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Educación con Mención en Didáctica del Idioma Inglés**

TALLER DE UNA ESTRATEGIA DIDÁCTICA PARA HACER UNA MEJORA SIGNIFICATIVA DE LA HABILIDAD DEL HABLA EN INGLÉS COMO SEGUNDA LENGUA BASADA EN LA ENSEÑANZA DEL LENGUAJE COMUNICATIVO DE WILLIAM LITTLEWOOD CON LOS ALUMNOS DE PRIMER GRADO DE SECUNDARIA DEL COLEGIO “JOSÉ MARÍA ARGUEDAS EN CACATACHI PROVINCIA DE SAN MARTIN, REGION DE SAN MARTIN - PERÚ.

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DEDICATION

This thesis is dedicated to my parents, who taught me that the best kind of knowledge to have is that which is learned for its own sake and that even the largest task can be accomplished if it is done one step at a time.

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RESUMEN

Al referirnos a la **problemática** se puede apreciar que durante las clases de inglés los estudiantes muestran un déficit al expresarse en forma oral en el idioma inglés, sólo conocen algunas palabras, no son capaces de expresar sus ideas de manera fluida cuando interactúan con el profesor o sus compañeros, además los docentes utilizan metodología tradicional que no permite que los estudiantes desarrollen su comunicación oral, son pocas las actividades que fomentan la comunicación oral, la clase se centra más en la adquisición del vocabulario y reglas gramaticales que en la producción oral, no hay suficiente motivación para animar a que los estudiantes se expresen en inglés, la comunicación se realiza a través de frases cortas memorizadas por los estudiantes. El **Objetivo general** fue diseñar y proponer una estrategia didáctica basada en la Enseñanza Comunicativa de la Lengua de William Littlewood para lograr una mejora significativa en la habilidad de hablar en el idioma inglés de los estudiantes del 1er año del nivel secundario del colegio “José María Arguedas” en el distrito de Cacatachi, provincia y región San Martín. Tenemos como **título de la investigación**: Un taller de una estrategia didáctica para realizar una mejora significativa en la habilidad de hablar en inglés como una segunda lengua basado en la Enseñanza Comunicativa de la Lengua de William Littlewood con los estudiantes del 1er grado del nivel secundario en el colegio “José María Arguedas” en el distrito de Cacatachi, provincia de San Martín, Región de San Martín – Perú. La **hipótesis** quedó redactada así: Si diseñamos y proponemos una estrategia didáctica basada en la Enseñanza Comunicativa de la Lengua de William Littlewood, entonces los estudiantes del 1er año del nivel secundario del colegio “José María Arguedas” del distrito de Cacatachi, provincia y región San Martín, lograrán una mejora significativa en la habilidad de hablar en el idioma inglés. El **tipo de investigación** es descriptivo propositivo. Podemos citar como **conclusión general** de la investigación que se logró diseñar y proponer una estrategia didáctica para mejorar la comunicación oral de los estudiantes en el idioma inglés, comprobándose así la hipótesis general.

Palabras clave: Taller, estrategias didácticas, habilidad de hablar, segundo idioma inglés, enseñanza comunicativa, educación secundaria.

ABSTRACT

When referring to the **problem**, it can be seen that during English classes the students show a deficit when expressing themselves orally in the English language, they only know a few words, they are not able to express their ideas fluently when they interact with the teacher or their peers, in addition, teachers use traditional methodology that does not allow students to develop their oral communication, few activities encourage oral communication, the class focuses more on the acquisition of vocabulary and grammar rules than on oral production, there is not enough motivation to encourage students to express themselves in English, communication is done through short phrases memorized by students. The **general objective** was to design and propose a didactic strategy based on the Communicative Language Teaching by William Littlewood to achieve a significant improvement in speaking skill in the English language of the students of the 1st year of the secondary level of the school "José María Arguedas" in the Cacatachi district, San Martín province and region. The **title of the research** is: A workshop of a didactic strategy to do a significant improvement in speaking skill in English as a second language based on Communicative Language Teaching by William Littlewood with the 1st grade students of secondary level at "José María Arguedas" school in the district of Cacatachi, province of San Martín, region of San Martín - Peru. The **hypothesis** was written like this: If we design and propose a didactic strategy based on the Communicative Language Teaching Theory by William Littlewood, then the students of the 1st year of the secondary level of the school "José María Arguedas" of the district of Cacatachi, province and region of San Martín, they will achieve a significant improvement in their ability to speak in the English language. The **type of research** is descriptive and purposeful. We can cite as a **general conclusion** of the research that it was possible to design and propose a didactic strategy to improve the oral communication of students in the English language, checking the general hypothesis in this way.

Keywords: Workshop, teaching strategies, speaking ability, English second language, communicative teaching, secondary education.

INTRODUCTION

English is a worldwide language since technology has increased throughout the years, forcing people to learn and trying to be an expertise so they can speak with other people, even if travelling abroad, English might be the language you can use to communicate. Knowing the importance in English not only in business area, but other ones as trips, research, reading scientific books, developing English skill in Peruvian people is a challenge, first of all, because English is taught as a foreign language, so our curricula in public schools is just giving it 2 hours per week, so teachers must lead with this.

This thesis was done because “José María Arguedas” school’s students have a lack of speaking skill and we need to improve them by applying meaningful strategies based on Communicative Language Teaching so speak English may be the best thing one can do to improve one’s life. This research was elaborated to find solutions to the problems described by applying a meaningful strategy through real life activities of the students who will do an important improvement in speaking English skill and make them aware that they would have a better job and other study opportunities. English is currently one of the main languages to communicate in the business world; this is the universal language for politics, science, studies, administration and business. In addition, it is the predominant language in the world of global advertising and popular culture. The growth of each interaction of spoken voices and the exposure of this language in each media, have increasingly attached importance to each ability so that it can be heard and spoken. Currently the population needs to know the English language for their daily lives and to use it mainly in each domain, both professional and commercial. This language is increasingly useful and spoken in different countries worldwide; then, they often need oral skills.

The **research problem** was formulated in the following way: In English lessons at “José María Arguedas” school in Cacatachi, province and region San Martín - Peru, students show a lack of speaking skill, they also know a few words in English and do not developed the ability to express their ideas fluently while they are interacting with the teacher or their peers. The method used by the teacher is very traditional because it does not let students to develop speaking skills, a few times speaking activities applied in the English classes. Teacher is

most centred in acquiring vocabulary and rules rather than oral production. Motivation is not enough to encourage students to produce in the target language; in addition, students always memorize a piece of dialogue or a paragraph to speak in front of the class.

The **research object** is the teaching learning process which is a necessary action to be able to fulfill all the objectives in education, the effective teaching is one that bring about the intended learning outcome such as generating a situation or choosing a real situation in order to improve learning, teaching, counting, giving the necessary instructions, to get a person to understand it so that they learn and impart every knowledge and skill necessary for this language to be mastered. It is the heart of education. In this school students are taking two pedagogical English hours a week but they do not use the target language in conversations it means that something is running inappropriately, teacher's methodology is not correct so it is necessary to look for some accurate strategies where students can start to speak English with their classmates, citizens and why not foreigners as we know English is called "the language of communication" because it seems all the people in the world have agreed to use English to talk to each other. Actually 340 million people in the world are speaking English as a first language and another 510 million people are speaking it as a 2nd language.

The objective is to design and propose a didactic strategy based on the Communicative Language Teaching by William Littlewood to achieve a significant improvement in speaking skill in the English language of the students of the 1st year of the secondary level of the school "José María Arguedas" in the Cacatachi district, San Martín province and region.

The specific objectives are to diagnose the speaking level of the students in the English language with an oral test and rubrics validated by expert judges, to establish a teaching approach to support a didactic strategy, to design a didactic strategy based on Communicative Language Teaching by William Littlewood, to validate by expert judges the didactic strategy's design, to exemplify the didactic strategy founded on Communicative Language Teaching through the preparation and proposal of learning sessions.

The hypothesis was formulated: if we design and propose a didactic strategy based on Communicative Language Teaching by William Littlewood, so

the students of the “José María Arguedas” school of the district of Cacatachi, province and region San Martín, will do a significant improvement in the speaking skill in the English language.

The research fieldwork is the teaching learning process of the speaking skill in the 1st year secondary students at “José María Arguedas” school located in a small town called Cacatachi, province and region San Martín - Peru. The following scheme was designed for the presentation of this thesis:

The first chapter: This describes the location of the research objective, the limit and the administrative division of the province of San Martín. Then the history of the district of Cacatachi is described, leading to “José María Arguedas” school in Cacatachi, how the problem arises, where is considered all the trends since the international context to the local one. Description of the characteristics of the problem and the methodology applied. **The second chapter:** The theoretical framework is based on reviewed thesis where many research works had already studied the presented problem and main themes from three works were taken into account. As the Illocutionary Force by John Searle, the pedagogical framework was based on The Meaningful Learning Theory by David Paul Ausubel and the technical framework was supported due to Communicative Language Teaching by William Littlewood. **The third chapter:** The instruments of data collection obtained the necessary data which later on was analyzed and tabulated. Therefore, the proposal work was designed and elaborated based on the didactical and technical work mentioned above. The principal elements of the proposal work were considered: topic, rationale, objectives, methodology, evaluation, recommendation, and bibliography. **The fourth chapter:** Results and discussions. **The fifth chapter:** Conclusions. **The type of research work** is descriptive purposeful because first, we will collect information through a diagnosis phase and due to these information we will design and propose a didactic strategy. Finally, the conclusions, recommendations, bibliography and annexes could be seen in the end of the chapter.

CHAPTER I: ANALYSIS OF THE RESEARCH OBJECT

1.1. LOCATION OF THE OBJECT STUDY

1.1.1. SAN MARTIN REGION

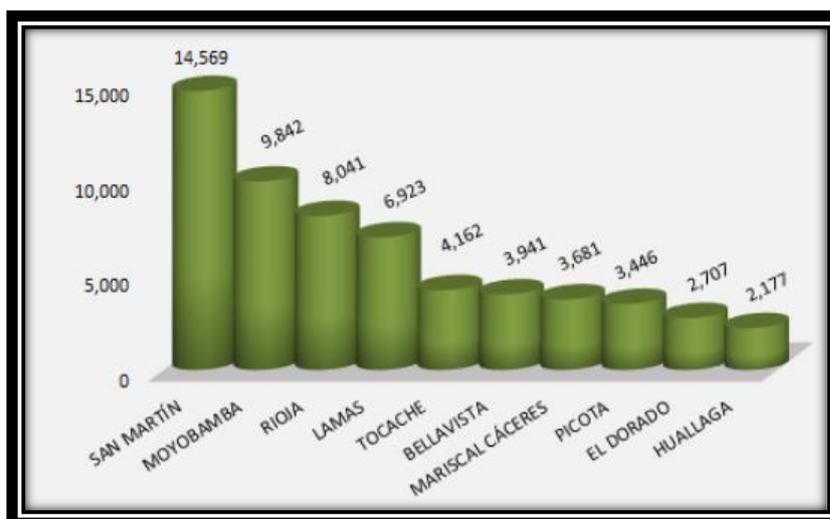
Geography

The area of the department of San Martín is divided into four parts: the western area, near the eastern side of the Andean plateau, with irregular terrain and a large number of cliffs. The second area of large valleys in which there are stepped terraces that were formed thanks to the Huallaga River, where almost all the inhabitants are dedicated to the cultivation and raising of animals; the third zone (southwest) has a small elevation, where a canyon is formed which is known as Cajón de Sión and this area finally ends in the Cayumba rapids; and a small area of low forest that usually floods. The climate of this place is mostly hot and very humid. It almost never rains there and its night weather is cool.

Administrative Division

The region has an extension of 51 253 Km² and is divided into 10 provinces and 77 districts. The population is about 840 790 hbt.

GRAPHIC Nº 1: POPULATION IN SAN MARTIN REGION - 2015



Source: Ministerio de la Mujer y Poblaciones Vulnerables – MIMP y PAM 2015

Retrieved from: <https://www.mimp.gob.pe/adultomayor/regiones/SanMartin2.html>

1.1.2. THE PROVINCE OF SAN MARTIN

Tarapoto is the capital, a city founded in 1782 by the Bishop of Trujillo at the time, Baltazar Martínez de Compañón, is one of the most bustling cities in the department of San Martín. Despite being a major trading hub, the city lies in the middle of an area redolent with history and extraordinary natural beauty

Tarapoto is the largest city in the Department of San Martín (capital Moyobamba) in Peru at approximately 350 metres above sea level and has a hot tropical climate. Tarapoto, known as the "City of Palms," is located in the District of San Martín, "la tierra de las cataratas" (the land of waterfalls), located on the high jungle plateau in the northern part of Peru.

There are attractive areas of countryside close at hand where you can see the flora and fauna of the area and waterfalls. There are opportunities for adventure expeditions including white water rafting and canoeing trips.

Local crafts and souvenirs are on sale often making use of attractive jungle resources such as exotic seeds, feathers, coconut shells and straw as well as gifts made with Peruvian silver, gold and other precious stones.

There is also of course a wide variety of local food and dishes, locally-produced alcoholic drinks such as uvachado (made with grapes and aguardiente) the medicinal siete raices (made with medicinal tree roots and barks) and chuchuhuasi.

Local folklore is well represented and of special interest is the native community of Lamas and the ethnic museum there. This is approximately 30 minutes by car from Tarapoto.

Tarapoto is also a set off point for tours of the North East of Peru and Amazon, including the Chachapoyas culture in Amazonas with its fascinating but not so well known archaeology and history, the Gran Vilaya ruins, the Kuelap fortress (Machu Picchu of the North) and the Inca Trail of northern Peru.

1.1.3. DISTRICT OF CACATACHI

Its name derived from 2 quechua words: CACA which means “Land” and TACHI means flat, so Cacatachi is Flat Land.

Cacatachi District is one of fourteen districts of the province San Martín in Peru. It is located 12 km. northern of Tarapoto, on the side of Fernando Belaunde Terry Road. It is at approximately 295 metres above sea level.

Cacatachi was created as a district on October 31st in 1932 in President Luis Miguel Sanchez Cerro’s government through Law N° 7628. The first mayor was Mr. José Mercedes Hidalgo.

Cacatachi’s economics is based on agriculture, its rice production is more than 80% per year.

The main religious festivity is Saint Juan Bautista.

The limits are:

- **North:** The province of Lamas and district of San Antonio.
- **South:** District of Morales.
- **East:** Districts of San Antonio and Morales.
- **West:** Province of Lamas.

1.1.3. “JOSÉ MARÍA ARGUEDAS” SCHOOL

“José María Arguedas-Cacatachi” school was created through “Resolución Directoral Zonal N° 0327” on April 12th in 1977, this resolutive paper was issued by “Dirección de la Zona de Educación N° 62”, it was first called “Programa de Educación Básica regular PEBAL (III Cycle)”.

This institution started working and teaching with 6th Grade in primary level just having 54 students.

In 1979, according to “Resolución Directoral Zonal N° 0145” given on March 30th the PEBAL turned into “Centro Educativo Básica Regular (Cycle II)”.

After years through “Resolución Directoral Zonal N° 1267” given on October 16th 1986, the CEBR changed its name in honor of a Peruvian writer called “José María Arguedas”.

1.2. HOW THE PROBLEM ARISES - DESCRIPTION OF THE OBJECT STUDY.

1.2.1. HOW THE PROBLEM ARISES.

In the world, most people are trying to learn an international language to meet and interact with people, institutions and companies to look for better opportunities and to have a better kind of life or a different way of enjoying life. English is the desired language of everybody because it is spoken in most countries and it is considered by communities on all five continents. International organizations have adopted English to improve communication. In the last six decades, multinational corporations have been communicating internally in the English language for more than a small number of their collaborators have this language as primary and official. But what will happen in the medium or long term? Some people think that this language will become dominant if more and more we speak it. Consequently, it is feared many other languages will disappear as they will not be able to compete with English. A more optimistic point of view suggests that the whole planet will be multilingual and a large part of the population will become competent in different languages, in which English will be included. At the other end of the debate some experts argue that English will disappear, dividing into several different local versions such as Spanglish, Hinglish, and Chinglish. But now, riding the crest of globalization and technology, English dominates the world as no language ever has, and some linguists now say it might never be dethroned as the king of the languages so it is of paramount importance in people's life. Speaking this amazing language can change your life in many aspects such as social, economic, cultural, etc. World's needs are changing each day and speaking English is in first place instead of people find it difficult to be fluent in it but with a bit of effort they reach it. English is being regarded, as the major international language. Many people wonder whether it is not the world language. Population experts believe between three hundred million and four hundred million now speak this language

as their mother tongue. However, it is also recognised as an official language in about 100 countries. In India for example, English is so important that it is a national language. The rise of English was first link to the history of colonialism. In addition, when the British Empire was expanding in the 19th century, many languages in Africa were submerged because of English. Later, the dominance of the USA after the Second World War ensured that this expansion of English continued.

International Context

In Spain, people give us a clear example of the reality that foreign countries are underpinning with the English language where 65% of Spanish recognized that are not able to speak, read and write in this language.

O'Hara, E (2014). "The Spanish voice", he argues about the polemic of language learning It is true that this is a dragged problem. Franco, the dictator closed the frontiers to English for 40 years, focused on the defence of Spanish and Spain became a country accustomed to see doubled cinema. At present, English proficiency continues to be one of the educational factors that most marks the difference between some social classes and others; hence the emphasis in recent years on public schools being bilingual or, as proposed CIU, the Need for schools to teach some subjects in English to give a solution to this situation that affects everyone equally.

The Ministry of Education, Alejandro Tiana, confirms the thesis. Having a strong first language makes its speakers less pressure to learn other languages. "In Spain, the command of English is still insufficient," said Tiana. "The educational system has not traditionally given a great deal of importance to foreign languages. Since 2008, Spanish children have been studying English since the first year of primary education, that is, at the age of six. And from 2009 the introduction of the foreign language will be extended to the end of early childhood education.

Hickey, director of the British Council in Spain mentions that the reality is that more than 100,000 people present themselves to the English exams of Cambridge every year, that certify their level. Cambridge's best-

known high level exams are First Certificate, Advanced and Proficiency. Seventy percent of the students who presented themselves to First passed in 2006. "The level of English in Spain has improved considerably in the last 10 years"

Latinamerican Context

In Brazil, state and national curricular meshes must contain the teaching of at least one foreign language in primary and secondary schools. However, teachers and professionals have recognized that the level of English taught in both the public and private sectors will not give students a good level of English. They try to identify any reason similar to those that cause other difficulties in basic education: Absence of good teachers for the teaching of languages and classrooms with excess students, Likewise the difficulties regarding the time designated for teaching a language and how complicated it is to find qualified teachers. In this way the teaching of a language will be reduced to the teaching of the basic rules of grammar, reading of small texts and the performance and approval of exams of multiple alternatives in universities. Even some government officials have admitted that the English language in basic education has several flaws. Each national curriculum guideline (course curriculum) will be well articulated, but it will not be fully applied in practice. They pointed out that there is no language laboratory in schools because the budget for these is very little.

Peruvian Context

In Peru, many young people began to study English from primary school. They started by learning the basic vocabulary and a lot of grammar rules, tenses and very complex things. But when they leave high school and go to college many times, they have very poor English. They ask if you know English. And they do not know what to answer; in spite of studying it for 12 years, but when they hear something in English or go to England they understand only 20% of what they say and when they have to express themselves, they start to stutter, sweat and build strange phrases while the interlocutor looks at them with surprised faces.

They come to university, and as we see that they do not have an advanced level, they enrol in a language center. And they find themselves with few differences, practice oral English in class, but they still see a lot of grammar mistakes, they notice that they have lack of something. And everyone wonders what happens in the Peruvian educational system; so many years having 2 hours of English a week do not have positive results.

People in Peru also have problems in speaking because Spanish words sound as they are written but English words sound different when they are pronounced, for that reason Students are afraid of making pronunciation mistakes at the moment they are speaking. The different kinds of vowels and consonants sounds make the language difficult at undertaking a conversation. Others can feel motivated to speak English inside the classroom but when they go out the class, they realize that no one is using the target language so they cannot find the real reason for learning speaking English. The study of the English language in schools is mainly centered in reading and writing rather than in speaking or listening. No time for developing the students' ability in the four language skills and English learning in Primary Public School level is not official, but few parents' associations pay private teachers so their children can learn English in their Schools.

In Public School, principals and teachers are doing their best for their students to make them succeed in their studies despite the difficulties they face. They also do a great job they do not want to stand behind. But it is difficult for public school students to learn the English language because they do not have enough time for studying and the teachers sometimes are not well prepared.

Three years ago, MINEDU promised to increase the number of hours dedicated to teaching the English language, from two to five hours a week in state schools, in order to have a little more time to practice and speak it. This modification will be implemented initially in two thousand schools, but later it will expand until one hundred percent of state schools have adopted it. Another option is to give scholarships to poor students so they can study in high-performing schools.

Those 25 under public administration have facilities all over Peru's territory and include programs from the Organización Internacional de Bachillerato which provides with no less than ten hours of English courses a week. Besides that, Peruvian government has been working on provide online learning opportunities for those citizens who live in rural areas where access to language learning is scarce.

Local Context

In Tarapoto, English language education is still in process, there are institutions that teach English courses such as the language centers of the Universities to which our students come in order to improve or reinforce what they receive in classrooms, showing that teaching in schools is not enough to start producing the language, so parents are seen in the need to invest extra in their child's learning (a) however the results in most young students remain the same, do not feel prepared to start thinking in English. They improve the quality of the language by themselves, the English as it is known it is developed in four skills Reading, speaking, listening and writing each of them are connected and the great Achilles' heel to achieve success in learning is the skill in which we must demonstrate everything learned through an oral interaction; The speaking, it becomes complicated to be able to express in a second language even knowing the grammar, the oral production is so deficient that one could think that the teachers in the institutions are not doing a good job, nevertheless it is the student who feels limited by For some reasons or others, it is here that we can mention many factors that contribute to this problem being the most concurrent lack of knowledge in vocabulary, low level of use of verbs or grammar, adding all this we have a little use of the language and hinder the development of the same.

English lessons at "José María Arguedas school" are not focus in the speaking ability as we know this skill let students to demonstrate how competent they are in the target language. Most classes are based on grammar where students spend the two hours practicing some rules that just let them memorize the way of writing without being aware of how useful it could be to develop the other skills because these activities are

not focused in the context and students do not see the lessons useful for their lives, for that reason they fell demotivated to go on learning and outside the classroom and do not put into practice what they have learned. English teacher do not update they teaching skills and the strategies and techniques do not meet the students' learning styles and needs, current students personality is different from students of ten years ago so teachers need to change their methodology and materials and activities to achieve the goals proposed at the beginning of the year.

Communicative language teaching can be applied in classes to give a solution this problem that is affecting many students in Peru and other countries that do not let them learn to speak English fluently. This approach has great strategies that help the students to get a good speaking and understanding taking accounts their level, age, needs and style in the target language.

1.2.2. DESCRIPTION OF THE OBJECT STUDY

The process of learning how to teach is a necessary action to reach the desired goal in education, and the effective teaching is that one that succeeds in reaching the expected learning outcome like, creating a situation or selecting real life events to improve the learning process like showing, telling, providing instructions, making people understand the language in order to learn it and be able to teach it skilfully.

On it depends the fulfilment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching and learning are related terms. In teaching - learning process, the teacher, the learner, the curriculum, the environment and other variables are organized in a systematic way to attain some pre-determined goals.

1.3. HOW THE PROBLEM IS MANIFESTED AND WHAT FEATURES IT HAS.

In English lessons at “José María Arguedas” school in Cacatachi, province and region San Martín - Peru, students show a lack of speaking skill, they also know a few words in English and do not developed the

ability to express their ideas fluently while they are interacting with the teacher or their peers.

The method used by the teacher is very traditional because it does not let students to develop speaking skills, a few times speaking activities applied in the English classes. Teacher is most centred in acquiring vocabulary and rules rather than oral production. Motivation is not enough to encourage students to produce in the target language; in addition, students always memorize a piece of dialogue or a paragraph to speak in front of the class.

Teachers do not use appropriate strategies to teach the speaking skill; the few times that they use are not matching to the students` real life, likes and needs.

Students are not conscious about the real importance of speaking English nowadays. They do not have much time for speaking because they always say what to speak English for if no one speaks this language here and I will not travel abroad. It is really challenging for a teacher to find a solution to this problem immediately.

There is not an accurate environment to speak English, classrooms are not arranged to grab the attention and encourage the students to participate in English conversations i.e. they do not have enough motivation.

Students are just in touch to the English inside the classroom but when they go out, they neither speak nor listen any word that is a pitiful disadvantage for them.

Students have two pedagogical hours a week and others have three but it is not enough to learn a second language. They do not put enough time on their learning because they think that they are going to live for the rest of their lives by agriculture. The lack of a steady practice makes the learning more difficult because they are not in touch with it all the time.

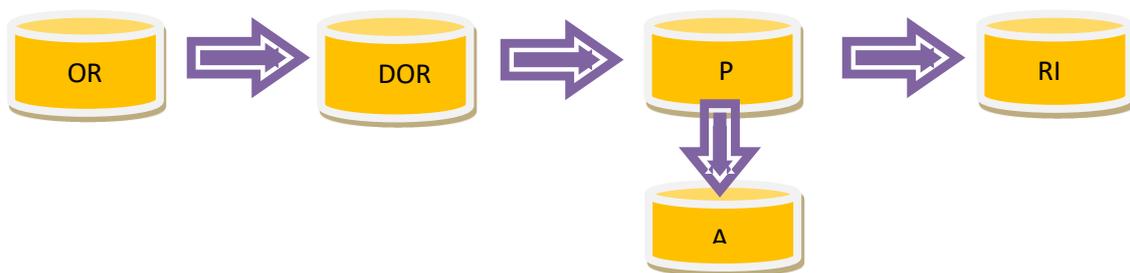
All in all, the lacks finding in this school will be analysed carefully and given a solution by using meaningful strategies founded on Task Based Learning.

1.4. DESCRIPTION OF THE METHODOLOGY

This research is designed in two phases: In this first phase, to select the research techniques were let for the situational analysis and the population.

In the second one, The variables were desintegrated, emphasizing the independent variable that it is linked to the proposal matter.

This research adopts the following **proposal design**:



LEGEND

OR = Observed Reality

DOR = Difficulties Observed in the reality

P = Proposal

A = Approach

RI = Reality Improving

Analytical Design

The action plan for the development of this reserach was held in the following stages that are detailed below:

First stage: Perform trend analysis of the development of the teaching-learning process (speaking skill), international level, Latin America and Peru. To carry out this work was use the historical- logical method.

Second stage: Carry out the diagnosis in the field of study which was done by the method of instrument with a ask and answer test for the students that will be applied just once.

Third stage: Design and substantiate formally strategies with the support of the Illocutionary Force Proposal by John Searle, the Meaningful Learning Theory by David Ausubel and the Communicative Language Teaching by William Littlewood, For the purpose of establishing relationships and regularities of the processes and components, this, to justify the problem.

1.4.1. POPULATION AND SAMPLE

The population is defined by the 1st “A” and “B” grade of secondary level students at “José Maria Arguedas” school located in the district of Cacatachi, province and region San Martin – Peru.

N°	GRADE	MALE	FEMALE	TOTAL
01	1 st “A”	12	18	30
02	1 st “B”	14	19	33
TOTAL				63

The sample is defined by the 1st “A” grade of secondary level students at “José Maria Arguedas” school located in the district of Cacatachi, province and region San Martin – Peru.

N°	GRADE	MALE	FEMALE	TOTAL
01	1 st “A”	12	18	30

1.4.2. MATERIALS, TECHNIQUES AND INSTRUMENTS OF DATA COLLECTION

MATERIALS	TECHNIQUES	INSTRUMENTS
Printed papers Markers Pens Photocopies	Questionnaires Interviews Observation	Items list Interview guide Observation guide

1.4.3. METHODS AND PROCEDURES OF DATA COLLECTION

METHODS

Observation

Question – Answer

PROCEDURES

Interviews

Questionnaires

1.4.4. STATISTICAL ANALYSIS OF DATA.

The data will be processed as following way:

EDITING

CLASSIFICATION

TABULATION

CHAPTER II

THEORETICAL – CONCEPTUAL FRAMEWORK

2.1. BACKGROUND FRAMEWORK

Research in strategies to teach speaking English is new in Tarapoto, but there are some research projects or thesis about this topic in other places.

NATIONAL BACKGROUND:

Neil Edwin Arévalo Alcántara in his thesis titled **“A workshop of meaningful strategies to do an important improvement in speaking English skill”** in Lambayeque - Peru 2015, concluded that the pre-test applied and the speaking skill was diagnosed, the results shows 98% of the students have poor level and they need to improve speaking skill. The data results headed to select strategies that help and improve students' speaking skill.

A workshop based on Task Based Learning was designed and proposed where students improve their speaking skill in a meaningful way by the strategies applied. Thus, they express their own ideas easily.

The hypothesis was supported, showing the problem exist, all the students 'lacks and leading to justify the problem.

Juan Carlos Acosta Rivadeneira in his thesis titled **"A didactic proposal to improve pronunciation skills based on the use of popular English songs"** in Lambayeque – Peru 2015, concluded that by reviewing the data resulting from the instruments applied, we can state that using songs to improve pronunciation skills is a dependable technique. Not only that, but it also can be a useful resource to be used with every student who likes music and also with the one who are looking forward to enhancing their pronunciation of the language. When analysing the comparison data, 62% of the students had poor pronunciation of vowels and consonants, and as result of the tool was used with them, 62% obtained good results while 38% obtained even better results in consonant sounds. 54% of students obtained good results, while 46% obtained even better results in vowel sounds. The other pronunciation elements taken into consideration in this research were also good and very good.

When promoting language learning, we have to consider that the exposure to native English is a key factor. It has a direct relation to the affective filter and how automatically students get to pronounce while singing. When engaging students with songs they like is very likely for meaningful learning to happen mostly due to the fact they may also listen to the same songs in places other than

the classroom. When playing songs, we encourage the automatization of the use of colloquial language. There is an urgent need to encourage the use of these critical practices in order to produce excellent users of the language. When designing lesson plans is key to consider the educational factors that will encourage students to add more words to their vocabulary. They have also considered that using pop songs has helped enhanced student's pronunciation and listening skills. That is a key factor as it is the purpose of this booklet,

Ernesto Elias Ventura Bravo in his thesis titled **“Didactic proposal based on TBLT (task- based language teaching) approach to improve oral communication skills”** in Lambayeque – Peru 2015. He concluded that by using task-based language activities an improvement of oral communication skills while learning is highly likely. It can also be useful for every student who is willing to enhance their oral communication skills. If we see the comparison analysis provided, we will notice that 75% of the students obtained low scores in the guide created to determine their speaking level, which lead us to conclude they lack micro skills when speaking.

We can also notice that after tools were applied, more than 40% of the students obtained a positive score in the criteria utilized while less than 50% of students scored low which proves a significant improvement in a very short time. Using the observation checklist to evaluate the listening portion was useful.

The pre-test previously showed that no student obtained the highest score in the observation list and 75% of them never wrote anything down on key points while listening to the speaker which represented a big issue for them. On the other hand, the post test showed that the number of students with low scores had decreased which shows a significant improvement in their performance.

More than half of students could sometimes identify main ideas after the presentation was completed. More than 50% of students also had a great improvement in noticing the speaker's ideas that proves they were really engaged during the lessons due to the type of lesson plans designed.

I can warrant that the use of such tasks helps motivate students and focus teacher's attention and their learners on meaning and communicative language use.

Task-based language offers a change when referring to the usual grammar practice routines through which many learners did not find helpful to communicate. It motivates students to access, use and try whatever piece of English they are able to remember in order to not feel fearful about their peer review, which will allow them to be in control of their own learning in and outside the classroom.

It is also important to consider the appropriate task difficulty level and to establish a clear goal for each task-based lesson and to provide the appropriate guidance to the students related to the performing of the task and their active role in such task-based lessons.

It is also essential to state that during the administering of the lesson plans based on TBLT students were comfortable and could appreciate the activities because most of them like being active in their English classes. Therefore, the use of such tasks in the EFL/ESL classroom can create a learning environment much more enjoyable and appealing. At the same time, English learners acquire the target language and feel comfortable in a relaxing environment.

I also think that the use of task-based language activities helped students to enhance their oral communication skills, both speaking and listening which are essential since that is the objective of the didactic proposal.

INTERNATIONAL BACKGROUND:

Lia Amalia Nirmawati in her thesis titled “**Improving students’ speaking skills through speaking board games**” in Indonesia 2014.

Based on the study and results obtained from the instruments, it can be said that the use of task-based language activities to improve oral communication skills in the learning of a language is reliable, and it can be useful for all students who are interested in improving their oral communication skills. As we can see in the comparative analysis that 75% of the students got lower scores in the observation guide to determine the speaking level which meant the lack of micro skills in speaking skill. After the tools were applied, more than 40% of the students showed a positive score in the criteria used and less than 50% of the students get lower scores which mean a great improvement in a very short time.

The use of the observation checklist for the listening part was a very useful tool. The pre-test showed that no one got the highest score in the observation checklist used and 75 % of students never made notes on main points while they are listening to the speaker which was a great problem for them. On the other hand, the post-test showed that the lowest score had decreased in the observation checklist used which meant a great improvement in their performance. More than 50 % of students sometimes could identify main argument or ideas after presentation was complete. More than 50 % of them also showed a great improvement in the appreciation for speaker’s ideas which meant they were really motivated during the lesson plans.

I also consider that the use of task-based language activities helped them to improve their oral communication skills such as speaking and listening skills. It is really important because this is the purpose of the didactic proposal.

Intan Alfi in his thesis titled “**Improving the students’ speaking skills through communicative games**” in Indonesia 2015. The research’s purpose is to help students to improve their speaking skills by the use of communicative games for grade VIII students of MTs Negeri Ngemplak. The research was an active research. Such research obtained information using classroom observation and interviews with alumni and their English teacher.

The research was conducted because there were problems in cycle 1, therefore 8 actions were to be implemented in cycle 2.

They implemented communicative games, pronunciation drills, vocabulary practices, use of classroom English, provided handouts, displayed pictures and videos, improved classroom management and gave rewards.

In cycle 2, two communicative games were implemented. Those were role play, one of them was about the creation of a telephone conversation and the other one was a “Lie Detector” game.

The actions executed caused an improvement on the students speaking skills. Student’s scores also demonstrate such improvement as their post-test scores were higher than those obtained on the pre-test.

Through classroom observation, in cycles 1 and 2 where the developed actions were put into action, an improvement on student’s speaking was noticed as expected. Some changes were also discovered. Such changes were obvious in both the teaching and the learning processes. Students approach towards English learning was different and also was the English teacher manner of thinking. Here is the description: This thesis shows us some strategies that were effective to improve communication skills that will be taken in this research project to give solution to the problems found. These theses also show us that everything is possible if we want to have better students to build a better country.

2.2. THEORETICAL FRAMEWORK

ILLOCUTIONARY ACTS BY JOHN SEARLE

John Rogers Searle was born on July 31st, 1932. He is a philosopher born in the USA and was also part of the Philosophy department of the University of California in Berkeley. As a professor, he contributed to the philosophy of language, philosophy of mind and also social philosophy. He started as a professor at Berkeley in 1959. He was awarded several the Jean Nicod Prize in 2000, the National Humanities medal in 2004 and the Mind and Brain Prize in 2006. He is well known for his work on the “Chinese room” argument against “strong” artificial intelligence. (Taylor & Francis Group, 2018)

SPEECH ACTS

Searle presented his work in “Intentionally” (1983) and in it he takes distance from the theory suggested in Speech Acts which have specific characteristics like the “conditions of satisfaction” (originally adopted from Elizabeth Anscombe).

For example, if we were to say “John bought two candy bars” will be satisfied only if it is true: John did buy two candy bars. On the other hand, the command “John, buy two candy bars!” is fulfilled only if John carries out the action.

Searle explains the first as having the “word-to-world” direction of fit, due to the fact words are supposed to change to accurately represent the world, while the second has the “world-to-word” direction of fit, since the worlds needs to change in order to match the words.

There is also the double direction of fit, and in that case the relationship goes both ways.

The null or zero direction of fit, in which such direction does either way because the propositional content is presupposed, like in “I am sorry, I ate John’s candy bars” (McKaugghan, 2012)

Behaviour rules followed in a speech act: According to professor Searle speakers execute speech acts by following two types of rules: Constitutive rules: These rules create or construe (also administer) new ways of behaviour.

The rules set for football, for example, they not only regulate the game but they also open up the possibility of that activity. Such activity, that of playing football, is established by acting following those rules; the sport could not have an existence if were apart from those rules. John R. Searle (1969) created the speech act theory as a theory of the constitutive rules to perform elocutionary acts, i.e. the rules that describe what performing (well) an elocutionary act (with certain elocutionary force and specific propositional content) consist in. Such rules are divided in (i) propositional content rules, which are the ones that put conditions on the propositional content of some elocutionary acts; (ii) preliminary rules, which specify what the speaker will try to infer in the performance of the elocutionary acts; (iii) honesty rules, that describe what psychological state the speaker manifest to be experiencing; and (iv) essential rules, which detail us what the action is supposed to be in *essentially*.

Illocutionary Acts

Governing rules: They regulate the existing types of behaviour. They also rule a pre-existing action which existence itself has no relation to the existence of the rules. They take the form of imperatives, e.g. "When cutting food hold the knife in the right hand", or "Officers are to wear ties at dinner" (Searle, 1969)"

Speech acts and social truth:

Along the course of his professional career, Searle concluded that the study of just the uses of language was not enough. He recognized that, even when we have classified and very well understood the uses of action verbs or classification of speech acts, there will still be some genuine philosophical problems left over to be solved, such as the nature of obligation, power and intentionality. In his most recent publications, he addressed the problem of what it is to perform an act voluntarily or rationally. He soon reached the conclusion that this is only possible to solve if we also do research in brains, minds, laws of physics and the types of social organization.

After a series of publications in the philosophy of language, Searle broadened the new speech act theory in his recent and influential books by presenting new ambits such as intentionality, mind and consciousness as well as Chinese Room Argument.

In *Intentionality*, Searle introduces a new base for the theory of speech acts, in terms of the notable difference between intrinsic and derived intentionality. Meaning is just one of the phenomena that appear when we transfer intentionally onto things which are intrinsically not intentional.

In "*The Rediscovery of Mind*" Searle's theory of intentionality is established within a naturalistic ontological scheme. An **ontology** is defined as a specification of a conceptualization.

Consciousness is an inadvertently emergent feature of systems. It is an emergent feature of certain systems of neurons in the same way that solidity and liquidity are developing characteristics of systems of molecules. (*Rediscovery*, p. 112)

In *The Construction of Social Reality* – this same conceptual scheme of naturalistic emergentism is adjusted to the analysis of social reality. (A feature of a system is said to be developing if it is a new result of some other properties of the system and their interaction, while it is itself not expected and different from them.). Searle now recognizes that, like other higher mammals, humans revel in certain sui generis: capacity for "collective intentionality". Meaning that they are able to interact with others in cooperative behavior in such a way as to share the special types of beliefs, desires and intentions involved in such behavior.

"Speech act theory" has become famous and well regarded not only within philosophy, but also in psychology, linguistics, artificial intelligence, legal theory, literary theory, and feminist and also among other intellectual disciplines. Recognition of the meaning of speech acts has enlightened the ability of language to perform other things than depict reality. In the process the limits among the philosophy of action, political philosophy, the philosophy of language, aesthetics, the philosophy of mind, and ethics have become less obvious. Also, an appreciation of speech acts has contributed to lay bare a normative structure implicit in linguistic practice.

Expanding the scope of investigations of the interaction of injustice and elocutionary phenomena, McGowan 2009 contends that some speech acts can not only be the reason but also be part of instances of oppression. Anderson, Haslanger and Langton (2012) give overviews of research on gender, racial and related forms of oppression as they have a relation to speech acts. Nowadays scholarship provides hope that speech act theory will enlighten power structures indistinct through the lenses of syntax and semantics alone.

Elocutionary Silencing:

Maitra(2012) says: If sufficient large numbers of people believe that by ‘no’ the guest really means ‘yes’,” then the guest’s tries to refuse food will be characteristically passive with respect to the speech act of rejection. Alike, those patterns of discrimination which the criminals presupposed and they are not even consciously aware of them, can strip racial, religious, and ethnic minority groups of the capability to react to those oppressive speech-acts. This phenomenon is generally pointed out to as *illocutionary silencing*. (Searle, 1975).

MEANINGFUL LEARNING THEORY BY DAVID PAUL AUSUBEL

David Paul Ausubel was born in 1918. He grew up in Brooklyn, New York. Attended the University of Pennsylvania; taking the pre-medical course and majoring in Psychology. He is the creator of the theory of meaningful learning, which responds to a cognitive learning conception. In 1973 he retired from in psychiatry have been general psychopathology, ego development, drug addiction, and forensic psychiatry. In 1976 he received the Thorndike Award from the American Psychological Association for "Distinguished Psychological Contributions to Education". He passed away on July 9th, 2008. (Ausubel, 2001)

MEANINGFUL LEARNING THEORY

The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly” (Ausubel, 1968, p. vi)

This theory states that learners grasp through a meaningful process of relating new events to already existing concepts. Therefore, meaning is not an implicit reply but an expressed and distinguished conscious experience that happens when meaningful symbols, signs, concepts, or propositions are linked to a given individual’s cognitive structure.

Teachers should get to know the students’ prior knowledge to make the best use of it in their teaching.

Ausubel also theorizes the use of an advanced organizer as a manner to add students to make links between their ideas and new concepts. This advanced

organizer is a mechanism or a mental learning assistance to help students grab onto the new information. The advance organizers can be verbal phrases or graphs.

Ausubel tries to aid students comprehend and contain the new information through the learning process; this process has to be created by the teacher to present new information.

According to David Ausubel, students have to be kept active, and teachers have to boost new learning by completing missing words, underlining, by giving additional examples or restructuring sentences. Therefore, Ausubel theory has three conditions:

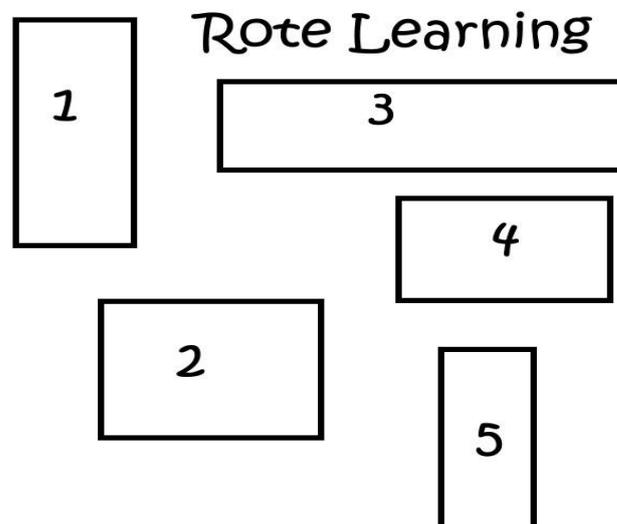
- Pertinent prior knowledge: Students build mental pictures of the language which help them to think about new information. Students are capable of evaluate the concepts that they learn in different phases during their second language acquisition in a nontrivial way¹.
- Purposeful material: That is, students build significant concepts and propositions, which must be significant to the knowledge to be acquired.
- The learner must elect to learn meaningfully: That is, students must consciously and willingly choose to link new knowledge to knowledge the learner already knows in some not important way.

Meaningful Learning; Rote Learning

An important contribution of Ausubel in promoting Learning is that he establishes a difference between Rote and Meaningful Learning. To Ausubel in Meaningful Learning the new information is analysed; that is, there exists the separation of a whole into its parts for study. On the other hand, Rote Learning occurs when the learner memorizes new information without relating it to prior knowledge.

¹ Nontrivial manner: That is, the learner must examine the meaning of a word or phrase; for example, if a learner knows that Ohio, California, and New York are states, it is comparatively not important to learn that Michigan is also a state, unless one goes further and recognizes that states are relatively large geographic units and there are only 50 in the United States, including Alaska and Hawaii. The learner needs to seek to build an organized knowledge structure that looks to obtain recognition of the differences between towns, cities, states, and countries.

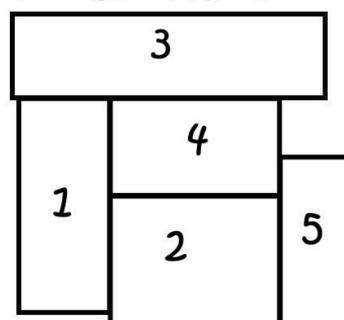
Rote Learning has one important advantage over Meaningful Learning; it is useful to memorize information in an exact way. Phone numbers, for example, cannot be an estimate; they must be accurate.



Contrarily, Meaningful Learning has three important advantages over Rote Learning:

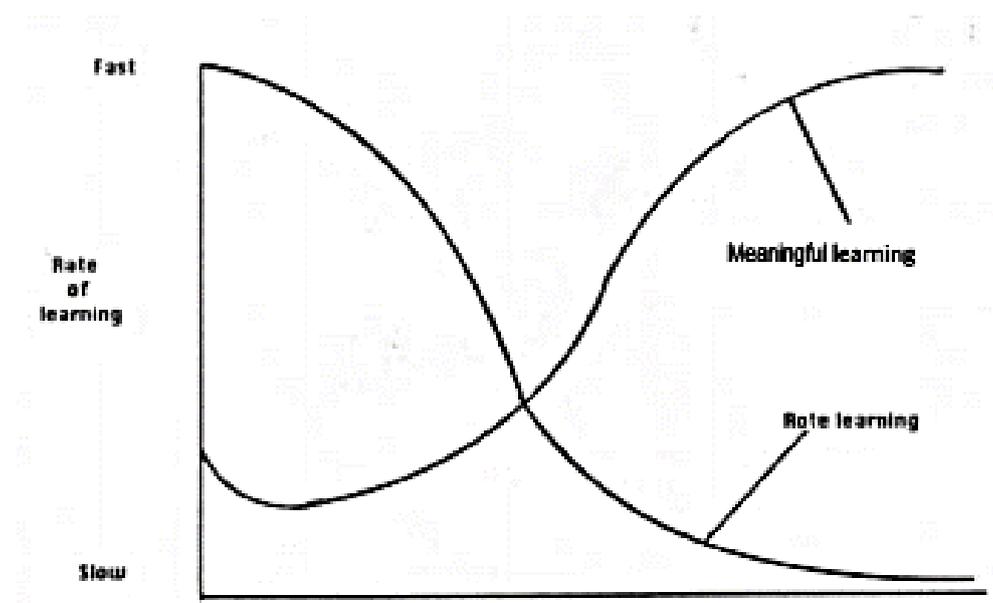
- The knowledge obtained meaningfully is remembered much longer or for a lifetime.
- The information is not retained. It makes it easier to acquire new knowledge which is linked to previously obtained knowledge. Because the cognitive structure is not blurry, it facilitates the apprehension of new content.
- The information which was acquired meaningfully can be applied in a broad variety of ways to give solution to new problems or contexts; students can exchange knowledge in an interchangeable way.

Meaningful Learning



Some students point that, most knowledge learned by memorization only in schools; is gone within 5 to 10 weeks. As a result, teachers acknowledge that their students have forgotten much of the information provided earlier and that their previous learning is now lost and that this fact is getting in the way with new learning. Nonetheless, teachers have stated that when meaningful learning happens, the facts are remembered in a relational manner. That is, the students' brains store the information because it is linked to other information. Now, when one fact is memorized, the other facts are also recalled at the moment that students need to recall. The quality of meaningful learning also depends on the conceptual abundance of the new material to be acquired.

The illustration below shows the problem that is caused by Rote versus Meaningful Learning. Where Rote Learning takes relatively minimum effort on the part of a learner initially, it is relatively efficient; that is, a learner can repeat verbatim some of the main concept definitions and propositions presented in the instruction. Nonetheless, the information is stored promptly in cognitive structure; it soon cannot be recalled as new information. Instead, Meaningful Learning is a slow process in which the information is linked to previous knowledge in a not important way. This process helps students retain information for a long time. (Meaningful Learning , 2018)



Advance Organizers

Ausubel favours the use of advance organizers as a mechanism to help relate new learning material with existing related ideas. Ausubel theory of advance organizers can be divided into two categories: comparative and expository.

Comparative Organizers

Comparative organizers activate existing methods and they are adopted as reminders to trigger into the working memory; of what you may not notice is relevant. A comparative organizer is also used both to integrate as well as to discriminate.

“Integrate[s] new ideas with basically similar concepts in cognitive structure, as well as increase[s] discriminability between new and existing ideas which are essentially different but confusable similar” (Ausubel, 1968, p. 149).[3]

Expository Organizers

Expository organizers are frequently used when the new learning material is not familiar to the learner. They often connect what the learner already knows with the new and not familiar material—this in turn is targeted to make the unfamiliar material more logical to the learner. (Ausubel, 1963)

COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD

For several years he taught in secondary schools in England and then moved into higher education at the University College of Swansea in Wales. He arrived in Hong Kong in 1991 on a one-year research contract and stayed. He was a professor at the University of Hong Kong and the Hong Kong Polytechnic University before joining Hong Kong Baptist University in 1998, where he continued until 2004. From 2004 to 2010 he lectures at the Hong Kong Institute of Education and has now joined HKBU again to lecture on the MA in Language Studies, in addition to serving as an Honorary Professor. (Language Center HKBU, 2018)

The Communicative Language Teaching emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies. (TJ Taylor, 2003)

A Theatrical Stage and an ESL/EFL Classroom Compared

As we start looking at some of the basic ideas for developing a dynamic, interactive classroom, we first consider a helpful comparison between an ESL/EFL classroom and a theatrical stage.

Both the theatrical stage and the ESL/EFL classroom are fields of performance in which the basic participants are actors and audience using the skills of speaking and listening. In the theatre, the roles of actor and audience are clearly defined. However, in the ESL classroom the questions emerge, "Who are the main actors," and "Who is the main audience?"

In the traditional ESL classroom, the central actor is the teacher, the one who speaks most often in class. The students in the traditional classroom are the audience, which primarily sit and passively listen to the teacher. And when the students do hardly ever speak, they mostly do it not to each other, but to the teacher, who then becomes an audience of one. This interaction can result in the

segregation of the rest of the class that does not participate in the dialog between one student and the teacher.

In the Communicative ESL Classroom, roles are modified. The teacher becomes less the actor and more the director. The teacher plans the lesson and leads the way students should follow through the various activities.

In an interactive classroom, the students act both as the performers, assuming more of the *talk-time* of the class, and concurrently as the audience: instead of students always addressing their comments to the teacher, as in the traditional classroom, the students speak more to each other. The teacher accompanies the class as a member of the audience while also making sure communication happens easily.

The explanation for this is simple: It is the students who need the practice, not the teacher. The teacher (the director of this planned, staged event we call "class") knows that to master a language frequent practice is needed by the students. The goal, then, of communicative language teaching is to equip students with the most frequent opportunity to use the language (to perform) in the controlled setting of a classroom (their stage). This frequent practice empowers students to more quickly obtain a level of proficiency that will allow them to communicate effectively in the world outside of class.

With this comparison taken into consideration, we will look in the next chapter at some of the basis that form the foundation of communicative language teaching.

Communicative Language Teaching's Principle

Communicative language teaching origins from the basic ideas and principles detailed down below:

1. The teacher, in the communicative classroom is the *facilitator* of communication rather than the main performer; is also an active member of the public. The students are the real impersonators as well as the principal public.

1. In the conventional ESL classroom, the teacher does most of the class talk-time. On the other hand, in the communicative classroom, students complete the majority of talk-time. It is not the teacher who needs practice speaking English, it is the students. Because of that reason, they should be doing the language performing.

There is no a specific number to dictate how much the teacher should talk in class versus how much students should talk, but the most accepted principle is that the students should be speaking far more than the teacher. That means the teacher should at times simply observe quietly and allow students to interact.

An important goal of a communicative teaching is, therefore, to make sure students have enough time to work on their own oral skills in the classroom setting. It is of greatest importance that teachers allow their students as much time to speak as possible.

2. In the conventional classroom, students are often not active recipients of the teacher's information and instruction. The teacher speaks, and the students just sit and listen. This could be boring and lead to daydreaming and tuning out.

It is for sure, listening is pretty important for developing speaking skills, and the teacher provides a source of *modeling* for speaking in the class. The students imitate the speech of their teachers by mimicking their stress, pronunciation, and intonation.

Yet, in the communicative classroom, students are the active participants, even in terms of listening. The teacher can include listening activities that required both focused comprehension and active response, such as listen-and-perform a physical action, listen-and-speak, or listen-and-write. This ensures that students remain engaged in classroom activities.

1. In the communicative classroom, students are engaged participants in an active learning process, and this is obtained by providing the class with activities that require them to talk and listen to each other, sometimes while standing or moving about the classroom.

- 4 In the communicative classroom students work in pairs frequently. Making them work with a partner their talk-time and gets them more ready for class. If the students know that they must take an active role with their partners, they are more encouraged to prepare the material in order to be involved in answers and discussion.

The ultimate goal for the teacher in the communicative ESL class is the following:

- Imitate language patterns, but don't overdo the talk-time.
- Give students interactive activities.
- Provide them with opportunities to speak about different topics, about themselves and their lives, i.e., things that have a meaning to them.
- Give them a positive feedback when they do communicate, congratulate their effort and motivate them to greater fluency.

Simple Teaching Approaches for a Communicative Setting

Teachers can use a variety of simple techniques to create a more communicative class and cause interaction among students:

a. Class initial settings

In the traditional classroom, the desks are often arranged in rows, with the teacher firmly planted at the desk in the front, he is the centre of the class. Arranging desks in a semi-circle or in small groups in which the students can easily see each other as they speak is more conducive to communication. The teacher's desk can be anywhere, and during class the teacher has the freedom to move around the classroom, directing the students, listening to pair and group work, correcting and educating.

b. Watch where you stand

Most teachers spend the majority of class time in the centre of the class. This naturally makes the teacher the centre of attention. By moving to the edges of the class, and occasionally even disappearing from the students' "radar screens," the teacher creates an environment in which students are more likely to communicate with each other directly.

In addition, in a traditional classroom when a student is speaking in class, the teacher often moves toward him/her, thus creating a dialog between that particular student and the teacher. By doing this, the teacher closes the other

students out of the conversation. The teacher should try instead to move back away from the speaker, even to the other side of the room, to include the entire class in the conversation.

c. Wait to speak

We teachers tend to dislike silence in our classes. If we ask a question, and no one answers immediately, we tend jump in to fill the silence by speaking or even by providing the answer ourselves. However, I encourage greater patience. Perhaps the silence merely means the students are thinking or formulating. It might at first be a bit uncomfortable, but resist the urge to speak; instead, wait and let the students do the talking.

d. Students as teachers

Occasionally, have students teach part of the class. They can teach vocabulary or idioms and slang expressions they have learned or even a grammar point they have mastered. By teaching, they reinforce learning and have an opportunity to speak. (We teachers know this to be true: You really learn something when you have to teach it.) Give students a time limit when doing this, perhaps two or three minutes.

e. Encouraging speaking and listening

To encourage oral/aural communication rather than writing, get students to put their pens down and close their books and dictionaries. This will motivate students to talk and listen to each in a better way. Also, guide students into how to carefully pay attention to each other, that is, to focus on what other classmates are saying. You can do this by training students to see each other face to face and make eye contact at least once.

f. Establishing the setting

In class, do your best to play at least some music. Maintain the volume low in order not to distract students. Choose music that they can listen and relax. Music also provides an atmosphere that can help students to be less self-conscious about speaking in English.

If you use some of these techniques, the classroom will turn into an environment which motivates and promotes interaction, even in the different teaching situations that we will consider in the next chapter.

g. The Teacher as Facilitator

While students are doing their work, whether individually, in pairs, or with just a few other students, what should the teacher be doing? Next you will find some basic classroom advices to be in the role as facilitator:

- Walk around the classroom; get students into conversations, and help them out as they do it, and then continue walking around on to other students.
- Keep a close eye on pair-work; give them your opinion in their discussions, but without overdoing it; ask questions to help conversation develop further between the students.
- Listen carefully to students as they communicate with each other; give them assistance with vocabulary or grammar if needed.
- Take note of repeated problems you hear among them; provide them with feedback to the entire class.
- Motivate students if they have issues with the language; frequently praise their work.

Facing Different Teaching Situations

Teachers are always dealing with the challenges of particular needs to create their classes. We might deal with classes with different proficiency levels, multilingual or monolingual groups of students and larger than normal classes. Let us give you advice on each of these situations and find out how to encourage a communicative environment.

Dealing with *multilingual* classes

Several intensive English programs in English-speaking countries include students from different parts of the world, and therefore many languages are in the classroom. This is good in the sense that the teacher and students must use only the *target language* of English to speak to each other. The teacher and students are not able to slip into a common native language to give their ideas on or to describe something. Multilingual classes make everyone to express themselves in the language they are trying to learn, so this is a positive thing.

On the other hand, classes can have students from the same countries or students who speak the same language. In this case, it is better to separate

students who speak the same language and pair them up with those who speak a different language, in order to force them to speak to each other in English. It is effective to make very clear to them on the first few days of class that students should try to sit next to someone who speaks a different native language. Most of the time, students agree that this is a nice idea and actually are happy to be with students from other countries to be able to practice English more and also to make friends from all over the world and have the chance to learn something about other cultures.

Facing challenges of *monolingual* classes

English classes in non-English-speaking countries are usually made up of students who speak the same language. This case represents unique challenges. It is kind of difficult to get a group of monolingual students to speak the target language in class, but it is not impossible. I will provide with some ideas and techniques that will help you keep students communicating in the target language.

1. From the very start and along the course, the teacher must continually preach the merits of using the target language and remind students of their reasons for coming to class: "Practice is the way to improve. The more you speak English, the more proficient you become. That's why you chose to take this class, to learn English, and by speaking in class, you will be helping yourself to reach that goal."
2. If you notice students speaking English with each other, be a cheerleader and praise their efforts: "Good job, guys! Your English is getting better every day." This kind of positive reinforcement is effective in keeping the students on track.
3. I do not favor scolding students who speak their native language in class. Sometimes, students just need to clarify or express themselves. If students do use their own language in my classes, I encourage them to try to say it in English. In some cases, this must be done frequently, but be patient and remember that your role as teacher involves motivation and encouragement.
4. If students keep speaking their first language and by doing so they disrupt the class, I would speak to those students privately to encourage them to

make a greater effort to use English. Tell them to ask for help when they get stuck and that you are very happy to help them out in class.

5. What if some students try their best to speak English, but their classmates reply to them in the native language? I motivate students simply to keep speaking English, even if their classmates won't. This takes discipline and focus on the part of the students willing to speak English, but after a while, the classmates will take into consideration that their friends are willing to practice English and are serious about getting better. Indeed, their classmates will most likely come to honor their decision and might even imitate them and speak English also.
6. When *L1*, or the students' mother tongue, is used in class, see it as a moment to apply your acquired teaching techniques, and ask the student to translate what they said into English. If the student is not sure how to translate the phrase, ask him or her to provide their ideas differently, perhaps more simply. Or, ask the entire class to translate it as a group.
7. An entertaining way to discourage L1 use is to set up a "piggy" – a small bank into which "in fault" students must put a coin each time they don't speak in English. (One of my students wanted to put in a large bill in advance to "cover the next couple of weeks!") Use the money gathered to buy treats for the class.
8. If you want to go further, playing the role as the "English Language Police" is not a being a teacher should take on. At some point, students must decide for themselves whether they are going to speak English in class or not. Praise those who make the effort rather than constantly scolding those who don't.

Facing challenges in big classes

Let me tell you that actually, a large class is a great moment for using communicative activities because in an effective communicative activity, there is a great amount of student-to-student interaction. With the teacher playing the role as facilitator getting students to work in pairs or small groups, each student has more chances to use English. Several activities that you will learn in this course work well with large groups.

Facing the challenges of *multi-level* classes

Teachers are right when they feel concerned about facing students of different levels of language proficiency in the same class. There is no simple solution to this demand, and teachers have different ideas about how to deal with a class of diverse proficiency levels.

Here are some ideas, provided in a random manner that I've collected from several teachers, related to this problem of multi-level classes. Do you agree or disagree with the following statements?

1. "Many classes have students with different levels of proficiency, but that's not necessarily a bad thing."
2. "The level of teaching in a class should be guided by more than the curriculum and textbook than by the actual level of the students in the class."
"The teacher must at times adjust the level of instruction up or down to meet the needs of the students."
3. "We have the responsibility to make an effort to see that all students benefit from the class, both the higher-level students as well as the lower-level ones."
4. "We should use materials that challenge the better students in the class even if it means some of the students with less proficiency won't be able to keep up."
5. "Actually, it's okay if some of the students can't keep up with the others. At least they'll be getting something out of the class, and the higher-level students won't get bored."
6. "A teacher should slow down the pace of the class to make sure that everyone understands the material."
7. "We should allow the slower students to produce less than the better ones."
8. "Teachers should not mentally divide the class into groups of better students and slower students."
9. "We should be totally equal in calling on students in class and assigning the same work to everyone."
10. "The teacher should give two kinds of assignments: a more challenging assignment for the more proficient students and a less challenging one for the others."
11. "It is a good idea to make the more difficult work optional."
12. "Sometimes, class activities don't work because of the slower students."

13. "I don't do much pair and group work because of the different levels of students in my classes."
14. "It works well to pair up more proficient students with less proficient students."
15. "In class, a teacher should always be ready with an extra assignment to give to the better students if they finish faster than the others. That way, they won't get bored."
16. "More praise and encouragement are needed for the slower students in the class."
17. "Regarding students of differing levels, it is very helpful to meet with both kinds of students outside of class to encourage them."
18. "Students have differing skills apart from language learning abilities (such as in art or science or people skills), and we can utilize these skills in addressing differing class abilities."
19. "It is better for a student to stay in a more difficult level, even though he/she can't handle the material as well as others."
20. "In some cases, we should encourage students to move to another level, either up or down, if possible."

There is nothing written in stone here, your personal ways will help you create your own ideas on how to face the challenges of having multi-level classes. Keep in mind: In some occasions, we can find the answer if we ask the question.

The Importance of Communication Skills

We hear much these days about globalization. The world has become so much smaller due to technological innovations, like the Internet. We are living in a time of unprecedented interaction among the citizens of our planet.

And of course, English has become one of the major international languages of that communication. The word "international" literally means "between nations." In every field, from business to science to entertainment to sports to politics, people from around the world are communicating with one another in Mandarin, English, Hindi, and other languages, and frequently that communication is oral. In addition, advances in air travel have made it easy to visit every corner of the globe. Waking up in one continent and going to sleep that night in another is a common occurrence these days. With a passport and a "lingua franca" such as

English, the adventurous traveller is ready to meet and interact with individuals from far different countries and cultures. For example, when Asian tourists vacation in Europe and meet the local people of the country, chances are great that they will talk to each other in English. English, in a sense, has become one of the great, unifying forces in today's world.

A common complaint from students and a simple remedy

However, a common complaint that I have heard from international students studying English is that in their previous English classes, they studied grammar constructions and reading and writing, but there was very little emphasis on speaking and listening. The result is that the students emerged from these courses equipped with grammatical ability, spelling skills, and an extensive vocabulary, but without the ability to produce or comprehend the spoken language.

Yet isn't face-to-face communication one of the most important goals of learning any language? Many students want to be able to sit and talk with people from other countries, both native speakers and non-native speakers. They hope to make friends from around the world, to learn about customs and cultures different from their own, but they lack the language tools to do this well. That's why many English language students go to an English-speaking country to learn to communicate.

We ESL teachers have the opportunity and challenge to rectify this deficiency by including in our classes communicative activities by which the students can actually improve their speaking and listening abilities. If, we can accomplish this goal of increasing oral/aural proficiency and producing greater fluency, our students will be extremely grateful. At that point, we will have accomplished a truly wonderful thing: Creating the potential for people around the world to communicate and interact with each other.

To sum up, Communicative Language Teaching is only about oral skills. Reading and writing skills also are to be developed to encourage student's confidence in all four skill areas. If we use elements found in a variety of ways (translating, reading, discussion, summarizing, debates) language will become more fluid and pupils' use of language will be more appropriate. It is important not to feel limited by the textbook; text-book sometimes cannot be used cover to cover. It should be regarded only as a starting-point. If you use just some inspiration and imagination, text-books can be used and rendered more communicative. Teachers are to free him/herself from it, and they also should trust more on his/her own mastery of language and his/her professional expertise as to what linguistic idioms, items, words, phrases, need to be drilled, extended or exploited. Spur of the moment and improvised practice helps to create more flexible minds and inspire confidence in dealing with unexpected and unanticipated events. There is a need to use different records and create alternative ways of saying things.

CHAPTER III
OUTCOME OF THE RESEARCH
INVESTIGATION

3.1. ANALYSIS AND INTERPRETATION OF THE DATA

Results of the observation guide to dig up students' levels of speaking skill factors in English Language.

Chart № 1: Evaluation Matrix of Speaking Skill

DIMENSION	SUBDIMENSION	A	B	C	D	E	TOTAL
Speaking skill factors	Intonation	0	0	2	2	20	24
	Vocabulary	0	0	2	4	18	24
	Pronunciation	0	0	1	3	20	24
	Fluency	0	0	0	1	23	24
	Body language	0	0	0	2	22	24

SOURCE: Pre-test applied to the 1st "A" grade of secondary level students at "José María Arguedas" school in the district called "Cacatachi", province and region San Martín in Peru.

LETTER	POINTS	LEVEL
A	17 – 20	Excellent
B	13 – 16	Very good
C	09 – 12	Acceptable
D	05 – 08	Needs improvement
E	00 – 04	Poor performance

The pre-test applied to the 1st "A" grade of secondary level students at "José María Arguedas" school", give us two dimensions of speaking skill: Areas of knowledge and speaking skill factors.

SPEAKING SKILL COMPONENTS

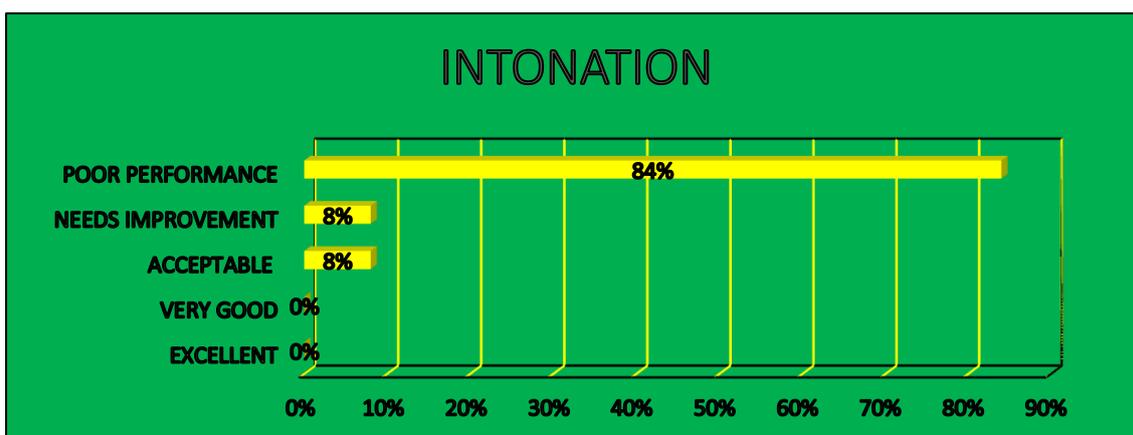
INTONATION CHECK LIST

Activities or processes to be assessed	1 Never	2 Sometimes	3 Usually	4 Always
Voice level	There is variation in the volume of the voice	The voice is going down instead of going up	There is little variation in the volume of the voice	The voice is kept at an acceptable level
Pitch variation	There is a pitch variation	There is a pitch variation	There is a pitch variation	There is a pitch variation
Volume	Volume is appropriate and consistent	Volume is appropriate and consistent	Volume is appropriate and consistent	Volume is appropriate and consistent

SOURCE: Own elaboration.

RESULTS			
LETTER	POINTS	LEVEL	STUDENTS
A	17 – 20	Excellent	00
B	13 – 16	Very good	00
C	09 – 12	Acceptable	2
D	05 – 08	Needs improvement	2
E	00 – 04	Poor performance	20

Chart № 2: INTONATION



SOURCE: Pre-test applied to the 1st “A” grade of secondary level students at “José María Arguedas” school in the district called “Cacatachi”, province and region “San Martín” in Peru.

ANALYSIS:

The chart shows 08% of the students need to improve the micro skill called intonation, the 84% shows they have a really poor performance in this micro skill and only 08% have an acceptable level. Because, of the lack of awareness of the importance of this essential factor to be competent in English language. Teachers’ activities do not lead to the practice of the words and sentences intonation. The result is most of the students cannot reach good scores, not even to get to the acceptable criteria.

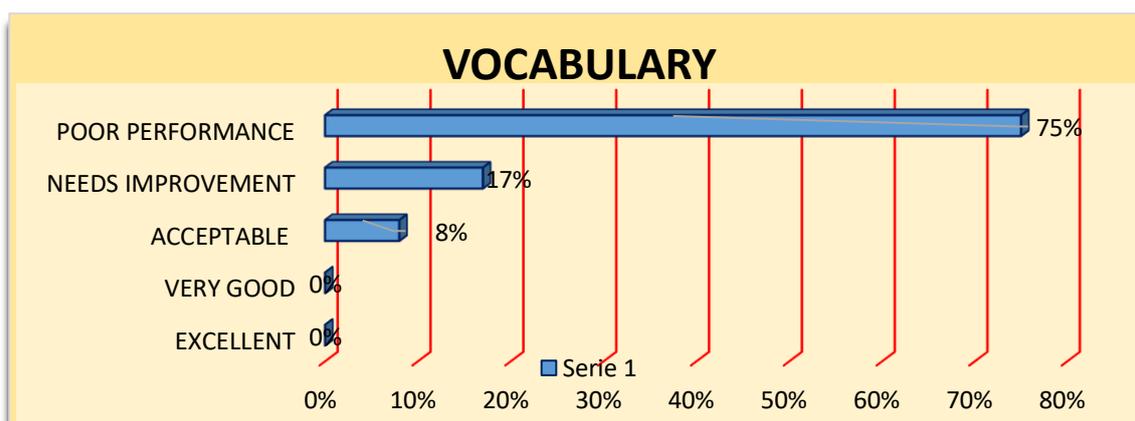
VOCABULARY CHECK LIST

Activities or processes to be assessed	1 Never	2 Sometimes	3 Usually	4 Always
Word selection	Each word selection helps to understand the message	Each word selection helps to understand the message	Each word selection helps to understand the message	Each word selection helps to understand the message
Word sufficiency	The student has sufficient words to express ideas	The student has sufficient words to express ideas	The student has sufficient words to express ideas	The student has sufficient words to express ideas
Word linking	The student puts words together easily			

SOURCE: Own elaboration.

RESULTS			
LETTER	POINTS	LEVEL	STUDENTS
A	17 – 20	Excellent	00
B	13 – 16	Very good	00
C	09 – 12	Acceptable	02
D	05 – 08	Needs improvement	04
E	00 – 04	Poor performance	18

Chart № 3: VOCABULARY



SOURCE: Pre-test applied to the 1st “A” grade of secondary level students at “José María Arguedas” school in the district called “Cacatachi”, province and region “San Martín” in Peru.

ANALYSIS:

The chart shows 08% of the students achieve the acceptable criterion, the 17% need improvement vocabulary and finally the 75% indicates they really have poor performance in vocabulary. They lack of an enough quantity of words, so they struggle to gain meaning from text while reading and understand new concepts presented in oral discussions. Therefore, they cannot participate in real conversations. Vocabulary plays a fundamental role in the learning process, and contributes greatly to a students’ comprehension.

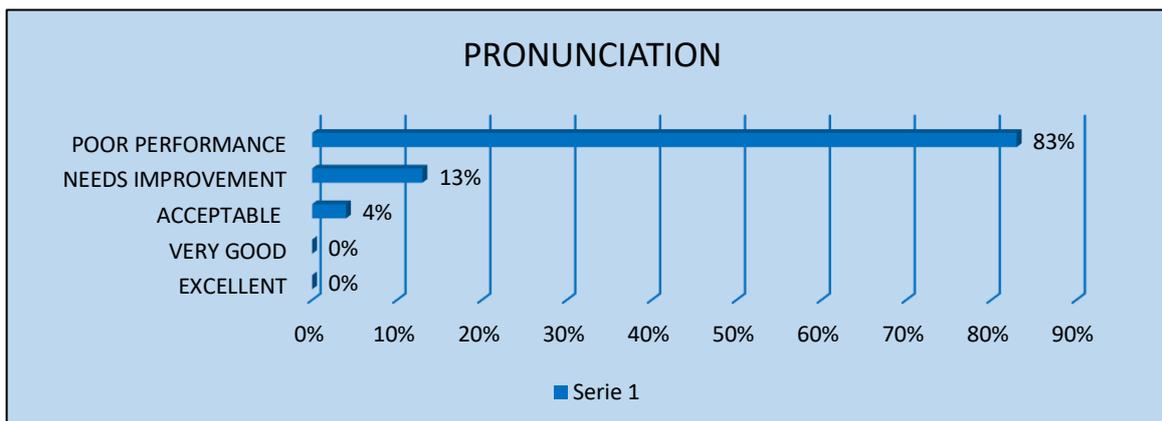
PRONUNCIATION CHECK LIST

Activities or processes to be assessed	1 Never	2 Sometimes	3 Usually	4 Always
Word pronunciation	Each word pronunciation helps to understand the message	Each word pronunciation helps to understand the message	Each word pronunciation helps to understand the message	Each word pronunciation helps to understand the message
Natural pauses	The student speaks smooth without pauses that it sounds natural	The student speaks smooth without pauses that it sounds natural	The student speaks smooth without pauses that it sounds natural	The student speaks smooth without pauses that it sounds natural
Stress syllable	The stress syllable matches the expressed ideas or feelings	The stress syllable matches the expressed ideas or feelings	The stress syllable matches the expressed ideas or feelings	The stress syllable matches the expressed ideas or feelings

SOURCE: Own elaboration.

RESULTS			
LETTER	POINTS	LEVEL	STUDENTS
A	17 – 20	Excellent	00
B	13 – 16	Very good	00
C	09 – 12	Acceptable	01
D	05 – 08	Needs improvement	03
E	00 – 04	Poor performance	20

Chart № 4: PRONUNCIATION



SOURCE: Pre-test applied to the 1st “A” grade of secondary level students at “José María Arguedas” School in the district called “Cacatachi”, province and region “San Martín” in Peru.

ANALYSIS: The chart shows 4% of the students achieve the acceptable criterion, the 13% need to improve pronunciation and finally the 83% indicates they really have poor performance in this micro skill. They mostly have problems because there is no simple relationship between spellings and sounds in English, besides there are some sounds in English that don’t exist in Spanish. For instance, English has 20 vowels and diphthongs and our language has just five sound vowels. Furthermore, when English is spoken quickly, words are linked smoothly together and sometimes sounds even disappear altogether (this is called assimilation). This means it can be hard to understand, as well as speak English and students are not aware of it.

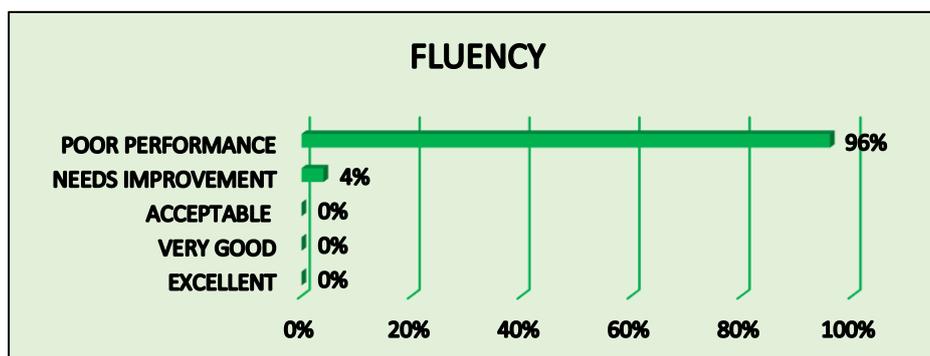
FLUENCY CHECK LIST

Activities or processes to be assessed	1 Never	2 Sometimes	3 Usually	4 Always
Pace	The student speaks at a pace that it sounds like a natural speech	The student speaks at a pace that it sounds like a natural speech	The student speaks at a pace that it sounds like a natural speech	The student speaks at a pace that it sounds like a natural speech
Pauses	The student pauses for different lengths at different punctuations marks in varied situations	The student pauses for different lengths at different punctuations marks in varied situations	The student pauses for different lengths at different punctuations marks in varied situations	The student pauses for different lengths at different punctuations marks in varied situations
Voice inflection	Voice inflection crafts the message			

SOURCE: Own elaboration.

RESULTS			
LETTER	POINTS	LEVEL	STUDENTS
A	17 – 20	Excellent	00
B	13 – 16	Very good	00
C	09 – 12	Acceptable	00
D	05 – 08	Needs improvement	01
E	00 – 04	Poor performance	23

Chart № 5: FLUENCY



SOURCE: Pre-test applied to the 1st “A” grade of secondary level students at “José María Arguedas” school in the district called “Cacatachi”, province and region “San Martín” in Peru.

ANALYSIS: The chart shows that: The 4% of the students need improvement in fluency, and 96% of the students have not developed this criterion. Fluency refers to the smoothness or flow with which sounds, syllables, words and phrases are said when talking. These students have not practiced English out of the classroom and also they do not have the motivation to, all the criteria explained before carries out to this one, because fluency is the top of all micro skill in English, fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Becoming fluent in a language can take many years, but here are some tips to help you sound as natural as possible in

speaking exams. It is important to engage them with peers in class, and to increase confidence and self-esteem, this lead to reduce frustration in a student who struggles verbalizing their message in the school environment.

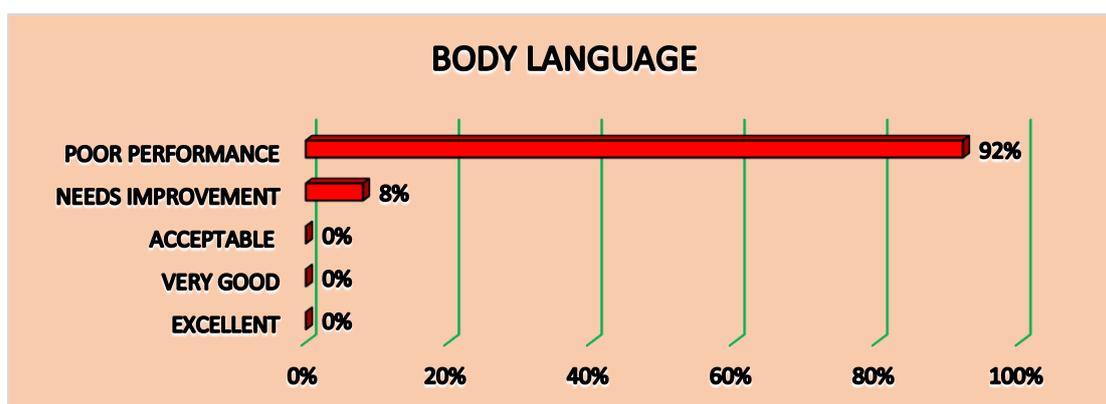
BODY LANGUAGE CHECK LIST

Activities or processes to be assessed	1 Never	2 Sometimes	3 Usually	4 Always
Posture	The student's posture presents confidence			
Facial expressions	The student's facial expressions have coherence with the ideas expressed	The student's facial expressions have coherence with the ideas expressed	The student's facial expressions have coherence with the ideas expressed	The student's facial expressions have coherence with the ideas expressed
Eye contact	Eye contact is present during the communicative activities	Eye contact is present during the communicative activities	Eye contact is present during the communicative activities	Eye contact is present during the communicative activities
Gestures	Gestures enhance verbal communication			

SOURCE: Own elaboration.

RESULTS			
LETTER	POINTS	LEVEL	STUDENTS
A	17 – 20	Excellent	00
B	13 – 16	Very good	00
C	09 – 12	Acceptable	00
D	05 – 08	Needs improvement	02
E	00 – 04	Poor performance	22

Chart № 6: BODY LANGUAGE



SOURCE: Pre-test applied to the 1st "A" grade of secondary level students at "José María Arguedas" School in the district called "Cacatachi", province and region "San Martín" in Peru.

ANALYSIS: The chart shows that: The 08% of the students need improvement in body language management and 92% of the students have not developed this criterion. Body language is an important factor for speaking skill, especially in

second language learning because it could help us to figure out the oral ideas and also can help us to convey our thoughts. English teachers are not teaching strategies to improve this important factor because it will help them to overcome shyness at the same time and improve their self-esteem. Most students have this problem that could be affecting the other micro skills. Students of 1st grade of secondary level at “José María Arguedas” are in real beginner level where they can not express ideas easily. Speaking skill is being fluent in oral language and be competent around the world.

THEORETICAL MODEL

3.2. THEORETICAL MODEL:

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN CACATACHI, PROVINCE OF TARAPOTO, REGION OF SAN MARTIN - PERU.

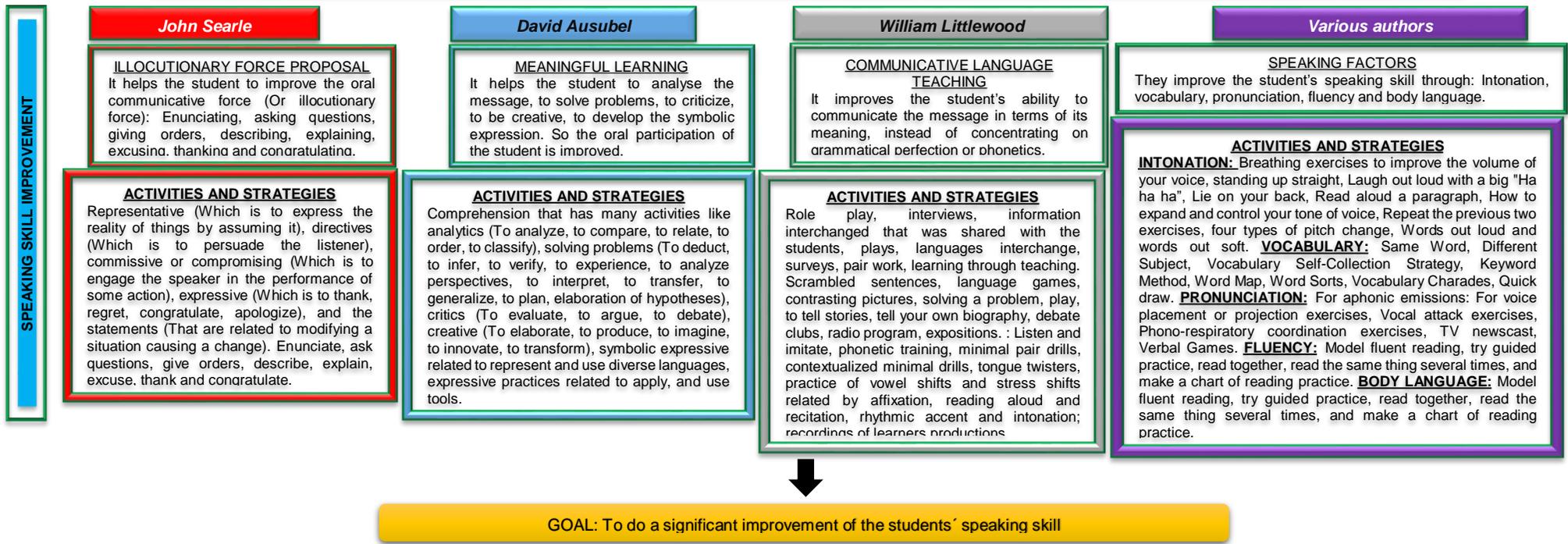
GENERAL OBJECTIVE

To design and propose a didactic strategy based on Communicative Language Teaching of William Littlewood to do a significant improvement in speaking skill in the English language of the students of 1st year of the secondary level of the school "José María Arguedas" in the Cacatachi district, San Martín province and region.

PROPOSAL METHODOLOGY

1.- SPEAKING AND LISTENING TO OURSELVES TIME.

This strategy helps the students be communicative in English. Participants use their laptops, tablets, mobile phones and online platforms to record themselves and put into practice what they have learnt. they also review new words and phrases orally through the interaction with their peers. Finally listen to the audio and reflect about it.



3.2.1. PROBLEMATIC REALITY:

In the world, most people are trying to learn an international language to meet and interact with people, institutions and companies to look for better opportunities and to have a better kind of life or a different way of enjoying life. English is the desired language of everybody because it is spoken in most countries and it is considered by communities on all five continents. International organizations have adopted English to improve communication. For the past 60 years, multinational companies have communicated in English, even though few of their employees have English as an official mother tongue. Now riding the crest of globalization and technology, English dominates the world as no language ever has, and some linguists now say it might never be dethroned as the king of the languages so it is of paramount importance in people's life. Speaking this amazing language can change your life in many aspects such as social, economic, cultural, etc. World's needs are changing each day and speaking English is in first place instead of people find it difficult to be fluent in it but with a bit of effort they reach it. English is being regarded, as the major international language. Many people wonder whether it is not the world language.

People in Peru also have problems in speaking because Spanish words sound as they are written but English words sound different when they are pronounced, for that reason students are afraid of making pronunciation mistakes at the moment they are speaking. The different kinds of vowels and consonants sounds make the language difficult at undertaking a conversation. Others can feel motivated to speak English inside the classroom but when they go out the class, they realize that no one is using the target language so they cannot find the real reason for learning speaking English. The study of the English language in schools is mainly centered in reading and writing rather than in speaking or listening. No time for developing the students' ability in the four language skills and English learning in Primary Public School level is not official, but few parents' associations pay private teachers so their children can learn English in their Schools.

In Public School, principals and teachers are doing their best for their students to make them succeed in their studies despite the difficulties they face. They also do a great job they do not want to stand behind. But it is difficult for public school students to learn the English language because they do not have enough time for studying and the teachers sometimes are not well prepared.

In 2017, MINEDU promised to increase the number of hours dedicated to English language learning from two to five per week in the public sector, with the aim of providing more time for practising, role playing and speaking. This change will initially be implemented in 2,000 schools but should expand over time to cover all schools. Another initiative should see the development of scholarships for children from disadvantaged backgrounds to attend high-performance schools, These 25 public schools are around Peru who take programmes from INTERNATIONAL BACCALAUREATE ORGANISATION where at least ten hours of English tuition is provided each week. The government is also working to make more online learning opportunities available for those in rural areas or who have less time for language learning.

In Tarapoto, English language education is still in process, there are institutions that teach English courses such as the language centers of the Universities to which our students come in order to improve or reinforce what they receive in classrooms, showing that teaching in schools is not enough to start producing the language, so parents are seen in The need to invest extra in their child's learning (a) however the results in most young students remain the same, do not feel prepared to start thinking in English. They improve the quality of the language by themselves, the English as it is known it is developed in four skills Reading, speaking, listening and writing each of them are connected and the great Achilles' heel to achieve success in learning is the skill in which we must demonstrate everything learned through an oral interaction; The speaking, it becomes complicated to be able to express in a second language even knowing the grammar, the oral production is so deficient that one could think that the teachers in the institutions are not doing a good job, nevertheless it is the student who feels limited by For some reasons or others, it is here that we can mention many factors that contribute to this problem being the most concurrent lack of knowledge in vocabulary, low

level of use of verbs or grammar, adding all this we have a little use of the language and hinder the development of the same.

English lessons at “José María Arguedas” school are not focus in the speaking ability as we know this skill let students to demonstrate how competents they are in the target language. Most classes are based on grammar where students spend the two hours practicing some rules that just let them memorize the way of writing without being aware of how useful it could be to develop the other skills because these activities are not focused in the context and students do not see the lessons useful for their lives, for that reason they fell demotivated to go on learning and outside the classroom and do not put into practice what they have learned. English teacher do not update they teaching skills and the strategies and techniques do not meet the students’ learning styles and needs, current students personality is different from students of ten years ago so teachers need to change their methodology and material and activities to achieve the goals proposed at the beginning of the year.

3.2.2. CLASS PROPOSAL STRUCTURE:

The proposal has meaningful strategies with a rationale, objectives, topic, methodology, evaluation, conclusions, recommendation and bibliography. The meaningful strategies in the workshop has a rational formulation of specific activities, gradual and systematics to fullfill the workshop objectives.

CLASS STRUCTURE PROPOSAL			
PROPOSAL	ACTIVITIES	FUNCTION	STRUCTURE
<p>A Workshop of a Didactic Strategy to do a significant improvement in Speaking Skill In English as a Second Language based on Communicative Language Teaching by William Littlewood</p>	<p><i>From:</i></p> <ul style="list-style-type: none"> - Illocutionary Force Proposal by John Searle. - Meaningful Learning Theory by David Paul Ausubel. - Communicative Language Teaching Theory by William Littlewood. - Speaking Factors. 	<p>Speaking English is the aim of the lessons so this helps students to be communicative in English. Participants use their laptop, tablets, mobile phones and online platforms to record themselves and put into practice what they have learnt. They also review new words and phrases orally through the interaction with their peers. Finally listen to the audio and reflect about it.</p>	<ul style="list-style-type: none"> • Lesson name, level, unit, lesson length, term. • Aims / Outcomes • Key vocabulary and grammar • Warm - up • Main Activities • Plenary and final activity • Resources • Assessment evidence • Annex

PROPOSAL DESIGN

a) Objectives:

General objective:

To express oneself fluently, coherently and accurately, taking into account the skills of oral expression in the English language.

Specific objectives:

1. To enhance the skills of oral expression (Intonation, vocabulary, pronunciation, fluency, and body language) of the English language based on the Communicative Language Teaching Theory by William Littlewood.
2. To improve the quality of learning and educational communication of the students from “José María Arguedas School” in their conversational aspect.
3. To improve the quality of the conversational system and oral expression of students during the development of the classes.

b) Theoretical foundations:

Illocutionary Force Proposal by John Searle (IFP).-

Activities and strategies of IFP.- It is the taxonomy of illocutionary acts proposed by Searle: Representative (Which is to express the reality of things by assuming it), directives (Which is to persuade the listener), commissive or compromising (Which is to engage the speaker in the performance of some action), expressive (Which is to thank, regret, congratulate, apologize), and the statements (That are related to modifying a situation causing a change). (Xin, 2015: 28-30). Searle (1980,

named by Lozano, 2010: 335) says that as the minimum unit of language does not have as function only to be a statement or an expression, but also it has as function to perform acts or actions such as: Enunciate, ask questions, give orders, describe, explain, excuse, thank and congratulate. We propose the development of these linguistic behaviors as activities or strategies to develop what the theory of speech acts proposes: The illocutionary act that refers to the communicative force (Or illocutionary force) of the emitter. (Hatim and Mason, 1990: 60. Searle, 1990: 25, named by Lozano, 2010: 336). Grammatically an illocutionary act is a complete sentence (Searle, 1990: 34, named by Lozano, 2010: 337).

Evaluation according to IFP.- It should be directed to the mastery of the competences of the students to enunciate, ask questions, give orders, describe, explain, excuse, thank and congratulate; that can be assessed through a rubric, as it is prescribed by the illocutionary force purposed by John Searle.

Teacher's role according to IFP.- teachers are the facilitators and mediators, looking for and promoting dialogue situations, agreements, questions, moments of dramatization.

Student's role according to IFP.- The student has to participate in the activities of interaction and communication; he is the center of teaching. This proposal can't be accomplished without students' involvement; it is required to get their motivation and to have drama qualities to role play.

Aids according to IFP.- Realia to accomplish successfully: Enunciate, ask questions, give orders, describe, explain, excuse, thank and congratulate.

Meaningful Learning Theory by David Paul Ausubel (MLT).-

Activities and strategies of MLT.- According to López (2018: 60) to build meanings and concepts it is necessary to the cognitive mental operation:

Comprehension that has many activities like analytics (To analyze, to compare, to relate, to order, to classify), solving problems (To deduct, to infer, to verify, to experience, to analyze perspectives, to interpret, to transfer, to generalize, to plan, elaboration of hypotheses), critics (To evaluate, to argue, to debate), creative (To elaborate, to produce, to imagine, to innovate, to transform), symbolic expressive related to represent and use diverse languages, expressive practices related to apply, and use tools. Moreira (2010, named by Archbold, 2011: 90) proposes: Knowledge as language, prior knowledge, social interaction and questioning, semantic awareness, abandonment of narrative, unlearning, learning by mistake, uncertainty of knowledge, no centralization in the textbook that is diversity of educational materials. The researcher Pineda (2019: 47-51) proposes to the lingua-phonetic technique specifically for languages the one that integrates the following activities: Direct learning, sentence repetition learning, inductive and non-deductive learning, presentation of the spoken form before the written one, exposure to the beginner to the natural speed of spoken language.

Evaluation according to MLT.- We evaluate the integration of new learning tasks with previously presented materials, we do not evaluate the recognition of discrete facts or the reproduction of ideas with the same words or in the original context from which they were obtained. (Cobo, 2008: 107)

Teacher's role according to MLT.- The teacher must explicitly and deliberately orient and guide the processes of the students' constructive mental activity. (Coll, 2017, named by Luque, 2017: 28, 29). To identify the student's previous knowledge, interests and needs, promote critical thinking, freedom and initiative to learn, make use of relevant and organized concepts taking into account previous knowledge, use attractive tools for students to get their attention. Pineda (2019: 51)

Student's role according to MLT.- For Coll (2017, named by Luque, 2017: 28, 29) the student is responsible for his own learning process since

he is the one who selects, organizes and transforms the information he receives from various sources, establishing relationships between this information and his own ideas or previous knowledge. Pineda (2019: 51) adds to participate autonomously and actively in their educational process and have relevant and necessary prior knowledge.

Aids according to MLT.- These aids have to be a plausible, reasonable and non-random material, it has to have a logical meaning. (Ausubel, 2002, named by Archbold, 2011: 80)

Communicative Language Teaching Theory (CLT).-

Activities and strategies of CLT.- As Calvo (2015, named by Gabriel, 2018: 13, 14) Says the kinds of activities that are used by the communicative method are: Role play, interviews, information interchanged that was shared with the students, plays, languages interchange, surveys, pair work, learning through teaching. For López, 2018: 38-43) the techniques of the communicative language theory are: Scrambled sentences that helps students to develop cohesion and coherence and dialogues can be used with this technique, language games that let students to enjoy and relax to learn and retain easily new words, it is a motivation to learn a new language, the students are involved in the activities, and lets them to use English in a flexible and communicative way; picture strip story. And the activities, which are named by this author, are: Contrasting pictures that requires from the student to find the missing object or subject in a picture, solving a problem that is a first step to participate on a debate, play, to tell stories, tell your own biography, debate clubs, radio program, expositions. Celce-Murcia et al (1996: 8) named by Martínez (2004: 80) name as the main activities and techniques to teach speaking: Listen and imitate, phonetic training using the phonetic alphabet and phonetic transcription, minimal pair drills that is used to distinguish between problem sounds, contextualized minimal drills, tongue twisters, practice of vowel shifts and stress shifts related by

affixation, reading aloud and recitation used to practice the lexical accent, rhythmic accent and intonation; recordings of learners productions used to asses all aspects of students' pronunciation. For the Ministry of Education / UCAD (2002, named by Moreno and Ventura, 2016: 21) we can consider as activities to develop the communicative competence to: Simulation activities, that is to tell the student to develop a task as tell your partners how to get the main square in the town. Risco (2008, named by Moreno and Ventura, 2016: 21-23) quote: Couple activities or small groups, reading articles on specific topics, oral presentation, repeating patterns, to repeat and to learn dialogues, speaking aloud, dramatization and problem solving.

Evaluation according to CLT.- As Pontón (2013: 61, 62) says that the evaluation should be directed to the mastery of the competences, and relies more on the process than on the product, the student is part of the evaluation process, the correction of errors hardly occurs, it must be holistic, it has more emphasis on the appropriate use of language than on grammar correction.

Teacher's role according to CLT.- As Calsin (2015, named by Gabriel, 2018: 15) points out the teachers are the facilitators and mediators, looking for and promoting dialogue situations, agreements, questions, moments of dramatization. For Pontón (2013: 60) the teacher is a facilitator of the communication and the teaching, he is a resource organizer and a procedures guide, he must be a needs analyst, he is a supervisor and not the owner of the process, and he doesn't have full control of the process.

Student's role according to CLT.- For Pontón (2013: 60) the student has to participate in the activities of interaction and communication, he is the center of teaching – learning process, he is a negotiator in the process, he helps to select the contents, the interaction must be produced first between

students and then between teacher – student, the student can suggest activities and the use of materials.

Aids according to CLT.- Brown (1992c), Marks (1992) and Molholt (1992) all named by Martínez (2014: 70) identify as resources to these visual elements: Diagrams, figures, paintings and drawings. Martínez (2004: 80) names as visual aids to: The use of diagrams, photographs, graphics, mirrors to facilitate the recognition and production of sounds. Risco (2008, named by Moreno and Ventura, 2016: 22) mentions to the use of short video sequences. Pontón (2013: 90) quote: Flashcards, realia (Coupons, tickets, brochures, forms and advertisements, photos of posters, newspaper or magazine clippings), trips, visits to museums and excursions.

Improving Intonation

(Voice level, pitch variation, volume)

Activities and strategies.-

Breathing exercises to improve the volume of your voice: Exhale all the air from the lungs. Keep taking it out even after you've exhaled it completely. When you can't get more air out, you will automatically inhale. Inhale deeply, notice how the air enters; Exhale calmly. Then breathe moderately, without fully filling your lungs. Keep the breathe in for 15 seconds and then breathe out calmly. Repeat this exercise regularly for several days. Then gradually increase the time you hold the air to 20, 30 and 45 seconds.

Standing up straight, inhale five times in short, quick gasps, with your mouth open. You will find that you cannot breathe this way without using your diaphragm. With five gasps your capacity will be at maximum. Then breathe out with five gasps or a quick puff. Next, practice these gasps and puffs with your nose and mouth closed.

Laugh out loud with a big "Ha ha ha" Continue like this until all the air is exhaled, then inhale deeply and quickly.

Lie on your back. Place a book on the diaphragm. Try to relax every part of your body and then focus on the movement of the diaphragm. As you inhale, the book will rise.

Read aloud a paragraph that includes both short and long sentences. Read each sentence during the same inspiration, if possible, inhaling before the prayer and controlling the exhalation as you read.

How to expand and control your tone of voice: Sing the "aah" sound at a normal volume. Increase the volume until you feel like you are trying too hard or you lose the clarity of the sound; Sing the sound "aah" as in the previous exercise, but this time do it at different high and low levels of pitch. Do not do this exercise for more than a few minutes at a time and stop when you feel like you you're trying too hard.

Repeat the previous two exercises, but this time recite the letters of the alphabet, numbers, days of the week or months of the year. Always try to achieve total relaxation of the vocal apparatus. Toastmasters International (2010: 6-8).

According to Toastmasters International (2010: 12) too, there are four types of pitch change: No change in intonation, Intonation or pitch rising, Intonation or pitch going down, Intonation that rises and falls and Intonation that goes down and up, the idea is to practice these pitch changes so we can master them. Toastmasters International (2010: 14) proposes a technique called Words out loud and words out soft: Choose which words from a paragraph should be read loud and which of them should be read in a soft way.

Evaluation.- It will be developed through the rubric that includes factors such as: Voice level, tone variation and volume. Having as degrees of

achievement: 1-Never, 2-sometimes, 3-usually and 4-always and with the following scores:

LETTER	POINTS	LEVEL
A	17 – 20	Excellent
B	13 – 16	Very good
C	09 – 12	Acceptable
D	05 – 08	Needs improvement
E	00 – 04	Poor performance

Improving Vocabulary

(Word selection, word sufficiency, word linking)

Activities and strategies.-

Same Word, Different Subject (Marinak et al., 1997, named by William and Mary, 2015: 4, 6) 1. Explain to students that each school subject consists of technical vocabulary words and specialized words. Technical words are those that usually have only one meaning and are discussed in only one subject. For example: English – verb, gerund biology – mitosis, mathematics – rhombus. 2. Tell students that specialized vocabulary words are those that are used in different subjects and usually have different meanings in each subject. For example, the word division could be used differently in history, mathematics, and science classes. 3. Have students identify and discuss other specialized vocabulary words. Create a class list that can be added to regularly as new words are encountered and discussed. Vocabulary Self-Collection Strategy (adapted from Haggard, 1982, named by William and Mary, 2015: 4, 6). 1. Ask students to identify two words they believe everyone should learn that are related to specific topics the group is studying. 2. Have students write their words on the board. 3. Ask students to present their words to the group by defining them, explaining why the group should learn them, and telling where the words were found. 4. Moderate a discussion through which the class reduces the list to a predetermined number of most important words by eliminating words already known by many. The final list becomes the focus of vocabulary activities for the next few days. Keyword Method

(Baumann & Kameenui, 1991, named by William and Mary, 2015: 6) Using the keyword method, the student is taught to construct a visual image that connects the vocabulary word being taught with a familiar, concrete word that is similar auditorially and shares some common feature. 1. Give students a new vocabulary word and share its meaning with them. (Example: Carlin, which means “old woman”). 2. Ask them to identify a familiar word that is acoustically similar to Carlin (example: the keyword “car”). 3. Have students visualize or draw the image of an old woman driving a car. Word Map (Schwartz & Raphael, 1985; example from Holder, 1997, named by William and Mary, 2015: 7). The word map technique is useful for helping students develop a general concept of definition. It focuses on three questions, “What is it?” “What is it like?” and “What are some examples?” to make students aware of the types of information that make up a “definition” and how that information is organized. Word Sorts (Marinak et al., 1997, named by William and Mary, 2015: 11) Students may complete “open” or “closed” sorts individually or in pairs. 1. In closed sorts have students put words into predetermined categories. For example: Categories: jobs, tools, cleaning products. Vocabulary Charades (adapted from Jones, 1999, named by William and Mary, 2015: 13) 1. Put words that describe visual concepts on cards. (Examples: hurricane, motivate) 2. Divide the class into teams. 3. Ask a member of each team, in turn, to draw a card and “act it out.” 4. Determine a time limit by which teammates must guess the word being acted out. Assign points for each word guessed correctly by the teams. 5. Continue until all members of each team have had an opportunity to illustrate a word. Quick draw (Adapted from Jones, 1999, named by William and Mary, 2015: 13) 1. Put words that describe visual concepts on cards. 2. Divide the class into teams. Ask a member of each team, in turn, to draw a card. 3. Have the student see how quickly team-mates can convey the essence of a word on the board – without words – by illustrating it. 4. Continues until all members of each team have had an opportunity to illustrate a word.

Evaluation.- It will be developed through the rubric that includes factors such as: Word selection, word sufficiency and word linking. Having as

degrees of achievement: 1-Never, 2-sometimes, 3-usually and 4-always and with the following scores:

LETTER	POINTS	LEVEL
A	17 – 20	Excellent
B	13 – 16	Very good
C	09 – 12	Acceptable
D	05 – 08	Needs improvement
E	00 – 04	Poor performance

Improving Pronunciation

(Word pronunciation, natural pauses, stress syllable)

Activities and strategies.-

We have articulation and sound emission exercises for aphonic emissions:

With your legs apart and your arms dangling, begin by stretching the larynx by opening the mouth and emitting the following vowels in an aphonated way, taking care of the articulation and mandibular descent: First individually: ||: a - i - o - e - i - o - u - a - e - u - a - i: || 10 times. Then issue together: ||: a - i - o - e - i - o - u - a - e - u - a - i: || 10 times. With the legs spread and the arms dangling emit the following words of aphona way and then with sound: ||: | - ovum - now - leaf through - oral - needle - hallelujah - last - relief – plead – kiss - glass - radio - rose - mouse - branch - label -: || 10 times on average). For voice placement or projection exercises (Emit an "m" as long as possible looking for the vibration of the lips: ||: - mmmmmmmmmmmmmmmmmmmmmmmmmmmmm -: || 5 minutes average, giving in the following times the height of low, medium and high. It can be supported by an instrument).

Vocal attack exercises: Read the following words whispering the first long vowel and go up in intensity slowly until the phonation is introduced and the whole word is said and repeat several times: (Guerrero, 2019: 80, 81, 82)

<u>Ace</u>	→	<u>eeeeeeEEEEIs</u>
<u>Eight</u>	→	<u>eeeeeeIIIIIIlgh</u>
<u>Ashley</u>	→	<u>aaaaaAAAshley</u>
<u>Elephant</u>	→	<u>eeeeeeEEEElephant</u>
<u>Indian</u>	→	<u>iiiiiiiiIIIIIIIndian</u>
<u>Uniform</u>	→	<u>iiiiiiiiIIIIIIuniform</u>

Source: Adapted from Guerrero, 2019: 82.

Phono-respiratory coordination exercises: Take air through the nose, bring to the diaphragm and say using only that air:

Two word phrases: 1-2 / 3-4 / 6-9 / 8-5 / 2-5 / 7-9 /. Three word phrases: January – February – March / October – November – December / April – May – June /. Four word phrases: Monday – Tuesday – Wednesday – Friday / Thursday – Wednesday – Monday – Friday /. Repeat them several times. (Guerrero, 2019: 83). Santana (2015: 119-122) proposes as an exercise to improve speaking energy: The Jump Rope, at the time that is skipped, sung or speak. The pencil: Talk to him with the pencil between the teeth turns out also tremendously useful (Using a single vowel sound.), specially accelerates the acquisition of articulatory agility and slow down the speed of speech which leads to more effective communication.

For Cassany (1994. Named by Llamoca and Pari, 2017: 20, 21) useful techniques to develop clarity and vocalization are: TV newscast: It is a technique that consists of students taking the role of television news anchors. The student in charge conducting the program, announces the latest news related to a topic of the different curricular areas. Verbal Games: They are those linguistic-traditional games or created by children - such as riddles, tongue twisters or simply word games that rhyme with similar sounds. Rojas (2011: 40) has some activities to Joint: Read aloud a piece of prose. slowly exaggerating the syllables and articulating each vowel and consonant; read aloud any prose text, keeping your teeth

clenched, but trying to make sure what you read is understood; say the alphabet by exaggerating the pronunciation of each letter, while making many faces

Evaluation.- It will be developed through the rubric that includes factors such as: Word pronunciation, natural pauses and stress syllable. Having as degrees of achievement: 1-Never, 2-sometimes, 3-usually and 4-always and with the following scores:

LETTER	POINTS	LEVEL
A	17 – 20	Excellent
B	13 – 16	Very good
C	09 – 12	Acceptable
D	05 – 08	Needs improvement
E	00 – 04	Poor performance

Improving Fluency

(Pace, pauses, voice inflection)

Activities and strategies.-

The chronometer: Read a short passage in the voice you normally use. Do not try to read by interpreting the text or using a vowel variant. A forward slash (/) indicates each interval of 50 words (approximately). Use a stopwatch or watch with a second hand to time yourself and determine your speed as speak. More than 150 words per minute is in a hurry, and less than 120 words per minute is slow. Toastmasters International (2010: 6-8).

Scripts is other technique: Pauses are periods of silence between words and phrases. Its function is to separate the ideas and keep attention. Read a short paragraph and pause at each script.

Toastmasters International (2010: 14). To develop intonation and fluency Cassany (1994. Named by Llamoca and Pari, 2017: 20) proposes

Role Play: It is an interpretation game, where the actors they invent a character.

To develop fluency García (2016, named by Llamoca and Pari, 2017: 31, 32) proposes these activities: Model fluent reading (Read to your child to show him what a fluent reading), try guided practice (Choose an excerpt from a story or a poem and read it aloud while your child listens and follows the text), read together (Choose a book or a passage that is not very long and read it while your child listens to and follows the story in the book), read the same thing several times (Choose a short book or passage from a story that is slightly above your child's reading level), act out some texts, measure time, and make a chart of reading practice (Choose a short text that is appropriate for your child's reading level and makes a copy for you).

Bernal and Calvo (2000, named by Rodríguez, 2019: 61) proposes activities to develop flexibility and tessitura of the voice: In a circle they throw a ping pong ball and emit sound each time it bounces, place the hand on the throat, feel the vibrations of the vocal cords as they emit sound, choose a word and sing it individually; breathe in, make a continuous sound and walk, stop when you have to, and breathe again; sing long, short, loud, soft, fast and slow sounds and do it with your mouth closed; In a circle the teacher gives an object to a student who will sing a sound, he passes it on to his companion who must sing the same sound so on.

Evaluation.- It will be developed through the rubric that includes factors such as: Pace, pauses and voice inflection. Having as degrees of achievement: 1-Never, 2-sometimes, 3-usually and 4-always and with the following scores:

LETTER	POINTS	LEVEL
A	17 – 20	Excellent
B	13 – 16	Very good
C	09 – 12	Acceptable
D	05 – 08	Needs improvement
E	00 – 04	Poor performance

Improving Body language

(Posture, facial expressions, eye contact, gestures)

Activities and strategies.-

We have exercises to relax the head (Tilt your head back and forth, slowly, with your eyes closed and breathing slowly fifteen minutes, and finally, stretch laterally, try to shoulder your ear. Mouth closed and shoulders down, repeat putting your hand on the temple so that you have to force yourself). Exercises to the shoulders (Try raising your shoulders, as when we say "I don't know", raising your shoulders throughout their travel, as if you wanted to bring them closer to your ears, while keeping arms relaxed. Once at the top, keep the area under tension for a couple of seconds, to then slowly lower both shoulders, as much as you can. Repeat several times (about 7-10 repetitions). Then you can try to do other movements, such as rolling your shoulders back and forth, or doing circles. In all cases, the movement is purely in the shoulders, the arms should stay relaxed). (Guerrero, 2019: 74, 75).

The Balance board technique: Get on the board, either lengthwise or widthwise. Being able to stand facing or diagonally, stand still or move and then sing or talk. This technique instantly provides a reference for the center of gravity at the time to speak or sing. Improves posture and the way you support your body weight when standing, without need to give direct instructions, which can lead to stiffness. Inhibits the tendency to project the voice and encourages the speaker or singer keep your voice resonating inside (Blakeslee & Blakeslee, 2008. Named by Santana, 2015: 123). Dramatization of stories: The story is a short narrative of events imaginary or real, starring a small group of characters and with a simple argument. Is a technique proposed by Cassany (1994, named by Llamoca and Pari, 2017: 23).

Cortright (2011, named by Wangare, 2015: 64) mentions some activities to be taken account to improve body language problems: Face the speaker (Sit up straight showing attentiveness, maintaining eye contact and feeling comfortable), minimize external distractions (Turn off cellphones, radio, tv and put down books or notebooks), respond appropriately to show that you understand (Mumur uh-uhh or nod, raise your eyebrow, laugh, frown or be silent), focus solely on what the speaker is saying (Try not to think on what you are going to say next, the conversation will follow a logical flow after the speaker makes her point), minimize internal distractions (If your own thoughts keep horning in, let them go and continuously re focus your attention on the speaker), keep an open mind (Wait until the speaker in though before deciding that you disagree, try not to make assumptions about what the speaker in thinking, avoid letting the speaker know how you handle a similar situation, unless they specifically ask for advice, assume they just need to talk it out), even if the speaker is launching a complaint against you, wait until they finish to defend yourself.

Khemesh (2017: 3) mentions some techniques: The Body Standing. It is also great to have your body standing for the right person of us. Mimics People often express their feelings and thoughts with their body language and with their mimics. The face expression is in harmony with the given message and is shaped according to the message received. Distance and Bodily Contact. The distance and physical contact between us and the person who sends the message to us at the right and effective point of the message is also important. For NCERT (2021; 12) the types of non-verbal communication are: Facial expressions (Effective use: Smile when you meet someone, keep your face relaxed, match your expressions with what you are saying). Posture (Effective use: Keep upper body relaxed and, shoulders straight, sit straight, rest hands and feet in relaxed position and keep hands by your sides while standing). Gestures or body language (Effective use: Avoid pointing at people with your finger, bend your head a little while talking or listening to show that you are paying attention). Touch (Effective use: Shake hands firmly, avoid other touch gestures during formal communication). Space (Effective use: • Maintain proper space

depending on the relationship, which could be formal or informal as the closeness with the person with whom you are talking.). Eye contact (Effective use: Look at the person who is speaking, keep a relaxed, pleasant look, and break the look every few seconds), and paralanguage (Effective use: Use a proper tone and volume while speaking and maintain a moderate rate (speed) of talking). For Christine Zust (2021, named by Kent State University (2021: 10-11) nonverbal communication includes: Facial expressions/eye contact, body stance/posture (Consistent, engaging eyes contact positions you as confident, at ease and interest), body stance/posture (Communicates if you are confident, uncomfortable, shy or arrogant, we recommend stand erect, shoulders back, chin up and chest open, with your weight evenly distributed to both feet, do not slouch), gestures, movement, objects/attire (Objects surrounding you communicate who you are), silence (The effective use of silence in the form of pausing allows the audience to absorb your message).

Forms of nonverbal communication for the Pontifical John Paul II University (2016: 18) Are: Gestures (Movements of the arms, hands, fingers, legs, feet, head and body), facial expressions (Touch and physical contact), physical appearance (The way of dressing, grooming and visual exposure), paralinguistic sounds (Such as sighs, grunts, cries, wheezing, whistling, moaning, laughter or any sounds that do not form words), prosodic elements (Intonation, emphasis, tone of voice, loudness, rhythm of speech, pitch of the voice), eye contact (In which the quality and length of the looks is an important element of communication), posture (The level of tension or relaxation and openness or closure) and physical distance between the interlocutors (The distance between them in the course of the conversation provides important information about social relations, level of intimacy etc.). MTD Training (2010: 19) considers to facial expressions, the way they are standing or sitting, any swaying or other movement, gestures with their arms or hands, eye contact (Or lack thereof), breathing rate, swallowing or coughing, blushing, and fidgeting; as body language.

Evaluation.- It will be developed through the rubric that includes factors such as: Posture, facial expressions, eye contact, and gestures. Having as degrees of achievement: 1-Never, 2-sometimes, 3-usually and 4-always and with the following scores:

LETTER	POINTS	LEVEL
A	17 – 20	Excellent
B	13 – 16	Very good
C	09 – 12	Acceptable
D	05 – 08	Needs improvement
E	00 – 04	Poor performance

To develop all the speaking factors there are techniques proposed by Cassany (1994. Named by Llamoca and Pari, 2017: 22-26) named Speech: A speech is a message that is delivered in a public. It is a communicative action whose purpose is to expose or transmit some kind of information and generally convince listeners. Debate: The debate is an act of communication and exposition of ideas different on the same subject between two or more people. Readings: Reading is the process of meaning and understanding of some type of information and / or ideas stored in a support and transmitted by some kind of code, usually a language, which it can be visual or tactile. Reading aloud: Reading a text aloud is very common during the primary education is used so often, that it does not take into account those students with problems understanding or learning when they use reading aloud. Objectives of the proposal:

c) Characteristics to be developed:

Teacher's characteristics: A facilitator and mediator, looking for and promoting dialogue situations, agreements, questions, moments of dramatization between the students (From IFP); someone who orients and guides the processes of the students' constructive mental activity identifying the student's previous knowledge, interests and needs, promoting critical thinking, freedom and initiative to learn, making use of relevant and organized concepts taking into account previous knowledge (From MLT); also he must be a needs analyst, he is a supervisor and not

the owner of the process, he doesn't have full control of the process (From CLT).

Student's characteristics: He is the center of teaching with a great motivation to learn and drama qualities (From IFP), a participative person with an inquisitive, flexible, innovative, tolerant and liberal personality who successfully faces uncertainty and ambiguity, who formulates new and variable meanings to face changes, who permanently seek, questions and constructs meanings. (From MLT) (Moreira, 2005 and Weingartner, 1969. Named by Archbold, 2011: 89); an interactive person, first with his peers and then with the teacher (From CLT), and with a significant improvement in the speaking English Skill.

- d) **Aids:** For Pineda (2019: 67) At an general level we have pre-instructional strategies, such as objectives or competencies to be achieved, determination of the type of evaluation and the previous organizers to link new information with previous information; co-instructional strategies, such as those used during the class and are concept maps, illustrations among others; serve for the student to improve their concentration, interpret, and conceptualize the information, structure and link main concepts. And finally the post-instructional strategies used after class, such as graphic organizers, concept maps, summaries. According to Barrientos (2010, named by Pineda, 2019: 68-81) we have as media and materials: Visual (Blackboard, projection equipment, specimens such as fruits, models of human body or others, print media), sound (Radios, sound recording, telephone), audiovisual media (Television, cinema, video) and new technologies (Computerized materials, multimedia systems, hypertext, networks, email, word wide web). Specifically for languages we have: Picture stories, storytelling, songs and music, drama (Role play, simulation, drama games, guided improvisation, acting play scripts, and prepared improvised drama), projects, getting to know a new class.

e) Evaluation of the students' performance in the Didactic Strategy

DIMENSION	SUBDIMENSION	HIGH CRITERIA	ACTIVITIES OR PROCESSES TO BE ASSESSED	ACTIVITY POINTS	FINAL DIMENSION LEVEL
COMMUNICATIVE SPEAKING SKILL FACTORS	INTONATION	There is a pitch variation	Pitch variation	4-always 3-usually 2-sometimes 1-never	
		The voice is kept at an acceptable level	Volume		
	VOCABULARY	Each word selection helps to understand the message	Word selection		
		The student has sufficient words to express ideas	Word sufficiency		
		The student puts words together easily	Word linking		
	PRONUNCIATION	Each word pronunciation helps to understand the message	Word pronunciation		
		The student speaks smooth without pauses that it sounds natural	Natural pauses		
		The stress syllable matches the expressed ideas or feelings	Stress syllable		
	FLUENCY	The student speaks at a pace that it sounds like a natural speech	Pace		
		The student pauses for different lengths at different punctuations marks in varied situations	Pauses		
		Voice inflection and pitch accurately crafts the message	Voice inflection		
	BODY LANGUAGE	The student's posture presents confidence	Posture		
		The student's facial expressions have coherence with the ideas expressed	Facial expressions		
		Eye contact is present during the communicative activities	Eye contact		
		Gestures enhance verbal communication	Gestures		
	STUDENT'S COMMUNICATIVE LANGUAGE LEARNING PERFORMANCE	Motivation to get involved in communicative activities	Motivation		
		Qualities of dramatization	Qualities of dramatization		
		Inquisitive, flexible, innovative, tolerant and liberal personality	Communicative personality required		
		Proactive reaction to new situations	Proactive reaction		
		An interactive person	Performance with peers		
					A=17-20 (EXCELLENT)
					B=13-16 (VERY GOOD)
					C=09-12 (ACCEPTABLE)
					D=05-08 (NEEDS IMPROVEMENT)
					E=00-04 (POOR PERFORMANCE)

f) Schedule of the Didactic Strategies Activities

N°	Activities	April 2018				May 2018				June 2018		
		Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3
1	To design a Diagnostic Oral Test.											
2	To validate by expert judges the Diagnostic Oral Test design and its evaluation instruments.											
3	To modify or change what the expert judges said or suggest about the Oral Test design and its evaluation instruments.]											
4	To apply to the students the Diagnostic Oral Test and analyze the results.											
5	To design a didactic strategy based on Communicative Language Teaching by William Littlewood.											
6	To validate by expert judges the didactic strategy's design.											
7	To modify or change what the expert judges said or suggest about the didactic strategy's design.											
8	To exemplify the didactic strategy based on Communicative Language Teaching though the preparation and proposal of learning sessions,											
9	To validate by expert judges the exemplification of the didactic strategy.											
10	To modify or change what the expert judges said or suggest about the exemplification of the didactic strategy.											
11	Writing of the final version of the didactic strategy based on Communicative Language Teaching by William Littlewood.											

CHAPTER IV

RESULTS AND DISCUSSION

RESULTS AND DISCUSSION

1. The first specific objective was to diagnose the speaking level of the students in the English language with an oral test and rubrics validated by expert judges: The 86% of the students have poor performance level, the 10% of the students are in the need improvement level, and the 4% of the students are in the acceptable level. A similar result obtained Arévalo (2015) who concluded that the pre-test applied to diagnose the speaking noticed that the 98% of the students have poor level and they need to improve speaking skill. The data results headed to select strategies that help and improve students' speaking skill. The author Acosta (2015) found that the 62% of the students had poor pronunciation of vowels and consonants, and as result of the tool was used with them, 62% obtained good results while 38% obtained even better results in consonant sounds. 54% of students obtained good results, while 46% obtained even better results in vowel sounds; also Ventura (2015) got similar results: The pre-test previously showed that no student obtained the highest score in the observation list and 75% of them never wrote anything down on key points while listening to the speaker which represented a big issue for them, but also found that more than 50% of students also had a great improvement in noticing the speaker's ideas that proves they were really engaged during the lessons due to the type of lesson plans designed. Results that confirm the bad situation of the students' speaking skills in the public schools in Perú and confirm our results too. **Expert judges validated the diagnostic Oral Test's internal consistence,** being the results:

Expert judge 1 gave to content validity (CV) the punctuation of 4.21, to validity of methodological criteria (VMC) the punctuation of 4.86, to the validity of intention and objective of measurement and observation (VIOMO) the punctuation of 4, and to the presentation and formality of the instrument (PFI) the punctuation of 4.93; being his quantitative final score 18 which qualitatively determines that the internal consistence of the oral test is valid and he recommends to apply it.

Expert judge 2 gave to content validity (CV) the punctuation of 4.07, to validity of methodological criteria (VMC) the punctuation of 4.14, to the validity of intention and objective of measurement and observation (VIOMO) the punctuation of 4.79, and to the presentation and formality of the instrument (PFI) the punctuation of 5; being his quantitative final score 18 which qualitatively determines that the internal consistence of the oral test is valid and he recommends to apply it.

Expert judge 3 gave to content validity (CV) the punctuation of 4.50, to validity of methodological criteria (VMC) the punctuation of 4.64, to the validity of intention and objective of measurement and observation (VIOMO) the punctuation of 4.57, and to the presentation and formality of the instrument (PFI) the punctuation of 4.57; being his quantitative final score 18.29 which qualitatively determines that the internal consistence of the oral test is valid and he recommends to apply it.

Expert judge 4 gave to content validity (CV) the punctuation of 4.79, to validity of methodological criteria (VMC) the punctuation of 4.43, to the validity of intention and objective of measurement and observation (VIOMO) the punctuation of 4.69, and to the presentation and formality of the instrument (PFI) the punctuation of 4.29; being his quantitative final score 18.14 which qualitatively determines that the internal consistence of the oral test is valid and he recommends to apply it.

The average of the punctuation given by the four expert judges was the following: The average punctuation to content validity (CV) was 4.39, the average punctuation to the validity of methodological criteria (VMC) was 4.52, the average punctuation to the validity of intention and objective of measurement and observation (VIOMO) was 4.5, the average punctuation to the presentation and formality of the instrument (PFI) was 4.70. Being the quantitative results 18.11 and the qualitative results: This is valid and recommending to apply it.

Expert judges validated the rubrics to evaluate the diagnostic oral test's internal consistence being the results:

Expert judge 1 gave to content validity (CV) the punctuation of 4.65, to validity of methodological criteria (VMC) the punctuation of 4.70, to the validity of intention and objective of measurement and observation (VIOMO) the punctuation of 4.55, and to the presentation and formality of the instrument (PFI) the punctuation of 4.65; being his quantitative final score 18.55 which qualitatively determines that the internal consistence of the oral test is valid and he recommends to apply it.

Expert judge 2 gave to content validity (CV) the punctuation of 4.83, to validity of methodological criteria (VMC) the punctuation of 4.65, to the validity of intention and objective of measurement and observation (VIOMO) the punctuation of 4.58, and to the presentation and formality of the instrument (PFI) the punctuation of 4.5; being his quantitative final score 18.57 which qualitatively determines that the internal consistence of the oral test is valid and he recommends to apply it.

Expert judge 3 gave to content validity (CV) the punctuation of 4.82, to validity of methodological criteria (VMC) the punctuation of 4.80, to the validity of intention and objective of measurement and observation (VIOMO) the punctuation of 4.77, and to the presentation and formality of the instrument (PFI) the punctuation of 4.78; being his quantitative final score 19.17 which qualitatively determines that the internal consistence of the oral test is valid and he recommends to apply it.

Expert judge 4 gave to content validity (CV) the punctuation of 4.65, to validity of methodological criteria (VMC) the punctuation of 4.52, to the validity of intention and objective of measurement and observation (VIOMO) the punctuation of 4.32, and to the presentation and formality of the instrument (PFI) the punctuation of 4.58; being his quantitative final score 18.06 which qualitatively determines that the internal consistence of the oral test is valid and he recommends to apply it.

The average of the punctuation given by the four expert judges was the following: The average punctuation to content validity (CV) was 4.74, the average punctuation to the validity of methodological criteria (VMC) was 4.67, the average punctuation to the validity of intention and objective of measurement and observation (VIOMO) was 4.56, the average punctuation to the presentation and formality of the instrument (PFI) was 4.63. Being the quantitative results 18.59 and the qualitative results: This is valid and recommending to apply it.

2. The second specific objective was to establish a teaching approach to support a didactic strategy: As the problems to solve were that students show a lack of speaking skill, they also know a few words in English and do not developed the ability to express their ideas fluently while they are interacting with the teacher or their peers, the method used by the teacher is very traditional because it does not let students to develop speaking skills, a few times speaking activities applied in the English classes the teacher is most centered in acquiring vocabulary and rules rather than oral production, and motivation is not enough to encourage students to produce in the target language. A Communicative language teaching approach was established as a framework to overcome the problem found; we propose the Illocutionary Force Proposal by John Searle, the Meaningful Learning Theory by David Paul Ausubel and the Communicative Language Teaching Theory by William Littlewood; as the theories for the teaching approach to support our didactic strategy. The Illocutionary Force Proposal by John Searle contributes to the didactic strategy with the taxonomy of illocutionary acts, its activities or strategies, way of learning assessment, role of the teacher and the student, and suggests the use of some resources, the Meaningful Learning Theory by David Paul Ausubel and the Communicative Language Teaching Theory by William Littlewood contribute to the didactic strategy with their activities or strategies, the way of learning assessment, they also contribute by pointing out the role of the teacher and the student, and also provide the necessary resources that they propose. Establishing a teaching approach to support a didactic strategy, it was an objective of Avalos (2017) who wanted to know the influence of the communicative approach in the academic performance

of the student of English language through the fluency / pronunciation and the cognitive / behavioral skills; demonstrating that the communicative approach influences the academic performance of the student of English language through the fluency / pronunciation and the cognitive / behavioral skills. Domain et al (2011) shows how the students from urban, rural, public and private schools get low grades when there is not a clear use of a teaching learning approach like the communicative approach, resulting on 16% of student disapproval examinations and only 38.7% of teachers develop learning experiences that contribute to communication in class, the 61.3% of teachers are inconsistent employing the principles of communicative teaching and 86% don't master English language. Looking for a teaching approach to reach student's academic success learning a second language was the aim of Gabriel (2018) determining the relation between communicative approach and secondary students academic performance, 44.4% are regular in speaking, 75% in oral comprehension and expression are regular, the author concludes that the communicative approach influences the academic performance of the students. López (2018) found similar results. Monpeán and Hernández (2001: 711. Named by Martínez, 2004: 59, 66) determines that to choose a pronunciation model for teaching English, there are aspects to take into account such as teaching abilities, learning context, needs and preferences of the learners, among others. Some authors like Abercrombie, Brown and Yule, Wong, Crawford, Gimson, Roach, Ur (Named by Martínez, 2004: 66) determine that achieving perfection or an accent equal to that of a native speaker should not be the main objective of teaching English pronunciation.

3. The third specific objective was to design a didactic strategy based on Communicative Language Teaching by William Littlewood. A didactic strategy was designed according to the results of the pretest, the context of the students and some theories in order to help to improve students' speaking skill according to their needs. The theory by William Littlewood is what gives the operational support to the strategy because, as we mentioned before, by contributing with its activities or strategies, the way of learning assessment, it also contributes by pointing out the role of the teacher and the student, and

also it provides the necessary resources that it suggests. This didactic strategy designed is constituted by the following parts: Theoretical foundations (It includes the Illocutionary Force Proposal by John Searle; the activities or strategies, the way of learning assessment, the role of the teacher and the student, resources from the theories Meaningful Learning Theory by David Paul Ausubel and the Communicative Language Teaching Theory by William Littlewood), objectives of the proposal (General and specific one), characteristics to be developed that are teacher and student's role in communicative language learning (The teacher and student's role in communicative language learning to be developed). This didactic strategy is brought to life through classes with students; each class has the following structure: Lesson name, aims / outcomes, key vocabulary and grammar, warm – up, main activities, plenary and final activity, resources, assessment evidence and annex. Nirmawati results (2014) show that the use of task-based language activities improve oral communication skills; after the tools were applied more that 40% of the students showed a positive score. What demonstrates that purposing new way to improve students speaking skills, really works. The results of Moreno and Ventura (2016: 60) support our findings since when applying the communicative approach the level of academic performance of the students improved, being 11.8 on average in the control group and 15 in the experimental group.

4. The fourth specific objective was to validate by expert judges the didactic strategy's proposal, the results were as follows:

Expert judge 1 gave to content validity (CV) the punctuation of 4.79, to validity of methodological criteria (VMC) the punctuation of 4.79, to the validity of intention and objective of measurement and observation (VIOMO) the punctuation of 4.83, and to the presentation and formality of the instrument (PFI) the punctuation of 4.88; being his quantitative final score 19.29 which qualitatively determines that the internal consistence of the oral test is valid and he recommends to apply it.

Expert judge 2 gave to content validity (CV) the punctuation of 4.94, to validity of methodological criteria (VMC) the punctuation of 4.96, to the validity of intention and objective of measurement and observation (VIOMO) the punctuation of 4.86, and to the presentation and formality of the instrument (PFI) the punctuation of 4.81; being his quantitative final score 19.56 which qualitatively determines that the internal consistence of the oral test is valid and he recommends to apply it.

Expert judge 3 gave to content validity (CV) the punctuation of 4.94, to validity of methodological criteria (VMC) the punctuation of 4.96, to the validity of intention and objective of measurement and observation (VIOMO) the punctuation of 4.98, and to the presentation and formality of the instrument (PFI) the punctuation of 4.96; being his quantitative final score 19.83 which qualitatively determines that the internal consistence of the oral test is valid and he recommends to apply it.

Expert judge 4 gave to content validity (CV) the punctuation of 4.42, to validity of methodological criteria (VMC) the punctuation of 4.38, to the validity of intention and objective of measurement and observation (VIOMO) the punctuation of 4.44, and to the presentation and formality of the instrument (PFI) the punctuation of 4.77; being his quantitative final score 18 which qualitatively determines that the internal consistence of the oral test is valid and he recommends to apply it.

The average of the punctuation given by the four expert judges was the following: The average punctuation to content validity (CV) was 4.77, the average punctuation to the validity of methodological criteria (VMC) was 4.77, the average punctuation to the validity of intention and objective of measurement and observation (VIOMO) was 4.78, the average punctuation to the presentation and formality of the instrument (PFI) was 4.86. Being the quantitative results 19.17 and the qualitative results: This is valid and recommending to apply it.

5. The fifth specific objective was to exemplify the didactic strategy founded on Communicative Language Teaching through the preparation and proposal of learning sessions. A workshop based on Communicative Language Teaching was proposed where students will improve their speaking skill in a meaningful way by a didactic strategy applied. We propose five model classes using the didactic strategy.

The first class was **named** "Knowing my classmate"; it was **designed for** a basic level, with a length of two hours. This class was developed with the **meaningful learning theory** from which the students were exposed to the following **activities and strategies**: sentence repetition drill learning activity, comparative, classifying, and debate activities. **Its structure is**: Lesson name, unit, lesson length, term, aims and outcomes, key vocabulary and grammar, warm up, main activities, plenary and final activity, resources and assessment evidence. Its **aims and outcomes** were to develop effective communicative situations like: Introducing themselves (Asking and answering questions about names, last name, age, address, telephone number, countries and nationalities), and sharing each other personal information; using the meaningful learning theory activities, strategies, way of evaluation, teacher and student's role, and aids. The **assessment evidence** was the effective communicative use of the spoken English language, to ask and give the own personal information and that of others; with the correct performance of illocutionary acts, and that are product of the link between student's previous knowledge with the new information from the interaction with his peers in class.

The second class was **named** "Introducing friends"; it was **designed for** a basic level, with a length of two hours, this class was developed with the **communicative language teaching** from which the students were exposed to the following **activities and strategies**: scrambled sentences, listen, imitate, work by pairs. **Its structure is**: Lesson name, unit, lesson length, term, aims and outcomes, key vocabulary and grammar, warm up, main activities, plenary and final activity, resources and assessment evidence. Its **aims and outcomes** were to continue developing effective communicative

situations like: Asking and answering questions about names, last name, age, address, telephone number, countries and nationalities, and sharing each other personal information; using the communicative language teaching: Theory activities, strategies, way of evaluation, teacher and student's role, and aids. The **assessment evidence** was the effective communicative use of the spoken English language, to ask and give the own personal information and that of others; with the correct performance of illocutionary acts, and that are product of the link between student's previous knowledge with the new information from the interaction with his peers in class.

The third class was **named** "Where are you from?"; it was **designed for** a basic level, with a length of two hours, this class was developed with the **illocutionary force proposal** from which the students were exposed to the following **activities and strategies**: dramatization to persuade, ask questions, give orders. **Its structure is**: Lesson name, unit, lesson length, term, aims and outcomes, key vocabulary and grammar, warm up, main activities, plenary and final activity, resources and assessment evidence. Its **aims and outcomes were** to develop effective communicative situations like: Asking and answering questions about names, last name, age, address, telephone number, countries and nationalities), and sharing each other personal information; using the illocutionary force proposal: Activities, strategies, way of evaluation, teacher and student's role, and aids. The **assessment evidence** was the effective communicative use of the spoken English language, to ask and give the own personal information and that of others; with the correct performance of illocutionary force proposal, and that are product of the link between student's previous knowledge with the new information from the interaction with his peers in class.

The fourth class was **named** "Can you milk the cow?"; it was **designed for** a basic level, with a length of two hours, this class was developed with the **meaningful learning theory, communicative language teaching and the illocutionary force proposal** from which the students were exposed to the following **activities and strategies**: Comparative, classifying, and debate activities (MLT); drill learning activity (MLT), and work in pairs (CLT),

dramatization (IFP). **Its structure is:** Lesson name, unit, lesson length, term, aims and outcomes, key vocabulary and grammar, warm up, main activities, plenary and final activity, resources and assessment evidence. Its **aims and outcomes were** to develop effective communicative situations like: Talking about abilities; using the illocutionary force proposal, meaningful learning theory and communicative language teaching: Theory activities, strategies, way of evaluation, teacher and student's role, and aids. The **assessment evidence** was the effective communicative use of the spoken English language, to ask and give information about own abilities and that of others, with the correct performance of illocutionary acts; and that are product of the link between student's previous knowledge with the new information from the interaction with his peers in class.

The fifth class was **named** "This is my house"; it was **designed for** a basic level, with a length of two hours, this class was developed with the **meaningful learning theory, communicative language teaching and the illocutionary force proposal** from which the students were exposed to the following activities and strategies: pair the sentences (CLT), listen and imitate (CLT), questioning from MLT, dramatization (IFP). **Its structure is:** Lesson name, unit, lesson length, term, aims and outcomes, key vocabulary and grammar, warm up, main activities, plenary and final activity, resources and assessment evidence. Its **aims and outcomes** were to develop effective communicative situations like: Talking about and describing the parts of the house, appliances, and furniture; and sharing each other this information; using the illocutionary force proposal, meaningful learning theory and communicative language teaching: Theory activities, strategies, way of evaluation, teacher and student's role, and aids. The **assessment evidence** was the effective communicative use of the spoken English language, to ask and give the own house information and that of others; correct performance of illocutionary acts; and that are product of the link between student's previous knowledge with the new information from the interaction with his peers in class.

Like this we have several studios who have done their own purpose to improve student's second language skills like Arévalo (2015) designed a workshop based on task based learning to improve speaking skill. Acosta (2015) is another one who built a didactic proposal to improve pronunciation skills based on the use of popular English songs, and it was a successful one. Ventura (2015) did a contribution too, it was a didactic proposal based on task based language teaching approach to improve oral communication skills, being successful. The speaking board games are a helpful tool for teacher, in this direction Nirmawati (2014) in Indonesia did her research called: Improving students' speaking skills through speaking board games, with great results. Other purpose was what Alfi (2015) did, he wanted to improve students' speaking skills through communicative games and notices that there was an improvement on student's speaking skill.

CHAPTER V
CONCLUSIONS AND
RECOMMENDATIOS

CONCLUSIONS

1. To the first specific objective: The 86% of the students have poor performance level, the 10% of the students are in the need improvement level, and the 4% of the students are in the acceptable level. Expert judges concluded that this diagnostic oral test is valid and recommended to apply it with a quantitative result of 18.11 over 20 points; the expert judges validated the rubrics to evaluate the diagnostic oral test's internal consistence too, and recommended to apply it with a quantitative result of 18.59 over 20 points.
2. To the second specific objective: A Communicative language teaching approach was established as a framework to overcome the problem found.
3. To the third specific objective: A didactic strategy was designed to solve the problems detected through the results of the pretest, the context of the students and some theories in order to help to improve students' speaking skill according to their needs.
4. To the fourth specific objective: The expert judges concluded that this is valid and recommending to apply it with a quantitative result of 19.17 over 20 points.
5. To the fifth specific objective: The exemplification of the didactic strategy was done through the preparation and proposal of five model learning sessions based on Communicative Language Teaching Theory by William Littlewood, Meaningful Learning Theory by David Ausubel, and Illocutionary Force Proposal by John Searle.
6. The hypothesis was verified, because the didactic strategy's design and the proposed lessons were validated by expert judges; thus demonstrating their reliability, validity and applicability.

RECOMMENDATIONS

1. Directors, teachers and parents must think about students' education and if the lessons are really being what they are supposed to be, good lessons for best students so they can use them and apply to their daily life and future as professionals. Teachers must encourage between them develop workshops for the good of the students.
2. The obtained results can lead teachers to think about what students' really need in class and if teachers' role is playing a good one in class. It may need to work on didactics and methodology so students can comprehend and apprehend what they really need to develop, if we design better lessons we will get better results with our students; in this case improving the speaking skill.
3. Applying Communicative Language Teaching as a method in class will lead to get better results, because students can be involved in comfortable and new situations, activities and strategies letting out the fear of talking in front of others.
4. We recommend the usage of different activities and strategies during the development of the class, so the students are exposed to a funny and diverse learning environment for all the skills in the learning of a second language.

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APPENDIX

APPENDIX 1

“JOSÉ MARÍA ARGUEDAS” SCHOOL DIAGNOSTIC ORAL TEST: ASK & ANSWER TEST

Dear students, it is necessary your participation in this test in order for you to give us required information which it will help us out to diagnose the “English speaking skill” This test is going to be recorded for a better assessment. **Br.**

OBJECTIVE: To get information about your English speaking level.

INSTRUCTIONS:

In this part, each candidate interacts with the interlocutor, using the language normally associated with daily routines, giving frequency of free-time activities, kind of chores, preferences, etc.

Timing: 4–5 minutes.

²THE INTERVIEW WITH TWO STUDENTS IS RECORDED

Interlocutor: (To candidate A) tell me please about your Monday activities.

Get up? Take a shower? Have breakfast?

Candidate A: (*On Mondays??... Hmmm*)

Interlocutor: Yeah, what do you usually do in the mornings?

Candidate A: (*I get up at 5 am, then I prepare breakfast and I go to school*)

Interlocutor: Ok. What are your activities in the afternoons? Study English?

Play in the park? Clean your house?

Candidate A: (*I do homework and help my mother*)

Interlocutor: How do you help your mother?

Candidate A: (*I milk the cow, prepare dinner, and wash the dishes.*)

² Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.

Interlocutor: Thank you!

Interlocutor: (To candidate B) tell me please about your Saturday activities.

Candidate B: *(I get up at 6am. Then I help my father with the farm animals)*

Interlocutor: Do you play any sport? Football? Volleyball?

Candidate B: Sometimes, in the afternoon.

Interlocutor: What sport do you practice?

Candidate B: Soccer with my friends. We play a "pichanguita"

Interlocutor: Do you do your homework?

Candidate B: Yes and my sister helps me.

Interlocutor: Does your sister study too?

Candidate B: Yes, she studies in an institute, she helps my mother.

Interlocutor: (To candidate C) tell me about your Friday activities.

Candidate C: I get up and prepare breakfast.

Interlocutor: What do you eat for breakfast?

Candidate C: I eat eggs and bread with milk.

Interlocutor: What is the occupation of your parents?

Candidate C: They work in the market.

Interlocutor: How old are your brothers and sisters?

Candidate C: She is 5 years.

Interlocutor: How old are your parents?

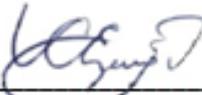
Candidate C: My mother is 28 and my father is 31 years old.

APPENDIX 2: Validation of the Diagnostic Oral Test's internal consistence by Expert Judges

Results Expert Judge 1: Validation of the Diagnostic Oral Test's internal consistence by Expert Judges

N°	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
1.	Tell me please about your Monday activities.	4	5	4	5	18	<i>Valid, apply</i>
2.	What do you usually do in the mornings?	4	5	4	5	18	<i>Valid, apply</i>
3.	What are your activities in the afternoons? Study English? Play in the park? Clean the house?	4	4	3	5	16	<i>Valid, improve</i>
4.	How do you help your mother?	5	5	4	5	19	<i>Valid, apply</i>
5.	Tell me about your Saturday activities.	4	5	4	5	18	<i>Valid, apply</i>
6.	Do you play any sport? Football? Volleyball?	4	5	4	5	18	<i>Valid, apply</i>
7.	What do you practice?	4	5	4	5	18	<i>Valid, apply</i>
8.	Do you do your homework?	4	5	4	5	18	<i>Valid, apply</i>
9.	Does your sister study too?	5	5	4	5	19	<i>Valid, apply</i>
10.	Tell me about your Friday activities.	4	4	5	4	17	<i>Valid, improve</i>
11.	What do you eat for breakfast?	4	5	4	5	18	<i>Valid, apply</i>
12.	What is the occupation of your parents?	4	5	4	5	18	<i>Valid, apply</i>
13.	How old are your brothers and sisters?	4	5	4	5	18	<i>Valid, apply</i>
14.	How old are your parents?	5	5	4	5	19	<i>Valid, apply</i>
	AVERAGE	4.21	4.86	4	4.93	18.00	<i>This is valid, apply</i>

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.



 Signature

Results Expert Judge 1: Observations to the Diagnostic Oral Test questions

Expert 1				
Original Question: 3 What are your activities in the afternoons? Study English? Play in the park? Clean the house? Expert suggestion: What are your favorite activities in the afternoons?	Original Question: 10 Tell me about your Friday activities. Expert suggestion: Tell me about your Friday favorite activities or hobbies.	Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:
Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:
Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:

SOURCE: Adapted from Villafuerte (2019: 89)



 Signature

Expert Judge 1: Validation of the Diagnostic Oral Test's internal consistence by Expert Judges

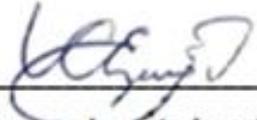
A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSE MARIA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / Adviser: M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Carlo Espinoza Aguilar*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *Psychology of the Education*



Signature and post signature stamp

Date: 09 / 04 / 2018
Day / Month / Year

Results Expert Judge 2: Validation of the Diagnostic Oral Test's internal consistence by Expert Judges

N°	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
1.	Tell me please about your Monday activities.	4	4	4	5	17	This is valid, improve.
2.	What do you usually do in the mornings?	4	4	4	5	17	This is valid, improve.
3.	What are your activities in the afternoons? Study English? Play in the park? Clean the house?	4	4	4	5	17	This is valid, improve.
4.	How do you help your mother?	4	4	5	5	18	This is valid, apply
5.	Tell me about your Saturday activities.	4	4	5	5	18	This is valid, apply
6.	Do you play any sport? Football? Volleyball?	4	4	5	5	18	This is valid, apply
7.	What do you practice?	5	4	5	5	19	This is valid, apply
8.	Do you do your homework?	4	4	5	5	18	This is valid, apply
9.	Does your sister study too?	4	4	5	5	18	This is valid, apply
10.	Tell me about your Friday activities.	4	4	5	5	18	This is valid, apply
11.	What do you eat for breakfast?	4	4	5	5	18	This is valid, apply
12.	What is the occupation of your parents?	4	4	5	5	18	This is valid, apply
13.	How old are your brothers and sisters?	4	5	5	5	19	This is valid, apply
14.	How old are your parents?	4	5	5	5	19	This is valid, apply
15.	AVERAGE	4.07	4.14	4.79	5.00	18.00	This is valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.



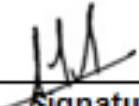
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Results Expert Judge 2: Observations to the Diagnostic Oral Test questions



Expert 1				
Original Question: 1 Tell me please about your Monday activities. Expert suggestion: What is your routine on Mondays?	Original Question: 2 What do you usually do in the mornings? Expert suggestion: What do you do in the mornings?	Original Question: 3 What are your activities in the afternoons? Study English? Play in the park? Clean the house? Expert suggestion: In the afternoons what do you do?	Original Question: Expert suggestion:	Original Question: Expert suggestion:
Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:
Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:	Original Question: Expert suggestion:

SOURCE: Adapted from Villafuerte (2019: 89)



 Signature

Expert Judge 2: Validation of the Diagnostic Oral Test's internal consistence by Expert Judges

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / **Adviser:** M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Carlomagno Sancho Noriega*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *Master in Educational Management and Teaching*



Signature and post signature stamp

Date: 10 / 04 / 2018
Day / Month / Year

Results Expert Judge 3: Validation of the Diagnostic Oral Test's internal consistence by Expert Judges

N°	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
1.	Tell me please about your Monday activities.	3	3	4	4	14	This is not valid, modify
2.	What do you usually do in the mornings?	5	5	5	5	20	This is valid, apply
3.	What are your activities in the afternoons? Study English? Play in the park? Clean the house?	3	4	3	4	14	This is not valid, modify
4.	How do you help your mother?	5	5	5	5	20	This is valid, apply
5.	Tell me about your Saturday activities.	4	4	3	3	14	This is not valid, modify
6.	Do you play any sport? Football? Volleyball?	5	5	5	5	20	This is valid, apply
7.	What do you practice?	5	5	5	5	20	This is valid, apply
8.	Do you do your homework?	5	5	5	5	20	This is valid, apply
9.	Does your sister study too?	5	5	5	5	20	This is valid, apply
10.	Tell me about your Friday activities.	5	5	5	5	20	This is valid, apply
11.	What do you eat for breakfast?	5	5	5	5	20	This is valid, apply
12.	What is the occupation of your parents?	5	5	5	5	20	This is valid, apply
13.	How old are your brothers and sisters?	3	4	4	3	14	This is not valid, modify
14.	How old are your parents?	5	5	5	5	20	This is valid, apply
	AVERAGE	4.50	4.64	4.57	4.57	18.29	This is valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.

Signature

Results Expert Judge 3: Observations to the Diagnostic Oral Test questions

Expert 3				
Original Question: 1 Tell me please about your routine on Mondays.	Original Question: 3 What about in the afternoons?	Original Question: 5 Tell me about your routine on Saturdays.	Original Question: 13 How old is your sister?	Original Question: Expert suggestion:
Expert suggestion: Tell me please about your routine on Mondays. Get up? Have breakfast? Eat lunch? Take a shower?	Expert suggestion: Tell me please about your routine in the afternoons? Watch TV? Wash the dog? Play in the park? Study school subjects?	Expert suggestion: Tell me about your routine on Saturdays. Go to the park? Prepare breakfast? Study English?	Expert suggestion: How old are your brothers and sisters?	

SOURCE: Adapted from Villafuerte (2019: 88)



Signature

Expert Judge 3: Validation of the Diagnostic Oral Test's internal consistence by Expert Judges

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1st GRADE STUDENTS OF SECONDARY LEVEL AT "JOSE MARIA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / Adviser: M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Johanna Elena Santa Cruz Arévalo*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *English Language Teaching*

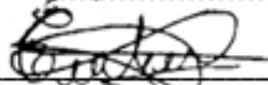

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Date: 09 / 04 / 2018
Day / Month / Year

Results Expert Judge 4: Validation of the Diagnostic Oral Test's internal consistence by Expert Judges

N°	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
1.	Tell me please about your Monday activities.	5	4	5	4	18	This is valid, apply
2.	What do you usually do in the mornings?	4	4	4	4	16	This is valid, improve
3.	What are your activities in the afternoons? Study English? Play in the park? Clean the house?	4	4	4	4	16	This is valid, improve
4.	How do you help your mother?	5	4	5	4	18	This is valid, apply
5.	Tell me about your Saturday activities.	5	4	5	4	18	This is valid, apply
6.	Do you play any sport? Football? Volleyball?	5	5	4	4	18	This is valid, apply
7.	What do you practice?	4	5	5	5	19	This is valid, apply
8.	Do you do your homework?	5	5	4	4	18	This is valid, apply
9.	Does your sister study too?	5	5	4	4	18	This is valid, apply
10.	Tell me about your Friday activities.	5	4	5	4	18	This is valid, apply
11.	What do you eat for breakfast?	5	4	5	5	19	This is valid, apply
12.	What is the occupation of your parents?	5	5	5	5	20	This is valid, apply
13.	How old are your brothers and sisters?	5	5	5	5	20	This is valid, apply
14.	How old are your parents?	5	4	5	4	18	This is valid, apply
	AVERAGE	4.79	4.43	4.64	4.29	18.14	This is valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.



Signature

Results Expert Judge 4: Observations to the Diagnostic Oral Test questions

Expert 3				
<p>Original Question: 2 What do you usually do in the mornings?</p> <p>Expert suggestion: What's your favorite activity in the morning?</p>	<p>Original Question: 3 What are your activities in the afternoons? Study English? Play in the park? Clean the house?</p> <p>Expert suggestion: Do you have favorite activities in the afternoon?</p>	<p>Original Question:</p> <p>Expert suggestion:</p>	<p>Original Question:</p> <p>Expert suggestion:</p>	<p>Original Question:</p> <p>Expert suggestion:</p>

SOURCE: Adapted from Villalvarde (2019: 89)



Signature

Expert Judge 4: Validation of the Diagnostic Oral Test's internal consistence by Expert Judges

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1st GRADE STUDENTS OF SECONDARY LEVEL AT "JOSE MARIA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / Adviser: M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Nikar Tatiana Aguirre Gonzales*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *Teaching and Educational Management*



Signature and post signature stamp

Date: 12 / 04 / 2018
Day / Month / Year

APPENDIX 2: Validation of the Diagnostic Oral Test's internal consistence by Expert Judges

RESULTS

EXPERT JUDGES	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Expert Judge 1	4.21	4.86	4	4.93	18	This is valid, apply
Expert Judge 2	4.07	4.14	4.79	5	18	This is valid, apply
Expert Judge 3	4.5	4.64	4.57	4.57	18.29	This is valid, apply
Expert Judge 4	4.79	4.43	4.64	4.29	18.14	This is valid, apply
AVERAGE	4.39	4.52	4.5	4.70	18.11	This is valid, apply

SOURCE: Expert Judge Validation Instruments.

APPENDIX 3 : Assessment Matrix of the Diagnostic Oral Test

DIMENSION	SUBDIMENSION	HIGH CRITERIA	ACTIVITIES OR PROCESSES TO BE ASSESSED	ACTIVITY POINTS	FINAL DIMENSION LEVEL
SPEAKING SKILL FACTORS	INTONATION	There is a pitch variation	Pitch variation	4-always 3-usually 2-sometimes 1-never	A=17-20 (EXCELLENT) B=13-16 (VERY GOOD) C=09-12 (ACCEPTABLE) D=05-08 (NEEDS IMPROVEMENT) E=00-04 (POOR PERFORMANCE)
		The voice is kept at an acceptable level	Volume		
	VOCABULARY	Each word selection helps to understand the message	Word selection		
		The student has sufficient words to express ideas	Word sufficiency		
		The student puts words together easily	Word linking		
	PRONUNCIATION	Each word pronunciation helps to understand the message	Word pronunciation		
		The student speaks smooth without pauses that it sounds natural	Natural pauses		
		The stress syllable matches the expressed ideas or feelings	Stress syllable		
	FLUENCY	The student speaks at a pace that it sounds like a natural speech	Pace		
		The student pauses for different lengths at different punctuations marks in varied situations	Pauses		
		Voice inflection and pitch accurately crafts the message	Voice inflection		
	BODY LANGUAGE	The student's posture presents confidence	Posture		
		The student's facial expressions have coherence with the ideas expressed	Facial expressions		
		Eye contact is present during the communicative activities	Eye contact		
		Gestures enhance verbal communication	Gestures		

APPENDIX 4: Rubrics

Diagnostic Oral Test (INTONATION)

Activities or processes to be assessed	1 Never	2 Sometimes	3 Usually	4 Always
Pitch variation	There is a pitch variation	There is a pitch variation	There is a pitch variation	There is a pitch variation
Volume	Volume is appropriate and consistent			

SOURCE: Own elaboration.

Diagnostic Oral Test (VOCABULARY)

Activities or processes to be assessed	1 Never	2 Sometimes	3 Usually	4 Always
Word selection	Each word selection helps to understand the message	Each word selection helps to understand the message	Each word selection helps to understand the message	Each word selection helps to understand the message
Word sufficiency	The student has sufficient words to express ideas	The student has sufficient words to express ideas	The student has sufficient words to express ideas	The student has sufficient words to express ideas
Word linking	The student puts words together easily			

SOURCE: Own elaboration.

Diagnostic Oral Test (PRONUNCIATION)

Activities or processes to be assessed	1 Never	2 Sometimes	3 Usually	4 Always
Word pronunciation	Each word pronunciation helps to understand the message	Each word pronunciation helps to understand the message	Each word pronunciation helps to understand the message	Each word pronunciation helps to understand the message
Natural pauses	The student speaks smooth without pauses that it sounds natural	The student speaks smooth without pauses that it sounds natural	The student speaks smooth without pauses that it sounds natural	The student speaks smooth without pauses that it sounds natural
Stress syllable	The stress syllable matches the expressed ideas or feelings	The stress syllable matches the expressed ideas or feelings	The stress syllable matches the expressed ideas or feelings	The stress syllable matches the expressed ideas or feelings

SOURCE: Own elaboration.

Diagnostic Oral Test (FLUENCY)

Activities or processes to be assessed	1 Never	2 Sometimes	3 Usually	4 Always
Pace	The student speaks at a pace that it sounds like a natural speech	The student speaks at a pace that it sounds like a natural speech	The student speaks at a pace that it sounds like a natural speech	The student speaks at a pace that it sounds like a natural speech
Pauses	The student pauses for different lengths at different punctuations marks in varied situations	The student pauses for different lengths at different punctuations marks in varied situations	The student pauses for different lengths at different punctuations marks in varied situations	The student pauses for different lengths at different punctuations marks in varied situations
Voice inflection	Voice inflection crafts the message			

SOURCE: Own elaboration.

Diagnostic Oral Test (BODY LANGUAGE)

Activities or processes to be assessed	1 Never	2 Sometimes	3 Usually	4 Always
Posture	The student's posture presents confidence			
Facial expressions	The student's facial expressions have coherence with the ideas expressed	The student's facial expressions have coherence with the ideas expressed	The student's facial expressions have coherence with the ideas expressed	The student's facial expressions have coherence with the ideas expressed
Eye contact	Eye contact is present during the communicative activities	Eye contact is present during the communicative activities	Eye contact is present during the communicative activities	Eye contact is present during the communicative activities
Gestures	Gestures enhance verbal communication			

SOURCE: Own elaboration.

Student's Communicative Language Learning Performance

Activities or processes to be assessed	1 Never	2 Sometimes	3 Usually	4 Always
Motivation	The student's posture shows motivation to get involved in communicative activities	The student's posture shows motivation to get involved in communicative activities	The student's posture shows motivation to get involved in communicative activities	The student's posture shows motivation to get involved in communicative activities
Drama qualities	The student shows qualities of dramatization during the communicative activities	The student shows qualities of dramatization during the communicative activities	The student shows qualities of dramatization during the communicative activities	The student shows qualities of dramatization during the communicative activities
Communicative personality required	The student shows an inquisitive, flexible, innovative, tolerant and liberal personality during peer interaction	The student shows an inquisitive, flexible, innovative, tolerant and liberal personality during peer interaction	The student shows an inquisitive, flexible, innovative, tolerant and liberal personality during peer interaction	The student shows an inquisitive, flexible, innovative, tolerant and liberal personality during peer interaction
Proactive reaction	Proactive reaction to new situations			
Performance with peers	The student is an interactive person who enhances the communicative activities	student is an interactive person who enhances the communicative activities	student is an interactive person who enhances the communicative activities	student is an interactive person who enhances the communicative activities

SOURCE: Own elaboration.

APPENDIX 5: Validation of the Rubrics to Evaluate the Diagnostic Oral Test’s internal consistence by Expert Judges

Expert Judge 1 Results: Validation of the Rubric to assess INTONATION

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Pitch variation	There is a pitch variation	5	4	5	4	18	Valid, apply
Volume	Volume is appropriate and consistent	4	5	4	5	18	Valid, apply
AVERAGE		4.5	4.5	4.5	4.5	18	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.

Expert Judge 1 Results: Validation of the Rubric to assess VOCABULARY

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Word selection	Each word selection helps to understand the message	5	5	4	4	18	Valid, apply
Word sufficiency	The student has sufficient words to express ideas	4	5	5	5	19	Valid, apply
Word linking	The student puts words together easily	5	4	5	5	19	Valid, apply
AVERAGE		4.67	4.67	4.67	4.67	18.67	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.



 Signature

Expert Judge 1 Results: Validation of the Rubric to assess PRONUNCIATION

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Word pronunciation	Each word pronunciation helps to understand the message	5	5	5	4	19	Valid, apply
Natural pauses	The student speaks smooth without pauses that it sounds natural	5	5	4	4	18	Valid, apply
Stress syllable	The stress syllable matches the expressed ideas or feelings	5	5	4	5	19	Valid, apply
AVERAGE		5	5	4.33	4.33	18.67	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.

Expert Judge 1 Results: Validation of the Rubric to assess FLUENCY

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Pace	The student speaks at a pace that it sounds like a natural speech	4	5	5	5	19	Valid, apply
Pauses	The student pauses for different lengths at different punctuations marks in varied situations	5	4	5	5	19	Valid, apply
Voice inflection	Voice inflection crafts the message	4	4	5	5	18	Valid, apply
AVERAGE		4.33	4.33	5	5	18.67	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.



 Signature

Expert Judge 1 Results: Validation of the Rubric to assess BODY LANGUAGE

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Posture	The student's posture presents confidence	5	5	5	4	19	Valid, apply
Facial expressions	The student's facial expressions have coherence with the ideas expressed	5	5	4	5	19	Valid, apply
Eye contact	Eye contact is present during the communicative activities	5	5	4	5	19	Valid, apply
Gestures	Gestures enhance verbal communication	4	5	4	5	18	Valid, apply
AVERAGE		4.75	5	4.25	4.75	18.75	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.



Signature

Expert Judge 1: Validation of the Rubrics to Assess the Diagnostic Oral Test's internal consistence

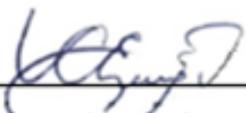
A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / **Adviser:** M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Carlo Espinoza Aguilar*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *Psychology of the Education*



Signature and post signature stamp

Date: 10 / 04 / 2018
Day / Month / Year

Expert Judge 1 Average Results

DIMENSION	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
INTONATION	4.5	4.5	4.5	4.5	18	Valid, apply
VOCABULARY	4.67	4.67	4.67	4.67	18.68	Valid, apply
PRONUNCIATION	5	5	4.33	4.33	18.66	Valid, apply
FLUENCY	4.33	4.33	5	5	18.66	Valid, apply
BODY LANGUAGE	4.75	5	4.25	4.75	18.75	Valid, apply
AVERAGE	4.65	4.7	4.55	4.65	18.55	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.

Expert Judge 2 Results: Validation of the Rubric to assess INTONATION

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Pitch variation	There is a pitch variation	4	4	5	5	18	Valid, apply
Volume	Volume is appropriate and consistent	5	5	5	3	18	Valid, apply
AVERAGE		4.5	4.5	5	4	18	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). [KET for schools Handbook](#). Cambridge: CUP.

Expert Judge 2 Results: Validation of the Rubric to assess VOCABULARY

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Word selection	Each word selection helps to understand the message	5	5	5	5	20	Valid, apply
Word sufficiency	The student has sufficient words to express ideas	5	5	4	4	18	Valid, apply
Word linking	The student puts words together easily	5	4	5	4	18	Valid, apply
AVERAGE		5.00	4.67	4.67	4.33	18.67	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). [KET for schools Handbook](#). Cambridge: CUP.



Signature

Expert Judge 2 Results: Validation of the Rubric to assess PRONUNCIATION



Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Word pronunciation	Each word pronunciation helps to understand the message	5	5	4	5	19	Valid, apply
Natural pauses	The student speaks smooth without pauses that it sounds natural	5	4	5	5	19	Valid, apply
Stress syllable	The stress syllable matches the expressed ideas or feelings	5	4	5	5	19	Valid, apply
AVERAGE		5	4.33	4.67	5.00	19.00	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.

Expert Judge 2 Results: Validation of the Rubric to assess FLUENCY

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Pace	The student speaks at a pace that it sounds like a natural speech	4	5	5	5	19	Valid, apply
Pauses	The student pauses for different lengths at different punctuations marks in varied situations	5	5	4	4	18	Valid, apply
Voice inflection	Voice inflection crafts the message	5	5	4	5	19	Valid, apply
AVERAGE		4.67	5.00	4.33	4.67	18.67	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.



 Signature

Expert Judge 2 Results: Validation of the Rubric to assess BODY LANGUAGE



Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Posture	The student's posture presents confidence	5	5	3	5	18	Valid, apply
Facial expressions	The student's facial expressions have coherence with the ideas expressed	5	5	4	5	19	Valid, apply
Eye contact	Eye contact is present during the communicative activities	5	4	5	5	19	Valid, apply
Gestures	Gestures enhance verbal communication	5	5	5	3	18	Valid, apply
AVERAGE		5	4.75	4.25	4.5	18.5	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.

Signature

Expert Judge 2: Validation of the Rubrics to Assess the Diagnostic Oral Test's internal consistence

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / **Adviser:** M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Carlomagno Sancho Noriega*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *Master in Educational Management and Teaching*



Signature and post signature stamp

Date: 11 / 04 / 2018
Day / Month / Year

Expert Judge 2 Average Results

DIMENSION	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
INTONATION	4.5	4.5	5	4	18	Valid, apply
VOCABULARY	5	4.67	4.67	4.33	18.67	Valid, apply
PRONUNCIATION	5	4.33	4.67	5	19	Valid, apply
FLUENCY	4.67	5	4.33	4.67	18.67	Valid, apply
BODY LANGUAGE	5	4.75	4.25	4.5	18.5	Valid, apply
AVERAGE	4.83	4.65	4.58	4.5	18.57	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.

Expert Judge 3 Results: Validation of the Rubric to assess INTONATION

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Pitch variation	There is a pitch variation	5	5	5	4	19	Valid, apply
Volume	Volume is appropriate and consistent	5	5	5	5	20	Valid, apply
AVERAGE		5	5	5	4.5	19.5	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.

Expert Judge 3 Results: Validation of the Rubric to assess VOCABULARY

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Word selection	Each word selection helps to understand the message	5	5	5	5	20	Valid, apply
Word sufficiency	The student has sufficient words to express ideas	5	5	5	5	20	Valid, apply
Word linking	The student puts words together easily	5	5	5	5	20	Valid, apply
AVERAGE		5.00	5.00	5.00	5.00	20.00	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.



Signature

Expert Judge 3 Results: Validation of the Rubric to assess PRONUNCIATION

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Word pronunciation	Each word pronunciation helps to understand the message	4	4	5	5	18	Valid, apply
Natural pauses	The student speaks smooth without pauses that it sounds natural	4	4	5	5	18	Valid, apply
Stress syllable	The stress syllable matches the expressed ideas or feelings	5	4	4	5	18	Valid, apply
AVERAGE		4.33	4.00	4.67	5.00	18.00	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.

Expert Judge 3 Results: Validation of the Rubric to assess FLUENCY

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Pace	The student speaks at a pace that it sounds like a natural speech	5	5	5	5	20	Valid, apply
Pauses	The student pauses for different lengths at different punctuations marks in varied situations	5	5	4	4	18	Valid, apply
Voice inflection	Voice inflection crafts the message	5	5	5	5	20	Valid, apply
AVERAGE		5.00	5.00	4.67	4.67	19.33	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.


Signature

Expert Judge 3 Results: Validation of the Rubric to assess BODY LANGUAGE



Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Posture	The student's posture presents confidence	5	5	5	5	20	Valid, apply
Facial expressions	The student's facial expressions have coherence with the ideas expressed	5	5	5	5	20	Valid, apply
Eye contact	Eye contact is present during the communicative activities	5	5	4	4	18	Valid, apply
Gestures	Gestures enhance verbal communication	4	5	4	5	18	Valid, apply
AVERAGE		4.75	5	4.5	4.75	19	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.

Signature

Expert Judge 3: Validation of the Rubrics to Assess the Diagnostic Oral Test's internal consistence

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / **Adviser:** M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Johanna Elena Santa Cruz Arévalo*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *English Language Teaching*



Signature and post signature stamp

Date: 11 / 04 / 2018
Day / Month / Year

Expert Judge 3 Average Results

DIMENSION	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
INTONATION	5	5	5	4.5	19.5	Valid, apply
VOCABULARY	5	5	5	5	20	Valid, apply
PRONUNCIATION	4.33	4	4.67	5	18	Valid, apply
FLUENCY	5	5	4.67	4.67	19.34	Valid, apply
BODY LANGUAGE	4.75	5	4.5	4.75	19	Valid, apply
AVERAGE	4.82	4.8	4.77	4.78	19.17	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.

Expert Judge 4 Results: Validation of the Rubric to assess INTONATION

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Pitch variation	There is a pitch variation	5	5	4	4	18	Valid, apply
Volume	Volume is appropriate and consistent	4	5	4	5	18	Valid, apply
AVERAGE		4.5	5	4	4.5	18	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.

Expert Judge 4 Results: Validation of the Rubric to assess VOCABULARY

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Word selection	Each word selection helps to understand the message	5	4	4	5	18	Valid, apply
Word sufficiency	The student has sufficient words to express ideas	5	5	4	4	18	Valid, apply
Word linking	The student puts words together easily	5	4	5	4	18	Valid, apply
AVERAGE		5.00	4.33	4.33	4.33	18.00	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.



Signature

Expert Judge 4 Results: Validation of the Rubric to assess PRONUNCIATION

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Word pronunciation	Each word pronunciation helps to understand the message	5	5	4	4	18	Valid, apply
Natural pauses	The student speaks smooth without pauses that it sounds natural	4	5	5	4	18	Valid, apply
Stress syllable	The stress syllable matches the expressed ideas or feelings	4	5	5	5	19	Valid, apply
AVERAGE		4.33	5.00	4.67	4.33	18.33	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.

Expert Judge 4 Results: Validation of the Rubric to assess FLUENCY

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Pace	The student speaks at a pace that it sounds like a natural speech	4	4	5	5	18	Valid, apply
Pauses	The student pauses for different lengths at different punctuations marks in varied situations	5	4	4	5	18	Valid, apply
Voice inflection	Voice inflection crafts the message	5	4	4	5	18	Valid, apply
AVERAGE		4.67	4.00	4.33	5.00	18.00	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). *KET for schools Handbook*. Cambridge: CUP.


Signature

Expert Judge 4 Results: Validation of the Rubric to assess BODY LANGUAGE

Activities or processes to be assessed	QUESTIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
Posture	The student's posture presents confidence	5	4	5	4	18	Valid, apply
Facial expressions	The student's facial expressions have coherence with the ideas expressed	5	5	4	5	19	Valid, apply
Eye contact	Eye contact is present during the communicative activities	5	4	4	5	18	Valid, apply
Gestures	Gestures enhance verbal communication	4	4	4	5	17	Valid, apply
AVERAGE		4.75	4.25	4.25	4.75	18	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.



Signature

Expert Judge 4: Validation of the Rubrics to Assess the Diagnostic Oral Test's internal consistence

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1st GRADE STUDENTS OF SECONDARY LEVEL AT "JOSE MARIA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / **Adviser:** M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Nikar Tatiana Aguirre Gonzales*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *Teaching and Educational Management*



Signature and post signature stamp

Date: 12 / 04 / 2018
Day / Month / Year

Expert Judge 4 Average Results

DIMENSION	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
INTONATION	4.5	5	4	4.5	18	Valid, apply
VOCABULARY	5	4.33	4.33	4.33	17.99	Valid, apply
PRONUNCIATION	4.33	5	4.67	4.33	18.33	Valid, apply
FLUENCY	4.67	4	4.33	5	18	Valid, apply
BODY LANGUAGE	4.75	4.25	4.25	4.75	18	Valid, apply
AVERAGE	4.65	4.516	4.32	4.58	18.06	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.

APPENDIX 5: Validation of the Rubrics to Evaluate the Diagnostic Oral Test’s internal consistence by Expert Judges

RESULTS

EXPERT JUDGES	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Expert Judge 1	4.65	4.7	4.55	4.65	18.55	This is valid, apply
Expert Judge 2	4.83	4.65	4.58	4.5	18.57	This is valid, apply
Expert Judge 3	4.82	4.8	4.77	4.78	19.17	This is valid, apply
Expert Judge 4	4.65	4.52	4.32	4.58	18.06	This is valid, apply
AVERAGE	4.74	4.67	4.56	4.63	18.59	This is valid, apply

SOURCE: Expert Judge Validation Instruments.

APPENDIX 6: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

Results Expert Judge 1: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges
DIMENSION: THEORETICAL FOUNDATIONS

COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Activities / strategies of IFP by John Searle	5	5	4	4	18	This is valid, apply
Evaluation according to IFP	4	5	5	4	18	This is valid, apply
Teacher's role according to IFP	5	5	4	4	18	This is valid, apply
Aids according to IFP	5	5	4	4	18	This is valid, apply
Activities / strategies of MLT by Ausubel	5	4	4	5	18	This is valid, apply
Evaluation according to MLT	4	5	4	5	18	This is valid, apply
Teacher's role according to MLT	5	4	4	5	18	This is valid, apply
Aids according to MLT	5	5	5	5	20	This is valid, apply
Activities / strategies of CLT by William Littlewood	4	4	5	5	18	This is valid, apply
Evaluation according to CLT	4	5	5	4	18	This is valid, apply
Teacher's role according to CLT	5	4	4	5	18	This is valid, apply
Aids according to CLT	5	5	4	4	18	This is valid, apply
AVERAGE	4.67	4.67	4.33	4.5	18.17	This is valid, apply

SOURCE: Own elaboration.


Signature

Results Expert Judge 1: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

DIMENSION: OBJECTIVES OF THE PROPOSAL

COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
General objective	4	4	5	5	18	This is valid, apply
Specific objective 1	4	4	5	5	18	This is valid, apply
Specific objective 2	5	5	5	5	20	This is valid, apply
Specific objective 3	5	5	5	5	20	This is valid, apply
AVERAGE	4.5	4.5	5	5	19	This is valid, apply

SOURCE: Own elaboration.



 Signature

Results Expert Judge 1: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

DIMENSION: CHARACTERISTICS TO BE DEVELOPED

COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Teacher's characteristics	5	5	5	5	20	This is valid, apply
Student's characteristics	5	5	5	5	20	This is valid, apply
AVERAGE	5	5	5	5	20	This is valid, apply

SOURCE: Own elaboration.

Results Expert Judge 1: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

DIMENSION AIDS

COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Aids	5	5	5	5	20	This is valid, apply
AVERAGE	5	5	5	5	20	This is valid, apply

SOURCE: Own elaboration.



 Signature

Expert Judge 1: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

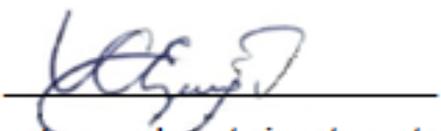
A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / **Adviser:** M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Carlo Espinoza Aguilar*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *Psychology of the Education*


Signature and post signature stamp

Date: 14 / 05 / 2018
Day / Month / Year

Expert Judge 1 Average Results

DIMENSION	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Theoretical foundations	4.67	4.67	4.33	4.5	18.17	Valid, apply
Objectives of the proposal	4.5	4.5	5	5	19	Valid, apply
Characteristics to be developed	5	5	5	5	20	Valid, apply
Aids	5	5	5	5	20	Valid, apply
AVERAGE	4.79	4.79	4.83	4.88	19.29	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.

Results Expert Judge 2: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges
DIMENSION: THEORETICAL FOUNDATIONS



COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Activities / strategies of IFP by John Searle	5	5	5	5	20	This is valid, apply
Evaluation according to IFP	5	5	5	5	20	This is valid, apply
Teacher's role according to IFP	5	5	5	5	20	This is valid, apply
Aids according to IFP	5	5	4	5	19	This is valid, apply
Activities / strategies of MLT by Ausubel	5	5	5	5	20	This is valid, apply
Evaluation according to MLT	5	5	5	5	20	This is valid, apply
Teacher's role according to MLT	4	4	4	4	16	This is valid, apply
Aids according to MLT	4	4	4	4	16	This is valid, apply
Activities / strategies of CLT by William Littlewood	5	5	5	5	20	This is valid, apply
Evaluation according to CLT	5	5	5	5	20	This is valid, apply
Teacher's role according to CLT	5	5	4	4	18	This is valid, apply
Aids according to CLT	4	5	5	5	19	This is valid, apply
AVERAGE	4.75	4.83	4.67	4.75	19.00	This is valid, apply

SOURCE: Own elaboration.



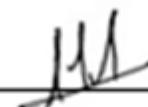
 Signature

Results Expert Judge 2: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

DIMENSION: OBJECTIVES OF THE PROPOSAL

COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
General objective	5	5	5	5	20	This is valid, apply
Specific objective 1	5	5	5	4	19	This is valid, apply
Specific objective 2	5	5	5	5	20	This is valid, apply
Specific objective 3	5	5	4	4	18	This is valid, apply
AVERAGE	5	5	4.75	4.5	19.25	This is valid, apply

SOURCE: Own elaboration.



Signature

Results Expert Judge 2: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

DIMENSION: CHARACTERISTICS TO BE DEVELOPED

COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Teacher's characteristics	5	5	5	5	20	This is valid, apply
Student's characteristics	5	5	5	5	20	This is valid, apply
AVERAGE	5	5	5	5	20	This is valid, apply

SOURCE: Own elaboration.

Results Expert Judge 2: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

DIMENSION AIDS

COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Aids	5	5	5	5	20	This is valid, apply
AVERAGE	5	5	5	5	20	This is valid, apply

SOURCE: Own elaboration.



 Signature

Expert Judge 2: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / **Adviser:** M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Carlomagno Sancho Noriega*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *Master in Educational Management and Teaching*

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Signature and post signature stamp

Date: 15 / 05 / 2018
Day / Month / Year

Expert Judge 2 Average Results

DIMENSION	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Theoretical foundations	4.75	4.83	4.67	4.75	19	Valid, apply
Objectives of the proposal	5	5	4.75	4.5	19.25	Valid, apply
Characteristics to be developed	5	5	5	5	20	Valid, apply
Aids	5	5	5	5	20	Valid, apply
AVERAGE	4.94	4.96	4.86	4.81	19.56	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.

Results Expert Judge 3: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges
DIMENSION: THEORETICAL FOUNDATIONS



COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Activities / strategies of IFP by John Searle	4	4	5	5	18	This is valid, apply
Evaluation according to IFP	5	4	5	5	19	This is valid, apply
Teacher's role according to IFP	5	5	5	5	20	This is valid, apply
Aids according to IFP	5	5	5	5	20	This is valid, apply
Activities / strategies of MLT by Ausubel	5	5	5	5	20	This is valid, apply
Evaluation according to MLT	5	5	5	5	20	This is valid, apply
Teacher's role according to MLT	5	5	5	5	20	This is valid, apply
Aids according to MLT	5	5	5	5	20	This is valid, apply
Activities / strategies of CLT by William Littlewood	5	5	5	4	19	This is valid, apply
Evaluation according to CLT	5	5	4	5	19	This is valid, apply
Teacher's role according to CLT	4	5	5	4	18	This is valid, apply
Aids according to CLT	4	5	5	5	19	This is valid, apply
AVERAGE	4.75	4.83	4.92	4.83	19.33	This is valid, apply

SOURCE: Own elaboration.


 Signature and post signature stamp

Results Expert Judge 3: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

DIMENSION: OBJECTIVES OF THE PROPOSAL

COMPONENTS	VMC	VIOMO	PFI	FINAL SCORE	
				Quantitative	Qualitative
General objective	5	5	5	20	This is valid, apply
Specific objective 1	5	5	5	20	This is valid, apply
Specific objective 2	5	5	5	20	This is valid, apply
Specific objective 3	5	5	5	20	This is valid, apply
AVERAGE	5	5	5	20	This is valid, apply

SOURCE: Own elaboration.



 Signature

Results Expert Judge 3: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

DIMENSION: CHARACTERISTICS TO BE DEVELOPED

COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Teacher's characteristics	5	5	5	5	20	This is valid, apply
Student's characteristics	5	5	5	5	20	This is valid, apply
AVERAGE	5	5	5	5	20	This is valid, apply

SOURCE: Own elaboration.

Results Expert Judge 3: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

DIMENSION AIDS

COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Aids	5	5	5	5	20	This is valid, apply
AVERAGE	5	5	5	5	20	This is valid, apply

SOURCE: Own elaboration.



Signature

Expert Judge 3: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

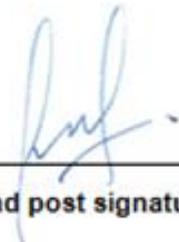
A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / Adviser: M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Johanna Elena Santa Cruz Arévalo*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *English Language Teaching*



Signature and post signature stamp

Date: 15 / 05 / 2018
Day / Month / Year

Expert Judge 3 Average Results

DIMENSION	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Theoretical foundations	4.75	4.83	4.92	4.83	19.33	Valid, apply
Objectives of the proposal	5	5	5	5	20	Valid, apply
Characteristics to be developed	5	5	5	5	20	Valid, apply
Aids	5	5	5	5	20	Valid, apply
AVERAGE	4.94	4.96	4.98	4.96	19.83	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.

Results Expert Judge 4: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges
DIMENSION: THEORETICAL FOUNDATIONS



COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Activities / strategies of IFP by John Searle	4	5	4	5	18	This is valid, apply
Evaluation according to IFP	4	4	5	5	18	This is valid, apply
Teacher's role according to IFP	4	5	4	5	18	This is valid, apply
Aids according to IFP	4	5	5	4	18	This is valid, apply
Activities / strategies of MLT by Ausubel	5	5	4	4	18	This is valid, apply
Evaluation according to MLT	4	4	5	5	18	This is valid, apply
Teacher's role according to MLT	4	5	4	5	18	This is valid, apply
Aids according to MLT	4	5	5	4	18	This is valid, apply
Activities / strategies of CLT by William Littlewood	4	5	5	4	18	This is valid, apply
Evaluation according to CLT	4	5	4	5	18	This is valid, apply
Teacher's role according to CLT	5	5	4	4	18	This is valid, apply
Aids according to CLT	4	4	5	5	18	This is valid, apply
AVERAGE	4.17	4.75	4.50	4.58	18.00	This is valid, apply

SOURCE: Own elaboration.

Signature

Results Expert Judge 4: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

DIMENSION: OBJECTIVES OF THE PROPOSAL

COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
General objective	4	4	5	5	18	This is valid, apply
Specific objective 1	4	5	5	4	18	This is valid, apply
Specific objective 2	4	5	5	5	19	This is valid, apply
Specific objective 3	4	5	4	4	17	This is valid, apply
AVERAGE	4	4.75	4.75	4.5	18	This is valid, apply

SOURCE: Own elaboration.



Signature

Results Expert Judge 4: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

DIMENSION: CHARACTERISTICS TO BE DEVELOPED

COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Teacher's characteristics	4	4	5	5	18	This is valid, apply
Student's characteristics	5	4	4	5	18	This is valid, apply
AVERAGE	4.5	4	4.5	5	18	This is valid, apply

SOURCE: Own elaboration.

Results Expert Judge 4: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

DIMENSION AIDS

COMPONENTS	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Aids	4	4	5	5	18	This is valid, apply
AVERAGE	5	4	4	5	18	This is valid, apply

SOURCE: Own elaboration.



Signature

Expert Judge 4: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / Adviser: M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Nikar Tatiana Aguirre Gonzales*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *Teaching and Educational Management*



Signature and post signature stamp

Date: 16 / 05 / 2018
Day / Month / Year

Expert Judge 4 Average Results

DIMENSION	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Theoretical foundations	4.17	4.75	4.5	4.58	18	Valid, apply
Objectives of the proposal	4	4.75	4.75	4.5	18	Valid, apply
Characteristics to be developed	4.5	4	4.5	5	18	Valid, apply
Aids	5	4	4	5	18	Valid, apply
AVERAGE	4.42	4.38	4.44	4.77	18.00	Valid, apply

SOURCE: Adapted from: Cambridge English Language Assessment. (2015). KET for schools Handbook. Cambridge: CUP.

APPENDIX 6: Validation of the Didactic Strategy Proposal's internal consistence by Expert Judges

RESULTS

EXPERT JUDGES	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Expert Judge 1	4.79	4.79	4.83	4.88	19.29	This is valid, apply
Expert Judge 2	4.94	4.96	4.86	4.81	19.56	This is valid, apply
Expert Judge 3	4.94	4.96	4.98	4.96	19.83	This is valid, apply
Expert Judge 4	4.42	4.38	4.44	4.77	18.00	This is valid, apply
AVERAGE	4.77	4.77	4.78	4.86	19.17	This is valid, apply

SOURCE: Expert Judge Validation Instruments.

APPENDIX 7: Validation of the Didactic Strategy Proposal Evaluation Rubric's internal consistence by Expert Judges

**Expert Judge 1: Validation of the Didactic Strategy Proposal Evaluation Rubric's internal consistence
by Expert Judges**

DIMENSION: STUDENT'S COMMUNICATIVE LANGUAGE LEARNING PERFORMANCE

N°	PROPOSITIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
1.	The student's posture shows motivation to get involved in communicative activities	5	5	4	4	18	This is valid, improve.
2.	The student shows qualities of dramatization during the communicative activities	5	5	5	4	19	This is valid, improve.
3.	The student shows an inquisitive, flexible, innovative, tolerant and liberal personality during peer interaction	5	5	5	5	20	This is valid, improve.
4.	Proactive reaction to new situations	4	5	5	5	19	This is valid, improve.
5.	The student is an interactive person who enhances the communicative activities	5	5	4	5	19	This is valid, improve.
	AVERAGE	4.8	5	4.6	4.6	19	This is valid, improve.

SOURCE: Own elaboration.



Signature

**Expert Judge 1: Validation of the Didactic Strategy Proposal Evaluation Rubric's internal consistence
by Expert Judges**

DIMENSION: STUDENT'S COMMUNICATIVE LANGUAGE LEARNING PERFORMANCE

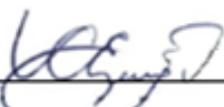
A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / Adviser: M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Carlo Espinoza Aguilar*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *Psychology of the Education*



Signature and post-signature stamp

**Date: 12 / 10 / 2018
Day / Month / Year**

**Expert Judge 2: Validation of the Didactic Strategy Proposal Evaluation Rubric's internal consistence
by Expert Judges**

DIMENSION: STUDENT'S COMMUNICATIVE LANGUAGE LEARNING PERFORMANCE

N°	PROPOSITIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
1.	The student's posture shows motivation to get involved in communicative activities	5	5	5	4	19	This is valid, improve.
2.	The student shows qualities of dramatization during the communicative activities	5	5	4	5	19	This is valid, improve.
3.	The student shows an inquisitive, flexible, innovative, tolerant and liberal personality during peer interaction	5	4	5	5	19	This is valid, improve.
4.	Proactive reaction to new situations	5	5	5	5	20	This is valid, improve.
5.	The student is an interactive person who enhances the communicative activities	5	5	5	5	20	This is valid, improve.
	AVERAGE	5	4.8	4.8	4.8	19.4	This is valid, improve.

SOURCE: Own elaboration.



Signature

**Expert Judge 2: Validation of the Didactic Strategy Proposal Evaluation Rubric's internal consistence
by Expert Judges**

DIMENSION: STUDENT'S COMMUNICATIVE LANGUAGE LEARNING PERFORMANCE

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / **Adviser:** M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Carlomagno Sancho Noriega*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *Master in Educational Management and Teaching*



Signature and post signature stamp

**Expert Judge 3: Validation of the Didactic Strategy Proposal Evaluation Rubric's internal consistence
by Expert Judges**

DIMENSION: STUDENT'S COMMUNICATIVE LANGUAGE LEARNING PERFORMANCE



N°	PROPOSITIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
1.	The student's posture shows motivation to get involved in communicative activities	4	4	5	5	18	This is valid, improve.
2.	The student shows qualities of dramatization during the communicative activities	4	5	5	5	19	This is valid, improve.
3.	The student shows an inquisitive, flexible, innovative, tolerant and liberal personality during peer interaction	5	5	4	4	18	This is valid, improve.
4.	Proactive reaction to new situations	4	5	4	5	18	This is valid, improve.
5.	The student is an interactive person who enhances the communicative activities	5	5	5	4	19	This is valid, improve.
	AVERAGE	4.4	4.8	4.6	4.6	18.4	This is valid, improve.

SOURCE: Own elaboration.



 Signature

**Expert Judge 3: Validation of the Didactic Strategy Proposal Evaluation Rubric's internal consistence
by Expert Judges**

DIMENSION: STUDENT'S COMMUNICATIVE LANGUAGE LEARNING PERFORMANCE

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / Adviser: M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Johanna Elena Santa Cruz Arévalo*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *English Language Teaching*


Signature and post signature stamp

**Expert Judge 4: Validation of the Didactic Strategy Proposal Evaluation Rubric's internal consistence
by Expert Judges**

DIMENSION: STUDENT'S COMMUNICATIVE LANGUAGE LEARNING PERFORMANCE

N°	PROPOSITIONS	CV	VMC	VIOMO	PFI	FINAL SCORE	
						Quantitative	Qualitative
1.	The student's posture shows motivation to get involved in communicative activities	4	5	5	5	19	This is valid, apply
2.	The student shows qualities of dramatization during the communicative activities	4	5	4	5	18	This is valid, apply
3.	The student shows an inquisitive, flexible, innovative, tolerant and liberal personality during peer interaction	5	5	5	4	19	This is valid, apply
4.	Proactive reaction to new situations	4	5	5	5	19	This is valid, apply
5.	The student is an interactive person who enhances the communicative activities	5	5	5	4	19	This is valid, apply
	AVERAGE	4.4	5	4.8	4.6	18.8	This is valid, apply

SOURCE: Own elaboration.



Signature

**Expert Judge 4: Validation of the Didactic Strategy Proposal Evaluation Rubric's internal consistence
by Expert Judges**

DIMENSION: STUDENT'S COMMUNICATIVE LANGUAGE LEARNING PERFORMANCE

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILLIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

Author: Br. Jackeline Elva Tadeo Domínguez / Adviser: M. Sc. Neil Edwin Arévalo Alcántara

Expert Judge Name and last name: *Nikar Tatiana Aguirre Gonzales*

Expert Judge Academic Degree: *Master of Education*

Expert Judge Mention of Academic Degree: *Teaching and Educational Management*



Signature and post signature stamp

**Date: 13 / 10 / 2018
Day / Month / Year**

APPENDIX 7: Validation of the Didactic Strategy Proposal Evaluation Rubric’s internal consistence by Expert Judges

RESULTS

EXPERT JUDGES	CV	VMC	VIOMO	PFI	FINAL SCORE	
					Quantitative	Qualitative
Expert Judge 1	4.8	5	4.6	4.6	19	This is valid, apply
Expert Judge 2	5	4.8	4.8	4.8	19.4	This is valid, apply
Expert Judge 3	4.4	4.8	4.6	4.6	18.4	This is valid, apply
Expert Judge 4	4.4	5	4.8	4.6	18.8	This is valid, apply
AVERAGE	4.65	4.9	4.7	4.65	18.9	This is valid, apply

SOURCE: Expert Judge Validation Instruments.

APPENDIX 8: LESSON PLANS

LESSON PLAN 1 (Intonation)

Lesson name	Level	Unit	Lesson Length	Term
Knowing my classmate?	Basic	1	2 Hours	1 st Semester
Aims / Outcomes	<p>To develop effective communicative situations like: Introducing themselves (Asking and answering questions about names, last names, age, address, telephone number, countries and nationalities), and sharing each other personal information; using the meaningful learning theory and the intonation factor improvement proposal: Activities, strategies, techniques, way of evaluation, teacher and student's role, and aids.</p>			
Key Vocabulary-Grammar (Only as reference, not necessarily to be considered in evaluation)	<p>Grammar: Wh-questions, verb to be, personal pronouns. Vocabulary: Countries, nationalities, cardinal numbers, address.</p>			
Warm - up	<ul style="list-style-type: none"> • The teacher introduces herself. • The teacher get students to watch two videos, a video where a woman is asked about her nationality and the other about a dialogue between a receptionist and a customer about personal information, then the teacher suggests to create work teams (5 students), before that she asks: What questions have you listened in the videos? The students (Work teams) have to decide between them what questions they have listened (Mother tongue is allowed at this step). Words as: What, where, how are considered right answers at this step. • Flashcard Game time: Get students to pair nationalities, countries and flags. 			
Main Activities	<p style="text-align: center;">Meaningful learning theory and intonation</p> <p><u>Activities and strategies</u></p> <ul style="list-style-type: none"> • The teacher asks to practice breathing exercises to improve the volume of their voice, exhaling all the air from their lungs, keep talking it out until they do not have air, then they keep inhaling deeply and exhaling calmly and finally without fully filling their lungs keep the breathe for 15 seconds increasing time to 20 seconds. Then she practices with the students the standing up straight activity, inhale five times in short, quick gasp with an open mouth trying to use the diaphragm, finally breath out with five gasps or a quick puff and practice these gasps and puffs with nose and mouth closed. (Intonation improvement technique). • The teacher asks (To the work teams) to repeat the questions they remember from the videos, the students have to do these activity with the exercise to improve voice volume; that is repeating the questions until they do not have air, then they will inhale deeply and at the same time exhaling calmly. Then teacher and students practice the pronunciation of all questions through a sentence repetition drill learning activity. • The teacher delivers flashcards with pictures of: Names, last names, ages, addresses, telephone numbers, countries and nationalities. It is a package for each team. Each team has to pair the name of the person, age, telephone number, country and nationality. The name of the person and age can be guesses thought the sex and physical appearance; the nationality and country can be guessed from the clothes the character is wearing. The product of this activity is a flashcard of a person paired with a name, an age, a telephone number a country and a nationality. In this step the students will be using the comparative, classifying, and debate activities from the meaningful learning theory and the breathing exercises to improve the volume of their voice and the standing up straight activity from the intonation factor. 			

- After that, each team have to verbalize each grouped flashcards that have been paired to all the class. (It is supposed that from the flashcards given to each group, they can elaborate three descriptions like this: Her name is Luisa, she is eleven years old, her telephone number is 231-323-453-643, she is from China, and she is Chinese). No written activity is required in this step, only is required to develop the speaking skill. Finally, students and teacher repeat all the sentences.

Evaluation

This step will be evaluated through the question: Tell me about Luisa. (It depends, if there are 5 work teams in the class, for example one could have the personal information of: Luisa, David, Tomasa, Marco and Chabela; and so on). Even if, the development of the speaking skill is going to be evaluated as the most important aim of this strategy, in this class only will be took into account the autonomous and active participation of the students during this activities.

Teacher's role

A guide during all the process, she can't give the right answer to the questions. Even if, the activities will take much more time than in an expositive class centred in the teacher. We have to be patient because the student is who has to build his own knowledge. At some moment it will seem, that we are playing to the "cat and mouse" with our students trying to get the right questions and answers, but it is necessary in the beginning.

Student's role

To participate autonomously and actively in their educational process, building by himself the meaningful knowledge, through the linking of the knowledge he brought to class with which was presented to him in class.

Aids

- Videos that show personal information questions.
- Flashcard Game: Pairing countries and nationalities.
- Flashcards with pictures of: Names, last names, ages, addresses, telephone numbers, countries and nationalities. Enough quantity, so each group has materials to elaborate five sentences.

Plenary and Final activity

- A communicative question and answer activity by paired students, asking and answering to get information: Name, last name, age, address, telephone number, countries and nationalities with the correct performance of illocutionary acts. Questions and answers have to be asked and answered using the breathing exercises to improve the volume of their voice and the standing up straight activity from the intonation factor.

Resources	Assessment Evidence
Videos Flashcards Flashcard Game	<p>Effective communicative situations that show:</p> <ul style="list-style-type: none"> • Effective communicative use of the spoken English language, to ask and give the own personal information and that of others; with the correct performance of illocutionary acts, and that are product of the link between student's previous knowledge with the new information from the interaction with his peers in class. <p>Effective breathing exercises that show:</p> <ul style="list-style-type: none"> • Effective improvement of the voice volume.

NOTE: These lesson plans were designed to be developed in 2 hours each one. Due to the didactic characteristics of the composition of our didactic strategy that is made up of three theories and activities/strategies to improve the speaking factors; we have considered developing each lesson plan with one theory at a time, and with one speaking factor; thus we could include, separately, their contributions to the development of the student's speaking skill; regarding: Activities, strategies, evaluation, teacher and student role and resources; and we emphasize, we did it only for didactic reasons. It will be a useful resource for teachers, especially, to differentiate the aim of each theory and how each activity or strategy works to improve each speaking factor. According to the real situation the teacher finds at his school, he is free to re build these lesson plans that are only proposals. We are sure that the activities from each theory and speaking factor can work together in a lesson of 2 hours, but it depends on many other factors, to be taken into account, such as: Number of students, teacher's mastery of the theories, pedagogical principles of the school, students' level in English language, resources and materials available, among others.

LESSON PLAN 2 (Vocabulary)

Lesson name	Level	Unit	Lesson Length	Term
Introducing friends	Basic	1	2 Hours	1 st Semester
Aims / Outcomes	<p>To continue developing effective communicative situations like: Asking and answering questions about names, last names, age, address, telephone number, countries and nationalities, and sharing each other personal information; using the communicative language teaching and the vocabulary factor improvement proposal: Theory activities, strategies, way of evaluation, teacher and student's role, and aids.</p>			
Key Vocabulary-Grammar (Only as reference, not necessarily to be considered in evaluation)				
Grammar: Wh-questions, verb to be, personal pronouns.				
Vocabulary: Countries, nationalities, cardinal numbers, address.				
Warm - up	<ul style="list-style-type: none"> • Teacher introduces herself. • Get students to remember what they watched in the two videos; if it is necessary they can watch them again, then she asks: What questions have you listened to? The students have to decide between them what questions they have listened (Mother tongue is allowed at this step). (Words as: What, where, how are considered right answers at this step) • Game time: Get students to pronounce each question when the flashcard with the written form is shown, as quick as possible. The team work who does it quickly wins. 			
Main Activities				
<p style="text-align: center;">Communicative language teaching theory and vocabulary</p> <p style="text-align: center;"><u>Activities and strategies</u></p>				
<ul style="list-style-type: none"> • The teacher will give the sentences (That were built by the work teams in the past class) to the teams in a scrambled (CLT) way; to be ordered. The sentences are not the same each work group built. After that, the students listen and imitate (CLT) to the teacher's pronunciation of all the sentences built by the work teams. • The students by pairs (CLT) ask and answer questions about the characters from the flashcards. The teacher monitors the activity. Then each student introduces a character showing the flashcard with the photography of the chosen character; the student can choose any of the characters, it is an example: Let me introduce to my friend Luisa, she is eleven years old, her telephone number is 231-323-453-643, she is from China, and she is Chinese. • Then, his peers can ask questions about the character he has introduced; for example: What is her name? Is her name Ana? How old is she? Is she thirteen years old? What's her telephone number? Where is she from? Is she from Colombia? What's her nationality? Is she Russian? • Finally, the teacher asks the teams to practice the word sort technique: They have to order the listened words from the previous question – answer exercise done. For example they have to order the words by these categories: Names, ages, telephone numbers, and nationalities. (Vocabulary improvement). • The vocabulary charades technique can be put into practice here, especially with nationalities: A member of each teach draws a card and acts it out, so the other team students have to guess it. Activities from each culture could help to act and link it with the right flag. Acting a fight with sabers could be the answer to the Chinese flag. (Vocabulary improvement). • In this step the students will be using the scrambled, listen and imitate and by pairs activities from the communicative language teaching theory; the word sort technique and the vocabulary charades from the vocabulary factor. 				

Evaluation: This step will be evaluated through the following questions: What is your name? Is your name Jorge? How old are you? Are you eleven years old? What's your telephone number? Where are you from? Are you from Brazil? What's your nationality? Are you Japanese? And through the lists of words selected by the students from the vocabulary factor techniques done. Giving a time to the teams to think their answers.

Teacher's role: The teacher is a facilitator and mediator, someone who looks for and promotes dialogue situations, agreements, questions, moments of dramatization.

Student's role: He is the centre of the activities; he has good motivation and demonstrates active participation.

Aids: Flashcards.

Plenary and Final activity

- A communicative question and answer activity by paired students, asking and answering to get information: What is your name? Is your name Jorge? How old are you? Are you eleven years old? What's your telephone number? Where are you from? Are you from Brazil? What's your nationality? Are you Japanese?
- Ordering the words by these categories: Names, ages, telephone numbers, and nationalities to improve their vocabulary factor.

Resources	Assessment Evidence
Videos Flashcards Game	<p>Effective communicative situations that show:</p> <ul style="list-style-type: none"> • Effective communicative use of the spoken English language, to ask and give the own personal information and that of others; with the correct performance of illocutionary acts, and that are product of the link between student's previous knowledge with the new information from the interaction with his peers in class. <p>Effective vocabulary factor activities that show:</p> <ul style="list-style-type: none"> • Effective improvement of the word selection.

LESSON PLAN 3 (Pronunciation)

Lesson name	Level	Unit	Lesson Length	Term
Where are you from?	Basic	1	2 Hours	1 st Semester
Aims / Outcomes				
To develop effective communicative situations like: Asking and answering questions about names, last name, age, address, telephone number, countries and nationalities), and sharing each other personal information; using the illocutionary force proposal and the pronunciation factor improvement proposal: Activities, strategies, way of evaluation, teacher and student's role, and aids.				
Key Vocabulary-Grammar (Only as reference, not necessarily to be considered in evaluation)				
Grammar: Wh-questions, verb to be, personal pronouns. Vocabulary: Countries, nationalities, cardinal numbers, address.				
Warm - up				
<ul style="list-style-type: none"> • Teacher introduces herself. • Get students to remember: What questions have you listened and learned the last class? The students have to decide between them what questions they have listened (Mother tongue is allowed at this step). (Words as: What's your name?, where are you from, how old are you? are considered right answers at this step) • Pair Game: Get students to pair questions and characters in the flashcards for example the question what's your name David? Has to be paired with a male character; the question where are you from? Has to be paired with a flag; the question what's your telephone number has to be paired with a flashcard with a telephone number written on it. 				
Main Activities				
<p>Illocutionary force proposal and pronunciation</p> <p><u>Activities and strategies</u></p> <p>As the group teams, the pairs of students or the students alone develop their speaking skill or verbalize in English language, the teacher emphasizes the right way of this illocutionary act if it is representative, directive, expressive or statement. To do this will be necessary the right dramatization stress according to what they are talking about. The teacher also has to put special attention to what kind of behaviour or reaction the speaker wants to provoke on his peers or listeners: Persuade, commissive, compromise, to express thank, regret, congratulate, apologize, enunciate, ask questions, give orders, describe, explain, excuse, thank and congratulate. As these questions about personal information are so basic, we could not note clearly these activities and strategies of the illocutionary force proposal; as the English language learning will become more complex it will be more evident its usefulness. (Pronunciation improvement).</p> <p>First, teacher and students practice the vocal attack exercise technique: Reading words whispering the first long vowel and go up in intensity slowly (nnnNNName, aaaAAAAge, cccccCCCountry, lllllLLLlast, nnnNNName, aaaAAAny, aaaSSSHHHly, eeeEEEinstein). Then practicing phono-respiratory coordination exercises: Taking air through the nose, bringing to the diaphragm and saying, using only that air, two, three and four word phrases (8-4, 4-7, 2-9, name-age, age-year, name-year, where-from, how-old, what-name, what-address, number-telephone, China-Chinese). (Pronunciation improvement).</p> <p>The teacher models or does a dramatization (And then the students repeat the action) of asking the question: What's your name? As an order, like a military intonation. Then with an intonation like a simple friendly and unimportant question. Here we have two different ways of asking a question that will provoke different reaction on the listener. So the same question could be used so for persuade as to give orders. For example the intonation we give to the question as a military demand and as soft words between peer conversations is different, and so the reaction will be different too. It will be useful to dramatize the pronunciation of</p>				

these questions quietly, softly and in a strong way, whispering or yelling it, doing this exercise enjoys the students a lot, especially in first secondary years. (**Illocutionary Act Proposal**).

In this step the students will be using **the right dramatization stress technique from the illocutionary act proposal; the vocal attack exercise technique and phono-respiratory coordination exercises from the pronunciation factor.**

Evaluation

The evaluation is about trying to look for the correct way the students perform the illocutionary acts described previously, depending on the communicative situation that he is trying to represent or run, and the behaviour or reaction he wants to provoke on his peers. So, here we evaluate the correct illocutionary force stated by the speaker and if it was the right one, to create the desired listener reaction. And we evaluate too, the right practice of the vocal attack exercise technique and the phono-respiratory coordination exercises from the pronunciation factor

Teacher's role: He is a facilitator and mediator who promote dialogue situations, agreements, questions, and moments of dramatization.

Student's role: A participative one with great skills in get involved in pair or group activities, great motivation to learn a second language and able to do dialogue dramatization or role play.

Aids: Realia.

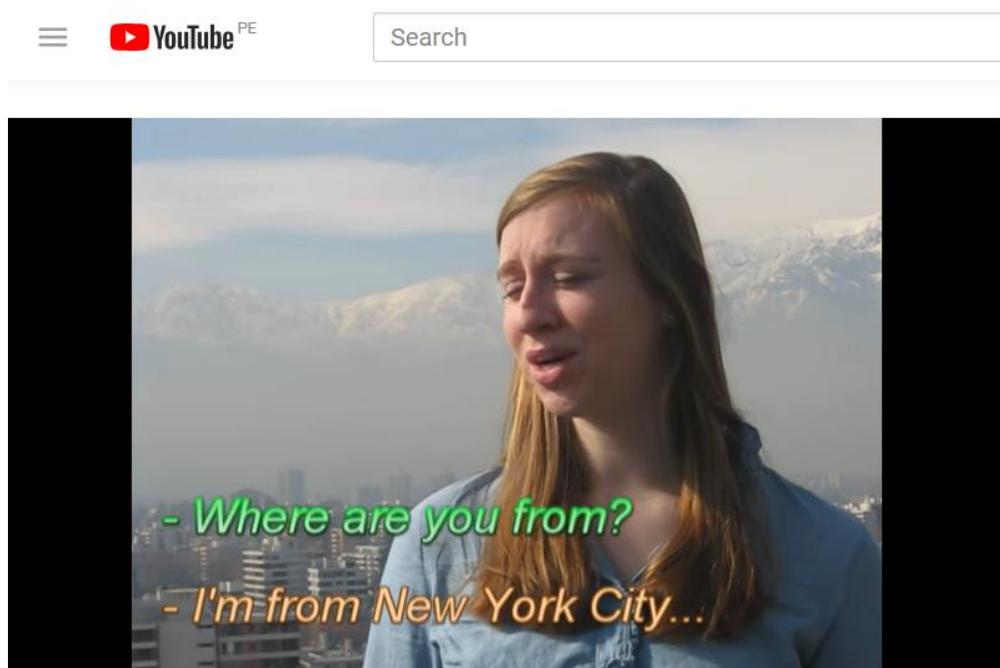
Plenary and Final activity

- A communicative question and answer activity by paired students, asking and answering to get information: What is your name? Is your name Jorge? How old are you? Are you eleven years old? What's your telephone number? Where are you from? Are you from Brazil? What's your nationality? Are you Japanese? Focusing in the correct performance of illocutionary acts.
- The right practice of the vocal attack exercise technique and the phono-respiratory coordination exercises from the pronunciation factor's improvement proposal.

Resources	Assessment Evidence
Videos Flashcards Pair Game	<p>Effective communicative situations that show:</p> <ul style="list-style-type: none"> • Effective communicative use of the spoken English language, to ask and give the own personal information and that of others; with the correct performance of illocutionary acts, and that are product of the link between student's previous knowledge with the new information from the interaction with his peers in class. <p>Effective pronunciation factor activities that show:</p> <ul style="list-style-type: none"> • Effective improvement of the word pronunciation.

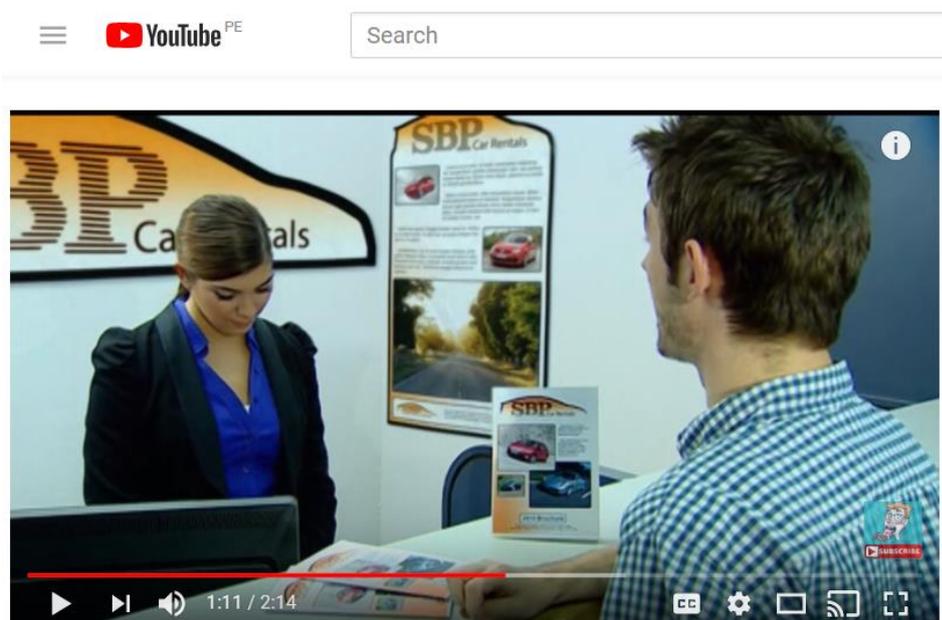
Annex: Lesson Plans 1, 2 and 3

Video:



Asking for and Giving Personal Information

Source: <https://www.youtube.com/watch?v=cpRA8rjtass>



"Personal information" from Face2Face SE Elementary DVD video - unit 1C

Source: <https://www.youtube.com/watch?v=h39W6dYyxp4>

PPT. slides.

To get personal information

Name: _____
What's your name?

Last name: _____
What's your last name?

Nationality: _____
Where are you from?

Address: _____
What's your address?

Cell phone / home number: _____
What's your cell phone number?

E-mail: _____
What's your email?

Match:

- 1- Where are you from? _____ It's 515248
- 2- What's your last name? _____ It's mary_50@bomail.co
- 3- What's your phone number? _____ It's Berlin.
- 4- What's your email? _____ Lisa, Peti
- 5- What's your address? _____ My name is Joseph.
- 6- What's your name? _____ 54 Elia Aguirre Street.

when where
what why
who
How
-Wh question words

WH - QUESTIONS

1. Who asks about _____ **age**
2. What asks about _____ **a place**
3. **How** asks about _____ **a reason**
4. Where asks about _____ **a thing / info**
5. When asks about _____ **time**
6. Why asks about _____ **person**

INTERNET VOCABULARY

How to read the common symbols related to computer technology

- - at
- - underscore
- - dot
- - hyphen
- - asterisk
- - hash
- / - forward slash
- \ - back slash
- () - parentheses
- ABC - upper case
- abc - lower case

Jerem

Hi; I'm Jeremy. I'm from **France**.
I'm **French**.

guards

Hi; We're guards.
We're from **England**. We're **English**.

Ali

Hi; I'm Ali. I'm from **Turkey**.
I'm **Turkish**.

Nisrine

Hi; I'm Nisrine. I'm from **Egypt**.
I'm **Egyptian**.

<p>СЕРБИЈА / СРБИЈА / СРБИЈА</p> <p>Србија / Србија / Србија</p>	<p>СРБИЈА / СРБИЈА / СРБИЈА</p>
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Maria

-Where is Maria from?
— **She is from Spain.**

-What nationality is she?
— **She is Spanish.**

LESSON PLAN N° 4 (Fluency)

Lesson name	Level	Unit	Lesson Length	Term
Can you milk the cow?	Basic	1	2 Hours	1 st Semester
Aims / Outcomes				
To develop effective communicative situations like: Talking about abilities; using the illocutionary force proposal, meaningful learning theory, communicative language teaching and fluency factor improvement proposal: Theory activities, strategies, way of evaluation, teacher and student's role, and aids.				
Key Vocabulary-Grammar (Only as reference, not necessarily to be considered in evaluation)				
Grammar: Can / can't for ability. Vocabulary: Action verbs.				
Warm - up				
<ul style="list-style-type: none"> • Teacher introduces herself. • Get students to watch one video about people doing some actions like jump in the pool, a PPT showing more activities such as playing the guitar, dancing, playing sports, playing musical instruments, then she asks the students: What activities can you see? The students mention some of them (Mother tongue is allowed at this step). (Words as: Piano, ball, guitar; are considered right answers at this step) • Game time: Get students to play the bingo Can you...? 				
Main Activities				
<u>Activities and strategies</u>				
<ul style="list-style-type: none"> • The teacher asks to the work teams to read the questions from the bingo: Can you play the piano? Can you play golf? Can you eat carrots? Can you drink milk? Can you milk the cow? Then she practices the pronunciation of all the questions through a sentence repetition drill learning activity (MLT). • The teacher delivers flashcards with pictures of activities: Use the computer, eat fish, use the washing machine, play football, eat spaghetti. It is a package for each team. Each team has to pair the name of the activity with the photography of it through a debate. The product of this activity is to read the name of the activities showing, at the same time, the flashcard. In this step the students will be using the comparative, classifying, and debate activities (MLT). • After each team have verbalized each grouped flashcards paired, to all the class. (It is supposed that from the flashcards given to each group), they can elaborate three sentences like this: Use the computer, eat fish, use the washing machine, play football, eat spaghetti. It is a package for each team. No written activity is required in this step, only is required to develop the speaking skill. Finally, students and teacher repeat all the sentences in a drill learning activity (MLT). • To improve fluency the teacher asks the students to read the sentences they have elaborated: It is done in intervals of five words (Approximately) using a stopwatch to time and determine the speed as speak. This technique is called the chronometer. The technique scripts can be used too, exaggerating the pauses that are present in the text like commas and periods. (Fluency improvement). • Finally, the last activity is to work in pairs (CLT): One student shows the flashcard and the other asks a question for example, when a fish flashcard is shown the question to be asked will be can you eat fish? And the answer will be Yes, I can. If it is shown a cow flashcard the question will be can you milk the cow? And the answer will be Yes, I can. 				

- In this last activity the teacher can foster the practice of the right intonation of the questions according to the **illocutionary force proposal (IFP)** saying Let's play a **dramatization** game: Give a soft intonation, your listener has to feel quiet; now change to a strong intonation, your listener has to get power from your words, and so on.
- In this step the students will be using: **The sentence repetition drill learning activity; the comparative, classifying and debate activities. The chronometer and the script techniques from the fluency factor. The work in pairs technique from the communicative learning theory. And from the illocutionary force proposal the dramatization stress game.**

Evaluation

This step will be evaluated through student paired questioning: Can you play the guitar? Who can eat fish? Can Jose drink beer? Even if, the development of the speaking skill is going to be evaluated as the most important aim of this strategy, in this class also will be took into account the autonomous and active participation of the students during this activities and the way the students dramatize their questions. The teacher will foster dialogues in pairs to evaluate the students. And the fluency improvement will be evaluated through the right practice of its techniques the chronometer and the scripts.

Teacher's role

A guide during all the process, she can't give the right answer to the questions. Even if, the activities will take much more time than in an expositive class centered in the teacher. We have to be patient because the student is who has to build his own knowledge. At some moment it will seem, that we are playing to the "cat and mouse" with our students trying to get the right questions, but it is necessary in the beginning.

Student's role

To participate autonomously and actively in their educational process, building by himself the meaningful knowledge, through the linking of the knowledge he brought to class with which was presented to him in class.

Aids

- Videos that show abilities.
- Game: Bingo Can you...?
- Flashcards with pictures of: Abilities. Enough quantity, so each group has materials to elaborate five sentences.

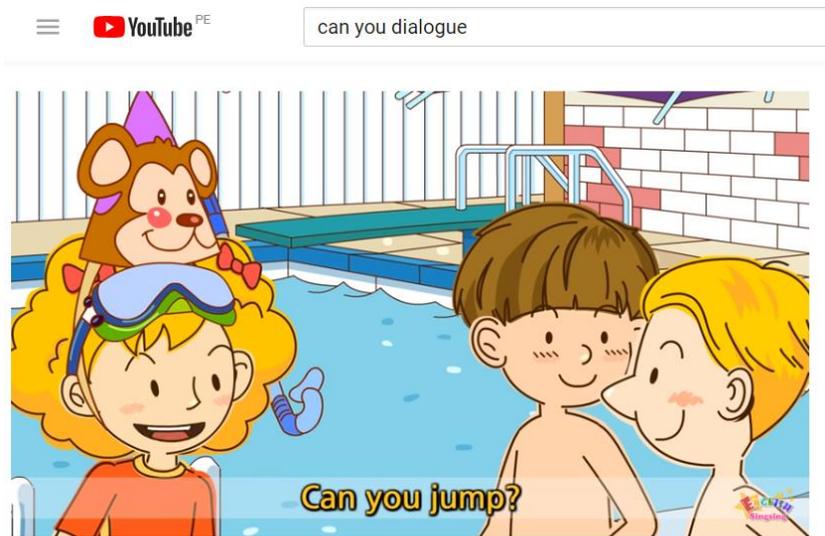
Plenary and Final activity

- A communicative question and answer activity by paired students, asking and answering to get information: Can you play the guitar? Who can eat fish? Can Jose drink beer? Can you play the piano? Can you play golf? Can you eat carrots? Can you drink milk? Can you milk the cow? Focusing in the correct performance of illocutionary acts.

Resources	Assessment Evidence
Videos Flashcards Game	<p>Effective communicative situations that show:</p> <ul style="list-style-type: none"> • Effective communicative use of the spoken English language, to ask and give information about own abilities and that of others, with the correct performance of illocutionary acts; and that are product of the link between student's previous knowledge with the new information from the interaction with his peers in class. <p>Effective fluency factor activities that show:</p> <ul style="list-style-type: none"> • Effective improvement of the fluency.

Annex: Lesson Plan 4

Video:



[Can] Happy birthday! Can you swim? - Easy Dialogue - English video

Source: <https://www.youtube.com/watch?v=w9DxgFO5i3M>

PPT. SLIDES

What can you do? How well can you do it?

First, let's revise some verbs! (Click on the pictures!)

The slide features a grid of 15 small illustrations on a yellow background. The illustrations depict various activities: a boy playing guitar, a group of people dancing, a boy playing soccer, a boy playing flute, a girl playing drums, a boy playing basketball, a person riding a horse, a girl playing piano, a boy playing tennis, a person ice skating, a person swimming, a boy painting, and a girl holding a flower.

CAN	CAN'T
	
He can fly.	He can't fly.

BINGO

Can you ...?

Can you _____?  Yes, I can.  No, I can't.

<p>play</p>  <p>name:</p>	 <p>name:</p>	<p>trust</p>  <p>name:</p>	<p>play</p>  <p>name:</p>	 <p>50 metres</p> <p>name:</p>
 <p>5 kilometres</p> <p>name:</p>	<p>eat</p>  <p>name:</p>	<p>watch</p>  <p>name:</p>	<p>drink</p>  <p>name:</p>	<p>make</p>  <p>name:</p>
<p>drink</p>  <p>name:</p>	<p>play</p>  <p>name:</p>	<p>say</p>  <p>name:</p>	<p>sing</p>  <p>name:</p>	<p>play</p>  <p>name:</p>
<p>play</p>  <p>name:</p>	<p>sleep</p>  <p>name:</p>	<p>play</p>  <p>name:</p>	<p>5:00am</p>  <p>name:</p>	<p>eat</p>  <p>name:</p>
<p>use</p>  <p>name:</p>	<p>eat</p>  <p>name:</p>	 <p>name:</p>	<p>use</p>  <p>name:</p>	<p>play</p>  <p>name:</p>

Your name: _____

Source: <http://www.oocities.org/tokyo/courtyard/3043/teaching/images/interviewbingo-worksheet-canyou.jpg>

LESSON PLAN Nº 5 (Body language)

Lesson name	Level	Unit	Lesson Length	Term
This is my house	Basic	1	2 Hours	1 st Semester
Aims / Outcomes	<p>To develop effective communicative situations like: Talking about and describing the parts of the house, appliances, and furniture; and sharing each other this information; using the illocutionary force proposal, meaningful learning theory, communicative language teaching and the body language factor improvement proposal: Theory activities, strategies, way of evaluation, teacher and student's role, and aids.</p>			
Key Vocabulary-Grammar (Only as reference, not necessarily to be considered in evaluation)				
Grammar: There is, there are, prepositions of place.				
Vocabulary: Parts of the house, appliances, furniture.				
Warm - up	<ul style="list-style-type: none"> • Teacher introduces herself. • The teacher shows to the students: Posters about parts of a house, and asks to identify them, then she gives word cards to stick on the correct parts, then she asks: What parts of the house are there? The students have to tell what parts of the house they have seen (Mother tongue is allowed at this step). (Words as: Kitchen, bathroom, living room; are considered right answers at this step) • Game time: Pair the picture of the part of the house and its name and then to pronounce it. 			
Main Activities				
<u>Activities and strategies</u>				
<ul style="list-style-type: none"> • The teacher introduces exercises to relax the head: Tilting your head back and forth, slowly, with your eyes closed and breathing slowly fifteen minutes, and finally, stretching laterally, trying to shoulder your ear. Then all the class practice the exercises to the shoulders (Try raising your shoulders, as when we say "I don't know", raising your shoulders throughout their travel, as if you wanted to bring them closer to your ears, while keeping arms relaxed). (Body language improvement) • The teacher will give the flashcards with the parts of the house and its names scrambled, so the work teams have to pair them (CLT). The parts of the house and appliances are not the same for each work group. After that, the students listen and imitate (CLT) to the teacher's pronunciation of all the sentences built by the work teams, like: In my house there is a bedroom, in my house there is a kitchen. This imitation will be held through facing the speaker, minimizing external distractions and responding appropriately to show understanding, techniques proposed by Cortright (2011, named by Wangare, 2015: 64). (Body language improvement) • The students by pairs ask and answer questions (MLT) about the different appliances and parts of these houses from the flashcards. But first the teacher models the balance board technique to improve students' body language (Body language). The teacher monitors the activity. Then each student show to the class flashcard with the photography of his house and gives an oral presentation like: My name is Liz and this is my house; there is a pool, there is a bathroom but there is not a television and a radio. • Their peers can ask one or two questions about the house he presented (Questioning from MLT); for example: Is there a pool in your house? Is there a kitchen in your house? Is there a stove in your house? Are there chairs in your house? Is there a television in your house? When this interaction is happening peers must show paralinguistic sounds like: (Such as sighs, grunts, cries, wheezing, whistling, moaning, laughter or any sounds that do not form words), additionally peers could show breathing rate, swallowing or coughing, blushing, and fidgeting; as body language. 				

- In this last activity the teacher can foster the practice of the right intonation of the questions according to the **illocutionary force proposal (IFP)** saying Let´s play a dramatization game: Give a soft intonation, your listener has to feel quiet; now change to a strong intonation, your listener has to get power from your words, and so on. You can say: My name is Liz and this is my house; there is a pool, there is a bathroom but there is not a television and a radio, in many intonation ways.

Evaluation: This step will be evaluated through the following questions: Is there a pool in your house? Is there a kitchen in your house? Is there a stove in your house? Are there chairs in your house? Is there a television in your house? These questions will be asked and answered between classmates.

Teacher´s role: The teacher is a facilitator and mediator, someone who looks for and promotes dialogue situations, agreements, questions, moments of dramatization.

Student´s role: He is the centre of the activities; he has good motivation and demonstrates active participation.

Aids: Flashcards.

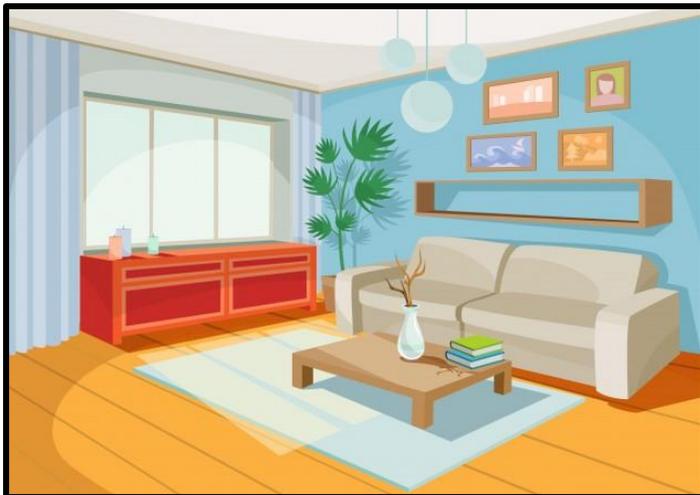
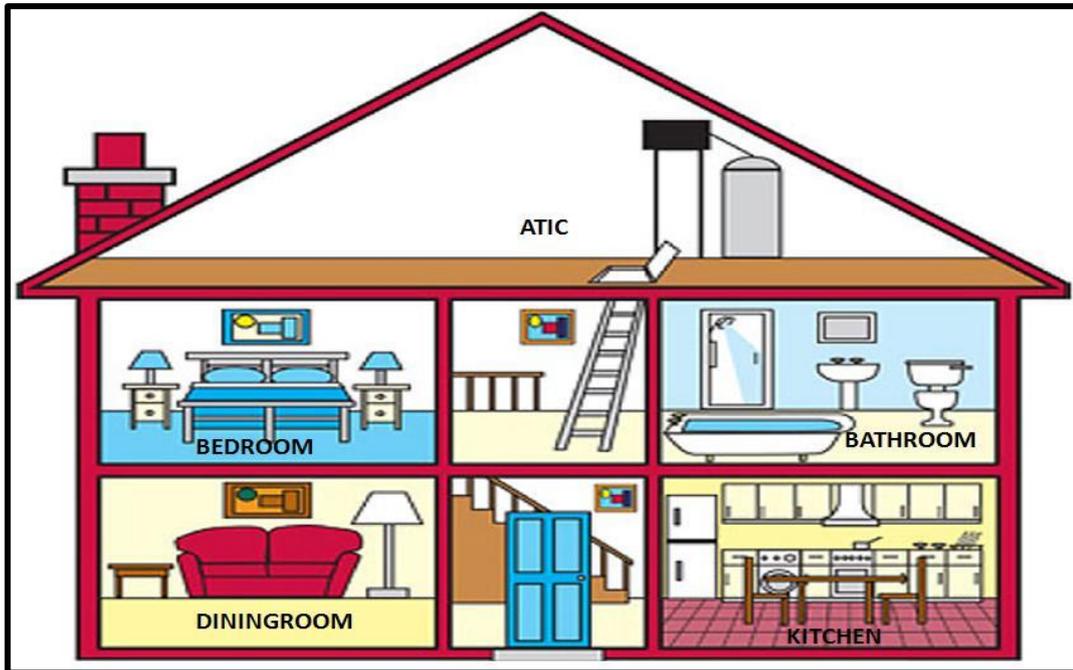
Plenary and Final activity

- A communicative question and answer activity by paired students, asking and answering to get information: Is there a pool in your house? Is there a kitchen in your house? Is there a stove in your house? Are there chairs in your house? Is there a television in your house? Is there a pool in your house? Is there a kitchen in your house? Is there a stove in your house? Focusing in the correct performance of illocutionary acts.

Resources	Assessment Evidence
Videos Flashcards Game	<p>Effective communicative situations that show:</p> <ul style="list-style-type: none"> • Effective communicative use of the spoken English language, to ask and give the own house information and that of others; correct performance of illocutionary acts; and that are product of the link between student´s previous knowledge with the new information from the interaction with his peers in class. <p>Effective body language factor activities that show:</p> <ul style="list-style-type: none"> • Effective improvement of the body language.

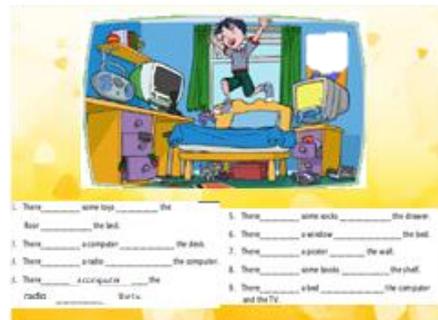
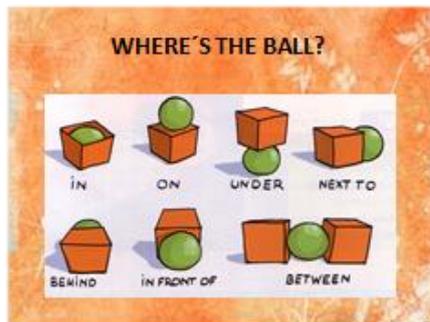
Annex: Lesson Plan 5

POSTERS:





Ppt. slides



Video



Describe A House

Source: https://www.youtube.com/watch?v=U_RVsTcfa0



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Annex: Turnitin Report



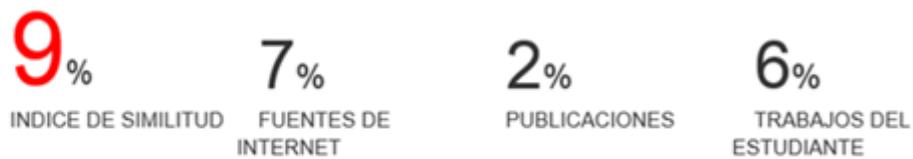
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A handwritten signature in blue ink, appearing to be 'J. Tadeo', is written over a white rectangular background.

A WORKSHOP OF A DIDACTIC STRATEGY TO DO A SIGNIFICANT IMPROVEMENT IN SPEAKING SKILL IN ENGLISH AS A SECOND LANGUAGE BASED ON COMMUNICATIVE LANGUAGE TEACHING BY WILIAM LITTLEWOOD WITH THE 1ST GRADE STUDENTS OF SECONDARY LEVEL AT "JOSÉ MARÍA ARGUEDAS" SCHOOL IN THE DISTRICT OF CACATACHI, PROVINCE OF SAN MARTIN, REGION OF SAN MARTIN - PERU.

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