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**ACTION RESEARCH TO IMPROVE  
SPEAKING SKILLS IN OFFICIAL  
TOURIST GUIDE STUDENTS AT  
INSTITUTO SUPERIOR  
TECNOLÓGICO ESDIT AREQUIPA-  
PERU**

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Piura, 2017

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

Maestría en Educación con Mención en Enseñanza de Inglés como Lengua  
Extranjera

Zubizarreta, L. (2017). *Action Research to improve speaking skills in Official Tourist Guide students at Instituto Superior Tecnológico ESDIT Arequipa- Peru* (Tesis de Maestría en Educación con Mención en Enseñanza de Inglés como Lengua Extranjera). Universidad de Piura. Facultad de Ciencias de la Educación. Piura, Perú.



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**LUZ MARINA ZUBIZARRETA AGÜERO**

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OFFICIAL TOURIST GUIDE STUDENTS AT INSTITUTO  
SUPERIOR TECNOLÓGICO ESDIT AREQUIPA- PERU.**



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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**

**MAESTRÍA EN EDUCACIÓN**

**MENCIÓN EN ENSEÑANZA DE INGLÉS COMO LENGUA  
EXTRANJERA**

**2017**

## **APPROVAL**

The thesis entitled, “**Action Research to improve speaking skills in Official Tourist Guide students at Instituto Superior Tecnológico ESDIT Arequipa- Peru**”, presented by **Luz Marina Zubizarreta Agüero**, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Second/Foreign Language, it was approved by the thesis director: **Dr. Majid Safadaran Mosazadeh**, and defended on \_\_\_\_\_2017 before a Jury with the following members:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Informant

## **ACKNOWLEDGMENTS**

*To my Tutors who showed me another way to see the English Language Teaching nevertheless the importance of continuous teachers' training in the new trends and innovation in education process.*

*A special thanks to FUNIBER to give me the opportunity to achieve a goal through this state of the art way to study.*

*Thanks to Instituto Superior Tecnológico "ESDIT", for the ease offered to develop this research, as an institution dedicated to the professional studies and to incentive teachers to the continuous training.*

*To my family for the unconditional support and patience during my study.*

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## **INTRODUCTION**

This research entitled “Action Research to improve speaking skills in Official Tourist Guide students at Instituto Superior Tecnológico ESDIT Arequipa- Peru”, has been developed in two groups: an experimental and a control group, both from the VI semester of the Official Guide in Tourism Career, who with their English Teacher have formed the research team. First, in order to identify the problem and to find possible solutions for it, students were observed during their performance when giving a presentation in a guided tour inside and outside the classroom during the subject named “Guiding techniques in English”, which is based on teaching English for specific purpose for the tourism industry in this case for the tour guides.

Even though many students have mastered basic listening and speaking skills in the study of English Language classes, a few students are much more effective in their oral communication than others. And those who are more effective communicators will experience more success in their presentations or guidance and in other areas of their lives but the weaker students would have difficulties to communicate and to hold a guided tour. The skills that can make the difference between minimal and effective communication can be taught, practised, and improved. Due to the difficulties observed in the students’ speaking, it was designed the Action Plan named: “Improving our English speaking skills”, that considers speaking, reading and writing strategies which will contribute to the improvement in the speaking skills, removing communication difficulties in the experimental group of students.

This investigation is presented in four chapters: In Chapter I, important aspects of this study are described: the investigation outline, the formulation of the problem, the general and specific hypothesis, the delimitation of the objectives, general and specific, the justification, limitations and the antecedents of the investigation. Chapter II describes the theoretical framework which supports the investigation through the theories which explain the reason of the Action research design and the phases it contains, the methodology and the objectives of the action plan. In Chapter III the following are presented: the methodology of the investigation, the type and design of the investigation, the population and study sample, the variables, the techniques and instruments for gathering of data. Moreover the intervention stage with the Action Research and the sessions implemented in it. Finally, in Chapter IV the discussion of the results, a comparative analysis of the results from the experimental and control group, the comparative pre-test and post-test results are presented. Finally, the conclusions and recommendations about the findings are presented. In the Annex part can be found information that supports the research and gives more details of the instruments used to get data, also some photographs and recordings of the Experimental group.

The results of this study allow us to conclude that the action plan strategies and the progressive implemented stimulation is very effective for the self-improvement in the English language speaking skills and of course communication when managing a guided tour.

# **CHAPTER I**

## **INVESTIGATION OUTLINE**

### **1.1. Formulation of the problem**

The students of the VI semester at Instituto Superior Tecnológico ESDIT do not manage a good communication when giving a presentation during a guided tour, showing difficulties in their speaking. Moreover, they get in anxiety showing lack of confidence especially at the moment of answering questions, also they present lack in pronunciation, intonation and fluency. In addition, these students do not have good writing and reading skills, so these factors affect their speaking performance, and they will also affect their professional performance in advance. In tourism and travel professions, people who work with tourists must be able to communicate well since it has become a common language for travelers from any different countries.

### **1.2. Hypotesis**

#### **1.2.1. General Hypotesis**

If target students are exposed to the action research “Improving our English speaking skill” taking into account different strategies to improve speaking skills, they will eliminate

difficulties when giving presentations during guided tours in English Language.

### **1.2.2. Specific Hypotesis**

- Strategies from the Action research will let students improve their speaking skills.
- Strategies from the Action research will let students improve their communication skills.

### **1.3. Delimitation of the objectives**

#### **1.3.1. General Objective**

To improve the level of communication in the use of English language of students in the VI semester of Official Guide of Tourism at Instituto Superior Tecnológico ESDIT through the action research named: “Improving our English speaking skill”.

#### **1.3.2. Specific objective**

- To determine the communication level in the control group.
- To verify the communication level in the experimental group.

### **1.4. Justification of the investigation**

The target students show difficulties during English presentations and guided tours which is known by them. In spite of that every student show some abilities which can be overcome taking advantage on their desire to improve, leading them to speak and deal with language experiences, and to face different communication problems.

As the improvement of speaking involves reaching good pronunciation skills, good intonation, and accuracy; it was proposed the “action research” which is an integral project that consists of prepared printed material, reading activities, writing

composition, especially oral presentations during guided tours in English so as to favor the development of the target students' speaking skill.

### **1.5. Limitations of the investigation**

The target students are adults with different levels of knowledge of English language as ESL because they are not evaluated to be located according to their level when they start studying English language, and they have been studying English for two years and a half but most of them have not reached the possibility to speak very well yet, consequently they resist to speak in any speaking situation.

Another setbacks were, to record first students' guidings, which were done outdoors at the tourist sightseeings, at the beginning of the project, they got nervous because they were conscious of their lack in speaking, reading and other aspects of their learning process, so just photographs were taken. Then when some of them felt better prepared allowed to be recorded but almost at the end of the investigation, so to get the recordings, which are presented as annex in this work, was a difficult work.

### **1.6. Antecedents of the investigation**

The following investigations are considered as antecedents:

a) Name of the research: "Intercultural Communicative competence in teaching English in Peru". Católica Santa Maria University 2010, by Graciela Miranda Quequesana. This is a BCA thesis postgraduate, applied in the Language center of the Católica Santa Maria University. The reached conclusions are:

It was established the important role of culture knowledge people, who want to learn English language, have about the foreign country where English is spoken, and the connection with the ability to communicate with people from those countries. Other aspect is the influence of the intercultural teaching in the learning process when Peruvian teachers teach abroad their L1 language and foreign

teachers teach English to Peruvian students. It was concluded that the language centers should have at least a foreign teacher to interchange culture, custom and tradition with students and teachers.

It is connected with the present research since this research deals with the final aim of the learning-teaching English process which is communication, and spoken language as the tool to transmit culture from generation to generation.

b) Name of the research: “Improving the Speaking Skill through a Controlled-Learning Environment for 2nd year students of Traducción Inglés-Español, at Instituto Profesional Chileno-Norteamericano”. By Moisés Antonio Bittner Godoy (Santiago de Chile, in 2012). This is a quasi-experimental research project, applied in a group of 25 students, in which was established the importance of improving the classroom atmosphere, not only the class arrangement, but also the classroom interaction (groupwork and pairwork), and the use of social-affective strategies. Classroom management is also a relevant aspect to be taken into account. Establishing a set of rules in the teaching space will prevent disruptive behavior. It was concluded in this research that:

The abilities to listen critically and to express oneself clearly and effectively contribute to a student’s success in school and later in life. After a whole month of teaching intervention conducted to improve the speaking skill through a controlled-learning environment, the results have been quite positive.

It is connected with the present research because it was proposed to improve the students’ speaking skills.

c) A third research considered as antecedent was: “Phonetic Symbols as strategy for self-improvement of English Language pronunciation in students of Official Guide of tourism at Instituto

Superior Tecnológico ESDIT”. It was held by Luz Marina Zubizarreta Agüero for Católica Santa Maria University, in Arequipa 2007. It was proposed an action research which was applied to a group of 30 students in which was established the importance of self-improvement of English pronunciation through the management of phonetic symbols. After four months of work It was concluded in this research that:

When students improve their pronunciation they get confidence to speak so communication is doubtless fluent too. It is important to lead students to be self-learners giving them all the necessary tools motivating them the use of their dictionaries adequately as a tool to improve their pronunciation of English language, checking the phonetics of the new words, getting autonomy to correct their pronunciation by themselves. Also students got good intonation, accent and confidence at the moment of speaking.

It is connected with this research since improving students’ pronunciation will give them more self-confidence to speak.



## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1. Sociocultural theory of learning - Vygotsky**

Sociocultural theory argues that the appropriation of a skill is achieved through the mediation of what is sometimes called assisted performance. Vygotsky's sociocultural theory of human learning describes learning as a social process and the origin of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition (Sarah Scott, 2009: 45). Vygotsky believed everything is learned on two levels.

First, through interaction with others, and then integrated into the individual's mental structure. A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop. A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills (Vygotsky, Lev., 1997: 30). Collaborative learning, discourse, modelling, and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning. The implications of Vygotsky theory are that learners should be provided

with socially rich environments in which to explore knowledge domains with their fellow students, teachers and outside experts. Information and communications technology (ICT) can be used to support the learning environment by providing tools for discourse, discussions, collaborative writing, and problem-solving, and by providing online support systems to scaffold students' evolving understanding and cognitive growth.

Fundamental to the view that speaking is a cognitive skill is the idea that knowledge becomes increasingly automated through successive practice. Practice makes - if not perfect - at least, fluent. A corollary to this view is that the automating process can be speeded up by creating practice conditions that 'park the attention' (Thornbury Scott, 2005: 79). Communicative tasks, thus, fulfill two important language learning needs: they prepare learners for real-life language use, and they encourage the automatization of language knowledge.

Communicative activities are characterized by the following features:

- The motivation of the activity is to achieve some outcome, using language.
- The activity takes place in real time.
- Achieving the outcome requires the participants to interact, for example to listen as well as speak.
- Because of the spontaneous and jointly constructed nature of the interaction, the outcome is not 100% predictable.
- There is no restriction on the language used.

In sociocultural terms, autonomy is the capacity to self-regulate performance as a consequence of gaining control over skills that were formerly other-regulated. Moreover the self-confidence gained in achieving a degree of autonomy, however fleeting, can be powerful incentive for taking further risks in this direction. This is why classroom speaking activities that involve minimal assistance, and where learners can take risks and boost their confidence, provide

an important launch pad for subsequent real world language use. This is particularly the case if the classroom learner is performing under what are called real operating conditions.

## **2.2. Communicative Language Teaching - Littlewood Louise**

Littlewood, (1999: 5) highlights four wide skill fields which constitute the communicative competence of a person and must be recognized in the foreign languages teaching:

- Students have to reach as high competent level as possible. That is, they have to develop the ability to manipulate the linguistic system until they are able to use the language in a flexible and spontaneous way in order to express the message to be transmitted.
- Students have to distinguish among the forms they dominate as part of their linguistic competence and the communicative functions of the English language. In other words, the elements which control the part of a linguistic system also it is understood as part of a communicative system.
- Students must develop abilities and strategies in order to use the language to communicate meanings as efficient as possible in concrete situations.
- Students must be aware of the social meaning of the linguistic forms. For many students it does not involve the ability to vary their own language to adjust it to different social circumstances.

## **2.3. Action Learning in Education - Reginald William Revans**

R.W. Revans (1982: 846) is the creator of action learning. He was the first who developed action learning as an educational process figure on the identification of a problem, integration theory, action determination and outcome evaluation. The purpose of this

method is to solve problems through a process of asking questions, clarifying the exact nature of the problem, identifying possible solutions and incorporating them in a possible strategy for action.

The term 'action learning' was created by R.W. Revans as 'a means of development, intellectual, emotional or physical, that requires its subjects, through responsible involvement in some real, complex and stressful problems, to achieve intended change sufficient to improve his observable behavior henceforth in the problem field'.

Action learning, in contrast to action research, focuses on the learning and the action does not require the extension of new knowledge in a theoretical sense. In action learning the participants select some issues, analyze them, take some action and reflect on that action. In the process of reflection experience and theory are transformed into knowledge, which undoubtedly increases the effectiveness of learning. Action learning approach provides a combination of theory and experience, it creates positive change in motivating participants to actively participate in the learning process, and also acquires of more effective skills. Learning is not just about gaining knowledge from formal sources, but also from the actions and experiences. Research indicates that individuals learn better from each other and also from the experience gained by working together in the group. Collaborative methods based on empirical and action-oriented strategies to make the newly created knowledge become the basis for new activities that is intended to bring change. Action learning method is based on the experiences of the participants whose individual problems become the basis for constructive solutions in the future.

Describing the action learning it is difficult to speak of a clear approach to the method, because it means different things to different people. R.W. Revans defined action learning as a process of intellectual development, emotional or physical, which requires participants to engage in the various relevant issues in order to achieve the desired change and improve the current situation.

### **2.3.1. Using Action Learning in Education**

S. O'Hara (1996: 19-26) presents a model of implementing action learning in an academic context designed on the model of education. In this model three parts have been distinguished: Learning to Learn Orientation, The Higher Education Framework and Outcomes.

The part called Learning to Learn Orientation is focused on ensuring the secure sections of action learning and supportive working environment based on trust and mutual support towards the aim of learning. The group meeting of action learning is the opportunity for individuals to share their experiences and problems in order to find effective solutions of them. In this sets the participants share a common purpose, intellectual and emotional energy.

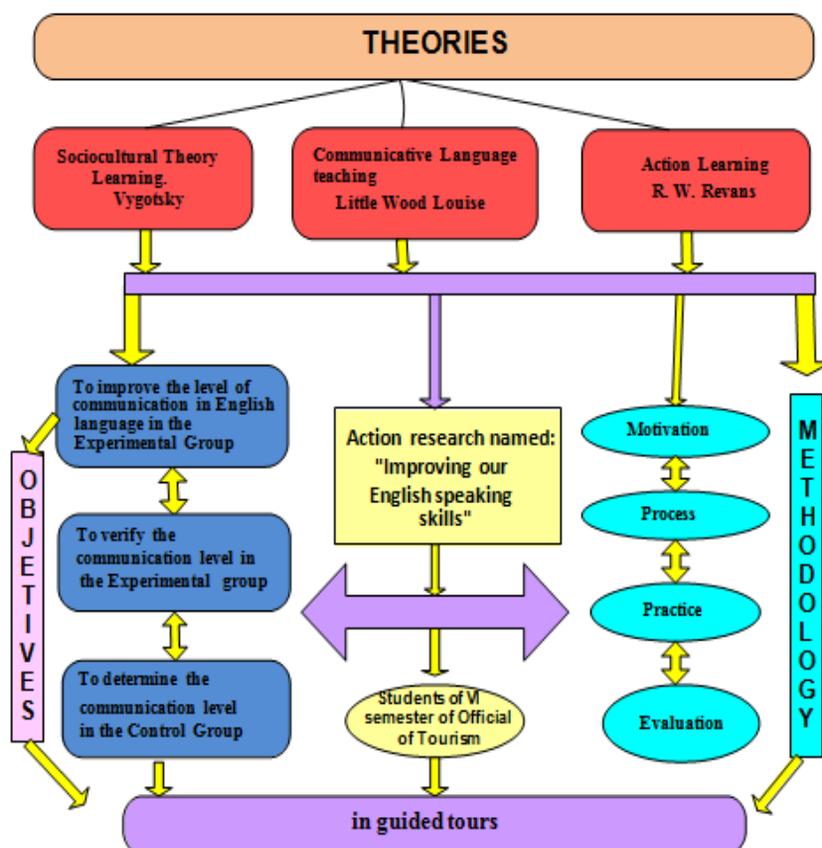
The Higher Educational Framework includes traditional practices associated with the programmed knowledge. The role of action learning is to add the element of questioning and reflection of the problem. Such actions oriented to the problem may be an alternative for students and adults to learn through the exchange of experiences with other people.

In the third part called Outcomes, the aim is to ensure that learners gain new experiences and insights of the topic and the development of new skills and the ability to cope with new situations, both at work and in your personal life. The development and implementation of changes by individuals also help solve problems for all members of the group. The first part constitutes the action learning practices and different approaches affecting the shape of an action learning project. The second part consists of the individual and group influences relevant to the process of effective learning. The third part contains the framework for implementing action learning in an academic context. The fourth part presents the designed individual elements of an action learning project. Looking at the general definition of action learning it can be seen that this

method is both a concept and a form of action which aims to strengthen the ability of people in everyday situations.

## 2.4. Operational framework of this research

In the following diagram is presented the theoretical support for this proposed Action research in order to show a complete view of this study. The previous theories are the backgrounds which justify the objectives and the methodology proposed in the action plan that was applied in the Experimental group. All the strategies are directed to improve the speaking skills of students during guided tours.



*Elaborated by: Luz Zubizarreta*

## **2.5. English Language in the Tourism industry**

### **2.5.1. English as international language in tourism**

Nowadays, English is the international language of communication for excellence and the most important language in the great tourism industry. Kruse and Kruse (1982: prolog) mentions “In tourism and travel professions, people who work with tourists must be able to speak English well since it has become a common language for travellers from many different countries”. Most of the local and international companies (agencies, tour operators, rent car companies, hotels, restaurants, airlines) require professionals in tourism who speak foreign languages, English mainly, being one of the prerequisites when applying for a position.

### **2.5.2. Role of a tour guide**

According to Kruse and Kruse (1982: 34) a tour guide is a person who guides the visitors in the language of their choice. A tour guide leads a group of people around the museum, town, and important venues. Tour Guides are representative of the cities for which they are qualified and they interpret the culture and heritage of the area. Tour Guides help travelers to understand the culture of the region and the way of life of the inhabitants. This role of the tour guide can be focused in two ways:

On one hand, their role is to promote the cultural and natural heritage and on the other hand, making visitors aware of the importance of the tourist attraction. Tour Guides provide with full information about the features and history of the tourist attraction. As the importance of places is known by the guides, they will educate and narrate tourists all the local stories, history and culture as and when the location comes.

The importance is placed on the guide’s knowledge and management of the guiding techniques. They will try their best to explain tourists the guided tour according to the age and interests. Moreover, while traveling to next location the guides entertain

tourists, and give them relevant information about the place where they will land up next.

On visiting any historical place, guides with wide knowledge of that place are required. So that they can narrate the history of that place in detail. If tourists move without a guide they will not come to know anything about the place and they will not understand what they are seeing and what it means. Tour Guides answer all your questions and you can gain lot of knowledge from them. Many times, it happens that we ignore small things, but always a small thing contains a big story, so only the Tour Guides can educate us about the place.

Before going on a trip we can read a lot of information about the destination but to get the whole insight information it is better to appoint a guide. A guide helps you to know about the climatic condition, culture, language, also helps you to buy typical souvenirs.

The code of ethics for official guides of tourism (1999) establishes the role of tour guides:

Article I: The tour guides during their professional service fulfill the following specific functions:

- a. Orientation. It refers to the function of the tourist guide to provide tourists or passengers with basic, accurate, brief and specific information about several aspects of the tour.
- b. Instruction. The tour guides fulfill educational role when giving tourists or passengers a complete knowledge of the tourist destination.
- c. Direction. The tourist guide leads the tourists or passengers in a courteous, responsible and prudent way with safety and efficiency in the tourist attractions, also in the development of the itinerary.
- d. Assistance. It is related to the collaboration service and efficient and sufficient help to tourists or passengers in any kind of problem during their trip, providing them the greatest possible satisfaction and welfare.

## **2.6. The speaking skill**

Speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004: 1) argues that “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop”. The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns.

Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing. Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury, 2005: 4).

### **2.6.1. Definition of speaking**

Speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions. Hedge (2000: 261) defines speaking as “a skill by which they (people) are judged while first impressions are being formed.” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people’s thoughts and personalities.

### **2.6.2. Elements of speaking**

To speak the second language fluently and accurately, learners need to be able to know some elements which are very important to develop this skill. Harmer (2001: 160) mentions these elements which refer to the language features that learners should have knowledge about. In addition to the processes of the language and information in the same time when an interlocutor interacts with them. These elements are described as follow:

### **2.6.2.1. Language features**

The following features are necessary for an effective speaking .

- Connected speech: this ability needs from the speaker of English to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech.
- Expressive devices: English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of non verbal means. These devices help them to convey their intended meaning. Students, then need to have this ability of employing such devices if they want to be effective communicators.
- Lexis and grammar: when learners produce some language functions, they often use the same lexical structures. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.
- Negotiation language: learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others talk. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if they seek to be understood and clear especially when they can see that the other interlocutors did not understand them.

### **2.6.2.2. Mental/ Social processing**

The necessary processing skills of speaking are the following:

- Language processing: this refers to the ability of the learners/ speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

- Interacting with others: most of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker needs to be able to listen to and to understand others' talk, then to react through taking turns or keeping the others to do so.
- Information processing: this relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information, they should be ready to response to the others' talk.

### **2.6.3. Characteristics of speaking performance**

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills.

Many questions have been raised about the role of accuracy in CLT theory. Hedge (2000: 61) makes the important point that "The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary." Learners then, should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

#### **2.6.3.1. Fluency**

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Hughes, R. (2002: 113) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest.

One can say, it is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. Hughes (2002: 114) supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicators of coherence.

Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Thornbury (2005: 6) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases Thornbury suggests what is called, tricks or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are “uh” and “um”, vagueness expressions such as “short of” and “I mean”. Another device for filling the pauses is the repetition of one word when there is a pause.

### **2.6.3.2. Accuracy**

Most second language teachers nowadays emphasize the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

### **2.6.3.2.1. Grammar**

The grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005: 7) lists the following features of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head + body + tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

### **2.6.3.2.2. Vocabulary**

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001: 161) the knowledge of the word classes also allows speakers to perform well formed utterances.

### **2.6.3.2.3. Pronunciation**

English language has been long considered by either native speakers or non-native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practise pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising

intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Pronunciation means to say words in ways that are generally accepted or understood. However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved.

## **2.7. Teaching speaking**

### **2.7.1 Speech production**

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, so natural and integral is speaking that we forget how we once struggled to achieve this ability until we have to learn how to do it, all over again in a foreign language. The first point to emphasize is that speech production takes place in real time and is therefore essentially linear (Thornbury Scott, 2005: 2). Words follow words, and phrases follow phrases. Likewise, at the level of utterance (sentences), speech is produced utterance by utterance, in response to the word by word and utterance by utterance productions of the person we are talking to (interlocutor).

### **2.7.2. Articulation**

What has been formulated now needs to be articulated. Articulation involves the use of the organs of speech to produce sounds. Vowel sounds are produced primarily by the action of the tongue and the lips. Consonant sounds are determined by the point at which the air stream is obstructed. The combined effect of all these variables allows speakers of English to produce a range of over 40 phonemes, i.e. sounds that, in English, determine the meaning of a word. These are divided almost equally between vowels and consonants.

### 2.7.3. Self-monitoring and repair

A self-correction is an instance of self-monitoring, a process that happens concurrently with the stage of conceptualization, formulation, and articulation. A re-think at the planning stage may result in the abandonment of the message altogether, self-monitoring at the formulation stage may result in a slowing down, or a pause and the subsequent backtracking and rephrasing of an utterance. Self-monitoring of articulation results in the kind of corrections that even fluent speakers have to make when the wrong word pops out or the pronunciation goes awry.

Hand in hand with monitoring is the ability to make running **repairs**, either in response to self-monitoring or to the messages conveyed by one's interlocutors. Repair can take the form of an immediate correction or "retrace-and-repair" sequences, that is, when the speaker retraces or "re-winds" an utterance, and starts again, but with a different sequence of words or phrases (Thornbury Scott, 2005: 6).

### 2.7.4. Automaticity

Speaking is like any other skill, such as driving or playing a musical instrument: the more practise you get, the more likely it is you will be able to chunk small units into larger ones. With fewer units to assemble at the moment of articulation, there is a proportionally greater gain in fluency. Conversely, embarking on a completely untried speech genre, on an unfamiliar topic with unknown interlocutors, is likely to make tongue-tied at best, or, at worst, completely mute. Wilbur Wright, writing of his first ventures in aeronautics, said, "Skill comes by the constant repetition of familiar feats rather than by few over-bold attempts at feats for which the performer is yet poorly prepared." The same could be said for spoken fluency.

## 2.8. Speech conditions

The conditions in which speaking occurs play a crucial role in determining the degree of fluency that is achievable. According to Thornbury Scott, (2005: 25), researchers have isolated a number of factors, of which the following seem to be the most important. They have been divided into three categories:

### 2.8.1. Cognitive factors

- *Familiarity with the topic*: the greater the familiarity, the easier the speaking task; this is why it is generally easier to talk about your job, or your family, than it is to talk about something very removed from your day-to-day life.
- *Familiarity with the genre*: giving a lecture or a speech will be harder if you are unfamiliar with those particular genres.
- *Familiarity with the interlocutor*: generally speaking, the better you know the people you are talking to and the more shared knowledge you can assume, the easier it will be.
- *Processing demands*: if the speech event involves complex mental processing, such as that involved in describing a complicated procedure without recourse to illustrations, it will be more difficult than if not.

### 2.8.2. Affective factors

- *Feelings towards the topic and/or the participants*: generally, if you are well disposed to the topic you are talking about, and/or to the other participants, the easier it is likely to be.
- *Self-consciousness*: being “put on the spot” can cause anxiety which will have a negative effect on performance; likewise, knowing that you are being evaluated can be harmful.

### 2.8.3. Performance factors

- *Mode*: speaking face-to-face, where you can closely monitor your interlocutor's responses and where you can use gesture and eye-contact, is generally easier than speaking over the telephone, for example.
- *Degree of collaboration*: giving a presentation on your own is generally harder than doing it with colleagues because in the former case you cannot count on peer support.
- *Discourse control*: on the other hand, it is often easier if you can control the direction of events, rather than being subject to someone else's control.
- *Planning and rehearsal time*: generally, the more time to prepare, the easier the task will be; telling a joke is usually easier the second time round.
- *Time pressure*: if there is a degree of urgency, it is likely to increase the difficulty for the speaker.
- *Environmental conditions*: trying to speak against a background of loud music or in poor acoustic conditions is difficult.

The kinds of knowledge that speakers bring to the skill of speaking comprise extralinguistic knowledge, such as background knowledge of topic and culture, and linguistic knowledge, including discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary, and phonology. (Scott Thornbury Scott, 2005: 26)

## 2.9. Appropriation activities

### 2.9.1. Appropriation: Practised control

Rather than talk of controlled practice, it may be more helpful to talk about **practised control**. Controlled practice is repetitive practice of language items in conditions where the

possibility of making mistakes is minimized. Practised control, on the other hand, involves demonstrating progressive control of a skill where the possibility of making mistakes is ever-present, but where support is always at hand. To use the analogy of learning to ride a bicycle, it is like being allowed to pedal freely, but with someone running along right behind, just in case. In practised control, control (or self-regulation) is the objective of the practice, whereas in controlled practice, control is simply the condition under which practice takes place.

### **2.9.2. Reading aloud**

Reading aloud is the natural next step between writing and speaking. It is analogous to the way actors read their lines before committing the text of a play to memory. It also has the advantage of providing a secure framework within which learners can focus on lower level features of talk, such as pronunciation, without the added pressure of always having to plan the next utterance. In this way, reading aloud is a form of scaffolding, but like all scaffolding, it should gradually be dismantled so that the learners are finally having to cope on their own without the security of the written text.

Learners need to be familiar with the reading text in order to assure they are pausing in the right place, if they are having difficulties with the pronunciation of unknown words, the stress and intonation, they can mark onto their reading text the main stressed words and divide each utterance into meaningful chunks. It is important to let learners to prepare by themselves before to read aloud.

### **2.9.3. Communicative tasks**

Fundamental to the view that speaking is a cognitive skill is the idea that knowledge becomes increasingly automated through successive practice. A corollary to this view is that the automating process can be speeded up by creating practice conditions that park the attention. That is, the kind of practice that helps automatization is best when the learner's attention is distracted from the temptation to refer to the rules of grammar and to generate every utterance

from scratch. Communicative activities are characterized by the following features:

- The motivation of the activity is to achieve some outcome, using language;
- The activity takes place in real time;
- Achieving the outcome requires the participants to interact, i.e. to listen as well as speak;
- Because of the spontaneous and jointly constructed nature of the interaction, the outcome is not 100% predictable;
- There is not restriction on the language used.



## CHAPTER III

### METHODOLOGY OF THE INVESTIGATION

#### 3.1. Investigation type

This is a quasi-experimental research, so quantitative and qualitative methodologies will be used.

#### 3.2. Design of the investigation

This research consists of two groups which are evaluated with an initial evaluation then one group is exposed to the experimental treatment through an action plan. The other group is left to continue with the regular activities.

Experimental Group	O1	X	O2
Control Group	O1		O2

O1 : Initial Evaluation

O2 : Final Evaluation

X : Stimulus (Action research)

Process Evaluation (Experimental Group)

In the experimental group, the research is internal from the inside, because in the classroom all the strategies will be held in order to improve students' speaking skills. The researcher is involved directly in the research of solving solutions to the target investigation topic, obtaining in this way a quasi-experimental research.

### **3.3. Population and study sample**

The population and the study sample is represented by students of the VI semester of Official Guide of Tourism from The Superior Technological Institute ESDIT. The length of the study in this career takes six semesters so this is the last. The Experimental and Control groups are formed by adult students among men 9 and 8 respectively, and women between 34 and 35 students. The average age is between 20 and 24 years old, with different levels of knowledge of English as a second language, preponderantly Intermediate level.

The quasi-experimental study entails to choose two groups: the control group and another as experimental group, so for this research two groups of VI semester were chosen randomly as follows:

<b>Units of study</b>	<b>Number of students</b>
Experimental Group	43
Control Group	43

### **3.4. Variables**

X1 Action Research: "Improving our English speaking skill".

Y1 Results from the application of the action research.

Suitable communication during guidings in English, with its indicators:

Improvement of pronunciation, removing anxiety, improvement of language production and better understanding.

### **3.5. Techniques and instruments for gathering of data**

For this research will be used the following instrument for gathering of data:

#### **3.5.1. Oral performance evaluation sheet (Pre-test and Post-test)**

The pre-test and post-test were applied both to the Experimental and Control Group, at the initial and last stage respectively, which consisted of an individual oral presentation through a tour guiding in a tourist attraction in the city center. The students had to follow all the instructions and they had to get ready for the crucial day. Students' performance was evaluated by the oral performance evaluation sheet which was shown to the students previously (Annex 1).

Also, the students were given a rubric illustrating the 5 aspects to be assessed in the pre-test and the post test, and the score for each one (5 to 1) totalling 25 (very good), 20-24 (good), 15-19 (fair), 10-14 (poor) and 5-9 (very poor) beforehand. (Annex 2).

### **3.6. Action Research**

#### **3.6.1. Title: "Improving our English Speaking Skill"**

#### **3.6.2. Justification**

In the process of learning an L2 language, it is very important for learners to acquire not only good pronunciation, intonation, good knowledge of the grammar, they also need to learn how to speak because the language is an oral communication system so this is the main aim to learn a new language.

*“Speaking is so much part of daily life that takes it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language” (Thornbury Scott, 2005: 3).*

Aware of difficulties official guide of tourism students show in their speaking while they do a guided tour in English language or give a presentation, and the urgent necessity to correct their poor performance in English language communication, furthermore of the demand these students would have during their professional performance having direct contact with foreigners. That is why it was designed the Action Research: “Improving our English speaking skill” which is implemented in the subject: Guiding techniques in English, applied in the experimental group.

### **3.6.3. Objective**

#### **3.6.3.1. General Objective**

To improve communication skills in English language during guided tours in students of VI semester of Official Guide of Tourism at Instituto Superior Tecnológico ESDIT.

### **3.6.4. Methodology**

This action research is based on several strategies which are adapted to the curriculum designed for these students, taking into account that speaking is a skill, and as such needs to be developed and practised independently of the grammar curriculum.

In order to maximize speaking opportunities and increase the chances that learners can experience autonomous language use, it was met the following aspects: productivity, purposefulness, interactivity, challenge, safety and authenticity in order to plan suitable strategies.

The methodology to be used is based in the participative learning. The social interaction with others (experts, teachers, parents, classmates, etc.) is very important in the cognitive and sociocultural development. The students' active participation is the central part of this plan, due to we teach and learn through experiences carried out together as subjects / agents on the contrary to the traditional education.

Taking into account the previous aspects, this action research was organized using some strategies to improve the speaking skills of the target students. The analysis is constant to verify the effectiveness of the action research, also the process evaluation, taking decisions to make some arrangements in order to reach our main goal.

### **3.6.5. Phases**

It has the following phases:

#### **3.6.5.1. Design**

The first stage in this study is the exploratory investigation, this data would permit to determine the real situation in which the target students (experimental and control group) are about their speaking skill.

Based on the collected results, the second stage is the designing of the action research named "Improving our English speaking skill" which is focused on the students' improvement speaking skill taking into account their abilities and previous knowledge.

#### **3.6.5.2. Implementation**

The action research considers the curriculum of the subject for the present semester. It was not changed the syllabus (Annex 8), which is focused on guided tours, just taking those topics it was designed the activities.

## **Speaking strategies:**

Academic Presentations: “Guided tour in the city center”, once a week. (Annex 6)

First, the production of material is important for classroom effectiveness, taking into account the needs described before. A specific material, with plenty information, was designed to help students to improve their speech when doing guidings in the tourist attractions in the city center (Annex 6). Also, the material leads students to work in their pronunciation through phonetic symbols by themselves.

The material for doing a guided tour is organized in five parts: the first part is reading loudly the general description of a tourist attraction checking the right pronunciation of every word; the second is the discourse that is prepared by students, the third one is the vocabulary students need to check which is a list with meaning and phonetic pronunciation, the fourth is the location map which has to be filled in with some information about the tourist destination. And, the fifth, the oral presentation outside the classroom in the tourist destination. This sequence was considered for every place we had to visit every week.

Second, a guiding consists in giving an oral presentation or description of every tourist attraction (e.g. churches, old houses and convents in the city center) by each student through a dynamic speech in interaction with the group following the steps for a tourist guidance, taking five minutes each one (Annex 10).

## **Sessions and Activities**

The sessions of the Action Research can be found in Annex 9. Every session takes 90 minutes for the preparation time and 90 minutes for the presentation in the tourist attraction (guided tour).

### **3.6.5.3. Action Research Execution**

The Action Research “Improving our English speaking skill”, in the timetable (annex 5), was held using strategies designed to reach the main aim overcoming the deficiencies that were found during the development of the learning sessions inside and outside of the classroom during the semester (three months, four hours a week). Every class included the activities designed in the Action research and the students’ participation with the researcher was a prerequisite to achieve the objectives. During the execution of the research, students’ performance was evaluated with the evaluation process form by the teacher and classmates, that is the everyday work made by the teacher and students (evaluation and co-evaluation) (see photographs Annex 10 and example videos Annex 11).

### **3.6.6. Responsible**

The researcher: Teacher of the course (subject) Guiding techniques in English.

### **3.6.7. Evaluation**

The evaluation of the Action Research will be held through:

Initial evaluation: to identify the situation in which students are found about the target problem. (Pre-test)

Process evaluation: to identify the progress or difficulties and to readjust. (evaluation of process)

Final evaluation: to compare the results after the application of the action research. (Post-test)

The evaluation forms can be seen in Annexes 1 and 7.



## **CHAPTER IV**

### **DISCUSSION OF RESULTS**

#### **4.1. Comparative analysis of the results from the Experimental and Control Group**

The pre-intervention stage was carried out on the experimental group and the control group during the first weeks of the semester 2013-I. Using the Oral Performance Evaluation Sheet (Annex 1), students were evaluated during their oral performance individually. This is presented as Pre-test and the rubric which is the oral assessment criteria form to evaluate students' initial situational stage (Annex 2). The results are presented as Pre-test (Scores are shown in annexes 3 and 4). These results show us the real situation in which students, of both groups, were found.

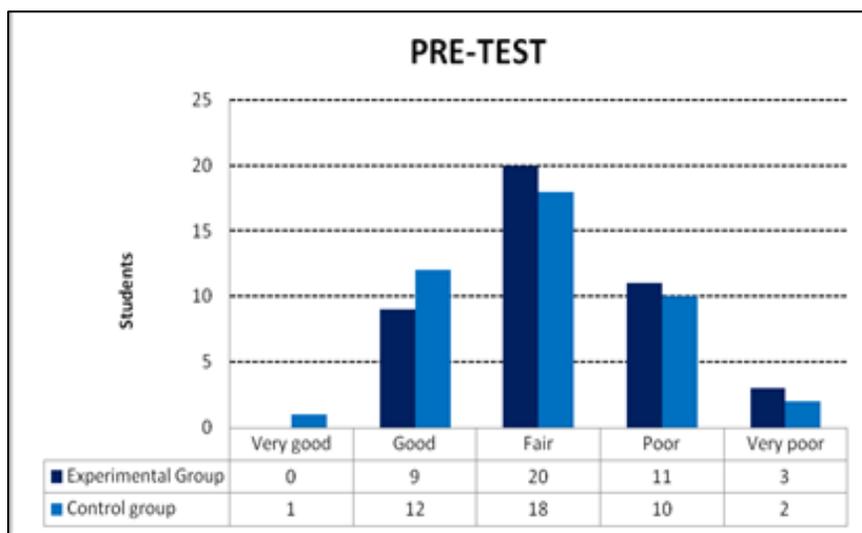
During the intervention stage, which took three months, the experimental group was exposed to the "Action Research" strategies.

After the intervention stage, the same Oral Performance Evaluation Sheet (Annex 1) was carried out as in the pre-intervention stage, so the experimental as control groups were evaluated after the intervention stage, these results are presented as Post-test (Scores can be seen in annexes 3 and 4). These results will

show us how significant was the Action Research to the experimental group comparing to the control group results.

#### 4.1.1. Comparative Pre-Test results from the Experimental and Control Group

**Graph Number 1: Pre-Test**



*Elaborated by: Luz Zubizarreta*

Graph number 1 illustrates the comparative results obtained by students from the Control and Experimental group after taking the pre-test. As can be seen in this graph in the Control group one student obtained 25 points, representing 2% (very good); in the Experimental group no one obtained that score. On the other hand, In the experimental group nine students obtained between 20 and 24 points, representing 21% (good); while in the Control group 12 students obtained between 20 and 24 points, representing 28% (good). In the Experimental group twenty students obtained between 15 and 19 points, representing 47% (fair) and in the Control group eighteen students obtained between 15 and 19 points, representing 42% (fair). In the Experimental group eleven

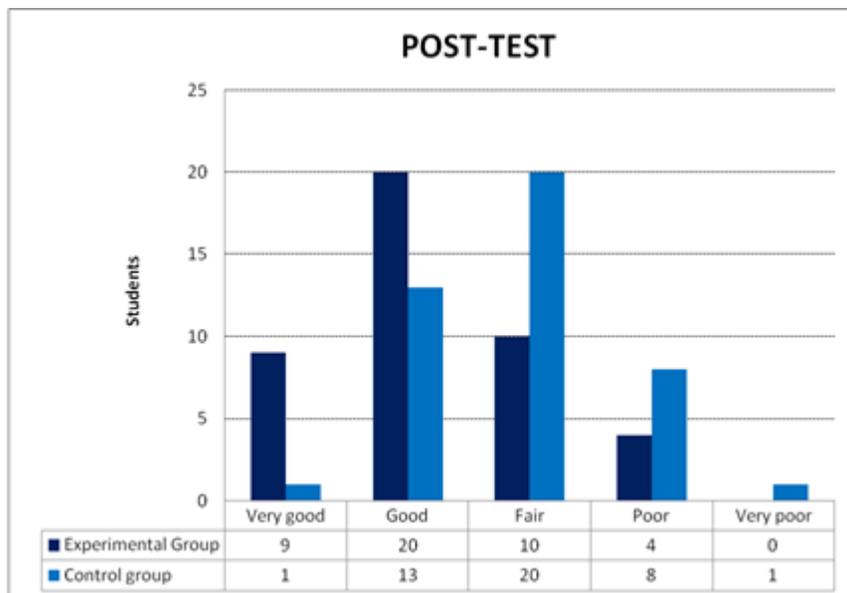
students obtained between 10 and 14 points, representing 26% (poor); while in the Control group ten students obtained between 10 and 14 points, representing 23% (poor). Finally, in the Experimental group three students obtained between 5 and 9 points; representing 7% (very poor), and in the Control group two students obtained between 5 and 9 points; representing 10% (very poor).

Analysis:

Graph number 1 shows that 42% of the students' oral performance in the Control group is fair which means that the students of the Control group are in better condition. Also it has to be highlighted that in the Control group 28% of the students are in good level, 7% better than the students of the Experimental Group. Moreover 2% is in the Very good level in the Control group. This result proves that Control Group is in a better condition than the Experimental group. This result leads us to think in the pedagogical intervention to help weaker students from the Experimental group to achieve better results when expressing themselves orally in English language and to put them into another step, closer to the stronger students of the class when giving oral presentations during guided tours.

#### 4.1.2. Comparative Post-Test results from the Experimental and Control Group

Graph Number 2: Post-Test



*Elaborated by: Luz Zubizarreta*

Graph number 2 illustrates the comparative results obtained by students from the Control and Experimental groups, after taking the post-test. Something that can be pointed out is that in the Experimental group nine students achieved the highest score (25 points) in their oral performance which represents 21% (very good); one student in the Control group obtained 25 points which represents 2% (very good). Thirteen students in the Control group obtained between 20 and 24 points, representing 30% (good) while in the Experimental group twenty students obtained between 20 and 24 points, representing 47% (good). Ten students from the Experimental group obtained between 15 and 19 points representing 23% (fair) while twenty students from the Control group obtained between 15 and 19 points, representing 47% (fair).

On the other hand, eight students from the Control group obtained between 10 and 14 points representing 17% (poor); while in the Experimental group four students obtained between 10 and 14 points, representing 9% (poor). Finally, just one students from the Control group obtained between 5 and 9 points, representing 2% (very poor).

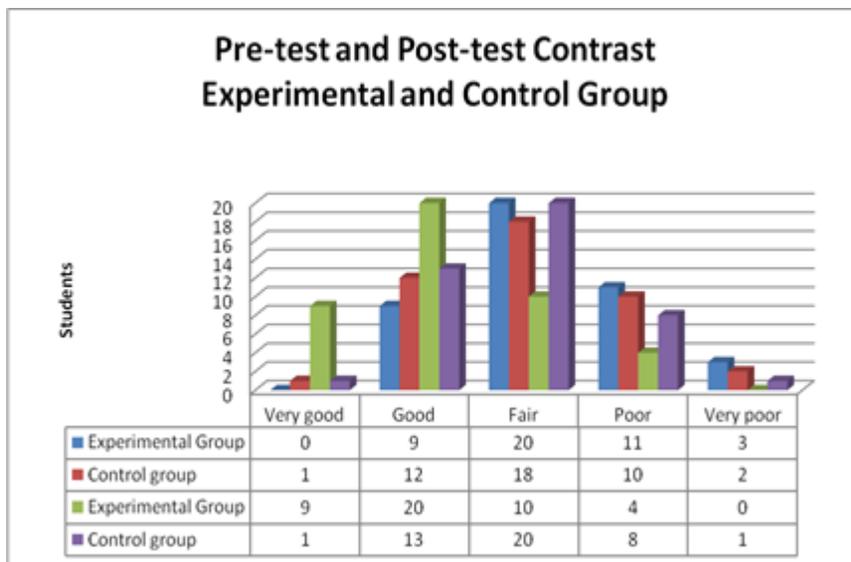
Analysis:

Graph number 2 represents the comparative results of the Post-test as well as Control group and Experimental group. It shows that the students' oral performance in the Experimental group achieved the highest score making a difference with the Control group, the number of students with a very good performance increased in the Experimental group, being now distributed between very good 21% and good 47%, in comparison with the oral performance in the Control group which is concentrated in the fair level 47%. Nevertheless, it can be highlighted that students from the Experimental group improved in a higher percentage than the Control group which kept in the same location than in the pre-test results.

This final result proves that a pedagogical intervention (through the Action plan) in the Experimental group, helped weaker students achieve better results when expressing themselves orally in English especially when giving oral presentations during guided tours.

### 4.1.3. Experimental and Control Group Contrast

**Graph Number 3: Pre-test and Post-test contrast Experimental - Control group**



*Elaborated by: Luz Zubizarreta*

Analysis:

This graph shows that in spite of the control group obtained a better condition than the Experimental group before the research period (pre-test), the students from the Experimental group have reached a better condition after the stimulus (the Action research) and students' performance improved being now in good and very good level. It shows the students from the Experimental group have improved their performance and speaking skills during guided tours. In addition, according to the rubric oral assessment criteria form (Annex 2) these students have reached very good lexis but still some few inappropriate, almost no grammar mistakes, almost no errors, good pronunciation with still some errors, well-linked ideas, coherence. Also, they understand and answer questions quite well, almost no pauses when speaking.

## CONCLUSIONS

After the research period, it can be concluded that:

The results obtained in the experimental group allow us to affirm that the students' communication level of this group improved significantly, overcoming deficiencies and improving their communication abilities in English language, it was a consequence of the stimulus received from the Action Research "improving our English speaking skills", which contains several strategies like: fast reading, the use of phonetic symbols to improve pronunciation, assisted composition, oral practice of guided tours in the tourist destinations and collaborative work with students' active participation. The students of the experimental group are in very good level according to the results obtained in the rubric (oral assessment criteria form) applied during the guided visits which means that students show very good lexis, use few inappropriate words when speaking with few grammar mistakes, answering questions immediately with few pauses. It means the students from the Experimental group improved their performance and speaking skills during guided tours after the experimental period.

Speaking is a cognitive skill, so that it improves through the consecutive practice, the communicative strategies and the execution of the Action Research applied in this investigation complemented the need of learning a language, so that this will prepare students for their professional life and lead them to the self-learning of a language. Students from the experimental group have reached the improvement of their zone

of proximal development since they have interacted in group form, observing and evaluating each other's performance (evaluation and co-evaluation), as well as a collaborative learning was hold which facilitated the social and intentional learning since students are conscious of their weakness and abilities. On the other hand, the guided visits to the tourist destinations created a rich and advantageous environment for the students' performance, it has permitted students overcome their communication problems in English language. Also, they overcame anxiety through the constant contact with the public during guided tours and the constant motivation.

The achievements found in this research also let us demonstrate the hypothesis of this investigation, since the activities and strategies used in the program of the Action Research focused on the improvement of students' communication skills in English language. Also, the students' difficulties when speaking during their performance in guided tours were eliminated. In addition, it was hold in real time, the strategies motivated the interaction among the students of the experimental group and stimulated the improvement of listening and speaking skills in English language, achieving in this way the objectives of this investigation. There was no restriction in the use of the language with the aim of creating autonomy to improve students' communication skills in real conditions of execution through the students' active participation, social interaction with others and the cognitive and sociocultural development.

## **RECOMENDATIONS**

Students from the Experimental group would need to continue working with the proposed strategies or new ones according to their learning necessities, because there is a small number of students who need to practice more in order to achieve the ideal communication level. It is really important that English Language teachers constantly observe the learners' performance in order to find the way they can overcome learning difficulties. Teachers must plan and create new activities, strategies, projects and so on, to avoid redundant, boring and no practical classes. Furthermore, to work with realia, as it was done in this research, would be really motivating so teachers must consider taking students to different places where they can get new experiences with the language (going to the market, the main square, shops, etc).

It is extremely important in the English language learning process the constant positive motivation in order to promote students' confidence, also teachers should promote students' self-learning in any of the English language learning skills, like: speaking, reading, writing and listening through creative activities, giving them strategies to work by themselves, out of class, encouraging them to work in any learning techniques. Internet can help to reinforce class teacher's work, there, students can find any topic with videos, examples and tasks that they can do as extra activities by themselves. In addition, working with phonetic symbols is the solution to their problem with the new vocabulary students find in the printed material or books. They can practice the usefulness by checking the pronunciation of these words in dictionaries.

The Action research should be implemented in any other kind of students who have problems to speak in English, not just specifically for tourism students. It can also be applied to other topics, subjects or interests. Teachers can do research constantly with their students looking for suitable learning strategies and to detect other students' problems in English language learning in order to propose possible solutions. In addition, it would be advisable to implement this Action research to the students of the Control group to contribute in their improvement considering that they are in disadvantage.

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# ANNEX 1

## ORAL PERFORMANCE EVALUATION SHEET

(Taken from Prof. Verónica Ormeño, Universidad de Los Lagos, Osorno. 2009)

NAME: \_\_\_\_\_ DATE: \_\_\_/\_\_\_/\_\_\_ SCORE:

### I. LEXICO-SEMANTIC ASPECT:

<input type="radio"/>				
<b>Very Good</b> 5	<b>Good</b> 4	<b>Fair</b> 3	<b>Poor</b> 2	<b>Very poor</b> 1

### II. MORPHO-SYNTACTIC ASPECT:

<input type="radio"/>				
<b>Very Good</b> 5	<b>Good</b> 4	<b>Fair</b> 3	<b>Poor</b> 2	<b>Very poor</b> 1

### III. PRONUNCIATION

<input type="radio"/>				
<b>Very Good</b> 5	<b>Good</b> 4	<b>Fair</b> 3	<b>Poor</b> 2	<b>Very poor</b> 1

#### IV. COMMUNICATION AND IMPROVISATION

				
<b>Very Good</b> 5	<b>Good</b> 4	<b>Fair</b> 3	<b>Poor</b> 2	<b>Very poor</b> 1

#### V. UNDERSTANDING

				
<b>Very Good</b> 5	<b>Good</b> 4	<b>Fair</b> 3	<b>Poor</b> 2	<b>Very poor</b> 1

#### COMMENTS:

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## ANNEX 2

### RUBRIC (ORAL ASSESSMENT CRITERIA FORM)

Taken from: Prof. Verónica Ormeño, Universidad de Los Lagos, Osorno

	Very Good 5	Good 4	Fair 3	Poor 2	Very poor 1
<b>Lexico - Semantic</b>	Very good lexis, but still some few inappropriate words.	Good lexis, but not the most appropriate words.	Limited vocabulary.	Very low proficiency in English words.	Not English words.
<b>Morpho-Syntactic</b>	Almost no grammar mistakes.	Few grammar mistakes.	Elementary grammar, although manages some structures.	Very poor grammar structures and elementary mistakes.	No English.
<b>Pronunciation</b>	Almost no errors.	Good pronunciation, but still some errors.	Although the pronunciation is not good, the words can be identified by the hearer.	Mispronunciation of most English words.	No pronunciation.
<b>Communication and improvisation</b>	Ideas understood immediately by the hearer.	Well-linked ideas. Coherence.	Ideas make sense.	Deficiency in organising ideas. No coherence.	No language.
<b>Understanding</b>	Understands the questions quite well. Answers them immediately. Almost no pauses.	Understands the questions, and answers them. Some pauses in between.	Understands the questions trying to answer them as well as possible.	The student tries to say something despite s/he does not understand the questions.	The student does not understand the questions.
<b>Total:</b>	(+25)	(20-24)	(15-19)	(10-14)	(5-9)

### ANNEX 3

#### STUDENTS' SCORES - CONTROL GROUP

Nº	STUDENTS' NAMES	PRE-TEST SCORES	POST-TEST SCORES
1	Alccahua Salazar, Herminigilda	16	17
2	Alvarez Huamani, Soledad Katherine	20	21
3	Alvarez Jara, Yaneth Ingrid	12	14
4	Apaza Vargas, Alejandra Rosario	15	17
5	Aracca Apaza, Fabiola Katherine	13	15
6	Barreda Rodriguez , Milagros Antonieta	17	17
7	Barriga Ramos, Yalitza Shalini	22	23
8	Calvo Herrera, Alejandra Frecia	15	16
9	Cancapa Luna, Shirley Lizzet	14	15
10	Casilla Torres, Yoselin Lucero	15	16
11	Cayllahua Llactahuamani, Luz	20	20
12	Ccaza Taco, Sarai Liliana	10	13
13	Chacón Silva, Juan Carlos	15	15
14	Chávez Gutiérrez , Christian	10	11
15	Clavijo Mamani, Washington	11	12
16	Cuba Olivarez, Karlos Alberto	18	19
17	Díaz Boza, Liseth Rosario	16	17
18	Gonzales Rimachi, Susan Patricia	21	21
19	Huallpa Puma , Ruth Vanessa	12	13
20	Huayna López, Lucero Elizabeth	17	20
21	Huillca Sarayasi, Susana Gabriela	16	16
22	Idone Accha, Luz Fátima	20	21
23	Loayza Zuni, Katherine	20	20
24	Mamani Coropuna, Jennifer Isabel	15	15
25	Mamani Cozo , Yenny Luz	13	15
26	Mamani Idme, Luzmery Vanetza	20	21

<b>Nº</b>	<b>STUDENTS' NAMES</b>	<b>PRE-TEST SCORES</b>	<b>POST-TEST SCORES</b>
27	Mansilla Fuentes, Natali Karina	16	17
28	Panca Pacompia, Maritza	16	17
29	Peña Suarez , Ruben	22	22
30	Pérez Luque, Roni Antonio	15	15
31	Pumacallahui Dominguez, Violeta	20	21
32	Quecaño Apaza, Berly Edwin	21	21
33	Quispe Pérez , Alissandra Eli	11	12
34	Quispe Suyo, Alicia Elizabeth	10	13
35	Ramirez Flores, Saulo Fermin	25	25
36	Salas Balcazar, Maria Eugenia	16	18
37	Supo Supo, Bruno Roberto	8	9
38	Torres Sánchez , Luz Belen	21	22
39	Valdez Kana , Yessica Judith	16	17
40	Vilca Janampa, Janeth Paula	21	21
41	Yauri Yaulli, Vania Yesenia	16	18
42	Yucra Ccapa , Liz Belén	8	11
43	Zuñiga Rojas, Susan Guisela	15	16

## ANNEX 4

### STUDENTS' SCORES - EXPERIMENTAL GROUP

Nº	STUDENTS' NAMES	PRE-TEST SCORES	POST-TEST SCORES
1	Aguilar Rodriguez, Stefanie Eva	15	20
2	Alca Ccama, Nelly Valeria	15	21
3	Almonte Ccama, Danitza	9	15
4	Anahue Catunta, Yola Danica	19	24
5	Apaza Huanca, Kiara Esmeralda	20	25
6	Betancur Vilca, Mirian Claritsa	23	25
7	Cabrera Zúñiga, Estefanny Danitza	13	19
8	Cahui Ayaque, Gersy Antonio	15	20
9	Ccama Infa, Fabian Josue	18	24
10	Ccopa Ccolla, Ines Celestina	12	16
11	Cjcahuilca Ccamaque, Tito Hugo	15	21
12	Condori Apaza , Roxana Luz	16	22
13	Condori Condori , Patricia Natali	24	25
14	Corpuna Coropuna, Jessica Carmen	15	20
15	Corrales Paucara, Patricia Rosario	16	20
16	Del Carpio Pinto, Arlette Odaliz	14	19
17	Espinoza Cordova , Sharón	10	18
18	Flores Flores, Hugo	17	21
19	Gutierrez Paniagua, Sandra Zenaida	17	21
20	Huacarpuma Peña , Elizabeth Cira	16	23
21	Huailca Smith, Roberto Nelson	21	25
22	Mamani Cutipa, Hesther	13	19
23	Mamani Hilasaca, Mery Alexandra	10	17
24	Mamani Mamani, Jonathan Jafet	17	21
25	Mayhua Huamani, Juana Melaine	11	14
26	Montalvo Ygnacio, Rubi Samanta	22	25

<b>N°</b>	<b>STUDENTS' NAMES</b>	<b>PRE-TEST SCORES</b>	<b>POST-TEST SCORES</b>
<b>27</b>	Montesinos Ticona, Rocio Iris	21	25
<b>28</b>	Ninavilca Huillcapaco, Yoselin	17	22
<b>29</b>	Pari Chise, Yovani Ghersy	9	14
<b>30</b>	Pilinco Veliz , Nancy Carmen	11	14
<b>31</b>	Pocco Atamari, Sindy Brendaly	12	19
<b>32</b>	Portilla Vargas ,Lisbeth Sonia	18	24
<b>33</b>	Portugal Janco, María Francisca	12	19
<b>34</b>	Purhuaya Limascca , María Asunción	20	25
<b>35</b>	Quispe Condori, Yanet Gabriela	18	24
<b>36</b>	Quispe Maza , María Luisa	14	20
<b>37</b>	Salazar Cconislla, Elizabeth Erika	19	24
<b>38</b>	Sonco Sucaspuca , Denis Edwin	15	20
<b>39</b>	Velasquez Turpo, Marina Gladys	8	14
<b>40</b>	Vera Bendita, Wildo Christian	21	25
<b>41</b>	Vera Colque, Yanet Vianet	16	19
<b>42</b>	Vera Vera, Alejandra Paola	21	25
<b>43</b>	Zeballos Diaz, Annie Arleth	17	24

## ANNEX 5

### TIMETABLE

<b>Activities</b>		<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>
Initial evaluation (Pre-test Experimental and Control group)		x			
Action Research implementation: Sessions. (Experimental group)	Guiding at churches (Experimental group)		x		
	Guiding at Cloisters and old houses(Experimental group)			x	
	Guiding at convents and cathedral(Experimental group)				x
Final evaluation (Post-test Experimental and Control group)					x

## ANNEX 6

### An explained Example Lesson

#### MATERIAL USED FOR A GUIDED TOUR

Designed by: Teacher Luz Marina Zubizarreta Agüero (2012)

#### UNIT I

#### GUIDANCE AT CHURCHES AND CONVENTS

#### DESCRIBING EXHIBITIONS – USEFUL PHRASES

- a. Greet and introduce yourself...  
Good morning, my name is ..... and I'll be your guide in this opportunity.
- b. Introduce the sight....  
First of all, we are going to visit...  
  
We are standing in front of .....
- c. Say what its main features are...  
It was the home of... / It was built in....
- d. Mention other attractions / benefits...  
You can also see..... / You can find.....  
  
There is.....
- e. Mention possible restrictions...  
Please note that photography is not allowed in the interior part...
- f. Give information about times and prices...  
This church closes at .....  
  
Entrance to this house is ..... (costs)
- g. Invite questions...  
Does anyone have any questions?  
  
Do you have any question?

Note: Be enthusiastic and use positive language...

This is the kit that was prepared to cover the needs student have in pronunciation area and writing their ideas, and it is being evaluated in order to be improved.

### **Part 1:**

Teacher has to prepare a description of the tourist attraction with as much information as possible to give a reading about a tourist destination with plenty information in L2 language in order to give everyone similar bases to work with.

#### **SAINT AGUSTIN CHURCH**

It is located on the intersection of the Streets San Agustin and Bolivar. The Church of Saint Agustin, is the best architectonic expression of the Mestizo Baroque style of the XVIIth Century. Constructed with white sillar ashlar, it makes an impression by its elaborated entrance doors with heavy reliefs and audacious iconographies.

Its interior is equally sumptuous, emphasizing its profusely ornamented dome. Its neo Classic altars, its main altar with fine carvings and applications in gold leaf, and several Colonial paintings that adorn the main nave. Although it was destroyed by the 1868 earthquake, the church conserves its main facade.

Its foundation was in 1575, and it is associated to San Nicholas de Tolentino. The vestiges of the great cover of the Company subsist on the flanks of the Church. The facade is decorated by old under-reliefs in a composition of white and gray, (only its sacristy was left standing). In the XIXth Century a reconstruction process began, in which it was tried to maintain its original lines and details in a scrupulous way. In its facade we are going to find decorations about flowers, angels and in the center a heart, grapes and acanto leave. On the second platform the images of San Agustin de Hipona and Santo Tomas de Aquino are carved. There are flower vases, birds with two tails.

Its tower was rebuilt after the earthquake of 2001 so it has a modern style in comparison with the rest of the construction. Going by the lateral part we find the San Agustin Convent where it is the San Agustin University. In its interior there are some columns carved in wood. The main festivity here is “El Señor de los Milagros” in October. (Adapted from: Coarita, J. (2006)).

#### **SAN FRANCISCO CHURCH AND COMPLEX**

San Francisco Church is located in Zela street and it was founded in 1552. This land was donated by Lucas Martinez Begazo. San Francisco Church is Mestizo style with Mudejar influences, which construction was encharged to Gaspar Báez in 1569. Its original design included a single

vaulted nave and a sanctuary with a dome. Lately was added the presbiterio and the rest of the lateral naves. It was used sillar and bricks to construct its vault. The facade is neoclassic style.

After the 1687 earthquake the temple was remodeled and enlarged, being one of the greatest new features the use of the sillar ashlar stone. Several centuries later, in 1960 to be more exact, San Francisco was once more rebuilt, trying to recover its original design. Inside this church of sillar and bricks, the Baroque pulpit of shortened relief, its splendid altar of wrought silver and its beautiful stone choir with Baroque characteristics stand out. Its Colonial cloisters are part of a complex of the Franciscan order, which is formed by a convent, the smaller temple of the Third Order and the Square of San Francisco.

This church has a quadrilateral tower and presents carved relief in sillar. Looking at from one side we find Saint Marta and Saint Rosa. To the other side we find Candelaria Virgen and Saint Clara. Toward one of the flanks we can appreciate another facade which is like a fortress because of its huge counterweight. We can appreciate an image from Inmaculada Concepción Virgen and above it is one from Saint Francis and Jesus. Its floor is checkered with laja stone and canto rodado.

In the interior the main altar is baroque style made in wood. On the wall of its vault there are eighteen paintings that represent some parts of the bible, and under these paintings there are some others about biblical women.

The third Franciscan order is located in front of San Francisco square, its facade is baroque style adorned with flowers, roses and geometric ornaments. It projects a group of interior yards been the most notable the main cloister. In its interior we can appreciate valuable religious paintings from the cusqueñan school. (Adapted from: Coarita, J. (2006)).

### **LA COMPAÑÍA CLOISTERS**

Among the cloisters of religious houses constructed in Colonial Arequipa, those of La Compañía excel notably all others not only with its rich ornamentation but also its grandeur and originality. 'The luxuriant decoration seems to speak to us of the limitless imagination of its author and of the desire not to copy anything known. Rarely is it feasible to contemplate anything more original or more beautiful', wrote the architect Harthterré. The construction of these cloisters began in 1677 under the direction of Lorenzo de Pantigoso, a celebrated architect who was designated 'The Major Builder of the reconstruction of the city' after the quake of October 20, 1687 according to the investigations of A. Malaga Medina. An army of labourers; Indian, Negros and Spaniards, worked and cut the sillar which was carted from the quarries in Chilina.

The date of the completion of the work, 1738, figured on the entrance archway up to 1973. In this area the celebrated Colegio de Santiago functioned, as well as the Juniorate of the Society of Jesus although it lasted for a short time. When the Jesuits were expelled in 1767, the cloister as well as all the rest of their possessions passed to the administration of the Fathers of the Oratory (Oratorians) of Saint Philip Neri.

In 1788, at the request of Bishop Chavez de la Rosa, part of the Cloisters were aside for orphans and abandoned children. With the creation of the *beneficiencia Publica* (Public Welfare Organization) in Arequipa in 1848, this institution took charge of the Foundling Home and introduced changes on the Cloisters, in order to build a modern Orphanage on Goyeneche Avenue, the Cloisters were divided into eight lots and sold in public auction. The new owners radically modified the graceful site, part was ruined and another part converted into ill-constructed living quarters.

At last, in 1971, the Banco Central Hipotecario acquired these old cloisters and undertook an intensive and complete restoration as you can appreciate today. The cloisters are divided in two areas. The Claustro Mayor consists of the entire area leading to General Moran Street; the Claustro Menor and its patio (yard) has an exit door to Palacio Viejo Street. Adjacent to the church and architecturally blended with it, the cloisters demonstrate today an ancient splendour and overpowering character with its 40 rooms.

The Claustro Mayor is one whole unit with semi-archways of heavy pilasters fully decorated on its four sides. Each side exhibits identical relieves of three thick clusters of grapes papayas, shells, roses, cantutas and leaves of grapevines overflowing from flower pots. In the same way there are winged cherubs, their figures completely enclosed by two carvings crossing various times. In each keystone the same symmetrical rosette is repeated and is each corner space made by the circle. We can also appreciate some oval bas-relief with some Latin monograms of Jesus Mary and Joseph between the arches; also cherubs and two small figures of Saint Ignatius and Saint Francis Javier can be observed. At the extreme top of a narrow architrave, some gargoyles for rainwater from stylized pumas. In the center of the patio a graceful three figure fountain sparkles. It is from Lima of the recent restoration. The Claustro Menor is more simple in its ornamentation, and follows the general plan of all the Cloisters of the religious houses in Arequipa, with the exception of La Recoleta. Presently, the area of these Cloisters are occupied by stores, business offices, as well as tourist shops.

Finally, we are in the last area. Domestic help people lived here. There was also a stable here. (Adapted from: Coarita, J. (2006)).

### **Moral Mansion**

Moral House is located on the corner of Moral and Bolivar streets. It owns its name to an old Mulberry tree which is in the middle of the yard. The façade is Mestizo Baroque style mixed with European and American elements. It has just one floor and one street, the main door is rectangular adorned with its respective callers. The façade represents jambs and on both sides of the door there is a pilaster above a Doric pilaster with plane shaft, above the door you can see a cornice interrupted by a pedestal decorated with its respective cherub and around this you can see carved rosettes adorned with flowers.

In the frontispiece and in the central part you can find a noble shield divided in four cartels and crowned which represents the knights of calatrava. This displays a connection with Spanish nobility, the shield symbolizes the family, inside it you can see, to the left a tower or castle which means greatness, the rooster represents the proud and vanity, in the lower part of the shield there

are crossed keys which means the fidelity, this side corresponds to women and if you see above the shield there is a fledged crown from the Spaniard queen adorned with flowers, hold by two angels whose foot lies on a small adorned column as a kind of flower pot and the other footsteps feline heads which are throwing stalk of flowers. Under the shield there is a zoomorphic figure with wings and a human head adorned with swords, arrowheads, rifles and on the sides are angels which are holding chains adorned with big cantuta flowers.

The tympanum is opened circular finishing in roleos (spiral shape) and in the middle you can see an angel buffoon with cantuta flowers and on both sides there are two rosettes with decorations and it finishes with a pinnacle and on the tympanum there are also two pinnacles. Along the façade there are several gargoyles with pumas or feline head shapes and four classic windows with double entablature decorated in the cornices with two rosettes on both sides, and a cherub in the middle with rosettes and cuadrifolias. You can see in the first window in its frieze a small cross and the Jesus' anagram and in the architrave there are two rosettes. The rest of the windows display the same ornamentation. In the second window is repeated the Jesus' anagram, in the third window is Mary's anagram and in the fourth window is Joseph's. In the façade that overlooks Bolívar Street there are four classic simple windows and two windows are decorated and also you can appreciate gargoyles in cannon shape.

In the interior part you can find the main yard with a floor covered with oval sillars and canto rodado in a checkered board form. The doors and windows are elegantly decorated. The rooms have vaulted ceiling. In the yard you can appreciate a carriage from XIX century brought from Trujillo which is ocher-colored that means public place.

In the lobby you can see some paintings, and from this yard you can appreciate above the door of the hallway the anagram of Virgin Mary, it seems that this house was built in honour to her. Near the door you are going to find the image of 'Patience Lord' inviting visitors and citizens to live in peace. Surrounding the yard the main rooms are found with carved doors. The floor of these rooms had brick floors covered with rugs and lighted with big candelabras hanging from the ceilings. On the ceilings you can find carved anagrams of Jesus, Mary and Joseph, carved in the middle of the dome of the rooms.

The second yard is smaller, and around it you can find the kitchen, the store room, storage rooms, servant rooms, stables and the garden. Here you can also find a corridor with four arches with groin vaults. (Adapted from: Coarita, J. (2006))

### **Arequipa's Cathedral**

The imposing cathedral stands on the main square. Its original design was seriously affected by a voracious fire in 1844 and several later earthquakes. These events forced a deep restoration of the temple in 1868, done by the architect Lucas Poblete. After the works the temple maintained its beautiful façade with white sillar (slates of volcanic stone), crowned by two streamlined towers of 28 meters of height. It was rebuilt over the next few years, but was badly damaged by the earthquake of 1868, and so most of what you see has been rebuilt since then. The outside is impressive, but the inside is surprisingly bare. As with many of Arequipa's churches the interior emphasizes an airy spaciousness and luminosity and the high vaults are much less cluttered than churches in other parts of Peru.

The cathedral is the only one in Peru that stretches the entire length of one side of the plaza and invites to discover its interior richly ornamented with wood carvings, marble from Carrara and splendid ashlar masonry. The cathedral of Arequipa is located on the northern side of the main square. This facade is 107 meters long and 43.60 meters high. It is neoclassic style with French influence in its interior part.

It is built in sillar – a white stone of volcanic origin, with two streamlined towers and one Gothic vault. This cathedral is one of less than 100 basilicas in the world that are entitled to display the Vatican flag which you will see on the right side of the altar. Both the altar and the 12 columns (depicting the 12 apostles) are made of Italian marble. The huge Byzantine style brass lamp hanging in front of the altar is from Seville, Spain. The pulpit was carved in France from European cedar.

The facade consists of two floors and, as we can observe, it has eight enormous columns which continue up to the upper floor, each column has a smooth shaft and finishes with Corinthian capitals and acanthus leaves. We can see there are three doors which are located in the first floor. The main door is in the central lane and it is the only door to enter the church. (Adapted from: Coarita, J. (2006)).

### **Part 2:**

Students prepare their own speech using the phrases for a guidance in English, given by the teacher and using the information they have received and their own knowledge about the tourist destination. As you can see in this example students created a logical order for their speech.

It is important to consider to work with a prompt when students do not have idea how to work with something new specially when they show fails in writing skills.

## Speech

Good morning ladies and gentlemen. My name is Fabian. In this opportunity I am going to be your guide.

As we can see Arequipa's Cathedral is located on the northern side of the main square. This facade is 107 meters long and 43.60 meters high. It is neoclassic style with French influence in its interior part. It is built in sillar, a white stone of volcanic origin, with two streamlined towers and one Gothic vault. This cathedral is one of less than 100 basilicas in the world that are entitled to display the Vatican flag which you will see on the right side of the altar. Both the altar and the 12 columns (depicting the 12 apostles) are made of Italian marble. The pulpit was carved in France from European cedar. There is an impressive organ donated by Loret in Belgium which is reputedly the largest in South America.

The facade consists of two floors and, as we can observe, it has eight enormous columns which continue up to the upper floor, each column has a smooth shaft and finishes with Corinthian capitals and acanthus leaves. We can see there are three doors which are located in the first floor. The main door is in the central lane and it is the only door to enter the church.

We can also appreciate two medallions in shape of oval emblems, one on each side; the medallion on the left side represents the Peruvian coat of arms and the one on the right side represents the Southern Peru state; both were donated by Lucas Poblete in 1898.

In the interior part of the cathedral we are going to find the principal nave to the centre. The vaults are supported by thick pilasters. There are eight arches along the central nave. Each arch presents some decorations with leaves made out of plaster. This decoration is characteristics of the Romanic French-like style. You can see some inscriptions on the fourth arch: "It was closed on may 30th, 1843". Also we can appreciate the twelve apostles made in wood covered with plaster. The main altar is made out of marble from Carrara. You can also see the monumental organ, which was brought here in 1854...

Now, you can take some photographs but it is not allowed inside of the cathedral because of the mass, but after it finishes you can take photographs. The cathedral is opened from 7:00 to 11:30 in the mornings and from 15:00 to 18:00 hours in the afternoons. The museum is open the whole day.

Does anyone have any question?

Thank you for your attention, we can continue with our tour in ten minutes.

### Part 3:

When students get ready for a presentation in L2 language most of the time have problems because they do not know how to pronounce the new words they find in the reading given by the teacher and when they give a speech they show many

mistakes pronouncing words they have learnt before wrongly, also they feel unconfident, nervous and upset. One way to overcome this kind of difficult is through phonetic and phonology, but before to work with them is necessary students have a good knowledge of phonetic to read the phonetic symbols adequately.

### **Vocabulary and pronunciation:**

This chart was designed to help students to organize their work with the words they first meet and to correct the pronunciation of words they feel have mistakes.

Topic:		Page:				
Name:						
	<b>Word</b>	<b>Pronunciation</b>	<b>Grammar</b>	<b>Translation</b>	<b>1</b>	<b>Example sentences</b>
1	<u>facade</u>	/fə'sa:d/	Noun	fachada		This façade is neoclassic style.
2						

It can be used to work the lexis for any material or course book because it can be covered not just the meaning, the other part is the grammar to determine the kind of word it is and an example can help learners to see the position in a structured sentences. The aim of this material is to organize the work and show in a structural form the activity of the learners.

If students think the previous work is hard just they can follow this other way to work with their vocabulary. The idea is not to overburden them.

<u>Word</u>	<u>Pronunciation</u>	<u>Meaning</u>
<u>enormous</u>	/i'nɔ:rməs // /i'nɔ:məs/	<u>enorme</u>
<u>arch</u>	/ɑ:rtʃ // /ɑ:tʃ/	<u>arco</u>

Students depending of the level of difficulties they are going to work the number of words they need to check. There are students who work ten words but there are others who work with sixty words.

#### **Part 4**

Also a location map is prepared with specific information and the evaluation sheet which measures the learning process.

All the students are taken to the tourist attraction and simulating they are real tourist guides, everyone taking turns give the speech following the exactly order given in the parliament, it does not mean they have to say the exactly words written in the parliament they can improvise.

#### **Part 5**

##### **Evaluation**

The material is constantly evaluated especially in the effectiveness because it is considered the needs of the learners.

Also it is considered the precise objectives, the achievement through a process evaluation sheet which measures learner behaviour and learning outcomes, this process includes evaluation and co-evaluation.

## ANNEX 7

### PROCESS EVALUATION SHEET

**Subject:** English for Tourism.      **Aim:** to evaluate a tour guiding.

General Information		
Examiner's name		
Student's name		
Tourist attraction		
Content		
Folder		
Parliament (follow the steps)		
General Information		
Vocabulary chart		
Location map		Subtotal:
Oral Performance		
Volume		
Range of voice (intonation)		
Pronunciation (fluency)		
Gramatical error		
		Subtotal:
Contact		
Visual contact with the group		
Individual visual contact		
Manage the group		
Development		Subtotal:
Guiding		
Respect the steps		
Communication		
Understanding (Answer questions)		
Show the Tourist attraction		
Knowledge of the topic		Subtotal:
		Total:
Notes		
<b>Note:</b> the subtotal is scored from 1 to 5 points, and the total is 20.		
<i>by Teacher: Luz M. Zubizarreta Agüero</i>		

## ANNEX 8

### SYLLABUS OF THE SUBJECT

<b>1.1. PRIVATE SUPERIOR TECHNOLOGICAL INSTITUTE: "ESDIT"</b>			
<b>1.2. PROFESSIONAL CARREER</b>		<b>: Official Guide of Tourism</b>	
<b>1.3. SUBJECT</b>		<b>: Guiding techniques in English</b>	
<b>1.4. TEACHER'S NAME</b>		<b>: Luz Marina Zubizarreta Agüero</b>	
<b>1.5. SEMESTER</b>		<b>: VI</b>	
Nº	TERMINAL CAPACITY	BASIC CONTENTS	EVALUATION CRITERIA
<b>01</b>	To manage guiding techniques to inform, to give directions, to lead and show tourist attractions to foreign tourists, through English language about Churches in the tourist attraction.	1.1 Introduction to the tour guidings in English. <ul style="list-style-type: none"> <li>- Technical vocabulary about architecture.</li> <li>- Useful phrases in English for guidings</li> <li>- More useful prepositions.</li> <li>- Preparation of the parliament for guidings.</li> </ul> 1.2 Guiding at Churches. <ul style="list-style-type: none"> <li>• Saint Agustin Church.</li> <li>• Saint Domingo Church and convent.</li> <li>• La Compañía Church.</li> <li>• Saint Francisco Church.</li> <li>• Yanahuara, Church and Viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of technical vocabulary and useful phrases during tour guidings.</li> <li>- Make good summaries writing accurately.</li> <li>- Fluently reading.</li> <li>- Locate and show all the aspects they explain in the tourist attraction.</li> <li>- Respect the steps of the guidings.</li> <li>- Show fluency during speeches and good knowledge about the churches.</li> <li>- Answer questions or clarify information given.</li> <li>- Manage the group and situation.</li> </ul>
<b>02</b>	To consolidate communication abilities in English language during tour guidings, reaching the necessary capacities to manage groups of tourists with the suitable knowledge of technical terms about Houses, convents and other tourist attractions.	2.1 Guiding at Cloisters and Houses <ul style="list-style-type: none"> <li>• La Compañía Cloisters</li> <li>• Moral House</li> <li>• Goyeneche Palace</li> <li>• Tristán del Pozo House</li> </ul> 2.2 Guiding at Convents and Cathedral. <ul style="list-style-type: none"> <li>• Saint Catalina Convent.</li> <li>• Arequipa's Cathedral.</li> </ul>	<ul style="list-style-type: none"> <li>- Useful phrases during tour guidings.</li> <li>- Make good summaries writing accurately.</li> <li>- Fluently reading.</li> <li>- Locate and show all the aspects they explain in the tourist attraction.</li> <li>- Respect the steps of the guidings.</li> <li>- Show fluency during speeches and good knowledge about old houses, convents and cathedral.</li> <li>- Answer questions or clarify information given.</li> <li>- Manage the group and situation.</li> </ul>
<b>BIBLIOGRAPHY</b>		Zubizarreta A., Luz M.(2012). "Practical Guide to make Guidings in English". Compilaciones y traducciones. Linares Málaga Eloy. (1995). "Guided Visit from Arequipa to Valley of Colca". House, Linda I. (1998). Introductory Phonetics and Phonology. A Workbook Approach . New Jersey London: Mahwah, Lawrence Erlbaum Associates, Publishers. Grundy G. (2007). Técnicas de guiado en Español. Agotur. Arequipa.	



	<p>2. Everyone starts observing the place finding the items they are going to show.</p> <p>3. Every student stands in front of the group by turns, simulating they are the guide and the tourists. The guide shows and presents the tourist attraction following the steps for a guiding tour. (Annex 6)</p>	(5'per student)	Realia: the tourist attraction. Saint Agustin church.
	<p><b>Evaluation:</b></p> <p>Using the process evaluation sheet (Annex 7) students are evaluated by the teacher.</p>	(during presentation time)	Evaluation sheet and register.
	<p><b>Extension:</b></p> <p>Students are encouraged to prepare the next presentation.</p>		

<b>Session 2: Guiding in English at Saint Francisco Church.</b>			
<b>Content</b>	<b>Strategies</b>	<b>Time</b>	<b>Material</b>
Saint Francisco church	<p><b>Motivation:</b></p> <p>Students recognize the place they are going to visit and precise the main characteristics.</p> <p><b>Process:</b></p> <p>1. <i>Loud reading:</i> Students read loudly all the information given about Saint Francisco church. Then, fast reading (loudly) is trained, using a chronometer, to gain accuracy and fluency.</p> <p>2. Students highlight the most important aspects they would need about this tourist attraction paying attention to the technical vocabulary and the new words they find in the reading.</p> <p>3. <i>Vocabulary and pronunciation:</i> Using the vocabulary chart (Annex 6) students write and check the meaning and pronunciation of the new words or difficult to pronounce, and with</p>	<p>5'</p> <p>85'</p>	<p>Video about Saint Francisco church.</p> <p>Printed material, readings.</p>

	<p>the teacher's help they are pronounced loudly in the class.</p> <p>3. <i>Writing:</i> Students organise their ideas and following a format and recommendations (Annex 6) write a parliament, pointing out the main characteristics of the tourist attraction.</p> <p>4. Location map and evaluation sheet are prepared.</p>		<p>Vocabulary chart.</p>
	<p><b>Practice:</b></p> <p>1. Students are taken to the tourist attraction, Saint Francisco Church, standing in front of it.</p> <p>2. Everyone starts observing the place finding the items they are going to show.</p> <p>3. Every student stands in front of the group by turns, simulating they are the guide and the tourists. The guide shows and presents the tourist attraction following the steps for a guiding tour. (Annex 6)</p>	<p>90' (5' per student)</p>	<p>Folder to keep all the readings, vocabulary, map, parliament.</p> <p>Realia: the tourist attraction. Saint Francisco church.</p>
	<p><b>Evaluation:</b></p> <p>Using the process evaluation sheet (Annex 7) students are evaluated by the teacher.</p>	<p>(during presentation time)</p>	
	<p><b>Extension:</b></p> <p>Students are encouraged to prepare the next presentation.</p>		<p>Evaluation sheet and register.</p>

Session 3: Guiding in English at Moral House.			
Content	Strategies	Time	Material
Moral House	<p><b>Motivation:</b></p> <p>Students recognize the place they are going to visit and precise the main characteristics.</p> <p><b>Process:</b></p> <p>1. <i>Loud reading:</i> Students read loudly all the information given about Moral House. Then, fast reading (loudly) is trained, using a chronometer, to gain accuracy and fluency.</p> <p>2. Students highlight the most important aspects they would need about this tourist attraction paying attention to the technical vocabulary and the new words they find in the reading.</p> <p>3. <i>Vocabulary and pronunciation:</i> Using the vocabulary chart (Annex 6) students write and check the meaning and pronunciation of the new words or difficult to pronounce, and with the teacher's help they are pronounced loudly in the class.</p> <p>3. <i>Writing:</i> Students organise their ideas and following a format and recommendations (Annex 6) write a parliament, pointing out the main characteristics of the tourist attraction.</p> <p>4. Location map and evaluation sheet are prepared.</p>	<p>5'</p> <p>85'</p>	<p>Video about Moral House.</p> <p>Printed material, readings.</p> <p>Vocabulary chart.</p> <p>Folder to keep all the readings, vocabulary, map, parliament.</p>
	<p><b>Practice:</b></p> <p>1. Students are driving to the tourist attraction, Moral House, standing across from it.</p> <p>2. Everyone starts observing the place finding the items they are going to show.</p> <p>3. Every student stands in front of the group by turns, simulating they are the guide and the tourists. The guide shows and presents the</p>	<p>90'</p> <p>(5' per student)</p>	

	tourist attraction following the steps for a guiding tour. (Annex 6)		Realia: the tourist attraction. Moral House
	<b>Evaluation:</b> Using the process evaluation sheet (Annex 7) students are evaluated by the teacher.	(during presentation time)	
	<b>Extension:</b> Students are encouraged to prepare the next presentation.		Evaluation sheet and register.



	tourist attraction following the steps for a guiding tour. (Annex 6)		Evaluation sheet and register.
	<b>Evaluation:</b> Using the process evaluation sheet (Annex 7) students are evaluated by the teacher.	(during presentation time)	
	<b>Extension:</b> Students are encouraged to prepare the next presentation.		

<b>Session 5: Guiding in English at Arequipa's Cathedral.</b>			
<b>Content</b>	<b>Strategies</b>	<b>Time</b>	<b>Material</b>
Arequipa's Cathedral	<p><b>Motivation:</b> Students recognize the place they are going to visit and precise the main characteristics.</p> <p><b>Process:</b></p> <p>1. <i>Loud reading:</i> Students read loudly all the information given about Arequipa's Cathedral. Then, fast reading (loudly) is trained, using a chronometer, to gain accuracy and fluency.</p> <p>2. Students highlight the most important aspects they would need about this tourist attraction paying attention to the technical vocabulary and the new words they find in the reading.</p> <p>3. <i>Vocabulary and pronunciation:</i> Using the vocabulary chart (Annex 6) students write and check the meaning and pronunciation of the new words or difficult to pronounce, and with the teacher's help they are pronounced loudly in the class.</p> <p>3. <i>Writing:</i> Students organise their ideas and following a format and recommendations</p>	<p>5'</p> <p>85'</p>	<p>Video about Arequipa's Cathedral</p> <p>Printed material, readings.</p> <p>Vocabulary chart.</p>

	<p>(Annex 6) write a parliament, pointing out the main characteristics of the tourist attraction.</p> <p>4. Location map and evaluation sheet are prepared.</p>		<p>Folder to keep all the readings, vocabulary, map, parliament.</p>
	<p><b>Practice:</b></p> <p>1. Students are driving to the tourist attraction, Arequipa's Cathedral, standing across from it.</p> <p>2. Everyone starts observing the place finding the items they are going to show.</p> <p>3. Every student stands in front of the group by turns, simulating they are the guide and the tourists. The guide shows and presents the tourist attraction following the steps for a guided tour. (Annex 6)</p>	<p>90´</p> <p>(5´ per student)</p>	<p>Realia: the tourist attraction Arequipa's Cathedral.</p>
	<p><b>Evaluation:</b></p> <p>Using the process evaluation sheet (Annex 7) students are evaluated by the teacher.</p>	<p>(during presentation time)</p>	<p>Evaluation sheet and register.</p>
	<p><b>Extension:</b></p> <p>Students are encouraged to continue practising.</p>		

**ANNEX 10**  
**PHOTOGRAPHS - EXPERIMENTAL GROUP**



Saint Francisco  
Church and  
complex



Moral House



La Compañía  
Cloisters

Tristan del Pozo  
House



La Compañía  
church

Arequipa's  
Cathedral



**ANNEX 11**  
**EXAMPLE VIDEO RECORDINGS**

**GUIDED TOURS**

**(Note: to listen or see the files it is recommended to use Real Player  
or Windows media player)**