



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**LANGUAGE CAREER**

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del**

**Título de**

**Licenciada en Ciencias de la Educación**

**Mención: Inglés**

**TOPIC:**

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**“SPEECH FUNCTIONS AND THE COMMUNICATIVE COMPETENCE”**

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**Author:** Geomara Alejandra Toasa Estrella

**Tutor:** Lcda. Mg. Ruth Elizabeth Infante Paredes.

Ambato – Ecuador

2019

## **STRUCTURE OF THE RESEARCH PROJECT**

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## DECLARATION PAGE

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Geomara Alejandra Toasa Estrella

I.D 180475136-8

AUTHOR

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I.D. 180475136-8

**AUTHOR**

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## **DEDICATION**

I am dedicating this search to two cherished people who love me. Even when they are no longer of this world, their memories will continue directing my life. In addition, to my mother, sister, brother, and friend.

First, to God who raise me, cherish me, and help me to be strong every single day. I likewise want to dedicate this investigation to my mother Jaqueline Estrella who shows me the estimation of completing any work and despite of being a single mother teaches me that her situation is not an obstacle to achieve a dream.

Then, to my sister and brother Estefania and Michael which support me with positive words to fulfill my dream. To my best friend which tell me, that when the money is spent, when all my friends abandon me or when there is nobody who loved me. I know there will be no reason for me to panic because I will see Daniel, I will see them next to me.

Geomara

## **ACKNOWLEDGEMENTS**

First of all, I thank God for giving me life and guiding me to accomplish my goals, as well as my mother, sister and brother who have supported me a lot and a big effort to give me an excellent education through my life. Second, to Mg. Teacher Ruth Infante, for helping me during the learning process and being the person who advised me. Finally, to sixth and seventh semesters who permitted me to be part of their language learning process, without your collaboration this project research would not been complete.

Geomara



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## ABSTRACT

UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
CARRERA DE IDIOMAS

**Topic:** “SPEECH FUNCTIONS AND THE COMMUNICATIVE COMPETENCE”

**Author:** Geomara Alejandra Toasa Estrella

**Tutor:** Lcda. Mg. Ruth Elizabeth Infante Paredes

**Date:** December 04, 2019

**“Speech Functions and the Communicative Competence”**

Geomara Alejandra Toasa Estrella

Universidad Técnica de Ambato

geomystar@gmail.com

Mg. Ruth Elizabeth Infante Paredes

Universidad Técnica de Ambato

ruthinfantep@gmail.com

The present search is expected to cover an investigation accomplished with the following topic "Speech Functions and the Communicative Competence" which examines the relation among the variables and how students' understudies improve their Communicative Competence. This examination was coordinated by using a quali-quantitative approach by applying a mock pre and post-test which assess the elements of the Communicative Competence, such as: grammatical, discursive, sociolinguistic, and strategic. To assess these elements Speech Functions were applied inside the classroom, as follows: expressive, directive, referential, metalinguistic, and phatic. The subjects of the examination were the sixth and seventh-semester university understudies of English Language Career at Universidad Técnica de Ambato. Discerning about the results of this investigation, the conclusion of the examination is drawn as the following. English Language Students vanquish their Communicative Competence issues by using Speech Functions and shown that a large portion of the English Language Students improve their discourse management and interaction which helped them to communicate in English Language.

**Keywords:** Communicative Competence, English language Teaching, Speech Functions.

## INTRODUCTION

The application of Speech Functions has developed a productive study for Language Teaching. This is the principal thought behind the principles of competences in English. According to the Ministry of Education and in this way, it is the objective for the Ecuadorian Institutions.

The research explained here goes for describing how the strategies, methodology, technique, and activities applied in seventh semester from Language Career at the Universidad Técnica de Ambato contribute with the improvement of the understudies' Communicative Competence.

In this sense, Ecuador, in the same way as other different countries around the world, has attempted activities, for instance, enhancing access to education, in any case, this has not been necessary to improve Communicative Competence in students from diverse levels of Education. Institutions are observed as one of the social spots for the social interaction. In the other hand, it has not been enough for being competent with the language, so for this reason it is essential to implement these strategies in the teaching framework.

There are four chapters that englobe the most relevant data of this research, below described:

**Chapter 1. Theoretical Framework:** Alike researches are offered to support the author with several pieces of information, as follows the theoretical support of each variable, the hypothesis and signaling hypothesis.

**Chapter 2. Methodology:** The elementary method of examination that will be applied in this research, investigation modalities, and type of research are some of the aspects that the methodology chapter contains. Moreover, there is a brief description of the method of data collection and the validation and analysis.

**Chapter 3. Results and Discussions:** In this chapter, the numerical data got from the pre and post-test applied on the seventh-semester students is organized and interpreted through diverse graphics in order to have a better understanding of it, hypothesis verification to accept the alternative or reject the null hypothesis through the use of the Kolmogorov test.

**Chapter 4. Conclusions and Recommendations:** Deal with the conclusions and recommendations that are recognized according to the objectives of this research.

## **B. CONTENT**

### **CHAPTER I. THEORETICAL FRAMEWORK**

#### **1.1 Investigative Background**

Currently, there are some researches about Speech Functions and the Communicative Competence which were studied in different contexts because it depends on the purpose that the researchers have in order to carry out the examination based on the objectives they want to accomplish. In this case the issue of low level of communicative competence has emerged to be one of the study subjects for years and measured as one of the crucial factors in foreign language acquisition.

(The deficit of English teachers is a problem that comes since 1950., 2014) an article about the deficit of English teachers is a problem that comes since 1950. In 1912 English schools began teaching in the country's schools. However, the subject formed a part of the curriculum more formally in the fifties during the government of Galo Plaza Lasso. Then, as now, the biggest problem was the teacher deficit. Therefore, in high schools the students received only 1 hour of English per week, but schools did not. According to the dean Édgar Herrera explains that at that time experts were not put in charge of the classes but rather amateurs, who knew something about the language. Future teachers began to train in faculties such as the Philosophy and Education Sciences of the Central University. As a result, this reality is latent among recent criticism of the Ministry of Education because English is not part of the curriculum. And it is considered as an optional subject in the schools from second to seventh of elemental level in the public system.

(Only 34% of teachers with English proficiency, 2018) published an article with the topic: "Only 34% of teachers reach the English proficiency level" For the Ecuadorian education system the teaching of the English language is a weak fact. The problem exists because there are not enough English teachers; ever though there are some of them who are not well prepared to teach this subject, so it is taught since the second

year of basic general education in the schools. Therefore, there is an evaluation carried out in 2014 by the Ministry of Education to the teachers' section in the English area determined that only 10% reached a B2 level which means the English teachers has the ability to work or study this language. According to Ana Cano, Undersecretary of Professional Development of the Ministry of Education says that currently this indicator reaches 34%, so it is considered that the universities have to train teachers of English with sufficient skills. Additionally, the undersecretary commented that the percentage has been increasing since in 2013 in the merits and opposition contests which teachers are required to reach level B2 in order to participate.

(Heredia, 2017) Published an article with the topic: “The English level in Ecuador is still low”. Learning English in people over 30 years old has become a necessity. The new requirements to pursue a master's degree or PhD, the search for a better job and communication with children are factors that influence to specialize in that language. Thus, according to José Antonio Cobo who is an academic director of Cendia Language Institute, English language is a working tool. He considers that studying this language helps to get a job and it is a necessity. It is also important for promotions. From the 1 230 students of this center, 387 are adults between 25 and 45 years. This represents 35% of the total. In addition, according to Andrés Paredes who is the Academic Coordinator of the Coordination of Linguistics of the Universidad Politecnica explains that currently there are about 8,000 students in The Centro de Educación Continua de la Escuela Politécnica Nacional. The 30% (2,400) are adults who work in different spaces. The rest are students of the Universidad Politecnica and other institutions.

## **1.2 Justification**

The development of this research project has a great **importance** in the terms of English language teaching. The results will be found during this research could help to improve the communicative competence of the students of the Language Career and it will be a great **contribution** for the implementation in all the careers of the Faculty, as well as in all the careers of the University. Furthermore, this current research will

serve as a guide for the application of speech functions to develop the communicative competence of students, being the last mentioned one of the livelihoods that denotes the **feasibility** of the project. Therefore, this research will be caused a big **impact** around the speech community because most of students aren't able to communicate among others in the classroom effectively by using speech functions as an essential vocabulary in order to develop the communicative competence deeply.

Moreover, they interact among their partners without having any purpose and meaning, so learners have difficulties at the moment they use language in different contexts. In addition, this project will have its **beneficiaries**, such as the teachers of Language Major because it will be a **tool** that they could apply in the future by observing how the research help them to realize the issue students face in the class. In addition, this research project is **methodological** because teachers will use speech functions as strategies which will be practical by getting excellent results from students in class. Due to students do not improve the communicative competence successfully, this research will be carried out to examine what type of speech functions learners should use in the classroom through speaking activities, such as role plays, discussions, dialogues and conversations.

At Riau Kepulauan University, Indonesia, (Eka, Suswanto, & Megah, 2018) studied their the topic: "Speech Function Used in *A little Princess* of Frances Hodgson Burnett Novel" where the investigators focused on analyzing the kinds of speech functions used in *A Little Princess* by the main character (Sara Crewe). Furthermore, the study was a descriptive and qualitative approach by using Janet Holmes's Theory focusing on eight kinds of speech functions as follows: expressive, directive, referential, metalinguistic, phatic, poetic, heuristic and commissive. Therefore, all of these speech functions were studied based on Holmes's theory. The subjects of the study were the novel called *A little Princess* by Frances Hodgson Burnett and books, journals, articles, and web information. Moreover, the results shown that there were fifty Crewe's utterances, but the investigators found in the novel only five speech functions, such as expressive, directive, referential, phatic and commissive. The data analysis results shown that the expressive function is the most used speech function applied by Sara



Crewe as much as twenty utterances, eleven utterances for directive function, ten utterances for referential function, eight utterances for phatic function and the last is one utterance for commissive function, so it is believed that the use of speech functions is essential in order to communicate effectively in real life situations.

At Negeri Yogyakarta University, Indonesia , (Siti Perdi, Roswita Lumban, & Rohali, 2018) explored their research with the topic: “Greetings and Politeness used in French and Indonesian language communication” where the researchers focused on examining the form and function of the greetings used in communication about some films, such as *Amour*, *Demain tout commence*, *Ayah Mengapa Aku Berbeda*, *Dilan 2*, *Dilan 1*, and *Surga yang tak Dirindukan*, but by choosing some of them according to the context of language politeness. Therefore, investigators chose the film as an illustration of communication activities that are applied in daily life conversations .Moreover, this investigation is a qualitative and descriptive approach based on observation and nonparticipant techniques and the data analysis was directed from the beginning, so researchers collected data by using the Ricoeur’s model that focuses on using semantic, reflective and existential understanding, which refers to what we say and write by transmitting one meaning with different contexts. The subjects of the study were the main characters in the film that become the data source *Amour*: Jean Louis Tritignanat and Emmanuelle Reva, *Demain tout commence*: Omar Sy, Antoine Bertrand and Clemence Poésy, *Ayah Mengapa Aku Berbeda*: Suryo Saputra, Rima Melati and Dinda Hauw, *Dilan 2*, *Dilan 1*: Iqbaal Ramadhan and Vanessa Pricilla, *Surga yang tak Dirindukan*: Laudya Chyntia Bella, Fedi Nuril and Raline Shah. In addition, the data in this research were the words, phrases and sentences that worked as greeting forms in communication. The results shown that Indonesian and French greetings use are different because they are always related to politeness to the culture of the Indonesian and French people. Furthermore, the greeting forms applied in this study contain the conative and phatic functions.

At the Pedagogic University of Mozambique, Malawi, (Gonçalves, 2019) explored “Critical Analysis in use of Communicative Competence to improve teacher trainees’ oral ability and teaching of English at the teacher training colleges in Zambézia, Mozambique” where the investigator focuses on analyzing the communicative

competence in order to enhance the oral communication of teachers who are in training and the way the English language teaching is taught at the teacher training Colleges. Moreover, this investigation is based on qualitative approach because the examiner wanted to study it by applying discussions and reviews of different authors that discussed about communicative competence perspectives, such as Hymes, Canale and Swain. The subjects of the study were the teacher trainees who had some communication problems in English language speech because they don't feel confident at the moment they interact and speak in their teaching practices. Therefore, the results shown that useful and innovated teaching activities help teacher trainees in order to communicate effectively and successfully during classes.

At the Universidad Tecnica de Ambato, Ecuador, there is a study related to the topic to be investigated, as (Buenaño, 2018), analyzed his research with the topic: "Gender-Based Teaching Strategies and the Communicative Competence" where the investigator focuses on examining the relationship among variables and how male and female students make a progress by developing their Communicative Competence. Additionally, this research had a quali-quantitative approach because the author used two tests, such as mock pre-test and post-test in order to carry out his investigation deeply by assessing the elements of the Communicative Competence as follows: grammatical, textual, functional and sociolinguistic. Therefore, the investigator applied different Gender-Based Teaching Strategies, such as brainstorming, discussions, role-plays and storytelling in order to evaluate the elements of the Communicative Competence effectively. The subjects of this study were the sixth and eighth semesters and they were 128 students of English Language Career. The investigator found out that the students who were assessed, they improve their Communicative Competence successfully by applying the Gender-Based Teaching Strategies, so some of these students succeed at the moment they interact each other effectively.

At Surcolombiana University, Neiva, Colombia, (Castillo, Insuasty, & Jaime, 2017) researched their topic "The Impact of Authentic Materials and Tasks on Students' Communicative Competence at a Colombian Language School" where the

investigators focus on analyzing the extent to which the use of authentic materials and tasks contributes to the enhancement of the communicative competence on an A2 level English course. Moreover, this investigation is based on mixed study collected of a quasi-experimental and a descriptive-qualitative examination which was applied by resources of a pre-test, a post-test, observations, semi-structured interviews, surveys, and diaries. The subjects of the study were two A2 level English courses like Course A and Course B. As a result, Course A was measured as the control group whereas Course B was considered as the experimental group. The results of the unlike data gathering instruments are shown in the following order: pre-test and post-test directed to students of both the experimental and control groups, lesson observations, the ongoing assessment, the surveys administered to the experimental group students, the experimental group teacher's diary, and the interviews of the teachers. Therefore, the findings shown that the use of authentic materials and tasks, inside the background of a pedagogical project, had an impact on students' communicative competence improvement and on the teaching practices of the experimental group teacher.

## **1.2 Theoretical framework**

### **1.2.1 Independent variable theoretical support**

#### **1.2.1.1 Language**

Saussure (1916), a Swiss Linguistic known as the founder of Structuralism. This author proposed a new method of language research called structural linguistic which refers to the language as an organized system and it is divided into two parts, such as language as individual language and parole as the individual act of communication. Additionally, according to (Umma, 2015) Structuralism in linguistic is considered a descriptive approach to a synchronic and diachronic analysis of language. Saussure is the first person who expresses the way to study the language analytically because he thought that language is a system of signs, rules and patterns in order to transmit ideas for communication. For instance, Structuralism investigates how individuals think from the perception until the presence of signs and makes the form a language system.

Therefore, when people start a conversation each other, they established a connection which in their brains is associated.

Chomsky (1972), an American linguistic who was one of the most famous for his exceptional philosophy in the twentieth century. Chomsky's theory is based on Transformational Generative Grammar which involves the mental capacity of producing sentences by using the unconscious knowledge of language, so this author calls it Universal Grammar. According to (Barman, 2012) language is an innate ability because Chomsky assumes that human brain is biologically automated to learn language, and it is one characteristic which is unique for individuals between other human beings. As a result, mind works through the process of learning a language. For example, as Chomsky claims that becomes likely for human child to learn a language for the linguistic ability with which the child is born, and that the use of language for an adult is generally a rational exercise.

As Hymes (1974), states that language is naturally associated to history, societal, cultural evolution and even thought to the peculiarity of the speaker's interaction. Also, according to (Vázquez) says that Hymes defines language as a social phenomenon, so the point of departure to investigate it should be social not linguistic. Thus, to measure the place of language in culture and society, the frame of reference should originate from communication not language itself and from ethnography not linguistics. This sociolinguistic approach distinguishes the fact that the exclusively study of the I-language cannot characterize a holistic approach to the study of language due to language and culture are both individual and core features which are essentially connected.

Based on the definitions discussed above about language which is as an organized system and it is divided into two parts, such as language as individual language and parole as the individual act of communication. Furthermore, it is an innate ability because Chomsky assumes that human brain is biologically automated to learn language, and it is one characteristic which is unique for individuals between other

human beings. And language is naturally associated to history, societal, cultural evolution and even thought to the peculiarity of the speaker's interaction.

### **1.2.1.2 Speech**

As Holmes (2012), states that speech consists of the expression of thoughts in written and spoken words. Additionally, speech might help individuals to do a lot of great activities by asking and giving information, experience and knowledge in real life. Some people who are good at speech will have an incredible life because during the speech they can get added a value of competence in themselves. As a result, speech functions involve the sociolinguistics that study the variety of functions of language as speech functions study.

(Sapir, 1921) claims that speech refers to the way how we produce sounds which made up words and sentences. Moreover, this author says that speech is based on the co-ordination of the breathing, such as vocal cords, vocal tract, tongue and lips. Speech includes three components like articulation, voice and fluency. Articulation focuses on making sounds by using mouth, lips, and tongue. For instance, to produce the "r" sound in order to say "rabbit" instead of "wabbit". Voice, consists of using vocal folds and breath to make sounds. For instance, the voice can be loud or soft and high or low considering we can hurt our voice if we talk too much. Fluency, is the rhythm of the speech which is required to speak to repeat sounds, words and sentences or make pauses.

Based on the definitions discussed above about speech which is the expression of thoughts by writing or speaking words. It can help people apply lots of useful activities for asking or giving information, experience and knowledge in real context. Therefore, speech functions include the sociolinguistics study. Also, it is considered as the way how we produce sounds in order to make words and sentences with meaning. Speech focuses on the co-ordination of the breathing and it is based on three components, as follows articulation, voice and fluency.

### 1.2.1.2.1 Speech functions

(Jakobson, 1982) developed a popular and influential model called communicative functions of language which has been very powerful within linguistics. According to Jakobson (1982), communicative functions of language are a real act of verbal communication which can be described and connected to the factors of communication so, (Robertson & John, 2018), say Jakobson's model consist of interpreting person's ideas and meaning in order to send and receive the message effectively. Therefore, the author categorized six constituent factors of verbal communication, such as the addresser, addressee, context, message, channel, and code, so based on the six constituent factors that Jakobson identified, each factor has been associated with one specific function of language as follows: emotive, conative, referential, poetic, phatic and metalingual. Moreover, (Otsman & Jef, 2018) says that the author stated that the verbal communication which transmits a message to convey meaning depends mostly on the main function. For Jakobson, the functions of communication have been an essential key that guide the complete meaning of a sentence when a given message's verbal structure is directed to the appropriate constituent factor of communication.

(Holmes, *An Introduction to Sociolinguistics*, 2013) used the term speech functions in sociolinguistics which studies the relation among language and society focusing on how people use language in different social contexts, so they may change the way they use the language depending on the situation by using the social functions of language in order to convey a social meaning. Holmes' model shows a range of speech functions and the variation in which the same message can be expressed. According to Holmes (2013), speech functions are a variety of utterances or expressions that are used in different social contexts according to the politeness. Thus, the study of speech functions helps people to have a better interaction in daily live conversations in order to understand the linguistic point and the meaning of the utterances directed by the addresser or receiver, so the addressee or sender can transmit the message perfectly. Additionally, (Ikromah, 2018), says Holmes' theory is based on the language purpose which means how language is used by achieving it through the English language skills such as, speaking, listening, reading and writing. As a result, when the individuals read

or hear the utterances, they do not just try to know the definition of the word or sentence meanwhile they also want to comprehend the meaning of the writer or speaker. Furthermore, this author defined six kinds of speech functions, such as expressive, directive, referential, metalinguistic, poetic and phatic.

(Hymes, 1962), proposed a new model followed by Jakobson 1960 making some changes based on replacing the constituent factor of communication “context” by two factors “topic” and “setting”, so Hymes added two functions of language “referential” and “contextual” respectively. Thus, according to (Stubbs, *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*, 1983) says that Hymes’ model is based on functions of language which are the individual utterances that form a minimal unit. This author divided the functions of language into seven categories, such as expressive or emotive, directive or conative, poetic, contact or physical, metalinguistic, referential, and contextual or situational. Hymes’ model is similar to Jakobson’s, but exists a main difference related to the nature of the language because the author refers to his functions as kinds of communicative acts. Furthermore, this author mentioned that different language functions check on meaning, on language form, and on the channels of communication that are connected profoundly. They all involve language communication about features of the communication itself referring to correlation between factors of communication and functions of language.

Based on the concepts above discussed about speech functions that are a set of utterances or expressions used in the spoken language which are spoken in different social contexts by transmitting messages in order to convey meaning effectively. Additionally, these utterances may be expressed for several purposes depending on the function that the addressee or sender and the addresser or receiver want to emit to the speech community. It is relevant to mention that speech functions have a closely connection to politeness because it means speaking to people appropriately in order to make others feel comfortable. Therefore, politeness focuses on selecting the appropriate linguistic form that involved directives as follows: family, friends and foreigners in order to have a positive and negative politeness according to the level of formality and taking account of the roles in the context.

Afterward, according to Holmes (2013), who proposes that speech functions are a variety of utterances or expressions that are used in different social contexts according to the politeness. This author's perspective is completely innovative because Holmes focuses on how a range of functions may be expressed by considering the variety of ways that the same message may be transmitted by the addressee and the addresser who are the participants of a daily live conversations, so they exchange information in different settings. As Holmes (2013), categorized six kinds of speech functions, as follows expressive, directive, referential, metalinguistic, poetic and phatic and the author generally refers to them as utterances.

#### **1.2.1.2.1.1 Expressive function**

Expressive function mainly focuses on the addresser or sender that is used to express a person's feelings and ideas by using different vocabulary and intonation in order to make people express their own feelings and thoughts and interact with others successfully. Individuals need to express their own personal feelings and ideas in order to make a good social relationship with others. For instance, I feel exhausted today. As a result, individuals need this function every time they want to express their feelings. There are words that are used to express attitudes and moods, which do not carry any specific information. This function of language is used not to send a message, but to express feelings and impressions. Due to the expressive function of language, they can understand the personality of a speaker, and emotions.

#### **1.2.1.2.1.1.1 Directive function**

Directive focuses on the addressee or receiver and it is based on getting people to do things, so it consists of interrogatives, orders and declaratives by inviting them to do something, e.g. Could you open the door, please? As an interrogative with modal verb. Moreover, orders and commands can be expressed in an imperative form, e.g. open the window. Additionally, the use of declaratives tends to get people to do something, e.g. I want you to sit down. In addition, the directive function is most normally found



in commands and requests. E.g. "Close the windows." "You're smoking in a nonsmoking area," although declarative, can be used to mean "Do not smoke in this area."

#### **1.2.1.2.1.2 Referential function**

Referential focuses on the context and it refers to give information from the speaker to the listener in a speech and it is used to indicate things or facts, e.g. It is raining outside. Also, this function is done through different form of speech. The purpose of referential function is to convey information through diverse forms of speech from the speaker to the listener. This function benefits human beings send messages, describe things, and give the listener new information. Truly, message is an expression that states this function best. The informational function is likewise related to some terms as a fact and a value.

#### **1.2.1.2.1.2 Metalinguistic Function**

Metalinguistic focuses on the code, so it is used to clarify misunderstandings of the language itself, e.g. Could you spell that for me, please? Excuse me, what do you mean by ...? As well these utterances have to do with certain expressions of speaker sense, of worked out meaning, of background information known to either or both of the speakers. A situation of reflexive mention of a linguistic entity is the speaker's position to the form of the word, which can be made in several ways. In one of such reflexive uses the word is misspelt since the speaker considers the parts of the word to be eloquent and gives his own interpretation to the inner form of the word.

#### **1.2.1.2.1.2 Poetic function**

Poetic focuses on the message and it is based on poetic features, such as rhyming words, a poem, a rhyme and it is also used when someone says "John and Rose" instead of saying "Rose and John" or "horrible place" instead of "terrible place" that they have the same meaning. Besides the poetic function is intensified as a result of a significant

and selective consolidation of any other language function. Nevertheless, the opposite is not essentially factual, as follows the emotive function is not certainly strengthened by building up the poetic function. It is complicated to visualize that a noticeable emphasis in one function would not draw attention to the message itself, at least in some situations.

#### **1.2.1.2.1.2.2 Phatic function**

Phatic focuses on the channel and it refers to keep contact with the person we are talking to in order to express empathy with others, e.g. Hello! Do you hear me? It is a wonderful day, is not it? Moreover, this function is used to help kids in language acquisition, such as changing name of something to another word to make children are easy to tell it. This phatic function can be detected in greetings and casual discussions of the weather, mostly with strangers. Furthermore, it provides the keys to open, continue, prove or close the communication channel, such as: “Hello?”, “Ok?”, “Hummm”, “Bye”...

### **1.2.2 Dependent variable theoretical support**

#### **1.2.2.1 Linguistics**

As Chomsky (2008), states that linguistics is the scientific study of language and it is focused on description and explanation about the unconscious knowledge that speakers have of their language. Linguistics consists of different components, such as phonetics, phonology, syntax, semantics, and morphology. Phonetics refers to the scientific study of speech sounds. Phonology is based on the study of sounds with their meanings. Syntax is the study of grammatical functions of language. Semantics involves the study of meaning of grammatical functions of the language by taking into account the social context. Morphology consists of studying the internal structure of words.

As (Olaoye, 1968) claims that linguistics is the scientific study of grammatical system of a language and their interrelationship with the rest of human activities. Linguistics studies the form and their meaning in social context of any language. The form in this sense indicates the grammatical functions. The components of language the linguists have been able to carry the scientific descriptions analyses of language. For instance, with phonetics component, linguists design for many languages of the world their orthographies both in consonants and vowels. These can be seen in many of Nigeria languages like Hausa, Igbo, Yoruba language orthographies etc. In designing orthography for a language, linguists transcribe the vowels and represent them on a cardinal vowels chart.

Based on the definitions discussed above about linguistics Chomsky states that is the scientific study of language and it is focused on description and explanation about the unconscious knowledge that speakers have of their language. Linguistics consists of different components, such as phonetics, phonology, syntax, semantics, and morphology. On the other hand, Olaoye says that is the scientific study of grammatical system of a language and their interrelationship with the rest of human activities. Linguistics studies the form and their meaning in social context of any language. The form in this sense indicates the grammatical functions.

#### **1.2.2.2 Linguistic Competence**

(Chomsky, 1965) constitutes knowledge of language, but that knowledge is tacit, implicit. This means that people do not have conscious access to the principles and rules that govern the combination of sounds, words, and sentences. Therefore, this author emphasized the difference between linguistic competence, the speaker-hearer's knowledge of his language and performance, the actual use of language in concrete situations, he points out that "linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interests, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

(Fodor & Garrett, 1996) point out that competence is sometimes studied in a more restricted sense. Linguistic capacity is studied independently of other psychological mechanisms. The contrast is thus between the speaker "s information about his language and whatever psychological mechanisms may be supposed to enter into the exploration of that information. A theory of linguistic knowledge is thus idealized in the sense that language is seen through idealized abstractions while language behavior or what seems to be irrelevant details of language behavior are disregarded. They claim that, if the object of the linguistics study is the behavior of speakers, the data the linguist will have at his disposal will be impoverished in two ways.

Based on the definitions discussed above about linguistic competence Chomsky thinks that the difference between linguistic competence, the speaker-hearer's knowledge of his language and performance, the actual use of language in concrete situations, he points out that "linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community. However, Fodor and Garrett say that competence is sometimes studied in a more restricted sense. Linguistic capacity is studied independently of other psychological mechanisms. The contrast is thus between the speaker "s information about his language and whatever psychological mechanisms may be supposed to enter into the exploration of that information.

### **1.2.2.3 Communicative competence**

At the heart of the communicative approach to language teaching is the notion of communicative competence. (Altun, 2015) says that communicative competence is a concept created by Dell Hymes against Noam Chomsky's distinction among linguistic competence and performance. (Van der Veen, Van Kruistum, & Van Oers, 2019) say that Hymes (1972), defined communicative competence as what a speaker needs to know in order to be communicatively competent in a speech community and this author refers to it as the ability to use grammatical competence in a variety of communicative situations. Therefore, speakers do not need to know only grammatical structures but also norms of usage and appropriacy in a given social context.

(Eghtesadi, 2017) mentions that Hymes argued although successful communication requires knowledge of the structural aspects of language, such as the rules of grammar, socio-linguistic competence is needed as well. This socio-linguistic competence is included in the concept of oral communicative competence and refers to the ability to use language in an acceptable and efficient manner in particular social contexts.

(Swain & Canale, 1980) defined communicative competence as a combination of a fundamental system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use and their concept of skill refers to how an individual can use the knowledge in real communication. However, according to (Zoltan & Sarah, 1991) state that Swain and Canale define communicative competence in terms of four components, such as grammatical competence, sociolinguistic competence, discursive competence and strategic competence.

(Savignon, 1972) put a much greater emphasis on the aspect of ability in her concept of communicative competence. Specifically, the author described communicative competence as the ability to function in a truly communicative setting. As to the distinction between competence and performance, (Savignon S. , 1983) referred to competence as a fundamental ability and to performance as an open manifestation of competence. In her opinion, competence can be observed, developed, maintained and evaluated only through performance. According to (Bagarić & Djigunović, 2007) state that Savignon (1983) her theoretical and empirical work on communicative competence was principally based on the model of Canale and Swain, the author uses the term linguistic competence for grammatical competence, so Savignon's perspective focuses on four components like linguistic competence, sociolinguistic competence, discursive competence and strategic competence.

(Bachman, 1990) proposed to use the term “communicative language ability”, claiming that this term combines in itself the meanings of both language proficiency and communicative competence. Therefore, the author defined communicative

language ability as a concept consisted of knowledge or competence and capacity for appropriate use of knowledge in a contextual communicative language use. In explaining on this definition, Bachman dedicated special attention to the aspect of language use which is the way how language is used for the purpose of achieving a specific communicative goal in a clear situational context of communication. According to Bachman and Palmer (1996), presented a new model of communicative competence, but in the terms of the author as the model of communicative language ability which is based on two broad areas, such as language knowledge and strategic competence. Language knowledge consists of two key components: organizational knowledge and pragmatic knowledge. Organizational knowledge is based on two components, as follows grammatical knowledge and textual knowledge. Pragmatic knowledge also consists of two main components like functional knowledge and sociolinguistic knowledge. And strategic competence comprises of goal setting, assessment and planning.

Based on the concepts above discussed about communicative competence that is a combination of language knowledge and skill essential for communication, so it refers to the language user's knowledge and ability by applying rules appropriately and using the language in context. Additionally, communicative competence focuses on learners' ability to use their knowledge of language in order to communicate in real life situations. According to Canale and Swain (1980), communicative competence is a combination among language knowledge and ability in order to be competent at the moment to use the language in real life situations. Therefore, these authors focus on developing the real language as a need for students who interact each other and communicate successfully.

(Celce-Murcia, Dornyei, & Thurrell, 1995) state that as Canale (1983), conceptualized communicative competence as including four key components, such as grammatical competence, sociolinguistic competence, discursive competence and strategic competence.

### **1.2.2.3.1 Grammatical competence**

Grammatical competence refers to the knowledge of vocabulary rules, word and sentence formation, pronunciation, spelling and linguistic semantics. What words should be used? How to put them into phrases or sentences according to a series of rules? So, such competence focuses directly on the knowledge and skill required to understand and express accurately the literal meaning of utterances, e. g. Excuse me. I need to get Main Street. In addition, this competence is linked with grammar and lexical resource. First, it is based on maintaining control of a wide range of grammatical forms. Second, it consists of using a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.

#### **1.2.2.3.1.1 Sociolinguistic competence**

Sociolinguistic competence is based on the knowledge to interpret the social meaning of the choice of linguistic varieties and to use language with appropriate social meaning for the communicative situation. Therefore, this competence asks which words and phrases fit a particular setting and situation. Accordingly, this competence focuses on knowing how to use language appropriately by taking into consideration the social meaning. For example, formal and informal ways of greeting “Hello, good morning teacher” “Hi, how are you? To his friend”.

#### **1.2.2.3.1.1.1 Discursive competence**

Discursive competence asks how words, phrases and sentences are putting together to create conversations and speeches. Moreover, this competence is achieved through cohesion in form and coherence in meaning. Cohesion focuses on how utterances are linked structurally and facilitates interpretation of a text, e. g. A: Is John going to school tomorrow? B: Yes, he is. There is a link between John and him and also between is...going and is, which means the sentences are cohesive. Coherence, on the other hand, refers to the relationship among the different meanings in a text such as

communicative functions, e.g. A: Your cellphone is ringing. B: I'm in classes. These utterances form a coherent discourse to the extent that A first utterance functions as a request, B reply functions as an excuse. Furthermore, this competence is connected to discourse management which refers to produce extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.

### **1.2.2.3.1.1.2 Strategic competence**

Strategic competence asks how we can express our ideas if students do not know the name of something or the right verb form to use. For instance, if the learner does not know the term "cigarette", he/she might try to paraphrase it in such as "he is smoking something". This competence is related to interactive communication which is intelligible. Phonological features are used effectively to convey and enhance meaning. Finally, it involves interact with ease, linking contributions to those of other speakers. Broadens the scope of the interaction and negotiates towards an outcome.

CAE- Certificate in Advanced English

As well, CAE-Certificate in Advanced English. It is targeted at Level C1 on the CEFR. was originally introduced in 1991 and is a high-level qualification that is officially recognized by universities, employers and governments around the world. In addition, achieving a certificate at this level proves that a candidate has reached a very advanced level of English required in demanding academic and professional settings. Cambridge English: Advanced can be taken as either a paper-based or a computer-based exam. It covers all four language skills – reading, writing, listening and speaking – and includes a fifth element focusing on the candidate's understanding of the structure of the language.

Reading and Use of English: 1 hour 30 minutes Candidates need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines. Writing: 1 hour 30 minutes Candidates have to show that they can produce two different pieces of writing: a compulsory essay in Part 1, and



one from a choice of three tasks in Part 2. Listening: 40 minutes (approximately) Candidates need to show they can understand the meaning of a range of spoken material, including lectures, radio broadcasts, speeches and talks. Speaking: 15 minutes Candidates take the Speaking test with another candidate or in a group of three, and are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. In this test section, other linguistic aspects directly related with the Communicative Competence were assessed as well as the following: Grammatical Resource, Lexical Resource, Discourse Management, Pronunciation, and Interactive Communication. The interlocutor awards a mark for Global Achievement using the Global Achievement scale.

### **1.3 Objectives**

#### **1.3.1 General Objective**

- To determine the relation between Speech Functions and Communicative Competence of students from Language Career at Universidad Técnica de Ambato.

#### **1.3.2 Specific Objectives**

- To analyze the type of Speech Functions which are applied in the English classroom from Language Career at Universidad Técnica de Ambato.
- To identify the elements of the Communicative Competence that are developed in the students from Language Career at Universidad Técnica de Ambato.

## CHAPTER II. METHODOLOGY

### 2.1 Resources

Administrative Framework

#### 2.1.1 Humans

- Research tutor
- Investigator
- Students

#### 2.1.2 Institutional

- Universidad Técnica de Ambato
- Facultad de Ciencias Humanas y de la Educacion
- Libraries

#### 2.1.3 Materials

- Office supplies
- Transportation
- Technological materials
- Bibliography

#### 2.1.4 Economics

Table 1: Economics

Design	\$ 50,00
Development	\$ 50,00
Delivery of the research project	\$ 50,00
Total	\$ 150,00

Source: Economics  
Author: Toasa, G. (2109).

## **2.2 Methods**

### **Basic Methods of Research**

#### **2.2.1 Research approach**

The present research referred to the selected paradigm in the philosophical foundation. The qualitative and quantitative approach were applied because it is significant to study the whole, the total combination of a specific context, without dividing it to the investigation of its parts. It is focused on data collection methods such as descriptions and observations, including numerical measurement. The goal is to prove reality as observed by the members of a social system, and it is located in the critical-proactive paradigm because reality will be changed according to the need of the socio-educational environment and a different solution will be required to improve Speech Functions and the Communicative Competence of the students of the Language Career at Universidad Técnica de Ambato

### **2.3 Basic mode of investigation**

#### **2.3.1 Field Research**

It described the information of the real condition and situation. In this study, the information was focused on collecting the data directly from the students of the Language Career at Universidad Técnica de Ambato, in order to determine the relationship between Speech Functions and the Communicative Competence of students.

#### **2.3.2 Bibliographic research**

This research focused on any research requiring information to be gathered from published materials about the variables of the subject Speech Functions and the Communicative Competence such as books, journal articles, thesis, and digital

libraries. Therefore, all of these tools were essential information to support the new ideas related to update theoretical framework in order to strengthen the variables that have been mentioned.

## **2.4 Level or type of investigation**

### **2.4.1 Exploratory Investigation**

Exploratory investigation was based on the initial research conducted to clarify and define the nature of the problem by identifying the boundaries of the environment in which the problem, opportunity or situation of interest are likely to reside and identify the factors that might be found and be of relevance of research.

### **2.4.2 Correlational Research**

Correlational research studied the relationship among variables (Speech Functions) and (Communicative Competence) by such techniques as cross-tabulation and correlations that is focused on examining the two variables and predicting an outcome to a population, if a relationship exists, so the relationship between two variables is measured. Through statistical analysis, the relationship gave a degree and a direction. The degree of relationship determined how closely the variables are related in the case of the independent variable: Speech Functions and the dependent variable: Communicative Competence.

### **2.4.3 Experimental Research**

Experimental research involved the effect of environmental change referred to as “treatments,” demanded designs using standardized procedures to hold all conditions constant except the independent (experimental) variable. This standardization ensured high internal validity (experimental control) in comparing the experimental group to the control group on the dependent variable. Besides, this examination was corresponding to use a quali-quantitative methodology by applying a mock pre and post-test which assess the elements of the Communicative Competence such as:

grammatical, sociolinguistic, discursive, and strategic. As a result, to assess these elements Speech Functions were applied inside the classroom such as: expressive, directive, referential, metalinguistic, and phatic. The subjects of the examination were the sixth and seventh semester of English Language Career at Universidad Técnica de Ambato.

#### **2.4.4 Hypothesis**

##### **Null Hypothesis**

The Speech Functions do not have a relationship with the Communicative Competence of the students of the Language Career at Universidad Técnica de Ambato.

##### **Alternative Hypothesis**

The Speech Functions have a relationship with the Communicative Competence students of the Language Career at Universidad Técnica de Ambato.

## **CHAPTER III. RESULTS AND DISCUSSION**

### **3.1 Analysis and discussion of the results**

This chapter is based on the analysis among the control and experimental group which were carried out in the English Language Career at Universidad Técnica de Ambato and the subjects for this investigation were the students from sixth and seventh semester. Therefore, the control group was formed by 18 students from Sixth semester and the experimental group was bunched by 18 students from Seventh semester. Moreover, the chapter shows the total average that the 18 students got in the control and experimental group for each element of the CAE speaking assessment criteria, such as grammatical and lexical resource, discourse management, pronunciation and interactive communication.

#### **Pre-Test and Post-Test Results from the Control Group and Experimental**

In view of the interpretation's research, the estimation of the Communicative Competence was created taking into account the criteria of the rubric from the CAE and FCE examination. Moreover, four elements of Communicative Competence were assessed such as, Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication with the application of speech functions as follows, expressive, directive, referential, metalinguistic and phatic.

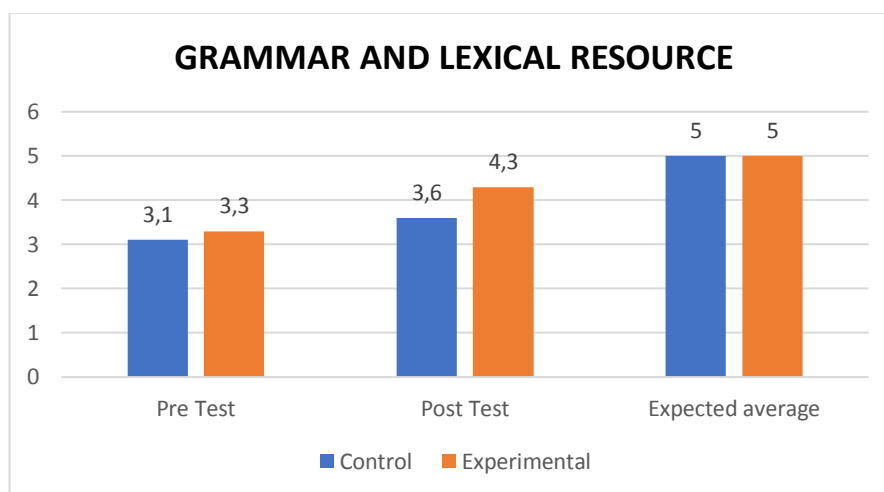
## Pre-Post Test-Grammar and Lexical Resource

Table 1: Pre-Post Test-Grammar and Lexical Resource

GRAMMAR AND LEXICAL RESOURCE			
Group	Pre Test	Post Test	Expected average
Control	3,1	3,6	5
Experimental	3,3	4,3	5

Source: Pre-test and Post test scores-Experimental and Control Group- Grammar and Lexical Resource  
 Author: Toasa, G. (2019)

Figure 1: Pre and Post Test- Grammar and Lexical Resource



Source: Pre-test and Post test scores-Experimental and Control Group- Grammar and Lexical Resource  
 Author: Toasa, G. (2019)

Table 1 summarizes the data on Grammatical and Lexical Resource as the first element of the CAE and FCE Speaking test. The results on the Experimental Group can be seen in figure 1, the value of 3,3 they got in the pre-test, but from the graph we can note that the value of 4,3 they got in the post-test. It proves that the speech functions such as, expressive, and directive used in the Experimental Group worked effectively by applying the four elements of communicative competence as follows, grammatical and discursive competence. Therefore, as illustrated in the Control Group the value of 3,1 they got in the pre-test and in the post-test, they got 3,6 we observe that there is not much difference because they needed useful strategies in order to learn a range of appropriate vocabulary and control of a range of simple and some complex grammatical forms which helped them to communicate successfully.

## Pre-Post Test-Discourse Management

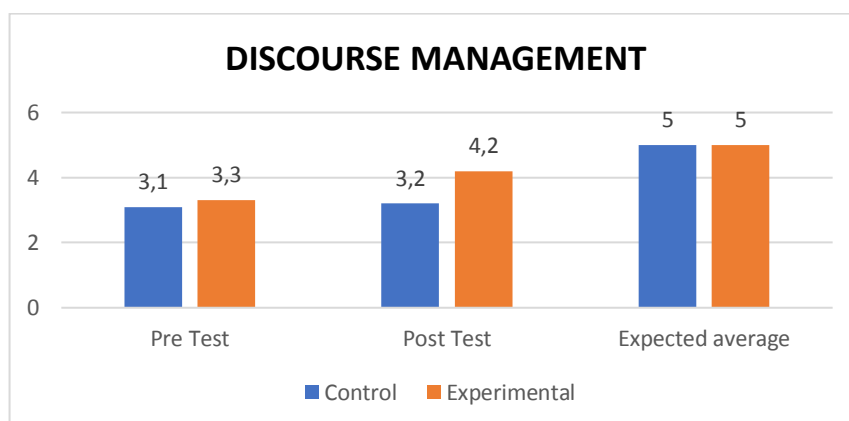
Table 2: Pre-Post Test-Discourse Management

DISCOURSE MANAGEMENT			
Group	Pre Test	Post Test	Expected average
Control	3,1	3,2	5
Experimental	3,3	4,2	5

Source: Pre-test and Post test scores-Experimental and Control Group- Discourse Management

Author: Toasa, G. (2019)

Figure 2: Pre-Post Test-Discourse Management



Source: Pre-test and Post test scores-Experimental and Control Group- Discourse Management

Author: Toasa, G. (2019)

Figure 2 shows a significant difference in Discourse Management as a second element of the CAE and FCE Speaking test. It is apparent from figure 2 that the Experimental Group got 3,3 in the pre-test, however, they got 4,2, so it shows a clear trend in the post-test by using the speech functions like metalinguistic and phatic as essential strategies to develop the elements of the communicative competence such as, sociolinguist and discursive competence. Moreover, it reports how students used the discourse markers and cohesive devices to organize ideas. In the other hand, from the graph we can see that in the Control Group they got 3,1 in the pre-test, while they got 3,2 in the post-test. It highlights that they did not use the strategies in order to produce the language successfully.



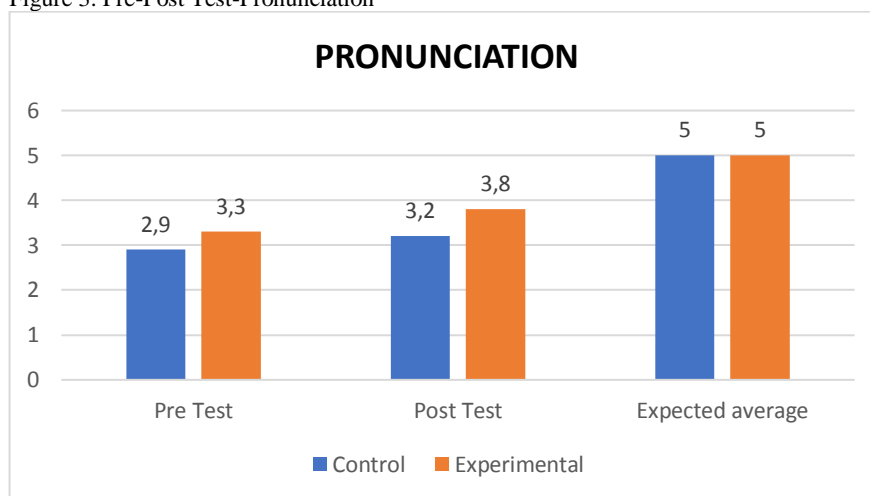
## Pre-Post Test-Pronunciation

Table 3: Pre-Post Test-Pronunciation

PRONUNCIATION			
Group	Pre Test	Post Test	Expected average
Control	2,9	3,2	5
Experimental	3,3	4	5

Source: Pre-test and Post test scores-Experimental and Control Group- Pronunciation  
 Author: Toasa, G. (2019)

Figure 3: Pre-Post Test-Pronunciation



Source: Pre-test and Post test scores-Experimental and Control Group- Pronunciation  
 Author: Toasa, G. (2019)

The graph above shows that Pronunciation as a third element of the CAE and FCE Speaking test plays an important role in the development of the English Language. Figure 3 presents the data on the Experimental Group, the value of 3,3 in the pre-test, while they got the value of 3,8 in the post-test. It means that the speech functions applied as follows, directive and phatic were useful in order to improve the pronunciation. Furthermore, the elements of the communicative competence such as, grammatical and strategic competences helped to have a comprehensible pronunciation of individual sounds, accurate stress and appropriate intonation. Nevertheless, we note that in the Control Group, they got the value of 2,9 in the pre-test while they got the value of 3,2 in the post-test. Therefore, they needed useful strategies to improve their pronunciation by enhancing meaning.

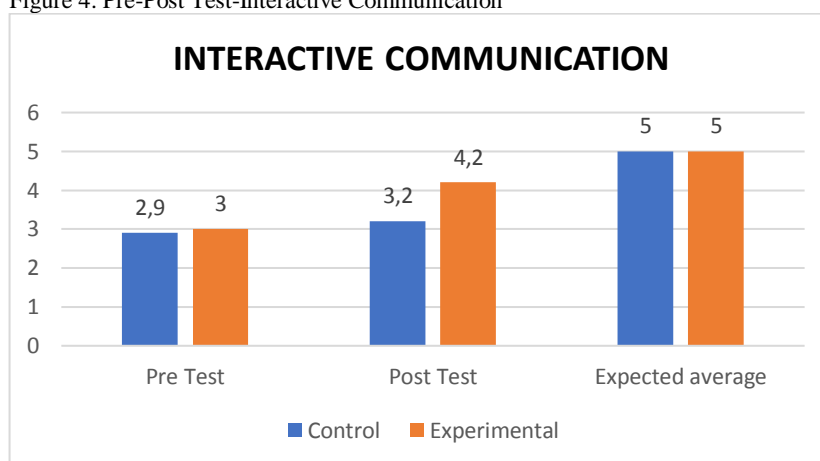
## Pre-Post Test-Interactive Communication

Table 4: Pre-Post Test-Interactive Communication

INTERACTIVE COMMUNICATION			
Group	Pre Test	Post Test	Expected average
Control	2,9	3,2	5
Experimental	3	4,2	5

Source: Pre-test and Post test scores-Experimental and Control Group- Interactive Communication  
 Author: Toasa, G. (2019)

Figure 4: Pre-Post Test-Interactive Communication



Source: Pre-test and Post test scores-Experimental and Control Group- Interactive Communication  
 Author: Toasa, G. (2019)

The results on Interactive Communication are presented in figure 4. In the Experimental Group they got the value of 3 in the pre-test while they got the value of 4,2 in the post-test. We observe that the speech functions such as, expressive, referential and metalinguistic applied were essential to have the ability to maintain and develop interactive communication with others. Additionally, the elements of the communicative competence as follows, grammatical and strategic competence in order to speak fluently about real life situations. However, as detailed in the Control Group, the value of 2,9 in the pre-test while they got 3,2 in the post-test. It means that there is not much difference because they did not develop the interactive communication deeply in order to keep going the conversations, dialogues and role-plays.

## Final Pre-Test and Post-Test Scores from the Control Group

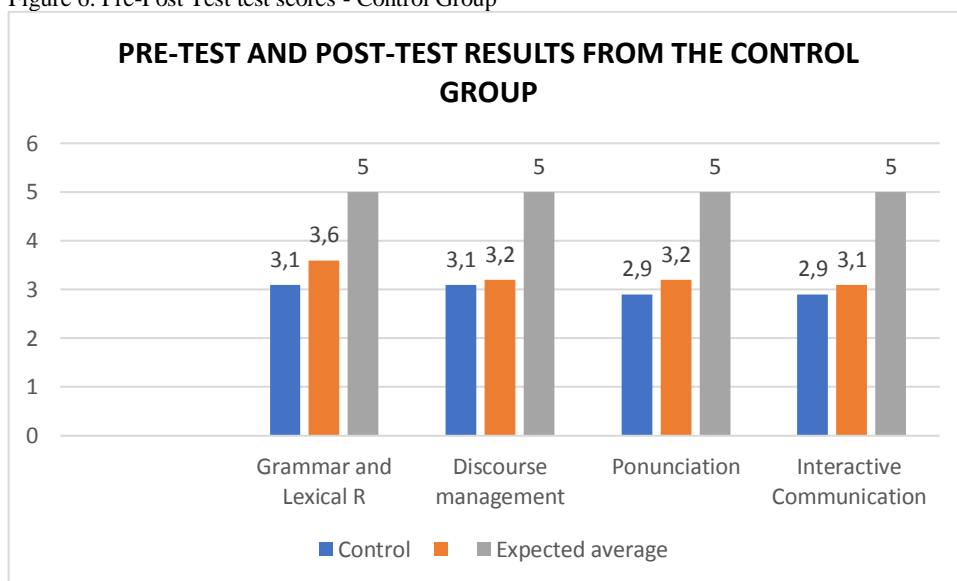
Table 6: Pre-Post Test- scores-Control Group

Elements of the Speaking	Control		Expected average
	Pre test	Post test	
Grammar and Lexical R	3,1	3,6	5
Discourse management	3,1	3,2	5
Pronunciation	2,9	3,2	5
Interactive Communication	2,9	3,1	5

Source: Pre-test and Post test scores-Control Group

Author: Toasa, G. (2019)

Figure 6: Pre-Post Test test scores - Control Group



Source: Pre-test and Post test scores- Control Group

Author: Toasa, G. (2019)

## Final Pre-Test and Post-Test Scores from the Experimental Group

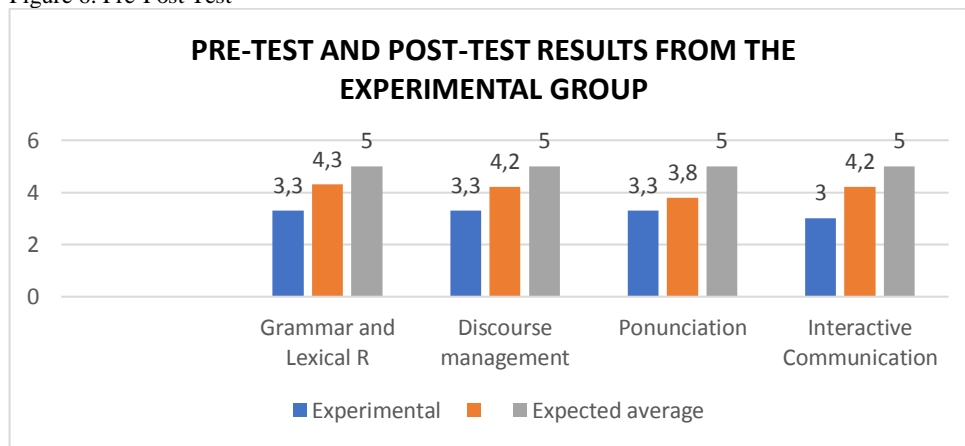
Table 5: Pre-Post Test

Elements of the Speaking	Experimental		Expected average
	Pre test	Post test	
Grammar and Lexical Resource	3,3	4,3	5
Discourse management	3,3	4,2	5
Pronunciation	3,3	3,8	5
Interactive Communication	3	4,2	5

Source: Pre-test and Post test scores-Experimental Group

Author: Toasa, G. (2019)

Figure 6: Pre-Post Test



Source: Pre-test and Post test scores-Experimental Group

Author: Toasa, G. (2019)

## Elements of The Communicative Competence Pre And Post Test of The Control and Experimental Group

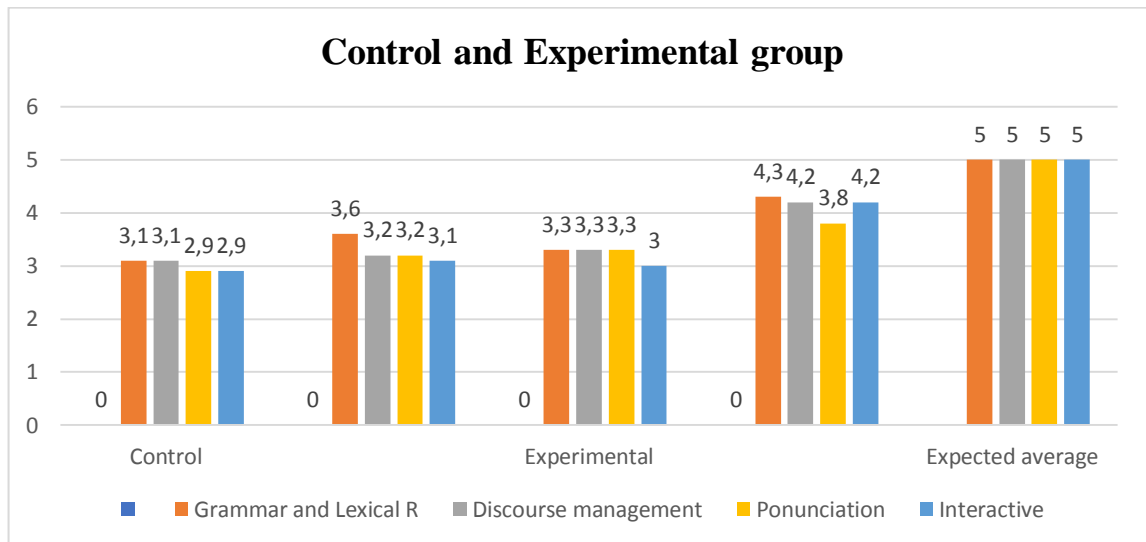
Table 7: Comparison experimental and control group

Elements of the Speaking	Experimental		Control		Expected average
	Pre test	Post test	Pre test	Post test	
Grammar and Lexical R	3,3	4,3	3,1	3,6	<b>5</b>
Discourse management	3,3	4,2	3,1	3,2	<b>5</b>
Pronunciation	3,3	3,8	2,9	3,2	<b>5</b>
Interactive Communication	3	4,2	2,9	3,1	<b>5</b>

Source: Comparison – Experimental and Control Groups

Author: Toasa, G. (2019)

Figure 7: Comparison experimental and control group



Source: Comparison – Experimental and Control Groups

Author: Toasa, G. (2019)

### 3.2 Verification of hypotheses

For this research work, being experimental, it is decided to apply the Wilcoxon statistic, considering that according to the results obtained, the rejection or acceptance of one of the two hypotheses can be identified; The table below shows the information regarding the Wilcoxon calculation:

Table 8: Pre and post-test hypothesis

<b>Ranges</b>			
	N	Average range	Sum of ranges
Negative ranges	5 <sup>a</sup>	3,00	15,00
Post test - Positive ranges	0 <sup>b</sup>	,00	,00
pre test Draws	13 <sup>c</sup>		
Total	18		

a. Post test < Pre test

b. Post test > Pre test

c. Post test = Pre test

Source: Hypothesis verification

Author: Toasa, G. (2019)

According to the analysis of Wilcoxon ranges it can be identified that the negative ranges have a sum of 15.00 points, while the positive ranges have a value of 0.00 and tie values with a sample of 13, with this it can be identified that the negative values It has greater weighting, therefore the experiment applied gave satisfactory results.

Table 9: Test statics

<b>Statics of contrast<sup>a</sup></b>	
	Post test – Pre test
Z	-2,236 <sup>b</sup>
Sig. asintót. (bilateral)	,025

a. Wilcoxon signed sign test.

b. Based on negative ranges.

Source: Hypothesis verification

Author: Toasa, G. (2019)

By means of the contracting statistic, the results obtained can be corroborated, that is, the calculation of Wilcoxon having a value less than 0.05, decides that the null hypothesis is rejected and the alternative hypothesis is accepted, that is, Speech Functions has relationship with the Communicative Competence of students from the Languages Career at Universidad Técnica de Ambato.

Las categorías definidas por $V^2 = 1,000$ y $0,000$ se producen con las probabilidades de $0,5$ y $0,5$ .	Prueba binomial de una muestra ,001 <sup>1</sup> Rechazar la hipótesis nula.
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## CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions

Afterwards examining and interpreting the results gotten from the application of the Speech Functions in students from Language Career at Universidad Técnica de Ambato to predominate their Communicative Competence, there are some conclusions and recommendations to mention for upcoming inquiries.

- There is a relation among the Speech Functions and the Communicative Competence meanwhile Speech Functions best it positively. Clearly, the Alternative Hypothesis was approved with an element of centrality of 0.5. Whereas the Null Hypothesis was excluded.
- The Speech Functions, such as: expressive, directive, referential, metalinguistic, and phatic are vital in the Communicative Competence because of each of them reaches the objective. On the other hand, the most significant Speech Functions were expressive and metalinguistic, so they permitted students to interact among them. The results showed that they used discourse markers and cohesive devices successfully to organize ideas. Moreover, they developed their interaction effectively by following the conversations, dialogues and role-plays. However, the least important speech function was directive.
- The solution to the problem is to apply the Speech Functions to predominate the Communicative Competence by means of the following elements: grammatical, sociolinguistic, discursive, and strategic competence. Nevertheless, the most important elements of the Communicative Competence were sociolinguistic, discursive, strategic competence because students did their best by using discourse markers and cohesive devices magnificently. Additionally, they have a comprehensible pronunciation and appropriate intonation by speaking fluently. Nonetheless, the least element was grammatical competence.



## 4.2 Recommendations

Afterwards, the performance of Speech Functions, the following suggestions are established for further researches:

- To apply Speech Functions, as follows expressive, directive, referential, metalinguistic, and phatic in class meanwhile they will be useful for the contribution by enhancing their Communicative Competence. Nevertheless, the directive function will be applied more in class by using expressions which help students to communicate better.
- To research the elements of the Communicative Competence, such as: grammatical, sociolinguistic, discursive, and strategic competence by taking into account for the English learning process at the moment of preparing classes, so students can communicate effectively by using the language in real situations.
- English professors should consider the Speech Functions, as follows expressive, directive, referential, metalinguistic and phatic, and the elements of the Communicative Competence, such as grammatical, sociolinguistic, discursive, and strategic competence when teachers need to apply useful activities to achieve their goals by assessing innovative tasks in order to enhance their Communicative Competence.

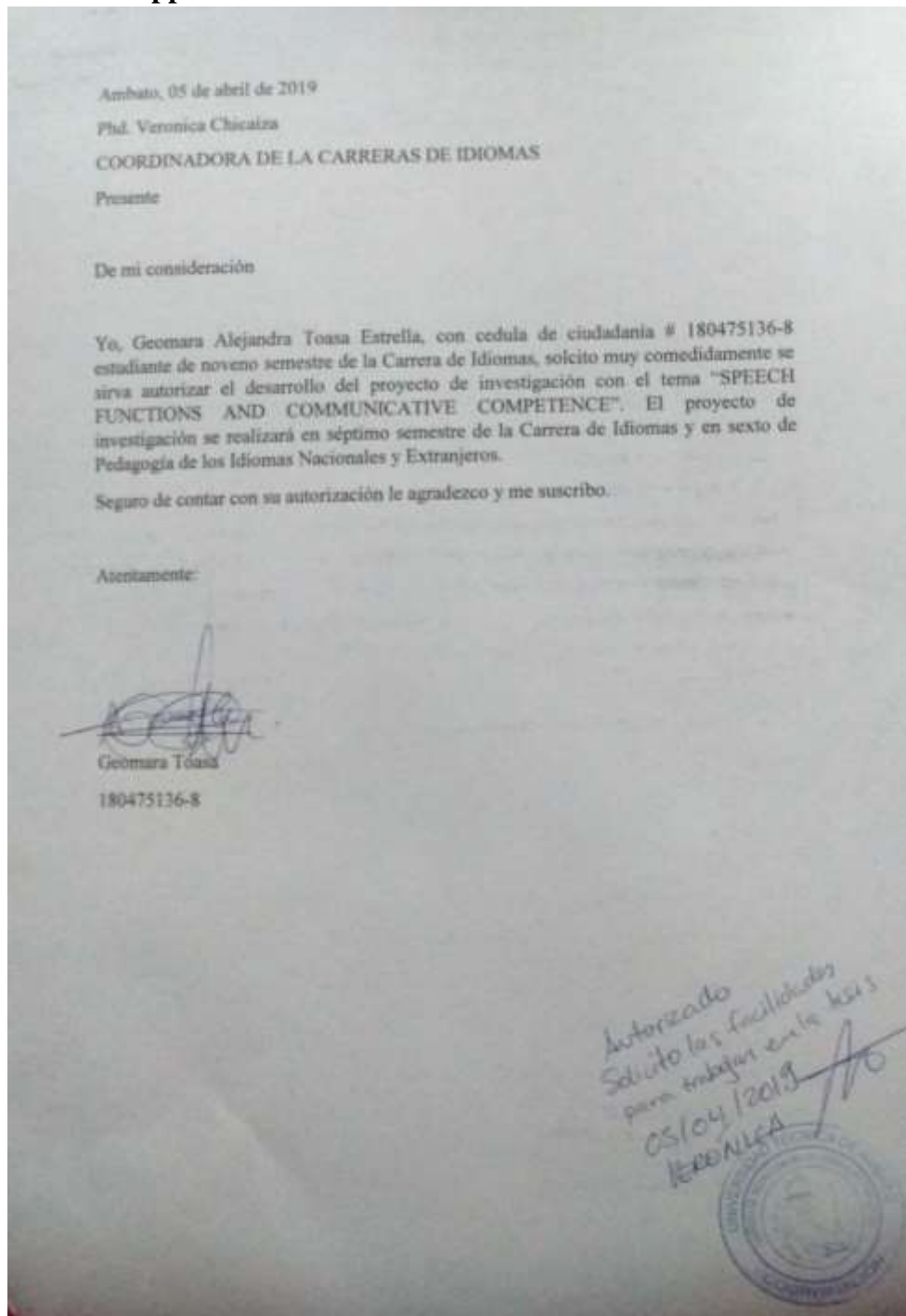
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## Annex 1: Approval



**Annex 2: Pre and Post-test**  
**CAE SPEAKING TEST**

**Part 1**

2 minutes (3 minutes for groups of three)

Good morning/afternoon/evening. My name is ..... and this is my colleague .....

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

*Select one or two questions and ask candidates in turn, as appropriate.*

- **Where are you from?**
- **What do you do here/there?**
- **How long have you been studying English?**
- **What do you enjoy most about learning English?**

*Select one or more questions from the following, as appropriate.*

- **What free time activity do you most enjoy? ..... (Why?)**
- **What sort of work would you like to do in the future? ..... (Why?)**
- **Do you think you spend too much time working or studying? ..... (Why? / Why not?)**
- **Do you like using the internet to keep in touch with people?**
- **Have you celebrated anything recently? ..... (How?)**
- **If you could travel to one country in the world, where would you go? ..... (Why?)**
- **How important is it to you to spend time with your family? ..... (Why? / Why not?)**
- **Who do you think has had the greatest influence on your life? ..... (Why?)**

**1 Attending special events**  
**2 Different ways of learning**

**Part 2**  
4 minutes (6 minutes for groups of three)

**Interlocutor** In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

*(Candidate A), it's your turn first. Here are your pictures. They show **people attending special events**.*

*Place **Part 2** booklet, open at **Task 1**, in front of **Candidate A**.*

I'd like you to compare **two** of the pictures, and say **what the people might find interesting about these events, and how difficult the events might be to organise**.

All right?

**Candidate A**  
⌚ 1 minute .....

**Interlocutor** Thank you.  
*(Candidate B), which of these events do you think would attract the largest audience? ..... (Why?)*

**Candidate B**  
⌚ approximately 30 seconds .....

**Interlocutor** Thank you. (Can I have the booklet, please?) *Retrieve **Part 2** booklet.*  
Now, *(Candidate B)*, here are your pictures. They show **people learning in different ways**.

*Place **Part 2** booklet, open at **Task 2**, in front of **Candidate B**.*

I'd like you to compare **two** of the pictures, and say **how the students might react to these different ways of learning, and how effective these ways of learning might be**.

All right?

**Candidate B**  
⌚ 1 minute .....

**Interlocutor** Thank you.  
*(Candidate A), which way of learning do you think will be the most memorable? ..... (Why?)*

**Candidate A**  
⌚ approximately 30 seconds .....

**Interlocutor** Thank you. (Can I have the booklet, please?) *Retrieve **Part 2** booklet.*

- What might the people find interesting about these events?
- How difficult might the events be to organise?

1



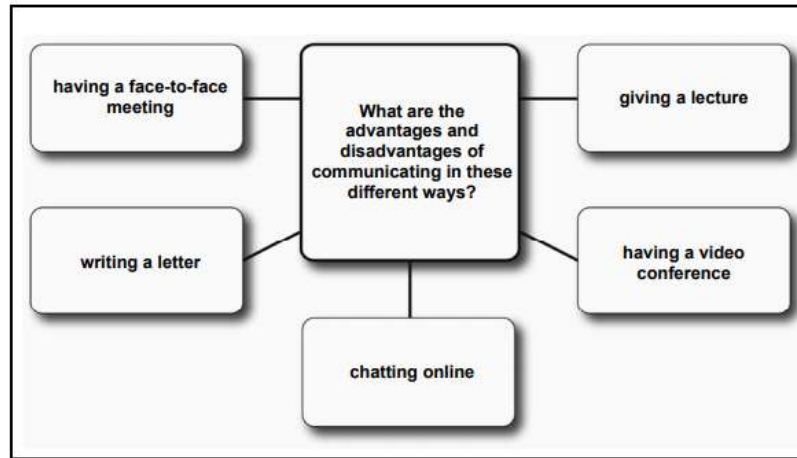
- How might the students react to these different ways of learning?
- How effective might these ways of learning be?

2





21



**21 Ways of communicating**

**Part 3** 4 minutes (6 minutes for groups of three)

**Part 4** 5 minutes (6 minutes for groups of three)

**Part 3**

**Interlocutor** Now, I'd like you to talk about something together for about two minutes (3 minutes for groups of three).

Here are some different ways in which people communicate and a question for you to discuss. First you have some time to look at the task.

Place Part 3 booklet, open at Task 21, in front of the candidates. Allow 15 seconds.

Now, talk to each other about the advantages and disadvantages of communicating in these different ways.

**Candidates** .....

⌚ 2 minutes  
(3 minutes for groups of three)

**Interlocutor** Thank you. Now you have about a minute (2 minutes for groups of three) to decide which two ways of communicating are the least effective.

**Candidates** .....

⌚ 1 minute  
(2 minutes for groups of three)

**Interlocutor** Thank you. (Can I have the booklet, please?) Retrieve Part 3 booklet.

**Part 4**

**Interlocutor** Use the following questions, in order, as appropriate:

Select any of the following prompts, as appropriate:

- Do you think it's important to have good communication skills to do a job well? ..... (Why? / Why not?)
- Some people say that because of modern technology we are losing our communication skills. What's your opinion? ..... (Why? / Why not?)
- Do you think people can be taught good communication skills or is it something we are born with? ..... (Why? / Why not?)
- How important do you think it is for families to find time to communicate with each other? ..... (Why? / Why not?)
- Do you think that all children should be taught at least one foreign language at school? ..... (Why? / Why not?)
- Do you think that it's likely that one day there will be an international 'world language' that everyone speaks? ..... (Why? / Why not?)

- What do you think?
- Do you agree?
- How about you?

Thank you. That is the end of the test.

## CAE Speaking: Marking Criteria.

Cambridge English: Advanced Speaking Examiners use a more detailed version of the following assessment scale, extracted from the overall Speaking scales on page 87.

C1	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
<b>5</b>	<ul style="list-style-type: none"> <li>Maintains control of a wide range of grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with ease and with very little hesitation.</li> <li>Contributions are relevant, coherent and varied.</li> <li>Uses a wide range of cohesive devices and discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Phonological features are used effectively to convey and enhance meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Interacts with ease, linking contributions to those of other speakers.</li> <li>Widens the scope of the interaction and negotiates towards an outcome.</li> </ul>
<b>4</b>	<i>Performance shares features of Bands 3 and 5.</i>				
<b>3</b>	<ul style="list-style-type: none"> <li>Shows a good degree of control of a range of simple and some complex grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with very little hesitation.</li> <li>Contributions are relevant and there is a clear organisation of ideas.</li> <li>Uses a range of cohesive devices and discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is appropriate.</li> <li>Sentence and word stress is accurately placed.</li> <li>Individual sounds are articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately, linking contributions to those of other speakers.</li> <li>Maintains and develops the interaction and negotiates towards an outcome.</li> </ul>
<b>2</b>	<i>Performance shares features of Bands 1 and 3.</i>				
<b>1</b>	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Uses appropriate vocabulary to give and exchange views, but only when talking about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language despite some hesitation.</li> <li>Contributions are relevant and there is very little repetition.</li> <li>Uses a range of cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is generally appropriate.</li> <li>Sentence and word stress is generally accurately placed.</li> <li>Individual sounds are generally articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with very little support.</li> </ul>
<b>0</b>	<i>Performance below Band 1.</i>				

## Annex: Pre and Post-test

### FCE SPEAKING TEST

#### Part 1

2 minutes (3 minutes for groups of three)

Good morning/afternoon/evening. My name is ..... and this is my colleague .....

And your names are?

Can I have your mark sheets, please?

Thank you.

- Where are you from, (Candidate A)?
- And you, (Candidate B)?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

#### People you know

- Who are you most like in your family? Tell us about him/her.
- Do you have a best friend? .... (What do you like about him/her?)
- Who do you spend time with after school? .... (What do you do together?)
- Tell us about a good teacher you've had.

#### Things you like

- What's your favourite subject at school? .... (Why do you like it?)
- Do you like reading? .... (What do you like to read?) .... (Why?)
- Do you enjoy using the internet in your free time? .... (Why? / Why not?)
- Tell us about the things you like doing at the weekend.

#### Places you go to

- Do you like your school? .... (Why? / Why not?)
- Are there any nice places to go in (candidate's area)? .... (What are they?) .... (Why do you like them?)
- Have you been anywhere nice recently? .... (Where did you go?) .... (Why?)
- Where would you like to go for your next holiday .... (Why would you like to go there?)

**1 Trying to win**  
**2 Spending time outside**

**Part 2**  
4 minutes (6 minutes for groups of three)

**Interlocutor** In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

*(Candidate A), it's your turn first. Here are your photographs. They show people trying to win in different situations.*

*Place Part 2 booklet, open at Task 1, in front of Candidate A.*

I'd like you to compare the photographs, and say **what you think might be difficult for the people about trying to win in these situations.**

All right?

**Candidate A**  
⌚ 1 minute .....

**Interlocutor** Thank you.  
*(Candidate B), which sport would you prefer to do? .... (Why?)*

**Candidate B**  
⌚ approximately 30 seconds .....

**Interlocutor** Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

Now, *(Candidate B)*, here are your photographs. They show **people spending time outside in different situations.**

*Place Part 2 booklet, open at Task 2, in front of Candidate B.*

I'd like you to compare the photographs, and say **what you think the people are enjoying about spending time outside in these situations.**

All right?

**Candidate B**  
⌚ 1 minute .....

**Interlocutor** Thank you.  
*(Candidate A), which of these things would you prefer to do? .... (Why?)*

**Candidate A**  
⌚ approximately 30 seconds .....

**Interlocutor** Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

What might be difficult for the people about trying to win in these situations?

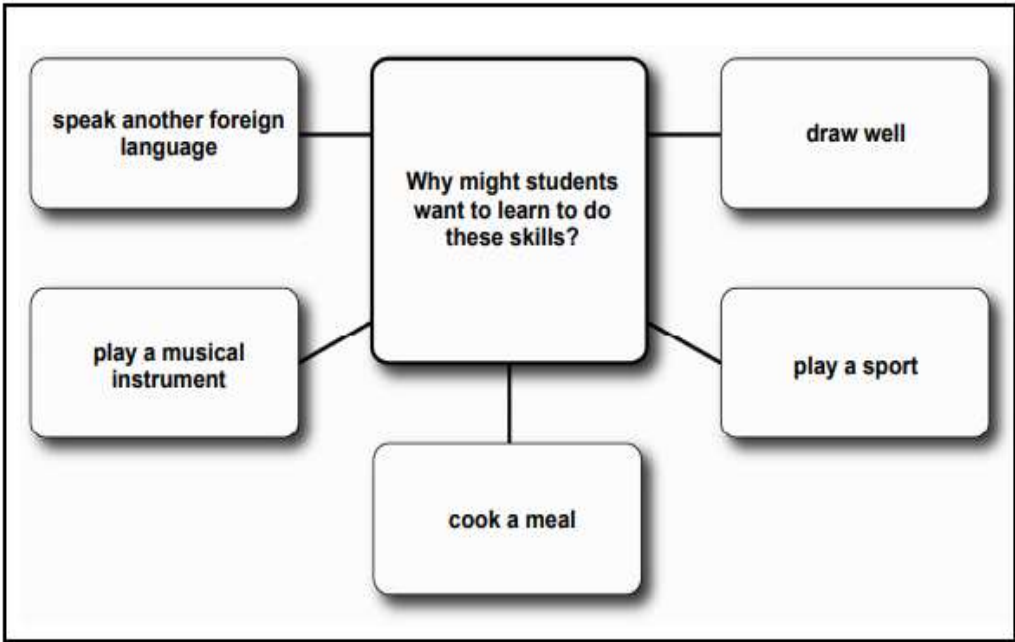
1



What are the people enjoying about spending time outside in these situations?

2







**21 After-school classes**

**Part 3** 4 minutes (5 minutes for groups of three)

**Part 4** 4 minutes (5 minutes for groups of three)

**Part 3**

**Interlocutor** Now, I'd like you to talk about something together for about two minutes (3 minutes for groups of three)

I'd like you to imagine that a school is going to start some after-school classes to encourage their students to learn new skills. Here are some ideas for the classes and a question for you to discuss. First you have some time to look at the task.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.

Now, talk to each other about **why students might want to learn to do these skills**.

**Candidates**

⌚ 2 minutes (3 minutes for groups of three) .....

**Interlocutor** Thank you. Now you have about a minute to decide **which two would be the easiest to learn to do well?**

**Candidates**

⌚ 1 minute (for pairs and groups of three) .....

**Interlocutor** Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

**Part 4**

**Interlocutor** Use the following questions, in order, as appropriate:

- Do you think classes like these would be popular with students? .... (Why? / Why not?)
- How important do you think it is for people to try new activities? .... (Why?)
- Why do you think some people don't like to try new things?
- A lot of people enjoy doing sport after school. Do you think this is a good thing? .... (Why? / Why not?)
- What do students enjoy doing after school in (candidate's country)? .... (Why?)
- Do you think it's better to go out and do things after school or is it better to stay at home? .... (Why?)

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Thank you. That is the end of the test.

FCE Speaking: Marking Criteria. (Cambridge English First Handbook. April, 2019. Cambridge Assessment English).

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of a range of simple and some complex grammatical forms.  Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	Produces extended stretches of language with very little hesitation.  Contributions are relevant and there is a clear organisation of ideas.  Uses a range of cohesive devices and discourse markers.	Is intelligible.  Intonation is appropriate.  Sentence and word stress is accurately placed.  Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers.  Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.  Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	Produces extended stretches of language despite some hesitation.  Contributions are relevant and there is very little repetition.  Uses a range of cohesive devices.	Is intelligible.  Intonation is generally appropriate.  Sentence and word stress is generally accurately placed.  Individual sounds are generally articulated clearly.	Initiates and responds appropriately.  Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows a good degree of control of simple grammatical forms.  Uses a range of appropriate vocabulary when talking about everyday situations.	Produces responses which are extended beyond short phrases, despite hesitation.  Contributions are mostly relevant, despite some repetition.  Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately.  Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1.</i>			



### Annex 3: Lesson plan template

(Communicative Competence: Develop the students' speaking skills in Fulbright Teaching English Assistant South/Central Asia) Susan Barduhn, Jesse Kiendl 2017-18

#### Teaching Lesson Plan

#### Daisy's Party

**DAY & WEEK:** Friday, week 3    **LESSON LENGTH:** 20 min    **LEVEL:** Elem – Pre-int    **# STUDENTS:** 20

**MATERIALS and AIDS:** Picture of Daisy, clock, Drawings of party preparation and fun, blank flash cards

#### **OBJECTIVES:**

Students will be able to (SWBAT) make up their own statements using 'will' for offering and reply appropriately in the context of helping a friend prepare for a party

#### **I ASSUME the students can already / already know:**

Students are familiar with most of the vocabulary used. Students are familiar with the form 'will + infinitive' (without to)

#### **I ANTICIPATE that the students will have PROBLEMS with the following:**

1. When making offers Ss often want to use the present simple (L1 interference).
2. They associate 'will' with the future.
3. 'Will' has many usages.

#### **In order to SOLVE these PROBLEMS, I have planned to:**

1. Model and practice
2. Make the situation clear and keep checking.
3. Stick to one meaning of 'will'.

STAGE & TIME	OBJECTIVE	TEACHER	STUDENTS
Presentation 3 min.	Establish Meaning	<p><b>Establish situation:</b> <i>This is my friend Daisy – I'm with her now. What's the time (on clock 7:00. What's going to happen at 8:00? (drawings = party). Where's the party going to be? – At her house. What's she doing now? Preparing (mime various actions). Is she busy? Yes. Am I? No. I'm her friend. I want to help. What's she doing? Moving chairs (mime). So what do I say?</i></p> <p><b>Elicit/give target language:</b> <i>I'll move the chairs for you.</i></p> <p><b>Check meaning.</b> <i>Do I want to help? Did I decide to help a long time ago? ... a few seconds ago? (Check spontaneous quality of offer).</i></p>	Answer teacher's questions in open class
Modeling & highlighting 1 min.	Focus on form, stress, and intonation (Back chain Drill, Mumble Drill)	<p>Highlight contraction [I'll] and weak form [for]</p> <p><i>I'll move the chairs for you.</i></p> <p>Drill</p>	Repeat after teacher, focus on contractions
Checking 1 min.	Re-check meaning	<p>Check meaning by eliciting answers to:</p> <p><i>Do I want to help?</i></p> <p><i>Did I decide to help a long time ago? ... a few seconds ago?</i></p>	Answer teacher's questions in open class
Introduce/Feed in reply 1 min.	Present two replies (Q&A Drill, Chain Drill)	<p><i>Thank you very much. That's very kind of you.</i></p> <p><i>Don't worry. I can manage.</i></p> <p>Check meaning &amp; drill</p>	Practice positive and negative responses

Student practice 3 min.	Accuracy & fluency	Highlight weak forms 'of' & 'can' Group Ss in pairs	Practice whole sentences: offers and responses in pairs.
Elicit substitutions using picture prompts 2 min.	Additional practice (Substitution Drill & Word Prompt Drill)	<i>I'll chop the onions for you. wash the glasses make the salad</i> Recheck meaning after each substitution Drill	Students practice in pairs using board cues
Student practice 8 min.	Personalization & fluency (Mingle Drill)	Monitor. Elicit some of their examples.	Create their own flash cards for the situation. Mingle and make offers, then swap cards and find new partners
Board record 2 min.	Record for Ss to take home and study	T writes board record: <i>I'll wash the plates for you. clean the potatoes make the salad</i>  <i>Thank you very much. That's very kind of you.</i>  <i>Don't worry. I can manage.</i>	Copy record in notebooks

PRACTICE ACTIVITIES	Activity 1	Activity 2	Activity 3	Activity 4
What level is it for?				
What's being practiced? (the target language)				
What do the SS need to know first?				
What else can SS contribute?				
Is the activity closer to controlled or to freer?				
Is there an <i>information gap</i> ? <i>Opinion gap</i> ? <i>Reasoning gap</i> ?				
How could you make it more interesting / relevant?				
What instructions are needed?				
How/When would you correct?				

## The Speaking Skill

In the classroom, oral practice activities are used to:

1. Develop the students' speaking skills
2. Consolidate/practice the concept and oral form of previously presented language (structures, functions, vocabulary)

The speaking skill consists of:

LINGUISTIC COMPETENCE:

- Correct pronunciation (sounds/stress/intonation)
- Correct use of grammatical structures
- Correct use of vocabulary

COMMUNICATIVE COMPETENCE:

- Awareness of social context and making language choices that are appropriate for the context (this is known as 'register')
- Being able to cope with unpredictability
- Being able to initiate and sustain a conversation

Oral practice takes place all the time in the classroom - students ask questions, answer questions from the teacher, greet each other, ask for pieces of paper, etc. Unplanned discussions may arise from a text being used, from the weather, from the day's news, etc. There are also specific oral practice activities which the teacher should plan into the lesson.

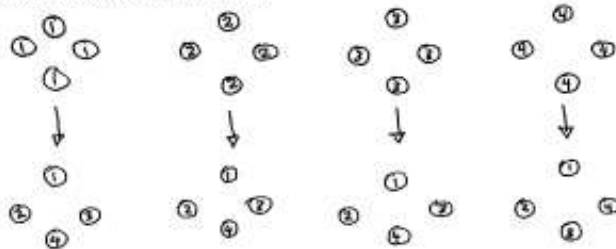
### What factors are involved in speaking in real life?

1. It usually involves more than one sentence.
2. It is usually in the form of a dialogue (people taking turns to speak).
3. There is a reason for speaking (we want to get a result or have a goal we want to achieve)
4. The speaking takes place in real time (there is no time to practice)
5. There is an information gap (one person has information that the other does not).
6. The speakers can choose what they say.
7. The path of the dialogue depends on feedback (which may be unpredictable).

*Consider a conversation you had today. How did these factors operate?*

## A Recipe for Roleplay

1. Pre-teach / review any expressions / functions / vocabulary students may need.
2. Set the scene / establish a background or context.
3. Establish the different roles (don't give away too much!).
4. Assign roles / let students choose their roles.
5. Put students into groups / pairs with other students who have the same role.
6. Give students role cards with:
  - Clear instructions
  - A clear task to accomplish
7. Allow students sufficient preparation time (set a time limit!).
8. Regroup students, for example:



9. Role play – provide a task / goal.
10. Monitor and note down any mistakes – as well as examples of particularly successful language.
11. Feedback, e.g., pull ideas together.
12. Correction slot.



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA**  
**EDUCACIÓN**



**Language Career**

**Lesson Plans**

**Annex 4: Lesson Plans**

## Lesson plan 1 (Communicative Competence)

### Interacting Socially

**DAY AND WEEK:**            **LESSON LENGTH:** 45 minutes    **LEVEL:** 7<sup>th</sup> level    **#STUDENTS:** 18 students

**MATERIALS and AIDS:** Student's book, CDs, handouts, speakers, TV, computer, whiteboard.

**OBJECTIVES:** Students will be able to give personal information related to their interests and future plans and use language for social purposes, e.g. making introductions, answering questions, stating an opinion.

**I ASSUME the students can already / already know:** Students are familiar with most of the vocabulary used.

**I ANTICIPATE that the students will have PROBLEMS with the following:**

1. Giving short opinions and “yes” or “no” answers.
2. Without providing examples to help students to explain the statements.

**In order to SOLVE these PROBLEMS, I have planned to:**

1. Giving full, relevant answers to the questions.
2. Giving examples to support student's ideas appropriately.

**Speech function:** Referential utterances (provide information)

**Communicative competence element:** Grammatical Competence (vocabulary)

**Resource:** Bell, Jan; Gower, Roger, 2016. Advanced Expert. Pearson.



<b>STAGE AND TIME</b>	<b>OBJECTIVE</b>	<b>TEACHER</b>	<b>STUDENTS</b>
<b>Presenting a video</b> 4 minutes	<b>Familiarizing with sample answers about personal information</b>	1. Asks students to watch the video about how to answer questions related to personal information, interests and plans for the future by giving explanations, details and examples.	1. Students watch the video about how to answer questions related to personal information, interests and plans for the future by giving explanations, details and examples.
<b>Discussing questions in pairs</b> 5 minutes	<b>Providing as much information as possible</b>	2. Asks students to get in pairs in order to give them a couple of questions by answering them appropriately.	2. Students get in pairs in order to give them a couple of questions by answering them appropriately.
<b>Introducing a dialogue and inferring the possible answers</b> 5 min	<b>Getting gist ideas</b>	3. Asks Ss' to read through the dialogue to get its gist idea and to think about appropriate responses to fill in.	3. Ss' fill in the spaces of the dialogue by writing appropriate responses.
<b>Listening exercise</b> 3 min	<b>Listening to main ideas</b>	4. Asks Ss' to listen to the dialogue and check students' answers.	4. Listen to the dialogue and check their answers.
<b>Speaking exercise</b> 5 min	<b>Analyzing the dialogue and giving reasons and arguments</b>	5. Asks Ss' to read the dialogue again in order to analyze candidate A and B's answers by underlying useful phrases and discussing with their partner.	5. Analyze candidate A and B's answers by underlying useful phrases discussing with their partner.

<b>Practicing useful expressions</b> 7 minutes	<b>Discussing questions</b>	6. Asks students to discuss the questions about personal information by using the expressions provided.	6. Students discuss the questions about personal information by using the expressions provided
<b>Working in pairs/ Speaking exercise</b> 7 min	<b>Stating opinions and discussing experiences</b>	7. Asks Ss to imagine your partner is your best friend you have ever had in your whole life, so he/she is going to ask you some interesting questions about your life.	7. Ss to imagine your partner is your best friend you have ever had in your whole life, so he/she is going to ask you some interesting questions about your life.
<b>Listening exercise/ Speaking exercise</b> 5 min	<b>Discussing in pairs</b>	8. Plays the audio about Part 1 of the test (Speaking) and asks Ss' to listen to two parts of the dialogue and answer some questions with their pairs.	8.Listen to the audio about Part 1 of the test (Speaking) and listen to two parts of the dialogue and answer some questions with their pairs.
<b>Speaking task (Part 1)</b> min	<b>Giving relevant answers</b>	<b>9.</b> Asks Ss' to get in pairs in order to take them the task about CAE Speaking (part 1)	9. Get in pairs order to take them the task about CAE Speaking (part 1)

**Handout #1**  
**Student A**  
**Topic: Interacting socially**

**Speaking (part 1):** Conversation.

**Name:**

**Date:**

1. Read through the dialogue to get its gist idea, and think about appropriate answers to fill in. What answers do you think the candidate (A) gives to interlocutor? Fill in the spaces of the conversation by writing appropriate responses. Then, listen to the conversation and check your answers.

**Conversation**

**Exchange 1, candidate A**

**Interlocutor:** What do you do here?

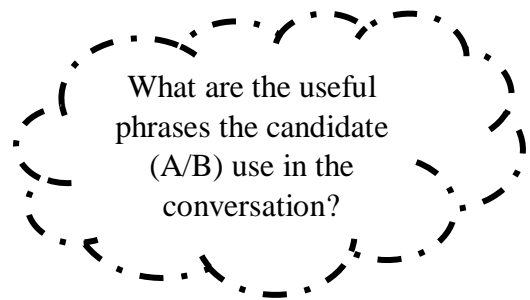
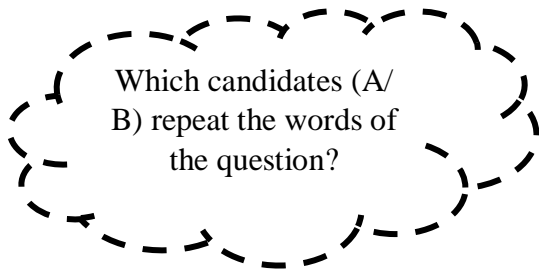
**A:** \_\_\_\_\_

**Interlocutor:** How long have you been studying English?

**A:** \_\_\_\_\_



2. Work in pairs. Analyze the following questions and DISCUSS with your partner. Underline useful phrases in exercise 2 that SUPPORT your answers.



3. **DISCUSSION.** Answer the questions that the receptionist asks. USE the phrases and the expressions from the box below.



- Double room
- Three nights
- Price per night
- Meals included
- Facilities
- Pay by credit card
- Card number: 5284 9658 6524



**Useful language**

- Do you have any vacancies?
- Do you have any rooms available?
- I'd like to make a reservation.
- I'll stay for...
- Can I see the room, please?
- What's the price per night?
- Is breakfast included?
- I'd like a single/double room.
- What's my room number?
- Do you allow pets?
- I'd like a room with a bath/shower/sea view.
- Does the room have gym/spa/internet access/air conditioning/television?

4. Follow the respective instructions and **DISCUSS** the questions about your personal information and experiences. **REMEMBER** to use the expressions from the box below.

**IMAGINE** your partner is your best friend you have ever had in your whole life, so he/she is going to ask you some interesting questions about your life.

What's the best present you ever received? Who gave it to you and why was it so special?

What would you like people to say about you after you die?

What would be your perfect day? Plan it out from breakfast to bedtime.

Do you have any regrets? If so, what are they?

### Opinions

Well, personally (personally speaking) I'd say (by far the most...)

Mainly, /Most of the things... (I like...)

### Surprise

Believe it or not... (I've never)

I find it hard to believe.

### Hesitation

Let me think. /I'm not sure.

### Prediction

I'm pretty certain that... (I'll never...)

5. **TAKE NOTES.** You will hear two students doing Part 1 of the test. There are two parts. Listen to the first part, in which the interlocutor asks the candidates some questions. Based on what you heard. **Discuss the following questions with your partner.**

Why are Paola's answers better than Frederic's? and Why?

What are the questions Frederic and Paola have in the first part of the task?

Which candidate uses most useful phrases in the task? and Why?

6. **TAKE NOTES.** Listen to the final part, in which the interlocutor asks some more questions. Based on what you heard. **Discuss the following questions with your partner.**

What should Frederic have done when he was unable to think of an answer?

What expressions does Paola use to give herself "thinking time"?

**Handout #1  
Student B**

**Topic:** Interacting socially

**Speaking (part 1):** Conversation.

**Name:**

**Date:**

1. Read through the dialogue to get its gist idea, and think about appropriate answers to fill in. What answers do you think the candidate (B) gives to interlocutor? Fill in the spaces of the conversation by writing appropriate responses. Then, listen to the conversation and check your answers.



**Exchange 2, candidate B**

**Interlocutor:** What has been your most interesting travel experience and why?

**B:** \_\_\_\_\_  
\_\_\_\_\_

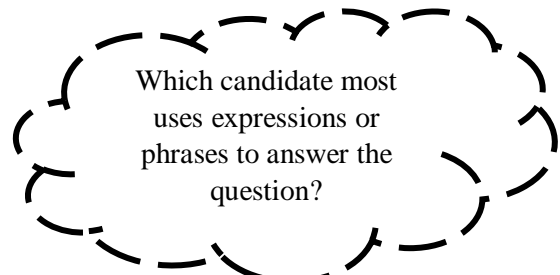
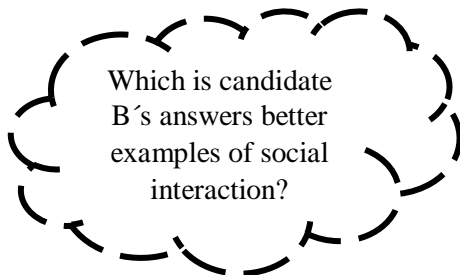
\_\_\_\_\_, and it really opened my eyes to a very different way of life. The people were so relaxed and hospitable-it was wonderful.

**Interlocutor:** What do you hope to be doing in five years 'time'?


**B:** Oh, lots of things,  
\_\_\_\_\_.

I'm hoping we might be married by then, although I don't feel quite ready for it yet. I'm also looking for a nicer flat. In five years' time, I'd like to be living somewhere a bit bigger.

2. Work in pairs. Analyze the following questions and discuss with your partner. Underline useful phrases in exercise 2 that SUPPORT your answers.



3. **DISCUSSION.** Answer the questions that the costumer asks Use the phrases and the expressions from the box below.



- Type of room?
- Room number 12
- How many nights?
- Room \$50 a night
- Breakfast included
- Gym, internet Access, Spa and Air Conditioning.
- No pets
- Way of paying?
- Credit card number?

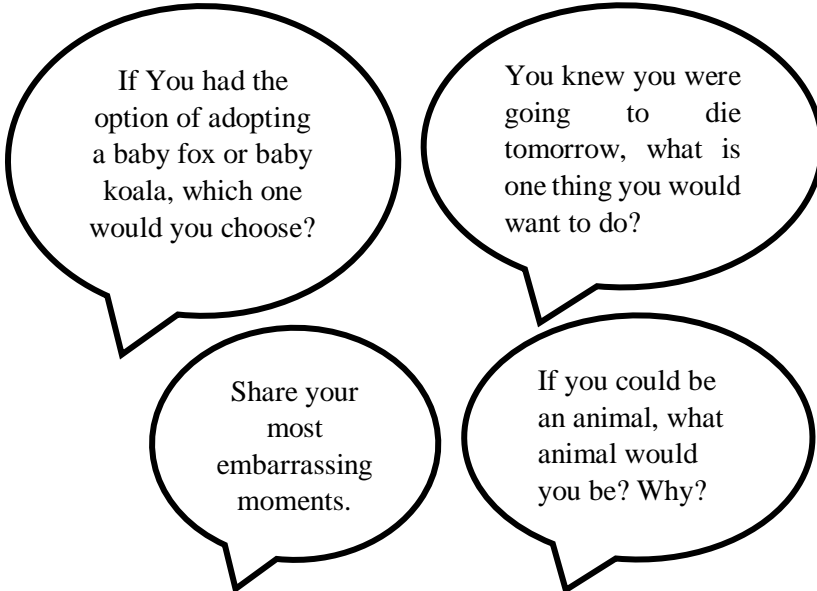


**Useful language**

- Do you have a reservation?
- May I have your name, please?
- How long will you be staying?
- Could I see your I.D. please?
- Do you need help with your bags?
- Your room is on the second/third.. floor?
- Your room number is...
- Sorry. Pets are not allowed.
- How would like to pay, by cash or card?
- Can I take your credit card number?

4. Follow the respective instructions and **DISCUSS** the questions about your personal information and experiences. **REMEMBER** to use the expressions from the box below.

**IMAGINE** your partner is your best friend you have ever had in your whole life, so he/she is going to ask you some interesting questions about your life.



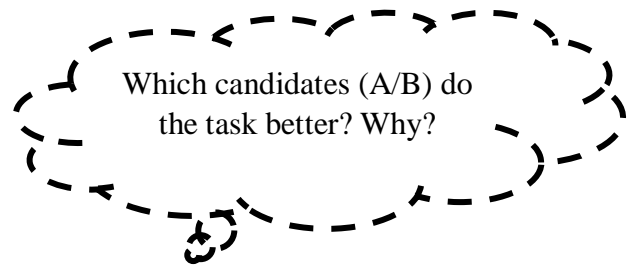
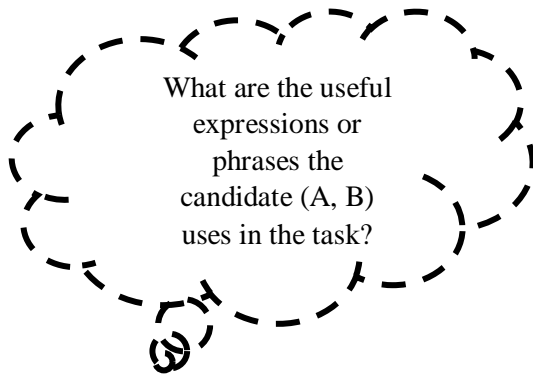
**Opinions**  
As a matter of fact... (for me...the thing that)  
I would say that...

**Surprise**  
You won't believe it!  
I must say it surprises me.

**Hesitation**  
I've never given it a lot of thought. Probably...  
Let me think about that.

**Prediction**  
I'm pretty certain that... (I'll never...)

5. **TAKE NOTES.** You will hear two students doing Part 1 of the test. There are two parts. Listen to the first part, in which the interlocutor asks the candidates some questions. Based on what you heard. **Discuss the following questions with your partner.**



6. **TAKE NOTES.** Listen to the final part, in which the interlocutor asks some more questions. Based on what you heard. **Discuss the following questions with your partner.**

Can you give a piece of advice to Frederic in order to do better the task? Mention one.

Why do you think Frederic gives a short answer in the task? Why?

What are the questions Frederic and Paola have in the final part of the task?

## Lesson plan 2 (Communicative Competence)

**Topic:** Expressing suggestions and clarifications.

**DAY AND WEEK:** Friday, week 2    **LESSON LENGTH:** 45 minutes    **LEVEL:** 7<sup>th</sup> level    **#STUDENTS:** 18 students

**MATERIALS and AIDS:** Student's book, CDs, handouts, speakers, computer, whiteboard.

**OBJECTIVES:** Students will be able to use language to discuss and interpret, to agree, disagree or agree to disagree, negotiate and collaborate, to rank or classify.

**I ASSUME the students can already / already know:** Students are familiar with most of the vocabulary used.

**I ANTICIPATE that the students will have PROBLEMS with the following:**

1. Giving simple answers
2. Without responding the comments of their partners.
3. Not using useful phrases or expressions

**In order to SOLVE these PROBLEMS, I have planned to:**

1. Being prepared for giving full answers.
2. Listening actively to responding the comments of their partners.
3. Using useful phrases or expressions to give conclusions.

**Speech function:** expressive utterances (express the speaker's feelings)

**Communicative competence element:** Discursive Competence (Cohesion and Coherence)

**Resource:** Bell, Jan; Gower, Roger, 2016. Advanced Expert. Pearson.

<b>STAGE AND TIME</b>	<b>OBJECTIVES</b>	<b>TEACHER</b>	<b>STUDENTS</b>
<b>Introducing vocabulary (role play cards)</b> 3 min	<b>Associating with phrases</b>	<b>Section 1</b> 1. Give Ss´ different situations in order to role-play them in class. 2. Asks students to get in pairs. 3. Asks them to read the role-play card and prepare it to present as a real situation.	1. Ss´ analyze different situations in order to role-play them in class. 2. Asks students to get in pairs. d the role-play card and prepare it to situation.
<b>Working in pairs/Speaking exercise</b> 3 min	<b>Using expressions</b>	<b>Section 2</b> 4. Start asking Ss´ to get in pairs in order to Talk about your problem by asking for suggestions and clarifications.	4.Ss´ to get in pairs in order to Talk about your problem by asking for suggestions and clarifications.
<b>Classifying expressions</b> 8 min	<b>Determining the meaning appropriately</b>	<b>Section 3</b> 5. Asks Ss´ to classify the different expressions below into the spaces provided based on their meaning. 6. Ask Ss´ to choose a photo from the exercise to use the expressions from exercise. You and your partner are going to do a task by discussing the following prompt.	5. Ss´ classify the different expressions below into the spaces provided based on their meaning 6. Ss´ to choose a photo from the exercise to use the expressions from exercise. You and your partner are going to do a task by discussing the following prompt.



		<p>7. listen to the interlocutor's instructions for the first part of the task and answer the questions.</p> <p>8. Asks students to listen to two people doing the task and answer the following question: Do you agree with their opinions?</p> <p>9. 7.Asks Ss' to listen to the interlocutor's instructions for the second part of the task and the candidate's discussion and answer the following question: Do you agree with their conclusion?</p>	<p>7. listen to the interlocutor's instructions for the first part of the task and answer the questions.</p> <p>8. Listen to two people doing the task and answer the following question: Do you agree with their opinions?</p> <p>9. Listen to the interlocutor's instructions for the second part of the task and the candidate's discussion and answer the following question: Do you agree with their conclusion?</p>
<p><b>Listening exercise/Exchanging ideas</b> 5 min</p>	<p><b>Listening to details and giving opinions</b></p>	<p><b>Section 4</b></p> <p>10. Starts asking Ss' to listen to the sample answer again and answer the questions they have in the text by choosing which of the phrases is used to.</p> <p>11. Asks Ss' to read the conversation and cross the phrase out that cannot be used in the context.</p>	<p>10. Listen to the sample answer again and answer the questions they have in the text by choosing which of the phrases in the box below is used to.</p> <p>11. Read the conversation and cross the phrase out that cannot be used in the context.</p>

<p><b>Doing collaborative task/Speaking exercise</b> 7 min</p>	<p><b>Practicing collaborative task</b></p>	<p><b>Section 5</b> 12. Asks students to get in groups of 3, do the tasks in Exercises 3b and 3d and choose the roles, such as the interlocutor, and the two candidates. Then, decides one student of each group who assesses their parents by using the criteria stated in Speaking assessment.</p>	<p>12. Get in groups of 3, do the tasks in Exercises 3b and 3d and choose the roles, such as the interlocutor, and the two candidates. Then, one student of each group who assesses their parents by using the criteria stated in Speaking assessment</p>
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## Handout #2

### Student A

**Topic:** Expressing suggestions and clarifications.

**Speaking (part 2):** Long turn

**Name:**

**Date:**

1. Work in pairs. Read the following situation and prepare a conversation.



Talk about your problem by asking for suggestions and clarifications.

**Problem:** you have diarrhea  
**Duration:** you have had it for three days  
**Symptoms:** bloating, thirst, and weight loss.  
**Previous medication:** some pills

2. Classify the different expressions below into the spaces provided based on their meaning.

Let me think about that.

Okay/so...

Can you clarify that for me?

Don't you think it would be a good idea to...?

Would you mind repeating that for me again?

I recommend that you...

By the way...

Well, actually...

So what you are saying is... Does that sound right?

Have you thought about...?

I mean...

It's better for you to...

You see...

Can you say that again, please? I'm not quite sure what I have to do.

Sorry, could I ask you to tell me that (piece of information) again?

First of all, ...

You know what I mean?

What I think is...

MAKING SUGGESTIONS

ASKING FOR  
CLARIFICATION

FILLERS

ASKING FOR  
REPETITION

3. Choose ONE photo and use the EXPRESSIONS or PHRASES from exercise 2. You and your partner are going to do a task by discussing the following prompt.

REMEMBER to use lots of fillers.

A Talk about why people might be protesting and how effective their protest might be.

1

Saying NO in a playing field. (Bell, Jan; Gower, Roger, 2016. Advanced Expert. Pearson).



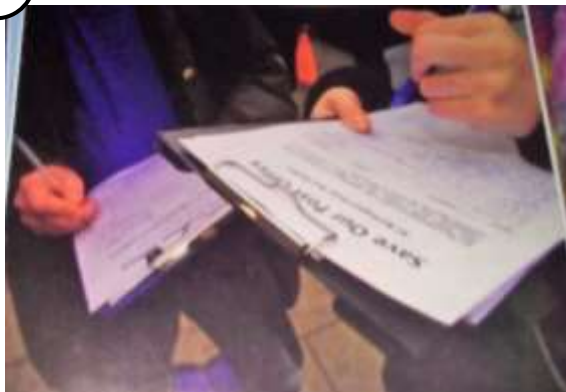
2

Freedom of information.



3

There is no post office.



4. Listen to the sample answer of the task and take notes about the protests in a separate sheet of paper. Then, read the prompt below and follow the instructions. REMEMBER to use the expressions from exercise 2. USE your notes if it is necessary.

Make suggestions, advice, and clarifications.

Choose ONE PROTEST that you'd like to talk about. Imagine you are in the protest you chose, so **YOU ARE AGAINST FOR.**

REMEMBER to use lots of fillers.

## Handout #2

### Student B

**Topic:** Expressing suggestions and clarifications.

**Speaking (part 2):** Long turn

**Name:**

**Date:**

1. Work in pairs. Read the following situation and prepare a conversation.

Start examining your patient and talk about patient's problem by giving suggestions properly.

YOU ARE  
THE  
DOCTOR

**Problem:** Diarrhea.

**Prescribe:** Some pills. Take twice a day.

**Extra advice:** Drink a lot of liquid and avoid daily products.

2. Classify the different expressions below into the spaces provided based on their meaning.

How about...?

Definitely...

Could you give an example?

In fact, ...

Would you like to...

Could you be more specific?

I suppose/guess...

Would you mind going over that one more time?

Maybe you should...

We take... into consideration.

Could you say it in another way?

Well, you see...

If you say so...

Sorry, what did you say?

I'm not sure...

It's like this, you see...

MAKING SUGGESTIONS

ASKING FOR CLARIFICATION

FILLERS

ASKING FOR REPETITION

3. Choose ONE photo and use the EXPRESSIONS or PHRASES from exercise 2. You and your partner are going to do a task by discussing the following prompt.

REMEMBER to use lots of fillers.

B Talk about which protest might be the most effective. Why?

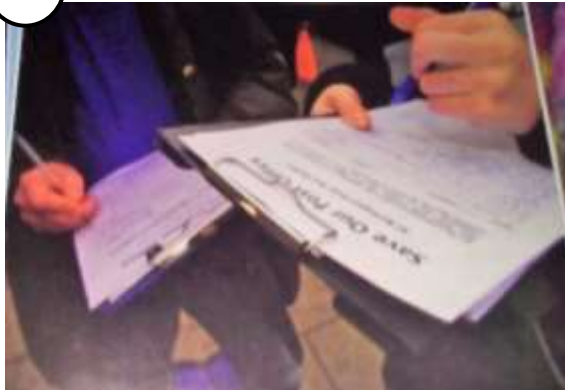
- 1 Saying NO in a playing field.



- 2 Freedom of information.



- 3 There is no post office.



4. Listen to the sample answer of the task and take notes about the protests in a separate sheet of paper. Then, read the prompt below and follow the instructions. REMEMBER to use the expressions from exercise 2. USE your notes if it is necessary.

Make suggestions, advice, and clarifications.

Choose ONE PROTEST that you'd like to talk about. Imagine you are in the protest you chose, so **YOU ARE IN FAVOR OF.**

REMEMBER to use lots of fillers.

### **Lesson plan 3 (Communicative Competence)**

**Topic:** Exchanging ideas

**DAY AND WEEK:** Friday, week 2    **LESSON LENGTH:** 40 minutes    **LEVEL:** 7<sup>th</sup> level    **#STUDENTS:** 18 students

**MATERIALS and AIDS:** Student's book, CDs, handouts, speakers, computer, whiteboard.

**OBJECTIVES:** Students will be able to hold a conversation each other by sharing ideas and offering opinions.

**I ASSUME the students can already / already know:** Students are familiar with most of the vocabulary used.

**I ANTICIPATE that the students will have PROBLEMS with the following:**

1. Not making a final decision.
2. Not sharing ideas and offering opinions.

**In order to SOLVE these PROBLEMS, I have planned to:**

1. Making a decision to conclude the ideas.
2. Sharing ideas and offering opinions to know their partner's ideas.

**Speech function:** Metalinguistic and Phatic function (Comment on language itself and keep a conversation going)

**Communicative competence element:** Strategic competence (Appropriate use of communication strategies)

**Resource:** Bell, Jan; Gower, Roger, 2016. Advanced Expert. Pearson.

<b>STAGE and TIME</b>	<b>OBJECTIVES</b>	<b>TEACHER</b>	<b>STUDENTS</b>
<b>Introducing vocabulary (role-play cards).</b>	<b>Associating new expressions</b>	<b>Section 1</b> 1. Give Ss' different situations in order to role-play them in class. 2. Ask students to get in pairs by analyzing the situation they have. 3. Students get prepared in order to present in class by imagining is a real situation.	1. Give Ss' different situations in order to role-play them in class. 2. Ask students to get in pairs by analyzing the situation they have. 3. Students get prepared in order to present in class by imagining is a real situation.
		<b>Section 2</b> 4. Ask students to read the prompt below and follow the respective instructions by having a discussion. 5. They have to discuss about your feelings, emotions, reactions, opinions, agreements and disagreements.	4. students to read the prompt below and follow the respective instructions by having a discussion. 5. They have to discuss about your feelings, emotions, reactions, opinions, agreements and disagreements.
<b>Discussing questions/Speaking exercise</b>		<b>Section 3</b> 6. Asks Ss' to get in pairs in order to classify the expressions appropriately about expressing feelings, emotions, agreeing, disagreeing and complaining.	6. Ss' get in pairs in order to classify the expressions appropriately about expressing feelings, emotions, agreeing, disagreeing and complaining.
<b>Gap filling exercise</b>		<b>Section 4</b> 7. Asks students to look at the spider gram and talk about which two of the forms of entertainment	7. students look at the spider gram and talk about which two of the



		will remain most popular in the future. 8. Ask students use the expressions from exercise 2 in order to interact effectively.	forms of entertainment will remain most popular in the future. 8. students use the expressions from exercise 2 in order to interact effectively.
<b>Discussing in pairs</b>		<b>Section 5</b> 9. Asks Ss' to answer and discuss the following questions: What sort of student are/were you? What are/were the good and bad things about the schools you go/went to?	9. Answer and discuss the following questions: What sort of student are/were you? What are/were the good and bad things about the schools you go/went to?
<b>Listening exercise/Speaking exercise</b>		<b>Section 6</b> 10. Asks students look at the spidergram and listen to the interlocutor's instructions for the first part of the task by answering and discussing the following question: What are the candidates required to do?  1. Then, asks them to read the expert strategy and listen to two candidates doing the first part of the task by answering and discussing the following question: Which points of view do you agree/disagree with? Why?  2. Next, asks students to listen again and complete the table	10. Look at the spidergram and listen to the interlocutor's instructions for the first part of the task by answering and discussing the following question: What are the candidates required to do?  1. Read the expert strategy and listen to two candidates doing the first part of the task by answering and discussing the following question: Which points of view do you agree/disagree with? Why?  2. Listen again and complete the table below about phrases the

		below about phrases the candidates use to give opinions, agree or disagree.	candidates use to give opinions, agree or disagree.
<b>Doing collaborative task (Part 3)</b>		<p><b>Section 7</b></p> <p>11.Asks Ss´ to get in pairs, so the two candidates should give opinions and come to an agreement.</p> <p>12.Starts asking them to look at the spidergram in Exercise 6a again to decide which change would have the most benefit and check if students follow the advice in the strategy.</p>	<p>11.Get in pairs, so the two candidates should give opinions and come to an agreement.</p> <p>12.Look at the spidergram in Exercise 6a again to decide which change would have the most benefit and check if students follow the advice in the strategy.</p>
<b>Discussing and giving opinions</b>		<p><b>Section 8</b></p> <p>13.Asks Ss´ to look at the statements and decide if you agree with them by discussing giving options and coming to an agreement.</p>	<p>13. Look at the statements and decide if you agree with them by discussing giving options and coming to an agreement.</p>

**Handout #3  
Student A**

**Topic:** Exchanging ideas

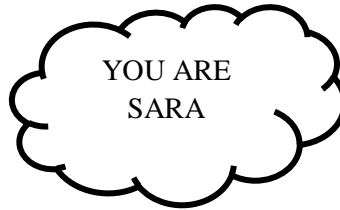
**Speaking (part 3):** Collaborative Task

**Name:**

**Date:**

1. Work in pairs. Read the prompt below and follow the respective instructions by having a DISCUSSION.

You are Sara and you are engaged. Now it is time to plan your wedding. Talk to your fiancé James about the most important day of your lives. You want to invite at least 400 people. Book a palace for the venue. Invite some famous band to perform etc. Remember, it is the most important day of your life, so you want it to be perfect.



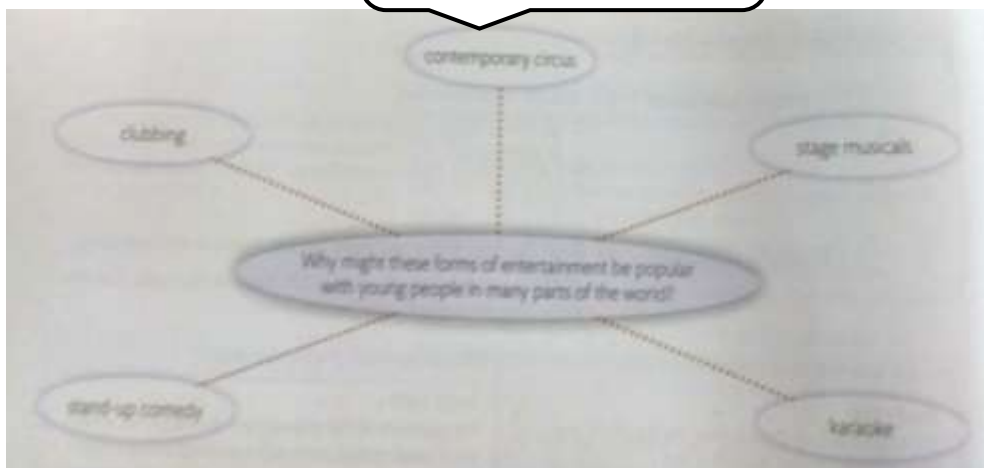
2. Classify the different expressions below into the boxes based on their meaning.

<ol style="list-style-type: none"> <li>1. As I see it,</li> <li>2. I'm not sure whether people believe...</li> <li>3. What's your take on that?</li> <li>4. What do you reckon?</li> <li>5. I'm with you on that one</li> <li>6. I think people feel...</li> <li>7. I think it'd be better if...</li> <li>8. I'm really sorry; we'll do our best not to do the same mistake again.</li> </ol>	<ol style="list-style-type: none"> <li>9. Yeah I'd go along with that.</li> <li>10. So, let's decide which one...</li> <li>11. Well, personally</li> <li>12. It makes me feel...</li> <li>13. Great minds think alike.</li> <li>14. In my opinion, this one would be better.</li> <li>15. Excuse me but there is a problem...</li> </ol>	<ol style="list-style-type: none"> <li>16. I know what you mean but</li> <li>17. What I think is that one's better.</li> <li>18. Actually, as a matter of fact. I think..</li> <li>19. I find it really interesting/awful...</li> <li>20. I'm angry about...</li> </ol>
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<b>Expressing feelings, emotions</b>	<b>Giving opinions</b>	<b>Agreeing</b>
<b>Asking opinions</b>	<b>Disagreeing</b>	<b>Complaining</b>

3. Using the following spidergram, YOU and YOUR PARTNER are going to DISCUSS the prompt provided below. REMEMBER use the expressions and phrases from the box above.

1 Talk about why these forms of entertainment might be popular with young people in many parts of the world.



4. Listen to the sample answer of the task and pay attention to the expressions and phrases the candidates use. Write them in the box provided.


5. Read the prompt below and follow the corresponding instructions. Discuss with your partner by giving explanations and arguments. REMEMBER use the expressions from exercise 2 and the phrases from exercise 4.

**Choose your favorite place (one) DO NOT REPEAT THE SAME PLACE THAT YOUR PARTNER CHOSE from the spidergram and imagine you are in one of them having fun. At the end, you should RECOMMEND your partner to go there.**

Talk about your emotions, feelings, opinions, agreements, disagreements, people you go with and how often you go there.

**Handout #3**  
**Student B**

**Topic:** Exchanging ideas

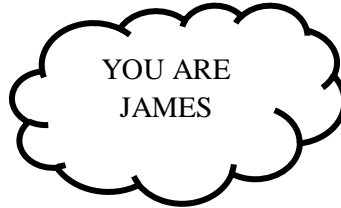
**Speaking (part 3):** Collaborative Task

**Name:**

**Date:**

1. Work in pairs. Read the prompt below and follow the respective instructions by having a discussion.

You are James and you are engaged. Now it is time to plan your wedding. Talk to your fiancé Sara about it. You would prefer to have a quite wedding. Invite just family and have it somewhere by a river or a lake. You hate all the bustle and bustle.



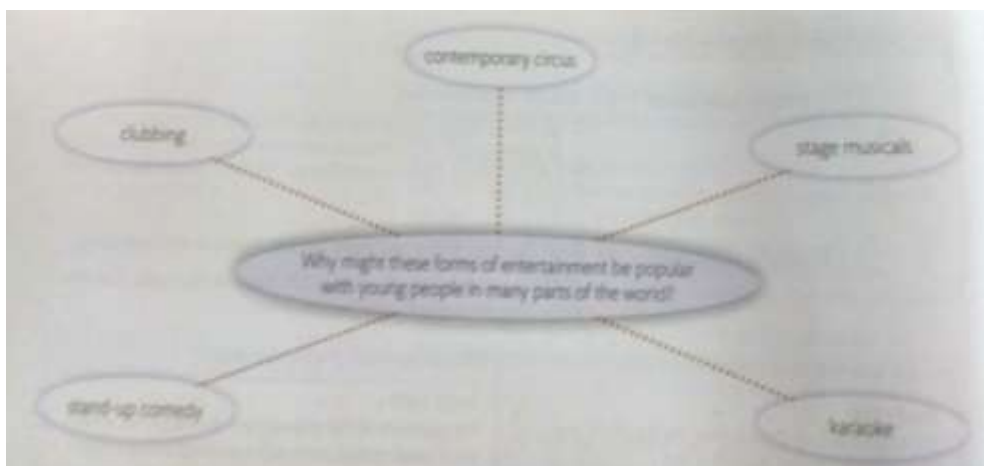
2. Classify the different expressions below into the boxes based on their meaning.

<ol style="list-style-type: none"> <li>1. As far as I concerned, ...</li> <li>2. The way I see it is (that)...</li> <li>3. You're absolutely right.</li> <li>4. As for me I reckon...</li> <li>5. I'd be declined to disagree...</li> <li>6. I strongly believe that...</li> <li>7. What are your thoughts about that?</li> </ol>	<ol style="list-style-type: none"> <li>8. To be honest. I'm...</li> <li>9. That's not the way I see it...</li> <li>10. That's not entirely true...</li> <li>11. I'm not sure about that...</li> <li>12. I don't feel the same...</li> <li>13. Would you agree with me that...?</li> <li>14. Do you see what I'm getting at?</li> </ol>	<ol style="list-style-type: none"> <li>15. I want to complain about...</li> <li>16. There seems to be a problem with...</li> <li>17. Do you see what I mean?</li> <li>18. I kind of agree with you to an extent, however, ...</li> <li>19. The thing is that I'm...</li> <li>20. I feel a little...</li> </ol>
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<b>Expressing feelings, emotions</b>	<b>Giving opinions</b>	<b>Agreeing</b>
<b>Asking opinions</b>	<b>Disagreeing</b>	<b>Complaining</b>

3. Using the following spidergram, you and your partner are going to discuss the prompt below. REMEMBER use the expressions and phrases from the box above.

2 Talk about which two of the forms of entertainment will remain most popular in the future.



(Bell, Jan; Gower, Roger, 2016. Advanced Expert. Pearson).

4. Listen to the sample answer of the task and pay attention to the expressions and phrases the candidates use. Write them in the box provided.

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5. Read the prompt below and follow the corresponding instructions. Discuss with your partner by giving explanations and arguments. REMEMBER use the expressions from exercise 2 and the phrases from exercise 4.

**Choose your favorite place (one) DO NOT REPEAT THE SAME PLACE THAT YOUR PARTNER CHOSE from the spidergram and imagine you are in one of them having fun. At the end, you should RECOMMEND your partner to go there.**

Talk about your emotions, feelings, opinions, agreements, disagreements, people you go with and how often you go there.

#### **Lesson plan 4 (Communicative Competence)**

**Topic:** Expressing requests and advice.

**DAY AND WEEK:** Friday, week 2    **LESSON LENGTH:** 45 minutes    **LEVEL:** 7<sup>th</sup> level

**#STUDENTS:** 18 students

**MATERIALS and AIDS:** Student's book, CDs, handouts, speakers, computer, whiteboard.

**OBJECTIVES:** Students will be able to speak at length coherently, use language to describe, compare and contrast, hypothesize and comment upon a topic.

**I ASSUME the students can already / already know:** Students are familiar with most of the vocabulary used.

**I ANTICIPATE that the students will have PROBLEMS with the following:**

1. Making requests, offers and pieces of advice correctly.
2. Using different expression according to the function that the speaker wants to express.

**In order to SOLVE these PROBLEMS, I have planned to**

1. Describing requests offers and pieces of advice in order to create a conversation.
2. Using several utterances related to requests, offers, and pieces of advice to have a better interaction.

**Speech function:** directive utterances (attempt someone to do something)

**Communicative competence element:** Grammatical Competence (vocabulary)

**Resource:** Bell, Jan; Gower, Roger, 2016. Advanced Expert. Pearson.

STAGE and TIME	OBJECTIVES	TEACHERS	STUDENTS
<p><b>Introducing vocabulary</b></p> <p><b>Matching exercise</b></p>		<p><b>Section 1</b></p> <ol style="list-style-type: none"> <li>1. Starts asking Ss' to look at the pictures about animals by identifying them.</li> <li>2. Then, asks students to match the animals with the places below in order to know where we can find them.</li> <li>3. After that, asks Ss' to associate the animals with their kinds and match the animals with their parts.</li> <li>4. Asks students to match the animals with the sounds they make.</li> <li>5. Checks students' answers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look at the pictures about animals by identifying them.</li> <li>2. Match the animals with the places below in order to know where we can find them.</li> <li>3. Associate the animals with their kinds and match the animals with their parts.</li> <li>4. Match the animals with the sounds they make.</li> </ol>
<p><b>Eliciting meaning</b></p>		<p><b>Section 2</b></p> <ol style="list-style-type: none"> <li>6. Asks Ss' to find the words from the box in a dictionary to know the meaning and pronunciation of each one.</li> <li>7. Then, asks students to match the words from the bow with the categories below.</li> </ol>	<ol style="list-style-type: none"> <li>6. Find the words from the box in a dictionary to know the meaning and pronunciation of each one.</li> <li>7. Match the words from the bow with the categories below.</li> </ol>
<p><b>Providing examples</b></p>		<p><b>Section 3</b></p> <ol style="list-style-type: none"> <li>8. Asks students to think of an example of an animal which</li> </ol>	<ol style="list-style-type: none"> <li>8. Think of an example of an animal which makes the following sounds below.</li> </ol>



		makes the following sounds below.	
<b>Matching exercise</b>		<b>Section 4</b> 9. Asks Ss' to associate animals in the box with adjectives below.	9. Associate animals in the box with adjectives below.
<b>Discussing questions</b>		<b>Section 5</b> 10. Asks Ss' to get in pairs and discuss the questions by answering them.	10. Get in pairs and discuss the questions by answering them
<b>Comparing photos</b>		<b>Section 6 and 7</b> 11. Asks students to discuss the questions from the book by comparing photos and using expressions like they both.... In the one on the left..., whereas...	11. Discuss the questions from the book by comparing photos and using expressions like they both.... In the one on the left..., whereas...
<b>Listening exercise</b>		<b>Section 8</b> 12. Starts asking Ss' to listen to the sample answer and complete the exercise. 13. Then, asks them to get in pairs to listen to a candidate doing the task and answer the follow questions: Did he mention the same similarities and differences as you? Did he use the same language to compare?	12. Listen to the sample answer and complete the exercise. 3. Get in pairs to listen to a candidate doing the task and answer the follow questions: Did he mention the same similarities and differences as you? Did he use the same language to compare?

		<p>14. Next, asks students to listen to the candidate again and tick the expression Emil uses to give a personal opinion.</p> <p>15. After that, asks them to listen again to analyze Emil's answers and opinions by discussing them.</p>	<p>4. Listen to the candidate again and tick the expression Emil uses to give a personal opinion.</p> <p>5. Listen again to analyze Emil's answers and opinions by discussing them.</p>
<b>Doing long turn task (Part 2)</b>		<p><b>Section 9 and 10</b></p> <p>16. Asks students to work in pairs and read the expert strategy in order to follow the instructions about long turn task.</p> <p>17. Then, asks them to discuss the questions about the task.</p>	<p>6. Work in pairs and read the expert strategy in order to follow the instructions about long turn task.</p> <p>7. Discuss the questions about the task.</p>
<b>Discussing questions</b>		<p><b>Section 11</b></p> <p>18. Asks Ss' to discuss the questions from the exercise in order to answer them appropriately.</p>	<p>18. Discuss the exercise in order to answer them appropriately.</p>

**Handout #4**  
**Student A**

**Topic:** Expressing requests and advice.

**Speaking (part 3):** collaborative task

**Name:**

**Date:**

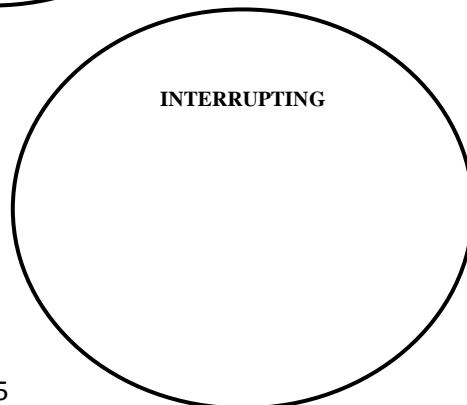
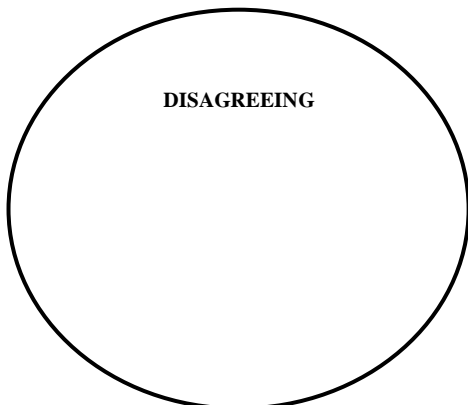
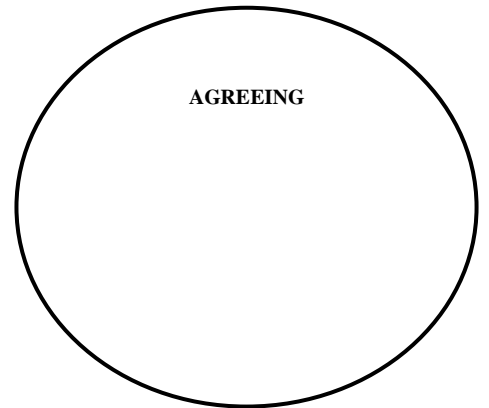
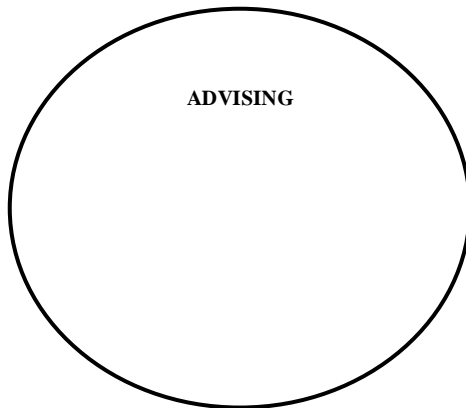
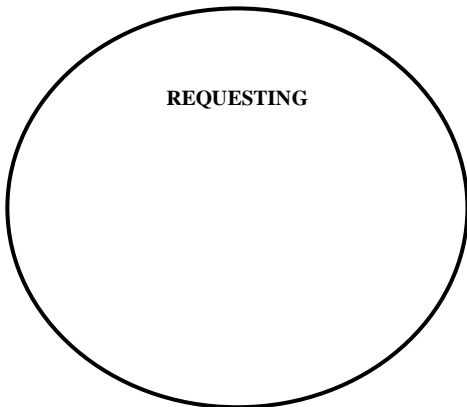
1. Work in pairs and read the situation by following the instructions. Prepare a role play with your partner.

You're on the train. The fellow passenger sitting next to you keeps snoring loudly. You are getting more and more annoyed. You don't mind the person is sleeping, but at the same time you are fed up with this terrible snore. After all, it is the first class! You can't stand it any longer...

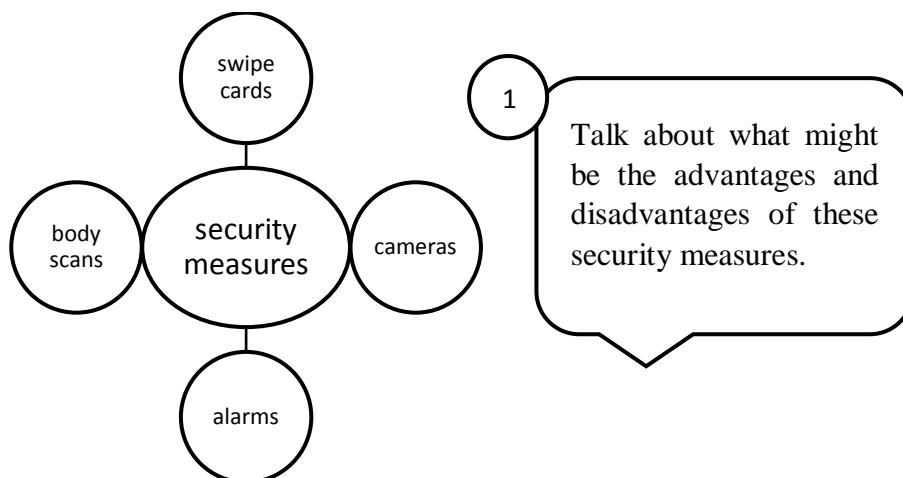


2. Classify the different expressions below into the space provided based on their meaning.

<ol style="list-style-type: none"> <li>1. Can I add something here?</li> <li>2. Would you mind...?</li> <li>3. Could you please...?</li> <li>4. I don't agree at all!</li> <li>5. What do you think I should do?</li> <li>6. That's a good point!</li> </ol>	<ol style="list-style-type: none"> <li>7. There is no doubt about it that...</li> <li>8. What do you advise me to do...?</li> <li>9. I think you're partly right, but...</li> <li>10. Would it be possible...?</li> <li>11. Yes, absolutely!</li> <li>12. Could I ask you to...?</li> </ol>	<ol style="list-style-type: none"> <li>13. I see what you mean, but...</li> <li>14. May I interrupt for a second?</li> <li>15. Can I just mention something?</li> <li>16. I don't think so either!</li> <li>17. If you were me what would you do?</li> <li>18. Sure, that's one way of looking at it...</li> </ol>
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3. Using the following spidergram, you and your partner are going to discuss the prompt provided below. REMEMBER use the expressions and phrases from the box above.



4. Listen to the sample answer of the task and pay attention to the expressions and phrases the candidates use. Write them in the box provided.

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5. Read the prompt below and follow the corresponding instructions. Discuss with your partner and REMEMBER use the expressions from exercise 2 and the phrases from exercise 4.

**IMAGINE you are a BUYER in the shopping store, and you need ONE security measure from the spidergram. Ask the seller what is the most useful of all of them in order to buy it.**

Ask for requests, and advice. Give your agreements and disagreements. Try to INTERRUPT the seller to ask for some information.

**Handout #4**  
**Student B**

**Topic:** Expressing requests and advice.

**Speaking (part 3):** collaborative task

**Name:**

**Date:**

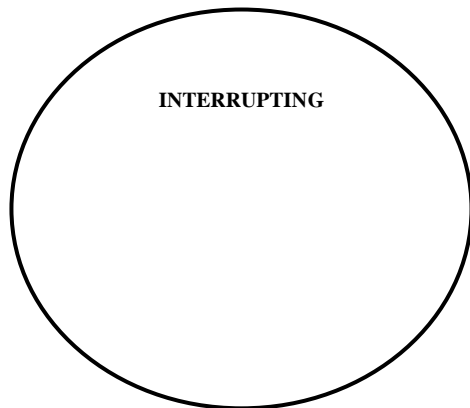
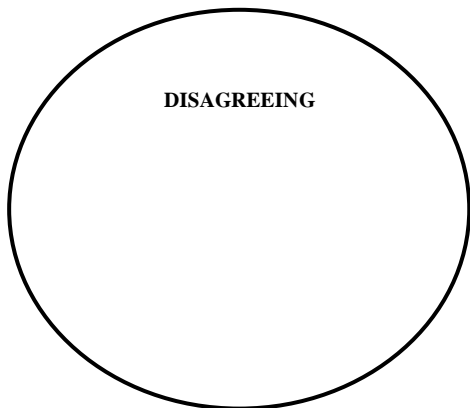
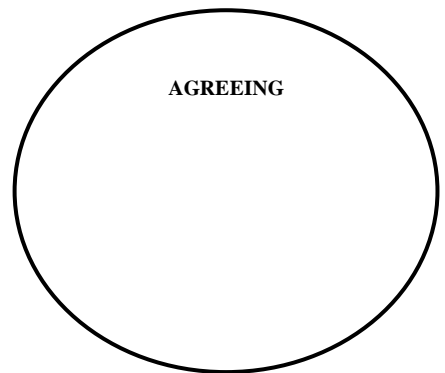
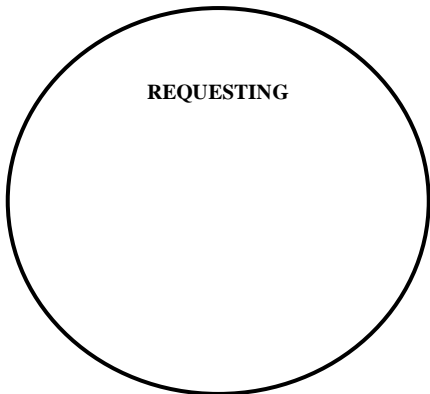
1. Work in pairs and read the situation by following the instructions. Prepare a role play with your partner.

You're on the train. You have a very busy week and now feel extremely exhausted. You're so happy to get some help at last. You just started dreaming about an exotic country when the fellow passenger pokes you...

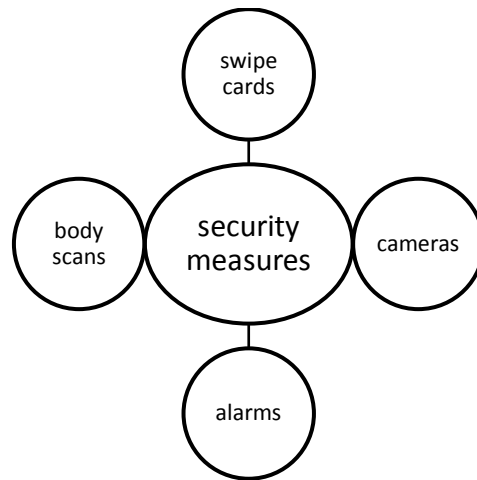


2. Classify the different expressions below into the space provided based on their meaning.

<ol style="list-style-type: none"> <li>1. Let me add something...</li> <li>2. Sure, I'd be glad to...</li> <li>3. One thing you should/could/have to do is...</li> <li>4. It's a pleasure to...</li> <li>5. To be honest...</li> <li>6. I need to add something here...</li> </ol>	<ol style="list-style-type: none"> <li>7. The best/most important thing (to do) is to...</li> <li>8. Sorry to interrupt, but...</li> <li>9. Actually, I think you're right...</li> <li>10. I must take issue with you on that!</li> <li>11. I'm sorry to disagree with you, but...</li> <li>12. Your only option is to...</li> </ol>	<ol style="list-style-type: none"> <li>13. That's just what I was thinking!</li> <li>14. If I might add something...</li> <li>15. Yes, but don't you think...</li> <li>16. You should...</li> <li>17. I don't want to argue with you, but..</li> <li>18. That's exactly how I see it.</li> </ol>
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3. Using the following spidergram, you and your partner are going to discuss the prompt provided below. REMEMBER use the expressions and phrases from the box above.



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Talk about which of these security measures might have the most disadvantages. Why?

4. Listen to the sample answer of the task and pay attention to the expressions and phrases the candidates use. Write them in the box provided.

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5. Read the prompt below and follow the corresponding instructions. Discuss with your partner and REMEMBER use the expressions from exercise 2 and the phrases from exercise 4.

**IMAGINE you are a SELLER who is working in the shopping store and you are selling all the security measures from the spidergram. Talk to the buyer about what is the most useful of all of them in order to sell it.**

Give your requests, and advice. Give your agreements and disagreements. Try to INTERRUPT the buyer to give some information.

## Referential Function

### STUDENT A

1. What makes a good friend? (Why?)
2. Are you someone who likes to plan for the future, or do you prefer to let things happen?

### STUDENT B

1. Which teacher will you always remember? (Why?)
2. Which jobs are popular in your country nowadays? (Why?)

## Expressive Function

### STUDENT A

You are very much in love with a girl. Many people told you that she is really in love with you. Phone her to invite her to go to the cinema, try to convince her. She **MUST** go with you to see the film. Remember she is in love with you!



### STUDENT B

You have a date with your boyfriend and a very stupid boy you hate is going to invite you to go to the cinema to watch a stupid film. You **DON'T** want to go! You can't go! **BE POLITE** and try to convince him that you can't go.



### STUDENT A

You're going to get married in a few weeks. You are very excited about it. Phone your boyfriend/ girlfriend to make the last preparations for the wedding (guests, restaurant, music, honeymoon ...) you are so happy to get married!



### STUDENT B

You're going to get married in a few weeks. But yesterday you met someone and felt madly in love with him/her. Your boyfriend or girlfriend is going to phone you. You must explain the situation; you **DON'T WANT** to get married any longer.



## Metalinguistic and Phatic Functions

### STUDENT A

You have a money problem: you need \$50 to buy some medicine for your sick brother. Talk to a very good rich friend and convince him to lend you the money. Explain him politely your situation.

### STUDENT B

Someone you don't know very well is going to find you to borrow you some money. You cannot tell him, but many people have told you that he always does that and never pays the money back. Be polite and explain him you cannot lend him that money.

STUDENT A

You continue being in love with your ex-boyfriend and he has just broken up with you one week ago, but you're pregnant. So, you are going to talk to your ex-boyfriend in order to explain him your situation. Try to express your feelings and emotions.

STUDENT B

You broke up with your ex-girlfriend and you don't want to know anything about her. But she wants to talk with you about your relationship, so talk to her what she is going to tell you. In the coming days, you are going to travel to New York in order to live and study there.

**Directive Function**

STUDENT A

You are eating in the non-smoking section of a restaurant. A man /woman is sitting two tables down from you; he/she is smoking a cigarette and the smoke is getting in your face. Ask him/her to stop smoking.

STUDENT B

You are in the smoking section of a restaurant, and you are smoking your favorite cigarette after eating a delicious meal. You have the right to smoke!

STUDENT A

Your best friend has already broken up with his girlfriend recently. He is really sad, and he needs you to support him by giving some advice. Additionally, He has been drinking alcohol every weekend. He is trying to forget his ex-girlfriend. What will you do to help your best friend?

STUDENT B

Your ex-girlfriend broke up with you one week ago and you are so desperate because you want to be with her. You love her so much, but she does not. Meanwhile, you cannot live without her and your best friend wants to talk to you to help you. Listen to him/her because he/she is going to give you some advice.