

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



GRADUATION WORK

**THE EFFECTS OF INTEGRATING THE FOUR MACRO SKILLS IN  
ENGLISH TEACHING FROM PRE-SCHOOL TO THIRD GRADE**

PRESENTED BY:

Candelaria América Guandique Domínguez GD88017  
Reina de los Ángeles Montes de Flores, Carne MD03034

For obtaining the degree of:  
Licenciatura en Idioma Inglés, opción Enseñanza

Advisor:  
MsD. Ana Maria Glower de Alvarado

MAIN CAMPUS, December 2<sup>nd</sup>. 2009

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**DOCENTE DIRECTOR**

MsD. ANA MARIA GLOWER DE ALVARADO

**This work is dedicated to:**

**God almighty whose guidance strenght and wisdom made it possible.**

**My mother, for her constant support, care and understanding.**

**My brother, for his constant interest and support.**

**My children, because they have been a source of encouragement.**

**My friend and counselor Lic. Rhina Patricia Acevedo for her constant concern, support and understanding.**

**Candelaria América Guandique Domínguez**

This work is dedicated to:

**God**, whose guidance and strength made it possible.

My husband, **Juan Carlos**, for his constant help and support during the whole career.

My daughter, **Karla**, for her everlasting patience and because she was always willing to help me.

My son, **Kevin**, for his constant interest and understanding.

My baby girl, **Gaby**, because she has been a source of inspiration, with loving care.

My mother, **Rosa de Montes**, because her unconditional love.

My father, **Max Montes**, to whom I really admire and love.

**Reina de los Ángeles Montes de Flores**

**ACKNOWLEDGMENTS**

This Graduation Work is the result of a hard effort, which required the help and support of many people who dedicated time, effort and interest during the whole process.

We want to give a special gratitude to our Graduation Work Advisor MsD. Ana Maria Glower de Alvarado, for her unconditional and professional advise during the elaboration of this work.

We also owe a particular debt of gratitude to M.A. Jorge Homero Lláles for his professional support during all the time.

We are also grateful to our Graduation Process Coordinator MaT. Rhina Franco Ramos, for the constant help she provided us since the beginning of this graduation process.

**The authors**

## TABLE OF CONTENTS

<u>CONTENT</u>	<u>PAGE</u>
Introduction . . . . .	i
Objectives . . . . .	iii
Justification . . . . .	iv
 <b><u>PART I.</u></b>	
I. The Language Acquisition and the Language Learning . . . . .	1-4
II. What is the Integrated- Skills Approach? . . . . .	5-6
III. Content-based instruction . . . . .	6-7
IV. Task-based instruction . . . . .	7-9
V. Reasons to integrate the four skills in elementary level . . . . .	10-15
VI. The Methodology for EFL in the Integrated Skills Approach . . . . .	16-17
VII. Advantages of the Integrated Skills Approach . . . . .	18
VIII. The implications for teaching the four skills. . . . .	19
IX. A comparison between the Traditional Approach and the Integrated Skills . . . . .	20-22
 <b><u>PART II.</u></b>	
X. Methodology . . . . .	23-26
XI. Analysis of the data . . . . .	27-28
XII. Conclusions . . . . .	29-31
XIII. Recommendations . . . . .	32

Bibliography

### **PART III**

ANNEXES

Sample of students

Check-lists (Assessment of Listening, reading and writing, and assessment of speaking)

Sample of Lesson plan

Glossary

Sample of Exams

Copy of Pilot Program

## INTRODUCTION

In recent years increasing attention has been given to introducing language instruction to students in the elementary level. An early start provides increased time for learning and the opportunity to attain a functional level of language proficiency. Much of the research in early language learning has focused on the outcomes of early language learning as compared to those of later language learning. This continues to be a key area of investigation. (Judith L. Shrum & Eileen W. Glisan, 2005).

Nowadays, the importance of studying English implies a necessity to get an approach focussed on communicative competence. In other words, to understand, and produce the language as well as possible. The researchers believe that it is necessary to implement an integrated approach which intends to practice the four macro-skills and the subsidiaries skills in EFL teaching/children learning. Therefore, this bibliographic essay describes “*The effects of integrating the four macro - skills in English teaching from pre-school to to third grade*”. To support this thesis, the researchers will present evidence to defend the importance of this integration, taking into account the benefits it represents for teachers and learners.

By the year 2004, the Ministry of Education through COMPITE program (PLAN 20-21 MINED) proposed to 59 schools along the country a pilot program applied to basic level in Public Education System and it was called Lets’s Learn English with Tingo (SESAME ENGLISH) (See annex no.8-Copy of pilot program). This special pilot program was oriented to use the Content-based tasks and focussed on the Integration of the four skills, with the objective of giving better quality and an integral education with the main purpose to motivate children to learn English. Being the Centro Escolar Fernando Llort, one of these schools the researchers selected in order to prove the result of this EFL program. It is important to mention that this program included the education from elementary to sixth grade, however, the researchers decided to assess from *pre-school* to *third grade*, considering just a sample of this population in order to describe a complete sequence since the pilot program began in 2006, therefore the students of third grade were exposed for 4 years to this instruction.

Considering this fact, this bibliographic essay pretends to demonstrate how the Integrative Approach in a communicative classroom can be useful because the *Integrating of the four macro- skills in English teaching in pre-school to third grade represents a high motivation for children.*

Even though this work is a bibliographic essay, but the researchers considered that it was important to prove the framework by showing a sample of this methodology taught inside the classrooms of Centro Escolar Fernando Llorca. In this point, this research is a challenge and useful for EFL teachers to become more competent when working with young children in these levels considering that the “children have the natural ability to learn language and communicate as well as they develop and grow.” (Krashen, 1982).

This work is divided into the following sections: Part I: Objectives, Justification and the framework. Part II: Methodology, Analysis of Data, Conclusions, Recommendations and bibliography. Part III: the annexes are included. The researchers expect to contribute with this bibliographic essay to propose an updated methodology oriented to communicative purpose.



## **OBJECTIVES:**

### **General:**

- To identify the effects of Integrating the four macro skills in the children learning process in a EFL context.

### **Specific objectives:**

- To revise some theories related to language learning and the Integration of the four Macro-Skills.
- To show how the effects of Integrating the four Macro Skills in English teaching from Pre-school to Third grade are useful for the methodological process.

## JUSTIFICATION

Since teachers need to be prepared to encourage students to become full-fledged members of the social environment, it is for sure that it requires to know about the following aspects: the theories about language acquisition, due to the teachers call for a strong knowledge to take advantage and being updated, what should be the appropriate approach to teach English in elementary level for proving that exists another approach to argue for or against the Integrated- Skills Approach. The reasons why it should be the best way to teach children, since it is mainly important to analyze and argue this approach of EFL in order to orient the teachers in classroom activities. Another important aspect this bibliographic essay contains, is how teachers can implement this approach since it is necessary to value and mastering to have the appropriate criteria to select a variety of methods, techniques and resources for communicative purpose.

The main purpose of this research is to justify the application of this innovative methodology proposed specifically for young children from 5 to 9 years old. Besides that, this work will contribute to the teaching/learning process of children from Pre-school to Third grade because it contains a complete analysis not only theory but a sample of this process concerning to the effects of applying the Integrated-Skills Approach for children in an EFL environment.

### ***The Language Acquisition and the Language Learning***

Over the years, teachers, researchers, and theories have attempted to answer the questions: “How do people learn languages?” and “What does it mean to know a language?” Our understanding of language learning continues to develop a new research tell us more about this process and about how we can more effectively facilitate foreign language learning in the classroom setting. “*Teacher’s Handbook Contextualized Language Instruction, Judith L. Shrum & Eileen W. Gilson, Third Edition, page 11*”. To know about this process, the researchers believe that it is essential to identify the beginning of the language acquisition. *Noam Chomsky* defines this concept like a property that is inherent in the human mind. His theory states that all human beings possess innate factors that permit the internal organizing of language meaning. Chomsky also proposed that humans are born with the innate “language acquisition device” (LAD) that enables them to process the language. He posited that the LAD contained abstract principles of language that are universal to all languages. When children pay attention to features of the language they hear, the LAD is activated; it triggers and selects the innate rules specific to the language they hear. “*Teacher’s Handbook Contextualized Language Instruction, Judith L. Shrum & Eileen W. Gilson, Third Edition, page 12*”. But, what is exactly language acquisition? It is defined as a subconscious “picking up” of rules characteristic of the L1 acquisition process. *Krashen (1982)*.

Therefore, teachers should take advantage of that innate ability from children to learn the language, but how is it possible to do that? ***Implementing the four skills (listening, reading, speaking and writing) in the elementary level instruction?*** What could be the suitable method to follow? Knowing that children have the capacity to acquire another language, it is for sure that this process demands the integration of the four skills, taking into consideration that ***integrating the four skills in pre-school to third grade represents a high motivation for children learning process***. As *Lily Wong Fillmore* says: “Academic English requires not only proficiency in speaking and understanding, but also in reading and writing at the levels required for each level”. “For non-English speaking children to participate on a more or less equal academic and social footing with English

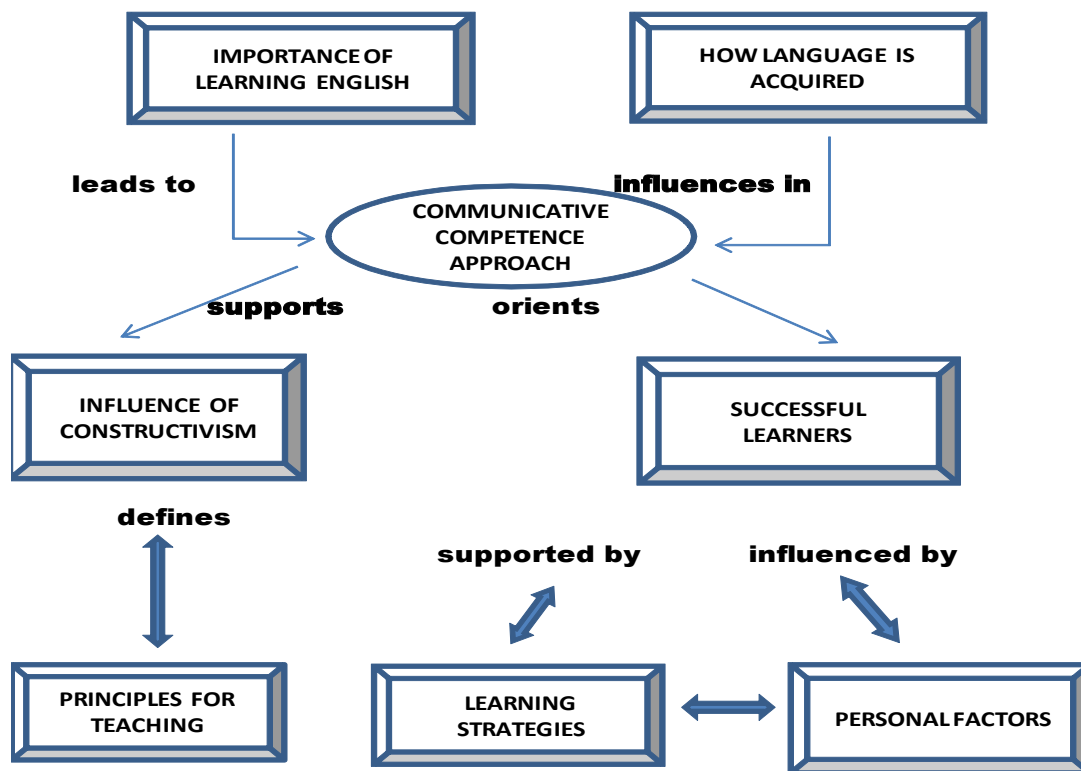
speaking peers in the classroom, they must be competent in addition to this basic level of language which is required for academic learning”. (Cummins, Collier and Thomas, Ramirez, et al.) This is true regardless of the level, including those at the primary level. Children must have the prerequisite linguistic foundation to understand the concepts they are expected to acquire through the school’s curriculum, this becomes increasingly necessary with each level. “*Theoretical Foundation of Bilingual Education, Declaration of Lily Wong Fillmore, May, 1998, California*”, this foundation is merely important for children, especially in elementary level, because their future academic process would be easier for them. But, how a foreign language is acquired? Since the constructivist explanation of learning has influenced greatly in the recent understanding of foreign language learning acquisition, it is important to emphasize some of its mayor implications.

According to the book *Teaching English as a Foreign Language for Communicative Competence, module 5, UCA MINED*, technical team, July (2006), the Constructivist theory leads to believe that:

- Learning a foreign language is complex and can not be reduce to simple recipes. It is a dynamic process that demands different strategies, depending of the level and the characteristics of the students.
- Learning is a gradual process, not lineal, that integrates different forms, meaning and uses. Language program should be cyclical or recycling information, so students can learn the relationship between parts.
- The students’ developmental level has more influence in learning than the teaching strategies. Tutors should take into account the theory of Zones of Proximal Development in order to gradually develop content according to their complexity.
- Students learn according to previous knowledge and experiences with means activating previous language for the learning of new language forms and functions.
- Learning a language is constructing meaning and significance, rather than mechanically reproducing sounds, words, or phrases. Learning a language is

a social phenomenon, which implies interaction in a cultural context, it means language can not be separated from socio-cultural context and function.

Knowing this, it is necessary to study the Communicative Competence Approach, which comes from the influence of Constructivism, the theoretical bases in teaching English and how teachers can organize classroom activities for an effective learning. The following concept map describes the relationship between the theories of EFL in general and their implications in teaching successful learners.



(Adapted from *Teaching English as a Foreign Language for Communicative Competency*) MINED Modulo 5

According to *Brown (2000)*, page 246, “Communicative Competence is the aspect of our competence that enables us to convey and interpret messages to negotiate meanings interpersonally within specific contexts”, and this process starts very early in language development of EFL, since the researchers found in the Centro Escolar Fernando Llorca that learners began to interact to each other in elementary level within specific context. For

example: in order to ask for permission, students needed to know the suitable expression related to that situation (May I go out), (may I go to the bathroom), etc. That indicates the importance of learning English in a real context and constructs it with the previous knowledge and experiences, giving significance to the expressions, as emphasize the constructivism in one of its principles “Learning a language is a social phenomenon, which implies interaction in a cultural context”. Then, what is the best strategy to organize the classroom and achieve a successful learning process? It is very important to consider the personal factors related to language acquisition, which are age, grade, intelligences, educational level or knowledge of the language, the social conditions and the learning strategies that should be meaningful in order to make the students to produce their own knowledge. (Influence of Constructivism). This process should be oriented to create a good classroom atmosphere and encourage the students to be successful learners using the Integrated- Skills Approach.

### ***What is the Integrated- Skills Approach?***

To support this work, the researchers looked for a definition of this approach and they found: “The philosophy of integrated-skills approach is based on the concept that in natural daily experience, oral and written languages are not kept separated and isolated from one to another. Instead, they often occur together, integrated in specific communication events” (*Peregoy & Boyle, 2001*). This updated approach consists of the integration of the four primary skills and also includes associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax meaning and usage. This tendency establishes language and context are integrated. Thus, for educators of EFL it is necessary to come to knowledge of language content integration in order to contribute to the students understanding of language in general and the target language in particular.

*Weaver (1990)* explains that when children engage in the complex processes of reading, writing, discussing and thinking, they simultaneously develop language and literacy, learning about and through these processes. *Krashen (1993)* argues that reading contributes to second language acquisition in the same way as listening does, and proposes that reading contributes to competence in writing just as listening helps to develop the ability to speak. *Peregoy and Boyle (2001)* say that the teacher should incorporate opportunities throughout the reading for students to develop their own learning by responding verbally as they read, write and learn in English, because it is the integrated use of oral and written language for functional and meaningful purposes that best promotes the full development of second language proficiency. *Ya Chen Su,(2007) “Asia Pacific Education Review”, vol.8 no. 1, 27- 40.* *Byrnes (1998)* also demonstrates that language learners do not merely center on producing responses in the first and second language, but also requires the creation of meaning in thinking, interpreting and analyzing in the first or second language as well as interaction with the text through a process which involves integration of the four language skills. By integrating these skills, student’s learning moves from comprehensible input to comprehensible output.

The researchers can say that the process to get comprehensible input to produce comprehensible output means that the students in Centro Escolar Fernando Llorca were exposed to a methodological processes which included methods, techniques and different

kind of strategies addressed to acquire new vocabulary and use it, such as phrases and expressions based on real context, for example: the previous knowledge of the colors and the names of the animals can produce later a short description about the animals in the zoo, or the previous knowledge related to the process to wash the hands can produce simple and short paragraphs to explain this process (See lesson plan-annex no.5) At the same time, it is developing the sub-skills (Vocabulary, Grammar and Discourse) encouraging the students to create comprehensible output.

According to CALLA (*Cognitive Academic Language Learning Approach*; created by Chamot and O'Malley, 1994) language learning strategies can be integrated into the simultaneous learning of content and language. This approach is based on two main components: the content-based and the task-based. **Content-Based Instruction**. (CBI) has historically received a great deal of attention, as it has been widely implemented in foreign language in elementary school. According to the book "*Approaches to Syllabus Design for Foreign Language Teaching*" from Karl Krahnke, page 65 published in 1987, the concept, content-based is simple: It is the teaching of content or information in the language being learned with little or no director explicit effort to teach the language itself separately from the content being taught. This book also mentions some positive characteristics of content-based instruction which are the following:

- The strongest point in favor of content-based instruction is that it allows school students to learn subject matter and language simultaneously, avoiding the problem of having to learn the language of instruction before experiencing the instruction.
- A second point is that the language is learned in the context of its use, eliminating the problem of transfer from instruction to use. What is learned - is language used, not an inventory of items and rules that the learner must subsequently learn how to use it.
- A third benefit of content-based instruction is that there is an almost perfect match between what needs to be learned and what is provided. A needs analysis, formal or informal, of what learners will need to do with the



language is avoided, and the problem posed by the inevitable inaccuracy of such a needs analysis is by passed. Students learn exactly what they need to learn.

- A four benefit is the motivational aspect of content-based instruction. Students who are not motivated to learn in a class focused on language itself may acquire the language more willingly when it is used to present content material that the students find interesting.

In content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as Science, Mathematics, and Social Studies. It is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, (related to the social linguistic competence of EFL) it permits to the students to acquire a primary background to create the beginning of process of communication between teacher and the students and also between peers, then the content becomes increasingly academic and complex. But, according to what the researchers found in the Centro Escolar Fernando Llorca, the content-based model is a series of vocabulary and expressions based on specific topics like: school supplies, greetings, colors, domestic animals, wild animals, clothes, transportation, daily activities, etc.

The second main component of the Integrated Skill Approach is ***Task-Based Instruction***. It is relatively little-known and is largely based on work by *Krahnke (1981-1982)*, *Candlin and Murphy (1986)*. The defining characteristic of task-based instruction is that it uses activities that learners have to do for no instructional purposes outside of the classroom as opportunities for language learning. It is important to mention that tasks are distinct from other activities, because this is just a way of bringing the real world into the classroom, but the content of the situations is provided by the students themselves, they are also not static, it means, they should involve a process of informational manipulation and development. They should also involve informational content that the language learners do not have at the beginning of the task. (see lesson plan - annex no.5)

According to the book “*Approaches to Syllabus Design for Foreign Language Teaching*” from *Karl Krahnke* , page 61 published in 1987, there are also positive characteristics of task-based instruction such as the following:

- Task-based instruction is potentially very powerful and widely applicable.
- It is suitable for learners of all ages and backgrounds.
- It addresses the crucial problem in language teaching-the transfer problem- directly by using active and real tasks as learning activities.
- Ability to perform the instructional task is equivalent to the ability to use the language, so functional ability should be a natural outcome of the instructional experience.
- In addition, task-based language instruction can be the vehicle for instruction in other types of content or knowledge at the same time as it addresses language acquisition.
- Task-based learning can be very effective when the learners are engaged in relatively similar out-of-class activities (social or academic)
- It can also be valuable for learners who have a clear and immediate need to use the language for well-defined purposes.
- Task-based instruction can be especially useful for learners who are not accustomed to more traditional types of classroom learning or who need to learn cognitive, cultural and life skills along with the language.
- One more characteristic of tasks is that they require the student to apply cognitive processes of evaluation, selection, combination, modification, or supplementation (so called “higher-order thinking skills”) to a combination of new and old information. The intention of task-based instruction is to use learners’ real- life needs and activities as learning experiences, providing motivation through immediacy and relevancy.

The researchers believe that it is important to consider these characteristics because the teachers get opportunities to increase the assessment strategies. Besides that, it represents a self- evaluation for the students in front of the challenge to produce the English language each day in a real situation. The researchers also consider that it is powerful because students get the expected result for each grade, according to the research in the Centro Escolar Fernando Llorca.

In task-based instruction, students participate in communicative tasks in English, and tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (*Nunan, 1989*). Basic pair work and group work are often used to increase student interaction and collaboration. This instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other.

The researchers found in the school already mentioned that children from elementary level to third grade developed the same topic in a cyclical and inductive process based on the students' needs, level and the previous knowledge, and it became increasingly complex at higher proficiency level (Third grade). As an example the researchers can mention that beginners might be asked to introduce and share something about each other, also they needed short tasks to represent them by pictures. Besides, the researchers found that children should not have to perform, for example, critical or evaluative tasks if they are not ready for them, simple recall or combination may be more appropriate. Then, it is for sure that the development of teaching and learning into the integrative approach in a communicative classroom requires a higher preparation for teachers because it demands more effort in choosing materials and designing activities, it means that the teachers need to be aware according to the students' needs and levels. Even though it is demanding, but there are many reasons to integrate the four skills in elementary level which are explained in the next pages.

### ***Reasons to integrate the four skills in elementary level.***

According to *Davies & Pearse, (2002)*, there are several reasons why integration can enhance the student's communicative competence, which are the following:

- Successful integrative approach may help teacher to make the lessons dynamic, involving the learners in varied activities and interactions, which can create opportunities for students to participate in class and raise their motivation to learn English.
- Besides that, integration of skills satisfies student's different learning styles in that the extroverts may speak a lot, the introverts prefer to listen or read, and the analytically or visually oriented learners like to see how words are written and sentences constructed.
- Above all, integration the skills means that students are working at the level of realistic communication, not just at the level of vocabulary and sentence patterns.
- Integration the four skills emphasize the focus on realistic language and can therefore to the students all-round development of communicative competence in English.
- Integrating skills helps the students to learn English willingly and comfortably.
- As a matter of fact, a vivid and effective communicative class is supposed to be the integration of the four language skills training, in which the teacher needs to establish a positive atmosphere, plan appropriate activities encourage learners and deal with problems sensitively.

It is obvious that this stresses the importance of building new knowledge and skills on what students already know and can do. Therefore, if students are able to read short stories, this skill will help them to write their own story as they do in the literature course. The researchers found out that in the students' learning process in Centro Escolar Fernando Llorit they learned a series of vocabulary about different categories such as nouns, adjectives, the simple form of the verb "be, etc. Ex. "the cookie cat is pretty", later they were asked to make oral and written descriptions to create their own reading production,

and they responded as well as the teacher expected. In the same way, if they could understand a dialogue about buying things in a shop, they could use this as a model for practicing their own speaking skills in a similar situation (Third grade). The researchers also observed in the school already mentioned that for young children in pre-school level, it was common that the students wanted to show what they had learned to read in Spanish and they looked in somewhere for some charts or advertisements which contained some words they knew, the same happened in English, if children watched a chart with a dog or simple words in any place like pull, open, close, danger, etc. they wanted to show those words in English.

There are other authors such as *Jeremy Harmer*, in his book "*How to teach English*", in which he affirms that there are important reasons for teaching the four macro abilities, such as the following:

***Why teach reading?*** Reading is useful for a variety of purposes: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is specially interesting and engaging, acquisition is likely to be even more successful. Reading texts also provide good models for English writing. It also gives opportunities to study vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons. *Jeremy Harmer, "How to teach English, An introduction to the practice of English language teaching". Chapter 7 How to teach reading, page. 68. First published 1998.* Applying this to the research, and according to the observations in the Centro Escolar Fernando Llorca, it means that when children were exposed to reading material, they learned not only new words, but also how to construct their own sentences, later they will be able to write short stories, and use it in speaking skill.

***Why teach writing?*** The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning styles and, most importantly, writing as a skill in its own right.

*Reinforcement:* some students acquire languages in a purely oral way, but most of them get benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

*Language development:* The mental activity students have to go through, in order to construct proper written texts, is all part of the ongoing learning experience.

*Learning style:* Some students are fantastically quick at picking up language just by looking and listening. For the rest, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

*Writing as a skill.* By far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. *Jeremy Harmer, "How to teach English, an introduction to the practice of English language teaching". Chapter 8 How to teach listening, pages 79-80. First published 1998.* In this case, the researchers think that the piece of writing could be: simple sentences, greetings, and small dialogues, describe simple process, commands, expressions and short descriptions about things related to daily life.

***Why encourage students to do speaking tasks?*** There are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command.

*Rehearsal:* getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life event in the safe of the classroom. This is not the same as practice in which more detailed study takes place, instead it is a way

for students to get the feeling of what communicating in the foreign language really feels like.

Feedback: speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having (that is a good reason for “boomerang lessons”) students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction and with sensitive teacher guidance can encourage them into further study.

Engagement: Good speaking activities can and should be highly motivating. If all the students are participating fully-and if the teacher has set up the activity properly and can then give sympathetic and useful feedback-they will get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem-solving, etc) are intrinsically enjoyable in themselves. *Jeremy Harmer, "How to teach English, an introduction to the practice of English language teaching". Chapter 9 How to teach listening, page. 87-88. first published 1998.* It is important to mention that the researchers found in Centro Escolar Fernando Llorca that students used and lived the real context language such as sharing with the classmates, asked for permission, asked about things in the classroom, singing songs, etc., it means that they were willing to be encouraged to speaking task because they wanted to show what they knew and wanted to participate in every speaking activity, even not all of them, but at least the 90% percent.

***Why teach listening?*** One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents. Rather than just the voice of their teacher. In today's world, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, and Caribbean English. Despite the desirability of exposing students to many varieties of English, however, common sense is called for. The number of different varieties (and the degree to which they are different from the one students are learning) will be a matter for the teacher's judge, based on the students' level, where the classes are taking place, etc. but even if they only hear occasional varieties of English which are different from the teacher, it will give them a better idea of the world language which

English has become. The researchers recommend that the students should be exposed to different kind of pronunciations with the purpose of recognizing the English language in different contexts like: music, movies, science, etc.

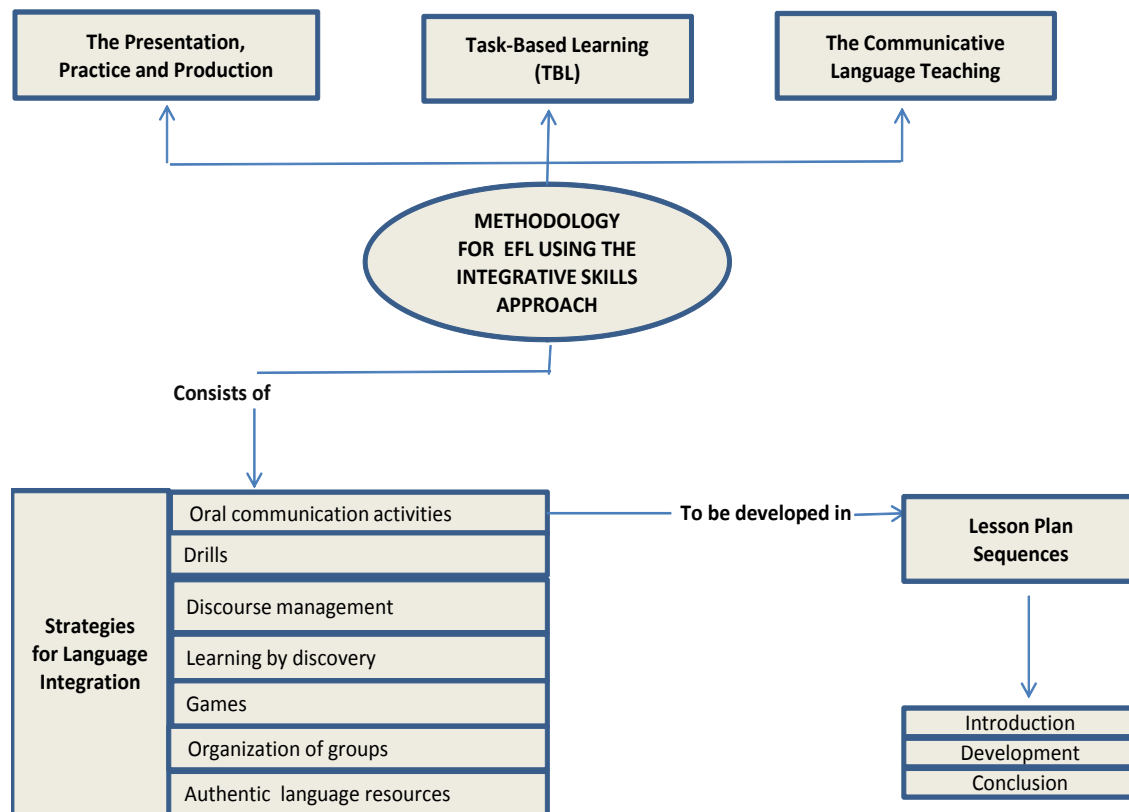
The second major reason for teaching listening is because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features but it is fundamental requirement for anyone wanting to learn it. Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress. Lastly, just as with reading, students get better at listening the more they do it. Listening is a skill and any help teacher can give students in performing that skill will help them to be better listeners. *Jeremy Harmer, "How to teach English, an introduction to the practice of English language teaching". Chapter 10 How to teach listening, page. 97-98. First published 1998.* But, how should teachers include listening in elementary level? Researchers observed that it is by listening funny songs, and then teacher repeated it, and repeated it, until they got the correct pronunciation, and sometimes the teacher in charge used the body language to motivate students to learn the unknown words included in the songs.

Therefore, the integration of the four macro skills can not be taught in isolated and it requires the use of the sub skills that are common among them, which are: **Vocabulary, Grammar and Discourse.** **Vocabulary** means words or groups of words both spoken and written which contain basic elements of grammar and discourse. It gets real meaning in the way they are used in context. **Grammar** refers to the study or descriptions of the structure of language in the way that units such as words and phrases are combined both spoken and written to produce meaning. The goal in teaching grammar is to get an efficient communication involving the rest of the macro and sub- skills. **Discourse** is described as any natural characteristic of ability that occurs adding interest and including made-up details such as the combination of adjectives and nouns to form simple sentences, from grammar and vocabulary to get communication in a context and can be either verbal or written. Researchers can say that it leads to be competent concerning to the knowledge and management to produce the language using a methodology based on the Integrated- Skills Approach.



## *The Methodology for EFL in the Integrated Skills - Approach*

Concerning to the methodology for EFL in the Integrated-Skills Approach, this concept map shows how it can be related to the different kind of methods, strategies and the lesson plan sequences, in the learning process into a communicative competence classroom:



*(Adapted from Teaching English as a Foreign Language for Communicative Competency) MINED Modulo 5*

In the Communicative competence classroom there are methods and techniques such as the Presentation, Practice and Production (see Pilot Program-annex no.8) focuses on controlled practice drills and based on behaviorism. This model shows sequences which may be appropriate in some cases of English teaching, for example to acquire new vocabulary. The Task-Based learning that the instruction is organized around tasks, using function of the language and focuses on students' production; and the Communicative language teaching in where the classroom activities are based on real situations. All of

these models provide a high exposure to language in use, development of knowledge and the integration of the four macro-skills and the sub-skills. Referring to the Methodology for EFL, the researchers recommend that teachers should use an Eclectic methods, that means that every strategy for learning integration could be taken from different models (oral communication activities, drills, learning by discovery, games, organization of groups, authentic language resources), but the approach can be the same: the Integrated-skill approach, all of these elements organized in a lesson plan sequences. (See lesson plan annex no.5) The researchers suggest the use of this approach, because it provides some advantages.

### ***Advantages of the Integrated- Skill Approach***

According to *Chamot, A.U. & O'Mallej, J.M. the CALLA handbook (Cognitive Academic Language Learning Approach) 1994*, there are many advantages for using this approach:

- The Integrated-Skill Approach exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. In other words, children are encouraged to learn the kind of language they already know in Spanish, and then they put it in practice in English around their atmosphere.
- This approach stresses that English is not just an objet of academic interest nor merely a key to passing an examination, instead, English becomes a real means of interaction and sharing among people. Every body knows that children interact by their natural way (Socialization) it is not necessary to punish them to get that, so it is advantage for taking into account at the time on teaching children.
- It allows teachers to track student's progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. It means that the students use the language in a real context at their level.
- The Integrated-Skills Approach, whether found in content-based or task-based language instruction, can be highly motivating to students of all ages and backgrounds. Therefore, the researchers can say that it is a useful instrument to the teachers to get the expected results.

However, it is important to know that the use of the Integrated- Skills Approach carries out some implications:

*The implications for teaching the four skills.*

It is clear that integration of the four skills is concerned with the realistic communication. This means that teachers must teach at the discourse level, not just at the level of sentences or individual words and phrases. Then, the main implication for teaching is that teachers need to be aware of the discourse features of a text and to be able to make students aware of them. It includes the way that the text is organized, the way its layout (for written text) the style of the language (formal or informal), the vocabulary, etc. Besides that, teachers have to use their professional judgment, based on the knowledge of the students, to decide how much detail teachers should include in the lesson plan. It is important to keep a balance, too much information may confuse them, too little may mean that they are not clear about the features of a particular type of discourse. For that reasons, the organization of the contents for EFL includes defined objectives that reflect the integration of the four macro-skills and the mastering of vocabulary, grammar and discourse for communicative purpose to involve a variety of procedures oriented to help the students to develop autonomous learning. Therefore, competency in language can only be proved and assessed within a communicative setting.

***A comparison between the traditional EFL method with the Integrated- Skills Approach.***

For the researchers, it is necessary to make a comparison between the traditional Approach and the Integrated skill Approach in order to determine the matter of the EFL process. The following chart provides a comparison between them.

<b>ASPECT</b>	<b>TRADITIONAL APPROACH</b>	<b>INTEGRATED SKILL APPROACH</b>
<b>Syllabus design</b>	Based on classroom work	Based on real communication situations.
<b>Role of grammar</b>	Grammar is taught as rules to be memorized	Grammar cannot be separated from language functions, communication in a specific context.
<b>Methodology</b>	Teaching about language	Organization of situations to actively involve learners in real language use.
<b>Role of learners</b>	Passive receptors of information about language, dependent on others to learn	Creative constructors of meaning, capable of being autonomous learners.
<b>Role of tutors</b>	A model to imitate and follow	Mediators and facilitators of the creative construction process.
<b>Language texts</b>	Written for classroom use, highly structured	Real language, authentic and varied for out of classroom use.
<b>Classroom organization</b>	Centered on the teacher and the teaching activities	Centered on students, permitting small team and pairwork.
<b>Assessment</b>	A task assigned only to the teacher and based on learning correct forms	A shared task, with student self-evaluation and based on ability to communicate.

*(Adapted from Teaching English as a Foreign Language for Communicative Competency) MINED Modulo 5*

The traditional approach to teach English has been to teach reading, writing, speaking, and listening separately. *Chen (1999)* states that this common approach stresses skill

orientation and rote memorization, where teachers pay a great deal of attention to reading and writing instruction. *Harvey (1985)* says when teachers prepare students to pass exam, the ability to communicate in English in authentic contexts is not a practical objective, and instead teachers prioritize reading and writing instruction and focus on grammar, vocabulary acquisition, and linguistic accuracy as the primary skills to be developed.

The researchers analyzed this chart, and they can establish that even though the traditional approach has been taught along the years, but it has not been completely successful, because students depend exclusively on the teachers for language learning and the responsibility for learning is progressively transferred from the teachers to the students. Also, it is focuses on the form of language: Grammar structure, words, discourse structure, etc. Even these aspects of the language are important for communication, but they are not the ending for learners who need to communicate effectively. Nevertheless, this process could be possible only if they can understand how to use it in a real context. Another important fact the researchers found is that in the study of grammatical rules, the memorization of verbs, vocabulary, and the ability to translate will not guarantee communication in a foreign language and it does not pursue the goal of developing and integration of the four macro skills for independent learning.

Even though the researchers can not say that the traditional instruction is not appropriate at all, but there are things that have changed throughout the time, therefore the researchers consider that the traditional teaching procedures decreases students' motivation and interest in learning English. Besides, the traditional approach becomes bored for the students, because everything is focussed on grammar and based on classroom work, far for being interesting for them. Also, students are encouraged to identify a large number of individual words, idioms and grammatical structures to enhance their language competence rather than use of the language for real communicative purposes.

As a result, the researchers believe that it is impossible to teach reading without the extensive use of writing, speaking and listening, because students can not be benefited from practicing all of the language skills in isolated, meaningful and communicate way.

To demonstrate the effects of integrating the four macro-skills in English teaching from pre-school to third grade, the researchers designed a kind of project that consisted in visiting the Centro Escolar Fernando Llorca as it is mentioned since the beginning of the essay, considering that it was just a sample of the process, but it required the use of a methodology which is explained in a deeply way in the next pages.

## METHODOLOGY

To elaborate this bibliographic essay, the researchers read as much literature as possible to support the thesis *integrating the four skills in elementary level represents a high motivation for children learning process*. It required to go after the following steps: First, the researchers looked for information related to the topic, being approximately 25 books and hand outs, then the researchers assembled the collected data determining the importance of each one. Afterward, the information was synthesized into categories, in chronological order, and sub-topics, etc. Next, the researchers analyzed the information very exhausted since the research needed a strong framework to prove it. After that, the researchers examined the reality by visiting the school “Centro Escolar Fernando Llorca”, which is located in San Salvador, to observe the children working. In that public school there was a pilot program from COMPITE-MINED called SESAME ENGLISH (See copy of pilot program –annex no. 8). This special program consists in teaching English from elementary level to sixth grades. Therefore, the researchers believed that it became the perfect place to work because the English subject was not included in these grades in the ordinary program of Public Education System. The methodology applied by the teacher in charge of this special program was the Integrated-Skill Approach, through different kinds of methods and techniques like: content-based, task based, PPP (Presentation, Practice and Production), drill, games, songs, short stories, etc. According to what the teacher in charge said, all this process was oriented to integrate the four macro-skills and the sub-skills.

To begin this procedure, the researchers took a sample from the population from the elementary level to third grade which was one hundred twenty students, being the sample of 24 students. (see sample of the students-annex no.1) To do that, the researchers checked the list of the students and they decided what students would be studied, at random, not taking into account the genders, background, behavior, or grades. Afterwards, different tests including the four skills in each of one were administered (See sample of exams - annex no. 7) according to the level students were, to investigate the effects for



applying the four skills in those grades, comparing the theory and the focus integrated-skills approach with the expected results.

**Assesment of the four macro skills.** The researchers decided to evaluate the achievement of this process requiring a set of instruments like exams (see annex no.7), check-lists (see annex no.2, 3 and 4) and listening input which were designed very carefully with the specific purpose on gathering data about students' language integrating skills and obviously the progress they got during the whole period they had been exposed to learn English. Even though listening and speaking were assessed by itself but reading and writing were assessed together because the learning process of these skills was simultaneous, according to what the researchers observed. In addition, these check-lists represented the entirely interpretation of a qualitative appreciation with specific parameters for each skill (see annex- check-lists nos.2, 3, and 4).

These parameters were created based on the observations made by the researchers and with the colaboration of the teachers in charge, using as reference the performance of the students and the level of proficiency gotten in this special pilot program since 2006 until now.

### **Assesment of listening skill (Annex no.2)**

Parameters:

1. **Understand spoken words an ideas used by the teacher.** It refers to every oral input given by listening in the classroom like: greetings, commands, instructions (good morning, put your pencil down, open-close your book), or instructions for task ( color the pictures, match with the correct expressions, etc. )
2. **Understand and respond to affirmative and negative statements, and questions.** It means students recognize when the teacher is giving an affirmative and negative statements like: please don't stand up, please open the window; don't open your book, etc.

3. **Understand intonation.** Differentiate a statement, if it is a question, or affirmative statement, ex. This is an apple, is this an apple?
4. **Recognize individual words within sentences.** It means that students can recognize words by itself and they are able to know the meaning of that words out of the sentence.
5. **Listen actively and motivated songs and chants.** Students can memorize and reproduce songs, chants or smalls poems.
6. **Claps the beat in a chant.** Students can follow the rythm with their hands.

### **Assessment of reading and writing (Annex no.3)**

The researchers decided to join the reading and writing because, according to the observations, the learning process of these skills is almost always at the same time.

Parameters.

1. **Read and write more than ten words.** It refers of the amount of vocabulary students can read and write and combine to each other, ex. Colors combined with nouns.
2. **Differentiate and read words from any kind of source, books, pictures, etc.** Students are able to recognize and read words in English in different contexts out of the classroom, ex. Open, close, up, down, stop, be quiet, etc.
3. **Take dictation for at least five words.** It refers specifically to write at least five words by dictation with the correct spelling.
4. **Read and write simple sentences.** It is regarding to students are able to read and write sentences in simple present tense including the verb “be” or others verbs related to students’ classroom environment.
5. **Read and write small paragraphs.** It refers to the students ability to combine reading and writing different kind of vocabulary. Example: Description of cookie cat. Cookie cat is my pet, she is not fat, she is thin, she is not ugly, she is beautiful, she is not sad, she is happy. (Activity developed in third grade, during the period of observations).

- 6. Read and write greetings and expressions.** Students are able to read and write greetings and expressions with the correct spelling.

#### **Assessment of speaking skill (Annex no.4)**

Parameters.

- 1. Ask for permission, a favor, etc.** Students are able to: use oral expressions in an appropriate context and level, ex. May I go out? May I go to the bathroom?.
- 2. Expresses a personal feeling or greetings.** Express naturally greetings or expressions for socialization like: nice to see you! - by - I am happy to see you!
- 3. Describe objects or persons.** Apply the series of vocabulary learned in short descriptions expressed orally, ex. The cookie cat is black and white.
- 4. Participate in class.** Given opinion or answer simple questions spontaneously and clear.
- 5. Contribute ideas to discussions.** To express ideas about an specific topic, example: describing a picture, express the colors, size or position of the people, animals or objects.
- 6. Answer simple questions.** To answer questions like: What is your name?, what color is this?, where is the ball?, etc.

All of these indicators in the check-lists (See annex no.2,3 and 4) were addressed to register the data and construct the analysis, taking into account that they were expressed in affirmative or negative form with the purpose to check if the students were able to perform each indicator.

## ANALYSIS OF THE DATA

After having read many information about the Integrated Skill Approach, observed the performance of the children in “Centro Escolar Fernando Llorca”, and mainly administered assessment of instruments (see sample of exams-annex no. 7, check.-lists annexes 2,3 and 4), the researchers work out the following analysis:

- Concerning to students from Pre – School, the abilities of reading and writing were not developed yet, because they did not have the necessary cognitive ability to understand symbols. Therefore, it was impossible for them to produce that kind of ability. However, they understood by listening basic series of vocabulary like colors, sizes, greetings, the members of the family (not all of them) just the mainly ones, but it was difficult to express that in an oral way. Thus, they did it by imitation without producing as well as first grade did. Students also were able to repeat and memorize vocabulary in different contexts. For example: colors to describe fruit, what color is the apple? The apple is red.
  
- Regarding to the students from first grade, the researchers can say that, according to the results of the exams passed to them, they were able to combine series of vocabulary in simple sentences and express them orally and in writing different kinds of vocabulary like the parts of the body, and also some of them differentiated the plural from the singular. It means that they began to produce some writing. Students could pronounce and used appropriately daily expressions and greetings. Moreover, they understood by listening simple instruction and recognized intonation. Students also listened actively and were motivated by songs, chants and claps the beats in a chat.

- Students from second grade. According to the test passed to the students from second grade, it could be derived that they were able to follow by listening simple instructions and describing pictures. They also acquired the ability to differentiate by listening the pronouns, the names of the domestic and wild animals, and simple instructions like color and answer or draw the pictures. Besides that, students identified the “ing” form with common verbs, which were part of their life, like: run, jump, eat, play, open, close, color and draw. The test also showed interesting information. They recognized the adjectives with nouns and they used them together but with the teacher’s guide. Students also were able to use the sub-skills related to vocabulary used in the classroom, they could understand and construct simple questions and short answers, (see sample of exams – annex no.7) but without constructing, just by lined. Students could understand by writing the verbs in present tense related to classroom activities. They also were able to differentiate intonation and reproduce by speaking songs, chants.
  
- Referring to the students from third grade, they were able to recognize and write sentences, questions in negative and positive form, and also the “ing” form . They also got a series of vocabulary like prepositions, Wq, besides that, they could represent activities that they were used to do like daily activities (She is drinking some water).
  
- Another important aspect for the students to third grade, is that they understood the use of apostrophe with the verb “be” and the third person. Also, they were able to write and understood small paragraph in contrast to second grade, expressing coherent ideas. In speaking and listening skills, they acquired the accurate proficiency which is required at the basic level. For example to differentiate affirmative sentences from questions, or the imperative forms, to perform a play or songs with the body language, etc.

## **CONCLUSIONS RELATED TO THE TOPIC**

After having done a deep survey about the literature related to the effects of integrating the four macro skills in English from Pre–School to Third grade, the researchers can state that:

- The English language is becoming the main language for communication purpose which requires a high proficiency. Therefore, it is necessary to begin the EFL instruction in the early stages of language acquisition.
- Foreign language teaching should be based on the Integrated-Skills Approach because this helps to get knowledge that permits the communication in a real situation.
- The strategies that orient the Integrated-Skills Approach and the communicative competence set the goal of foreign language learning as an effective communication process.
- Success in learning a foreign language is related to the use of authentic language for functions and content-based instruction. Learners centered classes where individual characteristics are taken into account.
- The application of this approach requires a constant assessment and evaluation of students and teachers.

## **CONCLUSIONS RELATED TO THE STUDENTS**

After having done an analysis of the students achievement in Centro Escolar Fernando Llor, the researchers can make the following conclusions:

### **Students from Pre-School:**

- The abilities of reading and writing are not developed, because they do not have the necessary cognitive ability to understand symbols.
- Students are able to understand by listening series of basic vocabulary.
- Students can repeat and memorize vocabulary in different contexts.

### **Students from First grade:**

- Students are able to combine series of vocabulary in simple sentences and express them orally and in writing.
- They can understand by listening simple instructions and commands.
- Students are able to reproduce and differentiate orally with the correct intonation simple sentences with the verb “Be”.
- Students can pronounce and use appropriately daily expressions and greetings.

### **Students from Second grade:**

- Students are able to follow by listening simple instructions, describe pictures; combine different series of vocabulary expressed in short sentences.
- They can understand by writing and listening verbs in the present tense form related to classroom activities.
- They are able to differentiate intonation and reproduce by speaking songs, chants, etc.

- Students from second grade, get the reading and writing skills a little bit more advanced. Listening is developed less than speaking.

**Students from Third grade:**

In this level students have acquired previous knowledge developed in the past levels, so they are able to:

- Recognize by listening, reproduce orally, read and write simple sentences expressed in present tense with the verb be and other verbs related to the classroom environment in more advanced levels.
- Use appropriately courtesy expressions (nice to meet you! great to see you! etc.) greetings and phrases for permission.
- Write small paragraphs with the accuracy necessary to this level.
- Understand short stories giving by the teacher.
- Create their own short stories about specific topics.



## **RECOMMENDATIONS**

Taking into account this bibliographical work, the researchers recommend:

- To create different kinds of programs based on the Integrated Skills Approach to teach English in elementary level in the Public Educational System, in order to take advantage of the innate ability of children to acquire a foreign language.
- The Ministry of Education should increase the workshops for English teacher to become more competent in the Integrated- Skills Approach when working with children.
- Teachers should be more open minded to create new strategies including the four macro skills and the sub-skills in their classroom instructions.
- Teachers should be more interested in teaching with this updated approach instead of the traditional ones.
- The Foreign Language Department at the University of El Salvador should create a kind of innovative career focussed on teaching children with an Integrated -Skills Approach.

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# **ANNEXES**

## **ANNEXES**

**ANNEX NO 1: SAMPLE OF STUDENTS.**

**ANNEX NO 2: CHECK LIST –ASSESSMENT OF LISTENING.**

**ANNEX NO 3: CHECK LIST –ASSESSMENT OF READING AND WRITING.**

**ANNEX NO 4: CHECK LIST –ASSESSMENT OF SPEAKING**

**ANNEX NO 5: SAMPLE OF LESSON PLAN**

**ANNEX NO 6: GLOSSARY**

**ANNEX NO 7: SAMPLE OF EXAMS**

**ANNEX NO 8: COPY OF PILOT PROGRAM**

**ANNEX NO 1:  
SAMPLE OF  
STUDENTS**



**ANNEX NO 1**

**SAMPLE OF STUDENTS.**

**PRE-SCHOOL LEVEL**

- 1-CAMILA ALEXANDRA DIAZ
- 2-ANGIE VERONICA MEZA
- 3-MAJORIE JULISSA CASTRO
- 4-FERNANDO ELY AYALA
- 5-OSCAR ADONAY URBINA
- 6-NICOLE ANDREA CRUZ

**FIRST GRADE**

- 1-BRYAN FRANCISCO ALVARENGA
- 2-RENE STEVEN HERNANDEZ
- 3-HUGO ANDERSON PACHECO
- 4-GERARDO MATIAS ROMERO
- 5-RODRIGO ANTONIO RODRIGUEZ
- 6-ENMANUEL ERNESTO MENDOZA

**SECOND GRADE**

- 1-ANTONIO VLADIMIR CRUZ
- 2-CESAR ENRIQUE HERRERA
- 3-GENESIS EMPERATRIZ BELTRAN
- 4-JOEL ABRAHAM VASQUEZ
- 5-BLANCA GEORGINA HERNANDEZ
- 6-VANESSA YAMILET QUIJADA

**THIRD GRADE**

- 1-JOSE MARIANO MARTINEZ
- 2-ZAYRA MICHELLE HENRIQUEZ
- 3-ELIZABETH ESTER PINEDA
- 4-GLORIA MARJORIE RUIZ
- 5-MARTA GUADALUPE ROJAS
- 6-GEOVANI ARTURO PINEDA

**Nota: ver archivo de excel check lists.**

# **ANNEX NO 2: CHECK LIST ASSESSMENT OF LISTENING**

**ANNEX NO 3:  
CHECK LIST  
ASSESSMENT OF  
READING AND  
WRITING**

**ANNEX NO 4:  
CHECK LIST  
ASSESSMENT OF  
SPEAKING**

**ANNEX NO 5:  
SAMPLE OF  
LESSON PLAN**

## ANNEX NO 5

As a sample of this process the team work asked to the teacher in charge for a lesson plan, and she provided one designed for students of third grade in the second semester of the year, addressed to develop a process of integration the four macro-skills and the sub-skills with the purpose of communication.

### **LESSON PLAN**

Centro Escolar Fernando Llorc

3rd. Grade.

Teacher: America Guandique.

Time: 90 Minutes .

Period: Second Semester.

Topic: *“How to wash your Hands very Well”*

#### **Specific Objective:**

Students will describe in oral and written form the process of “How to wash your hands very well”. Working in pairs and in group of four.

#### **Grammar:**

Simple Present tense of: to wet, to clean, to spread, to add and to rise.

#### **Vocabulary:**

Words related to wash our hands: Soap, sud, fingers, nails, wrist, etc.

#### **Procedures.**

**Warm. up:** The teacher will show a picture about: the situations in which we need to wash our hands, and the students will participate giving opinions about the picture.

**Step I :** Students meeting in pairs will write a vocabulary related to the process of washing hands(using the dictionary) *writing*.  
The Teacher will check the activity (spelling and appropriate words)

**STEP II.** Using the vocabulary gotten, students will write four simple sentences, describing the process. *Writing*. Teacher will help them to structured and pronounce the sentences. *Listening and speaking*

**STEP III.** Join in group of four students will practice orally the four sentences structured in the last activity. *Speaking*.  
Teacher will orient the use of mimic and gestures to apply in the oral presentation. (role play).

#### **STEP IV.**

**Evaluation:** In the same groups students will prepare an oral presentation in front of the class, making pictures to illustrate the four sentences and they will present and explain to the class in a period of 10 minutes. *Speaking*.

# **ANNEX NO 6: GLOSSARY**

## ANNEX NO 6

### **GLOSSARY**

**ACQUISITION:** picking up a language through meaningful conversations, the way children pick up language. Acquisition is contrasted to learning a language through conscious study of forms.

**ACCURACY:** refers to the ability to produce grammatically correct sentences that are comprehensible. This is often contrasted with fluency.

**AUDIOLINGUAL APPROACH:** language learning is a matter of habit formation, repetition drill. Audiolingualism is based on Behaviourism. Error correction is considered important to prevent bad habits.

**ASSESSMENT:** is the collection and interpretation of information about learners can or can not do, directed at their communicative abilities in order to improve them.

**APPROACH:** Theory that serves as the source of practice; principles for doing something. (related to a method)

**BEHAVIOURISM:** is the theoretical view that language learning is a matter of habit formation. The learners mimic the language they hear, and they receive some positive feedback, that language become a habit.

**COMMUNICATIVE APPROACH :** is a set of principles about teaching including recommendations about methods and syllabus where the focus is on meaningful communication not structure, use not usage.

**COMPETENCE:** it refers to the person's knowledge of the language, including rules of grammar, vocabulary and how linguistic elements can be combined to form acceptable sentences, paragraph or extend discourse.

**COMPETENCY:** it is a coherent articulation of knowledge, aptitudes and values according to someone nature maturing and learning experiences that permits to perform appropriately in different contexts.

**COMMUNICATIVE COMPETENCE:** it refers to the learner's ability to use vocabulary and grammatical rules as well as the ability to form correct utterances and use them appropriately according to the context.

**CONTENTS:** it is the set of socially relevant cultural forms and knowledge chosen to be part of an area serving its general objectives. The content's relevance depends on their role to achieve the development of competencies.



**CONTENT-CENTERED EDUCATION:** teaching language through content in areas such as math, science and social studies. Language is not longer the main focus.

**DIRECT METHOD:** a method of language learning associated with Francois Gouin and Charles Berlitz. Second language learning should model first language learning in that it should be learned “directly”; grammar is taught inductively with no explanations, the learner’s first language is not used in class and new vocabulary is introduced by demonstration.

**FLUENCY:** refers to the ability to produce rapid, flowing, natural speech, but not necessarily grammatically correct speech. This is often contrasted with accuracy.

**FUNCTIONAL / NOTINAL SYLLABUS:** the course content is based on functions not grammatical structures. Examples of functions include: informing, agreeing, apologizing, requesting, promising and so on. Examples of notions include size, age, color, comparison, time, and so on.

**GRAMMAR TRANSLATION METHOD:** a dull, dry and ineffective teaching method completely devoid of theoretical justification. This method has its roots in the teaching of latin. The method focuses on translating grammatical forms, memorizing vocabulary, learning rules and studying conjugations. Its focus is in accuracy and not fluency. Emphasis is on form and not on meaning.

**INTRINSIC MOTIVATION:** motivation in learning that comes from a sense of empowerment in being able to do something for the sake of doing it without thought of rewards such as praise, grades, candy or money is thought to have far greater benefits in the long run.

**LEARNING:** the understanding and information gained from being educated. Is the development or gaining competence in area.

**METHOD:** Practical realization of an approach with definitions of type of activities, set roles and materials, include various procedures or techniques. It is a given way to approach teaching and learning based on selected procedures, techniques derived from theories of language, theories of learning and reflective teaching practice. Is how a language is taught.

**PROCEDURE:** Ordered sequence of techniques.

**TECHNIQUES:** a type of learning activity used in one or more methods.

**PERFORMANCE:** It is the actual production and comprehension of specific linguistic events.

**PROFICIENCY:** it refers to a language level performance with expert, correctness and facility obtained through systematic learning or acquisition.

**REALIA:** props or other physical items which are used to increase the realism of role plays.

**STRUCTURAL SYLABUS:** a syllabus in which grammatical structures form the central organizing features.

**STUDENT CENTERED TEACHING:** language activities, techniques, methods where the students are the focus and the teacher plays a tutor role.

**TEACHER-CENTERED LEARNING:** methods, activities and techniques where the teacher decides what is to be learned, what is to be tested, and how the class is to be run.

**TESL:** teaching English as a second language.

**TEFL:** teaching English as a foreign language.

**TPR:** Total Physical Response is a language learning approach based on the relationship between language and its physical representation.

# **ANNEX NO 7: SAMPLE OF EXAMS**

**ANNEX NO 8:  
COPY OF PILOT  
PROGRAM**