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**THESIS**

**Use of communicative activities and English Language Learning in  
basic level students at the language center of Cesar Vallejo  
University.**

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**Use of communicative activities and English Language Learning in basic level students at the language center of Cesar Vallejo University.**

To my very loved sons, Ziven Javier and Boris Ethan.

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### Abstract

The thesis entitled *Use of communicative activities and English language learning in basic level students at the language center of Cesar Vallejo university*, had as general hypothesis that the use of communicative activities is significantly related to English language learning in basic level students at the language center of Cesar Vallejo University, Comas, 2017. This research has been of fundamental/descriptive type and quantitative approach with a correlational design. The population and sample were 23 students who studied Basic English at the language center of Cesar Vallejo University. After processing the results and performing the appropriate and necessary testing, the initial hypothesis was finally found to be true, confirming that the use of communicative activities is significantly related to English language learning in basic level students at the language center of Cesar Vallejo University, Comas, 2017.

**Keywords:** Communicative activities, English language learning, reading, listening, speaking, writing.

## **Introduction**

This research had as the main objective to determine the relationship between the use of communicative activities and English language learning in basic level students of the language center at Cesar Vallejo University, Comas, Lima, 2017. This topic is important for teachers of English due to the fact that language proficiency is the result of the way how students study a language.

The work has been divided into five chapters. Chapter I, has to do with the research problem, formulation of the research problem and objectives as well as the importance and limitations of the research problem. Chapter II comprises the theoretical framework, background to research, theoretical bases as well as the definition of key terms. Chapter III, has to do with hypothesis and variables, place where we present the operationalization of variables.

Chapter IV comprises research methodology. Here, we present the research approach, research method, research design, research population, research tools and techniques, research procedures and statistical treatment. This research is fundamental/descriptive - quantitative one with a correlational design. Its population was 23 students and the sample was the same number of students. The techniques used were survey, testing and experts' judgment. As instruments we used a Likert scale questionnaire, Test of English s, and the experts' opinions reports.

Chapter V is the last one. It comprises the results of the field work. Here we talk about the validation of instruments, the hypothesis testing, and discussion of results, conclusions and recommendations. Finally, after hypothesis testing we have arrived at the conclusion that the use of communicative activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

## **Chapter I.**

### **Research problem**

#### **1.1. Determination of problem**

The world-wide shift towards communicative language teaching began in the 1970s when the language teaching community took a hard look at the common practices of the teaching-learning processes and came to the conclusion that these practices were not leading students toward being communicative. Language teaching was focused on achieving linguistic competence rather than communicative competence. The attempt to make students use the target language communicatively redefined syllabuses and the need of counting on appropriate activities to reach more communicative-oriented goals emerged.

Many Latin American governments see English language acquisition as an important tool for personal and national development, for that reason they are implementing English language teaching in their national education programs setting their goals towards the achievement of communicative competence. A research carried out by the British Council in 2015 has found that Mexico, Brazil, Argentina, Colombia, Chile, Peru and Ecuador view the English language as a tool to access the global economy and through their educational policies they expect to acquire a B-2 level of English by secondary school.

In the official Peruvian program of secondary schools, the English area is aimed to reach communicative competence through the Communicative approach and the teaching-learning process is based on the use of authentic materials in diverse contextualized situations. Being a communicative user of a foreign language (English preferable) or a native language like Quechua is a mandatory requirement for university students to be able to graduate. Universities have implemented English courses into their curricular matrix and the need to hire trained teachers is increasing as well as the attempts to put into effect the approach that best guarantee fulfill the institutional objectives, being this one the communicative approach.

English language courses at the Language Center of Cesar Vallejo University are designed following conceptual aspects of the communicative approach as well as other pedagogical approaches. The present research is aimed to find out the effectiveness of the use of communicative activities towards the target language.

## **1.2. Formulation of the problem**

### **1.2.1. General problem**

To what extent is the use of communicative activities related to English language learning in basic level students of the language center at Cesar Vallejo University, Comas, Lima, 2017?

### **1.2.2. Specific problems**

SP01. To what extent is the use of functional communication activities related to English language learning in basic level students of the language center at Cesar Vallejo University, Comas, Lima, 2017?

SP02. To what extent is the use of social interaction activities related to English language learning in basic level students of the language center at Cesar Vallejo University, Comas, Lima, 2017?

### **1.3. Objectives**

#### **1.3.1. General objective**

To determine the relationship between the use of communicative activities and English language learning in basic level students of the language center at Cesar Vallejo University, Comas, Lima, 2017.

#### **1.3.2. Specific objectives**

SO01. To determine the relationship between the use of functional communication activities and English language learning in basic level students of the language center at Cesar Vallejo University, Comas, Lima, 2017

SO02. To determine the relationship between the use of social interaction activities and English language learning in basic level students of the language center at Cesar Vallejo University, Comas, Lima, 2017

### **1.4. Scope and relevance of problem**

#### **1.4.1 Theoretical relevance**

The theoretical contribution of this research will be of pivotal importance due to the facts found in the conclusions.

#### **1.4.2. Practical relevance**

Throughout the whole work on the running thesis we gained new researching skills which benefit our current and future professional performance and the results obtained in this work will benefit the people involved in this research.

#### **1.4.3. Methodological relevance**

The development of this study has helped us build, validate and apply new research instruments in order to gather information. Those research instruments can be used in future research of this type.

### **1.5. Limitations of the research**

#### **1.5.1. Geographical limitations**

This research was applied at the Language Center of Cesar Vallejo University of Comas, Province and Department of Lima, Peru.

#### **1.5.2. Time limitations**

This research took place between October and December 2017

#### **1.5.3. Resources limitations**

On the whole, the research was financed by the author's own expenses. There was not any type of finance from any public or private institution to forward this research.



## Chapter II.

### Theoretical framework

#### 2.1 Research background

This thesis reports the findings that demonstrates the relationship between the use of communicative activities and English language learning.

##### 2.1.1. National background

Barraza (2015), in his thesis entitled *Relationship between communicative teaching methodology and academic achievement in students of the sixth cycle of English at National University of Education Enrique Guzmán y Valle, La Cantuta*, 2014, arrived at the following conclusions:

1. There is a significant relationship between the communicative approach to English language teaching and academic achievement in students of the sixth cycle of the major of English at the National University of Education Enrique Guzman y Valle, La Cantuta, 2014, due to the fact that the Pearson correlation coefficient  $r = 0,775$ , indicates that the degree of correlation between variables is significant and positive, according to the correlation indexes.
2. There is an average positive relationship between the principles of communicative methodology of English language teaching and academic

achievement in students of the sixth cycle of the major of English at National University of Education Enrique Guzmán y Valle, La Cantuta, 2014, as the Pearson correlation coefficient is  $r = 0.524$ . Then the degree of correlation between the dimensions principles of communicative methodology of English language teaching and academic performance is positive medium or moderate, according to the correlation indexes.

3. There is an average positive relationship between the use of the techniques and materials of communicative teaching methodology of English and academic achievement in students of the sixth cycle of the major of English at National University of Education Enrique Guzmán y Valle, La Cantuta, 2014, as the Pearson correlation coefficient  $r = 0.513$  is. Then the degree of correlation between the dimensions of techniques and materials of the communicative approach to English language teaching and academic performance is average or moderate positive correlation, according to the correlation indexes.
4. There is an average positive relationship between the procedures of communicative teaching methodology of English and academic achievement in students of the sixth cycle of the major of English at National University of Education Enrique Guzmán y Valle, La Cantuta, 2014, because the Pearson product-moment correlation coefficient is  $r = 0.576$ , being the degree of correlation between the procedures dimension of communicative methodology of English language teaching and academic achievement is moderate, average positive correlation according to the correlation indexes.(Own translation).

Oriondo (2015), in her thesis entitled *Relationship between methodology and academic performance in students of the Basic English Course at the National University*

*of Education Enrique Guzmán y Valle, Lurigancho-Chosica, Lima, 2014*, arrived at the following conclusions:

1. Methodology is significantly related to the academic performance of the students of the Basic English Course at the National University of Education Enrique Guzmán y Valle, Lurigancho-Chosica, Lima in 2014, due to the fact that the correlation degree between variables is strong, positive and direct, 0,850 for methodology teaching English and academic performance; furthermore, the significance value is less than 0,05 with a 95% confidence interval.
2. Methodology of teaching reading is significantly related to academic performance of the students of the Basic English Course at the National University of Education Enrique Guzmán y Valle, Lurigancho-Chosica, Lima in 2014, due to the fact that The correlation degree between teaching reading and academic performance variable and is strong, positive and direct, 0,781, furthermore the significance value is less than 0,05 with a 95% confidence interval.
3. Methodology of teaching writing is significantly related to academic performance of the students of the Basic English Course at the National University of Education Enrique Guzmán y Valle, Lurigancho-Chosica, Lima in 2014, due to the fact that the correlation degree between teaching writing and academic performance variable and is strong, positive and direct, 0,786, furthermore the significance value is less than 0,05 with a 95% confidence interval
4. Methodology of teaching speaking is significantly related to academic performance of the students of the Basic English Course at the National University of Education Enrique Guzmán y Valle, Lurigancho-Chosica, Lima in 2014, due to the fact that the correlation degree between teaching speaking and academic performance variable

and is strong, positive and direct, 0,775, furthermore the significance value is less than 0,05 with a 95% confidence interval.

5. Methodology of teaching listening is significantly related to academic performance of the students of the Basic English Course at the National University of Education Enrique Guzmán y Valle, Lurigancho-Chosica, Lima in 2014, due to the fact that the correlation degree between teaching listening and academic performance variable and is moderate, positive and direct, 0,687, furthermore the significance value is less than 0,05 with a 95% confidence interval.

Huamani, Huaman and Villanueva (2015), in their thesis entitled *The communicative approach and its relationship with English language learning in students of third grade of secondary level at Pablo Patron High School, 2015*, aimed to determine the relationship between the communicative approach and English language learning in the proposed population. It has been a substantive research type, correlational design, with the descriptive method and an intentional non-probabilistic sample of 60 students. Finally, after hypothesis testing they have concluded that there is a significant relationship between “the communicative approach and English language learning in students of the third grade of secondary level at Pablo Patron High School, due to the fact that the correlation coefficient is,  $p < 0.05$  and Spearman Rho is 0,696 corresponding to an average positive correlation, indicating that the degree of correlation between variables is positive and significant in accordance with the correlation indices.

### **2.1.2. International background**

Li (2007), this thesis titled *When West Meets East: Communicative Language Teaching in China* has gotten the following conclusions:

Both Chinese teachers and Americans used the CLT approach in their teaching. As for the extent to which they used CLT, overall, variation between the two groups was not as obvious as that within groups. This encouraging finding implies that Chinese teachers have the ability to teach with the CLT approach as much as American teachers do. In spite of obstacles teachers have encountered in introducing CLT, they believe that the CLT approach will help their students speak better English. Both Chinese and American teachers have encountered different obstacles in introducing CLT, including lack of systematic understanding of the CLT approach, Chinese teachers' lack of confidence in their own English and knowledge of English cultural backgrounds, big class sizes and poor teaching equipment, Chinese students' misunderstanding of underlining theories of the CLT approach, exams focusing on the form of the language, etc. Due to these contextual obstacles, CLT cannot be transferred to Chinese classrooms without any adaptation. I agree with the post-method advocates that teachers should be able to draw on different methods and teach within the academic and administrative constraints of their particular teaching situations.

Based on the findings, recommendations are offered for teachers, students, and administrators. Only when all three parties work together, can the CLT approach make a big difference in the communicative competence of Chinese students.

Vongxay (2013), in the research entitled *The implementation of communicative language teaching (CLT) in an English department in a Lao higher educational institution: a case study*, found the following results:

Factors that affected the implementation of CLT in the Lao context related to teachers' factors include: misconceptions of CLT, traditional grammar based teaching approach, teachers' English proficiency and lack of CLT training. The issues raised from

students include: students' low English proficiency, students' learning styles and behaviours, and lack of motivation to develop communicative competence. Other difficulties caused by educational system were: the power of the examination, class size, and insufficient funding to support CLT and the last factors caused by CLT itself was: the lack of CLT interaction in society and school.

Ahmad & Rao (2013), in the research entitled *Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan* found out that it can be concluded from the data of the two empirical studies discussed above that the communicative approach is better than the traditional method (GTM) in teaching English at the higher secondary level in Pakistan. The experimental study included in this research proved the fact that, if provided with suitable conditions, Pakistani learners can increase their communicative ability. The use of the CLT approach has shown to increase motivation for learning. The survey study also signifies the possibility of implementing the CLT approach in Pakistan. The respondent teachers showed their willingness to incorporate communicative activities in classrooms. They have a good understanding of the use of the CLT approach. The identified impediments in applying the communicative approach are teacher training, students' hesitation in the use of target language, over-crowded class rooms, grammar-based examinations, and the lack of appropriate materials. However, the teachers in this study were found to be enthusiastic to apply the communicative approach in the classroom. They appeared hopeful that the problems associated with the implementation of the CLT approach in Pakistan can be overcome.

Shekari (2015), in the research entitled *Effects of communicative teaching method on the performance of students in English language in junior secondary schools in Kaduna state, Nigeria* arrived at the following conclusions:

Based on the findings of the study, the following conclusions can be deduced that students taught with interactive teaching technique performed significantly better than students taught with Conventional Method. The trend of higher performance by the experimental group could be as a result of guiding rules in the learning atmosphere provided by the teaching approach, which helped the students to master the grammatical concepts without much difficulty than the control groups. It could also be as result of the elimination of teacher strained relationship or the exciting nature of the approach in using step by step procedure in teaching and learning atmosphere. The step by step instruction procedure provided by the approach is a unique technique that could have made for better performance by the experimental group than the control groups. The effective use of interactive teaching technique could also be explained based on the presentation of the concepts with concrete teaching aids. The use of instructional aids is considered effective in enhancing performance in teaching. This situation usually enhances learning since students tend to learn more and better when more of the senses are involved. However, evidence from study revealed that school type has no significant effect on the student's performance. And that school location has a significant effect on the performance of students when taught English language with the use of interactive teaching technique.

## **2.2. Theoretical bases**

### **Subchapter I. Communicative language teaching**

The expansion of communicative language teaching (CLT) began in the 1970s, after British applied linguists noticed the need to focus language teaching on communicative proficiency instead of on just mastery of grammatical structures. The impetus for teachers and publishers to find the best ways of developing classroom activities based on communicative principles has remained since then.

Communicative language teaching or also called communicative approach pays systematic attention to functional and structural aspects of language according to Littlewood (1981). One of the major distinctive features of CLT according to the interpretations of Finocchiaro and Brumfit (1983) is that the target linguistic system is learned best throughout the process of struggling to communicate. The aim of language teaching is the development of what Hymes (1972) coined as “communicative competence”.

### **1.1. Communicative activities**

In his book, *Communicative language teaching*, William Littlewood (1981) points out that communicative language teaching pays great attention to the merge of functional (also called *meaning*) with structural features (also called *language forms*) of language into a communicative view. The structural view of language focuses on the grammatical aspects of language whereas the focal point of the functional view is on how language is used as a means of effective communication. Littlewood states that the balance of focus among forms and meanings is a matter of degree and not an inflexible concern. We should not conceive things in terms of categorical distinctions, but in terms of particular emphasis.

This research presents activities that are communicative and help learners use their linguistic competence in order to communicate specific meanings for specific purposes.

### **1.2. Types of communicative activities**

#### **A- Functional communication activities**

As language learning is learning to communicate, functional communication activities demand learners' communicative skills to convey meaning effectively in a particular situation. Learners may not use grammatical structures accurately, after all the



main purpose is to use the target language they know as effectively as possible to deal with the communicative objectives of the current situation.

The core of functional communication activities is to overcome an information gap or solve a problem. The needs that can be created for language learners are bound for the classroom situation the teacher establishes. Littlewood groups functional communication activities according to two foremost uses of language, these are:

- Using language to share information
- Using language to process information

As *sharing* does not necessarily imply restricted rules towards the learners' autonomy to cooperate entirely in exchanging information, the author already mentioned above presents the next main groups:

- a) Sharing information with restricted cooperation.
- b) Sharing information with unrestricted cooperation.
- c) Sharing and processing information.
- d) Processing information.

#### **a) Sharing information with restricted cooperation**

It is a type of activity that requires the easiest pattern of interaction. In this kind of communicative activity there are two participants or two groups. One learner (or group) has information that the other learner (or group) does not have. For the purpose of guaranteeing a lasting interaction which provides continuous practice, the knower of the information is not permitted to cooperate completely, this can only provide data in response to proper cues. These are commonly yes/no questions.

Here there are some of the types of activities which can be presented to students:

- Identifying pictures
- Discovering missing information
- Discovering missing features
- Discovering secrets

### **Identifying pictures**

Learner A has a group of pictures (4 – 6) which are very similar in content, but all of them have some different features. For instance, the position of an object, the color, the time of day, etc. Learner B takes or is given a copy of just one of the pictures. Learner A's task is to discover which picture learner B has, by asking some questions. In this activity the teacher can determine the kind of questions to be used.

### **Discovering missing information**

Both learners A and B lack of some kind of information that they would have to find by asking each other. The information can be presented in tabular form, maps, questionnaires, etc. It might be case that only one learner seeks information and the other learner answers.

### **Discovering missing features**

Learners A and B have the same picture, except that B's version lacks of some details in the picture. Learner A's task is to find out which details have been omitted in B's version.

## **Discovering secrets**

One learner in a group or the whole class has a piece of secret information, which the other students have to discover by asking certain type of questions (yes/ no questions basically). Time and a number of questions are limited, the secret students must discover may be a profession, a famous person, an object, a country, or any other kind of information.

### **b) Sharing information with unrestricted cooperation**

In order to empower more elaborated patterns of communication it is necessary to lessen the rules that restrict the cooperation (as a consequence the interaction) between participants. To this point, learners are allowed to cooperate fully when dealing with the information gap. Many activities presented in the previous group can be developed in this category, by just giving learners freedom to solve their communication problems the way they consider suitable.

Some activities that can be conducted are:

- Discovering differences
- Communicating patterns and pictures

### **Discovering differences**

Learners A and B are given each one a picture, the picture that learner A has in hands differs from the other in some aspects, like people in different positions, a car is different color, or any other detail. Both learners should discuss their pictures in order to find out the differences. This activity can also be worked among groups,

learners in each group must discover how many different pictures there are and to extend the task they can also find out the different features in their images.

### **Communicating patterns and pictures**

Learners are presented a pattern or picture, they may also be asked to draw a picture themselves or arrange the patterns according to their criteria, all this to be communicated to a partner whose task is to reproduce as exactly as possible the same picture or pattern; for example, the picture of a person, the pattern of a city, etc.

### **c) Sharing and processing information**

The two previous groups of activities presented until now demand the sharing of factual information. Participants' task achievement is aimed to get information owned by others. In this category of activities a further dimension is added. What students should do is not only share data, but discuss or evaluate it in favor of solving a problem.

Many of the activities in this category are based on the "jigsaw" principle, in which each learner has specific information to be shared; learners must group all pieces of information to solve a specific problem. Here some activities to be developed:

- Reconstructing story-sequences
- Pooling information to solve a problem

### **Reconstructing story-sequences**

Learners are grouped in order to reconstruct a story, each member of the group is given a picture, taken from a picture-strip story split into separate pictures.

Learners in the group must describe their pictures without showing it to the group, the main task is to find out the original sequence of the story. This activity can also be worked without pictures, but with a printed story split into paragraphs, in here each learner has to summarize his or her text and maybe answer questions put by others from the group; the group as a whole must reconstruct the story by discussing and considering all details provided by themselves.

### **Pooling information to solve a problem**

In this kind of activities each learner of a group owns specific information which must be shared with the others in order to come up with the whole information to solve a specific problem as for example: seeking the quickest way from one place to another, an itinerary to plan visits around a city, finding out the criminal according to the clues. In most of the cases learners have incomplete versions that they will have to pool through discussion and then solve the assigned problem.

### **d) Processing information**

In this last type of functional communication activities students do not need to share information. They have access to all data, to discuss and evaluate it in pairs or groups to solve a specific problem or make a decision. Activities here are similar to problem-solving situations out of the classroom, there is a wide range of situations that can be adapted to the needs and interests of the students.

The activities can be of the following type: making decisions on what things to take for a camping trip, choosing gifts for a group of people considering their interests without exceeding the amount of money, and so on. Learners must evaluate

the best options and be able to justify their choices, they also have to take into account the emotional implications of alternative responses in their dialogues.

### **B- Social interaction activities**

This type of activities add a further dimension to the functional activities discussed previously. Here learners must pay attention to the social as to the functional meanings that language implies. Activities are very similar to the type of communicative situations learners face out of the classroom, where language serves not only as a functional tool, but also as a way of social behavior.

This additional dimension can be added to many of the functional activities, in which learners are required to simulate social roles in their interaction. They should try to communicate according to the social conventions real friends would express themselves when dealing with that kind of situation. Through this extra dimension, activities become “social interaction activities”.

The activities that can be performed for the varied social contexts that might be faced out of the classroom are in the form of simulation and role-playing.

#### **Simulation and role-playing**

- a) Role-playing controlled through cued dialogues
- b) Role-playing controlled through cues and information
- c) Role-playing controlled through situation and goals
- d) Role-playing in the form of debate or discussion
- e) Improvisation

**a) Role-playing controlled through cued dialogues**

Learners role-play dialogues following cues printed on separate sheets, here an example:

Learner A	Learner B
You call B	Answer learner's A phone call
A: Greet B	A:
B:	B: Greet A
A: Ask B what he/she is doing	A:
B:	B: Say you are playing computer games
A: Invite A to your place to watch a movie	A:
B:	B: Accept A's invitation
A: Express pleasure	A:

This activity requires that learners listen carefully to their partners before giving a response, besides that the cues make predictions of what the other is going to say possible. Moreover, teachers can use cued dialogues to elicit structures which has been taught. This semi-communicative use of forms helps learners use them later in spontaneous communicative situations.

**b) Role-playing controlled through cues and information**

Similar to the previous kind of role-plays, however learners here need to gather information or get a service, for example: in a hotel, where a prospective guest asks for information to the hotel's manager; in a travel agency, where one learner needs information about train times and famous touristic places and the other learner has all the required data. Here an example:

*Student A: You get to a hotel one morning. At the entrance you meet the manager and:*

*Ask if there are free rooms*

*Ask for the price and what it includes*

*Mention the nights you are planning to stay there*

*Student B: You are the manager of the hotel. You have single and double rooms.*

*The prices are 50 soles (single rooms) and 80 (double rooms), including breakfast.*

*There are different facilities at the hotel like free parking, a smoking room and Free Wi-Fi internet access.*

### **c) Role-playing controlled through situation and goals**

In the previous activities a framework of specific cues are provided to learners, enabling the teacher to have control of the interaction and ensuring a particular range of meanings. In addition, the cues give learners a supportive structure which ease them of the responsibility for making the interaction by themselves. Here the teacher does not abandon the help of specific cues, but the core of the activities is the achievement of situation and the goals that students are expected to accomplish through communication. For example:

*Student A: You wish to buy a house for you and your family. You are with the real estate agent. You need some information about two houses in an old town near a big local park. You are also interested in getting some comments of the house from the previous owners. You can pay up to \$30 000.*

*Student B: You are a real estate agent. You are in charge of finding customers for two houses in an old town near a big local park. The previous owners of the*



*two houses are willing to help you sell the houses. The houses are different size, the smaller one is \$ 25 000 and the bigger one is over \$ 30 000 and that one has a beautiful yard.*

**d) Role-playing in the form of debate or discussion**

This is a role-playing activity in the form of a debate or discussion about a real or simulated issue. Learners must have sufficient knowledge about the issue to share, diverse opinions or interests to defend; by the end of the activity they have to come to a decision. The skills that students need to put into practice are almost the same to those in problem-solving activities, the simulated roles assure that there will be enough diverse opinions to support the interaction.

Here an example:

*The government is thinking about lowering the voting age in your country (to 16), in order to decide taking into account what the population think about it, two representatives from three political parties have been invited to discuss the topic at the palace of government. The discussion will be held with the President's representative and the three others mentioned before. The final conclusions will be highly taken into account in the next meeting at the congress.*

*Student A: You are the President's representative. You are very interested in listening to people's opinions.*

*Student B: The party you represent is in favor of lowering the voting age.*

*Student C: The party you represent is against the prospective law.*

*Student D: The party you represent is in favor of lowering the voting age to 17.*

**e) Improvisation**

This is the last type of role-playing activities and the least controlled. Students are given a stimulus-situation, which they have to understand and exploit in

any way they desire. They might be asked to take particular identities.

Improvisation might start with a simple common situation in which learners are required to project themselves. For instance students can be asked to improvise a setting in which a tourist to their town asks recommendations to what is worth seeing; or a reunion among old school friends who have not seen each other since they finished secondary school.

## **Subchapter II. English language learning**

### **2.1. Definitions of learning**

Driscoll (2004), a well-known and respected psychologist specialized in Educational Psychology, refers to learning as a lifelong activity, which occurs intentionally in formal instructional settings and incidentally through experience. For the author it comprehends a large number of competencies, from knowledge of simple facts to considerable skill in complex and difficult procedures. Learning sometimes demands great effort and sometimes it just lacks of difficulty to happen.

Brown (2000) points out that contemporary dictionaries reveal that learning is “acquiring or getting of knowledge of a subject or skill by study, experience, or instruction”(Brown, 2000, p7). Another definition, which is considered more specialized by the author is expressed as follows: (Brown, 2000, p7) “learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice (Kimble & Garnezy,1963)”.

Ormrod (2012) suggests that learning is the vehicle through which we acquire skills, knowledge and also attitudes, values, and emotional reactions. She also defines learning as “a long-term change in mental representations or associations as a result of experience.” (Ormrod, 2012, p4).

Gross (2010) interprets learning as the acquisition of new knowledge or modification and reinforcement of the existing one, behaviors, values, skills or preferences which might lead to a potential process of change in synthesizing information.

## **2.2. Theories of learning**

Learning theories are a set of principles that explain how learning occurs. Those principles are in many cases a guide in the selection of instructional tools, techniques and strategies to promote learning. Three main viewpoints lead learning theories; behaviorism, cognitivism and constructivism.

### **Behaviorism**

Behaviorism or behavioral psychology refers to a psychological approach concerned with observable stimulus-response behaviors. This approach states that all human or animal behaviors are reflexes due to a response to certain stimuli in the environment. The most influential classical behaviorist is the well-known Ivan Pavlov. In the words of Brown (2000, p80) Pavlov stated that “learning process consisted of the formation of associations between stimuli and reflexive responses”.

Pavlov noticed a salivation effect of their dogs whenever they were fed and even when they saw him entering the room with or without food. This fact which he called an “unconditioned response” was the starting point to the experiments he later carried out. He decided to train a dog and through some repeated actions the dog’s salivation became a conditioned effect due to some stimulus; as this response was learned or conditioned, it was called then a “conditioned response”.

Pavlov’s findings were labeled as *classical conditioning* and it was later developed by Jhon Watson, who at the same time coined the term *behaviorism*. For Watson the

process of classical conditioning was in the capability of explaining all aspects of human psychology, he denied the existence of awareness. (Brown, 2000, p.80) “Watson contended that human behavior should be studied objectively, rejecting mentalistic notions of innateness and instinct”.

Classical conditioning has had a great influence on the different teaching principles that are applied nowadays, however the several studies and findings that came out afterwards have helped improved the notions we have on teaching and learning.

### **Cognitivism**

Cognitivism or cognitive psychology is a theoretical framework that emerged in the late 1950s as a response to behaviorism, for cognitivists human beings were not viewed as collections of responses to certain external stimulus, but as information processors. They paid great attention to the complexity of mental phenomena, which was neglected by behaviorists.

The APA Dictionary of Psychology 2<sup>nd</sup> Ed. (2015, p. 206) defines cognitive psychology as “the branch of psychology that explores the operation of mental processes related to perceiving, attending, thinking, language, and memory, mainly through inferences from behavior”. Groome (2014) also notes that the focus of study in cognitive psychology is on the way the brain processes information and it involves some fundamental stages of cognitive processing: perception, learning and memory storage, thinking and language. Unesco (\*) remarks that “In cognitive psychology, learning is understood as the acquisition of knowledge: the learner is an information-processor who absorbs information, undertakes cognitive operations on it, and stocks it in memory”.

The different attempts to best understand the human mind led cognitivists claim psychologists to focus the eye on the study of thinking and make it its own field, the understanding of human behavior can not only be measured out of observable facts. Without a doubt cognitivism has greatly contributed to later findings.

### **Constructivism**

Constructivism came forth from the different findings accumulated about human learning by the 1970s and 1980s. Ormrod (2012) suggests that learners do not acquire knowledge by just absorbing information, but they actively attempt to organize and make it significant, usually in a unique manner. Theorists depict learning “more as constructing knowledge rather than directly acquiring it from the outside world. Some (but not all) theorists refer to this perspective as constructivism rather than information processing theory” Ormrod (2012, p155).

### **2.3. Learning English language skills**

From the educational point of view, the acquisition of a new language has somehow different implications considering the nature of the teaching-learning process; as this research is focused on ELL (English language learning) it will only explore the main concerns related to it. English language educators are aware of the distinctions between English language learning as a second language and English language learning as a foreign language. English as a second language (ESL) comprises the acquisition of the target language in situ, it means in an English-speaking country, it might happen because English is the learner’s official language but not necessarily their first language or mother tongue or because the learner may have moved to an English speaking country and needs to use English as a means of communication, for academic purposes or others; whereas on the

other hand English as a foreign language (EFL) indicates that English is learnt in a non-English-speaking country, as part of an educational program for instance.

In Peru, English is taught as a foreign language as we are not in a context of an English-speaking country. In the world of English language teaching four main domains are the core of study, these are the so called four language skills, so in order to assume that a person is an English language speaker, he or she is expected to have developed listening, reading, writing and speaking skills.

“Language was thought to consist of four main skills: listening to spoken language, speaking, reading written language, and writing”. Cook (2001, p6). These four skills are said to be interrelated to one another; as language users we can notice from our own experience that we listen what is spoken and we read what is written, we can write from what was heard and so on, therefore we cannot assume that these skills work in an isolated way. The achievement of communicative competence depends greatly on the development of the four skills. And we say greatly and not absolutely since there are other factors involved in communicative competence that are not a matter of discussion in this research.

The four skills have subskills which are taken into account to plan the activities used in the classroom. This research is considering different ELT experts' contributions on this issue.

### **Listening**

Listening is considered the most difficult skill to develop among the four skills and historically has been the most neglected in English language learning settings, it has even been coined as “the Cinderella skill”. Usó-Juan & Martínez-Flor (2006) point out that listening implies a complex process which enables the understanding and interpretation of

spoken messages through the use of diverse linguistic elements. English language teaching experts' contributions have helped with a better understanding of how to develop this skill and how important it is to reach communicative competence.

Celce-Murcia, Brinton & Snow (2014) present a guide for English language teachers “as a guide for teachers to plan listening tasks, Vandergrift and Goh (2012) identify six core skills that are integral to the listening process” Celce-Murcia, Brinton & Snow (2014, p78); these are:

- 1- Listen for details
- 2- Listen selectively
- 3- Listen for global understanding
- 4- Listen for main ideas
- 5- Listen and infer
- 6- Listen and predict

### **1- Listen for details**

In this type of listening task the aim is to identify specific kind of information which is relevant to the listening purpose, for example words, names, places, numbers, etc.

### **2- Listen selectively**

Language learners should pay special attention to some parts of the oral text and ignore others which are not important for the task. The understanding of the overall text is not necessary.

### **3- Listen for global understanding**

It implies the global comprehension of the oral text to get the general idea.

#### **4- Listen for main ideas**

It means the understanding of key points or propositions in a text, as for example supporting ideas of an argument, instructions for doing things and important events in a story.

#### **5- Listen and infer**

It consists in making up for information that is missing, not clear or puzzling in the oral text by the use of various resources, for instance background knowledge, visual cues and speaker's tone.

#### **6- Listen and predict**

Guess what is going to be said previously or while listening through the use of cues from the context or background knowledge.

### **Speaking**

There are some necessary sub-skills or also called micro skills that should be worked in order to achieve speaking skills, language learners should be helped to develop these sub-skills into the classroom due to the fact that it is really difficult to acquire them out of academic settings. Lackman (2010)

- Fluency
- Accuracy with words & pronunciation
- Using functions
- Turn-taking skills
- Relevant length
- Responding and initiating



- Repair and repetition
- Range of words and grammar
- Discourse markers
- **Fluency**  
It is the capacity to produce message with a logical flow with no previous plan or rehearsal.
- **Accuracy with words & pronunciation**  
It refers to the use of words, structures and pronunciation correctly, accurately.
- **Using functions**  
It implies the employment of specific phrases for particular purposes such as giving advice, apologizing, etc.
- **Turn-taking skills**  
It involves knowing how and when to interrupt, prompt the interruption or avoiding one.
- **Relevant length**  
It entails the practice of appropriate length of discourse, the ability to understand the situation, context, the expected length of a turn. For example, a short answer may be expected for a survey but not for a job interview.
- **Responding and initiating**  
It implies being able to manage a conversation by making responses, asking for a response or introducing a new topic or idea.
- **Repair and repetition**  
Repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.

- **Range of words and grammar**

Consisting of the use of particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.

- **Discourse markers**

Using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize).

## **Reading**

Listening and reading are frequently referred to as receptive skills since they both share generalities about the way language learners extract information and process meaning from the discourse they see or hear. Hammer (2001) suggests the following skills:

- a) Identifying the topic
- b) Predicting and guessing
- c) Reading and listening for general understanding
- d) Reading and listening for specific information
- e) Reading and listening for detailed information
- f) Interpreting text

### **a) Identifying the topic**

Consisting of the ability to grasp the topic of a written or spoken text very fast. Language learners use their own schemata to get an idea of the message quickly.

### **b) Predicting and guessing**

Students make assumptions or guess in order to understand what is being written or spoken, they do it using their initial understanding of the content, their following reading

and listening is the base to confirm or readjust their expectations of what they have previously predicted.

### **c) Reading and listening for general understanding**

It implies the ability to grasp a stream of discourse and understand the general idea or gist of it without thinking too much of the details, which are not relevant to the task. A term frequently used for this is *skimming*.

### **d) Reading and listening for specific information**

In here, language learners go through the written or oral text looking for specific details ignoring all the other information until identifying the particular item they need. This skill is often called *scanning*.

### **e) Reading and listening for detailed information**

Students read or listen to understand in detail; real examples of this is when language users attempt to follow written instructions or directions, or also the description of scientific procedures.

### **f) Interpreting text**

It refers to the ability of students to deduce meaning from the text, go beyond the words in a text, by using different resources to understand what is implied or suggested.

## **Writing**

Students should be trained to deal with the following assessment criteria:

- Content
- Communicative achievement

- Organization
- Language
- Content

This focuses on how well students fulfill the task, if they do what they are asked to do.

- **Communicative achievement**

This focuses on how appropriate the writing is for the task, and whether the student uses the appropriate register.

- **Organization**

It deals with the way students put together the piece of writing, if it is logical and ordered.

- **Language**

This focuses on vocabulary and grammar. It includes the range of language as well as how accurate it is.

Adapted from <http://www.cambridgeenglish.org/images/231794-cambridge-english-assessing-writing-performance-at-level-b1.pdf>

## 2.3. Definition of key terms

### **Approach:**

A particular method or strategy used to achieve a goal or purpose.

**Acquisition:**

The attainment by an individual of new behavior, information, or skills or the process by which this occurs. Although often used interchangeably with learning, acquisition tends to be defined somewhat more concretely as the period during which progressive, measurable changes in a response are seen.

**Language acquisition:**

The process by which children learn language. Although often used interchangeably with language development, this term is preferred by those who emphasize the active role of the child as a learner with considerable innate linguistic knowledge.

**Skill:**

An ability or proficiency acquired through training and practice.

**Theory:**

A principle or body of interrelated principles that purports to explain or predict a number of interrelated phenomena.

## **Chapter III.**

### **Hypothesis and variables**

#### **3.1. Hypothesis**

##### **3.1.1. General hypothesis**

The use of communicative activities is significantly related to English language learning in basic level students of the language center at Cesar Vallejo University, Comas, Lima, 2017.

##### **3.1.2. Specific hypothesis**

SP01. The use of functional communication activities is significantly related to English language learning in basic level students of the language center at Cesar Vallejo University, Comas, Lima, 2017.

SP02. The use of social interaction activities is significantly related to English language learning in basic level students of the language center at Cesar Vallejo University, Comas, Lima, 2017.

### 3.2. Variables and operationalization of variables

Variables	Dimensions	Indicators
<b>Variable 1: Communicative activities</b>	Functional communication activities	A- Using language to share information <ul style="list-style-type: none"> <li>• Sharing information with restricted cooperation:               <ul style="list-style-type: none"> <li>➤ Identifying pictures</li> <li>➤ Discovering missing information</li> <li>➤ Discovering missing features</li> <li>➤ Discovering secrets</li> </ul> </li> <li>• Sharing information with unrestricted cooperation               <ul style="list-style-type: none"> <li>➤ Discovering differences</li> <li>➤ Communicating patterns and pictures</li> </ul> </li> </ul> B- Using language to process information <ul style="list-style-type: none"> <li>• Sharing and processing information               <ul style="list-style-type: none"> <li>➤ Reconstructing story-sequences</li> <li>➤ Pooling information to solve a problem</li> </ul> </li> </ul> Processing information
	Social interaction activities	<ul style="list-style-type: none"> <li>• Simulation and role-playing               <ul style="list-style-type: none"> <li>➤ Role-playing controlled through cues dialogues</li> <li>➤ Role-playing controlled through cues and information</li> <li>➤ Role-playing controlled through situation and goals</li> <li>➤ Role-playing in the form of debate or discussion</li> </ul> </li> </ul> Improvisation
<b>Variable 2: English language learning</b>	Listening	Listen for details Listen selectively Listen for global understanding Listen for main ideas Listen and infer Listen and predict
	Speaking	Fluency Accuracy with words & pronunciation Using functions Turn-taking skills Relevant length Responding and initiating Repair and repetition Range of words and grammar Discourse markers
	Reading	Identifying the topic Predicting and guessing Reading and listening for general understanding Reading and listening for specific information Reading and listening for detailed information Interpreting text
	Writing	Content Communicative achievement Organisation Language

## **Chapter IV.**

### **Methodology**

#### **4.1. Research approach**

Quantitative research most often uses deductive logic, in which researchers start with hypotheses and then collect data which can be used to determine whether empirical evidence to support that hypothesis exists. (<http://www.statisticssolutions.com/quantitative-research-approach/>). A type of educational research in which the researcher decides what to study; asks specific, narrow questions; collects quantifiable data from participants; analyzes these numbers using statistics; and conducts the inquiry in an unbiased, objective manner.( [http://education.nova.edu/Resources/uploads/app/35/files/arc\\_doc/quantitative\\_research\\_methods.pdf](http://education.nova.edu/Resources/uploads/app/35/files/arc_doc/quantitative_research_methods.pdf)

#### **4.2. Research type**

Goddard and Melville (2006) assert that descriptive research is “research in which a specific situation is studied either to see if it gives rise to any general theories, or to see if existing general theories are borne out by the specific situation”(p.9). That is to say that descriptive research concentrates on finding facts to ascertain the nature of something as it exists.



### **4.3. Research design**

Schweigert (2012) points out that “In many studies the researcher is looking to identify relationships, or more accurately, the degree to which relationships exist between and among dependent and independent variables”.(p.160). Porter and Carter (2000) add up that “Correlational research studies go beyond simply describing what exists and are concerned with systematically investigating relationships between two or more variables of interest” (pp.17).

### **4.4. Population and sample**

The population was 23 basic level students at the language center of Cesar Vallejo University, Lima in 2017.

### **4.5. Techniques and instruments of data collection**

#### **4.5.1. Data collection technique**

##### **Survey**

A survey, according to a series of scientific rules, is based on a number of questions related to one or more topics which are applied to a sample of selected people that make that sample, as a whole, representative of the general population from which it comes.

#### **4.5.2. Instruments of data collection**

The instruments were selected in accordance with the design and the purposes of the research, they are - a questionnaire about “Communicative Activities” which contains 14 items, and a test on “English Language Learning” which contains 6 sections.

### **a) Communicative Activities Instrument**

#### **Data sheet**

Name of the data sheet: Questionnaire to Measure the Communicative Activities

Name of the author: Application mode: Individually and collectively

Application time: Within 10 to 15 minutes, approximately

Application group: Students from 20 years and over

Significance: Perception of communicative activities in students

Type of answer: The items are answered through Likert scale which contains five values

#### **Objective:**

The questionnaire is part of this study in which the objective is to obtain information about the perception level of the communicative activities at the basic level students at the Language Center of the Universidad César Vallejo, 2017.

#### **Application Nature**

The questionnaire is an instrument based on the inquiry technique, it is anonymous, so that the respondents are asked to answer honestly.

#### **Description:**

The questionnaire contains 14 items, each one has five possible answers: Never (1), Rarely (2), Sometimes (3), Often (4), and Always (5). Besides, the respondent can check only one alternative, with a cross (X). If more than one alternative is checked, the answer shall be invalidated.

### Organization:

The dimensions evaluated in the communicative activities are the following:

- a) Functional Communicative Activities
- b) Social Interaction Activities

**Table 1.**

*Specifications table for the Communicative Activities Questionnaire*

Dimensions	Questionnaire organization		Percentage
	Items	Total	
Functional Communicative Activities	1,2,3,4,5,6,7,8,9	9	64,29%
Social Interaction Activities	10,11,12,13,14	5	35,71%
Total of items		14	100,00%

**Table 2**

*Levels and ranges in the Communicative Activities Questionnaire*

Levels	Very poor	Poor	Regular	Good	Very good
Functional Communicative Activities	4 – 16	17 – 23	24 – 31	32 – 38	39 – 45
Social Interaction Activities	5 – 9	10 – 13	14 – 17	18 – 21	22 - 25
Communicative Activities	14 – 25	26 – 36	37 – 48	49 – 59	60 – 70

## **b) English Language Learning Instrument**

### **Data sheet**

Name of the data sheet: Test on English Language Learning Name of the author:

Application mode: Individually and collectively

Application time: Within 20 to 50 minutes, approximately

Application group: Students from 20 years and over

Significance: English language learning level at students

Type of answer: The items are answered through the binomial scale.

### **Objective:**

The test is part of this study in which the objective is to obtain information about the English language learning level at the basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

### **Application Nature**

The test is an instrument based on the observation technique, so that students are asked to answer honestly.

### **Description:**

The instrument contains 6 sections, its scale is vigesimal.

### **Organization:**

The dimensions evaluated in English language learning are the following:

a) Listening

- b) Speaking
- c) Reading
- d) Writing
- e) Grammar
- f) Vocabulary

**Table 3**

*Specifications table for the English Language Learning Questionnaire*

Dimensions	Questionnaire organization Items	Total	Percentage
Listening		1	16,67%
Speaking		1	16,67%
Reading		1	16,67%
Writing		1	16,67%
Grammar		1	16,67%
Vocabulary		1	16,67%
Total of items		6	100.0%

**Table 4**

*Levels and ranges of the English Language Learning Questionnaire*

Levels	Very poor	Poor	Regular	Good	Very good
Listening	0 – 2	3 – 4	5 – 6	7 – 8	9 – 10
Speaking	0 – 2	3 – 4	5 – 6	7 – 8	9 – 10
Reading	1	2	3	4	5
Writing	1	2	3	4	5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
English Language Learning	0 – 8	9 – 16	17 – 24	25 – 32	33 – 40

#### 4.6. Statistical treatment

The SPSS version 23 software is going to be used for the data processing, as described by Hernández, et al. (2014, p. 273), SPSS (Statistical Package for the Social

Sciences), developed at the University of Chicago, it is one of the most known software and currently is property of IBM. Additionally, Cronbach's alpha is going to be used to measure the instrument reliability; Kolmogorov Smirnov for the data normality since the sample is higher than 56 subjects, so it is going to be helpful to take a statistical decision. Pearson's  $r$  is going to be used if the data is regular and Spearman's  $\rho$  if the data is not regular.

## Chapter V.

### Results

#### 5.1. Validity and reliability of instruments

##### Instruments Validity

##### Content Validity Analysis of the Communicative Activities Questionnaire by the Expert Judgment

The instrument validity: It measured the content validity, in which the objective was to collect opinions and suggestions from the experts on teaching with master and doctorate academic degrees in Educational Sciences. In this procedure, each expert gave an evaluative judgment on a set of aspects related to the communicative activities questionnaire. The values ranged between 0 and 100 %. Taking into account that the mean score of the judgments given by each expert was 84,9%, the superior qualifying higher than 80 % was considered as the indicator that the communicative activities questionnaire met the appropriate category in the assessed aspect. The results are shown in the following table:

Table 5

*Content validity of the Communicative Activities Questionnaire by the Expert Judgment*

Experts	Communicative activities	
	Percentage	Opinion
Mean	90,00%	Applicable

a) **Content validity Analysis of the English Language Learning Test by the Expert Judgment**

**The instrument validity:** It measured the content validity, in which the objective was to collect opinions and suggestions from the experts on teaching with master and doctorate academic degrees in Educational Sciences. In this procedure, each expert gave an evaluative judgment on a set of aspects related to the English language learning. The values ranged between 0 and 100 %. Taking into account that the mean score of the judgments gave by each expert was 85,4 %, the superior qualifying higher than 80% was considered as the indicator that the English language learning questionnaire met the appropriate category in the assessed aspect. Results are shown in the following table:

**Table 6**

*Content validity of the English Language Learning by the Expert Judgment*

Experts	English language learning	
	Percentage	Opinion
Mean	90,00%	Applicable

**Table 7**

*Values of the Validity Levels*

Values	Validity levels
91 – 100	Excellent
81 - 90	Very good
71 - 80	Good
61 - 70	Regular
51 – 60	Poor

Source: Cabanillas A., G. (2004, p. 76).

Given the instruments validity by the experts judgment, in which the questionnaire and the English language learning test the values obtained were 90% and 90%



respectively, so it can be inferred that the two instruments have very good validity.

### **Communicative Activities Instrument Reliability**

At this time, for the reliability calculation by the internal consistency method, on the basis that, if the questionnaire contains questions with several possible answers, as this is the case; the CRONBACH'S ALFA reliability coefficient is used. So that the following steps were taken:

- a. In order to determine the instruments reliability degree by the internal consistency method; first, a pilot sample of 10 persons of the population was determined. Later, the instrument was applied in order to determine the reliability degree.
- b. Later, the instruments reliability coefficient was estimated by the internal consistency method, in which the objective was to find the variance of each question, at this case the variances of the questions were found according to the instrument.
- c. Later, the obtained values are added, the total variance is found and the existing reliability level is established; for that purpose the Cronbach's alpha coefficient was used, thus, it is:

$$\alpha = \frac{K}{K-1} \left[ 1 - \frac{\sum S_i^2}{S_t^2} \right]$$

Which:

$K$  = Number of questions

$S_i^2$  = Variance of each question

$S_t^2$  = Total variance

d. From the observation of the obtained values, they are.

**Table 8**

*Inquiries reliability level by the Internal Consistency Method*

Inquiry	N° de items	N° of cases	Cronbach's alpha
Communicative activities	14	5	0,871

Source: By the researcher

### **Reliability for the Instrument of the English Language Learning Variable**

The instrument reliability is going to be found using the internal consistency procedure with the Kuder Richardson – 20 coefficient. In this case, for the reliability calculation by the internal consistency method, on the basis that if the instrument contains two possible answers, as it is the case; the Kuder Richardson – 20 reliability coefficient is going to be used.

The internal consistency of a scale is determined by the coefficient analyzing the mean correlation of one variable with all the other variables integrating such scale; for that the items are options in binomial scale.

The reliability process was carried out, for which it was necessary to apply a pilot sample to a small percentage of the study sample, a total of 10 students.

## KUDER RICHARSON 20

$$r_{20} = \left( \frac{K}{K-1} \right) \left( \frac{\sigma^2 - \sum pq}{\sigma^2} \right)$$

Which:

K = Number of items in the instrument

p = People percentage, answering each item correctly

q = People percentage, answering each item incorrectly

$\sigma^2$  = Total Variance of the instrument.

**Table 9**

*Confidentiality level of the English Language Learning Test*

Inquiry	N° of items	N° of cases	Kuder Richardson 20
English language learning	6	5	0,731

Source: Appendix

The values obtained after the instruments application to the pilot groups to determine the confidentiality level based on the two variables, can be observed in the following table:

Table 10

*Values of the confidentiality levels*

Values	Confidentiality levels
0,53 or less	Null reliability
0,54 to 0,59	Slight reliability
0,60 to 0,65	Reliable
0,66 to 0,71	Very reliable
0,72 to 0,99	Excellent reliability
1,0	Perfect reliability

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Source: Hernández S., R. *et al* (2006). Metodología de la investigación científica. Mac Graw Hill. Mexico. (4.<sup>a</sup> ed.). Pag. 438 – 439.

Given that in the application of the Communicative Activities Questionnaire the value obtained was 0,871 and in the English Language Learning Questionnaire application the value obtained was 0,731, it can be inferred that both instruments have excellent reliability.

## 5.2. Presentation and analysis of results

### 5.2.1. Descriptive level

#### 5.2.1.1. Description of the Variable and Communicative Activities Dimensions

**Table 11**

*Frequency distribution of the Communicative Activities Variable*

Levels	Range	Absolute frequency (f)	Relative frequency (%)
Very good	[60 - 70]	13	56,5%
Good	[49 - 59]	5	21,7%
Regular	[37 - 48]	5	21,7%
Bad	[26 - 36]	0	0,0%
Very bad	[14 - 25]	0	0,0%
Total		23	100,0%

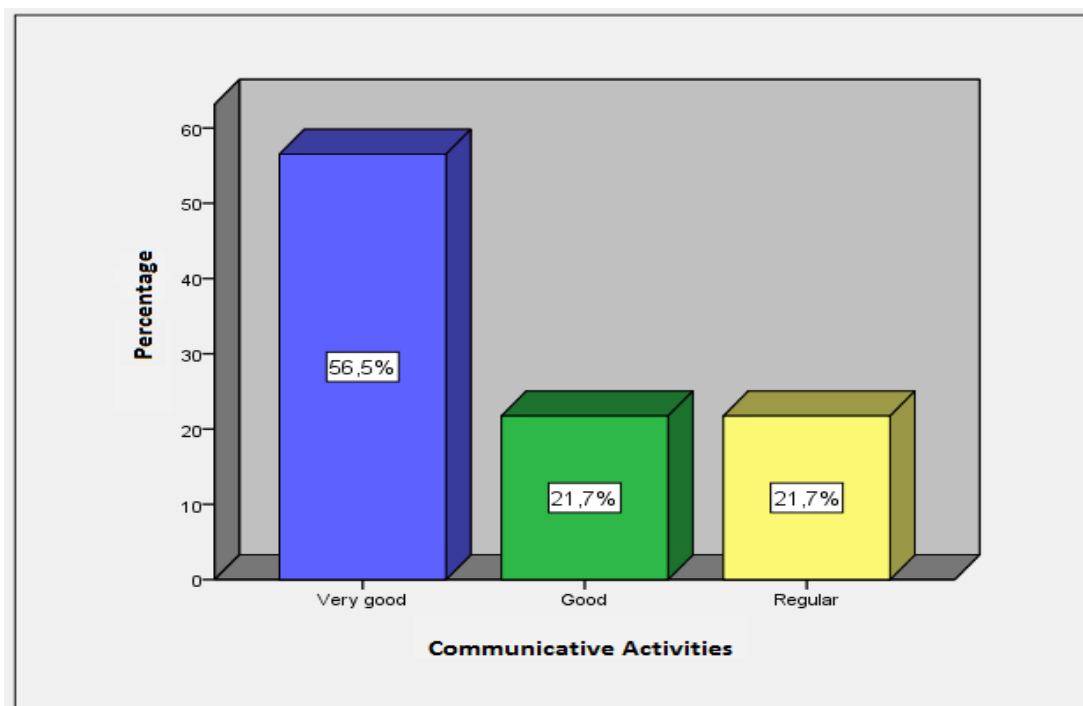


Figure 1. Communicative Activities

In In Table 11 and Figure 1, from a sample of 23 students, 56,5% (12) consider that communicative activities are very good, followed by 21,7% (5) that consider communicative activities are good and finally, the other 21,7% (5) consider that communicative activities are regular.

**Table 12**

*Frequency distribution of the Functional Communicative Activities Dimension*

Levels	Range	Absolute frequency (f)	Relative frequency (%)
Very good	[39 - 45]	13	56,5%
Good	[32 - 38]	6	26,1%
Regular	[24 - 31]	4	17,4%
Bad	[17 - 23]	0	0,0%
Very bad	[9 - 16]	0	0,0%
Total		23	100,0%

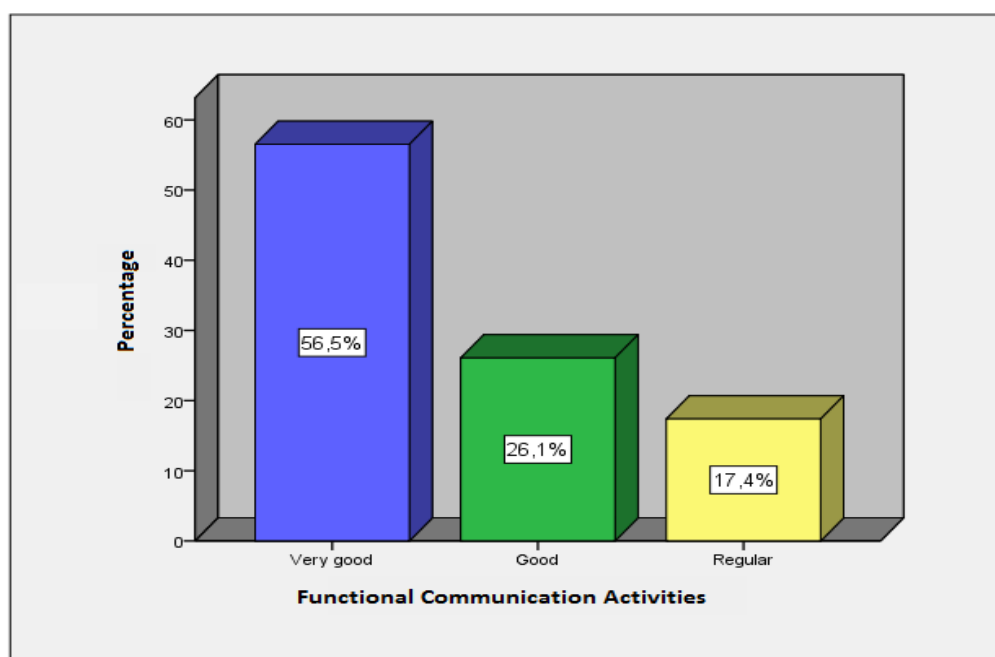


Figure 2. Functional Communicative Activities

In Table 12 and Figure 2, from a sample of 23 students, 56,5% (13) consider that functional communicative activities are very good, followed by 26,1% (6) consider that functional communicative activities are good and the other 17,4% (4) consider that functional communicative activities are regular.

**Table 13**

*Frequency distribution of the Social Interaction Activities Dimension*

Levels	Range	Absolute frequency (f)	Relative frequency (%)
Very good	[22 - 25]	9	39,1%
Good	[18 - 21]	10	43,5%
Regular	[14 - 17]	3	13,0%
Bad	[10 - 13]	1	4,3%
Very bad	[5 - 9]	0	0,0%
Total		23	100,0%

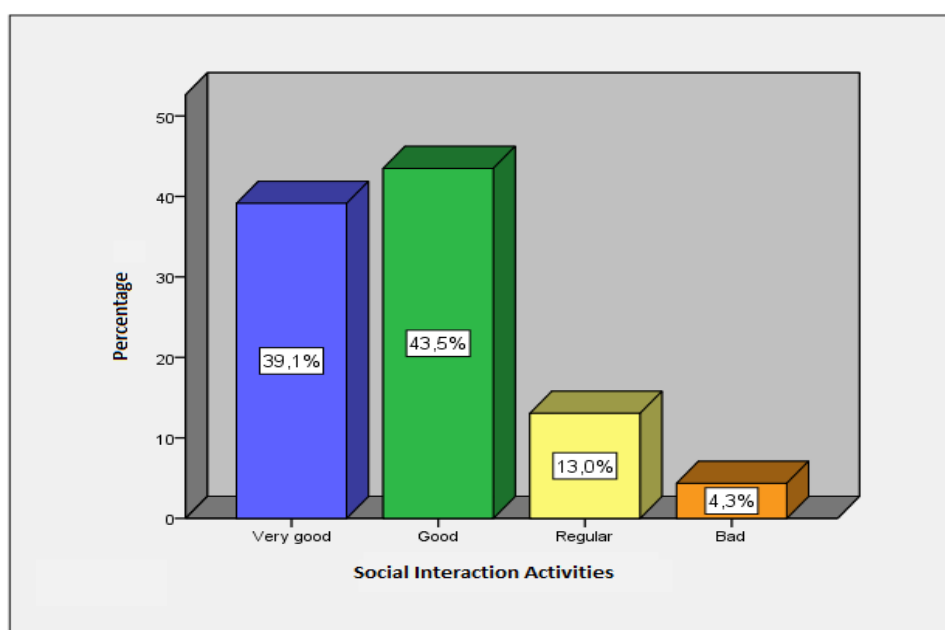


Figure 3. Social Interaction Activities

In Table 13 and Figure 3, from a sample of 23 students, 43,5% (10) consider that social interaction activities are good, followed by 39,1% (9) that consider social interaction activities are very good, the other 13% (3) consider that social interaction activities are regular and finally, 4,3% (1) consider that social interaction activities are bad.

#### 5.2.1.2. Description of the Variable and English Language Learning Dimensions

**Table 14**

*Frequency distribution of the English Language Learning Variable*

Levels	Range	Absolute frequency (f)	Relative frequency (%)
Very high	[18 - 20]	4	17,4%
High	[15 - 17]	15	65,2%
Regular	[11 - 14]	4	17,4%
Low	[6 - 10]	0	0,0%
Very low	[0 - 5]	0	0,0%
Total		23	100,0%

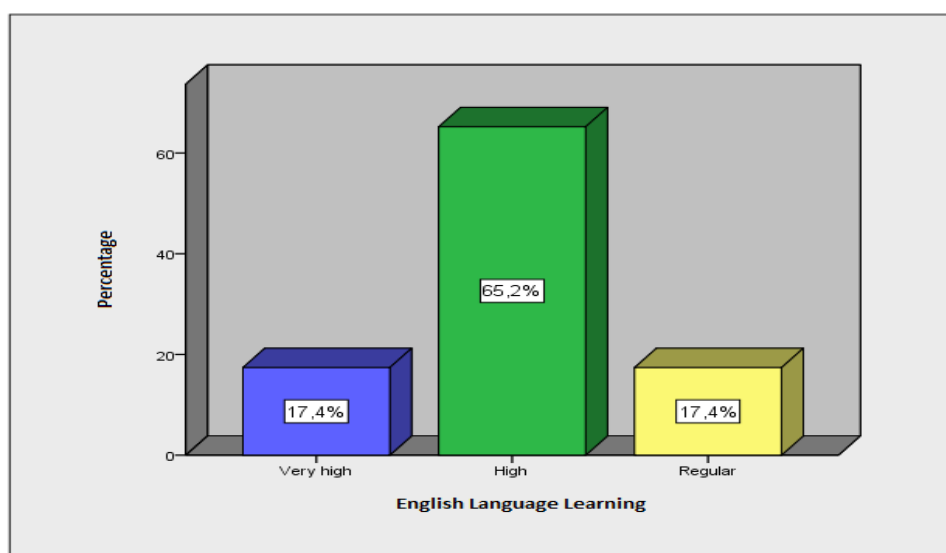


Figure 4. English Language Learning

In Table 14 and Figure 4, from a sample of 23 students, 65,2% (15) has a high English language learning level, followed by 17,4% (4) which has a very high English



language learning level and finally, the other 17,4% (4) has a regular English language learning level.

**Table 15**

*Frequency distribution of the Listening Dimension*

Levels	Range	Absolute frequency (f)	Relative frequency (%)
Very high	[9 - 10]	1	4,3%
High	[7 - 8]	12	52,2%
Regular	[5 - 6]	10	43,5%
Low	[3 - 4]	0	0,0%
Very low	[0 - 2]	0	0,0%
Total		23	100,0%

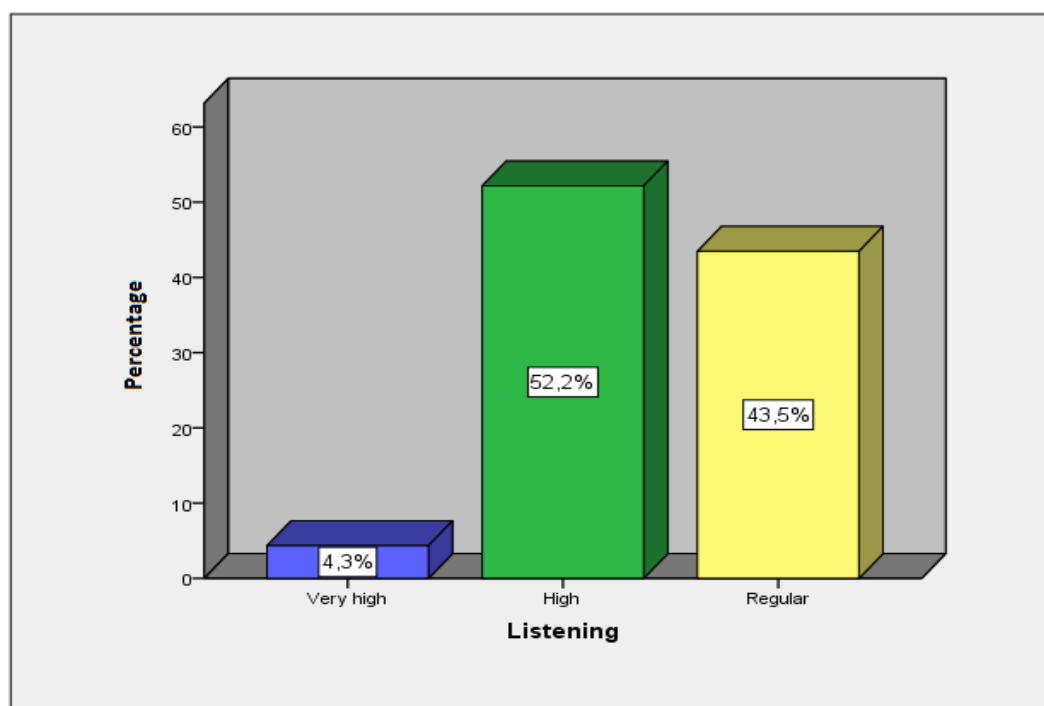


Figure 5. Listening

In Table 15 and Figure 5, from a sample of 23 students, 52,5% (12) has a high Listening level, followed by 43,5% (10) which has a regular Listening level and finally, 4,3% (1) has a very high Listening level.

**Table 16**

*Frequency distribution of the Speaking Dimension*

Levels	Range	Absolute frequency (f)	Relative frequency (%)
Very high	[9 - 10]	2	8,7%
High	[7 - 8]	14	60,9%
Regular	[5 - 6]	7	30,4%
Low	[3 - 4]	0	0,0%
Very low	[0 - 2]	0	0,0%
Total		23	100,0%

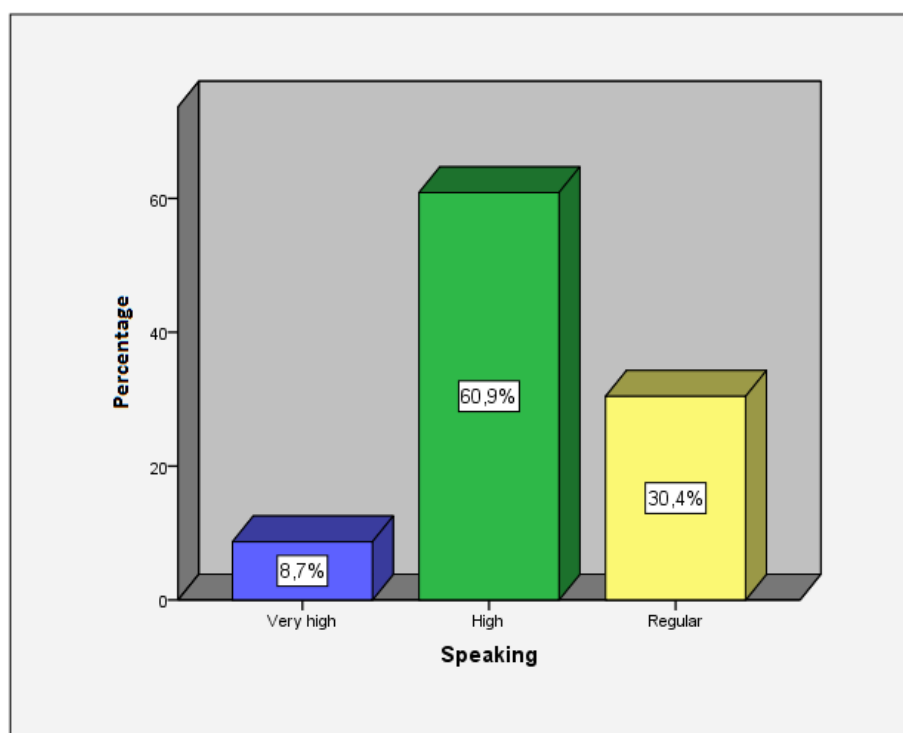


Figure 6. Speaking

In Table 16 and Figure 6, from a sample of 23 students, 60,9% (14) has a high Speaking level, followed by 30,4% (7) that has a regular Speaking level and finally, 8,7% (2) has a very high Speaking level.

**Table 17**

*Frequency distribution of the Reading Dimension*

Levels	Range	Absolute frequency (f)	Relative frequency (%)
Very high	[5]	8	34,8%
High	[4]	11	47,8%
Regular	[3]	3	13,0%
Low	[2]	1	4,3%
Very low	[1]	0	0,0%
Total		23	100,0%

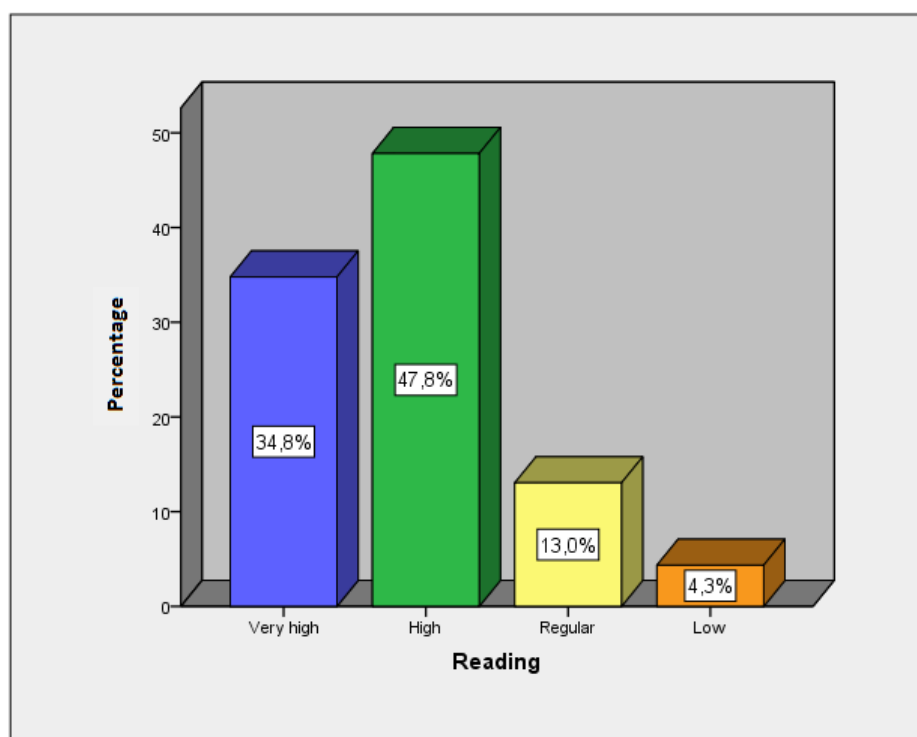


Figure 7. Reading

In Table 17 and Figure 7, from a sample of 23 students, 47,8% (11) has a high Reading level, followed by 34,8% (8) that has a very high Reading level, other 13% (3) that has a regular Reading level and finally, 4,3% (1) has a low Reading level.

**Table 18**

*Frequency distribution of the Writing Dimension*

Levels	Range	Absolute frequency (f)	Relative frequency (%)
Very high	[5]	1	4,3%
High	[4]	11	47,8%
Regular	[3]	11	47,8%
Low	[2]	0	0,0%
Very low	[1]	0	0,0%
Total		23	100,0%

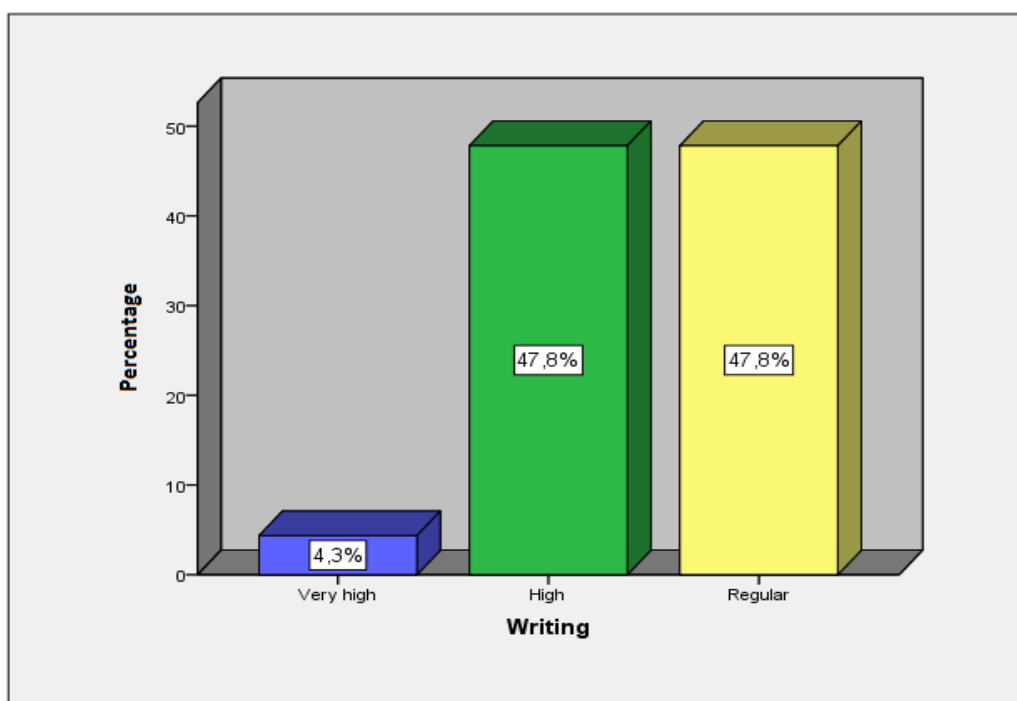


Figure 8. Writing

In Table 18 and Figure 8, from a sample of 23 students, 47,8% (11) has a high Writing level, followed by 47,8% (11) that has a regular Writing level, and the other 4,3% (1) that has a very high Writing level.

**Table 19.**

*Frequency distribution of the Grammar Dimension*

Levels	Range	Absolute frequency (f)	Relative frequency (%)
Very high	[5]	10	43,5%
High	[4]	8	34,8%
Regular	[3]	4	17,4%
Low	[2]	1	4,3%
Very low	[1]	0	0,0%
Total		23	100,0%

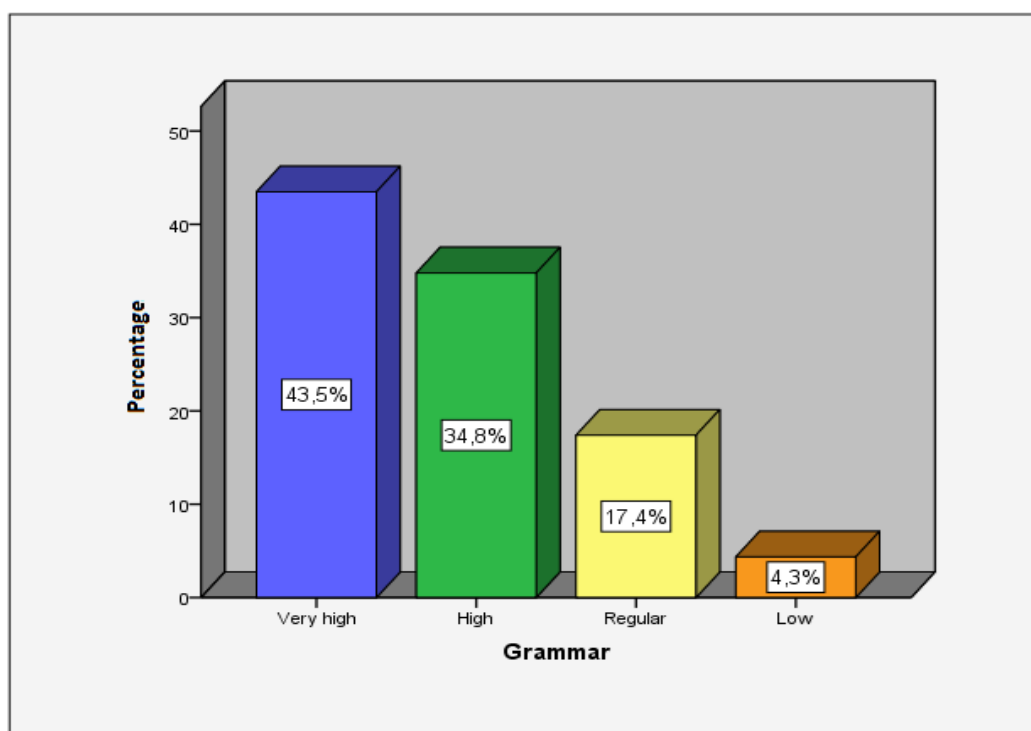


Figure 9. Grammar

Table 19 and figure 9, from a sample of 23 students, 43,5% (10) has a very high Grammar level, followed by 34,8% (8) which has a high Grammar level, other 17,4% (4) has a regular Grammar level and finally, 4,3% (1) which has a low Grammar level.

**Table 20**

*Frequency distribution of the Vocabulary Dimension*

Levels	Range	Absolute frequency (f)	Relative frequency (%)
Very high	[5]	1	4,3%
High	[4]	11	47,8%
Regular	[3]	11	47,8%
Low	[2]	0	0,0%
Very low	[1]	0	0,0%
Total		23	100,0%

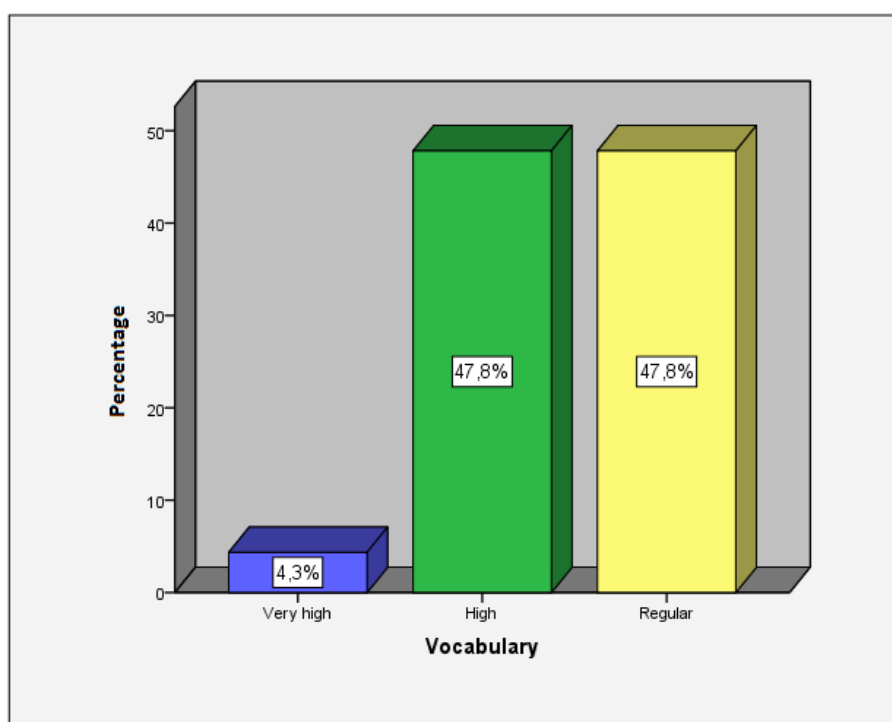


Figure 10. Vocabulary

In Table 20 and Figure 10, from a sample of 23 students, 47,8% (11) which has a high Vocabulary level, followed by 47,8% (11) which has a regular Vocabulary level, and finally, 4,3% (1) which has a very high Vocabulary level.

### **5.2.2. Inferential Level**

#### **5.2.2.1. Statistical Test for the Determination of the Normality**

Initially, the type of the distribution of the data, as well as of the variable 1, as of the variable 2 will be determined for the analysis of the results obtained, for that the Shapiro-Wilk goodness of fit test is used. This test measures the concordance degree existing between the distribution of a data set and a specific theoretical distribution. It has as objective to indicate if the data come from a population which has a theoretical distribution.

Taking into account the value obtained in the distribution test, the use of parametric (Pearson's  $r$ ) or nonparametric (Spearman's  $\rho$  and Chi-square) statistics are going to be determined. The steps to develop the normality test are the following:

#### **STEP 1:**

To set out the Null Hypothesis ( $H_0$ ) and the Alternative Hypothesis ( $H_1$ ):

Null Hypothesis ( $H_0$ ):

There is no significant difference between the ideal distribution and the normal distribution of the data .

Alternative Hypothesis ( $H_1$ ):

There are significant differences between the ideal distribution and the normal distribution of the data .

### **STEP 2:**

To select the significance level .

For the purposes of this research, it was determined that:  $\alpha = 0,05$

### **STEP 3:**

To choose the test statistical value.

The test statistical value considered in this hypothesis was Shapiro-Wilk.

**Table 21**

Tests of Normality

	Shapiro-Wilk <sup>a</sup>		
	Statistic	gl	Sig.
Communicative Activities	,890	23	,016
English Language Learning	,884	23	,012

a. Lilliefors significance correction

### **STEP 4:**

Formulation of the decision rule.

The decision rule is a statement about the conditions depending on the Null Hypothesis is accepted or rejected, for that it is essential to determine the critical value, which is a number that divides the acceptance region and the rejection region.



Decision rule:

If alpha (Sig) > 0,05; the Null Hypothesis is accepted

If alpha (Sig) < 0,05; the Null Hypothesis is rejected

### **STEP 5:**

The decision making.

As the significance p-value of the test statistic of normality is 0,016 y 0,012; therefore, for the values Sig. < 0, 05; having met that; the Null Hypothesis and the alternative hypothesis are rejected. In other words; according to the results obtained, it can be stated that the study sample data do not come from a normal distribution. Also, it can be observed that the distribution curve differs from the normal curve in the following graphs.

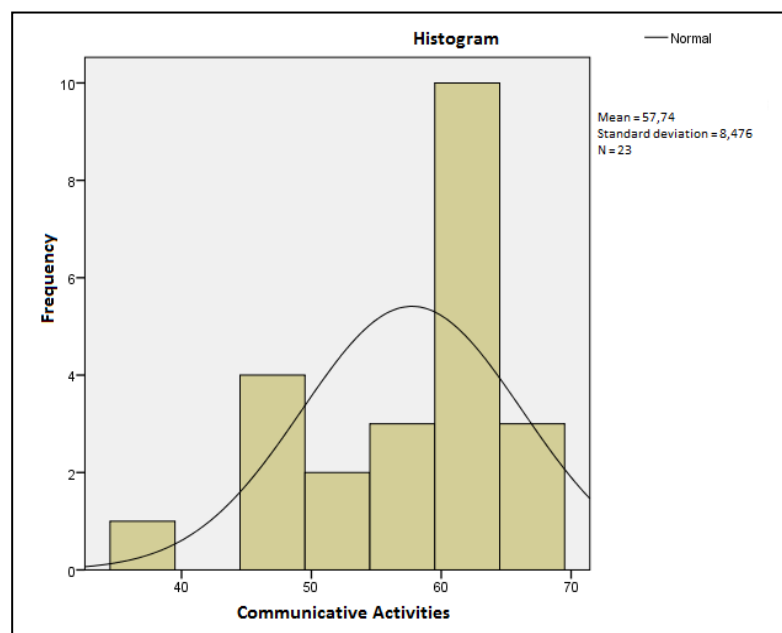


Figure 11. Frequency Distribution of the Communicative Activities score

According to Figure 11 the frequency distribution of the scores obtained by means of the Communicative Activities questionnaire is biased to the left, with a mean of 57,74 and a standard deviation of 8,476, moreover, the graph indicates that the distribution curve differs from the normal curve, considered as a platykurtic curve, according to Vargas (2005), “It presents a reduced concentration degree around the variable central values” (p. 392), therefore, it can be stated that the curve is not normal.

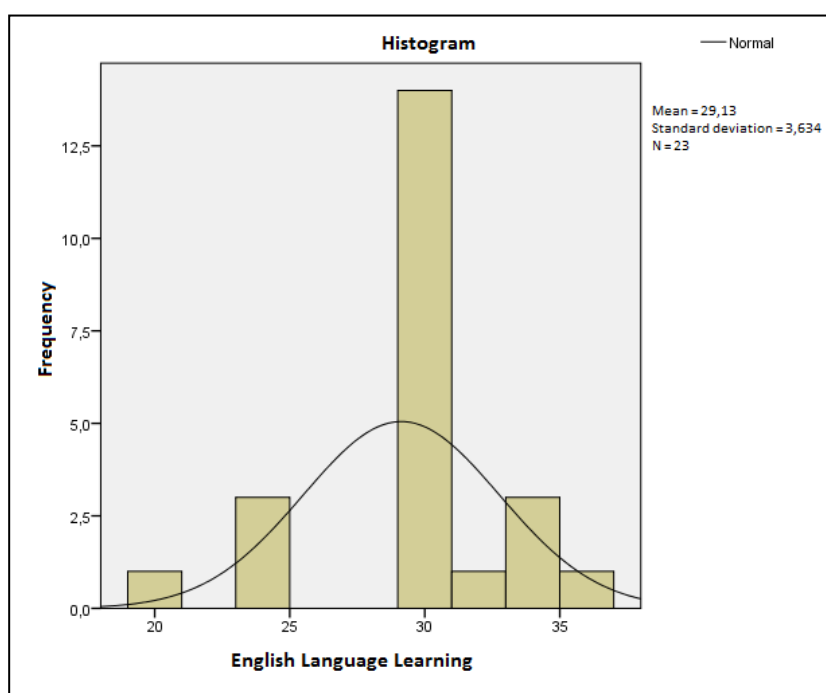


Figure 12. Frequency Distribution of the English Language Learning scores

According to Figure 12, the frequency distribution of the scores obtained by means of English Language Learning Instrument is biased to the left, with a mean of 29,13 and a standard deviation of 3,634. Moreover, in the graph the distribution differs from the normal curve, which is considered as a platykurtic curve.

Additionally, it can be observed that the significance level (bilateral asymptotic significance) for Shapiro-Wilk is less than 0,05 as well as in the scores obtained in the Communicative Activities questionnaire, as in the English Language Learning Instrument, so that it can be stated that the distribution of these scores in both cases differs from the normal distribution, therefore, for the development of the hypothesis test; nonparametric tests are going to be used for the non-normal distribution of the Chi-square data (variables association) and Spearman's rho (degree of relationship between the variables).

#### **5.2.2.2. Hypothesis Test**

##### **General Hypothesis**

The use of the Communicative Activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

Step 1: Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_1$ ) Approach:

Null Hypothesis ( $H_0$ ):

The use of the Communicative Activities is not significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

Alternative Hypothesis ( $H_1$ ):

The use of the Communicative Activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

Step 2: To select the significance level.

The significance level refers to the probability to reject the Null Hypothesis, when it is true, this is called Type I error, some authors consider that it is more advisable to use the term Risk level, instead of significance. This risk level is denoted by the Greek letter alpha ( $\alpha$ ). For this research, it was determined that:

$$\alpha = 0.05$$

Step 3: To choose the test statistical value.

In order to determine the degree of relationship between each of the study subject variables, the Chi-square and Spearman's rho Correlation Coefficients were used.

**Table 22**

Contingency Table of the Communicative Activities \* English Language Learning

			English Language Learning					
			Very low	Low	Regular	High	Very high	Total
Communicative Activities	Very good	Count	0	0	0	9	4	13
		% of the total	0,0%	0,0%	0,0%	39,1%	17,4%	56,5%
Activities	Good	Count	0	0	0	5	0	5
		% of the total	0,0%	0,0%	0,0%	21,7%	0,0%	21,7%
	Regular	Count	0	0	4	1	0	5
		% of the total	0,0%	0,0%	17,4%	4,3%	0,0%	21,7%
	Poor	Count	0	0	0	0	0	0
		% of the total	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
	Very poor	Count	0	0	0	0	0	0
		% of the total	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Total		Count	0	0	4	15	4	23
		% of the total	0,0%	0,0%	17,4%	65,2%	17,4%	100,0%
Chi-square = 20,004			g.l. = 4		p = 0,000			
Spearman's rho = 0,656								

Step 4: Interpretation.

## The Interpretation of the Contingency Table

In table 22, it can be observed that from the group of respondents who consider the Communicative Activities are very good, 17,4% has a very high English Language Learning level, and 39,1% has a high English Language Learning level, moreover, from the group of respondents that consider the Communicative Activities are good, 21,7% has a high English Language Learning level. On the other hand, from the group of respondents that consider the Communicative Activities are regular, 17,4% also has a regular English Language Learning level and 4,3% has a high level.

## Interpretation of Chi-square

$$X^2_{\text{OBTAINED}} = 20,004$$

$$X^2_{\text{THEORETICAL}} = 9,488 \text{ according to g.l.} = 4 \text{ and the Value Table } X^2 \text{ (Barriga, 2005)}$$

If  $X_{\text{OBTAINED}} > X_{\text{THEORETICAL}}$  therefore, the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted.

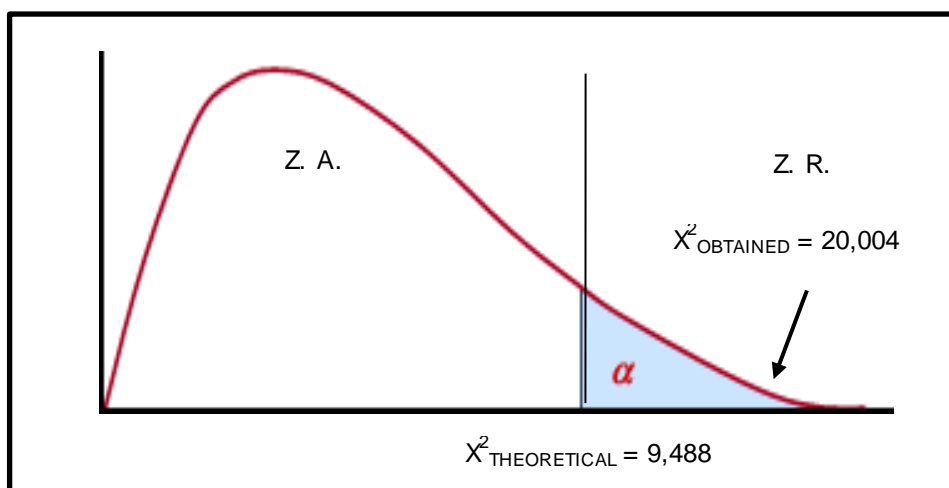


Figure 13. Gaussian Curve General Hypothesis

Then  $20,004 > 9,488$

It can be concluded that the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted.

Additionally, considering that the  $p\text{-value} = 0,000$ , the Null Hypothesis is rejected and the Alternative Hypothesis is accepted, therefore: the use of the Communicative Activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

#### Interpretation of Spearman's rho

Also, it can be observed that the Communicative Activities are directly related to the English Language Learning, in that sense, as the best the Communicative Activities are, there will be more English Language Learning levels, moreover, according to the Spearman's correlation of 0,656, this represents a high positive correlation.

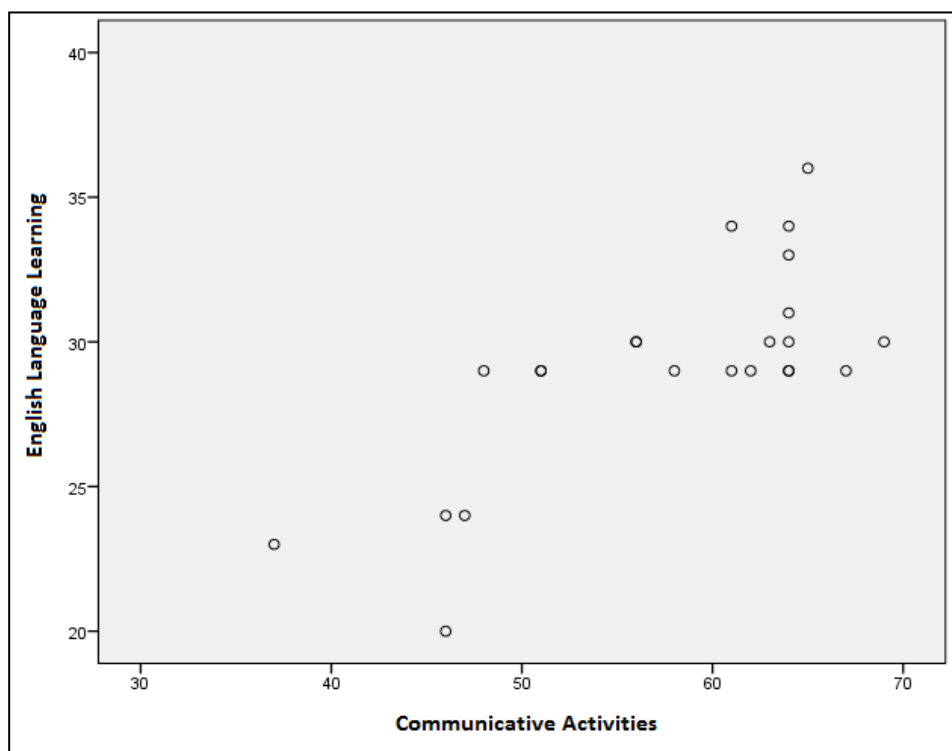


Figure 14. Scatter Plot of the Communicative Activities vs English Language Learning

Step 5: The decision making.

Therefore, it can be verified that: the use of the Communicative Activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

### **Specific Hypothesis 1**

The use of the Functional Communication Activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

Step 1: Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_1$ ) Approach:

Null Hypothesis ( $H_0$ ):

The use of the Functional Communication Activities is not significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

Alternative Hypothesis ( $H_1$ ):

The use of the Functional Communication Activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

Step 2: To select the Significance Level.

The significance level refers to the probability to reject the null hypothesis, when it is true, this is called Type I Error, some authors consider that it is more advisable to use

the term Risk Level, instead of significance. This risk level is denoted by the Greek letter alpha ( $\alpha$ ). For this research, it was determined that:

$$\alpha = 0.05$$

Step 3: To choose the Test Statistic Value

In order to determine the degree of relationship each one of the study subject variables have, the Chi-square and Spearman's rho Correlation Coefficient were used.

**Table 23**

**Contingency Table of the Functional Communication Activities \* English Language Learning**

			English Language Learning					Total
			Very low	low	Regular	High	Very high	
Functional Communication Activities	Very good	Count	0	0	0	9	4	13
		% of the total	0,0%	0,0%	0,0%	39,1%	17,4%	56,5%
	Good	Count	0	0	0	6	0	6
		% of the total	0,0%	0,0%	0,0%	26,1%	0,0%	26,1%
	Regular	Count	0	0	4	0	0	4
		% of the total	0,0%	0,0%	17,4%	0,0%	0,0%	17,4%
	Poor	Count	0	0	0	0	0	0
		% of the total	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
	Very poor	Count	0	0	0	0	0	0
		% of the total	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Total		Count	0	0	4	15	4	23
		% of the total	0,0%	0,0%	17,4%	65,2%	17,4%	100,0%

Step 4: Interpretation.

Interpretation of the Contingency Table

In table 23, it can be observed that from the group of respondents that consider the Functional Communication Activities are very good, 17,4% has a very high English Language level, and 39,1% has a high level, likewise, from the group of respondents who



consider the Functional Communication Activities are good, 26,1% also has a high English Language Learning level. On the other hand, from the group of respondents that consider the Functional Communication Activities are regular, 17,4% also has a regular English Language Learning level and 4,3% has a high level.

Interpretation of Chi-square

$$X^2_{\text{OBTAINED}} = 25,831$$

$$X^2_{\text{THEORETICAL}} = 9,488 \quad \text{according to g.l.} = 4 \text{ and the Value Table } X^2 \text{ (Barriga, 2005)}$$

IF  $X_{\text{OBTAINED}} > X_{\text{THEORETICAL}}$  therefore, the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted.

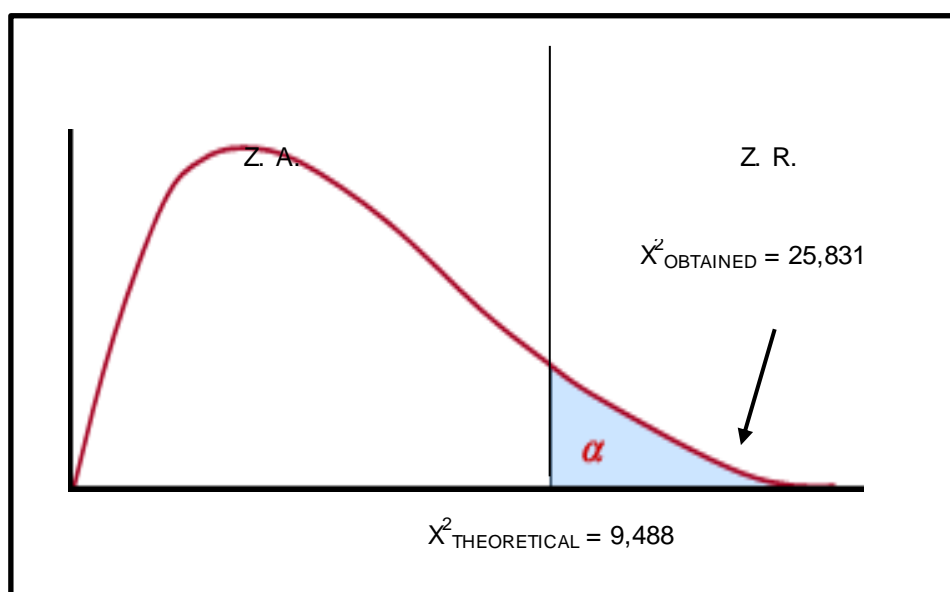


Figure 15. Gaussian Curve Specific Hypothesis 1

Then  $25,831 > 9,488$

It can be inferred that the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted.

Also, considering that the  $p\text{-value} = 0,000$ , the Null Hypothesis is rejected Alternative Hypothesis is accepted, therefore: the use of the Functional Communication Activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

#### Interpretation of Spearman's rho

It can also be observed that the Functional Communication Activities are directly related to English Language Learning, in other words, as the best the Functional Communication activities are, there will be more English Language Learning levels, moreover, according to the Spearman's correlation of 0,563, it represents a positive correlation.

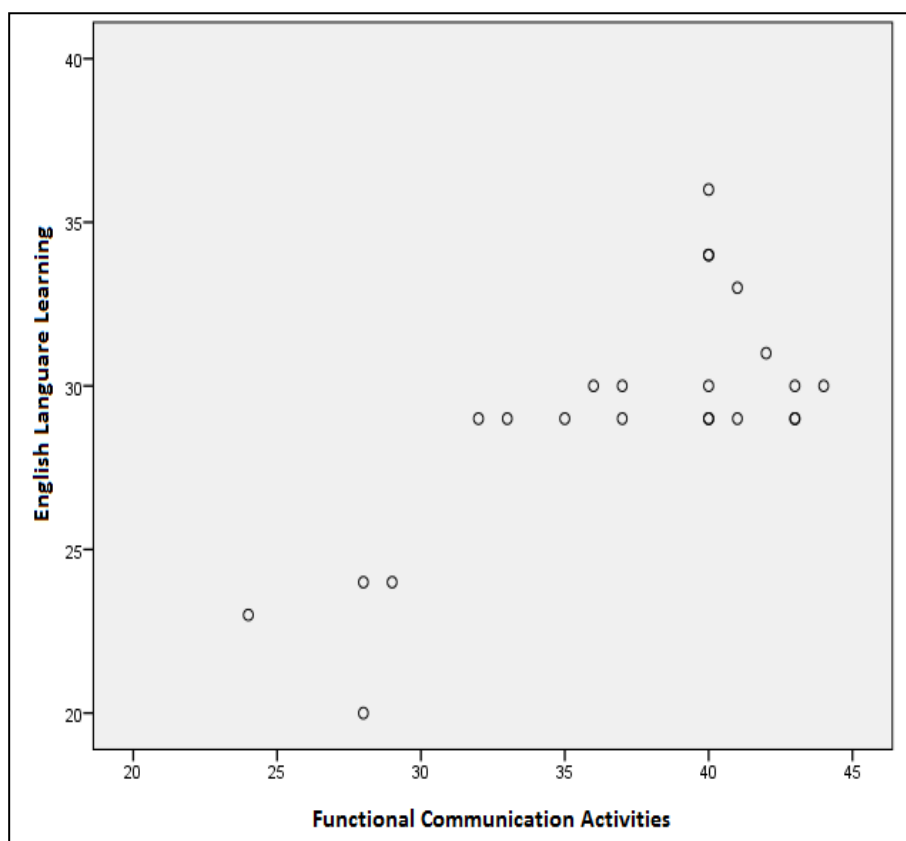


Figure 16. Scatter Plot of the Functional Communication Activities vs English Language Learning

## Step 5: The Decision making

Therefore, it is verified that: the use of the Functional Communication Activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

## Specific Hypothesis 2

The use of the Social Interaction Activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

Step 1: The Null Hypothesis ( $H_0$ ) and the Alternative Hypothesis ( $H_1$ ) Approach:

Null Hypothesis ( $H_0$ ):

The use of the Social Interaction Activities is not significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

Alternative Hypothesis ( $H_1$ ):

The use of the Social Interaction Activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

Step 2: To choose the Significance Level

The significance level refers to the probability to reject the Null Hypothesis, when it is true, it is denoted as Type I Error, some authors consider that it is more advisable to use the term Risk Level, instead of significance. This Risk Level is denoted by the Greek letter alpha ( $\alpha$ ). For this research, it was determined that:

$$\alpha = 0.05$$

### Step 3: To choose the Test Statistic Value

In order to determine the degree of relationship each of the study subject variables have, the Chi-square and the Spearman's rho Correlation Coefficients were used.

**Table 24**

Contingency Table of the Social Interaction Activities \* English Language Learning

			English Language Learning					
			Very low	low	Regular	High	Very high	Total
Social Interaction	Very good	Count	0	0	0	6	3	9
		% of the total	0,0%	0,0%	0,0%	26,1%	13,0%	39,1%
Activities	Good	Count	0	0	2	7	1	10
		% of the total	0,0%	0,0%	8,7%	30,4%	4,3%	43,5%
	Regular	Count	0	0	1	2	0	3
		% of the total	0,0%	0,0%	4,3%	8,7%	0,0%	13,0%
	Poor	Count	0	0	1	0	0	1
		% of the total	0,0%	0,0%	4,3%	0,0%	0,0%	4,3%
	Very poor	Count	0	0	0	0	0	0
		% of the total	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Total	Count	0	0	4	15	4	23	
	% of the total	0,0%	0,0%	17,4%	65,2%	17,4%	100,0%	
Chi-square = 18,983			g.l. = 4		p = 0,000			
Spearman's rho = 0,631								

### Step 4: Interpretation

#### Interpretation of the Contingency Table

In table 24, it can be observed that from the group of respondents that consider the Social Interaction Activities are very good, 13% has a very high English Language Learning level, and 26, 1% has a high level, likewise, from the group of respondents believe the Social Interaction Activities are good, 30, 4% also has a high English Language Learning level, 8, 7% has a regular level and 4, 3% has a very high level. On the

other hand, from the group of respondents that consider the Social Interaction Activities are regular, 4,3% also has a regular English Language Learning level, 8,7% has a high level, and finally, from the group of respondent that consider the Social Interaction Activities are poor, 4,3% has a regular English Language Learning level.

Interpretation of the Chi-square

$$X^2_{\text{OBTAINED}} = 18,983$$

$$X^2_{\text{THEORETICAL}} = 9,488 \text{ according to g.l.} = 4 \text{ and the Value Table } X^2 \text{ (Barriga, 2005)}$$

If  $X_{\text{OBTAINED}} > X_{\text{THEORETICAL}}$  therefore, the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted.

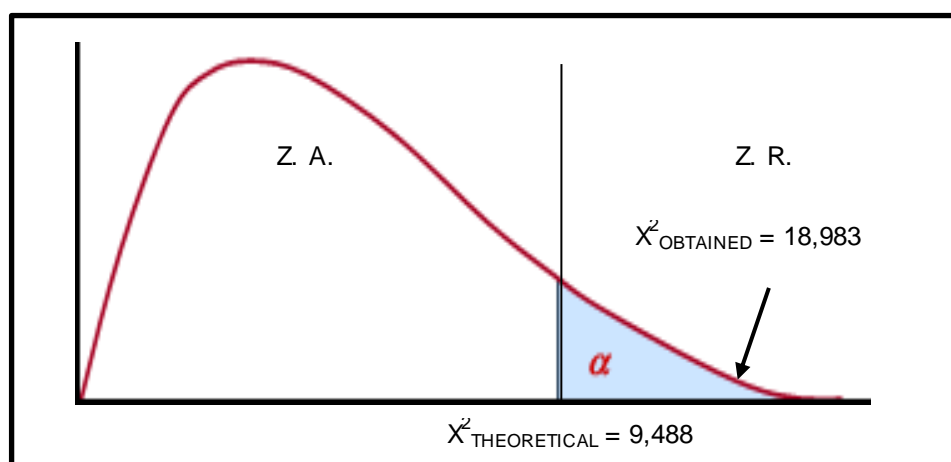


Figure 17. Gaussian Curve Specific Hypothesis 2

Then  $18,983 > 9,488$

It can be inferred that the Null hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted.

Likewise, considering that the p-value = 0,000, the Null Hypothesis is rejected and the Alternative Hypothesis is accepted, therefore: the use of the Social Interaction Activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

#### Interpretation of the Spearman's rho

It can also be observed that the Social Interaction Activities are directly related to the English Language Learning, in other words, as the best the Social Interaction Activities are, there will be more English Language Learning levels, and according to Spearman's correlation of 0,631 it represents a high positive correlation.

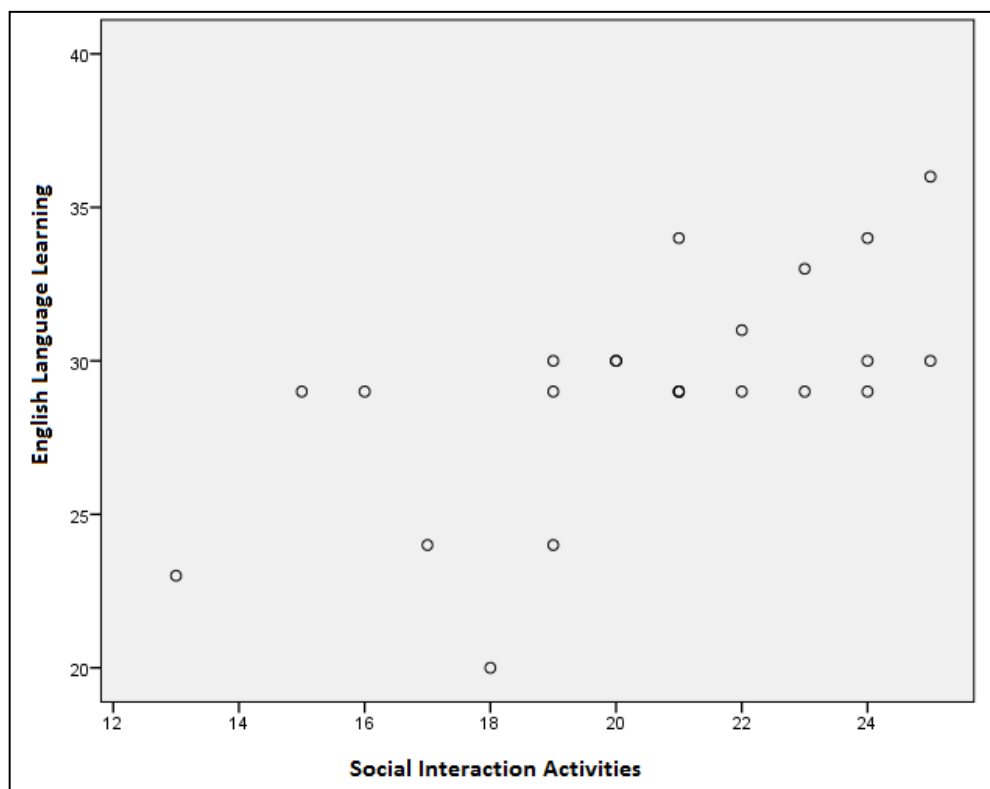


Figure 18. Scatter Plot of the Social Interaction Activities vs English Language Learning

## Step 5: The Decision making

Therefore, it can be verified that: the use of the Social Interaction Activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017.

### 5.3. Discussion

1. We formulated as the general objective to determine the relationship between the use of communicative activities and English language learning in basic level students of the language center at Cesar Vallejo University, Comas, Lima, 2017. After hypothesis testing we found out that the use of the communicative activities is significantly related to English Language Learning in basic level students at the Language Center of César Vallejo University, Comas, Lima, 2017, due to the fact that it can be observed that as the best the Communicative Activities are, there will be more English Language Learning levels. Moreover, according to the Spearman's correlation of 0,656, this represents a high positive correlation. Referring to this result, Littlewood (1981) points out that communicative language teaching pays great attention to the merge of functional (also called meaning) with structural features (also called language forms) of language into a communicative view. This research presents activities that are communicative and help learners use their linguistic competence in order to communicate specific meanings for specific purposes.
2. We formulated as the specific hypothesis 1 to determine the relationship between the use of functional communication activities and English language learning in basic level students of the language center at Cesar Vallejo University, Comas, Lima, 2017. After hypothesis testing 1, we arrived at the conclusions that the use of the functional communication activities is significantly related to English Language Learning in

basic level students at the Language Center of César Vallejo University, Comas, Lima, 2017, due to the fact that it can also be observed that as the best the functional communication activities are, there will be more English Language Learning levels. Moreover, according to the Spearman's correlation of 0,563, it represents a positive correlation.

3. We formulated as the specific hypothesis 2 to determine the relationship between the use of social interaction activities and English language learning in basic level students of the language center at Cesar Vallejo University, Comas; Lima, 2017. After hypothesis testing 2, we arrived at the conclusion that the use of social interaction activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017, due to the fact that as the best the social interaction activities are, there will be more English Language Learning levels, and according to Spearman's correlation of 0,631 it represents a high positive correlation.



## Conclusions

1. The use of the communicative activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017, due to the fact that it can be observed that as the best the Communicative Activities are, there will be more English Language Learning levels. Moreover, according to the Spearman's correlation of 0,656, this represents a high positive correlation.
2. The use of the functional communication activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, Comas, Lima, 2017, due to the fact that it can also be observed that as the best the functional communication activities are, there will be more English Language Learning levels. Moreover, according to the Spearman's correlation of 0,563, it represents a positive correlation.
3. The use of social interaction activities is significantly related to English Language Learning in basic level students at the Language Center of Cesar Vallejo University, 2017, due to the fact that as the best the social interaction activities are, there will be more English Language Learning levels, and according to Spearman's correlation of 0,631 it represents a high positive correlation.

## **Recommendations**

1. People involved in the field of ELL could research on the use of communicative activities taking into account the academic contributions of other different experts, so they acquire, share and put into practice new findings.
2. The communicative activities English language teachers use in their lessons should be well revised and preferable made by themselves considering the different socio-cultural aspects affecting students' performance.
3. The authorities of the Language Center of César Vallejo University should promote the use of contextualized communicative activities as part of their day-to-day practice through sponsored workshops in order to train their English staff in the latest trends of the discussed issue to optimize English language learning.
4. English language teachers at the Language Center of Cesar Vallejo University should consider the use of communicative activities quite often.

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## Appendices

## Appendix A: Operationalization of variables

Variables	Dimensions	Indicators	items
<b>Variable 1: Communicative activities</b>	Functional communication activities	Sharing information with restricted cooperation: ➤ Identifying pictures	1
		➤ Discovering missing information	2
		➤ Discovering missing features	3
		➤ Discovering secrets	4
		Sharing information with unrestricted cooperation ➤ Discovering differences	5
		➤ Communicating patterns and pictures	6
		Sharing and processing information ➤ Reconstructing story-sequences	7
		➤ Pooling information to solve a problem	8
		➤ Processing information	9
	Social interaction activities	Simulation and role-playing ➤ Role-playing controlled through cues dialogues	10
		➤ Role-playing controlled through cues and information	11
		➤ Role-playing controlled through situation and goals	12
		➤ Role-playing in the form of debate or discussion	13
		➤ Improvisation	14
<b>Variable 2: English language learning</b>	Listening	Listen for details Listen selectively Listen for global understanding Listen for main ideas Listen and infer Listen and predict	Part 1
	Speaking	Fluency Accuracy with words & pronunciation Using functions Turn-taking skills Relevant length Responding and initiating Repair and repetition Range of words and grammar Discourse markers	Part 2
	Reading	Identifying the topic Predicting and guessing	Part 3



		Reading for general understanding Reading for specific information Reading for detailed information Interpreting text	
	Writing	Content Communicative achievement Organization Language use	Part 4
	Grammar	Identifying correct words Filling in the gaps Rewriting sentences	Part 5
	Vocabulary	Discriminating words Identifying the correct words	Part 6

## Appendix B: Consistency matrix

**Título: Use of communicative activities and English Language Learning in basic level students at the language center of Cesar Vallejo University**

Problems	Objectives	Hypothesis	Variables	Methodology
<p><b>General problem</b></p> <p>To what extent is the use of communicative activities related to English language learning in basic level students at the language center of Cesar Vallejo University, 2017?</p> <p><b>Specific problems</b></p> <p>SP01. To what extent is the use of functional communication activities related to English language learning in basic level students at the language center of Cesar Vallejo University, 2017?</p> <p>SP02. To what extent is the use of social interaction activities related to English language learning in basic level students at the language center of Cesar Vallejo University, 2017?</p>	<p><i>General Objective</i></p> <p>To determine the relationship between the use of communicative activities and English language learning in basic level students at the language center of Cesar Vallejo University, 2017.</p> <p><b>Specific objectives</b></p> <p>SO01. To determine the relationship between the use of functional communication activities and English language learning in basic level students at the language center of Cesar Vallejo University, 2017.</p> <p>SO02. To determine the relationship between the use of social interaction activities and English language learning in basic level students at the language center of Cesar Vallejo University, 2017.</p>	<p><b>General Hypothesis</b></p> <p>The use of communicative activities is significantly related to English language learning in basic level students at the language center of Cesar Vallejo University, 2017.</p> <p><b>Specific hypothesis</b></p> <p>SP01. The use of functional communication activities is significantly related to English language learning in basic level students at the language center of Cesar Vallejo University, 2017.</p> <p>SP02. The use of social interaction activities is significantly related to English language learning in basic level students at the language center of Cesar Vallejo University, 2017.</p>	<p><b>Variable 1:</b></p> <p>Communicative activities:</p> <p><b>Dimensions:</b></p> <p>Functional communication activities</p> <p>Social interaction activities</p> <p><b>Variable 2:</b></p> <p>English language Learning</p> <p><b>Dimensions:</b></p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Grammar</p> <p>Vocabulary</p>	<p><b>Research approach:</b></p> <p>Quantitative.</p> <p><b>Research type:</b></p> <p>Fundamental/Descriptive</p> <p><b>Research design:</b></p> <p>Correlational</p> <p><b>Research method:</b></p> <p>Descriptive. Hypothetic - deductive</p> <p><b>Population:</b></p> <p>23 students.</p> <p><b>Sample:</b></p> <p>23 students(census)</p> <p><b>Instruments:</b></p> <p>Questionnaire: Variable 1.</p> <p>English test: Variable 2.</p>

## Appendix C: Questionnaire



**ESCUELA DE POSTGRADO**  
**Universidad Nacional de Educación**  
**Enrique Guzmán y Valle – La Cantuta**

USE OF COMMUNICATIVE ACTIVITIES AND ENGLISH LANGUAGE LEARNING IN BASIC  
 LEVEL STUDENTS AT THE LANGUAGE CENTER OF CESAR VALLEJO UNIVERSITY, 2017

**QUESTIONNAIRE**

**Instructions:**

Dear student;

The purpose of this questionnaire is to know what you think about the communicative activities your teacher uses in her English language teaching. Please, read each statement with attention and cross out one of the alternatives as objectively as possible so each answer reflects faithfully the way you think and act out. The time you take for this task is free, the most important thing is to do it well.

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

Nº	ITEMS	1	2	3	4	5
	<b>Dimension 1: Functional Communicative Activities</b>					
1	The teacher asks me to identify pictures in the English class.					
2	The teacher asks me to discover missing information in a communicative activity in the English class.					
3	The teacher encourages students to discover missing features in a set of pictures as a class activity.					
4	The teacher promotes students to discover secrets in a communicative activity in the English class.					
5	The teacher encourages us to discover differences in the pictures she presents in the English class.					
6	The teacher promotes interactive communication in the English class through the use of patterns and pictures.					
7	The teacher promotes the reconstruction of story-sequences in the English class.					
8	The teacher asks students to pool information in order to solve a problem assigned in the English class.					
9	The teacher requests us to process information she gives us in the English class in order to solve different communicative situations.					
	<b>Dimension 2: Social Interaction Activities</b>					
10	The teacher promotes students' participation for role-playing controlled through cued dialogues.					
11	The teacher promotes role-playing controlled through cues and information given in the English class.					
12	The teacher promotes role-playing controlled through situation and goals set for the communicative activity.					
13	The teacher promotes role-playing in the form of debate or discussion during the English class.					
14	The teacher guides and promotes improvisation for the discussion of different topics in the English class.					

*Thanks for your cooperation*

## Appendix D: Cuestionario



**ESCUELA DE POSTGRADO**  
**Universidad Nacional de Educación**  
**Enrique Guzmán y Valle – La Cantuta**

USE OF COMMUNICATIVE ACTIVITIES AND ENGLISH LANGUAGE LEARNING IN BASIC  
 LEVEL STUDENTS AT THE LANGUAGE CENTER OF CESAR VALLEJO UNIVERSITY, 2017

**CUESTIONARIO**

**Instrucciones:**

Estimado estudiante;

El propósito de este cuestionario es conocer tu parecer sobre las actividades comunicativas que tu profesora utiliza en la enseñanza del idioma Inglés. Por favor, lee con atención cada enunciado y marca una de las alternativas con la mayor objetividad posible, que cada respuesta refleje fielmente tu modo de pensar y actuar. El tiempo para ejecutar la tarea es libre; lo importante es hacerlo bien.

Nunca	Rara vez	A veces	Casi siempre	Siempre
1	2	3	4	5

Nº	ÍTEMS	1	2	3	4	5
	<b>Dimensión 1: Actividades comunicativas funcionales</b>					
1	La profesora me pide identificar imágenes en la clase de inglés.					
2	La profesora me pide descubrir la información faltante en una actividad comunicativa en la clase de inglés.					
3	La profesora fomenta descubrir características faltantes en un set de imágenes como actividad de la clase.					
4	La profesora promueve descubrir secretos en una actividad comunicativa en la clase de inglés.					
5	La profesora promueve que descubramos diferencias de las imágenes que presenta en la clase de inglés.					
6	La profesora fomenta la comunicación interactiva en la clase de inglés a través del uso de modelos e imágenes.					
7	La profesora promueve la reconstrucción de secuencias de historias en la clase de inglés.					
8	La profesora solicita compartir o agrupar información para resolver un problema planteado en la clase de inglés.					
9	La profesora nos pide procesar la información que ella nos da en la clase de inglés para resolver diferentes situaciones comunicativas.					
	<b>Dimensión 2: Actividades de interacción social</b>					
10	La profesora promueve la participación de los alumnos en juego de roles controlados a través de diálogos pautados.					
11	La profesora promueve juego de roles controlados siguiendo claves e información brindada en la clase de inglés.					
12	La profesora fomenta juego de roles controlados de acuerdo con las situaciones y objetivos establecidos para la actividad comunicativa.					
13	La profesora promueve juego de roles en forma de debate o discusión durante la clase de inglés.					
14	La profesora orienta y fomenta la improvisación para el desarrollo de diversos temas en la clase de inglés.					

*Gracias por tu colaboración*

## Appendix E: Results of the questionnaire application

USE OF COMMUNICATIVE ACTIVITIES AND ENGLISH LANGUAGE LEARNING IN BASIC LEVEL STUDENTS AT THE LANGUAGE CENTER OF CESAR VALLEJO UNIVERSITY, 2017																
RESULTS OF THE QUESTIONNAIRE APPLICATION																
Variable 1: Communicative activities																
RESPONDENTS	QUESTIONS															TOTAL
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14		
1	4	5	5	4	4	3	4	3	5	4	5	4	3	5		58
2	5	5	5	5	5	5	4	4	5	5	5	5	5	4		67
3	5	4	5	5	5	5	5	5	4	4	5	4	4	3		63
4	4	4	3	4	3	5	4	5	5	4	5	4	4	4		58
5	4	3	3	3	4	4	3	4	4	3	3	3	3	3		47
6	4	5	5	4	5	5	4	5	5	4	5	5	4	4		64
7	5	4	4	4	5	5	4	4	5	4	5	5	4	4		62
8	4	4	5	4	4	3	4	5	3	4	4	4	5	4		57
9	5	5	4	4	4	5	5	4	4	4	4	4	3	4		59
10	5	5	4	5	5	5	5	5	5	5	5	5	5	5		69
11	4	5	4	5	5	4	4	4	3	4	4	4	3	2		55
12	3	4	3	3	4	3	4	4	4	4	4	3	4	4		51
13	5	5	3	4	4	5	4	5	5	5	5	5	4	5		64
14	4	4	3	4	4	4	4	5	5	4	4	4	3	4		56
15	3	1	3	5	5	3	5	4	5	5	4	5	3	5		56
16	4	4	4	4	4	4	4	4	4	4	4	4	4	4		56
17	4	4	5	4	4	5	5	5	5	4	5	5	4	5		64
18	3	4	4	3	4	5	4	4	4	3	3	4	3	3		51
19	4	4	5	4	5	5	4	5	4	4	4	4	4	5		61
20	4	5	4	5	5	5	5	5	5	4	4	4	5	4		64
21	4	4	4	3	3	4	4	3	4	3	3	3	2	4		48
22	3	5	3	2	2	3	3	2	4	2	2	3	3	3		40
23	4	4	3	4	3	5	4	5	5	4	5	4	4	4		58

## Appendix F: Results of the English test

USE OF COMMUNICATIVE ACTIVITIES AND ENGLISH LANGUAGE LEARNING IN BASIC LEVEL STUDENTS AT THE LANGUAGE CENTER OF CESAR VALLEJO UNIVERSITY, 2017								
RESULTS OF THE ENGLISH TEST								
Variable 2: English language learning								
STUDENTS	Grammar /10	Vocabulary /10	Reading /5	Writing /5	Listening /5	Speaking /5	Total marks /40	Final score (vigesimal grade)
1	8	7	5	4	5	4	33	17
2	7	6	4	4	4	4	29	15
3	6	6	5	4	5	4	30	15
4	5	5	2	3	2	3	20	10
5	8	9	4	5	5	5	36	18
6	7	8	4	4	4	4	31	16
7	6	8	4	3	4	4	29	15
8	9	8	4	4	5	4	34	17
9	5	6	4	3	3	3	24	12
10	6	6	5	4	5	4	30	15
11	5	5	4	3	4	3	24	12
12	6	8	4	3	4	4	29	15
13	7	7	5	3	4	4	30	15
14	8	8	4	4	3	3	30	15
15	7	9	5	4	5	4	34	17
16	7	7	5	3	4	4	30	15
17	7	8	3	3	5	3	29	15
18	8	7	4	4	3	3	29	15
19	7	8	3	3	5	3	29	15
20	7	7	4	4	4	3	29	15
21	6	7	5	3	5	3	29	15
22	5	6	3	3	3	3	23	12
23	5	7	5	4	5	3	29	15

## Appendix G: Final exam



### EII FINAL EXAM

Date: \_\_\_\_\_  
AEF (Files 7, 8, 9)

Student's name: \_\_\_\_\_  
Teacher's name: \_\_\_\_\_

#### GRAMMAR 10 pts

##### 1 Circle the correct word(s). (2.5 pts)

- 1- I didn't go to school yesterday. **Neither I did / Neither did I.**
- 2- I don't work today. **Neither am I / Neither do I.**
- 3- He always has a **lot / lot of** cream in his coffee.
- 4- I go to the gym only on Saturdays. **Neither do I / So do I.**
- 5- I have read a **few / little** books in my life.

##### 2 Complete with *something, anything, somewhere, somebody, nowhere*, etc. (2.5 pts)

- 1- I don't know exactly, but Narda is \_\_\_\_\_ in Peru.
- 2- This town is so small that there is \_\_\_\_\_ you can go to have some fun.
- 3- Hey! \_\_\_\_\_ is riding your bike!
- 4- Why are you in my office? You don't have \_\_\_\_\_ to do here.
- 5- I am not sure what it is, but there is \_\_\_\_\_ behind the door.

##### 3 Underline the correct Phrasal verbs. (2 pts)

- 1- I don't like Mark. I am not **looking forward to / looking through** meeting him
- 2- Sara is **looking for / looking up** words in her dictionary.
- 3- I never **turn off / turn on** the light at night, because I like sleeping with the light on.
- 4- I don't like this shirt. I'll **give / take** it back to Saga Falabella.

##### 4 Complete the sentences. Put the verbs in the simple past or past perfect. (3 pts)

Example: We didn't enter the theatre because we had lost our tickets. (not enter, lose)

- 1- Jenny \_\_\_\_\_ at the meeting after it \_\_\_\_\_. (arrive, finish)
- 2- Suddenly, Martha \_\_\_\_\_ that she \_\_\_\_\_ her wallet. (realize, lose)
- 3- My mother \_\_\_\_\_ cooking so we \_\_\_\_\_ to wait to eat dinner. (not finish, have)

#### VOCABULARY 10 pts

##### 1 Put the correct adverbs in these sentences. (4 pts)

accidental	-	strangely	-	suddenly	-	slowly
------------	---	-----------	---	----------	---	--------

- 1 Juan understood how \_\_\_\_\_ her girlfriend had been behaving when he saw her with another man.
- 2 Mayra \_\_\_\_\_ dropped a hot water glass on her cat. The cat was taken to the veterinarian.
- 3 I was hit by a car that \_\_\_\_\_ came up from the corner.
- 4 Nadine used to talk so \_\_\_\_\_ that her friends called her "turtle".

##### 2 Underline the correct word.

- 1 Marcia is **exciting / excited** about her birthday party on Saturday.
- 2 I was very **disappointed / disappointing** when they said to me that I hadn't passed the course.
- 3 She made me so many questions that I was **confusing / confused**.
- 4 Sports are not **interested / interesting** to my sister.
- 5 Reptiles are **frightening / frightened** to me.
- 6 The exam was really difficult for me, I'm **worried / worrying** about the results.

#### READING 5 pts

Read the article and then answer the questions further below.

##### Do you have a phobia?

Are you terrified at the thought of getting on an airplane? Do you worry about spiders that go into the bathroom? Would you rather walk up 100 steps than get into an elevator? If the answer is yes to any of these or similar questions, you may have a phobia!

If you have a phobia, don't worry. You're not alone. It's estimated that about ten percent of the population have a phobia of something. The fear of flying, the fear of heights, the fear of being in closed spaces, or being in open spaces, are some of the most common phobias people have. However, there are hundreds of other unusual phobias too, which are just as bad. Did you know that some people have fear of clowns? Can you believe that some people are afraid of fish and that others are scared of garlic? There is the fear of falling in love, the fear of rain, the fear of the moon, and the fear of the starts! The list is long.

For most people who don't have phobias, these ideas are difficult to understand. Even people with phobias usually know that there's no real danger. However, they cannot control their fears. When those people think about the object of their phobia, their heart starts beating very quickly and they find it hard to breathe. This is a natural reaction to fear, but it can make life difficult if it happens all the time.

So if you have a phobia, what can you do about it? In some cases, you can simply avoid the object. If you have a fear of heights, don't climb a mountain! However, in other cases, it's not so easy. What to do if you're terrified of vegetables? Some people try relaxation techniques such as yoga or meditation since they find that physical exercise can help. Others change their diet and stop having alcohol, sugar, and other unhealthy things. Many people find that writing about their phobia helps them understand what is having to deal with them. But if one of these ideas helps you, go and see your doctor. He or she may suggest psychological help or even hypnosis.

1 How many people do not have phobias? \_\_\_\_\_

2 Do people who have phobias think they are dangerous? \_\_\_\_\_

3 What physical reaction do some people with phobia have? \_\_\_\_\_

4 What can people with phobias do to deal with the problem? \_\_\_\_\_

5 What kind of physical exercise can help people? \_\_\_\_\_

### WRITING 5 pts

**Write a paragraph about a car accident that you know about. Use past perfect, past simple and reported speech.**

Example: Richard felt really exhausted while driving back home. He had been working hard and it was difficult to keep his eyes open. Suddenly he saw a UFO driven by an ET in the middle of the road just in front of him, he swerved full of panic and....

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### LISTENING 5 pts

**Listen to five conversations. Match the conversations (1-5) to the speakers' jobs (A – E).**

Conversation 1 _____	A nurse
Conversation 2 _____	B tennis instructor
Conversation 3 _____	C driving instructor
Conversation 4 _____	D tour guide
Conversation 5 _____	E school teacher

### SPEAKING 5 pts

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## Appendix H: Validation formats filled by the experts

### UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

"Alma Máter del Magisterio Nacional"

#### INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

##### I. DATOS GENERALES:

- a. Apellido y Nombre(s) del informante: ORE DE LOS SANTOS, Miguel  
 b. Cargo e institución donde labora: ONE - DALEX  
 c. Nombre del instrumento: Cuestionario  
 d. Autor del instrumento: Diana Elizabeth SÁNCHEZ MARTÍNEZ  
 e. Tesis: **Use of communicative activities and English Language Learning in basic level students at the Language Center of Cesar Vallejo University.**

##### II. ASPECTOS DE VALIDACIÓN:

INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS	Deficiente (51 - 60)	Regular (61 - 70)	Buena (71 - 80)	Muy Buena (81 - 90)	Excelente (91-100)
	Cualitativos Cuantitativos					
1. CLARIDAD	Está formulado con lenguaje apropiado.					91
2. OBJETIVIDAD	Está expresado en conductas observables.					92
3. ACTUALIDAD	Adecuado al avance de la ciencia y la tecnología.					92
4. ORGANIZACIÓN	Existe una organización lógica variables e indicadores					92
5. SUFICIENCIA	Comprende los aspectos en cantidad y calidad.					92
6. INTENCIONALIDAD	Adecuado para valorar aspectos referidos al tema.					92
7. CONSISTENCIA	Basado en aspectos teóricos científicos y pedagógicos del área.					92
8. COHERENCIA	Entre las variables, dimensiones e indicadores.					92
9. METODOLOGÍA	La estrategia responde al propósito de la investigación.					92
10. PERTINENCIA	Adecuado para tratar el tema de investigación.					92
PROMEDIO DE LA VALORACIÓN CUANTITATIVA						92

III. OPINIÓN DE APLICABILIDAD: ES APLICABLE

IV. PROMEDIO DE VALORACIÓN: 92 (NINETY TWO)

Lugar y fecha: LIMA 17 DE OCTUBRE DE 2017

DNI N° 07800553

Teléfono N° 460-1285 y 992-535615

Firma del experto informante

# UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

"Alma Máter del Magisterio Nacional"

## INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

### I. DATOS GENERALES:

- a. Apellido y Nombre(s) del informante: Dra. Edith Zárate Aliaga  
 b. Cargo e institución donde labora: Docente DALEX - UNB  
 c. Nombre del instrumento: Cuestionario  
 d. Autor del instrumento: Diana Elizabeth SÁNCHEZ MARTÍNEZ  
 e. Tesis: **Use of communicative activities and English Language Learning in basic level students at the Language Center of Cesar Vallejo University.**

### II. ASPECTOS DE VALIDACIÓN:


INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS	Deficiente (51 - 60)	Regular (61 - 70)	Buena (71 -80)	Muy Buena (81 -90)	Excelente (91-100)
	Cualitativos Cuantitativos					
1.CLARIDAD	Está formulado con lenguaje apropiado.				85	
2.OBJETIVIDAD	Está expresado en conductas observables.				85	
3.ACTUALIDAD	Adecuado al avance de la ciencia y la tecnología.				85	
4.ORGANIZACIÓN	Existe una organización lógica variables e indicadores				85	
5.SUFICIENCIA	Comprende los aspectos en cantidad y calidad.				85	
6.INTENCIONALIDAD	Adecuado para valorar aspectos referidos al tema.				85	
7.CONSISTENCIA	Basado en aspectos teóricos científicos y pedagógicos del área.				85	
8.COHERENCIA	Entre las variables, dimensiones e indicadores.				85	
9.METODOLOGÍA	La estrategia responde al propósito de la investigación.				85	
10. PERTINENCIA	Adecuado para tratar el tema de investigación.				85	
PROMEDIO DE LA VALORACIÓN CUANTITATIVA						

III. OPINIÓN DE APLICABILIDAD: Aplicable

IV. PROMEDIO DE VALORACIÓN: 85 - Excelente

Lugar y fecha: La Cantuta 16 Octubre 2017

DNI N° 09764435 Teléfono N° 992573464



Firma del experto informante

# UNIVERSIDAD NACIONAL DE EDUCACIÓN

**Enrique Guzmán y Valle**

"Alma Máter del Magisterio Nacional"

## INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

### I. DATOS GENERALES:

- Apellido y Nombre(s) del informante: Mendoza Tomaylla, Jean Pierre
- Cargo e institución donde labora: Docente Nombrado
- Nombre del instrumento: Cuestionario
- Autor del instrumento: Diana Elizabeth SÁNCHEZ MARTÍNEZ
- Tesis: *Use of communicative activities and English language learning in basic level students at the Language Center of Cesar Vallejo University.*

### II. ASPECTOS DE VALIDACIÓN:

INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS	Deficiente (51 - 60)	Regular (61 - 70)	Buena (71 - 80)	Muy Buena (81 - 90)	Excelente (91-100)
	Cualitativos    Cuantitativos					
1. CLARIDAD	Está formulado con lenguaje apropiado.				90	
2. OBJETIVIDAD	Está expresado en conductas observables.				90	
3. ACTUALIDAD	Adecuado al avance de la ciencia y la tecnología.				90	
4. ORGANIZACIÓN	Existe una organización lógica variables e indicadores				90	
5. SUFICIENCIA	Comprende los aspectos en cantidad y calidad.				85	
6. INTENCIONALIDAD	Adecuado para valorar aspectos referidos al tema.				85	
7. CONSISTENCIA	Basado en aspectos teóricos científicos y pedagógicos del área.				85	
8. COHERENCIA	Entre las variables, dimensiones e indicadores.				90	
9. METODOLOGÍA	La estrategia responde al propósito de la investigación.				85	
10. PERTINENCIA	Adecuado para tratar el tema de investigación.				85	
PROMEDIO DE LA VALORACIÓN CUANTITATIVA						

III. OPINIÓN DE APLICABILIDAD: Muy buena - Aplíquese Conforme

IV. PROMEDIO DE VALORACIÓN: 87

Lugar y fecha: La Cantuta, 13 de Diciembre 2017

DNI N° 41401314 Teléfono N° 937316839

Firma del experto informante