

# Implementing the Four Language Skills in a Classroom from a Communicative Approach

Angélica Ripoll Vásquez

**Abstract:** The main purpose of this article is to show that, as the Chilean Framework for teaching English proposes, students need to learn the language from a communicative approach and with the integration of the four language skills. In order to show how to make a unit planning from this perspective, the researcher exposes different authors that have studied the communicative approach and the integration of the four language skills. (Brown, 2000; Harmer, 2007; Richards, 2006; Scrivener, 2005). A survey was undertaken by 7th grade students of a subsidized middle-class school located in Santiago. These students used to have classes from a grammar translation approach, however, the survey showed that students wanted to learn the language from a communicative approach so they can use it for personal purposes, and what motivated them during classes. To accomplish this purpose, a lesson planning with these characteristics was developed and it is to be implemented during 16 pedagogical hours, the results are as shown below.

**Keywords:** Four skills, integration, communicative approach.

In 1998, one of the biggest educational reforms took place in Chile. This reform had an emphasis on teaching receptive skills - reading and listening- rather than productive skills - speaking and writing- . This emphasis on receptive skills showed the lack of attitude of the curriculum to make Chile a country able of contribute to the world with information through the global language. (British Council, 2015).

However, in the year 2012, English teaching in Chile changed its approach to a communicative style (British Council, 2015); an approach focused on the communicative properties of language, real-world simulation and meaningful tasks, generating tools that students will be able to use in the real world, during real-life communication and during everyday interaction. This communicative approach makes students actually use the language, practicing both productive and receptive skills, in other words, communicative competences (Brown, 2000).

This language teaching approach emphasizes the development of the four language skills; reading, writing, listening, and speaking. It is important to develop these skills in an integrated way and with interdependence (MINEDUC, 2013).

However, many teachers think that it is easier to present and develop every skill separately. As a result, they do not teach the language in a communicative way, making segregated skills instruction where reading, listening, speaking, and writing strategies are taught separately. However, in many courses that are labeled to develop only one skill, this segregation is only partial (Oxford, 2001.) For example, in a reading course the teacher might give all the instructions orally, thus students also develop listening skills, proving that the four communicative skills are integrated with one another and showing that language is an integrative activity and that it is wise to teach and develop the language skills interactively and together, rather than separated. (Munghe, 2015)

This investigation has as purpose to show how the integration of the four language skills in a communicative approach can be implemented and developed by students that have never learned with this approach, showing evidence that young Chilean students want to learn English with this approach, not knowing that the Chilean framework has this approach.

For this, the present article presents a real case of a typical Chilean class where students were used to learn from a grammar translation method. A didactic unit was planned just for them and then applied during 16 pedagogical hours. Finally, this investigation presents the analysis of a final evaluation, surveys, and information provided by different pedagogical strategies, so as to understand how these students reacted to a whole new way of learning.

## **THEORETICAL FRAMEWORK**

### **Communicative Approach**

According to Jack Richards (2006) and Jeremy Harmer (2007), students need to learn more than grammatical competence (an important dimension of language learning), but also communicative competences, given that students can “master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication” (Richard, 2006, p. 3). In other words, educators must teach students to know how to use language for different purposes and functions according to the setting and the participants, and how to produce and understands different kind of texts.

Douglas Brown (2000) suggests that this style teaches communicative competences to students, thus the need to create real-world simulation and meaningful tasks during lessons, presenting language data in context and in communicative situations where teachers have to give students tools that they will use in the real world and during real-life communication. Also, the opportunity for students to communicate both in written and spoken form.

### **Integration of the Four Skills**

According to Brown (2000), the human race has fashioned two forms of productive language performance – oral and written – and two forms of receptive language performance – auditory and reading -. Brown considers that the integration of these skills gives students great motivation, which translates into better speaking, listening, reading and writing skills because students work with meaningful task. In addition, that to develop communicative competence in students is plausible integrate these four skills inside the classroom. Some of the reasons to do this are the following: reception of language goes with production of language; written and spoken language often bear a relationship to each other; it is necessary to attend what learners can do with language, more than the forms of language; and often one skills reinforce the other.

On the other hand, Harmer (2007) states that most of the time the four skills are integrated in everyday life; during a conversation the person who is listening will, eventually, speak. Jeremy Harmer says: “If skill use is multi-layered in this way, it would make no sense to teach each skill in isolation. We will, therefore, look at how input and output are connected in the classroom, how skills can be integrated and how skill and language work are connected.”

## **Teaching Listening Skills**

Brown (2000) states that the importance of listening can hardly be overestimated, because we internalize linguistic information and, through this process, we produce language. On the other hand, Harmer (2007) sets out that most students want to be able to understand what people are saying in every kind of interaction. Meaningful listening activities are good for the students' pronunciation (pitch, sounds, intonation, etc.) hence why it is good for students to hear the language every time they can. So the more students listen, the better they get, not only at understanding speech but also at speaking.

For Brown (2000), it is important to consider the characteristics of languages that make the listening process difficult for students such as clustering, redundancy, reduced form, performance variables (hesitations, false starts, pauses, corrections) colloquial language, rate of delivery, stress, rhythm, intonation and kinds of interaction. According to Jim Scrivener (2005), students can know learn all the grammar and lexis of a language, but it does not mean that they are able to understand what they hear. Many of the problems that students have when they are listening are: people speak too fast, they do not know when a word starts or ends, problems with pronunciation, do not understand details, do not understand the general sense of the message or the attitude expressed, amongst others.

To avoid those problems, Scrivener (2005) set out that the most useful tasks are the ones that require students to listen how they hear in real life and not overburden students with too much information. On the other side, Harmer (2007) sets out listening principles to help students while listening. Some of these principles are: encourage students to listen as much as possible, help students prepare to listen, sometimes students need to listen more than once, encourage students to respond to the content of a listening task and not just to the language, different listening stages demand different listening tasks and good teachers exploit listening texts to the full. (p. 135)

## **Teaching Reading Skills**

Harmer (2007), set outs that reading meaningful activities has a positive effect on the students' vocabulary, spelling and writing, and according to Brown (2000), reading ability will also develop writing, listening and speaking skills.

According to Scrivener (2005), one of the biggest problems is that people read at different speeds and in different ways. However for Brown (2000, p. 303), some characteristics of written language that may block reading efforts are permanence, processing time, distance, orthography, complexity, vocabulary and formality.

Scriveners (2005) set out that to make students better readers it is necessary to say that they do not need to understand every word and using techniques such as skimming – find key topics, main ideas, overall theme, basic structures, etc- and scanning – find specific individual pieces of information-. For Brown (2000) and Harmer (2007), students can also skim and scan the text for information. However, they also need to identify the purpose in reading, use graphemic rules and patterns, efficient silent reading techniques for relatively rapid comprehension, semantic mapping or clustering, to guess when they are not certain, analyze vocabulary, distinguish between literal and implied meaning, and capitalize on discourse markers to process relationships.

## **Teaching Speaking Skills**

According to Brown (2000), for a communicative view of language, listening and speaking are intertwined. The interaction between these two skills apply to the most popular discourse category: the conversation. According to Harmer (2007), the importance of teaching speaking skills in the classroom is the chance to practice real-life speaking in a safe environment, students speaking provide real time feedback about the success or problems that they experience, and they have the opportunity to use elements of language in an automatic way, becoming gradually autonomous language users.

Brown (2000) outlines that some factors that difficult the development of speaking skills in students are clustering, redundancy, reduced form, performance variables (hesitations, false starts, pauses, corrections) colloquial language, rate of delivery, stress, rhythm, intonation and kinds of interaction.

For Harmer (2007), good speaking activities should be very engaging for the students to get satisfaction from it. Scriveners (2005), mentions that giving topic and cues, structuring the talk, avoiding the talk-talk loop (no response), giving open questions and playing devil's advocate, make for the class a safe environment to develop fluency and confidence, are useful tools in a class to help students to develop speaking skills.

On the other hand and according to Brown (2000), there are some principles to be used for designing speaking techniques that help during classes. Some of these principles are: the teacher must use techniques that cover the learner's needs, provide motivating techniques, encouragement to use the language in meaningful contexts, provide feedback and correction, make the link between speaking and listening, give students to initiate oral communication and encourage the development of speaking strategies.

## **Teaching Writing Skills**

Harmer (2007) proposes that the importance of teaching writing skills is that through writing students have more time than they get when they attempt spontaneous conversations.

Scrivener (2005) says that teaching writing is important because students have needs that require them to work on writing in everyday life. Also, they are likely to be involve in taking notes. Writing is a mental process where they need time to think, reflect, prepare, rehearse and make mistakes and find solutions. (Scrivener, 2005)

According to Scrivener (2005) teachers can help students by making them follow a series of preparatory steps before the final text is produced and becoming more aware of this preparation process. Also, using strategies that help students generate ideas such as brainstorming, text-starts and fast writing, ideas to help students write such as structuring and organizing, looking at sample texts, getting feedback on drafts and using computers and its tools for reviewing.

Harmer (2007) says that it is necessary to consider some topics in order to help students write: genre, the writing process – planning, drafting, reviewing, editing – and building the writing habit.

## **School Diagnosis**

On this diagnosis the main aspects, characteristics and observations of the school and the class where the pedagogical unit was implemented will be presented. Firstly, I am going to describe the school, its students, its religious project, and its legal documents. Secondly, I am going to describe how the secondary language is developed at the institution. Thirdly, I am going to characterize the guide teacher's classes based on observations. Finally, I am going to describe and characterize how the 7th Grade B students perform and behave regularly and during the English learning process.

## **School Description**

This year I am an intern teacher at a subsidized middle-class school located in the center of our city, with an enrolment of 923 co-ed students, from pre-school to secondary level. Students live in Santiago boroughs or others boroughs surrounding it, such as Lo Prado, Estación Central, Quilicura, Pudahuel, Quinta Normal, Huechuraba, and Maipú. The school's enrolment is free but the parents have to pay a monthly fee that ranges from CLP\$20.001 to CLP\$50.000, however 111 students have scholarship. Most of the parents have the secondary education level complete and their home income goes between CLP\$700.001 and CLP\$1.300.000(MINEDUC, 2015)

This is a Franciscan catholic school that promotes the spirituality from Francis of Assisi, based on the values of love, respect, nature awareness, peace, solidarity, and life as God's creation. The religion is present in every aspect of this school; correlating pedagogy and spirituality. The purpose of this is to develop the Christianity and humanism in boys and girls, which will allow them to have the life and communitarian project proposed on the Gospel, showing how God is present in everyday life. (PEI, 2014)

The school's Behavior Guidelines is accepted by all students and representatives. This guidelines show how the everyday school life will be, integrating rules, students and representatives' duties and rights, protocols, evaluation system, scholarships, times, schedules, extracurricular activities and trips, absences, student's withdrawals, use of facilities, and school's departments. In that way, the school achieves an appropriate behavior from students, protecting the moral, psychological, and physical integrity from everyone in the community and, finally, to avoid sanctions. Offenses are divided in minor, serious and very serious, each one with different sanctions. (PEI, 2015)

## **Development of the Second Language**

Students at this school begin to learn English in the third grade and have two teachers; one who teaches from third to seventh grade, and another who teaches from eighth to twelfth grade. In 2010, students from eleventh grade obtained 55 points in the English Test SIMCE, and two years later they had an increased score of 110. However, in 2014 the score went down again to 57 points. (MINEDUC, 2015)

## **Guide Teacher's Classes Characterization**

I have observed and helped the teacher in the sixth and seventh grade. According to my observations, her classes are based on the text books, with a Grammar Translation methodology and no stages (introduction, core and closing), so no routine, objective or metacognition are observed. When she starts a new unit, she starts by giving the grammar structure or structures that the unit develops. Then, she uses the book given by the Ministry of Education (Student's book English Village 6 and

Students' book E-Teens 7) every class to develop the unit; asking students to make the simplest and quickest activities, selecting the correct alternative, true or false exercises, filling the gaps and matching exercises, leaving most of the reading, speaking, writing and listening activities without development.

The moments when the teacher works with the activities that develop abilities, students seem to be confused and they end up copying their classmates. CCQ are not implemented, the activities and tests' instructions are given in Spanish all at once and written on the board in English; however, many students ask again the instructions individually. The teacher assigns points to students for working on the book's activities every class (these will be a mark at the end of the semester), but rarely she corrects the errors. Sometimes, the "corrections" are made at the last 10 minutes of the class, moment in which she gives points.

Tests are similar to the activities done in classes, and when the average mark is too low, she takes the highest score of the class as the total score of the test, that way students get a better mark (grading on a curve).

### **Class Description and Characterization**

The class where the unit was implemented was 7th grade B with 33 students. Most of the students can follow the class and they seem to understand what the lesson is about. There are 10 students approximately that seem to be more advanced than the rest. They are the ones that translate the instructions to their classmates, do the activities and obtain the highest grades. However they do not develop productive skills. On the other hand, 10 students approximately seem to be behind the others. Unfortunately, they seem to be afraid of asking questions and participate during classes. Therefore, they copy the activities to their classmates, obtain lower grades, and don't really learn.

### **First Survey**

After running a survey to the students during the first semester of this year (see Appendix 1), It was noticed how students feel during English classes and how they would like to learn. Most of the students do not like English classes because they do not understand them, they are boring or complicated. On the other hand, other students like English classes because they know that it is the universal language and they are going to use it in their future, this is why most of the students are interested in learning it, that way they will be able to communicate with people of other countries, travel, find good jobs, and have good marks in the course.

the survey asked students about what they like about the language, they responded with activities regarding the four skills, such as listen to music, hear people talking, read texts, speak with people on the internet, and write in English. However, these activities were difficult for reasons that can be improved with practice, such as vocabulary, accents, pronunciation, grammar, and spelling.

Finally, when the survey asked about how they think English classes should be, they mentioned didactic and methodological aspects, such as the respect and the confidence with their classmates and teacher, more participation of themselves, learning through games, less use of the book, correction of the errors, more monitoring, and more activities that involve the four skills.

## Unit description

This class, as was observed, was one where there was no integration of the four skills during lessons and there was no communicative approach of the language. However, after taking the survey, the information obtained proved that most of the students want to learn English to be able to communicate with people from other countries, travel or find good jobs. On the other hand, a communicative approach on English lessons will make students use the language, practicing productive and receptive skills, in other words, communicative competences (Brown, 2000), that way achieving the main purpose in learning a language and the main purpose students give to the language learning process.

Therefore, it was decided to develop a unit where students have the opportunity to develop their writing, speaking, listening and reading skills in an integrated way and with a communicative approach. Although, all lessons helped students to develop the four skills in an integrated way, every class had its main language skills to be developed.

In order to develop the four skills with a communicative approach, every class started with a routine where students had to remember contents and activities made on the previous class, activating previous knowledge and allowing them to speak by answering open questions with the help of “chunks” that start the answers. For example, the question was “What did we do last class”; students check their notebooks and remember what they did, then they answer raising their hands and helping themselves by using the chunk “last week we...”

When this stage ends and after they know the lesson’s objective, they answer questions about the lesson’s topic, also with the help of chunks and helping them to develop speaking skills during the lessons. This questions helped them to understand the topic, activate previous knowledge and allowed the teacher to know the students’ thoughts, ideas and contextualization facing the topic.

During the implementation of this unit, every class was dictated in English, this way students developed listening skills, while also helping them with their speaking, considering that listening helps to improve the pronunciation, pitch, sounds, intonation, etc. (Harmer, 2007). Also, during lessons many unknown words appeared, these words became part of a complementary vocabulary – separated from the unit’s vocabulary previously contemplated -.

After achieving the lesson’s objective, students received an “Exit Ticket” (see Appendix 2). This ticket had the objective of obtaining information if students listen, speak, read and write English during the lesson and if they felt that using the skill was difficult for them and why. Also, it helped students to make metacognition and be aware of how they are capable of using the language in the four forms.

The intervention covered the contents and learning outcomes expected for the Lesson 6: Take Care. This lesson corresponds to the second lesson presented in the Book “Student’s Book E-Teens 7” for the Unit 4: Global Issues, from the second semester of the national curriculum for seventh grade. According to the Book “Student’s Book E-Teens 7”, learning outcome for this unit is: Students will be able to express their own experiences about the topic and will discuss different issues that affect the world, such as natural disasters and manmade disasters. On the other side, the language focus of the unit was the zero conditional to express real and possible facts.

During the intervention, several resources were used. In every class, Power Point presentations were used to project the classes – topic, routine, objective, contextualization, key words, contents worksheets, activities from the book, metacognition, closing, etc. -. This way it became easier to go back if there was any doubt or if it was necessary to review some content, to check activities on the board or to answer questions with the whole class. Also, there was a lesson when videos were projected or audios were played with loudspeakers to develop listening skills. Finally, some classes were based on games – Memorize game and Roleplay – where students created their own boards and elements and used them for their own learning process.

The unit was evaluated through a test where students proved their learning. This test consisted on writing activities where students had to recognize cause and effect and then create zero conditional sentences from a box with different words. The reading activity consisted on true or false reading comprehension question from a text with zero conditional clauses. The speaking activity consisted on open questions about their experience during the earthquake of 2010. Some of the questions were “What were you doing before the earthquake started”, “What did you see outside”. These questions were part of a writing activity where students answered them and then wrote a paragraph joining them with connector. For this activity, it was necessary to ask students to leave the classroom and stay one at a time to ask these questions individually. The listening activity consisted on putting in the correct order verses of the song “Rain” by the Beatles. For this, loudspeakers were necessary. This song also has zero conditional clauses, this way students noticed that what they learn is present in everyday life. Finally, the test had multiple-choice activities about the rules of zero conditional and matching exercises about natural disaster vocabulary.

**Didactic Unit**

**Unit 4: Global Issues - Lesson 6 “Take care”**  
**Topic of the class: Natural Disasters**

Class number/ Time	Learning Outcomes	Materials/resources	Class design/Stages		Assessment
Class 1 and 2  135 minutes	By the end of this lesson, Students will be able to create 7 sentences describing 7 natural disasters.	<b>Teacher:</b> Computer Pictures for Pictionary Projector PowerPoint presentation with: - Routine - Pre-reading (connection of the text with students' reality and key word) - Activities	<b>Intro</b>	* Class routine, socialization of learning outcome <b>(speaking, listening)</b>	* Monitoring and point for participation during class.
	<b>Content</b>		<b>Pre</b>	* Topic Introduction, talking about Earthquake 2010 and connection with students' reality. Where were you during the earthquake of 2010? What did you do when you realize the earth was moving? What natural disasters do you know? * Key words 102 * Mark unknown words 102 <b>(speaking, listening, reading)</b>	
	<b>Objective:</b> Understanding informative texts. <b>Vocabulary:</b> <i>affect, damage, destroy, drought, earthquake, effects, flood, hurricane, infectious, natural disaster, problem, spread, tremor, tsunami, volcano.</i> <b>Grammar: Present Simple- Past Continuous - Past Simple</b>	<b>Students:</b> Student's Book E-Teens 7	<b>While</b>	* Text reading pp. 102 * While reading activities from the book 103 <b>(reading, writing)</b>	
			<b>Post</b>	* After reading activities from the book pp.104 * Check activities <b>(reading, speaking, listening, writing)</b>	
			<b>Closing</b>	* Metacognition (Exit Ticket) <b>(writing)</b>	

**Unit 4: Global Issues - Lesson 6 “Take care”**  
**Topic of the class: Writing about my experience**

Class number/ Time	Learning Outcomes	Materials/resources	Class design/Stages		Assessment
Class 3 and 4  135 minutes	By the end of this lesson, Students will be able to write a short paragraph about their experience during a natural disaster using vocabulary of the unit	<b>Teacher:</b> Computer Projector PowerPoint presentation with: - Example of narration	<b>Intro</b>	* Class routine, socialization of learning outcome * Do you remember what we did last class? What was the text about? Can you name the natural disasters? <b>(speaking, listening)</b>	* Monitoring and point for participation during class.
	<b>Content</b>		<b>Pre</b>	* Show and explain example of a text about my experience during a natural disaster. (MODEL) *Students answer questions to help them to write a paragraph *Review essential vocabulary <b>(reading, listening)</b>	
	<b>Objective:</b> Write stories about their own experience <b>Vocabulary:</b> <i>affect, damage, destroy, drought, earthquake, effects, flood, hurricane, infectious, natural disaster, problem, spread, tremor, tsunami, volcano.</i> <b>Grammar: Past simple - Past Continuous</b>		<b>While</b>	* Students create their own paragraph telling their experience during a natural disaster based on the model. <b>(writing)</b>	
			<b>Post</b>	* Students share their experiences with the class <b>(speaking, listening)</b>	
			<b>Closing</b>	* Metacognition (Exit Ticket) <b>(writing)</b>	

**Unit 4: Global Issues - Lesson 6 "Take care"**  
**Topic of the class: Zero conditional and natural disaster**

Class/ week	Learning Outcomes	Materials/resources	Class design/Stages		Assessment
Class 5 and 6  135 minutes	At the end of this class, Students will be able to create 14 sentences with cause and effect about natural disasters	<b>Teacher:</b> Computer Projector Work Sheet PowerPoint presentation with: - Routine - Pre-reading (connection of the text with students' reality and key word) - Activities  <b>Students:</b> - Student's Book E-Teens 7 - CAUSE-EFFECT sheet	<b>Intro</b>	* Class routine, socialization of learning outcome * Do you remember what we did last class? What was the text about? How many natural disasters can you name? <b>(speaking and listening)</b>	* Monitoring * Point for participation during class. * Cooperative learning.
	<b>Content</b>		<b>Pre</b>	* What is a CAUSE? * What is an effect? * Examples: It is a cause or an effect? (CAUSE-EFFECT sheet) * How many verbs are in those sentences? The verbs are in present, past or future? <b>(speaking, listening, reading)</b>	
	<b>Objective:</b> Talking about real events and possible facts. <b>Vocabulary:</b> <i>natural disaster</i> <b>Grammar: Zero conditional</b>		<b>While</b>	* Students work creating two sentences in zero conditional for each natural disaster giving cause and effect. * Worksheet <b>(reading, speaking, listening, writing)</b>	
			<b>Post</b>	* Check activities <b>(reading, speaking, listening, writing)</b>	
			<b>Closing</b>	* Metacognition (Exit Ticket) <b>(writing)</b>	

**Unit 4: Global Issues - Lesson 6 "Take care"**  
**Topic of the class: Marley and I**

Class/ week	Learning Outcomes	Materials/resources	Class design/Stages		Assessment
Class 7  90 minutes	At the end of this class, Students will be able to identify seven sentences after listening and watching a video	<b>Teacher:</b> Computer Projector PowerPoint presentation with: - Routine - Pictures of the movie - Video	<b>Intro</b>	* Class routine, socialization of learning outcome * Do you remember what we did last class? What was zero conditional? What does this express? What was its structure? <b>(speaking, listening)</b>	* Monitoring * Point for participation during class. * Cooperative learning.
	<b>Content</b>		<b>Pre</b>	* Show pictures of the movie * Have you seen this movie? What is it about? * Instructions: Students watch and listen a scene of the movie. A list of seven causes is given to them. They have to complete the sentences with the specific information of the scene (effect) <b>(speaking, listening)</b>	
	<b>Objective:</b> Show comprehension of specific information and ideas of a audiovisual format <b>Grammar: Zero Conditional</b>		<b>While</b>	* Students watch the video for the first time and order the sentences in order of appearance. * students watch the video two times and try to complete the sentences * Students watch the video for the last time to check their answers. *Monitoring <b>(reading, listening, writing)</b>	
			<b>Post</b>	* Students raise their hands to give their answers * Check answers. <b>(reading, speaking, listening, writing)</b>	
			<b>Closing</b>	* Metacognition (Exit Ticket) <b>(writing)</b>	

**Unit 4: Global Issues - Lesson 6 "Take care"**

**Topic of the class: Role Play**

Class/ week	Learning Outcomes	Materials/resources	Class design/Stages		Assessment
<b>Class 8</b>  <b>45 minutes</b>	By the end of this lesson, students will be able to use Zero conditional to describe an animal.  <b>Content:</b> <b>Objective:</b> Practice zero conditional <b>Vocabulary:</b> Natural disaster, zero conditional	<b>Teacher:</b> Computer Projector PowerPoint presentation with: - Routine - Motivation - Examples	<b>Intro</b>	* Class routine, socialization of learning outcome. * Do you remember what we did last class? * What was zero conditional? What does this express? <b>(speaking, listening)</b>	* Monitoring and point for participation during class. * Cooperative learning.
			<b>Pre</b>	* What is your favorite animal? * What can it do? What can't it do? * Modeling <b>(speaking, listening)</b>	
			<b>While</b>	*Students write 10 sentences describing their animal using zero conditional. *Monitoring <b>(reading, writing)</b>	
			<b>Post</b>	*Students work in pairs, describing their animal to their partner, this student try to guess the hero name. They change their partners. <b>(speaking, listening)</b>	
			<b>Closing</b>	* Metacognition (Exit Ticket) <b>(writing)</b>	

**Unit 4: Global Issues - Lesson 6 "Take care"**

**Topic of the class: Memorize game**

Class/ week	Learning Outcomes	Materials/resources	Class design/Stages		Assessment
<b>Class 9</b>  <b>45 minutes</b>	By the end of this lesson, students will be able to match cause and effects playing a memorize game  <b>Content:</b> <b>Objective:</b> Practice zero conditional <b>Grammar: Zero Conditional</b>	<b>Teacher:</b> Memorize game	<b>Intro</b>	* Class routine, socialization of learning outcome. * Check materials * Do you remember what we did last class? * What is the structure of the zero conditional? <b>(speaking, listening)</b>	* Monitoring and point for participation during class. * Cooperative learning.
			<b>Pre</b>	* Instruction to make the memorize game: Students make groups of 4 and create sentences with cause and effect of a common theme. Each student writes 10 sentences in Zero Conditional on a piece of color paper, separating cause and effect. Students write every sentence they can match. The one with most sentences wins. <b>(speaking, listening, writing, reading)</b>	
			<b>While</b>	*Students play with the memorize game *Monitoring game and that sentences have concordance <b>(speaking, listening)</b>	
			<b>Post</b>	*Check the winner <b>(speaking, listening)</b>	
			<b>Closing</b>	* Metacognition (Exit Ticket) <b>(writing)</b>	

**Unit 4: Global Issues - Lesson 6 "Take care"**

**Topic of the class: Test**

Class/ week	Learning Outcomes	Materials/resources	Class design/Stages		Assessment
<b>Class 11</b>  <b>November 1<sup>st</sup></b>  <b>45 minutes</b> <b>(16/16)</b>	Evaluate the most relevant contents of the Unit 6, Lesson 6	<b>Teacher:</b> Test Audio	<b>Intro</b>	* Class routine * Brief review of the contents to activate knowledge * Questions about content.	* Monitoring * Test
	<b>Content</b>		<b>Pre</b>	* Give instructions and answer general answers of the test.	
	Present Simple Past Simple Zero Conditional Vocabulary : Natural Disasters		<b>While</b>	Students answer the test, which has: <ul style="list-style-type: none"> <li>- Speaking</li> <li>- Reading</li> <li>- Choose CAUSE-EFFECT</li> <li>- Multiple choice about general content</li> <li>- Fill the gaps</li> </ul> Monitoring and answer general questions during test.	
			<b>Post</b>	* Students give their test back	
			<b>Closing</b>	* Metacognition: <b>What was the most difficult part about the test?</b>	

## Intervention Analysis

Before the implementation of this unit from a communicative approach and with the integration of the four communicative skills during every lesson, students used to learn grammar structures and to not develop reading, speaking, listening and writing skills.

After taking a first survey during the first months of observation of this class (see Appendix 1) and before the implementation, it was collected that students wanted to develop these skills and be able to break the language barrier with other people. However, they felt that this was difficult for reasons that could be improved with practice, such as vocabulary, accents, pronunciation, grammar, and spelling. In addition, this first survey showed that students did not like English classes because they usually do not understand the classes or they find them to be boring and complicated.

When the survey asked students about what they like about the language, they responded with activities regarding the four skills, such as listen to music, hear people talking, read texts, speak with people on the internet, and write this in English. However, these activities were difficult for reasons that can be improved with practice, such as vocabulary, accents, pronunciation, grammar, and spelling.

### Test Results

Regarding the four language skills, and after taking the test at the end of the unit, where students had to demonstrate their knowledge about the contents and complete reading, writing, speaking and listening activities to have evidence about the improvement of the four skills in the students, the results showed that students achieved a good percentage of accomplishment, as is showed on the table below:

Skills	Percentage of accomplishment
Speaking	56.6%
Writing	45.5%
Listening	75%
Reading	76.1%

In addition, it is showed on the table that productive skills – speaking and writing – have a lower percentage of accomplishment than receptive skills – listening and reading -.

The most common error during the speaking activity of the test (where they had to answer some question about their experience during the earthquake of 2010) was that students did not know how to say the verbs in the past tense, saying most of the time the action in present tense, in Spanish, or not saying a verb at all. However, they could understand the questions.

During the writing activity of the test (where they had to create zero conditional sentences with words from a box) the most common problems that students had was that they did not add the “s” when speaking in third person singular and they did not know how to create present simple sentences in negative (using doesn’t, or does not and don’t or do not). Therefore, they made negative sentences writing “not” before verbs, for example: “not be” or “not have”

The most common error made by students during the listening activity of the test, where they had to order the verses of the song "Rain" by the Beatles while they listened to the song from a loudspeaker, was that the students did not feel confident with the activity, so many of them did not pay attention to the listening, made facial expression of confusion or did not answer the activity.

Finally, the most common error during the reading activity on the test (reading activity where they had to answer true or false after reading a text with zero conditional clauses about free time activities) is that some students did not understand some words from the text or they did not understand words from the questions, so they did not answer correctly.

### **Learning Results**

After the implementation of the unit, a second survey was taken by the students (see Appendix 3). This survey showed, regarding the four skills, that most of the students had problems with the four skills because of vocabulary issues (39.9%). However, some students said that they did not feel that a skill is difficult for them, as it is shown on the table below:

<b>Skills</b>	<b>Percentage of students that do not think the skills is difficult</b>
<b>Speaking</b>	12.2%
<b>Writing</b>	30.7%
<b>Listening</b>	17%
<b>Reading</b>	21,6%

Regarding the students' feelings facing English classes, the second survey taken after the implementation of the unit showed that 23,3% of the students like a lot English classes. Finally, 32% of the students face English classes better now than before the implementation.

### **Test Analysis**

The main goal of this intervention was to develop the four language skills in young students that used to work with a grammar translation teacher who used Spanish to teach English and did not allow students to produce language. To achieve this goal, an intervention unit was planned from a communicative approach where all lessons gave the opportunity to speak, read, hear and write in English. In addition, the first survey showed that these students were motivated in learning English because they know that they are going to use the language in the future and for personal purposes, such as, listening to music, chatting with people that speak English, etc. However they were not motivated with the English classes that their teachers gave.

As was observed previously with the test results, students achieve a good percentage of accomplishment regarding the four skills. However, it is important to analyze the results and common errors that students made on the activities that involve the skills.

Regarding the speaking activity of the test, the common error was that students did not know the verbs in past tense. Although the main grammar point of the unit was zero conditional, which announces causes and effects with present simple clauses, students had to tell their experience during the

earthquake of 2010, since the topic of the unit was “Natural Disasters”. Therefore, using clauses in past. During a lesson of this intervention, this topic was addressed (their experience during the earthquake) from a writing activity where students had to create a paragraph about it. This activity was checked orally, where only three students read their paragraphs at loud and the other students’ paragraphs were checked on their notebooks with points for class participation. However, this activity should have been checked orally for all students, this way all students would have the opportunity to practice their speaking by reading their paragraph at loud.

Regarding the writing activity on the test, the most common error was that students did not add the “s” to third person and made negative sentences without using the auxiliary “do”. This grammar rule for present simple sentences was practiced and stressed during the unit, even moments before the test where students said the rules of zero conditional clauses out loud to activate previous knowledge. However, this grammar error is common when producing present simple clauses and can be improved just with more practice.

During the listening activity on the test, where students had to put in order the The Beatles’ song “Rain”, some students did not achieve the final goal of the activity. During the implementation of the unit, the lesson that had listening as main skill had an activity where students matched cause and effect while listening to an audio from the movie “Marley and Me”. The type of listening activity on the test was not practiced during the unit’s implementation, probably this is why some students did not achieve it.

Finally, during the reading activity on the test, where students had to read a text and answer true or false, the most common error was that the students did not understand words from the text or from the questions, so they did not answer correctly. However, the vocabulary was simple and common and was vocabulary taken from the unit’s topic, the first survey showed that students had serious problems with vocabulary either for writing, speaking, listening and reading purposes. This vocabulary problems can be improved with meaningful reading activities (Harmer, 2007).

### **Teaching Analysis**

During the implementation of the unit, its planning had to be changed and modified several times. Some of the lessons had to be separated into two lessons and some activities had to be changed, removed or their level had to be modified. There are many causes for these changes. At the beginning of the lessons, the students needed more time than expected to write and speak in English during–objective, menu, previous knowledge -. On the other hand, it is important to know and consider the time that the students need to make silence, organize their materials, or any other aspect that takes important time before the lesson. Also, the time that students took to copy the content and do activities were longer than expected during the planning of those lessons. Finally, there were many activities that the students were not used to do, so it took longer than expected at the beginning of the unit’s implementation. However, these aspects can only be considered when the teacher knows the class and students, their English base and knowledge.

During the observations and the unit implementation, I was a teacher that believed that all students were able to learn, helping the ones with more learning problems during the observations and

make sure that those students were focused on the lessons and had the opportunity to participate during the implementation of the unit. The expectation that all students are able to learn help on students' performance and grades favorably (Rosenthal and Jacobson, 1978).

As it was said before, the survey applied to the students during the first semester of this year (see Appendix 1) showed that students had internal and personal reasons to learn English. However, this survey also showed that classes were boring and students were not motivated to be inside the classroom and learn. In addition, the survey showed how students wanted to learn and how classes could be more fun for them to make them feel motivated. Therefore, the unit's planning considered these aspects. It is important to consider what motivate students at the moment of planning lessons because the conception that the students have of the content and lessons affect their motivation, their persistence, determining how students face the learning, favorable or negatively.

### **Improvement Plan**

Having in mind the tests and the activities that it will have during the unit planning is a good strategy, that way you know what aspect of the content to emphasize more during lessons. In addition, the test will have the kind of activities that were worked on during the development of the unit and it will not leave any skills without being evaluated.

The continuous evaluation of the students' skills development will allow the teachers to have more information about how the students are learning and what they need to practice more. The teachers that are constantly evaluating their students have to be willing to constantly modify their planning and lessons, in order to cover the students' needs.

It is important to take advantage of the time that teachers have, making the best of it and planning meaningful tasks that will allow the students to develop communicative competences during lessons. Also, planning activities and strategies that the students are interested on doing, in order to keep them motivated and interested during lessons and the implementation of the unit.

To develop communicative competences into students, the teachers must require students to produce the language, and not just receive it. The students must try to communicate in English the whole class, even if it is difficult for them. It will take time to accomplish, but it will be reflected on their results.

### **Conclusion**

The Chilean framework to teach English proposes an communicative language approach with the integration of the four language skills – reading, writing, speaking, and listening- because it understands that through this approach and integration students will develop communicative competences.

However, knowing the Chilean framework's approach is not the only thing that English teachers need to know in order to develop communicative competences and the four skills into his students, the teachers also need to know their students, their interests, what motivates them to learn English and how they want to learn and how they actually learn, in order to make classes more didactic and keep them motivated. Making surveys and continuous evaluation will help teachers to know how their students are learning and how they are reacting to their teaching.

Lessons' planning must be made having students in mind, their interests and the main goal of the teaching, knowing that this planning can change during its implementation.

Finally, as the Chilean framework to teach English proposes, English teaching must have a communicative approach with the integration of the four language skills, even if students have never learned this way before. Language is communication, if teachers want to teach language, they must teach how to communicate, therefore it is important to learn communicative competences, not just grammar rules that are easily forgotten.

## References

- Arancibia, V; Herrera, P; Strasser, K (2011). Manual de Psicología Educacional .Santiago, Ediciones Universidad Católica de Chile, Santiago, 1997.
- British Council, (2015) English in Chile, An examination of policy, perceptions and influencing factors.
- Brown, D. (2000). Teaching by Principles, an Interactive Approach to Language Pedagogy. 2° ed. USA: Longman.
- Harmer, J. (2007). How to teach English. England: Person Education Limited.
- MINEDUC (2013), Estándares Orientadores para Carreras de Pedagogía en Inglés. Chile: MINEDUC.
- MINEDUC (2015). Ficha establecimiento. Retrieved from <http://www.mime.mineduc.cl/mime-web/mvc/mime/ficha>
- Munghe, Ganesh. (2015) Teaching Receptive and Productive Language Skills with the Help of Techniques. Pune, Maharashtra, India: JSPM's Rajarshi Shahu College of Engineering.
- Oxford, Rebecca. (2001) Integrated Skills in the ESL/EFL Classroom. University of Maryland, Washington DC, USA.
- Richards, J (2006). Communicative Language Teaching Today. USA: Cambridge University Press
- Rosenthal, R. & Jacobson, L. (1978). Conductismo Humanista. En T. Roberts (Ed.). Cuatro Psicologías Aplicadas a la Educación. Madrid: Narcea Ediciones.
- School's PEI (2014). Proyecto educativo. Retrieved from <http://colesanantonio.cl/colegio/proyecto.htm>
- School (2015). Normativa de Convivencia 2015. Chile.
- Scrivener, J. (2005). Learning Teaching. 2° ed. USA: MACMILLAN
- WU Jing (2006) Integrating Skills for Teaching EFL —Activity Design for the Communicative Classroom. Foreign Language Department, China Youth University for Political Sciences, Beijing 100089, China

## Appendixes

### Appendix 1

#### Cuestionario sobre la relación con el inglés

El siguiente cuestionario será utilizado con fines académicos, donde los datos obtenidos serán utilizados para relatar un diagnóstico de cómo se enfrentan ustedes al aprender el idioma. Por lo que pido que te lo tomes con sinceridad.

**Instrucciones:** Contesta cada una de las preguntas marcando las alternativas que describan como es tu relación con el inglés y respondiendo las preguntas según corresponda. Recuerda que este cuestionario es anónimo, por lo que puedes responder con sinceridad.

- 1) ¿Te gusta el inglés?
  - Mucho.
  - Me gusta un poco.
  - Me da lo mismo.
  - Me gusta solo un poco.
  - No me gusta.
  - No me gusta para nada.
- 2) De acuerdo a la pregunta anterior, ¿por qué tu respuesta? ¿Cómo te sientes en las clases de inglés?  
Por que \_\_\_\_\_  
\_\_\_\_\_
- 3) ¿Te interesa aprender inglés?
  - Mucho.
  - Me interesa un poco.
  - Me da lo mismo.
  - Me interesa solo un poco.
  - No me interesa.
  - No me interesa para nada.
- 4) Si respondiste si en la pregunta anterior, ¿Por qué quieres aprender inglés?
  - Para poder tener buenas notas en la asignatura.
  - Para poder comunicarme con gente de otros países.
  - Para poder viajar a países donde se hable inglés.
  - Para poder letras de canciones.
  - Porque sirve para encontrar mejores trabajos.
  - Otra razón. \_\_\_\_\_  
\_\_\_\_\_
- 5) ¿Qué te gusta del inglés?
  - Leer textos en inglés.
  - Hablar en inglés.
  - Escuchar a gente hablando inglés.
  - Escuchar música en inglés.
  - Escribir cosas en inglés.
  - Otra. \_\_\_\_\_

6) ¿Qué te cuesta hacer en inglés?

- Leer textos en inglés.
  - Hay muchas palabras que no entiendo.
  - Aun no domino los tiempos verbales.
  - Otra. \_\_\_\_\_
- Hablar en inglés.
  - Me da vergüenza.
  - Tengo mala pronunciación y mis compañeros/as se podrían burlar de mí.
  - A veces sé escribir las cosas en inglés, pero no se pronunciarlas.
  - Hay muchas palabras que no sé decir.
  - Hay muchos tiempos verbales que no se expresar.
  - Otra. \_\_\_\_\_
- Escuchar música en inglés o a gente hablar en inglés.
  - Hay palabras que no entiendo o no conozco.
  - A veces no entiendo los acentos.
  - Hablan muy rápido.
  - Otra. \_\_\_\_\_
- Escribir cosas en inglés.
  - Hay muchas palabras que no se escribir.
  - A veces tengo una idea de cómo se escriben las cosas, pero no estoy seguro/a.
  - A veces se decir las cosas en inglés, pero no se escribirlas.
  - Hay muchos tiempos verbales que no sé cómo se escriben.
  - Otra. \_\_\_\_\_

7) ¿Qué crees que es lo más importante que debería tener una clase de inglés para que puedas aprender?

- Que nos hagan leer diferentes tipos de textos en inglés.
- Que nos hagan escribir diferentes textos en inglés.
- Que nos hagan escuchar audios y canciones en inglés.
- Que nos hagan hablar en inglés.
- Que todos tengamos la oportunidad de hablar y leer en voz alta.
- Que todas las actividades sean revisadas y todos los errores corregidos.
- Otra. \_\_\_\_\_

8) ¿Cómo crees que debería ser la clase de inglés para que todos pudieran aprender?

---

---

---

9) ¿Cómo deberían ser las actividades a realizar para que la mayoría del curso pudiera aprender?

---

---

---

## Appendix 2

Name (optional): _____						
	Yes	No		Yes	No	Why?
Did I speak in English?	<input type="radio"/>	<input type="radio"/>	Was it difficult?	<input type="radio"/>	<input type="radio"/>	
Did I listen in English?	<input type="radio"/>	<input type="radio"/>	Was it difficult?	<input type="radio"/>	<input type="radio"/>	
Did I write in English?	<input type="radio"/>	<input type="radio"/>	Was it difficult?	<input type="radio"/>	<input type="radio"/>	
Did I read in English?	<input type="radio"/>	<input type="radio"/>	Was it difficult?	<input type="radio"/>	<input type="radio"/>	
Comments: _____ _____						

## Appendix 3

### Cuestionario sobre la relación con el inglés 2da parte

El siguiente cuestionario será utilizado con fines académicos, donde los datos obtenidos serán utilizados para contrastarlos con los obtenidos en el cuestionario realizado antes de iniciar la unidad. Por lo que pido que te lo tomes con sinceridad.

**Instrucciones:** Contesta cada una de las preguntas marcando las alternativas que describan como es tu relación con el inglés y respondiendo las preguntas según corresponda. Recuerda que este cuestionario es anónimo, por lo que puedes responder con sinceridad.

<p>10) Luego de esta unidad ¿Te gusta el inglés?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Mucho.</li> <li><input type="radio"/> Me gusta un poco.</li> <li><input type="radio"/> Me da lo mismo.</li> <li><input type="radio"/> No me gusta.</li> </ul>	<p>11) De acuerdo a la pregunta anterior, ¿por qué tu respuesta? ¿Cómo te sientes ahora en las clases de inglés? Por que</p> <p>_____</p> <p>_____</p>
<p>12) ¿Qué es lo que más te gusta de esta unidad?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Hablar en Inglés</li> <li><input type="radio"/> Escribir en Inglés</li> <li><input type="radio"/> Leer en Inglés</li> <li><input type="radio"/> Escuchar cosas en Inglés</li> <li><input type="radio"/> Los juegos</li> <li><input type="radio"/> Otra. _____</li> </ul> <p>_____</p>	<p>13) ¿Qué es lo que menos te gusta de esta unidad?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Hablar en Inglés</li> <li><input type="radio"/> Escribir en Inglés</li> <li><input type="radio"/> Leer en Inglés</li> <li><input type="radio"/> Escuchar cosas en Inglés</li> <li><input type="radio"/> Los juegos</li> <li><input type="radio"/> Otra. _____</li> </ul> <p>_____</p>

### ¿Qué te sigue costando hacer en inglés?

<p>1) Me cuesta leer textos en inglés porque.</p> <ul style="list-style-type: none"> <li><input type="radio"/> No me cuesta</li> <li><input type="radio"/> Hay muchas palabras que no entiendo.</li> <li><input type="radio"/> Aun no domino los tiempos verbales.</li> <li><input type="radio"/> Otra. _____</li> </ul> <p>_____</p>	<p>3) Me cuesta escuchar en inglés porque.</p> <ul style="list-style-type: none"> <li><input type="radio"/> Hay palabras que no entiendo o no conozco.</li> <li><input type="radio"/> A veces no entiendo los acentos.</li> <li><input type="radio"/> Hablan muy rápido.</li> <li><input type="radio"/> Otra. _____</li> </ul> <p>_____</p>
---	---