Facultad de Educación

Escuela de Pedagogía en Inglés

SEMINARIO DE TITULO

EFFECTIVENESS OF TEACHING METHODOLOGIES USED BY TEACHERS IN TENTH GRADES OF FIVE DIFFERENT SCHOOLS OF THE METROPOLITAN REGION, CHILE.

Seminario para optar al Grado de Licenciado de Educación y al Título de Profesor de Educación Media en Inglés.

Seminar Director: Garetto Loyola, Fernando.

Authors: Aliaga Muñoz, Raquel.

Cataldo Sepúlveda, Ayleen.

Molina Salgado, Giovanna.

Ramírez Medina, Beatriz.

SANTIAGO DE CHILE

2014

Acknowledgements

We would like to express our most sincere gratitude and recognition to our thesis supervisor, Mr. Fernando Garetto Loyola, for his help, patience, guidance and constant encouragement for hard work and support to the development of this important project; thanks for the time and the dedication.

We would also like to express our gratitude to the teachers who helped us in our formation as professionals during our university studies and who played an important part of our education.

Finally, we would like to thank our families and parents for their absolute and unconditional help and for understanding the tough process we went through, especially having in mind how they contributed with their help and comprehension to complete this hard process.

Table of Contents

Chapter I

<u>Introduction</u>

Introduction

"Those who know nothing of foreign languages know nothing of their own"

Johann Wolfgang von Goethe

Nowadays English teachers are more conscious about the methodology they use in their lessons and thereby to obtain a meaningful learning in their students. We know that, methodologies have been studied and applied for more than a century. In the late 1800s and most of the 1900s, language teaching was usually conceived in terms of method. In seeking to improve teaching practices, teachers and researchers would typically try to find out which method was the most effective.

Many well-known authors defined Methodology as the link which connects the theory and practice (Larsen-Freeman, 2000), (Richards, 2001). Theory statements include the theoretical aspects of language and how language is taught and learned or, in other words, theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so forth. Design features, in turn, are linked to the actual teaching and learning practices as observed in the environments where language teaching and learning take place.

Even though methodologies play an important role in the second language learning, we cannot forget the importance of the socio-cultural and the socioeconomic environment where the student and the teacher are inserted.

According to Ravi Bhushan, "…Any language must be treated in a social context. For a language teacher, it is important to relate language to society, because languages are taught and learnt to establish contact and communication across language boundaries. In fact, society and culture are more than background and context. They both represent people with whom the learners eventually have to make contact if language learning is to have any value in human terms. Language teaching can be looked upon as a deliberate intervention into ethno-linguistic relations which can be planned more or less effectively and which can contribute to the bilingualism of a society. Socio- cultural factors that affect motivation, such as the relative social status of the first language and the second language, the instrumental value of the second language, the cultural value of the second language and political factors should be considered. Sociolinguistics and other social sciences have a major role to play in second language pedagogy, profoundly influencing the quality of language programmes and provision of language in a speech community".

In most of the cases we know, students with a proper level of English are part of the middle-upper class where they can find the tools and the way to develop the language. (Educacion2020, 2013)

In 1998, the Chilean Ministry of Education presented an overall Chilean school curriculum reform that specified the teaching objectives for various subjects of study for primary and secondary schools. The major change in the curriculum was the emphasis given to receptive skills as opposed to productive skills, (Mckay, 2001).

According to that, many English teachers had to change their methodologies and apply them in order to encourage their students and guide them to the achievements of the target language.

Nevertheless, the new methodologies were not useful enough for the students, because lessons were taking distance from the students' motivations, making lessons completely receptive rather than productive. Consequently, methodologies created a knowledge gap among the different types of schools in the Metropolitan Region (El Mercurio, 2013). Based on the methodologies applied by the teachers and the existing knowledge gaps, the following study intends to ascertain the effectiveness of the methodologies used by five teachers from different schools in the Metropolitan Region.

It is for this purpose that we chose five classes of 10th grade in an identical numbers of schools, all from different backgrounds. In order to gather information that might be relevant to our research, we interviewed the teachers, conducted a small survey, analyzed the results and tried to give an interpretation of the results that could be of some benefits for our research. The information obtained in our

research, along with the objectives, hypothesis, problems, results and conclusions are presented in the following pages.

Chapter II

<u>The research</u>

2.1. Introduction.

"The educational process is more like the flight of a butterfly than the trajectory of a bullet"(Jackson, 1998).

According to Jackson in 1998, when teaching, it is very difficult to find out one specific methodology having such an unpredictable medium which is the classroom and its students; and as far as we are concerned, theory is not the same as practice, so every implemented methodology has been chosen in accordance with all the factors that are involved at the moment of teaching.

Nowadays, it is widely known that there is a significant number of methodologies used by teachers throughout the history of teaching, and despite their antiquity, the majority of them are still available up to now. Following with the same idea, Larsen-Freeman, the author of "Techniques and Principles in Language Teaching", offers a very important viewpoint about methods, pointing out that methods are not contextualized. "How a method is implemented in the classroom is going to be affected not only by who the teacher is, but also who the students are" (Larsen-Freeman, 2000). Having read the last idea, Lortie (1975) mentioned that teachers tend to transfer their experience as students while teaching, this being a clear reason why teachers pick up different features of more than one methodology (free paraphrasing of the group).

Just as we have been discussing and analyzing, several factors and information collected from our own experience as both students and trainee

teachers, the main problem established to be investigated it is strictly connected to the effectiveness that English classes might, or might not have in the different environments each of us have been inserted in, specifically concerning the methodological procedures. Following the same line, a number of ideas have been proposed and also researched so as to determine if teaching methodologies have a strong influence on students' achievement of the target language. This leads us to think that the improvement or standstill of students could be directly linked to the way teachers develop their classes. That is why, after having plenty of discussion on the topic, we have come up with the perception that the application of the appropriate methodology would change the reality lived in the classrooms, giving an advantage to English teachers to achieve the demands of the Chilean National Curriculum.

Based on that, our research is largely centred on five schools from the Metropolitan Region, and basically, we intend to prove the effectiveness of the applied methodologies in terms of the students' learning results. In this way, we have decided to perform our investigation in the same schools from our last experience during internship II, which are located in different places of the Metropolitan Area. Those schools are: Colegio Filipense (Santiago Centro), Colegio Polivalente El Alborada (Puente Alto), Centro Educacional Mario Bertero Cevasco (Isla de Maipo), Instituto Cumbres de Cóndores (Renca) and Colegio Pedro de Valdivia (Peñalolén). It is important to highlight that these schools have different socio-economic and academic features, two of them being public schools,

one private school and two being Government subsidized schools, using different materials to teach and also having different goals with the language respectively. We have considered that this variety of schools could be useful to give us some hints on the investigation of the actual use of methodologies and their main differences.

In addition to what has been mentioned before, this research is going to be focused on the 10th grade students of every chosen school, where we will enquire about the methodologies applied by their English teachers, on the way to try to demonstrate their efficiency throughout the results obtained at the end of the study. Following that purpose, we have proposed to use different means to get the information we need, so we may collect true facts from what actually occurs during the English classes, and also what teachers think about their methodological procedures. So, a questionnaire, a content test and class observation will be crucial to attain relevant information from our five objects of study.

As mentioned before in this chapter, it is relevant for our investigation to determine the relationship between students' improvement in the target language and the applied teaching methodologies. So, the analysis of the results will help us to discern if the integration of the following components: questionnaire, content test and class observation, are regarded as pivotal elements to obtain the expected results in the language.

2.2. __General Objective.__

Among the many alternatives, we decided to concentrate our efforts on setting a clear general objective, which will guide our steps during the development of our work. This general objective can be summarized as follows.

- To ascertain the effectiveness of teaching methodologies used by teachers in 10th grades of 5 different schools of Metropolitan Region, Chile.

In other words, our purpose is to verify the relationship existing between the methodology chosen by the teachers from these five classes and the results obtained by the students. Besides, we would like to know the preparation, competence and attitude of these five teachers involved, assuming that they have similar levels in those aspects. This will be significant for our research in terms of grasping all the differences that probably each teacher may have, even when they use the same methodologies. However, this might just as well be an interesting topic for further discussion and investigation.

2.3 __Specific Objectives.__

According to our general objective, and in addition to its main purpose, we have proposed two specific objectives related to the process that will help us to gather information and carry out our research, being a guidance to achieve our main goal. Thus, our specific objectives are:

- To identify and analyze the different teaching methodologies observed during the English lessons.
- To demonstrate students' progress or standstill in the learning of the target language through the results of a specific test applied during the research.

These two specific objectives are intended to give us some support to achieve our general aim. We consider it is necessary to know the chosen methodologies used by teachers and relate them with the progress obtained by their students.

2.4. <u>Hypothesis and assumptions.</u>

The assumptions of our research have to do with the fact that, during our experience as trainee teachers, we have been working in five different schools which have dissimilar economic and academic features. This scene has made us realize that each school has diverse goals in terms of the role that English takes part in their students' learning process. We deduced this information from the numbers of hours of English that are assigned in each school. On the one hand, in private schools like Pedro de Valdivia, students have eight hours a week of English covering ten units in a year. On the other hand, public schools like Instituto Cumbres de Cóndores de Renca designates only three hours a week to English lessons, covering four units in a year. Doubtlessly, this could be one of the main reasons to explain why there is a big variation in the results we obtained from our objects of study; the number of contents that teachers accomplished in a year are

quite far from being equal. Further explanation will be provided in chapter four, where the collection instruments are going to be described.

Notwithstanding, every teacher has the autonomy for guiding the learning process of the foreign language in agreement with their own pedagogical experience and the methodologies they feel comfortable with at the moment of teaching. So, despite the different strategies and choices they make, we presume that the teachers are equally motivated to do their best, allowing their students to learn as much as they can. In case we found something different, it could be good to study the phenomenon.

Bearing this in mind, a testable hypothesis needed to be formulated. Thus, in this section our hypothesis regarding important variables will be explained:

- The Grammar-Translation Method is the most used methodology by teachers in the five schools where our research is focused.

2.5. Research Problem.

In Chile, according to an investigation made in 2013 by the Instituto Nacional de Estadísticas (INE), people were interviewed about which language they could have a conversation. 9.5% of the population, (1.585.027 people) guaranteed that they are able to have a conversation in English. Meanwhile 16.41% represented by the young population between 15 and 29 years old, only speak and understand the language. Having this in consideration, we would like to understand the way English has been taught in our objects of study, so we can try

to associate the reality of these five schools with the previously mentioned figures. By then, all the collected data will be useful to identify the knowledge breach among these schools.

As reported by the SIMCE results in 2012, and in aligned with The Common European Framework for Language Learning (CEFR), there are six levels for learning a language: A1, A2, B1, B2, C1, C2, which represent three broad levels: Basic User (A), Independent User (B) and Proficient User (C). The applied test, SIMCE, covered from level A1 up to level B1.

Starting with Colegio Pedro de Valdivia Peñalolén, private school with a high socioeconomic class, obtained 88 points out of 100 in both, reading and listening comprehension, certificating 88.6% of their students as independent users of the language. Colegio Filipense, subsidized school with a middle-high socioeconomic class, obtained 73 points out of 100 in both, listening and reading comprehension, certificating 53% of their students as basic and independent users of the language. Colegio Polivalente El Alborada, subsidized school with a middle-low socioeconomic class, obtained 40 points in both, listening and reading comprehension, certificating 4.4% of their students as basic users of the language. Centro Educacional Mario Bertero Cevasco, public school with a middle-low socioeconomic class, obtained 46 points out of 100 in both, listening and reading comprehension, certificating 4,6% of their students as basic users of the language. In the case of Instituto Cumbres de Cóndores Poniente, a public school with low

socioeconomic class, did not register results because they did not take the SIMCE test. (Agencia Educación, 2012)

After reading this information, we agreed with the fact that the differences between one school and another are considerable in terms of the students' English level, promoting a big gap between private and public schools. Besides, we inferred that private schools tend to have a higher level of English due to the fact that they generally have a bilingual approach, investing more than eight hours a week in English lessons. In contrast, public and subsidized schools have at least four hours a week and a totally different concept of the importance that the foreign language itself plays. Claudia Urquieta (2011) mentioned that the differences of the level of English among the different schools depend on the number of pedagogical hours. Currently, public and subsidized schools provide between two or three hours of English a week, whereas private schools have at least four (free paraphrasing by the group).

An article published in 2007 informed that in 2004, a diagnostic test applied by the Ministry of Education and the University of Cambridge in the UK, concluded that only a small portion of those who came out from Chilean schools had more than a basic command of English. But why do so few people speak English in a country that has a wide network of free trade agreements with countries like the U.S., Canada and Great Britain? The answer is the lack of interest, a deficiency of qualified teachers and few opportunities for students to practice English, suggests Sergio Bitar, who, as Minister of Education of Chile between 2003 and 2005 - led

initiatives to promote teaching English at all levels of education. "People do not see English as something necessary in their own lives (...) we need to make an effort to provoke the conviction that learning English will lead to a better life," he says. (Free paraphrasing by the group)

Taking into consideration the opinion of the former Minister, if the lack of interest is the main reason to have such a low percentage; to overcome this deplorable reality is our main mission as future teachers. We need to make students and their parents believe that English is an essential tool for their lives, and in a few more years, the use of English will be the cause of being qualified or not to get a good position at work.

From this frame of reference, we are dealing with a very alarming situation; the level that our students are getting from their scholar processes in the different schools in which English is being taught. So as future teachers, and while doing this research, we came up with the idea of trying to find out the source of the problem, which in our case, is related to the applied methodologies that these five teachers use when performing their English classes.

In relation to this, The Whole Language Perspective proposed by Vigotsky (1978), said that "the best methodology to teach how to read and write is the one in which children do not learn how to do these things consciously, yet including language in a more didactic and natural situation. The same way children learn how to speak, they should learn how to write and read."

In this sense, we have got a clearer idea that the way English has been taught in our educational system, has not had a significant change since we were at school coping with a foreign language. The major change in the curriculum is the emphasis given to receptive skills (reading and listening) as opposed to productive skills (speaking and writing).The Minister believes that an emphasis on receptive skills reflects the local English needs of Chilean youngsters, who will need English to partake in a global economy and information network (McKay, 2003). Being totally different to the approach we pretend to cover at schools, which is more connected to develop communicative skills such as writing and speaking in the target language. Consequently, we strongly believe that methodological strategies used by teachers are totally connected to the improvement or standstill of the students in the use of the language. Apparently, in public and subsidized schools, such as Instituto Cumbres de Cóndores Poniente and Colegio El Alborada, in which the curriculum is strictly performed, reading and listening are the most important skills to be taught, absolutely different to the focus that private schools, like Pedro de Valdivia, give to the productive skills speaking and writing.

Eventually, all this information has brought us many questions about the didactic investment that teachers have been applying during their lessons; teachers use a methodology that fits better with the way they teach the foreign language, the group they are teaching, or even as determined by the goal that the school has established for the English classes.

2.6. <u>Research Question.</u>

In connection with our research problem and after analyzing many factors involved such as lack of interest, shortage of qualified teachers and the assertive decision of choosing an appropriate methodology, we have decided to establish three questions that should respond to the majority of these enquires, providing decisive information to be researched. Accordingly, we have decided to establish the following research questions:

"Are teachers' methodologies playing a crucial role in the students' achievement of the target language? In answering this question, we expect to ascertain if the methodology used by the teachers is important in such a way that influences students' learning process of the target language.

"Which is the most effective methodology according to the results obtained during the research? This question will answer the general objective of our research. That way, it will directly reflect which is the best methodology applied by the teachers.

"How big is the knowledge gap among the five different schools in which we are inserted in?" As determined by the five different schools we have worked with, we expect to obtain very substantial information that will be held up by previous studies on the subject, being one those carried out in 2005, where the Instituto Chileno-Norteamericano de Cultura tested 50 teachers of public schools in

Santiago, obtaining an average rating between 30% to 40% of their manage in the language. "The standard was very poor, which is indicative of how the country is in general," says Cronister (2005). From this information, we can confirm that there is a disconcerting difference that has not been defeated.

By now, apart from the experience we have acquired during our internship period, we also have our previous participation as school students that has made us become aware of the differences among the non-identical schools we can find in Chile. Each of the members of our research group have been working and developing our teaching guidance in different schools, economically and academically speaking, making evident that the kind of school is a critical regarding the English level students have. We will address this topic further in the data collection results.

2.7. Research Motivation.

As future teachers, the motivation of our research has grown in such an amazing way, being and feeling more connected to our vocational decision to teach a foreign language in a Spanish speaking country. Of course, we have all passed through the scholar experience during our twelve years as students, and now as almost teachers, we have noticed that, in terms of contents and class development, it has not undergone a noticeable change in the way English is being taught, and the statistics rating submit evidence that schools have obtained defective results during the last ten years. As reported by Mark Taylor (2011) from

The Cambridge English Language Test for Schools, which assesses what level of English skills students have achieved, Government statistics show that English proficiency is very low in Chile. In a list of 44 countries, Chile, is in place 36," he says.

As it can be seen, the reality has not changed that much in a very long time, and the thing is that we are actually worried about this fact, because it is the real stage we are going to find while working, and it is necessary to discover the source of the problem as fast as possible offering an effective solution soon.

Essentially, this could have been one of the most decisive elements so as to decide to look out towards this specific topic related to teaching strategies that probably, will become an influential constituent when choosing our methodologies to teach the language. For this reason, the fact of being researching in schools where we have been working for a long period has made our research remarkably significant to our professional growth, opening a new cause for concern and to point out before we get to be the ones in charge of this important labor.

On this account, the main stimulus of our research is to investigate whether the teaching methodologies applied by The English teachers from these five different schools of The Metropolitan Region, are effective enough to accomplish the main objectives of teaching a foreign language and developing the minimum contents of English that should be covered according to the current English programs of the Chilean Ministry of Education.

Chapter III

Theoretical framework

3.1. Introduction

In this chapter, we will basically describe each school where our research was carried out. At the same time we will mentioned the instrument that we used to identify the methodology that the teacher used in their classes.

This chapter is divided into five main parts: in the first one we will describe the schools according to the type, number of the students and location. Meanwhile in the second part we will focus on the methodologies that the teachers use in their classes. Thirdly we will enquire into the importance given to English in each school, followed by defining each concept highlighted in our research. Finally, we will describe and exemplify each methodology, according to the answers we found in the questionnaire and the observation chart.

3.2. Background

In this chapter, we will discuss the environment in which these teachers develop their classes. We will also get a glimpse of the places in which the teachers in together with us are inserted in. Besides, significant information will be obtained about the role that teachers' methodologies play at the moment of learning a foreign language.

It is important to consider that our research is mainly focused on investigating if the methodologies used by the teachers in classes that we observed are really effective for the students' learning outcomes from the five schools that are going to be fully mentioned during this section.

In this way and with the aid of two collection instruments, we will be able to recognize which methodology is used by each teacher. The following instruments are:

- A questionnaire which has 14 questions with alternatives to be answered by teachers. This survey will help us to know specifically what methodology they use in their classes.

- An observation chart will be provided with activities the teachers use in the classroom. For example: pronunciation exercises, correction, additional materials, grammar explanations, students control in the classroom and language that they use in classes. This observation chart will help us to confirm whether or not they use the methodology they claim to be using.

Moreover, we want to know which methodology among those we have been working with, namely, the Grammar Translation Method, the Direct Method, the Audio Lingual Method, the Silent Way, the Suggestopedia, the Community Language Learning, the Total Physical Response and the Communicative Language Teaching are more used in the schools and which of those are the most effective in terms of the different results that teachers obtained using one specific methodology.

By way of introduction we are going to describe each school in order to have an oversight of the environment where our investigation will be developed.

One of these schools is Colegio Pedro de Valdivia, located in Peñalolén. The school has 100% academic excellence. The Academic Excellence was described by California State University as: *the demonstrated ability to perform, achieve, and/or excel in scholastic activities. Academic excellence has been identified with achieving high grades and superior performance. But academic excellence is more than just making good grades. It is the maximum development of your intellectual capacities and skills in service to humanity.* The school has 50 teachers and 1,200 students between seventh and twelfth grade, with a total of 36 classes in secondary education. It is a private school and was established in 1997. For this school English is very important and its students have English classes since they are in Kindergarten. This school is bilingual until 6th grade. After that, they have 8 hours of English per week and they finish highschool having a high level of English.

The other school that we will use for our research is Colegio Polivalente El Alborada, It also features 100% academic excellence. It is located at Gabriela Poniente Avenue #03755, Puente Alto. The school has 47 teachers and a total of 1,163 students distributed in 32 classes. This school is a Government Subsidized School and has 4 hours of English per week. They started with English in third grade of elementary education, but this year (2014) the school implemented English since first grades.

The next chosen school in which we will develop our research is the Mario Bertero Cevasco Educational Center. It is located at Rogelio Olave #989, Isla de

Maipo. The School has 51 teachers and a total of 800 students, who are distributed in 25 classes. In Mario Bertero School, English has an important role, so that, besides of the English hours determined by the National Curriculum, the higher grades have three additional hours, which means a total of 6 hours per week. Three of them are for developing contents and the other three for doing workshops, where the students are able to apply the newly learned contents.

The following school to be included in our research is the Colegio Filipense. It is located at Vergara Street #357, Downtown Santiago. The school also has 100% of academic excellence. This school has 43 teachers and a total of 930 students divided into 26 classes. It is a Government Subsidized School with 4 hours of English per week, having this last since the first years of elementary levels. With the information we obtained from the school, the fact of giving an opportunity to the use of the foreign language is an important objective to be accomplished.

The last school that will be included in our research is the Instituto Cumbres de Cóndores Poniente, located in Brasil Avenue #7965, Renca. It is a public school with 3 hours of English per week. It has a total of 20 teachers and 560 students distributed in 16 courses.

Furthermore, we will focus our attention on the different types of methodologies used by teachers in order to see if theirs are effective enough for the students to learn the target language.

With this information and according to our own experience, both, as high school students and as students working in our Practicum, in many Chilean schools English is taught using old methods of teaching, being one of them the Grammar-Translation Method. However, J.C. Richards (2001) and J. Harmer (2007), pointed out that other English teaching methodologies take an important place in the effective acquisition and learning of a second language. From that point of view it seems that the teacher does not devote much time to do some research on the students' needs, even when they, in most of the cases, are not learning the language properly.

According to that our research is going to make an attempt to answer the questions, "Are the teachers' methodologies playing a crucial role on students' achievement of the target language?", "Which is the most effective methodology according to the results obtained during the research?" and, "how big is the gap in terms of knowledge among the five different schools in which we are going to be working?"

The main objective of our investigation is to ascertain the effectiveness of teaching methodologies used by teachers in 10th grades in 5 different schools of the Metropolitan Region, Chile. At the same time, the two specific objectives to our research are: to identify and analyze the different teaching methodologies observed during the English lessons and to demonstrate students' progress or standstill in the learning of the target language through the results of a specific test

applied during the research. Both, general objective and the specific objectives are important to support the main purpose of our research.

In addition our attention will be focused on the different types of methodologies used by teachers, trying to find out whether or not their methodologies are effective enough for the students to learn the target language.

For this purpose we established the following hypothesis that will lead our efforts in this investigation:

a) The Grammar-Translation Method is the most used methodology by teachers in the five schools where our research is focused on.

In order to demonstrate this hypothesis, the use of a questionnaire and an observation chart will be the appropriate instruments to verify if our assumption is correct or not. It is important to mention that both, the questionnaire and the observation chart, were created by the members of this group considering that the questions and items contained therein are appropriate to our purposes.

At the same time we believe that the investigation will be useful for both, teachers and students, but the whole school community might also be benefited. On the one hand, teachers will be able to realize if the teaching methodologies applied in the class are effective for students, and if not, these may provide essential information in order to improve or facilitate new ideas to add to the applied methodologies. On the other hand, the research might offer some evidence showing whether the different schools are achieving the same goals in terms of

contents when teaching the second language or not. Knowing this, the process itself will be useful in the school community, allowing changes in the way English is being taught, and also trying to contribute to the improvement and innovation of teaching methodologies.

Basically, what we want to explore is to what extent, if any, the methodologies used by teachers from the chosen schools of our study are the most appropriate for each school.

3.3. <u>Concepts</u>

In this part of the chapter, we are going to define and describe some concepts that we considered important for our research. The concepts are the following:

3.3.1. *Communicative activities*

A communicative activity is a learning activity designed to help students learn to communicate using the language, considering their real needs and interests. A communicative activity has a clear pragmatic purpose: use the language to get something. Some of the next activities are an example of the communicative activities Simon Says, A dialogue, Matching worksheet, Creation and Presentation of a Poster with any topic.

It can be a good idea to develop this type of activity in a class where the teacher needs to develop communicative activities.

3.3.2. *Non-communicative activities*

These kinds of activities are not very used by the teachers. We can identify Non-communicative activities as the ones that do not require a lot of communication as communicative activities do. These kinds of activities include both, meaningful activities and mechanical drills. For example, children use body language, eye contact, facial expressions and gestures to convey powerful messages; even when they are not aware of it. This nonverbal communication may be more effective than speech on listeners. It is not surprising that children, who lack of good nonverbal communication, have difficulty in developing and maintaining good relationships. From that, nonverbal activities can help children to develop this important social skill.

3.3.3. *Explicit grammar*

It is used by some teachers in our research who focus their classes on grammatical structures, explaining its rules and practicing through drilling, holding a traditional view of language teaching. They equate language to grammar mastery and accurate the usage and create bored, disaffected students who can produce correct forms on exercises and tests, but consistently making errors when they try to use the language in context. Noam Chomsky (1957), who studied structural linguistics, sought to analyze the syntax of English in a structural grammar. This led him to view grammar as a theory of language structure rather than a description of actual sentences. His idea of grammar is that it is a device for

producing the structure, not of a particular language, but of the ability to produce and understand sentences in any and all languages. Since grammar is the means by which we can understand how a language "works", a fundamental study of language grammar is essential to language study.

3.3.4. *Implicit grammar*

It is used by one teacher in our research thinking that people can learn a language without any overt grammar instruction; the same way children learn their mother tongue. They believe that conscious use of language forms may result in high affective filter and consequently poor language proficiency and fluency. Students often acquire language and language patterns faster when interacting; speaking between them, also alternate having students practice the grammar point 'actively' (Explicit) and 'passively' (Implicit)

3.3.5. *National Curriculum*

A national curriculum is a common program of study in schools that is designed to ensure nationwide uniformity of content and standards in education. It is usually legislated by the national government, and may involve coordination with state or other regional authorities which have administered school curriculum.

3.3.6. Academic excellence

Academic excellence is the demonstrated ability to perform, achieve, and/or excel in scholastic activities. Academic excellence has been identified with achieving high grades and superior performance.

But academic excellence is more than just getting good grades. It is the maximum development of your intellectual capacities and skills in service to humanity.

3.3.7. *Private school*

Private schools do not receive funding from the state. Its ownership and administration is private. Its resources come from the collection of enrollments and monthly payment given by parents. Another type of funding or contribution comes from religious congregations, binational institutions, international organizations and other private character. There are 681 private schools in Chile. (Mineduc, 2009) And they only represent near 8% of the school enrollment in Chile (CNN Chile, 2014)

3.3.8. *Government subsidized school*

It is denominated government subsidized school to the economic resources given by the Chilean State, through the Educational ministry, to the Public Schools and Government Subsidized Schools, with the object to support it. The essential aims of these resources are that each school can perform with their

own educational objective. The payment of the grand of this educational subvention is determined by two factors: the level and the teaching modality and the number of the students who assist to class. There is a total of 5536 school in Chile (Mineduc, 2009)

3.3.9. *Public school*

This term is used for educational institutions owned by state, or city governments which do not charge tuition. Such schools exist in all levels of education, from the very beginning through secondary studies. In Chile there are 5820 public school (Mineduc, 2009)

3.3.10. *Method*

In object-oriented programming, a method is a programmed procedure that is defined as part of a class and included in any object of that class. A class (and thus an object) can have more than one method. A method in an object can only have access to the data known to that object, which ensures data integrity among the set of objects in an application. A method can be re-used in multiple objects.

3.3.11. *Methodology*

It is the systematic, theoretical analysis of the methods applied to a field of study, or the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It typically encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques.

3.4. Methodologies that support our study

The concepts below are the methodologies that the teachers used during their classes and the ones they would like to apply.

3.4.1. *Audio lingual method*

This method is one of the most used by the teachers in our research. It is a method of foreign language teaching, where the emphasis is on learning grammatical and phonological structure. Activities are presented not only in drilling short patterns, also in varieties of dialogues. In which students have to listen to, repeat and memorize. Dialogues provide for students the structure and the idea of how to use some types of patterns in some sort of situations, especially for speaking and listening i.e. where the student repeats a sentence as soon as he hears it, without looking at printing materials or Reciting the line from a dialogue, 'I'm going to the post office.'

3.4.2. *Communicative language teaching*

This method is the second most used by the teachers in the schools of our research so we can define communicative language teaching as a methodology to teach foreign and second languages, which emphasizes interaction as both the means and the ultimate goal of learning a language. Some examples of this method are: Students must listen to a series of letters and then think of a meaningful phrase which uses each letter as the first letter of a word. The order in which they use the letters is not important and Learners look at a text which

contains nonsense words and try to make sense of it from a grammatical perspective. It is good for helping students with their 'decoding' skills and gives great opportunities for creative language use.

3.4.3. *Community language learning*

This method is also the second most used by our teachers in the research. Communicative language learning seeks to bring students beyond grammatical competence to a point where they are able not only to decode a language, can begin to manipulate the language in a private dialog.

This is known as Communicative Competence. A very good exercise to this method is a group of students (8 to 12 maximum) sit in a circle. There is a small portable tape recorder inside the circle. The teacher (who is called the 'Knower') stands outside the circle. When a student has decided on something they want to say in the foreign language, they call the Knower over and whisper what they want to say, in their mother tongue. The teacher, also in a whisper, then offers the equivalent utterance in English (or the target language). The student attempts to repeat the utterance, with encouragement and shaping from the Knower, with the rest of the group eavesdropping. When the Knower is satisfied, the utterance is recorded by the student.

3.4.4. *Direct method*

This method is used by some of the teachers in our research. This one was developed initially as a reaction to the Grammar-Translation method in an attempt

to integrate more use of the target language in instruction. The goal of this method is to enable the students to speak/communicate in the target language. Classroom activities are carried out only in the target language and also oral teaching comes before any other kind of reading and writing activities. The emphasis is put on correct pronunciation and grammar and also the teacher explains new vocabulary using realia, visual aids or demonstrations.

3.4.5. *Grammar translation method*

This method is used by few teachers in our research and this method is one of the oldest methods used in the classrooms. It is a traditional technique of foreign-language teaching based on explicit instruction in the grammatical analysis of the target language and translation of sentences from the native language into the target language and vice versa. In this method the students translate from Spanish into English and vice versa. They learn vocabulary and they read a lot of type of texts.

3.4.6 *Suggestopedia*

This method is one of the least used by our teachers in the research, although is not very familiar for many teachers of English. This method attempts to liberate the learners from limiting social norms that have cumulatively been created in their personalities by experiencing negative suggestions in their social life. Some of the key elements of Suggestopedia include a rich sensory learning environment like pictures, color, music, a positive expectation of success and the use of a varied

range of methods: dramatized texts, music, active participation in songs and games. .

3.4.7. *The silent way*

This methodology is not used by the teachers in our schools, but one of the teachers would like to add this method to his/her class. It is a methodology of teaching language based on the idea that teachers should be as silent as possible during a class but learners should be encouraged to speak as much as possible. In the way to implement this method in class the teacher can gather a small group of students around a table or desk. The Silent Method will not work well with more than five or six students, so it is more suitable for small classes or tutoring environments, Teach the students simple commands by calling their names and making a request, "Juan, please hand me a red rod." Once the group has mastered this concept, indicate that they should ask each other for specifically colored rods.

3.4.8. *Total physical response*

This method is used by few teachers in our research. The ones who do not use this method would like to include it in their classes. Total Physical Response, also widely known as TPR; it is an approach that focuses on teaching language together with physical activities. The main idea behind this approach is that students whether children or adults, are able to pick up and learn languages better and faster if they associate a physical act to a certain word.

For example, if a teacher says "wave," student's wave their hands in response or you teach direct commands like "Stand up," "Sit down," and "Walk to the door," can be used in most classrooms and age-groups regardless of ability.

Essentially the teacher needs to mimic the activity while giving the command, and then indicate that the students should do likewise. Hand motions (for example, performing a "rising motion" while instructing the students to stand) can also be helpful for clarification.

Chapter IV

<u>Methodological Framework</u>

4.1. Introduction.

This chapter refers to the methodological process used during the development of our research and it will be explained in these paragraphs.

Before we know about each methodologies used by five different teachers, we will begin with the application of a questionnaire and then with an observation chart which will give us the results of our research.

The research will be carried out in five different schools from the Metropolitan Region, Chile. It is important to demonstrate the effectiveness of some methodologies and also to know the methodologies that will be investigated to develop our research.

Firstly, we will work with a questionnaire prepared by the group. This questionnaire will be applied to the five teachers from the Schools where we developed the study, in order to know what teaching strategies they use. The teachers answered ten questions regarding the methodologies that they used and their classes, including their steps to follow and the lesson plan models they used English specific activities (ESA, PPP). The results will contribute to understand the way they teach and with that, the methodologies employed by the teachers, and if these methodologies are effective to the students learning the foreign language, English. Each of these groups has a different teacher who is in charge of carrying out a different teaching method. In addition to that, we will realize which

methodology used by the teachers is better considered by the students and which it is most useful among the different schools we will work with.

Secondly, we will focus our attention on the students' results, obtaining information about their learning progress during the semester. Basically, we will compare these results, among the five different schools, identifying the schools which have obtained better academic results. At the end, if possible, we will be able to see if there is a connection between the successful teaching methodologies and the students' marks.

Thirdly, after observing the groups from the different schools, we expect to compare the result of each grade through a test employed by the teachers of these schools, which consists of a test provided to our five schools, being focused on the minimal contents of English that should be covered according to the current English programs of the Chilean Educational Ministry.

The results are going to be important for our research, due to the fact that it aims to reveal the real learning outcomes of students, regardless of their marks shown in the first part of the investigation.

Finally, the analysis of the teachers' questionnaires, class observations, and the results of the tests, will allow us to determine if methodologies directly influence on students' success with the language, or if there are other factors involved and have not been determined throughout our study.

4.2. Type of study.

The type of study of our research corresponds to a qualitative investigation. This type of study consists of the collection of data without the numeric measurement, to discover or refine the research questions and may or may not demonstrate hypotheses in the process of interpretation, where Hernandez Sampieri (1997)) claims in his book.

For this reason, in this approach the researcher presents a non-specific research problem. It is used to discover a research questions in an inductive way. That means, in this approach you can develop question and hypothesis before or during the collection of data and the analysis. Firstly to know which is the most important Research question and then, to refine and answer it (or prove hypotheses) specified in Chapter II.

It is a correlational study; it means that this research aims to measure the level of connection between two or more concepts or variables. It intends to see if they are or they are not related in the same subjects, and after the correlation is analyzed.

4.3. Research Variables.

In this section we are going to remark the variables of our research and the importance of each one in this investigation. The variables mentioned in our research are the following:

- Students.

- Teachers.

- Methods.

- Grades.

Students are the most important variable, because our research focuses on them in relation to the result. It is important to mention the difference between them dealing with the student's English level. However, the differences between these five schools are the big gap among private and public schools where the first ones tend to have a higher level of English, due to the fact that they generally have a bilingual approach. Moreover, the big differences between these five schools are economic status and level of education of the students. On the other hand, the students reflect their learning through the results and we can learn about the effectiveness of the methodologies applied for these teachers in these five schools. The teachers are another important variable because the methodology to be used will depend on the results of students learning. Furthermore, the teachers teach in different ways with different methodologies and it depends of the teacher's style, the methodology used and how the teachers implement these methodologies, and if this methodology is eclectic or not. The Method is another variable, and methods are the methodologies implemented by these teachers. According to the method variable we will investigate the types of methodologies, such as: The Grammar translation, The Direct method, The Audio-lingual method, The Silent Way, The Suggestopedia, The Community Language Learning, The Total Physical

Response, The Communicative Language Teaching, among others. Finally, the grades are also part of the variables because they reflect the students' results, where the students demonstrated their knowledge, through the test implemented by the teachers. This test will help us to related students' results and the effectiveness of the methodologies.

4.4. Type of sample.

In this section we will describe "the type of sample" which is divided in two concepts:

- Subject of study
- Sample selection

4.4.1. Subjects of study.

The subjects of the study were five different classes of 10th grade from these five Schools. Firstly, it is important to mention the characteristics which make them interesting to research and, secondly, it is important to introduce the reasons why they were chosen.

The 10th grades from these five schools are students between 15 and 17 years old. They are people who come from different social classes; it makes our research interesting because they come from different socio cultural contexts, different cultures and have different interests. So, the main aspect that connects

the students is that all of them can learn the target language by the use of different methodologies.

The main reason why we chose this grade and these schools, is that they are a group of students that learn in different ways through different methodologies, implemented by teachers, all of them with different learning objectives where the students can learn the second language, English, differently, So that, we chose the 10th grade "A" of each school with an amount of 25 to 40 students per class.

4.4.2. Sample selection.

The schools we selected for the study were the ones in which we did our professional practicum. Consequently, the subjects of this research belong to five different schools from Metropolitan Region, Chile.

Firstly, Colegio Filipense is located in the city center of Santiago, Chile. This school has been working for 31 years with students. It is mixed-funded. Colegio Filipense has just female students from 4 to 18 years old, divided into different grades from 1st grade elementary to 12th grade. Each grade has about 35 students where most of them belong to upper-middle socio-economical class.

Secondly, Colegio Polivalente El Alborada, which has about 1,160 students who are divided into different levels, from playgroup to 12th grade.

Having more than 30 years of experience in teaching, Colegio Polivante El Alborada is situated in Puente Alto and it is a co-funded school where most of the students belong to the low socio-economical class.

Thirdly, Centro Educacional Mario Bertero Cevasco School. With a total of about 800 students, this school consists of levels from playgroup to high school. This school has 19 years teaching. However, before 2007 the school had only students that belonged to the elementary levels of education. It is located in the south of Santiago in a small town called Isla de Maipo. Most of the students belong to middle socio-economical class.

Fourthly, Instituto Cumbres de Cóndores, which it is located in Renca and it is mixed-funded. Being a school with only 3 years of experience in teaching, Colegio Cumbres de Cóndores has 16 classes and a total of 560 students from 7th to 12th grade.

Finally, Colegio Pedro de Valdivia is located in Peñalolén, Santiago. With a total of 2700 students, this school covers from Infant school to high school. Colegio Pedro de Valdivia was founded in 1978.

4.5. Collection instrument.

In this section we are going to describe the instruments that were applied to gather the information in the selected schools.

Before starting the investigation, we were thinking of three different instruments and a comparison of SIMCE tests among the schools. However, we realized that the SIMCE test is applied in 11th grade and not in 10th grade as we thought, and as the results from last year (2013) would not be available for the purposes of our work, we would not be able to make the comparison. So that we used them just to validate the statement that "exists a knowledge gap among different kinds of schools".

At first we thought about the application of a diagnostic test to compare the students' knowledge with the contents stipulated by the National Curriculum. This meant that, we would take the required minimum contents of 9th grade for production of the diagnostic test and apply it to the 10th grade students. Having done this, we would compare the results among the schools and realize what school covered the minimum required contents. Nevertheless, the tests could not be applied and we decided to apply the survey directly to the English teachers, so that we would have the methodology used by them. Our survey consisted in 14 questions about methodologies, grammar, the use of the target language, students' English level, planning and materials.

For a better comprehension, a chart was created which divided the questions numbers into their corresponding segment.

Segments	Question Number				
Methodologies	3	14			
Grammar	2	8	9		
Language use	1	6	7	10	11
Students' English level	4	5			
Planning	13				
Materials	12				

Table 1: "Segments division from the questionnaire"

Once having the methodology we decided that it was important to validate that information with an observation chart.

The observation chart will help us to confirm the methodologies chosen by the teachers, as the one they already use and how they apply them during the lesson.

Thirdly, in order to achieve the general objective, we compared the students' results obtained in the first test applied by the teachers. At first we wanted to prepare our own test and apply it in the courses. However, as the schools are different the contents covered by the teachers will also be different. We will take the students' marks obtained in their first test and we will make a comparison. This will be useful because most of the time, the way teachers teach, is the way students learn. It is just in the context of the schools we make or investigation that we will obtain the effectiveness of teaching methodologies used by teachers.

4.6. Data collection.

The data collection was made in just one grade (tenth grade), of our five schools from Metropolitan Region. This data collection was taken between the 5th and 9th of May, 2014.

Firstly, we talked with the teachers of our research and we told them what we were doing, so we needed their approval to carry out our survey. Then we explained them our procedure and our purpose with our research and what we were going to do with the information that we would receive after that.

Secondly, teachers answered a questionnaire about the methodologies that they were using in their class, it was also asked in the questionnaire about the material teachers used and how they correct the students in the classroom. It is important information that the teacher can give us. Then, we develop an observation chart specifically directed to the teacher.

Thirdly, using an observation chart, we observed only one class, and we completed the table during the lesson with the aspects that we observed in the classroom.

Fourthly, we compared the questionnaire with the observation chart, in order to establish a relationship between both instruments. In case of finding similitaries, we could find teachers who know what the methodology they use in their lessons, in contrast with it, we could also find teachers who do not know the methodology they use in their lessons. We can notice that with the observation made by the

group. In fact, after the questionnaire and the observation chart we found a type of eclectic teachers, that means, they used different methodologies at the same time.

Finally, we compared the result of 10th grade students through tests made for these teachers of these five schools, where each school has its own test with the minimal contest and with its own style.

The instruments used in this research will be attached to the end of this research with their results.

4.7. Considerations.

During our research, we highlighted different aspects that influenced on our investigation. Even though there were aspects we did not consider when we started the research. After that, we made some changes in relation with the procedure, such as:

- SIMCE: the initial idea was to apply the SIMCE test to students from 10th grade, but the test was applied in 11th grade (2013) for this reason, it is impossible to take the test to the same generation of that year.

- A diagnostic test: the second idea we had, was to apply a diagnostic test to the students of 10th grade. The test would cover the contents of 9th grade being focused on the minimal contents of English, according to the current English programs of the Chilean Educational Ministry. However, we just applied the questionnaire and observation chart because of the time.

- The final test: the third idea was to apply to the students a final test (2), in order to compare it with the diagnostic test (1). The comparison between tests n°1 (diagnostic) and test n°2 (final test) will show us whether the students have a progress or a standstill in the learning of English. In accordance with the statement above, when the students have a progress in the English learning, the methodology used by the teacher is effective. On the other hand, if the students have a standstill in the process, the methodology used by the teachers is not appropriate for the students.

It is important to stand out that the aspects selected previously were changed in order to present an objective investigation, further the time is not enough to cover all these aspects.

Chapter V

Results

5.1. Introduction.

"However beautiful the strategy, you should occasionally look at the results"

Winston Churchill

In this chapter, the research results are going to be described. Here we intend to explain each of the questions as clearly as possible, showing the respective tools and materials employed to collect the necessary data and information to achieve our objectives in this study. In addition, this section will outline some methodologies used inside the classroom to analyze and interpret data.

According to the information displayed on the questionnaire, the observation chart and the test with their respective grades, we can state that our objectives are partially accomplished through these instruments, showing us in situ the manner in which the teachers develop learning skills with their students.

This valuable information allowed us to get closer to our conclusions and to try to find an interesting aspect in relation to this complex process of learning a second language.

5.2. General data analysis.

In this section we explained the instruments that were helpful to us when analyze the collections instruments.

In order to help ourselves in the analysis of the results, we poured the data in a simple table, where we included the school names and the answers given to the fourteen questions.

Schools' Name	Questions																																																		
	N°1			N°2		N°3								N°4	N°5	N°6				N°7			N°8		N°9			N°10	N°11		N°12						N°13			N°14							
	a	B	C	a	b	a	b	c	d	e	f	g	h	a	b	a	b	c	d	a	b	c	a	b	a	b	c	a	b	c	a	b	c	d	e	f	a	b	c	a	b	c	d	e	f	g	h
Colegio Filipense	1			1		1	1							1		1		1		1			1			1	1	1			1						1				1						
Colegio Polivalente el Alborada	1			1		1	1		1		1	1		1			1			1			1			1		1			1						1										1
Centro Educacional Mario Bertero Cevasco	1			1					1	1	1	1		1		1	1			1			1		1		1	1	1			1	1	1		1								1			
Colegio Cumbres de Cóndores	1			1		1		1			1	1		1		1		1		1			1	1	1		1	1		1	1						1							1			
Colegio Pedro de Valdivia			1	1		1		1	1	1	1		1	1		1	1			1	1	1			1	1	1	1			1						1										1

Chart 1: Classification of the results obtained throughout the questionnaire

What we did was the following:

- In a chart we divided all the questions and into the questions we subdivided the alternatives.

- In order to infer about the questionnaire results, we assigned a number 1 to the alternatives chosen by the teachers.

- To have a global idea of how many teachers elected one alternative, we counted the numbers and simply followed a mathematical procedure:

$$x/y * 100 =$$

With the formula, we obtained a percentage to the alternative, that is to say, "x %" of the interviewing voted for the alternative "y".

5.3. Observation Analysis.

The following conclusions have been analyzed according to what we have observed during the development of the English lessons and the questionnaire answered by the teachers.

Each question had three alternatives. However, questions number three and fourteen, which are related to methodologies, had eight alternatives each. The third question with more than three alternatives is number twelve which is related to the materials the teachers use during their lessons.

It is important to mention that the interviewed teachers chose more than one alternative in questions linked with methodologies. Consequently, we have agreed with the fact that teachers in general prefer using different features, strategies, and resources from more than one methodology, making their teaching procedures to be seen as eclectic.

To begin with the analysis, the first question related to the use of communicative and non-communicative activities during the English class, 80% of the teachers said that they preferred performing communicative activities rather than non- communicative activities. This means that four of the five teachers focused their lessons on developing activities in which students are able to produce in the language, working with dialogues, giving opinions, making

presentations with given topics, or writing descriptions about pictures, simple letters, postcards, and so on and so forth. Even so, one of the teachers chose both alternatives, being 20% of the teachers who used both activities. This means that the teacher not only centers her attention in producing in the target language, yet that students become capable of understanding the language too, allowing the teacher to teach her classes using English almost all the time.

Following with the analysis, the second question had to do with the way teachers introduce grammatical structures, being the options implicit or explicit. Linked to that, 60% of the teachers said that they opted for presenting grammatical structures in an implicit way. This means that they tried to make their students became aware of the structure by giving them a specific context and examples, creating a mental image of the structure or vocabulary. So technically, these teachers defined the way in which a grammatical structure is used, more than the prescriptive form of how should be used. On the other hand, 40% of the teachers chose to explain grammatical structures explicitly, providing forms and its academic use more than the real meaning and actual use of the structure. That is to say, grammar is presented without being contextualized, so examples are provided after students retained the structure itself.

In addition, a very important question is associated with the kind of methodologies teachers use. In this question several options were chosen, so we realized that none of them used only one methodology, but took different features

from each of them. That is why we agreed with the fact that all the interviewed teachers use an eclectic methodology.

According to our questionnaire, the most used methodology by teachers is the Audio-Lingual Method with 80% of preference over the rest of the methodologies. This methodology focuses its attention on repetition drills with an accurate pronunciation and grammar. Teachers that used this methodology considered mistakes as bad habits and asked students to avoid them. The main activities used in this method were dialogues, repetition of sentences and drilling.

Furthermore, the instrument established that 20% of the teachers did not choose this methodology, picking up other options such as the Grammar Translation and the Total Physical Response Methods. 40% of the teachers chose The Direct Method, which basically consists in teaching the language directly and without translation, allowing students to produce the language using the target language and making them to induce grammatical structures and vocabulary through examples and illustrations.

Moreover, 60% of the teachers chose Community Language Learning (CLL) and Communicative Language Teaching (CLT) methodologies. In the case of the first, CLL implies the capacity to learn how to use the target language communicatively in activities where the students are willing to have a conversation among them, learning from their own knowledge and working in small task groups. In contrast, Communicative Language Teaching is similar to Community Language

Learning; however, CLT focuses its attention on "teaching conversation" where the most important thing is to produce in the target language using grammatical competences but communicatively.

Apart from that, something important to consider during the development of the lessons was whether the teachers were conscious of their students' English level or not. According to the obtained results, all the teachers said that they were aware of the English level of their students. However, we suppose the teachers know the English level of their students as a group, offering activities that include exercises in connection to their needs and the rhythm in which they learn. In these terms, activities are modified by the teachers so as to cover every single need of the students.

Connected with the amount of English used during the class, 60% of the responders were inclined to alternative "b" corresponding to the frequent use of English during their lessons, indicating that almost 80% of the class was done in English. Though comparable to our own experience this percentage could be altered because most of the teachers used more Spanish than English during their lessons. Meanwhile, just 40% of the responders answered the alternative "c" saying that they often used English while teaching, showing that around 60% of the lesson was given in English.

In connection with the idea 80% of the teachers said they gave several opportunities to the students to work in the target language. We can also say that

teachers use a wide number of activities such as presentations, dialogues, role-plays and projects. In accordance with the National Curriculum, these are the activities that need to be covered to develop the language fluency required for each level.

Continuing with the analysis, 60% of the teachers responded that they corrected the students´ grammatical mistakes, saying that the teachers not only want their students to produce in the target language, but to do it accurately. In general, they expect their students to become capable of thinking before producing sentences using English. In contrast, 40% of the teachers do not correct the students´ grammatical mistakes. This indicates that they do not want to prevent the students to speak in the target language, and more than using the appropriate structure, teachers look ahead to make students feel confident in order to try to communicate what they want using English.

In relation with the previous idea, there are several manners to correct the way students speak. On the one hand, 60% of the teachers are more inclined to modify the mistake by repeating the same sentence properly, to avoid making them feel discourage or shy when trying to convey meaning using the target language. It can then be seen that the correction technique mentioned above is a subtle method to make students become aware of their mistakes by processing the new input they receive from their teacher, an input without mistakes of course. In addition, another positive attribute is that this technique does not provide the feeling of being wrong, so students do not feel uncomfortable or shy when

participating. In fact, it might be concluded that the more the students are involved in language correction, the more they turn out to be acquainted with the correct use of it. On the other hand, 40% of the interviewed did not answer this question.

Similar to the previous idea, there was also an agreement among the interviewed teachers which was associated to the correction of pronunciation mistakes. From what we could gather, 100% of the teachers acknowledge that they modified their students' mispronouncing when conveying meaning. This reveals that the teachers are worried about their students' pronunciation in order to restrain them from committing the same inaccuracy again.

In compliance with what the teachers mentioned in their questionnaire, we firmly sympathize with the action of correcting students' speech towards a better use of the language.

Additionally, there were several numbers of techniques used when correcting students' inaccuracy. From this information, 40% of the surveyed teachers affirmed that they preferred making their students to repeat individually, so they are willing to go through the right term again. 20% of the teachers would rather make choral repetition including the whole class, so all the students are conscious of the appropriate use of the word. Another 20% of the teachers said they use both kind of corrections, individual and choral repetition of the correct one, being a suitable form to amend students' mispronouncing using the language. Finally, the remaining 20% of the teachers said that they would use irony as a way

to make their students become aware of their mispronunciation. Certainly, the teachers who chose this alternative demonstrated to have a strong relationship with their students, being a very important characteristic when using this technique in order not to provoke shyness on students.

To continue sustaining our information, these five teachers had to make reference of the use of complementary material to support their lessons, obtaining varied results from the majority of them. In such a way, 20% of the responders assured they used Data Show to exhibit videos, power point presentations, images and even reading texts in digital format. Another 20% of the teachers referred to the option of worksheets as their preferential extra material to develop during English classes. The next alternative also obtained 20% of approval, mention of the usage of complementary reading material as an essential tool to be included during the learning process of the language. In the case of this alternative, the usage of extra reading material is more connected with the autonomous work students do while learning English, because in general, these texts are read at home and revised during the class.

Meanwhile, another 20% of the teachers declared that they provided different sorts of extra material and resources such as data show, flashcards and speakers so as to harmonize with the different abilities they intend to work with.

Last but not least, 20% of the interviewed mentioned they worked using worksheets only to encourage writing skills, though reading comprehension texts in order to extend students' understanding of the language and its vocabulary.

From our perspective, the use of extra material allows teachers to be more dynamic and varied at the moment of teaching; the material needs to be efficient though. High school students tend to be in a complicated stage in which it turns quite difficult to engage and motivate them. So probably, the application of different kinds of resources will encourage their self-motivation easily.

Nonetheless, the organization of the classes and the selected material have to be chosen carefully, considering any anticipated problem that could prevent the learning process. In this sense, 40% of the teachers affirmed that they always consider assumptions, anticipated problems and its solutions while planning. We expected a higher percentage on this question, but the results showed something totally different. The remaining 60% of the interviewed teachers said that they often but not always looked at anticipated problems and its solutions at the moment of planning. The reasons might be that due to the teaching experience they have or the lack of time they are given to plan, to consider or not those factors only depend on their own judgment more than on their students' benefit.

To start closing our questionnaire, these five teachers were asked about which other methodologies they would include to the current way of teaching they are performing, obtaining almost totally different preferences. Beginning with The

Silent Way (TSW), and representing only 20%, this methodology points out to make students discover the target language on their own and without the intervention of the teacher, being forced to speak using English so as to communicate. Another 20% belongs to Total Physical Response (TPR). The TPR methodology focuses its main characteristics on teaching the new language in a more dynamic way, specifically throughout movements, gestures and body language expressions. This way, it is believed that students learn from what they visually catch.

The following 20% applies to Community Language Teaching (CLT), which basically emphasizes the interaction between the student and the teacher during the learning-teaching process. The last 40% of the teachers chose Community Language Learning (CLL) methodology as the one they would include during their teaching practices. Here, students have to be capable of developing a communicative competence more than a grammatical one.

According to the questionnaire, the following graphs were made in order to have a visual context of the results obtained in questions N°3 and N°14, which are related with methodologies.

The Graph below represents the most used Methodologies.

Which of the following methodologies do you use in your lessons:
a) Grammar Translation Method
b) Direct Method
c) Audio-Lingual Method
d) The Silent Way
e) Suggestopedia
f) Community Language Learning
g) Total Physical Response
h) Communicative Languag
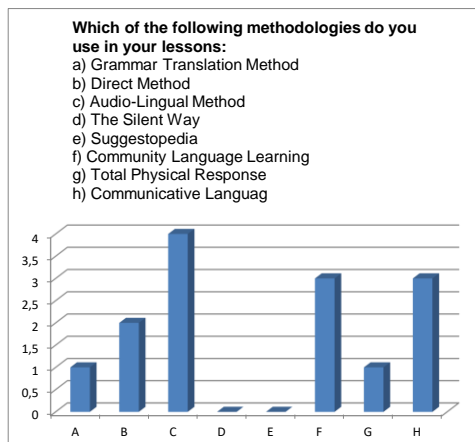
Graph 1: Methodologies used by the teachers

As we can observe in the graph above, there is no difference between the Community Language Learning and the Communicative Language Teaching. According to this, we can say that teachers consider both methodologies as helpful in their lessons. On the other hand, one teacher was inclined to choose the Grammar-Translation Method and the other teacher chose Total Physical Response. That is to say, one of the teachers said she/he uses Grammar-Translation in some of her/his lessons, and the other teacher said, she/he uses

Total Physical Response as a complement to the methodology she/he uses during the lessons. We also can notice that two teachers use The Direct Method in their lessons. However, the most used methodology is the Audio-Lingual Method.

The Audio-Lingual Method is based on the structural view of the language and the behaviorist theory of language learning. The objective of the Audio-Lingual Method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns.

This methodology was chosen by four teachers, who also supplement their lessons with the Community Language Learning and Communicative Language Teaching.

On the one hand, Community Language Learning based its principles in teaching communicative English. This methodology advises the teacher to consider their students as "a whole person", whereas the teacher considers not only their students' intellect, but also has some understanding of the relationship among students' feeling, physical reaction, instinctive protective reaction and desire to learn.

On the other hand, Communicative Language Teaching emphasizes interaction as both the means and the ultimate goal of learning a language. When using this methodology, the emphases have to be in the following variables:

-     Communication: Activities that involve real communication promoting learning.

-     Tasks: Activities in which language is used to carry out meaningful tasks, supporting the learning process.

-     Meaning: Language that is meaningful and authentic to the learner boosts learning.

The following graph shows the methodology that teachers would like to use in their lessons as new or as complementary to the one they already used.

What other methodologies would you like to add to the current methodology you are using?
a) Grammar Translation Method
b) Direct Method
c) Audio-Lingual Method
d) The Silent Way
e) Suggestopedia
f) Community Language Learning
g) Total Physical Response
h) Communicative Language Teaching
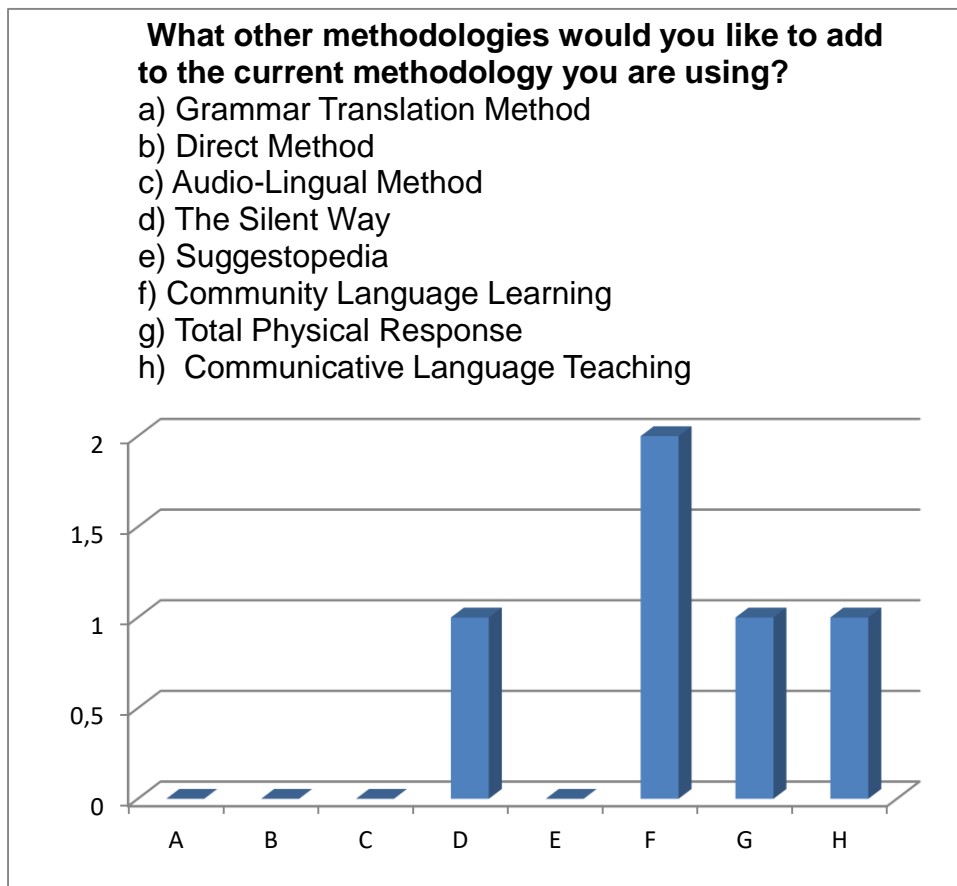
Graph 2: Methodologies teachers would like to use

Here we can notice that the most voted methodology was Community Language Learning (F), which is based on English for communication and is basically focused on the learner.

According to the observed graphs, we constructed a comparative graph, where we established the differences between, (3 and 14 questions), what methodologies teachers use and which ones they would like to add.
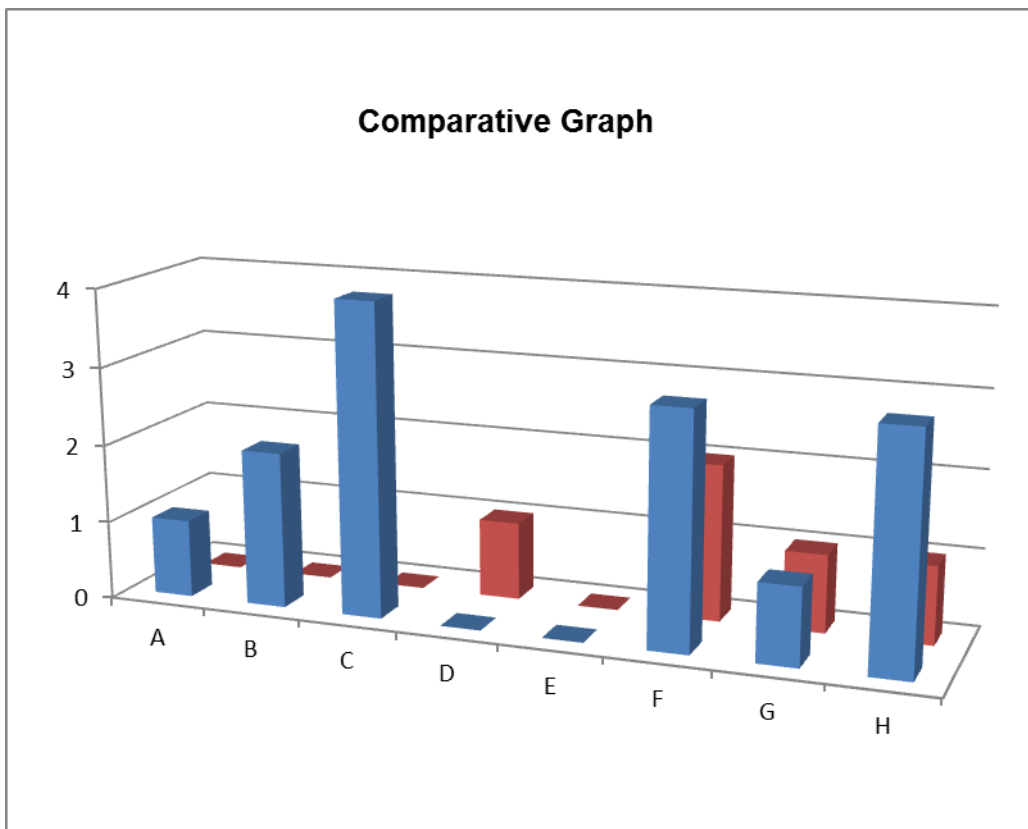
Graph 3: Comparison between methodologies

In graph 3, we can notice the inconsistence between reality and what teachers would like to apply.

The observation chart is a second instrument used by the group to find out which were the methodologies used by the teachers in these five schools through the observation and if the methodologies that they used is the same that they claimed to be using. It is important to highlight that the results of these five observation charts are the results of how they gave their classes. The following table contains: the skill developed, the AIDs used, the pronunciation used by the students, the extra material used by the teacher, the grammatical explanation, the workshops and the language used by the teacher.

Teacher 1: Colegio Filipense

Teacher 2: Centro Educacional Mario Bertero Cevasco.

Teacher 3: Colegio Pedro de Valdivia.

Teacher 4: Colegio Polivalente El Alborada.

Teacher 5: Instituto Cumbres de Cóndores.

Teachers	Skill to be developed	Materials and Technological aids	Pronunciation	Extra material	Grammatical explanation	Workshops	Language used
Teacher 1	Listening Speaking	Data show Speakers Student's book	Choral repetition Individual repetition Oral correction	Videos Dialogues	Grammar Rules Grammar examples Vocabulary	Individual work Pair work	Uses English almost all the class, makes very few clarifications in Spanish.
Teacher 2	Speaking Writing	Data show Speakers Student's book	Choral repetition Individual repetition Oral correction	Songs Videos Dialogues	Grammar examples Grammar rules Vocabulary	Individual work Pair work Group work	Uses English and Spanish simultaneously (translating).

		Dictionaries					
Teacher 3	Speaking Writing	Student's book	Oral correction		Grammar examples Grammar rules Vocabulary	Individual work Pair work	Uses English almost all the class, makes very few clarifications in Spanish.
Teacher 4	Reading	Student's book Dictionaries	Individual repetition		Grammar rules Grammar examples Translation Vocabulary	Individual work Pair work	Uses English and Spanish simultaneously (translating).
Teacher 5	Writing	Student's book Dictionaries	Choral repetition Individual repetition Oral correction	Dialogues	Grammar rules Grammar examples Translation Vocabulary	Pair work	Uses English and Spanish simultaneously (translating).

This table establishes the way in which teachers develop their classes. From the obtained results, we could compare if the answers given in the questionnaire concerning the chosen methodologies were coherent with the ones we observed using this chart. Therefore, it was proved that the five teachers taught their classes in different ways, mixing up more than one methodology.

The following table contains the students' results of the first test applied by the English teacher (the third instrument). We used this mark to state which school has better results with the students. However, marks not always reflect the real knowledge of the students.

Finally, it is important to clarify the differences among the schools and the contents evaluated in the tests.

Firstly, as we have mentioned before, the schools where we developed our study are located in different places of the Metropolitan Region; therefore, the socio-cultural and socio-economical contexts are different.

Secondly, the tests, we used to compare the marks, were constructed by the English teacher of the schools. So, the contents evaluated are different and the grades obtained could vary with the application of a standard test.

In addition to the statement above, we are going to describe the contents of each test.

Teacher 1, from Colegio Felipense, evaluated the following contents:

- Modal verbs, Customs and Manners.

Teacher 2, from Colegio Mario Bertero Cevasco, evaluated the following contents:

- To discriminate between used to / did not used to

Teacher 3, from Colegio Pedro de Valdivia, evaluated the following contents:

- Past tense, Past Perfect Simple and Continuous, Past and Presents Habits, Gerunds and Infinitives, Vocabulary and Phrasal Verbs connected with work.

Teacher 4, from Colegio Polivalente el Alborada, evaluated the following contents:

- Past Continuous, Vocabulary and Reading Comprehension about the unit.

Teacher 5, from Instituto Cumbres de Cóndores evaluated the following contents:

- Relative Pronouns, Future will and going to and Reading Comprehension about the unit.

In the following table you will find the schools and the grades obtained from the test.

Schools	Students' Marks	GPA
Colegio Pedro de Valdivia	67 70 68 67 67 70 70 68 68 67 58 70 67 67 70 65 70 68 68 63 68 53 60 67 65 67 65 70	66,5
Colegio Mario Bertero Cevasco	60 66 60 70 70 45 70 70 67 70 47 70 68 70 70 69 70 61 70	65,4
Colegio Filipense	53 70 68 40 65 38 39 64 53 56 33 59 45 30 49 43 53 43 58 48 65 64 70 64 60 42 43 53 63 70 38	52,9
Colegio Polivalente El Alborada	66 57 67 68 55 62 53 60 53 40 53 45 41 40 70 60 70 53 42 51 62	55,6
Instituto Cumbres de Cóndores	50 61 50 47 36 40 49 51 45 58 61 47 54 60 54 67 65 47 51 37 62 65 42 36 47 30 35 49 56 43 47 61 68 47 45 46	50,3

Table 1: Students' grades.

In table 1, we can notice the schools with better grades are Colegio Pedro de Valdivia, which is a Private bilingual school l; Colegio Mario Bertero Cevasco with the second grade, which is a public school and not bilingual, and then with middle grades are Colegio Polivalente El Alborada and Colegio Filipense. They are subsidized schools and they are not bilingual. Finally, with lower grades is Instituto Cumbres de Cóndores which is a public school and not bilingual.

Chapter VI

<u>Conclusions</u>

6.1. Introduction.

The results that we obtained in our study were analyzed and explained in the previous chapter. Now, in this section we will focus on the elaboration of the final conclusion in an attempt to summarize and conclude on the most significant aspects of our work. In chapter five, the obtained results of our study were analyzed and exposed.

Thus, the main findings, final conclusions, reflections and suggestions will be shown in the following pages, all in search of trying to clarify doubts and reasons why this research was carried out. Also, some suggestions will be given for further studies and explain how much this idea could benefit our education in second language teaching as future teachers of English.

6.2. Main findings.

Throughout this process, we realized about the importance of the topic we decided to investigate, mainly because we started to discern how dissimilar these schools were, especially in terms of the English level the 10th grade students have, even when they were teaching the same stage of education. We mostly discovered these differences based on the results they had obtained in global evaluations such as SIMCE, provided by the Ministry of Education, in which, apart from having a different number of hours of English in their curriculums, they were all evaluated with the same test, thus, setting a significant difference in their learning process.

As well as obtaining pivotal information from the gathering process, our collection instruments were crucial to find out the different results we were looking forward to solving the main objectives of our research.

Along this research, we made use of a questionnaire that provided us with information about the different methodologies used by each of the teachers of the selected schools. Effectively, this instrument was the one that allowed us to filter the methodologies we had to look for and also the different teaching strategies they performed during their classes. Besides, the details we obtained from the questionnaire were related to the actual teaching strategies these teachers used and all the considerations they took into account at the moment of planning and giving their lessons.

The second instrument we used to support our main objective was an observation chart. This instrument was created to obtain supportive information, together with the questionnaire, because its main function was to project our own appraisal of the real stage in which these teachers developed their lessons. From it, we considered the specific skill they were working with, so as to be objective at the moment of considering the outline that was detailed in the chart. In general, the analysis of this tool showed that teachers were consistent with the preferences they chose in the questionnaire and the way they actually taught the language and the strategies they used according to the methodologies they considered as references to their pedagogical act.

As a final consideration, a thematic unit test was considered in order to compare the different topics and contents covered from the five 10th graders we studied. This test was fundamental to oversee the huge breach among the different kinds of schools we worked with, in terms of the contents mastered by the students of the same level. The actual stage we found was that the difficulty that the private school Pedro de Valdivia- Peñalolén provided their students was too far from what the Ministry Study Plans demand to their public and subsidized schools. Besides, the SIMCE results were quite helpful to support this evidence. The reality we confronted with this topic was alarming, because it is a fact that the level of the students from a private school, in this case Pedro de Valdivia's school, was too high from the level of a public school, such as Colegio Mario Bertero Cevasco. The English level relations are determined by the percentage of certified students, with 89% corresponding to Colegio Pedro de Valdivia- Peñalolén and 4,6% to Colegio Mario Bertero Cevasco, Isla de Maipo.

6.3. Final conclusion.

After four months invested doing both, researching and studying the object we decided to cover, we came to an end having clear evidence of how much effort and dedication we have done to make this project turn into a subject that would be worth studying.

During several conversations based on our own previous experiences when studying at school, the methodological questions came to our minds thinking on the

way English classes have been performed during the last fifteen years; being clearly evident that, in fact, methodological techniques have not had a very noticeable change. That was why we chose to work with our internship schools because it will be easier to obtain the require information while working together with the real objects of study, teachers. We also agreed that we were interested in knowing the real class management of these teachers, especially on the methodologies and strategies they used to teach the language. We got more engaged when we became aware of the huge differences that these five schools had in terms of the hours of English they invested, use of the language during the class and the dissimilar difficulty of the contents.

Once being presented with this problem, the possible media to obtain the needed information was interviewing the teachers directly through questionnaire, in order to see the differences among the strategies they used while teaching the foreign language. Besides, we decided to complement our survey with an observation chart. This chart allowed us to check whether the strategies the teachers implemented were in accordance or not with the methodologies that these teachers had previously chosen when they were interviewed.

By doing the research in different kind of schools it allowed us to witness that the quality of English of these five schools was totally different among them, since all the schools have quite unlike economical and academic features being one of the possible reasons of the diverse results obtained by the assessed students.

According to the results obtained in our research, we decided to investigate the methodologies used by teachers, specifically the five different teachers of the schools where we did our trainee placement. The main objective we set up was to ascertain the effectiveness of the methodologies used by them. Throughout the research we could verify that there was not a defined relationship between the methodologies the teachers used with the results obtained by the students. In fact, in accordance to one of the information gathering instruments (content tests) and our specific objectives; we saw that these schools obtained balanced results using totally different contents to assess 10th graders, though. These differences were more remarkable among the private school Pedro de Valdivia- Peñalolén and the public and subsidized schools we made a comparison with. We achieved these results thanks to the support given by one of our specific objectives that had to do with the progress or standstill of the students in the language.

We also concluded that none of the teachers used only one methodology. Actually, all of them mixed different sorts of features from varied methodologies, all of which were effective in the different schools in which each of those teachers constantly performed their labor.

Continuing with the analysis, the hypothesis we wanted to prove was connected with the practice of the Grammar-Translation Method as the most commonly used by teachers in the five schools where we focused our research. From what we could gather, the instruments we exert to this hypothesis demonstrated that all the teachers used an eclectic methodology, that is to say,

they took several features from many methodologies, and to be more specific, the most used methodology was the Audio Lingual method, followed by Community Language Learning and Communicative Language Teaching.

Throughout our investigation, we realized that other assumptions appeared during the researching process, being important to mention as supportive ideas to be developed in further investigations. One of them was if students learn the foreign language, in this case English, easier when the teacher uses different and varied techniques from several methodologies. According to what we observed and investigated, we inferred that the use of different techniques would be helpful for students to learn easier the target language, but we were not willing to prove it. Neither the questionnaire nor the observation chart provided enough information in order to support this assumption.

Also, we intended to find out if the different methodologies used by teachers had a direct influence on the students achievement in the target language, and whether the marks of the students reflect their real content knowledge of the foreign learning language or not. In both cases, we could realize that our instruments were not the right ones to make these assumptions credible. In the case of the first idea, we were not able to demonstrate the influence that teachers' methodologies provoke in the students learning process. As well as with the second proposal that referred to students' grades. Here, we made use of a content test to compare students' achievements in the language. The problem here was

that the contents covered in each test were totally different, so we could not make a parallel among all the gathered grades.

In general terms, our investigation led us to become more aware of the current educational reality lived in Chile, especially inside the English class where, no other but the teacher, can know what occurs once in there. In addition, we focused our attention on these five teachers and their pedagogical performance, obtaining the supportive information directly from their teaching experience and without forgetting the observation we were able to do while working along with them.

Something important to recapitulate would be the fact that we actually found that there is a huge breach among the different schools we worked with. This was evidenced once we analyzed the SIMCE results we obtained from the gathered information and more than that, from the real contents public and subsidized schools worked with if compared with the ones that the private schools use to develop the language-learning process. Without omitting what we mentioned before, these schools worked in a totally different economic and academic context, being both influential factors due to the hours each school invested to the subject and the resources they count on to teach. Probably, it would have been easier to observe these teachers, and only center our study in the way they developed their classes, yet we went farther because we knew that the influential factors involved during our research were pivotal to determine the effectiveness of their teaching strategies while teaching.

6.4. Reflections.

When we started our study, we wanted to ascertain the effectiveness of teaching methodologies used by teachers in the schools where we were trainee teachers. However, during the process we realized that there is no one methodology better than the others, but the eclectic use of all of them, helps the teachers and the students achieve the second language, English.

Even working in different contexts, the teachers we have observed are able to create an appropriate environment, in which students have the conditions to develop the language.

Moreover, during the research, we could understand the importance of other factors that altered the teaching and learning process. These external factors affect directly this process and are not necessarily part of our research.

6.5. Suggestions for further studies.

At the beginning of our research we wanted to develop the study using a comparison among the SIMCE tests applied last year to the 10th grade students of the scholar institutions where we were doing our internship II. However, we could not because the results of the test were not available at the moment of the study. So that, the first suggestion we can make is, to consider the SIMCE test in order to have a general idea about what is the English level the students have.

Secondly, a diagnostic test could be applied covering the minimal required contents according to the National Curriculum, in spite of having a comparison among the schools. This comparison will allow you to know which school has covered all the minimal contents and how effective students have acquired the target language by the use of the current teaching methodology.

Methodologies are always something helpful to study for future teachers. However, as methodologies can be used by the teacher in an eclectic procedure and the effectiveness of the teaching methodologies cannot be notice in a semester, we will suggest for further studies to consider the time the teacher has and the time researchers will need to develop the investigation.

Bibliography

Bibliography

References

Bhushan, Ravi (2011) The Sociology of Language Teaching and Learning

Brown, Douglas H. (2001) Teaching by principles.

Harmer, J (2007) The practice of English language teaching .Forth edition.

Hernández Sampieri, R., Fernández Collardo C. & Baptista Lucio, P (2010).
Metodología de la investigación definiciones de los enfoques cuantitativo y cualitativo, sus similitudes y diferencias: Definición del alcance de la investigación a realizar: exploratorio, descriptiva, correlacional o explicativa. Mc Graw Hill

Jackson, P. (1978). La vida en las aulas.

J.C. Richards, (2001).Total Physical Response. Approaches and Methods in Language teaching. Second edition.

Sandra Mckay, (November 2001). "Teaching English as an International Language: The Chilean context"

Linkcography

Audio English "Method"

http://www.audioenglish.org/dictionary/method.htm

Benefit and Strategies of Communicative Language Learning

http://personal.ashland.edu/poverlan/holes/comm-lang-lrng-ovrview.pdf

California State University, Fresno

http://www.fresnostate.edu/honorsocieties/phi_kappa_phi/Academic_Excelle

nce.htm

Cantidad de colegios tanto municipales, subvencionados y particulares en chile

http://www.cie-

ucinf.cl/download/position_papers_del_cie/El%20Sistema%20Educacional%

20Chileno%20Una%20Mirada%20Critica%20Final%20OE.pdf

Centro Virtual Cervantes "Actividad comunicativa"

http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/activ

comunicativa.htm

Colegios municipales temen a mediciones de manejo de inglés

http://www.lahora.cl/2011/05/24/01/noticias/educacion/3-8941-9-colegios-

municipales-temen-a-mediciones-de-manejo-de-ingles.shtml

Colegio privado definición

http://www.opech.cl/bibliografico/Doc_Financiamiento/privatizacion_educaci

on_chile.pdf

Colegios privados en chile

http://cnnchile.com/noticia/2014/03/14/gobierno-enviara-ley-para-terminar-con-discriminacion-en-admision-de-colegios-privados?hpt=ila_bn2

Communicative and Non-Communicative Activities en First-Year College German Textbooks "Non-Communicative Activities"

http://www.jstor.org/discover/10.2307/20060004?uid=2134&uid=380757671&uid=2&uid=70&uid=3&uid=60&uid=380757661&sid=2110382307266

Definicion.de "Colegio"

http://definicion.de/colegio/

Dictionary "Grammar Translation Method"

http://dictionary.reference.com/browse/grammar-translation+method

"Direct Method"

http://darmandj89.wordpress.com/2012/12/09/summary-of-audio-lingual-method-direct-method/

Downing, T. (2007) La Enseñanza del inglés en Chile, una asignatura pendiente.

http://www.businesschile.cl/es/noticia/reportaje-principal/la-ensenanza-del-ingles-en-chile-una-asignatura-pendiente

Educación Subvenciona en chile

http://es.wikipedia.org/wiki/Educaci%C3%B3n_Subvencionada_en_Chile

Educación 2020 "SIMCE de inglés: La brecha continua"

http://www.educacion2020.cl/noticia/simce-de-ingles-la-brecha-continua

Educarchile "Inglés en inglés"

http://www.educarchile.cl/ech/pro/app/detalle?id=96270

Ehow "Total Physical Response" activities

http://www.ehow.com/info_7895677_total-physical-response-activities.html

El Dínamo "La importancia de potenciar el aprendizaje del inglés en los niños"

http://www.eldinamo.cl/blog/la-importancia-de-potenciar-el-aprendizaje-del-
ingles-en-los-ninos

El Mercurio "Enseñanza del inglés en Chile"

http://www.elmercurio.com/blogs/2013/06/07/12400/Ensenanza-del-ingles-
en-Chile.aspx

How to teach the Silent Way method

http://www.ehow.com/how_7241927_teach-english-using-silent-method.html

INE (2013), Conozca los reveladores datos del Censo 2012 sobre Chile

http://www.emol.com/noticias/nacional/2013/04/02/591438/censo-2012-
puente-alto-maipu-y-la-florida-se-mantienen-como-las-comunas-mas-
pobladas.html

Larsen- Freeman, D. (2000). Techniques and Principles in Language Teaching.
Segunda Edición

http://let590.files.wordpress.com/2013/01/larsen-freeman-techniques-and-
principles-in-language-teaching.pdf

Lortie (1975).

http://www.rieoei.org/deloslectores/803Leal.PDF

My English Pages "Explicit Grammar"

http://www.myenglishpages.com/blog/explicit-implicit-grammar-teaching/

My English Pages "Implicit Grammar"

http://www.myenglishpages.com/blog/explicit-implicit-grammar-teaching/

Non-Communicative activities

http://www.ehow.com/list_6940076_activities-teach-nonverbal-

communication.html

Spring Reference "Desuggestipedia

http://www.springerreference.com/docs/html/chapterdbid/319959.html

Taylor, M. (2011). Colegios municipales temen a mediciones de manejo de inglés

http://www.lahora.cl/2011/05/24/01/noticias/educacion/3-8941-9-colegios-

municipales-temen-a-mediciones-de-manejo-de-ingles.shtml

Teaching English "Audiolingualism"

http://www.teachingenglish.org.uk/knowledge-database/audio-lingualism

Teaching English "The Silent Way"

http://www.teachingenglish.org.uk/knowledge-database/silent-way

Urquieta, C. (2011) Uno de cada 10 escolares habla inglés básico y ministerio

prepara plan de mejoramiento

http://diario.latercera.com/2011/03/25/01/contenido/pais/31-63516-9-uno-de-cada-10-escolares-habla-ingles-basico-y-ministerio-prepara-plan-de.shtml

What is "Method"

http://whatis.techtarget.com/definition/method

Wikipedia the free Encyclopedia "Communicative Language Learning"

http://en.wikipedia.org/wiki/Community_language_learning

Wikipedia Encyclopedia "Communicative Language Teaching"

http://en.wikipedia.org/wiki/Communicative_language_teaching

Wikipedia la enciclopedia libre "Educación Subvencionada en Chile"

http://es.wikipedia.org/wiki/Educaci%C3%B3n_Subvencionada_en_Chile

Wikipedia the free Encyclopedia "Methodology"

http://en.wikipedia.org/wiki/Methodology

Wikipedia the free Encyclopedia "National Curriculum"

http://en.wikipedia.org/wiki/National_curriculum

Wikipedia the free Encyclopedia "State School Latin America"

http://en.wikipedia.org/wiki/State_school#Latin_America

<u>Appendix 1</u>

Questionnaire

The following questionnaire is designed to obtain information about the methodologies used by

teachers of our practice centers. The use of this information will be specifically used as evidence for

our thesis seminar.

Questionnaire

1. Do you use?
   a) Communicative activities
   b) Non-communicative activities

2. Do you think it is essential to present Grammatical structures?
   a) Explicitly
   b) Implicitly

3. Which of the following methodologies do you use in your lesson?
   a) Grammar Translation
   b) Direct Method
   c) Audio-lingual Method
   d) The Silent Way
   e) Suggestopedia
   f) Community Language Learning
   g)Total Physical Response
   h) Communicative Language Teaching

4. Are you aware of the English level that students have?
   a) Yes
   b) No

5. If you do, do you modify your activities so as to cover each of the students' needs?
   a) Yes
   b) No

6. What percentage of English do you use in your lessons?
   a) Always
   b) Usually
   c) Often
   d) Sometimes

7. Do you apply activities in which students are given the opportunity to express their ideas or working with dialogues in the target language?
   a) Yes
   b) No
   c) Sometimes

8. Do you correct the students when they make grammatical errors?
   a) Yes
   b) No

9. If you do, how do you correct them?
   a) Giving examples
   b) Translating the word
   c) Repeating it properly by the teacher,   eg.

   Student: Do she play tennis?
   Teacher: do you mean: Does she play tennis?

10. Do you correct the students when they make pronunciation errors?
    a) Yes
    b) No

11. If you do, how do you correct them?
    a) Individual repetition
    b) Choral repetition
    c) Other: _____

12. From the following complementary material, which one is the most used in your lessons:
    a) Data show
    b) Flashcards
    c) Worksheets
    d) Reading texts
    e) Speakers
    f) None

13. Do you consider anticipated problems and solutions at the moment of planning?
    a) Always
    b) Often
    c) Never

14. What other methodologies would you like to add to the current methodology you are using?
    a) Grammar Translation
    b) Direct Method
    c) Audio-lingual Method
    d) The Silent Way
    e) Suggestopedia
    f) Community Language Learning
    g)Total Physical Response
    h) Communicative Language Teaching

The following questionnaire is designed to obtain information about the methodologies used by teachers of our practice centers. The use of this information will be specifically used as evidence for our thesis seminar.

Questionnaire: Teacher 1

1. Do you use?
   a) Communicative activities
   b) Non-communicative activities

2. Do you think it is essential to present Grammatical structures?
   a) Explicitly
   b) Implicitly

3. Which of the following methodologies do you use in your lesson?
   a) Grammar Translation
   b) Direct Method
   c) Audio-lingual Method
   d) The Silent Way
   e) Suggestopedia
   f) Community Language Learning
   g)Total Physical Response
   h) Communicative Language Teaching

4. Are you aware of the English level that students have?
   a) Yes
   b) No

5. If you do, do you modify your activities so as to cover each of the students' needs?
   a) Yes
   b) No

6. What percentage of English do you use in your lessons?
   a) Always
   b) Usually
   c) Often
   d) Sometimes

7. Do you apply activities in which students are given the opportunity to express their ideas or working with dialogues in the target language?
   a) Yes
   b) No
   c) Sometimes

8. Do you correct the students when they make grammatical errors?
   a) Yes
   b) No

9. If you do, how do you correct them?
   a) Giving examples
   b) Translating the word
   c) Repeating it properly by the teacher,   eg.

   Student: Do <u>she</u> play tennis?
   Teacher: do you mean: Does she play tennis?

10. Do you correct the students when they make pronunciation errors?
   a) Yes
   b) No

11. If you do, how do you correct them?
   a) Individual repetition
   b) Choral repetition
   c) Other: I use the word in context

12. From the following complementary material, which one is the most used in your lessons:
   a) Data show
   b) Flashcards
   c) Worksheets
   d) Reading texts
   e) Speakers
   f) None

13. Do you consider anticipated problems and solutions at the moment of planning?
   a) Always
   b) Often
   c) Never

14. What other methodologies would you like to add to the current methodology you are using?
   a) Grammar Translation
   b) Direct Method
   c) Audio-lingual Method
   d) The Silent Way
   e) Suggestopedia
   f) Community Language Learning
   g) Total Physical Response
   h) Communicative Language Teaching

The following questionnaire is designed to obtain information about the methodologies used by teachers of our practice centers. The use of this information will be specifically used as evidence for our thesis seminar.

Questionnaire: Teacher 2

1. Do you use?
   a) Communicative activities
   b) Non-communicative activities

2. Do you think it is essential to present Grammatical structures?
   a) Explicitly
   b) Implicitly

3. Which of the following methodologies do you use in your lesson?
   a) Grammar Translation
   b) Direct Method
   c) Audio-lingual Method
   d) The Silent Way
   e) Suggestopedia
   f) Community Language Learning
   g)Total Physical Response
   h) Communicative Language Teaching

4. Are you aware of the English level that students have?
   a) Yes
   b) No

5. If you do, do you modify your activities so as to cover each of the students' needs?
   a) Yes
   b) No

6. What percentage of English do you use in your lessons?
   a) Always
   b) Usually
   c) Often
   d) Sometimes

7. Do you apply activities in which students are given the opportunity to express their ideas or working with dialogues in the target language?
   a) Yes
   b) No
   c) Sometimes

8. Do you correct the students when they make grammatical errors?
   a) Yes
   b) No

9. If you do, how do you correct them?
   a) Giving examples
   b) Translating the word
   c) Repeating it properly by the teacher,   eg.
   > *Student: Do <u>she</u> play tennis?*
   > *Teacher: do you mean: Does she play tennis?*

10. Do you correct the students when they make pronunciation errors?
    a) Yes
    b) No

11. If you do, how do you correct them?
    a) Individual repetition
    b) Choral repetition
    c) Other: I use the word in context

12. From the following complementary material, which one is the most used in your lessons:
    a) Data show
    b) Flashcards
    c) Worksheets
    d) Reading texts
    e) Speakers
    f) None

13. Do you consider anticipated problems and solutions at the moment of planning?
    a) Always
    b) Often
    c) Never

14. What other methodologies would you like to add to the current methodology you are using?
    a) Grammar Translation
    b) Direct Method
    c) Audio-lingual Method
    d) The Silent Way
    e) Suggestopedia
    f) Community Language Learning
    g)Total Physical Response
    h) Communicative Language Teaching

The following questionnaire is designed to obtain information about the methodologies used by teachers of our practice centers. The use of this information will be specifically used as evidence for our thesis seminar.

Questionnaire: Teacher 3

1. Do you use?
   a) Communicative activities
   b) Non-communicative activities

2. Do you think it is essential to present Grammatical structures?
   a) Explicitly
   b) Implicitly

3. Which of the following methodologies do you use in your lesson?
   a) Grammar Translation
   b) Direct Method
   c) Audio-lingual Method
   d) The Silent Way
   e) Suggestopedia
   f) Community Language Learning
   g)Total Physical Response
   h) Communicative Language Teaching

4. Are you aware of the English level that students have?
   a) Yes
   b) No

5. If you do, do you modify your activities so as to cover each of the students' needs?
   a) Yes
   b) No

6. What percentage of English do you use in your lessons?
   a) Always
   b) Usually
   c) Often
   d) Sometimes

7. Do you apply activities in which students are given the opportunity to express their ideas or working with dialogues in the target language?
   a) Yes
   b) No
   c) Sometimes

8. Do you correct the students when they make grammatical errors?
   a) Yes
   b) No

9. If you do, how do you correct them?
   a) Giving examples
   b) Translating the word
   c) Repeating it properly by the teacher,   eg.

                                 Student: Do <u>she</u> play tennis?
                           Teacher: do you mean: Does she play tennis?

10. Do you correct the students when they make pronunciation errors?
    a) Yes
    b) No

11. If you do, how do you correct them?
    a) Individual repetition
    b) Choral repetition
    c) Other: __Ironic way_____

12. From the following complementary material, which one is the most used in your lessons:

    a) Data show
    b) Flashcards
    c) Worksheets
    d) Reading texts
    e) Speakers
    f) None

13. Do you consider anticipated problems and solutions at the moment of planning?
    a) Always
    b) Often
    c) Never

14. What other methodologies would you like to add to the current methodology you are using?
    a) Grammar Translation
    b) Direct Method
    c) Audio-lingual Method
    d) The Silent Way
    e) Suggestopedia
    f) Community Language Learning
    g)Total Physical Response
    h) Communicative Language Teaching

The following questionnaire is designed to obtain information about the methodologies used by teachers of our practice centers. The use of this information will be specifically used as evidence for our thesis seminar.

Questionnaire: Teacher 4

1. Do you use?
   a) Communicative activities
   b) Non-communicative activities

2. Do you think it is essential to present Grammatical structures?
   a) Explicitly
   b) Implicitly

3. Which of the following methodologies do you use in your lesson?
   a) Grammar Translation
   b) Direct Method
   c) Audio-lingual Method
   d) The Silent Way
   e) Suggestopedia
   f) Community Language Learning
   g)Total Physical Response
   h) Communicative Language Teaching

4. Are you aware of the English level that students have?
   a) Yes
   b) No

5. If you do, do you modify your activities so as to cover each of the students' needs?
   a) Yes
   b) No

6. What percentage of English do you use in your lessons?
   a) Always
   b) Usually
   c) Often
   d) Sometimes

7. Do you apply activities in which students are given the opportunity to express their ideas or working with dialogues in the target language?
   a) Yes
   b) No
   c) Sometimes

8. Do you correct the students when they make grammatical errors?
   a) Yes
   b) No

9. If you do, how do you correct them?
   a) Giving examples
   b) Translating the word
   c) Repeating it properly by the teacher,   eg.

   > *Student: Do <u>she</u> play tennis?*
   > *Teacher: do you mean: Does she play tennis?*

10. Do you correct the students when they make pronunciation errors?
    a) Yes
    b) No

11. If you do, how do you correct them?
    a) Individual repetition
    b) Choral repetition
    c) Other: _____

12. From the following complementary material, which one is the most used in your lessons:

    a) Data show
    b) Flashcards
    c) Worksheets
    d) Reading texts
    e) Speakers
    f) None

13. Do you consider anticipated problems and solutions at the moment of planning?
    a) Always
    b) Often
    c) Never

14. What other methodologies would you like to add to the current methodology you are using?
    a) Grammar Translation
    b) Direct Method
    c) Audio-lingual Method
    d) The Silent Way
    e) Suggestopedia
    f) Community Language Learning
    g)Total Physical Response
    h) Communicative Language Teaching

The following questionnaire is designed to obtain information about the methodologies used by teachers of our practice centers. The use of this information will be specifically used as evidence for our thesis seminar.

Questionnaire: Teacher 5

1. Do you use?
   a) Communicative activities
   b) Non-communicative activities

2. Do you think it is essential to present Grammatical structures?
   a) Explicitly
   b) Implicitly

3. Which of the following methodologies do you use in your lesson?
   a) Grammar Translation
   b) Direct Method
   c) Audio-lingual Method
   d) The Silent Way
   e) Suggestopedia
   f) Community Language Learning
   g)Total Physical Response
   h) Communicative Language Teaching

4. Are you aware of the English level that students have?
   a) Yes
   b) No

5. If you do, do you modify your activities so as to cover each of the students' needs?
   a) Yes
   b) No

6. What percentage of English do you use in your lessons?
   a) Always
   b) Usually
   c) Often
   d) Sometimes

7. Do you apply activities in which students are given the opportunity to express their ideas or working with dialogues in the target language?
   a) Yes
   b) No
   c) Sometimes

8. Do you correct the students when they make grammatical errors?
   a) Yes
   b) No

9. If you do, how do you correct them?
   a) Giving examples
   b) Translating the word
   c) Repeating it properly by the teacher,   eg.

   Student: Do <u>she</u> play tennis?
   Teacher: do you mean: Does she play tennis?

10. Do you correct the students when they make pronunciation errors?
    a) Yes
    b) No

11. If you do, how do you correct them?
    a) Individual repetition
    b) Choral repetition
    c) Other: I use the word in context

12. From the following complementary material, which one is the most used in your lessons:
    a) Data show
    b) Flashcards
    c) Worksheets
    d) Reading texts
    e) Speakers
    f) None

13. Do you consider anticipated problems and solutions at the moment of planning?
    a) Always
    b) Often
    c) Never

14. What other methodologies would you like to add to the current methodology you are using?
    a) Grammar Translation
    b) Direct Method
    c) Audio-lingual Method
    d) The Silent Way
    e) Suggestopedia
    f) Community Language Learning
    g)Total Physical Response
    h) Communicative Language Teaching

Appendix 2

Observation Chart

Observation Chart

The following observation chart is designed to obtain information about the methodologies used by teachers of our practice centers. The use of this information will be specifically used as evidence for our seminar.

Skill to be developed:

Class:

Teacher:

Observations	Yes	No
The teacher uses		
Data Show		
Speakers		
Flashcards		
Students' books		
Dictionaries		
Pronunciation		
Choral repetition		
Individual repetition		
Oral Correction		
Extra Material		
Songs		
Videos		
Dialogues		
Grammatical explanation		
Grammar rules		
Grammar examples		
Translation		
Vocabulary		
Workshops		
Individual work		
Pair work		
Group work		
Language Use		
Uses English during all the class, instructions, explanations, exercises, clarifications, etc.		
Uses English almost all the class, makes very few clarifications in Spanish.		
Uses English and Spanish simultaneously (translating).		
Uses English to give explanations and to check. Provides instructions and clarifications in Spanish.		
Uses English just when reading something from a text, the rest of the class is in Spanish.		

Observation Chart

The following observation chart is designed to obtain information about the methodologies used by teachers of our practice centers. The use of this information will be specifically used as evidence for our seminar.

Skill to be developed: Listening and speaking skills.

Class: 10th grade A

Teacher: Teacher 1 (Colegio Filipense)

Observations	Yes	No
The teacher uses		
Data Show	X	
Speakers	X	
Flashcards		X
Students' books	X	
Dictionaries		X
Pronunciation		
Choral repetition	X	
Individual repetition	X	
Oral Correction	X	
Extra Material		
Songs		X
Videos	X	
Dialogues	X	
Grammatical explanation		
Grammar rules	X	
Grammar examples	X	
Translation		X
Vocabulary	X	
Workshops		
Individual work	X	
Pair work	X	
Group work		X
Language Use		
Uses English during all the class, instructions, explanations, exercises, clarifications, etc.		X
Uses English almost all the class, makes very few clarifications in Spanish.	X	
Uses English and Spanish simultaneously (translating).		X
Uses English to give explanations and to check. Provides instructions and clarifications in Spanish.		X
Uses English just when reading something from a text, the rest of the class is in Spanish.		X

Observation Chart

The following observation chart is designed to obtain information about the methodologies used by teachers of our practice centers. The use of this information will be specifically used as evidence for our seminar.

Skill to be developed: Speaking and Writing skills.

Class: 10th grade A

Teacher: Teacher 2 (Centro Educacional Mario Bertero Cevasco)

Observations	Yes	No
The teacher uses		
Data Show	X	
Speakers	X	
Flashcards		
Students' books	X	
Dictionaries	X	
Pronunciation		
Choral repetition	X	
Individual repetition	X	
Oral Correction	X	
Extra Material		
Songs	X	
Videos	X	
Dialogues	X	
Grammatical explanation		
Grammar rules	X 2º	
Grammar examples	X 1º	
Translation		
Vocabulary	X	
Workshops		
Individual work	X	
Pair work	X	
Group work	X	
Language Use		
Uses English during all the class, instructions, explanations, exercises, clarifications, etc.		X
Uses English almost all the class, makes very few clarifications in Spanish.		X
Uses English and Spanish simultaneously (translating).	X	
Uses English to give explanations and to check. Provides instructions and clarifications in Spanish.		X
Uses English just when reading something from a text, the rest of the class is in Spanish.	X	

Observation Chart

The following observation chart is designed to obtain information about the methodologies used by teachers of our practice centers. The use of this information will be specifically used as evidence for our seminar.

Skill to be developed: Speaking and writing skills.

Class: 10th grade A

Teacher: Teacher 3 (Colegio Pedro de Valdivia).

Observations	Yes	No
The teacher uses		●
Data Show		●
Speakers		●
Flashcards		●
Students' books	●	
Dictionaries		●
Pronunciation		
Choral repetition		●
Individual repetition		●
Oral Correction	●	
Extra Material		
Songs		●
Videos		●
Dialogues		●
Grammatical explanation		
Grammar rules	● 2º	
Grammar examples	● 1º	
Translation		●
Vocabulary	●	
Workshops		
Individual work	●	
Pair work	●	
Group work		●
Language Use		
Uses English during all the class, instructions, explanations, exercises, clarifications, etc.		●
Uses English almost all the class, makes very few clarifications in Spanish.	●	
Uses English and Spanish simultaneously (translating).		●
Uses English to give explanations and to check. Provides instructions and clarifications in Spanish.		●
Uses English just when reading something from a text, the rest of the class is in Spanish.		●

Observation Chart

The following observation chart is designed to obtain information about the methodologies used by teachers of our practice centers. The use of this information will be specifically used as evidence for our seminar.

Skill to be developed: Reading Skill

Class: 10th grade A

Teacher: Teacher 4 (Colegio Polivalente el Alborada).

Observations	Yes	No
The teacher uses		
Data Show		●
Speakers		●
Flashcards		●
Students' books	●	
Dictionaries	●	
Pronounciation		
Choral repetition		●
Individual repetition	●	
Oral Correction		●
Extra Material		
Songs		●
Videos		●
Dialogues		●
Grammatical explanation		
Grammar rules	●	
Grammar examples	●	
Translation	●	
Vocabulary	●	
Workshops		
Individual work	●	
Pair work	●	
Group work		●
Language Use		
Uses English during all the class, instructions, explanations, exercises, clarifications, etc.		●
Uses English almost all the class, makes very few clarifications in Spanish.		●
Uses English and Spanish simultaneously (translating).	●	
Uses English to give explanations and to check. Provides instructions and clarifications in Spanish.		●
Uses English just when reading something from a text, the rest of the class is in Spanish.		●

Observation Chart

The following observation chart is designed to obtain information about the methodologies used by teachers of our practice centers. The use of this information will be specifically used as evidence for our seminar.

Skill to be developed: Writing skill.

Class: Tenth grade A

Teacher: Teacher 5 (Instituto Cumbres de Cóndores)

Observations	Yes	No
The teacher uses		
Data Show		•
Speakers		•
Flashcards		•
Students' books	•	
Dictionaries	•	
Pronunciation		
Choral repetition	•	
Individual repetition	•	
Oral Correction	•	
Extra Material		
Songs		•
Videos		•
Dialogues	•	
Grammatical explanation		
Grammar rules	•	
Grammar examples	•	
Translation	•	
Vocabulary	•	
Workshops		
Individual work		•
Pair work	•	
Group work		•
Language Use		
Uses English during all the class, instructions, explanations, exercises, clarifications, etc.		•
Uses English almost all the class, makes very few clarifications in Spanish.		•
Uses English and Spanish simultaneously (translating).	•	
Uses English to give explanations and to check. Provides instructions and clarifications in Spanish.		•
Uses English just when reading something from a text, the rest of the class is in Spanish.		•

Appendix 3

The tests

English
Department

Name: _____

Date: _____ Class: 2°mB

Points:

Mark:

I) INSTRUCTIONS: Read the article. Then complete the sentences with the correct information from the article. (5 points)

A Book No One Can Read

One of the great mysteries of the publishing world is a book that no one can read. Often called 'the world's most mysterious manuscript,' the Voynich manuscript was written over 600 years ago. No one is really sure who wrote it or why. Based on letters and notes that were found with the volume, it appears that the book has been owned by several different people over hundreds of years. At first, some thought it might actually be a modern book which was made to look old. But recent scientific experiments confirm that the paper and ink date to somewhere between 1450 and 1500 AD. The Voynich Manuscript got its current name from a London-based bookseller, Wilfrid Voynich, who bought the book in 1912 while traveling in Europe.

Here's what we do know about the book. It is about 24 cm (10 inches) long and 16 cm (6 inches) wide. It has 104 pages and there are pictures on almost every page. There is only one copy and it is completely handwritten. The handwriting is very regular, with clearly formed letters and words. The reason that no one can read the book is that it is written in an unknown language. It has been studied by many experts. Some of them think it is written in code, a secret language that only people who know the code can understand.

On the surface, the material in the book looks amazingly familiar. It is written from left to right, just like English. It appears that there are about 25 different 'glyphs,' which are similar to letters in an alphabet. Combinations of several glyphs are separated by a wider space and appear to be words. There are clear paragraph divisions, and bullets (●) in front of some sentences. One big difference from known languages is that there is no punctuation anywhere in the book.

The many pictures in the Voynich manuscript indicate that the book contains mostly scientific writings. Some pages feature a large drawing of a single plant with several short paragraphs of text next to it. Although some of the drawings look like real plants, most of them seem to be inventions of the person who wrote the book. Other pages show arrangements of the sun, moon, and stars with comments next to them. There is also a section which seems to deal with human biology, and one that seems to contain recipes. This book truly is 'the world's most mysterious manuscript.'

1. Voynich found the book in the year _____.

2. The Voynich manuscript has _____ pages.

3. In paragraph 2, sentence 8 (*Some of them...*), the word that means *secret language* is
    _____.

4. Paragraph 3, sentence 3 (*It appears...*) says that a *glyph* is similar to an English
    _____.

5. The material in the Voynich manuscript uses about _____ glyphs.

II) INSTRUCTIONS: Complete the sentences with the correct words from the box. (5 points)

temples	treasures	statues	slaves	diseases

6. People who are forced to work for no pay are _____.

7. Buildings that people build for their gods are often called _____.

8. Sculptures that look like people or animals are called _____.

9. Things that make people sick are _____.

10. Objects that can be sold for a lot of money are called _____.

III) INSTRUCTIONS: Choose the word in parentheses that makes each sentence <u>less</u> sure or <u>less</u> definite. (5 points)

11. I think the earrings _____ (must be / might be) in her pocket.

12. They _____ (could have / must have) come from Mexico.

13. The earrings_____ (might not / must not) have cost a lot of money.

14. She _____ (must be / could be) worried about losing them.

15. She _____ (couldn't have / could have) lost them yesterday.

IV) INSTRUCTIONS: Complete the sentences with the correct words from the box. (5 points)

normal	sorry	late	rude	polite

16. When you say *please* and *thank you,* you are being _____.

17. If you arrive after the party has started, you are _____ to the party.

115

18. If everyone does something the same way, it is considered _____ to do it that way.

19. If you are talking too loud on your cell phone, you are probably being _____.

20. If you wish you hadn't done something, you feel _____.

V) INSTRUCTIONS: Complete each sentence with the correct words in parentheses. (5 points)

21. People often _____ (hug / shake) hands the first time they meet.

22. In most places, students are expected to arrive at class _____ (in / on) time.

23. In Korea, people take _____ (off / out) their shoes in their homes.

24. In some places, people _____ (gift / greet) each other by hugging.

25. In Japan, it is _____ (sorry / customary) for people to bow to each other.

VI) INSTRUCTIONS: Match each sentence starter with the correct ending. (5 points)

    a. ceremony.
    b. gold.
    c. religion.
    d. population.
    e. silver.

26. The total number of people living in a place is its ____

27. A belief in a god or several gods can be part of a ____

28. Singing and dancing can be part of a religious ____

29. A precious yellow metal is called ____

30. A precious white-gray metal is called ____

VII) INSTRUCTIONS: Put the sentences in order to make a conversation. (6 points)

    a.   I didn't know that.
    b.   Well, in this country, it's customary to bring something.
    c.   Me too! Did you bring a gift for the host?
    d.   No problem. You could stop at the store and buy some flowers.
    e.   I can't wait to get to the party!
    f.   No, I didn't. Was I supposed to?

31.   Sentence 1   _____
        Sentence 2   _____
        Sentence 3   _____
        Sentence 4   _____
        Sentence 5   _____
        Sentence 6   _____

VIII) INSTRUCTIONS: Use the words to write sentences about customs. (6 points)

32.   . / normal / hands / It's / shake / to

33.   . / late / not / be / polite / It's / to

34.   . / hug / supposed / not / to / You're

35.   . / to / It's / apologize / you're / important / wrong / when

36.   . / bow / supposed / You're / to

37.   . / kiss / OK / cheek / to / the / on / It's

IX) INSTRUCTIONS: Match each sentence with the correct response. (4 points)

    a.   It's customary to open it later.
    b.   They usually shake hands.
    c.   They should apologize.
    d.   It's considered rude to do that.

38.   What are people supposed to do when they are late for class?

39.   What should the hosts do with a gift from a guest?

40.   Do you know what people do in Germany when they meet someone for the first time?

41.   Why do I rarely see people eating food while walking down the street in Japan?

X) INSTRUCTIONS: Read the pairs of sentences. In which sentence is the speaker *more* sure or *more* definite? Answer *A* or *B*. (5 points)

42. **A** These might be ancient treasures.
     B These must be ancient treasures.

43. **A** This might not have been a religious place.
     B This could not have been a religious place.

44. **A** This couldn't be gold.
     B This might not be gold.

45. **A** Farming must have been an important part of that civilization.
     B Farming could have been an important part of that civilization.

46. **A** This could be an ancient statue.
     B This can't be an ancient statue.

XI) INSTRUCTIONS: Read the article. Then answer *T* for *true* or *F* for *false*. (5 points)

Amish Cultural Traditions

Most immigrant groups that arrive in the United States gradually start to blend in, to think and act more like most of American society. However, the Old Order Amish, a religious group, have remained separate from mainstream American life. Arriving from Germany and France about 300 years ago, they have maintained their original beliefs and live a life that is quite different from that other Americans. Today the largest groups of Amish live in Ohio, Pennsylvania, and Indiana.

The Amish believe strongly in the importance of remaining separate from the rest of the world. They also believe in the value of keeping things simple. This is shown by many aspects of Amish life, such as dress, language, education, work, and a host of other cultural traditions.

It is easy to spot an Amish community by looking at the people's clothes. They are made in plain, dark colors, including gray, blue, brown, and black. The women's dresses have no decoration on them. The men's shirts have no collars or cuffs, and they never wear neckties or gloves. Another thing that makes the Amish stand out immediately is that they avoid speaking English. Instead, most speak a language called Pennsylvania Dutch, a type of German from their home country.

Another thing that defines the Amish is their attitude toward education and work. The children attend private Amish schools where education ends at the eighth grade. Most of the men make their living as farmers or carpenters, and married women work at home. The Amish also avoid modern conveniences like electricity, cell phones, television, and cars. (Rows of identical, black open-topped buggies pulled by horses are a common sight in Amish country.) They believe that modern conveniences might cause jealousy and might also cause people to stop paying attention to the key things in life, such as their relationship with God and the importance of family connections.

Dating in Amish culture begins at about age 16. Boys and girls get together to sing religious songs on Sunday nights. The boys sit on one side of a long table and the girls on the other. At the end of the night, a boy may invite a girl to ride with him in his buggy, back to her parents' house. Weddings take place on Tuesdays and Thursdays in late November, after the crops have been harvested. The bride and groom usually spend the next few weekends relaxing and visiting the friends and relatives who attended the wedding.

47.　　　The first Amish arrived in the U.S. in the early ____.
   a. 1700s
   b. 1800s
   c. 1900s

48.　　　In paragraph 1, sentence 1 (*Most immigrant groups...*), the meaning of the phrase *blend in* is to become ____.
   a. Confused
   b. more important
   c. more like others

49.　　　In paragraph 3, sentence 6 (*Instead, most...*), the word *most* refers to ____.
   a. most Germans
   b. most of the Amish people
   c. most languages

50.　　　In paragraph 4, sentence 6 (*They believe...*), the meaning of the word *key* is ____.
   a. Important
   b. Unusual
   c. Unpleasant

51.　　　For the Amish, education ends ____.
   a. at marriage
   b. at the eighth grade
   c. at age 16

XII) LISTENING INSTRUCTIONS: Listen and answer the questions. Answer *T* for *true* or *F* for *false*. (12 points)

52.　　　It's considered polite for people shake hands at the boy's workplace.

53.　　　People are supposed to bow to the teachers at the girl's school.

54.　　　At the girl's school it's normal for people to wear T-shirts on Friday.

55.　　　It's important for the boy to arrive on time for class.

56.　　　It's customary to use teachers' first names at the boy's school.

57.　　　The girl is supposed to get to school early.

Teacher 2

L.C.G.B.M

Isla de Maipo

Subject: English

Teacher: Vilonka Osses Madrid

English Test 2° Medio

Name: _____**Mark:**_____

Date:_____**Score**:_____pts. /24 pts.

Item	Expected learning	Indicators of Evaluation	Score
I Language focus Used to / didn't use to	Discriminate between used to / didn't use to	Complete sentences Put words in order Make sentences	08 pts. 06 pts. 10 pts.

A.   **Complete the sentences using** *used to / didn't use to*   (08 pts.)

1.- Camila_____like milk, but she does now.	**2.-** Alexis Sanchez _____play for Chilean football team.
3.- My family and I _____have a computer, but we do now	**4.-** They _____ work together.
5.- That pub _____be here.	**6.-** Daniela _____like him, but now they're married
7.- You _____ go to school when you were a baby	8.- There_____be a post office here.

B. Put the word in order   (06 pts.)

1.- _____ cinema here. to be There used a	2.- _____ long Isidora have to used hair.
3.- _____ eat of a lot I to food. fast used	4.- _____ day. used Peter to 20 smoke cigarettes.
5.- _____ to be expensive. It used very	6. - _____ used in to They live France.

C.- Make an affirmative sentence, negative sentence or question using 'used to + infinitive':   (10 pts.)

1) I / live in a flat when I was a child.

_____

2) We / go to the beach every summer?

_____

3) Maria / love eating chocolate, but now she hates it

._____

4) Luis / not / smoke

._____

5) I / play tennis when I was at school

_____

6) Javiera / be able to speak French, but she has forgotten it all
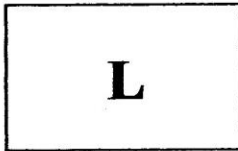
_____

7) Sabrina / play golf every weekend?

_____

8) Matías and Pablo both / have short hair .

_____

9) Vannesa / study Portuguese

_____

10) I / not / hate school

_____

Great job!!! ☺

SCORE	MARK
TOTAL SCORE 52	

COLEGIO PEDRO DE VALDIVIA PEÑALOLÉN
CICLO ENSEÑANZA MEDIA
ENGLISH DEPARTMENT

Test Unit 2   Tenth Grade

Teacher: Maryse García C.

NAME _____ **CLASS**_____ **DATE**_____

Teacher: Maryse García C.

Contents: Past Tenses, Past Perfect Simple and Continuous, Past and Present Habits,

Gerunds and Infinitives, Vocabulary and Phrasal Verbs conneted with work.

I.   Choose the correct alternative to complete the sentences. (6)

1   I've *sent/been sending* ten emails this morning and I still need to send three more.

2   Petra's *studied/been studying* at university for one year and she has two more years to finish.

3   I've *opened/been opening* a window because it's getting really hot in here.

4   I *was getting/got* off the train when I dropped my suitcase.

5   When we *were arriving/arrived* at the station, I got a taxi home.

6   We *were cycling/cycled* to the river and had a picnic on the grass.

II.   Phrasal verbs. Correct the mistakes. (6)

1.   To apply for that university, we need to get in the application form.
2.   My husband left his job last month. Now he wants to turn down an enterprise with a partner.
3.   John set Kathy up because she doesn't know to type fast.
4.   I will take it up. That office needs a new boss.
5.   They need to fill on their last proyect before starting a new one.
6.   He would like to go ahead and have a new bussiness next year.

III. **Complete with Would, Used to or Past simple to talk about Past Habits and the verb given. (6)**

1. You .... (not/smoke) at university.
2. We............................. (visit) Switzerland four times during the 1970′s.
3. Richard ....(phone) yesterday and invited me out for dinner.
4. When Dominique was young he .... (eat) any green vegetables.
5. Whenever I had a problem with my maths homework, Sam .... (help) me.
6. After standing on the bathroom scales, I ....(decide) that I needed to lose some weight.

IV. **Correct the mistakes. Past Habits. (6)**
1. I would enjoy studying Latin when I was at school.
2. Orwell would spent winters in Spain and summers in England.
3. We would live in a bungalow on the south coast, and then we moved to a flat in London.
4. You use to teach at Halston University, didn′t you?
5. On Saturdays and Sundays the ferry used to take tourists across to the island.
6. The committee would meet four times last week, but still no decision has been reached.

V. **Present Habits. Complete the sentences using will, present continuous or present simple and a verb from the list. (5)**

prepare	come	always waist	constantly help	fix

1. Every day Dan _____ home from work and turn on the TV.
2. They _____their time.
3. She lives in a poor city but she_____ her neighbours.
4. Kim _____delicious biscuits and cakes every Sunday.
5. Your dad _____his car for hours.

VI. **Complete the second sentence so that it means the same as the first. Use the word in bold. Use between two and five words. (5)**

1.- It started raining for hours ago and it hasn′t stopped yet. **(been)**
    It .... for hours.

2.- Ben and Mark started working at six. They didn′t finish until 1.00 am. **(for)**
    They .... many hours.

3.- I met Rob ten years ago. **(known)**
    I .... ten years.

4.- Tara and Ralph had danced tango since 2003. **(for)**
    Tara and Ralph .... more than ten years.

5.-I watched that movie when I was ten, fifteen and twenty years old. (Not)
  I .... that movie more than five times times.

VII. **Complete using Past Perfect Simple or Continuous. Use the verbs in parenthesis. (5)**

1. He _____ finally _____ (work) his way up from trainee to a management position, and he celebrated his promotion with a big party.
2. She took a bottle from the bag she_____ (carry) all the way from home.
3. Michael _____ (smoke) all his cigarettes and had to borrow some for Kate.
4. We _____ (apply) for visas early, but still hadn´t got them by the week before the holiday.
5. When the plane was diverted, shortly after take-off, it _____ (fly) from London to Frankfurt for five and a half hours.

VIII. **Complete using the correct form of the verb in parenthesis. (5)**

1. If you stop _____ (drink) you will live longer.
2. Would you like _____ (go) out for a drink tomorrow night?
3. I forgot _____ (phone) Dan for his birthday.
4. I'll never forget _____ (see) my wife for the first time. She looked beautiful.
5. I remember _____ (kiss) my girlfriend.

IX. **The government has just announced that it is cutting the money it gives to the Influenza Research Centre. Complete this text about it with an appropriate form of the verb given. Use the <u>Present Perfect Simple, Present Perfect Continuous or Past Simple</u>. Sometimes more than one tense could be correct. (8)**

Dr Petra Adams, the Director of the Centre, talks to a reporter:

' It's remarkable to think that since 1950 influenza .... (claim) more than 50,000 lives in this country, and in 1957 alone around 6,000 people ....(die). But over the last twenty years we at the Centre ....(make) considerable progress on understanding the illness. We .... (produce) over a hundred books and articles reporting the results of our research and in 1995 they .... (award) the Nobel Prize for medicine to one of my colleagues. In our more recent work we ....(look) into the effects of influenza on heart desease and we .... (also explore) a possible link between climate change and the recent increase in the number of cases of influenza. It is a tragedy that the government .... (make) this decision now'.

Teacher 4

	Colegio Polivalente El Alborada Av. Gabriela Poniente 03755 Puente Alto Fono 25728875 Correo e-mail: alboradapalto@tie.cl Mr. Felipe Pizarro Cortez – English Teacher		
TEST	**SOLEMNE TEST I** **FOREIGN LANGUAGE ENGLISH**		
NAME:		**GRADE: 2nd**	
		DATE:	
Instructions ✓ Debes marcar la tarjeta de respuestas con tu RUT adecuadamente escrito y cada círculo completamente relleno. ✓ Lee atentamente cada texto y pregunta. ✓ Subraya los datos de los textos que te parezcan relevantes.	**TOTAL POINTS** **39 POINTS**	**TEST POINTS**	**MARK**
	OBJECTIVES • **READING COMPREHENSION 1: COMPRENSIÓN DE TEXTO EN INGLÉS DE ACUERDO AL NIVEL.** • **READING COMPREHENSION 2: ANÁLISIS DEL TEXTO.** • **GRAMMAR: APLICACIÓN DE CONTENIDOS GRAMATICALES; USED TO, DIDN'T USE TO AND PAST CONTINUOUS.** • **VOCABULARY: CONOCIMIENTO DEL VOCABULARIO DE LA UNIDAD.** **WRITING SECTION: SÍNTESIS DE CONOCIMIENTOS ADQUIRIDOS EN LA UNIDAD.**		

I. READING COMPREHENSION 1: Read carefully and choose the correct answer (8

A drive in the motor car (Extract)
By Roald Dahl

One amazing morning, our whole family got ready to go for our first drive in the first motor-car we had ever owned. The driver was my 21-year-old sister. She had received two full half-hour lessons in driving, and in that enlightened year of 1925, this was considered sufficient. Nobody had to take a driving-test. As we all climbed into the car, our excitement was so intense we could hardly bear it. Up front, there were three bodies in all: the driver behind the wheel, my brother (aged eighteen) and one of my sisters (aged twelve). In the back seat, there were four more of us: my mother (aged forty), two small sisters (aged eight and five), and myself (aged nine). We were all trembling with fear and joy as the driver let out the clutch and the great long black automobile leaned forward and moved.

"Are you sure you know how to do it?" we shouted.

"Do you know where the brakes are?"

"Be quiet!" snapped the ancient sister. "I've got to concentrate!"

Fortunately, there were very few vehicles on the roads in those days. Occasionally, you met a small truck or a delivery-van and now and again a private car, but the danger of colliding with anything else was fairly remote. Soon we were entering a countryside of green fields with not a soul in sight. The driver was clutching the steering-wheel and we all watched the speedometer needle moving up to twenty, then twenty-five, then thirty. We were probably doing about thirty-five miles an hour when we came suddenly to a sharp bend in the road. My sister shouted "Help!" and slammed on the brakes and swung the wheel wildly round.

The wheels locked and we went crashing into the hedge.

Adapted from: Dahl, R. (1984). Boy – Tales of Childhood. New York: Penguin Young
Readers (p. 99).ight. The driver was clutching the steering-wheel and we all watched

points)

1. Who was the driver of the first motor-car?

a) The driver was the writer's 22 years old brother

b) The driver was the writer's 22 year old sister.

c) The driver was the writer's 21 year old sister.

d) The driver was the writer's 22 year old nephew.

2. How many lessons received the driver?

a) The driver received one full half-hour lessons in driver.

b) The driver received two full half-hour lessons in driver.

c) The driver received three full half-hour lessons in driver.

d) The driver received four full half-hour lessons in driver.

3. How many bodies were in up front of the motor-car?

a) There was one body.

b) There were two bodies.

c) There were three bodies.

d) There were four bodies.

4. Up front, there were…

 a) The driver behind the wheel, my little brother and my sister.

b) Te driver behind the wheel, my brother and one of my sisters.

c) The driver behind the wheel, my nephew and one of my sisters.

d) My mother, two small sisters and myself.

5. How many bodies were in the back seat?

a) There was one body.

b) There were two bodies.

c) There were three bodies.

d) There were four bodies.

6. In the back seat, there were…

a) My father, two small sisters and myself

b) My mother, two small brothers and myself.

c) My father, two small brothers and myself.

d) My mother, two small sisters and myself.

7. How old was the story's narrator?

The narrator was…

a) eight years old.

b) nine years old.

c) ten years old.

d) eleven years old.

8. The family's first motor-car was…

a) Black.

b) White.

c) Red.

d) Brown.

 II.READING COMPREHENSION II: Analyze carefully the question and choose the correct answer (8 POINTS).

9. Which of the following is true?

a) Nobody had to take a driving test in 1925.

b) Everybody had to take a driving test in 1925.

c) Women had to take a driving test in 1925.

d) Men had to take a driving test in 1925.

10. Which of the following is NOT true?

a) The driver was the sister.

b) The driver was a woman.

c) The driver was the writer.

d) The driver was 21 years old.

11. Why did the author describe that morning as 'amazing'?

Because….

a) The whole family got ready to go for the first drive in the first motor-car.

b) The whole family got ready to go out with the first multiple-bike.

c) The whole family got ready to receive two full half-hour lessons in driving.

d) The whole family got ready to take a driving-test.

12. In what year did this story take place?

a) This history took place in one thousand nine hundred twenty-three.

b) This history took place in one thousand nine hundred twenty-four.

c) This history took place in one thousand nine hundred twenty-five.

d) This history took place in one thousand nine hundred twenty-six.

13. Why was it unusual for a driver to crash his/her car in those days?

Because…

a) There were great and comfortable vehicles on the roads in those days.

b) There were very few vehicles on the roads in those days.

c) There were lot vehicles on the roads in those days.

d) There were great drivers in the vehicle on the roads in those days.

14. How many people were in the first motor-car?

There were…

a) Five people.

b) Six people.

c) Seven people

d) Eight people.

15. How old was the driver?

The driver was…

a) Twenty

b) Twenty-one

c) Twenty-two.

d) Twenty-three.

16. What happen at the end of the story?

a) The driver went crashing into the hedge.

b) The driver went crashing into the wall.

c) The driver couldn't use the brakes.

d) The driver forgot use the brakes.

III.GRAMMAR: Select the correct alternative (8POINTS)

PAST CONTINUOUS

17. What _____you_____ when I phoned yesterday? (do)

a) Were/doing.

b) Was/doing.

c) Were/do.

d) Was/do.

18. When I_____ John in town yesterday. (meet)

a) Were meeting.

b) Was meeting.

c) Met.

d) Am meeting.

19. I _____ TV at 10 o'clock yesterday. (not watch)

a) Wasn't watching.

b) Not Watching.

c) Weren't watching

d) Didn't watch.

20. We use the past continuous tense to express a…

a) Specific action that happened in the middle of the long action.

b) Specific verb that happened in the end of the long action.

c) Continuous action that happened in the past.

d) Continuous verb that happened in the middle of the long action.

21. Julie_____ (sleep) at three o'clock.

a) Were sleeping.

b) Was sleeping.

c) Slept.

d) Is sleeping.

22. When I phoned my friends, they_____ (play) monopoly.

a) Were playing.

b) Was playing.

c) Are playing.

d) Played.

23. Yesterday at six I _____(prepare) dinner.

a) Were preparing

b) Was preparing

c) Am preparing

d) Prepared

24. What _____ you _____(do) yesterday?

a) Was/doing.

b) Are/ doing.

c) Did/do.

d) Were/doing.

IV. VOCABULARY: Select the right meaning (5 POINTS)

25. Brake.

a) Frenillos.

b) Freno.

c) Conductor.

d) Motor.

26. Clutch.

a) Embrague.

b) Manubrio.

c) Acelerador.

d) Volante.

27. Enlightened.

a) Destacado.

b) Iluminado.

c) Importante.

d) Subrayar.

28. Crash.

a) Averiado.

b) Obstrucción.

c) Choque.

d) Congestión.

29. Countryside.

a) Región.

b) País.

c) Ciudad.

d) Campo.

V. WRITING SECTION: Write your personal opinion about the following topics. (Use Spanish if is necessary)

30. What do you think happened after the crash? (5 POINTS).

_____
_____
_____
_____
_____

31. What would happen in a similar accident these times? (5 POINTS).

_____
_____
_____
_____
_____

Knowledge: Knowledge about the topic.	2 point
English: All in English.	1 points
Vocabulary: 3 words about the topic at least.	1 points
Length: 4 lines at least.	1 point

Teacher 5

English Test

Name:	Grade:
Date:	Score:

Objetives:
- ✓ **READING COMPREHENSION 1: COMPRENSIÓN DE TEXTO EN INGLÉS DE ACUERDO AL NIVEL.**
- ✓ **RELATIVE PRON. UBICAR EN FORMA CORRECTA DENTRO DE UNA ORACION A LOS PRONOMBRES RELATIVOS**
- ✓ **READING COMPREHENSION 2: COMPRENSIÓN LECTORA DE TEXTO EN INGLÉS**
- ✓ **WRITING SECTION: ESCRIBIR ORACIONES AFIRMATIVAS DE WILL Y GOING TO**

I. **READING COMPREHENSION 1: Read carefully and choose the correct answer (7 POINTS)**

CHEROKEE

The Cherokee were a dominant tribe that lived in parts of modern-day Tennessee, Georgia, the Carolinas, Alabama and Kentucky. Men and women had specific gender roles: Men were in charge of war, hunting, and diplomatic relations, while females were in charge of the home, property, and family. Sometimes, Cherokee women participated in war too. The Cherokee were divided into seven large clans: Long Hair, Paint, Bird, Wolf, Wild Potato, Deer, and Blue. Babies would be born into their mother's clan. Villages were comprised of individuals from different clans. A man and a woman from the same clan could not marry.

The Cherokee had many sacred ceremonies including those for their crops, births, deaths, war, moon phases, and other events. The most important Cherokee ceremony was the Green Corn Ceremony, which took place when the last corn crop ripened. The ceremony usually lasted four days and honored, Selu, the Cherokee Corn Mother. At the beginning of the ceremony, all of the members of a village would wash themselves in a source of moving water. Then, sacred dances representing the harvest would be performed for several hours within the sacred circle, a large pit that also included a fire lit with a sacred branch that was struck by

lightning. The ceremony would end with various other dances and rituals including one in which the entire village danced around the sacred fire.

1. **Which of the following was not a Cherokee family clan?**
A. Wolf
B. Coyote
C. Wild Potato
D. Paint

2. **Babies were born into their _____ clan**
A. brother's
B. their own clan
C. mother's
D. father's

3. **Which of the following is NOT true?**

A. Women never participated in war.
B. Women were in charge of property
C. Men were in charge of hunting
D. Men were in charge of diplomatic relations.

4. **The _____ _____ was a witch-like character that robbed the living of their lives by eating their hearts.**

A. White Settler
B. Cherokee Corn Mother
C. Little People
D. Raven Mocker

5. **Which of the following is NOT true?**

A. The Cherokee practiced a type of sport that evolved into modern-day lacrosse.
B. The Booger dance took place in the Spring.
C. The Little People were thought to teach about living in harmony with nature.
D. Booger Masks were made of hornets nest or wood.

6. **Which of the following is true?**

A. A man and woman from the same clan could not marry.
B. A man and woman from different clans could not marry
C. A man and woman from the same clan were expected to marry.
D. A Cherokee man could marry any Cherokee women from any clan.

7. Which of the following words best describes the Cherokee?

A. Spiritual
B. Elusive
C. Mysterious
D. Evil

II. Choose one of the following relative pronouns who, which or whose from the dropdown menu.(3 POINTS)

8. I talked to the girl_____ car had broken down in front of the shop

a. Who
b. Which
c. Whose

9. Mr Richards_____ is a taxi driver, lives on the corner.
a. Who
b. Which
c. Whose

10. We often visit our aunt in Norwich_____ is in East Anglia.
a. Who
b. Which
c. Whose

III. READING COMPREHENSION 1: Read carefully and choose the correct answer (10 POINTS)

George Washington

George Washington was born on February 22, 1732 in Westmoreland County, Virginia, although he grew up near Fredericksburg. In his childhood and adolescence, he studied math and surveying. When he was 16, he went to live with his brother Lawrence in Mount Vernon.

George was scarred with Smallpox before the age of 20, but inherited his brother's land (including Mt. Vernon) when he died in 1752.

Washington's military career began in 1753, when he was sent into Ohio country. In 1754, he battled the French and was forced to surrender Fort Necessity (near present-day Pittsburgh, Pennsylvania). He continued as an officer in Ohio country, and served under

the British general Edward Braddock when their army was ambushed by the French in 1755. Once again, Washington tasted defeat after their surrender of Fort Duquesne to French forces. Washington helped take Fort Duquesne back in 1758.

Washington was married to Martha Custis in 1759. Washington managed the family and estate until he took command of the Virginia troops just before the American Revolution. He was made commander of the Continental Army on June 15, 1775.

Washington proved himself an excellent leader, and won several decisive battles during the Revolution. As an advocate of a federal government, Washington became chairman of the Constitutional Convention and helped in getting the Constitution ratified. In 1789, he was inaugurated as America's first president.

Washington was re-elected in 1792, but refused a third term. On December 14, 1799,seventeen days before the new century, Washington died of acute laryngitis.

11. When was George Washington born?
       A. After February 24th
       B. Before February 20th
       C. After February 26th
       D. Before February 23rd

12. George Washington couldn't be scarred with smallpox at which age?
       A. 16
       B. 17
       C. 19
       D. 21

13. In which of the following years was George Washington successful in battle?
       A. 1750
       B. 1753
       C. 1758
       D. 1755

14. George Washington married Martha in _____.
       A. 1759
       B. 1850
       C. 1758

D. 1766

15. What happened first?
    A. George Washington inherited his brother's land.
    B. Washington's military career began.
    C. Washington was married.
    D. He went to live with Lawrence.

16. What does advocate mean?
    A. opponent
    B. supporter
    C. creator
    D. player

17. Which of the following was George Washington not involved in?
    A. Surrender of Fort Duquense
    B. Constitutional Convention
    C. Revolutionary War
    D. Boston Tea Party

18. Washington became chairman of what?
    A. Constitutional Convention
    B. American Revolution
    C. Virginia
    D. French forces

19. What happened last?
    A. Washington was inaugurated as 1st president.
    B. Washington refused a third term.
    C. 1794
    D. The new century.

20. Which of the following is not true?
    A. Washington was an excellent leader.
    B. Washington won several decisive battles during the American Revolution.
    C. Washington died after the new century.

D. Washington died before the new century.

IV. Writing section: Write affirmative sentences of "going to".

    a. Write **affirmative** sentences of "going to" f (5 POINTS)

21_____

22_____

23_____

24_____

25_____

    V. 26 According to the first text, what do you know about the most famous tribes or South American cultures that live in our continent before European arrived. Explain in five lines.(5 POINTS)

_____
_____
_____
_____
_____
_____

Vocabulary: Correct use of vocabulary in context	1 point
Grammar: Correct use of grammar in the tenses of the text	2 points
Knowledge: Knowledge about the topic	2 points