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Informal formative assessment: A monitoring process and its implications in the development of the reading skill in an 11th grade class of the Municipal Educational Centre Consolidada of Puente Alto.

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Students:

Esteban Andrés Cerda Huerta

Natalia Rosita Gallardo Astorga

Felipe Andrés García Varas

Christian Marcelo Lara Cabrera

Supervisor:
Fernando Garetto Loyola

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Abstract

This research aims to prove that the Infomal formative assessment as monitoring process can improve the reading comprehension of an 11th grade class. The assumption of this research is that applying this follow-up process might have some positive effects on the reading comprehension skill of the 11th grade class that was exposed in comparison to the other group which has not received the monitoring process in Complejo Educacional Consolidada de Puente Alto.

At the end of this study, it is possible to stablish that certain monitoring tasks had enhanced the students' learning, increasing their average score in comparison with control group. Despite this, it is important to mention than even when the effects had been positive in this study, a longer investigation or research is needed in order to determine in depth the effectiveness of this assessment.

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INTRODUCTION

Through the time, creating and finding new and effective ways which can be applied in the classroom in order to improve many aspects involved on the lessons have not been easy tasks for teachers. This fact has not been an obstacle to lead teachers to investigate and implement different methods or dynamics that allow obtaining better results, encouraging learning on their students, enhancing mechanisms in education and even creating a pleasant class atmosphere.

Based on this, techniques have been discovered with this specific purpose, the monitoring process is one of them.

Monitoring techniques might be a quite useful tool, and observation should be a resource that teachers may use for their own benefit and, obviously, for their students' benefit. When observing carefully, teachers are able to re-make or simply make the correct decisions to fulfill their students' needs. For instance, after or during this monitoring process, there are aspects of a class group or a student that comes out and provides useful information for a better understanding of the students' needs to the teachers, who are available to perform a correct monitoring process. For example, during a speaking activity while monitoring, the teacher notices that the students have lost their focus and self-control; after monitoring the class, the teacher will recognize this fact and will work on solutions to obtain better results and work according to the students' strengths and weaknesses. The constant development of this task is useful to be aware of the performance of their students during classes

The Chilean government (MINEDUC, Sistemas de Monitoreo del Ministerio de Educación de Chile, n.d.) STEMAS DE MONITOREO DEL MINISTERIO DE EDUCACIÓN DE CHILE), and its educational curriculum, promote a specific approach of monitoring to be performed by teachers at schools. This approach also promotes how teachers should evaluate certain aspects of the students, such as observable behaviours and a close attention on the students' marks, just to name a few.

The monitoring proposal of the Chilean Ministry of Education depicts a school or a classroom layout for monitoring processes and their variables, but disregards monitoring processes for other specific classes and their subjects, such as Science or Languages.

Considering the Chilean experience, this research group has decided to use an experimental and correlative type of investigation, since these kinds of procedures have been left behind of the Chilean curriculum. In addition, one of the aims of the researchers is to contribute with an enhancement of the current monitoring techniques since there is not a solid amount of information about this procedure, particularly in Chile, especially inside English classrooms and specifically with the reading comprehension skill of students. This type of investigation enables the research group to select a particular group of students in order to compare and control the results gathered from the sample, that consists of approximately sixty students between the ages of fifteen and seventeen years from two 11th grade classrooms from Complejo Educacional Consolidada in Puente Alto.

To reach the goal and establish the benefits of a certain type of monitoring within the classroom, and specifically at the reading comprehension skill, the research team has chosen to adapt Ruiz-Primo & Furtak (2006) Informal Formative assessment and Scientific Inquiry monitoring procedure into an EFL classroom. This process consists in making the students talk about a certain topic and express their opinions about it, consequently, receive factual information to be used in order to complete a reading comprehension task.

In addition, variables such as students and monitoring process would not be sufficient if they were not applied with a specific framework inside the classroom. That is why the research team has chosen to set all of these variables into a Task-based Learning, which consists in helping the students to reach the classes objectives by placing them into real life situations. Consequently, incite them to use the target language through tasks given by the teacher in order to apply their own skills, enhancing them even further. This Task-based Learning helps the teacher to organize the classes and reinforce the four skills of the target language. The research group has primarily decided to work on the reading comprehension skill since the Language Focus part of a Task-based Learning contemplates enhancing both listening and reading comprehension, but, due to time restrains the research group decided to focus only in the reading comprehension skill.

CHAPTER I: THE RESEARCH

1.1 Introduction

In this Chapter, the main aspects of our research are established.

1.2 General objective

To examine and determine the effects of the Informal Formative assessment on the development of the reading skill in an 11th grade.

1.2 Specific objectives:

a) To obtain information about the current reading comprehension level of the students from a control and an experimental group through the application of a test based on the contents of the schoolbook provided by the Minister of Education.

b) To adapt the Informal Formative Assessment monitoring process to EFL classes in order to influence in the reading comprehension learning process.

c) To compare the possible effects of the Informal Formative Assessment through the comparison between the pre and post test in both courses.

1.4 Hypotheses

a) After the analysis of pre and post tests, the Informal formative assessment
    monitoring process enhances the reading comprehension skill on students
    of 11th grade at Complejo Educacional Consolidada in Puente Alto. RM.

b) Null hypothesis: After the analysis of pre and post tests, the Informal forma-
    tive assessment monitoring process does not enhance the reading compre-
    hension skill on students of 11th grade at Complejo Educacional Consoli-
    dada in Puente Alto. RM.

1.5 Research problem

   During the practicum experience of the researchers of this project, some com-
mon remarks have been noticed. One of the most outstanding ones for us was that
a monitoring process (a follow-up process) performed by English teachers seems
to be rather uncommon in our current school context. This method could have
some effect or influence on EFL learning processes and the different skills present
on a language learning process. The current research will be focused on the read-
ing skill.

1.6 Research question

Finally, regarding the research question and very much connected with the problem of study, the researchers have posed the following question:

Is the monitoring process, in the form of an Informal Formative Assessment, significant to English lessons for the improvement of the reading skill of the 11th grade students at the Municipal Educational Centre Consolidada in Puente Alto?

CHAPTER TWO: THEORETICAL FRAMEWORK

2.1 Monitoring

In order to introduce the following research, it is imperative to define and contextualize certain concepts present in this investigation. First and foremost, the definition of the concept of "monitoring" must be very precise and clear in order to understand its uses and functions on diverse processes.

Monitoring as a word comes from the Latin "*monere,*" which means to warn or oversee, and which can be used as noun or as a verb. As a noun, according to the Online Etymology Dictionary (2017), the word monitor means "senior pupil at a school charged with keeping order, etc.," from Latin *monitor* "one who reminds, ad-monishes, or checks," also "an overseer, instructor, guide, teacher."

On the other hand, according to the Oxford Dictionary (2017) monitor means "observe and check the progress or quality of (something) over a period of time; keep under systematic review"

The process of monitoring can be linked with many different aspects where a follow-up process is fundamental and even necessary, such as health, technology, science and for the purposes of this research education, which is the main aspect of this current investigation.

According to Gage and Dunn, Frankel and Gage and PATH Monitoring and Evaluation Initiative (as cited in The United Nations Entity for Gender Equality and the Empowerment of Women, 2012, para.1) "Monitoring is the systematic process of collecting, analyzing and using information to track the progress of the program towards reaching its objectives and to guide management decisions". Monitoring

usually focuses on processes, such as when and where activities occur, who delivers them and how many people or entities they reach. Additionally, Gage et al. (as cited in United Nations Entity for Gender Equality and the Empowerment of women, 2012, para. 2) states that monitoring is conducted after a program has begun and continues throughout the implementation period of itself. Monitoring is sometimes referred to as process, performance or formative evaluation.

As it was mentioned before, monitoring can be defined in simple words as a follow-up process. For example, this process can be found in business and sales procedures. To maintain effectively a follow up process on sales and the marketing of the activities generated, it is important to follow some steps to control the process and maintain the order. From contacting people to providing consumables for their needs to measure the activities in favor of the development of the business, is always recommendable to maintain a follow-up process through all the company activities. (Charles, 2016)

Monitoring is the first step of a wide procedure, which consists in collecting meaningful information from any process for their Analyses and using in order to improve the specific process in which it is applied. The purpose of monitoring is to obtain better results in the current progress, identifying strengths and weaknesses. According to the Online Business Dictionary, monitoring consists in "supervising activities in progress to ensure they are on-course and on-schedule in order to meet the objectives and performance targets." (Online business dictionary, 2017)

Another example of monitoring as a follow-up process is a widely known monitoring technique in healthcare called the Aseptic Technique. According to Cherney and Nall (2017, June 23), the aseptic technique is a method that consists in using practices and procedures to prevent contamination from pathogens. It involves applying a set of strict rules to minimize the risk of infection. Healthcare workers use this aseptic technique in surgery rooms, clinics, outpatients care centers, and other health care settings.

The structure of the Monitoring itself can be applied to many different systematic structures, such as quality development of products, or even applied to medical procedure throughout the healthcare industry.

2.2 Monitoring in school systems

To go deeper into the concept of monitoring and focusing on the educational aspect, it is necessary to present the current context of the Chilean educational system in high schools and its characteristics in order to contextualize the investigation.

Firstly, it is important to become familiarized and recognize the structure of the different types of schools present in the Chilean educational system in high schools. According with LOCE (Ley Organica Constitucional de Enseñanza de Chile, 2005), there are two types of educational programs:

High School Education is taught between 13 and 17 years of age, it has an extension of four years and two areas: scientific-humanist and technical-professional.

a)   The scientific-humanist education is divided into two cycles and comprises the subjects that constitute a general education, which seeks to prepare students for admission to University.

b)   On the other hand, technical-professional education aims to prepare students for the working world.

Regarding the purpose of the investigation, scientific- humanist education will be the area to investigate.

The term "monitoring" focused on education is always related with "evaluation"; both concepts are completely linked as steps of a wider system and can be seen as a further condition of evaluation, stressing the relationship with ongoing evidence gathered as a basis for management decisions, a reliance on administrative data and a stronger preoccupation with description and valuing. Scheerens, Glas and Thomas (2003) states that evaluation can be used for all objects but is most frequently associated with program, as in programs of evaluation.

To meet the standards given by the Chilean Government school system, the country's school program must abide by certain concerns when it comes to improving itself in order to reach the established objectives.

Scheerens et al. (2003) establishes three major concerns to describe the motives for creating and improving provisions for Monitoring and Evaluation, which are:

a) To formally regulate desired levels of quality of educational outcomes and provisions.

b) To hold educational service providers accountable.

c) to support ongoing improvement in education.

These concerns may vary in each country because of their different educational policies.

On one hand, to formally regulate the desired levels of quality of educational outcomes, Scheerens et al. (2003) establish "examination" as the correct word to be used as the basis for determining the quality of educational systems and sub-systems. For example, in schools, pass rates on examinations are frequently used as performance indicators in judging the quality of educational programs of schools.

On the other hand, to hold education systems accountable for their academic functioning and performance and support direct democracy in education, Scheerens et al. (2003) establish that schools should provide information on their performance and functioning to outside parties in order to be open for public reviews. This can be contextualized in the Chilean school system with the Classroom Book, a public tool to provide every piece of information related to the students in

every Chilean school, a log of their achievements and observations and possible

management decisions with each student.

Finally, according to Scheerens et al. (2003), Monitoring and Evaluation is de-

scribed as a mechanism to stimulate improvement in education. The purpose of

the mechanism is to stimulate learning and self-improvement of educational units.

When evaluative information is given as feedback to the units concerned, it can be

an important basis for corrective action and improvement.

The evaluation-feedback-action sequence is a central mechanism for all kinds

of learning processes, the action of evaluating and giving a correct and constant

feedback by the "monitor" provides the identification of the strengths and weakness

of the learners, in order to focus on the given information.

2.3 Monitoring in the classroom

Respective of educational environments and climate, ensuring students' de-

velopment and learning is defined, nowadays, as achievement and success. This

essential aim might be much more obtainable for teachers when establishing cer-

tain tools and techniques to control and check the students' behavior and under-

standing during their lesson' performance. (Cotton, 1988)

Furthermore, for the purpose of this research it is crucial to put this situation

and statements into the national context and also define and explain what *Assess-*

ment means to the Education Ministry regarding teaching aims.   Concerning

Chile and according to the statements of MINEDUC, (MINEDUC, Sistemas de

Monitoreo del Ministerio de Educación de Chile, n.d.) the implementation of a follow up procedure of assessment during the learning process is imperative. While students develop their tasks on the board, work on guides or activities; monitoring exercise allows teachers to detect weaknesses and strengths promoting decision-making based on compliance of goals committed in the Educational Improvement Plan.

The monitoring procedure in a classroom has to do with checking to see if the activities are going as planned, if the students are working or if the group is working on given tasks developing their skills and discipline in a proper way. In addition, the monitoring process in teaching is linked to the process of evaluation; there is always evaluation purposes when monitoring process occur. Evaluation helps the teacher to establish patterns and to be aware of the strengths and weaknesses the students may present on their learning. Therefore, effective monitoring is a tool to be developed by the teacher in order to get better responses during tasks encouraging the student's skills. (Darn, 2006).

"Monitoring is an acquired skill which hopefully becomes a good habit. Less experienced teachers may feel that they need to monitor closely and maintain control on the activities, while other teachers feel that they should be involved all the time, and that monitoring is the solution. In either case, there is a danger of over-monitoring, interference, and a tense rather than relaxed, student-centered learning environment during less guided practice activities." (Darn, 2006)

As it was mentioned before, the monitoring process should be performed as a habit by the teacher. Kathleen Cotton (1988) on her research "Monitoring student

learning in the Classroom" defines monitoring in classroom as a set of actions and activities performed by the teacher in which he checks the students' learning in order to make the best choices concerning instructional decisions and giving feedback to the students about their development. The focus of this procedure are the classroom-level monitoring regarding the students' learning progress, and the existent relationship between and the students' outcomes of achievement. (Cotton, 1988)

To build a new habit, monitoring has to be developed carefully; being aware of each detail to conduct the EFL to be an effective process, keeping in mind that not all learners develop at the same rate. Monitoring helps the teacher to decide what to focus on, or practice further (Darn, 2006).

Due to this, the proposals of techniques made by sets some very useful tools for monitoring and informal evaluation purposes.
The monitoring tasks are meant to be everyday work, and teachers should develop them constantly on their lessons regarding the creation of a constant checking process of the students' understanding, keeping them engaged and reviewing students' performance (Cotton, 1988).

According to Cotton (1988) and what concerns teachers' tasks for monitoring development; it is imperative to conduct periodic reviews with the students to make a follow-up process of their learning and understanding noticing mistakes. In this way, teachers will be aware of their students' failures and might work, plan or adapt activities to fix them in the nearly future.

Cotton (1988) says that when educators speak of classroom monitoring, they generally refer to the following teacher behaviors:

a) Questioning students during classroom discussions to check their understanding of the material being taught.

b) Circulating around the classroom during seatwork and engaging in one-to-one contacts with students about their work.

c) Assigning, collecting, and correcting homework; recording completion and grades.

d) Conducting periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding.

e) Administering and correcting tests; recording scores.

f) Reviewing student performance data collected and recorded and using these data to make needed adjustments in instruction.

Finally, questioning students is the monitoring behavior established by the research group because it helps teachers to use a variety of ways to determine the students understanding of what is being taught and to find out if their instructions are working or if they need to be adjusted in some way.

This process consists in different steps. First, in keeping an appropriate level of difficulty when questioning students where most students can experience a high degree of success in answering, in paying attention to who is answering and calling out non-volunteers, making the students to comment or elaborate on one another's

answers and finally to use this information to increase or decrease the pacing of instructions (Cotton, 1988).

The research group has decided to stablish the use of the Questioning exercise proposed by Cotton (1988) as the best way to translate into the classroom a monitoring process in the form of the Informal Formative Assessment provided by Ruiz-Primo and Furtak (2006).

2.4 Informal formative assessment

This research team decided to set the goal of improving the reading comprehension skill of an 11th grade classroom by using the informal formative assessment procedure proposed by Ruiz-Primo and Furtak (2006) as a monitoring process in the classroom.

The Informal Formative assessment methodology of monitoring proposed by Ruiz-Primo and Furtak (2006) consists in:

a) Eliciting: Teacher brings out or develops information in the form of a verbal response from students.

b) Recognizing: Teacher reacts instantly by recognizing students' responses and comparing them to facts.

c) Using: Teacher immediately makes use of information from students during the course of the ongoing classroom narrative.

These procedures were originally tested by Ruiz-Primo and Furtak (2006) inside a scientific classroom and consisted in how 4 middle school science teachers used questions as a method of informal formative assessment. This monitoring process was used as an approach to explore each teacher questioning practices set in whole-class discussions with assessment conversation in which the teacher has the opportunity to draw out and act on students' evolving understanding. This assessment conversations where adapted to an EFL classroom by performing these three steps in the same order as in the science classroom, where the teacher first elicits a question, the students respond, then the teacher recognizes the student's response in order to compare it to factual information, and finally the information is used in a task given by the teacher, in this case, a reading comprehension skill task.

2.5 Justification for informal formative assessment

It is argued that assessment conversations make students' thinking explicit in an unobtrusive manner, and when students' thinking is explicit, it can be examined, questioned, and shaped as an active object of constructive learning (Ruiz-Primo and Furtak. 2011).

José Carlos Núñez (2009) establishes that learning something new requires the skills, knowledge, strategies, abilities and also the disposition, intention and specially motivation to achieve the goals that are intended to be achieved. The

idea that learning is determined by motivational but also cognitive variables introduces us to the whole complex of processes and strategies involved in the act of learning.

Although the informal formative assessment differs from the formal formative assessment, both of them coincide due to the fact that formative assessments act as a means of meeting the goals of lifelong learning (Ian Clark, 2008), also in the fact that they are motivated by quantitative and qualitative evidence. Formative assessment has helped to raise levels of student achievement, and has enabled teachers to meet the needs of increasingly diverse student's population. Teachers using formative assessment approaches guide students towards development of their own "learning to learn" skills – skills that are increasingly necessary, as knowledge is quickly outdated in the information society (Clark, 2008, p.4)

Ruiz-Primo and Furtak, (2011), state that the Informal formative assessment can take place within the context of any student - teacher and student-student interaction. It is generally characterized by the conscious discovery of novel information about students understanding, as observed through the context of such interactions at a given point in time. To complete an informal formative assessment cycle, the newly acquired information must be used to shape the immediate course of events within the given learning context

The implementation of the project starts by motivating the students to overcome their current results by monitoring their performances in order to encourage the students to fulfill their tasks, including activities, work guides and notebook up to date.

2.6 Task-based Learning in an EFL classroom

To establish the informal formative assessment into an EFL classroom, a Task-based layout of the class is the setting that this investigation will use. The research team has chosen this framework because the Informal Formative Assessment using part contain tasks as a way to use the information previously given by the teacher to the students. As it was cited by Pools-M (2015, para. 2) if language teachers do not know which method is being taught accordingly or if teachers do not think about teaching methodology in relation to the different types of learners, to levels, to materials and last but not least to the learning processes of the individual learner, teachers might as well not teach.

In order to incorporate the informal formative assessment method of monitoring, the research group has chosen the Task-based learning structural framework from Dave Willis (as cited in Jeremy Harmer, 2001), which is the main layout for the 8 sessions planned for the monitoring process. The structural framework of TBL proposed by Willis (1996) consists in three main steps to every class:

Pre-Task
Introduction to topic and task

Teacher explores topic with the class,
helps students to understand instructions
and prepare

Task Cycle

Task
Students do the task in
pairs or small groups
while teacher monitors

Planning
Students prepare to
report to the whole class
(oral or written) how they
did the task, and/or what
they decided or
discovered.

Report
Some groups present their
reports to the class, or
exchange written reports
and compare results

Language Focus

Analysis
Students examine
and discuss specific
features

Practice
Teacher conducts
practice of new words,
phrases, and patterns
that occur in the data.

The Willis TBL framework (Willis 1996: 52)

As Harmer states (2001), in the pre-task the teacher explores the topic with the class and may highlight useful word and phrases, helping students to understand task instructions. The research team has decided to incorporate key vocabulary pieces in every pre-task stage according to the contents from the school book, and work with the vocabulary in a speaking task as questions. During the task-cycle, Harmer (2001) states that the students perform the task in pairs or small groups while the teacher monitors from a distance. It in this part of the class, where

the eliciting, recognizing and using steps from the informal formative assessment (Ruiz-Primo and Furtak, 2007) take place. The teacher will ask questions to the students about contents taken from the school book (eliciting), then the teacher will contrast the answers with factual information (recognizing), to finally ask the students to work in a reading comprehension skill task (using). Finally, Harmer (2001) postulates that in the language focus stage the students examine and discuss specific features of any listening or reading text which they have looked at for the task and/or the teacher may conduct some form of practice of specific language features which the task has provoked. This last procedure is merged with the using part of the monitoring process itself, because the students have already read a text and the only task they need to complete is to write an answer to a specific question, and share their answers with the rest of the class.

In order to establish the importance of the Task-cycle and Language Focus process as the researchers' main setting of the TBL in which the monitoring takes place, it is imperative to highlight what makes this procedure so important for the purpose of this research. The importance of this process relies on the capacity of the task-cycle part of a TBL class to contain a diverse set of activities, which can focus on all EFL skills. In order to gather better results with the informal formative assessment process, the research team is going to center this monitoring procedure in this specific section of an EFL TBL class.

The procedure will take place over a period of eight classes. These eight classes are specifically planned according to a TBL methodology and the informal

formative assessment process will take place in the task-cycle and language focus section of every class, as it was previously stated.

2.7 Reading comprehension skill

As it was previously stated, the monitoring process is embedded inside both the task-cycle and the language focus part of the Task based learning EFL class framework proposed by Willis (1996). This Merging process was decided since the using part of the monitoring process chosen, must contain a task to "use" the contents in class. This task, as it was claimed by Harmer (2001), could either be a listening or reading comprehension task. This research group had decided to only focus in the reading comprehension aspect of this language focus task.

According to the school book used to develop the entire monitoring process, the two main aspect to enhance about reading comprehension are; locate missing information on a test and discriminate between correct and incorrect information.

CHAPTER III: METHODOLOGICAL FRAMEWORK

3.1 Introduction

In this chapter, the methodological procedures are described. This section is also focused on the research variables, the sample data collection and the instruments application to collect and analyze the data.

3.2 Type of investigation

To achieve the main objective of this study, it has been decided to use an exploratory-correlational type of investigation considering that the aim of this research is to determine some of the effects that a specific monitoring process might have on the reading comprehension skill of the sample. Also, it is important to consider this sample as our main data source; this makes our investigation an exploratory study, because even when the variables are clear, the sample response may change and consequently the results may also vary.

3.3. Variables

For the purposes of the research and to examine the effects of the Informal Formative assessment as monitoring process in the reading skill on students from an 11th grade, certain variables had been selected.

To analyze and compare the results given by the data gathering instrument and the instructional materials, it was important to consider specific aspects of the research which provided us value information.

The variable considered in this research is:

     a)   Marks: through this variable, numbers that allow us to determine if the monitoring process affected the learning process in the previous mentioned skill will measure a possible progress or decrease in the reading comprehension skill. In addition it is important to mention that every test will be analyzed item by item in order to check the possible progress as accurate as it can be.

3.4 Sample

The sample consists of approximately sixty students between the ages of fifteen and seventeen from two 11th grade classes from Complejo Educacional Consolidada in Puente Alto, a municipal establishment belonging to the Municipal Corporation.

3.5 Data Collection

In this section, the steps that were applied are described below. Before starting this investigation, the research team developed two main instruments to gather the information and then analyze it.

The instrument was a test designed to measure the reading comprehension skill level of the students in order to enable the research team to quantitatively demonstrate the student's level.

In order to apply the instrument, the corresponding amount of materials and classes of a unit, which consists of a set of six classes designed to correctly apply the school's curriculum program, were adapted and designed.

The test taken by the students as a pre-test and consequently post-test, consisted of four items determined to be done in 45 minutes, considering the time given by the school in order to apply the project.

The activities selected to be included in the test were selected to prove the students reading comprehension skills before applying the contents or practice the activities as well.

1. In which pictures a phone number is mentioned?
a. A
b. A and B
c. A, B and C
d. A, C and D

2. In which pictures the help is required?
a. A B
b. A and D
c. B and C
d. B, C and D

Pre/Post-Test, Item III, alternatives.

From the first to the fifth class, the lessons were designed in contemplation of the patterns established by Ruiz-Primo and Furtak (2006), according to the Informal Formative Assessment and the Questioning as a teacher behavior provided by Cotton (1988), selected as a strategies to complement the process followed by the researchers.

The test was designed bearing in mind that the classes in which the contents were shown contained activities of similar instruction or development:

Read the different classifieds from the Bulletin Board.

teen WORLD JOBS — classifieds

A — Babysitter needed

We need a babysitter to look after our two boys aged 5 and 7 after school from 4 p.m. – 6 p.m., Mon – Fri.

£40 a week.

Call **Mary** on **678345211**

C — Holiday job

Do you want to earn some extra money this summer? Do you speak another language?

We need **French**, **Spanish** or **German** speakers to work for us in the City Museum shop Tuesday – Saturday.

Send your CV to citymuseum@shopjob.lkj

CITY MUSEUM

B — Newspaper round before school

We need young people to deliver newspapers on Mon, Wed and Fri mornings. The paper round takes 30 minutes in the village of Clanbrook. Papers must be delivered before 8 a.m. and you must have your own bike.

Interested? Ask for more info at **Clanbrook post office**.

D — Munchies Café

PART-TIME WORK

We are looking for breakfast and lunchtime staff to work in our café on Saturdays.

Come in (8 a.m. - 4 p.m.) or call Bella on 612398745 (after 4 p.m.)

First class reading comprehension activity.

– Reading comprehension.

Read carefully the following bulletin board:

A **Computer problems?**

Experienced IT engineer will sort out problems with home computers (PCs and Macs). Phone *'the Computer Doctor'* now for a free estimate -

09651 325693

Noticeboard

B **DRUMMER WANTED**

for recently formed band. Must have ability and experience. We play mostly indie rock. Many songs already written. Some performances in local pubs in Nov/Dec. Send details and sound samples to:

newband@hotmail.com

C **Babysitter wanted**

for 2-year-old twins – occasional weekday evenings for up to six hours. Would be suitable for a student with some experience. £4.50 an hour.

Phone Jan on 719 873 466

D **Lost!!!**

Small grey cat missing in the Lees Hall area. She's frightened of dogs and teenage boys. If you see her, please, please phone:

09651 324472

We really miss her!

Pre/post-test reading comprehension piece.

The researchers aim to take different aspects from the strategies mentioned by the authors, according to this, five of the six lesson plan were designed using elements as eliciting, recognizing, using and questioning.

Task-cycle	The teacher asks: Eliciting: ¿What can you find on bulletin board? Recognizing: Then, the teacher will give the students factual information about bulletin boards and what can you find on them. Using: The teacher provides a short reading comprehension task about different types of bulletin boards	30 minutes PPT Data Notebook Worksheet	Oral Feedback

Third class lesson plan piece.

The classes before mentioned have as their central axis a question in the eliciting stage, to check the students understanding and then, to gather the possible answers and compare them with factual information given by the teacher.

Second session example, Questioning stage and Eliciting question.

- **COULD:** USED TO EXPRESS POSSIBILITY:
- ALL OF THEM COULD RIDE IN THE VAN.
- YOU COULD ALWAYS STAY AT OUR HOUSE.

- **MAY:** USED TO SUGGEST SOMETHING THAT IS POSSIBLE:
- SHE MAY AGREE WITH THIS PLAN.
- IT MAY RAIN TONIGHT.

- **MIGHT** (PAST FORM OF MAY): USED TO SUGGEST A SMALLER POSSIBILITY THAN MAY DOES (ACTUALLY, MIGHT IS MORE COMMON THAN MAY IN AMERICAN ENGLISH):
- HE MIGHT HAVE FINISHED IT.
- I MIGHT GO SEE A DOCTOR.

- **MUST:** USED TO SHOW THAT SOMETHING IS VERY LIKELY:
- HE MUST BE A GENIUS.
- THERE MUST BE AN ACCIDENT.

Third session, factual information provided by the teacher's example.
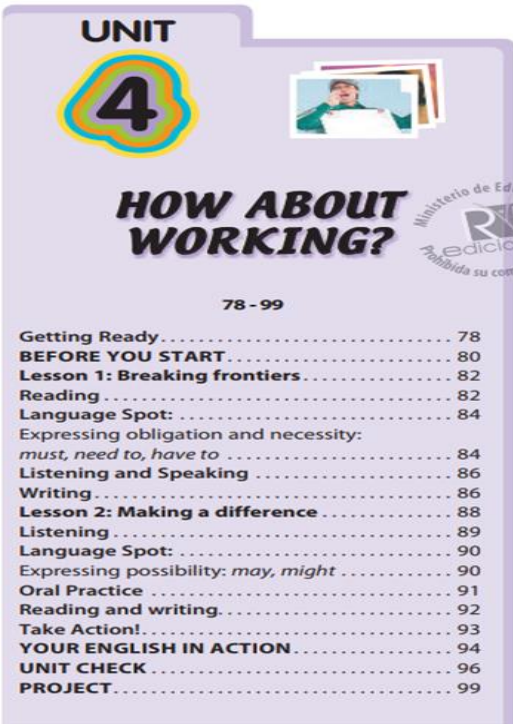
3.6 Instruments and steps

In this section the main instrument and instructional materials used to collect the data and also the steps that were followed by the teacher to apply these instruments are explained:

I. At the beginning of these eight sessions, a pre-test was taken by the students in order to have a broader image of what they know and to measure their reading comprehension skill level.

Pre-test:

The test is designed mostly based on reading comprehension skills, following the statements given by the curricular contents from Chilean Ministry of Education, English 11th grade Study Program, Unit 4 (2016).

Subsequently, during the design of the pre-test, it was considered to complement the use of the corresponding curricular contents taken from Teens Club English schoolbook by Lina Alvarado Jantus (2016). All of these contents were modified to fit a reading comprehension skill pattern that is thought to benefit the structure already followed by the class and applied by

the teacher through the year, considering the three units previously seen. Once the sources were defined, the researchers proceeded to select specific contents from the schoolbook.

The instrument presents the following structure

a.   Instructions: were given in English according to the patterns previously established by the English department belonging to the municipal corporation. "Demonstrate understanding of general ideas and explicit information in simple adapted and authentic texts, in printed or digital format, about varied topics of interest to students, subjects of other subjects, of the immediate context, of current global interest, from other cultures and some lesser-known subjects and which contain the functions of the year" (Chilean ministry of Education, Curricular bases, 2016, p. 214).

b.   Score: Considering the items and their difficulty, one point is given to each alternative exercise, while the only exception was the second item, contemplating written production based on the preceding bulletin board, the usage of modal verbs and expressions and phrases to give opinions. (Chilean ministry of Education, 11th grade Degree program, 2011, p. 85).

c.   Bulletin Board: The selected reading piece was a bulletin board taken from British Council, (Learning English Teens, n.d.).

d.   Item I: This item corresponds to a fill in the gaps activity in order to recognize expressions to report information (Chilean ministry of Education, 11th grade Degree program, 2011, p. 87).

e.   Item II: In this item a paraphrasing activity was chosen, plus the use of elements corresponding to the key words and thematic vocabulary related to the unit (Chilean ministry of Education, 11th grade Degree program, 2011, p. 87).

f. Item III: For this item, a multiple-choice activity was selected to demonstrate understanding of main ideas and explicit information in simple texts related to the media. (Chilean ministry of Education, 11th grade Degree program, 2011, p. 91).

g.   Item IV: According to Chilean ministry of Education, 11th grade Degree program, 2011, p. 87, students will be able to deduce main ideas from the reading texts, identifying key words related to the unit and complementary information.

Informal Formative Assessment

II.   After the pre-test, the six main sessions began. These classes were planned according to a TBL approach framework, the informal formative assessment monitoring and the unit contents from the book "Teens Club" 11th grade English book (Chilean Ministry of Education).

III.   In every class, the teacher is responsible for applying the monitoring process at every Task cycle part of the TBL class framework.

The monitoring process was designed according to three main authors and their work with monitoring and evaluation. Firstly, according to Cotton (1988), there are many aspects when the monitoring process occurs such as questioning the students or circulating around the classroom to check if the students are on task, among others. Then, the research team chose the informal formative assessment proposed by Ruiz-Primo & Furtak (2006), since it embedded perfectly with the questioning aspect of the class proposed by Cotton (1988). As it was previously stated, this monitoring process consist in a series of questions and to put in use that information gathered by the teacher with a task. These processes were set inside the Task-based learning proposed by David Willis (as cited in Jeremy Harmer, 2001). The teacher who was responsible for carrying out every class, and with the help of every session planned in advance, has the task to start the class by asking the students a simple question (e.g. do you know what a bulletin board is?) to get a response from the students as a pre-task. Then, inside the task-cycle part of the session, the monitoring process starts. The teacher elicits information from the students with a second question (What can you find in a bulletin board?). Subsequently, the teacher will give the students the correct information about the previously asked question (The bulletin board consist in…). Finally, the teacher will give to the students a reading comprehension task for them to use the new information that they acquired. As it was previously mentioned, the task-cycle and the language focus parts of

the task-based learning proposed by Willis (as cited in Jeremy Harmer, 2001) were merged into one because the language focus part contains the reading comprehension task and a post-task.

The lessons were designed using the Remembering, Understanding and Applying levels of Bloom's Taxonomy (as cited in Andrew Churches, 2008).

E.g.

Main Objective: Identify main ideas and information in a bulletin board advertisement			
Pre-Task	The teacher starts the class by asking: Do you know what a bulletin board is? Activity: The students will have to write down vocabulary pieces that they don't know and then check them with the teacher and classmates.	10 minutes Whiteboard Markers	
Task-Cycle	The teacher asks: Eliciting: What can you find on bulletin board? Recognizing: Then, the teacher will give the students factual information about bulletin boards and what can you find on them. Using: The teacher provides a short reading comprehension task about different types of bulletin boards	30 minutes PPT Data Notebook Worksheet	
Language focus	Students will have to write a description of a bulletin board and mention what kind of information can be found in it.	5 minutes Markets Whiteboard	

According to the example shown above, the main objective corresponds to the remembering level of Bloom´s Taxonomy (2001). Next, as it was stated in the example, each part of class was structured accordingly to the taxonomy and to the Task-Based Learning framework from Willis (1996).

IV.   After the six main sessions, a post-test, was taken by the students in order to measure the possible changes in the students' reading comprehension skill. The main goal of this procedure is to establish a connection between the manner in which TBL approach and an informal formative assessment process help to reach the researcher's objectives. In addition, it is important to know that the Post-test was the same as the pre-test in order to compare the results and determine if the monitoring process had an effect on the reading skill.

CHAPTER IV: DATA ANALYSIS

In the present chapter, the analysis of the collected information by the previously shown instruments are described in order to determine the Informal Formative Assessment possible effects on the learning process in the reading skill.

Since the current research it is an exploratory-correlational type of investigation, it is fundamental to compare the collected data in the pre and post tests with the most appropriate graphs.

In order to determine the possible effects that the monitoring process had in an 11th grade of Complejo Educacional Consolidada de Puente Alto, the both tests are compared between different groups (Control and Experimental)

In addition, it must be mentioned that the evaluation of the both tests was based on a scale from 2.0 as minimum mark to 7.0 as maximum mark.

4.1 Results of the Pre-Test

In this subsection the data collected from the Pre-Test by the control group and the experimental group are described, also it is important to mention that the test consists of 23 points divided in 4 different items totally focused on reading skill.

Table 1 shows the marks and the average obtained by the Control group in the Pre-Test. On the other hand, Table 1.1 shows the results of the Experimental group.

Table 1. Marks and average obtained by each student of the control group in the

pre test.

STUDENTS	MARKS	STUDENT	MARKS
Student #1	2,4	Student #16	3,0
Student #2	4,1	Student #17	4,1
Student #3	4,7	Student #18	2,3
Student #4	4,7	Student #19	2,3
Student #5	2,1	Student #20	2,6
Student #6	2,9	Student #21	3,2
Student #7	3,7	Student #22	2,1
Student #8	2,1	Student #23	5,4
Student #9	7,0	Student #24	4,7
Student #10	6,7	Student #25	2,3
Student #11	3,7	Student #26	2,0
Student #12	3,9	Student #27	5,0
Student #13	2,0	AVERAGE	3,7
Student #14	4,4	MAX	7,0
Student #15	6,3	MIN	2,0

Table 1.1. Marks and average obtained by each student of the experimental group

in the pre test.

STUDENTS	MARKS	STUDENTS	MARKS
Student #1	4,4	Student #17	3
Student #2	4,4	Student #18	3,3
Student #3	2,6	Student #19	5
Student #4	3,3	Student #20	3,2
Student #5	2,9	Student #21	4,4
Student #6	3,6	Student #22	6,7
Student #7	2,9	Student #23	2,3
Student #8	2,3	Student #24	3,4
Student #9	3,4	Student #25	4,4
Student #10	3,6	Student #26	5,4
Student #11	2,7	Student #27	4,1
Student #12	3,3	Student #28	5
Student #13	3,2	AVERAGE	3,8
Student #14	3,7	MIN	2,3
Student #15	3,7	MAX	6,7
Student #16	4,4		
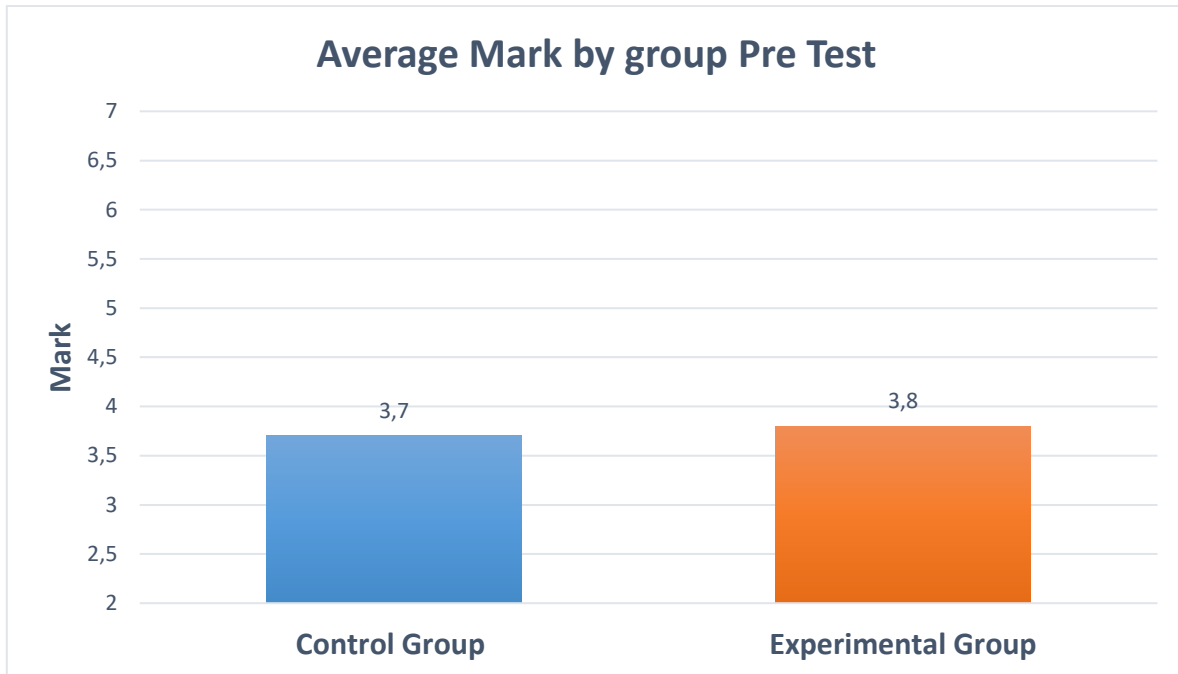
Figure 1: Average marks of the control and experimental group in the pre - test.

According to Figure 1, regarding marks, the control group started with a 3,7 as the average, in comparison, the experimental group obtained 3,8 as the average mark in the pre-test. The results establish that the average of the two groups from this sample had a minimal difference of 0,1 point.

The present bar graph shows an extremely small difference between the average mark obtained by the control and the experimental group in the pre-tests. It leads to the first outcome of this research: both groups have started the process with a similar average mark.

Based on that it could be demonstrate that both groups are very similar in terms of English level in respect to reading skill.

4.2 Results of the Post-test**.**

In order to determine with increased accuracy the effects of the Informal form-ative assessment the pre and post tests (described in chapter 4) were the same to be compared. Firstly, table 3 contains the average of the control group in the post-test, Table 3.1 represents the average of the experimental group. On the other hand Table 4 and 4.1 shows the post test results by gender in the control and the experimental group respectively.

Table 2. Marks and average obtained by each student of the control group in the post test.

Students	Marks	Students	Marks
Student #1	3,3	Student #16	4,1
Student #2	3,3	Student #17	4,7
Student #3	6,7	Student #18	3,2
Student #4	4,7	Student #19	2,1
Student #5	2,3	Student #20	2,4
Student #6	2,6	Student #21	6
Student #7	2,3	Student #22	2,3
Student #8	2,7	Student #23	6
Student #9	5,4	Student #24	4,7
Student #10	4,4	Student #25	2,6
Student #11	3,3	Student #26	2,4
Student #12	3,7	Student #27	6,7
Student #13	2	AVERAGE	3,8
Student #14	5	MIN	2
Student #15	2	MAX	6,7

Table 2.1. Marks and average obtained by each student of the experimental group

in the post test

| Students	Marks	Students	Marks
Student #1	4,4	Student #17	4,4
Student #2	3,7	Student #18	3,9
Student #3	3,2	Student #19	3
Student #4	4,4	Student #20	4,7
Student #5	5	Student #21	5,4
Student #6	4,7	Student #22	7
Student #7	3,3	Student #23	2,7
Student #8	3	Student #24	5
Student #9	3,4	Student #25	4,7
Student #10	3,6	Student #26	6,7
Student #11	2,9	Student #27	4,4
Student #12	3,7	Student #28	6,7
Student #13	4,1	AVERAGE	4,3
Student #14	3,6	MIN	2,7
Student #15	3,3	MAX	7
Student #16	6,7		
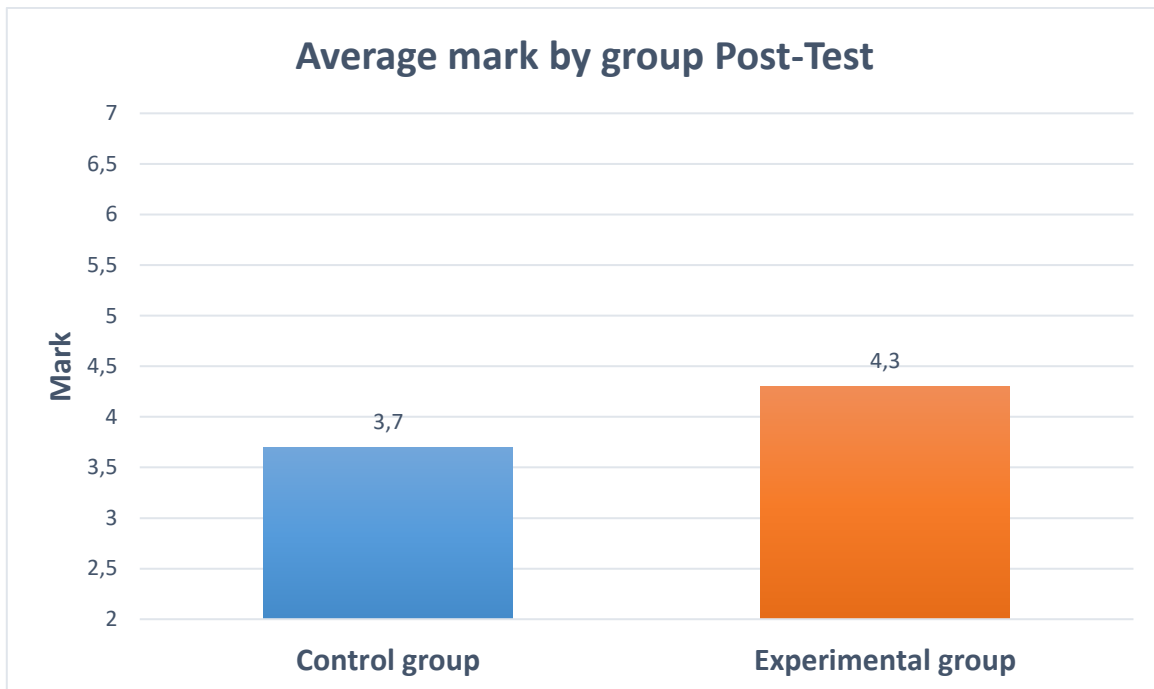
Figure 2: Average marks of the control and experimental group in the post - test.

As it has been shown in the figure 2, a comparison between control and experimental group is represented by the average mark in the post test.

Firstly, it could be noticed that the control group premediates a 3,7 as average, while the experimental group got a 4,3 as average mark. Based on that statement, a difference of 0,6 points can be observed in the post-test.

4.3 Comparison between Control group and Experimental group.

Average Mark comparison between control and experimental group
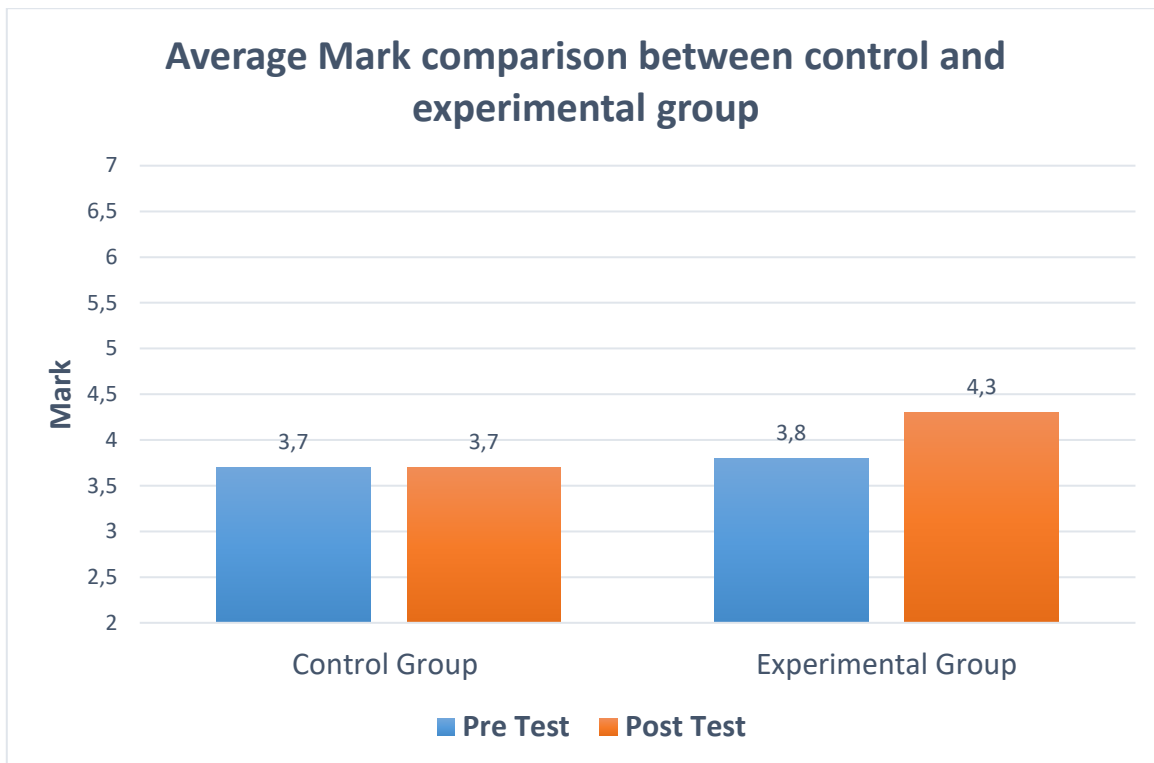
Figure 3: Pre and Post tests' average marks comparison between control and experimental group.

Figure 3. displays factual information concerning the averages marks obtained by both groups on the pre and post tests. According to the displayed information is possible to clearly notice the control group, maintained their score in both tests with a mark of 3.7, while the experimental group, the group that was exposed to the Informal formative assessment as monitoring process, has increased their score in 0.5 starting with a 3.8 as pre test average mark, and reaching a 4.3 in the post test

4.4 Comparison of the pre and post tests by item of the experimental group.

In order to explore in depth the collected data in the pre-test and the post test applied in the experimental group, the research group has decided to analyse the possible change in the four items categorizing the possible variation in three possible responses, No Change, Increased and Decreased.

Respecting to the pre and the post tests, did the students notch any change in each item?

Table 3 shows the variation between pre-test and post test by item.

Students	Item I	Item II	Item III	Item IV
Student #1	No Change	Increased	Increased	Decreased
Student #2	Increased	No change	Increased	No change
Student #3	Increased	Increased	Increased	Decreased
Student #4	Decreased	Increased	No change	Decreased
Student #5	Decreased	Increased	Increased	No change
Student #6	Increased	Increased	Decreased	No change
Student #7	Decreased	Decreased	Increased	Increased
Student #8	Increased	Increased	No change	No change
Student #9	Increased	Increased	No change	Increased
Student #10	Decreased	Decreased	No change	Increased
Student #11	Increased	Decreased	No change	Increased
Student #12	No Change	No changes	Increased	Decreased
Student #13	No Change	Increased	No change	Decreased
Student #14	Increased	Increased	Decreased	No change
Student #15	Increased	No changes	Increased	Increased
Student #16	No Change	No changes	Decreased	Increased
Student #17	Increased	Decreased	Increased	Decreased
Student #18	No Change	Decreased	No change	Decreased
Student #19	No Change	Increased	Increased	Increased
Student #20	No Change	Increased	Increased	Decreased
Student #21	Increased	Increased	No change	Increased
Student #22	Increased	Decreased	No change	Increased
Student #23	Increased	No change	Decreased	Decreased
Student #24	Increased	Increased	No change	Increased
Student #25	Increased	No change	Decreased	Increased
Student #26	Decreased	No change	Decreased	No change
Student #27	Increased	Decreased	No change	Decreased
Student #28	No Change	Increased	No change	Decreased

Table 3.1. this table shows the number of the students and their performance on each item respecting to the pre-test and the post-test**.**

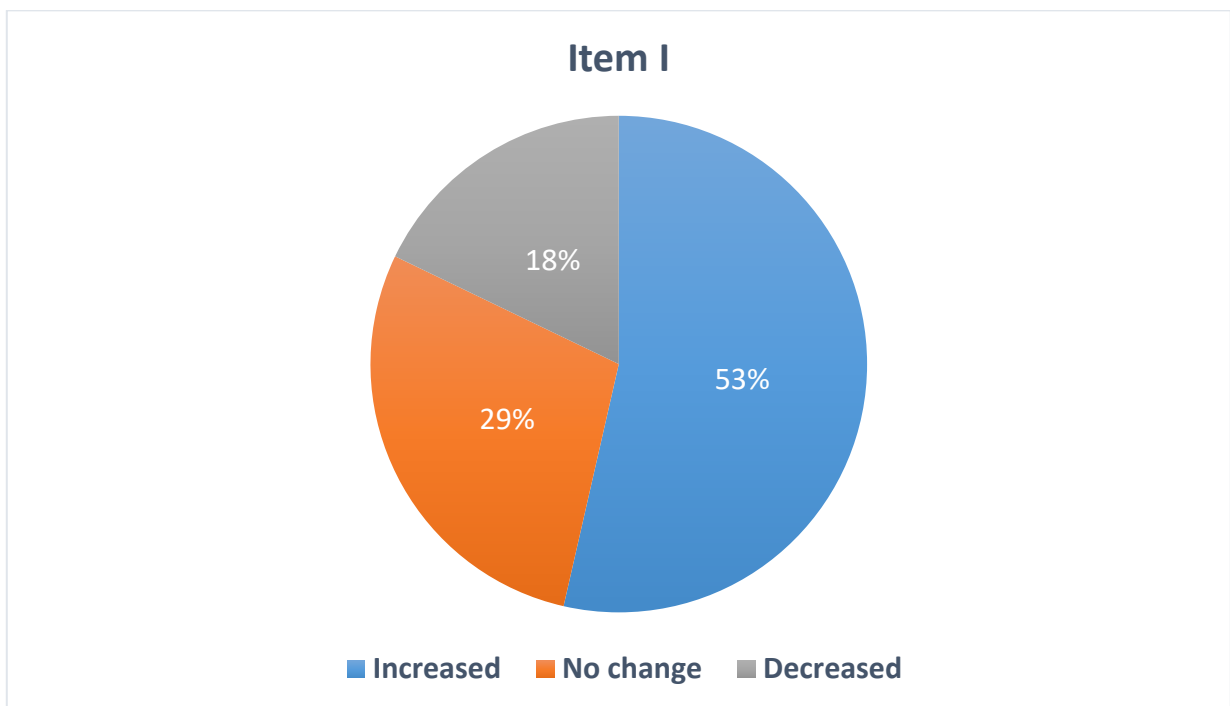| Progress	Increased	No change	Decreased
Item I	15	8	5
Item II	14	7	7
Item III	10	12	6
Item IV	11	6	11

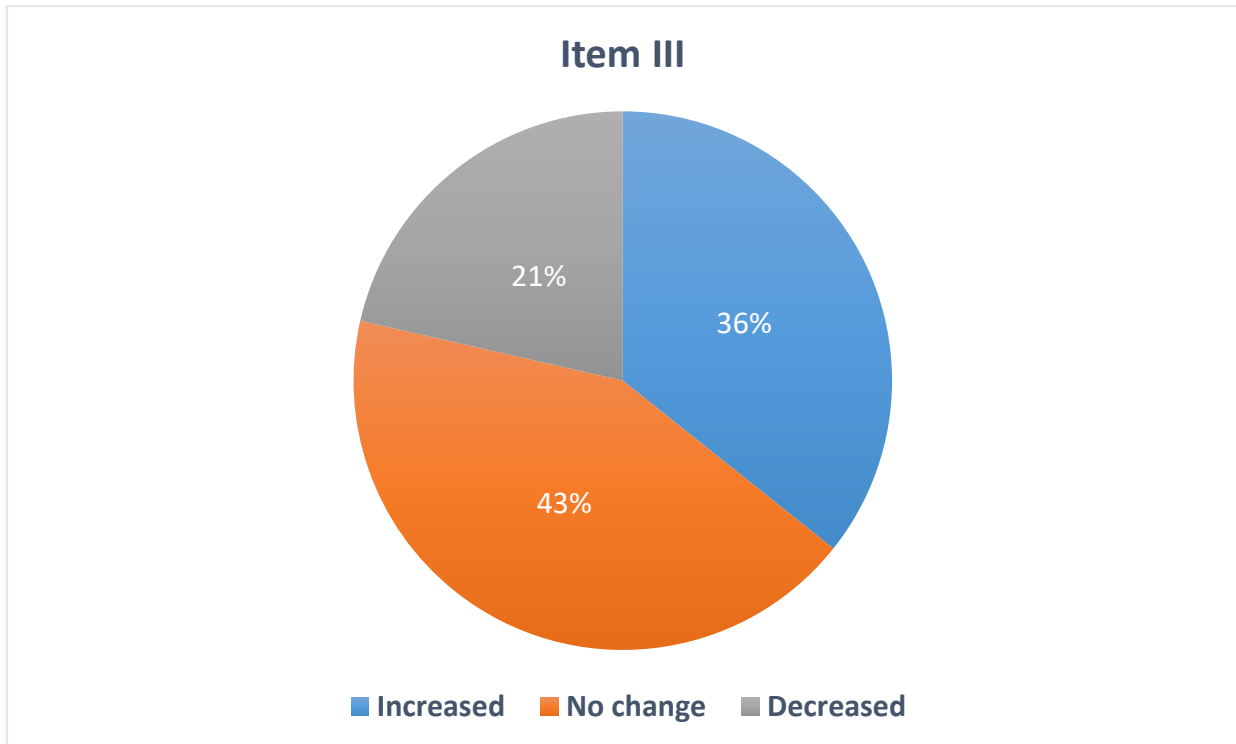Figure 4. *Score changes respect to Item I.*

The current graph shows the students' progress after the monitoring progress in the first item of the test by the experimental group. According to the obtained results, more than the half of the students have presented a growth on their score

respect to the pre tests, and only an 18% decreased. Furthermore, an 18% have not displayed a change respect to the first test in the pre
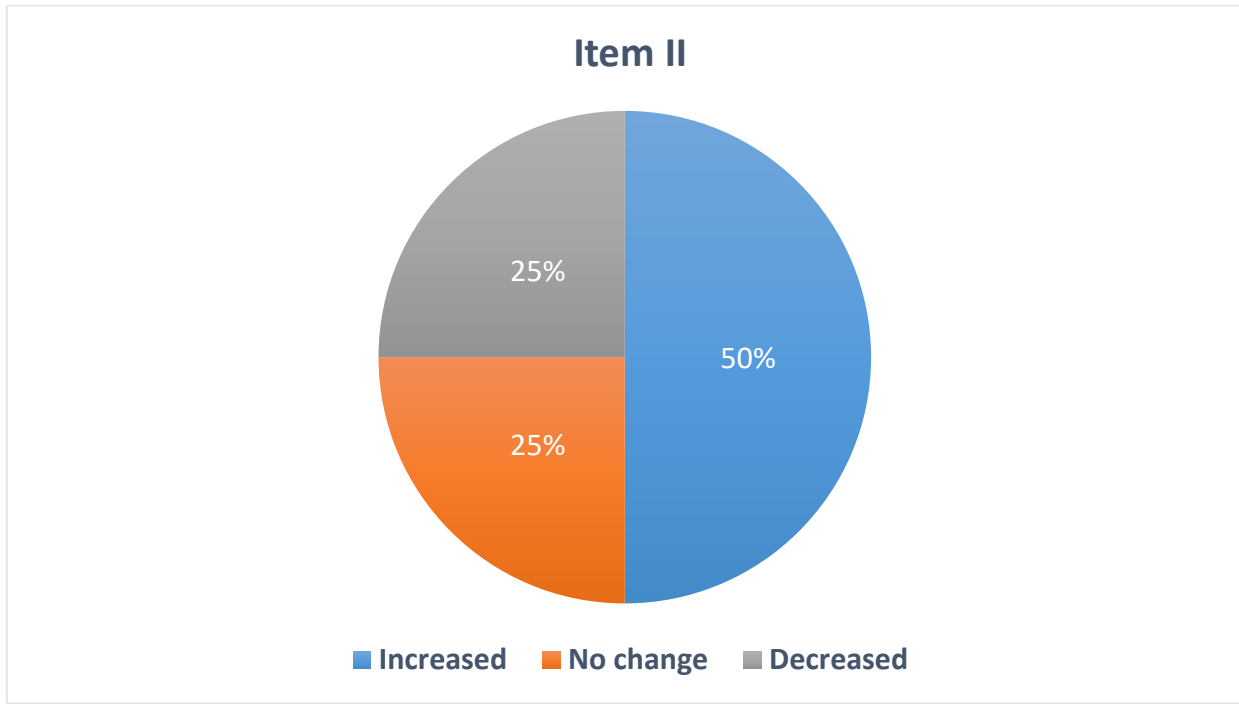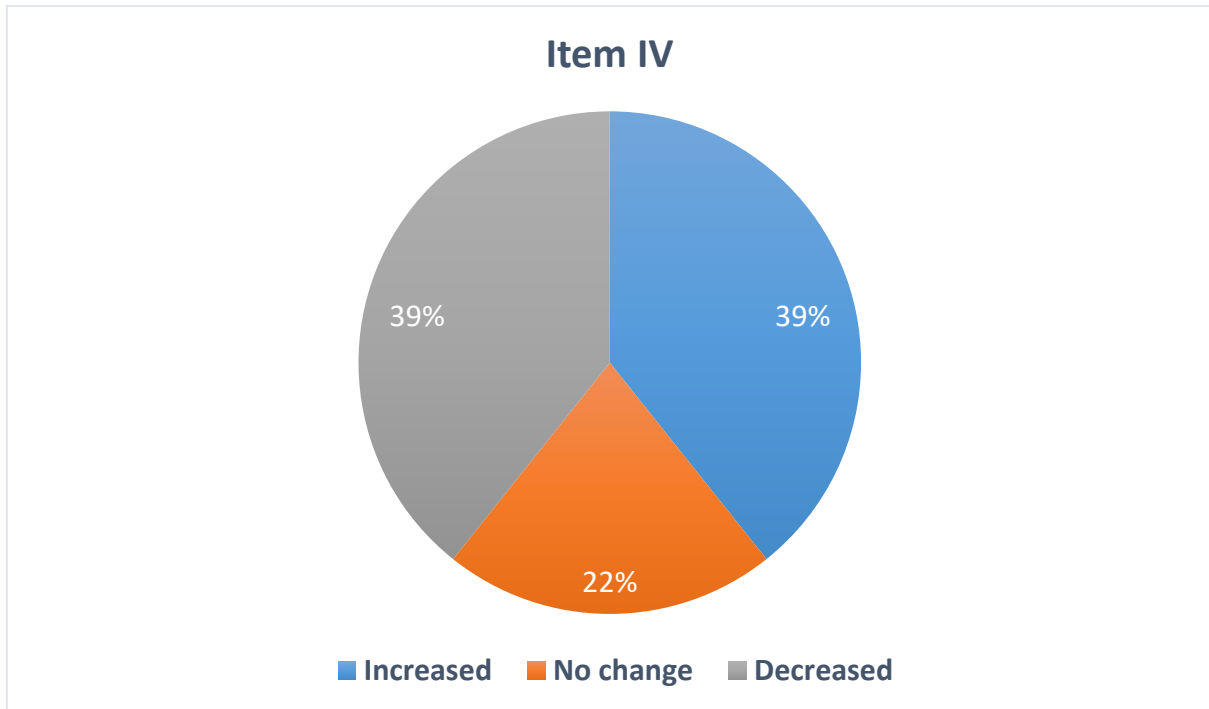

Figure 5. Shows changes of the experimental group item II.

Figure 5. Describes the development on scores respect to the second item of the test. It displays no difference between the students which does not present a change on their score, and the ones who decreased their score on the item, both groups consist in a 50% of the sample with 25% each. Whereas, half the students show development on this task after the monitoring process.

Item III

21%

36%

43%

■ Increased   ■ No change   ■ Decreased

Figure 6: Score changes respect to Item III.

Figure 6. Illustrates factual changes on the third part of the test. A 21%, corre-
spondent to the minority of the students, decreased; while a 36% of the sample have
shown an increase on their scores. Therefore, it is possible to stablish the majority
of the students, obtained the same score on the pre and post tests which corre-
sponds to the 43% of the students.

Figure 7. Shows changes of the experimental group item IV

The present graph displays the changes on the students' development in re-spect to the last item of the test. It is possible to stablish that only a 22% main-tained their score from the pre-test. In addition, it is important to mention that the same number of students have shown an increase or decrease in this item, both corresponding to the 39% of the sample each.

CONCLUSIONS

In order to reach the objectives of this research, it is necessary to study the collected data presented in chapter 4, and based on those analyses, to determine the possible effects of the Informal formative assessment as monitoring process in an 11th grade class of Complejo Educacional Consolidada de Puente Alto.

To begin with the conclusions, according to the results, it can be stablished that the control group did not register any change in the average mark respecting to the pre and post-tests. On the other hand the group that was exposed to the informal formative assessment monitoring process indeed register a slight positive change of 0,5 points on their marks. Following the aforementioned statement, the experimental group had an increase on their marks that implies an enhancement on their reading comprehension skill.

Subsequently, the results gathered from each item of the pre and post-tests from the experimental group shows an increase. For example, Item I had a higher percentage of students that increased their results in the post test with a 53%. This can be attributed to the fact that the classes in that content was reviewed had a higher participation from the students and less interruptions from external variables. Another example can be seen in Item III were the majority of the class had no change with their respective results in this item. This phenomenon can be explained since there was a several number of students that copied the correct alternatives of the item from each other, as it was evidenced by the teacher in charge of the process. Finally the last item registered the highest rate of the students who decreased their results respecting to the pre-test in each item. This can be due to the fact that students found this item as the most difficult of the test.

Based on the data gathered from this research, it cannot be determine as a fact that the informal formative assessment of the students is a useful tool that can be used by every teacher. This is due to the implications that may arise throughout the entire monitoring process such as time restrains and situations generated by the collaborative teacher inside the classroom. However, it can be stablished that indeed the students displays an enhancement on the reading comprehension skill evidenced by the data collected from the tests. Without any doubt this research team believes in the potential of this monitoring process as an effective tool to be used in different context and that the processes may be adapted by teachers to fit according different necessities inside very possible context. It is suggested that this needs further investigation by surveying teachers about the informal formative assessment and its implications.

Furthermore, based on those different analyses and according to our hypothesis, it is possible to state that the Informal Formative Assessment monitoring process has a positive effect in the reading comprehension skill. Therefore, this positive effect could not be determined as a fact to conclude that the informal formative assessment had a verifiable effect, thus requiring further research.

Finally, the specific objectives of this research were achieved accordingly throughout the entire process since the research team was able to obtain information about the reading comprehension skill level of the students, work in order to enhance this skill by applying the informal formative assessment and comparing the results.

Regarding the research question, this research team states that indeed the infor-

mal formative assessment is significant to EFL lessons, but is uncertain about to

what extent due to time restraint and shortage of resources, thus requiring further

investigation.

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APPENDIX

LESSON PLAN IN EFL 2017 1/6

CLASS: 11th grade/ 2° medio	Date: October 18th	Time: 45 minutes	Sequence: 1/6
TRAINEE: Monitoring Teacher		SCHOOL: Complejo Educacional Consolidada	
Main Objective: Identify main ideas and information in a bulletin board advertisement			
Subsidiary aims: improve reading comprehension skill			

Skills/procedures: Writing. Reading Speaking Listening	Lexis: Wanted Babysitter Experience Drummer Engineer	Grammar: Present simple.	

Stages	Interaction	Materials-Timing	Evaluation/Assessment
Pre-task	The teacher starts the class by asking: ¿Do you know what a bulletin board is? Activity: The students will have to write down vocabulary pieces that they do not know and then check them with the teacher and classmates.	10 minutes Whiteboard Markers	Oral Feedback
Task-cycle	The teacher asks: Eliciting: ¿What can you find on bulletin board? Recognizing: Then, the teacher will give the students factual information about bulletin boards and what can you find on them. Using: The teacher provides a short reading comprehension task about different types of bulletin boards	30 minutes PPT Data Notebook Worksheet	Oral Feedback
Language focus	The students will have to write a description of a bulletin board and also mention what kind of information can be found on it.	5 minutes Markets Whiteboard	Oral Feedback

LESSON PLAN IN EFL 2017 2/6

CLASS: 11th grade/ 2° medio	**Date:** October 24th	**Time:** 45 minutes	**Sequence:** 2/6
TRAINEE: Monitoring Teacher		**SCHOOL:** Complejo Educacional Consolidada	

Main Objective: Express opinions using expressions such I think, I believe and in my opinion

Subsidiary aims: Improve Reading Comprehension skill

Skills/procedures: Writing. Reading Speaking Listening	Lexis: I think I believe In my opinion	Grammar: Present simple	

Stages	Interaction	Materials-Timing	Evaluation/Assessment
Pre-task	The teacher starts the class by asking: What do you think is the function of a post/notice on a bulletin board? The teacher will show the students that they can express opinions using expressions such as I think or I believe. E.g. I believe that you can find job offers in a bulletin board. Activity: The teacher shows different bulletin board pieces and asks to the students the following questions: 1-What do you think this bulletin board is about? The students will have to answer using expressions such as I think or I believe.	10 minutes Whiteboard Markers	Oral feedback
Task-cycle	Eliciting: The teacher asks "what do you think is the most common type of posts"? Recognizing: The teacher will give the students factual information about the most common types of notices posted on a bulletin board. Using: The teacher will give the students a short reading comprehension activity about job applications in bulletin boards.	30 minutes PPT Data Notebook Worksheet	Oral feedback
Language focus	What do you think is the most interesting job?	5 minutes Markets Whiteboard	Oral feedback

LESSON PLAN IN EFL 2017 3/6

CLASS: 11th grade/ 2° medio	Date: October 25th	Time: 45 minutes	Sequence: 3/6
TRAINEE: Monitoring teacher		SCHOOL: Complejo Educacional Consolidada	
Main Objective: Express possibilities using modal verbs such as can, could, might and must.			
Subsidiary aims: Improve reading comprehension skill			

Skills/procedures: Writing. Reading Speaking Listening	Lexis: Modal verbs	Grammar: Present simple	
Stages	Interaction	Materials-Timing	Evaluation/Assessment
Pre-task	The teacher starts the class by asking: How do we express possibilities in English? The teacher will tell the students that you can express possibilities using modal verbs.	10 minutes Whiteboard Markers	Oral feedback
Task-cycle	The teacher asks: Eliciting: do you know which modal verbs we use to express possibilities? Recognizing: The teacher will give the students factual information about modal verbs and their use when talking about possibilities. **Could:** Used to express possibility: - All of them could ride in the van. - You could always stay at our house. **May:** Used to suggest something that is possible: - She may agree with this plan. - They may not be happy about what happened. **Might (past form of may):** Used to suggest a smaller possibility than may does (actually, might is more common than may in American English): - He might have finished it. - I might go see a doctor.	30 minutes PPT Data Notebook Worksheet	Oral feedback

	Must: Used to show that something is very likely: - He must be a genius. - You must be joking! Using: The teacher provides a short reading comprehension task with exercises about modal verbs. Andrea: I think the storm is coming. Pablo: Could it be true? Alejandro: This plan could Really work out to stop the storm. This machine is incredible! Andrea: You guys may not be happy about what happened last night but we have to work as a team! Pablo: Don't worry about it, but I might not forgive you next time! Alejandor: Oh no guys! The machine broke down! Andrea: You must be Joking!		
Lan-guage fo-cus	How can we express possibilities? We can use expression such as I think or I believe with modal verbs?	5 minutes Markets White-board	Oral feedback

LESSON PLAN IN EFL 2017 4/6

CLASS: 11th grade/ 2° medio	Date: October 31st	Time: 45 minutes	Sequence: 4/6
TRAINEE: Monitoring teacher		SCHOOL: Complejo Educacional Consolidada	
Main Objective: Identify different types of jobs.			
Subsidiary aims: Improve Reading comprehension skill			

Skills/procedures: Writing. Reading Speaking Listening	Lexis: Firefighter Doctor Policeman Jobs	Grammar: Present simple	

Stages	Interaction	Materials-Timing	Evaluation/Assessment
Pre-task	The teacher starts the class by asking: What is a job? Activity: The teacher will show the students 5 Pictures of people doing different activities. Are these activities jobs?	10 minutes White-board Markers	Oral feedback
Task-cycle	The teacher asks: Eliciting: Can you describe one of these jobs? Recognizing: The teacher will show the students the correct job description of each of the pictures. Using: The teacher will give the students a short reading comprehension activity about different types of jobs.	30 minutes PPT Data Notebook Worksheet	Oral feedback
Language focus	What would be your dream job? Why?	5 minutes Markets White-board	Oral feedback

LESSON PLAN IN EFL 2017 5/6

CLASS: 11th grade/ 2° medio	Date: November 1st	Time: 45 minutes	Sequence: 5/6
TRAINEE: Monitoring teacher		SCHOOL: Complejo Educacional Consolidada	
Main Objective: Describe characteristics in different types of jobs.			
Subsidiary aims: Improve reading skill			

Skills/procedures: Writing. Reading Speaking Listening	Lexis: Youtuber Firefighter Work Risks Safety	Grammar: Present simple	

Stages	Interaction	Materials-Timing	Evaluation/Assessment
Pre-task	The teacher starts the class by asking: What is the difference between working as a YouTuber and working as Firefighters? Activity: the students will have to write down these differences and share them with the class.	10 minutes Whiteboard Markers	Oral feedback
Task-cycle	The teacher asks: Eliciting: What does make these jobs risky or safe? Recognizing: The teacher will give the students factual information about risky and safe jobs Using: The teacher will give the students a short reading comprehension activity about jobs and their risks.	30 minutes PPT Data Notebook Worksheet	Oral feedback
Language Focus	The students will have to organize different jobs into risky and safe.	5 minutes Markets Whiteboard	Oral feedback

LESSON PLAN IN EFL 2017 6/6

CLASS: 11th grade/ 2° medio	Date:		Time: 45 minutes	Sequence: 6/6
TRAINEE: Monitoring teacher			SCHOOL: Complejo Educacional Consolidada	
Main Objective: Apply unit contents to create a bulletin board				
Subsidiary aims: Improve reading comprehension skill				
Skills/procedures: Writing. Reading Speaking Listening	Lexis: Bulletin board Jobs	Grammar: Present simple		
Stages	Interaction		Materials-Timing	Evaluation/Assessment
Pre-task	The teacher gives the instructions to create a bulletin board in groups.		10 minutes Whiteboard Markers	Evaluation by groups Oral feedback
Task-cycle	The students will have to create a bulletin board in groups using different notices.		30 minutes PPT Data Notebook Worksheet	Evaluation by groups Oral feedback
Language focus	The students presents and describe their bulletin boards		5 minutes Markets Whiteboard	Evaluation by groups Oral feedback

COMPLEJO EDUCACIONAL CONSOLIDADA
NIVEL ENSEÑANZA MEDIA
SUBSECTOR INGLÉS

READING COMPREHENSION TEST

Name: _____ **Date:** _____ **GRADE:** **11**th

Points: _____ **Mark:** _____

Main Objective: To measure reading comprehension level of 11th **grade students**

Instructions:

- **Teacher will read every statement of the test. Doubts are going to be solved rising your hand.**

- **Cellphones are NOT allowed during the test.**

- **Duration of the test: 45 minutes.**

- **Talk to classmates is NOT allowed until the end of the test.**

I. **– Reading comprehension.**
Read carefully the following bulletin board.

A) Fill the gap with the corresponding letter of the bulletin board.

1. _____ Might be a problem with a missing pet.
2. _____ Appliers must send information by mail.
3. _____ The payment can be observed.
4. _____ They may help you with different problems.
5. _____ You should have time in November and December.
6. _____ If you want to apply, you would be an student.
7. _____ If you see it, you have to phone its family.

B) - Use the next elements to paraphrase the following phrases

1-The Computer doctor helps people with computers problems

In my opinion, can

In my opinion, the computer doctor can helps people with computer problems

2-The cat is far away from its house because it is afraid of dogs and teenagers

I think, might

_____

3-Indie rock is a great style to play on drums

I believe, could

_____

4- A women is more reliable than a man

To my mind, must

_____

C) Choose the correct answer for each question.

1. In which pictures a phone number is mentioned?
a. A
b. A and B
c. A, B and C
d. A, C and D

2. In which pictures the help is required?
a. A B
b. A and D
c. D and C and D
d. B and D

3. In which pictures the help is offered?
a. A
b. D
c. C
d. B

4. Which picture requires a musician?
a. A
b. B
c. C
d. D

5. In which picture experience is required?
a. A and B
b. B and C
c. B and D
d. C and D

6. In which picture an e-mail is mentioned?
a. A
b. B
c. C
d. D

II. - Read the following descriptions about different jobs and answer the questions.

Person A
I work on Saturdays and in the school holidays. Saturdays are busy because that's when everyone goes shopping. Our shop sells clothes and accessories for men, women and children. I work in the children's department. It can be crazy sometimes, but it's fun.

Person B
I work during my summer holidays when I'm not at university. Oxford has thousands of tourists in the summer, so it's easy to find a job as a tour guide. I take tourists to visit the university colleges and then we go down to the river. We go along the river on a boat. The tourists love the boat trip, but last summer one tourist fell in the river! I love meeting people from all over the world.

Person C
I like my job, but lots of people don't like coming to see me because they hate dentists. Sometimes it's very hard work, but it's great to help people when they have a problem. It's so important to look after your teeth.

Person D
My job is very difficult, but I like it because I love flying. I fly planes that take people to different places on holiday. Most of the time I fly in Europe to places like Spain, Greece and Italy. The most difficult thing about my job is when the weather is bad. Snow and thunderstorms are the worst. The best thing is visiting different places.

Person E
I work in a hospital in the city centre. It's a very big hospital. I help the doctors with the patients. I give them their medicine and look after them when they feel ill. I love my job but I don't like the uniform and sometimes I have to work at night.

PERSON A work as	
PERSON B work as	
PERSON C work as	
PERSON D work as	
PERSON E work as	

TEST SAMPLE:

COMPLEJO EDUCACIONAL CONSOLIDADA
NIVEL ENSEÑANZA MEDIA
SUBSECTOR INGLÉS

READING COMPREHENSION TEST

Name: _Nicolas Cordillo_ Date: _22/11/2017_ GRADE: 11th

Points: _16/23pts_ Mark: _____ (4.7)

Main Objective: To measure reading comprehension level of 11th grade students

Instructions:

- Teacher will read every statement of the test. Doubts are going to be solved rising your hand.

- Cell phones are NOT allowed during the test.

- Duration of the test: 45 minutes.

- Talk to classmates is NOT allowed until the end of the test.

– Reading comprehension.

Read carefully the following bulletin board:

A **Computer problems?** Experienced IT engineer will sort out problems with home computers (PCs and Macs). Phone 'the Computer Doctor' now for a free estimate - 09651 325693

Noticeboard

B **DRUMMER WANTED** for recently formed band. Must have ability and experience. We play mostly indie rock. Many songs already written. Some performances in local pubs in Nov/Dec. Send details and sound samples to: newband@hotmail.com

D **Lost!!!** Small grey cat missing in the Lees Hall area. She's frightened of dogs and teenage boys. If you see her, please, please phone: 09651 324472

C **Babysitter wanted** for 2-year-old twins – occasional weekday evenings for up to six hours. Would be suitable for a student with some experience. £4.50 an hour. Phone Jan on 719 873 466

I-. Fill the gap with the corresponding letter of the bulletin board.

a) __D__ Might be a problem with a missing pet.
b) __B__ Appliers must send information by mail.
c) ____ The payment can be observed.
d) __A__ They may help you with different problems.
e) ____ You should have time in November and December.
f) ____ If you want to apply, you would be a student.
g) __D__ If you see it, you must phone its family.

7/7 pts

2) - Use the next elements to paraphrase the following phrases

EXAMPLE:

The Computer doctor helps people with computers problems

In my opinion / can

In my opinion, the computer doctor can help people with computer problems

a)-The cat is far away from its house because it is afraid of dogs and teenagers

I think / might

I think the cat is for away from might its house

b)-Indie rock is a great style to play on drums

I believe / could

I believe indie rock is a great could is a great style to play on drums

4/6 pts.

c)- A women are more reliable than a man

To my mind / must be

to my mind a women are more reliable must be then a man

I-. Fill the gap with the corresponding letter of the bulletin board.

a) _D_ Might be a problem with a missing pet.
b) _B_ Appliers must send information by mail.
c) _C_ The payment can be observed.
d) _A_ They may help you with different problems.
e) _A_ You should have time in November and December.
f) _G_ If you want to apply, you would be a student.
g) _D_ If you see it, you must phone its family.

7/7pts

2) - Use the next elements to paraphrase the following phrases

EXAMPLE:

The Computer doctor helps people with computers problems

In my opinion / can

In my opinion, the computer doctor **can** help people with computer problems

a)-The cat is far away from its house because it is afraid of dogs and teenagers

I think / might

I think the cat is for away from might its house

4/6pts.

b)-Indie rock is a great style to play on drums

I believe / could

I believe indie rock ~~is a great~~ could is a great style to play on drums

c)- A women are more reliable than a man

To my mind / must be

To my mind a women are more reliable must be than a man

II- Choose the correct answer for each question.

1. In which pictures a phone number is mentioned?
   a. A
   b. A and B
   c. A, B and C
   d. A, C and D

2. In which pictures the help is required?
   a. A B
   b. A and D
   c. B and C
   d. B, C and D

5/5pts.

3. In which pictures the help is offered?
   a. A
   b. B
   c. C
   d. D

4. Which picture requires a musician?
   a. A
   b. B
   c. C
   d. D

5. In which picture experience is required?
   a. A and B
   b. A, B and C
   c. A, B and D
   d. B, C and D

6. In which picture an e-mail is mentioned?
   a. A
   b. B
   c. C
   d. D

II- Choose the correct answer for each question.

1. In which pictures a phone number is mentioned?
   a. A
   b. A and B
   c. A, B and C
   ~~d.~~ A, C and D ✓

2. In which pictures the help is required?
   a. A B
   b. A and D
   c. B and C
   ~~d:~~ B, C and D ✓

   5/5pts.

3. In which pictures the help is offered?
   ~~a.~~ A ✓
   b. B
   c. C
   d. D

4. Which picture requires a musician?
   a. A
   ~~b.~~ B ✓
   c. C
   d. D

5. In which picture experience is required?
   a. A and B
   ~~b.~~ A, B and C ✓
   c. A, B and D
   d. B, C and D

6. In which picture an e-mail is mentioned?
   a. A
   ~~b.~~ B ✓
   c. C
   d. D

III - Read the following descriptions about different jobs and fill in the gaps with the corresponding job.

Person A
I work on Saturdays and in the school holidays. Saturdays are busy because that's when everyone goes shopping. Our shop sells clothes and accessories for men, women and children. I work in the children's department. It can be crazy sometimes, but it's fun.

Person B
I work during my summer holidays when I'm not at university. Oxford has thousands of tourists in the summer, so it's easy to find a job as a tour guide. I take tourists to visit the university colleges and then we go down to the river. We go along the river on a boat. The tourists love the boat trip, but last summer one tourist fell in the river! I love meeting people from all over the world.

Person C
I like my job, but lots of people don't like coming to see me because they hate dentists. Sometimes it's very hard work, but it's great to help people when they have a problem. It's so important to look after your teeth.

Person D
My job is very difficult, but I like it because I love flying. I fly planes that take people to various places on holiday. Most of the time I fly in Europe to places like Spain, Greece and Italy. The most difficult thing about my job is when the weather is bad. Snow and thunderstorms are the worst. The best thing is visiting different places.

Person E
I work in a hospital in the city center. It's a very big hospital. I help the doctors with the patients. I give them their medicine and look after them when they feel ill. I love my job but I don't like the uniform and sometimes I have to work at night.

PERSON A work as	
PERSON B work as	
PERSON C work as	
PERSON D work as	
PERSON E work as	

0/5pts

III - Read the following descriptions about different jobs and fill in the gaps with the corresponding job.

Person A

I work on Saturdays and in the school holidays. Saturdays are busy because that's when everyone goes shopping. Our shop sells clothes and accessories for men, women and children. I work in the children's department. It can be crazy sometimes, but it's fun.

Person B

I work during my summer holidays when I'm not at university. Oxford has thousands of tourists in the summer, so it's easy to find a job as a tour guide. I take tourists to visit the university colleges and then we go down to the river. We go along the river on a boat. The tourists love the boat trip, but last summer one tourist fell in the river! I love meeting people from all over the world.

Person C

I like my job, but lots of people don't like coming to see me because they hate dentists. Sometimes it's very hard work, but it's great to help people when they have a problem. It's so important to look after your teeth.

Person D

My job is very difficult, but I like it because I love flying. I fly planes that take people to various places on holiday. Most of the time I fly in Europe to places like Spain, Greece and Italy. The most difficult thing about my job is when the weather is bad. Snow and thunderstorms are the worst. The best thing is visiting different places.

Person E

I work in a hospital in the city center. It's a very big hospital. I help the doctors with the patients. I give them their medicine and look after them when they feel ill. I love my job but I don't like the uniform and sometimes I have to work at night.

PERSON A work as	
PERSON B work as	
PERSON C work as	
PERSON D work as	
PERSON E work as	

0/5 pts