UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADOS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **FUNCTIONAL – NOTIONAL APPROACH FOR ENGLISH SPEAKING SKILL DEVELOPMENT.**

Trabajo de Titulación previo a la obtención del Grado Académico de Magister en Enseñanza del Idioma Inglés como Lengua Extranjera.

Autora: Licenciada Elvia Inés Curipallo Lizano

Directora: Mg.Verónica Elizabeth Chicaiza Redín Ph.D

Ambato – Ecuador

2019

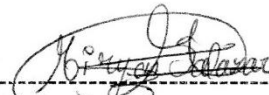## A LA UNIDAD ACADÉMICA DE TITULACIÓN DE LA UNIVERSIDAD TÉCNICA DE AMBATO

El Tribunal receptor del Trabajo de Investigación presidido por Doctor el Doctor Héctor Fernando Gómez Alvarado, Presidente y Miembro del Tribunal, e integrado por las señoras: Lcda. Cristina Rocío Jordán Buenaño Magíster y Lcda. Miryan Salazar Tobar Mg. Miembros del Tribunal designados por la Unidad Académica de Titulación de la Universidad Técnica de Ambato, para receptar el Trabajo de Investigación con el tema: **"FUNCTIONAL – NOTIONAL APPROACH FOR ENGLISH SPEAKING SKILL DEVELOPMENT"**, elaborado y presentado por la Licenciada Elvia Inés Curipallo Lizano, para optar por el Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Investigación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.

Dr. Héctor Fernando Gómez Alvarado
Presidente y Miembro del Tribunal

Lcda. Cristina Rocío Jordán Buenaño Magíster
Miembro del Tribunal

Lcda. Miryan Salazar Tobar Mg.
Miembro del Tribunal
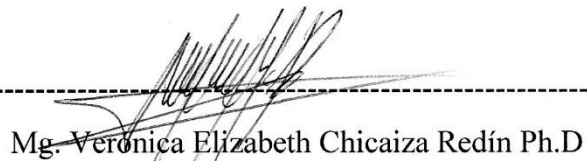
ii

AUTORÍA DEL TRABAJO DE TITULACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en Trabajo de Investigación presentado con el tema: **"FUNCTIONAL – NOTIONAL APPROACH FOR ENGLISH SPEAKING SKILL DEVELOPMENT"**, le corresponde exclusivamente a la Licenciada Elvia Inés Curipallo Lizano, Autora, bajo la dirección de la Mg. Verónica Elizabeth Chicaiza Redín Ph.D, Directora del Trabajo de Investigación, y el patrimonio intelectual a la Universidad Técnica de Ambato.

Lic. Elvia Inés Curipallo Lizano

C.C: 180415533-9

AUTORA

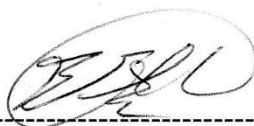Mg. Verónica Elizabeth Chicaiza Redín Ph.D

C.C. 171510632-2

DIRECTORA

DERECHOS DE AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Investigación, sirva como un documento disponible para su lectura, consulta y proceso de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad.

Lic. Elvia Inés Curipallo Lizano

C.C: 180415533-9

AUTORA

GENERAL TABLE OF CONTENT

CHAPTER I
PROBLEM STATEMENT

CHAPTER II

THEORETICAL FRAMEWORK

CHAPTER III

METHODOLOGY

CHAPTER IV

ANALYSIS AND INTERPRETATION

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CHAPTER VI

ALTERNATIVE PROPOSAL

LIST OF GRAPHICS

LIST OF TABLES

ACKNOWLEDGEMENT

DEDICATION

I dedicate this work to my dear son Derek Sanchez Curipallo, who passed away last November at the age of 4 years old. I wanted to give up on this many times, but because of him, I have started again and again. He deserves all effort I could have done. From the deep of my heart to you Derek my warrior.

Elvia Inés Curipallo Lizano

B.A.

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: "EL ENFOQUE DE NOCIONES Y FUNCIONES PARA EL DESARROLLO DE LA HABILIDAD ORAL DEL IDIOMA INGLÉS"

AUTOR: Licenciada Elvia Inés Curipallo Lizano.

DIRECTORA: Mg. Verónica Elizabeth Chicaiza Redín Ph.D

FECHA: 16 de febrero de 2019.

RESUMEN EJECUTIVO

El presente trabajo de investigación tiene como objetivo determinar el uso del enfoque Funcional – Nocional como estrategia comunicativa en el desarrollo de la Destreza del Habla del idioma Inglés. Este estudio trata de una investigación cuasi-experimental, con una encuesta que afirma el problema de bajo nivel de producción oral en estudiantes pertenecientes al Tercero de Bachillerato y con la aplicación de una pre-prueba y post-prueba para la comprobación de la hipótesis de esta investigación. Además, se utilizó una rúbrica evaluativa y se la adapto de acuerdo a las necesidades de los estudiantes. Se analizaron las variables; independiente (Enfoque Funcional - Nocional) en relación a la variable dependiente (Destreza del habla el idioma Inglés). Los resultados estadísticos de este estudio han sido considerados en las conclusiones y recomendaciones del mismo. Además, es necesario mencionar que los resultados indicaron que, ciertamente, las actividades con enfoque Funcional – Nocional si influyen altamente en el desarrollo de la destreza oral de los estudiantes. Razón por la que, la propuesta de este estudio es la presentación de actividades en base a un enfoque Funcional – Nocional las cuales contribuyen al mejoramiento de la destreza oral del idioma Inglés así como sub - destrezas como; interacción, fluidez, comprensión, vocabulario y pronunciación.

Descriptores: Enfoque Funcional – Nocional, Destreza del habla el idioma Inglés, estudiantes, rúbrica evaluativa, actividades, destreza oral, interacción, fluidez, comprensión, vocabulario y pronunciación.

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

THEME: "FUNCTIONAL – NOTIONAL APPROACH FOR ENGLISH SPEAKING SKILL DEVELOPMENT"

AUTHOR: Licenciada Elvia Inés Curipallo Lizano.

DIRECTED BY: Mg. Verónica Elizabeth Chicaiza Redín Ph.D

DATE: February 16th, 2019.

ABSTRACT

The main objective of this research work is to determine the use of Functional-Notional Approach as a communicative strategy for English speaking skill development. This study, with a cuasi-experimental research, used a survey which assured the problem research that was the low level of speaking skill production on 3rd Year High School students. The application of a pre-test a post-test was used in order to prove the research hypothesis. In addition, there was used an adapted assessment rubric in relation with the students' needs. Independent variable (Functional-Notional Approach) as well as the depended variable (Speaking skill) were analyzed. Statistical results of this study have been considered in the conclusions and recommendations. Furthermore, it is necessary to mention that results showed that activities based on the Functional-Notional Approach highly influence in the development of students' speaking skill. Based on the above, the proposal is the presentation of activities based on the Functional - Notional Approach which will contribute to the English speaking skill improvement as well as sub-skills such as; interaction, fluency, comprehension, vocabulary and pronunciation.

Keywords: Functional-Notional Approach, English Speaking Skill, students, assessment rubric, oral skill, interaction, fluency, comprehension, vocabulary and pronunciation

INTRODUCTION

English language is and will be an International Language. Besides, it is the official language for Business, Entertaining, Commerce, Tourism and of course Education. The current need to speak English nowadays is a huge necessity worldwide. Rather than, just speaking English, the aim on English speakers is to communicate and interact meaningfully when using English Language.

The classic method to develop Speaking Skills on students is Communicative Language Teaching Method and the deeper as well as linked Approach to the CLT is the Functional – Notional Approach, the one proposed on this study.

Moreover, as the identified research problem of this study was the low level of English speaking skill on 3rd Year High School students at Ambato High School. The purpose when implementing the proposal was to develop active, interesting and interactive activities to improve speaking skill development on students. Thus, English language enables speaking communication with emphasis on the speaking productive skill and sub-skills such as fluency as well as interaction.

Eventually, the general structure of this study is made up in 6 chapters which encompass information about the research topic.

I Chapter.- In the first chapter, the problem study is discussed. The context is explained, and a critical analysis is settled based on the problem tree technique. In addition, a prognosis is presented with the study probability. Finally, objectives are set to accomplish them through along.

II Chapter.- A theoretical framework related to the problem is developed which includes a research background with the updated related work, the philosophical foundations, as well as the legal basis. Then, a conceptual basis of both independent and depending variables included (Functional – Notional Approach – Speaking Skill). Finally, the hypothesis presented based on each variable.

III Chapter.- The methodology used to develop the research is presented, the approach, level and type of research. Also, the population as well as the operationalization of variables. Finally, the methods of data collection and the types of analysis are described.

IV Chapter.- Analysis of results presented. This includes the results of the speaking production of students in the pre-test, experimental group and the students speaking production analysis in the post-test. Finally, the verification of the hypothesis.

V Chapter.- Conclusions and recommendations reached after the study was carried out are presented.

VI Chapter.- It's presented the alternative proposal: Communicative activities based on the Functional-Notional Approach for speaking skill development. The proposal includes an index, introduction, to the teacher, table of contents and tasks.

CHAPTER I

PROBLEM STATEMENT

1.1 Topic Research

Functional – Notional Approach for English Speaking skill development.

1.2   Problem Statement

1.2.1   Contextualization

The biggest challenge of English learners around the world is to develop speaking skill accurately. Most of the time listening, reading and writing are acquired or learnt easily, but when speaking comes, students struggle. According to Harmer, J. (2001), students must have enough opportunities to activate various elements language has stored on their brains such as grammar and vocabulary. Thus, students would become autonomous users of language with no much conscious thoughts. "English makes a significant contribution to sustainable global development" (Robson, M. 2013).

English is used as a global language facilitating dialogue and furthermore understanding. It is also worth noting that Functions and Notions of English Language have a relevant importance as they give the purpose for an effective communication. Since Functional – Notional Approach has appeared it focuses on the purpose of communication and interaction. It helps learners or speakers to use real or appropriate language in the speech act. (Hornbæk & Oulasvirta, 2017).

In Ecuador, according to Ten-Year Educational Plan 2006 – 2015 and with some improvements in the new one, English is mandatory since second grade. However, it has been an ambitious plan for the government. It focusses on the Communicative Approach which is linked with the Functional -Notional Approach. In addition, teachers work hard to use and apply the National Curriculum due to aligned objectives to get students with a B1 level in accordance with the Common European Framework of European Languages (CEFR) when finishing High School. It is well known that the biggest motivation towards learning English among Ecuadorians is related to Employment and Education MINEDUC (2016). This means that more and more people are being part of the International Language. Therefore, Ecuadorians are being part of the world, developing all their skills, specially speaking skills for communication.

In Ambato – Tungurahua, English has been chosen as a Foreign Language to be learnt by the majority of citizens. As follows, Private and Public schools teach English from early ages. Because of this, sometimes parents have looked up for help to their children and teenagers to make them improve their English performance at school with extra-curricular activities studying English. In this study, Ambato High School was chosen as the place to study how to implement communicative activities based on Functional – Notional Approach for English Speaking skill development. This will lead teachers as well as students to succeed in the teaching – learning process emerging on students speaking skills.

The most important fact on the Functional – Notional Approach is to reach communication, identifying individual needs of students focusing in the objective which is to use real and appropriate language to interact with others leading a meaningful learning. For instance, it is well established that there are variety of notions as well as Functions in the English Language. To provide an example, in the "notion" (context) at the restaurant, one of the "functions" (purpose) could be "ordering food". Therefore, this approach will help students to develop their speaking skill successfully in a variety of real life contexts or situations (Caicedo, 2010).

1.2.2 Problem Tree Analysis

Causes →

Few speaking tasks

Low rage of input

Not enough students' interest

Problem →

Low level of English Speaking Skill

Efects →

Limited practice

No speaking production

Stop learning
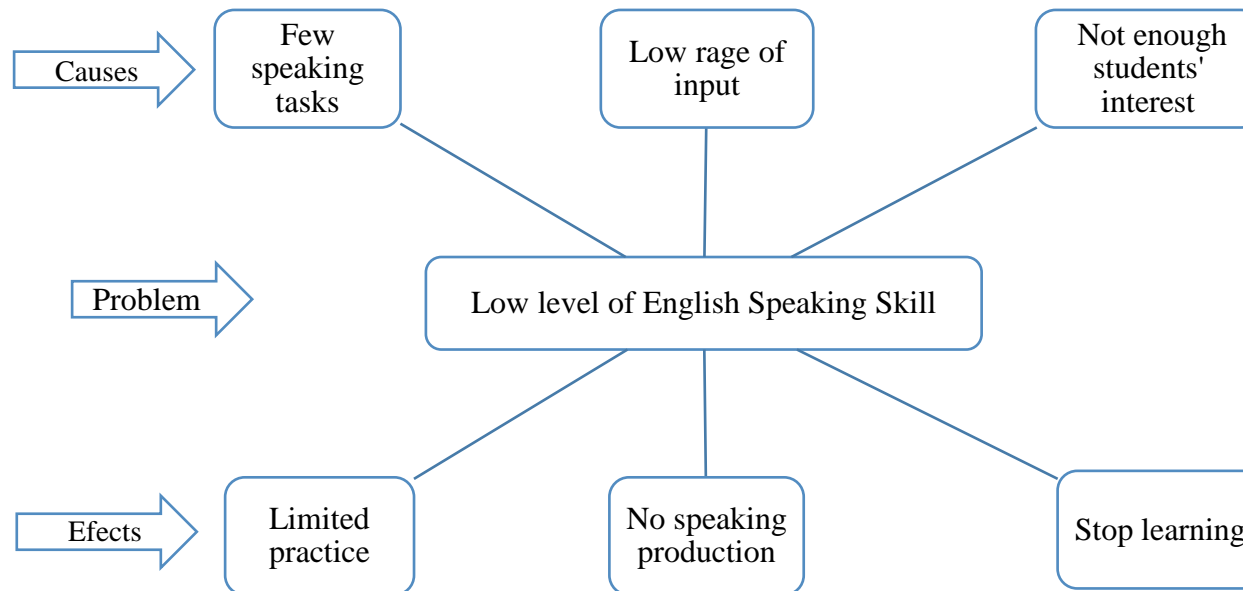
Graph 1. Critical Analysis.
Source: Direct Research of Critical Analysis.
Made by: (Curipallo, 2019)

1.2.3 Critical Analysis

The low level of English speaking skill at "Ambato High School" in 3rd Year High School students are caused by the following reasons:

First, there is a clear agreement among teachers that they have been developed few speaking tasks in each partial because speaking is a skill which is not studied or practiced in the same quantity like other skills. Consequently, students have not had the opportunity to develop speaking skill as well as sub skills accurately incurring in a limited practice within class periods, which sometimes last 40' minutes each. According to teachers, speaking is the skill which is the most difficult one to grade due to it takes lots of time from the period of class.

In addition, it has been notable a low rage of input students had, the contents and activities provided by the book are limited as well as the lack of time and the large classes teachers usually have at public schools. The number of students in each class is a fact that leads to a no speaking production. In addition, it is clearly notable that sometimes students do not give the necessary effort when learning English.

Together with the causes mentioned above, some of the effects that low level of English speaking skill is that students stop learning due to a not enough interest in English Language they experience. In this case, if there is no practice there is no learning. Like it has been noted, with no speaking production, no learning, in other words speaking skill stops.

To sum up this analysis, it is clear concluded that more speaking practice is needed with students to develop this skill. Moreover, real speaking interaction in the class using and applying Functional – Notional Approach which implies real-life situations will work effectively to solve students' communicative needs.

1.2.3 Prognosis

On the first hand, if the problem mentioned above is not solved, students will learn poor English language and in the same way they will have poor English Language performance. In addition, it is really clear stated that the more a student practices the more learning takes place on the student. Thus, speaking is a skill which needs to be learned as well as practiced constantly with different speaking tasks. The majority of teachers know that students tent to develop the other skills better rather than speaking one. For this reason, speaking is a major skill to be developed.

On the other hand, if the problem is solved; learner's knowledge, speaking production, interaction and communication will improve notably. Furthermore, confidence in the use of English language will increase in learners. In addition, as a result of applying Functional – Notional Approach communicative activities, interaction as well as speaking production of real – life situations will take place naturally on students.

1.2.4 Problem Formulation

When identifying the main study problem at 3rd Year High School students at "Ambato" High School which is the low level of English speaking skill, it is important to point out that more opportunities of practicing speaking need to be implemented. Hence, the problem formulation will be:

How Functional – Notional Approach improves English speaking skills development on 3rd Year High School students from Ambato High School?

1.2.5 Research Questions

Which are the factors teachers need to consider for language production based on Functional-Notional approach to develop speaking skill?

Which are the speaking characteristics and their influence on the speaking skill?

What will be the results on students after applying communicative activities based on Functional-Notional Approach?

1.2.6 Problem Delimitation

1.2.6.1 Content Delimitation

Area: High School "Ambato High School"

Line: Linguistics / Sociolinguistics / Communication

Aspects: Functional – Notional Approach – Speaking Skill.

1.2.6.2 Place Delimitation

This study was performed at "Ambato" High School which is located in the Tungurahua Province, Ambato city.

1.2.6.3 Time Delimitation

This study was developed in the academic year 2018-2019.

1.3 Justification

The challenge English learners face constantly is to develop their productive skills. According to Valdez (2001), this study is **important** because it looks for the development of speaking skill through the use of Functional – Notional Approach communicative activities. Therefore, this study is **interesting** due to the fact that speaking skill from English learners improve as well as their speaking production and interaction. Furthermore, it is evident that some students' weakness when learning English is on speaking skill, which has been very hard to accomplish by learners. Thus, At Ambato High School the implementation of Functional – Notional Approach activities for English Speaking skill development will **benefit**

to 3rd Year High School students in order to make them develop and manage their English speaking skill properly.

On the whole, Functional – Notional Approach, and activities to develop speaking skills are researched. This study is **feasible** because it is supported by students, teachers and authorities. In addition, improvements as well as results are analyzed and recorded to justify this study.

1.4 Objectives

1.4.1 General Objective

To determine the influence of Functional – Notional Approach in the English-Speaking skill development on 3rd Year High School students at Ambato High School.

1.4.2 Specific Objectives

- ✓ To detail factors that teachers need to consider when promoting language production based on Functional- Notional Approach.

- ✓ To categorize speaking characteristics and their influence on speaking skills development.

- ✓ To identify the effects of applying Functional – Notional Approach strategies to develop speaking skills.

CHAPTER II

THEORETICAL FRAMEWORK

2.1   Research background

After having done an extensive literature review, research works related to the topic of the current study were found out. Therefore, the most important factors of three research works have been listed below.

Tello (2016), in her study with the name "*Linguistic functions and their relation to the oral skill for its development"* carried out with A1 English students, concluded that linguistic functions play a vital role on the development of the oral skill. This research attempted to find the importance that knowledge about linguistic functions and their relation to the oral skill has on language production. Tello's study had quali-quantitative traits and surveys were used as research techniques. It was concluded that the development of the oral skill must be oriented towards a specific purpose of language and communication. It is worth mentioning that Tello also emphasized on the fact that teachers need to apply communicative techniques to be used in classroom, in this way students' language production would be meaningful for them as they could use language features on different contexts. In order to promote lessons in which linguistics functions are the main goal to produce language, it is highly important to stablish teaching methods which are aligned to real communication contexts for students. Thus, Tello suggested the implementation of guide to promote activities based on linguistics functions which allow students to become efficient English speakers.

Sambou, A. (2011), in his research work entitled "Functional Approach Applied to Language Teaching", explored important aspects about functional notional approach (FNA) to Applied Language Teaching in order to achieve pedagogical goals. Therefore, it was concluded that FNA enables students' needs through teaching contents as well as procedures. It was said that functional views on language teaching offer teachers' fruitful means to establish and produce teaching resources. In the same order, students are highly guided to meaningful language production. Additionally, Sambou said "Teachers must remember that the final objective in Applied Language Teaching is not developing technical skills but instead is to enhance linguistic abilities to communicate in many different trades". It suggested us that teachers are the ones who improve communicative skills through pedagogical performance. With this base, some specific functions especially linguistic ones were studied on Sambou research and it was seen that FNA highly contributes to the production of the speaking skills.

Wilkins (2012), carried out a research study which also involved notions of language to develop speaking skills on English learners. He stated that teachers are an important resource to cause improvements in the development of speaking skill, Wilkins also claimed that attempts to Functional Notional Approach allows learners to use the prior grammar knowledge in order to effectively communicate needs through language usage. In the same order, he mentioned that acquiring oral proficiency levels based on Notional Functional Approaches when learning a foreign language keeps teachers as well as students apart from grammar based classes. Moreover, on Wilkins research vocabulary and grammar features were used as a vehicle to bear learner needs in any situation developing oral proficiency. As a consequence, not only student's linguistics competence enhanced but also students' motivation improved.

According to Harmer, J. (2001), when a teacher activates students' previous knowledge it favors oral communication and interaction on students as it improves students word stock in their minds. Additionally, a Notional Functional syllabus was presented in this study for two academic groups of students. The results showed

that students improved their communicative competence as well as their vocabulary command. It was concluded that students gained a wider and more extensive communicative competence by sung a functional syllabus rather than a topic based centered. In this way, students used different familiar situations in various contexts. This study mainly focused on improvising speech according to a given situation by addressing students' English level, formality of language and the topic of study in order to develop speech naturally.

After having analyzed the above research works, it is worth mention that Functional Notional Approach improves Learners Linguistic performance as well as self-confidence through permanent practice. Additionally, it can also be used in all levels allowing students to use and create what they need to communicate in a given situation. Therefore, students develop the ability to manipulate their communicative linguistic skills with the already learned vocabulary and grammar structures letting students to improvise their speech when needed it.

Notions derive from Functions and when a given situation takes in a specific context, vocabulary and grammar is needed on the same path, this let situations to take place in a spontaneous speech without thinking too much in structures. Consequently, students are able to cope with frequent situations in ordinary life according to the ones the face daily. Therefore, oral skills on students will receive outstanding attention on processing, producing and interacting with others through interaction and speech.

2.2   Philosophical Foundation

Herrera, Medina and Naranjo (2014), state that a socio-critical paradigm bases on the fact that knowledge development not always focuses on Social Sciences. Therefore, this paradigm looks for a solution to specific social issues as it is the case for Functional Notional Approach to develop the communicative competence by promoting changes that incorporates the participation of English students. Given that, this research work was developed under a socio-critical paradigm due to the fact that its goal is to comprehend and give a solution to the topic of study.

This study is supported by constructivism paradigms which establishes that 'learning comes through mental construction concepts' students construct their own knowledge based on personal experiences understanding as well as reflecting about them. Knowledge is build or rebuild according of new entrances of information to be learnt.

In Education, constructivism refers about constructing meaning, in this manner learning is produced as an active process. Thus, new information is linked to prior knowledge. This theory is learner-center and it considers the teacher as a facilitator who guides students' performance as well as production (Educational Broadcasting Corporation, 2004).

2.2.1 Ontological Foundation

According to Herrera, Medina and Naranjo (2014), ontology foundations analyses the study of reality. Consequently, this research study had ontological traits because students were considered as the unique unit of study. As mentioned before, within ontological contexts, this study focuses on the reality of the Functional Notational Approach on the English speaking skills among 3rd Year High School students at "Ambato" High School. It is vital to point out that that the explicit teaching of Functional - Notional processes on the speaking skills have been affected as there is evidence of lack of practice of the speaking skills. Hence, the implementation of a proposal with communicative activities to engage the instruction of Functional - Notional was essential to deploy.

2.2.2 Epistemological Foundation

This foundation analyses human knowledge and the forms to develop thinking features. At "Ambato" High School, it is important to encourage changes regarding to trends of teaching the speaking skill. Keep in mind that not only the speaking skill is benefited from Functional - Notional Approach, but also other skills and subskills.

2.3 Legal basis

This research is supported by the following Ecuadorian regulations:

The Ecuadorian Constitution on Art. 26:16 states that *"Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo"*. This study is based and supported on The New National Curriculum for Education, the one which is also under the Organic Law of Intercultural Bilingual Education (LOEI, 2012).

Buen Vivir National Plan on Aim 4 attempts to *"Fortalecer las capacidades y potencialidades de la ciudadanía a través del aprendizaje y desarrollo de idiomas nacionales y extranjeras"*. This is reachable through the teaching and learning of foreign languages under international criteria from early to higher education.

Código de la niñez y adolescencia (2009). Art. 37 states *"Derecho a la educación. -Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que: 4) Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos."*

LOEI (2012), TÍTULO I. DE LOS PRINCIPIOS GENERALES

Art. 2.- Principios. – Literal bb) Plurilingüismo. - Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas oficiales de relación intercultural; así como en otros de relación con la comunidad internacional. Al referirse en este literal de

Plurilingüismo indica claramente que incluye el aprendizaje de Idiomas Internacionales como es el aprendizaje del Idioma Inglés.

This study is also supported on The New National Curriculum for Education, the one which also is under the Organic Law of Intercultural Bilingual Education of Ecuador MINEDUC (2016). "The communicative language approach: language is best learnt as a means to interact and communicate, rather than as a body of knowledge to be memorized" This intent promotes interaction among students in class. Furthermore, it avoids memorization and promotes speaking on students.

Currently, the New National Curriculum for Education works within the Curricular Threads. Curricula Thread number 2: Oral Communication, which focus is Listening as well as Speaking. "The EFL curriculum recognizes the importance of Listening and Speaking as essential skills in the communicative competence of English Language Learning" It is well known that in order to develop speaking, a good listening skill must be acquired. Communication is the principal goal when teaching English. Thus, students ought to manage these two skills properly.

According to the MINEDUC (2016), within the English Curriculum the aim is to get a B1 Level under the **Common European Framework of Reference** for Languages and it stated that students are expected to:

1. Speak quite confidently on everyday topics, especially in relation to personal interests and routine contexts. Produce simple connected text on topics that are familiar or of personal interest. ENGLISH AS A FOREIGN LANGUAGE 9 Introduction.

2. Express opinions and feelings. Describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for beliefs and plans.

3. Deal with most situations likely to arise whilst traveling in an area where the English language is spoken, including the exchange and checking of factual information.

4. Read straightforward texts on subjects of interest. Understand the main points of clear, standard input on familiar matters regularly encountered in work, school, leisure, etc.

5. Write a personal letter, email or note on a familiar topic, describing an event or situation for an intended purpose with sufficient accuracy and coherence to be followed most of the time.

All mentioned above are de desirable competences according to the current Curriculum of Education.

2.4   Key Categories
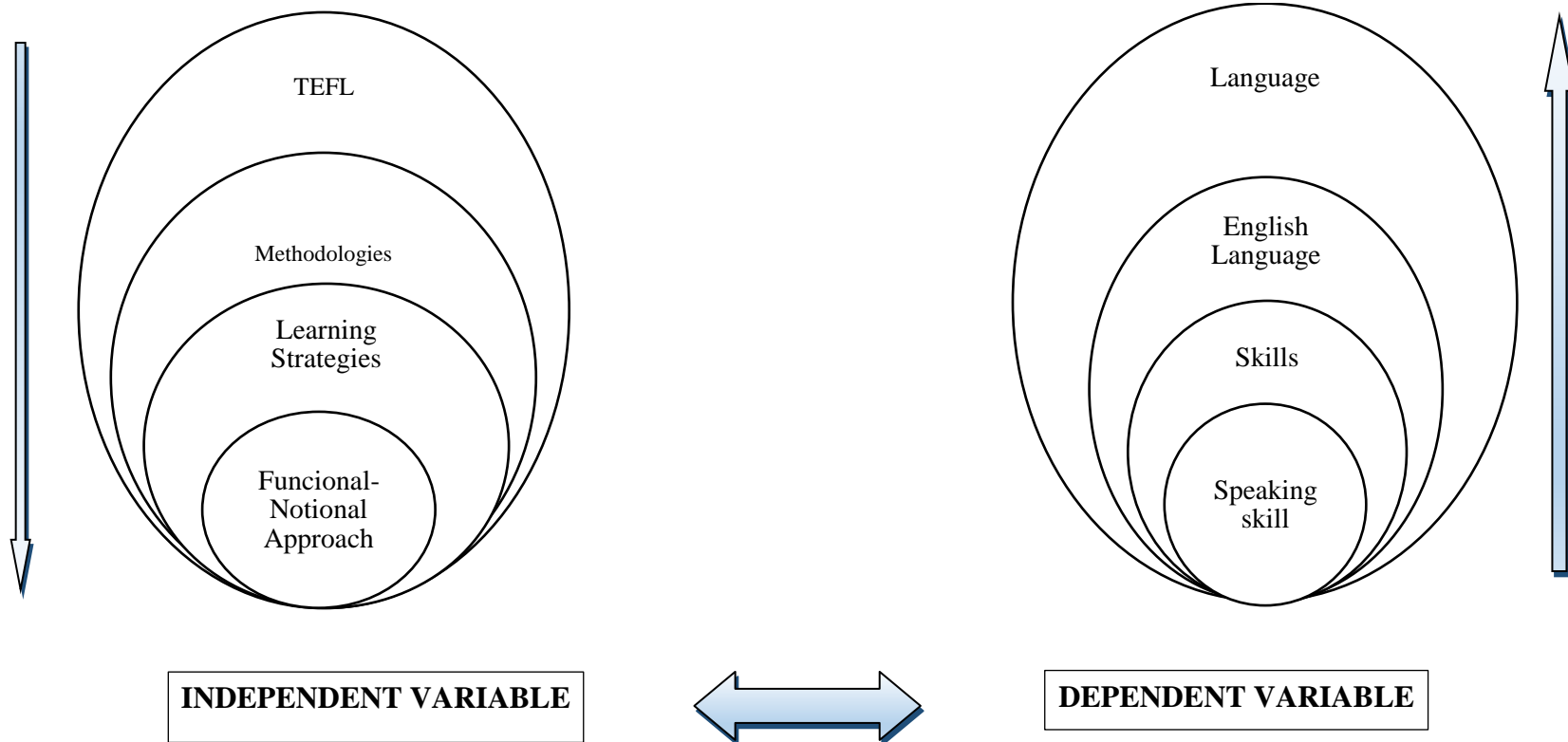
Graph 2. Fundamental Categories.

Source: Direct Research

Made by: (Curipallo, 2019)

2.4.1 Ideas Constellation Independent variable. Functional-Notional Approach
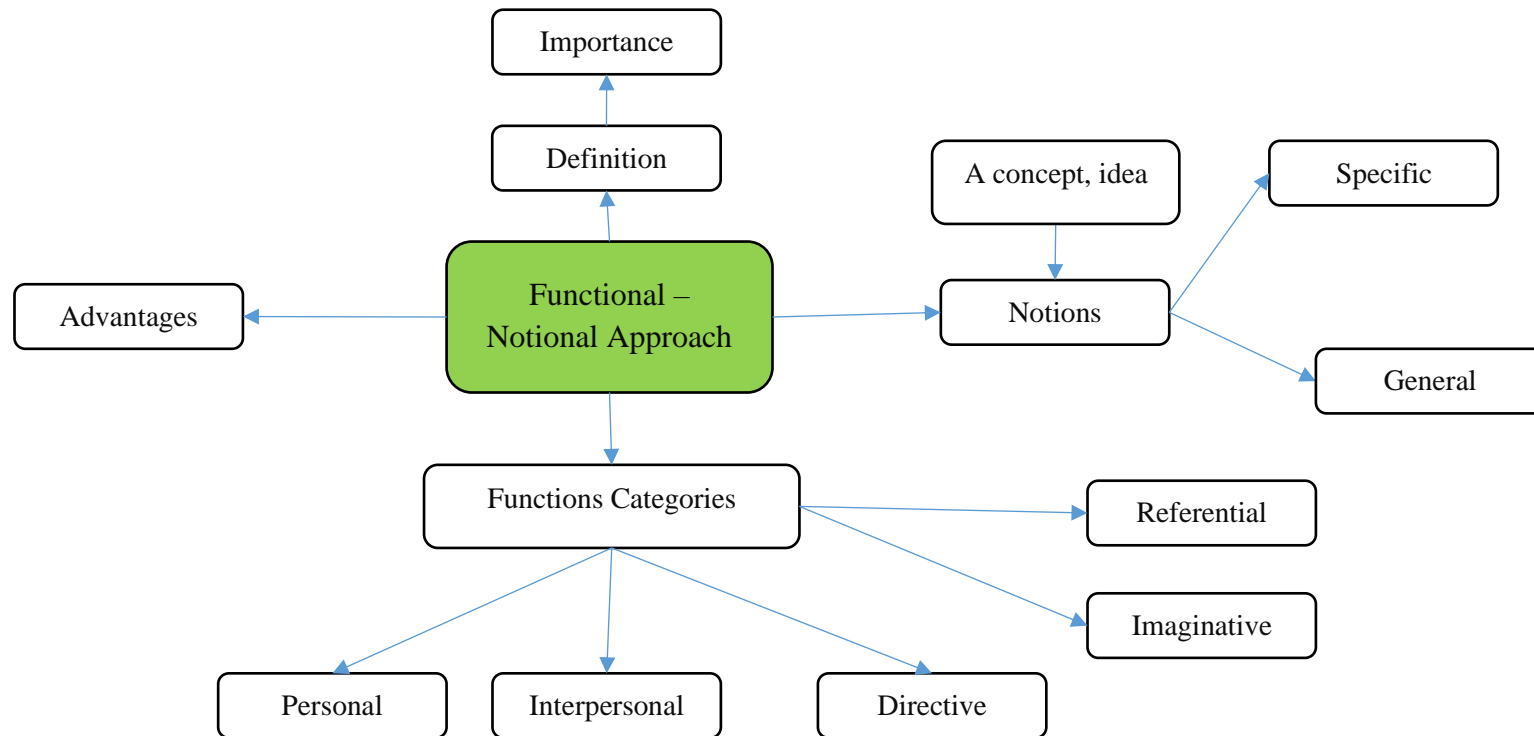
Graph 3. Interrelated Graphics independent variable.

Source: Direct Research independent variable.
Made by: (Curipallo, 2019).

2.4.2 Ideas Constellation Dependent variable. Speaking Skills
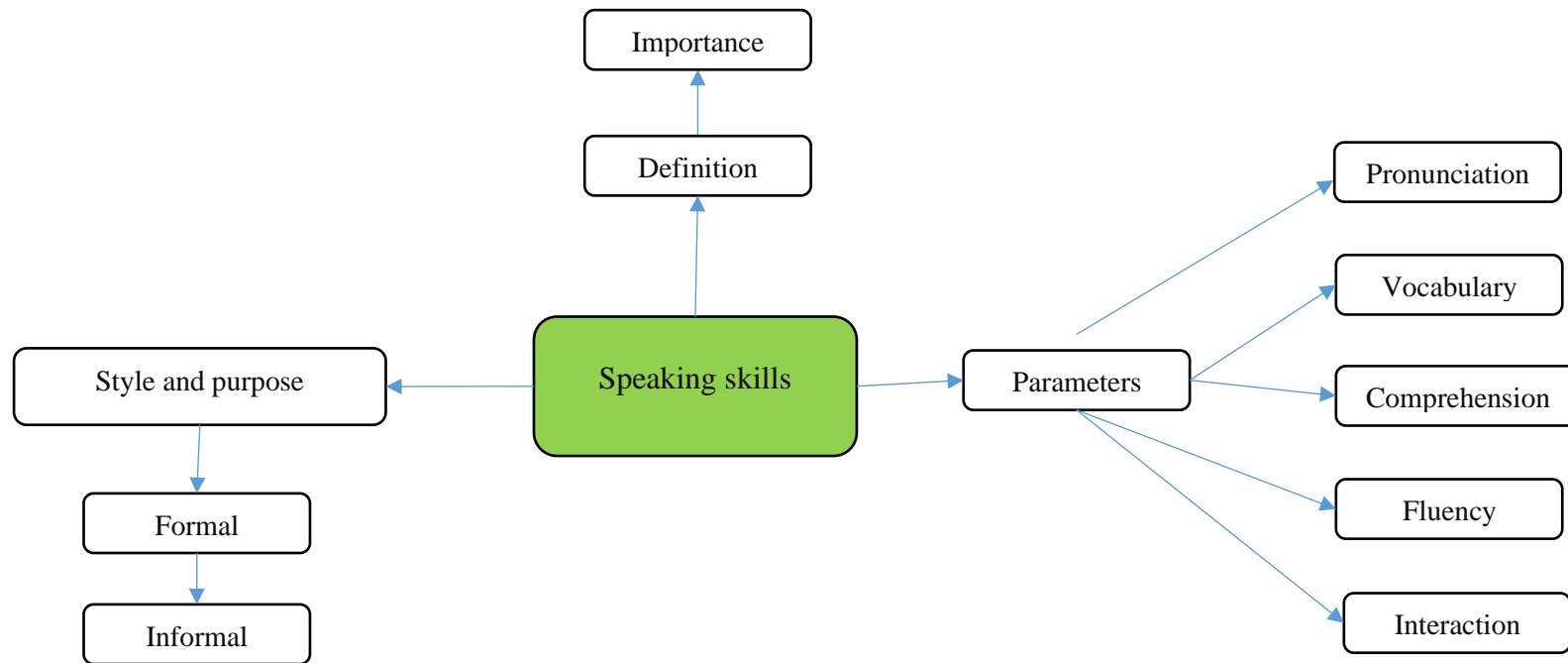
Graph 4. Interrelated Graphics dependent variable.

Source: Direct Research dependent variable.

Made by: (Curipallo, 2019).

2.4.3   Independent Variable Theoretical Foundation

2.4.3.1 Teaching English as a foreign language

Today, learning a second language is seen as a need rather than a luxury and English is considered as a vehicle for communication among people from different cultures. In fact, the English language plays an essential role in all areas of human development such as: science, economy, education technology, etc. Granted that it is highly essential to be assure of relying on professionals who are able to get effectively instruction of English as a foreign language.

According to Menderos, G. (2014), teaching English as a foreign language has to do with the constant growing of work which promotes structural understanding of language features in order to acquire English. Therefore, this multi-discipline approach focuses on integrating organized activities in order to instruct the subject matter to individuals (students).   Keep in mind that TEFL means Teaching of English as a Foreign Language, and is often used for teaching in a country where English is not the primary language as it is the case of Ecuador.

One important aspect that educators in the Ecuadorian context need to take into account is that English has become a global language. This means English has reached a status of power since it is learned and spoken internationally and it is used worldwide by organizations and diplomacy such as the United Nations, the World Bank, World Health Organizations, and UNICEF among others. In other words, learning English is paramount in our society due to the advantages it can provide concerning international commerce, educational and scientific development and political unity. But, what English should be taught in an EFL environment such as Ecuador? According to Crystal, D. (2003), educators need to make students aware of the condition of English in today's world. English is now conceived as a conglomeration of different varieties or dialects which are different in vocabulary, pronunciation, grammar, and discourse. This means educators need to teach a global English where students follow what is the trend in their context but are also aware of variations which can help them at least to understand what is going on in the Ecuadorian context where English is used.

The EFL teaching learning process in the Ecuadorian Context

Silva, J. (2018), has pointed out that the Ecuadorian Ministry of Education bases the development of English on the National Curriculum Guidelines for English as a Foreign Language. In addition, it is aimed to let high school students reach the B1 level from the Common European Framework of reference of languages (CEFR). However, students do not show the expected academic progress because of several educational, situational and even geographical factors. Therefore, educators should bear in mind that the efficacy of English learning varies from region to region no matter the resources being used. The mentioned author stated that the factors that negatively contributes to hinder learners from being competent in English are low motivation, inappropriate teaching methodologies, wrong focus on language patterns and environmental factors.

According to the National Curriculum Guidelines MINEDUC (2016), from the Ecuadorian Ministry of Education states that the Communicative Approach is the most current accepted norm in the field of English teaching and learning worldwide. Therefore, the Ministry of Education promotes English teaching and learning on the Communicative competence.

In the same order, the Higher Education Law under the Ecuadorian Constitution (2008), mentions that learning a second language is mandatory for undergraduate students; therefore, learners must get an English Proficiency level which belongs to a B2 level from the CEFR.

According to a report published by the global language training company Education First (EF) Ecuador was placed in eighth position among fourteen South American countries. This study showed that English skills are relatively low in Ecuador (49.13%).

Haboud, M. (2010), claimed that teaching English in Ecuador demands teachers to use different resources such as authentic material due to the fact that in Ecuador English is not used in everyday communication. Granted that, it is clear that most English books are not the unique resource to use in the classroom, furthermore, teachers should

endeavor to become resource developers as it is an opportunity to create materials based on students' needs and cultural contexts.

Therefore, it can be undertaken that global English needs to be taught to Ecuadorian students making them aware of language variations as well as its importance. In addition, English in the Ecuadorian context is useful for citizens' development and communicative purposes. Furthermore, it is well known that English is an easier language to learn in comparison to others. Eventually, what Ecuadorian educators must teach in the classroom need to be meaningful for students.

To reinforce, according to the Ecuadorian National Curriculum Guidelines MIDEDUC (2016), the Communicative Approach is recognized in the field of English language teaching and learning process around the world. It develops communicative competence enclosing Ecuador. The Higher Education Law also mentions that learning a second language is mandatory for undergraduate students who need to achieve a B2 level.

Finally, English learning varies from region to region no matter the resources being used, it is due to the context. The reason why some students are not competent in English are low motivation, inappropriate teaching methodologies, wrong focus on language patterns and environmental factors. With all mentioned above, Teaching and Learning English as a Global Language to Ecuadorians requires effort from teaches, country authorities as well as students mainly.

2.4.3.2 Methodologies

According to Brown H. (1994), a methodology is the science which studies approaches, methods and techniques as they are relatively interconnected. In the educational field in addition, methodologies guide teachers to the use of techniques, tools and methods, in this way teachers can apply different methodologies according to students' needs.

Agreeing with Abreu, A. (2016), a method is a stimulating factor for cognitive, psychomotor, and affective processes in an educational field directed to an individual or group members.

It is the role of the teacher to promote an appropriate teaching environment in order to promote the effective instruction of certain topics. Therefore, the methodologies play a very important role in the process of teaching. When instructing certain topic, it is important to answer the following questions.

- ✓ What are the contents to be instructed?

- ✓ Which kind of students will be benefited from this content?

- ✓ Where will be the teaching of this content?

- ✓ What are the resources to be applied during the instruction of this content?

- ✓ Is it feasible to instruct this content?

- ✓ Do students have prior- knowledge about this content?

- ✓ What is the students' current level of academic development?

- ✓ What is the expected time to be used during the teaching of this content?

It is worth making a distinction among the following terms.

According to Brown, H. (1994), methodologies make reference to pedagogical practices which guide teachers to instruct certain topics. In the same order, an approach is the group of not only beliefs but also assumptions in the process of teaching. In the other hand, a method is related to an objective that needs to be achieved in a systematic way. Finally, a technique is the application of tasks, exercises and activities that need to applied in order to reach specific and general goals.

Teaching-learning methods:

There are several teaching – learning methods which have been practices throughout many years. Here below some of the most important methods are described:

Total Physical Response (TPR): This method was developed by James Asher. It basically bases on promoting commands and mimes to eventually perform movements. It is worth mentioning that an oral response can be given by students once they feel confident. Additionally, it has been noted that TPR reduces stress levels during the learning process.

Direct Method: This method is also known as natural method or approach according to Krashen, S., & Terrell, T. (1995), due to the fact that it us directly observed by little children when the pick up a language. That is to say, grammar patterns are unconsciously and inductively learnt; additionally, vocabulary words are immersed in contexts. The communicative competence is directly enhanced through this method.

Communicative Method: Nowadays, one of the most used methods is the in the classroom is the communicative method. The role of the teacher within this method is to guide and motivate students in order to give them more opportunities for interaction. It is vital to mention that grammar as well as vocabulary are instructed through contexts and functional forms.

Communicative competence

Human being since History had had the necessity to communicate; ideas, feelings and thoughts. Lasseswell (2007), refers to the circuits of communication as a two-way due to the reason of sending and receiving a message full of functions and meanings to be understood. Communication needs vary from person to person based on age as well as the context where communication takes place.

According to the British Council (2018), communicate competence is the ability learner´s develop in order to communicate fluently and effectively while interacting. Swain (1980), defined communicate competence as a composing competence which includes four areas: knowledge of words and rules, language appropriacy, language cohesion and coherence and the use of communicative strategies. From the linguistic point of view, Chomsky (1965), as cited in Yano (2003) defined competence merely as an inherent grammatical competence which later on was refuted by Hymes (1972), who broaden the scope of this competence as the ability to use grammatical competence in a variety of real-life communicative situations bringing a sociolinguistic perspective into Chomsky´s view (Bagaric, 2007, pp. 94-95). Therefore, the aim of communicative language teaching and communicative approach has been to enhance the communicative competence or speaking skills in order to help learners use language effectively to communicate in authentic social and school environments. This means, successful language use presupposes the development of communicative competence of its users which is constrained not only to grammatical but to social-cultural norms.

Task Based Learning: The TBL approach has become an important methodology on the teaching field. It basically encompasses language teaching through tasks in which students need to individually work in different contextual areas. Within this approach tasks are done by students in order to achieve effective learning. That is to say, that the main objective of this approach is to reinforce previous knowledge through practice.

Advantages:

- ✓ Codification and interchange of information through language.

- ✓ Highlights the most relevant information during the learning process.

- ✓ Allows students to become analytic by experimenting.

- ✓ Allows to perform activities based on a specific objective.

Audio lingual method: It focuses on emulating and repeating chunks, the process of performing this method is from easy and simple activities through more complex tasks. Regarding to the instruction of the English Language, it is vital to say that this method follows systematic steeps and mechanic habits to enhance the learning of the English language. Dialogues are memorized to eventually aloud repeat them. Organization of language patterns are learnt by practice and vocabulary units are acquired within real contexts.

Suggestopedia: This method is developed through natural and comfortable forms. The resources applied within this method are colors, graphs, music, and constant collaboration. Learning is promoting under calm and relaxing environments. Richards, C. (2001), stated that learning a second language such as English should be promoted in innate and fresh areas just in the same way in which a native language is learnt. Teaching strategies are used by teachers in order to instruct effective teaching; in the same order, learning strategies are tools which are used by students in order to achieve learning objectives.

2.4.3.3 Learning strategies

According to Pimienta, J. (2012), Teaching and learning strategies are instruments which are used by teachers to empower and enhance appropriate learning in students. It is important to mention that teaching strategies along with learning strategies are directly related. These strategies play a very important role on effective learning processes and it is also essential to mention that meaningful strategies must be constantly promoted

Teaching – learning strategies classification

Diaz, Hernámdez and Hernández (1998), mentions that strategies are divided into the following categories.

- ✓ Pre-instructional strategies: The main function is to prepare and activate he students about contents that will be studied in following classes.

✓ Co-instructional strategies: These strategies are applied during the process of teaching.

✓ Posi-instructional strategies: These strategies are used at the end of the of the teaching process as they allow to promote reflection about the already taught contents.

Here below a chart about the classification is presented.

Table 1. Teaching- Learning strategies.

BEFORE ----▶	DURING ----▶	AFTER
Pre-instructional	Co-instructional	Posi-instructional

Source: Teaching – Learning strategies

Made by: (Curipallo, 2019)

According to Robson, M. (2013), the following strategies must be promoted to empower learning.

- **Brainstorming:** This strategy can be carried out with oral to instruct oral or written activities. Brainstorming invites students to develop debate and group discussion.

- **Questions:** This strategy can be done after of before the activity to be instructed. There are open or closed questions which can be applied in the classroom and it will depend on the academic level students belong.

- **Graphic Organizers:** These graphs play a very important role when analyzing, classifying, categorizing and representing ideas. These are graphs have cognitive, sequential, and semantic meaning.

- **Summary:** It is a written text which contains the most relevant ides about as specific topic. To create a summary, it is important to firstly read a text.

- Debate: This is a group strategy in which students express their ideas and thoughts in a more independent and free form. To perform this activity, it is vital to form groups and identify those students who are in favor and against a certain topic. A moderator is the person who is in charge to control and guide the performance of this activity.

Teaching strategies to instruct Speaking

When teaching the speaking skill, it is important for teachers to be familiarized with the most common strategies. Brown, H. (1994), has presented the following techniques.

Minimal Responses: Most English learners tend to lack confidence and security when develop the in oral interaction, that is why some students often listen in silence while others talk. Therefore, it is crucial to find ways to motivate students to enhance the speaking skill. Granted that, building up a stock of minimal responses or short chunks that they can use in various communicative interactions where these responses can be particularly useful for beginner learners. Additionally, minimal responses are most of the cases predictable as they tend to be idiomatic phrases that constantly take part in dialogues and conversations. Minimal pairs mainly show understanding, agreement, doubt, hesitation, emotion, disagreement, etc. When students manipulate a stock of different responses and ideas to convey oral meaning, it easily enables students to actively concentrate on the ideas that receptors are saying.

Recognizing Scripts: When performing oral production in a conversations or dialogues, it is vital to bear in mind that certain communication contexts are directly associated with a predictable set of spoken chunks and ideas such as: greetings, apologies, compliments, invitations, declinations, purchase, etc. On top of that, the relationship between the answer of the principal speaker and the receiver is often anticipated.

Using language to talk about language: When students are asked to take part in a conversation, they tend to get shy and embarrassed to produce language. If they do not understand what the speaker says, students often do not give any response. Therefore, it is the role of teachers to guide, help and involve students into language production. A strategy to avoid students overcome reticence to speak is by assuring students understand or misunderstanding the idea being said. In this form, it is the role of students to ask for repetitions, clarification and even further information. In this way, learners become autonomous characters in the process of learning. It is in this stage where teachers serve as a guide due to the fact that they can offer students different strategies (phrases and chunks) which can be used to produce clarification and more explicit details.

Therefore, when teachers encourage students to use language to promote clarification, repletion or more details, students can effe ctly give responses. On top of that, teachers create authentic and meaningful practice inside the classroom. Using various clarification strategies, students obtain confidence in their ability to manage communicational contexts. In the same order, teachers promote activities to develop the speaking ability, in this way they feel conscious about different situations and it leads students to predict what the answer might be. The clue is to create interactive and interesting activities which call the attention of the learners.

2.4.3.4 Functional – Notional Approach

This approach in ESL is a way of shaping a syllabus around "notions" in other words real life situations in which people communicate and interact, as a result these situations are further broken down in "functions" understood as specific aims or goals of communication. According to Frinocchiaro and Brumfi (1983), when teachers plan a lesson it is needed to choose a real – world situation and the corresponding function students will use to communicate. Thus, functions lend themselves to grammar patterns and common expressions.

A notional – Functional Syllabus

According to Caicedo (2010), creating a notional functional approach bases on adapting and organizing the curriculum being used in certain lessons. The notional-functional approach is highly related to the curriculum rather than an approach due to the fact that instructions and guidelines are presented in a terns of grammatical structures in terms of notions and functions. It is important to distinguish the term "notion" which encompasses a particular context in which students produce meaningful language, on the other hand the term "function" bases on giving specific purposes for the speaker in order to be used in a settled context.

Caicedo has given an example in order to have a better understanding of what notion and function is, he stated that "The notion or context –shopping- requires numerous language functions including asking details, prices and general traits of the product to be bought". In the same order he presented a second example "The notion – party- requires different functions such as: greetings, introductions, hobbies, etc."

Overall, educators who are in favor of the instruction of the Notional – Approach in the instruction of the English Language claimed that this strategy basically helps students to overcome deficiencies when they produce oral communication in different real-life contexts.

How to create a Functional – Notional Syllabus

When creating a Functional-Notional Approach, it is important to identify the communicative functions that will be promoted in the lesson. In this way, language functions, concepts, and general ideas would be addressed beforehand. That is to say, one should identify the general purpose of language instruction by giving more importance to meaning rather than the forms used to convey meaning.

According to Caicedo (2010), the advantages for promoting the Notional-Functional Approach are the following.

- ✓ Students get familiarized with language usage (e.g. most common phrases) in order to promote authentic communication in several contexts.

- ✓ Applying the Notional- Functional approach, students gain opportunities to become motivated and eventually be able to express their thoughts and ideas.

Caicedo also presented some possible disadvantages when promoting the Functional- Notional Approach. It is essential to mention that students being analyzed in this research can be affected from the following criteria; therefore, it is the role of instructors to considerate them.

- ✓ Functions and notions tend to be too general and quite abstract and this fact might cause confusion and difficulties when they want to use in different contexts.

- ✓ The English language is a synthetic and non-static language and its structures are susceptible to change through time; therefore, certain structures are not always used to express the same communicative functions. It is suggestable for teachers to analyzer and distinguish notions and functions in all their possible contexts.

Steps to create a Functional-Notional Syllabus

Caicedo named some important steps to follow when creating a syllabus under the Functional- Notional Syllabus. He asserted that the academic instructor should list down the most common communicative functions according to the students' level. In the same order, he also mentioned that it is vital for teachers to make a list of semantic (meaning) notions to be included in the syllabus. To make it more real, one should bear in mind the same functions that the Ambato High School is promoting in third level students.

Functions

Functions are basically related to the reasons why people promote communication. Bear in mind that when people produce communication, it is because they want to transmit a purpose or function. Caicedo suggested the following examples.
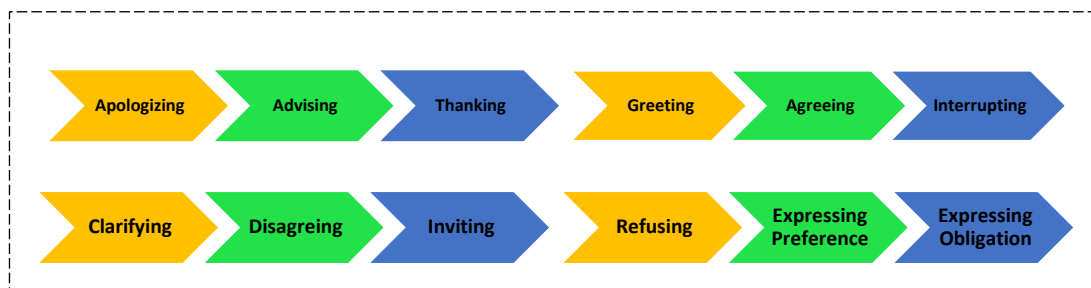
Graph 5. Example of Functions.
Source: Caicedo (2010)
Made by: (Curipallo, 2019)

When describing functions, teachers must notice that functions describe language. Additionally, language through functions, teachers mainly emphasize on addressing the use of language along with tis meaning.

Importance of promoting the Instruction of Functions

When students get to know the function and the objective of each lesson they attend, students will know what tasks they would be doing at the end of the lesson. For example, to tell students that they will be able to express suggestions, vacations description, future plans instead of only talking about grammar tenses. Teachers can introduce a topic by presenting an example of the functions they will learn in real -life context. Students will clearly understand the meaning of the function of the language if they have recognized language from context. Caicedo assures that presenting language using a real-life situation makes the language learning memorable and authentic.

Students who are able to use language in real contexts (a shop, at school, on the street) become more motivated to language learning due to the fact that they see this experience as memorable and rewarding.

Strategies for language production

Caicedo pointed out some clue factors that teachers need to consider when promoting language production based on the Functional – Notional Approach.

- ✓ Functional language never appears in isolation, on the contrary, it is always presented in context.

- ✓ Intonation and pronunciation play an important role when enhancing the communicative competence.

- ✓ Aspects of appropriacy is important for students as it make students aware of contexts and situations (formal-informal).

- ✓ There is the possibility that a specific structure can have many different language functions.

- ✓ One function can be expressed using some different language structures.

Caicedo has displayed a chart in order to comprehend the instruction of the Functional-Notional Approach.

Table 2. Functional-Notional Approach instruction.

Context	Exponent (in speech marks)	Function
A girl wants to go the cinema with his friend tonight.	The girl says to his friend: "Let's go to the cinema"	Suggesting / making a suggestion about going to the cinema.

A boy meets some people for the first time. She wants to get to know them.	The boy says to the group: "Hello, my name is Emilia"	Introducing yourself
A client doesn't understand what a shop assistant has just said.	The client says to the shop assistant: "Sorry, What do you mean"	Asking for clarification: ask someone to explain something

Source: Functional-Notional Approach instructions, 2010.

Adapted by: (Curipallo, 2019)

Interaction

Every single reciprocal action between two or more people is considered an interaction as mentioned in Vocabulary.com (2017). When we interact we get in touch with people sharing ideas, information and thoughts.

Hornbæk and Oulasvirta (2017), state that interaction as a turn to turn dialogue made of stages where the goal is giving and receiving information about a certain topic. Interaction is part of everyone's daily life since one opens the eyes early in the morning, a person starts interacting with family members at home. Moreover, this continues all day long everywhere a person develops life activities.

Language construction

Through history, language has emerged as a social necessity tool for interaction. Moreover, it has evolved and improved with the years and it has been linked with culture too. According to Von Humboldt, W., & Lonsonsky, M. (2000), language is action and power, a mental power responsible to express, ideas, feelings, necessities, etc. In addition, he states that language is responsible to develop human cognition as well as each language is diverse in its structure and culture.

2.4.4   Dependent Variable Theoretical Foundation

2.4.4.1 Language

Humans are able to express, share and understand non- linguistic first as well as linguistic communication then. It is important to mention that language is a human property only. Each language proper from a culture has tree crucial facts sing, form and meaning which together work to share information or code. (Universitetet i Oslo, 2005).

Brown, H (1994), assured that language is the general system of communication which is used to convey meaning through both verbal or nonverbal means. It is vital pro people to consider the fact that human beings are able to produce language as they have the ability to develop biological factors (cognitive processes).

Language is the ability every single human being has to communicate by using sings (written or oral) and sounds (oral communication) in order to transmit thoughts, feelings and ideas. Additionally, it is undertaken that the principal objective of language is to express and organize thoughts by shaping the qualities of mental abilities. It is understood that there is language as long as a linguistic community uses it to convey meaning.

Communication Forms

1. Natural Language: It is related to the language that human beings acquire from the social interaction. This kind of language is used by people in order to become part of the community.
2. Artificial Language: This kind of language does not belong to a natural community as this language has technical and scientific goals.

   - Technical Language: In this language, words have their own meaning which is stablished according to needs of speakers.
   - Formal Language: This kind of language builds their own transferences.

3. Fonetic Language: It makes reference to sounds that vowels and consonants have.

4. Kinesthetic Language: It is related to movements that human beings can use in order to communicate meaning.

5. Proxemic Language: It is related to physical space or distances that speakers in a conversation establish in interpersonal conversations.

Lopez and Gallardo (2005), as cited in (Bonilla, 2019) presented several channels of communication.
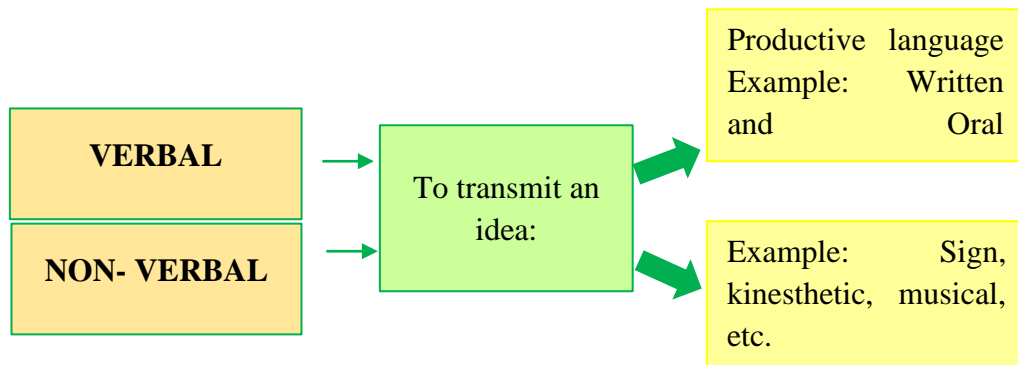
Graph 6. Communication Forms.
Source: Lopez and Gallardo (2005)
Made by: (Curipallo, 2019)

2.4.4.2 English language

An overview from The History of English in the (500's) Old English, was the result of Latin alphabet when due to migration Irish missionaries came to England bringing Latin. Romans spread and popularized English in England. In the (1066's) Middle English, the language suffers many changes due to the invasion of England by The Normans. At that time English became the language of the poor while French was the royalty language. For this reason, English borrowed many words from French language. I the (1500's) Modern English faced changes and difficulties about pronunciation and writing which is different in most of words. In Late modern

English (1700's) Some English words due to World War I and II and soldiers, Military slang word were created as well as other words existed with Latin and Greek roots. Since then, English has been developed as an International Language. (Crystal, 2003).

The English Language in the Educational Ecuadorian Context

The Ministry of Education has clearly established the role that English as a Foreign Language has on Basic General Education "Educación General Básica" (EGB). It is pointed out that the main role of the English language has communicative purposes which allow learners to interact for meaningful purposes no matter linguistic and geographical boundaries. It is noticeable that current Ecuadorian regulations on education are deploying motivating programs to prepare successful professionals; therefore, it is worth saying that English is considered as an effective tool for students as it gives them better career opportunities.

The EGB is aligned to CEFR standards which intends students to develop effective critical skills through listening and speaking. It is also aimed to lead students to create interaction with others in order to Involve real communication. The Ministry of Ecuadorian Education has presented its curriculum by saying the following information. "The curriculum intends to develop learners who are effective listeners and speakers, learners who can evaluate and analyze information in a variety of ways using a variety of skills, learners who can respond appropriately in a range of social interactions and learners who are critical and creative thinkers."

One should bear in mind that it was not until 2017 that English teaching was compulsory in elementary schools. Therefore, the Ministry of Education suggested a curriculum in which secondary students would start their English learning process with an A2 level. In this way, at the end of high-school, students will have achieved a B1 level for the CEFR.

Regarding to the Curricular Thread 2 which makes emphasis on Oral communication. It is worth saying that most EGB students are adolescents and for

this reason they are a lot more participative when it comes to use language communication use. In addition, they have begun to develop their metalanguage, so they are good at imitation and recall. Consequently, teachers need to implement listening and speaking tasks.

One of the most important objectives in EFL curriculum is to promote communicative language approach which estates that language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized. In addition, all 4 skills (listening, writing, speaking, and reading) have to be developed.

The impact of the teaching and learning process of English in the Ecuadorian culture

Another aspect that needs to be taken into account is the relationship of English as a Global Language and its effect on the Ecuadorian culture. Nowadays English in Ecuador is taught as a foreign language and therefore it justifies its necessity. Even though the context outside the classroom does not require students to use the language, what teachers need to do in the classroom has to be meaningful for learners. Habound, M. (2009), carried out a survey, conducted through the Intercultural Bilingual Education Project (PEBI), in 1992, 1993 and 1995, where she mentions that according to the Metizos' point of view tourism has become an important aspect in our country, thus English is seen as an important language to be taught. On the other hand, from the indigenous point of view she states that it is not necessary to teach English to indigenous language speakers as some communities are learning to master their second language, which is Spanish, and including another language will contribute to language and identity loss.

English learning varies from region to region no matter the resources being used. The reason why some students are not competent in English are low motivation, inappropriate teaching methodologies, wrong focus on language patterns and

environmental factors. With all mentioned above, Teaching and Learning English as a Global Language to Ecuadorians requires effort from teaches, country authorities as well as students.

2.4.4.3 Skills

The instruction of the English language bases on the following four kills which are: speaking, reading, listening and writing and all of them highly contribute to effective learning process of English.

Bautista and Salgado (2015), said that the development of linguistic skills base on learning and acquiring a foreign language and it is divided into the following groups.

Receptive Skills

- ✓ Reading: This skill plays a very important role in the process of Inter-learning due to the fact that it has the following advantages: address foreign cultures, customs and beliefs. It implies that reading gives students opportunities to produce better writing understanding. On top of that, grammar, vocabulary and language functions need to be understood.

- ✓ Listening: This skill is the first steep to promote an effective communication as well as too effectively learn the English language. The more opportunities students have to be exposed to English, better their level of understanding will be. In this way, students will have more chances to communicate in an appropriate way. Additionally, this skill is related to language input through sounds elements (pronunciation, intonation, context).

Productive Skills

- ✓ Speaking: It is worth mentioning that the development of this skill contributes to the development of other skills and subskills. Nowadays, the development

of this skills is highly demanded by most language schools. This skill implies the understanding of vocabulary, intonation, pronunciation, syntax and cohesion.

✓ Writing: Getting a proficiency level of English not only implies promoting oral communication but also written production. Today, the development of the English writing skill is seen in all contexts around the world (business, education, technology, science, and so on.)

2.4.4.4 Speaking skill

It has been stated at Tomlinson, B. (2013), Speaking skill is one of the productive skills and one way to understand the notion of speaking skills, in two features: motor-receptive skills as well as interaction skills. In additions it involves a mastering of sounds and structures not necessarily in any particular context because it can vary it also depends on making decisions about what and how to say things in specific communicative situations to convey the right intentions or maintain the interaction.

The importance of the speaking skills

Brown, H. (1994), When describing the speaking skill; it is essential to bear in mind that it not only focuses on oral production but also in other factors such: accuracy, pronunciation, fluency, intonation and vocabulary. Teachers should notice that the four language skills; listening, speaking, reading, and writing are all interconnected. Therefore, proficiency in each skill is necessary for students to become effective speakers who have the ability to put words together in a meaningful way to reflect opinions. This skill allows engagement and meaningful production of language. Likewise, affective factors and the interaction influence speaking.

Categorization on of the speaking skills

Brown, H. (1994), mentioned that there are six types of classroom speaking performances. They categories are presented in the following graph:
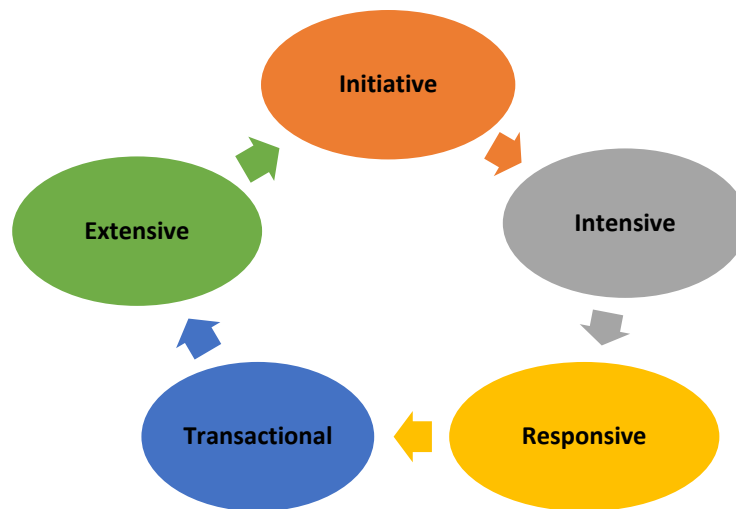
Graph 7. Categorization of the Speaking Skill.

Source: Brown D. (2000)
Made by: (Curipallo,2019)

- ✓ Imitative speaking: Learners repeat words; imitative speaking is the ability students have to parrot back units or phrases. The main goal is to repeat isolated utterances.

- ✓ Intensive speaking: This category invites students to produce a wide amount of language. In this stage, students get the ability to produce short phrase and chunks by using a few grammar structures.

- ✓ Responsive speaking: In this stage, students feel able to promote interaction by responding ideas by mentioning short conversations. The grammar applied in this phase do not demand students to produce complex grammar rules.

- ✓ Transactional: This category is a little more difficult than the previous stage (responsive.) The main goal of transactional speaking is to exchange information. In this kind of speaking, students have more switching of ideas and thoughts. Example: simple dialogues.

- ✓ Interpersonal: This kind of conversation involve more complex traits because students are asked to keep social communication. It actually involves several exchanges, interactions, and participation.

- ✓ Extensive: Extensive speaking is also known as a monologue, in this estate the teacher talks to students for a long time, the teachers provide scaffolding to invite students to communicate. Example: lectures.

The role of accuracy and fluency on the Speaking skill

Richards asserted that the Communicative competence focuses on the development of fluency by using the target language for different purposes and functions in a variety of settings and contexts. Richards noted that second language learners' fluency has to do with the use of natural language when engaging in interactive communication by keeping comprehensible output no matter limitations in accuracy. One should bear in mind that accuracy focuses on creating well-structured patterns of language and fluency while fluency uses natural language to promote meaningful interaction and ongoing communication.

Richards, C. (2001), also mentioned that fluency is highly developed as long as the classroom activities promoted by the teacher lead students to use communicative strategies, negotiation of meaning and correction of misunderstandings. It must also be noted that communication breakdowns are avoided when communicative activities chosen by the teacher are effective. In addition, one should keep in mind that fluency activities mainly emphasize on the use of natural language, achievement of communication, meaningful use of language, use of communication strategies, unpredictable production of language, and also fluency focuses on linking certain language along with its context. However, accuracy activities emphasize on classroom use of language, formation of correct example of language, practice language out of context and small samples of language, and control choice of language. That is to say, accuracy doesn't require meaningful communication.

Therefore, Richards, C. (2001), clearly estates that it is essential for second language teachers to distinguish and apply fluency activities with students due to the fact that activities and communicative strategies play an important role when achieving learners' communication development.

How to correct fluency mistakes?

Budden, J. (2009), stated that it is important to talk to students in order to know how they want to be corrected in order to identify their worries, needs, fears and interests. An interesting technique that he suggested is the use of "Traffic light signs" in which learners decide whether to be corrected or not just by showing a colorful card after a communicative activity. That is to say, mistakes are categorized in colors such as red, green and yellow. The red traffic sign means: no correction at all, the orange traffic sign means: provide correction on important things and the green traffic sign means: give full correction. By this way learners and teachers would negotiate when and how correction would better be taken. Budden also indicated that self and peer correction is an important strategy to carry out in the classroom because it allows learners to identify and analyze the mistakes and errors they are making. In addition, he states that peer correction causes a positive atmosphere because students realize that teachers are not the unique source of error correction. Which is more relevant learners can learn in a cooperative way by supporting one another.

Budden, also claimed that mistakes are part of the learning process, he said that learners' mistakes in some cases are considered a 'slip' because students are conscious on what they have said wrongly. That is to say, self-correction is an indicator of development so teachers should support and encourage learners by noting the role of mistakes within the learning process.

Scrivener, J. (2011), stated the following ideas to correct fluency activities.

✓ Discussing with the whole class the mistakes made by students, then everyone can give opinions.

- ✓ Presenting errors made in written texts so learners correct them by working in groups. Scrivener states that correcting mistakes or errors made by students within oral development is most efficient when they are corrected by themselves.

- ✓ 'Scaffolding' is a good technique to correct mistakes when developing the communicative competence. Scaffolding helps less competitive learners to communicate in a confident way because teachers provide support and encouragement. Not only scaffolding supports learners' confidence when speaking but it also provides language feedback and the most important it does not interfere with the learner's flow.

Harmer, J. (2011), also stated that feedback on communicative performances should never be given during the development because it sharply affects learner's flow. Harmer presented two interesting ways to correct mistakes and errors during communicative exercises. He states that gentle correction by reformulating statements or by pointing out language features. He also suggested recording learners' mistakes, then learners watch and listen to comments or feedback made by the teacher.

2.5 Hypothesis

Does Functional – Notional Approach improve English speaking skill?

2.6 Hypothesis variable Characterization

2.6.3 Independent variable

Functional-Notional Approach.

Language Strategies for communication and interaction among people established around language functions and notions and what they accomplish through language construction according to the context as well as their communication needs, which

contributes to the communicative purpose of speech giving a variety of language use in real-world situations.

2.6.4 Dependent Variable

Speaking skills development**.**

Ability to communicate with people orally in an interactive process expressing one's thoughts, feelings and information, spontaneous and conscious answers in a formal and informal context.

CHAPTER III

METHODOLOGY

3.1   Research Approach

Qualitative and quantitative is the approach applied in this research, Herrera, Medina and Naranjo (2014), mentions that a research is Qualitative because all data is interpreted and analyzed from tabulation results. Furthermore, it is also quantitative due to numerical results found which assume from data collection in surveys to students that the variables tabulation results were found.

3.2   Basic research methods

3.2.1 Biographic Documented

All information is collected from books, e-books, official web sites about functions and notions approach, methodologies as well as speaking skills development.

3.2.2 Field

This research is non-experimental, and information was obtained from the real situations students and teachers are facing in the process of learning language and how speaking skill is produced and developed by students at Ambato High School.

3.3 Level or type of research

3.3.1 Exploratory

This research is exploratory because both variables are researchable. Thus, it was approachable to find answers for surveys at Ambato School. In addition, a pre-test and post-test was applied to an experimental group of students and results were analyzed too.

3.3.2 Descriptive

With data collected, information about the problem was found through the survey and evidence of the problem about speaking skill development was identified with the pre-test.

3.4 Population and sample

The unit of study of this research were 3rd Year High School students from Ambato High School, Room A and B. There are 54 students among boys and girls and 6 teachers. The population was set as it is shown.

Table 3. Population Sample.

	Students	**Total**
12th A	28	28
12th B	26	26
Teachers	6	6
TOTAL		60

Source: U.E. Ambato.
Made by: (Curipallo, 2019)

This study was based on a quasi-experimental design which let to measure the one variable over the other. Additionally, this methodology permitted to obtain results though statistical procedures.

3.5   Variables Operationalization

Table 4. Independent Variable Matrix.

Independent Variable	Dimensions	Indicators	Items	Techniques and Instruments
FUNCTIONAL – NOTIONAL APPROACH Language Strategies for communication and interaction among people established around language functions and notions and what they accomplish through language construction according to the context as well as their communication needs, which contributes to the communicative purpose of speech giving a variety of language use in real-world situations.	Strategies	Communication Interaction	Do you use English language as a way of interaction? Are you aware of the language notions (context) and language functions (purpose)?	Technique Validated Survey
	Language Construction	Context Interaction	Do you use language in context?	Instrument Pre-test Post-test Rubric
	Communication needs	Understanding Speech	Are all your conversations in English meaningful?	
	Communication purposes	Real world Conversation	Do you feel comfortable communicating your thoughts or ideas in English?	

Source: Direct research Independent Variable.

Made by: (Curipallo,2019).

Table 5. Dependent Variable Matrix.

Independent Variable	Dimensions	Indicators	Items	Techniques and Instruments
SPEAKING SKILL Ability to communicate with people orally in an interactive process, expressing one's thoughts, feelings, ideas and information in an spontaneous, fluent and conscious way which could be in a formal or informal context.	Ability Communication Interactive process Context	Language system Grammar rules Lexical Oral production Conscious answers Spontaneous answers Fluent answers Toughs Feelings Information Ideas Formal context Informal context	Do you apply grammar rules when speaking? Are you aware of lexical when using speaking English language? Do you give conscious answers to questions? Do you use spontaneous and fluent answers to questions? Are you aware of the context when using speaking language?	Technique Validated Survey Instrument Pre-test Post-test Rubric

Source: Direct research Dependent Variable.

Made by: (Curipallo, 2019).

3.6   Data Collection

All data was obtained from a survey applied to 3rd Year High School students from Ambato High School. Furthermore, all the information was gathered and analyzed to find out facts to start the study.

Table 6. Basic Questions.

Basic Questions	Rationale
What for?	To achieve the main objectives of this study
Which was the unit of analysis?	Population
What aspects were about?	Functional – Notional Approach and Speaking skill
Who developed the research?	Researcher
When?	School year 2018-2019
Where?	Ambato High School
How many times?	Once
Which technique was used for data collection?	Survey Experimental
Which instrument was used?	Questionnaire Pre- Post Test
In what situation?	English Lessons

Source: Data Collection Basic Questions.
Made by: (Curipallo, 2019)

3.3.3 Survey

The validated survey was used as an information collection technique and applied to the sample of 54 students and 6 teachers (Table 3). They were two structured questionnaires (Annex 2 and 3), one addressed for teachers and the other one for students, each one is composed for eight questions, the information was obtained from the variables that are involved in this study. It is worthy mentioned that the validation process was carried out by three experts.

3.3.4 Test

A Pre-test and a Post-test were applied with an experimental group during the intervention process. The researcher used the Cambridge B1 Preliminary Test format in speaking section (Annex 5). Speaking section is composed by four parts and shows how good student spoken English is. The test format can be used as well as downloaded with academic purposes identifying and recognizing where is it retrieved from (Cambridge University Press, 2015).

3.7   Data processing and Analysis plan

After having collected results from the survey and test, data was analyzed, interpreted, tabulated and validated thought a spreadsheet. In addition, graphic, statistics from results and charts were presented about this study to simplify results understanding. In addition, these results were shown in a bar chart. Grades according to each speaking parameter assigned with the rubric about speaking skill were also measured. These, were grouped in a pre-test and post-test with the aim to compare the improvements made by students after applying the Test about English speaking skill.

3.7.1 Intervention plan

The purpose of the study was to know the learning development of the speaking skill from Ambato High School students. For this reason, the researcher designed an intervention based on Functional-Notional Approach activities. The results of the intervention were measured through an evaluative process, which consisted in evaluating the speaking skills of the learners before and after the educational intervention.

3.7.2 The participants

4   The study was carried out at Ambato High School. An experimental group of 54 students of 3rd Year High School were considered.

4.1.1 Methods

The details of the application and intervention method are listed below:

- ✓ Participant observations note taking.

- ✓ Unstructured and structured interviews, paper-based survey.

- ✓ Application of teaching activities (tasks) of Functional-Notional Approach.

- ✓ Test questionnaires (per-test and post-test).

4.1.2 Assessment

The researcher administered a pre-test to the experimental group when the school year started. The test used was the Cambridge B1 Preliminary Exam format (Annex 5) made by Cambridge Assessment English to assess the speaking skill development. In the same way, in the half of the school year a post-test of the same characteristics as the pre-test was applied to the experimental group. The exam format speaking component is showed in Table 7:

Table 7. Speaking component of exam format.

Paper	Content	Marks (% of total)	Purpose
Speaking (10-12 minutes, per pair of students)	**4** parts	**25%**	It shows how good your spoken English is as you take part in conversation by asking/answering questions and talking, for example, about your likes and dislikes. Your Speaking test will be conducted face to face with one or two other students. This makes your test more realistic, reliable and interactive.

Source: Cambridge Assessment (2019)
Adapted by: (Curipallo, 2019)

Speaking paper parts

The Cambridge B1 Preliminary Exam speaking paper test has four parts and students take it in pairs.

Table 8. Speaking paper characteristics.

Summary	
Time allowed:	10–12 minutes per pair of students.
Number of parts:	4
Marks	25% of total
Students have to talk:	with the examiner, with the other student, on their own

Source: Cambridge Assessment (2019)
Adapted by: (Curipallo, 2019)

The Part 1 of speaking has the following characteristics:

Table 9. Part 1 of speaking paper.

Part 1 (Interview)	
What's in Part 1?	Conversation with the examiner. The examiner asks questions and students give realistic information about themselves, talk about past experiences and future plans.
What do students have to practise?	Giving information about themselves.
How long do students have to speak?	2-3 minutes

Source: Cambridge Assessment (2019)
Adapted by: (Curipallo, 2019)

The Part 2 of speaking component has the following characteristics:

Table 10. Part 2 of speaking paper.

Part 2 (Discussion)	
What's in Part 2?	The examiner gives students some pictures and describes a situation to them. They have to talk to the other student and decide what would be best in the situation.

Part 2 (Discussion)	
What do students have to practise?	Making and answering to suggestions, discussing alternatives, making recommendations, negotiating agreement about ideas.
How long do students have to speak?	2-3 minutes

Source: Cambridge Assessment (2019)
Adapted by: (Curipallo, 2019)

The main characteristics of Part 3 are showed in the following table:

Table 11. Part 3 of speaking paper.

Part 3 (Extended turn)	
What's in Part 3?	The examiner gives students a colored picture and students have to talk about it.
What do students have to practise?	Describing pictures.
How long do students have to speak?	3 minutes in total; 1 minute to talk about the photograph.

Source: Cambridge Assessment (2019)
Adapted by: (Curipallo, 2019)

The Part 4 of speaking has the following characteristics:

Table 12. Part 4 of speaking paper.

Part 4 (General conversation)	
What's in Part 4?	Further discussion with the other student about the same topic as the task in Part 3.
What do students have to practise?	Talking about students opinions, likes/dislikes, experiences, habits, etc.
How long do students have to speak?	3 minutes

Source: Cambridge Assessment (2019)
Adapted by: (Curipallo, 2019)

4.1.3 Rubrics

The test rubric used for the pre-test and post-test is showed in Annex 6. This rubric was downloaded as well as adapted in order to make it fit in this research according to the parameters studied, it was taken from (System, 2019).

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

Based on the results obtained from the application of English speaking skills assessment, both in the pre-test and in the post-test, both were analyzed individually and for each of the categories:

4.1.1 Pre-Test

Table 11 shows the pre-test results for each of the categories, which were evaluated over 4 points. The grade was obtained by dividing the sum (over 20) by 2 to get a grade over 10:

Table 13. Pre-Test data collection experimental group.

No.	Pronunciation	Vocabulary	Comprehension	Fluency	Interactive Communication	Sum	Grade
1	2.7	3.6	2.9	3.0	2.9	15.2	7.6
2	2.1	2.7	2.2	2.3	2.2	11.4	5.7
3	1.9	2.5	2.0	2.1	2.0	10.4	5.2
4	2.5	3.3	2.6	2.8	2.6	13.8	6.9
5	2.1	2.8	2.2	2.3	2.2	11.6	5.8
6	3.0	3.9	3.8	3.3	2.5	16.4	8.2
7	2.4	3.2	3.0	2.6	2.0	13.2	6.6
8	2.7	3.6	3.4	3.0	2.2	14.8	7.4
9	2.8	3.7	3.6	3.1	2.3	15.6	7.8
10	2.2	3.0	2.9	2.5	1.9	12.4	6.2
11	2.8	3.7	3.5	3.1	2.3	15.4	7.7
12	2.3	3.0	2.9	2.5	1.9	12.6	6.3
13	1.5	2.0	1.9	1.7	1.3	8.4	4.2

No.	Pronunciation	Vocabulary	Comprehension	Fluency	Interactive Communication	Sum	Grade
14	2.8	3.7	3.6	3.1	2.3	15.6	7.8
15	3.5	2.7	3.2	3.4	4.0	16.8	8.4
16	3.0	2.3	2.7	2.9	3.5	14.4	7.2
17	2.7	2.1	2.5	2.6	3.1	13.0	6.5
18	2.9	2.2	2.7	2.8	3.4	14.0	7.0
19	2.2	1.7	2.0	2.1	2.5	10.4	5.2
20	3.1	2.3	2.8	2.9	3.5	14.6	7.3
21	2.0	1.5	1.8	1.9	2.3	9.6	4.8
22	2.8	2.1	2.5	2.6	3.2	13.2	6.6
23	3.3	2.5	3.0	3.1	3.7	15.6	7.8
24	2.6	2.0	2.4	2.5	3.0	12.6	6.3
25	1.9	1.4	1.7	1.8	2.2	9.0	4.5
26	3.5	2.7	3.2	3.4	4.0	16.8	8.4
27	3.2	2.4	2.9	3.0	3.6	15.0	7.5
28	2.9	2.7	2.6	2.2	3.3	13.6	6.8
29	3.2	3.0	2.9	2.4	3.6	15.0	7.5
30	3.8	3.6	3.4	2.9	4.3	18.0	9.0
31	3.1	2.9	2.8	2.3	3.5	14.6	7.3
32	2.9	2.7	2.6	2.2	3.3	13.6	6.8
33	2.4	2.3	2.2	1.9	2.8	11.6	5.8
34	3.2	3.0	2.9	2.4	3.6	15.0	7.5
35	2.8	2.7	2.5	2.1	3.2	13.4	6.7
36	3.4	3.2	3.0	2.6	3.8	16.0	8.0
37	3.3	3.1	3.0	2.5	3.7	15.6	7.8
38	2.7	2.6	2.4	2.0	3.1	12.8	6.4
39	3.2	3.0	2.9	2.4	3.6	15.0	7.5
40	2.7	2.6	2.4	2.0	3.1	12.8	6.4
41	3.1	3.0	2.8	2.4	3.6	14.8	7.4
42	2.4	2.3	2.2	1.8	2.7	11.4	5.7
43	2.5	2.4	2.1	2.1	1.9	11.0	5.5
44	4.0	3.8	3.3	3.3	2.9	17.2	8.6
45	3.3	3.6	2.7	2.6	2.2	14.4	7.2
46	3.0	3.3	2.5	2.4	2.0	13.2	6.6
47	2.6	2.9	2.2	2.1	1.7	11.4	5.7
48	3.3	3.6	2.7	2.6	2.2	14.4	7.2
49	3.2	3.5	3.5	2.5	1.2	13.8	6.9
50	3.4	3.7	3.7	2.7	1.3	14.8	7.4
51	3.7	4.0	4.0	2.9	1.4	16.0	8.0
52	3.5	3.8	3.8	2.7	1.4	15.0	7.5
53	4.0	4.4	4.4	3.2	1.6	17.6	8.8

No.	Pronunciation	Vocabulary	Comprehension	Fluency	Interactive Communication	Sum	Grade
54	3.6	3.9	3.9	2.8	1.4	15.6	7.8

Source: Data Collection
Made by: (Curipallo, 2019)

4.1.2 Post-Test

In the same way as before case, Table 14 shows the post-test results for each of the categories, which were evaluated over 4 points. The grade was obtained by dividing the sum (over 20) by 2 to get a grade (over 10):

Table 14. Post-Test data collection experimental group.

No.	Pronunciation	Vocabulary	Comprehension	Fluency	Interactive Communication	Suma	Grade
1	2.7	3.1	3.0	3.7	3.1	15.6	7.8
2	2.1	2.5	2.4	3.0	2.5	12.4	6.2
3	1.7	2.0	1.9	2.4	2.0	10.0	5.0
4	2.4	2.9	2.7	3.5	2.9	14.4	7.2
5	2.2	2.6	2.4	3.1	2.6	12.8	6.4
6	2.6	3.4	3.1	3.4	2.9	15.4	7.7
7	2.9	3.1	2.8	3.1	2.1	14.0	7.0
8	3.3	3.4	3.1	3.4	2.3	15.6	7.8
9	3.0	3.2	2.9	3.2	2.2	14.4	7.2
10	2.7	2.9	2.6	2.9	2.0	13.0	6.5
11	3.4	3.6	3.2	3.6	2.4	16.2	8.1
12	2.5	2.9	2.6	2.9	2.2	13.0	6.5
13	2.5	2.9	2.6	2.9	2.2	13.0	6.5
14	3.0	3.5	3.2	3.5	2.7	16.0	8.0
15	2.7	3.5	3.2	3.5	3.0	16.0	8.0
16	2.5	2.8	3.0	3.4	3.1	14.8	7.4
17	2.3	2.6	2.7	3.1	2.9	13.6	6.8
18	2.4	2.7	2.9	3.3	3.0	14.4	7.2
19	2.0	2.2	2.3	2.7	2.4	11.6	5.8
20	2.4	2.7	2.9	3.3	3.0	14.4	7.2
21	2.0	2.3	2.4	2.8	2.5	12.0	6.0
22	3.2	3.4	3.5	2.9	3.0	16.0	8.0
23	3.0	3.1	3.3	2.7	2.8	14.8	7.4
24	2.6	2.7	2.9	2.3	2.5	13.0	6.5
25	2.0	2.1	2.2	1.8	1.9	10.0	5.0

No.	Pronunciation	Vocabulary	Comprehension	Fluency	Interactive Communication	Suma	Grade
26	3.4	3.6	3.7	3.1	3.2	17.0	8.5
27	2.8	2.9	2.8	2.5	2.9	14.0	7.0
28	3.2	3.4	3.2	2.9	3.4	16.0	8.0
29	3.0	3.2	3.0	2.7	3.2	15.2	7.6
30	3.7	3.9	3.7	3.3	3.9	18.4	9.2
31	3.1	3.2	3.1	2.8	3.2	15.4	7.7
32	2.8	2.9	2.8	2.5	2.9	14.0	7.0
33	2.6	2.8	2.6	2.4	2.8	13.2	6.6
34	3.2	3.4	3.2	2.9	3.4	16.2	8.1
35	3.5	2.7	2.4	3.0	3.5	15.0	7.5
36	3.9	3.1	2.7	3.4	3.9	17.0	8.5
37	3.8	3.0	2.6	3.3	3.8	16.4	8.2
38	3.5	2.7	2.4	3.0	3.5	15.2	7.6
39	3.3	2.6	2.3	2.9	3.3	14.4	7.2
40	3.6	2.8	2.5	3.1	3.6	15.6	7.8
41	3.5	2.7	2.4	3.0	3.5	15.2	7.6
42	2.6	2.3	2.8	3.4	3.5	14.6	7.3
43	2.6	2.3	2.7	2.6	2.7	12.8	6.4
44	3.8	3.4	4.0	3.8	4.0	19.0	9.5
45	3.1	2.8	3.3	3.1	3.3	15.6	7.8
46	3.0	2.7	3.2	3.0	3.2	15.0	7.5
47	2.6	2.4	2.8	2.6	2.8	13.2	6.6
48	3.1	2.8	3.3	3.1	3.3	15.6	7.8
49	3.3	3.0	3.5	3.3	3.5	16.6	8.3
50	3.2	3.2	3.4	2.9	3.4	16.0	8.0
51	3.4	3.4	3.5	3.0	3.5	16.8	8.4
52	3.2	3.2	3.3	2.8	3.3	15.8	7.9
53	3.4	3.4	3.5	3.0	3.5	16.8	8.4
54	3.3	3.0	3.5	3.3	3.5	16.6	8.3

Source: Data Collection

Made by: (Curipallo, 2019)

The descriptive statistics data for each of the categories that make up English speaking skill are shown in Table 15:

Table 15. Descriptive statistics data by categories.

Criteria	Pre-Test		Post-Test	
	Mean	**Standard deviation**	**Mean**	**Standard deviation**
Pronunciation	2.88	0.5473	2.92	0.5143
Vocabulary	2.93	0.6803	2.94	0.4127
Comprehension	2.83	0.6005	2.93	0.4396
Fluency	2.56	0.4385	3.02	0.3805
Interactive communication	2.68	0.8353	2.99	0.5308
General Speaking skills	6.94	1.0808	7.40	0.9063

Source: Data Collection

Made by: (Curipallo, 2019).

According to the information presented in Table 15 and Graph 8, in the pre-test the mean of the pronunciation is 2.88, the vocabulary is 2.93, the comprehension is 2.83, the fluency is 2.56, and interactive communication of 2.68. On the other hand, in post-test the mean of the pronunciation is 2.92, the vocabulary is 2.94, the comprehension is 2.93, the fluency is 3.02, and interactive communication of 2.99.
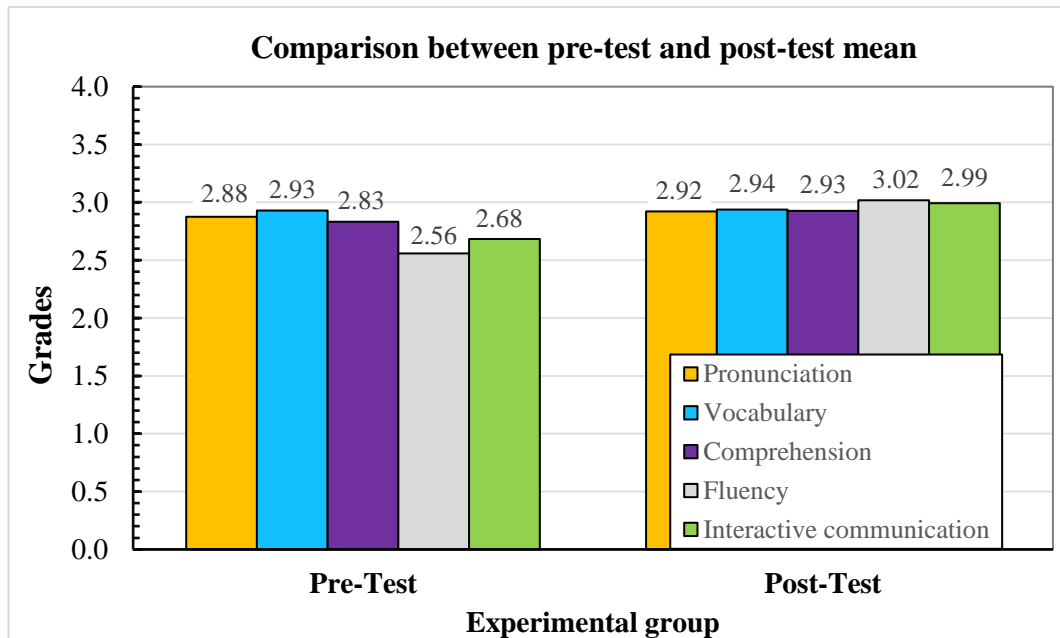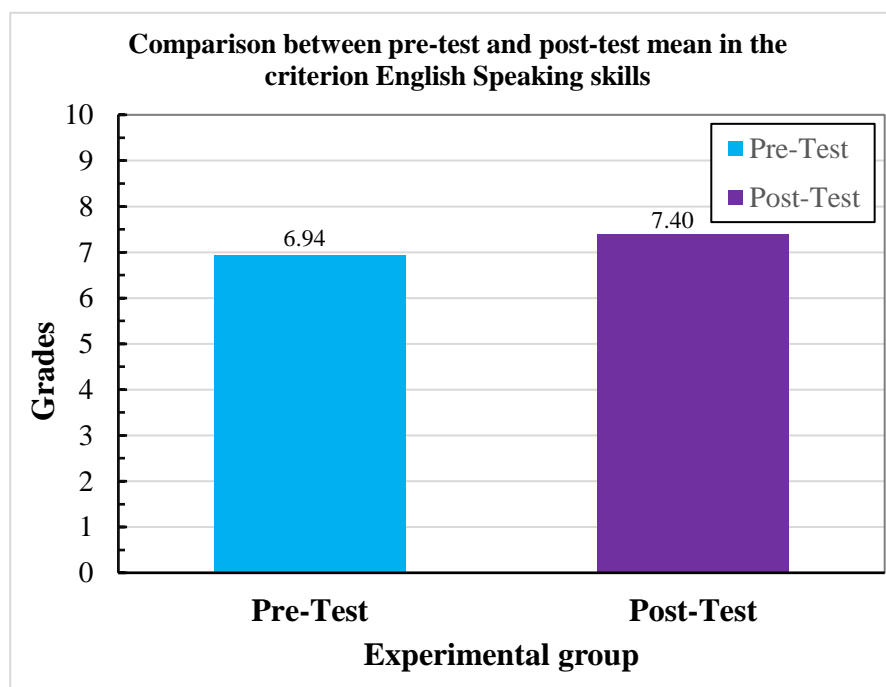

Graph 8. Comparison between pre-test and post-test mean by categories.

Source: Data Collection

Made by: (Curipallo, 2019)

In the pre-test, fluency and interactive communication have lower performance levels compared to the other dimensions (pronunciation, vocabulary, and comprehension). However, after the application of activities based on the Functional - Notional Approach, all the dimensions obtained almost the same average score which is higher than those of the pre-test. This reflects that the strategies allowed to improve in each one of the domain dimensions of English speaking skill, but in the case of fluency and interactive communication the improvement was more noticeable. This means the teaching strategies based on the Functional - Notional Approach are focused specially to improve that dimensions of English speaking skill.

Regarding the general results (five dimensions as a whole) for the English speaking skill according the Graph 9, it is observed that the mean grade was 6.94 ± 1.08 over 10 in the pre-test. Meanwhile the mean score reached 7.40 ± 0.91 over 10 in the post-test.

Graph 9. Comparison between pre-test and post-test mean English Speaking skills.

Source: Pre-test and Post-test result

Made by: (Curipallo, 2019)

The result implies an increase in performance by 6.6% due to the implementation of activities based on the Functional - Notional Approach. In addition, better uniformity of ratings was achieved because the standard deviation of the mean decreased which means that the students showed a more even performance among them.

4.2   Hypothesis verification

It was taken an experimental group of 54 students to determine whether or not Functional – Notional Approach improves English speaking skill development on students at Ambato High School. The purpose of the statistical analysis is to compare the results from the pre-test and post-test in the experimental group.

The Student t-test is used to validate the hypothesis because it uses a numerical scale (over 10). It begins by stating the null and the alternative hypothesis in the following way.

4.1.1 Hypothesis approach

Null Hypothesis H_0: The Functional – Notional Approach does not improve English speaking skill development of students at Ambato High School.

Alternative Hypothesis H_1: The Functional – Notional Approach improves English speaking skill development on students at Ambato High School.

4.1.2 Variables

Independent variable: Functional – Notional Approach.

Dependent variable: English speaking skills development.

4.1.3 Population

The researcher considered an experimental group of 54 students at Ambato High School with this model as in other studies like mentions Rivera, S. (2019).

4.1.4 Statistical model

In the following paragraph, we can observe the statistical model of the test of both the null and alternative hypotheses:

H0: $\mu_1 = \mu_2$

H1: $\mu_2 > \mu_1$

Where:

μ_1 = population average in the pre-test.

μ_2 = population average in the post-test.

A statistical test of hypotheses is used upon a single tail since the aim of the researcher is to demonstrate whether or not the Functional – Notional Approach improves the English speaking skill of students where the post-test result is higher than the pre-test result.

Student t-test formula:

$$t = \frac{\bar{x}_d}{\dfrac{S_d}{\sqrt{n}}}$$

Where:

t = Student t-test from the data

$\bar{x}_d$ = differences in the average of the samples

n = pre-test and post-test number of subjects (54 students)

S_d = standard deviation of the variances

4.1.5 Acceptance and rejection regions

The distribution of the variable t under the null hypothesis shows (n - 1) degrees of freedom.

4.1.6 Decision making

The null hypothesis (H_0) will be rejected and the alternative hypothesis (H_1) will be accepted when the 'p' value or level of unilateral significance is smaller than or equal to a 0.05. This means that the Student t value is going to be in the null rejected region of the Student t-test distribution and the alternative hypothesis (H_1) will be accepted.

4.1.7 Selection of the level of significance

A value of $\alpha = 0.05$ is used to verify the alternative hypothesis in this research study.

4.1.8 Degrees of freedom

The degrees of freedom are determined with the following formula:

$$df = n - 1$$

Where:

n = pre-test and post-test number of subjects (54 data in the experimental group).

df = degrees of freedom

$$df = 54 - 1$$
$$df = 53$$

Based on the selected level of significance (0.05) and the degrees of freedom (53), Student t value is 1.6741 (see Annex 7) in the experimental group.

4.1.9 Statistic calculation and Data collection

The pre-test and post-test results from the experimental group were analyzed and compared as shown in the table below:

Table 16. Experimental group pre-test/post-test data collection.

No.	Pre-Test	Post-Test	Variances
**Experimental group**
1	7.6	7.8	0.2
2	5.7	6.2	0.5
3	5.2	5.0	-0.2
4	6.9	7.2	0.3
5	5.8	6.4	0.6
6	8.2	7.7	-0.5
7	6.6	7.0	0.4
8	7.4	7.8	0.4
9	7.8	7.2	-0.6
10	6.2	6.5	0.3
11	7.7	8.1	0.4
12	6.3	6.5	0.2
13	4.2	6.5	2.3
14	7.8	8.0	0.2
15	8.4	8.0	-0.4
16	7.2	7.4	0.2
17	6.5	6.8	0.3
18	7.0	7.2	0.2
19	5.2	5.8	0.6
20	7.3	7.2	-0.1
21	4.8	6.0	1.2
22	6.6	8.0	1.4
23	7.8	7.4	-0.4
24	6.3	6.5	0.2
25	4.5	5.0	0.5
26	8.4	8.5	0.1
27	7.5	7.0	-0.5
28	6.8	8.0	1.2
29	7.5	7.6	0.1
30	9.0	9.2	0.2
31	7.3	7.7	0.4
32	6.8	7.0	0.2

Experimental group			
No.	Pre-Test	Post-Test	Variances
33	5.8	6.6	0.8
34	7.5	8.1	0.6
35	6.7	7.5	0.8
36	8.0	8.5	0.5
37	7.8	8.2	0.4
38	6.4	7.6	1.2
39	7.5	7.2	-0.3
40	6.4	7.8	1.4
41	7.4	7.6	0.2
42	5.7	7.3	1.6
43	5.5	6.4	0.9
44	8.6	9.5	0.9
45	7.2	7.8	0.6
46	6.6	7.5	0.9
47	5.7	6.6	0.9
48	7.2	7.8	0.6
49	6.9	8.3	1.4
50	7.4	8.0	0.6
51	8.0	8.4	0.4
52	7.5	7.9	0.4
53	8.8	8.4	-0.4
54	7.8	8.3	0.5

Source: Test applied to students.
Made by: (Curipallo, 2019)

4.1.10 Student T-test results

The following results were gathered through the use of a statistical computer tool:

Table 17. Statistic pre-test/post-test samples

Paired sample results		Mean $\bar{x}_d$	N	Standard deviation S_d	Standard error of the mean
Experimental group	Pre-test Total	6.94	54	1.0808	0.147
	Post-test Total	7.40	54	0.9063	0.123
	Variances (Pre-Post)	0.459	54	0.5761	0.078

Source: Tests applied to students.
Made by: (Curipallo, 2019)

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

$$t = \frac{0.459}{0.078}$$

$$\boldsymbol{t = 5.858}$$

The use of the statistical computer tool demonstrates similar results as showed in the following table:

Table 18. Student t test to pre-test/post-test sample statistics.

Paired sample statistics								
		Paired variances						
		Mean	Standard deviation	Standard error of the mean	95% of difference interval of confidence		t	df	Sig. (unilateral)
					Lower	Upper			
Experimental group	Pre-test Total - Post-test Total	0.459	0.576	0.0784	0.302	0.617	**5.858**	**53**	**1.52 $x10^{-7}$**

Source: Test applied to students.
Made by: (Curipallo, 2019)

4.1.11 Final decision

The experimental group with 53 degrees of freedom shows a unilateral significance level of p = 1.52 x10^{-7} (0.0000152 %) where 0.05 is lower than α = 0.05 (5 %). In the same way, the analyzed Student t is 5.858 which is higher than the critical value of 1.674. Thus, it is found in the null hypothesis rejection region. This means that the null hypothesis is rejected while the alternative hypothesis is accepted stating that the **Functional – Notional Approach improves the English speaking skill development of students at Ambato High School**.

The Student t distribution for the experimental group is the following:
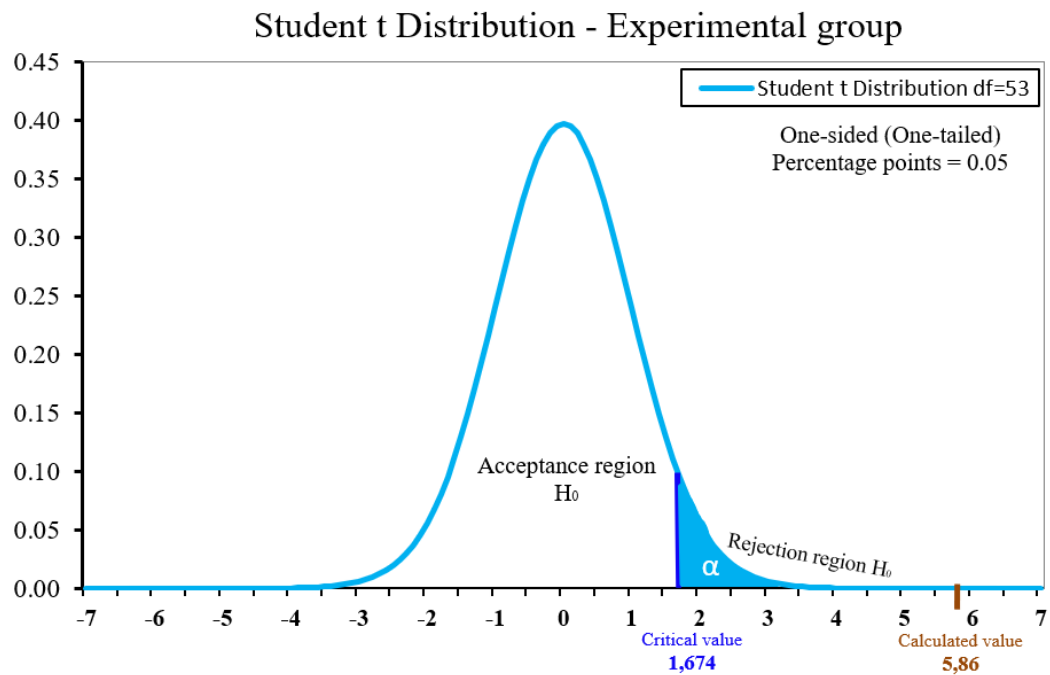
Graph 10. Student t-test distribution experimental group**.**

Source: Test applied to students.
Author: (Curipallo, 2019)

Lastly, it is shown that the Functional – Notional Approach allows better results in the English speaking skill development of students in relationship to a traditional teaching method.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The following conclusions were drawn from the quantitative analysis of the data collected:

Functional – Notional Approach influences English speaking skill development on 3rd Year High School students at Ambato High School. Therefore, Functional – Notional Approach has a significant relation and important effect on the Speaking skill. The data analysis presented at the beginning of the intervention revealed that students had a low level of speaking production. However, the results presented at the end of the study, demonstrated that after having applied the proposal, the experimental group had important levels of speaking development due to the fact that activities based on Functional – Notional Approach were promoted among students. Additionally, students were not aware of the parameters used by teacher when assessing Speaking. Unfortunately, students had not enough opportunity to develop speaking within period of classes.

Factors to be considered by teachers when promoting language production based on Functional- Notional Approach are; Functional Language does not appear in isolation. It is always presented in context, aspects of appropriacy are important for students as they make them aware of contexts as well as situations (Formal - Informal) language. In addition, intonation and pronunciation play an important role when enhancing communicative competence. It is worth to mention that; a function can be expressed using different language structures as well as a specific structure can have many different language functions.

Speaking characteristics such as; Pronunciation, Vocabulary, Comprehension, Fluency and Interactive Communication were categorized as they play an important role when developing speaking skill. Settled that, these characteristics, assessed in the pre- test as well as in the post-test by using a validated speaking rubric strongly influence in the Speaking production. Before the study, the pre-test results showed that students' speaking production lacked mostly of Fluency and Interaction range. Therefore, a low speaking production was found.

It was evidenced that 3rd Year High School students at Ambato High School did not have enough opportunity to develop speaking skill. Additionally, there was a lack ok methodologies to teach speaking skill within class periods. The post-test results showed positive effects on Fluency as well as Interaction when developing speaking. Therefore, it was stablished that after applying the activities proposed in this study, speaking student's performance improved, giving evidence the relationship between the two variables settled in this study work.

5.2   Recommendations

Based on the conclusions presented above, the following recommendations are stated:

It is suggested to use and apply Functional – Notional Approach activities as it has a significant relation and important effect on the Speaking skill. Besides, it is also suggested that, teachers should work with rubrics explaining to students about parameters to be used for assessing Speaking. Unfortunately, in addition, it could be a good idea to provide students the enough opportunity to develop speaking within period of classes.

Teachers at Ambato High School, should promote language speaking production based on Functional- Notional Approach such as; Language is always presented in context, not in isolation, intonation and pronunciation enhance communicative competence. Bear in mind that language functions give the speaker confidence to produce spoken language.

It is stablished that, Pronunciation, Vocabulary, Comprehension, Fluency and Interactive Communication must be taught by teachers at Ambato High School as they enhance the development of speaking skill. Additionally, it is recommended an exhaustive work on assessing with a rubric speaking production by teachers.

It was evidenced that 3rd Year High School students at Ambato High School did not have enough opportunity to develop speaking skill. Additionally, there was a lack ok methodologies to teach speaking skill within class periods. The post-test results showed positive effects on Fluency as well as Interaction when developing speaking. Therefore, it was stablished that after applying the activities proposed in this study, speaking student's performance improved, giving evidence the relationship between the two variables settled in this study work.

Finally, it is advised to provide students more opportunities to develop speaking skill through the deployment of Functional – Notional Approach activities which can be used as an extra resource of the Academic student book. Moreover, it is suggested to develop language proficiency since the goal of every EFL learner is to be able to communicate in any context properly.

CHAPTER VI

ALTERNATIVE PROPOSAL

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADOS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

_____

Communicative activities based on the "Functional - Notional Approach" to improve English Speaking Skill

_____

Licenciada: Elvia Inés Curipallo Lizano

Ambato – Ecuador

6.1 Informative Data

a. Topic:

Communicative activities based on the "Functional - Notional Approach" to improve English Speaking Skill

b. Institution:

Ambato High School.

c. Beneficiaries

The beneficiaries are 3rd Year High School students as well as teacher from Ambato High School, room A and B. The number of students is 54 in total.

d. Location:

Ambato – Ecuador.

e. Estimated execution time:

From October 2018 to February 2019.

f. Person in charge:

Researcher: Elvia Inés Curipallo Lizano B.A.

Tutor: Mg. Verónica Elizabeth Chicaiza Redín Ph.D

6.2 Proposal background

The Ministry of Education, based on the Common European Framework Of Reference For Language (CEFRL), has established in its 2016 curriculum basic

principles to learn a new language. We will highlight two of them, which are related directly to our proposal:

1. - The communicative language approach: Language is best learned as means to interact and communicate and not as a set of knowledge that is memorized.

2. - Student-centered approach: It specifies teaching methodologies that reflect and respond to the strengths and challenges of the learners, facilitating their learning process.

Having said this, actions based on these principles will lead teachers to work along with students by applying and using new innovate and fresh activities, which will promote a better-speaking practice in a more-entertaining learning environment in order to improve students' speaking skill.

In addition, in the late 90´, English books already started suggesting the proper use of enhancing activities to improve the mentioned skill. The writer and teacher, Jeremy Harmer, in his book "How to teach English", published in 1998, describes seven important aspects that list the type of speaking activities recommended to learners back then; emphasizing the following: rehearsal, feedback and engagement.

Consequently, it is clear that the use of activities with the purpose of developing English-speaking skill is one aim recommended by expert educators and writers.

6.3   To the Teacher

Firstly, I was more than happy to be able to share with my dear colleagues the activities I used with my students about Functional- Notional approach to develop speaking skill. Secondly, these activities have been settled with the assurance that they will be useful for students at the moment of teaching, specially, during speaking section practice. Furthermore, when we focus on Functions as well as

Notions of Language, learning becomes much more natural and interesting for learners. Finally, while applying these activities, students found themselves interacting with each other in English as well as developing their speaking skill.

6.4 Justification

First off, it has to be acknowledge that developing the ability of English speaking inside a classroom at a high school is challenging. Therefore, when the time arrives, a variety of materials and resources must be used in order to ease the activity for students. In addition, through the appliance of different resources, the teacher is looking forward to encouraging his/her students to improve their speaking skill by interacting with their classmates, talking about a specific topic, and reaching their goals for the period of the oral task.

Additionally, the mentioned process led learners to a non-controlled language practice where students say some made sentences that have been written previously. On the contrary, students are ready to be active and have the freedom in the conversation with their own ideas, vocabulary and expressions about every topic, and, by using the material provided by the teacher. That is when Functional-Notional approach contributes to the learning process on students, as it focuses on the communicative competence as well as interaction.

Finally, students became independent users of language and will be part of tasks that they will see as enjoyable and will want to complete them by using all language at their command.

6.5 Objectives

6.5.1 General Objective

To deploy communicative activities based on the "Functional - Notional Approach" to improve English Speaking Skill development.

6.5.2   Specific Objectives

- ✓ To prioritize communicative activities based on the "Functional - Notional Approach" to improve English Speaking Skill.

- ✓ To use communicate activities based on the "Functional - Notional Approach" according to the tasks presented in this proposal to improve English Speaking Skill.

- ✓ To assess the students' progress within the application of a pre-test and post-test before and after applying the proposal based on the "Functional - Notional Approach".

6.6   Feasibility Analysis

This proposal is considered feasible due to the following:

Technical: The person responsible of this proposal is an experienced English Teacher who manages communicative approaches to guide students in order to develop speaking skill.

Administrative: This proposal has been applied at Ambato High School students. Mg. Sylvia Chimborazo, the principal, has approved this research as an application of this proposal.

Economical: The application of this proposal is feasible since it does not imply other expenses than the ones covered by the author.

6.7   Proposal Fundamentals

Hadfield, J. (2017), mentions that the first way of interaction, with the aim of achieving a better speaking ability, is between a human and a human who have a reason of communication. Therefore, for a practice in class, the teacher and students must research some specific topics, previously, as well as include a range of

interaction and different types of tasks. Consequently, learners will be able to bring to life situations where they might be included. Additionally, Clandfield, L. (2017), shares that talking to each other involves communication based on reactions and spaces. Therefore, teachers can use these activities as a tool to promote speaking actions that will depart from a specific topic, which can be related to real-life events and general knowledge. So that students feel more familiar with occasions at the moment of interaction.

Harmer, J. (2001), states that applying activities based on functions and notions place learners in a position of "getting the feel" of a real communication in English could be. Plus, it is stated that speaking activities can provide students an immense self-reliance and gratification. That is why, the activities have to be nothing but motivating where all students are willing to be part of. Finally, a speaking practice where students feel free to talk to each other and feel confident with themselves is a well-prepared activity.

In conclusion, we were able to guarantee that through the speaking activities and interaction with classmates, students will show their ideas, opinions and creatvity and demostrate, in a meaninful way, their knowledge.

Common European Framework of Reference aligned to English

Table 19. Qualitative aspects of spoken language use of level B1 of the CEFR.

Parameters	Description
Range	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.
Accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
Fluency	Can keep going comprehensively, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

Parameters	Description
Interaction	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Source: Common European Framework of References for Languages, 2018

Adapted by: (Curipallo, 2019)

6.8 Methodology

The following tasks or activities based on the Functional – Notional Approach consist on eight Functional Tasks to work with students. In addition, this activies allow learners as well as teachers to work developing speaking skill meaningfully. Therefore, the hadaouts presented develop productive skill Speaking and other subskills, such as fluency, interaction, comprehension, vocabulary and pronunciation.

Communicative activities based on the "Functional - Notional Approach" to improve English Speaking Skill Development

INTRODUCTION

As a main purpose of this scheme is to share with students, some characteristics which are often used in improving the English speaking skill through Functional – Notional activities. These activities will be applied during classes taught to 3rd Year High School students from Ambato High School.

Since speaking skill is one of the most difficult skills to develop in students, the use of proper activities and interaction with their pals will take them to an easier way of practice and improvement. Therefore, this proposal has been based on The Communicative Language approach and Student-centered approach established by the Ecuadorian Ministry of Education. In addition, it has been focused on speaking activities recommended by expert book authors and English teachers.

In conclusion, the following speaking activities are created as a mean for students to share their ideas, knowledge and opinions with classmates while making their English speaking skill better.

TABLE OF CONTENTS

ACTIVITY 1

Topic	PEOPLE AND HEALTH
Task Objective	To talk about common health medical problems in order to share medical personal information.
Content	Medical personal information Illnesses Medical problems
Function	To talk about ailments
Notion	Health Problems

Useful Grammar and vocabulary.	GRAMMAR	VOCABULARY
Source: https://epidemicanswers.org/about-the-epidemic/why-are-we-so-sick/underlying-medical-problems/	Wh Questions Simple Present	Medical personal information
	Have/ feel	Ailments
	Should/Can	Medical Help

Time and Procedure	
Lead-in activity:	20 minutes
Main activity:	15 Minutes
Procedure:	T' introduces the class topic by brainstorming words related to medical personal information, ailments and medical help. Ss' participate actively. T' Presents task 1 instructions. Ss' work in pairs. Role play as doctors and patients Doctors ask questions by using Wh questions; and patients answer the questions by using *have* and *feel*. T' presents task 2 Feedback Ss' talk about their ailments and medical advice by using *should* and *can*.

1. **Medical Personal Information**	In pairs. Ask your partner about his/her medical information and health problems.

	Personal Information
 Source: https://www.alamy.com/stock-photo/form-document.html	D:What's wrong with you?
	P: I have a headache.
	D: How do you feel?
	P: I feel terrible.

2. Give medical advice. **(Example)** Source: https://www.shutterstock.com/ru/video/clip-6874252-chatting-business-team-shaking-hands-office	**P:** I have the flu and a fever. I feel terrible.
	D: You should lie down and rest. **D:** You can take some medicine and drinks lots of lemon tea.

Communicative activities resources Source: https://www.alibaba.com/product-detail/Crystal- Epoxy-Resin-Doming-and-Coating_60309706001.html	Real people pictures of ailments.
	Flashcards.
	Information cards.
	Grammar cards.

MEDICAL PERSONAL INFORMATION CARD
First name and last name:
Age:
Job/occupation:
Country:
Marital status:
Ailments

ACTIVITY 2

Topic	FREE TIME
Task Objective	To talk about leisure by interviewing classmates about likes and dislikes and free time activities.
Content	Pastimes Activities and Sports
Function	Talking about abilities and interests
Notion	Likes and dislikes Daily life, abilities

Useful Grammar and Vocabulary	GRAMMAR	VOCABULARY
  Source: http://www.macmillandictionaryblog.com/language-culture-and-the-dominance-of-englis	Love + ing	Pastimes
	Possessive	Sports
	Adverbs of Frequency Expressions of frequency	Favorite activities

Time and Procedure	
Lead-in activity:	20 minutes.
Main activity:	15 Minutes
Procedure:	T' introduces the class showing some pictures about free time activities. Ss' look at the pictures and guess the activities T' Presents task 1 Ss' ask questions about likes and dislikes to classmates. What books do you like? Ss' express their preferences T' presents task 2 Ss' talk about their leisure time by asking different kind of questions.

1. Likes and dislikes topics.	Books and movies
	15 minutes.
	Music, sports and video games
	Food and Shopping
Source: https://www.youtube.com/watch?v=Rl50I0GV3gE	Students present their ow preferences. I kike action movies. I don't like sports. I like pizza. I like free fire game.
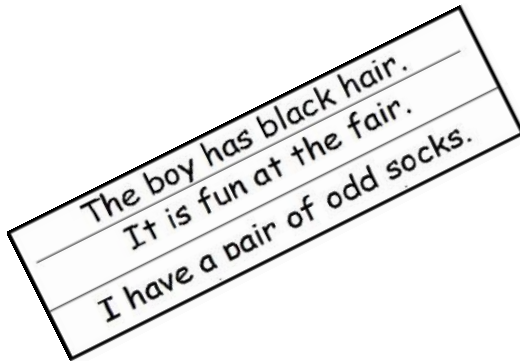
2. Role play. Source: http://hltastaffroom.blogspot.com/2010/05/air-pictures-and-sentences-letters-and.html	About interests: **Student A-B** - Asks each of these questions to individual students at random. After they answer it, tell them to repeat the question and to the next student and make a note of the student's answer.
	Questions What sports do you play? How often do you practice sports? What do you do on your leisure time? What are the main leisure activities you practice?

Communicative Activities Resources Source: http://www.brockpress.com/2015/01/successful-communication-and-your-personal-rhetoric-763/	Real people pictures.
	Leisure activities flashcards.
	Question cards and grammar cards

FREE TIME ACTIVITIES VOCABULARY

Source: https://www.alqueria.es/blogs/alqueriaenglish/2017/09/18/free-time-activities/

FREE TIME ACTIVITIES

Do you like to do these activities in your free time? Check the answer.

	Yes	No
Go to the movies		
Play computer games		
Eat out		
Go shopping		
Watch sports on TV		
Go to the park		
Do crossword puzzles		
Read the weekly newspaper		
Go fishing		
Listen to the classical music		

SPORTS

| SKI | DIVE | SKATE | RIDE A HORSE | RIDE MY BIKE |

| SKIP | SAIL | ROLLERBLADE | SURF | SURF THE NET |

| CLIMB | SWIM | PLAY THE GUITAR | PLAY THE VIOLIN | PLAY THE PIANO |

| SING A SONG | JUMP | PLAY TENNIS | PLAY FOOTBALL | PLAY BASKETBALL |

ACTIVITY 3

Topic	FOOD
Task Objective	To talk about famous dishes from different countries by planning a special meal to acknowledge how to order at a restaurant.
Content	Food, containers some, any /a, an
Function	Ordering a meal
Notion	Famous dishes, meals

Useful Grammar and Vocabulary	GRAMMAR	VOCABULARY
Source: https://www.channelone.com/blog_post/web-tools-for-studying-vocabulary-words/	Count Nouns	Food
	Non-count Nouns	Quantities
	A, some, any.	Containers

Time and Procedure	
Lead-in activity:	20 minutes.
Main activity:	15 Minutes
Procedure	T' introduces the class showing some pictures about food and delicious dishes. Ss' look at the pictures and guess the names T' Presents task 1 Ss' make a list of ingredients needed to prepare certain dish. Ss' check the answers with a partner T' presents task 2 Ss' practice saying supermarket items T' presents task 3 Ss' practice the role-play and perform it.

1. To plan a meal for four people with different dishes.	Make a list of ingredients for these dishes
	Dishes: **-** **-** Pizza – Satay – Ceviche - Curry
2. Students make a list of the food they need from the supermarket. Source: https://placeralplato.com/pastas/pizza-con-pepperoni-o-longaniza-receta-paso-a-paso	We need some … We also need …
	  Source: http://tozapping.com/tabla-para-sustituir-ingredientes/
	Do we need any …? Do we need anything else?

- Students role-play ordering a meal.	

3. Extra Activity

Source: https://themighty.com/2018/04/gastroparesis-ordering-kids-meal-restaurant-not-eating-judgment/

CUSTOMER	WAITER
Here is the menu.	
Can I get you anything to drink first?	I would like a bottle of water, please.
Are you ready to order?	I don´t want an appetizer.
	I´d like a four – cheese pizza.
How is everything?	That was delicious.
The tip is included.	Keep the change.

Communicative Activities Resources	
 Source: https://www.fudz.co.uk/#/	Real places pictures.
	Food flashcards.
	Dishes cards.
	Grammar cards.

ORDERING A MEAL- FOOD

16 Phrases you will hear & say when ordering snacks & food at a pub, bar & café

1. Do you have any snacks?
2. Do you have any sandwiches?
3. Do you serve food?
4. What time does the kitchen close?
5. Are you still serving food?
6. A packet of crisps, please.
7. What flavour would you like?
8. Ready salted, cheese & onion, salt & vinegar, etc.
9. What sort of sandwiches do you have?
10. Do you have any hot food?
11. Today's specials are on the board.
12. Is it table service or self-service?
13. What can I get you?
14. Would you like anything to eat?
15. Could we see a menu, please?
16. Eat in or take-away? (You may be asked this when placing an order at a café which offers take-away food)

Learn English with Target www.Target-uk.com

18

AT A RESTAURANT

Source: https://mx.depositphotos.com/152415836/stock-photo-set-of-various-plates-of.html
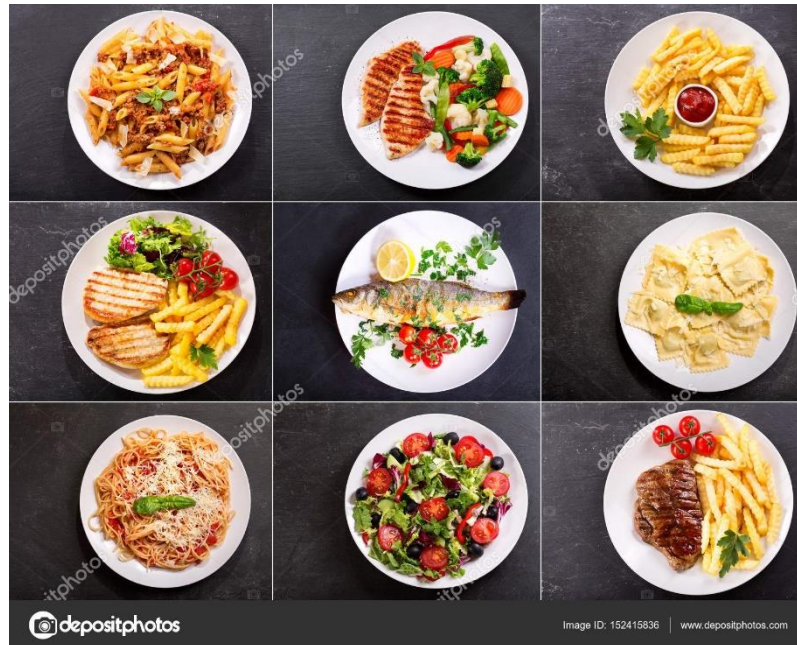
ROLE PLAY

Student 1 : Waitress/Waiter
Student 2 : Customer

Waitress/Waiter: Hi. How are you doing this afternoon?

Customer : Fine, thank you. May I see a menu, please?

Waitress/Waiter: Certainly, here you are.

Customer: Thank you. What is today's special?

Waitress/Waiter: Today's special is Chicken and rice.

Customer: That sounds good. I will have that.

Waitress/Waiter: Would you like something to drink?

Customer : Yes, I would like a coke.

Waitress/Waiter: Ok. (returning with the food) Here you are. Enjoy your meal!

Customer: Thank you.

Waitress/Waiter: Can I get you anything else?

Customer: No thanks. I would like the check (bill), please.

Waitress/Waiter: That will be $6.75.

Customer : Here you are. Keep the change!

Waitress/Waiter: Thank you! Have a good day!

Customer: Bye.

Source: https://www.slideshare.net/mafleur29/lesson-plan-ordering-at-the-restaurant

A MENU

MENU

APPETIZERS

Shrimp Remoulade/Shrimp Cocktail . . . 16.00
Spicy Lobster 19.00
Baked Escargot 16.00
Seared Ahi Tuna 17.00
Prosciutto Wrapped Mozzarella 14.00

STEAK CUTS

Filet Mignon, 8 ounce 38.00
Filet Mignon, 12 ounce 49.00
Rib Eye Steak, 18 ounce 39.00
Porterhouse for Two 40.00
Classic New York Sirloin 36.00
With Jumbo Gulf Shrimp with garlic, white wine,
lemon

SEAFOOD

Stuffed Lobster Tail . . . . Market Price
With lump crabmeat and topped with imperial sauce.
Maryland Crab Cake Dinner 16.00
Two thick, broiled Maryland Style Crab cakes with
coleslaw and red remoulade sauce.
Whole Lobster . . . . Market Price
2 - 5 lbs.

PRIX FIXE

Three Courses: 45

First Course: Lobster Bisque

Entrée: Cornish Game Hen,
Grilled Salmon or 12 oz Sirloin

Dessert: Bananas Foster

SALADS AND SOUPS

Spinach Salad 9.50
Apples, goat cheese, apple cider dressing
Caprese Salad 7.50
Ripe tomato with fresh mozzarella and basil
French Onion Soup 5.00
Lobster Bisque 8.00

SIDES

Sesame Green Beans 4.00
Cole Slaw 3.00
Baby Brussels Sprouts 4.00
Mashed Potatoes 4.00
Hand-Cut Fries 3.00
Creamed Spinach 6.00

https://imenupro.com/templates

ACTIVITY 4

Topic	POSSESSIONS
Task Objective	To talk about objects and possessions by purchasing items at a store to learn about singular and plural nouns and report that information.
Content	Everyday objects
Function	Shopping
Notion	Close reading

Useful Grammar and vocabulary.

Source:
https://study.com/academy/lesson/singular-plural-nouns-lesson-for-kids.html

GRAMMAR	VOCABULARY
Singular/Plural nouns	Colors
This, that - These, those	Countries, nationalities
Reported Speech	Furniture
(RS) Present Simple - Past simple (RS) Present Progressive -Past Progressive	Everyday objects

Time and Procedure	
Lead-in activity:	20 minutes.
Main activity:	15Minutes
Lead-in activity:	T' introduces the class showing some pictures about shops. Ss' look at the pictures and guess the activities T' Presents task 1 Ss' share information about objects they usually take during vacations. I have a camera. I need to buy a camera. T' presents task 2 Ss' create a conversation about shopping some items mentioned in pre previous exercise T' presents task 3 Ss' practice singular and plural nouns

1. **Presentation**	Students choose and share with their classmates objects they usually take during vacation.	
Source: https://jw-webmagazine.com/loft-the-coolest-store-to-shop-cutting-edge-gifts-5d776944268b	Camera	Body cream
	Gloves	Hat
	Map	Bags
	Cell phone	Flashlight

		Salesperson	**Customer**
2. **Students create a conversation about shopping items.** **(Example)** Source: https://www.camisetas.info/blog/personalizacion-textil/camisetas-personalizadas-madrid/			
		Can I help you?	I need to buy a t-shirt.
		Medium or small?	Medium, please.
		This one is black and blue.	How much is it?
		It´s $12.	Thank you.

3. Extra Activity	Students report the information from activity 2	
  Source: https://www.slideshare.net/rdelossantos/clothing-and-accesories	**Simple Present**	**Simple Past**
	How much is it? - "It is $12.oo"	She said it was $12.oo.
	Present Progressive	**Past Progressive**
	"I am buying a t-shirt"	She said that she was buying a t-shirt.

Communicative Activities Resources	Object pictures
  Source: https://www.slideshare.net/rdelossantos/clothing-and-accesories	Noun flashcards
	Question cards
	Grammar cards

NOUN FLASHCARDS

mitten

sweater

mittens

sweaters

scarf

raincoat

scarves

raincoats

sweater
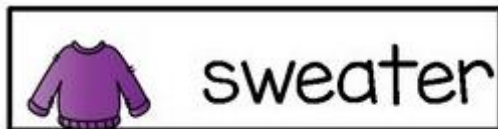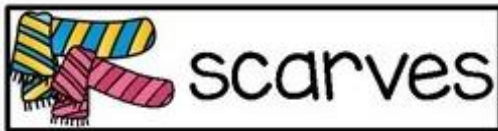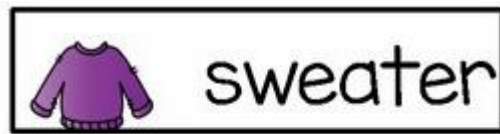
A: Can I help you?

B: I want a scarf, please.

A: Here you have.

B: Thanks. How much is it?

A: It's $10.oo

sweaters

raincoat

raincoats

A: Can I help you?

B: I want two raincoats, please?

A: Here you have.

B: Thanks. How much are they?

A: They're $50 in total.

SHOPPING VOCABULARY

SHOPPING 2
PICTURE DICTIONARY

Shopping Picture Dictionary Word To Learn ESL Worksheets For Kids And New Learners

Pay By Card	Forklift Truck	Shopwindow	Labels
Buy	Put	Scan	Change
Purse	Shoplifting	Shopping Bags	Pick Up
Pay By Cash	Sales	Queue	Shop Assistant
Try On	Look Around	Pack	Products

Source: http://www.engworksheets.com/content.php?lnk=contentvg&file1=Shopping2&z=69

26
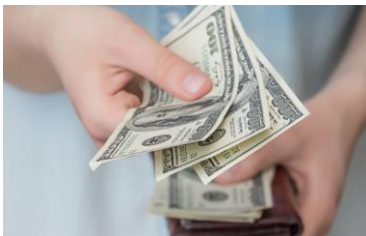
ENGLISH SHOOPING PHRASES

Shopping Phrases — **English With Life**

Could you help me please?

Do/Can you deliver?

Do you accept credit cards?

Do you offer a cash discount?

I'm looking for a leather handbag.

Could you tell me where the "Food Corner" is, please?

Do you know where else I could try?

Would you have this in another color?

How much is this?/ How much are these?

Do you have something less pricey (expensive)?

Where is the changing/fitting room?

Does it come with a guarantee/warranty?

Could I have a receipt, please?

Do you sell organic vegetables?

Do you have this item in stock?

Do you have a refund policy?

Do you have a smaller /bigger/larger size?

Do you have any apples?

Where can I weigh my groceries?

Source: https://www.pinterest.co.uk/pin/786370784905250549/

27

ACTIVITY 5

Topic	FAMOUS PEOPLE
Task Objective	To highlight past time expressions by talking about international characters by practicing past regular and irregular verbs.
Content	Important Characters from the past
Function	Recognizing people from the past
Notion	Relevance events and facts

Useful Grammar and vocabulary.

Source: https://mashable.com/article/amazon-go-cash-philadelphia-new-jersey/

GRAMMAR	VOCABULARY
Was/Were	Currency
Simple Past (affirmative)	Age
Regular Verbs	-ed/-ing adjectives
Irregular Verbs	Compound nouns

Time and Procedure	
Lead-in activity:	20 minutes
Main activity:	15 Minutes
Procedure:	T' introduces the class showing some pictures about important people from the past. Ss' look at the pictures express some ideas about them T' Presents task 1 Ss' describe famous personalities. She was Frida Kahlo. She was a famous painter and writer. She was successful. Ss' use the right form of the verb To Be in past. T' presents task 2 Ss' practice past Regular and Irregular verbs by talking about activities the characters did when they were alive.

1. Descriptions Source: https://en.islcollective.com/resources/printables/worksheets_doc_docx/famous_people_speaking_activity_cards/past	Students describe world famous personalities by highlighting their important facts in the past.

Personalities:	
Princess Diana of Wales	Marilyn Monroe
Frida Kahlo	George Washington
Neil Armstrong	Tutankhamen
Students use the right form of verb to be:	
Was	Were
was not/wasn´t	were not/weren´t

2. Verbs Source: https://www.thoughtco.com/verb-definition-1692592	Students think of more verbs and write them up on the board. Then, say the past tense of each verb. Example:

Have – Had	Live – Lived
Work – Worked	Go – Went
Discover – Discovered	Become - Became
Decide – Decided	Like – Liked
Study - Studied	Drink – Drank

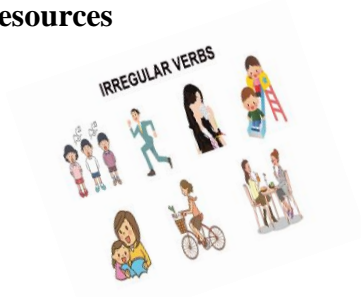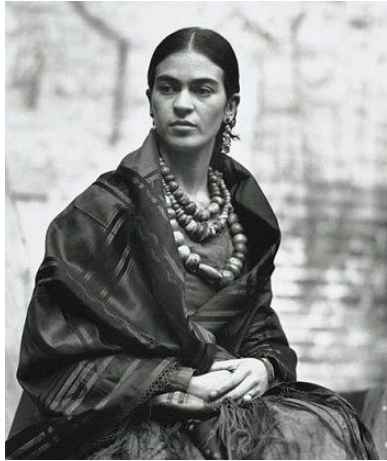|	
3. Extra activity. **Personal presentation** Source: https://www.readersbuzz.com/my-childhood-memories/	- Students think about their childhood memories. - They work on the presentation by using PPT tool. - Students share their memories with the class by focusing on the actions.

Communicative Activities Resources Source: https://allesl.com/irregular-past-tense-verbs-worksheet/	Verbs flashcards.
	Famous people from the past Pictures
	Posters

FAMOUS PEOPLE FROM THE PAST

SOURCES ....

VERBS IN PAST

IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
swim	swam	swum	eat	ate	eaten
teach	taught	taught	run	ran	run
buy	bought	bought	put	put	put
speak	spoke	spoken	go	went	gone
do	did	done	cut	cut	cut
sell	sold	sold	fall	fell	fallen
wear	wore	worn	drink	drank	drunk
read	read	read	fly	flew	flown
hear	heard	heard	choose	chose	chosen

www.englishstudypage.com   facebook.com/englishstudypage

Source: https://tinycards.duolingo.com/decks/5gQSZfbp/irregular-verbs-past-participle
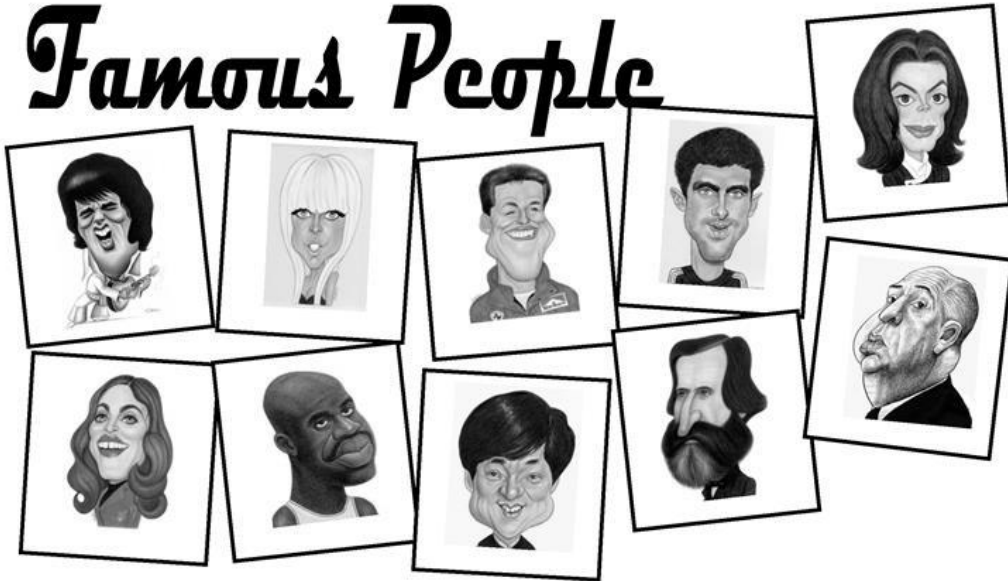
Famous People

Do you recognize these famous people? Write their names below the pictures.

Madonna   Alfred Hitchcock   Lady Gaga   Michael Jackson   Jackie Chan

Shaquille O'Neal   Michael Schumacher   Elvis Presley   Giuseppe Verdi

Novak Djokovic   Look at the box below and write about these people's achievements using the Past Simple Tense.

Elvis Presley

Lady Gaga

Michael Schumacher

Novak Djokovic

Michael Jackson

Madonna

Shaquille O'Neal

Jackie Chan

Giuseppe Verdi

Alfred Hitchock

direct many popular horror films ♦ **drive** a Formula One racing car ♦ **begin** her singing career in 1983 ♦ **be** called the King of Rock and Roll ♦ **win** the 2008 Australian Open ♦ **sing** a song called Thriller ♦ **play** basketball for the NBA's Los Angeles Lakers ♦ **compose** many operas ♦ **act** in The Karate Kid 2 ♦ **wear** a raw meat dress

ACTIVITY 6

Topic	TRAVEL
Task Objective	To talk about travels by asking most important memories by using past simple, comparatives and superlatives.
Content	Travel verbs, adjectives
Function	Asking about a trip
Notion	Facts and opinions

Useful Grammar and vocabulary. Source: http://oktoberfestbeerfestivals.com/best-oktoberfest-events-top-us-world/	**GRAMMAR**	**VOCABULARY**
	Was/Were	Currency
	Simple Past: Negative and questions.	Travel verbs
		Travel adjectives
	Comparative and Superlative adjectives as….as less….than more……. Than	Really/Very
		The / Than

34

Time and Procedure	
Lead-in activity:	20 minutes
Main activity:	15 Minutes
Procedure:	T' introduces the class showing some pictures about touristic attractions Ss' look at the pictures and recognize where are those places. T' Asks Where is the Statue of Liberty? Ss' answer It is in New York city T' presents task 2 Ss' look at pictures and provide sentences using the vocabulary given T' checks independent work by eliciting examples using the proper grammar.

1. **Identify landmarks and**	- In pairs, students look at a famous landscape and describe it by using the right adjectives form.
Source: https://www.roadaffair.com/best-things-to-do-in-rome-italy/	It was a nice trip to………. I visited ………….. We ate ……………..

2. **Picture description**	- Students talk about the photos of some of the most famous sight around the world that have appeared on movies. Students point out important details about each picture.	
Source: https://www.artofmanliness.com/articles/best-kids-movies-80s-90s/	The Statue of Liberty – New York City, United States.	Eiffel Tower – Paris, France.
	Christ of Redeemer – Rio de Janeiro, Brazil.	Great Pyramid of Giza – Giza, Egypt.
	Big Ben – London, England.	Sydney Opera House – Sydney, Australia.
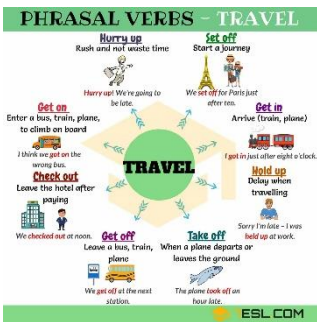
23 Extra activity. **Personal presentation** **PHRASAL VERBS - TRAVEL** Source: https://7esl.com/phrasal-verbs-for-travel/	- In pairs, students create sentences about the pictures they see. I took a tourist bus. We tried typical food. I took pictures. I stayed in a hotel.

Communicative Activities Resources Source: https://sonyaterborg.com/2014/09/26/concept-question-cards-updated/	Picture of places
	Posters
	Questions Cards

TRAVEL VOCABULARY

Source: https://7esl.com/phrasal-verbs-for-travel/

TRAVELING

1 *He missed the bus.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10

enter   drop   take   land
go shopping   lose
pick up   decide   eat
receive   finish   pack
miss   knock on   open

11 _____
12 _____
13 _____
14 _____
15 _____

Source: https://eslflow.com/wp-content/uploads/2018/11/Past-tense-sentences-1-2018.pdf

39

LANDMARKS

Source: https://www.shardcapital.com/could-these-elections-change-the-face-of-europe/european-landmarks-collage/

ACTIVITY 7

Topic	**APPEARANCE**
Task Objective	To talk about people´s appearance by describing clothes and situations, and using adjectives order.
Content	Like, body parts
Function	Talking about photos.
Notion	Description

Useful Grammar and Vocabulary	**GRAMMAR**	**VOCABULARY**
Source: https://www.abc.net.au/news/2018-04-23/what-to-do-when-someone-steals-your-photographs/9666580	To Be	Adjectives about festivals, face and appearance.
	Have/Has	
	Adjective order	Clothes
		Parts of the body

Time and Procedure	
Lead-in activity:	20 minutes
Main activity:	15 Minutes
Procedure:	T' introduces the class showing some pictures about people and their appearance Ss' look at the pictures and describe what they see? T' asks specific questions Ss' describe famous festivals. It was in Brazil. It was a carnival, etc… T' presents task 2 Ss' choose a picture to describe by their own T' encourages students to describe people's appearance by using the right adjective order

1. Refer to faces of festivals.	In pairs, students describe costumes used during famous world festivals and highlight verbs, positive and negative sentences, and adjectives.
Source: https://www.elidealgallego.com/articulo/coruna/sonidos-continentes-inauguran-nueva-edicion-festival-folclorico/20180809001107380856.html	Rio Carnival – Brazil / St. Patrick´s day – Ireland October Fest – Germany / Songkran Festival - Thailand **FESTIVALS** Rio Carnival – Brazil / St. Patrick´s day – Ireland

2. Picture description.	Ss' choose a picture and escribe it
Source: http://mcw1d1819.blogspot.com/2019/04/worldwide-festivities.html	They are happy young people. They are at a big colorful party. **Clothes** She has a small white t-shirt. He has long blond curly hair.

	Pictures of costumes
Communicative Activities Resources Source: https://www.eastafricasafariventures.com/custom-safaris-2/about-us/	Pictures of festivals
	Tattoo drawings
	Clothes flash cards

FESTIVALS WORLDWIDE

Source: https://www.joytunes.com/blog/category/music-fun/

Source: http://oktoberfestbeerfestivals.com/best-oktoberfest-events-top-us-world/

Source: https://www.venetoinside.com/events-in-veneto/event/creatum-venice-carnival/

Source: https://twitter.com/eluniversocom/status/567056621143326720

QUESTIONS AND ANSWERS

Free time activities speaking lesson

eslflow.com

sing karaoke   visit waterfalls
play billiards
go to exhibitions or festivals
go bowling
go to beauty salons
buy bakery treats   play video games
attend concerts
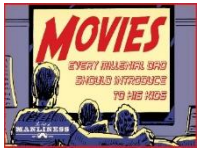
After matching the vocabulary to the pictures, complete the questions, interview a class mate about a free time activity and write their answers. Write your own question for No. 5.

1. Do you like to .... ?
....

2. Where do you .... ?
....

3. How often do you .... ?
....

4. Why do you like .... ?
....

5. ....

Source: https://eslflow.com/wp-content/uploads/2019/01/Free-time-activities-2019.pdf

ACTIVITY 8

Topic	**FILM AND THE ARTS**
Task Objective	To watch a fragment of a movie by focusing on famous landmarks in order to discuss about future plans and art around the world.
Content	Going to for plans, movies, art.
Function	Making arrangements
Notion	Preferences, Opinions

Useful Grammar and Vocabulary. Source: https://www.artofmanliness.com/articles/best-kids-movies-80s-90s/	**GRAMMAR**	**VOCABULARY**
	Going to (for plans)	Types of movies
	Infinitive of purpose	Art and entertainment
	Present Continuous for future reference	Nature

Time and Procedure	
Main activity:	20 minutes
Extra activity:	15 Minutes
Procedure:	T' introduces the class showing some pictures about some specific landmarks. Ss' look at the pictures expressing ideas and plans T' Presents task 1 Ss' describe future ideas. I will go to Paris. I'm going to visit New York. Ss' produce future plans. T' presents task 2 Ss' create a dialogue expressing knowledge about film and arts.

1. Future plans Source: http://gdvenglishlounge.weebly.com/class-31/mind-map-talking-about-future-plans	- In Pairs Ss' express their future plans knowing that (will) shows a 50% of certainty while (going to) shows a 100% of certainty. Students give examples.

I will visit……	I'm going to visit…
I will buy tickets to …	I'm going to buy tickets to…
I will travel to…	I'm going to travel to…

2. Talking about Arts around the world Source: https://encoreatlanta.com/2017/10/26/arts-funding-ga-finishes-in-49th-place/	- In groups of three, students discuss if the following subjects can be classified as art. Students give examples of why plans to visit these art expressions.

Graffiti	Fashion design
Pop music	Culinary arts
Modern dance	Landscape design

Communicative Activities Resources	
Source: https://www.micds.org/news/article/ap-art-history-trip-to-chicago-art-museums/	Pictures of famous sights.
	Art pictures
	Verb flashcards
	Grammar cards.

ART IN THE WORLD

Source: https://www.recycledmats.com.au/What-is-Indigenous-Art

FAMOUS LANDAMARKS TO VISIT

Eiffel Tower- Paris, France
Built by Gustav Eiffel- 1889
300 meters tall-3 floors
Tallest structure until 1930
Most visited landmark in world
Capital: Paris

Empire State Building: NYC
Skyscraper -103 floors
From 1931-1970 world's
tallest building
Capital: Washington, D.C.

Big Ben: clock
London, England
Largest 4 sided clock
Symbol of the UK

Sydney Opera House
Sydney, Australia-
One of most loved buildings in the world
Performing arts center
Supposed to represent a sail boat
Capital: Canberra

Leaning Tower of Pisa
Pisa, Italy
Bell tower-55 meters tall
Leans because built soft ground
Repaired recently so it won't fall over.

Brandenburg Gate- grand entrance to city
Berlin, Germany- built 1730
Modeled after Acropolis gateway
Became a symbol of peace and unity after
German re-unification 1990
Capital: Berlin

Taj Mahal: Agra, India
Built of white marble
Tomb built by emperor
In memory of 3rd wife
Capital: New Delhi

Great Pyramids of Giza
Cairo, Egypt- tallest building until 1311
Only one of Seven Wonders of the
World to still exist
Tombs for pharaohs-2560 BC
Capital: Cairo

Stonehenge
2000 BC started
Wiltshire, England
Prehistoric/ring of stones
Place of worship/burial ground

Great Wall of China
200 BC : Protects borders
Fortification
Longest man made structure
Capital: Beijing

Angkor Wat- - means city temple
sanctuary- 1150 AD completed
Located in Cambodia
Pictured on flag
Largest religious monument in world
Capital: Phnom Penh

Parthenon- temple for goddess Athena
Athens, Greece
Completed 438 BC- made of white
marble
Intact until 5th century AD
Capital- Athens

Coliseum- completed 80 AD
Rome, Italy
Largest Roman amphitheater
Seated 45 to 50,000
Gladiators fought here
Capital: Rome

Machu Picchu- ancient Incan fortress
or royal estate
Built 1450 AD/2400 meters above sea
level- built for Incan emperor
Made of dry stone walls
Capital: Lima

The Kremlin- largest fortress in Europe
Moscow, Russia
5 palaces + 4 cathedrals
President lives here
Symbol of Russian government
Capital: Moscow

The White House- 132 rooms
Washington, D.C. USA
Built in 1800
Home + office of American president
Capital: Washington, D.C.

Notre Dame- most famous Gothic
Church- 2 towers
One of most beautiful cathedrals
Paris, France
Started 1163-finished 200 years later
Capital: Paris

Petronas Towers- world's tallest
buildings- 452 meters tall
Kuala Lumpur, Malaysia
There's a sky bridge
between the towers
Capital: Kuala Lumpur

Christ the Redeemer- 38 meters tall
Rio de Janeiro, Brazil
One of 7 modern wonders of world
Completed 1931
One of biggest statues in the world
Capital of Brazil- Brasilia

Sagrada Familia- Roman Catholic Church
Barcelona, Spain
Designed by Antoni Gaudi
Started 1882 will be finished
Most unusual Gothic and
Art nouveau church
Capital: Madrid

Burj Khalifa- 828 meters tall
2 X taller than Empire State Building
Dubai, UAE
12,000 people built it
Tallest building in the world
Capital: Abu Dhabi

Source:

ASSESMENT RUBRIC

The Communicative Activities based on the Functional-Notional Approach were assessed by the following rubric over 10 points.

SCORE / PARAMETERS	2,5 p	2 p	1.5 p	1 p
Range				
Accuracy				
Quality of Interaction				
Fluency and Spoken Production				
SCORE /10				

Source: Wall Street English Material

Adapted by: (Curipallo, 2019)

BIBLIOGRAPHY

Abreu, A. (2016). Qué son los métodos de ensezanza . Rio de la plata.

Alberta Goverment. (2018). Communicative Competence. Retrieved from Supporting English Language Learners. Tools, Strategies and Resources: https://www.learnalberta.ca/content/eslapb/about_communicative_compet ence.html

Asamblea Nacional del Ecuador. (2010). Ley Orgánica de Educación Superior LOES. Quito, Ecuador: Registro Oficial Suplemento Nº 298.

Asamblea Nacional del Ecuador. (2011). Ley Orgánica de Educación Intercultural LOEI. Quito: Registro Oficial Segundo Suplemento Nº 417.

Bautista, B., & Salgado, D. (2015). Las habilidades Linguisticas y su importancia en el vida cotidiana y escolar.

Bonilla. (2019). Morphological Affixation Process in the English Writing Skills. Ambato.

Boonkit, K. (2010, January 6th). Enhancing the development of speaking skills for non-native speakers of English. Procedia Social and Behavioral Sciences, 2(2), 1305-1309. Retrieved from https://doi.org/10.1016/j.sbspro.2010.03.191

British Council. (2018). Communicative Competence. Retrieved from Teachng English: https://www.teachingenglish.org.uk/article/communicative-competence

Brown, H. (1994). Teaching by Principles: An Interactive Approach to Language Pedagogy. San Francisco: Pearson Education.

Budden, J. (2009). Error Correction. Retrieved from https://www.teachingenglish.org.uk/article/error-correction.

Caicedo, J. (2010). Communicative Methods and Functions in Speaking Development. Pontificia Universidad Católica del Ecuador, Departamento de Investigación, Posgrados y Autoevaluación. Ambato: PUCESA.

Retrieved from:

http://repositorio.pucesa.edu.ec/bitstream/123456789/827/1/85046.pdf

Cambridge University Press. (2015). Cambridge Assessment English. Retrieved from https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/

Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. Applied Linguistics, I(1), 47.

Crystal, D. (2003). English as a Global Language (2 ed.). New York, USA: Cambridge University Press, PDF.

Diaz, A., Hernámdez , F., & Hernández, G. (1998). Estrategias de enseñanza para la promoción de aprendizajes significativos.

Educational Broadcasting Corporation. (2004). Concept to classroom. Retrieved from WNET EDUCATION: http://www.thirteen.org/edonline/concept2class/constructivism/index_sub 6.html

Educational Broadcasting Corporation. (2004). Concept to classroom. What are the benefits of constructivism? Retrieved from WNET EDUCATION: http://www.thirteen.org/edonline/concept2class/constructivism/index_sub 6.html

MINEDUC. (2016). Currículo Lengua Extranjera. Retrieved from https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1

Frinocchiaro, M., & Brumfit, C. (1983). The Functional-Notional Approach: From Theory to Practice. 235. Retrieved from https://eric.ed.gov/?id=ED227698

Haboud, M. (2010). Teaching English: A challenge to Ecuadorian Bilingual Intercultural Education .

Habound, M. (2009). Teaching English Languages: A challenge to Ecuadorian Bilingual Intercultural.

Harmer, J. (2001). How to Teach English. An introduction to the practice of English language teaching. Kuala Lumpur, Malaysia: Pearson Education. Retrieved

from https://www.pdfdrive.com/jeremy-harmer-how-to-teach-englishpdf-d33406984.html

Harmer, J. (2011). Mistakes asn Feedback : The practice of English Language Teaching.

Herrera, L., Medina , A., & Naranjo, G. (2014). Tutoría de la Investigación Científica. Ambato: Gráficas Corona Quito.

Herrera, L., Medina, A., & Naranjo, G. (2010). Tutoría de la Investigación Científica. Guía para elaborar en forma creativa y amena el trabajo de Graduación (1 ed.). Ambato, Ecuador: Empresdane Gráficas Cía. Ltda.

Hornbæk, K., & Oulasvirta, A. (2017). What is interaction? Denver, USA. Retrieved from http://users.comnet.aalto.fi/oulasvir/pubs/what-is-interaction-chi2017.pdf

Krashen, S., & Terrell, T. (1995). The Natural Approach: Language Acquistion in the Classroom. London: Prentice Hall Europe.

Lasseswell, H. D. (2007). The structure and function of communication in society. Chicago, USA: University of Illinois Press. Retrieved from The Structures an functions of communication in Society: http://www.irfanerdogan.com/dergiweb2008/24/12.pdf

LOEI. (2012). Contitución del Ecuador: Cultura. Retreived from https://educacion.gob.ec/wp-content/uploads/downloads/2012/08/Constitucion.pdf

Lopez, A., & Gallardo, B. (2005). Conocimiento y Lenguage. Valencia: Quiles Artes Gráficas S.A.

Menderos, G. (2014). Ensenanza del Idioma Inlglés. Plus Editorial.

Ministerio de Educación. (2015). English in Ecuador. Quito, Ecuador: British Council.

Miranda, A. & Calle-Martín, J. & Belén, A. (2006). Survival Language Learning Syllabuses Revisited: A Customized Functional-notional Approach. Porta

Linguarum: revista internacional de didáctica de las lenguas extranjeras, ISSN 1697-7467, Nº. 5, 2006, pags. 109-128. 5. 109-128.

Murray, D., & Christison, M. (2011). What English Language Teachers Need to Know (1 ed., Vol. I Understanding Learning). New York,, NY, USA: Routledge. Retrieved from http://kishaway.com/wp-content/uploads/What-English-Language-Teachers-Need-to-Know.pdf

Nunn, R. (2005). Competence and Teaching English as an International Language. The Asian EFL Journal, VII(7), 15.

Pimienta, J. (2012). Estrategias de enseñanza-aprendizaje Docencia universitaria basada en competencias.

Rivera, S. (2019). Communicative Strategies on the English Speaking Skill Development. Retrieved from: http://repositorio.uta.edu.ec/bitstream/123456789/29593/1/Rivera%20Sylvia.pdf.

Robson, M. (2013). The English Effect. London: The British Council.

Sambou, A. (2011). Functional Approach to Applied Language Teaching.

Scrivener, J. (2011). Productive Practice and writing Teaching. Macmilian Education.

Silva, J. (2018). Communicative Language Teaching for Enriching the Speaking Skill in High School Students. Retrieved from http://repositorio.uta.edu.ec/jspui/handle/123456789/27089

Spiegel, M., & Stephens, L. (2009). Estadística. México D.F., México: McGraw-Hill.

System, R. (2019). Grading Criteria for English Speaking Test. Retrieved from https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L47B46

Tello, J. (2016). Linguistics Functions and their relationship to the Oral Skill. Retrieved from: http://repositorio.uta.edu.ec/jspui/handle/123456789/23995.

Tomlinson, B. (2013). Developing Materials for Speaking Skills. In B. Bao, Developing Materials for Language Teaching (2 ed., p. 576). London, UK: Bloomsbury Academic. Retrieved from https://www.bloomsbury.com/uk/developing-materials-for-language-teaching-9781441186836/

Universitetet i Oslo. (2005). What is Language? In U. i. Oslo, Linguistics for Students of Asian and African Languages (p. 21). Oslo, Noruega. Retrieved from https://www.uio.no/studier/emner/hf/ikos/EXFAC03-AAS/h05/larestoff/linguistics/Chapter%201.(H05).pdf

Valdez, G. (2001). Learning and Not Learning English: Latino Students in American Schools. New York, USA: Multicultural Education Series.

Vocabulary.com. (2017). Retrieved from Interaction: https://www.vocabulary.com/dictionary/interaction

Von Humboldt, W., & Lonsonsky, M. (2000). On Language: On the diversity of Human Language Constructon and its influence on the mental development of the human species. New York, USA: Cambridge University Press.

Wilkins, D. (2012). The Functional-Notional Approach: From Theory to Practice.

Yano, Y. (2003). Communicative Competence and English as an International Language. Intercultural Communication Studies, XII(3), 75-83. Retrieved from https://web.uri.edu/iaics/files/07-Yasukata-Yano.pdf

ANNEXES

Annex 1. Research Authorization

Ambato 15 de octubre del 2018

Mg.

Sylvia Chimborazo

RECTORA DE LA UNIDAD EDUCATIVA "AMBATO"

Presente.

De mi consideración:

Yo, **Elvia Inés Curipallo Lizano** con C.I. **1804155339,** egresada de la Maestría en La Enseñanza del Idioma Inglés como Lengua Extranjera de la Universidad Técnica de Ambato, solicito muy comedidamente se digne otorgar el respectivo permiso para realizar la investigación de la Tesis con el tema **"FUNCTIONAL - NOTIONAL APPROACH FOR ENGLISH SPEAKING SKILL DEVELOPMENT"**

Por la favorable atención dada a la presente, anticipo mi agradecimiento.

Atentamente,

Lcda. Elvia Curipallo

Docente de Inglés

UNIDAD EDUCATIVA "AMBATO"

UNIDAD EDUCATIVA AMBATO
AÑO LECTIVO 2018-2019
SECRETARÍA-RECIBIDO
FECHA: HORA:
15/10/2018   104   08H32

UNIVERSIDAD TÉCNICA DE AMBATO

MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

DIRECCIÓN DE POSGRADOS

ENCUESTA DIRIGIDA A ESTUDIANTES DE TERCERO DE BACHILLERATO DE LA UNIDAD EDUCATIVA "AMBATO"

OBJETIVOS:

Determinar el conocimiento existente y uso de Funciones y Nociones del Idioma Inglés en el desarrollo del habla (speaking) de los estudiantes de la Unidad Educativa "Ambato".

INSTRUCCIONES:

Estimado estudiante:

Se le solicita dar respuesta al presente cuestionario, mismo que pretende obtener información sobre las Funciones y Nociones del Idioma Inglés como un enfoque y estrategia comunicativa para desarrollar el habla (Speaking) del idioma.

Lea detenidamente y marque con un (X) el casillero que corresponda según su opinión donde (5) Indica el cumplimiento del enunciado y (1) el no cumplimiento del mismo.

Por favor consigne su criterio en todos las preguntas. Revise su cuestionario antes de entregarlo.

		Escala Cualitativa =>	**Siempre**	**Casi Siempre**	**A veces**	**Rara Vez**	**Nunca**
Nº	ASPECTO	Escala Cuantitativa =>	5	4	3	2	1
1	Utilizo el idioma inglés como una herramienta de interacción.						
2	Conozco cuales son las nociones (contextos) y funciones (propósitos) del Idioma Inglés.						
3	Tengo comunicación significativa cuando uso el Idioma Inglés.						
4	Me siento a gusto al comunicar mis pensamientos e ideas en Inglés.						

		Escala Cualitativa =>	Siempre	Casi Siempre	A veces	Rara Vez	Nunca
N°	ASPECTO	Escala Cuantitativa =>	5	4	3	2	1
5	Aplico reglas gramaticales cuando hablo en Inglés.						
6	Estoy seguro/a del léxico (vocabulario) que uso cuando hablo en Inglés.						
7	Doy respuestas espontáneas y fluidas a preguntas en Inglés						
8	Respeto el Contexto (todo aquello que rodea a la conversación) cuando uso el Idioma Inglés.						

¡GRACIAS POR SU COLABORACIÓN AL RESPONDER ESTA ENCUESTA!

Ficha para validar el instrumento de la encuesta destinada a medir la "El enfoque de Funciones y Nociones en el desarrollo del habla (speaking) de los estudiantes de la Unidad Educativa "Ambato".

Nombre del validador: Dr. C. Olivier Gérard Angel Méric, PhD Fecha: Miércoles 06 de febrero de 2019

Objetivo: Validar el instrumento de la encuesta destinado a medir la variable independiente: **Functional – Notional Approach** y la variable dependiente: **Speaking Skill** con los alumnos de terceros de Bachillerato de la Unidad Educativa "Ambato".

Instrucciones: Luego de revisar con detenimiento el instrumento de la Encuesta Dirigida a Estudiantes, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

	Criterios para Evaluar la Encuesta dirigida a Estudiantes											
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
1	x		x		x		x		x			x
2	x		x		x		x		x			x
3	x		x		x		x		x			x
4	x		x		x		x		x			x
5	x		x		x		x		x			x
6	x		x		x		x			x	x	
7	x		x		x		x		x			x
8	x		x		x		x		x			x

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADOS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Aspectos generales	Sí	No	Observación
1. El instrumento contiene instrucciones claras y precisas para ser completado.	x		
2. La escala establecida para la medición es clara y pertinente.	x		
3. Los ítems permiten el logro del objetivo de la investigación.	x		Es necesario que en el trabajo de titulación se evidencie como las preguntas miden la variable de estudio. Por ejemplo, en la pregunta 5 si se contesta con un 5 o 4 se demuestra que el aprendizaje recibido no tiene un enfoque funcional sino estructural y/o gramatical lo que informe sobre el desconocimiento del enfoque funcional/nocional.
4. Los ítems están distribuidos en forma lógica y secuencial.		x	No aparece necesario seguir una secuencia por el hecho que los parámetros cuestionados no se relacionen linealmente sino son complementarios para medir la variable de estudio.
5. El número de ítems es suficiente para la investigación.	x		

Aplicable		No aplicable		Aplicable considerando las observaciones	x
Validado por:		Cédula de Identidad:		Fecha:	
Dr. C. Olivier Gérar Angel Méric, PhD		0604758516		Miércoles 06 de febrero 2019	
Firma:		Teléfono:		Email:	
		0992779909		americ@uea.edu.ec	

Adaptado por: (Curipallo, 2018)

141

Ficha para validar el instrumento de la encuesta destinada a medir la "El enfoque de Funciones y Nociones en el desarrollo del habla (speaking) de los estudiantes de los estudiantes de la Unidad Educativa "Ambato".

Nombre del validador: _Gustavo Puma_ Fecha: _06/02/19_

Objetivo: Validar el instrumento de la encuesta destinado a medir la variable independiente: **Functional – Notional Approach** y la variable dependiente: **Speaking Skill** con los alumnos de terceros de Bachillerato de la Unidad Educativa "Ambato".

Instrucciones: Luego de revisar con detenimiento el instrumento de la Encuesta Dirigida a Estudiantes, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

	Criterios para Evaluar la Encuesta dirigida a Estudiantes											
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
1	✓		✓		✓		✓		✓			✓
2	✓		✓		✓		✓		✓			✓
3	✓		✓		✓		✓		✓			✓
4	✓		✓		✓		✓		✓			✓
5	✓		✓		✓			✓	✓		✓	
6	✓		✓		✓		✓		✓		✓	
7	✓		✓		✓		✓		✓		✓	
8	✓		✓		✓			✓	✓			✓

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADOS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Aspectos generales	Sí	No	Observación
1. El instrumento contiene instrucciones claras y precisas para ser completado.	/		
2. La escala establecida para la medición es clara y pertinente.	/		
3. Los ítems permiten el logro del objetivo de la investigación.	/		
4. Los ítems están distribuidos en forma lógica y secuencial.	/		
5. El número de ítems es suficiente para la investigación.	✓		

Aplicable		No aplicable		Aplicable considerando las observaciones	✓
Validado por: *Gustavo Poma*		Cédula de Identidad: 1708205602		Fecha: 06/04/19	
Firma:		Teléfono: 0996641736		Email: gustavopoma te@gmail.com	

Adaptado por: (Curipallo, 2018)

Fuente: (Corral, 2009).

DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Ficha para validar el instrumento de la encuesta destinada a medir la "El enfoque de Funciones y Nociones en el desarrollo del habla (speaking) de los estudiantes de los estudiantes de la Unidad Educativa "Ambato".

Nombre del validador: _Juan Parreño_ Fecha: _06-02-2019_

Objetivo: Validar el instrumento de la encuesta destinado a medir la variable independiente: **Functional – Notional Approach** y la variable dependiente: **Speaking Skill** con los alumnos de terceros de Bachillerato de la Unidad Educativa "Ambato".

Instrucciones: Luego de revisar con detenimiento el instrumento de la Encuesta Dirigida a Estudiantes, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	**No**	**Sí**	**No**	**Sí**	**No**	**Sí**	**No**	**Sí**	**No**	**Sí**	**No**
1	✓		✓		✓		✓		✓			✓
2	✓		✓		✓		✓		✓			✓
3	✓		✓		✓		✓		✓			✓
4	✓		✓		✓		✓		✓			✓
5	✓		✓		✓		✓		✓			✓
6	✓		✓		✓		✓		✓			✓
7	✓		✓		✓		✓		✓			✓
8	✓		✓		✓		✓		✓			✓

Aspectos generales	Sí	No	Observación
1. El instrumento contiene instrucciones claras y precisas para ser completado.	✓		
2. La escala establecida para la medición es clara y pertinente.	✓		
3. Los ítems permiten el logro del objetivo de la investigación.	✓		
4. Los ítems están distribuidos en forma lógica y secuencial.	✓		
5. El número de ítems es suficiente para la investigación.	✓		

Aplicable	✓	No aplicable		Aplicable considerando las observaciones	
Validado por: Juan Parreño		Cédula de Identidad: 0501589907		Fecha: 06-02-2019	
Firma:		Teléfono: 0984395828		Email: feelingoi@yahoo.com	

Adaptado por: (Curipallo, 2018)

Fuente: (Corral, 2009).

Annex 3. Survey to Teachers

UNIVERSIDAD TÉCNICA DE AMBATO

MAESTRIA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA - DIRECCION DE POSGRADOS

ENCUESTA DIRIGIDA A DOCENTES DE LA UNIDAD EDUCATIVA "AMBATO"

OBJETIVOS:

Determinar el conocimiento existente y uso de Funciones y Nociones del Idioma Inglés en el desarrollo del habla (speaking) de los estudiantes de la Unidad Educativa "Ambato".

INSTRUCCIONES:

Estimado docente:

Se le solicita dar respuesta al presente cuestionario, mismo que pretende obtener información sobre las Funciones y Nociones del Idioma Inglés como un enfoque y estrategia comunicativa para desarrollar el habla (Speaking) del idioma.

Lea detenidamente y marque con un (X) el casillero que corresponda según su opinión donde (5) indica el cumplimiento del enunciado y (1) el no cumplimiento del mismo.

Por favor consigne su criterio en todos las preguntas. Revise su cuestionario antes de entregarlo.

N°	ASPECTO	Escala Cualitativa => / Escala Cuantitativa =>	Siempre 3	Casi Siempre 2	A veces 1
1	Utilizo el idioma Inglés como una herramienta de interacción en el proceso de enseñanza- aprendizaje.				
2	Conozco cuales son las nociones (contextos) y funciones (propósitos) del lenguaje Inglés cuando dicto clases				
3	Considero que mis estudiantes tienen una comunicación significativa cuando usan el Idioma Inglés.				
4	Considero que mis estudiantes se sienten a gusto al comunicar sus pensamiento e ideas en Inglés.				
5	Noto que mis estudiantes aplican reglas gramaticales cuando hablan en Inglés.				
6	Noto que mis estudiantes están conscientes del léxico (vocabulario) que usan cuando hablan en Inglés.				
7	Dan mis estudiantes respuestas espontáneas y fluidas a preguntas en Inglés.				

Nº	ASCPECTO	Escala Cualitativa =>	Siempre	Casi Siempre	A veces
		Escala Cuantitativa =>	3	2	1
8	Están conscientes mis estudiantes del Contexto (todo aquello que rodea la conversación) cuando usan el Idioma Inglés.				

¡GRACIAS POR SU COLABORACIÓN AL RESPONDER ESTA ENCUESTA!

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Determinar el conocimiento existente y uso de Funciones y Nociones del Idioma Inglés en el desarrollo del habla (speaking) de los estudiantes de los estudiantes de la Unidad Educativa "Ambato".

Nombre del validador: Dr. C. Olivier Gérard Angel Mérie, PhD Fecha: Miércoles 06 de febrero de 2019

Objetivo: Validar el instrumento de la encuesta destinado a medir la variable independiente: **Functional – Notional Approach** y la variable dependiente: **Speaking Skill** con los docentes de la Unidad Educativa "Ambato"

Instrucciones: Luego de revisar con detenimiento el instrumento de la Encuesta Dirigida a Docentes, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
Criterios para Evaluar la Encuesta dirigida a Docentes												
Ítem	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
1	x		x		x		x		x			x
2	x		x		x			x		x	x	
3	x		x		x		x		x			x
4	x		x		x		x		x			x
5	x		x		x		x		x			x
6	x		x		x		x			x	x	
7	x			x	x		x		x		x	
8	x			x	x		x		x		x	

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADOS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Aspectos generales	Sí	No	Observación
1. El instrumento contiene instrucciones claras y precisas para ser completado.	x		
2. La escala establecida para la medición es clara y pertinente.	x		
3. Los ítems permiten el logro del objetivo de la investigación.	x		
4. Los ítems están distribuidos en forma lógica y secuencial.		x	No aparece necesario seguir una secuencia por el hecho que los parámetros cuestionados no se relacionen linealmente sino son complementarios para medir la variable de estudio.
5. El número de ítems es suficiente para la investigación.	x		

Aplicable		No aplicable		Aplicable considerando las observaciones	x
Validado por: Dr. C. Olivier Gérar Angel Méric, PhD		**Cédula de Identidad:** 0604758516		**Fecha:** Miércoles 06 de febrero 2019	
Firma:		**Teléfono:** 0992779909		**Email:** americ@uea.edu.ec	

Adaptado por: (Curipallo, 2018)

Fuente: (Corral, 2009).

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Determinar el conocimiento existente y uso de Funciones y Nociones del Idioma Inglés en el desarrollo del habla (speaking) de los estudiantes de los estudiantes de la Unidad Educativa "Ambato".

Nombre del validador: _Gustavo Puma_   Fecha: _06/02/19_

Objetivo: Validar el instrumento de la encuesta destinado a medir la variable independiente: **Functional – Notional Approach** y la variable dependiente: **Speaking Skill** con los docentes de la Unidad Educativa "Ambato"

Instrucciones: Luego de revisar con detenimiento el instrumento de la Encuesta Dirigida a Docentes, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

	Criterios para Evaluar la Encuesta dirigida a Docentes											
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
1	√		√		√		√		√			/
2	√		√		√		√		√			/
3	√		√		√		√		√			/
4	√		√		√		√		/			/
5	√		√		√			√	/		/	
6	√		√		√		√		/			/
7	√		√		√		√		/		/	
8	√		/		√			√	/			/

150

Aspectos generales	Sí	No	Observación
1. El instrumento contiene instrucciones claras y precisas para ser completado.	/		
2. La escala establecida para la medición es clara y pertinente.	/		
3. Los ítems permiten el logro del objetivo de la investigación.	/		
4. Los ítems están distribuidos en forma lógica y secuencial.	/		
5. El número de ítems es suficiente para la investigación.	✓		

Aplicable		No aplicable		Aplicable considerando las observaciones	✓

Validado por: Gustavo Poma	Cédula de Identidad: 1708205602	Fecha: 06/02/19
Firma:	Teléfono: 0996641736	Email: gustavopoma te@gmail.com

Adaptado por: (Curipallo, 2018)

Fuente: (Corral, 2009).

Determinar el conocimiento existente y uso de Funciones y Nociones del Idioma Inglés en el desarrollo del habla (speaking) de los estudiantes de los estudiantes de la Unidad Educativa "Ambato".

Nombre del validador: Juan Parreño   Fecha: 06-01-2019

Objetivo: Validar el instrumento de la encuesta destinado a medir la variable independiente: **Functional – Notional Approach** y la variable dependiente: **Speaking Skill** con los docentes de la Unidad Educativa "Ambato"

Instrucciones: Luego de revisar con detenimiento el instrumento de la Encuesta Dirigida a Docentes, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

	Criterios para Evaluar la Encuesta dirigida a Docentes											
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
1	✓		✓		✓		✓		✓			✓
2	✓		✓		✓		✓		✓			✓
3	✓		✓		✓		✓		✓			✓
4	✓		✓		✓		✓		✓			✓
5	✓		✓		✓		✓		✓			✓
6	✓		✓		✓		✓		✓			✓
7	✓		✓		✓			✓	✓		✓	
8	✓		✓		✓		✓		✓			✓

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Aspectos generales	Sí	No	Observación
1. El instrumento contiene instrucciones claras y precisas para ser completado.	✓		
2. La escala establecida para la medición es clara y pertinente.	✓		
3. Los ítems permiten el logro del objetivo de la investigación.	✓		
4. Los ítems están distribuidos en forma lógica y secuencial.	✓		
5. El número de ítems es suficiente para la investigación.	✓		

Aplicable		No aplicable		Aplicable considerando las observaciones	✓
Validado por: Juan Parreño		Cédula de Identidad: 0501589907		Fecha: 06-02-2019	
Firma:		Teléfono: 0984395821		Email: feelingoi@yahoo.con	

Adaptado por: (Curipallo, 2018)

Fuente: (Corral, 2009).
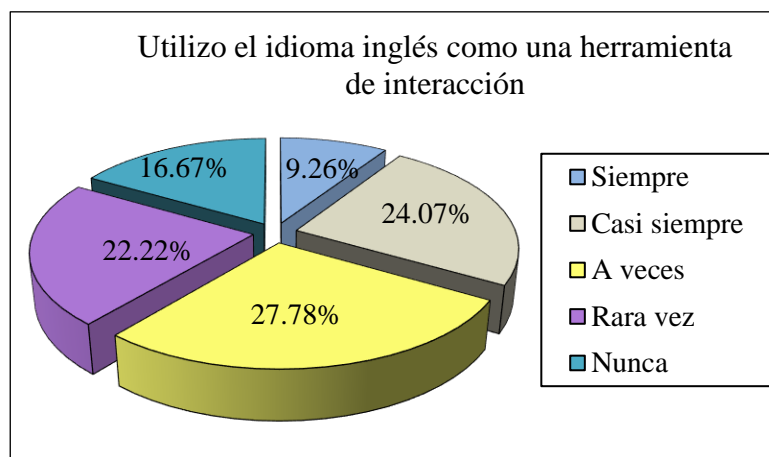
153

Annex 4. Results of Surveys

Students Results

1. Utilizo el idioma inglés como una herramienta de interacción.

I use the English language as an interaction tool.

Option	Absolute frecuency	Relative frecuency
Siempre	5	9.26%
Casi siempre	13	24.07%
A veces	15	27.78%
Rara vez	12	22.22%
Nunca	9	16.67%
TOTAL	54	100%

Made by: (Curipallo, 2019)

I use the English language as an interaction tool.

Made by: (Curipallo, 2019)

2. Conozco cuales son las nociones (contextos) y funciones (propósitos) del Idioma Inglés.

I know the notions (contexts) and functions (purposes) of the English Language.

Option	Absolute frecuency	Relative frecuency
Siempre	4	7.41%
Casi siempre	11	20.37%
A veces	19	35.19%
Rara vez	14	25.93%
Nunca	6	11.11%
TOTAL	54	100%

Made by: (Curipallo, 2019)
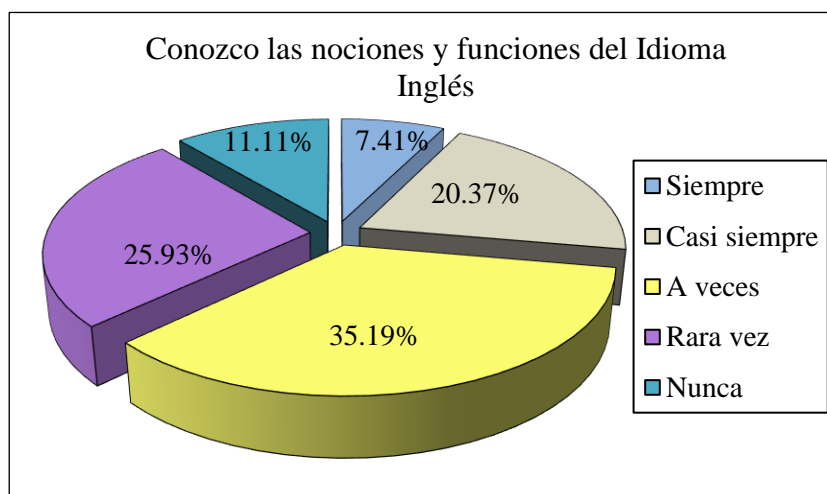
I know the notions (contexts) and functions (purposes) of the English Language.
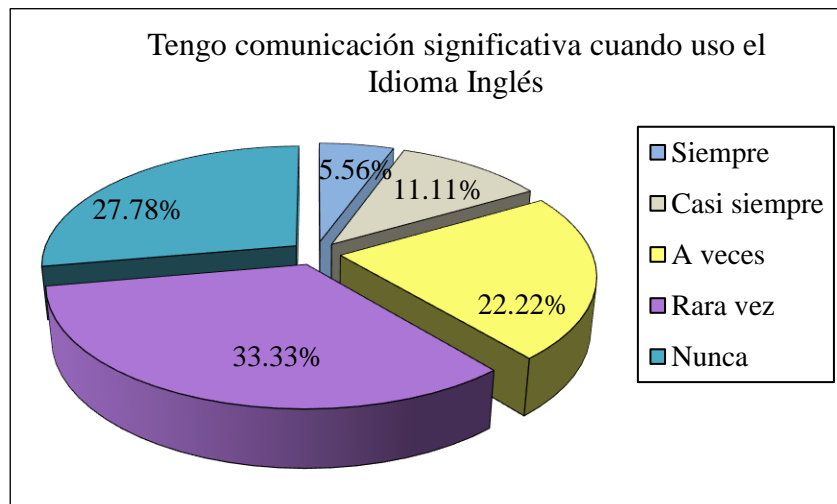
Made by: (Curipallo, 2019)

3. Tengo comunicación significativa cuando uso el Idioma Inglés.

I have meaningful communication when I use the English Language.

Option	Absolute frecuency	Relative frecuency
Siempre	3	5.56%
Casi siempre	6	11.11%
A veces	12	22.22%
Rara vez	18	33.33%
Nunca	15	27.78%
TOTAL	54	100%

Made by: (Curipallo, 2019)

Tengo comunicación significativa cuando uso el Idioma Inglés

I have meaningful communication when I use the English Language.

Made by: (Curipallo, 2019)

4. Me siento a gusto al comunicar mis pensamientos e ideas en Inglés.

I feel comfortable communicating my thoughts and ideas in English.

Option	Absolute frecuency	Relative frecuency
Siempre	12	22.22%
Casi siempre	16	29.63%
A veces	15	27.78%
Rara vez	8	14.81%
Nunca	3	5.56%
TOTAL	54	100%

Made by: (Curipallo, 2019)
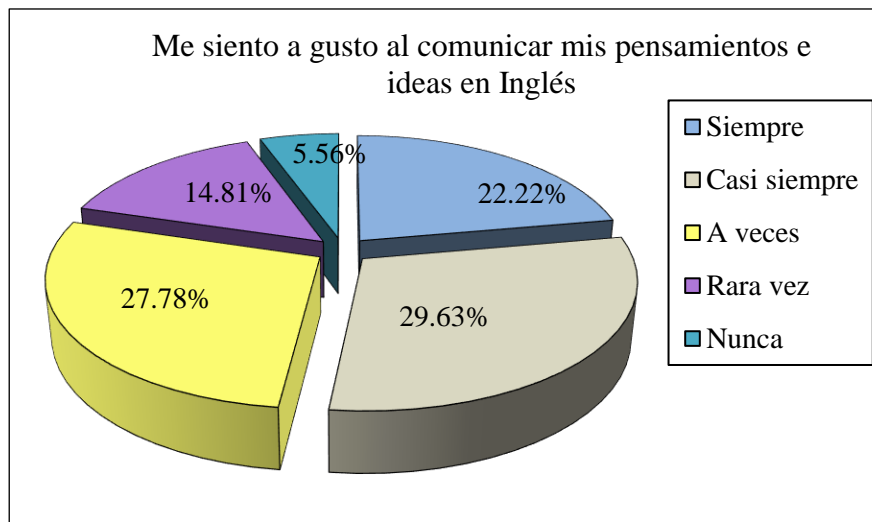
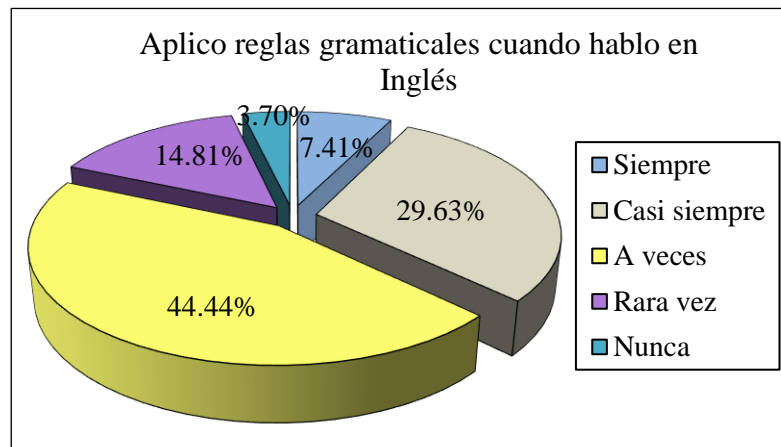I feel comfortable communicating my thoughts and ideas in English.

Made by: (Curipallo, 2019)

5. Aplico reglas gramaticales cuando hablo en Inglés.

I apply grammar rules when I speak in English.

Option	Absolute frecuency	Relative frecuency
Siempre	4	7.41%
Casi siempre	16	29.63%
A veces	24	44.44%
Rara vez	8	14.81%
Nunca	2	3.70%
TOTAL	54	100%

Made by: (Curipallo, 2019)

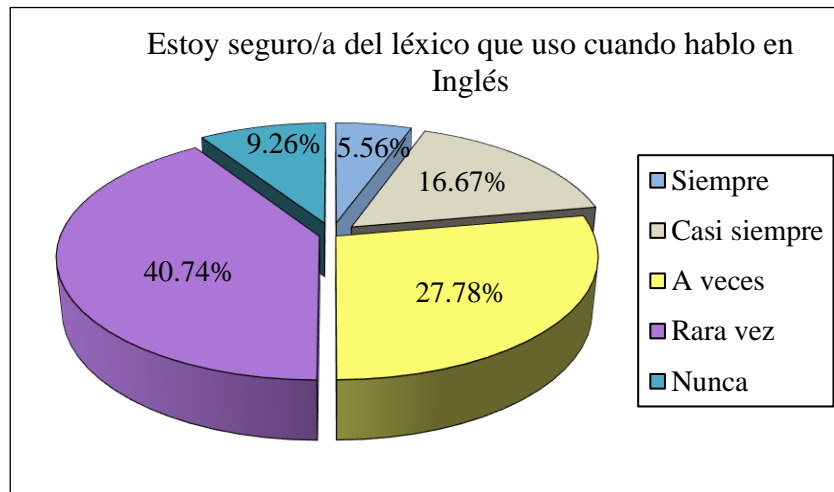I apply grammar rules when I speak in English.

Made by: (Curipallo, 2019)

6. Estoy seguro/a del léxico (vocabulario) que uso cuando hablo en Inglés.

I am sure of the lexicon (vocabulary) that I use when I speak in English.

Option	Absolute frecuency	Relative frecuency
Siempre	3	5.56%
Casi siempre	9	16.67%
A veces	15	27.78%
Rara vez	22	40.74%
Nunca	5	9.26%
TOTAL	54	100%

Made by: (Curipallo, 2019)

I am sure of the lexicon (vocabulary) that I use when I speak in English.

Made by: (Curipallo, 2019)

7. Doy respuestas espontáneas y fluidas a preguntas en Inglés.

I give spontaneous and fluent answers to questions in English.

Option	Absolute frecuency	Relative frecuency
Siempre	5	9.26%
Casi siempre	9	16.67%
A veces	11	20.37%
Rara vez	19	35.19%
Nunca	10	18.52%
TOTAL	54	100%

Made by: (Curipallo, 2019)
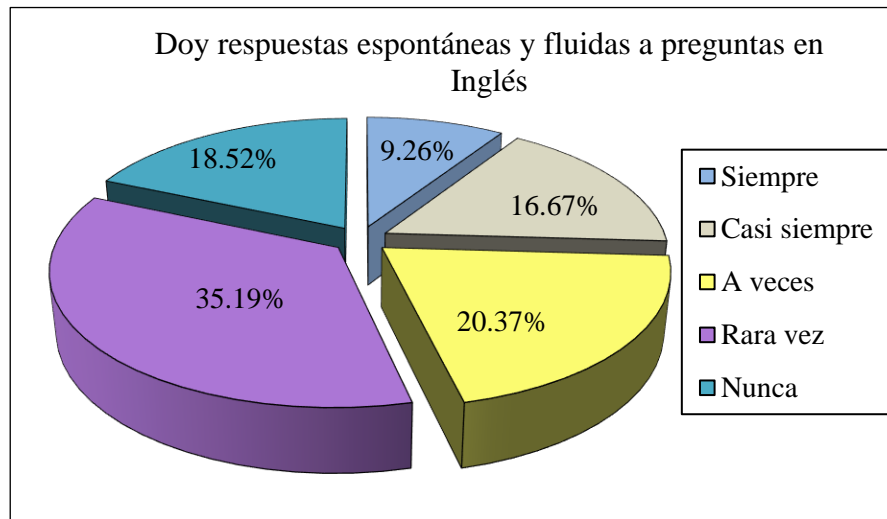
I give spontaneous and fluent answers to questions in English.

Made by: (Curipallo, 2019)

8. Respeto el Contexto (todo aquello que rodea a la conversación) cuando uso el Idioma Inglés.

I respect the context when I use the English Language.

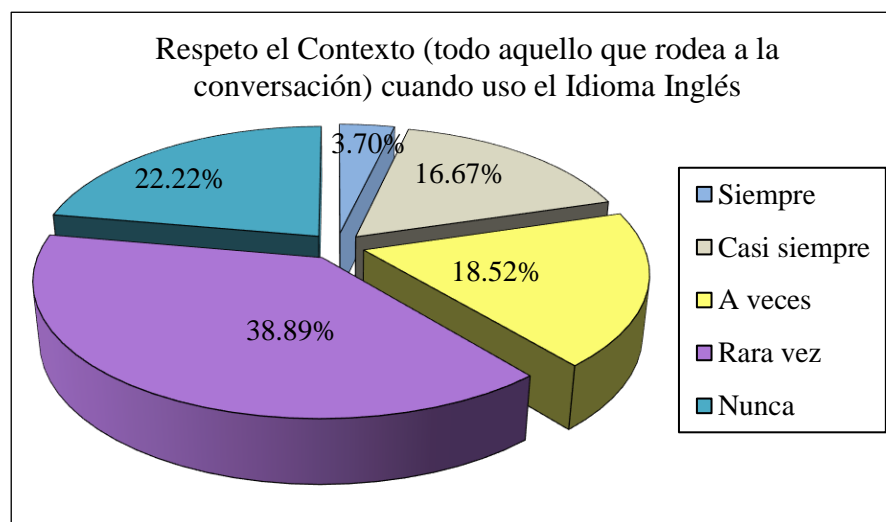| Option	Absolute frecuency	Relative frecuency
Siempre	2	3.70%
Casi siempre	9	16.67%
A veces	10	18.52%
Rara vez	21	38.89%
Nunca	12	22.22%
TOTAL	54	100%

Made by: (Curipallo, 2019)

Respeto el Contexto (todo aquello que rodea a la conversación) cuando uso el Idioma Inglés

I respect the context when I use the English Language.
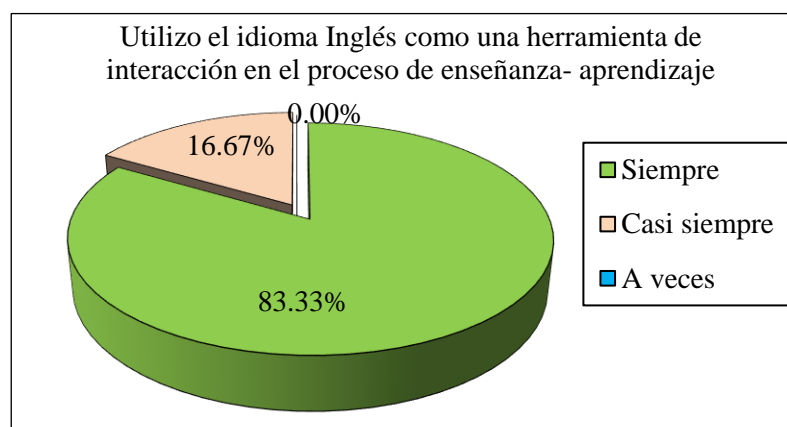
Made by: (Curipallo, 2019)

Teachers

1. Utilizo el idioma Inglés como una herramienta de interacción en el proceso de enseñanza- aprendizaje.

I use the English language as an interaction tool in the teaching-learning process.

Option	Absolute frecuency	Relative frecuency
Siempre	5	83.33%
Casi siempre	1	16.67%
A veces	0	0.00%
TOTAL	6	100%

Made by: (Curipallo, 2019)

Utilizo el idioma Inglés como una herramienta de interacción en el proceso de enseñanza- aprendizaje

I use the English language as an interaction tool in the teaching-learning process.
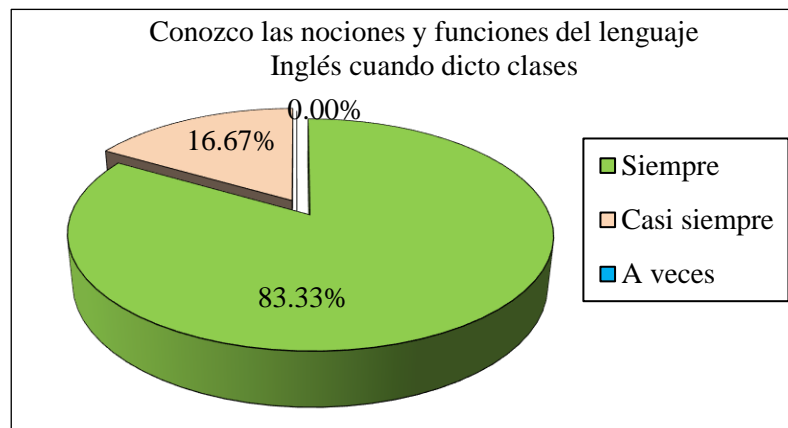
Made by: (Curipallo, 2019)

2. Conozco cuales son las nociones (contextos) y funciones (propósitos) del lenguaje Inglés cuando dicto clases

I know the notions and functions of the English language when I teach classes.

Option	Absolute frecuency	Relative frecuency
Siempre	5	83.33%
Casi siempre	1	16.67%
A veces	0	0.00%
TOTAL	6	100%

Made by: (Curipallo, 2019)

I know the notions and functions of the English language when I teach classes.

Made by: (Curipallo, 2019)

3. Considero que mis estudiantes tienen una comunicación significativa cuando usan el Idioma Inglés.

I consider that my students have a meaningful communication when they use the English Language.

Option	Absolute frecuency	Relative frecuency
Siempre	1	16.67%
Casi siempre	2	33.33%
A veces	3	50.00%
TOTAL	6	100%

Made by: (Curipallo, 2019)
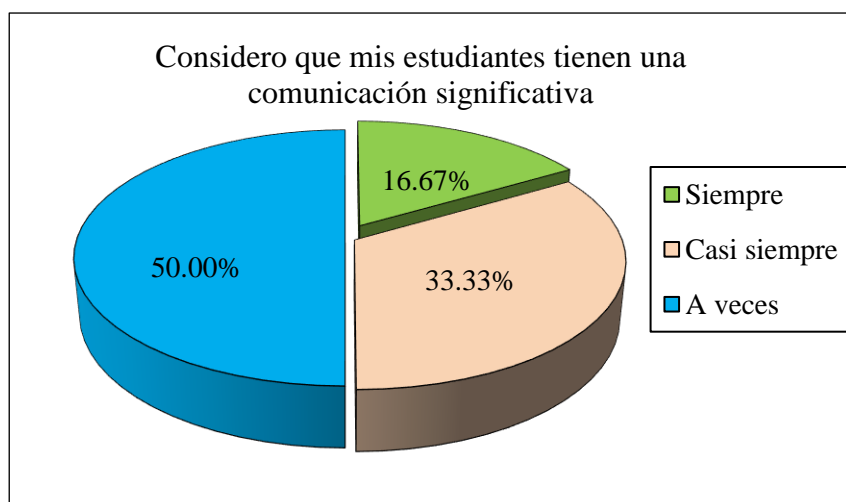
I consider that my students have a meaningful communication when they use the English Language.

Made by: (Curipallo, 2019)

4. Considero que mis estudiantes se sienten a gusto al comunicar sus pensamientos e ideas en Inglés.

I consider that my students feel comfortable communicating their thoughts and ideas in English.

Option	Absolute frecuency	Relative frecuency
Siempre	3	50.00%
Casi siempre	2	33.33%
A veces	1	16.67%
TOTAL	6	100%

Made by: (Curipallo, 2019)
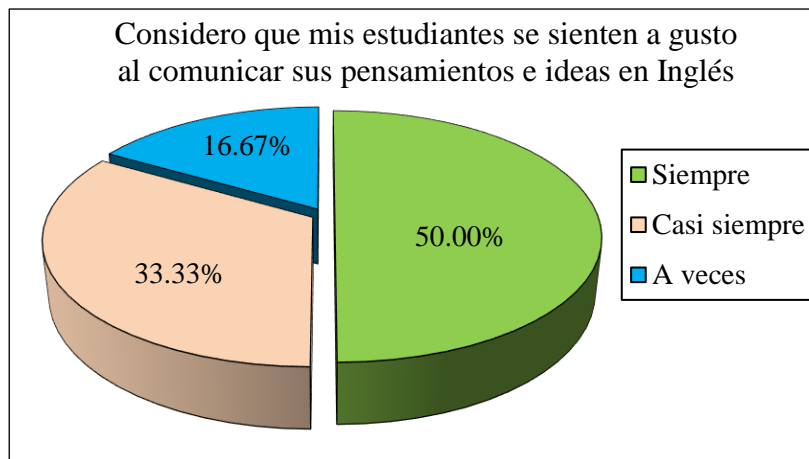
I consider that my students feel comfortable communicating their thoughts and ideas in English.

Made by: (Curipallo, 2019)

5. Noto que mis estudiantes aplican reglas gramaticales cuando hablan en Inglés.

I notice that my students apply grammar rules when they speak in English.

Option	Absolute frecuency	Relative frecuency
Siempre	1	16.67%
Casi siempre	3	50.00%
A veces	2	33.33%
TOTAL	6	100%

Made by: (Curipallo, 2019)
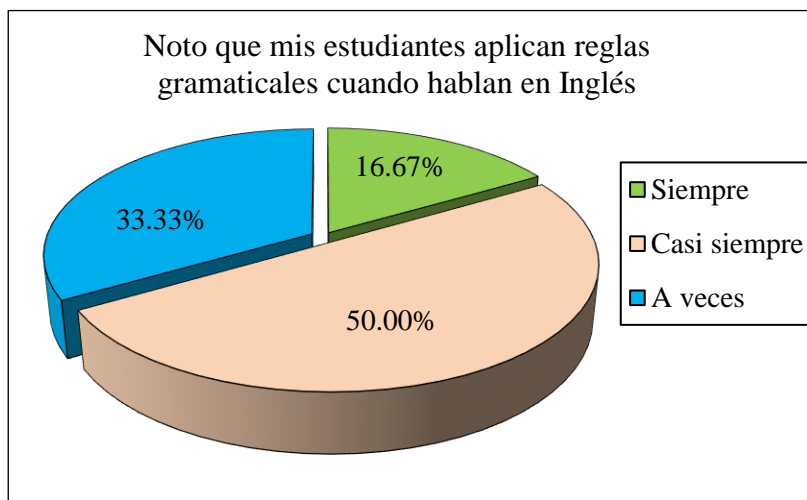
I notice that my students apply grammar rules when they speak in English.

Made by: (Curipallo, 2019)

6. Noto que mis estudiantes están conscientes del léxico (vocabulario) que usan cuando hablan en Inglés.

I notice that my students are aware of the lexicon they use when they speak in English.

Option	Absolute frecuency	Relative frecuency
Siempre	1	16.67%
Casi siempre	1	16.67%
A veces	4	66.67%
TOTAL	6	100%
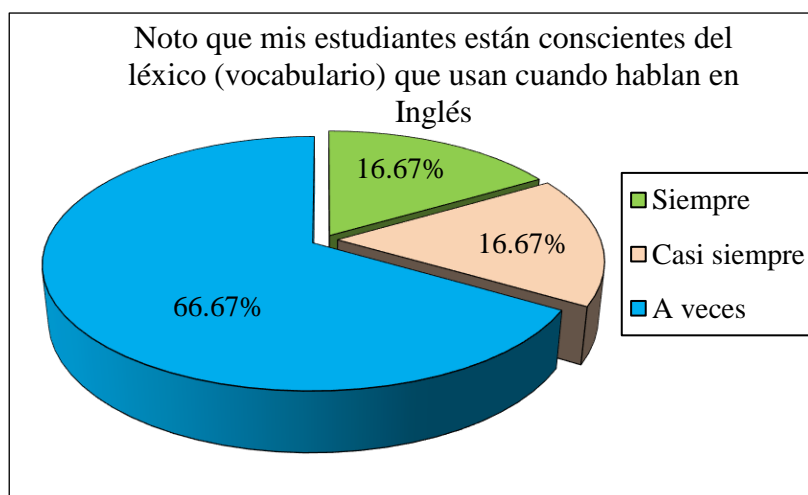
Made by: (Curipallo, 2019)

I notice that my students are aware of the lexicon they use when they speak in English.

Made by: (Curipallo, 2019)

7. Dan mis estudiantes respuestas espontáneas y fluidas a preguntas en Inglés.

My students give spontaneous and fluent answers to questions in English.

Option	Absolute frecuency	Relative frecuency
Siempre	1	16.67%
Casi siempre	2	33.33%
A veces	3	50.00%
TOTAL	6	100%

Made by: (Curipallo, 2019)
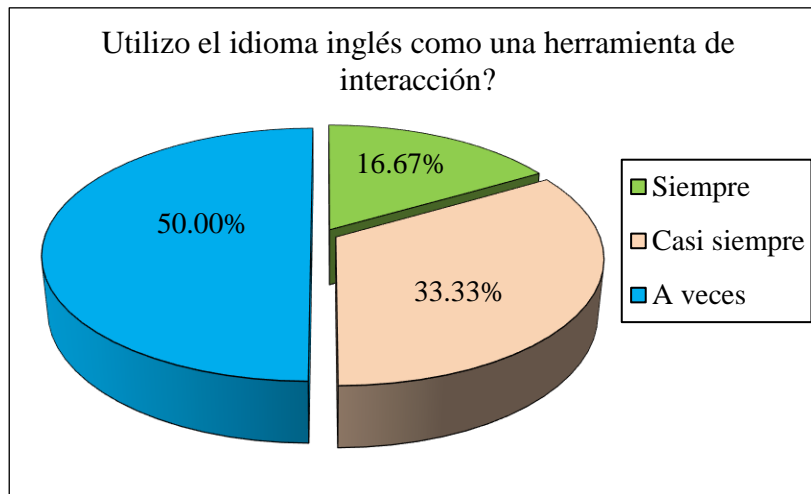
My students give spontaneous and fluent answers to questions in English.

Made by: (Curipallo, 2019)

8. Están conscientes mis estudiantes del Contexto (todo aquello que rodea la conversación) cuando usan el Idioma Inglés.

My students are aware of the context when they use the English Language.

Option	Absolute frecuency	Relative frecuency
Siempre	0	0.00%
Casi siempre	2	33.33%
A veces	4	66.67%
TOTAL	6	100%
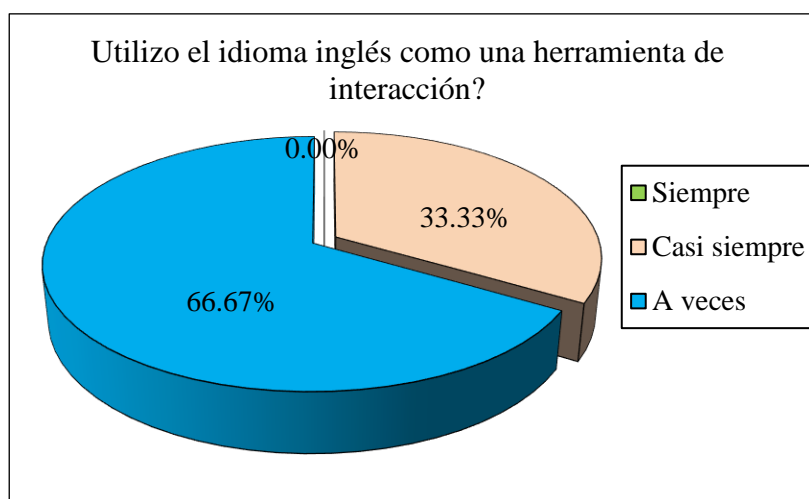
Made by: (Curipallo, 2019)

Utilizo el idioma inglés como una herramienta de interacción?

0.00%
33.33%
66.67%

- Siempre
- Casi siempre
- A veces

My students are aware of the context when they use the English Language.

Made by: (Curipallo, 2019)

Annex 5. Cambridge B1 Preliminary Exam format

**Preliminary English Test
Speaking Test**

Part 1 (2-3 minutes)

Phase 1
Interlocutor

A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?

(Hand over the mark sheets to the Assessor.)

A/B I'm .... and this is ....
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
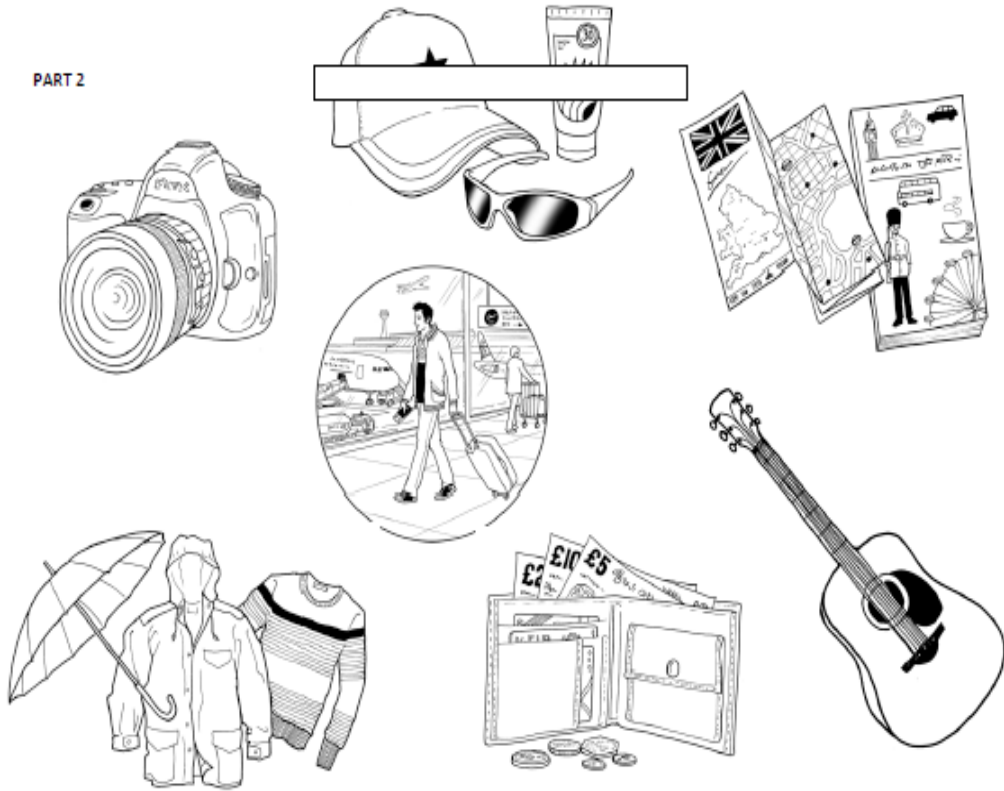Thank you.

Back-up prompts

B Candidate B, what's your surname?
How do you spell it?

Thank you.

How do you write your family / second name?

A And, Candidate A, what's your surname?
How do you spell it?

Thank you.

How do you write your family / second name?

(Ask the following questions. Use candidates' names throughout. Ask Candidate A first.)

Where do you live / come from?

Adult students
Do you work or are you a student in ....?
What do you do / study?

School-age students
Do you study English at school?
Do you like it?

Thank you.

(Repeat for Candidate B.)

Do you live in ....?

Have you got a job?
What job do you do? / What subject(s) do you study?

Do you have English lessons?

Source: https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/
Made by: (Curipallo, 2019)

Source: https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/

Made by: (Curipallo, 2019)

Preliminary English Test
Speaking Test

Speaking Test (City visit)

Part 2 (2-3 minutes)

Examiner
Say to both candidates:

I'm going to describe a situation to you.

A young man is going to visit a **city** for the **weekend**, but he **doesn't** enjoy **sightseeing**. Talk together about the different things he could do in the city and say which would be most **fun** for him.

Here is a picture with some ideas to help you.

*Ask both candidates to look at picture * on page * of the Student's Book and repeat the frame.*

I'll say that again.

A young man is going to visit a **city** for the **weekend**, but he **doesn't** enjoy **sightseeing**. Talk together about the different things he could do in the city and say which would be most **fun** for him.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Source: https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/
Made by: (Curipallo, 2019)

Speaking Test (Doing things at home)

Part 3 (3 minutes)

Examiner
Say to both candidates:

> Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of **people doing things at home**.
>
> Candidate A, here is your photograph. *(Ask Candidate A to look at photo "B on page " of the Student's Book.)* Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.
>
> Candidate A, please tell us what you can see in the photograph.

(Candidate A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Ask Candidate A to close his / her book.

> Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

Examiner

> Now, Candidate B, here is your photograph. It also shows **people doing things at home.** *(Ask Candidate B to look at photo "C on page " of the Student's Book.)* Please show it to Candidate A and tell us what you can see in the photograph.

(Candidate B)

Approximately one minute

Ask the candidates to close their books before moving to Part 4.

Part 4 (3 minutes)

Examiner
Say to both candidates:

> Your photographs showed **people doing things at home**. Now I'd like you to talk together about the things you **have** to do at home and the things you **like** doing at home.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

> Thank you. That's the end of the test.

Back-up Prompts

1. Talk about the things you **have** to do at home.
2. Talk about the things you **like** doing at home.
3. Talk about your **favourite** room in your home.
4. Talk about **inviting friends** to your home .

Source: https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/
Made by: (Curipallo, 2019)

A

B

Source: https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/

Made by: (Curipallo, 2019)

Annex 6. Test Rubrics

PARAMETERS	Needs Improvement 1 pts	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts
Pronunciation	**Needs Improvement** Students was difficult to understand, quiet and unclear speaking production.	**Satisfactory** Student was slightly unclear with pronunciation at times, but generally is fair.	**Good** Pronunciation was good and did not interfere with communication.	**Excellent** Pronunciation was very clear and easy to understand.
Vocabulary	**Needs Improvement** Students had inadequate vocabulary words to express his/her ideas properly.	**Satisfactory** Student was able to use broad vocabulary words but, cannot expand on his/her ideas.	**Good** Student used words learnt in class, in an accurate manner for the situation given.	**Excellent** Rich, precise and impressive usage of vocabulary learnt within and beyond classes.
Comprehension	**Needs Improvement** Students had difficulty understanding topics that had been discussed.	**Satisfactory** Student fairly grasped some of the topics that had been discussed. .	**Good** Student was able to comprehend and respond to topics that had been discussed.	**Excellent** Student was able to comprehend and respond clearly to topics that had been discussed.
Fluency	**Needs Improvement** Speech is very slow, stumbling nervous and with uncertain responses, except from short memorized expressions. Very difficult for a listener to understand.	**Satisfactory** Speech is slow and often hesitating with irregular sentences. Some sentences unclear but, student continues.	**Good** Speech is mostly smooth but with some hesitation, mostly clear.	**Excellent** Speech is very smooth, with a speed that comes closer to a native speaker.

Interactive Communication	Needs Improvement	Satisfactory	Good	Excellent
	Communication requires promoting and support there is not interaction..	Communication keeps interaction going with little support.	Communication responds appropriately interaction, maintain exchanges, despite some difficulties.	Communication initiates and respond properly, maintain and develop interaction while speaking.

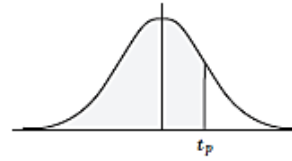Source: https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L47B46

Adapted by: (Curipallo, 2019)

Annex 7. Student t Distribution

Apéndice III

Valores percentiles (t_p)
correspondientes a
la distribución t de Student
con ν grados de libertad
(área sombreada $= p$)

ν	$t_{.995}$	$t_{.99}$	$t_{.975}$	$t_{.95}$	$t_{.90}$	$t_{.80}$	$t_{.75}$	$t_{.70}$	$t_{.60}$	$t_{.55}$
1	63.66	31.82	12.71	6.31	3.08	1.376	1.000	.727	.325	.158
2	9.92	6.96	4.30	2.92	1.89	1.061	.816	.617	.289	.142
3	5.84	4.54	3.18	2.35	1.64	.978	.765	.584	.277	.137
4	4.60	3.75	2.78	2.13	1.53	.941	.741	.569	.271	.134
5	4.03	3.36	2.57	2.02	1.48	.920	.727	.559	.267	.132
6	3.71	3.14	2.45	1.94	1.44	.906	.718	.553	.265	.131
7	3.50	3.00	2.36	1.90	1.42	.896	.711	.549	.263	.130
8	3.36	2.90	2.31	1.86	1.40	.889	.706	.546	.262	.130
9	3.25	2.82	2.26	1.83	1.38	.883	.703	.543	.261	.129
10	3.17	2.76	2.23	1.81	1.37	.879	.700	.542	.260	.129
11	3.11	2.72	2.20	1.80	1.36	.876	.697	.540	.260	.129
12	3.06	2.68	2.18	1.78	1.36	.873	.695	.539	.259	.128
13	3.01	2.65	2.16	1.77	1.35	.870	.694	.538	.259	.128
14	2.98	2.62	2.14	1.76	1.34	.868	.692	.537	.258	.128
15	2.95	2.60	2.13	1.75	1.34	.866	.691	.536	.258	.128
16	2.92	2.58	2.12	1.75	1.34	.865	.690	.535	.258	.128
17	2.90	2.57	2.11	1.74	1.33	.863	.689	.534	.257	.128
18	2.88	2.55	2.10	1.73	1.33	.862	.688	.534	.257	.127
19	2.86	2.54	2.09	1.73	1.33	.861	.688	.533	.257	.127
20	2.84	2.53	2.09	1.72	1.32	.860	.687	.533	.257	.127
21	2.83	2.52	2.08	1.72	1.32	.859	.686	.532	.257	.127
22	2.82	2.51	2.07	1.72	1.32	.858	.686	.532	.256	.127
23	2.81	2.50	2.07	1.71	1.32	.858	.685	.532	.256	.127
24	2.80	2.49	2.06	1.71	1.32	.857	.685	.531	.256	.127
25	2.79	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
26	2.78	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
27	2.77	2.47	2.05	1.70	1.31	.855	.684	.531	.256	.127
28	2.76	2.47	2.05	1.70	1.31	.855	.683	.530	.256	.127
29	2.76	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
30	2.75	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
40	2.70	2.42	2.02	1.68	1.30	.851	.681	.529	.255	.126
60	2.66	2.39	2.00	1.67	1.30	.848	.679	.527	.254	.126
120	2.62	2.36	1.98	1.66	1.29	.845	.677	.526	.254	.126
∞	2.58	2.33	1.96	1.645	1.28	.842	.674	.524	.253	.126

Fuente: R. A. Fisher y F. Yates, *Statistical Tables for Biological, Agricultural and Medical Research* (Tablas de estadísticas para la investigación biológica, agrícola y médica) (5a. edición), Tabla III, Oliver and Boyd Ltd., Edinburgh, con autorización de los autores y editores.

Source: Spiegel and Stephens (2009, p. 563).