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FACULTAD DE EDUCACIÓN Y HUMANIDADES
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ESPECIALIDAD IDIOMAS: INGLÉS - FRANCÉS



**“COMMUNICATIVE STRATEGIES AND THE ENGLISH ACADEMIC
PERFORMANCE OF THE FIFTH-YEAR SECONDARY SCHOOL
STUDENTS AT THE EDUCATIONAL INSTITUTION N ° 88320 SAN
BARTOLO – SANTA 2018”**

**TESIS PARA OBTENER EL TÍTULO PROFESIONAL DE LICENCIADA EN
EDUCACIÓN; ESPECIALIDAD IDIOMAS: INGLÉS – FRANCÉS**

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HOJA DE CONFORMIDAD DE ASESOR

El presente informe de tesis titulado: **“COMUNICATIVE STRATEGIES AND THE ENGLISH ACADEMIC PERFORMANCE OF TH FIFTH-YEARS SECONDARY SCHOOL STUDENTS AT THE EDUCATIONAL INSTITUTION N° 88320 SAN BARTOLO-SANTA 2018.** ha contado con el asesoramiento de la Dra. LILA MARISA MAGUIÑA ALVARADO., designado mediante Resolución Decanatural N°023-2016-UNS-DFEH, de fecha 23.01.2016, quien deja constancia de su aprobación. Por tal motivo firma el presente trabajo en calidad de Asesor.

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HOJA DE CONFORMIDAD DE JURADO EVALUADOR

El presente informe de tesis titulado: **“COMUNICATIVE STRATEGIES AND THE ENGLISH ACADEMIC PERFORMANCE OF TH FIFTH-YEARS SECONDARY SCHOOL STUDENTS AT THE EDUCATIONAL INSTITUTION N° 88320 SAN BARTOLO-SANTA 2018”**. Tiene la aprobación del jurado evaluador, designado mediante Resolución Decanal N° 205-2020-UNS-CFEH, de fecha 23.12.2020, quienes firman en señal de conformidad.



Dra. Betty Clara Risco Rodríguez



Dra. Lila Marisa Maguiña Alvarado



Mg. Dora Concepción Calvo Gastañaduy



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DE TESIS

En el distrito de Nuevo Chimbote, mediante plataforma Zoom, <https://uns-edu-pe.zoom.us/j/81172377723?pwd=YS9yMk5Lazh0R09TNHh5eDFVNlZlZz09> siendo las 11 00 a. m. del día lunes 21 de junio de 2021, se instaló el Jurado Evaluador del Informe Final de Tesis designado mediante Resolución de Consejo de Facultad N° 205-2020-UNS-CFEH de fecha 23 de diciembre de 2020, integrado por la DRA. BETTY RISCO RODRIGUEZ en su condición de Presidenta, DRA. LILA MAGUIÑA ALVARADO en su condición de Secretaria y la Mg. DORA CALVO GASTAÑADUY en su condición de Integrante; dando inicio a la sustentación del Informe de Tesis, cuyo título es: **"COMUNICATIVE STRATEGIES AND THE ENGLISH ACADEMIC PERFORMANCE OF THE FIFTH-YEAR SECONDARY SCHOOL STUDENTS AT THE EDUCATIONAL INSTITUTION N° 88320 SAN BARTOLO-SANTA 2018"** perteneciente a las bachilleres **MILAGROS ORLANDA DIEGO QUISPE**, con código de matrícula N°201433803 y **CLAUDIA YADIRA HERRERA CASTILLO**, con código de matrícula N° 201433816, de la EP de Educación Secundaria; Idiomas: Inglés-Francés, teniendo como **ASESORA a la DRA. LILA MAGUIÑA ALVARADO**, según T/R.D. N° 023-2018-UNS-DFEH de fecha 23.01.2018.

Terminada la sustentación, las tesis respondieron a las preguntas formuladas por los miembros del Jurado y el público presente.

El Jurado después de deliberar sobre aspectos relacionados con el trabajo, contenido y sustentación del mismo y con las sugerencias pertinentes y en concordancia con el artículo 40° del Reglamento General para Obtener el Grados Académico de Bachiller y el Títulos Profesional en la Universidad Nacional del Santa; declaran **APROBADAS** a las tesis:

BACHILLER	PROMEDIO	PONDERACIÓN
MILAGROS ORLANDA DIEGO QUISPE	28	19
CLAUDIA YADIRA HERRERA CASTILLO		

Siendo las 12:00 m. del mismo día se dio por terminado el Acto de Sustentación y en señal de conformidad, firma el Jurado la presente Acta.

Nuevo Chimbote, 21 de junio de 2021


Dra. BETTY RISCO RODRÍGUEZ
Presidente


DRA. LILA MAGUIÑA ALVARADO
Secretaria


Mg. DORA CALVO GASTAÑADUY
Integrante

DEDICATORY

To our family and closest friends, who were our strength during our professional training.

To our teachers, for all the support and contribution in this research.

Milagros Diego Quispe and Claudia Herrera Castillo

GRATITUDE

First of all, we'd like to thank God for giving us the wisdom and the perseverance to finish the career.

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SUMMARY

Communicative Language Teaching approach got importance thanks to the development of four skills (listening, speaking, reading and writing) equally. Likewise, Communicative strategies develop English at a communicative and functional level which improve the student's performance in English as a second language.

The purpose of this investigation was to determine the influence of communicative strategies in the academic performance in the English language course of fifth-year secondary school students of the educational institution N° 88320 San Bartolo – Santa, for which the following problem was formulated: How do the communicative strategies influence in the academic performance of English language of fifth-year secondary school students of the educational institution N ° 88320 San Bartolo - Santa?

The present research used the quantitative approach, an explanatory scope and a quasi-experimental design, Data was collected through a pre-test and post-test; and observation guides from 65 students who were in the fifth grade of secondary school. From the statistical treatment, we could infer that the communicative strategies caused a significant effect in the academic performance in the English language course in fifth-year secondary school students of the educational institution N° 88320 San Bartolo with 2,296 of positive, strong variance, and a significance value lower than 0,05.

Keywords: academic performance, communicative strategies.

SUMMARY

El enfoque de enseñanza comunicativa del lenguaje cobró importancia gracias al desarrollo de cuatro habilidades (escuchar, hablar, leer y escribir) por igual. Asimismo, las estrategias comunicativas desarrollan el inglés a nivel comunicativo y funcional mejorando el desempeño del estudiante en inglés como segundo idioma.

El propósito de esta investigación fue determinar la influencia de las estrategias comunicativas en el desempeño académico en el curso de idioma inglés de estudiantes de quinto año de secundaria de la institución educativa N ° 88320 San Bartolo – Santa, para lo cual se formuló el siguiente problema: Como la influencia de las estrategias comunicativas influye en el desempeño académico en el curso de idioma inglés de estudiantes de quinto año de secundaria de la institución educativa N ° 88320 San Bartolo – Santa?

La presente investigación utilizó el enfoque cuantitativo, un alcance explicativo y un diseño cuasi-experimental. Los datos se recopilaron a través de una prueba previa y una prueba posterior; y guías de observación de 65 estudiantes que cursaban el quinto grado de secundaria. Los resultados obtenidos indicaron que la aplicación de estrategias comunicativas tuvo un efecto positivo y mejoraron el rendimiento académico en inglés en los estudiantes de quinto año de secundaria de la institución educativa N ° 88320 San Bartolo – Santa con 2,296 de alta varianza positiva y una significancia menor a 0,05.

Palabras clave: rendimiento académico, estrategias comunicativas.

CHAPTER I

INTRODUCTION

1.1. Basis of the research problem

One of the most critical needs in educational institutions is to develop the communicative performance of their students, that they are capable of transmitting, evidencing and explaining new knowledge and skills acquired in school or outside and now with the globalization and the international broad market to which we are immersed is also important to develop that capacity not only in our language, as is Spanish, but also a foreign language as important and necessary as English; therefore, it is also necessary to develop the communicative capacity in the foreign language, which is English.

To achieve English learning, teachers use different strategies that facilitate learning and development of different skills such as listening, speaking, reading and writing.

In the context of this investigation, we realize that teachers use common types of tools for teaching English such as radio, CD's or multimedia. They use the group work or pair-working strategies where students communicate to each other in dialogues or roleplays to improve their oral skills. Repeating after the teacher is a very common activity to practise pronunciation. Another basic tool for teachers is the book they work with. They guide themselves with the activities of the book, it must be completed and have all the four skills of the target language.

We have observed that teachers currently use traditional methods used in the past, such as grammar-translation to teach English, which do not give them effective results. Students are used to translate but not to develop the ability to communicate in a second language.

That is why we inquired a little and we realized that studies applied using the Communicative method has achieved remarkable and effective results on

them. Such as that of Morales (2013) 'Oral strategies for the learning of English on 9th grade students of Theodore Wilbur School. Or Tipan (2014) "Methodologic strategies for oral communication of English" this research will not only help teachers and students, but also the subsequent generation to reach a higher academic level, greater development in different areas of our academic and social life.

It is known that the training of communicative strategies helps students to keep the conversation going, getting more input that is comprehensible and producing more output that is successful. It facilitates language acquisition and performance.

In Peru, teachers do not develop oral skills in their students, as it is a difficult skill to achieve, teachers focus on reading or writing skills. They downplay the listening and speaking skills and do not provide adequate assessment and when they do, they do not apply the right strategies. In Chimbote we have been able to observe, in our experiences in training, that they do not develop this ability and do not give the correct assessment when they apply these strategies. We can say, in the words of Hughes (2002) "Little effort has been devoted to oral assessment, compared to writing and reading". Speaking exams that could assess communicative strategies are generally used within larger exams that also test other skills. Designing speaking tests is considered to be a hard task because "speaking is an interactive and interpersonal process which does not lend itself easily to the requirements of test designers" (Hughes, 2002: 73).

The reason why we research about communicative strategies is because it plays a major role in promoting language learning. The main goal for the teacher is that the student can have the ability to communicate in the target language so the communicative strategies are important to be focused on.

The student has to be prepared to any situation that is going to face in the application of the second language, and when it happens, communicative learning is the clue, not grammar or vocabulary. The knowledge of how to develop it in a conversation or a daily situation is going to help a lot to a

language student. That is why is really important to know how teachers can use it effectively and maybe improve the communicative strategies.

There are many evidence in a positive way for this strategy, as we can see: in early studies, researchers identified, defined, and classified Communicative Strategies (Tarone 1981, Færch and Kasper 1983, Willems 1987, and Bialystok 1990). More recent studies, however, have been more empirical and have focused on pedagogical issues (Bejarano et al. 1997, Kasper and Kellerman, 1997, Lam and Wong 2000, Faucette 2001, Rossiter 2003 and Naughton 2006, Maleki 2007). From these studies, many researchers have concluded that learners might benefit from the instruction of Communicative Strategies (Dörnyei 1995, Dörnyei and Thurrell 1991, Lam 2005, Nakatani 2006, Maleki 2007 and Brown 2011).

1.2. Problem formulation

How do the communicative strategies influence in the academic performance of English language of fifth-year secondary school students of the educational institution N ° 88320 San Bartolo - Santa?

1.3. Objectives

A) General Objective:

- Determine the influence of communicative strategies in the academic performance in the English course of fifth-year secondary school students of the educational institution N° 88320 San Bartolo – Santa.

B) Specific Objectives:

- Determine the level of knowledge of the students in the English language in fifth-year secondary school students at the beginning of the research.

- Design and apply an instructional unit using the communicative strategies.
- Categorize which skill has been developed more than the other three with the application of the communicative strategies in fifth-year secondary school students of the educational institution N° 88320 San Bartolo – Santa.
- Determine the level of knowledge of the students in the English language in fifth-year secondary school students at the end of the research.

1.4. Justification

This research will have a scientific and technological impact in the area of applied linguistics since the study of English as a foreign language has been such an important subject that has produced many theories aimed to help students in the acquisition of this language more efficiently, such as, memorization with traditional method, Suggestopedia, TPR (Total Physical Response) or CLT (Communicative Language Teaching). The Communicative approach is intended to an effective achievement of a second language with its innovative and practical strategies developed on its theory. This approach came with different strategies to be performed with our students so they can get a faster learning of the language.

Among different communicative strategies, it's important to mention the avoidance of Spanish, paraphrasing to get the meaning of words, conscious transfer, roleplaying, and miming. These strategies help students to get a functional acquisition of English language as well as using the target language, English in this case, more often. Even though these strategies can be effective according to external factors such as where it is applied or the students with whom you use these strategies, the instruments, the environment, the location or the students' particularities, etc.

That is why this research is aimed to test CLT's strategies and the impact or influence that they have in a particular location as it is in San Bartolo School, with a particular type of students, fifth-year secondary school students, to determine if these strategies improve their academic performance of English Language in four skills (Listening, speaking, reading, and writing) or not.

This research also aims to help determine which of the four skills is the most developed and improved with the application of these strategies and demonstrate the principal virtues of application of communicative strategies in fifth-year secondary school students of the educational institution N° 88320 San Bartolo–Santa.

This research will not only help current teachers and students, but also to a later generation to reach a higher academic level, greater development in different areas of our academic and social life.

1.5. Viability:

The educational institution San Bartolo gave us permission to carry out the experimental work with the students of the fifth year of secondary school.

The principal of the institution gave us the permission to use some materials that belongs to the school.

1.6. Hypothesis

Hi: "The communicative strategies influence in the academic performance of English language in fifth-year secondary school students."

Ho: "The communicative strategies do not influence in the academic performance of English language in fifth-year secondary school students."

Ha1: "The communicative strategies influence fairly in the academic performance of English language in fifth-year secondary school students."

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Background

2.1.1. INTERNATIONAL BACKGROUND

- The communicative teaching is the one whose objective is the development of communicative competence. Its essence lies in the enrichment of learning objectives, which is not just about achieving a specific linguistic system; but also, to use it for an adequate and effective communication.

The communicative approach goes to a subordinate formal study of languages to the use of communications for communicative purposes and art in the processes involved in the use of language, which means the study of meanings, their expression, understanding and legislation during interactions. In the conception of what a language is and how it is learned, it is inevitable to approach the culture in which the language will act as a communication vehicle. In the communicative approach, teaching focuses on the student, on their communication and learning needs. The teacher loses prominence so that the students are autonomous and responsible in their decisions when it comes to learning (Luzón and Soria, 1999)

- The communicative method to emphasize students who use the language of learning in many contexts and for a special function to the functions of the language to be learned. Your goal is to create meaningful phrases instead of focusing on creating perfect grammatical structures or pronunciation without any medium error. What can be summarized is that the communicative competence of the student is valued, which is the student's ability to use their knowledge of formal and sociolinguistic aspects of the language to communicate properly. At the same time the communicative method

is characterized as being a general teaching and is not a method with clearly defined class practices. Teaching that helps students develop their communicative competence in a real context is an acceptable and beneficial form of teaching. Thus, activities in the class based on the communicative method include activities in pairs and in the group and which go beyond the negotiation and cooperation of the students, other activities focused on fluency and help the students to increase their confidence, stories such as the simulation game (role play) in which the students practice and the functions of the language and finally activities focused on the use of grammar and pronunciation (The Free Encyclopaedia n/d)

- "Any communicative approach that learning to speak is learning to use language. Differentiation when it comes to defining " learning to use ". For some, you have to learn the rules and, for others, just try to learn explicitly. For that reason, we believe that to speak of "communicative approach" is not very relevant, since it does not say anything about what it covers, being excessively general. On the contrary, it is about making explicit a conception of language that describes and explains its use by speakers / listeners. And in relation to this there is no consensus among linguists. However, we believe that there are different approaches that are of great interest to develop a communicative approach. We refer to the currents that use the terms enunciation, discourse, functional levels, etc. In fact, these proposals try to explain the language and how they can be used for the speakers / hearers in concrete linguistic and extra linguistic contexts "(Vila).

- The oral strategies in the learning of the English language in the ninth-grade students of basic education of the Theodore Wilbur Anderson Educational Unit in the 2011-2012 school year. Final report of the research project prior to obtaining the degree of Bachelor of Education Sciences mention English. English career Quito: UCE.

The present work entitled " The oral strategies in the learning of the English language in the ninth grade students of basic education of

the Educational Unit Theodore Wilbur Anderson in the school year 2011-2012 ", will deal with the oral strategies in the This is the English language of the students who are in their ninth year at the "Theodore Wilbur Anderson" educational institution during the 2011-2012 school year, since the teaching process focuses only on the teaching of the grammar, without giving adequate importance to oral communication, since today the world is globalized and it is necessary to use new techniques to exchange ideas in different fields of application such as social, professional, political or scientific. This analysis was supported by teachers and students through a survey and a list of collations that were made based on exploratory research. The study will deal with oral strategies and the English language teaching process, which has been researched to give solutions and implement communication correctly. The teaching-learning process of the English language is complicated by the complexity and elements that we must take into account for a class session and its stages. It tells us that the teacher must use the four skills that are: speaking, listening, reading and writing, for the teaching of a new language. It tells us that pronunciation is vital to achieve success in the teaching-learning of English. Finally, communication, listening, understanding of conferences, idioms, phrases and ideas allow the development of English skills and avoids the fear of communicating in English in front of people (Pabon, 2013).

2.1.2. NATIONAL BACKGROUND

- Didactic strategy based on the use of video, for the development of listening comprehension and oral expression in the subject of English for students of the sixth grade of primary education at the El Nazareno private educational institution. Thesis to choose the title of master's degree in education with a major in teaching English as a

foreign language, Faculty of Education and Humanities, National University of Santa, Ancash-Peru.

The purpose of this paper is to demonstrate that the didactic strategy based on the use of video develops the skills of auditory comprehension and oral expression. For the research, the quasi-experimental method was used considering non-probabilistic samples. The study population consisted of 38 students and two samples of 19 students each.

Different instruments were made to evaluate each skill including worksheets, written exams (listening comprehension) in the results the information obtained from the pre-test and post-test scores was processed, as well as significant differences in regular performance for the group. of control and good for the experimental group in both abilities. This also shows the same in the average performance obtained by the experimental group to which they applied the didactic strategy based on the use of video, therefore the didactic strategy based on the use of video significantly improves listening and expression oral of the students. (Guarrionuevo and Mendoza, 2010).

Learning module based on conversation activities and its influence on the learning of the English language in the students of the third year of secondary education of the Argentine Republic educational institution. Thesis to choose the master's degree in education with a mention in teaching English as a foreign language, faculty of education and humanities, National University of Santa, Ancash-Peru.

The present work has as purpose to know if the module of learning based on communicative activities influences in the learning of the English language of the students of the third year of secondary education. As well as designing and applying the learning module and learning sessions to be applied in the instructional process of the foreign language area, English. (Mostacero and Maguiña, 2010)

2.2. Theoretical scientific bases (topics and sub-topics about the research)

2.2.1. DEFINITION OF LEARNING

Learning is the process of acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences. Evidence that learning has occurred may be seen in changes in behavior from simple to complex. (Gross, 2010)

The ability to learn is possessed by humans, animals, and some machines, and there is also evidence for learning in some plants (Karban R, 2015). Some learning is immediate, induced by a single event (e.g. being burned by a hot stove), but much skill and knowledge accumulates from repeated experiences. (Schacter, D, L; Gilbert D, T; Wegner, D, M. 2011.)

Human learning begins before birth and continues until death because of ongoing interactions between person and environment. The nature and processes involved in learning are studied in many fields, including educational psychology, neuropsychology, experimental psychology, and pedagogy. (OECD, 2007.)

Research in such fields has led to the identification of various sorts of learning. For example, because of habituation, or classical conditioning, operant conditioning or as a result of more complex activities such as play, it may also occur consciously or without conscious awareness. (Learning definition on Wikipedia, 2018.)

2.2.2. DEFINITION OF APPROACH

An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the

way of teaching something, which use classroom activities or techniques to help learners learn. Approach. (Teaching English, July 2008)

2.2.3. METHODS AND APPROACHES OF ENGLISH LANGUAGE TEACHING

Methods are the combination of techniques that are used and plasticized by the teachers in the classrooms in order to teach their students. (Essays UK, November 2013)

Approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching. So, the techniques will be based on the communicative language teaching and task-based methods. (Essays UK, November 2013)

According to Freeman (2000), Methods which are taught to the teachers make a base and give them thinking about the applicable techniques and principles according to the situation where they stand. (Essays UK, November 2013)

There are different methods and approaches of English language teaching such as:

- *Grammar Translation Method*
- *Direct Method*
- *Structural Approach*
- *Oral Approach/ Situational Language Teaching*
- *Audiolingual Method*
- *Total Physical Response*
- *Silent Way*
- *Communicative Language Teaching*

- *Natural Approach*
- *Task-based Language Teaching*

2.2.4. AN OVERVIEW OF COMMUNICATION STRATEGIES

The first to use the term Communicative Strategies for one of the processes affecting L2 learning was Selinker (1972 cited in Dörnyei and Scott 1997). CSs were claimed to be essential for the process of learning L2, but were not discussed in detail.

Researchers such as Dörnyei and Scott (1997), Færch and Kasper (1983a), Tarone (1980) and Nakatani (2010) argued that the use of communication strategies not only solves learners' communication problems, but also enhances the learner's interaction in TL, which in turn, improves their oral proficiency.

Four types of CSs generally found in inter-language 17 phenomena, which include phonology, morphology, syntax and lexicon, were identified in their taxonomy (Tarone et al. 1976). This terminological framework gave Tarone the idea of conducting the first empirical study of CSs in 1977.

Tarone's study investigated in more detail the use of CSs employed by English language learners in speech. Definitions and a typology consisting of five types of CSs (avoidance, paraphrase, conscious transfer, appeal for assistance and mime) were provided to adult English language.

In the 1990s, Bialystok published a very influential book, *Communication strategies: A Psychological Analysis of Second Language Use*. Bialystok's 1990 work suggested two important issues: taking the psychological process of speech production as a basis for studying CSs and teaching language structure rather than strategies to language learners.

Since then, increasing attention has been given to the instruction of CSs. The current study is part of this continuing focus on this area of research.

2.2.5. COMMUNICATIVE LANGUAGE TEACHING AROUND THE WORLD

Communicative Language Teaching (CLT) is a widely used approach in the field of English language teaching. Since the introduction of communicative language teaching in the late 1970s, there have been different definitions and interpretations of the communicative approach which are as follows:

Communicative Language Teaching is a teaching method for teaching a second language emphasizes on the importance of students' interactive ability to express their own ideas in the target language (Essays UK, November 2013)

Communication ability is the essential goal in language learning. The communicative approach claims that learning a foreign language should not be focused on language structures (grammar and vocabulary), but also on the communicative functions that the language performs. Language learners should also learn the relations between the structures and the communicative functions in real situations and real time. (Essays UK, November 2013)

Communicative language teaching began in Britain in the 1960s. It was used to replace the earlier structural method, called Situational Language Teaching (Orwig, 1999).

The goal of communicative language teaching is to teach real-life communication skills. Students learn with a situation that they may encounter in their real life.

CLT is not like the audiolingual method, which is based on repetition and drills. On the contrary, it uses the way to leave students in suspense as to the outcome of a class exercise, which will change according to the students' reactions and responses.

The real-life situation changes every day; therefore, the students' learning motivation comes from their desire to communicate in the ways and topics which they are interested in. (Essays UK, November 2013)

Therefore, many researchers have indicated that it is better to use CLT in ESL classrooms, rather than EFL classrooms in Asia. (Essays UK, November 2013)

2.2.6. AIMS OF COMMUNICATIVE LANGUAGE TEACHING.

The aim of this approach is to enable the students to communicate in the target language like a native speaker of that language. CLT does not focus on accuracy but stresses on the semantic use of language.

A student should know the different forms in meaning that can be used to perform a function and also that a single form can perform many functions. (Essays UK, November 2013)

The main priority for many learning a second/foreign language is to communicate effectively in the TL. Communication can be defined as the process by which people negotiate, send and receive messages (Rubin and Thomson, 1994).

Tarone (1980) asserts that learners use CSs to paraphrase, transfer a word or phrase from L1 to L2, and appeal for assistance.

Salomone and Marshal (1997) think that teaching CS can significantly improve learners' use of circumlocution.

In his study, Dörnyei (1995) found that CS training might help L2 development.

Rabab'ah (2005) believes that there are three reasons for CS training:

Firstly, CS use can lead to learning by eliciting unknown language items from the interlocutor, especially appeal for assistance.

Secondly, it is the means by which conversation continues.

Thirdly, CS use helps learners solve their communication problems and achieve their communicative goals (ibid: 194).

It might be worth mentioning, as Oxford, R (1990) asserts, that many people consider communicative competence only in relation to speaking and tend to ignore other skills (e.g. listening, reading, and writing).

Following Tarone's model, Ellis (1994) classifies strategies into three types, production, communication, and learning strategies. They are discussed as follows:

- 1- Production strategies: used to produce language by using one's own linguistic ability.
- 2- Communicative strategies: deal with problems while communicating
- 3- Learning strategies: employed to develop linguistic as well as sociolinguistic competence in the target language (ibid: 396).

2.2.7. ADVANTAGES OF COMMUNICATIVE LANGUAGE TEACHING.

The goal of Communicative Language Teaching is the development and improvement of knowledge and skills that will help a speaker to make his/her communication successful.

The main focus of CLT is effectiveness. When we consider how native speakers of English think about the use of language, then it becomes obvious to us that our main goal is effective communication and the transfer of our ideas not just formal grammatical correctness and accuracy (O'Neill, 2000).

In CLT, language is taught in the way as it is used in everyday life. Students are not supposed to memorize language. Grammatical accuracy is important but our main focus should be effective communication. The attitude of students towards learning a second language can be made positive by using CLT.

The idea of appropriateness means that the student will not only learn the language, but they also learn about the culture and its use in social context. (Essays UK, November 2013)

2.2.8. LIMITATIONS OF COMMUNICATIVE LANGUAGE TEACHING.

Despite all the benefits of this approach that it can enable a learner to communicate in the target language in everyday life, its implementation in certain conditions has not been without problems.

Apart from other factors, such as political reasons, language policy, administrative, economic considerations, probably a fundamental problem in the implementation of CLT is its conflict with local culture of learning (Tudor 1996).

Culture of learning can be defined as a "framework of expectations, attitudes, values, and beliefs about what constitute good learning, about how to teach or learn, whether and how to ask questions, what textbooks are for, and how language teaching relates to broader issues of the nature and purpose of education" (Cortazzi and Jin, 1996).

2.2.9. COMPARISON OF GRAMMAR TRANSLATION METHOD AND COMMUNICATIVE LANGUAGE TEACHING

Conti (2011) has described a comprehensive comparison between the grammar translation method and communicative language teaching. The following points will make clear this comparison. (Essays UK, November 2013)

In GTM, the method of instruction is totally explicit i.e. the grammatical rules are opened before the students to make them understand every root of each rule. While in CLT, the instructions are given through implicit way for teaching grammatical rules i.e. exposure for language is given to the students. In this way the grammatical rule

is internalize in the learners' mind.

In GTM, the teacher is the director and dictator of the classroom. Just teacher is the active fellow and learners are the passive fellow. In CLT, learners are considered as independent living beings with their own minds and ideas. Teacher is just the helper to illicit the language and ideas about language from learners' minds.

In GTM, real life communication is totally absent. The main aim of the teachers is to impart knowledge of language as much as possible without its use in the real life. While in CLT, the teaching is structured in this way that it may help the students in real life situation also. In CLT,

communication is given preference so the learners are given such tasks that are related to their real-life situation and they are taught that how they have to interact at that situation.

In GTM, the learners are assessed on the basis of errors that they make in their output. GTM demands the perfection of language structures while in CLT, the errors are considered as a step towards learning a language. In CLT, accuracy is not focused while fluency is given preference. If a learner is fluent and confidently speaking but makes some errors, his/her errors will not be considered for the detection of marks.

2.2.10. DEFINITION STRATEGIES AND TECHNIQUES FOR ESL STUDENTS

Continuing with this analogy, we could explain what is and what supposes the utilization of learning strategies, from the distinction between techniques and strategies:

- **TECHNIQUES:** Technique is a procedure or skill for completing a specific task. If a class room is becoming distracted a teacher may use the technique to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time. Naqvi Z. (2016)
- **STRATEGY:** A plan designed to achieve an overall aim; Strategy requires some sort of planning. Ulya R. (2011)

2.2.11. STRATEGIES FOR COMMUNICATIVE LANGUAGE TEACHING

DIVIDED INTO EVERY SKILL

Oral expression and comprehension: listening and speaking skills. (Julia G. Thompson. N.d.)

- Have students lead conferences with each other and with the teacher. When students take the lead, their interest and confidence soars. Prepare a set of guidelines that encourage them to take the lead in designing effective conferences and then allow them to assume responsibility for their role as conference facilitators.
- If your subject matter lends itself, have students role-play in brief sketches.
- Have your students stage a talk show to interview characters from fiction or history or in any other discipline. Choose an outgoing and reliable student to be the host, and let that student interview other students, who pose as guests.
- Have students sit in a circle. To play, one student begins a story, stops after a few sentences, and then points to another student, who continues the story. You can adapt this activity to teach vocabulary, order of events, facts, or other information.
- Set up a quiz bowl tournament of quick questions and answers involving as many of your students as possible. To add interest, vary the level of difficulty, rules of play, way of scoring, and incentives.
- Play "Twenty Questions". Write an answer on a slip of paper, then have students take turns asking a question each until they guess the answer. Keep track of the number of questions that they have to ask in order to guess correctly. In this game, the lowest number of questions wins.

- Have students move to work with a partner to interview each other about the topic under study. If they have already completed the day's work, they can ask questions about the material they just studied. If they are just beginning the lesson, the interview questions can be designed to determine what they already know about the topic. The questions can be generated by their teacher or by students themselves.
- Design a board game to fit your topic. Make small boards and photocopy them for students to use in a small group, or make a large board for the entire class to use. The tasks you assign your students in a board game can range from simply answering questions to solving problems.
- Ask students to create questions that they believe could possibly stump their classmates.
- Stage a fishbowl question and discussion group. Select a few students to sit in the center of a discussion group and have the rest of the class sit around them. Have the discussion group answer the questions posed by the larger group. Rotate students in and out of the fishbowl discussion group.
- Give students a general topic and have them form study groups about it before the formal learning about it begins. They can do research, find examples, predict the main points, or complete other free-flowing activities that expose them in a general way to the material and provide background knowledge in a way that engages students fully. Their research can be online or with materials that you provide.
- Have students make Power Point presentations or slide shows as a review of the material that they are studying in class. When they present their show to the entire group, everyone benefits

- Have students use a site such as <http://www.surveymonkey.com> to create and administer their own free surveys about a topic your class is studying.

Text comprehension: reading skill. (Julia G. Thompson. s.f.)

- When students have a passage, chapter, or other text to read, guide them through it with active learning strategies such as: A scrambled list of events to put in order, a list of statements for students to agree or disagree with, a list of people and places to match with information about them, a cause-and-effect chart, give students a set of questions that they will answer as they read the text. Discuss the questions before they read in order to see what information they already have. Help them see how the questions are aligned with the text and how they should answer them, give students a checklist of the key points to watch for so that they can check them off as they find them while reading.
- Have students identify the various characteristics of something under study, classify the main points, or even match up questions and answers by first placing each component of their assignment on a note card. They then mingle until they find other students who match their topic. If the material under study lends itself, students in a group can then categorize themselves according to various criteria.
- Give the students synonyms to find out the meaning of the words
Appealing for formal similarity (Retrieve via semantic fields)
- Searching via other languages
- Retrieve vocabulary from learning situations.

- Allow students opportunities to independently read selections of their own choosing. Independent reading is an important way for students to broaden the scope of their background knowledge.
- Ask the entire class an interesting general question that relates to the topic under study. Have them write notes about how they will respond. Discuss the question once most of the students have had a chance to respond. Allowing students to write their answers before they discuss encourages participation.
- As soon as you have discussed a general question as a whole group, have students then jot down what they heard that they agree with, disagree with, or that gave them a new idea.
- Divide the class into two groups. Have one group read the day's text lesson independently while you teach the others crucial information from the lesson. Have the groups then pair up with each other and exchange the information they have learned.
- Give students a brief passage and have them read it silently. Then ask them to comment on the passage or answer questions about it. After this, have them mingle until they have found three other students who can concur with their comments or answers.

Text production: writing skill. (Julia G. Thompson. s.f.)

- Brainstorm ideas. There are many effective ways for students to create brainstorm of ideas. Working with pairs or in small groups tends to be effective because students stimulate each other's thought processes. Encouraging students to think out of the box and to delve into a topic to write
- Word coinage

- Exit tickets have been around for a long time because their appeal to students and teachers alike is powerful. Try some of these sentence starters to engage all of your students.
 - Today I learned...
 - I was surprised when...
 - I'm beginning to wonder...
 - I think I will...
 - I would have liked...
 - Now I understand, and many others.

- Invite students to stretch their imagination by asking them to do something that appears to go against the grain: write a sentence with five errors, write a history timeline with six mistakes, design a structure that is certain to collapse, or do a set of math problems with a certain number of them incorrect.

Vocabulary teaching. (Julia G. Thompson. n.d.)

- Have students make flashcards and use them to study together. Flashcards with sketches or drawings are more effective than those where the words are just written out in haste.

- Offer students opportunities to learn their vocabulary words and other facts in puzzles of various types. The easiest site to use for this is <http://www.puzzlemaker.com>.

- Play Name That Person. This game is similar to Twenty Questions in that students try to guess answers with as few clues as possible. You should make up the clues in advance. On game day, you'll call them out one at a time until someone can name the targeted person, battle, city, or other item.

- Use Bingo to review vocabulary words. Photocopy a game board with sixteen or twenty-five blocks. Give students a list of words to

place in the blanks. They can use bits of paper to cover the words when you call out definitions.

- Have students solve mysteries. One-minute mysteries, simple puzzles, even riddles make learning fun as well as involving students in active learning pursuits. An excellent resource to explore for mysteries for your students is the site <http://www.mysterynet.com>. Another good site for brain teasers and other short puzzles for students is <http://kids.niehs.nih.gov/braint.htm>

2.2.12. INSTRUCTIONAL STRATEGIES

- Slow down your speech and use shorter sentences, present tense of words, synonyms, examples, gestures, and demonstrations.
- Avoid expressions or sayings that are only common in the United States.
- Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.
- Use think-alouds and think-pair-shares when asking questions, and to give students enough time to process the question.
- Use metaphors and imagery for cues
(Moughamian et al, 2009; Protheroe, N., 2011).

Specially Designed Academic Instruction Strategies for English. (Teaching Strategies for English Language Learners.N.D.)

- **Metacognitive Development:** Providing students with skills and vocabulary to talk about their learning. **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments.

- **Bridging:** Establishing a link between the students prior knowledge and the material. **Examples:** Think-pair-share, quick-writes, and anticipatory charts.
- **Schema-Building:** Helping students see the relationships between various concepts. **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects.
- **Contextualization:** Familiarizes unknown concepts through direct experience. **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities.
- **Text Representation:** Inviting students to extend understandings of text and apply them in a new way. **Examples:** Student created drawings, videos, and games.
- **Modeling:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

2.2.13. ENVIRONMENTAL STRATEGIES. (Teaching Strategies for English Language Learners.N.D.)

- Create print-rich environments using bulletin boards with articles on sports and physical activity, gameplay strategies, words of the day, etc.
- Use visual displays, portable white boards, and posters when giving instructions.
- Create and display word walls: displays of high-frequency words for a unit, arranged alphabetically.

2.2.14. ASSIGNMENTS AND ACTIVITIES. (Teaching Strategies for English Language Learners.N.D.)

- Assign quick writes, word sorts, and journal entries.
- Use learning stations that reinforce previously taught concepts and skills.
- Introduce vocabulary in a fun way such as a Word Search or Cross Word.
- Have students create new games.
- Use cooperative learning such as jigsaw learning and peer observations.
- Use task cards to give students opportunities to take responsibility for their own learning.
- Use newspapers, magazines, and web sites in assignments. Also involve librarians.

2.2.15. CLASSIFICATION OF COMMUNICATION STRATEGIES

As mentioned previously, a study of the strategies used by L2 learners to convey meaning in the face of communication breakdowns emerged in the early 1970s. Since then, a significant contribution to the classification of CSs has been made by researchers. This includes the work of Tarone (1977, 1983); Færch and Kasper (1983); Bialystok (1990); and Dörnyei (1995). Many different typologies of CSs have been proposed.

1. *Tarone's Typology Tarone (1981)*

classifies CSs into three types:

1.1. Paraphrase

a. Approximation: the learner uses of a single TL vocabulary item or structure, which s/he knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker.

b. *Word coinage*: the learner creates a new word to communicate a desired concept.

c. *Circumlocution*: the learner describes the characteristics of the objects instead of using the appropriate target language item

1.2. Borrowing (Conscious transfer)

a. Literal translation: the learner translates word for word from the native language

b. Language switch: the learner uses the native language term without bothering to translate

c. Appeal for assistance: the learner asks for the correct term

d. Mime: the learner uses nonverbal strategies in place of a lexical item.

1.3. Avoidance

a. Topic avoidance: the learner attempts not to talk about aspect in the TL s/he does not know

b. Message abandonment: the learner stops in the mid-utterance because s/he unable to continue

Tarone's (1981) classification focuses mainly on three types of CSs: avoidance, paraphrase, and borrowing strategies. Avoidance consists of topic avoidance and message abandonment. The former takes place "when the learner simply does not talk about concepts for which the vocabulary or other meaning structure is not known" whereas the latter takes place "when the learner begins to talk about a concept but is unable to continue due to lack of meaning and stops in mid-utterance" (Tarone 1980: 429). Paraphrase involves approximation, word coinage and circumlocution.

Tarone (1980) argues that approximation is used by learners when 'a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough

semantic features in common with the desired item to satisfy the speaker'. Learners attempt to use word coinage when '[s/he] makes up a new word in order to communicate a desired concept'.

Circumlocution is used when 'the learner describes the characteristics or elements of the object or an action instead of using the appropriate target language switch' (ibid 429). Borrowing includes four strategies: literal translation, language switch, appeal for assistance and mime. When the learner employs literal transition strategy, they translate word for word from the native language.

In the case of language switch, the learner does not bother to translate, instead they switched to the native term. In appealing for assistance, the learners clarify the meaning of a word or a structure by asking each other, whereas mime strategy involves the use of nonverbal strategies such as gesture.

As will be seen, in Tarone's model, avoidance is similar to the reduction strategies in Dörnyei (1995), Færch and Kasper (1993), and Willems (1987), with paraphrase and borrowing as sub-types of achievement strategies.

Mime and appeal for assistance are viewed by Tarone (1977 cited in Bialystok, 1990: 39) as distinct categories, while in Tarone (1981) these two strategies are classified as borrowing strategies.

2. *Dörnyei's Typology*

Dörnyei's classification of CSs is based on the work of Váradi (1973), Tarone (1977), and Færch and Kasper (1983). He classified CSs into three types:

Avoidance or reduction strategies

1. Message abandonment: leave a message unfinished because of language difficulty
2. Topic avoidance: avoiding talking about a topic because of vocabulary or structure difficulty

Achievement or compensatory strategies

3. Circumlocution: describing the properties of the target object or action
4. Approximation: using an alternative lexical item which shares semantic features with the target word
5. Use of all-purpose words: extending a general, 'empty' lexical item to contexts where specific words are lacking
6. Word coinage: creating non-existing L2 word by applying a supposed L2 rule to an existing L2 word
7. Use of non-linguistic means: mime, gesture, facial expression, or sound imitation
8. Literal translation: translating literally a lexical item, idiom, compound word, or structure from L1 to L2
9. Foreignizing: using a L1 word by adjusting it to L2 phonology
10. Code switching: using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2
11. Appeal for help: asking for aid from the interlocutor either directly or indirectly
12. Use fillers or hesitation devices- using filling words or gambits to fill pauses and to gain time to think.

Ref: Dörnyei's typology of CSs, (1995: 58)

In avoidance or reduction strategies, learners attempt to alter, reduce, or abandon their 'intended message' (ibid: 57). Brown (2000) however, argues that the two types proposed by Dörnyei (avoidance and achievement strategies) reveal two different directions in communication. Avoidance strategies include two

subtypes, namely message abandonment and topic avoidance. These strategies may be effective, but do not necessarily help students to learn a foreign language. For instance, learners not knowing an answer choosing to keep silent is an example of topic avoidance that might make them miss the real goal of the classroom activity, which is practicing the TL. Achievement strategies, on the other hand, involve 'compensation for missing knowledge'. Dörnyei (1995) outlines nine types, which include circumlocution, word coinage, foreignizing, approximation, literal translation, appealing for help and code-switching strategies. Some of these are used frequently, while others may seldom be used. An example is foreignizing, which refers to the use of a L1 word by adjusting it to L2 phonology. Probably foreign English language learners will find it hard to use their L1 character to substitute for the pronunciation of an English word, simply because their L1 and English can be very different types of language (cf. Brown 2000). Above, strategies 3-11 are classified as achievement or compensatory 'as they offer alternative plans for speakers to carry out their original communicative goal by manipulating available language, thus compensating somehow for their linguistic deficiencies' Dörnyei (1995: 57). Time-gaining strategies differ from other strategies in Dörnyei's taxonomy because they are used for keeping the channel of communication open rather than substituting for missing language. Here, he extends the scope of CSs definitions. This extended scope, which includes and explores time-gaining strategies, is shared by the current study. Some researchers such as Rubin (1987) and Rost (1994) drew attention to the importance of pause fillers in overcoming communication problems and mention them in their typologies of CSs. Bygate (1988: 14) also, observes that pause fillers are devices used by speakers to gain time and facilitate production of speech. On the other hand, researchers Færch and Kasper (1983) consider fillers or hesitation devices (sub-types of time-gaining strategies) as variables of speech performance, 'temporal variables', rather than

CSs. Tarone (1980) also relates pause fillers to production strategies rather than CSs. She argues that production strategies deal with the efficient use of a linguistic system of a given language and are not functionally interactional. However, there are similarities between Dörnyei and Tarone's classification of CSs. Both propose and elaborate seven similar types of CSs. These types include topic avoidance, message abandonment, circumlocution, approximation, word coinage, literal translation and appeal for help. For instance, Tarone (1977 cited in Bialystok, 1990: 40) defines approximation as "the use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common...", and Dörnyei (1995 cited in Brown, 2000: 128) defines it as "using an alternative term which expresses the meaning of the target lexical item as closely as possible".

3. ***Bialystok's Typology Bialystok*** (1990)

Classifies CSs into five types:

1. L1-Based-strategies

- a. Language switch: inserting of a word or phrase from another language
- b. Foreignizing: some TL modification is applied to the L1 term
- c. Transliteration: some literal translation of a phrase is used

2. L2-Based-strategies

- a. Semantic
- b. Descriptive
- c. Word coinage

3. Non-language strategies

4. Analysis-based strategies

5. Control-based strategies

Bialystok's (1990) classification of CSs is different from that of other researchers. She attempts to develop a psychological system of CS classification, which is based on her cognitive theory of language processing.

Bialystok conceptualized five strategies, namely, L1 based-strategies, L2 based-strategies, non-language strategies, analysis-based strategies, and control-based strategies. Consider, for example, the first two subtypes, L1 basedstrategies and L2 based-strategies. In the former, language switch and literal translation are similar to Tarone's forms of conscious transfer. In the latter 'L2-based strategies', the sub-type semantic is similar to Tarone's approximation; description is related to Tarone's circumlocution, and word coinage is exactly like Tarone's description. The list of CSs which is designed in the current study includes some of these strategies. Another two subgroups in Bialystok's typology are analysis-based strategies, and control-based strategies. An analysis-based strategy tries 'to convey the structure of the intended concept by making explicit the relational defining features' (Bialystok, 1990: 133). In this strategy, the speaker expresses the intended concept after analysing it for distinctive defining features which the speaker knows they can formulate into English, using the structures and vocabulary of their competence.

Færch and Kasper's Typology

Færch and Kasper (1983a) classify communication strategies into two categories, reduction, and achievement:

1. Reduction strategies

1.1 Formal reduction: in which parts of linguistic system are avoided.

a. Phonology

b. Morphology

c. Syntactic d. lexical

1.2 Functional reduction: in which the speaker's communication intentions are abandoned or reduced.

a. Actional reduction: (speech act modality) i.e., learners make specific utterances to show politeness.

b. Modal reduction

c. Reduction of the propositional content: (i) Topic avoidance (ii) Message abandonment (iii) Message replacement

2. Achievement strategies

2.1 Compensatory strategies or 'non-cooperative strategies'

- a. Code switching
- b. Foreignizing
- c. Literal transfer
- d. IL based strategies or 'interlanguage strategies' (i) Paraphrase (ii) Generalization (iii) Word coinage (iv) Restructuring
- e. Cooperative strategies (i) Direct (ii) Indirect
- f. Non-linguistic strategies (i) Mime (ii) Gesture (iii) Initiation

2.2 retrieval strategies: the learner attempts to retrieve, or remember, the optimal form.

- a. Waiting for the term to appear.
- b. Appealing for formal similarity
- c. Retrieve via semantic fields
- d. Searching via other languages e. Retrieve from learning situations
- f. Sensory procedures

A reduction strategy is used when learners realise that they are about to produce an insufficient utterance and therefore avoid making it. Learners may resort to various achievement strategies for different reasons. For instance, learners may use a cooperative strategy which involves expanding their communicative skills, when they seek assistance from their peers, or they may use non-linguistic strategies which include mime and sound imitation and gestures (Bialystok, 1990). In non-cooperative strategies however, problems are solved without involving other people. Learners rely on their L1 other than the TL by trying out L1 expression in the TL, code switching (Færch and Kasper 1983). In interlanguage strategies, learners may resort to 'generalization' in which a more general word is used for unknown one, or 'word-coining', where up a new word is invented to cover a gap. They may also use 'restructuring' to phrase the sentence in another way (ibid).

As can be seen, the Færch and Kasper (1983b) classification is somewhat more complicated and has more subtypes than others.

Bialystok (1990) argues that it is not easy to distinguish between the two types of reduction strategies (formal and functional reductions) in Færch and Kasper's taxonomy. She believes that the use of one type of strategy might in practice also be leading to the use of the other. If lexical formal reduction is used by a learner because the target word e.g., 'mushroom' is not known, the learner may also use functional reduction strategy to avoid discussing 'eatable fungi' (ibid: 43). This lack of distinction presents a difficulty for the present study. However, the sub-types of reduction strategies in Færch and Kasper's typology are to some extent related to Tarone's avoidance strategies. The squema shows that Færch and Kasper add a meaning replacement subtype to their reduction strategies. Another six sub-types of compensatory strategies (e.g. code switching, word coinage, paraphrase, and cooperative strategies) are related to Tarone's five types of CSs. For example, subtypes in IL-based strategies generalisation correlates to Tarone's approximation, paraphrase is related to Tarone's circumlocution, and 'restructuring' refer to Tarone's message abandonment (see Bialystok 1990: 44). Inter/intralingual transfer strategies are different here from Bialystok's foreignizing and Tarone's conscious transfer.

CHAPTER III

METHODOLOGY AND MATERIALS

3.1. Method

The method was experimental. This research tried to discover the influence of communicative strategies on the academic performance of students in the English language.

3.2 Population and Sample

The population was conformed by the students of fifth grade of secondary of the educative institution San Bartolo - Santa. They were composed of three sections A, B and C. They were 65 teenage students of around 15 and 17 years old.

In which we have taken only two sections for the realization of the experiment. One section for the experimental group and the other for the control group.

Fifth grade of Secondary School	N° Students
Section A	21
Section B	22
Section C	22
Total	65

3.3. Research design

The research design was quasi experimental.

The quasi-experimental designs also deliberately manipulate at least one independent variable to observe their effect on one or more dependent variables, only they differ from the "pure" experiments in the degree of security that can be had about the initial equivalence of the groups.

In quasi-experimental designs, subjects are not randomly assigned to groups or matched, but these groups are already conformed before the experiment: they were intact groups (the reason why they arise and the way they were integrated is independent or apart of the experiment).

The design was for the students of fifth grade in secondary school of the educational institution San Bartolo – Santa.

Students 5th C	0 ₁	X	0 ₃
Students 5th B	0 ₂	—	0 ₄

- ❖ 5th C experimental group
- ❖ 5th B control group
- ❖ 0₁ pre test
- ❖ 0₂ pre test
- ❖ X experiment
- ❖ 0₃ post test
- ❖ 0₄ post test

3.4. Techniques and Instruments of Data Collection

TECHNIQUES	INSTRUMENTS
✓ Application of oral exam	✓ Observation guide
✓ Items on English language accuracy	✓ Pre – test and Post-test.
✓ Methodology unit and worksheets.	✓ .Observation guide

- a) Observation guide:** This instrument describes the three competences developed such as: oral and listening comprehension, text production and text comprehension by the students of the fifth-year secondary school students at the educational institution N° 88320 San Bartolo – Santa 2018.
- b) Pre-test and post-test:** This instrument allows us to measure the level of performance in each competence before and after the application of the experiment of the fifth-year secondary school students at the educational institution N° 88320 San Bartolo – Santa 2018. The result will be qualified with the next scores: A (15-20): Learning achieved, B (10-14): In the process of the learning and C (0-9): On the beginning of the learning.
- c) Worksheets:** This instrument allows us to make a formative assessment and monitoring of the development and performance of learning skills in the three competences.

3.5. Techniques of processing and data analysis

- To process and analyse the data obtained from learning the English language, the techniques of descriptive statistics will be used.

- To process and verify the hypotheses, reason for the study, it will be used the techniques of inferential statistics using the T-student test.

3.6. Procedures for data collection

1. The first step for data collection was to go to the school and ask for permission to make the experiment.
2. Request the authorities of the university to give us the document with the official project.
3. Talked to the teacher in charge of the fifth grade of secondary, coordinated with her the lessons and the themes for the second unit of the academic year.
4. Talked to the students and gave them a pre-test to know how far their knowledge of English at this point is.
5. The data was collected through observation and evaluation guide. Through worksheets and class sessions in which students were actively participating and therefore will be evaluated.
6. Finally, the students took a post-test to collect the information about the growing of their knowledge with the lessons.

3.7. Normality tests

Before performing the hypothesis test, we must determine the type of instrument that we will use to contrast, here we will use the Kolmogorov - Smirnov normality test to establish whether the instruments will obey parametric or non-parametric statistics.

Normality tests

	Kolmogorov-Smirnov		
	Statistics	gl	Sig.
VARIABLE I : Communicative Strategies	0,094	30	0,072
VARIABLE II: English Academic performance	0,091	30	0,093

Regarding the communicative approach variable, the statistical value related to the test indicates a value of 0.094 with 30 grades of liberty, the significance value is equal to 0.072, as this value is greater than 0.05 it is inferred that there are sufficient reasons to accept the normal distribution of the values of the communicative approach variable. Regarding the English language learning variable, the statistical value related to the test indicates a value of 0.091 with 30 grades of liberty, the significance value is equal to 0.093, as this value is greater than 0.05 it is inferred that there are reasons sufficient to accept the normal distribution of the values of the English language learning variable.

CHAPTER IV

RESULTS

ESTADISTIC RESULTS

4.1 PRE TEST

COMPARATIVE CHART N° 1

Starting scores obtained in the pre-test applied to the fifth-year secondary school students at the educational institution N° 88320 San Bartolo- Santa.

SCORES	EXPERIMENTAL GROUP		CONTROL GROUP	
	TOTAL STUDENTS	%	TOTAL STUDENTS	%
00	00	00.0	00	00
01	00	00.0	00	00
02	01	0.06	01	0.06
03	01	0.06	01	0.06
04	00	00.0	10	0.625
05	02	0.125	01	0.06
06	07	0.438	01	0.06
07	04	0.25	02	0.125
08	01	0.06	00	00.0
09	00	00.0	00	00.0
10	00	00.0	00	00.0
11	00	00.0	00	00.0
12	00	00.0	00	00.0
13	00	00.0	00	00.0
14	00	00.0	00	00.0
15	00	00.0	00	00.0
16	00	00.0	00	00.0
17	00	00.0	00	00.0
18	00	00.0	00	00.0
19	00	00.0	00	00.0
20	00	00.0	00	00.0
TOTAL	16	100 %	16	100 %

COMPARATIVE CHART N° 2

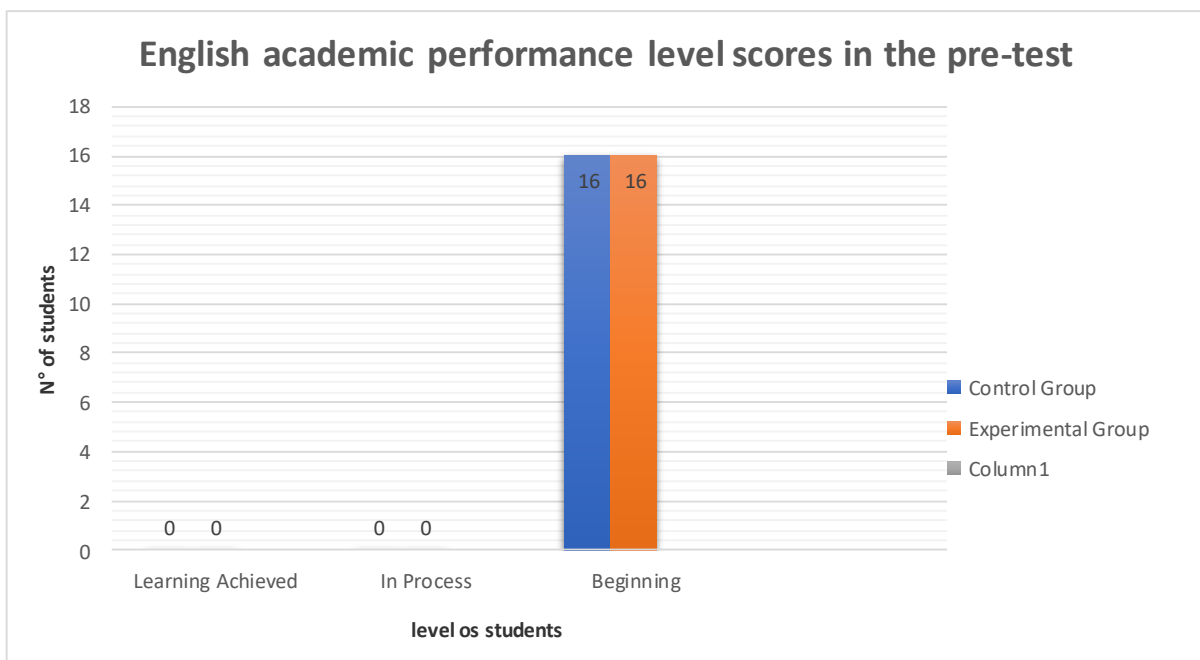
English academic performance level scores in the pre-test applied to the fifth-year secondary school students at the educational institution N° 88320 San Bartolo- Santa.

English Academic Performance Level	Range	Experimental group		Control group	
		N° Students	%	N° Students	%
Learning achieved	15-20	-	-	-	-
In process	14-10	-	-	-	-
Beginning	0-9	16	100	16	100
TOTAL		16	100	16	100

Source: chart n°1

GRAPHIC N° 2:

English academic performance level scores in the pre-test applied to the fifth-year secondary school students at the educational institution N° 88320 San Bartolo- Santa



Source: chart N°2

Charts N° 01 and N° 02, show the initial results obtained in the pre-test, with respect to communication strategies and academic performance in the students of the control group and the experimental group; where the largest number of members of the experimental group obtained qualifications between (05 - 07), while in the control group the highest number of students obtained a qualification of (04). This means that the majority of the students of both groups were at deficient level regarding the knowledge and development of the communicative strategies of English, since the difference is not significant.

It is also important to mention that no student, from both study groups, was found to be an ACQUIRED level regarding communication strategies.

CHART N°3

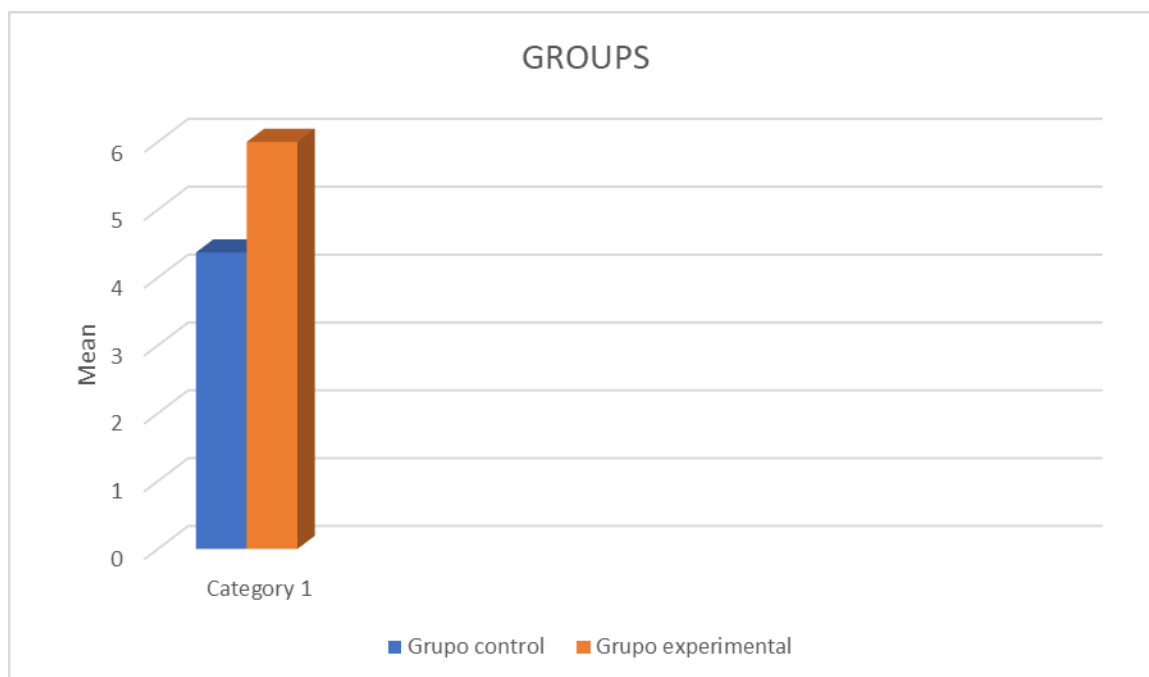
Statistical measures of the results due to their English academic performance obtained by the control and experimental group.

GROUPS	N	MEAN	STANDARD DEVIATION	VARIANCE	VARIANCE COEFFICIENT
Control group	16	4.37	1.310	1.717	29.94 %
Experimental group	16	5,81	1.515	2.296	26.06 %

Source: pre-test applied to control and experimental group

GRAPHIC N° 3

Pre-test mean applied to the students of the fifth-year secondary school students at the educational institution N° 88320 San Bartolo- Santa



Source: chart N°3

In chart N° 03, it is observed that after applying the pre-test, the average qualification obtained by the students of the control group is 4.37; with a standard deviation of 1.310, generating a variance of 1.717 and a coefficient of variation of 29.94% respectively. While, the average qualification obtained by the students of the experimental group is 5.81 with a standard deviation of 1.515, generating a variance of 2.296 and a coefficient of variation of 26.06% respectively. Which indicates that the experimental group started with a minimum advantage of 1.44 compared to the control group. It is also important to mention that both groups were already trained prior the application of the pre-test and the beginning of the experiment.

CHART N°4

Hypothesis test of the normal distribution of gauss and homogeneity of variances in the pre-test applied to the students of the fifth-year secondary school students at the educational institution N° 88320 San Bartolo- Santa.

Test of Homogeneity of Variance		Hypothesis test for mean T difference- Student			
F	P	HYPOTHESIS formulation	T	Grade of liberty	P
0.072	0.790	Ho: $\mu_c = \mu_E$ Hi: $\mu_c \neq \mu_E$	-2.871	30	0.07

SOURCE: Pre-test applied to control and experimental group

4.2 POST-TEST

CHART N°5

Final scores obtained in the post-test applied to the fifth-year secondary school students at the educational institution N° 88320 San Bartolo- Santa.

SCORES	CONTROL GROUP		EXPERIMENTAL GROUP	
	FREQUENCY (N° OF STUDENTS)	PERCENTAGE	FREQUENCY (N° OF STUDENTS)	PERCENTAGE
8	4	25	-	-
9	2	13	-	-
10	3	19	-	-
11	2	13	1	1
12	-	-	2	13
13	2	13	5	31
14	2	13	3	19
15	1	6	3	19
16	-	-	6	6
TOTAL	16	100 %	16	100 %

SOURCE: Post-test applied the experimental and control group.

COMPARATIVE CHART N° 6

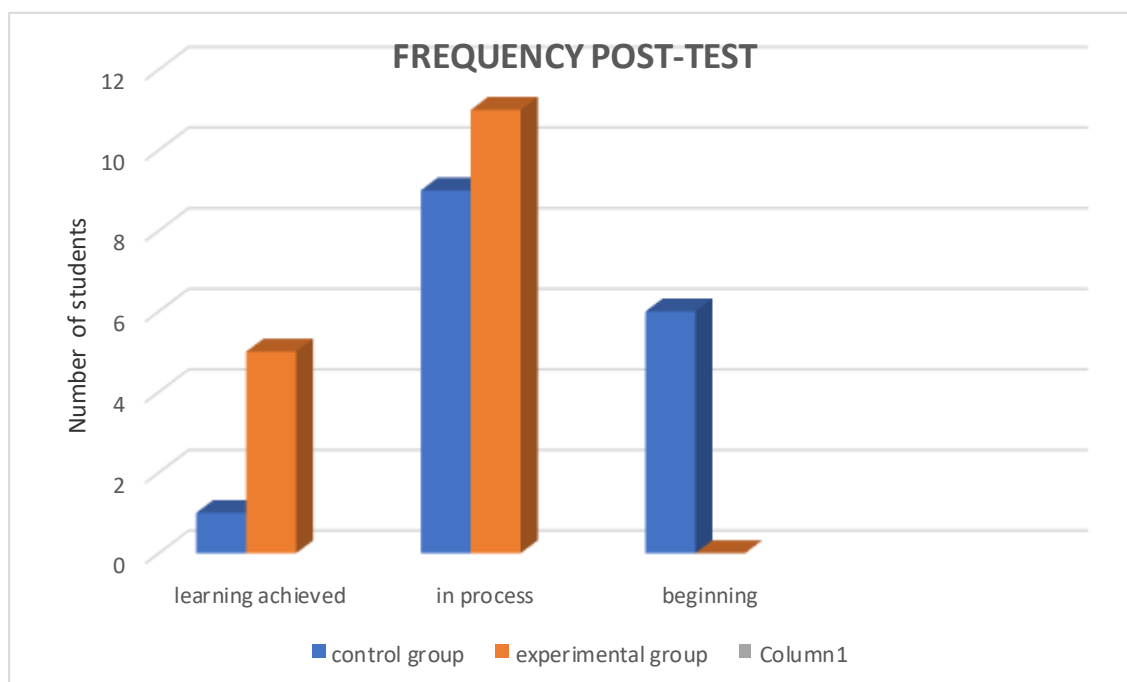
English academic performance level scores in the pre-test applied to the fifth-year secondary school students at the educational institution N° 88320 San Bartolo- Santa.

English Academic Performance Level	Range	Experimental group		Control group	
		N° Students	%	N° Students	%
Learning achieved	15-20	5	31	1	6
In process	14-10	11	69	9	56
beginning	0-9	--	-	6	38
TOTAL		16	100	16	100

SOURCE: Post-test applied the experimental and control group.

GRAPHIC N°6

English academic performance level scores in the post-test applied to the fifth-year secondary school students at the educational institution N° 88320 San Bartolo- Santa.



SOURCE: Post-test applied the experimental and control group

Chart N° 05 and N° 06, show the final results obtained in the post-test, regarding the level of development of the communicative strategies of the English language in the students of the fifth year of secondary school. Where an advantaged number of members of the control group (9) obtained a qualification between (14 - 10) represented by 56% and reaching a level IN PROCESS; while a small number of members (1) obtained a qualification between (15 - 20) represented by 6% and reaching a level of ACHIEVED. On the other hand, the largest number of students in the experimental group (11) obtained qualifications between (14 -10) represented by 69% reaching a level IN PROCESS, although a regular member of students in the experimental group (5) obtained a qualification between (15 - 20) represented by 31% reaching a level ACHIEVED, also taking into account that the experimental group no student achieved qualification between (0 - 09) and did not reach the level of STARTING and represents 0% with respect to the control group in which a regular number of students (06) obtained a qualification between (0 - 09) reaching a START level represented by 38%.

CHART N°7

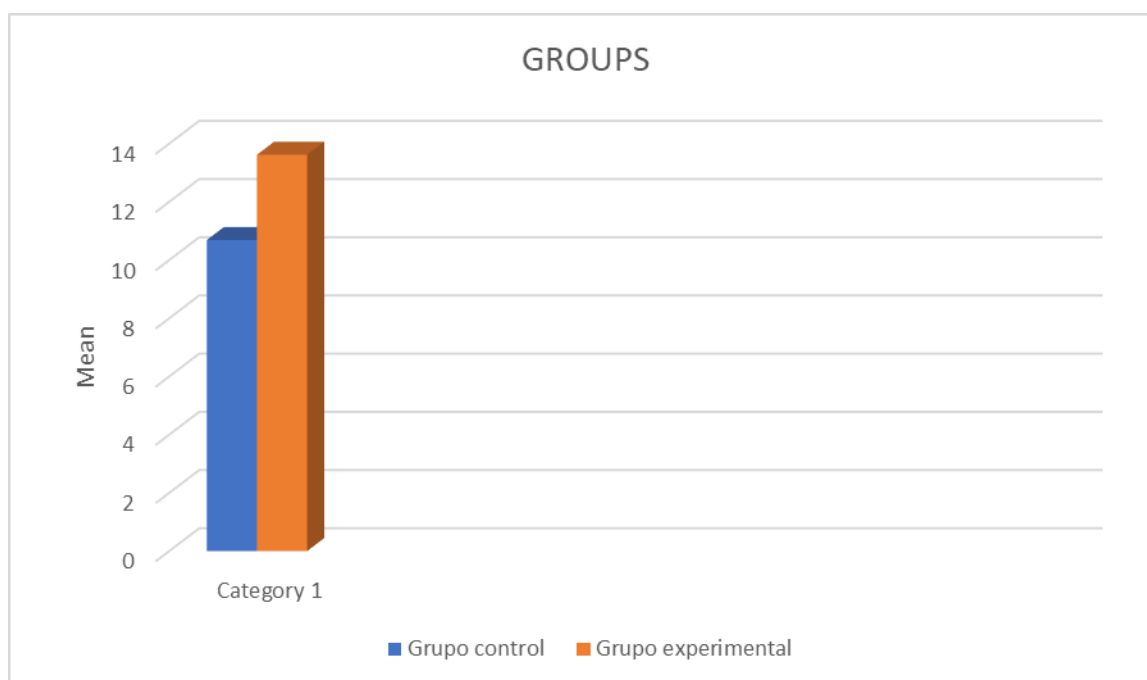
Statistical measures of the results due to their English academic performance obtained by the control and experimental group.

GROUPS	N	MEAN	STANDARD DEVIATION	VARIANCE	VARIANCE COEFFICIENT
Control group	16	10.69	2.414	5.829	22,59%
Experimental group	16	13.62	1.360	1.850	9,98 %

SOURCE: post-test applied to control and experimental group

GRAPHIC N° 8

Post-test mean applied to the students of the fifth-year secondary school students at the educational institution N° 88320 San Bartolo- Santa



Source: chart N°7

CHART N°8

Hypothesis test of the normal distribution of gauss and homogeneity of variances in the pre-test applied to the students of the fifth-year secondary school students at the educational institution N° 88320 San Bartolo- Santa.

Test of Homogeneity of Variance		Hypothesis test for mean T difference - Student			
F	P	HYPOTHESIS formulation	T	Grade of liberty	P
6.583	0.16	Ho: $\mu c = \mu E$ Hi: $\mu c \neq \mu E$	-4.240	30	0.00

Source: Post-test applied to control and experimental group

CHART N°9

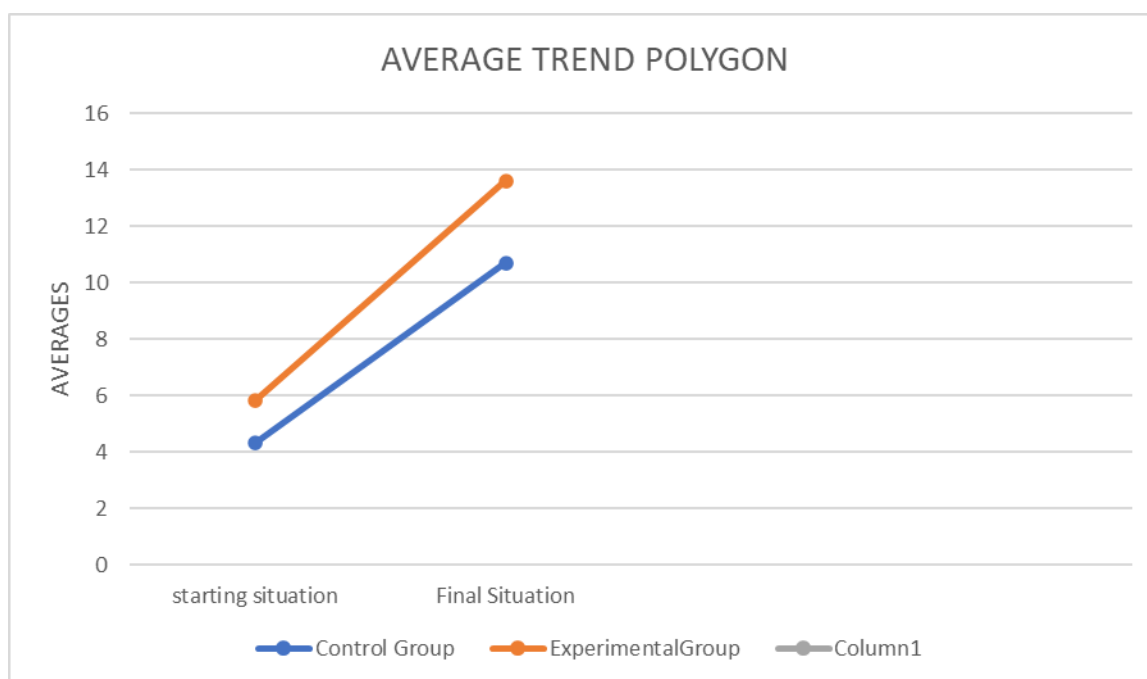
Statistical measures of the results due to their English academic performance obtained by the control and experimental group from pre-test and post- test.

STATISTICAL MEASURES	CONTROL GROUP		EXPERIMENTAL GROUP	
	PRE-TEST	POST-TEST	PRE-TEST	POST TEST
MEAN	4.37	10.69	5,81	13.62
STANDARD DEVIATION	1.310	2.414	1.515	1.360
VARIANCE	1.717	5.829	2.296	1.850
VARIANCE COEFFICIENT	29.94 %	22,59%	26.06 %	9,98 %
TOTAL	16	16	16	16

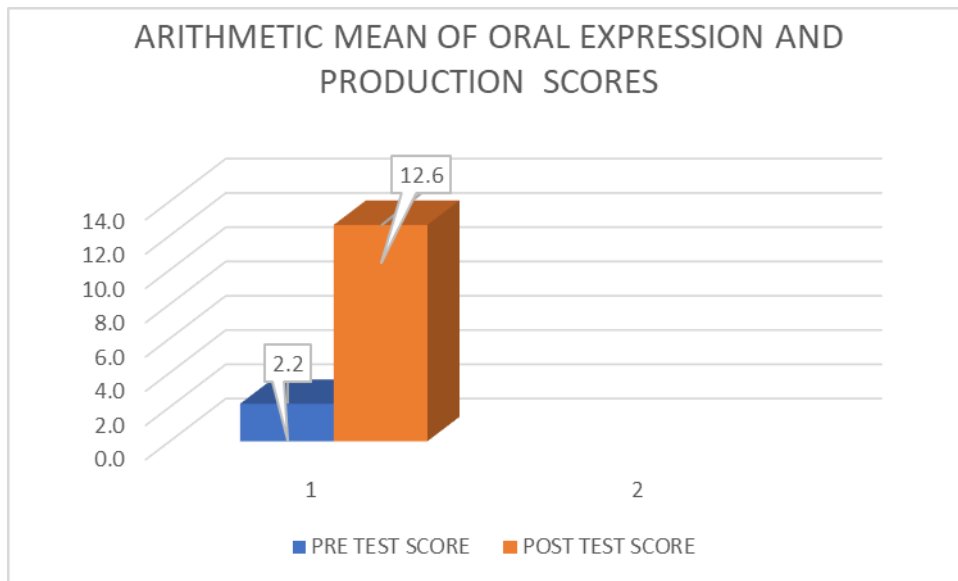
Source: Chart 7 and 3

GRAPHIC N° 10

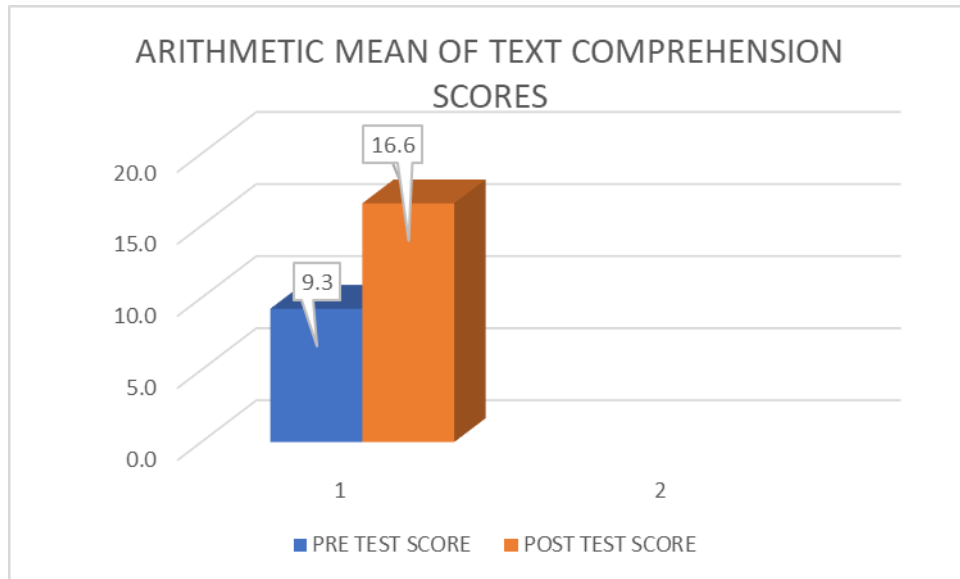
Trend of the averages of the investigation groups due to their English academic performance obtained in the pre-test and post- test.



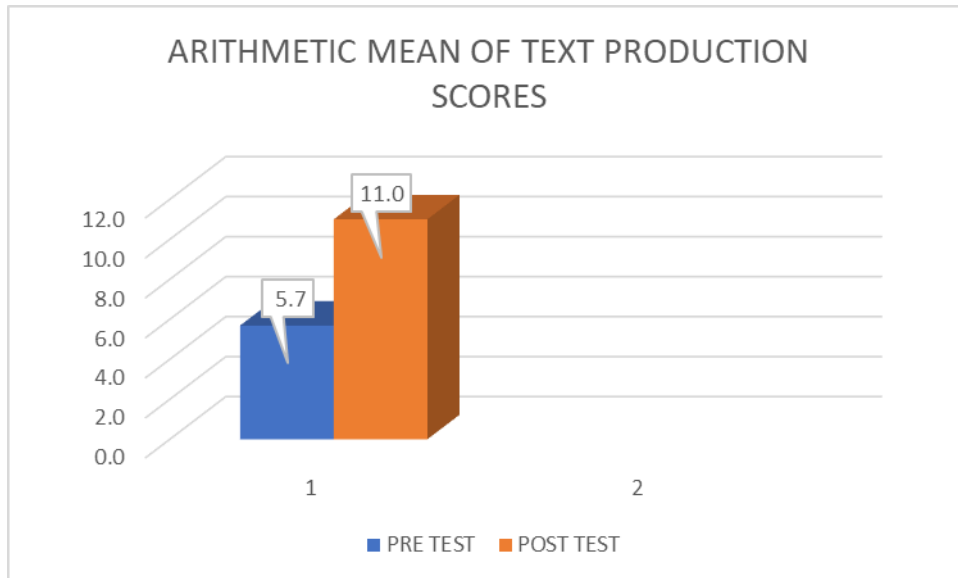
RESULTS OF THE CHARTS



Interpretation: On the 11th chart we see the comparison of the pretest and posttest's score arithmetic mean. The results are highly satisfactory due to the upgrade from C level to B level. At the inception of the test they got 2,2 which is referred as "On the beginning of the learning" stage. However, we could observe that they got 12.6 at the termination of the treatment which indicates that they are in process of the learning, so it placed them one level upper than where they were at first.



Interpretation: On the 12th chart we see the comparison of the pretest and posttest's score arithmetic mean. The results are exceedingly satisfactory due to the upgrade from C level to A level. At the inception of the test they got 9.3 which is referred as "On the beginning of the learning" stage. However, we could observe that they got 16.6 at the termination of the treatment which indicates the learning has been achieved, so it placed them one level upper than where they were at first.



Interpretation: On the 13th chart we see the comparison of the pretest and posttest's score arithmetic mean. The results are greatly satisfactory due to the upgrade from C level to B level. At the inception of the test they got 5.7 which is referred as "On the beginning of the learning" stage. However, we could observe that they got 11 at the termination of the treatment which indicates that they are in process of the learning, so it placed them one level upper than where they were at first.

From the charts, we categorized text comprehension skill as the first most developed one among them three (oral production and comprehension, text comprehension and text production) because the students in fifth-year secondary school were able to upgrade from stage C with 9.3 to stage A with 16.6. We categorized as well, oral production and comprehension skill as the second most developed one among them three because although students were able to make a big progress from 2.2 to 12.6 which represents 6 times the first outcome, students in fifth-year secondary school were able to upgrade only one level from C to B. At last, we categorized text production skill as the least developed among them three because although students were able to upgrade from stage C to stage B, they only rose their scores almost two times the first outcome, which means from 5.7 to 11.

CHAPTER V

DISCUSSIONS

The aim of this project was to determine the influence of communicative strategies in the academic performance in the English course of the fifth – year secondary school students. After the Hypothesis tests, the results show that the communicative strategies are significantly related with English language learning, (significance <0.05). This results are related to the ones obtained by Mostacero and Maguiña(2010) in their thesis entitled “Learning module based on conversation activities and its influence on the learning of the English language in the students of secondary education of the Argentine Republic education institution”. Based on that thesis, they concluded that the learning module based on communicative strategies influences significantly the learning of English language in the students of third year of secondary education. The obtained results are related as well with Pabon’s statement “communication activities, idioms, phrases and ideas allow the development of English skills, and avoid the fear of communicating in English in front of people” (Pabon, 2013) after he carried out the research project entitled “The oral strategies in the learning of the English language in the ninth grade students of basic education of the Educational unit Theodore Wilbur Anderson in the school year 2011 – 2012”.

To design the lesson plan and worksheets using communicative strategies was set as one of the specific objectives. It was concluded that 69% of students were able to upgrade 1 level, from “starting” level at the beginning in the pre-test to “In process” level at the end of the post text, after using the lesson plans and worksheets based on communicative approach. The results showed that students acquired English communicative skills and got to manage a significantly appropriate academic performance in the English course because of the material applied in the classroom. It is related to what Vila states in *The Methodology in the Teaching of Second Languages and the Communicative Approach* “Any communicative approach... is about making explicit a

conception of language that describes and explains its use by speakers and listeners, and in relation to this there is no consensus among linguists. However, we refer to the currents that use the terms of enunciation, discourse, functional level, etc. In fact these proposals try to explain the language and how it is used in concrete linguistic and extra linguistic contexts” (Vila, N.D.) which helped the students to get a better result at the end of the project.

By having used those lesson plans based on communicative strategies, we included different classroom activities and tasks in order to help students develop 3 English Performance skills. Those strategies are related to what is mentioned in the free encyclopaedia when it states that activities in the class based on the communicative method include activities in pairs and in the group, and which go beyond the negotiation and cooperation of the students, other activities focused on fluency and help the students to increase their confidence, stories, the simulation of games called role-plays in which students practice the functions of the language and, finally, activities focused on the use of grammar and pronunciation.

Another specific objective was to determine the level of knowledge of the students in the English Language at the end of the research. After hypothesis testing, it was concluded that a large number of students (11) reached the level IN PROCESS, a regular number of students (5) reached the level ACHIEVED (between a 15 – 20 score) and no student achieved a qualification between 0 and 09 which means starting level. Taking into account those results, we state that students upgraded 1 to 2 levels by using the communicative strategies when learning English. This result is somehow closely related to what was stated by Luzon and Soria (1999) in the article *The Communicative Approach In The Teaching Of Languages* published by Iberoamericana de educacion a distancia magazine when they mention that the communicative teaching is the one whose objective is the development of communicative competence. Its essence lies in the enrichment of learning objectives, which is not just about achieving a specific linguistic system; but also, to use it for an adequate and effective communication.

There, it is also mentioned that in the communicative approach, teaching focuses on the student, on their communication and learning needs. The teacher loses prominence, so that the students are autonomous and responsible in their decisions when it comes to learning. This result in some way gives consistency to the results obtained in the present investigation.

It is assumed that this result is due to the fact that students from both groups, mainly those from the experimental group, focused on their communication and learning needs. The teacher loss prominence therefore, students become autonomous and responsible in their decisions when it comes to learning; as mentioned by Luzon and Soria (1999) in their article entitled “A challenge for Open and Distance Teaching and Learning Systems”.

CHAPTER VI

CONCLUSIONS

After the analysis and discussion of the results, the following conclusions were reached:

1. A significant influence was shown between the communicative strategies used in class and the academic performance in the English Language course of the fifth-year secondary school students of the educational institution N° 88320 San Bartolo – Santa 2018 due to a positive and strong variance of 2,296; and a significance value lower than 0,05.
2. From the results obtained, it is concluded that text comprehension skill is the first most developed skill among them three (oral production and comprehension, text comprehension and text production) because the students in fifth-year secondary school were able to upgrade from stage C with 9.3 to stage A with 16.6. Oral production and comprehension skill was the second most developed one among them three because students were able to make a big progress from 2.2 to 12.6 which represents 6 times the first outcome, students in fifth-year secondary school were able to upgrade only one level from C to B. At last, text production skill was the least developed among them three because students were able to upgrade from stage C to stage B, they only rose their scores almost two times the first outcome, which means from 5.7 to 11 points.
3. From the initial results obtained in the pre-test, it is concluded that the majority of students from experimental group were classified at a deficient level regarding to an English performance, knowledge and development of the communicative strategies in the English course since a large number of members of the experimental group obtained qualifications between (05 - 07). It is also important to mention that no student, from the experimental group, was found to be classified into an ACQUIRED level.

4. It was concluded that the application of the communicative strategies was satisfactory due to the fact that 69% of students were able to upgrade 1 level, from “starting” level at the beginning in the pre-test to “In process” level at the end of the post text, after using the lesson plans and worksheets based on communicative approach. That improvement took place over a period of ten consecutive weeks, with two pedagogical hours to develop each theme (each learning session) showing a significant and positive acquisition of English communicative skills in that period.

5. It was concluded that a large number of students (11) reached the level IN PROCESS, a regular number of students (5) reached the level ACHIEVED (between a 15 – 20 score) and no student achieved a qualification between 0 and 09 which means starting level. Taking into account those results at the end of the test, it is deduced that students upgraded 1 to 2 levels by using the communicative strategies when learning English, which shows a significant influence of these strategies on their performance in the English course.

CHAPTER VII

SUGGESTIONS

1. It is recommended to use communicative strategies effectively, so it contributes to the students' learning, and they can be motivated during English class while acquiring the four skills.
2. It is recommended that the authorities of the educational institution N° 88320 San Bartolo train their teachers in the management of the communicative strategies, so that, their students can improve their academic performance in the English language course in the classrooms.
3. It is recommended to the teaching staff of the educational institution N° 88320 San Bartolo to train more and improve the application of the communicative strategies, especially in techniques and strategies to develop text comprehension skill in their classes considering that it was the most developed skill in this investigation.
4. It is recommended to the teaching staff of the educational institution N° 88320 San Bartolo to train more and improve the application of the communicative strategies, especially in techniques and strategies to develop oral production and comprehension skill in their classes considering the significant influence found in this investigation.
5. It is recommended to the teaching staff of the educational institution N° 88320 San Bartolo to train more and improve the application of the communicative strategies, especially in techniques and strategies to develop text production skill in their classes considering the significant influence found in this investigation.
6. Future researchers are recommended to apply a test to measure the learning variable, since this would give greater precision to the results themselves.

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VI. ANNEX

GRADE: 5° - SECONDARY
AREA: ENGLISH

DIDACTIC UNIT No 1

UNIT TITLE		
"MY LAST VACATION"		
SIGNIFICANT SITUATION		
<p>Students begin the learning of a foreign language by developing topics that allow them to talk about the past, describe places and past situations using simple present and simple past, phrasal verbs and conditionals.</p> <p style="text-align: center;">What should I do to make the most of my English language learning?</p>		
COMPETENCE	CAPACITY	INDICATORS
ORAL EXPRESSION AND COMPREHENSION	Identify information of the texts they hear in English.	<ul style="list-style-type: none"> • Identify information about different topic of his/her interest. • Identify the verbs in the simple present and the simple past. • Analyze different messages considering voice qualities to express ideas, opinions, feelings and emotions. • Identifies tenses in oral texts.
	Infer information from the text.	<ul style="list-style-type: none"> • Deduce the information about different topics in the simple present or simple past.
	Express orally various types of texts in English.	<ul style="list-style-type: none"> • Present different topics supporting his/her opinions. • Describe places, events, facts and different situations considering feelings and emotions. • Describe what did they do on vacation.
	Interact with other people to exchange information	<ul style="list-style-type: none"> • Prepares and answers questions about past events.

	in English.	<ul style="list-style-type: none"> • Use non-verbal communication and expressions of courtesy to start, keep going and finish a presentation, a conversation or a debate.
		<ul style="list-style-type: none"> • Discriminate information from different texts.
TEXT COMPREHENSION	Identify information in various types of texts written in English.	<ul style="list-style-type: none"> • Identify main and secondary idea regarding social topics of student's interest.
	Infers implicit and explicit information in texts written in English.	<ul style="list-style-type: none"> • Identify different types of text such as e-mails, letters, leaflets, brochures and so on, which contain relevant information about personal, environmental and social issues. • Infer the communicative purpose of the text and the implicit ideas.
TEXT PRODUCTION	Adequate information according to the communicative situation.	<ul style="list-style-type: none"> • Use personal information to complete written texts. • Plan the type of text to produce and select the topic according to his/her interest.
	Write various types of texts in English with coherence and cohesion.	<ul style="list-style-type: none"> • Organize the structure of text using connectors.
		<ul style="list-style-type: none"> • Use the grammar rules and punctuation marks when writing a text.
		<ul style="list-style-type: none"> • Write different types of text in order to express emotions and feelings and comment about different points of view.
		<ul style="list-style-type: none"> • Edit text taking into account, cohesion, coherence and proofreading.

THEMATIC FIELDS		
FUNCTION	GRAMMAR	VOCABULARY
<ul style="list-style-type: none"> • Talking about present activities and past events. • Expressing opinions, agreements and disagreements. • Writing biographies. • Giving information about others. • Describing how people do things. • Expressing past habits. • Discussing family traditions now and then. • Describing a process. 	<ul style="list-style-type: none"> • Simple Present • Simple Past • Phrasal Verbs • Used to • Connectors of sequence and conclusion • Punctuation mark: the use of hyphens 	<ul style="list-style-type: none"> • Charity activities • Daily activities • Kinds of music • Past habits • Expressions of encouragement • Linking words • Words used with hyphens • Past events • Useful expressions
MOST IMPORTANT PRODUCTS		
<ul style="list-style-type: none"> • Dialogs and interactions • Worksheets 		

SEQUENCE OF SESSIONS	
<p>Session 1: I help my community 2 hours</p>	<p>Session 2 : My last trip</p>
<p>Indicator:</p> <ul style="list-style-type: none"> • Identify present activities. • Prepares and answers questions. • Describe events using present simple <p>Thematic field:</p> <ul style="list-style-type: none"> • Charity activities • Daily activities <p>Activity:</p> <ul style="list-style-type: none"> • Listen to a text and answer questions. • Oral interaction in pairs. • Identify the communicative purpose. 	<p>Indicator:</p> <ul style="list-style-type: none"> • Identify simple past telling a personal trip. • Talk about a vacation with family in the past. <p>Thematic field:</p> <ul style="list-style-type: none"> • Simple past <p>Activity:</p> <ul style="list-style-type: none"> • Oral practice in pairs and groups • Roleplays talking about last trip.
<p>Session 3: Giving my opinion 2 hours</p>	<p>Session 4: My favorite singer</p>
<p>Indicator:</p> <ul style="list-style-type: none"> • Identify opinions, agreements and disagreements. • Discuss personal opinions in the classroom. <p>Thematic field:</p> <ul style="list-style-type: none"> • Simple present • Values <p>Activity:</p> <ul style="list-style-type: none"> • Conversation about environmental organizations. • Short text writing expressing values 	<p>Indicator:</p> <ul style="list-style-type: none"> • Talk about their favorite singer. • Identify vocabulary related to music. • Discuss about types of music. <p>Thematic field:</p> <ul style="list-style-type: none"> • types of music • Musical instruments <p>Activity:</p> <ul style="list-style-type: none"> • Listen to Mozart’s biography. • Oral practice with classmates.
<p>Session 5: He sings beautifully 2 hours</p>	<p>Session 6: Close the door 2 hours</p>

<p>Indicator:</p> <ul style="list-style-type: none"> • Describe how people do things. • Identify adverbs of manner in a text. <p>Thematic field:</p> <ul style="list-style-type: none"> • Adverbs of manner <p>Activity:</p> <ul style="list-style-type: none"> • Oral interaction in pairs. • Read a text. 	<p>Indicator:</p> <ul style="list-style-type: none"> • Giving and following instructions using imperatives <p>Thematic field:</p> <ul style="list-style-type: none"> • Imperatives: affirmative and negative <p>Activity:</p> <ul style="list-style-type: none"> • Oral interaction in pairs. • Make a conversation.
<p>Session 7: I took off my jacket! 2 hours</p>	<p>Session 9: Let's check! 1 hour</p>
<p>Indicator:</p> <ul style="list-style-type: none"> • Identify phrasal verbs. • Talk about the use of hyphen in words. <p>Thematic field:</p> <ul style="list-style-type: none"> • Phrasal verbs <p>Activity:</p> <ul style="list-style-type: none"> • Oral interaction in pairs. • Read a text and answer questions. • Writing a story. 	<p>Indicator:</p> <ul style="list-style-type: none"> • Deduce the meaning of words or expressions using text data. • Describe past events using simple past, phrasal verbs and useful expressions. • Read a text and answer questions about their favorite artist. <p>Thematic field:</p> <ul style="list-style-type: none"> • Review and consolidation <p>Activity:</p> <ul style="list-style-type: none"> • Make a poster presenting your favorite character. • Oral interaction.

EXPECTED LEARNINGS (define what we do for each evaluation)			
SITUATION OF EVALUATION	COMPETENCE	CAPACITY	INDICATORS
Oral Interaction	Oral expression and comprehension	Identify information of the texts you hear in English.	• Identify information about different topic of his/her interest.
			• Identify the verbs in the simple present and the simple past.
			• Analyze different messages considering voice qualities to express ideas, opinions, feelings and emotions.
			• Identifies tenses in oral texts.
		Infer information from the text.	• Deduce the information about different topics in the simple present or simple past.
		Express orally various types of texts in English.	• Present different topics supporting his/her opinions.
• Describe places, events, facts and different situations considering feelings and emotions. • Describe what did they do on vacation.			
			• Prepares and answers questions about past events.
			• Use non-verbal communication and expressions of courtesy to start, keep going and finish a presentation, a conversation or a debate.
Read and answer questions	Text comprehension	Interact with other people to exchange information in English.	• Discriminate information from different texts.

			<ul style="list-style-type: none"> • Identify main and secondary idea regarding social topics of student's interest.
		Identify information in various types of texts written in English.	<ul style="list-style-type: none"> • Identify different types of text such as e-mails, letters, leaflets, brochures and so on, which contain relevant information about personal, environmental and social issues. • Infer the communicative purpose of the text and the implicit ideas.
Write short texts	Text production		<ul style="list-style-type: none"> • Use personal information to complete written texts. • Plan the type of text to produce and select the topic according to his/her interest.
		Infers implicit and explicit information in texts written in English.	<ul style="list-style-type: none"> • Organize the structure of text using connectors. • Use the grammar rules and punctuation marks when writing a text.
			<ul style="list-style-type: none"> • Write different types of text in order to express emotions and feelings and comment about different points of view.
			<ul style="list-style-type: none"> • Edit text taking into account, cohesion, coherence and proofreading.

BASIC MATERIALS TO BE USED IN THE UNIT

1. Application sheets
2. PowerPoint Presentations
3. Links of interest
4. Videos of interest
5. Rolls and markers
6. Flashcards
7. Lexical cards

BIBLIOGRAPHICAL REFERENCES AND CONSULTED WEB PAGES

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- Molinsky, Steven (2003). *Side by side 1: Communication Games & Activity Masters*. Longman.
- COMYNS CARR, Jane and MAGUIRE, Gabby (2012). *Speakout Starter Teacher's Resource Book*. Pearson Editorial.

Web pages

YOUTUBE

- https://www.youtube.com/watch?v=4pDlaA_bkgc -
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SLIDE SHARE

- <http://www.slideshare.net/lrenya/this-that-these-those-2392594>.

ESL VIDEO

- http://www.eslvideo.com/esl_video_quiz_beginning.php?id=2249 ADELE'S CORNER
- http://www.adelescorner.org/listening/personal_id/personal_id.html PEARSON LOGMAN
- http://www.pearsonlongman.com/ae/keystone/state/ca/pdf/apar/Skill-Sharpeners1/SS1_U01_p003.pdf ISL COLLECTIVE

LESSON PLAN N° 1

TITLE:
"HELLO I'M JANE AND..... GOOD BYE"

NUMBER OF LESSON PLAN	LEARNING UNIT	NUMBER OF THE WEEK
01 (90 MINUTS)	01	01

EXPECTED LEARNING		
COMPETENCES	CAPACITIES	INDICATORS
Oral expression and comprehension	<ul style="list-style-type: none"> Identifies the interlocutor's intention. 	<ul style="list-style-type: none"> Includes specific information from an oral text.
	<ul style="list-style-type: none"> Interact showing interest in your interlocutor. 	<ul style="list-style-type: none"> Exchange timely information with your interlocutor.

DIDACTIC SECUENCE
BEGINNING (15 minuts)
<ul style="list-style-type: none"> The teacher greets and introduces herself to the class; first with one model, then she uses another model to greet another student. With the models given, ask the students to stand up and say hello in English to their classmate with the phrase "Hello, I'm _____". The teacher counts aloud and asks that they group themselves in pairs, then three, four and so on, up to groups of ten students to exchange greetings among classmates. It also presents the numbers in English from 1 to 20. Brainstorming is held to gather previous knowledge about formal and informal greetings in English.
DEVELOPMENT (15 minuts)
<ul style="list-style-type: none"> The teacher models the pronunciation and the verbal and non-verbal gestures of the Anglo-speaking culture and then asks the students to practice the different ways of greeting. Students will observe a list with the most frequent greetings (FORMAL AND INFORMAL) on a piece of paper: "Hi, hello. Good morning, good afternoon, good evening, How are you? Fine, thank you "; and another with the most frequent farewells: "See you later, see you tomorrow, good bye, take care, see you, see you soon, bye, good night" The students also watch some videos about greeting and farewell. They are guided and encouraged to practice in their seats by the teacher. The students elaborate a brief dialogue using the sentences presented in the list and carry out the oral practice of the presented expressions.

CLOSING (15 minuts)

- The students are given worksheets to practice greetings and farewells. The activity consists of joining phrases related to greetings and farewells.
- The students are given formal and informal greeting and farewell and they have to place it in the formal or informal chart showed in the worksheet.
- **Metacognition :**
The students reflect and answer to these questions:

When should I use the different greeting expressions?
When should I use the different farewell expression?
When should I use formal or informal greetings/ farewell?

RECURSOS

1. https://www.youtube.com/watch?v=4pDlaA_bkgc
2. <https://www.youtube.com/watch?v=TXRatHroSAs>
3. Material complementario tomado de :
Tabor, Carol (2010). *English Result Elementary Photocopiable Resource book*.
ISL collective. BlogSpot/ formal and informal greetings.

III. TEXT COMPREHENSION:

a) **READ ABOUT JOHNNY’S HOLIDAYS AND ANSWER TRUE OR FALSE, THEN ANSWER THE QUESTIONS**

I always go to Chimbote to visit my grandma for holidays. We usually go in June to the festivity of “San Pedrito”. My grandma and I go to “el vivero forestal” for the fair. There are different animals and typical food such as cabrito, chanco al palo, pachamanca, juanes, tacacho, etc., last year we ate “Chanco al Palo”, the food delicious. I always play in the scrap mechanic games such as “rueda de al fortuna wheel”, “water gun fun”, “carousels” and beautiful “inflatable slides”. I sometimes go to “Malecon Grau” and look at the magical sea. I always have a good time in Chimbote.



1. WRITE TRUE OR FALSE: 6pts

Johnny always goes to Lima to visit his grandma for holidays. _____

He goes to San Pedrito fair _____

He never goes to “Malecon Grau” _____

2. ANSWER TO THE QUESTIONS.9pts

Does Johnny go to the “Vivero Forestal” for the fair?

Does He always play in the scrap mechanic games?

What other games does Johnny play?

B. REWRITE THE SENTENCES IN ORDER. 5pts

1. Nelly / doesn't / go /school / to

2. She / breakfast / has/big/ a

3. Play / videogames / don't/ we

4. To / the teacher / listens /music

5. Football / play / doesn't / he

IV. TEXT PRODUCTION:

a) ANSWER TO THE QUESTIONS USING COMPLETE ANSWERS. 10 pts

1. When do Peruvian people celebrate Independence Day?

2. When is your birthday?

3. When do we celebrate Mother's day?

4. What do you usually do in the morning?

5. What do you do on Sundays?

b) WRITE A TEXT ABOUT YOUR MOM'S DAY.

What does your mom do on the weekend? Write a short paragraph including 5 activities your mom does during the day. Include 5 verbs in present simple tense. 10 pts



ACTA DE APROBACIÓN DE ORIGINALIDAD

Yo, Lila Marisa Maguiña Alvarado

asesor / presidente de la Unidad de Investigación de la

Facultad:	Ciencias		Educación	X	Ingeniería	
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Departamento Académico: Educación y Cultura

Escuela de Posgrado	Maestría:		Doctorado	
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Programa: Idiomas : Inglés - Francés

De la Universidad Nacional del Santa. Asesor / Unidad de Investigación revisora del trabajo de Investigación intitulado:

“Communicative strategies and the English academic performance of the fifth-year secondary school students at the educational institution N° 88320 San Bartolo - Santa 2018.”

Del estudiante / docente: Claudia Herrera Castillo - Milagros Diego Quispe

De la escuela / departamento académico: Educación Secundaria - Idiomas

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Nuevo Chimbote, 14 de diciembre de 2020...

Firma:

Nombres y Apellidos del Asesor/Presidente UI: Lila Marisa Maguiña Alvarado

DNI: 32 96 64 94



DECLARACION JURADA DE AUTORÍA

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Título profesional:	(X)	Investigación anual:	()	
<ul style="list-style-type: none">➤ He citado todas las fuentes empleadas, no he utilizado otra fuente distinta a las declaradas en el presente trabajo.➤ Este trabajo de investigación no ha sido presentado con anterioridad ni completa ni parcialmente para la obtención de grado académico o título profesional.➤ Comprendo que el trabajo de investigación será público y por lo tanto sujeto a ser revisado electrónicamente para la detección de plagio por el VRIN.➤ De encontrarse uso de material intelectual sin el reconocimiento de su fuente o autor, me someto a las sanciones que determinan el proceso disciplinario.				
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Nombres y Apellidos:	Milagros Orlanda Diego Quispe			
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