

The Application of Structural... 1

The Application of Structural and Notional-Functional Syllabuses
and Their Effect on Oral Skills

By

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ABSTRACT

THE DESIGN OF A SYLLABUS IS A MAJOR DECISION IN LANGUAGE TEACHING, IT INVOLVES THE INTEGRATION OF SUBJECT MATTER AND LINGUISTIC MATTER. IT SHOULD BE MADE AS CONSCIOUSLY AND WITH AS MUCH INFORMATION AS POSSIBLE. MOST OF TEACHERS IN COLOMBIA UNCONSCIOUSLY TEND TO APPLY TRADITIONAL SYLLABUS SUCH AS THE GRAMMATICAL ONE WHEN TEACHING ENGLISH. TAKING INTO ACCOUNT THIS SITUATION NOTIONAL-FUNCTIONAL SYLLABUS EMERGES AS AN OPTION TO ENCOURAGE LEARNERS TO USE THE LANGUAGE ACTIVELY IN LIMITED CONTEXTS OUTSIDE THE CLASSROOM. IT ALSO PROMOTES LANGUAGE VARIATION AND CREATIVITY SINCE STUDENTS MAY CHOOSE A VARIETY OF EXPRESSIONS AND A NUMBER OF GRAMMATICAL PATTERNS FOR EACH COMMUNICATIVE FUNCTION.

THE PURPOSE OF THIS STUDY WAS TO DIAGNOSE THE EFFECT OF THE APPLICATION OF A STRUCTURAL VERSUS A NOTIONAL-FUNCTIONAL SYLLABUS TO DEVELOP ORAL SKILLS ON EIGHTH GRADE STUDENTS FROM "INSTITUCION EDUCATIVA MUNICIPAL PEDAGOGICO"

RESUMEN

EL DISEÑO DE UN SYLLABUS ES UNA DECISIÓN IMPORTANTE EN LA ENSEÑANZA DE UN LENGUAJE EL CUAL REQUIERE LA INTEGRACIÓN DEL ÁREA A ENSEÑAR Y SUS ASPECTOS LINGÜÍSTICOS. ESTA DECISIÓN DEBE SER TOMADA CONCIENTEMENTE CON TODA LA INFORMACIÓN QUE SE REQUIERA.

LA MAYORÍA DE LOS PROFESORES EN COLOMBIA TIENDEN A APLICAR INCONCIENTEMENTE EN SUS CLASES SYLLABUS TRADICIONALES COMO EL GRAMATICAL CUANDO ENSEÑAN INGLÉS. TENIENDO EN CUENTA ESTA SITUACIÓN NOTIONAL FUNCTIONAL SYLLABUS SURGE COMO UNA OPCIÓN PARA ANIMAR A LOS ESTUDIANTES A UTILIZAR EL LENGUAJE DE FORMA ACTIVA Y EN CONTEXTOS LIMITADOS FUERA DEL SALÓN DE CLASES. PROMUEVE A SU VEZ LA VARIACIÓN DEL LENGUAJE Y CREATIVIDAD YA QUE LOS ESTUDIANTES TIENEN LA OPORTUNIDAD DE ESCOGER ENTRE UNA VARIEDAD DE EXPRESIONES Y UN SIN NUMERO DE PATRONES GRAMATICALES PARA CADA FUNCIÓN COMUNICATIVA ASÍ PUES EL PROPÓSITO DE ESTE ESTUDIO ES DIAGNOSTICAR EL EFECTO DE LA APLICACIÓN DE STRUCTURAL Y NOTIONAL-FUNCTIONAL SYLLABUSES PARA DESARROLLAR LAS HABILIDADES ORALES EN ESTUDIANTES DE OCTAVO GRADO DE LA "INSTITUCIÓN MUNICIPAL EDUCATIVA PEDAGÓGICO"

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INTRODUCTION

In teaching a language, teachers have the chance to choose among a variety of syllabi to carry out the classes, some prefer to design and organize their language courses around a structural syllabus (grammatical) whose objective is to learn the components of the language step by step until the whole structure of the language has been taught (Wilkins, 1976). In this type of syllabus the learner is expected to master the grammatical aspects of language through the progressive accumulation of its parts; due to this fact, students do not have opportunities to practice language in an integrative and communicative way.

To counteract this lack, this research proposed the application of a Notional-Functional syllabus which focuses on the use of the language actively in different contexts that might be found outside the classroom. This application was carried out in an EFL course.

CHAPTER 1: INTRODUCTION OF THE STUDY

Introduction to the problem

Over the years English Teaching in Colombia has been carried out through traditional methods such as the Grammar-Translation Method (GTM) using the Structural Syllabus as a guide to plan a class. As a result, there has been a strong focus on grammatical aspects which have been taught explicitly; due to this fact the training in oral skills has been neglected.

Problem statement

Oral skills have not been the central point in second and foreign language teaching because many teachers develop their syllabuses focusing on grammar and translation as the two main skills in order to get better scores in ICFES exam leaving students without the opportunity to be exposed to a comprehensible input which could help them to better acquire the target language, and to use it more actively. Thus, speaking, the most basic means of human communication, as Lazaraton (2001) expresses, has become an undervalued skill.

It is grammar (i.e., analyzing the language) what makes students dislike and neglect the learning of a foreign language in this case English. Students tend to think that learning a language involves to memorize endless lists of vocabulary and grammar rules, so the oral skills are considered unnecessary by them.

All these considerations have led to applying a Notional-Functional Syllabus in which the language is used as a vehicle for the expression of functional meaning (Birdal et al., 2005) and although this syllabus was meant to be applied in ESL settings rather than in EFL ones, the expectation was that it should bring about changes in the learners proficiency.

Research Question

What are the effects of applying a structural syllabus versus a notional-functional one in the development of the oral skills?

Hypothesis

Learners will not develop oral skills through a Structural syllabus.

Learners will develop oral skills more through a Notional-Functional syllabus.

Learners will be more eager to participate actively through the application of notional-functional syllabus.

With the application of a structural syllabus learners will acquire more fluency.

With the application of a Notional- Functional syllabus learners will acquire fluency.

Justification

The ability to speak in a foreign language has been considered as the most difficult of the four skills. It requires

having a previous knowledge which leads students to improve their proficiency in English through practice (grammar, vocabulary, intonation, fluency and so on). If the learning environment is considered, it can be said that it is difficult for students to be in contact with the foreign language outside the classroom. That is why it is important for teachers to design an appropriate course based on a syllabus which includes all the aspects of language to develop oral skills in order to get a balance between the mastery of structures and the communicative proficiency. The application of a Notional-Functional syllabus would be advisable for teachers since it focuses on the development of oral skills through notions and functions and encourages learners to use language communicatively.

One motivation for undertaking this research is that there are no previous papers that discuss the effects of applying two different syllabuses such as the structural and the notional-functional one and at the same time contrast their results when teaching English. It is hoped that this research can provide teachers with information about the existence of different kinds of syllabus to design an English course. In the same way, it is hoped that this research can serve as a guide for future study.

Finally, it can be said that this study is relevant since teachers tend to consider that the main task for them is to prepare their classes and select material, but this is not

entirely true. One of the teachers' role is to create a syllabus that allows an integrative use of the language and that considers from the beginning important aspects such as the tasks, the sequence and the content to be developed along a course. This study intends to make teachers see how a syllabus that is appropriate for the students can bring about positive results in learning a foreign language.

Objectives

General Objective

The main objective of this research is to identify the effect of applying Notional-Functional and Structural Syllabuses on the oral skills of eighth grade students at "Institucion Educativa Municipal Pedagogico".

Specific Objectives

To diagnose the knowledge of the L2 students have.
To apply the Structural and Notional-Functional syllabi separately to know which of them works better regarding the development of oral skills.

To analyze the results that students have with the application of both syllabuses. (Structural and Notional-Functional syllabuses)

To propose the use of a Notional-Functional syllabus as an option for developing oral skills.

Definition of terms

Curriculum: "principles and procedures for the planning, implementation evaluation, and management of an educational programme. Curriculum study embraces syllabus design (the selection and grading of content) and methodology (the selection of learning tasks and activities) (Nunan, 1988, 158).

Function: "the communicative use to which an utterance or longer piece of language is put. Examples of functions include: apologizing, greeting, describing, defining, and contradicting" (Nunan, 1988, 158)

Lexical Syllabus "a syllabus which makes the learning of frequent vocabulary central of the content of a language" (Carter, R. ,Nunan, D., 2001)

Notion: "The concepts expressed through language. Examples of notions include: time; frequency; duration, causality. (Nunan, 1988, 158).

Notional-Functional Syllabus: language is used as a vehicle for the expression of functional meaning. The functional view emphasizes the semantic and communicative dimension rather than the grammatical characteristics of language (Birdal et al., 2005)

Procedural Syllabus " a syllabus consisting of a series of tasks sequenced in order of difficulty with learners acquiring language by negotiating these tasks under teacher guidance and with no focus on language form" (Carter R ,Nunan,D, 2001)

Process Syllabus "a syllabus which focuses on the means by which communicative skills will be brought about" (Nunan, D 1988)

Structural Syllabus: "It consists of a list of grammatical items usually arranged in the order in which they are to be taught" (Ellis, 1993).

Syllabus:" a specification of what is to be taught in a language programme and the order in which it is to be taught. A syllabus may contain all or any of the following: phonology, grammar, functions, notions, topics, themes, tasks" (Nunan, 1988, 159).

Task-Based Syllabuses "a syllabus which focuses on the process of learning and process solving and it is organized around a variety of different kind of tasks which are related to the real life and composed of chains of activities psychologically, selected, graded and sequence" (finchpark n.d.)

Limitations

During this study several limitations appeared. One of the main factors that affected the normal development of this research was the students' lack of exposure to the target language in an oral way and also a lack of experience producing output in the foreign language. Because of this fact, they did not participate actively when the classes were conducted in English, so the mother tongue was used.

The experiment was planned for three months. The schedule for English classes consisted of three hours a week. However, the institution had different planned and unplanned events such as meetings, celebrations, teachers' training, sport activities, and natural disasters, teachers' strikes which made it difficult for us to develop the study and to reach the intended objectives.

On the other hand, neither the school nor the students had a book which could serve as a guide to conduct English classes in a rather uniform way and at the same way to have a sense of progress. Instead of it, the school had a copying machine, which did not work most of the time. Teachers were supposed to design all the worksheets and materials on their own. Those materials had to be photocopied and given to the students. Although they were asked to bring their worksheets every time they had English classes, students usually left them at home.

Another limitation was the size of the classroom. There were many students for a small classroom. This crowding did not allow us to move on easily around the classroom space and control the whole group. Furthermore, the classroom lacked of an electricity system. None of the sockets worked, so it was difficult to reinforce any topic with visual or audiovisual aids. Finally, students had natural apathy towards the subject. They refused to make any kind of effort. As a consequence they were forced to do homework and to participate in classes.

Despite all those difficulties the research was carried out and the results show that even under hard conditions learning can take place if the teacher follows an organized and coherent plan.

CHAPTER 2: LITERATURE REVIEW

Syllabus and its functions

The majority of teachers design a guide known as a syllabus which consists of a list of content to be taught through a course. According to Ur (1996) a syllabus is a comprehensive list or a plan of what is to be achieved through teaching and learning. He also states that teachers who develop and direct foreign and second language instruction may choose a number of different kinds of syllabus such as, Structural (or Grammatical), Lexical, Notional-Functional, Procedural, Process and Task-based ones.

Despite the variety of syllabuses, this research focuses on the comparison between Structural syllabus and Notional-Functional Syllabus because they are most likely to take place in an EFL setting like Pasto.

Curriculum and Syllabuses

When defining syllabus design, it is necessary to take into account a broader term which is curriculum (Nunan, 2001). Curriculum and Syllabus are considerable units of a language program than can take various forms and at the same time can represent different theories of language. Since these two terms can be very close in meaning, it is worth beginning by trying to establish the conceptualization of these two terms (Finch, n.d.).

Nunan (2001, 5) states that curriculum is "a large messy concept which can be looked at in a number of ways". First, it is possible to look at curriculum in planning which specifies learners' needs and purposes for studying foreign language, establishes the goals and objectives, selects, adapts and grades materials for classroom as well as assessment and evaluation tools. The second perspective looks at curriculum "in action" by observing the teaching and learning process and the ways in which the intentions of the curriculum planners are translated into action. Another perspective concerns assessment and evaluation. The process of learning and teaching should be evaluated and assessed having in mind what has been planned. Some changes have to be made after that in order for any learning process to be improved. Finally, curriculum considers the management of the teaching institution and it responds to the wider community.

Basically, interpretations about curriculum can be divided into two points of view. The first one refers to a broader definition in which curriculum includes all of the planned learning experiences of an educational system. This assertion is supported by Stenhouse (1975, quoted by Finch, n.d.) who describes curriculum as "an attempt to communicate the essential properties and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice". The second view concerns curriculum

as the entire teaching learning process including materials, equipment examinations and the training of teachers. In this sense, curriculum is concerned with what can and should be taught to whom, when and how (Eisner & Valance, 1974 quoted by Finch, n.d).

After these curriculum's definitions, it is widely possible to define syllabus design, which is the most important term around this research.

In writings on second language teaching there are some approaches that regard syllabus design in a narrower and broader perspective. The narrow view makes a distinction between syllabus design and methodology. The first one refers to the selection and grading of content and methodology and the second one is concerned with the selection of learning tasks and activities. With the advent of Communicative Language Teaching (CLT) has come a group of curriculum specialists who question this strict separation. (Nunan, 1988).

Over the years, different authors have respectively provided a definition of this term.

Brumfit (1984, in Nunan, 1988) provides an overview of different opinions on syllabus design. Some of the authors that he mentions are: Stern (1984) who defines syllabus as connected with content, structure and organization, while curriculum development is view as connected with implementation,

dissemination and evaluation. Yalden (1984) defines a syllabus as an instrument by means of which the teacher can achieve a degree of accomplishment between needs and social or individual actions in the class. The same author cites to Widdowson (1984) who states that a syllabus is a general plan of activities that can be applied in a class to facilitate the learning process. Another author quoted by Brumfit in Nunan (1988) is Allen (1984) who points out that syllabus is "that subpart of curriculum which is concerned with a specification of what units will be taught" (pg, 6).

On the other hand, Ur (1996) defines a syllabus as a public document which is available not only for teachers, but also for learners and administrators. Syllabus design varies depending on the target audience, audience countries, institutions, financial resources as well as on teaching approach. It consists on a comprehensive list of both content (e.g. words, structures, topics) and process items (e.g. tasks, methods) which are organized taking into account components that are considered more essential earlier. It also has explicit objectives usually expressed in the introduction. Therefore, a syllabus is a public document which may indicate a time schedule, a preferred methodology or approach as well as materials.

Syllabus design is a part of a curriculum development which is composed by four elements: aims, content, methodology and evaluation (Breen, 2001).

That is how syllabus has been defined. However, it can be concluded that a syllabus is a smaller concept dealing with the selection and sequencing of content to be taught in language program. Thus, Syllabus is subordinated to curriculum which is a broader concept.

At this point, it is worth discussing the different kinds of approaches available to course designers and the language assumptions they make.

Types of Syllabuses

Long and Crooke (1992) based on Wilkins' assertions (1974-1976) claim that syllabus types can be divided into two classes, synthetic and analytic. Wilkins (1976:2) states that the former is "one in which the different parts of language are taught separately and step-by-step so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up". The language that has been mastered in the beginning is added to that which has been acquired later. Long and Crookes (1992) point out that this kind of syllabi are flawed because they assume a model of language acquisition unsupported by research findings on language learning

in or out of classrooms. Lexical, Structural, notional and functional are considered synthetic.

The latter presents the target language whole chunks at a time, without linguistics interference or control. It refers not to what the syllabus designer does, but to the operation of the learner (Long and Crookes, 1992). This kind of syllabi focus on how the language is to be learned. Unlike the synthetic syllabus, this syllabus does not require an artificial preselection. Wilkins (1976) cites that "analytic syllabi are behavioural as well as they are organized in terms of the purposes for which people are learning and the kinds of language performance that are necessary to meet those purposes". The procedural, task-based and process syllabus are analytic.

Lexical Syllabus is "a list of lexical items with associated collocations and idioms, usually divided into graded sections" (Ur, 1996). The lexical syllabus does not identify the most common words of the language. This syllabus takes "word" as the unit of analysis and content for syllabus design. Sinclair & Renouf (1988, quoted by Finch, n.d.) state that "the main benefit of a lexical syllabus is that it emphasizes utility and the student learns that which is most valuable because it is most frequent".

The Procedural syllabus is associated with the work in India from 1976-1984 of Prabhu, Ramini, and others on the Bangalore

Madras Communicational Teaching Project (Prabhu, 1980,1984, 1987 quoted by Long and Crookes,1992) was set up to explore a major current model of language learning, one that stresses unconscious processes. This point of view does not allow the teacher prespecifies what language is to be learned. The CTP neglects attention to linguistic form; lessons are only planned with problem-solving activities in mind, but not with an accompanying plan for language input. The plan is to present learners with an activity that will engage their interest and impel them to use whatever language they have at their disposal.

Task-based syllabus assumes that speaking a language is a skill best perfected through practice and interaction and uses tasks and activities to encourage learners to use the language communicatively in order to achieve a purpose (cited by Rabbini, 2005). In syllabus design, a basic distinction is drawn between target tasks and pedagogical tasks. A target task is something that the learner might conceivably do outside the classroom. Pedagogical tasks are samples of dialogues and reading passages that have been specially written in order to push learners into communicating with each other in the target language (Nunan, 2001 quoted by Ur, 1998).

Process Syllabus is defined broadly by Breen (1987 in Fincham, n.d.) as "a context within which any syllabus of subject matter is made workable". The process syllabus is a plan

for incorporating the negotiation process, thereby, learning process into syllabus design. It focuses on the learner and learning process and preferences, not the language or language learning processes (Breen and Candlin, 1980 quoted by Long & Crookes, 1992). An important characteristic of this syllabus is that it is an infrastructure rather than learning plan because of this it lacks a formal field evolution (Breen, 1987 in Fincham, n.d). On the other hand, it assumes an unrealistically high level of competence in both teachers and learners and implies a redefinition of role relationship among them.

After that, it is possible to focus on the purpose of this paper that is the contrast between Structural Syllabus and Notional-Functional Syllabus.

Structural and Notional-Functional Syllabuses

Structural Syllabus consists of a list of grammatical items usually arranged in the order in which they are to be taught (Ellis, 1993). It is the most widely used in language teaching today. Yalden (1983 quoted by Ellis, 1993) considers this syllabus as "traditional" in terms of its characteristics related with grammar-translation, and audiolingual methods. The content of the structural syllabus is language form and its demand has tended to be limited to the sentence, yes/no and Wh questions, articles, prepositions, conditionals, relative

clauses, gender and so on which are presented one at a time (Birdal et al., 2005).

According to Nunan (2001 quoted by Celce-Murcia) the task for the language learner is to master each rule in the order presented by the syllabus before moving on to the next. It proceeds from simple grammatical structures to more complex, although some researchers like Pienemann and Johnston (1987 quoted by Nunan, 2001) argue that the order in which learners acquire a particular item will be determined, not by the grammatical complexity of the item, but by its speech processing complexity. For instance the third person S is one of the first items to be taught, but for the majority of learners it is the last item to be acquired. In this way, the point of view of these researchers is that the structural syllabus should be retained and that the order of items in the syllabus should change and follow a different sequence.

However, there are problems with the Pienemann and Johnston's proposal (1987). One of them is that many of the items that are required for communicative purposes are late acquired, so that critics of these researchers argue that learners would be taught questions form (e.g., What do you write? and Where does she study?) as single chunks in communicative tasks using role plays, conversation practice, information gaps, dialogues e.t.c.

Another criticism cited by Rabinni (2005) is that the structural syllabus develops only one aspect of language that is grammar leaving many more aspects of language. Wilkins (1976) also states that this syllabus emphasizes linguistic competence over communicative one. As a result, the learner who knows grammar may not be able to communicate adequately when he/she finds himself/herself in a situation requiring language.

Despite its criticism, structural syllabus offers the advantage that teachers do not need to be fluent in the language they teach; therefore they do not require a high level of language proficiency. Besides, learners know grammatical rules and list of vocabulary. Although there are different points of view against structural syllabus, nowadays teachers still use it to teach English.

To contrast what has been stated before, Notional-Functional Syllabus appears as an alternative option to develop communicative proficiency. It was proposed by Wilkins in the early seventies through the efforts of the Council of Europe. Wilkins' Notional-Functionalism (1976) describes two categories of meaning and grammatical form known as Notions and Functions. The former refers to the particular contexts in which people communicate. It is also defined as conceptual meanings expressed through language. The latter concerns to the communicative acts

and the use of language to achieve a purpose in a given context (Richards and Rogers, 1986).

Its emphasis according to Wilkins (1981, quoted by Finch, n.d.) is on "the meanings expressed or the functions performed through language".

On the other hand, Breen (1987, quoted by Finch, n.d.) states that the notional-functional syllabus is like the structural syllabus a synthetic plan of language knowledge of capabilities, but its communicative focus leads to different applications of the organizing principles of syllabus design from those of the formal syllabus.

Rabinni (2005) points out that a Notional- Functional syllabus enables learners to use the language actively in limited contexts outside the classroom right from the beginning. It does not establish a specific or a particular structure; learners can choose different expressions and a number of grammatical patterns for communicative function. Due to it, according to White (1988, Finch, n.d.) it is difficult for designers to follow a concise base for the selection of structures and exponents when working within a functional framework. This assertion is supported by Van Ek (1975, quoted by Finch, n.d.) who claims that issues of matching functional and formal selection are problematic.

Long and Crookes (1992) criticize this syllabus by stating that it offers few obvious improvements and has several flaws as

preparation involves fragmenting the target language, presenting one notion or functions at a time.

Critics state that this syllabus can only prepare for tourist level activities to prevent further language study by not emphasizing linguistic accuracy. Besides, it lacks of a psychological basis as pointing out (Finch, n.d.).

After having exposed the main aspects about syllabus design it can be concluded that the design of a syllabus is crucial in a language teaching program. Teachers can include in their syllabus units such as structures, words, notions, functions, idioms, collocations and so on which means that teachers follow a synthetic syllabus. The structural syllabus is the most widely abused by teachers to teach English for this reason the Notional-Functional syllabus appears to develop the learners' oral skills. However, its lack of support as meaningful acquisition units from a language learner's perspective made possible the emergency of three new kinds of syllabuses in 1980. They were know as analytic syllabuses which intent to cover the inconsistencies of the synthetic ones.

Conceptual Framework

This research considers two main authors as the main reference. The first one is D.A Wilkins who proposes the Notional-Functional syllabus as an alternative to develop oral skills. This syllabus emerges as a reaction against the

structural (grammatical) syllabus which has forgotten the communicative aspects of the languages. The second one is David Nunan who provides wider information about theoretical issues of Syllabus design in different books and articles.

Contextual Framework.

This institution was created in 1956 in the light of providing education to the relatives of people who belonged to the army as well as people who belonged to a low social class.

Learners who studied in this institution became teachers, but this situation changed throughout years.

Nowadays what this institution does is to prepare students to enter to the university. The majority of its learners still belong to a low economical status as their parents do not have a job. They usually work as hawkers, they sell lottery, "empanadas, and masamorra" and they also work as road sweepers. That is why most of them do not have expectations for their future life.

CHAPTER 3 METHODOLOGY

DESIGN OF THE STUDY

An intact group design was used to carry out this research. Two groups were required. One was the control group and the other the experimental group. A pre-test was applied in order to diagnose students' level of English. Afterwards, the treatment (The application of Structural and Notional-Functional syllabi) was carried out in both groups respectively during three months. Finally a post-test was applied to compare the results obtained for further analysis.

It corresponds to the following representation:

G1 T1 x T2

G2 T1 x T2 where

G1 : Group 1

G2 : Group 2

T1 : Pre-test

T2 : Post- test

X : Treatment

Research Type

This research was quasi-experimental, descriptive, and exploratory. It took into account qualitative and quantitative aspects.

This kind of research is quasi-experimental because it explains the relation between two variables. It is descriptive

as it specifies important characteristics of determined groups. Finally, it is exploratory because it intends to apply the Notional-Functional syllabus in this institution, something that it had not been done before.

Procedure

Two groups of 35 students from "Institución Educativa Municipal Pedagógico" from eighth grade took the pretest. This was designed taking into account the content found in their previous syllabi. For the posttest 20 students of both grades were chosen at random. The questions of the posttest were very similar in nature to those used in the pretest.

The type of syllabus chosen by teachers provides some ideas or general guidelines on how to organize each class. These guidelines were considered to create the procedures of the classes. These procedures are explained as follows:

In the experimental group, the class began with a warm up activity, which included a review about the last topic. Next, the topic to be taught was introduced with a question like what do you do in this situation? At the same time possible answers to those questions as well as useful vocabulary were given.

Teacher used questions to elicit the learners' participation and in order to clarify the students' doubts, and then some oral exercises were carried out.

After that, the topic was contextualized through a conversation. Learners had to know the pronunciation of the dialogue and then they had to practice it in a natural way in front of the class. Finally, homework was assigned. Students had to create a dialogue with real situations based on the taught topic but considering their context and personal information.

On the other hand, in the control group the class also began with a review as a warm up activity. Next, the topic was introduced with grammatical explanations and vocabulary. The teacher asked them to answer questions according to the different rules that had been already taught. For instance, Where do you place the adjective in that sentence? What do you need to add in the verb if the subject pronoun is in the third person? How do you say that in English? After that, some oral written exercises were carried taking into account the rules.

Then, the dialogue was presented and pronounced just one time. The next step was to have students translate the text as is usual in courses with formal syllabi. Finally, some grammar exercises were given as homework. At the end of the treatment an oral test (post test) was applied in order to determine the students progress regarding speaking.

Subjects

This research was carried out in the "Institucion Educativa Municipal Pedagógico" in Pasto with two different groups from

eighth grade who belongs to a low social economical status. Both groups have 35 students. Their ages are ranged from 13 to 16.

Materials

The main materials used in this research were worksheets. They were designed based on the book Interchange 1. On the other hand, some topics were reinforced through a computer program (English Discovery). Dictionaries as well as pictures were useful to introduce new topics. The use of visual and audio aids such as videos, transparencies and tapes was neglected because of the lack of sockets to plug different electrical devices.

Instruments

Due to the fact that learners were not able to produce any utterance in the foreign language at all, a written pretest with eight questions about personal information was applied to identify in some way the level of students' knowledge and get some basic information about the vocabulary known by them and the structures they had studied. Since students were unable to say anything in English the analysis of pronunciation had to be neglected in this first part. Actually, the fact that students were not able to perform any utterances in the L2 is in itself a good piece of information from which it can be inferred that their pronunciation was inadequate or nonexistent. The questions were made based on the contents found in the syllabus used in seventh grade.

After having applied the treatment during three months a post test was carried out. This time and after providing instruction, similar questions were asked in an oral way and only 20 students of both groups were chosen at random. Both the pretest and posttest had the same eight questions. The different responses of the pretest were analyzed in terms of grammar and lexicon since that was the only information available at the time. These two issues of language as well as pronunciation and fluency were taken into account to analyze the posttest's responses.

Variables

Independent: The Application of Structural and Notional-Functional Syllabuses

Dependent: The effect on oral skills.

Analysis

This pre-experimental study used a quantitative and qualitative analysis of the results. The former intended to find the frequency of the most common mistakes in both groups in order to analyze them. The latter determined the possible causes of those mistakes.

CHAPTER 4:RESULTS

PRETEST ANALYSIS

After applying the pretest to two groups of 35 students from eight grade of "Institución Educativa Municipal Pedagógico". It was found that students had a strong weakness regarding grammatical aspects, as well as vocabulary. Another aspect which was also relevant when they answered the pretest was the big influence of the mother tongue. This pretest was applied in a written way which consisted in eight questions about personal information. Students were required to provide long, complete sentences, in order to see students' English performance.

Table 1. Here are the most common answers of both groups control and experimental one regarding the question what is your name?

Answers	Group 1	Group 2
	Control Group	Experimental Group
Complete Answers	15	3
Incomplete Answers	15	30
Use of L1	4	1
Grammatical mistakes	1	1
No answers	0	0
Other answers	0	0
Total	35	35

Table 1 shows the results obtained regarding the question What is your name? In both the control group and the experimental one, as it can be seen, the majority of students understood the meaning of this question, but just 15 students wrote complete sentences or answer in a long way, not just with their names as it was required. 15 students answered just with the name and four students were influenced by the mother tongue. It indicates that they did not have a very clear knowledge of the basic structure *My name is*.

On the other hand, in the experimental group the majority of students (30) wrote short answers despite the fact that they were required to write complete long answers. The answers elicited were for instance, *Leidy Gonzales, Gilberto de la Cruz, Diego*. Although these answers were correct, they were considered as errors because students did not produce extended responses as they had been instructed to. Despite this, it can be said that there was some improvement because answering in a short way shows that learners understood the question and were able to react to it.

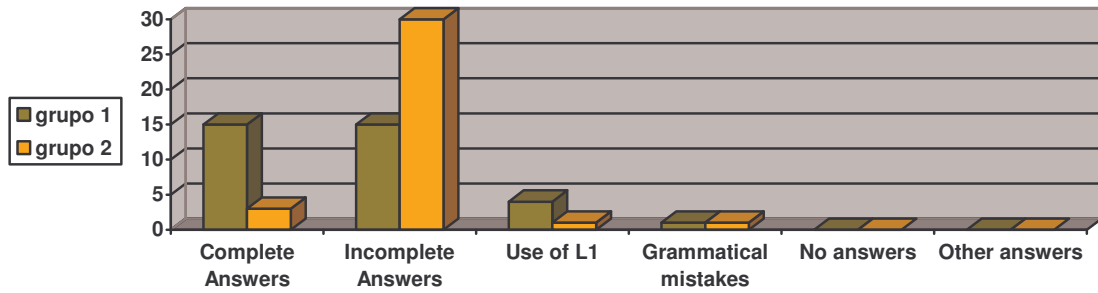


Table2. These are the most common answers of both groups control and experimental one regarding the question what is your surname?

Answers	Group 1	Group 2
	Control Group	Experimental Group
Complete Answers	7	0
Incomplete Answers	13	35
Use of L1	2	0
Grammatical mistakes	1	0
No answers	8	0
Other answers	4	0
Total	35	35

Table 2 indicates the results obtained in the answers to the question What is your surname? In the control group, 13 students wrote incomplete answers like *Erazo, Mora, Lopez*, etc. seven students answered in the way that was required. Eight students did not understand the question, so they did not write any

answer. Four students tended to confuse this question with what is your name? Two students gave their answers in the mother tongue and just one student had a grammatical mistake (e.g. is Lopez)

On the other hand, in the experimental group all the students (35) just wrote incomplete answers. It indicates their low level in English. Again, the positive aspect of this is that learners started making efforts to use the L2 and comprehension improved since their answers were coherent to the question asked.

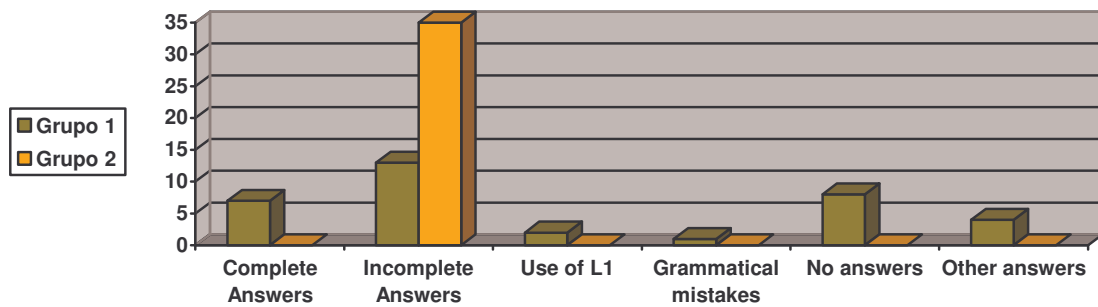


Table3. Here are the most common answers of both groups control and experimental one regarding the question Where were you born?

Answers	Group 1	Group 2
	Control Group	Experimental Group
Complete Answers	0	0
Incomplete Answers	14	1
Use of L1	6	0
Grammatical mistakes	9	1
No answers	5	7
Other answers	1	26
Total	35	35

Table 3 provides the different answers of control and experimental group. As can be seen in the control group 14 students gave incomplete answers like *Pasto, in Pasto*, so these were considered as errors. Nine students had grammatical mistakes such as *I born in Pasto, I am in Pasto, is born in Leiva, I you born* and so on. Six students wrote answers in Spanish like *Yo naci en Pasto, is en Pasto, en el municipio de Samaniego*. Five students did not know the meaning of this question and just one student answered with the date instead of the place. In the experimental group, it can be said that students misunderstood the meaning of this question. Instead of writing the place where

were they born, they wrote the date of their birth in the mother tongue. For instance, *18 de Mayo 1991*

This phenomenon had the most relevant number of occurrences (26). Besides, there were 22 students who wrote their ages instead of the place. Seven students did not know the meaning of this question, so they did not answer it. Only one student had a grammatical mistake. For instance, *I born 14 may 1992*. Finally just one student wrote an incomplete answer.

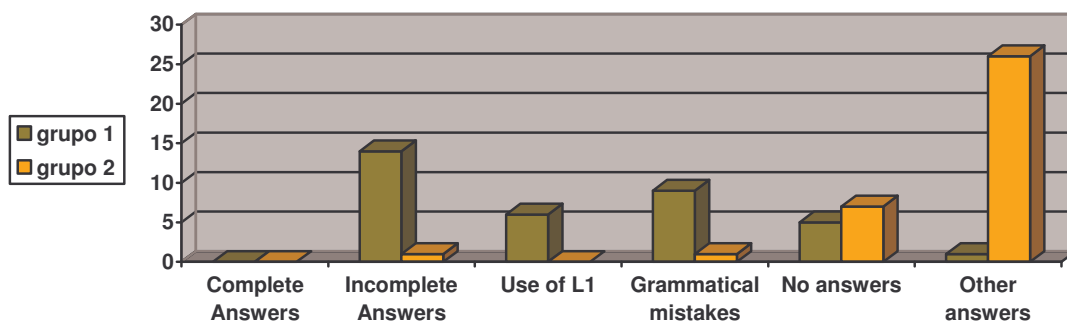


Table 4. These are the most common answers of both groups control and experimental one regarding the question where are you from?

Answers	Group 1	Group 2
	Control Group	Experimental Group
Complete Answers	5	10
Incomplete Answers	11	13
Use of L1	1	1
Grammatical mistakes	8	8
No answers	8	3
Other answers	2	0
Total	35	35

Table 4 displays the different responses of the students of the control and experimental group. In the control group, 11 students did not follow the directions given by the teacher, so they wrote incomplete answers. Eight students did not answer this question due to the fact, that they did not understand it. Eight students had grammatical mistakes such as *I am Pasto, She is a from Pasto, I you from Colombia, I am from 17 de junio, is from Pasto, are you from Pasto.*

On the contrary, in the experimental group, the majority of students (13) provided incomplete answers. 10 students used appropriate structures to answer in the right way. Eight students

had different grammatical mistakes such as *I from Pasto, I font Pasto, Ayam from Pasto, I you from Pasto, Are you from Pasto*. It should be noted that they did not write the verb To Be at the same time they tend to confuse the word front for the word from. Finally, one student produced a Spanish utterance.

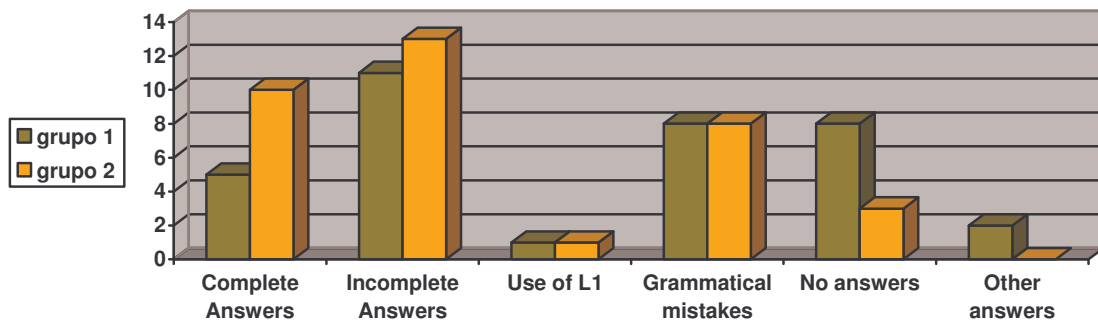


Table 5. Here are the most common answers of both groups control and experimental one regarding the question where do you live?

Answers	Group 1		Group 2	
	Control Group	Experimental Group	Control Group	Experimental Group
Complete Answers	1	0	0	0
Incomplete Answers	4	6	0	0
Use of L1	6	0	0	0
Grammatical mistakes	7	12	0	0
No answers	12	10	0	0
Other answers	5	7	0	0
Total	35	35	0	0

Table 5 indicates the most common responses in relation to the question: Where do you live? As can be seen, in the control group 12 students did not answer it. It seems to be that they did not understand the meaning of this question. Seven learners had some grammatical mistakes such as: *Is Nuevo Aranda, I am where is Aranda Bajo, I am live la esperanza, I an live, you live Aranda.* Six students used their mother tongue in order to answer it. Five students answered it in an incoherence way, for example, *watching T.V. or two brothers.* Although directions were very clear and they had to use the structure *I live in + name of neighborhood,* four students simple wrote incomplete answers like *in Pasto, Tescual, Pasto and Nueva Aranda.* Finally, just one student answered in the way that was required.

On the other hand, in the experimental group the most prevailing answer was that of the omission of the preposition *in* (e.g. *I live Nueva Aranda*) with 12 occurrences. Ten students did not answer this question. Although this is not a mistake, it demonstrates their lack of Knowledge regarding the structure *I live in +neighborhood.* Another aspect which is relevant is that students seem to confuse the verb *to live* with the verb *to like.* For instance, they wrote sentences like *I live sopa,* this phenomenon had 7 occurrences. Finally, six students answered it in an incomplete way.

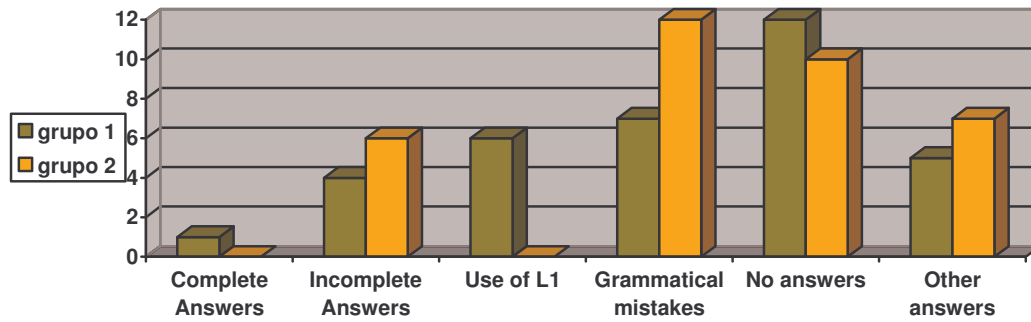


Table 6. These are the most common answers of both groups control and experimental one regarding the question Do you have any brother or sisters?

Answers	Group 1	Group 2
	Control Group	Experimental Group
Complete Answers	2	3
Incomplete Answers	2	5
Use of L1	8	9
Grammatical mistakes	7	8
No answers	15	10
Other answers	1	0
Total	35	35

Table 6 displays the results obtained taking into account the question Do you have any brothers or sisters? As can be noted, In the control group the majority of students (15) did not understand the meaning of this question so they did not provide any kind of answer. Eight learners answered it using their mother

tongue. Seven students had the some different grammatical errors like one brothers, is two brother, yes, have brothers and sisters, No I am not, is brothers ermano and sister ermana etc. Two of the students wrote incomplete sentences and just two students answered in a correct way.

In the experimental group, on the contrary, ten students did not produce any response. Others wrote answer in Spanish with a number of nine occurrences fallowed eight cases in which students made different grammar and even spelling mistakes such as : Yes, I am one brother, Yes, I have want, I have wan, Sister one, brother one, Have one and sisters. Five students wrote incomplete answers such as I have 2 or I have 5 ermanos. From all the students (35) only three gave right responses as it was required.

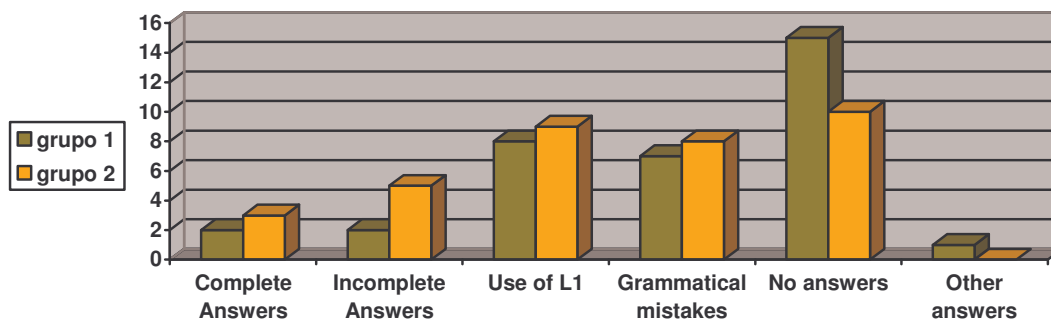


Table 7. These are the most common answers of both groups control and experimental one regarding the question What kind of music, movies or TV programs do you like?

Answers	Group 1	Group 2
	Control Group	Experimental Group
Complete Answers	0	3
Incomplete Answers	5	3
Use of L1	7	17
Grammatical mistakes	7	3
No answers	16	9
Other answers	0	0
Total	35	35

Table 7 provides the most common answers regarding the question: What kind of music, movies or T.V. programs do you like?. As can be seen, in the control group the majority of students (16) did not answer this question. Seven learners tend to combine both, the foreign language and the mother tongue (e.g. *I like action peliculas, I like noticiero, y de rebelde*). There were seven occurrences where students made some grammar mistakes such as *I like movie, My of programs favorite of T.V. los reyes, Is the Simpsons, I have T.V.programs is terror*. Five students wrote incomplete answers and nobody produced any right utterance.

On the contrary, in the experimental group the majority of students wrote utterances in Spanish, this is the most prevailing common answer with 17 occurrences. Nine students did not write anything. Three students answered it in a correct way and the same number of students made grammatical mistakes like I kind of music reggaeton, of music reggeaton, T:V. reveled, I'm like music rock raggeaton, finally, two learners wrote incomplete answers.

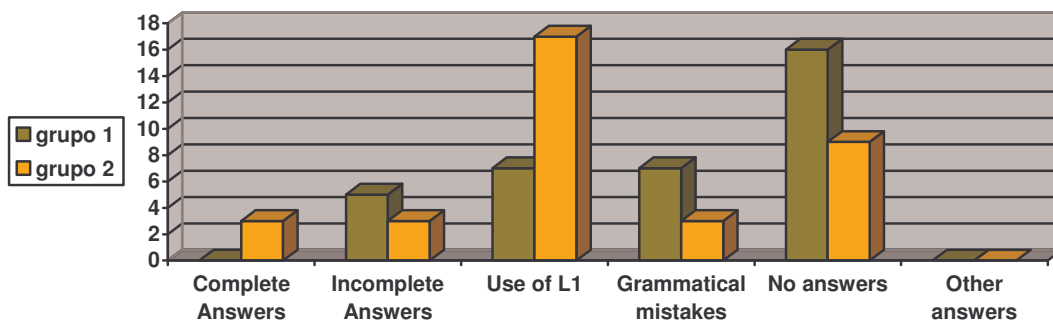


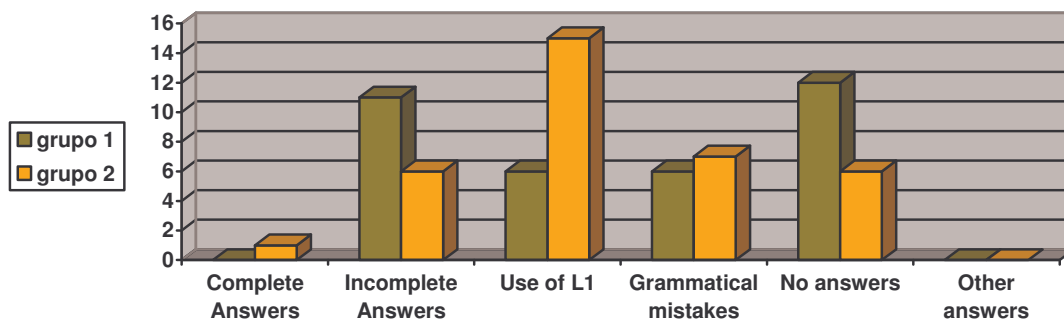
Table 8. Most common answers of both groups control and experimental one regarding the question What is your favorite singer, actor or actress?

Answers	Group 1	Group 2
	Control Group	Experimental Group
Complete Answers	0	1
Incomplete Answers	11	6
Use of L1	6	15
Grammatical mistakes	6	7
No answers	12	6
Other answers	0	0
Total	35	35

Table 8 shows students most common responses when answering the question: Who is your favorite singer?. As can be observed, in the control group 12 students did not understand the meaning of this question, so they did not write any answer. 11 students did not follow the instructions given by the teacher, so they wrote short answers like Danna Garcia, Reaggeton, Robinson Diaz and so on. Six students wrote their answers using their mother tongue. For instance, *Mi cantante favorito es Juanes*. It indicates that they knew the meaning of the question, but they did not know the structure for answering it. Six students presented grammatical mistakes such as *My singer favorite is,*

My actor favorite is Danna Garcia, My favorite is actor Diego Cadavid, and Is Danna Garcia. There was not any student who answered this question in the right answer.

As can be noted, in the experimental group the use of the mother tongue in order to answer this question had the highest number of occurrences (15) followed by seven cases in which students made some grammar mistakes like *My favorite actor is* (5 occurrences) and *My favorite actor is...*(2 occurrences). Six students did not answer it. Some of them (6) gave incomplete answers and just one person wrote it as it was required.



POSTEST ANALYSIS

Once the treatment was applied the posttest was carried out. Only 20 students from both groups were chosen at random to present it. It was applied in an oral way with the same eight questions of the pretest. Aspects like grammar, use of L1, pronunciation and fluency were taken into account in order to see the progress of students when speaking English.

Table 1 Most common answers of both groups, control and experimental one regarding the question of the posttest What is your name?

Answers	Group 1	Group 2
	Control Group	Experimental Group
Complete Answers	10	10
Incomplete Answers	0	0
Use of L1	0	0
Grammatical mistakes	0	0
Pronunciation mistakes	0	0
Other answers	0	0
No fluency		
Total	10	10

Table 1 shows the results of students' answers regarding the first question of the post test what is your name?

In the control group, all the students (10) understood this question, so they gave correct answers. They did not have mistakes in pronunciation as well as in the use of the structure My name is _____. They gave clear and coherent sentences. In the experimental group as can be noted, there were not any mistake, all the students answered it in a right way and their pronunciation and fluency were good.

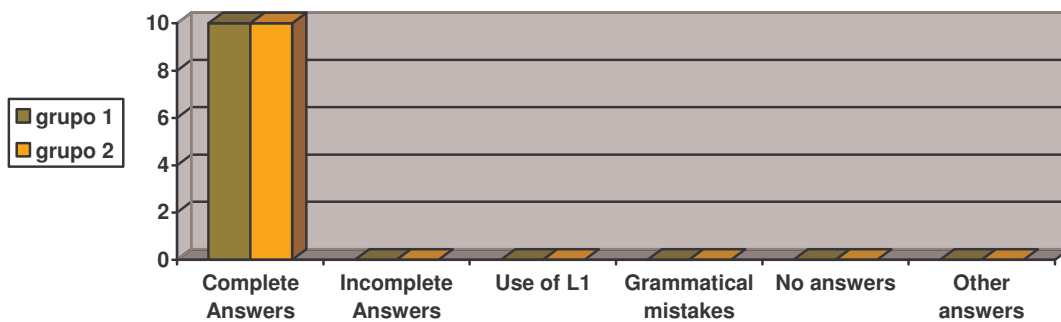


Table 2 Most common answers of both groups control and experimental one regarding the question of the post test What is your surname?

Answers	Group 1	Group 2
	Control Group	Experimental Group
Complete Answers with good Pronunciation	4	6
Complete Answers with bad Pronunciation	6	0
Incomplete Answers	0	2
Grammatical mistakes	0	1
No answers	0	1
Total	10	10

Table 2 indicates the results of the application of the post test regarding the question what is your surname?

In the control group, all the students (10) answered this question using the correct grammar structure. However, six learners had the same pronunciation mistake. They pronounced /surnem/ instead of /sɪnem/. It was noted that the question was easy to understand, so all the students (10) answered with clear and coherent ideas. In the experimental group, there were six students who answered it in a right way in two aspects

pronunciation and fluency. Two students gave incomplete sentences (e.g. Flores, Enriquez). One student made a grammatical mistake that is *Is Cabrera Ruano*. Finally, one student did not answer it.

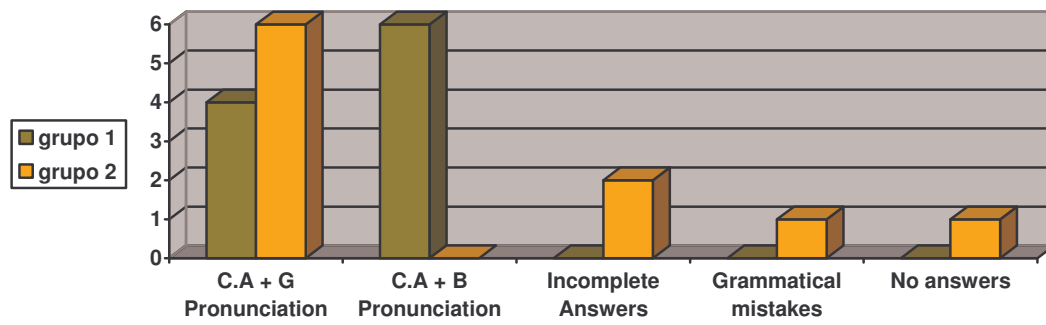


Table 3 Most common answers of both groups control and experimental one regarding the question of the posttest Where were you born?

Answers	Group 1	Group 2
	Control Group	Experimental Group
Complete Answers with good Pronunciation	1	4
Complete Answers with bad Pronunciation	1	0
Grammatical mistakes	4	1
No answers	4	4
Other answers	0	1
Total	10	10

Table 3 provides the different responses to the control and experimental group in relation to the question where were you born? In the control group, four students did not understand the question, so they did not answer it. Four students had grammatical mistakes to answer this question. For instance, *I was born is Pasto*, *was born in Pasto* and *I was born Pasto*. One student pronounced *I /worn borm/* and just one student answered in the right way.

As can be noted the experimental group, the number of students produced good oral utterances is equal (4) to the number of students who did not answer it. Just one student made a grammatical mistake (e.g. *was born in Pasto*). Another student gave a different answer which was *I am from Pasto*. This means that students did not answer to the stimulus.

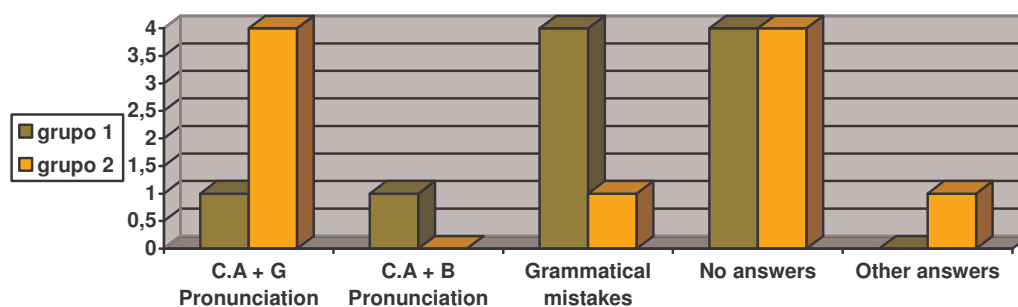


Table 4 Most common answers of both groups control and experimental one regarding the question of the posttest Where are you from?

Answers	Group 1	Group 2
	Control Group	Experimental Group
Complete Answers with good Pronunciation	6	6
No fluency	2	0
Grammatical mistakes	2	1
No answers	0	2
Other answers	0	1
Total	10	10

Table 4 displays the different answers of students and their number of occurrences regarding the question Where are you from? In the control group, six students gave answers in the best way with the appropriate pronunciation and the use of the structure I am from_____. Two students took a long time to answer. Two students gave different answers such as *are you from Pasto and where are you from Pasto*. On the other hand, in the experimental group six students provided long complete answers with a good pronunciation. Two students did not give any response. One student made a mistake (e.g. I am from in Pasto) and just one

student repeated the question in order to answer it in a short way.

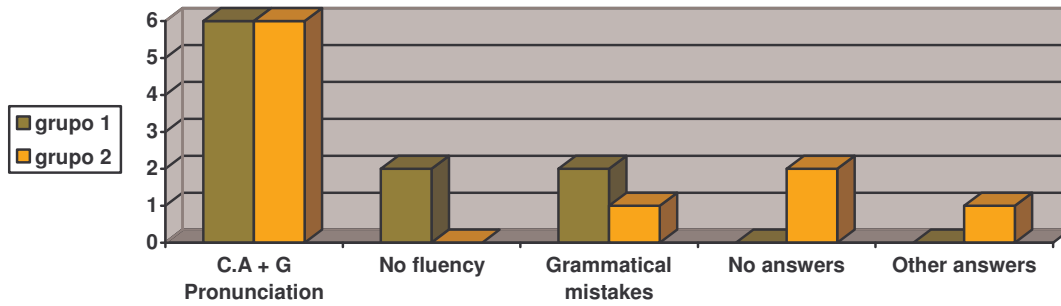


Table 5 Most common answers of both groups control and experimental one regarding the question of the posttest Where do you live?

Answers	G1	G2
	Control Group	Experimental Group
Complete answers	7	3
Complete answers +bad pronunciation	0	0
Incomplete answers	0	2
No answers	1	2
Use of L1	0	0
Grammar mistakes	1	3
Other answers	0	0
No fluency	1	0
Total	10	10

Table 5 displays the different answers of students regarding the fifth question of the post-test. Where do you live?. As can be seen, in the control group seven students provided correct answers as they used the right structure with a good pronunciation. One student did not answer it, and another one said *I live Rio Blanco neighborhood* and the last one took a long time to answer it.

In the experimental group, three students produced right utterances as it was required. Three students had some grammar mistakes such as *I live Aranda*, and *Where are you live*. Two students answered in an incomplete way. For example, *I live in*. Finally, two students did not give any response.

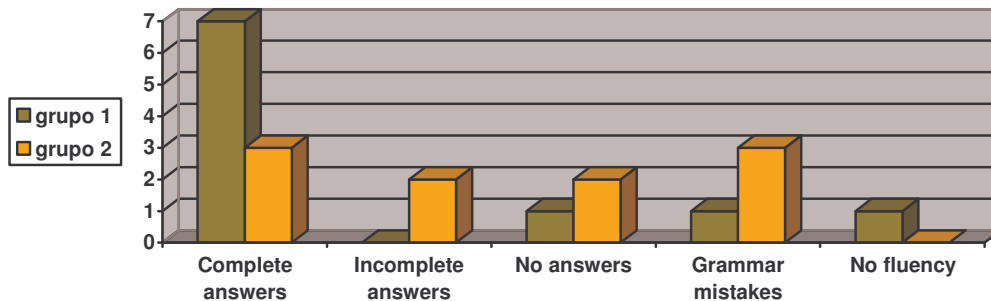


Table 6 Most common answers of both groups control and experimental one regarding the question of the posttest Do you have any brothers or sisters?

Answers	G1	G2
	Control Group	Experimental Group
Complete answers	3	4
Complete answers + bad pronunciation	0	0
Incomplete answers	6	0
No answers	0	0
Use of L1	0	0
Grammar mistakes	1	6
Other answers	0	0
No fluency	0	0
Total	10	10

Table 6 presents student's responses in relation to the sixth question of the post-test. Do you have any brothers or sisters? As can be noted, six students produced incomplete answers despite the given instructions (e.g. *Yes, one brother and one sister, Yes I do, two sisters*). Three students gave clear and complete sentences and their pronunciation was good. One student

answered it in an incoherence way. For instance, No, I don't. I have brother, sister.

On the other hand, in the experimental group the majority of students (6) had grammatical mistakes such as *I sister is one, Yes, I do. He has one sister, I two sisters, Do you like and broaster two and sister one, brother is one*. As can be noted, these sentences do not make any sense. Four students, however, produced clear utterances with clear pronunciation.

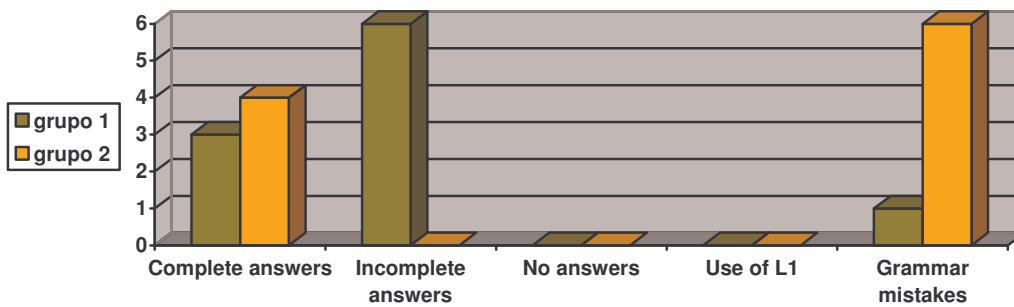


Table 7 Most common answers of both groups control and experimental one regarding the question of the posttest What kind of music, movies or TV programs do you like?

Answers	G1	G2
	Control Group	Experimental Group
Complete answers	3	4
Complete answer + bad pronunciation	0	0
Incomplete answers	0	1
No answers	1	0
Use of L1	0	0
Grammar mistakes	6	5
Other answers	0	0
No fluency	0	0
Total	10	10

Table 7 indicates the different responses of both, the control group and the experimental one regarding the seventh question of the post-test. What kind of music, movies or T.V programs do you like? As can be noted, in the control group the majority of students (6) made grammatical mistakes such as *I like action movies, Music, reggaeton music, Movies in drama, My singer favorite is Chayanne, I like accion movies* and so on.

Three students gave complete answers. One student stated that she did not understand the meaning of this question.

In the experimental group, on the other hand, half of students had grammatical mistakes. For example, *I like music rock in Español, movies terror films, Do you like rock in Spanish music and T.V. programs de ciencia, Is salsa music, I like singer Daddy Yankee, and What are you favor is singer is Daddy Yankee.* Four students produced right utterances with clear pronunciation and just one student did not answer.

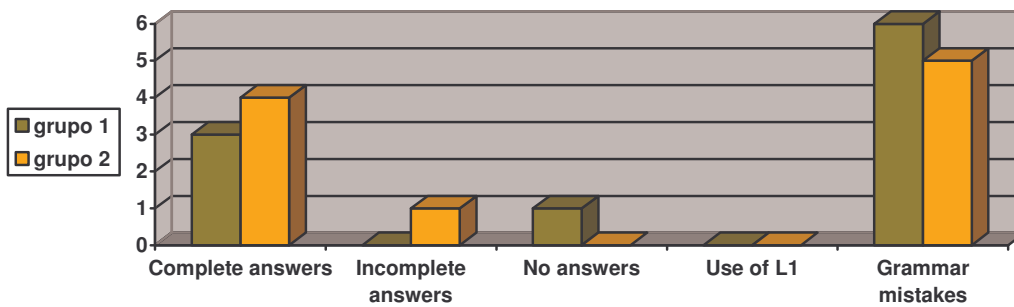


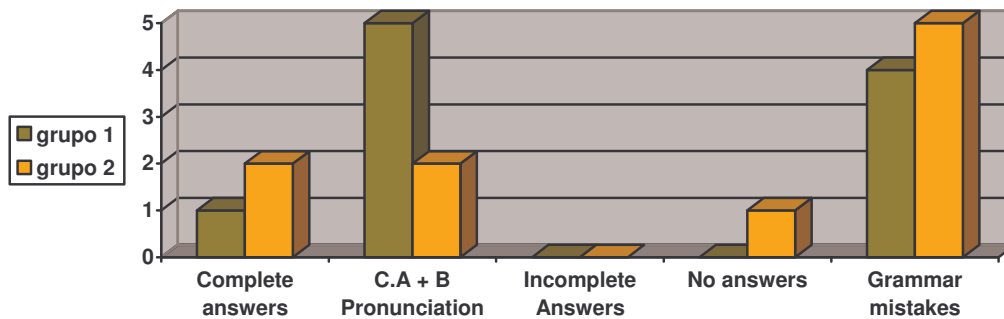
Table 8 Most common answers of both groups control and experimental one regarding the question of the posttest What is your favorite singer, actor or actress?

Answers	G1	G2
	Control Group	Experimental Group
Complete answers	1	2
Complete answers +bad pronunciation	5	2
Incomplete answers	0	0
No answers	0	1
Use of L1	0	0
Grammar mistakes	4	5
Other answer	0	0
No fluency	0	0
Total	10	10

Table 8 displays the answers given of group, the control group and the experimental one in relation to the last question of the post- test. What is your favorite singer, actor or actress?. In the control group, five students gave correct answers with some pronunciation mistakes such as /sinjer/ /favorite/ instead of / singr / and / fevorit/. Four students had some grammatical mistakes like My favorite singer Rocio, My

favorites actors is, and My singer Shakira. Just one student produced the complete sentence with a good pronunciation.

On the contrary, in the experimental group, half of students made some grammatical mistakes such as My is your singer Juanes, My actor favorite, What are you favor is singer is Daddy Yankee, I like at is Manolo Cardona and Where are you from actor Diego Cadavid. These mistakes demonstrated how lost students were as their responses are totally incoherent. Two students answered it in a correct way and good pronunciation. Two students used the right structure to communicate but they had some problems with pronunciation as they said /favor/ instead of /favorit/. Finally one student did not answer.



CHAPTER 5: DISCUSSION

Initially, in this research two groups of eight grade from "Institución Educativa Municipal Pedagógico" to diagnose their level of English through a written pretest as they stated that they were unable to produce any English utterance in the oral way.

The pretest indicated a strong weakness in grammatical aspects as well as vocabulary. Although learners were asked to provide complete, long sentences they did not that. For instance, for the question what is your name? students answered just with their names (Juan). It demonstrated that they did not do have the structures very clear to answer this kind of questions. The results also showed a big influence of the mother tongue.

On the other hand, many of the students did not know the meaning of some questions, and for this reason they did not answer.

Once the quality of errors made by students was identified, the syllabuses were designed for three months based on the topics of the questions of the pretest to develop oral skills.

The control group (8-2) worked with Structural Syllabus and the Experimental group (8-1) worked with Notional-Functional Syllabus.

The results of the pretest were compared to the results of the post test in order to check the established hypothesis.

The posttest was oral way with the same questions of the pretest. By this time 20 students chosen at random participated.

With the application of Notional-Functional Syllabus students felt very uncomfortable. They did not want participate because of their language learning background. In the last year, the teacher they had did not work in pronunciation. The main point for her was grammatical rules and vocabulary. Due to this fact, students were not confident enough to participate when applying this kind of syllabus. Besides, students always compared the work of their earlier teacher with the current one which was a little bit demanding. There was not compromise on the side of the students to perform any oral activities that required effort.

Another factor that affected the normal development of this syllabus was the large size of the class as well as the classroom size which was too small, therefore it was difficult for the teacher to move on in an easy way around the classroom to control students.

On the other hand, the control group showed similar characteristics in relation to students' compromise with the subject matter as they have the same background of the experimental group. Although the explanation of the grammatical group was very deep, students did not internalize them, so they could not use them in a confident way.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

After the application of Structural and Notional-Functional Syllabuses to students of eight grade from "Institucion Educativa Municipal Pedagogico" the following conclusions can be drawn. A syllabus is an important tool for teachers to organize an English course. It makes both students and teachers responsible in relation to all the contents and activities inside and outside the classroom.

When students received the syllabus for the first time, they were surprised as they never have had one before. Students liked it and agreed to the way the content was organized. However this attitude changed through the development of the program.

Although there were many factors that affected the application of both syllabuses, they tended to have a positive effect on the development of oral skills. The control and the experimental group had similar results. They showed a minimal progress in their ability to communicate in the foreign language as they internalized some basic structures.

Regarding Notional-Functional Syllabus and its application, it could be said that although it included the mastery of language use and communicative proficiency students rejected it because they required the explanation of the structures and rules. At the beginning it was difficult for them to assimilate

this different way of teaching English. As time went by, they got used to it, but they always displayed apathy towards participation, they still felt unconfident to do it. The majority of students always complained about the different activities that had to do with speaking, they just wanted to do written exercises. This situation caused indiscipline in the classroom, so there was enough time to carry out the planned activities. Every class with these students was a challenge because of time schedule. They had classes on Mondays before and after the break, so the only thing that students thought was to leave the classroom as quickly they could. Besides, when they returned to class they brought something to eat and some time was wasted while teacher asking them to keep these products. This aspect had an influence in the process of learning because students were tired by the time they had to study English.

On the other hand, in the control group during application of Structural Syllabus students also demonstrated apathy towards the subject matter. Some of them just copied everything that was written on the board while the teacher explained a determined structure or rule. They did not do their homework. They felt tired of doing any kind of activity that required effort. However, they had some good results under the teacher's pressure and their final grades.

Students' expectations were another factor that affected the normal development of these two Syllabuses (Structural and Notional-Functional). They tended to think that English classes had nothing to do with them because they do not have the opportunity to go to the university as well as to travel to a place where the foreign language is spoken.

RECOMMENDATIONS

A Notional functional syllabus might have good results depending on the context where it is applied. It would be advisable to apply it to small classes where all the students have the opportunity to speak.

It would be better to apply it since the first time that students have contact with the foreign language, that is to say, students from sixth grade in order to use language to express authentic communicative purposes rather than mere mastery of structures.

When applying the treatment of this research, it could be noted that students think that English is a matter of learning rules and vocabulary, so it is important that teachers demonstrate their abilities to use the language so that students can be exposed to it in a real way.

It is recommendable to apply Notional-Functional Syllabus in high schools where all the materials such as tape record, book, television, DVD and so on can be used in English classes.

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ANNEXES

NOTIONAL-FUNCTIONAL SYLLABUS

Pedagogical Institution

English course

Grade: 8-1

Number of hours: 3 hours a week

Teacher: Martha Mazo

Term: First period- From September to December

Course Description

This course is designed to encourage students to develop the oral skill. It will provide students some specific language functions such as greetings, asking for information, talking about personal professions, describing jobs and workplaces etc. These functions will help them communicate in a more confident way.

Goal and specific objects

At the end of this course students will have competency to:

- develop oral skills rather than mere mastery of structures.
- use language for real purposes through conversations..
- use different expressions to communicate.

Materials

Guides, copies, tapes, cartoons, bilingual dictionary and computer room will be the main materials.

Bibliography

Richards, J.C., Hull J. & Proctor, S. (1997). New Interchange: English for international communication. Cambridge: Cambridge University Press.

Methodology

The methodology will be communicative. It will combine lectures, readings, role plays hands-on activities and oral reports on HW which will be controlled during the whole course.

Requirements and Grading

Students are expected to do HW and participate in class. If you miss a class is your responsibility to catch up with class work.

Additional activities

They will be given whenever the students need it and it will include group-work, and work-sheets. Additional activities will reinforce content, but will not replace existing grades.

Grading and Break Down

Homework & class participation

two written exams

quizzes

demonstration on an assigned topic

Schedule	In class	Homework
Week 1-2	General information Greetings and Introductions	Write two 5-sentence paragraph including personal information about you and your partner.
Week 3	Showing possession Asking for peoples' names.	Do assigned task
Week 4-5	Talking about jobs Describing work And workplaces.	Do assigned exercise. Prepare role play number one.
Week 6-7	Asking and talking about daily activities.	Hand-on activity. Read "Jeff Grant Activities" and do assigned exercises.
Week 8-9	Asking and talking about likes and dislikes.	Prepare role play number two.
Week 10	Asking and talking about prices.	Fill in the blacks on page 11 (Guides)

STRUCTURAL SYLLABUS

Institución Educativa Municipal Pedagógico

Course: English

Level: Eighth grade

Number of Hours: 3 hours a week

Term: First period -From September to December 2005

Teacher: Johanna Mejia Hernandez

Course Description:

The course is designed to continue with the study of English as a foreign language. It provides students activities that will go toward the oral skills' development. Students will use guides given by the teacher. The majority of time the classes are conducted in Spanish.

Goals of the Course

At the end of the course students will be able to:

- ▲ Increase the students' knowledge of grammar rules and vocabulary.
- ▲ Carry out short conversations upon topics used daily
- ▲ Make sentences about daily routine, everyday events, personal information in present tense.

Bibliography

Richards, J. C., Hull. J. &Proctor, S. (1997). New Interchange: English for international communication. Cambridge: Cambridge University Press.

Materials

The main materials of the course will be the guides given by the teacher, copies, a bilingual dictionary and computer room.

Methodology

The methodology will be mainly structural. Learners will make grammar exercises in and out of the classroom. Activities like drills and composition of short dialogues will be controlled during the whole course.

Additional activities

Additional activities will be given whenever students need it and will include grammar exercises, readings, and group work.

Requirements and Grading

Students are expected to do assigned exercises, do homework and participate in class discussions. If you miss a class it is your responsibility to catch up with class work.

Grading and Break Down

One oral examination (demonstration on an assigned topic)

Vocabulary and Grammar Quizzes

Two Written Exams

Homework and oral/written report

Schedule	In class	Homework
Week 1-2	Class information. Introductions and Greetings. Introduce yourself	Write personal information
Week 3	Verb To be. Grammatical Structures and Vocabulary (Occupations and Workplaces). Dialogue in pairs	Read p.3 International Language School. Complete the chart
Week 4	Possessive Adjectives. Introduce vocabulary and Grammatical Structures.	Do: Complete Exercises P.1-2
Week 5	Quiz. Present Simple Tense. Explanation of Grammar. Yes, No/questions.	Do: Exercises p.4. Study the 20 first verbs in Present of the list given
Week 6	Third person reinforcement.	Work notebook

<p>Week 7-8</p>	<p>Present Simple Exam What do you like? Grammatical rules and vocabulary. Likes and dislikes Time Expressions.</p>	<p>Write sentences. Do: exercises p.7-8</p>
<p>Week 9</p>	<p>Grammatical Structures and Vocabulary. Oral Examination. Daily Activities</p>	<p>Do: exercises p.5-6 Read. What's your schedule like?</p>
<p>Week 10</p>	<p>How much is it? Demonstratives Explanation of Grammar rules and vocabulary. (clothes-colors) Quiz.</p>	<p>Do: exercises p. 7-8</p>

NOTIONAL-FUNCTIONAL LESSON PLANS

Class Description

This is a beginner's level high school class at the "Institucion Municipal Educativa Pegagogico". It is composed by 35 students who are 13-16 years. Their general goal is academic.

LESSON PLAN 1

Date: September 26, 2006 (110 minutes)

Goal

students will be able to greet and introduce themselves and other people.

Objectives

In this lesson students will learn:

Functions: Greeting in a formal and informal way.

Talking about personal information

Introducing someone and providing his or her

Personal information.

Topics: Greetings and Introducing.

Materials: Market, board, copies and wall chart.

Procedure

8:55 Teacher greets students

9:00 Teacher writes on the board some useful greeting expressions such as how are you?, how are you doing etc.

9:10 Teacher reads it aloud and makes students repeat it.

9:20 Teachers presents the first dialogue to reinforce what has

been taught. She reads it two times and students just listen to.

9:30 Students take turns in order to read it aloud.

9:40 Teacher asks students to create a short dialogue in groups of three people.

9:50 Some groups (2) chosen at random present their work to the whole class. Teacher receives the rest of dialogues in a written way.

9:55 Break

10:15 AM Teacher introduces herself. (e.g. Hello, my name is Martha. My surname is Mazo.)

10:20 AM she writes on the board what she has already said leaving some blanks for key words. (e.g. My name is...)

10:25 AM She reads the information aloud and makes students repeat it. (Three times.)

10:35 AM Teacher uses the expressions Tell me about your life and What about you? In order to make students participate. Learners answer by reading what is written on the board and filling the blanks with their own information.

10:40 AM Teacher introduces her friend Glibber, a wall chart with a tender picture and its personal information.

10:45 AM Students realize that when they are talking about another person they have to be careful with the use of verb To Be. They also learn that they have to add the letter -s

to some verbs such as live and like(e.g. He lives in Santa Monica Neighborhood)

10:55 AM Some volunteers participate by talking about their best friend.

11:00 AM Teacher gives some instructions for assigned homework

Evaluation

Students have to write two 5-sentence paragraphs, One with personal information and another with information about their best friend.

LESSON PLAN 2

Date: September 30, 2005 (55 minutes)

Goal

Students will be able to ask for personal information.

Objectives

In this lesson students will learn:

Functions: Asking for personal information using some

Wh-questions with be.

Showing possession.

Topic: Showing possession and asking about personal information.

Materials: Board, Marker, copies, pictures and wall chart.

Procedure

7:00 AM Teacher greets students and receives their homework.

7:05 AM Teacher introduces the new topic by writing on the board the question What is your name/surname? She reads it aloud for students to repeat.

7:07 AM Teacher asks students if they know the meaning of those questions. Then she asks them if they know how to answer them. She makes herself this question and answers it for students to follow the same example.

7:10 AM Teacher starts asking students their names and vice versa.

7:15 AM Teacher presents a wall chart with the possessive adjectives. She reads it aloud and students repeat. She explains that when people ask about names one must be attentive to what they say in order to answer it correctly For example, what is his name? His name is Carlos; what are their names? Their names are Camille and Julio.

7:20 AM With the help of pictures teacher put into practice what she has stated. What learners have to do is to choose one picture and make a question based on it. For instance, if the picture shows a woman, the question will be What **is her** name? If it shows a man and a woman the question will be What **are their** names?

7:35 AM Teacher changes of activity. Teachers exaggerates the pronunciation of the possessive adjective when asking for names and students have to answer taking into account the key word.

7:40 AM Teacher writes on the board some questions like how old are you?, when were you born?, where are you from? And where do you live?

7:45 AM Students learn to pronounce them.

7:50 AM Trainer gives some instructions for students to do their homework.

Evaluation

Students have to look for the answer of all those questions and present an oral report for the next class.

LESSON PLAN 3

Date: October 3, 2005 (110 minutes)

Goal

Students will be able to ask and talk about jobs.

Objectives

In this lesson students will learn

Functions: Asking and talking about jobs

Describing works and workplaces

Language patterns:

What do you do? I am a...

What does he/she do? He/she is a...

Where do you work? I work for/in/at

Where does he/she work? He/she works for/in/at

What does a teacher (Doctor, nurse, mechanic etc.)do?

Where do you go to school?

How do you like it? I love it.

Topic: *Works and workplaces.*

Materials: Board, Market, copies, dictionary.

Procedure

08:55 AM Teacher greets students and ask for the assigned homework.

09:00 AM Some students participate. Trainer makes learners to practice those questions.

09:10 AM after practicing those questions, Teacher changes of activity. She delivers some copies and asks students to explore its content in order to discover the new topic.

09:15 AM Teacher introduces the language patterns (what do you do? I am a... and what does she/he do? She/he is a...) by writing them on the board.

09:20 AM Teacher provides a list of professions and make students work on their pronunciation.

09:25 AM Teacher asks volunteers to read the examples of the copy out to the class.

09:30 AM Teacher starts asking the question What do you do? Learners are required to pay attention to what their classmates say in order to practice the question What does he/she do?

09:35 AM Teacher introduces the language patterns Where do you work and where does he/she work? Students learn its pronunciation.

09:40 AM Teacher writes a list of workplaces and provides some examples using the prepositions For, at, in.

09:45 AM learners write their own examples (3) and read them out to the class. (3 students).

09:55 AM Break

10:15 AM Teacher introduces some questions such as where do you go to school?, how do you like your school and what does a teacher do? She provides some common answers to these questions.

10:25 AM Students learn to add the letter -s to some verbs and work on their pronunciation.

10:35 AM Teacher introduces a dialogue "Describing work". Students explore the content of the conversation and underline the words they do not know.

10:40 AM Teacher reads aloud the dialogue and students repeat (2

times)

10:45 AM Students take turns to read the dialogue.

11:00 AM Teacher gives some instructions to do assigned task.

Evaluation

Students create a dialogue in groups of three People. They have to include all the language Patterns that have been taught.

LESSON 4

Date: October 7, 2005 (55 minutes)

Goal

Students will practice the target language through role plays.

Objectives

In this lesson students will be able to:

Greet in a formal and informal way.

Ask and talk about personal information

Ask and talk about jobs

Describe jobs

Topic: General overview

Materials: Board and market.

Procedure

7:00 AM Teacher greets students and tries to low their anxiety by telling them that they have to be calm.

7:05 AM Teacher talks about the parameters that will be taking

into account when grading the role plays.(the use of language patterns, fluency and creativity)

7:10 AM Students start their presentations(6 group)

7:40 AM Teacher makes some comments about students' presentation.

Evaluation

Teacher evaluates students' presentations.

LESSON PLAN 5

Date: October 10, 2005 (110 minutes)

Goal

Students will be able to talk about daily activities.

Objectives

In this lesson students will learn:

Functions: Talking about daily activities

Expressing time.

Topics: Daily activities, Time expressions

Materials: Market, board, tape, pictures.

Procedure

08:55 AM Teacher greets students

09:00 AM Students present their role play(7 groups).

09:50 AM Teacher makes comments on students presentation.

09:55 AM Break

10:15 AM Teacher introduces the new topic by asking students for

the activities they use to do everyday.

10:20 AM Teacher writes on the board some sentences such as I get up, I take a shower etc. She reads these aloud and students repeat after her.

10:30 AM Teacher shows some pictures for students to discover the meaning of each sentence.

10:35 AM Teacher introduces the vocabulary that have to do with time expressions and read them aloud so that students can repeat it.

10:45 AM Teacher explains the use the preposition at, on , in and introduces the words around, early, late, and until.

Students have to study this vocabulary for oral report.

Date:

07:00 AM Teacher greets students and makes brief review of the last class. Some students give their oral report.

07:15 AM Students receive some guidelines to work in pairs in pairs. They have to take turns asking and answering five questions regarding daily activities.

07:25 AM Students report what their classmates said.

07:45 AM Teacher makes some comments about some common mistakes.

Evaluation

Teachers evaluate students' participation.

Lesson plan 6

Date: October 14, 2005 (110 minutes)

Goal

Students will be able to express likes and dislikes.

Objectives

In this lesson students will learn:

Functions:

Expressing preferences about TV programs, music, movies, singers, actors, and actresses.

Expressing likes and dislikes.

Language patterns

What kind of TV programs, movies, or music, do you like?

What is your favorite TV program?

Who is your favorite singer, actor, or actress?

Do you like...?

I like it/him/her/them

I don't like it/him/her/them. I hate them.

Topic: Likes and Dislikes

Material: Board, market, wall chart and picture.

Procedure

08:55 AM Teacher greets students and receives their homework.

09:00 AM Teacher shows a wall chart (It has the names of some TV programs and movies and the pictures of some actors)

09:05 AM Trainer writes on the board the questions What is your favorite TV program ? and Who is your favorite actor/actress?

09:10 AM Teacher asks these questions to a student and at the same time she says:" My favorite TV program is Los Reyes and my favorite actor is Daniel Arenas, so What is your favorite TV program and who is your favorite actor/actress?

09:15 AM Students start to participate.

09:25 AM Teacher writes on the board some vocabulary that has to do with TV programs such as sitcoms, cartoons, documentary etc. She also provides their meaning.

09:30 AM Teacher reads all those words aloud and makes students repeat.

09:35 AM Teacher introduces the question What kind of TV programs do you like? She enhances students to answer it. Trainer provides her own example by telling the following words "I like cartoons", what about you?

09:40 AM Some students participate by asking and answering the same question to their classmates

09:45 AM Teacher decides to talk about music and made the question what kind of music do you like? She answers it by telling I like salsa music. She writes on the board the names of different types of music(Romantic, classic, rock etc.).

09:50 AM Students practice it.

09:55 AM Break

10:15 AM Teacher writes on the board the object pronouns and explains their used by introducing the questions do you like salsa music? and do you like Daddy-Yankee? Yes, I like it/him. No, I don't like it/him. I hate it/him.

10:30 AM Teacher shows several pictures with different singers, actors and actresses in order to make students practice orally the language pattern.

10:40 AM Learners repeat the dialogue "Likes and Dislikes" and underline the words they do not know.

10:45 AM Teacher reads it aloud and students repeat.

10:50 AM Students take turns to read it out to the class.

11:00 AM Teacher some instructions to do assigned task.

Evaluation

Students have to read a paragraph about "Jeff Grant" and do assigned exercises.

Structural Syllabus

LESSON PLAN 1

Class Description

This is a beginner's level high school class at the "Institucion Municipal Educativa Pegagogico". It is composed by 35 students who are 13-16 years. Their general goal is academic.

Date: September 20, 2005 (110 minutes)

Goal

Students will be able to use correctly the structures for introducing themselves.

Objectives

Students will recognize formal and informal greetings.

Students will identify questions to request personal information.

Students will ask about someone and exchange information.

Topic: Introductions and Greetings

Materials: Marker and board.

Procedure

7:00AM Teacher greets students and introduce herself

7:05AM Students learn about the different greetings and farewells (formal and informal)

7:15AM Teacher explains them the structures to introduce someone and asking about how someone is.

7:30AM Teacher tells the class to ask each question (What

is your name? where were you born? How old are you? Etc) while teacher demonstrate how to answer these questions with real information. Everything is written on the board in order for students to copy in their notebooks.

7:45AM Trainer presents the dialogue "Introducing yourself" and reads it just one time. Then, she explains any new vocabulary.

7:55AM Teacher asks students to translate it.

8:05AM Students read the translation that they did and teacher corrects it, then she gives them one exercise to complete information.

8:20AM Teacher begins to ask information about their classmates in order to introduce possessive adjectives and reinforce the verb To Be.

8:25AM Teacher explains students Grammatical rules about the verb To Be.

8:40AM Trainer gives students sentences. They have to make questions and answers (affirmative and negative)

Evaluation

Teacher evaluates through learners' participation in the class and also with the homework. They have to write a short paragraph about personal information.

LESSON PLAN 2

Date: September 23, 2005 (55 minutes)

Goal

Students will be able to use correctly the verb To Be.

Objectives

Learners will use the structures of the verb To Be (affirmative, negative and questions)

Learners will learn vocabulary about occupations and Workplaces.

Topic: Verb to Be

Materials: marker, board and pictures.

Procedure

8:50AM Teacher receives the homework and asks some students to write on the board the sentences given in the last class.

9:00AM Teacher shows students pictures in order to teach them occupations and to use the verb To Be.

9:10AM Teacher asks learners to make sentences with the words of the pictures and to translate them.

9:20AM Students read the sentences and trainer repeats the grammatical rules of the verb To Be because they have some mistakes.

9:30AM Teacher and students make new exercises together on the board. All the students have to participate.

Evaluation

Teacher evaluates through students' participation in the class. They have to make a dialogue with a partner as homework.

LESSON PLAN 3

Date: September 27, 2005

Goal

Students will be able to use possessive adjectives.

Objective

Students will use the structures to introduce someone

Topic : Possessive Adjectives

Materials: Marker and board

Procedure

7:00AM Teacher receives the homework. Some groups (3) present their dialogue in front of the class.

7:15AM There is a peer feedback and teacher explains about the frequency of mistakes

7:25AM She presents the grammar point and the new vocabulary inductively.

7:35AM Trainer asks them to make a sentence with each one of the possessive adjectives

7:55AM Some learners must go to the board to write their sentences for the teacher to correct them.

8:10AM Students answer some questions given by the teacher

and their classmates have to report orally what they have said. They have to use *his, her and their*

8:30AM Teacher gives students an exercise to complete information employing these possessive adjectives and they also have to translate it.

8:40AM After explaining grammar structures and vocabulary and making the sentences, trainer presents the dialogue. She reads aloud just one time and she makes some questions about it in the mother tongue. Students have to translate it.

Evaluation

Teacher evaluates through the different participations in the class. There will be a quiz about verb To be and Possessive Adjectives in the next class.

LESSON PLAN 4

Date: September 30, 2005

Goal

Students will be able to employ correctly the structures and vocabulary regarding Present Simple Tense.

Objectives

Students will differentiate the structures between the use of verb To Be and Present Simple Tense.

Students will recognize how to use the auxiliary verbs *Do* and *Does*.

Students will be able to use correctly the third person

Topic : Present Simple Tense

Materials: Marker, board and flashcards

Procedure

7:00AM Students present the quiz

7:20AM Teacher makes a distinction between the auxiliaries used with the verb To Be and Present Simple. She explains everything about grammatical rules.

7:30AM Trainer shows students flashcards in order to introduce different verbs in present. She asks the class to memorize them. Then, teacher makes sentences with these verbs and explains how *Do* and *Does* are used to form questions in the *simple present*. She also clarifies the need to add -s to verbs with the third person pronouns (he, she and it). Besides, the different changes in some verbs when the letter -s is added are explained too.

8:00AM Teacher writes some sentences on the board.

Students have to change these in an interrogative way and answer these questions in an affirmative and negative one.

8:20AM Trainer receives this exercise in order to identify learners' mistakes.

8:22AM After explaining all these rules, teacher asks students to answer orally questions like Do you like rock? Do you like play soccer? Do you like horror films? Do you like the singer Daddy Yankee? and so on.

8:32-8:50AM Teacher explains some mistakes that students had and she explains them W-H questions with Do through different sentences. She asks students to participate. Students must write answers on the board and their classmates have to identify the mistakes.

Evaluation

Teacher evaluates through the different participations in the class. They have to translate the dialogue "Likes and dislikes" as homework.

LESSON PLAN 5

Date: October 4 ,2005

Topic : Present Simple Tense

Procedure

8:55AM Teacher gives students the exercises that students did in the last class and she explains again these grammatical rules because the majority of students had errors.

9:15AM Students read the dialogue's translation

9:20AM Trainer continues explaining WH questions with Do and gives an exercise. Students have to put in order the words to make questions and then answer these about them.

9:30AM Teacher tells them to first write their questions and answer individually and then to take turns asking and answering the questions in pairs. After that, they report the teacher the difficulties that they had when answered these and the mistakes that they had.

8:44AM Teacher gives students the verbs of the daily activities in order for learners look these up in the dictionary.

Evaluation

Teacher evaluates through the different participations in the class and also with the homework.

These were the dialogues used in the application of both syllabuses (Structural and Notional-Functional)

Conversation 1: Introducing yourself

Elizabeth: Hello, I'm Elizabeth Mandel.

Chuck: Hi! My name is Charles Chang.

But please call me Chuck.

Elizabeth: Nice to meet you, Chuck.

You can call me Liz.

Chuck: OK. And what's your last name again?

Elizabeth: Mandel.

Conversation 2: Asking about someone

Sarah: Hi, Tom. How's everything ?

Tom: Not bad. How are you?

Sarah: Pretty good, thanks.

Tom: Sarah, this is Paulo. He's from Brazil.

Sarah: Hello, Paulo. Are you on vacation?

Paulo: No, I'm not. I'm a student here.

Sarah: Oh, are you studying English.

Paulo: Well, yes, I am. And engineering, too.

Sarah: Are you and Tom in the same class?

Paulo: No, we aren't. but we're on the same volleyball team.

Conversation 3: Describing work.

Jason: Where do you work, Andrea?

Andrea: I work for Thomas Cook Travel?

Jason: Oh, really? What do you do there?

Andrea: I'm a guide. I take people on tours to
countries in South America, like Peru.

Jason: That sounds interesting!

Andrea: Yes, it's a great job. I love it. And what
do you do?

Jason: I'm a student, and I have a part-time
job, too.

Andrea: Oh? Where do you work?

Jason: In a fast-food restaurant.

Andrea: Which restaurant?

Jason: Hamburger Heaven.

Conversation 4: Likes and dislikes.

Liz: Do you like jazz, Tom?

Tom: no, I don't like it very much. Do you?

Liz: Well, yes, I do. I'm a real fan of Wynton Maesalis.

Tom: Oh, does he play the piano?

Liz: No, he doesn't! He plays the trumpet.

So, what kind of music do you like?

Tom: I like rock a lot.

Liz: Who's your favorite group?

Tom: The Cranberries. I love their music.

How about you? Do you like them?

Liz: No, I don't. I can't stand them.

Work-sheet (Notional-Functional Syllabus)

A. Read the paragraph about Jeff Grant and answer the questions.

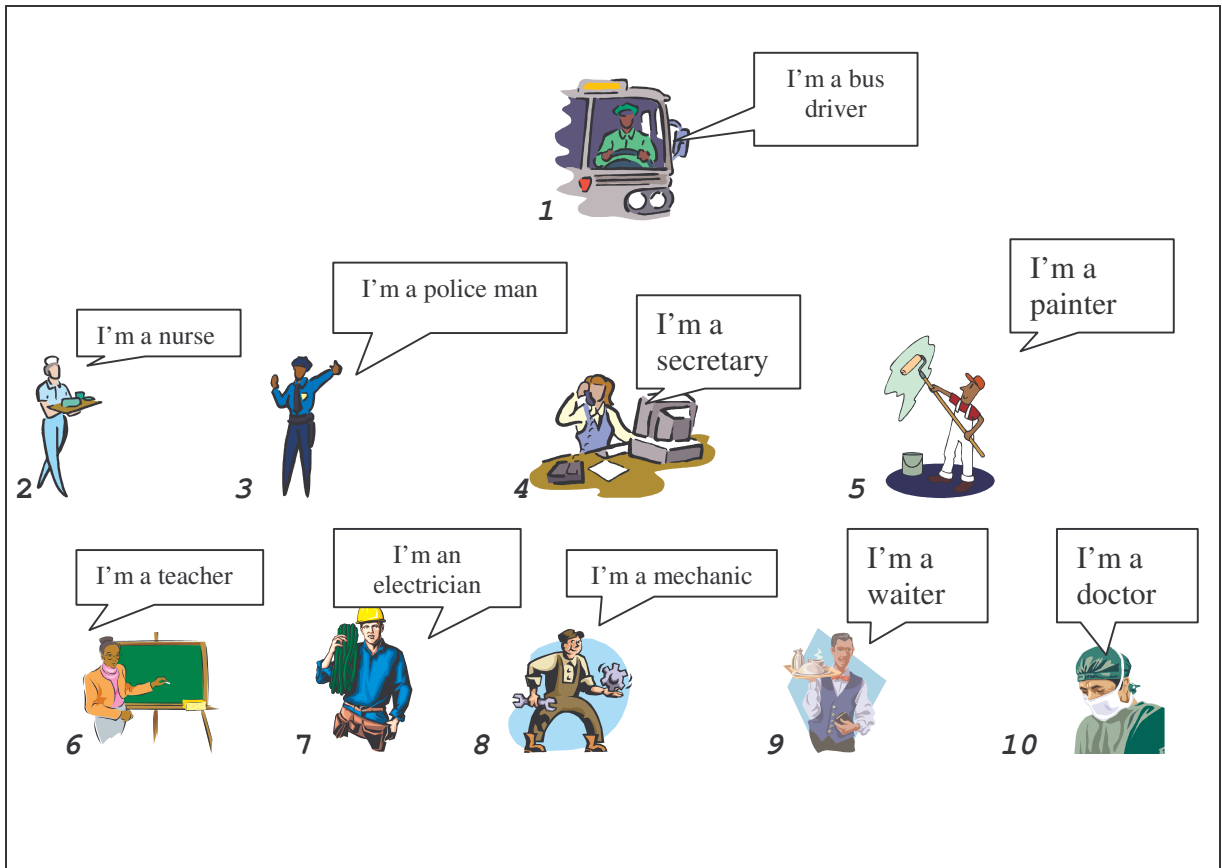
Jeff Grant gets up at 6:00 in the morning. He has breakfast at 7:00. he leaves home at 8:00 and arrives at work at 9:00. He has lunch at noon-12:00. He leaves work at 5 or 6:00 and arrives home at 6 or 7:00. he always has dinner at 8:00. Jeff usually watches TV from 9 to 10:00. He goes to bed at 10 Or 11:00.

1. What time does usually Jeff get up?
2. What does he do at 7:00 in the morning?
3. When does he leaves home?
4. What does he do at noon?
5. What time does he go to bed?

B. Answer these questions about yourself.

1. What time do you get up in the morning?
2. What time do you have breakfast?
3. What time do you arrive at work/school?
4. What time do you have lunch?
5. What time do you listen to the radio?

What do you do?



1. Look at the pictures and makes questions and sentences using he or she.

2. Write sentences describing each job. Use the verbs in the chart.

Work, paint, repair, help, teach, drive, catch

Pair work

Take turns asking and answering the following questions.

1. What days do you get up early?
2. What are two things you do before 8:00 in the morning?
3. What are three things you do on Saturday morning?
4. What time do you go to bed on weekends?
5. What is something you do only on Sundays?

Worksheets (Structural Syllabus)

1. Write the long forms.

1. What is your name? _____
2. _____? My surname is Rodriguez.
3. Where are you from? _____
4. _____? I am 14 years old.
5. How are you? _____
6. _____? I was born in Pasto

2. Complete this conversation with am, are or is.

Lisa: Who _____ the men over there, Amy?

Amy: Oh, they _____ on the volleyball team. Let me introduce you. Hi, Paula, this _____ Lisa Neil.

Paula: Pleased to meet you, Lisa.

Lisa: nice to meet you, too, Paula. Where _____ you from?

Paula: I _____ from Colombia.

Amy: And this _____ Mario. He _____ from Brazil.

Lisa: Hi, Mario.

Pablo: And my name _____ Pablo. I _____ from Peru.

3. Complete these conversations

1. A: you from the United States?

B: Yes, I from Chicago.

2. A:Rosa in English 101?

B: No, she..... in English 102.

3. A: you and Monique from Nariño?

B: Yes, we from Pasto.

4. Put these sentences in an interrogative, affirmative and in a negative way.

I am from Pasto.

You are a student at the university.

Sofia is a nurse in the hospital.

He is a tour guide in a travel agency.

Juan and I are in the same class.

We are taxi drivers in Past city.

You are players of the soccer team.

Victor is an excellent seller.

5. Put in your, his, her, its, or their.

Jenny and Wilmer are from Pasto. Their surnames are Lopez Arango.

(1) _____ friends, Cristina and Amanda are from Pasto too.

Jenny is eleven years old. (2) _____ hair is yellow.

(3) _____ eyes are blue. (4) _____ brother Wilmer is twelve.

(5) _____ eyes and hair are brown. (6) _____ dog is Bruno.

(7) _____ eyes are black and (8) _____ hair is black and white.

What about you? What is (9) _____ name?

Where is (10) _____ school? What is (11) _____ name?

And (12) _____ friends? What are (13) _____ names?

6. Complete. Use my, your, his, her, its, their.

a) He is a Mexican singer. _____ name is Luis Miguel.

b) They are my brothers. _____ teacher is Japanese.

c) She is Mary. _____ Birthday is in July

d) I am Mark. _____ Father's name is Henry.

e) You are tall. Is _____ sister tall, too?

Is it a beautiful house. _____ rooms are large

7. Write short and long answers (affirmative and negative)

to the questions about Mary.

1. Does Mary live in Pasto?
2. Does she study at the university?
3. Does Mary speak English and French?
4. Does she have brothers and sisters?
5. Does Mary read a book everyday?

8. Put in the correct way the verbs in parenthesis.

- a) He (play) _____ football in the afternoon.
- b) You (not/go) _____ to the hospital on Tuesday.
- c) They (not/study) _____ English on Wednesday.
- d) She (read) _____ magazines in the morning.
- e) We (not/write) _____ letters in the evening.

9. Put in order the following questions and give answers about you.

a) movies/ like/ you/ kinds/do/ what/of/?/

.....
.....

b) is/ your/ favorite/ movie/what/?/

.....
.....

c) song/ your/ is/ favorite/ what/?/

.....

d) TV/ what/ programs/ of/ do/ kind/ like/ you/?/

.....
.....

f) like/ you/ rock/ in/ do/ English/?/

.....
.....

10. Write the following verbs

- Comer _____
- Cortar _____
- Hacer _____
- Comprar _____
- Ser o estar _____
- Conducir _____
- Do _____
- Grow _____
- Have _____
- Give _____
- Hear _____
- Break _____

These were the questions used in the pretest and posttest.

Write long and complete answers about you.

1. What is your name? _____

2. What is your surname? _____

3. Where were you born? _____

4. Where are you from? _____

5. Where do you live?(neighborhood)

6. Do you have any brothers or sisters?

7. What kind of music, movies or TV programs do you like?

8. What is your favorite singer, actor or actress?
