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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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Theme:

Communicative Language Functions and Writing Skills

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Ambato – Ecuador

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Tutor Approval

SUPERVISOR APPROVAL

CERTIFY:

I, Mg Ximena Alexandra Calero Sánchez, holder of the I.D No. 180288406-2, in my capacity as supervisor of the Research dissertation on the topic: "Communicative Language Functions and Writing Skills" investigated by Miss Leslie Sabine Gavilanes Guerrero with I.D No. 185003575-7, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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Declaration Page

I declare this undergraduate dissertation entitled "Communicative Language Functions and Writing Skills" is the result of the author's research and has obtained the conclusions and recommendations presented in the current study.

Comments expressed in this report are the author's responsibility.



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Dedication

My dear parents, siblings and
friends who supported and
motivated me along the way.

Leslie

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I thank God for being my principal support and permitting me to achieve my goals. I also thank my beloved parents, my dear sister and brother for their unconditional support during all this journey. To all my professors who guided my steps as a student to be able to become a teacher.

Leslie

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ABSTRACT

Communicative Language Functions determine the purpose in which a message is delivered, and they include several elements that constitute oral or written communication. This research work aims to determine the influence of communicative language functions in writing skills development. This study considered 39 students from tenth level EGB at Unidad Educativa “Rodríguez Albornoz” as subjects of study. It was focused on several strategies that could help students improve their writing skills through the use of Communicative Language Functions. The research applied a qualitative-quantitative approach, considering different books, papers, journals, and magazines as sources of information; and obtaining numerical data to be analyzed. This study employed an experimental methodology, in which the researcher applied the treatment to the students during four weeks. The participants were exposed to six sessions of Communicative Language Functions applied to writing activities through the use of Zoom application and online activities. In addition, the study employed the writing section from the Key English Test (KET) for Schools as pre-test and post-test. The t-test and SPSS software were used to obtain the statistical results to analyze and interpret data gathered. Based on the findings, students showed a significant improvement in their writing skills after the application of Communicative Language Functions. To conclude, Communicative Language functions had a positive effect on students’ writing performance.

Keywords: Communicative activities, Communicative Language Functions, writing performance, writing skills.

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RESUMEN

Las funciones comunicativas del lenguaje determinan el propósito con el que se entrega un mensaje e incluyen varios elementos que constituyen la comunicación oral o escrita. Este trabajo de investigación tiene como objetivo determinar la influencia de las funciones comunicativas del lenguaje en el desarrollo de la habilidad de escritura. Esta investigación consideró como sujetos de estudio a 39 estudiantes de décimo nivel EGB de la Unidad Educativa “Rodríguez Albornoz”. El presente estudio se enfocó en varias estrategias que podrían ayudar a los estudiantes a mejorar sus habilidades de escritura a través del uso de las funciones comunicativas del lenguaje. La investigación aplicó un enfoque cualitativo-cuantitativo, considerando como fuentes de información diferentes libros, trabajos, diarios y revistas; y la obtención de datos numéricos a analizar. Este estudio empleó una metodología experimental, en la que el investigador aplicó el tratamiento a los estudiantes durante cuatro semanas. Los participantes fueron expuestos a seis sesiones de funciones comunicativas del lenguaje aplicadas a actividades de escritura mediante el uso de la aplicación Zoom y actividades en línea. Además, el estudio empleó la sección de escritura del Key English Test (KET) para escuelas como prueba previa y posterior. Se utilizaron el software t-test y SPSS para obtener los resultados estadísticos y analizar e interpretar los datos recopilados. Con base en los hallazgos, los estudiantes mostraron una mejora significativa en sus habilidades de escritura después de la aplicación de las funciones comunicativas del lenguaje. En conclusión, las funciones comunicativas del lenguaje tuvieron un efecto positivo en el rendimiento de escritura de los estudiantes.

Palabras Clave: Actividades comunicativas, funciones comunicativas del lenguaje, habilidades de escritura, rendimiento de escritura.

CHAPTER I

1. Theoretical Framework

1.1. Investigative Background

To develop this research work, several previous investigations and scientific journals have been considered by the researcher in order to have scientific basis and foundation regarding communicative language functions and writing skills.

Regarding Communicative Language Functions incidence in textbooks, Adil et al. (2020) conducted a research study entitled “A Communicative Analysis of Language Functions in the Chinese as a Foreign Language (CFL) Textbooks: The Case of Happy Chinese”. This study aimed to analyze the language functions used in the dialogues from the book “Happy Chinese” regarding Chinese-Mandarin as a Foreign Language in public high schools from Philippine. The research was qualitative and quantitative using a mixed-method design to interpret data. The instruments utilized were the textbooks and bibliographic documents about Jakobson’s communicative functions. The results showed that the most present language functions are referential and then phatic. Consequently, the textbooks did not include content regarding the six communicative language functions, which served as a recommendation for the Department of Education to consider and improve texts writing so they can provide enough input about all the estimated communicative functions.

A deep analysis of Communicative Language Functions theory was made by Tribus (2017), with the research “The Communicative Functions of Language: An Exploration of Roman Jakobson’s Theory in TESOL”. This work aimed to analyze the importance of language purpose in students who are learning English as a Foreign Language. It carried out a qualitative method of research with a descriptive level to expose the incidence of communicative language functions in speakers of other languages who are learning English. This study explores the six communicative language functions proposed by Roman Jakobson’s theory regarding the teaching students receive and their development in the four language skills. The results showed that TESOL instruction was mainly based on grammar and vocabulary, and it had not been focused on communicative language functions and so students’ performance had not demonstrated them when producing language. Additionally,

this study provides a guide of tips and recommendations on how to apply communicative functions in a TESOL situation.

To portray the use of communicative competence applied to writing skills, Yusupov et al. (2021) carried out a research work called “Improving Writing Skills using Communicative Competence” which main objective was to determine the relationship among writing skills and communicative competence. This study had a qualitative approach because it analyzed and interpreted bibliographic sources as well as opinions from middle-school students regarding their application of writing skills for communicative purposes. The results showed that the development of writing skills enhances successful teaching and learning of a foreign language. Also, writing has a significant role in order to maintain linguistic knowledge, demonstrate mastering in grammar and vocabulary, and strengthen the abilities of oral speech in students.

Regarding the effect communicative language teaching has on writing skills, Samiullah et al. (2019) conducted a study entitled “Assessing the Improvement in Descriptive Writing Skills with Communicative Teaching in Pakistan”. The principal objective of this research work was to meet the effects of communicative language teaching (CLT) in descriptive writing skills in nine-grade students. The research approach was quantitative-qualitative including a pre/post writing skills test. The research design was quasi experimental because a treatment was applied considering six classes from two deliberately selected schools in Pakistan with a total of 206 participants. The treatment was developed through communicative lessons with the appropriate intervention material for them. The results showed that nine-grade students demonstrated a noticeable improvement after the application of the treatment. Furthermore, this study revealed that CLT is a useful and meaningful approach for teachers to address students’ writing skills. The researcher recommended teachers to include instruction of literary genres in lessons, as well as communicative lessons should be added to ELT classrooms into the syllabus and curriculum planning.

In order to establish the relationship of speech and communicative competence, Toasa (2019) developed a study with the title “Speech Functions and the Communicative Competence”. The aim of this investigation was to determine the incidence of speech functions in communicative competence of students from sixth and seventh semester from

“Pedagogía de los Idiomas Nacionales y Extranjeros” major at Universidad Técnica de Ambato. This study used a qualitative and quantitative approach because it analyzed descriptions as well as numerical data. This research work utilized a quasi-experimental design since it applied a mock pre and posttest to assess the different elements of the communicative competence after a teaching process in which the researcher taught speech functions to the participants. The results showed that university students improved their communicative competence, discourse management and interaction by learning speech functions, this treatment helped them to have a better communication using English.

In the study entitled “Language Functions in ESL Textbooks” carried out by Casta and Hufana (2016), the main objective was to identify language functions in five beginner ESL textbooks. This study used a qualitative approach due to it considered different criteria and authors’ opinions to develop the content analysis. Also, this research applied a descriptive design since it collected theory-based data to be analyzed. The research process started with the textbook selection in which ESL teachers and students answered a survey and determined the five most commonly used textbooks in the Middle East. According to the results from the survey, five books were selected and then a content analysis process started. Language functions and exponents were analyzed in each book and after this step, the results showed that the most used language function was the informative with exponents used to “imparting and seeking factual information”. As recommendations, this research includes for teachers to apply scaffolding strategies and a variety of techniques and methods to facilitate learning for beginners.

Regarding the use of Communicative Language Functions in real context, Korneeva et al. (2019) developed a research work with the title “Functions of Language in the Social Context”. This study was aimed to analyze different literature regarding the way communicative language functions influence the social context. This study applied mainly general scientific methods including literature analysis, synthesis, and discussion. The approach utilized was qualitative due to it described concepts and theories from different authors. It used a descriptive design by including and describing much information with differentiated theories about language functions and its relationship with the communicative process. The conclusions of this study pointed out that language is the principal mean individuals use to communicate and start a social experience and so, it results

difficult to determine general language functions or its classification due to language complexity and constant variation.

Considering Communicative Language Functions in a bilingual context, Lee et al. (2016) conducted a study entitled “An Analysis of Communicative Language Functions in the Speech Patterns of Bilingual Korean and Mexican Immigrant Children” which main objective was to examine the home language use of 20 children from 6 to 8 years old of Korean and Mexican descent in the United States by utilizing a language function approach. This research work used a descriptive analysis of the influence interlocutors and home setting have on children’s language functions. The data gathered included English proficiency assessments, interviews with children and their mothers, and video recordings. The results showed that children presented a little change in the function they mostly used (convey or seek factual information) to include other linguistic functions they needed. Also, the Mexican American children showed more use of heritage language unlike Korean American children, who demonstrated using more English.

In the study “Linking Communicative Language Functions with Linguistic Resources in Short Stories: Implications of Narrative Analysis for Second Language Writing Instruction” carried out by Wong and Lim (2016), the main objective was to investigate the generic structure and language functions of short stories in textbooks directed to second language learners. It utilized the Swalesian analytical framework in the short stories belonging to second-language education related sources and literature to analyze language functions. The results revealed eleven rhetorical steps present in short stories with inter-connected communicative language functions. Consequently, the results served for teachers and teaching material designers to consider salient communicative resources in meaningful short stories.

To analyze the impact of writing skills, Cer (2019) developed a research work entitled “The Instruction of Writing Strategies: The Effect of the Metacognitive Strategy on the Writing Skills of Pupils in Secondary Education” which principal purpose was to identify the effect of metacognitive strategies such as ‘knowledge of cognition’ and ‘regular cognition’ to improve writing skills. The design used was sequential explanatory with a population of 44 students at a private school, being 21 from the control group and 23 from the experimental group. In the treatment, the experimental group was taught metacognitive writing lessons, meanwhile the control group was taught based on traditional writing lessons. The results

from this study showed that metacognitive strategies were highly a positive factor in order to improve writing skills in pupils. This strategy revealed good results in the teaching- learning process with the experimental group performing better writing skills than the control group.

After considering the results from several previous research and studies related to Communicative Language Functions and Writing Skills, it can be stated that communicative language functions help second and foreign language learners to improve their writing skills. Moreover, it has been revealed that communicative language functions are important in overall communication, including the four skills but mainly the productive ones in which a learner can state the purpose of using specific language and exponents.

1.2. Theoretical Framework

Independent Variable

Language Interaction

Interaction refers to the activity which allows an individual to produce language and communicate with others. Psychology and sociology consider individuals' nature is social life, people are accustomed to socializing and living in community by interacting in different ways. Hence, the necessity of social interaction takes a fundamental role in life and makes people talk to convey a variety of messages in a turn a talk (Kelly, 2008).

Wang (2010) asserted that second language acquisition differs from second language learning in the number of opportunities students have to use the target language out of the class. This difference has to do with target language interaction, and it determines the efficacy and effectiveness of teaching learning process. These combination of input and output makes a student to get some structures from the language and at the same time to practice them. English as Foreign Language (EFL) has been the subject of lots of researchers since there is a big interest in how to teach and learn a second language effectively.

Language for specific purposes

Teaching practices are meant to satisfy learners' needs and to reach determined objectives or learning outcomes. Language for Specific Purposes (LSP) is a term that refers to the methodology, strategies, content and all the resources used to identify and fulfill specific

needs. Some learners' purposes can be for business industry, education, tourism, and others. All the activities and tasks to carry out are directed to accomplish with the purposes and prepare students to develop their skills in those areas. LSP is recognized for having occupational purposes based on the use of language that takes place in branches like literature, science and technology, education, arts, and design (Trace et al., 2015).

LSP includes the focus on kind of adult learners who have more experience with the target language usually know what their learning needs, and purposes are, so teaching process and methodology are clearer. Specifically referring to English teaching and learning, there is the term English for Specific Purposes (ESP) which involves the purpose of learning English language. Developing English skills for students to get prepared for work in specific subjects. In addition, ESP is defined as a learner-centered approach due to the emphasize on what a learner requires to get from English language to fulfill his/her professional expectations (Nur, 2020).

According to the English Teaching Information Centre (1978), ESP practices are necessary when establishing close, clear, and defined relationships among the actors involved in instruction. The contributions of ESP are called "exclusive" because they are adapted to the kind of language some people may need in order to develop and take language as a part of a whole. In this way, English is not fixed but it changes in its forms and structures. In addition, ESP is focused on future uses that language can take referring to specific circumstances.

Communicative Language Functions

Communicative Language Functions is a recently recognized concept proposed by Jakobson (1960) in his research work "Linguistics and Poetics" in which the author integrates preexisting teaching models and states the relationship between poetics and linguistics referring to the purposes that language in use has in different communicative situations. Jakobson analyzes the components that intervene in communication like the code, message, and actors which take part in second language learning. Jakobson's work comes to renovate traditional language learning perspectives because it proposes seeing language as the main mean of communication which is based on the relationship among linguistics and the diverse cases in which language works.

Examining the act of communication allows educational actors to consider how the process

is produced and how it can be approached to learn and communicate in a second language. Communicative language functions come from a functional approach that emphasize on using a language to communicate instead of only learning grammatical structures and memorizing vocabulary as in traditional approaches. The main focus of language functions is on language use and how phrases and expressions work in certain situations (Jacobs & Liu, 1996).

Moyano and Ojeda (2000) claimed that communicative language functions play a significant role in communication because they propose a new way of approaching to second language learning in which the most important outcome is communication. It differs from traditional methods in the fact that it does not consider grammar and language structures as the focus of language, it rather sees language as the main instrument to carry out communication processes as oral as written, which is meant to interact with others and transmit understandable messages.

Jakobson (1960) stated six functions of language that depend on the usage language takes and the contexts which it is used:

Phatic Function

The phatic function refers to the relationship among speakers. The principal aim of this function is to establish and determine the type of connection. By analyzing pathic function it can be said if the relationship between communicators is strong, close, or estranged and the level of confidence and formality present during communication. Phatic function can be noticed as in oral as in written communication. During oral interaction expressions like “Wow”, well, you won’t keep it, and sure? can show how close a relationship among to people is. On the other hand, in written communication the opening formulas in letters or emails such as Dear Sir, Sir, Best wishes or sincerely yours show the level of formality (Jabbar & Hassan, 2018).

Poetic Function

The poetic function is the emphasis put on the message when communicating, in order to make it more perceptible for the others. It includes the type of words used for giving the text or message beauty. This function does not have to be necessarily in poetic texts, but there is

common to include language genres and subgenres in another contexts. Good examples of poetic function are slogans, phrases in advertisements, speeches, etc. (Moyano & Ojeda, 2000).

Metalinguistic Function

According to Jabbar (2018), metalinguistic function deals with the code used in communication. It refers to the terminology and kind of words that an individual use to transmit the desired information. The main characteristic of this function is linguistic code, which is the arrangement of words in grammatical patterns and their meanings. Good examples are the following: What does “awareness” mean? and What does she mean by “green”? It is necessary to clarify that metalinguistic codes vary because of slangs and chunks language takes in interlocutors.

Emotive Function

As its name infers, the emotive function is used for expressing feelings and emotions that not necessarily have to be true. This function is also known as affective since it expresses emotions instead of delivering a specific message. The use of interjections is very common especially in English contexts. Some practical examples are: “Bah”, “Yap”, “Ooh”, and others that are not complete phrases, but they work out meaningful content and expresses a whole sense referring to feeling (Moyano & Ojeda, 2000).

Conative Function

The conative function is specifically addressed to the receiver of information. Considering the addressee during a communicative process, the relationship among the interlocutors becomes stronger and active, so the receiver has a simple directed message like in imperative forms such as: “Get out of here”. “Harry up”, “Eat”, “Come here” and much more. These interventions create an engagement during communicative procedures, and in written documents it can be recognized through requests and ordering letters (Jabbar & Hassan, 2018).

Referential Function

This function corresponds to the way in which a context or “referent” is described by its situation, subject, or mental state. Referential function is mainly regarding to what is spoken or written of in a communicative activity. It can depend on the interlocutor and the expressions

used for conveying meaning. Some common exponents are descriptions and deictics. The description of this function can be ambiguous due to the variety of situations and contexts taken in real universes (Moyano & Ojeda, 2000).

Dependent Variable

English Language Learning

According to Renandya (2013), there are several elements that have a big influence in language learning such as the role of input and output, motivation, grammar, vocabulary, and teaching intensity. These factors vary according to contexts and teaching-learning environment but if there is a good application of them, language learning can be guaranteed.

English language learning may have a different concept depending on each student or learner and his/her perspective about the language as well as the previous learning experience. However, all the factors that are mentioned form a big impact in this process. Input and output relate directly to instruction and language skills involved in language production, meanwhile grammar and vocabulary have to do principally with the way of managing the content of the subject. In this way, learning a language depends on the learner and motivation, but also the ways of delivering the content (input) that comes from teaching strategies. After all, every point is important, so it has to be considered in educational contexts (Brown, 2014).

In addition, learning strategies contribute to improve proficiency levels in learners in a significant way. Learning strategies are based on metacognitive skills, and they refer to ways of processing and manage information to learn in recall it. There are lots of learning strategies that match better with different kinds of learners, so it is necessary to identify the best way and get the teaching guidance to provide opportunities in which students can discover and apply their own learning strategies (Protheroe & Clarke, 2008).

Productive Skills

When approaching language teaching it is imperative to mention and analyze language learning skills which are four. They can be receptive or productive according to if the learner is receiving the language or the learner is producing it. Receptive skills are listening and

reading because students are getting language input, however productive skills are speaking and writing due to learners are showing their language. All these skills are important in the development of an English language learner. Specifically, productive skills allow students to work out real-life tasks in class. As they focus on using the language to communicate and interact, they are the result of receptive skills and can demonstrate how effective it is to produce language in the process of learning (Hossain, 2015).

Assimilation is another reason for students to produce language. When learners speak or write, they need to apply different grammatical structures and vocabulary coming from other skills. Hence, this is a way of reinforcing and recycling language students have learnt before. In productive skills students need to connect ideas to produce a whole message. It is not only talk or write using accurate grammar, but also taking advantage of connectors, useful expressions, punctuation, and stress in order to communicate what is intended to. When the learner feels comfortable producing language in written and oral manners, there is a big probability he/she can be exposed to real contexts and get a successful outcome. For that reason, productive skills become essential in language learner progress and are the way of knowing and assessing how well students can use language (Pachler et al., 2020).

Writing Skills

Vygotsky (1960) pointed out that the learning of written language consists of appropriating a specific system of symbols and signs whose dominance marks a crucial moment in the cultural development of the child. Before beginning formal education, Vygotsky, from the historical-cultural psychology, specifies the prehistory of written language, highlighting some key facts that the boy and the girl go through on their way to the assimilation of writing.

The line of development that marks the processes in the conceptualization of writing, according to the author, begins with the appearance of gestures as writing in the air, that is, gestures are shown as a primitive version of future written signs, they are visual signs that have been fixed in the child (Montealegre & Forero, 2006).

Writing is a complex activity that involves cognitive skills to control the message line to convey to other people. This way of communicating is so important that it is the most transmitted than any other type of media. That is the reason why students need to develop

effective writing skills that permit them meet their objectives and professional requirements in the future. Learning how to write and develop this productive skill is essential mainly for formal communication even when not many students consider writing as an important subject as it is (Durga & Rao, 2018).

According to Nikitina (2019), with the development and changes in the world, the way of relating with others also changes and so it does with writing communication. Enhancing writing skills in individuals can bring a set of opportunities like promoting own business, improving communication relationships with brands and industries, activate additional sources of income, ensuring that the message is read and remembered, ensuring that the messages will be delivered with the intended purpose, etc. Knowing how to write can open many different opportunities to people and most of the time they are not aware of that, so the point of view about writing is really sub estimated nowadays. As in professional life as in academic life, writing can allow people to communicate in a more serious way.

Achieving the development of skills to properly structure the written version of the text involves writing appropriately the different types of text that are commonly used. To exercise them in this development, those who exercise could be asked to begin developing the extensive scheme. At this point the group members should already begin to construct sentences and paragraphs, so that is where they can be shown examples of these grammatical structures and, if necessary, exercise them to build them properly. The exercise may include the practice of ways to prepare the different types of written texts (expository, descriptive, narrative, argumentative, etc.), as well as the various forms of expression that make them up, such as definitions, descriptions, arguments, comparisons, analogies, cause-effect relationships, etc. (RAO, 2019).

Montealegre and Forero (2006) stated that the context influences the processing of written language, because the vision of the world, culture, social interactions, the social and school situation, etc., determine the mental structure of the subject, into which the new information is integrated. Personal, social, and environmental factors are necessary to know before structuring the methodological procedures in formal instruction. The importance of allowing the child to appropriate knowledge is evident. This appropriation must take place at school and at home as a natural and implicit process in all the child's daily activities. Promoting reading, constantly expressing its functionality in culture, increases awareness of the daily

handling of written language. In addition, the school must plan instruction based on the conceptual level developed spontaneously by the child and must carry out teaching activities where self-discovery is promoted.

Those who exercise will need to make use of graphic, syntactic, semantic, textual, and contextual codes. As these are people who master the mechanics of writing, there will be no need to train them in the use of codes graphics. However, in terms of syntactics, if deemed necessary, opportunities should be provided for them to practice the proper construction of sentences and paragraphs. It is possible that after it is finished, the writer will find that the text contains parts that deserve to be reformulated because, among other reasons, they are not understandable, they are not presented in an appropriate way or the information presented is out of date and needs to be better supported or simply, the writer does not, at that moment, the way it is written. In these cases, correcting or adjusting the text may require a long period of time or a lot of effort (Nikitina, 2019).

1.3. Objectives

1.3.1. General Objective

To determine the influence of Communicative Language Functions in writing skills development.

1.3.2. Specific Objectives

- To determine the most useful Communicative Language Functions in writing skills.
- To identify student's writing proficiency from Unidad Educativa "Rodriguez Albornoz".
- To analyze the impact of Communicative Language Functions in students' writing skills.

Description of the fulfillment of the objectives

- To determine the most useful Communicative Language Functions, the six functions established in Roman Jakobson's theory were analyzed. They were applied in several writing activities according to the age of students and the kinds of texts they need to write and produce regarding their level. These activities were planned in a way that students feel confident and interested in writing and written communication.
- To identify students' writing proficiency, a pre-test was conducted. This kind of assessment allowed the researcher to determine the starting point of the study. After the treatment regarding Communicative Language Functions, a post-test was applied in order to recognize an advance in writing proficiency.
- To analyze the impact of Communicative Language Functions in students' writing skills, pre-test and post-test results were compared through tables and figures where numerical data could be presented, based on the criteria established in the assessment rubric. The statistical method used was t-test and SPSS software, which allowed to have precise results about the improvement of writing skills.

CHAPTER II

2. METHODOLOGY

2.1 Resources

To develop this research work, it was necessary to consider several types of resources such as human, technical, technological and the investigative work. The human resource utilized, was a group of students from tenth level EGB (Educación General Básica) who belong to Unidad Educativa “Rodríguez Albornoz”. This group was a key component in order to apply the use of communicative language functions in their writing skills. Regarding technological resources, a computer and appropriate internet connection were important to carry out this research properly, as well as diverse apps and websites including Zoom, Whiteboard.fi, Power Point presentations, Nearpod, Wordwall and other elements which served as information sources to obtain literature and activities related to Communicative Language Functions and Writing Skills.

2.1.1 Population

This research work was carried out with a population of 39 participants, who are students from tenth level EGB (Educación General Básica) and belong to Unidad Educativa “Rodríguez Albornoz”. The subjects of study were all women with ages ranging from 14 to 15 years old who are taking the subject English in their institution.

Table 1

Population

Population	Number of Students
10 th grade EGB students	39
Total	39

Note. Number of students from tenth level at Unidad Educativa “Rodríguez Albornoz” considered as population of the study.

2.1.2 Instruments

Key English Test for Schools

Key English Test (KET) for Schools is an international standardized examination delivered by Cambridge Assessment English, which is directed to school-age learners and demonstrates that a student is able to understand and use English at a basic level and communicate in simple situations. This test is targeted at A2 level based on the Common European Framework of Reference (CEFR) (Cambridge English Assessment, 2021).

For this research work, the writing section was considered to be the applied in order to measure students' writing skills. The writing section lasts among 20-25 minutes and includes two parts (part 6 and 7) where students had to write a short informal email and a short story based on pictures, respectively. It was applied as pre/posttest, and it was developed online through the website Whiteboard.fi, presenting the instructions written and each student had one whiteboard to write the answer. The rubrics for writing parts 6 and 7 taken from Cambridge English Assessment were also used to score the group of students. They consist of five criteria referring to communicative achievement, writing elements, and organization. Each writing part was scored over 5 marks with a total of 10.

2.1.3 Procedure

According to the chronogram, there were eight sessions of 1 hour and 20 mins each. In the first session, the writing pretest was taken in order to know students' writing skills proficiency. Previously, the researcher introduced herself and gave some instructions and information necessary for the group of students to take the writing pre-test. The test consisted of two parts, and it was developed within 35 minutes, by using the website Whiteboard.fi. where students had to write an informal email and a short story based on pictures on their whiteboards.

In the second session, the researcher introduced language functions through a diagram with the six language functions proposed by Jacobson. This session was focused on the phatic language function, the researcher presented this function by using slides. At first, students played a memo test on Nearpod, after that they had to identify formal and informal situations. In the development part, the researcher presented a video about how to write emails, after the researcher presented the elements of formal and informal emails

and asked students to read some examples of each. Then, students identified formal and informal letters as well as formal and informal expressions. As the final activity, students had to label the parts of a letter/email on Wordwall and as an asynchronous activity they had to write a 40-word email to a friend and send it to the researcher.

In the third session, the researcher presented the poetic function. The session started by playing hangman to discover the adjective poetic. Then, the researcher asked students what they understood by poetic and brainstormed all the ideas. In the development part, the researcher presented a video about what a poem is and what are its parts. Before starting to read some poems, the researcher introduced new vocabulary through a glossary and a multiple-choice activity. After, students read a series of poems in a power point presentation and introduced poetic devices, next, students had to identify poetic devices in the previous poems. As wrap-up, the researcher asked students to mention the poetic devices they remembered. Finally, as an asynchronous activity, the researcher asked students to write a short poem using any poetic device they preferred, they could guide their writing by watching a video sent by the researcher previously. This activity was sent to the researcher.

In the fourth session, the metalinguistic function was introduced. The lesson started by asking students to give examples of parts of speech (verbs, adjectives, nouns). In the development part, the researcher presented slides about what is metalinguistic function and some common examples of its use. Then, the researcher presented a glossary and after asked students to read a text about mermaids, the researcher asked some of them to read certain paragraphs aloud. Students completed a matching activity in Nearpod. The researcher asked students to underline personal pronouns, circle verbs and highlight adjectives. As a closing activity, teacher asked students some comprehension questions. As asynchronous work, students had to write a 40-word story about their favorite character. In the fifth session, the focus was on the emotive function. The session began with an introductory activity in which students mentioned feelings and emotions that they knew. Regarding the development part, the researcher presented some slides about example language of emotive function such as interjections. After reading some concepts, students watched a video with more examples. Then, students matched the interjection with the correspondent sentence. As next activity, the teacher presented an example dialogue in which students had to identify interjections. As a final activity, students had to create a short dialogue using

at least three interjections on the website Storyboard.com. In this session, students did not work asynchronously.

In the sixth session, the researcher focused the lesson on the conative function of language. In the introductory activity, students answered the questions: “What is your favorite restaurant?” and “Where is it?”. Using students’ answers, the researcher presented imperatives. In the development section, the researcher played a video about giving directions, after concepts and examples of the conative function were presented. Then, students identified affirmative and negative imperatives, completed a matching exercise and found the mistake in the imperative sentences. As a concluding activity, students wrote the correct imperative for each image. At last, in the asynchronous work, students had to write three imperatives and put an image for each one.

In the seventh session, the lesson was focused on the referential function of language. To start, the researcher asked students to brainstorm some expressions used for different situations such as apologizing, asking for a favor, agreeing, and disagreeing. After that, the researcher introduced the definition and examples of referential function through slides, students read some conversations and guessed the situation (context) they belonged to. Next, students matched the image with the expressions that could be used on each. Then, as additional practice, students read some phrases and guessed the appropriate context for them. As final activity, some students mentioned a sentence for the other students to guess the context or situation.

Finally, in the eighth session, in order to measure the effectiveness and results of the treatment, the group of students took the KET for schools writing posttest. As in the pretest, this exam contained two parts. In the first part, students had to write a short email, and in the second a story based on pictures. The results from the posttest served the researcher to obtain data and analyze whether students presented improvement in their writing skills.

2.2. Methods

2.2.1 Qualitative and Quantitative Research Approach

This research is quantitative and qualitative. The qualitative approach is related to descriptions, opinions, attitudes, implications of a phenomenon (Jackson et al., 2007). This study was qualitative due to it described the research problem, concepts and definitions related to the variables, and the analysis of the information. The quantitative approach

includes numerical information that comes from data collection as well as statistical analysis, which is used to measure and assess the efficiency of the application of variables (Bacon, 2011). This research work was quantitative because it collected statistical measurements and results from the pre-test, and post-test applied.

2.2.2. Research Modality

Field

According to Reyes-García and Sunderlin (1995), the field research is the kind of study which consists of taking the information in real conditions without external manipulation. In this research, the data and information were collected from tenth-level students who belong to Unidad Educativa “Rodríguez Albornoz”, to determine the influence of communicative language functions in their writing skills. All this process served to get enough information and analyze the efficacy of language functions in the class.

Bibliographic – documentary

Bibliographic research allows the researcher to consider and analyze a variety of information and sources including books, documents, texts, or thesis. In this way, the study provides a variety of perspectives from different authors, which form a general understanding regarding the relationship of the variables (Eaton, 2012). This current research study has allowed the researcher to search and much information and identify relevant sources related to the two variables “Communicative Language Functions” and “Writing Skills”, to be well supported through the analysis of scientific papers, books, and other research works.

Type of Research

Quasi-experimental Research

Miller (2020) stated that quasi-experimental research has the particularity of having one experimental group in which a treatment is applied to analyze the influence, relationship, and effects of two variables on it. This research is quasi-experimental since it was meant to introduce communicative language functions through writing activities to the students from tenth EGB at Unidad Educativa “Rodríguez Albornoz”, in order to develop their writing skills.

CHAPTER III

3. RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

This chapter is intended to present an analysis and interpretations of the data collected by the researcher. The data was gathered from a pre-test and post-test, which were applied to 39 students from Unidad Educativa “Rodríguez Albornoz”. The information was collected in order to determine the influence of Communicative Language Functions in writing skills.

3.1.2. Pre-test results

This section presents the results that the students from 10th grade EGB obtained in the pre-test application. The KET for Schools test, was taken by the thirty-nine participants before starting with the treatment. Additionally, this test aimed to assess students’ writing skills at the beginning of the experimental process. The test contained two parts (Part 1: Write an email based on notes and Part 2: Write a story based on pictures) scored over 5 points each one, with a total of 10 points. The following table shows the average result of the students.

Table 2

Pre-test results

Ket for Students Writing Section	Average performance over 5
Part 1: Email based on notes	1
Part 2: Story based on pictures	0,9
Total/10	1,9

Note. Average scores obtained in the pre-test by students from Unidad Educativa “Rodríguez Albornoz”

Figure 1

Pre-test results

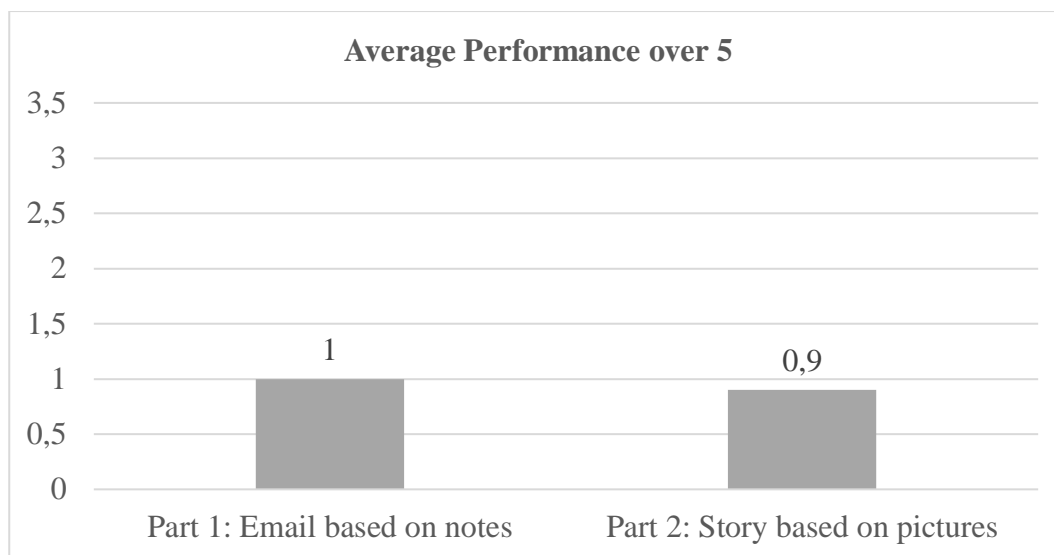


Fig.: Average information taken from the pre-test results at Unidad Educativa "Rodríguez Albornoz".

Analysis and interpretation:

The results show the average score in each part of the KET for Schools writing pre-test. The total average was 1,9/10. It can be observed that the average score for part 1, in which students had to write a short email based on notes was 1 over 5 points. This was due to students did not include all the elements of an email and the purpose was not clear. Concerning writing part 2, in which students had to write a story based on pictures the average score was 0,9 over 5 points. This was because students had many difficulties creating a logical-order story.

According to the results, there were considerable weaknesses regarding students' writing skills. Students could not transmit a clear message through writing, they did not manage the elements of an email, and they presented some deficiencies in grammar and spelling. Also, students showed some difficulties to connect and organize ideas, so it was difficult for the reader to understand. As a result, they did not feel confident writing in English even when they wrote short texts.

3.1.3. Post-test results

The KET for Schools post-test was applied after the treatment, which contained six sessions about communicative language functions. This test was taken from 39 students, and it included the same evaluation criteria as in the pre-test, in order to assess students' writing skills proficiency. The following table shows the average results of students.

Table 3

Post-test results

Ket for Students Writing Section	Average performance over 5
Part 1: Email based on notes	3,92
Part 2: Story based on pictures	3,69
Total/10	7,61

Note. Average scores obtained in the post-test by students from Unidad Educativa "Rodríguez Albornoz"

Figure 2

Post-test results

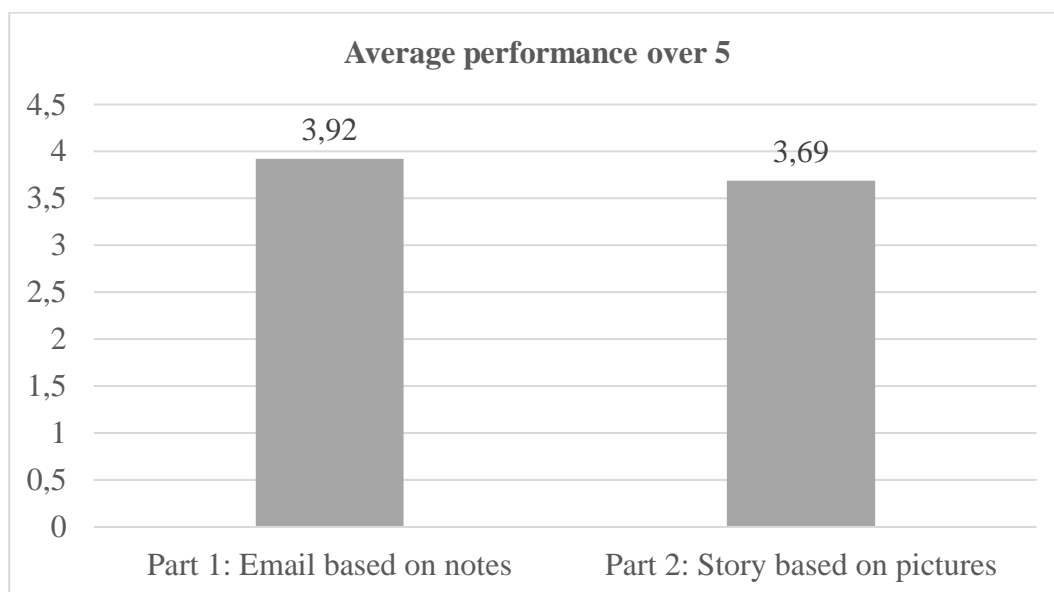


Fig.: Average information taken from the post-test results at Unidad Educativa Rodríguez Albornoz

Analysis and interpretation:

The results show the average score in each part of the KET for Schools writing post-test. The total average was 7,61/10. It can be observed that the average score for part 1, in which students had to write a short email based on notes was 3,92 over 5 points. This was because students showed better organization. Concerning writing part 2, in which students had to write a story based on pictures, the average score was 3,9 over 5 points, since students demonstrated better cohesion.

Based on the data obtained, there was a noticeable improvement in students' writing skills. Most students could communicate a clear message through writing, and they were able to organize and relate ideas in a better way, but there were still some mistakes regarding grammar and vocabulary. In general, the reader could understand the main idea and after all, students felt a little more confident writing in English.

3.1.4. Comparative Analysis (Pre-test and Post-test)

3.1.5. Table 4

Comparison pre-test and post-test

Results	Pre-test	Post-test
Writing Part 1	1	3,92
Writing Part 2	0,9	3,69
Total	1,9	7,61

Note. Comparative average scores obtained in the pre-test and post-test by students from Unidad Educativa “Rodríguez Albornoz”.

Figure 3

Comparison pre-test and post-test

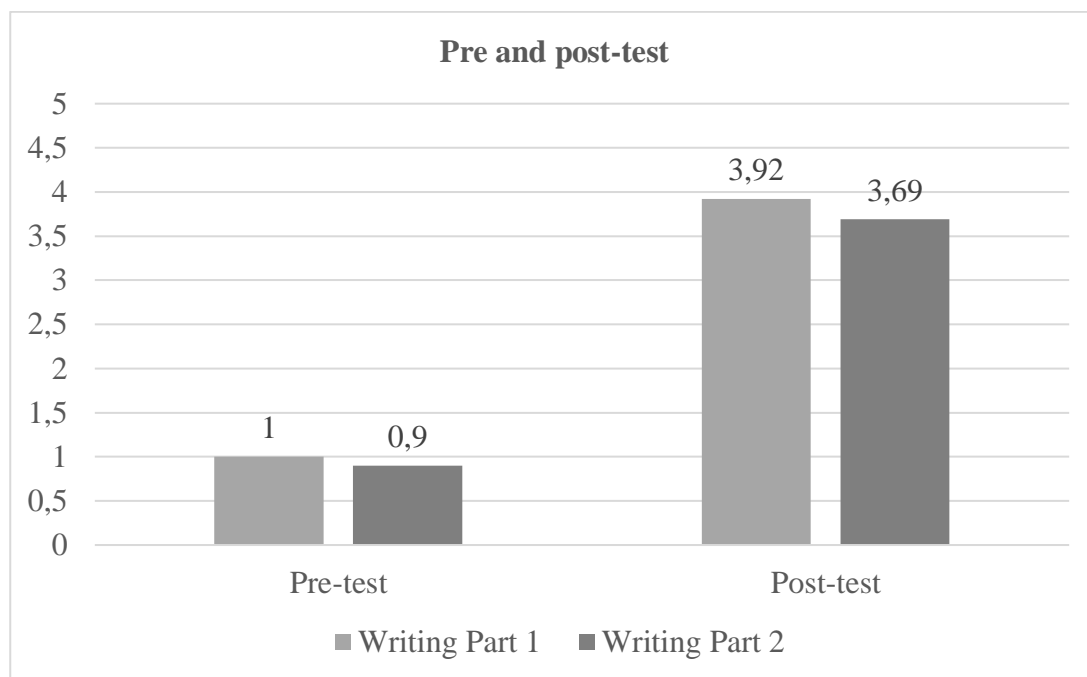


Fig.: Comparative average scores taken from the pre-test and post-test by students from Unidad Educativa “Rodríguez Albornoz”.

Analysis and interpretation:

The table and figure above show a comparison of results gathered from the pre-test and post-test. The results indicate an improvement in students' writing skills. Regarding part 1, consisting of writing a short email based on notes, in the pre-test the average score was 1/5, which represents 20% over 100%. Meanwhile, in the post-test the average score was 3,92/5, which represents 78,4% over 100%. It means that there was an increase of 58,4%. Additionally, in part 2, about writing a story based on pictures, in the pre-test the average score was 0,9/5, which represents 18% over 100%. Whereas, in the post-test the average score was 3,69/5, which represents 73,8% over 100%. Hence, it was evidenced an increase of 55,8%.

According to the results obtained, there was a considerable improvement in students' writing skills considering their performance before and after the treatment that was applied. In the post-test the participants reached most of the criteria required in the writing rubrics, regarding the elements of a letter (greeting, introductory ideas, body, closing, signature) and a short story (introduction, development, closing). Additionally, appropriate register was used (informal) and ideas were organized in a better way in comparison to the pre-test. The majority of students clearly communicated what the instructions asked for. Therefore, their writings were understandable for the reader.

3.2. Verification of hypothesis

The data collected in this study was analyzed with SPSS statistical software by applying the t-test statistics in order to establish the validity of one of the hypotheses of the study considering its variables and population.

Null hypothesis (H0)

Communicative Language Functions do not influence the development of writing skills in students from tenth grade EGB at Unidad Educativa "Rodríguez Albornoz".

Alternative hypothesis (H1)

Communicative Language Functions influence the development of writing skills in students from tenth grade EGB at Unidad Educativa "Rodríguez Albornoz".

3.2.2. Student's t-test with SPSS

Table 5

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1				
FINAL SCORE PRE	1,8974	39	1,27310	,20386
FINAL SCORE POST	7,6154	39	1,92785	,30870

Note. Paired sample statistics from the scores obtained in the pre-test and post-test.

Analysis and interpretation:

The paired sample statistics table shows the difference between the average scores that correspond to the pre-test and post-test respectively. According to the obtained results, the mean in the pre-test is 1,8974. In contrast, the mean in the post-test is 7,6154. This variation demonstrates that the difference value is significant.

The average data differing the pre-test and post-test proves that, numerically, there was a noticeable improvement in the scores obtained by the participants regarding their writing performance. Consequently, the treatment applied to the group of students regarding Communicative Language Functions had the desired effect on the students' writing skills.

Student's t-test Statistics

Table 6

Paired Differences

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the difference		t	df	Sig. (bilateral)
					Lower	Upper			
					Pair 1	FINAL SCORE PRE - FINAL SCORE POST			

Note. Paired sample statistics obtained with t-test from the scores obtained by students in the pre-test and post-test.

Analysis and interpretation:

The table 6 shows the acceptance or rejection of the hypothesis depending on the bilateral significance. If this value is lower than the 0,05, the alternative hypothesis is accepted. Whereas, if it is greater than 0,05, the alternative hypothesis is rejected.

As it is presented in the table above, the level of significance that differs among the pre- test and post-test results is 0,00. Therefore, the alternative hypothesis “Communicative Language Functions influence the development of writing skills” is accepted. The bilateral significance value verifies the validity of the alternative hypothesis proposed and the statement established as the general objective of this research work.

3.3 Discussion of results

After applying the treatment to the students from tenth level at Unidad Educativa “Rodríguez Albornoz”, it was possible to evidence a great improvement in students’ writing proficiency based on the pre-test results that were compared with the post-test results. Consequently, Communicative Language Functions is a great content that could be taught to students because they allow learners to consider different aspects of written communication in order to have consciously writing and permit students write easily.

Communicative Language Functions helped students improve their speaking skills because they constitute a way to learn a language by focusing on communication itself, rather than only grammar, so it seeks the need of students and learners to communicate and deliver a message effectively (Jacobs & Liu, 1996). Additionally, Communicative Language Functions constitute a foundation on learning a second language due to they are based on the purpose or effects that have using certain types of exponents to express feelings and ideas in order to cause the desired impact on the listener or reader (Moyano and Ojeda, 2000).

Furthermore, Communicative Language Functions are well known for being applied in speaking performance but not in writing skills proficiency. Hence, it was of great importance putting writing skills and subskills into practice with students because this is the most used way of communication worldwide mainly regarding business and professional contexts. It is a helpful tool that strengths a different way of interaction and make individuals conscious of language. Its usage constitutes recognizing symbols and codes appropriate for several situations and leave them alive in a text (Durga & Rao, 2018).

At last, the group of students showed a positive attitude after applying Communicative Language Functions lessons. According to the findings, students could manage different abilities necessary to write a text properly at their level. The activities developed were essential because they could engage with writing and using Communicative Language Functions through games and active participation. These strategies helped them remember the process of writing and think about the purpose of communicating because writing is influenced by feelings, attitudes and perspectives (Montealegre and Forero, 2006).

CHAPTER IV

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the results, and considering the objectives of this research work, the following conclusions have been reached:

Communicative Language Functions influence writing skills development. The students from tenth level EGB at Unidad Educativa “Rodriguez Albornoz” improved their writing performance by identifying the kind of language they needed to use in different types of writing texts. They showed positive results after communicative language functions were applied in their writing practices.

The most useful Communicative Language Functions in writing skills are Phatic, Metalinguistic, Conative, and Referential, because the application of them, constitute significant parameters that were considered in the writing assessment criteria. Additionally, they helped students in different ways to organize sentences and ideas, as well as to express a clearer message through writing. All these improvements were evidenced in their performance in the writing post-test.

It was found that students from tenth level EGB at Unidad Educativa “Rodriguez Albornoz” did not have the suitable writing proficiency corresponding to their level, because they showed having several deficiencies in producing texts. The group of students lacked coherence, writing organization, linkers, and appropriate register according to the reader. Also, they did not feel comfortable and confident writing in English. These difficulties could be evidenced throughout the writing pre-test.

Communicative Language Functions had a favorable impact on students’ writing skills, since the writing post-test results demonstrated that after getting to learn and practice Communicative Language Functions, students enhanced their writing production. Most students were able to write and structure coherent texts. They could communicate

clearer and purposeful ideas to the reader. Also, after practicing Communicative Language Functions through different types of written texts, students could feel more confident and secure when writing in comparison to their results in the writing pre-test.

4.2 Recommendations

It is recommended to implement Communicative Language Functions in students' learning process, specifically in writing skills, since it helps students use the appropriate language according to the text they will write. Additionally, introducing Communicative language functions will make students be aware of their writing purposes and will encourage them to write actively.

It is suggested to apply different strategies and materials to introduce Communicative Language Functions in students' learning. For writing purposes, it would be essential to select the Communicative Language Functions that help students the most in order to produce different kinds of texts for themselves. Additionally, it would be important to make students be able to identify each type of Communicative Function, so they can determine the language they need to use.

Teachers as well as authorities should give more importance to students' writing skills because it is another way in which they can communicate and produce language. Therefore, incrementing writing practices, programs, and opportunities for students to develop writing skills, as well as providing appropriate feedback in class, would greatly contribute to improve students' writing skills and make them feel more confident writing in the target language.

Communicative Language Functions need to be inserted in writing instruction through the use of a variety of techniques and activities in which students can get enough input according to their level, interests, and preferences. In this way, they can get involved in writing different text types, identify their purpose to write, the way to communicate with the reader and finally improve this productive skill.

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ANNEXES

Annex 1: Letter of engagement

CARTA DE COMPROMISO

Ambato, 25 de octubre de 2021

Doctor

Marcelo Núñez

Presidente de la Unidad de Integración Curricular

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros


Facultad de Ciencias Humanas y de la Educación

Yo, Laura Caicedo en mi calidad de Rectora de la Unidad Educativa "Rodriguez Albornoz", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Communicative Language Functions and Writing Skills" propuesto por la estudiante Leslie Sabine Gavilanes Guerrero, portadora de la Cédula de Ciudadanía 1850035757, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente


Sor Laura Violeta Caicedo Rectora

C.I. 1703315992

0990682342

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Annex 2: Lesson Plan

Experiment Planning: Communicative Language Functions and Writing Skills Teacher's Name: Leslie Gavilanes Level: 10 th EGB Unidad Educativa "Rodríguez Albornoz"				
No.	Date	Time	Activities	Materials/ Resources
Session 1	Wednesday November 24 th , 2021	35 mins 10h30 – 11h05	- Researcher's introduction - Writing Pre- test application	Zoom Whiteboard.fi
Session 2	Friday November 26 th , 2021	1 hour 20 mins 08h40 – 10h00	<p><u>Phatic Function</u></p> <p>Warm up:</p> <ul style="list-style-type: none"> - Ss. will play a memo test by matching each picture with its pair on Nearpod: https://nearpod.com/matching-pairs/create/1446502873 - Ss will identify orally which pairs represent formal and informal situations respectively. <p>Development:</p> <ul style="list-style-type: none"> - Ss will watch a YouTube video about how to write a friendly letter: https://www.youtube.com/watch?v=3CIV82aT2oA - Teacher shares a PPP presentation about how to write formal and informal letters. - Ss. will read and recognize formal and informal letters in the PPP. - Ss will decide if the topic of the letters need formal or informal language by entering this link: https://wordwall.net/resource/24374535/formal-or-informal-email - Ss will get feedback from the teacher. <p>Wrap up:</p> <ul style="list-style-type: none"> -Ss will label the part of a letter by entering the link: https://wordwall.net/resource/3080234/informal-letter-writing-structure - Ss. will mention some formal and informal phrases that they remember. 	Zoom Nearpod YouTube Power Point Wordwall

			- HMK: Ss. will write a 40-word letter to a friend on their notebooks, and they will send the evidence to the teacher.	
Session 3	Wednesday December 1 st , 2021	1 hour 20 mins 9h20- 9h55 / 10h30 – 11h05	<p><u>Poetic Function</u></p> <p>Warm up:</p> <ul style="list-style-type: none"> - Ss will play the hangman game with the adjective “poetic” in the link: https://www.hangmanwords.com/play/custom?g=cG9ldGljJTBB <p>Development:</p> <ul style="list-style-type: none"> - Ss will watch a video about how poems are structured by entering the link: https://www.youtube.com/watch?v=6R49IH6Id3c - T presents a glossary before getting to read poems. - Ss will read some poems presented in a Power Point presentation. - Ss will check some new vocabulary words in the link: Ejercicio online de Vocabulary para A2 (liveworksheets.com) - Teacher will present poetic devices in the PPP, with some examples of each one. - Ss will reread the poems and identify poetic devices <p>Wrap up:</p> <ul style="list-style-type: none"> - Ss will brainstorm poetic devices they remember, and its meaning. - HMK: Ss will write a short poem using any poetic device, they will watch a video to guide their writing: https://www.youtube.com/watch?v=3sVD4VLjR8U 	Zoom Hangmanwords YouTube Liveworksheets Power Point
Session 4	Friday December 3 rd , 2021	1 hour 20 mins 08h40 – 10h00	<p><u>Metalinguistic Function</u></p> <p>Warm up:</p> <ul style="list-style-type: none"> - Brainstorming word categories (verbs, adjectives, nouns) <p>Development:</p> <ul style="list-style-type: none"> - Teacher will present a PPP about metalinguistic function. - T presents a glossary with some words from the following reading. 	Zoom Power Point Nearpod ISL Collective

			<ul style="list-style-type: none"> - Ss will read individually a text about mermaids in the link: https://en.islcollective.com/english-esl-worksheets/grammar/past-simple-tense/reading-comprehension-mermaids/132694# - Teacher will ask some Ss to read the text aloud. - Ss will identify new vocabulary from the reading exercise. - Ss. will match the word with the picture that best describes its definition in the link: https://nearpod.com/library/preview/lesson-L110260646 - Ss will analyze the language used by underlining personal pronouns and circling verbs in past and highlighting adjectives. - Teacher provides feedback about the previous activity. <p>Wrap up:</p> <ul style="list-style-type: none"> - Ss will answer some comprehension questions: Did you like the story? How did the writer describe humans? What did humans do to mermaids? Where do mermaids belong to? - HMK: Write a 45-word story about students' favorite character. 	
Session 5	Wednesday December 8 th , 2021	1 hour 20 mins 9h20- 9h55 / 10h30 – 11h05	<p><u>Emotive Function</u></p> <p>Warm up:</p> <ul style="list-style-type: none"> - Ss play the game “my ship is loaded with” by mentioning feelings and emotions. <p>Development:</p> <ul style="list-style-type: none"> - T presents a PPP about emotive functions and some examples of interjections. - Ss watch a video about interjections by entering the link: https://www.youtube.com/watch?v=FgzAByRlcR4 - Ss match the interjections with the correspondent sentence in the link: Ejercicio interactivo de Parts of Speech: Interjections (liveworksheets.com) - T presents some example dialogues in which people use interjections and asks Ss to read the dialogues in the link: 	Zoom Power Point Liveworksheets Storyboard.com

			<p>https://www.storyboardthat.com/articles/e/dialogue-between-two-friends</p> <p>- CWK: Ss have to create a dialogue using at least three interjections by entering in the link: https://www.storyboardthat.com/code/0peszx</p> <p>Wrap up:</p> <p>- Ss read their dialogues to the class.</p>	
Session 6	Friday December 10 th , 2021	1 hour 20 mins 08h40 – 10h00	<p><u>Conative Function</u></p> <p>Warm up:</p> <p>- Ss will answer the following questions orally: What is your favorite restaurant? Where is it?</p> <p>Development:</p> <p>- Ss will watch a video about giving directions by entering the link: https://www.youtube.com/watch?v=bz6SZQe01c</p> <p>- T will explain the conative function by presenting a PPP</p> <p>- Ss will read the dialogue in the PPP.</p> <p>- Teacher will explain imperatives, its formation, usage, and some examples.</p> <p>- Ss will underline the negative imperatives and match the sentences.</p> <p>- Ss will find the mistake and write the correct imperatives.</p> <p>Wrap up:</p> <p>- Ss will write the correct imperative for each picture by entering the link: https://es.liveworksheets.com/ij2659851qc</p> <p>- HMK: Ss have to draw or paste 3 situations and write their correspondent imperatives. They will have to send a picture to the teachers as evidence.</p>	Zoom YouTube Power Point Liveworksheets
Session 7	Wednesday December 15 th , 2021	1 hour 20 mins 9h20- 9h55 / 10h30 – 11h05	<p><u>Referential Function</u></p> <p>Warm up:</p> <p>- Ss arrange the letter to form the word “context”</p> <p>Development:</p> <p>- Ss watch a video about shopping in the link: https://www.youtube.com/watch?v=ad8a2BiXulw</p> <p>- T presents a PPP about referential function.</p> <p>- Ss read some conversations and guess the context in which they are talking in the PPP.</p>	Zoom YouTube Power Point Wordwall

			<ul style="list-style-type: none"> - Ss match the situation with the expressions that would be used on each one in the PPP. - Ss read the phrase and guess the situation in which it can be used, by entering in the link: https://wordwall.net/resource/16398010/dp-24-shopping-situations <p>Wrap up:</p> <ul style="list-style-type: none"> - Tell one sentence and make your partner guess the context or situation. - CWK: 6 groups of 6: Ss will look at the situation and write a short dialogue about it. After, they will present each dialogue to the class. The situations are taken from the link: https://wordwall.net/resource/25113094/real-life-situations-lets-act 	
Session 8	Friday December 17 th , 2021	1 hour 20 mins 08h40 – 10h00	- Writing Post- test application	Zoom Whiteboard.fi

Note. Lesson plan used in the treatment to teach Communicative Language Functions to students from Unidad Educativa “Rodríguez Albormoz”.

Annex 3: Pre-test and Post-test

Part 6

Question 31

You are going shopping with your English friend Pat tomorrow.

Write an email to Pat.

Say:

- where you want to meet
- what time you want to meet
- what you want to buy.

Write **25 words** or more.

Write the email on your answer sheet.

Part 7

Question 32

Look at the three pictures.

Write the story shown in the pictures.

Write **35 words** or more.



Write the story on your answer sheet.

Source: Cambridge English Language Assessment

Annex 4: KET for Schools Writing Rubric

Mark scheme for Writing Part 6

Band	
5	<ul style="list-style-type: none">• All parts of the message are fully communicated.• The language used allows the reader to easily understand the whole message.• The organization allows the reader to easily understand the whole message.
4	<i>Writing at this band has a combination of elements from Bands 3 and 5.</i>
3	<ul style="list-style-type: none">• One element of the message is omitted or unclear. The other elements are clearly communicated.• The language used allows the reader to understand some of the message.• The organization allows the reader to understand some of the message.
2	<i>Writing at this band has a combination of elements from Bands 1 and 3.</i>
1	<ul style="list-style-type: none">• Two elements of the message are omitted or unclear. Very little of the message is communicated.• The language used means the reader understands very little of the message.• The organization used means the reader understands very little of the message.
0	<ul style="list-style-type: none">• Text is totally irrelevant.• The reader understands none of the message.

Source: Cambridge English Language Assessment

Mark scheme for Writing part 7

Band	
5	<ul style="list-style-type: none"> • All parts of the story are fully communicated. • The language used allows the reader to easily understand the whole story. • The organization allows the reader to easily understand the whole story
4	<p><i>Writing at this band has a combination of elements from Bands 3 and 5.</i></p>
3	<ul style="list-style-type: none"> • One part of the story is omitted or unclear. The other parts are clearly communicated. • The language used allows the reader to understand some of the story. • The organization allows the reader to understand some of the story.
2	<p><i>Writing at this band has a combination of elements from Bands 1 and 3.</i></p>
1	<ul style="list-style-type: none"> • Two parts of the story are omitted or unclear. Very little of the story is communicated. • The language used means the reader understands very little of the story. • The organization used means the reader understands very little of the story.
0	<ul style="list-style-type: none"> • Text is totally irrelevant. • The reader understands none of the story.

Source: Cambridge English Language Assessment

Annex 6: Urkund report






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Sources included in the report

SA	UNIVERSIDAD TECNICA DE AMBATO / MARÍA SÁNCHEZ_URKUND REPORT.pdf Document MARÍA SÁNCHEZ_URKUND REPORT.pdf (D111016125) Submitted by: xcalero@uta.edu.ec Receiver: xcalero.uta@analysis.urkund.com	 6
SA	201709917 Stylistics Analysis Assignment 3.pdf Document 201709917 Stylistics Analysis Assignment 3.pdf (D80533402)	 2
W	URL: https://pdfs.semanticscholar.org/53b4/b210ba9becbc36a0a05e8845edc382c7d180.pdf Fetched: 2021-11-03T19:18:45.9670000	 1
SA	UNIVERSIDAD TECNICA DE AMBATO / Research Project.pdf Document Research Project.pdf (D93799230) Submitted by: lgavilanes5757@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.urkund.com	 2
W	URL: https://doi.org/10.1051/shsconf/20196900064 Fetched: 2022-01-26T23:38:00.0000000	 1
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