



**IMPLEMENTING THE INTEGRATED-SKILLS APPROACH IN
AN EFL ELEVENTH- GRADE CLASS AT LAS AMERICAS SCHOOL: A
COLLABORATIVE ACTION RESEARCH STUDY**

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FACULTAD DE CIENCIAS HUMANAS, ESCUELA DE IDIOMAS
LICENCIATURA EN INGLÉS
BUCARAMANGA
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**Graduation Project
for the Bachelor Of Arts Degree in
Teaching English as a Foreign Language**

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RESUMEN

TÍTULO: Implementar el Enfoque de Habilidades Integradas en una clase de undécimo grado en la Institución Educativa Las Américas: un estudio de investigación colaborativo en el aula .

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PALABRAS CLAVES:

Investigación colaborativa en el aula, Práctica docente, Enfoque de habilidades integradas, Plan de acción, Instrucción de habilidades segregadas.

DESCRIPCIÓN:

Este estudio presenta una investigación de campo colaborativa hecha por tres practicantes de décimo semestre, matriculadas en el programa de licenciatura en inglés de la Universidad Industrial de Santander (UIS). El objetivo es describir cómo puede ser implementada la integración de habilidades (ISA por sus siglas en inglés Integrated-Skill Approach), la cual involucra leer, escribir, hablar y escuchar en una clase de inglés con un grupo numeroso de estudiantes. Este proceso de investigación es llevado a cabo durante una práctica docente en Las Américas, una institución pública en Bucaramanga con estudiantes de undécimo grado, durante el segundo periodo académico de 2010.

El estudio muestra cómo el proceso permite implementar el ISA en una institución pública colombiana y sugiere cómo puede ser abordada cada habilidad durante una clase, siguiendo actividades antes, durante y después; así mismo, señala la importancia del uso de materiales auténticos en dichas actividades. Igualmente, es importante determinar si las percepciones de los estudiantes y sus actitudes hacia el aprendizaje de una lengua extranjera, en este caso el inglés, cambian después del plan de acción. Los instrumentos usados para recolectar información fueron: observaciones de las clases de la docente titular y las practicantes, dos encuestas (antes y después del plan de acción), y las carpetas de los estudiantes.

* Proyecto de Grado

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ABSTRACT

TITLE: Implementing the Integrated-Skills Approach in an EFL Eleventh- Grade Class at Las Americas School: a Collaborative Action Research^{*}.

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KEY WORDS:

Collaborative Action Research, Teaching Practicum, Integrated-Skill Approach, Treatment Segregated-Skill Instruction.

DESCRIPTION:

The following study presents a collaborative action research carried out by three pre-service teachers of the English Language Teaching Program at *Universidad Industrial de Santander*. (UIS) The aim of this study is to describe to what extent the Integrated-Skill Approach (ISA), which involves the four language skills-reading, writing, speaking, listening in the English class, can be implemented in a large class size. This research process was developed by the pre-service teachers during their Teaching Practicum at *Las Américas*, a K-11 public school in Bucaramanga, with eleventh-grade students, during the second period of the school year in 2010.

This study shows how three pre-service teachers gather data and how the process lets them present a schema for the implementation of the ISA in a Colombian public institution, in order to suggest how each skill must be addressed during a class, following pre, during and post activities, and how important the use of authentic materials is. Besides, it is also important to determine if students' perceptions and attitudes towards Segregated-Skill Instruction changed during the treatment carried out by the pre-service teachers. The instruments used to gather data were: Head-teacher's and peers' observations of the teaching performance, two different surveys (pre and post treatment), and students' data folders.

^{*} Proyecto de Grado

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GLOSSARY

Collaborative Action Research: type of action research in which is possible for several teachers to be working concurrently on the same problem. Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. These teachers may be supported by individuals outside of the school, such as a university or community partner.

EFL: this acronym stands for English as a Foreign Language. It refers to the process of teaching and learning English in a non-English speaking context.

ELT Program: this acronym stands for English Language Teaching. It makes a reference to the teaching program at Universidad Industrial de Santander which has a length of five years granting the degree of *Licenciado en inglés*.

English Teaching Practicum: it is understood as a subject involving activities emphasizing the practical application of theory and experience teaching in the English language teaching program at Universidad Industrial de Santander.

Integrated-Skill Approach: it is a second language learning theory describing a movement toward integration of listening, speaking, reading and writing helping students make connections across activities.

ISA: acronym that stands for Integrated-Skill Approach.

Pre-service teachers: students who are in the last semester of the English Teaching Program.

Skill: proficiency, facility or dexterity that is acquired or developed through training or experience.

UIS: acronym that stands for Universidad Industrial de Santander.

Treatment: considering as the act or influencing force that occurs in order to ameliorate a problematic situation. Also considered as action plan or intervention

INTRODUCTION

“The human race has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading.” (Brown, 217) Frequently, receptive skills (listening, speaking) and productive skills (speaking, writing) are addressed separately in a second language learning class. Thus, there is a gap between classroom and real life. This gap produces an artificial sense of communication and a lack of development of some skills or extra-use of the others. When teaching large classes in a Colombian public school with an elementary English level (A1), the implementation of an integrated-skill approach for the development of communicative skills in the classroom is vital. According to Rebecca Oxford, with careful reflection and planning any teacher can integrate the language skills and strength the process of teaching and learning. Oxford highlights that when the learning process is successful, learners can use English effectively for communication. (“Tapestry”)

The current collaborative action research study is carried out during a third-month teaching practicum experience with eleventh-grade students at the *Institución Educativa Las Americas, Santander, Colombia*. This study addresses the implementation of an Integrated-Skill Approach (ISA) in three different groups by three pre-service teachers of English as a Foreign Language (EFL). The activities, procedures, and materials are based on the results of the analysis of data, gathered through instruments. First, Head-teacher’s and peers’ open-ended observations as well as focused observations using field notes. Then, two pre-treatment and post-treatment surveys; one of them about the students’ personal experience when learning English and the other one about students’ perceptions, regarding their English level. Finally, students’ data folders, kept during the learning process with the UIS Pre-service teachers; all the research is supported by expert literature.

1. STATEMENT OF THE PROBLEM

This research is conducted in a formal setting at a public K-11 school: *Las Américas*, located in the *Álvarez* neighborhood in Bucaramanga and whose socio economic status varies between one and three. The population consists of three groups of forty five eleventh graders whose average age is between fifteen and eighteen. The learners are exposed to three English lessons of fifty minutes weekly. English classes are focused, exclusively, to a receptive skill, that is, reading to decoding (bottom-up reading) without the awareness required for translating a text properly, and without applying any pre or post reading exercises, as it was found in the open-ended observations of the Head-teacher at Institución Educativa Las Americas. Consequently, the four primary skills are not equally addressed which does not promote a harmonious language development. Furthermore, the focus on that exclusive receptive skill eliminates the possibility of students interacting with each other causing a problematic situation for language development and interpersonal relationships due to the fact that for language to develop successfully, learners must be in an environment that allows them to communicate socially in that language. This mode of instruction is known as the segregated-skill approach or the language-based approach as the focus of instruction is the language itself instead of learning for authentic communication.

2. JUSTIFICATION

Teaching English as a foreign language EFL involves interplay of elements such as the characteristics of the teacher, the learner, the setting, and the relevant languages (native and foreign). However, if these elements are not woven together effectively, the result will not be satisfactory. In addition to the elements mentioned above, other important fundamentals exist. In a practical sense, one of the most crucial of these fundamentals consists of the four primary skills of listening, reading, speaking, and writing. It also includes associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. The skill element leads to optimal EFL communication when the skills are interwoven during instruction. This is known as the Integrated-Skill Approach.

As the stated problematic situation indicates a lack of balance in the use of the four primary language skills, which does not promote a balanced process of language learning for authentic communication in a large size class and limits the interaction among learners by merely focusing instruction on basic understanding of a language for reading and translating without comprehending, analyzing, creating context, conveying meaning, thinking critically, etc. For this reason, it is necessary to establish a timely action plan to ameliorate this problematic situation.

3. STATEMENT OF THE PURPOSE

3.1 GENERAL OBJECTIVE

- To implement an integrated skill approach to lay down the foundation for the balanced development of the four skills within a large size class.

3.2 SPECIFIC OBJECTIVES

- To describe how the four skills are presently being addressed.
- To identify which skill is given more and less class time.
- To plan classroom activities around tasks which integrate all four skills to complete a project.

3.3 RESEARCH QUESTION

- To what extent can the four primary skills for teaching English as a Foreign Language be integrated in a large size class of eleventh graders at a local public school?

4. THEORETICAL FRAMEWORK

4.1 THE AFFECTIVE DOMAIN IN SECOND LANGUAGE LEARNING

Human experience is processed in part through the affective domain. According to Brown, as “intellectual” as human beings would like to think they are, they are affected by their emotions(49) Dickinson describes affect as being concerned with the learner's attitude towards the target language and its speakers, as well as their emotional responses to language learning (25). Moreover, Stevick states that “as one's 'affect' towards a particular thing or action or situation or experience is how that thing or that action or that situation or that experience fits in with one's needs or purposes, and its resulting effect on one's emotions” (ctd. in Brown 104.) Besides, Brown claims that “The affective domain is the emotional side of human behavior, and it may be juxtaposed t the cognitive side.” (100) It is necessary, then, to look at the affective (emotional) domain to understand the challenges the learning of English as a Second Language might trigger and ways to address them.

The different aspects of the affective domain's role in second language learning have been a matter of research for a number of years. Moreover, the linguistic theorists have been working on relevant questions related to human language in order to see if in the human's affective part, there lay reasons to unknown facts in language learning. The affective domain includes many factors such as inhibition, anxiety and attitudes. Understanding that the language learning process is a complex endeavor, the relevance of the affective domain in such a process cannot be speculated about.

In Wilson et al views on learning, they state that education "must focus on the learner's affective domain." According to them, the learner contributes to the learning process not only as joint course-designer, decision-maker, and evaluator,

but also as a developing individual, making sense of and constructing meaning in his/her own world (205). Wilson et al. also consider that “the learner is an individual with affective needs and reactions, and these must "be considered as an integral part of learning, as also must the particular life contexts of those who are involved in the teaching-learning process” (28).

4.2 LARGE CLASSES

Research indicates that the relationship between class size and instructional effectiveness depends on many related variables, such as topic matter taught, and the instructional methods used. For example, in the case of small-sized classes Cao Xia states that a small amount of students facilitate learner-tutor interaction as well as it provides greater flexibility in teaching strategies. Moreover, Xia affirms that smaller classes also reduce teachers' work and, therefore, allow teachers to allocate more time to class preparation and less to grading papers or tests. Besides, smaller classes tend to reduce student discipline issues due to the fact that teachers can more easily keep an eye on students, allowing more time for lessons and reducing the emotional strain of instruction. Also, it is unanimously known that language teaching instruction works best in small classes with no more than twenty students. (40)

However, small classes are not the rule. Large classes are a common phenomenon in many worldwide public institutions and Colombia is not an exception. This issue is concerning especially to novice teachers who find big classes intimidating, as classroom management becomes a more challenging task for them (Xia, 40). Additionally, Jeremy Harmer suggests that teacher-centered classes (named also plenary approach by Coleman) ensure the educator not only that everyone can hear what is being said but also that the students are getting a good language model from the teacher. Nevertheless, these classes present their disadvantages as well; for instance, students working in a whole group get little

chance to practice or to talk at all, or teacher pacing of instruction may affect the class development as the teacher may be either too slow for more advanced students or too fast for the low level ones. Another main inconvenience is that the teacher is viewed as the main source of knowledge and information from which students like blank slates are nurtured with content. Consequently, a common problem found in the language learning class is that some students may be found more competent in grammar and vocabulary than in the more communicative aspects of the language. (21)

Besides, Jeremy Harmer makes different recommendations that deal with materials design, grouping, students' roles and classroom organization large groups that were also applied in the Americas' research process when working with integration of skills (131).

1. Authentic material: it is designed for each task and when feedback stage is reached, teacher goes through it with the whole group.
2. Pairwork and Groupwork: these maximize students' participation as well as make instructions clear.
3. Use group leaders: useful to hand out copies, check other's work, and collect activities.
4. Think about vision and acoustic: teachers make sure what they say or show can be seen and what they say can be heard.

4.2.1 Authentic Material

In the course of the decade, the use of authentic materials has become increasingly popular; most teachers recognize that authentic materials can be used to develop tasks that depart from mechanical language learning and provide a bridge between the linguistic skills of learners and their professional knowledge goals if they are appropriately selected and implemented. (Khaniya, 18) Authenticity, in the context of language learning materials, can be described as the

degree of congruence between the language of a learning material and the features of target language use. As a matter of fact, in a communicative language classroom, authentic materials should be used in order to facilitate the learning process as these help students to get involved in the real language and also they provide pedagogical support to the teacher. Alejandro Martinez suggests that teachers who may use authentic materials will have the opportunity to encourage students to read for pleasure, particularly certain topics of their interest, and also these materials are beneficial since they will prevent students, especially the beginner ones, from being frustrated at the language. (“Authentic”) Besides, according to Jordan “materials such as popular and traditional songs, videos, role-plays, and magazines or internet articles will help tutors to create a non-threatening environment.” (113)

Taking into account Las Americas’ project and the information above, there are a number of important points to consider when choosing authentic materials. First, the teacher should make sure that has enough copies of the materials to be used so that each student or pair of students can have a copy to use. Second, it is best not to use material with too many pages, unless the pages are clearly numbered for easy reference. Third, select the topics according to students likes and needs (e.g., to teach students how to provide personal information in a “facebook profile” like the one designed by the UIS pre-service teachers, instead of using the typical profile provided by books). To summarize, when used effectively, authentic materials help bring the real world into the classroom and significantly enliven the ESL class. “Exposing the students to cultural features generates a deeper understanding of a topic. On the one hand, the students develop their ability on relevant information. On the other hand, students gain confidence in being able to function in an English-speaking society.” (Kelly et al.)

4.2.2 Pair Work and Group Work Strategies for Classroom Management

'Pair Work' is a classroom activity in which the whole class is divided into pairs. (It is really a type of group work, using 'groups' of two.) ("About") There are some clear advantages of using Pair Work. "First, in large classes it gives more students the opportunity to speak. Secondly, students will learn from each other by practicing. Finally, Pair Work gives students a degree of privacy and allows them to try things out that they might not attempt in the more public forum of a class discussion or a teacher-fronted activity. When students speak with a partner, only one other person can hear their mistakes (and, of course, the teacher can hear them, if he or she is monitoring). This support gives shy and reserved students more confidence in their ability to use the language." (Tennant)

In addition to this, Ian Moodie points out that the idea of Pair Work is to improve listening and speaking skills by asking students to exchange information with each other. So, the content of a Pair Work Session should be mainly oral and should always be accompanied by some sort of 'test' to ascertain whether or not the information really has been exchanged. For instance, in Las Americas' project, the students have ten minutes to put together a conversation, then two minutes to practice with a peer and, after that, students present their conversation to the whole class while other classmates listen to it carefully. This type of activity frees up the cognitive resources of instructors in order to pay closer attention to the production of each student than if they were participants themselves. Moreover, "it provides meaningful learning without taking away responsibility from the students but still leave the instructor frees (Christensen, 127.) When working with large groups, Pair Work offers intensive, realistic practice in speaking and listening; it promotes a friendly classroom ambiance that is conducive to learning as well as being an efficient, productive way to spend class time.

According to Jon Reyhner, “A cooperative group is defined as two to five students who are tied together by a common purpose--to complete the task and to include every group member.” In a large class it is important to keep safe the students’ learning process. In a forty-five English class the Group Work strategy offers an alternative to manage effectively the number of students. The quality of communication and feedback that Group Work offers stimulates language teaching and learning by developing a communicative and cooperative process.

4.2.3 Group Leaders

As working in groups has been already mentioned in this paper as a practical strategy for dealing with large classes, it is also a good idea to pick formal roles and assign them to students; in Las Americas’ project, pre-services teachers give students a list of suggested roles and let them sort out their group’s internal dynamics themselves. So, group members are able to randomly determine their role for the coming activities. “This kind of randomization will help avoid rigid group structures and expectation effects. It also allows different individuals to develop and use different competencies.” (“Students”) However, in this project, pre-services teachers do assign the people who should belong to each group (nine groups of five people, as the number of students is forty-five) in order to evade future behavioral problems since past teaching experiences advised that young learners tend to misbehave when working with their own friends. Furthermore, this activity of creating groups provides a non-threatening means for students to share personal information and to develop closer relationships.

Besides, choosing group leaders is a potential strategy which may help teachers to reach class goals: on the one hand, the leader is responsible for keeping the group on the assigned task at hand. He or she also makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members. “The leader also checks that all of the group

members have mastered the learning points of a group exercise.” (“Collaborative”) On the other hand, this student is in charge of organizing the final product of the project, making sure that the project meets the goals set out by the teacher (often provided by the UIS pre-service teachers as a self-evaluation rubric, which generally includes aspects such as accomplishing pre-during and post activities and using correct sentences.)

4.2.4 The Importance of Vision and Acoustic

Since teachers do not have control over where they teach, they may have the opportunity to arrange the assigned classroom; “the idea is to draw students into the group and to create a physical space that makes them comfortable and makes them want to enter into a group situation. In large class settings, space is often a luxury. To maximize the learning space available, consider removing unnecessary furniture to reduce the feeling of overcrowding and to facilitate movement.” (UNESCO 6) In *Las Americas’* project, it is a concerning issue because the room is too small; so, when working with whole-class activities the desk arrangement changes to a U shape as this facilitates not only the teacher’s movement but also learners’ visual contact with the posters or flashcards being shown. At the same time, it gives the possibility of listening carefully to the instructions given by the teacher.

In addition to this, the teacher must plan in advance how he/she will change the classroom arrangement depending on what is being taught, such as moving from a whole class arrangement for test taking to small groups for a different activity. Also, it is relevant to plan on how routine activities will be conducted, such as handing out worksheets and then handing them back to students after grading. Moreover, the teacher must plan what each individual may need when getting supplies for learning. Particularly, in *Las Americas’* project, there is one student per

group whose role is to stand up in silence for receiving the materials given by the teacher.

4.3 INTEGRATED SKILLS

The integrated-skills approach (ISA) incorporates the four language skills reading, writing, speaking, and listening. Yan-Chen Su points out the use of ISA to increase students' understanding of the target language. Moreover, the author indicates that a wide range of authentic materials and integrated class activities allow students to interact lot better with each other changing students' views on EFL instruction than otherwise. (27)

In addition, constructing successful decoding skills entails the teaching and use of reading, writing, speaking and listening skills in the foreign language. In this sense, Marilyn Querejazu states that “a good foreign language teacher will separate confusing signals into their parts, show the correctly written words, explain the content and context and allow spoken and written practice. Receptive and productive communication skills are integrated; therefore the teaching of these skills is necessarily integrated.” For this reason, the present research is focused on how the four skills can be taught and practice in a coherent way and practiced together, making a distinction on the importance of one skill upon the other.

4.3.1 Receptive and Productive Skills

“The teaching of productive skills is closely bound up with receptive skill work. The two feed off each other in a number of ways.” (Harmer 250) The fact that reception and production are so bound up together suggests that one should not have students practice skills in isolation as it is commonly done when teaching English. What is more, “productive skill work is a way of helping students with their receptive skills.” (Harmer 251)

4.3.1.1 Receptive Skills

Understanding a spoken piece of discourse involves much more than just knowing the bits and pieces of that discourse. In this sense, Cook assures that “in order to make sense of any text, we need to have pre-existent knowledge of the world” (qtd. in Harmer). Each of us carries in our heads mental representations of typical situations that we have come across during our life experiences. As Jeremy Harmer claims, when we are stimulated by particular words, discourse patterns, or contexts, we employ our previous knowledge as we approach the process of comprehension, and we deploy a range of receptive skills (i.e. strategies) (199) such as predicting, guessing, or interpreting.

Receptive language skills, reading and listening, are defined as skills that only require students to receive and understand language rather than produce it themselves (Butler); which ones we use will be determined by our reading or listening purpose. As Harmer states, reasons for reading and listening can be divided into two categories: instrumental, in which the skill takes place because it will help the learner to achieve some specific objective, and pleasurable, in which the skill takes place for a personal gratification; however, instrumental reading or listening can be pleasurable too (200). Consequently, the teacher must guide learners in the decision making process to choose the most appropriate strategy in each case with the idea in mind that developing student autonomy over this process.

Besides, as Harmer highlights, the teaching and learning of receptive skills presents a number of specific aspects which need to be addressed. These are to do with language, topic, the tasks students are asked to perform, and the expectations students have of reading and listening. First, when referring to the language aspect, some researchers such as Wallace look at word and sentence-length (ctd. in Harmer 203), considering that longer texts will be more difficult to

understand than the shorter ones. In contrast, authors such as Paran affirms that, in order to be successful, learners have to recognize a broad range of vocabulary without consciously thinking about it (ctd. in Harmer 203). Particularly, the Americas' research project regards both perspectives as important factors when selecting reading or listening material and working with integration of skills, and Harmer suggests some specific ways of addressing the issue of language difficulty such as pre-teaching vocabulary or using mainly authentic texts in class. (203)

Second, if the topic aspect is considered, Harmer assures that many receptive skill activities prove less successful because the topic is not appropriate; he suggests that to solve such difficulties it is necessary to think about how the topic is chosen and used, and how different texts are approached. To illustrate this idea, he says that it is important to try and choose topics which the students will be interested in and points out the importance of including a variety of topics across a series of lessons so that all the students' interests will be catered for in the end. (205) Also, Harmer argues that the teacher can get students engaged by talking about the topic, by showing a picture for prediction, or by asking them to guess what are they going to see or hear (206).

Third, "sometimes texts and/or the tasks which accompany them are far too easy or far too difficult" (Harmer 207). For this reason, the author suggests to use comprehension tasks which raise students' expectations, help them tease out meanings, and provoke an examination of the reading or listening passage (207).

Finally, Harmer believes that students sometimes have low expectations of the receptive skills. Such attitudes, "are often due to previous unhappy or unsuccessful experiences and it is necessary to persuade them to change these negative expectations into realistic optimism." (Harmer 208)

4.3.1.2 Productive Skills

Communicating successfully implies that the discourse has to be structured in such a way that it will be understood by the listeners and/or the readers. Although the productive skills, speaking and writing, are different in many ways, they share similar language production processes which the speaker/writer has to go through to complete such process. When students write or speak in lesson, “they have a chance to rehearse language production in safety, experimenting with different language that they will use on some future occasion away from the classroom.” (Harmer 249)

Harmer argues that writing in particular has to be both coherent and cohesive. The author highlights that in a coherent writing, one can follow the sequence of ideas and points; whereas, in a cohesive writing, one concentrates on the various linguistic ways of connecting ideas across phrases and sentences. He claims that, in the teaching of writing, one can focus on the product or on the writing process itself (246). When concentrating on the product one is only interested in the aim of a task and in the end product. Meanwhile, when concentrating in the process, one pays attention to the various stages that any piece of writing goes through such as pre-writing, editing, redrafting and publishing, which was the approach selected for working at Las Americas.

Regarding speaking, “although speech may appear considerably more disorganized than writing, speakers employ a number of structuring devices such as turn-taking language or organizing markers.” (Harmer 246) According to Harmer, the speaking skill has two important elements, the language features and the mental/social processing. The first one refers to aspects such as negotiation language, lexis and grammar, and connected speech. The second one deals with language processing, interacting with others and information processing. Besides, he suggests some speaking activities related to those elements such as

communication games, simulation and role-play, or prepared talks that can be used in order to develop “the ability to process information and language ‘on the spot’.” (Harmer 274)

4.4 PRE, DURING AND POST-ACTIVITIES

4.4.1 Reading

“Reading is an interactive process in which the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used” (Suleiman 144). Besides, Grabe states that the kinds of knowledge required when reading are the “linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing), since reading is a complex process.” (ctd in Suleiman 144) Besides, “Many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills” (ctd in Suleiman 144). In addition, Hedge assures that any reading component of an English language course may include a set of learning goals for the ability to read a wide range of texts in English (qtd in Suleiman 147). When those effective reading goals have been achieved, the students’ critical thinking progresses to a higher level.

4.4.1.1 Pre-reading

When teaching reading the procedures: pre-, while-, and post- are vital. According to Zhang “Comprehension is facilitated by explicitly introducing schemata through pre-reading activities” (qtd. in Suleiman 149). According to Suleiman, the pre-reading stage helps in activating the relevant schema even when most teachers tend to neglect the pre-reading procedure claiming that there is not enough time. (149) In fact, pre-reading activities give the opportunity to motivate students before the actual reading takes place. Suleiman suggests that in

the pre-reading stage, teachers can ask students questions that arouse their interest while previewing the text. Flood and Lapp affirm that at this stage “strategic readers preview the text by looking at the title and the text to evoke relevant thoughts, memories, and associations. They build background by questioning themselves to see what they already know about the topic, the form in which the topic is presented, and the vocabulary that might communicate the ideas about the topic. They set purposes for reading by asking themselves what they want to learn during the reading episode.” (Saskatchewan Education)

In this respect, Ducker proposes a procedure when pre-during phase takes place:

- Relate the passage students are going to read to something that is familiar to them.
- Next, provide a brief discussion question that will engage the students and, after that, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot. Last, direct the students to read the story and look for particular information. (ctd in Suleiman 149)

Thus, in this phase, it is important to take into account the learners’ schema. Orasanu illustrates the notion of “schema” (or background knowledge) which can be thought of as a framework containing slots to be filled by incoming text information (qtd in Suleiman 150.) Besides, Abraham states that an interactive approach for language teaching “demands that the teachers activate the students’ schema” during the pre-reading phase by helping “students recognize the knowledge that they already have about the topic of a text.” (ctd in Suleiman 150)

4.4.1.2 During-reading

In the during-reading phase, the idea is to develop students' ability in selecting text in order to help them to develop their linguistic and schematic knowledge. Hedge argues that although some oppose the interactive activities carried during the while-reading phase, there are only few research studies that show the "effects of intervention and their outcomes". Moreover, "many students report positively on the usefulness of while-reading activities" (ctd in Suleiman 150). It seems that teachers can use a balanced approach to teaching reading by incorporating both top-down and bottom-up processes, provided they are given flexibility in choosing the reading tasks. Flood and Lapp affirm that in this phase "strategic readers create a dialogue with the author, striving to reformulate what the author is saying. They check their understanding of the text by paraphrasing the author's words and they monitor it by imagining, inferring, and predicting. They integrate their new understanding with existing knowledge. They are continually revising their purposes for reading as they read." (ctd in Saskatchewan Education)

In the development of the during-reading activities, Sasson suggests:

- Rearrange paragraphs or sentences of the text for students to put back in the correct order.
- Give the students pictures of events in the story which students put in order as they read the text.
- Give the students a text containing deliberate mistakes for the students to identify.
- Omit words in a text, giving the students a list of words with which to fill in the gaps.
- Replace certain words with a picture to help students work out what the missing word is.

- Guessing words from meaning by using context, clues, word formation clues and cognates.
- Scanning and skimming for specific pieces of information.
- Identifying topic sentences that contain the main idea of the paragraph.
- Using visual and sensory images such as graphic organizers to identify the main idea or themes of a text.
- Distinguishing between general and specific ideas and making conclusions and drawing inferences.

4.4.1.3 Post-reading

When planning post-reading activities to enhance reading comprehension, Haller suggests a number of activities to be developed. Such activities are “comprehension through the use of matching exercises, cloze exercises, cut-up sentences, and comprehension questions.” (ctd in Suleiman 150) Moreover, Suleiman suggests “a cut-up sentence activity which uses sentences from the given text and helps learners to gain confidence by manipulating the text in various ways.” (150) Besides, Haller proposes the use of “paper strips” at the beginning where a student is given the strips and asked to match for example a name with its corresponding activity. Later students can work in pairs as they understand the concept of matching and, finally, the teacher can introduce matching through lines.” (qtd in Suleiman 150) In this stage, Flood and Lapp “strategic readers summarize what they have been reading and contemplate their first impressions. They reflect and take second looks to develop more thoughtful and critical interpretations of the text. Finally, they make applications of the ideas encountered in the text by extending these ideas to broader perspectives.” (ctd. in Saskatchewan Education)

4.4.2 Listening

Teaching listening goes further than just recognize words or patterns. Emmert “Listening is an active process by which students receive, construct meaning from, and respond to spoken and non-verbal messages” (ctd. In Saskatchewan Education). It is important for teachers to create an environment in which effective listening is addressed. The Saskatchewan Education web page states that listening is an integral part of the SLA process and should not be separated from other skills.” According to Wolvin and Coakley there are four different ways of listening. First, the Comprehensive Listening which is the informational aspect of listening; there, students try to understand the content they heard. Second, the Critical Listening which is the evaluative factor; in this case, students judge the message. Third, the Appreciate or Aesthetic one, in which students listen for enjoyment. Finally, the Therapeutic aspect which is also called the Empathetic aspect; in this case, students listen to support the others but not judge them (qtd. In Saskatchewan Education) The authors suggest that the teacher needs to provide experience in all four kinds of listening.

Since “students do not have an innate understanding of what effective listeners do,” (Saskatchewan Education) One of the teacher’s functions is to share the knowledge about how to be a good listener. The Saskatchewan Education web page considers that it is important for teachers to offer different opportunities for learners to practice listening skills in order to help them to become engaged in the listening process in an active way. According to Brownell, listening affects our ability to make good decisions, our appreciation of the world around us, and our personal relationships. Effective communication begins with listening and with listeners carrying 80 percent of the responsibility in the interaction. Whether at home, in school, or in the workplace, effective listening is important for the development and maintenance of healthy relationships. (Ctd in Saskatchewan Education)

4.4.2.1 Pre-listening

During the pre-listening phase, “teachers need to recognize that all students bring different backgrounds to the listening experience. Beliefs, attitudes, and biases of the listeners will affect the understanding of the message.” (Saskatchewan Education) In addition, The Saskatchewan Education site suggests that before listening, students need help from teachers to activate what they have already in their brain about what they are going to hear. Just being informed about the topic is not enough; “pre-listening activities are required to establish what is already known about the topic, to build necessary background, and to set purpose(s) for listening.” Besides, “the act of listening requires not just hearing but thinking, as well as a good deal of interest and information which both speaker and listener must have in common.” (King 177)

According to the Saskatchewan Education web page, there are several strategies that students and their teachers can use to prepare for a listening experience. The teachers can activate students’ knowledge by asking questions such as the students’ previous knowledge about the topic. These kinds of questions help teachers and students to determine what information they need in order to get the major idea of the text. Students also can brainstorm, discuss, read, view films or photos, and write and share journal entries. Moreover, the Saskatchewan Education site affirms that the teacher can also build Prior Knowledge by providing the appropriate background information including information about the speaker, topic of the presentation, purpose of the presentation, and the concepts and vocabulary that are likely to be embedded in the presentation. Teachers may rely upon the oral interpretation to convey the meanings of unfamiliar words, leaving the discussion of these words until after the presentation.

4.4.2.2 During-listening

As the Saskatchewan Education web page states, learners need to understand what the learning process takes. During the listening process, “students run a mental commentary on it; they can doubt it, talk back to it, or extend it. They can rehearse it in order to remember it; that is, they repeat interesting points back to themselves. They can formulate questions to ask the speaker ... jot down key words or key phrases. They can wonder if what they are listening to is true, or what motives the speaker has in saying it, or whether the speaker is revealing personal feelings rather than objective assessments.” (Temple & Gillet, 55)

In the during-listening stage “most students need practice in making inferences while listening.” (Saskatchewan Education) A simple way to help students become aware of what they are listening to is to provide opportunities for students to make various inferences. Students also need to be aware of the inferences they can make from non-verbal cues. A speaker's tone and body language can convey a message as well. Besides, teachers can also “encourage guided imagery when students are listening to presentations that have many visual images, details, or descriptive words.” Taking into account these aspects, the during-listening phase can contain many activities such as the ones described for Temple & Gillett:

- Choose a story with clear episodes and action. Plan your stops just before important events. Two to four stops is plenty.
- At each stop, elicit summaries of what happened so far, and predictions of "what might happen next".
- Accept all predictions as equally probable.
- Ask the students to explain why they made particular predictions and to use previous story information for justification.

- Avoid "right" or "wrong"; use terms like "might happen", "possible", or "likely".
- After reading a section, review previous predictions and let the students change their ideas.
- Focus on predictions, not on who offered them.
- Involve everyone by letting the students show hands or take sides with others on predictions. (101)

4.4.2.3 Post-listening

In the after-listening stage the students need to clarify meaning and go beyond with their thinking. “Well-planned post-listening activities are just as important as those before and during.” (Saskatchewan Education) At this stage, “students should talk about what the speaker said, question statements of opinion, amplify certain remarks, and identify parallel incidents from life and literature” (Hook and Evans). Besides, according to the Saskatchewan Education site, students can also use time lines, flow charts, ladders, circles, diagrams, webs, or maps. The Saskatchewan education web page suggests that, at this level, students can analyze and evaluate critically what they have heard.

4.4.3 Writing

The Saskatchewan education site assures that writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. (“Writing”) Writing shapes their perceptions of themselves and the world. Adolescents' writing abilities develop gradually with incremental and uneven progress. In order to become empowered in writing, students need concentration, instruction, practice, and patience because “writing is a messy process. It is not linear; it is recursive, ‘a loop rather than a straight line’, where the writer writes, then plans or revises, and then writes again” (qtd. in Saskatchewan).

Teachers can help students write more effectively by getting them to examine their own creative processes. Students can be shown the different stages in the production of a piece of writing and be encouraged to discover what works best for them. Students can be shown the basic phases of the writing process: pre-writing, drafting, revising (editing and proofreading), and presenting. The "writing process is the thinking process that goes on during writing." (qtd. in Saskatchewan)

4.4.3.1 Pre-writing

The Saskatchewan Education web page affirms that pre-writing centres on engaging students in the writing process and helps them discover what is important or true for them about any subject at any time. Unfortunately, no one has found the perfect system for teaching the writing process. What is certain, however, is that if students are to become capable writers they must develop pre-drafting skills. Experienced writers have their own methods, but inexperienced writers need motivation to write, and assistance in uncovering concepts, experiences, and ideas about which to write.

The Saskatchewan Education site assures that during the pre-writing phase, students need direction--a topic, or something to discuss in writing. Topics can come from teachers but students also need to develop the skill of using their own insights and experiences (and those of others) as writing material. ("Writing") Most often the potential of possible topics is revealed through pre-drafting experiences such as the following:

- Talking with and interviewing people who know something about a topic.
- Brainstorming .
- Focused free writing (i.e., nonstop writing on an intended subject to crystallize ideas and feelings).

- Mapping and webbing (i.e., drawing thought webs or graphic representations of the topic).
- Writing "leads" (i.e., creating three or more opening sentences as a way of determining the shape and scope of the topic).
- Listing.
- Using reporters' questions (i.e., Who? What? When? Where? Why? How?).
- Making similes and metaphors (i.e., asking "What is it like?").
- Finding similarities and differences by comparing and contrasting concepts, pictures, objects.
- Reading and examining written models to gather information about the topic or to notice genre, style, or tone.
- Viewing pictures, paintings, television, films, CD-ROMs, slides.
- Using visualization and guided imagery.
- Listening to CDs, tapes, and records.
- Debating, role playing, and improvising.

(Saskatchewan Education)

Writers must not only think about what they are going to say, but also how they are going to say it. The Saskatchewan Education site suggests that during the pre-writing phase students should also give some attention to how they might organize and develop their thoughts. Although these plans will be tentative, they are useful for getting started. Students need to organize their ideas in logical sequences. Several ways of developing and organizing ideas are possible depending on purpose and form. Several different ways of development and organization include: Chronological order which is a chronological or step-by-step arrangement of ideas by time or order of occurrence. Spatial, geometrical, or geographical order arranges ideas according to their position in space--left to right, top to bottom, or circular; and, Common Logic such as order of importance (e.g., first, second), comparison and contrast (e.g., compared to, differs from), cause-effect (e.g., consequently, the reason for), problem-solution (e.g., problem,

alternatives, decisions), etc. Students could consider a map, a chart, an outline, a visual organizer, or a ladder technique to organize their main ideas and supporting details. (“Saskatchewan Education”)

4.4.3.2 *During-writing*

The Saskatchewan Education web page states that during this phase, writers produce a first draft. Momentum is the important issue as students focus their attention on the development of meaning and the flow of thought in their writing. At this point, students should try to say what they mean quickly. Additional drafts can be written that further shape, organize, and clarify the work. As students mentally step back from their work, they can develop more objectivity and give more consideration to the reader. They should be encouraged to share drafts to confirm or adjust the direction of their writing.

During drafting, teachers should encourage students to:

- Say what they mean as directly as they can
- Be themselves; write from their own point of view or assume a new persona or "voice" from which to write
- Write as though they were "telling" the reader about the topic.

4.4.3.3 *Post-writing*

Revising is the general post-writing procedure which involves editing--revising for ideas and form, and proofreading--revising for sentence structure, spelling, punctuation, and capitalization. The Saskatchewan Education points out that it is a complex process of deciding what should be changed, deleted, added or retained. Revising brings a work to completion. Teachers should give students the language to discuss editing and proofreading as well as the strategies to reshape

and polish their writing. Revising strategies require time and practice; therefore, they are best introduced a few at a time. Different strategies may be required for different kinds of writing (Saskatchewan Education)

Useful student strategies for revising ideas and form include:

- Reading compositions aloud, possibly taping them
- Examining compositions in relation to specific questions or guidelines (e.g., Is my composition clear? Is there something that I can do to make it clearer or more appealing? Do my ideas and form address the need of my audience?)
- Using a revision process which involves students in working through various "passes" such as Edit for truth and accuracy, Edit for organization, Edit for paragraph structure, Edit for sentence structure, Edit for word choice, Edit for spelling and punctuation, and Edit for conciseness and clarity.

Proofreading involves, according to the Saskatchewan Education site, reading for conventions rather than content. Proofreading and editing are not mutually exclusive. During the editing process, some proofreading may occur and during proofreading, further editing may occur. ("Writing") Proofreading is the process of checking a draft to make sure that the following conventions are correct and appropriate:

- Paragraph structure
- Sentence structure (syntax)
- Word choice (diction)
- Usage
- Spelling
- Capitalization
- Punctuation
- Appearance (e.g., spacing, indentation, page numbers).

Finally, the Saskatchewan Education web page assures that writing involves sharing and presenting; (Saskatchewan) "publishing", in its broadest sense, means "making public" or sharing with others. Students should be given the opportunity to choose pieces of writing they wish presented.

4.4.4 Speaking

By means of speech individuals are linked to society. "When students talk about their ideas, they clarify their thinking. They can figure out what they believe and where they stand on issues.") Moreover, Speaking is "an essential tool for communicating, thinking, and learning." (Saskatchewan Education) Speaking is the support for the other language skills; through speaking students learn different concepts, expand their vocabulary and distinguish the structural part of the English language which are the "essential components of learning" because "students who have a strong oral language base have an academic advantage." (Saskatchewan Education) Brown affirms that "the interaction between listening and speaking performance applies especially strongly to the most popular discourse category in profession: conversation." (253) Oral language is a powerful tool since it transforms forms, systematizes and expands the individuals thinking. In order to ensure that oral communication takes up a central position in the class, speaking activities must be well-planned and directed; when the teacher gives the appropriate standing, support, and worth to oral communication, the classroom changes into an interactive and lively setting.

The speaking process includes activities that occur prior to, during, and after the actual speaking event." (Saskatchewan Education) For instance, in the "before-speaking" stage, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. In the "during-speaking" phase, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible

responses, the environment, and nonverbal gestures. Finally, in the “Post-speaking” stage the speaker might accept comments, answer questions, explain concepts not understood, and/or assess the process.

4.4.4.1 Pre-speaking: Planning and Organizing

According to the Saskatchewan Education web page, as pre-writing precedes drafting, pre-speaking begins before students actually speak. The students’ in-out classroom experiences influence on what they say and the way they do it. The Pre-speaking activities involve a thinking and reflective process when planning and organizing the speaking.

Besides, the Saskatchewan Education site states that the pre-speaking activities contain different aspects involved when planning: determine purpose, determine audience and determine format. (“Speaking”) When determining the purpose, students generate and explore ideas for speaking topics through a variety of pre-speaking activities such as “constructing thought webs and graphic organizers, reading and researching, listening to music, watching a video, listening to a speaker, jotting down ideas or reflecting upon personal experience.” (Saskatchewan Education) Furthermore, when determining the audience students must ask themselves about their intentional audience. “Some possible audiences are “familiar or known audiences (self, friends, peers, family, teachers), extended or known audiences (community, student body) extended, unknown audiences (local media).” (Saskatchewan Education) Finally, to determine format, the speakers must consider how their ideas and information can be presented most effectively. Some possible formats include “conversation, discussion, formal speech, dramatic presentation or monologue.” (Saskatchewan Education)

4.4.4.2 During-speaking: Going Public

The during-speaking stage “actively engages students in interactions with peers and other audiences.” (Saskatchewan Education) The students who at this stage have experienced encouraging, collaborative environments, and opportunities to arrange their informal and formal speaking experiences, are expected to feel more confident when sharing their ideas and information to an audience. Some aspects to support speaking include discussing or developing with students criteria for a variety of formal and informal speaking formats (e.g., conversation, group discussion, role play), and modeling a variety of formal and informal speaking formats to guide students. If it is possible, hand students audio or video devices to practice their speaking and self-reflect on their weaknesses and strengths. (Saskatchewan Education)

4.4.4.3 Post-speaking: a Time for Reflection and Setting Goals

In the Post-speaking phase “it is important to have students reflect upon their performance. Their reflection, whether it is oral or written, should include the teacher, who can help them set personal goals for improving their speaking abilities.” (Saskatchewan Education) type of self-assessment and goal setting activities stimulate critical thinking. Moreover, the Saskatchewan Education web page states that students who have opportunities to reflect upon their speaking experiences, in light of pre-determined criteria, grow in their abilities to speak effectively. The Saskatchewan Education site proposes two different activities for post-speaking, to reflect upon performance and to set goals for improvement. When reflecting upon performance the learners start to recognize what they have done well and where they require improvement. Some post-speaking activities include: discussing or developing criteria for assessment and providing opportunities for students to talk, write, or represent in various ways their personal speaking strengths and needs (e.g., learning logs, teacher/peer conferences).

Besides, at this point peers play an important role when assessing the speaking process. Students may “give oral feedback, written feedback, or a combination of the two.” (Saskatchewan Education)

4.5 FORMATIVE ASSESSMENT

Assessment is a broad topic that encompasses different stages to ensure that instruction has been effective. Besides, assessment provides an objective image of the student’s strengths and weaknesses. In a balanced assessment process, both summative and formative assessments are an integral part of information gathering. (Garrison & Ehringhaus, 1) Since the success or failure of the learning process needs to be addressed as well, in order to evaluate and make adjustments during the course of instruction, teachers can carry out formative assessment. This type of assessment when incorporated into the classroom dynamics offers a guide to “re-adapt” what is happening in the classroom and helps teachers to determine next steps during the learning proces

5. RESEARCH DESIGN

5.1 CONTEXT

This action research study focuses on the experience of three female pre-service teachers from the tenth semester of the ELT program at UIS, doing their teaching practicum from March 9th to June 11th 2010 in a formal setting at *Las Américas*, a K-11 public school, whose socio economic status varies between one and three. The school is located in the Alvarez neighborhood in Bucaramanga, and has a school day that goes from 6:30 am to 12:30 pm. The pre-service teachers were in charge of the eleventh-grade classes (11-01, 11-02, and 11-03). Each pre-service teacher delivered a single lesson (50 minutes) and a block lesson (100 minutes) per week in the group she was responsible for.

5.2 SAMPLING

The participants involved in this study are eleventh-grade students from a public institution (*Institución Educativa Las Américas*). Students are divided into three groups, each of which has an average of forty-five students, taking three English lessons per week. On average, they are fifteen to eighteen years old, both female and male. In 11-01, 18 out of 44 students are male and 26 are female. In 11-02, out of 45 students, 18 are male students and 27 female students. In 11-03, out of 45 students, 22 are female students and 23 are male students.

5.3 DATA COLLECTION INSTRUMENTS

Triangulation is typically perceived to be a strategy for improving the validity of qualitative research. "Triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, do not contradict it" (Miles & Huberman 235). Methodological triangulation was used during this action

research because, according to Denzin, this type of triangulation combines different methods to gather data in order to increase the credibility and validity of the results (302). To do so, the chosen data collection instruments are field notes, surveys, and students' data folders.

5.3.1 Field Notes

“This is a data collection technique that requires the researcher to be present, and involve in, and recording the daily routine activities with people in the field setting” (Schensul et al. 90). Moreover, “Field notes can involve detailed impressions of the researchers' intuitions which allow to analyze language use in greater depth later” (Mackey and Gass 175) In addition, the authors insist that field notes allows detailed descriptions of the problem being observed and give researchers the opportunity to collect large amount of data on the participants' behavior or actions within a particular context; thus, the researchers can gain deeper understanding of those participants and their context. (176) Field notes were used to record observations from the beginning of the data collection process because they help the researchers to record any kind of events related to the Head-Teacher or the UIS Pre-Service Teachers.

5.3.1.1 Open-ended Observations

“An Observation is the process of gathering first-hand information by observing people and places at a research site.” (Shope and Creswell) Burgess states that there is not a specific law to be followed when recording observations, researchers can compile their field notes in any format or style, according to the requirements of the research. (ctd. in Newbury) In this action research, the observations are recorded as descriptive, reflective and interpretative field notes. Descriptive field notes illustrate the procedures, activities and people; Reflective field notes evidence personal reflections such as insights or intuitions that emerge on the observer related to what is happening in particular situation; finally,

Interpretative field notes are what the observer perceives in general in order to answer *What is going on here?, What categories are appearing?* (Creswell, 137) Then, the researchers analyze these data and draw conclusions for the following stages of the process.

5.3.1.2 Focused Observations

“This is, researches being focused on one particular behavior, group or event once they have a specific question, topic or hypothesis.” (Mould) For instance, in this study, once the problem and the research question about the eleventh-grade courses are identified and stated, researchers decide to center their attention on the good, the bad and the ugly of implementing integrating skills.

5.3.2 Pre and Post-treatment Surveys

A survey is classified as introspective since it involves respondents reporting on themselves; their views, their beliefs, their interactions, and so on. They can be also use to elicit factual data” (Murdoch, 124) Surveys are used to help the researchers to be aware of factors that are affecting and modifying the students’ perceptions and attitudes towards the English class; “with the use of surveys we will collect as much information from the students’ experiences about what is happening when these activities take place.” (Black) Furthermore, “the survey is more reliable than interview because of its anonymous feature, which encourages greater honesty.” (Cohen *et al.* 129) Thus, the survey is designed in order to protect the students’ identity and ensure reliability. In this study, two different Pre and post intervention surveys were conducted. The pre and post treatment surveys have two main sets of questions; one that polls students about their personal experience in English class and the other enquires about their personal perception of their English level.

5.3.3 Students' Data Folders

Students' data folders are an important instrument to follow and assess the students' process in the class. The "data folders are a way for students, teachers and parents to keep track of student performance. Students take ownership, accountability and responsibility for their own learning by setting individual goals and then tracking their own performance." (Martin) Therefore, in action research, students' data folders provide an excellent tool to analyze what aspects did or did not work, during the teaching process when conducting a specific treatment. In fact, they are an appropriate option to follow students' process in this particular study.

5.4 PROCEDURE

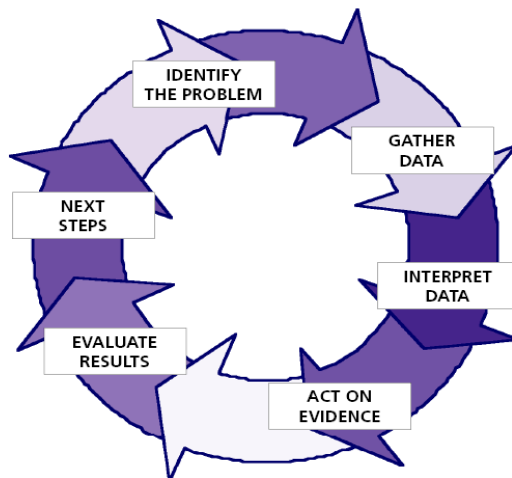


Figure 1. Collaborative Action Research Cycle

The UIS Pre-service teachers start their Collaborative action research based on Eileen Ferrance's six steps for any kind of action research: identify the problem, gather data, interpret data, act on evidence, and evaluate results and next steps. (E.g. figure 1) This process begins when pre-service teachers conduct open-ended observations to the English Head-teacher during two weeks. Then, the outcome from these open-ended observations is analyzed through color-coding which is a

technique for content analysis as it is mentioned in the Data Analysis (See page 54). After that, the problem is identified; the English classes at *Las Americas* school were exclusively focused on reading to decoding (bottom-up reading) without the awareness required for translating a text properly, and without applying any pre or post reading exercises.

Then, the data collection process continues by keeping field notes of the open-ended observations of peers' teaching. Again, the data gathered from these observations is analyzed by color-coding the entries into categories. Next, the two pre-surveys are applied; both pre-surveys are then analyzed by color-coding them. In the next step, peers' focused observations are carried out. Once more, the gathered data is analyzed through color coding. After looking at the findings of open-ended observations and pre-surveys, researchers act on the evidence these instruments provided to plan lessons and design materials to integrate skills. Integrating skills in lesson planning and implementation follow this pattern:

From March 16th to April 30th:

- Reading to write
- Listening to speak

Then, from May 3rd to June 11th the skills are integrated differently:

- Reading to speak
- Listening to write

The pattern shows a progression from receptive to productive skills as it is suggested in the literature (See page 30) While the process of integrating skills is taking place, the data collection process continues with pre-service teachers doing focused observations of their peers' teaching. The focus of these observations is

the good, the bad and the ugly of integrating of skills. Second to last, the post-surveys are applied and the answers are analyzed by color-coding them. Finally, the students' data folders are collected to follow and assess their process during the integration of skills.

5.5 DATA ANALYSIS AND FINDINGS

One of the best ways to analyze qualitative data is creating a coding scheme that best defines the features that have been identified. The codes are then used to identify the specific sections of the data that better represented each main category and subcategories. For instance, some researchers use color codes or colored highlighters to identify and distinguish emerging patterns to provide a visual cue of the different ideas that are found in the data collection. (Peer and Nesbitt) Particularly, in this collaborative action research the content analysis from the surveys and the field notes is carried out color-coding the emerging categories and subcategories.

5.5.1 Field Notes

5.5.1.1 Open-ended Observations

- Head Teacher








COLOR	DESCRIPTION	FREQUENCY	COLOR	DESCRIPTION	FREQUENCY
	Methodology	24		Student's Attitude	15
	Students' Responses to the Class	18		Teacher's Personality	9
	Teacher's Attitude	18		Materials	6
	Student's Performance	15			

Table 1. Head Teacher's Open-ended Observation

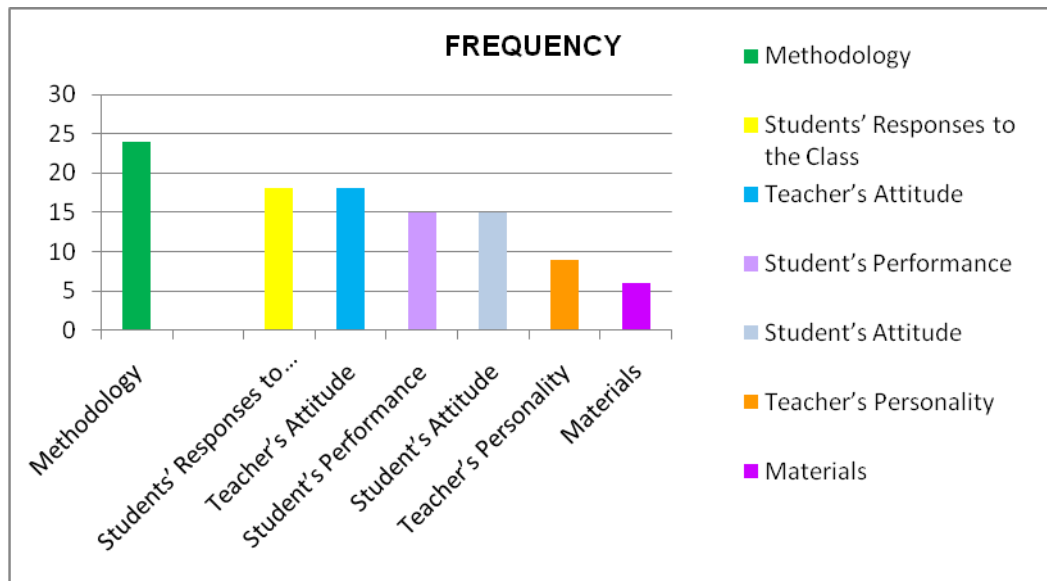


Figure 2. Head Teacher's Open-ended Observation

In Table 1, Figure 2, the methodological aspects are the most salient in the open-ended observations to the Head-teacher (22.85%). The observations in this sense show excessive focus on the translation method, lack of monitoring and log-time activities, and waste of time. Another salient pattern is the students' responses to the class (17.14%) which corresponds to students' reaction towards the lesson. It can be illustrated by entries of the field notes such as "*students seem bored*", "*one student is crying*", and "*students make faces*". Additionally, the "Teacher's attitudes" is another salient pattern (17.14%). The open-ended observations show notes such as "*teacher is bullying*", "*teacher is threatening students with grades*" as well as "*teacher makes judgments with no evidence*".

➤ Pre-service Teachers

COLOR	DESCRIPTION	FREQUENCY	COLOR	DESCRIPTION	FREQUENCY
Green	Methodology	51	Purple	Materials	24
Yellow	Students' Responses towards the class	36	Orange	Teacher's Personality	18
Light Blue	Student's Attitude	36	Blue	Teacher's Attitude	12
Pink	Student's Performance	33	Brown	Difficulty of the topics	3

Table 2. Pre-service Teachers' Open-ended Observation

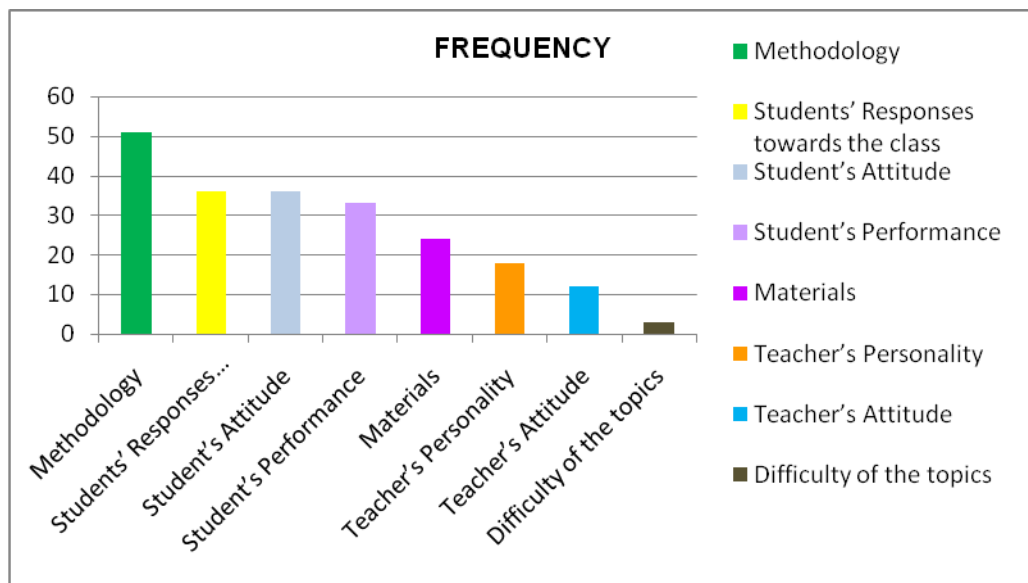


Figure 3. Pre-service Teachers' Open-ended Observation

In Table 2, Figure 3 the results of the open-ended observations analysis to the UIS pre-service teachers show that the methodological aspect is still salient (24.88%). However, this time, the descriptors are different and more positive in comparison to the head teacher's, as they show comments such as "Teacher use procedures", "Teacher monitors the activities", and "Teacher times the activities". Furthermore, students' responses to the class (16.90%), appears once more as a salient pattern which can be described with statements such as "*students seem confident*", "*students seem engaged because they want to complete the tasks*" and "*students show happiness*".

5.5.1.2 Focused Observation

➤ Pre-service Teachers










COLOR	DESCRIPTION	FREQUENCY	COLOR	DESCRIPTION	FREQUENCY
	Methodology	101		Student's Performance	24
	Students' Responses to the Class	40		Teacher's Attitude	21
	Materials	39		Difficulty of the topics	3
	Student's attitude	36		Relevance of the topics	3
	Teacher's Personality	24			

Table 3. Pre-service Teachers' Focused Observation

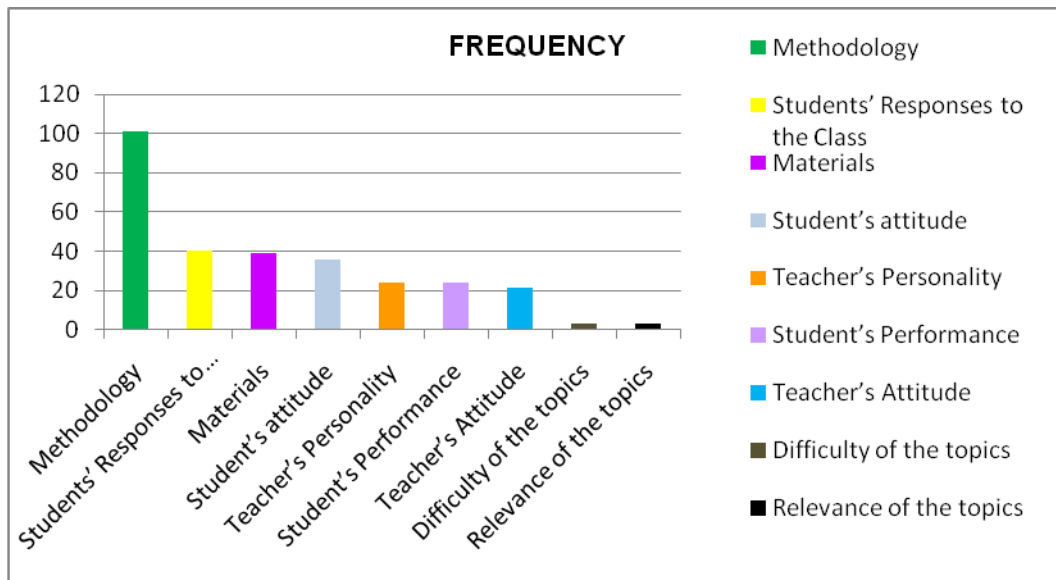


Figure 4. Pre-service Teachers' Focused Observation

In Table 3, Figure 4, it is illustrated that methodological aspects (34.70%) are again the most salient in the focused observations of the UIS pre-service teachers. These aspects are described with expressions such as: “Teacher conduct pre, post and during activities”, “Teacher implements receptive to productive skill”, “well-guided instructions”, and “Teacher organize the classroom”. Moreover, students' responses to the class are a salient aspect once more (13.74%); this

aspect is described with terms such as “students seem motivated”, and “students show willingness to participate”, “students are desirable to complete tasks”. Another salient pattern is materials (13.40%) which are described with words such as: “Teacher uses multimedia”, “Teacher employs visual aids”, and “Students work on worksheets designed by the pre-service teacher”.

5.5.2 Surveys

5.5.2.1 English Class: Personal Experience (Pre and Post)

-QUESTION 1: ¿Le gusta la clase de inglés?

SÍ	NO	NS/NR
43	46	2

Table 4. Pre-survey Personal Experience Q1

SÍ	NO
82	1

Table 5. Post-survey Personal Experience Q1

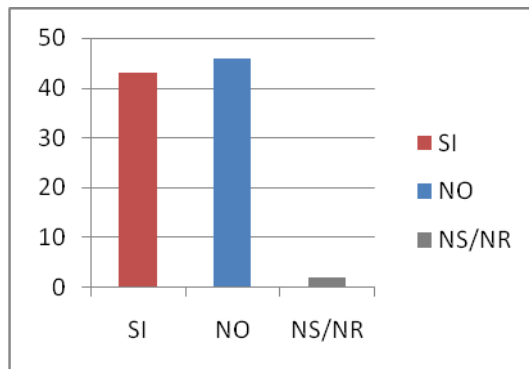


Figure 5. Pre-survey Personal Experience Q1

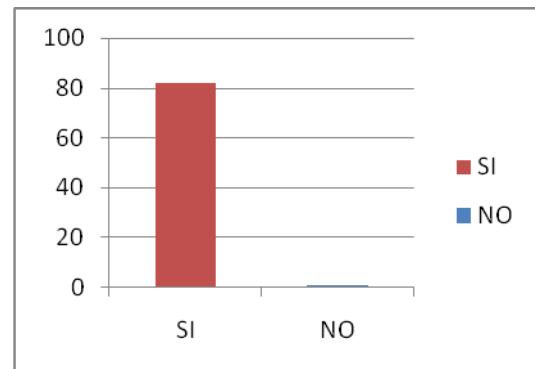


Figure 6. Post-survey Personal Experience Q1

In Table 4, Figure 5 answers to question 1 of the pre-treatment survey “English class personal experience” show that 47% of those polled said that they like their English class and 50% say they do not like the English class. On the other hand, in Table 5, Figure 6 answers to the same question of the post-treatment survey a change in the general sentiment of the class as 98% of those polled said yes and 2% said no.

➤ ¿Por qué?

COLOR CODE











COLOR	DESCRIPTION	FREQUENCY		COLOR	DESCRIPTION	FREQUENCY	
		PRE	POST			PRE	POST
	Importance of the class	14	19		Methodology	9	11
	Difficulty of the topics	6	1		Materials	4	2
	Relevance of the topics	2	4		Teacher's Personality	15	10
	Students' Response to the Class	40	63		Teacher's Attitude	21	10
	Student's Performance	9	13		Student's Attitude	0	3

Table 6. Pre and Post-survey Personal Experience, Reasons Q1

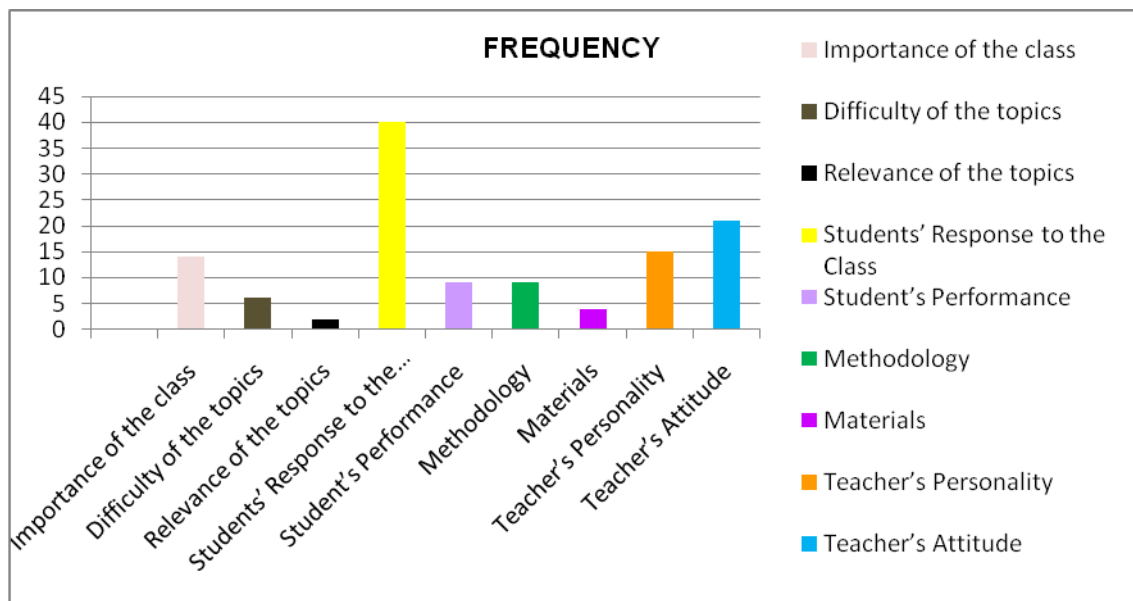


Figure 7. Pre-survey Personal Experience, Reasons Q1

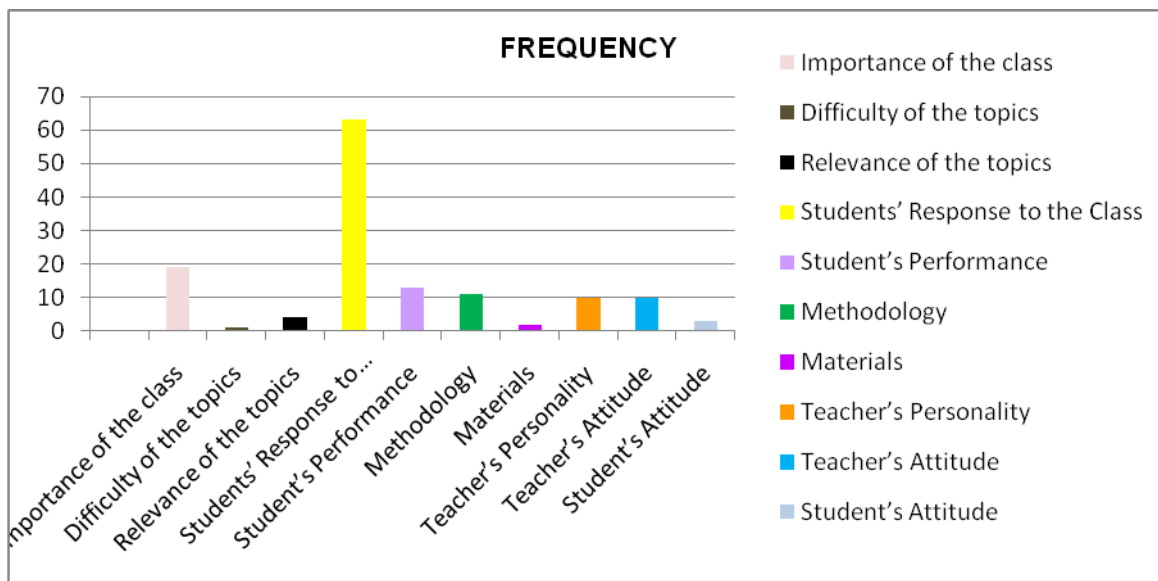


Figure 8. Post-survey Personal Experience, Reasons Q1

When analyzing the reasons why students do not like their English class, in Table 6, Figure 7 answers to question 1 in the pre-treatment survey show that the majority of students, 43% of those polled pointed out the “students’ responses to the English class” as the issues that hinted at the regards. These reasons refer to the classes being “boring”, “monotonous” and “stressful”, as being illustrated by the following answers *“aveces me parecia muy aburrida”, “no nos enseña nada diferente ni divertido”*. Another important issue that was raised has to do with the teacher’s attitude. Students cited reasons such as “the teacher’s abuse of authority”, “underestimation of students”, “overbearing”, “arrogant”, “annoying”, and “disrespectful”. For instance, students answered: *“porque la profesora es muy arrogante y amargada”, “la profesora es muy cansona creo que a todo el mundo le cae mal”, “es demasiado grosera y nunca quiere perder una”, “la profesora es grosera y atravessada nunca se deja hablar.”* Otherwise, In Table 6, Figure 8 answers to question 1 of the post-treatment survey show that there was not much change on the categories previously selected. Again, “students’ responses to the English class” is relevant. However, the subcategories change completely to “different”, “interesting”, “excellent”, “fun”, “nice topics”, “no stress”, “different topics.” It can be illustrated with answers such as *“fue vakanisimo”, “siempre*

aprendíamos cosas interesantes”, “las clases fueron diferentes”, “las clases fueron muy didácticas”.

-QUESTION 2: ¿Qué significa para usted que una persona sepa inglés?



COLOR	DESCRIPTION	FREQUENCY	
		PRE	POST
	Que maneje las habilidades (hablar, escuchar, leer y escribir)	X	46
	Que tiene mejores oportunidades de comunicación.	X	8

Table 7. Post-survey Personal Experience, Reasons Q2

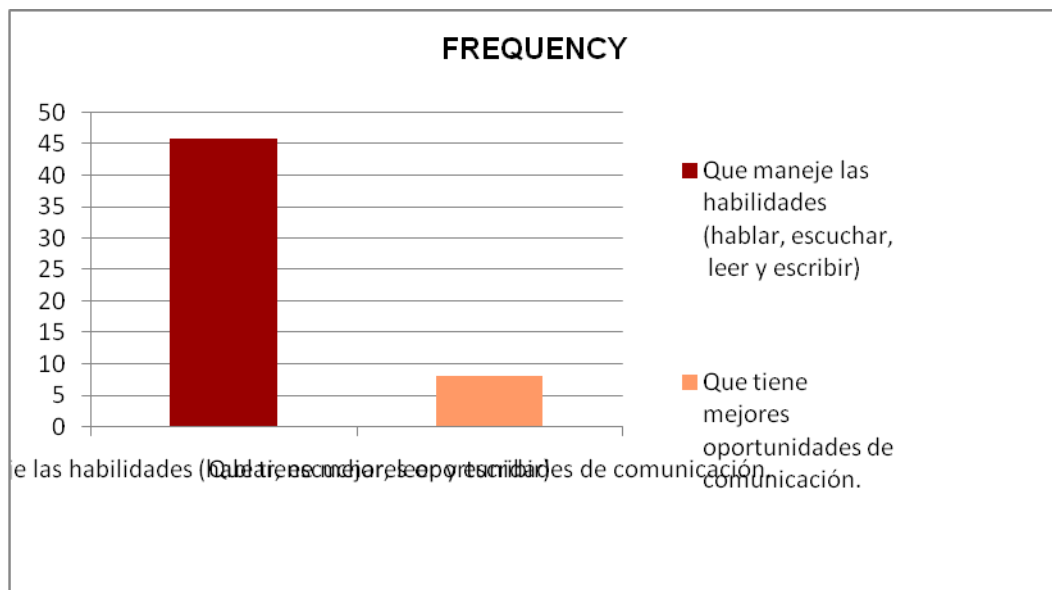


Figure 9. Post-survey Personal Experience, Reasons Q2

Answers to question 2 of the pre-treatment survey are not graphed because of their vagueness; students do not seem to be able to identify characteristics of a person who knows English. According to the pre-survey students often related this to the teacher or just do not have a concrete answer. While in the post survey, in Table 7, Figure 9 answers to the same question show in the post survey concise ideas. That is, the 85% of students polled relate the successfulness of acquisition to the ability to manage the four skills and 14% recognize the effectiveness of a person who knows English by communicating successfully.

-QUESTION 3: ¿Es importante el inglés?

SÍ	NO
90	1

Table 8. Pre-survey Personal Experience Q3

SÍ	NO
83	0

Table 9. Post-survey Personal Experience Q3

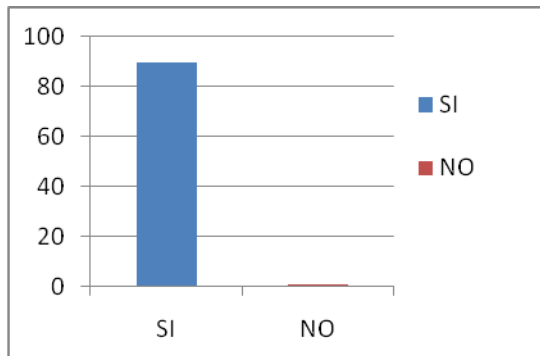


Figure 10. Pre-survey Personal Experience Q3

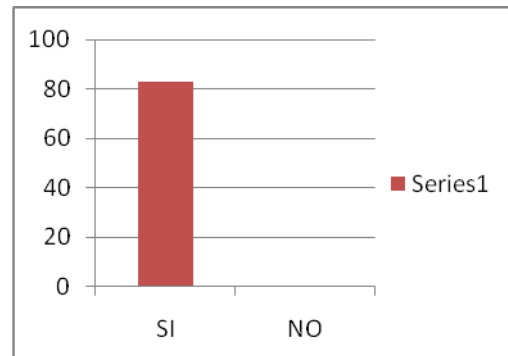


Figure 11. Post-survey Personal Experience Q3

In Table 8, Figure 10 answers to question 3 of the pre-treatment survey show that 98% of those polled answered that English is important and 2% think that English is not important for them. In Table 9, Figure 11 answers to the same question of the post-treatment show that students still recognize the importance of learning English. A slight difference between the two is the absence of “negative” answers in the post survey, a 100% of the 82 interviewed agree on the relevance of English in their lives.

➤ **¿Por qué?**

COLOR	DESCRIPTION	FREQUENCY		COLOR	DESCRIPTION	FREQUENCY	
		PRE	POST			PRE	POST
	Universally spoken/Communication	23	23		Study	8	6
	General necessity	31	24		Travel	22	22
	Job	32	26		Unnecessary	1	0

Table 10. Pre and Post-survey Personal Experience, Reasons Q3

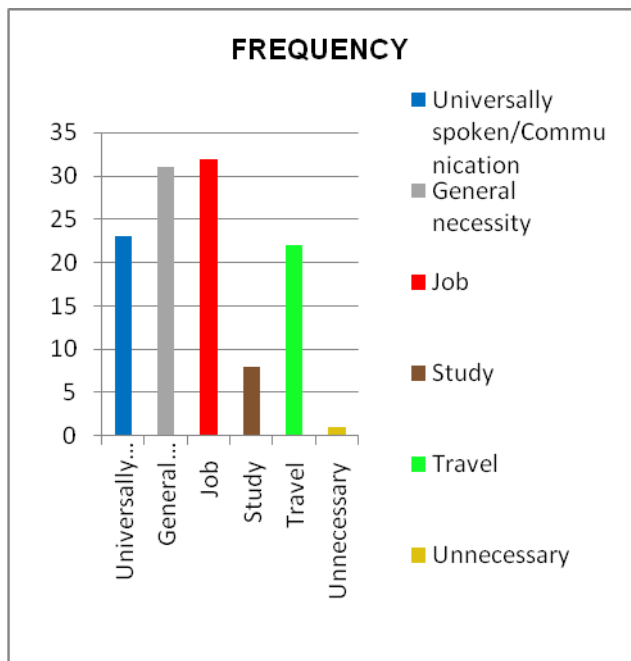


Figure 12. Pre-survey
Personal Experience, Reasons Q3

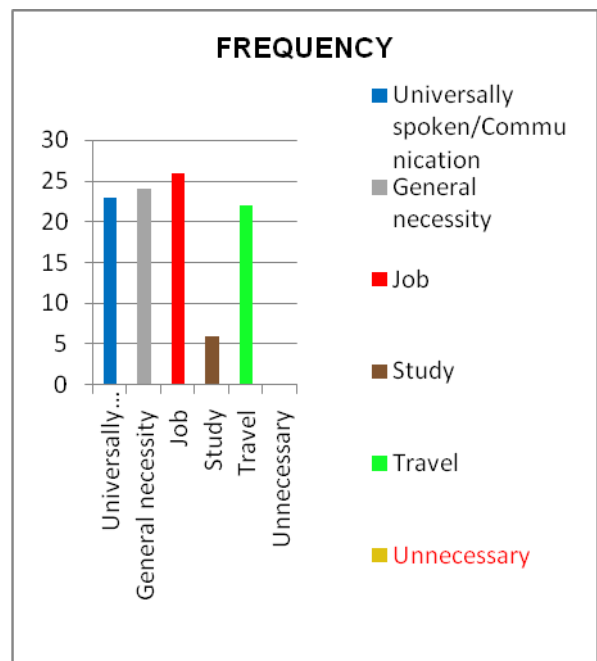


Figure 13. Post-survey
Personal Experience, Reasons Q3

When taking into account the reasons why students think English is important, in Table 10, Figure 12 show that 35% of the students polled cited looking for a job more frequently, as illustrated by the following quotes: *“Porque la necesitamos para trabajo”, “Porque todos los trabajos o negocios importantes require que se sepa Inglés”*. The second most cited reason (34% of the students) refer to general positive things that are possible when English is mastered. In this case, students gave answers such as: *“Hoy en día el Ingles es un idioma super importante y nos lo exigent en todo”, “El Inglés es algo que uno necesita para la vida cotidiana”, “Porque muchas veces el trabajo es en EEUU y pues si no save ingles queda perdido.”* Furthermore, in Table 10, Figure 13 answers to the same question in the post-treatment survey show that the category “job” still is the most important reason (31%). Moreover, categories such as being universally spoken, general necessity and traveling are at this point also outstanding reasons why students think English is important for them; these categories represent the 19%, 28% and the 26% respectively of those polled.

-QUESTION 4: ¿Cuáles de las siguientes actividades se desarrollaron en su clase de inglés en el primer periodo del año?

DESCRIPTION	FREQUENCY		DESCRIPTION	FREQUENCY	
	PRE	POST		PRE	POST
Escuchar una grabación	36	83	Hacer una lectura	94	83
Hablar sobre algo	33	83	Escribir sobre algo	35	83
Ejercicios de Gramática	77	83	Ejercicios de Vocabulario	88	93

Table 11. Pre and Post-survey Personal Experience Q4

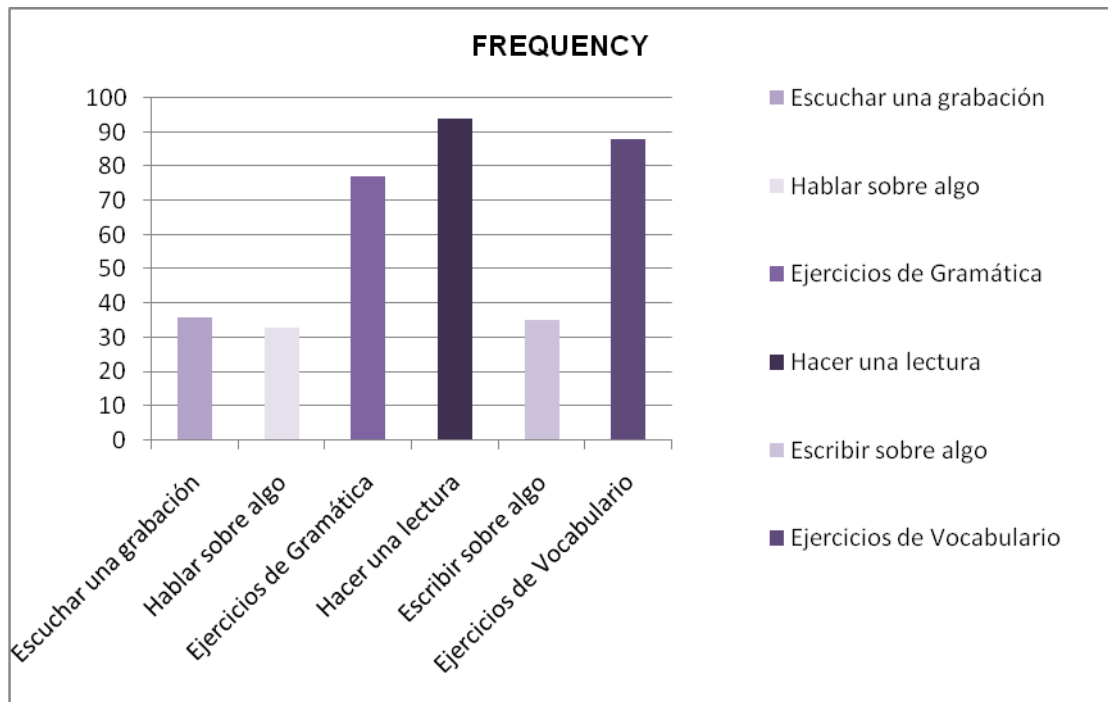


Figure 14. Pre-survey Personal Experience Q4

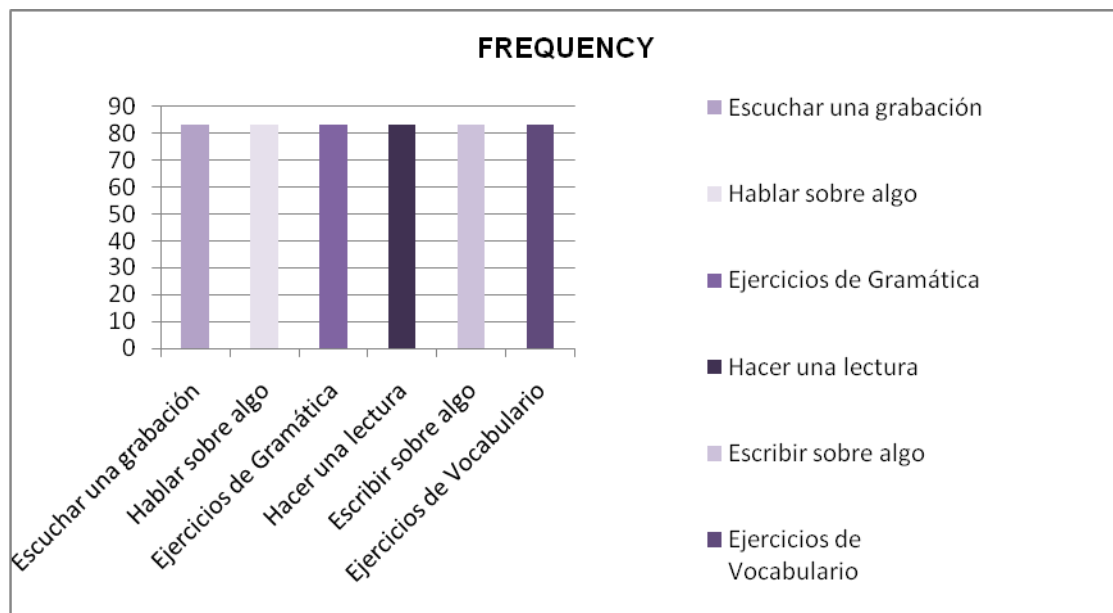


Figure 15. Post-survey Personal Experience Q4

In Table 11, Figure 14 answers to question 4 of the pre-treatment survey shows that Receptive and Productive skills were not equally addressed in the first quarter of school. That is 72% of the students answered reading the most frequently addressed skill in class, followed by vocabulary (59%) and grammar and (67%). On the other hand, in Table 11, Figure 15 answers to the same question of the post-treatment survey show that 100% of the students said that the four skills plus vocabulary and grammar activities were developed with the UIS pre-service teachers, 100% of those polled answered that all the activities were implemented with the same frequency.

-QUESTION 5: ¿Cuáles fueron sus actividades favoritas del primer periodo del año?

COLOR	DESCRIPTION	FREQUENCY	COLOR	DESCRIPTION	FREQUENCY
	Traducir	19		Diálogos	4
	Vocabulario	9		Gramática	1
	Grabaciones	12		Ninguna	35
	Lecturas	13		Todas	4
	ICFES	3			

Table 12. Pre-survey Personal Experience Q5

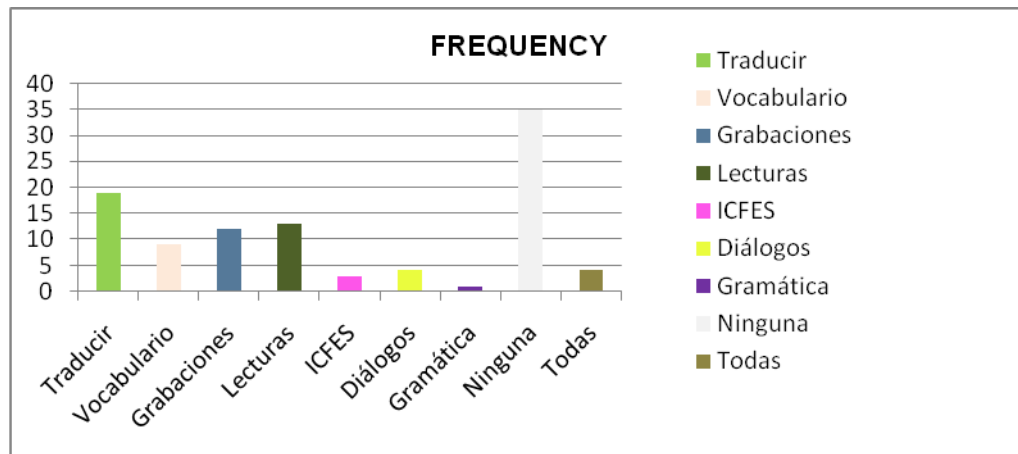


Figure 16. Pre-survey Personal Experience Q5

COLOR	DESCRIPTION	FREQUENCY	COLOR	DESCRIPTION	FREQUENCY
	Escribir	1		Hablar	8
	Vocabulario	15		Gramática	8
	Escuchar	16		Ninguna	1
	Lectura	2		Todas	38
	Juegos	15			

Table 13. Post-survey Personal Experience Q5

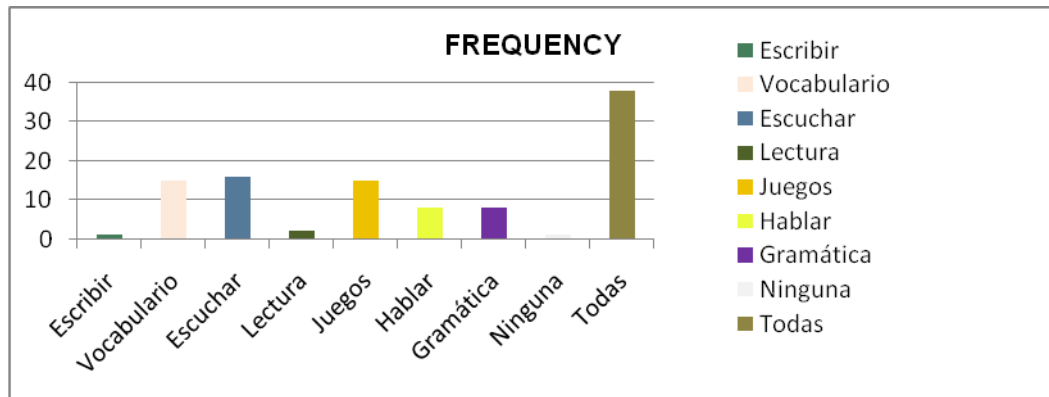


Figure 17. Post-survey Personal Experience Q5

In Table 12, Figure 16, answers to question 5 on the pre-treatment survey show that 42% of those polled did not like any of the class activities developed during the first school period. This fact can be illustrated with answers such as “*Ninguna, todas eran aburridas, además si uno no se aprendía las cosas de memoria nos bajaba.*” Besides, “traducir” represents 20% of the likable activities during the first period of the year term. In Table 13, Figure 17 answers to the same question of the

post-treatment survey show a change when regarding the activities done in the English classes with the UIS pre-service teachers. 45% of the students polled indicated “todas” when regarding the activities they liked during the UIS pre-service teachers treatment.

-QUESTION 6: ¿Cuáles actividades le hubiera gustado haber hecho en el primer periodo del año?







COLOR	DESCRIPTION	FREQUENCY	
		PRE	POST
	Games	40	14
	Multimedia	32	8
	Group activities	11	4
	Oral activities	10	9
	Outdoor activities	2	1
	All (Pre-service teachers' activities)	X	47

Table 14. Pre and Post-survey Personal Experience Q6

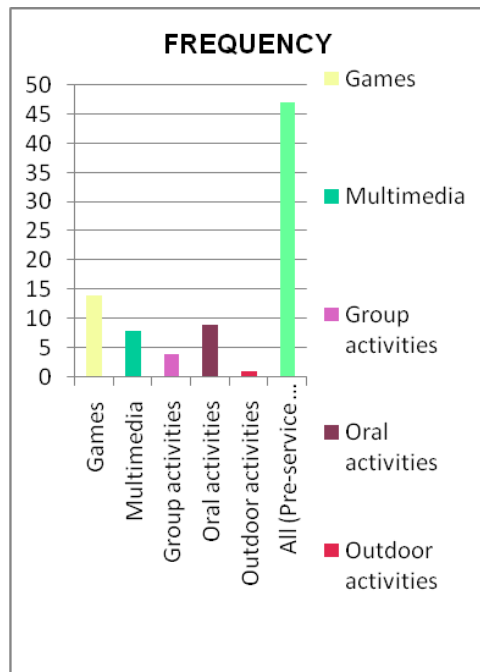


Figure 18. Pre-survey Personal Experience Q6

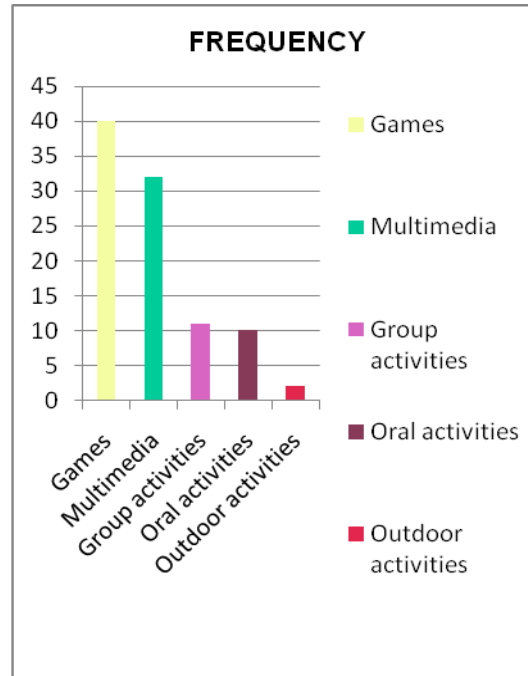


Figure 19. Post-survey Personal Experience Q6

In Table 14, Figure 18 answers to question 6 of the pre-treatment survey show that 30% of students wanted games for the second quarter. As in the first period of the year students were surrounded by translation method activities, with few or no interesting topics as well as inappropriate treatment from the head teacher, it is visible that they are asking for more active and challenging activities like games. It can be illustrated with answers such as *“Que las clases hubieran sido mas dinámicas y no tan pesadas y mamonas”*, *“mmm...dinámicas, juegos algo no tan normal de solo escuchar y traducir”*. On the other hand, in Table 14, Figure 19 answers to the same question of the post-treatment survey show that 56% of those polled said that they want to repeat the activities developed with the UIS pre-service teachers. This issue is illustrated by answers like: *“Las mismas que estamos trabajando con las teachers de la UIS”*, *“Todas porque las practicantes nos ayudan a mejorar en todas las habilidades”*

QUESTION 7: ¿Fueron combinadas en una misma clase de inglés las actividades que usted eligió en la pregunta 4 durante el primer periodo? (Dicho periodo comprende desde el principio del año escolar hasta antes de Semana Santa).

SÍ	NO
35	56

Table 15. Pre-survey Personal Experience Q7

SÍ	NO
83	0

Table 16. Post-survey Personal Experience Q7

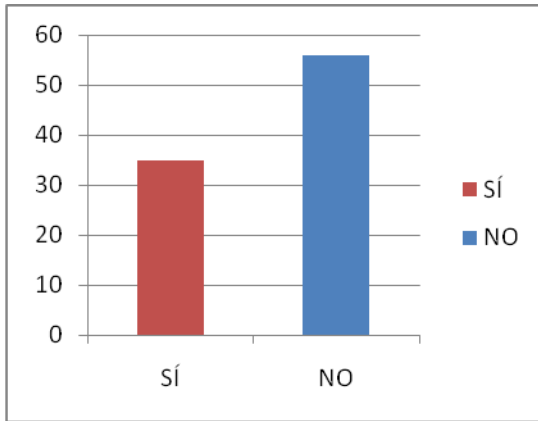


Figure 20. Pre-survey Personal Experience Q7

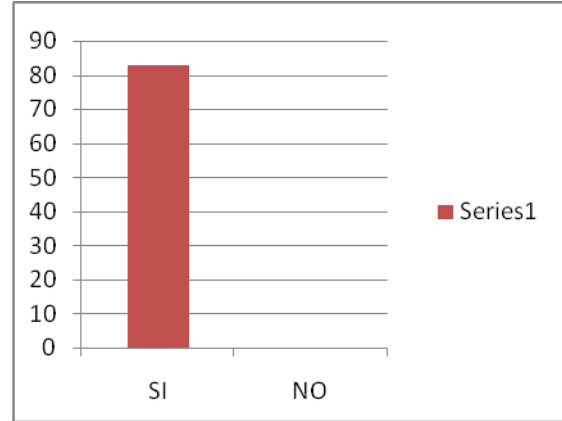


Figure 21. Post-survey Personal Experience Q7

In Table 15, Figure 20, answers to question 7 on the Pre-treatment survey “English Class Personal Experience” show that 35 out of 91 students (38.46% of those polled) consider that the English Head-Teacher combined, during the same class, the activities displayed in Question 4. Otherwise, 56 out of 91 students (61.54% of those polled), the majority of them, consider that she did not. In contrast, in Table 16, Figure 21, answers to the same question on the Post-treatment survey show that 83 out of 83 students (100% of those polled), all of them, consider that the UIS Pre-Service Teachers combined, during the same class, the activities displayed in Question 4.

COLOR CODE: QUESTIONS 8, 9 AND 10







COLOR	DESCRIPTION	COLOR	DESCRIPTION
	Escuchar una grabación		Ejercicios de vocabulario
	Hablar sobre algo		Escribir sobre algo
	Leer		Todas
	Gramática		

Table 17. Color Code Q8, Q9 and Q10

-QUESTION 8: ¿Cuáles actividades de la pregunta 4 se combinaron en una misma clase de inglés durante el primer periodo del año? (Dicho periodo comprende desde el principio del año escolar hasta antes de Semana Santa).



































COLOR	DESCRIPTION	FREQUENCY
 	Leer -Escuchar	3
  	Leer-Escuchar-Ejercicios de vocabulario	3
  	Leer-Escuchar-Escribir	2
 	Leer-Vocabulario	3
  	Leer-Vocabulario-Gramática	1
  	Leer-Vocabulario-Hablar	1
  	Leer-Hablar- Gramática	1
 	Escuchar-Escribir	1
  	Escuchar-Escribir-Hablar	1
 	Escuchar-Ejercicios de Vocabulario	2
  	Escuchar-Ejercicios de Vocabulario-Hablar	1
 	Gramática-Vocabulario	1
 	Gramática-Ejercicios de Vocabulario-Escribir	1
	Todas	1

Table 18. Pre-survey Personal Experience Q8

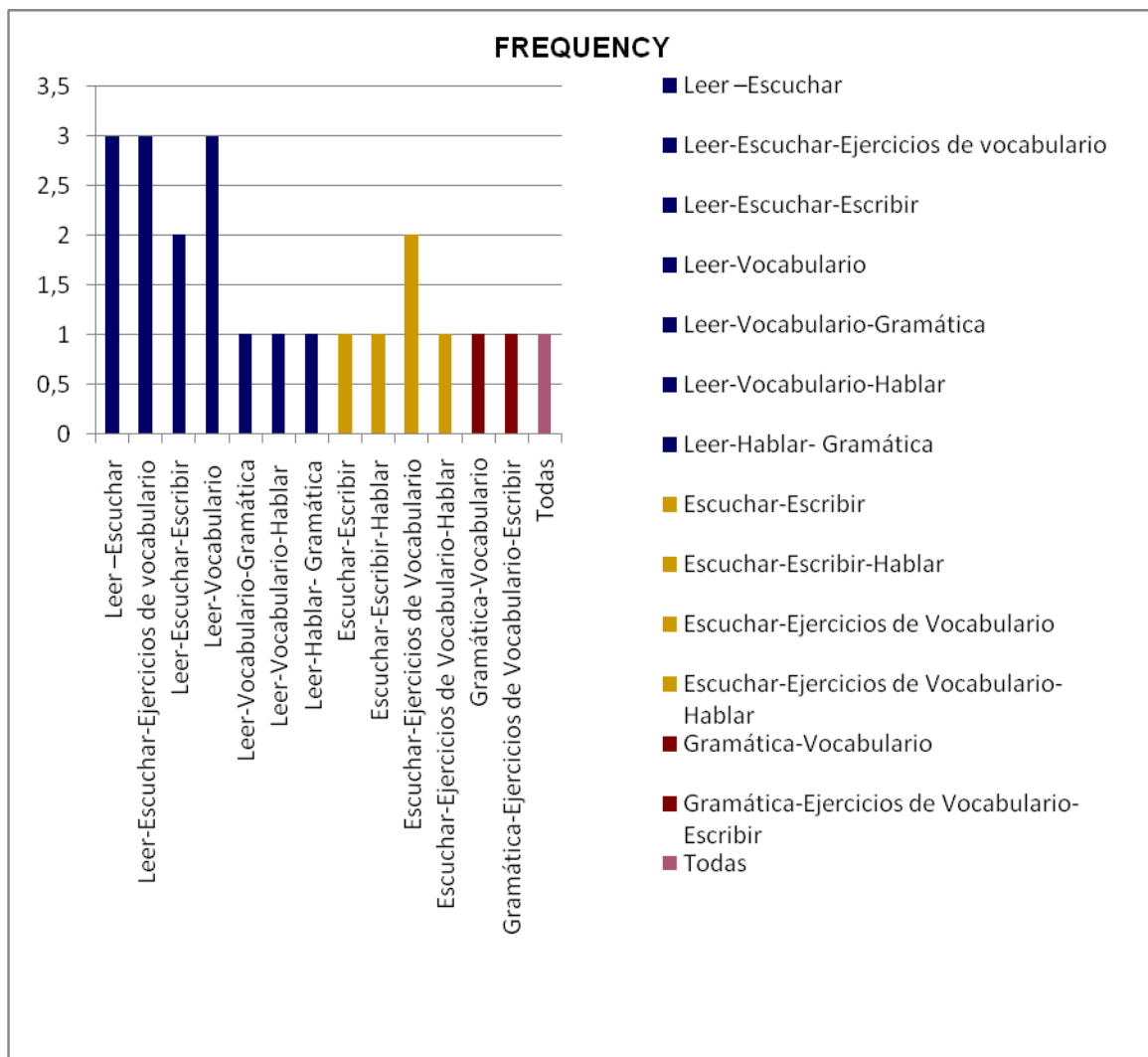


Figure 22. Pre-survey Personal Experience Q8












COLOR	DESCRIPTION	FREQUENCY
 	Leer-Escribir	21
 	Leer-Hablar	26
 	Escuchar-Escribir	38
 	Escuchar-Hablar	26
 	Gramática-Vocabulario	7
	Todas	13

Table 19. Post-survey Personal Experience Q8

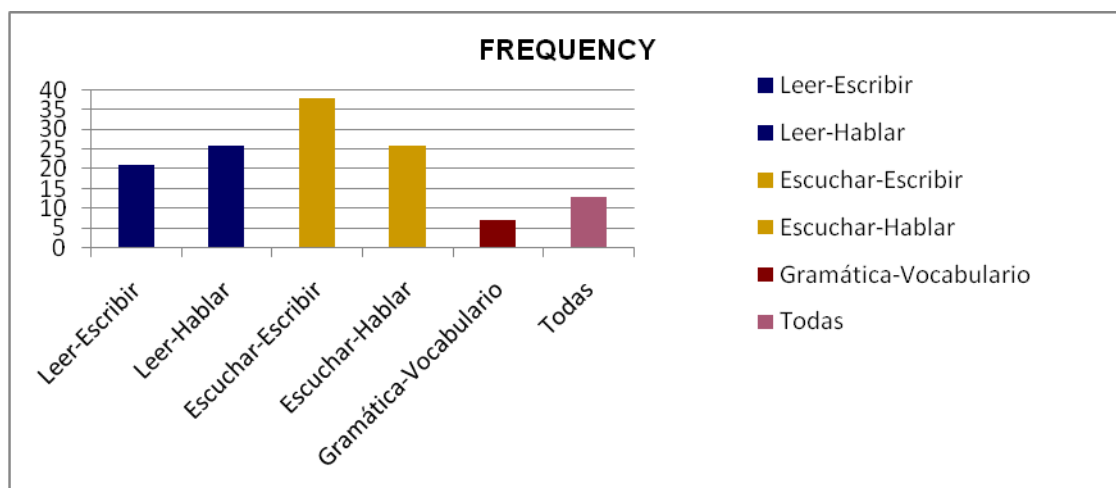


Figure 23. Post-survey Personal Experience Q8

In Table 18, Figure 22, answers to question 8 on the Pre-treatment survey “English Class Personal Experience” show that lots of “combinations”, 14, emerged from the students’ answers about the Head Teacher’s classes, during the first term of the year. Among these students’ answers, the three of them which obtain the most of the votes, 3, are: ‘Leer-Escuchar,’ ‘Leer-Escuchar-Ejercicios de vocabulario’ y ‘Leer- Ejercicios de Vocabulario’. All of these combinations do not correspond to appropriate ways of integrating skills in a lesson. In fact, most of the resulting range of combinations does not correspond to the desirable form Productive skill → Receptive skill. In contrast, in Table 19, Figure 23, answers to the same question on the Post-treatment survey show that, this time, there are just 6 resulting combinations obtain from the students’ answers: ‘Leer-Escribir’ → 21 (16.03%), ‘Leer-Hablar’ → 26 (19.84%), ‘Escuchar-Escribir’ → 38 (29%), ‘Escuchar-Hablar’ → 26 (19.84%), ‘Gramática-Vocabulario’ → 7 (5.34%), ‘Todas’ → 13 (9.92%). As it is shown, there was a significant decrease in the range of combinations used by the English Head Teacher, 14, and the ones used by the UIS Pre-Service Teacher’s, 6. However, the majority of these new resulting combinations do correspond to appropriate ways of integrating skills.

QUESTION 9: ¿Cuáles combinaciones de actividades de la pregunta 8 le ayudaron a aprender inglés durante el primer periodo del año escolar? (Dicho periodo comprende desde el principio del año escolar hasta antes de Semana Santa).















	Leer -Escuchar	1
	Leer-Escuchar-Ejercicios de vocabulario	1
	Leer-Escuchar-Escribir	1
	Leer-Vocabulario	1
	Leer-Vocabulario-Gramática	0
	Leer-Vocabulario-Hablar	1
	Leer-Hablar- Gramática	1
	Escuchar-Escribir	0
	Escuchar-Escribir-Hablar	1
	Escuchar-Ejercicios de Vocabulario	0
	Escuchar-Ejercicios de Vocabulario-Hablar	1
	Gramática-Vocabulario	1
	Gramática-Ejercicios de Vocabulario-Escribir	1
	Todas	2

Table 20. Pre-survey Personal Experience Q9

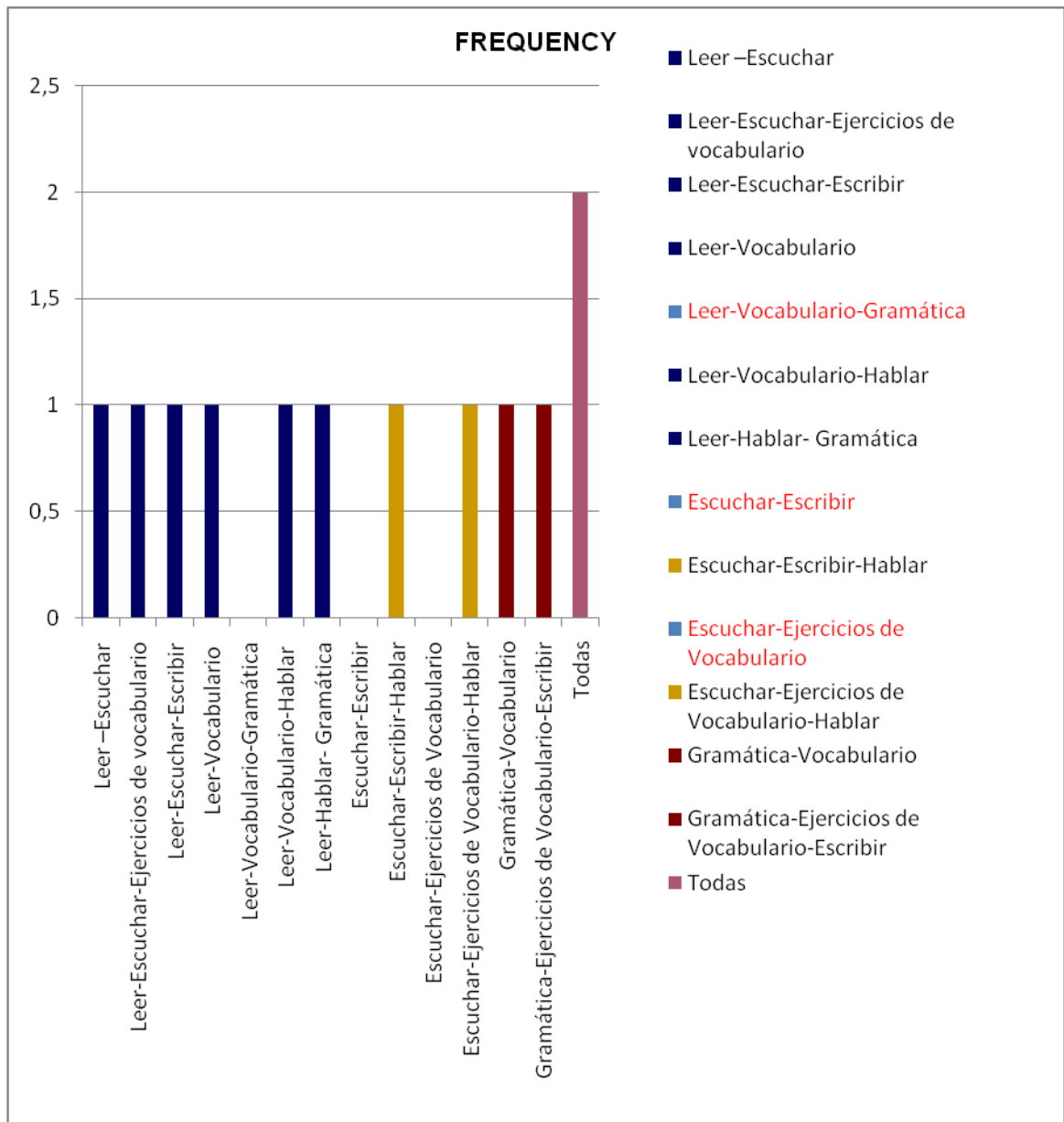


Figure 24. Pre-survey Personal Experience Q9







COLOR	DESCRIPTION	FREQUENCY
	Leer -Escribir	6
	Leer-Hablar	2
	Escuchar-Escribir	3
	Escuchar- Hablar	7
	Gramática-Vocabulario	6
	Todas	42

Table 21. Post-survey Personal Experience Q9

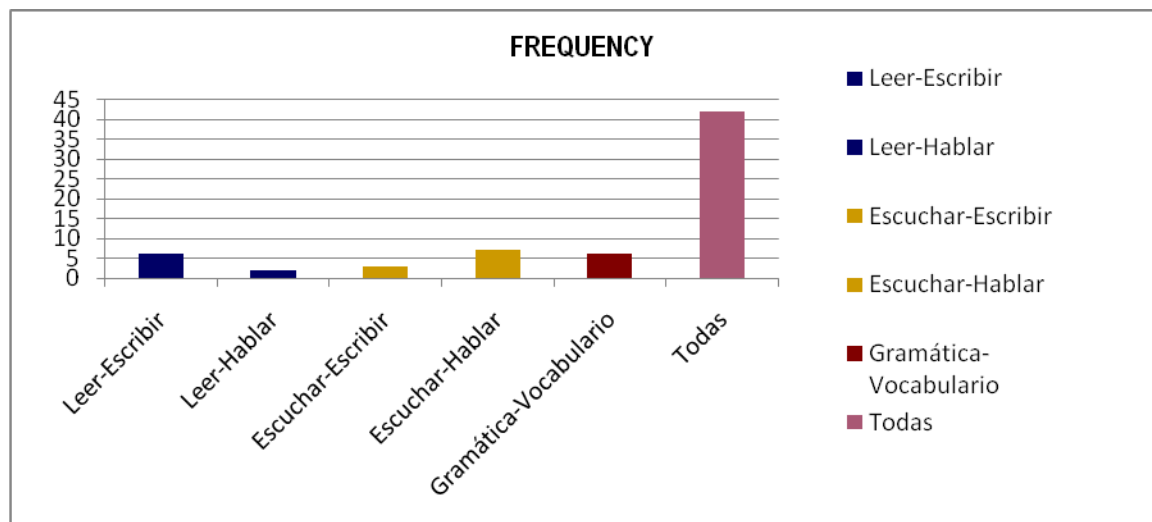








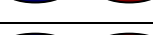








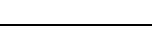


Figure 25. Post-survey Personal Experience Q9

In Table 20, Figure 24, answers to question 9 on the Pre-treatment survey “English Class Personal Experience” show that the answer ‘Todas’ obtains 2 votes; 3 of the 14 combinations from the Question 8 (*‘Leer-Vocabulario-Gramática,’ ‘Escuchar-Escribir’* and *‘Escuchar-Vocabulario’*) do not get any support from the students as the most helpful combination when learning English; and the remaining 10 combinations get 1 vote each. In contrast, in Table 21, Figure 25, answers to the same question on the Post-treatment survey show that the answer ‘Todas’ obtained 42 votes out of 66 (63.63% of the answers), the highest result; and the remaining 5 combinations get the following percentages: *‘Leer-Escribir’* → 6

(9.1%), 'Leer-Hablar' → 2 (3%), 'Escuchar-Escribir' → 3 (4.54%), 'Escuchar-Hablar' → 7 (10.6%), 'Gramática-Vocabulario' → 6 (9.1%).

QUESTION 10: ¿Cuáles combinaciones de actividades de la pregunta 4, además de las mencionadas en la pregunta 8, cree que le ayudarían más en el aprendizaje del inglés? Establezca las combinaciones que considera le ayudarían más a aprender.

COLOR	DESCRIPTION	FREQUENCY
	Leer -Escuchar	5
	Leer-Escuchar-Ejercicios de vocabulario	1
	Leer-Escuchar-Escribir	3
	Leer-Vocabulario	2
	Leer-Vocabulario-Gramática	1
	Leer-Escribir	1
	Leer-Escribir-Escuchar-Vocabulario	3
	Leer-Hablar	1
	Leer-Gramática	1
	Leer-Gramática-Escribir	1
	Escuchar-Hablar	5
	Escuchar-Ejercicios de Vocabulario	10
	Escuchar-Ejercicios de Vocabulario-Gramática	1
	Escuchar-Ejercicios de Vocabulario-Escribir	1
	Gramática-Vocabulario	1
	Ejercicios de Vocabulario-Escribir	2
	Hablar-Escribir	4
	Hablar-Gramática	1




 	Hablar-Vocabulario	1
	Todas	7

Table 22. Pre-survey Personal Experience Q10

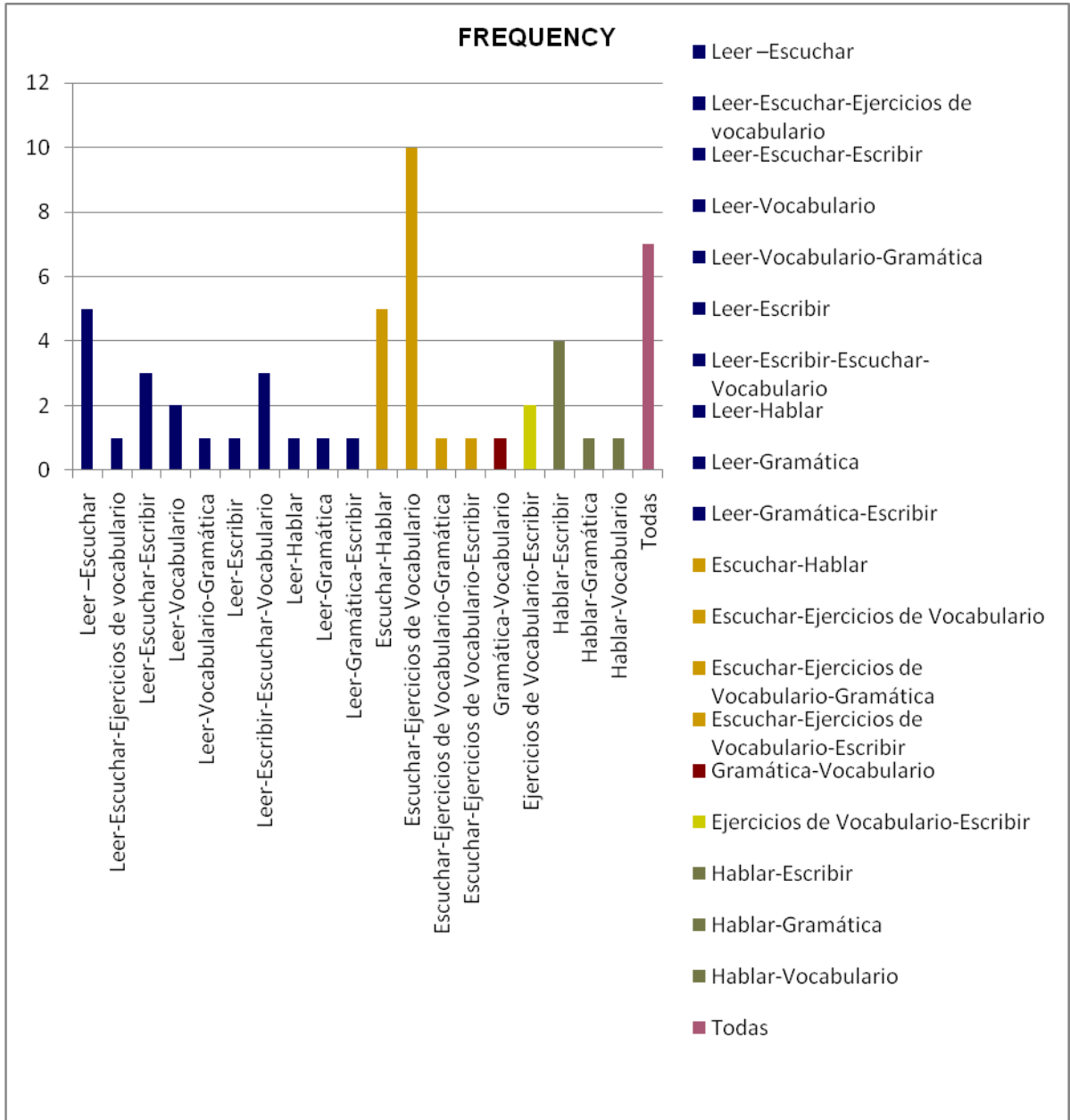


Figure 26. Pre-survey Personal Experience Q10







COLOR	DESCRIPTION	FREQUENCY
	Leer -Escribir	10
	Leer-Hablar	7
	Escuchar-Escribir	11
	Escuchar- Hablar	9
	Gramática-Vocabulario	13
	Todas	25

Table 23. Post-survey Personal Experience Q10

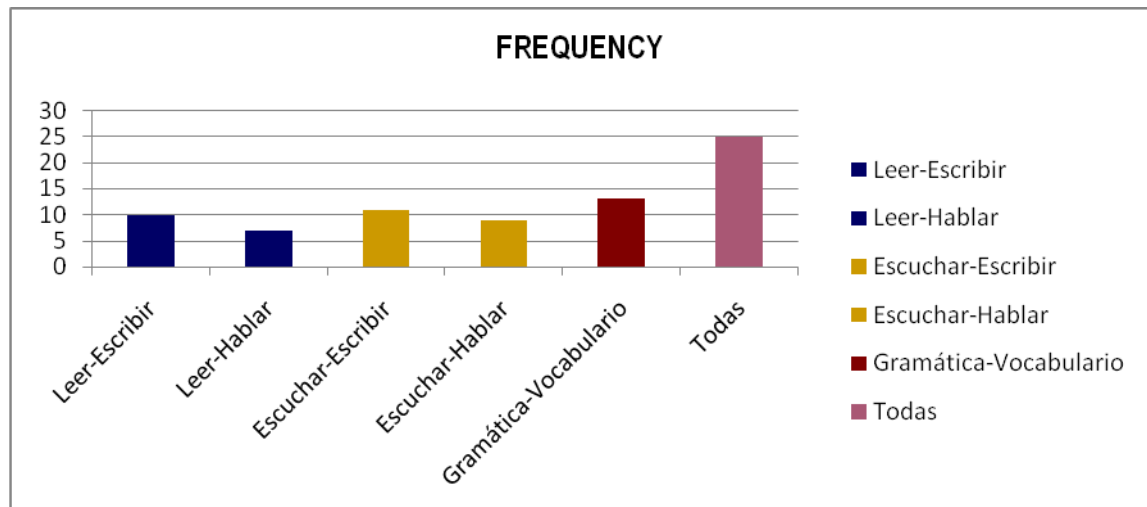


Figure 27. Post-survey Personal Experience Q10

In Table 22, Figure 26, answers to question 10 on the Pre-treatment survey “English Class Personal Experience” show that students arranged 20 possible “combinations” of skills apart from the ones already mentioned in question 8. The answer ‘*Escuchar-Ejercicios de vocabulario*’ obtained the majority of votes, 10 out of 52 (19.23%), followed by ‘*Todas*’ that obtained 7 out of 52 votes (13.46%). Also ‘*Leer-Escuchar*’ and ‘*Escuchar-Hablar*’ stood out with 5 votes out of 52 each (9.61%). The remaining combinations fluctuated between 3 votes and 1 vote. In contrast, in Table 23, Figure 27, answers to the same question on the Post-treatment survey show that students arranged just 6 possible “combinations” of skills apart from the ones already mentioned in question 8. This time, the answer

'Todas' obtained 25 votes out of 75 (33.33%), the highest result; and the remaining 5 combinations get the following quantities: 'Leer-Escribir' → 10 (13.33%), 'Leer-Hablar' → 7 (9.33%), 'Escuchar-Escribir' → 11 (14.66%), 'Escuchar-Hablar' → 9 (12%), and 'Gramática-Vocabulario' → 13 (17.33%).

-QUESTION 11: ¿Qué piensa de combinar actividades en una misma clase de inglés?

DESCRIPTION	FREQUENCY	
	PRE	POST
Bueno	85	82
Malo	4	0
NS/NR	2	1

Table 24. Pre and Post-survey Personal Experience Q11

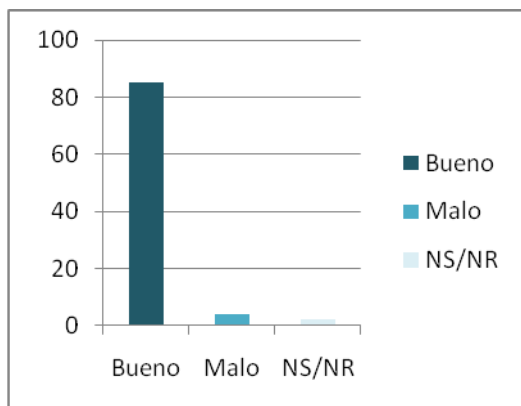


Figure 28. Pre-survey Personal Experience Q11

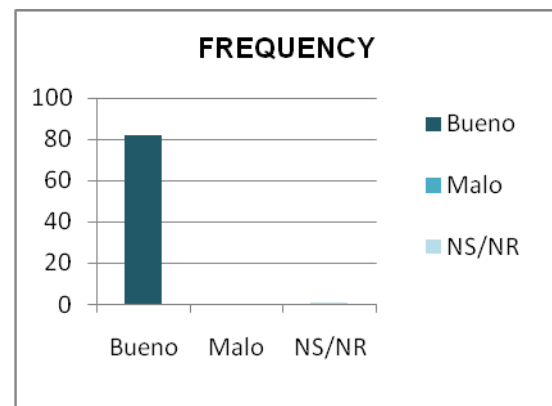


Figure 29. Post-survey Personal Experience Q11

In Table 24, Figure 28, answers to question 11 on the Pre-treatment survey “English Class Personal Experience” show that 85 out of 91 students (93.4% of those polled), the majority of them, consider that it is good the combination of activities in a class; to illustrate, there are answers such as: “*Es muy bueno porque nos ayuda a aprender más,*” “*Bueno porque sería más dinámica la clase,*” and “*Bueno porque es interesante y mejora nuestro aprendizaje*”; otherwise, 4 out of 91 students (4.4% of those polled), consider that it is bad the combination of activities;

as an example, there is a student who states that *“malo, si se combinan de pronto nos enredaríamos”*; and, finally, 2 out of 91 students (2.2% of those polled) do not express their opinion about it. In contrast, in Table 24, Figure 29, answers to the same question on the Post-treatment survey show that 82 out of 83 students (98.8% of those polled), still the majority of them, consider that the combination is good; to illustrate, there are answers such as: *“Que es bueno porque se ha practicado todo del inglés,” “Me parece bueno porque se practica todo y es variado.”* Otherwise, 0 out of 83 students (0% of those polled) consider that the combination is bad, and 1 out of 83 students (1.2% of those polled) does not express his/her opinion about it.

5.5.2.2 English Level: Personal Perception (ELPP) (Pre and Post)

-QUESTION 1: Responda SÍ o NO según sus capacidades:

- **ESCUCHAR**

-Statement 1: puedo comprender palabras familiares y frases muy básicas sobre mí mismo, mi familia y alrededores concretos inmediatos, cuando la gente habla despacio y claro.

SÍ	NO
64	66

Table 25. Pre-survey ELPP Q1, listening S1

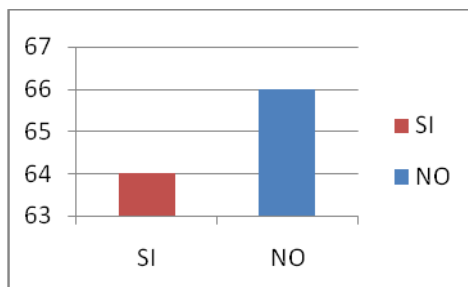


Figure 30. Pre-survey ELPP Q1, listening S1

SÍ	NO
98	4

Table 26. Post-survey ELPP Q1, listening S1

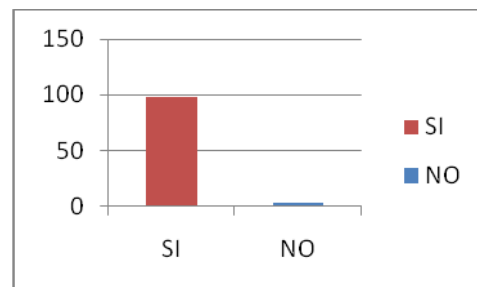


Figure 31. Post-survey ELPP Q1, listening S1

In Table 25, Figure 30 answers to the previous statement on the pre-treatment survey “English level” show that, from a total of 130 students, 64 (49,23% of those polled), are able to do what is stated; however, 66 students (50,76% of those polled) respond they cannot. On the contrary, from answers to the same statement on the post-treatment survey in Table 26, Figure 31, it is noticeable that 98 students out of 102 (that is, 96,07% of those polled) state that they can perform at the stated level in their English classes and only 4 (3,92% of those polled) perceive they can not.

-Statement 2: puedo comprender frases y vocabulario de alta frecuencia relacionada con áreas inmediatas de relevancia personal (información muy básica personal y familiar, compras, áreas locales, empleo).

SÍ	NO
41	89

Table 27. Pre-survey ELPP Q1, listening S2

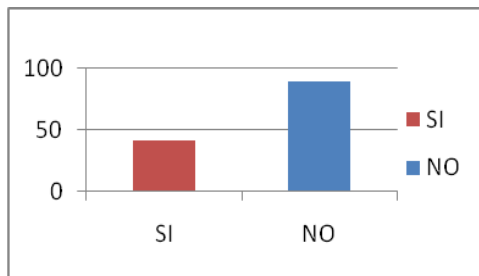


Figure 32. Pre-survey ELPP Q1, listening S2

SÍ	NO
94	8

Table 28. Post-survey ELPP Q1, listening S2

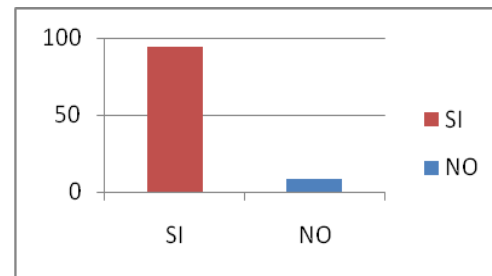


Figure 33. Post-survey ELPP Q1, listening S2

In Table 27, Figure 32, answers to the preceding statement on the pre-treatment survey “English level” show that 41 students out of 130 (49% of those polled) can do what is stated, while 89 students (51% of those polled) cannot. In contrast, in Table 28, Figure 33, answers to the same statement on the post-treatment survey show that 94 students (92% of those polled) state they can

perform at the stated level in their English classes, while 8 students (8% of those polled) still perceive they cannot.

-Statement 3: puedo captar la idea principal en mensajes y anuncios cortos, claros y sencillos.

SÍ	NO
61	69

Table 29. Pre-survey ELPP Q1, listening S3

SÍ	NO
92	10

Table 30. Post-survey ELPP Q1, listening S3

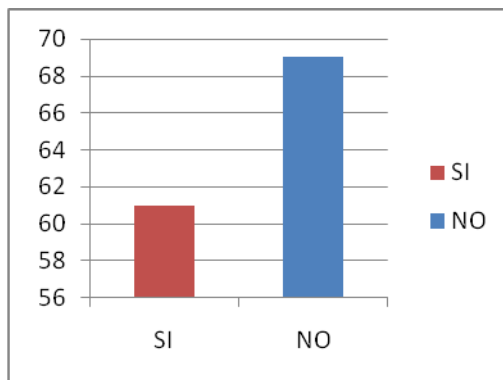


Figure 34. Pre-survey ELPP Q1, listening S3

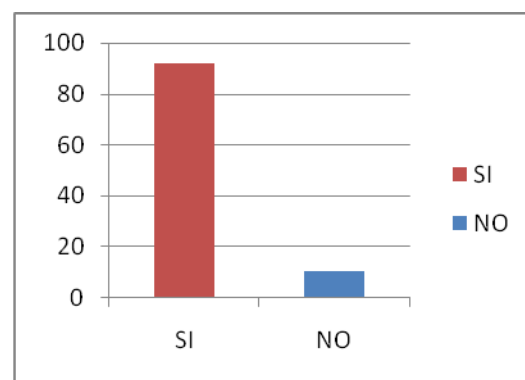


Figure 35. Post-survey ELPP Q1, listening S3

In Table 29, Figure 34, answers to the preceding statement on the pre-treatment survey “English level” show that 61 students (46.92% of those polled) can do what is stated, and 69 students left (53.07% of those polled) answer they can not. Otherwise, answers to the same statement in Table 30, Figure 35 on the post-treatment survey show that 92 students out of 102 (90.19% of those polled) consider they can perform at the stated level in their English classes, while 10 students (9.8% of those polled) still consider they can not.

The preceding ability which consists of what students are capable to comprehend (words or sentences related to familiar topic such as people, places or things they do) when listening to other people or recordings show that on the pre-treatment survey “English level”, many of the students polled answer they do not

feel secure about the mentioned listening aspects. On the contrary, the post-treatment survey shows that a huge percentage of students respond that they perceive their listening skill have improved after the implementation of the pre-service teachers' treatment.

- **LEER**

-Statement 1: Puedo comprender nombres familiares, palabras y oraciones muy simples; por ejemplo, en carteles o en catálogos.

SÍ	NO
79	51

Table 31. Pre-survey ELPP Q1, reading S1

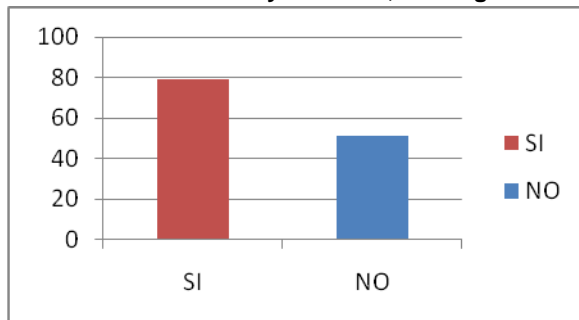


Figure 36. Pre-survey ELPP Q1, reading S1

SÍ	NO
102	0

Table 32. Post-survey ELPP Q1, reading S1

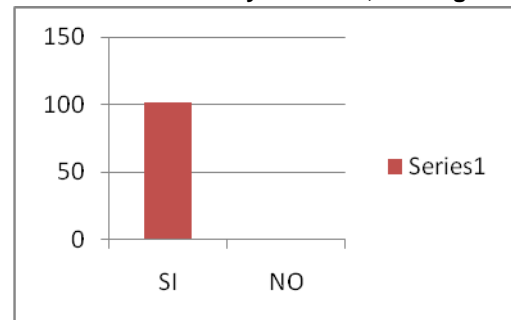


Figure 37. Post-survey ELPP Q1, reading S1

In Table 31, Figure 36, students' answers about the preceding statement on the pre-treatment survey "English level" show that 79 students (60.76% of those polled) consider they can do what is stated, and 51 students (39.23% of those polled) consider they can not. In contrast, answers to the same question in Table 32; Figure 37 on the post-treatment survey show that 102 students out of 102 (100% of those polled) consider they can perform at the stated level at their English classes.

-Statement 2: puedo leer textos muy cortos y sencillos.

SÍ	NO
81	49

Table 33. Pre-survey ELPP Q1, reading S2

SÍ	NO
100	2

Table 34. Post-survey ELPP Q1, reading S2

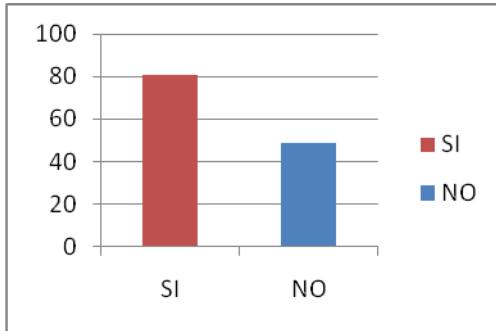


Figure 38. Pre-survey ELPP Q1, reading S2

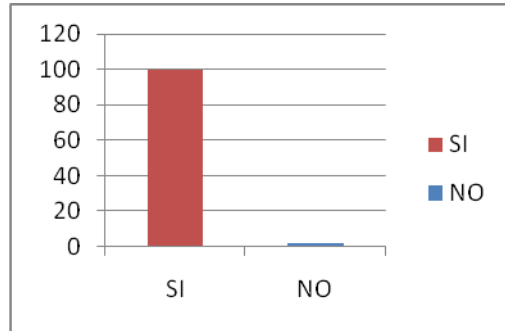


Figure 39. Post-survey ELPP Q1, reading S2

In Table 33, Figure 38, answers to the preceding statement on the pre-treatment survey “English level” show that 81 students (62.30% of those polled) can do what is stated; however, 49 students (37.69% of those polled) can not. In contrast, answers to the same statement in Table 34, Figure 39 on the post-treatment survey show that 100 students out of 102 (98.03% of those polled) consider they can perform at the stated level in their English classes, and only 2 (1.96% of those polled) consider they can not.

-Statement 3: puedo encontrar información específica y predecible en material sencillo y cotidiano como anuncios publicitarios, menús y horarios.

SÍ	NO
60	70

Table 35. Pre-survey ELPP Q1, reading S3

SÍ	NO
93	9

Table 36. Post-survey ELPP Q1, reading S3

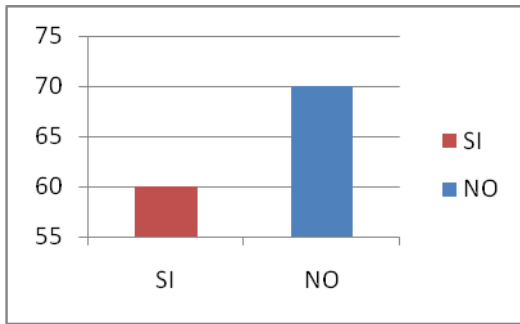


Figure 40. Pre-survey ELPP Q1, reading S3

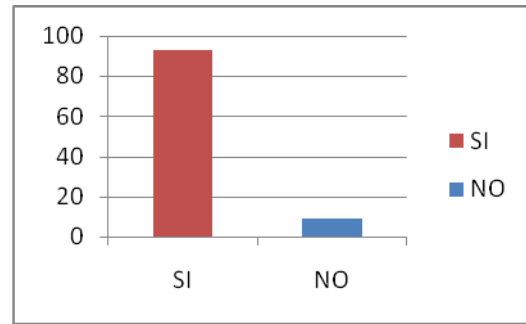


Figure 41. Post-survey ELPP Q1, reading S3

In Table 35, Figure 40, answers to the previous statement on the pre-treatment survey “English level” show that 60 students (46.15% of those polled) can do what is stated. However, 70 students (53.84% of those polled) can not. Yet, answers to the same statement in Table 36, Figure 41 on the post-treatment survey show that 93 students (91.17 % of those polled) believe they can perform at the stated level in their English classes and 9 students out of 102 (8.82% of those polled) still believe they can not.

-Statement 4: puedo entender cartas sencillas y personales.

SI	NO
74	56

Table 37. Pre-survey ELPP Q1, reading S4

SÍ	NO
101	1

Table 38. Post-survey ELPP Q1, reading S4

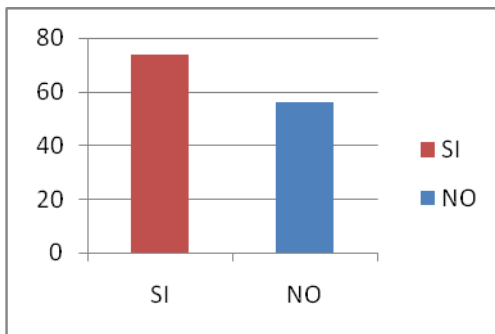


Figure 42. Pre-survey ELPP Q1, reading S4

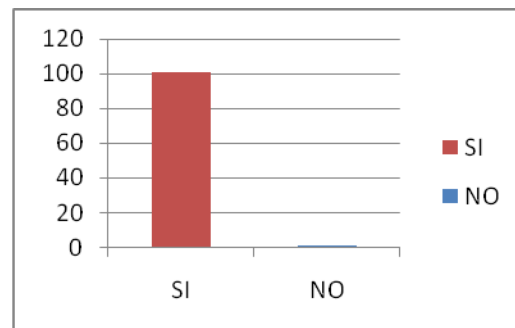


Figure 43. Post-survey ELPP Q1, reading S4

In Table 37, Figure 42, answers to the preceding statement on the pre-treatment survey “English level” show that 74 students (56.92% of those polled) are able to do what is stated; however, 56 students (43.07% of those polled) are not. On the contrary, in Table 38, Figure 43, answers to the same statement on the post-treatment survey show that 101 students (98.05% of those polled) consider they are able to perform at the stated level during their English classes, and only 1 student (0.98% of those polled) considers he/she is not proficient in this.

The preceding ability which consists of what students are capable to comprehend (short sentences and paragraphs) when reading books, ads and catalogs show that on the pre-treatment survey “English Level”, some of the students polled, answer they feel secure about their reading ability. On a similar way, the post-treatment survey shows that the majority of students respond that they perceive their reading skill have improved after the implementation of the pre-service teachers’ treatment.

- **INTERACCIÓN HABLADA**

-Statement 1: puedo interactuar de manera sencilla previendo que la otra persona esté preparada para repetir o parafrasear cosas a un rango más lento de habla y eso me ayuda a reformular lo que intento decir.

SÍ	NO
50	80

SÍ	NO
97	5

Table 39. Pre-survey ELPP Q1, spoken interact. S1 Table 40. Post-survey ELPP Q1, spoken interact. S1

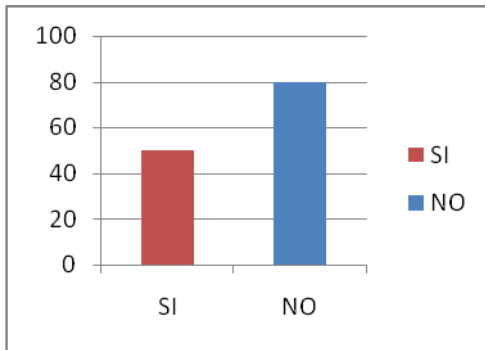


Figure 44. Pre-survey ELPP Q1, spoken interact. S1

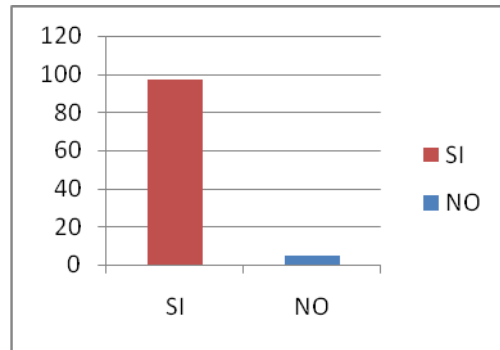


Figure 45. Post-survey ELPP Q1, spoken interact. S1

In Table 39, Figure 44, answers to the preceding statement on the pre-treatment survey “English level” show that from a total of 130 students, 50 of them (38.46% of those polled) are able to do what is stated; however, 80 students (61.53% of those polled) answer that they are not. Otherwise, in Table 40, Figure 45, answers to the same statement on the post-treatment show that 97 students, out of 102 (95.09% of those polled) believe they are able to perform at the stated level in their English classes, while only 5 students (4.90% of those polled) believe they are not.

-Statement 2: Puedo preguntar y responder preguntas sencillas en áreas de necesidad inmediata o temas muy familiares.

SI	NO
51	79

SÍ	NO
98	4

Table 41. Pre-survey ELPP Q1, spoken interact. S2 Table 42. Post-survey ELPP Q1, spoken interact. S2

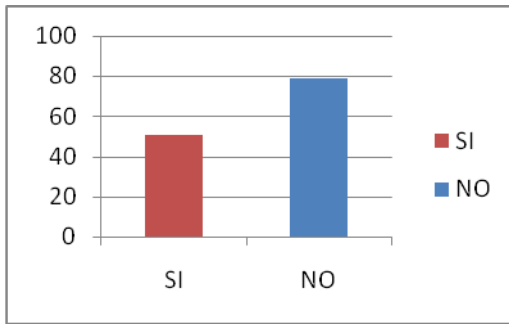


Figure 46. Pre-survey ELPP Q1, spoken interact. S2

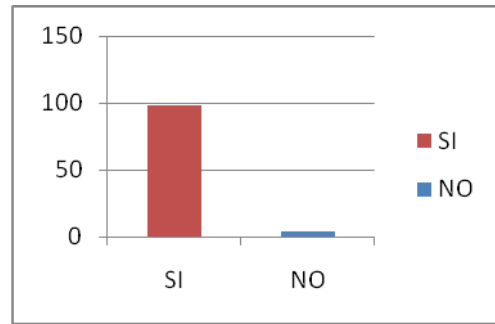


Figure 47. Post-survey ELPP Q1, spoken interact. S2

Table 41, Figure 46, answers to the previous statement on the pre-treatment survey “English level” show that 51 students from a total of 130 (39.23% of those polled), can do what is stated; however, 79 students (60.76% of those polled) can not. In contrast, Table 42, Figure 47, answers to the same statement on the post-treatment survey show that 98 students, out of 102 students (96.07% of those polled) consider they can perform at the stated level during their English classes, and only 4 (3.92 % of those polled) consider they can not.

-Statement 3: puedo comunicarme en una tarea sencilla y básica que requiera un intercambio directo y sencillo de información sobre temas y actividades familiares.

SÍ	NO
51	79

SÍ	NO
86	16

Table 43. Pre-survey ELPP Q1, spoken interact. S3 Table 44. Post-survey ELPP Q1, spoken interact. S3

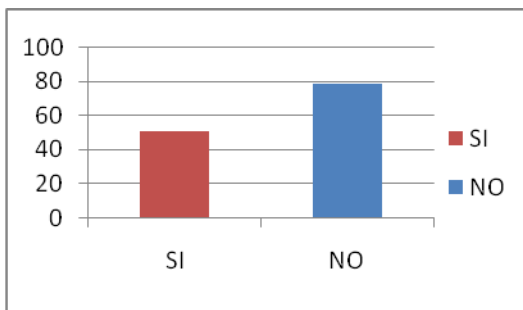


Figure 48. Pre-survey ELPP Q1, spoken interact. S3

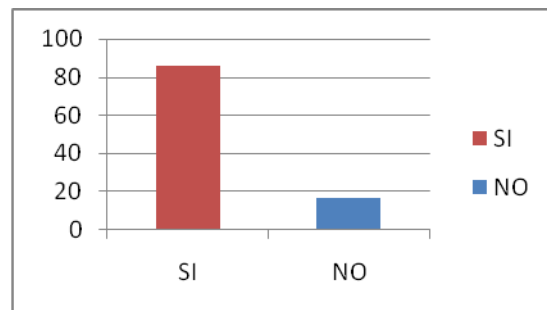


Figure 49. Post-survey ELPP Q1 spoken interact. S3

In Table 43, Figure 48, answers to the preceding statement on the pre-treatment survey “English level” show that 51 students (39.23% of those polled) believe they can do what is stated; however, 79 students (60.76 % of those polled) believe they can not. After the treatment, in Table 44, Figure 49, answers to the same statement of the post-treatment survey show that 86 students (84.31% of those polled) consider they can perform at the stated level in their English classes and only 16 students (15.68% of those polled) consider they can not.

-Statement 4: puedo manejar intercambios sociales cortos, aunque generalmente no pueda entender lo suficiente para mantener fluyendo la conversación por mí mismo.

SÍ	NO
43	87

SÍ	NO
90	12

Table 45. Pre-survey ELPP Q1, spoken interact. S4 Table 46. Post-survey ELPP Q1, spoken interact. S4

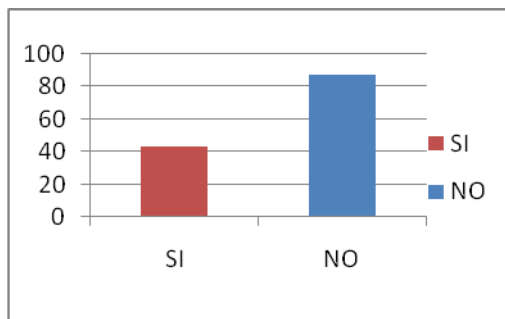


Figure 50. Pre-survey ELPP Q1, spoken interact. S4

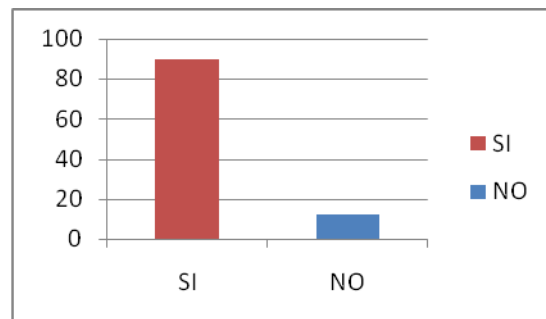


Figure 51. Post survey ELPP Q1, spoken interact. S4

In Table 45, Figure 50, answers to the preceding statement on the pre-treatment survey “English level” show that 43 students (33.07% of those polled) consider they can do what is stated and 87 students (66.92% of those polled) consider they can not. On the contrary, in Table 46, Figure 51, answers to the same statement on the post-treatment survey show that 90 students (88.23% of those polled) consider they can now perform at the stated level and 12 students (11.76% of those polled) consider they can not.

The preceding ability which consists of what students are capable to do when interacting and communicating with other people show that on the pre-treatment survey “English Level”, the majority of students of those polled, perceive as true that they are not capable to handle a simple, short and familiar conversation even though the other person speaks very slow and clearly. However, the post-treatment survey shows that a huge percentage of students respond that they feel more confident when communicating with other people through simple, short and familiar conversations.

- **PRODUCCIÓN HABLADA**

-Statement 1: puedo usar oraciones sencillas para describir donde vivo y la gente que conozco.

SÍ	NO
45	85

Table 47. Pre-survey ELPP Q1, spoken production S1

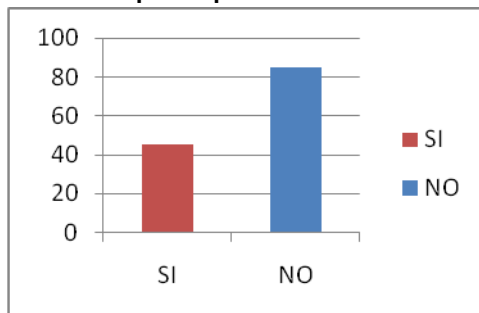


Figure 52. Pre-survey ELPP Q1, spoken production S1

SÍ	NO
98	4

Table 48. Post Pre-survey ELPP Q1, spoken production S1

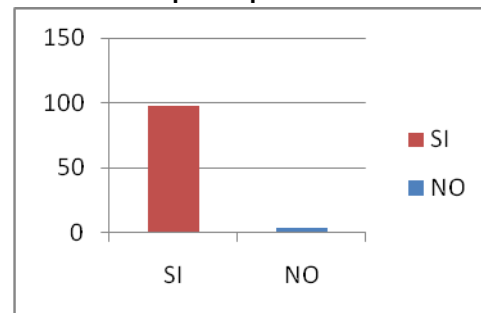


Figure 53. Post-survey ELPP Q1, spoken production S1

In Table 47, Figure 52, answers to the preceding statement on the pre-treatment survey “English level” illustrate that 45 students (34.61% of those polled) are able to do what is stated and 87 students (66.92% of those polled) are not. Opposite to this, in table 48, Figure 53, answers to the same statement on the

post-treatment survey show that 98 students (96.07% of those polled) believe they are able to perform at the stated level in their English classes and only 4 students (3.92% of those polled) believe they are not.

-Statement 2: puedo usar una serie de frases y oraciones para describir en términos sencillos mi familia y otras personas, condiciones de vida, formación educativa y mi más reciente trabajo o actividad.

SÍ	NO
45	85

Table 49. Pre-survey ELPP Q1, spoken production S2

SÍ	NO
99	3

Table 50. Post-survey ELPP Q1, spoken production S2

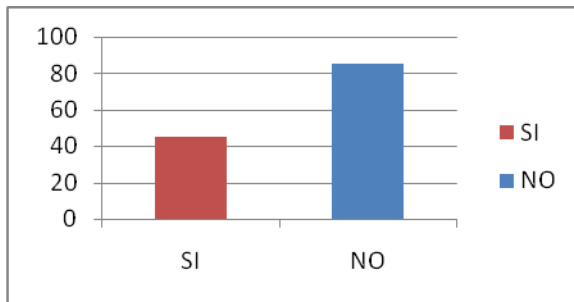


Figure 54. Pre-survey ELPP Q1, spoken production S2

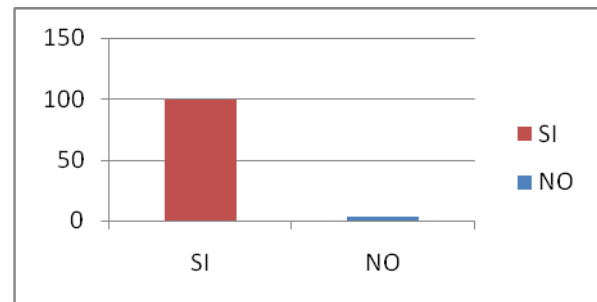


Figure 55. Post-survey ELPP Q1, spoken production S2

In Table 49, Figure 54, answers to the preceding statement on the pre-treatment survey “English level” demonstrate that 45 students (34.61% of those polled) believe they can do what is stated; however, 85 students (65.38% of those polled) believe they can not. On the contrary, in Table 50, Figure 55, answers to the same statement on the post-treatment survey show that 99 students (97.05% of those polled) consider they can perform at the stated level in their English classes and 3 students (2.94% of those polled) consider they can not.

The preceding ability which consists of students being proficient at the time of talking about themselves, their families or people/places they know in a fluent way show that on the pre-treatment survey “English Level”, the majority of students

of those polled agree on not being proficient at the moment of talking about the previous features. Nevertheless, the post-treatment survey shows that the majority of students respond that they perceive themselves as quiet proficient when talking about themselves, relatives and people/places they know.

- **ESCRITURA**

-Statement 1: puedo escribir una postal corta y sencilla, enviando por ejemplo, un saludo o por motivo de un día festivo. Puedo llenar formas con detalles personales poniendo mi nombre, nacionalidad, etc.; además, puedo registrarme en un hotel.

SÍ	NO
53	77

Table 51. Pre-survey ELPP Q1, writing S1

SÍ	NO
97	5

Table 52. Post-survey ELPP Q1, writing S1

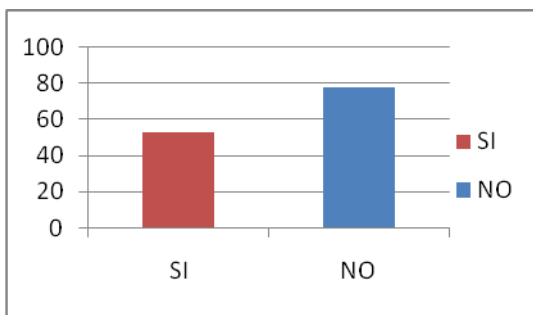


Figure 56. Pre-survey ELPP Q1, writing S1

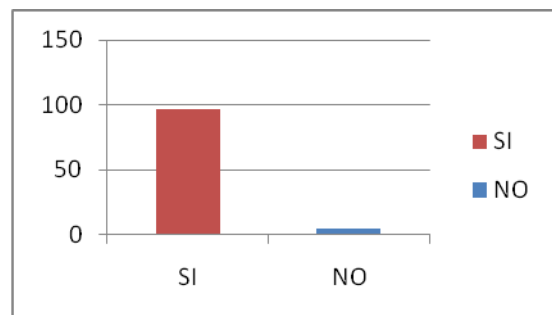


Figure 57. Post-survey ELPP Q1, writing S1

In Table 51, Figure 56, answers to the preceding statement on the pre-treatment survey “English level” confirm that 53 students from a total of 130 (40.07% of those polled) are able to do what is stated; however, 77 students (59.23% of those polled) are not. In contrast, in Table 52, Figure 57, answers to the same statement on the post-treatment survey show that 97 students, out of 102 (95.09% of those polled) believe they can perform at the stated level in their English classes, and only 5 (4.90 % of those polled) believe they can not.

-Statement 2: puedo escribir notas y mensajes cortos y sencillos.

SÍ	NO
79	51

Table 53. Pre-survey ELPP Q1, writing S2

SÍ	NO
101	1

Table 54. Post-survey ELPP Q1, writing S2

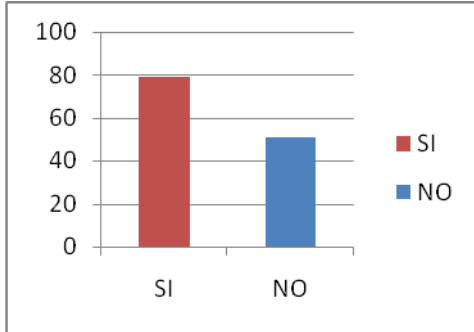


Figure 58. Pre-survey ELPP Q1, writing S2

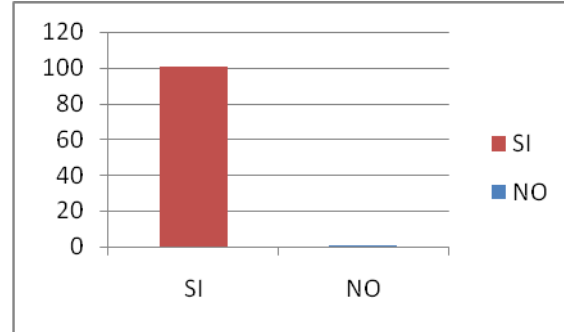


Figure 59. Post-survey ELPP Q1, writing S2

In Table 53, Figure 58, answers to the preceding statement on the pre-treatment survey “English level” illustrate that 79 students from a total of 130 (60.07% of those polled) believe they are able to do what is stated, but 51 students (39.23% of those polled) believe they are not. In contrast, in Table 54, Figure 59, answers to the same statement on the post-treatment survey show that 101 students, out of 102 students (99.01% of those polled) consider they are able to perform at the stated level in their English classes, and just 1 single student (0.98 % of those polled) considers he/she is not.

-Statement 3: puedo escribir una carta personal sencilla, por ejemplo, agradeciendo a alguien por algo.

SÍ	NO
62	68

Table 55. Pre-survey ELPP Q1, writing S3

SÍ	NO
94	8

Table 56. Post-survey ELPP Q1, writing S3

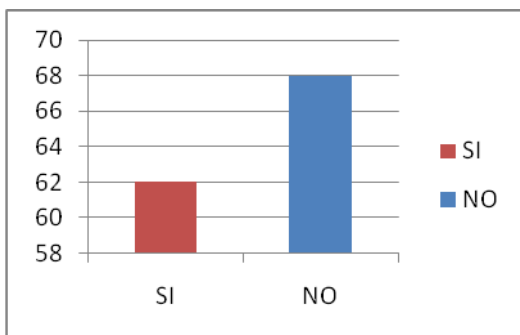


Figure 60. Pre-survey ELPP Q1, writing S3

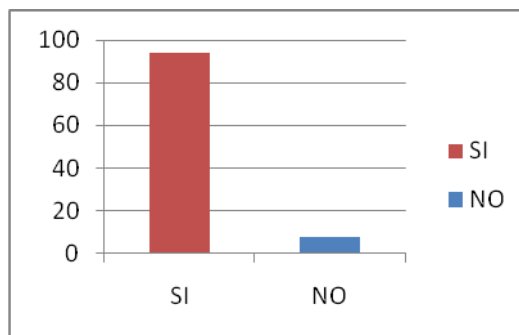


Figure 61. Post-survey ELPP Q1, writing S3

In Table 55, Figure 60, answers to the preceding statement on the pre-treatment survey “English level” illustrate that 62 students from a total of 130 (47.69% of those polled) believe they are able to do what is stated; however, 68 students (52.30% of those polled) believe they are not. Otherwise, in Table 56, Figure 61, answers to the same statement on the post-treatment survey show a big change, 94 students, out of 102 (92.15% of those polled) consider they are able to perform at the stated level during their English classes, and only 8 (7.84 % of those polled) consider they are not.

The results of the fourth ability analyzed show that on the pre-treatment survey “English Level”, a high percentage of those students polled believe that they are not proficient enough when writing short and simple letters or messages. However, the post-treatment survey shows that most of the students respond that now they feel more secure when writing about the preceding aspects.

-QUESTION 2: Yo como estudiante de undécimo grado puedo...

➤ **Statement 1: ...participar en conversaciones**

SÍ	NO
45	85

Table 57. Pre-survey ELPP Q2, S1

SÍ	NO
93	9

Table 58. Post-survey ELPP Q2, S1

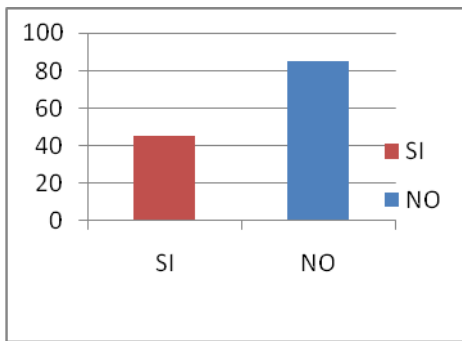


Figure 62. Pre-survey ELPP Q2, S1

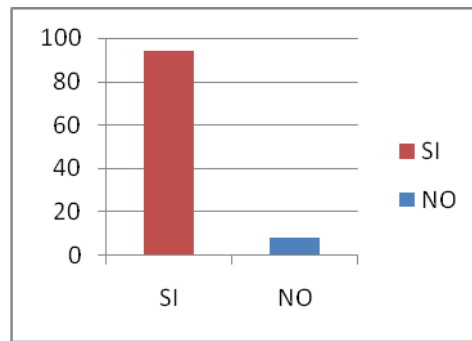


Figure 63. Post-survey ELPP Q2, S1

In Table 57, Figure 62, answers to the preceding statement on the pre-treatment survey “English level” illustrate that 45 students (34.61% of those polled) consider they can do what is stated; however, 85 students (65.38% of those polled) consider they can not. In Table 58, Figure 63, answers to the same statement on the post-treatment survey show that 93 students (91.17% of those polled) believe they can perform at the stated level in their English classes, and 9 students (8.82% of those polled) still believe they can not.

➤ **Statement 2: ...iniciar un tema de conversación**

SÍ	NO
42	88

Table 59. Pre-survey ELPP Q2, S2

SÍ	NO
83	19

Table 60. Post-survey ELPP Q2, S2

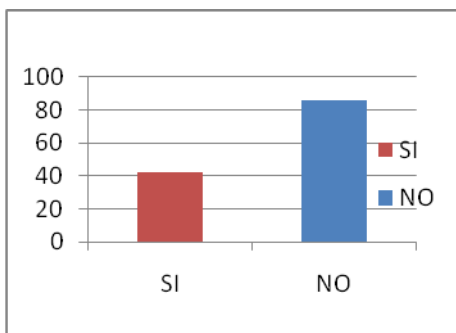


Figure 64. Pre-survey ELPP Q2, S2

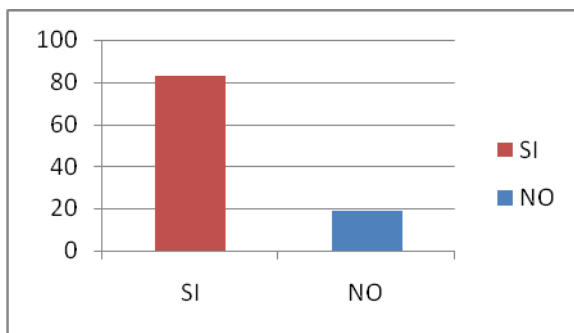


Figure 65. Post-survey ELPP Q2, S2

In Table 59, figure 64, answers to the preceding statement on the pre-treatment survey “English level” illustrate that 42 students (32.30% of those polled) consider they can do what is stated; however, 88 students (67.69% of those polled) consider they can not. In Table 60, Figure 65, answers to the same statement on the post-treatment survey show that 83 students (81.37% of those polled) consider they can perform at the stated level, but 19 students (18.62% of those polled) still consider they can not.

➤ **Statement 3: ...pronunciar clara y adecuadamente**

SI	NO
19	111

Table 61. Pre-survey ELPP Q2, S3

SI	NO
83	19

Table 62. Post-survey ELPP Q2, S3

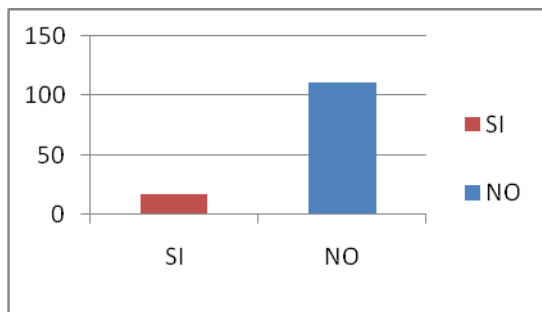


Figure 66. Pre-survey ELPP Q2, S3

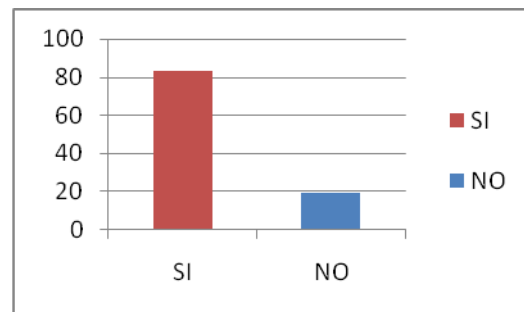


Figure 67. Post-survey ELPP Q2, S3

In Table 61, figure 66, answers to the preceding statement on the pre-treatment survey “English level” illustrate that 19 students (14.61% of those polled) consider they can do what is stated; however, 111 students (85.38% of those polled) consider they can not. In contrast, In Table 62, Figure 67, answers to the same statement on the post-treatment survey show that 83 students (81.37% of those polled) believe they can perform at the stated level, while 19 students (18.62% of those polled) still believe they can not.

When contrasting the results of the pre and post treatment surveys, they show that, at first, most of the students do not feel capable of speaking and pronouncing English language correctly. However, after the UIS pre-service teachers' treatment, results show that students perceive they are more capable of speaking and pronouncing English properly.

-QUESTION 3: ¿Qué es lo más fácil de hacer en inglés?

DESCRIPTION	FREQUENCY	
	PRE	POST
LEER	85	81
HABLAR Y SABER VOCABULARIO	52	71
ESCUCHAR	47	40
GRAMÁTICA	26	18

Table 63. Pre and Post-survey ELPP Q3

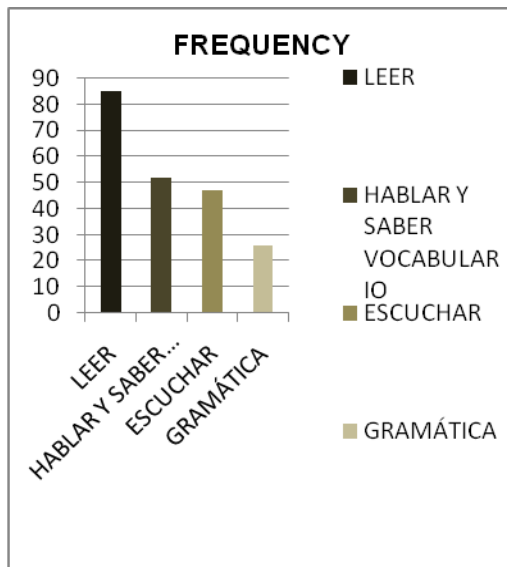


Figure 68. Pre-survey ELPP Q3

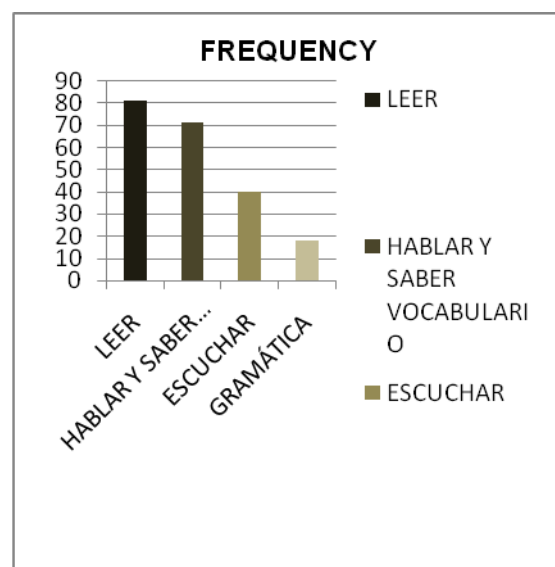


Figure 69. Post-survey ELPP Q3

In Table 63, Figure 68, answers to the preceding question on the pre-treatment survey “English level”, related to the easiest skill for students, show that “Reading” receives the highest punctuation with 85 votes, out of 130 (65.38% of those polled). Likewise, Table 63, Figure 69, answers to the same question on the

post-treatment survey show that, once more, “reading” appears with 81 votes, out of 102 (79.41% of those polled) as the easiest skill.

-QUESTION 4: ¿Qué es lo más difícil de hacer en inglés?

DESCRIPTION	FREQUENCY	
	PRE	POST
LEER	33	10
HABLAR Y SABER VOCABULARIO	72	14
ESCUCHAR	63	31
GRAMÁTICA	73	74

Table 64. Pre and Post-survey ELPP Q

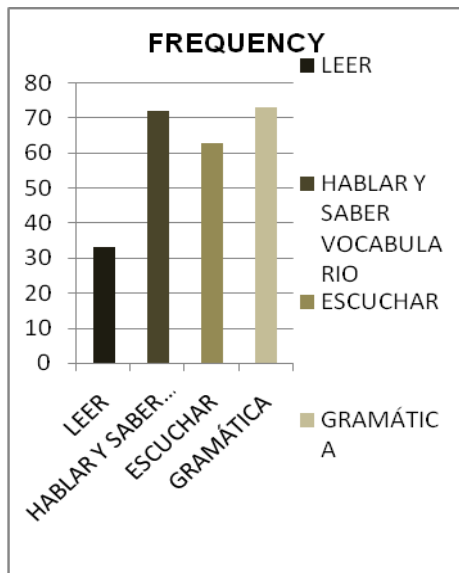


Figure 70. Pre-survey ELPP Q4

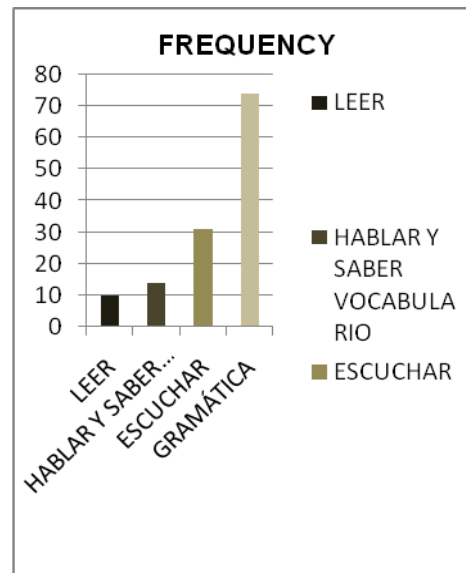


Figure 71. Post -survey ELPP Q4

In Table 64, Figure 70, answers to the preceding question on the pre-treatment survey “English level”, related to the most difficult skill, show that “*grammar*” receives the highest punctuation as it receives 73 votes, out of 130 (56.15% of those polled). Likewise, in Table 64, Figure 71, answers to the same statement on the post-treatment survey show that “*grammar*” appears again with 74 votes, out of 102 (72.54% of those polled) as the most difficult skill. When comparing the results of the pre and post treatment surveys, they illustrate that

“reading” is chosen by the majority of students as the easiest skill and “grammar” as the most difficult one during their English learning process.

5.5.3 Students’ Data Folders

Students’ Data Folders provide evidence for students’ process during the integrated-skill (productive-receptive) treatment when the completeness and correctness of the pre, during and post activities for each skill are analyzed. If in any of the three stages (pre, during and post) the corresponding activities are missing, the stage is considered absent.

Reading to Write

Reading to write																	
Reading									Writing								
Pre			During			Post			Pre			During			Post		
Complete	Correct	Absent	Cp	Crr	A	Cp	Crr	A	Cp	Crr	A	Cp	Crr	A	Cp	Crr	A
50	49	0	52	50	0	52	49	0	33	30	0	45	40	0	43	41	0

Table 65. Students’ Data Folders, Reading to write

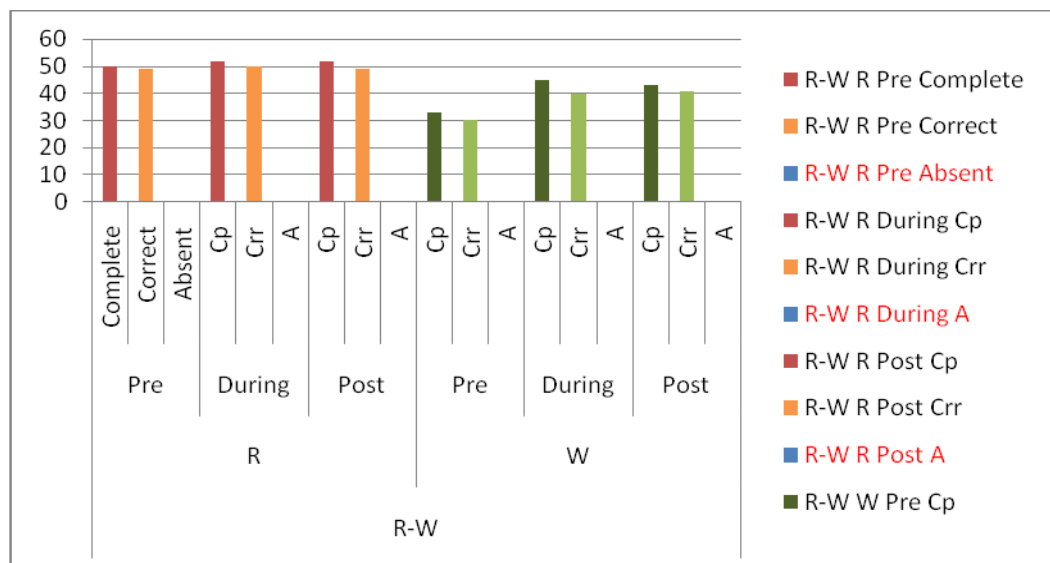


Figure 72 . Students’ Data Folders, Reading to write

In Table 64, Figure 72, Students' Data Folders provide evidence for the integration of the Reading and Writing skills. On the one hand, for Reading, the pre-activities get the following percentages: 50 out of 60 folders (83.33% of those analyzed) were complete; 49 out of 60 folders (81.66%) were correct, and 0 out of 60 were absent (0%). The during-activities get the following percentages: 52 out of 60 folders (86.66% of those analyzed) were complete; 50 out of 60 folders (83.33%) were correct, and 0 out of 60 were absent (0%). And finally, the post-activities show the following results: 52 out of 60 folders (86.66% of those analyzed) were complete; 49 out of 60 folders (81.66%) were correct, and 0 out of 60 were absent (0%). All this previous data show that Reading is a skill in which students tend to practice pre, during and post-activities fairly and perform well. On the other hand, for Writing, the pre-activities get the following percentages: just 33 out of 60 folders (55% of those analyzed) were complete; 30 out of 60 folders (50%) were correct, and 0 out of 60 were absent (0%). The during-activities get the following percentages: 45 out of 60 folders (75% of those analyzed) were complete; 40 out of 60 folders (66.66%) were correct, and 0 out of 60 were absent (0%). And finally, the post-activities show the following results: 43 out of 60 folders (71.66% of those analyzed) were complete; 41 out of 60 folders (68.33%) were correct, and 0 out of 60 were absent (0%). In these results it is evident that just half the students practiced the pre-writing activities, and that they performed better in the reading part.

Listening to Speak

Listening to speak																	
Listening									Speaking								
Pre			During			Post			Pre			During			Post		
Complete	Correct	Absent	Cp	Crr	A	Cp	Crr	A	Cp	Crr	A	Cp	Crr	A	Cp	Crr	A
48	44	0	50	47	0	46	45	0	43	38	0	44	40	0	42	40	0

Table 66. Students' Data Folders, Listening to speak

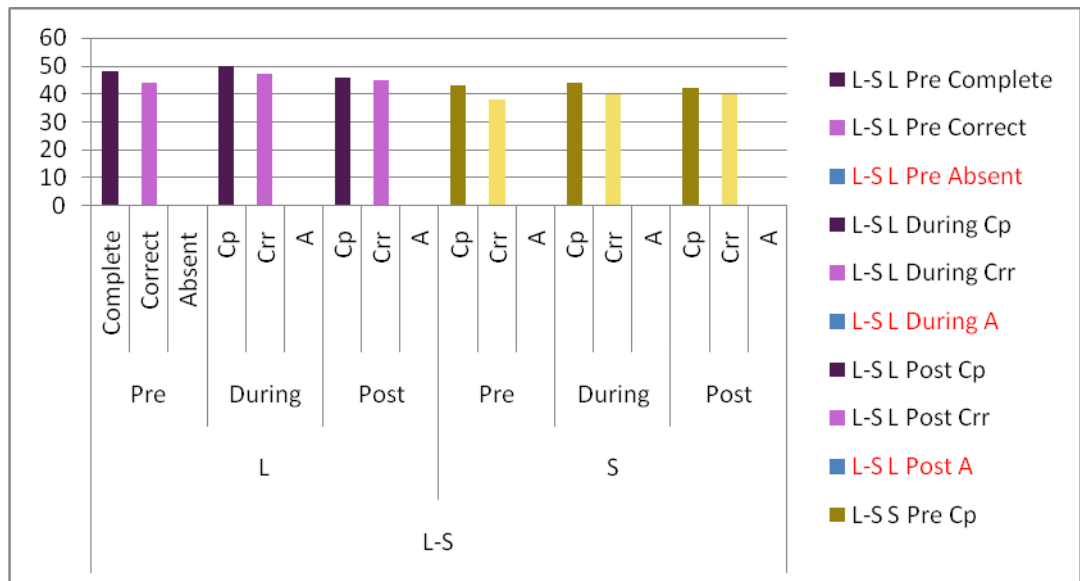


Figure 73. Students' Data Folders, Listening to speak

In Table 65, Figure 73, Students' Data Folders provide evidence for the integration of the Listening and Speaking skills. On the one hand, for Listening, the pre-activities get the following percentages: 48 out of 60 folders (80% of those analyzed) were complete; 44 out of 60 folders (73.33%) were correct, and 0 out of 60 were absent (0%). The during-activities get the following percentages: 50 out of 60 folders (83.33% of those analyzed) were complete; 47 out of 60 folders (78.33%) were correct, and 0 out of 60 were absent (0%). And finally, the post-activities show the following results: 46 out of 60 folders (76.66% of those analyzed) were complete; 45 out of 60 folders (75%) were correct, and 0 out of 60 were absent (0%). This time, the receptive skill, listening, obtained again a high level of completeness and correctness. On the other hand, for Speaking, the pre-activities get the following percentages: 43 out of 60 folders (71.66% of those analyzed) were complete; 38 out of 60 folders (63.33%) were correct, and 0 out of 60 were absent (0%). The during-activities get the following percentages: 44 out of 60 folders (73.33% of those analyzed) were complete; 40 out of 60 folders (66.66%) were correct, and 0 out of 60 were absent (0%). And finally, the post-activities show the following results: 42 out of 60 folders (70% of those analyzed) were

complete; 40 out of 60 folders (66.66%) were correct, and 0 out of 60 were absent (0%). In this productive skill, students also get lower results in comparison to the receptive skill; however, the difference between the two skills was not so evident.

Reading to Speak

Reading to speak																	
Reading									Speaking								
Pre			During			Post			Pre			During			Post		
Complete	Correct	Absent	Cp	Crr	A	Cp	Crr	A	Cp	Crr	A	Cp	Crr	A	Cp	Crr	A
57	55	0	59	56	0	56	54	0	50	48	0	56	50	0	54	51	0

Table 67. Reading to speak

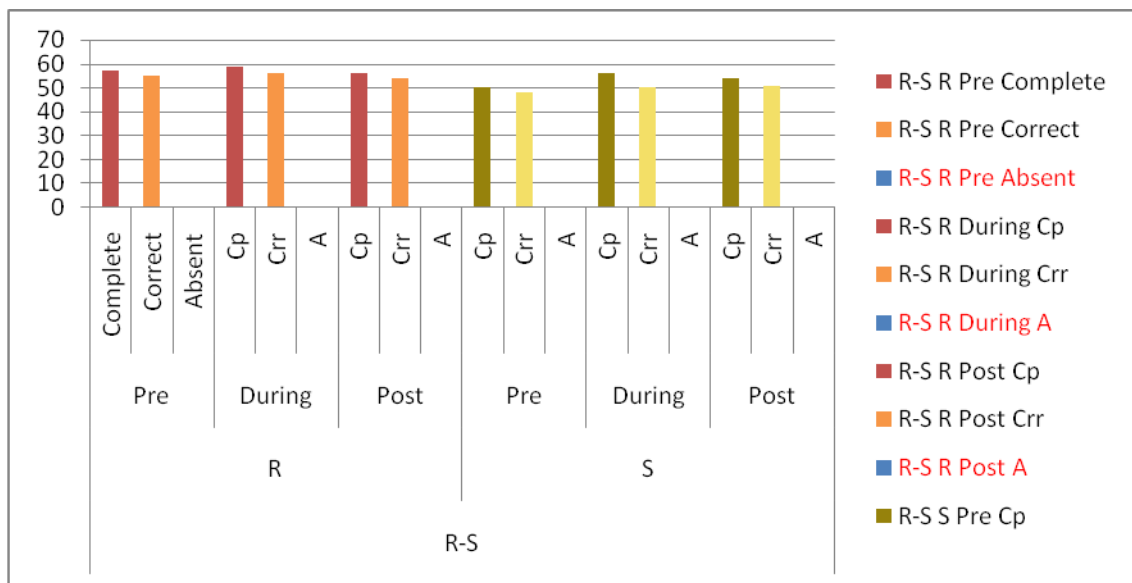


Figure 74. Reading to speak

In Table 66, Figure 74, Students' Data Folders provide evidence for the integration of the Reading and Speaking skills. On the one hand, for Reading, the pre-activities get the following percentages: 57 out of 60 folders (95% of those analyzed) were complete; 55 out of 60 folders (91.66%) were correct, and 0 out of 60 were absent (0%). The during-activities get the following percentages: 59 out of 60 folders (98.33% of those analyzed) were complete; 56 out of 60 folders

(93.33%) were correct, and 0 out of 60 were absent (0%). And finally, the post-activities show the following results: 56 out of 60 folders (93.33% of those analyzed) were complete; 54 out of 60 folders (90%) were correct, and 0 out of 60 were absent (0%). As a matter of fact, students obtained the highest results in this skill and the pre, during and post results are consistent. On the other hand, for Speaking, the pre-activities get the following percentages: 50 out of 60 folders (83.3% of those analyzed) were complete; 48 out of 60 folders (80%) were correct, and 0 out of 60 were absent (0%). The during-activities get the following percentages: 56 out of 60 folders (93.33% of those analyzed) were complete; 50 out of 60 folders (83.3%) were correct, and 0 out of 60 were absent (0%). And finally, the post-activities show the following results: 54 out of 60 folders (90% of those analyzed) were complete; 51 out of 60 folders (85%) were correct, and 0 out of 60 were absent (0%). Once more, the receptive skill obtained better results but speaking improves in comparison to the first combination with listening.

Listening to Write

Listening to write																	
Listening									Writing								
Pre			During			Post			Pre			During			Post		
Complete	Correct	Absent	Cp	Crr	A	Cp	Crr	A	Cp	Crr	A	Cp	Crr	A	Cp	Crr	A
54	52	0	56	54	0	54	53	0	41	39	0	48	46	0	49	46	0

Table 68. Listening to write

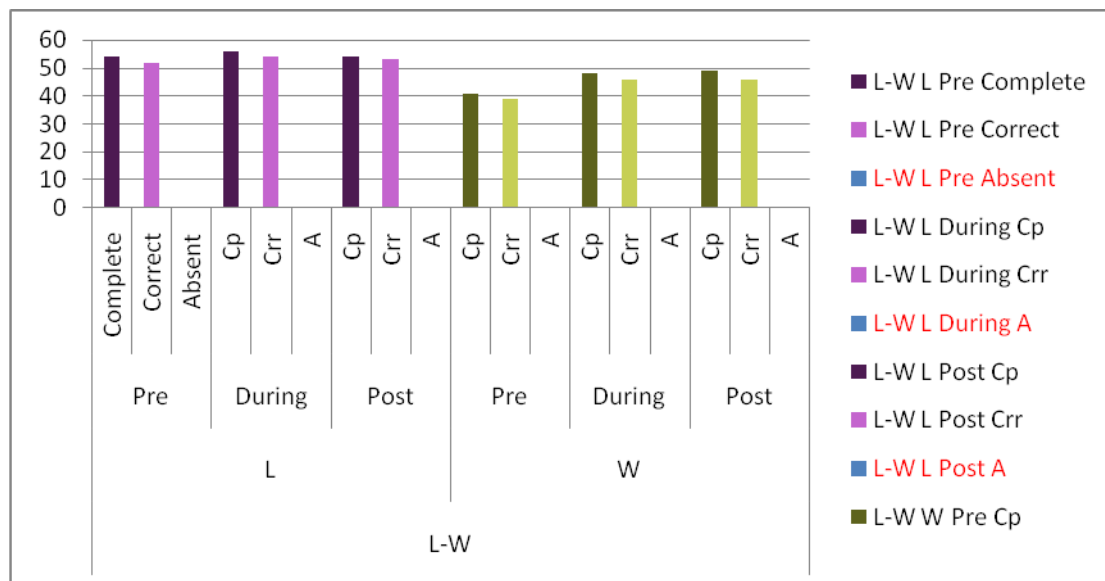


Figure 75. Listening to write

In Table 67, Figure 75, Students' Data Folders provide evidence for the integration of the Listening and Writing skills. On the one hand, for Listening, the pre-activities get the following percentages: 54 out of 60 folders (90% of those analyzed) were complete; 52 out of 60 folders (86.66%) were correct, and 0 out of 60 were absent (0%). The during-activities get the following percentages: 56 out of 60 folders (93.33% of those analyzed) were complete; 54 out of 60 folders (90%) were correct, and 0 out of 60 were absent (0%). And finally, the post-activities show the following results: 54 out of 60 folders (90% of those analyzed) were complete; 53 out of 60 folders (88.33%) were correct, and 0 out of 60 were absent (0%). Here, the previous results show that Listening increased its numbers in comparison to its results in combination with speaking, and the percentages are fair among pre, during and post activities. On the other hand, for Writing, the pre-activities get the following percentages: 41 out of 60 folders (68.33% of those analyzed) were complete; 39 out of 60 folders (65%) were correct, and 0 out of 60 were absent (0%). The during-activities get the following percentages: 48 out of 60 folders (80% of those analyzed) were complete; 46 out of 60 folders (76.66%) were correct, and 0 out of 60 were absent (0%). And finally, the post-activities show the following results: 49 out of 60 folders (81.66% of those analyzed) were complete;

46 out of 60 folders (76.66%) were correct, and 0 out of 60 were absent (0%). This time, writing improved its results but the pre-writing phase is still too low, and there is an evident difference among the outcomes of this skill and the outcomes of the other three.

6. LIMITATIONS OF THE RESEARCH

- Time is a constraint, considering that this research is conducted over a period of three months.

- Some activities and holidays scheduled by the school interfere with the normal development of the English classes.

- The availability of the students who are participants of the research sample, as they sometimes miss English classes and sometimes are committed with extra-curricular activities.

7. CONCLUSIONS

The picture before the teaching practicum at the English large-size classes of eleventh graders at the public school *Las Americas* show that the four skills were not being properly addressed. Before the treatment, according to the results of the pre-surveys, most of the time activities were focused on grammar, vocabulary and translation. Also, the skill which was given more class time was, by far, reading, and the skill which was given less class time was speaking. In addition to this, according to the students' answers, writing and listening received also little class time as the class was mainly focused on reading to translate. Moreover, the combination of activities involving the four skills was not being addressed properly. As a matter of fact, most of the answers given by students, concerning the combination of activities applied in their English class, pointed out that there was not such combination. Besides, answers that suggested a combination did not reflected the desirable integration of skills which is from a receptive skill to a productive one; it showed that students were not so familiar with the concept of integration of skills and the proper way of doing it.

In order to integrate the four primary skills for teaching English as a Foreign Language in a large size class of eleventh graders at a public school, it is necessary to take into account important factors such as the combination of receptive and productive skills, the implementation of Pre, During and Post activities for teaching each skill, the design of authentic materials, the students' affective domain, formative assessment as well as grouping strategies for classroom management. When implementing this approach, first it is necessary to consider which skills are productive and which ones are receptive as the combination model starts with a receptive skill followed by a productive one. Besides, in order to plan classroom activities around tasks which integrate all the four skills to complete a project, it is important to take into account the three-step process (pre, during and post) to plan successful activities within each skill. Apart

from applying the three-step process to design activities, it is also adequate to plan the instruction based on creative and authentic material as it can be selected according to students' necessities and interests; this choice helps to engage students and keep them focused on the process. Moreover, the integration of skills also takes into consideration the students' affective domain, as the success of the integration of skills is represented on the students' attitudes and perceptions towards the class. Students' formative assessment is also considered when integrating skills as it helps the teacher to monitor and assess students' processes and products. As the class size is an issue in this context, it is important to promote pair work and group work strategies by assigning roles in order to manage the classroom successfully.

When evaluating the process, it is possible to affirm that students' minds totally changed regarding English classes after the application of the treatment. According to the data gathered, students liked their English classes more when the UIS pre-service teachers applied the treatment. Moreover, the awareness of students to what learning English means also had a positive change. Taking into account the data findings, it is possible to infer that students are now aware of the importance of mastering the four English skills when learning a language as it is the way the students can notice if a person knows English or not. Besides, when analyzing in which way English was important for learners, the students recognized its importance and how useful it was in their real life. After the treatment, students were not mostly sure on the different uses that learning English has (different from looking for a job); also they had a broader view of the different opportunities generated thanks to English. Besides, according to the analysis of the data, after the treatment, the students' positive perceptions towards the activities developed in class were the result of well-planned and developed activities in which the integration of skills took place. In addition to this, after the treatment, the results showed that when being instructed using integration of skills, students were capable of identifying the desirable combinations of skills and that the majority of

them considered that all of the combinations applied by the UIS Pre-Service Teachers would be useful for learning English. Moreover, students' views and attitudes regarding their responses to the class also changed after the treatment. According to the results, students showed a radical change regarding their previous perceptions about the activities performed during the English classes. In addition, taking into account the findings, it can be concluded that students really liked the activities, topics and the setting created during the application of the treatment by the UIS pre-service teachers. As it is shown, the before and after contrast reflected the effectiveness of integrating skills when teaching, as it gives the possibility of working with most of the activities recommended when teaching English as a Foreign Language.

At the moment of assessing the process of integration of skills, and taking into account the results of the analysis of the students' products and performance, it is possible to infer that most of the students who participated in this research are aware and conscious of the importance of completing and following correctly the pre, during and post process when mastering an English skill. Moreover, when analyzing the "Reading to Write" process, it is a fact that students completed and followed in a correct way the pre, during and post process to read successfully. However, when analyzing the writing process, the "pre" stage present incompleteness. Students' "unwillingness" to fulfill this stage is based on the fact that the final product normally consisted of complete and coherent sentences (s+v+c) in which they preferred to skip the stage because they thought it was not so necessary. Moreover, this situation could also be possible due to that the process was well-guided by given clear instructions to the learners, so they could feel more secure to do it.

Furthermore, when taking into account the 'Listening to speak' combination, it is outstanding that the students completed all the assignments by following the three-step process. The data analysis showed that students performed successfully when implementing this combination. Besides, when taking into account the

'Reading to speak" process, it is possible to infer that as well as the combination 'Listening to Speak', the students' process was complete because the pre, during and post activities were interesting and meaningful for them. In addition, at the time to take into account the 'Listening to write' process, it is again visible that students completed successfully the pre, during and post process in listening. Nevertheless, in this combination, again the pre stage of the writing process is inconsistent. Once more, the well-planned and guided material could have led the students to skip this stage. Finally, when taking into account the combination of 'Listening to speak' and 'Reading to speak', the three steps were complete and correct. Thus, in this case, it is possible to state that the productive skill 'speaking' was more successful than the productive skill 'writing' in regardless of which receptive skill was preceding it. Furthermore, the receptive skill 'reading' obtained better outcomes than the other receptive skill 'Listening' possibly because students were more familiar with this skill before the treatment. Also, pre, during and post-Reading activities were the most complete and correct among the entire process of integration of skills.

In sum, as the data, findings and conclusions showed, when implementing the Integrated-Skill Approach in an appropriate way (considering what implementing the integration of skills to a class takes), the results are positive and enriching from a personal and professional point of view. Besides, this kind of results encourage teachers to plan based on the students' needs and interests which leads to improve students' language learning process. Moreover, this implementation also helps to complement and approach other considerations (affective domain, class size, grouping strategies, etc) involved when teaching English as a Foreign Language.

8. RECOMMENDATIONS

Being the ELT program at UIS a program that prepares future EFL teachers, this study recommends the implementation of Metacognitive Strategies in the language teaching practicum as “these strategies can be effective in enriching the students knowledge by fostering their abilities to plan, monitor and evaluating their own educational process in means of promoting learner autonomy.” (O Malley & Chamot, 44). In this sense, Rebecca Oxford proposes five Metacognitive Strategies: identifying one’s learning styles, gathering and organizing materials, arrange study space, monitoring mistakes, evaluating task success and evaluating the success of the learner’s strategy. Oxford insists that these strategies are specifically important for language learning as they are tools for active, self-directed involvement, which is essential for developing communicative competence (17). In addition, “When the learner is aware of his/her own learner strategies the results are more proficient and the level of self-confidence increases.” (Oxford, 9)

Furthermore, Metacognitive strategies involve both knowledge about learning and conscious control or regulation over learning which eventually permits the learner to take advantage of its own abilities to improve and to take control of their own education (Cotterall, 195) Littlewood agrees in this aspect by pointing out that this “awareness” lets pupils to select and evaluate his own process which make the person more responsible and autonomous. (247) Besides, Wei states that this type of implementation may allow not only a learn-centered approach which will lead to a successful language learning but also avoid learner’s dependency on the instructor, other words to develop autonomy. (110) For Pennycook “autonomy is developed using strategies, techniques and materials in order to promote individual self-development” (47). Holec also states that learners are responsible for all the decisions concerning all aspects of learning such as determining the objectives, defining the contents, selecting methods, monitoring and evaluating (3). Moreover, Oxford sees autonomy as a construct of capacity

where Metacognition awareness takes place which is the key to learn successfully in any subject matter (9) Besides, as it was mentioned in the limitations, UIS pre-service teachers did not work deeply on the Metacognitive Strategies as time constrained the practicum process. Thus, it is recommended to complement this process (ISA) with Metacognitive Strategies which eventually will make students aware of their own progression as well as to discover how they learn best. This process of self-reflection engages learners into their individual language learning strategies; thus, teachers would be supporting life-long learning among them. Moreover, it is recommended to work continuously on the implementation of the Integrated-skill approach in order to ensure and generate good habits of teaching/learning English skills.

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APPENDICES

APPENDIX A PRE-TREATMENT SURVEY: STUDENTS PERSONAL EXPERIENCE

UNIVERSIDAD INDUSTRIAL DE SANTADER
ENGLISH TEACHING PROGRAM PRACTICUM
DEPARTMENT OF LANGUAGES

CUESTIONARIO

GÉNERO: _____ EDAD: _____ GRADO: 11- _____

Responda las siguientes preguntas de acuerdo a su experiencia personal en la clase de inglés durante el **primer periodo** del año. (Dicho periodo comprende el tiempo desde el principio del año escolar hasta antes de Semana Santa)

No hay preguntas correctas o incorrectas. Toda la información que usted suministre será manejada confidencialmente.

I. Con respecto a la clase de inglés

1. ¿Le gusta la clase de inglés? Sí _____ No _____

¿Por qué?

2. ¿Qué significa para usted que una persona sepa inglés?

3. ¿Es importante el inglés? Sí _____ No _____

¿Por qué?

II. Con respecto a las actividades en la clase de inglés

4. ¿Cuáles de las siguientes actividades se desarrollaron en su clase de inglés en el primer periodo del año?
(Marque cuantas considere necesarias)

<input type="checkbox"/> Escuchar una grabación	<input type="checkbox"/> Hacer una lectura
<input type="checkbox"/> Hablar sobre algo	<input type="checkbox"/> Escribir sobre algo
<input type="checkbox"/> Ejercicios de gramática	<input type="checkbox"/> Ejercicios de vocabulario

5. ¿Cuáles fueron sus actividades favoritas del primer periodo del año? ¿Por qué?

6. ¿Cuáles actividades le hubiera gustado haber hecho en el primer periodo del año?

7 ¿Fueron combinadas en una misma clase de inglés las actividades que usted eligió en la pregunta 4 durante el **primer periodo** (Dicho periodo comprende el tiempo desde el principio del año escolar hasta antes de Semana Santa)? Sí ___ No ___

8. ¿Cuales actividades de la pregunta 4 se combinaron en una misma clase de inglés durante el primer periodo del año? (Dicho periodo comprende el tiempo desde el principio del año escolar hasta antes de Semana Santa)

9. ¿Cuáles combinaciones de actividades de la pregunta 8 le ayudaron a aprender inglés durante el primer periodo del año? (Dicho periodo comprende el tiempo desde el principio del año escolar hasta antes de Semana Santa)

10. ¿Cuáles combinaciones de actividades de la pregunta 4, además de las mencionadas en la pregunta 8, cree que le ayudarían más en el aprendizaje del inglés? ¿Por qué?
Establezca todas las combinaciones que considera le ayudarían más a aprender.

11. ¿Qué piensa de combinar actividades en una misma clase de inglés?

Gracias.

UNIVERSIDAD INDUSTRIAL DE SANTADER
 ENGLISH TEACHING PROGRAM PRACTICUM
 DEPARTMENT OF LANGUAGES
 CUESTIONARIO

GÉNERO: F EDAD: 17 GRADO: 11-2

Responda las siguientes preguntas de acuerdo a su experiencia personal en la clase de inglés durante el **primer periodo** del año. (Dicho periodo comprende el tiempo desde el principio del año escolar hasta antes de Semana Santa)

No hay preguntas correctas o incorrectas. Toda la información que usted suministre será manejada confidencialmente.

I. Con respecto a la clase de inglés

1. ¿Le gusta la clase de inglés? Sí No X

¿Por qué?

No por que eran muy aborridas y casi no entendiamos

2. ¿Qué significa para usted que una persona sepa inglés?

algo por bueno por que el inglés es una de las lenguas más importantes.

3. ¿Es importante el inglés? Sí X No

¿Por qué?

Todas tenemos derecho aprender y además nos sirve para un futuro o presente.

II. Con respecto a las actividades en la clase de inglés

4. ¿Cuáles de las siguientes actividades se desarrollaron en su clase de inglés en el primer periodo del año? (Marque cuantas considere necesarias)

<input type="checkbox"/> Escuchar una grabación	<input checked="" type="checkbox"/> Hacer una lectura
<input type="checkbox"/> Hablar sobre algo	<input type="checkbox"/> Escribir sobre algo
<input checked="" type="checkbox"/> Ejercicios de gramática	<input checked="" type="checkbox"/> Ejercicios de vocabulario

5. ¿Cuáles fueron sus actividades favoritas del primer periodo del año? ¿Por qué?

Escuchar una grabacion por que aprendemos la vocalizar.

6. ¿Cuáles actividades le hubiera gustado haber hecho en el primer periodo del año?

hacer actividades de juegos con el ingles.

7. ¿Fueron combinadas en una misma clase de inglés las actividades que usted eligió en la pregunta 4 durante el **primer periodo** (Dicho periodo comprende el tiempo desde el principio del año escolar hasta antes de Semana Santa)? Sí X No

8. ¿Cuales actividades de la pregunta 4 se combinaron en una misma clase de inglés durante el primer periodo del año? (Dicho periodo comprende el tiempo desde el principio del año escolar hasta antes de Semana Santa)

escuchar la grabacion, leer, escribir, y realizar ejercicios.

9. ¿Cuáles combinaciones de actividades de la pregunta 8 le ayudaron a aprender inglés durante el primer periodo del año? (Dicho periodo comprende el tiempo desde el principio del año escolar hasta antes de Semana Santa)

Escribir sobre la grabacion.

10. ¿Cuáles combinaciones de actividades de la pregunta 4, además de las mencionadas en la pregunta 8, cree que le ayudarían más en el aprendizaje del inglés? ¿Por qué?

Establezca todas las combinaciones que considera le ayudarían más a aprender.

ejercicios de gramatica por que tiene más claro sobre el idioma.

11. ¿Qué piensa de combinar actividades en una misma clase de inglés?

no me gusta combinar actividades en una misma

APPENDIX B POST-TREATMENT SURVEY: STUDENTS PERSONAL EXPERIENCE

UNIVERSIDAD INDUSTRIAL DE SANTADER
TEACHING PRACTICUM
DEPARTMENT OF LANGUAGES
CUESTIONARIO

GÉNERO: _____ EDAD: _____ GRADO: 11- _____

Responda las siguientes preguntas de acuerdo a su experiencia personal en la clase de inglés del **segundo periodo** del año. (Este periodo comprende el tiempo en que llevan recibiendo clases de los profesores UIS)

No hay preguntas correctas o incorrectas. Toda la información que usted suministre será manejada confidencialmente.

I. Con respecto a la clase de inglés

1. ¿Le gusta la clase de inglés? Sí _____ No _____
¿Por qué?

2. ¿Qué significa para usted que una persona sepa inglés?

3. ¿Es importante el inglés? Sí _____ No _____
¿Por qué?

II. Con respecto a las actividades en la clase de inglés

4. ¿Cuáles de las siguientes actividades se están desarrollando en su clase de inglés en el segundo periodo del año? (Marque todas las que considere se están realizando)

<input type="checkbox"/> Escuchar una grabación	<input type="checkbox"/> Hacer una lectura
<input type="checkbox"/> Hablar sobre algo	<input type="checkbox"/> Escribir sobre algo
<input type="checkbox"/> Ejercicios de gramática	<input type="checkbox"/> Ejercicios de vocabulario

5. ¿Cuáles han sido sus actividades favoritas en el **segundo periodo** del año? ¿Por qué?

6. ¿Cuáles actividades quisiera hacer en el **segundo periodo** del año?

7. ¿Están siendo combinadas en una misma clase de inglés las actividades que usted eligió en la pregunta 4 durante el **segundo periodo** del año? Sí _____ No _____

8. ¿Cuales actividades de la pregunta 4 se han combinado en una misma clase de inglés durante el **segundo periodo** del año?

9. ¿Cuáles combinaciones de actividades de la pregunta 8 le han ayudado el aprendizaje del inglés durante el **segundo periodo** del año?

10. ¿Cuáles combinaciones de actividades de la pregunta 4, además de las mencionadas en la pregunta 8, cree que podrían ayudarle más en el aprendizaje del inglés? ¿Por qué?
Establezca las combinaciones que según usted más le ayudarían a aprender.

11. ¿Qué piensa de la combinación de actividades que se está llevando a cabo en la clase de inglés?

Gracias.

GÉNERO: Masculino EDAD: 16 GRADO: 11-2

Responda las siguientes preguntas de acuerdo a su experiencia personal en la clase de inglés durante el primer periodo del año. (Dicho periodo comprende el tiempo desde el principio del año escolar hasta antes de Semana Santa)

No hay preguntas correctas o incorrectas. Toda la información que usted suministre será manejada confidencialmente.

I. Con respecto a la clase de inglés

1. ¿Le gusta la clase de inglés? Si No

¿Por qué?

Las actividades que realizamos en clase no son aburridas son muy didácticas y ayudan mucho en nuestro aprendizaje.

2. ¿Qué significa para usted que una persona sepa inglés?

Porque habla el idioma, escribe inglés y porque se cuenta nos corrige el vocabulario.

3. ¿Es importante el inglés? Si No

¿Por qué?

Cuando decidamos viajar a otro país por lo tanto tener un poco de conocimiento al expresarse.

II. Con respecto a las actividades en la clase de inglés

4. ¿Cuáles de las siguientes actividades se desarrollaron en su clase de inglés en el primer periodo del año? (Marque cuantas considere necesarias)

<input checked="" type="checkbox"/> Escuchar una grabación	<input checked="" type="checkbox"/> Hacer una lectura
<input checked="" type="checkbox"/> Hablar sobre algo	<input checked="" type="checkbox"/> Escribir sobre algo
<input checked="" type="checkbox"/> Ejercicios de gramática	<input checked="" type="checkbox"/> Ejercicios de vocabulario

5. ¿Cuáles fueron sus actividades favoritas del primer periodo del año? ¿Por qué?

Realmente me gustaron todas las actividades ya que la profe siempre nos traía buen material para las clases.

6. ¿Cuáles actividades le hubiera gustado haber hecho en el primer periodo del año?

Todas las que hicimos con las profesoras vis.

7. ¿Fueron combinadas en una misma clase de inglés las actividades que usted eligió en la pregunta 4 durante el primer periodo (Dicho periodo comprende el tiempo desde el principio del año escolar hasta antes de Semana Santa)? Si No

8. ¿Cuáles actividades de la pregunta 4 se combinaron en una misma clase de inglés durante el primer periodo del año? (Dicho periodo comprende el tiempo desde el principio del año escolar hasta antes de Semana Santa)

hacer una lectura y hablar sobre algo, escuchar una grabación y escribir.

9. ¿Cuáles combinaciones de actividades de la pregunta 8 le ayudaron a aprender inglés durante el primer periodo del año? (Dicho periodo comprende el tiempo desde el principio del año escolar hasta antes de Semana Santa)

Todas.

10. ¿Cuáles combinaciones de actividades de la pregunta 4, además de las mencionadas en la pregunta 8, cree que le ayudarían más en el aprendizaje del inglés? ¿Por qué? Establezca todas las combinaciones que considera le ayudarían más a aprender.

Ninguna todas fueron más que suficiente para mí, porque aprendí mucho.

11. ¿Qué piensa de combinar actividades en una misma clase de inglés?

me ayudan a aprender.

APPENDIX C. PRE-TREATMENT SURVEY: STUDENTS' PERCEPTIONS OF THEIR ENGLISH LEVEL

Edad: _____ Genero: F___ M_____ Grado: 11- _____

Responde las siguientes preguntas de acuerdo al nivel de ingles que usted considere tener. No hay respuestas correctas ni incorrectas.

Usuario Básico

1. responda **SI** o **NO** según sus capacidades:

2. Yo como estudiante de Undécimo grado puedo:

a. Participar en conversaciones en las que puedo expresar mis opiniones, ideas sobre temas personales, generales y abstractos. Si___ No___

Escuchar	Puedo comprender palabras familiares y frases muy básicas sobre mí mismo, mi familia y alrededores concretos inmediatos cuando la gente habla despacio y claro _____	Puedo comprender frases y vocabulario de alta frecuencia relacionada con áreas de relevancia personal inmediatas (información muy básica personal y familiar, compras, áreas locales, empeño) _____ Puedo captar la idea principal en mensajes y anuncios cortos, claros y sencillos _____
Leer	Puedo comprender nombres familiares, palabras y oraciones muy simples. Por ejemplo, en carteles o en catálogos. _____	Puedo leer textos muy cortos y sencillos. _____ Puedo encontrar información específica y predecible en material sencillo y cotidiano como anuncios publicitarios, menús y horarios. _____ Puedo entender cartas sencillas y personales. _____
Interacción Hablada (con un(os) compañero (s))	Puedo interactuar de manera sencilla proveyendo que la otra persona esté preparada para repetir o parafrasear cosas a un rango mas lento de habla y eso me ayuda a reformular lo que intento decir. _____ Puedo preguntar y responder preguntas sencillas en áreas de necesidad inmediata o temas muy familiares. _____	Puedo comunicarme en una tarea sencilla y básica que requiera un intercambio directo y sencillo de información sobre temas y actividades familiares _____ Puedo manejar intercambios sociales cortos, aunque generalmente no pueda entender lo suficiente para mantener fluyendo la conversación por mi mismo. _____
Producción hablada (individual)	Puedo usar oraciones sencillas para describir donde vivo y la gente que conozco _____	Puedo usar una serie de frases y oraciones para describir en términos sencillos mi familia y otras personas, condiciones de vida, formación educativa y mi mas reciente trabajo o actividad _____
escritura	Puedo escribir una postal corta y sencilla, enviando por ejemplo, un saludo, un día festivo. Puedo llenar formas con detalles personales poniendo mi nombre, nacionalidad y registrarme en un hotel _____	Puedo escribir notas y mensajes cortos y sencillos _____ Puedo escribir una carta personal sencilla, por ejemplo, agradeciendo a alguien por algo _____

b. Iniciar un tema de conversación y mantener la atención de mis interlocutores, cuando hablo mi discurso es claro y conciso. Si ___ No___

c. Aunque mi acento no es extranjero, mi pronunciación es correcta y adecuada. Si___ No___

3. ¿Qué es lo más difícil de hacer en inglés? (Puede seleccionar más de una)

- a. Leer
- b. Hablar y saber vocabulario
- c. Escuchar
- d. Gramática

4. ¿Qué es lo mas fácil de hacer en inglés? (Puede seleccionar más de una)

- a. Leer
- b. Hablar y saber vocabulario
- c. Escuchar
- d. Gramática

Edad: 17 género: F M X grado: 11- 2

Responda las siguientes preguntas de acuerdo al nivel de ingles que usted considera tener. No hay preguntas correctas ni incorrectas.

Usuario Básico:

1. Responda SI o NO según sus capacidades:

Escuchar	Puedo comprender palabras familiares y frases muy básicas sobre mi mismo, mi familia y alrededores concretos inmediatos cuando la gente habla despacio y claro. <u>NO</u>	Puedo comprender frases y vocabulario de alta frecuencia relacionada con áreas de relevancia personal inmediatas (información muy básica personal y familiar, compras, áreas locales, empleo) <u>NO</u> Puedo captar la idea principal en mensajes y anuncios cortos, claros y sencillos <u>NO</u>
Leer	Puedo comprender nombres familiares, palabras y oraciones muy simples. Por ejemplo, en carteles o en catálogos. <u>NO</u>	Puedo leer textos muy cortos y sencillos. <u>NO</u> Puedo encontrar información específica y predecible en material sencillo y cotidiano como anuncios publicitarios, menús y horarios. <u>NO</u> Puedo entender cartas sencillas y personales. <u>Si</u>
Interacción Hablada (con un(os) compañero (s))	Puedo interactuar de manera sencilla proveyendo que la otra persona esté preparada para repetir o parafrasear cosas a un rango mas lento de habla y eso me ayuda a reformular lo que intento decir. <u>Si</u> Puedo preguntar y responder preguntas sencillas en áreas de necesidad inmediata o temas muy familiares. <u>NO</u>	Puedo comunicarme en una tarea sencilla y básica que requiera un intercambio directo y sencillo de información sobre temas y actividades familiares. <u>NO</u> Puedo manejar intercambios sociales cortos, aunque generalmente no pueda entender lo suficiente para mantener fluyendo la conversación. por mi mismo(a) <u>NO</u> me da re un y capto rápido.
Producción hablada (individual)	Puedo usar oraciones sencillas para describir donde vivo y la gente que conozco. <u>Si</u>	Puedo usar una serie de frases y oraciones para describir en términos sencillos mi familia y otras personas, condiciones de vida, formación educativo y mi mas reciente trabajo o actividad <u>NO</u>
escritura	Puedo escribir una postal corta y sencilla, enviando por ejemplo un saludo un día festivo. Puedo llenar formas con detalles personales poniendo mi nombre, nacionalidad y registrarme en un hotel <u>NO</u>	Puedo escribir notas y mensajes cortos y sencillos. <u>Si</u> Puedo escribir una carta personal sencilla, por ejemplo, agradeciendo a alguien por algo <u>NO</u>

2. Yo, como estudiante de undécimo grado puedo...

- a. participar en conversaciones en las que expreso mis opiniones e ideas sobre temas generales, personales y abstractos. Si X no ___
 b. iniciar un tema de conversación y mantener la atención de mis interlocutores, cuando hablo mi discurso es coherente y sencillo. Si X no ___
 c. aunque mi acento es extranjero, mi pronunciación es clara y adecuada. Si X no ___

3. ¿Qué es lo más fácil de hacer en Ingles? (puede seleccionar más de una)

- a. leer ___
 b. hablar y saber vocabulario ___
 c. escuchar X
 d. gramática ___

4. ¿Qué es el más difícil? (puede seleccionar más de una)

- a. leer X
 b. hablar y saber vocabulario X
 c. escuchar X
 d. gramática X

Edad: 13 género: M F grado: 11- 2

Responda las siguientes preguntas de acuerdo al nivel de inglés que usted considera tener. No hay preguntas correctas ni incorrectas.

Usuario Básico:

1. Responda SI o NO según sus capacidades:

Escuchar	Puedo comprender palabras familiares y frases muy básicas sobre mí mismo, mi familia y alrededores concretos inmediatos cuando la gente habla despacio y claro <u>SI</u>	Puedo comprender frases y vocabulario de alta frecuencia relacionada con áreas de relevancia personal inmediatas (información muy básica personal y familiar, compras, áreas locales, empleo) <u>SI</u> Puedo captar la idea principal en mensajes y anuncios cortos, claros y sencillos <u>SI</u>
Leer	Puedo comprender nombres familiares, palabras y oraciones muy simples. Por ejemplo, en carteles o en catálogos. <u>SI</u>	Puedo leer textos muy cortos y sencillos. <u>SI</u> Puedo encontrar información específica y predecible en material sencillo y cotidiano como anuncios publicitarios, menús y horarios. <u>SI</u> Puedo entender cartas sencillas y personales. <u>SI</u>
Interacción Hablada (con un(os) compañero (s))	Puedo interactuar de manera sencilla proveyendo que la otra persona esté preparada para repetir o parafrasear cosas a un rango más lento de habla y eso me ayuda a reformular lo que intento decir. <u>SI</u> Puedo preguntar y responder preguntas sencillas en áreas de necesidad inmediata o temas muy familiares. <u>SI</u>	Puedo comunicarme en una tarea sencilla y básica que requiera un intercambio directo y sencillo de información sobre temas y actividades familiares. <u>SI</u> Puedo manejar intercambios sociales cortos, aunque generalmente no pueda entender lo suficiente para mantener fluyendo la conversación por mí mismo(a) <u>SI</u>
Producción hablada (individual)	Puedo usar oraciones sencillas para describir donde vivo y la gente que conozco. <u>SI</u>	Puedo usar una serie de frases y oraciones para describir en términos sencillos mi familia y otras personas, condiciones de vida, formación educativa y mi más reciente trabajo o actividad. <u>NO</u>
escritura	Puedo escribir una postal corta y sencilla, enviando por ejemplo un saludo un día festivo. Puedo llenar formas con detalles personales poniendo mi nombre, nacionalidad y registrarme en un hotel <u>SI</u>	Puedo escribir notas y mensajes cortos y sencillos. <u>SI</u> Puedo escribir una carta personal sencilla, por ejemplo, agradeciendo a alguien por algo. <u>SI</u>

2. Yo, como estudiante de undécimo grado puedo...

- a. participar en conversaciones en las que expreso mis opiniones e ideas sobre temas generales, personales y abstractos. Si no
- b. iniciar un tema de conversación y mantener la atención de mis interlocutores, cuando hablo mi discurso es coherente y sencillo. Si no
- c. aunque mi acento es extranjero, mi pronunciación es clara y adecuada. Si no

3. ¿Qué es lo más fácil de hacer en Inglés? (puede seleccionar más de una)

- a. leer
- b. hablar y saber vocabulario
- c. escuchar
- d. gramática

4. ¿Qué es el más difícil? (puede seleccionar más de una)

- a. leer
- b. hablar y saber vocabulario
- c. escuchar
- d. gramática

APPENDIX D OPEN-ENDED OBSERVATIONS HEAD-TEACHER

12 April = 10:20

- T ask Ss to write ideas
- Ss are working but too much talking, Ss seem to understand instructions and following the process of writing/listening
- We need a real recording!
- Not time stated for the activity
- Ss disorganized / not working on the activity

Ss work in pairs - they do not know what they have to do but they are working on the task (some of them)

- Ss listen the recording
- Task Ss about their predictions
- Not quickly -> shap shap shap
- T shows poster with all the info about her
- Explain meaning of word
- T says J lo ask about to fill with info
- T shows another poster with all the info!
- T shows posters with language focus and Posters
- Speaker
- Listener
- Questions "I see"
- Cool
- "How do I pronounce?"
- Escribir "How do I say..."
- curly

-> Ss seem to be lost with the instructions

-> More sampling on the board for checking
Hacer la U ↓ ↓ ↓

Yes, she does / yes, she is
no, she doesn't / no, she isn't
borrador -> describir en el tablero
Con preguntas
Caminar por el alrededor -> Al preguntaria 1 solo, que sea para todo el grupo

- Ss pay attention, but some of them seem to be gone in their minds

Dividir el tablero en 3 partes

Female (♀) 1) volunteer
male (♂) 2) ask directly

more example on pictures describing the vocabulary
Poster describing as a model! (me)

APPENDIX E OPEN-ENDED OBSERVATIONS: UIS PRE-SERVICE TEACHERS

Carolina + Mercedes

10:45 a.m.

- Ss are seated but very disorganized.

T starts class writing the agenda

- DT re-writes on the board the bell so Ss can see.

- DT checks Bell 2nd ss however, most of them are just rushing to write

- DT show flashcards =

- DT explains about ruler in some specific places

- Ss talk to each in the back, laughing about others

- DT organize the groups

- DT check the round table, but only one group is paying attention the others are talking

- DT provides pieces of paper with colors to write the name of the group

- DT Bell is too small can't see

- DT bigger ones

- DT needs to move around more a little bit.

APPENDIX F FOCUSED OBSERVATIONS: UIS PRE-SERVICE TEACHERS

Monday 10th / 2010 DD MM AA

Cono's

- Teacher shows pictures, they are interested in the topic
- They feel connected with the subculture
- They like to classify the vocabulary with the corresponding subculture.
- ~~They feel connected with the local~~
- They answer questions, relate interests and ideology with the corresponding
- SS listen carefully answer the questions and show interest
- SS answer questions, know about the culture, have ideas
- SS work in groups, make diagrams organizing the main features

APPENDIX G READING TO WRITE



WORKSHEET 1: pre-reading
Topic: Simpson's Family
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

Predict what we might see at the Simpson family's private life					
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____



WORKSHEET 1: pre-reading
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

Predict what we might see at the Simpson family's private life					
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____



WORKSHEET 1: pre-reading
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

Predict what we might see at the Simpson family's private life					
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____



WORKSHEET 2: focus reading
Topic: Me and my family
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

1. A possible *title* for this comic strip could be:

- a. the Simpson family
- b. a day in the life of the Simpson's family
- c. the adventures of homer
- d. having fun with the Simpsons

2. The word "generic" in frame 3 means:

- a. the brand of a product
- b. popular product
- c. Original product
- d. high standard product

3. Taking into account frames 1, 2 and 3, at the beginning of the day homer feels...?

- a. enthusiastic
- b. bored
- c. tired
- d. sad

3. What does it mean the thinking bubble in frame 4?



- a. he needs energy
- b. an idea
- c. a plan
- d. nothing

4. What idea did he have?

- a. go to work
- b. go to sleep again
- c. play with the shaving lotion
- d. take a shower

5. according to the last image, Marge is...?

- a. worried
- b. happy
- c. angry
- d. excited

6. according to Homer's point of view, he is late because...?

- a. He didn't wake up
- b. Marge didn't buy enough lotion
- c. He didn't buy enough lotion
- d. She didn't prepare breakfast

7. Is Homer's point of view true or false? ____ Why? _____

8. Is he making an excuse? Yes ___ no ___ why? _____


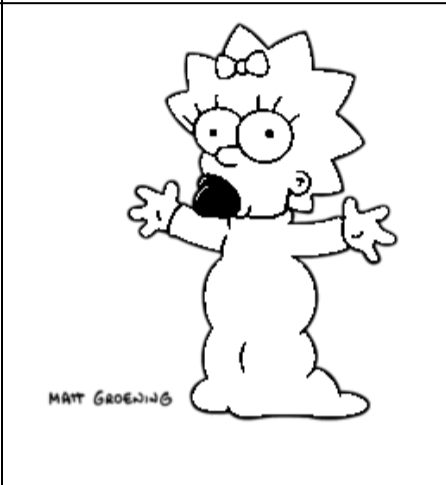

9. Write down word by word the excuse giving by Homer: _____



WORKSHEET 3: post reading
TOPIC: ME AND MY FAMILY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

Choose a possible ending for the comic strip.


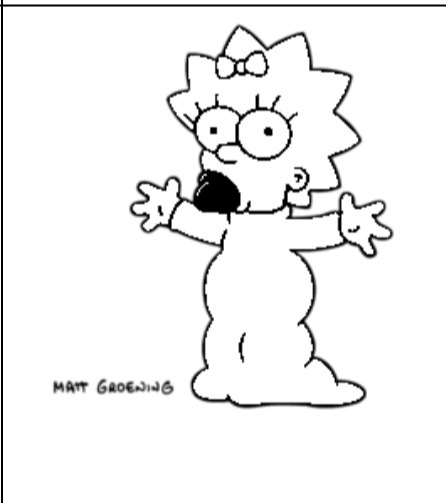
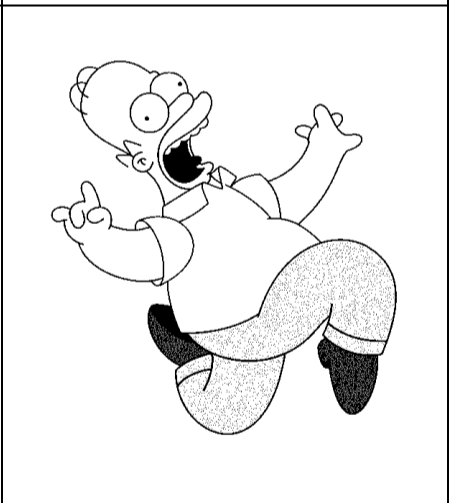
1	2	3
	 <small>MATT GROENING</small>	



WORKSHEET 3: Post Reading
TOPIC: ME AND MY FAMILY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

Choose a possible ending for the comic strip.

1	2	3
	 <small>MATT GROENING</small>	



HANDOUT 1: MAKING EXCUSES
TOPIC: ME AND MY FAMILY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

STRUCTURE: It's not my fault if _____ (past tense)

EXAMPLE: "it's not my fault if someone didn't buy enough shaving lotion" – **Homer**

1. Provide an excuse for the following situations:

- ♣ Not having the homework: _____
- ♣ Not washing the dishes at home: _____
- ♣ Arriving late for class: _____
- ♣ Arriving late after break: _____
- ♣ Not having your folder: _____



HANDOUT 1: MAKING EXCUSES
TOPIC: ME AND MY FAMILY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

STRUCTURE: It's not my fault if _____ (past tense)

EXAMPLE: "it's not my fault if someone didn't buy enough shaving lotion" – **Homer**

1. Provide an excuse for the following situations:

- ♣ Not having the homework: _____
- ♣ Not washing the dishes at home: _____
- ♣ Arriving late for class: _____
- ♣ Arriving late after break: _____
- ♣ Not having your folder: _____



WORKSHEET 1
TOPIC: ME AND MY FAMILY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ **Date:** _____

PRE-WRITING: This time, the hidden camera is at your home, early in the morning. List all the people you live with and what they might be doing.

FAMILY MEMBER	WHAT SHE/HE MIGHT BE DOING?

Who may have a funny excuse? _____ for what? _____



WORKSHEET 1
TOPIC: ME AND MY FAMILY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ **Date:** _____

PRE-WRITING: This time, the hidden camera is at your home, early in the morning. List all the people you live with and what they might be doing.

FAMILY MEMBER	WHAT SHE/HE MIGHT BE DOING?

Who may have a funny excuse? _____ for what? _____



WORKSHEET 2
TOPIC: ME AND MY FAMILY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

FOCUS WRITING: Write down what you want to communicate in each frame.

OUTLINE

TITLE: _____

1STFRAME: _____

2ND FRAME: _____

3RD FRAME: _____

4TH FRAME: _____

5TH FRAME: _____

6TH FRAME: _____

7TH FRAME: _____

8TH FRAME: _____

9TH FRAME: _____

10TH FRAME: _____

PUNCH-LINE (EXCUSE): _____

Rubric “my cartoon family

All members included ____

Use at least 2 adjectives ____

Use at least 2 compound nouns ____

Use at least 2 interjections ____

Punch-line included ____

In each frame something happens ____



WORKSHEET 3
TOPIC: ME AND MY FAMILY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

COMIC STRIP

APPENDIX H LISTENING TO SPEAK



WORKSHEET 1
TOPIC: ME AND MY SCHOOL
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

Pre-listening

Predict what we might see at the video.					
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

During-listening

Another Brick in the Wall

We don't need no _____
 we don't need no _____ control
 No _____ sarcasm in the _____
 Teachers _____ them kids alone
 Hey! Teachers! Leave them kids alone!
 All in all it's just another _____ in the wall.
 All in all you're just another brick in the _____.

Thought (2)	Leave (3)
Classroom (2)	Brick (2)
Education (2)	Wall (2)
Dark	Alone (3)
Another	

We don't need no _____
 we don't need no _____ control
 No _____ sarcasm in the _____
 Teachers _____ them kids _____
 Hey! Teachers! _____ us kids _____!
 All in all it's just _____ in the wall.
 All in all you're just another _____ in the _____.

Post-listening

1. **Taking into account the teacher's behaviors, we can say that he is:**

a. Quiet	c. Enthusiastic
b. Disrespectful	d. Indifferent

2. **A word for describing the student's feelings could be:**

a. Motivated	c. Interested
b. Indifferent	d. Frustrated

3. **The expression Hey! Teachers! Leave them kids alone! Is:**

a. A complaint	c. A joke
b. A suggestion	d. A command

4. **The message of the song is:**
 - a. The quality of education is really good.
 - b. Schools are not factories to produce standardized products.
 - c. Nobody needs education.
 - d. All the teachers are bad

What does the title "Another Brick on the Wall" mean for you?



RUBRIC 1
TOPIC: ME AND MY SCHOOL
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Names: _____ Date: _____

DIALOGUE

Follow the instructions below to create a dialogue.

- **Topic:** feelings, behaviors and opinions about your school and your classes.
- **Who:** pairs (2 people).
- **Requirements:**
 - Each person must have at least four (4) interventions.
 - In the interventions, you need to use the expressions from the language focus.

Student A: _____
Student B: _____
Student A: _____
Student B: _____
Student A: _____
Student B: _____
Student A: _____
Student B: _____

APPENDIX I READING TO SPEAK



WORKSHEET 1
TOPIC: ME AND MY COUNTRY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

1. Pre-Reading: Predict some ideas related to the video.

<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	

2. During-Reading:

a. Read the text and confirm if your predictions were right or not.



Colombia is Passion

This is the way my country looks from the outside. Now, I want you to see it from the inside. Because this is how you would really get to know, who we are, how we act and what we dream! Because if there is something we Colombians actually are is dreamers and how we should not appeared, if this is a magical country full of colors, flavors, places, and good people, many, many good people!

People who make art falling in love with the rhythm of accordions, people who bring us glory in sports, sweethearts, friends, children. We Colombians are ordinary people; people with problems, but who are nonetheless considered to be amongst the happiest under the sun!

It takes a full year to get acquainted with all of our festivals and celebrations because we have one for every single day of the year. The Barranquilla Carnival, the Cali Fair, the International Book Fair, Rock at the Park, Colombia moda, the Iberoamerican Theater Festival, which by the way it's the biggest one in the world.

All this shows that there is more to this country than meets the eye! There are oceans, beaches, all possible climates any time of the year, Spanish colonial architecture, modern architecture, handicrafts for export, there is progress, exquisite coffee, countless beautiful women and orchids. We have arts. Just think of Master Fernando Botero's art, the man who has made the world love the chubby ones. We have musicians, people in sports; we have writers such as Gabriel Garcia Marquez, Nobel Price Winner. We have actors; these are just a tiny fraction of all talented Colombians because there are many more. We have them all. And all of them share one thing passion, passion for life, for family, for nature and passion for peace!! Perhaps now you will think differently about my country, because what I have just showed you reflects who we truly are. Colombia is all about Colombians, that's why Colombia is Passion!

b. Read the text again and replace each one of the underlined words for one from the box below.

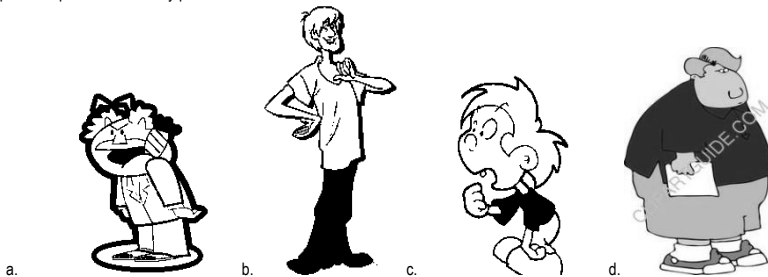
Common	Delicious	Bored	Nice	Behave
Really	Organized	Honorable	Stressful	Gifted

3. Post-Reading: Answer the following questions related to the text.

1. A possible meaning for the expression "there is more to this country than meets the eye" could be...?
 - a. There are more things about this country that people don't know.
 - b. In this country you should be careful with your eyes.
 - c. We don't know anything about Colombia.
 - d. You will miss this country.

2. In the text, the expression "nonetheless" means:
 - a. But
 - b. Despite this fact
 - c. Instead of
 - d. However

3. Which picture represents a chubby person?





RUBRIC 1
TOPIC: ME AND MY COUNTRY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Names: _____ Date _____

DIALOGUE

Follow the instructions below to create a dialogue.

- **Topic: Me and my country** → Thoughts and opinions about your customs and your culture.
- **Who:** pairs (2 people).
- **Requirements:**
 1. Describe the given custom.
 2. Express your thought or opinion about it. → *Example: I have no doubt that older people deserve great respect.*

*Each person must have at least four (4) interventions.

*In the interventions, you need to use the expressions from the language focus.

Student A: _____
Student B: _____
Student A: _____
Student B: _____
Student A: _____
Student B: _____
Student A: _____
Student B: _____

APPENDIX J LISTENING TO WRITE



WORKSHEET 1
TOPIC: ME AND SOCIETY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

Pre-Listening: Predict some ideas related to the video about punk subculture.

<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

During-Listening: organize (from 1 to 4) the following paragraphs according to the order shown in the video.

- And “you know”, they have a ton of elaborated make-up and have a garb of fashion expressions, but the basic is the kind to get a feel for what would be, would be, “you know”, basic white or black t-shirt, with the rips are ok and couple of safety pins on it in order to make it more authentic.
- Also, any types of black pants, leather jackets are fabulous piece to your punk rock wardrobe and also, combat boots are possible or high-top converses and girls can wear many mini-skirts and fashionable tides that are ripped and pumps, heels were also biggest at that time.
- If they have burned marks or rips, wholes anything like that it’s quite O.K. And the whole look is the punk look. So this is Summer Balleza with the Eliza Magazine and that is how to dress punk.
- Hello my name is Summer Balleza with the Eliza Magazine and I am here today to discuss how to dress punk. Now, when you are dressing punk you are going to wanna gain inspiration from punk rock of the middle-end 1970s, you can check out bands like The Ramones, Sex Pistols, the Clash and the Damned.

Post – Listening: answer the following questions related to the information given by Summer Balleza.

1. A possible meaning for the underlined word wardrobe is:
 - a. Something to hold clothes and shoes.
 - b. Something you wear
 - c. Something you use for cooking
 - d. Something to hold books
2. The epoch “middle-end 1970s” represents:
 - a. The beginning of the teen revolution
 - b. The boom of the Punk Rock subculture
 - c. An important fashion show
 - d. The Punk Rock death
3. According to the description combat boots are:



4. The expression gain inspiration from punk rock means:
 - a. To dress based on pop music
 - b. To eat like a punk
 - c. To be in a punk band
 - d. To based the dressing style on punk rocker

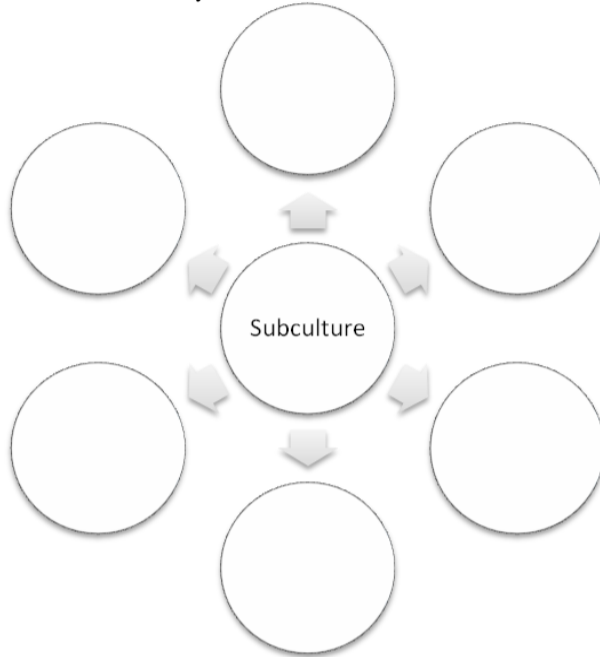


WORKSHEET 1
TOPIC: ME AND SOCIETY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

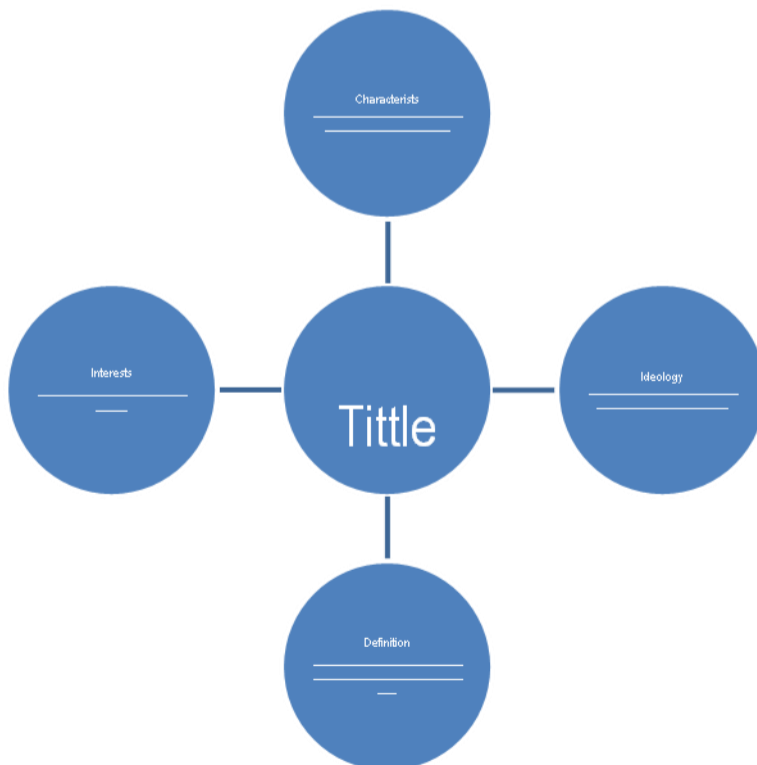
Pre-writing: General ideas

Fill in the bubbles with names of subcultures that you know.



Pre-writing: My subculture

Fill in the bubbles with the definition, characteristics, interests and ideology of your favorite subculture.





FIRST DRAFT
TOPIC: ME AND SOCIETY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

1. Fill in the information about your subculture. Write just **words**.

Title: _____
Definition: _____ _____
Characteristics: - - -
Interests: - - -
Ideology: - -



FIRST DRAFT
TOPIC: ME AND SOCIETY
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

1. Fill in the information about your subculture. Write just **words**.

Title: _____
Definition: _____ _____
Characteristics: - - -
Interests: - - -
Ideology: - - -



SECOND DRAFT
 TOPIC: ME AND SOCIETY
 UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

1. Fill in the information about your subculture. Write **complete sentences (S+V+C)**.

Title: _____

Definition:

Characteristics:

-

-

-

Interests:

-

SELF-EVALUATION RUBRIC- POSTER
 UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Subculture: _____
Name of the group: _____
Students: _____

	Group	Peer
Colors	<input type="checkbox"/>	<input type="checkbox"/>
Images	<input type="checkbox"/>	<input type="checkbox"/>
Poster is completed	<input type="checkbox"/>	<input type="checkbox"/>
Title	<input type="checkbox"/>	<input type="checkbox"/>
Characteristics	<input type="checkbox"/>	<input type="checkbox"/>
Ideology	<input type="checkbox"/>	<input type="checkbox"/>
Interests	<input type="checkbox"/>	<input type="checkbox"/>
Complete Sentences (S+ V+C)	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX K STUDENTS' DATA FOLDERS: SAMPLES



WORKSHEET 1: pre-reading
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____

Date: April 20th

Predict what we might see at the Simpson family's private life			
<input checked="" type="checkbox"/> Lisa is studying	<input checked="" type="checkbox"/> Marge is cooking	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/> Homer is drinking beer	<input checked="" type="checkbox"/> Bart is skating	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/> Marge is sleeping	<input checked="" type="checkbox"/> Homer is shaving	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/> Lisa is playing the sax	<input checked="" type="checkbox"/> He's playing with the shaving lotion	<input type="checkbox"/>	_____



WORKSHEET 2: focus reading
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: Maverty Hernandez

Date: _____

- A possible title for this comic strip could be:
 - a. the Simpson family
 - b. a day in the life of the Simpson's family
 - c. the adventures of homer
 - d. having fun with the Simpsons
- The word "generic" in frame 3 means:
 - a. the brand of a product
 - b. popular product
 - c. Original product
 - d. high standard product
- Taking into account frames 1, 2 and 3, at the beginning of the day homer feels...?
 - a. enthusiastic
 - b. bored
 - c. tired
 - d. sad
- What does it mean the thinking bubble in frame 4?
 - a. he needs energy
 - b. an idea
 - c. a plan
 - d. nothing
- What idea did he have?
 - a. go to work
 - b. go to sleep again
 - c. play with the shaving lotion
 - d. take a shower
- according to the last image, Marge is...?
 - a. worried
 - b. happy
 - c. angry
 - d. excited
- according to Homer's point of view, he is late because...?
 - a. He didn't wake up
 - b. Marge didn't buy enough lotion
 - c. He didn't buy enough lotion
 - d. She didn't prepare breakfast
- Is Homer's point of view true or false? F Why? he's playing
- Is he making an excuse? Yes X no _____ why? _____
- Write down word by word the excuse giving by Homer: well it's not my fault it someone don't buy enough shaving lotion

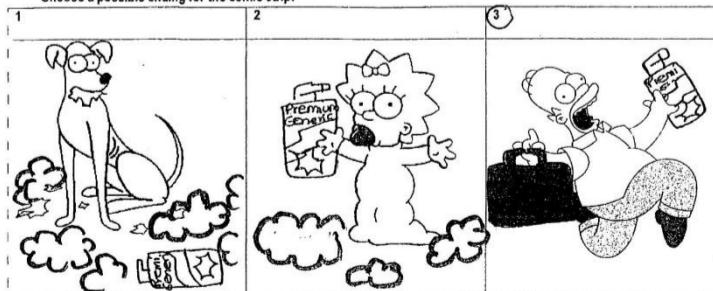


WORKSHEET 3: Post Reading
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: Maverty Jacmin Hernandez

Date: _____

Choose a possible ending for the comic strip.





WORKSHEET 1
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: Mayerly Jacmin Hernández Date: _____

PRE-WRITING: This time, the hidden camera is at your home, early in the morning. List all the people you live with and what they might be doing.

FAMILY MEMBER	WHAT SHE/HE MIGHT BE DOING?
My sister is secretary.	My sister is brushing my teeth.
My mother housekeeper....	My mother havin' breakfast.
My grandmother is seamstress.	My uncle is policeman.
Brother-in-law is mechanic	My brother-in-law is working.
My aunt is Butcher	My dog to visit veterinary.

Who may have a funny excuse? _____ for what? _____







WORKSHEET 3
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: Mayerly Jacmin Hernández Date: _____

COMIC STRIP

OCCUPATION * OF MY FAMILY * EARLY

<p>My sister Rosy is secretary.</p> 	<p>My Brother-in-law Jorge is mechanic.</p> 	<p>My grandmother to cook dress?</p> 
<p>My sister Lucy is receptionist!</p> 	<p>My Brother-in-law Fernando is working</p> <p>UNTIL / HASTA I can't go home until I finish! ¡No puedo ir a casa hasta que no termine!</p> 	<p>My uncle is policeman.</p> <p>I'm in a hurry!!</p> 
<p>My mom housekeeper is cleaning the house</p> 	<p>My aunt is cutting the meat.</p> 	<p>My cousin is painter the house</p> 
<p>My dog to visit veterinary.</p> 		



FINAL RUBRIC
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Editor's name: _____
Creator's Signature: _____

	Peer	teacher
Colors <i>7.8.50</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Drawings are clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10 frames <i>10.20.1</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
All members of the family appear <i>Appear</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Contain 2 interjections <i>¡¡¡¡¡</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Contain 2 compound nouns <i>¡¡¡¡¡</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Contain 2 sentences in present simple	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Contain 2 adjectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Contain a punch-line as a excuse	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Name: Katherine Quintana Castro

Date: Thursday May 6th 2010

Pre-listening

Predict what we might see at the video.

<input checked="" type="checkbox"/> Studying	<input checked="" type="checkbox"/> Listen to music	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/> sleeping	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/> playing	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/> Talking	<input type="checkbox"/>	<input type="checkbox"/>	_____

During-listening

Another Brick in the Wall

We don't need no education
we don't need no thought control
No dark sarcasm in the classroom
Teachers leave them kids alone
Hey! Teachers! Leave them kids alone!
All in all it's just another brick in the wall.
All in all you're just another brick in the wall.

We don't need no education
we don't need no thought control
No dark sarcasm in the classroom
Teachers leave them kids alone
Hey! Teachers! leave us kids alone!
All in all it's just another brick in the wall.
All in all you're just another brick in the wall.

Thought (2)	Leave (3)
Classroom (2)	Brick (2)
Education (2)	Wall (2)
Dark	Alone (3)
Another	

Post-listening

- Taking into account the teacher's behaviors, we can say that he is:
 - Quiet
 - Disrespectful
 - Enthusiastic
 - Indifferent
- A word for describing the student's feelings could be:
 - Motivated
 - Indifferent
 - Interested
 - Frustrated
- The expression Hey! Teachers! Leave them kids alone! is:
 - A complaint
 - A suggestion
 - A joke
 - A command
- The message of the song is:
 - The quality of education is really good.
 - Schools are not factories to produce standardized products.
 - Nobody needs education.
 - All the teachers are bad.
- What does the title "Another Brick on the Wall" mean for you? _____



Names: KATHERYN QUINTERO CASTRO.

Date: _____

DIALOGUE

Follow the instructions below to create a dialogue.

- > Topic: feelings, behaviors and opinions about your school and your classes.
- > Who: pairs (2 people).
- > Requirements:
 - Each person must have at least four (4) interventions.
 - In the interventions, you need to use the expressions from the language focus.

Student A:	How do you feel in your english class?
Student B:	In my opinion I'm outgping but bored.
Student A:	How do you Behave in english class?
Student B:	Im sure that I am Talkative and smart
Student A:	what teacher makes you feel motivated?
Student B:	I think makes me feel motivated The english Practice Teacher
Student A:	How do you feel at school?
Student B:	I have no doubt that im very confident in the school



Name: STEPHANIA NARIKO ANAYA Date: TUESDAY, MAY 18 2010

1. Pre-Reading: Predict some ideas related to the video.

<input type="checkbox"/>	<u>culture</u>	<input checked="" type="checkbox"/>	<u>people</u>	<input checked="" type="checkbox"/>	<u>Architecture</u>
<input checked="" type="checkbox"/>	<u>Rivers</u>	<input checked="" type="checkbox"/>	<u>Nature</u>	<input checked="" type="checkbox"/>	<u>Industries</u>
<input checked="" type="checkbox"/>	<u>Botero</u>	<input checked="" type="checkbox"/>	<u>landscape</u>	<input checked="" type="checkbox"/>	<u>Customs</u>

2. During-Reading:

a. Read the text and confirm if your predictions were right or not.

Colombia is Passion



This is the way my country looks from the outside. Now, I want you to see it from the inside. Because this is how you would really get to know, who we are, how we act and what we dream! Because if there is something we Colombians actually are is dreamers and how we should not appeared, if this is a magical country full of colors, flavors, places, and good people, many, many good people!

People who make art falling in love with the rhythm of accordions, people who bring us glory in sports, sweethearts, friends, children. We Colombians are ordinary people; people with problems, but who are nonetheless considered to be amongst the happiest under the sun!

It takes a full year to get acquainted with all of our festivals and celebrations because we have one for every single day of the year. The Barranquilla Carnival, the Cali Fair, the International Book Fair, Rock at the Park, Colombia moda, the Iberoamerican Theater Festival, which by the way it's the biggest one in the world.

All this shows that there is more to this country than meets the eye! There are oceans, beaches, all possible climates any time of the year, Spanish colonial architecture, modern architecture, handicrafts for export, there is progress, exquisite coffee, countless beautiful women and orchids. We have arts. Just think of Master Fernando Botero's art, the man who has made the world love the chubby ones. We have musicians, people in sports; we have writers such as Gabriel Garcia Marquez, Nobel Price Winner. We have actors; these are just a tiny fraction of all talented Colombians because there are many more. We have them all. And all of them share one thing passion, passion for life, for family, for nature and passion for peace! Perhaps now you will think differently about my country, because what I have just showed you reflects who we truly are. Colombia is all about Colombians, that's why Colombia is Passion!

b. Read the text again and replaced each one of the underlined words for one from the box below.

Common	Delicious	Bored	Nice	Behave
Really	Organized	Honorable	Stressful	Gifted

3. Post-Reading: Answer the following questions related to the text.

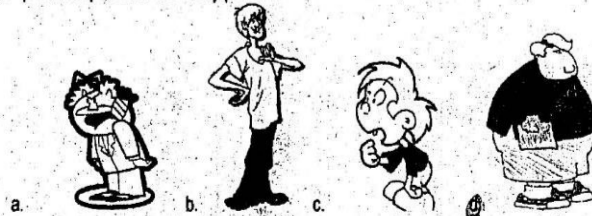
1. A possible meaning for the expression "there is more to this country than meets the eye" could be...?

- a. There are more things about this country that people don't know.
- b. In this country you should be careful with your eyes.
- c. We don't know anything about Colombia.
- d. You will miss this country.

2. In the text, the expression "nonetheless" means:

- a. But
- b. Despite this fact
- c. Instead of
- d. However

3. Which picture represents a chubby person?





Names: Namiro Araya Stephania Date: May 20th 2010
Janeth

DIALOGUE

Follow the instructions below to create a dialogue.

- Topic: **Me and my country** → Thoughts and opinions about your customs and your culture.
 - Who: pairs (2 people).
 - Requirements:
 1. Describe the given custom.
 2. Express your thought or opinion about it. → Example: *I have no doubt that older people deserve great respect.*
- *Each person must have at least four (4) interventions.
*In the interventions, you need to use the expressions from the language focus.

Student A:	What do you think about this custom?
Student B:	I'm sure that this activity helps to reload batteries
Student A:	Is it useful? why?
Student B:	Yes it is useful to reload batteries
Student A:	Do you follow any of these customs?
Student B:	Yes, I do
Student A:	Are these customs taught at home?
Student B:	Yes, they are



Name: Mayerly Hernandez Date: _____

Pre-Listening: Predict some ideas related to the video about punk subculture.

<input checked="" type="checkbox"/> Religious men	<input checked="" type="checkbox"/> Anarchy	<input type="checkbox"/> Combat boots
<input checked="" type="checkbox"/> Mohawk	<input checked="" type="checkbox"/> Ripped jeans	<input checked="" type="checkbox"/> Leather jackets
<input checked="" type="checkbox"/> Chains	<input checked="" type="checkbox"/> Ripped jeans	<input type="checkbox"/> _____

During-Listening: organize (from 1 to 4) the following paragraphs according to the order shown in the video.

- 2** And "you know", they have a ton of elaborated make-up and have a garb of fashion expressions. but the basic is the kind to get a feel for what would be, would be, "you know", basic white or black t-shirt, with the rips are ok and couple of safety pins on it in order to make it more authentic.
- 3** Also, any types of black pants, leather jackets are fabulous piece to your punk rock wardrobe and also, combat boots are possible or high-top converses and girls can wear many mini-skirts and fashionable tides that are ripped and pumps, heels were also biggest at that time.
- 1** If they have burned marks or rips, wholes anything like that it's quite O.K. And the whole look is the punk look. So this is Summer Ballesa with the Eliza Magazine and that is how to dress punk.
- 4** Hello my name is Summer Ballesa with the Eliza Magazine and I am here today to discuss how to dress punk. Now, when you are dressing punk you are going to wanna gain inspiration from punk rock of the middle-end 1970s, you can check out bands like The Ramones, Sex Pistols, the Clash and the Damned.

Post - Listening: answer the following questions related to the information given by Summer Ballesa.

- A possible meaning for the underlined word wardrobe is:
 - Something to hold clothes and shoes.
 - Something you wear
 - Something you use for cooking
 - Something to hold books
- The epoch "middle-end 1970s" represents:
 - The beginning of the teen revolution
 - The boom of the Punk Rock subculture
 - An important fashion show
 - The Punk Rock death
- According to the description combat boots are:



- The expression gain inspiration from punk rock means:
 - To dress based on pop music
 - To eat like a punk
 - To be in a punk band
 - To based the dressing style on punk rockers

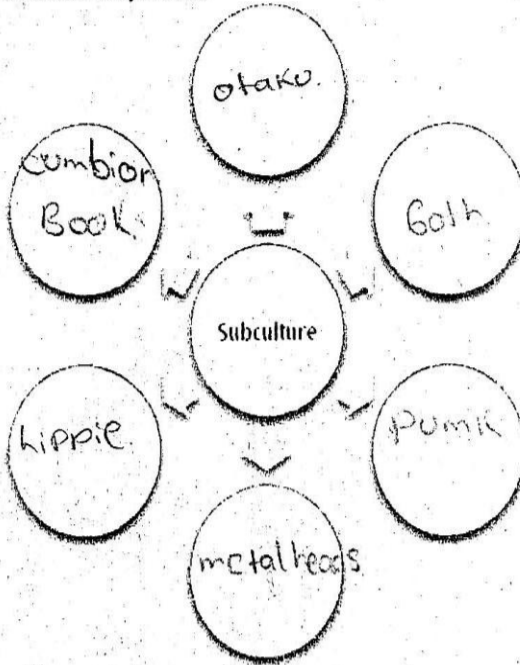


WORKSHEET 1
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: marcelo hernández Date: _____

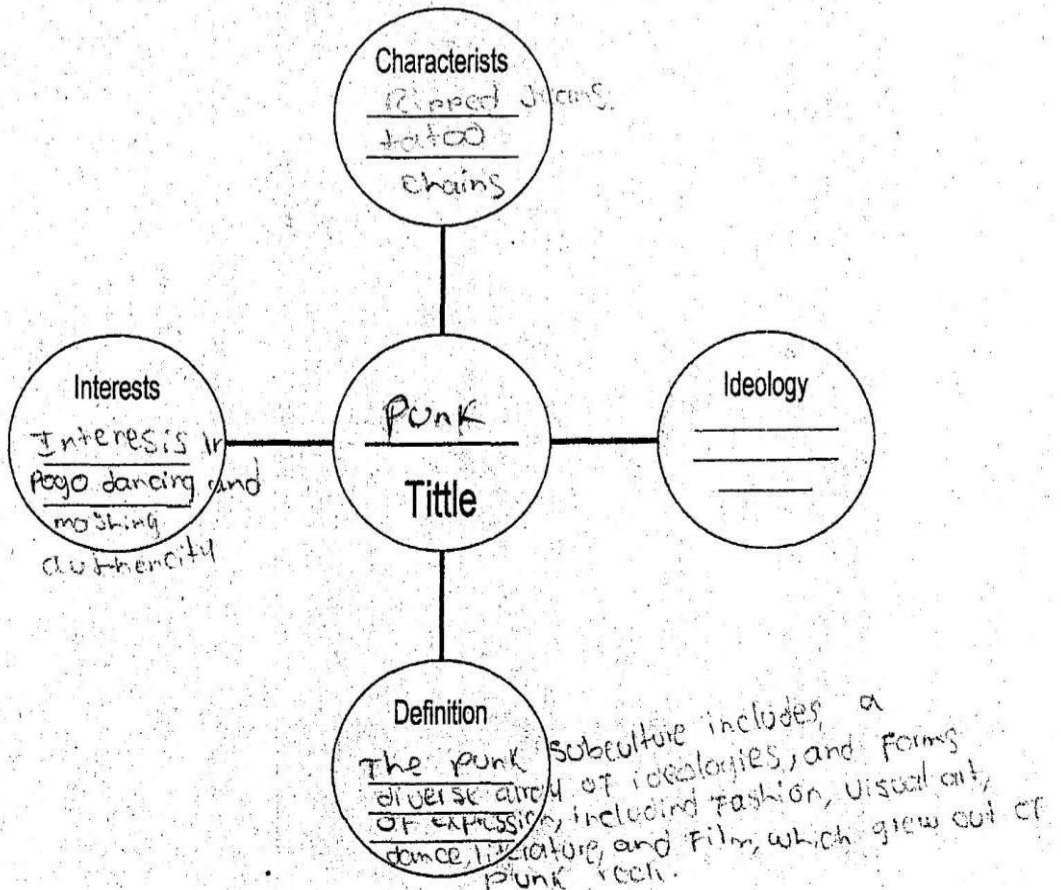
Pre-writing: General ideas

Fill in the bubbles with names of subcultures that you know.



Pre-writing: My subculture

Fill in the bubbles with the definition, characteristics, interests and ideology of your favorite subculture.





Name: Mayerly Hernandez Date: _____

1. Fill in the information about your subculture. Write **complete sentences (S+V+C)**.

Title: The Goth Subculture

Definition: The Goth subculture is a contemporary subculture found in many countries. Its image and culture indicate influences from nineteenth century Gothic literature along with horror

Characteristics:

- They wear dark clothing
- They are isolated.
- They have a pale face.

Interests:

- They are interested in reading poetry.
- They tend to watch horror films.
- They are interested in ideas of love and death.

Ideology:

- They believe in spiritual and religious emergency plays and important role.
- They don't believe in violence and hate.
- They think that the world is full of un-sensitive

People.

SELF-EVALUATION RUBRIC- POSTER
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Subculture: Goth
Name of the group: Mayerly Hernandez, Stephania Nourino
Students: _____

	Group	Peer
Colors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Images	<input type="checkbox"/>	<input type="checkbox"/>
Poster is completed	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Characteristics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ideology	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interests	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Complete Sentences (S+V+C)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



WORKSHEET 2
UIS-INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

Name: _____ Date: _____

FOCUS WRITING: Write down what you want to communicate in each frame.

TITLE: _____

1ST FRAME: My mother is cooking

2ND FRAME: My dad is sleeping

3RD FRAME: I am sleeping

4TH FRAME: My mom is waking me up

5TH FRAME: I look tired

6TH FRAME: My mom is angry

7TH FRAME: My dad comes to my room

8TH FRAME: I make an excuse

9TH FRAME: All of them laugh

10TH FRAME: The end

FINCH-LINE (EXCUSE): It's not my fault if you didn't tell me yesterday it was late.

Script "my cartoon family"

- 11 members included _____
- 12 at least 2 adjectives _____
- 13 at least 2 compound nouns _____
- 14 at least 2 interjections _____
- 15 finch-line included _____
- 16 each frame something happens _____