

Programa de nivelación para la mejora de la habilidad de producción oral del idioma inglés en estudiantes del I ciclo de traducción e interpretación. Universidad César Vallejo, Chiclayo**Leveling program for the improvement of the oral production ability of the English language in students of the 1st cycle of translation and interpretation. César Vallejo University, Chiclayo**TORRES VARGAS, Esdras Joel¹
César Vallejo University, Chiclayo - Peru**RESUMEN**


El programa de nivelación en grupos heterogéneos, ha sido elaborado considerando los parámetros de la metodología científica y está orientado a mejorar la habilidad de producción oral en el idioma Inglés de los estudiantes del I Ciclo de la Escuela Académico Profesional de Traducción e Interpretación de la Universidad César Vallejo – Chiclayo. Actualmente en la Escuela Académico Profesional de Traducción e Interpretación existe un gran interés por desarrollar y mejorar el nivel de dominio del idioma inglés, pero la habilidad de producción oral, a la que el autor considera una habilidad más que necesaria e importante en la adquisición de este idioma, sigue siendo de gran dificultad porque muchas veces no es priorizada por docentes y estudiantes. En el presente trabajo de investigación se formuló el problema de investigación, la hipótesis, el objetivo general y los objetivos específicos. El tipo de investigación es cuantitativo y el diseño es cuasi experimental. El trabajo de investigación se realizó con un grupo de 33 estudiantes del I Ciclo de Traducción e Interpretación. Durante la investigación se ha logrado desarrollar un programa de nivelación para grupos heterogéneos, el cual tiene sesiones de aprendizaje desarrolladas de manera que responde a las necesidades de los estudiantes y tiene como principal enfoque al enfoque comunicativo.

Palabras clave: nivelación, producción oral, programa, enfoque comunicativo.

ABSTRACT

The levelling program in heterogenic groups, has been elaborated taking into account the measures of the scientific methodology and it is oriented to better the oral production ability in the English language from the students in the first cycle of the Professional Academic School of Translation and Interpretation at César Vallejo University in Chiclayo. Nowadays in the Professional Academic School of Translation and Interpretation exists a great interest for developing and better the level of knowledge of the English language, however the oral production ability, which is considered by the author an ability necessary and important to work in the acquisition of this language, remains of a big difficulty because many times this ability has not given the priority for teachers and students. In this research was formulated the problem of investigation, the hypothesis, the general objective and the specific objectives. The kind of research is quantitative and the design is in the quasi experimental level. The research was done with a group of 33 students from the first cycle of translation and interpretation. During the research a leveling program for heterogeneous group has been developed, which contains learning sessions that have been developed in such way that answers the student's needs and has like the main approach, the communicative approach.

Key words: levelling, oral production, program, communicative approach.

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INTRODUCTION

This research work was conducted with the purpose of verifying if the implementation of the leveling program certainly improves the English oral skill in students of César Vallejo University, Chiclayo, 2014, coursing the first cycle of Translation and Interpretation.

Knowing the low performance of students, in the language skills, meaning production and comprehension of texts, the researcher focused on researching, analysing, enhancing and improving their oral production. The proposal was based on the communicative language teaching, behaviorism, mentalism, constructivism and the monitor model theory by Krashen, as pedagogical foundations.

In this research, you can find everything related to the research problem: the problem statement, the formulation, justification and limitations faced in the development of this investigation, also previous studies and the general and specific objectives that gave direction to this work.

It is also set, everything related to the theoretical framework; the theories foreign language acquisition and learning, the strong pedagogical basis of the English language that underlies the intervention program and the conceptual framework, which forms the core of this research work.

It also details the methodological framework, which contains the research hypothesis, the conceptual and operational definition of the variables, its operationalization, the type and design of research, population and sample, the method, techniques, and data collection instruments, which served to guide methodologically the research project.

Finally, it is exposed the results are presented after the implementation of the intervention program. There is a description of results, their interpretation, discussion of the way the theoretical material led to achieve the goal, as well as the conclusions and suggestions for the scientific and scholarly community.

METHOD

The research method used was deductive, which allowed the obtaining of conclusions based on observation. In addition, this method allowed the derivation of concepts or statements of other concepts as well as statements set forth above since it uses the verification and the generalization as a substantial part of the research process. It was also applied the analytical– synthetic method, this is a research method of objects that allowed to separate the parts of the whole to conduct independent study in order to verify the obtained results, which were analyzed using statistical data and were measured using the vigesimal system (0-20).

In the present research, different techniques were applied for the treatment of the variables.

For the Heterogeneous leveling program variable, field techniques were used, such as scheduling and dosage. The instruments used were: The leveling program for heterogeneous groups and the learning sessions of the program, which were developed by the author of the research and led to validation through an expert's opinion, who observed, analyzed and evaluated the instruments. Then the author did the corrections so that the experts could approve these instruments.

For the variable Oral production, systematic observation and survey were used; while the instruments applied were the pre-and post-test, a rubric for assessment for the oral production and a survey. Also instruments, which were validated by experts in the teaching foreign languages specialty, who after performing a thorough process of evaluation, gave the validity of the instruments.

RESULTS

Pre -Test

Table 1

English oral production skill in first-cycle-students from Translation and Interpretation Academic Professional School, 2014-I. Results before the implementation of the leveling program.

Oral Prod. levels	Intervals	f	%	Summary measures	
Low	0 a 10	18	60	Mode	10.24
Medium	11 a 14	10	33.3	Median	9.1
Intermed.	15 a 18	2	6.7	Arithmetic mean	8.55
High	19 a 20	0	0	Standard Deviation	3.67
Total		30	100		

Source. Diagnostic Exam (Pre-Test)

Date. March 31st, 2014

The most frequent grade in the students coursing the first cycle semester of Translation and Interpretation school 2014-I was 10.24, which according to the levels of oral production established, means that the students had a low level.

According to what is shown in table 1, the 60% of students were in the range of low oral production, showing grades between 0-10, which indicated that more than half of the students could not communicate in the foreign language. Some of them had the basic knowledge but in some cases, the students just were not able to pronounce correctly, communicate fluently, receive, and provide some type of information.

Post-Test

Table 2

English oral production skill in first-cycle-students from Translation and Interpretation Academic Professional School, 2014-I. Results after the implementation of the leveling program.

Oral Prod. levels	Intervals	f	%	Summary measures	
Low	0 a 10	0	0	Mode	16
Medium	11 a 14	16	53.3	Median	13.73
Intermed.	15 a 18	10	33.3	Arithmetic mean	14.17
High	19 a 20	4	13.3	Standard	2.61
Total		30	100		

Source. Diagnostic Exam (Pre-Test)

Date. June 30th, 2014

After the implementation of the program, the most incisive grade in the students of Translation and Interpretation school studying in the first cycle semester 2014-I, was 16, which according to the levels of oral production established, means that the students had an intermediate level.

According to what was observed, after applying the intervention program, most of the students coursing in the first cycle of Translation and Interpretation school had medium level of oral production, indicating that they are able to communicate with a certain fluency, pronounce about half of their oral production correctly, provide and give information in a consistent manner and gradually maintain, the rhythm and intonation appropriate during a conversation.

DISCUSSION

The leveling program design was based on the communicative approach, and had behaviorism, mentalism, and monitor model theory by Krashen as pedagogical basis, which contributed in the creation of activities and strategies to use. It also endorsed as a theoretical contribution, since the leveling program is presented as a reality, according to the behaviorism all learning takes place through a formation process of behavior habits from the mechanism of stimulus-response-reinforcement, which was evident through the sessions. Being the stimulus, what the teacher presented; the response, the oral production made by the students; and the reinforcement, the correction, or acceptance of the professor.

The mentalism of Chomsky states that people have a mechanism of Language Acquisition Device (LAD) which is activated when the teacher speaks with the student, receiving primary linguistic data, or input, which is processed by their MAL and permit the generation of hypotheses about the functioning of the tongue. That was verified during the execution of the sessions in the intervention program when the teacher expressed, gave a command or a few comments, and the students inferred what was requested by the teacher and progressively were acquiring more vocabulary, improving their grammar and pronunciation.

The monitor hypothesis by Krashen, states that there must be certain conditions for the student to produce verbally. These conditions are time, self-correcting and knowledge of the rules. These conditions helped the teacher in the execution, and in the learning sessions, because once the student knows the rules of grammar and pronunciation would be able to evaluate himself and produce orally in a certain time

The constructivism of Piaget, states that the person is in constant process of a contrast between what he knows and the data offered by the environment, which he subsequently accommodates and builds a new knowledge; according to the results shown by the students in the evaluation before the implementation of the program, most of them proved to be in a low level of oral production. Then, after the intervention program, they constructed new knowledge, and after being evaluated, the results showed the new level reached, which made them pass from the low level to medium, intermediate, and high levels.

The communicative approach reinforced the whole leveling program, providing strategies that allowed to improve the oral production skill changing the established paradigms about the English language learning, in which many teachers use methods that do not collaborate in the development of language skills and even less on the learning of a new language.

CONCLUSIONS

It was identified the level of English oral production skill in the students of Translation and Interpretation school coursing the first cycle in the Pre-Test phase, finding that 60% of the students had a low level of oral production, the 33.3% of students had a pre-intermediate level and only 6.7% had an intermediate level.

The leveling program was designed to improve the oral production skill .it was based on the communicative approach and had as theoretical support behaviorism, mentalism, and the monitor model by Krashen, which allowed to develop the program structures and learning sessions that respond to the needs of the students.

The leveling program was applied to improve English oral skill in the students coursing the first cycle of Translation and Interpretation school, which had a duration of 12 weeks and was systematized through sessions that contained sequencing and adaptability.

Through the post-test it was evaluated how an oral production leveling program improves over time, giving as result the significant improvement in the oral production skill in the students of Translation and Interpretation school studying in the first cycle, as shown in the graphs presented.

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