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SEMINARIO DE TÍTULO

**TEAM AND INDIVIDUAL WORK: a research on the contribution of these two techniques in reading comprehension activities performed in two schools in Santiago.**

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## **Introduction**

We think that Chile has been widely recognized by its diversified growth. This developing process has had a significant impact on the educational field and its policy objectives, especially when it comes to the teaching of the language of international communication, that is to say, English.

In 2011, the outcome of the national assessment, Simce Inglés 2010, showed that 82% out of 186.000 students who took the test in their third year of High School Education, could neither understand nor read any English.

As a response, the Education Minister stressed the importance of increasing the number of teaching hours of English Language hours in Primary Education (Lavín, J., 2011). From that moment onwards, it was made mandatory for elementary level students to have three hours of English lessons every week.

Enhancing the English language proficiency is considered a key developmental aim of the educational system, and in order to be achieved, it is fundamental that the English teachers become agents of change, whose work is of good quality and ensures effective learning.

Since our country is still quite far from addressing a bilingual education, English teachers have the challenge of immersing their students in a context that does

not really exist. It has become essential to create proper and accurate opportunities to make students interact with the foreign language as much as possible.

Through our personal experiences, we have been exposed to several teaching techniques, approaches, and strategies. Nevertheless, the one which drew our attention was team work. As George Brown and Madeleine Atkins claim:

*“Team Work has been promoted as the best technique to be performed in the educational field, especially in English as a Foreign Language lessons”*. George Brown and Madeleine Atkins, 1991 – Effective teaching in higher Education

As trainee teachers we have acknowledged that teachers must assume the important role of connecting students with the rest of the world. Moreover, we believe that in our case, since English has become the most important means of communication around the globe, English teachers should create a wide bridge to connect our language “Spanish” with the one we think is the most important, that is to say, “English”.

Out of our experience as future teachers, we think we should not only focus on teaching the language, but also on the methodology and techniques we use.

According to a study published in EF EPI “Education First- English Proficiency Index”, Chile can be found in 44<sup>th</sup> place in a ranking of the use of English. This places Chileans in the section in which their level of English only allows the delivery of basic information regarding themselves and to describe, in the most basic terms, simple concepts in the foreign language. March 2011, [www.ef.co.uk/epi/](http://www.ef.co.uk/epi/)

This does not come as a surprise, if we consider that according to the curriculum written by the Ministry of Education, state schools in Chile should provide only 3 compulsory hours of English classes every week for students in 5th grade and above. Furthermore, the teaching of the language to those students from pre-kinder to 4<sup>th</sup> grade is merely optional, despite the knowledge that it is during this period that foreign language comes most naturally and is most efficient.

Some of the many difficulties that are present in the teaching of foreign languages in our country are the geographical isolation of Chile in regards to English speaking countries, the scarce opportunities in which we can practice and the inevitable embarrassment that we feel during the rare few occasions that we are able to do it. The result of the above is a very low level of English, and a necessity to invest both time and money in order to make an improvement.

Consequently, we as teachers have the obligation of teaching the maximum knowledge to our students in this very little time per week. However, this alone is not enough, as we also need to identify how students learn better and how we could make them feel more comfortable while learning a foreign language, with special attention to the feeling of “embarrassment” in front of the class or being bullied by their classmates. In this way, we are recognizing the importance of classroom techniques in order to maximize the success and efficiency of our teaching.

Hence, the objective of this research is to investigate two types of techniques, teamwork and individual work, which according to our experience, are not being used to their highest potential. As a consequence, we will define team and individual work.

Our study is based on two different Schools. One of them “Liceo Salesiano Camilo Ortúzar Montt” and the other “El Patrocinio de San José” both Schools from Santiago.

We started our research the second week of October, first in the School “Liceo Salesiano Camilo Ortúzar Montt” and then in “El Patrocinio de San José”

The main objective of this research is to recognize the differences between individual and team work and how they both can contribute into a better methodology and technique while TEFL.



**Chapter 1**

**The Study**

In this chapter we will define and explain both the general and specific objectives of our study, as well of our hypotheses and the type of study. The group believes that clearly defining this information is necessary as it will help the reader comprehend and follow the aim of our investigation and the written summary which is our thesis.

### **1.1 General Objective**

To highlight and compare the differences between individual and team work, and to summarize the way in which both contribute to a better technique whilst teaching English as a foreign language.

### **1.2 Specific Objectives**

In addition to stating the main objective, we supported this general statement with various other specific objectives in order to give the study more depth and to give a complete overview. The aforementioned specific objectives are the following:

- To find both the advantages and the disadvantages of both individual and team work when faced with a specific task in two different educational environments.

- Come out with the balance of both types of work in both schools.

### **1.3 Hypotheses**

We must also declare our hypotheses which also form a key part of this project. They are the following:

#### **1.3.1 Working Hypothesis**

Students who work in groups have better results when facing a given task than those who work individually.

#### **1.3.2 Null Hypothesis**

Students who work in groups do not have better results when facing a given task than those who work individually.

#### **1.3.3 Alternative Hypotheses**

- Students get more distracted when working in groups which reduce their learning possibilities.

- Students tend to ask classmates for help when they cannot solve the required task by themselves.

#### **1.4 Type of Study**

Finally, the group members see it necessary to define the type of study which was used throughout.

The type of study of our research is a Mixed Methodology Research. It consists of stating both qualitative and quantitative hypotheses in hopes of having an open mind in regards to the manner of conducting the research. As proposed by Hernández Sampieri: “interpersonal relationships, depression, social organizations are phenomena that can be analyzed by the qualitative method as well as the quantitative method”. (Hernández Sampieri, R.; Fernández Collado, C.; Baptista Lucio, P.; 2010, p. 549). If achieved, we will not only have a broader spectrum of the problem itself, but also a better opportunity to develop new competences and skills to research it.

This is an embedded study which means that we are researching and taking samples in both qualitative and quantitative forms. However, one of the specific data will be placed above the other. In this case, qualitative data gathered will reinforce the qualitative data collected in classrooms in order to prove or disapprove our hypotheses.

## **Chapter 2**

### **Theoretical Framework**

## **2.1 Introduction**

In this chapter we will present the results we found in order to explain the direction and development of our investigation. We will also detail the appropriate literature which has formed the basis of our research as it is necessary to highlight the sources which provide the foundations of our work, the concepts and theories related to our research.

The first section of the chapter provides a description of the current national curriculum. The former is an essential point of reference when studying the learning process of a second language in Chilean students, as it takes into account the national educational program and the context in which they are immersed. We will also discuss the amount of time in which students are exposed to the target language, and will give our opinion on its effectiveness.

The second part of the review deals with the history of both team and individual work, since they have become the most commonly used techniques when delivering language and linguistic lessons, and since they are of particular interest to us and our study.

The last section of the chapter is focused on giving a full description of team and individual work: their definitions, functions, and justifications are given in order to understand their meanings.

## **2.2 National Curriculum.**

The role of the national curriculum is fundamental since it provides the tools that a teacher needs to plan his or her lesson (Mineduc, 2014). It not only gives proper arrangements regarding contents and time, but also a suggestion about the methodology we could use. In theory, these guidelines seem to be ideal, providing they are relevant for the particular class. However, time and class behaviour in addition to other sources are not taken into consideration in order to create an appropriate class environment (Mineduc, 2014).

### **2.2.1 Methodology**

Under this sub heading we discuss the methodology used and proposed by Mineduc. As we review the students' book and the teacher's book "Teens Club 1°ro Medio" provided by Mineduc, we detect many alternatives to what we are researching: individual and teamwork. As a matter of fact, it suggests that "*grouping is one technique that is used to reduce negative effect of this situation (large classes).*"

*When the class is divided into smaller units, many learning activities can be undertaken* (Alvarado, L. 2014, P.10).

Mineduc, throughout this book, also emphasizes teamwork proposing that this technique may encourage students to share experiences and may also help teachers to accommodate learner differences by varying student roles (Alvarado, L. 2014).

Simultaneously, “Educar Chile” a Chilean educational website owned by the Ministry of Education of Chile, exposes several techniques that may help the performance of teachers if they are not too acquainted with the national curriculum proposed by Mineduc.

It is important to consider both suggestions made by Mineduc and Educar Chile but we cannot forget that theory is not all we have to take into consideration while teaching a class. Furthermore, Educar Chile says that while working in groups each student should debate and accept every single opinion (Educar Chile, 2014). In our experience as trainee teachers, we are aware that it is common for some of the youngsters to play and waste their time during the lesson. Nevertheless, we have observed that most of the students try to talk about a topic proposed by us while we teach.

Do not forget that what the National Curriculum proposes regarding



individual and teamwork is only a suggestion and may or may not be followed by teachers. However, as we take our own experience into consideration we think that most of the time, the methodology proposed by Mineduc has to be adapted to fit the specific needs and the pace of the class.

### **2.2.2 English Class Hours provided by Mineduc**

In this subsection of the research, we will point out the requirements of Mineduc regarding English classes over the time of one year. As proposed by the Government of Sebastian Piñera during the period of 2010 -2014, 5<sup>th</sup> and 6<sup>th</sup> graders both have 2.8 hours of English classes per week (116 hours of English classes annually), while 7<sup>th</sup>, 8<sup>th</sup>, Tercero and Cuarto Medio graders have 3 hours per week. In contrast, students of Primero and Segundo Medio have 4 hours of English per week. However, from preschool to fourth grade there are no mandatory English classes. Mineduc proposes several extra curriculum classes which are not mandatory, so students may or may not decide to attend these “classes”.

When it comes to our opinion as trainee teachers, we consider that having no mandatory English classes between first and fourth grade is a mistake. According to the Critical Period Hypothesis formulated by Penfield and Roberts (1959) and most famously referenced by Lenneberg (1967), since the beginning of the acquisition of first language in a child, if they are in an environment where a second language is

spoken, this child is more likely to learn this second language properly. Even if they are not exposed during the whole day as they are with their first language, they will learn the new language. However, it is at the age of twelve years old when Language Acquisition becomes harder. That is to say, between the ages of 1 and 12, a child may learn a second language if the appropriate input is given to him (Krashen, 1994). If we take this theory and contrast it with the National Curriculum system, it is not until the fifth grade that children are given compulsory English classes.

According to the requirements of the National Curriculum and Mineduc, a series of tests known as Simce is used to evaluate the progress of students in the second, fourth, sixth, eighth and Segundo Medio grades. Currently, students are evaluated in four key areas: Language, Mathematics, History and Science. Since the area of English is excluded from the tests, Mineduc and the National Curriculum do not emphasize its importance and for this reason they do not see it as necessary to provide mandatory classes for the younger students. Furthermore, considering that English does not feature in these tests, we think that 3 or 4 hours (depending on the school) is an appropriate amount of exposure. Nevertheless, since 2012, an English test has been applied to all Segundo Medio graders, giving the subject more importance and more recognition.

In conclusion, we think that Mineduc and its plans and programs system is not making the most of the period of time which is most precious for children, in which

they may learn a second or a foreign language as if it were their own. The current system does not make the most of their ability to absorb knowledge at a young age. Moreover, taking into consideration that an English Simce (Sistema de Medición de la Calidad de la Educación) Education Quality Measurement System; the SIMCE is a battery of tests provided by the Chilean State to measure certain aspects of the school curricula. Currently, a State Agency, The Agency for Quality of Education, is in charge of administering the tests to students in 2nd, 4th, 6th, 8th grades (basic education) and 10th and 11th grades (2nd and 3rd in medium or secondary education) ([www.simce.cl](http://www.simce.cl)) examination is being proposed by Mineduc, we believe that English will begin to have more importance among subjects studied at school. We need to state that this National Curriculum is only strictly followed by Public Schools; partially subsidized and Private schools may introduce the National Curriculum into their own programs but also have some freedom to develop their own Curriculums.

### **2.3 Individual and Teamwork throughout time.**

Evidence of group work can be found throughout history, dating back to pre-historical times when groups of humans would work together in order to aid their survival. Although this is a very general example of group work, it demonstrates that it is a method used in all types of activities, and that it is not a new idea. In reference to teaching and learning, group work was also a popular method used to obtain and impart knowledge through social interactions. The most famous examples of this would be the case of Jesus and his disciples, or the Ancient Greek philosopher

Socrates, who would create discussions among small groups, as discussed by Dr. Ranee Kaur Banerjee in her paper “The Origins of Collaborative Learning” (2012).

The concept of group learning in a classroom was therefore an extension of this basic idea in which better results could be achieved when people worked together. In the early 1900’s, this concept was studied in depth by John Dewey (1938) and numerous other researchers, since it was a very popular technique used in most schools in the United States during this time. In the early 20<sup>th</sup> century May and Doob (1937) said that group work was more likely to produce positive results, as individual work would often cause competitiveness. In reference to our thesis, this theory, despite being true, does not explain why teamwork is an effective method to aid learning. Rather, it explains one of the social and behavioural consequences results of team work.

Likewise, other philosophers such as Kurt Lewin and Morton Deutsch (1976) stated that the skills achieved from practicing group learning would help the students to develop social skills which would benefit them in the democratic society (Johnson, D. W. & Johnson, F., 2009). That is to say, it would teach them to work alongside work colleagues and other members of their society. Similarly, this theory does not have a pedagogical basis and focuses more on the social development of the students.

Researchers of this topic have suggested that the concept of group work lost popularity during the 20<sup>th</sup> century. However in the 1970's, educators began to promote it again as they recognized the work of John Dewey, and agreed with his theory that group learning was effective in preparing students for their future occupations. That is to say those teachers recognized their dual role: to educate their students according to the curriculum so that they could learn the appropriate information and content, and to educate their students according to social norms, so that they could become good citizens.

In her book "Cooperative Learning for Academic and Social Gains: valued pedagogy, problematic practice" written in 2010, Yael Sharan said that the work of these men influenced teaching methods, causing team work in classrooms to come back into popularity in the 1970's.

This coincided with a pedagogical theory in the teaching of foreign language, which said that students had to become active learners, engaging in the learning process, rather than being passive receivers of information. In an article written by the British Council teaching program, they explained that group work became very popular in the teaching of English during the 1970's, after studies revealed that teachers were talking too much (80% of the class time involved the teacher talking at the group as opposed to the students contributing to the activity) and that the students did not have the appropriate amount of practice. As a result of these studies, Teacher

Talking Time (TTT) was minimized and the students were encouraged to perform in their target language. Therefore, group work appeared to be a perfect solution, as it gave everybody the chance to practice their oral skills, whilst the teacher could monitor and offer help when needed. Furthermore, it gave even the shyest students the opportunity to practice and get actively involved in the learning process. Examples of group work in the learning of a foreign language can involve role plays, group presentations and debates.

James Coleman, a famous sociologist, studied North-American high schools during the time in which team work was not popular (1930-1970) and he concluded that individual work brought many negative aspects to the classroom. In his paper written in 1959, he explained that “interpersonal competition” in schools created social pressure which did not encourage students to excel and could sometimes impede their learning. He said that in contrast, this type of competition was very effective in sport, as it encouraged them to push their limits; therefore, the solution that Coleman offered was to change the norms in schools by introducing intellectual games, problems, group and individual science projects, debate teams, group discussion tournaments, drama contests, music contests, science fairs, math tournaments, speaking contests; that is to say, he recognised that within a classroom, students would produce better results if they worked together, as they would not face factors such as shyness, or laziness. Rather, working in a group would encourage participation.

In 1991 studies of cooperative learning began to focus on the teaching of languages. In their book called “Cooperative learning in the secondary school: Maximising language acquisition, academic achievement, and social development”, Holt, Chips and Wallace explained that to achieve good results, the students needed “the maximum amount of time possible for comprehending and using the English language in a low-risk environment in order to approach the language proficiency of their peers”(1992:6). This means that when working in groups, the students who have a lower ability are able to interact with and learn from their classmates who have higher proficiency. This is an opportunity that they would not have if they were working individually.

## **2.4 Teamwork**

The Cambridge Dictionary defines Teamwork as: “cooperation between those who are working together on a task”.

One of the multiple expressions of the human behaviour is the construction of groups. This is not a spontaneous process, according to Huertas and Montero, it emerges in virtue of the human necessities and it is based in an objective or common goal. (Huertas, J & Montero, I., 2002)

For the sake of the present study the researchers defined teamwork as the process of working collaboratively with a group of people in order to achieve a goal. From our point of view, it means that students will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.

Modelling is one of the oldest learning mechanisms in the history of psychology (Huertas J.; Montero, I., 2002). It is defined as a learning process, which occurs during the interaction with others in a specific task. Students learn by observing the others' behaviour. We tend to copy those that are near us, rather than those who are in a distant position. Therefore, peers have a significant role in the learning process, since every individual member of the group will display their personal strengths and weaknesses. The idea of team work therefore is that they bring together their abilities and knowledge to get results that they would not have been able to get alone.

The researchers believe that an opportunity to recreate inadequate behaviour could occur depending on the context in which the students emerged. To illustrate this, cheating could be imitated as a prolific way to solve a specific task. Therefore, we rely on the teacher's supervision is a key factor to lead the student's modelling process.



When working together, the different goals, perceptions, and beliefs of the group members could generate a conflict. It is not necessarily negative; the way conflict is handled would determine a positive or negative outcome. As Tjosvold (1997, p.23) states, "*Conflict is necessary for true involvement, empowerment, and democracy. Positive conflict develops our individuality so we feel more fulfilled and capable.*" This means that if it is dealt with effectively, the conflict could serve as motivation for the students to overcome the difficulties.

The group members think that conflict can serve as a stimulus for a group's development by bringing disagreements in to the constructive dialogue, which could help a group to clarify its goals.

As far as the researchers are concerned, it is essential to create opportunities where students have the chance to think and talk together, to discuss ideas, question, analyse and solve problems with mediation of the teacher.

Not all groups are cooperative, working in groups does not guarantee cooperative learning group (Johnson D. W & Johnson, F., 2009). That is to say, there may be occasions when only some members of the group perform all of the work. It cannot be said that all of the members are actually learning to the same extent.

In cooperative learning, the students' goals may be structured to promote interaction. Within cooperative situations, students find results that are constructive to themselves and to all other group members. Cooperative learning is the use of small groups so that students work together to augment their own and group members' learning. That requires the input and participation of each individual. As a result, all of the group members learn from each other.

Despite that several authors have worked team work theories, the group would like to focus on the theory developed by Vygotski, zone of proximal development, which leads us to the following point.

#### **2.4.1 The zone of proximal development.**

According to Vygotsky (1987) the zone of proximal development is the current or actual level of development of the learner and the next level attainable through the use of mediating semiotic and environmental tools and capable adult or peer facilitation. That is to say, a child can achieve a goal if given the benefit of support during the task. It is the ability to solve problems "under adult guidance or in collaboration with more capable peers." (Vygotsky, 1978, p.86) Furthermore, as said by Tjosvold, teamwork involves features that are inserted in our social development. As discovered by Vygotsky, only working in groups will help students to develop superior mental functions such as voluntary attention, logic memory, verbal and

conceptual thinking, complex emotions, etc.

Based on these concepts, not only what Vygotsky stated is necessary to define teamwork but also we are taking into consideration what Montero and Huertas proposed (2002); we may be able to say that teamwork is an interaction with peers to perform a specific task. Furthermore, this task is in need of true involvement, empowerment and democracy within the teamwork members in order to think, discuss, question and analyse ideas with the purpose of creating a positive collaborative/cooperative learning process.

## **2.5 Individual Work**

Based on our own experience as students and as future English teachers, we define Individual Work as a learning strategy in which a task is developed individually and personal and autonomous work is used in order to achieve a goal or objective.

Individual work is often used in order to assess students. It also comes to be a technique to be aware of the students' cognitive level. If a pupil has difficulties when learning a new content, he/she can be helped to overcome their difficulties and reach the level of his/her classmates.

Although there is a clear widespread acknowledgment of individual work in the educational field, it is worth consulting the literature behind it.

Preferring to work individually rather than doing so with a group, is considered a learning strategy. Depending on the personal characteristics/personality, character, culture, etc., a learner will possess a certain cognitive style. *“Cognitive styles have been defined as characteristic cognitive and physiological behaviours that “serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (Keefe 1979; cited in Willing 1988, p.40).* Cognitive styles can hence be thought of as predispositions to particular ways of approaching learning and are intimately related to personality types. *“Differences in people’s cognitive styles reflect the different ways people respond to learning situations. For example, people who like to work independently, while others prefer working in a group...” (Richards, J. & Lockhart, C., 2005, p.59).* The authors outline four different types of learners depending on their own cognitive styles. Information of this kind can help indicate whether students learn more easily working individually or in groups. While it is not necessary to put learners into boxes labelled according to styles, it is useful to identify which working strategy they favour and what the results when working on reading comprehension activities are.

*“Learning strategies are the specific procedures learners use with individual learning tasks. When confronted with a classroom learning task, such as reading a*

*chapter of a book or preparing a summary of a passage, the learner can choose several different ways of completing the task. Each of these choices or strategies offers particular advantages or disadvantages, and the use of an appropriate learning strategy can enhance success with the learning task. An important aspect of teaching is to promote learners' awareness and control of effective learning strategies and discourage the use of ineffective ones.*" (Richards, J. & Lockhart, C., 2005, p.63). Students, who choose to work individually as a learning strategy, are more self-directed when facing a specific task. It is important to be able to recognize these learners' characteristics in order to know the proper moments when an individual task would be assigned.

## **2.6 How the brain Works**

In order to understand how the brain functions when working on its own, it comes to be necessary to describe its process: the brain is a complex network of neurons. There are around 100 billion neurons connected to one another in the brain and they follow a network law – the value of a neuron is exponentially more valuable as the overall neural network grows. But when the brain becomes highly active, it reverts to a power law where a spike in activity is followed by a lull. Informally called neuronal avalanches, these spikes have been linked to knowledge transfer and storage, communication, and computational power — in short, intelligence. The same is true when it comes to people. Our intelligence is incredibly complex and as a

result, a great individual can by far exceed the value of many others minds. (Stibel, J., 2009). This is why our brains work very well individually, but sometimes it tends to break down when working in groups. We think that when an activity can be performed sufficiently by one person, doing the activity as a group should be avoided.

We believe that taking theories and previous researches into consideration may improve our own study. However, we also need to clarify that every single study is different from one another. This is the reason of the development of the following chapter.

## **2.7 Motivation**

In this subchapter, the definition of the term “Motivation” will be introduced by using our previous knowledge and consulting different authors. Consequently, the intrinsic and extrinsic motivation will be discussed in order to come up with definitions of the researchers.

David Myers defines motivation as “a need or desire that serves to energize behaviour and to direct it towards a goal.” (1996: 297). And Frank Hawkins describes it as “what drives or induces a person to behave in a particular fashion” (1993: 132-133). The researches came up with the following definition: Motivation is the engine that allows human beings to fulfil any required task.

Intrinsic motivation is the self-desire to seek out new things and new challenges to analyze one's capacity to observe and to gain knowledge (Ryan, M; p. 68-70, 2000). The group has experienced that Intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being, 68-78.

As said by Ryan “Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside of the individual. In extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push with persistence. Usually extrinsic motivation is used to attain outcomes that a person wouldn't get from intrinsic motivation.” (Ryan, M; p. 68, 2000). The group's experience says that extrinsic motivation occurs when we are motivated to perform behaviour or engage in an activity in order to earn a reward or avoid a punishment.

**Chapter 3**

**Methodological Framework**



### **3.1 Criteria for the selection of institutions.**

The two schools were selected from a choice of five institutions. These were the five institutions in which each member of our group is doing their teaching practicum. To ensure that the students from the two school were compatible, and that there were not striking differences between the two samples, we chose two Salesian Schools, one being “Liceo Salesiano Camilo Ortúzar Montt” and the other “El Patrocinio de San José”, both of which are partially-funded, all boys schools. By choosing these two we avoided introducing two additional variables, which would have been the big gap in the level of English between the state and private schools, and gender differences. Therefore it is easier and more reliable to make comparisons between these two schools, as the students have many factors in common.

By choosing these two Salesian Schools, we found that they were perfectly compatible in terms of comparisons between the two and therefore achieving better results. Furthermore, it is not only the fact that the students are all male, but also that the schools share a similar ideology, which is the objective to educate and evangelize. An additional educational objective of these schools is promoting the personal development of their students, opting to particularly support those students who come from economically deprived backgrounds or who have been abandoned by society.

### **3.2 Criteria for the selection of classes**

Students of Segundo Medio were the target level for the research, because of terms of maturity. Students of Primero Medio are just coming out from primary level, and the psychological changes this may produce did not make them the most proper level to work with. The same happens with learners of Tercero Medio, because their curriculum offers only 3 hours of English classes per week and we needed more time of English classes in order to make a good research. And finally, Cuarto Medio graders are more concerned about the subjects included in PSU test.

#### **3.2.1 Liceo Salesiano Camilo Ortúzar Montt**

##### **Class: Segundo Medio, B section**

Forty five students are part of this class, two of them have done the same level twice and other four students have a special evaluation regarding their learning needs. In addition, two students are learning English in Language Institutes. The students are in between fourteen and sixteen years old. The lessons of English are given by a Chilean teacher with a Degree in Education and English.

As there are 45 students in the classroom, diversity is a remarkable characteristic of this group. They are very concerned about their marks, but they are

not independent learners. Although, having various learning resources, such as internet and English text books, they do not solve their problems using those tools. Moreover, the English lesson is the only opportunity to interact with the foreign language. What is important to remark is the motivation to do different activities using English activities such as: acting, singing, solving puzzles and drawing.

### **3.2.2 El Patrocinio de San José.**

#### **Class: Segundo Medio, B section**

There are thirty three students in the class and none of them is doing the same level twice. Two students need special assessment. Furthermore, only two pupils are taking English classes in English Institutes. The English teacher is Chilean and has Degree in Education.

The majority of the schoolboys have a similar economic situation, and this affects their general behaviour and creates a democratic and tolerant climate in the classroom. Learning resources such as internet, English dictionaries, and textbooks are available for all of the students, and they do not hesitate when they need information using those resources in order to learn independently. In general terms, the students seem very concerned about their marks, and openly express that even though they do get good grades at English, they spend more time studying for the

subjects more related to the Prueba Selección Universitaria.

The students actively participate during the English classes, and their favourite activities involve drawing, and creating signs. Speaking and reading are the abilities they say they want to improve though. When it comes to assess in one of these two kinds of task, they barely manage to do it well. Pupils are aware of this situation, and they also appear to be interested in working with speaking and reading activities in order to improve themselves. Mainly, the students give the feeling they have fun when learning English and its culture.

### **3.3 Reading Comprehension activities**

Upon revising the findings of the most recent SIMCE Ingles 2012, our attention was drawn to a fall in the results of reading comprehension average.

<b>SIMCE of English</b>	<b>Average score 2010</b>
<b>Listening Comprehension</b>	<b>49</b>
<b>Reading Comprehension</b>	<b>51</b>
<b>TOTAL*</b>	<b>99</b>

Chart N°01 SIMCE's Results 2010

<b>SIMCE of English</b>	<b>Average score 2012</b>
<b>Listening Comprehension</b>	<b>49</b>
<b>Reading Comprehension</b>	<b>48</b>
<b>TOTAL*</b>	<b>99</b>

Chart N°02 SIMCE's Results 2012

\*Total score obtained by Chilean students in Simce of English test (Simce, 2013).

The group was eager to investigate these unexpected results in order to draw out some conclusions about reading comprehension activities and how they are developed when working with two specific learning strategies: team work or individual work.

Through the years we have been studying English as a second language, it has given us a grasp of the issues that motivate this research into reading skills. Moreover, we find it interesting to link this ability to a learning strategy that we think has been popularized over the last few years, that is to say, team work.

*“Reading requires us to draw information from a text and to form and interpret that information. However, this definition does not really tell us about what happens when we read and how we comprehend a text... Reading comprehension is*

*remarkably complex, involving many processing skills that are coordinated in very efficient combinations. Because we also read for different purposes, there many ways to read a text, further complicating any definition. The ability to read is a remarkable type of expertise that most human develop; it is not generally well understood, nor is its development widely recognized for the significant cognitive achievement that it is.*" (Grabe, W. & Stoller, F., 2013: XVI). Reading comprehension demands not only a cognitive attainment, but it involves lots of other issues that directly affect the way the content from a text is understood. We strongly believe that one of those issues is related to the way students may work when performing a reading task at school. A learning strategy such as team work can both aid and harm the performance of students when understanding a reading task at school.

### **3.4 The selection of instruments.**

We decided to work with exams which had already been validated as to avoid having to create a tool which may have presented problems upon this evaluation. By doing so, we chose to rely on a tool which was recognized and valued for its quality.

Therefore, we have decided to simplify our selection of evaluation methods, by using only two pre-established international exams: KET and PET. The first, which is called the Key English Test (KET), is offered to students in a beginners level, which demonstrates that the person can use English to communicate in basic

situations. The purpose of this exam is to indicate that the way in which the student has started the language learning process is beneficial to them.

The second, which is known as the Preliminary English Test (PET), is administered by Cambridge ESOL examination, and is offered to students in an intermediate level. It demonstrates that the person is capable of using their linguistical skills in order to work, study and travel.

These two exams are both certified by the Common European Framework of Reference for Languages, a grading system which includes a series of descriptions of abilities which can be applied to the learning of any language.

It is important to highlight that for the purpose of our thesis, despite studying the results of these exams which test all areas of language learning, we will only refer to activities of Reading Comprehension.

The group was eager to investigate these unexpected results in order to draw out some conclusions about reading comprehension activities and how they are developed when working out two specific learning strategies: team work or individual work.

Chilean students have experienced a similar test applied in the schools since 2010. This test is called “SIMCE” of English, and according to our investigation, it has the same structure as the international tests mentioned before. This is the reason why students in Chile are used to this kind of tests so they are not a new concept for them.

The group think that in terms of evaluation, this method is the best way to obtain the best results for our investigation.

### **3.5 Item Selection**

In this sub chapter our main objective is to describe the discrimination parameters that we used to select the items which would appear on the pre test and final test.

As a group, we started thinking of different instruments to assess reading comprehension. The group began revising Ket, Pet and Toeic tests in order to get a first notion of the requirements of an evaluation of this nature. By reading online tests and reviewing books regarding standardized tests, we noted many recurring ideas such as pairing exercises, signs identification, fill-in-the-gaps exercises, and inferring information out of a text. As a matter of fact, the group carefully analysed Simce sample tests obtained from Instituto Chileno Británico de Cultura (2012) and



decided to elaborate our own assessment containing a similar structure. However, the group needed to adapt the test since it was created for students of Tercero Medio, and as stated, we had previously decided to work exclusively with Segundo Medio graders. Based on the model of the English Simce test taken in 2012 but taking into consideration the minimum level of content contemplated for this age group by Mineduc (Mineduc, 2011) and in addition thinking about what students will face next year, we created two tests: one pre test and final test, and two practise tests. Both the pre and final tests contained the four items previously mentioned. In the practise tests those four items were separated into two practise tests, each containing two items.

### **3.6 Checking Contents**

In this part of the chapter we will explain that the content of the activities performed in the following High Schools: "El Patrocinio de San José" and "Liceo Salesiano Camilo Ortúzar Montt", was appropriate for the level of education that the students possessed and that it corresponds with the required minimum level of English as established by the Ministry of Education.

Among the content which is expected to be taught to students of secondary school level, we found that students were able to understand texts of various lengths and of an informative, descriptive and narrative nature. These include: reports, fables, catalogues, advertisements, news articles, interviews, tourist brochures, short articles,

stories of greater length, along with grammatical structures such as: the present and past tense, the present perfect tense, and the past continuous tense; the use of for, since, ever, never, just, used to, want to, need to and have got; verbs to express needs, desire, habits or routines and wishes; the use of connectors such as, although and besides; and reported speech.

With the contents already viewed by students of the two schools "Liceo Salesiano Camilo Ortúzar Montt" and "El Patrocinio de San José", we decided to prepare a couple of tests, which were focused on the field of reading comprehension, using the content mentioned above as a base for exercises in which we selected a level that suits the knowledge and understanding of the target group.

### **3.7 Evaluation instruments and dates**

Several reading and comprehension exercises were gathered and after that, an evaluative instrument was created. We distributed them as it follows:

- 1 - Pre test
- 2 - Practice Workshop number one
- 3 - Practice Workshop number two
- 4 - Final Test

First of all, a pre test was set with the purposes of showing the diversity in reading comprehension exercises and testing students' reading and comprehension abilities. Moreover, we wanted to know and compare the results of the students of each school. The researchers believe that rather than analyzing and gathering information from the students, it is also important to use these opportunities to build new vocabulary words and practice several reading and comprehension strategies. Lastly, a final test was set which would give us the information to be compared to the pre test.

Those instruments were given gradually during October. The following charts show the dates of both schools.

**Liceo Salesiano Camilo Ortuzar Montt.**

October	
Tuesday, 7 <sup>th</sup>	Pre Test
Tuesday, 14 <sup>th</sup>	Workshop Practice 1
Tuesday, 21 <sup>st</sup>	Workshop Practice 2
Monday, 27 <sup>th</sup>	Final Test

Chart N°03 Date of the Test “Liceo Salesiano Camilo Ortuzar Montt”

### **El Patrocinio de San José.**

As the chart shows, pre test, practice workshop number one, and final test, could be taken properly, but due to some difficulties in time at the school, practice workshop number two, could not be given.

October	
Tuesday, 14 <sup>th</sup>	Pre Test
Tuesday, 28 <sup>th</sup>	Workshop Practice 1
Thursday, 30 <sup>th</sup>	Final Test

Chart N°04 Date of the Test “El Patrocinio San Jose”

Before the results of the pre-test were collected and compared, the researchers organized the group or individual activities as the following:

- a) The class which obtained the best results would work the reading comprehension activities individually.
  
- b) The class which obtained the lowest results would work the reading comprehension activities in groups.

We decided that those who outstood in the task demonstrate that they are capable of working alone and those who struggled with the task need help from their classmates to compensate their lack of understanding, enabling them to complete the required task.

The results were the following:

<b>Schools</b>	<b>Pre-test results average</b>
Liceo Salesiano Camilo Ortúzar Montt	5,5
El Patrocinio de San Jose	4,6

Chart N°05 Pre Test Results

Regardless those statements different decisions were taken due to a special event that occurred in the Liceo Salesiano Camilo Ortúzar Montt class. During the pre test, some students started working in groups when they could not solve some exercises. The person in charge decided to let them do the activities in groups, because it was a good opportunity to study their behaviour while working in groups. Moreover, new hypotheses appeared by this event. Those will be analyzed in the following chapter.

Besides the results of the Liceo Salesiano Camilo Ortúzar Montt, the reading comprehension practice activities were done.

### **3.8 Analyzing students' behaviour in both courses in group activities and individual activities.**

“Liceo Salesiano Camilo Ortúzar Montt -2 B- team work.”

#### ***Case 1***

While the students were doing the reading comprehension activities in groups, one of the students started to work alone. The researchers asked him the reason of his behaviour and the student said the following:

Student: “Profesor: Yo prefiero trabajar sólo, ya que de estar forma no me desconcentro mientras leo los textos.”

This student feels that working in groups might affect his performance during the activity, due to the fact that his classmates interfere with his work.

#### ***Case 2***

During the activity, six students started to work in groups; this event occurred after some problems that students presented when working individually with the

required task. It is important to highlight that the way the students started to work in groups immediately, as a natural way to work.

### *Case 3*

While working in the practice activities, the members of a group started to cheat on one of the students that was really interested in working with the activity. Consequently, the researchers noticed the behaviour and talked to the students.

Student: “Ya que no entiendo inglés y estoy trabajando en grupo. Se me hace más fácil copiar las alternativas que darme el tiempo... Total no entiendo nada...”

The members of the group that were working believe that some students take advantage over those who are really interested in the task. For this reason, it is important for the teachers to be in continuous observation of them.

### *Another student said the following:*

Student:” Nos hacen trabajar en grupo y ni sabemos cómo hacerlo”

We believe it is essential to use these instances to explain the students the different ways in which they can develop different kinds of activities and the improvement they can obtain learning as a team or working in groups

“El Patrocinio de San Jose -2 B- individual work”

*Case 1:*

While the students were working individually they tended to double check their answers with their classmates. The students created an opportunity to do feedback and discuss about the questions and texts.

The group believes that students tend to compare their results with the ones of their peers since it is the easiest manner to solve doubts that might exist, regardless of the individual task they are performing.

Only one case was provided because it summarises the way the students behave while taking the tests.

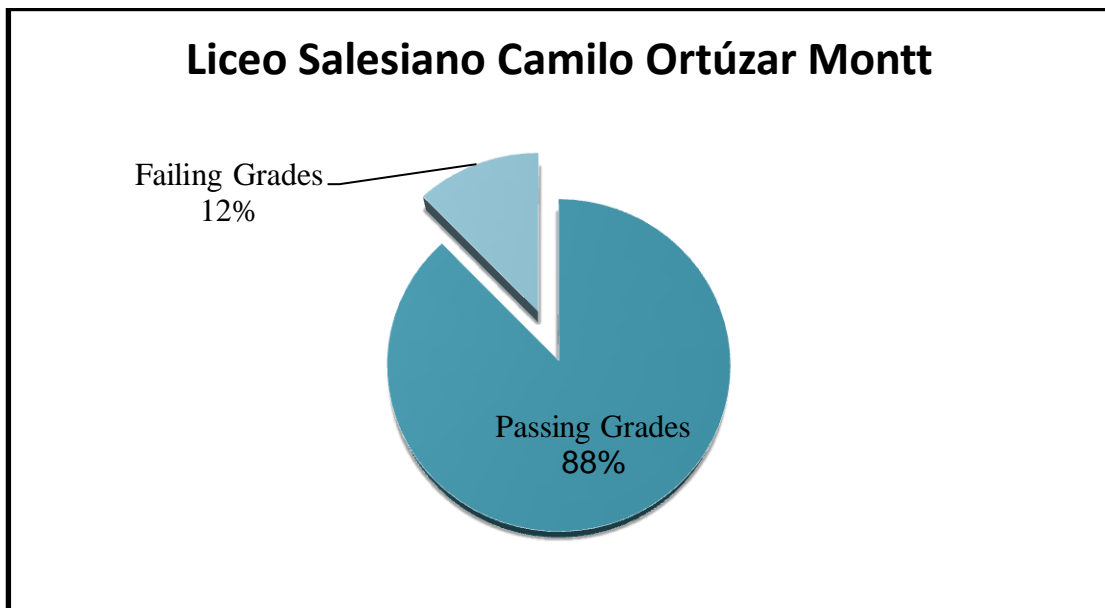


### 3.9 Data Collection

In this part of the chapter dealing with the methodological framework, we present the collection of data in high schools "El Patrocinio de San Jose" and the "Liceo Salesiano Camilo Ortúzar Montt" during the Pre-Test and Final Test.

#### 3.9.1 Pre-Test

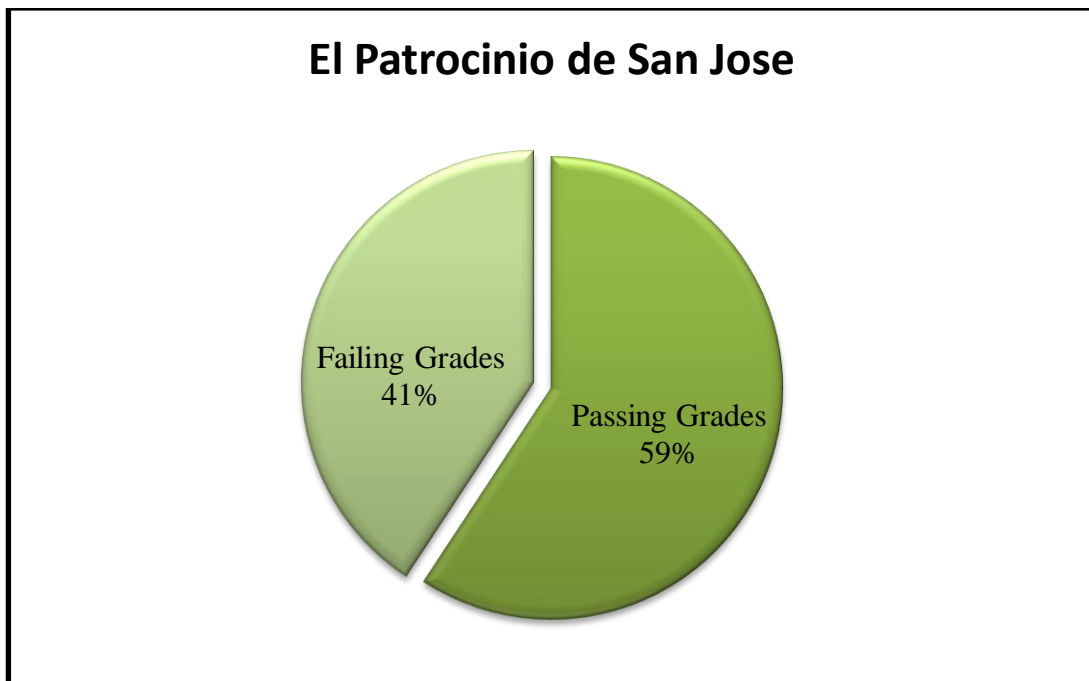
The first High School in which we perform the pre-test was the "Liceo Salesiano Camilo Ortúzar Montt" during the first week of October; in this High School we took the class segundo medio B which has a number of 45 Students, of which only 41 students sat for the Pre-test, resulting in the following graph.



Graph N°1 Pre Test: Failing and Passing Grades "Salesiano Camilo Ortuzar Montt"

Of the 41 tests performed at the segundo medio B 36 Students obtain passing grades (grade 4 above) which correspond to 88% of the trials and 5 failing grades (below grade 4) were obtained which are the 12% of the tests.

The second High School that we selected for the Pre-Test was the School "Patrocinio San Jose", in which we selected the segundo medio B, it has a number of 33 students, of which only 27 students sat for the pre-test, resulting in the Following graph:

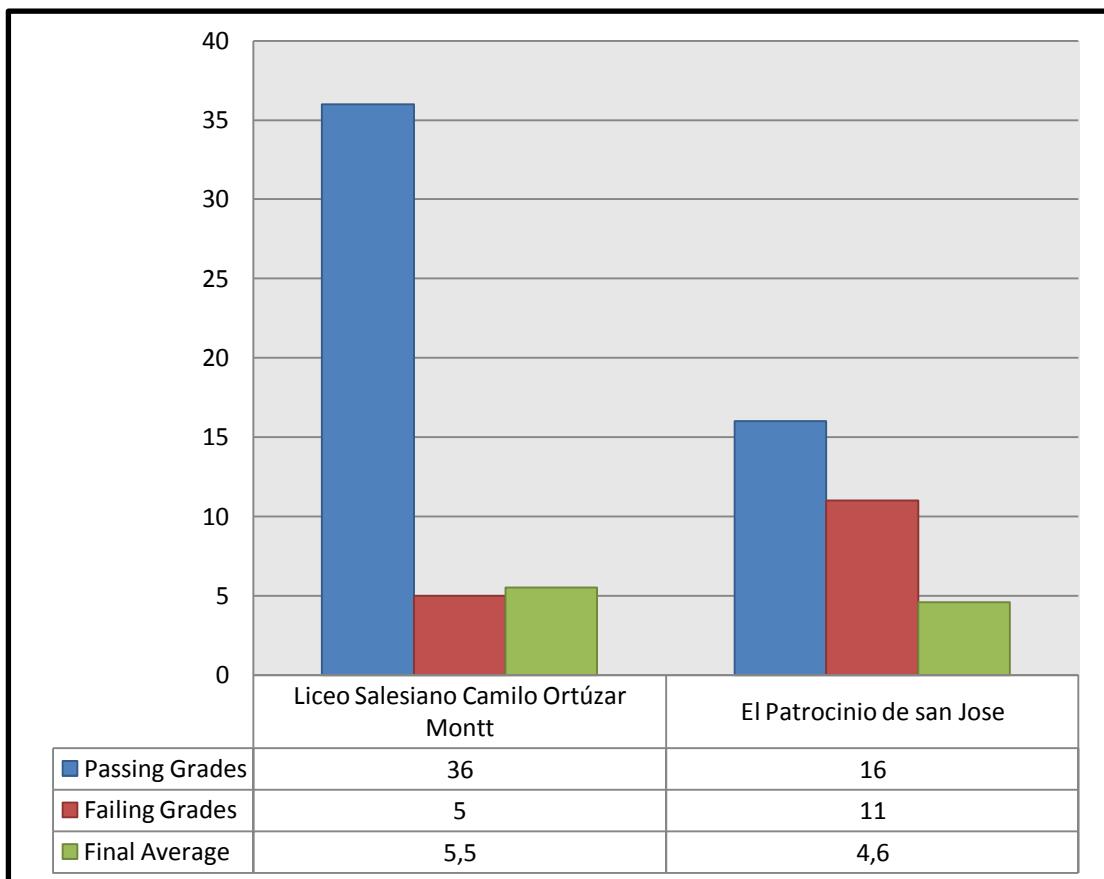


Graph N°2 Pre Test: Failing and Passing Grades “El Patrocinio de San José”

Of the 27 tests the students of the Segundo medio B, 16 Students obtained Passing Grades (grade 4 above) which correspond to 59% of the test and 11 Students

obtained Failing Grades (Below grade 4) the which correspond to 41% of the tests.

After both Tests were taken in the two High Schools we made a comparison to see which High School would work Individual and in what we are going to work in group.



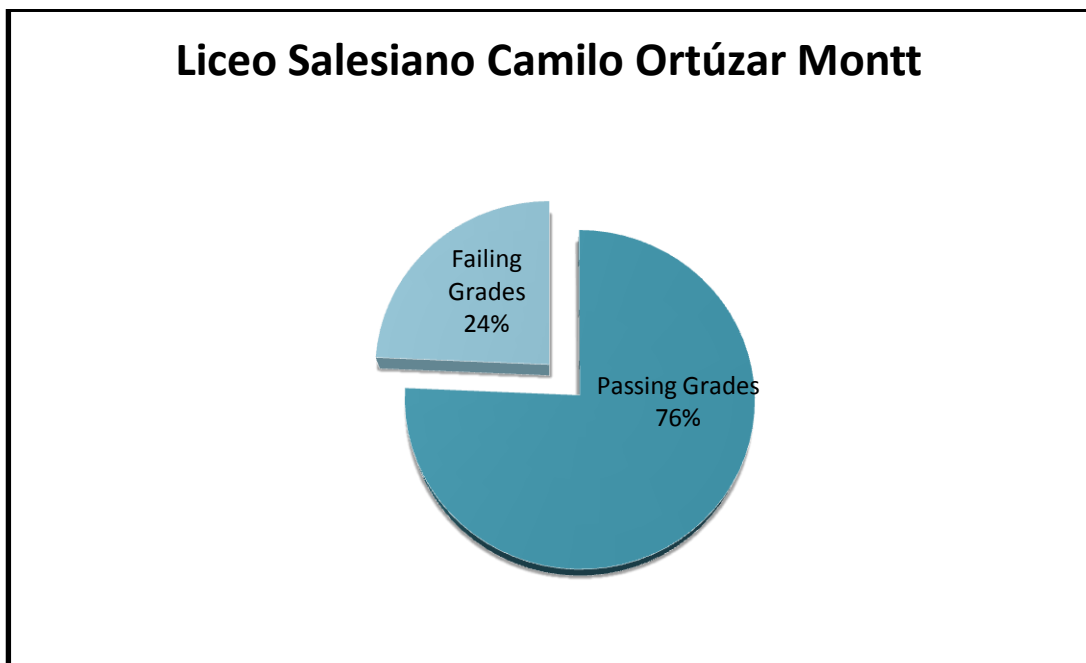
Graph N°3 Pre Test: Comparison between the two schools

According to the results, "Liceo Salesiano Camilo Ortuza Montt" got a better grade average in comparison to the "El Patrocinio de San Jose"

### 3.9.2 Final Test

To perform the final test we kept the two courses of different High Schools in which we conducted the pre-test in order to observe if the students had improved their grades when working in a group and individually.

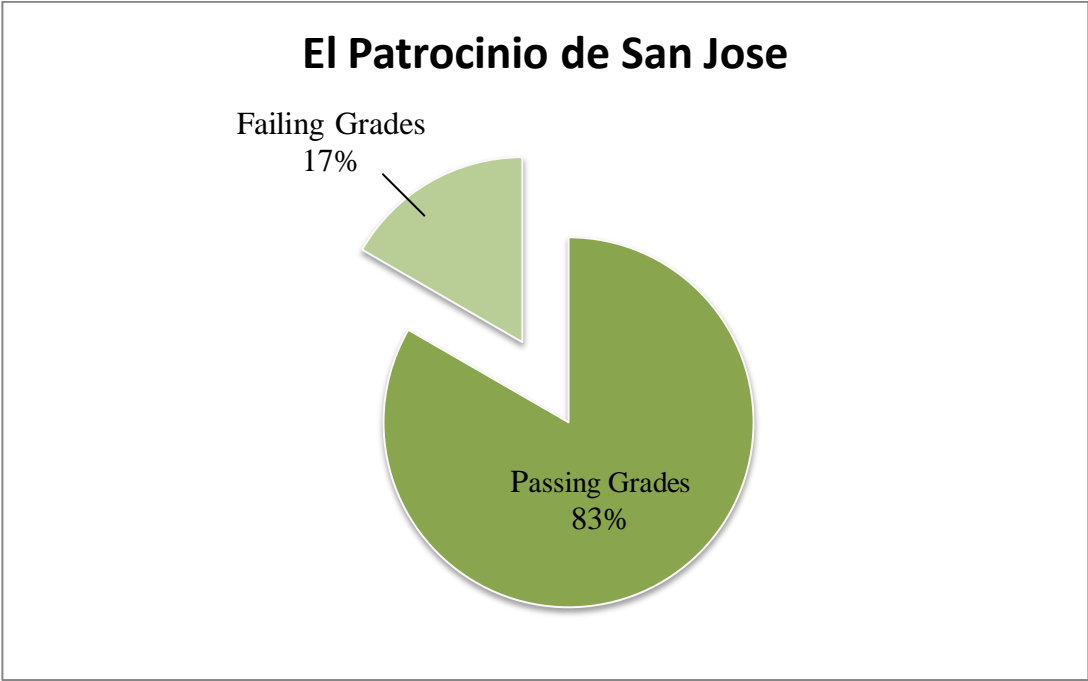
Just as happened in the Pre-Test in the "Liceo Salesiano Camilo Ortuzar Montt" was the first in which we made the Final Test, which they took 37 students from a total of 45 students, who threw the following result in the Final Test.



Graph N°4 Final Test: Failing and Passing Grades "Salesiano Camilo Ortuzar Montt"

Of the 37 tests performed at the Segundo medio B, 28 Students obtained Passing Grades (grade 4 above) which correspond to 76% of the trials and 9 Failing Grades (Below grade 4) were obtained which are the 24% of the tests.

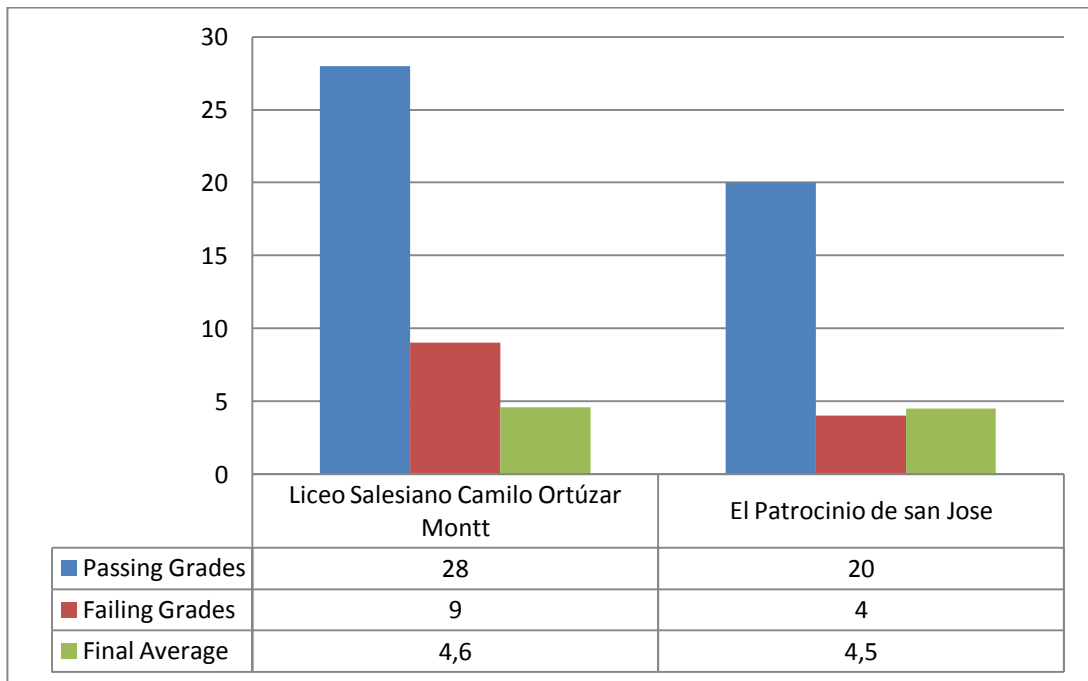
The second High School that we selected for the Final Test was the School "Patrocinio San Jose" in which we selected the Segundo medio B, it has a number of 33 students, of which only 24 students sat for the Final Test, resulting in the following graph.



Graph N°5 Final Test: Failing and Passing Grades “El Patrocinio de San José”

Of the 24 tests the students of the Segundo medio B, 20 Students obtained Passing Grades (grade 4 above) which correspond to 83% of the test and 4 students Failing Grades (Below grade 4) the which correspond to 17% of the tests.

After both Tests were taken in the two High Schools we did a comparison to see which High School improved their grades by working individually and as a group.



Graph N°6 Final Test: Comparison between the two schools

According to this graph, the High School “Liceo Salesiano Camilo Ortuzar Montt” has obtained a better result in the final test to work in groups during the previous classes to test.

**Chapter 4**

**Data Analysis**

## **4.1 Pre Test Analysis**

In this chapter, the group will refer to the results obtained throughout the tests taken. As it was explained in the previous chapter, students sat for a pre test and a final test. It is important to clarify that in between of these tests, practice workshops were also took in order to make students exercise with these type of activities and get more familiar with them. The sample population corresponds to only students of segundo medio from two different schools.

Secondly, we will display factors that might affect results on Liceo Camilo Ortúzar Montt”, and “El Patrocinio San Jose” “schools.

### **4.1.1 “Liceo Camilo Ortuzar Montt” Analysis**

On Tuesday 7th October, 41 (out of a total of 45) students from segundo medio B sat the first stage of a reading comprehension test. As confirmed by their teacher of English, the students had already worked with very similar material, which suggested that they should not have faced any difficulties. Regarding those students who were not present on the day of the exam, their absence could have greatly affected the results as they could have been either students who had a great grasp of the use of English, or equally students with very little knowledge of the language. Therefore this may have greatly changed the results in either a positive or negative



manner.

With respect to the number of contact hours with the target language, established by the school and in accordance with the national curriculum, the students are only given 4 hours of classes per week, none of which are reinforced or supported by any other English related classes or activities. In reference to our study of reading comprehension, we would like to highlight the extent to which additional complementary classes could aid the students in their understanding of English. We believe that a mere 4 hours is too little to account for a significant understanding of the language.

Concerning the way in which students learn English at home or by their own means, the majority gain some level of understanding through video games, television programs and music. This is very convenient for us, as it provides us with the option to implement these very same methods within the classroom. Besides, it is essential to point out that two of the 41 students who were tested, attend private English classes in various institutions, which of course has a favourable effect on their results.

In addition to the previously mentioned points, we must illustrate the way in which the test was taken. As per directed by the teacher, the students began working individually. Then, they started to, without any prior instruction, work together, as some of the students were unable to answer the questions in the test. Their lack of

understanding led them to combine their knowledge and see the test as a group project, which, of course, affected the outcome of the results.

#### **4.1.2 “El Patrocinio de San José” Analysis**

The Segundo medio B class has thirty three students. On Tuesday 14th October, only twenty seven students sat for the first stage of a reading comprehension test. Absent students who did not take the test could have affected the average of the results, since they could have been either students who are very good at English, or equally students with little or no knowledge of the target language. The head teacher of the class claimed that students had never worked with material that could be similar to the tests we used for this research, so the English teacher tried to explain any direction of the test in detail.

According to the national curriculum, pupils are given four hours of English classes per week. There are neither extra English courses, nor reinforcement lessons that could support the number of contact hours with the foreign language. The only chance to interact with the target language is attained by the mere four-hour English classes at school, which means to us very little to provide a grasp of the use of English. Video games, television, music and internet are resources that students frequently use and allow students to have more contact with the target language without even being aware of it. This could provide some level of understanding, but

still not enough to fulfil significant knowledge about English.

## 4.2 Workshop Practice Tests Analysis

In this sub chapter we will analyze the rubrics ahead during the workshop practice test taken in order to identify the behaviours of the students.

### 4.2.1 Group class Rubric.

The selected segundo medio class was assessed using the following rubric which was used in order to analyze their behaviour/response when working in small groups.

With reference to the behaviour of the class in general, we noted the following tendencies:

Criteria	Apprentice	Basic	Learned	Exemplary
<i>Decision Making</i>	One person dominates decision- making _____	Some students contribute to decision- making. _____	Most students contribute to decision- making. _____	Students contribute to decision- making. _____

<i>Social Interaction</i>	Students frequently interrupt and/or put down the views of others. Students do not ask questions or clarification. _____	Students pay attention to the group discussion. Some students ask questions and build on others comments. _____	Body and/or verbal responses indicate active listening .Most students ask questions and build on others comments. _____	Students respect and encourage the views of others. Students ask questions or clarification. Students build on others comments. _____
<i>Contributing</i>	Students do not contribute in any positive way to the group work. _____	Some students contribute positively to the group work. _____	Most students contribute positively to the group work. _____	Students consistently contribute in a positive way to the group work. _____
<i>On Task Behaviour</i>	Students exhibit on-task behaviour inconsistently. _____	Students exhibit on-task behaviour some of the time. _____	Most students exhibit on-task behaviour most of the time. _____	Students exhibit on-task behaviour consistently. _____
<i>Group Structure and Functioning</i>	With assistance, students have difficulty sequencing steps. Task is not completed on time. _____	With assistance, students are able to sequence steps. Rush to complete task. Division of tasks and responsibilities if inefficient and wastes time. _____	Students complete a sequence of steps. Complete task on time. The leader assigns responsibilities _____	Students complete a clear and logical sequence of steps. Complete task with form and reflection and revision. Members volunteer to take responsibilities and roles. _____

Chart N°06 Group Behaviour Rubric

\*taken from [www.rubistar.com](http://www.rubistar.com)

**Decision making:** We observed that in the majority of the small groups, some students contributed to decision-making. As expected, those who were more active in the decision making process were the students with a higher proficiency in English, whereas those students with a lower level of the language tended to follow instructions.

**Social interaction:** Following from the above comments, when studying the social interactions of the students, we found that in general the students paid attention to the discussion. Whilst some participated, asked questions and built on the comments of their fellow group members, there were others who did not pay too much attention. There were even a few individuals who left their groups to go and copy the answers of other groups.

**Contributing:** This is one of the areas of the criteria where we saw positive results. Almost all of the students contributed to the group work in some way or another. That is to say that although there were, of course, times in which some individuals dominated the conversation and other times in which some preferred not to contribute. However, in general, most of the students tried to express themselves.

**On task behaviour:** With a few exceptions, as were to be expected, most students exhibited on task behaviour during the whole activity. This result was fairly surprising, as students are usually very easily distracted during team work tasks, and

often begin to talk among themselves. However in this exam situation, the students were able to keep their focus on the task that they had to complete.

**Group structure and functioning:** Unexpectedly, all of the groups were able to complete the task on time. Some were more organized than others and did not have to rush at the end, but they all managed to finish the test within the assigned time. The groups who had a clear ‘leader’ created a clear sequence of steps to follow and approached the task in a more structured way.

#### 4.2.2 Individual class Rubric

Two English teachers were observing closely at students’ behaviour while taking the test. The rubric above is the one that they consider in order to assess students’ behaviour.

Criteria	Exemplary	Learned	Basic	Apprentice
Effort	Students worked on the tests until it was completed. They continued working on the tests even when difficulties arose or a solution was not immediately evident. They viewed difficulties that arose as opportunities to strengthen their understanding.	Students work on the tests until it was completed. They continued working on the tests even when difficulties arose or a solution was not immediately evident.	Students put some effort into the tests, but they tend to stop when difficulties arose.	Students put very little effort into the tests.

	_____	_____	_____	_____
Independency	Students looked up for material independently in books, or web sites as required. _____	Students used the teacher before trying to solve any problems independently _____	Students distract others and use the teacher instead of being independent. _____	Students did not ask for help or use help tools and sites. _____
Use time wisely	Students used their time in class wisely and were focused throughout the entire class. _____	Students were mostly focused on the tests. _____	Students were distracted but spent most of their time working on the tests. _____	Students fooled around and did not use their time in class well. _____
Achievement	Students exceeded the objectives of the tests. _____	Students met the objectives of the tests. _____	Students met a few of the objectives of the tests. _____	Students did not meet the objectives of the tests. _____

Chart N°07 Individual Behaviour Rubric

\*taken from www.rubistar.com

**Effort:** Most of the students were working until the test was totally completed. Just 45 minutes were considered to finish the test. Twenty nine students (out of thirty-three) took the practice test, and all of them finished it on time. They looked concerned about completing the tasks and even interested in solving problems that might arise. They viewed difficulties that arose as opportunities to strengthen their understanding. This means that pupils were assessed with an ‘exemplary’ behaviour in the ‘effort’ criterion.

**Independency:** The schoolboys in general, tended to ask to any of the teachers some questions about vocabulary, even though when they were already told that were allowed to use their own English dictionaries if they needed to. Some students asked classmates who usually get better marks in the English class for definitions or questions that arose while completing the workshop. ‘Independency’ criterion was assessed as a ‘learned’ ability because students usually used the teacher or peers before trying to solve any problems independently.

**Use Time Wisely:** Pupils used their time wisely as they finished the test on due time. It was not an extensive workshop; it only consisted on two items of no more than eight questions, indeed. However, it implied to be very concentrated in order to understand the two readings from the workshop. ‘Exemplary’ behaviour students got at this ability.

**Achievement:** It was assessed under the ‘basic’ label as students met a few of the objectives of the test. Most of them did not really understand some main ideas about the readings.

As stated before in the previous chapters, we used the collected data in the rubric (behaviour/ qualitative data) and we compared it to the marks obtained by the students in their final tests (quantitative data). These results are shown in the following point.



### **4.3 Final Test Analysis**

In this sub chapter, the researchers revised the results obtained on the final test. Firstly, this test was the last one to be taken; regardless whether the students work on practice tests or not, this final test was compulsory in order to learn if there were any changes regarding pre and final test results and whether practice workshops helped students to achieve better results. Researchers will also analyze the outcomes from Schools “Liceo Salesiano Camilo Ortúzar Montt” and “El Patrocinio de San José”.

#### **4.3.1 “Liceo Salesiano Camilo Ortuzar Montt”**

The group analysed the results obtained in Liceo Salesiano Camilo Ortúzar Montt. The students in this class are 45. When the pre-test was taken, only 41 attended. On the other hand, at the time the final test was taken, only 37 sat for it. The average grade of this class is 4.6. This is 0.9 decimal lower points than in the pre-test. The numbers of practice workshops performed by this class were two. As the group observed, the fact that fewer students took the final test, in comparison to the pre-test, might affect the final result. In addition, despite having two practice classes, students could not improve their performance in the final test. This situation lead us to think that in spite of taking advantage of the practice classes, students did not work as the group think they would. As a matter of fact, the behaviour of the students during

these classes was lazy. There was no motivation since the students knew this practice was not evaluated. According to the experience of the researchers, this class would have worked better and have motivation if there was a reward for them; this reward could have been extra points for tests, leaving for recess before time of the class was up, among others.

#### **4.3.2 “El Patrocinio de San José”**

Regarding “El Patrocinio de San José”, the total amount of students in the segundo medio B class is 33. As the pre test was taken, 27 students attended it. However, when the final test was taken, only 24 students sat for it. The average grade on the final test of this class was 4.5, which is 0.1 point less than in the pre test mark. On the other hand, this class only had one practice workshop. The researchers think that a smaller amount of students might affect the final result of this final test. Moreover, they had one session of practice that could not improve their grades in this test. According to the experience of the researchers, the group believes that the lower grade in the last test compared to the pre test is due to the students’ lack of motivation. Moreover, most of students said they “were not going to work, since practice workshops were not evaluated”. Nevertheless, they had only one opportunity to work with practice workshops, but in spite of taking advantage of this session, they did not pay attention due to the factors mentioned before.

#### 4.4 Individual Cases

In this section, the case of four students will be analyzed. The students' results of pre-test and final test will be compared to demonstrate how useful the practice workshops were in the students learning and practice processes.

Firstly, two students from “Liceo Salesiano Camilo Ortúzar Montt” will be analyzed in terms of behaviour and results obtained in the tests.

##### 4.4.1 Case number one: Student A

This case of study shows that the student had a worse result regarding his pre and final test marks. The results are the following.

<b>Pre-test</b>	<b>Final test</b>
70	48

Chart N°08 Case N°1 Student A

When the student took the pre-test, he started working in groups, because he could not solve the required reading comprehension exercises. As he worked with his

classmates, he could solve problems and compare his results with the others.

Therefore, the seven marks represent the collaborative work of a unit.

While doing the Workshop Practice activities, student A showed the following behaviour, which will be analyzed in the following rubric.

<b>Objectives</b>	<b>Low</b>	<b>Low-Mid</b>	<b>High-Mid</b>	<b>High</b>
<b>Behavior</b>	Student does not follow directions and ignores the rules of the classroom. Frequently needs corrective action to reduce the incidence of poor behavior. _____	Student follows few directions and frequently breaks the rules of the classroom. Sometimes needs corrective action to limit poor behavior _____	Student follows most directions and classroom rules. Seldom needs corrective measures to improve behavior.  O _____	Student follows directions and rules. Does not need corrective measures to follow directions behavior. _____
<b>Conflict &amp; Opposition</b>	Student does not get along with peers and is both argumentative and defensive. When given directions the student often refuses to follow procedures. The student is loud, disruptive and full of anger. Seems to enjoy conflict _____	Sometimes student does not get along well with peers. Can become defensive and argumentative. Sometimes the student refuses to follow directions. The student can be loud and disruptive. _____	The student gets along with others. The student is flexible and does not seek out conflict. The student follows direction and makes a conscious effort to avoid being disruptive. _____	The student gets along well with peers. The student is both flexible and congenial. The student follows directions and does not disrupt class.  O _____
<b>Grades &amp;</b>	Student often does not work in class. Student does not put forth a quality effort. Student makes many excuses and does not meet _____	Student work is inconsistent. Student does just enough to get by. Student could work harder and attain better results. Student _____	Student results are good. Student hands in assignments on time. The student's achievement level is reflective of _____	Student's results are excellent. Their work ethic is exemplary in and out of the class. Student performs well above average. _____

<b>Performance</b>	deadlines. Student's grades are far below ability levels.  _____	often finds ways to get around doing assigned work.  _____	grade level mastery and individual abilities.  ___O___	Student over achieves to master subject areas.  _____
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Chart N°09 Case N°1 Rubric Student A

\*taken from www.rubistar.com

As the rubric demonstrated, the student A prefers to work in pairs in order to solve a specific task. Moreover, if the student had a question, he solved it asking to his group members.

Regarding the final test, the student A got an even lower mark. The group members believe that this individual has the capability to work in groups rather than individually, due to that reason, the pupil could not take the test as we expected.

#### 4.4.2 Case Number two: Student B

This case of study shows that the Student B had an increase in his marks regarding his pre and final test marks. The results are the following.

Pre-test	Final test
4,4	5,9

Chart N°10 Case N°2 Student B

When student B started the pre-test, he began working alone, in comparison with his peers who made it as a group, getting a 4.4 grade. The two practice workshop tests were performed in groups, and the student used to solve his questions by asking to the teachers and peers. The researchers believe that situation caused the student improved his way of studying and his vocabulary level.

While doing the Workshop Practice activities, the student B showed the following behaviour, which will be analyzed in the following rubric.

<b>Objectives</b>	<b>Low</b>	<b>Low-Mid</b>	<b>High-Mid</b>	<b>High</b>
<b>Behaviour</b>	Student does not follow directions and ignores the rules of the classroom. Frequently needs corrective action to reduce the incidence of poor behaviour.  _____	Student follows few directions and frequently breaks the rules of the classroom. Sometimes needs corrective action to limit poor behaviour  O  _____	Student follows most directions and classroom rules. Seldom needs corrective measures to improve behaviour.  _____	Student follows directions and rules. Does not need corrective measures to follow directions behaviour.  _____
<b>Conflict &amp; Opposition</b>	Student does not get along with peers and is both argumentative and defensive. When given directions the student often refuses to follow procedures. The student is loud, disruptive and full of anger. Seems to enjoy conflict  _____	Sometimes student does not get along well with peers. Can become defensive and argumentative. Sometimes the student refuses to follow directions. The student can be loud and disruptive.  _____	The student gets along with others. The student is flexible and does not seek out conflict. The student follows direction and makes a conscious effort to avoid being disruptive.  _____	The student gets along well with peers. The student is both flexible and congenial. The student follows directions and does not disrupt class.  O  _____

<b>Grades &amp; Performance</b>	Student often does not work in class. Student does not put forth a quality effort. Student makes many excuses and does not meet deadlines. Student's grades are far below ability levels.	Student work is inconsistent. Student does just enough to get by. Student could work harder and attain better results. Student often finds ways to get around doing assigned work.	Student results are good. Student hands in assignments on time. The student's achievement level is reflective of grade level mastery and individual abilities.	Student's results are excellent. Their work ethic is exemplary in and out of the class. Student performs well above average. Student over achieves to master subject areas.
	_____	_____	_____	O _____

Chart N°11 Case N°1 Rubric Student B

\*taken from www.rubistar.com

As shown in the rubric the Student B works more efficiently when he is working in groups, he prefers to work in pairs in order to solve a specific task. Moreover, if the student had a doubt, he solved it asking to his group members.

Secondly, two students from “El Patrocinio de San José” will be analyzed.

#### 4.4.3 Case number one: Student C

This case of study shows that the student had a decrease regarding his pre and final test marks. The results are the following.

Pre-test	Final test
7,0	4,8

Chart N°12 Case N°1 Student C

The observers noticed that this student did not work properly during the practice workshop. The teacher had to constantly ask him to be focused on the test. Supposedly, that he did not care much about the test because he assumed he will get the same grade as in the final one, and he just took it from granted. Used to spend time working on pending activities from other subjects, he neither seems to be motivated nor committed to his own learning process. He did not take the opportunity as a chance to learn, and to practise with the target language.

It is also worth mentioning, that the student has been lowering his marks in general. He used to be a remarkable student, and teachers are quite concerned about his situation.

This behaviour is observed in the following rubric.

<b>Objectives</b>	<b>Low</b>	<b>Low-Mid</b>	<b>High-Mid</b>	<b>High</b>
<b>Behaviour</b>	Student does not follow directions and ignores the rules of the classroom. Frequently needs corrective action to reduce the incidence of poor behaviour.  _____ O _____	Student follows few directions and frequently breaks the rules of the classroom. Sometimes needs corrective action to limit poor behaviour  _____	Student follows most directions and classroom rules. Seldom needs corrective measures to improve behaviour.  _____	Student follows directions and rules. Does not need corrective measures to follow directions behaviour.  _____
	Student often does not work in class. Student does not	Student work is inconsistent. Student does just	Student results are good. Student hands in	Student's results are excellent. Their work ethic



<b>Grades &amp; Performance</b>	put forth a quality effort. Student makes many excuses and does not meet deadlines. Student's grades are far below ability levels.	enough to get by. Student could work harder and attain better results. Student often finds ways to get around doing assigned work.	assignments on time. The student's achievement level is reflective of grade level mastery and individual abilities.	is exemplary in and out of the class. Student performs well above average. Student over achieves to master subject areas.
	_____	O _____	_____	_____

Chart N°13 Case N°1 Rubric Student C

\*taken from www.rubistar.com

The group members conclude that this kind of behaviour is common among some students, who do not work properly if there is no real mark. This lack of motivation is a factor that deeply affects the student's behaviour in the specific tasks. It is important to remark, that it is imperative to any teacher to be able to encourage activities in which students do not have to work necessarily for a reward. Nowadays, it comes to be a great challenge for teachers in general, to make students feel motivated just by the sake of learning and to push themselves to a higher level in understanding every time an opportunity is presented to them.

#### 4.4.4 Case number two: Student D

<b>Pre-test</b>	<b>Final test</b>
4,6	5,6

Chart N°14 Case N°2 Student D

This student got a better mark in the final test. In this case, the observers realized that student D really took the practice workshop as an opportunity to strengthen his understanding of the language. He asked for help when he did not understand some questions or words, and seemed very interested in solving problems that arose when completing the tasks.

The student called the observers attention because he was one of the very few students that was really committed to his own learning process, and did his best. Even right after the lesson had already finished, he immediately approached one of the observers in order to ask her for the correct answer in a question that he did not know for sure.

Even though the student did not get the highest grade, we highlight the great improvement he made considering his first mark, and regarding the fact that he belongs to the class that only had just one practice workshop (out of two). This situation made all students missed one more chance to keep practicing with the tests and gained some understanding regarding these type of tests. As a group we totally agree that this point directly affected the student's final test grades.

The group concludes that being really committed to their tasks, will force students to really understand what they are doing. Regardless of the motivations of a student to perform well in any task; that interest, commitment, and work will

definitely bring out some knowledge that will help the students to obtain better results for next time they would be assessed.

**Chapter 5**

**Conclusion**

## **5.1 Introduction**

The main findings and conclusions that we obtained from this work will be analyzed and explained in the following pages. Furthermore, in an attempt to conclude and summarize the most significant results of the study, a final conclusion is provided.

Thus, regarding the hypotheses in which our investigation is based on, some reflections will be shown in order to clarify ideas and possible questions. Finally, we give suggestions for further investigations that could be carried out, all in search of enhancing education in second language teaching.

## **5.2 Conclusions**

Regarding our hypothesis “Students that work in groups have better results as opposed to those who work individually” and “Students that work in groups do not have better marks as opposed to those who work individually”, we have concluded that students do not necessarily obtain better marks when working in groups. In fact, during our research we observed that the ‘individual work’ class obtained better marks at the end of the process. Furthermore, while watching the ‘group work’ class, we noticed some factors such as cheating and class distraction which interred with the results of both the first and final test. Alternatively, other factors which interfered

with the results were the structure of the evaluation and its similarity with some international tests, the potential grade that the student could get, and factors concerning the intrinsic and extrinsic motivation of the students. Moreover, we highlighted some class specific characteristics, such as the pacific nature of the group and their work ethic, which also influenced that final result of our investigation.

Students get more distracted when working in groups which reduce their learning possibilities. The hypothesis was confirmed as students were doing practice workshop number two, which consisted of finding specific information and extensive reading comprehension activities. We realised that some students were distracted by the following factors:

First, we believe that the level of complexity of the exercises made that students feel overwhelmed by a test which was not familiar to them. Consequently, their first reaction was to avoid it, and/or to start doing other tasks and to finish the test in a later moment. The tasks which distracted them included playing games on their mobiles, talking about videogames, and listening to music. Additionally, there were a number of texts from the practice workshop which were quite extensive in length, which caused students to procrastinate by engaging in previously mentioned activities.

Another of our observations regarding group work is that it is vital that the students engage in collaborative work, which means that they are working together for a particular purpose: *“In a well-functioning collaborative group there is a sense of joint responsibility where learners care about and get committed to each others’ success as well as their own; a sense of sinking or swimming together”* (Nunan D. 1992, p.34). Therefore, we emphasised the point that if the teachers wish to see positive results from team work exercises, they must promote collaborative work, as opposed to merely joining together pieces of work that each member of the group has completed alone. With the term collaborative work, we refer to face to face interaction, where the learners explain, debate, argue, elaborate and link the material with their current understanding and previous knowledge. That is to say, it is the responsibility of the teacher to create a team environment *“where learners celebrate each other’s success and provide assistance to one another , which is likely to promote more positive peer relationships, social support, and higher self-esteem and academic achievement”* (Nunan, D. 1992, p.34). Moreover, the teacher should take part, as necessary, in order to provide a better understanding of the content and to direct the activity.

In terms of further investigations, we would like to research the link between distraction in the classroom and the increasing use of technology such as mobile phones. This idea is of interest to us because we believe that the impact of gadgets

such as mobile phones is undeniably strong, not only within classrooms but also in day to day relationships and situations.

According to our hypothesis “Students tend to ask classmates for help when they cannot solve the required task by themselves” While some students were taking the pre-test, some of them could not solve the required questions, as a result they immediately started to ask each other for help in order to complete the task in hand. The teachers who administered the test were not expecting this. And moreover, they noticed that some students were really interested in resolving the exercises and they took the opportunity to learn more about how to solve the reading and comprehension tasks. They did not only ask for new vocabulary, but also tried to figure out strategies to solve specific items such as signs and matching, due to that they allowed them to continue working together. On the other hand, there were students who only worried about finishing the test as fast as possible and even cheated in order to do so.

As the zone of proximal development described by Vigotsky (1978) refers to the distance between the learner’s actual development when solving problems independently and the learner’s potential development level when solving problems guided by adults or more capable peers, we believe that there is an interactive nature that makes any learner ask their more capable peers for help when they find themselves confronted with a task that they cannot solve alone. That is to say, when in a high pressure situation such as a test, it is an instinctive reaction of the students to



try and find an alternative way to solve the problem. In the case of an exam in a classroom full of peers, the most expected alternative is for the student to form a group with other struggling classmates and to try to find the solution together.

### **5.3 Final Remarks**

After months of reading, observing, researching and studying, we are proud to have produced a piece of work which we consider to be of a very high quality. This project is the result of hard work and heartfelt research which, during this period of time, has evolved from a simple observation into a well-structured thesis, detailing the history of, the benefits of, and examples of team work and individual work in two schools in Santiago. Aside from the plentiful content which provided our study with a context, we presented the methodology of our study. In addition to all of the above mentioned information, we will now present the conclusions which we have drawn from our thorough research.

As a group we have decided that in order to do an in-depth analysis between the two classes from two different schools, it is essential to dedicate more observation time to the study. We believe that by dedicating more time, we are likely to find new case studies, which could be of use in a research project such as ours.

Likewise, we believe that an extended observation time could also benefit the students, as it would allow them to familiarise themselves with the unknown English texts which differ from those standard texts provided by the Ministry of Education or regulated guidelines.

We consider that there are numerous factors within our study which have had an effect of the study and on the results of the final test. Of these factors, one of those which we saw as very relevant was the factor of the time in which they were exposed to the new material. Furthermore, we realised that the students' behaviour differed in accordance with the teacher who was leading the lesson. For this very reason, we believe that it would be both interesting and beneficial to repeat the study, however with the focus on the gender of the teacher and the subsequent behaviour of the students.

We conclude that working in groups during reading and comprehension activities is a great opportunity to engage students in at the beginning of a class. The teacher in charge can take this time to use the students' previous knowledge of the specific topic, so as that they do not feel additional pressure to perform, in order to encourage dialogue between the students in the foreign language. We believe that by giving the students this opportunity, the students will feel motivated which should encourage them throughout the duration of the class.

It is worth noting that these reading comprehension activities could be done individually, as it has been recorded by researchers that team work shows a decrease in student concentration levels. However, we think that the benefits are stronger than the drawbacks. That is to say that the interaction between the group is necessary for them to clarify their doubts and become comfortable with the level of difficulty and demands of the task.

We also consider a group work activity at the end of the class could also be extremely beneficial, in order to summarise the content, ensure that everyone has understood it, and to provide feedback.

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### **Linkography**

-Agencia de la Calidad de la Educación.

<http://www.simce.cl/>

-Cambridge English Language Assesment.

<http://www.cambridgeenglish.org/>

-Estrategia Nacional de Inglés 2014 – 2030.

<http://gestion2010-2014.cumplimiento.gob.cl/wp-content/uploads/2014/03/Estrategia-Nacional-de-Ingles-2014-2030.pdf>

-English Proficiency Index

[www.ef.co.uk/epi/](http://www.ef.co.uk/epi/)

-Lev Semionovich Vygotsky.

<http://www.ibe.unesco.org/publications/ThinkersPdf/vygotskys.PDF>



-Nuevas bases curriculares TP.

[http://www.mineduc.cl/index5\\_int.php?id\\_portal=47&id\\_contenido=17116&id\\_seccion=3264&c=6934](http://www.mineduc.cl/index5_int.php?id_portal=47&id_contenido=17116&id_seccion=3264&c=6934)

-Rubricas

<http://www.rubistar.com/>

-Trabajo en grupo y trabajo individual.

<http://ww2.educarchile.cl/portal.herramientas/planificacion/1610/article-92203.html>

**Appendix 1**  
**Evaluation Instrument**

**The following Evaluation Instrument it was the model on which we base for creating our Pre-test, our Final Test and the two Practices.**

# Cambridge Key English Test 2

*Examination papers from the  
University of Cambridge Local  
Examinations Syndicate*

# Test 1


## PAPER 1 READING AND WRITING (1 hour 10 minutes)

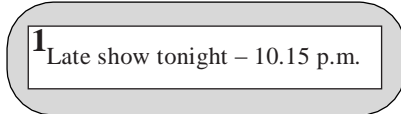
### PART 1

#### QUESTIONS 1 – 5

Where can you see these notices?

For questions 1 – 5, mark A, B or C on the answer sheet.

EXAMPLE	ANSWER
0 	A in a restaurant B in a garage      C C in a library



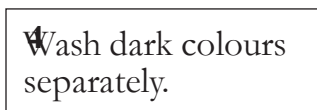
- A in a cinema
- B in a hospital
- C in a station



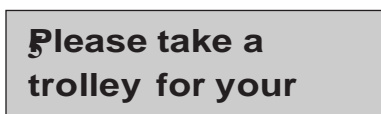
- A on a hill
- B in a forest
- C at a beach



- A in a lift
- B on a bus
- C in a park



- A on a car
- B on a shirt
- C on a plate



- A in an airport
- B in a supermarket
- C in a bank

## QUESTIONS 6 – 10

Which notice (A – H) says this (6 – 10)?

For questions 6 – 10, mark the correct letter A – H on the answer sheet.

### EXAMPLE

### ANSWER

0 This is broken.

C

6 Children pay less than adults here.

A

**SUMMER SALE**  
LOW PRICES IN ALL  
DEPARTMENTS

7 Be careful because this will burn.

**FIRE DOOR**  
**KEEP CLOSED**

8 We don't want any money yet.

**GIFT NOT WORKING**

9 Things are cheaper here.

**TOY SHOP NOW OPEN**

10 You must pay with cash.

E

**BUY NOW**  
**PAY NEXT YEAR!**

**F** **Keep this nightdress**  
**away from fire!**

We do not take cheques  
or credit cards.

**Under 12s**  
**HALF PRICE**

## PART 2

### QUESTIONS 11 – 15

Read the descriptions (11 – 15) of some family relations. What is the name (A – H) of each one?

For questions 11 – 15, mark the correct letter A – H on the answer sheet.

EXAMPLE	ANSWER
0 your mother's child (girl)	E

11 your mother's brother

12 your father's mother

13 the person a man is married to

14 a person's child (boy)

15 your father's sister

### FAMILY RELATIONS

A aunt

B daughter

C grandmother

D husband

E sister

F son

G uncle

H wife

**PART 3**

**QUESTIONS 16 – 20**

**Complete the five conversations.**

**For questions 16 – 20, mark A, B or C on the answer sheet.**

**EXAMPLE**

How are you?

**A** I'm 18.  
**B** I'm Peter.  
**C** I'm fine.

**ANSWER**

**C**

**16** John's broken this plate.

- A** That's very good.
- B** Here you are.
- C** It doesn't matter.

**17** Is this your watch?

- A** It's three o'clock.
- B** I think it's Dave's.
- C** I'm sorry I'm late.

**18** Can I have a sandwich?

- A** Yes, of course.
- B** Yes, it is.
- C** Yes, that's right.

**19** How many people were in the café?

- A** Not much.
- B** A few.
- C** A little.

**20** We're from London.

- A** Not at all.
- B** Yes, please.
- C** How interesting.

## QUESTIONS 21 – 25

Complete the conversation about a flat. What does Ben say to Ann?

For questions 21 – 25, mark the correct letter A – H on the answer sheet.

EXAMPLE	ANSWER
Ann: 279616, Ann Beaton speaking.	
Ben: 0 .....	<b>D</b>

Ann: Oh yes, in the Evening Post?	
Ben: 21 .....	
Ann: £300 a month.	
Ben: 22 .....	
Ann: Two, both of them with double beds.	
Ben: 23 .....	
Ann: Yes. It's quite small, but there are some nice plants in it.	
Ben: 24 .....	
Ann: I'm afraid not, but you can park outside on the street.	
Ben: 25 .....	
Ann: Of course – is tomorrow all right? At about 10 a.m.?	
Ben: Yes, that'll be fine. So I'll see you tomorrow. Goodbye	

- A. How many bedrooms does it have?
- B. That's right. How much is it?
- C. OK. Can I come and see it?
- D. Hello, I'm phoning about your advertisement for a flat.
- E. Is there a bus stop near the flat?
- F. Does it have a garden?
- G. How many beds are there?
- H. And is there a garage



## PART 4

### QUESTIONS 26 – 32

Read the article about some birds.

Are sentences 26 – 32 ‘Right’ (A) or ‘Wrong’ (B)?

If there is not enough information to answer ‘Right’ (A) or ‘Wrong’ (B), choose ‘Doesn’t say’ (C).

For questions 26 – 32, mark A, B or C on the answer sheet.

### **CANADA GEESE**

Canada Geese are large blue and white birds. When autumn arrives, they have to fly south where the weather is warmer. The winters are so cold in Canada that the birds die if they stay there.

Last spring, Bill Lishman found sixteen young Canada Geese on his farm. They had lost their parents. Bill thought, “These young birds won’t know what to do in the autumn.”

Bill had a small plane and he decided to teach the birds to follow him. All through the summer, he went on short trips in his plane and the young geese flew after him.

When the cold weather arrived in autumn, Bill flew to Virginia in the United



States, 600 miles south of his home in Canada. The geese followed him all the way. Bill left the geese in Virginia and he returned home.

This spring, Bill was waiting for the birds to come back. They didn’t arrive, so Bill flew to Virginia to get them. He looked for them for two weeks but he couldn’t find them.

When he arrived back home, Bill found the geese waiting for him. They had found their way home without him!

**EXAMPLE****ANSWER**

**0** Winters in Canada are too cold for Canada Geese.

**A** Right      **B** Wrong      **C** Doesn't say

**26** Bill Lishman is a farmer.

**A** Right      **B** Wrong      **C** Doesn't say

**27** Bill lives with his parents.

**A** Right      **B** Wrong      **C** Doesn't say

**28** Bill carried the geese in his plane.

**A** Right      **B** Wrong      **C** Doesn't say

**29** This was Bill's first visit to Virginia.

**A** Right      **B** Wrong      **C** Doesn't say

**30** Bill wanted the geese to stay at his home for the winter.

**A** Right      **B** Wrong      **C** Doesn't say

**31** Bill stayed in Virginia all winter.

**A** Right      **B** Wrong      **C** Doesn't say

**32** The geese returned to Canada in the spring.

**A** Right      **B** Wrong      **C** Doesn't say

## PART 5

### QUESTIONS 33 – 40

Read the article about bicycles.

Choose the best word (A, B or C) for each space (33–40). For questions 33 – 40, mark A, B or C on the answer sheet.

### *BICYCLES*

The bicycle is   0   cheap and clean way to travel. The first bicycle   33   made about one hundred and fifty years ago.



At first, bicycles were expensive. Only rich people   34   buy one. These early bicycles looked very different from the ones we have today. Later,   35   bicycles became cheaper, many people   36   one. People started riding bicycles to work and in   37   free time.

Today, people use cars more than bicycles; cars are much   38   and you don't get wet when it rains! But some people   39   prefer to cycle to work. They say that   40   are too many cars in town centres and you can't find anywhere to park!

<b>EXAMPLE</b>			<b>ANSWER</b>
<b>0</b>	<b>A</b> some	<b>B</b> any	<b>C</b> a

- |           |                |                 |                  |
|-----------|----------------|-----------------|------------------|
| <b>33</b> | <b>A</b> was   | <b>B</b> is     | <b>C</b> were    |
| <b>34</b> | <b>A</b> must  | <b>B</b> could  | <b>C</b> may     |
| <b>35</b> | <b>A</b> when  | <b>B</b> if     | <b>C</b> that    |
| <b>36</b> | <b>A</b> buy   | <b>B</b> buys   | <b>C</b> bought  |
| <b>37</b> | <b>A</b> their | <b>B</b> his    | <b>C</b> its     |
| <b>38</b> | <b>A</b> fast  | <b>B</b> faster | <b>C</b> fastest |
| <b>39</b> | <b>A</b> yet   | <b>B</b> still  | <b>C</b> already |
| <b>40</b> | <b>A</b> they  | <b>B</b> there  | <b>C</b> here    |

## PART 6

### QUESTIONS 41 – 50

Complete the letters.

Write ONE word for each space (41 – 50).

For questions 41 – 50, write your words on the answer sheet.

Dear Sir,

I (**Example: *read***) your advertisement for English courses 41 the newspaper. I would 42 to have some more information. How 43 does a course cost? Also, 44 long is each course and when does the next course start?

Yours,

*Maria Gonzalez*

Dear Ms. Gonzalez,

Thank 45 for your letter. Our next course starts in three weeks, 46 Monday, 9 May. This is a 6-week course and it 47 £150. If you prefer 48 begin in June, we have 49 10-week course for £200. I hope 50 is the information you want.

Yours,

David May

## **Appendix 2**

### **Tests**

The following document corresponds to the Pre-test that we took on both schools to know the level and the previous knowledge of the Students.

Name : \_\_\_\_\_

Date : \_\_\_\_\_

**PART 1**

**QUESTIONS 1 – 5**

Which notice (A–H) says this (1–5)?

For questions 1 – 5, circle the correct letter A – H

EXAMPLE	ANSWER
0 This is broken.	C

1 Children pay less than adults here.

2 Be careful because this will burn.

3 We don't want any money yet.

4 Things are cheaper here.

5 You must pay with cash.

A

*SUMMER SALE  
LOW PRICES IN ALL  
DEPARTMENTS*

B

**FIRE DOOR  
KEEP CLOSED**

C

LIFT NOT WORKING

D

TOY SHOP NOW OPEN

E

BUY NOW  
PAY NEXT YEAR!

F

*Keep this nightdress  
away from fire!*

G

**We do not take cheques  
or credit cards.**

H



Under 12s  
**HALF PRICE**

## Part 2

### QUESTIONS 6 – 10

Complete the five conversations.

For questions 6–10, circle **A**, **B** or **C**.

<b>EXAMPLE</b>		How are you?		<b>A</b> I'm 18. <b>B</b> I'm Peter. <b>C</b> I'm fine.	<b>ANSWER</b> <b>C</b>
----------------	---	--------------	---	---	---------------------------

6 John's broken this plate

- A That's very good.
- B Here you are.
- C It doesn't matter.

7 Is this your watch?

- A It's three o'clock.
- B I think it's Dave's.
- C I'm sorry I'm late.

8 Can I have a sandwich?

- A Yes, of course.
- B Yes, it is.
- C Yes, that's right.

9 How many people were in the café?

- A Not much.
- B A few.
- C A little.

10 We're from London.

- A Not at all.
- B Yes, please.
- C How interesting.



**Part 3**

**QUESTIONS 11-18**

Read the article about bicycles.

Choose the best word (**A, B or C**) for each space (**11–18**).

For questions **11 – 18**, circle **A, B or C**

**BICYCLES**

The bicycle is ..... cheap and clean way to travel. The first bicycle ..... made about one hundred and fifty years ago.

At first, bicycles were expensive. Only rich people ..... buy one.

These early bicycles looked very different from the ones we have today.

Later ... bicycles became cheaper, many people ..... one. People started riding bicycles to work and in ..... free time. Today, people use cars more than bicycles; cars are much ..... and you don't get wet when it rains! But some people ..... prefer to cycle to work.

They say that ..... are too many cars in town centers and you can't find anywhere to park!

**EXAMPLE**

**ANSWER**

0 **A** some

**B** any

**C** a

**C**

11 **A** was

**B** is

**C** were

12 **A** must

**B** could

**C** may

13 **A** when

**B** if

**C** that

14 **A** buy

**B** buys

**C** bought

15 **A** their

**B** his

**C** its

16 **A** fast

**B** faster

**C** fastest

17 **A** yet

**B** still

**C** already

18 **A** they

**B** there **C** here

Part 4

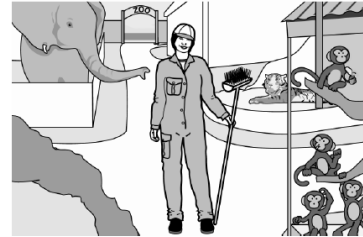
**Questions 19 - 23**

Read the article about Ingrid McFarlane and then answer the questions.

For questions 19 - 23, circle A, B or C

## Ingrid McFarlane Zoo Keeper

When I left school at eighteen, I got a job at a zoo as a student keeper. Now, five years later, things have changed – I have passed my exams and I am a full animal keeper.



The money is not good. I only get £9,000 a year. You have to be outside in rain and snow, which is hard work, and you get very dirty. But this doesn't matter to me because animals are the most important thing in my life!

There are a hundred monkeys and fifty deer in my part of the zoo and I give them their food and clean their houses. I also need to watch them carefully to be sure that they are all well. In fact, rhinos are my favourite animals and so last year I went to Africa with a colleague for a month to study them.

The zoo is open every day and I work five different days each week. I live in a small flat twenty minutes away and I get up at ten to seven and start work at eight. The first thing I do when I get home at quarter past five is have a shower!

**Example:**

0 Ingrid left school

A five years ago.

B nine years ago.

C eighteen years

19 Ingrid would like to

A take some exams.

B earn more money.

C change her job.

20 How does Ingrid feel about working in bad weather?

A She hates getting dirty

B She doesn't mind it.

C She likes the

snow.

21 If Ingrid doesn't check the monkeys,

A they may become ill.

B they may get hungry.

C they may run away.

22 The animals Ingrid likes best are the

A monkeys.

B deer.

C rhinos.

23 Ingrid arrives at her flat in the evening at

A five fifteen.

B twenty past five.

C ten to seven.

The following document corresponds to the first Practice that we took in the “Liceo Salesiano Camilo Ortúzar Montt”

Name : \_\_\_\_\_  
Date : \_\_\_\_\_

Part 1

Which notice (A – H) says this (1 - 5)?

For questions (1 - 5), choose the correct letter A – H

EXAMPLE	ANSWER
0 This is broken.	C

1 Children pay less than adults here.

\_\_\_\_\_

2 Be careful because this will burn.

\_\_\_\_\_

3 We don't want any money yet.

\_\_\_\_\_

4 Things are cheaper here.

\_\_\_\_\_

5 You must pay with cash.

\_\_\_\_\_

A

*SUMMER SALE*  
LOW PRICES IN ALL  
DEPARTMENTS

B

**FIRE DOOR**  
**KEEP CLOSED**

C

**LIFT NOT WORKING**

D

**TOY SHOP NOW OPEN**

E

**BUY NOW**  
*PAY NEXT YEAR!*

F

**Keep this nightdress**  
**away from fire!**

G

We do not take cheques  
or credit cards.

H

**Under 12s**  
**HALF PRICE**

Part 2

Read the text below and choose the correct word for each space.

For questions (6 - 15), circle the correct letter **A**, **B**, **C** or **D**.

Deep Sleep

Deep sleep is important for (0) ..... . The actual (6) ..... of sleep you need depends (7) ..... your age. A young child (8) ..... to sleep ten to twelve hours, and a teenager about nine hours. Adults differ a lot in their sleeping (9) ..... . For most of them, seven to eight hours a night is (10) ..... , but some sleep longer, while others manage with only four hours.

For a good night, having a comfortable (11) ..... to sleep is very important. Also, there should be (12) ..... of fresh air in the room. A warm drink sometimes helps people to sleep, (13) ..... it is not a good idea to drink coffee immediately before going to bed.

(14) ..... you have to travel a very long distance, try to go to bed earlier than usual the day before the (15) ..... . This will help you to feel more rested when you arrive.

0	<b>A</b> everyone	<b>B</b> someone	<b>C</b> both	<b>D</b> each
6	<b>A</b> size	<b>B</b> number	<b>C</b> amount	<b>D</b> sum
7	<b>A</b> on	<b>B</b> to	<b>C</b> in	<b>D</b> of
8	<b>A</b> could	<b>B</b> ought	<b>C</b> must	<b>D</b> should
9	<b>A</b> ways	<b>B</b> habits	<b>C</b> manners	<b>D</b> actions
10	<b>A</b> few	<b>B</b> well	<b>C</b> less	<b>D</b> enough
11	<b>A</b> point	<b>B</b> place	<b>C</b> position	<b>D</b> part
12	<b>A</b> plenty	<b>B</b> much	<b>C</b> many	<b>D</b> several
13	<b>A</b> because	<b>B</b> as	<b>C</b> although	<b>D</b> even
14	<b>A</b> Since	<b>B</b> Until	<b>C</b> After	<b>D</b> If
15	<b>A</b> journey	<b>B</b> voyage	<b>C</b> call	<b>D</b> visit

The following document corresponds to the Second Practice that we took in the

“Liceo Salesiano Camilo Ortúzar Montt”

Name : \_\_\_\_\_

Date : \_\_\_\_\_

Part 1

Complete the five conversations. For questions (1-5 ), circle **A**, **B** or **C**

Why didn't you come to the pool yesterday?      **A**      I didn't see them there.  
   **B**      It was a great time.  
   **C**      I was doing something else.

I have to go home now.                                      **A**      Have you been before?  
   **B**      It's still quite early.  
   **C**      How long was it for?

Whose phone is that?                                      **A**      It's not there.  
   **B**      Wasn't it?  
   **C**      I'm not sure.

There weren't any more tickets for the match.      **A**      That's a pity.  
   **B**      It isn't enough.  
   **C**      I hope so.

Shall we play that new computer game?              **A**      It's all right.  
   **B**      Yes, it is.  
   **C**      If you'd like to.

## Part 2

Read the text and questions below.

For each question, circle the correct letter **A**, **B**, **C** or **D**



### Doug Allan, Wildlife Cameraman

I recently spent two years in the Arctic filming the series *Blue Planet*. I love being in an environment that hasn't changed for 20,000 years. Of course it's freezing, but it must be a healthy place because you never catch colds.

When I'm filming, I like to really feel how lonely the environment is. Filming underwater involves cutting through thick ice and diving in tied to a line. The person at the other end has to be ready to pull you out fast if necessary.

Originally I was a research diver for the *British Antarctic Survey* project, but for me science lacked excitement. I'd always enjoyed photography, and whenever camera teams passed through, they encouraged me to watch and learn. I was then able to move into filming in 1985 and have concentrated on Arctic and Antarctic wildlife ever since.

I prefer to be face to face with the animals I'm filming. I haven't got in the water with killer whales yet, but I plan to. Of course, it's dangerous if you choose the wrong moment. They're big animals and can move fast, so I'd be stupid to film them searching for food!

I've never had problems with polar bears, although once I was frightened when one tried to get into my tent. Polar bears are bold, clever and dangerous. But I made this one see I wasn't about to attack it – I'm sure it realised I wouldn't hurt it.

When I come back home from my trips, I work in the mornings and spend the afternoons swimming to keep fit. Now I'm fifty, filming is harder. The challenge for me is to continue to deliver high-quality work.

In this text, Doug Allan is describing

6)

- A** the challenges of the environment he works in.
- B** the career opportunities in TV camera work.
- C** the difficulties of having to work alone.
- D** the beautiful scenery of the Arctic.

7) What does Doug say about his early career?

- A He wasted the years he spent as a scientist.
- B It was a good chance to learn about filming.
- C He was bored by working only in the Antarctic.
- D It taught him how to become a skilled diver.

8) When talking about killer whales, Doug says that

- A He will only film them from a safe distance.
- B He was always been careful when diving with them.
- C He tries to avoid any danger by facing them
- D He believes there are safe opportunities to film them

9) How does Doug describe his experience with a polar bear?

- A The animal was much more afraid than Doug was.
- B Doug felt nervous that the bear might come back.
- C The bear seemed to know Doug wasn't a danger.
- D Doug realised he was wrong to trust Polar bears.

10 - What might Doug say about his job as a cameraman?

A

Now I've reached fifty, I realise the dangers involved in getting the best pictures are too great.

B

I'm glad I gave up working as a scientist because I'm now in a position to be able to retire early.

C

Although I find the work more difficult now I'm not as young, I still have other film projects I'm keen to do.

D

I've made wildlife films in every country in the world, but I want to keep filming until I get too old.



The following document corresponds to the Final test that we took on both schools.

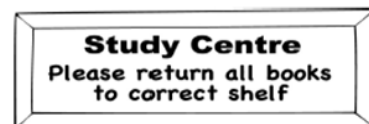
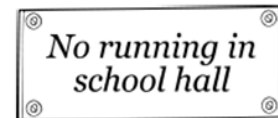
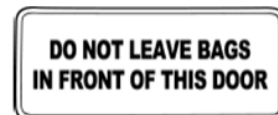
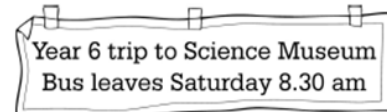
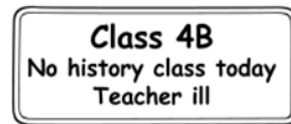
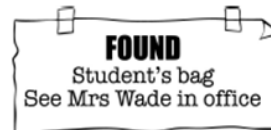
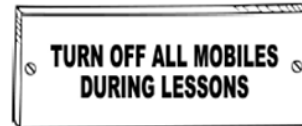
Name : \_\_\_\_\_  
Date : \_\_\_\_\_

Part 1

Which notice (A - H) says this (1 - 5)?

For questions 1 - 5, choose the correct letter A - H


- 1 You should put things back in the right place. \_\_\_\_\_ A
- 2 Go here if you have lost something. \_\_\_\_\_ B
- 3 You must walk in this place. \_\_\_\_\_ C
- 4 These students do not have a lesson. \_\_\_\_\_ D
- 5 You cannot go in through here. \_\_\_\_\_ E



Part 2

Complete the five conversations.

For conversations (6 – 10), circle **A**, **B** or **C**.

<p><b>EXAMPLE</b></p>  <p>How are you?</p> <p>A I'm 18. B I'm Peter. C I'm fine.</p> <p><b>ANSWER</b> c</p>
--

6 It's time for lunch.

- A Oh good!
- B One hour.
- C Half past twelve.

7 Would you like a drink?

- A I don't like coffee.
- B I prefer tea.
- C Coffee, please.

8 How much was your new shirt?

- A It's a red shirt.
- B It was very cheap.
- C It was in a shop.

9 I'm very sorry.

- A I'm afraid so.
- B I think so.
- C That's all right.

10 Do you speak English?

- A No, I'm not.
- B Only a little.
- C Yes, very much.

Part 3

Read the text below and choose the correct word for each space.

For question (11 – 20), choose the correct letter **A, B, C** or **D**

Last Friday parents helped collect **(0)** ..... of money for a school by buying children's pictures. A primary school in Bicester used its classrooms as an art gallery for a day and **(11)** ..... parents to come and look. All the pupils **(12)** ..... a work of art and **(13)** ..... painting went on sale at £5.

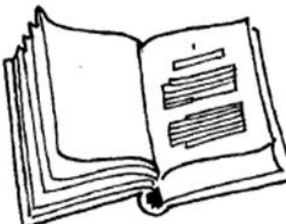


Hundreds of parents and relations came and, together, they spent **(14)** ..... £2,000. Now the school is **(15)** ..... of making the exhibition bigger next year by also contacting businesses **(16)** ..... operate in the local area. One of the schoolchildren's parents first had the **(17)** ..... after going to **(18)** ..... exhibitions in her home country, South Africa. The school has decided to **(19)** ..... the money to buy books and CD players. The Head Teacher said he was delighted to see the school **(20)** ..... full and he was very proud of the children.

- |    |            |            |               |            |
|----|------------|------------|---------------|------------|
| 11 | A hoped    | B invited  | C pleased     | D wished   |
| 12 | A operated | B played   | C performed   | D produced |
| 13 | A few      | B some     | C each        | D all      |
| 14 | A over     | B more     | C close       | D near     |
| 15 | A planning | B thinking | C considering | D wanting  |
| 16 | A what     | B who      | C which       | D whose    |
| 17 | A memory   | B idea     | C habit       | D choice   |
| 18 | A same     | B likely   | C similar     | D equal    |
| 19 | A bring    | B add      | C join        | D use      |
| 20 | A so       | B too      | C such        | D enough   |

Part 4

Read the information about three books and then answer the questions.

For questions (21 - 27), circle **A**, **B** or **C**.

<b>New books this month</b>		
<p><b>The Long Night</b></p> <p>This is David Reilly's first book. David became a writer after teaching English for several years.</p> <p>Maha is a nurse in northern Australia, where she works in a small hospital. One day a baby is so ill that Maha has to drive all night to get her to the nearest big city. They have a lot of problems getting there and ...</p>		<p><b>Hospital or Cinema?</b></p> <p>Marcie Jacome, who studies English in London, wrote this story earlier this year.</p> <p>Tina is a young Brazilian woman whose dream is to become a doctor. She goes to London to study English and medicine but one day she meets a man who asks her to go to the USA with him to become a film star ... What will Tina do?</p>
	<p><b>Hard Work</b></p> <p>This exciting story is Joanna Jones's twentieth.</p> <p><i>Hard Work</i> is about Sombat, who works with his father, a carpenter, in Thailand. They work long, hard hours making tables and chairs, but they do not have any money. Then one day a man dressed all in black buys the most beautiful table in the shop ...</p>	

<b>EXAMPLE</b>	<b>ANSWER</b>
0 Which book is about somebody who works with doctors?	<b>A</b>
<b>A</b> The Long Night <b>B</b> Hard Work <b>C</b> Hospital or Cinema?	


- 21 Which book is by somebody who has written a lot of books?  
A The Long Night      B Hard Work      C Hospital or Cinema?
- 22 Which book is about somebody who is very poor?  
A The Long Night      B Hard Work      C Hospital or Cinema?
- 23 Which book is about somebody who would like to work in a hospital?  
A The Long Night      B Hard Work      C Hospital or Cinema?
- 24 Which book is by somebody who worked in a school?  
A The Long Night      B Hard Work      C Hospital or Cinema?
- 25 Which book is about a difficult journey?  
A The Long Night      B Hard Work      C Hospital or Cinema?
- 26 Which book is about a man and his son?  
A The Long Night      B Hard Work      C Hospital or Cinema?
- 27 Which book is by a student?  
A The Long Night      B Hard Work      C Hospital or Cinema?

**Appendix 3**

**Special Cases**

**In this part the documents represent the Special Cases that we have in the two schools at the moment of took the Pre-test and the Final Test.**

The first Case corresponds to the “Liceo Patrocinio de San Jose” in which a Student get a better mark in the Pre-test and then a lower mark in the final Test.



Name : \_\_\_\_\_  
Date : \_\_\_\_\_

90

3/23

**PART 1**  
QUESTIONS 1 – 5

Which notice (A–H) says this (1–5)?

For questions 1 – 5, match the correct letter A – H

EXAMPLE	ANSWER
0 This is broken.	C

<p>5</p> <p>1 Children pay less than adults here.</p> <p>2 Be careful because this will burn.</p> <p>3 We don't want any money yet.</p> <p>4 Things are cheaper here.</p> <p>5 You must pay with cash.</p>	<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p> <p>F</p> <p>G</p> <p>H</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>SUMMER SALE</b> LOW PRICES IN ALL DEPARTMENTS</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #333; color: white;"> <p>FIRE DOOR KEEP CLOSED</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>LIFT NOT WORKING</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>TOY SHOP NOW OPEN</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>BUY NOW PAY NEXT YEAR!</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><i>Keep this nightdress away from fire!</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>We do not take cheques or credit cards.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #333; color: white;"> <p>Under 12s HALF PRICE</p> </div>
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Part 2


QUESTIONS 6 – 10

Complete the five conversations.

For questions 6 –10, circle A, B or C.

**EXAMPLE**

How are you?



**A** I'm 18.  
**B** I'm Peter.  
**C** I'm fine.

**ANSWER**  
C

6 John's broken this plate

- A That's very good.
- B Here you are.
- C It doesn't matter.

7 Is this your watch?

- A It's three o'clock.
- B I think it's Dave's.
- C I'm sorry I'm late.

8 Can I have a sandwich?

- A Yes, of course.
- B Yes, it is.
- C Yes, that's right.

9 How many people were in the café?

- A Not much.
- B A few.
- C A little.

10 We're from London.

- A Not at all.
- B Yes, please.
- C How interesting.

5





Part 3

QUESTIONS 11-18

Read the article about bicycles.

Choose the best word (A, B or C) for each space (11-18).

For questions 11 – 18, circle A, B or C

**BICYCLES**

The bicycle is (0)..... cheap and clean way to travel. The first bicycle (11)..... made about one hundred and fifty years ago.

At first, bicycles were expensive. Only rich people (12)..... buy one. These early bicycles looked very different from the ones we have today.

Later, (13) ..... bicycles became cheaper, many people (14)..... one. People started riding bicycles to work and in (15)..... free time. Today, people use cars more than bicycles; cars are much (16)..... and you don't get wet when it rains! But some people (17)..... prefer to cycle to work.

They say that (18)..... are too many cars in town centres and you can't find anywhere to park!

EXAMPLE	ANSWER		
0 A some	B any	C a	C

- |            |          |             |
|------------|----------|-------------|
| 11 A was   | B is     | C were ✓    |
| 12 A must  | B could  | C may ✓     |
| 13 A when  | B if     | C that ✓    |
| 14 A buy   | B buys   | C bought ✓  |
| 15 A their | B his    | C its ✓     |
| 16 A fast  | B faster | C fastest ✓ |
| 17 A yet   | B still  | C already ✓ |
| 18 A they  | B there  | C here ✓    |



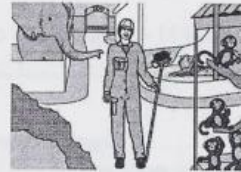
Part 4

Questions 19 - 23

Read the article about Ingrid McFarlane and then answer the questions.

For questions 19 - 23, circle A, B or C

### Ingrid McFarlane Zoo Keeper



When I left school at eighteen, I got a job at a zoo as a student keeper. Now, five years later, things have changed – I have passed my exams and I am a full animal keeper.

The money is not good. I only get £9,000 a year. You have to be outside in rain and snow, which is hard work, and you get very dirty. But this doesn't matter to me because animals are the most important thing in my life!

There are a hundred monkeys and fifty deer in my part of the zoo and I give them their food and clean their houses. I also need to watch them carefully to be sure that they are all well. In fact, rhinos are my favourite animals and so last year I went to Africa with a colleague for a month to study them.

The zoo is open every day and I work five different days each week. I live in a small flat twenty minutes away and I get up at ten to seven and start work at eight. The first thing I do when I get home at quarter past five is have a shower!

Example:

- 0 Ingrid left school  
 A five years ago.                      B nine years ago.                      C eighteen years ago.
- 19 Ingrid would like to  
A take some exams.                       B earn more money.                      C change her job.
- 20 How does Ingrid feel about working in bad weather?  
 A She hates getting dirty                       B She doesn't mind it.                      C She likes the snow.
- 21 If Ingrid doesn't check the monkeys,  
 A they may become ill.                       B they may get hungry.                      C they may run away.
- 22 The animals Ingrid likes best are the  
A monkeys.                      B deer.                       C rhinos.
- 23 Ingrid arrives at her flat in the evening at  
 A five fifteen.                      B twenty past five.                      C ten to seven.

5



Name : \_\_\_\_\_  
 Date : \_\_\_\_\_

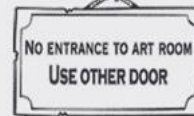
18/27  
 4.5

Part 1  
 Which notice (A - H) says this (1 - 5)?  
 For questions 1 - 5, choose the correct letter A - H

1 You should put things back in the right place.

H ✓

~~A~~



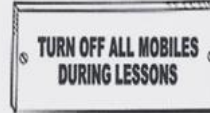
2 Go here if you have lost something.

C ✓

3 You must walk in this place.

G ✓

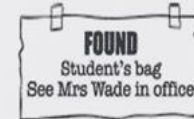
B



4 These students do not have a lesson.

D ✓

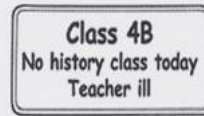
~~C~~



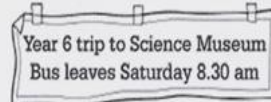
5 You cannot go in through here.

A ✓

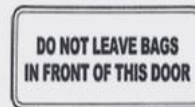
~~D~~



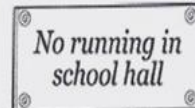
E



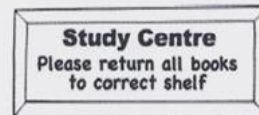
F



~~G~~



~~H~~





5



Part 2

Complete the five conversations.

For conversations (6 – 10), circle A, B or C.

<b>EXAMPLE</b>		<b>ANSWER</b>
How are you?	A I'm 18. B I'm Peter. C I'm fine.	C
		

6 It's time for lunch.

- A Oh good!
- B One hour.
- C Half past twelve.

7 Would you like a drink?

- A I don't like coffee.
- B I prefer tea.
- C Coffee, please.

8 How much was your new shirt?

- A It's a red shirt.
- B It was very cheap.
- C It was in a shop.

9 I'm very sorry.

- A I'm afraid so.
- B I think so.
- C That's all right.

10 Do you speak English?

- A No, I'm not.
- B Only a little.
- C Yes, very much.

4



Part 3

Read the text below and choose the correct word for each space.

For question (11 – 20), choose the correct letter A, B, C or D

Last Friday parents helped collect (0) ..... of money for a school by buying children's pictures. A primary school in Bicester used its classrooms as an art gallery for a day and (11) ..... parents to come and look. All the pupils (12) ..... a work of art and (13) ..... painting went on sale at £5.

Hundreds of parents and relations came and, together, they spent (14) ..... £2,000.

Now the school is (15) ..... of making the exhibition bigger next year by also contacting businesses (16) ..... operate in the local area. One of the schoolchildren's parents first had the (17) ..... after going to (18) ..... exhibitions in her home country, South Africa.

The school has decided to (19) ..... the money to buy books and CD players. The Head Teacher said he was delighted to see the school (20) ..... full and he was very proud of the children.

- |    |   |   |  |   |
|----|---|---|--|---|
| 11 | A hoped                                     | <input checked="" type="radio"/> B invited  | C pleased                                    | D wished                                    |
| 12 | A operated                                  | B played                                    | <input checked="" type="radio"/> C performed | <input checked="" type="radio"/> D produced |
| 13 | A few                                       | <input checked="" type="radio"/> B some     | <input checked="" type="radio"/> C each      | D all                                       |
| 14 | <input checked="" type="radio"/> A ever     | B more                                      | C close                                      | D near                                      |
| 15 | <input checked="" type="radio"/> A planning | <input checked="" type="radio"/> B thinking | C considering                                | D wanting                                   |
| 16 | A what                                      | <input checked="" type="radio"/> B who      | <input checked="" type="radio"/> C which     | D whose                                     |
| 17 | <input checked="" type="radio"/> A memory   | <input checked="" type="radio"/> B idea     | C habit                                      | D choice                                    |
| 18 | A same                                      | B likely                                    | <input checked="" type="radio"/> C similar   | D equal                                     |
| 19 | A bring                                     | B add                                       | C join                                       | <input checked="" type="radio"/> D use      |
| 20 | <input checked="" type="radio"/> A so       | B too                                       | C such                                       | <input checked="" type="radio"/> D enough   |

4





Part 4

Read the information about three books and then answer the questions.

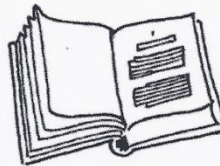
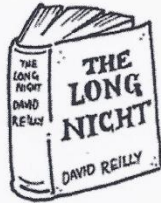
For questions (21 - 27), circle A, B or C.

### New books this month

#### The Long Night

This is David Reilly's first book. David became a writer after teaching English for several years.

Maha is a nurse in northern Australia, where she works in a small hospital. One day a baby is so ill that Maha has to drive all night to get her to the nearest big city. They have a lot of problems getting there and ...



#### Hard Work

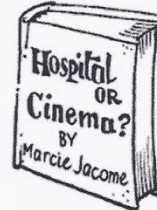
This exciting story is Joanna Jones's twentieth.

*Hard Work* is about Sombat, who works with his father, a carpenter, in Thailand. They work long, hard hours making tables and chairs, but they do not have any money. Then one day a man dressed all in black buys the most beautiful table in the shop ...

#### Hospital or Cinema?

Marcie Jacome, who studies English in London, wrote this story earlier this year.

Tina is a young Brazilian woman whose dream is to become a doctor. She goes to London to study English and medicine but one day she meets a man who asks her to go to the USA with him to become a film star ... What will Tina do?



#### EXAMPLE

#### ANSWER

0 Which book is about somebody who works with doctors?

A

A The Long Night

B Hard Work


C Hospital or Cinema?




- 21 Which book is by somebody who has written a lot of books?  
A The Long Night     B Hard Work    C Hospital or Cinema?
- 22 Which book is about somebody who is very poor?  
A The Long Night     B Hard Work    C Hospital or Cinema?
- 23 Which book is about somebody who would like to work in a hospital?  
 A The Long Night    B Hard Work     C Hospital or Cinema?
- 24 Which book is by somebody who worked in a school?  
 A The Long Night    B Hard Work    C Hospital or Cinema?
- 25 Which book is about a difficult journey?  
A The Long Night     B Hard Work     C Hospital or Cinema?
- 26 Which book is about a man and his son?  
A The Long Night     B Hard Work    C Hospital or Cinema?
- 27 Which book is by a student?  
A The Long Night    B Hard Work     C Hospital or Cinema?

5

The Second Case corresponds to the “Liceo Camilo Ortuzar Montt” in which a Student get a lower result in the Pre-test and then he obtain a better result in the final Test.



Congregacion  
Salesiana



Liceo Salesiano  
"Camilo Ortuzar Montt"

Av. Macul 5950, Santiago, Casilla 50-17  
Teléfono: 2212 80 - 294 00 25 - Fax: 294 13 12  
email: colegio@salesianosmacul.cl  
Web: www.salesianosmacul.cl

Name : \_\_\_\_\_  
Date : 07/10/14

**PART 1**  
QUESTIONS 1 – 5

Which notice (A–H) says this (1–5)?

For questions 1 – 5, circle the correct letter A – H

**EXAMPLE**

0 This is broken.

**ANSWER**

C

5

1 Children pay less than adults here

2 Be careful because this will burn

3 We don't want any money yet.

4 Things are cheaper here.

5 You must pay with cash.

A

B

C

D

E

F

G

H

**SUMMER SALE**  
LOW PRICES IN ALL  
DEPARTMENTS

**FIRE DOOR**  
KEEP CLOSED

LIFT NOT WORKING

TOY SHOP NOW OPEN

BUY NOW  
PAY NEXT YEAR!

*Keep this nightdress  
away from fire!*

We do not take cheques  
or credit cards.

Under 12s  
HALF PRICE

5pts

4,4





**Part 2**

**4** QUESTIONS 6 – 10

Complete the five conversations.

For questions 6 – 10, circle A, B or C.

<b>EXAMPLE</b>	How are you?	<p>A I'm 18. B I'm Peter. <input checked="" type="radio"/> C I'm fine.</p>	<b>ANSWER</b>  C
			

6 John's broken this plate ✓

- A That's very good.  
B Here you are.  
 C It doesn't matter.

7 Is this your watch? ✓

- A It's three o'clock.  
 B I think it's Dave's.  
C I'm sorry I'm late.

8 Can I have a sandwich? ✓

- A Yes, of course.  
B Yes, it is.  
C Yes, that's right.

9 How many people were in the café? ✗

- A Not much.  
B A few.  
C A little.

10 We're from London. ✓

- A Not at all.  
B Yes, please.  
 C How interesting.



Part 3

QUESTIONS 11-18

Read the article about bicycles.

Choose the best word (A, B or C) for each space (11-18).

For questions 11 – 18, circle A, B or C

**BICYCLES**

The bicycle is ..... cheap and clean way to travel. The first bicycle ..... made about one hundred and fifty years ago.

At first, bicycles were expensive. Only rich people ..... buy one. These early bicycles looked very different from the ones we have today.

Later, ..... bicycles became cheaper, many people ..... one. People started riding bicycles to work and in ..... free time. Today, people use cars more than bicycles; cars are much ..... and you don't get wet when it rains! But some people ..... prefer to cycle to work.

They say that ..... are too many cars in town centres and you can't find anywhere to park!

EXAMPLE	ANSWER		
<input checked="" type="radio"/> A some	B any	<input checked="" type="radio"/> C a	C

- |            |   |  |   |
|------------|---|--|---|
| 11 A was   | <input checked="" type="radio"/> B is     | C were                                     | X |
| 12 A must  | B could                                   | <input checked="" type="radio"/> C may     | X |
| 13 A when  | B if                                      | <input checked="" type="radio"/> C that    | X |
| 14 A buy   | B buys                                    | C bought                                   | ✓ |
| 15 A their | B his                                     | C its                                      | ✓ |
| 16 A fast  | <input checked="" type="radio"/> B faster | C fastest                                  | ✓ |
| 17 A yet   | B still                                   | <input checked="" type="radio"/> C already | X |
| 18 A they  | B there                                   | C here                                     | ✓ |

2

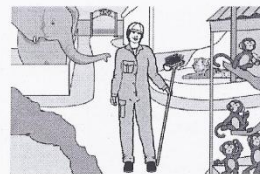
Part 4

Questions 19 - 23

Read the article about Ingrid McFarlane and then answer the questions.

For questions 19 - 23, circle A, B or C

### Ingrid McFarlane Zoo Keeper



When I left school at eighteen, I got a job at a zoo as a student keeper. Now, five years later, things have changed – I have passed my exams and I am a full animal keeper.

The money is not good. I only get £9,000 a year. You have to be outside in rain and snow, which is hard work, and you get very dirty. But this doesn't matter to me because animals are the most important thing in my life!

There are a hundred monkeys and fifty deer in my part of the zoo and I give them their food and clean their houses. I also need to watch them carefully to be sure that they are all well. In fact, rhinos are my favourite animals and so last year I went to Africa with a colleague for a month to study them.

The zoo is open every day and I work five different days each week. I live in a small flat twenty minutes away and I get up at ten to seven and start work at eight. The first thing I do when I get home at quarter past five is have a shower!

Example:

0 Ingrid left school

- A five years ago.       B nine years ago.       C eighteen years ago.

19 Ingrid would like to

- A take some exams.       B earn more money.       C change her job.

20 How does Ingrid feel about working in bad weather?

- A She hates getting dirty       B She doesn't mind it.       C She likes the snow.

21 If Ingrid doesn't check the monkeys,

- A they may become ill.       B they may get hungry.       C they may run away.

22 The animals Ingrid likes best are the

- A monkeys.       B deer.       C rhinos.

23 Ingrid arrives at her flat in the evening at

- A five fifteen.       B twenty past five.       C ten to seven.



Name : \_\_\_\_\_  
Date : 28/10/14

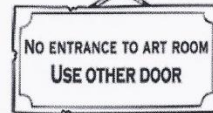
23/5/19  
27

Part 1  
Which notice (A - H) says this (1 - 5)?  
For questions 1 - 5, choose the correct letter A - H

1 You should put things back in the right place.

H ✓

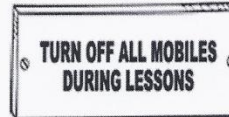
A 4



2 Go here if you have lost something.

C ✓

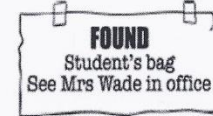
B



3 You must walk in this place.

G ✓

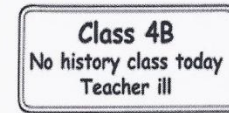
D



4 These students do not have a lesson.

D ✓

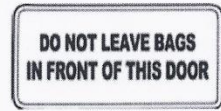
E



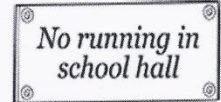
5 You cannot go in through here.

F X

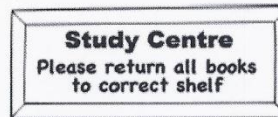
F



G



H



Part 2

Complete the five conversations.

For conversations (6 – 10), circle A, B or C.

EXAMPLE	ANSWER
 <p>How are you?</p>	<p>A I'm 18. B I'm Peter. C I'm fine.</p>
	c

6 It's time for lunch.

- A Oh good!  
 B One hour.  
 C Half past twelve.

5

7 Would you like a drink?

- A I don't like coffee.  
 B I prefer tea.  
 C Coffee, please.

8 How much was your new shirt?

- A It's a red shirt.  
 B It was very cheap.  
 C It was in a shop.

9 I'm very sorry.

- A I'm afraid so.  
 B I think so.  
 C That's all right.

10 Do you speak English?

- A No, I'm not.  
 B Only a little.  
 C Yes, very much.





Part 3

Read the text below and choose the correct word for each space.

For question (11 – 20), choose the correct letter A, B, C or D

Last Friday parents helped collect (0) ..... of money for a school by buying children's pictures. A primary school in Bicester used its classrooms as an art gallery for a day and (11) ..... parents to come and look. All the pupils (12) ..... a work of art and (13) ..... painting went on sale at £5.

Hundreds of parents and relations came and, together, they spent (14) ..... £2,000.

Now the school is (15) ..... of making the exhibition bigger next year by also contacting businesses (16) ..... operate in the local area. One of the schoolchildren's parents first had the (17) ..... after going to (18) ..... exhibitions in her home country, South Africa.

The school has decided to (19) ..... the money to buy books and CD players. The Head Teacher said he was delighted to see the school (20) ..... full and he was very proud of the children.

- |    |                   |                       |                      |                         |
|----|-------------------|-----------------------|----------------------|-------------------------|
| 11 | A hoped           | <del>B</del> invited  | C pleased            | D wished ✓              |
| 12 | A operated        | B played              | C performed          | <del>D</del> produced ✓ |
| 13 | A few             | B some                | <del>C</del> each    | D all ✓                 |
| 14 | <del>A</del> over | B more                | C close              | D near ✓                |
| 15 | A planning        | <del>B</del> thinking | C considering        | D wanting ✓             |
| 16 | A what            | B who                 | <del>C</del> which   | D whose ✓               |
| 17 | A memory          | <del>B</del> idea     | C habit              | D choice ✓              |
| 18 | A same            | B likely              | <del>C</del> similar | D equal ✓               |
| 19 | A bring           | B add                 | C join               | <del>D</del> use ✓      |
| 20 | <del>A</del> so   | B too                 | C such               | D enough ✓              |

to

Part 4

Read the information about three books and then answer the questions.

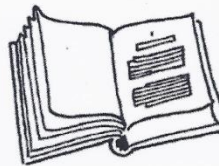
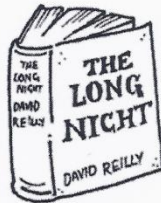
For questions (21 - 27), circle A, B or C.

## New books this month

### The Long Night

This is David Reilly's first book. David became a writer after teaching English for several years.

Maha is a nurse in northern Australia, where she works in a small hospital. One day a baby is so ill that Maha has to drive all night to get her to the nearest big city. They have a lot of problems getting there and ...



### Hard Work

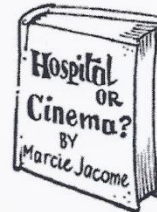
This exciting story is Joanna Jones's twentieth.

*Hard Work* is about Sombat, who works with his father, a carpenter, in Thailand. They work long, hard hours making tables and chairs, but they do not have any money. Then one day a man dressed all in black buys the most beautiful table in the shop ...

### Hospital or Cinema?

Marcie Jacome, who studies English in London, wrote this story earlier this year.

Tina is a young Brazilian woman whose dream is to become a doctor. She goes to London to study English and medicine but one day she meets a man who asks her to go to the USA with him to become a film star ... What will Tina do?



### EXAMPLE

### ANSWER

0 Which book is about somebody who works with doctors?

A

A The Long Night      B Hard Work      C Hospital or Cinema?



21 Which book is by somebody who has written a lot of books?

- A The Long Night    ~~B~~ Hard Work    C Hospital or Cinema? ✓

4

22 Which book is about somebody who is very poor?

- A The Long Night    B Hard Work    ~~C~~ Hospital or Cinema? X

23 Which book is about somebody who would like to work in a hospital?

- ~~A~~ The Long Night    B Hard Work    C Hospital or Cinema? X

24 Which book is by somebody who worked in a school?

- ~~A~~ The Long Night    B Hard Work    C Hospital or Cinema? ✓

25 Which book is about a difficult journey?

- A The Long Night    B Hard Work    ~~C~~ Hospital or Cinema? ✓

26 Which book is about a man and his son?

- ~~A~~ The Long Night    B Hard Work    C Hospital or Cinema? X

27 Which book is by a student?

- A The Long Night    B Hard Work    ~~C~~ Hospital or Cinema? ✓



