



UNIVERSIDAD DEL BÍO-BÍO

**FACULTAD DE EDUCACIÓN Y HUMANIDADES
DEPARTAMENTO DE ARTES Y LETRAS
ESCUELA DE PEDAGOGÍA EN INGLÉS**

**INTEGRATION OF THE FOUR SKILLS OF
THE ENGLISH LANGUAGE AND ITS
INFLUENCE ON THE PERFORMANCE OF
SECOND GRADE HIGH SCHOOL
STUDENTS**

AUTORES:

MUÑOZ BASTÍAS, ELIZABETH ELENA
RIQUELME SEPÚLVEDA, ANA CAROLINA
SALDIVIA MUÑOZ, MARTINA LORENA

PROFESOR GUÍA:

Molina Castillo, Sandra Annette

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ABSTRACT

The goal of this investigation is to identify the integration of the four skills of the English language – reading and listening comprehension, written and oral expression – in lessons of second year High School Students observing the way in which they are taught to determine if the application of the Integrated-skill Approach affects or not the learners performance during instruction and in a TOEIC Bridge test sample. To reach this, the observation of lessons will be recorded on checklists and the application of a standardized test will be applied in order to establish the relationship between the two variables.

Key words: Integration of skills, Receptive skills, Productive skills, Reading comprehension, Listening comprehension, Authentic communication, Classroom management.

RESUMEN

La presente investigación tiene como objetivo identificar la integración de las cuatro habilidades del idioma Inglés – comprensión lectora y auditiva, expresión oral y escrita – en clases impartidas a estudiantes de segundo año de Enseñanza Media observando la forma en que este enfoque es abordado y además determinar si la aplicación del enfoque integrado de competencias del Inglés incide en el desempeño de los estudiantes en clases y en la aplicación de una muestra del examen TOEIC Bridge. Para lograrlo, la observación será registrada en listas de cotejo y la prueba estandarizada será aplicada para establecer la relación entre las dos variables a observar.

Palabras clave: Integración de habilidades, Habilidades receptivas, Habilidades productivas, Comprensión lectora, Comprensión auditiva, Comunicación auténtica, Manejo de clase.

INTRODUCTION

Throughout history, there have been many approaches for the teaching of English. All of them have been used during a period of time and then have been “replaced” by new approaches that proposed new ways for helping foreign students to reach a better proficiency of English as second or foreign language.

For a few years there have been many opinions reinforcing the idea of language as a whole and proposing that the integration of the four skills is the key for creating a classroom environment as authentic as possible in order to teach English in a way close to a real communicative situation. They propose that the English language should be taught in a way that mixes reading and listening comprehension with oral and written expression. The language teacher should give the proper emphasis to the specific ability that is being studied, but combining it with the others in order to create a communicative classroom environment that engages students to improve their language abilities.

It is in consideration to this that the aim of this investigation is to identify the integration of the four skills of the English language in a non native speaking classroom, and the way in which these skills are developed for students of English as a foreign language of second grade High School , regarding the Integrated-skill Approach.

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CHAPTER I

PROBLEMATIZATION

I. PROBLEMATIZATION

1. 1. DELIMITATION OF THE PROBLEM

The problem of this investigation is the absence of integration of the four skills of the English language, concerning the methodologies used to teach them which affect the students' performance during lessons and in the results of a TOEIC Bridge Test sample.

Therefore, the question which leads the problem is: Does the integration of the four skills of the English language affect the learners' performance during lessons?

This problem considers two different variables: the integration of the four skills in an English language lesson for students of second year High School concerning the methodologies used to teach every skill separately or in conjunction and the other variable is the student performance during English lessons.

The Integration of the four skills of the English language belongs to the area of the Didactics Speciality or, in other words, the methodologies used to apply the skills whether receptive or productive in which a foreign language is taught. Hence, the students' performance during instruction is an academic result of the learning process.

1. 2. BACKGROUND OF THE PROBLEM

According to Harmer (2007) any of the four skills of the English language demand considerable language activation on the part of the learner; the brain is engaged with the texts learners interact with. *“In other words, we have to think to understand, using any or all of our language knowledge to get meaning from what we are seeing or hearing.”*

As Harmer (2007) states, any of the four English language skills is rarely done in isolation, when people are engaged in a conversation, they are listening as well as speaking, in order to interact with the person they are talking to. In the case of lecturers, for instance, they read notes they have written previously and, in the same situation, people who are listening to lectures are also taking their own notes, an activity that could even provoke a conversation or at least a comment among the people attending the lecture, for this reason, *“If skill use is multi-layered in this way, it would make no sense to teach each skill in isolation. We will, therefore, look at how input and output are connected in the classroom, how skills can be integrated and how skill and language work are connected.”*

Consequently, integrating English language skills in a lesson is a natural process of *“skill-mixing”* that facilitates teachers *“to provide maximum learning opportunities for the different students in classes, it makes sense to integrate different skills”* (Harmer, 2007)

According to Oxford (2001), the Integrated-Skill Approach leads to optimal ESL/EFL communication by interweaving the four primary English language skills during instruction, then *“in designing activities, teachers should consider all the skills conjointly as they interact with each other in natural behavior, for in real life as in the classroom, most tasks of any complexity involve more than one macroskill.”* (Nunan, 1989, in Oxford, 2001)

1. 3. THE PROBLEM AND ITS IMPORTANCE

The problem is that the Integrated-skill Approach is not applied which does not lead to authentic communication and the importance of integrating the four skills of the English language lies on the fact that, as Eli Hinkel (2006, in Harmer 2007) said:

“In meaningful communication, people employ incremental language skill, not in isolation, but in tandem.”

In other words, since the communicative language is considered as a whole, then the teaching of it should be integral as well, because that would facilitate the students' natural language interaction.

Applying this approach brings advantages to the students, as being exposed to authentic language which challenge learners to interact naturally in the language, realize that English is not just an object of academic interest but also an opportunity for them to interact in an almost real communicative situation. It also brings advantages for teachers who are able to track students' progress in multiple skills at the same time. (Oxford, 2001)

1. 4. HYPOTHESIS

The absence of the Integrated-skill Approach of the English language affects negatively in the students' performance when learning English as a foreign language.

1. 5. VARIABLES

This problem considers two different variables. On one hand, the Integration of the four skills of the English language, this is going to be considered as the independent variable. On the other hand, the students' performance, which is going to be considered as the dependant variable, due to the fact that the student performance when learning English as a foreign language depends on whether the four skills of the target language are integrated within the lesson.

1. 5. 1. CONCEPTUAL AND OPERATIONAL DEFINITIONS

a) CONCEPTUAL DEFINITIONS

Integration of skills: the linking of the traditional four skills of language learning: reading, writing, listening, and speaking.

Student performance (academic performance): how well a student meets standards set out by the educational institution in which he/she studies.

b) OPERATIONAL DEFINITIONS

This investigation is going to observe the way in which the four skills of the English language are or are not integrated in a class in two different groups, as a form to determine how much does the Integration affect the students' performance during instruction.

1. 6. OBJECTIVES

1. 6. 1. GENERAL OBJECTIVE

To identify the integration of the four skills of the English language during a lesson of second year High School students.

1. 6. 2. SPECIFIC OBJECTIVES

- To describe the methodologies used in the teaching of receptive and productive skills.
- To compare the students' performance according to the Integrated-skill Approach in the application of TOEIC Bridge Test sample and during lessons observation.

CHAPTER II

THEORETICAL BASIS

II. THEORETICAL BASIS

2. 1. RECEPTIVE SKILLS

2. 1. 1. READING SKILL

2. 1. 1. 1. WHAT DOES READING INVOLVE?

Hornby (2005) states that a person reads when he/she looks at and understands *“the meaning of written or printed words or symbols.”*

According to Hadfield (2008), reading in the own language is very different from reading in a foreign language, because the mother tongue has different ways of reading depending on what is being read and why. To use students' background knowledge of certain topic could help to predict the content of a text and also to understand it easily because students already know how different texts are structured.

Harmer (2007) states that there are two types of reading: extensive and intensive reading. The first term refers to the reading that students often do for pleasure. This is better when students have the opportunity to choose what they want to read. As extensive reading is very important, teachers need to have a programme which includes materials, guidance, tasks and libraries.

On the other hand, intensive reading is the detailed focus of reading text, complemented with study activities, such as, uses of grammar and vocabulary. In

this kind of reading, teachers have to motivate students to read intensively, engaging them with the topics and tasks.

There are further roles teachers need to adopt when asking students to read intensively: organizer, observer and feedback organizer. Besides, when reading intensively, it is necessary that teachers find some accommodation between the desire of having students with a development of understanding a general message without considering every detail and the students' natural desire to understand the meaning of every single detail or word. If students and teachers want to get the maximum benefit from reading, learners need to be involved in both.

2. 1. 1. 2. HOW TO DEVELOP READING SKILLS

To develop reading skills, teachers play a crucial role. They should help students to focus their reading, in that way they read for meaning instead of getting involved on individual words or unimportant details and losing the main meaning of a text. Also, teachers need to help them to read in diverse ways and use sub-skills that will help them to improve and understand what are they reading efficiently. (Hadfield, 2008)

According to Harmer (2007) to understand reading texts students need to do some activities or use some strategies, called Reading Skills. First, students need to be able to scan the text, which means reading quickly while looking for specific information. On the other hand, students also need to be able to skim, which is used to quickly identify the general idea of a text, readers are focused briefly on a few words per line, headings or the first and last sentence in a paragraph.

Hadfield (2008) says that reading for a gist is another strategy that implies reading with a purpose in mind. Also, reading for detail is considered as a strategy. Sometimes, students need to read carefully, because it is necessary to pay attention to all the sentences to get the meaning of the whole text.

Hadfield (2008) also talks about sub skills. These are three: Activating Background knowledge, Predicting and Using Linkers:

Activating Background Knowledge helps learners to understand a text by discussing the topic before reading. Brainstorming and Mind-Mapping are useful techniques to do this. The first one means to think quickly of anything related to the topic and the second one tries to order the ideas, for example in separate categories. These two activities help to activate vocabulary learners already have.

Predicting can be done by looking at titles, pictures or words from the text. Students can make mini-predictions throughout the whole reading.

The last sub-skill is Using Linkers. Linkers are words that act as signals that show the structure of a text and help to understand when a new piece of information is coming. The use of these sub skills can be very helpful in the development of reading skills.

2. 1. 1. 3. SELECTING TASKS

Hadfield (2008) mentions three important aspects to consider when teachers choose texts for classroom use:

One of them is that texts should be interesting and motivating. It is obvious that learners will learn better if the reading material engages their interest.

Being appropriate to learners' level is another aspect. In general the intensive reading texts worked on in class should be slightly above learners' level. If everything is easy for them, they will not be practising reading skills. On the other hand, extensive texts should be slightly below learners' level so that they can read fluently, for pleasure.

Finally, to have a variety of different text types is also an aspect to consider when selecting reading tasks. Some students need to have a range of different kinds of texts and it is a good idea that teachers include some authentic texts.

2. 1. 1. 4. LEARNERS' PROBLEMS

Ur (1996) identifies some problems that learners may face when they are working on reading activities:

Among these problems, she highlights Language, which may be difficult for students to understand, depending on the kind of text they are working. Another problem is the one concerning the Content of a text, which means that the text could be too difficult as long as the content is too far removed from the knowledge and experience of the learners.

A third problem is Speed, which means that the reading could be slow because the reader does not have a large “vocabulary” so it is difficult for him/her to understand the text. Another problem to consider is Attention which appears when the reader pays the same amount of attention to all parts of the text.

A fifth problem mentioned by Ur is Incomprehensible Vocabulary. In this case the reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as a whole.

Prediction is the sixth aspect and its inefficient lies on the fact that the reader does not think ahead but deals with the text as it comes. Background information is also important. The reader does not have or use background information.

Motivation is the seventh problem which affects reader’s particular interest in reading. Another problem is the one related to purpose, in which the student does not have a clear idea of what he is supposed to achieve through reading.

The last, but not the least, problem that Ur mentions is the one concerning Strategies, in which the reader could use the same strategy for all texts not considering the difference on the type of texts he might read.

2. 1. 1. 5. SOLUTIONS FOR LEARNER'S PROBLEMS

Ur (1996) proposes solutions for learner's problems. She advises teachers to make sure their students get a lot of successful reading experience: through encouraging them to choose their own simplified readers, for example, and giving them time to read what they choose. She also advises to make sure that most of the vocabulary in reading texts is familiar to students, and that words that are unknown can be either easily guessed or safely ignored.

Another recommendation is to give interesting tasks before asking learners to read, so that they have a clear purpose and motivating challenge, or using texts that are interesting enough to provide their own motivation. Making sure that the tasks encourage selective, intelligent reading for the main meaning, and do not just test understanding of trivial details is also important.

Teachers should also allow, and even encourage, students to manage without understanding every word: by the use of scanning tasks, for example, that require them to focus on limited items of information.

Finally, providing as wide a variety of texts and tasks as possible in order to give learners practice in different kinds of reading is another important piece of advice so that teachers can avoid learner's problem when they are working on reading activities.

2. 1. 2. LISTENING SKILL

2. 1. 2. 1. WHAT DOES LISTENING INVOLVE?

The act of listening means *“to pay attention to sb/sth that you can hear”* (Hornby, 2005). This implies the idea of understanding the message you hear so that you can respond to it and interact with the person you hear.

It is *“perhaps the most challenging of the skills to master in a second language”* because *“(…) spoken language (…) is different from written text. (…) In English, speakers may miss a subject or verb, or may break off their sentence in the middle, (…) or hesitate to think about what he is going to say next, (…) or include words, phrases, or ideas that are not strictly necessary.”* (Hadfield, 2008)

According to Penny Ur (1996), it is important to work on the development of listening comprehension, since *“students should learn to function successfully in real-life listening situations.”*

Harmer (2007) mentions two different kinds of listening. On one hand, Extensive Listening *“refers to listening which the students often do (…) for pleasure or some other reason. The audio material they consume in this way – often on CDs in their cars, on MP3 players, DVDs, videos or on the internet–should consist of texts that they can enjoy listening to because they more or less understand them without the intervention of a teacher or course materials to help them.”* This kind of listening is very important from the motivational point of view, because it *“increases dramatically when students make their own choices about what they are going to listen to”*

On the other hand, Intensive Listening is the one in which *“students listen specifically in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and point them to areas of interest.”*

2. 1. 2. 2. HOW TO DEVELOP LISTENING SKILLS

In order to develop listening skills, Hadfield (2008) mentions different kinds of activities and strategies:

One of them is *‘Listening with a purpose’*, which is important because learners *“can (...) adapt the way they listen to their aims”* paying more attention to the information they need to extract from the listening text.

Another aspect that Hadfield mentions is *‘Listening for gist’*. When the teacher uses this strategy, he/she sets *“a question or task which”* is given to the *“learners before they listen so that they know what information they are listening for.”*

The third aspect mentioned by Hadfield is *‘Listening for specific details’* which means that to *“listen with a clear purpose in mind means that learners develop the ability to filter out everything they do not need to know.”*

2. 1. 2. 3. SELECTING TASKS

According to Nunan (2002, in Richards & Renandya, 2002), an important aspect that should be considered in the selection of listening tasks is that learners should be *“involved in the [learning] processes.”* In order to achieve this, Harmer (2007) mentions different listening sources for creating a dynamic and engaging learning environment.

For example, he mentions *‘Recorded Extracts’* taken from *“CD, tape or via MP3 players of some kind”*. Another option could be that in which the teacher records his/her own tapes considering the particular needs of their students. Another source mentioned by Harmer is *‘Live listening’* which is *“The name given to real-life face-to-face encounters in the classroom.”* The third source mentioned by Harmer is *‘Audio and Video’*, which he encourages because students can *“get to see ‘language in use’.”*

Another important aspect to consider when selecting listening tasks is the one mentioned by Hadfield (2008). He proposes the selection of texts to be made according to students’ interests and level of proficiency. He also proposes to balance the listening text with the tasks, which means that the listening text should be *“slightly above what can be easily understood by your learners that can be balanced with a relatively easy task or vice versa.”*

2. 1. 2. 4. LEARNER'S PROBLEMS

Penny Ur (1996) mentions some of the most common problems that learners face when dealing with listening tasks. These problems include the fact that learners find it difficult to catch the actual sound of the foreign language, or they think they have to understand every word; otherwise they feel lost and get stressed. Another problem is that they are not used to natural or “native” speech, so they need to hear a recording several times in order to get an idea of the topic it is about. Besides, if the listening takes too long, they get tired.

2. 1. 2. 5. SOLUTIONS FOR LEARNERS' PROBLEMS

Penny Ur (1996) proposes solutions for the most common problems that learners face when dealing with listening tasks, such help them to focus on the general context rather than the particular sounds or exposing learners to English from very early stages of their learning process, so that they can get easily used to listen to native and natural speeches.

She also proposes the use of ‘redundant’ texts in which the important information more than once in a very subtle way so that learners can make sure of their understanding without the need of listening many times. In order to help students from getting tired, she proposes to break recordings up into short passages, then pause the tape and give students the chance to answer.

2. 2. PRODUCTIVE SKILLS

2. 2. 1. WRITING SKILL

2. 2. 1. 1. WHAT DOES WRITING INVOLVE?

According to Hornby (2005), writing means *“to make letters or numbers on a surface, especially using a pen or a pencil.”* Richards & Renandya (2002) mention that writing is the most difficult skill for L2 learners, since they need to generate ideas, organize them and translate these ideas into readable text which can be very difficult for students.

Harmer (2007) mentions some important aspects that are considered in writing such as Handwriting, even though communication takes place electronically nowadays. However, there are instances in which students write by hand, for example in language exams.

Spelling is also a main issue in writing and in literacy. One of the reasons why spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious. A single sound may have many different spellings and the same spelling may have many different sounds.

A third aspect is Layout and Punctuation which are essential in writing. They are different in writing communities and, frequently, non-transferable from one community or language to another. In fact, to success in writing, in teachers' own language or another language, it is necessary for students to be aware of layout

and punctuation rules, in order to produce the written message as clearly as they can.

2. 2. 1. 2. HOW TO DEVELOP WRITING SKILLS

Many authors agree that there are some issues that help in the development of writing. One of those issues is Genre, which according to Harmer (2007), represents the norms of different kinds of writing. It helps to recognize an advertisement, poetry format and formal letter. A good way to teach genre is when teachers show models of what they want learners to write and then, using these techniques, students try to do their own work. In relation to this, Hadfield (2008) says that if teachers are teaching how to write a particular type of text, they can give students activities to practice accuracy, give guidance in what to say or how to say it or allow students to write freely.

Another aspect of writing is Cooperative Work. Although many students write on their own, it is much better to use the cooperative writing in classes, because group writing allows giving more detailed and constructive feedback. To write in groups, whether as part of a long or short process, is very motivating for students to develop this skill. (Harmer, 2007)

Continuing with the description of how to develop writing skill, Harmer (2007) mentions the Creative writing as the approach that suggests the imagination as the base in writing poetry, stories and plays. According to Ur (1996) *“most people feel pride in their work and want it to be read”*. But this situation is most common when people talk about creative writing instead of any other written products. Creative

Writing is a journey of self-discovery and self-discovery promotes effective learning. Students feel more motivated when teacher gives imaginative writing tasks, because they feel engaged and try to do their best in producing a variety of correct and appropriate language than they might for more routine assignments.

As writing is an important ability, it is necessary to build a writing habit in students. Doing this, students will recognize writing as a normal part of classroom practice and they come to writing assignments with much enthusiasm. To achieve the writing habit it is necessary to give the students interesting and enjoyable tasks to do. (Harmer, 2007)

According to Hadfield (2008), another way of helping students to organize and express their ideas Writing Process that consists of dividing the writing activity in many stages, each of which practices an important sub-skill in this process. Brainstorming is also a good technique to do for writing.

2. 2. 1. 3. SELECTING TASKS

According to Hadfield (2008) the writing activities chosen should be interesting and motivating, because learners will obviously be more motivated and have more ideas if the task engages their interest. Also, the selection should be appropriate to the learners' level. For instance, beginners and elementary learners will be able to write short texts while advanced learners can add a range of writing activities. To be appropriate for the kind of learners being taught is another characteristic for selecting tasks. Some groups of learners may need or prefer different kinds of writing that are more related to what they already know.

2. 2. 1. 4. LEARNER'S PROBLEMS

Penny Ur (1996) states that one of the problems that learners face when dealing with writing tasks is Feedback, which concerns different aspects. For example, when a student submits a piece of original writing, the most important think about it is its content, this means to check if the ideas were significant and interesting. Then there is the organization and presentation: if the ideas were arranged in a way that was easy and pleasing to read. Finally, there is the question of language forms: taking into account if the grammar, vocabulary, spelling and punctuation were of an acceptable standard of accuracy.

Another problem can be the number of corrections that students receive as feedback because if a page is full of corrections, students can get unmotivated. The fact that teachers receive written work, normally correct and comment on it and give it back to students takes students to ask themselves whether to insist on rewriting the compositions, incorporating teachers' suggestions for improvements or not.

2. 1. 2. 5. SOLUTIONS FOR LEARNER'S PROBLEMS

According to Ur (1996), teachers should correct language mistakes. To note corrections within the body of the text, and devote comments at the end to matters of content and organization, followed by the evaluation is a good way to correct mistakes. Also, teachers may correct mistakes and make suggestions as to content and organization.

She also says that correcting mistakes is part of the language instruction, but too much of it can be discouraging and demoralizing for students. Also, over-emphasis on language mistakes can distract both learners' and teachers' attention from the equally important aspects and organization. Teachers should correct only mistakes that could affect meaning.

Rewriting is very important, because it reinforces learning and is an integral part of the writing process as a whole. However, if teachers demand rewriting on the part of the students, they have a right to demand from teachers that they reread – and value – what they have done. It is better to see the first version as provisional, and to regard the rewritten, final version as “the” assignment, that one that is submitted for formal assessment. This motivates learners to rewrite.

Peer-correction can be a time-saving and useful technique. Students can work together on their first drafts, giving each other feedback on content, language and organization; they then rewrite and give in the final version to the teacher. All of these techniques can help students – and teachers – to avoid problems when working on writing tasks.

2. 2. 2. SPEAKING SKILL

2. 2. 2. 1. WHAT DOES SPEAKING INVOLVE?

Hornby (2005) defines Speak as the act of talking to or having a conversation with somebody. According to Hadfield (2008), this presents the necessity of interaction among people, which is not only *“putting a message together”* but also the response that the listener can give to the speaker. However, this interaction presents a difficulty for learner of English as a foreign language, since *“they need to think of something to say (...) and feel confident enough to try to express it.* Then, they have to use what they have learned in terms of vocabulary and grammar to produce a message that other people can understand.

2. 2. 2. 2. HOW TO DEVELOP SPEAKING SKILLS

Hadfield (2008) proposes that that teacher can help students to develop their speaking skills by giving them ideas such as asking them to read a text concerning the topic that is being discussed so that students can manage some vocabulary about it. This is also helpful because it *“and can get students thinking around the topic and stimulate ideas.”*

He also proposes teacher to provide students with what to say by giving them some role cards with an outline or suggestions of what they can say. Moreover, he proposes that tasks should be precise, with a clear goal for students to reach so that students have a clear idea of the outcome of their work.

In order to help student to develop their confidence for speaking, Hadfield (2008) proposes, for example, allow the students to practice in pairs what they want to say so that they will feel more confident to say it in front of the whole class.

To help learners developing fluency, the most useful tool is asking them to speak, presenting different – and interesting – topics or communicational situations for them to express themselves as many times as possible.

Another important aspect to consider in the development of speaking skills is the feedback that the teacher gives to students. He/she should avoid *“interrupting learners to correct them while they are speaking”* because this could mean *“that they will not get the chance to develop fluency.”* (Hadfield, 2008)

2. 2. 2. 3. SELECTING TASKS

Hadfield (2008) states that the teacher should choose speaking tasks that are according to the level of his/her students. According to Harmer (2007), there are many classroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum.

For example, teachers can ask their students to act out scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves.

Another suggestion is using Communication Games. There are many communicational games, all of which aim to get students talking as quickly and fluently as possible. Two particular categories are worth mentioning here:

- a) Information-gap Games, in which one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities between pictures.
- b) Television and Radio Games, which, when imported into classroom, provide good fluency activities.

A third suggestion is to use Discussion, which range can vary from highly formal, whole group staged events to informal small- group interactions.

2. 2. 2. 4. LEARNERS' PROBLEMS

According to Penny Ur (1996), the problems related to speaking skill are:

- a) **Inhibition:** Since speaking requires some degree of real-time exposure to an audience, learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b) **Nothing to say:** Even if they are not inhibited, students always complain that they cannot think of anything to say: they have no reason to express themselves beyond the guilty feeling that they should be speaking.
- c) **Low or uneven participation:** This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d) Mother-tongue use: In classes where learners share the same mother tongue, they may tend to use it because it is easier and they feel less “exposed”. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep to the target language.

2. 2. 2. 5. SOLUTIONS FOR LEARNER’S PROBLEMS

As a mean to solve learner’s problems, Penny Ur (1996) proposes that the teacher can take advantage of Group Work to solve some of the problems. This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

Another suggestion is to base the activity on easy language. Language should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

It is also important to make a careful choice of topic and task to stimulate interest. On the whole, the clearer the purpose of the discussion the more motivated participants will be.

A final piece of advice Ur gives is that teachers should keep students speaking the target language, being there as much as possible, reminding students and modelling the language use.

2. 3. INTEGRATED-SKILLS APPROACH

2. 3. 1. WHAT TO INTEGRATE?

As Peregoy & Boyle (2001) state in Chen (2007), *“in natural, day-to-day experience, oral and written languages are not kept separate and isolated from one another. Instead, they often occur together, integrated in specific communication events.”*

Moreover, Chen (2007) considers that during *“the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language.”*

Peregoy & Boyle (2001) conclude in Chen (2007) that the teacher should incorporate opportunities throughout the reading for students to develop their own learning by responding verbally as they read, write, and learn in English, because it is the integrated use of oral and written language for functional and meaningful purposes that best promotes the full development of second language proficiency. They suggest that reading and writing as well as speaking and listening should be integral parts of all language classroom activities because all these processes interact with one another. Teachers should provide opportunities and resources for students to engage in authentic speech and literacy activities.

Hungyo and Kijai (2009) explain that the *“term integrated means language learning where all four skills take place at the same time and with teacher, learner, and setting as playing their roles in the learning.”*

According to Brown (2001, quoted in Hungyo & Kijai, 2009), the Integrated-Skill Approach *“is a whole language approach where if a course deals with reading skills, then, it will also deal with listening, speaking, and writing skills.”* This approach is considered as one in which *“the English language is taught not just for academic but also for communication purpose.”* In other words, it considers the communicational goal that every language course should achieve by exposing learners *“to the richness and complexity of the language”* (Hall, 2006, quoted in Hungyo & Kijai, 2009)

A very important opinion to consider when talking about Integrated-skill Approach is the one that gives Rebecca Oxford (2001). She compares the teaching of English in ESL/EFL classrooms is that of a tapestry in which every aspect of English Language Teaching – such as the characteristics of the teacher or students’ language – is a strand that contributes to form the final goal, which communication.

In order to achieve this goal, Oxford proposes that the *“instructor's teaching style must address the learning style of the learner, the learner must be motivated, and the setting must provide resources and values that strongly support the teaching of the language.”* If these conditions are not present within the EFL classroom *“the instructional loom is likely to produce something small, weak, ragged, and pale”*

Oxford states that the four essential strands to make this tapestry are *“teacher, learner, setting, and relevant languages”*. She also adds that *“the most crucial of these strands consists of the four primary skills of listening, reading,*

speaking, and writing”, which *“also includes associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage.”* When all of these factors are successfully interwoven, it can be said that the Integrated-skill Approach is being effectively used.

2. 3. 2. WHY TO INTEGRATE?

According to Jing (2006 quoted in Hungyo and Kijai, 2009), the importance of using this Approach lies on the fact that, when facing a real communicative situation, *“more than one skill is used to communicate and integrated skill approach provides opportunities to develop these skills at the same time.”*

Hungyo & Kijai (2009) state that one of the advantages of using this approach is that teachers *“can build the lesson plan around a theme or a topic based on the interest of learners and also on topics that are relevant to them,”* which contributes to make lessons more dynamic and engaging for learners, who participate in different kinds of activities and interaction. They also state that *“According to Oommen (n.d.), language tasks involve more than one skill and so segregated skill approach never quite completes a lesson.”*

According to Oxford (2001), one of the most relevant advantages of using the Integrated-skill Approach is that it *“exposes English language learners to authentic language and challenges them to interact naturally in the language.”* She also comments that exposing students to communicative situations helps them to get an idea of the *“richness and complexity of the English language.”*

In addition, Barbuzza et al (2008) mentions that in recent decades the experts *“have realized that by emphasizing what learners can do with the language, rather than using the forms of language, EFL instructors can incorporate any or all of the language skills that are relevant into the classroom arena.”*

2. 3. 3. HOW TO INTEGRATE?

Hungyo & Kijai (2009) state that the *“activities used by teachers in the integrated approach are real-life activities and situations and thus create an interactive learning environment.”* In other words, when using the Integrated-skill Approach, teachers face their students with communicative situations that have to as real as possible so that students realize the importance of learning the foreign language.

Oxford (2001) states that there are two types of integrated-skill instruction which are Content-Based Language Instruction and Task-Based Instruction:

In Content-Based Instruction, students practice all the language skills in a highly integrated, communicative fashion while learning contents such as science, mathematics, and social studies. Content-based Language Instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex.

In Task-Based Instruction, students' basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television

commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other.

According to Harmer (2007), productive work should not always be imitative. Students are greatly helped by being exposed to examples of writing and speaking which show certain conventions for them to draw upon.

Harmer (2007) also states that skill integration is a major factor in lesson planning. Weaving threads of different skills and topics is a major art of teachers who plan for a sequence of lessons. Skill integration also happens when students are involved in project work, which may well involve researching (through reading or listening), speaking (e. g .in discussions or when giving a presentation) and writing (e.g submitting a report).

2. 3. 4. PROBLEMS WITH THE TRADITIONAL APPROACH TO TEACHING ENGLISH

According to Su (2007), the traditional approach to teaching English as a second or foreign language teaches reading, writing, speaking and listening – the four language skills – separately by stressing *“skill orientation and rote memorization, where teachers pay a great deal of attention to reading and writing instruction.”*

Another problem that Su sees with the lessons that stick to the Traditional Approach is that those *“are teacher-centered and emphasize linguistic over*

communicative competence.” This represents a problem since the ultimate goal of the language classroom is communication.

Su also states that instruction tends to be skill-oriented, emphasizing the acquisition of hierarchically arranged skills, with the teacher acting as the central authority. Students are viewed as passive participants.

As Su (2003) states in Su (2007) this traditional teaching procedure decreases students’ motivation and interest in learning English. Students are encouraged to identify a large number of individual words, idioms, and grammatical structures to enhance their language competence rather than use the language for real communicative purposes.

2. 4. AUTHENTIC COMMUNICATION

Authentic communication refers to the use of English in oral or written speeches, which is important because it is widely accepted *“that being able to interact with others through the medium of English is of crucial importance in today’s world”* (Senior, 2011). Therefore, Authentic Communication can be defined as the situation in which *“students share personal information, anecdotes, feelings, opinions, cultural information and so on”* (Senior, 2011).

Considering this, the reaction of the teacher when the student communicates authentically is very important. The teacher is expected to demonstrate genuine interest on what the student expresses, and not only notice if the accuracy of students’ speech is correct. It is important for students to know that the teacher values what they are saying, especially in the case of shy students. If

they receive a positive response towards their speech, their self esteem can improve and they may feel more confident to continue to express their opinions.

A very important aspect on this topic for teachers to consider is that they cannot *“force (...) students to communicate authentically: it must happen in a natural and organic way”* (Senior, 2011). As long as they see that their classmates share ideas, and considering the reaction of the teacher towards this, they will feel confident enough to express their own opinions, whether orally or in writing.

The topics discussed during the lesson also contribute to create an environment as authentic as possible, affecting the body language of speakers and listeners – *“the speakers becoming more intense and eager, and the listeners more alert and attentive, perhaps even leaning forward to hear what the speaker is saying”* (Senior, 2011).

“Some teachers believe that it’s important to control all communication that occurs in language classrooms, because when left to their own devices, students will make significant numbers of linguistic errors. To a certain extent they’re right. It’s very difficult for students to focus on both content and form at the same time. Often, when authentic communication is taking place, students struggle to find the words to express what they want to say. They often use creative, non-standard ways of conveying meaning: gestures, imitation, paraphrasing, circumlocution, analogies and so on. In these circumstances, accuracy tends to fly out of the window. But this doesn’t matter: we can focus on accuracy at other points in our lessons” (Senior, 2011).

To sum up, teacher can take advantage of students' natural eagerness to share ideas and demonstrate what they know. This natural desire can be used as an effective tool that will contribute to create an environment in which students feel free to express themselves, and that can help them to develop both their receptive and productive skills, since the objective of language is to communicate real and meaningful things and considering that the more teachers allow authentic communication within the classroom, the more motivated students will become.

2. 5. CLASSROOM MANAGEMENT

2. 5. 1. CLASSROOM MANAGEMENT CONSTRAINTS

According to Harmer (2007), lack of discipline *“can disrupt the learning which should be taking place and sometimes, when individuals get significantly out of control, lessons have to stop while the teacher re-establishes order.”*

According to Wadden and McGoven (1991, in Harmer, 2007), problem behavior from students can take many forms. They list disruptive talking, inaudible responses, sleeping in class, tardiness and poor attendance, failure to do homework, cheating in tests and unwillingness to speak in the target language.

2. 5. 2. SOLUTIONS FOR CLASSROOM MANAGEMENT PROBLEMS

Lewis (2002, quoted in Richards and Renandya, 2002) says that motivation plays a fundamental role for avoiding classroom management problems. He proposes certain aspects that the teacher should mention to learners in order to do this such as reminding them *“about the jobs waiting for fluent language speakers.”* She also mentions that rewards, such interesting reading materials, showing a video, or inviting a guest can be a very useful extrinsic motivation.

Another aspect that Lewis mentions to contribute to students motivation is the limited use of their first language for specific purposes like clarifying something that is difficult for them to understand or for the organization of a project.

2. 5. 3. CREATING SUCCESSFUL CLASSROOM

According to Harmer (2007), problem behavior rarely occurs in successful language classrooms. When students are engaged, have a reasonable level of self-esteem and are experiencing success, there is no incentive for them to behave badly. Therefore, teachers need to examine how they can try to ensure that the classroom is a success-oriented environment.

According to Ur (1996) a disciplined classroom is one in which learning takes place and it is quiet, a classroom in which the teacher is in control by the use of a charismatic ‘authority’ and cooperating smoothly with students. Another characteristic she mentions that students are motivated, which contributes for the lesson to proceed according to plan and also implies that teacher and students are aiming for the same objectives.

2. 5. 4. MANAGING THE CLASSROOM

Harmer (2007) says that teachers need to handle a number of variables in order to manage a classroom effectively. These variables include the way in which the space is organized within the classroom, whether the students work in groups or individually and the way the teacher organizes the time within the classroom.

According to Harmer teachers *“also need to consider how they appear to the students, and how they use their most valuable asset – their voice”* because the way in which teachers talk to students is another key factor in classroom management, as well as the speaking time teacher and students use during the lesson.

Concerning the use of L1, Harmer (2007) states that the *“first thing to remember is that, especially at beginner levels, students are going to translate what is happening into their L1 whether teachers want them to or not.”* There is nothing for the teacher to do about this, because it is a natural process when learning a foreign language.

Nevertheless, *“an English-language classroom should have English in it, and as far as possible, there should be an English environment in the room, where English is heard and used as much of the time as possible.”* (Harmer, 2007) That is why it is recommended for the teacher to use as much English as possible during the lesson, and not to spend a long time using L1.

CHAPTER III

METHODOLOGY

III. METHODOLOGY

3. 1. DESIGN DESCRIPTION

Throughout the years, the teaching of English as a foreign language has been segmented considering the four skills of it – Reading, Listening, Writing and Speaking – separately. As Su (2007) states, this has produced an unreal teaching context in which students are not prepared to face real-life communication, where the four skills are used in a complementary way.

In real life, language is used as a whole and speakers do not consciously think about what skill is more likely to be used according to the situation. Therefore, the objective of this investigation is to identify if the four skills of the English language are integrated during a lesson of second year high school students and the effects that this integration may have on the students' performance.

This investigation corresponds to a non-experimental-transectional model, which means that it only investigates what is happening while the observation takes place, without considering what happened before or what is going to happen after it. Another characteristic that supports this design choice is the fact that the instruments applied will consider the relationship between variables.

3. 2. RESEARCH SUBJECTS

To describe the methodologies used for the teaching and practice of the different skills of the English language, two classes with similar characteristics will be visited in order to observe teacher's and students' performance during the lessons. The two groups studied will be: 2nd Grade Advanced from Instituto Santa María, Chillán, and 2nd Grade A from Instituto Santa María, San Carlos.

2nd Grade Advanced is a class is formed by 28 students – 16 girls and 12 boys. These students, as the name of the class says, are grouped according to their English language proficiency. The schedule of this group, in which every lesson lasts 90 minutes – two pedagogical hours –, allows the observation of eight pedagogical hours to be reached in four lessons.

The other class observed will be 2nd Grade A which is formed by 31 students – 15 girls and 16 boys. These students are not grouped according to their English language proficiency, which means that this is a more varied group in which it is possible to find different kind of students of English as a foreign language. The schedule of this group, in which the lessons last 45 minutes twice and 90 minutes once a week – of which 45 minutes are devoted to a reading comprehension test – allows the observation of eight pedagogical hours to be reached in eight lessons.

To compare students' performance in the use of skills, after the observation of eight pedagogical hours, students will take a TOEIC Bridge Test sample, which evaluates reading and listening comprehension. The results of this test will complement the results of the observation of lessons.

3. 3. MECHANISMS AND INSTRUMENTS FOR RECOLLECTING INFORMATION

In order to obtain the most faithful information from the sample studied and observed, the instruments for recollecting information will be a Checklist, which has been designed by the authors of this investigation, considering the aspects mentioned by Oxford (2001) which is valid, since this instrument will measure the presence or absence of every skill, and its integration or segregation. The checklist will be applied several times in order to obtain results as reliable as possible.

The second instrument used will be a TOEIC Bridge Test sample, which is a standardized test taken from the *Test Preparation Guide* (Rilcy, 2008) designed by ETS (Educational Testing Service).

3. 3. 1. CHECKLIST

The objective for the first instrument will be to verify if the teaching of the four skills is complementary or segregated and how much emphasis is given to each one, in terms of receptive or productive skills. Another objective for using this instrument is to notice the strategies used by the teacher in order to integrate the four skills of the English language.

It will consider different aspects that should configure a successful Integrated-skill classroom including setting, prominence of abilities and opportunities for the students to practice language in situations that are as authentic as possible (Oxford, 2001). All of these aspects should provide a clear idea about the way in which the four skills of the English language are integrated.

The Checklist will be applied as many times as possible within the same group, each time corresponding to a different lesson. In the end, eight pedagogical hours will be observed, distributed according to the schedule of every institution.

The questions included in this checklist are:

1. Is every task connected with the previous one?

This question addresses the skills integration since if the activities designed and developed in a lesson are varied and have a logical sequence the skills can be developed as well, highlighting the objective of every foreign language lesson, which should be authentic communication.

2. Does the teacher speak more than the students?

Students must develop their productive skills – in this case, speaking – which cannot be achieved if the teacher speaks during the whole lesson and does not give students the chance to express themselves.

3. Is the lesson receptive (reading, listening)?

The primary English skills are divided into four, listening, reading, and writing and, speaking, which at the same time are sub divided into two categories, receptive and productive ones respectively. This question aims to observe if receptive abilities are developed during the lesson and what activities are being done to achieve this.

4. Is the lesson productive (writing, speaking)?

This question is connected to Question Number 3 since it aims to observe if these abilities are developed during the lesson, or if it is primarily productive.

5. Does the teacher provide an appropriate setting that strongly supports the teaching of the language?

In order to help students to acquire the language, the lesson must be developed within an appropriate context that contributes to the teaching and practicing of every skill. For example, there must not be too much noise so that students can hear what the teacher says, and to communicate among themselves.

6. Does the teacher primarily use English to explain the activities?

The importance of this question lies on the fact that teacher's speech is the students' primary exposure to the foreign language. This is pivotal, especially in classrooms in which learners are not exposed to any other kind of input like, multimedia instruments.

7. Do the students use English for asking questions or for clarification?

This is the primary use of English, the first evidence that students are developing their productive skills – in this case, speaking.

8. Does the teacher associate students' previous knowledge with the new contents?

Associating current contents with students' previous knowledge (as previous lessons contents and themes) makes learning easier and engages the students with the topics.

9. Does the teacher expose the students to authentic communication?

Authentic communication refers to the effective use of English for expressing opinions and understanding among speakers. Therefore, the objective of this question is to verify if students are asked to do activities that help them to develop their communicative competence.

10. Does the teacher encourage pair work in order to increase students' interaction and collaboration?

Interaction among students contributes to the development of oral skill without the pressure of teacher's evaluation

11. Does the theme allow the students to be interested in practicing language skills?

This presents a cause and effect process. If the students are exposed to topics that are interesting for them, they will be motivated to do further reading, listening, writing or speaking activities concerning those topics.

12. Does the teacher integrate the four skills?

This is the most crucial question, because it aims to note the actual integration – or segregation – of skills during the lesson observed.

3. 3. 2. STANDARDIZED TEST: TOEIC BRIDGE TEST SAMPLE

The objective for the second instrument is to verify the performance of second year High School students. Since this test only evaluates receptive skills, it does not focus on the Integrated-skill Approach. Therefore, it will be considered as a complement for the observation registered on the Checklists. TOEIC Bridge Test sample will be applied to the students after the observation of eight pedagogical hours and it is going to be considered as a way to determine the influence of skills integration in the students' performance.

TOEIC Bridge Test (Test of English for International Communication) was launched in 2001 by ETS (Educational Testing Services) and *“evaluates the capacity of non-native speakers to communicate in English in everyday life (...). It aims measuring competences from the Novice to Lower-intermediate levels (...).”* (Rilcy, 2008, p. 9)

The original test consists of 100 questions – divided into 50 questions for measuring listening comprehension and 50 questions for measuring reading comprehension – and it lasts one hour. However, considering that the time for the investigation will be limited, and in order to obtain a significant sample, the students will take a test that considers 70% of the questions, with a time of 45 minutes – which corresponds to the 70% of the total time for the test. In order

to achieve this, 70% of the questions corresponding to every item will be considered for the sample applied to students.

3. 4. STATISTICAL ANALYSIS

The information obtained from the mechanisms and instruments for recollecting information will be organized in two different ways. First of all, the results of the Checklist will be considered as a reference for the result of the Standardized Test, these results will also be considered for the conclusions of this investigation. For example, if during the observation it is noted that the teacher exposes students to English language throughout the lessons, it is expected that the results of students for the listening comprehension part of the test will be successful.

Then, the results of the Standardized Test in conjunction with the comments registered on the checklist will be analyzed in order to determine the influence of the Integrated-skill Approach in the performance of students who take the test. The information referred to level of proficiency in every skill will be also analyzed by means of graphs that show how developed is every skill – listening and reading – in comparison with the other one. The results will be considered as successful as long as the students obtain at least 70% of achievement in every skill, and the students' grades will be arranged in order to know how many students accomplished the minimum percentage required.

CHAPTER IV

INVESTIGATION RESULTS AND ANALYSIS

IV. INVESTIGATION RESULTS AND ANALYSIS

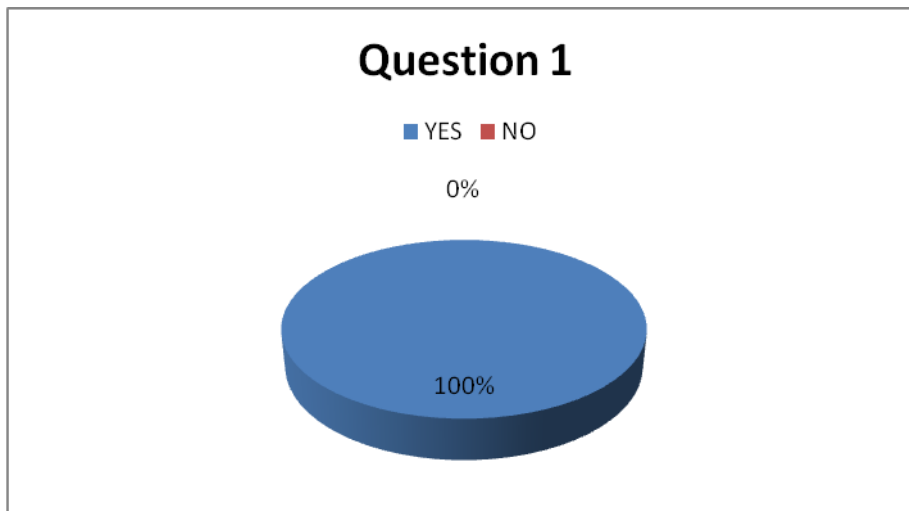
4. 1. INVESTIGATION RESULTS

The graphs presented throughout this chapter represent the level of achievement for every question proposed by the Checklist. It also presents the results of students for the TOEIC Bridge Test sample applied and a comparison of these results between the two schools observed.

4. 1. 1. SAMPLE 1 (2nd Grade Advanced)

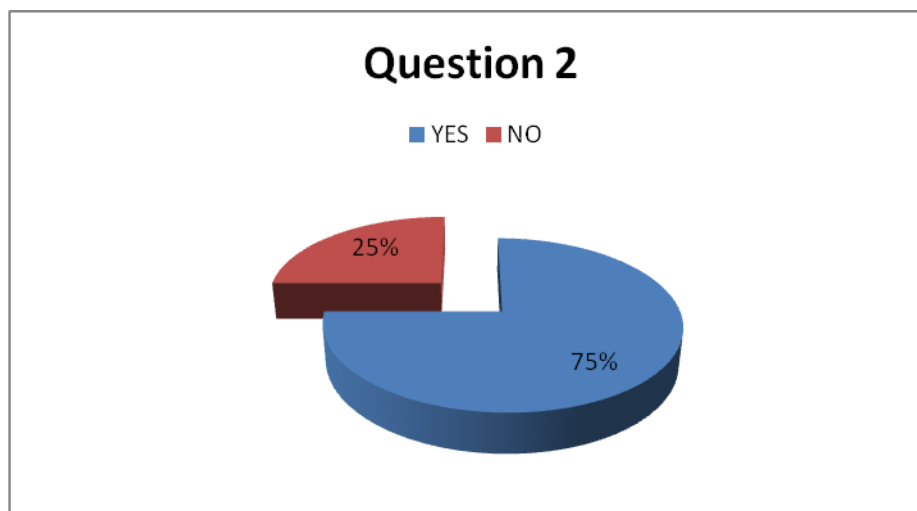
The following graphs show the information obtained from what was registered on the checklist for one of the groups observed.

1. Is every task connected with the previous one?



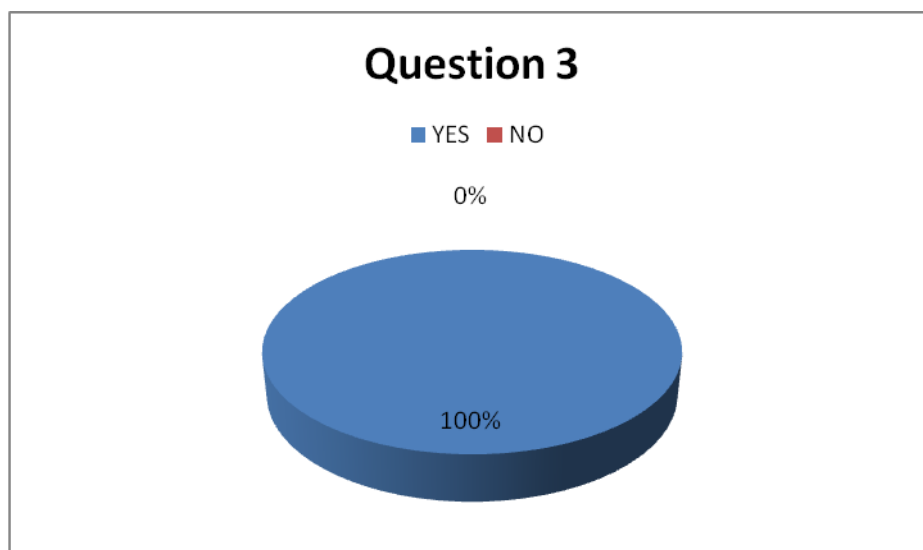
100% of the lessons presented a coherent sequence in which the contents and topics were developed fluently. The material used was very clear and engaging, which made the lessons very dynamic.

2. Does the teacher speak more than the students?



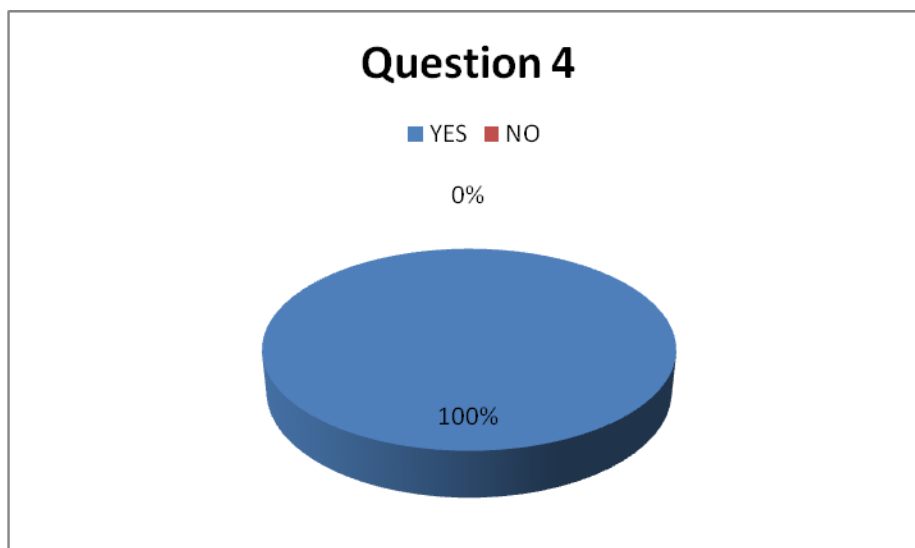
For this question, the 75% represents three of the four lessons observed which were devoted to explain new contents and giving instructions. The remaining 25% represents one lesson in which the students were more participatory, which does not mean that they did not participate during the other lessons, but that one time they were more active.

3. Is the lesson receptive (reading, listening)?



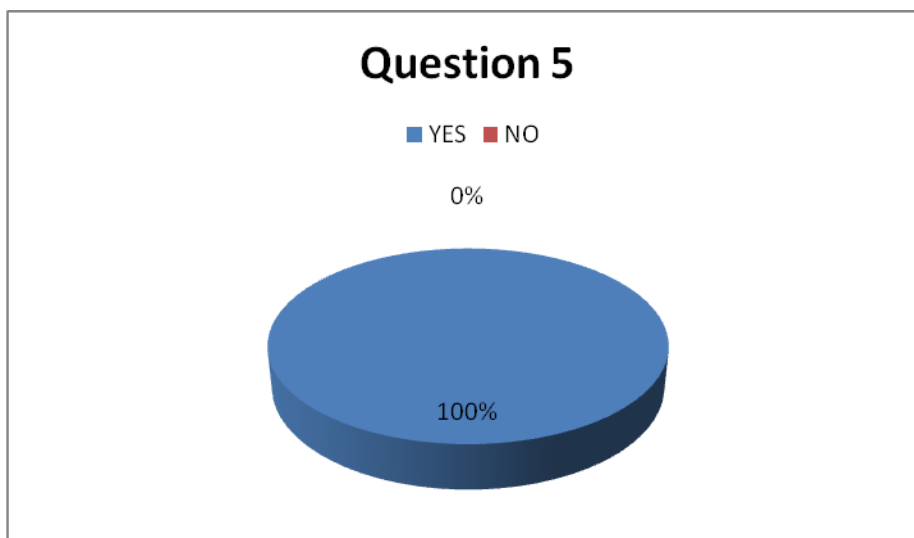
The 100% of this graph means that throughout the four lessons observed students were exposed to reading and listening comprehension exercises. The use of the English language was also constant, for the students to have a stronger exposure to the language.

4. Is the lesson productive (writing, speaking)?



The 100% of this graph means that students were constantly asked to provide examples of their own, whether written or oral. Besides, they were encouraged to relate the contents with their own experiences, present or future, and were asked to express their opinions and ideas about them.

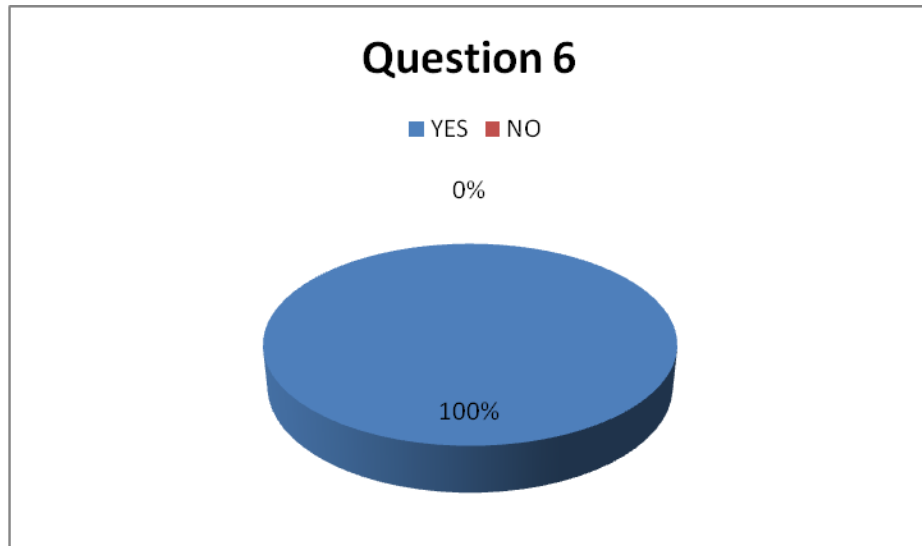
5. Does the teacher provide an appropriate setting that strongly supports the teaching of the language?



100% represented in this graph means that the contents were exposed very clearly and also were related with students' previous knowledge or experiences, which contributed to make the students to feel engaged with the topics. Besides, the material used for explaining the contents was very dynamic and easy to understand.

In addition to this, the setting was appropriate because the class was in silent and actively collaborating to achieve the goals for the lesson.

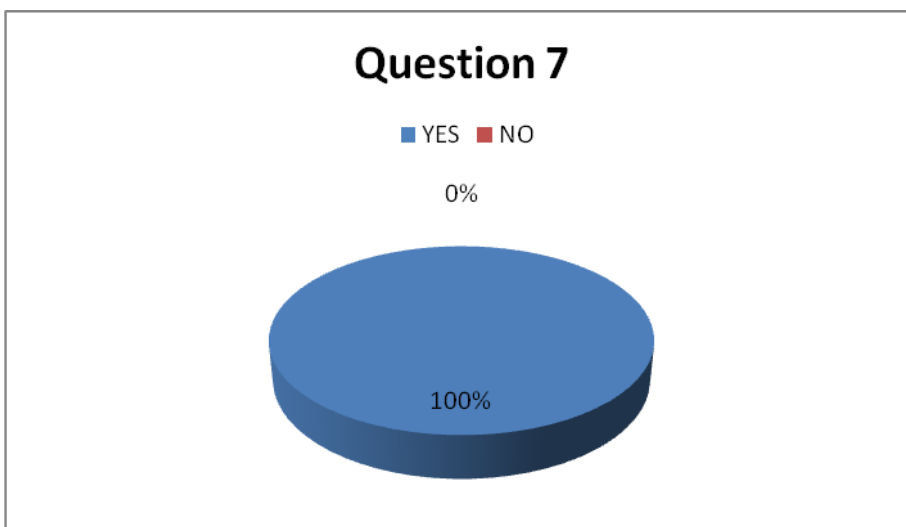
6. Does the teacher primarily use English to explain the activities?



100% represented in this graph means that English language was spoken throughout the four lessons observed, at all times. It was understood by the students who answered to every given direction, which contributed to an English spoken lesson.

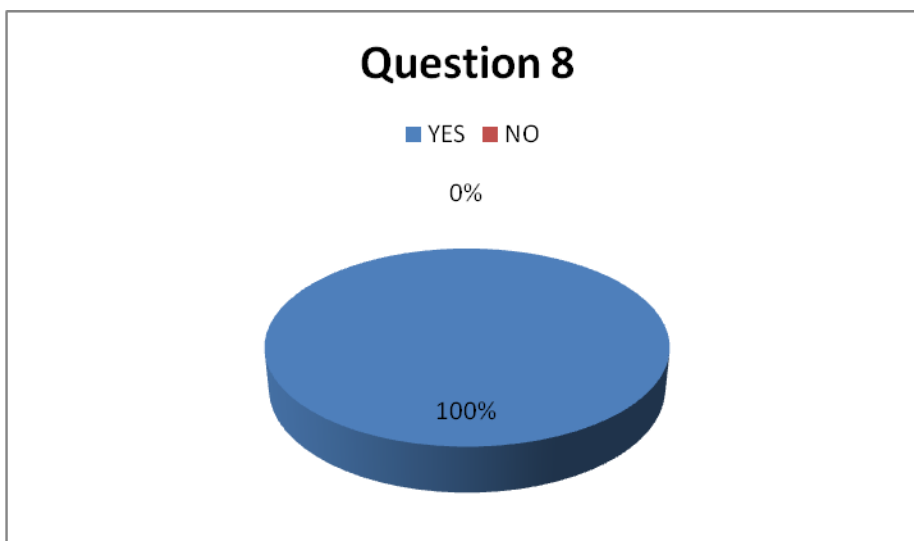
If students' native language, Spanish, was used, they were asked to use English straightaway.

7. Do the students use English for asking questions or for clarification?



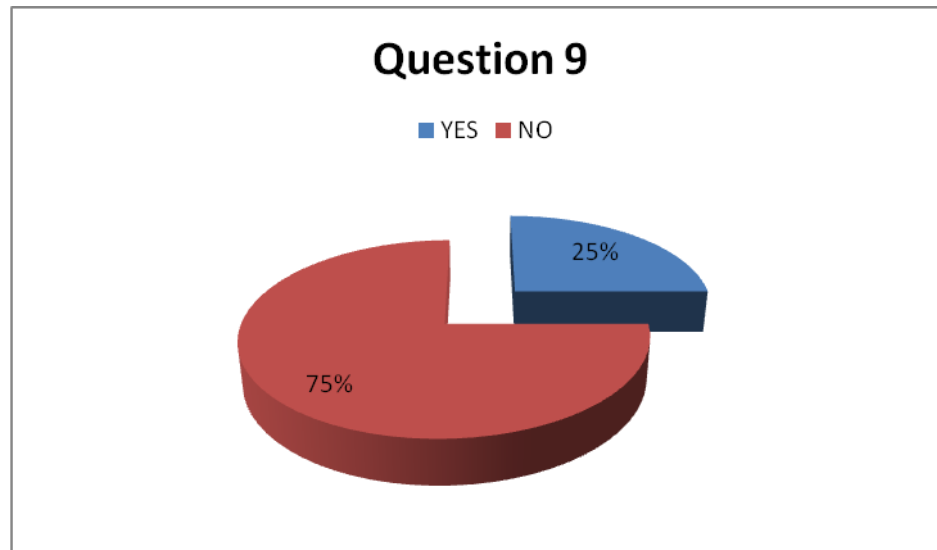
In this case, the 100% represented in the graph means that students were encouraged to use English for expressing any comment or question they may have, which was done throughout the four lessons observed.

8. Does the teacher associate students' previous knowledge with the new contents?



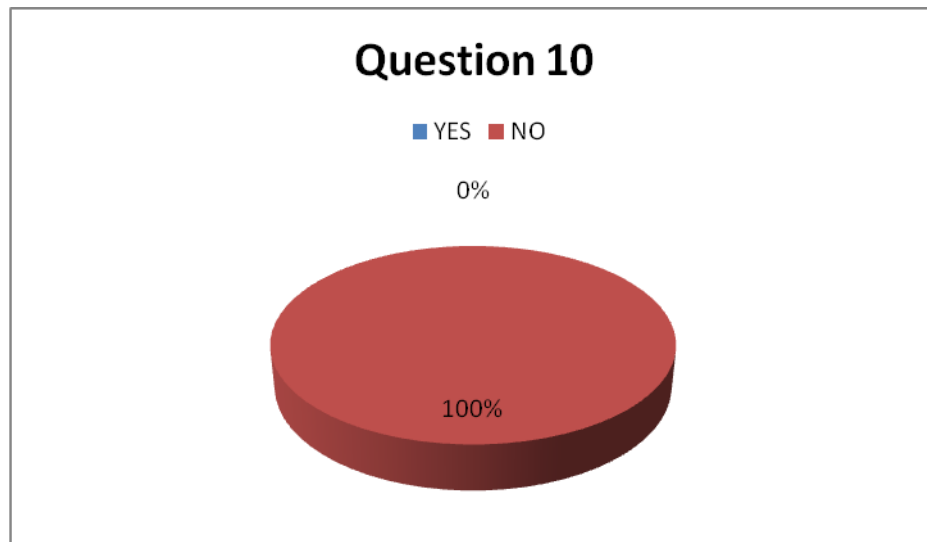
The 100% of achievement for this questions means that there was not gaps of knowledge and that relating new contents with students' experiences and knowledge was constantly done. Students were also asked to respond question by imagining themselves in certain situations and express what would they do when facing them.

9. Does the teacher expose the students to authentic communication?



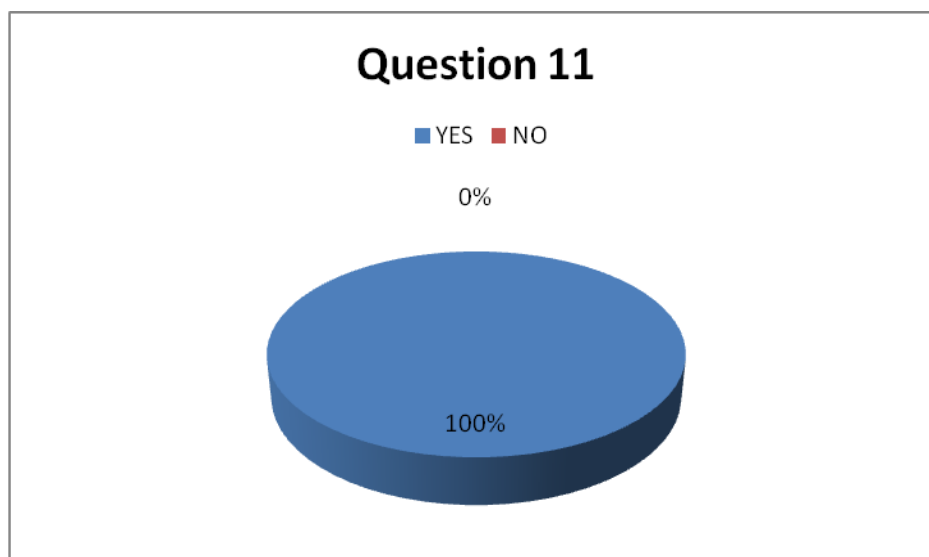
The 75% of negative answers to this question represents the three lessons in which most of the time was devoted to explain new contents and practice them by answering worksheets and exercises from the textbook. The 25% that represents only one lesson means that, according to what was observed, most of the time was devoted to ask students about their opinions, feelings and ideas related to the topic studied. Once again, this does not mean that this was not done during the other lessons, but that particular time, students were given more time to relate themselves with the contents.

10. Does the teacher encourage pair work in order to increase students' interaction and collaboration?



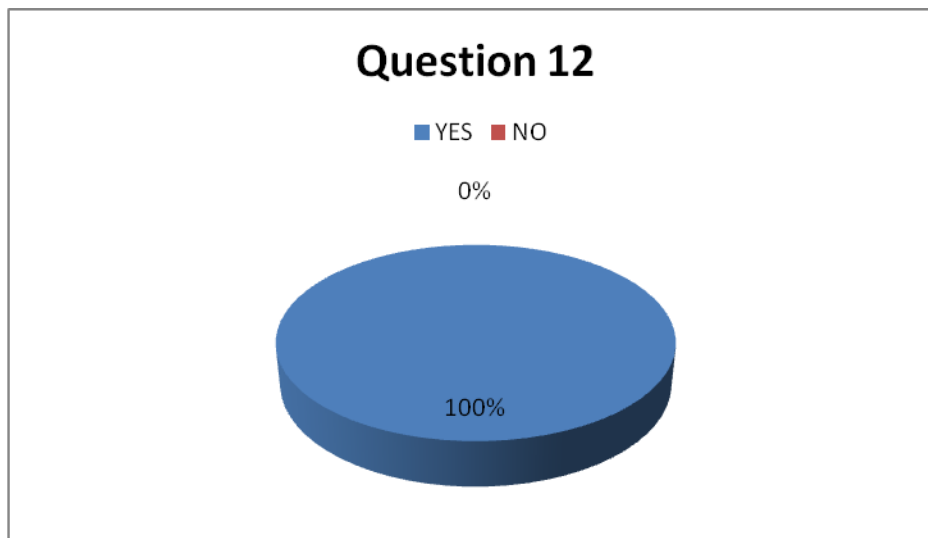
The result of this graph means that students were not asked to work in pairs. The students did work in pairs as a way to increase their interaction and collaboration; however, this seemed to be an acquired behavior. In other words, the students are used to work in pairs so that they do not need to be asked to do it.

11. Does the theme allow the students to be interested in practicing language skills?



The 100% of this graph represents two of the four lessons observed in which the new contents were related with real situations in which students could use those contents, which helped to engage them with the lesson. The other two lessons were devoted to solve worksheets; however, the students seemed very enthusiastic and interested in solving the exercises, which demonstrates that the material was appropriately selected.

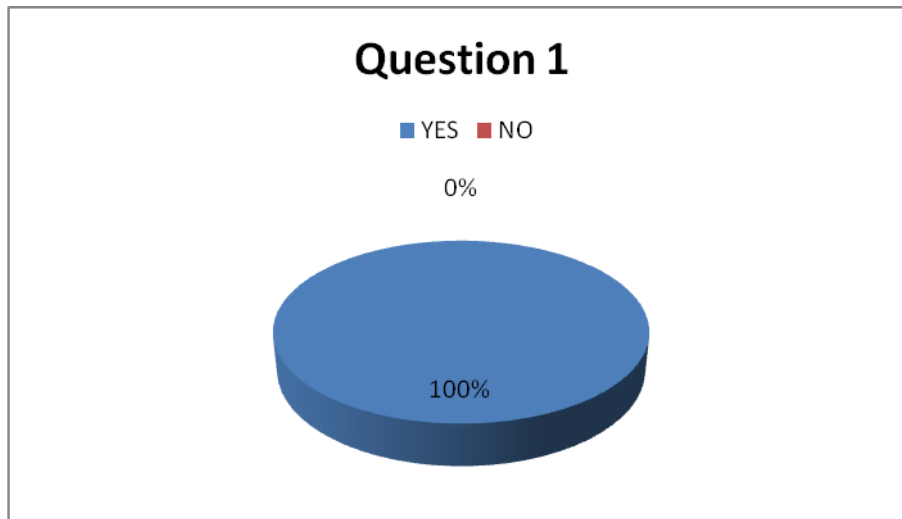
12. Does the teacher integrate the four skills?



The 100% of this graph means that the four skills of the English language were successfully integrated during the four lessons that were observed.

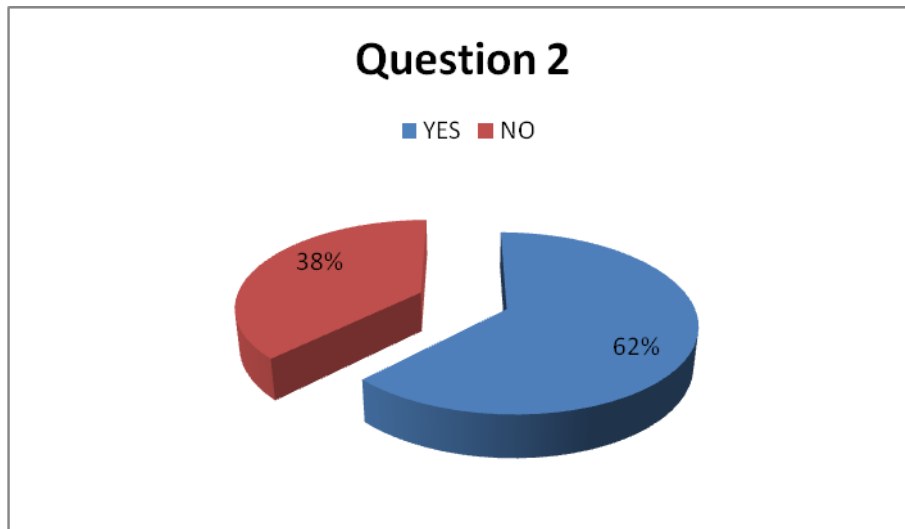
4. 1. 2. SAMPLE 2 (2nd Grade A)

1. Is every task connected with the previous one?



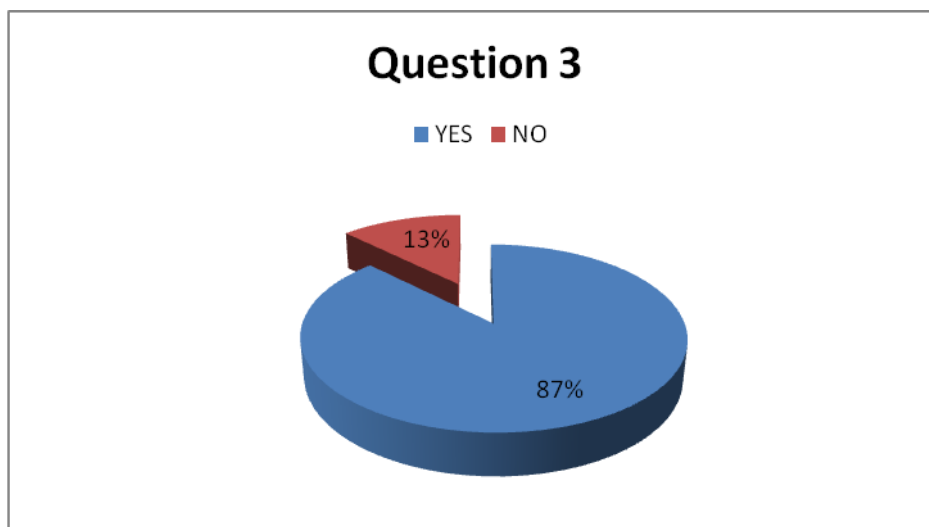
The 100 % of the lessons presented a coherent sequence for developing topics. Starting with the presentation and explanation of the contents in which students were asked to answer practice or comprehension exercises or providing examples of their own – depending on the lesson in particular.

2. Does the teacher speak more than the students?



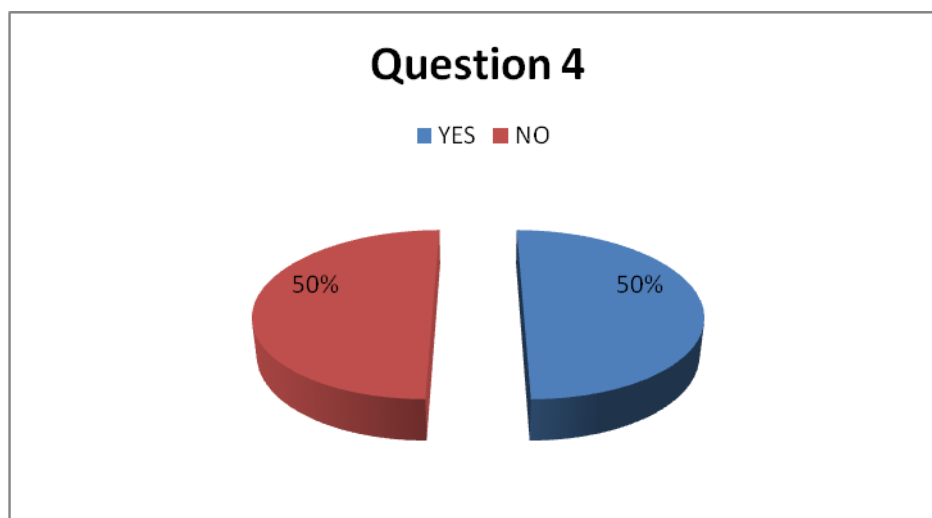
The 62% of achievement represents the five lessons in which topics were explained and instructions were given for comprehension exercises while the students were paying attention and taking notes. The other 38% represents the times in which students spoke when they were asked to give their answers to the mentioned exercises, or when they were asked to provide some example of their own.

3. Is the lesson receptive (reading, listening)?



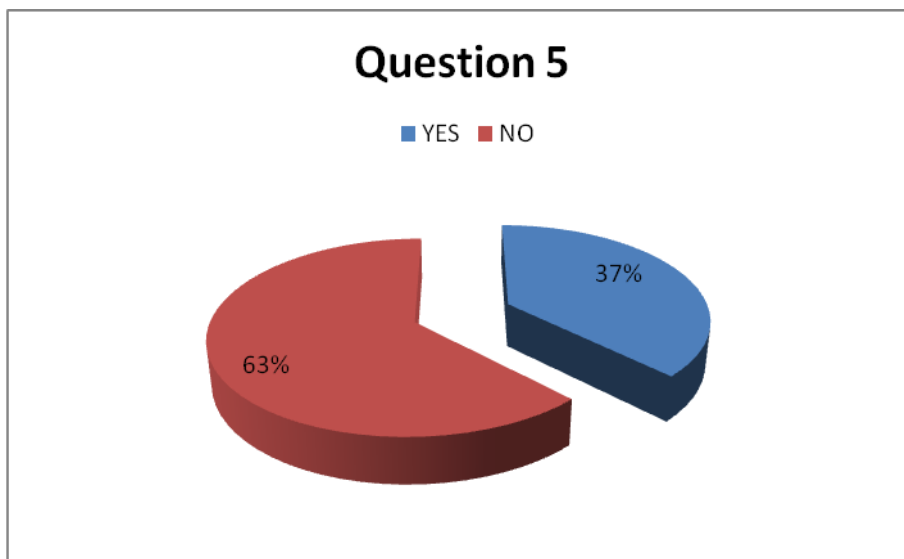
The 87% of positive answers to this question represents all the times that the students read exercises or answered reading comprehension questions, which was most of the lessons. They also listened to a recording and answered listening comprehension questions, but their listening corresponded most of the time to their listening to the teacher. The 13% represents one lesson in which receptive skills were not observed.

4. Is the lesson productive (writing, speaking)?



The fact that the answers to this question were equally divided between “Yes” and “No” can be explained because there were some lessons in which the students were asked to provide examples of their own – whether written or oral – therefore, the students were practicing the productive skills. The other 50% of the lessons observed were devoted to explain the contents and the students were mostly paying attention and answering practice exercises (worksheets) therefore, learners were listening to the teacher and reading exercises.

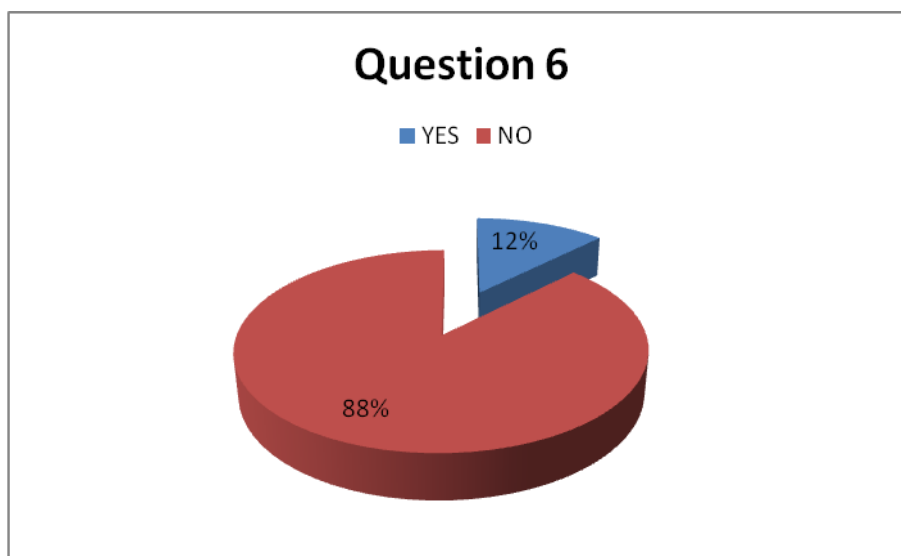
5. Does the teacher provide an appropriate setting that strongly supports the teaching of the language?



The 63% represents that there was not an appropriate setting because many students were not paying attention, having as a consequence some disruptive behavior throughout the lesson. At the same time, this disruptive behavior made the other students to lose focus and produce a mess in the classroom. Another problem observed was the material provided. It was not interesting or motivating for students, besides, the contents were not related with students' personal experiences. As a consequence, students did not feel engaged or interested in studying or working on the activities proposed.

The other 37% represents the lessons in which the setting provided contributed to a better students' behavior that led to a better understanding of the contents as well.

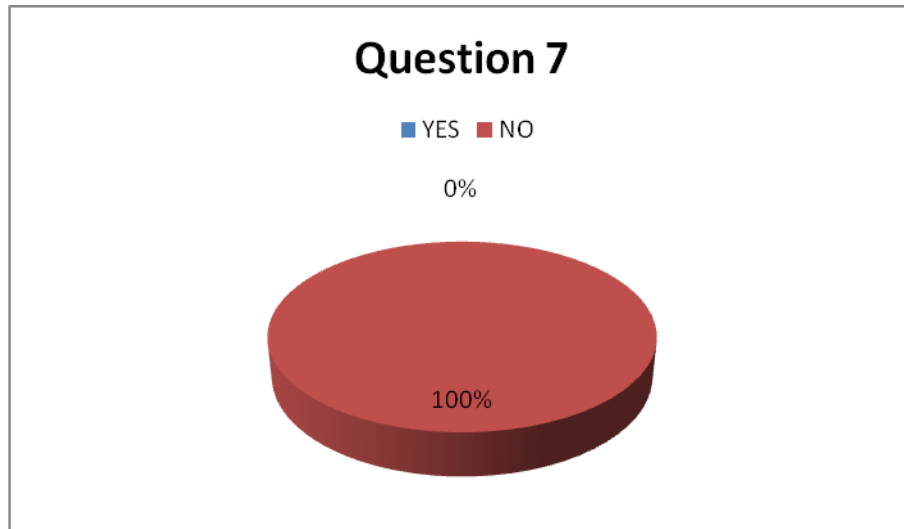
6. Does the teacher primarily use English to explain the activities?



The 80% of negative answers to this question represents the lessons in which English was used to explain contents and give instructions, although they were immediately translated into Spanish, which does not allow the students to think and get their own comprehension of what was said. Maybe it happened, because according to what was observed, the students do not have a level to understand everything at the first time or a lesson that is completely given in English, however if they are not exposed to the language they may not acquire it.

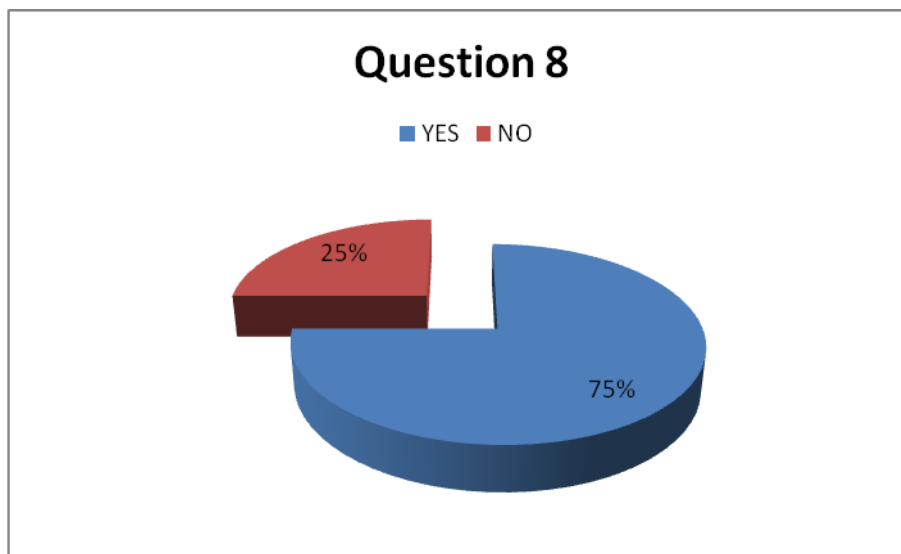
The low percentage of achievement for this question – 12% – is an expression of a very noticeable behavior. Even though, at the beginning of the lessons English was used for explaining topics, the instructions were given and then were translated into Spanish. After this, Spanish was used for most of the remaining time of the lesson.

7. Do the students use English for asking questions or for clarification?



The 0% expresses that the students do not speak English during any of the lessons observed. They used English for reading their answers to the exercises (which is not considered as their own production) – and their pronunciation was not very good.

8. Does the teacher associate students' previous knowledge with the new contents?

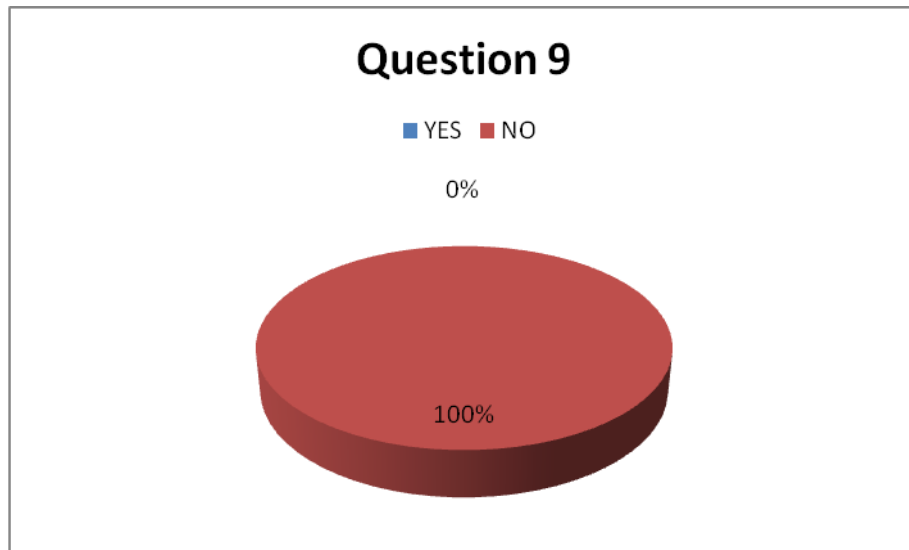


As well as the activities within the lesson are related to one another, the contents from lesson to lesson were equally related, which gave the teacher the chance to check knowledge from previous sessions.

The 25% that corresponds to two lessons in which the negative answer to this question can be explained by the fact that students seem to have some gaps of knowledge, and that the topic of the reading comprehension text they were studying was unknown for the students.

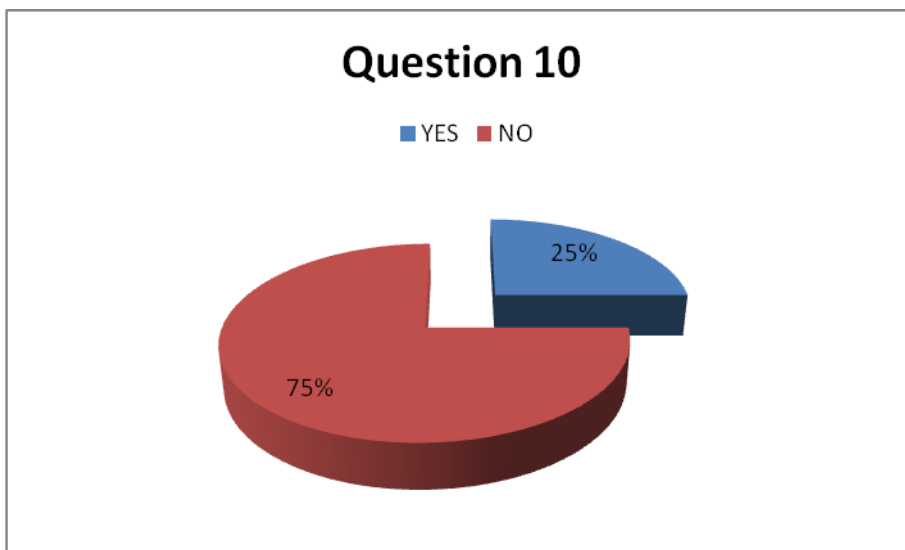
The 75% of achievement for this question demonstrates a clear sequence from lesson to lesson, taking into account the previous topics and contents known by the students.

9. Does the teacher expose the students to authentic communication?



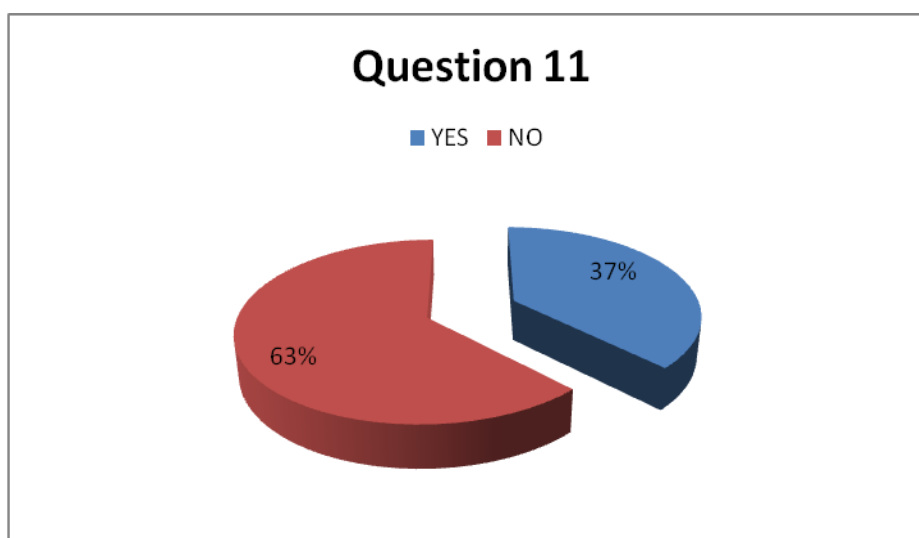
The 0% represents that the students were not constantly encouraged to produce speeches of their own – written or oral – so that, students did not practice the language in a real communicative context.

10. Does the teacher encourage pair work in order to increase students' interaction and collaboration?



The 25% of achievement for this question represents two lessons in which the students were asked to work in pairs in order to answer a handout that they had to add to a portfolio, and another lesson in which they were encouraged to work in pairs as a way to discuss their opinions on certain grammatical questions. Nevertheless, most of the lessons (75%) were devoted to explain contents and to solve exercises individually.

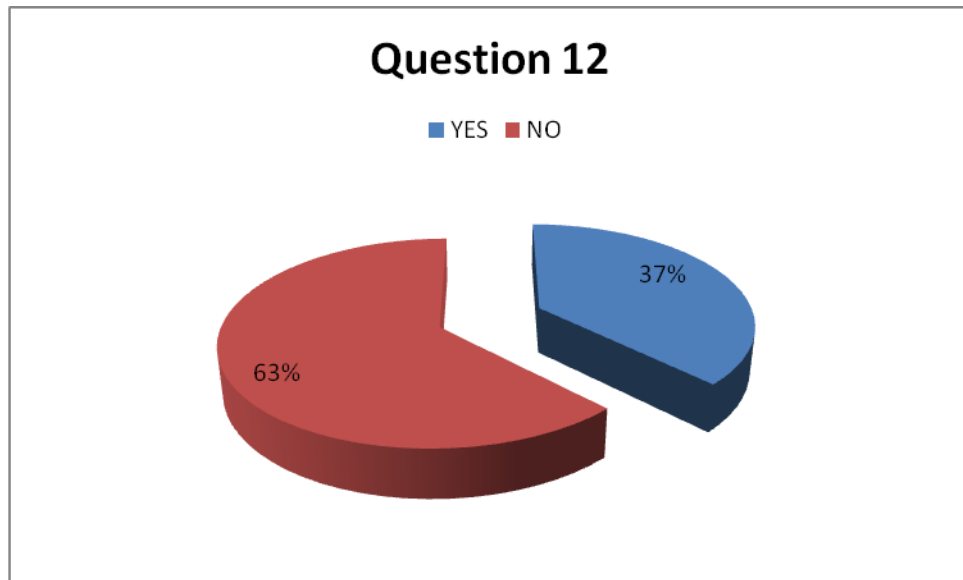
11. Does the theme allow the students to be interested in practicing language skills?



This graph is a reflection of Question 5, because the contents were not related with personal experiences of the students, hence, they do not feel engaged to them. It is also a reflection of Question 6, because, since English was not used all the time, the students do not feel that learning English is important.

The 37% of achievement for this question corresponds to three lessons in which the topics were related with students' experiences or lessons in which the activities were dynamic and engaging, both of these situations could help students to feel interested in enhancing their practice of English. However, the other 63% of the lessons observed – five lessons – the development of the lesson was not dynamic and engaging and students did not feel encouraged to practice English on their own.

12. Does the teacher integrate the four skills?

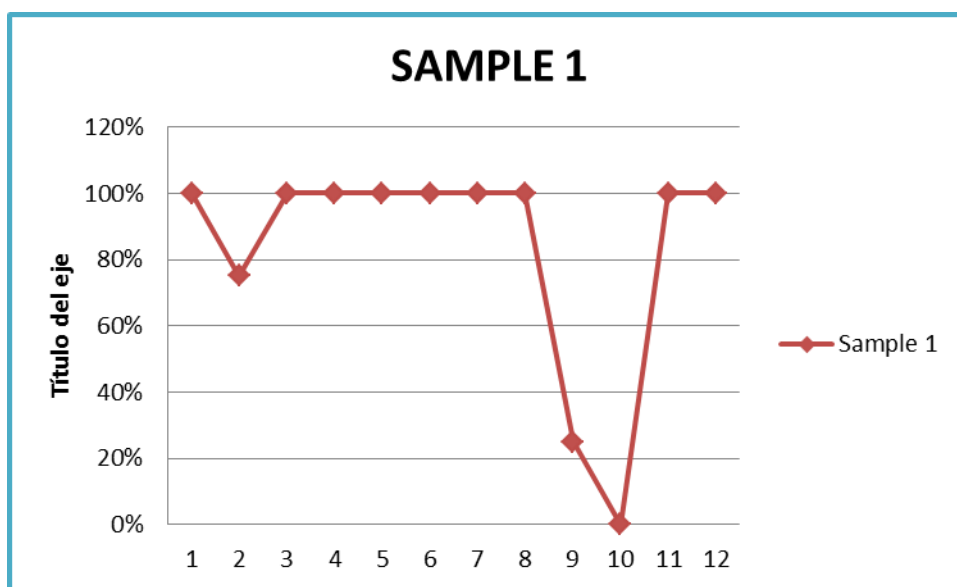


Even though the four skills of the English language were developed during the eight lessons observed, many times they were worked separately. The 37% of achievement for this question represents three lessons in which the four skills of the English language were successfully developed, asking the students to solve reading comprehension exercises or to provide examples of their own. However, the remaining five lessons were mostly receptive, because of the explanation of contents and when students were asked to solve exercises, not to produce authentic speeches.

4. 1. 3. ANALYSIS OF DATA

4. 1. 3. 1. LESSONS OBSERVED OF THE SAMPLE 1 (2nd Grade Advanced)

The following graph shows the level of achievement of the first sample, these results were obtained from the analysis of the checklist applied during the four lessons observed – reaching a total of eight pedagogical hours. Hence, the level of achievement in this first group is the following:



About these results it can be affirmed that:

QUESTION 1: IS EVERY TASK CONNECTED WITH THE PREVIOUS ONE?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 9/9/2011	The three moments of the lesson are developed. First of all, the teacher presents the unit, lexicon and grammar contents. Then, she asks the students to solve some exercises. Finally, the teacher closes the lesson checking students understanding.	The students practice on the new contents, solving written and listening exercises.
LESSON Nº 2 13/9/2011	The three moments of the lesson are developed. She connects the current lesson with the previous one. Finally, the teacher closes the lesson asking students what they have learnt.	The students solve written and listening exercises.
LESSON Nº 3 20/9/2011	The three moments of the lesson are developed. She delivers a worksheet for the students to answer. Finally, the teacher closes the lesson checking students' understanding.	The students answer worksheets related with first conditional.
LESSON Nº 4 23/9/2011	The three moments of the lesson are developed. She makes the students to practice on the contents already learnt. Finally, the teacher closes the lesson checking students understanding.	The students answer worksheets related with first conditional and time clauses.

QUESTION 2: DOES THE TEACHER SPEAK MORE THAN THE STUDENTS?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 9/9/2011	The teacher speaks most of the time, since she is presenting the unit; she has to explain the new contents.	The students are mostly paying attention, taking notes and answering written exercises.
LESSON Nº 2 13/9/2011	The teacher speaks more than the students because the explanation of contents is still taking place in this second lesson.	The students mostly pay attention, take notes and answer written exercises.
LESSON Nº 3 20/9/2011	During this lesson the teacher speaks for giving instructions.	Students are solving worksheets.
LESSON Nº 4 23/9/2011	Most of the time the teacher is giving instructions and answering students' questions.	Students are solving worksheets and ask more questions during this lesson than in the previous ones, so that they speak more than the teacher.

QUESTION 3: IS THE LESSON RECEPTIVE (READING, LISTENING)?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 9/9/2011	The teacher speaks English during the whole lesson (which contributes to develop the students' listening ability) and exposes the students to listen to recordings of native English.	The students listen to native English from a tape while checking an exercise, and then they read exercises from the textbook and understand what the teacher says in English.
LESSON Nº 2 13/9/2011	The teacher speaks English during the whole lesson and exposes the students to listen to recordings of native English.	The students read exercises from the textbook. They also listen to the teacher and to native English from a tape while checking an exercise.
LESSON Nº 3 20/9/2011	The teacher is used to speak English during the whole lesson and asks the students to read from their textbooks.	The students read exercises from worksheets. The students listen to the teacher who speaks in English.
LESSON Nº 4 23/9/2011	The teacher uses English language during the whole lesson and makes the students to read in English.	The students read exercises from worksheets. The students listen to the teacher who speaks in English.

QUESTION 4: IS THE LESSON PRODUCTIVE (WRITING, SPEAKING)?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 9/9/2011	The teacher asks the students to write examples on their own and encourages them to make questions if they need to (in English).	The students have to write sentences using the new contents. Besides, they are constantly asking questions and giving answers in English.
LESSON Nº 2 13/9/2011	The teacher asks the students to write questions on their own to practice the contents.	The students write questions related to the new contents. Besides, they are constantly asking questions and giving answers in English.
LESSON Nº 3 20/9/2011	The teacher asks students to answer the worksheet and encourages them to ask if they have questions.	The students have to answer worksheets. Besides, most of the time they are asking questions and giving answers in English.
LESSON Nº 4 23/9/2011	The teacher gives the students a worksheet to apply the contents learnt and encourages them to ask if they have questions.	The students answer the worksheet and ask questions if they have any doubt and also give answers in English while checking the exercises.

QUESTION 5: DOES THE TEACHER PROVIDE AN APPROPRIATE SETTING THAT STRONGLY SUPPORTS THE TEACHING OF THE LANGUAGE?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 9/9/2011	The teacher provides an appropriate setting to the class. Since, the students are in silent when the teacher is explaining and they are used to listen to each other.	The setting allows the students to listen to the teacher and among themselves.
LESSON Nº 2 13/9/2011	The teacher has an appropriate classroom management. Besides, she connects the contents with students' own experiences, which engaged them with the class.	The setting allows the students to pay attention to what is taught and engages them to work enthusiastically.
LESSON Nº 3 20/9/2011	The teacher has an appropriate classroom management and provides very clear material.	The students take advantage of the setting and the material which is provided.
LESSON Nº 4 23/9/2011	The teacher manages the class properly engaging the students the students to participate.	As the setting is appropriate the students feel comfortable and work properly during the whole lesson.

QUESTION 6: DOES THE TEACHER PRIMARILY USE ENGLISH TO EXPLAIN THE ACTIVITIES?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 9/9/2011	The teacher uses English to explain the activities and during the whole lesson.	The students are exposed to the English language during the whole lesson.
LESSON Nº 2 13/9/2011	The teacher uses English to explain the activities and during the whole lesson.	The students are exposed to the English language during the whole lesson.
LESSON Nº 3 20/9/2011	The teacher uses English to explain the activities and during the whole lesson.	The students are exposed to the English language during the whole lesson.
LESSON Nº 4 23/9/2011	The teacher uses English to explain the activities and during the whole lesson.	The students are exposed to the English language during the whole lesson.

QUESTION 7: DO THE STUDENTS USE ENGLISH FOR ASKING QUESTIONS OR FOR CLARIFICATION?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 9/9/2011	The teacher encourages the students to ask questions in English and answers the students' questions in English as well.	The students use English for asking questions or for clarification and throughout the whole class.
LESSON Nº 2 13/9/2011	The teacher encourages the students to ask questions in English and answers the students' questions in English as well.	The students use English for asking questions or for clarification and throughout the whole class.
LESSON Nº 3 20/9/2011	The teacher encourages the students to ask questions in English and answers the students' questions in English as well.	The students use English for asking questions or for clarification and throughout the whole class.
LESSON Nº 4 23/9/2011	The teacher encourages the students to ask questions in English and answers the students' questions in English as well.	The students use English for asking questions or for clarification and throughout the whole class.

QUESTION 8: DOES THE TEACHER ASSOCIATE STUDENTS' PREVIOUS KNOWLEDGE WITH THE NEW CONTENTS?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 9/9/2011	The teacher asks the students what they know about “gap year” and what they will do during that period of time.	The students answer teacher’s questions orally practicing the first conditional.
LESSON Nº 2 13/9/2011	The teacher connects the previous lesson with the current one.	The students remember what the previous lesson was about.
LESSON Nº 3 20/9/2011	The teacher associates the previous lessons with the current one by asking questions to the students.	The students remember previous lessons’ contents by answering the teacher questions.
LESSON Nº 4 23/9/2011	The teacher asks the students what they have learnt in previous lessons.	The students remember the previous lessons explanations and contents.

QUESTION 9: DOES THE TEACHER EXPOSE THE STUDENTS TO AUTHENTIC COMMUNICATION?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 9/9/2011	Since this is the first class, she devotes most of the time to explain new contents and exercising.	Although the students participate, they are most of the time paying attention and writing the new contents.
LESSON Nº 2 13/9/2011	The teacher exposes the students to authentic communication since she asks the students to express their own opinions or beliefs, using the contents according to real topics.	The students express their opinions related with the topic.
LESSON Nº 3 20/9/2011	The main objective for the lesson is to answer the worksheets.	They are mostly answering worksheets.
LESSON Nº 4 23/9/2011	The teacher asks the students to solve worksheets.	The students do exercises.

QUESTION 10: DOES THE TEACHER ENCOURAGE PAIR WORK IN ORDER TO INCREASE STUDENTS' INTERACTION AND COLLABORATION?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 9/9/2011	The teacher does not ask the students to work in pairs, they just do it.	The students are used to work with a partner, so that the teacher does not have to ask for it.
LESSON Nº 2 13/9/2011	The teacher does not ask the students to work in pairs, they just do it.	The students are used to work with a partner, so that the teacher does not have to ask for it.
LESSON Nº 3 20/9/2011	The teacher does not ask the students to work in pairs, they just do it.	The students are used to work with a partner, so that the teacher does not have to ask for it.
LESSON Nº 4 23/9/2011	The teacher does not ask the students to work in pairs, they just do it.	The students are used to work with a partner, so that the teacher does not have to ask for it.

QUESTION 11: DOES THE THEME ALLOW THE STUDENTS TO BE INTERESTED IN PRACTICING LANGUAGE SKILLS?

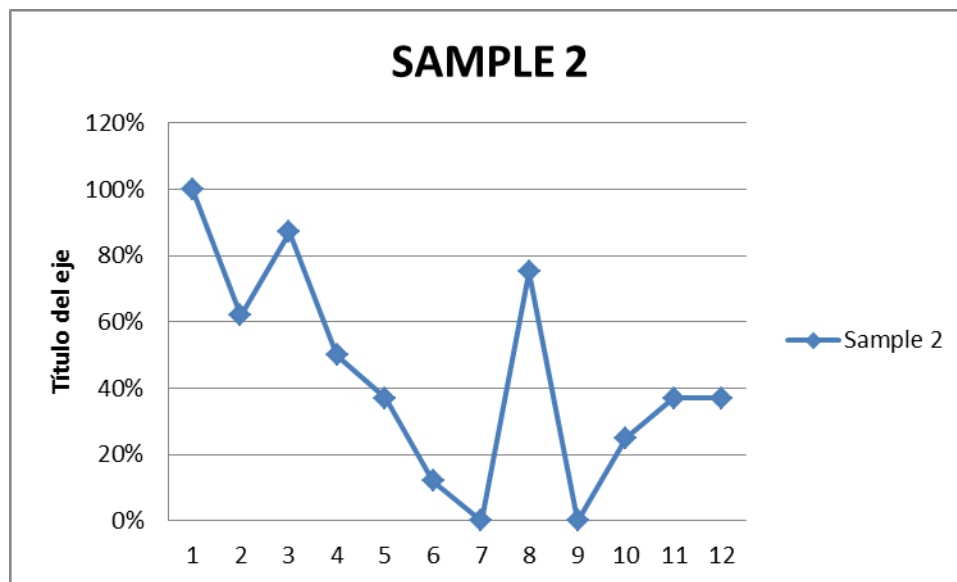
LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 9/9/2011	The teacher presents the topic of "Dilemmas" which was interesting and engaging for students.	The students participate orally during the lesson, answering what they do if they were in situations that the book presents.
LESSON Nº 2 13/9/2011	The teacher manages to connect today's content, First Conditional, with real situations in which the students could use If Clauses.	The students are engaged with the new contents since the theme is about real situations that they know.
LESSON Nº 3 20/9/2011	The material provided by the teacher is simple and effective for engaging students on the practice of the contents.	Even though the class is about solving worksheet, the students show a very enthusiastic participation.
LESSON Nº 4 23/9/2011	The worksheets provided by the teacher are about themes that they already know, so that, they allow the students to be interested in practicing language skills.	The students practice language skills through the worksheets.

QUESTION 12: DOES THE TEACHER INTEGRATE THE FOUR SKILLS?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON N° 1 9/9/2011	The four skills are clearly present during this lesson because the teacher exposes students to English language, asks them for reading comprehension, asks them to answers questions and give examples on their own in written way and orally.	
LESSON N° 2 13/9/2011	The four skills are clearly present during this lesson because the teacher exposes students to English language, asks them for reading comprehension, asks them to answers questions and give examples on their own in written way and orally.	
LESSON N° 3 20/9/2011	The four skills are clearly present during this lesson because the teacher exposes students to English language, asks them for reading comprehension, asks them to answers questions and give examples on their own in written way and orally.	
LESSON N° 4 23/9/2011	The four skills are clearly present during this lesson because the teacher exposes students to English language, asks them for reading comprehension, asks them to answers questions and give examples on their own in written way and orally.	

4. 1. 3. 2. LESSONS OBSERVED OF THE SAMPLE 2 (2nd Grade A)

The following graph shows the level of achievement of the second sample, these results were obtained from the analysis of the checklist applied during the eight lessons observed – reaching a total of eight pedagogical hours. Hence, the level of achievement in this group was the following:



QUESTION 1: IS EVERY TASK CONNECTED WITH THE PREVIOUS ONE?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 7/9/2011	The teacher presents new vocabulary and contents and asks the students to practice on them.	The students answer questions orally about what they do in certain situations and also listen to native English from a tape.
LESSON Nº 2 12/9/2011	There is a progression from the presentation of the new grammatical structure to the exercises.	The students answer exercises in which they have to use the new grammatical content using "Would/Wouldn't"
LESSON Nº 3 21/9/2011	The teacher presents the contents that will be developed during the lesson and the following tasks concern those contents.	The students provide examples related to "Would/Wouldn't" and read a text for reading comprehension.
LESSON Nº 4 28/9/2011	The teacher gives instructions for a portfolio activity.	The students do exercises that have to be included in the portfolio.
LESSON Nº 5 30/9/2011	The proposed activities are related to recognition of tenses.	The students recognize tenses through different exercises.
LESSON Nº 6 5/10/2011	The teacher devotes the lesson to review the contents that have been studied.	The students solve exercises so that they review the contents studied.
LESSON Nº 7 12/10/2011	The lesson is devoted to review the contents for the test.	The students answer a Formative test to review the contents that they have studied throughout the unit.
LESSON Nº 8 24/10/2011	The teacher devotes the lesson to review TOEIC Bridge Test exercises.	The students solve exercises from TOEIC Bridge Test worksheets.

QUESTION 2: DOES THE TEACHER SPEAK MORE THAN THE STUDENTS?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 7/9/2011	Since this is the first lesson of a unit, she is explaining the new contents most of the time.	The students are mostly paying attention, taking notes about the new contents and when they talk they do it in Spanish.
LESSON Nº 2 12/9/2011	The teacher is still explaining new contents.	The students only speak when they are asked to answer exercises.
LESSON Nº 3 21/9/2011	She mostly explains contents.	The students speak for providing examples.
LESSON Nº 4 28/9/2011	She only gives instructions and then goes round the classroom solving particular doubts.	The students do not speak either, because they are solving the exercises.
LESSON Nº 5 30/9/2011	The lesson is more like a conversation.	The students participate a lot and speak more than in previous lessons.
LESSON Nº 6 5/10/2011	The teacher only gives instructions and goes round the classroom answering questions.	The students answer the exercises proposed for reviewing the contents.
LESSON Nº 7 12/10/2011	The teacher only gives instructions and goes round the classroom answering questions.	The students answer the Formative test.
LESSON Nº 8 24/10/2011	The teacher is constantly giving instructions for the students to answer the test.	The students answer the exercises individually and in silence.

QUESTION 3: IS THE LESSON RECEPTIVE (READING, LISTENING)?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 7/9/2011	The teacher asks the students to answer reading and listening comprehension exercises.	The students read exercises on the text book. They also listen to a text and answer comprehension questions on their books.
LESSON Nº 2 12/9/2011	The teacher asks the students to read a text and answer reading comprehension questions.	The students do a comprehensive reading.
LESSON Nº 3 21/9/2011	The teacher asks the students to read a text and answer reading comprehension exercises.	The students have to read a text and answer reading comprehension exercises.
LESSON Nº 4 28/9/2011	The teacher gives the instructions in Spanish.	The students are not exposed to English language.
LESSON Nº 5 30/9/2011	Ask the students to identify the tense of some sentences.	They have to identify the tense of some written sentences
LESSON Nº 6 5/10/2011	The teacher asks the students to solve written exercises related to the contents studied.	The students have to read exercises from the textbook.
LESSON Nº 7 12/10/2011	The teacher writes exercises on the board from students to write and answer.	The students have to read exercises from the whiteboard.
LESSON Nº 8 24/10/2011	The teacher asks the students to read exercises from worksheets in order to answer them.	The students read exercises on the worksheets.

QUESTION 4: IS THE LESSON PRODUCTIVE (WRITING, SPEAKING)?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 7/9/2011	The teacher allows the students to answer questions in Spanish if they want to.	Even though the students answer comprehension questions (they do that in Spanish), they are not actually writing because all they have to do is match given questions and answers.
LESSON Nº 2 12/9/2011	The teacher is mostly explaining contents and asks the students to solve exercises.	They only listen to the teacher and solve the exercises.
LESSON Nº 3 21/9/2011	The teacher asks the students to provide examples and gives them the chance to do it in Spanish.	The examples provided by the students are in Spanish
LESSON Nº 4 28/9/2011	The teacher goes around the class checking students work.	Students have to solve different items and write examples on their own.
LESSON Nº 5 30/9/2011	The teacher asks the students to provide examples and the answers for the activities.	The students have to express their answers orally. They also have to provide examples for each tense orally.
LESSON Nº 6 5/10/2011	The teacher asks the students to answer questions orally.	Orally, they express their own answers related to the questions proposed.
LESSON Nº 7 12/10/2011	Ask the students to show their answers.	The students check the exercises from the Formative test.
LESSON Nº 8 24/10/2011	The teacher asks the students to create sentences of their own using the answers from the worksheet.	The students create sentences of their own, using the answers from the exercises. They read their sentences aloud.

QUESTION 5: DOES THE TEACHER PROVIDE AN APPROPRIATE SETTING THAT STRONGLY SUPPORTS THE TEACHING OF THE LANGUAGE.

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 7/9/2011	The teacher explains the new contents very clearly and in a simple way.	The students show comprehension of the new contents.
LESSON Nº 2 12/9/2011	The teacher does not provide an appropriate setting, which contributes to the lack of interest of the students.	The students are not motivated, which contributes to the lack of discipline during the lesson.
LESSON Nº 3 21/9/2011	The teacher does not manages the class properly which contributes to the lack of interest of the students.	As during the previous lesson, the students are not motivated; this contributes to the lack of discipline during the lesson.
LESSON Nº 4 28/9/2011	The teacher allows the students disruptive behavior which interferes with students tasks.	Many students do not work and do not finish the task.
LESSON Nº 5 30/9/2011	The lesson is dynamic and engaging.	The students participate enthusiastically.
LESSON Nº 6 5/10/2011	The teacher does not manages the class properly which contributes to the lack of interest of the students.	The students are not motivated; this contributes to the lack of discipline during the lesson.
LESSON Nº 7 12/10/2011	The teacher allows the students disruptive behavior which interferes with students tasks.	Many students do not work and do not finish the task.
LESSON Nº 8 24/10/2011	The activities are dynamic and engaging.	The students are very engaged and participatory during the lesson.

QUESTION 6: DOES THE TEACHER PRIMARILY USE ENGLISH TO EXPLAIN THE ACTIVITIES?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 7/9/2011	She gives instructions in Spanish.	The students are not exposed to the language when the teacher explains the activities.
LESSON Nº 2 12/9/2011	She gives instructions in Spanish.	The students are not exposed to the language when the teacher explains the activities.
LESSON Nº 3 21/9/2011	She gives instructions in Spanish.	The students are not exposed to the language when the teacher explains the activities.
LESSON Nº 4 28/9/2011	She gives instructions in Spanish.	The students are not exposed to the language when the teacher explains the activities.
LESSON Nº 5 30/9/2011	She gives instructions in Spanish.	The students are not exposed to the language when the teacher explains the activities.
LESSON Nº 6 5/10/2011	She gives instructions in Spanish.	The students are not exposed to the language when the teacher explains the activities.
LESSON Nº 7 12/10/2011	She gives instructions in Spanish.	The students are not exposed to the language when the teacher explains the activities.
LESSON Nº 8 24/10/2011	She gives instructions in Spanish.	The students are not exposed to the language when the teacher explains the activities.

**QUESTION 7: DO THE STUDENTS USE ENGLISH FOR ASKING QUESTIONS
OR FOR CLARIFICATION?**

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 7/9/2011	The teacher allows the students to ask questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.
LESSON Nº 2 12/9/2011	The teacher allows the students to ask questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.
LESSON Nº 3 21/9/2011	The teacher allows the students to ask questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.
LESSON Nº 4 28/9/2011	The teacher allows the students to ask questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.
LESSON Nº 5 30/9/2011	The teacher allows the students to ask questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.
LESSON Nº 6 5/10/2011	The teacher allows the students to ask questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.
LESSON Nº 7 12/10/2011	The teacher allows the students to ask questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.
LESSON Nº 8 24/10/2011	The teacher allows the students to ask questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.

QUESTION 8: DOES THE TEACHER ASSOCIATE STUDENTS' PREVIOUS KNOWLEDGE WITH THE NEW CONTENTS?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 7/9/2011	The teacher activates previous knowledge about "Dilemmas" by connecting it with the vocabulary of the unit.	The students answer vocabulary questions using their previous knowledge about the topic.
LESSON Nº 2 12/9/2011	The teacher presents contents that seem to be completely new for the students.	It seems like this is the first time students ever study the contents (would/wouldn't)
LESSON Nº 3 21/9/2011	The reading comprehension text presents a topic that is not familiar for the students.	The reading comprehension text is about O. J. Simpson's imprisonment and the students say they are not familiar with it.
LESSON Nº 4 28/9/2011	The activities are related to the contents they have been studying during previous lessons.	The students solve exercises that are related to the contents that they have been studying during previous lessons.
LESSON Nº 5 30/9/2011	The teacher presents exercises for students to recognize different tenses that they have studied previously.	The students are able to recognize all the tenses shown on the board.
LESSON Nº 6 5/10/2011	The exercises proposed are related with the contents that have been studied.	The students spend the lesson answering exercises for reviewing the contents studied.
LESSON Nº 7 12/10/2011	The teacher makes a review of the contents as a preparation for the test.	They review contents that have been studied during the unit.
LESSON Nº 8 24/10/2011	She asks them to mention the TOEIC Bridge Test exercises they already know.	The students mention the Test format, which they already know because the teacher has mentioned it in previous lessons.

QUESTION 9: DOES THE TEACHER EXPOSE THE STUDENTS TO AUTHENTIC COMMUNICATION?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 7/9/2011	The teacher presents and explains new contents which do not give much opportunity for the students to participate.	The students are just getting in touch with the contents and vocabulary, so they are mostly paying attention.
LESSON Nº 2 12/9/2011	The teacher is explaining contents, so that, students do not have much participation.	The students do not interact during this lesson.
LESSON Nº 3 21/9/2011	The teacher presents activities that do not give students the chance to interact.	The students answer reading comprehension questions and do not interact as partners or groups.
LESSON Nº 4 28/9/2011	The activities do not give students the chance to interact.	The students have to solve the activities for the portfolio.
LESSON Nº 5 30/9/2011	The teacher presents exercises related with the structure of tenses.	The students only have to answer grammar questions.
LESSON Nº 6 5/10/2011	Most of the lesson was devoted to answer the review exercises.	The students work individually and give answers when they are asked to.
LESSON Nº 7 12/10/2011	The teacher asks the students to do the exercises as a review of the unit.	The students answer written exercises for reviewing the contents.
LESSON Nº 8 24/10/2011	The activity proposed does not give room for interaction or sharing of ideas.	All they have to do is answering alternative questions.

QUESTION 10: DOES THE TEACHER ENCOURAGE PAIR WORK IN ORDER TO INCREASE STUDENTS' INTERACTION AND COLLABORATION?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 7/9/2011	There are not several activities during the lesson as it is more explanatory.	The students take notes and work individually.
LESSON Nº 2 12/9/2011	The teacher does not ask the students to do activities that give them the chance to interact in pairs.	The students work individually for solving exercises.
LESSON Nº 3 21/9/2011	The teacher does not ask the students to work in pairs or to do collaborative work.	The students answer the exercises individually.
LESSON Nº 4 28/9/2011	The teacher asks the students to work with a classmate.	They have to work in pairs in order to solve the exercises.
LESSON Nº 5 30/9/2011	The teacher asks the students to work in pairs for solving the exercises.	Students can share opinions by doing this.
LESSON Nº 6 5/10/2011	The activities are developed as a group work, because the attendance is lower.	The students work all together as a large group.
LESSON Nº 7 12/10/2011	The teacher asks the students to work individually and requires the answers as a group.	The exercises are answered as a group.
LESSON Nº 8 24/10/2011	The students ask them to work individually.	The students work individually answering the exercises from the work sheet.

QUESTION 11: DOES THE THEME ALLOW THE STUDENTS TO BE INTERESTED IN PRACTICING LANGUAGE SKILLS?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 7/9/2011	The teacher presents the topic of "Dilemmas" which is interesting and engaging for students.	The students participate orally during the lesson, answering what they do if they were in situations that the book presents.
LESSON Nº 2 12/9/2011	The teacher presents new contents that do not seem to be familiar for the students.	It seems like this is the first time students ever study the contents.
LESSON Nº 3 21/9/2011	The teacher presents a text which topic is unknown for students. Besides, she does not manage to relate it with something similar that students may know.	The topic of the reading comprehension text is unknown for them; therefore, they do not feel interested in further practice.
LESSON Nº 4 28/9/2011	The teacher asks the students to do the exercises as a review of the contents	As the contents studied in previous lessons are not motivating and this lesson is a review of them, the students are not interested in practicing language skills.
LESSON Nº 5 30/9/2011	The teacher presents activities concerning recognition of tenses but does not relate them with the development of language skills.	Even though the students recognize tenses they do not necessarily use them for further practice of skills.
LESSON Nº 6 5/10/2011	The activities proposed by the teacher engage students to work during the lesson.	Students know the contents and the activities are very dynamic.
LESSON Nº 7 12/10/2011	The teacher proposes activities to review the contents studied.	As the students know the contents they feel interested in practicing language skills.
LESSON Nº 8 24/10/2011	The teacher does not take advantage of students' participation to encourage them to do further practice.	Even though they are very participatory, the activity does transcend beyond the lesson.

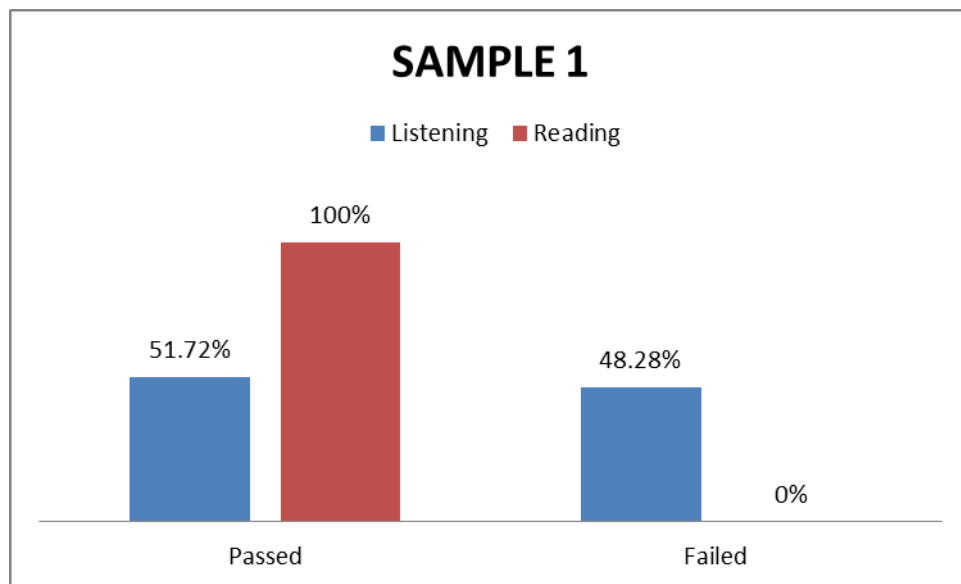
QUESTION 12: DOES THE TEACHER INTEGRATE THE FOUR SKILLS?

LESSON OBSERVED	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
LESSON Nº 1 7/9/2011	The lesson was primarily receptive; therefore the students listen to a tape and write their answers when it is needed.	
LESSON Nº 2 12/9/2011	The lesson is primarily receptive, since the students only answer reading comprehension questions.	
LESSON Nº 3 21/9/2011	The lesson is primarily receptive, since students only answer reading comprehension questions.	
LESSON Nº 4 28/9/2011	The lesson is primarily productive, since the students only write examples and their own answers.	
LESSON Nº 5 30/9/2011	The four skills are developed, since students provide examples orally and in written way. Besides, they read a text recognizing tenses and listen to each other when they are checking the exercises.	
LESSON Nº 6 5/10/2011	The four skills are developed during this lesson, since students read exercises and answer them and also provide answers of their own for the questions asked by the teacher.	
LESSON Nº 7 12/10/2011	Only receptive skills are developed, since they are working solving written exercises.	
LESSON Nº 8 24/10/2011	The four skills are developed during this session. Students read and listen to each other when sharing answers and examples. They also provide examples of their own orally and in writing.	

4. 2. ANALYSIS OF RESULTS FOR TOEIC BRIDGE TEST SAMPLE

The following graphs show the results for the sample of the TOEIC Bridge Test sample applied to students from Chillán and San Carlos, respectively. In first place, there is an explanation for the results of every group separately, considering only the percentage of students who passed or failed the test in every skill – reading and listening. Afterwards, there is a comparison of results between the two schools observed.

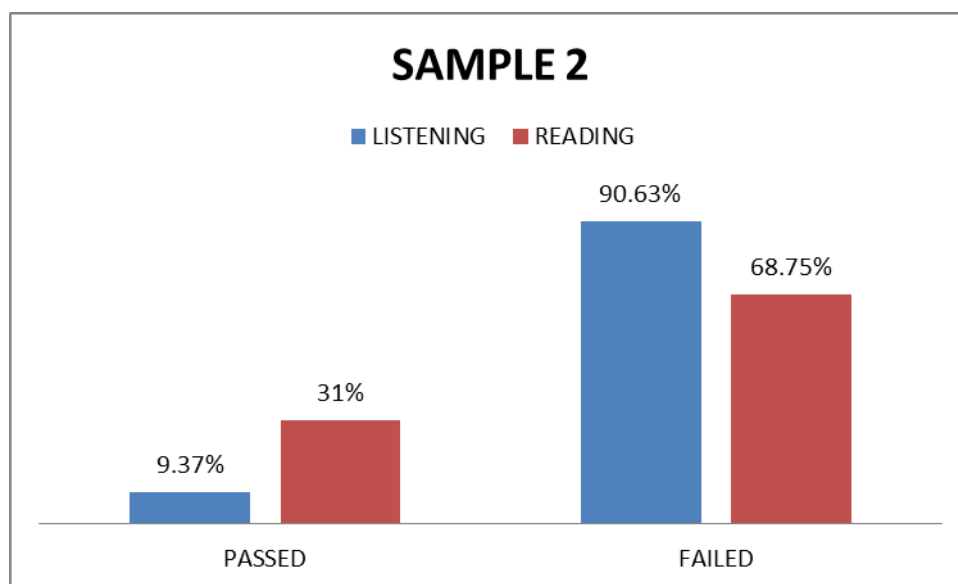
4. 2. 1. SAMPLE 1 TOEIC BRIDGE RESULTS



This graph expresses the level of achievement of the students for every skill. It is clear that students have a better reading comprehension than listening comprehension – because they reached 100% of success on the reading comprehension items–. However, the level of achievement for listening comprehension, and the percentage of students who failed in this skill is almost the same. Considering that the teacher always used English during lessons, it is very

interesting to notice that a bit more than half of the class achieved 70% – or more – of success. This can be explained because, according to the test format, the students listened to the statements only once, while they are used to listen two or three times to any recording in class, besides they are used to the teacher’s accent, and the recording they heard for the test was faster and contained the voice of native speakers.

4. 2. 2. SAMPLE 2 TOEIC BRIDGE RESULTS

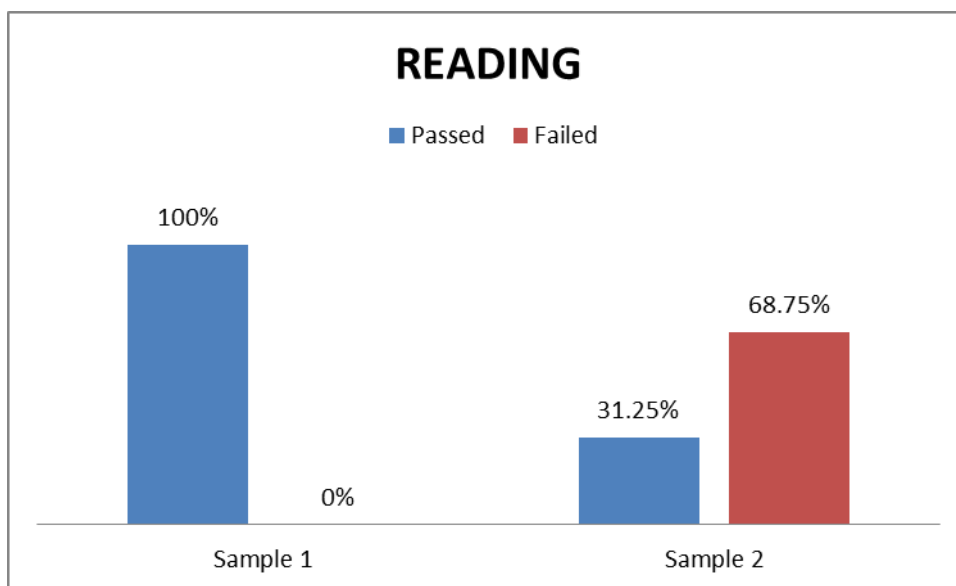


This graph shows a very interesting result. On one hand, it is very clear, observing the percentage of approval, that more students reached a better score on reading comprehension than on listening comprehension. Nevertheless, the level of failure – for both skills – for this group is noticeably higher than the level of approval. This can be explained – in the case of listening comprehension – because students are not used to listen to English, since it is not present throughout the lesson, so the students do not have a constant exposure to the

language, hence, they cannot comprehend it orally. Besides, the test format of the test required students to listen to the recording only once, considering that they are not used to listen to English, it is clear the reason why the level of failure was so high.

4. 2. 3. CONTRASTED ANALYSIS

The following graphic shows a contrast of results for reading comprehension, considering the two schools observed.



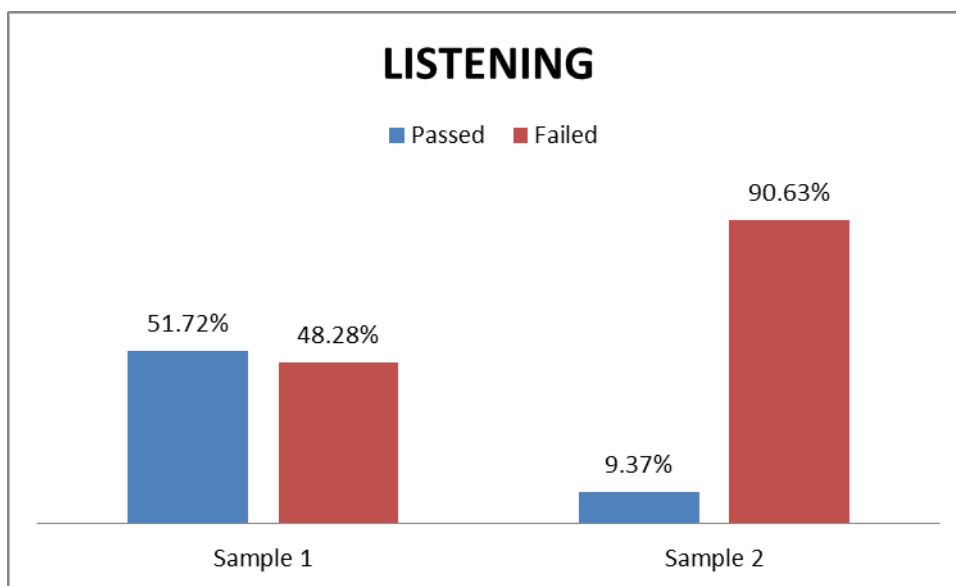
The difference between the two samples is very clear. While 100% of the students in 2nd Grade Advanced (Sample 1) approved the reading comprehension part of the test, only the 31, 25% of students in 2nd Grade A (Sample 2) approved it.

On one hand, in Sample 1 students were constantly exposed to English by using the language during the whole lesson and also, the students were asked to

relate the topics with their own experiences. Besides, the material provided was very easy to understand and engaging for students, getting them involved in the teaching-learning process.

On the other hand, in Sample 2, English was used during short periods of the lesson and then the instructions were translated into Spanish. Besides, the habit of relating the contents with students' experiences was not always present, which does not contribute to encourage them to practice English.

As for listening comprehension, the level of achievement, contrasting the two classes observed was:



Again, the level of failure in Sample 1 was considerably lower than the level of failure in Sample 2. While 51, 72% of the students in 2nd Grade Advanced approved the listening comprehension part of the test, 9, 37% of the students in 2nd Grade A achieved the minimum of 70% for approving this part of the test.

A first factor that must be considered for analyzing these results is the number of times that students listened to the recording. The rules for TOEIC Bridge Test state that the recordings will be heard only once. However, this can be problematic for students who are used to listening more than once – in the case of the students in Sample 1 – or students who are not used to listening to English during a whole lesson – in the case of the students in Sample 2.

Another contributing factor may be the already mentioned habit of using English – or not – during the lesson. It is clear that students in Sample 1 are more used to hear English during the lesson than students in Sample 2.

CONCLUSION

CONCLUSION

The main objective of this investigation was to identify the integration of the four skills of the English language and notice if it affects positively the students' performance during a lesson, in this case, of Second Year High School.

According to what was inquired, it can be said that the Integration of the four skills of the English language in fact influences on the students' performance. Nevertheless, it is not only a matter of integrate the four skills of the English language, but how to integrate them in a lesson, in order to make the students to be involved in a real communicative situation. Moreover, there are other relevant aspects within a class that can make the lesson more or less effective in terms of language learning, which depends primarily on the teacher, as in what they do to motivate students to be interested in the second language, the classroom environment that is basically how the teacher manages the classroom, the use of the voice (volume, intonation, etc.), the use of L1 and how much teacher uses English language in an English lesson, among others.

These variables were taken into account when observing two different classes in their lessons in different schools but at the same level. On one hand, there was a class in which the four skills of the English language were integrated during the four lessons observed. Another observed behavior was the habit of relating topics with students' experiences and asking them about their opinions and feelings concerning the topics studied. The way in which the new contents were exposed and the materials provided were both dynamic and engaging. All of this

was reflected on the results of the students who took the TOEIC Bridge Tests sample applied in order to measure their level of proficiency. Most of them approved the listening comprehension part and the whole group approved the reading comprehension part. Clearly, the methods and techniques were successful to reach the goal of getting students to learn English.

On the other hand, there was a class in which the four skills of the English language were not integrated. The contents were not related with students' own experiences or they were not asked to express their opinions concerning the contents studied. Besides, the materials provided did not engage students to practice their language skills on their own – the textbook was used most of the time. All of this was reflected on the results of the TOEIC Bridge Test sample students took in order to measure their level of proficiency. In this case, the integration of skills was not present – which did not help to increase the proficiency of students.

The techniques used for the different skills – in the case of Receptive Skills – were similar: listening to recordings, reading comprehension exercises, etc. However, the results of these techniques were different for the two classes. This could be explained because the way in which these techniques were used was different. Even though both groups used recordings for listening comprehension exercises, this technique seemed to be more successful in one school because English was used during the whole lesson, so that, students were used to listen to English. While in a group the topics of the reading comprehension exercises were not related with students' context and were presented as isolated and distant texts,

the other sample the contents were presented in a way that made students feel engaged in working and developing exercises. Classroom management in general was different and more motivating than the techniques used in the other class, affecting the Teaching-Learning Process.

The contrast with Productive skills is practically the same. Asking opinions, relating topics, encouraging students to use English as much as possible in order to communicate what they think is basic for reaching English proficiency. This was more clearly observed in one sample. Students were asked to provide examples of their own and express opinions, they also used English for asking questions or clarification.

In opposition to this, was the other class observed. Since English was not use during the whole class, students did not use it for asking questions or for clarification either. Even though they were asked to provide examples of their own, the proficiency observed was poor because they were not exposed to constant English speaking lesson.

All of the aspects observed during the lessons in both samples were crucial in the final analysis of the investigation. Therefore, considering the results of the observation and the scores obtained from the TOEIC Bridge Test sample, it can be properly affirmed that the integration of the four skills of the English language influences the students' performance concerning English as a foreign language.

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APPENDIX

SAMPLE 1

CHECKLIST

CLASS: 2nd Grade Advanced

DATE: September, 9th, 2011

N°	CRITERIA	YES	NO	COMMENTS	
				What the teacher does	What students do
1	Is every task connected with the previous one?	X		The three moments of the lesson are developed. First of all, the teacher presents the unit, lexicon and grammar contents. Then, she asks the students to solve some exercises. Finally, the teacher closes the lesson checking students understanding.	The students practice on the new contents, solving written and listening exercises.
2	Does the teacher speak more than the students?	X		Since the teacher is presenting the unit, she had to explain the new contents.	The students are mostly paying attention, taking notes and answering written exercises.
3	Is the lesson receptive (reading, listening)?	X		The teacher speaks English during the whole lesson (which contributes to develop the students' listening ability)	The students listen to native English from a tape while checking an exercise, and then they read exercises from the textbook and listen to the teacher.
4	Is the lesson productive (writing, speaking)?	X		The teacher asks the students to write examples on their own and encourages them to make questions if	The students have to write sentences using the new contents. Besides, they were

				they need to.	constantly asking questions and giving answers in English.
5	Does the teacher provide an appropriate setting that strongly supports the teaching of the language?	X		The teacher has an appropriate classroom management. Besides, she connects the contents with students' own experiences, which engaged them with the class.	The setting allows the students listen to the teacher and among themselves and work enthusiastically.
6	Does the teacher primarily use English to explain the activities?	X		She speaks English all the time.	The students are exposed to the English language during the whole lesson.
7	Do the students use English for asking questions or for clarification?	X		The teacher answers the students' questions in English.	They use English throughout the whole class.
8	Does the teacher associate students' previous knowledge with the new contents?	X		The teacher asks the students what they know about "gap year" and what they will do during that period of time.	The students answer teacher's questions orally practicing the first conditional.
9	Does the teacher expose the students to authentic communication?		X	Since this is the first class, she devotes most of the time to explain new contents and exercising.	Although the students participate, they are most of the time paying attention and writing the new contents.
10	Does the teacher encourage pair work in order to increase students' interaction and collaboration?		X	The teacher does not ask the students to work in pairs, they just do it.	The students are used to work with a partner so that the teacher does not have to ask for it.
11	Does the theme allow the students to be interested in practicing language skills?	X		The teacher manages to connect today's content, First Conditional, with real situations in which the students could use If	The students are engaged with the new contents since the theme is about real situations that they know.

				Clauses.	
12	Does the teacher integrate the four skills?	X		The four skills are clearly present during this lesson, because the teacher exposes students to English, in a written and spoken way while students talk in English and write sentences on their own.	

CHECKLIST

CLASS: 2nd Grade Advanced

DATE: September, 13th, 2011

N°	CRITERIA	YES	NO	COMMENTS	
				What the teacher does	What the students do
1	Is every task connected with the previous one?	X		The three moments of the lesson are developed. She connects the current lesson with the previous one. Finally, the teacher closes the lesson checking students' understanding.	The students solve written and listening exercises.
2	Does the teacher speak more than the students?	X		Since this is the second lesson, she is still explaining the contents.	The students mostly pay attention, take notes and answer written exercises.
3	Is the lesson receptive (reading, listening)?	X		The teacher speaks English during the whole lesson.	The students read exercises from the textbook. They also listen to the teacher and to native English from a tape while checking an exercise.
4	Is the lesson productive (writing, speaking)?	X		The teacher asks the students to write questions on their own to practice the contents.	The students have to write questions using the new contents. Besides, they are constantly asking questions and giving answers in English.
5	Does the teacher provide an appropriate setting that strongly supports the teaching of the	X		The teacher has an appropriate classroom management. Besides, she connects the	The setting allows the students listen to the teacher and among themselves and work enthusiastically.

	language?			contents with students' own experiences, which engaged them with the class.	
6	Does the teacher primarily use English to explain the activities?	X		She speaks English all the time.	The students are exposed to the English language during the whole lesson.
7	Do the students use English for asking questions or for clarification?	X		The teacher answers the students' questions in English.	They use English throughout the whole class.
8	Does the teacher associate students' previous knowledge with the new contents?	X		The teacher connects the previous lesson with the current one.	The students remember what the previous lesson was about.
9	Does the teacher expose the students to authentic communication?	X		The teacher asks the students to express their own opinions or beliefs, using the contents according to real topics.	The students express their opinions related with the topic.
10	Does the teacher encourage pair work in order to increase students' interaction and collaboration?		X	The teacher does not ask the students to work in pairs, they just do it.	The students are used to work with a partner so that the teacher does not have to ask for it.
11	Does the theme allow the students to be interested in practicing language skills?	X		The teacher manages to connect today's content, First Conditional, with real situations in which the students could use If Clauses.	The students are engaged with the new contents since the theme is about real situations that they know.
12	Does the teacher integrate the four skills?	X		The four skills are clearly present during this lesson, because the teacher exposes students to English, in a written and spoken way while students talk in English and write sentences on their own.	

CHECKLIST

CLASS: 2nd Grade Advanced

DATE: September, 20th, 2011

N°	CRITERIA	YES	NO	COMMENTS	
				What the teacher does	What the students do
1	Is every task connected with the previous one?	X		The three moments of the lesson are developed. She connects the current lesson with the previous one. Finally, the teacher closes the lesson checking students' understanding.	The students answer worksheets related with first conditional.
2	Does the teacher speak more than the students?	X		Most of the time she was giving instructions.	Students were solving worksheets.
3	Is the lesson receptive (reading, listening)?	X		The teacher spoke English during the whole lesson.	The students read exercises from worksheets. The students listen to the teacher.
4	Is the lesson productive (writing, speaking)?	X		The teacher asks students to answer the worksheet and encourages them to ask if they have questions.	The students have to answer worksheets using the new contents. Besides, they are constantly asking questions and giving answers in English.
5	Does the teacher provide an appropriate setting that strongly supports the teaching of the language?	X		The teacher had an appropriate classroom management. Besides, the material she provides is very clear.	The setting allows the students listen to the teacher and among themselves and work enthusiastically.
6	Does the teacher primarily use English to explain	X		She speaks English all the time.	The students are exposed to the English language

	the activities?				during the whole lesson.
7	Do the students use English for asking questions or for clarification?	X		The teacher answers the students' questions in English.	They use English throughout the whole class.
8	Does the teacher associate students' previous knowledge with the new contents?	X		The teacher connects the previous lessons with the current one.	The students remember the previous lessons explanations and contents.
9	Does the teacher expose the students to authentic communication?		X	The main objective for the lesson is to answer the worksheets.	They are mostly answering worksheets.
10	Does the teacher encourage pair work in order to increase students' interaction and collaboration?		X	The teacher does not ask the students to work in pairs, they just do it.	The students are used to work with a partner so that the teacher does not have to ask for it.
11	Does the theme allow the students to be interested in practicing language skills?	X		The material provide by the teacher is simple and effective for engaging students on the practice of the contents.	Even though the class is only about solving worksheets, the students show a very enthusiastic participation.
12	Does the teacher integrate the four skills?	X		The four skills are clearly present during this lesson, because the teacher exposes students to English, in a written and spoken way while students talk in English and write sentences on their own.	

CHECKLIST

CLASS: 2nd Grade Advanced

DATE: September, 23th, 2011

N°	CRITERIA	YES	NO	COMMENTS	
				What the teacher does	What the students do
1	Is every task connected with the previous one?	X		The three moments of the lesson are developed. She connects the current lesson with the previous one. Finally, the teacher closes the lesson checking students understanding.	The students answer worksheets related with first conditional and time clauses.
2	Does the teacher speak more than the students?		X	Most of the time she is giving instructions.	Students are solving worksheets. Students ask more questions today.
3	Is the lesson receptive (reading, listening)?	X		The teacher spoke English during the whole lesson.	The students read exercises from worksheets. The students listen to the teacher.
4	Is the lesson productive (writing, speaking)?	X		The teacher asks students to answer the worksheet and encourages them to ask if they have questions.	The students have to answer worksheets using the new contents. Besides, they were constantly asking questions and giving answers in English.
5	Does the teacher provide an appropriate setting that strongly supports the teaching of the language?	X		The teacher has an appropriate classroom management. Besides, the material she provides is very clear.	The setting allows the students listen to the teacher and among themselves and work enthusiastically.
6	Does the teacher primarily use	X		She speaks English all the time.	The students are exposed to the

	English to explain the activities?				English language during the whole lesson.
7	Do the students use English for asking questions or for clarification?	X		The teacher answers the students' questions in English.	They use English throughout the whole class.
8	Does the teacher associate students' previous knowledge with the new contents?	X		The teacher connects the previous lessons with the current one.	The students remember the previous lessons explanations and contents.
9	Does the teacher expose the students to authentic communication?		X	The teacher asks the students to solve worksheets.	They are mostly answering worksheets.
10	Does the teacher encourage pair work in order to increase students' interaction and collaboration?		X	The teacher does not ask the students to work in pairs, they just do it.	The students are used to work with a partner so that the teacher does not have to ask for it.
11	Does the theme allow the students to be interested in practicing language skills?	X		The material provide by the teacher is simple and effective for engaging students on the practice of the contents.	Even though the class is only about solving worksheets, the students show a very enthusiastic participation.
12	Does the teacher integrate the four skills?	X		The four skills are clearly present during this lesson, because the teacher exposes students to English, in a written and spoken way while students talk in English and write sentences on their own.	

SAMPLE 2

CHECKLIST

CLASS: 2nd Grade A

DATE: September, 7th, 2011

N°	CRITERIA	YES	NO	COMMENTS	
				What the teacher does	What the students do
1	Is every task connected with the previous one?	X		The teacher presents new vocabulary and contents and asks the students to practice on them.	The students answer questions orally about what they do in certain situations and also listen to native English from a tape.
2	Does the teacher speak more than the students?	X		Since this is the first lesson of a unit, she is explaining the new contents most of the time.	The students are mostly paying attention, taking notes about the new contents and when they talk they do it in Spanish.
3	Is the lesson receptive (reading, listening)?	X		The teacher asks the students to answer reading and listening comprehension exercises.	The students read exercises on the text book. They also listen to a text and answer comprehension questions on their books.
4	Is the lesson productive (writing, speaking)?		X	The teacher allows the students to answer questions in Spanish if they want to.	Even though the students answer comprehension questions (they do that in Spanish), they are not actually writing because all they have to do is match given questions and answers.
5	Does the teacher provide an appropriate setting that	X		The teacher explains the new contents very clearly and in a simple way.	The students show comprehension of the new contents.

	strongly supports the teaching of the language?				
6	Does the teacher primarily use English to explain the activities?	X		Although the teacher speaks in English, she also provides some brief explanations in Spanish.	The students understand the general idea of what the teacher says.
7	Do the students use English for asking questions or for clarification?	X		The teacher allows the students to answer questions in Spanish if they want to.	They hardly use English. Most of them use Spanish. They only use English when they have to read something from the book.
8	Does the teacher associate students' previous knowledge with the new contents?	X		The teacher activates previous knowledge about "Dilemmas" by connecting it with the vocabulary of the unit.	The students answer vocabulary questions using their previous knowledge about the topic.
9	Does the teacher expose the students to authentic communication?		X	The teacher presents and explains new contents which do not give much opportunity for the students to participate.	The students are just getting in touch with the contents and vocabulary, so they are mostly paying attention.
10	Does the teacher encourage pair work in order to increase students' interaction and collaboration?		X	There are not several activities during the lesson as it is more explanatory.	The students take notes and work individually.
11	Does the theme allow the students to be interested in practicing language skills?	X		The teacher presents the topic of "Dilemmas" which was interesting and engaging for students.	The students participate orally during the lesson, answering what they do if they were in situations that the book presents.
12	Does the		X	The lesson was primarily receptive; therefore	

	teacher integrate the four skills?			the students listen to a tape and write their answers when it is needed.
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CHECKLIST

CLASS: 2nd Grade A

DATE: September, 12th, 2011

N°	CRITERIA	YES	NO	COMMENTS	
				What the teacher does	What the students do
1	Is every task connected with the previous one?	X		There is a progression from the presentation of the new grammatical structure to the exercises.	The students answer exercises in which they have to use the new grammatical content using "Would/Wouldn't"
2	Does the teacher speak more than the students?	X		The teacher is still explaining new contents.	The students only speak when they are asked to answer exercises.
3	Is the lesson receptive (reading, listening)?	X		The teacher asks the students to read a text and answer reading comprehension questions.	The students do a comprehensive reading.
4	Is the lesson productive (writing, speaking)?		X	The teacher is mostly explaining contents and asks the students to solve exercises.	They only listen to the teacher and solve the exercises.
5	Does the teacher provide an appropriate setting that strongly supports the teaching of the language?		X	The teacher shows a very poor classroom management, which contributes to the lack of interest of the students.	The students are not motivated, which contributes to the lack of discipline during the lesson.
6	Does the teacher primarily use English to explain the activities?		X	When she speaks in English, she translates into Spanish afterwards.	The students are hardly exposed to English.
7	Do the students use English for asking		X	The teacher allows the students to answer questions in Spanish if	They hardly use English. Most of them use Spanish. They

	questions or for clarification?			they want to.	only use English when they have to read something from the book.
8	Does the teacher associate students' previous knowledge with the new contents?		X	The teacher presents contents that seem to be completely new for the students.	It seems like this is the first time students ever study the contents.
9	Does the teacher expose the students to authentic communication?		X	The teacher presents and explains new contents which do not give much opportunity for the students to participate.	The students do not interact during this lesson.
10	Does the teacher encourage pair work in order to increase students' interaction and collaboration?		X	The teacher does not ask the students to do activities that give them the chance to interact.	The students work individually for solving exercises.
11	Does the theme allow the students to be interested in practicing language skills?		X	The teacher presents new contents that do not seem to be familiar for the students.	It seems like this is the first time students ever study the contents.
12	Does the teacher integrate the four skills?		X	The lesson is primarily receptive, since the students only answer reading comprehension questions.	

CHECKLIST

CLASS: 2nd Grade A

DATE: September, 21th, 2011

N°	CRITERIA	YES	NO	COMMENTS	
				What the teacher does	What the students do
1	Is every task connected with the previous one?	X		The teacher presents the contents that will be developed during the lesson and the following tasks concern those contents.	The students provide examples related to "Would/Wouldn't" and read a text for reading comprehension.
2	Does the teacher speak more than the students?	X		She mostly explains contents.	The students speak for providing examples.
3	Is the lesson receptive (reading, listening)?	X		The teacher asks the students to read a text and answer reading comprehension exercises.	The students have to read a text and answer reading comprehension exercises.
4	Is the lesson productive (writing, speaking)?		X	The teacher asks the students to provide examples and gives them the chance to do it in Spanish.	The examples provided by the students are in Spanish
5	Does the teacher provide an appropriate setting that strongly supports the teaching of the language?		X	The teacher shows a very poor classroom management. Contributes to the lack of interest of the students.	As during the previous lesson, the students are not motivated; this contributes to the lack of discipline during the lesson.
6	Does the teacher primarily use English to explain the activities?		X	When she speaks in English, she translates into Spanish afterwards.	The students are hardly exposed to English.
7	Do the students		X	The teacher allows the	They hardly use

	use English for asking questions or for clarification?			students to answer questions in Spanish if they want to.	English. Most of them use Spanish. They only use English when they have to read something from the book.
8	Does the teacher associate students' previous knowledge with the new contents?		X	The reading comprehension text presents a topic that is not familiar for the students.	The reading comprehension text is about O. J. Simpson's imprisonment and the students say they are not familiar with it.
9	Does the teacher expose the students to authentic communication?		X	The teacher presents activities that do not give students the chance to interact.	They only answer reading comprehension questions and do not interact as partners or groups.
10	Does the teacher encourage pair work in order to increase students' interaction and collaboration?		X	The teacher does not ask the students to do activities that give them the chance to interact.	The students work individually for solving exercises.
11	Does the theme allow the students to be interested in practicing language skills?		X	The teacher presents a text which topic is unknown for students. Besides, she does not manage to relate it with something similar that students may know.	The topic of the reading comprehension text is unknown for them; therefore, they do not feel interested in further practice.
12	Does the teacher integrate the four skills?		X	The lesson is primarily receptive, since students only answer reading comprehension questions.	

CHECKLIST

CLASS: 2nd Grade A

DATE: September, 28th, 2011

N°	CRITERIA	YES	NO	COMMENTS	
				What the teacher does	What the students do
1	Is every task connected with the previous one?	X		The teacher gives instructions for a portfolio activity.	The students do exercises that have to be included in the portfolio.
2	Does the teacher speak more than the students?		X	She only gives instructions and then goes round the classroom solving particular doubts.	The students do not speak either, because they are solving the exercises.
3	Is the lesson receptive (reading, listening)?		X	The teacher gives the instructions in Spanish.	The students are not exposed to English language.
4	Is the lesson productive (writing, speaking)?	X		The teacher goes around the class checking students work.	Students have to solve different items and write examples on their own.
5	Does the teacher provide an appropriate setting that strongly supports the teaching of the language?		X	The teacher shows a very poor classroom management. Contributes to the lack of interest of the students	Many students do not work and do not finish the task.
6	Does the teacher primarily use English to explain the activities?		X	She gives instructions in Spanish.	The students are not exposed to the language.
7	Do the students use English for asking questions or for clarification?		X	The teacher allows the students to answer questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.
8	Does the teacher associate students' previous knowledge	X		The activities are related to the contents they have	The students solve exercises that are related to the

	with the new contents?			been studying during previous lessons.	contents that they have been studying during previous lessons.
9	Does the teacher expose the students to authentic communication?		X	The activities do not give students the chance to interact.	They only have to solve the activities for the portfolio.
10	Does the teacher encourage pair work in order to increase students' interaction and collaboration?	X		The teacher asks the students to work with a classmate.	They have to work in pairs in order to solve the exercises.
11	Does the theme allow the students to be interested in practicing language skills?		X	The teacher asks the students to do the exercises as a review of the contents	As the contents studied in previous lessons are not motivating and this lesson is a review of them, the students are not interested in practicing language skills.
12	Does the teacher integrate the four skills?		X	The lesson is primarily productive, since the students only write examples and their own answers.	

CHECKLIST

CLASS: 2nd Grade A

DATE: September, 30th, 2011

N°	CRITERIA	YES	NO	COMMENTS	
				What the teacher does	What the students do
1	Is every task connected with the previous one?	X		The proposed activities are related to recognition of tenses.	The students recognize tenses through different exercises.
2	Does the teacher speak more than the students?		X	The lesson is more like a conversation.	The students participate a lot and speak more than in previous lessons.
3	Is the lesson receptive (reading, listening)?	X		Ask the students to identify the tenses of some sentences.	They have to identify the tenses of some written sentences
4	Is the lesson productive (writing, speaking)?	X		The teacher asks the students to provide examples and the answers for the activities.	The students have to express their answers orally. They also have to provide examples for each tense orally.
5	Does the teacher provide an appropriate setting that strongly supports the teaching of the language?	X		The lesson is dynamic and engaging.	The students participate enthusiastically.
6	Does the teacher primarily use English to explain the activities?		X	She gives instructions in Spanish.	The students are not exposed to the language.
7	Do the students use English for asking questions or for clarification?		X	The teacher allows the students to answer questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.
8	Does the teacher associate students?	X		The teacher presents exercises	The students are able to recognize

	previous knowledge with the new contents?			for students to recognize different tenses that they have studied previously	all the tenses shown on the board.
9	Does the teacher expose the students to authentic communication?		X	The teacher presents exercises related with the structure and not with the use of language.	The students only have to answer grammar questions.
10	Does the teacher encourage pair work in order to increase students' interaction and collaboration?	X		The teacher asks the students to work in pairs for solving the exercises.	Students can share opinions by doing this.
11	Does the theme allow the students to be interested in practicing language skills?		X	The teacher presents activities concerning recognition of tenses but does not relate them with the development of language skills.	Even though the students recognize tenses they do not necessarily use them for further practice of skills
12	Does the teacher integrate the four skills?	X		The four skills are developed, since students provide examples orally and in writing. Besides they read a text recognizing tenses and listen to each other when they are checking the exercises.	

CHECKLIST

CLASS: 2nd Grade A

DATE: October, 5th, 2011

N°	CRITERIA	YES	NO	COMMENTS	
				What the teacher does	What the students do
1	Is every task connected with the previous one?	X		The teacher devotes the lesson to review the contents that have been studied.	The students solve exercises so that they review the contents studied.
2	Does the teacher speak more than the students?		X	The teacher only gives instructions and goes round the classroom answering questions.	The students answer the exercises proposed for reviewing the contents.
3	Is the lesson receptive (reading, listening)?	X		The teacher asks the students to solve written exercises related to the contents studied.	The students have to read exercises from the textbook.
4	Is the lesson productive (writing, speaking)?	X		The teacher asks the students to answer questions orally.	Orally, they express their own answers related to the questions proposed.
5	Does the teacher provide an appropriate setting that strongly supports the teaching of the language?		X	The teacher shows a very poor classroom management. Contributes to the lack of interest of the students.	The students are not motivated; this contributes to the lack of discipline during the lesson.
6	Does the teacher primarily use English to explain the activities?		X	She gives instructions in Spanish.	The students are not exposed to the language.
7	Do the students use English for asking questions or for clarification?		X	The teacher allows the students to answer questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.
8	Does the teacher	X		The exercises	The students

	associate students' previous knowledge with the new contents?			proposed are related with the contents that have been studied.	spend the lesson answering exercises for reviewing the contents studied
9	Does the teacher expose the students to authentic communication?		X	Most of the lesson was devoted to answer the review exercises.	The students work individually and give answers when they are asked to.
10	Does the teacher encourage pair work in order to increase students' interaction and collaboration?		X	The activities are developed as a group work, because the attendance is lower.	The students work all together as a large group.
11	Does the theme allow the students to be interested in practicing language skills?	X		The activities proposed by the teacher engage students to work during the lesson	Students know the contents and the activities are very dynamic.
12	Does the teacher integrate the four skills?	X		The four skills are developed during this lesson, since students read exercises and answer them and also provide answers of their own for the questions asked by the teacher.	

CHECKLIST

CLASS: 2nd Grade A

DATE: October, 12th, 2011

N°	CRITERIA	YES	NO	COMMENTS	
				What the teacher does	What the students do
1	Is every task connected with the previous one?	X		The lesson is devoted to review the contents for the test.	The students answer a Formative test to review the contents that they have studied throughout the unit.
2	Does the teacher speak more than the students?	X		The teacher only gives instructions and goes round the classroom answering questions.	The students answer the formative test.
3	Is the lesson receptive (reading, listening)?	X		The teacher writes exercises on the board from students to write and answer.	The students have to read exercises from the whiteboard.
4	Is the lesson productive (writing, speaking)?		X	Ask the students to show their answers.	The students check the exercises form the formative test.
5	Does the teacher provide an appropriate setting that strongly supports the teaching of the language?		X	The teacher shows a very poor classroom management. Contributes to the lack of interest of the students.	Many students do not work and do not finish the task.
6	Does the teacher primarily use English to explain the activities?		X	She gives instructions in Spanish.	The students are not exposed to the language.
7	Do the students use English for asking questions or for clarification?		X	The teacher allows the students to answer questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.
8	Does the teacher	X		The teacher makes	They review contents

	associate students' previous knowledge with the new contents?			a review of the contents as a preparation for the test.	that have been studied during the unit.
9	Does the teacher expose the students to authentic communication?		X	The teacher asks the students to do the exercises as a review of the unit.	They only answer written exercises for reviewing the contents.
10	Does the teacher encourage pair work in order to increase students' interaction and collaboration?		X	The teacher asks the students to work individually and requires the answers as a group.	The exercises are answered as a group.
11	Does the theme allow the students to be interested in practicing language skills?	X		The teacher proposes activities to review the contents studied.	Students know the contents and the activities are very dynamic.
12	Does the teacher integrate the four skills?		X	Only receptive skills are developed, since they are working solving written exercises.	

CHECKLIST

CLASS: 2nd Grade A

DATE: October, 24th, 2011

N°	CRITERIA	YES	NO	COMMENTS	
				What the teacher does	What the students do
1	Is every task connected with the previous one?	X		The teacher devotes the lesson to review TOEIC Bridge exercises.	The students solve exercises from TOEIC Bridge Test worksheets.
2	Does the teacher speak more than the students?	X		She is constantly giving instructions for the students to answer the test.	The students answer the exercises individually and in silence.
3	Is the lesson receptive (reading, listening)?	X		The teacher asks the students to read exercises from worksheets in order to answer them.	The students read exercises on the worksheets.
4	Is the lesson productive (writing, speaking)?	X		The teacher asks the students to create sentences of their own using the answers from the worksheet.	The students create sentences of their own, using the answers from the exercises. They read their sentences out loud.
5	Does the teacher provide an appropriate setting that strongly supports the teaching of the language?	X		The activities are dynamic and engaging.	The students are very engaged and participatory during the lesson.
6	Does the teacher primarily use English to explain the activities?		X	She gives instructions in Spanish.	The students are not exposed to the language.
7	Do the students use English for asking questions or for clarification?		X	The teacher allows the students to answer questions in Spanish if they want to.	They hardly use English. Most of them use Spanish.
8	Does the teacher	X		She asks them to	The students mention

	associate students' previous knowledge with the new contents?			mention the TOEIC Bridge exercises they already know.	the TOEIC Bridge Test format, which they already know because the teacher has mentioned it in previous lessons
9	Does the teacher expose the students to authentic communication?		X	The activity proposed does not give room for interaction or sharing of ideas.	All they have to do is answering alternative questions.
10	Does the teacher encourage pair work in order to increase students' interaction and collaboration?		X	She asks them to work individually.	The students work individually answering the exercises from the work sheet.
11	Does the theme allow the students to be interested in practicing language skills?		X	The teacher does not take advantage of students' participation to encourage them to do further practice.	Even though they are very participatory, the activity does transcend beyond the lesson.
12	Does the teacher integrate the four skills?	X		The four skills are developed during this session. Students read and listen to each other when sharing answers and examples. They also provide examples of their own orally and in writing.	

TOEIC Bridge Test Sample

NAME:

CLASS:

LISTENING COMPREHENSION

PART I

1.



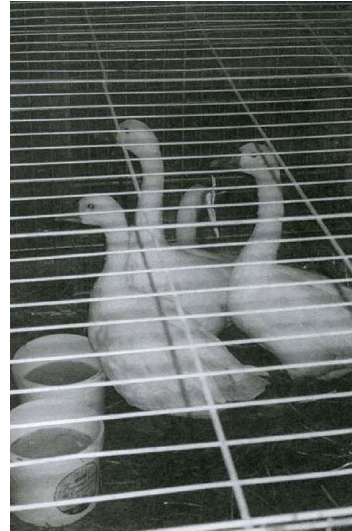
(A) (B) (C) (D)

2.



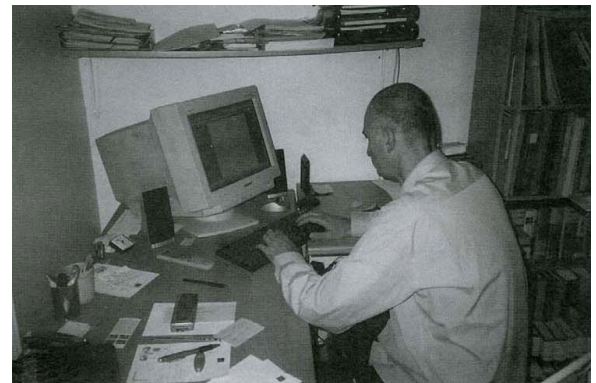
(A) (B) (C) (D)

3.



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

4.



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

5.



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

6.



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

9.



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

7.



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

10.



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

8.



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

11.



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

PART II

12. (A) (B) (C)

13. (A) (B) (C)

14. (A) (B) (C)

15. (A) (B) (C)

16. (A) (B) (C)

17. (A) (B) (C)

18. (A) (B) (C)

19. (A) (B) (C)

20. (A) (B) (C)

21. (A) (B) (C)

22. (A) (B) (C)

23. (A) (B) (C)

24. (A) (B) (C)

25. (A) (B) (C)

PART III

26. What is the man probably going to do?

- (A) Declare something.
- (B) Open his case.
- (C) Show his passport.
- (D) Go on vacation

27. What is Jeff's problem?

- (A) His car does not work.
- (B) He must go to the shopping mall.
- (C) He broke his leg.
- (D) He cannot drive.

28. Where does the conversation take place?

- (A) On a plane.
- (B) At a restaurant.
- (C) At a bar.
- (D) At a department store.

29. When is the next meeting?

- (A) This morning.
- (B) On Tuesday.
- (C) At 3:00.
- (D) At 5:00.

30. How will the woman probably go downtown?

- (A) By subway.
- (B) By bus.
- (C) By taxi.
- (D) On foot.

31. What are they probably talking about?

- (A) Yesterday's meeting.
- (B) A book.
- (C) The rush hour.
- (D) A train schedule.

32. When is the office open?

- (A) On Sundays.
- (B) Until 6:00 pm.
- (C) From 9:00 am.
- (D) Now.

33. Where does Mr. Nishimura live?

- (A) Osaka.
- (B) Tokyo.
- (C) New York.
- (D) London.

34. How will the woman probably go to her hotel?

- (A) By bus.
- (B) By taxi.
- (C) On foot.
- (D) By train.

35. Why can't the man speak to Mr. Edwards?

- (A) He is on a business trip abroad.
- (B) He no longer works for the company.
- (C) He has moved to another department.
- (D) He is in a meeting.

36. What is Cathy going to do?

- (A) Get married.
- (B) Celebrate her birthday.
- (C) Buy Christmas presents.
- (D) Waste a lot of time.

READING COMPREHENSION

PART IV

37. A pound _____ meat is equal to 2.2 kilos.

- (A) of
- (B) with
- (C) for
- (D) on

38. Her mother's brother _____ coming to visit in August.

- (A) are
- (B) were
- (C) will
- (D) is

39. Eat three servings of fruit and vegetables _____ day.

- (A) every
- (B) no
- (C) only
- (D) several

40. The weather is expected to be hot and _____.

- (A) cold
- (B) wind
- (C) rain
- (D) sunny

41. _____ plane will arrive in 45 minutes.

- (A) These
- (B) The
- (C) Then
- (D) Those

42. Chin _____ the violin in the school band.

- (A) play
- (B) playing
- (C) plays
- (D) player

43. We _____ need \$25.

- (A) yet
- (B) still
- (C) ever
- (D) while

44. Jack was _____ in December.

- (A) bear
- (B) bore
- (C) born
- (D) bearing

45. The concert begins _____ 7:00.

- (A) on
- (B) in
- (C) for
- (D) at

46. They met each other _____ the shopping center.

- (A) on
- (B) between
- (C) in front of
- (D) through

47. Biology is a common subject for students _____ want to study medicine.

- (A) whose
- (B) who
- (C) when
- (D) where

48. I'll start my new job _____ Monday.

- (A) in
- (B) on
- (C) at
- (D) for

49. She _____ two sisters and one brother.

- (A) have
- (B) has had
- (C) has
- (D) have had

50. We _____ both pesos and dollars.

- (A) acceptable
- (B) accept
- (C) acceptance
- (D) accepts

51. _____ world's best tennis players play at Wimbledon.

- (A) A
- (B) That
- (C) An
- (D) The

52. There is an apartment for rent on the corner of High Street _____ Park Blvd.

- (A) still
- (B) and
- (C) or
- (D) but

53. The new video game will _____ on sale on Friday, May 15.

- (A) went
- (B) gone
- (C) goes
- (D) go

54. The guitar player started playing when she was _____ years old.

- (A) fourth
- (B) quarter
- (C) four
- (D) three quarters

55. _____ members will travel by train.

- (A) All
- (B) Every
- (C) Each
- (D) Half

56. Carol went to _____ agency that prepared her resume.

- (A) a
- (B) an
- (C) and
- (D) am

57. The actress thanked _____ family and friends for supporting her career.

- (A) their
- (B) his
- (C) her
- (D) its

58. They left for the office an _____ ago.

- (A) minute
- (B) second
- (C) hour
- (D) offer

PART V

Question 59 refers to the following advertisement.

Clearance sale!

Saturday and Sunday only!

10:00 A.M. - 9:00 P.M.

All women's clothing and shoes
are on sale

59. Which statement is true about the clothing?

- (A) It will be very costly
- (B) It will be free
- (C) It will be less expensive
- (D) It will be the same price

Question 60 refers to the following sign.

Please, do not feed the animals!

Come to watch our zookeepers feed the animals.

Zebras and Horses: 2:00

Lions and Tigers: 3:00

Elephant and Rhinoceroses: 4:00

60. Which animals will eat last?

- (A) Horses
- (B) Elephants
- (C) Lions
- (D) Zebras

Question 61 refers to the following advertisement.

Opening night!

Call now for tickets to see
Broadway's new show:

The Way Under

Seats are limited. Call 877-545-
2323

61. What do we know about *The Way Under*?

- (A) It is just closing
- (B) It has a few seats available
- (C) It is an old show
- (D) It received bad reviews

Question 62 refers to the following sign.

Notice!

Due to high winds and surf, Point
Dune Beach is closed. Listen to
radio station KCCR (88.5) for more

62. Why is the beach closed?

- (A) It is too hot
- (B) There are sharks
- (C) The waves are dangerous
- (D) They are recoding a radio program

Question 63 refers to the following sign.

NO TRESPASSING!

Private property.

Do not enter.

63. What should readers do?

- (A) Go inside
- (B) Buy the land
- (C) Call the owner
- (D) Stay outside

Question 64 refers to the following form.

Please complete the form and return by June 18.

Date of your last visit: _____

Name of your Doctor: _____

Birth date: _____

Weight: _____

Height: _____

64. Who will fill out the form?

- (A) A nurse
- (B) The doctor
- (C) A patient
- (D) An accountant

Question 65 refers to the following newspaper article.

The new amusement park opened on June 1. It took five years to finish the park. Over 1,000 people stood in line on opening day to experience the new rides and games. The park is open daily from 9 - 6.

65. What happened on June 1?

- (A) The park closed at 9
- (B) Construction was started
- (C) A new game was released
- (D) A park opened

Question 66 refers to the following advertisement.

1-888-532-1222!

Call now to try Today's Music.

This is a free offer. If you don't want to continue the subscription, you can cancel anytime

66. What is being advertised?

- (A) A concert
- (B) A new CD
- (C) A magazine
- (D) An instrument

Question 67 refers to the following memo.

Our office will be closed on Friday, June 1.

We are sorry for any inconvenience.

We will reopen on Monday at 9:00 A.M.

67. What is true about the office?

- (A) It is new
- (B) It is usually open on Friday
- (C) It is out of business
- (D) It will be closed on Monday

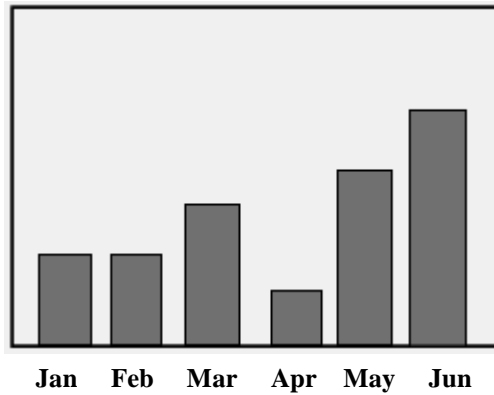
Question 68 refers to the following announcement.

The customer service desk is open from 10 – 6, Monday through Saturday.

68 Where can costumers receive help?

- (A) Outside
- (B) From 10 – 6
- (C) On the third level
- (D) On Sunday

Question 69 refers to the following graph.



69. What does the graph show?

- (A) Prices were higher in January
- (B) Prices were lower in April
- (C) Prices stayed the same
- (D) Prices decreased in May

Question 70 refers to the following advertisement.

*Super Grocery Store
Special*

This week only
Sugar: \$1.00 a pound
\$4.50 for 5 pounds

*Store open from 6:00 A.M. to 8:30
P.M. daily*

70. How much will shoppers pay for five pounds of sugar?

- (A) \$4.50
- (B) \$5.00
- (C) \$1.00
- (D) \$8.30