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ABSTRACT

Since the arrival of the Communicative Approach in the nineteen sixties, the term 'communicative competence' which calls for grammatical, cultural, sociolinguistic, pragmatic, discourse and strategic competences emerged from different fields becoming a goal to be achieved in EFL contexts and settings. A questioning with regard to the type of socio-pragmatic input ELT materials offer as well as teachers' and students' knowledge and awareness of this issue was the beginning of this study concentrating on backchannels and style and register in adjacency pairs displayed in activities of *Our World Through English 4.* The results drawn were not encouraging in the sense that teachers, students and the textbook have a strong grammatical orientation neglecting factors that convey socio-pragmatic meaning in the target language. In this case, the term communicative competence is only a well used phrase in our country, and it would be more realistic to aim for communicative ability.

Keywords: communicative competence, socio-pragmatics, backchannels, style and register, adjacency pairs

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GENERAL INDEX

UNIVERSIDAD DE CUENCA

List of Tables

List of Figures

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Communicative Competence: myth or reality when learning English as a Foreign Language

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Esp. María Dolores Burbano Garneff

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INTRODUCTION

Nowadays, literature concerning language teaching advocates teachers developing learners' communicative competence in the target language. The term 'communicative competence' appeared in the field of second language acquisition with the origin of Communicative Language Teaching (CLT) in the late 1960s. Kasper and Rose acknowledged that with the appearance of the Threshold Level for English in 1975, and Wilkins's Notional Syllabus in 1976, this approach was developed with a vast amount of theoretical information that came from the social sciences and humanities (1). Richards and Rodgers noticed that a number of applied linguists such as Firth, Hymes and Halliday among others, started to emphasize the need "to focus language teaching on communicative proficiency rather than on mere mastery of structures" (153).

Proponents of this new approach to language and language teaching expanded their beliefs to see language from another perspective. However, one of the theories that gained ground was Hymes' theory of communicative competence because of the opposite view it had in relation to Chomsky's which emphasized the abstract ability to produce correct sentences in a language while Hymes' incorporated elements such as communication and culture as determinant elements in language use (D. Brown 246).

Additionally, the influence of Canale and Swain was important in conceiving language as a set of competences that include grammatical, sociolinguistic, discourse and strategic competences (Richards and Rodgers 159).

With all of these new approaches to language, foreign language leaning started to be viewed not only as a potentially predictable developmental process but also as the creation of meaning through interactive negotiation among learners. D. Brown states that 'communicative competence' became a "household word in SLA, (second language acquisition) and still stands as an appropriate term to capture current trends in teaching and research" (245).

With this household word in mind, traditional approaches to language teaching and learning should be reconsidered in the field of learning English

as a foreign language (EFL) in order to understand that developing communicative competence means not only focusing on grammar rules to construct accurate utterances but also developing socio-linguistic, strategic and pragmatic aspects of a language. A basic question arises then: How feasible can it be to help students develop their communicative competence in the classroom setting?

It is known that, in addition to teachers' discourse, the main input students have is their textbook along with activities provided by teachers. Do these sources offer basic socio-pragmatic input to develop this competence in the target language? Do these main sources of input offer a pragmatic or a grammatical approach to language functions? Are teachers and students aware of this sub-competence of the language? Do students, after 6 years of studying English in their high schools, have basic socio-pragmatic knowledge of the target language? These questions have caught my interest to do some research in order to determine if communicative competence can be acquired or is just a myth in our context.

Objectives of the study

General objective:

To analyze and demonstrate, in a particular case, whether communicative competence in its socio-pragmatic category can be taught in the classroom setting.

Specific objectives

1. To examine and diagnose the socio-pragmatic input offered by *Our World Through English 4* in relation to interactional devices such as backchannels and adjacency pairs in conversation.
2. To look at style and register provided for speech functions.
3. To analyze the measurement instruments used to assess socio-pragmatic competence.

Research statement

Being aware that communicative competence implies underlying elements such as grammatical, discourse, sociolinguistic, strategic and pragmatic aspects, there are many questions that lead us to think about our mission and vision as teachers of English as a foreign language. If pragmatic competence is understood as the relationship between linguistic forms and social contexts of the target language to what extent can those social foundations be grasped by learners not in immersion? Therefore, questioning about the implications of the term communicative competence should be analyzed from two points of view.

On the one hand, it might be a good beginning to know whether we adopt the term for our teaching goals or not. In this sense, can EFL teachers help students to develop communicative competence or just a communicative ability? Can we take it for granted that even using a communicative approach to teaching a language guarantees the developing of socio-pragmatic competence? Should we adopt the term communicative competence easily to our teaching dictionary just because it has become a buzzword in EFL?

On the other hand, we have to determine to what extent we are able to develop and assess students' communicative competence with the available teaching materials. Research in this sense will allow teachers to be clear about the goal and aims, the assessment, the feedback and the type of input that needs to be implemented in the classroom during instruction time.

Research questions

The following three questions will be the center of this research project:

1. What type of socio-pragmatic input regarding backchannels and adjacency pairs students get from *Our World Through English 4*?

2. How and to what extent do tests, quizzes and exams assess those pragmatic aspects of the target language?

3. Is this socio-pragmatic input the one needed to enable students to be socio-pragmatic competent?

Significance of the Study

First of all, this study will provide teachers and educational authorities with useful information about the type of input students receive from the course book. Second, the extended rationale concerning communicative competence may serve as a source for further investigation to anyone who might become interested in the topic. Third, the findings of this study may help teachers, authors of the course book and educational authorities to be aware of basic characteristics of spoken language in interactions. Finally, this study will motivate teachers to further revision of the material implemented in the classroom context.

Scope of the study

Concerning revision of material - the series *Our World Through English* was selected for some considerations: primarily because it is the book that is being used by the largest group of English learners in Ecuador. Moreover, the findings drawn in the study are easier to communicate to local educational authorities. However, the focus of the study was on *Our World Through English 4* because it addresses an intermediate level where students start producing a meaningful language. The target group that helped us providing information for the data gathering was a sample of students who use the aforementioned textbook as well as some teachers from public high schools in Cuenca.

METHODOLOGY

Basic methodology

This study was conducted under a descriptive qualitative approach mostly used in the field of ESL and EFL. The research had two main parts: theoretical investigation that required extended reading and a data collection and analysis process from various sources to come up with findings and their interpretation that helped to answer my research questions.

1. Literature review

This research project was based mainly on a literature-review approach in order to create a theoretical framework to support the topic of investigation

by means of exploring recognized linguists' theories regarding intrinsic elements of communicative competence.

2. Data gathering from research subjects

A second focus of this study implied the application of two different techniques for collecting data in order to have a numerical representation of awareness of socio-pragmatic issues in spoken English. For this process two research tools were used as instruments to gather data from the main actors of the teaching-learning process.

a) Pragmatic-oriented test for students

A multiple-choice test with a pragmatic focus in mind was given to 120 students attending their first year of senior high in four public schools in Cuenca. The purpose of the test was to measure to what extent students are aware of pragmatic and sociopragmatic aspects of English in interaction.

The test had two parts:

1. The first section was designed to determine to what extent students were aware of pragmatic alternatives to form adjacency pairs in the category of questions.

2. The second part was twofold:

    a) Two pairs of short interactions were designed with a sociolinguist viewpoint. Both pairs contained adjacency pairs accomplishing the function of thanking, however the linguistic choice was influenced by social distance between the speakers.

    b) This part of the text intended to determine whether students have approached during their instruction a register other than the standard regarding language related to restaurants and food.

    The instructions of the test were given in the target language and additionally   in their L1 to make sure that students knew what they had to do in order to   obtain reliable data.

b) Questionnaires for teachers of English

The questionnaire was first piloted with a group of colleagues at the University of Cuenca who helped with the correction of some typos that occurred in some of the questions, as well as to improve some of them. After piloting the tool in question, it was applied randomly to 28 teachers who work at public High Schools in Cuenca via hardcopies and e-mail accounts.

The purpose of the questionnaires for teachers was primarily to determine to what extent teachers are aware of and enhance conversational patterns such as backchannels as well as the type of material that might help students to develop conversational strategies.

3. Data gathering from teaching-learning resources

Our World Through English 4 was analyzed with an analytical approach to audio material as well as to activities that promote interaction.

This process had three parts:

a) Analysis of audio material

The analysis of audio material corresponding to all the units of the book was done to determine the type of aural input learners have while they develop their listening skill and sub-skills. The listening was analyzed in two ways:

Content of the audio material

The primary goal was to classify the different listening text according to general genres that are normally used to teach content as well to help learners develop sub-skills of listening. A chart with the most common genres served this purpose while each piece of recorded material was heard and checked in what unit they were developed.

Backchannels in interactions

The purpose of this revision was linked with the research question regarding backchannels in order to decide to what extent textbooks consider these pragmatic features in conversations. At this stage, only conversations that occurred in some of the teaching units were analyzed with a pragmatic

approach. We used an attentive listening process to try to determine the presence of backchannels in those interactions as well as the function they accomplished. Interviews were also considered as interactions for the purpose of finding backchannels. A checklist containing some backchannels suggested by Dunkan & Fiske, in Wannaruk was designed and used for this process of revision.

b) Review of activities that enhance interaction

The purpose of this activity was mainly to determine the type of adjacency pairs exhibited as samples for classroom interactions. Six units of the textbook were taken for this review by means of designing a checklist that contained pragmatic issues related to adjacency pairs and register and style in activities that enhance interaction. Some of the issues to be evaluated were taken from a checklist suggested by Cunningsworth's in an article written by Zhang Ya-ni in *Sino Us English Teaching* journal and some others were included for purposes of determining the orientation each activity had (see checklists in annex group 2 matrixes 4-14).

c) Review of exams that are provided with the textbook

The final step to collect data regarding resources was to determine the type of exams or tests that are suggested in the teacher's manual to give students. The purpose of reviewing them was to find out the type of outcomes they try to test. First, instructions were listed and then they were categorized.

Participants

Teachers of English at the University of Cuenca

A requirement that is necessary to fulfill before applying questionnaires is to pilot it. Therefore, 10 professors, male and female, who teach English as a Foreign Language at the Language Department of the University of Cuenca, piloted the questionnaire to be administered to a sample of public school English teachers.

Participants in the administration of questionnaires

Twenty eight high school teachers, male and female, who have a university degree that enables them to teach English as a Foreign Language,

provided the information needed to gather data regarding knowledge of backchannels and their beliefs concerning teaching of these pragmatic issues.

Taking advantage of a meeting they had, a one-to-one approach was used to deliver the questionnaire; additionally, 10 teachers were e-mailed for this purpose.

Students who took the pragmatic test

The test was delivered to 120 male and female students attending first year of senior high. They were male and female, around 16 years of age, in four public schools in Cuenca: Benigno Malo, Manuela Garaicoa de Calderón, Manuel J. Calle and Fray Vicente Solano High Schools. By the time the test was given (late April), students had gone through four years of learning English as a Foreign Language. On average, they have covered eight out of the twelve units of book number 4, and in addition, they have used four out of the six books in the series *Our World Through English*.

Teachers who work at the mentioned schools helped to deliver each student a hard copy of the test, directed the application, and collected them.

THEORETICAL FRAMEWORK

CHAPTER 1

COMMUNICATIVE COMPETENCE

> *What is it that one needs to know and be able to do in order to speak in another language? Of course, one needs to know how to articulate sounds in a comprehensible manner, one needs an adequate vocabulary, and one needs to have mastery of syntax. These various elements add up to linguistic competence. However, while linguistic competence is necessary, it is not sufficient for someone who wants to communicate competently in another language. (Nunan 226)*

In order to understand the complexities of what communicative competence means, it is necessary to revise different theories, beliefs and concepts proposed by different experts in the linguistic domain.

To start with, it is important to expand what was mentioned in the introductory part of this study in the sense that most of the theories concerning communicative competence arrived after Chomsky's theory of competence and performance was drawn. By competence, he meant the shared knowledge of the ideal speaker-listener regarding an infinite set of sentences out of a finite set of rules in a completely homogeneous speech community. On the other hand, performance, in his view, was concerned with the process of applying the underlying knowledge of syntax to actual language use (G. Brown 3).

Accordingly, a number of linguists argued against his position in the sense that his distinction of competence and performance was too narrow as to describe language behavior as a whole because of the dismissal of central questions of use such as socio-cultural factors or differential competence in a

heterogeneous speech community where influential issues build up the complexity of language.

Kasper and Rose, give account of the development of the term communicative competence explained by influential linguists who noticed the inaccurate differences made by Chomsky. They point out that linguists such as Hymes, from the perspective of linguistic anthropology, was the one that incorporated sociocultural factors and Habermas, from a social philosophy perspective, also introduced social issues in the field of communicative competence as the overall goal of language teaching and assessment. Finally, they state that Canale and Swain also proposed a revision of the term competence (1).

With such big changes proposed, it is important to concentrate on them. Savignon, along with Canale and Swain, proposes that communicative competence is made up of four interrelated elements: grammatical, discourse, socio-cultural and strategic competence, and that all of them together compose the meaning of communicative competence (Savignon 17; D. Brown 246).

Summarizing D. Brown's components of the communicative competence (247), the following categorization can be stated:

First, grammatical competence encompasses knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics and phonology. The following examples illustrate this definition; A grammatically competent person would appropriately utter a question like 'Can you tell me the time, please?' instead of 'Do you can tell me the time?' where a generalization of the auxiliary system in English can be noted and, consequently, there is grammatical incompetence regarding modal auxiliary verbs.

Second, discourse competence, in general terms, is referred to by H. Douglas Brown as the ability to connect sentences appropriately to construct longer stretches of language to make up a coherent whole. He states that we

should understand discourse as everything from simple spoken conversation to lengthy written texts. When dealing with this competence in the field of EFL or ESL, we might examine elements that contribute to building coherence and cohesion in texts jointly constructed by speakers and listeners to make stretches of language become meaningful to their users.

Cutting points out that the quality of a discourse that makes it meaningful and unified is known as coherence while the way words relate to one another within the text is known as cohesion (3). Discourse markers such as particles (oh, well), lexicalized clauses (you know, I mean), time deictic elements (now and then), and connectors such as coordinating conjunctions (and, but) play an important role in spoken discourse while subordinating conjunctions (although, despite the fact that) or conjunctive adverbs (nevertheless, however, therefore) are utilized more in written discourse. Brinton, mentioned in Chapetón Castro, claims that "discourse markers are grammatically optional and semantically empty, but they are not pragmatically optional" (60). It means that elements of organizational structure, in a discourse, might not only fulfill the grammatical conditions but also the pragmatic ones. This assertion leads us to think that elements of communicative competence are linked and that developing pragmatic skills should be a must when learning a foreign language.

Third, socio-linguistic competence, which will be dealt with more details in the following chapter, relates to the ability to use and respond to language according to social contexts. Savignon expands the idea of this competence noting that this type of competence "requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction" (18). Therefore, this competence deals with the word choice language users make for speech act realization such as expressives, commisives or directives. For instance, the choice of words or expressions showing gratitude, (i.e. 'Thank you very much for your attention'), appealing for understanding (i.e. 'I hope you understand my situation'), apologizing (i.e. 'I'm so sorry'), requesting (i.e. 'would you do

me a favor?') cannot be chosen from grammatical or lexical knowledge, but rather from knowledge of situational and background contexts. Ultimately, they have to be selected according to the purpose of the utterance.

Finally, strategic competence refers to the tactics used by language users in order to find a way to be understood or to understand a message. Canale and Swain describe this competence as "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence" (D. Brown 247). Consider the following illustration: an EFL learner was asked where he/she got his/her pet. The person answered: 'in the store next to the supermarket. They sell dogs, cats, rabbits.' He is making use of a strategy to compensate for his/her gap for the word 'pet shop'.

The same author states that Savignon points out that strategies such as paraphrasing, repetition, hesitation, guessing, shifts and circumlocution in register and style, among others, can be used, especially in the absence of grammatical or discourse competence, provided there is a cooperative interlocutor (D. Brown 247).

Accordingly, the constituent parts of communicative competence cannot be seen as isolated issues but as a unit where many factors are linked and where a pre-condition is needed for real understanding, and where the sharing of signaling conventions and situational contexts go beyond the grammatical system of a language. Utterances such as: 'How is your mother doing?' and the answer 'Well, her knees are still like this!' go beyond grammatical competence to rely on aspects of how people interpret the semantics of the utterances being produced while the interaction occurs; the realization of these speech acts presupposes an interpersonal shared background: speaker and hearer know each other, the person being referred to is familiar to both, and finally they hold the same information about an accident in which the mother's knee got injured (Gumperz 40-41).

Along the same line, Kramsch notices the importance of constant interaction with a group that shares the same knowledge, life history, cultural

context and situations that are similar for both speakers and hearers (35). Consider the following expression English native speakers use when someone sneezes: 'Bless you!' in contrast to the Spanish expression '¡Salud!' Both, in each of the cultures, represent a signal of sharing the same background knowledge; both are a culturally formulaic term for the members of the respective community.

Characteristics like these ones create clues that make possible the inference of the message even if they are not formally declared in the utterances of determined speech acts. Moreover, it is stated by Kramsch that language is a system of signs with a cultural value; therefore, communication is necessarily tied to culture in a variety of complex ways (35).

The term communicative competence has been modified in the last years and new views are complementing it. Some influential changes can be understood by summarizing D.Brown' notes regarding Bachman's model.

Lyle Bachman coins the term 'language competence' in two big nodes: organizational competence and pragmatic competence. The former covers grammatical competence and discourse competence, renamed as textual competence. The second node implies a revision of Canale and Swain's sociolinguistic competence to break it down into two pragmatic categories: illocutionary and sociolinguistic competence. The illocutionary competence deals with functions of the language, while sociolinguistic competence deals with aspects such as politeness, formality, metaphor, register and cultural aspects of a language. Strategic competence does not elude Bachman' considerations, but appears as a separate element of communicative language ability and is used for final decisions about language choice and negotiation of meaning (D. Brown 248).

Consequently, functions of the language become strong elements when developing discussions about communicative competence in EFL settings because they convey the purpose of what users of the language want to accomplish with the language. EFL and ESL teachers are aware that functions are related to language forms, so it can be said that that grammatical and

discourse competence are interlinked in some ways; however, they do not acquire meaning without a social context. Halliday's theory of the functions of language, reported by Richards and Rogers, complements Bachman's notion when talking about communicative competence in order to understand that language serves not only as a tool for communication but also as an instrument for social and cultural identification (160). Halliday identifies seven functions:

1. The instrumental function which serves to get things (Can I have the salt please?)
2. The regulator function which means using language to control events. (Don't touch the stove!)
3. The interactional function serves to maintain social relationships by creating interaction with others. (Hi, how are you?)
4. The personal function: language serves as a mean to communicate feelings (I love you!)
5. The heuristic function, which normally is conveyed in the form of questions, involves language used to learn new things or discover unknown facts (Why are you so happy today?)
6. The imaginative function used to build up an imaginary system or ideas (stories, jokes, poetry)
7. The representational function means using language to make statements that convey information. (The president had an operation last night. He's at the hospital.)

D. Brown considers that these functions are "neither discrete nor mutually exclusive." A single sentence or conversation might incorporate many different functions simultaneously. The author suggests that ESL or EFL learners should not only learn correct word order, syntax and lexical terms but they must understand how to achieve functions through the language by careful selection of intonation, nonverbal signals and a deep perception of the context of a particular stretch of discourse (252).

What has been mentioned so far about communicative competence matches perfectly with the initial utterance of this study: "communicative competence: myth or reality when learning English as a foreign language." This statement accomplishes the function of questioning, without being a question, responding to what Brown considers the functions of the language.

To end this chapter, and to wrap up the main idea that context is determinant for successful communication with native speakers of the target language, we need to focus on socio-linguistic and pragmatic competence which will be the complimentary theoretical support for our research when analyzing the extent to which socio-pragmatic elements such as style and register in adjacency pairs or influential issues in conversations such as backchannels are provided to students in their main source of input, the textbook *Our World Through English 4* implemented as mandatory in public schools.

CHAPTER 2

DETERMINANT FACTORS INHERENT TO A FOREIGN LANGUAGE

> *How often one should thank others is something that differs from culture to culture, and something that people tend to notice as over- or under present in cultures that are not their own. British expats in America are often heard to say that they miss people saying please and thank you. For what it's worth, as an American in Britain, I miss people saying (AmE) Excuse me or sorry when they knock into me in shops or on the street. (qtd. in Cutting 72)*

A particular language feature acquires meaning if it is used properly; not in terms of grammar correctness but in terms of appropriateness in the sociocultural context in which it occurs, when it occurs and why it occurs (Holmes 8).

The present chapter offers a theoretical foundation to understand the most outstanding elements that account for learners of a target language becoming communicatively competent. There are a variety of elements underlying languages but the discussion of the forthcoming ones is important because they are rarely considered in EFL contexts.

2.1 Culture

According to D. Brown, culture can be defined as the context where we are, and where we think, feel and build up relationships. Culture gives us the context to develop our cognitive, affective, psychological and social behavior through the development of a variety of manifestations such as customs, skills, arts and tools that are common to a group of people at a given time (176-177).

At this point the following question is pertinent: What does culture have to do with language? Kramsch points out that "Language is the principal means whereby we conduct our social lives [and] when it is used in context of communications it is bound up with culture in multiple and complex ways" (3).

Furthermore, Holmes acknowledges that the link between social factors and language is dynamic in the sense that a person's linguistic choice encodes assumptions regarding age, ethnicity and background knowledge demonstrating that "language reflects society's attitudes and values…" (317). Thus, if a determined society shares the same principles, beliefs, experiences, social functions and roles, language is the main manifestation in which its culture is reflected. The following consideration stated by Holmes supports the intrinsic relationship between culture and language:

Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationship in a community, and the way people signal aspects of their social identity through their language (1). Cultural aspects of daily life such as dressing, food, connotation of colors, flowers and gifts, roles of men and women in society and many others are cultural barriers that might affect word choice; the inobservance of these differences may cause offence to the hearer or a misunderstanding of the message.

Consider the following utterance in the Japanese context 'These chrysanthemums are for you!' This speech act will be considered offensive since in Japan these flowers are placed on graves. In a study conducted by Samantha Seghers at the University of Tasmania, Australia, it was found that small talk with shop assistants is conceived as normal in English speaking countries whereas in Japan the customer is not expected to converse. She reports that Japanese native speakers learning English do not feel comfortable when instructed to say 'thank you' or 'have a nice day' at the end of a shopping conversation (68).

Eli Hinkel brings up the term 'invisible culture' to explain that aspects such as beliefs and behaviors, or features like gender, roles, and social status are determined by the individual's culture and may interfere in a normal interaction development causing pragmatic failure or cross-cultural misunderstanding (448).

Saying 'what's up?' to a friend is correct, while saying this to a professor is completely unacceptable, especially in traditional hierarchical societies such as in Japan, where professors or adults in general are not at the same level regarding social status. Speech acts such as invitations, requests, apologies and compliments which are part of daily interaction call also for reflection; for instance, the utterance 'Let's hang out' should not occur when inviting a superior, and if it does occur there is a serious pragmatic failure.

An interesting aspect arises at this point. What is the cultural group EFL learners need to be in contact with? What norms regarding communicative behavior do learners need to be socialized into?

2.1.1 International culture

The spread of English throughout the world for geographical, historical or socio-cultural reasons has brought new concerns into the realm of both English language and applied linguistics. English, as an international language, was born with the (false) assumption that the cultures of the inner circle English-speaking countries (USA, UK, and Australia) had been de-nationalized and consequently no country could claim appropriateness of the language (McKay 84). What should be done under these assumptions? Is it necessary to enhance English learners' ability to relate English language with its primary source of culture? What is the appropriate socio-cultural context in which to utter speech acts? McKay suggests that learners need to reflect on different cultures and be aware of cultural differences because the fact of merely knowing about a culture will not be sufficient to gain insight into how to interact in cross cultural encounters (82).

The reason for positioning on McKay's approach in the sense that creating awareness on cross-cultural similarities and differences will make learners more sensitive to socio-pragmatic aspects of the language is twofold. On the one hand, the fact that learners strengthen their own social identity along with awareness of the existence of other cultures provides elements to build up an intercultural schema in learners' minds. On the other hand, this

awareness does not come by itself. It needs the support of cultural and social input during class instruction. It means that material designed to teach the target language should contain international socio-cultural aspects, especially those related to those places where English, in this case, is the native language. However, *Our World Through English 4* does not contain cultural matters, rather it contains factual information regarding location and general issues without any socio-cultural perception. Most of the topics for class discussion presented in the textbook do not highlight socio-cultural norms. Being able to name the states that make up Australia with little information on each one or learning about facts of the United Kingdom or reading a text about drugs or the respiratory system do not offer any socio-cultural information for learners; it only brings knowledge to develop cognitive skills.

The scope regarding language use should become broader in the sense that learners need to be exposed to several socio-cultural norms which influence the style and register used by speakers while interaction occurs. In this sense, the language that learners should use will depend on who the other speaker is, the situation in which the interaction happens and the social status of the participants. For example, students of a target language should be aware that a single expression for greeting cannot be used all the time and with all the people.

The above assertion regarding register for greeting is analyzed from the socio-cultural dimension of the language. It calls on teachers for actions to be taken while classroom instruction occurs to avoid socio-cultural and socio-pragmatic misuse. The lack of awareness, for instance, is evident in the results of a test taken by students from four different high schools in Cuenca in the question regarding socio-cultural differences, displayed later in the chapter that corresponds to results and analysis.

2.2 Socio-cultural and socio-linguistic context

These two terms considered by linguists and sociologists are so intrinsically linked that sometimes it is hard to make a distinction because of their overlapping characteristics when talking about language.

Holmes indicates that sociolinguists study the relationship between language and society trying to find out why or what are the influential factors that make people speak differently in different social contexts; therefore, she states that sociolinguistics is the field concerned with the relationship between language and the context in which it is used (1).

The range of language functions is as varied as people's intentions. Through language, we can ask and give information, we can express our feelings, we can create relationships and we can show our social identity among others. In this sense, the variation of an utterance between one context and another is explained also in terms of people's feelings and attitudes. Holmes illustrates this fact with a series of names a person can be named depending on the context. She gives an example of a boy called 'Robert'; however, this person can be called 'Robert' by teachers at school, or by a doctor at the hospital, 'Robbie' by the mother or father, 'Bob' by friends, and even the complete name 'Robert Harris', by the mother when she is particularly annoyed with him (13).

It is important to notice that certain social factors, for instance, who you are talking to, the social context of the talk, the function and topic of the discussion and the register you use cannot be neglected when interacting.

A person who is aware of sociolinguistic aspects would have greater advantage over one who is not. The lack of this ability may be interpreted by native speakers of the target language as a fact of ignorance, or as an intension to annoy, or as a naïve attitude. The following illustrations were taken from Holmes in order to visualize different language used in different contexts:

Example 1	Example 2
Good morning little one –you had a good big sleep, didn't you, pet?	Excuse me, Mr. Clayton. I've finished your letters, sir.

Holmes makes a detailed analysis of the two conversations, yet we will only briefly recount two aspects. First of all, the features of language being

used represent formal and informal style indicating a social status and distance. In example two there is a suggestion that the speaker is in a lower position in a working setting while the first one suggests a very clear relationship between mother and son, and their home as the physical setting (11).

Both examples help us have a clear idea that learners should be exposed to formality and informality of language use; the latter especially for spoken discourse. This will enable them to interact in either context. However, the informal style, from our perspective, is more likely to be used by our high school students than the formal one because of their ages and the nature of the encounters they might have outside the classroom.

The experience of teaching teenagers reveals that students are rarely exposed to slang or idioms that are frequently used in daily interactions. What is the reason for the lack of exposure to this type of language features in the classroom? Probably because the idea of teaching colloquial English forces teachers to be up to date with expressions or because textbook authors still have a traditional approach to language teaching in the sense that they believe learners should observe standard grammar rules instead of social conversational norms. This idea of teaching colloquial English might eventually break prescriptive grammar which has been imposed for a long time by textbooks and by teachers' beliefs regarding accuracy.

Rühlemann notes that Standard English is an inappropriate model for developing spoken language, which, because of its nature, implies first and foremost conversation. He advises that a more appropriate model would be what has been emerging from recent and current corpus analyses under the heading of spoken grammar and conversational grammar (680).

The aforementioned author points out that a pre-requisite to having a new approach to teaching speaking skills through authentic material in EFL classrooms is a change in attitude toward conversation. He brings a sensible metaphor for traditional conversation in the classroom calling it "an ill-formed

variant of writing" which is why conversation or interaction has to have a corpus-based approach rather than a grammatical approach.

2.3 Pragmatics

Rose and Kasper acknowledge that pragmatics has been analyzed and defined in a variety of ways depending on the author's theoretical orientation and audience. They cite Crystal's definition of pragmatics because of the importance it has for second language pedagogy:

> The study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication. (2)

The term pragmatics has to do with different attempts to describe the foundation of the communicative approach as we have seen in the first chapter. Canale and Swain's socio-linguistic theory, in Alcón Soler and Martinez Flor, states that pragmatics is implied in socio-linguistic competence because of the reference made to rules of discourse and rules of use, while in Bachman's model it is the opposite; pragmatic competence is the umbrella term for the illocutionary competence and for sociolinguistic competence (5). Whatever the umbrella term might be, it needs to be said that pragmatics is closely related to socio-cultural and socio-linguist aspects of the language. This is supported by Yule who suggests that pragmatics is the study of the relationships between linguistic forms and the users of those forms (4).

2.3.1. Pragmalinguistics and Sociopragmatics

Rose and Kasper refer to pragmalinguistics as: "the resources for conveying communicative acts and relational or interpersonal meanings" (2). They refer to resources as the strategies and linguistic forms used by language users in order to adapt language to context where communicative acts are performed.

To illustrate, utterances such as 'Wanna come over Saturday evening?', 'Do you want to come over Saturday evening?', 'Could you come over Saturday?', 'I want to invite you to my house Saturday evening' are linguistic forms language users could use to accomplish the function of inviting someone; however, the selection of the first one, as well as the answer that might be given, for instance, relies basically on a social relationship between friends while the others may occur in a more formal context. The pragmalinguistic selection of 'wanna come over Saturday evening?' is interwoven with the sociopragmatic context of friendship.

On the other hand, Leech refers to sociopragmatics as "the sociological interface of pragmatics" (Rose and Kasper 2). Leech's assertion leads to assume that pragmalinguistics and sociopragmatics are neither discrete nor mutually exclusive. Selecting the resource 'I want to invite you to my house Saturday evening. Would you please come?' would be grammatically appropriate but socio-pragmatically incorrect.

Nunan points out that it is possible to identify recurring patterns and elements within discourse, especially in well-known language functions where language features predictably occur. Among these functions necessarily greetings, requests and invitations are basic speech acts that accomplish a function in oral interaction. For Nunan, the following examples are cases of pragmatic failure at discourse level where communication breaks down because one person misunderstands the function of the other's utterance (129).

Example 1	Example 2
Native speaker: See you later. **Non-native speaker:** What time? **Native speaker:** What do you mean?	**Teacher:** Maria, are you talking? **Maria:** Yes, I am.

In Example 1, the context is at the end of a shift in a factory. The immigrant speaker interprets 'see you later' as an invitation, which in other cases might be true; however, in this context it is a formulaic way of saying

'good bye'. In Example 2, the context is at a university campus in the United States. The non-native speaker does not provide an acceptable response; rather she creates ambiguity. The function of 'Maria, are you talking?' was a suggestion to stop talking and not a yes/no question.

One might think that differences in sociocultural, sociolinguistic and sociopragmatic issues may occur mainly when cultures are diametrically opposed, i.e. Eastern and Western cultures; however, we should point out that differences may also occur among speech communities that share the same language, i.e. Americans and British; the epigraph that initiates this chapter exemplifies this.

As can be seen, the approach for teaching and learning a foreign language is three-fold. We need to involve socio-cultural contexts, socio-linguistic contexts and pragmatics to enhance communicative competence in EFL learners.

CHAPTER 3

CONCERNS ABOUT LEARNING PRAGMATICS IN A CLASSROOM SETTING

> *When children learn their first language, they do not first learn sounds, then words, then sentences, and then finally apply this linguistic knowledge in their interaction with the social world around them. They begin by interacting with the meaningful people in their environment, and they converse, play games and engage in rituals long before they are able to utter their first recognizable words. Their caretakers typically spend enormous amounts of time in setting up and developing these interactions and language develops along the way. (qtd. in Scarcella and Oxford, 43)*

There are a great number of theories and hypotheses regarding approaches to teaching-learning a language as well as numerous considerations regarding learning pragmatics in EFL classrooms. Throughout this chapter, two meaningful implications will be considered: the interaction hypothesis for learning and the input learners get in the classroom setting.

3.1 Interaction hypothesis

Lightbown and Spada point out that a communicative instruction environment is one that promotes a different style of instruction in the classroom because emphasis is placed on interaction, conversation and language use rather than on theoretical learning of the language (70).

It is worth introducing the interaction hypothesis by mentioning that most of the theories regarding ESL and EFL teaching and learning grew from fields not directly associated with teaching matters; thus, educational psychologists, sociologists and linguists have become important contributors to the field of second language or foreign language acquisition.

Both Piaget and Vygotsky, well-known psychologists, have emphasized the importance of social interaction for cognitive development. For them, language development is a cognitive process that depends heavily on social interaction: children can only learn to understand speech and develop language through a complex interplay between the child and the environment where he/she develops (Lightbown and Spada 14; Ormrod 74).

Rivers, mentioned in Shumin, states that interaction in the classroom is relevant because it relies in two main functions known as 'interactional' and 'transactional' functions. The interactional function seeks to establish and maintain social relationships whereas utterances produced as transactional functions convey information and ideas (208).

Additionally, D. Brown indicates that one of the functions of language is to ensure successful social contact and to keep channels of communication open. To do this successfully the purpose of interaction, knowledge of slang, jargons, jokes, folklore, cultural mores, politeness and formality expectations should be considered as keys to social exchange (251).

On the same line, Nunan points out that the interactional function is produced for social purposes while a transactional one is produced in order to get something, or to get something done. These two functions are not mutually exclusive; in daily conversation, they can overlap at any moment. Let us consider the following illustration provided by Nunan (128):

Example 1	
Store attendant:	Morning.
Customer:	Morning.
Store attendant:	Nice day.
Customer:	Uh-huh. Can you give me two of those?
Store attendant:	Sure.
Customer:	Thanks.

The illustration shows us that there was an interactional function while greeting, and a transactional function of getting something; what that 'something' actually was, cannot be determined but it is perfectly understood in the context where the interaction occurred.

Interactionist followers like DuFon think that the use of language and socialization is two-fold: socialization to use language and socialization through the use of language. Socialization to use the language refers to those instances when learners are taught what to say in a given context; meanwhile socialization through the use of language refers to the process by which learners acquire knowledge of social status, roles in society, and language features that agree with the context where interaction is taking place (DuFon 26).

Scarcella and Oxford also state that interacting with others is a significant contribution to language development and teaching. Interaction provides learners not only data for language development but important details concerning roles, events and conversational features used in daily interaction. Additionally, they observe that negotiation is a tool for ensuring comprehension on the part of the learner, and it is only possible through oral interaction (44).

3.1.1. The hypothesis of noticing

This theory is related to awareness development. The hypothesis of noticing as a meta-linguistic and meta-cognitive strategy has been amply developed by several psycholinguists, linguists and experts in the field. Applying it to the field of EFL, according to experts, is of vital importance. Hinkel, for instance, points out that noticing that there are social norms involved in the use of language will make students realize that their L1 (first language) is also bound to social norms, and that those norms can be positively or negatively transferred into the L2 (second language) or into the FL (foreign language) during interaction (446).

Accordingly, the theory of noticing or creating awareness through explicit instruction for noticing socio-cultural aspects of the target language should be implemented in classroom settings where emphasis is normally placed either on language skills such as listening, speaking, reading and writing or heavily biased towards grammatical and lexical aspects of the language. Cutting, for instance, notes that specific instruction in pragmatics

seems to be better than simply exposing learners to the language in class. Teachers' explanations and pragmatic-oriented activities need to be implemented in classroom settings, according to the results of some studies (73).

At this point, it should be stated that creating contexts for language socialization is particularly difficult in monolingual EFL classes where students naturally tend to use their mother tongue to communicate among themselves. The creation of a quasi-natural environment will depend on teachers' attitude and knowledge of the language as well as the use of materials and activities that enhance interaction.

Herein, the interest of this study, on the one hand, is to determine if small pragmatic elements such as backchannels are given importance in the audio material, and on the other hand, to find out the type of register and style used in adjacency pairs in activities that are designed to promote interaction in the classroom.

3.2 Input

Input is defined as the oral or written corpus of the target language to which FL learners are exposed to. Kumaravadivelu considers three types of input: interlanguage input, simplified input and nonsimplified input as the means by which learners make contact with the target language (26).

The first, interlanguage input, is the language that students hear while they try to interact with peers or with the teacher; it means language that is still developing. 'I fine' instead of 'I'm fine' is an example of interlanguage discourse. The second, the simplified input is the one that presents grammar and lexis in a simplified language but does not always reflect the way those words are used in real contexts. Finally, the nonsimplified input is the language that does not present any simplification, and is used by the media as well by competent speakers. The following three short interactions demonstrate the three types of input mentioned by the author:

Example 1	Example 2	Example 3
Teacher: Hi Sandra. How are you doing? Sandra: **I fine.**	Waiter: Can I take your order? Customer: **I want a hamburger and French fries**	Waiter: Ready to order? Customer**: OK. Burger and fries.**

The input from the second example is generally the one that textbooks and teachers provide students in the classroom setting. The material presented in textbooks is either content-based or lexically and grammatically structured with no consideration for socio-pragmatic input, for the most part creating an awkward context where neither fluency nor pragmatic appropriateness can be developed.

In the field of EFL or ESL, Ellis states that learning is promoted by internal and external factors that help learners to acquire the language. Internal factors might be considered the intrinsic motivational attitudes towards the target language as well as the background knowledge they have. The mother tongue and the general knowledge of the world are cognitive aspects that help learners in the process of learning a second or foreign language (5).

Additionally, Ellis mentions that external factors such as social environment and input are also decisive in the process. Regarding input, the samples of language to which a learner is exposed, is considered a factor that is not in the hands of students (5). Therefore, the role of those who design materials is determinant to enhance students 'motivation and students' needs. In this sense, those experts should provide students with samples of real language that allows them to interact in real life situations, not only in classroom contexts.

3.2.1 Socio-pragmatic input

It has already been mentioned that pragmatics refers to the ability of a speaker to make the appropriate choice of language forms in a specific context. Therefore, knowing what to say, when to say it, where to say it, how to say it and to whom to say it implies that students need to be provided with a variety of authentic sources from which they can start grasping that what,

where, when, how or whom to say things as well as reflective activities that will make them aware of different contexts where language styles and registers might play an important role for avoiding pragmatic failure when communicating in the target language.

It is our belief that the third type of input mentioned by Kumaravadivelu, the non-simplified material is the one that truly enhances learning of pragmatic issues, and that textbooks and extra materials could play an important role in the process of teaching-learning the language.

Vellenga points out that textbooks are the center of the curriculum and syllabus in EFL classes, but unfortunately they provide scarce socio-pragmatic information, and thus learning socio-pragmatics from textbooks is highly unlikely to happen. Research on EFL textbooks, such as the one carried out by her, suggests that textbook developers should include authentic examples of speech acts and explanations to facilitate awareness and acquisition of pragma-linguistic competence (4).

For learners to be able to respond appropriately during oral interaction they should be observant of conversational strategies and features that make conversations flow. Issues such as taking turns, noticing and responding to non-verbal language and vocal sounds, giving appropriate adjacency pairs will be learnt only if learners are exposed to them and have opportunities to use them.

The following example illustrates a pragmatic failure that students should be aware of when learning basic patterns for greeting:

Example 1	
Professor:	Hi, John.
John:	Hi, Sir.

According to Scarcella and Oxford, the example presents an unawareness of style. 'Hi' is very familiar greeting while 'Sir' is a very formal way to address someone who is not familiar (76).

On the same line, the following two examples show how speech acts can be appropriate or inappropriate in determined interactions while examples 4 and 5 show how the same language feature accomplishes different functions due to the context:

Example 2	Example 3
Student's father: Thank you professor for helping my son make a decision about his career. **Professor:** My pleasure.	**Michael:** Thanks buddy for the lift. **Louis:** My pleasure.

Both speech acts uttered at the beginning of each interaction have the same function of thanking; however, the context of each interaction is different. While the responses are identical regarding language choice, the second one is pragmatically inappropriate due to the fact of the friendly status of the speakers.

Example 4	Example 5
Professor: Louis, thank you for the ride. **Student:** Never mind.	**Mother:** Louis, can you help me out? **Louis:** Later! I'm on the phone. **Mother:** Never mind.

In these last two short interactions, 'never mind' denotes two different meanings. In the first one, it is a polite response to the speech act of thanking while in the second, because of the context, it means I don't need your help anymore.

As can be seen, while language appropriateness relies somewhat on grammar or lexical knowledge, it's mainly based on the social context in which the utterances occur. At this point, Kumaravadivelu refers to Austin's illocutionary force stating that "a speech act gains its illocutionary force only because of the situational context in which it is uttered and not because of its linguistic properties" (10). Compare these two speech acts: 'pass me the salt, please' and 'the salt'; both speech acts have the illocutionary force; however, the second one would not be pragmatically correct in a context out of the home.

Our first question, then, relies on the implications for teaching cultural-pragmatic aspects in the artificial environment of a classroom setting where primary input derives from teaching materials and teachers' spoken discourse.

Accepting the fact that ours is a monolingual society where students do not need the target language for communicative purposes on a daily basis, the classroom setting should be one that promotes the creation of a social-target-language context where students may have the opportunity to err, to try, to compare, to create awareness, to implement conversational strategies, to face language in different contexts, and to be aware of basic cultural norms in order to develop the socio-pragmatic aspects of the foreign language.

Furthermore, Prabhu notes that "the development of competence in a second language requires not only systematization of language inputs or maximization of planned practice, but rather the creation of conditions in an effort to cope with communication" (Kumaravadivelu 61).

On the other hand, we must also give credit to Kasper and Rose's assertion when they state that much pragmatic ability comes without necessarily having explicit instruction because there are some universal features in pragmatics that adult learners transfer from their first language, that is, "the main categories of communicative acts – commisives, expressives, and declarations – are available in any community" (5).

Additionally, they state that pragmalinguistic knowledge occurs for free when there is a "corresponding form-function mapping between L1 and L2, and the forms can be used in corresponding L2 contexts with corresponding effects" (6). For instance, the English modal past 'could', whose style is formal for requests, has the counterpart in form and function in Spanish; so *podría* accomplishes the function of requesting formally as it does in English. In this sense, the pragmalinguistic element can be easily and positively transferred from one language to another.

However, if there is a lack of correspondence between forms and functions of L1 and L2, learners will have problems regarding awareness and

use of elements that rely on the field of pragmalinguistics , especially if such material is not presented to learners in a systematic way. Alcon Soler and Martinez Flor support this thesis when they state that some studies show that "FL learners' pragmatic ability progresses in line with their language proficiency" (10).

The following example illustrates the above assertion: The leave-taking 'good night' is often negatively transferred by students as a greeting at night time. Only after a time of practicing leave-takings, and with a range of meaning-oriented activities, do students become aware of their initial mistake; in this case a lot of input is needed in order to internalize that 'good night' is a leave-taking rather than a greeting.

Furthermore, Scarcella and Oxford say that learners who just begin the development of the target language need to develop basic conversational skills in order to enable them to communicate on a day-to-day basis (80).

Therein, the attempt to research backchannels as pragmatic responses, and adjacency pairs regarding style and register used in *Our World Through English 4* will help determine if users of the aforementioned textbook are enabled to be socio-pragmatically competent at least in basic patterns of interaction. What follows next turns out to be meaningful and self-explanatory for the overall position of this thesis: whether communicative competence is a myth or not when learning English as a foreign language.

CHAPTER 4

BASIC SOCIO-PRAGMATIC ELEMENTS WHEN DEVELOPING 'SPEAKING' IN EFL

> *When two people attempt to have a conversation and discover that there is no 'flow', or smooth rhythm to their transitions, much more is being communicated than is said. There is a sense of distance, an absence of familiarity. (Yule 73)*

4.1 General considerations

Richards notes that with the arrival of the Communicative Approach to teaching-learning languages and the notion of communicative competence, advances in discourse analysis and conversational strategies have influenced the arrival of new theories and principles concerning the development of speaking in general and in the field of EFL (1).

Brown and Yule, mentioned in Richards, establish two main functions; interactional and transactional talk while Richards expanded a third one which is known as performance talk (2-5). The following classification summarizes the main principles of the functions of speaking as a skill of a language:

Talk as interaction refers to what normally is known as conversation or interaction and serves to establish social relationships. Speech acts are often uttered to exchange greetings, engage in chit chat and relate experiences to each other. This exchange can be formal or casual and the style varies according to the context. The focus is placed on the speakers rather than on the message. This type of interaction uses conversational conventions, reflects degrees of politeness, employs generic words, uses conversational register and is constructed spontaneously by the speakers.

Talk as transaction refers to situations where the focus is on what is said or done. Talk is associated with activities that engage speakers to do or create something, with topics of knowledge, or with the pursuance of goods or

services. This type of interaction is mainly concerned with giving and receiving information. The focus is on the message and not on participants; there are frequent questions, repetitions comprehension checks and linguistic accuracy is not always important.

Talk as performance refers to public speaking in order to transmit information before an audience. This is the case of speeches, for example. It is structured, the language is more predictable, and emphasis is put on form and accuracy. It is closer to written language than conversational language.

What shall be assumed is that normally interactional and transactional discourses do not act separately. If we think about what we do daily to maintain speaking actively is that normally talk as interaction and talk as transaction are not mutually exclusive; most of the time they tend to be mixed together.

At this point it is worth mentioning some characteristics of spoken language in order to relate them to adjacency pairs. Pipek, states that spoken language is less explicit than written language because it is usually accompanied by body language, vocal sounds, overlaps, hedges, and other characteristics particular to conversational structure. From this point of view, spoken language lacks clear sentence structure because conversation normally calls for interruption and pauses. Incompleteness is a characteristic of spoken language; speech has simpler syntactic structure than writing (33).

Under these considerations it is worth saying that many socio-pragmatic issues can be considered important when learning a target language, yet we are going to focus our discussion throughout this chapter on patterns of conversational structure, such as backchannels as responses, and adjacency pairs with the style and register they display because of the importance they have for oral interaction with native-speakers of English or competent speakers of this language.

Human beings, in an attempt to express themselves, will try to use any resource available. In this sense, Yule states that when utterances are

produced they contain words and grammatical structures, but the salient point to those utterances is that actions are performed through those utterances (47). At this point it is relevant to add that not only words are charged with meaning but additional features such as vocal sounds, gestures, pauses, and even silence all accomplish a function in a face-to-face interaction or in any spoken situation.

The term interaction cannot be seen as a simple conversation; it contemplates intrinsic elements related to social encounters, i.e., a teacher talking to students or a customer talking to a clerk or two friends talking to each other. The social status between the participants in the conversation may call for the appropriate choice of language features as well as the level of intimacy will determine the use of a variety of lexical and non-lexical items.

Yule advises the recognition of some aspects in a conversation structure, but the author especially emphasizes what has been called technically the 'floor', in other words, the right to speak. In order to have control of this aspect, speakers should be aware of what is called turn-taking, which is conventionally known and shared by members of a speech community. This system of taking the floor or holding the floor is related to speakers' sense of cooperation to change from one condition to another appropriately according to a local management system which may differ from one social group to another (72).

Among the conversational elements that are closely related to turn-taking there is a very important one called backchannels which needs to be discussed due to the implications it has for real life interaction, and also because it has largely been neglected by editors of textbooks and teachers, thus, denying learners the possibility of acquiring part of the pragmatic ability needed to communicate effectively.

4.2 Backchannels

In order to create a theoretical framework that allows readers to understand the influence of backchannels in classroom interaction, we will

introduce some principles postulated by linguists such as Yule, Heinz, Cutrone and Wannaruk, who have written some concepts related to these conversational pragmatic elements.

Yule states that backchannels are signals that show that the person not holding the floor (the listener) is paying attention to the one in their turn of talking (the speaker). When extended turns occur in a face-to-face conversation or in interaction over the phone the speaker in their turn expects to hear something that tells him that the other person is following the conversation (75). The absence of these devices may be interpreted as not being interested on part of the listener and interaction may break down.

Vocal sounds such as *yeah*, *uh huh*, *mmm*, *hugh*, *oh*, *gosh*, *wow* or short utterances like *yes*, *right*, *okay*, *fine*, *no way*, *yeah*, *then*, *cool*, *I know*, *right*, *fine*, and *no way* among others, constitute the large amount of vocal backchannels that listeners may utter to show interest in the conversation.

In addition, Heinz points out that non-verbal backchannels like head nods, head shakes, smiles, laughter, eye contact, shoulder shrugs, gestures, are also important signs of response to interaction (1114).

Stenstrom, mentioned in Pipek (19), in her contribution to backchannels describes them as support moves that contribute to conversation flow as long as they have the following characteristics:

1. They are not a turn in their own right and thus do not involve speaker shift
2. They may be inserted anywhere in the ongoing talk
3. They may overlap with part of the ongoing talk
4. They are replaceable by body language
5. They may be accompanied by body-motion

Backchannels acquire meaning while oral interaction occurs; technically it is explained as two channels operating at the same time; the main channel is the channel through which the person holding the floor sends messages,

and the 'backchannel' is the one over which the listener provides useful information without taking the floor (Wannaruk 168).

These pragmatic elements of conversational structure make the conversation flow. Insignificant as they seem to be, misunderstanding may occur if they are misused or simply ignored. The recognition of backchannels as important elements in the conversational structure is empowered with Grice's Cooperative Principle which points out that "talk exchanges are intended to be cooperative efforts" (Heinz 1114).

Referring to the classroom setting where the speaking skill needs to be developed as an integral part of other skills for communication, these elements cannot be ignored, but, unfortunately, research into adequacy of textbooks to teach communicative practices that reflect authentic conversation, according to Vellenga, has found that textbooks rarely include adequate explanations and models of how conversation works in English and that the material they present should be more closely to real-life spoken language if communicative competence is going to be developed (1). Then, students' aural material should provide learners with opportunities to listen to real-life-like conversations so that learners increase their awareness on discourse markers like backchannels. While the interlanguage process occurs, students should notice their presence and their use so that they can intake those elements as important parts of conversational structure.

On the other hand, backchannels must become part of the teacher's classroom language while interacting with the students. In other words, input during classroom instruction should display socio-pragmatic elements of many types throughout the teaching-learning process. If this does not occur, communicative competence will not be developed fully because of the lack of socio-pragmatic input.

To conclude this general introduction, we emphasize that backchannel use is important in face-to-face interaction, but it is essential while communication occurs via means that prevent people from seeing each other, for instance, over the phone. The fact that participants in telephone

conversations lack access to nonverbal information, vocal backchannels acquire much greater significance.

4.2.1 Backchannels and the function they accomplish

Besides backchannels being a device that indicates contribution to the conversation flow, they accomplish a function depending on the context in which they are articulated, and depending also on the intimate desire of the listener (Cutrone 169-170). The following functions are mentioned as the most important:

4.2.1.1 Completion of an idea

When the listener completes an utterance that the speaker has begun because he/she knows what is going to be said, the backchannel used completes the message the speaker wanted to communicate. This backchannel has the support of a very familiar context where the listener knows what is going to follow because of a systematic repetition of something or because a cliché is being used and the listener usually completes the last part. Let us consider the following example where the backchannel is boldfaced:

Example 1
A: Honey, remember tomorrow is Anny's birthday and she wants...
B: …the new blue coat!

4.2.1.2 Request for clarification

Sometimes a backchannel is a shortened question serving the function of making sure that the information being heard is such. The listener wants the speaker to repeat what he/she failed to hear or wants to reconfirm that what was heard is correct. Let us consider the boldfaced answer:

Example 2
A: I have to work on Sunday
B: Sunday!

4.2.1.3 Linking preceding thoughts

Backchannels restating an idea that has just come into the mind of the listener are related to the speaker's preceding thought. This function, according to the intonation used by the listener, may be interpreted as asseveration of the idea or as an opposite thought.

Example 3
A: You know that Sammy's nice?
B: Yeah, nice!

4.2.1.4 Signaling attentive listening

Some backchannels uttered with the purpose of signaling the primary speaker to continue holding the floor accomplish the function of telling the listener to continue and finish the idea being conveyed. The following non-lexical items: *uh huh*, *yeah*, *mmm*, *huh huh*, *oh*, *ahaa,* or the lexical unit *then,* fully accomplish this function with a rising intonation.

Example 4
A: Today I was so busy honey. I went to the mall, to the hairstylist, to the dentist…
B: Then?
A: I picked up the children from school and went to the office.

4.2.1.5 Display understanding

This function is identified when the speaker says something unknown to the listener or when confirmation of the listener's comprehension is needed. Features such as *I see, Oh yeah, Uh huh* may serve this purpose.

Example 5
A: How can I get to the stadium?
B: Go straight two blocks, and then turn left, and then walk down two more.
A: I see.

4.2.1.6 Showing agreement or disagreement

When the speaker talks about ideas or unknown facts, the listener provides a backchannel to show agreement with the speaker. Lexical features

like *that's exactly true*, *I think so too*, *right*, *how true*, *I agree*, and *yeah* can be considered agreement backchannels.

Example 6
A: His is a psychological matter.
B: That's right.

4.2.1.7 Emotional response

This function is identified when the listener sends exclamatory messages indicating surprise, disagreement or amusement. The non-primary speaker responds emphatically to a statement made by the primary speaker. Backchannels that achieve this purpose also indicate emotional support.

Example 7
A: I'm planning my trip for July.
B: Fantastic!
A: What's so fantastic?
B: I can go with you.

As can be noticed, small units of spoken langue acquire meaning depending on the function they perform. In spoken language, all the elements that constitute conversational strategies improve the quality of interaction which by nature is interpersonal. Through short or long interactions, human beings establish their social and personal relationships.

4.3 Adjacency pairs

Yule states that adjacency pairs are the utterances that occur sequentially every turn-taking. There has to be a first part produced by one of the speakers in order to obtain a second part produced by the other speaker. Accordingly, talk tends to occur in responsive pairs; however, the pairs may be split over a sequence of turns. That is, not all first parts immediately receive their second part. It may occur that a question-answer sequence might be delayed because another question-answer intervenes (77).

Technically, an adjacency pair is composed of what is known as first pair part (FPP) and a second pair part (SPP) and with the condition of deriving

from the same pair type. The production of an utterance immediately produces an answer, unless an interfering question is placed in between. Yule illustrates appropriateness in adjacency pairs stating that a question such as 'What's up?' requires the addressee to provide an answer in the following turn in order to complete the adjacency pair. A satisfactory response, in this case, could be 'Nothin' much' , but a second pair such as 'it's none of your business' is a response that is rather rude and fails socio- pragmatically to complete the second pair because it violates Grices'cooperative principle, in the sense that interrupts the interaction and communication breaks down (Yule 77).

According to Cutting, adjacency pairs are especially important in conversational structure because "the utterance of one speaker makes a certain response by the next speaker very likely" (28). Normally, adjacency pairs are analyzed in interactional and transactional talks, which by nature, follow a sequence of question-answer, offer-accept, blame-deny format or others because speakers are mutually constructing and negotiating meaning. While a conversation is ongoing, the adjacency pair structure accomplishes functions of the language. For instance, the function of greeting each other is done through the adjacency pairs 'hello' and the second pair 'hi'. The function of offering and accepting or rejecting is accomplished through the following first pair: 'Would you like to come with me to the museum?' and the second pair 'I'd love to!'

It is important to notice that the FPP does not necessarily have to have a question form; it can be a speech act accomplishing the function of complaining which a competent language user must understand in order to give an appropriate SPP. Let us consider the following speech act which accomplishes the aforementioned function:

| **Example 8** |
| **A:** It's awfully cold in here! |
| **B:** Oh, sorry, I'll close the window. |

In the FPP you can read between lines that the person is suggesting that the hearer close the window, an action that the speaker offers to do. The first part of the pair, without being a formal question, calls for an adjacency pair in the form of a remedy.

4.3.1 Types of adjacency pairs

Depending on the function and purpose of the speech acts, Belinda (8-11) suggests Coulthard's classification of adjacency pairs:

1. Statements: acts that do not take the form of a question but require a second pair providing information or the realization of some action (refer to example 8)
2. Questions: acts by which the person uttering the FPP needs some sort of information as SPP. This type of adjacency pair can have a subdivision:
   a) Identification questions which are identified as WH questions and require information
   b) Polarity questions which are acts that require a yes/no answer produced by vocal sounds or lexical units. Polarity questions can also take the form of alternative questions

Example 9	Example 10
A: Where's the nearest bank, please? **B:** Two blocks from here.	**A:** Are you free in the afternoon? **B:** Sure.

   c) Confirmation questions, which are acts that imply confirmation of what has been uttered. Tag questions usually serve this function

Example 11
A: Nice weather, isn't it?   **B:** Yeah!

3. Requests: acts that ask the addressee to do something or let the speaker do something. There are two forms of requests:
   a) Action requests
   b) Permission requests

Example 12	Example 13
A: Can you close the window?	**A:** Can I smoke here?
B: Sure.	**B:** Of course! I also smoke.

4. Offers and invites: acts uttered with the expectancy of acceptance. They can be considered as requests but are less formal. They take the form of interrogative, declarative and imperative. The following three examples show the functions respectively:

Example 14	Example 15	Example 16
A: Want some coffee?	**A:** I'll get you a cup of coffee.	**A:** Have a cup of coffee.
B: Thanks, but I just had some.	**B:** How nice!	**B:** Thank you!

5. Greetings and thanks: acts that have as primary function the establishment of social interaction and normally are uttered with fixed pair such as: 'Hi' and 'hello' 'Good morning' with 'good morning', 'thank you' and 'you're welcome' are some examples of this type of fixed pairs.

According to the theory of adjacency pairs, the second pair is unpredictable in form but it is always related in meaning to the first one (Belinda 9). This assertion makes us think about the type of input and output that occurs in activities that promote interaction in the classroom. Because of the experience in teaching, normally students are encouraged to produce grammar-structured FPPs and provide grammar-structured responses as SPPs, which is rarely observed in spoken language.

The influence of only enhancing grammar and accuracy, which may be good for talk as performance and writing as well, could be counterproductive when developing speaking in the classroom because it might end up with negative results for the learners when interacting in real life. The following anecdote provided by Richards and one of his students in Hong Kong illustrates this assertion:

> ….the other day one of my students did an excellent class presentation in a course for computer science majors,

and described very effectively a new piece of computer software. However a few days later when I met the same student going home on the subway and tried to engage her in social chat, she was at a complete loss for words. (5)

The issue of adjacency pairs as units of conversational organization is intrinsically related to language style and register. The following chapter provides the rationale for a better understanding of these terms that are influential in uttering speech acts according to the context in which they are produced.

4.4 Style and Register

Variation in language forms are determined, according to Holmes, by the context in which speech acts are uttered, "Language varies according to its uses as well as its users, according to where it is used and to whom, as well as according to who is using it. The addressees and the context affect our choice of code or variety, whether language, dialect or style" (Holmes 223). One or other function may be expressed with different words, grammar structures or simply by different expressions. Holmes' concept of style and register will help better understand the focus of this chapter where we try to determine the relationship between adjacency pairs, and style, as well as some evidence of a particular register used by teenagers to maintain an acceptable interaction when using the foreign language.

4.4.1 Style

Style is referred to by Holmes as language variation depending upon situational factors such as setting, addressee, task or topics (246). We can talk about formal, informal and academic style as the most common in language contexts.

The influential factors for word choice are linked with the context where socio-linguistics and socio-pragmatics determine norms for choosing an appropriate style. Dealing with a suitable style according to the social status of

the person, the setting, the topic and the task are determinant and cannot be observed in isolation. The inobservance of any of them will contribute to misunderstandings or rudeness on the part of the speaker. Let us consider the following requests taken from Holmes (223).

Example 1	Example 2
Where were you last night? I rang to see if you wanted to come to the pictures.	Could you tell the court where you were on the night of Friday the seventeenth of March?

These two examples illustrate language variation even though the function for both is the same: to find out the place where the addressees were. In the first, the word choice was made because the person being asked is a friend, while in the second the style is very formal since the addressee is in a law court. It would not be socio-linguistically appropriate if the first inquiry would be addressed as 'Could you tell me where you were on the night of Friday the seventeenth?' to a close friend or vice versa.

Style and adjacency pairs are closely correlated due to the fact of interaction between the speaker's first question or statement and the addressee's response. However, the choice of style depends also on the context and on the relationship between interactors. If the speaker taking the floor utters the first pair with a formal speech because the context calls for it, the addressee in their turn should consider a formal word choice as well. It would not be appropriate to respond with a formal style if the first pair is uttered informally; neither would it be appropriate for an informal answer to a formal question.

Holmes notes that the better you know someone, the more casual and relaxed the speech style that is used (224). For instance, the function of thanking someone for a favor may be expressed with different expressions; however, the closer the relationship with the person the more casual the expression would be. Let us analyze the language in the following illustrations:

Example 3		Example 4	
Professor:	Here you have your chapter corrected.	**Michael:**	Here you have my car key.
Student:	Thank you very much, professor.	**John:**	I owe you one.

The choice of 'thank you very much, professor' in the first example shows the social distance between the actors while the election of 'I owe you one' in the second shows a Basic Socio-pragmatic elements when developing 'speaking' in the Foreign Language pragmatic insight of a close relationship between the actors; therefore, there is a variation in the style of the second adjacency pairs.

4.4.1.1 Standard English

Crystal, mentioned in Rühlemann, points out that Standard English is a well-known variety of English yet she calls it "a minority variety" in the sense that it is not produced by the majority of, at least, the British population, but, conversely , its understood by a majority of English native speakers and even by international population who speak this language (674).

The notion of Standard English is related to formal style and it is far removed from day-to-day social interaction in real life. Rühlemann points out that, Standard English has been the major model for teaching both writing and speech in countries where English is not the native language. He states that the standard varieties of British and American English have been exhibited as the ideal model in EFL textbooks without taking into account its inadequacy for conversation due to the fact that its grammar differs too much from conversational grammar. Consequently, he calls for a revision of the use of Standard English in EFL classes due to the lack of socio-pragmatic issues that real life interaction is based on; he calls instead for a more appropriate model based on current spoken corpus analyses (680).

4.4.2 Register

According to Holmes, register is described by some linguists as the specific vocabulary associated with different occupational groups. However,

there is no agreement in dividing style and register. Holmes indicates that when distinction between style and register is made, then we are talking about "common interests or jobs or the language used in situations associated with such groups" (246).

On the other hand, Biber, in Rühlemann, refers to registers as "situationally defined varieties" that imply variation and situation. Additionally, these two elements of register are expanded by Crystal and Halliday as "social and functional varieties"; social because by nature a register is a variety that depends on the use and context where utterances are said and functional because register is also determined by the implicit message people want to convey (Rühlemann 673).

Along with style, register may also be considered part of the intimacy between the speakers. Young people, for instance have their own register when interacting with members of the same speech community. If someone is out of that jargon or register, that person could hardly cooperate for the enhancement of a suitable interaction.

Let us consider, for example, a very well known verb such as 'hang out', commonly used by people of equal status when making plans for the weekend. This verb could hardly be used when addressing people of higher status because it creates a rude impression. Therefore, a student might be out of tone inviting a professor by uttering 'Let's hang out this Friday, professor' because it is considered a pragmatic failure with respect to style and register.

The above example can be analyzed in the sense that the student has accurate knowledge of the meaning of the verb yet he ignores its inappropriateness of use from the point of view of socio-linguistics and pragmatics regarding style and register.

Under this reasoning, learners of a foreign language must be equipped with cognitive elements that help them develop first of all, awareness on the existence of different styles, and second, be provided with register that correspond to their aims for learning the target language. This begs the

question of what happens if learners of the target language are exposed to formal style only, or vice versa.

Experience tells that learners tend to reproduce mostly the language that has been taught during classroom instruction; in this sense, pragmatic failure might occur because students are basically only exposed to Standard English and rarely to register which corresponds to their ages.

In order to gain fluency, learners of a target language cannot be trained only in grammatical responses; they should be provided with a variety of possible answers while enhancing interaction in the classroom. The following examples illustrate both types of interaction. The first one exemplifies complete answers, as our students are usually taught to answer, while the second one occurs in real interaction between native speakers.

Example 1	Example 2
NS: Are you free later?	**NS:** Are you free later?
EL: Yes, I'm free later.	**NS:** Absolutely.

Example 3 reveals that the English learner usually tends to respond with grammatically correct answers. This interaction neither sounds natural nor reflects real use while the interaction in example 4 does.

It is known that textbooks, and teachers, normally insist on the correct structure of questions. Long periods of classes are devoted to form questions according to formulae given for question formation. In this sense, communication failure can occur because in authentic situations grammatically correct questions are not always used, or needed. Let us consider the following examples in the context of a restaurant contact:

Example 3	Example 4
Waiter: Would you like to sit in the smoking or non-smoking section?	**Waiter:** Smoking or non-smoking?
Customer: Smoking, please.	**Customer:** Smoking, please.

The intention is not to say that structure of questions might not be taught; the point is to say that alternative forms should be practiced in

classroom interaction. Exposing students to formulaic question-making and question-answering, means providing only a formal style of speaking, while approaching a variety of models allows them to gain expertise in real communicative situations.

Accordingly, when textbooks are edited, authors should keep in mind the following: firstly, that the main objective for learning a foreign language is to communicate in real life and, secondly, that a course book must be addressed to target learners sharing the same interests, age and needs.

The complexity of the interlinked elements underlying the concept of communicative competence has been developed thoroughly in this theoretical framework; demonstrating that each of the issues regarding language are intimately associated to culture and society. Foreign language learning cannot be seen as only learning grammar or lexical chunks, but learning the culture and socio-linguistic aspects of the target language.

So far, the theoretical framework has provided readers with general and specific ideas of what it means to be communicatively competent in a target language.

The following chapters deal with the research itself. The methodology followed in order to obtain qualitative and quantitative data, and with the analysis and interpretation of the information, to end up with some conclusions and personal proposals.

CHAPTER 5

ANALYSIS AND INTERPRETATION

5.1 Analysis and interpretation of the results of the pragmatic test given to students

5.1.1 Students' test first part: grammar or pragmatic adjacency pairs

Dialogues 1 and 2

Which of the following responses do you think is the most appropriate in the following short dialogues? Circle the letter of the answer

Dialogue 1	Dialogue 2
Your mother: Did you clean your room?	**Your mother:** Do you like your new dress?

You: a) Yes, I cleaned my room.
     b) Yeah!
     c) OK!
	You: a) Wow!
	     b) Yeah!
	     c) Yes, I like my new dress.

Analysis and interpretation

Both short interactions contain an adjacency pair that corresponds to Belinda's adjacency pair classification as polar questions that need a positive or negative answer. According to conversational strategies, as has been seen previously, spoken language calls for utterances that are neither grammatically fixed, nor lexically formal. Therefore, the responses that are most adequate from a socio-pragmatic view of the language were the 'b's' in both cases.

In the first interaction, the 'yeah' indicates that the task has been done while in the second one the 'yeah' indicates a positive response but accomplishes the function of showing emotional response for the primary speaker. Both SPP's are functionally related to their corresponding FPP.

Furthermore, selecting the 'wow' option in the second interaction could also be possible if the context was thought to be a surprising one where the

mother surprised her daughter with a new dress. If this was the case 'wow 'or 'yeah' accomplish the same function with a higher degree of emotion placed in 'wow'.

The least appropriate answers according to socio-pragmatics are 'a' in the first interaction and 'c' in the second one because they are rather grammatical-oriented SPP's, and 'OK' does not make sense in this context.

Table 1: results from dialogue 1

Indicators	No. students	Percentage
a. Yes, I cleaned my bedroom	108	90%
b. Yeah	6	5%
c. OK!	6	5%

Figure 1: results from dialogue 1

Did you clean your room?

Table 2: results from dialogue 2

Indicators	No. students	Percentage
a. Wow!	3	2,50%
b. Yeah!	12	10%
c. Yes, I like my new dress	105	87,50%

Figure 2: results from dialogue 2
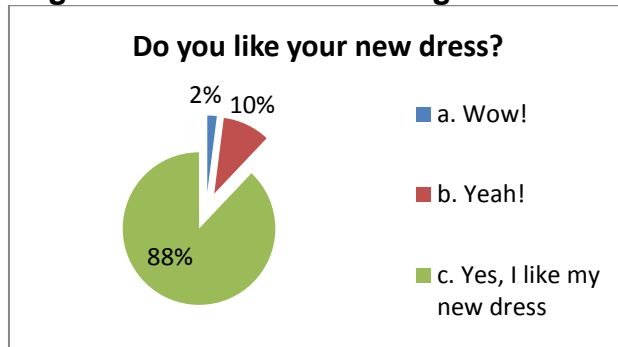
The highest percentage of choice-making for both interactions is the grammatical one as can be seen in the corresponding tables and figures, especially in interaction 1. The pragmatic choices are low indicating that students are not used to respond with vocal sounds or any other pragmatic element.

In interaction two, however, 10% respond appropriately, and also a lower percentage indicate that 'wow' is the most suitable.

The results, so far, indicate that students are used to give grammatical answers as responses to interaction.

Dialogues 3 and 4

Which of the following responses do you think is the most appropriate in the following short dialogues? Circle the letter of the answer

Dialogue 3	Dialogue 4
Your teacher: Did you do your homework? **You:** a) Gosh! b) No, I didn't do my homework c) No way!	**Your teacher:** Did you know that Aztecs had a calendar? **You:** a) No, I didn't know that Aztecs had a calendar b) A calendar? c) Fine

Analysis and interpretation

The two conversations have been grouped for their analysis because both contain SPP's that imply a negative answer to the adjacency pair of polar type.

In the case of dialogue 3 'gosh' is a SPP that shows an emotional response that implies a negation to the question. Pragmatically, it carries more meaning than 'No, I didn't do my homework. Finally, 'No way' is an irrelevant negative response because of the context.

On the other hand, the pragmatic response 'a calendar?' in dialogue 4 is a short question that accomplishes the purpose of asking the speaker holding the floor for clarification. In the context of this interaction, it means that the person did not know that Aztecs had a calendar. Regarding the other two alternatives, 'No, I didn't know that Aztecs had a calendar' is acceptable, however, it is a grammatical SPP rarely used by competent speakers of the language in real life interaction. Finally, 'fine' does not fit in the context.

The following tables show students' answers for each conversation respectively:

Table 3: results from dialogue 3

Indicators	No. students	Percentage
a. Gosh!	14	12%
b. No, I didn't do my homework	95	79%
c. No way	11	9%

Figure 3: results from dialogue 3

Did you do your homework?

■ a. Gosh! ■ b. No, I didn't do my homework ■ c. No way
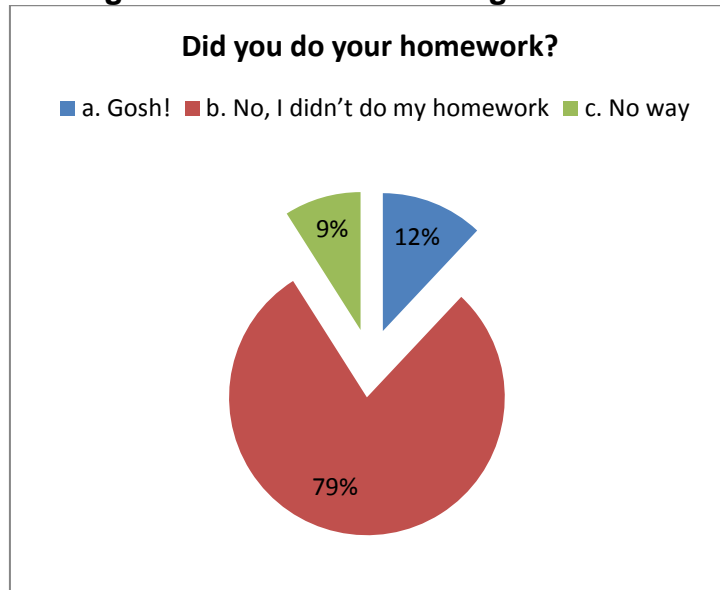
Table 4: results from dialogue 4

Indicators	No. students	Percentage
a. No, I didn't know that Aztecs had a calendar	102	85%
b. A calendar?	12	10%
c. Fine	6	5%

Figure 4: results from dialogue 4

Did you know that Aztecs had a calendar?

- a. No, I didn't know that Aztecs had a calendar
- b. A calendar?
- c. Fine

85% / 10% / 5%
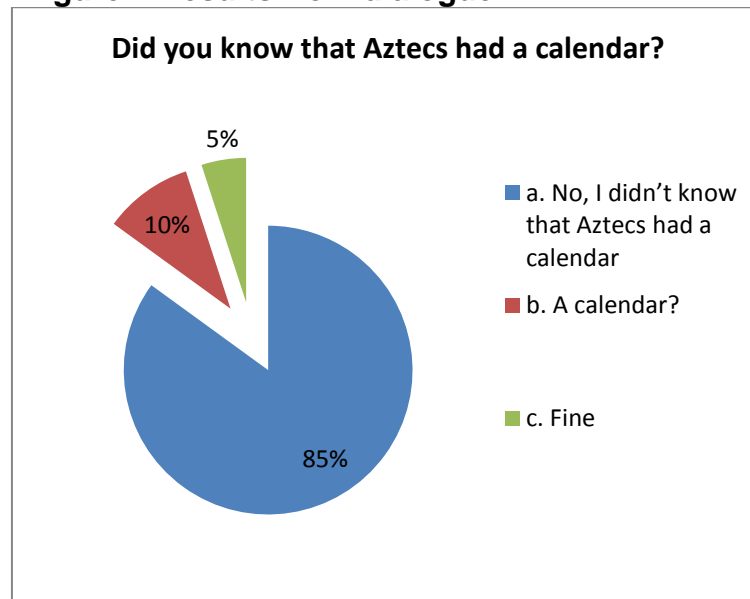
The idea of grouping conversations makes sense to enable the researcher and readers to read the tables and visualize in the figures the results of two interactions that hold pragmatic issues that imply a negative answer; however, none of the pragmatic elements have been chosen by a considerable number of students as appropriate answers.

In dialogue 3, 79%, that is 95 students, selected the grammatical answer as the most appropriate. Only 12% indicates that 'gosh' could be a suitable answer instead of saying 'No'. The answer 'no way' which is a distracting answer was chosen by 9% of students.

In dialogue 4, the behavior is repeated in the sense that the grammatical answer was by far the most chosen. And even a bigger number, 102, that is 85% of students chose the answer that follows the pattern of a complete grammatical answer, ignoring the presence of an SPP that pragmatically serves the same function. The answer that demands pragmatic knowledge was only given by 12% of students while 6% chose the distracting answer that does not make sense in the context.

Again, the answers selected by the students are grammatical, and the number of choices is determinant for our study.

Dialogues 5 and 6

Which of the following responses do you think is the most appropriate in the following short dialogues? Circle the letter of the answer

Dialogue 5	Dialogue 6

Your friend: Who is your favorite singer?
You:
    a) My favorite Singer is Chayanne
    b) Well . . . Chayanne!
    c) Chayanne is my favorite singer
	Your friend: You look pretty healthy! What are you doing?
	You:
	    a) I'm doing something special
	    b) Really? Well… swimming every day
	    c) I'm doing something special. I go swimming twice a week

Analysis and interpretation

These two interactions, in the classification of adjacency pairs, stated by Belinda (chapter 4) are considered to be of the type of identification adjacency pairs; speakers need some sort of information. Therefore, SPP's in both interactions provide information that could match perfectly with the FPP's; however, only one of them, alternative 'b' for both interactions, is the more adequate because they contemplate the pragmatic and socio pragmatic norms of spoken language. The other alternatives are structurally fixed and follow patterns of prescriptive grammar. Therefore, choosing 'well . . . Chayanne' (Table 5 below) and 'Really, well . . . swimming every day' (Table 6) in the second one sound more natural. Additionally to sounding more natural, turn-taking theories state that normally when there is a switch on floor-taking, hesitation, pauses and introductory vocal sounds are produced (Yule 72). This principle has been illustrated in these two interactions.

Table 5: results from dialogue 5

Indicators	No. students	Percentage
a. My favorite singer is Chayanne	100	83%
b. Well… Chayanne	6	5%
c. Chayanne is my favorite singer	14	12%

Figure 5: results from dialogue 5

Who is your favorite singer?

- a. My favorite singer is Chayanne
- b. Well. . . Chayanne
- c. Chayyanne is my favorite singer
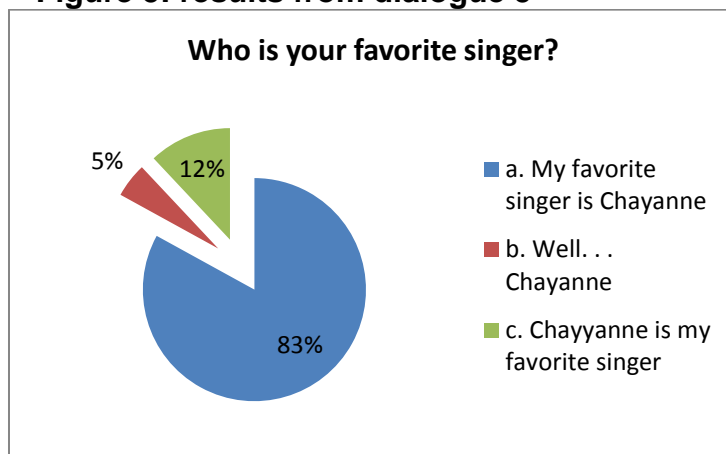
Table 6: results from dialogue 6

Indicators	No. students	Percentage
a. I'm doing something special	41	34%
b. Really, well . . . swimming every day	17	14%
c. I'm doing something special. I go swimming twice a week	62	52%

Figure 6: results from dialogue 6

You look pretty healthy! What are you doing?

- a. I'm doing something special — 34%
- b. Really, Well . .. Swimming every day — 14%
- c. Yes, I'm doing something special. I go swimming twice a week — 52%
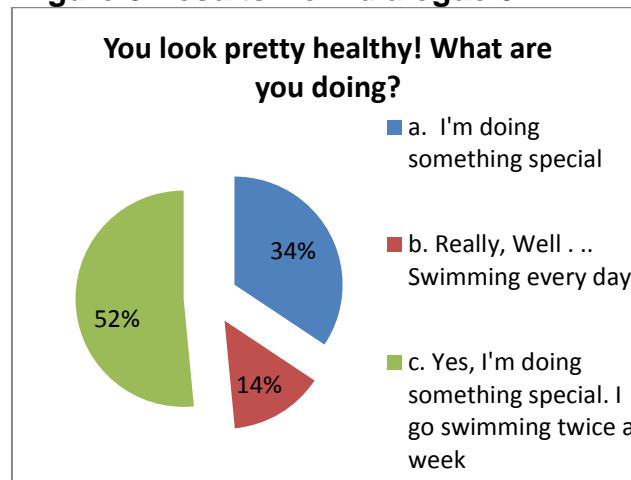
In interaction 5, 83% of the students made the grammatical selection as the second pair. This is a very high percentage compared with the 5% who indicate 'Well… Chayanne' as the appropriate response, which indeed it is because of the element 'well' that normally accomplishes the function of introducing a new though. A little time of hesitation is given in real-life conversations because the person who is going to hold the floor often needs time to think about the answer. Answering 'Chayanne is my favorite' means also a structural approach to answering questions. And it might be added to the grammatical preferences.

In the sixth conversation, the second adjacency pair being favored by students' selection is the one that has all the grammar elements in perfect order. 52% of the students preferred this option. Along with this percentage we can interpret that the other 34% also selected a kind of grammatical answer without noticing that this is an ambiguous answer because it does not provide the information required by the first adjacency pair. If we add up these two percentages we observe that a large number of students, 86% opted for prescribed answers.

Only a low number of students, 14%, are aware that the second answer is the most appropriate one in day-to-day interaction. In spite of being this answer incomplete in the composition of a grammatical answer, pragmatically it tells more than the other ones, and sounds more natural.

Once again, adding up the highest percentages so far, grammatical responses are the preferred ones.

5.1.2 Students' test second part: socio-pragmatic conversations

Dialogue 1		Dialogue 2	
Your professor:	Thank you for your e-mail.	**Your professor:**	Thank you for your e-mail
You:	My pleasure.	**You:**	Never mind.

Analysis and interpretation

The influential factors in these four illustrations where adjacency pairs appear were not analyzed from the adjacency pair theory, but rather from a sociolinguistic view of language choice as was intended when designing the test. The selection of language units is related to the social status of participants in a conversation. We must remember that during the development of principles regarding socio-linguistic and socio pragmatic aspects of a language, in chapter 2, Holmes acknowledges that these aspects are influential to avoid misunderstandings between the speakers. Inobservance of social status, for example, may be seen as an act of rudeness on part of the speaker.

Therefore, selecting the second dialogue as the most appropriate is not correct because of the social status between speaker 1 and speaker 2. 'Never mind' is rather seen socio-linguistically as an adequate response in a friendly environment while 'my pleasure' is a more formal register for this concrete case.

Dialogue 3	Dialogue 4
Your friend: I thank you very much.	**Your friend:** I owe you one.
You: You're welcome.	**You:** It was nothing.

In the analysis of the SPPs, dialogues 3 and 4 go on the same line; the register used in the FPPs of the adjacency pair in dialogue 3 is not the correct one according to the social status of the speakers. If we consider that both

interactions are held in a friendly environment because of the status of the participants (friends), then saying 'I thank you very much' does not correspond to the context while the style and register used in dialogue 4 in both adjacency pairs fulfill the requirements for a friendly context where word choice tells us that interaction is occurring between two friends.

The results displayed in the next table show the students' choice in each conversation. It is necessary to remember that 120 students took the test.

Table 7: socio-pragmatic choices

Indicators	Frequency	Percentage
Dialogue 1 (appropriate)	53	44%
Dialogue 2 (inappropriate)	67	56%
Dialogue 3 (inappropriate)	85	71%
Dialogue 4 (appropriate)	35	29%

Figure 7: socio-pragmatic choices
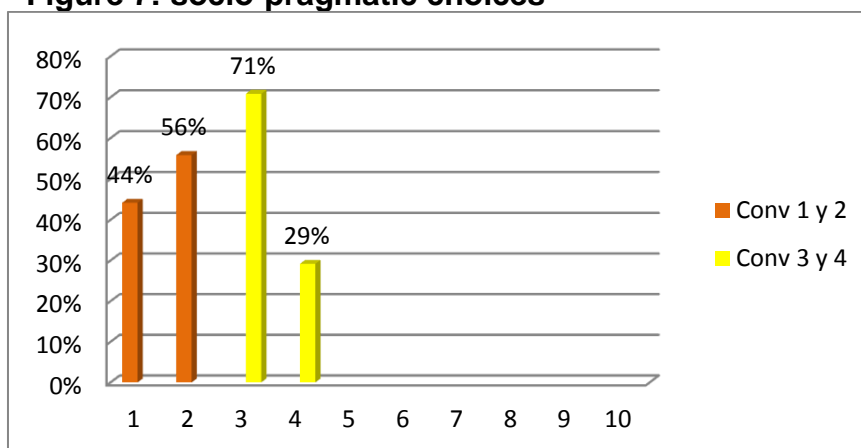
Percentages of indicators chosen in dialogues 1 and 2 are not completely distant one from another. 44% of the students assume that interaction 1 is correct, which indeed it is. In this illustration there is reciprocity between language choice and the social status of the speakers. 'My pleasure' displays the formality needed when addressing to someone of a superior position, in this case the professor. However, 56% state that interaction in

number 2 is the adequate one, which it is not. While showing knowledge of the language units that serve as adjacency pairs after a thanking speech act, students ignore the social distance among the speakers because in dialogues 3 and 4 there is a lack of that pragmatic ability when 71% decided that interaction illustrated in 3 was the correct one. It might be interpreted that students chose this example because you're welcome' is a usual adjacency pair for 'thank you' to which they are accustomed, but what they did not realize was the inappropriateness of word choice in 'I thank you very much' in a familiar context where two friends are interacting.

Option 4, was the answer expected because of the context where utterances are produced. The context regarding the social status of participants, (friends), the style and register fulfill socio-pragmatic issues. Only 29% of the students made this selection.

Comparatively, the responses do not follow a line that allows to state that students hold and understand socio-linguistic choices for each interaction. Their answers were chosen because the lexical units were familiar to them. The results drawn are especially interesting to state that students are not used to non-standard register.

5.1.3 Students' test third part: register and style

Analysis and interpretation

Going back to concepts of style and register noted by Holmes and developed fully in chapter 4, style is the language variation that depends on situational factors such as setting while register is the specific vocabulary associated with different occupational groups. At this point, these two concepts are apt for analyzing interactions 6, 8, and 10 as the ones that use an informal style due to the linguistic units uttered by customers and the context where they are produced. If we take a look at 6 and 10, the register and style are even more informal due to the informality of the context of fast-food restaurants.

Therefore, options 6, 8, and 10 are the most adequate from the point of view of pragmatics and socio-pragmatics.

Interaction 5	Interaction 6
Waiter: What are you going to order? **You:** I want a hamburger and some French-fries.	**Waiter:** Your order, please? **Customer**: Let's see **…** a burger and large fries.

Interaction 7	Interaction 8
Waiter: Welcome to "The Grill house" **Customer:** A table for two, please **Waiter:** Would you like the smoking or nonsmoking section? **Customer:** I would like the nonsmoking section.	**Waiter:** Welcome to "The Grill house." **Customer:** We are two. **Waiter:** Smoking or nonsmoking? **Customer:** Smoking, thanks.

Interaction 9	Interaction 10
Waiter: Do you want your hot dog with mayonnaise? **Customer:** Yes, I want my hot dog with mayonnaise **Waiter:** Would you like some onions **Customer:** No, I don't want onions	**Waiter:** Want your hot dog with mayonnaise? **Customer:** Mmmm… no mayo**.** **Waiter:** What about onions? **Customer:** Onions?**...** go easy on the onions

Table 8: results drawn from interactions regarding style and register

Interactions	Percentage
Interaction 5: standard and formal register	44%
Interaction 6: non-standard style and specialized register	56%
Interaction 7: standard and formal register	71%
Interaction 8: non-standard style and specialized register	29%
Interaction 9: standard and formal register	62%
Interaction 10: non-standard style and specialized register	37%

Figure 8: results of interactions regarding style and register
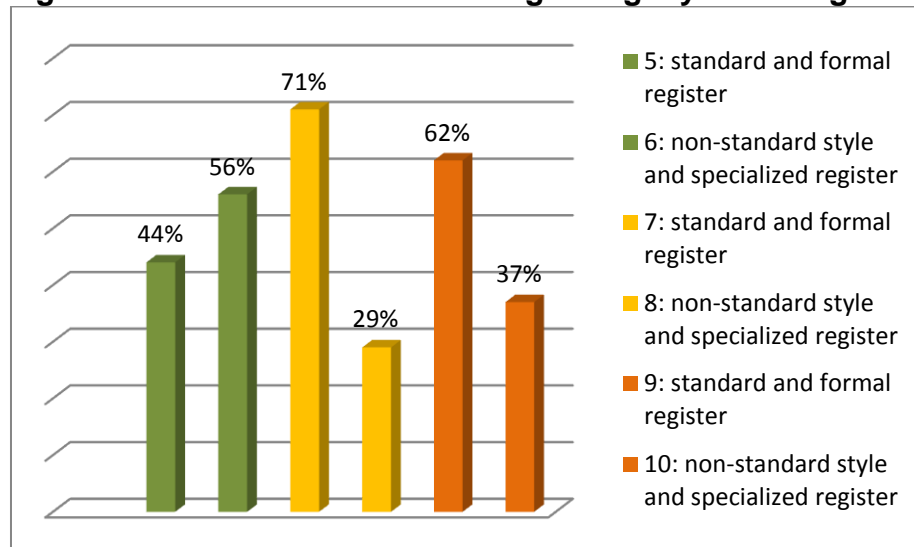
Showing the results as a whole picture of the situation provides readers a better understanding of style and register in spoken interactions in specific contexts where style and register varies because of the context.

The first two interactions, 5 and 6, deserve to be analyzed separately because of the particularity of the results. 56% of the students opted for pragmatic adjacency pairs. It is the first time so far that results in the pragmatic options are higher than the grammar option. It might be interpreted as knowledge of register that normally is used in spoken interaction regarding fast food. The fact of globalization on the subject of fast food, and being in contact with it because of the welcome that international fast-food restaurants have had among young people may make students better able to recognize those words. Pedagogically it might be interpreted as words that have been acquired. Young people normally speak of eating burgers and fries as their favorite food. Krashen' theory of comprehensible input can be seen in these results. Yet, 44% of students still opted for the recurring behavior of choosing a grammatically structured style.

The other results are similar to those that have been drawn during the whole analysis of the test. Interactions 7, with 71%, and interaction 9, with 62%, are still the primary options for students whose knowledge of English is grammar-oriented. This fact can be interpreted as lack of instruction regarding

informal language, as lack of pragmatic exposition in the input students get into the classroom context, and as overwhelming training in grammatical responses.

5.2 Textbook review

5.2.1 Types of listening texts in *Our World Through English 4*

Before going into the specific matter of backchannels, it was important to determine the type of listening texts contained on the CD that comes along with the textbook in order to determine the number of interactions where backchannels could be found. The following are the type of texts that students are provided with while they develop their listening skills and sub-skills:

Analysis and interpretation

Table 9: types of listening texts

Types of listening texts	Frequency	Percentage
EXPOSITORY / NARRATION /INSTRUCTIONS	9	38%
INTERVIEW	4	17%
INTERACTION	4	17%
VOCABULARY/ PRONUNCIATION	6	25%
SONGS	1	4%

Figure 9: types of listening texts
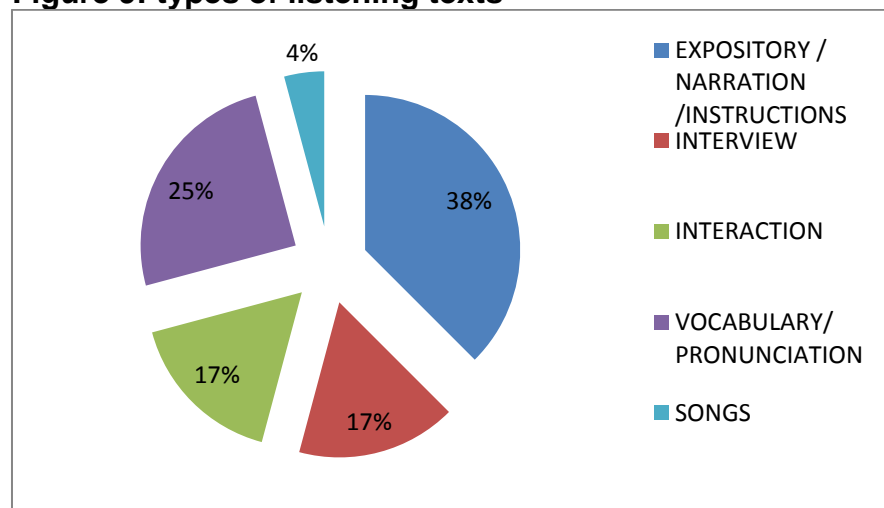
Audio-material that textbooks provide has been criticized for its lack of authenticity. However, CDs are the most used resources in classes when teachers need to develop skills such as listening for general and specific information, listening for inference, taking notes and so on. Therefore, it is not surprising to find a variety of texts that provide information and development of topics that might be considered interesting by learners according to their likes and needs. However, it is notable to determine that only 17 %, which is 4 interactions, serve as model for grasping what a real conversation looks like. The majority of the recorded material, represented by 38%, that is 9 texts, is devoted to expositions, narrations and instructions on content-based material to provide a cross curriculum link. 25% is also devoted to pronunciation of words and to vocabulary presentation.

5.2.2 Backchannels in interactions

Backchannels, as seen in chapter 4, are signals that accomplish the function of responding to the speaker without needing to take the floor. After listening attentively to the recorded interactions, a checklist with the most common backchannels suggested by Wannaruk was used to mark the type and the frequency of use.

Analysis and interpretation

Surprisingly, the following checklist shows that only one interaction in Unit 12 displays these conversation devices (see the script in Annex 2, after matrix 3). Furthermore, just a few of them occurred (refer to figure 10) and it was hard to determine the function they accomplish with respect to the linear perspective of the whole interaction; the suprasegmentals (intonation) were completely unnatural for the context of the interaction the speakers want to create.

Table 10: frequency of backchannels in Unit 12

Backchannels	Frequency of occurrence
Uh	0
yeah	0
Mm-hm	2
wow	1
ahha	2
oh	0
I know	0
yes	0
right	0
OK	0
fine	0

Figure 10: frequency of backchannels in Unit 12
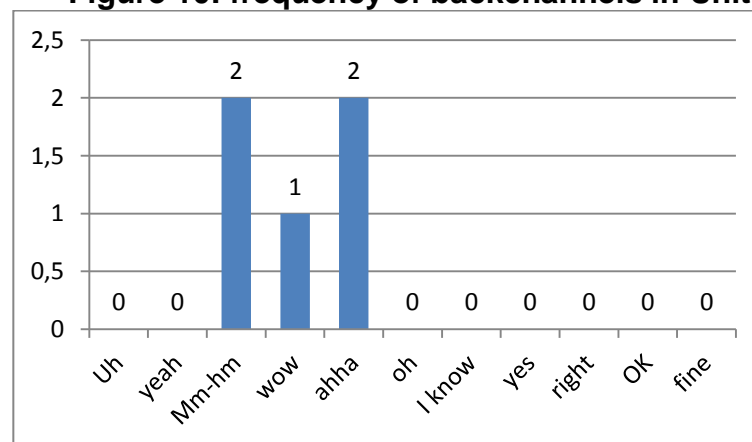
5.2.3 Adjacency pairs in the textbook

The qualitative content analysis developed during the process of reviewing interactive activities in the textbook was summarized in the tables that follow. Additional questions to adjacency pairs were included in the checklist as to have a broader picture of interactions that are promoted in the classroom through the textbook. Some of the questions that guided the review are grouped because of the relationship they maintain. The complete matrix used for each of the 11 activities analyzed can be seen in annex group 2 book review, matrix 4-14.

Question 1 and 2: talk as interaction or transaction

Analysis and interpretation

Table 11: talk as interaction or transaction

Indicators	yes	%	no	%	s/w	%
Does it promote talk as interaction?	1	9%	11	91%	0	0
Does it promote talk as transaction?	10	91%	1	9%	0	0

Figure 11: talk as interaction
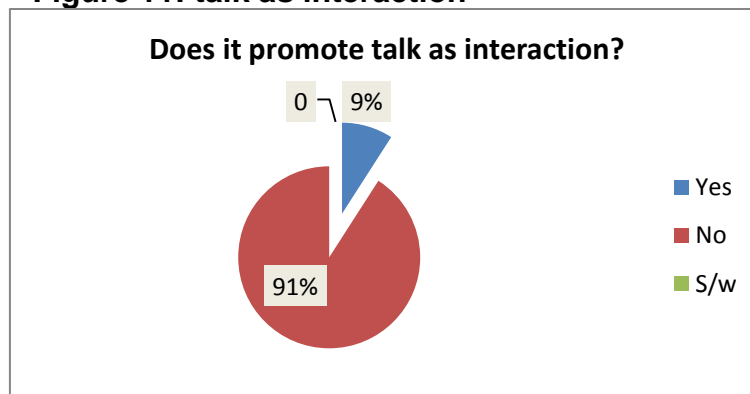
Figure 12: talk as transaction
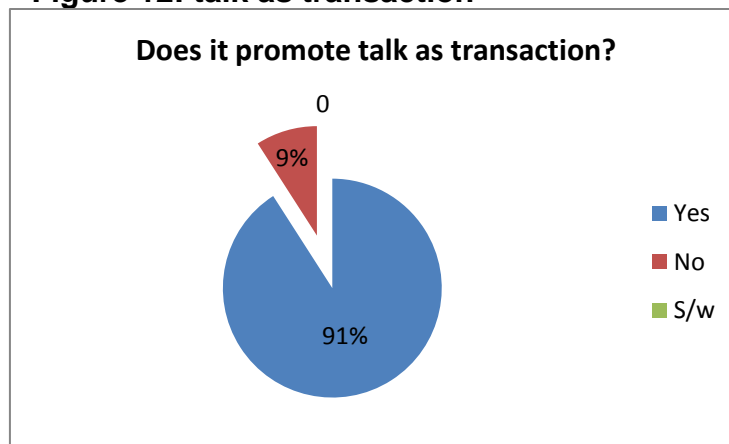
According to what has been stated by Richards regarding talk as interaction in chapter 4, this type of discourse mainly has the purpose of establishing social relationships. During the analysis of instructions and

language suggested to students for their speaking activities it was found that none of them promoted talk as interaction, except one which represents 9%. The major representation, 91% percent, relies on talk as transaction. Figure 11 and figure 12 display graphically what has been explained. It is worth mentioning that having transactional talk is not a negative feature; rather it is part of daily life when people want to get something or get something done.

Question 3, 4 and 5: type of adjacency pairs

Analysis and interpretation

Table 12: type of adjacency pairs

Indicators	Yes	%	No	%	S/w	%
Does the activity promote grammar-oriented FPPs?	9	82%	2	18%		
Does the activity promote short utterances as SPPs?	3	27%	4	36,50%	4	36,50%
Does the activity promote vocal sounds as SPPs?			11	100%		

Figure 13: grammar-oriented first part pair
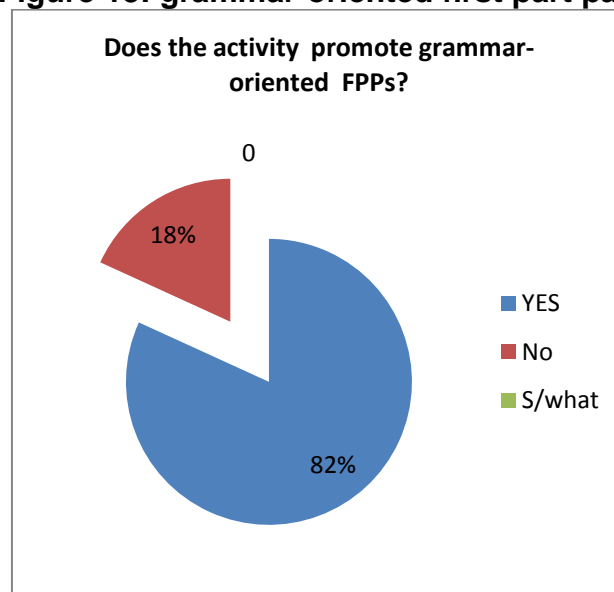
Figure 14: short utterances as second part pair

Does the activity promote short utterances as SPPs?

- YES: 27%
- No: 36,50%
- S/what: 36,5%
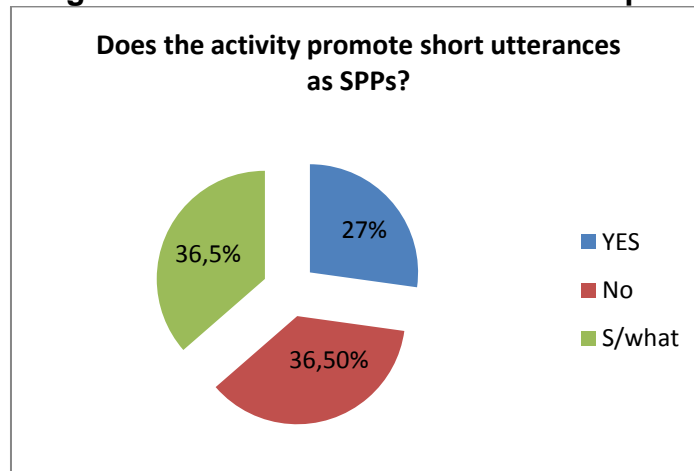
Figure 15: vocal sounds as second part pair

Does the activity promote vocal sounds as SPPs?

Yes: 0, No: 11, S/what: 0
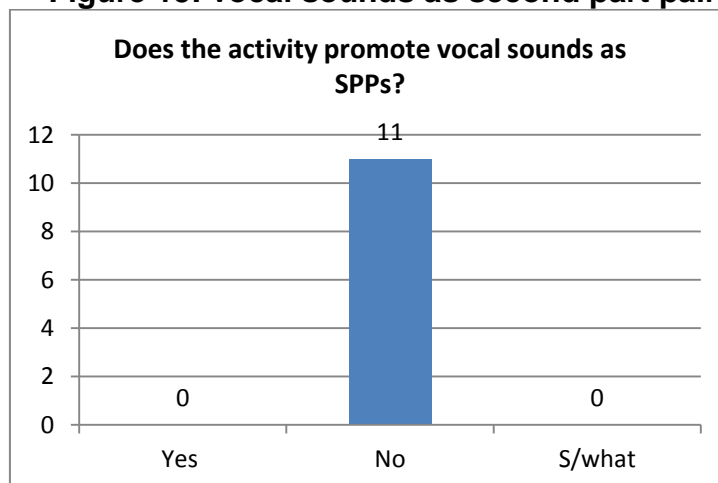
Concerning adjacency pairs, table 12 shows that 9 out of the 11 activities reviewed, that is 82%, promote the use of grammatical FPPs; the other two, that is 18% of the activities are separated from this category because the adjacency pairs used in these interactions were rather content-based (see annex 2, matrix 7 and 14).

Figure 13 offers a more visual illustration to determine that FPPs are mostly grammar-oriented in interactions.

Figure 14 shows that SPPs are more detached from strict formulaic order to answer questions; 27% of the activities promote short answers as

responses. In the 'somewhat' category it has been analyzed that 36, 5% of the responses to FPPs are in a way short answers, but they are followed by the grammar point being taught in the lesson (see matrix 12 and 14). So it might be possible to interpret that both percentages could be added up to favor its use. The other 36, 5%, indicates that the activities promote long and complete answers.

The most significant finding, at this stage, is to determine that none of the activities promote the use of vocal sounds as responses in interactions. In terms of visualizing results, it means that none of the activities display these important elements privileging the use of grammar over conversational strategies (check figure 15). In this situation, learning the target language without a pragmatic and socio-linguistic approach means only dealing with one of the competences of the language: the grammatical competence.

Question 6: cross-curriculum

Analysis and interpretation

Table 13: cross-curriculum orientation

Indicator	yes	%	no	%	s/w	%
Is the activity cross-curriculum oriented?	5	45%	6	55%	0	0

The above table shows that 5 out of the 11 activities are content-based. It means that while students are called for interaction among themselves or between them, transactional discourse has to be built up around topics like geography, social studies or science in order to fulfill cross-curriculum objectives. These types of objectives are stated in a good number of lessons along with language aims that focus on grammatical structures (see annex group 2 matrix 6, 7, 8, 9, 11).

Figure 16: cross-curriculum orientation
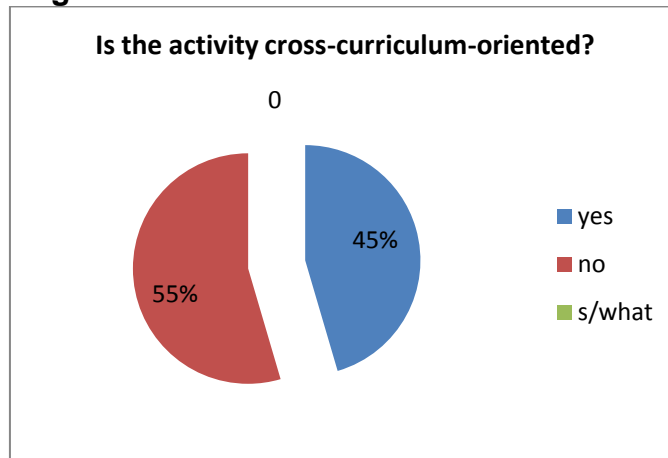
At this point it is valid to ask if the 45% corresponding to cross-curriculum topics are worth studying because themes such as "How is Electricity Made?", "The Electric Light Bulb" "Nature of Invertebrates" "People from the Middle East" "The Cayapos" "Functions of the Body" ,among others, are not part of the curriculum for students whose major is accounting, for example. This is an area that may serve for possible future investigation.

Question 7: students' own discourse

Analysis and interpretation

Table 14: students'own discourse

Indicator	yes	%	no	%	s/w	%
Does the activity provide opportunities for learners to structure their own discourse?	1	9%	4	36%	6	55%

Figure 17: students' own discourse

Does the activity provide opportunities for learners to structure their own discourse?

- yes
- no
- s/what
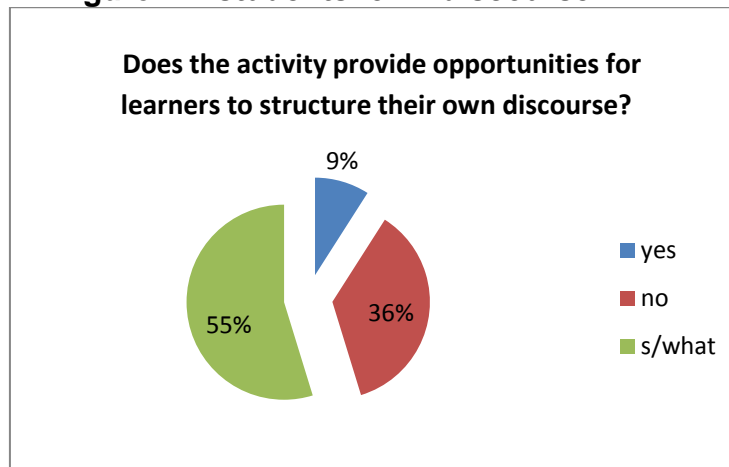
The table containing the results as well as the graphic shows that only 1 out of the 11 activities, which is 9 %, allows students to compose their own discourse. 4 of the activities, 36%, are strictly fixed because they have to give account of content that is being taught. The other 6 activities, representing 55%, were placed in the somewhat box because they indicate that in a certain way students are free to use the language according to their preferences; however, in the teacher's manual some suggestions are given in a very structured way (see annexes of the teacher's manual matrix 13and 14). The experience acknowledges that teachers, especially novice ones, normally follow or do what the teacher's book suggests, so students are advised to use the language provided as a possible production model. This fact narrows the possibility of using features that students may acquire from other inputs such as films, cartoons and videos that are available to most students nowadays, without mentioning that a few students may get informal input from many of the tourists in Cuenca or from relatives living as migrants in an English-speaking country.

Question 8 and 9: Standard English vs informal register

Analysis and interpretation

Table 15: standard and informal register

Indicators	yes	%	no	%	s/what	%
Is the language used in the activity Standard English?	11	100%			0	0
Is there any indicator of informal register			11	100%	0	0

Figure 18: standard and informal register
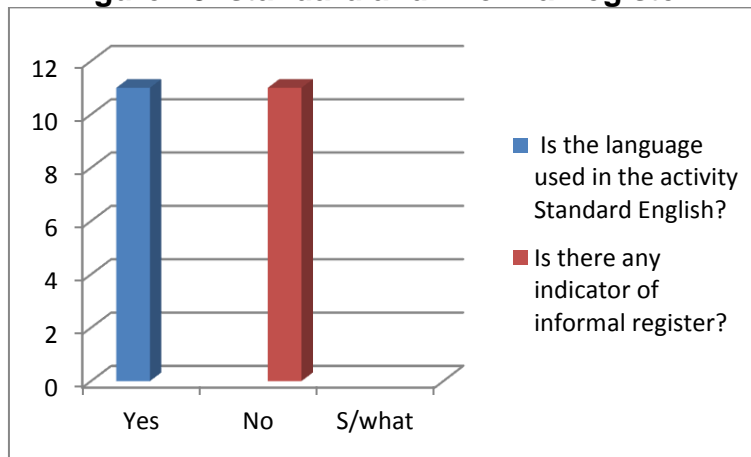
This table shows that the language being promoted by the textbook is Standard English; the presentation of *Our World Through English 4* acknowledges that this type of input has been chosen because it is the global English understood everywhere. This is reflected throughout the book where there is no difference shown when interacting among friends or when interacting with the teacher, when referring to daily activities or when referring to academic subjects. The table shows that the 11 activities expose learners to Standard English and that there is no evidence of informal register other than sometimes using contractions as model to be followed. In terms of pragmatics it means that learners are not exposed to jargon, idioms or expressions used by native speakers in day-to-day conversation. The results are absolute in both aspects: the use of Standard English and the lack of informal register regarding idiomatic expressions or shortened words, for

instance. Going back to table 8 where the mode obtained with regard to formal register, matches with the analysis at this point. A total and complete exposition to Standard English does not enable students to use informal register needed for spoken language.

Question 10: pragmatic starters, fillers, or hesitation marks

Analysis and interpretation

Table 16: pragmatic utterances

Indicator	yes	no	s/what
Does the activity model pragmatic starters, fillers, or hesitation marks?		11	

Figure 19: pragmatic utterances
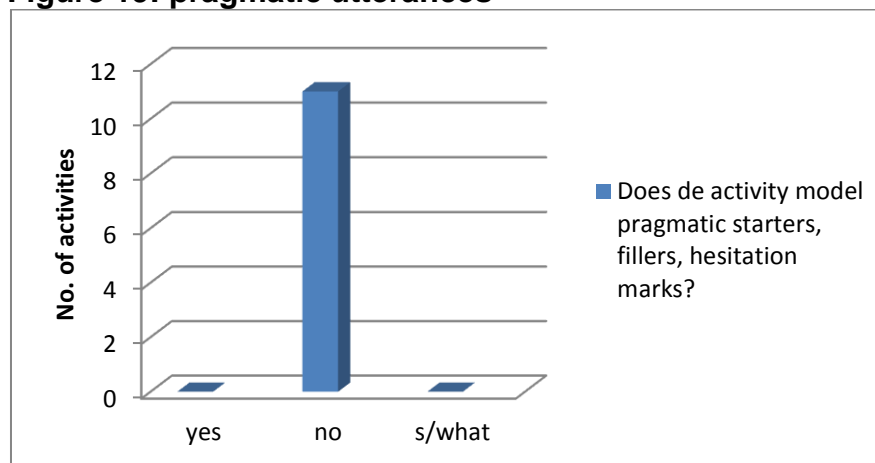
The lack of exposition to vocal sounds analyzed in question 5, comes hand in hand with the fact of not promoting any other conversational features that occur in real-life conversations. Devices such as starters, hesitation pauses and fillers, for example, are important elements that deserve to be observed, noticed and their use taught during class interaction. The results obtained in question 12 contribute to state that the approach to teaching conversational strategies and features like the ones just mentioned have been neglected through the 11 activities examined.

Question 11: different social roles

Analysis and interpretation

Table 17: role-paying different social roles

Indicator	yes	no	somewhat
Does the activity include social roles different to partners'?		10	1

This table shows that students are not called to play different roles during their transactional talk. They are never instructed about the fact that language varies according to the social status of the speakers. In this sense there is not a sociolinguistic approach either. Most of the pair work is done in the classroom setting where obviously the interaction takes place among the students; however, creating situations for role-paying, and instructing about the language for the role of each one, is one of the techniques that the textbooks lacks. This fact does not allow students to realize that language choice has to be different according to the context where interaction takes place. The result is determinant in the sense that from the 11 activities which call for partner interaction only one, somewhat calls for role-playing a different character than that of classmate; however, variation of language between actors is not noticed (see annex 2, matrix 9). The following graph illustrates this overall position.

Figure 20: role-paying different social roles

Does the activity include social roles different to partners'?

■ Yes ■ No ■ S/what

9% 0%

91%
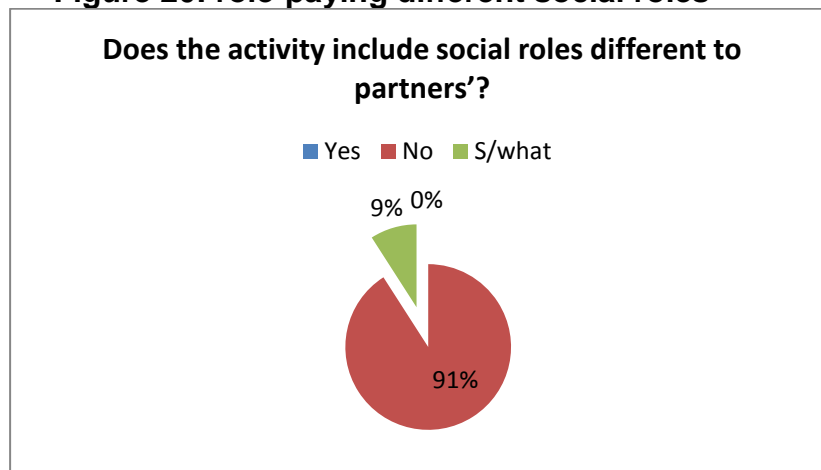
In order to conclude this analysis, a few words summarizing it are necessary. Focusing in the main aim of this study, the textbook *Our World Through English 4* neither displays informal register nor does it help teachers and students create pragmatic contexts where informal register in adjacency pairs may be vocal sounds, informal lexical units, or short utterances produced while developing interactions. These findings may be conclusive in the sense that students are not being pragmatically or socio-pragmatically oriented which reduces the possibility of becoming communicatively competent in real-life interaction. The other results obtained as side findings also help to determine that the textbook content may not be of interest or pertinence to all the students; therefore, students' needs analysis may serve for further research.

5.3 Tests as part of the evaluation process

The sample of tests to be analyzed is made up of four tests suggested in Our World Through English 4 and of 9 tests designed by teachers. It is worth mentioning   that this study reached the point of saturation pointed out by Dornyei when he states that in qualitative research it might occur that qualitative sampling reaches a point when "further data does not seem to add new information . . ." (244). This idea fits at this point in the sense that after the revision of some units of the textbook and its CD, it was determined that this resource has a grammatical approach; therefore, analyzing   the tests suggested by the authors of the series does not bring any new information. Nevertheless, the following tables show the sub-skills being measured in every skill, and will be broadly interpreted by the mode because of the nature of the research. Some additional information obtained may serve as the starting point for further investigations on evaluation.

Listening

Analysis and interpretation

Table 18: listening skill

SKILL	Sub-skill	Frequency	Additional information
listening	specific information	100%	No main idea No suprasegmentals No social status of the speaker (s)

As can be seen, evaluating listening outcomes is based only on listening for specific information. The 14 tests, in other words, all of them, instructed students to pay attention only to a determined word or words in order to complete information. There is a lack of diversity while measuring listening sub-skills. Information provided in the last column indicates that none of those sub-skills are tested; it seems that only listening for specific information is what active learners do and that sense students are being measured partially in their listening skill. Asking students to grasp the main idea, to concentrate on supra-segmental such as tone, pitch or intonation to understand the attitude of the speaker(s), inferring information, determining the social status of the speaker(s) by analyzing the language used are only part of an extended list of issues that can be tested when evaluating the listening skill.

Speaking

Analysis and interpretation

Table 19: speaking skill

Skill	Sub-skill	Frequency	Additional information
Speaking	Exposition Interaction	77% 23%	No strategies to: Initiate an interaction Finish an interaction Ask for clarification Vocal sounds, hesitation pauses

This table shows that students' oral performance is measured mainly by means of expository speech; the mode, 77% percent, indicates that the oral topics given to students have the instruction of 'talk about' certain topics. Only 23%, that is, 2 tests, instruct students to interact with the teacher by means of asking and answering questions.

The information displayed in the last column indicates that none of those speaking sub-skills are taken into account in any of the tests. The ability of students to initiate and finish a conversation, for example, needs to be tested as part of the ability to speak. Also phrases and expressions for clarification, negotiation, and hesitation are neglected in these tests. Having students talk about topics of ordinary life or topics related to cross curriculum do not improve speaking in its socio-pragmatic side if speech features are not enhanced. Interactive routine and improvisational skills are the strengths of oral interaction that is most of the time ignored in speaking tests.

Reading

Analysis and interpretation

Table 20 reading skill

Skill	Sub-skill	Frequency	Additional information
Reading	specific information	100%	No identification of genders No identification of characters No identification of style and register

Table 20 illustrates the fact that for evaluating reading, test designers only make use of the reading for specific information sub-skill. This scanning technique is important when reading texts; however, the whole ability to read a text involves aspects that have been neglected in every single one of the tests. Being an active reader means identifying genres, talking about characters in the story, identifying social status of characters by certain words

or expressions, inferring information and so on. Teachers have to work with reading texts that allow readers to exploit as many sub-skills as possible. Unfortunately, as can be seen in the table only one of the basic skills is evaluated; there is no sign or intention of evaluating socio-pragmatic aspects of the language.

Writing

Analysis and interpretation

Table 21: writing skill

Skill	Sub-skill	Frequency	Additional information
Writing	Free-production	69%	No instruction regarding addressee
	Writing based on notes or illustrations	31%	Product-oriented
			Punctuation

Unlike the previous data, this table shows that the writing outcome to be evaluated is divided into two different approaches to assess writing. The mode 69%, tells that students are prompted to 'write about' different topics, generally relating to personal information, while the lower, 31%, asks students to write something based on illustrations or charts. This is a guided activity that may be helpful for students in the sense that facts are displayed and they need to explain the information by making use generally of grammar patterns and lexical knowledge to expand what has been written in the guide illustration.

On the other hand, the writing part is product-oriented instead of being, at least, partially process-oriented. None of the writing instructions ask students, for instance, to brainstorm about the topic or to edit a composition written by someone else. Punctuation is not considered in any of the tests either.

For free writing, for example, there are no instruction regarding paragraph structure and organization. Finally, neither of the tests informs

students who the reader is going to be, in order to have to select the appropriate style and register. These are socio-linguistic issues that test should contain in order to evaluate writing not only from a product-oriented view but also from a process-oriented approach.

Grammar

Analysis and interpretation

Table 22: grammar as a tool

Skill	Sub-skill	Frequency	Additional information
Grammar	Rewriting sentences using a determined grammar feature	12%	Isolated grammar features
	Completing sentences with grammar forms	69%	No pragmatic grammar
	Awareness of mistakes	19%	No focus in meaning, form and use

The mode 69%, indicates that students are asked to complete sentences with certain grammar forms in order to determine whether students know how to produce affirmative, negative or interrogative sentences or not. Additionally, 19% of the activities create awareness of mistakes; this indicator tells us a good point about the strategy of reflecting on grammar according to current trends. The next type of activity favored with 12% calls students to rewrite sentences using the forms, usually verb forms. However, there is a lack of activities that measure pragmatic grammar; that is realizing that not all the forms can be used in all contexts; for instance, modal verbs, which cannot be used indiscriminately in all contexts.

Vocabulary

Analysis and interpretation

Table 23: vocabulary as a tool

skill	sub-skill	Frequency	Additional information
Vocabulary	Choosing words to complete a text	39%	Students are not assessed in: Synonyms
	Matching words with definitions	46%	
	Naming things related to features	15%	Different register/conversational lexical units

The table displays information regarding the most used activities to measure lexical knowledge. The mode, 46%, is for those activities where students have to match words to definitions or descriptions, followed by 39% that represent activities which instruct students to select words to complete either charts or texts. Only 15% of the tasks call on students for association; for example, naming the things that work with electricity. This type of activity is more productive to evaluate real knowledge of lexical units, but it is the one that is less used in tests, according to the information gathered.

The last column, as in the whole analysis, shows that there is a lack of tasks to evaluate all the sub-skills, for example, students' ability to use synonyms, or to show skillfulness in word-formation. With relation to socio-pragmatics, tests do not include activities where students can display knowledge of different register or lexical units for conversational strategies.

The final words for this analysis have to be devoted to discussing a positive issue of the 14 tests examined; all of them maintain a good balance between the skills and tools like grammar and vocabulary. The structure of the tests in *Our World Through English 4* is organized, and assigns an equal value (5 marks) to all the skills and grammar and vocabulary as well. Yet, being this the type of organization and structure that teachers follow, some of them insist

on loading the grammatical part dividing this category into two exercises (see exams 7, 8 and 9 in annex group 3 after matrix 16).

5.4 High school teachers' questionnaire

The questionnaire tool that helped to get the findings in the research can be found in full in annex group 4.

5.4.1 Section I: close-ended items

The questionnaire administered to teachers had 3 parts. For the first part, close-ended items were used for questions of knowledge regarding meaning and functions of backchannels and vocal sounds.

Question 1 and 2: backchannel knowledge

Analysis and interpretation

The first two questions are analyzed together because they relate to knowledge of terms exclusively and thus belong to the same category. It might be argued that the question is directed towards a negative answer because the term backchannel is a technical word in the ground of pragmatics and that it was expected that teachers would give a 'no' as a response. However, the results drawn neither support nor reduce the quality of the study, yet it can be inferred that the results, not only of these items, are reliable in the sense that teachers did answer truthfully.

On the other hand, it may be commented that the negative response given by 78% of teachers shows a lack of knowledge of terms that are usually related to pragmatics, only 22%, that is 6 teachers out of the 27 claimed to have knowledge about the name of backchannels for vocal sounds or gestures. At this point, it is worth mentioning that this questionnaire was administered to teachers who possess a bachelor's degree in the field of TEFL. So this fact calls for further investigations in order to determine to what extent students are instructed on pragmatics and socio-pragmatics issues during their university instruction when studying to become English teachers.

Table 24: knowledge of the term backchannel

	Yes	%	No	%
1. Did you know that vocal sounds such as: 'uh huh', 'mmm', 'oh', 'yeah', 'gosh', 'wow', 'hugh' are called 'backchannels?	6	22%	21	78%

Figure 21: awareness of vocal sounds as backchannels
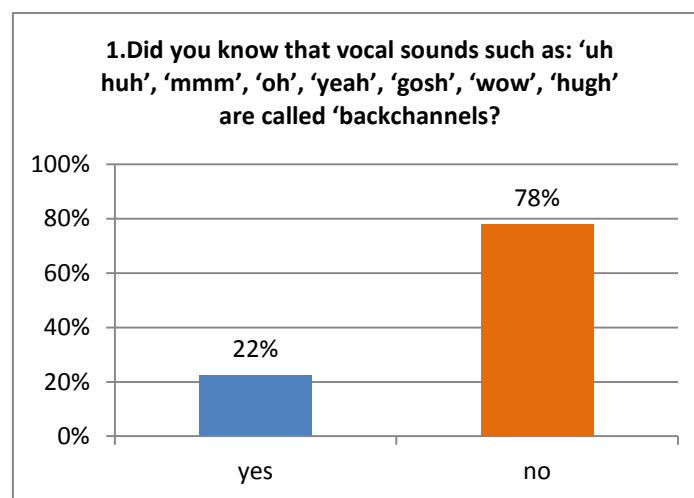
Figure22: awareness of body language as backchannels
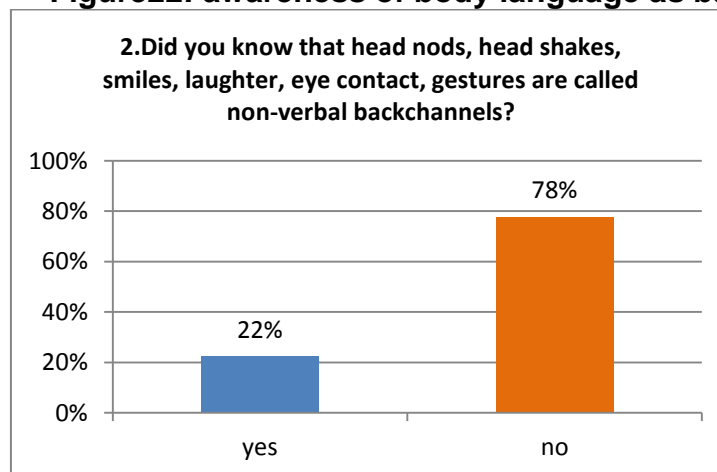
The two graphics allow the visualization of the definite response regarding the lack of knowledge on the term backchannels for vocal sounds and body language.

Question 3 and 4: Function of lexical units and vocal sounds

Analysis and interpretation

The following table and charts are connected with responses given by teachers in relation to meaning and functions of backchannels. They have been paired in order to cross information to make a comparative analysis of the results.

Table 25: knowledge of lexical units and vocal sounds as responses

	Yes	%	No	%
3.Do you think that lexical units such as 'I know', 'yes', 'right', 'fine' and 'no way' accomplish a function in English?	22	81%	5	19%
4. Do you think that vocal sounds such as 'uh huh', 'mmm', 'oh', 'yeah', 'gosh', 'wow', and 'hugh' accomplish a function in English?	17	63%	10	37%

Figure 23: awareness of lexical units and their function
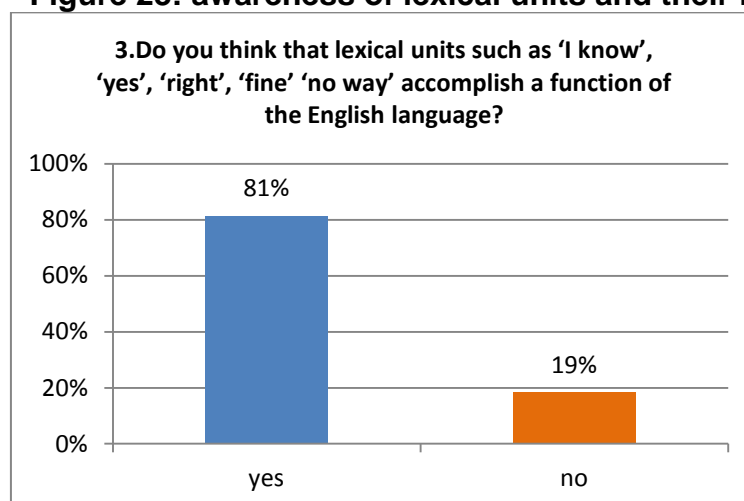
Figure 24: awareness of vocal sounds and their function

4.Do you think that vocal sounds such as 'uh huh', 'mmm', 'oh', 'accomplish a function in the English language?
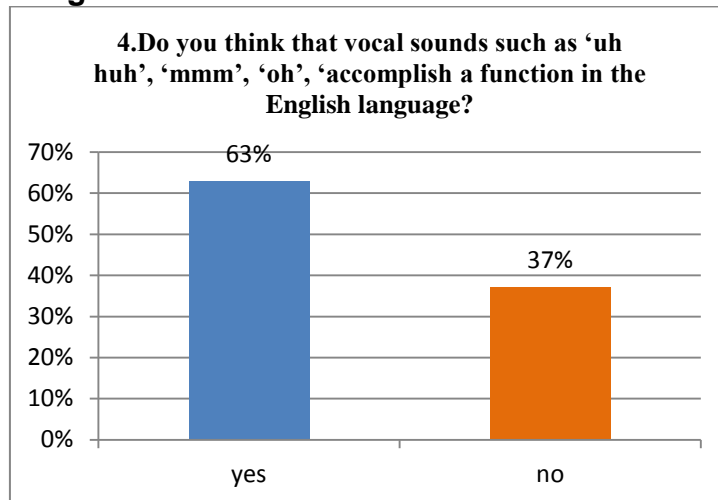
As can be seen, the results in questions 3 indicate that 81% of the teachers are aware that short utterances such as 'I know' or 'right' accomplish a function while the percentage about vocal sounds' functions in questions 4 is reduced to 63%. It can be interpreted from the point of view that teachers, because of their knowledge of the language, are more acquainted with those lexical items; moreover, if they do not use them as regular part of their speech, they become part of their passive language. Conversely, results stated in figure 24 might be interpreted in the sense that vocal sounds are not considered part of the language by the majority of teachers.

It is worth crossing information with results obtained in questions 1 and 2 about knowledge of the term backchannel where the responses only reached 20%, while not naming the term facilitates their answer. Calling utterances 'lexical units' or 'vocal sounds' appears to sound more natural for teachers; thus responses are more positive. This shows that the majority of teachers are aware of backchannels in the language without necessarily knowing the correct pragmatic terminology. Yet, results drawn when comparing question 3 and 4 show that 'vocal sounds' have less acceptance among teachers to consider them as part of the language system.

The percentages exhibited are of pedagogical value for our study. However, the analysis and the interpretation of the results will be easier to understand through the analysis of the next set of questions.

Question 5: Body language and its function

Analysis and interpretation

When it comes to issues of general knowledge, responses are straightforward given because of the activation of background knowledge. The following table can be interpreted in this sense.

Table 26: awareness of body language as responses

Question	Yes	%	No	%
Can body language be considered a response in interaction?	23	88%	3	12%

Figure 25: awareness of body language and its function
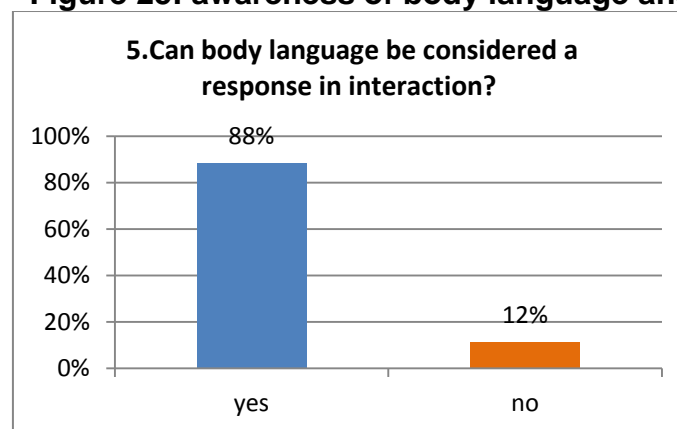
The percentage of teachers who respond positively in question 5 regarding meaning of body language is the highest for this part of the questionnaire. 88% of teachers point out the answer as positive. Still, a very low percentage, 12%, which is 3 teachers, considers that body language has no meaning. In this sense a theory can be postulated to say that background knowledge about one's own body language was activated to respond positively to this issue.

5.4.2 Section II: vocal sounds

The following table brings a considerable amount of information on teachers' opinions regarding the appropriacy of teaching vocal sounds in the classroom. This information needs to be cross examined. The Likert scale was used with the purpose of mainly getting to know to what extent teachers are aware of pragmatic functions of vocal sounds in general in daily life interactions, as well as the importance they give to them for teaching situations.

Table 27: section II, responses from the teachers' questionnaire

Statements	(1) %	(2) %	(3) %	(4) %	(5) %	(6) %
1.Vocal sounds make the conversation flow	18,5	18,5	14,81	22,22	22,22	3,7
2. Vocal sounds are not heard in real life interaction	3,7	18,5	11,11	14,81	37.04	14,81
3.Words have more power than vocal sounds in interaction	22,2	37,0	18,52	0	18,52	3,7
4.It is a waste of time to teach about vocal sounds	7,4	22,2	14,81	3,7	40,74	11,11
5.It is better to use words than body language in interaction	11,1	25,9	22,22	11,11	25,93	3,7
6.EFL learners need to be aware of vocal sound meaning	11,1	18,5	22,22	18,52	22,22	7,4
7. 'No way', 'I know', 'gosh', 'yeah' and the like must become part of classroom interaction	11,1	18,5	33,33	11,11	22,22	3,7
8. It is better to teach learners an appropriate word to respond than vocal sounds	25,9	29,6	14,81	7,4	14,81	7,4
9. Students should be allowed to respond with vocal sounds in classroom interaction	7,4	18,5	14,81	33,33	14,81	11,11
10.Grammatically correct answers have more power than vocal sounds	18,5	18,5	37,03	14,81	11,11	0
11. To become communicatively competent, students need to give accurate responses rather than vocal sounds	25,9	22,2	22,22	11,11	18,52	0
12. Vocal sounds are used mostly in informal contexts and situations	29,6	40,7	7,4	11,11	11,11	0

The two first columns, coded as 1 and 2 in the table can be paired because they relate to strong agreement by the teacher with regard to the statement; columns coded as 3 and 4 state that there is a neutral position on the subject, teachers neither agree nor disagree; the last two columns coded as 5 and 6 represent a position of disagreement with a slight level of difference between them regarding the statements. For purposes of reading and interpreting a complete picture some of the statements addressing the same issue are paired or grouped.

Usefulness of vocal sounds

Table 28: usefulness of vocal sounds

Statements	(1) %	(2) %	(3) %	(4) %	(5) &	(6) %
1.Vocal sounds make the conversation flow	18,5	18,5	14,81	22,22	22,22	3,7
2. Vocal sounds are not heard in real life interaction	3,7	18,5	11,11	14,81	37.04	14,81
3.Words have more power than vocal sounds in interaction	22,2	37	18,52	0	18,52	3,7
12. Vocal sounds are used mostly in informal contexts and situations	29,6	40,7	7,4	11,11	11,11	0

Grouping questions 1, 2, 3 and 12 makes sense if vocal sounds are analyzed as conversational devices that are available in the language system of English (not exclusively). Looking at the results, teachers' opinions are divided regarding the issue of conversation flow; the mode (22,22%) shows that a number of teachers disagree with the statement that vocal sounds make the conversation flow, supported additionally by a similar approach (22,22%) that also shows tendency to disagree. Contrary, the mode (37, 04%) indicates that teachers think that vocal sounds are heard in real life interactions. Interesting enough, the mode for statement 3 (37%) shows that teachers do believe that words are more powerful than vocal sounds followed by the idea that they occur mainly in informal acts. The results of these issues can be interpreted as though teachers do not assign great value to vocal sounds in interactions. For them, words are the units that make up a conversation.

Classroom situation

Table 29: use of vocal sounds in the classroom

Statements	(1) %	(2) %	(3) %	(4) %	(5) %	(6) %
4.It is a waste of time to teach vocal sounds	7,4	22,2	14,81	3,7	40,74	11,11
6.EFL learners need to be aware of vocal sounds meaning	11,1	18,5	22,22	18,52	22,22	7,4
7. 'No way", 'I know', 'gosh', 'yeah' and the like must become part of classroom interaction	11,1	18,5	33,33	11,11	22,22	3,7
8. It is better to teach learners an appropriate word to respond than vocal sounds	25,9	29,6	14,81	7,4	14,81	7,4
9. Students should be allowed to respond with vocal sounds in classroom interaction	7,4	18,5	14,81	33,33	14,81	11,11

There is some inconsistency in these results. The mode (40,74%) in statement 4 means that a group of teachers think that teaching vocal sounds in the classroom is not waste of time, but results for statement 6, which deals with awareness of vocal sounds meaning, shows contradictory results. The mode for 6 (22,22%) shows a neutral position with tendency to agree on the importance of students being aware of their meaning, while the other mode of equal value disagrees with the idea that students need to be aware of the meaning of vocal sounds. These results may be interpreted as lack of security regarding the importance of vocal sounds in classroom interaction.

Furthermore, in statement 9, the mode (33%) shows that teachers have a neutral position with tendency not to agree to allow students respond with vocal sounds in classroom interaction.

The situation becomes clearer in statement 8 in the sense that teachers think responses with words are much better than responses with sounds. The mode, almost 30%, plus the almost 26% on the side of agreement show a clear position to giving more value to words than to vocal sounds. Therefore, the tendency to avoid vocal sounds becomes stronger; moreover, the mode in

9 (33, 33%) shows a general dislike for the idea that students should be permitted to use vocal sounds in the classroom.

The common outcomes regarding the adequacy or not to teach vocal sounds in the classroom might be related possibly to two reasons. Firstly, lack of instruction regarding pragma-linguistics during their teaching career and also when teachers were learning English, so they do not see the reason for that; second, there is a tendency in schools to promote full answers in any subject rather than monosyllabic grunts. It is probably what makes it difficult for teachers to use and to teach to use vocal sounds along with lexical units.

Accuracy approach

Table 30: accuracy

Statements	(1)	(2)	(3)	(4)	(5)	(6)
10.Grammatically correct answers have more power than vocal sounds	18,5	18,5	37,03	14,81	11,11	0
11. To become communicatively competent, students need to give accurate responses rather than vocal sounds	25,9	22,2	22,22	11,11	18,52	0

This table shows clearer tendencies to interpret. There is a tendency toward believing that grammatically correct responses are the best, although the mode, 37% is only somewhat in agreement. But if we add the percentages in the first two columns, they indicate a strong tendency towards the importance of grammar with respect to vocal sounds as responses.

Similarly, the idea of being communicatively competent for the teachers is still strongly associated with accurately articulated responses as opposed to vocal sounds. The neutral position at this point may be interpreted as a matter of teachers not adhering strongly to a completely grammatical orientation to teaching English due to some influence CLT has had on them in the last decade. All the seminars, workshops, lectures or conferences run permanently in our city by sponsors of new series of books, and by CONCELT (Consulting Center for English Language Teachers), might have favorably influenced

thinking about a communicative approach rather than sticking to traditional ways of teaching English. However, when it comes to ask them simple questions regarding language use, their grammar-oriented approach comes to the surface.

5.4.3 Section III: frequency of use of extra resources

This part of the test is associated with the frequency of usage of extra resources that help teachers and students develop listening and speaking through natural language. A list of the most possible resources was given. The table displays numerically all the figures concerning the use of these resources. The most salient figures, however, deserve to be analyzed and interpreted.

Table 31: use of extra resources

Frequency of use of extra resources	always	%	Some times	%	rarely	%	never	%
TV series videos	1	4%	4	15%	14	52%	8	30%
News reports from the TV	0	0%	8	30%	4	15%	15	56%
CDs that come along with the textbook	15	56%	12	44%	0	0%	0	0%
A Native-speaker guest	0	0%	2	7%	4	15%	21	78%
Movies	2	7%	10	37%	14	52%	1	4%
Magazines/newspapers	1	4%	9	35%	7	27%	9	35%
Internet	6	22%	6	22%	9	33%	6	22%
Others (specify)	5	19%	8	30%	4	15%	10	37%

An interesting result comes out to be the one on the subject of the use of the CD that comes along with the textbook. The highest score in the frequency of always, that is 56% of teachers make use of the CD constantly while the other 44% use it sometimes. If the results of both frequencies are added up, it must be stated that this resource, among the others, is the most used for listening and consequently serves as a vital input for speaking.

Figure 26: frequency of use of OWTE CD
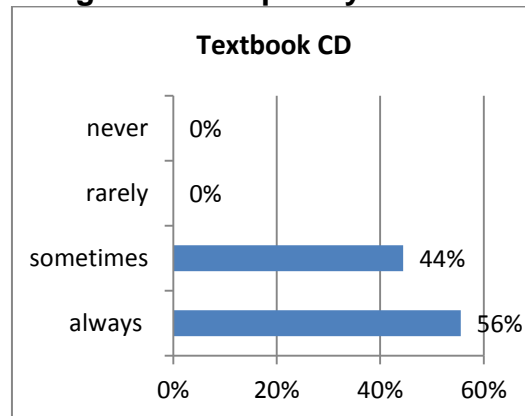
At this point, a particular analysis needs to be made in the sense that results regarding the use of backchannels in recorded interactions showed that this pragmatic issue was not found except in one of the interactions (annex group 2, matrix 3). If this information is crossed, it must be noticed that the lack of backchannels in recorded interactions in the CD does not do anything for the development of pragmatic features in interactions; thus, it does not matter the frequency in which students are exposed to native-speaker-like interactions if they do not promote conversational strategies. At least, creating awareness of these particular pragmatic issues is not being developed during classroom instruction using the CD.

Other resources such as videos of TV series, magazines and newspapers are rather occasionally used while movies and internet are used sometimes by a number of teachers. The following graph gives a visual representation to help understand the frequency of the mentioned resources.

Figure 27: frequency of use of extra resournces in the classroom
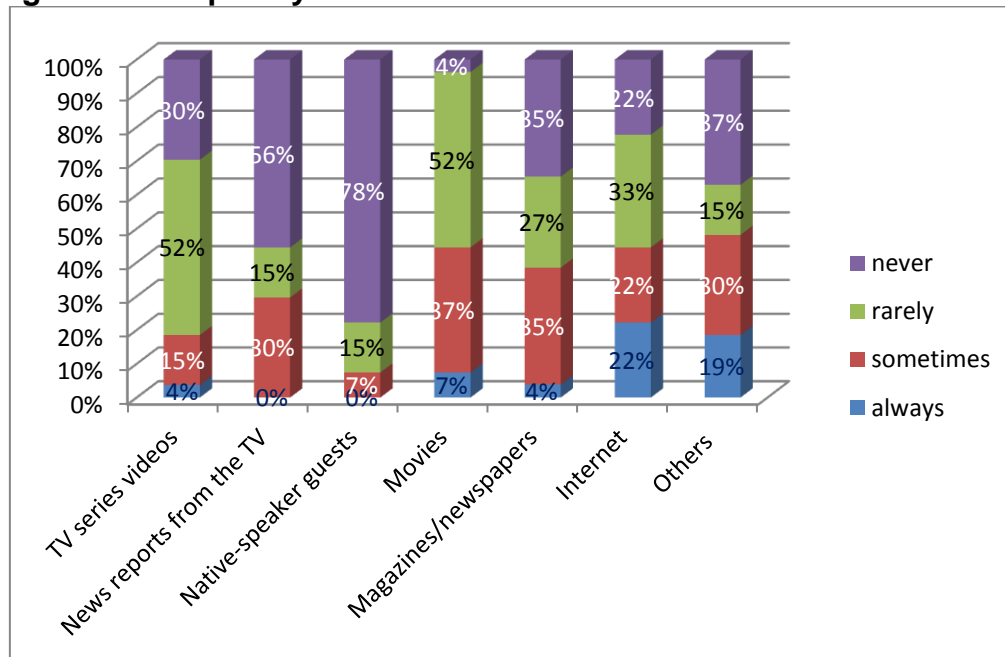
Nowadays, the range of resources available for TEFL, especially for being exposed to natural English, are greater in number compared with the ones that were available 10 or 15 years ago in our context. However, it is important to realize that many of them are rarely or never used. This is the case of newspapers, news on the TV, internet, and native speakers. Concerning English-native speakers, it is known that Cuenca is a city where many people from the United States or Canada have moved to live here making it easier to have them sometimes as guest for real interaction in the classroom. The rest of the resources, newspapers or magazines, for example, are not difficult to get, and finally the Internet is a technological resources that is widely available to everybody. Regarding other materials not listed in the chart, the majority of teachers did not mention the type of resources they make use of, and they only marked the frequency of use.

It might be argued that most of the schools do not have the appropriate facilities for displaying technology in the classroom, situation that may impede the use of extra resources for motivating a more real learning of the language.

While this complain might be true for many public schools, it is also important to point out that teachers also need to activate their imagination on how to approach more real material into the classroom environment.

News reports from the TV and native-speaker guests

Figure 28: frequency of use of News reports and Native speaker guests
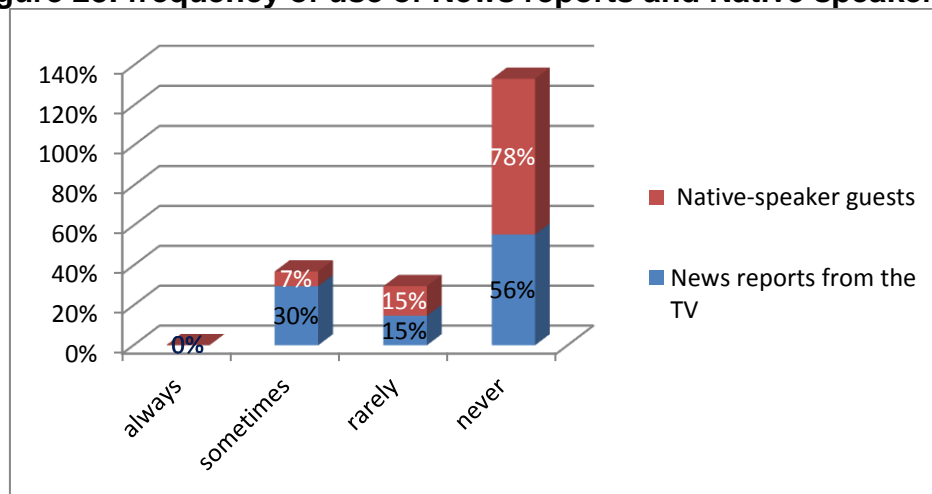
It is worth visualizing separately the fact that news reports from the TV and native-speaker guests are resources never used by a considerable group of teachers. The first one is never used by 56 % of teachers while having a native speaker as a guest is unheard of for 78%. In the case of news reports from the TV two reasons are constantly argued in informal conversations among teachers. Firstly, that not all the teachers have access to TV cable, and secondly that the language reporters use is very complicated for students. But this type of complaints are not strongly supported these days as people have access to download any audio-material they want, and in the case of difficulty of language, students need to be exposed to this register sooner or later if teachers want to develop their communicative competence. At lower stages, all material might be student-friendly, but it does not mean that real language used for instance, in TV news may not be adapted to the students' level by means of preparing a pre-listening, while listening, and post-listening guide. In the case of native-speakers, negotiation comes into play; the guest will make sure to find the way of making his/her interaction understandable for students.

CHAPTER 6

DISCUSSION AND RESEARCHER'S INSIGHTS

6.1 Discussion

With the purpose of determining whether communicative competence is a myth or reality when learning English as a foreign language, three research questions were posed as guides for this content descriptive qualitative research. The three questions sought to determine, by means of two features, whether socio-pragmatics can be developed in the classroom setting with the input of the textbook *Our World through English 4*. The first question was related to the type of socio-pragmatic input regarding backchannels, adjacency pairs and their style and register displayed in the mentioned textbook. The second one was concerned with the extent tests suggested on *OWTE,* as well as the ones designed by teachers, measure pragmatic aspects of the target language; and finally the third one, guided the researcher to determine if the input students intake is the one that enables them to be communicatively competent.

To start with, the three questions found the specific literature support to state that communicative competence does not mean being grammatically competent but socio-linguistic and socio-pragmatic competent in the target language as well. Chapter 1 explains to the reader of the complexity of the term in general aspects. Grammar or lexical competence, which is generally the competences developed in a classroom setting, cannot be seen in isolation. Cultural, social and pragmatic aspects of the target language, among others, should be noticed in the pedagogical input learners are exposed to in order to create, at least awareness of, if not full competence in language use, especially with respect to spoken interaction.

Based on this theoretical approach, the findings in this study indicate the following regarding the first research question:

On the one hand, the results drawn from the revision of the audio-material gave the clues to determine firstly that there were not as many interactions as could be desired for an extended analysis (see matrix 2); secondly, the few interactions found did not display backchannels, except one, which still places emphasis on vocabulary related to natural places and some examples of life in Ecuador rather than on backchannels as responses (see annex group 2, matrix 3). It has to be understood that backchannels are not just sounds; they accomplish a function, as can be seen in chapter 4. If this happens in conversations that serve students as models for developing speaking, it must be stated that students are unable to intake these conversational features. It is evident, then, that socio-pragmatics in spoken language regarding these features has been neglected, and this shall be counted as a socio-pragmatic failure.

On the other hand, the second part of the research question was related to the type of adjacency pairs promoted in activities that intend to develop oral interaction among learners. The results drawn from the qualitative descriptive analysis show that adjacency pairs display a heavy load of grammatical input (see table 12). Learners are instructed to follow patterns that rehearse their grammatical competence. The FPPs as well as the SPPs display a full prescriptive structure for questions. While some of the instructions model short lexical units like 'yes' or 'no' as responses, the teacher's manual suggests (teachers) addressing fully grammatical adjacency pairs.

The results drawn with regard to formal and informal style in adjacency pairs produced as models of speech acts for students' interaction reveal that formal Standard English is used in spoken language as well, which comes out to be completely unnatural in real-life encounters (see results in table 8). The very common activity of rehearsing grammatical or lexical features in adjacency pairs promoting pair interaction without spoken informality does not

enrich either students' interlanguage or socio-pragmatic competence because the language used in the event is far from being authentic.

Recapitulating the findings regarding adjacency pairs in activities that promote pair interaction it is pointed out that the textbook *OWTE* has a recurrent grammatical approach, especially in the first pair of the adjacency pair, and a language style and register that do not match with the language used by native speakers in informal contexts; the second adjacency pair shows a little more flexibility in the sense of modeling short answers; however, neither of them do display any spoken discourse markers such as starters, hesitation features and vocal sounds proper to a socio-pragmatic interaction (see any of the interactions in annex 2).

Regarding the second research question, the interest of determining whether socio-pragmatic features were taken into account or not for assessment, or more exactly for measurement, drew some expected answers in the sense that after determining the grammatical approach the textbook has, tests suggested in it could not logically have a different orientation. In the attempt to come across some insights referring tests, the examination of a few tests designed by teachers also contributed to have a noticeable common feature: none of them present pragmatic or socio-linguistic features to be evaluated. Moreover, they test only basic sub-skills corresponding to each skill of the language. In the same way, grammar and vocabulary are measured without any socio-linguistic or pragmatic intention.

Finally, the aim of the third research question was to establish if the socio-pragmatic input students receive is the needed to enable students to be competent in this field. The results of the review of the input offered by the textbook and the CD provided a negative answer to this question. Students are not receiving any socio-pragmatic input of the target language; therefore, there is no way to move towards this competence. At this point, it is worth saying that small features form the big picture of competence. The results of the test administered to students constitute a valuable support to say that they

do not have socio-linguistic or socio-pragmatic awareness. The majority of the responses were given based on their grammatical knowledge. It can be concluded that if EFL learners do not evidence socio-pragmatic elements in spoken language, it is unlikely that they can be classed as communicatively competent (for this reference, any of the results in tables 1-6 may be seen).

Additionally, if teachers do not have instruction and orientation towards pragmatics and socio-pragmatics, they are not going to approach students in this sense either. Results in the questionnaire administered to teachers show contradictory and sometimes inconsistent answers denoting a lack of security regarding small features of pragmalinguistics. These facts also contribute to say that if teachers do not have a pragmatic instruction students will not as well.

A final thought of the researcher needs to be posed before concluding the discussion of the findings: it is not just exclusively a failure of the textbook *OWTE* that undermines the development of the communicative competence; it is the complexity of the term that calls for my final conclusion:

Developing communicative competence, when learning English as a foreign language, is a myth because of the multiple implications and elements that form part of it. In order to understand and feel a language, a person needs to be born into that linguistic context. The acquisition of communicative competence can occur, partially, when learning English in immersion. Meanwhile, we must say that EFL learners may become fluent, accurate and skillful in the target language, but not properly communicatively competent; the support for this reasoning is evidenced throughout the whole theoretical framework of this study.

6.2 Researcher's insights

In spite of the assertion that communicative competence cannot be developed fully, the researcher's insights serve as a call of attention to create

awareness that materials to teach English in general, and in this particular case OWTE, is not providing input regarding socio-linguistic and socio-pragmatics aspects that may enhance students' interaction with native speakers in an acceptable way. Based on acknowledgements made by experts such as D. Brown (chapter 3), among others, it is important to agree on that interaction in the classroom is of vital importance because it relies in day-to-day happenings. We need the language to establish and maintain social relationship as well to make transactions in order to fulfill necessities of all type.

Therefore, the following insights are posed in order to look for a change towards socio-cultural-pragmatic input needed to grasp the idea of communicative competence when learning English as a Foreign Language:

- The text book needs the introduction of informal language, vocal s. It is a necessity for the CD as well as for textbook activities that promote classroom interaction. Students have to learn that there is a language for spoken interactions and a register for formal situations. Creating awareness of the two different registers needs to be done to achieve real purpose in communication.

- The implementation of techniques that enables students to be skillful in word-making choice may help them differentiate wording between interactors of equal or different social status.

- A student's needs analysis must be done. Content-based material linked to curriculum does not help students to develop their ability to improve talk as interaction and talk as transaction in a daily basis with native speakers.

- Implementing socio-cultural topics of the target language, instead of factual data about English-speaking countries, will contribute more effectively to grasp the differences among cultures and ours as well. Myths,

superstitions, sayings, proverbs will contribute to grasp the cultural setting of the foreign language.

- Creation of a student-friendly video of real people in daily situations is a must. Visualizing people act in the target language context is an approach that gives EFL learners details about body language, proximity, and social roles.

- Posing material such as ads, headings of magazines for young people, invitations, cards for different occasions, movie reviews, poems, sayings, jokes, stories of the speech community, and tales among many other cultural manifestations will create an important contact with the target language in a more natural way.

Without being a panacea, the above insights, suggest a new and motivating socio-cultural, socio-linguistic and socio-pragmatic approach to English as a foreign language. This type of approach is what will enable students to use language for communication while developing the grammar ability whose knowledge has not been rejected at all; what has been done, instead, is determining that grammar is not the only approach to learning a language.

FINAL WORDS

The present study is a faithful and sincere contribution to improve EFL teaching-learning in our country. Many times human-nature puts us on opposite sides just for the sake of being there to criticize instead of being part of the solution. This time, I feel that as I approach my leaving of teaching English to High School students, I need to contribute somewhat with my opinions, not based on a subjective vision, but on knowledge acquired through the development of this research project as well as over thirty years of experience in the field. A socio-cultural and socio-linguistic saying belonging to our context will be the closing for this study which has taken more than a year to reach its end: "más sabe el diablo por viejo, que por diablo"

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Annexes

MATRIX 1

STUDENTS' TEST RESULTS

STUDENTS'TEST: I PART

Columna1	Conv 1	Conv 2	Conv 3	Conv 4	Conv 5	Conv 6
a	108	3	14	102	100	41
b	6	12	95	12	6	17
c	6	105	11	6	14	62
Total of students	120	120	120	120	120	120

STUDENTS'TEST: II PART

	Conv 1 y 2	Conv 3 y 4	Conv 5 y 6	Conv 7 y 8	Conv 9 y 10
1	53				
2	67				
3		85			
4		35			
5			75		
6			45		
7				94	
8				26	
9					103
10					17
Total	120	120	120	120	120

ENGLISH TEST FOR STUDENTS

I PART

ENGLISH: WHICH OF THE FOLLOWING RESPONSES DO YOU THINK IS THE MOST APPROPRIATE IN THE FOLLOWING SHORT DIALOGUES? CIRCLE THE LETTER OF THE ANSWER

SPANISH ¿CUÁL DE LAS SIGUIENTES RESPUESTAS CREE USTED QUE ES LA MÁS APROPIADA EN ESTOS DIALOGOS CORTOS? ENCIERRE EN UN CÍRCULO LA LETRA DE LA RESPUESTA

Dialogue1

Your mother: Did you clean your room?
You:
    a) Yes, I cleaned my room
    b) Yeah!
    c) OK!

Dialogue 2

Your mother: Do you like your new dress?
You:
    a) Wow!
    b) Yeah!
    c) Yes, I like my new dress

Dialogue 3

Your teacher: Did you do your homework?
You:
    d) Gosh!
    e) No, I didn't do my homework
    f) No way!

Dialogue 4

Your teacher: Did you know that Aztecs had a calendar?
You:
    d) No, I didn't know that Aztecs had a calendar
    e) A calendar?
    f) Fine

Dialogue 5

Your friend: who is your favorite singer?
You:
  d) My favorite Singer is Chayanne
  e) Well . . . Chayanne!
  f) Chayanne is my favorite singer

Dialogue 6

Your friend: You look pretty healthy! What are you doing?
You:
  d) I'm doing something special
  e) Really? Well . . . swimming every day
  f) I'm doing something special. I go swimming twice a week

II PART

In your opinion, which is the most appropriate dialogue? Circle the number in each pair of dialogues?
¿En su opinión, cuál es el diálogo más apropiado? Encierre el número de cada pareja.

NOTE: PLEASE READ THE SITUATION WHERE EACH DIALOGUE TAKES PLACE
NOTA: POR FAVOR LEA LA SITUATIÓN EN LA QUE LOS DIÁLOGOS OCURREN

SITUATION 1: The following short dialogues (1 and 2) (3 and 4) occur because one of the actors thanks the other for a favor. Choose the most appropriate of the pairs

SITUACIÓN 1: los siguientes diálogos cortos (1 y2) (3 y 4) se producen en la situación en que uno de los participantes agradece al otro por un favor

1	2
Your professor: thank you for your e-mail **You:** My pleasure	**Your professor:** thank you for your e-mail **You:** never mind!

3	4
Your friend: I thank you very much **You:** You're welcome	**Your friend:** I owe you one **You:** it was nothing

SITUATION 2: the following interactions occur in a restaurant. Circle the number of each pair of short dialogues (5 or 6) (7 or 8) (9 or 10) you think is the most appropriate

SITUACIÓN 2: los siguientes diálogos ocurren en un restaurant. Encierre en un círculo el número de cada pareja de diálogos (5 o 6) (7 u 8) (9 o 10) que usted cree es el más apropiado

5	6
Waiter: What are you going to order? **You:** I want a hamburger and some French-fries	**Waiter:** Your order, please? **Customer**: Let's see **. . .**a burger and large fries

7	8
Waiter: Welcome to "The Grill house" **Customer:** A table for two, please **Waiter:** Would you like the smoking or nonsmoking section? **Customer:** I would like the nonsmoking section	**Waiter:** Welcome to "The Grill house" **Customer:** We are two **Waiter:** smoking or nonsmoking? **Customer:** smoking, thanks

9	10
Waiter: Do you want your hot dog with mayonnaise? **Customer:** Yes, I want my hot dog with mayonnaise **Waiter:** Would you like some onions **Customer:** No, I don't want onions	**Waiter:** want your hot dog with mayonnaise? **Customer:** Mmmm. . . no mayo **Waiter:** What about onions? **Customer:** Onions? **. . .**go easy on the onions

THANK YOU VERY MUCH FOR YOUR COOPERATION

ENGLISH TEST FOR STUDENTS

I PART

ENGLISH: WHICH OF THE FOLLOWING RESPONSES DO YOU THINK IS THE MOST APPROPRIATE IN THE FOLLOWING SHORT DIALOGUES? CIRCLE THE LETTER OF THE ANSWER

SPANISH ¿CUÁL DE LAS SIGUIENTES RESPUESTAS CREE USTED QUE ES LA MÁS APROPIADA EN ESTOS DIALOGOS CORTOS? ENCIERRE EN UN CÍRCULO LA LETRA DE LA RESPUESTA

Dialogue1

Your mother: Did you clean your room?
You:
   a) Yes, I cleaned my room
   b) Yeah!
   c) OK!

Dialogue 2

Your mother: Do you like your new dress?
You:
   a) Wow!
   b) Yeah!
   c) Yes, I like my new dress

Dialogue 3

Your teacher: Did you do your homework?
You:
   a) Gosh!
   b) No, I didn't do my homework
   c) No way!

Dialogue 4

Your teacher: Did you know that Aztecs had a calendar?
You:
   a) No, I didn't know that Aztecs had a calendar
   b) A calendar?
   c) Fine

Dialogue 5

Your friend: who is your favorite singer?
You:
- a) My favorite Singer is Chayanne
- b) Well . . . Chayanne!
- c) Chayanne is my favorite singer

Dialogue 6

Your friend: You look pretty healthy! What are you doing?
You:
- a) I'm doing something special
- b) Really? Well . . . swimming every day
- c) I'm doing something special. I go swimming twice a week

II PART

In your opinion, which is the most appropriate dialogue? Circle the number in each pair of dialogues?

¿En su opinión, cuál es el diálogo más apropiado? Encierre el número de cada pareja.

NOTE: PLEASE READ THE SITUATION WHERE EACH DIALOGUE TAKES PLACE
NOTA: POR FAVOR LEA LA SITUATIÓN EN LA QUE LOS DIÁLOGOS OCURREN

SITUATION 1: The following short dialogues (1 and 2) (3 and 4) occur because one of the actors thanks the other for a favor. Choose the most appropriate of the pairs

SITUACIÓN 1: los siguientes diálogos cortos (1 y2) (3 y 4) se producen en la situación en que uno de los participantes agradece al otro por un favor

1	2
Your professor: thank you for your e-mail **You:** My pleasure	**Your professor:** thank you for your e-mail **You:** never mind!

3	4
Your friend: I thank you very much **You:** You're welcome	**Your friend:** I owe you one **You:** it was nothing

SITUATION 2: the following interactions occur in a restaurant. Circle the number of each pair of short dialogues (5 or 6) (7 or 8) (9 or 10) you think is the most appropriate

SITUACIÓN 2: los siguientes diálogos ocurren en un restaurant. Encierre en un círculo el número de cada pareja de diálogos (5 o 6) (7 u 8) (9 o 10) que usted cree es el más apropiado

5	6
Waiter: What are you going to order? **You:** I want a hamburger and some French-fries	**Waiter:** Your order, please? **Customer:** Let's see . . .a burger and large fries

7	8
Waiter: Welcome to "The Grill house" **Customer:** A table for two, please **Waiter:** Would you like the smoking or nonsmoking section? **Customer:** I would like the nonsmoking section	**Waiter:** Welcome to "The Grill house" **Customer:** We are two **Waiter:** smoking or nonsmoking? **Customer:** smoking, thanks

9	10
Waiter: Do you want your hot dog with mayonnaise? **Customer:** Yes, I want my hot dog with mayonnaise **Waiter:** Would you like some onions **Customer:** No, I don't want onions	**Waiter:** want your hot dog with mayonnaise? **Customer:** Mmmm. . . no mayo **Waiter:** What about onions? **Customer:** Onions? . . .go easy on the onions

THANK YOU VERY MUCH FOR YOUR COOPERATION

ENGLISH TEST FOR STUDENTS

I PART

ENGLISH: WHICH OF THE FOLLOWING RESPONSES DO YOU THINK IS THE MOST APPROPRIATE IN THE FOLLOWING SHORT DIALOGUES? CIRCLE THE LETTER OF THE ANSWER

SPANISH ¿CUÁL DE LAS SIGUIENTES RESPUESTAS CREE USTED QUE ES LA MÁS APROPIADA EN ESTOS DIALOGOS CORTOS? ENCIERRE EN UN CÍRCULO LA LETRA DE LA RESPUESTA

Dialogue1

Your mother: Did you clean your room?
You:
   a) Yes, I cleaned my room
   b) Yeah!
   c) OK!

Dialogue 2

Your mother: Do you like your new dress?
You:
   a) Wow!
   b) Yeah!
   c) Yes, I like my new dress

Dialogue 3

Your teacher: Did you do your homework?
You:
   a) Gosh!
   b) No, I didn't do my homework
   c) No way!

Dialogue 4

Your teacher: Did you know that Aztecs had a calendar?
You:
   a) No, I didn't know that Aztecs had a calendar
   b) A calendar?
   c) Fine

Dialogue 5

Your friend: who is your favorite singer?
You:
a) My favorite Singer is Chayanne
b) Well . . . Chayanne!
c) Chayanne is my favorite singer

Dialogue 6

Your friend: You look pretty healthy! What are you doing?
You:
a) I'm doing something special
b) Really? Well . . . swimming every day
c) I'm doing something special. I go swimming twice a week

II PART

In your opinion, which is the most appropriate dialogue? Circle the number in each pair of dialogues?

¿En su opinión, cuál es el diálogo más apropiado? Encierre el número de cada pareja.

NOTE: PLEASE READ THE SITUATION WHERE EACH DIALOGUE TAKES PLACE
NOTA: POR FAVOR LEA LA SITUATIÓN EN LA QUE LOS DIÁLOGOS OCURREN

SITUATION 1: The following short dialogues (1 and 2) (3 and 4) occur because one of the actors thanks the other for a favor. Choose the most appropriate of the pairs

SITUACIÓN 1: los siguientes diálogos cortos (1 y2) (3 y 4) se producen en la situación en que uno de los participantes agradece al otro por un favor

1	②
Your professor: thank you for your e-mail **You:** My pleasure	**Your professor:** thank you for your e-mail **You:** never mind!

③	4
Your friend: I thank you very much **You:** You're welcome	**Your friend:** I owe you one **You:** it was nothing

SITUATION 2: the following interactions occur in a restaurant. Circle the number of each pair of short dialogues (5 or 6) (7 or 8) (9 or 10) you think is the most appropriate

SITUACIÓN 2: los siguientes diálogos ocurren en un restaurant. Encierre en un círculo el número de cada pareja de diálogos (5 o 6) (7 u 8) (9 o 10) que usted cree es el más apropiado

⑤	6
Waiter: What are you going to order? **You:** I want a hamburger and some French-fries	**Waiter:** Your order, please? **Customer:** Let's see . . .a burger and large fries

7	⑧
Waiter: Welcome to "The Grill house" **Customer:** A table for two, please **Waiter:** Would you like the smoking or nonsmoking section? **Customer:** I would like the nonsmoking section	**Waiter:** Welcome to "The Grill house" **Customer:** We are two **Waiter:** smoking or nonsmoking? **Customer:** smoking, thanks

⑨	10
Waiter: Do you want your hot dog with mayonnaise? **Customer:** Yes, I want my hot dog with mayonnaise **Waiter:** Would you like some onions **Customer:** No, I don't want onions	**Waiter:** want your hot dog with mayonnaise? **Customer:** Mmmm. . . no mayo **Waiter:** What about onions? **Customer:** Onions? . . .go easy on the onions

THANK YOU VERY MUCH FOR YOUR COOPERATION

MATRIX 2
TYPE OF MATERIAL ON THE
CD

TYPE OF MATERIAL	Unit 1[i]	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	TOTAL
EXPOSITORY / NARRATION / INSTRUCTIONS (material to teach content)	1	1	1	2	1	1	1		1				9
INTERACTION (interviews to teach content)	1					1	1			1			4
INTERACTION (social /business interaction)									1		2	1	4
VOCABULARY/ PRONUNCIATION		1		2	1			1					6
SONGS								1					1

MATRIX 3

The most used backchannels in English

Dunkan &Fiske's list

(in Wannaruk 169)

Types of backchannels	Backchannels	Unit 12	Function
Non-vocal sounds	**Uh**	0	
	yeah	0	
	Mm-hm	2	To express understanding
	wow	1	To find something attractive
	ahh	2	To express understanding
	oh	0	
Short utterances	**I know**	0	
	yes	0	
	right	0	
	OK	0	
	fine	0	

UNIT 12, LESSON 4

INTERACTION THAT CONTAINS BACKCHANNELS

TOPIC: A GUIDED TOUR

Audio Script 26: A guided Tour

Listen to a guide pointing out things to see to a group of tourists on a bus.

G: On the left you have a very good view of Cotopaxi volcano
T: **Wow!**

G: Yes, isn't it incredible? The volcano is 5897 meters high.
     It last erupted in 1877. Now on the right you can see a
     beautiful church. It is called San Francisco Church. It was built in 1537

T: **AHH!!**

G: Yes, it's a beautiful church, isn't it. Oh, on the left, you can see some
     traditional Ecuadorian food. The woman is selling fritada, which is roast pork.
     It's traditional food from the highlands of Ecuador.

T: **MMM!**

G: Yes, it certainly is delicious. Well, you'll be able to try it later when
     we stop for lunch. Now straight ahead of us, we have a very good
     view of Chimborazo volcano.

T: **AAHH!!**

G: Isn't it marvelous? This volcano is 6310 meters high. We are
     very lucky to have a clear day today. Aaah, now on the right you can see
     a man selling paintings. Can you see them?

T: **MMM!**

G: Yes, those are traditional tigua paintings. They are painted by
     indigenous people here in the highlands. O.K. Well we are
     going to stop for a little while now. You can use the bathroom here and
     have a drink if you like, but fifteen minutes only please… (FADE)

Copied from OWTE, teacher's manual, page 99

MATRIX 4 UNIT 1
Lesson 1/ task 1
Type of activity: guessing
LANGUAGE OBJECTIVES: • **to review present simple question forms and time**
INSTRUCTION OF THE ACTIVITY: think of a famous singer you like. Don't tell anyone his or her name. Answer your teacher's and your classmates 'questions with yes or no
CLASSROOM MANAGEMENT: whole class

Communicative interaction	Yes	No	Somewhat
1.Does it promote talk as interaction?		X	
2. Does it promote talk as transaction?	X		
			X
3.Does the activity promote grammar-oriented FPPs?	X		
4. Does the activity promote short utterances as SPPs?	X		
5. Does the activity promote vocal sounds as SPPs?		X	
6. Is the activity cross-curriculum-oriented?		X	
			X
7. Does the activity provide opportunities for learners to structure their own discourse?			
8. Is the language used in the activity standard English?	X		
9. Is there any indicator of informal register?		X	
10. Does de activity model pragmatic starters, fillers, hesitation marks?		X	
11. Does the activity include social roles different to partners'?		x	

Cunningsworth's checklist suggested by Zhang Ya-ni

MODELS SUGGESTED

Lesson 1./ task 1
Type of activity: guessing

INSTRUCTIONS: Think of a famous singer you like. Don't tell anyone his or her name. Answer your teacher's and your classmates' questions

Suggested model to interact

Is it a man?

Has he got black hair?

Does she sing in English

Is he from Puerto Rico?

Taken from OWTE, students' book, page 6

SUGGESTED ANSWERS IN THE TEACHER'S MANUAL (page 6)
- ✓ Yes
- ✓ No

TASK 1 *Think of a famous singer you like. Don't tell anyone his or her name. Answer your teache and your classmates' questions with yes or no. Tell them when they guess the singer cor*

Is it a man?
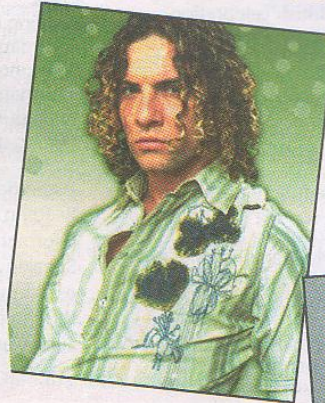
Does she sing in English?

Has she got black hair?

Is he from Puerto Rico?

TASK 2 *Listen to an interview and tick (✓) the correct sentence.*

1   Wilson is a musical person.   _____
2   Wilson is not a musical person.   _____

TASK 3 *Listen again and circle (○) Wilson's answers to the music questionnaire.*

How musical are you?

1 How often do you listen to music?	**2 What kind of music do you like?**
(a) Every day.	a All kinds of music.
b Every week.	b Most kinds of music.
c Every month.	c Only one kind of music.
3 Can you play any musical instruments?	**4 How do you feel about singing?**
a I can play more than one instrument.	a I love singing and I sing in a choir.
b I can play one instrument.	b I like singing to the radio.
c I can't play any instruments.	c I hate singing.
5 How often do you go to concerts?	
a Every week.	
b Every month.	
c Every year.	

6 six

Lesson 1   **REVISION UNIT: FREE TIME**   **UNIT one**

Lesson Objectives

- to develop intensive and extensive listening skills
- to review present simple question forms and time expressions, e.g. every day, every week etc.
- to develop speaking skills

Task 1   Guessing game (5 minutes)

1. Ask the students to give you some names of famous singers they like to introduce the topic, e.g. Shakira, Ricki Martin, Marc Anthony etc.
2. Demonstrate the task. Tell one student to think of one singer. Tell him not to say the name of this singer. Say: *"(Name) think of a famous singer you like. Don't tell us the name."* Use mime to clarify the instruction. After one minute check that the student has thought of a singer. Say: *"Are you thinking of a singer?"*

N.B Make sure the student understands that he/she can think of any famous singer. It doesn't have to be one of the singers in the photos.

Teaching Tip
If you want to check that the student you asked has thought of a famous singer, ask him or her to whisper the name to you.

3. Start to ask the student questions about the singer. Make sure you ask questions to which the student can reply with only *yes* or *no*, e.g. *Is it a man? Is he from Puerto Rico? Is he handsome? Does he sing in English?* etc. Encourage the other students to ask the student questions too. Say: *"(Name), ask a question."*
4. When the students have enough information about the singer, encourage them to guess who it is. Say: *"Who do you think it is?"* Ask the student answering the questions to confirm the correct answer.
5. Ask another student to think of another famous singer. Remind him or her not to say the name of the singer. When the student has thought of a singer, encourage the rest of the group to ask questions until they can guess who the singer is.
6. Repeat the game (choosing different students to think of famous singers) once or twice more.

Task 2 Listening for general information (10 minutes)

N.B. Please check your pronunciation, stress and intonation with the CD before teaching.

1. Ask the students to read the task instruction silently and check understanding.
2. Tell the students that they only have to get the general idea of the text. Say: *"Don't worry if you don't understand every word. Just try to answer the question."*
3. Play or read Audio Script 1 once or twice.
4. Ask the students to compare their answers in pairs.
5. Check the task orally. Say: *"Which sentence is correct, 1 or 2?"* Confirm the correct answer. Write number 1 on the board and draw a tick (✓) next to it.

Audio Script 1 How Musical Are You?   2

Listen to Wilson taking a music questionnaire.

I: Can I ask you these questions about music, Wilson? It's a questionnaire.
W: O.K.
I: Right. The first question is "How often do you listen to music?"
W: Well, I'm always listening to music. I listen to music all day every day!
I: O.K. So that must be ..erm... every day. Right. The next question. What kind of music do you like?
W: Well, my favourite kind of music is pop and rock music. But I also like Latin music like salsa and merengue. I like classical music too and erm...
I: Is there any kind of music you don't like?
W: No. Not really. No.
I: O.K. Right. Question 3. Can you play any musical instruments?
W: I can play the guitar and the piano and I'm learning to play the drums at the moment.
I: The guitar, the piano and the drums. And what about singing? Do you like singing?
W: Yes. I quite like singing. I always sing when I hear a song I know on the radio.
I: Do you sing in a choir?
W: No, nothing like that.
I: O.K. Now the last question. How often do you go to concerts?
W: About once a month.
I: Every month?
W: Yeah. Something like that.
I: O.K. Thanks.

Key
1 ✓

Task 3 Listening for specific information (10 minutes)

N.B. Please check your pronunciation, stress and intonation with the CD before teaching.

1. Read the task instructions and check understanding, e.g ask the students: *"Do you have to tick the correct answers?"* (No, draw circles.) *"Are you going to write your own answers to the music questionnaire?"* (No, the students have to listen and mark Wilson's answers). Focus the students' attention on the example.
2. Play or read Audio Script 1 once or twice.
3. Tell the students to compare their answers in pairs for one minute.
4. Check the task orally. Say: *"Can you tell me Wilson's answers to questions 2/3/4/5, (name)?"* and write the question numbers and the correct letter next to each number on the board.

Key
| 1 a | 2a | 3a | 4b | 5b |

6

MATRIX 5 **UNIT 1**			
Lesson 1/ task 4 and 5			
Type of activity: questionnaire-type activity			
LESSON OBJECTIVES • to review present simple question forms and time • to develop speaking skills			
INSTRUCTION OF THE ACTIVITY: Task 4: write five questions you would like another student to ask you about music Task 5: give your questions to your partner to ask you. Answer the questions. Then ask your partner his or her questions			
CLASSROOM MANAGEMENT: pair work			

Communicative interaction	Yes	No	Somewhat
1. Does it promote talk as interaction?		x	
2. Does it promote talk as transaction?	x		
			x
3. Does the activity promote grammar-oriented FPPs?	x		
4. Does the activity promote short utterances as SPPs?			x
5. Does the activity promote vocal sounds as SPPs?		x	
6. Is the activity cross-curriculum-oriented?		x	
		x	
7. Does the activity provide opportunities for learners to structure their own discourse?			
	x		
8. Is the language used in the activity Standard English?			
9. Is there any indicator of informal register?		x	
10. Does de activity model pragmatic starters, fillers, hesitation marks?		x	
11. Does the activity include social roles different to that of partners'?		x	

María Dolores Burbano Garneff

MODELS SUGGESTED

Lesson 1/task 4 and 5
Type of activity: questionnaire-type activity

INSTRUCTIONS:

Task 4: write five questions you would like another student to ask you about music

Task 5: give your questions to your partner to ask you. Answer the questions. Then ask your partner his or her questions

Production model

A: Who is your favorite singer?

B: Chayanne

Taken from OWTE, page 7

SUGGESTED ANSWERS IN THE TEACHER'S MANUAL (page7)
A: who is your favourite male singer?
B: Chayanne
A: Who is your favourite female singer?
B: Jennifer Lopez
A: Which is your favorite Ricki Martin song?
B: I like "She bangs" best
A: Do you play in a band?
B: yes. I play in a band with my brother and two of his friends. I play the drums
A: Have you ever met a famous singer?
B: Yes. Once I saw Sharon in Guayaquil

TASK 4 *Write five questions you would like another student to ask you about music.*

1 Who is your favourite male singer?
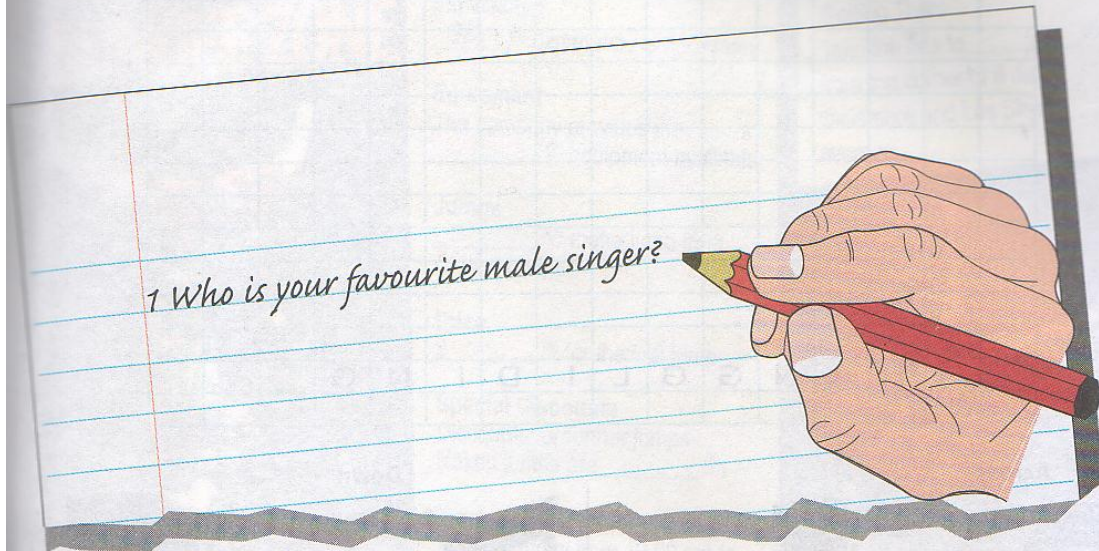
TASK 5 *Work in pairs. Give your questions to your partner to ask you. Answer the questions. Then ask your partner his or her questions.*

Who is your favourite male singer?

Chayanne

Task 4 Writing (10 minutes)

N.B It is very important that the students understand that they have to write questions which they want another student to ask them. They are not going to ask the questions they write. They are going to <u>answer</u> the questions they write. The idea of this exercise is to allow students to decide what they want to talk about.

1 Read the task instructions and do a demonstration. Say: *"O.K. Luis is going to ask me some questions. I want him to ask me about my favourite male singer, so I'll write: Who is your favourite male singer?"* Write some example questions on the board. Encourage the students to tell you the questions, e.g. Say: *"I want Luis to ask me how many instruments I can play. What question shall I write?"* (How many instruments can you play?).

2 Check that the students understand that they are going to give the questions to another student to ask them. They are not going to ask the questions they write. They are going to answer the questions they write. They should know this before they begin to motivate them to choose interesting questions.

3 Tell the students that they have ten minutes to do the activity.

4 Monitor and help individual students if necessary.

5 Stop the activity after ten minutes.

A possible production model

1 Who is your favourite male singer?
2 Who is your favourite female singer?
3 Which is your favourite Ricki Martin song?
4 Do you play in a band?
5 Have you ever met a famous singer?

Task 5 Speaking (10 minutes)

1 Tell the students to read the task instructions

silently and check understanding, e.g. Say: *"Are you going to ask the questions you wrote?"* (No). *"Are you going to answer the questions you wrote?"* (Yes).

2 Put the students into pairs and tell them to exchange their lists of five questions with their partner. Ask one pair of students to do a demonstration with one or two questions if necessary.

3 Tell the students that they have ten minutes to do the activity.

4 Monitor and listen to the students.

5 Stop the activity after ten minutes.

A possible production model
A: Who is your favourite male singer?
B: Chayanne.
A: Who is your favourite female singer?
B: Jennifer López.
A: Which is your favourite Ricki Martin song?
B: I like "She bangs" best.
A: Do you play in a band?
B: Yes. I play in a band with my brother and two of his friends. I play the drums.
A: Have you ever met a famous singer?
B: Yes. Once I saw Sharon in Guayaquil.

7

MATRIX 6 UNIT 1
Lesson 2 /task 4
Type of activity: gap activity
LESSON OBJECTIVES   • to develop speaking skills and students' ability
INSTRUCTION: Student A: look at the table on this page. Ask student B questions about rafting and use the answers to complete the table. Then answer Students B's question about mountain biking. Student B: turn to Pair Work Activities, Unit One, lesson 2.
CLASSROOM MANAGEMENT: pair work

Communicative interaction

	Yes	No	Somewhat
1. Does it promote talk as interaction?		x	
2. Does it promote talk as transaction?	x		
3.Does the activity promote grammar-oriented FPPs?	x		
4. Does the activity promote short utterances as SPPs?			x
5. Does the activity promote vocal sounds as SPPs?		x	
6. Is the activity cross-curriculum-oriented?	x		
7. Does the activity provide opportunities for learners to structure their own discourse?			x
8.I s the language used in the activity standard English?	x		
9.I s there any indicator of informal register?		x	
10. Does de activity model pragmatic starters, fillers, hesitation marks?		x	
11. Does the activity include social roles different to that of partners'?		x	

MODEL SUGGESTED

Lesson 2/task 4
Type of activity: gap activity

INSTRUCTIONS:
Student A: look at the table on this page. Ask student B questions about rafting and use the answers to complete the table. Then answer Students B's question about mountain biking. Student B: turn to Pair Work Activities, Unit One, lesson 2.

Student A		
	mountain biking	rafting
place	Cotopaxi, Papallacta, Mindo, Pululahua, San Rafael	
price	$45 per person	
Price includes	transportation, food, and all equipment	
experience	no experience is necessary	
further information	minimum 3 people	

Taken from OWTE, page 9
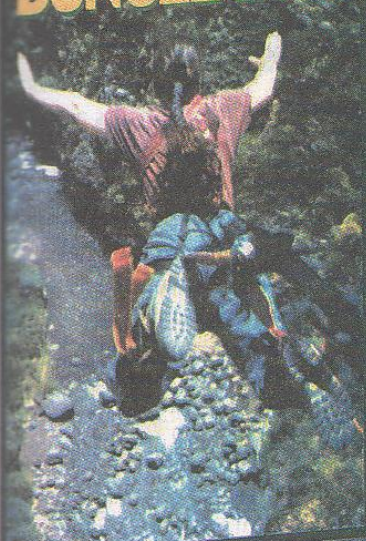
Student B		
	mountain biking	rafting
place		Río Blanco and Río Toachi near Santo Domingo
price		$ 65 oer person
Price includes		transportation, food, and all equipment
experience		no experience is necessary
further information		The bus leaves Quito at 6.30 am and returns at 7.30 pm.

Taken from OWTE, page 102

UNIT **ONE**   Lesson 2

TASK 3 Listen again and complete the brochure.

BUNGEE ZONE

Experience
_No_ (1) experience is necessary.

Equipment
The company provides the
_____ (2) equipment available.

Jumps
_____ (3) metre jump from
Chiche bridge.

Price
$ _____ (4) for the first jump.

Special Discounts
Discounts for further jumps.
Naked jumps are _____ (5)!

Time
Every Sunday from 10.00 am to
_____ (6).

Getting There
Take the bus to _____ (7)
from the corner of 6 de
Diciembre and Los Shyris
Avenues.

TASK 4

Student A: Look at the table on this page.
Ask Student B questions about rafting and use the answers to
complete the table. Then answer Student B's questions about
mountain biking.
Student B: Turn to Pair Work Activities, Unit One, Lesson 2.
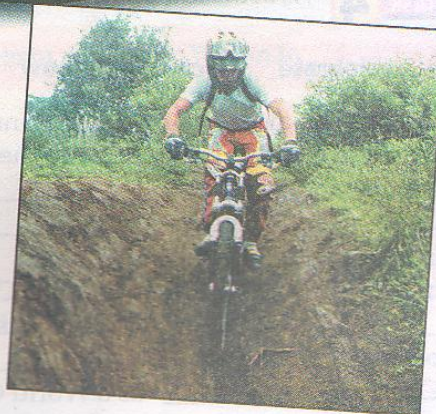
Adventure Sports near Quito
Student A

	mountain biking	rafting
place	Cotopaxi, Papallacta, Mindo, Pululahua, San Rafael	
price	$45 per person	
price includes	transportation, food and all equipment	
experience	no experience is necessary	
further information	minimum 3 people	

nine 9

Task 3 Listening for specific information (10 minutes)

N.B. Please check your pronunciation, stress and intonation with the CD before teaching.

1 Tell the students to read the task instructions silently. Check understanding and focus the students' attention on the example.

2 Play or read Audio Script 2 once or twice.

3 Ask the students to compare their answers in pairs.

4 Check the task orally and write the answers on the board.

Key
1 No
2 safest
3 100
4 55
5 free
6 3.00 pm
7 Puembo

Task 4 Speaking (15 minutes)

1 Read the task instructions.

2 Quickly copy the first part of the tables on page 9 and Pair Work Acitvities, Unit 1, Lesson 3 at opposite ends of the board. e.g.

Student A

	mountain biking	rafting
place	Cotopaxi, Papallacta, Mindo, Pululahua, San Rafael	

Student B

	mountain biking	rafting
place		Rio Blanco and Rio Toachi near Santo Domingo

3 Bring a student to the front of the class. Say: *"I am Student A and you are Student B."*

4 Point to the tables on the board. Ask the other students in the class: *"Do we have the same information?"* (No).

5 Ask: *"What do we have to do?"* (Complete the table). *"How?"* (By asking each other questions).

6 Point to *place* and *rafting* in Student A's table on the board and say: *"What question shall I ask?"* Elicit the question **Where can you go rafting?** from the students.

7 Encourage Student B to look at his table and answer the question. Write **Rio Blanco** and **Rio Toachi** in your table on the board.

8 Put the students into pairs. Tell them to decide who is A and who is B. Make sure the Student Bs look at Pair Work Activity, Unit One Lesson Two in the back of their Student's Books. Say to students: *"Take it in turns to ask and answer questions. Complete your table with the answers."*

N.B Make sure the students don't look at each other's tables. Remind them that it is a speaking and listening activity.

9 Monitor. Help if necessary, but do not interrupt the students to correct them. If you hear a lot of mistakes, correct them with the whole group when the activity has finished.

A possible production model
A: Where can I go rafting?
B: Rio Blanco and Rio Toachi near Santo Domingo.
A: How much does it cost?
B: $65 per person.
A: Oh, it's very expensive! What does the price include?
B: It includes transportation, food and all equipment.
A: Is experience necessary?
B: No, no experience is necessary.
A: Do you have any further information?
B: Yes. The bus leaves Quito at 6.30 am and returns at 7.30 pm.

MATRIX 7 UNIT 3			
Lesson 4/ task 1			
Type of activity: experiential activity			
LESSON OBJECTIVES (speaking) to develop oral fluency			
INSTRUCTION OF THE ACTIVITY: discuss the following questions with your teacher and classmates			
CLASSROOM MANAGEMENT: whole class			

Communicative interaction	Yes	No	Somewhat
1. Does it promote talk as interaction?		x	
2. Does it promote talk as transaction?	x		
3. Does the activity promote grammar-oriented FPPs?		x	
4. Does the activity promote short utterances as SPPs?		x	
5. Does the activity promote vocal sounds as SPPs?		x	
6. Is the activity cross-curriculum-oriented?	x		
7. Does the activity provide opportunities for learners to structure their own discourse?	x		
8. Is the language used in the activity Standard English?	x		
9. Is there any indicator of informal register?		x	
10. Does de activity model pragmatic starters, fillers, hesitation marks?		x	
11. Does the activity include social roles different to that of partners'?		x	

MODEL SUGGESTED

Lesson 4/ task 1
Type of activity: experiential activity

INSTRUCTIONS: discuss the following questions with your teacher and classmates
Have you ever experienced static electricity?
Where were you when you felt it?
What were you doing?
How does it feel? How does it sound?

Taken from OWTE, page 27

SUGGESTED ANSWERS IN THE TEACHER'S MANUAL (page 27) **Most people have experienced static electricity at some time.** **You sometimes feel it when you get out of a car and close the door.** **You sometimes feel it when you touch something or someone, especially when your feet are on a nylon carpet.** **It feels like a little electric shock.** **It hurts! It makes a *chizzzzz* noise!**

three   **Static Electricity**   **Lesson 4**

1 Discuss the following questions with your teacher and classmates.

ve you ever experienced static electricity?
here were you when you felt it? What were you doing?
w does it feel? How does it sound?

2 Match the instructions for a scientific experiment with the pictures.

Static Electricity Experiment
Blow up a balloon.
Rub the balloon against your sweater
or your hair about 10 times.
Hold the balloon to your hair or
sweater for a moment.
Let go of the balloon.

a ▢   b ▢

c ▢   d 1
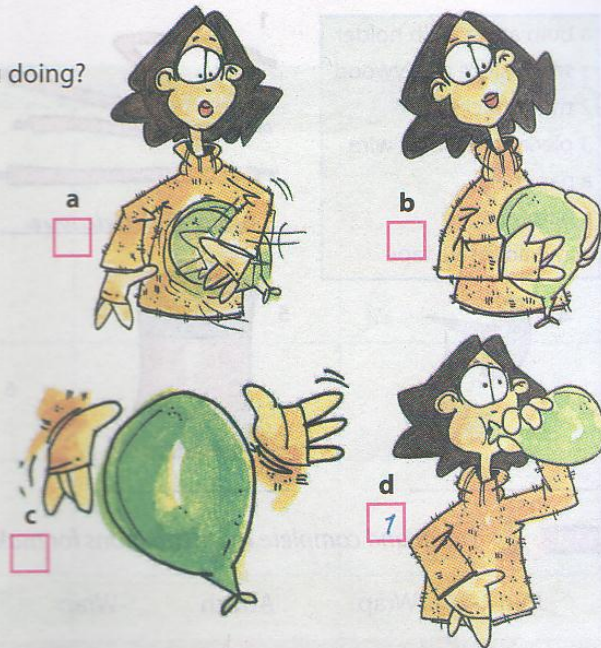
3 Do the experiment with your classmates and then tick (✓) the correct answer to the question.

hen you let go of the balloon, does it move?   Yes ▢   No ▢

4 Complete the paragraph about the results of the experiment with the words from the box.

attract	positively	static	rub	move

lectricity is always trying to _move_ (1) from one thing to another. If it cannot move for some reason, it is called
_____ (2) electricity. When you _____ (3) the sweater with the balloon, each one takes a different
lectrical charge. The balloon becomes negatively charged and the sweater becomes _____ (4) charged.
hese opposites _____ (5) each other.

Before Rubbing   After Rubbing

twenty-seven **27**
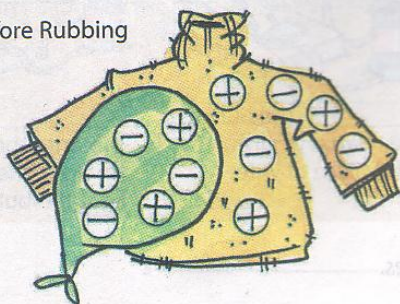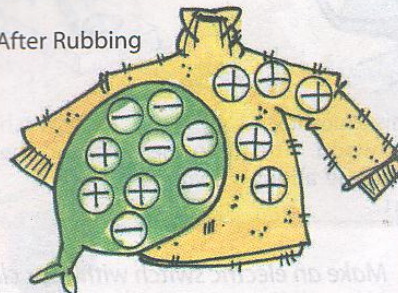
Lesson Objectives:
- to develop oral fluency
- to provide links with other areas of the curriculum, i.e. science
- to provide variety and a practical element to the course in the form of an experiment

Teaching Tip
For this lesson the students will need as many balloons and sweaters with long sleeves as possible. The activity will be more motivating if the majority of the students are involved in the experiment. Ideally, they should do it in pairs.

Task 1   Class discussion (10 minutes)

1 Read the task instruction and the questions.

2 Pose the questions one at a time and encourage the students to answer and describe their experiences. Try to encourage more than one student to answer the same questions and develop the discussion if possible by asking further questions.

N.B. This is an oral task only. It is not necessary for the students to write their answers.

A possible production model
Most people have experienced static electricity at some time. You sometimes feel it when you get out of a car and close the door. You sometimes feel it when you touch something or someone, especially when your feet are on a nylon carpet. It feels like a little electric shock. It hurts! It makes a *chizzzzzz* noise!

Task 2 Reading and matching (10 minutes)

1 Tell the students to read the task instruction silently. Demonstrate the task with the example.

2 Ask the students to do the task individually.

3 Monitor and help the students if necessary.

4 Ask the students to check their answers in pairs.

5 Check the task orally and write the answers on the board.

Key
1 d   2 a   3 b   4 c

Task 3 Project work (15 minutes)

1 Ask the students to read the task instruction silently and check understanding.

2 Make sure the students understand that the aim of the experiment is to find out the answer to the question. Ask: *"What do you have to find out?"*

3 Organize the students into groups and encourage them to follow the steps in Task 2 to carry out the experiment.

4 Monitor and help the students if necessary.

5 When all the students have finished the experiment, check the task orally and write the answer on the board.

Key
No

Task 4 Reading and completing (10 minutes)

1 Read the task instruction. Check understanding and focus the students' attention on the example.

2 Give the students 10 minutes to do the task.

3 Monitor and help the students if necessary.

4 Ask the students to compare their answers in pairs.

5 Check the task orally and write the answers on the board.

Key
1 move
2 static
3 rub
4 positively
5 attract

N.B. Focus the students' attention on the pictures at the bottom of page 27 to illustrate what they have learnt.

MATRIX 8 UNIT 4			
Lesson 1/ task 5			
LESSON OBJECTIVES (speaking)			
INSTRUCTION: Use the sentences in Task 4 to make questions using the word Where? In pairs take it in turns to answer them			
CLASSROOM MANAGEMENT: pair work			

Communicative interaction			
	Yes	**No**	**Somewhat**
1. Does it promote talk as interaction?		x	
2. Does it promote talk as transaction?	x		
3.Does the activity promote grammar-oriented FPPs?	x		
4. Does the activity promote short utterances as SPPs?	x		
5. Does the activity promote vocal sounds as SPPs?		x	
6. Is the activity cross-curriculum-oriented?	x		
7. Does the activity provide opportunities for learners to structure their own discourse?		x	
8. Is the language used in the activity standard English?	x		
9. Is there any indicator of informal register?		x	
10. Does de activity model pragmatic starters, fillers, hesitation marks?		x	
11. Does the activity include social roles different to that of partners'?		x	

MODEL SUGGESTED

lesson 1/ task 5
Type of activity: content-based questionnaire-type activity

INSTRUCTIONS: Use the sentences in task 4 to make questions using the word 'Where?'In pairs take it in turns to answer them
A: Where do plants grow in deep shade?   **B: in the herb layer**

Taken from OWTE, page 31

SUGGESTED ANSWERS IN THE TEACHER'S MANUAL (page 31)   SA: where do plants grow in deep shade?   SB: in the herb layer   SA: where do trees break through the canopy?   SB: in the emergent layer   SA: where do small trees grow under the canopy?   SB: in the understorey layer

UNIT **four**   *The Rainforest*   *Lesson 1*

3 *Read the text again and decide if the statements are **true** or **false**.*

1 Few plants, animals and insects live in the rainforests.   _____
2 The ground is always wet in the rainforest.   _____
3 About 50% of all species live in the rainforest.   _____
4 Plants and animals of the rainforest grow in layers.   _____
5 Many medicines come from the rainforest.   _____

4 *In pairs read the texts in the picture and complete the information with the corresponding layer.*

1 Here plants grow in deep shade. ___*Herb layer*___
2 Trees that break through the canopy. _____
3 Small bushes grow here. _____
4 Small trees under the canopy grow here. _____
5 Here a thick covering of leaves absorbs the sunlight. _____

Emergent layer: Some trees grow higher than the canopy and reach heights up to 60 metres.

Canopy layer: It forms a thick covering of leaves over the rainforest and most of the sun is absorbed by it.

Understorey layer: This is a layer of small trees under the canopy. Some of them are young trees and some are already fully grown.

Shrub layer: where very small bushes grow.

Herb layer: Plants living here must be able to grow in deep shade.

5 *Use the sentences in Task 4 to make questions using the word **Where?** In pairs take it in turns to answer them.*

hrub

Where do plants grow in deep shade?

In the herb layer.

herb

thirty-one **31**

Task 3 Reading for specific information
    (10 minutes)

1 Tell the students to read the task instructions silently. Check understanding and focus their attention on the example.

2 Ask them to read the first statement and the corresponding information in the text. Ask: *"Is this true or false?"* (false) *"Why?"* (because thousandS of different plants and a lot of trees live in rainforests).

3 Give the students enough time to do the task.

4 Check the task orally.

Key
1 false (because thousands of different plants and a lot of trees live in rainforests).
2 true
3 false (75% of all species)
4 true
5 true

Task 4 Reading for specific information
    (10 minutes)

1 Tell the students to read the task instructions silently. Check understanding and focus their attention on the example.

2 Ask them to read the short texts in the picture and to complete the information. Explain that a layer is a thickness of some substance, often one of many. To ensure understanding and because it is a word from Science, say that the Spanish for this word is *capa*. Emphasize that they have to identify the types of layers.

3 Give the students enough time to do the task.

4 Check the task orally.

Key
1 herb layer
2 emergent layer
3 shrub layer

4 understorey layer
5 canopy layer

Task 5 Speaking (10 minutes)

1 Organize the students in pairs. Tell them to use the sentences in Task 4 to make questions using the word *where*?

2 Demonstrate the task with the example provided.

3 Give students 10 minutes to do the task.

4 Bring two students to the front to perform the interaction.

A possible production model
SA: Where do plants grow in deep shade?
SB: In the herb layer.
SA: Where do trees break through the canopy?
SB: In the emergent layer.
SA: Where do small trees grow under the canopy?
SB: In the understorey layer.

31

MATRIX 9 UNIT 4		
Lesson 2/ task 5		
Type of activity: role-play		
LESSON OBJECTIVES (speaking) to develop speaking skills		
INSTRUCTION: Student A: you are ill. Describe your symptoms to Student B. Student B: you are a doctor. Listen to student B's symptoms and give advice. Prescribe some natural medicine if you can! Then change roles.		
CLASSROOM MANAGEMENT: pair work		

Communicative interaction	Yes	No	Somewhat
1. Does it promote talk as interaction?		x	
2. Does it promote talk as transaction?	x		
3. Does the activity promote grammar-oriented FPPs?	x		
4. Does the activity promote short utterances as SPPs?		x	
5. Does the activity promote vocal sounds as SPPs?		x	
6. Is the activity cross-curriculum-oriented?	x		
7. Does the activity provide opportunities for learners to structure their own discourse?		x	
8. Is the language used in the activity standard English?	x		
9. Is there any indicator of informal register?			x
10. Does de activity model pragmatic starters, fillers, hesitation marks?	x		
11. Does the activity include social roles different to that of partners'?			X

MODEL SUGGESTED

Lesson 2/ task 5
Type of activity: role-play

INSTRUCTIONS:
Student A: you are ill. Describe your symptoms to Student B.
Student B: you are a doctor. Listen to student B's symptoms and give advice. Prescribe some natural medicine if you can! Then change roles.
Possible production model
A: How do you feel?
B: I've got stomach ache
A: Ah! You need to drink some chamomile tea!

Taken from OWTE, page 33

SUGGESTED PRODUCTION MODEL IN THE TEACHER'S MANUAL (page 33)
SB: How do you feel? SA: I've cut my finger SB: Does it hurt? SA: Oh, yes! SB: You should put some bracken liquid or on the wound or bandage your finger SA: Oh, OK. Thank you

four   Lesson 2

4 *Read the text and check your ideas.*

al Medicine

edicinal value of plants has long been
nized in many different countries.
cinal plants are either eaten, made into
s or used to make ointments and lotions.

cado

ado seeds are used by
eople of the
dorian Amazon to
snake bites.
ado seeds are grated and
d with strong alcohol.
necessary to drink one glass of the
cine immediately after being bitten and
er 4 hours later until the patient can
a hospital.

ao

bark of the cacao tree is
in the jungle to heal
s. The green fruit is
ed and grated to
uce a sticky liquid. This liquid is applied
cut or scar and left until it comes off by
f. During this treatment, it is important
to eat hot chili.

Camomile

Camomile flowers, stalks and
leaves are boiled with water. The
liquid is then sieved and drunk
to cure stomach ache.
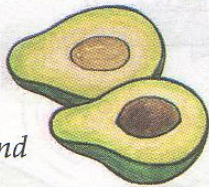
Dragon's Blood

Dragon's blood comes from
one species of Eucalyptus
tree. This liquid is used for
a variety of medicinal
purposes. In particular it
can help to prevent tooth
decay. The latex is extracted from the trunk of
the tree and kept in a glass jar. 5 drops
should be used as toothpaste once a week.

Papaya Seeds

Papaya seeds are well known
as a cure for parasites.
Herbalists make a syrup by
boiling the ground seeds in
water and adding a little honey.

Bracken

Bracken grows in different
climates, especially where there
is a lot of rain. It produces a
substance which heals wounds.

5 *Student A: You are ill. Describe your symptoms to Student B.*
*Student B: You are a doctor. Listen to Student B's symptoms and give advice. Prescribe some
natural medicine if you can! Then change roles.*

How do you feel?

Ah! You need to drink
some camomile tea!

I've got stomach ache.

María Dolores Burbano Garneff   150

Task 4 Reading and checking (10 minutes)

1 Ask the students to read the task silently. Check understanding.

2 Demonstrate the task by showing the students the lines in the texts about cacao and bracken which tell us they are good for cuts and wounds.

3 Ask the students to do the task individually.

4 While the students are working, copy the names of the herbal medicines from Task 3 on the board.

5 Check the task orally and write the answers on the board.

Key
5 papaya seeds
4 dragon's blood
1 cacao
3 avocado
1 bracken
2 camomile

Task 5 Role playing (10 minutes)

1 Read the task instruction. Focus the students' attention on the example in the book. Demonstrate the task by bringing one student to the front and asking him/her to do a short example role play with you.

2 Organize the students into pairs. Tell each pair to decide who is Student A and who is Student B.

3 Walk around the classroom. Monitor and help the students if necessary.

4 When the students have finished, tell them to change roles.

A possible production model
Student B: How do you feel?
Student A: I've cut my finger.
Student B: Does it hurt?
Student A: Oh, yes!
Student B: You should put some bracken liquid or on the wound or bandage your finger.
Student A: Oh, OK. Thank you. > Some bracken liquid ?

añadir
+ .

33

MATRIX 10 UNIT 5
Lesson 5/ task 2
Type of activity: conducting a survey
LESSON OBJECTIVES: (speaking) to develop speaking skills
INSTRUCTIONS Find out how many people in the class think that women can do the jobs in Task 1. Walk around the class and ask your classmates. Keep a record of your results
CLASSROOM MANAGEMENT: whole class

Communicative interaction	Yes	No	Somewhat
Does it promote talk as interaction?		x	
Does it promote talk as transaction?	x		
Does the activity promote grammar-oriented FPPs?	x		
Does the activity promote short utterances as SPPs?	x		
Does the activity promote vocal sounds as SPPs?		x	
Is the activity cross-curriculum-oriented?		x	
Does the activity provide opportunities for learners to structure their own discourse?			x
Is the language used in the activity standard English?	x		
Is there any indicator of informal register?		x	
Does de activity model pragmatic starters, fillers, hesitation marks?		x	
Does the activity include social roles different to partners'?		x	

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MODEL SUGGESTED

Lesson 5./task 2 Speaking
Type of activity: conducting a survey

INSTRUCTIONS:
Find out how many people in the class think that women can do the jobs in Task 1. Walk around the class and ask your classmates. Keep a record of your results
Suggested model for production
A: Do you think a woman could be the President of the Republic? B: Yes! Why not?

 Taken from OWTE, page 44

No suggestions on the teacher's manual

Lesson 5　　　　　　　**Conducting a Survey**　　　　　UNIT fiv

TASK 1 Match the pictures with the words in the box.

| builder | pilot | bus driver | president | doctor | priest |
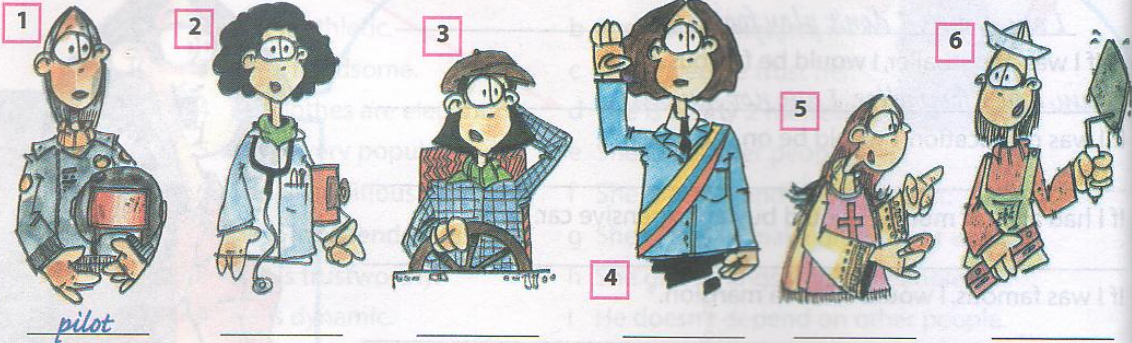
1　　2　　3　　4　　5　　6

pilot

TASK 2

Find out how many people in the class think that women can do the jobs in Task 1. Walk around the class and ask your classmates. Keep a record of your results.

Do you think a woman could be the President of the Republic?

Yes! Why not?

TASK 4 Write a summary of your results.

Example: **All the students in the class think women can be...**

TASK 3 Draw a graph of your results.

Which jobs can women do?

Number of students who think women can do these jobs

40

30

20

10

0

pilot　builder　bus driver　president　doctor　priest

Jobs

María Dolores Burbano Garneff　　　　　　　　　　　　154

Lesson 5   *Conducting a Survey*   UNIT **five**

Lesson Objectives
- to provide links with other areas of the curriculum, e.g. mathematics
- to review vocabulary related to jobs
- to raise students' awareness of gender equality
- to develop speaking skills

Task 1 Activating general knowledge (5 minutes)

1 Say: *"First match these pictures with the words in the box."* Demonstrate the task by pointing at the picture of the pilot and the example.

2 Tell the students to do the task in pairs.

3 Check the task orally and write the answers on the board.

Key
1 pilot
2 doctor
3 bus driver
4 president
5 priest
6 builder

Task 2 Speaking (10 minutes)

1 Introduce the topic. Focus the students' attention on the pictures in Task 1 again. Ask: *"What is unusual about these pictures?"* (They are all women and women do not usually do these jobs). Then tell the students: *"In this lesson, we are going to find out how many of you think women could do these jobs."*

2 Bring five students to the front of the class Say: *"I want to find out how many of you think that women can do the jobs in Task 1."*

3 Ask the five students if they think a woman could do each job in Task 1, one at a time. Keep a record of their answers on the board, e.g. write the names of the jobs in Task 1 on the board and then write **no** and **yes** under each job on the board. When a student says he/she thinks that a women could do the job, draw a line next to **yes**. When a student says he/she thinks that a woman could not do the job, draw a line next to **no**. Place in N.B. like the others. Do not erase this information.

4 Tell the students to do the task. They can either walk around the class and ask up to twenty students or work in groups of at least five students if there is a lack of space. While the students are working, copy the axes from the graph in the student's book on the board. Label the horizontal axis with *Jobs* and the vertical axis with *Number of*

Students. Write the question as the title of the graph.

N.B. Ensure that the students keep a record of their results.

Task 3 Drawing a graph (15 minutes)

1 Tell the students to look at the bar graph and the axes on the board.

2 Use your results from the last task to draw a bar graph on the board.

N.B. Do not erase this graph.

3 Tell the students to use the axes in their books and draw a graph to represent the results they have.

4 Monitor and help the students if necessary.

Task 4 Writing (15 minutes)

1 Tell the students to read the task instructions silently and check understanding.

2 Focus the students' attention on the information in the bar graph on the board and ask them to help you to write a short example summary on the board.

3 Tell the students to write their summaries individually.

4 Monitor and help the students if necessary.

A possible production model
Everybody says women can be doctors. All the students in the class think women can be doctors. Ten students in the class think women could be pilots, but ten think that only men should be pilots. Nobody thinks women should be builders, but everybody thinks women can work as bus drivers. Eight students think a woman could be the president of Ecuador, but twelve say that the country should have a male president. There are lots of good female doctors in Ecuador. Only five students think women should be priests. Fifteen students think priests should be men.

44

María Dolores Burbano Garneff   155

MATRIX 11 UNIT 7
Lesson 1/task 4
Type of activity: gap activity
Lesson objective (speaking) to develop speaking skills
INSTRUCTIONS: Student A: look at the table below. Ask Student B questions about Scotland and Northern Ireland and complete the corresponding part. Answer Students B's questions about England and Wales.
CLASSROOM MANAGEMENT: pair work

Communicative interaction	Yes	No	Somewhat
1. Does it promote talk as interaction?		x	
2. Does it promote talk as transaction?	x		
3. Does the activity promote grammar-oriented FPPs?	x		
4. Does the activity promote short utterances as SPPs?			x
5. Does the activity promote vocal sounds as SPPs?		x	
6. Is the activity cross-curriculum-oriented?	x		
7. Does the activity provide opportunities for learners to structure their own discourse?		x	
8. Is the language used in the activity standard English?	x		
9. Is there any indicator of informal register?		x	
10. Does de activity model pragmatic starters, fillers, hesitation marks?		x	
11. Does the activity include social roles different to partners'?		x	

MODEL SUGGESTED

Lesson 1/ task 4	
Type of activity : gap activity	

INSTRUCTIONS:

Student A: look at the table below. Ask Student B questions about Scotland and Northern Ireland and complete the corresponding part. Answer Students B's questions about England and Wales.

Student A

country	capital	area	Main language	Average temperature	resources
England	London	130,423 sq km	English	July 16.1 C January 4.4 C	Coal Natural gas
Scotland					
Wales	Cardiff	20,761 sq km	English Welsh (20% of the population	July 15.6 C January 5.6 C	Iron ore coal
Northern Ireland					

Taken from OWTE, page 103

Student B

country	capital	area	Main language	Average temperature	resources
England					
Scotland	Edinburgh	77,080 sq. km	English Scottish Gaelic (100,000 people)	July 15 C January 5.6 C	Coal Oil Forestry and fishingresources
Wales					
Northern Ireland	Belfast	13,483 sq. km	English Irish Gaelic (a few people)	July 14.4 C January 4.4 C	Sand Iron ore Coal

fromOWTE, page 55

María Dolores Burbano Garneff

SUGGESTED ANSWERS IN THE TEACHER'S MANUAL (possible production model for students A and B)	
A: What is the capital of Scotland? B: Edinburg A: How big is Scotland? B: 77,080 square kilometers A: what are the main languages? B:English. About 100,000 people speak Scottish Gaelic A: What is the average temperature B: The average temperature in July is 15 C and in January it is 5.6 C A: What natural resources does Scotland have? B: Coal, oil and forestry and fishing resources	B: What is the capital of England? A: London B: How big is England? A: 130,423 square kilometers B: What is the main language? A: English B: What is the average temperature? A: The average temperature is 16.1 C in July and 4.4 in January B: What natural resources does England have? A: Coal and natural gas

3 Read the text again and complete the table.

area	
capital	
official language	
other languages	
religion	
currency	

4 Work in pairs. Student A: Look at the table below. Ask Student B questions about Scotland and Northern Ireland and complete the corresponding part. Answer Student B's questions about England and Wales.

What's the capital of England?

London.

. It has an area of 130,423 square kilometres.

How big is England?

country	capital	area	main languages	average temperature	resources
England	London	130,423 sq km	English	July 16.1 °C January 4.4 °C	coal natural gas
Scotland					
Wales	Cardiff	20,761 sq km	English Welsh (20% of the population)	July 15.6 °C January 5.6 °C	iron ore coal
Northern Ireland					

Task 3 Reading for specific information (15 minutes)

1 Ask the students to read the task instructions silently. Check understanding and demonstrate the task with an example. Copy the first row of the table onto the board and ask: *"How big is the United Kingdom?"* and write the correct answer next to *area*.

2 Tell the students to do the task individually.

3 Monitor and help the students if necessary.

4 Ask the students to compare their answers in pairs.

5 Check the task orally and write the answers on the board.

Key
area: 242,752 sq km
capital: London
official language: English
other languages: Welsh and Gaelic
religion: Christianity
currency: Sterling

Task 4 Speaking (15 minutes)

1 Organize the students into pairs. Tell them that each pair should have a Student A and a Student B.

2 If necessary, demonstrate the task by bringing two students to the front of the class to perform part of the task.

3 Focus the students' attention on the examples to help them.

4 Make sure that the Student Bs turn to the correct pair work activity in the back of their Student's Books.

5 Monitor and help the students if necessary.

N.B. Make sure that the students do not look at each others' tables. Remind them that it is a speaking and listening activity.

A possible production model
A: What is the capital of Scotland?
B: Edinburgh.
A: How big is Scotland?

B: 77,080 square kilometres.
A: What are the main languages?
B: English. About 100,000 people also speak Scottish Gaelic.
A: What is the average temperature?
B: The average temperature in July is 15°C and in January it is 5.6°C.
A: What natural resources does Scotland have?
B: Coal, oil and forestry and fishing resources.

A: What is the capital of Northern Ireland?
B: Belfast.
A: How big is Northern Ireland?
B: 13,483 square kilometres.
A: Which languages do people speak?
B: Most people speak English and a few people speak Irish Gaelic.
A: What is the average temperature?
B: The average temperature is 14.4°C in July and 4.4°C in January.
A: What natural resources does Northern Ireland have?
B: Sand, iron ore and coal.

B: What is the capital city of England?
A: London.
B: How big is England?
A: 130,423 square kilometres.
B. What is the main language?
A: English.
B: What is the average temperature?
A: The average temperature is 16.1°C in July and 4.4°C in January.
B: Which natural resources does England have?
A: Coal and natural gas.

B: What is the capital city of Wales?
A: Cardiff.
B: How big is Wales?
A: It has an area of 20,761 square kilometres.
B: What language do the people speak?
A: The main language is English and 20% of the population also speak Welsh.
B: What is the average temperature?
A: The average temperature is 15.6°C in July and 5.6°C in January.
B: Which natural resources does Wales have?
A: Iron ore and coal.

MATRIX 12
UNIT 7

Lesson 2/task 5

Type of activity: question-answer activity

Lesson objective (speaking) to develop speaking skills

INSTRUCTIONS: Work in pairs. Look at the photographs of aspects of life in Ecuador. Talk about your likes and dislikes. Find 6 similarities and write them down (page 57)

CLASSROOM MANAGEMENT: pair work

Communicative interaction

	Yes	No	Somewhat
1. Does it promote talk as interaction?		x	
2. Does it promote talk as transaction?	x		
3.Does the activity promote grammar-oriented FPPs?	x		
4. Does the activity promote short utterances as SPPs?		x	
5. Does the activity promote vocal sounds as SPPs?		x	
6.Is the activity cross-curriculum-oriented?		x	
7. Does the activity provide opportunities for learners to structure their own discourse?			x
8. Is the language used in the activity standard English?	x		
9. I s there any indicator of informal register?		x	
10. Does de activity model pragmatic starters, fillers, hesitation marks?		x	
11. Does the activity include social roles different to partners'?		x	

MODEL SUGGESTED

Lesson 2/ task 5
Type of activity: question-answer activity

INSTRUCTIONS:

Work in pairs. Look at the photographs of aspects of life in Ecuador. Talk about your likes and dislikes. Find 6 similarities and write them down (page 57)

A: I like ceviche. Do you like ceviche too?

B: Yes! I love ceviche

A: So, we both like ceviche

Taken from OWTE, page 57

SUGGESTED ANSWERS IN THE TEACHER'S MANUAL (page 57)

Possible production model
1. **Both of us like ceviche**
2. **Neither of us can dance salsa very well**
3. **Both of us like travelling by bus**
4. **Both of use like the beach**
5. **Neither of us like very hot weather**
6. **Both of us have good friends**

TASK 4 *Decide if the following statements are* **true** *or* **false**. *Use your answers from Task 3 to help you.*

1 Both Vicki and Steve like the mountains in Ecuador. *true*
2 Neither Vicki nor Steve like salsa music. *false*
3 Both Vicki and Steve like Ecuadorian fruit. ___
4 Neither Vicki nor Steve think bus drivers drive safely. ___
5 Neither Vicki nor Steve think life is cheaper in Ecuador. ___
6 Neither Vicki nor Steve think Ecuadorians are punctual. ___
7 Only Vicki says Ecuadorians have a good sense of humour. ___
8 Only Steve thinks there is too much crime. ___
9 Both Vicki and Steve have had stomach problems. ___
10 Both Vicki and Steve miss their families. ___

TASK 5 *Work in pairs. Look at the photographs of aspects of life in Ecuador. Talk about your likes and dislikes. Find 6 similarities and write them down.*

1 Both of us like ceviche.
2 Neither of us can dance salsa very well.

I like ceviche. Do you like ceviche too?

So, we both like ceviche.

Yes! I love ceviche!

Ecuadorian food

music and dancing

transport

places in Ecuador

the weather

Ecuadorian people

✗Task 4 Language awareness (10 minutes)

1 Read the task instructions. Check understanding.

2 Focus the students' attention on the examples and refer back to Task 3 to demonstrate the task. Read the first statement: *Both Vicki and Jim like the mountains in Ecuador.* Then tell the students to look at the first question in Task 3. Ask: *"Does Vicki like the mountains?"* (Yes) *"Does Steve like the mountains?"* (Yes) *"So, both Vicki and Steve like the mountains. That's true."* Then read the fourth statement: *Neither Vicki nor Steve think bus drivers drive safely.* Then tell the students to look at question number 4 in Task 3. Ask: *"Does Vicki think that bus drivers drive safely?"* (No) *"Does Steve think that bus drivers drive safely?"* (No) *"So neither Steve nor Vicki think bus drivers drive safely. That's true."*

3 Ask the students: *"What is the difference between* both ...and *and* neither ... nor?*"* (Both ... and is affirmative. Neither ... nor is negative). Ask: *"Which talks about similarities?"* (Both both ... and and *neither ... nor* describe similarities).

Teaching Tip
We can put *both* before nouns and pronouns to describe similarities.

e.g. *Both Juan and Jaime like ceviche.*

We use the structure *neither ... nor* to join two negative ideas. (It is the opposite of *both ... and*).

e.g. *Neither María nor Barbara like salsa music.*

N.B. It is more formal with neither...nor to use the singular 3rd person form of the verb after two subjects, e.g. *Neither María nor Barbara likes salsa music.* However, in an informal style we can use a plural verb after two subjects joined by *neither .... nor*.

4 Ask the students to do the task individually.

5 Monitor and help the students if necessary.

6 Tell the students to compare their answers in pairs.

7 Check the task orally and write the answers on the board.

Key
1 true
2 false
3 true
4 true
5 false
6 true
7 true
8 true
9 false
10 true

Task 5 Speaking and writing (10 minutes)

1 Ask a student to come to the front of the class to demonstrate the task.

2 Ask the student questions to find similarities between your likes and dislikes, e.g. *"Do you like llapingachos?" "Do you like bungee jumping?"* etc. When the student says *yes* to something you also like, say: *"Both of us like ..."* and write the sentence on the board. When the student says *no* to something you also don't like, say: *"Neither of us like ..."* and write the sentence on the board.

Teaching Tip
We can put *both of* before nouns and pronouns to describe similarities.

e.g. *Both of us like Ecuadorian food.*

We can use *neither of* before a noun or a pronoun to describe similarities. We use a singular verb in the formal style. In the informal style a plural verb is used.

e.g. *Neither of us likes cold weather. (formal)*
Neither of us like cold weather. (informal)

3 Organize the students into pairs to do the task.

4 Monitor and help the students if necessary.

5 Ask students at random for the similarities they found and write them on the board.

A possible production model
1 Both of us like ceviche.
2 Neither of us can dance salsa very well.
3 Both of us like travelling by bus.
4 Both of us like the beach.
5 Neither of us like very hot weather.
6 (Use last picture, ex. Both of us have good friends).

57

<table>
<tr><td colspan="4" align="center">**MATRIX 13**
UNIT 9</td></tr>
<tr><td colspan="4">**Lesson 1/task 5**</td></tr>
<tr><td colspan="4">**Type of activity:** exchange-information type</td></tr>
<tr><td colspan="4">**LESSON OBJECTIVE (speaking)** to develop speaking skills</td></tr>
<tr><td colspan="4">**INSTRUCTIONS:** work in pairs. Tell your partner your preferences about the kinds of films in task 1. Find something you have in common.</td></tr>
<tr><td colspan="4">**CLASSROOM MANAGEMENT:** pair work</td></tr>
</table>

Communicative interaction	Yes	No	Somewhat
1. Does it promote talk as interaction?		x	
2. Does it promote talk as transaction?	x		
3. Does the activity promote grammar-oriented FPPs?	x		
4. Does the activity promote short utterances as SPPs?		x	
5. Does the activity promote vocal sounds as SPPs?		x	
6. Is the activity cross-curriculum-oriented?		x	
7. Does the activity provide opportunities for learners to structure their own discourse?			x
8. Is the language used in the activity standard English?	x		
9. I s there any indicator of informal register?		x	
10. Does de activity model pragmatic starters, fillers, hesitation marks?		x	
11. Does the activity include social roles different to partners'?		x	

MODEL SUGGESTED

| **Lesson 1/ task 5** |
| **Type of activity:** exchange-information type |

INSTRUCTIONS: work in pairs. Tell your partner your preferences about the kinds of films in task 1. Find something you have in common.

A: I love action films!

B: I do too. Both of us love action films

   Taken from OWTE, page 71

SUGGESTED ANSWERS IN THE TEACHER'S MANUAL (page 71)
Possible production model

A: I love action films
B: Do you? I'm not fond of comedies
A: I hate comedies
B: Do you? I'm fond of comedies
A: I can't stand romantic films
B: No, I hate them too
A: So, both of us hate romantic films

MATRIX 14 UNIT 9			
Lesson 1/task 6			
Type of activity: statement-type activity			
LESSON OBJECTIVE: (speaking) to develop speaking skills			
INSTRUCTIONS: work in small groups. Imagine that you are going to spend an evening out together. Agree on an activity to do together from the suggestions below.			
CLASSROOM MANAGEMENT: pair work			

Communicative interaction	Yes	No	somewhat
1.Does it promote talk as interaction?		x	
2. Does it promote talk as transaction?	x		
3.Does the activity promote grammar-oriented FPPs?		x	
4. Does the activity promote short utterances as SPPs?		x	
5. Does the activity promote vocal sounds as SPPs?		x	
6. Is the activity cross-curriculum-oriented?		x	
7. Does the activity provide opportunities for learners to structure their own discourse?			x
8. Is the language used in the activity standard English?	x		
9. I s there any indicator of informal register?		x	
10. Does de activity model pragmatic starters, fillers, hesitation marks?		x	
11. Does the activity include social roles different to partners'?		x	

MODEL SUGGESTED

Lesson 1. task 6
Type of activity: statement-type activity

INSTRUCTIONS: work in small groups. Imagine that you are going to spend an evening out together. Agree on an activity to do together from the suggestions below (different places

SUGGESTED ANSWERS IN THE TEACHER'S MANUAL (page 71)

Possible production model:
Let's decide where to go tonight
Let's go bowling
No! I can't stand bowling. Let's do something else
Well, I'm not very keen on Chinese food
What else can we do?

 Taken from OWTE, page 71

TASK 4 *Put the expressions in the correct place on the scale according to their meaning.*

| I hate science fiction films. | I love thrillers. | I can't stand romantic films. |
| I'm fond of horror films. | I'm not keen on comedies. | |

1   2   3   4   5

I hate science fiction films.
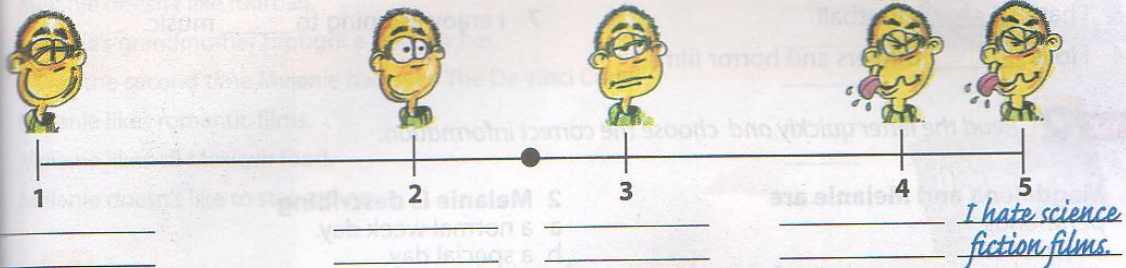
TASK 5 *Work in pairs. Tell your partner your preferences about the kinds of films in Task 1. Find something you both have in common.*

I love action films!

I do, too. Both of us love action films.

TASK 6 *Work in small groups. Imagine that you are going to spend an evening out together. Agree on an activity to do together from the suggestions below.*
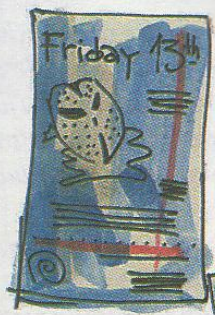
a concert
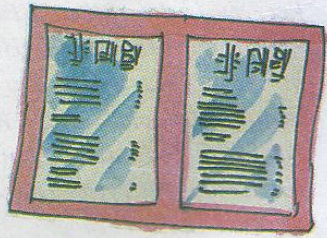
a meal in a Chinese restaurant

a trip to the cinema

an evening at a salsoteca
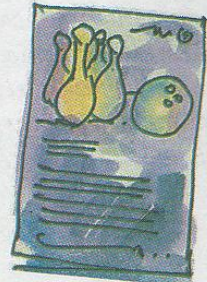
a trip to a bowling alley
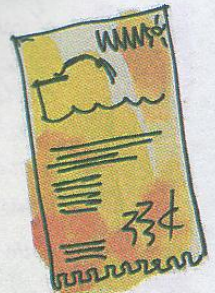
a trip to a swimming pool

Task 4 Language awareness (5 minutes)

1. Read the task instructions and focus the students' attention on the example.

2. Ask the students to do the task individually.

3. Monitor and help the students if necessary.

4. Tell the students to compare their answers in pairs.

5. Check the task orally and write the answers on the board.

Key
I hate science fiction films. (5)
I can't stand romantic films. (4)
I'm not keen on comedies. (3)
I'm fond of horror films. (2)
I love thrillers. (1)

Task 5 Speaking (5 minutes)

1. Demonstrate the task. Ask a student to come to the front of the class. Ask him or her questions about his or her likes and dislikes with regard to films, e.g. *"What do you think of horror films?"* etc. Encourage the student to use the expressions in Task 4. When you agree with one of his or her likes and dislikes, say: *"So we have something in common."* Then write the similarity on the board, e.g. *Neither of us can stand science fiction films. Both of us love comedies.* etc.

2. Organize the students into pairs to do the task.

3. Monitor and listen to the students.

A possible production model
A: I love action films.
B: Do you? I'm not very keen on action films.
A: I hate comedies.
B: Do you? I'm fond of comedies.
A: I can't stand romantic films.
B: No, I hate them too.
A: So, both of us hate romantic films.

Task 6 Speaking (10 minutes)

1. Ask the students to read the task instructions silently.

2. Demonstrate the task. Ask two students to come to the front of the class. Say: *"Let's decide where to go tonight."* Encourage the students to choose a place. Then state your likes and dislikes. (Disagree with them to keep the conversation going!, e.g. *"No! I can't stand bowling. Let's do something else." "Well, I'm not very keen on Chinese food. What else can we do?"* etc.)

3. Organize the students into groups of about four to do the task.

4. Walk around and listen to the students. Help if necessary.

5. Ask some students at random for their choices.

MATRIX 15

COMPILED DATA FROM TESTS

Final exams.
No. of exams 13:
9 designed by teachers
4 suggested in *Our World Through English 4*

Skill		Percentage	Comments
Reading	specific information	100%	No identification of genders No identification of characters No identification of style and register
Listening	Specific information	100%	No identification of genders No identification of characters No identification of style and register
Speaking	Exposition Interaction	77% 23%	No strategies to: Initiate an interaction Finish an interaction Ask for clarification
Writing	Free-production Writing based in notes or illustrations	69% 31%	No instruction regarding addressee Product-oriented
Grammar (19 act.)	Rewriting sentences using a determined grammar feature Completing sentences with grammar forms Matching halves Ability to ask questions	21% 64% 5% 10%	No pragmatic grammar
Vocabulary	Choosing correct words to complete a text or chart Matching words with descriptions/definitions Naming things related to certain features	39% 46% 15%	Students are not assessed in: Synonyms Composition of words Different meanings Different register Vocal sounds lexical units for conversational strategies

MATRIX 16

9 TESTS DESIGNED BY TEACHERS

End of the school year exam

SKILL	Sub-skill/outcome	Comments
Listening (specific context)	Specific information (9 TESTS)	No identification of genders No identification of characters No identification of style and register
Reading	Specific information 9 TESTS	No identification of genders No identification of characters No identification of style and register
Speaking **(talk as performance)** **(talk as transaction)**	Guided topics (7 tests) (2 tests)	No strategies to: Initiate an interaction Finish an interaction Ask for clarification
Writing	Guided production (9 tests)	No instruction regarding the type of language according to the addressee Product-oriented
Grammar 8 instructions 4 instructions 1 instruction 2 instructions **15 instructions in grammar**	Grammar Completing xxxxxxxx Rewriting sentences xxxx Match the halves x Writing questions xx	A unique grammar form
Vocabulary	Matching words with definitions(6) Giving a category (1) Relating (1) Choosing words (1)	Students are not assessed in: Composition of words Different meanings Different register Vocal sounds Lexical units for conversational strategies

Information collected from tests designed by teachers

EXAM 1

ENGLISH FINAL EXAM

NAME: _____   YEAR: 4TH " "   DATE: JUNE.   , 2010

1.LISTENING.

1 Listening

Listen and tick (✓) the things that Susan and Richard like and put a cross (X) for the things they don't like, leave blank if there is no information. (5 marks)

aspects of life in Ecuador	Susan	Richard
the mountains	✓	✓
the beach		
the jungle		
llapingachos		
fritada		
ceviche		

2. .WRITING. DESCRIBE YOURSELF(PHYSICAL APPEARANCE, PERSONALITY AND FEELINGS), (5 DIF)

_____

_____

_____

3. READING. READ AND WRITE FALSE OR TRUE. (5 DIF)

Hello, my name is Teo-I have two foreign friends. One of them is Betty. She is from England. She is 28 years old. She likes Ecuadorian typical food, such as the fritada, and guinea pig. She likes folkloric music and dances from our country. But she doesn´t like the pollution existing here. She had some health problem. My another friend is Mercy. She is from Denmark. She is 45 years old. She is living in Cuenca since l999. She also likes the fritada but she doesn´t like the guinea pig. She likes the latin romantic music and meringue.. Mercy and Betty like crafts. They dislikes crime and insecurity that there in wherever our country. They like some Ecuadorian festivals, but they don´t like carnival.

Only Betty likes the fritada.   _____

Neither Betty nor Mercy likes all Ecuadorian festivals. _____

Both Betty and Mercy had health problems. _____

Neither of them like crime. _____

Both of them are Teo´s sisters. _____

4. GRAMMAR. READ THE SENTENCES BELOW AND CORRECT THE MISTAKES. (5 DIF)

1. If he was the President of Ecuador, he will travel around the world.

2. My sisters is jumping the rope.

3. Neither of them don´t like guinea pigs.

12

4. Ecuador have 224,000 sq km.

5.They are beautiful.

5.VOCABULARY. COMPLETE THE DIAGRAM WITH 4 ADJECTIVES DESCRIBING PERSONALITY.

Adjectives that describe personality

NOTE: The oral exam will be given before the written one and it will be over 4 marks and the written exam is over 6. The exam is based on 24 difficulties. To obtain the grade over ten, the teacher will do a rule of three.

EXAM 2

ENGLISH FINAL EXAM

NAME: _____   YEAR: 4TH " "   DATE: JUNE.   , 2010

1.LISTENING. LISTEN TO A DOCTOR GIVING ADVICES ON THE USE OF HERBAL MEDICINE. COMPLETE THE TEXT. (5 DIF)

"The medicinal value of plants has long been recognized in different countries. AVOCADO seeds are used by the people of the Ecuadorian Amazon to treat _____ . The bark of the _____is used in the jungle to heal cuts. Camomile Flowers, stalks and leaves are boiled with water. The liquid is used to cure tooth decay. Dragon´s blood is used for a variety of medicinal purposes, particularly to prevent tooth decay. Papaya _____ are well known as a cure for _____. _____ is a plant which produces a resin to heal wounds.

2.READING. READ **PRINCE CHARLES** AND CHOOSE THE CORRECT INFORMATION. (5DIF)

1. Prince Charles is the prince of

 a. England

 b. Wales

 c. Scotland

2. In the future, he will become.

 a. Duke of Edinburgh.

 b. King of the United Kingdom-

 c. Prince of Wales.

3. No other heir to the British throne

 a. has served in the Air Force.

 b. has served in the Royal Navy.

 C. has graduated from university.

4. The Prince´s Trust helps

 . young people.

 b. people who need training.

 c. elderly people.

5. **PRINCE WILLIAM IS**

 a. Charles´s second child.

 b. Charles´s eldest son.

 C. Charles´s youngest son.

Prince Charles

Prince Charles is the Prince of Wales and the heir to the throne of the United Kingdom of Great Britain and Northern Ireland. He is the son of Queen Elizabeth II and Philip Mountbatten, Duke of Edinburgh. His full name is Charles Philip Arthur George. Charles became the first heir to the British throne to take a university degree when he graduated with honours from the University of Cambridge in June 1970. He has served in the Royal Air Force and the Royal Navy and has travelled around many parts of the world. In 1976 he founded the Prince's Trust, which is an organization which provides opportunities for young people through various training and support programmes. In July 1981 he married Lady Diana Spencer. Their first child, Prince William, was born in 1982 and their second child, Prince Henry, was born in 1984. The couple were officially divorced on August 28th, 1996.

.WRITING. LOOK AT THE PICTURE AND DESCRIBE WHAT THINGS THEY ARE DOING. USE THE PRESENT PROGRESSIVE.(5 DIF)

_____

_____

_____

_____

4.GRAMMAR. COMPLETE THE FOLLOWING SENTENCES WITH YOUR OWN IDEAS. USE THE SECOND CONDITIONAL. (5DIF)

1. IF I was a boy/girl, _____ .

2. IF Shakira lived in Cuenca, _____ .

3. IF I was Sixto Visuete , _____ .

4. If I was my parents, _____

5. If we saved money, _____

5.   VOCABULARY. COMPLETE THE FOLLOWING DIAGRAM WITH 8 ELEMENTS OF A CULTURE. (4DIF)
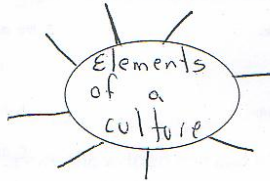
NOTE: The oral exam will be given before the written one and it will be over 4 marks and the written exam is over 6. The exam is based on 24 difficulties. To obtain the grade over ten, the teacher will do a rule of three.

EXAM 3

CURSOS: Cuartos "A-B-C-D"

NAME. _____ CLASS: _____

1.- GRAMMAR: Complete the following affirmative sentences with **HAVE TO / HAS TO**. (l p)

a) Your brother _____ get up early.

b) Susan and Peter _____ wear a uniform.

Complete the following affirmative sentences with **AM/ IS / ARE ALLOWED TO** (l p)

a) My sister _____ make up.

b) His brothers _____ go out alone.

2.- READING: Read about Wallace Morgan. Circle the verbs in the past tense and answer these questions. (2 p)

Wallace Morgan was a pirate. He lived from 1624 to 1657. He worked as a navigator for captain Elijah Blood. They sailed around the world three times between 1646 and 1657. This was a mistake. Wallace didn't have a map. They finally arrived home in Savannah, Georgia. Wallace died in his bathtub the next day. He slipped on the soap and drowned.

a) Did Wallace Morgan live from 1246 to 1567? _____

b) Was he a pirate? _____

c) Did Wallace have a map? _____

d) Did They sail around the world three times? _____

3.- WRITING: Describe a very important person in your life (physical appearance, personality, feelings) (l p)

_____
_____
_____
_____
_____

Write the progressive of these verbs. (l p)

a) go= _____   b) Study= _____

c) put = _____   d) write = _____

María Dolores Burbano Garneff   177

4.- VOCABULARY:

Write two adjectives for each category. (l p)

Physical appearance	personality	feelings

5.- LISTENING:

Listen and write the verbs you hear (l p)

a) _____ (drink)   b) _____ (be) very healthy.

C) _____   d _____ (have) time.

EXAM 4

CURSOS: CUARTOS "A-B-C-D"

NAME: _____   CLASS_____

I.-GRAMMAR: Complete the sentences with the present simple form of the verb in parentheses. (1 p)

A) He _____early every day. (get up)

b) We _____always busy. (be)

Put the correct form of the verb in parentheses using the **second conditional** (I p)

a) If you_____(drink) milk, you_____(be) very healthy.

b) They_____(work) more if they _____(have) time.

2.- READING: Read the text and circle the correct information. (2 p)

Ecuador, 4th September 2006

Dear Mum and Dad,

Thanks a lot for your letter. Lucy and I are having a very good time here. We have just been to Cuyabeno National Reserve. It was great. First we flew to Lago Agrio. The plane was small and full of people and Lago Agrio was very busy. From there we travelled for six hours by bus and canoe until we arrived at the camp in Cuyabeno. We slept in mosquito nets in a big cabaña. In the daytime we walked in the jungle and learnt about medicinal plants from the native guide. We saw lots of birds and animals, for example, monkeys and dolphins and.... You won't believe it... an anaconda! One afternoon, the guides took us to fish piranhas. It was scary, but exciting. We also took a night trip to see caymans . We could only see their red eyes. All this excitement cost only $ I90 per person. You must come next time. We're flying home next week.

Lots of love from,

Paul and Lucy.

I.- Lucy and Paul   2.-They went to Lago Agrio

a) are in Cuyabeno now.   A) by bus

b) went to Cuyabeno recently

b) by plane, bus and canoe.

c) are in the jungle now.

C) by plane.

3.- In the jungle, they stayed in

4.- In the daytime, they didn't

   a) native- style huts.

A) fish piranhas

   b) tents

b) see dolphins and monkeys

   c) a luxury hotel

c) see caymans.

3.- VOCABULARY: Match each sentence on the left with a sentence on the right. (I p)

1. She is tall

a) He is attractive.

2. She is athletic

b) she doesn't depend on other people.

3. He is handsome

c) she is nearly two metres

4. She is independent

d) she is full of energy and new ideas.

5. she is dynamic

e) she is active and good at sport.

Write the meaning of these words. (I P)

Last night=_____ trustworthy=_____

Ate= _____ crops=_____

4.- WRITING: Write a paragraph about your daily routines. (I p)

_____

_____

_____

5.- LISTENING: Listen and write the verbs you hear. (I p)

a)_____ b)_____

c)_____ d)_____

EXAM 5

CURSOS: CUARTOS "A-B-C-D"

NAME: _____   CLASS: _____

I.-GRAMMAR: Change these sentences from the present tense to the past tense. (I p)

Ex. I feel fine   = I felt fine.

a) we send the letter by airmail=_____

b) Nancy sees me at school. = _____

Put the words in the correct order to make sentences (I p)

a) and / Both / English. / love / Joseph / studying / Luis/ =

_____

b) nor / the work. / Raul / Neither / my brother / finish/ =

_____

2.- READING: Read Australia an English speaking Country and decide if the following statements are true(T) or false(F). (2 p)

Australia is the sixth largest country in the world. This country is a democracy where everyone has the right to vote. It has a Federal system of government. This means Australia is divided into states. Each of which has its own state government. But there is also a central federal government which runs the affairs of the whole nation.

In the last 60 years, a large number of immigrants has come to Australia. The official language is English but Australia encourages its immigrants to keep their own customs and languages. Consequently, aboriginal languages, Greek, Italian, Vietnamese and others are also spoken. The major sports are cricket and tennis.

a) Everybody can vote in Australia   _True_

b) Australia is a very large country _____

c) People in Australia speak only English _____

d) Australia is divided into provinces _____

e) Basketball is the major sport. _____

f) The central government controls and rules all the states in the country_____

3.- WRITING: Rewrite this paragraph in third person   (2p)

I am Manuel. I am athletic. I love jogging every morning. I go to the gym. I dance in the disco. I eat vegetables, but I don't like to eat meat and drink much water. I swim in the pool on the weekends.

He is Manuel._____

_____

_____

_____

4.- VOCABULARY: Write 4 things which work with electricity. (I p)

a) Television   b)_____   c)_____

d) _____   e) _____

Write two words for each category. (I p)

Entertainment		
Films	Television programs	Adventure sports

5.- LISTENING: Listen and write the verbs you hear. (I p)

a)_____   b) _____

c)_____   d) _____

María Dolores Burbano Garneff   182

EXAM 6

CURSOS: PRIMERO DE BACHILLERATO: "A - B - C - D"

AÑO LECTIVO: 2009 – 2010.

NAME:_____   CLASS:_____

1.- LISTENING: Complete the dialogue with the words that you hear. (l p)

Brian: Oh, wow! This place is awesome?

Andy: Yeah, I know. So, What _____ of music do you like, Brian?

Brian: well, I like different kinds. My favorite music is rock. I _____ like hip-hop.

Andy: I _____ hip- hop. I like rap, too. Do you like _____ metal?

Brian: Oh, no. I _____it because It's noisy.

2.- GRAMMAR:

REWRITE THESE SENTENCES IN PAST TENSE. (l p)

Ex: A car **stops** and a man **gets out.** = A car **stopped** and a man **got out.**

l. Today it rains all day. =_____

2. We enjoy the party tonight.= _____

3. Paul takes off his coat and sits down = _____

4. This week Anna flies from Los Angeles to Mexico= _____

MATCH THE HALVES   (l p)

l. If I don't feel well tomorrow,   a) If the test is difficult.

2. He will get sick   b) you'll have good job opportunities.

3. If you take that course,   c) If he doesn't eat.

4. I'll be in a big trouble   d) I'll stay at home.

3.- VOCABULARY:

CHOOSE THE CORRECT WORDS TO COMPLETE THE INSTRUCTIIONS: pass,   add, taste, peel, evaporated (l p)

HOW TO MAKE A CARIBBEAN RECIPE

l. _____ the bananas.

María Dolores Burbano Garneff   183

2. Mash the bananas

3. _____ the bananas purée from a fine sleeve

4. _____ the water

5. Stir in the _____ milk and vanilla

6. Sweeten to _____ with honey

7. Chill before serving.

4.- READING: READ ABOUT MRS. CONNORS AND CHECK THE BOX TO THE CORRECT ANSWER. (l p)

Mrs. Connors is a busy person. She teaches History at a school in Seattle. She likes to teach, and her students like to learn. Mrs. Connors tries to make her classes interesting. Every night she has to prepare a lesson for the next day. She has to read many books. She has to remember interesting stories. She wants to tell her class about famous people and important cities. She doesn't want to talk about dull things. Her students like to ask questions and she tries to give them good answers. Mrs. Connors plans to take a trip to Europe this summer. She is going to travel to France, England, Italy and Spain. She wants to learn many new things about Europe's history.

l. What does Mrs. Connors teach?

a) History _____

b) Literature __

C) English _____

2. She has to make her lessons

a) famous _____

b) dull _____

c) interesting_____

3. Her students like to ask

a) stories _____

b) questions _____

c) things _____

4 What does she want to learn in Europe?

a) About Europe's history. _____

b) about preparing lessons ___

c) about travel in France and other countries. _____

5.- WRITING: WRITE ABOUT YOURSELF (PERSONAL INFORMATION (l p)

_____
_____
_____
_____
_____

EXAM 7

CURSOS: PRIMEROS DE BACHILLERATO : "A - B - C - D"

AÑO LECTIVO: 2009 - 2010

NAME:_____ CLASS:_____

1.- LISTENING: Complete the dialogue with the words that you hear. (l p)

Joe: Alex, Did you _____ the audition?

Alex: well. . .

Diane: _____, What, Alex? Did you or _____ you not.

Alex: I did _____!

Joe: Congratulations.

Diane: you _____ e-mail us, Alex.

Alex:. Sure.

2.- GRAMMAR:

COMPLETE THE SENTENCES WITH: Our, your, his, her   (l p)

l. He lives with _____ parents.

2. Do you like _____ job?

3. We have a party. We invite all _____ friends.

4. I want to call Rose. Do you know _____ phone number?

CIRCLE THE CORRECT NEGATIVE PAST FORM   (l p)

l. I (didn't do/ didn't did) my homework.

2. A bird (didn't flew/didn't fly) in through the open window.

3. we (didn't stay/ didn`t stayed) at an expensive hotel.

4. they (didn't repair/ didn't repaired) the car.

3.- VOCABULARY:

CHOOSE THE CORRECT WORDS TO COMPLETE THE INSTRUCTIONS: put, wash, boil, peel, use (l p)

HOW TO STOP CHOLERA

l. Take care with food from the street.

2. _____ your rubbish in a bin.

3. _____ a latrine or toilet.

4. _____ your hands before you eat.

5. always _____water before you drink it.

6 Wash and _____ your fruit before you eat it.

7. always cook seafood.

8. Finally, wash your hands after you use a latrine or a toilet.

4.- READING: READ ABOUT THE NEW MOZART AND ANSWER THE QUESTIONS. (l p)

Wesley Chu is 8 years old. He is a happy special little boy, who plays serious music. Some people called him the "New Mozart" Every year he travels around the world and gives concerts. Wesley lives in Canada with his parents and his two sisters. He goes to school five days a week and practices the piano for two hours a day. He can play the piano and write music since he is 3 years old. Wesley isn't exactly like Mozart. He doesn't just play the piano and write music. He also likes watching TV, playing video games, and playing with Legos. He wants to be an astronaut, scientific, and a pianist , of course!

l. How old is he?_____

2. How often does he go to school?_____

3. Does he like watching TV? _____

4. Do his sisters play the piano? _____

5.- WRITING:

WRITE A PARAGRAPH DESCRIBING YOUR BEST FRIEND (Physical appearance, personality and feelings, etc.)(lp)

_____
_____
_____
_____

EXAM 8

GROUP 1
GRAMMAR: (1.70)
Write **questions** for the following answers: **(0.80)**

a) ....?   Yes, I am.
b) ....?   No, she doesn't.
c) How.....................................?   They swim well.
d) Where...................................?   He travels to New York.

Complete the sentences and questions. Use the **past** form of the verb. **(0.90)**

1. Did you _____ to the movies with Claire? (go)
2. She _____ TV last weekend. (no watch)
3. What time did he _____ yesterday? (get up)
4. They _____ lunch on the train. (have)
5. Did they _____ a good time? (have)
6. He _____ to the CD. (no listen)
7. We _____ a great movie last week. (see)
8. John and Betty_____ well. (no swim)
9. Your brother_____ happy. (be)

VOCABULARY: (0.30)
Match the words to the corresponding descriptions.

1. cartoon ....   a. TV program which provides information about a topic
2. news ....   b. moving picture than can be shown in the cinema or on TV
3. film ....   c. TV program on games and contests
4. game show ....   d. TV drama about the daily lives and problems of people
5. soap opera ....   e. films where all the characters are drawn rather than being real
6. documentary ....   f. information about what is going on the country and in the world

READING: (1)
Read **LEARNING ENGLISH** and complete the table.

I am Ana González from Colombia. I have studied English for eight years. My biggest problem is pronunciation. I love listening to English pop music, which is a great way of learning new vocabulary. My dad is a businessman and he uses English all the time. He speaks it fluently. He managed to pick it up while he was working in the United States. That is not surprise because living in an English-speaking country is supposed to be the best way to learn. Perhaps I will go to the United States to study there, since everybody has to know that to speak English is very important nowadays.

Ana's origin country: ....
Ana's time studying English: ....

Her biggest problem: ....

The way she learns new words: ....

Her father's job: ....

Her plans to improve her English: ....

WRITING: (1)

Write about **your daily routines**. (activities in the morning, in the afternoon, in the evening, and at night)

....

....

....

....

....

....

....

....

....

....

EXAM 9

GROUP 2
GRAMMAR: (1.70)
Write **questions** for the following answers: **(0.80)**

a) ....?   No, she isn't.
b) ....?   Yes, I do.
c) When….....……………………….....?   He studies every day.
d) What………………………………….?   They practice tennis.

Change the statements to the **past. (0.50)**

1. Susan's brother lives in New York.   _____
2. Do you go to the supermarket?   _____
3. José doesn't read the newspaper.   _____
4. Does she like to cook?   _____
5. What does your brother study?   _____

Change to **negative** sentences. **(0.40)**

1. We saw our friends yesterday.   _____
2. I had a big breakfast.   _____
3. They got up late yesterday morning.   _____
4. Susan played tennis last week.   _____

VOCABULARY: (0.30)
Match the words with the definitions.

1. popular   …..   a. full of energy
2. generous   …..   b. someone who wants to be successful or rich
3. independent   …..   c. wearing nice clothes
4. elegant   …..   d. a person who gives a lot
5. ambitious   …..   e. a person who acts separately from other people
6. dynamic   …..   f. liked by other people

UNIVERSIDAD DE CUENCA

MATRIX 17

TESTS SUGGESTED IN *OUR WORLD THROUGH ENGLISH 4*

Units 1, 2, 3

SKILL	Sub-skill/outcome	Comments
Listening	Specific information	No identification of genders No identification of characters No identification of style and register
Reading	Specific information	No identification of genders No identification of characters No identification of style and register
Speaking (interaction with the teacher)	Free-production in answers	No strategies to: Initiate an interaction Finish an interaction Ask for clarification
Writing	Guided writing from charts	No instruction regarding addressee Product-oriented
Grammar	Grammar	A unique grammar form
Vocabulary	Background knowledge activation	Students are not assessed in: Synonyms Composition of words Different meanings Different register Vocal sounds lexical units for conversational strategies

Information collected from OWTE, test one A

Test One A

(Units 1, 2 and 3)
Your name_____ **Your Class** _____

1 Listening
Listen to a description of English in Australia and complete the notes. *(5 marks)*

1 Australia was first settled by the British in ___1770___.

2 Australia was called New _____ Wales.

3 The official language is _____.

4 The first settlers worked as _____.

5 Today, Australia is the _____ largest country in the world.

6 At present _____ Australian out of three doesn't English at home.

2 Reading
*Read **Learning English** and complete the table. (5 marks)*

country of origin: ___Colombia___ ¹

time studying English: _____ ²

her biggest problem: _____ ³

the way she learns new words: _____ ⁴

her father's job: _____ ⁵

her plans to improve her English: _____ ⁶

Learning English

I am Ana González from Colombia. I have studied English for eight years now. My biggest problem is pronunciation. I love listening to English pop music, which is a great way of learning new vocabulary. My dad is a businessman and he uses English all the time. He speaks it fluently. He managed to pick it up while he was working in the States. That is no surprise because living in an English-speaking the country is supposed to be the best way to learn. Perhaps I will go to the States to study there. However, I have found it is easier to speak English to other foreigners than to native speakers!

116

Test One A

3 Speaking

Answer your teacher's questions about your free time. (5 marks)

1 How do you spend your free time?

2 What kind of sports do you do?

3 Which places have you visited recently?

4 What kind of television programmes do you like?

5 What's your favourite dish? What is it made from?

4 Writing

Look at the information in the table and write a comparison of the three cities. (5 marks)

city	Loja	Tucumán	Antofagasta
population	150,000	622,324	219,000
altitude	2063 m above sea level	500 m above sea level	Sea level
year of foundation	1824	1565	1870
average temperature	January 16°C July 20°C	January 26°C July 13°C	January 21°C July 14°C

Example: *Loja has a smaller population than Tucumán and Antofagasta.*

_____

_____

_____

_____

5 Grammar

Complete the text with the correct form of the verbs provided. (5 marks)

Esmeraldas

Esmeraldas is an important city, which *is located* [1] (locate) on the north coast of Ecuador. It _____ [2] (populate) by approximately 140,000 inhabitants and it is the capital of the province of Esmeraldas. Many of the people of the city _____ [3] (employ) in the oil and fishing industries.

Bananas and cacao _____ [4] (grow) in the province and other principal products are rubber and timber. The province _____ [5] (visit) by tourists from other parts of the country, as well as foreigners. Some of the best beaches _____ [6] (find) in the nearby towns of Atacames, Súa and Muisne.

6 Vocabulary

Write 6 things which work with electricity. (5 marks)

1 *television*   2 _____   3 _____

4 _____   5 _____   6 _____

117

MATRIX 18

TEST TWO 'A'

OUR WORLD THROUGH ENGLISH 4

Units 4, 5, 6

SKILL	Sub-skill/outcome	Comments
Listening	Specific information	No identification of genders No identification of characters No identification of style and register
Reading	Specific information	No identification of genders No identification of characters No identification of style and register
Speaking **(Talk as performance)**	Guided topics	No strategies to: Initiate an interaction Finish an interaction Ask for clarification
Writing	Guided writing from a graph	No instruction regarding addressee Product-oriented
Grammar	Grammar Matching pairs	A unique grammar form
Vocabulary	Matching words with definitions	Students are not assessed in: Composition of words Different meanings Different register Vocal sounds lexical units for conversational strategies

Information collected from OWTE, test two A

María Dolores Burbano Garneff   193

Test Two A

(Units 4, 5 and 6)

Your name_____ Your Class _____

1 Listening
Listen to a doctor giving advice on the use of herbal medicine. Complete the text. (5 marks)

"The medicinal value of plants has long been recognized in different countries. Avocado seeds are used by the people of the Ecuadorian Amazon to treat _snake bites_ [1]. The bark of the cacao tree is used in the jungle to heal _____ [2]. _____ [3] flowers, stalks and leaves are boiled with water. The liquid is used to cure stomach ache. Dragon's blood is used for a variety of medicinal purposes, particularly to prevent _____ [4] decay. Papaya seeds are well known as a cure for _____ [5] _____ [6] is a plant which produces a resin to heal wounds."

2 Reading
*Read **Forest Life** and write **true** or **false**. (5 marks)*

1 Forests are a source of food for animals. _true_

2 Birds live in the herb layer. _____

3 Some bears take their nutrients from small bushes. _____

4 Some monkeys use their tails to eat, not to jump from one tree to another. _____

5 Ants and other insects live indistinctly in the canopy, the shrub layer or the herb layer. _____

6 Armadillos live in the shrub layer. _____

Forest Life

Forests provide shelter and food for many animals. Different layers of the forest have their own special communities of insects and animals. Birds, squirrels and monkeys live in the canopy. South American monkeys, mice, rats, small marsupials and lizards use their tails to go from branch to branch and from trees to trees. Some bears need very little energy, so they feed on the leaves that have few nutrients and which where other animals do not want in the shrub layer. In the herb layer are creatures that nest in holes, such as mice, foxes, armadillos, pigs and deer and large predators such as tigers, pumas and wolves. Snakes live in wait among the dead leaves. Ants and other insects live at all levels, collecting leaves or seeds, or preying on other insects.

120

Test Two A

3 Speaking

Look at the information about Algeria and tell your teacher about this country. (5 marks)

> **FACT FILE**
> **name of country:** *Algeria*
> **characteristics of land:** *desert, only the northern part is good for agriculture*
> **natural resources:** *oil and gas*
> **industry:** *oil refining, cement and steel production*
> **capital:** *Algiers*
> **language:** *Arabic, Berber, French*
> **religion:** *Muslim, Christian*
> **traditional dish:** *couscous (made of steamed grains of wheat and sauces)*

4 Writing

Look at the graph and the question. Write a summary of the results and a personal comment at the end. (5 marks)

Who is better at doing these jobs: men or women?
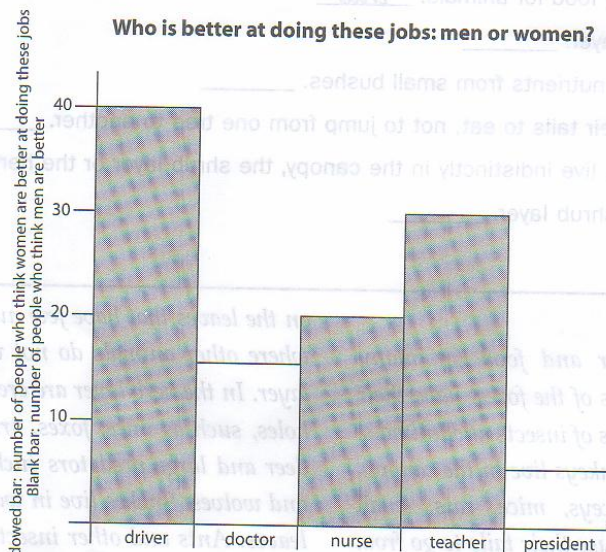
Example: *All the people interviewed think that women could be better drivers.*

_____

_____

_____

UNIVERSIDAD DE CUENCA

5 Grammar

Read and put the sentences together. (5 marks)

1 If I was famous, ___f___   a if I was a teacher.

2 You would have a beautiful mansion, ___e___   b they would be famous.

3 If she was tall, ___d___   c we would be having fun.

4 If we were on the beach, ___c___   d she would be happier.

5 If they were in the Ecuadorian football team, ___b___   e if you were rich.

6 I would be teaching, ___a___   f I would have a lot of fans.

6 Vocabulary

Match the words with the definitions. (5 marks)

1 popular ___f___   a full of energy

2 generous _____   b someone who wants to be successful or rich

3 independent _____   c wearing nice clothes

4 elegant _____   d a person who gives a lot

5 ambitious _____   e a person who acts separately from other people

6 dynamic _____   f liked by other people

MATRIX 19

TEST THREE 'A'

OUR WORLD THROUGH ENGLISH 4

Units 7, 8, 9

SKILL	Sub-skill/outcome	Comments
Listening	Specific information (fill-in activity)	No identification of genders No identification of characters No identification of style and register
Reading	Specific information (fill-in activity)	No identification of genders No identification of characters No identification of style and register
Speaking **(Talk as performance)**	Guided talk	No strategies to: Initiate an interaction Finish an interaction Ask for clarification
Writing	Guided writing from a chart	No instruction regarding addressee Product-oriented
Grammar	Grammar (fill-in activity)	A unique grammar function
Vocabulary	Making classifications	Students are not assessed in: Synonyms Composition of words Different meanings Different register Vocal sounds lexical units for conversational strategies

Information collected from OWTE, test three A

(Units 7, 8 and 9)

Your name _____   Your Class _____

1 Listening
Listen and complete the table with information about Great Britain. (5 marks)

1 countries which comprise the United Kingdom	Great Britain and Northern Ireland
2 capital	
3 official language	
4 currency	
5 government	
6 head of state	

2 Reading
Read **Australia an English speaking country** and decide if the following statements are **true** or **false**. (5 marks)

1 Everybody can vote in Australia. _*true*_
2 Australia is a very large country. _____
3 People in Australia speak only English. _____
4 Australia is divided into provinces. _____
5 Basketball is the major sport. _____
6 The central government controls and rules all the states in the country. _____

Australia An English-speaking Country

Australia is the sixth largest country in the world. This country is a democracy where everyone has the right to vote. It has a federal system of government. This means Australia is divided into states, each of which has its own state government. But there is also a central federal government which runs the affairs of the whole nation.

In the last 60 years, a large number of immigrants has come to Australia. The official language is English but Australia encourages its immigrants to keep their own customs and languages. Consequently, aboriginal languages, Greek, Italian, Vietnamese and others are also spoken. The major sports are cricket and tennis.

3 Speaking
Look at the table showing Jane and Paul's likes (√) and dislikes (X). Describe similarities and differences to your teacher. (5 marks)

Aspects of life in Ecuador	Jane	Paul
Ecuadorian food	√	√
sunbathing on the beach	X	X
climbing mountains	√	√
going to the jungle	√	√
visiting cities	X	X
salsa music	√	X

126

María Dolores Burbano Garneff   198

Test Three A

4 Writing
Write a description of Ireland. Use the notes provided. (5 marks)

capital city	size	language	religion	main industries	average temperature
Dublin	69,000 sq km	English Irish	92% Catholic 3% Protestant	agriculture fishing	January: 4 to 7° C July: 14 to 16° C

The capital city of Ireland is Dublin.

5 Grammar
Read and complete the sentences with the words from the box. (5 marks)

much	many	a lot of	a few	a little

Healthy Advice

1 You should drink ___a lot of___ water every day.

2 Occasionally you may eat _____ sweets.

3 Don't drink _____ alcohol.

4 Don't eat too _____ desserts.

5 You should eat _____ vegetables.

6 Add just _____ sugar to your drinks.

6 Vocabulary
Put the names of the films under the corresponding heading. (5 marks)

1 My true love   2 UFOs on Earth   3 Dracula   4 An Exciting Trip   5 A Funny Girl
6 Speed cars

a science fiction	b comedy	c romantic	d horror	e adventure	f action
				An Exciting Trip	

127

MATRIX 20

TEST FOUR 'A'

OUR WORLD THROUGH ENGLISH 4

Units 10, 11, 12

SKILL	Sub-skill/outcome	Comments
Listening (specific context)	Specific information	No identification of genders No identification of characters No identification of style and register
Reading	Specific information	No identification of genders No identification of characters No identification of style and register
Speaking **(Talk as performance)**	Guided topics	No strategies to: Initiate an interaction Finish an interaction Ask for clarification
Writing	Free-production	No instruction regarding the type of language according to the addressee Product-oriented
Grammar **Free use of lexis**	Grammar Completing pairs	A unique grammar form
Vocabulary	Matching words with definitions	Students are not assessed in: Composition of words Different meanings Different register Vocal sounds Lexical units for conversational strategies

Information collected from OWTE, test four A

María Dolores Burbano Garneff

Test Four A

(Units 10, 11 and 12)

Your name _____ Your Class _____

1 Listening

Listen to a conversation in an airport. Complete the passenger's boarding pass. (5 marks)

Name *Rosita Bayas* ¹

Destination _____ ²

Flight No. _____ ³

Smoking   No smoking ✓

Seat No. _____ ⁴   window   aisle ✓

Boarding time _____ ⁵

Gate No. _____ ⁶

2 Reading

Read the text below. Choose the correct information. (5 marks)

1 Lourdes and Paco
a are in Cuyabeno now.
ⓑ went to Cuyabeno recently.
c are in the jungle now.

2 They went to Lago Agrio
a by bus.
b by plane, bus and canoe.
c by plane.

3 In the jungle, they stayed in
a native-style huts.
b tents.
c a luxury hotel.

4 In the daytime, they didn't
a fish piranhas.
b see dolphins and monkeys.
c see caymans.

5 They thought the trip was
a too expensive.
b not very good value for money.
c good value for money.

6 They
a recommend the trip.
b don't recommend the trip.
c don't want to go to the jungle again.

Ecuador, 4.7.2001

Dear Mum and Dad,

Thanks a lot for your letter. Lourdes and I are having a very good time here. We have just been to Cuyabeno National Reserve. It was great. First we flew to Lago Agrio. The plane was small and full of people and Lago Agrio was very busy. From there we travelled for six hours by bus and canoe until we arrived at the camp in Cuyabeno. We slept in mosquito nets in a big cabaña. In the daytime we walked in the jungle and learnt about medicinal plants from the native guide. We saw lots of birds and animals, for example, monkeys and dolphins and .... you won't believe it ... an anaconda! One afternoon, the guides took us to fish piranhas. It was scary, but exciting. We also took a night trip to see caymans. We could only see their red eyes. All this excitement cost only $190 per person. You must come next time. We're flying home next week.

Lots of love from
Paco and Lourdes

131

María Dolores Burbano Garneff   201

3 Speaking

Look at the picture. Give your teacher advice for working safely on a computer. Use the verbs in the box. (5 marks)

| keep | hold | make sure | rest | keep | sit up |

1 *Sit up straight.*

4 Writing

Write a letter of application to the advertisement below. (5 marks)

Linda's Shop

has vacancies for dynamic people who would like to work as part-time sales assistants.

Three days per week including Sundays. Excellent hourly rate.

Knowledge of English essential. Experience preferred. Company offers good salary and promotion opportunities.

Please send a letter of application and a full CV to:

Sales Assistants, Edif. El Capitolio,
6 de Diciembre y Sodiro
Second Floor.

General Manager
Linda's Shop

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____ ,
_____

132

Test Four A

5 Grammar

Complete the sentences with your own ideas. (5 marks)

Ecotourism in the Galapagos Islands

1 If tourists do not use the marked paths, *they will disturb wildlife on the islands* .

2 If tourists eat on the islands, _____.

3 _____, the animals will be afraid.

4 _____, the fire will destroy the natural habitat.

5 If tourists drop litter in the sea, _____.

6 If tourists take plants from the islands, _____.

6 Vocabulary

Read the definitions and match them with the words. (5 marks)

1 A printer

2 A floppy disk / diskette

3 A modem

4 A mouse

5 A monitor

6 A keyboard

a   is a machine used for sending and receiving data via telephone lines.

b   has numbers and letters of the alphabet and is used for putting information into the computer.

c   is the television-like part of the computer where you can see what you are doing.

d   is a machine which puts what you see on screen onto paper.

e   is used for moving a pointer around the screen and for operating software.

f   is a magnetic disk which is used for storing information that can be changed.

Key

1   *d*

2 ___

3 ___

4 ___

5 ___

6 ___

133

MATRIX 21

QUESTIONNAIRE FOR EFL TEACHERS

Part I

This part has a "yes" and "no" format, and has to do with human interaction. Please, circle the one that best fits your opinion. Please do not leave out any of them.

1	Did you know that vocal sounds such as: '*uh huh*', '*mmm*', '*oh*', '*yeah*', 'gosh', 'wow', 'hugh' are called 'backchannels?	Yes xxxxxx = 6	No xxxxx xxxxx xxxxx xxxxx x = 21
2	Did you know that head nods, head shakes, smiles, laughter, eye contact, gestures are called non-verbal backchannels?	Yes xxxxxx= 6	No xxxxx xxxxx xxxxx Xxxxx x =21
3	Do you think that lexical units such as '*I know*', '*yes*', '*right*' '*fine*' '*no way*' accomplish a function of the English language?	Yes xxxxx xxxxx xxxxx xxxxx xx = 22	No Xxxxx= 5
4	Do you think that vocal sounds mentioned in 1 accomplish a function in a language?	Yes xxxxx xxxxx xxxxx xx = 17	No xxxxx xxxxx = 10
5	Can body language be considered a response in interaction?	Yes xxxxx xxxxx xxxxx xxxxx xxx =23	No Xxxx =4

Part II

Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
1	2	3	4	5	6

	Strongly agree (1)	Agree (2)	Slightly agree (3)	Slightly disagree (4)	Disagree (5)	Strongly disagree (6)
1. Vocal sounds make the conversation flow **(27)**	xx x xx	xxx xx	xxxx	xxx xxx	xxx xxx	x
2. Vocal sounds are not heard in real life interaction (27)	x	xxxx x	xxx	xxxx	xxxxx xxxxx	xx xx
3. Words have more power than vocal sounds in interaction **(27)**	xx xx xx	Xxx xx xxxx x	xxxx x		xxxxx	x
4. It is a waste of time to teach vocal sounds **(27)**	xx	xxxx xx	xxxx	x	Xxxx xx xxxxx	xx x
5. It is better to use words than body language in interaction **(27)**	xx x	xxxx xxx	xxxx xx	xxx	xxxxx xx	x
6. EFL learners need to be aware of vocal sounds meaning **(27)**	xx x	xxxx x	xxxx xx	xxxx x	xxxxx x	
7. 'No way", 'I know', 'gosh', 'yeah' and alike must become part of classroom interaction **(27)**	xx x	xxxx x	Xxx x xxxx x	xxx	xxxxx x	x
8. It is better to teach learners an appropriate word to respond than vocal sounds (27)	Xx xx xx x	xxxx xxxx	xxxx	xx	xxxx	xx
9. Students should be allowed to respond with vocal sounds in classroom interaction **(27)**	xx	xxxx x	xxxx	Xxx xxxx xx	xxxx	xx x
10. Grammatically correct answers have more power than vocal sounds **(27)**	xx xx x	xxxx x	Xxx xx xxxx x	xxxx	xxx	
11. To become communicatively competent, students need to give accurate responses rather than vocal sounds **(27)**	xx xx xx x	xxxx xx	xxxx xx	xxx	xxxxx	
12. Vocal sounds are used mostly in informal contexts and situations (27)	xx xx xx xx	Xxx xxx xxxx x	xx	xxx	xxx	

Part III

In this part, please, tell me the frequency you use the following resources to improve students' language skills.

	always	always	someti mes	rarely	never
TV series videos	x		xxxx	xxxxx xxxxx xxxx	xxxxx xxx
News reports from the TV			xxxx	xxxxx xxx	xxxxx xxxxx xxxxx
CDs that come along with the textbook	xxxxx xxxxx xxxxx		xxxxx xxxxx xx		
A Native-speaker guest			xx	xxxx	xxxxx xxxxx xxxxx xxxxxx
Movies	xx		xxxxx xxxxx	xxxxx xxxxx xxxx	x
Magazines/newspapers	x		xxxxx xxxx	xxxxx xx	xxxxx xxxx
Internet	xxxxx x		xxxxx x	xxxxx xxxx	xxxxx x
Others (specify)	xxxxx		xxxxx xxx	xxxx	xxxxx xxxxx

QUESTIONNAIRE FOR EFL TEACHERS

On-line

This survey is conducted with the purpose of collecting data that will contribute to my master's thesis. The name of my thesis is: **"Communicative competence: myth or reality when learning English as a foreign language".**

It is a socio-pragmatic study of the textbook *Our World Through English 4*. Please, read the instructions carefully, and write your answers according to the format of each part.

This is not a test so there is no "right" or "wrong answers. You don't have to write your name on it. The results of this survey will be used only for research purpose so please give your answers sincerely. Please, do not leave out any of the questions: this is important for rating the answers.

Thank you very much for your help.

Part I

This part has a "yes" and "no" format, and has to do with human interaction. Please, circle the one that best fits your opinion. Please do not leave out any of them.

1	Did you know that vocal sounds such as: '*uh huh*', '*mmm*', '*oh*', '*yeah*', 'gosh', 'wow', 'hugh' are called 'backchannels?	Yes	No x
2	Did you know that head nods, head shakes, smiles, laughter, eye contact, gestures are called non-verbal backchannels?	Yes	No x
3	Do you think that lexical units such as '*I know*', '*yes*', '*right*' '*fine*' '*no way*' accomplish a function of the English language?	Yes x	No
4	Do you think that vocal sounds mentioned in 1 accomplish a function in a language?	Yes x	No
5	Can body language be considered a response in interaction?	Yes x	No

Part II

In this part, I would like you to tell me how much you agree or disagree with the following statements. Put an 'x 'in the box that best fits your opinion.. Please, make sure of the scale (1-6) and do not leave out any of the items.

Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree	
1	2	3	4	5	6	

	1	2	3	4	5	6
13. Vocal sounds make the conversation flow	1 x	2	3		5	6
14. Vocal sounds are not heard in real life interaction	1	2	3 x	4	5	6
15. Words have more power than vocal sounds in interaction	1	2 x	3	4	5	6
16. It is a waste of time to teach vocal sounds	1	2	3 x	4	5	6
17. It is better to use words than body language in interaction	1	2	3 x	4	5	6
18. EFL learners need to be aware of vocal sounds meaning	1	2	3	4 x	5	6
19. 'No way", 'I know', 'gosh', 'yeah' and alike must become part of classroom interaction	1 x	2	3	4	5	6
20. It is better to teach learners an appropriate word to respond than vocal sounds	1 x	2	3	4	5	6
21. Students should be allowed to respond with vocal sounds in classroom interaction	1	2	3 x	4	5	6
22. Grammatically correct answers have more power than vocal sounds	1	2	3	4 x	5	6
23. To become communicatively competent, students need to give accurate responses rather than vocal sounds	1 x	2	3	4	5	6
24. Vocal sounds are used mostly in informal contexts and situations	1	2	3 x	4	5	6

Part III

In this part, please, tell me the frequency you use the following resources to improve students' language skills.

	always	sometimes	rarely	never
TV series videos			x	
News reports from the TV		x		
CDs that come along with the textbook	x			
A Native-speaker guest				x
Movies		x		
Magazines/newspapers		x		
Internet		x		
Others (specify)				

Thank you for your time. I appreciate it.

QUESTIONNAIRE FOR EFL TEACHERS

This survey is conducted with the purpose of collecting data that will contribute to my master's thesis. The name of my thesis is: **"Communicative competence: myth or reality when learning English as a foreign language".**

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Thank you very much for your help.

Part I

This part has a "yes" and "no" format, and has to do with human interaction. Please, circle the one that best fits your opinion. Please do not leave out any of them.

1	Did you know that vocal sounds such as: '*uh huh*', '*mmm*', '*oh*', '*yeah*', 'gosh', 'wow', 'hugh' are called 'backchannels?	Yes	(No)
2	Did you know that head nods, head shakes, smiles, laughter, eye contact, gestures are called non-verbal backchannels?	Yes ✓	No
3	Do you think that lexical units such as '*I know*', '*yes*', '*right*' '*fine*' '*no way*' accomplish a function of the English language?	Yes ✓	No
4	Do you think that vocal sounds mentioned in 1 accomplish a function in a language?	Yes	No ✓
5	Can body language be considered a response in interaction?	Yes ✓	No

María Dolores Burbano Garneff   210

Part II

In this part, I would like you to tell me how much you agree or disagree with the following statements. Put an 'x 'in the box that best fits your opinion.. Please, make sure of the scale (1-6) and do not leave out any of the items.

Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree	
1	2	3	4	5	6	

		1	2	3	4	5	6
1.	Vocal sounds make the conversation flow	1	2	3	4 ✓	5	6
2.	Vocal sounds are not heard in real life interaction	1	2 ✓	3	4	5	6
3.	Words have more power than vocal sounds in interaction	1 ✓	2	3	4	5	6
4.	It is a waste of time to teach vocal sounds	1	2	3 ✓	4	5	6
5.	It is better to use words than body language in interaction	1	2	3 ✓	4	5	6
6.	EFL learners need to be aware of vocal sounds meaning	1	2	3	4	5 ✓	6
7.	'No way", 'I know', 'gosh', 'yeah' and alike must become part of classroom interaction	1	2	3	4 ✓	5	6
8.	It is better to teach learners an appropriate word to respond than vocal sounds	1	2 ✓	3	4	5	6
9.	Students should be allowed to respond with vocal sounds in classroom interaction	1	2 ✓	3	4	5	6
10.	Grammatically correct answers have more power than vocal sounds	1 ✓	2	3	4	5	6
11.	To become communicatively competent, students need to give accurate responses rather than vocal sounds	1 ✓	2	3	4	5	6
12.	Vocal sounds are used mostly in informal contexts and situations	1	2 ✓	3	4	5	6

Part III

In this part, please, tell me the frequency you use the following resources to improve students' language skills.

	always	sometimes	rarely	never
TV series videos			✓	
News reports from the TV				✓
CDs that come along with the textbook	✓			
A Native-speaker guest				
Movies		✓		
Magazines/newspapers			✓	
Internet		✓		
Others (specify) books	✓			

Thank you for your time. I appreciate it.

QUESTIONNAIRE FOR EFL TEACHERS

This survey is conducted with the purpose of collecting data that will contribute to my master's thesis. The name of my thesis is: **"Communicative competence: myth or reality when learning English as a foreign language".**

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Thank you very much for your help.

Part I

This part has a "yes" and "no" format, and has to do with human interaction. Please, circle the one that best fits your opinion. Please do not leave out any of them.

1	Did you know that vocal sounds such as: '*uh huh*', '*mmm*', '*oh*', '*yeah*', 'gosh', 'wow', 'hugh' are called 'backchannels?	Yes	No ✗
2	Did you know that head nods, head shakes, smiles, laughter, eye contact, gestures are called non-verbal backchannels?	Yes	No ✗
3	Do you think that lexical units such as '*I know*', '*yes*', '*right*' '*fine*' '*no way*' accomplish a function of the English language?	Yes	No ✗
4	Do you think that vocal sounds mentioned in 1 accomplish a function in a language?	Yes	No ✗
5	Can body language be considered a response in interaction?	Yes ✗	No

María Dolores Burbano Garneff   213

<u>Part II</u>

In this part, I would like you to tell me how much you agree or disagree with the following statements. Put an 'x 'in the box that best fits your opinion.. Please, make sure of the scale (1-6) and do not leave out any of the items.

Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree	
1	2	3	4	5	6	

1. Vocal sounds make the conversation flow	1	2 (x)	3	4	5	6
2. Vocal sounds are not heard in real life interaction	1	2	3	4 (x)	5	6
3. Words have more power than vocal sounds in interaction	1	2	3 (x)	4	5	6
4. It is a waste of time to teach vocal sounds	1	2 (x)	3	4	5	6
5. It is better to use words than body language in interaction	1	2	3 (x)	4	5	6
6. EFL learners need to be aware of vocal sounds meaning	1	2	3 (x)	4	5	6
7. 'No way", 'I know', 'gosh', 'yeah' and alike must become part of classroom interaction	1	2	3 (x)	4	5	6
8. It is better to teach learners an appropriate word to respond than vocal sounds	1	2	3 (x)	4	5	6
9. Students should be allowed to respond with vocal sounds in classroom interaction	1	2	3	4 (x)	5	6
10. Grammatically correct answers have more power than vocal sounds	1	2 (x)	3	4	5	6
11. To become communicatively competent, students need to give accurate responses rather than vocal sounds	1	2	3 (x)	4	5	6
12. Vocal sounds are used mostly in informal contexts and situations	1	2 (x)	3	4	5	6

María Dolores Burbano Garneff   214

Part III

In this part, please, tell me the frequency you use the following resources to improve students' language skills.

	always	sometimes	rarely	never
TV series videos			X	
News reports from the TV			X	
CDs that come along with the textbook	X			
A Native-speaker guest				X
Movies		X		
Magazines/newspapers			X	
Internet	X			
Others (specify)				X

Thank you for your time. I appreciate it.