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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA, COHORTE 2016

Tema: **"THE INTEGRATED SKILLS APPROACH AND THE COMMUNICATIVE COMPETENCE IN EFL STUDENTS."**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en Enseñanza del Idioma Inglés como Idioma Extranjero.

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2019

A LA UNIDAD ACADÉMICA DE TITULACIÓN DE LA FACULTAD

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"Te acordarás un día de aquel extraño amante, profesor de horas lentas con alma de estudiante. Aquel hombre lejano que volvió del olvido solo para quererte como a nadie ha querido, aquel que fue ceniza de todas las hogueras y te cubrió de rosas sin que tú lo supieras" José Ángel Buesa

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Tatiana Elizabeth

UNIVERSIDAD TÉCNICA DE AMBATO

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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA:

"INTEGRATED SKILLS APPROACH AND THE COMMUNICATIVE COMPETENCE IN EFL STUDENTS"

AUTORA: Licenciada Tatiana Elizabeth Martínez Zapata.

DIRECTORA: Licenciado Luis Armando Quisphe Hipo, Magíster.

FECHA: 28 de Junio de 2019.

RESUMEN EJECUTIVO

El objetivo de esta investigación fue determinar si el uso del Enfoque de Destrezas Integradas (ISA) por sus siglas en inglés influye o no en el desarrollo de la destreza comunicativa de los estudiantes de Inglés como Lengua Extranjera. La investigación fue llevada a cabo con la ayuda de un grupo de 30 estudiantes del nivel A1 de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la Universidad Nacional de Chimborazo. El enfoque de investigación fue cuali-cuantitativo ya que se utilizó material bibliográfico para sustentar la teórica de la investigación y estadística descriptiva para poder evidenciar de manera clara y concisa los resultados obtenidos tras la aplicación de encuestas y del pre y post test (instrumentos que fueron diseñados y utilizados para la recolección de datos y que posteriormente sirvieron para poder corroborar la hipótesis propuesta). Los instrumentos fueron aplicados a los 30 estudiantes; el pre test y sus resultados permitieron notar falencias en el desempeño de los estudiantes en el manejo de la competencia comunicativa; siendo así se procedió a aplicar el enfoque de destrezas integradas por cuatro semanas adaptando el material y los temas propuestos en el silabo y en el libro que se maneja correspondiente a la serie Top Notch de Pearson para después aplicar una nueva evaluación (post test). Una vez recopilados estos datos y comparados con los obtenidos en la aplicación del pre test, se pudo notar una mejora en la destreza comunicativa de los alumnos, motivo por el cual se pudo determinar que el uso del enfoque de habilidades integradas ayuda a mejorar el desempeño comunicativo de los estudiantes. Finalmente, se procedió a aplicar una encuesta para evaluar la percepción de los estudiantes frente a su desempeño comunicativo.

DESCRIPTORES: Inglés como Lengua Extranjera – Competencia Comunicativa –Destrezas del Lenguaje - Destrezas Integradas – Destrezas Productivas- Destrezas Receptivas – Listening- Writing –Reading- Speaking - Destrezas Aisladas – Comunicación.

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RESEARCH TOPIC:

"INTEGRATED SKILLS APPROACH AND THE COMMUNICATIVE COMPETENCE IN EFL STUDENTS."

AUTHOR: Licenciada Tatiana Elizabeth Martínez Zapata.

DIRECTED BY: Licenciado Luis Armando Quisphe Hipo, Magíster.

DATE: 28 de Junio de 2019

ABSTRACT

The objective of this research was to determine if the use of the Integrated Skills Approach (ISA), for its acronym in English, influences or not in the development of the communicative skills of students of English as a Foreign Language. The research was carried out with the help of a group of 30 students of A1 level of the Faculty of Education, Humanities and Technology Sciences at Universidad Nacional de Chimborazo. The research approach was qualitative-quantitative since bibliographic material was used to support the research theory and descriptive statistics in order to clearly and concisely show the results obtained after the application of surveys and the pre and post-tests (instruments that were designed and used for data collection and that subsequently served to corroborate the proposed hypothesis). The instruments were applied to the 30 students; the results of the pre-test showed the flaws of students in the management of communicative competence. Therefore, the Integrated Skills Approach was applied for four weeks, adapting the material and the topics proposed in the syllabus as well as in the course book that belongs to the Pearson's Top Notch series. After finishing the four weeks using the approach a new evaluation (post-test) was applied to each one of the students. Once these data were collected and compared with those obtained after the application of the pre-test, an improvement in students' communicative competence could be noticed, this was why it could be determined that the use of the Integrated Skills Approach helps to improve the communicative competence in EFL students. Finally, a survey was applied to assess the students' perception toward their communicative performance, resulting in a positive point of view after applying the approach.

KEY WORDS: English as a Foreign Language - Communicative Competence - Communicative Performance - Integrated Skills – Receptive Skills – Productive Skills - Listening –Reading – Writing- Speaking - Isolated Skills – Communication

INTRODUCTION

English language for many years has been seen as the language of power, the language of success, the language of progress and also as the language of the dreams perhaps this is because English is the mother tongue or it is the second language of the majority of the most powerful and developed countries in the world. English has spread so quickly and so widely that now it is indisputably the world´s lingua franca and it the link that joins nations in such important aspects like sports, contests, technology, trade and science.

For all the reasons presented before, learning English has become not just like but a need and this is why teachers and students of EFL everyday give their best to achieve the goals that have been established in the curriculum; even though, it is easy to notice how students still have many lacks and flaws when using English, especially when we talk about the development of their communicative competence.

The following research was designed thinking about the need of looking for an answer that helps to overcome the difficulties that students of the Education Faculty at Universidad Nacional de Chimborazo face every day in their English lessons when they are required to communicate. in the attempt of finding a solution to this problem, the idea of using Integrated Skill Approach (ISA) in the EFL lessons emerged since this approach focuses on the development of all the skills in one single lesson, it gives them the opportunity of practicing vocabulary, sentence structure and other parts of the speech in a confident and comfortable environment while they listen, write, read and speak in the target language.

The content of the research was structured and is presented as follows:

Chapter I: This chapter contains the topic of the research, the background of the problem, the justification in which the beneficiaries, the purpose and importance of the project are detailed and also the main and specific objectives.

1

Chapter II: this chapter contains the research background, the main foundations of the research, the theory that supports the two variables and the hypothesis formulation.

Chapter III: In this chapter the methodology of the search is presented as well as the level and type of the investigation. Furthermore, chapter three also presents the population, the operationalization of variables the methods of data collection.

Chapter IV: the fourth chapter presents the analysis and interpretation of the results after applying both the pre and the post-test. The hypothesis verification can also be found in this chapter.

Chapter V: the conclusions and recommendations were settled down in chapter number five.

Chapter VI: this chapter contains the proposal of the research, the same that consists on creating a training workshop for UNACH EFL teachers where they will learn the importance of using ISA in their EFL lessons and how to create lesson plans using this approach.

Finally the annexes that were considered relevant were attached at the end of the research after chapter VI.

CHAPTER I

1. THE PROBLEM

1.1. Topic

"Integrated Skills Approach and the Communicative Competence in EFL students".

1.2. Problem Statement

1.2.1 Contextualization

Since nowadays English language has taken a huge importance worldwide in different aspects, its learning as a subject has also taken relevance in the Ecuadorian curriculum. It does not matter the age; students from elementary schools to university levels must learn English and also improve their level in order to show how proficient they are when using the language, this is why in the present days they receive at least five hours a week of English as a Foreign Language (EFL) (Espinoza, 2014) in order to reach the goals described in the curriculum the same that were designed based on the Common European Framework of Languages.

Currently, Ecuadorian English teachers must accomplish one of the objectives of the curricular proposal that is to develop students' understanding of the world, and their ability to communicate their points of view through the use of a foreign language (Espinoza, 2014). It is important to state that Ecuadorian teachers know how to enhance their pedagogy applying tools, methods and strategies to address the accomplishment of the proposed objectives.

They can get data to draw conclusions that would help them to develop accurate instructional approaches (Burgin, 2017). Even thought and despite to the constant training teachers are exposed to, according to the English Proficiency Index (EPI) Report in 2018, Ecuador has a low proficiency level (48.52/100) in this language, raking – at a global scale – 65 among 88 evaluated countries around the world, in Latin America its position is the 13th (Index, 2018).

(Morales, 2015) states that in Ecuador, "there has never been a national strategy for the teaching of foreign languages", which can be considered as an important factor that can possibly cause poor English students´ performance. Besides, by analysing the students´ performance averages in the lessons in the explored scenarios, it is noticed the lack of interest and motivation towards learning the target language, what brings as a consequence not very favourable academic results.

Teachers, nowadays, have to give praise and encouragement for the positive aspects of students' work, use authentic materials to establish a real experience and test students´ performance in communicative situations combining the four skills of the language. As it was suggested by (Almarz, 2014)"Teaching EFL does not only involve to teach English sounds systems, grammatical structures or vocabulary; but the practice in real context in which students can be able to understand, produce and communicate using the target language" therefore, the main task that teachers should do is to provide students with situations where they can communicate using the four skills of the language.

The idea of working with skills integration to improve students' performance is based on the basics of Integrated Skills Approach, also known as ISA, the same that defends the clue that any of the four English language skills is hardly done in isolation; the approach supports that the use of integrated skills in the classroom, gives students the opportunity of practicing natural interaction and, at the same time it also increases students 'motivation for learning the target language (Sevy-Biloon, 2018) for instance, suggests that when people are exchanging information in a conversation, they are listening as well as speaking, in order to interact with the

person they are talking to. In the case of lecturers, for instance, they read notes they have written previously and, in the same situation, people who are listening to lectures are also taking their own notes, an activity that could even provoke a conversation or at least a comment among the people attending the lecture; for this reason, (Harmer J. , 2007) suggests that "If skill use is multi-layered in this way, it would make no sense to teach each skill in isolation. We will, therefore, it is important to look at how input and output are connected in the classroom, how skills can be integrated and how skill and language work are connected." Thus, integrating English language skills in a lesson is a natural process of "skill-mixing" that   facilitates   teachers "to   provide   maximum   learning opportunities for the different students in classes, it makes sense to integrate different skills" (Harmer J. , 2010)

Universidad Nacional de Chimborazo is located in the Chimborazo province of the Northern Highlands region of Ecuador. This Higher Education Institution provides academic formation for approximately 9000 students. Furthermore, there are 5.127 students currently enrolled in the English credit courses of the university. At Universidad Nacional de Chimborazo, the learning of EFL is also of great importance in the curriculum of the various careers and faculties; Thus, the students (regardless of their field of study) receive a total of six contact hours of English a week, which are complemented with the activities of the virtual platform, all with the aim of reaching the level B1 and soon the B2 level according to the Common European Framework. Within this context, it is mandatory for students to develop an accurate English communicative competence the same that is not completely reached. When evaluating the contents that have been treated in each one of the units of the book that is handled of the Pearson's Top Notch series, it has been detected that there are biggest flaws committed by students; most of them are not able to communicate their ideas in an accurate and fluent way; they make mistakes when using grammar patterns, they do not remember the new words that appear through each one of the lessons of the unit and of course these aspects have a great importance in the development of students' communicative competence; since the

skills are seem in isolation, students are not able create a meaningful learning and in consequence the communicative goals cannot be totally accomplished.

One of the benefits that ISA brings to the EFL classroom, is that by integrated skills, teachers provide certain input the same that will become a base for output and the combination of both will finally convert into real and meaningful communication (Almarz, 2014). Consequently, this research constitutes the perfect opportunity to demonstrate the correlation that can exist between Integrated Skills Approach and the development of communicative competence and, at the same time; these results will be a contribution to the English Foreign Language studies in communicative competence linked to integrated skills approach.

Problem Tree

EFECTS

| Low confidence to communicate | Low opportunities to communicate in English | Passive student in the classroom | Reduced development in students' communicative competence |

PROBLEM

Limited use of Integrated Skills Approach to develop communicative competence.

CAUSES

| Lack of motivation to learn the target language | Lack of exposure to authentic English materials | Institutional English course book does not promote communicative competence. | Teachers use scarcely interactive activities during their classes. |

Figure Nº 1. Problem tree analysis.
Created by: Tatiana Martínez.

1.2.2 Critical Analysis

Listening, Speaking, Reading and Writing are the main skills which are essential in the learning of English language. These skills are learned with errors and difficulties of grammar and pronunciation during the course of students´ life. The analysis of the causes and effects provides information to know the factors that hinder a good development of English communicative competence in the students at Universidad Nacional de Chimborazo.

First, the lack of motivation to learn the target language is evident because of the inadequate methods used within the classroom and the limited updating of knowledge of the teaching-learning process by part of the teachers. It is an actual problem in the institution, because students develop in a traditional teaching environment where communicate competence is not taken into consideration.

Likewise, teachers avoid using authentic English materials offering a source of input that raises students' awareness of a wider range of discourse features. This situation lows the opportunities to communicate in English.

Moreover, it is clear that the traditional features of the institutional English course book does not promote communicative competence, for this reason, students are passive individuals who do not enjoy learning the target language.

Finally, interactive activities during English classes are odd. It raises the educational demotivation contributing to low the students´ performance since students at bored easily in traditional teaching environments. It is imperative that teachers use strategies and interactive activities to ensure a comprehensive training where students feel confident to communicate in a freeway.

1.2.3 Prognosis

Nowadays it is known that traditional teaching does not allow students to improve their English communicative competence. If teachers remain using traditional

methodologies, students will not be encouraged and motivated to learn a foreign language. Likewise, this situation is a barrier that prevents meeting the requirements of the new curriculum that states students must reach a B1 level of English proficiency to get graduated and to attend a master program.

Researchers have stated that integrated skills approach is an accurate way to involve students in the teaching and learning process. For this reason, if EFL teachers at Universidad Nacional del Chimborazo take into account integrated skills approach in teaching, students will develop English communicative competence.

1.2.4 Research Problem Formulation

How does the use of Integrated Skills Approach influence in the development of communicative competence in EFL students?

1.2.5 Research Questions

- What is the level of students' communicative competence at the beginning and at the end of the course?

- How to apply the Integrated Skills Approach in the group of study?

- What is the relationship between Integrated Skills Approach and students' communicative competence?

1.2.6 Delimitation of the research problem

Field: Education.

Area: Language teaching.

Aspect: Integrated Skills Approach in language teaching.

1.2.6.1 Time Delimitation

First term of the semester April – August 2019.

1.2.6.2 Spatial Delimitation

Language Centre of Engineering Faculty of Universidad Nacional del Chimborazo.

1.3. Justification

Based on the parameters of the new Ecuadorian Education Law and in the new curricular redesign, it could be noticed that learning English plays an important role in the educational formation of every student of the country; being so, one of the most important points that teachers have to think about is how to develop new methods, strategies, techniques and approaches to help to improve students' use of the target language.

The interest in conducting this research is to evaluate the effects that using the integrated skills approach can have in the development of EFL students´ communicative competence at Universidad Nacional de Chimborazo. It is also intended to know if new approaches as the one previously mentioned are useful to get better results in the EFL students' communicative competence. In addition, this investigation is important because in our country, learning English is a mandatory requirement; students and teachers need to accomplish the goals established in the curriculum emphasizing more in the development of communicative skills. (Constante, 2016).

The research that was carried out is relevant and original for the institution, since no other research, referring to the subject matter of this thesis work, has been found; perhaps because the use of integrated skills in the classroom is not a well-known topic and also because most teachers still focus on the development of grammar and vocabulary and other skills in isolation, they do not see them as whole set in which

each one complements and helps to the development and improvement of other skills.

On the other hand, the topic is also relevant since most of the research works that have been read and have a close relation to this research pay more attention to the use of other approaches and strategies; the use of integrated skills in the EFL classrooms is new in our country, this is why the results that will be gotten at the end of this work, will definitely help to the English foreign language research studies.

It is considered that this investigation is feasible since the authorities of the institution where the research is going to be developed, open the doors without any doubt, and will give all the necessary facilities and support to conclude this work successfully.

At the end of this research the main beneficiaries were the following: firstly, the students, since they need to improve and carry out activities to improve their EFL level in order to accomplish the requirements that have been stipulated by the institutional authorities (in this case, the proficiency B1 test) Second, English teachers who will realize the benefits that the use integrated skills have to improve students communicative competence.

1.4. Objectives

1.4.1 General Objective

- To identify the relation between Integrated Skills Approach with the communicative competence in students at Universidad Nacional de Chimborazo.

1.4.2 Specifics Objectives

- To determine the level of students' communicative competence at the beginning and at the end of the course.

- To apply the Integrated Skills Approach in the group of study.

- To establish the relationship between Integrated Skills Approach and the communicative competence.

- To design a guide of Integrated Skills Approach activities to be applied in the EFL classroom in order to enhance students' communicative competence.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1   Research Background

After an extensive literature review, some studies and papers related to the use of integrated skills and the development of communicative competence have been found, the same that will be described now:

(Muñoz, 2011) In her research: *"Integration of the four skills of the English language and its influence on the performance of second grade high school students"* applied this approach to compare the students' performance with the use of Integrated-skill in the application of TOEIC Bridge Test sample. After concluding the research, the following result were gotten: first; they conclude that the use of integrated skills has effects on students' performance, they also conclude that the success of the approach relies on how the teacher integrates de skills in a lesson in order to create all the time a real communicative situation.

She also argues that teachers have a great impact on students learning as well as what he or she does to motivate students to be interest in learning the target language, classroom management and the environment are important factors to reach the success we want in the lesson. On the other hand, she also makes a comparison and describes the results that the other group (where integrated skills approach was not applied) got, the results were not the same, and in this case students were not able to reach the desired results on the test.

(Tavil, 2010) in the paper "Integrating listening and speaking skills to facilitate English language learners´ communicative competence" argues that listening and speaking are most commonly integrated in real life; he also explains that the integration of language skills involves linking them in such a way that what has been learnt and practice in one skills is reinforced and even expanded in the use of the other skills of the language: "The use of any skill may quite naturally lead to the use of other". He also establishes that "the more skills are taught individually, the less communication will take place in the classroom"; this is why skills should be learnt in integration to in order to develop good oral communicative competences. For this research, a pre and post-test were used; the tasks to develop the integration of both skills were carefully designed and most of the time information gaps were used. At the end of the research it was easy to see that the use of integrated skills had a huge and great impact on students' communicative competence performance and as Harmer (2007) states "we have to think to understand, using any or all of our language knowledge to get meaning from what we are seeing or hearing." In other words, any of the four skills of the English language demand considerable language activation on the part of the learner; the brain is focused on the texts learners interact with.

(Tajzad, 2014) In the paper: "Exploring EFL Learners perceptions of Integrated Skills Approach: A Grounded Theory" explores the student´s perceptions in front of this approach. This qualitative study relates the situation that Iran EFL students and teachers face every day in the classroom; " learners had an acceptable knowledge of language components such as: grammar and vocabulary; but they can rarely communicate in English" the authors suggests that this situation mainly occurs because class time is completely dedicated to grammar and vocabulary learning and also to the development of isolated skills such as reading and writing; even though, students hardly ever find the chance to integrate and practice all the skills together.

2.2 Philosophical Foundation

Emphasis was placed on the social constructivist paradigm, since it is well known that students' learning does not take place alone and that it depends on many social factors that surround them, such as their learning rhythm, the opportunities they have to carry it out and the tools they have to do so. This aspect is taken into account and respected above all, trying to use everything that is available to ensure that the result is the best and the students' learning is meaningful. To have a real philosophy of education, it consists to analyse education, beginning with the criticism of the general theory of education, consisting on a critical evaluation and reflection upon general theories. It means that we must start from a philosophical process to face educational problems, using a philosophical method and a philosophical attitude to get philosophical conclusions and results (Dhavan, 2005). This research is also based on the critical proactive paradigm; critical since it analyses a social reality within the educational institution; and proactive because an alternative solution of stated problems, it is about getting an active class where students of the Universidad Nacional de Chimborazo are active, critical and everyone is involved.

2.2.1 Ontological foundations

Today there are a variety of methodologies and strategies specifically focused on teaching oral skills that propose different strategies, one of which is learning that refers to communicative strategies, to achieve a single objective that is to learn and fulfil the communicative purpose of teaching the English language.

2.2.2 Epistemological foundation

Although it is true that oral proficiency in English is important to develop it as an indicator of language learning, it must be taken into account that each student is a different being and therefore will have different interests and tastes for certain subjects referring to the educational field. For this reason, there are students who do not reach the same level of language proficiency as others as there are several

factors influencing this; for example, social factors, economic factors and everything related to their environment.

2.2.3 Axiological foundation

Within this research problem, some very important values such as: participation is the value that students will have to practice in class during and after the application of the strategies for the improvement of oral expression; thus, and only in this way, with participation and practice they will contribute to the process of this research to achieve those objectives proposed where the main beneficiaries are themselves. The perseverance which must be practiced in this case by both the teacher and the student. Teachers should not neglect, let alone forget, to go hand in hand with the advancement of technology, strategies, and methods for innovation and the best language teaching, in this case, their oral skills.

2.3 Legal foundation

Plan Nacional del Buen Vivir (2013 – 2017):

Objective 4. Strengthen the capacities and potential of citizens.

Policy 4.8. Promote intercultural dialogue as an articulating axis of the pedagogical model and the use of the educational space.

Guidelines 4.8. Promote the learning of a foreign language under the parameters of international accreditation, from early education to higher education.

Art. 31 of the Ecuadorian Higher-Education Bylaw states that Ecuadorian Higher Education Institutions guarantee a specific foreign language proficiency level as a graduation requirement for their students. This requisite is to be observed regardless of the inclusion or not of foreign language instruction within the curricula of the programs offered by the higher education institutions. In the case of universities,

the required proficiency is a B2 level according to the Common European Framework of Reference for Languages (CEFR).

2.4   Fundamental Categories

Dependent Variable = Communicative competence

Independent Variable = Integrated language skills approach.

2.4.1 Fundamental Categories Network
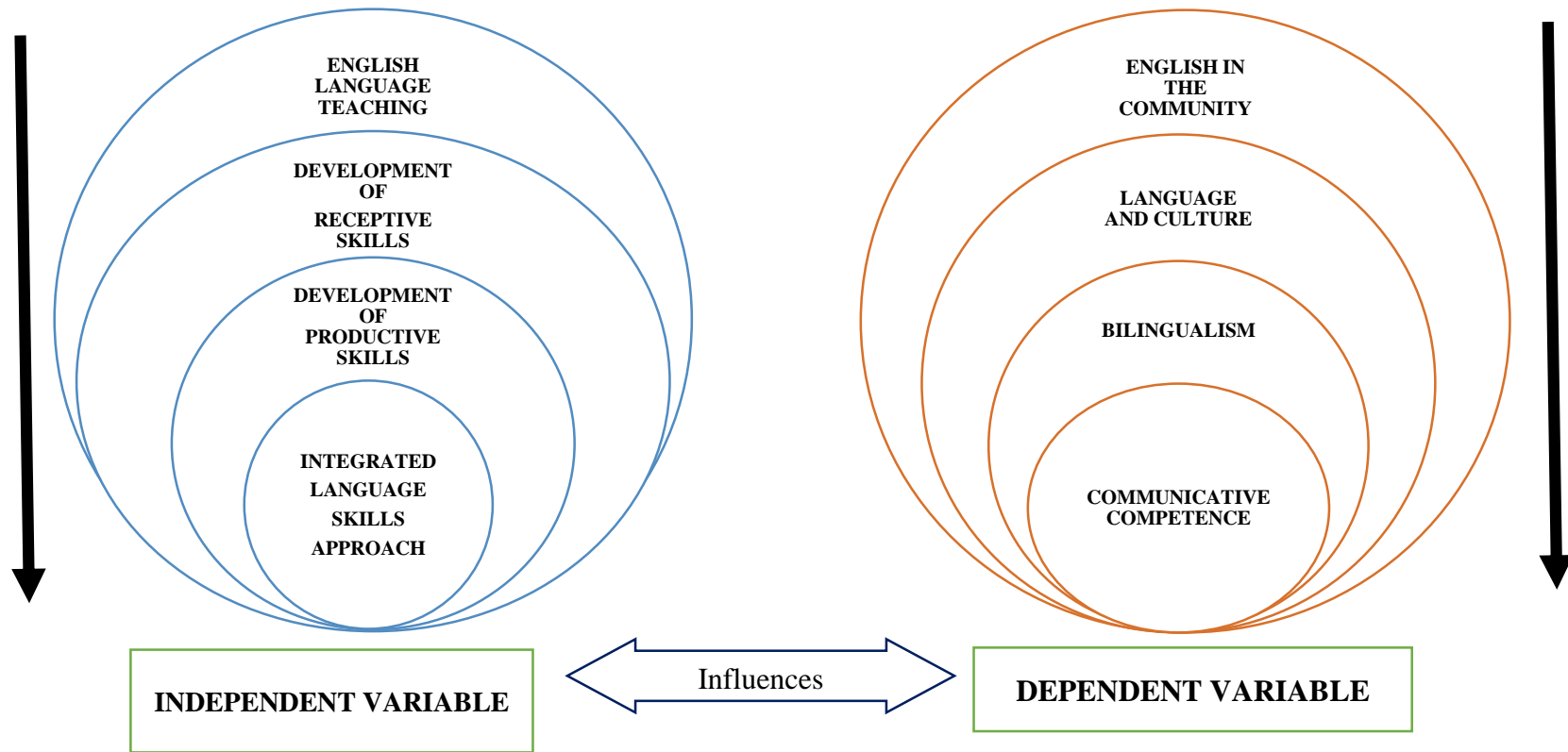
Figure Nº 2. Fundamental Categories.
Created by: Tatiana Martínez

2.4.2 Independent Variable Interrelated Graphics
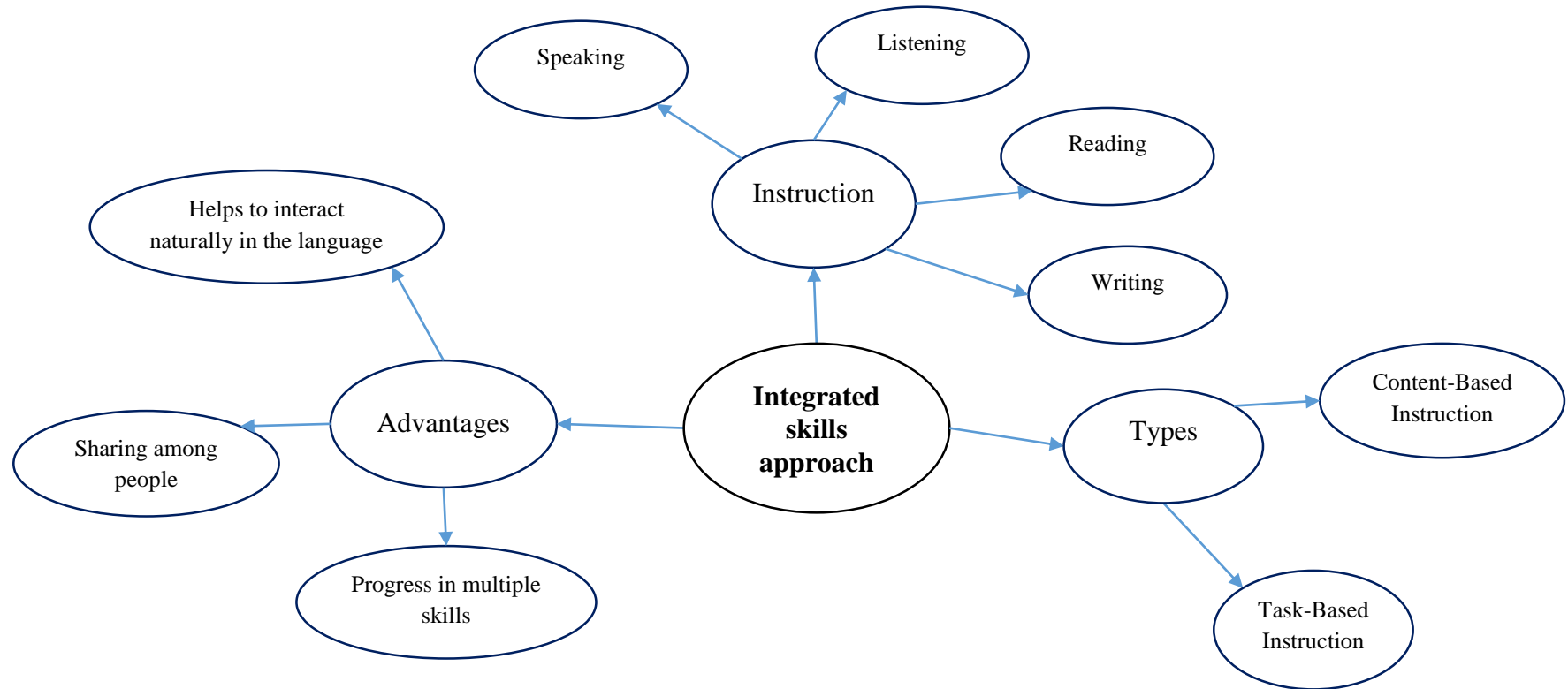
Figure Nº 3. Graphics Independent.
Created by: Tatiana Martínez

2.4.3 Dependent Variable Interrelated Graphics
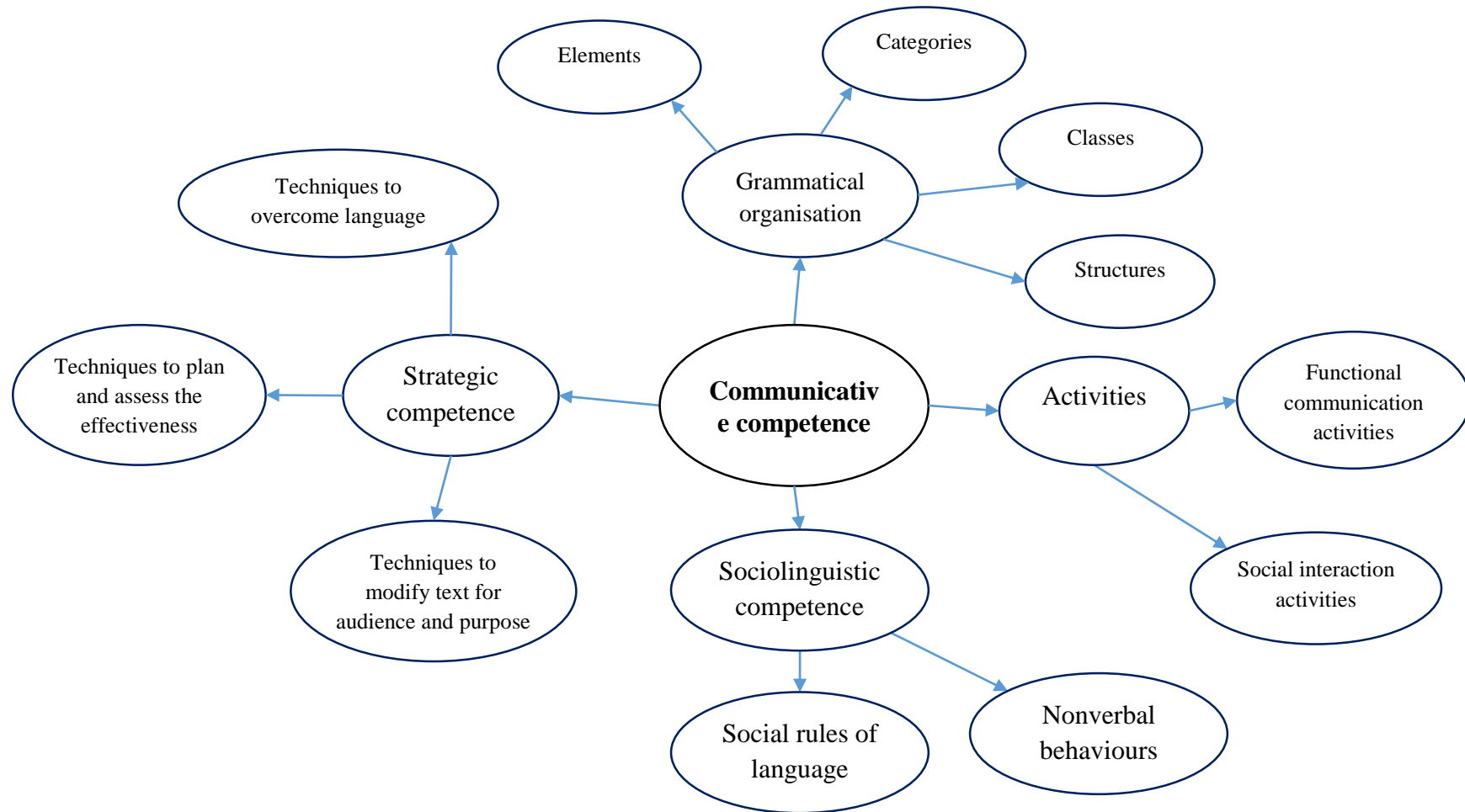
Figure Nº 4. Graphics Dependent.
Created by: Tatiana Martínez

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2.5 Dialectical View of Conceptualizing Variables

2.5.1 Independent Variable Theoretical Framework

2.5.1.1 English language teaching

Nowadays, English is considered a lingua franca since it is used to communicate between two people from different places in the world or to study; and English is leading role in the media. This language is taught all over the world in face to face or online programs.

Harmer (2010) states that people is learning English around the world for different reasons:

1. Target language community.- People is moving into countries where English is the main language.
2. English for Specific Purposes (ESP).- People need to use English in a specific context like tourism, business, banking and others.
3. English for Academy Purposes.- Students learn English in order to study at an English-speaking university, or because they want to access English-language academic texts. Business English students, for example, need to spend a lot of time focused on the language needed for specific business transactions and situations.
4. General English. - Students of general English often do not have a particular reason for taking English subject, they simply wish to learn to use the language successfully.

Moreover, there are different context of teaching English (Harmer J. , 2010):

1. English as a Foreign Language (EFL).- English is taught in contexts where English is not the mother tongue or first language (FL).
2. English as a Second Language (ESL).- Living in target community and emphasis dialect.

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3. English for Speaker of other Languages (ESOL).- Global-International communication.

The teacher in the classroom

According to Harmer (2010) English teacher´s performance plays an important role the management of the class environment. The most relevant fact is the way teacher faces to situations in class, the aware degree to what is going on, often marks the difference between successful teaching and unsatisfactory lessons. There are some concerns on the students' perception of teachers.

- **Proximity**

Teachers need to take in mind that some students are not comfortable when the teacher stands or sits close to them or distance is a indication of coldness. Teachers must be aware of how close they are to their students, should take this into account when assessing their students' reactions and should, if necessary, modify their behaviour.

- **Appropriacy**

The general way in which teachers sit or stand in classrooms is called appropriacy. Teachers create an extremely friendly atmosphere by bending down when they work with students in pairs. In this way, they are at the same level as their seated students. However, some students find this informality worrying.

All the positions teachers take - sitting on the edge of tables, standing behind a lectern, standing on a raised dais, and others - make strong statements about the kind of person the teacher is. It is important, therefore, to consider what kind of effect such physical behaviour has so that we can behave in a way which is appropriate to the students we are teaching and the relationship we wish to create with them. If we want to manage a class effectively, such a relationship is crucial.

- **Movement**

Some teachers tend to spend most of their class time in one place - at the front of the class, for example, or to the side, or in the middle. Others spend a great deal of time walking from side to side, or striding up and down the aisles between the chairs. Although this, again, is to some extent a matter of personal preference, it is worth remembering that motionless teachers can bore students, while teachers who are constantly in motion can turn their students into tennis spectators, their heads moving from side to side until they become exhausted.

Most successful teachers move around the classroom to some extent in order to retain their students' interest when they go to help a pair or group of work.

- **Awareness**

In order to manage a class successfully, the teacher has to know what students are doing and, where possible, how they feel. This means watching and listening just as carefully as teaching. This will be difficult if we keep too much distance or if we are perceived by the students to be cold and aloof because then we will find it difficult to establish the kind of rapport.

Awareness means assessing what students have said and responding appropriately. It is almost impossible to help students to learn a language in a classroom setting without making contact with them in this way. The exact nature of this contact will vary from teacher to teacher and from class to class.

Finally, it is not just awareness of the students that is important. We also need to be self-aware, in order to try to gauge the success (or otherwise) of our behaviour and to gain an understanding of how our students see us.

The teacher's physical approach and personality in the class is one aspect of class management to consider. Another is one of the teacher's chief tools: the voice.

English teaching and learning process

Teaching and learning process is a "Combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction." (Ololube, Kpolovie, & Ndiku, 2015). Therefore, teaching and learning is a holistic process where teachers and students play a relevant role. It is due to the fact that teachers are the responsible for taking into account their students' needs, desires and preferences in order to achieve their objectives through the plans that will be applied in the classes. In contrast, students must have a positive attitude to participate in a collaborative way with the instructional process, to create their own knowledge while the teacher monitors their work (Ololube, Kpolovie, & Ndiku, 2015).

The aims of a language teaching course are very often defined with reference to the four language skills: understanding speech, speaking, reading and writing. (Widdowson, 1978) . Mundhe (2015) states the language is a tool for communication and human use it to practice it for getting and transfer information among themselves. Communication occurs orally or written, oral communication contains listening and speaking, and written communication includes reading and writing. These skills are grouped differently: reading and listening are receptive skills since they are used to receive information, and speaking and writing are productive ones as they are useful for creating and transmitting information.

2.5.1.2   Development of receptive skills

Reading

Some of linguists define reading as the process to acquire, to comprehend, and to catch the message of a text. And also reading is a process to get information and to understand a written text.

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Falk-Ross (2015) defines reading as "a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning." Likewise, "reading is the construction of the meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning, at an understanding" (Day, Extending extensive reading, 2015). Reading is a process in which individuals decode a written message using a critical and analytic reflection.

Dambacher (2010) remarks that the reading process is "determined by the bottom-up processing of visual information". It is a processing strategy of the reading system (Birch, 2015). This process follows an order; first it is important to interpret letters and words. Then, in this processthe reader has to perceive phrases and paragraphs in order to interpret the whole text (Maroof, 2016).The most important characteristic for developing this processing is to observe the sequence in which the words occur in order to identify and understand the text (Dambacher, 2010).

Grellet (1981) lists main text-types we face every day.

- Novels, short stories, tales, essays, diaries, anecdotes and biographies.

- Plays.

- Poems, limerick, nursery rhymes.

- Letters, postcards, notes.

- Newspaper and magazines.

- Specialized articles, reports, reviews, business letters, summaries.

- Handbooks, textbooks, guidebooks

- Recipes.

- Advertisements, travel brochures, catalogues.

- Puzzles, problems, rules for games.

- Comic strips, cartoons and caricatures, legends.

- Statistics, diagrams, charts, time tables, maps.

- Telephone directories, dictionaries, phrasebooks.

People read a text for many purposes. If the purpose of reading is pleasure, the reading will be either quickly or slowly based on the interest. Nevertheless, if reading is for studying or researching which are part of their study or assignment reading is very slowly and carefully.

According to (Brown, 2001), there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.

Mundhe (2015) mentions some technique for teaching Reading skills:

- The reader need not either seek or find in a text all or only what the writer has put into what the writer. In order to understand a text, each reader brings to it different types of knowledge to make meaning.

- The teacher's main task is to help make students' reading efficient and effective by intervening differently at different stages in its development.

- Equip the school library with plenty of books and journals or magazines at the appropriate levels. This will require the co-operation from teachers belonging to all subjects and every department.

- Dictionary – based activities: pages from a good dictionary can be given to the learners and reading activities such alphabeting words or finding out abbreviation may be set.

Types of readings

1. Intensive Reading

Intensive reading means careful reading through every word of a text from beginning until the end focusing on the language rather than the text. This activity focuses to emphasize the accuracy activity involving reading for detail (Grellet, 1981).

2. Extensive Reading

Extensive reading is slow while intensive reading focused on the language rather than a text. It includes learner reading text delight and to develop general reading skill reading a newspaper, article, short story or novel. (Grellet, 1981)

Skimming is quickly running one's eyes over a text to catch the essence of it. While scanning is quickly going through a text to find a specific piece of information. For example: if a person wants to find a job vacancy in order to locate a special piece of information, that activities is called scanning. But if the reader read each paragraph in order to know about what it deals about their reading that is called skimming. (Grellet, 1981).

Authenticity

Choosing reading materials is a difficult task and instructors must be aware of many aspects before selecting specific material for their students.

Grellet (1981) affirms that "Authentic texts are vital; they motivate students, offer a real context, transmit the target language culture, and prepare students to read outside the classroom. Likewise, Brown (2001) asserts "Simplifying. or 'doctoring up ' an existing short story or description is therefore not only unnecessary but also is a disservice to students who are thereby deprived of original material with its natural redundancy, humour, with , another captivating features.

When teaching reading, instructors must consider all of the above aspects and our purpose or objectives. If our intention is to help our students read, then why are we simplifying texts.

Activities to develop reading

Greenall and Swan (1986) outlines some micro skills that are found in current reading materials in ELT.

- Extract main ideas: helps to read in general sense. It is called skimming.

- Reading for specific information: helps to look for the information needed. It is called scanning.

- Understanding text organization: this activity encourages to recognize how a passage or paragraph is formed.

- Predicting: it makes it easier to see what information is new.

- Checking comprehension

- Inferring.

- Dealing with unfamiliar words.

- Linking ideas.

- Understanding complex sentences.

- Understanding writer´s style.

- Evaluating the text

- Reacting to the text

- Writing summaries.

Listening

Listening is defined as an invisible mental process, making it hard to explain. Listeners must distinguish between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret all of this within the immediate as well as a larger socio-cultural context of the utterance (Wipf, 1984). Likewise, listening is a four-stage process: receptive orientation, constructive orientation, collaborative orientation and transformative orientation. Listening is a complex, active processes of interpretation in which listeners match what they hear with what they already know (Rost, 2002).

Similarly, Brown J. Donald et. al. (2000) state that listening is "receiving, analyzing and interpreting oral signal that come to some-one and creating messages of the speaker." Brownell (2000) defined listening as "a definite, usually voluntary, effort to apprehend acoustically."

After the introduction of the Total Physical Response (TPR) and Natural Approach the interest in developing listening skill gained relevance. The TPR and Natural Approach put much attention to listening in order to increase students´ confidence in classroom before they speak. After these approaches, listening began to have an important place in language classrooms as reading, writing and speaking skills (Brown, 2001).

According to Buck (2004) to understand the complex nature of listening, it is essential to understand the different types of knowledge that involves in listening:

1) Linguistics knowledge. - it refers to linguistic knowledge that includes phonology, lexis, syntax, semantics and discourse structure.

2) Non-linguistics knowledge. - includes the knowledge about the topic and the context as well as general knowledge about the world and how it works.

These stated types of knowledge determine how individuals process the incoming sound. The linguistics knowledge shapes the bottom-up model, and the non-linguistic knowledge shapes the top-down model (Buck, 2004).

The bottom-up model in listening especially focuses on sounds, words, intonation, grammatical structures, and the other components of spoken language. Brown (2001) summarizes the bottom up listening model:

1) Listeners take in raw speech and hold a phonological representation of it in working memory.

2) They instantly try to organize phonological representation into constituents, identifying their content and function.

3) They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of propositions.

4) Once they have identified the propositions for a constituent, they recall them in working memory and at some point purge memory of the phonological representation. In doing this they forget the exact wording and retain the meaning.

Figure Nº 5. Teaching Listening and Speaking (Gantes, 2016)

In order to develop bottom-up listening process Richards (2008) lists some listening skills:

1) Identify the referents of pronouns in an utterance
2) Recognize the time reference of utterance
3) Distinguish between positive and negative statements
4) Recognize the order in which words occurred in an utterance
5) Identify sequence markers
6) Identify key words occurred in a spoken text
7) Identify which modal verbs occurred in a spoken text

In Morley´s (2001) listening model called *Interactive Listening* learners are encouraged to enhance oral skills in semiformal interactive academic communication; to develop critical listening and thinking and effective speaking

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abilities. In order to develop these skills, learners should be engaged in all three phases of speech:

1) Speech decoding: continuous on-line decoding of spoken discourse
2) Critical thinking: simultaneous cognitive reacting/ acting upon the information received
3) Speech encoding: instant response encoding.

The focus of this model is communicative/competence-oriented and task-oriented in which learners might be asked to give presentations and discussion activities or small-panel reports including audience participation for this model of listening

2.5.1.3 Development of productive skills

Writing

According to Hornby (2005), writing means "to make letters or numbers on a surface, especially using a pen or a pencil." Richards and Renandya (2002) explain that writing is the most difficult skill for L2 learners, since it is needed to generate ideas, organize them and decode these ideas into legible text which is very difficult for students.

Harmer (2007) states some aspects that are taken into consideration in writing such as:

1) Handwriting, even though electronical communication nowadays, there are instances in which students write by hand, for instance, in language exams.
2) Spelling is also an important issue in writing and in literacy because students of English find out difficulty to state the correspondence between the sounds of a word since a single sound can have many different spellings and the same spelling may have many different sounds.
3) Layout and Punctuation which are essential in writing. They are different in writing communities. In fact, to success in writing, it is necessary for students

to be aware of layout and punctuation rules, in order to create the comprehensible written message as clearly as they can.

How to develop writing skills

Harmer (2007) agrees that there are some issues that help in the development of writing:

1) One of those issues is Genre, which represents the norms of different kinds of writing. It helps to recognize an advertisement, poetry format and formal letter. A good way to teach genre is when teachers show models of what they want learners to write and then, using these techniques, students try to do their own work. Teachers have to give students activities to practice accuracy, give guidance in what to say or how to say it and allow students to write in a free-way.
2) Cooperative Work. It is important to use the cooperative writing in classes, because group writing allows giving more detailed and constructive feedback. To write in groups, whether as part of a long or short process, is very motivating for students to develop this skill.
3) Creative writing as the approach that suggests the imagination as the base in writing poetry, stories and plays to feel pride in their own work.

Writing is a journey of self-discovery that promotes effective learning. Students feel more motivated when teacher is creative in class, because they feel engaged and try to do their best in producing a variety of correct and appropriate language in imaginative tasks. As writing is an important ability, it is necessary to build a writing habit in students in order that students identify writing as a normal part of classroom practice and they come to writing assignments with much enthusiasm. (Harmer, 2007)

According to Hadfield (2008), another way of helping students to organize and express their ideas Writing Process that consists of dividing the writing activity in

many stages, each of which practices an important sub-skill in this process. Brainstorming is also a good technique to do for writing.

Speaking

Of the four language skills, speaking is the one which probably generates the most discussion and controversy. This may be true that some teachers have put much emphasis on the skill of speaking to the exclusion of the other three skills because CLT is the domain paradigm.

McDonough and Shaw (1993) list some reason for speaking and state that "speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end."

1) Expressing opinions and ideas.
2) Expressing a wish or desire to do something.
3) Negotiating or solving a particular problem.
4) Establishing and maintaining social relationships and friendships.

Students have to speak in the classroom for there are three main reasons. First, speaking activities offer rehearsal opportunities in order to practise real-life speaking in the protection of the classroom. Secondly, speaking tasks in which students attempt to use the target language in order to see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought (Harmer J. , How to teach English, 2010).

Lazaraton (2001), however, states that there is a need to balance accuracy and fluency. Fluency is described by Hedge (1993, p. 275) in two ways. The first one is

"the ability to link units of speech together with facility and without strain and inappropriate slowness and or undue hesitation". For the second definition, Hedge used Brumfit's definition (as cited in Hedge, 1993) which is more focused on the naturalness of language use by placing emphasis on meaning and negotiation. This emphasis is more suitable for the objectives of most ELT classrooms today. Skehan differentiates (as cited in Nation & Newton, 2008, p. 52) fluency from accuracy by stating that "fluency is typically measured by the speed access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses".

2.5.1.4   Integrated skills approach

Segregated-skill instruction vs Integrated-skill approach

First, Segregated-skill instruction focuses on the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning, and language learning is typically separate from content learning (Mohan, 1986).

Skill segregation is seen in traditional ESL/EFL programs that offer classes focusing on segregated language skills because teachers and administrators think it is logistically easier to present courses on writing divorced from speaking, or on listening isolated from reading since they could believe that it is not instructionally possible to concentrate on more than one skill at a time.

A good example is the grammar-translation method, which teaches students to analyze grammar and to translate from one language to another using writing restricting language learning to a very narrow, and is focused on non-communicative activities that does not prepare students to use the language in everyday life.

Peregoy and Boyle (2011) mention thta segregated-skill ESL/EFL classes used to present instruction in terms of skill-linked learning strategies: reading strategies, listening strategies, speaking strategies, and writing strategies. Learning strategies

are strategies that students employ, most often consciously, to improve their learning. Examples are guessing meaning based on context, breaking a sentence or word down into parts to understand the meaning, and practicing the language with someone else.

Integrated-skill approach

According to Brown (2001) the Integrated-Skill Approach "is a whole language approach where if a course deals with reading skills, then, it will also deal with listening, speaking, and writing skills." This approach is considered as one in which "the English language is taught not just for academic but also for communication purpose." In other words, it considers the communicational goal that every language course should achieve by exposing learners "to the richness and complexity of the language."

Likewise, Peregoy and Boyle (2011) claim that instructors should incorporate chances through reading for students to improve their own learning by replying verbally as they read, write, and learn in English, because it is the integrated use of oral and written language for functional and meaningful to promote the development of second language proficiency. Also, reading and writing as well as speaking and listening should be integral parts of all language classroom activities because all these processes interact with one another.

Integrated Skills focuses on the four main English skills - reading, writing, speaking and listening - through a "Communicative Language Teaching" methodology. New grammar patterns are learned in the context of a conversation or a real-life situation. Students will engage in various activities to practice English including listening tasks, role playing, and stimulating discussions. According to Oxford (2001), language skills are conformed of reading, listening, writing and speaking, and in order to communicate effectively and accurately in a foreign language, these skills have to be mixed during instruction. The integrated skills approach forces learners to use the target language naturally, enhancing communication.
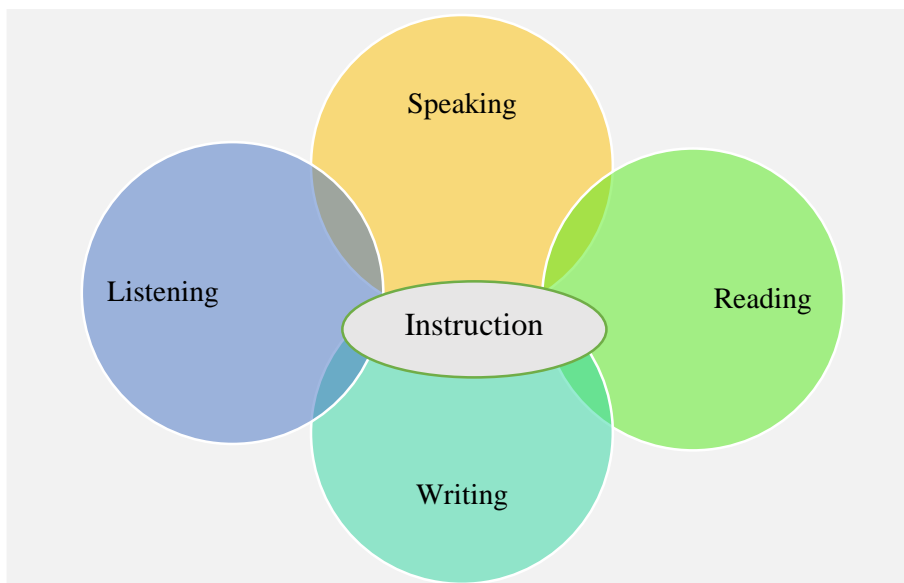
Figure Nº 6. Integrated Approach to Language Learning.
Author: Martinez T. (2019).

Types of integrated-skill instruction

Oxford (2001) affirms that two types of integrated-skill instruction are content-based language instruction and task-based instruction. The formal emphasizes learning content through language, while the second focuses on doing activities that require communicative language use. Both benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom.

Content-Based Instruction

In content-based instruction, instructors give students the opportunity to practice all the language skills in a highly integrated, communicative way while learning content such as science, mathematics, and social studies. It is relevant at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex.

Scarcella & Oxford (1992) list three general models of content-based language instruction:

1) Theme-based model. - It integrates the language skills into the study of a theme which must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme.

2) The adjunct model. - In this model the language and content courses are taught separately but are carefully coordinated.

3) The sheltered model.- The subject matter is taught in simplified English tailored to students' English proficiency level.

Task-Based Instruction

In task-based instruction students participate in English communicative activities. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989)

In task-based instruction, basic pair work and group work are often used to encourage student to interact in a collaborative way. Students can work together to write and edit a class newspaper; develop a television commercial, act out scenes from a play, or take part in other collaborative activities. More structured cooperative learning formats can also be used in task-based instruction.

Advantages of the integrated-skill approach

Oxford (2001) illutrates some advantages of this approach as follows:

1) The integrated-skill approach exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication.

2) This approach stresses that English is not just an object of academic interest and English becomes a real means of interaction and sharing among people.

3) Instructors can track students' progress in multiple skills at the same time.

4) Promotes the learning of real content, not just parts of language forms.

5) The integrated-skill approach can be highly motivating to students of all ages and backgrounds.

How to integrate the language skills

In order to integrate the language skills in ESL/EFL instruction, instructors should consider taking these steps:

1) Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
2) Reflect on their current approach and evaluate the extent to which the skills are integrated.
3) Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
4) Even if a given course is labelled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.
5) Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

Teacher must reflect and plan in order to integrate the language skills and strengthen the "tapestry" of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication.

Integrate the language skills

Figure № 7. Integrated Approach and language teaching.

Author: Martinez T. (2019).

2.5.2 Dependent Variable Theoretical Framework

2.5.2.1 English in the community

As teachers have noticed the world is becoming more and more globalized, a lot of people are getting to know more about different cultures for mutual understanding and benefits. This is one reason to learn English in a foreign context or even as a

second language in order to know about culture and appreciate culture and language in its context.

Language and culture identity are closely linked, people learn English. The English that is being taught should be reflective to the communicative and communal needs of the students' community and context. The teaching materials should help instructor to include the EFL learners' cultural context into the classroom. In learning a foreign or second language, students gain access to a different way of seeing the world as well being led to reconsider their own world-view and in this sense all cultural learning can be said to be inter-cultural (Pulverness, 1995).

It is true that English can be seen in different cultures around the world. In Colombia it is habitual to use "Spanglish" which is a mix of Spanish and English in order to communicate in a Spanish speaking community. The "Spanglish" in Colombia is used in different contexts like the media, advertising, marketing campaigns, on billboards, commercials, news broadcast, and others. which has come to be a very natural act of using the English language. Likewise, we can find people in France using "Franglais" which is a mix of French and English. It is true that English is mixing with and marrying other languages around the world, which is evident in many languages around the world. These words are often not understood by English speaking natives; however, they are often understood and used extensively in its original context, which makes it even more attractive and closer to the English learners (Baldwin, 2012).

McDougald (2008) emphasises that there are some elements of culture in everything that a teacher does, however, it is important that the teacher finds the ways how to transmit that culture to the classroom, so that students are able to see how English can be a part of their culture as well. Since English is an international language that is spoken all over the world as an official language, there is always going to have cultural elements to be addressed. There is no one way to speaking and interacting in English, however knowing how to use the target culture English according to its context would enable the students and teachers to appreciate

English as an international language, where many customs and cultures are considered when speaking.

2.5.2.2 Language and Culture

Language is much more than the external expression and communication of human´s inner thoughts formulated independently of their verbalization. This is true of all peoples and all languages; it is a universal fact about language. (Crystal, English as a global language, 1997)**.**

According to Adaskou et. Al (1990) there is a framework for understanding the role of culture in ELT:

1) The Aesthetic sense that denotes Culture as speech communities that are groups of people who share the same linguistic code or language and produce texts which are disseminated throughout the community.

2) The sociological sense refers to members of the speech community engage in a wide variety of group activities with common goals and use language in ways which express that unity of purpose.

3) The semantic sense raises the controversial issue of linguistic relativity or the Sapir-Whorf hypothesis which are used to refer to the way languages influence the way in which their speakers perceive reality.

4) The pragmatic sense refers to the paralinguistic skill which, in conjunction with contextual knowledge make communication possible. It is relevant to language learners under the following headings abilities:

- Use appropriate exponents of the various communicative functions;

- Use appropriate intonation patterns;

- Conform to norms of politeness, where different from the learners' culture, including taboo avoidance;

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- Awareness of conventions governing interpersonal relations questions of status, obligation, license, where different from the learners´ culture;

- Familiarity with the main rhetorical conventions in different genres.

2.5.2.3 Bilingualism

Bilingualism is a deliberate activity started when an individual has already nearly or fully acquired the basic structure and vocabulary of the first language which many people never do master significantly more than their own first language. It is only in meeting a second language that people realize how complex language is and how much energy must be dedicated to acquisition. (Britannica, 2018).

Modern society is increasingly made up of a mixture of different groups, cultures and languages it is increasingly common for educated adults to speak more than one language. Many areas of the world contain communities where two or more languages are widely spoken and most people are bilingual or multilingual. (Romanie, 1989).

Types of Bilingualism

Bilingualism has been looked at under number of dichotomies. Two such distinctions are compound bilingualism and co-ordinate bilingualism, and additive and subtractive bilingualism. (Crystal, English as a global language, 1997)

1) Compound bilinguals.- they are thought to use two linguistic systems which are fused together. The individual acquires the languages in the same environment and context and they are often used concurrently or even interchangeably, and also in the individual's mind the languages are not separate and can be switched.

2) Co-ordinate bilinguals,- are said to have two functionally independent systems. It is known as subtractive bilingualism. The individual learns the languages separately, in separate environments, and maintains this separation

after mastering both. One language is learned at home, via his parents and the home environment, and next learns a second or foreign language at school. The languages remain separate at mind.

3) Additive bilingualism.- suggests that the acquisition of L2 is not detrimental to one's L1, but is in fact, beneficial to the language user. The learning of another language represents an expansion of the linguistic repertoire or the replacement of the first language in some cases. It is seen as the main goal of bilingual education.

4) Subtractive bilingualism,- the perception that the acquisition of L2 would be detrimental to an individual's L1. It reflects a society where one language is valued more than the other, where one is on the ascendant and the other is declining.

Bilingualism vs Diglossia

According to Fishman (2010) the term bilingualism is typically used to describe the use of two languages by an individual and diglossia is used to refer to the use of two languages in a community, and it refers to two languages existing side by side within a geographical area. Four different situations can be considered:

1) Diglosia and individual bilingualism.- almost everyone is able to use both the language used to interact outside home and the family, while the other I used commonly within home. It occurs in Ecuador where indigenous people speak Spanish outside home and Kichwa at home.

2) Diglossia without bilingualism.- There are at least two lanuages within a particular geographical area. One group speaks one language, the other a different one. Switzerland, for example, is a large extent country where different groups are located in different areas. However, fluent bilingual speakers may be the exception.

3) Bilingualism without diglossia.- Most people are bilingual and do not restric set of purposes. On the subject of this kind of community. The allocation of functions of the languages is normally imbalanced.

4) Neither bilingualism nor diglossia.- This is basically monolingual society. Small pockets of minority language speakers may exist, whose inhabitants insist on noy having anything to do with the majority language, for example, Samis in northern Scandinavia.

The co-existence of two or more languages frequently gives rise to tension among speakers of majority languages. The situation of diglossia tends to shift according to cultural, social, economic and political factors. (Fishman, 2010)

Table Nº 1. Examples of diglossia.

Region/Country	High language variety	Low language variety
Switzerland	Standard German	Local Swiss German dialect
Greece	Katharévusa	Dhimotiki
Haiti	French	Haitian Creole
Otavalo, Ecuador	Kichwa	Spanish / English

Source: Direct research.
Author: Martinez, T (2019).

One of the most important features of diglossia is the specialization of function for H and L. In one set of situations only H is appropriate and in another only L, with the two sets overlapping only very slightly. As an illustration, a sample listing of possible situations is given, with indication of the variety normally used.

Table Nº 2. Specialization of function for H and L.

Specialization of function	H	L
1) Sermon in church or mosque	X	
2) Instructions to servants, waiters, workmen, clerks		X
3) Personal letter	X	
4) Speech in parliament, political speech	X	
5) University lecture	X	
6) Conversation with family, friends, colleagues		X

7) **News broadcast**	X	
8) **Radio "soap opera"**		X
9) **Newspaper editorial, news story, caption on picture**	X	
10) **Caption on political cartoon**		X
11) **Poetry**	X	
12) **Folk literature**		X

Source: (Ferguson C. A., 1959).

2.5.2.4 Communicative competence

Background of communicative competence

Littlewood (1981) states that Communicative Learning Teaching (CLT) is an approach that helps the EFL teacher to teach EFL learners the relationship between grammatical structure and communicative meaning in order to communicate orally in the foreign language, mastering the components of communication. This approach gives the teacher a useful tool to motivate students and assess their performance in class. Moreover, Littlewood (1981) affirms that the CLT approach teaches EFL learners the relationship between grammatical structure and communicative meaning. It thereby helps learners to communicate meaningfully in the foreign language. With CLT, the teacher is a motivator, an assessor, a facilitator, and a corrector of students' performances in the class. According to Littlewood (1981), in order for students to successfully acquire a Foreign Language teachers have to motivate their learners using CLT-based tasks that develop their creativity. For this, teachers need to develop students' mental and oral abilities to apply them in the target language within different contexts and social situations.

In Communicative Language Teaching there are different materials that can aid an EFL teacher create a communicative environment. These materials could be exercises, workbooks, cards and booklets, as well as, material like magazines,

newspapers or with graphics like maps, charts, and graphs definitely encourage students to interact with the language. Richards & Rodgers (2001)

Definition of communicative competence

"What is it that one needs to know and be able to do in order to speak in another language? Of course, one needs to know how to articulate sounds in a comprehensible manner, one needs an adequate vocabulary, and one needs to have mastery of syntax. These various elements add up to linguistic competence. However, while linguistic competence is necessary, it is not sufficient for someone who wants to communicate competently in another language" (Nunan, 1989)

David (2014) states that communicative competence is the ability to use language, or to communicate, in an accurate cultural manner in order to make meaning and achieve social activities with efficacy and fluency in long interactions. Canale (1983) sees communicative competence as being composed of four sections of knowledge and skill:

1) Grammatical competence,- is the knowledge of features of a language like morphologic, syntactic, phonemic and graphemic in other words the structure and form of a language.

Table Nº 3. Grammatical organisation.

Elements	Categories	Classes	Structures	Processes (descriptive)
Morphs **Morphemes-roots** **Affixes** **Words**	Number case gender	Open word Classes Closed word classes	Compound and complex words	Nominalisation Affixition Suppletion Graddation Transportation Transformation

Source: Direct Research

Discourse competence.- is the knowledge of the interrelationship between and logic cross sentences and phrases is characteristic of. An individual with strong discourse competence can recognize the relationship between different thoughts within a message.

Brinton (1996) state that "discourse markers are grammatically optional and semantically empty, but they are not pragmatically optional". Elements of organizational structure, in a discourse, could not only achieve the grammatical conditions but also the pragmatic ones. Elements of communicative competence are linked and that developing pragmatic skills should be a necessity when learning a foreign language.

Table Nº 4. Pragmatic functions of discourse marker.

	To initiate discourse, including claiming the attention of the hearer	Opening frame marker
	To close discourse	Closing frame marker
	To aid the speaker in acquiring or relinquishing the floor.	Turn takers (Turn givers)
Textual functions	To serve as a filler or delaying tactic used to sustain discourse or hold the floor	Fillers Turn keepers
	To indicate a new topic or a partial shift in topic	Topic switchers
	To denote either new or old information	Information indicators
	To mark sequential dependence	Sequence/relevance markers
	To repair one's own or others' discourse.	Repair markers
Interpersonal functions	Subjectively, to express a response or a reaction to the preceding discourse including also back-channel signals of understanding and continued attention while another speaker is having his/her turn.	Response/reaction markers Back-channel signals
	Interpersonally, to effect cooperation or sharing, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing difference or saving face (politeness).	Confirmation-seekers Face-savers

Source: (Brinton, 1996)**.**

2) Sociolinguistic competence.- focuses on the recognition and accordance of the rules of interaction; taking turns, appropriate greetings, spontaneity or global native-like language. Savignon, 2001 explain that this competence "requires an understanding of the social context in which language is used:

the roles of the participants, the information they share, and the function of the interaction". So, this competence deals with the word choice language manipulators make for speech act realization such as expressives, commisives or directives.

Figure Nº 8. Sociolinguistic competence.
Source: Lovequotesandfun (2017).

3) Strategic competence.- It is characterized by the ability to make the most of the language, particularly when compensating for language deficiencies. "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence" (Brown, 2001)

Strategic competence is to know how to:

- Recognize and repair communication breakdowns
- Learn more about language in context
- Overcome misunderstanding and gasping language skills by implying
- Paraphrase
- Analogies

- Explanations
- Non-verbal communication

Student's communicative competence
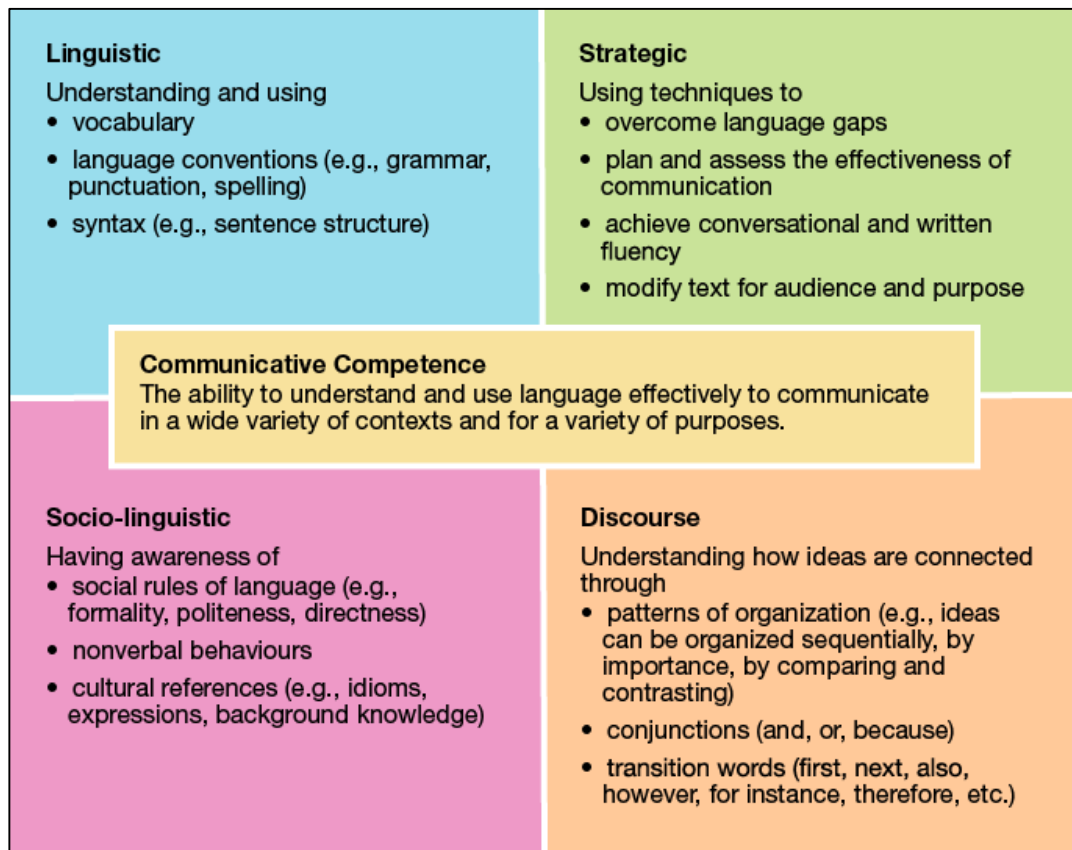
Figure Nº 9. Student's communicative competence
Source: AlbertaEducation (2019).

To this (Argyle M. , 1983) adds eight dimensions of non-verbal communication:

1) Facial expression.- The human face is extremely communicative, able to convey uncountable emotions without saying a word. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

2) Gaze.- It is important to state that visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication.

The way you look at someone can communicate many things, including interest, affection, hostility, or attraction in order to maintain the flow of conversation and for gauging the other person's interest and response.

3) Gestures and other body movements.- It is true that perceptions of people are affected by the way they sit, walk, stand, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and the subtle movements you make.

4) Bodily contact.- Humans communicate a great deal through touch. Think about the very different messages given by a weak handshake, a warm bear hug, a patronizing pat on the head, or a controlling grip on the arm, for example.

5) Spatial behaviour.- When the other person stands too close and invading your space, individuals feel uncomfortable during a conversation. Individuals all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. Also, it is used physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.

6) Clothes and apparence.- They have social significance for the audience. Dress includes the things that people wear such as jewelry, ties, handbags, hats and glasses. Clothing conveys nonverbal clues about a speaker's personality, background and financial status.

Implications of communicative competence in a teaching and learning a language
Communicative competence is a fundamental part of CLT. It goes far beyond the linguistic competences and involves using language as a tool to achieve a premeditated goal via verbal processing. CLT recognises language as a functional means of achieving a certain aim and succeeding in interpersonal communication (Harmer , 2007).

This communicative approach puts more emphasis on the ability of second language learners to effectively communicate in TL and less attention is focused on

precise wording, flawless grammatical structures, correct pronunciation and familiarity with irregular forms. Pragmatics, discourse, language functions and interaction have become the buzzwords of second language acquisition since 1980s and the constructivist movement (Brown, 2001). In practice this means teaching the TL not as a set of grammatical rules and an infinite inventory of vocabulary but as a communication tool taking into account context and the fact that pragmatic comprehension and the effect of illocutionary acts are conditioned by cooperation among discourse participants

Mcdonough and Shaw (1993) offer a number of reasons why communicative approach is an attractive one that provides a richer teaching and learning setting to develop communicative competence. It includes:

Wider considerations of what is appropriate as well as what is accurate.

Handle a wider range of language, covering texts and conversations as well as sentences.

Offer realistic and motivating language training.

Use what learners 'know' about the functions of language from their experience with their own mother tongues.

It is important to remember that the fundamental concept in CLT is that language has a socio-cultural or communicative dimension which has gained currency.

Littlewood (1982) makes a distinction between functional communication activities and social interaction activities. The former would include activities in which learners have the opportunity to work out the likely sequence of events in a set of pictures or solve a problem from shared clues. The later would include conversation, discussion, role plays, simulation and so on.
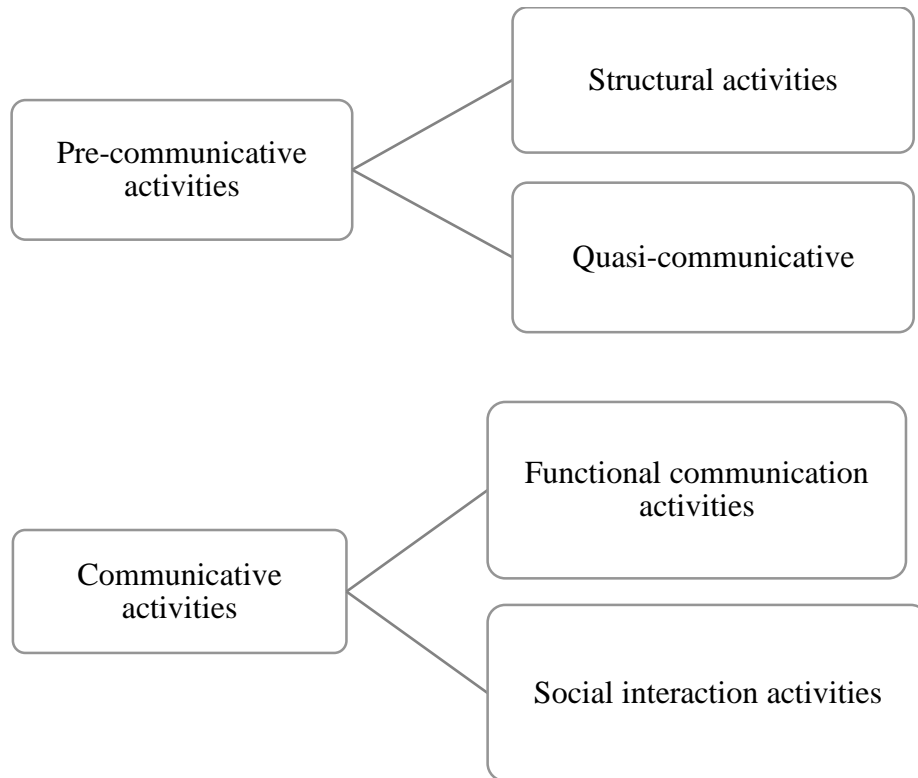
Figure Nº 10. A methodological procedure for CLT.
Source: Littlewood (1982).

Littlewoods's (1982) model reflects a step by step approach in which learners are to gain control over individual skills. Likewise, the cognitive aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system which includes grammatical rules, procedures for selecting vocabulary, and social conventions speech. The behavioral aspect involves the automation of these plans so they can be converted into fluent performance in real life.

Tasks are fundamental according to Richards (1992) a task will be communicative if it is part of a range of different types of tasks. A communicative task contains goal, input, activity, teacher's role, learner's role, and setting. Materials which have these kinds of tasks can contribute to the development of Communicative Competence. And as stated by Richards et al. (1992), a central aspect to task is that learning goals, learning and learning results will be determined by the teacher's

choice of tasks. Therefore, to some extend the teacher can also subsidize achievable communicative goals.

As suggested by Richards and Rodgers (1982), Communicative Language Teaching is an approach which regards language as communication. LT targets communicative competence. Consequently, native-like language use is not any more the goal in LT, but the development of this productive construct. Richards and Rodgers (1982, p. 73), suggests five potential objectives when using CLT to develop communicative competence:

1) An integrative and content level (language as a means of expression);
2) A linguistic and instrumental level (language as a semiotic system and an object of learning);
3) An affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others);
4) A level of individual learning needs (remedial learning based on error analysis);
5) A general educational level of extra-linguistic goals (language learning within the school curriculum).

Dvořáková (2011) shares some communicative tasks to develop communicative copetence:

1) Predefined role play.- it is ac interactional task where students are assigned a certain social role and carry out a dialogue with a) the teacher, b) a fellow student. It require students to impersonate a certain character and consequently invent the details or context of the role play. The achievement and completion of the task greatly depends on the willingness and attraction of the participants.
2) Small talk.- it is also an interactional task in which students represent themselves and engage in a one-on-one small talk with the aim of fulfilling a social duty. The dialogue will be carried out with a) the teacher and b) a fellow student.

3) Manipulative instrumental function.- it is a transactional task where the student needs to use his/her language abilities to organise a meeting with a partner. The motivation of the negotiation is established separately before individual recordings so that the conditions would look like the participants' real-life circumstances as much as possible. It can be carried out with a) the teacher and b) a fellow student.

4) Adjacency pairs activity.- In this situation students are read a list of sentences of diverse communicative functions (greeting, inquiries, apologizing, inviting) and are asked to react quickly and appropriately.

Teacher's Role in communicative class

Richards & Rodgers (2001) states that the teacher has two main roles:

1) The first role is to facilitate the communication process between all participants in the classroom.
2) The second role is to act as an independent participant within the learning teaching group.
3) The third roles is to act as a resource, organizer of recourses, guide, motivator, counsellor, analyst and a researcher.
4) Minor roles of a teacher include Actor and entertainer"

Learners Role in a communicative class

The idea of a self-directed learning is the shift from a teacher-centred classroom to a more learner-centred classroom which is established by CLT. Richards & Rodgers (2001) lists some roles of the students:

1) Communicators
2) Actively engaged in negotiating meaning- trying to make themselves understood and in understanding others
3) Responsible managers of their own learning

Anjum, (2013) lists some activities that are designed for students to be engaged in a collaborative process in which they discussed the various aspects of language learning. These activities would help them to become self-directed and autonomous learners. Various activities are performed basically to improve four language skills-Reading, writing, listening and speaking. These activities include:

1) Acting from the script
2) Watching movie
3) Listening to podcasts/songs
4) Language Game/ Grammar practice
5) Giving speech/presentation, Role Play
6) Learning Vocabulary
7) Reading in groups.

It is important to list some of the theoretical underpinnings of CLT:

1) Language is a system for the expression of meaning.
2) The primary function of language is for interaction and communication.
3) The structure of language reflects its functional and communicative uses.
4) The primary units of language are not merely its grammatical and structural features.

Although CLT is the dominant paradigm in language teaching today it is by no means the end of the road. Innovations may emerge in the future, and whatever researchers in fields related to linguistics may discover, any new developments in language teaching would take place against the background of the changes brought by CLT.

2.6 Hypothesis

H_0 = Integrated skills approach does not improve the communicative competence in EFL students.

H_1 = Integrated skills approach improves the communicative competence in EFL students.

2.7   Identification of variables

2.7.1 Independent Variable

X = Integrated skills approach.

2.7.2 Dependent Variable

Y = Communicative competence.

CHAPTER III

3. METHODOLOGY

This section analyses the research methodology that was used thorough the research process in order to know if the use of Integrated Skills Approach influences in the development of EFL students´ communicative competence. Moreover; information about the population and sample that was used in the process is presented as well as the instruments and techniques that were applied, the same that were designed using the information provided in the operationalization of variables. Finally, this chapter gives a view to the method used by the researcher to collect and analyse data.

3.1   Research Approach

The study was carried out using mixed methods since it combines a quali-quantitative perspective. Sampieri (2016) defines the mixed research method as "the set of systematic, empirical and critical processes that implies the recollection and analysis of quantitative and qualitative data"; in other words, the mixed method combines at least one quantitative and one qualitative component in order to integrate and discuss them to get a better understanding of the phenomena of study. Both methods were used along the process to collect and analyse data and information in the research; even though, and according to what was also manifested by Samieri, it is possible to say that the researched followed a more quali-quatitative method since more written information was used in the process to support the two variables of the research: Integrated Skills Approach and Communicative competence, and the quantitative method was just used in the statistical part to analyse the data that was gotten with the instruments and to prove the hypothesis.

3.2   Basic Research Modality

3.2.1   Field Research Method

Field research is a data collection method which main goal is to observe and understand people and their reaction while they are in their own environment. This kind of research involves the use of observation, interviews or surveys to analyse and interpret the behaviour of the subject.

3.2.2   Bibliographic Documentary Research

The main principle of this research is to gather information to support the investigation through traditional published materials such as: books, magazines, journals, reports and so on; and also by the use of electronic media and resources for instance websites, blogs and bibliographic databases.

3.3   Level of Research

The level of the research used in the present study is descriptive due to exist a relationship between two variables.

3.3.1   Descriptive

The goal of descriptive research is to know the predominant customs and attitudes through the exact description of the activities, process and people. This kind of investigation just not focus on data recompilation but to the prediction and identification of the relationship or relations that between two variables. Researchers, in this kind of investigation, collect data about one hypothesis or theory; they expose and sum up carefully the information and to then analyse the results in order to get meaningful generalizations that may contribute to reach new knowledge.

3.3.2 Correlational

This is a kind of non-experimental research in which researchers measure two variables and establish a statistic relation between them (correlation) to reach relevant conclusions where external variables are not needed. According to Sampieri (1998) these kind of studies have as main goal to measure the level of relation that could exist between two or more concepts or variable; this can be determined by the analysis, quantification and entailment of the variables. This process is made to sustain the hypothesis that has been previously established.

3.3.3 No experimental

The authors Santa Palella y Feliberto Martins (2010), define the non-experimental research design as the one that is made without any kind of manipulation in any of the variables. The work of the researcher is to observe the facts such as they present in their real context y an predetermined time or not in order to analyze them (p. 87).

3.4 Population and sample

Hurtado and Toro (1998), define that: "Population is the total of the individuals or elements to which the investigation refers, that is, all the elements that we are going to study, for this reason it is also called the universe. (p.79) ". On the other hand, Balestrini (2006), points out that: "A sample is a representative part of a population, whose characteristics must be produced in it, as exactly as possible". (p.141); furthermore, De Barrera (2008), states that the sample is made when: "The population is so large or inaccessible that it is not possible to study everything, then the researcher will have the possibility to select a sample" (p.141) since this research was applied to 30 students of the Education Faculty at Universidad Nacional de Chimborazo a sample was not used because the population is small and it cannot be considered as large or inaccessible. The application of the research was conducted in the first term of the academic period April – August 2019. The group belonged to the A2 level according to the Common European Framework of Languages; the group (Class 2D2) was assigned to apply pre and post-test as well

as the approach that has been proposed in this research. To have a clear idea of the population that was used, it was stratified by gender as follows:

Table Nº 5. Population.

Population	Number
Men Class 2D2	14
Women Class 2D2	16
TOTAL	30

Source: Language Centre – UNACH.
Author: Tatiana Martínez (2019).

3.3. Operationalization of Variables

Table Nº 6. Independent Variable: Integrated Skills Approach.

Conceptualization	Dimensions	Indicators	Items	Techniques	Instruments

Integrated skills Approach
 	
Integrated _Skills_ Approach (ISA) is the link among the four skills of the language as they are in real life with the porpoise of enhancing real _communication_ and gain _communicative competency_
	1. Skills	1.1. Receptive skills (listening and reading).
		
		1.2. Productive skills (speaking and writing).
			• Do you develop all the skills of the language in one single lesson?
			    Yes No Maybe
			• Do you consider your communicative skills have been developed in the English lesson?
			    Yes No Maybe
				Survey	Questionnaire for Students

	2. Communication	2.1. Interpersonal communication
		
		2.2. Intrapersonal communication
		
		2.3. Verbal communication
		
		2.4. Non-verbal communication
			• Are you able to communicate with others using English language?
			    Yes No Maybe
			• Are you able to communicate in the foreign language by using correct sentence structure?
			    Yes No Maybe
			• Are you able to connect your ideas with linking words?
			    Yes No Maybe		

	3. Communicative competency	3.1. Linguistic area
		
		3.2. Strategic area
		
		3.3. Sociolinguistic area
		
		3.4. Discourse area
			• Are you able to integrate expressions and other kind of vocabulary provided in the book in your speaking tasks?
			    Yes No Maybe
			• Do you consider your ideas are connected with sense and are well organized
			    Yes No Maybe
			• Do you feel conformable while practicing in the English class?
			    Yes No Maybe
					.

Conceptualization	Dimensions	Indicators	Items	Techniques	Instruments
			• Do you consider you have enough opportunities to practice Yes No Maybe		

Source: Bibliographical research.

Author: Tatiana Martínez.

Table Nº 7. Dependent Variable: Communicative Competence.

Conceptualization	Dimensions	Indicators	Items	Techniques	Instruments
Communicative competence **It makes reference to the ability that an EFL learner has to understand and communicate successfully in real and natural environments using an appropriate knowledge and manage of _linguistic_, _strategic_, _socio-linguist_ and _discourse_ areas.**	1. Linguistic area	1.1 Vocabulary range	• Has a good and functional repertoire words and simple phrases to talk about experiences. Students' vocabulary control facilitates communication. • Uses structure and patterns to talk about experiences. The appropriate use of these structures and patterns facilitates communication. • Has an outstanding language command to keep going comprehensively even though pauses for grammatical and lexical planning. • Can successfully initiate, maintain and close the discussion. • The student is able to provide extra details spontaneously in the conversation • Presents the required information in a very consistent way. • The student is able to organize the ideas and linked them basic connectors. • The message is clear and concrete and task input is fully used. • The topics are well developed, the intended message is well achieved. • Shows sufficient range and accurate control of vocabulary to talk about the topic. • The topic has a formal register and has well-structured sentences which are considered appropriate for the context.	Speaking Test	Describe pictures, answer personal questions. (Pre-test) (Post-test)
		1.2 Range			
		1.3 Sentence structure			
		1.4 Sounds and its production			
	2. Strategic area	2.1. Fluency			
		2.2. Organization			
		2.3. Interaction			
	3. Socio-linguistic area	3.1 Appropriateness			
		3.2. Expressions			
		3.3. Non-verbal behaviours			
	4. Discourse area	4.1 Content accuracy			
		4.2 Coherence			
		4.3 Cohesive devices			

Source: Bibliographical research; Ecuadorian Ministry of Education's A.2 book
Author: Tatiana Martínez

3.4. Information Processing and Analysis Plan

For this research the data was collected using a pre and a post-test (see Annex 1, Pre and Post Test); the test, was taken from the assessment page of the Top Notch´s 1 digital book (Active teach). The mentioned test evaluates students' communicative performance in the A2 topics that were seen in the first five units of the syllabus. In the study group, the pre-test was applied at the beginning of the research to evaluate students' communicative competence; to grade students' speaking skills a rubric was used (see Annex 2, speaking rubric), the rubric was adapted from one of the templates provided in the A2 English book of the Ministry of Education. Once both instruments (test and rubric) were applied, the results were tabulated in order to have a clear idea of how students' communicative performance was before starting the application of ISA in the EFL lessons. After the firsts results were validated, the approach was applied for four weeks (six hours each week), for this it was necessary to adapt the contents of the Top Notch 1 book and the A2 syllabus in order to create an environment where ISA can be completely used.

When the four weeks were over, the post test was applied (see Annex 1 Pre and Post Test) to the study group; for this task the same test taken by the active teach of Pearson was used as well as the rubric adapted from the Ministry of education, once again the results were tabulated and now they were also compared with the ones gotten in the pre-test in order to verify the hypothesis and also to see how students performance in communicative competence was after applying ISA in the lessons; to reach this goal, descriptive statistics was used.

It is important to mention that the test and the rubrics were checked and validated by peers (see Annex 3, Instrument Validation), the same that hold masters in Linguistics and English Methodology Teaching and belong to the teaching staff of UNACH.

Finally a survey was applied to know students' perception toward their communicative performance after the application of the research. (see Annex 6

Survey). The questionnaire was designed with the indicators of operationalization chart and it was validated by using the Cronbach Alpha.

Table Nº 8. Data collection plan.

Basic Questions	Reason
1.- Why do I investigate?	To reach the objectives of the research and to probe the hypothesis that has been previously proposed.
2.- Which is the object of the investigation?	A2 EFL students at the Education Faculty of Universidad Nacional de Chimborazo.
3.- What are the main aspects of the research?	Integrated Skills Approach (ISA) and Communicative Competence
4.- Who?	Lic. Tatiana E. Martínez Zapata
5.- When?	First Term of the Academic Period April – August 2019.
6.- Where?	At Education Faculty – Universidad Nacional de Chimborazo
7.- How often?	Pre-test (once) Post-test (once) Integrated Skills Approach implementation (four weeks)
8.- What are the collection data techniques?	Validated rubric and questionnaire
9.- What are the instruments?	Pre-test, Post-test Pearson´s Top Notch 1 speaking test, validated rubric; questionnaire.
10.- In which situation?	During EFL lessons.

Analysis of data **Source:** Research data
Author: Martínez. T. (2019).

Descriptive statistics was used. To process the data and the results those were collected in the research. The results of the pre and the post-test were tabulated and analysed using **Student t-test.** On the hand, the survey was validated using Cronbach's Alpha ant the results were represented using frequency charts and pie chart graphics.

Survey validation

The validation of the survey questionnaire was done through a reliability analysis which implies knowing the proportion of the variance of the results in a measurement that is a true variance. Cronbach's Alpha is used for the present case, by working with an instrument that has measurement values with an ordinal variable, through the item variance method. The formula for calculating Cronbach's Alpha is as follows:

$$\alpha = \frac{K}{K-1}\left[1 - \frac{\sum V_i}{V_t}\right]$$

Where:

α Cronbach's Alpha (between 0 y 1)

K Items number (15 students in pilot test).

$\sum Vi$ Sum of the sample variances of each item.

Vt Variance of individual test scores.

To develop the calculation of the Cronbach's alpha, it is necessary to use an equivalent numerical coding for the response options of the questions, as shown below:

Table Nº 9. Numerical and qualitative scale.

Numerical scale	Qualitative option
3	Yes
2	Sometimes
1	No

Author: Tatiana Martínez (2019).

The data obtained from the pilot test and used for the validation of the questionnaire are the following:

Table Nº 10. Data used for the validation of the questionnaire.

ID	Survey Questions									
	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Total
1	1	1	1	2	1	2	2	1	1	12
2	2	2	3	2	3	3	3	2	2	22
3	2	1	2	2	3	1	3	1	2	17
4	1	1	1	1	1	3	2	1	1	12
5	3	2	2	2	1	3	3	1	1	18
6	2	1	1	2	2	2	1	2	2	15
7	2	1	2	3	1	1	3	2	2	17
8	1	1	2	3	2	2	3	1	2	17
9	1	1	1	2	2	3	3	1	1	15
10	3	2	2	3	3	3	2	1	2	21
11	2	3	3	2	3	2	2	3	3	23
12	1	1	1	3	2	2	3	2	2	17
13	1	2	2	3	3	1	1	1	2	16
14	2	3	3	3	3	3	2	3	3	25
15	3	2	2	2	3	3	2	3	3	23
Variances	0,600	0,543	0,552	0,381	0,743	0,638	0,524	0,667	0,495	-

Author: Tatiana Martínez (2019).

From the data shown in the previous table, the Cronbach's Alpha is calculated as shown below:

$$\alpha = \frac{15}{15-1}\left[1 - \frac{5,143}{15,86}\right]$$

$$\alpha = \frac{15}{14}\ (0,6757)$$

$$\boldsymbol{\alpha = \ 0,724}$$

It is required that the value of Alpha is higher than 0.7, so in this case the questionnaire of the survey is approved.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION

4.1 Analysis of the results and data interpretation

4.1.1 Survey results

1. **Do you consider you have enough opportunities to practice English in the lesson?**

Table Nº 11. Students who have enough opportunities to practice English.

OPTION	ABSOLUTE FRECUENCY	RELATIVE FRECUENCY
Yes	8	26,7%
Sometimes	12	40,0%
No	10	33,3%
TOTAL	30	100%

Author: Tatiana Martínez (2019).
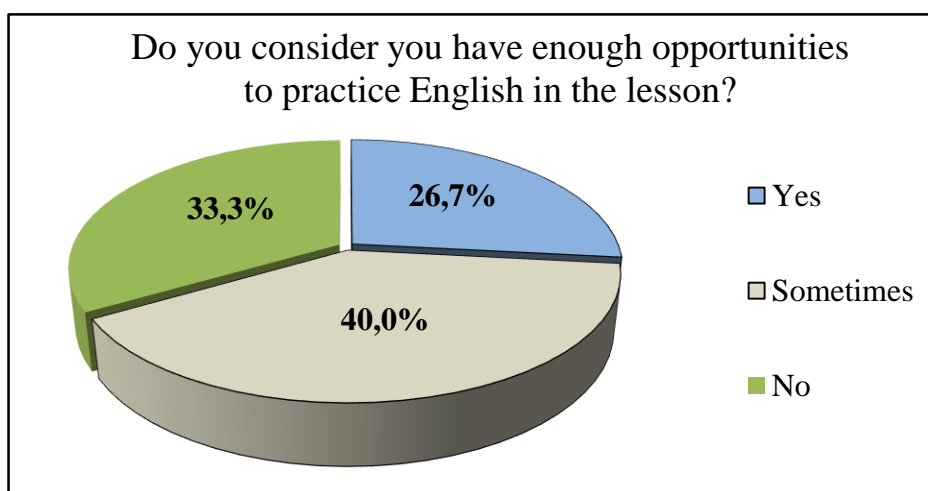
Figure Nº 11. Students who have enough opportunities to practice English.

Author: Tatiana Martínez (2019).

Analysis: The results show that now students have increase their opportunities for talking and practicing English in the class taking into account that before starting the study they hardly ever participate and communicate using English language.

2. **Do you feel conformable while practicing in the English class?**

Table Nº 12. Students who feel conformable while practicing in the English class.

OPTION	ABSOLUTE FRECUENCY	RELATIVE FRECUENCY
Yes	7	23,3%
Sometimes	13	43,3%
No	10	33,3%
TOTAL	30	100%

Author: Tatiana Martínez (2019).
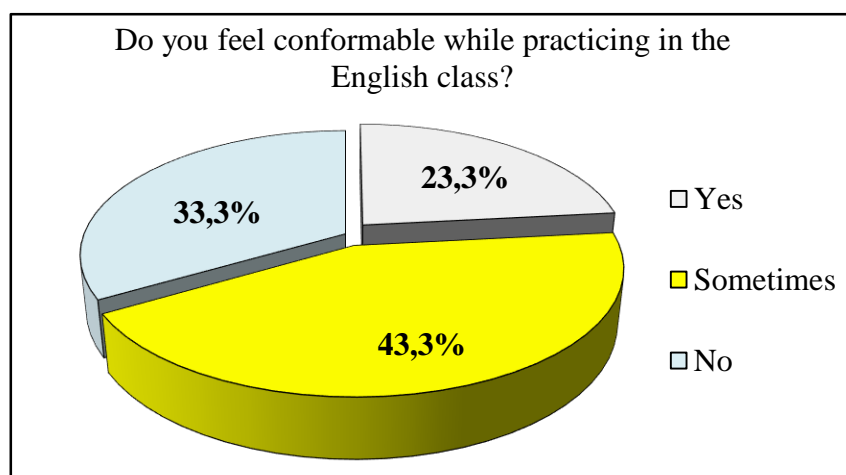
Figure Nº 12. Students who feel conformable while practicing in the English class.
Author: Tatiana Martínez (2019).

Analysis: Based on the results of the survey and if we make a comparison of students behavior and reactions toward practicing English in the lesson, it is easy to determine that after applying ISA their confidence and comfort increase since most of them, for not saying all, did not feel comfortable when practicing English and this could be noticed in their refusal to practice the language.

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3. **Do you develop all the skills of the language (listening, reading, speaking and writing) in one single lesson?**

Table Nº 13. Students who develop all the skills of the language in one single lesson.

OPTION	ABSOLUTE FRECUENCY	RELATIVE FRECUENCY
Yes	5	16,7%
Sometimes	12	40,0%
No	13	43,3%
TOTAL	30	100%

Author: Tatiana Martínez (2019).
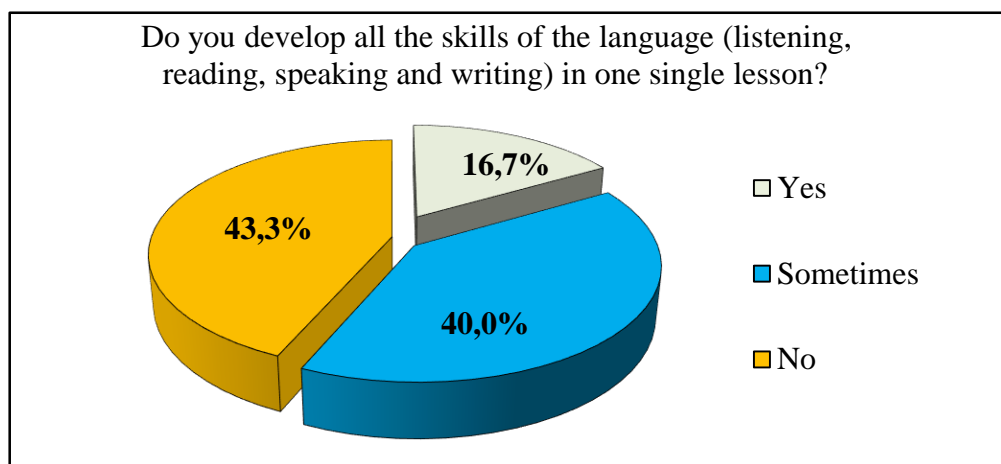
Figure Nº 13. Students who develop all the skills of the language in one single lesson.
Author: Tatiana Martínez (2019).

Analysis: Out of the total of 30 students; 43,3% of them consider they still haven't developed all the skills of the language; a 16,7% consider they actually do and 40% points that the sometime develop all the skills of the language. Even when at the beginning of the research students used to practice their skills in isolation and they hardly ever focused on practicing communication we can notice that still it is necessary to motivate and encourage them to join and practice all the skills when they are in the EFL lessons.

4. **Do you consider your communicative skills have been developed in the English lesson?**

Table 14. Students who consider their communicative skills have been developed in the English lesson.

OPTION	ABSOLUTE FRECUENCY	RELATIVE FRECUENCY
Yes	6	20,0%
Sometimes	15	50,0%
No	9	30,0%
TOTAL	30	100%

Author: Tatiana Martínez (2019).
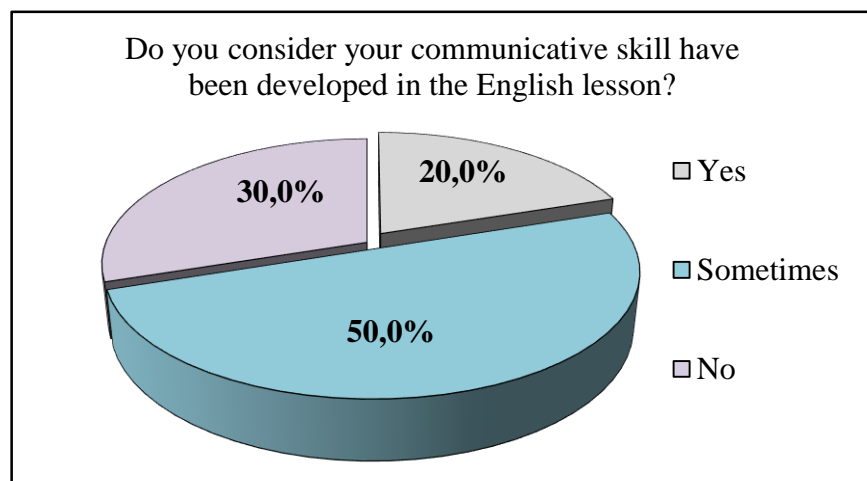
Figure Nº 14. Students who consider their communicative skills have been developed in the English lesson.
Author: Tatiana Martínez (2019).

Analysis: Out of the total of 30 students, a 50% of them consider their communicative skill was developed in the English class, a 20% believe that do it at all and a 30% manifested that they still do not reach to develop their communicative skill as they would like to. The results means and show than students have a positive perception of their communicative performance, especially if we compare the language that now they are able to produce with the one used to produce at the beginning of this research.

5. **Are you able to communicate with others using English language?**

Table 15. Students who are able to communicate using English language.

OPTION	ABSOLUTE FRECUENCY	RELATIVE FRECUENCY
Yes	4	13,3%
Sometimes	12	40,0%
No	14	46,7%
TOTAL	30	100%

Author: Tatiana Martínez (2019).
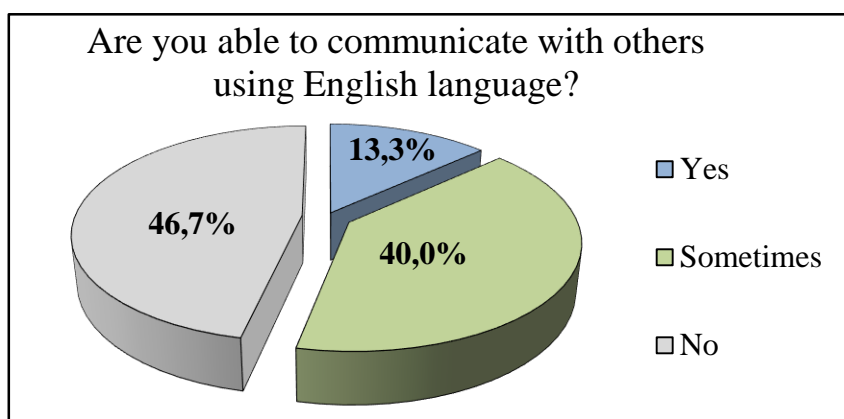
Figure Nº 15. Students that are able to communicate using English language.
Author: Tatiana Martínez (2019).

Analysis: The goal of this question was to know students perception toward their capacity of communicating with other people using English language; the results show that that jus a 13, 3% of the population of the research consider they are able to communicate with others using English language, a 40% think they sometimes do and a 46, 7% percent manifested that they still are not able to communicate with others in English; when the research started, the big majority of students were not able to communicate even isolated words; being so, and with the results that are presented in this chart, we can deduce that they have improved their ability to communicate even though, the results also show that they still need more time, confidence and practice to develop their communicative competence.

6. **Are you able to communicate in the foreign language by using correct sentence structure?**

Table 16. Students who are able to communicate by using correct sentence structure.

OPTION	ABSOLUTE FRECUENCY	RELATIVE FRECUENCY
Yes	3	10,0%
Sometimes	9	30,0%
No	18	60,0%
TOTAL	30	100%

Author: Tatiana Martínez (2019).
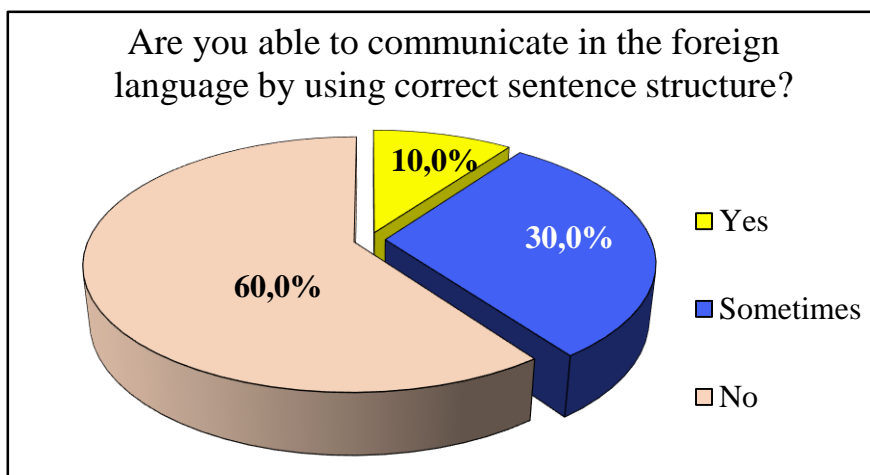
Figure Nº 16. Students who are able to communicate by using correct sentence structure.

Author: Tatiana Martínez (2019).

Analysis: The goal of the seventh question of the survey was to determine students' perception toward how well they use sentence structure when communicating in English Language; most of them, the 60%, thinks they still have problems in using correctly sentence structure, 30% consider that sometimes they do well managing structure and a 10% believes they can manage properly structures while they are communicating in the foreign language. This show the importance that students give to grammar when communicating, even more than to communication itself.

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7. **Are you able to integrate expressions and other kind of vocabulary provided in the book in your speaking tasks?**

Table 17. Students that who able to integrate expressions and other kind of vocabulary provided in the book.

OPTION	ABSOLUTE FRECUENCY	RELATIVE FRECUENCY
Yes	8	26,7%
Sometimes	11	36,7%
No	11	36,7%
TOTAL	30	100%

Author: Tatiana Martínez (2019).
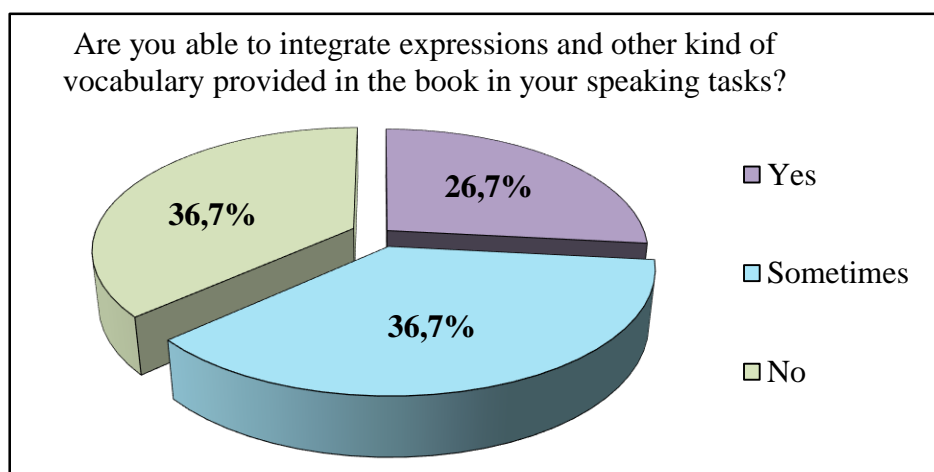
Figure Nº 17. Students who are able to integrate expressions and other kind of vocabulary provided in the book.

Author: Tatiana Martínez (2019).

Analysis: This question makes reference to how well students are able to integrate expressions and other kind of vocabulary that is provided in the course book. A 36,7% of them said that they sometimes integrate this kind of expressions and vocabulary in their speaking tasks; 26,7% manifested that they do every time they have to develop oral tasks and a 36,7% suggested that they don't do it at all. The results show a positive perception to vocabulary integration since in the first lesson they were not able to incorporate any of the new words to their oral speech.

8. **Do you consider your ideas are connected with sense and are well organized?**

Table 18. Students who consider their ideas are connected with sense and are well organized.

OPTION	ABSOLUTE FRECUENCY	RELATIVE FRECUENCY
Yes	6	20,0%
Sometimes	10	33,3%
No	14	46,7%
TOTAL	30	100%
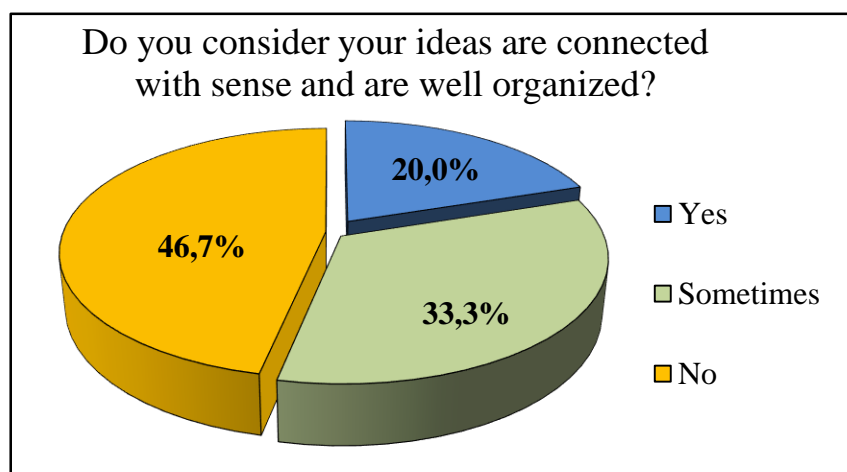
Author: Tatiana Martínez (2019).

Figure Nº 18. Students who consider their ideas are connected with sense and are well organized.
Author: Tatiana Martínez (2019).

Analysis: In this question students were asked about the sense and organization with which they present their ideas in oral tasks. The results manifest that a 20% consider they actually do while a 33, 3% said that they do it most of the time. On the other hand a 46, 7% percent still have problems with organizing their ideas. If we join the percentages gotten in both, yes and sometimes options, the percentage of improvement can be noticed; even though there is still a big group of students who need to practice more in aspects such as grammar and vocabulary to improve their organization in communication.

9. **Are you able to connect your ideas with linking words?**

Table 19. Students who are able to connect their ideas with linking words.

OPTION	ABSOLUTE FRECUENCY	RELATIVE FRECUENCY
Yes	7	23,3%
Sometimes	11	36,7%
No	12	40,0%
TOTAL	30	100%

Author: Tatiana Martínez (2019).
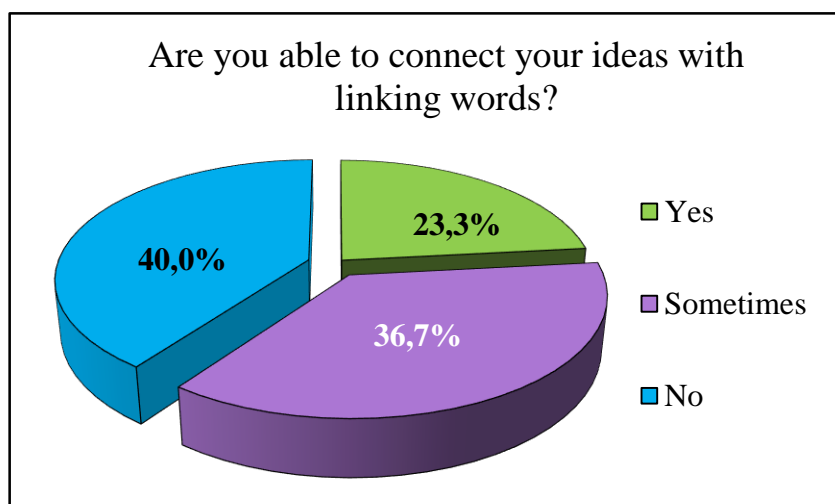
Figure Nº 19. Students who are able to connect their ideas with linking words.
Author: Tatiana Martínez (2019).

Analysis: The last question of the survey had as main goal to know how well students are able to connect their ideas using the linking words provided in the course book in each one of the units; a 23,3% manifest that they are able to do it, while a 36,7% consider they sometimes do it when they practice English otherwise a 40,0% consider they are not able to use this words their oral speech. Being so, we can conclude that students have increased their management of linking words in the oral practices, comparing their current performance to the one they had at the beginning of the research.

4.1.2 Pre-test and post-test

The results of the pre-test and post-test were tabulated and the average ratings achieved are shown below:
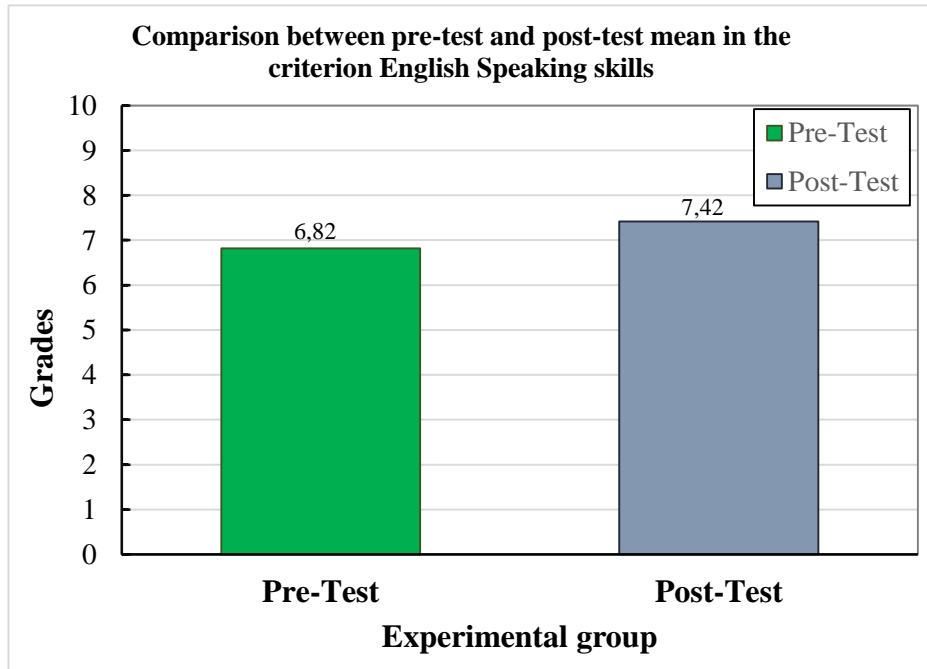
Figure Nº 20. Average pre-test and post-test scores.
Source: Littlewood (1982).

As shown in the previous figure, the average of the students' grades prior to the application of the integrated skills approach was 6,82 over 10, while average grade reached by the students after the implementation of strategies based on the integrated skills approach was 7,42 over 10. It implies that students achieved a better performance after the adoption of proposed strategies.

4.2 Hypothesis verification

The hypothesis verification was made from the data obtained from the pre-test and post-test based on the assessment page of the Active Teach of Pearson´s Top Notch 1 Book applied to the experimental group of students (sample showed in Chapter 3).

The data belong to the grades obtained by students which are of numerical type. In the present case the objective of the hypothesis verification is to compare the initial situation of the communicative competence in EFL of the students with the one reached after the adoption of the proposal. For this reason, it is necessary to apply a statistical test of hypothesis verification with the Student t-test for paired samples.

4.2.1 Hypothesis approach

Null Hypothesis H$_0$: Integrated skills approach does not improve the communicative competence in EFL students.

Alternative Hypothesis H$_1$: Integrated skills approach improves the communicative competence in EFL students.

4.2.2 Variables

Independent variable: Integrated skills approach.

Dependent variable: Communicative competence.

4.2.3 Mathematical model

Statistical test observed for one sided (one tailed):

H$_0$: $\mu_2 \leq \mu_1$
H$_1$: $\mu_2 > \mu_1$

Where:

μ_1 = population average in the pre-test for experimental group.
μ_2 = population average in the post-test for experimental group.

The formula is the next:

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

Where:

t = Student t-test from the data.

$\bar{x}_d$ = Differences average in the sample.

n = Pre-test and post-test data number (30 data).

S_d = Standard deviation of the differences.

4.2.4   Specification of the regions of acceptance and rejection

The distribution under the null hypothesis of the variable t is a Student t-test with (n - 1) degrees of freedom.

4.2.5   Decision making

If the 'p' value or level of bilateral significance (α) is smaller than or equal to a (0,05), the null hypothesis (H_0) will be rejected and the alternative hypothesis (H_1) will be accepted. It is the same as if the Student t value is on the null hypothesis rejected area in the Student t-test distribution the alternative hypothesis (H_1) will be accepted.

4.2.6   Selection of the level of significance

To verify the hypothesis, the following level of significance was used: **α = 0,05**.

4.2.7   Degrees of freedom

The formula to determine the degrees of freedom is the next:

$$df = n - 1$$

Where:

n = average of first and second measurement (35 data).

df = degrees of freedom

$$df = 30 - 1$$
$$df = 29$$

According to the selected level of significance ($\alpha = 0,05$) and the degrees of freedom (df = 30), Student t is 1,6991 (see Annex 4).

4.2.8 Data collection and calculation of statistics

The results the pre-test and post-test from the experimental group were compared and analysed. They are presented in the tables below:

Table Nº 20. Data collection experimental group.

Experimental Group			
No.	Pre-Test	Post-Test	Diferencias
1	6,5	7,5	1,0
2	6,0	7,0	1,0
3	7,5	7,5	0,0
4	7,0	8,0	1,0
5	7,5	8,5	1,0
6	6,5	7,5	1,0
7	5,5	6,5	1,0
8	6,0	6,5	0,5
9	6,0	7,0	1,0
10	7,5	9,0	1,5
11	8,5	8,0	-0,5
12	7,0	7,5	0,5
13	6,5	7,5	1,0
14	7,5	7,0	-0,5
15	7,0	8,0	1,0
16	6,5	7,5	1,0
17	7,0	7,0	0,0
18	7,0	8,5	1,5
19	6,5	7,5	1,0
20	7,5	8,0	0,5
21	8,0	8,5	0,5
22	8,5	8,0	-0,5

23	7,0	7,5	0,5
24	5,0	5,5	0,5
25	6,5	6,5	0,0
26	5,5	6,0	0,5
27	6,5	7,0	0,5
28	7,0	7,5	0,5
29	7,5	7,5	0,0
30	6,0	7,0	1,0

Source: Test applied to students.
Author: Tatiana Martínez (2019).

4.2.9 Student T-test results

Through the use of statistical software, the following results were obtained:

Table Nº 21. Paired sample statistics – Experimental group.

		Mean	N	Standard deviation	Standard error of mean
		Paired sample statistics			
Par 1	Pre-test Total	6,82	30	0,8355	0.1525
	Post-test Total	7,42	30	0,7666	0.1400
	Differences	0,60	30	0,5477	0.0999

Source: Test applied to students.
Created by: Tatiana Martínez (2019).

Then:

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

$$t = \frac{0,60}{\frac{0,5477}{\sqrt{30}}}$$

$$t = 6,00$$

These results are corroborated by statistical software, as it is presented in the following table:

Table Nº 22. Student t test to paired sample statistics.

Paired sample statistics								
		Paired differences						
				Standard error of the mean	95% of difference interval of confidence				Sig.
		Mean	Standard deviation		Lower	Upper	t	df	(bilateral)
Par 1	Pre-test Total - Post-test Total	0,60	0,5477	0,0999	0,39548	0,80452	**6,00**	**29**	**0,000001**

Source: Test applied to students.
Created by: Tatiana Martínez (2019).

4.2.11 Final decision

The above mentioned results showed that with 29 degrees of freedom and with 0,05 of level of significance (α), p-value = 0,000001 which is lower than α = 0,05. Similarly, calculated Student t is 6,00 which is upper than 1.6991 from the Student t-test distribution table (see Annex 4). Therefore, it is in the rejection region. It means that, the null hypothesis is rejected and the alternative one is accepted, hence: "**Integrated skills approach improves the communicative competence in EFL students**". The Student t distribution for the experimental group is shown in the next graph:
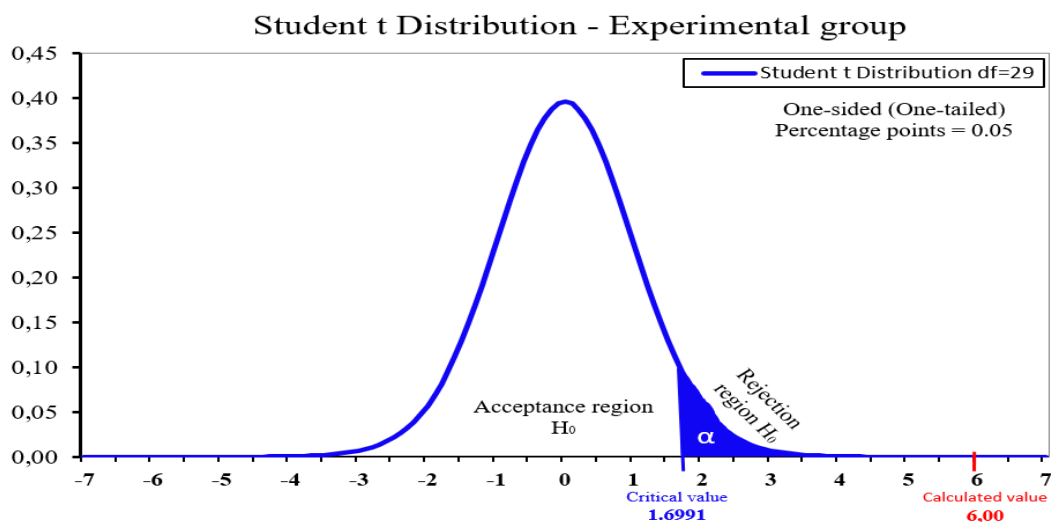
Figure Nº 21. Student t test distribution.

Source: Test applied to students.
Author: Tatiana Martínez (2019).

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

1. Before starting the research, and with the use the pre-test, the results showed that students had a low level in speaking (communicative performance). Once the approach was applied in the determined time the results of the post test showed that students' performance was better.

2. To apply the approach in the study group it was necessary to adapt the contents of the syllabus as well as the contents of the course book in order to create lessons were ISA can be completely used; in this way it was easier for students to practice and improve their communicative performance.

3. It can be said that there is a direct relationship between the use Integrated Skills Approach and the development of communicative competence in the English language, taking into account that there was a noteworthy improvement on the study group after applying the research.

4. It can be concluded that the design of the guide with ISA activities was very useful in each class in order to develop tasks and other activities. Communicative competence development was improved with the guide, interaction and other aspects such as motivation and confidence also increased and enhanced learning a foreign language creating a better atmosphere to work with.

5.2.Recommendations

- Since it could be determined that The Integrated Skills Approach helps to improve the communicative performance of EFL students, it is recommended that teachers implement new approaches in the classroom to increase the effectiveness of language learning. Also, teachers have to look for new ways to integrate all the skills in a lesson.

- To reach the communication goals it recommend to adapt the contents of the syllabus and the contents of the course book. Course books must not be seen as straitjacket. They could be used as a complement that allows to reinforce what has been learnt in the lessons.

- For teachers it is recommend to start using The Integrated Skills Approach in the classroom since in the research it was demonstrated that this approach has a relation with the development of students' communicative competence. Since one of the goals and also one of the challenges that EFL teachers face every day is to help students to develop their speaking skills, using this approach in the lesson could be really useful.

- A recommendation for English teachers at Uniersidad Nacional de is to apply The Integrated Skills Approach using the lesson plans and the worksheets that are included in the proposal to motivate students to improve their communicative performance.

CHAPTER VI

6. THE PROPOSAL

TOPIC: Didactic-pedagogical plan for TEFL teachers to enhance students´ communicative competence through Integrated Skills Approach.

6.1   Informative Data

Executing institution: Universidad Nacional de Chimborazo.
Beneficiaries: English as a Foreign Language Teachers; A1 English Level Students.
Location: Province of Chimborazo, in Riobamba.
Estimated execution time: The time considered is two months.
Responsible technical team: Computer technique staff; Researcher.

6.2   Background of the Proposal

After getting some assumptions in the development of this project, it was imperative to develop a plan with some activities that involve integrated skills approach features in order to enhance the English as a foreign language students' communicative competence.

6.3   Justification

The popular Common European Framework of Reference (CEFR) for Languages establishes common basis for the development of language programs, curricular guidelines and exams. This framework describes the way that students have to learn in order to communicate using the target language according to its cultural context.

Nowadays English language has taken a huge importance worldwide in different aspects, its learning as a subject has also taken relevance in the Ecuadorian curriculum. It does not matter the age; students from elementary schools to university levels must learn English and also improve their level in order to show how proficient they are when using the language, Currently, English Teachers at Universidad Nacional de Chimborazo must accomplish one of the objectives of the curricular proposal that is to develop students' understanding of the world, and their ability to communicate their points of view through the use of a foreign language. In this context, it is mandatory for students to develop an accurate English communicative competence which is not completely reached. When evaluating the contents that have been treated in each one of the units of the book that is handled of the Pearson's Top Notch series, it has been detected that there are biggest flaws committed by students; most of them are not able to communicate their ideas in an accurate and fluent way; they make mistakes when using grammar patterns, they do not remember the new words that appear through each one of the lessons of the unit and of course this aspects have a great importance in the development of students' communicative competence; since the topics are seem in isolation, students are not able create a meaningful learning and in consequence the communicative goals cannot be totally accomplished.

6.4   Objectives

6.4.1   General

To implement the Integrated Skills Approach (ISA) to increase communicative competence at Universidad Nacional de Chimborazo.

6.4.2   Specifics objetives

- To raise awareness among English teachers about the importance of Integrated Skills approach in order to encourage them to use it in their educative context to help their students to communicate effectively.

- To compile different strategic reading activities to help EFL students reduce the reading difficulties and to maximize reading comprehension.

- Socialize the plan with the EFL teachers of the institution.

6.5   Feasibility Analysis

The EFL teachers of the Linguistic Competences Department at Universidad Nacional de Chimborazo are aware of the importance of having a plan that truly helps and encourages EFL students to improve their communicative competence in English.

This proposal provides modern ideas and activities regarding new trends in education in a collaborating communicative activities giving the teacher and student great opportunities to interact.

6.6   Theoretical-scientific foundations

The integrated-skill approach, learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Likewise, it is stressed that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. It promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach (whether found in content-based or task-based language instruction or some hybrid form) can be highly motivating to students of all ages and backgrounds Oxford (2001).

Likewise, Chen Su (2007) affirms that with integrated skills approach the instructor provides opportunities and time for students to use English in real communication in class. Likewise, they feel that the class was successful because the instructor provides numerous authentic opportunities and an efficient use of time for them to

experiment in reading, writing, and absorbing English without being afraid of making mistakes with cooperative and communicative activities which allow students to use English to speak and perform and encourages EFL instructors to develop units which emphasize the communication of real meaning and the interactive use of all four skills instead of linguistic forms.

Oxford (2001) suggests that integrated-skills language learning is promoted through the use of small group tasks, such as generating a list of questions for research, responding to first drafts of writing, discussing the meaning of stories, deciding how to prepare a group report and acting in a readers' theatre, which can help students learn language from each other.

6.7   Methodology

The methodology or operative model is focused on varied activities, of interactive and group type among students and student-teacher, with useful recommendations to achieve the role of an eLearning instructor. The activities are based on the Connectivism Theory, encouraging the teachers to take advantages of technology in their educational deeds.

6.8   Administration of the proposal

The proposal is addressed exclusively to teachers and students of the English language of the Universidad Nacional de Chimborazo. It was applied in the institution with the approval of the respective authorities in order to verify its effectiveness.

The proposed objective of the plan has been designed to encourage EFL teachers to take advantage of Integrated Skills Approach to help their students to enhance their communicative competence.

Table Nº 23. Administration of the proposal.

ADMINISTRATION OF THE PROPOSAL	ACTIVITY	RESOURCES	PERSON IN CHARGE	TIME
Identify reading comprehension skills in English needs.	Survey to A2 students at the Language Center	Survey Questionnaire	Researcher	2 hours
Compile 10 Graphic Organizers Strategies	Research about the topic.	EFL books Web pages	Researcher	100 hours
Organize strategies according to the students' needs	Research about the topic.	EFL books Web pages	Researcher	100 hours
Plan	Meeting with teaching staff, authorities and students.	Survey Questionnaire Project schedule	Researcher	4 weeks
Implementation	Execute the activities of the handbook. 10week intervention.	Reading texts and Graphic Organizers Handouts	Researcher	10 weeks
Design a Handbook of the use of Graphic Organizers to improve Reading Comprehension skills in English.	Adapt the activities according to the student's needs.	EFL books Web pages	Researcher Graphic designer.	20 hours
Evaluation	Pre-test and Pos-test result analysis.	Handbook. Pre-test and Post-test questionnaire	Researcher	20 hours.

Author: Tatiana Martínez (2019).

Integrated Skill Approach

GUIDE OF IMPLEMENTATION OF ISA ACTIVITIES IN THE CLASSROOM TO DEVELOP COMMUNICATIVE COMPETENCE

Author: Tatiana Martinez

Ambato-Ecuador
2019

INTRODUCTION

In this world everybody has the necessity to increase English competence in order to communicate in an accurate way getting better opportunities in education or career.

In Ecuador the English teaching process lacks of an accurate methodology to promote a foreign language as English. This educational situation implies that students consider English language not only bored, but also, difficult.

This guide contains activities related to *Integrated Skills Approach* that allows students to use the language in an easy way without as much effort.

With integrated skills approach the instructor provides opportunities and time for students to use English in real communication in class. They feel that the class was successful because the instructor provides numerous authentic opportunities and an efficient use of time for them to experiment in reading, writing, and absorbing English without being afraid of making mistakes with cooperative and communicative activities letting students use English to speak and perform.

This guide attempts to encourage English teacher to reinforce their methodology taking in mind new trend in English Teaching as Integrated Skill Approach which gives the opportunity to teach the Basic English skills in a linked way.

TABLE OF CONTENTS

Description

According to Oxford (2001), language skills are conformed of reading, listening, writing and speaking, and in order to communicate effectively and accurately in a foreign language, these skills have to be mixed during instruction. The integrated skills approach forces learners to use the target language naturally, enhancing communication.
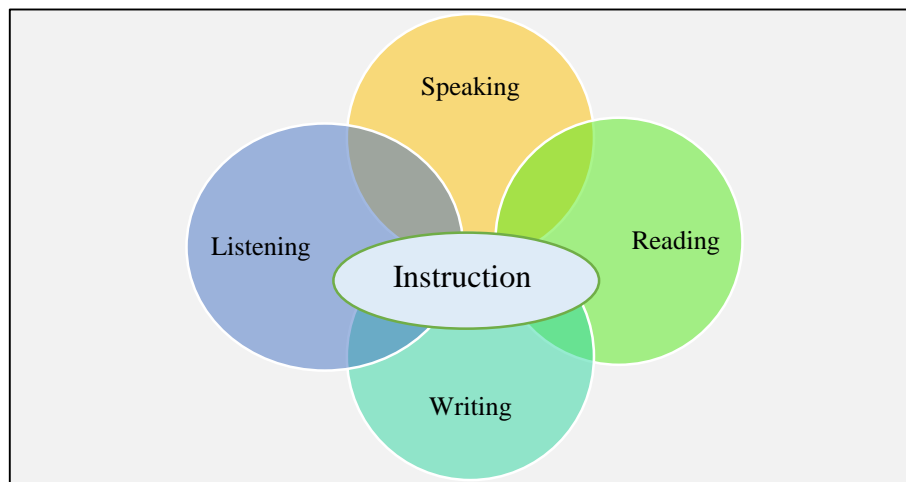
Figure Nº 22. Integrated Approach to Language Learning.
Author: Tatiana Martínez (2019).

Types of integrated-skill instruction

Oxford (2001) affirms that two types of integrated-skill instruction are content-based language instruction and task-based instruction. The formal emphasizes learning content through language, while the second focuses on doing activities that require communicative language use. Both benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom.

Content-Based Instruction

In content-based instruction, instructors give students the opportunity to practice all the language skills in a highly integrated, communicative way while learning content such as science, mathematics, and social studies. It is relevant at all levels

of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex.

Scarcella & Oxford (1992) list three general models of content-based language instruction:

1) Theme-based mpdel. - It integrates the language skills into the study of a theme which must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme.
2) The adjunct model. - In this model the language and content courses are taught separately but are carefully coordinated.
3) The sheltered model.- The subject matter is taught in simplified English tailored to students' English proficiency level.

Task-Based Instruction

In task-based instruction students participate in English communicative activities. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989).

In task-based instruction, basic pair work and group work are often used to encourage student to interact in a collaborative way. Students can work together to write and edit a class newspaper, develop a television commercial, act out scenes from a play, or take part in other collaborative activities. More structured cooperative learning formats can also be used in task-based instruction.

Advantages of the integrated-skill approach

Oxford (2001) illutrates some advantages of this approach as follows:

1) The integrated-skill approach exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication.
2) This approach stresses that English is not just an object of academic interest and English becomes a real means of interaction and sharing among people.
3) Instructors can track students' progress in multiple skills at the same time.
4) Promotes the learning of real content, not just parts of language forms.
5) The integrated-skill approach can be highly motivating to students of all ages and backgrounds.

How to integrate the language skills

In order to integrate the language skills in ESL/EFL instruction, instructors should consider taking these steps:

1) Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
2) Reflect on their current approach and evaluate the extent to which the skills are integrated.
3) Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
4) Even if a given course is labelled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.
5) Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

Teacher must reflect and plan in order to integrate the language skills and strengthen the "tapestry" of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication.

Integrate the language skills

Source: Direct research.

Author: Tatiana Martínez (2019).

Integrated Skill Approach

LESSON PLANS

&

WORKSHEETS

The following activities allow students to be involved in activities that link language skills

PLANNING 1:

<table>
<tr><td colspan="4" align="center">**GENERAL INFORMATION**</td></tr>
<tr><td colspan="2">**Subject: English**.</td><td colspan="2">**Teacher's name:** Lic. Tatiana Martínez Zapata</td></tr>
<tr><td colspan="2">**Unit:** Getting Acquited</td><td>**Level:** 1st A1</td><td>**Time:** 4 hours ... **Date:** 2018.</td></tr>
<tr><td colspan="4">**General Objective:**

• To introduce someone to a group by providing personal information using the Simple Present Tense of BE and Positive Adjectives.</td></tr>
<tr><td colspan="4">**Specific Objectives:**

• To describe people

• To provide personal information</td></tr>
<tr><td colspan="4">**Assessment:** Rubric to evaluate students' communicative performance when introducing a classmate to the group.</td></tr>
<tr><td colspan="4">**Materials:** sitcom videos (active teach) – Computer – Speakers – Worksheets – Course book</td></tr>
<tr><td colspan="4">**Bibliography:** Course book and active teach of Top Notch 1 – My English Lab</td></tr>
<tr><td colspan="4" align="center">**Procedure**</td></tr>
</table>

GENERAL INFORMATION				
Teacher Activity	**Students' Activity**	**Resources**	**Duration**	**Evaluation/ Assessment**
Present vocabulary of the unit: occupations, positive adjectives, nationalities, hobbies using flashcards and assigning digital and handwriting homework.	Read, listen and repeat the vocabulary. Practice using the flashcards. Write illustrative sentences using the new words in context. Complete the activities of the platform MY ENGLISH LAB of Pearson	Course books Flashcards Board Markers Computer Projector Speakers	2 hours before applying the approach ISA	Homework checking.
Present grammar patterns: Use of verb be in affirmative, negative and interrogative forms as well as the correct use of adjectives. Guide the extra grammar practice and assign homework.	Complete course book grammar activates. Practice with classmates, complete the extra grammar worksheets and the platform activities of MY ENGLISH LAB of Pearson.	Course books Board Markers Computer Projector Worksheets	2 hours before applying the approach ISA	Homework checking.
Challenge 1 READING AND WRITING TO REMEMBER AND UNDERSTAND				
Present the engagement activity: game TIC TAC TOC to remember the vocabulary	Practice and remember the new words. Write full exercises using	Board Markers Computer	30 minutes	

GENERAL INFORMATION				
that was checked previously. Write sentences using the Simple Present Tense of BE.	the examples provided by the teacher.	Projector Notebooks		
Present short readings where two people are introduced. Explain vocabulary, remember structures and guide students to complete the activities.	Read in silence. Underline new words and look for or ask for their meanings. Scan for facts and complete information.	Course book readings pages: 10 and 11. Worksheets	30 minutes	Tasks checking.
Give the worksheets, explain the instruction for the writing task.	Choose a partner, interview to your partner, fill your partner´s information in the graphs. Write a short description of your classmate in an extra sheet of paper.	Worksheets Extra sheet of paper Pens	1 hour	Peer feedback using a checklist
Challenge 2 LISTENING AND SPEAKING TO APPLY AND CREATE				
Present a sitcom about people giving their own personal	Students will watch the video, as they listen they will complete the worksheets; activities such as	Worksheets. Computer	30 minutes	Worksheets checking

GENERAL INFORMATION				
information and introducing someone to a group	matching, completing spaces and checking true or false will be full filled by students.	Speakers Active Teach Top Notch 1		
Check the worksheets; gives students clear instructions and helps to look for the correct answers	Check the listening worksheets. Compare answers.	Teacher's voice Worksheets. Answer key Pens	30 minutes	Not Applicable
Speaking record a video The teacher will explain the process of the activity she will give the instructions to perform the speaking task.	Students will create a dramatization similar to the one that was watched in the sitcoms. They will have to use simple present tense as well as the adjectives that were studied in the unit.	Teacher's voice Students' voice.	60 minutes	Rubric to evaluate students' communicative competence.
Note: The video recording will be done at home as homework. In the classroom students will organize in groups and practice with the help of the teacher.				

ASSESSMENT:

In this unit, the progress of students' communicative competence will be shown by the creation of a video. In groups of five, students will record a 3 minute video in which they will introduce themselves and they will introduce someone to a group by giving personal information and describing people. The task will be evaluated by the teacher; fluency, coherence, pronunciation and use of language will be important aspects for the final grade.

WORKSHEET 1 – READING ACTIVITIES

1

THIS IS MITSUHIKO TANAKA, a computer programmer at an international publishing company in Japan. He is originally from Sendai, but he works at his company's offices in Tokyo now, where he lives with his wife, Tomiko, and their young son, Hiro. "English is very important in our work. We use it to communicate with colleagues who speak many different languages at our offices all over the world," says Mr. Tanaka. "We also get visitors several times each year, so we use English for our meetings." At home, Mr. Tanaka gets new ideas about computing from websites in English on the Internet. He also uses his English in social media to keep in touch with friends all over the world.

2

MEET LETICIA MARQUES. She works as a financial manager for a Swedish automotive company in Curitiba, Brazil, where she was born and raised. She is single and lives with her parents. "I use English every day," Ms. Marques says. "We use it in most of our e-mails and meetings and for calls to Sweden, the U.S., and France." In her free time, she likes to watch movies in English. "It's good for my pronunciation," she says.

3

THIS IS HAMZA ITANI, an executive assistant at a four-star hotel in Dubai, in the United Arab Emirates. Mr. Itani lives in Dubai now, but his hometown is the city of Beirut, in Lebanon. At his job in Dubai, he uses English every day. Business travelers and tourists from many different countries stay at the hotel, and English is the most common language they communicate in. "Sometimes our guests need a tour guide, and, if I'm not too busy, I use the opportunity to practice my English." When he's not at work. Mr. Itani enjoys watching English-language TV. "It helps me a lot!" he says. Mr. Itani is married and has a one-year-old son.

	Mr. Tanaka	Ms. Marques	Mr. Itani
Occupation			
Lives in…			
Hometown			
Married			

WORKSHEET 2 – WRITING PROCECESS

Choose a partner. Interview each other. Then fill in the information about your partner below. Then write a short description in a extra sheet of paper.

Personal Information

Name: _____
Nickname: _____
Occupation: _____
Age: _____

1

2

Home Information

Hometown: _____

Birthplace: _____

Likes/dislikes

Favorite actor: __

Favorite sport:_____

Other:_____

3

Meet with your partner again. Read each other's description. After reading the description, complete the Peer Feedback Checklist below then give your partner your feedback

PEER FEEDBACK CHECKLIST	Yes	No
1. Is the information about you correct? If not, write the correct information below.	☐	☐
a. _____ b. _____ c.		
2. Do you want to add any information about yourself? If yes, write the additional information below.	☐	☐
a. _____ b. _____ c. _____		
3. Did your partner use the new vocabulary correctly? If no, circle the words that are used incorrectly.	☐	☐
4. Did your partner use the verb be correctly? If no, underline the sentences with errors.	☐	☐
5. Are there any misspelled words or incorrect punctuation? If yes, circle the misspelled words and the incorrect punctuation.	☐	☐

15

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_____

Sitcom

Topic: Introduce someone to a group

Class: ....

Group´s Name...

Date: ....

Scale: **Excellent**: 2   **Good**: 1, 50   **Fair**: 1, 00.   **Poor** 0, 50   **No Production**: 0

Criterion	Grade
USE OF LANGUAGE	
Students use Simple Present Tense of Be to introduce themselves and to introduce someone to a group.	
Students use positive adjectives to describe people.	
DISCOURSE ELEMENTS	
Fluid expression, consistent pronunciation and intonation,	
Clear speech, confident in speech	
Well-developed and coherent content, clear progression of ideas	
TOTAL	/10

_____
Teacher´s Signature

PLANNING 2:

<table>
<tr><td colspan="4" align="center">**GENERAL INFORMATION**</td></tr>
<tr><td colspan="2">**Subject: English**.</td><td colspan="2">**Teacher's name:** Lic. Tatiana Martínez Zapata</td></tr>
<tr><td colspan="2">**Unit:** Going Out</td><td>**Level:** 1st A1</td><td>**Time:** 4 hours.   **Date:** 2018.</td></tr>
<tr><td colspan="4">**General Objective:**

• Talk about cultural events in your town or city using the prepositions IN – ON – AT in the correct context.</td></tr>
<tr><td colspan="4">**Specific Objectives:**

• Express locations

• Make plans to see an event.</td></tr>
<tr><td colspan="4">**Assessment:** Checklist to evaluate group performance.</td></tr>
<tr><td colspan="4">**Materials:** worksheets – computer – speakers – course book – cardboard – makers.</td></tr>
<tr><td colspan="4">**Bibliography:** Top Notch 1 – My English Lab</td></tr>
<tr><td colspan="4" align="center">**PROCEDURE**</td></tr>
</table>

		GENERAL INFORMATION		
Teacher Activity	**Students' Activity**	**Resources**	**Duration**	**Evaluation/ Assessment**
Present vocabulary of the unit: entertainment and cultural events using flashcards and assigning digital and handwriting homework.	Read, listen and repeat the vocabulary. Practice using the flashcards. Write the definition of each one of the new words. Complete the activities of the platform MY ENGLISH LAB.	Course books Flashcards Board Markers Computer Projector Speakers	2 hours before applying the approach ISA	Homework checking.
Present grammar patterns: prepositions IN – ON – AT to express location and time. Guide the extra grammar practice and assign homework.	Complete course book grammar activates. Practice with classmates, complete the extra grammar worksheets and the platform activities of MY ENGLISH LAB.	Course books Board Markers Computer Projector Worksheets	2 hours before applying the approach ISA	Homework checking.
		Challenge 1 LISTENING AND WRITING TO IDENTIFY INFORMATION		

GENERAL INFORMATION				
Present the engagement activity. BOARD GAME Organize students in groups of three or four – Give copies of the board game to each group – Give instruction and give the rules of the game.

. | Students roll the die to move around the board. When students land on a square, they must form a question and answer based on the prompts on that square - Other players judge the questions and answers. If they are correct, the student may leave his or her marker on the square; if they are incorrect, the student must go back to the square where he or she began that turn - The first student to land on or beyond the final square is the winner. Students may then continue the game to determine second-, third-, and fourth-place finishers, or start a new game | One copy of the worksheet (game board) per group;

 a single die; one coin or chip per student to use as a marker | 30 minutes | Not Applicable |

GENERAL INFORMATION

Play the listening A1.30 of the Top Notch Book. Ask students to identify the names of the cultural events that are presented at the Kingston Cultural Fest.	Listen carefully to identify specific information. Note down the names of the cultural events at the Kingston Cultural Fest as well as the examples given in the listening exercise.	Worksheets Computer Speakers Pens	30 minutes	Check students' answers on the worksheets.
Challenge 2 READING , WRITING AND SPEAKING TO UNDERSTAND AND CREATE				
The teacher will present a short reading: THIS WEEK AT THE KINGSTONE CULTURAL FEST. The teacher will ask students to read in silence and underline new words. Ask students to complete the chart with some of the information of the reading.	Students read in silence and they will also circle new words (the teacher will help them with the meaning) after that, they will complete the worksheet with the required information.	Worksheets. Computer Speakers Active Teach Top Notch 1	30 minutes	Worksheets checking

Ask students to share their answers with the class. The teacher will divide the class into groups of three people to create a poster with the materials and information that was previously required.	Students will share and compare their answers with the class. They will join in groups of three of four people and they will create a poster about a cultural event in the city.	Cardboard Color pencils Markers Drawings and pictures Glue	30 min	Poster checking
The teacher will print and give a checklist to each group to evaluate other group communicative performance. At the same time the teacher will make a ruffle for the evaluation.	Students will present their posters to the class while other pre-selected group will evaluate their job and communicative performance using the checklist.	Photocopies of the checklist. Posters Pens	1 hour	Poster evaluation – Communicative competence evaluation using a checklist.
The teacher will monitor the development of the speaking presentations.				
Note: the speaking presentation could be developed in the following lesson if time is up.				

Assessment: in this unit students´ communicative competence will be evaluated through the presentation of a poster in which students will write information of an event that will take place in their cities. For this evaluation a checklist is going to be used; the checklist evaluates aspects such as use of language (grammar and vocabulary) discourse elements (pronunciation, fluency, coherence, etc.) as well the design of the poster.

FINISH

____ the Outkast concert?
____ Saturday,
April 17th, ____
the evening.

____ the play?
____ Wednesday.

GO BACK 2 SPACES!

____ the history talk?
____ the morning.

____ our next class?
____ Tuesday morning.

GO BACK 2 SPACES!

____ the baseball season?
____ the summer.

____ the Blues Festival?
____ the park.

____ Carol?
____ school.

____ lunch?
____ noon.

____ the next movie?
____ 7:30.

____ the party?
____ the neighborhood.

____ Jim?
____ work.

GO BACK 4 SPACES!

____ the concert?
____ Friday, April 26th.

RELAX! take a rest.

____ the Hockney exhibit?
____ May.

____ Berlin?
____ Germany.

____ the last show?
____ midnight.

GO UP 3 SPACES!

GO BACK TO THE START!

____ the Guitar Wolf show?
____ June 7th.

____ the Royal Theater?
____ the corner.

____ your car?
____ the street.

GO UP 3 SPACES!

____ the Movieland?
____ the

____ Bank Street.

____ the movie?
____ the Movieland.

START ▶

MOVIELAND

23

KIND OF EVENT	EXAMPLE OF EVENT	DATE OF THE EVENT	TIME OF THE EVENT	PLACE

WRITE SENTENCES USING THE INFORMATION OF THE CHART

1. The Bruno Mars Concert will be **ON** Saturday 11th, **AT** 8.00 pm **AT** Kingston Gallery 2
2. ....
3. ....
4. ....
5. ....
6. ....

THEATER

Andrew Lloyd Weber's classical musical

Cats

Lamont Theater

Tuesday to Friday 8:00 P.M.

Tkts: Balcony from $65
Orchestra from $85

" A Serious Play For Serious Theatergoers "

The Dentist's Chair

Kingston Gallery 2

Friday and Saturday 8:00 P.M.

Brother and sister directors Fumiko and Daiki Ito introduce their movie Hip-Hop High School, this year's International Teen Oscar winner for Best Movie.

Monday and Thursday 7:45 P.M.

Kingston Gallery 2

Member price: $5
General admission: $12
Special teen price: $3

CONCERTS

Joshua Bell, Violinist.

Bell will play Estrellita by Manuel María Ponce and Stravinsky's The Rite of Spring with the Mexico City Philharmonic Orchestra.

Kingston Concert Hall

Wednesday and Saturday: 8:00 P.M.

Sunday: 2:00 P.M. (matinee)
Tkts: $50 (students $25)

Bruno Mars

Singer songwriter Bruno Mars sings from his favorite album Earth to Mars, featuring "Just the Way You Are."

Kingston Gallery 2

Tuesday, Wednesday, and Friday 10:00 P.M. / late show: 12:30 A.M.
Tkts: $23

TALKS/ LECTURE

Reinvent a Better World

Melinda Gates (of the Bill and Melinda Gates Foundation)

Tuesday 6:30 P.M. and 9:00 P.M.

Natural History Museum

Free!

Complete and answer:

Event	Day/ Date/ Time	Place

Is there any similar event in your town: …………..

Which one ………………..

When is the event? ……………..

Where is the event? ………………

What time is the event? ………………………….

WORKSHEET 4 – SPEAKING CHECKLIST

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Topic: Poster Presentation
Class: ....
Group´s Name (EVALUATORS) ....
Date: ....

No.	Student's name	Content		Pronunciation and intonation		General effort	Total
		Uses adequate grammar and vocabulary; makes use of the structures introduced during the lesson	Uses appropriate expressions for the function of the lesson	Speaks clearly, pronunciation does not impede comprehension	Uses intonation that is consistent with what is being said — for example, questions sound like questions	Actively participates; does not simply copy others; attempts to personalize the activity; listens to others	
01							
02							
03							
04							
05							
06							
07							
08							
09							
10							

SPEAKING CHECKLIST

1 = unsatisfactory, 2 = needs practice, 3 = satisfactory, 4 = excellent

PLANNING 3:

<table>
<tr><td colspan="4" align="center">**GENERAL INFORMATION**</td></tr>
<tr><td colspan="2">**Subject: English**.</td><td colspan="2">**Teacher's name:** Lic. Tatiana Martínez Zapata</td></tr>
<tr><td colspan="2">**Unit:** The extended family</td><td>**Level:** 1st A1</td><td>**Time:** 4 hours | **Date:** 2018.</td></tr>
<tr><td colspan="4">**General Objective:**

• Describe people in your family and the similarities and differences they have with you.</td></tr>
<tr><td colspan="4">**Specific Objectives:**

• To describe routines.
• To compare people.</td></tr>
<tr><td colspan="4">**Assessment:** Rubric to evaluate students' communicative performance when describing people in their families.</td></tr>
<tr><td colspan="4">**Materials:** active teach – Computer – Speakers – Worksheets – Course book – Rubrics</td></tr>
<tr><td colspan="4">**Bibliography:** Course book and active teach of Top Notch 1 – My English Lab</td></tr>
<tr><td colspan="4" align="center">**Procedure**</td></tr>
</table>

<table>
<tr><td colspan="5" align="center">**GENERAL INFORMATION**</td></tr>
<tr><td>**Teacher Activity**</td><td>**Students' Activity**</td><td>**Resources**</td><td>**Duration**</td><td>**Evaluation/ Assessment**</td></tr>
<tr><td>Present vocabulary of the unit: members of the extended family, relationships, using flashcards and word sets; assigning digital and handwriting homework.</td><td>Read, listen and repeat the vocabulary. Practice using the flashcards. Write illustrative sentences using the new words in context. Complete the activities of the platform MY ENGLISH LAB of Pearson</td><td>Course books
Flashcards
Board
Markers
Computer
Projector
Speakers</td><td>2 hours before applying the approach ISA</td><td>Homework checking.</td></tr>
<tr><td>To present grammar patterns: Simple Present Tense using other verbs in affirmative, negative and interrogative forms. Guide the extra grammar practice and assign homework.</td><td>Complete course book grammar activates. Practice with classmates, complete the extra grammar worksheets and the platform activities of MY ENGLISH LAB.</td><td>Course books
Board
Markers
Computer
Projector
Worksheets</td><td>2 hours before applying the approach ISA</td><td>Homework checking.</td></tr>
<tr><td colspan="5" align="center">**Challenge 1** READ , WRITE AND SPEAK</td></tr>
</table>

		Board	20 minutes	Not Applicable
Present the engagement activity: THE FAMILY TREE. Divide students into pairs. Give each pair one copy of the family tree and a set of cut-up name cards. Have them put the name cards face down on the table. Explain that students are going to describe the relationship between any two people in the family tree.	Student A turns over two name cards at random. He or she looks at the family tree and describes the relationship between them, beginning with either one of the two. (For example, Luke is Mark's son.) Student B has to describe the relationship again, beginning with the other one of the two. (Mark is Luke's father.) Student B then asks one yes / no question about either person. Student A puts aside both cards and starts another round by turning over another two cards at random. Continue the game until all cards are removed. Partners change roles and start again	Markers Computer Projector Worksheets		

GENERAL INFORMATION				
Present the reading exercise name MY LOVELY FAMILY. Explain vocabulary, remember structures and guide students to complete the activities.	Read in silence. Underline new words and look for or ask for their meanings. Scan for specific information and complete the activities.	Photocopies of the reading. Pencils	30 minutes	Task checking.
Ask students to draw a graphic organizer to summarize the information of the reading. Check the answers of the worksheets.	Students will share the answers they wrote on the worksheets with the class. They will design a graphic organizer where they summarize the most important information of the reading.	Worksheets Extra sheet of paper Pens Extra sheet of paper Pens Color pencils	30 minutes	Task checking, questions and answers.
Monitor the activity Help when necessary Ask students to report their summaries.	Report the summaries	Graphic organizers	40	
Challenge 2 LISTEN, WRITE AND SPEAK				

GENERAL INFORMATION				
Introduce the listening activity, explain what the activity is going to be about and the characters that will appear along the listening task (Lucille, Laura and the interviewer). Play the listening task, ask students to complete the charts. Check students answers	Students will listen and complete the charts. They will share and check their answers with the teacher.	Worksheets. Computer Speakers Active Teach Top Notch 1	30 minutes	Worksheets checking
Give the photocopies to students where the notepad for writing was designed. Ask students to complete the chart and using that information write a short description of he/she and a one member of his/her family.	Using the notepad students will write the similarities and differences they have with one member of their family (as in the listening activity). Using the information of the notepadding they write a short paragraph of the similarities and the	Teacher's voice Worksheets. Answer key Pens	30 minutes	Not Applicable

	differences they have with a person of their families.			
Speaking record a video Ask students to record a video based on the paragraph they wrote previously.	Each student will record a 4 minute video to describe a member of their families. The video will include information about the routine of the relative (what they do and what they don't do) and also the things they both have in common and their differences.	Teacher's voice Students' voice.	60 minutes	Rubric to evaluate students' communicative competence.

Note: The video recording is going to be checked at home by the teacher.

Assessment: In this unit, the communicative competence will be evaluated in the video recording that students will sent to the teacher. To grade the task, a rubric will be used, this rubric will grade aspects such as language in use that is grammar (Simple Present Tense) and vocabulary (The Extended Family) as well as discourse components.

The Family Tree
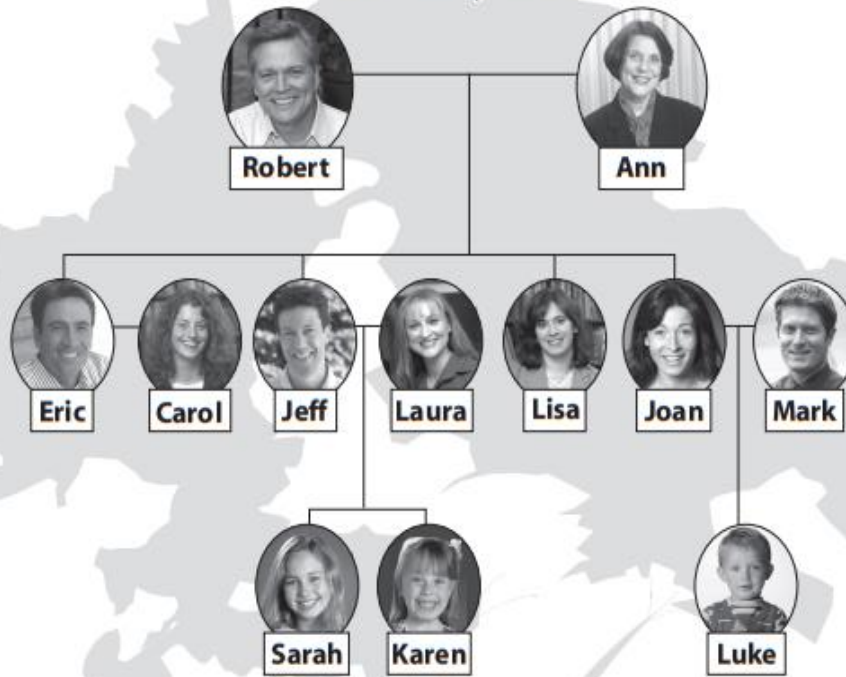
ROBERT	ANN	ERIC	CAROL
JEFF	LAURA	JOAN	MARK
SARAH	KAREN	LUKE	LISA

My lovely family

Hello! My name is Ana. I am eight years old and I am from the USA. I'm going to introduce you to my lovely family. It is quite big and we are very happy.

My mother's name is Laura and my father's is Peter. My mother has got blond hair and she is very tender. My father is tall and slim and he is a funny person.

My parents have got three children. There's my brother Tim, my baby brother David and me. Tim is a sweet boy who loves playing and being with me all the time. He is only three years old so he attends the kindergarten. My younger brother, David, is a seven-month baby but he is full of personality. He likes being at my father's lap and he never disposes of Eddy, his bunny.

My father has got a sister. Her name is Olivia and she is my aunt. My mother has got two brothers. Their names are Richard and William and they are my uncles.

I have also got my grandparents and my cousins Jacob, Kevin and Chloe.

We have got a pet called Pirate, he is my favourite dog!

I love my family and my pet.

A Answer the following questions about the text.

1. How old is Ana?

----

2. Is she British?

----

3. How many brothers has she got?

----

4. What's her mother's name?

----

5. What's her father's name?

----

6. How old is Tim?

----

7. Who is Eddy?

----

8. How many cousins has Ana got?

----

9. What are their names?

B Complete the table with family relationships.

MALE	FEMALE
father	
	sister
uncle	
	grandmother
son	
	cousin

C Match the opposites.

old •   • small
big •   • short
happy •   • serious
tall •   • fat
slim •   • young
funny •   • hate
love •   • unhappy

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fppt.com

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WORSHEET 3 – WRITING TASK

Fill in the Venn diagram with information about two people in your family. Write descriptions about them in the circles. Where the circles overlap, write how they are similar
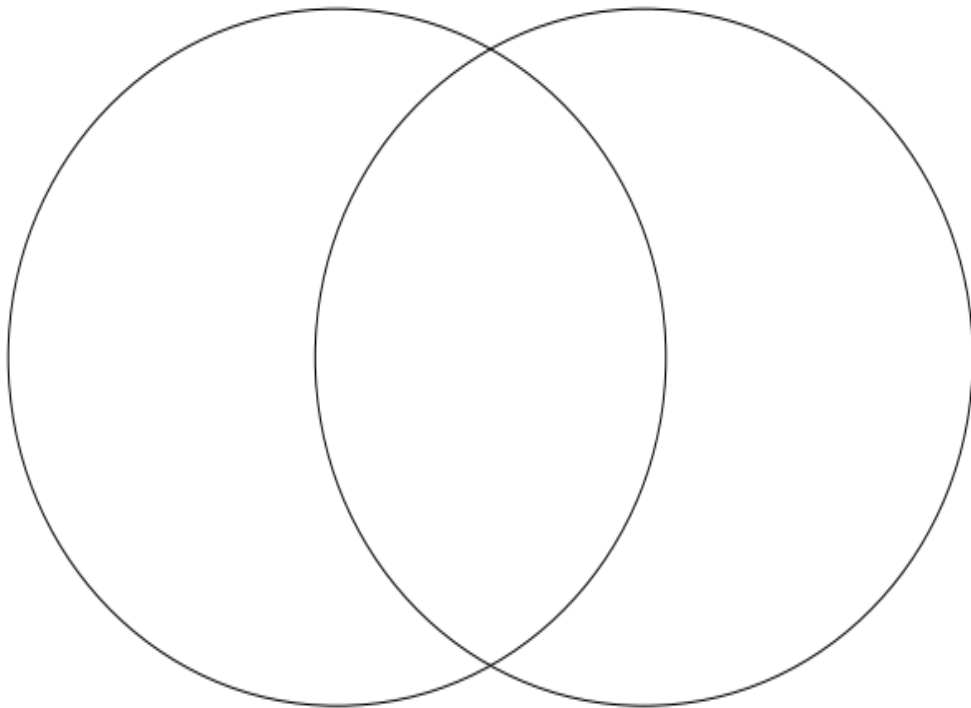
Family member

Name: _____

Relationship: _____

Family member

Name: _____

Relationship: _____

On a separate piece of paper, write a first draft of your statements.

WORKSHEET 4 - RUBRIC

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_____

Topic: Report about a relative

Class: ....

Student´s Name...

Date: ....

Scale: Excellent: 2   **Good**: 1, 50   **Fair**: 1, 00.   **Poor** 0, 50   **No Production**: 0

Criterion	Grade
USE OF LANGUAGE	
Students use Simple Present Tense of Be to introduce themselves and to introduce someone to a group.	
Students use positive adjectives to describe people.	
DISCOURSE ELEMENTS	
Fluid expression, consistent pronunciation and intonation,	
Clear speech, confident in speech	
Well-developed and coherent content, clear progression of ideas	
TOTAL	/10

_____
Teacher´s Signature

Subject: English.	**Teacher's name:** Lic. Tatiana Martínez Zapata

Unit: Food and Restaurants	**Level:** 1st A1	**Time:** 4 hours	**Date:** 2018.

General Objective:

- To order from a menu using vocabulary related to food and useful commands and expressions and the structure there is and there in affirmative, negative and interrogative form.

Specific Objectives:

- To speak to a server in the restaurant.
- To pay for a meal

Assessment: Rubric to evaluate students' communicative performance by creating a role play.

Materials: active teach – Computer – Speakers – Worksheets – Course book – Rubrics

Bibliography: Course book and active teach of Top Notch 1 – My English Lab

Procedure				
Teacher Activity	**Students' Activity**	**Resources**	**Duration**	**Evaluation/ Assessment**

Present vocabulary of the unit: parts of meal, categories of food, expressions for communicating with the waiter and food adjectives using flashcards and hyponyms; assigning digital and handwriting homework.	Read, listen and repeat the vocabulary. Practice using the flashcards. Write illustrative sentences using the new words in context. Complete the activities of the platform MY ENGLISH LAB of Pearson	Course books Flashcards Board Markers Computer Projector Speakers	2 hours before applying the approach ISA	Homework checking.
To present grammar patterns: THERE BE in affirmative, negative and interrogative forms. Guide the extra grammar practice and assign homework.	Complete course book grammar activates. Practice with classmates, complete the extra grammar worksheets and the platform activities of MY ENGLISH LAB.	Course books Board Markers Computer Projector Worksheets	2 hours before applying the approach ISA	Homework checking.
Challenge 1 READING AND WRITING				
Present the engagement activity: PASSWORD GAME to remember the	Students can tell their teammates how many words are on the card. However, they can't use any	Board Markers Computer	30 minutes	Not Applicable

vocabulary that was checked previously.

Tell the class you're thinking of a word. Tell them you'll give them clues that will help them guess the word.

Give clues but don't use any physical gestures. For example, It's a kind of fruit. It has yellow skin. It's white inside. It's sweet. What is it? Elicit the answer from the class. (banana).

Divide the class into two groups. Give each group one set of the cards.

gestures or body language. They can't use any form or part of the word being guessed. (For example, made from apples for apple pie or something you bake for baked.)

Clue-givers can choose to "pass" at any time. Then the card is set aside and another student from Group A picks another card and continues the game.

Projector

Notebooks

GENERAL INFORMATION				
Explain the game: One student from Group A picks a card and gives verbal clues until his or her teammates guess the word(s) on the card.				
Present the reading exercise name DID YOU KNOW?. Ask students to read as they listen to the audio. Ask students to complete the comprehension questions of the reading and to sum up the main ideas in a graphic organizer.	Read in silence. Underline new words and look for or ask for their meanings. Scan for specific information and complete the activities.	Photocopies of the reading. Pencils	30 minutes	Task checking.
Ask students to choose foods and drinks that are good and bad for human health.	Students will share the answers they wrote on the worksheets with the class. They will design a	Worksheets Extra sheet of paper Pens	1 hour	Task checking.

	GENERAL INFORMATION			
Encourage students to participate and share their ideas.	graphic organizer where they summarize the most important information of the reading.	Extra sheet of paper Pens Color pencils		
Monitor the activity Help when necessary Ask students to report their summaries.				
Challenge 2 LISTEN, WRITE AND SPEAK				
Introduce the listening activity, explain what the activity is going to be about Play the listening task, ask students to complete the activities. Check students answers	Students will listen and complete the charts. They will share and check their answers with the teacher.	Worksheets. Computer Speakers Active Teach Top Notch 1	30 minutes	Worksheets checking
Ask students to make groups of five people. Ask students to create the script of a role play with the	Students will create a role play and now they are going to start with the script. The information that must be included is the	Notebooks Course books Pens and pencils	30 minutes	Not Applicable

GENERAL INFORMATION				
topic LETS GO TO THE RESTAURANT. Monitor, review and help students with the script.	following; Parts of a meal, food categories, expression to talk to the server, adjectives to describe food. Grammar: there be in all its forms.			
Explain how the role play is going to be presented and evaluated.	For this role play, students will kook for real restaurant and cafeteria, the role play will be developed and recorded in that place.	Recording camera Place to develop de role play	60 minutes	Rubric to evaluate students' communicative competence.
Note: The video recording will be evaluated by students of the same level who belong to the other class.				

WORKSHEET 1 – PASSWORD GAME

GROUP A

tip	dessert	seafood	fruit	milk
check	cookies	delicious	cheese	sausage
main course	bread	salad	juice	pasta
restaurant	coffee	customer	waitress	chef

✂ CUT HERE

GROUP B

rice	soup	appetizer	meat	special
fish	beverage	spicy	cake	noodles
credit card	vegetable	menu	water	sauce
chicken	tea	sweets	waiter	dairy

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	Breakfast	Lunch	Dinner	Snacks
fruit				
vegetable				
meat				
seafood				
grains				
dairy products				
sweets				

MY GROUP'S MENU

Soups

Appetizers

Main Courses

Desserts

My Partner's Order

Soup

Appetizer

Main Course

Dessert

WORKSHEET 4 - RUBRIC

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
COORDINACIÓN DE COMPETENCIAS LINGÜÍSTICAS

Topic: Role Play
Class: ....
Students´ Names..
Date: ....

Scale: Excellent: 2   **Good:** 1, 50   **Fair:** 1, 00.   **Poor** 0, 50 **No Production:** 0

Criterion	Grade
USE OF LANGUAGE	
Students use Simple Present Tense of Be to introduce themselves and to introduce someone to a group.	
Students use positive adjectives to describe people.	
DISCOURSE ELEMENTS	
Fluid expression, consistent pronunciation and intonation.	
Clear speech, confident in speech	
Well-developed and coherent content, clear progression of ideas	
TOTAL	/10

_____
Teacher´s Signature

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6.9   Evaluation

Table Nº 24. Proposal's assessment.

ELEMENTARY QUESTIONS	ILLUSTRATION
Who requests the evaluation?	Authorities and researcher.
Why is it evaluated?	To know the level of approval and application of the Integrated skills approach.
What is it evaluated for?	To know if the proposal produced the opening and good predisposition of teachers to design eLearning courses.
Who evaluates?	Authorities and researcher.
When is it evaluated?	Permanently
How is it evaluated?	Through direct observations and conversations.
What to evaluate?	The knowledge acquired through the use of the "Designing a successful eLearning environment" manual.

Author: Tatiana Martínez (2019).

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ANNEXES

ANNEX N° 1:

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

DATA RECOLECTION INSTRUMENT

PRE-TEST

Instrument taken from the Active Teach of Pearson´s Top Notch 1 Book in order to evaluate students' communicative competence before applying the Integrated Skills Approach (ISA).

Units 1-3 Speaking Test

Look at the picture and answer the questions.
Picture response questions

1. Look at the picture. Talk about the people. What do you think their relationships to each other are?

2. Create a short conversation for the girl and boy in the kitchen.

3. Look at the girl on the sofa .What kind of music do you think she's listening to?

4. Now ask a question about the picture.

Personal Questions

5. What's your favorite kind of music? Do you like any other kinds?

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

DATA RECOLECTION INSTRUMENT

POST-TEST

Instrument taken from the Active Teach of Pearson´s Top Notch 1 Book in order to evaluate students' communicative competence after applying the Integrated Skills Approach (ISA).
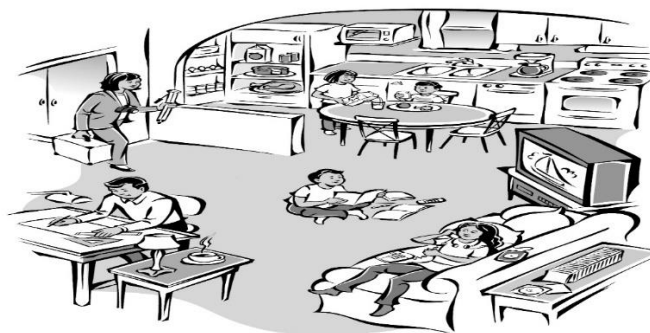
Units 1-3 Speaking Test

Look at the picture and answer the questions.
Picture response questions

1. Look at the picture. Talk about the people. What do you think their relationships to each other are?

2. Create a short conversation for the girl and boy in the kitchen.

3. Look at the girl on the sofa .What kind of music do you think she's listening to?

4. Now ask a question about the picture.

Personal Questions

5. What's your favorite kind of music? Do you like any other kinds?

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

 DATA RECOLECTION INSTRUMENT

PRE-TEST

Instrument designed based on the parameters of the National Ecuadorian Curriculum for EFL teaching. The rubric was designed with goal of grading students´ communicative competence before applying the Integrated Skills Approach (ISA)

Pre-Test Training – Rubric

Qualitative Aspects of Spoken Language: Interaction (10 points) Name : …………………………………..

GRADE SCALE	0.5	1.0	1.5	2	FINAL GRADE
Range	Has a very limited repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget.	Has a limited repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget. Confuses words and expressions systematically, which may cause communication failure.	Has a good repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget.	Has an outstanding repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget.	
Accuracy	Shows insufficient control of grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget.	Uses, with a lot of effort, grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. Confuses these structures and	Uses a basic repertoire of Grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. Some	Uses grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. The appropriate use of these	

	Excessive confusion and inaccurate use of these structures and patterns impedes communication.	patterns systematically, which causes communication breakdowns.	confusion may be present, but this does not impede communication.	structures and patterns facilitate communication.	
Fluency	Manages only very short, isolated sentences and fragmented speech. Utterances are mainly pre-packaged, with a lot of pausing to search for expressions. Speech is slow and hesitant.	Can make himself / herself understood in very short utterances, even though pauses, false starts and reformulation are evident. Speech is slow and hesitant and takes time to complete sentences with appropriate fluency.	Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production. However, this does not greatly affect communication.	Has an outstanding language command to keep going comprehensively, even though occasionally pauses for grammatical and lexical planning.	
Interaction	Has great difficulty asking or responding to simple statements. Finds it hard to begin and hold a face-toface Conversation about an imaginary futuristic gadget. Inspite of repetition and paraphrasing by the other speaker, lack of comprehension causes communication failure.	Can, with a lot of effort, ask or respond to simple statements. Hardly begins, maintains, and closes a face-to-face conversation about an imaginary futuristic gadget. Rarely understands enough to keep a conversation going of his / her own accord. Repetition on part of the other speaker is required.	Can, with some hesitation, ask or respond to simple statements. Also, can begin, maintain and close a face-to-face conversation about an imaginary futuristic gadget. Responses are adequate in the ongoing conversation most of the time.	Can successfully ask and respond to simple statements and can begin, maintain and close a face-to-face conversation about an imaginary futuristic gadget. Is able to provide extra details Spontaneously in the ongoing conversation. Elicits information and monitors himself / herself.	
Coherence	Does not organize his/ her ideas, especially when asking or answering specific questions. Total or notable omission of task input. Meaning is not conveyed.	Connects ideas inappropriately, especially when asking or answering specific questions. Task input is inadequately covered or omitted and the meaning usually gets lost.	Can organize, with some sufficiency, his / her ideas when talking about an imaginary natural disaster. The message is clear although there are some hesitant sentences. Task input is used to a certain extent.	Is able to organize his / her ideas successfully when talking about an imaginary natural disaster. The message is clear and concrete and task input is fully used.	
TOTAL					

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

DATA RECOLECTION INSTRUMENT

POST-TEST

Instrument designed based on the parameters of the National Ecuadorian Curriculum for EFL teaching. The rubric was designed with goal of grading students´ communicative competence after applying the Integrated Skills Approach (ISA).

Post-Test Training – Rubric
Qualitative Aspects of Spoken Language: Interaction (10 points) Name : …………………………………..

GRADE SCALE	0.5	1.0	1.5	2	FINAL GRADE
Range	Has a very limited repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget.	Has a limited repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget. Confuses words and expressions systematically, which may cause communication failure.	Has a good repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget.	Has an outstanding repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget.	
Accuracy	Shows insufficient control of grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget.	Uses, with a lot of effort, grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. Confuses these	Uses a basic repertoire of Grammatical structures and patterns to ask and answer questions about an imaginary	Uses grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. The appropriate use of these	

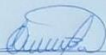|					
	Excessive confusion and inaccurate use of these structures and patterns impedes communication.	structures and patterns systematically, which causes communication breakdowns.	futuristic gadget. Some confusion may be present, but this does not impede communication.	structures and patterns facilitate communication.	
Fluency	Manages only very short, isolated sentences and fragmented speech. Utterances are mainly pre-packaged, with a lot of pausing to search for expressions. Speech is slow and hesitant.	Can make himself / herself understood in very short utterances, even though pauses, false starts and reformulation are evident. Speech is slow and hesitant and takes time to complete sentences with appropriate fluency.	Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production. However, this does not greatly affect communication.	Has an outstanding language command to keep going comprehensively, even though occasionally pauses for grammatical and lexical planning.	
Interaction	Has great difficulty asking or responding to simple statements. Finds it hard to begin and hold a face-toface Conversation about an imaginary futuristic gadget. Inspite of repetition and paraphrasing by the other speaker, lack of comprehension causes communication failure.	Can, with a lot of effort, ask or respond to simple statements. Hardly begins, maintains, and closes a face-to-face conversation about an imaginary futuristic gadget. Rarely understands enough to keep a conversation going of his / her own accord. Repetition on part of the other speaker is required.	Can, with some hesitation, ask or respond to simple statements. Also, can begin, maintain and close a face-to-face conversation about an imaginary futuristic gadget. Responses are adequate in the ongoing conversation most of the time.	Can successfully ask and respond to simple statements and can begin, maintain and close a face-to-face conversation about an imaginary futuristic gadget. Is able to provide extra details Spontaneously in the ongoing conversation. Elicits information and monitors himself / herself.	
Coherence	Does not organize his/ her ideas, especially when asking or answering specific questions. Total or notable omission of task input. Meaning is not conveyed.	Connects ideas inappropriately, especially when asking or answering specific questions. Task input is inadequately covered or omitted and the meaning usually gets lost.	Can organize, with some sufficiency, his / her ideas when talking about an imaginary natural disaster. The message is clear although there are some hesitant sentences. Task input is used to a certain extent.	Is able to organize his / her ideas successfully when talking about an imaginary natural disaster. The message is clear andconcrete and task input is fully used.	
TOTAL					

ANNEX N° 3: Validation sheets by Mgs. Daysi Fierro Lopez

PRE AND POST TEST:

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

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE INTEGRATED SKILLS APPROACH AND THE DEVELOPMENT OF EFL STUDET'S COMMUNICATIVE COMPETENCE".

CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO PRE - TEST

PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS / ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	Ó	B	R	I	A	I	
Speaking One : Picture response questions									
a) Talk about the people. What do you think their relationships to each other are?	X			✓			X		
b) Create a short conversation for the girl and boy in the kitchen.	X			✓			X		
c) Look at the girl on the sofa .What kind of music do you think she's listening to?	X			✓			X		
d) Now ask a question about the picture.	X			✓			X		
Speaking Two: Personal Questions									
a) What's your favorite kind of music?	X			✓			X		
b) Do you like any other kinds?	X			✓			X		

Firma: Mgs. Fierro López Daysi Valeria
C.I. 0604026542

DOCENTE LINGÜÍSTICA Y METODOLOGÍA
CARRERA DE PEGAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
UNIVERSIDAD NACIONAL DE CHIMBORAZO

Fecha: 5 de Febrero, 2018.

RUBRIC TO GRADE COMMUNICATIVE COMPETENCE:

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE INTEGRATED SKILLS APPROACH AND THE DEVELOPMENT OF EFL STUDET'S COMMUNICATIVE COMPETENCE".

CORRESPONDENCIA DE LA RÚBRICA DE EVALUACION PARA LA COMPETENCIA COMUNICATIVA PRE Y POST TEST.

PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS / ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
RANGE: Has a very limited, limited, good or outstanding repertoire of words and expressions to ask and answer questions about imaginary futuristic gadget.	X		X				X		
ACCURACY: Shows insufficient, uses with a lot of effort, uses a basic repertoire or uses grammatical structures and patterns to ask and answer questions about imaginary futuristic gadget.	X		X				X		
FLUENY: Manage only very short isolated sentences and fragmented speech, can make him/herself understood in very short utterances; has enough language to keep going comprehensively ; has an outstanding language command to keep going comprehensively.	X		X				X		

INTERACTION: Has a great difficulty to respond to simple statements; can with effort respond to simple statements ; can with some hesitations respond to simple statements ; can successfully respond to simple statement and can begin and maintain a close and face-to-face conversation.

COHERENCE: Does not organize his/her ideas; connects ides inappropriately; can organize with some sufficiency his/her ideas; is able to organize his/her ideas successfully when talking about an imaginary situation.

Firma: Mgs. Fiérro López Daysi Valeria
C.I. 0604026542

DOCENTE LINGÜÍSTICA Y METODOLOGÍA
CARRERA DE PEGAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
UNIVERSIDAD NACIONAL DE CHIMBORAZO

Fecha: 5 de Febrero, 2018.

ANNEX N° 4: Validation sheets by Mgs. Mónica Castelo Reyna

PRE AND POST TEST

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

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE INTEGRATED SKILLS APPROACH AND THE DEVELOPMENT OF EFL STUDET'S COMMUNICATIVE COMPETENCE".

CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO PRE - TEST
PREGUNTAS PARA LOS ESTUDIANTES

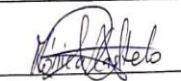| CATEGORÍAS / ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
Speaking One : *Picture response questions*									
a) Talk about the people. What do you think their relationships to each other are?	√		√				√		
b) Create a short conversation for the girl and boy in the kitchen.	√		√				√		
c) Look at the girl on the sofa .What kind of music do you think she's listening to?	√		√				√		
d) Now ask a question about the picture.	√		√				√		

RUBRIC TO GRADE COMMUNICATIVE COMPETENCE

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE INTEGRATED SKILLS APPROACH AND THE DEVELOPMENT OF EFL STUDET'S COMMUNICATIVE COMPETENCE".

CORRESPONDENCIA DE LA RÚBRICA DE EVALUACION PARA LA COMPETENCIA COMUNICATIVA PRE Y POST TEST.
PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS / ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
RANGE: Has a very limited, limited, good or outstanding repertoire of words and expressions to ask and answer questions about imaginary futuristic gadget.	√		√				√		
ACCURACY: Shows insufficient, uses with a lot of effort, uses a basic repertoire or uses grammatical structures and patterns to ask and answer questions about imaginary futuristic gadget.	√		√				√		
FLUENY: Manage only very short isolated sentences and fragmented speech, can make him/herself understood in very short utterances; has enough language to keep going comprehensively ; has an outstanding language command to keep going comprehensively.	√		√				√		
INTERACTION: Has a great difficulty to respond to simple statements; can with effort respond to simple statements ; can with some hesitations respond to simple statements ; can successfully respond to simple statement and can begin and maintain a close and face-to-face conversation.	√		√				√		
COHERENCE: Does not organize his/her ideas; connects ides inappropriately; can organize with some sufficiency his/her ideas; is able to organize his/her ideas successfully when talking about an imaginary situation.	√		√				√		

Firma: Mgs. Castelo Reyna Mónica Alexandra
C.I. 060453982-5

DOCENTE COMPETENCIAS LINGÜÍSTICAS
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD NACIONAL DE CHIMBORAZO

Fecha: 5 de Febrero, 201

ANNEX N° 5:

Coordinación de
Competencias Lingüísticas
VICERRECTORADO ACADÉMICO

en movimiento

SGC
SISTEMA DE GESTIÓN DE LA CALIDAD

Riobamba, 1 de abril de 2019
Oficio No. 240-CCL-UNACH-2019

Licenciada
Tatiana Martínez Zapata
DOCENTE DE COMPETENCIAS LINGUISTICAS
Presente

De mi consideración

Reciba un cordial y atento saludo, a la vez que me permito comunicarle que esta Coordinación autoriza para que inicie el trabajo de investigación titulado **"INTEGRATED SKILLS APPROACH AND THE COMMUNICATIVE COMPETENCE IN EFL STUDENTS"** previo a la obtención del título de magíster en: "LA ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA", en el 2 nivel paralelo D2 durante el tiempo correspondiente al primer parcial, del periodo académico abril-agosto 2019.

Particular que informo para los fines consiguientes.

Atentamente

Dra. Magdalena Ullauri, Ph.D.
COORDINADORA DE COMPETENCIAS LINGUISTICAS

CC.   Archivo
Elaborado por: Yesenia Echeverría
Revisado por: Dra. Magdalena Ullauri, Ph.D.
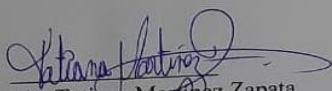
ANNEX N° 6

Riobamba, 01 de Abril de 2019.

Dra. Magalena Ullauri Ph.D
**COORDINADORA DE COMPETENCIAS LINGÜISTAS DE LA
UNIVERSIDAD NACIONAL DE CHIMBORAZO.**

De mi consideración:

Después de un atento y cálido saludo, solicito a usted encarecidamente, se me brinde el aval para desarrollar la aplicación de la investigación de mi tesis de maestría titulada *"INEGRATED SKILLS APPROACH AND THE COMMUNICATIVE COMPETENCE IN EFL STUDENTS"* con el curso **2D2** de la coordinación que usted acertadamente dirige, durante el tiempo correspondiente al primer parcial del periodo académico en curso. La investigación involucra el trabajo con los alumnos del curso de tercer nivel, durante una intervención de cuatro semanas en las que se mantendrán tres sesiones por semana orientadas al desarrollo de la metodología y la comunicación de los estudiantes en la lengua extranjera.

Seguro de contar con favorable acogida, anticipo mi sincero agradecimiento.

Atentamente,

Lic. Tatiana Martínez Zapata
Docente Competencias Lingüísticas de la Universidad Nacional de Chimborazo

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

<u>**DATA RECOLECTION INSTRUMENT**</u>

Surveynumber

……………

Objective: To determine EFL students' perception toward their communicative performance after applying the integrated skills approach (ISA).

Instructions: Read the questions and based on your personal perception choose the answer that best shows your performance in the English lessons.

1. **Do you consider you have enough opportunities to practice English in the lesson?**

   Yes   No   Sometimes

2. **Do you feel conformable while practicing in the English class?**

   Yes   No   Sometimes

3. **Do you develop all the skills of the language (listening, reading, speaking and writing) in one single lesson?**

   Yes   No   Sometimes

4. **Do you consider your communicative skill have been developed in the English lesson?**

   Yes   No   Sometimes

5. **Are you able to communicate with others using English language?**

Yes   No   Sometimes

6. **Are you able to communicate in the foreign language by using correct sentence structure?**

Yes   No   Sometimes

7. **Are you able to integrate expressions and other kind of vocabulary provided in the book in your speaking tasks?**

Yes   No   Sometimes

8. **Do you consider your ideas are connected with sense and are well organized?**

Yes   No   Sometimes

9. **Are you able to connect your ideas with linking words?**

Yes   No   Sometimes

Thanks for your collaboration.

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE INTEGRATED SKILLS APPROACH AND THE DEVELOPMENT OF EFL STUDET'S COMMUNICATIVE COMPETENCE".

CORRESPONDENCIA DE LA RÚBRICA DE EVALUACION PARA LA COMPETENCIA COMUNICATIVA PRE Y POST TEST.
PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS / ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
RANGE: Has a very limited, limited, good or outstanding repertoire of words and expressions to ask and answer questions about imaginary futuristic gadget.	X		X				X		
ACCURACY: Shows insufficient, uses with a lot of effort, uses a basic repertoire or uses grammatical structures and patterns to ask and answer questions about imaginary futuristic gadget.	X		X				X		
FLUENY: Manage only very short isolated sentences and fragmented speech, can make him/herself understood in very short utterances; has enough language to keep going comprehensively ; has an outstanding language command to keep going comprehensively.	X		X				X		

ANNEX N° 7:
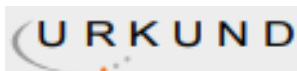
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Submitted By: rvillamarin@unach.edu.ec
Significance: 5 %

Sources included in the report:

TESIS JACQUELINE ARMIJOS.docx (D39145680)
TESIS Sylvia Rivera Completa 22-02-2019 (1).docx (D48445521)
Thesis Carlos Zurita.docx (D48999544)
FIRST DRAFT_THESIS_DEEPTI.doc (D19385787)
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TESIS MIRYAN SALAZAR.docx (D40253000)
http://etd.aau.edu.et/bitstream/handle/123456789/2542/Neguse%20Lilay.pdf?
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ADas_Elizabeth.pdf
http://dspace.univ-msila.dz:8080/xmlui/bitstream/handle/123456789/7780/2018-057.pdf?
sequence=1&isAllowed=y
https://docplayer.net/29478587-Integration-of-the-four-skills-of-the-english-language-and-its-
influence-on-the-performance-of-second-grade-high-school-students.html
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Instances where selected sources appear:

47

ANNEX N° 8

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 & Stephens, 2009, p.563.