



UNIVERSIDAD DEL BÍO-BÍO

FACULTAD DE EDUCACIÓN Y HUMANIDADES

DEPARTAMENTO DE ARTES Y LETRAS

ESCUELA DE PEDAGOGÍA EN INGLÉS

## **HOW TO TEACH RECEPTIVE SKILLS BASED ON TOEIC BRIDGE TEST**

---

### **AUTORES:**

ARCOS ALVAREZ, TAMARA DE LOS ANGELES

FUENTES RUBILAR, JORGE EDUARDO

MARTÍNEZ GARCÍA, CLAUDIA ALEJANDRA

PAIRICÁN TORRES, GABRIEL ALEJANDRO

VENEGAS ZURITA, KARLA SUSANA

### **PROFESORA GUÍA:**

Molina Castillo, Sandra Anette

**SEMINARIO PARA OPTAR AL TÍTULO DE PROFESOR DE EDUCACIÓN  
MEDIA EN INGLÉS**

**CHILLAN, CHIILE**

**2010**

## ABSTRACT

According to the goals of the Ministry of Education regarding the teaching of English in the Chilean school system, the TOEIC Bridge will be the tool to assess the level of English in high school students as part of the system that measures the quality of education: SIMCE. Given the importance of this challenge, this research called “How to Teach Receptive Skills Based on the TOEIC Bridge Test” has the aim of providing didactic and motivating strategies and tips to help both teachers and students in the process of teaching and learning of reading and listening comprehension which are the two main skills that this test is aimed to measure.

It is hoped that these resources are helpful for students in order to have successful results in the TOEIC Bridge test and perform well in common everyday communicative situations.

**Keywords:** TOEIC Bridge, SIMCE, reading comprehension, listening comprehension.

## RESUMEN

De acuerdo a los objetivos del Ministerio de Educación con respecto a la enseñanza del Inglés en el sistema educacional chileno, el TOEIC Bridge test será la herramienta a utilizar para evaluar el nivel de Inglés de los estudiantes de enseñanza media como parte del Sistema de Medición de la Calidad de la Educación: SIMCE. Dada la importancia de este desafío, esta investigación que lleva por nombre “Como enseñar comprensión lectora y auditiva basado en el TOEIC Bridge test”, tiene como fin entregar estrategias didácticas y motivantes para ayudar tanto a profesores como a estudiantes en el proceso de enseñanza-aprendizaje de comprensión lectora y auditiva que son las dos principales habilidades que este test mide.

Se espera que estos recursos sean de ayuda para que los estudiantes obtengan resultados satisfactorios en el TOEIC Bridge test y puedan desenvolverse en cualquier situación comunicativa en que el idioma Inglés este presente.

**Palabras claves:** TOEIC Bridge test, SIMCE, comprensión lectora, comprensión auditiva.

## INDEX

Abstract	2
Introduction	7
<b>CHAPTER I: ANTECEDENTS</b>	
1.1 Importance of English as a second or foreign language	9
1.2 English as a basic skill in education	10
1.3 English in Chile: Inside the classroom	11
1.4 English in Chile: New challenges	13
<b>CHAPTER II: CONCEPTUAL DEFINITIONS</b>	
2.1 Listening Comprehension	16
2.1.1 The Nature of Listening Comprehension	17
2.1.2 The Importance of Listening Comprehension in	
Second Language Learning	23
2.1.3 Listening Skills	26
2.1.4 Listening with a purpose	30
2.1.5 Reasons for listening	33

2.1.6 Types of Listening	34
2.1.6.1 Authentic Listening Material	34
2.1.6.2 Extensive and Intensive Listening	34
2.1.6.3 Top-down and Bottom-up Listening	36
2.1.7 Selecting Listening texts	37
2.2 Reading Comprehension	40
2.2.1 The Nature of Reading Comprehension	40
2.2.2 The Importance of Reading Comprehension in Second Language Learning	46
2.2.3 Reading Skills	51
2.2.4 Factors affecting reading	59
2.2.5 Reading with a purpose	61
2.2.6 Reasons for reading	63
2.2.7 Types of reading	63
2.2.7.1 Authentic Reading Material	63
2.2.7.2 Extensive and Intensive Reading	64
2.2.7.3 Top-down and Bottom-up Reading	65

2.2.7 Selecting Reading Texts	66
2.3 TOEIC Bridge Test	67
2.3.1 What is the TOEIC Bridge?	67
2.3.2 Purpose of the test	67
2.3.3 Structure of the test	68
2.3.3.1 Listening Comprehension Section	68
2.3.3.2 Reading Comprehension Section	69
2.3.4 Test score and subscores	69
2.3.5 Differences between TOEIC and TOEIC Bridge	70
2.3.6 Certificate of achievement	75
2.3.7 The Importance of Vocabulary within TOEIC Bridge	76
2.3.7.1 Contexts of the questions	79
2.3.8 The Importance of Grammar within TOEIC Bridge	82-86
<b>CHAPTER III: HOW TO TEACH RECEPTIVE SKILLS BASED ON TOEIC BRIDGE</b>	
3.1 How to Teach Listening based on TOEIC Bridge	88-95
3.2 How to Teach Reading based on TOEIC Bridge	96-100

3.3 Sample Lesson Plans	101-155
3.4 Tips for developing effective Listening and Reading Skills	156-160
Conclusion	161
Bibliography	162-170

## INTRODUCTION

The aim of this research is to provide the tools that students may explore to acquire effective reading and listening skills in order to have successful results in the TOEIC Bridge test and perform well in common everyday communicative situations.

The strategies that help develop listening and reading comprehension in learners are gathered in this investigation called “How to teach receptive skills based on TOEIC Bridge” which is divided into three chapters. The first chapter that corresponds to the Antecedents presents the importance of English as a global language and the challenges that Chile incorporated into the Educational System, specifically to the teaching of English. Chapter two explains the conceptual definitions of listening and reading comprehension, as well as the structure and contents that the TOEIC Bridge test has. In this chapter, there is an analysis of the different concepts, factors and sub-skills involved within these two abilities. The third and final chapter deals with How to teach both listening and reading skills based on TOEIC Bridge. It includes types of common exercises present in the test, tips for developing effective reading and listening skills as well as sample lesson plans with activities for each part of the exam mentioned above.

Finally, this research is thought for EFL teachers and students from English teaching programs, as it includes didactic material to help students develop the abilities required to interact effectively in English.

# CHAPTER I: ANTECEDENTS

---

## **I. ANTECEDENTS**

### **1.1 IMPORTANCE OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE:**

The globalization, Internet, television and the possibility people have to create a better future accompanied with responsibilities are factors that are influencing ON every decision made in education, moreover in the teaching and learning of English as a second language.

It is frequently heard that English is the global language of the 21<sup>st</sup> century and that more people are motivated to learn it to behave in a changing and competitive environment. This represents an important task when wanting students to become active participants of this global revolution in which the main protagonist is English as a second language.

The importance of this language is reflected in recent estimations that show that more than 402 million people speak English as their first language while more than 1000 million non-native people make use of it for different purposes, but this is just the beginning. According to the latest report of the British Council, more than 2000 million people will be learning English by the year 2015.

The increasing number of people learning English is due to the fact that this foreign language is considered the basis of telecommunications; from a total of 40 million Internet users, 80 percent communicates in this language. To reinforce this

idea, Torres Santomé (1994) in “Ingles como lengua internacional” talks about *“the beginning of a new era, the society of the information or informational society, that is based on the changes produced by the computer systems in workplaces and forms of organization”*. David Graddol in English Next (2006) also points out that *“easier and cheaper communication is encouraging the development of a new social texture, in which, ironically, small communities – and even individuals– can become more separated from their neighbors but better connected with distant people”* (p.52). Currently, teenagers are mainly connected with this new way of communication and have made it part of their daily life.

## **1.2 ENGLISH AS A BASIC SKILL IN EDUCATION:**

All the changes generated by the information society have created new challenges in the educational system. David Graddol in English Next (2006) mentions that *“in many countries, extensive curriculum reforms are taking place as economies build the capacity required to operate in a globalised world. Improving national proficiency in English now forms a key part of the educational strategy in most countries”* (p.70).

This interest in English as a basic skill in education is reflected in the curriculum where English is in process of not longer being considered as a “foreign language”, but a subject that includes profound changes in who is learning English, their motives for learning it and their needs as learners.

The educational formation that students receive at school has to go beyond the learning of basic subjects such as Language, Mathematics, Sciences and

History, it is necessary to teach them other subjects that can help them be part of the economic, cultural and social development of each country. Considering this, the role that the teaching and learning of English as a foreign language has is fundamental, not only in making students realize about the similarities and differences that another culture has from their own, but also in how knowing another language can open doors to raise in the social scale.

### **1.3 ENGLISH IN CHILE: INSIDE THE CLASSROOM.**

In Chile, English as a subject is not considered as a sector; it is a subsector of Language and Communication that is taught from 6<sup>th</sup> grade at elementary schools up to 4<sup>th</sup> grade at high schools (MINEDUC, Decreto 232 Enseñanza Basica- Decreto 220 Enseñanza Media).

As it is a subject that is recently gaining importance, there are still many mistakes in the teaching of this subsector that do not generate the expected results. An example of this, are the results in the national test of English taken in 2004 where 11000 students from 8<sup>th</sup> grade of elementary schools and 4<sup>th</sup> grade from high schools did not do well. According to this test, students got the following scores in their level of English:

Nivel de rendimiento	8° básico	4° medio	Rango de puntajes de cada nivel de inglés global	Porcentaje promedio de respuestas correctas
	<i>Porcentaje de estudiantes en cada nivel</i>			
Autónomo (Threshold)	1%	5%	52 a 60 puntos	93%
Básico superior (Waystage)	2%	9%	41 a 51 puntos	77%
Básico inferior (Breakthrough)	20%	37%	26 a 40 puntos	50%
Comprensión elemental (Lower Breakthrough)	67%	45%	16 a 25 puntos	23%
No comprende inglés (Pre Breakthrough)	10%	4%	0 a 15 puntos	12%

The results shown above give us a clue of the weaknesses related to the teaching of this subject. As this research is based on Teaching Listening and Reading, below there are some problems related to them that affect the process of teaching and learning English as a foreign language:

-Teaching listening: The lack of pre, while, and post listening activities. Students are not able to discriminate sounds, because they are not used to listen to English inside or outside the classroom.

-Teaching reading: The lack of pre, while, and post reading activities. Students are not able to understand a text without translating it into Spanish.

#### **1.4 ENGLISH IN CHILE: NEW CHALLENGES.**

One of the most important announcements referred to Education in Chile occurred in the last speech given by the President Sebastian Piñera in May 21<sup>st</sup>. This announcement corresponded to the incorporation of a new instrument named SIMCE Ingles that has the aim of assessing the level of English of students from third grade at high schools. According to the president, this evaluation will allow the country to have an idea of where we are now in terms of bilingualism.

The evaluation that will be applied for the first time in October, 2010 corresponds to the TOEIC Bridge (Test of English for International Communication), an international instrument that was created by the ETS (Educational Testing Service) a recognized international organization that is in charge of this kind of standard evaluations.

This instrument was presented for the first time in one of the English Camps that are carried out along the country since 2008. These Camps are free courses for students of third and fourth grade from public and subsidized high schools in which many activities to practice English language are developed in a total of 60 hours (one week). The person in charge of presenting the new SIMCE Ingles was the Minister of Education Mr. Joaquín Lavín. In that opportunity, he explained some of the characteristics of the methodology of the test, including the exact date (the last week of October) in which the evaluation will be taken as well as when the results will be known (first semester of 2011).

During the display of the assessment, Mr. Lavín pointed out that:

...we want that Chile starts measuring itself in terms of English level. Everybody says that Chile needs to become a bilingual country, so this is our starting point. We will not get worried about the results of this year, because that will be a basis from which we have to start improving Chile's level of English.

Having an international character, the TOEIC Bridge will certificate students' level of English according to international standards. Students, who do well in the test, will receive a certificate that will allow them to get a job or to continue studies in Chile or a foreign country.

# CHAPTER II

## CONCEPTUAL DEFINITIONS

---

## II CONCEPTUAL DEFINITIONS

### 2.1 LISTENING COMPREHENSION

#### 2.1.1 The Nature of Listening Comprehension

It is well-known that listening comprehension is one of the most important skills in a language, and also one of the first ones in developing. In spite of this, for many years this receptive skill was left behind in the pedagogical research and studies of language learning. In fact, many of the theories and methods of language learning that included listening comprehension in their approaches, did it in a superficial way. Approaches such as the “Grammar Translation Method” (before 1880) or the “Direct Method” (early 20<sup>th</sup> century) gave very little importance to listening comprehension in their theories of language learning. After the First World War appeared new methods such as “The Audio-Lingual Method”, which gave an important role to listening in the process of learning a second language, although this role was that listening only helped as a tool for developing other skills such as a memorization of grammatical structures and a better pronunciation through repetition exercises. Another approach that emerged during this period was the “Total Physical Response”, which gave great importance to comprehension over production. In this method, students do a great deal of listening that helps them to perform physical movements according to what they listen to. But these roles were far away from what listening comprehension is

nowadays. During the 70's, listening comprehension began to play a more important role in the different studies and theories of language learning. Many authors brought attention to the importance of listening as a tool for understanding and a key factor for facilitating language learning. One example of this was the "Natural Approach", which included listening comprehension in its theory of language learning. This approach states that the learner acquires language in only one way, and that is by exposure to comprehensible input<sup>1</sup> (Krashen 1981). During this period listening comprehension was given major prominence, as learners were given great quantities of language to listen to. As a consequence of this, oral comprehension emerged as an important component in the process of second language learning.

For many authors, listening comprehension is very difficult to define, which has generated that there is not a universal definition for this concept. Nevertheless, most of researchers have agreed in many aspects of what listening comprehension is. Regarding this, it's important to analyze some of the definitions present in the literature of the topic so that to obtain a general idea of the conceptualization of listening comprehension.

James (1984) defined listening in the paper "Are you listening? The practical components of listening comprehension" as it follows:

---

<sup>1</sup> Comprehensible input means that students should be able to understand the essence of what is being said or presented to them. From "Language acquisition and language education: extensions and applications" By Krashen, S.

It is not a skill, but a set of skills all marked by the fact that they involve the aural perception of oral signals (...) it is not “passive”. A person can hear something but not be listening (...) it is absolutely necessary for any other work with language, especially for speaking, and even for writing. All of this leads quite spontaneously to the fact that listening is tightly interwoven with other language skills. (p. 2)

From this definition it can be inferred that listening comprehension is not passive, but an active skill that requires the listener to activate a series of mental processes that could allow him/her understand what it is conveyed. Listening also involves identifying sounds and phonemes that allow the listener recognize the language he/she is listening to. From this conceptualization it can be deduced that listening is not the same as hearing. This means that for being able to listen to what is being said, the listener has to concentrate on it so that he/she can interpret and understand the message. This definition also determines that listening is firmly connected with the other skills of the language. This shows that listening plays a very important role during the language learning process.

Another definition for listening was made by Wipf (1984) in the article “Strategies for Teaching Second Language Listening Comprehension”:

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. (p. 345)

It characterizes listening as a mental process, which indeed is very complex to define. In this definition, the emphasis is given to the oral discrimination of phonological, structural and lexical aspects of the language. This emphasis was usually given to listening during its first usages in the theory of language learning. Although the author gave emphasis to this, he also mentioned that the listener must interpret and relate the speech with the socio-cultural context in which it is made.

O'Malley and Chamot (1989) in the article "Listening comprehension: strategies in second language acquisition" defined listening as:

(...) an active and conscious process in which the listener constructs meaning by using cues from contextual information and existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement. (p. 420)

In this definition listening comprehension is also seen as an active and mental process, in which the listener has to link what he/she listens to with his/her knowledge and the context of the interaction in order to understand the message. In this point of view, it is noticed that the emphasis is given to constructing meaning by connecting the message with non-linguistic components of the language such as context. This means that listening involves active interpretation and integration of incoming information with previous knowledge and experience.

A more recent definition was made by Rost (2002) in the book "Teaching and Researching Listening":

(...) a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active process of interpretation; in which listeners match what they hear with what they already know. (p. 13)

From this definition, it can be noticed that listening involves different roles and directions that form a whole. Within these many roles and directions, it can be

seen that the emphasis is also given to the construction of meaning through matching the message with the knowledge and context of the listener. This supposes that many non-linguistic aspects of the language take part during the listening comprehension process. All these non-linguistic aspects are related to the interpretation process that listener must carry on when interacting with a speaker. From this point of view, it can be noticed the subjective nature of listening comprehension, which makes it very difficult to analyze, measure and define.

After analyzing some conceptualizations of listening comprehension made by various authors along the years, it can be formed a gist of what listening is by joining and complementing the ideas of the authors. First of all, it is clear that listening comprehension is an active mental process, which is why it is so difficult to define. This active mental process consists on many sub-processes that form a whole. Within these sub-processes it can be found linguistic as well as non-linguistic aspects of the language that are involved in listening. On the one hand, the linguistic aspects correspond to phonological, grammatical and lexical components of the language in their oral form. These linguistic aspects play a significant role during the listening comprehension process as they allow the listener identify the language he/she is listening to as well as the functions of the language and the tense in which the utterance is made. On the other hand, the non-linguistic aspects correspond to subjective components of the language, such as intention, emphasis, meaning, and also the context in which the utterance is made. As the purpose of listening comprehension is the understanding of oral messages, these paralinguistic aspects have the most important role in the

listening comprehension process as they allow the listener infer the meaning of what is conveyed. In this sense listening comprehension involves interpretation not only of sounds, phonemes and utterances, but also of intentions, emphasis and meaning. This requires that the listener has to develop certain skills in order to accomplish that. These skills include the ability to concentrate in what it is being conveyed, the ability to link what the person listens to with his/her prior knowledge and also with the context of the message and also the ability to join all these so that to form an interpretation of the utterance. Listening is also connected with the other skills of the language, and one of the most important that allows communication. So for example, listening serves as a medium for developing speaking or writing, and this gives listening comprehension a key role in the process of language learning as it requires that listening should be develop in the first stages of language learning.

Indeed listening comprehension involves a great deal of linguistic aspects that go from simpler ones, such as comprehension of phonemes, vocabulary, structures and sounds, to more complex paralinguistic processes like creating meaning of the listening through inferring emphasis, intonation, loudness, context or situation, prior knowledge, etc.

## **2.1.2 The Importance of Listening Comprehension in Second Language Learning.**

It can be mentioned that listening comprehension has such a prominence within a language that can even surpass the oral production, since speaking does not have much sense if it is not received by another person. In this sense, listening becomes an essential component for any person who wants to interact with others orally.

Since in the area of teaching second languages there is little research about the importance and functions of listening comprehension, a large part of the theory is based on experiences and studies of mother language acquisition. In this sense, it is important to note that different researchers have talked about the prominence of listening comprehension in the mother tongue as well as in a second language. Krashen (1981), for example, stated in his theory that listening plays a vital and prominent role in the process of learning a language. Many other authors such as Dunkel (1986), Feyten (1991) and Anderson & Lynch (2002) agreed that a child passes through a “silent period” in his/her mother tongue during his/her first years of life, in which receives a great deal of input without producing “adult language”. In the same way, a person, who is learning a second language, could have the same “silent period”, during which he/she would be in contact with the language without being forced to produce it. The same authors suggest that although the child had started his/her oral production, he/she comprehends more than what he/she expresses. According to the authors this is also applicable to the second language

learning, and was implemented in some theories and methods of second language learning such as the “Natural Approach”. Another fact is that a person completes his/her process of language acquisition during his/her first five years of life, in which depends exclusively on what he/she listens to. Byrnes (1984) explains this position when she states that listening comprehension precedes comprehension in all the stages of language learning, and also that there cannot be production without a linguistic input, and this should be comprehensible intake for the listener. Comprehension is not only important because it precedes production, but also because it seems to be the basic mechanism for internalizing the rules of the language.

Another reason why listening comprehension is important in language learning, is because human beings spend a great deal of time listening. Besides listening comprehension is one of the most efficient methods for learning, especially at school, when students spend at least 60% of their time listening. Something like this also happen at home, when children spend most of their time listening to orders or instructions from their parents and other adults, and also listening to music or television. But not only in childhood people spend a lot of time listening. When they become adults they also depend on listening for many activities such as work, meetings, professional, social and religious events, etc. Like in the process of acquiring a mother tongue, listening comprehension is not only important in the first stages of learning a second language, but also in the more advanced stages of the process.

Besides, Winitz (1981) considers that teaching a language through listening comprehension should be the main focus in the classroom because:

1. - The rules of the language are acquired more effectively through inference.
2. - The acquisition of a language should be an implicit and unconscious process for the learner.
3. - Production is developed when there is a sufficient formation guided towards comprehension.

Within the educational system of Chile, listening comprehension has been given great importance in the syllabus of English as a foreign language. The Ministry of Education has decided to give prominence to the receptive skills (listening and reading) in the process of foreign language learning. This is clearly identified in the curriculum that establishes the standard contents and objectives for all levels in schools:

This emphasis in reading and listening comprehension, which is reflected in the fundamental objectives and in the minimum contents, does not exclude the production of language, since the receptive skills contribute to the development of the general communicative competence underlying any linguistic system (p.66)

These contents and objectives are mainly meant to develop competence in comprehension of oral and written texts from part of the learners. The main purpose of teaching English as foreign language in Chile is to develop the necessary skills in order to use the language as a tool for accessing information from different sources.

As some authors point out, of the four language skills— speaking, listening, reading and writing, listening is the most critical for language learning at the beginning stages. Large amounts of listening practice before speaking or reading may prepare the learner to acquire a second language with a greater efficiency than if he or she was taught all the skills simultaneously. In fact, listening is the most frequently used language skill in everyday life. Researchers propose that we listen twice as much as we speak, four times as much as we read, and five times as much as we write. Listening is a highly integrative skill and research has demonstrated its crucial role in language acquisition. Listening is assuming greater and greater importance in foreign language classrooms.

### **2.1.3 Listening Skills**

The four skills of the language are usually divided in two groups: receptive and productive skills. The receptive skills include listening and reading, whereas the productive ones include speaking and writing. All these skills have in common certain cognitive processes that permit appropriate communication. It is important to analyze the different cognitive processes that are involved in listening, that allow

people develop this skill properly. Listening and reading require a set of mental processes that allow the learner give sense to what he/she reads or listens to. Lynch and Mendelsohn (2002) acknowledge this when they say that listening comprehension is considered an “active” process and that people who are good at listening are as active as the person who produces the message.

The cognitive processes that are involved in listening include a series of features that are needed to perform this skill properly:

- What the person listens to is, most of the times, ephemeral, which means that the person cannot check and reevaluate the listening.
- Listening comprehension requires the use of the memory as the listener has to store information in order to respond the message.
- Listening also involves a series of oral language aspects such as emphasis, intonation, stress, rhythm, loudness, etc.
- In the oral message, it can be found a number of forms that cannot be found in the written language such as elisions, assimilations, pauses, tautologies, fillers and a series of ways of talking.
- In most cases, it is necessary to process and respond to the message at the same time.
- Most of the time, the message is accompanied by other sounds such as noise, music, other conversations, etc., that can interfere with the message.

In this case, the listener has to eliminate the interferences and concentrate on the message only.

In a similar trend the authors McDonough & Shaw (1993) identify specific listening skills and classify them in two groups:

a. - Processing sound:

- To segment the stream of sounds and recognize word boundaries;
- To recognize sentence and clause boundaries in speech;
- To recognize significance of language-related features, most obviously intonation;
- To recognize changes in pitch, tone and speed of delivery.

b. - Processing meaning:

- To organize the incoming speech into meaningful sections;
- To identify redundant material;
- To use language data to anticipate what speakers are going to say;
- To store information in memory and know how to retrieve it later, by organizing meaning as efficiently as possible and avoiding too much attention to immediate detail.

Listening is perhaps the most challenging of the skills to master in a second language. Although spoken language can be well organized and similar to written language, most of the time it is different from written text. A spoken conversation between several people is chaotic and complex, and there is no time to stop and go over something again, as we would if we were struggling to understand a written text. In English, speakers may miss out a subject or a verb, or may break off their sentence in the middle, for example:

*I was at the bus stop waiting for—when this car pulled up—it was Dave—offered me a lift... well...*

A speaker may often hesitate to think about what he/she is going to say next, and plug this gap with fillers (little words or phrases like *um*, *you know*, *like* and *I mean*), for example:

*The play was, like, really long.*

Speakers may also include words, phrases, or ideas that are not strictly necessary, or backtrack to correct what they have just said, often in the middle of a sentence, for example:

*She's really beautiful—well not beautiful exactly, but interesting looking—...*

Two speakers may overlap each other in a conversation rather than waiting for the other person to finish. The language used is often more colloquial (less formal) than written English, and is often more idiomatic. For example, asking someone to

help us carry something, we might use: *Could you give me a hand, rather than I would be grateful if could help me.*

It is clear that listening involves a set of different sub-skills and characteristics that make comprehension possible. These features make listening difficult for learners, but there are ways we can train our learners to become better listeners. These features of listening allow us to become aware of the different sub-processes that are involved in the listening process as a whole, and that help us identify and work with those sub-processes so that learners can enhance their listening skills.

#### **2.1.4 Listening with a purpose**

One important aspect of listening that learners need to bear in mind when they are learning to listen in a second language is to have a clear idea of why they are listening and exactly what information they are listening for. Knowing the purpose for listening greatly reduces the burden of comprehension since listeners know that they need to listen for something very specific, instead of trying to understand every word. This also will help the listener to determine what to listen for and, therefore, which processes to activate. In this sense, it is important that listeners can adapt the way they listen to their aims. For doing so, learners need to develop certain listening skills that will help them reach what they are listening for.

- Identifying the topic: this skill involves being able to pick up the topic of the message very quickly. With the help of previous knowledge, listeners quickly get an idea of what is being talked about. This ability allows learners to process the message more effectively as it progresses.
- Predicting and guessing: listeners sometimes guess in order to try to understand what is being talked about, especially if they have first identified the topic. Sometimes they look forward, trying to predict what is coming; sometimes they make assumptions or guess the content from their initial half-hearing—as they try to apply their prior knowledge to what is in front of them. Their subsequent listening helps them to confirm their expectations of what they have predicted or readjust what they thought was going to happen in the light of experience.
- Listening for gist: this skill involves being able to take in a stream of discourse and understand the main idea of it without worrying too much about the details. Listening for such “general” comprehension means not stopping for every word, not analyzing everything that the speaker includes in the message. Listening for gist is not a “lazy” option. The listener has made a choice of not to attend to every detail, but to use his/her processing powers to get more a top-down view of what is going on.
- Listening for specific information: in contrast to listening for gist, listeners frequently go to spoken texts because they are looking for precise details. We may listen to the news, only paying attention when the particular item

that interests us appears. In this case we almost ignore all the other information until we come to the specific item we are looking for.

- Listening for detailed information: Sometimes we listen to a message in order to understand everything in detail. This is usually the case of instructions, directions or descriptions of specific procedures. It happens when someone gives us their address or telephone number and we write down all the details. If we are in an airport and an announcement starts with *“Here is an announcement for passengers on flight AA671 to Santiago”* (and if that where we are going), we listen in a concentrated way to everything that is said.
  
- Interpreting the message: this skill involves being able to see beyond the literal meaning of words in a message, using a variety of clues to understand what the speaker is implying or suggesting. Successful interpretation of this kind depends to a large extent on shared prior knowledge together with the context of the message so that listeners can give meaning to what they listen to.

Listening with a clear purpose in mind means that learners develop the ability to filter out everything they do not need to know.

### **2.1.5 Reasons for Listening**

Another important aspect of listening that has to be considered when learning a second language is to have a motive. There are usually two main reasons for listening: Instrumental and Pleasurable.

- Instrumental listening: a great amount of listening takes place because it will help us to achieve some clear aim. So, for example, we listen to the teacher's instructions in order to know what we have to do in class. This reason for listening occurs because we have some kind of instrumental purpose in mind. This reason for listening involves extrinsic motives (external reasons).
- Pleasurable listening: another reason for listening is mainly for fun or pleasure. Thus, for example, we listen to a radio talk, program or song for entertainment. This reason for listening involves intrinsic motives, meaning that students' motivation comes from within themselves.

### **2.1.6 Types of Listening**

Different situations require different types of listening. For instance, learners may listen to a long or short conversation to obtain general or specific information. Besides, listeners may encounter with different levels of language, which is an important factor for developing listening skills. Different types of listening involves at the same time different listening skills that are necessary to identify in order to develop effective skills on the listeners.

### **2.1.6.1 Authentic Listening Material**

It is very important that second language learners are in contact with “real” language as much as possible. This “real” language is usually found in authentic material. Authentic material is language where no concessions are made to foreign speakers. It is normal, natural language used by native or competent speakers of a language. This kind of language is what learners will encounter in real life if they come into contact with target-language speakers, and, because it is authentic, it is unlikely to be simplified, spoken slowly, or to be full of simplistic content. The use of authentic material in the classroom is vital for the students to get practice in dealing with speech from native speakers of the language so that they can get used to the pace of “real” language and improve their different skills.

### **2.1.6.2 Extensive and Intensive Listening**

When learning a second language, there are usually two kinds of listening that can help students improve their listening skills and gain valuable language input. These types of listening are very important during the second language learning process as they provide great amounts of spoken language that students absorb and that help them improve their different skills.

- Extensive Listening: This involves listening at length, often for pleasure and in a leisurely way. In this kind of listening, the teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement. Extensive listening usually takes place outside the classroom: in the students’ home, car or personal MP3 players

as they travel from one place to another. Although this kind of listening involves great amounts of speech, students do not need to understand everything. The importance of extensive listening is that students take in a lot of language input that can have a significant and beneficial effect in their language learning. Extensive listening material can be obtained from a number sources that include course book CDs or tapes, audio versions of books, radios, TV programs, DVD's, online broadcasts, websites, etc. The benefits of extensive listening on learners of a second language is that the more students listen, the more language they acquire, and the better they get at listening activities in general.

✓ Extensive listening mainly involves:

- a) Listening to great amounts of speech.
- b) Learners do not need to understand everything they listen.
- c) No pre-set questions are made.
- d) Learners choose what they want to listen.
- e) Listening for pleasure.

➤ Intensive Listening: This kind of listening tends to be more concentrated, less relaxed, and often dedicated to the achievement of a study goal. Intensive listening usually takes place inside the classroom and is often done with the help and/or intervention of the teacher.

- ✓ Intensive listening essentially involves:
  - a) Listening for specific information.
  - b) Listening for the exact words of a phrase or expression.
  - c) Predetermined questions are made.
  - d) Listening for completing tasks.

### **2.1.6.3 Top-down and Bottom-up Listening**

When analyzing the processes involved in listening, it is necessary to look at the concepts of top-down and bottom-up listening. In metaphorical terms, top-down means looking at a forest and bottom-up conveys studying the individual trees within the forest. In other words, while top-down involves looking down on something from above to get an overall view, bottom-up involves being in the middle of something and understanding where we are by concentrating on all the individual features.

In listening, top-down processing involves getting a general view of the listening passage, absorbing the overall picture. For doing so, listeners make use of their prior knowledge about the topic, listening context and other information stored in their long-term memory. Bottom-up processing, on the other hand, involves focusing on individual words, phrases or cohesive devices in order to achieve understanding by stringing these detailed elements together to build up a

whole. For doing thus, listeners make use of their linguistic knowledge of the language in order to interpret the message.

It is very useful to see the process of listening comprehension as an interaction between top-down and bottom-up processing. Sometimes it is the individual details that help us understand the whole; sometimes it is our overview that allows us to process the details. Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. For example, listening for gist involves primarily top-down processing, whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up processing to comprehend all the desired details.

### **2.1.7 Selecting Listening Texts.**

In order to choose appropriate listening texts, it is important to bear in mind many factors that are involved in the process. Texts can be selected on the basis of interest, relevance, and level. In general, the listening text should be slightly above what can be easily understood by the learners. There is little value in learners listening to texts that they can understand immediately. A text that is too far above the level of the learners can be desmotivating.

A more difficult listening text can be balanced with a relatively easy task, or vice versa. For instance, an elementary class could listen to a more advanced text and just identify the situation, or pick out one or two details.

Learners should also have the opportunity to listen to a wide variety of texts:

- Different text types: Learners should listen to a range of different types of texts, for example, conversations, announcements, talks and stories.
- Different situations: Listening texts should cover a wide variety of different situations, for example, at a station, asking directions, telephone conversations, panel discussions, and so on.
- Levels of formality: There should be a range from formal to informal register, for example, a formal speech or a conversation between friends.
- One- and two-way listening: Learners should have the opportunity for both one-way listening, to radio, television, or airport announcements for example, and two-way listening, as in conversations and discussions.
- Different accents: as English is an international language that has many varieties of accent and dialect, learners should have the opportunity to listen to those accents and dialects that they are most likely to encounter and also to listening texts that reflect this diversity.
- Different sources: Learners should listen to both recorded material and teacher talk. Taped material will give learners exposure to a wide range of

accents and speakers. Teacher talk is very valuable, as it provides two-way interaction in the classroom. A conversation between the teacher and his/her learners is in many ways more life-like than a taped conversation, since learners can take part in and shape the conversation and the teacher can react and respond to their feedback, as in real life.

## 2.2 READING COMPREHENSION

### 2.2.1 The Nature of Reading Comprehension

It is frequently heard that English is the worldwide language and everyday more and more people feel motivated to learn it so as to develop themselves in a higher competitive context. It is well known as the language of communication. In fact, from 1.966.514.816 internet users in the world, more than 536 million internet users approximately communicate through this universal language. In addition, more than 80 per cent of information is kept in English.

Reading comprehension can be considered a relevant part within any second language learning process, particularly English. The information on internet mostly contained in English; understood as websites, videogames, software, music, movies, leisure, even science papers and business possibilities expose people in a way or another, to understand English for a certain purpose.

Though in the period of classical language teaching (before 1880), grammar was the main aspect considered, it was also required reading skills as a tool to memorize grammatical rules and apply these to decode written texts in the target language. Later, with the arrival of Direct Method, reading comprehension was kept away together with writing, so as to make students communicate naturally, without thinking about rules. A number of large-scale investigations about language learning and the increased emphasis on reading skills in the 1920s led to the notion of "vocabulary control". It was discovered that languages have a core basic

vocabulary of about 2,000 words that occurred frequently in written texts, and it was assumed that mastery of these would greatly aid reading comprehension. Around World War II, reading performed an important role again through The Audio-Lingual Method. Before new methods and materials had to be devised, foreign language instruction was heavily focused on reading instruction, no textbooks, other materials or courses existed at the time. After that, many approaches as Communicative Language Teaching (CLT) or Silent Way have been developed giving more or less importance to reading comprehension. In recent years, TBI (task-based instruction) in which learners are exposed to reading through computers, has grown steadily in popularity around the world. Having as a goal an eclectic view of the present concerning reading comprehension, different definitions about this receptive skill will be discussed.

Reading comprehension corresponds to the capacity of understanding the content and meaning of written texts in English through the reading comprehension skill. It is a process of interaction between reader and text, in which the reader tries to satisfy the purpose that guides him in his reading. It is also understood as the establishments of a dialogue with the author, understand his thoughts, find out his purposes, ask questions and try to find the answers within the text. Finally it is relate, criticize or beat the ideas expressed. This does not imply the tacit acceptance of any proposition, but it requires from whom is going to criticize, a complete comprehension about what is being valued or assessed.

It has been difficult for authors to reach a consensus in terms of definitions for both listening and reading comprehension. Nevertheless, they agree these receptive skills, particularly reading comprehension, have certain features that can be recognized by most researchers. Considering this, it will be of relevance in terms of our research to study deeper each of them so as to get a general notion of what reading comprehension is.

The authors Bond G., Tinker M., Wasson B., Wasson J. in the book *Reading Difficulties: Their diagnosis and Correction* (1989) declare that *“Reading is the recognition of printed or written symbols which serves as a stimuli to the recall of meanings built up through the reader’s past experience”* (p. 3)

Smith, Frank (1994), in the book *“Understanding Reading”* states that *“reading is seen as a creative and constructive activity having for distinctive and fundamental characteristics; it is purposeful, selective, anticipatory and based on comprehension, all matters when the reader must clearly exercise control”*. (p.3)

The authors Gough, Hoover and Peterson (1996) quoted by Center Y., Freeman L., Robertson G. and Outhred L. (1999) in their article, *“The effect of visual imagery training on the reading and listening comprehension of low listening comprehenders in Year 2”* state:

Reading can be divided into two parts: one which is unique to reading, namely decoding, and one which is shared with spoken language, namely comprehension. Thus to be a proficient reader,

an individual needs to be proficient both at the decoding or word level, and at abstracting meaning from print. (p.241)

Brown (1994) quoted by Oxford R. (2001) in her article “Integrated Skills in the ESL/EFL Classroom” sustains:

Reading is a bottom-up process in which readers "must first recognize a multiplicity of linguistic signals and use their linguistic data processing mechanisms to impose some sort of order to these signals" The reader chooses among all the information meaningful data and infers meanings, decides what to retain and what not to retain in his memory, and moves on. As a result meaning is constructed through reading not because a text carries it but because the reader brings information, knowledge, experience and culture to the printed word.”(p.10)

According to Snow, Catherine E. (2002), in the book “Reading for understanding” reading comprehension is *“the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”* She sustains it is formed by three elements: *“the reader, the text, and the activity or purpose for reading”*. (p.13)

The authors Pang E. S., Muaka A., Bernhard E. B. and Kami M. L. (2003), in their book "Teaching reading" postulate "*reading is a complex activity about understanding written texts.*" It has to do with both perception and thought. "*Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.*" (p.6)

There is another important point Pang E. S. et al (2003) emphasized. "*Because texts are written with a specific audience in mind, cultural knowledge is present in texts and it is assumed that the reader is familiar with such knowledge.*"(p.7) That is the reason why teachers should make students develop reading skills and strategies based on learners' knowledge.

There are many considerations in teaching reading. The following is a set of important principles considered by the authors:

1. Oral Language: Early progress in reading depends on oral language development.
2. Phonological and phonemic awareness.
3. Fluency: Fluent readers read with accuracy, ease and understanding.
4. Vocabulary.
5. Prior knowledge: Readers use prior knowledge to understand texts.
6. Comprehension: It is an active process in the construction of meaning.
7. Motivation and purpose.

8. Integrated reading and writing.
9. Texts: Choose texts of the right difficulty and interest level.
10. Assessment.
11. Cultural Factors: Cultural knowledge affects reading comprehension.
12. Practice.

As it can be seen, reading comprehension has been a subject that many researchers, educators, linguists, and language therapists have been interested in for many years. No matter what approaches they use, the main goal is the same, to study in the most accurate manner what reading comprehension is. When analyzing this phenomenon several questions arise: Who is a competent reader? What are the factors taking place during the reading experience? In one way or another, all those who pursue these answers have come to a similar conclusion, and so have we.

Reading comprehension is conceived as a mental process in which a person extracts meaning out of the written text, an interaction between the receiver and the message sent in which the reader makes an interpretation of the ideas the author is trying to transmit.

The aim of our investigation is to provide the tools that students must possess to succeed when taking the TOEIC Bridge Test. Reading comprehension has always been a task that students in general prefer to avoid. The lack of a reading routine or a strategy for reading effectively may lead to all kinds of disadvantages in our everyday life, from misunderstanding a memo at work to

following a recipe in a wrong way. Due to the different types of contents that the TOEIC Bridge Test embodies, it is necessary to work in an organized way to make our students competent readers and to manage their reading skills in all kind of communicative situations.

### **2.2.2 The Importance of Reading Comprehension in Second Language Learning**

It is a substantial problem for many teachers of English (even for teachers of mother tongue) to approach reading in the classrooms and much more outside of it. According to McNamara (2007) “...for some readers, *comprehension is always challenging*”, taking it as a factor of why reading is so difficult to work with.

Reading is then a provocative skill that, in comparison with the other three abilities, has certain prerequisites. This skill asks to the reader not only joining words, but also *going beyond them* (McNamara 2007, pp 13) For achieving this, the reader must reach the well known “Reading Comprehension”. As writing and speaking need vocabulary management, fluency and coherence, the reception skills need the recognition and concordance to understand something correctly.

These readers can *decode* the words, but have not developed sufficient skills to *comprehend* the underlying, deeper meaning of the sentences, the paragraphs, and the entire text. Comprehension

refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. (McNamara 2007 p. 12)

Receptive skills are the main emphasis to Chilean educational ministry. Just as the 220 decree updated in 2005 presents that *“the receptive skills contribute to develop the communicative competences present in any linguistic system”*.

The importance of expanding reading strategies is evident. This skill implies the development of superior cognitive capabilities as reflection and criticism to overcome comprehension challenges.

Deep comprehension of the sentence requires the construction of referent of nouns, a discourse focus, presuppositions, and plausible inferences. The reader needs to distinguish given versus new information in the text and implicitly acknowledge what is shared among most readers in a community (called the *common ground*). (McNamara, 2007, p. 21)

Being a strong reader is not a simple task. Paradoxically, learning to read in a second language helps to correct the deficiencies that we might have and even to develop the mechanisms of reading in our mother tongue. Concentration used to

read in a foreign language helps to form and strengthen the attention costumes in one tongue or another.

The Chilean government created several motivation programs to increase the number of readers. As people are not used to reading, the fact of reading in another language becomes a complete challenge. Some of these incentives are more libraries in schools and communes. The PNFL (Plan Nacional de Fomento de la Lectura) leads these new government measures.

As a response to this new “reading challenge” is that the government was especially focused on improving reception skills when learning a second language.

To achieve it, MINEDUC highlighted the use of motivating materials when teaching L2. In the 220 Education Decree (2005) that rules and dictates the CMO (Contenidos Mínimos Obligatorios) and OFV (Objetivos Fundamentales Verticales) of every subject even English, the new way of attracting students to reading is using current material and novelty topics.

In third year, students should be able to understand, extract, deduce, get a conclusion and make relations from a text. At this level, the student is almost on the top of the *thinking skills* (Bloom, 1956). The student works now with the text by deducing some intentions of the author and analyzing the contextual factors.

Understand authentic written texts of growing length; extract general and specific information; deduce the sense and the meaning of different nature and communicative purposes texts, by the

mean of contextual evidence; get conclusions and make relations that allow interpreting and summarizing the message in the foreign language or in Spanish. (Decree 220, 2005, p.75)

For the differentiated formation, especially the scientific-humanistic formation the main aim of the objective is to comprehend and analyze a text. The student should be able to relate ideas and even deduce them according to some indicators in the text. In comparison to the general formation objective for the 3<sup>rd</sup> and 4<sup>th</sup> year of high-school, there is no criticism. The vocational matter is not present either.

Read comprehensively different types of authentic texts or adapted with the aim of: Extracting general and specific information; deduce the organization and the meaning of a text by contextual evidence; get and establish relations that allow interpret or conclusions summarize the message in the foreign language or in Spanish (220 Education Decree, 2005, p.232).

In the case of technical-professional formation, the objective for the foreign language subject is not specified in the Decree (2005). As a consequence,

teachers should work with the foreign language objectives for the general formation.

The government is highly concerned about the leaning of English. It is the main reason of the implementation of the Simce of English 2010. Just as the minister of education said when launching this new evaluation: *“Everybody says that Chile must become in a bilingual country, but we have to start sometimes”* (La Nación, 2010).

Although this new test will evaluate only receptive skills, the achievement of the other two skills (speaking and writing) *“will help students to demonstrate a better performance in the learning that is evaluated by the SIMCE of English”* (SIMCE official guide, 2010). Moreover, in the reading section of the SIMCE will *only be evaluated the ability to understand the message of a phrase or a short text.* (SIMCE official guide, 2010). They will have to be able to use the other two skills indirectly by understanding the meaning of oral and written texts.

All these evaluations are extremely necessary to improve our failures. As Snow (2002) says in her book Reading for Understanding *“evidence-based improvements in the teaching practices of reading comprehension are sorely needed”* (p.11). This helps a country, a school and a student to check strengths and weaknesses, and to grow from them. Just as the Minister of Education said during the presentation of the test: *“we will not be worried about the results this year, we want to be the base on which, in the next years, Chile will have to improve.”*(La Nación, 2010).

### 2.2.3 Reading Skills

As reading can be understood as a process in which the reader has to reconstruct the meaning of the author's intention, it is necessary to bear in mind reading comprehension is composed by other sub skills that work as a whole in order to achieve a successful reading process. Before giving a brief view to the skills, it is considered appropriate in terms of the research, to have a brief look into the complex process of reading comprehension.

Anytime a person reads a text, he or she will approach it carrying a bag full of preconceptions about language. Many authors support the idea we have cultural aspects that will influence in a way or another of reading skill's development. Mikulecky B. (2010) in the article Teaching Reading in a Second Language (ESL Magazine) sustains two aspects interact when a person reads, that will make the reader be constantly noticing parts of the text and comparing that sample with what he or she already knows (p.10). Mikulecky explains the process as the following:

“...the reader samples the text, and instantaneously (and usually unconsciously) compares what he or she notices in the text with what he or she already knows, trying to find a match. The textual information activates prior knowledge, and the prior knowledge, in turn, activates expectations about what is in the text.

This primarily unconscious, interactive process continues until the reader is satisfied with the match between text and prior knowledge, and comprehension has occurred.” (p.10)

Said in other words, what readers understand when reading will depend on what they expect about language and their cultural attitudes.

To conceptualize, *“reading skills are the cognitive processes that a reader uses in making sense of a text.”* Mikulecky B. (2010). Each language will require different reading skills according to its nature. It is also well known by researchers, learners will be better at reading when they are conscious and able to speak about the learning process they are going through. Mikulecky B. (2010) emphasizes,

It is more effective for students...to focus on one reading skill at a time and talk about their application of that skill in a number of text samples. Eventually, students will be able to apply the skill unconsciously so that they can call it up to consciousness and apply it strategically whenever they face a challenging text. (p.14)

Considering the emphasis on reading comprehension skills, students should be taught to develop them gradually and be aware about their performances in each process so as to achieve a successful reading. Mikulecky B. (2010) created a list of reading skills which follows:

1. Automatic decoding. Being able to recognize a word at a glance.
2. Previewing and predicting. Giving the text a quick once-over to be able to guess what is to come.
3. Specifying purpose. Knowing why a text is being read.
4. Identifying genre. Knowing the nature of the text in order to predict the form and content.
5. Questioning. Asking questions in an inner dialog with the author.
6. Skimming. Quickly getting the gist or overview of a passage or book. In other words, it is a brief focus of our eyes on a few lines in order to get a general idea about the topic of the text.
7. Scanning. Looking through a text very rapidly for specific information. It can also be described as a brief look over the text and only stop when we see the word or information we are looking for.
8. Classification of ideas into main topics and details. Categorizing words and ideas on the basis of their relationships; distinguishing general and specific.
9. Locating topic sentences. Identifying the general statement in a paragraph.
10. Stating the main idea (or thesis) of a sentence, paragraph or passage. Knowing what the author's point is about the topic.

11. Recognizing patterns of relationships. Identifying the relationships between ideas; the overall structure of the text.

12. Identifying and using words that signal the patterns of relationships between ideas. Being able to see connections between ideas by the use of words such as first, then, later.

13. Inferring the main idea, using pattern and other clues.

14. Recognizing and using pronouns, referents, and other lexical equivalents as clues to cohesion.

15. Guessing the meaning of unknown words from the context. Using such clues as knowledge of word parts, syntax, and relationship patterns.

16. Recognizing topics. Finding out what the text is about.

17. Paraphrasing. Re-stating texts in the reader's own words in order to monitor one's own comprehension.

18. Summarizing. Shortening material by retaining and re-stating main ideas and leaving out details.

19. Drawing conclusions. Putting together information from parts of the text and inducing new or additional ideas.

20. Drawing inferences and using evidence. Using evidence in the text to know things that are unstated.

21. Visualizing. Picturing, or actually drawing a picture or diagram, of what is described in the text.

22. Reading critically. Judging the accuracy of a passage with respect to what the reader already knows; distinguishing fact from opinion.

23. Reading faster. Reading fast enough to allow the brain to process the input as ideas rather than single words.

24. Adjusting reading rate according to materials and purpose. Being able to choose the speed and strategies needed for the level of comprehension desired by the reader.

In the same field of reading comprehension and sub skills, the author Dechant E., (1991) explains the process the following way:

The encoding of the meaning of a single word is the most elemental form of comprehension. The first problem readers face is to encode the word and then to access its meaning in their internal or mental lexicon. The encoding of the meaning that is appropriate to the context is a second level of comprehending. A third level is comprehending units of increasing size: phrases sentences, paragraphs, and total text. (p.12)

Dechant's perspective represents a model of increasing volume, in which word encoding is the first and most basic stage in reading comprehension that ends in the recognition of the meaning of the whole text. The reader must be able to develop a representation of extended text, of paragraphs and multiple paragraphs within the same text.

In relation to reading sub skills, Smith (1988) quoted by Dechant E. (p. 107) (1991) presents two levels of language: the surface structure and the deep structure, and meaning resides in the deep structure of language while the surface structure is what can be seen, in other words, the written text. These two are related in a complex way through the type of grammar that each reader possesses, called transformational grammar. This transformation takes place through a whole process of the reader, constituting several parts of the reading process of sub skills as the following:

1. Comprehension of the meanings of individual words: the encoding of the meaning of a single word (word concept).
2. Comprehension of meaning appropriate to the context: semantic encoding.
3. Comprehension of units of increasing size: assembly and integration of propositions (phrase and sentence comprehension) and text modeling (building of a representation of total text meaning)

4. Comprehending qualitatively different levels: literal comprehension, organizational comprehension, inferential comprehension, evaluative comprehension and critical thinking.

5. Functional comprehension: Comprehension for study purposes.  
(Appropriate rate)

Dechant focuses his perspective of reading comprehension on skills at the level of grammar and word recognition, emphasizing the importance of the graphic, semantic and syntactic cue system of reading.

From a cognitive psychology and linguistic point of view, the authors Spiro R., Bruce B., and Brewer W., in the book “Theoretical Issues in Reading Comprehension” declare the following:

Skilled reading depends on a host of perceptual, linguistic, and cognitive processes. The important of each of these processes must be defined not only in terms of the work for which it is directly responsible, but also in terms of the support it must lend to other, higher and lower processes in the system (p.28)

Among the levels of processing in reading that these authors mention there is:

- Word recognition: it is recognized as a process that presupposes a fair amount of perceptual learning.
- Syntactic processing: since words can become ambiguous, syntax is a primary means by which the reader can identify the intended relation among the words.
- Semantic processing: by which the reader organize the conceptual knowledge and can identify the intention of the author and the relation among the ideas of the text.

Based on these three levels of processing in reading, these authors have taken into account the set of reading skills created by the National Assessment of Educational Progress; the list of skills is the following:

1. Recognition of the main idea or title.
2. Recognizing facts.
3. Recognizing facts organization.
4. Draw inference from material given.
5. Drawing inference from material given plus previous knowledge.
6. Fact and opinion.
7. Recognizing the author's purpose.
8. Identifying the words in context.

Even though these authors recognize the importance of word recognition as a process of reading, they place "words in context" in the last position of the list of reading skills, since a combination of syntax and semantics takes an important role during the reading process.

According to Spiro R., Bruce B. and Brewer W., these eight skills can be grouped in three general types:

- Locating details: it is the simplest and involves recognition, paraphrase and or matching.
- Simple inferential skills: the ability to draw inferences after reading short segments of a passage.
- Complex inferential skills: it refers to the ability to draw inferences after reading longer segments, recognizing the main idea, drawing conclusions and predicting outcomes.

#### **2.2.4 Factors Affecting Reading**

The author Stoodt, B. (1981) in her book “Reading Instruction” states that *“Reading is a complex process and is subject to so many influences. These factors are language, cognitive, emotional and physical development; experiential and family background; and of course, the role of the teacher”* (p.27). Let’s analyze these factors separately.

- Language: it is present in all areas of human life and is the basis of communication. The relationship between language and reading is very tight. Reading is an effort to understand an author’s meaning from written content, which in turn represents oral language or speech. *“There’s no reason to believe that the rules for*

*communicating through written language are substantially different from those for communicating through oral language”*

Stoodt B. (1981) states that within the language factor there is an element called sociolinguistics, often referred to as a dialect. A reader's language is the base upon which learning to read occurs, this way variation of the language has a consequence in the acquisition of reading skills (p.30)

- Cognitive development: a fundamental element for reading is thinking. Reading and thinking are processes that interact with each other. Thinking, solving-problem, reasoning and conceptual learning are cognitive skills that are the basis for the reading process.

The cognitive development includes other elements like:

- ✓ Intelligence: The ability to learn and apply what one learns.
- ✓ Conceptual development: A mental representation of what a word means.
- ✓ Perceptual development: Obtained through sensory channels.
- ✓ Emotional Development: It is related to learner's confidence.
- ✓ Physical development: vision problems cause the sending of perceptual images that can be distorted.

### **2.2.5 Reading with a purpose**

Anytime we read, we have a purpose behind. The authors Hadfield J. and Hadfield C. (2008) in the book "Introduction to Teaching English" sustain "students can be focused on reading by encouraging thinking about why they are reading and exactly what information they are looking for. Tasks or questions should direct learners to read for the main meaning. This can be done by setting comprehension or a reading task" (p. 49). In the following page authors' classification according to different reading purposes will be exposed:

a) Skimming: If we want to get a general idea of what a text is about, our eyes focus briefly on a few words per line, perhaps headings, or the first and last sentences in a paragraph- these are the ones that should have the main point and conclusion.

b) Scanning: We can also scan a text to find a particular piece of information. To do this we move our eyes quickly over the text and only stop when we see the word or information we are looking for.

c) Reading for gist: When we read for gist we read with a purpose in mind: questions we want answered about the text. We may skip some passages and read others more carefully.

d) Reading for detail: Some texts require very careful reading. When we are reading a legal document or a set of complicated instructions, we need to pay

attention to all the sentences and to be able to follow the meaning of the whole text.

e) Extensive reading: When we read longer texts, such as novels, academic books, we may use a variety of ways of reading; reading some parts rapidly and others in greater detail. It is important to give learners extensive reading, where they read long texts for pleasure, as well as intensive reading, where they read a short text and practice reading skills.

The author Harmer J. in the book *The Practice of English Language Teaching* (p. 201, 2007) adds the following:

f) Identifying the topic: Good readers are able to pick up a topic of a written text very quickly. With the help of their own schemata they quickly get an idea of what is being talked about. This ability allows them to process the text more effectively as it progresses.

g) Predicting and guessing: Readers sometimes guess in order to try to understand what is being written about, especially if they have first identified the topic. Sometimes they look forward, make assumptions or guess the content from their initial glance or half hearing- as they try to apply their schemata to what is in front of them.

h) Interpreting texts: Readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer is implying or suggesting.

### 2.2.6 Reasons for reading

The reasons for reading vary according to the context in which the reading activity takes place.

The author Harmer J. (2001) in his book “The Practice of English Language Teaching” declares that “*when we read a sign on the motorway our motives are different from when we read a detective novel*” (p. 200)

He distinguishes two major reasons for reading as follows:

- Instrumental: a large amount of reading takes place because is the means to achieve a specific purpose. “We read the instructions on a ticket machine because we need to know how to operate it” (p. 200)
- Pleasurable: another type of reading, it is the mere act of reading because it is a pleasant experience. Some read a novel of their favorite writer or enjoy reading the newspaper because it is enjoyable to be acquainted with the event from around the globe.

### 2.2.7 Types of Reading

#### 2.2.7.1 Authentic Reading Material

The author Harmer J. (2001) explains that “*it is vital for students to get practice in dealing with written text and speech where they miss quite a few words but are still able to extract general meaning*” (p.204).

Through working with texts that contain real English in context, the students are more in contact with the way English is actually used, and not modified in order to make English Language Learners comprehend the ideas expressed in the reading passage.

### **2.2.7.2 Extensive and Intensive Reading**

Extensive Reading: It corresponds to a reading process in which the teacher encourages to choose what to read. It means using longer texts that learners read in their own time for enjoyment and to increase reading fluency. The more use students make of their language skills for enjoyment, the more language ability they are likely to acquire.

Intensive Reading: As it is explained by.” by Harmer J. in “The Practice of English Language Teaching”, it is intended to be a short text in which students practice reading skills for detailed information with an emphasis on precise understanding. It means “*doing a series of tasks on a short text, usually in class time, where the teacher is on hand for questions and feedback*” (p. 213). Students should not confuse intensive reading with translation into L1. On the contrary, students should be encouraged to read for general understanding, letting them know only the essential concepts to get the meaning of the text.

As a conclusion, what we have to do is to show that we read in different ways, employing different strategies according to our purpose.

### **2.2.7.3 Top-down and Bottom-up Reading**

Harmer J. (2001) in his book “The Practice of Language Teaching” defines these processes as the following:

In metaphorical terms this can be linked to the difference between looking down on something from above, getting an overview, and on the contrary, being in the middle of something and understanding where we are by concentrating on all the individual features. It is the difference between looking at a forest or studying the individual trees within it. (p. 2001)

In bottom-down the reader performs a general review of the text getting the whole spectrum of the reading passage. This will enable the reader to have an idea of what they are going to find in the text, while in bottom-up the reader focuses the attention on specific sentences or phrases paying special attention to details as a way to generate a complete picture of what the author is trying to transmit.

### **2.2.8 Selecting Reading texts.**

As Hadfield J. and Hadfield C. in the book “Introduction to Teaching English” (2008) state “every time students are asked to read a piece of text it is relevant to consider the following aspects:” (p. 54)

Be interesting and motivating, appropriate to learner’s level, have a variety of different text types, choose authentic texts and include both extensive and intensive reading.

## 2.3 TOEIC Bridge TEST

### 2.3.1 What is the TOEIC Bridge test?

It is a test that assesses the capacity of non-native speakers to communicate in English everyday life and international workplace. It aims at measuring a range of competences from the Novice to Lower-intermediate levels.

### 2.3.2 Purpose of the test:

The TOEIC BRIDGE test is an objective method of measuring English proficiency. It is appropriate for various types of Novice to Lower-intermediate level learners:

- High school, college and university students.
- Learners in the international workplace.

It can also be used as a decision-making tool by:

- Private and public language training institutions.
- Higher education.
- Companies.
- Individual candidates.

### 2.3.3 Structure of the test:

The TOEIC BRIDGE test is a paper-and-pencil test. It consists of 100 multiple-choice questions divided into two sections: **Listening comprehension and Reading comprehension.**

The test takes an hour to finish. However, candidates should allow an additional 30 minutes to accomplish administrative formalities and respond to a short questionnaire about their educational background, work history and English language experience. The answers given to these questions are strictly confidential and will have no impact on the tests scores.

When they take the TOEIC BRIDGE test, candidates get a test booklet and a separate answer sheet. It is compulsory to answer the questions on the answer sheet by marking one of the circles (A), (B), (C), or (D) with the pencil.

#### 2.3.3.1 Listening comprehension section:

The listening comprehension section takes approximately 25 minutes to complete. It consists of questions 1-50 of the test and is divided into three parts.

PART	TYPE	NUMBER OF QUESTIONS
1	Photographs	15
2	Question-Response	20

3	Short conversation and Short talks	15
---	------------------------------------	----

### 2.3.3.2 Reading comprehension section:

The Reading Comprehension section consists of questions 51-100 of the test and is divided into two parts. Candidates take 35 minutes to complete the entire section.

PART	TYPE	NUMBER OF QUESTIONS
4	Incomplete sentences	30
5	Reading Comprehension	20

### 2.3.4 Test scores and subscores:

Scores are based on the number of questions answered correctly. There is no penalty for incorrect answers.

Examinees receive a separate listening and reading score which are added together to give a total scaled score.

The range of the TOEIC BRIDGE scale goes from 10 to 90 points for each section. The total score thus ranges from 20 to 180 points.

In addition to their Listening and Reading total scores, candidates receive TOEIC BRIDGE “subscores”, providing them with diagnostic information about their strengths and weaknesses. This information rates their proficiency in five main language areas.

-Functions.

-Listening strategies.

-Reading strategies.

-Vocabulary.

-Grammar.

### **2.3.5 Differences between the TOEIC and TOEIC bridge tests:**

The TOEIC TEST evaluates English language proficiency in global workplace setting.

The TOEIC BRIDGE TEST is based upon the TOEIC test but features easier questions as it was created for Novice to Lower-intermediate level learners, it is suitable for students and people using English to work or travel.

	TOEIC	TOEIC BRIDGE
PURPOSE	Measuring English language proficiency in a global workplace setting.	Measuring English proficiency in a global workplace setting.
LEVEL	Intermediate to General Professional Proficiency.	Novice to Lower-intermediate.
CANDIDATES	<p><b>Students</b> in universities, technical colleges, engineering and business schools.</p> <p><b>Employees</b> working for corporations operating in an international environment.</p> <p><b>Individual and job seekers</b> willing to have an internationally recognized certification of their English level.</p>	<p><b>Students</b> in high schools, colleges and universities.</p> <p><b>Employees</b> working for corporations operating in an international environment.</p> <p><b>Individual and job seekers</b> willing to have an internationally recognized certification of their English level.</p>
INSTITUTIONS	<p><b>Large international groups.</b></p> <p>-To identify language training</p>	<p><b>Companies</b></p> <p>-To identify staff requiring</p>

	<p>needs and allocate training budget.</p> <p>-To test the English language proficiency of their employees.</p> <p>-To recruit, promote or reward staff.</p> <p>-To set the English level required for certain positions.</p> <p><b>Institutions of higher education.</b></p> <p>-To increase motivation by setting specific course objectives.</p> <p>-To increase the value of their diploma with and official validation of English proficiency prior to graduation.</p> <p>-To provide accurate</p>	<p>further language training learning goals and allocate training budget.</p> <p>-To compare levels of English language proficiency during language audits.</p> <p><b>High schools, colleges and universities.</b></p> <p>-To increase motivation by setting specific course objectives.</p> <p>-To check the progress of students at different stages in their courses.</p> <p><b>Private and public language training institutions.</b></p> <p>-To place in homogeneous English language groups, and encourage them to work towards targeted goals.</p>
--	---	---

	<p>information on language proficiency for resúmenes.</p> <p><b>Private and public language training institutions.</b></p> <p>-As a placement tool.</p> <p>-As an objective method for measuring post-training English proficiency.</p>	<p>-To validate training programs with a reliable external certification.</p>
<p>FORMAT</p>	<p><b>Listening Comprehension</b></p> <p><b>Section: 45 minutes.</b></p> <p><b>PART I:</b> Photos (20 questions)</p> <p><b>PART II:</b> Question-Response (30 questions)</p> <p><b>PART III:</b> Short conversations (30 questions)</p> <p><b>PART IV:</b> Short talks (20</p>	<p><b>Listening Comprehension</b></p> <p><b>Section: 25 minutes.</b></p> <p><b>PART I:</b> Photos (15 questions)</p> <p><b>PART II:</b> Question-Response (20 questions).</p> <p><b>PART III:</b> Short conversations and short talks (15 questions)</p>

	<p>questions)</p> <p><b>Reading Section: 75 minutes.</b></p> <p><b>PART V:</b> Incomplete sentences (40 questions)</p> <p><b>PART VI:</b> Error recognition (20 questions)</p> <p><b>PART VII:</b> Reading (40 questions)</p>	<p><b>Reading Section: 35 minutes.</b></p> <p><b>PART IV:</b> Incomplete sentences (30 questions)</p> <p><b>PART V:</b> Reading (20 questions)</p>
DURATION	<p>Total time: 2 hours</p> <p>(+ session introduction: 30 minutes)</p>	<p>Total time: 1 hour.</p> <p>(+ session introduction: 30 minutes)</p>
SCORE SCALE	<p>-Listening comprehension section: 5-495 points.</p> <p>-Reading section: 5-495.</p> <p>-Total: 10-990 points.</p>	<p>-Listening comprehension section: 10-90 points.</p> <p>-Reading section: 10-90 points.</p> <p>-Total: 20-180 points.</p>

### 2.3.6 Certificate of achievement

After knowing the results, each student receives the TOEIC Bridge Certificate of Achievement. This features:

- Student's name
- Listening score, Reading score, and Total test score
- Test date and location
- Administering organization
- Watermark on back
- A format that is suitable for framing



### 2.3.7 The Importance of Vocabulary within TOEIC Bridge

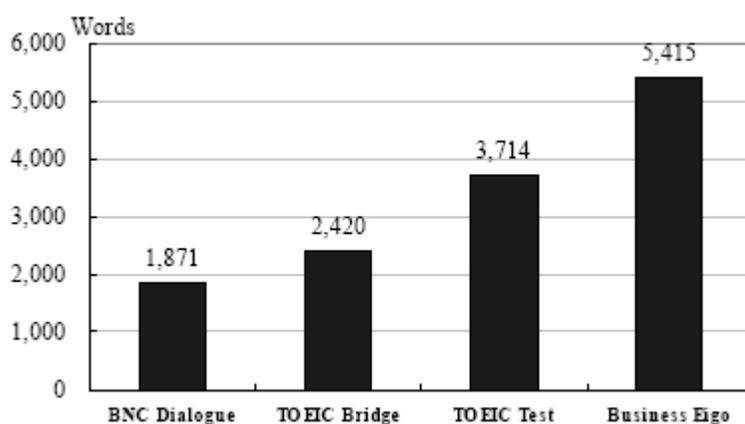
Learning vocabulary is essential to language learners. Words are the base of every language and the most important pieces of it. During the last decades, lexis started to be considered by researchers and theorists apart from the other four skills. According to Ghazal (2007) in *“Learning vocabulary in EFL contexts through vocabulary leaning strategies”*, *“Research has shown that many learners do use more strategies to learn vocabulary especially when compared to such integrated tasks such as listening and speaking”* (p. 10)

The lexical Management then is not only to know a considerable number of words, but also developing certain strategies to understand the right meaning of those words. *“Therefore, lexical competence is far more than the ability to define a given number of words and covers a wide range of knowledge which in turn requires a variety of strategies to gain the knowledge.”* (Ghazal, 2007)

When reading, there is certain vocabulary threshold that the reader has to possess. Vocabulary recognition is essential to understand correctly the meaning of a text. The number of words that you understand from a text, and the importance of them are relative. West (1926) quoted by Chujo and Chenung (2005) considered that “one unknown word in every fifty to be the minimum threshold for the adequate comprehension of a text”. Some other experts think that one unknown word every twenty (Laufer, 1989). Currently, experts get a consensus. The *threshold of minimal input is 95%* (Schmitt and McCarthy, 1997; Tono, et al., 1997; Read, 2000;

Nation 2001; and Hayashi, 2002). The importance then of managing a considerable number of words is imminent.

Chujo and Chenung (2005) in *“Utilizing the British National Corpus to analyze TOEIC Tests: The quantification of Vocabulary usage and the extraction of characteristically used words.”* compare the number of words that a person should have to cover this 95% of a text. (p 10)



**Figure 1. Vocabulary levels of the TOEIC test, the TOEIC Bridge test and two other Business- Oriented Vocabulary tests.**

*“The graph shows that for the TOEIC Bridge test, knowledge of 2,240 words is required to achieve the same level of coverage”* (Chujo and Chenung, 2005)

Nevertheless, the TOEIC Bridge test is considered to cover less vocabulary in comparison to the other proficiency tests. Most of the lexis needed to success in

the test is related to everyday life. The level of the vocabulary is the desirable for a high school student. (Chujo and Chenung 2005).

Proficiency tests evaluate the four essential skills but also some other areas. Chujo and Oghigian (2009) say that *“There are a number of factors that influence test scores including reading ability, listening ability, grammatical knowledge, writing ability, and the vocabulary size of the learner.”*

In order to advance in terms of vocabulary research is that certain word lists have been made.

In 2004, Chujo developed a 13,994-word lemmatized high frequency word list (HFWL) from the British National Corpus (hereafter BNC HFWL<sup>2</sup>) and she established a means for assessing the vocabulary levels of various texts and tests through text coverage. (Chujo and Oghigian, 2009, p. 123)

The context of each proficiency test is also important when talking about vocabulary lists. Some tests are centered mostly on business, so the vocabulary will be related to that topic. The contents of the TOEIC Bridge are mostly related to everyday life.

---

<sup>2</sup> The BNC HFWL is a list of 13,994 lemmatized words representing 86 million BNC words that occur 100 times or more (Chujo, 2004).

### 2.3.7.1 Contexts of the questions:

The following settings and situations usually appear in the TOEIC Bridge test.

HOUSING	Apartments, house, farms, buying and renting, repairs.
FAMILY AND FRIENDS	Activities with family members, invitations, pets.
HEALTH	Doctors, dentists, clinics, hospitals, general health and healthcare.
ATTITUDE AND FEELINGS	Feelings, likes and dislikes, small talk, social English.

SCHOOL	Classes, classrooms, subjects, teachers, students, books, homework.
OFFICES	Letters, memos, telephone calls and messages, fax and e-mail messages, office equipment and furniture, office procedures and small talk, planning (dates and times).

GENERAL BUSINESS	Sales, conferences, meetings, training, bills, banking, appointments, advertising.
------------------	--

FREE-TIME ACTIVITIES	Hobbies, sports, clubs and associations.
ENTERTAINMENT	Cinema, theater, music, art exhibitions, museums, sporting events.
DINING OUT	Lunches, dinners, restaurants, reservations.
SHOPPING	Groceries, clothes, and other purchases.
TRAVEL	Directions, trains, airplanes, taxis, buses, ships, ferries, tickets, schedules, station and airport announcements, car rentals, hotels, reservations.
NEWS	Weather forecasts, news programs, newspapers.

As Hutchinson & Water (1987).explain quoted by Chujo and Chenung (2004), there are certain branches that classify the English used for specific purposes.

...“Business English” is categorized as one of the branches of English used for specific purposes (ESP), all of which are differentiated from General English (GE). ESP is usually divided into three large categories according to the general nature of the learners’ specialization: EST (English for Science and Technology), EBE (English for Business and Economics), and ESS (English for Social Sciences) (p. 1).

To study the kind of vocabulary and understanding of a text in the TOEIC Bridge test, Chujo (2004) was centered in the frequency of some words that might help the reader to comprehend a text. These words form what is called the “vocabulary threshold” (Laufer, 2010). TOEIC Bridge Vocabulary threshold is about 2.040 words, less than the TOEIC full test. The knowledge of our own *vocabulary threshold* will allow improving the results on proficiencies tests and will also allow teachers to set vocabulary goals and designing lexical syllabus.

### 2.3.8 The Importance of Grammar in the TOEIC Bridge

Every time we use our language to communicate with each other, we do it in an instinctive manner; we just communicate using our language. However, we never realize how we use it, we are not always aware of the set of rules that govern the language we speak. These set of rules is what linguists like Chomsky call Universal Grammar.

Regarding this innate use of the language, Finch G. (1999) in his book “How to Study Linguistics” states that *“one of the extraordinary things about language is the way in which we take it for granted as though it were a given fact of life like being able to breathe”* (p. 73)

Regarding the importance of grammar in second language learning the authors Richards J., Renandya W. (2001) in the book “Methodology in Language Teaching: An Anthology of Current Practice” *state that “people now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners’ language development will be severely constrained”* (p. 27)

This grammar or set of rules has four meanings, according to the authors Freeman D., Freeman Y (2004) in their book “Essential Linguistics” (p. 32). The meanings of grammar are the following:

- Grammar as a description of syntactic structure:
- Grammar as prescriptions for how to use structures and words

- Grammar as rhetorically effective use of syntactic structures
- Grammar as the functional command of sentence structure that enables us to comprehend and produce language.

These authors refer to the different tasks in which grammar is the main element. In high school, the students are taught grammar in a deductive or inductive approach, which means, delivering the grammar rules to explain how sentences are formed or getting the rules after an analysis of a sentence used as the example. The important thing is that every person learning a second or foreign language must be acquainted with the syntactic structures of the new language in order to understand the language in context.

The TOEIC BRIDGE contains 50 questions in the reading comprehension section. 30 of them correspond to the Incomplete Sentences where knowledge of grammar, or syntax, is essential to carry the task away successfully. The test taker must demonstrate a domain in verb conjugation, prepositions, and pronouns to fill in the blanks effectively. The second part consists of 20 questions regarding reading comprehension, where once again, the test taker must be familiarized with the grammatical rules involved in sentence formation.

According to the work of Parker F. and Riley K. (2010) “Essential Linguistics” (P. 29) the words in a language are organized into different categories, or traditionally, parts of speech. Also, they declare that words in phrases must have a particular left-to-right ordering. These rules apply for every language, all of them have nouns, verbs, adjectives, and all of them have an order in sentences and

phrases which vary according to each language. Approaching grammar might be a task in which students not only receive a book with all the grammatical patterns or rules of English, it is also necessary to distinguish appropriateness in context in order to apply the knowledge of English.

When analyzing these characteristics of the language, we refer to descriptive grammar, which is the study of the grammar in use when communicating; in other words, the syntactic structure of English. The authors Freeman D., Freeman Y. (2004) refer to descriptive grammar as follows:

In describing the syntactic structure of English, we have said that something doesn't sound like English. This phrasing may not sound very scientific. However, linguists use intuition of naive speakers to determine grammatical acceptability. This is the approach of descriptive scientists, and it differs from prescriptive rules laid down by grammar teachers. (p. 229)

On the other hand, there is a type of grammar that does not focus its attention on intuition for appropriateness, or said in other words, the study of the language in use, but on the study of the set of rules that govern the language called prescriptive grammar.

Reading as a receptive skill of English has two views according to Freeman D., Freeman Y. (2004) which are the semantic perspective of reading, regarding word recognition and text level. The second view is the socio-psycholinguistic view of reading, which acknowledges the importance of syntax in the study of languages and the study of reading. (p. 58)

Freeman D., Freeman Y. (2004) in the book “Essential Linguistics” emphasize the difference between these two perspectives as follows:

Those who take a socio-psycholinguistic view of reading regard syntax as an important component. Readers use acquired knowledge of syntactic patterns to predict the morphological categories of upcoming words. Proficient readers make substitutions that maintain the sentence syntax, they substitutes nouns for nouns or determiners for determiners (p. 242)

Taking into account that the TOEIC BRIDGE is a test that measures the ability of the students to read passages in English and to discriminate among different grammatical features, it is necessary a combination of both descriptive and prescriptive grammar in order to pass the test successfully. The knowledge of grammar that the TOEIC BRIDGE requires should be accurate enough to recognize the missing word in the first part of the reading section (word recognition

level of reading) and to comprehend effectively the reading passages in the second section of the test (socio-psycholinguistic perspective of reading).

# CHAPTER III

## HOW TO TEACH RECEPTIVE SKILLS BASED ON TOEIC BRIDGE TEST

---

## HOW TO TEACH LISTENING BASED ON TOEIC BRIDGE.

### 3.1 LISTENING SECTION

As seen previously, the Listening Section of the TOEIC Bridge is divided into three parts: Photographs, Question-Response, and Short Conversations and Short Talks.

#### 3.1.1 PART I PHOTOGRAPHS

In the first part of the Listening Section that corresponds to Photographs, students have to look to a picture and then listen to four short statements. The aim is that students have to be able to choose the statement that best describes the picture.

Example:

You will see:



You will hear:

- (A) The boys are laughing.
- (B) The boys are reading.
- (C) The boys are fighting.
- (D) The boys are painting.

Statement (B), “The boys are reading,” best describes what it is seen in the picture. Therefore, students should choose answer (B).

Sample Answer



Listening Skill:

To answer correctly the first part of the Listening Section, the skill required corresponds to the anticipation of what speakers are going to say. (Chapter 2.1.3)

### 3.1.2 PART II QUESTION-RESPONSE

In the second part of the Listening Section that corresponds to Question-Response, students have to listen to a question or statement followed by three responses. The objective is that students choose the best response to each question or statement.

Example:

You will hear:            Good morning, John. How are you?

You will also hear:

(A) I am fine, thank you.

(B) I am in the living room.

(C) My name is John.

The best response to the question “How are you?” is choice (A), “I am fine, thank you.” Therefore, students should choose answer (A).

Sample Answer

(B)  (C)  (D)

Listening Skill:

The following chart shows the skills required for this type of exercise based on ideas discussed in Listening Skills (Chapter 2.1.3)

Authors	Listening Skills required for the Listening Comprehension exercises
Lynch and Mendelsohn (2002)	<ul style="list-style-type: none"> <li>➤ In most cases, it is necessary to process and respond to the message at the same time.</li> </ul>
McDonough & Shaw (1993)	<ul style="list-style-type: none"> <li>➤ To use language data to anticipate what speakers are going to say</li> </ul>

### 3.1.3 PART III SHORT CONVERSATIONS AND SHORT TALKS

In the third part of the Listening Section that corresponds to Short Conversations and Short Talks, students have to listen to fifteen short talks or conversations. The aim is that students have to read a question followed by four answers. After listening to a short talk or conversation, they have to choose the best answer to each question.

Example:

(Short Conversations)

You will hear:

(Man) Do you have any children, Mrs. Wilson?

(Woman) Yes, we have a boy who's three and a girl who's six.

(Man) They must keep you very busy.

You will read:

How many children do the Wilsons have?

- (A) Two.
- (B) Three.
- (C) Five.
- (D) Six.

The best response to the question is choice (A), “Two.” Therefore, you should choose answer (A).

Sample Answer



Listening skill:

To answer correctly the third part of the Listening Section that corresponds to Short Conversations, the skills required are shown in the following chart. (Chapter 2.1.3)

Authors	Listening Skills required for the Listening Comprehension exercises
---------	--

Lynch and Mendelsohn (2002)	➤ Listening comprehension requires the use of the memory as the listener has to store information in order to respond the message.
McDonough & Shaw (1993)	➤ To store information in memory and know how to retrieve it later (...)

(Short Talks)

You will hear:

(Man) I'm sorry, but all passengers must get off the bus here. The driver says there's a problem with the motor. Another bus will be here to pick us up in half an hour so we can continue our trip.

You will read:

What was the problem?

- (A) There are too many passengers.
- (B) The bus is having engine trouble.
- (C) There is a lot of traffic.
- (D) The bus took the wrong road.

The best answer to the question is choice (B), “The bus is having engine trouble.” Therefore, you should choose answer (B).

Sample Answer



Listening skill:

To answer correctly the third part of the Listening Section that corresponds to Short Conversations, the skills required are shown in the following chart. (Chapter 2.1.3)

Authors	Listening Skills required for the Listening Comprehension exercises.
Lynch and Mendelsohn (2002)	Listening comprehension requires the use of the memory as the listener has to store information in order to respond the message.
McDonough & Shaw (1993)	To store information in memory and know how to retrieve it later (...)

## HOW TO TEACH READING BASED ON TOEIC BRIDGE

### 3.2 READING SECTION

As seen previously, the reading section of the TOEIC Bridge test is divided into two parts: Incomplete sentences and Reading comprehension.

#### 3.2.1 INCOMPLETE SENTENCES

In the first part of the reading section, examinees have to choose one word or phrase that best complete each sentence. In order to answer the questions candidates have to make use of their knowledge of English grammar, usage and vocabulary, as well as their overall reading skills.

Example:

Maurice is one \_\_\_\_\_ my best friends.

- (A) in
- (B) of
- (C) from
- (D) with

The sentence should be read “Maurice is one of my best friends”. Therefore, students should choose answer (B).

Sample Answer

(A) ● (C) (D)

In the following chart is presented the reading skills required for this kind of exercise according to the point of view of three authors analyzed on Reading Skills (Chapter 2.2.3)

Author	Reading Skills required for Incomplete Sentences exercises.
Mikulecky, B. (2010)	Guessing the meaning of unknown words from the context. Using such clues as knowledge of word parts, syntax and relationship patterns.
Dechant, E. (1991)	Comprehension of appropriate meaning to the context: semantic encoding.
Spiro, R., Bruce, B., and Brewer, W. (1990)	Identifying the words in context.

### 3.2.2 READING COMPREHENSION

In the second part of the reading section, test takers have to read different reading material such as notices, letters, forms and advertisements, and respond to questions based on the content of the materials. In order to respond this exercise correctly, students have to use their knowledge of vocabulary, structures and use of English as well as their reading skills.

Example:

## **Job Openings**

Part-time jobs available at Margate Hotel near shopping center. Kitchen staff, waiters, bellhops, drivers needed. Wages range from £8 to £10 per hour. For further information, call the assistant manager at 555-0174.

1. What is the advertisement for?

- (A) Hotel employment
- (B) Training courses
- (C) Restaurant food
- (D) Hotel rooms

The advertisement says that there are jobs available at Margate Hotel. Therefore students should choose answer (A)

Sample Answer

- (A)  (B)  (C)  (D)

2. What should you do to get more details?

- (A) Pay £8.
- (B) Talk to the kitchen staff.
- (C) Telephone the assistant manager.
- (D) Write to the newspaper.

The advertisement says that if more information is required you should call the assistant manager. Therefore examinees should choose alternative (C).

Sample Answer

- (A)  (B)  (C)  (D)

The following chart shows the reading skills required for this type of exercise based on the ideas discussed in Reading Skills (Chapter 2.2.3)

Authors	Reading Skills required for the Reading Comprehension exercises
Miculecky, B. (2010)	<ul style="list-style-type: none"> <li>➤ Skimming</li> <li>➤ Scanning</li> <li>➤ Inferring the main idea, using pattern and other clues.</li> <li>➤ Guessing the meaning of unknown words from the context.</li> <li>➤ Recognizing topics.</li> </ul>
Dechant, E. (1991)	<ul style="list-style-type: none"> <li>➤ Comprehension of units of increasing sizes. Text modeling.</li> <li>➤ Comprehending qualitatively different levels.</li> </ul>
Spiro, R., Bruce, B., and Brewer, W. (1990)	<ul style="list-style-type: none"> <li>➤ Recognition of the main idea or title.</li> <li>➤ Draw inference from material given.</li> <li>➤ Drawing inference from material given plus previous knowledge.</li> </ul>

### 3.3 Sample Lesson Plans.

#### LISTENING SECTION: PART I PHOTOGRAPHS

##### Lesson plan

**Identification:**

Student teacher:

Guidance teacher:

School:

Grade: 3<sup>rd</sup> year of secondary school.

Date:

Time: 90'

Name of the unit: What about news today?

R.A: Identify and extract general and specific information from the oral text given.

Teaching items: Key words.

Content previously taught in classes.

Teaching materials: White board, markers, textbook, radio, and CD.

**Motivation:** The teacher starts the class by asking students to think about an exciting or terrible piece of news they have read in a national or international newspaper.

**Presentation:** Pre-listening activities:

- The teacher makes students look at three newspaper headlines to predict the content of the stories.
- The teacher makes students recognize and understand the meaning of key words in context.

**Practice and production:** While listening activities:

- The teacher makes students listen to each story quickly and check their predictions.
- The teacher makes students listen to each story again and answer some questions based on the text. (General and specific information)
- The teacher makes students look at some photographs that describe each story. Each photograph is followed by four statements. Students will listen to the four statements and choose the best.

**Post-listening activities:**

-The teacher makes students select one headline and asks them to invent a new story based on it.

**Evaluation:**

-The teacher assesses every student because of their participation in the activities.

**Assignment:**

-The teacher makes students study the contents because they will be the basis for next class.

**Time budget:**

Roll call:	05
Motivation:	10
Presentation:	30
Practice and production:	35
Evaluation:	10

## LISTENING SECTION: PART I PHOTOGRAPHS

### ACTIVITIES

#### PRE-LISTENING ACTIVITIES:

- Students look at three newspaper headlines to predict the content of the stories.



➤ Students identify the meaning of keywords in context.

- *Plunge*: fall

Example: The train left the track and plunged down the embankment.

- *Plea*: appeal

Example: She made an impassioned plea for help.

- *Nerd*: derogatory term for somebody who is a computer enthusiast.

Example: He was a real nerd in high school - I can't believe he's so handsome now.

- *Hacked into*: illegally entered somebody else's computer system.

Example: He hacked into the bank's computer.

- *Dare*: to be brave enough to do something difficult or dangerous.

Example: I wouldn't dare have a party in my flat in case the neighbors complained.

- *Get trapped*: unable to move or escape from a place or situation.

Example: The two men died when they were trapped in a burning building.

- *Shelter*: protection from bad weather, danger or attack.

Example: They opened a shelter to provide temporary housing for the city's homeless.

- *To be safe and sound*: not in danger or likely to be harmed.

Example: After three days lost in the mountains, all the climbers arrived home safe and sound.

- *To be tracked down to*: to find something or someone after looking for them in a lot different places.

Example: He finally managed to track down the book he wanted.

### **WHILE-LISTENING ACTIVITIES:**

- Students listen to each story quickly and check their predictions.

#### **Tapescript A:**

A: Did you read that story about the guy who went over the Niagara Falls?

B: No. What happened to him? Did he die?

A: No, he survived, amazingly enough.

B: Really, But I suppose he was wearing some kind of protection.

A: That's the incredible thing. He was just wearing ordinary clothes. He just jumped in, fell down 180 feet, and somehow managed to avoid hitting the rocks.

B: That's amazing! What did he do it for?

A: Apparently he just did it for a dare. He'd been talking about doing it for ages. His friends had bet him he wouldn't do it.

B: What a crazy guy!

A: You're not kidding. The strange thing is, before he jumped, people around him said he'd been smiling.

B: Wow! How weird!

**Tapescript 2:**

A: There was this story the other day about...this woman mountain climber...

B: Uh huh. What about her?

A: Well, she was stuck on top of a mountain, and she only managed to escape by sending text messages.

B: Gosh! Where did this happen?

A: In the Swiss Alps, I think. She was climbing with a partner. They'd been climbing for three hours when they got trapped in a terrible storm.

B: You're kidding!

A: No. But they built a shelter or something, and they hid in that.

B: Then what happened?

A: She started sending text messages to friends in London, and one of them sent a text back saying that the mountain rescue in Switzerland had been contacted.

B: Uh huh.

A: They tried to find them, but the weather was too bad- storms and everything.

B: Oh no!

A: Anyway, they were rescued the next night, and now they're safe and sound.

B: Thank goodness for that!

### **Tapescript 3:**

A: I was reading in the paper the other day about a schoolboy who hacked into the United States military computers.

B: No! Really? How old was he? 17? 18?

A: Actually he was only 14.

B: How did he do it?

A: Well, he'd developed his own software program, and he'd been using this to download films and music from the Internet.

B: I don't get it. What's that got to do with the US military?

A: Well, he'd figured that if he broke into these powerful military computers, he could use them to download stuff even faster, so he wasn't really to get to their secrets.

B: Oh, I see. I bet they were worried though.

A: They were. They got in touch with Scotland Yard, and this boy was tracked down to his house in North London.

B: And he's only 14! They should give him a job!

- Students answer some questions based on the text to identify general and specific ideas.

Instruction: Listen to each story and answer the following questions.

<i>Tapescript A:</i>	<i>Tapescript B</i>	<i>Tapescript C</i>
What is the main idea of the new?	What is the main idea of the new?	What is the main idea of the new?
What was he wearing some kind of protection?	How did she manage to escape?	What did he develop?
What did he do it for?	How long had they been climbing?	Why did he hack into the USA military computers?
What did the man avoid?	Where did she hide?	Where was he tracked down?

- Students have to look to a picture and then listen to four short statements. The aim is that students have to be able to choose the statement that best describes the picture.

Instruction: Look at each photograph and choose the statement that best describes it.

Students will see:



Students will hear:

- A) He just danced
- B) He just fell
- C) He just jumped
- D) He just walked

Students will see:



Students will hear:

- A) His friends had hit him because he wouldn't do it.
- B) His friends had bet him he wouldn't do it.
- C) His friends had got happy because he wouldn't do it.
- D) His friends had sung a song because he wouldn't do it.

Students will see:



Students will hear:

- A) She was talking on the phone
- B) She was sending messages
- C) She was searching for information
- D) She was waiting for somebody

Students will see:



Students will hear:

- A) They have been running
- B) They have been playing cards
- C) They have been looking at the mountain
- D) They have been climbing

Students will see:



Students will hear:

- A) A schoolboy who hacked into the US system
- B) A schoolboy who downloaded music from the US system
- C) A schoolboy who sent information to the US system
- D) A schoolboy who played games

## LISTENING SECTION PART II: QUESTION/ RESPONSE

### Lesson plan

#### Identification:

Teacher

School:

Grade: 3<sup>rd</sup> year of secondary school.

Date:

Time: 90'

Name of the unit: "Fiction"

R.A: Identify general information from an oral text.

Teaching items: Wh words and open questions.

Teaching materials: White board, markers, textbook, radio, CD, notebook, pencils, and quiz.

Motivation: Teacher asks students about their favorite movies, actors, genre, etc. by using Wh- questions.

**Presentation:** Pre-listening activities:

-The teacher makes students look at some pictures of movies and answer some questions about them.

-The teacher makes students observe a wall chart that explains the five forms of Wh/Questions and their uses.

-The teacher makes students repeat three examples of wh/ questions chorally and individually.

-The teacher makes students predict the topic of what they will listen to.

**Practice and production:**While listening activities:

-The teacher makes students listen to two movie reviews (twice).

-The teacher makes students recognize both films (name of the movie, plot, and characters).

-The teacher makes students create a chart in pairs with the characteristics of both movies. (He plays the listening again if it is necessary).

-The teacher makes students transform seven sentences related to the listening to transform them into questions.

Post-listening activities:

-The teacher makes students work in pairs. Each student must choose a movie in secret and write the

name of it on a piece of paper. Then, students stick the piece of paper on the forehead of a classmate who will be in charge of guessing the name of the movie by making WH questions about it.

**Evaluation:** -Teacher makes students listen to another movie review (twice) and answer a short quiz of ten questions about it.

**Assignment:**

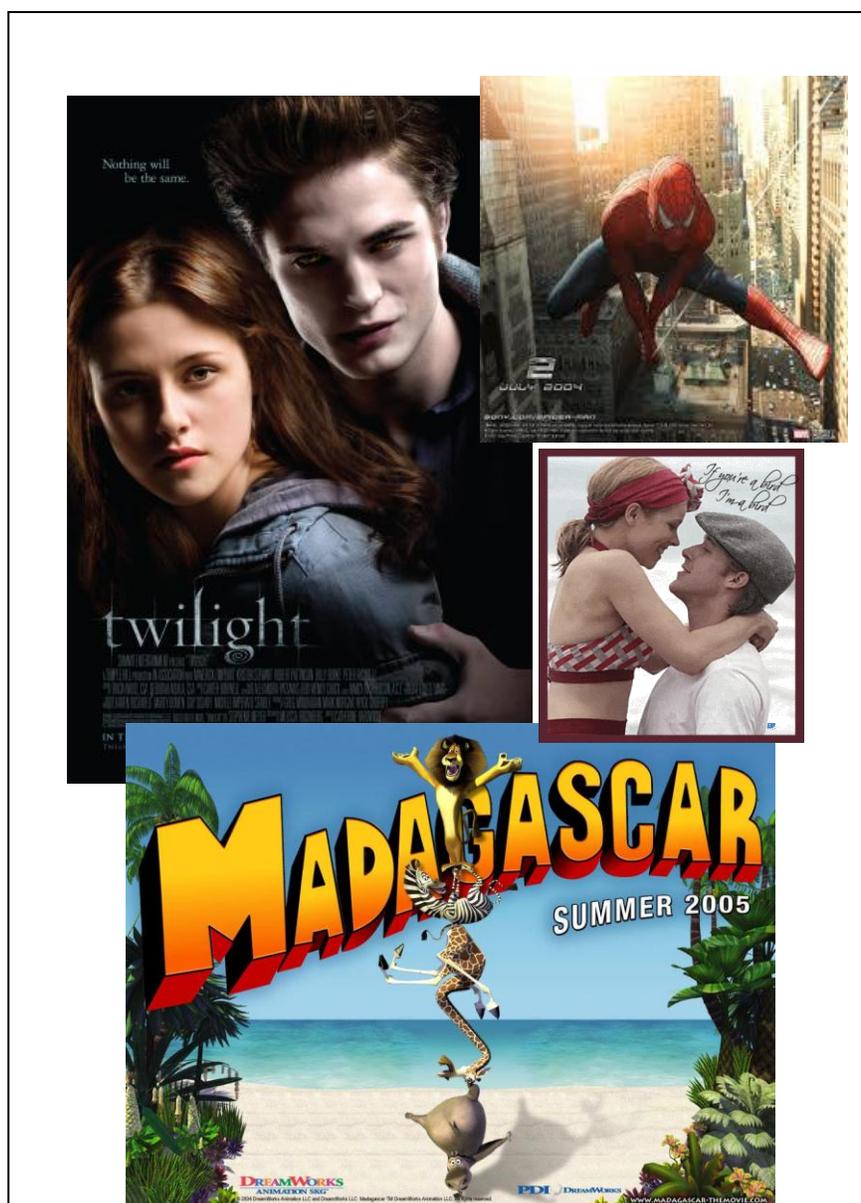
<b>Time budget:</b>	Roll call:	05
	Motivation:	05
	Presentation:	20
	Practice and production:	40
	Evaluation:	20

## LISTENING SECTION: PART II QUESTION/RESPONSE

### ACTIVITIES

#### PRE-LISTENING ACTIVITIES:

- Students look at some pictures of movies and answer some questions about them.



➤ Questions:

Do you know these movies?

What are they about?

When did you watch the movie?

Where did you watch the movie?

➤ Students recognize the meaning of key words in context.

- Hilarious: extremely funny and causing a lot of laughter

He didn't like the film at all - I thought it was hilarious.

- Awesome: causing feelings of great admiration, respect or fear

An awesome challenge/task lies ahead of them.

- Blockbuster: a book or film that is very successful, especially because it is exciting.

A blockbuster movie/novel.

- Anxious: eager to do something.

Developing countries which are anxious for hard currency can rarely afford to protect the environment.

- Jolly: happy and smiling

A jolly smile/manner/mood

- Twisted away: to turn something, especially repeatedly, or to turn or wrap one thing around another.

She sat there nervously twisting the ring around on her finger.

### **WHILE-LISTENING ACTIVITIES:**

- Students listen to two movies review to check predictions.

#### **Tapescript A:**

“Why pay to watch something when you can see it on TV for free? Well The Simpsons movie makes it clear that is aware of this. So, It doesn't try to be anything more than what it is, but what it is... is hilarious. It's one of the funniest movies I've seen in a long time. It's also a breath of fresh air to see a movie with some traditional animation... I almost forgot what that looked like! Everything today is CG (computer generated), literally! Everything! Somehow, some elements look like computer generated but for the most part is classic animation... and it's awesome! ....”

#### **Tapescript B:**

“...Twilight is the new blockbuster vampire emotion picture, amm... I'm not now... I have never been and have no plans to become a 12 year old girl... so this movie wasn't aimed in me... ah... It builds sort of vampire Romeo and Juliet... settled in

the pacific North West where Bella is the new kid in school and she meets a darkly hilarious young man with ah... pale face named Edward. Edward is from the Collin's families which are vampires...Christen Stewart is a very good actress in the role of Bella, almost better than the movie..."

- Students listen to the two movies review again and complete a chart with specific information.

	<b>FIRST MOVIE</b>	<b>SECOND MOVIE</b>
<b>NAME</b>		
<b>PLOT</b>		
<b>CHARACTERS</b>		

- Students listen to the 1<sup>st</sup> movie review and answer some question-response exercise.

Instruction: Listen to the recordings, read the question, and choose the best alternative.

What is the listening about?

- a) It's about movies
- b) 8 o'clock
- c) In November

What is the genre of the movie? (Simpsons' movie)

- a) It's a new film
- b) Comedy
- c) When Bart arrives

Why is the movie interesting?

- a) When Homer appears
- b) At the end
- c) Because is as good as the TV serie

**POST -LISTENING ACTIVITIES:**

- Students complete a chart about their favorite movie.

<b>NAME</b>	
<b>PLOT</b>	
<b>CHARACTERS</b>	
<b>SETTING</b>	
<b>FEATURES OF THE MAIN CHARACTER(S)</b>	

<b>DIRECTOR</b>	
<b>MOVIE'S YEAR</b>	

**EVALUATION:**

- Students listen to another movie review (twice) and answer a short quiz of ten specific questions about it.

**Tapescript C:**

“When the first Shrek animated movie appeared back in 2001, was actually refreshing. Mike Myers as the anxious ogre was the perfect guy to pop fine at the fairy tales and it worked so well that they did it again and again and again and again. Wasn’t that a Christmas TV Special?... Here we are with Shrek number 4. An ogre in a mid-life crisis... What happens after happily ever after? That’s the theme of the newest Shrek film... the not so jolly green giant has it all. Family, friends, a beautiful wife, but this ogre lost his modjo...and that’s where he meets the troll??????. The troll offers Shrek a deal. One day to get back to his old scary “self”. When Shrek signs, he is twisted away to a fairy tale nightmare... Troubles come right away. This is the way you bring life into series. With the witch granted, the movie turns into its ogre for life, as the green meany leans with how world would be like without him, his best friend and his wife don’t know him...and his fury friends have been through some big changes. Look in all the familiar voices in “Shrek forever after”, but it’s the new guy, Walt Dohn, who steals the show...”

### **Listening Quiz**

- 1) What is the name of the movie?
  - a) In 2010
  - b) Shrek Forever After
  - c) He became into a monster
  
- 2) When did the first Shrek movie appeared?
  - a) On august
  - b) In happily ever after
  - c) Fine, and you?
  
- 3) What happens when Shrek signs the document?
  - a) A nightmare starts
  - b) With his family
  - c) He went to school
  
- 4) What is the name of the troll?
  - a) To his house
  - b) It is Fiona
  - c) Next week

5) What happened with his fury friends?

- a) They are very close
- b) They do not wait
- c) They are fat

6) Why is everything a nightmare?

- a) Because his wife and friends does not know him
- b) To his house
- c) In the bedroom

7) How does the movie end?

- a) They live happily ever after
- b) At night
- c) It is not mentioned

**LISTENING SECTION: PART III SHORT CONVERSATIONS AND SHORT TALKS.**

**Lesson plan**

**Identification:**

Teacher:

School:

Grade: 3<sup>rd</sup> year of secondary school.

Date:

Time: 90'

Name of the unit: I feel like being interviewed!!!

R.A: Identify general and specific information from the oral text given.

Teaching items: Short conversations.

Teaching materials: Whiteboard, markers, notebooks, worksheet, radio, CD.

Motivation: -The teacher starts the class by asking the students if they have ever answered a survey. If so, what it was about and how the questions were asked.

**Presentation:** Pre-listening activities:

-The teacher makes students know an example of how surveys are generally conducted by asking the students questions related to themes like sports, entertainment and study habits.

-The teacher makes students recognize and understand how conversations take place in a communicative situation.

**Practice and production:**While- listening activities:

-The teacher makes students listen to the recording.

-The teacher makes students listen to the recording for a second time and answer the questions on their worksheet.

-The teacher makes students listen to the recording one more time while reading the script.

Post-listening activities:

-The teacher makes students check the answers.

**Evaluation:**

-The teacher assesses every student because of their participation in the listening activity.

**Assignment:** -The students create a survey in pairs and they are encouraged to study due to they will be asked questions about the lesson next class.

<b>Time budget:</b>	Roll call:	05
	Motivation:	10
	Presentation:	30
	Practice and production:	35
	Evaluation:	10

## **LISTENING SECTION: PART III SHORT CONVERSATIONS AND SHORT TALKS.**

### **ACTIVITIES**

#### **PRE-LISTENING ACTIVITIES:**

- The teacher explains what a survey is by asking questions like the following:

#### Sports

1. What is your favorite sport?
2. How often do you practice?
3. How long have you been practicing it?
4. Before finishing, can I have your last name?

#### Entertainment

1. Which do you prefer, films, theater or concerts?
2. How often do you attend these events?
3. How much money do you spend on each event?
4. Finally, can I have your name and address?

#### Study habits

1. How many courses are you taking?
2. How many hours do you study a day?
3. How many hours do you study per course?
4. What is the course you like the most?

### WHILE-LISTENING ACTIVITIES:

- Students listen to the recording and answer the questions.

The students will hear the following:

**Woman:** Excuse me sir, have you got a moment? I'm doing a survey on TV watching habits; can I ask you a few questions?

**Man:** Well, mmm, will it take long?

**Woman:** No, no, just a few minutes.

**Man:** Oh, ok, good, go ahead.

The students will read the following:

1. What is the survey about?
  - a) Car washing places.
  - b) TV watching habits.
  - c) TV news channels.
  - d) Bird watching.
  
2. How long is the survey?
  - a) Just a few hours
  - b) Just a few seconds
  - c) Just a few minutes
  - d) Only a few days.

The students will hear the following:

**Woman:** Well, first, mmm, let's see, most importantly, do you have a TV?

**Man:** Yeah, yes.

**Woman:** Right! Uh, we need a little basic information about you. First of all, can I have your first name?

**Man:** Mmm, Allen, it's spelled A-L- L- E-N

**Woman:** Ok, and your surname?

**Man:** Yes, mmm, Sylver.

**Woman:** Sylver,

**Man:** Emmm, do you want me to spell that?

**Woman:** Yes please.

**Man:** Ok, S-Y-L-V-E-R.

The students will read the following:

1. What did the woman ask first?

- a) She asked his number
- b) She asked his name
- c) She asked his address
- d) She asked the name of the city.

2. What is the man's surname?

- a) Silver
- b) Simber
- c) Sylver
- d) Synder.

The students will hear the following:

**Woman:** Right, and... Can I have your address?

**Man:** Yes, it's 13 Maine Road, Manchester.

**Woman:** Maine, Maine Road, is that M-I, no, sorry, is that M-A-I-N-E?

**Man:** That's right, yeah, M-A-I-N-E, yeah.

The students will read the following:

1. What is his address?

- a) 30 Mane Road, Manchester
- b) 13 Maine Road, Lancaster
- c) 13 Maine Road, Manchester
- d) 30 Main Road, Manchester

The students will hear the following:

**Man:** That's right, yeah, M-A-I-N-E, yeah.

**Woman:** And... Have you got a telephone?

**Man:** umm, yes.

**Woman:** Sorry, could I have the number?

**Man:** (chuckles) I'm sorry, I thought... I thought that you just wanted to know if I had a telephone, ok, the number is...it's 06177063.

**Woman:** 06177063.

**Man:** Uhu, That's right.

The students will read the following:

1. The man laughs because:

- a) He didn't understand the question.
- b) He thought that the question was silly.
- c) He thought it was an inappropriate question.
- d) He thought that the question was funny.

The students will hear the following:

**Woman:** And you're British?

**Man:** Actually, I'm Canadian, uhmm, I live in Manchester, but I was born in Toronto.

**Woman:** You don't have an accent.

**Man:** Well, I've been here a long time.

**Woman:** And, I'm sorry I have to ask your date of birth.

**Man:** That's OK, It's the 8th of October, 1959.

**Woman:** 08/10/59

**Man:** That's right, yes.

The students will read the following:

1. Where is the man from?

- a) He is from Cambodia
- b) He is from The Canary Islands
- c) He is from Cameroon
- d) He is from Canada.

The students will hear the following:

**Woman:** And are you married?

**Man:** No, I'm single.

**Woman:** Right, and... Could you tell me what you do for a living?

**Man:** What?

**Woman:** What's your job?

**Man:** Oh, well, I'm a teacher.

**Woman:** Really?

**Man:** Yeah, I work at the university.

**Woman:** Ah, ok, now, let's get up to the question about the TV, I'm just turning the page here...

The students will read the following:

1. The man doesn't have a wife because:

- a) She died.
- b) He never got married.
- c) He is divorced
- d) She left him.

2. What's the man's occupation?

- a) He is a high school teacher.
- b) He is unemployed.
- c) He is a university professor.
- d) He is a counselor at the university.

### SCRIPT

**Woman:** Excuse me sir, have you got a moment? I'm doing a survey on TV watching habits; can I ask you a few questions?

**Man:** Well, mmm, will it take long?

**Woman:** No, no, just a few minutes.

**Man:** Oh, ok, good, go ahead.

**Woman:** Well, first, mmm, lets, see, most importantly, do you have a TV?

**Man:** Yeah, yes.

**Woman:** Right! Uh, we need a little basic information about you. First of all, can I have your first name?

**Man:** mmm, Allen, it's spelled A-L- L- E-N

**Woman:** Ok, and your surname?

**Man:** yes, mmm, Sylver.

**Woman:** Sylver,

**Man:** Emmm, do you want me to spell that?

**Woman:** Yes please.

**Man:** Ok, S-Y-L-V-E-R.

**Woman:** Right, and... Can I have your address?

**Man:** Yes, it's 13 Maine Road, Manchester.

**Woman:** Maine, Maine Road, is that M-I, no, sorry, is that M-A-I-N-E?

**Man:** That's right, yeah, M-A-I-N-E, yeah.

**Woman:** And... Have you got a telephone?

**Man:** umm, yes.

**Woman:** sorry, could I have the number?

**Man:** (chuckles) I'm sorry, I thought... I thought that you just wanted to know if I had telephone, ok, the number is...it's 06177063.

**Woman:** 06177063.

**Man:** Uhu, That's right.

**Woman:** And you're British?

**Man:** Actually, I'm Canadian, uhmm, I live in Manchester, but I was born in Toronto.

**Woman:** You don't have an accent.

**Man:** Well, I've been here a long time.

**Woman:** And, I'm sorry I have to ask your date of birth.

**Man:** That's OK, It's the 8th of October, 1959.

**Woman:** 08/10/59

**Man:** That's right, yes.

**Woman:** And are you married?

**Man:** No, I'm single.

**Woman:** Right, and... Could you tell me what you do for a living?

**Man:** What?

**Woman:** What's your job?

**Man:** Oh, well, I'm a teacher.

**Woman:** Really?

**Man:** Yeah, I work at the university.

**Woman:** Ah, ok, now, let's get up to the questions about the TV; I'm just turning the page here...

## READING SECTION: PART I INCOMPLETE SENTENCES.

### Lesson plan

#### Identification:

Student teacher:

Guidance teacher:

School:

Grade: 3<sup>rd</sup> year of secondary school.

Date:

Time: 90'

Name of the unit: "Reviewing movies"

R.A: Identify general and specific information about the text "Movies".

Teaching items: Key words.

Teaching materials: Copies of the text "Movies", images, computer, projector, whiteboard, marker.

Motivation: The teacher motivates students towards the topic by showing them a picture of a movie (The Lord of the Rings).

**Presentation:**

Pre-reading activities:

-The teacher makes students answer questions about the picture: Ex. Which movie is it? Have you watched it? Do you like it? Do you like to watch movies? What is your favorite movie?

**Practice and production:** While reading activities:

-The teacher makes students read the text "Movies".

-The teacher makes students read the text and identify the type of text (interview, review or story)

-The teacher makes students read the text and identify the main idea of it.

-The teacher makes students answer a True or False exercise about the text.

-The teacher makes students read incomplete sentences about the movie "The lord of the Rings" and complete them by choosing the best word for each space.

-The teacher makes students volunteer to come to the whiteboard and write the correct forms of the sentences.

The teacher makes students listen to each story quickly and check their predictions.

Post reading activities:

-The teacher makes students write a short review about a film of their preference.

**Evaluation:**

-The teacher assesses every student because of their participation in the activities.

**Assignment:**

-The teacher makes students study the contents because they will be the basis for next class.

**Time budget:**

Roll call: 05

Motivation: 10

Presentation: 30

Practice and production: 35

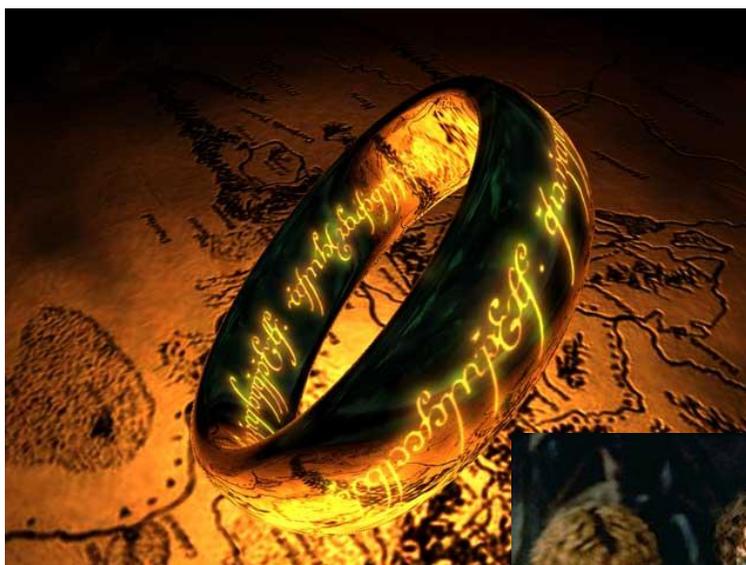
Evaluation: 10

**READING SECTION: PART I INCOMPLETE SENTENCES.**

**ACTIVITIES:**

**PRE-READING ACTIVITIES:**

- Students observe some pictures about The Lord of the Rings' Movie.



- The teacher makes students answer the following questions based on the pictures: Which movie is it? Have you watched it? Do you like it? Do you like to watch movies? What is your favorite movie?

**WHILE-READING ACTIVITIES:**

- Students read the following text and answer the questions below.

Films - The Lord Of The Rings: The Return Of The King

http://www.film.co.uk/film

# MOVIES

## Film Reviews

Reviewer's Rating ★★★★★ User Rating ★★★★★

### The Fellowship of the Ring

***One ring to rule them all. One ring to find them. One ring to bring them all and in the darkness bind them.***

Literally breathtaking. The Fellowship of the Ring is a flawless introduction to the world of Middle-Earth. It evokes a tangible sense of danger as Frodo the hobbit (Elijah Wood) sets out on his quest to destroy the all-powerful ring. It is the One Ring, an instrument of absolute power that could allow Sauron, the dark Lord of Mordor, to rule Middle-Earth and enslave its people. While the ring works its evil charm on Frodo, he and the wizard Gandalf (Ian McKellen) must fight battles with orcs and other beasties. Some scenes were so shocking they simply took my breath away. Peter Jackson's directoral genius has once again enabled him to transfer the Middle-Earth of the printed page to the screen. The acting was impeccable. Aragorn (Viggo Mortensen), brooding, intense and handy with a blade, was the film greatest's strength.

Highly recommended.

**Reviewed by Andrew Clemens**

---

### Your Review

Superb! The magnificent landscapes, beautiful sets and wonderful characters make this film a masterpiece. Although there's an over load of information and details, the story's perfectly consistent. Watch it again and again and you'll find something new each time.

**Janet (20), Canada**

---

I read Tolkien's trilogy last year and I adore his epic style. However, I think this latest film has a problem that comes from cramming so much story into only three hours. The casting couldn't have been better. Elijah Wood is perfect as Frodo and his character has grown with each film.

**Christian (19), Chile**

---

I came out of the cinema in a daze! The visual effects were stunning. I was on the edge of my seat watching in utter excitement. It's definitely a hit!

**Lorna (17), Australia**

---

I don't know why people liked this film so much. The story's so complex and the language so weird that I struggled to follow it to the end. It stinks! If you want adventure and emotion, see Star Wars. You won't get bored!

**Josh (16), UK**

II. - Answer the following question:

1. - What kind of text is it?

- a) interview                      b) review                      d) story

III. - Read the following statements about the text and decide if they are TRUE or FALSE.

Justify the FALSE ones.

1. - \_\_\_\_\_ The film is considered a masterpiece.
2. - \_\_\_\_\_ The actors didn't perform as expected.
3. - \_\_\_\_\_ Peter Jackson was able to carry the essence of the book to the screen.
4. - \_\_\_\_\_ In the movie, Sauron wants to free the people of the Middle-Earth from the evil power of the ring.
5. - \_\_\_\_\_ The special effects are not of very good quality.

IV. - Complete the following sentences taken from text by choosing the best word that fills in the gaps.

1. - The acting was \_\_\_\_\_.

- a) beauty    b) greater    c) great    d) big

2. - The Fellowship of the Ring is a \_\_\_\_\_ introduction to the world of Middle-Earth.

- a) mistake    b) perfect    c) error    d) original

3. - It evokes a tangible sense of danger as Frodo the hobbit sets out on his \_\_\_\_\_ to destroy the all-powerful ring.

- a) walk      b) way      c) passage      d) journey

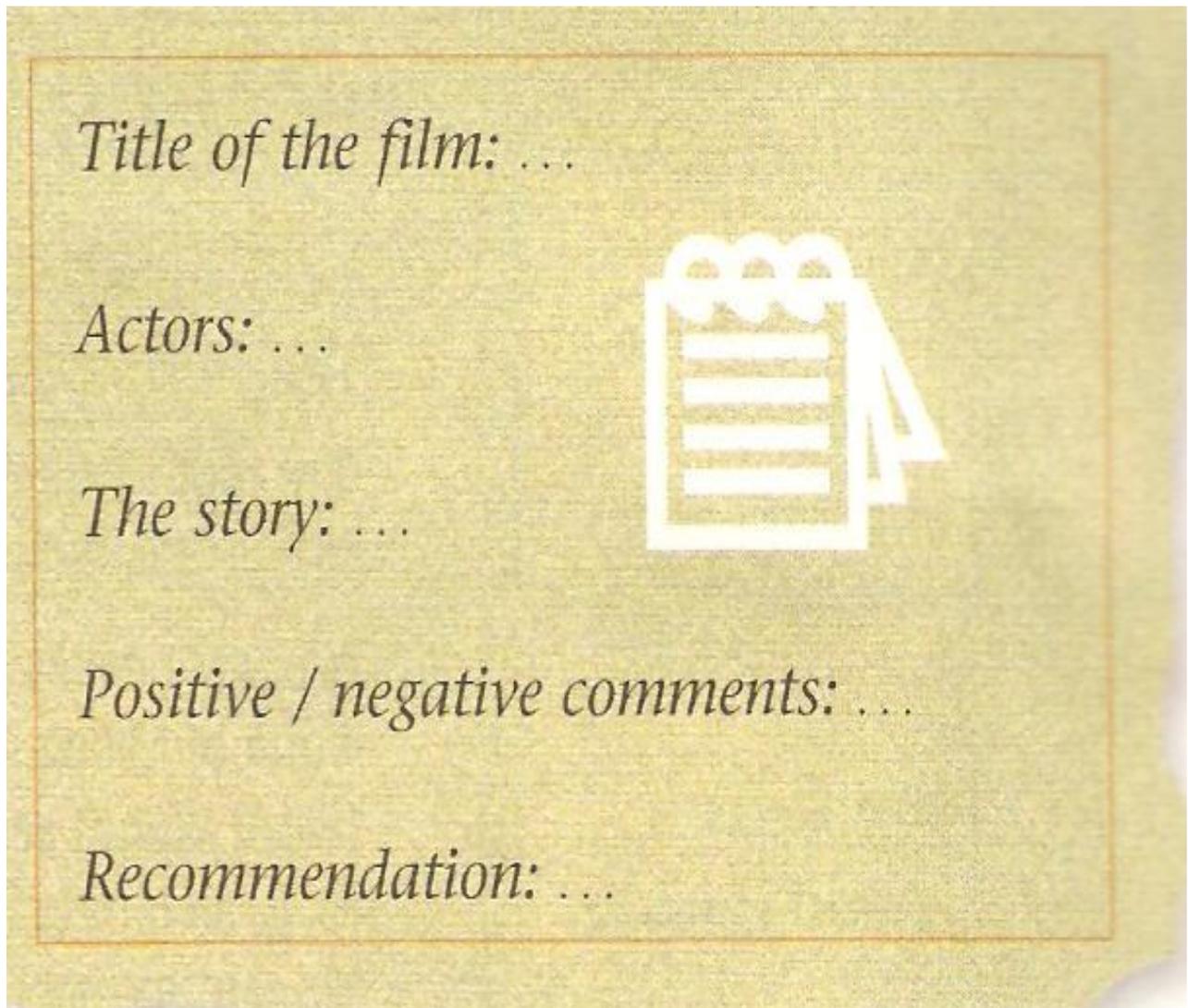
4. - Some scenes were so \_\_\_\_\_ they simply took my breath away.

- a) stunning      b) clear      c) bright      d) shine

5. - The visual effects were \_\_\_\_\_.

- a) enormous      b) impressive      c) colossus      d) large

V. - Choose a film of your preference and write a short review.



*Title of the film: ...*

*Actors: ...*

*The story: ...*

*Positive / negative comments: ...*

*Recommendation: ...*

## READING SECTION: PART II: READING COMPREHENSION

### Lesson plan

Identification:

Teacher

School:

Grade: 3<sup>rd</sup> year of secondary school.

Date:

Time: 90'

Name of the unit: Signs and notices.

R.A: Extract general and specific information from a text.

**Teaching materials:** Whiteboard, markers, data, notebook, handouts, pencils.

**Presentation:** Pre-reading activities.

-The teacher motivates students towards the topic by showing them pictures about traffic signs.

-The teacher makes students answer questions about the pictures.

## **Practice and Production:While-Reading**

-The teacher makes students have a brief look at the text and check their predictions.

- The teacher makes students identify what the text is about.

-The teacher makes students identify what is and what is not in the text.

-The teacher makes students match the notices with their corresponding meaning.

Post- reading activities.

-The teacher makes students create a notice.

### **Evaluation:**

-The teacher assesses every student because of their participation in the activities

### **Assignment:**

-The teacher makes students study the contents because they will be the basis for next class.

### **Time budget:**

Roll call:	05
Motivation:	10
Presentation:	30
Practice and production:	35
Evaluation:	10

## READING SECTION: PART II: READING COMPREHENSION

### ACTIVITIES:

#### PRE-READING ACTIVITIES:

- Students look at some pictures about signs and answer some questions related to them.



Have you ever seen a traffic sign? How do they look like?

What are these signs? Do you recognize them? Where can you find them?

### **WHILE-READING ACTIVITIES:**

a) Students read the following text.

Text:

#### **Traffic Signs and Rules of the Road**

There are traffic rules that say where, when and how fast you can drive. These rules help to keep traffic moving safely. Rules of the road include traffic controls, lane controls, right-of-way laws, and parking rules.

Traffic signs tell you about traffic rules, hazards, where you are, how to get where you are going, and where services are located. The shape and color of these signs give clues to the type of information they provide.

Traffic controls include traffic signals, traffic signs and pavement markings. Traffic control also can be provided by law enforcement, highway personnel or school crossing guards. Don't forget you must obey directions from these persons.

b) Students answer the following questions.

1. What is the text for?

- a) To explain what traffic signs are.
- b) To make people obey the rules.
- c) To know what traffic controls include.
- d) To teach others about traffic signs.

2. What are the traffic signs for?

- a) To control people.
- b) To obey directions.
- c) To make people drive and move safely.
- d) To make the cities more colorful.

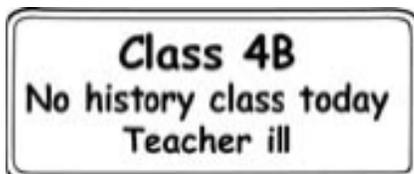
c) Read again, choose what information is present in the text and tick the correct column.

Sentence	X	✓
1. Traffic signs tell you what to do.		
2. Without traffic signs there would be more accidents.		

3. Besides traffic signs, there are people looking for our safety.		
4. You must not obey armed forces.		

d) Choose and circle the most suitable meaning for each notice.

1.



- a. You should put things back in the right place
- b. These students do not have a lesson plan.
- c. The history teacher is sick.

2.



- a. You cannot go through into here.
- b. Go here if you have lost something.
- c. Cell phones are not allowed to be turned on.

3.



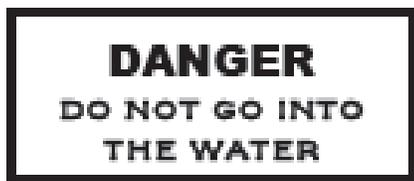
- a. You must walk in this place.
- b. You must not drive fast here.
- c. You can drive here next week.

4.



- a. You can drive here next Monday.
- b. You can play football here after midnight.
- c. You should not read here.

5.



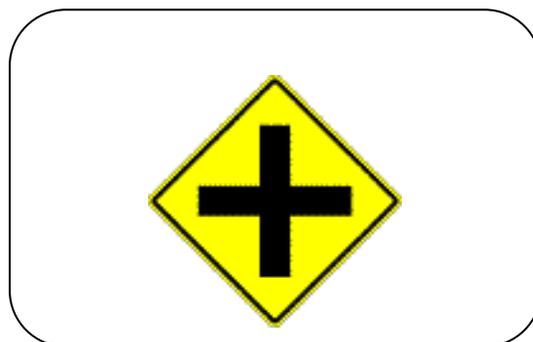
- a. You cannot take a shower here.
- b. You should not walk on the water.

c. You should not swim here.

**POST-READING ACTIVITIES:**

a. Draw a traffic sign for the following meanings.

Ex: Cross road



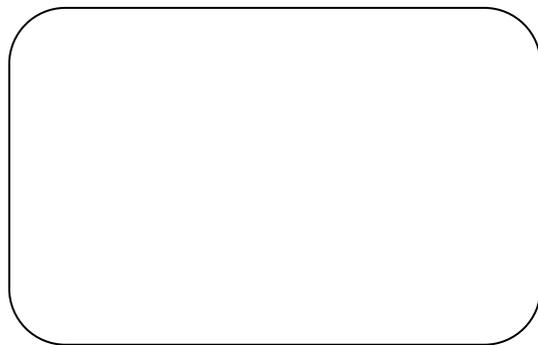
1. Gas Station



2. Playground Zone



3. Parking for disabled.



### **3.4 Tips for developing effective reading and listening skills.**

Anytime we make our students read and listen to, it is important to help them by teaching some useful tips so as to improve their receptive skills. This, at the same time, will certainly have a positive result when facing TOEIC Bridge's reading and listening section. Below we present some suggestions for teachers to follow when working reading and listening material with different purpose and different skills required.

- As the authors Hadfield, J. and Hadfield C. (2008) pointed out, it is important that learners know what they are listening and reading for and why. Taking this into account, we recommend that teachers should facilitate the teaching of receptive skills by asking students to read the statements (questions) before analyzing the written or oral text. By doing this, students will have a clear idea about the task that is being requested.
- Giving learners opportunities to bring their own background knowledge and experience into the classroom.
- It is vital that students can be in contact with authentic reading and listening material as much as possible. Some examples of authentic material are: answering-machine messages, store announcements, announcements on public transportation, minilectures, and narrative recounts, newspapers, the internet, books, and magazines. Students should get involved into a wide range of topics like sports, technology, science, fiction, business, etc. The increasing use of computerized messages on the telephone by companies

and public utilities can also provide a rich source of authentic data. The materials should include monologues as well as dialogues. This will prepare them to deal with real English texts, which are mainly present in TOEIC Bridge test.

- Concerning intensive and extensive reading and listening, teachers should make use of these types of material as a tool to reinforce receptive skills. For doing so, teachers can make students read and listen to text with themes of their own preference. This will increase their interest in reading and listening activities.
- It is advisable that students should not try to understand every word when they read or listen to a text. Instead, learners should focus their attention in understanding main ideas within the text and searching for key information.
- Sometimes it happens that students do not understand key words in the text that prevent them from getting the main idea of it. When this occurs it is advisable to tell students to read the information 'around' the word, and then read the sentences before and after this. By doing this, they will get clues about what that word might mean.
- Beginner students should start reading texts written for children and/or teenagers. The language and grammar in this type of texts are simpler, and concepts are easier to understand. By doing this, they will be able to develop basic reading skills.

- When reading or listening to a text, learners should establish different steps that might allow them to understand it at different levels of comprehension (from general to specific). So for example, they should start by identifying the topic of the text. Then they should look for the main idea of it. After that, they should get details contained within the text. All of this involves working with information present in the text. For achieving this effectively students should make use of their skimming and scanning skills.
- Teachers should tell students not to rush when reading a passage. Learners should start reading slowly and then increase their speed as they improve their reading skills in English.
- Teacher should advise students to read and understand all the questions about the text or passage given first. This will help them focus on the information they are asked to retrieve from the text.
- Students should work on vocabulary. Looking up for definitions of words will help them acquire more vocabulary which will make it easier for them to understand what they read.
- Teachers should tell students to look for the main idea of the text first. The first sentences of a paragraph usually convey the gist or theme of the whole text. It is a good idea to use a pencil and underline the sentences that express the main idea of the text so that to come back to it if it is necessary.

- It is also advisable to tell students to highlight or underline sentences or phrases that they consider contain important information. This will help them get specific information or details within the text and know where they are so that learners can locate them quickly when answering questions that require detailed information.
- Having a regular reading habit helps students to improve their reading skills in general. In this sense, teachers should encourage their students to read short texts or passages regularly so that they can enhance their different reading abilities.
- Teachers should tell students that reading comprehension is not reading aloud. When trying to understand a text, students should read it silently. This will allow them to concentrate on what they are reading.
- Teachers should tell students not to try to memorize anything from what they read. Memorizing is usually a waste of time and not very useful to really understand what the text or passage is about.
- Teachers should encourage students not to translate as they read. Translation should be the last option when trying to understand a text.
- It is a good idea that after reading a text, such as a story, review, piece of news, etc., students sum up the ideas contained in the text in a chart, mind map, list, etc. Teach them to do it by including the names of major and

minor characters, major and minor settings, conflicts occurring between characters, key events, major resolutions and author's purpose in boxes.

- Use the listening or reading and the language work as the basis for work in a different skill, for example, speaking or writing.
- When taking a test like TOEIC Bridge you should make your students aware of the following considerations:

i) No matter what type of question they are dealing with, tell them to eliminate any answer choice that runs contrary to the passage's overall thesis.

ii) Most standardized tests have time limits for each section. In this sense, it is important to know how many total passages you have to read and roughly how many questions there are for each passage before you begin the exam. Take your total time limit for the reading comprehension section and divide it by the total number of passages. This number is about how many minutes you should spend on each section.

iii) If they run into a particularly difficult question, tell them to consider skipping it and coming back later if time allows.

## Conclusion

“Everybody says that Chile needs to become a bilingual country, so this is our starting point.” (Lavín, J. 2010)

This was the beginning of a big change in the way the teaching of English was considered in our country. Schools started to think how they could improve the level of English in their students due to the implementation of a new test that will measure the level of Reading and Listening Comprehension in students from 3<sup>rd</sup> grade.

We know that this starting point was a challenge for schools, because there are weaknesses in how learners comprehend an oral or written text. We could notice this in our student teaching practice at high schools.

We took this research as a guide for teachers of English, when giving tips to develop effective reading and listening skills not only for taking the TOEIC Bridge, but to create motivating classes that deal with common real life situations.

We hope this investigation would be a basis for future research when knowing the results of the test that will show the real level of English in students in both, listening and reading skills.

## Bibliography

### Written sources

- Anderson, A., Lynch, T. (2002). *Listening*. Oxford, UK. Oxford University Press.
- Bond, G., Tinker M., Wasson B., Wasson J. (1989). *Reading Difficulties: Their diagnosis and Correction*. Englewood Cliffs, NJ: Prentice Hall
- Chujo, K., Chenung, M. (2004). *Comparing the Three Specialized Vocabularies Used in 'Business English,' TOEIC, and British National Corpus Spoken Business Communications*.
- Chujo, K., Chenung M. (2005). *Utilizing the British National Corpus to analyze TOEIC Tests: The quantification of Vocabulary usage and the extraction of characteristically used words*. (Chujo K., & Chenung M, Trans.) Tokyo: Kagensha. (Original work published in 1997)
- Chujo, K., Oghigian, K. (2009). *How many words do you need to know to understand TOEIC, TOEFL & EIKEN? An examination of text coverage and High frequency vocabulary*.
- Dechant, E. (1991) *Understanding and Teaching Reading: An Interactive Model*. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

- Diller, K. (1978). *The Language Teaching Controversy*. Rowley, MA: Newbury House.
- Feyten, C.M. (1991). *The Power of Listening Ability: An Overlooked Dimension in Language Acquisition*. *The Modern Language Journal*, vol. 75, 173-180.
- Finch, G. (1999) *How to Study Linguistics*. New York: St. Martin's Press.
- Freeman, D. (2004) *Essential Linguistics*. Portsmouth, NH: Heinemann.
- Hadfield, J., Hadfield, C. (2008) *Introduction to Teaching English*. Oxford, UK. Oxford University Press.
- Harmer, J. (2007). *The Practice of English Language Teaching*. 4<sup>th</sup> edition. Harlow, UK. Pearson Longman.
- Hutchinson, T., Waters, A. (1987). *English for Specific Purposes*. Cambridge: CUP.
- Krashen, S. (1988). *Second Language Acquisition and Second Language Learning*. Upper Saddle River, NJ. Prentice-Hall International.
- Laufer, B. (1992). *How much lexis is necessary for reading comprehension?* In L. Arnaud and H. Bejoint (eds.), *Vocabulary and applied linguistics*. London: McMillan. 126-132.
- Lynch, T. (1983) *Study listening: Understanding lectures and talks in English*. Cambridge, UK. Cambridge University Press.

- Nation, P. (2001). *Learning Vocabulary in another language*. Cambridge: Cambridge University Press.
- McNamara D. (2007). *Reading comprehension strategies: Theories, interventions and technologies*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Meddings, L., Thornbury, S (2009). *Teaching Unplugged: Dogme in English Language Teaching*. Peaslake: Delta
- Ministerio de Educación. (1998). *Curriculum: Objetivos Fundamentales y Contenidos Mínimos Obligatorios de la Educación Media. Decreto 220*. Santiago. Gobierno de Chile.
- Ministerio de Educación. (2010). *Orientaciones para la medición SIMCE Inglés*. Santiago. Gobierno de Chile.
- O'Malley, J. M., Chamot, A. U. (1989). *Listening comprehension strategies in second language acquisition*. Oxford, UK. Oxford University Press.
- Parker, F., Riley, K. (2010) *Linguistics for Non-Linguists: Fifth Edition*. Boston: Allyn and Bacon.
- Read, J. (2000). *Assessing Vocabulary*. Cambridge: Cambridge University Press.
- Richards, J., Rodgers T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press

- Richards, J., Renandya. W. (2001) *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Rilcy, R. (2008). *Achieve TOEIC Bridge: Test-preparation guide*. London, U.K: Marshall Cavendish Education.
- Rojas C. (2010). *Diario La Nación*. Chile.
- Rost, M. (2002). *Teaching and Researching Listening*. London, UK. Longman.
- Schmitt, N., McCarthy, M. (1997). *Vocabulary, Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.
- Smith, F. (1994). *Understanding Reading*. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.
- Snow, C. (2002). *Reading for understanding*. Santa Monica, CA: Rand.
- Spiro, R. (1990). *Theoretical Issues in Reading Comprehension: Perspective from Cognitive Psychology, Linguistics, Artificial Intelligence, and Education*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Stoodt, B. (1981). *Reading Instruction*. Boston: Houghton Mifflin Company.
- *TOEIC tests: The quantification of vocabulary-usage levels and the extraction of characteristically used words*. *TOEIC Research Report*, 3, 1-23.

- West, M. (1926) *Learning to read a foreign language*. London: Longman, Green & Co.
- Winitz, H. (1981). *The comprehension approach to foreign language instruction*. Rowley, MA. Newbury House Publishers.

### **Electronic sources.**

- Byrnes, H. (1984). *The Role of Listening Comprehension: A theoretical Base*. Foreign Language Annals, vol. 17, 317-329. Retrieved on September 2010 from <http://onlinelibrary.wiley.com/doi/10.1111/j.1944-9720.1984.tb03235.x/abstract>
- Center, Y., Freeman, L., Robertson, G. and Outhred L (1999). *The effect of visual imagery training on the reading and listening comprehension of low listening comprehenders in Year 2*. *Journal of Research in Reading*, 22. Retrieved on August 2010 from <http://werken.ubiobio.cl/>
- Córdova, P., Coto, R., Ramírez, M. (2005). *La Comprensión Auditiva: definición, importancia, características, procesos, materiales y actividades*. Actualidades investigativas en educación. [PDF Document]. Retrieved on August 2010 from <http://redalyc.uaemex.mx/pdf/447/44750107.pdf>

- Cortés, P. (2008). *Audiolingualism; CLT; Introduction to linguistics; Natural Approach, Total Physical Response; the Nature of language and language learning*. [PowerPoint slides] Retrieved from Applied Linguistics course.
- Chujo, K., & Genung, M. (2005). *Utilizing the British National Corpus to analyze TOEIC tests: The quantification of vocabulary-usage levels and the extraction of characteristically used words*. TOEIC Research Report, 3, 1-23. Retrieved on October 2010 from [http://www.toeic.or.jp/toeic\\_en/pdf/newsletter/KiyomiChujo\\_E.pdf](http://www.toeic.or.jp/toeic_en/pdf/newsletter/KiyomiChujo_E.pdf)
- Dunkel, P. (1991). *Listening in the Native and Second /Foreign Language: Toward an Integration of Research and Practice*. TESOL Quarterly, vol. 25. Retrieved on September 2010 from <http://www.jstor.org/pss/3586979>
- ETS. (2007). *TOEIC Bridge: Examinee Handbook*. Retrieved on October 2010 from [http://www.ets.org/Media/Tests/TOEIC/pdf/TOEIC\\_BridgeExam.pdf](http://www.ets.org/Media/Tests/TOEIC/pdf/TOEIC_BridgeExam.pdf)
- Geke, C., Laufer, B. (2010). *Lexical threshold revisited: Lexical text coverage, learners' vocabulary size and reading comprehension. Reading in a foreign language*. Reading in a foreign language. Vol: 22, N° 1 ISSN: 1539-0578. Retrieved on October 2010 from <http://www.nflrc.hawaii.edu/rfl/April2010/articles/laufer.pdf>
- Ghazal, L. (2007). *Learning vocabulary in EFL contexts through vocabulary leaning strategies*. Novitas Royal, research on youth and language. Vol: 1(2)

ISSN: 1307-4733. Retrieved on October 2010 from  
<http://www.novitasroyal.org/Ghazal.pdf>

- Gobierno de Chile (2010). *Ministro Lavín presentó el nuevo Simce de Inglés*. Retrieved on September 2010 from  
<http://www.gobiernodechile.cl/informa/2010/07/23/ministro-lavin-presento-el-nuevo-simce-de-ingles.htm>
- Graddol, D. (2006). *English Next*. Retrieved on October 2010 from  
<http://www.britishcouncil.org/learning-research-english-next.pdf>
- James, C.J. (1984). *Are you Listening?: the Practical Components of Listening Comprehension*. Document resume. Retrieved on September 2010 from  
[http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED226580&ERICExtSearch\\_SearchType\\_0=no&accno=ED226580](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED226580&ERICExtSearch_SearchType_0=no&accno=ED226580)
- Inglés, el idioma que no conoce límites ni fronteras. (n.d.). *In Inglés sin barreras*. Retrieved on September 2010 from  
<http://www.inglessinbarreras.cl/pdf/ingles.pdf>
- Mikulecky, B. (2009). *Teaching Reading in a Second Language*. *ESL Magazine*, 68. PDF document retrieved on August 2010 from  
<http://edition.pagesuite->

professional.co.uk/Launch.aspx?referral=mypagesuite&refresh=8c0B1Nt9Gi40&PBID=a8bcc17a-4d75-4dc0-8008-fad1028e6c29&skip=

- MINEDUC. (2004). *Resultados Nacionales del Diagnóstico de Inglés*. Retrieved on October 2010 from [http://www.rmm.cl/usuarios/jriva/doc/200609251337550.cambridge\\_resultados\\_simce.pdf](http://www.rmm.cl/usuarios/jriva/doc/200609251337550.cambridge_resultados_simce.pdf)
- MINEDUC (2010). *Ministro Lavín presentó el nuevo Simce de Inglés*. Retrieved on September 2010 from [http://www.mineduc.cl/index2.php?id\\_portal=1&id\\_seccion=10&id\\_contenido=11734](http://www.mineduc.cl/index2.php?id_portal=1&id_seccion=10&id_contenido=11734)
- Obilișteanu, G. (2009). *Improving Receptive and Productive Skills. Behavioral-social sciences and foreign languages*, 14. PDF Document retrieved on August 2010 from <http://werken.ubiobio.cl/>
- Oxford, R. (2001). *Integrated Skills in the ESL/EFL Classroom. ESL Magazine*, 6. Retrieved on August 2010 from <http://www.eslmag.com/>
- Pang, E. S., Muaka A., Bernhard E. B. and Kami M. L. (2003). *Teaching reading*. Retrieved on August 2010 from <http://www.ibe.unesco.org>
- Santome, T. (1994). *Ingles como lengua internacional*. Retrieved on October 2010 from [http://www.tdr.cesca.es/TESIS\\_UJI/AVAILABLE/TDX-1113103-115747//cap2.pdf](http://www.tdr.cesca.es/TESIS_UJI/AVAILABLE/TDX-1113103-115747//cap2.pdf)

- “Top Ten Internet Languages”. In *Internet World Stats*. Retrieved on September 2010 from <http://www.internetworldstats.com/stats7.htm>
- Waring, Rob. (2003). *The Relationship between Extensive Reading and Extensive Listening*. Retrieved on September 2010 from <http://www1.harenet.ne.jp/~waring/el/>.
- Wipf, J. (1984). *Strategies for Teaching Second Language Listening Comprehension*. *Foreign Language Annals*, vol. 17, 345-348. Retrieved on September 2010 from <http://onlinelibrary.wiley.com/doi/10.1111/j.1944-9720.1984.tb03240.x/abstract>
- XU Fang (2008). *Listening comprehension in EFL teaching*. [PDF Document]. Retrieved on August 2010 from <http://www.linguist.org.cn/doc/uc200801/uc20080105.pdf>