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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Text-based approach and the development of the linguistic communicative competence among
Bachillerato students at a public institution in Loja, academic period 2023-2024**

**El enfoque textual y el desarrollo de la competencia comunicativa lingüística en estudiantes de
Bachillerato de una institución pública de Loja, periodo académico 2023-2024**

**Trabajo de Integración
Curricular, previo a la obtención
del título de Licenciado en
Pedagogía del Idioma Inglés.**

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Dedication

To begin, I want to express how proud I am to be able to dedicate this hard research to my entire family, and especially to my mother and father, for these reasons:

First of all, it is important to express through this text that my entire family has been the most powerful motivation that I have had during these eight cycles, and which has allowed me to face many problems and difficulties that due to the nature of the career I had to face. Especially my mom and dad, who taught me values and shaped my personality since I was a child, and everything they taught me I have tried to practice since then. Furthermore, they were my leaders and my advisors at all times.

Secondly, I also want to dedicate this study to my brothers, who are my closest friends, they are the reason why I can be better every day and be an example to follow for them. I want to show them that everything we want, we can get. I want to motivate them to be better so that they can be happy.

In this way, I conclude this section of my research, dedicating it to my family and expressing with great proud that I have been able to finish this difficult task and that it was very worth it.

Danny Paul Sosoranga Gualan

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1. Title

Text-based approach and the development of the linguistic communicative competence among Bachillerato students at a public institution in Loja, academic period 2023-2024

2. Resumen

El estudio titulado Enfoque basado en textos y el desarrollo de la competencia comunicativa lingüística entre estudiantes de Bachillerato de una institución pública de Loja, periodo académico 2023-2024, tuvo como propósito general mejorar la competencia lingüística del idioma inglés mediante el uso del enfoque basado en textos, para lo cual se utilizó el método mixto, es decir, un enfoque cuantitativo y cualitativo, y un diseño de investigación acción. Para la recogida de datos se utilizó un pre y post test con el fin de conocer el nivel de los estudiantes respecto a su competencia lingüística antes y después de la intervención. Asimismo, se utilizó un cuestionario y notas de campo para conocer las diferentes opiniones y comportamientos de los estudiantes sobre el uso de la estrategia. Estos instrumentos se aplicaron a estudiantes de segundo año de secundaria, que eran hombres y mujeres en el rango de edad de 16 a 17 años. Para el análisis de los datos cuantitativos se utilizó un análisis descriptivo, mientras que para el análisis de los datos cualitativos se utilizó un análisis temático para luego realizar una triangulación de los instrumentos. Los resultados arrojaron una diferencia notable entre el pre y post test ya que hubo una diferencia de 1,92 puntos. En cuanto al indicador de la competencia lingüística, vocabulario adecuado, hubo una diferencia de 0,81 puntos. Además, en sensibilidad cultural hubo una diferencia de 0,73 puntos, y en precisión gramatical hubo una diferencia de 0,38 puntos. Por todo lo anterior, se puede concluir que el enfoque basado en textos es una herramienta útil para el desarrollo de la competencia lingüística ya que permite a los estudiantes sentirse motivados, desafiados e interesados en diferentes tipos de textos.

Palabras clave: competencia lingüística, enfoque basado en textos, vocabulario adecuado, sensibilidad cultural, precisión gramatical.

Abstract

The study entitled Text-based approach and the development of linguistic communicative competence among Bachillerato students at a public institution in Loja, academic period 2023-2024, had the general purpose of improving the linguistic competence of the English language through the use of the text-based approach, for which the mixed method was used, that is, a quantitative and qualitative approach, and an action research design. To collect the data, a pre and post-test were used in order to know the level of students regarding their linguistic competence before and after the intervention. Likewise, a questionnaire and field notes were used to know the different opinions and behaviors of the students about the use of the strategy. These instruments were applied to second-year high school students, who were men and women in the age range of 16 to 17 years. For the analysis of the quantitative data, a descriptive analysis was used, while for the analysis of the qualitative data, a thematic analysis was used to then perform a triangulation of the instruments. The results showed a notable difference between the pre-and post-test since there was a difference of 1.92 points. Regarding the indicator of Linguistic competence, suitable vocabulary, there was a difference of 0.81 points. In addition, in cultural sensitivity, there was a difference of 0.73 points, and in grammatical accuracy, there was a difference of 0.38 points. For all of the above, it can be concluded that the text-based approach is a useful tool for the development of linguistic competence since it allows students to feel motivated, challenged, and interested in different types of texts.

Keywords: linguistic competence, text-based approach, suitable vocabulary, cultural sensitivity, grammatical accuracy.

3. Introduction

Nowadays, English is one of the most important languages because it is the second most spoken language in the world and is considered an international language; therefore, it also allows communication among countries worldwide which do not have English as an official language. But, in order to acquire good proficiency in the English language, one of the main elements that must be mastered is the linguistic communicative competence, due to the need for English speakers to communicate and transmit a clear and coherent message. According to Abu-Ayyash and Abdulrahman (2019), people who have a good level of linguistic competence know the language they are speaking very well and can transmit well-structured and coherent messages.

Moreover, In Ecuador the Ministry of Education has a curriculum in which specific levels of English are established for each course or grade, which allows students to know the command of the English language that they should have. In the case of second-year high school students, they should have a B1.1 level of English, according to the Common European Framework of Reference (CEFR). However, during the researcher's practicum, it was observed that one of the problems that second-year high school students have in communicating effectively with their teacher and classmates was the low level of mastery of linguistic communicative competence. The students had problems using appropriate vocabulary in each situation within the classes, as well as incorrectly writing sentences and in some cases, the students had little understanding of the cultural differences that existed among them. The issues observed are aligned with what several authors have found about linguistic competence, for example, Dorado (2013) mentions that the appropriate use of vocabulary for each occasion is of vital importance. Furthermore, Ahangari & Bargui (2012)

mention that if students are more proficient in the target language, it means that they have good grammatical accuracy.

Based on the aforementioned linguistic communicative competence issues, the researcher considered that among several existing strategies for mastering the English language, the most appropriate was the text-based approach. Arimbawa (2012) mentions that this strategy seeks a way to develop communicative competence through the use of different types of texts. Similarly, Quvanov and Jabbarova (2023) state that the text-based approach is widely used for the development of different skills, such as communication and fluency in a second language. Therefore, in order to find out the efficacy of the text-based approach, the following research question was formulated: What is the impact of the text-based approach on the development of the linguistic communicative competence among Bachillerato students of a public institution of the city of Loja, academic period 2023-2024?

Previous studies have been developed in this area, which also related linguistic communicative competence with the text-based approach, Subich, Shangaraeva, & Zakirova (2016), Rustipa, Yulistiyanti, & Sri Mulatsih (2021), Meriem (2022), Rezaei & Naghibian (2018), and Mkhitaryan & Hayroyan (2022) showed that the text-based approach had a positive impact on linguistic communicative competence since the students were able to develop some of the aforementioned aspects of this competence, such as an improvement in cultural awareness. On the other hand, Mohlabi (2016) failed to develop the linguistic communicative competence in students with the text-based approach; therefore, the author suggested that an investigation using this strategy could be done with higher grades.

To address this gap, this research implemented the text-based approach to develop the linguistic communicative competence of second-year high school students to have an idea about the impact of the strategy in improving this competence. For this, the general objective

of the research was to improve the linguistic communicative competence of the English language of Bachillerato students of a public institution of the city of Loja through the use of the text-based approach, academic period 2023-2024. Furthermore, to better define this objective, the following two specific objectives were proposed: firstly, to verify the effectiveness of the text-based approach in the development of the linguistic communicative competence among Bachillerato students of a public institution of the city of Loja, during the academic period 2023-2024, and secondly, to analyze the students' perceptions about the implementation of the text-based approach for enhancing the linguistic communicative competence of Bachillerato students in a public institution of the city of Loja, academic period 2023-2024.

This research represented a great opportunity for students to develop their linguistic communicative competence, providing them with the opportunity to improve their understanding of English grammar and vocabulary and to consider and respect the cultural differences that prevail in a communication situation.

Additionally, this research signified a great opportunity for the pre-service teacher to obtain valuable experience in the use of different types of texts and strategies of the text-based approach for the development of the different elements of linguistic competence in a classroom setting. Furthermore, this research allowed the pre-service teacher to obtain valuable knowledge about the effectiveness of the text-based approach in improving the linguistic communicative competence of students in higher grades.

Likewise, this research extends knowledge about the different strategies that EFL teachers have for teaching the English language, providing them with a different strategy from those already known. Similarly, this research extends scientific knowledge in the

educational field of our country through the understanding of the text-based approach and its usefulness for the development of linguistic competence in Ecuadorian students.

In order to carry out this study, an intervention plan was developed with the second-year high school students, which lasted 8 weeks and three-hour class periods per week, a notable improvement was evident in the mastery of linguistic communicative competence. This was due to the limitations identified during the intervention, such as the intervention duration, the lack of internet connection in the classrooms of the educational institution for applying text-based strategies, and finally, the sudden change from in-person classes to online classes, this was due to security problems in our country.

4. Theoretical Framework

4.1. Text-Based Approach

The text-based approach to language teaching refers to the use of different types of texts. This approach seeks a way to engage students with texts and to do so in a meaningful way using a variety of skills (Mohlabi, 2016). Besides, according to Mumba & Benson (2019), the text-based approach means that the teaching will be focused on the 4 language skills (speaking, reading, writing and listening). Because, this approach seeks to develop communicative competence through the use of different types of texts (Arimbawa, 2012). The same author states that the different texts have different purposes and are organized in different ways and each one has its own characteristics. Additionally, “In text-based approach, teachers are required to introduce different text types to the students on the grounds that the goal of text-based approach is pointing on students’ mastery in recognizing different types of texts” (Akbar, 2019).

In addition, according to Quvanov & Jabbarova (2023), the text-based approach is widely used to develop general skills, whether communication or fluency in a second language, since same authors state that this approach can be used to integrate oral communication with reading and writing to teach key concepts through the use of different types of text instead of doing it in isolation.

In addition, according to Mickan (2011) cited in Mumba & Benson (2019), the text-based approach has the following characteristics:

- **Familiarity with texts**

Teachers and students are familiar with language used in texts, whether as spoken dialogues or reading blogs. When seeing or hearing texts, people are accustomed to

interrogating them in order to make sense of them. Prior experiences prepare learners for working with texts in many ways. They recognize multiple text types and their purposes as a first step to comprehension and use. Because, the text-based approach exposes students to a wide variety of texts through reading groups.

- **Making sense of texts from the beginning**

Learners' familiarity with certain texts, their purposes and contexts of use and position them to make meanings from texts in a target language from the commencement of a program. From the first lesson the selection of familiar text types takes advantage of prior knowledge of texts.

- **Use of language for real purposes in lessons**

Mumba & Benson (2019) also mention that the text-based approach is characterized by the natural use of language. This means that teaching with texts must be intentional and that the texts must be adapted. According to Vester (2005) cited in Mumba & Benson (2019), teachers choose relevant texts for students and their environment. This means that the texts must be of interest to the students. Besides, students acquire knowledge faster if what they learn is applicable to their daily lives. It is important that what they are taught is applicable to their daily lives.

- **Tailoring texts to class communities**

The text-based approach allows teachers to use texts that need to be adapted to classroom communities. Students gain an interest in learning what is happening in their communities. This allows them to relate what happens in their community to the classroom.

- **Learner autonomy**

They also mention that over time students create autonomy so that they are the ones who select the texts of their interest and dedicate their free time to reading them for pleasure or information. Otherwise, they may not focus on what is being taught.

4.1.1. Types of texts

According to Sanako blog (2022), the method in the ELT blog actually identifies 8 different types of texts which are the following:

- **Procedures**

It is a text that provides step-by-step instructions on how to make something (Law, n.d.). For example: instructions to build a piece of furniture or a recipe to cook a dish.

- **Explanations**

Explanatory texts explain something, that is, the answer to a question and it is clearly written and thought of by the reader (Twinkl, n.d.). For example: text that explains how and why things work/happen.

- **Exhibits**

Exhibition texts are tools that help the public understand an exhibition, a work of art or an artist (Rowley, n.d.). For example: magazine/newspaper reports or reviews, viewpoints, and discussion pieces.

- **Factual accounts**

The factual texts are those that inform, instruct or persuade through real facts and true information (NSW Government, 2023). For example: online or print news reports.

- **Personal accounts**

Personal texts are those that are prepared with the aim of serving to meet a personal goal, so they are personal (Ahmad, 2023). For example: journal/blog entries, interviews, biographies, autobiographies.

- **Information reports**

An informative report is a text of facts that provides information in an organized and objective way, without analyzing it or recommending anything (Editorial Team, 2022). For example: fact sheets.

- **Narratives**

Narrative texts tell a story using a series of events (NSW Government, 2023). For example: stories and fiction writing.

- **Functional short texts and conversations**

Short functional texts are a type of short texts that have a special meaning and can be used in daily life (Sari, 2019). For example: text and SMS messages, formal/informal letters, email.

On the other hand, Tri & Apriansi (2021) mention other types of texts which could be implemented in the text-based approach:

- **Recount**

To retell past events experiences, related to the text structure; there is identifying who, what, where, when. Series of events, re-orientation: round of events. Related to language features; past tense verbs, action verbs, noun groups, conjunctions, connectives, adverbs of time and place, etc.

- **Exposition**

To argue from one side of an issue, related to the text structure; statement of

position, identifying writer's opinion and previews of arguments, series of arguments and elaboration arguments to support the position/opinion, etc.

- **Postcard**

To present information recount experience/events related to the text structure; postcard layout and conversations, solutions, brief (message/sequence of events), closing, related to language features; information in proper space, formula in language, incomplete sentence structure, informal language, colloquial expressions.

4.1.2. Stages of text-based approach

Feez & Joyce's (1998) cited in Sanako blog (2022), provide a clear model of how educators can use a text-based teaching and learning model in their classrooms. This cycle clearly shows the stages that students must pass and thus ensures their understanding of each stage.

- **Building the context**

This stage is focused on building up students' shared understanding of the text before starting work – this ensures that everyone begins at a similar starting point. Educators should aim to provide a clear background for the text, explaining any necessary information that helps students (for example: when it was written, who it was written by, etc.). This can be done through a variety of verbal or visual means, which are closely tailored to the student group. At this stage, teachers can build mind maps, experiments, guided discussions, or vocabulary building (Sanako blog, 2022). Additionally, the teacher can also perform brainstorming, predicting, matching key vocabulary to pictures, predicting the content of the text from visuals

(pictures, videos), and previewing the genre/text type from keywords, expressions, etc., Arimbawa (2012).

- **Modeling and deconstructing the text**

In this stage, students' focus shifts from the broader field of study to looking specifically at the type of text being studied (For example: fiction or newspapers). Students should be encouraged to compare their model text to other examples of the genre. Therefore, teachers often include explicit teaching about specific elements within the model text to illustrate a point or conduct a close examination of particular language features of the text. This, for example, includes the use of prepositional phrases of place to establish setting in a narrative, or the use of relating verbs in defining technical terms in an explanation.

At this stage, the teacher can annotate the text to highlight key elements (adjectives, verbs, etc.), look for patterns in structure, grammar, etc., compare with other examples in the genre, and contrast the model text with different content genres (Sanako blog, 2022). Teachers can also give an example of text that students will produce/write later. The example can be an oral or written text, discuss the purposes for which the text is used in English society (for example, the purpose of an account is to tell what happened), and point out particular features of the type of text. This means talking about textual/generic/schematic structure or talking about the linguistic characteristics of each type of text (Arimbawa, 2012).

- **Joint construction of the text**

According to Sanako blog (2022), at this stage, which is also known as guided practice, students focus on the composition of their text. That text can be created through the supervision of an expert although it can also be worked in pairs or

groups.

Thanks to Rossbridge & Rushton (2015) cited in Sanako Blog (2022), we know that the joint construction of a text allows students to demonstrate the understanding of the text they have had up to now. During this phase, essential writing processes such as writing and editing are also modeled. In this stage, teachers can develop suggestions, questions, paraphrases, elaboration of answers, and thinking aloud. Furthermore, Arimbawa (2012) mentions that the teacher and students can develop a certain type of text together. This can be done by the whole class or a small group where the teacher acts as a guide and the students enter into a more active participation in learning to write. Before writing, students can gather information by observing something, interviewing someone, taking notes, reading various resources, discussing something with friends, or visiting particular places.

- **Independent construction of the text**

Independent composition takes place when students are ready to create their texts or to work through model texts on their own. They can confidently draw upon the knowledge and skills developed in the previous stages of the cycle. In this stage students work independently, although the teacher may guide their composition or support their comprehension as required. In this stage the teachers can develop the following activities: typically students may be required to respond to tasks that test the core language skills of listening, reading, speaking, and writing and their responses are invariably used for assessment purposes (Sanako blog, 2022).

- **Linking related texts**

In the final stage of the teaching and learning cycle, students are encouraged to reflect upon their learning and to consider how it could be applied more broadly.

This can mean exploring how it adds to their understanding of other elements of the curriculum or other types of similar/different texts (Sanako blog, 2022). In the last stage, teachers can encourage students to consider how the grammatical forms or structures used in newspaper articles, for example, differ from or are similar to those used in fiction/novels. Students could also explore if there is a difference between the spoken and written forms of the same text type. Or role-play the impact that different text forms have in other circumstances/forms of communication.

4.1.3. Benefits of the text-based approach

According to various authors, there are the following benefits of acquiring linguistic communicative competence:

- *Contextualized vocabulary.*

This is a benefit of the text-based approach, since according to Rapaport (2000), contextual vocabulary acquisition is the active and deliberate acquisition of a meaning for a word in a text by reasoning from textual clues and prior knowledge, including knowledge of the language and hypotheses developed from previous encounters with the word. In addition, “by learning words in context, the learner acquires not only linguistic knowledge of a word, such as phonetic, syntactic and semantic rules but also the knowledge of how to use the word properly in a context” (Reza & Momeni, 2012, p. 2032). In addition, contextual vocabulary acquisition (LCA) is learning a word or the meaning of the word in a text by reasoning from clues found in the text itself since, according to this author, the person learns the contextualized words without external sources and only has the help of their previous knowledge and the hypotheses of previous encounters with

said word. This is a very common activity that people face when reading, without external sources they need to know the meaning of words to understand what they are reading (Rapaport, 2000).

- ***Cultural awareness.***

This is another benefit of the text-based approach since according to Quappe & Cantatore (2005), cultural awareness is the foundation of communication and it involves the ability to stand back from ourselves and become aware of our cultural values, beliefs, and perceptions. They also mention that cultural awareness is very important when people from different cultures have to interact. Human beings see, interpret, and evaluate things each with their point of view, what one person considers appropriate, another may consider inappropriate. Additionally, Landry (2018) and Sarraj et al., (2015) cited in Fly five (2021) mention that: “developing cultural awareness ties directly into fostering social and emotional skills: cultural awareness has been shown to increase empathy, strengthen the ability to cooperate across differences, and create a more inclusive environment for all students” (par.2).

They also mention that cultural awareness helps to increase one's sensitivity to the various nuances of other cultures and allows creating spaces for tutorials and collaborations. With increased cultural awareness comes an ability to meet challenges in communication by creating spaces for greater clarity and understanding of cultural differences. In addition, Goode (2001), Quappe and Cantatore (2003), and Winkleman (2005) cited in Hines & Atherton (2015) emphasize that: “cultural awareness involves individuals' capacity to consider and assess their own cultural background to unearth unconscious preconceptions and

prejudices that might impact inclusion” (p. 25). Therefore, there are several reasons for teachers to use texts in the classroom, as Wąsikiewicz (2012) says that the reasons for using literary texts in a second language classroom and in intercultural education is the fact that they allow the reader to understand the world from various points of view and appreciate multiple individual perceptions.

- ***Grammar in context.***

Another benefit of the text-based approach is grammar in context. Samieva (2020) says that teaching grammar is motivating for students as it allows them to be in real life and understand how new structures work in context, so the new rules will be easier for them and also accurate in the target language. Additionally, Vázquez (2016) adds that the idea of teaching grammar in context is the result of experience, a desire to spark interest in the subject, and a desire to disrupt the prevailing practice of rule-governed, formal, script-based grammar studies. Plus, seeing grammar on a piece of paper helps you remember English structures you've already studied and even teaches you new English structures in context. The more you see a specific structure in a text, the more likely you are to be able to use it yourself (Gore, n.d.). Furthermore, learning grammar positively affects learners' proficiency by helping them use grammatical structures accurately in target language skills. Learning grammar in context is useful and allows students to see and realize how grammatical structures work in sentences. It also gives students the possibility of acquiring the nature of the target language, which will facilitate their understanding (Çağrı, 2013).

4.2. Communicative competence

Communicative competence is the ability to achieve communicative goals in a socially appropriate manner. It is organized and goal-oriented. It includes the ability to select and apply skills that are appropriate and effective in the respective context. It includes verbal and non-verbal behavior. The application of communicative competence is serial. Different processes and activities are coordinated in a typical sequence and require appropriate timing and control of specific behavior. It is influenced by the behavior of the other person and by the context and requires the preparedness and willingness to communicate with the other person for the benefit of all.

Communicative competence can be acquired and the necessary skills are built up step by step through repeated, reflected practice and experience (Kiessling & Fabry, 2021). In addition, Lillis (2006) says that "the acquisition of communicative competence takes place within speech communities: speech communities are constituted not just by a shared variety or language, but shared sets of norms and conventions about how those varieties can and should be used" (p. 6). Likewise, through daily interaction with other people, a child can learn to use language appropriately, that is, according to any speech community.

In addition, Hymes (1972) cited in Tarvin (2015) says that in communicative competence, speakers must have the ability to use the language itself, and also the ability to form grammatically possible and feasible locutions. Communicative competence includes: the knowledge of the rules of speech, that is, knowing how to start and end a conversation, what topics to discuss, knowing what vocabulary and direction to give a conversation in different situations, also includes knowledge of how to use and respond to different types of speech acts, such as; requests, apologies, invitations, etc., (Norhayu, 2017).

Communicative competence considers social rules, contextual appropriateness, and

volatile, and affective factors aside from the structural elements of language (Walean, 2004). Furthermore, communicative competence is considered the objective of the acquisition of a second language, as the objective of teaching and learning a second language, and it is the objective that evaluators seek to measure through performance tests (Whyte, 2019).

4.2.1. Components of communicative competence

According to various authors, communicative competence is formed by the following components:

- ***Sociolinguistic competence.***

This is the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness, and style in a given situation (Murcia & Zoltán, 1995). In addition, according to Martinez & De Vera (2019), sociolinguistic competence is related to mastering the cultural rules of use and the rules of discourse that exist in different languages. To refer to the cultural rules of use, are related to the adaptation to communicative acts and the naturalness of speech within sociocultural contexts. The rules of discourse, are related to expressiveness in communication, cohesion rules, and coherence rules.

In addition, Canale and Swain (1980, 1983) cited in Mizne (1997), mention that sociolinguistic competence requires the user to adapt their grammatical forms so that they are appropriate in the environment in which communication takes place. They also mention that sociolinguistic competence focuses on factors such as age, status, gender of the speakers, and the formality of the environment. Besides, this competence involves mastery of the sociocultural code of language use, that is, the appropriate application of vocabulary, courtesy when speaking, and

style in a given communication situation (Norhayu, 2017).

- ***Discourse competence***

This is the ability to combine language structures in different types of cohesive texts such as: in a political speech or a poem. It is the selection, sequencing, and arrangement of words, structures, sentences, and expressions to achieve a uniform and coherent text. This competence is made up of subareas such as; cohesion, deixis, coherence, structure, generic and conversational structure (Murcia & Zoltán, 1995). Furthermore, Nadhim & Ahmed (2016) mention that discourse is constructed in specific sociolinguistic settings and, therefore, depends on several sociolinguistic factors. These might include the gender, age, region of residence, nationality, ethnicity, and class membership of the discourse maker. For example, in that gender may affect the construction of discourse as a daily observation.

- ***Strategic competence***

According to Canale and Swain (1980-1983) cited in Mizne (1997), strategic competence refers to the ability of students to solve communication errors and thus overcome gaps in their knowledge of the target language. Likewise, Seong (2014) says that: “strategic competence has been mostly equated to the use of different types of strategies involved in oral communication, but several different approaches have been taken in identifying and classifying these strategies” (p. 14). In addition, as Walean (2004) says these strategies could be verbal and non-verbal communication strategies that could be put into action when there are interruptions in communication due to limiting factors in reality or to make communication more effective.

On the other hand, Tarone (1983), defines strategic competence as "the ability to convey information to a listener and correctly interpret information received" (p. 123). Additionally, Tarone mentions that two aspects must be considered when we talk about strategic competition. For example; the ability or general ability of the student to successfully convey a message to his interlocutor and the student's ability to solve communication problems when they arise. For Norhayu (2017), strategic competence involves knowledge of communication strategies and knowing how to use them. This competence has three strategy functions in different perspectives, which are the Psycholinguistic perspective, Interactional perspective, and communication continuity/maintenance perspective.

- ***Linguistic competence***

Noam Chomsky cited in Abu-Ayyash & Abdulrahman (2019), defines linguistic competence as a set of rules that can be repeated to generate an indefinitely vast number of sentences with a clear structural description of each sentence. In addition, "linguistic competencies are related to the use of language through the expression and interpretation of concepts, thoughts, feelings, facts, and opinions to perform oral and written discussions" (Tarango & Mastromatteo, 2017). Additionally, Chomsky (1965) cited in Martínez & De Vera (2019) mentions that this is the system that allows people to make sentences and in turn understand them in an unlimited amount in their language and allows them to differentiate these sentences into grammatical and ungrammatical ones.

Linguistic competence includes the basic elements of communication such as; patterns and types of sentences, constitutive structures, morphological inflections,

lexical resources, and the phonological and orthographic systems that are needed for oral or written communication (Norhayu, 2017). Moreover, linguistic competence implies that users know the language they speak and also involves the ability of users to use language resources and be able to develop well-structured and coherent messages (Abu-Ayyash & Abdulrahman, 2019). Moreover, According to Kenjaeva (2019), the formation of linguistic competence occurs through three types of educational activities; the first is receptive, which consists of making the material known to the students, the second is reproductive, which is associated with memorization of knowledge and the development of skills, and finally, the productive activity, which is the self-acquisition of knowledge.

In addition, according to Tarango & Mastromatteo (2017), linguistic competence can be developed through the appropriate use of written language and the correct structuring of contents. Likewise, this competence can be developed through reading and writing scientific documents, as well as reading, writing, and translating documents into other non-native languages such as English. Furthermore, the teacher needs to adapt the learning environment to make it more vibrant, active, and interesting. People who want to develop linguistic competence must interact with authentic materials so that they understand linguistics in this way (Maxsudova, 2021).

4.2.2. Elements of linguistic communicative competence.

According to various authors, there are the following elements within the linguistic communicative competence:

- *Suitable vocabulary.*

This is an element of linguistic communicative competence because, according to Dorado (2013), the use of the appropriate vocabulary for each occasion is of vital importance. When using words, the social status of the receiver, their situation, and social customs must be taken into account among other things. In addition, phrases with superlative or insecure words should not be used, and complicated, technical, or obscure words should be avoided; instead simple and concise words should be used. In addition, improving your vocabulary is a great academic investment on your part, as it has been proven to be directly related to success, status, and the acquisition of potential. Additionally, according to MS. (2013), there are other reasons why vocabulary development is important such as; boosting your career, improving your communication and equipping you to easily express your ideas, improving your ability to achieve high grades in school or college, improve your confidence with words and conversation and improve your score on tests such as SAT, ACT, GMAT and GRE. Additionally, according to Chall (1987) cited in Reyes, Sánchez, and Cruz (2018), reading can help develop vocabulary knowledge and vice versa, vocabulary development can help in reading, which is why vocabulary and reading are essential for students when they are learning the English language. Besides, Stanovich (1986) cited in Adlof & Storkel (2006) emphasizes that there is a relationship between reading and vocabulary because vocabulary helps the development of reading skills and reading facilitates vocabulary growth.

- ***Cultural sensitivity***

Another element that we find in linguistic communicative competence is cultural sensitivity since it implies recognizing and respecting cultural differences. Each

culture has its unique customs, traditions, and values, which must be respected and appreciated. Learning about these differences can help avoid misunderstandings and promote better communication. It also shows respect for people and their culture, which can help build positive relationships (Ruthran, 2023). In addition, it is an important element in the teaching of the English language in recent times. It is considered to be the fifth skill in addition to the four skills emphasized in ELT before the 1960s. Cultural sensitivity is related to interdisciplinary aspects, as culture originates from different disciplines, namely linguistics, psychology, sociology, and anthropology (Prakash, 2021).

Furthermore, cultural sensitivity is useful in avoiding inappropriate language based on assumptions, negative descriptions, or stereotypes, whether by age, social class, gender or place of residence, ethnic groups, or religious issues (Ellmer, 2010). Additionally, according to Stafford, Bowman, Eking, Hanna, and De Fede (1997) cited in American TESOL Institute (2011), a culturally sensitive person knows that there are differences between their culture and others and that these differences can affect communication relationships between them. This author also mentions that said person would respect the traditions and ways of life that people from other countries have or would try to learn them. On the other hand, Lovrović & Kolega (2018) say that teaching literature in a foreign language gives students a new vision of the world. Literature helps readers access the cultures of the texts since they contain stories that reflect the identity of the foreign country. Furthermore, when students read stories, they find themselves surrounded by different cultures, and traditions that may or may not be similar to their own culture (Jerae, et al., 2023).

- ***Grammatical accuracy***

Grammatical accuracy is another element of linguistic communicative competence because it is related to the correct use that students make of the linguistic system, that is, with grammar, pronunciation, and vocabulary (Sanako blog, 2021). Furthermore, grammatical accuracy means that the student will be able to use the grammatical rules correctly, which will result in the student being more proficient in the target language (Ahangari & Bargui, 2012). Additionally, Baleghizadeh & Yahya (2012) mention that in all good writing, grammatical accuracy is an aspect of great importance because students reach a new level of English through the preparation of written tasks where they must use the grammatical structures they have learned. In addition, extensive reading facilitates the development of reading fluency as well as grammatical knowledge of English students (Yoshizawa, Takase, & Otsuki, 2018). Additionally, an effective way to learn grammatical structures without doing boring activities such as following rules and practicing isolated examples is through reading activities, which allow students to learn these structures in context (Hernández & Robalino, 2019). Furthermore, through reading, we have the opportunity to be surrounded by organized and well-written texts, which will help us improve our linguistic skills (Alqadi & Alqadi, 2013).

- ***Development of vocabulary***

Another element of linguistic communicative competence is the development of vocabulary, according to Goridus (2020), the vocabulary to develop linguistic competence is essential and it must be developed with the texts.

- ***Speaking skills***

Another important element is speaking skills, since they allow the student to be able to communicate effectively with other people, according to Wayan (2022), speaking skills allow students to become creative and it is an appropriate activity for students to improve their linguistic competence.

- ***Listening skills***

One more element of linguistic communicative competence is listening skills since it is known that the basis of communicative competence is listening. In addition, it is how information enters the speakers and allows them to interact in oral communication (Renukadevi, 2014).

- ***Reading skills***

Reading skills is another element that is involved in the acquisition and improvement of communicative linguistic competence, since it allows students to have unlimited access to a set of aspects of the target language, such as; idioms, word patterns, contextualized grammar, vocabulary, and other cultural aspects. So the more they read, the more they master the target language (Madani, 2016).

- ***Writing skills***

Another element is the writing skills for a good acquisition of linguistic competence since they allow users to be able to write a message with clarity, purpose, coherence, and grammatically correct (Hermanto, 2008).

4.2.3. Text-based approach strategies to develop the linguistic competence.

According to several authors, among the strategies that the textual approach uses to develop linguistic communicative competence, are the same ones presented below:

- ***Selecting authentic texts***

According to Weeks (2023), authentic resources such as texts immerse in foreign culture, a lot is learned through a text written by someone foreign, but it is important to properly choose the type of text for the level of language proficiency that the students have.

- ***Vocabulary expansion***

Another strategy to develop linguistic competence through texts is the expansion of vocabulary, since according to Sanako blog (2022), the type of text does not matter, reading is an entertaining and simple way to discover new words, and it also serves to learn how to function in a certain context.

- ***Interactive discussion***

Another activity that could be implemented with the use of the text-based approach to developing linguistic competence is interactive discussions, since this activity allows interaction between speakers, therefore, linguistic competence is developed through interaction with speakers of language to purpose in situational contexts (Paradis, 1998).

- ***Pre-reading***

Another activity that can be used with the text-based approach for the development of communicative linguistic competence is the pre-reading activities, which help students to be better prepared for what they are going to read, since, among other reasons, they can help them anticipate the reading topic, vocabulary, grammar, and even increase motivation to read (Millington, 2016).

- ***During-reading***

In during activities, a text is generally read with some purpose or interest in mind.

Therefore, teachers should model good reading strategies such as identifying the main idea, guessing the meaning of unknown words, summarizing, reading aloud by the teachers, etc. (Wahjudi, 2010).

- ***Post-reading***

At this stage, students expect to have acquired new information from the text. Therefore, students should be able to fully evaluate the text, they should be able to agree or disagree with the author or the characters in the text, relate the information to their personal experience. At this stage, activities such as reconstructing texts, creating stories or asking questions about the text or the author's point of view could be carried out (Wahjudi, 2010).

- ***Extensive reading***

Another strategy that could be developed is extensive reading, since it encourages students to read beyond the classroom since, extensive reading improves general linguistic competence (British Council, 2009) and it allows students not only to become better readers and more confident when reading, but also to improve their reading, writing, listening, oral expression and vocabulary (Day, 1998 cited in Delfi & Yamat, 2017).

- ***Role-play and dialogues***

Finally, role-play and dialogues between students is another strategy that the text-based approach uses to develop linguistic communicative competence. On one hand, dialogues have various uses, for example, teachers can use dialogues to practice speaking, listening comprehension, structures, vocabulary, values and attitudes in the target language (University of Michigan, n.d.). On the other hand,

role-play is an activity that lends itself for students to use their English in creative and challenging ways. In addition, it involves all the skills of the English language such as; reading, listening, speaking and writing (Hattings, 1993 cited in Nikmah & Akmalun, 2019).

4.3. Previous studies

Firstly, Mkhitaryan & Hayroyan, investigated the incorporation of communicative competence through stories in 2022. This study pointed out the usefulness of stories in the English language classroom as a tool to encourage communicative competence. Their study population was two groups of 20 intermediate EFL freshmen at YSU in Armenia. In their research they used two data collection instruments and affirmed that their results can be used for book writers and implemented in teacher training courses.

Another study developed by Meriem in 2022 focused on the development of communicative competence through authentic text based. This study was carried out with 4th year students from Cid Noureddine High School. The purpose of this research was to investigate the effects of authentic texts for the improvement of students' skills, such as communicative competence. In this research, a quantitative study was carried out with the help of a structured survey. Likewise, this research revealed the positive attitude of students towards authentic texts, as well as the significant improvement in communicative competence and their commitment to it. From this, the researcher hopes that more in-depth research will be carried out with the same institution, on a large scale and with the use of a different methodology.

Additional investigation was carried out by Rustipa, Yulistiyanti, & Sri Mulatsih in 2021, this study investigated the challenges that English teachers present to achieve communicative competence through the text-based approach in the context of covid 19.

This investigation involved 15 participants with whom an open question survey and an interview were implemented through a telephone call. The results of this research revealed several problems that teachers faced when trying to teach using the text-based approach online.

Moreover, Mohlabi investigated about the contribution of the text-based approach to English education for communicative competence in 2016. This study focused on the Fourth Grade in South African public schools, who were involved in the implementation of the text-based approach. On the other hand, this research employed a consistent parallel mixed method that incorporates a qualitative and quantitative research design. This research revealed that the implementation of the text-based approach was very little implemented and was only implemented to achieve the daily requirements, and that the traditional approach is still maintained in teaching, although the author states that the approach was appropriate and advantageous. Consequently, the investigator expects similar investigations to be carried out using different sets of methods, in addition to the implementation of the text-based approach as prescribed by the curriculum in the upper grades.

In the study of Rezaei and Naghibian, they investigated the development of intercultural communicative competence through short stories in 2018. This research involved 13 intermediate to upper-intermediate college students from different science and engineering departments at Sharif University of Technology in Tehran. This research used two main sources of data collection as a series of questions in the form of diary entries, written by the participant as part of her assignments and on the other hand, the researchers used semi-structured interviews at the beginning and at the end of the course. The results of this study revealed that the students did develop linguistic communicative competence. Consequently, the researchers recommend that more types of texts such as world literature,

movies, and plays be used for future research. In addition, they also recommend that other data collection tools could be used, such as questionnaires.

Finally, Subich, Shangaraeva, & Zakirova investigated the improvement of the English language communicative competencies by means of authentic texts in 2016. This research involved a group of Bachillerato students from Kazan Federal University. In this research the methodological literature was used, as well as; tests, surveys, questionnaires, comparison, observation, interview, and experimental work. The results revealed that reading books in English provides a stronger foundation for all components of communicative competence.

5. Methodology

5.1. Research Design

In general terms, this investigation was carried out with a mixed-method action research, which according to Molina (2016), “is the combination and integration of qualitative and quantitative methods in the same study”. In addition, according to Creswell & Plano (2007) cited in Molina (2016), “the overall purpose and central premise of mixed methods studies is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems and complex phenomena than either approach alone”.

This method was the basis for this project because it was the most suitable to achieve the objectives of this research. This method was useful for the following reasons: First of all, the quantitative method was used for the collection of numerical data obtained from the application of the pre and post-test. On the other hand, the qualitative method was used to collect qualitative information that was obtained through the application of the questionnaire and the use of field notes.

5.2. Data Collection Sources and Techniques

This research used the test technique that was implemented through the instruments of the pre-test and post-test (see Annex 1 and 2) since, according to Tayyaba & Rabail (2019), these instruments are applied to getting knowledge of what the participants already know at the beginning of a course or program and then compare these results with the results gathered in the post-test, at the end of the intervention. After that, the researcher was able to verify the effectiveness of the text-based approach in the development of the linguistic communicative competence.

Besides, in the observation technique, the researcher used the instrument of field notes (see Annex 4) to record the progress of the students in the process of using various texts which were implemented week by week with the sole objective of helping students in the development of linguistic communicative competence. In addition, this observation technique facilitated the acquisition of qualitative data, which was complemented by the quantitative data gathered in the test technique.

Finally, the researcher applied the survey technique with the instrument of the questionnaire (see Annex 3) to get information related to the students' perceptions about the use of the text-based approach to improve the linguistic communicative competence.

5.3. Data Analysis

This part of the methodology is related to the process of analyzing quantitative and qualitative data. Firstly, the quantitative data was obtained after the application of the pre and post-test. Then, the results were tabulated through the application of descriptive statistics, this method helped the researcher to compare the results of the pre and post-test with tables and figures. Besides, all this quantitative information was analyzed with the help of an interval scale made by the researcher (see Annex 5). This procedure allowed the researcher to demonstrate what the impact of using the strategy aforementioned was for improving the linguistic communicative competence of Bachillerato students in the city of Loja, in the south of Ecuador, in South America.

On the other hand, the analysis of the qualitative data was carried out thanks to the information collected in the observation made in the field notes and the different points of view and opinions that the students indicated in the questionnaire. Then, the analysis of the qualitative data was carried out through the use of thematic analysis, which helped the researcher distribute the information in themes. After this, it was possible to analyze the

students' perceptions about the implementation of the text-based approach for enhancing the linguistic communicative competence.

5.4. Participants

First of all, this research had the participation of the researcher, who was a pre-service teacher, and a group of Second-year high school students of a public institution in the city of Loja, whose age average ranges between 16 and 17 years old. For this research, the level of English proficiency required was of A2.1 according to the EFL curriculum for EGB Superior.

5.5. Timing

It was determined that this intervention plan had a duration of 8 weeks with 2 or 3 meetings per week, which means about 2 months in which the researcher had contact with the students and allowed the researcher to implement various types of texts and text-based approach strategies to develop the different elements of the linguistic communicative competence in the Bachillerato students.

5.6. Procedure

This study was developed based on the action research cycle model, which allowed the researcher to carry out this research successfully.

According to Creswell (2012), an Action Research cycle model has the following steps:

5.6.1. Identifying a Research Problem

The first part of this investigation was the identification of the research problem, the same one that was carried out in the first weeks of the beginning of cycle 7. Then the justification was sought, that is, the importance of carrying out this investigation.

5.6.2. Reviewing the Literature

The second part is related to the search for previous studies about the selected topic. This process was also carried out in the first weeks of this cycle 7, the researcher looked for information related to the two variables to later contrast said information and authenticate the present investigation.

5.6.3. Specifying a Purpose and Research Questions or Hypotheses

The next step was the development of the problem of this research, the research questions, and then, according to these questions, the general objective and the two specific objectives were carried out.

5.6.4. Collecting Quantitative Data

This stage helped the researcher to collect the data obtained from the pre and post-test before and after its application.

5.6.5. Analyzing and Interpreting Quantitative Data

After the collection of quantitative data that yields the pre and post-test. The next step was the analysis and interpretation of this data in order to draw conclusions.

5.6.6. Collecting Qualitative Data

Next, qualitative data was collected from the application of the questionnaire to measure the students' perceptions about the implementation of the strategy.

5.6.7. Analyzing and Interpreting Qualitative Data

After having collected the qualitative data, the next step was the analysis and interpretation of this information and then drawing conclusions.

5.6.8. Reporting and Evaluating Research

Finally, the last stage of this research was to report the same in front of an audience, which allowed the researcher to subsequently graduate thanks to the pertinence and relevance of this study.

5.7. Intervention Proposal

The researcher considered useful that for the implementation of the intervention plan, the development of 10 lesson plans will be carried out, one per week with the difference in the first and last week, where was necessary to develop two lesson plans, because of the application of the pre and post-test. In addition, each lesson plan had a different theme, using a different type of text and different text-based approach strategies. In addition, the researcher considered quite practical that the lesson plan model was based on the PDP (pre-reading, during, and post-reading) lesson plan model, which served to successfully carry out the learning objectives and strategies to be followed.

6. Results

This section shows the results and findings that the researcher obtained after implementing the intervention plan, that is to say, the results gathered in the pre and post-test which were analyzed with descriptive statistics; all this information was illustrated with tables and figures. In addition, this section also shows the results gathered from the application of the questionnaire and the researcher's observations recorded in the field notes, which were used to know the students' perceptions regarding the use of text-based approach, this data was analyzed through a thematic analysis.

6.1. Pre-test and Post-test

Objective one: To verify the effectiveness of the text-based approach in the development of the linguistic communicative competence.

Sub-question one: What is the effectiveness of the use of the text-based approach in the development of the linguistic communicative competence among Bachillerato students of a public institution of the city of Loja, academic period 2023-2024?

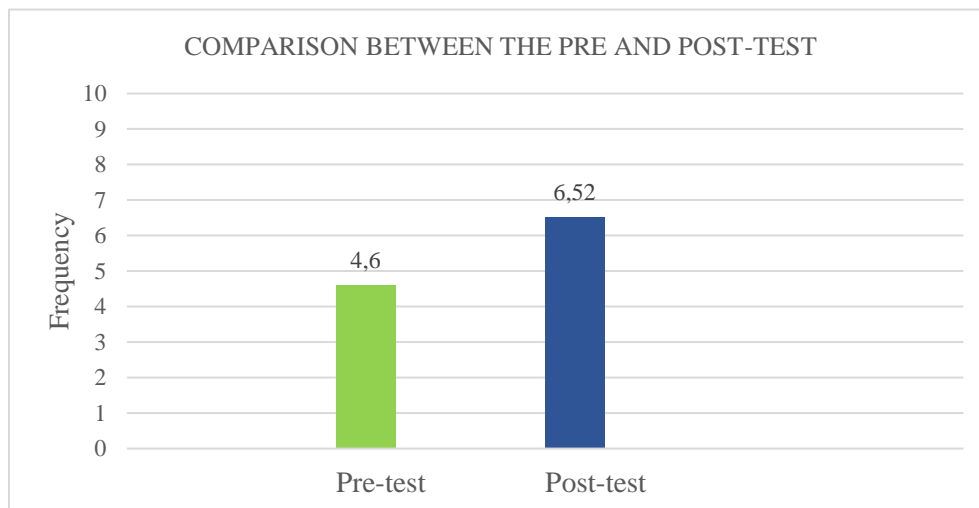


Figure 1

In Figure 1, it can be seen the general mean obtained by the students in the pre and post-test, which were applied to 30 students, resulting in a total mean of 4.6/10 in the pre-test and 6,52/10 in the post-test, which means an improvement in the domain of linguistic competence since there is a difference of 1,92 points. These results clearly show that students had an improvement in the different elements of their linguistic competence, in other words, through the use of the text-based approach, second-year high school students were able to learn suitable vocabulary, cultural sensitivity, and grammatical accuracy of the English language, resulting in an overall improvement in their proficiency in the language.

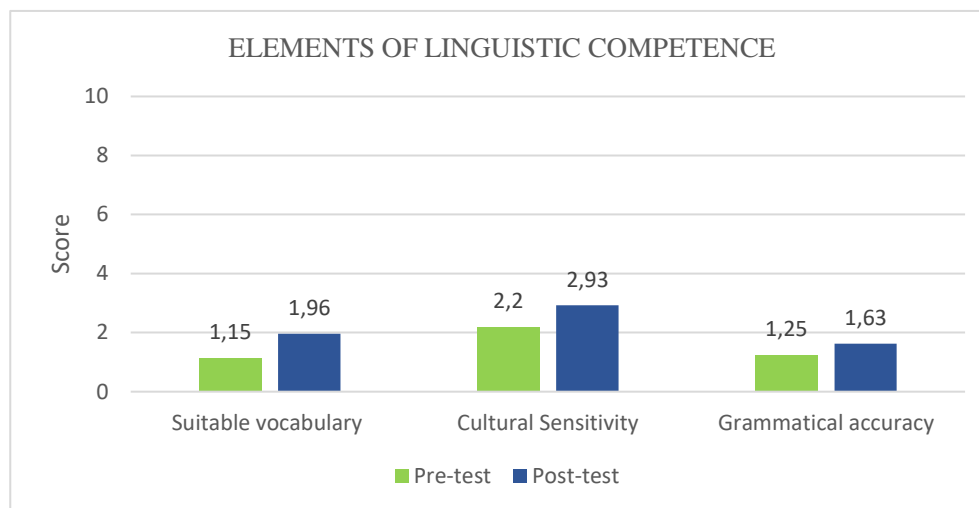
6.2. Comparison of the results of the pre and post-test regarding the elements of the linguistic competence

Table 1

Means score differences between the Pre and Post-test

Elements of linguistic competence	Pre-test	Post-test	Difference
Suitable vocabulary	1,15	1,96	0,81
Cultural sensitivity	2,2	2,93	0,73
Grammatical accuracy	1,25	1,63	0,38
Mean	4,6	6,52	1,92

Figure 2



The results of the total mean of each element of linguistic communicative competence are illustrated in Figure 2. For the element "suitable vocabulary" in the pre-test, the students obtained a total mean of 1,15/3.33, which indicates that the students had difficulties predicting the meaning of the words when reading the texts. In contrast to the results got in the post-test about the same element, where the students achieved a total mean of 1,96/3.33, indicating that the students still failed to predict the meaning of the words in context, but an improvement is evident in this element since there is a difference of 0.81 points.

Concerning the "cultural sensitivity" element, the students got a total mean of 2.2/3.33 in the pre-test, indicating that they had problems recognizing cultural characteristics within the texts they read. In comparison with the results achieved in the post-test, where they obtained a total mean of 2,93/3.33, demonstrating that they still had problems mastering this element, but there is an improvement of 0.73 points.

Regarding the element "grammatical accuracy," the students acquired a total mean of 1.25/3.33, which shows that they had difficulty recognizing the grammatical structures of English within the texts. In contrast to the results achieved in the post-test, where the students

got a total mean of 1.63/3.33, demonstrating that the students still could not recognize the English grammar in the texts. Despite these results, an improvement of 0,38 points can be seen.

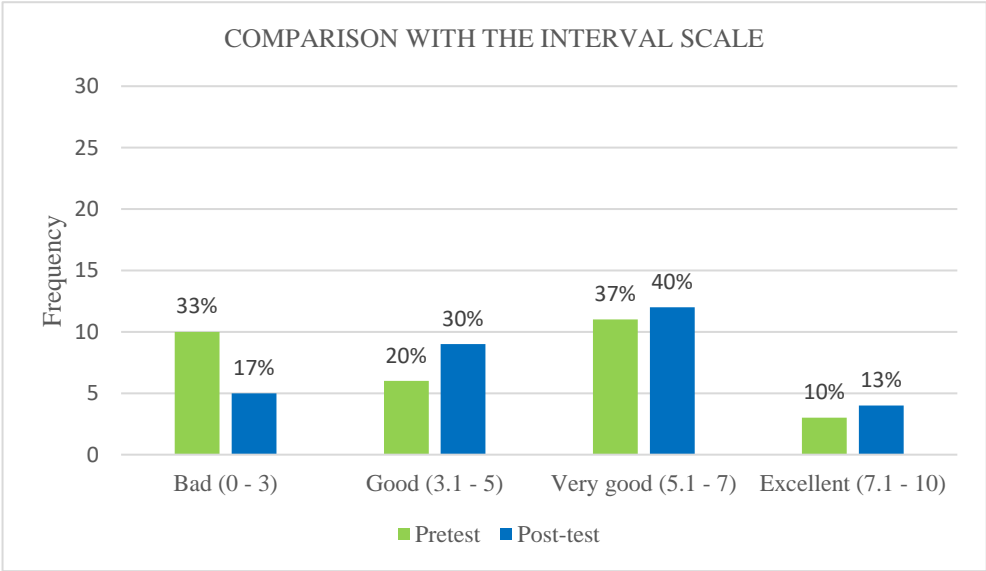
6.3. Comparison of the results of the pre and post-test with the Interval Scale.

Table 2

Comparison of the Results with the interval scale.

	Bad (0 - 3)		Good (3.1- 5)		Very good (5.1 -7)		Excellent (7.1 - 10)	
	f	%	f	%	f	%	f	%
Pre-test	10	33	6	20	11	37	3	10
Post-test	5	17	9	30	12	40	4	13

Figure 3



This Figure compares the general results obtained in the pre and post-test. According to the results obtained in the pre-test, 33% of the students got a "bad" grade, in contrast to the results in the post-test, only 17% of the students acquired this grade, highlighting a percentage difference between these two instruments of -16%. These results clearly show that after the intervention, fewer students now had a bad level of vocabulary. They did not

understand or recognize the importance of cultural differences in a communication situation, and they did not identify grammatical rules in a text.

Furthermore, 20% of the students acquired a "good" grade on the pre-test, comparing these results with the post-test, where 30% of the students achieved this score, indicating a percentage difference of 10%. These findings show that a greater number of students did not have a good level of vocabulary, but they were beginning to learn; they were aware of cultural differences in communication; and they began to identify some English grammatical rules in a text.

In addition, in the pre-test, 37% of the students achieved a grade of "very good," while in the post-test it was 40%, indicating a percentage difference of 3%. These results indicate that after the intervention, more students had a good level of vocabulary but did not use it correctly. They understood and recognized the cultural differences between speakers in a communication situation and could identify some English grammatical rules in a text.

Finally, 10% of students obtained an "excellent" grade on the pre-test. On the other hand, in the post-test, 13% achieved this score, reflecting a percentage difference of 3%. These findings evidently show that a greater number of students after the intervention had a good level of vocabulary and used it correctly depending on the context, were quite aware and recognized the cultural differences between speakers in a communication situation, and were also good at identifying English grammar rules in a text.

6.4. Results of the Questionnaire

Objective two: To analyze the students' perceptions about the implementation of the text-based approach for enhancing the linguistic communicative competence.

Sub-question two: What are the students' perceptions about the implementation of the text-based approach and the development of the linguistic communicative competence among Bachillerato students of a public institution of the city of Loja, academic period 2023-2024?

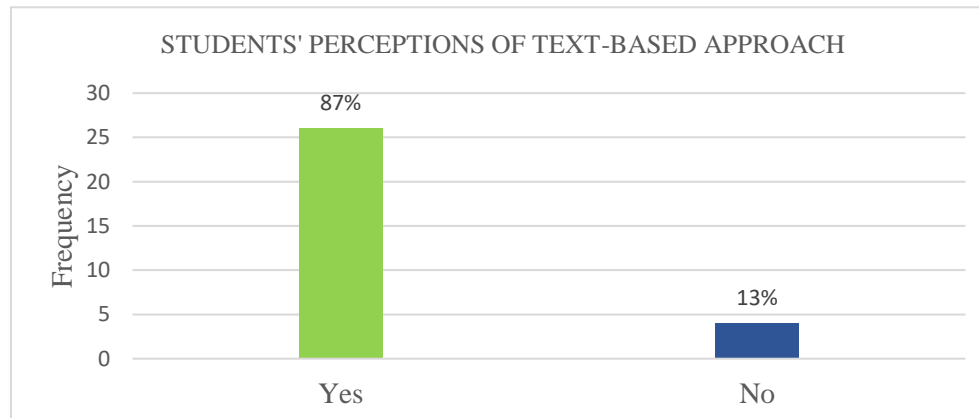
Table 3

Did you like using text-based strategies to develop your linguistic communicative competence?

Students' perceptions of the text-based approach

	f	%
Yes	26	87
No	4	13
Total	30	100

Figure 4



The Figure 4 indicates the students' perceptions of using the text-based approach to develop linguistic communicative competence. In this sense, 87% of the students liked the implementation of this strategy, and only 13% of them did not. These results demonstrate that the use of this strategy was useful and interesting for the students since it allowed them to learn vocabulary appropriate to each context, recognize cultural differences in a

communication situation, and also identify the English grammatical rules in a text and apply them.

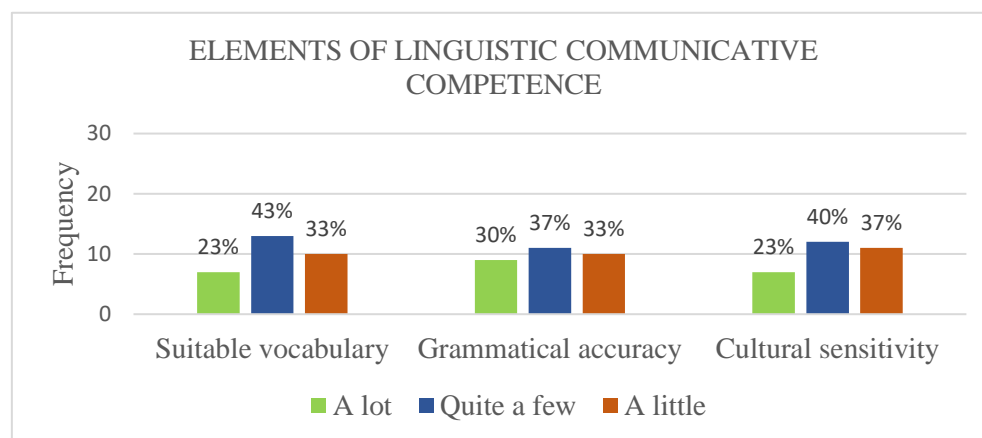
Additionally, the students stated in the open question that the text-based approach was an interesting way of learning since, thanks to this strategy, they were able to improve their communication and reading problems. These perceptions agree with the researcher's observations and recorded in the field notes where it was seen that the students felt motivated to learn and interact with each other.

Table 4

How much have you improved the following elements of linguistic communicative competence using the text-based approach?

	Elements of linguistic communicative competence					
	A lot		Quite a few		A little	
	f	%	f	%	f	%
Suitable vocabulary	7	23	13	43	10	33
Grammatical accuracy	9	30	11	37	10	33
Cultural sensitivity	7	23	12	40	11	37

Figure 5



The opinions that the students expressed in the questionnaire about the improvement in each element of linguistic communicative competence are shown in the Figure 5, where

43% of the students indicated that they have improved "quite a few" in the suitable vocabulary element, 23% of them indicated that they have improved "a lot," and 33% of them indicated that they have improved "a little." This agrees with the results obtained in the post-test, where a low proficiency in suitable vocabulary is evident since only a difference of 0,81 points was reached. In addition, from the field notes, the researcher observed that the students did not have an internet connection or an English dictionary so that they could not search for unknown words in the texts, so this problem could have hindered the improvement in this element.

Concerning the grammatical accuracy element, 37% of the students indicated that they have improved "quite a few," 30% said that they have improved "a lot," and 33% said that they have improved "a little". In comparison with the results of the post-test, the students only reached a difference of 0,38 points, demonstrating a low performance in grammatical accuracy. These results agree with the observations of the researcher, who was able to observe that due to the situation that the country was going through, the students had to study online; consequently, only half of the course was connected to classes, and only some of them liked to participate and paid attention.

Regarding the results of the cultural sensitivity element, 40% of students said they have improved "quite a few," 23% said they have improved "a lot," and 37% said they have improved "a little". These results are in contrast to the results of the post-test, since a difference of only 0,73 points was evident, indicating a low performance of the students in this element. Additionally, the researcher noticed that some students had problems reading the texts since they did not understand some basic words and, therefore, it was difficult for them to understand the full text. Furthermore, when carrying out some text-based strategies,

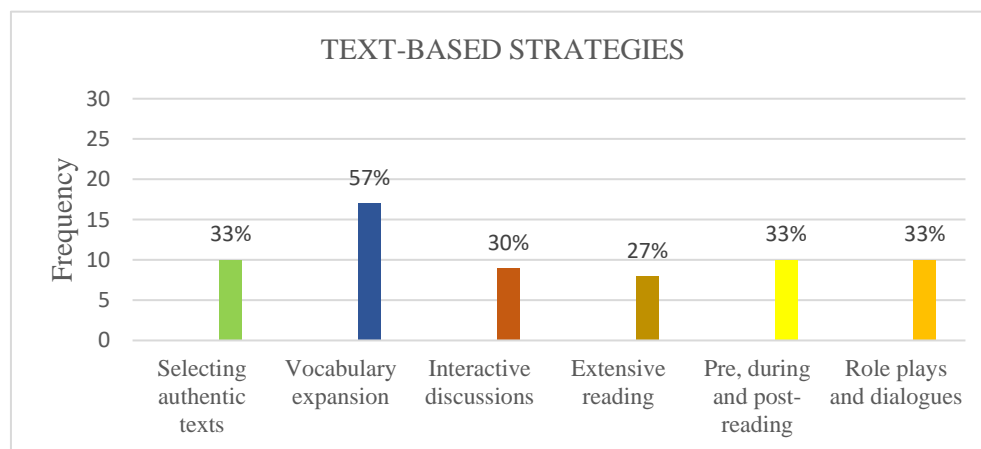
such as interactive discussions, only some students participated, which suggests that they had problems when taking the test.

Table 5

What text-based strategies helped you most to develop your linguistic communicative competence?

Text-based strategies	F	%
Selecting authentic texts	10	33
Vocabulary expansion	17	57
Interactive discussions	9	30
Extensive reading	8	27
Pre, during and post-reading	10	33
Role plays and dialogues	10	33

Figure 6



In relation to the different strategies of the text-based approach implemented for the development of linguistic communicative competence. Figure 6 shows that 57% of the students indicated that the most useful strategy for them was "vocabulary expansion", which agrees with the observations made by the researcher, who observed that students grouped to

share some meanings of words when they did not know specific words, and sometimes some students brought English dictionaries.

Furthermore, 33% indicated that selecting authentic texts, pre-, during, and post-reading activities, and role plays and dialogues were also useful in improving their linguistic competence. From a deeper analysis of the field notes, the researcher noticed that the students participated in brainstorming, reading the texts, and commenting on them. In addition, they were always ready to participate in role-plays and dialogues in class.

Likewise, 30% of the students said that the interactive discussions were useful for their improvement of the linguistic competence, and 27% said that the extensive reading strategy was also useful. All these results agree with the researcher's observations, who noticed that the students liked to discuss the cultures of other countries in groups and compare them with ours, so they agreed to do extensive reading outside the classroom to continue to educate themselves on the topic.

Table 6

Which of the following types of texts helped you the most to develop your linguistic communicative competence?

Types of texts	F	%
Clothes description texts	21	70
Newspaper reports	9	30
Blogs	11	37
Horror texts	4	13

Figure 7

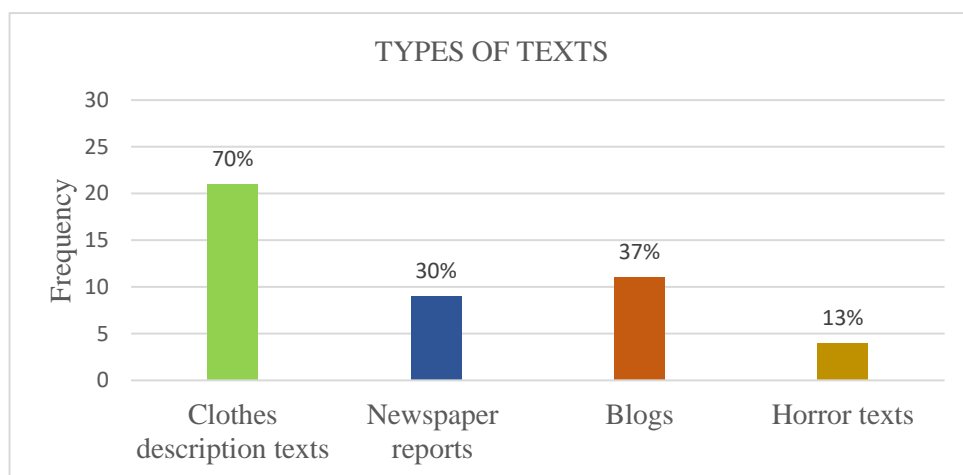


Figure 7 illustrates the different types of texts that were most useful for students to develop their linguistic communicative competence. In this way, 70% of students indicated that they considered “clothes description texts” to be the most useful for them. These results contrast with the researcher's observations, who noticed that the students obtained above 7 points on the activities of clothes description text.

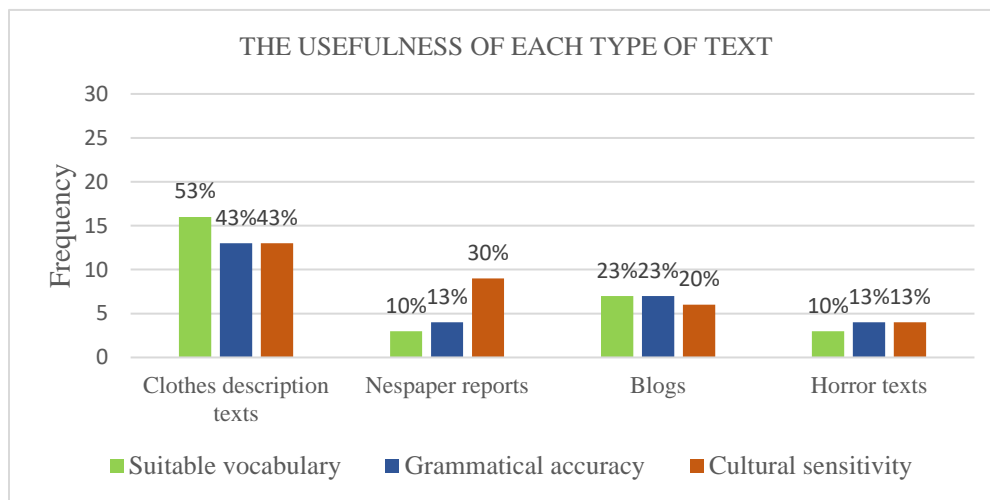
Additionally, 37% of the students indicated that blogs were also helpful in improving this competence. The observation made by the researcher confirms this since the students liked to talk about the topic of the blog and were able to complete most of the activities successfully. Additionally, only 30% of the students considered the newspaper reports useful in improving their linguistic competence. According to an in-depth analysis of the field notes, the researcher discerned that the students who developed the activities of the newspaper reports got good grades, while the others who did not carry out all the activities obtained low grades.

Table 7

Choose which of the different types of texts were useful for you to develop the different elements of the linguistic communicative competence?

The usefulness of each type of text						
	Suitable vocabulary		Grammatical accuracy		Cultural sensitivity	
	f	%	f	%	f	%
Clothes description texts	16	53	13	43	13	43
Newspaper reports	3	10	4	13	9	30
Blogs	7	23	7	23	6	20
Horror texts	3	10	4	13	4	13

Figure 8



According to Figure 8, the clothes description texts were the most useful for the development of the 3 elements of linguistic competence since they had the highest percentages, ranging from 43% to 53%. These results are in contrast to what was observed by the researcher, who noticed the students' dedication when carrying out the clothes description text activities and, consequently, they obtained good grades.

Additionally, 30% of students indicated that they were able to improve their cultural sensitivity through reading newspaper reports. These results are aligned with the researcher's observations, who observed the students' interest in reading this type of text related to cultural issues and traditions of foreign countries.

Furthermore, the blogs were also useful for the development of the three elements of linguistic competence due to the similar percentages they present, ranging from 20% to 23%

of the total students who indicated these results. From the field notes, the observer noticed, in the first class where this type of text was used, that the students completed all the activities and liked to read and comment on the blog topic, and consequently, they obtained good grades. However, in the second class, in which the same type of text was used, the students felt tired, and half of them did not complete the activities; consequently, they achieved low grades.

Table 8

How motivated did you feel with the use of different types of texts for the development of linguistic communicative competence?

Motivation of the students	f	%
A lot	2	7
Quite a few	22	73
A little	6	20
Total	30	100

Figure 9

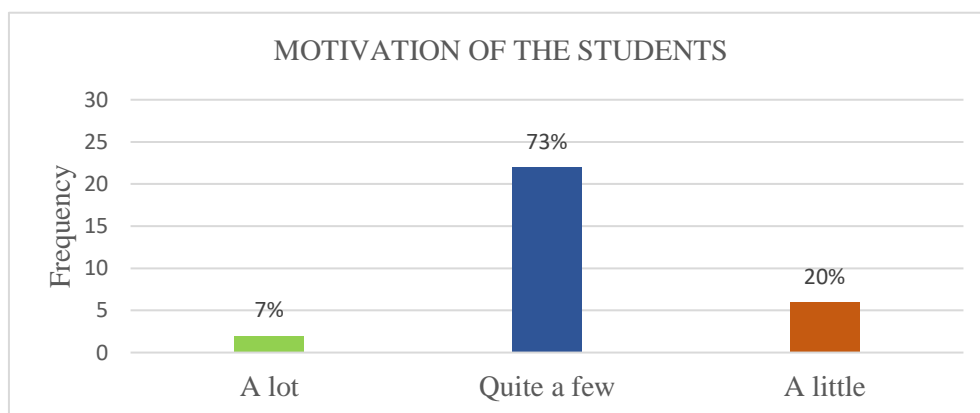


Figure 9 indicates how the students felt when reading the different types of texts. In this case, 73% of the students indicated that they felt “quite a few” motivated when reading

the texts, and only 20% of them indicated that they felt “a little” motivated. Furthermore, the students indicated in the open question that the topics of the texts were interesting, important, and interactive, so they felt an improvement in their level of English while reading. These perceptions contrast with what the researcher observed during the development of the intervention plan. The researcher noticed that the students felt motivated, happy, and ready to develop the different activities prepared for the class. However, some students did not think the same about the texts, since they seemed distant and not very active in the development of the activities.

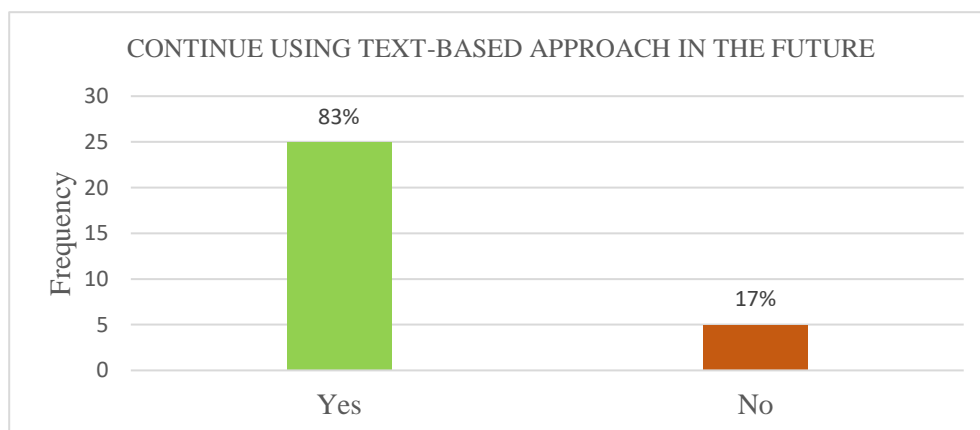
Table 9

Would you continue using text-based resources for improving your linguistic communicative competence?

Continue using the text-based approach

	f	%
Yes	25	83
No	5	17
Total	30	100

Figure 10



The students' desire to continue using text-based approach to develop their linguistic communicative competence are shown in Figure 10, where 83% of the students indicated that they would continue using this strategy in the future, while only 17% of them indicated that they would not.

Furthermore, in the open question, students indicated that they considered the text-based approach a good strategy to improve their vocabulary and their communication with other people. They also said that it is an interesting and fun activity to learn and improve their level of English.

7. Discussion

This section offers a more in-depth analysis of the results presented in the previous section, an analysis of the research questions proposed at the beginning of this research and identifies the limitations faced during the intervention.

The main research question proposed in this research was the following: What is the impact of the text-based approach on the development of the linguistic communicative competence among Bachillerato students of a public institution of the city of Loja, academic period 2023-2024? In response, the text-based approach had a significant impact on the development of linguistic communicative competence because the students were able to improve the recognition of new words, identification of the different cultures that their interlocutors have, and the recognition of English grammar within the texts. These results agree with the statements of Meriem (2022), who found that the students significantly developed their linguistic competence through the use of the text-based approach. The author also established that the students were positive and committed to learning. Similarly, Arimbawa (2012) stated that the text-based approach seeks to develop communicative competence through the management of different types of texts. Maxsudova (2021) also says that people who want to develop their linguistic competence must work with authentic materials, such as texts so that they can understand the linguistics of the target language.

The first sub-question proposed in this research was: What is the effectiveness of the use of the text-based approach in the development of the linguistic communicative competence among Bachillerato students of a public institution of the city of Loja, academic period 2023-2024? The results demonstrated that the use of different types of texts and strategies of the text-based approach had notable effectiveness in the development of linguistic competence among this group of students. To measure the effectiveness of this

strategy, a pretest was used, in which, according to the interval scale, the students obtained a good grade since their total mean was 4.6 out of 10. After the application of the text-based approach, a posttest was used, in which the students obtained a very good grade since their total mean was 6,52 out of 10 with a difference of 1,92 points.

All these results reinforce the level of improvement that the text-based approach had in the different elements of linguistic competence. Additionally, the "suitable vocabulary" element of linguistic competence can be highlighted as the one with the greatest improvement that the students were able to achieve since it went from a total mean of 1,15 out of 3.33 points in the pre-test to a total mean of 1,96 out of 3.33 points in the post-test, demonstrating a difference of 0,81 points. Despite these findings, it is important to mention how challenging it is to develop linguistic competence in students since, currently, this aspect of the English language is not given the importance it deserves.

These findings agree with the outcomes found in the research of Subich, Shangaraeva, and Zakirova (2016), who affirm that the development of activities with texts, in the case of their research, novels, was effective since students were able to recognize lexicon elements and grammatical structures within the text, directly influencing the improvement of their communicative competence. Additionally, Rezaei and Naghibian (2018) discovered that texts such as stories allowed students to develop cultural sensitivity since they learned to respect their own culture and that of others. They became more critical and acquired a positive attitude toward the cultural aspects of each person, and in this way, they improved their linguistic competence.

In addition, the second sub-question analyzed was: What are the students' perceptions about the implementation of the text-based approach and the development of the linguistic communicative competence among Bachillerato students of a public institution of the city of

Loja, academic period 2023-2024? The results obtained through the application of the questionnaire and the observations made in the field notes affirm that the majority of students maintained a positive attitude towards the text-based approach during the intervention plan. Furthermore, the students indicated that the text-based approach was an interesting way to learn English and it also allowed them to learn new words and improve their reading level. The text-based approach inserted different and interesting texts in the English classroom, allowing students to feel motivated and interested in the content of the classes, which allowed them to develop the different elements of linguistic competence.

These results are supported by the research of Subich, Shangaraeva, and Zakirova (2016), who state that reading authentic books is communicatively and cognitively important since it allows the reader to obtain information about the writer's social context. This in turn influences the educational and social environment of the reader and, in general, influences the motivation and linguistic competence to develop a better level of the target language. Another investigation, carried out by Meriem (2022), states that students showed a positive attitude and good perceptions of the use of authentic texts to improve their communicative competence. Furthermore, Mohlabi (2016) states that the text-based approach seeks to relate students to texts and, to do so, use a variety of skills, resulting in an interesting and motivating environment for learning.

Finally, the use of different types of texts creates an interesting environment to improve students' linguistic competence and, in general, their ability to learn English. This provides a good way for English teachers to teach grammar in context, appropriate words for each social situation, and also to recognize and respect cultural differences in a communication situation. In this research the effectiveness and positive impact of the text-based approach are evident thanks to the fact that the students generated a positive change in

their linguistic competence and besides, they also indicated that they liked this strategy. However, these results cannot be generalized to other educational contexts or to other countries or levels of English that students have. These findings are specific to the students involved in this research in their educational context, due to the sampling method used, as well as the level of English that the students possessed, the intervention duration, and the experience of the pre-service teacher, which could affect the results.

In addition to all the aforementioned challenges, the researcher could also mention the specific educational environment of the students involved, the educational habits that they maintained, and unforeseen events, such as the situation that Ecuador was going through at the time of the intervention, which made that the application of the post-test and the questionnaire were in virtual way using the platforms of Zoom and Google Forms. For future research related to the text-based approach, the researchers should carry out their study with students of different educational levels in public and private education. The fusion of technological devices with the text-based approach could be interesting too. In addition, they could also consider the use of other types of observation techniques, as well as not limiting themselves to the development classes only in the classroom. All these changes would make it possible to develop an approach that allows discovering new knowledge about the advantages of the text-based approach.

8. Conclusions

The text-based approach had a significant impact on the development of the linguistic competence of second-year high school students and, in this way, it also influenced better English language proficiency, since this strategy brought to the English classroom an interesting, challenging, and useful way to learn this language for students.

The use of this strategy had notable effectiveness in the development of the linguistic competence of second-year high school students since the elements of this competence, such as suitable vocabulary, cultural sensitivity, and grammatical accuracy, showed an improvement after the application of the intervention plan. This indicates the benefits of this strategy for target language development. Additionally, it is important to mention that linguistic competence is an aspect of the English language that is rarely addressed in schools, making it a challenging task.

In addition, the text-based approach was more effective in developing the element of "suitable vocabulary" since the students learned appropriate words for different contexts through reading different types of texts. Likewise, the most effective strategies of the text-based approach were vocabulary expansion, selecting authentic texts, pre-, during, and post-reading, role-plays, and dialogues.

Among the types of texts used in this research of the text-based approach, the most effective type of text for the general development of all elements of linguistic competence were clothes description texts. Specifically, this type of text was more effective for the development of "suitable vocabulary" element. For the development of "grammatical accuracy", the most effective were clothes description texts and blogs. Likewise, for the development of "cultural sensitivity", the most effective were the clothes description texts and the newspaper reports.

The use of the text-based approach for the development of linguistic competence was perceived positively among second-year high school students because this strategy motivated students' interest through the use of different types of text. In addition, it also challenges them to learn English vocabulary and grammar, as well as to be aware of the cultural differences among them through an engaging activity such as reading. All of the above led to the desire of the majority of second-year high school students to continue using this strategy to improve their command of the English language.

9. Recommendations

After the analyses carried out in the discussion and conclusions section of this project and knowing the effectiveness of the text-based approach in the development of students' linguistic competence, the researcher suggests the following recommendations:

Future research should consider involving students of various educational levels as well as private education students. This will allow us to know the effects of the strategy on students of different educational levels. The habits and interests of the students should also be considered to more accurately select the different types of texts, for which a questionnaire or an interview at the beginning of the intervention would be of great help.

The use of other types of observation techniques for collecting qualitative data is also recommended. This will allow greater precision when observing student behavior in their study environment and prevent losing valuable information. Future research could also consider the fusion of technology with the text-based approach, since the use of this would make reading easier, more effective, and more fun, thus fostering the development of linguistic competence. Additionally, the use of inferential analysis after descriptive analysis is recommended for future research. This analysis will allow predictions to be made based on the results for the entire population and not just the sample.

It is recommended to extend the intervention duration and the sample to obtain more precise and generalizable results regarding the text-based approach. By extending the intervention duration, it will be possible to demonstrate a more significant impact on the development of students' linguistic competence. On the other hand, increasing the sample would allow us to obtain more general results about the benefits of using texts in the English classroom for the development of linguistic competence.

Finally, it is recommended that English teachers focus on the development of linguistic communicative competence. This is due to how little it is addressed in classes, and since it is an important aspect of the English language, it should be taken more into account in the development of classes.

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11. Annexes

Annex 1. Pre-test



Universidad
Nacional
de Loja

UNIVERSIDAD NACIONAL DE LOJA DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DATA COLLECTION INSTRUMENT: PRE-TEST

Dear student, help me answering the following test with sincerity and honesty; this information will be very valuable for the development of my research work. Your answers will be anonymous and confidential.

Student's code:	
Date:	

- 1) **After reading the following fragment of a story, predict the meaning of the word in bold. (1,5 points) (Contextualized vocabulary)**

The missing remote

A family spent hours searching for their TV remote control but couldn't find it anywhere. Frustrated, they finally gave up and decided to watch a movie without it. As they **settled** on the couch, they realized that the remote was in the father's hand the whole time. They burst into laughter at the irony.

Options:

- a) conform
- b) sit down
- c) fall sleep
- d) get into

- 2) **Choose the correct word to complete the following fragment of a newspaper report. (1,5 points) (Contextualized vocabulary)**

AI creates a _____ video of you dancing from a single still image. Their AI can then morph the person into a series of poses to create individual frames that, when compiled back into a video, produce realistic footage of that person dancing.

Options:

- a) video
- b) camera
- c) realistic
- d) light

- 3) **Read the following report about Coachella festival in USA and then choose the best description of American culture? (2 points) (*Cultural awareness*)**

Coachella festival

Over the years, environmental education has been one of the many forms of activism and something that the Los Angeles non-profit Global Inheritance has been partnering with the Coachella Valley Music and Arts Festival to share since 2004. The group works with the festival to raise sustainability awareness and help to reduce environmental footprints at the massive event throughout both weekends. Eric Ritz, executive director and founder of Global Inheritance, said that the most crucial aspect of this education is to make the experience fun and memorable so that people can incorporate better environmental habits in their everyday lives.

Options:

- a) An educated, colorful, environmentally conscious culture.
 - b) An unfriendly culture with the environment and fun.
 - c) A polite and fun culture that doesn't care about the environment.
 - d) A culture without festivals and boring.
- 4) **After reading the following fragment of a report about the United Kingdom, answer the following question. What aspects of this country are most notable? (2 points) (*Cultural awareness*)**

Diversity in the UK

The UK has a very diverse population - people from all over the world live here. There are many different international communities, and international students will feel welcome. The UK is a tolerant society, and it is illegal to discriminate against people because of their race, religion, gender, sexuality or disability.

Options:

- a) A dominant, unfriendly, unpeaceful country.
 - b) A multicultural, tolerant and friendly country with the world.
 - c) A multicultural country but with little awareness of this.
 - d) A country different from the others.
- 5) **After reading the following newspaper report, choose the option that shows the structure of the present simple in affirmative sentences. (1,5 points) (*Grammar in context*)**

How Cellphones Affect Communication Skills

If you're curious about how cellphones affect communication skills, it's important to consider both positive and negative effects. Overall, cellphones have made communication more readily available; you can pick up your phone and instantly text or call someone almost anywhere in the world, provided they have cell reception available. Never before in history have humans been so connected to each other on a global scale. Yet, it's ironic that while

cellphones have made communication more convenient and accessible, they may have also damaged our communication skills.

Options:

- a) You can pick up your phone.
- b) Cellphones have made communication more readily available.
- c) You're curious about how cellphones affect communication skills.
- d) More convenient and accessible.

6) After reading the following fiction text, choose from the options the adverbs of frequency in the reading. (1,5 points) (*Grammar in context*)

The enchanted bookshop

In the heart of the bustling city, there was a quaint bookshop called "Whimsical Pages." The shop, hidden between towering skyscrapers, was known for its mysterious aura. Every morning, the owner, Mr. Benjamin Harper, always opened the creaky door promptly at 8 o'clock. One day, as Emily was perusing the shelves, she discovered a peculiar book with a shimmering cover. Intriguingly, she opened it and found herself transported to a magical realm filled with talking animals and enchanted landscapes. Overwhelmed with wonder, she decided to visit this fantastical world whenever she could. As weeks passed, Emily became a regular visitor to the bookshop, always seeking new magical realms to explore. Sometimes, she would lose track of time as she delved into the captivating narratives. Mr. Harper, amused by her enthusiasm, always welcomed her with a warm smile...

Options:

- a) bustling, hidden, mysterious
- b) every, always, door, treasures
- c) heart, ancient, among
- d) always, often, sometimes

THANKS FOR YOUR COLLABORATION!

Annex 2. Post-test



Universidad
Nacional
de Loja

UNIVERSIDAD NACIONAL DE LOJA DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DATA COLLECTION INSTRUMENT: POST-TEST

Dear student, help me answering the following test with sincerity and honesty; this information will be very valuable for the development of my research work. Your answers will be anonymous and confidential.

Student's code:	
Date:	

- 1) After reading the following fragment of a story, predict the meaning of the word in bold. (1,5 points) (*Contextualized vocabulary*)

My casual wardrobe: comfort and style

During the summer, I prefer to wear light and colorful clothes. I have a yellow sundress that I really like. It's sleeveless and has a flowy skirt. I usually pair it with white sandals. To protect my eyes from the sun, I wear sunglasses with a floral pattern. It's a comfortable and **cheerful** outfit for warm days.

Answers:

- a) ugly
- b) funny
- c) hungry
- d) music

- 1) After reading the following blog post, find out the meaning of the word in bold. (1,5 points) (*Contextualized vocabulary*)

My everyday look

Hey there, readers! Today, I want to talk about my everyday appearance. I'm a person who likes to keep things simple and comfortable.

In the morning, I usually wear jeans and a T-shirt. My favorite T-shirt is blue, and it has a cool design on it. I pair it with sneakers that I find really **comfy**. I don't wear much jewelry, just a watch and a simple bracelet.

Answers:

- a) candy
- b) leave
- c) comfortable
- d) color

- 2) **Read the following fragment of a report from the people of the USA and then answer the following question. What aspects of American culture are most notable? (2 points) (Cultural awareness)**

A Glimpse into American Culture

Family is crucial in American culture, and many families gather for special occasions and holidays. Thanksgiving, for example, is a time when families come together to share a meal and express gratitude.

Sports play a significant role in American culture as well. Football, baseball, and basketball are popular, and people often come together to watch games, especially during major championships.

Answers:

- a) American culture is boring and regular.
- b) Americans are united and happy people.
- c) People like any other.
- d) American culture is not the union of different cultures.

- 3) **After reading the following fragment of a blog about the life of university students in the USA, answer the following question; how would you describe college students in the United States? (2 points) (Cultural awareness)**

A Day in the Life of a British Student

Hello readers! Today, I want to share a bit about the fascinating culture of students in the United Kingdom. As a student myself, here's a glimpse into a typical day.

In the UK, school and university are often called "college." A day starts early with a quick breakfast. Many students enjoy a classic bowl of cereal or grab a quick bite on the go.

Classes are diverse, and students study a range of subjects. The atmosphere is friendly, with classmates often collaborating on group projects. Teachers are called "lecturers," and there's usually an emphasis on open discussions and critical thinking.

Answers:

- a) Unsociable and lazy students
- b) They are organized, intelligent, and friendly students.
- c) In the UK there aren't any students.
- d) Normal students like those from other countries

- 4) **After reading the following report, choose the option that has a verb + collocation in the text. (1,5 points) (*Grammar in context*)**

Mobile Phones: A Must-Have Tech Companion

In today's fast-paced world, mobile phones have become an indispensable part of our daily lives. People from all walks of life use their phones for various purposes, making them a versatile and essential tech companion.

One of the primary functions of mobile phones is to make and receive calls. Whether it's staying connected with friends, family, or colleagues, people rely on their phones to communicate on the go. Additionally, texting has become a popular way to send quick messages and stay in touch.

Answers:

- a) Additionally, texting has become a popular way to send quick messages.
- b) People from all walks of life use their phones for various purposes.
- c) In today's fast-paced world.
- d) One of the primary functions of mobile phones is to make and receive calls.

- 5) **After reading the following fragment of a clothes description text, identify a sentence of a person's clothing description. (1,5 points) (*Grammar in context*)**

What I'm Wearing Today

I've got on a pair of dark blue jeans that are a bit loose but super cozy. They're great for a laid-back look. As for my feet, I'm wearing white sneakers that I love because they go well with almost everything.

To complete the outfit, I've thrown on a stylish black jacket. It's not too heavy, just enough to keep me warm if it gets a bit chilly later on. I like how it adds a bit of flair to the overall look.

Oh, and I can't forget my accessories! I've got a simple silver necklace and a colorful bracelet. I feel like they add a nice touch without being too flashy.

Answers:

- a) I like how it adds a bit of flair to the overall look.
- b) I can't forget my accessories!
- c) I'm wearing white sneakers that I love because they go well with almost everything.
- d) I feel like they add a nice touch without being too flashy.

THANKS FOR YOUR COLLABORATION!

Annex 3. Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT:
QUESTIONNAIRE**

Dear student, help me answer the following questionnaire with sincerity and honesty; this information will be very valuable for the development of my research work. Your responses will be anonymous and confidential.

Student's code:	
Date:	

1. Did you like to use text-based strategies to develop your linguistic communicative competence?

- a) Yes ()
- b) No ()

Why:.....
.....

2. How much have you improved the following elements of the linguistic communicative competence using text-based strategies?

	A lot	Pretty a few	A little
Suitable vocabulary			
Grammatical accuracy			
Cultural sensitivity			

3. What text-based strategies help you the most to develop your linguistic communicative competence?

- Selecting authentic texts ()

- Vocabulary expansion ()
- Interactive discussions ()
- Extensive reading ()
- Pre, during and post-reading ()
- Role plays and dialogues ()

4. Which of the following types of texts help you the most to develop your linguistic communicative competence?

- a) Stories ()
- b) Interviews ()
- c) Reports ()
- d) Blogs ()
- e) Newspapers reports ()
- f) Fiction stories ()

5. Which of the different types of texts were most useful for you to develop the different elements of the linguistic communicative competence?

	Suitable vocabulary	Grammatical accuracy	Cultural sensitivity
Clothes description texts			
Newspaper reports			
Blogs			
Horror texts			

6. How motivated did you feel with the use of different types of texts for the development of the linguistic communicative competence?

- a) A little ()

b) Quite a few ()

c) A lot ()

Why:

.....

7. Would you continue using text-based resources for improving your linguistic communicative competence?

a) Yes ()

b) No ()

Why:

.....

THANKS FOR YOUR COLLABORATION!

Annex 4. Interval scale and Rubric

Qualitative scale	Quantitative scale
Bad	0 - 3
Good	3.1 - 5
Very good	5.1 - 7
Excellent	7.1 - 10

Linguistic competence / Grades	Suitable vocabulary	Cultural sensitivity	Grammatical accuracy
Bad (0 – 3)	The students do not use words correctly according to the context. They do not have a level of vocabulary appropriate to their level of English.	The students do not understand or recognize cultural differences in a communication situation.	The students cannot identify English grammar rules in a text and.
Good (3.1 – 5)	The students do not have a good level of vocabulary but they are beginning to become aware of this aspect.	The students begin to be aware of their cultural differences and those of others.	The students begin to identify English grammatical rules in a text.
Very good (5.1 – 7)	The students have a good level of vocabulary in English but do not use it correctly depending on the context.	The students understand and recognize cultural differences in a communication situation.	The students identify some of the English grammatical rules in a text.
Excellent (7.1 – 10)	The students have a good vocabulary level in English and know how to use it correctly, depending on their specific context.	The students are quite aware of their cultural differences and recognize and understand each other's cultures.	The students are quite good at identifying English grammar rules.

Annex 5. Lesson plans

LESSON PLAN #_01			
Institution Name:	Unidad Educativa “Pío Jaramillo Alvarado”		
Date:	Week 1 November 27 th – December 1 st	School Year:	2023-2024
Type of Institution:	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Liliana Celi		
Thesis Director:	Mgtr. Mariano Castillo Cuesta		
Preservice Teacher:	Danny Sosoranga		
Schedule:	2 BGU “B” –Wednesday – 10:40 – 11:20	Practice hours:	1
Time per lesson:	40	Language level:	A2
Class / Number of Students:	2 BGU “B”: 31		
Topic:	<ul style="list-style-type: none"> Application of a test 		
Contents: (Topics/contents)			
Lesson Objectives:	<ul style="list-style-type: none"> To develop the linguistic competence using the text-based approach. 		
Materials	<ul style="list-style-type: none"> Test 		
Starter (warmer, lead in, review)			Time
First of all, the students create a tryptic in where they have to write down their names. Warm up: changing word games (there will be a key word and the pre-service teacher says words randomly and when the students listen the key word, they have to change seats.			5 mins
Pre-reading			Time
<ul style="list-style-type: none"> The pre-service teacher presents and explains the Pre-test instrument, what is it for? Which elements does it contain? Translate the questions? Etc. The pre-service teacher explain the indicators of the linguistic competence and contrast with the benefits of the text-based approach. The pre-service teacher control the students’ behavior while they take the exam. 			5 mins
During-reading			Time
<ul style="list-style-type: none"> The students develop the test. 			30 mins
Post-reading			Time
<ul style="list-style-type: none"> The students develop the test 			30 mins

Assessment	Time
<ul style="list-style-type: none"> The pre-service teacher gives them a feedback about the test in the next class. 	0 mins
Feedback / Closure	Time
<ul style="list-style-type: none"> The pre-service teacher thanks to the students for being part of his Integrative Research Project. 	0 mins

Observations

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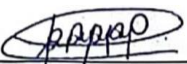
Signatures:



 Mgtr. Mariano Edgar Castillo Cuesta
 Academic Tutor



 Lic. Liliana Celi
 Institutional Tutor



 Danny Paul Sosoranga Gualan
 Pre-service teacher

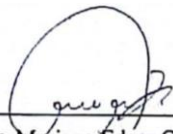
LESSON PLAN #_02			
Institution Name:	Unidad Educativa “Pío Jaramillo Alvarado”		
Date:	Week 1 November 27 th – December 1 st	School Year: 2 BGU	2023-2024
Type of Institution:	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Liliana Celi		
Thesis Director:	Mgtr. Mariano Castillo Cuesta		
Preservice Teacher:	Danny Sosoranga		
Schedule:	2 BGU “B” –Thursday – 08:40 – 10:10		
Time per lesson:	80	Language level:	A2
Class / Number of Students:	2 BGU “B”: 31		
Topic: Contents: (Topics/contents)	<ul style="list-style-type: none"> • Clothes items 		
Lesson Objectives:	<ul style="list-style-type: none"> • To describe what people normally wear using contextualized clothes vocabulary. 		
Materials	<ul style="list-style-type: none"> • Memory cards • Clothes description text 		
Starter (warmer, lead in, review)			Time
Warm up: word association (A word related to stories and then they write down words related to it as many as they can in a specific time. Review: Brainstorming of the clothes they know or wear.			10 mins
Pre-reading			Time
<ul style="list-style-type: none"> • The pre-service teacher presents the topic and the objective of the class so that the students know what they are going to develop. • The pre-service presents the clothes vocabulary through the use of memory cards. • The pre-service teacher introduces new vocabulary, which the students will find in the text through the use of the same memory cards. • The pre-service teacher makes a guided discussion of stories and then give the clothing description text to the students so that they can read it and learn contextualized vocabulary. 			20 mins
During-reading			Time
<ul style="list-style-type: none"> • The students repeat the words after the teacher to improve their speaking. • The students develop the memory cards where they have to form sentences using those cards. • Some students take turns to read the text aloud and then they underline the unknown words and look for the meaning of them in the internet or in the English dictionary in groups. 			20 mins

Post-reading	Time
<ul style="list-style-type: none"> • The students engage in an interactive discussion by reflecting on the type of text they have, the purpose of it, the topic, the tense use in it, the vocabulary, etc. • The students are asked to write down a short clothing description text individually about what they usually wear by using the contextualized vocabulary. 	15 mins
Assessment	Time
<ul style="list-style-type: none"> • Some students read aloud what they wrote to the whole class. • The pre-service teacher makes a feedback about the topic. 	10 mins
Feedback / Closure	Time
<ul style="list-style-type: none"> • The pre-service teacher asks his students some personal questions to close the class. 	5 mins

Observations

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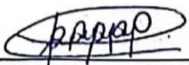
Signatures:



 Mgtr. Mariano Edgar Castillo Cuesta
 Academic Tutor



 Lic. Liliana Celi
 Institutional Tutor



 Danny Paul Sosoranga Gualan
 Pre-service teacher


LESSON PLAN #_03			
Institution Name:	Unidad Educativa “Pío Jaramillo Alvarado”		
Date:	Week 2 December 4 th - 8 th	School Year:	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Liliana Celi		
Thesis director:	Mgr. Mariano Castillo Cuesta		
Preservice Teacher:	Danny Sosoranga		
Schedule:	2 BGU “B” –Wednesday – 10:40 – 11:20		
Time per lesson:	40	Language level:	A2
Class / Number of Students:	2 BGU “B”: 31		
Topic: Contents: (Topics/contents)	<ul style="list-style-type: none"> • Suit and tie song • Clothes vocabulary review 		
Lesson Objectives:	<ul style="list-style-type: none"> • To explain what they normally wear in a specific situation. 		
Materials	<ul style="list-style-type: none"> • Speakers • Poster • Horror text 		
Starter (warmer, lead in, review)			Time
Warm up: Dance battle (the class is divided into two groups and each group make a short choreography of a song). Review: Brainstorming of the present simple and present continuous.			5 mins
Pre-reading			Time
<ul style="list-style-type: none"> • The pre-service teacher presents the topic and the objective of the class so that the students know what they are going to develop. • The pre-service teacher presents the vocabulary the student are going to find in the fiction text by using a poster. • The pre-service teacher presents the horror text. 			10 mins
During-reading			Time
<ul style="list-style-type: none"> • The students read the fiction text and then they underline the unknown words and look for its meaning. (vocabulary expansion) 			10 mins
Post-reading			Time
<ul style="list-style-type: none"> • The students engage in a dialogue about the fiction text. What are their perception about the text, the new words they knew, etc. (dialogue) 			5 mins

Assessment	Time
<ul style="list-style-type: none"> The pre-service teacher asked them to complete a liveworksheet related to the horror text. The pre-service teacher makes a feedback about the topic. 	5 mins
Feedback / Closure	Time
<ul style="list-style-type: none"> The pre-service teacher asks his students some personal questions to close the class. 	5 mins
<ul style="list-style-type: none"> The pre-service teacher asked them to complete a liveworksheet related to the horror text. The pre-service teacher makes a feedback about the topic. 	5 mins
Feedback / Closure	Time
<ul style="list-style-type: none"> The pre-service teacher asks his students some personal questions to close the class. 	5 mins

Observations

.....

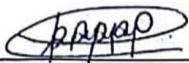
Signatures:



 Mgtr. Mariano Edgar Castillo Cuesta
 Academic Tutor



 Lic. Lilitana Celi
 Institutional Tutor



 Danny Paul Sosoranga Gualan
 Pre-service teacher


LESSON PLAN #_04			
Institution Name:	Unidad Educativa “Pío Jaramillo Alvarado”		
Date:	Week 3 December 11 th – 15 th	School Year: 2 BGU	2023-2024
Type of Institution:	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Liliana Celi		
Thesis Director:	Mgtr. Mariano Castillo Cuesta		
Preservice Teacher:	Danny Sosoranga		
Schedule:	2 BGU “B” –Thursday – 08:40 – 10:10		
Time per lesson:	80	Language level:	A2
Class / Number of Students:	2 BGU “B”: 30		
Topic: Contents: (Topics/contents)	Free time <ul style="list-style-type: none"> • Reading • Vocabulary • Present Continuous 		
Lesson Objectives:	<ul style="list-style-type: none"> • To compare the present simple and the present continuous to differentiate the use of these different English verb tenses. 		
Materials	<ul style="list-style-type: none"> • Grammar puzzle • Liveworksheet of the blog text • Picture 		
Starter (warmer, lead in, review)			Time
Warm up: Dance battle (the class is divided into two groups and each group make a short choreography of a song). Review: Brainstorming of the present continuous.			10 mins
Pre-reading			Time
<ul style="list-style-type: none"> • The pre-service teacher presents the topic and the objective of the class so that the students know what they are going to develop. • The pre-service teacher reinforces the present continuous by using a grammar puzzle. • The pre-service teacher performs a brainstorming of the type of stories they know, etc. (<i>pre-reading activities</i>) and then he introduces the blog text which is written in present continuous. 			20 mins
During-reading			Time
<ul style="list-style-type: none"> • The students tell orally the sentences they formed using the grammar puzzle. • Some students take turns to read the blog text aloud. (<i>during reading activity</i>) • The students do a picture description. 			10 mins
Post-reading			Time

<ul style="list-style-type: none"> • The students work in the reading activity in the English book: Read the text quickly and answer the questions, activity 1, 2, 7, 8, 9 and 10. Page 12, 13 & 14. • The students make an <i>interactive discussion</i> by working in groups to talk about their experiences with different cultures, their cultural perceptions, etc. 	25 mins
Assessment	Time
<ul style="list-style-type: none"> • Some students say orally the use and the structure of the present continuous. • Some students say orally their experiences and their cultural perceptions. 	10 mins
Feedback / Closure	Time
<ul style="list-style-type: none"> • The pre-service teacher asks his students some personal questions to close the class and asks them to do an extensive reading of what they like to read most (narrative texts, personal account texts, information reports, etc.) 	5 mins


Observations

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Signatures:



 Mgtr. Mariano Edgar Castillo Cuesta
 Academic Tutor



 Lic. Liliana Celi
 Institutional Tutor



 Danny Paul Sosoranga Gualan
 Pre-service teacher

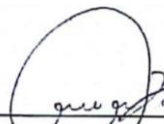
LESSON PLAN #_05			
Institution Name:	Unidad Educativa “Pío Jaramillo Alvarado”		
Date:	Week 4 December 18 th – 22 nd	School Year: 2 BGU	2023-2024
Type of Institution:	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Liliana Celi		
Thesis director:	Mgr. Mariano Castillo Cuesta		
Preservice Teacher:	Danny Sosoranga		
Schedule:	2 BGU “B” –Thursday – 08:40 – 10:10		
Time per lesson:	80	Language level:	A2
Class / Number of Students:	2 BGU “B”: 31		
Topic: Contents: (Topics/contents)	<ul style="list-style-type: none"> • Writing a novel <ul style="list-style-type: none"> – Present simple – Reviews – Description adjectives 		
Lesson Objectives:	<ul style="list-style-type: none"> • To discover some new books they could read by exchanging information reports with each other. 		
Materials	<ul style="list-style-type: none"> • Flipchart • Information report 		
Starter (warmer, lead in, review)			Time
Warm up: Quick questions of the topic for example; do you like to read? What kind of books do you read? Etc. Review: Quick review of what information reports are.			10 mins
Pre-reading			Time
<ul style="list-style-type: none"> • The pre-service teacher presents the topic and the objective of the class so that the students know what they are going to develop. • The pre-service teacher make a description of what information reports are, the type of text, its use by using a flipchart. • The pre-service teacher does a brainstorming of the type of books they have already read and then presents the information report of a book. (<i>pre-reading activities</i>) • The pre-service teacher makes a separation of the parts of an informative report by using the whiteboard. 			15 mins
During-reading			Time
<ul style="list-style-type: none"> • The students tell to the pre-service teacher a summary of the information report; what are they? The topic, the tense used in it? Etc. • The students read it and underline some adjective which are useful to write down a review or an information report. (<i>during-reading activities</i>) • Some students take turns to say aloud the adjectives they found. 			20 mins

<ul style="list-style-type: none"> Some students take turns to say aloud the parts of an information report. 	
Post-reading	Time
<ul style="list-style-type: none"> The students work in groups to make a dialogue about the type of books they have already read and also to talk about the information report; what is their perception, did they liked the information report, the topic and share their reviews. 	10 mins
Assessment	Time
<ul style="list-style-type: none"> The students complete the activities 1, 2, 3, 4 and 5 in the English book. Page 16 “Read Juana’s composition and answer the questions; which novel is Juana reading, Does she like it?” The students share their reviews or information reports they already did with their classmates in order they can read it and know what books they could read. 	20 mins
Feedback / Closure	Time
<ul style="list-style-type: none"> The pre-service teacher asks his students some personal questions to close the class. 	5 mins

Observations

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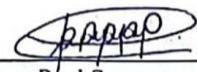
Signatures:



 Mgtr. Mariano Edgar Castillo Cuesta
 Academic Tutor



 Lic. Liliana Celi
 Institutional Tutor



 Danny Paul Sosoranga Gualan
 Pre-service teacher

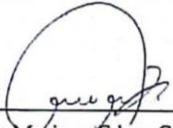
LESSON PLAN #_06			
Institution Name:	Unidad Educativa “Pío Jaramillo Alvarado”		
Date:	Week 5 January 2 nd – 5 th , 2024	School Year: 2 BGU	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Liliana Celi		
Thesis director:	Mgtr. Mariano Castillo Cuesta		
Preservice Teacher:	Danny Sosoranga		
Schedule:	2 BGU “B” –Thursday – 08:40 – 10:10		
Time per lesson:	80	Language level:	A2
Class / Number of Students:	2 BGU “B”: 31		
Topic: Contents: (Topics/contents)	<ul style="list-style-type: none"> • Writers <ul style="list-style-type: none"> – Past simple – A biography – Connectors – Simple phrases – Vocabulary 		
Lesson Objectives:	<ul style="list-style-type: none"> • To learn past simple tense, some connectors and new vocabulary in context by reading a blog. • To learn grammar in context by reading a selected blog about the culture of United Kingdom 		
Materials	<ul style="list-style-type: none"> • Flashcards • A blog 		
Starter (warmer, lead in, review)			Time
Warm up: Trivia quiz which is to prepare a short quiz with fun and interesting questions related to the topic.			10 mins
Review: Brainstorming of the past simple tense.			
Pre-reading			Time
<ul style="list-style-type: none"> • The pre-service teacher presents the topic and the objective of the class so that the students know what they are going to develop. • The pre-service teacher reinforces the past simple tense by using flashcards. • The pre-service teacher presents a blog but after this he performs a short dialogue of what connectors, phrases, verb tenses they could find in the blog. (<i>pre-reading activities</i>) • The pre-service teacher introduces the blog talking about the culture of United Kingdom. 			15 mins
During-reading			Time
<ul style="list-style-type: none"> • The students make some sentences in their notebook using the structure of past simple tense. • The students read the blog individually. (<i>during-reading activities</i>) • Some students take turns to read the blog aloud. 			20 mins

<ul style="list-style-type: none"> The students underline the different verb tenses, connectors, simple phrases and vocabulary that are used in the blog. The students repeat after the pre-service teacher the new connectors, simple phrases and vocabulary they could find in the blog. 	
Post-reading	Time
<ul style="list-style-type: none"> The students talk about the topic of the blog and the cultural experiences they have with the topic. (<i>Interactive discussion</i>). 	10 mins
Assessment	Time
<ul style="list-style-type: none"> The students are asked to create a short role-play where they describe the past simple tense. (<i>here students develop the grammar in context, in this case the past simple by applying it to talk about what they did</i>). 	20 mins
Feedback / Closure	Time
<ul style="list-style-type: none"> The pre-service teacher asks his students some personal questions such as; did you like the blog? How did you feel when reading the blog? Would you like to read about blog with the same topic? 	5 mins


Observations

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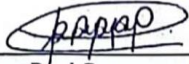
Signatures:



Mgtr. Mariano Edgar Castillo Cuesta
Academic Tutor



Lic. Liliانا Celi
Institutional Tutor



Danny Paul Sosoranga Gualan
Pre-service teacher


LESSON PLAN #_07			
Institution Name:	Unidad Educativa “Pío Jaramillo Alvarado”		
Date:	Week 6 January 8 th – 12 th	School Year: 2 BGU	2023-2024
Type of Institution:	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Liliana Celi		
Thesis director:	Mgtr. Mariano Castillo Cuesta		
Preservice Teacher:	Danny Sosoranga		
Schedule:	2 BGU “B” –Thursday – 08:40 – 10:10		
Time per lesson:	80	Language level:	A2
Class / Number of Students:	2 BGU “B”: 30		
Topic: Contents: (Topics/contents)	<ul style="list-style-type: none"> • Past simple • Verbs in past simple 		
Lesson Objectives:	<ul style="list-style-type: none"> • To distinguish sentences in past simple tense in a newspaper report. • To improve their grammar in context through the use of a newspaper report (text-based approach strategy). 		
Materials	<ul style="list-style-type: none"> • Newspaper report “Music and Mood” 		
Starter (warmer, lead in, review)			Time
Warm up: Create a superhero (the students are going to write a description of their own superhero, I mean his personality, power, skills and why does the world need him/her?)			10 mins
Review: Brainstorming of the used of the verbs of past simple, how do we form it?			
Pre-reading			Time
<ul style="list-style-type: none"> • The pre-service teacher presents the topic and the objective of the class so that the students know what they are going to develop. • The pre-service teacher reinforces the topic by talking about the past simple tense, why is it important? How do we change the form of the verbs from the present to the past simple? The pronunciation and simple structure of past simple sentences. (dialogue of the topic) • The pre-service teacher continues the class by introduces a newspaper report about “Music and Mood”. 			15 mins
During-reading			Time
<ul style="list-style-type: none"> • The students read the newspaper report individually. • The students comment about the topic of the newspaper report. • The students say aloud the sentences in past simple they found. 			20 mins
Post-reading			Time

<ul style="list-style-type: none"> • The students underline the sentences in the past simple tense and in the present simple from the newspaper report. • The students explain the structure of one of the sentences they found in the text. • The students identify three verbs in the past simple tense from the text and write their forms in infinitive, past simple and present simple. 	10 mins
Assessment	Time
<ul style="list-style-type: none"> • Students are asked to tell orally the sentences they found in the reading to the whole class and explain the structure of this, whether is regular or irregular verb. (Here the students develop the grammar in context because they are going to demonstrate how the past simple works.) • The pre-service teacher makes a feedback of the topic. 	15 mins
Feedback / Closure	Time
<ul style="list-style-type: none"> • The pre-service teacher asks randomly some personal questions for example; was the reading boring, confusing or difficult? Do you think you could learn past simple with the text? Would you like to keep learning in that way? And then he asks them to do an extensive reading. 	10 mins

Observations

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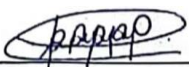
Signatures:



 Mgtr. Mariano Edgar Castillo Cuesta
 Academic Tutor



 Lic. Lilitana Celi
 Institutional Tutor



 Danny Paul Sosoranga Gualan
 Pre-service teacher

LESSON PLAN #_08			
Institution Name:	Unidad Educativa “Pío Jaramillo Alvarado”		
Date:	Week 7 January 15 th – 19 th	School Year: 2 BGU	2023-2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Liliana Celi		
Thesis director:	Mgtr. Mariano Castillo Cuesta		
Preservice Teacher:	Danny Sosoranga		
Schedule:	2 BGU “B” –Thursday – 08:40 – 10:10		
Time per lesson:	80	Language level:	A2
Class / Number of Students:	2 BGU “B”: 30		
Topic: Contents: (Topics/contents)	<ul style="list-style-type: none"> • Affirmative, negative and interrogative past simple sentences • Time expressions 		
Lesson Objectives:	<ul style="list-style-type: none"> • To ask about what they did in the past using the past simple in interrogative form. • To improve grammatical accuracy by reading a newspaper report and through this activity acquire grammar in context. (text-based approach) 		
Materials	<ul style="list-style-type: none"> • Grammar puzzle • Liveworksheet of newspaper report. 		
Starter (warmer, lead in, review)			Time
Warm up: Quick pall (the pre-service teacher asks some questions related to whatever topic and the students answer by raising their hands) Review: Brainstorming of the affirmative and negative forms of the past simple and the main time expressions.			10 mins
Pre-reading			Time
<ul style="list-style-type: none"> • The pre-service teacher presents the topic and the objective of the class so that the students know what they are going to develop. • The pre-service teacher reinforces the affirmative and negative form of the past simple by using a grammar puzzle. • The pre-service teacher explains the interrogative form of the past simple • The pre-service teacher introduces some new vocabulary they are going to find in the text. • The pre-service teacher talks to his students about the topic of the newspaper report. (<i>pre-reading activity</i>) 			15 mins
During-reading			Time
<ul style="list-style-type: none"> • The students read the newspaper report individually. • The students underline affirmative, negative and interrogative sentences from the text. 			15 mins

<ul style="list-style-type: none"> • The students read aloud the sentences they identify. • The students take turns to write the sentences on the whiteboard. 	
Post-reading	Time
<ul style="list-style-type: none"> • The students write 3 questions to ask some specific details about what they want to know from the text. (For example; what did AI contributed to society?) • The students take turns to say aloud their questions. 	15 mins
Assessment	Time
<ul style="list-style-type: none"> • The students work in group and do a short interview at each other using past simple. Then they inform the whole class about the interview. (<i>Here the students improve their grammatical accuracy by talking and asking about their activities in a specific time of the past.</i>) • The pre-service teacher make a feedback about the topic. 	20 mins
Feedback / Closure	Time
<ul style="list-style-type: none"> • The pre-service teacher asks some personal questions to his students, for example; what story did you like the most? Do you think you know the past simple of English now? What was confusing for you about the present topic? 	5 mins

Observations

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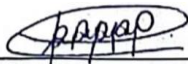
Signatures:



 Mgtr. Mariano Edgar Castillo Cuesta
 Academic Tutor



 Lic. Liliana Celi
 Institutional Tutor



 Danny Paul Sosoranga Gualan
 Pre-service teacher

LESSON PLAN #_09			
Institution Name:	Unidad Educativa “Pío Jaramillo Alvarado”		
Date:	Week 8 January 24 th , 2024	School Year: 2 BGU	2023-2024
Type of Institution:	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Liliana Celi		
Thesis director:	Mgtr. Mariano Castillo Cuesta		
Preservice Teacher:	Danny Sosoranga		
Schedule:	2 BGU “B” –Wednesday – 10:40 – 11:20		
Time per lesson:	40	Language level:	A2
Class / Number of Students:	2 BGU “B”: 30		
Topic: Contents: (Topics/contents)	<ul style="list-style-type: none"> • Post-test application 		
Lesson Objectives:	<ul style="list-style-type: none"> • To verify the improvement of the linguistic communicative competence through a test 		
Materials	<ul style="list-style-type: none"> • test 		
Starter (warmer, lead in, review)			Time
Warm up: Blind drawing as a couple (the students work in couples and one of them blinds his eyes and draws on the blackboard what the other describes to him)			5 mins
Pre-reading			Time
<ul style="list-style-type: none"> • The pre-service teacher presents and explains the Post-test instrument, what is it for? Which elements does it contain? Translate the questions? Etc. 			5 mins
During-reading			Time
<ul style="list-style-type: none"> • The students develop the Post-test instrument 			10 mins
Post-reading			Time
<ul style="list-style-type: none"> • The students develop the Post-test instrument 			10 mins
Assessment			Time

<ul style="list-style-type: none"> The pre-service teacher gives them a short feedback about the Pre and Post-test instrument 	5 mins
Feedback / Closure	Time
<ul style="list-style-type: none"> The pre-service teacher thanks to the students for being part of his Integrative Research Project. 	5 mins

Observations

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Signatures:



Mgtr. Mariano Edgar Castillo Cuesta
Academic Tutor



Lic. Lilitana Celi
Institutional Tutor



Danny Paul Sosoranga Gualan
Pre-service teacher

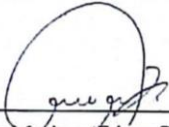
LESSON PLAN #_10			
Institution Name:	Unidad Educativa “Pío Jaramillo Alvarado”		
Date:	Week 8 January 24 th , 2024	School Year: 2 BGU	2023-2024
Type of Institution:	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Lic. Liliana Celi		
Thesis director:	Mgtr. Mariano Castillo Cuesta		
Preservice Teacher:	Danny Sosoranga		
Schedule:	2 BGU “B” –Thursday – 08:40 – 09:25		
Time per lesson:	40	Language level:	A2
Class / Number of Students:	2 BGU “B”: 30		
Topic: Contents: (Topics/contents)	<ul style="list-style-type: none"> • Questionnaire instrument 		
Lesson Objectives:	<ul style="list-style-type: none"> • To analyze the students’ perception about the implementation of the text-based approach for enhancing the linguistic communicative competence. 		
Materials	<ul style="list-style-type: none"> • Questionnaire instrument 		
Starter (warmer, lead in, review)			Time
Warm up: Vocabulary board (the pre-service teacher divide the whiteboard into three parts such as; animals, places and adjectives and then he asks his students to go to the whiteboard and complete the board.			5 mins
Pre-reading			Time
<ul style="list-style-type: none"> • The pre-service teacher presents and explains the Questionary instrument, what is it for? Which elements does it contain? Translate the questions. Etc. 			5 mins
During-reading			Time
<ul style="list-style-type: none"> • The students develop the Questionnaire instrument 			10 mins
Post-reading			Time
<ul style="list-style-type: none"> • The students develop the Questionnaire instrument 			10 mins
Assessment			Time
<ul style="list-style-type: none"> • The pre-service teacher gives them a feedback about the Questionnaire instrument. 			5 mins

Feedback / Closure	Time
<ul style="list-style-type: none"> The pre-service teacher thanks to the students for being part of his Integrative Research Project. 	5 mins


Observations

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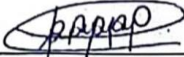
Signatures:



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Academic Tutor



Lic. Lilitana Celi
Institutional Tutor



Danny Paul Sosoranga Gualan
Pre-service teacher

Annex 6. Field notes



Universidad
Nacional
de Loja

**UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: FIELD NOTE**

Observation #: 01	Teacher: Lic. Liliana Celi
Grade: 2 BGU “B”	Duration of the observation: 80 mins
Topic: Clothes vocabulary	Place: Unidad Educativa “Pío Jaramillo Alvarado”
Date: November 30 th , 2023	Indicator: Contextualized vocabulary Type of the text-based approach: clothes description text. (narrative texts)
Descriptive notes	Reflective notes
<ul style="list-style-type: none"> • The class was a bit longer and I didn’t have enough time to do the closure. • The students didn’t like to read any texts but I had to implement the text anyway. • The students didn’t have an internet connection or English dictionaries to search for the known words. • The students worked normally in the guided discussion. • Some students didn’t understand the instructions in English so I had to talk in Spanish. • They worked individually on the live worksheet and they got a good grade above 7 points. • Some of the students just copy to their classmates 	<ul style="list-style-type: none"> • I’m going to plan my future lesson plans with the most essential activities. • In the next class I’m going to use a strategy for introducing the text to them. • I’m going to speak slowly and use more non-verbal language. • I think most of the students could learn new contextualized vocabulary.

Observation #: 02	Teacher: Lic. Liliana Celi
Grade: 2 BGU “B”	Duration of the observation: 40 mins
Topic: <ul style="list-style-type: none"> • Suit and tie song • Clothes vocabulary review 	Place: Unidad Educativa “Pío Jaramillo Alvarado”
Date: December 7 th , 2023	Indicator: Contextualized vocabulary Type of text-based approach: Horror text (narrative texts)
Descriptive notes	Reflective notes
<ul style="list-style-type: none"> • The class started a bit late because of the previous teacher. • Some students couldn’t understand the instructions that I gave them so I translated them. • The students could realize the new words thanks to the vocabulary expansion strategy and then, they knew what kind of text they were going to read. • At the end of the class, some students said that they liked to read the horror text when the pre-service teacher closed the class. • Some students just copied the answer of the live worksheet from their classmates. 	<ul style="list-style-type: none"> • This is a common problem and I can’t do anything about that situation. • I’m going to use simple words in English. • I realized that the vocabulary-building technique helped them to learn new words. • I realized the students liked to learn new vocabulary with images and look for their meaning in the English dictionary. • Well, that’s common in students and I can’t do so much just to ask them to be honest with their work.

Observation #: 03	Teacher: Lic. Liliana Celi
Grade: 2 BGU “B”	Duration of the observation: 80 mins
Topic: Free time <ul style="list-style-type: none"> • Reading • Vocabulary • Present Continuous 	Place: Unidad Educativa “Pío Jaramillo Alvarado”
Date: December 14 th , 2023	Indicator: Cultural sensitivity Type of text-based approach: Blog (personal accounts)
Descriptive notes	Reflective notes
<ul style="list-style-type: none"> • The class started a little bit and then I didn’t complete the closure because of the time • The pre-reading activities were good for introducing the text and the students worked well with that. • Some students read the blog and in that way, I developed the during-reading activities but they couldn’t read clearly and their pronunciation was not appropriate for their level. • The students liked to talk about the blog, the cultures and traditions of USA. • The students were asked to keep reading texts in English because that’s important for them to improve at this level. • Most of the students got a good grade in their live worksheets and they could complete most of the activities. 	<ul style="list-style-type: none"> • I can’t ask the students to do their activities on time and not to do other activities in English classes. • I realized that the brainstorming was good for introducing new words and topics to the students. • I realized that the during-reading activities weren’t good for the students because they don’t like to read so much. • The students understood the importance of reading for them. • I realized that the interactive discussion was excellent for them to develop cultural sensitivity. • I realized that most of them could develop respect for other cultures.

Observation #: 04	Teacher: Lic. Liliana Celi
Grade: 2 BGU “B”	Duration of the observation: 80 mins
Topic: Writing a novel <ul style="list-style-type: none"> • Present simple • Reviews • Descriptions adjectives 	Place: Unidad Educativa “Pío Jaramillo Alvarado”
Date: December 21 st , 2023	Indicator: Cultural sensitivity Type of text-based approach: Report (information reports)
Descriptive notes	Reflective notes
<ul style="list-style-type: none"> • The class started normally, and the students liked the warm-up. • The students liked the report about the culture of the UK • I felt a bit nervous at the beginning of the class and then I felt calm and the students noticed it a bit. • The students developed normally the brainstorming of the type of books they already know. • The students developed normally the reading, they read and completed the rest of the activities. • The students like to talk about the report in groups. • Most of the students got a good grade on their live worksheet of the report. 	<ul style="list-style-type: none"> • I realized that the warm-up was an excellent activity to engage the students in the class. • I realized that they liked to know about other cultures. • I realized that students can notice teachers’ emotions and that’s an important experience for me. • In my case, the students I worked with were very participative. • I realized it’s useful for the students to read the text individually because they engaged in the activity but some of them can’t read well. • The students liked the dialogue about the culture of the UK. • I realized the students could develop cultural sensitivity.

Observation #: 05	Teacher: Lic. Liliana Celi
Grade: 2 BGU “B”	Duration of the observation: 80 mins
Topic: Writers <ul style="list-style-type: none"> • Past simple • A biography • Connectors • Simple phrases • Vocabulary 	Place: Unidad Educativa “Pío Jaramillo Alvarado”
Date: January 4 th , 2024	Indicator: Grammatical accuracy Type of text-based approach: Blog (personal accounts)
Descriptive notes	Reflective notes
<ul style="list-style-type: none"> • The class started normally and then they were engaged in the warm-up “Trivia quiz” • The students liked the dialogue • The students liked the blog because they said in the dialogue they already read some of them before. • The students developed normally the reading. • Some of the activities in the live worksheet were difficult for some of the students because of their English level. • The students developed the interactive discussion about the blog but they didn’t worked so well because they were tired. • Half of the students didn’t complete the live worksheet so they also didn’t got grade. 	<ul style="list-style-type: none"> • I realized that they liked to share personal information with themselves. • I realized they liked to talk and share information. • I realized this was the best type of text-based approach for them to read. • I realized the activities were a bit difficult for the students because of their English level. • At the end of the class, they didn’t learn good grammar in context because of their grades in their live worksheets.

Observation #: 06	Teacher: Lic. Liliana Celi
Grade: 2 BGU “B”	Duration of the observation: 80 mins
Topic: <ul style="list-style-type: none"> • Past Simple • Verbs in past simple 	Place: Unidad Educativa “Pío Jaramillo Alvarado”
Date: January 11 th , 2023	Indicator: Grammatical accuracy Type of text-based approach: Newspaper report (exhibits)
Descriptive notes	Reflective notes
<ul style="list-style-type: none"> • The class was online so it was a bit difficult to work with them because of the internet and the assistance of the students. • The class started with a common warm-up called “The Hangman” • The students didn’t work very well in the dialogue because they were shy in the class. • The students worked in groups and the pre-service teacher did breakout rooms for that. • The students didn’t like to work in groups because some of them did the activities and the others didn’t. 	<ul style="list-style-type: none"> • I realized that it was quite difficult to work with students online and got good results because some of them worked and others didn’t. • I realized the students liked online games. • I realized they didn’t like the dialogue because they didn’t work well. • Some of the students interact at the end of the class but the rest didn’t and the results weren’t good enough.

Observation #: 07	Teacher: Lic. Liliana Celi
Grade: 2 BGU “B”	Duration of the observation: 80 mins
Topic: <ul style="list-style-type: none"> • Affirmative, negative and interrogative past simple sentences • Time expressions 	Place: Unidad Educativa “Pío Jaramillo Alvarado”
Date: January 18 th , 2024	Indicator: grammatical accuracy Type of text-based approach: newspaper report.
Descriptive notes	Reflective notes
<ul style="list-style-type: none"> • The class started on time and it was online. • The students liked the warm-up “Quick pall” • The students worked in the grammar puzzle and then they talked about the topic of the newspaper report “Mood and music” (pre-reading activities) • The students developed the activities in the live worksheet normally, I mean they didn’t have any problems. • The students liked to read and inform themselves about the music and the relation of this to the people’s mood. • Finally, they developed a short interview using the past simple as the assessment. 	<ul style="list-style-type: none"> • I gave the class and I felt proud of myself because the class was interesting and useful for them. • I enjoyed with them the time when we developed the warm-up. • Some students didn’t want to talk about the newspaper report but I know that’s ok. The online classes are quite complicated even for me. • I know there weren’t any problems with the questions, that’s mean the questions were appropriated to their level. • Finally, some of the students could develop the short interview using the past simple and others didn’t that’s mean some of them developed the grammar.

Annex 7. Consent letter



UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo,, con cédula de identidad
representante legal del estudiante, autorizo que mi
representado/a sea partícipe en las actividades a realizarse como parte del proyecto de
investigación de Integración Curricular titulado **El enfoque textual y el desarrollo de la
competencia comunicativa lingüística en estudiantes de Bachillerato de una institución
pública de Loja, periodo académico 2023-2024**, llevado a cabo por Danny Paul Sosoranga
Gualan, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la
Universidad Nacional de Loja. Comprendo que la participación de los niños y niñas en el
desarrollo del presente proyecto no tendrá repercusiones en sus actividades escolares,
evaluaciones o calificaciones. Además, la identidad de los jóvenes y señoritas no será
publicada, y las imágenes registradas durante la propuesta de intervención, se utilizarán
únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán
protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi
consentimiento para que se realice el proceso inherente del proyecto antes mencionado en las
clases de inglés.

Loja, 28 de noviembre del 2023

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante legal.

Annex 8. Research Matrix

Theme	Text-based approach and the development of the linguistic communicative competence among Bachillerato students at a public institution in Loja, academic period 2023-2024.			
Problem	Objectives	5. Theoretical Framework	Methodological design. Action Research	Techniques/Instruments
<p>General problem</p> <p>What is the impact of the text-based approach on the development of the linguistic communicative competence among Bachillerato students of a public institution of the city of Loja, academic period 2023- 2024?</p> <p>Sub-problems</p> <ul style="list-style-type: none"> • What is the effectiveness of the use of the text-based approach in the development of the linguistic communicative competence among Bachillerato students of a public institution 	<p>General Objective</p> <p>To improve the linguistic communicative competence of the English language of Bachillerato students of a public institution of the city of Loja through the use of the text-based approach, academic period 2023-2024.</p> <p>Specific Objectives</p> <ul style="list-style-type: none"> • To verify the effectiveness of the text-based approach in the development of the linguistic communicative competence among Bachillerato students of a public institution of the city of Loja, during the academic period 2023-2024. 	<p>Independent Variable</p> <p>5.1. Text-based approach</p> <p>5.1.1. Types of texts</p> <p>5.1.2. Stages of text-based approach</p> <p>5.1.3. Benefits of the text-based approach</p> <p>Dependent variable</p> <p>5.2. Communicative competence</p> <p>5.2.1. Components of communicative competence</p> <p>5.2.2. Elements of linguistic communicative competence</p> <p>5.2.3. Text-based approach strategies to develop the linguistic competence.</p>	<p>Preliminary Investigation</p> <p>Mixed Method:</p> <ul style="list-style-type: none"> • Qualitative • Quantitative <p>Intervention</p> <p>Pre-During-Post (PDP) Model:</p> <ul style="list-style-type: none"> • Pre-Lesson • During-Lesson • Post-Lesson 	<ul style="list-style-type: none"> • Testing Technique Pre and Post test • Survey Technique Questionnaire • Observation Technique Field notes

<p>of the city of Loja, academic period 2023-2024.</p> <ul style="list-style-type: none"> • What are the students' perceptions about the implementation of the text-based approach and the development of the linguistic communicative competence among Bachillerato students of a public institution of the city of Loja, academic period 2023-2024. 	<ul style="list-style-type: none"> • To analyze the students' perceptions about the implementation of the text-based approach for enhancing the linguistic communicative competence of Bachillerato students in a public institution of the city of Loja, academic period 2023-2024. 			
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