

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE WORK

**EFL METHODOLOGICAL PROCEDURES TO COPE WITH SEVENTH, EIGHTH
AND NINTH GRADERS MIXED- ABILITY CLASSES AT COLEGIO SALESIANO
SAN JOSÉ IN SANTA ANA IN THE YEAR 2009**

**TO OBTAIN THE DEGREE OF:
LICENCIADA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA**

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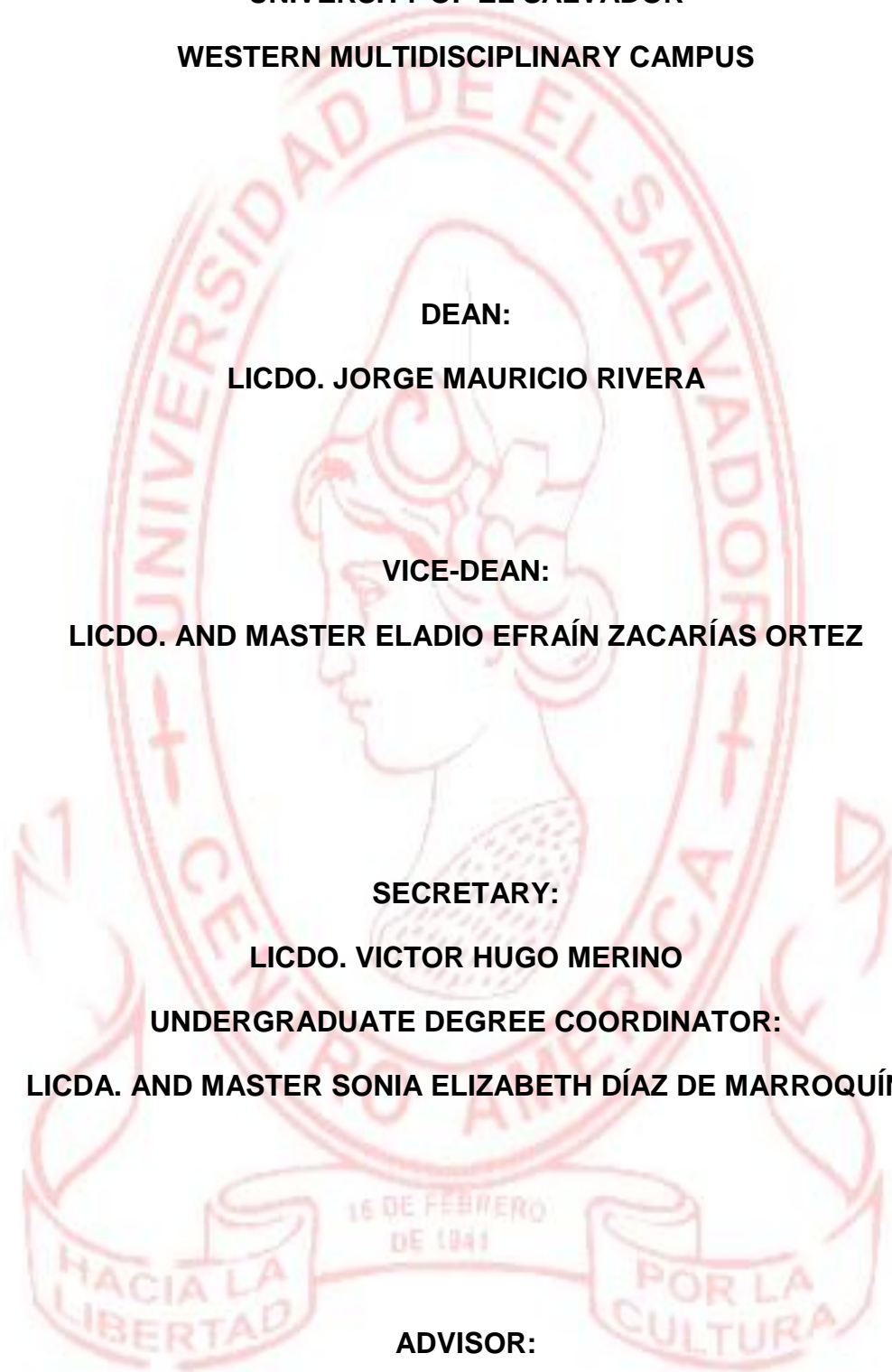
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INTRODUCTION

This research study contains useful information about EFL Methodological Procedures to cope with seventh, eighth, and ninth graders mixed-ability classes at Colegio Salesiano San José in Santa Ana in the year 2009. The purpose of this research was to determine if peer tutoring, group work techniques and the use of varied material might help to cope with mixed-ability in listening and writing skills.

This research work consists of five chapters. Chapter one includes the statement of the problem, the justification to sustain the investigation, the research questions and objectives to be fulfilled. Chapter two is composed of the theoretical framework and the hypothesis. Chapter three is made up of the methodological design which contains the preliminary study, research methods and techniques, target population, and description of the instruments.

Chapter four includes the analysis and interpretation of data collected during the project, limitations and discussion of the results. Chapter five contains the conclusions and recommendations to foster further research studies, and finally, the bibliographical references and appendices

ABSTRACT

This quantitative study focuses on EFL Methodological Procedures to cope with seventh, eighth and ninth graders mixed-ability classes at Colegio Salesiano San José in Santa Ana in the year 2009. The aim of this study was to find out what techniques can be applied in the English classroom to cope with mixed-ability in seventh, eighth and ninth graders. The study started with a pre-observation at Colegio Salesiano San José to realize that the problem existed. Then, a written test was applied to the students to know their background of the English language. After that, students attended seven weeks of free English courses in which the researchers used peer tutoring, group work techniques and varied material focused on listening and writing skills. After the course finished, the researchers applied an exit test to students to compare the students' performance after the techniques were applied. Then a questionnaire was administered to the students to know their opinion about the courses. Finally, an observation checklist was used by the researchers to collect data about students' performance in their daily classes. However, the data obtained at the end of the post observation were not enough to prove that peer tutoring and group work techniques may reduce the phenomenon of mixed-ability in the English class.

CHAPTER I

1. STATEMENT OF THE PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

Because English as a foreign language is in great demand both in education and at work, most private schools have incorporated it since elementary school. This has been done with the purpose of building competence among students and making them have a good domain of the language and be prepared for future challenges. In this regard, at Colegio Salesiano San José in Santa Ana, the English classes have been extended from two to five hours per week in all levels since the year 2008. According to padre José Antonio Loucel (principal of the school) the raise in the English classes has a visionary purpose; he said, “Lo que queremos como institución Salesiana es formar al alumno con un dominio completo del idioma inglés, o sea que escuche, que escriba, que hable, y que lea”.

This vision shows the interest of the principal of the school in giving special emphasis on teaching the language efficiently. Even though the students at San José school have the opportunity to attend five hours of English classes, the phenomenon of mixed-ability has emerged. That is, students have different levels of English proficiency because every student learns according to his or her own capacities and works at a different pace. In this sense, Ireson and Hallam (2001) define a mixed-ability class as a group of students with different strengths and

weaknesses developed at different rates. So it is important to understand that all students bring to the classroom their own personal experiences which influence their approach in the acquisition of a foreign language. Their emotions, attitudes and personalities affect the learning process as well as their willingness to learn the language since the study of a second language requires a great commitment. Some of the characteristics presented in a mixed-ability class are problems in understanding and completing tasks, lack of interest and cooperation in pair and group work, and a variety of students' prior knowledge. All of these characteristics affect the role of the teacher in the development of the lesson in the sense that the progress of the students varies greatly, as it was observed during the preliminary study carried out at Colegio Salesiano San Jose (See Appendix A). During that observation, the researchers realized that the students were not thoroughly engaged in the activities developed in class, and, in addition to this, the teacher in charge did not cater the students' needs due to the monotonous way to teach the class which caused students' boredom and indifference toward the subject (See Appendix A questions 3 and 8). Hence, the English teacher at Colegio Salesiano San José met different obstacles because in his classes he dealt with two extremes of students, those for whom English seemed easy (students who had a prior knowledge of English), and those for whom English was a hard and complicated task (Students who did not have a prior background of English).

This problem got even worse because the teacher always used the textbook as the only resource for his classes (See Appendix A). He did not provide any extra

material to reinforce the contents of the subject and did not help students get more involved with the target language. This hindered students learning since the teacher himself did not seem to be motivated to teach English, for the teaching of a language must be interesting especially because of the students' age. This means that for an English Teaching- Learning Process to be meaningful, teachers should be aware of some important elements to be followed such as relevant curriculum (the association of English learning to the real world), instructional strategies (leading students to be critical), teacher's motivation (teacher's enthusiasm to teach), and classroom learning environment (a pleasant and friendly classroom environment).

In sum, when teaching English in public or private schools, a teacher will never have a group with an equal level of students' proficiency in the target language since each individual has his or her learning style and since some of them have the opportunity to learn English in other institutions such as English academies; as a result, the classroom becomes a place where not all the students show the same progress. In this respect, the researchers observed some deficiencies in the mastering of the four macro skills of the English language in seventh, eighth and ninth graders at Colegio Salesiano San José in Santa Ana. The phenomenon of mixed-ability in the EFL class turned the class difficult for both teachers and students because the two extremes of students (high and low) were ignored most of the time and the level of English of seventh, eighth and ninth graders at Colegio Salesiano San José varied greatly (See Appendix A).

1.2 JUSTIFICATION

As every person learns at his or her own pace, learning style and intelligences, the phenomenon of mixed-ability tends to appear in every EFL classroom. According to Ph.D Chen, L (n. d) such phenomenon seems natural and normal. She believes that it is difficult for both teachers and students in instruction and learning because in most cases the teacher cannot focus the class just on high or low students. In this sense, the significance of this study lies on the fact that mixed- ability is a problem that affects students' performance in class and it hinders their progress in acquiring the target language. As a consequence, most English teachers have to cope with two student extremes (high and low). So, in order to partially treat the problem, this study was conducted at Colegio Salesiano San José in Santa Ana with seventh, eighth and ninth graders in the year 2009.

Since English is part of the subjects included in the curriculum addressed to Tercer Ciclo de Educación Básica, it is considered relevant to do some research on the phenomenon of mixed-ability and this study might contribute to decrease, to some extent, the problem observed in seventh, eighth and ninth graders at Colegio Salesiano San José (See Appendix A). Its relevance lies on the fact that every teacher's aim is that all students understand the class and get involved in the learning process. However, it is well known that every student has a different way of learning, and learns and progresses at different rates.

Thus, while some students may find the learning task very easy to deal with, others may find it difficult to understand. Besides, learning depends on what

students have brought with them into class. Such phenomenon has generated a variety of issues related to its effects on students' performance and proficiency. Hence, it is considered valuable to do some research on the phenomenon of mixed-ability, which is affecting directly the students' progress in the class.

The benefits of the execution of the project were for students (seventh, eighth, and ninth graders), teachers and the institution where the project was carried out. First, the students had the opportunity to get involved in activities in which they developed two of the four macro- skills (listening and writing skills) in order to overcome the problem of mixed-ability in the class. Second, English teachers at Colegio Salesiano San José had a better perspective of the problem since through the investigation done by the researchers, they realized how the problem was affecting their pupils and how to cope with the situation.

Finally, the institution was benefited in the sense that through the investigation they had the chance to have a wide view of the problem and the way of how to deal with it implementing some techniques that lessen, to some extent, mixed-ability in the English classes.

In sum, focusing on the problematic situation and giving a treatment to the phenomenon helped teachers in some way deal with mixed-ability classes at Colegio Salesiano San José.

1.3 RESEARCH QUESTIONS

1. What type of methodological procedures focused on listening and writing skills work better with seventh, eighth and ninth graders in mixed- ability English classes at Colegio Salesiano San José in the year 2009?
2. How do the techniques focused on listening and writing skills help seventh, eighth and ninth graders' English teachers cope with mixed-ability in the English classes at Colegio Salesiano San José in the year 2009?
3. How does the application of varied techniques improve the listening and writing abilities of seventh, eighth and ninth graders' students at Colegio Salesiano San José in the year 2009?

1.4 RESEARCH OBJECTIVES

A) General Objective:

- To determine what type of methodological procedures focused on listening and writing skills work better with seventh, eighth and ninth graders in mixed- ability English classes at Colegio Salesiano San José in the year 2009

B) Specific Objectives:

- To provide some techniques focused on listening and writing skills that may help seventh, eighth and ninth graders' English teachers deal with mixed-ability in the English classes at Colegio Salesiano San José in the year 2009

- To improve to some extent the listening and writing abilities of seventh, eighth and ninth graders' students at Colegio Salesiano San José in the year 2009 through the application of varied techniques

CHAPTER II

2 THEORETICAL FRAMEWORK

In many EFL settings English instruction is provided both by the public and the private sector, and in some cases, children start learning English in private schools before they attend English in public schools. This practice is a factor in the creation of mixed-ability classes in schools (Xanthou M and Pavlou P, nd). In this sense, it is necessary to define what mixed- ability is. In his book “**A Course in Language Teaching,**” Penny Ur describes mixed- ability as a heterogeneous class where different kinds of learners are found. He explains that what most teachers understand by this is different types of learners who have marked differences in level of performance in the foreign language and the majority of classrooms are made up of mixed-ability groups. This heterogeneity may enrich the variety of interaction between students, but it also creates situations that challenge teachers while trying to give every student the opportunity to learn. That is why it is important to make a distinction between mixed- ability teaching and mixed- ability classes.

Also, Susan Bremmer (2008) states that a mixed- ability class consists of a group of average and able children with a subset children who have learning problems. Nevertheless, mixed-ability teaching is focused on the needs that a mixed-ability class has. In this type of teaching, the activities are specially designed for the students’ mixed-abilities. Ireson and Hallam (2001) suggest that teachers

need to recognize that a class is a mixed-ability one because students have different strengths and weaknesses developed at different rates. However, teachers may encounter the phenomenon of mixed-ability in a very brilliant student who has problems in acquiring a second language and it does not mean that a mixed-ability class is made up of students who have learning problems. Here is where a distinction between mixed- ability classes and mixed- ability teaching must be done. Margaret Sands and Trevor Kerry express that mixed-ability teaching has to do with how a teacher respects differences not trying to fit a group of individuals into the same mould so that they can be manipulated more easily but, recognizing that just as their faces differs so do their needs. However, a mixed-ability class has its own peculiar characteristics; among these the following can be mentioned: first, a striking difference between low and high students which generates a dilemma for the teacher to cope with either to focus on advanced learners and ignoring the rest; second, students' poor cooperation in the class that provokes misbehaviour and lack of interest toward the assigned tasks; third, teacher's concern about the students' progress in acquiring the foreign language; and fourth, an appropriate design of a lesson plan that may incorporate all students' needs. In the past, teachers may well have said that the problem was just that some students were cleverer or simply better, but now teachers understand that the situation is more complex than that.

As Krashen (1988) expressed there is a number of factors involved in the learning process. Those learner factors, together with the fact that pupils approach

content differently depending on their learning style, influence teachers' changes of planning meaningful lessons. During the learning process, it is said that the capacity of a human being to learn something new or a language is in the childhood. In this stage, there is a time in which the brain is like a sponge which absorbs the information easily but this will depend on the way he or she approaches the second language. Therefore, aptitude is other factor involved in the learning process in order to predict whether individuals will be competent learners. Aptitude is composed of four different abilities such as identifying and memorizing new sounds, understanding the function of words, figuring out grammatical rules, and developing a good memory for new vocabulary. Nevertheless, each individual has his or her own strengths and weaknesses on those abilities. That is why teachers have to design the tasks based on students' abilities, interests and experiences to fit their needs. In this respect, motivation and attitude are also important since pupils are successful when they are motivated. Thus, their motivation emerges if they have special reasons such as to fulfil professional ambitions or to gain better interaction with persons they are dealing with. So it is a great responsibility for a teacher to create a positive learning atmosphere where students enjoy coming because of the way of teaching.

In this regard, Xanthou M. and Pavlou P. (nd) think that the teacher has to be aware that all students learn in different ways or have a learning style. Learning style refers to the way in which pupils approach information. So, the teacher's lesson plans must be addressed to the different types of learners such as visual,

kinesthetic and auditory learners. For example, visual learners are those who must have the information in front of them, kinesthetic learners are those who must have physical action into their learning, and auditory learners are those who have the ability to just listen to the information once or twice. In addition to the learning styles that a teacher should take into account in the class, he also has to be aware of some types of intelligences. According to Howard Gardner's intelligences, in his book *Frames of Mind, The Theory of Multiple Intelligences* states eight types of intelligences those are decisive for pupil's success in language learning.

1. **Linguistic intelligence** is the ability to learn languages and the capacity to use language to accomplish certain goals. Students who possess this intelligence like reading, writing and speaking the target language.
2. **Logical-mathematical intelligence** consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. These types of learners are interested in structure patterns and relationships within books and materials.
3. **Musical intelligence** involves skill in the performance, composition and appreciation of musical patterns. Musical learners often express themselves through music or rhythmic movements.
4. **Bodily-kinesthetic intelligence** entails the potential of using one's whole body or parts of the body to solve problems. These learners process knowledge more easily through corporal sensations.

5. **Spatial intelligence** is the ability to perceive a form or an object in its full dimensional form. These learners think in its images and symbols.
6. **Interpersonal intelligence** is concerned with the capacity to understand the intentions, motivations and desires of other people. They usually have leader's attributes, and they are good at communicating and detecting others temperament and desires.
7. **Intrapersonal intelligence** entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. For pupils, it involves understanding their inner world of emotions and affections. They usually have the ability to control their feelings.
8. **Naturalist intelligence** has to do with interacting with the surroundings, with animals, geography and weather. People with this type of ability are good at categorizing, organizing a living area, planning a trip and learning best by studying natural phenomenon in a natural setting and learning about how things work.

Howard Gardner states that teachers must not pay attention in one particular type of intelligence but they should also place equal attention on individuals who show talents in the other intelligences.

Another factor that should not be isolated in a mixed- ability class is the students' prior knowledge of the target language. Xanthou and Pavlou (n,d) said that learners who are true beginners having almost no structural and lexical

knowledge the foreign language may not differentiate among different languages. However, a great number of students among these presumably beginners can be classified as false beginners or even as learners with substantial knowledge of English. This is the case when they have been exposed to English for various reasons: First of all, they may have attended English language courses at a private language school, or they may have English speaking relatives, neighbors or friends, or they may have learned a few things through listening to English on radio or television. This situation mostly affect the teacher and creates a dilemma as it was mentioned previously on either to focus on the more advanced students ignoring the rest or address the lesson plan to the less able students with the risk of boring the more able ones. All these situations might bring some negatives effects in a mixed- ability class.

Good and Brophy (1991) have identified at least four types of negative effects in a mixed-ability class. Firstly, teachers' attitude and expectation may cultivate the undesired pride for the high students and the sense of inferiority for low students. Secondly, low students lose the chance to learn. They may have low self-esteem and take a negative attitude toward studying because they think they are ignored or abandoned. Thirdly, low students are not encouraged or motivated by teachers or parents and it seems extremely difficult to move up to a higher track because they become less competitive. Fourthly, the students are not motivated in learning because they know they will never be able to compete with the high students. Besides, in a mixed- ability class it is almost impossible for the teacher to

reach on his or her students the development of the four macro skills. This happens due to the remarkable division between low and high students and the difficulty to adequate each activity to every student needs which affects each individual performance. Despite all the effects that a mixed-ability class may face; there are some methodological procedures teachers can use in order to deal with this issue.

As Prodromou (1992) suggest in a highly mixed-ability class, group work is invaluable and effective because a maximum number of students are active and occupied. Group work is a typical form of cooperative learning in which all group members depend on and help one another. When implementing group work in a mixed-ability class, the teacher should focus on and monitor the individual accountability in order to make sure everyone in the group contributes almost the equal portion of effort on the assigned learning task. In the same respect, as Prodromou and Brophy (1991) said; Lyle (1999) also states that both low and high achieving students value the opportunity to work together because the benefits of peer interaction can facilitate literacy development especially in low ability students.

Another methodological procedure to help teachers deal with mixed- ability is peer tutoring. According to some researchers, peer-tutoring reveals that students learn best and retain more knowledge (close to 98 percent) when they teach another peer. It also allows every member of the mixed-ability group to realize that every individual, regardless of his or her level of ability and/or aptitude, is gifted

and talented in some special way. In her book **“Re-forming gifted education,”** Rogers, K (n,d) suggests that low ability students would achieve a higher level when being tutored by high ability peers. She thinks that this kind of methodology increases the low students’ self- esteem and that tutoring produces a sizeable academic effect that will be reflected through the continuous assessment of the students.

As Brown, D (2004) stated, in formative assessment teachers not only measure the final outcome but evaluate “students in the process of forming their competencies and skills with the goal of helping them to continue the growth process.” Continuous assessment can help teachers to detect learners’ profiles and adjust instruction in order to satisfy all learners’ styles through variation. In this way, the instruction process has to result in a final or summative product that teachers have to evaluate. Indeed, given that there is no magic answer, the researchers concluded that a combination of strategies has to be put into practice if teachers want to succeed in creating a classroom environment where all pupils have the chance to develop and achieve success in their learning.

The phenomenon of mixed-ability will always exist since scholars say, it is impossible to find homogeneous classes due to all students differ in their intelligences and learning styles. Even though a level of heterogeneity can provide some advantages like interaction between students, it causes a problem for the teacher to develop the lesson in a proper way since it has to be based on all the students’ needs. In this regard, the researchers agree with Margaret Sands and

Trevor Kerry have a good point standing that teachers have to create a lesson plan which incorporates all students' necessities without ignoring the student learning styles, since the variety of activities included in the lesson design contributes not to end up with the problem but to lessen it in some way.

Another factor scholars consider important to mention is the use of group work techniques. As Prodromou (1992) suggests, group work is invaluable and effective in mixed-ability classes in the sense that the majority of students work together and share knowledge. These kinds of techniques have to be included in the development of the English classes because low learners have the opportunity to learn from high learners.

To conclude, the phenomenon of mixed-ability cannot be taken for granted as many teachers face this difficulty every day in the classrooms, especially because the students' acquisition of the foreign language is hindered, causing the absence of a meaningful learning. Even though many authors have suggested different techniques to cope with mixed-ability classes, the researchers conclude that it is the teacher's duty to decide which the most suitable ones are, since he is the one who knows best the group and understands the needs of each learner. In this way, the teacher is the one who has to think of significant activities to make the class more pleasant and interesting for students so that they can center on their own learning and develop the English skills in a profitable way. These actions may guide the teacher to create a balanced class where both teacher and students

enjoy and produce significant results that help students in the development of the teaching learning process.

2.1 HYPOTHESES

USING THE APPROPRIATE METHODOLOGICAL PROCEDURES BASED ON LISTENING AND WRITING ACTIVITIES MAY HELP THE SEVENTH, EIGHTH AND NINTH GRADERS' STUDENTS AT COLEGIO SALESIANO SAN JOSÉ IN THE YEAR 2009 OVERCOME MIXED-ABILITY IN THE ENGLISH CLASS

Independent variable

APPROPRIATE LISTENING AND WRITING ACTIVITIES

Indicators

1. Listening skill

Sub-indicators

- A. Listening activities

Sub-sub-indicators

- a. Listening to English dialogues
 - b. Listening to English songs
 - c. Listening comprehension exercises
2. Writing skill

Sub-indicators

A. Writing activities

Sub-sub-indicators

- a. Building up drills
- b. Substitution drills
- c. Transformation drills
- d. Grammar exercises

Dependent variable

MIXED-ABILITY CLASS

Indicators

1. Poor students' participation

Sub-indicator

A. Lack of motivation

B. Boredom

2. Lack of attention

Sub-indicator

A. Misbehaved students

B. Distracted students

3. Prior students knowledge

Sub-indicators

A. False beginners

B. True beginners

CHAPTER III

3 METHODOLOGICAL DESIGN

3.1 Preliminary study

In order to carry out this investigation, the researchers had to make a diagnosis of seventh, eighth and ninth graders' English proficiency at Colegio Salesiano San José with the aim of knowing how mixed-ability was affecting the students. For this, the researchers arranged an interview with the principal of the institution to know the vision of the school related to the foreign language. In order to find out whether the problem existed or not, the researchers designed an interview guide (See Appendix B) addressed to the seventh, eighth, and ninth graders' teacher with the purpose of knowing about the phenomenon of mixed-ability in the English class. Then an observation guide (See Appendix A) was used by the researchers to collect data when observing the English classes during two weeks from Monday to Friday. Also, a questionnaire (See Appendix C) was administered to the seventh, eighth and ninth graders in order to know about the progress in their abilities in the English class.

3.2 Research methods and techniques

This research on methodological procedures to cope with seventh, eighth and ninth graders' mixed-ability in the English classroom at Colegio Salesiano San José in the year 2009 followed a quantitative and experimental approach since the

information collected about what kind of listening and writing activities worked better to reduce the phenomenon of mixed-ability in the English class was analyzed and interpreted through the use of statistics. Besides, by means of this investigation the researchers provided some strategies that might help the English teacher cope with the phenomenon of mixed-ability in the English class.

To collect the information about the methodological procedures to cope with mixed-ability classes, the researchers executed a project that consisted on giving classes to seventh, eighth and ninth graders for seven weeks in order to know if the methodology that was used may help teachers cope with mixed-ability. Three of the four researchers were in charge of teaching to seventh, eight and ninth graders and one was responsible for observing classes. The researchers agreed to rotate every two weeks so that all of them had the opportunity to be in charge of all the groups as well as to observe the development of every class. These classes were based on the topics studied in their normal class. The researchers designed an observation guide (See Appendix D) to collect information during the English free courses. Each week was divided in two sessions; two hours each day having a fifteen-minute break. During the process, the researchers evaluated students by means of an entrance test (See Appendix E) to assess their knowledge in the target language. In addition, students were constantly assessed taking into account different aspects such as participation in class, homework assignments, and attendance to classes. To make all the process more meaningful, the researchers included varied activities to hook students' interest. So, the activities included:

writing and listening activities such as drills, songs, dictations and so forth (See Appendices F and G). According to the information stated in the theoretical framework, the researchers applied some techniques such as group work and peer tutoring, which contained varied material with the aim to help the students not feel isolated by their peers (the ones who know more).

Once the project finished, the researchers exposed seventh, eighth and ninth graders to an exit test (See Appendices H, I and J) with the purpose of measuring their English progress and analyzing if the techniques used helped them improve their listening and writing skills. In this manner, the investigators were able to realize if the students had reached an acceptable level of English and if they were more competent in class.

Besides this, the researchers administered a questionnaire (See Appendix K) to seventh, eighth and ninth graders to know their opinion about the project and how it helped them with their English proficiency. Moreover, the researchers made a post observation (See Appendix L) to seventh, eighth and ninth graders with the purpose of evaluating the students progress in their daily classes after the English course.

Since this research followed a quantitative research, the results obtained at the end of the project were analyzed and interpreted by the researchers. The results of the evaluations, observations and questionnaires were tabulated for the analysis and interpretation of the data.

After the execution of the project, the researchers observed students' progress in their daily classes during two weeks (post observation) (See Appendix L). Through this observation, the investigators observed whether the techniques to cope with mixed-ability in listening and writing skills used in the English free courses were effective or not. Some of the techniques applied during the English courses were peer tutoring and group work, which contained varied material. So, what was intended to do during the observation was to confront the results obtained in the first observations and the ones gotten in the post observation, having the students work in their real environment.

Some of the aspects that were considered were students that participated in listening and writing activities, students that got involved in peer tutoring techniques in reading and writing activities, students that were interested in listening and writing activities and students that preferred working in groups in listening and writing activities, This helped to know if the problem was solved to some extent.

3.3 Target population

The target population included a significant amount of students of seventh, eighth and ninth grades sections A and B. As part of the execution of the project, a general invitation was done to all the students who wanted to attend the free English classes.

3.4 Description of the instruments

1. Observation guide during the preliminary study (See Appendix A)

This observation guide sheet was addressed to seventh, eighth and ninth graders at Colegio Salesiano San José with the purpose of observing the different abilities students develop during the English class

2. Teacher's interview guide (See Appendix B)

To gather information about the teacher's ability in a mixed ability class, an interview guide was addressed to the teacher in charge of seventh, eighth and ninth graders at Colegio Salesiano San José.

3. First questionnaire addressed to seventh, eighth and ninth graders (See Appendix C)

In order to know the students' difficulties of the English language, the researchers administered a questionnaire to the seventh, eighth and ninth graders at Colegio Salesiano San José.

4. Observation checklist during the English course

(See AppendixD)

During the development of the project, the researcher in turn was in charge of observing the classes given by the other three researchers. To carry out this, an observation guide was designed. It consisted of two parts. One focused on the listening skill and the other focused on the writing skill; both had some common aspects such as students that get involved in listening and writing activities,

students that need peer tutoring in listening and writing activities and so forth. The observer in turn was taking notes about the students' performance in class and the different techniques applied in it. This was done with the purpose of testing the techniques to see if they worked well in a mixed-ability class or not

5. Entrance test (See Appendix E)

At the beginning of the project, the researchers administered a test to seventh, eight and ninth graders with the purpose of measuring the students' basic knowledge of English. The test was divided into five parts which were organized in the following way: multiple choices, odd one out, match, opposite adjectives and complementary. The results obtained from this test helped the researchers to have an idea of the areas that needed more attention.

6. Exit test (See Appendices H, I and J)

To finish the project, the researchers applied an exit test to assess the students' progress during the period of classes. The test included the topics covered in the course, and the results gathered were used to determine whether the activities implemented in class helped the students and their teacher to overcome, to a great extent, mixed-ability in the classroom.

7. Second questionnaire (See Appendix K)

This instrument was designed to have a better knowledge about the students' experience after the execution of the project. It was designed according

to the indicators of variables. The questions provided multiple options with the purpose of knowing the effectiveness of the methodology applied in the project. This questionnaire was administered to the students who finished the project.

8. Post Observation checklist during the class (See Appendix L)

A significant stage in the execution of the project was a continuous observation after the English free courses, with the purpose of observing the effectiveness of the techniques applied in class during the courses. The researchers observed the students that participated in the courses for two weeks in their daily English class at Colegio Salesiano San José. For this a post observation guide was created including the same criteria in the first observation guide.

9. Attendance Sheet (See Appendix M)

This instrument helped the researchers keep track of the students' attendance to the English free courses. It also helped to realize the number of students who finished the courses.

10. Materials

To develop the activities designed for each class, the researchers made use of some equipment such as tape recorders, laptop and printers, and different materials such as CDs, photocopies, markers, erasers, and bond paper.

11. *Budget*

In order to execute the study, the researchers came into some expenses that helped to carry out the investigation and to collect the information from the participants and data sources.

MATERIALS	COSTS
1) 513 photocopies (0.02) per photocopy	\$ 10.26
2) Computer ink	\$ 45.00
3) 54 hours of internet	\$ 60.00
4) 10 CDs	\$ 32.40
5) Burning of CDs	\$ 2.50
6) Courses Closing	\$ 3.00
8) Students' diplomas	\$ 40.00
9) Bond paper	\$ 4.50
TOTAL	\$ 8.00
	\$ 205.66

CHAPTER IV

4 ANALYSIS AND INTERPRETATION OF DATA

4.1 RESULTS

It was necessary to make an entrance test to measure the students' general knowledge of English to determine which techniques work better to cope with mixed-abilities in the English classroom. The test was designed in a way that students could recognize the basic structures of the English language. During the first phase, the researchers went to Colegio Salesiano San José to invite 7th, 8th and 9th graders to attend the free English courses, and an amount of 88 students were registered.

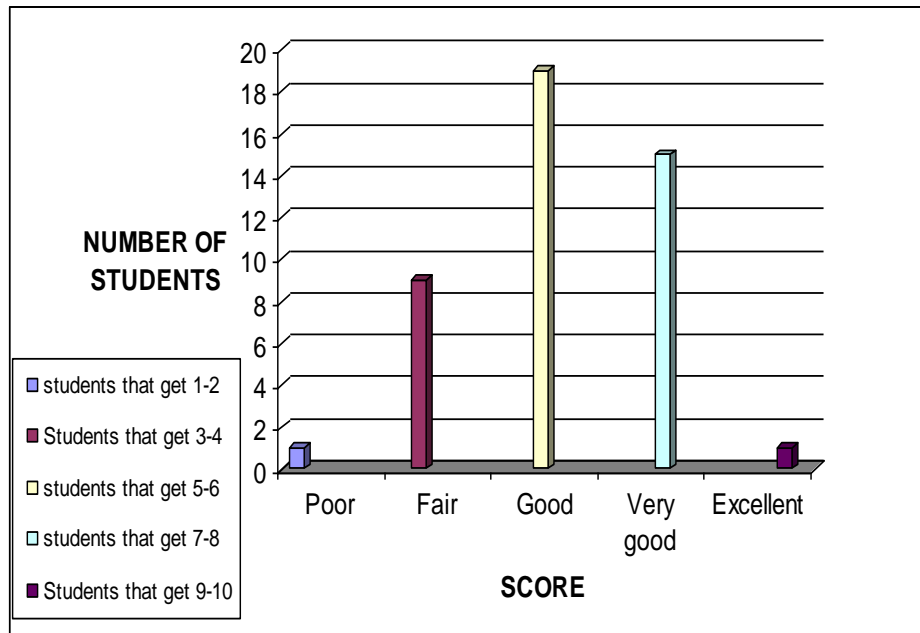
Entrance Test

On the first day of the free English courses, the entrance test was administered to 45 students. To assess the results of the entrance test, the researchers decided to use the next score criteria:

Poor	Fair	Good	Very good	Excellent
1-2	3-4	5-6	7-8	9-10

The results obtained through the entrance test were the following:

Graph 1

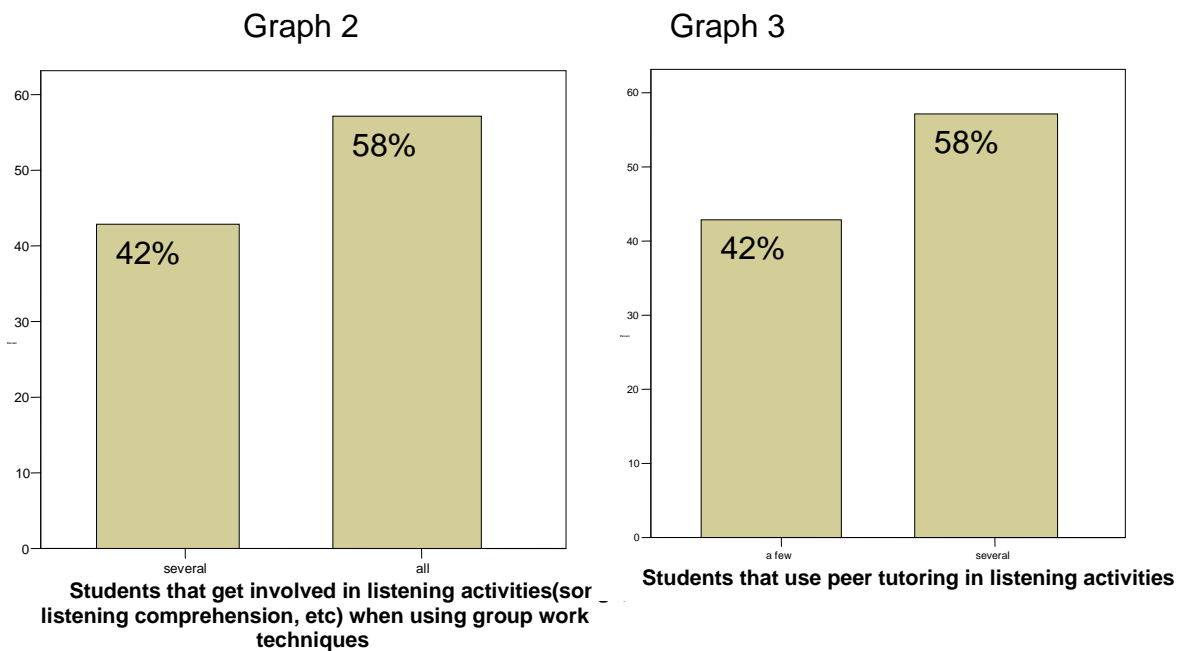


Source: Entrance Test

After analyzing the records of students' grades, the researchers found out that the majority of students failed the entrance test with a grade lower than 6.0. That is 65% of the total sample. However, there was a small percentage of students that got grades higher than 7.0. Based on the information gathered from the graph, the researchers realized that the highest percentage of students' grades was deficient. This represents that a great number of students did not have even the basic knowledge of the English language which affected the students' acquisition of the target language.

Observation during the English Course

Since listening was one of the skills taken into account in this research, the investigators observed the students' performance during the application of the techniques related to it. The results obtained through the observation were the following

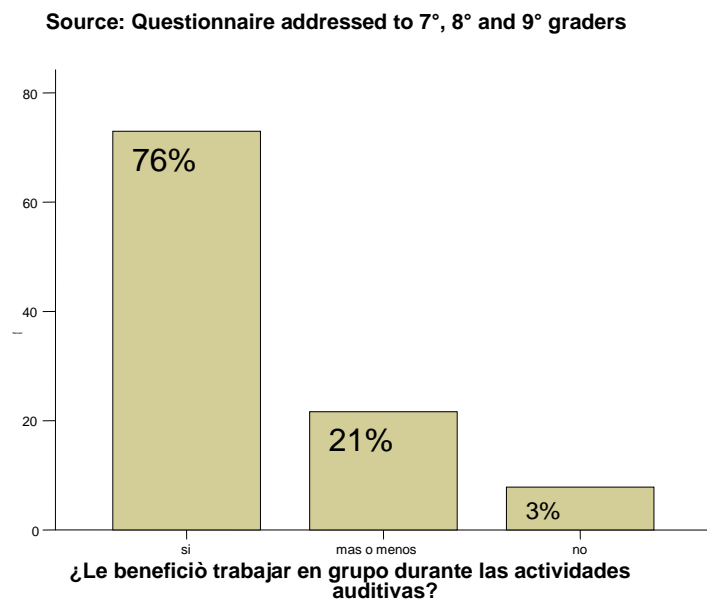


Source: Observation guide during the English Course

Even though all the students got involved in the listening activities (Graph 2), for most of them, it was not so easy to understand the audio scripts. But through the use of peer tutoring and group work techniques, they felt more confident to develop the activities.

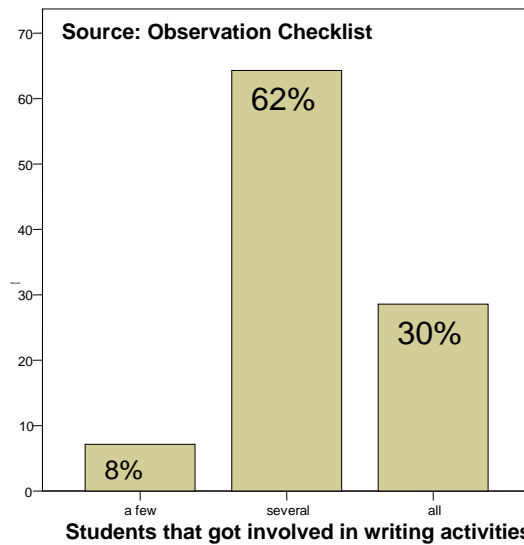
Graph number 4 displays the students' opinion about peer tutoring technique with the information gathered from the questionnaire addressed to 7th, 8th and 9th grades after finishing the English course.

Graph 4



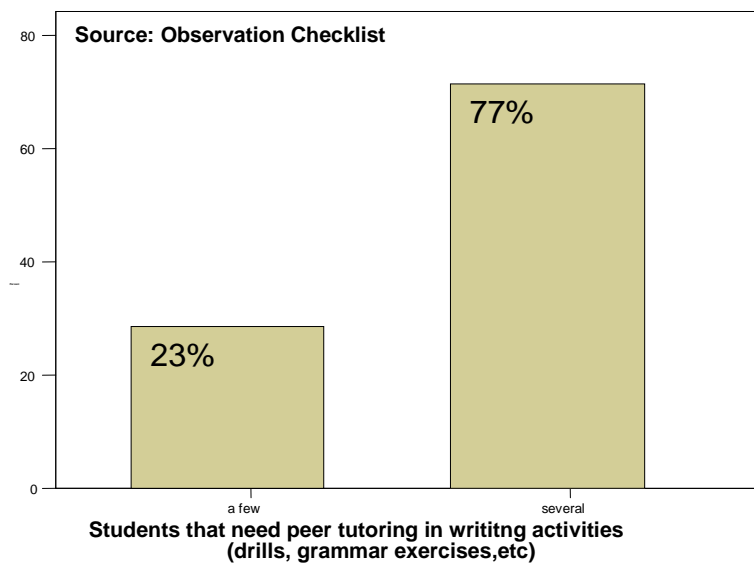
When observing classes at Colegio Salesiano San José, the other skill taken into account was the writing skill. During the application of peer tutoring and group work techniques while the students were working on drills and grammar exercises, it was observed that the majority of the students got involved in the activities and that for most of them it was beneficial to work in groups during the listening exercises (Graph 5).

Graph 5



According to the results obtained through this observation, the researchers realized that several students showed difficulties (Graph 6) in writing tasks due to the students' insufficient knowledge of the basic structures. However, it was not an obstacle for them to take advantage of peer tutoring and group work since each student of every group contributed to the same output.

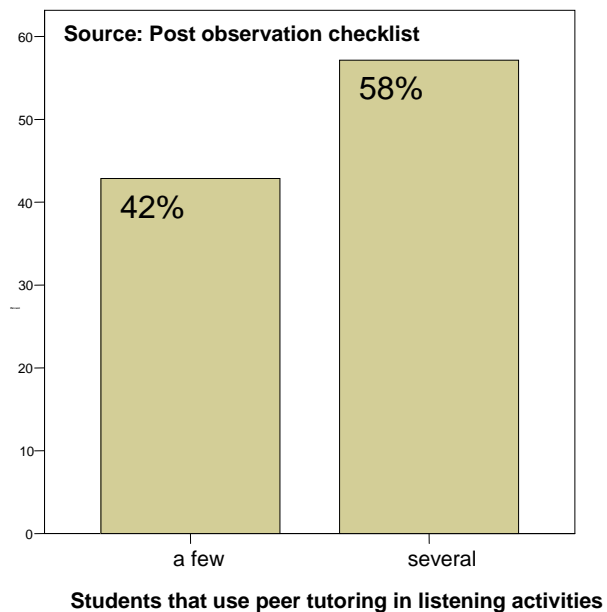
Graph 6



Post Observation Checklist

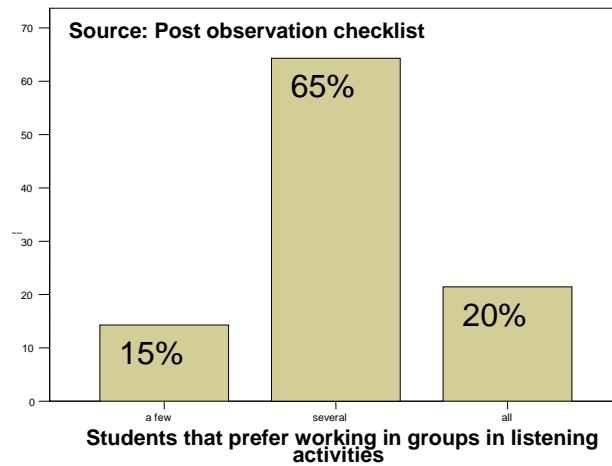
To assess students' progress in the free English courses, the researchers observed the students performance in their daily English classes. Despite the few listening activities developed in class, the researchers could observe the tendency of some students (the ones who attended the courses) was to look for their peers' help (Graph 7), demonstrating in this way that they preferred working with some help.

Graph 7



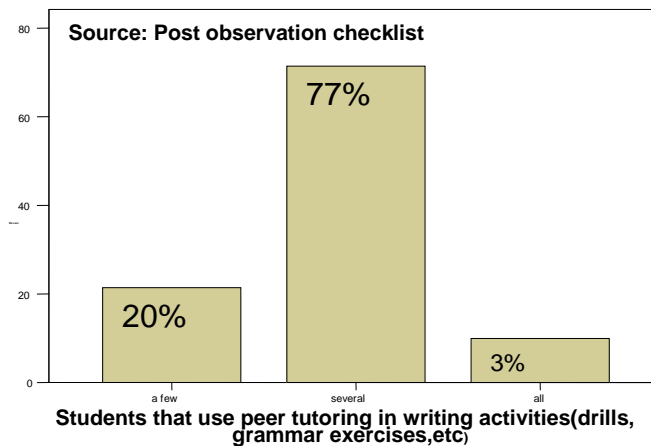
Besides, it was also observed that when the students had the opportunity to work in groups in listening activities most of them were able to accomplish the tasks in company. This is shown in graph number 8.

Graph 8



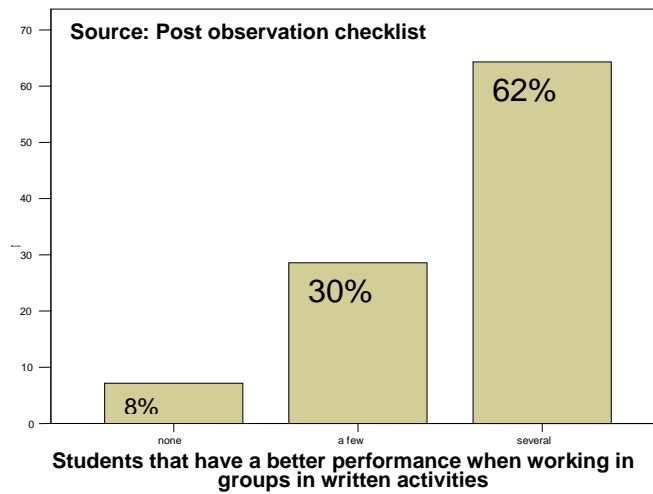
The other aspect considered during the observation was the students' performance in writing activities, by looking at graph number 9, the researchers observed that 72% of students used peer tutoring in writing activities. This means that for students it is easier to complete a task by having one student's help.

Graph 9



During the few group work activities, the 65 percentage of the students participated actively when working in groups, reflecting that the cooperative learning is a key element to cope with mixed-ability in the English class.

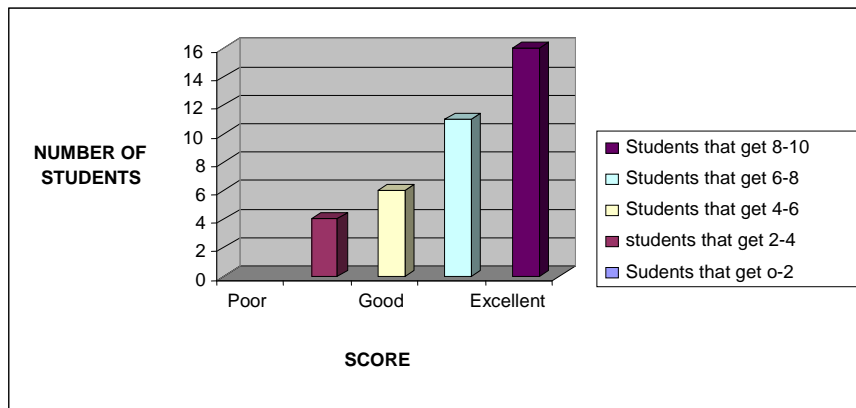
Graph 10



Exit Test

To evaluate the effectiveness of the free English courses an exit test was administered at the end of the course and the results obtained were the following.

Graph 11



Source: Exit Test

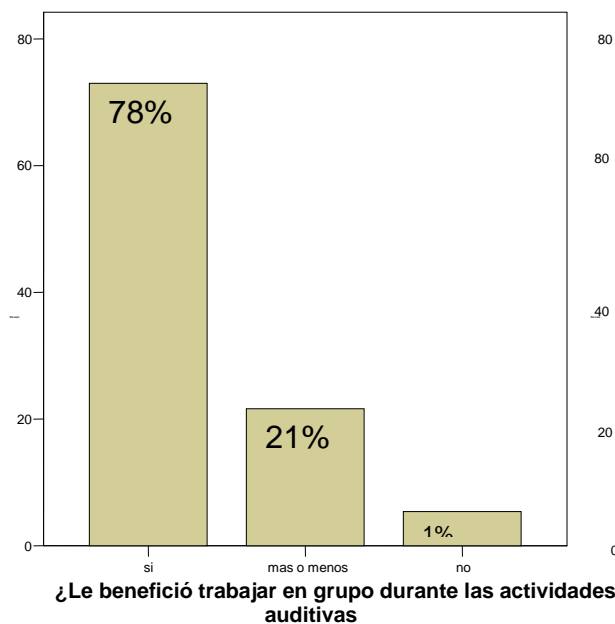
The score criteria used to measure the students progress was the same used in the entrance test. In graph number 11, the results gathered reveal that the majority of the students got from 7.0 to 10.0. These grades showed that they did have an important and significant advance in their academic level of English

because of the opportunity they had to attend the English classes in which all the topics covered were included in their school English program.

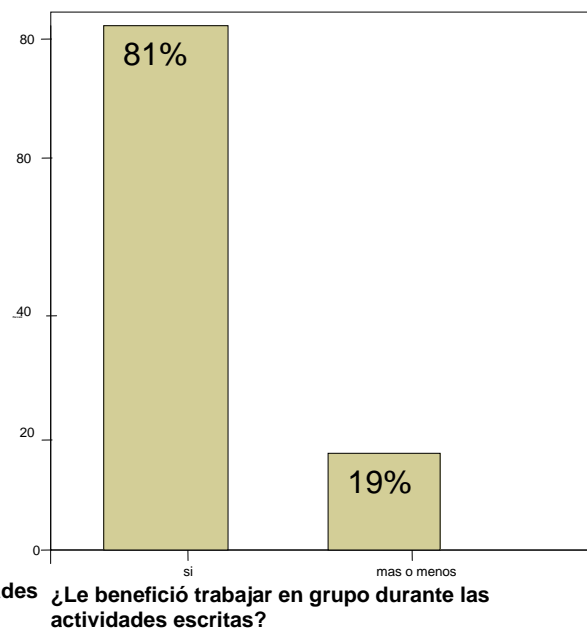
Questionnaire addressed to seventh, eighth and ninth graders at Colegio Salesiano San José

The last stage of the study was the administration of the questionnaires to the students that took part in the free English courses to know their opinion about them and the techniques that were applied in the classes. The following graphs show their impressions about the benefits they obtained through the use of some listening and writing activities.

Graph 4



Graph 12



Source: Questionnaire addressed to 7°, 8° and 9° graders

With these results, some common related findings are that the majority of the students agreed that working in groups in the listening and writing activities was beneficial because they improved, to a great extent, these skills. Based on these results, the researchers observed that a great amount of the students who participated in the free English courses got involved in the listening and writing activities in their daily classes at Colegio Salesiano San José.

4.2 LIMITATIONS

Through the development of this study, there were some limitations the researcher run into. First, it was planned to start the free English courses the last week of July, but it was necessary to re-schedule because the Ministry of Education differed the classes in public and private schools for two weeks because of the H1N1 virus. That is why the researchers started the execution of the project the second week of August. Another problem encountered was that the initial registering was 88 students. Unfortunately, only 37 of them attended the free English courses until the end. Moreover, the extra curricular school activities interfered with the students' attendance to the classes. This caused an irregular attendance in almost all the groups. Finally, the researchers had planned eight weeks of classes; however, they could not fulfill the eight weeks of classes instead seven weeks were fulfilled since the students had to work on their scientific projects. That is why, the researchers accomplished only seven weeks of classes.

4.3 DISCUSSION OF RESULTS

Having in mind that the phenomenon of mixed-ability exists in every classroom, the researchers focused this study on the application of some techniques that helped to cope with this problem to some extent. As it was stated in the theoretical framework, some researchers suggest that through the use of peer tutoring and group work techniques the students can improve greatly their performance in the English language. The results obtained from the entrance test showed that there was a very clear difference in English language level among the students since the gap was reduced in a significant way obtaining 9.0 as the highest grade compared to the entrance test that was 7.0.

After analyzing these results, the researchers could assume that the use of peer tutoring and group work techniques helped the students in the performance of the assigned tasks during the classes. It was also necessary to carry out two types of observation; the first one was done during the free English course which revealed that the majority of students got involved in the activities despite their deficiency in the comprehension of some audio and written exercises. Through the use of this observation sheet, the researchers could verify that most of the students took advantage of peer tutoring. In the results, the graphs showed that they preferred to work with the help of their peers when developing listening and writing activities.

To support this, a second observation was carried out to verify the effectiveness of the techniques applied in class during the courses. The results reflect that most of the students who participated in the free English courses were more able to develop the listening and writing tasks with the help of their peers. But it is important to mention that during the two weeks of the post observation; most of the activities used by the teacher did not give the chance for the students to work in groups or pairs. However, the few cases in which the activities were used helped the researchers realize that the students who participated in the free English courses had a significant advantage over the rest. With these results, Prodromou's suggestions about group work is worthy and effective since by means of this technique all the members of the group are occupied and help each other as it was observed in the second observation.

Based on the application of the techniques suggested by Prodromou, Brophy and Lyle (1999), the researchers stated that students valued the opportunity to work together in different activities since in this way the benefits of working together helped to reduce the phenomenon of mixed-ability in the English class.

Something that is relevant to say is that during the post observation, the researchers faced a difficulty in the students' real class environment because it did not allow students to take advantage of the techniques used in the free English courses since the methodology used by the teacher included just a few group work and pair work activities. This fact hindered the researchers in the sense that they

could not collect enough data to see the effectiveness of the techniques to cope with mixed-ability in the students' real classes. As a result, the hypothesis stated at the beginning of the investigation could not be proved, but it cannot be conclusively assumed that peer tutoring and group work techniques are not adequate to decrease the phenomenon of mixed-ability.

CHAPTER V

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

After analyzing the collected data, the researchers have concluded the following:

1. Previous knowledge about English plays a valuable role in students' performance in listening and writing skills of the English language.
2. The phenomenon of mixed-ability affects negatively not only the teacher's performance in class but also the students' achievement in their assigned tasks.
3. The implementation of peer tutoring and group work techniques may reduce mixed-ability in an English class whenever the activities developed in class are designed to apply the already mentioned techniques.
4. Students perform better when they are provided with varied material that helps them to develop their skills.
5. Through the use of group work, cooperative learning can be increased by the assigning every student a specific task.
6. The students who attended the course performed significantly better in their daily English class than those who did not attend the course.

7. Because of different circumstances, the researchers were not able to conclusively conclude that peer tutoring and group work techniques are effective to cope with mixed-ability.
8. The greater the number of students, the greater the mixed-ability. In every single class will always exist mixed-ability, but it will depend on the teacher to look for ways to reduce to some extent this phenomenon.

5.2 RECOMMENDATIONS

Having concluded the analysis of the study of EFL Methodological Procedures to Cope with Seventh, Eighth, and Ninth graders Mixed-ability Classes at Colegio Salesiano San José in the year 2009, the researchers recommended the following:

1. English teachers should design the lesson plan focused on the application of techniques suitable for students' needs and learning styles.
2. The constant application of peer tutoring and group work techniques should be applied during the whole school year to obtain results that may prove the effectiveness of the techniques.
3. The teacher should group the students according to their capacities in order to have homogeneous groups of students (high and low students)
4. Assuming that teachers know their students' capacities, the researchers recommend that teachers should assign tutors for low students since the beginning of the school year to help them accomplish their tasks.

5. Teachers should look for different strategies to make students work with different groups or pairs to create a cooperative and comfortable atmosphere in the class.

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APPENDICES

APPENDIX A

UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS FOREIGN LANGUAGE DEPARTMENT

OBSERVATION GUIDE SHEET ADDRESSED TO JUNIOR HIGH SCHOOL STUDENTS AT COLEGIO SALESIANO SAN JOSE

Observer's name: _____

Objective: To observe the different abilities students develop during the English class

1. Do all the students attend classes?

Yes _____

No _____

Comments _____

2. Do all the students have the material used during the class?

Yes _____

No _____

Comments _____

3. Do all the students participate in class?

Yes _____

No _____

Comments _____

4. Do the students have the opportunity to develop the four macro-skills(listening, speaking, reading and writing)?

Yes _____

No _____

Comments _____

5. Do the students cooperate with each other?

Yes _____ No _____
Comments _____

6. Do the students ask for help when they have doubts?

Yes _____ No _____
Comments _____

7. Do all the students hand in their homework assignments?

Yes _____ No _____
Comments _____

8. Do the students pay attention in class?

Yes _____ No _____
Comments _____

9. Is there an interaction between the students and teacher during the class?

Yes _____ No _____
Comments _____

10. Do all the students work in the assigned activities at the same pace?

Yes _____ No _____
Comments _____

APPENDIX B

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

INTERVIEW GUIDE ADDRESSED TO THE ENGLISH TEACHER

Observer's name: _____

Objective: To gather information about the teacher's ability in a mixed ability class

1. What kind of activities work better in your English class?
2. How do you encourage the students to use English during the class?
3. What kind of extra-material do you use to teach your class?
4. How often do you use audio visual aids?
5. How do you keep a balance between high and low students?
6. How do you deal with weaker students?
7. What kind of activities do you prepare for the students who finish first?
8. What do you do when your students are not showing progress in the learning process?
9. Do you take time to clarify your students' doubts?
10. How often do you have the students work in groups?

APPENDIX C

Universidad de El Salvador
Facultad Multidisciplinaria de Occidente
Departamento de Idiomas

CUESTIONARIO DIRIGIDO A ESTUDIANTES DE SÉPTIMO, OCTAVO Y NOVENO GRADO DEL
COLEGIO SALESIANO SAN JOSÉ

Fecha: _____

Hora: _____

Objetivo: Conocer qué habilidades del idioma inglés se les dificulta más a los alumnos de séptimo, octavo y noveno grado

Indicación: Marque con una "X" la casilla correspondiente

CONOCIMIENTO GENERAL EN EL ÀREA DE INGLÉS

1. ¿Cómo considera usted el aprendizaje del idioma inglés?

a) Fácil b) Difícil c) Muy difícil

2. ¿Cómo considera su participación en la clase?

a) activa b) pasiva c) ninguna

3. ¿Cómo considera los temas vistos en clase?

a) fácil b) difícil c) complicado

4. ¿Qué hace cuando tiene dudas sobre algún tema?

a) pregunta al maestro b) preguntas a tus compañeros c) no pregunta

HABILIDAD ORAL

5. ¿Participa de las actividades orales en la clase de inglés?

- a) mucho b) poco c) casi nunca

6. ¿Cómo considera la pronunciación del idioma inglés?

- a) fácil b) difícil c) muy difícil

7. ¿Qué tipo de actividades orales le gusta realizar en la clase?

- a) presentaciones b) dramas c) diálogos d) canciones

8. ¿Cómo considera su habilidad oral en el idioma inglés?

- a) excelente b) buena c) mala

HABILIDAD ESCRITA

9. ¿Cómo considera la escritura en el idioma inglés?

- a) fácil b) no muy buena c) difícil

10. ¿Cuándo escribe en inglés, que se le dificulta más?

- a) escribir correctamente las palabras
b) Estructurar correctamente las oraciones
c) Aplicar vocabulario adecuado

11. ¿Qué actividades escritas prefiere?

- a) completar oraciones b) escribir párrafos
c) hacer oraciones

12. ¿Cómo son sus notas en los exámenes escritos?

- a) excelentes b) buenas c) malas

HABILIDAD EN LA LECTURA

13. ¿Le gustan las actividades de lectura en inglés?

- a) si b) no c) poco

14. ¿Qué se le dificulta más al momento de leer?

- a) pronunciar correctamente
b) entonar las oraciones
c) comprender la lectura

15. ¿Qué tipo de lectura en inglés le gusta?

- a) Deportiva b) entretenimiento c) historias d) noticias

16. Aparte del libro de texto, ¿le gusta leer algún otro libro en inglés?

- a) si b) a veces c) no

HABILIDAD AUDITIVA

17. ¿Es difícil para usted entender las indicaciones en inglés que da el maestro?

- a) si b) a veces c) no

18. ¿Le gusta escuchar canciones en inglés?

- a) si b) no c) no mucho

19. ¿Se le dificulta entender las grabaciones en inglés?

- a) si b) no c) algunas veces

20. ¿Cómo considera su conocimiento en el área del idioma inglés?

- a) bueno b) no muy bueno c) malo

21. ¿Qué áreas del idioma inglés le gustaría mejorar?

- a) auditiva b) oral c) lectura d) escrita

APPENDIX D

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS

OBSERVATION CHECKLIST FOR SEVENTH, EIGHT AND NINTH GRADERS AT
COLEGIO SALESIANO SAN JOSÉ IN THE YEAR 2009

OBJECTIVE: To observe the effectiveness of the listening and writing activities developed during
the English class

No		NONE	A FEW	SEVERAL	ALL
	LISTENING SKILL				
1	Students that get involved in listening activities(songs, listening comprehension) when using group work techniques				
2	Students that need peer tutoring in listening activities				
3	Students that show more interest when using listening activities (songs, conversations, listening comprehension)				
4	Students that show difficulties in listening activities				
5	Students that understand the listening activities well				
	WRITING SKILL				
7	Students that get involved in writing activities (drills)				
6	Students that need peer tutoring in writing activities (drills, grammar exercises, etc)				
8	Students that show more interest when using writing Activities				
9	Students that show difficulties in writing activities				
10	Students with prior knowledge of English grammar				

APPENDIX E

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH ENTRANCE TEST

Objective: To assess seventh, eighth and ninth graders prior knowledge of English at Colegio Salesiano San José in Santa Ana year 2009

Student's name: _____ Grade: _____

PART I: Circle the correct option

1. Daniel _____ my brother.
a) am b) is c) are
2. You _____ very dirty.
a) his b) are c) like
3. She doesn't _____ English.
a) aren't b) speak c) liked
4. I _____ very busy yesterday.
a) were b) aren't c) was
5. I can see _____ car.
a) mine b) is c) my
6. The film starts _____ six o'clock.
a) in b) on c) at
7. How _____ do you go swimming?
a) much b) many c) often
8. She doesn't want to talk to _____.
a) himself b) him c) his
9. My sister is _____ the kitchen.
a) in b) by c) at
10. Can I _____ some orange juice please?
a) cat b) have c) let
11. She _____ like coffee.
a) Isn't b) aren't c) doesn't

12. I want to do this _____.
- a) quick b) quicker c) quickly
13. How _____ does it take to get to school?
- a) often b) much c) long
14. Emely _____ up at six thirty.
- a) breaks b) weaks c) has
15. His jacket is more expensive _____ mine.
- a) then b) that c) than

PART II: Find and circle the word that doesn't match the others.

1. brother / father / girl / daughter
2. bread / butter / egg / carrot / knife
3. second / third / twenty / fourth / first
4. pet / snake / lion / horse / sheep
5. thirsty / quietly / hungry / beautiful / tired
6. autumn / spring / summer / holidays / winter
7. carpet / hall / mirror / wardrobe / chair

PART III: Match the verb with the noun

- | | | |
|------------|----------------|-------|
| 1. call | A. shopping | _____ |
| 2. take | B. a jacket | _____ |
| 3. go | C. a photo | _____ |
| 4. wear | D. a doctor | _____ |
| 5. break | E. the house | _____ |
| 6. turn on | F. your leg | _____ |
| 7. watch | G. the light | _____ |
| 8. do | H. the rubbish | _____ |
| 9. make | J. homework | _____ |
| 10. clean | K. a film | _____ |
| 11. empty | L. the bed | _____ |

PART IV: Write the opposite of the following words:

1. bitter _____
2. easy _____
3. new _____
4. late _____
5. open _____
6. ugly _____
7. old _____
8. love _____
9. good _____
10. up _____

PART V: Complete the sentences using What, Where, When, Why, How and How much.

1. _____ did you meet John? In Paris?
2. _____ is your grandfather? Is he all right?
3. _____ does the plane from Chicago arrive?

4. _____ is a carton of milk in the supermarket?
5. _____ are you late again?
6. _____ is a bottle of soda in the restaurant?
7. _____ is your teacher name?

APPENDIX F

COLEGIO SALESIANO SAN JOSE
LESSON PLAN 3
CONTENT: PAST PROGRESSIVE

OBJECTIVE: at the end of this unit the SWBAT to describe past actions using the past progressive form of the verbs accurately

WARM UP

PRESENTATION

LANGUAGE NOTES

- To use the past progressive tense follow the structure:

AFFIRMATIVA	NEGATIVE	QUESTION
S-WAS/WERE-V (ING)-C	S-WAS/WERE NOT-V (ING)-C	WAS/WERE-S-V (ING)-C?

Use of Past Progressive

- puts emphasis on the course of an action in the past
Example: He *was playing* football.
- two actions happening at the same time (in the past)
Example: While she *was preparing* dinner, he *was washing* the dishes.
- action going on at a certain time in the past
Example: When I *was having* breakfast, the phone suddenly rang.

- 1) She a cheeseburger. (*not/to eat*)
- 2) They pictures. (*not/to paint*)
- 3) The teacher the window. (*not/to open*)
- 4) Johnny his bike. (*not/to ride*)
- 5) We on the computer. (*not/to work*)
- 6) Doris the news on TV. (*not/to watch*)
- 7) I the trumpet. (*not/to practise*)
- 8) The friends songs. (*not/to sing*)
- 9) Steve a cigarette. (*not/to smoke*)
- 10) Sam and Liz at a poster. (*not/to look*)

Dictate the following sentences

Put the verbs into the correct form (past progressive).

When I phoned my friends, they (play) _____ monopoly.

Yesterday at six I (prepare) _____ dinner.

The kids (play) _____ in the garden when it suddenly began to rain.

I (practise) _____ the guitar when he came home.

We (not / cycle) _____ all day.

While Aaron (work) _____ in his room, his friends _____ (swim) in the pool.

I tried to tell them the truth but they _____ (listen / not) .

What (you / do) _____ yesterday?

Most of the time we (sit) _____ in the park.

Give the students the following Redding and ask them to fill in the blanks with the verbs in past progressive tense. See appendix A

Put the following verbs into the past simple

Thomas _____ (live) in the small town of Brington. Thomas _____ (love) walking through the beautiful forest that surrounded Brington. One evening, he ____ (take) his umbrella and ____ (go) for a walk in the woods. He _____ (meet) an old man named Frank. Frank _____ (tell) Thomas that, if he _____ (want) to become rich, he should invest in a little known stock called Microsoft. Thomas _____ (think) Frank _____ (be) foolish because Microsoft _____ (be) a computer stock. Everybody _____ (know) that computers _____ (be) just a passing fad. At any rate, Frank _____ (insist) that Thomas _____ (be) wrong. Frank _____ (draw) a wonderful graph of future possibilities. Thomas _____ (begin) thinking that maybe Frank _____ (understand) stocks. Thomas _____ (decide) to buy some of these stocks. The next day, he _____ (go) to the stock broker's and _____ (buy) \$1,000 worth of Microsoft stock. That _____ (be) in 1986, today that \$1,000 worth of stock is worth more than \$250,000!

- GROUP WORK

Using appendix B, have the students to get in trios. They will work in the exercises; make sure all of them are involved in the activity.

- WORD RACE (appendix C)

Ask the students to form two teams. And give them a set of cards containing the following sentences. The group that arranges the sentences first is the winner.

CONVERSATION

Read the following questions for the students:

Reporter: what were you doing when the blackout happened?

Samuel: I was in the elevator. I was the only person in the building because I was working late.

Reporter: so what did you do?

Samuel: I found the alarm button in the dark, and I rang the bell, but no one heard me.

Reporter: were you scared?

Samuel: at first, I was a little nervous, but there was nothing I could do.

Reporter: so what did you do?

Samuel: well, it was a busy week, and I was tired. I ended up sleeping on the floor. I was sleeping when the janitor woke me up.

Reporter: How long were you there?

Samuel: for eight hours. It was the most restful night I had in a long time.

- Ask the students to role play the conversation

ABOUT THE CONVERSATION

Why was Samuel in the building?

Where was he when the lights went out?

Was Samuel scared?

What did he do?

What was he doing when the janitor found him?

Did he sleep well during the night?

PAST PROGRESSIVE WITH WHEN

It is often used to express when a action was interrupted by another one.

Examples: I was taking a shower, when the telephone rang.

PAST PROGRESSIVE WITH WHILE

It has almost the same function of when, and it can be placed at the beginning of the sentences or in the middle.

Examples: While I was playing soccer, my friend came to the field.

• BUILDING UP DRILL

1. Mary / cook dinner / lights out
2. The people / go home / train stop
3. The workers / leave the building / elevator stop
4. The people / listen to the concert / rain start
5. Mr. Romero / eat chocolate / police arrive
6. The kangaroo / wear a cap / the police catch it

WRAP UP

Ask the students to write a past even contrasting past progressive and simple past.

HOMEWORK

Ask the students to write 10 sentences the studied structures.

APPENDIX D

WHEREVER YOU'LL GO

So lately, I've _____ wondering

Who will be there to take my place
When I'm _____, you'll need love
To light the shadows on your face
If a great wave _____ fall
It _____ fall upon us all
And between the sand and stone
_____ you make it on your own

[Chorus:]

If I _____, then I _____
I'll go wherever you will go
Way up high or down low
I'll go wherever you will go

And maybe, I'll find out
The way to make it back someday
To _____ you, to _____ you
Through the darkest of your days
If a great wave _____ fall
It _____ fall upon us all
Well I hope there's someone out there
Who can bring me back to you

[Chorus]

Runaway with my _____
Runaway with my _____
Runaway with my _____

I know now, just quite how
My life and love _____ still go on
In your heart and your mind
I'll _____ with you for all of time

[Chorus]

If I _____ turn back time
I'll go wherever you will go
If I _____ make you mine
I'll go wherever you will go

APPENDIX G

COLEGIO SALESIANO SAN JOSÉ

LESSON PLAN II

GRADE: EIGHTH

SECTIONS: "A" AND "B"

TIME: 4 HOURS

CONTENT: COMPARATIVE AND SUPERLATIVE ADJECTIVES

OBJECTIVE: At the end of the lesson the students will be able to use comparative and superlative adjectives in real life situations by means of listening and writing activities

I. WARM-UP: THE BALL AND THE BOX

Prepare some strips of paper containing some questions with the studies topics (past progressive) and put them on the box. Play some music while the students pass the ball and the box and opposite directions. Stop the music and the student that has the box has to pick a paper and ask the question to the student holding the ball.

QUESTIONS:

1. What were you doing yesterday at 6 o'clock?
2. What were you watching yesterday at 3 o'clock?
3. Where were you studying English last week?
4. What was your mother doing yesterday at 8 o'clock?
5. What was your father doing last weekend?
6. Where were you eating last night?
7. What were you and your friends playing?
8. Who were you calling yesterday?
9. What was your teacher doing in class this morning?
10. What was your girlfriend talking about yesterday?

II. PRESENTATION: A CONVERSATION (TRACK 2) (SEE APPENDIX A)

Play the conversation three times for the students to understand what the conversation is about. Then ask questions related to it. Have some answer them. Have them work in couples and give them a copy to practice it.

Akane: Hey, Ruth.

Ruth: Hi, Akane

Akane: So we've been talking about your family a little bit. Um, I'd like to know a little bit more about the specific people in your family.

Ruth: Sure

Akane: So who is the funniest person in your family?

Ruth: The funniest person! Probably my mom actually. She's really funny. She's got a really good sense of humor, and she plays tricks on people, and she's really silly but everybody in my family has a good sense of humor.

Akane: Oh, good. Now who is the most serious person in your family?

Ruth: Serious. Do you know, actually, I don't think anybody in my family is serious.

Akane: Oh, really.

Ruth: I don't think we have any very serious members.

Akane: Do you think that's a good thing or a bad thing?

Ruth: I think it's a good thing although occasionally, I think it's a bad thing.

Akane: Right! Now who is the hardest worker?

Ruth: Oh, can I say me?

Akane: Sure

Ruth: No, I don't think that's true actually. Well, both of my parents work very hard, and they both have very different jobs, but they both work very hard and always have done.

Akane: Well, parents do tend to be hardworking.

Ruth: That's true, yeah!

Akane: And who is the most generous person in your whole family?

III. LANGUAGE NOTES:

Positive Form

As.....as is used to say that the two parts of a comparison are equal or the same in some way : as plus adjective plus as

Examples: Tina is as old as Sam.

Jennifer Lopez is as beautiful as Britney Spears.

Richard Geer is as handsome as Brad Pitt.

Negative Form

not as ... as / not so ... as

Examples: Ted is not as old as Tina.

John is not as tall as Amy.

Romeo is not as intelligent as Leo.

Comparative Adjectives

Use the comparative adjectives to compare two people, places or things. Use **-er** plus **than** with one syllable adjective and **more** plus **than** with two or more syllables.

- Most adjective just add **-er**. Example: short – shorter
- Adjectives that end in **-e** add **-r**. Example: nice – nicer
- Adjectives that end in “**y**” change the “**y**” to **-i** and add **-er**. Example: happy – happier

Superlative Adjectives

We use **the + superlative adjective + of / in** when we want to compare three or more people or things.

This is the best place in the world.

This is the most beautiful house I've ever seen.

* We add **-est** to short adjectives.

Old ---- the oldest

Tall ---- the tallest

* For short adjectives ending in **-y**, we take off the **-y** and add **-iest**.

Easy ---- the easiest

Healthy ---- the healthiest

* For short adjectives ending in **consonant – vowel – consonant**, we double the last consonant.

Big ---- the biggest

Fat ---- the fattest

Exception: Adjectives ending in **-w**

Slow ---- slowest

* With long adjectives, we use the words **the most / the least**

Beautiful ---- the most / the least beautiful

* Irregular superlatives

Good ---- the best
Bad ---- the worst
Far ---- the furthest

IV PRACTICE:

A.CONTROLLED PRACTICE:

1. Correct the sentences (APPENDIX B)

Have the students work in couples and have them make the necessary changes to the sentence

1. Anna is the goodest swimmer. (Anna is the best swimmer)
2. Tom is the most strong boy. (Tom is the strongest boy)
3. Silvia is fastest runner. (Silvia is the fastest runner)
4. Martin isn't the popularest person. (Martin isn't the most popular person)
5. Who's most interesting competitor? (Who's is the most interesting competitor?)
6. Daniel is the most young boy. (Daniel is the youngest boy)
7. Rose is the happy person. (Rose is the happiest person)
8. The Honda is cheapest car. (The Honda is the cheapest car)
9. The BMW is biggest car. (The BMW is the biggest car)
10. Kathy is the most friendly girl. (Kathy is the friendliest girl)

2. COMPLETE WITH COMPARATIVE OR SUPERLATIVE ADJECTIVES (APPENDIX C)

1. My house is (big)_____ than yours.
2. This flower is (beautiful)_____ than that one.
3. This is the (interesting)_____ book I have ever read.
4. Non-smokers usually live (long)_____ than smokers.
5. Which is the (dangerous)_____ animal in the world?
6. A holiday by the sea is (good) _____ than a holiday in the mountains.
7. It is strange but often a coke is (expensive)_____ than a beer.
8. Who is the (rich)_____ woman on earth?
9. The weather this summer is even (bad)_____ than last summer.
10. He was the (clever)_____ thief of all.

3. ANSWER THE QUESTIONS

Have the students work in groups of four. Write the following questions on the board and have them discuss and share the answers with the class.

1. Which is the biggest planet? (Jupiter)
2. Which is the smallest planet?(Mercury)
3. Which is the coldest planet?(Neptune)
4. Which is the hottest planet?(Venus)
5. Which planet is nearest to the sun?(Mercury)
6. Which planet is farthest from the sun?(Neptune)
7. Which is the fastest planet?(Jupiter)
8. Which is the slowest planet? (Mercury)

B. SEMI-CONTROLLED PRACTICE: (APPENDIX D)

1. Exercise on Comparison of Adjectives (as ... as) orally

1. John is (tall)_____ Glen.
2. Janet is (beautiful)_____ Jennifer.
3. You are (crazy)_____ my sister.
4. We can run (fast)_____ they can.
5. My mom is (not / strict)_____ your mom.
6. Your mobile phone is (not / trendy)_____ mine.
7. Matrix II was (not / interesting)_____ Matrix I.
8. This yoghurt (not / taste / good)_____ the one I bought yesterday.
9. I can do (many / tricks)_____ you.
10. I (not / earn / much / money)_____ you do.

2. Transformation drill (written)

Have the students write the cues and have them make sentences using comparative adjectives.

1. Traveling by car / traveling by bus
2. a pool / a lake
3. An elephant's neck / a giraffe's neck
4. Sunlight / moonlight
5. Iron / wood
6. Walking / running
7. A river / a stream
8. rubber / wood
9. Nothing / sitting in the garden on a quiet summer day
10. A butterfly wing / a blade of grass

3. Writing sentences

Have the students write sentences using the given adjective

HONDA (1995) \$5,000

FORD ESCORT (2000) \$17,000

BMW (1999) \$ 30,000

1. cheep _____
2. expensive _____
3. small _____
4. big _____
5. new _____
6. old _____
7. good _____
8. attractive _____
9. bad _____
10. luxurious _____

C. FREE PRACTICE

1. Famous People

Stick flashcards of famous people around the classroom. Have the students make couples. Have them choose two famous people and compare them. Then share the information with the class.

2. BIG, BIGGER AND THE BIGGEST (APPENDIX E)

Have the students work in groups of four and have them complete the appendix B.

3. SING A SONG "Terrifying love" by Rolling Stone (TRACK 3) (APPENDIX F)

Have the students work in couples and give them a copy. Have them fill in the blanks when listen to the song

The Rolling Stones TERRIFYING lyrics

No matter what you say
No matter what you do
I'm lazy as a lion
My body's just for you
Crazy for you
I'm sneaky as a snake
I'm dirty as a dog
I'm rutting like a goat
I'm horny as a hog
Terrifying love
I get these strange strange strange desires
Strange strange strange desires
You're graceful as a bird
My heart is on the wing
You're gentle as a dove
If a humming bird could sing
Crazy for you
You're gunning like a deer
I'm wily as a fox

You're faster than a mare
I'm stronger than an ox
Terrifying love
I get these strange strange strange desires
Strange strange strange desires
Strange strange strange desires
I'm faithful as a swan
I'm darker than a bat
I'm friendly as a bear
And tougher than a rat
No matter what you say
No matter what you do
I'm restless as a cat
All caged up in a zoo
Terrifying love
I get these strange strange strange desires
Strange strange strange desires
Strange strange strange desires

4. Transformation drill

Give the following adjective to the students and have them make sentences using the superlative adjective.

1. Good
2. Nice
3. Popular
4. Successful
5. Interesting
6. Exciting
7. Funny
8. Friendly
9. Cheap
10. Lucky
11. young

V. WRAP-UP: HOT POTATO

Prepare a hot potato containing the following questions and have the students answer them:

1. What's the best movie?
2. What's the worst movie?
3. Who's the best actor?
4. Who's the best actress?
5. Which is the best band?
6. Who's the best singer?
7. Which is the best soccer team?

8. Who's the best soccer player?

9. Which is the best song?

10. Which is the best sport?

11. HOMEWORK:

Have the students make a collage about the previous questions.

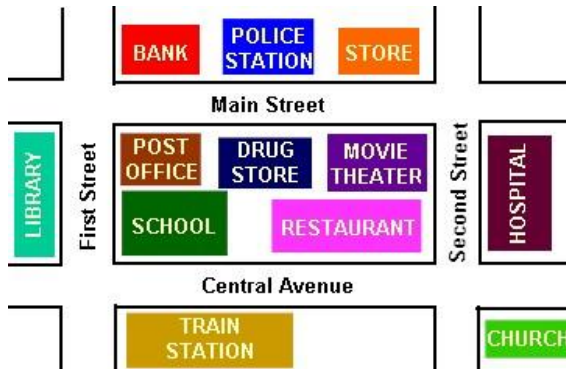
APPENDIX H

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
EXIT TEST

OBJECTIVE: TO ASSESS SEVENTH GRADERS' KNOWLEDGE AFTER THE GIVEN COURSE

NAME: _____

PART I LOOK AND WRITE THE CORRECT PREPOSITION



1. The police station is _____ the bank and the store.
2. The drug store is _____ the police station.
3. The school is _____ the restaurant.
4. The train station is _____ the school.
5. The drug store is _____ the movie theater and the post office.

PART II CIRCLE THE CORRECT FORM OF THE VERB BE

1. There is / are many animals in the zoo.
2. There is / are a snake in the window.
3. There is / are a zebra in the grass.
4. There is / are lions in the zoo, too.
5. There is / are many baby lions near their parents.
6. There is / are a bird next to the tree.

PART III COMPLETE WITH WAS OR WERE

1. I _____ happy.
2. You _____ angry.
3. She _____ in London last week.
4. He _____ on holiday.
5. It _____ cold.
6. We _____ at school.

PART IV UNDERLINE THE CORRECT OPTION

1. Tom is _____ soccer.
a) drinking b) flying c) playing
2. Mom is _____ the house.
a) cooking b) cleaning c) sleeping
3. The students are _____ math.
a) playing b) thinking c) studying
4. The boy is _____ cake.
a) eating b) running c) stopping

APPENDIX I

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH EXIT TEST

Objective: To assess eighth graders knowledge of English after the given course at Colegio Salesiano San José
Student's name: _____ Grade: _____

PART I: Read and circle the correct option

1. I got a bad grade in the math test.
 - a) You should go out more.
 - b) You should ask for some help.
 - c) You should study and pay attention in class.
2. I feel very sick.
 - a) You should go to the movies.
 - b) You shouldn't talk to your friends.
 - c) You should take an aspirin.
3. My friend is hungry.
 - a) He should prepare some food.
 - b) He shouldn't eat anything.
 - c) He should go to bed early.
4. I don't see my grandparents very often.
 - a) You should talk to your mom.
 - b) You should go to visit your grandparents more often.
 - c) You shouldn't visit them.
5. I'm putting on weight.
 - a) You should eat more.
 - b) You should go to the gym.
 - c) You should eat junk food.

PART II: Complete with the superlative or the comparative adjective

6. My house is (big) _____ than yours.
7. This flower is (beautiful) _____ than that one.
8. This is the (interesting) _____ book I have ever read.
9. Non-smokers usually live (long) _____ than smokers.
10. Which is the (dangerous) _____ animal in the world?

PART III: Complete with "was" or "were"

11. We _____ talking about music.
12. Sandra _____ playing her guitar.
13. Maria _____ reading a magazine in class.
14. Josh and Luke _____ getting angry.
15. My parents _____ watching TV at ten o'clock.

PART IV: Make your own predictions by writing "will" or "won't" in each sentence.

16. Robots _____ do all the housework.
17. People _____ live for two hundred years.
18. There _____ be poor people.
19. The world _____ be a happy place.
20. We _____ live on another planet.

GOOD LUCK!!!!

APPENDIX J

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH EXIT TEST

Objective: To assess ninth graders' progress after the free English courses given at Colegio Salesiano San José

PART I Put in the verbs in brackets into the gaps. Use Present Perfect.

Example: I _____ my father's car. (to wash)

Answer: I have washed my father's car.

- 1) Karen **has sent/sent** me an e-mail. (to send)
- 2) Dave and Pat **has visit/ have visited** the museum. (to visit)
- 3) I **have been/ have be** at the pet shop. (to be)
- 4) They **have/ has** already **pack/ packed** their rucksacks. (to pack)
- 5) Marcus **has had/ have** an accident. (to have)
- 6) We **has done/ have done** the shopping for our grandmother. (to do)
- 7) I **have/ had** just **cleaned/ clean** my bike. (to clean)
- 8) Emily **has paint/ has painted** her room. (to paint)

Part II: Using Since or For

Read the sentence and choose since or for:

9. I've lived here..... 10 years.
10. I've studied English..... 1998.
11. I've known her..... a long time.
12. I haven't eaten sushi..... I lived in Japan.
13. I've been a student..... too long.
14. They've been married..... they graduated from college.

PART III Put the verbs into the correct form (past progressive).

15. When I phoned my friends, they (play) **were playing** monopoly.
16. Yesterday at six I (prepare)dinner.
17. The kids (play)in the garden when it suddenly began to rain.
18. I (practise)the guitar when he came home.
19. We (not / cycle)all day.
20. While Aaron (work)in his room, his friends (swim)in the pool.
21. I tried to tell them the truth but they (listen / not).....
22. What (you / do)yesterday?
23. Most of the time we (sit)in the park.

PART IV Write the correct form of the verb to be "was or were"

24. Borislearning English.
25. Theyswimming in the lake.
26. Your fatherrepairing the car.
27. Ireading a magazine.
28. Youpacking your bag.
29. My friendswatching the match on TV.
30. Itraining.
31. The dogbarking.
32. The childrenbrushing their teeth.

PART V Choose the correct option with passive voice.

- 33) The words **are explained/ is explained** by the teacher today.
- 34) We **were sent/ were send** a letter the day before yesterday.
- 35) This car **will not be stolen/ will stolen**. It's too old.
- 36) This street **has already been closed/ have been closed** because of snow.
- 37) A new restaurant **will be opened/ will open** next week.
- 38) He **was invited/ was invite** to the party yesterday.
- 39) The blue box **cannot be seen/ cannot be see**.
- 40) I **was given/ was give** the book by my friend last Sunday.

APPENDIX K

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

CUESTIONARIO DIRIGIDO A LOS ALUMNOS DE SÉPTIMO, OCTAVO Y NOVENO GRADOS SECCIÓN A Y B DEL COLEGIO SALESIANO SAN JOSE AÑO 2009

Nombres de las investigadoras: Susana Cerna, Karla Cruz, Cristina González y Yaneth Martínez

Objetivo: Conocer la opinión de los estudiantes referente a las clases impartidas durante la ejecución del proyecto

Dirección: Marque con una "X" una opción

	Indicador	1	2	3
ACTIVIDADES AUDITIVAS		SI	MAS O MENOS	NO
1	¿Le benefició trabajar en grupo durante las actividades auditivas?			
2	¿Contribuyeron a su aprendizaje las actividades auditivas empleadas en la clase?			
3	¿Considera que las actividades auditivas le ayudaron al desarrollo de dicha habilidad auditiva?			
4	¿Le benefició que los compañeros le ayudaran en las actividades que fueron difíciles?			
5	Cuando tuvo dudas, ¿Le preguntó a sus compañeros?			
6	¿Le resultó fácil entender las actividades auditivas?			
7	¿Le gustó que el maestro usara material variado durante las actividades auditivas?			
8	¿Se le dificultó comprender los ejercicios de audio?			
ACTIVIDADES ESCRITAS				
9	¿Le beneficiaron las actividades de escritura realizados en la clase?			
10	¿Le resultaron difícil los ejercicios de gramática?			
11	¿Le ayudaron los ejercicios de gramática a mejorar su escritura en inglés?			
12	¿Pidió ayuda a sus compañeros durante las actividades escritas?			
13	¿Le benefició trabajar en grupo durante las actividades escritas?			

APPENDIX L

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS

POST OBSERVATION CHECKLIST FOR SEVENTH, EIGHTH AND NINTH GRADERS AT
COLEGIO SALESIANO SAN JOSÉ IN THE YEAR 2009

OBJECTIVE: To observe students in the English class to determine the level of effectiveness of the listening and writing activities to cope with mixed-ability after the free English courses

No		NONE	A FEW	SEVERAL	ALL
	LISTENING SKILL			X	
1	Students that participate more in listening activities (songs, listening comprehension)				
2	Students that use peer tutoring in listening activities		X		
3	Students that show interest when using listening activities (songs, conversations, listening comprehension)		X		
4	Students that present difficulties in listening activities			X	
5	Students that understand listening activities well		X		
6	Students that prefer working in groups in listening activities			X	
	WRITING SKILL				
7	Students that participate in writing activities (drills)		X		
8	Students that use peer tutoring in writing activities (drills, grammar exercises, etc)		X		
9	Students that show more interest when using writing Activities		X		
10	Students that show difficulties in writing activities			X	
11	Students that show a better understanding in writing activities		X		

Observations:

The students did not have the opportunity to take advantage of the techniques to cope with mixed- ability because the teacher did not use varied activities and the class was based mostly on the book.

Even though only a few students attended the free English course, those who were part of the project showed a significant advance

APPENDIX M



UNIVERSIDAD DE EL SALVADOR
 FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
 DEPARTAMENTO DE IDIOMAS
 COLEGIO SALESIANO SAN JOSE



GRADE: _____

LISTA DE ASISTENCIA

FECHA ALUMNO	SEMANA 1		SEMANA 2		SEMANA 3		SEMANA 4	
	MARTES	JUEVES	MARTES	JUEVES	MARTES	JUEVES	MARTES	JUEVES
1.								
2.								
3.								
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