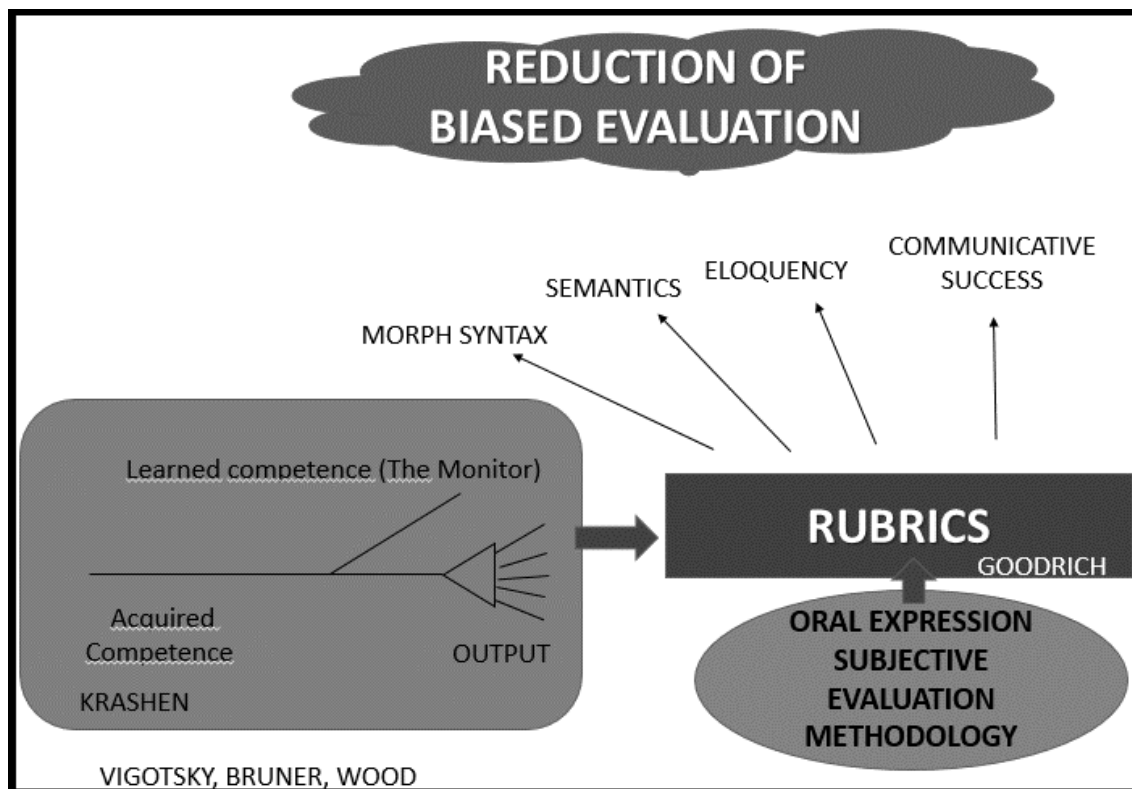
The elaborated rubrics of the proposal (see appendices) are compound by indicators to evaluate oral expression that lead to a successful oral expression development are basically considered as morph syntax, semantics, eloquence, communicative success. The first one is referred in the use of morphology and syntax of the language in the order and function of words and sentences so that grammar rules are followed in a precise way for oral communication. It considers the grammar structures control developed in class.

The second one, semantics, is It is referred to the use of the correct lexicology that fits in the spoken context reflecting the purpose of the communication. It includes the command of a determined range of lexis. It also involves the use of it in an appropriate way.

The third one, eloquence, implicates the way words, word phrases, sentence intonation, rhythm, etc. are pronounced with the appropriate stress for instance; and as well, the capability to let ideas flow in an understandable way so that communication mind to mind is performed. In other words, it is to put the ideas into spoken words in a comprehensible way. The constancy in speech is concerned along with the show of the student's confidence and articulations that allow understanding.

The last one is the communicative success. It comprises the harmonious articulation of the preceding indicators that fulfills the communicative process. The transmission of the ideas, thoughts, opinions, etc. from the person to person through the use of a code is performed as an intellectual process, in this case, the English language. The connection exchange is successful, the amount of conversation is adequate, and it is centered on the topic.

(See graph below)



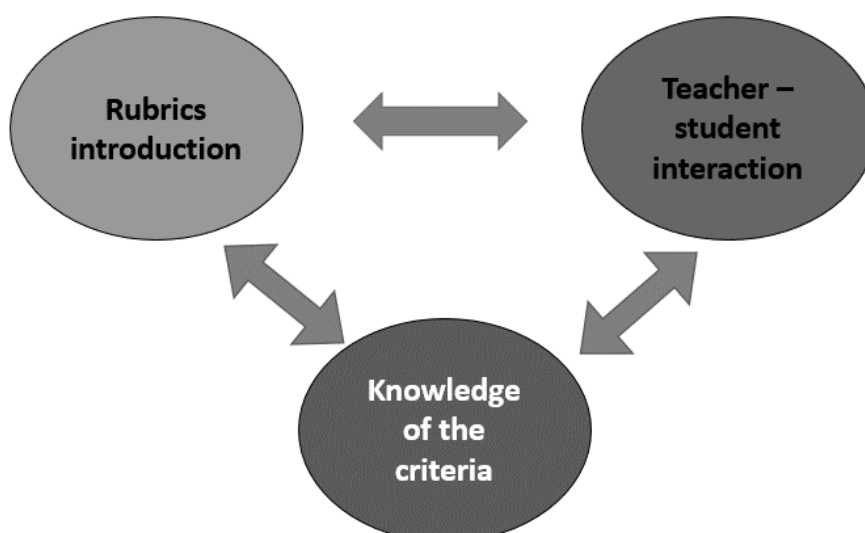
The use of rubrics by the time a teacher assesses the oral expression will reduce the biased evaluation and using a determined score that may go according to their needs, the nonobjective way of assessing considerably. The teacher will be able to explain with more precision the strengths and weaknesses of learners' oral expression performance.

**Strategies to implement the usage of the oral expression evaluation
procedure methodological proposal**

At institutional level:



In the classroom:



CONCLUSIONS

CONCLUSIONS:

The object of the research work has been identified as the teaching-learning process and the specific field as evaluation methodology. The research fieldwork is directed to teachers based on evaluation results of the oral expression to improve teaching-learning in the English language course of “Señor de Sipán” University Language center in Chiclayo, Perú.

Surveys for teachers and students were elaborated in order to find out if they have procedural instruments for oral expression evaluation.

The application of the elaborated surveys was done as part of the research plan with the direction of the institution’s approval.

The results of the surveys’ analysis were conclusive because the teachers did not show any evidence in utilizing an instrument for their oral expression evaluation procedures showing an obvious subjective grading. Most of the students do not know how they are evaluated on the oral expression criterion and most of the time the teachers have not presented it nor have explained the reasons of a determined grade.

The use of an elaborated observation checklist for the revision and analysis of the syllabi pertaining to the institution where the research took place has no official disposition on the usage of any procedures in the oral evaluation methodology.

The design of a methodological proposal for oral expression evaluation was carried out taking into account Stephen Krashen’s Monitor Model hypothesis, part of his Second Language acquisition theory.

Strategies to implement the usage of the oral expression evaluation procedure methodological proposal were build up at institutional level as a suggestion for the application of the oral expression evaluation procedure as a methodological proposal that consist in series of steps for its implementation.

The methodological proposal on oral expressions evaluation rubrics has been validated by experts on the teaching- learning field of the English language teaching.

The elaboration of a methodological proposal of oral expression evaluation has been made because there is a need of the improvement of an oral expression evaluation procedure through the elaboration of an appropriate instrument and thus reducing subjectivity at the moment of grading students in such criterion in order to improve the teaching-learning process quality at the institution.

RECOMMENDATIONS

RECOMMENDATIONS

The identification of the object and specific field needs to be focused not only in the theoretical aspect, but considering the praxis where it is identifiable in a more concrete way becoming as well more objective.

The elaboration of surveys for teachers and students have to be more accurate and precise, avoiding open questions and guiding to what we expect to find in a more precise way: to find out if they have procedural instruments for oral expression evaluation.

It is better to apply the surveys leveraging any programmed teacher's meeting in coordination with the language center direction rather than individually because the indications may be given all at once, answer any doubts and thus saving time.

In the results of the surveys' analysis, it is necessary to concentrate and give more efforts in processing the question answers instead of spending more time than the necessary in other information such as age, marital status, and so on.

Revise each syllabus one by one and detect patterns in their structure in order to generalize the observational and analytical procedure to obtain less spent time.

The methodological proposal for oral expression evaluation design based on Stephen Krashen's Monitor Model hypothesis should include with more emphasis the natural order hypothesis both inside the Second Language acquisition theory.

The strategies to implement the methodological proposal that were build up at institutional level as a suggestion for the application of the proposal ought to be elaborated in cooperation with the academic coordinator and/ or the language center director to obtain adhered contextual results.

An elaboration of rubrics for the experts on the teaching-learning field in the English language is suggested in order to ease their validation work.

The elaboration of a methodological proposal of oral expression evaluation may also be made using the teamwork strategy where members of the teachers' staff are able to participate after a concise immersion in the theoretical proposal achieving therefore a serious commitment to improve the teaching-learning process in the language center of "Señor de Sipán" University.

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APPENDICES

1. SURVEYS APPLIED FOR THE DATA COLLECTION

PEDRO RUIZ GALLO PUBLIC UNIVERSITY

Researcher: Ernesto Díaz Mercado

Respondent's name:

Age:..... Gender:..... Marital status:.....Educational level:

Address: date:

Objective: • Find out if teachers use instruments for oral expression evaluation.

The present survey is addressed to the English language teachers of the USS language Center for research purposes only.

Instructions: Read the question carefully and choose the answer that goes for you. There are neither correct nor incorrect answers.

1. Do you consider your oral expression evaluation as part of your written lesson plan?
() All the time () sometimes () never
 2. Do you have a "concept" grade for the oral participation of your students?
() All the time () sometimes () never
 3. Do you consider formal assessment part of the oral expression evaluation?
() All the time () sometimes () never
 4. Do you consider informal assessment part of the oral expression evaluation?
() All the time () sometimes () never
 5. Do you keep a detailed record of your students' oral expression evaluation?
() All the time () sometimes () never
 6. Do you consider different criteria for your oral expression evaluation?
() All the time () sometimes () never
- Mention the ones you use:

7. Have you established a scale of grades to evaluate the progress of your students in the oral expression evaluation?
- () All the time () sometimes () never
- Which ones you mostly use?
8. Do your students clearly know the criteria you use to evaluate them?
- () All the time () sometimes () never
9. Do you ever explain your students the reason of their qualification based on an established criteria?
- () All the time () sometimes () never
10. How do you mostly consider the oral expression evaluation on your students?
- () Objective () subjective () both
11. Do you use rubrics to evaluate your students' oral expression?
- () All the time () sometimes () never

UNIVERSIDAD NACIONAL PEDRO RUIZ GALLO

INVESTIGADOR: ERNESTO DÍAZ MERCADO

NOMBRE:

EDAD:..... GÉNERO:..... ESTADO CIVIL:..... NIVEL EDUCATIVO:

DIRECCIÓN:FECHA:

- **Objetivo:** Determinar si los estudiantes tienen conocimiento de la metodología de la evaluación de la expresión oral realizada por su profesor(a).

Cuestionario dirigido a los estudiantes del centro de idiomas de la USS para propósitos de índole investigativo.

- **Instrucciones:** Lee las preguntas cuidadosamente y respóndelas según tu criterio. No hay respuestas buenas ni malas.

1. ¿Evalúa el docente tu expresión oral en algún momento del desarrollo de las clases?

Si () No ()

2. ¿Con qué frecuencia evalúa el docente acerca de tu participación oral cuando te expresas en inglés en el salón de clases?

() nunca () a veces () casi siempre () Todo el tiempo

3. Cuando el docente les deja un dialogo dirigido o creado ¿Eres evaluado?

() nunca () a veces () casi siempre () Todo el tiempo

4. ¿Tienes conocimiento de con qué criterios vienes siendo evaluado en cuanto a la expresión oral concierne?

() Sí () No

Si es la respuesta afirmativa ¿Cuáles son?

5. Cuando vas a exponer en la clase de inglés, ¿conoces los aspectos en los cuáles vas a ser evaluado?

() Sí () No

Si es la respuesta afirmativa ¿Cuáles son?

6. ¿Ha explicado el docente en clase acerca de la evaluación de tu expresión oral?

() Sí () No

Si es la respuesta afirmativa ¿Cuáles son los criterios?

.....

7. ¿Te ha explicado alguna vez el docente el por qué obtuviste tal cual nota en tu evaluación oral?

() Sí () No

Si es la respuesta afirmativa ¿Cuáles fueron los criterios con que te evaluaron?

.....

2. ADDITIONAL STATISTICAL DATA ABOUT SURVEY RESPONDANTS

The first to be presented is the English teachers of Señor de Sipán University language center who were surveyed for the development of the present research.

Table 01: English language teachers of the USS language Center Chiclayo 2012 according to Age.

Age	Teachers	%
Between 25 y 30 years	8	25.00
between 31 y 34 years	10	31.25
between 35 y 40 years	6	18.75
between 41 y 44 years	2	6.25
between 45 y 55 years	6	18.75
Total	32	100

(*) Acronym for Universidad Señor de Sipán

It is observed that 31.25% (10) of surveyed teachers are between 31 and 34 years old, meanwhile 25% (8) are between 25 and 30 years old, 18.75 are in the age group of 35 and 40, there is a similar percentage between 45 and 55 years old, and finally 6% (2) of the teachers are between in the range of ages of 41 and 44.

Note: Taken from the survey made by the author.

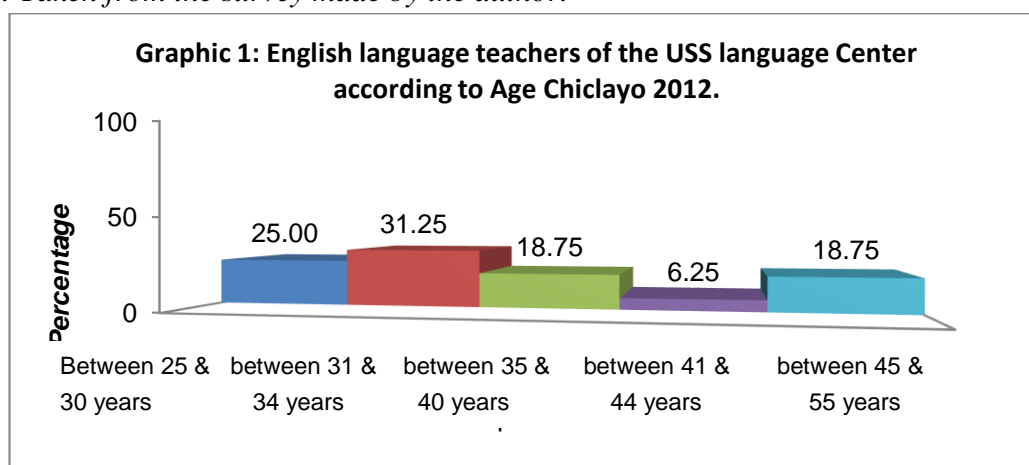


Table 02: English language teachers of the USS language Center by Gender. Chiclayo 2012.

Gender	Teachers	%
Female	28	87.5%
Male	4	12.5%
Total	32	1

Among the surveyed teachers, 87.5% (28) of them are female and 12.5% (4) male.

Note: Taken from the survey made by the author.

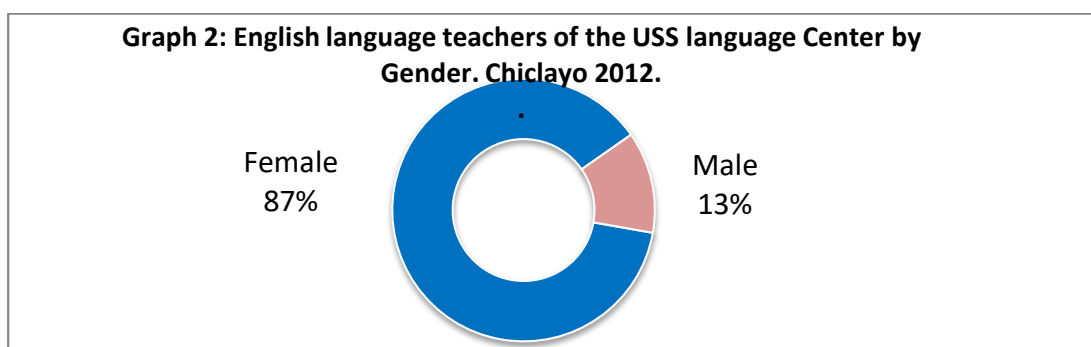


Table 03: English language teachers of the USS language Center by Marital Status. Chiclayo 2012.

Marital Status	Teachers	%
Single	18	56.3%
Divorced	1	3.1%
Married	13	40.6%
Total	32	1

It is observed that among the surveyed teachers of USS language center, 56.3% (18) are single, meanwhile 40.6% (13) are married, and 3.1% (1) is divorced.

Note: Taken from the survey made by the author.

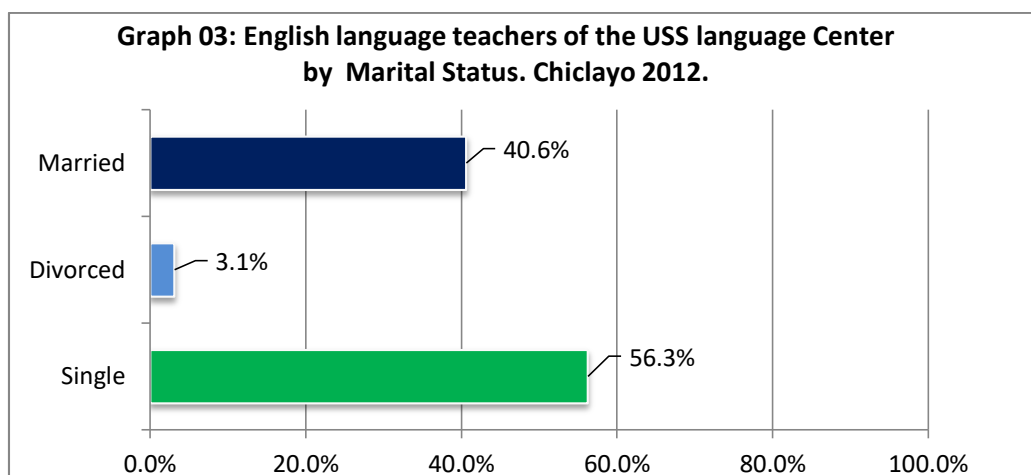
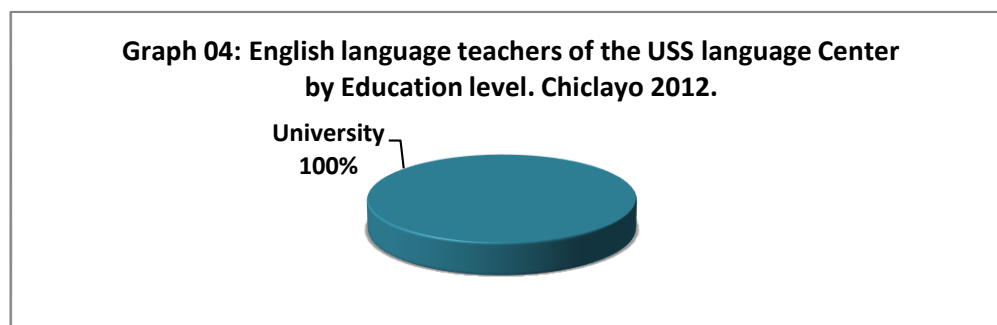


Table 04: English language teachers of the USS language Center according to Education level. Chiclayo 2012.

Education level	Teachers' staff	%
University	32	100.0%
Total	32	1

It is observed that 100% (32) USS Language Center teachers have a university degree.

Note: Taken from the survey made by the author.



The second one to be presented is the students of Señor de Sipán University language center who were surveyed for the development of the present research.

Table 16: USS language Center English language students of the according to their Age. Chiclayo 2012.

Age	Student	%
Between 19 y 22 years	38	82.61
between 23 y 26 years	8	17.39
Total	46	100

It can be observed that the 82.61% (38) of the surveyed students are placed between the ages of 19 and 22, while the 17.39% (8) are between 23 and 26 years old.

Note: Taken from the survey made by the author.

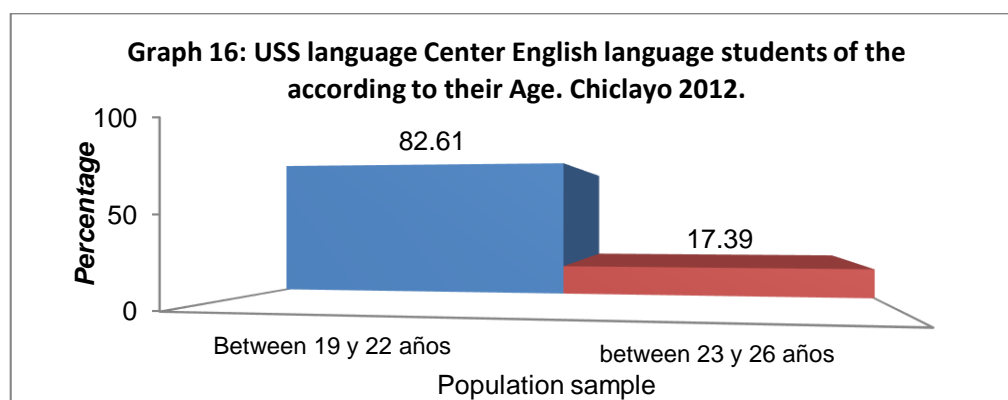


Table 17: USS language Center English language students according to their Gender. Chiclayo 2012.

Gender	Student	%
Female	18	39.1%
Male	28	60.9%
Total	46	1

It is been found that within the surveyed students, the 39.1% (18) of them are women and the 60.9% (28) are men.

Note: Taken from the survey made by the author.

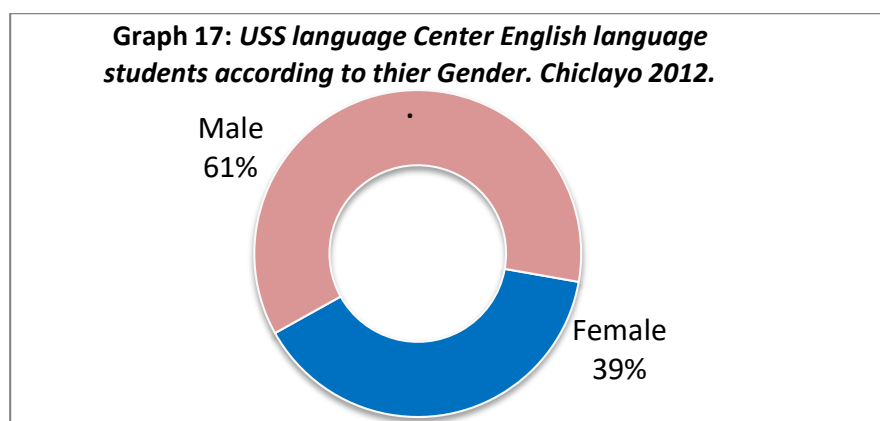


Table 18: USS language Center English language students according to their Marital Status. Chiclayo 2012.

Marital Status	Student	%
Single	46	100.0%
Total	46	1

It is observed that among the USS language Center students that were surveyed, 100% (46) of them are single.

Note: Taken from the survey made by the author.

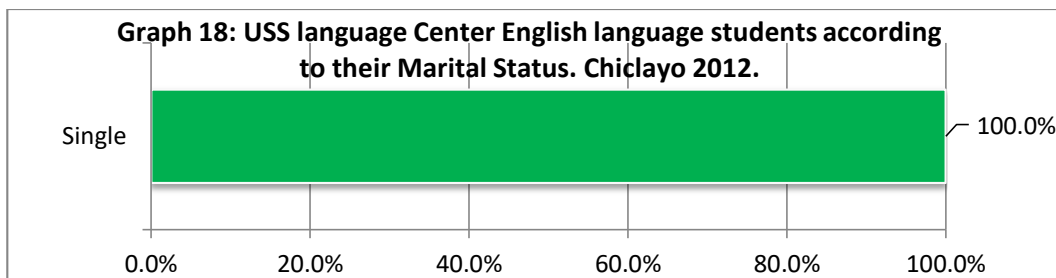
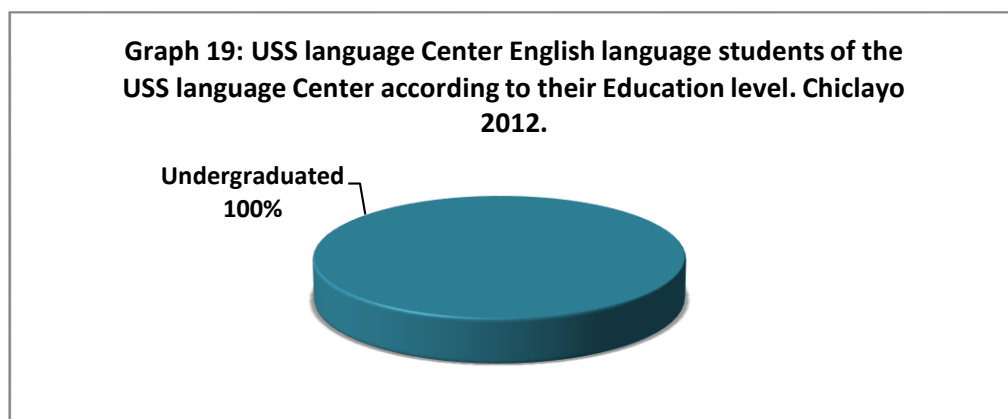


Table 19: USS language Center English language students of the USS language Center according to their Education level. Chiclayo 2012.

Education level	Student	%
Undergraduated	46	100.0%
Total	46	1

It is observed that the 100% (46) of the USS language center students at the undergraduate level of education.

Note: Taken from the survey made by the author.



3. OBSERVATION CHECKLIST TO ANALYZE THE SYLLABI

PEDRO RUIZ GALLO PUBLIC UNIVERSITY

Researcher: Ernesto Díaz Mercado

Señor de Sipán University Language Center syllabus analysis CHECKLIST

Objective: • Find out if oral expression evaluation rubrics are included in the evaluation area of the syllabi as part of a comprehensive evaluation.

1. Is there a syllabus designed for each English course? **Y** N
2. Is there a distinction among all different abilities as part of the evaluation? **Y** N
3. Specifically, is there any indication referred to the oral expression evaluation? Y **N**
4. Is there any reference related to the evaluation of the listening ability? **Y** N
5. Is there any reference related to the evaluation of the speaking ability? **Y** N
6. Are there any rubrics to indicate the methodology of the oral expression evaluation? Y **N**
7. Is there a methodology on how to evaluate listening? Y **N**
8. Is there a methodology on how to evaluate speaking? Y **N**
9. Is there any indication that refers the teacher to elaborate rubrics? Y **N**

4. SYLLABI

SILABO DE INGLES I

I. DATOS GENERALES

1.1. Escuela Profesional	: Centro de Idiomas
1.2. Pre-requisito	: Ninguno
1.3. Semestre	: 2011 - 00
1.4. Horas Semanales	: 04 (Te.2 Pra.2)
1.5. Duración	: 4 semanas

II. FUNDAMENTACION

Conocer un idioma permite incrementar nuestro bagaje cultural, ampliar nuevos horizontes, acceder a otras fuentes de información, obtener mejores puestos de trabajo.

El curso de Inglés está destinado a asegurar el dominio del Inglés tanto escrito como oral conociendo su estructura y funcionamiento. La asignatura de Inglés es de naturaleza teórico-práctico, ya que permite que el alumno pueda comunicarse desde un principio.

III. COMPETENCIAS

Comprende textos orales y escritos de baja complejidad con frases y vocabulario habitual relacionados a temas de interés personal, pudiendo captar la información específica de los mismos.

Produce textos orales y escritos para comunicar ideas, experiencias, sentimientos, y planes futuros, haciendo uso de adecuadas estructuras gramaticales básicas de la lengua extranjera.

IV. PROGRAMACIÓN DE UNIDADES

UNIDAD I: Hello

CAPACIDADES:

1. Intercambia información personal de manera oral y escrita con propiedad gramatical y coherencia.
2. Se desenvuelve en situaciones comunicativas a un nivel básico de inglés, comprensión oral y escrita.

3. Entiende a su interlocutor.
4. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Respeta la opinión de los demás.

CONTENIDOS CONCEPTUALES

SESIÓN	CONTENIDOS
1	Greetings and Introductions
2	Verb to Be: I and You - Affirmative form / Numbers 0 - 10
3	<i>Verb to Be: He, She, It - Affirmative form/ Countries</i>
4	<i>Verb to Be: He, She, It - Negative form (All Persons)</i>
5	Verb to Be: We, You, They / Interrogative (All Persons)
6	Verb to Be: Affirmative, negative and interrogative forms.
7	Countries and Nationalities, Numbers 11 - 20
8	The Alphabet, Classroom Language
9	Mid Term English Exam

UNIDAD II: What's in your Bag?

CAPACIDADES:

1. Intercambia información personal y familiar de manera oral y escrita detallándola con propiedad gramatical y coherencia.
2. Se desenvuelve en situaciones comunicativas a un nivel básico de inglés, comprensión oral y escrita.
3. Entiende a su interlocutor.
4. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Interactúa bajo el criterio del orden, el respeto por las ideas de los demás y el interés por comunicarse adecuadamente.

CONTENIDOS CONCEPTUALES

SESION	CONTENIDOS
10	Singular and plural nouns / a – an - the
11	Possessive Adjectives
12	Possessive Adjectives, possessive 's / People and family
13	Possessive 's / People and family
14	Adjectives
15	Adjectives / Colours and common adjectives
16	Introducing people, Phone numbers / Numbers 21 - 100
17	Personal Information: Age, Address, etc
18	Final English Exam

V. ESTRATEGIA METODOLÓGICA

El estilo de enseñar usado en un idioma extranjero está basado en un proceso que abarca situaciones de la vida diaria y que pueden ser explicadas a través de un sistema de reforzamiento, el correcto uso del idioma puesto en práctica por medio de una retroalimentación y que es utilizado en forma directa infiriendo el vocabulario comprendido en diversas situaciones tratando de buscar una imitación (pronunciación-vocabulario-gramática que emplea el docente) por los alumnos. Y que para lograr dicho objetivo se utiliza los siguientes métodos:

Audio Lingual Method.
 Communicative Approach.
 Content Based Approach
 Total Physical Response.

VI. MEDIOS Y MATERIALES

- Libros del estudiante y del profesor.
- Cds y Dvds.
- Programas de audio del estudiante.
- Computadoras.
- Retroproyector.
- Flash cards, Word cards, posters.
- Matching worksheets.

VII. EVALUACIÓN

1. El sistema de evaluación es permanente y se aplica durante el proceso de enseñanza aprendizaje de acuerdo a lo estipulado en el Reglamento Académico del CI.
2. La evaluación se hará de acuerdo a las competencias generales y específicas presentadas en cada unidad del silabo.
3. Se evaluarán cuatro (4) habilidades durante el ciclo según cronograma académico de evaluación.
4. Se desarrollarán 2 exámenes: Examen parcial en la 1ª unidad (si es necesario se tomaran los exámenes de recuperación en la fase correspondiente); y el examen final en la 2ª unidad. Las tareas académicas están consideradas dentro de teoría y práctica.

CRONOGRAMA DE EVALUACIÓN

EVALUACIÓN	Sesión
Reading Evaluation	3
Listening Evaluation	6
Mid English Exam	9
Writing Evaluation	12
Speaking Evaluation	15
Final English Exam	18

En el registro tendrán las siguientes notas

$$\text{PROMEDIO FINAL} = \frac{\text{PROMEDIO UNIDAD I} + \text{PROMEDIO UNIDAD II}}{6}$$

VIII. CONDICIONES DE APROBACIÓN

- Tener una asistencia no menor del 70% del total de sesiones de trabajo (más de 30% de inasistencias el alumno quede inhabilitado)
- Cumplir con todas las evaluaciones programadas. Alumno que no se presente a una evaluación tendrá un calificativo de cero (0)
- Cumplir con la presentación correcta y oportuna de los trabajos asignados por el docente.
- Obtener un promedio final no menor de 75 (setenta y cinco). La fracción igual o mayor a 0.5 se considera como un entero (1) a favor del alumno. Esto se considera única y solamente para la NOTA FINAL.

IX. BIBLIOGRAFIA

Para el alumno:

- Clive Oxenden / Christina Latham-Koenig New English File – Beginners Student's book – Oxford University Press.

Para el Profesor:

- Clive Oxenden / Christina Latham-Koenig New English File –Student’s book – Oxford University Press
- Teacher’s book + CD - Workbook / Teacher’s Edition - Oxford University Press

Lincografía para el docente y alumno:

<http://www.sapiensman.com/ESDictionary/index.htm>

<http://www.wordreference.com/es/>

<http://www.agendaweb.org/>

<http://www.mansioningles.com/>

<http://www.english-area.com/>

<http://www.englishpage.com/>

<http://www.englishbaby.com/community/chat>

<http://www.youtube.com>

<http://www.mansioningles.com/>

<http://www.ompersonal.com.ar/omlisten/contenidotematico.htm>

<http://www.saberingles.com.ar/reading/index.html>

<http://grammar.ccc.commnet.edu/grammar/>

<http://www.sapiensman.com/ESDictionary/index.htm>

<http://www.urbandictionary.com/>

SILABO DE INGLES BEGINNERS II

I. DATOS GENERALES

1.1. Escuela Profesional	: Centro de Idiomas
1.2. Pre-requisito	: Inglés – Beginners I
1.3. Semestre	: 2011 - 00
1.4. Horas Semanales	: 04 (Te.2 Pra.2)
1.5. Duración	: 4 semanas

II. FUNDAMENTACION

Conocer un idioma permite incrementar nuestro bagaje cultural, ampliar nuevos horizontes, acceder a otras fuentes de información, obtener mejores puestos de trabajo.

El curso de Inglés está destinado a asegurar el dominio del Inglés tanto escrito como oral conociendo su estructura y funcionamiento. La asignatura de Inglés es de naturaleza teórico-práctico, ya que permite que el alumno pueda comunicarse desde un principio.

III. COMPETENCIAS

Comprende textos orales y escritos de baja complejidad con frases y vocabulario habitual relacionados a temas de interés personal, pudiendo captar la información específica de los mismos.

Produce textos orales y escritos para comunicar ideas, experiencias, sentimientos, y planes futuros, haciendo uso de adecuadas estructuras gramaticales básicas de la lengua extranjera.

IV. PROGRAMACIÓN DE UNIDADES

UNIDAD III: A bad hair day

CAPACIDADES:

1. Intercambia información personal describiendo rutinas diarias de manera oral y escrita con propiedad gramatical y coherencia.

2. Se desenvuelve en situaciones comunicativas a un nivel básico de inglés, comprensión oral y escrita.
3. Entiende a su interlocutor.
4. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Respeta la opinión de los demás.

CONTENIDOS CONCEPTUALES

SESIÓN	CONTENIDOS
1	Present Simple: I and you / Common Verbs
2	Present Simple: We, You; They / Food and drink.
3	<i>Present Simple: He, She, It</i>
4	<i>Present Simple: He, She, It / Jobs and places of work</i>
5	Present Simple: He, She, It / 3 rd person s
6	Present Simple: He, She, It / Telling the time
7	Present Simple / Days of the week
8	Revision / Silent sounds
9	Mid English Exam

UNIDAD II: Do you like mornings?

CAPACIDADES:

1. Describe las habilidades que posee y la frecuencia con que realiza actividades diarias de manera oral y escrita detallándola con propiedad gramatical y coherencia.
2. Se desenvuelve en situaciones comunicativas a un nivel básico de inglés, comprensión oral y escrita.
3. Entiende a su interlocutor.
4. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Interactúa bajo el criterio del orden, el respeto por las ideas de los demás y el interés por comunicarse adecuadamente.

CONTENIDOS CONCEPTUALES

SESION	CONTENIDOS
10	Adverbs of frequency - Present Simple (Typical day)
11	Adverbs of frequency - Present Simple (Typical day - Verbs)
12	Adverbs of frequency - Present Simple (Affirmative)
13	Adverbs of frequency - Present Simple (Negative - Interrogative)
14	Word order in questions / Common Verbs 2
15	Can – can't / Common Verbs 2
16	Saying and understanding prices
17	Revision: What do you remember?
18	Final English Exam

V. ESTRATEGIA METODOLÓGICA

El estilo de enseñar usado en un idioma extranjero está basado en un proceso que abarca situaciones de la vida diaria y que pueden ser explicadas a través de un sistema de reforzamiento, el correcto uso del idioma puesto en práctica por medio de una retroalimentación y que es utilizado en forma directa infiriendo el vocabulario comprendido en diversas situaciones tratando de buscar una imitación (pronunciación-vocabulario-gramática que emplea el docente) por los alumnos. Y que para lograr dicho objetivo se utiliza los siguientes métodos:

Audio Lingual Method.
 Communicative Approach.
 Content Based Approach.
 Total Physical Response.
 Whole Language Approach.
 Interactive Approach.
 Learning Centre Approach.
 Natural Approach.
 Suggestopedia.
 Tactile Approach.
 Multiple Intelligences.

VI. MEDIOS Y MATERIALES

- Libros del estudiante y del profesor.
- Cds y Dvds.
-
- Programas de audio del estudiante.
- Computadoras.
- Retroproyector.
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- Matching worksheets.

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1. El sistema de evaluación es permanente y se aplica durante el proceso de enseñanza aprendizaje de acuerdo a lo estipulado en el Reglamento Académico del CI.
2. La evaluación se hará de acuerdo a las competencias generales y específicas presentadas en cada unidad del silabo.
3. Se evaluarán cuatro (4) habilidades durante el ciclo según cronograma académico de evaluación.
4. Se desarrollarán 2 exámenes: Examen parcial en la 1ª unidad (si es necesario se tomaran los exámenes de recuperación en la fase correspondiente); y el examen final en la 2ª unidad. Las tareas académicas están consideradas dentro de teoría y práctica.

CRONOGRAMA DE EVALUACIÓN

EVALUACIÓN	Sesión
Reading Evaluation	3
Listening Evaluation	6
Mid English Exam	9
Writing Evaluation	12
Speaking Evaluation	15
Final English Exam	18

En el registro tendrán las siguientes notas

$$\text{PROMEDIO FINAL} = \frac{\text{PROMEDIO UNIDAD I} + \text{PROMEDIO UNIDAD II}}{6}$$

VIII. CONDICIONES DE APROBACIÓN

- Tener una asistencia no menor del 70% del total de sesiones de trabajo (más de 30% de inasistencias el alumno quede inhabilitado)
- Cumplir con todas las evaluaciones programadas. Alumno que no se presente a una evaluación tendrá un calificativo de cero (0)
- Cumplir con la presentación correcta y oportuna de los trabajos asignados por el docente.
- Obtener un promedio final no menor de 75 (setenta y cinco). La fracción igual o mayor a 0.5 se considera como un entero (1) a favor del alumno. Esto se considera única y solamente para la NOTA FINAL.

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- Teacher's book + CD - Workbook / Teacher's Edition - Oxford University Press

Lincografía para el docente y alumno:

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<http://www.youtube.com>

<http://www.mansioningles.com/>

<http://www.ompersonal.com.ar/omlisten/contenidotematico.htm>

<http://www.saberingles.com.ar/reading/index.html>

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<http://www.sapiensman.com/ESDictionary/index.htm>

<http://www.urbandictionary.com/>

SILABO DE INGLES BEGINNERS III

I. DATOS GENERALES

1.1. Escuela Profesional	: Centro de Idiomas
1.2. Pre-requisito	: English - Beginners II
1.3. Semestre	: 2011 - 00
1.4. Horas Semanales	: 04 (Te.2 Pra.2)
1.5. Duración	: 4 semanas

II. FUNDAMENTACION

Conocer un idioma permite incrementar nuestro bagaje cultural, ampliar nuevos horizontes, acceder a otras fuentes de información, obtener mejores puestos de trabajo.

El curso de Inglés está destinado a asegurar el dominio del Inglés tanto escrito como oral conociendo su estructura y funcionamiento. La asignatura de Inglés es de naturaleza teórico-práctico, ya que permite que el alumno pueda comunicarse desde un principio.

III. COMPETENCIAS

Comprende textos orales y escritos de baja complejidad con frases y vocabulario habitual relacionados a temas de interés personal, pudiendo captar la información específica de los mismos.

Produce textos orales y escritos para comunicar ideas, experiencias, sentimientos, y planes futuros, haciendo uso de adecuadas estructuras gramaticales básicas de la lengua extranjera.

IV. PROGRAMACIÓN DE UNIDADES

UNIDAD I: Before they were famous...

CAPACIDADES:

1. Expresa ideas y se comunica usando el tiempo pasado de manera oral y escrita con propiedad gramatical y coherencia.

2. Se desenvuelve en situaciones comunicativas a un nivel básico de inglés, comprensión oral y escrita.
3. Entiende a su interlocutor.
4. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Respeta la opinión de los demás.

CONTENIDOS CONCEPTUALES

SESIÓN	CONTENIDOS
1	Past Simple Be. (Affirmative)
2	Past Simple Be (Negative - Interrogative) / It, at, on; places.
3	<i>Past Simple: (Affirmative) have, go, get.</i>
4	<i>Past Simple: Regular and Irregular verbs</i>
5	Past Simple: (Negative - Interrogative)/ Daily routines.
6	Past Simple: Regular verbs and Irregular verbs / R.P.S. Endings.
7	Past Simple / More Irregular Verbs.
8	Ordinal Numbers, months, days / Saying the date.
9	Mid Term English Exam

UNIDAD II: On an island in Scotland

CAPACIDADES:

1. Intercambia información usando el tiempo pasado de manera oral y escrita detallándola con propiedad gramatical y coherencia.
2. Se desenvuelve en situaciones comunicativas a un nivel básico de inglés, comprensión oral y escrita.
3. Entiende a su interlocutor.
4. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Interactúa bajo el criterio del orden, el respeto por las ideas de los demás y el interés por comunicarse adecuadamente.

CONTENIDOS CONCEPTUALES

SESION	CONTENIDOS
10	There is – are (Affirmative).
11	There is - are (Negative -Interrogative) / Hotels: in, on, under.
12	There was – were (Affirmative).
13	There was – were (Negative -Interrogative) / Places.
14	Past Simple (Revision) / Object Pronouns.
15	Past Simple (Revision) / Object Pronouns / Common verbs.
16	Asking for opinions – Giving opinions.
17	Revision.
18	Final English Exam.

V. ESTRATEGIA METODOLÓGICA

El estilo de enseñar usado en un idioma extranjero está basado en un proceso que abarca situaciones de la vida diaria y que pueden ser explicadas a través de un sistema de reforzamiento, el correcto uso del idioma puesto en práctica por medio de una retroalimentación y que es utilizado en forma directa infiriendo el vocabulario comprendido en diversas situaciones tratando de buscar una imitación (pronunciación-vocabulario-gramática que emplea el docente) por los alumnos. Y que para lograr dicho objetivo se utiliza los siguientes métodos:

Audio Lingual Method.
 Communicative Approach.
 Content Based Approach.
 Total Physical Response.
 Whole Language Approach.
 Interactive Approach.
 Learning Centre Approach.
 Natural Approach.
 Suggestopedia.
 Tactile Approach.
 Multiple Intelligences.

VI. MEDIOS Y MATERIALES

- Libros del estudiante y del profesor.
- Cds y Dvds.
- Programas de audio del estudiante.
- Computadoras.
- Retroproyector.
- Flash cards, Word cards, posters.
- Matching worksheets.

VII. EVALUACIÓN

1. El sistema de evaluación es permanente y se aplica durante el proceso de enseñanza aprendizaje de acuerdo a lo estipulado en el Reglamento Académico del CI.
2. La evaluación se hará de acuerdo a las competencias generales y específicas presentadas en cada unidad del silabo.
3. Se evaluarán cuatro (4) habilidades durante el ciclo según cronograma académico de evaluación.
4. Se desarrollarán 2 exámenes: Examen parcial en la 1ª unidad (si es necesario se tomaran los exámenes de recuperación en la fase correspondiente); y el examen final en la 2ª unidad. Las tareas académicas están consideradas dentro de teoría y práctica.

CRONOGRAMA DE EVALUACIÓN

EVALUACIÓN	Sesión
Reading Evaluation	3
Listening Evaluation	6
Mid English Exam	9
Writing Evaluation	12
Speaking Evaluation	15
Final English Exam	18

En el registro tendrán las siguientes notas

$$\text{PROMEDIO FINAL} = \frac{\text{PROMEDIO UNIDAD I} + \text{PROMEDIO UNIDAD II}}{6}$$

VIII. CONDICIONES DE APROBACIÓN

- Tener una asistencia no menor del 70% del total de sesiones de trabajo (más de 30% de inasistencias el alumno quede inhabilitado)

- Cumplir con todas las evaluaciones programadas. Alumno que no se presente a una evaluación tendrá un calificativo de cero (0)
- Cumplir con la presentación correcta y oportuna de los trabajos asignados por el docente.
- Obtener un promedio final no menor de 75 (setenta y cinco). La fracción igual o mayor a 0.5 se considera como un entero (1) a favor del alumno. Esto se considera única y solamente para la NOTA FINAL.

IX. BIBLIOGRAFIA

Para el alumno:

- Clive Oxenden / Christina Latham-Koenig New English File – Beginners Student's book – Oxford University Press.

Para el Profesor:

- Clive Oxenden / Christina Latham-Koenig New English File –Student's book – Oxford University Press
- Teacher's book + CD - Workbook / Teacher's Edition - Oxford University Press

Lincografía para el docente y alumno:

<http://www.sapiensman.com/ESDictionary/index.htm>

<http://www.wordreference.com/es/>

<http://www.agendaweb.org/>

<http://www.mansioningles.com/>

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<http://www.englishpage.com/>

<http://www.englishbaby.com/community/chat>

<http://www.youtube.com>

<http://www.mansioningles.com/>

<http://www.ompersonal.com.ar/omlisten/contenidotematico.htm>

<http://www.saberingles.com.ar/reading/index.html>

<http://grammar.ccc.commnet.edu/grammar/>

<http://www.sapiensman.com/ESDictionary/index.htm>

<http://www.urbandictionary.com/>

SILABO DE INGLES BEGINNERS IV

I. DATOS GENERALES

1.1. Escuela Profesional	: Centro de Idiomas
1.2. Pre-requisito	: English - Beginners III
1.3. Semestre	: 2011 - 00
1.4. Horas Semanales	: 04 (Te.2 Pra.2)
1.5. Duración	: 4 semanas

II. FUNDAMENTACION

Conocer un idioma permite incrementar nuestro bagaje cultural, ampliar nuevos horizontes, acceder a otras fuentes de información, obtener mejores puestos de trabajo.

El curso de Inglés está destinado a asegurar el dominio del Inglés tanto escrito como oral conociendo su estructura y funcionamiento. La asignatura de Inglés es de naturaleza teórico-práctico, ya que permite que el alumno pueda comunicarse desde un principio.

III. COMPETENCIAS

Comprende textos orales y escritos de baja complejidad con frases y vocabulario habitual relacionados a temas de interés personal, pudiendo captar la información específica de los mismos.

Produce textos orales y escritos para comunicar ideas, experiencias, sentimientos, y planes futuros, haciendo uso de adecuadas estructuras gramaticales básicas de la lengua extranjera.

IV. PROGRAMACIÓN DE UNIDADES

UNIDAD I: What do you like doing?

CAPACIDADES:

1. Expresa ideas y se comunica usando el futuro going to de manera oral y escrita con propiedad gramatical y coherencia.

2. Se desenvuelve en situaciones comunicativas a un nivel básico de inglés, comprensión oral y escrita.
3. Entiende a su interlocutor.
4. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Respeta la opinión de los demás.

CONTENIDOS CONCEPTUALES

SESIÓN	CONTENIDOS
1	Like + verb +_ing / Activities.
2	Future: Be going to (Affirmative form - Plans).
3	<i>Future: Be going to (Negative form)/Future time expressions.</i>
4	<i>Future: Be going to (Interrogative form)/Predictions.</i>
5	Future: Be going to (All the persons)/The weather.
6	Future: Be going to (All the persons)/Verb collocation.
7	Asking for and giving directions/ Prepositions of place.
8	Revision/Polite intonation.
9	Mid Term English Exam.

UNIDAD II: What do you remember?

CAPACIDADES:

1. Desenvolverse en situaciones comunicativas a un nivel básico de Inglés mediante su segura comprensión y producción oral y escrita.
2. Entiende a su interlocutor.
3. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Interactúa bajo el criterio del orden, el respeto por las ideas de los demás y el interés por comunicarse adecuadamente.

CONTENIDOS CONCEPTUALES

SESION	CONTENIDOS
10	Simple present Tense / Frequency adverbs (Revision).
11	Simple present Tense / Question words (Revision).
12	Simple present Tense / Adjectives (Revision).
13	Can – Can't / Permission and possibility (Revision).
14	Past Simple of Be (Revision).
15	Past Simple / Regular and Irregular verbs (Revision).
16	There is – are; was – were (Revision).
17	Future: Be going to / Plans and predictions (Revision).
18	Final English Exam.

V. ESTRATEGIA METODOLÓGICA

El estilo de enseñar usado en un idioma extranjero está basado en un proceso que abarca situaciones de la vida diaria y que pueden ser explicadas a través de un sistema de reforzamiento, el correcto uso del idioma puesto en práctica por medio de una retroalimentación y que es utilizado en forma directa infiriendo el vocabulario comprendido en diversas situaciones tratando de buscar una imitación (pronunciación-vocabulario-gramática que emplea el docente) por los alumnos. Y que para lograr dicho objetivo se utiliza los siguientes métodos:

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 Total Physical Response.
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 Interactive Approach.
 Learning Centre Approach.
 Natural Approach.
 Suggestopedia.
 Tactile Approach.
 Multiple Intelligences.

VI. MEDIOS Y MATERIALES

- Libros del estudiante y del profesor.

- Cds y Dvds.
- Programas de audio del estudiante.
- Computadoras.
- Retroproyector.
- Flash cards, Word cards, posters.
- Matching worksheets.

VII. EVALUACIÓN

1. El sistema de evaluación es permanente y se aplica durante el proceso de enseñanza aprendizaje de acuerdo a lo estipulado en el Reglamento Académico del CI.
2. La evaluación se hará de acuerdo a las competencias generales y específicas presentadas en cada unidad del silabo.
3. Se evaluarán cuatro (4) habilidades durante el ciclo según cronograma académico de evaluación.
4. Se desarrollarán 2 exámenes: Examen parcial en la 1ª unidad (si es necesario se tomaran los exámenes de recuperación en la fase correspondiente); y el examen final en la 2ª unidad. Las tareas académicas están consideradas dentro de teoría y práctica.

CRONOGRAMA DE EVALUACIÓN

EVALUACIÓN	Sesión
Reading Evaluation	3
Listening Evaluation	6
Mid English Exam	9
Writing Evaluation	12
Speaking Evaluation	15
Final English Exam	18

En el registro tendrán las siguientes notas

$$\text{PROMEDIO FINAL} = \frac{\text{PROMEDIO UNIDAD I} + \text{PROMEDIO UNIDAD II}}{6}$$

VIII. CONDICIONES DE APROBACIÓN

- Tener una asistencia no menor del 70% del total de sesiones de trabajo (más de 30% de inasistencias el alumno quede inhabilitado)
- Cumplir con todas las evaluaciones programadas. Alumno que no se presente a una evaluación tendrá un calificativo de cero (0)
- Cumplir con la presentación correcta y oportuna de los trabajos asignados por el docente.
- Obtener un promedio final no menor de 75 (setenta y cinco). La fracción igual o mayor a 0.5 se considera como un entero (1) a favor del alumno. Esto se considera única y solamente para la NOTA FINAL.

IX. BIBLIOGRAFIA

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Para el Profesor:

- Clive Oxenden / Christina Latham-Koenig New English File –Student's book – Oxford University Press
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<http://www.sapiensman.com/ESDictionary/index.htm>

<http://www.urbandictionary.com/>

SILABO DE INGLES BEGINNERS V**I. DATOS GENERALES**

- | | |
|--------------------------|--------------------------|
| 1.1. Escuela Profesional | : Centro de Idiomas |
| 1.2. Pre-requisito | : English - Beginners IV |
| 1.3. Semestre | : 2011 - 00 |
| 1.4. Horas Semanales | : 04 (Te.2 Pra.2) |
| 1.5. Duración | : 4 semanas |

II. FUNDAMENTACION

Conocer un idioma permite incrementar nuestro bagaje cultural, ampliar nuevos horizontes, acceder a otras fuentes de información, obtener mejores puestos de trabajo.

El curso de Inglés está destinado a asegurar el dominio del Inglés tanto escrito como oral conociendo su estructura y funcionamiento. La asignatura de Inglés es de naturaleza teórico-práctico, ya que permite que el alumno pueda comunicarse desde un principio.

III. COMPETENCIAS

Comprende textos orales y escritos de baja complejidad con frases y vocabulario habitual relacionados a temas de interés personal, pudiendo captar la información específica de los mismos.

Produce textos orales y escritos para comunicar ideas, experiencias, sentimientos, y planes futuros, haciendo uso de adecuadas estructuras gramaticales básicas de la lengua extranjera.

IV. PROGRAMACIÓN DE UNIDADES

UNIDAD I: Nice to meet you.

CAPACIDADES:

1. Expresa ideas y se comunica usando información personal de manera oral y escrita con propiedad gramatical y coherencia.

2. Se desenvuelve en situaciones comunicativas a un nivel básico de inglés, comprensión oral y escrita.
3. Entiende a su interlocutor.
4. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Respeta la opinión de los demás.

CONTENIDOS CONCEPTUALES

SESIÓN	CONTENIDOS
1	Verb be (affirmative), Pronouns: I, you /Numbers 1-20, Days of the week.
2	Verb be (Negative and interrogative)/Countries & Nationalities, Numbers 20-1000.
3	<i>Possessives Adjectives / The Alphabet.</i>
4	<i>Possessives Adjectives/The Alphabet, Personal information: Address, phone number.</i>
5	<i>A – An; plurals/the classroom, common objects, classroom language.</i>
6	This, that, these, those.
7	Practical English: Completing a form.
8	Revision.
9	Mid Term English Exam.

UNIDAD II: Cappuccino and Chips.

CAPACIDADES:

1. Intercambia información usando el Presente Simple de manera oral y escrita detallándola con propiedad gramatical y coherencia.
2. Entiende a su interlocutor.
3. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Interactúa bajo el criterio del orden, el respeto por las ideas de los demás y el interés por comunicarse adecuadamente.

CONTENIDOS CONCEPTUALES

SESION	CONTENIDOS
10	Present Simple: (Affirmative)/Verb Phrases.
11	Present Simple: (Negative)/ Irregular Plurals.
12	Present Simple: (Interrogative)/3 rd Person.
13	Present Simple: (Negative) Common verb phrases.
14	<i>Present Simple/A-An + Jobs.</i>
15	<i>Possessive _s / Family.</i>
16	Practical English: At a hotel / An informal e-mail – letter.
17	Revision.
18	Final English Exam.

V. ESTRATEGIA METODOLÓGICA

El estilo de enseñar usado en un idioma extranjero está basado en un proceso que abarca situaciones de la vida diaria y que pueden ser explicadas a través de un sistema de reforzamiento, el correcto uso del idioma puesto en práctica por medio de una retroalimentación y que es utilizado en forma directa infiriendo el vocabulario comprendido en diversas situaciones tratando de buscar una imitación (pronunciación-vocabulario-gramática que emplea el docente) por los alumnos. Y que para lograr dicho objetivo se utiliza los siguientes métodos:

Audio Lingual Method.
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 Content Based Approach.
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 Whole Language Approach.
 Interactive Approach.
 Learning Centre Approach.
 Natural Approach.
 Suggestopedia.
 Tactile Approach.
 Multiple Intelligences.

VI. MEDIOS Y MATERIALES

- Libros del estudiante y del profesor.
- Cds y Dvds.
- Programas de audio del estudiante.
- Computadoras.
- Retroproyector.
- Flash cards, Word cards, posters.
- Matching worksheets.

VII. EVALUACIÓN

1. El sistema de evaluación es permanente y se aplica durante el proceso de enseñanza aprendizaje de acuerdo a lo estipulado en el Reglamento Académico del CI.
2. La evaluación se hará de acuerdo a las competencias generales y específicas presentadas en cada unidad del silabo.
3. Se evaluarán cuatro (4) habilidades durante el ciclo según cronograma académico de evaluación.
4. Se desarrollarán 2 exámenes: Examen parcial en la 1ª unidad (si es necesario se tomaran los exámenes de recuperación en la fase correspondiente); y el examen final en la 2ª unidad. Las tareas académicas están consideradas dentro de teoría y práctica.

CRONOGRAMA DE EVALUACIÓN

EVALUACIÓN	Sesión
Reading Evaluation	3
Listening Evaluation	6
Mid English Exam	9
Writing Evaluation	12
Speaking Evaluation	15
Final English Exam	18

En el registro tendrán las siguientes notas

$$\text{PROMEDIO FINAL} = \frac{\text{PROMEDIO UNIDAD I} + \text{PROMEDIO UNIDAD II}}{6}$$

VIII. CONDICIONES DE APROBACIÓN

- Tener una asistencia no menor del 70% del total de sesiones de trabajo (más de 30% de inasistencias el alumno quede inhabilitado)
- Cumplir con todas las evaluaciones programadas. Alumno que no se presente a una evaluación tendrá un calificativo de cero (0)
- Cumplir con la presentación correcta y oportuna de los trabajos asignados por el docente.

- Obtener un promedio final no menor de 75 (setenta y cinco). La fracción igual o mayor a 0.5 se considera como un entero (1) a favor del alumno. Esto se considera única y solamente para la NOTA FINAL.

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<http://www.sapiensman.com/ESDictionary/index.htm>

<http://www.urbandictionary.com/>

SILABO DE INGLES ELEMENTARY I

I. DATOS GENERALES

- | | |
|--------------------------|-------------------------|
| 1.1. Escuela Profesional | : Centro de Idiomas |
| 1.2. Pre-requisito | : English – Beginners V |
| 1.3. Semestre | : 2011 - 00 |
| 1.4. Horas Semanales | : 04 (Te.2 Pra.2) |
| 1.5. Duración | : 4 semanas |

II. FUNDAMENTACION

Conocer un idioma permite incrementar nuestro bagaje cultural, ampliar nuevos horizontes, acceder a otras fuentes de información, obtener mejores puestos de trabajo.

El curso de Inglés está destinado a asegurar el dominio del Inglés tanto escrito como oral conociendo su estructura y funcionamiento. La asignatura de Inglés es de naturaleza teórico-práctico, ya que permite que el alumno pueda comunicarse desde un principio.

III. COMPETENCIAS

Comprende textos orales y escritos de baja complejidad con frases y vocabulario habitual relacionados a temas de interés personal, pudiendo captar la información específica de los mismos.

Produce textos orales y escritos para comunicar ideas, experiencias, sentimientos, y planes futuros, haciendo uso de adecuadas estructuras gramaticales básicas de la lengua extranjera.

IV. PROGRAMACIÓN DE UNIDADES

UNIDAD I: Pretty woman

CAPACIDADES:

1. Expresa ideas y se comunica usando información personal de manera oral y escrita con propiedad gramatical y coherencia.

2. Se desenvuelve en situaciones comunicativas a un nivel básico de inglés, comprensión oral y escrita.
3. Entiende a su interlocutor.
4. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Respeta la opinión de los demás.

CONTENIDOS CONCEPTUALES

SESIÓN	CONTENIDOS
1	Adjectives and modifiers /describing famous people
2	Telling the time, present simple /daily routine verbs
3	<i>Adverbs of frequency / present simple.</i>
4	<i>Adverbs of frequency/ time words and expressions.</i>
5	<i>Prepositions of time/ The date</i>
6	In, on, or at
7	Practical English: In a coffee shop / A magazine article.
8	Revision.
9	Mid Term English Exam.

UNIDAD II: I can't dance

CAPACIDADES:

1. Intercambia información usando el Presente Simple de manera oral y escrita detallándola con propiedad gramatical y coherencia.
2. Entiende a su interlocutor.
3. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Interactúa bajo el criterio del orden, el respeto por las ideas de los demás y el interés por comunicarse adecuadamente.

CONTENIDOS CONCEPTUALES

SESION	CONTENIDOS
10	Can/ Can't: (ability and other uses)
11	Can/ Can't: (ability and other uses) / verb phrases
12	Like, love, hate+ (verb= -ing)/ free time activities.
13	Object pronouns/ love story phrases.
14	<i>Me, you, it, him, her, them, us.</i>
15	<i>Possessive pronouns / music</i>
16	Practical English: In a clothes shop / describing a friend.
17	Revision.
18	Final English Exam.

V. ESTRATEGIA METODOLÓGICA

El estilo de enseñar usado en un idioma extranjero está basado en un proceso que abarca situaciones de la vida diaria y que pueden ser explicadas a través de un sistema de reforzamiento, el correcto uso del idioma puesto en práctica por medio de una retroalimentación y que es utilizado en forma directa infiriendo el vocabulario comprendido en diversas situaciones tratando de buscar una imitación (pronunciación-vocabulario-gramática que emplea el docente) por los alumnos. Y que para lograr dicho objetivo se utiliza los siguientes métodos:

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 Natural Approach.
 Suggestopedia.
 Tactile Approach.
 Multiple Intelligences.

VI. MEDIOS Y MATERIALES

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- Cds y Dvds.

- Programas de audio del estudiante.
- Computadoras.
- Retroproyector.
- Flash cards, Word cards, posters.
- Matching worksheets.

VII. EVALUACIÓN

1. El sistema de evaluación es permanente y se aplica durante el proceso de enseñanza aprendizaje de acuerdo a lo estipulado en el Reglamento Académico del CI.
2. La evaluación se hará de acuerdo a las competencias generales y específicas presentadas en cada unidad del silabo.
3. Se evaluarán cuatro (4) habilidades durante el ciclo según cronograma académico de evaluación.
4. Se desarrollarán 2 exámenes: Examen parcial en la 1ª unidad (si es necesario se tomaran los exámenes de recuperación en la fase correspondiente); y el examen final en la 2ª unidad. Las tareas académicas están consideradas dentro de teoría y práctica.

CRONOGRAMA DE EVALUACIÓN

EVALUACIÓN	Sesión
Reading Evaluation	3
Listening Evaluation	6
Mid English Exam	9
Writing Evaluation	12
Speaking Evaluation	15
Final English Exam	18

En el registro tendrán las siguientes notas

$$\text{PROMEDIO FINAL} = \frac{\text{PROMEDIO UNIDAD I} + \text{PROMEDIO UNIDAD II}}{6}$$

CONDICIONES DE APROBACIÓN

- Tener una asistencia no menor del 70% del total de sesiones de trabajo (más de 30% de inasistencias el alumno quede inhabilitado)
- Cumplir con todas las evaluaciones programadas. Alumno que no se presente a una evaluación tendrá un calificativo de cero (0)
- Cumplir con la presentación correcta y oportuna de los trabajos asignados por el docente.
- Obtener un promedio final no menor de 75 (setenta y cinco). La fracción igual o mayor a 0.5 se considera como un entero (1) a favor del alumno. Esto se considera única y solamente para la NOTA FINAL.

VIII. BIBLIOGRAFIA

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Para el Profesor:

- Clive Oxenden / Christina Latham-Koenig New English File – Elementary Student's book – Oxford University Press.
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SILABO DE INGLES ELEMENTARY VI

I. DATOS GENERALES

1.1. Escuela Profesional	: Centro de Idiomas
1.2. Pre-requisito	: English - Elementary V
1.3. Semestre	: 2011 - 00
1.4. Horas Semanales	: 04 (Te.2 Pra.2)
1.5. Duración	: 4 semanas

II. FUNDAMENTACION

Conocer un idioma permite incrementar nuestro bagaje cultural, ampliar nuevos horizontes, acceder a otras fuentes de información, obtener mejores puestos de trabajo.

El curso de Inglés está destinado a asegurar el dominio del Inglés tanto escrito como oral conociendo su estructura y funcionamiento. La asignatura de Inglés es de naturaleza teórico-práctico, ya que permite que el alumno pueda comunicarse desde un principio.

III. COMPETENCIAS

Comprende textos orales y escritos de baja complejidad con frases y vocabulario habitual relacionados a temas de interés personal, pudiendo captar la información específica de los mismos.

Produce textos orales y escritos para comunicar ideas, experiencias, sentimientos, y planes futuros, haciendo uso de adecuadas estructuras gramaticales básicas de la lengua extranjera.

IV. PROGRAMACIÓN DE UNIDADES

UNIDAD I: Pretty woman

CAPACIDADES:

1. Expresa ideas y se comunica usando información personal de manera oral y escrita con propiedad gramatical y coherencia.
2. Se desenvuelve en situaciones comunicativas a un nivel básico de inglés, comprensión oral y escrita.

3. Entiende a su interlocutor.
4. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Respeta la opinión de los demás.

CONTENIDOS CONCEPTUALES

SESIÓN	CONTENIDOS
1	Adjectives and modifiers /describing famous people
2	Telling the time, present simple /daily routine verbs
3	<i>Adverbs of frequency / present simple.</i>
4	<i>Adverbs of frequency/ time words and expressions.</i>
5	<i>Prepositions of time/ The date</i>
6	In, on, or at
7	Practical English: In a coffee shop / A magazine article.
8	Revision.
9	Mid Term English Exam.

UNIDAD II: I can't dance

CAPACIDADES:

1. Intercambia información usando el Presente Simple de manera oral y escrita detallándola con propiedad gramatical y coherencia.
2. Entiende a su interlocutor.
3. Maneja un vocabulario básico.

ACTITUDES

1. Valorar la riqueza del idioma inglés como herramienta útil en su vida cotidiana y para su carrera profesional.
2. Interactúa bajo el criterio del orden, el respeto por las ideas de los demás y el interés por comunicarse adecuadamente.

CONTENIDOS CONCEPTUALES

SESION	CONTENIDOS
10	Can/ Can't: (ability and other uses)
11	Can/ Can't: (ability and other uses) / verb phrases
12	Like, love, hate+ (verb= -ing)/ free time activities.
13	Object pronouns/ love story phrases.
14	<i>Me, you, it, him, her, them, us.</i>
15	<i>Possessive pronouns / music</i>
16	Practical English: In a clothes shop / describing a friend.
17	Revision.
18	Final English Exam.

V. ESTRATEGIA METODOLÓGICA

El estilo de enseñar usado en un idioma extranjero está basado en un proceso que abarca situaciones de la vida diaria y que pueden ser explicadas a través de un sistema de reforzamiento, el correcto uso del idioma puesto en práctica por medio de una retroalimentación y que es utilizado en forma directa infiriendo el vocabulario comprendido en diversas situaciones tratando de buscar una imitación (pronunciación-vocabulario-gramática que emplea el docente) por los alumnos. Y que para lograr dicho objetivo se utiliza los siguientes métodos:

Audio Lingual Method.
 Communicative Approach.
 Content Based Approach.
 Total Physical Response.
 Whole Language Approach.
 Interactive Approach.
 Learning Centre Approach.
 Natural Approach.
 Suggestopedia.
 Tactile Approach.
 Multiple Intelligences.

VI. MEDIOS Y MATERIALES

- Libros del estudiante y del profesor.
- Cds y Dvds.
- Programas de audio del estudiante.
- Computadoras.
- Retroproyector.
- Flash cards, Word cards, posters.
- Matching worksheets.

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5. THE METHODOLOGICAL PROPOSAL: ELABORATION OF ORAL EXPRESSION EVALUATION RUBRICS BASED ON THE MONITOR MODEL HYPOTHESIS BY STEPHEN KRASHEN

The indicators to evaluate an oral expression that leads to a successful oral expression development are basically considered as morph syntax, semantics, eloquence, communicative success.

Morph syntax makes the expression with accuracy. It is referred in the use of morphology and syntax of the language in the order and function of words and sentences so that grammar rules are followed in a precise way for oral communication. Semantics depicts the use of the correct lexicology that fits in the spoken context reflecting the purpose of the communication.

Eloquence involves pronunciation and fluency. Pronunciation is considered upon its importance on the way words, word phrases, sentence intonation, rhythm, etc. are pronounced with the appropriate stress for instance. Fluency involves the capability to let ideas flow in an understandable way so that communication mind to mind is performed. In other words, it is to put the ideas into spoken words in a comprehensible way.

Communicative success comprises the harmonious articulation of the preceding indicators that fulfills the communicative process. The transmission of the ideas, thoughts, opinions, etc. from the person to person through the use of a code is performed as an intellectual process, in this case, the English language.

“Conscious learning is available only as a "Monitor", which can alter the output of the acquired system before or after the utterance is actually spoken or written. It is the acquired system which initiates normal, fluent speech utterances.” Krashen (2009)

SCORE	<i>Morph syntax</i>	<i>Semantics</i>	<i>Eloquence</i>	<i>Communicative success</i>
5	Almost no mistakes; firm control of the grammar structures developed in class (communication seldom hindered)	Demonstrates command of a broad range of the explained lexis and uses such vocabulary in an appropriate way.	Speech is constant; student is confident and relaxed; no misarticulation that would hinder comprehension.	The topic and the amount of conversation are adequate; connection exchange is successful.
4	Sporadic mistakes; with grammar structures developed in class. (communication seldom hindered)	Demonstrates command of a satisfactory range of the explained lexis and uses more than often such vocabulary in an appropriate way.	Speech is hesitating in some occasions; there is some rephrasing; misarticulation that causes confusion happens only rarely	The topic is adequate and exchange connected, but there is no enough time conversing
3	Recurring mistakes with structures developed in class (frequent misunderstandings)	Demonstrates some command of the explained lexis but set on fixed expressions/basic lexis or uses it inadequately.	Speech is hesitating (e.g., frequent rephrasing, incomplete sentences, long lapses); several misunderstandings due to inappropriate words or mistakes in pitch.	Oral expression not always suitable for the topic and/or there is some misunderstanding between speakers because the expression is not connected enough.
2	Constant morph syntax mistakes with structures developed in class (makes speech hard to understand)	Demonstrates insufficient command of the explained lexis in class (It is hard to establish communication)	Speech is hesitating and uneven; oral interaction is almost impossible; mispronunciation and imprecise stress make comprehension uneasy; there is repetition to be understood.	Oral expression very often inappropriate to topic and/or frequent misunderstandings because there is no connection between speakers.
0-1	Absence of control of structures developed in class that makes speech not understandable.	There is no control of the taught lexis that makes communication not possible.	Speech is restricted to isolated words; lack of diction makes understanding not possible.	Oral expression inadequate to topic and/or there is no connection or lack of understanding.

**6. ORAL EXPRESSION RUBRIC VALIDATION
LETTERS.**



ORAL EXPRESSION RUBRIC PROPOSAL VALIDATION LETTER

Chiclayo, December 31, 2018

Mg. Fidel Román Távara Montenegro

Reference: Oral Expression Rubric Proposal Validation.

Dear professor,

The present letter is to let you know about the development of my thesis entitled **"Methodological Proposal For The Development Of An Oral Expression Evaluation Procedure In The English Language Course Of The University Of Señor De Sipán Language Center, 2012"** in order to obtain the degree in Sciences of Education – English language Didactics.

For that reason I am developing a study in which includes the elaboration of an oral expression rubric proposal in order to offer an oral expression evaluation procedure to The English Language Course Of The University Of Señor De Sipán Language Center.

I expect your welcoming to my request, and at the same time I thank you in advance for kind acceptance.

My best regards,

Ernesto Díaz Mercado

Received by Fidel R. Távora
12/31/2018.



ORAL EXPRESSION RUBRIC PROPOSAL VALIDATION LETTER

Chiclayo, March 13, 2018

Mg. Gabriela Emma Montoya Muñoz

Reference: Oral Expression Rubric Proposal Validation.

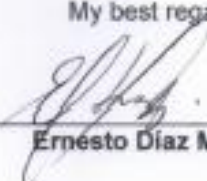
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Ernesto Díaz Mercado

Received by Gabriela Montoya

13/03/2018





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My best regards,


Ernesto Díaz Mercado


Received by Max Pérez Vera
Cargo got.

7. ORAL EXPRESSION RUBRIC PROPOSAL VALIDATIONS.



ORAL EXPRESSION RUBRIC PROPOSAL VALIDATION

I certify that I have revised the **Oral Expression Rubric Proposal** as a procedure to improve the oral expression evaluation as a product of the research entitled **"Methodological Proposal For The Development Of An Oral Expression Evaluation Procedure In The English Language Course Of The University Of Señor De Sipán Language Center, 2012"**

Ernesto Díaz Mercado, the autor, is a student of the Sciences of Education - English language Didactic master program of Pedro Ruiz Gallo, Lambayeque, Peru.

The rubrics will be presented as a proposal procedure to evaluate the oral expression in the English Language Course of The University of Señor de Sipán Language Center in order to be considered as part of the evaluation methodology.

The observations have been considered by the author in order to be approved. Therefore, the rubrics have validity and reliability considering the variables that correspond to the research.

I sign the present document upon the request of Mr. Díaz for the purposes that it may be useful for him best.

Mg. Fidel Román Távora Montenegro

DNI: 16645034

Chiclayo, December, 31, 2018



ORAL EXPRESSION RUBRIC PROPOSAL VALIDATION

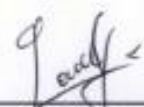
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Mg. Gabriela Emma Montoya Muñoz
DNI: 43184006
Chiclayo, March, 13, 2018



PEDRO RUIZ GALLO
UNIVERSITY
SCIENCES OF EDUCATION
MASTER PROGRAM



ORAL EXPRESSION RUBRIC PROPOSAL VALIDATION

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Mg. Max Cristian Pérez Vera
DNI: 40425007
Chiclayo, March, 13, 2018

8. Strategies to implement the usage of the oral expression evaluation procedure methodological proposal

A) At institutional level:

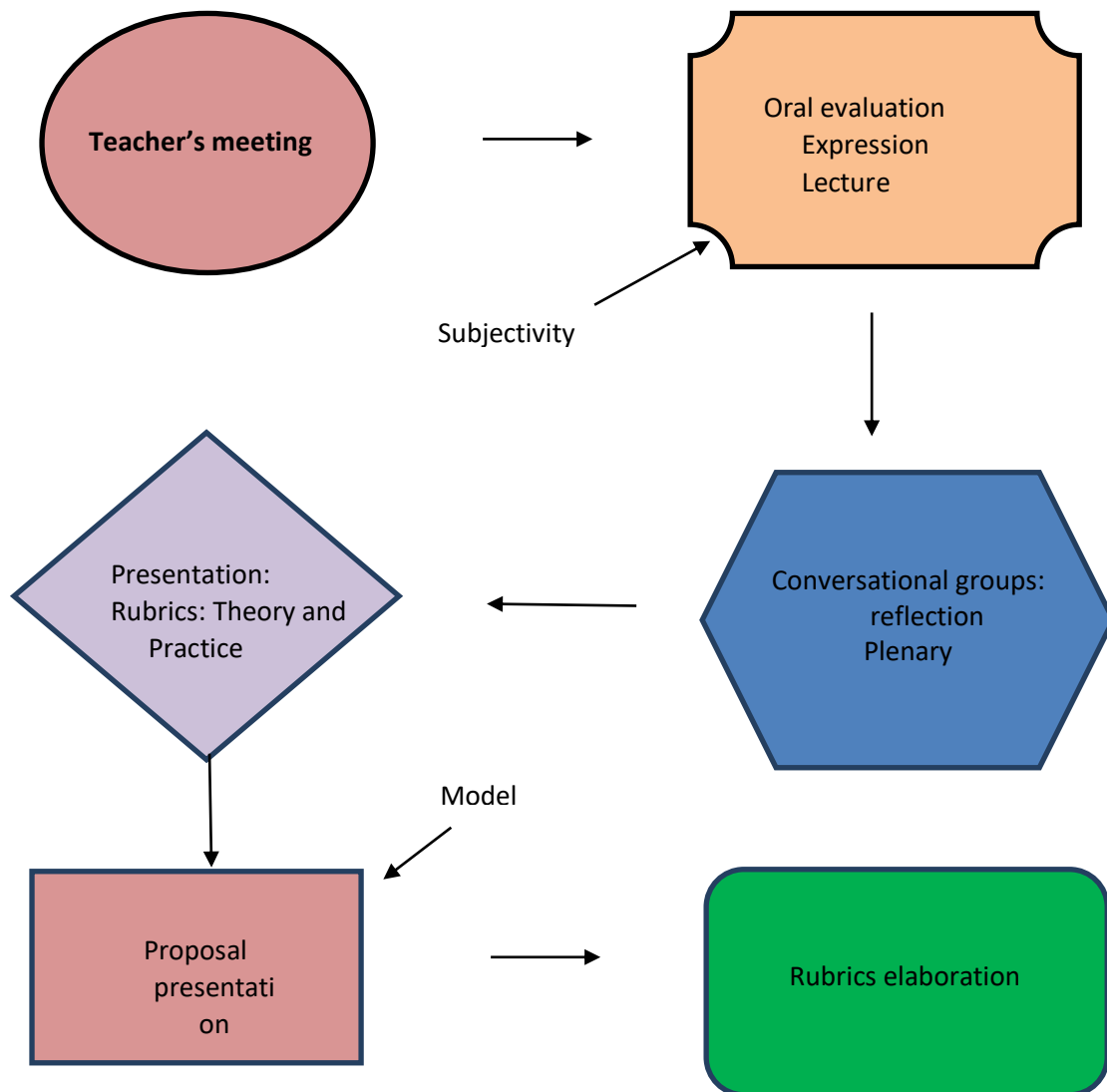
1. Convene teachers' meetings for a specific academic purpose: The analysis of the correct way of evaluating the oral expression procedure as part of the evaluation methodology if any.
2. Prepare and present lectures on oral expression in the English class and the necessity of an appropriate evaluation that has the intention of diminishing the subjectivity of such evaluation and do a more efficient academic labor in benefit of the students with the committed stakeholders of the institution active participation in a way that they are involved in the project and become part of it.
3. Make conversational groups among teachers to self-reflect on the way students are being evaluated and present it in a plenary with the intention of becoming aware of the oral evaluation methodology they employ in order to improve it with the elaboration of a procedural instrument: Rubrics.
4. Carry out an active presentation about the theory and practice of educational rubrics: The structure, how to use them, and the advantages as a methodological procedure instrument where the participants of the educational are able to recognize the advantages of their usage:
 - i. Rubrics formulate a more objective of grading.
 - ii. There are specific criteria for the students to be evaluated
 - iii. Students clearly know the criteria on which they are evaluated.

- iv. Students and the teacher may know the weaknesses to be improved and strengths to be reinforced.
5. Make a presentation of the proposal: Rubrics for the oral expression evaluation based on Stephen Krashen's Monitor hypothesis to be used as a model.
6. Elaborate the rubrics as consensus by all stakeholders involved in the teaching learning process of the language center and carry out a training on the usage of rubrics.

B) In the classroom

1. Make introduction about the rubrics to students and explain the use and advantages of them.
2. Facilitate students to ask the necessary questions about rubrics.
3. Induce students to become involved in their learning having knowledge of the criteria and be able to identify their weaknesses and strengths.

A) At institutional level:



B) In the classroom:

