Licenciatura en Español y Lenguas Extranjeras   Facultad de Ciencias de la Educación

1-1-2007

The implications of call over english language learning in fourth graders at gimnasio la arboleda school Bogotá-Colombia

Jorge Andrés Barón Melendez
Universidad de La Salle, Bogotá

THE IMPLICATIONS OF *CALL* OVER ENGLISH LANGUAGE
LEARNING IN FOURTH GRADERS
AT GIMNASIO LA ARBOLEDA SCHOOL
BOGOTA – COLOMBIA

JORGE ANDRES BARON MELENDEZ

UNIVERSIDAD DE LA SALLE
SCHOOL OF EDUCATION
LICENCIATURA EN LENGUA CASTELLANA, INGLES Y FRANCES

BOGOTA – COLOMBIA
2007

CONTENTS TABLE

LIST OF TABLES

LIST OF GRAPHS

Page

LIST OF ANNEXES

Page

1. RESEARCH SUBJECT:

Nowadays, the approaches about English language learning seem to be already designed and proved, but do they really work in the classroom? Are those approaches and techniques significant for the real learning process of the language?

Based on the questions mentioned above, this research aims to apply one of those virtual tools such as CALL (Computer –Assisted Language Learning) in the process of learning English language at Gimnasio La Arboleda School. Even though the English proficiency level at that bilingual school is high, its language teachers have seen the need to implement CALL as a new strategy in order to motivate students to improve, and use meaningfully the four communicative skills (Reading, Writing, Listening and Speaking), and at the same time to create a different and stimulating way of learning English.

Finally, this research intends to analyze how CALL in this bilingual school can help improve the students' English proficiency level.

2. RESEARCH TITLE

THE IMPLICATIONS OF *CALL* OVER ENGLISH LANGUAGE
LEARNING IN FOURTH GRADERS AT GIMNASIO
LA ARBOLEDA SCHOOL BOGOTA – COLOMBIA

3. RESEARCH QUESTION

How useful is CALL in the English learning process in fourth graders at Gimnasio La Arboleda, being this school a bilingual one, and what are the effects over the students' language level improvement?

4. BACKGROUND

Gimnasio la Arboleda is a bilingual school in the north of Bogota. Responding to its tradition, the school trains students in order to make them bilingual in English language. Gimnasio La Arboleda means by bilingual, the ability to handle the target language not only for academic purposes but also for life.

Gimnasio la Arboleda has adopted immersion as a learning style to get to a real bilingualism. It means that kids are addressed in English since they arrive at school till they leave it, not only inside but also out of the classroom, making students acquire and use the language naturally and spontaneously, but it really does not happen.

Also, students from kindergarten to high school have the chance to study other subjects such as Math and Science through the target language. They are taught these fields of study totally in English, making them not only use the language but also think in the language.

Nonetheless, nowadays our students are using the language just in the classroom. They just speak, read or write in the target language when necessary. In order words, our students use English when teachers force them to do it.

Hence, the communication style established by the school is not working at all, since students are just using the target language when necessary, and they do not feel the need for using it all the time. As a consequence, some of them have difficulties in terms of being able to use the four communicative skills effectively.

5. JUSTIFICATION

The fact that students do not use the target language for their daily life besides the academic purposes, has created a need to investigate how to help them out improve and use the target language through CALL, so that they feel the sense of real communication not only inside the classroom but also outside getting functional any time.

At the same time, it is well known how important the role of technology is in every field of study all over the world, and at the end of the 90s for education as well which means that it can help people to learn, and in this particular case our students to facilitate their learning process and communicate in the target language they are still learning, even they are taught in it.

Also, CALL at Gimnasio la Arboleda is going to optimize the communication task and the English language level as well, because the students have neglected the

possibility of using the target language all the time. So, CALL will be a tool with which the students will be able to improve and communicate naturally and spontaneously in the English Language, letting them be good users of the target language any time and anywhere.

6. GENERAL OBJECTIVE

To improve the target language and create the need for communication in fourth graders at Gimnasio La Arboleda.

7. SPECIFIC OBJECTIVES

- To implement CALL (Computer-Assisted Language Learning) as a virtual tool in order to motivate fourth graders to use the target language any time and anywhere.
- To engage fourth graders in the use of the target language through different daily life activities at school.
- To let students improve on the four communicative skills which make communication efficient.

8. RESEARCH FEASIBILITY

Resources:

Based on a proposal presented by the English Department Coordinator, Andres Baron, and after some meetings with the academic council, the Board of Directors, at Gimnasio la Arboleda made the decision to purchase the equipment (computers, internet, intranet, software, and devices) and implement CALL. At the same time, the English department teachers will be trained in the implementation of this virtual tool and will back up this project.

(See annexes 1, 2, 3 and 4 for budget presented along with the proposal)

9. THEORETICAL FRAMEWORK

9.1.   INTRODUCTION

Globalization process has made the world more competitive as the time goes by making people capable every time, and the learning of a second language makes part of those issues which make the society more competitive. From this point of view, teachers have to be prepared in order to face these challenges which are product of the global village. So new technologies have been increasing everything, and the use of them is really important for living.

At the same time, researchers have said that new technologies can be really useful to make students learn more effectively and significantly, making the most of their own environment. Therefore, students at Gimnasio la Arboleda can be helped throughout computers in order for them to improve their English language level.

The use of CALL (computer assisted language learning) is the answer to a need students have practicing the language in real contexts. They have realized the need for communication in English language even inside or outside of the classroom.

CALL can really help students at this bilingual school improve the four communicative skills (listening, speaking, reading and writing), because students will have another place different from the classroom to use the language and learn more things which are out of reach in the classroom.

On the other hand, CALL can be really useful and helpful for teachers, because this kind of tool lets them go where they normally cannot reach from their merely classrooms. A teacher can guide his/her students trough this interaction (computers- students- teacher) and take advantage of this technology in order to create new places where students can be truly functional in the use of the language.

9.2. NEW TECHNOLOGIES IN THE ESL CLASS

"The common technologies of television and videotapes are valuable learning tools, when used appropriately. With previewing, viewing, and post-viewing activities"
Masterson.

Times have changed and the way people were taught before is not the same as new generations are taught nowadays. And even approaches and methods have changed because of different issues, new tools and strategies which have been

considered as good allies for teachers and students in the teaching-learning process.

So the idea of having the chance of being in contact with communication and information has become and outstanding strategy in the classroom. New technologies play an important role in education, promoting self-access to learning and motivating teachers to create and design good materials and resources, and students to work with such materials.

But, what are new technologies? And what is their role in the ESL classroom? Well, firstly "new technologies are related to how humans and machines interact and the cultural, economical and social contexts relating to that interaction"[1]. Secondly, new technologies have made part of the new bunch of strategies and tools teachers make the most of, in order for their students to come into a self-learning, simulate real communication situations, and improve and use the target language all the time they have the chance to do it.

At the same time, a research about the use of technology in the ESL says, "Educational technology as a learning tool can increase opportunities for students. Developing effective and adequate strategies is critical as educators and policymakers look at multiple ways to integrate technology in ESL students' learning"[2]

Nonetheless, technology by itself does not work at all. The teacher's role plays an important place in this process. Students from the lower levels such as Fourth Graders at Gimnasio la Arboleda are not disciplined and independent enough for being conscious of their process. In other words, kids are not concerned about the quantity and quality of exercises and tasks they have to do in order to improve their

---

[1] About new technologies. Definition of new technologies. Laura Reza-Hernandez, doctoral student in educational leadership. University of Texas.
[2] David Durian Critical issue. Using technology to support limited English proficient.

English level. So, the teacher must make the most of old methods and the new technologies in order to crate a good and adequate learning environment.

9.3.   WORD PROCESSOR IN THE CLASSROOM

"Most learners these days will be familiar with using a word processing program for simple tasks like writing, saving and storing documents"
Gavin Dudeney & Nicky Hockly.

Since people have been using computer devices to make life and work something easier, it has pervaded other fields of work as well, such as education for example, in which the use of a word processor can become a significant tool for authentic learning. What is more, in some opportunities students seem to be more comfortable when using a tool like this one instead of other kind of tools for learning. But, how can a word processor help an English teacher make the most of it for his/her students to learn and improve on the target language? What it is true, teachers find more advances in their language students when implementing this kind of virtual tools, because students can learn authentically and significantly by doing a self work which let them realize how much about the language they handle, and how much they need to improve on, or acquire from.

Firstly, it is important to review a little bit about the history of the word processor, its characteristics and its uses. Secondly, it results very important to know how useful a word processor can be in the Teaching and Learning process of a second language.

9.3.1 A BRIEF HISTORY ABOUT THE WORD PROCESSOR

The history of the word processor does not begin with the invention of the computer. It begins with the need of the writers for improving in terms of quality and speed of their texts. So, it was in 1867 when Christopher Latham Sholes with the help of two colleagues, invented the first outstanding typewriter (Brian Kunde, 2001).

At the beginning, this invention gave good results, so people who had to write too many papers found in this machine an easy and faster way to do it. It is important to highlight that the very first model had too many drawbacks such as that it was not possible to type up capital and small letters, and when it printed it did it just under the roller, so it only let the typist see what he had written just at the end, what was not useful when the typist had made mistakes, because those were counted just at the end (Brian Kunde, 2001).

Later in 1872 Thomas Edison patented the first electric typewriter, but the fist model could be used just in 1920. Then, IBM introduced a better and more efficient machine in 1930. (Brian Kunde, 2001). In addition, in the years 1969, 1972, and 1973 IBM worked so hard in order to improve little by little this awesome machine making it much, much better every time.

After 1973, IBM created some kind of memory cards which had the advantage of storing information. So it revolutionized the way of saving information magnetically. This new advance was very useful for companies which had to reuse some forms for their daily activities. However, the first cards could not store too many information. In 1972 Lexitron and Linolex invented a similar word processor which had the plus of a screen which let the typist correct its mistakes without making copies before the corrections be done.

Finally, this machine became more and more sophisticated as time went by, as a proof of this is the invention of the Floppy device which let state a new era of media storing. After this, the word processing industry decided to separate software from hardware and to start working on medial word processors. After years of constant advances in this field, this industry introduced important tools such as spelling, grammar, and punctuation check as well as to be able to work with two pages at the same time.

In short, word processor was the beginning of an informative generation which let the world does its paperwork in an easier and faster way, as well as to create reliable texts by having too many tools which make writing something simpler and enjoyable.

9.3.3 THE USE OF WORD PROCESSOR IN THE ENGLISH CLASS

The use of a word processor in the ELT can be seen as obsolete when there is too much software and many multimedia programs which lead the language acquisition in a better or perhaps in a more complex way. However, the use of a word processor can get an extra use for English teachers when using this virtual tool in a strategy for their trainees to improve on the target language.

According to this, Dudeney & Nicky Hockly in their book (How to Teach with Technology. 2007) argue, "teachers can prepare, create, store and share materials by using a word processing program, and learners can use word processing program both in and outside the classroom, to practice writing skills, grammar and other language points, as well as to present their work".

So, the use of this tool can be remarkable for both teachers and students when using it for communicative and language acquisition purposes. One of the reasons

why it results so useful is because firstly, word processor is the simplest virtual tool to be handled, teachers as well as students use it everyday and are familiar with the basic functions this kind of program demands. Secondly, because it lets students show what they can do with the language as well as to improve on these abilities to be better holders of the target language.

On the other hand, the use of word processor can be very useful for teachers when creating materials, which result indispensable for the students' language acquisition. Materials such as text boxes, tables, word puzzles, graphs and pictures can be some of the most used features. At the same time, word processor lets teachers check students' production in giving parameters of correction, edition and feedback (Dudeney & Nicky Hockly. 2007)

In the same manner, teachers can create specific forms to make their students complete texts, organize sentences, match words and pictures, highlight correct choices, and so on. About forms Dudeney & Nicky Hockly in their book (How to Teach with Technology. 2007) affirm, "forms can be very useful for making collections of basic exercises, and are a solid introduction to the more complex area of making web-based interactive materials" so teachers can make the most of these tools for making their students give a proof of language handling when doing the different activities and exercises.

Thus, students find it more interesting doing exercises or working on language written production by using word processor. Because they feel more familiar using this kind of tools rather than using the traditional teaching resources (paper and pencil). Students can use the target language freely and without any pressure or shy feeling because the tool provides them with essential help that creates awareness in the way of constructing and using the target language.

In short, word processor is an outstanding virtual tool which lets both teachers and students use it for training and practicing the language through the chance of being aware of how much language the students are able to handle, as well as correcting, monitoring and teaching the fundamental principals of the language to trainees by the teachers.

9.4   COMPUTERS IN THE ESL AND EFL CLASSROOM

"The use of a computer for listening exercises often provides not only sound but also visual input providing students with more contextual clues"
Computer use in the ESL classroom.

The use of computers has become pretty common and indispensable for the new ages, making the communications and data access something reachable and real. At the same time, computers have given the chance to build up a world of knowledge and science
to human beings letting them to explore, share and see our global community.

 The history how computers came inside the classroom was characterized as the "unthinking man and his thinking machines"[3] but as time went by, computers became the best way to make students have a personal touch with culture, values of their past, and prepare children for the world they live in.

At the same time, Computers have become one of the most important virtual tools and strategies an ESL or EFL teacher can use to make his/her students acquire and come along with the target language. A research about computers as a language tool claims, "students are allowed more control over their own learning

---

[3] Sylvia Charp Computers in Education. A Brief History. District Innovation in Technology.2007

process as they can make the decision when to repeat questions, exercises and sequences based on their own process"[4].

However, it is important to clarify that fourth graders at Gimnasio La Arboleda need the presence of the teacher in order to guide and lead them into the process of language acquisition, due to the cognitive level they have. At that age (7-9) kids are not a hundred percent autonomous on their own learning process that is why the teacher's role is so important. What it is true is that students can be immersed into real communicative situations where they will be challenged to make the most of the target language in order to be successful in the learning process.

Finally, with the aid of computers in the ESL and EFL classroom students can be helped out and provided with a lot of benefits through materials, CD-ROMs, access to information, and a real input which is very important and relevant for the target language.

9.5.   MULTIMEDIA AND THE CD-ROM IN THE CLASSROOM

"CD-ROMs are particularly strong on providing grammar practice activities, and listening and reading materials for learners"
Gavin Dudeney & Nicky Hockly.

With the implementation and use of computers in the ELT classroom, the chances to increase and improve on the language have considerably enhanced. This way, letting students and teachers make the most of this kind of virtual tool, to find another interesting and novelty way of teaching and learning a second language. At the same time, and along with the computer in the classroom, multimedia has opened a path in which students can focus on specific aspects of the target

---

[4] Computer use in the ESL classroom.

language, making them come along with the language, as well as giving the teachers the possibility of making their English classes something more didactic and attractive for their students.

But, how do multimedia and CD-ROMs work? And how do these virtual tools help ELL and ELT out? Well, in order to give an answer to these questions it is important to talk a little bit about these technological devices and then to scope on their implications over ELL and ELT as well.

9.5.1. MULTIMEDIA AND CD-ROM

Multimedia is understood as the most creative way of presenting and modeling information using a text and picture combination as well as audio and video. Within the most traditional multimedia formats we can find video games, learning programs and encyclopedias, in general.

The way multimedia was designed is very similar to the way human beings catch, assay and assimilate information. Thus, handling information interactively and assuring a significant and relevant learning.

So, multimedia works as the mind does. In other words, multimedia lets associate information, as well as pictures, videos or audio based on a bunch of words which make a concept mind, instead of having a sequential reading which makes association, assay and assimilation tedious and slow.

In addition, the term "Multimedia" was originated since the very first time a rational animal used gestures and sounds for communicating what it thought at that moment (Bernard J. Poole. 1999).

In the same manner, it can be said that a CD-ROM is a virtual storage which contains multimedia features such as texts, images, audio and video all together, in order to assemble an interactive way of running and presenting information.

In fact, CD-ROMs are the formats where multimedia can be presented and distributed. Too many programs are designed based on this kind of format which is very versatile and easy to keep, handle and shake with others. The acronym for CD-ROM is "Compact Disc Read-Only Memory" (Dudeney & Nicky Hockly. 2007) which means that these multimedia formats are just to be read on computers only.

What is more, Multimedia and CD-ROMs changed totally the way and the style of communicating and running information; like this, letting people comprehend in an easier, faster and more exciting way what others want to communicate when there is a lack of a physical person who normally transmits the information.

9.5.2. MULTIMEDIA IN THE TEACHING-LEARNING PROCESS

This virtual tool has proved that the way students learn can vary and of course can be more interesting and interactive for the students themselves. So, multimedia has shown that students not only learn based on the paper-pencil form, but also based on the most outstanding virtual tool (Multimedia) for self-development.

Thus, students can be authors of their own knowledge construction when using multimedia, because they have the autonomy to go at their own pace as well as satisfy the needs for knowledge. This way, teachers can make the most of pictures, videos, audio and interactive texts to make the students learn naturally, easily and significantly, too.

As time goes by, Multimedia has let students be more independent from teachers when learning, because they can learn according to their own pace and ability. At the same time, Multimedia has become a didactic tool which makes students be more opened to inquiry, and research.

This because, Multimedia uses viewing as well as audio, which make learning something easier, for the reason that humans learn much faster and simpler when viewing and listening to something. In other words, it is easier to get the visual description of a house instead of an oral one. About it, Bernard J. Poole in his book (Educational Technology. 1999) states, "a person who can see is able to absorb data when scanning it at high speed as well as organize it just the same his structure mind does", the reason is that listening and reading demand a bigger effort to the person's side for understanding and storing data, because sight and hear are the most important and useful senses for warranting an effective learning.

9.5.3 MULTIMEDIA AND CD-ROM IN THE ELT CLASSROOM

Nowadays, the use of this kind of technology has pervaded the different fields of education. In terms of ELT and ELL, multimedia opens a path for learners to practice and therefore improve on the target language by just listening, viewing, matching, dragging, typing, and so on. Dudeney & Nicky Hockly (2007) point out that CD-ROM is very useful when giving the chance to the trainees to focus on grammar, as well as listening and reading activities to advance on the English language.

As a result, a vast quantity of courseware and English learning software has been created, firstly to provide a practice to the students to pick the language, and secondly to provide a didactic and virtual tool to the teacher who is going to have

the chance of using other alternative and very useful tool to make the ELL process easier.

About the benefits courseware provides on the ELT and ELL, Jeremy Harmer in his book (The Practice of English Language teaching. 2007) affirms that a good coursebook is carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, audio, and other accessories such as video/DVD material, and extra resource material which result indispensable to warrant the learning of English language.

This way, learners have the possibility of acquiring the English Language by working on a computer through an array of activities which develop the communicative skills. Thus, drag-and-drop, matching, filling the gaps or typing up can be some of the huge activities multimedia allows the students and teachers to do, in order to put into practice the ELT and ELL. At the same time, there is a lot of courseware which focus on specific language skills such as reading, listening, writing or speaking. However, we have to recognize that courseware difficultly develops a deep practice over writing and speaking. This because, the way computers develop these two abilities is not pretty advanced to have the control over some linguistics and extra linguistics aspects which necessarily require the teacher's check up.

For this reason, it is why teacher is so indispensable for the teacher to guarantee a real and effective learning process in the classroom, because it is the teacher who is able to make the decision about what kind of software to use, as well as to pick the kind of activities to be done according to the language competence he or she pretends students to develop. So, it is the teacher who leads the learning process through the advantages that a didactic tool like this one has. For example, if the teacher wants his/her students to practice on specific purposes he/she will have to evaluate pretty well the program to be used in order to succeed in this process.

Therefore, the teacher will have to bear in mind aspects such as the age group he or she is teaching, in order to see if the contents of multimedia and CD-ROM are suitable for the students group. In the same manner, the teacher will have to analyze how interesting the program results for the students, how much multimedia material is available in terms of video, audio as well as to know what specific language skills are developed by the program.

In short, in this kind of courseware we can find activities which let students and teachers work on the different communicative skills simultaneously, by putting in practice the simplest computer skills they know. So, students can listen for specific purposes as well as improve on pronunciation or analyze a video clip, match information or drag and drop pictures, giving proof of reading comprehension. However, we cannot forget that anything of this could be possible without the teacher's help and orientation through the English Language Process.

9.6.   USING INTERNET IN THE ELT CLASSROOM

"It would appear that we have reached this limits of what it is possible to achieve with computer technology, although I should be careful with such statement, as they tend to sound pretty silly in 5 years"
John Von Neumann, Circa 1949

Followed by the different technological advances, the Internet or the cyberspace as people nickname it, is the hugest communication network in the world. Thanks to this new invention people can communicate their thoughts, feelings and knowledge much easier, much faster and much cheaper than ever. The Internet has brought the entire world to our homes allowing us to know what we never thought we could

have been able to. This way, it is not necessary to get out of your home to see the world just-right it is with your own eyes, and what is more, to be able to make part of it.

The Internet has been considered as the most innovative and remarkable invention in terms of communication since the invention of the printing press (Dede Teeler & Peta Gray. 2000) but what is the Internet? Well, according to some definitions about it, we can find that the Internet is a huge interconnection of informative webs which let transmit information from one computer to another one all over the world. Dede Teeler & Peta Gray in their book (How to Use the Internet in the ELT. 2000) assert, "The Internet is a network of people and information, linked together by telephone lines which are connected to computers. In fact, more than 100,000 independent networks - public and private- are currently connected to form this vast global communications system. This is the road of the information superhighway". There are too many definitions about Internet like this one, but the truth is that in short, the Internet is the most outstanding and fastest way to run information anytime and anywhere in the world.

Through the Internet, you can see, receive or send information in picture, video or audio format, as well as, to send several kinds of data in many other formats. So, to be able to join this amusing network, you have to count on some minimum technological requirements: firstly, you need a computer. Secondly, you need a telephone, a modem (device useful to decode and code data), and an account with an internet carrier provider (Internet Service Provider ISP).

9.6.1. A BRIEF HISTORY ABOUT THE INTERNET

When referring to the history of this communication invention, we definitely have to inquire about the different military advances in the 1960s. The United States

Defense Department started a research in order to create a way in which the share of data was possible to far distance even the normal conditions in which telecommunication are done, did not work. So, ARPAnet was born, this was a communication system in which important and top secret information was shared through a network interconnected to different computers anywhere, in order to assure information was certainly sent and received. This share of information was possible through a specific language or given direction which received the name "Internet Protocol", this language system was created by the American Vinton Cerf in 1973.

As time went by, this novelty invention stopped being only a military tool and it started being a public network for everybody. At first, the use of this tool started in the United States by forwarding just plain messages through the network. As another method of communicating internationally, the Internet has been spreading itself since 1973, just when ARPAnet was connected for first time in the UK and in Norway (Dede Teeler & Peta Gray. 2000).

At the end of the 1980s Timothy Berners created the World Web Wide (WWW) for an institution in Europe letting people post their data in picture, video and audio format as well as to allow linking other sites with related data characteristics. Since then, too many countries in Europe, Asia and in Latin America and the Caribbean gained access to the net (Dede Teeler & Peta Gray. 2000).

9.6.2 THE INTERNET IN EDUCATION

Today we can do anything through the Internet. We can buy different products, see videos, listen to music, find for specific information, and so on. But can we educate or train people in a different field of study?

About it, people have wondered if the use of this virtual tool can be really helpful in the field of education. Well, oddly enough Internet has allowed people who did not have the chance to attend schools or colleges to study and to train themselves in a different field of study. The Internet has opened a path in which knowledge is just-right there to be consulted and to be shared anytime and anywhere.

Nowadays, the classroom stopped being just a physical four-wall place to be virtually placed in the cyberspace better known as the Internet. At present, the largest libraries along with the most up-to-date researches are available on the Internet as well. Even if the student has a question out of the classroom he can contact his teacher by just sending a message letting the teacher know about his concern.

Dede Teeler & Peta Gray, in their book (How to Use the Internet in ELT. 2000) affirm, "The cluttered reference library has been transformed into the WORLD WIDE WEB. The familiar cubbyholes are now your E-MAIL system. The overflowing notice boards have become MAILING LISTS and NEWSGROUPS. The teachers are still there- present in the CHAT ROOMS and VIRTUAL CONFERENCES regularly organized by various groups" so the way we were used to, has changed considerably. Education has made the most of this advance in communication in order to let people start a learning process just-right there, at home without traveling hours to a school, or without the money to be able to sing up in a current presence program.

But, how does education work through the Internet? Well, once the students have the required tools (Computer, Multimedia, internet connection, internet service provider) to begin a learning process through internet, the students will be able to have explanations along with exercises to practice the given explanations. For these, students can make the most of blogs, wikis, and so on. At the same time, just if the students need extra-explanations or clarifications about any theme or

topic, they will be able to contact their teachers by using e-mail, chat and sometimes postcats or videoconference (Dudeney & Nicky Hockly 2007). On the other hand, teachers work on some blogs to offer further resources for the students, such as readings, links to explanations, videos, audios as well as to design spaces dedicated to forums and chats in order to discuss and put in the students' two cents' worth.

Furthermore, education through the Internet or as everybody knows it, e-learning is assembled through a platform or such as Dudeney & Nicky Hockly (2007) call it, Virtual Learning Environment (VLE) or virtual classrooms, where the teacher is able to create a special space devoted to any subject. In here, teachers can post the subject contents, along with the different explanations and activities to do during the period the students are currently taking the subject. These virtual classrooms are very useful because they result very useful and orienting to the students who can access it anytime to post and e-mail their personal duties and homework. One sample of virtual classroom is Moodle (http://moodle.org/) which is a course management system to help teachers develop more effective and easier e-learning. With this virtual tool, teachers can create their own virtual classrooms and provide all the explanations as well as the activities and assessments their students have to fulfill, allowing them to be more oriented and accompanied through the autonomous e-learning.

In short, education has changed its normal and ordinary way of teaching, this due to the advance in terms of communication. So the Internet has built up the school and the classroom for the ones who were ineligible to attend a school or a college. Now teachers and students can share and construct knowledge cooperatively thanks to the Internet. So we started the virtual age when whatever can be communicated at long distance.

9.6.3. THE INTERNET IN THE ELT CLASS

Well, one of the reasons why the Internet has become one of the several of tools to teach English is because of the language in which almost the 99 % of the web sites are in. As the Internet was born in the United States, the communicative language is English. So, it is much easier for teachers to make the most of this resource to train their language students.

Some other reasons why the Internet is now a great resource to language teachers, is because firstly the Internet is the most complete virtual library where whatever kind of topic and theme can be consulted all by handy location. About this, we can find electronic dictionaries, e-coursebooks as well as literature and too many others. Secondly, the Internet let you as a teacher or a student be in permanent contact with others who are at the same time living the learning-teaching process like you do. This way, you will be able to go further a physical space (classroom) to learn and to be in contact with your students or teachers in a virtual way.

However, there are other possible disadvantages which could make teaching the language something difficult and unsuitable. For instance, the Internet is tremendously huge and sometimes it results tedious and endless finding the suitable and appropriate information for the class. At the same time, as most of the web sites are designed by native English speakers, you can find web sites where the used language is full of slang and grammatical as well as lexical mistakes that make learning something contradictory according to the real use and usage of the language. Similarly, some teachers find a problem when accessing the Internet because of the restriction to the Net which it results very expensive for the institutions. Alternatively, it results complicated accessing the computer room because of the booking and unavailable time to do it.

In these cases, the fundamental piece which cannot miss is the teacher, who with his criteria and decision-making can lead his students to a significant learning of the target language. Plus, making the most of different tools as the Internet to facilitate the learning process to the trainees.

Now, we will focus on some of the resources and advantages the teacher can make the most from the Internet as a virtual tool, in order to lead his/her into class to a meaningful learning. This way, guaranteeing the effectiveness of the language acquisition.

9.6.4. FINDING AND CREATING ON-LINE MATERIALS

In lines above, it was said how huge the Internet has become, and sometimes information given by thousands of web sites as well as other sources are unsuitable for the teaching purpose. Thus, it is important to look at NET materials as closely as you would at materials from any other source, and where necessary take the time to adapt them to suit the teacher's situation (Dede Teeler & Peta Gray. 2000).

Some of the search methods teachers can use to get materials are the GATEWAYS and the WEBRINGS where academic papers, exercises and a variety of activities can be found and applied to the students. The most common tools to get information and material are the Browsers, the e-directories, and the search engines. However, Dede Teeler & Peta Gray definitely affirm, "the best research methods are patience, flexibility and lateral thinking" (How to use the internet in the ELT. 2000).

In contrast, when the teacher is done with the searching of the suitable information for the class, the adapting of that found information begins. For this exercise the

teacher can make the most of the word processor which could be very effective when editing and modifying the obtained information to design a very good and appropriate material for the students. With a series of modifications the text can be transformed and become the perfect material for the trainees` learning and acquisition of the language process. At the same time, this exercise creates a discerning skill in the teacher which is going to consciously choose the appropriate strategies and sources to guarantee the effectiveness in the ELL.

9.7. TECHNOPHOBIA AND BAD ATTITUDES TO NEW TECHNOLOGY

"A large part of the negative attitudes teachers have towards technology is usually the result of a lack of confidence, a lack of facilities or a lack of training, resulting in an inability to see the benefits of using technology in the classroom"
Gavin Dudeney & Nicky Hockly.

Today, it seems to be quite normal and up-to-date to speak about technology, especially in the classroom. Thus, people assume that everybody uses technology as normally as walking. However, there are bunches of people and among them teachers, people who feel afraid of using a technology device because of different reasons, which create a barrier making these users wary of using these devices which can facilitate living and in this field of study, teachers' way of teaching.

Firstly, a lack of confidence is seen in old generations when using technology devices. This because there is a big gap between a young generation which was born in the middle of it (Technology) and an old generation which had to adapt to this changing movement (Technology) as time goes by. In other words, and according to Gavin Dudeney & Nicky Hockly (2007) too many people feel afraid of new technology because they arrived late to it. Thus, making them uncomfortable

and weird using something they do not feel familiar with. In addition, because of the paradigm of being booed by others for not being trained well enough in the use of these new devices that is why people preferred not to get involved in the use of technology.

Therefore, "Technophobia" is the term coined in order to refer to this phenomenon (Dudeney & Nicky Hockly, 2007), phenomenon which does not let life become much easier for people and which delays whatever economic, social or educational process. Phenomenon which neither teachers have escaped from. In the classrooms, a lack of use of technology is present essentially because of the reasons given above, and because teachers feel inferior to their students who probably handle these devices much better.

In addition, Dudeney & Nicky Hockly in their book (How to Teach with Technology. 2007) say, "teachers may not be fully in control of their work situations" teachers think they will damage their image if they show themselves weak in front of the trainees.

Also, another reason why people and especially teachers are technophobes is because they do not have the facilities to get involved or familiar with technology devices. For example, when teachers do not have the chance of acquiring their own technology and even when at school there are not the resources to make the most of it. It is really difficult and almost impossible that the teacher is cheek on the implementation of new technology in his/her class development.

Besides, teachers are not interested in using or implementing this, because they feel they are not prepared to handle technology in their classroom. A lack of training is one of the most important reasons why teachers do prefer to continue

with the traditional material implemented for centuries to teach, instead of implementing new virtual tools which can make their classes remarkably different.

Now, it is clear that this paradigm must change. Teachers must start by inquiring about this big and outstanding resource which can really help us out to do whatever we wish. So, if the teacher has little knowledge about the use of technology, it is very important to find out information and take some courses which enable him/her to be trained in the use of it. At the same time, if the problem is in terms of facilities, there are too many possibilities at present to get a personal technology device, just in case there were very few possibilities of acquiring new technology to be used in the classroom.

Finally, it is important to be aware that bad attitudes towards the use of technology must disappear from life, even if the given advice does not work at all. A teacher must be conscious that the new scientific and technology devices are given to improve lifestyle, and of course we can not be against those contributions which can be really useful to make the most of our efforts as teachers as well as to show the students that we can learn by using anything we find in our context, something which some pedagogues call "Significant learning".

In short, even if technology is a well known word, it does not mean it is used by everybody in the world, making people believe that the person who is not able to use it, is just an illiterate, but efforts must concentrate on the way of solving these problems for letting people convince themselves that these kinds of scientific and technology advances are to improve lifestyle. As a conclusion, it is important to know that good teachers are the ones who are able to make out of the technology process, something possible, remarkable and outstanding. That is why there is no reason why to be against the use of something so valuable, helpful and exciting like technology.

9.8. INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

"The use of technology is a way to bring the outside world into the classroom"
Gavin Dudeney & Nicky Hockly.

Today the society is not the same as many years ago. The way people communicate today is not the same when our grandparents grew up. Technology has given the chance to communicate much easily and faster than ever. ICT has opened a new era for the different nations around the world. Today it is possible to share people's thoughts, knowledge, and experiences and so on by just typing up on a computer, or by sticking a draft or picture in a visited internet site. At the same time, this new technological era has made the world gather together into one people. Business, culture, and education are some of the aspects which can be now availed by people around the world by just accessing to a computer and some minimum communication requirements.

Therefore, ICT skills have become the basic abilities a XXI century person must handle. Today, an illiterate person is not the one who does not know how to read or write; today, an illiterate person is the one who is not able to handle the most basic information and communication technology skills.

Consequently, ICT has become fundamental for the education system. In the present day, the students who are attending the classrooms are "Digital Natives", a given term to the new generations who were born in the middle of the technology growth (Dudeney & Nicky. 2007) new generations who learn differently from the way we learnt in the past. These new students spend the majority of their time in front of a television, computer, or on the phone. These students learn much better when watching or listening rather than reading or writing.

However, the implementation of ICTs does not mean that the way teachers use to teach has to change, neither reduce the teaching practice to the simple use of ICTs. ICT is a path to innovation in the classroom, it is a tool which allows education to be more flexible when making teaching and learning available in a virtual time and space. This means that the chance to study is not reduced to the classroom attendance any longer. So, an adult who cannot attend a physical education establishment, can access to education through ICTs. Besides, a sick or handicapped kid who cannot attend school, can access to education thanks to these virtual tools.

About this issue, Frank Vandenbroucke in his book (Competences for the Knowledge Society/ICT in Education Initiative. 2007) states, "recent educational research has increasingly shown how big a contribution ICT can make to improve education in terms of outcomes, motivation and attitudes". This, because the students are taught by making the most of the ICT tools we have in our society. So, the students feel freer to learn and acquire knowledge because it results delightful and nice, as well as warranting a real significant learning.

However, some other teachers do consider that implementation and spread of ICTs is making the teacher useless little by little. This is due to the different reasons which let students be more independent from teachers. Hence, ICTs let students learn without the constant presence of the teacher, promoting a high autonomy and trustworthiness in the students, as well as allowing them to articulate other places as a classroom. Simultaneously, students can learn by implementing their own learning style.

Nonetheless, it is the teacher the one who is the principal character in this process. He is the only one who can make of his role something worthy. It is in the interaction teacher-student and the mediation between the teaching designs and the tools used to teach, where we definitely have to conclude that the teaching-

learning process is not the same when the critical thinking and human guidance is not implicit in the education process.

For this reason, the main point of discussion is not what ICTs mean for education in terms of virtual tools. Here, the main discussion focuses on how the appropriate and reliable implementation of ICTs in the classroom can generate a change in the Teaching-Learning process, a change which does not displaces the teacher from the classroom but a useful strategy which if is correctly introduced in suitable social contexts, it can effectively revolutionize education in these and in the future years.

As a consequence, before trying to implement ICTs in the classroom and of course in the curriculum, the very first efforts must be focused on the teachers' training. Today, most of the school teachers and even university professors do use ICTs neither in their personal lives nor in the classroom because they simply do not feel familiar and comfortable with this new technology. The main reason, because they are "Technology immigrants" (Dudeney & Nicky Hockly. 2007) they were introduced to a new way to do daily chores with technology, and also everybody assumed they were able to pick theses new ways to do things with technology. As a result, we got a generation that feels like aliens and foolish people when talking about technology. In regards to this, one research by UNESCO affirms, "over the last decade, many countries that included ICTs in education were slow to also include it in teacher education". So, this made a little more difficult to make the most of these technological advances applied to education.

Finally, it is important to underpin the assumption that ICTs can remarkably help improve education in terms of new strategies for the Teaching-Learning process. At the same time, it is seen that ICTs were firstly created for improving the communication process between our society and others. That is why, ICTs are suitable in the field of education, and because it is through communication how the learning process is alive. There are lots of things teachers and professors can do

with the help of ICTs. However, a training process with the teachers and trainers is indispensable, because this is the only way a real and appropriate use of the ICTs can be given in the classroom. In short, it is true that ICTs really changed the way students are taught and how they can access the world of knowledge. Thus, ICTs make education something more enjoyable and amazing.

9.9   COMPUTER – ASSISTED - LANGUAGE LEARNING (CALL)

"The recent advances in educational applications of computer hardware and software have provided a rapidly growing resource for language classrooms"
H. Douglas Brown.

As time goes by, new technologies, product of the globalization process, have started pervading the society in different aspects, and education was not the exception. As a consequence, nowadays the presence of new technologies has taking part into the learning-teaching processed.

Therefore, computers have become good allies of teachers offering different and useful advantages for the teaching-learning process. CALL can be successfully employed with Fourth Graders at Gimnasio la Arboleda not only for grammar practice and correction, but also for communicative activities, as most of them are familiar with the use of computers and websites which are really useful for communication. So, CALL has been implemented as a virtual and communicative tool, focused on the use of the target language.

So, the use of CALL as a communicative and virtual tool to create a real context situation for students and teachers to use the target language, will offer a lot of benefits including:

- Multimodal practice with feedback.

- Individualization in a large class.

- Pair and small-group work on projects, either collaboratively or competitively.

- The fun factor.

- Variety in the resources available and learning styles used.

- Explanatory learning with large amounts of language data.

- Real-life skill-building in computer use[5].

On the other hand, the teacher is meant to be a guide to learning, the child is meant to construct his/her own learning, because there is a big risk using this tool. CALL can replace the teacher's role if the teacher does not really understand his/her importance in the language acquisition process. So, the teacher must be the one who perfectly knows how to lead and mediate between the tool and the students.

9.9.1. A BRIEF HYSTORY ABOUT CALL

In the early 1960s the popularity about "Word Processor" was quickly spreading all over the world. It was when Professor Don Bitzer from University of Illinois became cheek on the use of word processor as a tool to be used and applied in the field of education (David R. Woolley. 1994) so it was the beginning of PLATO (Programmed Logic for Automatic Teaching Operations), an educational tool designed by Mr. Bitzer and some of his colleagues. This tool began as a simple and small system which let teachers complement their teachings through the help of software.

---

[5] H. Douglas Brown. Teaching by Principles: and interactive approach to language pedagogy. Second edition. 2001.

In the late 1970s, the first attempts of using computers for teaching purposes started the CALL era. It was at Stanford University where the first courseware material was created and implemented with the help of IBM. In the coming years, IBM started a new project at the University of New York in German language. After that, the Computer Curriculum Corporation was founded in order to contribute with the teaching of English as a second language. (Carol A. Chapelle. 2001).

In addition, other CALL projects were started around the world. In Canada for example, three Universities (Western Ontario, Guelph and Waterloo) gathered together in order to design a French courseware curriculum, which would later be used for more than 200 institutions in Canada for the language teaching. (Paramskas. 1984).

As a result, CALL became an outstanding and remarkable tool and help for the teacher. Thus, it was how the computer era started running in the language classrooms. However, even this awesome resource was introduced in the classrooms, it did not take away the teachers´ role. CALL, according to Holmes and Kidd (1982) was seen as a supplement to rather than as a replacement for classroom instruction.

9.9.2. THE EFFECTIVENESS OF CALL IN THE ELT CLASSROOM

Today, both students and teachers use computers to do many academic activities and sometimes the aims for developing the target language in the students can be confusing, and other times it can be a wasting of time. Therefore, it is very important to be aware that when using CALL, the main purposes of this must be carefully designed and planned in order to accomplish the real sense of using CALL in the classroom.

This way, after having applied CALL in the ELT classroom, it is very important to know how efficient this virtual tool resulted just at the end of the application process.

For this purpose, there are three ways to assay if CALL was reliable and efficient during the implementation in the classroom. There is one related to the efficiency of the CALL courseware implemented in the class, there is a second one connected to the teacher's role during the implementation of the virtual tool, and there is a final one about the students' performance in the target language.

About the efficiency of CALL, it is very important to underpin if the applied software met the needs students have in relation to the target language. Here, the following questions fit in: does the courseware work on the four communicative skills? Is the available content in the courseware suitable for the trainees in terms of language management? And a final one: do students feel comfortable with the courseware? Well, this can be some of the array of questions asked, in order to evaluate the effectiveness of a courseware.

In addition, the second aspect to evaluate is the teacher's role when applying the virtual tool on the normal pace and curriculum organization of the course. Remember that CALL is not the all-singing all-dancing in the class. CALL is a virtual tool which lets students reinforce and accelerate the language acquisition, but the teacher is the fundamental piece in the language acquisition process, his criteria and discerning are the ones which make learning possible. This way, any CALL activity that is assigned and used within a language class is influenced by the way in which the teacher introduces and structures it. (Jones. 1986) according to this, the following questions can be asked in order to inquire about the teacher's efficiency when working with CALL:

Is there a crosscurricular connection between CALL activities and the curricular design of the class? Does the teacher help students with negotiation of meaning

while using CALL? How does the teacher lead students through the activities and exercises which resulted indispensable and fundamental for the learning of each student? And probably a final one: how does the teacher make students use the acquired quantity of language in a real communication context?

As a final point, we would have to underline that the teacher is the most important element in the language acquisition process, since he is the one who is a hundred percent qualified to lead and guide students through the different and necessary activities and exercises, in order to make the handling of English language or any other language possible.

Finally, there is a final element and variable which is fundamental as well for the acquisition of the target language when using CALL. The student plays a role which of course influences in the effectiveness of this virtual tool. The student with his/her willingness, responsibility, compromise and learning abilities who makes the most of the different possibilities and strategies that CALL offer him/her to improve and acquire new fundamental aspects to be able to handle the language accurately and efficiently.

10. THEORETICAL BASES

In order to underpin this research project it is necessary to take advantage of some studies and previous researches about this issue. Themes such as Computer-Assisted Language Learning (CALL), new technologies, Information and Telecommunication Technologies (ICT), Word processor, the Internet in the ELT, and research methods, will be really useful to understand or to have a theoretical

reference related to the research problem, and in general to lead, or take the correct way to solve the issue of this investigation.

Then again, the use of these theoretical references will help to analyze how true they are in real contexts where the teacher has to make the most of the existing tools, in order to lead and solve problems even inside or outside the classroom.

11. BASIC TERM DEFINITIONS

CALL: computer assisted language learning.

TARGET LANGUAGE: English language

ESL: English as a second language.

EFL: English as a foreign language.

ELL: English Language Learning.

ELT: English Language Teaching.

ICT: Information and communication technologies.

WORD PROCESSOR: An application for entering, editing, formatting, and printing text.

COURSEWARE: Software that contains instructional modules which deliver a collection of lessons on a specific topic.

HYPERMEDIA: System that supports the linking of graphics, audio and video elements, and text.

HYPERTEXT: Text with links to other text. Documents written as hypertext contain text that when "clicked on" by the user with a mouse, links to.

MULTIMEDIA: sound and video on computers: programs, software, and hardware capable of using a wide variety of media such as film, video, and music as well as text and numbers.

CD-ROM: Compact Disc Read Only Memory. A compact disc format that is used to hold text, graphics and hi-fi stereo sound. The disc is almost the same as the music CD, but uses different tracks for data. The music CD player cannot play CD ROM discs, but most CD-ROM players are able to play CD discs.

THE INTERNET: Global computer network.

ARPANET: A network created in 1969 by the US Defense Department's Advanced Projects Research Agency (ARPA) to develop a system of data communications for scientific and military operations. ARPANET adopted the TCP/IP communications standard, which defines data transfer on the Internet today.

NETWORK: Connection between two or more computers which allows them to share the same software and information.

MODEM: A device (modulator/demodulator) that allows computer information to be sent over a telephone line.

ISP: An Internet service provider offers various technical services that are required to use or operate Internet services, usually in return for a fee.

E-MAIL: An electronic mail message sent from a host computer to a remote computer.

CHAT: An on-line text-based communication between Internet users.

WEB SITE: An internet site that displays or links to this Terms of Use Policy and in which AWS legally owns, operates, and/or solely manages and maintains.

TARGET LANGUAGE: In applied linguistics and second language pedagogy, the term Target Language refers to any language learners are trying to learn in addition to their native language. The term is rather dated, and nowadays the same concept is often expressed with the term second language or L2.

E-LEARNING: Education offered using electronic delivery methods such as CD-ROMs, video conferencing, websites and e-mail. Often used in distance-learning programs.

VLE: Virtual Learning Environment**.**

GATEWAY: A device that connects two computer networks that use different protocols. It translates between protocols so that computers on the connected networks can exchange data. For example, commercial online services often have gateways for sending e-mail to Internet addresses.

ESLoop: collection of sites relevant to English Language Teaching and Learning on the World-Wide Web. Each site is linked to the next, so that no matter where

you start, you will eventually make your way around all the sites and end up back at the beginning.

WIKIS: Software that allows people to create, edit and link web sites.

BLOGS: Diary or journal where a person can create his personal profile and post several and different pieces of information about him.

12. HYPOTHESIS STATEMENT

CALL is a virtual tool which stimulates, motivates and challenges Fourth Graders at Gimnasio La Arboleda, so they can improve on the target language.

At the same time, the teacher's role is really important, meaningful and indispensable to lead and guide students in the process of interacting with CALL so that they make the most of this virtual tool and come along with the target language. Without the guidance of the teacher the process will not work at all.

13. VARIABLES

Once describing the research question, this research will focus its inquiry on two variables. The one about the implementation of CALL (Independent Variable) and the second one about the students' target language level (Dependent Variable).

14. METHODOLOGICAL FRAMEWORK

14.1. POPULATION:

This research project involves Fourth Graders from Gimnasio La Arboleda, as well as their English teacher.

14.2. SAMPLE:

The whole fourth grade was selected as a sample. What it is before because of the specific characteristics of the group. In fourth grade at Gimnasio La Arboleda there are six students who were included as a sample.

14.3 DESIGN:

In order to develop this research project, a series of procedures have been designed to get and achieve the different objectives above mentioned. So, Quasi-experimental design is the research design used along with this project.

The aim of using quasi-experimental design as a method is to improve the current state of the quality of the target language, and at the same time to facilitate the students' language acquisition process.

Quasi-experimental design (Campbell and Stanley 1963) is the result of a series of situations in which it realized that every research subject is totally different from one to another. This because the needed conditions to be considered as an

experimental design are not always given according to the context in which the research is developed. In other words, in some specific circumstances it is very difficult to handle and to have under control all the variables which are not given in a particular case of study.

So, in a quasi experimental design different from the experimental method, there is not a control group in which the treated group is compared to. This statement, because of the different circumstances which make impossible to count on a second group because of the characteristics of the population where the research is developed.

What is more, and according to Herbert W. Selinger and Elana Shohamy (1990) "in the real world in which schools and classes exist, serious limitations are placed on the freedom of researches to manipulate and control de conditions under which they conduct research" so, at Gimnasio La Arboleda there are some special conditions such as only one group per grade, and the respect for the pace in which every student learns.

Furthermore, Quasi-experimental design was thought in order to be adapted to the population needs, so this design was ideal for Four Graders at Gimnasio La Arboleda because the normal pacing and development of their English class is not affected because of the on going research.

Then again, the quasi-experimental design has another special characteristic which is a Pre-test – Treatment- Post-test with only one group (Research Methods-Knowledge Base 2007); this procedure makes possible the analysis of the possible changes generated through the treatment given to the treated group. So, for this research subject, a pre-test is applied in order to get the first approximation to the students' real situation about the target language. Just after this, a Treatment is applied to the population for a length of time. Finally, a Post-test is applied in order

to triangulate the first results and the final ones to get to conclusions about the effectiveness of the Treatment application.

In addition, for this kind of research it is suitable to collect quantitative data, as well as qualitative one. Some qualitative data can help understand the possible given changes in the treated group. About it, Spada says, "qualitative information is often crucial for the interpretation of quantitative data" (qtd. In Research Methods in Language Learning 1992)

Finally, a clear and short explanation about the characteristics of the Quasi-experimental method and its differences according to the true experimental method is set in table 1.

Type	Characteristic
Quasi-experimental	Has a Pre-test- Treatment- Post-test
	Lack of a control group
True experimental	Has a Pre-test- Treatment- Post-test
	Has experimental and control group
	Has a random assignment of subjects

Table 1.   Explanation about true and Quasi-experimental design.

14.4. INSTRUMENTS:

Instruments used for the development of this research were:
- A Previous Diagnostic Test
- Participative Observations
- Computer Assisted Language Learning
- A final Diagnostic Test

15. DATA ANALYSIS:

The following tables show the previous analysis taken from the initial test which gives reason about the four communicative skills (Reading, Writing, Listening and Speaking)

15.1. INITIAL ANALYSIS

15.1.1 TESTING READING ABILITY
PERSONAL ANSWERS

NAME	*Camila Martin*
SCANNING FOR SPECIFIC INFORMATION	It is difficult for the reader to get enough and appropriate information to answer specific questions about details of the characters, or events of the read story.
EXPRESSING UNDERSTANDING BY DRAWING	Reader is able to show through drawing a specific situation or event given by a sentence, phrase or even a text. Showing interpretation and understanding form her side.
MATCHING DIAGRAMS FOR REPORTING	Reader has problems when matching information from the text to a graph, giving irrelevant, incomplete and wrong information about it.

Table 2   Analysis of Camila Marin's testing reading ability.

(See annex 5 for the test)

NAME	*Camilo Marulanda*
SCANNING FOR SPECIFIC INFORMATION	Reader is not able to use appropriately the ability of skimming in order to answer and give reason about specific details and information of a given story. His answers are vague and too general.
EXPRESSING UNDERSTANDING BY DRAWING	Reader is not thoughtful when expressing what he understood from a text or sentence. His answer does not answer the asked question.
MATCHING DIAGRAMS FOR REPORTING	Reader has problems when matching information from the text to a graph, giving irrelevant, incomplete and wrong information about it.

Table 3   Analysis of Camilo Marulanda's testing reading ability.

(See annex 6 for the test)

NAME	*Gabriel Botero*
SCANNING FOR SPECIFIC INFORMATION	Reader is not able to use appropriately the ability of skimming in order to answer and give reason about specific details and information of a given story. His answers are vague and too general.
EXPRESSING UNDERSTANDING BY DRAWING	Reader is not thoughtful when expressing what he understood from a text or sentence. His answer does not answer the question asked.
MATCHING DIAGRAMS FOR REPORTING	Reader has problems when matching information from the text to a graph, giving irrelevant, incomplete and wrong information about it.

Table 4   Analysis of Gabriel Botero's testing reading ability.

(See annex 7 for the test)

NAME	*Mark de Sutter*
SCANNING FOR SPECIFIC INFORMATION	Reader is able to use appropriately the ability of skimming in order to answer and give reason about specific details and information of a given story. However, his answers are very simple and sometimes too general.
EXPRESSING UNDERSTANDING BY DRAWING	Reader is thoughtful when expressing what he understood from a text or sentence. His answer does answer the question asked, showing he is able to depict his reading comprehension through drawings.
MATCHING DIAGRAMS FOR REPORTING	Reader uses information to match information from the text to a graph. Giving relevant and appropriate information.

Table 5   Analysis of Mark de Sutter´s testing reading ability.

(See annex 8 for the test)

NAME	*Natalia Castro*
SCANNING FOR SPECIFIC INFORMATION	Reader with some difficulty, uses appropriately the ability of skimming in order to answer and give reason about specific details and information of a given story. Her answers are very simple and sometimes too general.
EXPRESSING UNDERSTANDING BY DRAWING	Reader can acceptably express what she understood from a text or sentence. Her answer does answer the question asked, showing she is able to depict her reading comprehension through drawings.
MATCHING DIAGRAMS FOR REPORTING	Reader has problems when matching information from the text to a graph, giving irrelevant, incomplete and wrong information about it.

Table 6   Analysis of Natalia Castro´s testing reading ability.

(See annex 9 for the test)

NAME	*Nicolas Villegas*
SCANNING FOR SPECIFIC INFORMATION	Reader with some difficulty, uses appropriately the ability of skimming in order to answer and give reason about specific details and information of a given story. Her answers are very simple and sometimes too general.
EXPRESSING UNDERSTANDING BY DRAWING	Reader cannot express what he understood from a text or sentence. His answer does not answer the question asked, showing he is not able to depict his reading comprehension through drawings.
MATCHING DIAGRAMS FOR REPORTING	Reader has problems when matching information from the text to a graph, giving incomplete information about it.

Table 7   Analysis of Nicolas Villegas´s testing reading ability.

(See annex 10 for the test)

15.1.2 TESTING WRITING ABILITY
PERSONAL DRAFTS

NAME	*Camila Martin*
GRAMMAR	Errors of grammar and word order are so severe as to make comprehension virtually impossible.
RANGE OF LANGUAGE	Vocabulary limitations and use of inappropriate words are so severe that the text turns very unintelligible for the reader.
MECHANICS	There are problems when writing capitals, as well as spelling words. In addition, there is a lack of punctuation which makes the text impossible to understand.
FLUENCY	She mostly gives impaired ideas and thoughts when communicating. At the same time, writer uses inappropriate words and structures which make communication almost impossible.
FORM	A lack of organization is so severe that communication is seriously impaired. A summary structure is not seen in the text given by the writer.

Table 8   Analysis of Camila Martin's testing writing ability.

(See annex 11 for the test)

NAME	*Camilo Marulanda*
GRAMMAR	Errors of grammar and word order are so severe as to make comprehension virtually impossible.
RANGE OF LANGUAGE	Vocabulary limitations and use of inappropriate words are so severe that the text turns very unintelligible for the reader.
MECHANICS	There are problems when writing capitals, as well as spelling words. In addition, there is a lack of punctuation which makes the text impossible to understand.
FLUENCY	He mostly gives impaired ideas and thoughts when communicating. At the same time, writer uses inappropriate words and structures which make communication almost impossible.
FORM	A lack of organization is so severe that communication is seriously impaired. A summary structure is not seen in the text given by the writer.

Table 9   Analysis of Camilo Marulanda's testing writing ability.

(See annex 12 for the test)

NAME	*Gabriel Botero*
GRAMMAR	There are several grammatical and word order mistakes. So, these errors make comprehension impossible.
RANGE OF LANGUAGE	Vocabulary is so limited, and there are too many misspelled words that reader has to rely on own interpretations.
MECHANICS	He has problems with capitalization and punctuation, as well as spelling. Although, it does not interfere in the comprehension of the text.
FLUENCY	He mostly gives impaired ideas and thoughts when communicating. At the same time, writer uses inappropriate words and structures which make communication almost impossible.
FORM	A lack of organization is so severe that communication is seriously impaired. A summary structure is not seen in the text given by the writer.

Table 10   Analysis of Gabriel Botero´s testing writing ability.

(See annex 13 for the test)

NAME	*Mark de Sutter*
GRAMMAR	Errors of grammar and word order are so severe as to make comprehension virtually impossible.
RANGE OF LANGUAGE	Vocabulary limitations and use of inappropriate words are so severe that the text turns very unintelligible for the reader.
MECHANICS	There are problems when writing capitals, as well as spelling words. In addition, there is a lack of punctuation which makes the text impossible to understand.
FLUENCY	Writer mostly gives impaired ideas and thoughts when communicating. At the same time, he uses inappropriate words and structures which make communication almost impossible.
FORM	A lack of organization is so severe that communication is seriously impaired. A summary structure is not seen in the text given by the writer.

Table 11   Analysis of Mark de Sutter´s testing writing ability.

(See annex 14 for the test)

NAME	*Natalia Castro*
GRAMMAR	There are several grammatical and word order mistakes. So, these errors make comprehension impossible.
RANGE OF LANGUAGE	Vocabulary is so limited and there are too many misspelled words as well as an inappropriate use of wording that reader has to rely on own interpretations.
MECHANICS	She has problems with capitalization and punctuation, as well as spelling. Hence understanding is almost impossible.
FLUENCY	Writer mostly gives impaired ideas and thoughts when communicating. At the same time, she uses inappropriate words and structures which make communication almost impossible.
FORM	A lack of organization is so severe that communication is seriously impaired. A summary structure is not seen in the text given by the writer.

Table 12   Analysis of Natalia Castros´s testing writing ability.

(See annex 15 for the test)

NAME	*Nicolas Villegas*
GRAMMAR	Even he does not conjugate the verbs in an appropriate way, he is able to construct good sentences which make sense.
RANGE OF LANGUAGE	A good use of vocabulary can be seen. However, he makes mistakes in terms of spelling. At the same time, there are some words which are not well used.
MECHANICS	He has problems with capitalization and punctuation, as well as spelling. However, punctuation does not interfere in the comprehension of the text.
FLUENCY	He makes an appropriate use of vocabulary. However, sometimes the structures used are not appropriate for the communicative intention. On the other hand, his draft is very short; he is very brief communicating his thoughts.
FORM	The text is fairly organized. Nevertheless, there are some sentences which are not well linked. But the text continues being intelligible. A summary structure is not seen in the text given by the writer.

Table 13   Analysis of Nicolas Villegas´s testing writing ability.

(See annex 16 for the test)

15.1.3 TESTING LISTENING ABILITY

PERSONAL PERFORMANCE

NAME	*Camilla Martin*
LISTENING FOR SPECIFIC INFORMATION	In general, listener can give general information about what she heard. However, difficulties are seen when doing that.
OBTAINING GIST OF WHAT IS BEING SAID	A good understanding is seen when getting the gist and main details of what she hears. Although, sometimes it results very difficult for the listener to do it.
MAKING INFERENCES AND INTERPRETATIONS OF THINGS WHICH WERE NOT SAID	Listener finds it very difficult to make inferences and interpretation about things which have not been included in the recording.

Table 14   Analysis of Camila Martin´s testing listening ability.

(See annex 17 for the test)

NAME	*Camilo Marulanda*
LISTENING FOR SPECIFIC INFORMATION	Listener has too many problems to give general information about what he hears. Listener does not give reason about specific information from what it is heard.
OBTAINING GIST OF WHAT IS BEING SAID	A problem is seen when understanding. Listener does not get the gist and main details of what he hears.
MAKING INFERENCES AND INTERPRETATIONS OF THINGS WHICH WERE NOT SAID	Listener is not able to make inferences and interpretation about things which have not been included in the recording.

Table 15   Analysis of Camilo Marulanda's testing listening ability.

(See annex 18 for the test)

NAME	*Gabriel Botero*
LISTENING FOR SPECIFIC INFORMATION	Even though listener can vaguely give some details about what he understands, he has too many problems to give general information about what he hears. Listener does not give reason about specific information from what it is heard.
OBTAINING GIST OF WHAT IS BEING SAID	A problem is seen when understanding. Even though listener does try to get the gist and main details of what he hears, there are difficulties to do it.
MAKING INFERENCES AND INTERPRETATIONS OF THINGS WHICH WERE NOT SAID	Listener is not able to make inferences and interpretation about things which have not been included in the recording.

Table 16   Analysis of Gabriel Botero´s testing listening ability.

(See annex 19 for the test)

NAME	*Mark de Sutter*
LISTENING FOR SPECIFIC INFORMATION	Even though listener can vaguely give some details about what he understands, he has too many problems to give general information about what he hears. Listener does not give reason about specific information from what it is heard.
OBTAINING GIST OF WHAT IS BEING SAID	A problem is seen when understanding. Even though listener does try to get the gist and main details of what he hears, there are difficulties to do it.
MAKING INFERENCES AND INTERPRETATIONS OF THINGS WHICH WERE NOT SAID	Listener is not able to make inferences and interpretation about things which have not been included in the recording.

Table 17   Analysis of Mark de Sutter´s testing listening ability.

(See annex 20 for the test)

NAME	*Natalia Castro*
LISTENING FOR SPECIFIC INFORMATION	Listener can give general information about what she hears. However, sometimes problems are seen when doing that.
OBTAINING GIST OF WHAT IS BEING SAID	Listener does acceptably get the gist and main details of what she hears. However, misunderstanding is seen in some parts of her analysis.
MAKING INFERENCES AND INTERPRETATIONS OF THINGS WHICH WERE NOT SAID	Listener is not able to make inferences and interpretation about things which have not been included in the recording.

Table 18   Analysis of Natalia Castro´s testing listening ability.

(See annex 21 for the test)

NAME	*Nicolas Villegas*
LISTENING FOR SPECIFIC INFORMATION	Listener can give general information about what he hears. However, sometimes there are problems when doing that.
OBTAINING GIST OF WHAT IS BEING SAID	Listener does acceptably get the gist and main details of what he hears. However, misunderstanding is seen in some parts of his analysis.
MAKING INFERENCES AND INTERPRETATIONS OF THINGS WHICH WERE NOT SAID	Listener is not able to make inferences and interpretation about things which have not been included in the recording.

Table 19 Analysis of Nicolas Villegas´s testing listening ability.

(See annex 22 for the test)

15.1.4 TESTING ORAL ABILITY

PERSONAL INTERVIEWS

NAME	*Camila Martin*
ACCURACY	Her oral production has a deep influence of her mother tongue when communicating in English. However, her speech results intelligible for the listener.
APPROPRIACY	She does not use the appropriate words to complete her thoughts. However, a clear intention when communicating can be seen.
RANGE	She has a lack of vocabulary when communicating her thoughts. She needs constant help from the interviewer in order to assemble her phrases.
FLEXIBILITY	She is not able to lead the conversation; she just tries to speak when necessary. There is not a good interaction from her side with the interviewer. She does not propose more ideas different from the ones required for the interviewer's questions.
SIZE	She can make her ideas somewhat understandable but she cannot make complex phrases or utterances. She communicates by using simple structures of the target language.

Table 20   Analysis of Camila Martin´s testing oral ability.

(See annex 23 for the test)

NAME	*Camilo Marulanda*
ACCURACY	His speech is very poor in terms of grammar, pronunciation and vocabulary. He makes too many mistakes which make his speech unintelligible. A big influence of his mother tongue is seen.
APPROPRIACY	It is really difficult to get the intention in his speech. He uses words in a wrong and inappropriate way. He does not connect his ideas and thoughts in complete phrases.
RANGE	There is a lack of vocabulary when communicating his thoughts. He needs help from the interviewer in order to assemble his phrases.
FLEXIBILITY	He is not able to lead the conversation; he just tries to speak when necessary. There is not a good interaction from his side with the interviewer. He does not propose more ideas different from the ones required for the interviewer's questions.
SIZE	With difficulty, he can make some of his ideas somewhat understandable, but he cannot make complex phrases or utterances. He has trouble using grammatical and syntactical structures when speaking.

Table 21   Analysis of Camilo Marulanda's testing oral ability.

(See annex 24 for the test)

NAME	*Gabriel Botero*
ACCURACY	His pronunciation is influenced by his mother tongue. There are grammatical and lexical errors in his speech. Sometimes his mistakes destroy the communication.
APPROPRIACY	Sometimes it is really difficult to get the intention in his speech. He uses words in a wrong and inappropriate way. He does not connect his ideas and thoughts in complete phrases.
RANGE	There is a lack of vocabulary when communicating his thoughts. He needs help from the interviewer in order to assemble his phrases.
FLEXIBILITY	He tries to lead the conversation but as a consequence of his lack of good handling of the languages, it turns difficult for him. He speaks just when necessary. There is not a good interaction from his side with the interviewer.
SIZE	He makes good contributions in his speech. However, due to his lack of vocabulary and grammatical structures, it is very difficult to get and understand his utterances.

Table 22.   Analysis of Gabriel Botero´s testing oral ability.

(See annex 25 for the test)

NAME	*Mark de Sutter*
ACCURACY	A little influence from his mother tongue can be seen when pronouncing some words. There is a good grammatical and lexical management which makes his speech intelligible enough.
APPROPRIACY	Even though there are some words which are not well used or appropriate for the communicative intention, his speech is clear and his arguments flow naturally and coherently.
RANGE	He handles a good range of vocabulary which lets him express his ideas and thoughts. However, sometimes he spends too long in order to get the appropriate word to continue with his speech.
FLEXIBILITY	He has the ability to express more ideas and thoughts than the required ones for the interviewer. At the same time, he can go further in the conversation by making it more interesting showing his critical thinking when speaking.
SIZE	He is able to give complex ideas by using a good range of lexical and grammatical elements.

Table 23.   Analysis of Mark de Sutter's testing oral ability.

See annex 26 for the test)

NAME	*Natalia Castro*
ACCURACY	Her speech is very poor in terms of grammar, pronunciation and vocabulary. She does not make complete sentences, she just gives groups of words which are not constructed enough to be sentences. A big influence of her mother tongue is seen.
APPROPRIACY	It is really difficult to get the intention in her speech. She uses words in a wrong and inappropriate way. She does not connect her ideas and thoughts in complete phrases.
RANGE	There is a lack of vocabulary when communicating her thoughts. She needs constant help from the interviewer in order to assemble her phrases.
FLEXIBILITY	She is not able to lead the conversation; she does not give complete sentences, which makes the conversation very difficult. There is not a good interaction from her side with the interviewer. She does not answer the questions which are asked by the interviewer which does not let having a conversation.
SIZE	Her utterances are very short and incomprehensible, but she has trouble using grammatical and syntactical structures when speaking.

Table 24   Analysis of Natalia Castro´s testing oral ability.

(See annex 27 for the test)

NAME	*Nicolas Villegas*
ACCURACY	His speech is very intelligible. At the same time, good handling of grammar and vocabulary is seen. However, some little mistakes in pronunciation and grammar conjugation were caught.
APPROPRIACY	He gives appropriate thoughts and ideas when communicating in a specific context. A clear communicative intention is seen during the conversation.
RANGE	Even though he sometimes doubts about the word he is to use, he handles a good range of vocabulary without any help from the interviewer.
FLEXIBILITY	He is very reflexive when communicating his ideas and thoughts. He is able to give more details from the ones which are required for the interviewer.
SIZE	He is able to give complex ideas by using a good range of lexical and grammatical elements. He uses the language to go further in his critical thinking.

Table 25   Analysis of Nicolas Villegas´s testing oral ability.

(See annex 28 for the test)

15.2   FINAL ANALYSIS:

Here you will find the analysis about the final test taken after four months of the implementation of CALL. This analysis contains the same criteria and rubrics taken into account in the initial test.

15.2.1 TESTING READING ABILITY
PERSONAL ANSWERS

NAME	*Camila Martin*
SCANNING FOR SPECIFIC INFORMATION	Reader gets enough and appropriate information to answer specific questions about details of the characters or events of the given story.
EXPRESSING UNDERSTANDING BY READING PICTURES	Reader is able to show interpretation and understanding based on the reading of specific situations drawn in pictures.
EXPRESSING UNDERSTANDING OF SPECIFIC VOCABULARY	Reader has problems when giving the meaning of specific vocabulary included in the story giving irrelevant, incomplete, and wrong information about it.

Table 26.   Analysis of Camila Martin's testing final reading ability.

(See annex 29for the test)

NAME	*Camilo Marulanda*
SCANNING FOR SPECIFIC INFORMATION	Reader gets enough and appropriate information to answer specific questions about details of the characters or events of the given story.
EXPRESSING UNDERSTANDING BY READING PICTURES	Reader is not thoughtful when expressing what he understood from a picture. His answer does not give reason about the question asked.
EXPRESSING UNDERSTANDING OF SPECIFIC VOCABULARY	Reader can get the meaning of specific vocabulary included in the story without any inconvenience or difficulty.

Table 27   Analysis of Camilo Marulanda's testing final reading ability.

(See annex 30 for the test)

NAME	*Gabriel Botero*
SCANNING FOR SPECIFIC INFORMATION	Reader gets enough and appropriate information to answer specific questions about details of the characters or events of the given story.
EXPRESSING UNDERSTANDING BY READING PICTURES	Reader is able to show interpretation and understanding based on the reading of specific situations drawn in pictures.
EXPRESSING UNDERSTANDING OF SPECIFIC VOCABULARY	Reader has problems when giving the meaning of specific vocabulary included in the story giving irrelevant, incomplete, and wrong information about it.

Table 28   Analysis of Gabriel Botero's testing final reading ability.

(See annex 31 for the test)

NAME	*Mark de Sutter*
SCANNING FOR SPECIFIC INFORMATION	Reader is able to get enough and appropriate information to answer specific questions about details of the characters or events of the given story.
EXPRESSING UNDERSTANDING BY READING PICTURES	Reader is able to show interpretation and understanding based on the reading of specific situations drawn in pictures. His answers give reason about the question asked.
EXPRESSING UNDERSTANDING OF SPECIFIC VOCABULARY	Reader is able to get the meaning of specific vocabulary included in the story without any inconvenience or difficulty.

Table 29   Analysis of Mark de Sutter's testing final reading ability.

(See annex 32 for the test)

NAME	*Natalia Castro*
SCANNING FOR SPECIFIC INFORMATION	Reader is able to get enough and appropriate information to answer specific questions about details of the characters or events of the given story.
EXPRESSING UNDERSTANDING BY READING PICTURES	Reader is able to show interpretation and understanding based on the reading of specific situations drawn in pictures. His answers give reason about the question asked.
EXPRESSING UNDERSTANDING OF SPECIFIC VOCABULARY	Reader has problems when giving the meaning of specific vocabulary included in the story giving irrelevant, incomplete, and wrong information about it.

Table 30   Analysis of Natalia Castro's testing final reading ability.

(See annex 33 for the test)

NAME	*Nicolas Villegas*
SCANNING FOR SPECIFIC INFORMATION	Reader is able to get enough and appropriate information to answer specific questions about details of the characters or events of the given story.
EXPRESSING UNDERSTANDING BY READING PICTURES	Reader is able to show interpretation and understanding based on the reading of specific situations drawn in pictures. His answers give reason about the question asked.
EXPRESSING UNDERSTANDING OF SPECIFIC VOCABULARY	Reader is able to get the meaning of specific vocabulary included in the story without any inconvenience or difficulty.

Table 31   Analysis of Nicolas Villegas's testing final reading ability.

(See annex 34 for the test)

15.2.2 TESTING WRITING ABILITY

PERSONAL DRAFTS

NAME	*Camila Martin*
GRAMMAR	Errors of grammar and word order. Difficulties in understanding when reading the text.
RANGEOF LANGUAGE	Vocabulary limitations and use of inappropriate words make the text unintelligible for the reader.
MECHANICS	There are problems when spelling words. In addition, there is a lack of punctuation which makes the text difficult to understand.
FLUENCY	Writer mostly gives impaired ideas and thoughts when communicating. At the same time, she uses inappropriate words and structures which make communication difficult to comprehend.
FORM	A lack of organization is so severe that communication is seriously impaired. A draft structure is not seen in the text given by the writer.

Table 32   Analysis of Camila Martin's testing final writing ability.

(See annex # 35 for the test)

NAME	*Camilo Marulanda*
GRAMMAR	There are errors of grammar and word order. However, they do not interfere with comprehension.
RANGE OF LANGUAGE	Writer uses appropriate and distinguishable vocabulary. However, he occasionally uses inappropriate terms.
MECHANICS	There are errors in punctuation and spelling fairly frequent. Occasionally re-reading is necessary for full comprehension.
FLUENCY	There is an occasional lack of consistency in choice of structures. However, there is a good use of vocabulary. His ideas are easy to understand.
FORM	His ideas and thoughts are well organized, although connectivity between his ideas is occasionally confusing. So re-reading is necessary for full understanding.

Table 33   Analysis of Camilo Marulanda's testing final writing ability.

(See annex # 36 for the test)

NAME	*Gabriel Botero*
GRAMMAR	There are some errors of grammar and word order which do not interfere with comprehension.
RANGE OF LANGUAGE	He frequently uses wrong and inappropriate words. Expression of ideas may be limited because of inadequate vocabulary.
MECHANICS	Errors in punctuation are so severe as to make comprehension virtually impossible.
FLUENCY	Structures and vocabulary items sometimes are not only inappropriate but also misused; little sense of communication is seen.
FORM	Individual ideas may be clear, but very it is difficult to deduce connection between them. At the same time, there is a lack of organization in his draft which makes comprehension seriously impaired.

Table 34   Analysis of Gabriel Botero's testing final writing ability.

(See annex # 37 for the test)

NAME	*Mark de Sutter*
GRAMMAR	There are some errors of grammar and word order which do not, interfere with comprehension.
RANGE OF LANGUAGE	He fairly uses appropriate words. Expression of ideas is clearly seen due to good vocabulary.
MECHANICS	There are errors in punctuation and spelling. However, it does not interfere with comprehension.
FLUENCY	Choice of structure and vocabulary consistently appropriate; there is a clear communication intention in his sentences and phrases.
FORM	Material is well organized. Although, there is little attempt at connectivity, but reader can deduce some organization.

Table 35   Analysis of Mark de Sutter's testing final writing ability.

(See annex 38 for the test)

NAME	*Natalia Castro*
GRAMMAR	There are some errors of grammar and word order. However, it does not interfere with comprehension.
RANGE OF LANGUAGE	She uses wrong or inappropriate vocabulary fairly frequently. Thus, ideas and thoughts can be limited because of this.
MECHANICS	There are errors in punctuation and spelling. Therefore, re-reading is occasionally required for full comprehension.
FLUENCY	Sometimes, there is lack of consistency when choosing structures and vocabulary. Nonetheless, the text is not difficult to understand.
FORM	Material is well organized. Although, there is little attempt at connectivity, but reader can deduce some organization.

Table 36   Analysis of Natalia Castro's testing final writing ability.

(See annex 39 for the test)

NAME	*Nicolas Villegas*
GRAMMAR	There are some errors of grammar and word order which do not interfere with comprehension.
RANGE OF LANGUAGE	He fairly uses appropriate words. Expression of ideas is clearly seen due to good vocabulary.
MECHANICS	There are errors in punctuation and spelling. However, it does not interfere in comprehension.
FLUENCY	Choice of structure and vocabulary consistently appropriate; there is a clear communication intention in his sentences and phrases.
FORM	Material is well organized. Although, there is little attempt at connectivity, but reader can deduce some organization.

Table 37   Analysis of Nicolas Villegas's testing final writing ability.

(See annex 40 for the test)

15.2.3 TESTING LISTENING ABILITY
PERSONAL PERFORMANCE

NAME	*Camila Martin*
LISTENING FOR SPECIFIC INFORMARTION	Listener is able to give reason about specific information said in the selection previously heard. No difficulties are seen in this exercise.
OBTAINING GIST OF WHAT IS BEING SAID	A good understanding is seen when getting the gist and main details of what was said in the selection heard. No problems were found when doing this exercise.
MAKING INFERENCES AND INTERPRETATIONS OF THINGS WHICH WERE NOT SAID	Listener finds it difficult to make inferences and interpretations about things which have not been included in the recording.

Table 38   Analysis of Camila Martin's testing final listening ability.

(See annex 41 for the test)

NAME	*Camilo Marulanda*
LISTENING FOR SPECIFIC INFORMARTION	Listener is able to give general information about what he hears. Listener does give reason about specific information from what it is heard.
OBTAINING GIST OF WHAT IS BEING SAID	A good understanding is seen when getting the gist and main details of what was said in the selection heard. No problems were found when doing this exercise.
MAKING INFERENCES AND INTERPRETATIONS OF THINGS WHICH WERE NOT SAID	Listener has problems when making inferences and interpretations about things which have not been included in the recording.

Table 39   Analysis of Camilo Marulanda's testing final listening ability.

(See annex 42 for the test)

NAME	*Gabriel Botero*
LISTENING FOR SPECIFIC INFORMARTION	Listener has problems when giving reason about specific information said in the selection previously listened to.
OBTAINING GIST OF WHAT IS BEING SAID	A good understanding is seen when getting the gist and main details of what was said in the selection heard. No problems were found at this point.
MAKING INFERENCES AND INTERPRETATIONS OF THINGS WHICH WERE NOT SAID	Listener is able to make inferences and interpretations about things which have not been included in the recording. No problems were found when doing this exercise.

Table 40   Analysis of Gabriel Botero's testing final listening ability.

(See annex 43for the test)

NAME	*Mark de Sutter*
LISTENING FOR SPECIFIC INFORMARTION	Listener is able to give reason about specific information said in the selection previously heard. No difficulties are seen at this point.
OBTAINING GIST OF WHAT IS BEING SAID	A good understanding is seen when getting the gist and main details of what was said in the selection heard. No problems were found at this point.
MAKING INFERENCES AND INTERPRETATIONS OF THINGS WHICH WERE NOT SAID	Listener is able to make inferences and interpretations about things which have not been included in the recording.

Table 41   Analysis of Mark de Sutter's testing final listening ability.

(See annex 44 for the test)

NAME	*Natalia Castro*
LISTENING FOR SPECIFIC INFORMARTION	Listener is able to give general information about what she hears. Listener does give reason about specific information from what it is heard.
OBTAINING GIST OF WHAT IS BEING SAID	Listener does get the gist and main details of what she hears. No problems were found at this point.
MAKING INFERENCES AND INTERPRETATIONS OF THINGS WHICH WERE NOT SAID	Listener cannot make inferences and interpretation about things which have not been included in the recording.

Table 42   Analysis of Natalia Castro's testing final listening ability.

(See annex 45 for the test)

NAME	*Nicolas Villegas*
LISTENING FOR SPECIFIC INFORMARTION	Listener is able to give reason about specific information said in the selection previously heard. No difficulties are seen in this exercise.
OBTAINING GIST OF WHAT IS BEING SAID	A good understanding is seen when getting the gist and main details of what was said in the selection heard. No problems were found at this point.
MAKING INFERENCES AND INTERPRETATIONS OF THINGS WHICH WERE NOT SAID	Listener is able to make inferences and interpretations about things which have not been included in the recording. No problems were found when doing this exercise.

Table 43   Analysis of Nicolas Villegas's testing final listening ability.

(See annex 46 for the test)

15.2.4.   TESTING ORAL ABILITY
PERSONAL INTERVIEWS

NAME	*Camila Martin*
ACCURACY	Her oral production has a little influence of her mother tongue when communicating in English. However, her speech results intelligible for the listener.
APPROPRIACY	Sometimes she uses inappropriate words to assemble her thoughts. However, a clear intention when communicating can be seen.
RANGE	She has a lack of vocabulary when sharing her ideas. Sometimes she needs help in order to assemble her thoughts.
FLEXIBILITY	She tries to lead the conversation. However, it is still very difficult for her to do it. There is an acceptable interaction from her side with the interviewer. She tries to propose more ideas different from the ones required for the interviewer's questions.
SIZE	She can make her ideas somewhat understandable but she cannot make complex phrases or utterances. She communicates by using simple structures of the target language.

Table 44   Analysis of Camila Martin's testing final oral ability.

(See annex 47 for the test)

NAME	*Camilo Marulanda*
ACCURACY	His speech has some errors in terms of grammar, and some vocabulary. However, he makes his speech somewhat comprehensible. A little influence by his mother tongue is detected.
APPROPRIACY	It is easy to get the intention in his speech. He uses words in an appropriate way. Nonetheless, sometimes he slips up when doing it.
RANGE	There is a lack of vocabulary when communicating his thoughts. He needs help from the interviewer in order to assemble his phrases.
FLEXIBILITY	He tries to lead the conversation. There is a good interaction from his side with the interviewer. He does propose more ideas different from the ones required for the interviewer's questions.
SIZE	With a little difficulty he can make some of his ideas somewhat understandable. He uses simple grammatical and syntactical structures when speaking.

Table 45   Analysis of Camilo Marulanda's testing final oral ability.

(See annex 48 for the test)

NAME	*Gabriel Botero*
ACCURACY	His pronunciation is a little influenced by his mother tongue. There are grammatical and lexical errors in his speech. Nevertheless, his mistakes do not destroy his communicative intention.
APPROPRIACY	Sometimes it is easy to get the intention in his speech. Occasionally he uses words in a wrong and inappropriate way. However, it does not interfere in the communication purpose. He tries to connect his ideas and thoughts in complete phrases. Although, he slips up when doing it.
RANGE	There is a good range of vocabulary when communicating his thoughts. However, he needs help from the interviewer in order to assemble some of his phrases.
FLEXIBILITY	He tries to lead the conversation. There is a good interaction from his side with the interviewer.
SIZE	He makes good contributions in his speech. However, he does not conjugate the different range of verbs appropriately.

Table 46   Analysis of Gabriel Botero's testing final oral ability.

(See annex 49 for the test)

NAME	*Mark de Sutter*
ACCURACY	A little influence from his mother tongue can be seen when pronouncing some words. There is a good grammatical and lexical management which make his speech intelligible enough.
APPROPRIACY	Even though there are some words which are not well used or appropriate for the communicative intention, his speech is clear and his arguments flow naturally and coherently.
RANGE	He handles a good range of vocabulary which lets him express his ideas and thoughts.
FLEXIBILITY	He has the ability to express more ideas and thoughts than the required ones for the interviewer. At the same time, he can go further in the conversation by making it more interesting showing his critical thinking when speaking.
SIZE	He is able to give complex ideas by using a good range of lexical and grammatical elements.

Table 47   Analysis of Mark de Sutter's testing final oral ability.

(See annex 50 for the test)

NAME	*Natalia Castro*
ACCURACY	Her speech has a few errors of grammar, structure. She does not make complete sentences. However, she uses simple sentences in order to present and share her thoughts and ideas.
APPROPRIACY	It is not difficult to get the intention in her speech. Even though she uses words in a wrong and inappropriate way, it does not interfere in her communicative intention.
RANGE	There is a good range of vocabulary when communicating her thoughts. However, She needs a help from the interviewer in order to assemble some of her phrases.
FLEXIBILITY	She tries to lead the conversation. There is a good interaction from her side with the interviewer. Nevertheless, she spends too long in order to answer interviewer's questions.
SIZE	Her utterances are very short and simple but she can use different grammatical and syntactical structures when speaking.

Table 48   Analysis of Natalia Castro's testing final oral ability.

(See annex 51 for the test)

NAME	*Nicolas Villegas*
ACCURACY	His speech is very intelligible. At the same time, good handling of grammar and vocabulary is seen. However, some little mistakes in pronunciation and grammar conjugation were caught.
APPROPRIACY	He gives appropriate thoughts and ideas when communicating in a specific context. A clear communicative intention is seen during the conversation.
RANGE	Even though he sometimes doubts about the word he is to use, he handles a good range of vocabulary with out any help from the interviewer.
FLEXIBILITY	He is very reflexive when communicating his ideas and thoughts. He is able to give more details from the ones which are required for the interviewer.
SIZE	He is able to give complex ideas by using a good range of lexical and grammatical elements. He uses the language to go further in his critical thinking.

Table 49   Analysis of Nicolas Villegas's testing final oral ability.

(See annex 52 for the test)

16. TRIANGULATION OF THE GIVEN INITIAL AND FINAL RESULTS OF THE TAREGET LANGUAGE TESTS

Coming up, you will find the triangulation between the initial and final results of the taken proficiency language tests. This triangulation will show the differences in terms of language abilities between the initial test and the final test.

For this task, it was necessary to quantify the test results per student. This way, it was possible to have both a descriptive and a numerical comparison in the obtained results per student in every single communicative ability of the language.

After this triangulation exercise, you will be able to see how useful or not, CALL resulted in the learning process of fourth graders at Gimnasio La Arboleda.

16.1 READING ABILITY TRIANGULATION

Below you will find both a chart with the obtained results by the students of fourth grade at Gimnasio la Arbleda, and a graph with the differences between the initial and final test. The percentages shown in the chart were obtained based on the correct and incorrect answers of every student.

	INITIAL TEST				FINAL TEST			
	Correct Answers	Incorrect Answers	Total Answers	Correct Answer Percentage	Correct Answers	Incorrect Answers	Total Answers	Correct Answer Percentage
Camila Martin	6	3	9	67%	5	4	9	56%
Gabriel Botero	5,5	3,5	9	61%	6	3	9	67%
Camilo Marulanda	5	4	9	56%	5	4	9	56%
Nicolas Villegas	4,5	4,5	9	50%	8	1	9	89%
Natalia Castro	4,8	4,2	9	53%	6,5	2,5	9	72%
Mark de Sutter	6,8	2,2	9	76%	9	0	9	100%

Table 50   Quantitative results per test. Reading ability.
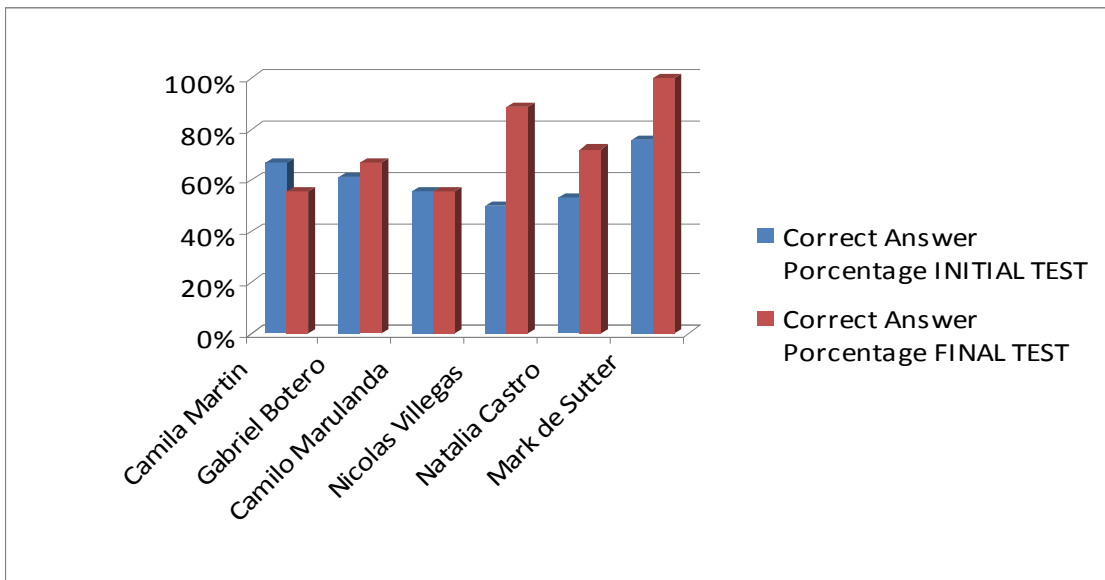
Graph 1   Reading initial and final test results of fourth graders.

	Correct Answer Percentage	
	INITIAL TEST	FINAL TEST
Camila Martin	67%	56%
Gabriel Botero	61%	67%
Camilo Marulanda	56%	56%
Nicolas Villegas	50%	89%
Natalia Castro	53%	72%
Mark de Sutter	76%	100%

Table 51   Initial and Final results. Reading ability.

CAMILA MARTIN

By looking at the initial test, she had problems in terms of answering specific questions, skimming the text, and getting enough information to do it. At the same

time, Camila had problems when organizing information and details of the given story into graphs and charts. However, she was able to show reading comprehension by drawing pictures, giving reason about specific details of the story. All above let her obtain 67 % over 100% of the test.

At the time of the final test, Camila improved on answering specific questions, skimming the text and getting enough information to answer. Also, she gave reason about details of the reading by analyzing pictures in the reading context. Nonetheless, Camila had problems when getting the meaning of words in the reading context. In this final test Camila obtained 56% over 100% of the text.

At first glance, we could affirm that Camila decreased in this ability after having experimented CALL instead of improving. However, analyzing deeply the obtained results we would say that the reason why Camila got less percentage in the final test is because in the second test Camila got 5 correct answers whilst in the initial one, she got 6 correct answers giving this a difference in the given percentage (see Graph 0.1 for triangulation). Nevertheless, we could assert that the shown performance in this ability is almost the same as the initial and the final one. In short, Camila improved on some competences and still has problems in others.

CAMILO MARULANDA

Checking the initial test, we can see that he had problems when giving reason about specific questions by skimming the text. At the same time, Camilo was not able to show what he understood from a picture or a given sentence or expression. Finally, he had problems when organizing given information from a text into a graph. Thus, according to table 44, we can see that Camilo obtained 56% over 100% of the test.

In the second test, he improved on some of the already mentioned competences. Now Camilo is able to answer questions giving specific details about special characteristics of the story. Hence, he is able to get the meaning of words included in the reading. Nonetheless, he still has problems when analyzing or showing reading comprehension through drawings or pictures. Thus, according to Table 44 we can see that he obtained 56% over 100% of the test.

Therefore, we can say that Camilo improved on some of the reading competences after having experimented CALL. But according to Table 44, there is no change making a comparison between the initial and the final test. All above, because in the initial test he answered 5 questions out of 9, and in the final test he answered 5 questions out of 9 giving him a final percentage of 56% (see Graph 0.1 for triangulation). In short, Camilo improved on some reading competences but still has problems with others.

GABRIEL BOTERO

Examining the initial test we can see that he had problems when giving reason about specific questions by skimming the text. All at once, Gabriel was not able to show what he understood from a picture or a given sentence or expression. Lastly, he had problems when organizing given information from a text into a graph. Thus, according to Table 44 we can see that Gabriel obtained 61% over 100% of the test.

What is next, in the second test he improved on the already mentioned competences. At present, Gabriel is able to answer questions giving specific details about special characteristics of the story. Hence, he is able to show reading comprehension by analyzing pictures or drawings. Though, he still has problems when getting the meaning of some words included in the reading. Thus, according to Table 44 we can see that he obtained 67% over 100% of the test.

Therefore, we can say that Gabriel advanced and improved on the reading ability after having experimented CALL in his normal English classes at Gimnasio la Arboleda. A great advance can be seen making a comparison between the initial and the final test. We can see an advance of 6% by peering in Table 45 (see Graph 0.1 for triangulation).

MARK DE SUTTER

In the initial test he was able to answer questions giving reason about specific details of the reading. But his answers were very simple and incomplete sometimes. On the other hand, he was able to show comprehension level when analyzing pictures and drawings in order to give reason about characteristics of the reading. Besides, Mark was able to organize and set information from a reading into graphs and diagrams. Nonetheless, sometimes his answers were incomplete and sometimes confusing. According to the data provided by Table 44 we can see that he obtained 76% over 100% of the test.

For the final test we can observe that he increasingly improved on answering questions by giving specific and very detailed characteristics of the reading. Now his answers are complete and well constructed. In addition, he is able to show comprehension through analyzing pictures. But at the same time, he improved on structuring his answers. Finally, he showed to be able to get the meaning of vocabulary included in the reading. So, according to Table 44 Mark obtained 100% over 100% of the test.

Consequently, it is true that Mark improved on the reading competences just after having experienced CALL in the classroom. We can detect a 14% of advance after the application of this virtual tool. (See Graph 0.1 for triangulation)

NATALIA CASTRO

Analyzing the initial test, we can assert that Natalia with great difficulty answered questions where she was asked to give reason about specific details of a reading. Also, she had problems showing reading comprehension when analyzing pictures and drawings. Lastly, she found it very difficult to match information from the reading into graphs and diagrams. All above let her obtain 53 % over 100% of the test.

On the other hand, when assaying the final test, we can say that Natalia improved on the way in which answered questions which required her to give specific information of the reading. All at once, her answers when analyzing pictures and drawings, were very accurate. However, Natalia had problems when getting the meaning of words included in a reading. So, she got 72% over 100% of the test. (See Table 44 for quantitative results).

As a conclusion, Natalia improved on the different reading competences coming along with 20% between the initial and the final test (See Graph 0.1 for triangulation), and even though she improved on some of the already mentioned competences, she will have to continue working on others in which she still has weaknesses.

NICOLAS VILLEGAS

Assaying the initial test, we can see that he had problems when giving reason about specific questions by skimming the text. What is more, he was not able to show what he understood from a picture or a given sentence or expression. Finally, he had problems when organizing given information from a text into a graph.

Hence, according to Table 44 we can see that Nicolas obtained 50% over 100% of the test.

What is more, in the second test he improved on the already mentioned competences. At that time, Nicolas was able to answer questions giving specific details about special characteristics of the story. Furthermore, he was able to show reading comprehension by analyzing pictures or drawings. Finally, he can get the meaning of some words included in the reading. Thus, according to Table 44 we can see that he obtained 89% over 100% of the test.

As a consequence, Nicolas enhanced on the reading competences. He got an improvement of 39% between the initial and final test (See Graph 0.1 for triangulation). We have to say that this change was seen once he experienced English learning through CALL.

16.2 WRITING ABILITY TRIANGULATION

Below you will find both a chart with the obtained results by the students of fourth grade at Gimnasio la Arboleda, and a graph with the differences between the initial and final test. The percentages shown in the chart were obtained based on the number of written words minus the miswritten words.

	INITIAL TEST			FINAL TEST		
	Mistakes	Total Words	Mistakes Percentage	Mistakes	Total Words	Mistakes Percentage
Camila	19	42	45%	7	31	23%

Martin						
Gabriel Botero	20	102	20%	11	44	25%
Camilo Marulanda	16	56	29%	8	41	20%
Nicolas Villegas	8	46	17%	8	30	27%
Natalia Castro	17	71	24%	13	94	14%
Mark de Sutter	15	41	37%	7	57	12%

Table 52   Quantitative results per test. Writing ability.
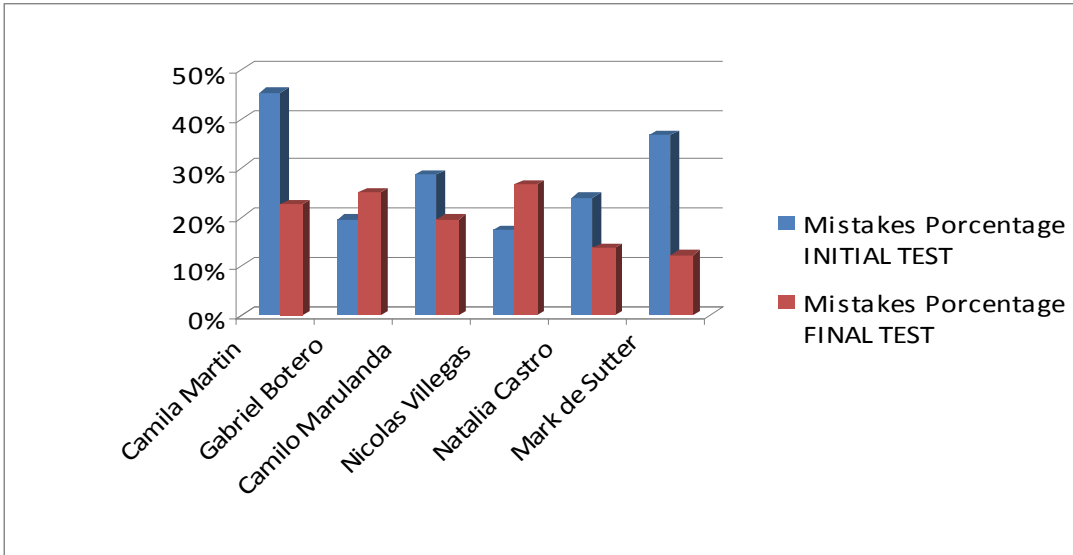
Graph 2　　　Writing initial and final test results of fourth graders.

	Mistakes Percentage	
	INITIAL TEST	FINAL TEST
Camila Martin	45%	23%
Gabriel Botero	20%	25%
Camilo Marulanda	29%	20%
Nicolas Villegas	17%	27%
Natalia Castro	24%	14%
Mark de Sutter	37%	12%

Table 53　　　Initial and Final results. Writing ability.

CAMILA MARTIN

By looking at the initial test, she had problems in terms of grammar and syntax when building up sentences. Simultaneously, she used inappropriate vocabulary and sometimes she showed a great influence of her mother tongue when composing. Her drafts were unintelligible and inaccurate. Besides, there was punctuation as well as spelling mistakes. Then her ideas were almost impossible to understand and there was not consistency in her drafts. All above let her obtain 45% of mistakes in a complete composition. (See Table 46 for quantitative results)

Then, when analyzing the final test, even though she improved on composing and drafting, she still has problems specially when using appropriate grammatical structures and vocabulary. Furthermore, there is still lack of punctuation in her writing as well as word order and text organization. Consequently, in the final test Camila obtained 23% of mistakes in a complete composition. (See Table 46 for quantitative results)

As a result, we have to say that Camila improved considerably on the different writing competences. She advanced 22% between the initial and final test (See Graph 0.2 for triangulation) However, she is still having in a lower level the same mistakes and weaknesses above described. This way, she certainly improved on the writing ability but she will have to continue working on the different writing competences on her own.

CAMILO MARULANDA

At first, in the initial test errors of grammar and structure are clearly seen. His draft shows inappropriate use of vocabulary as well as misspelled words. Camilo gives impaired ideas and his thoughts are confusing and disorganized. Finally, he has

problems when capitalizing and punctuating. So, by looking at Table 46 we can see 29% of mistakes in his complete writing composition.

Subsequently, when checking the final test a great advance in terms of appropriate vocabulary is seen. In addition, he improved on organizing ideas and thoughts. The composition is easy to understand. In contrast, there is still an occasional lack of consistency in the use of grammatical structures and vocabulary.   As a consequence, and according to the provided data by Table 46, Camilo got 20% of mistakes over the whole writing composition.

Accordingly, a clear improvement after using CALL is seen. Camilo advanced 9% along with the initial and final test (See Graph 0.2 for triangulation). On the other hand, problems in terms of word order and grammatical structures are still seen. Besides, sometimes there is a lack of connectivity between some ideas. In short, it is true that there was a considerably marked advance on the different writing abilities but he will have to continue working on it.

GABRIEL BOTERO

By peering in the initial test, there are problems in terms of grammar and syntax when composing sentences. All together, he used very limited and inappropriate vocabulary. The composition was pretty unintelligible and inaccurate. As well, there were punctuation and spelling mistakes. All above, let him obtain 20% of mistakes in the complete composition. (See Table 46 for quantitative results).

Then, when analyzing the final composition, an advance in it is not seen. Individual ideas and thoughts are acceptably drafted. But there is still lack of use of appropriate vocabulary. There are misspelled words, and word order mistakes as well as in punctuation and capitalization. In fact, he still has problems specially

112

when using appropriate grammatical structures and vocabulary. Thus, in the final draft Gabriel obtained 25% of mistakes in the complete composition. (See Table 46 for quantitative results).

As a consequence, Gabriel decreased instead of improving after having experienced CALL. We have to say that in both the initial and the final test the same mistakes persist. A decrease of 5% is seen comparing both compositions (See Graph 0.2 for triangulation.) As an explanation for the given results, it is possible to assert that descriptively the writing competence management is almost the same in both moments (initial and final tests) although, that 5% of difference is given based on the number of written words and the range of mistakes made by him. But in short, Gabriel did not show improvement just after working with CALL.

MARK DE SUTTER

At the beginning, when assaying the initial test, errors of grammar and structure are so severe that the text is quite difficult to comprehend. His draft shows inappropriate use of vocabulary as well as misspelled words. There are impaired ideas and thoughts making the text confusing and disorganized. There is no capitalization at all or punctuation. This way, according to Table 46, 37% of mistakes in the whole writing composition is clear.

Meanwhile, in the final test a great advance in terms of appropriate vocabulary is seen. Even though, there are some grammar and structure mistakes, the text is easy to comprehend and is well constructed. There is an improvement when organizing ideas and thoughts. There is a communication intention within the text. In contrast, there is still an occasional lack of punctuation and spelling. This way, Mark got 12% of mistakes over the whole writing composition.

Indeed, a clear improvement after using CALL is seen. Mark advanced 25% along with the initial and final test (See Graph 0.2 for triangulation). In short, it is true that there was a considerably marked advance on the different writing abilities after having used CALL but he will have to keep working on it.

NATALIA CASTRO

When scanning the initial writing, it is almost impossible to comprehend it. There are severe grammatical mistakes. The use of vocabulary is pretty limited and the inappropriate use of it is present during the whole text. Besides, a lack of consistency and coherence is evident. The obtained score in terms of percentage of mistakes for this initial draft was 24% over 100% of the complete writing composition. (See Table 46 for quantitative results).

On the contrary, in the final test a considerable improvement is seen when assaying her draft. The text is not difficult to read and is well organized. There is consistency in the sentences and ideas. Unfortunately, there are still grammatical errors and wrong use of vocabulary. Sometimes, there is lack of connectivity between sentences. Also, re-reading is necessary to comprehend because of her constant lack of punctuation. Peering in the result provided by Table 46 a percentage of 14% mistakes over 100% of the whole text is seen.

Certainly, a reasonably marked improvement after using CALL is seen. Natalia advanced 10% along with the initial and final draft (See Graph 0.2 for triangulation. On the other hand, problems in terms of word order and grammatical structures are still seen. There is a lack of connectivity between some ideas. In short, it is true that there was a considerably marked advance on the different writing abilities but she will have to continue working on it.

NICOLAS VILLEGAS

In the initial draft it is easy to see that there are grammatical mistakes specially when conjugating the different verbs. There is lack of punctuation and capitalization. In addition, he does not link his ideas and thoughts. So, re-reading is necessary in order to have full comprehension of the text. Nonetheless, the text provided by Nicolas is comprehensible and well organized. Thus, the provided percentage of mistakes in the whole composition was 17% (See Table 46 for quantitative results).

In the second composition, there are some grammatical mistakes but not so severe to interfere in the understanding of the text. The given text is provided with a good range of vocabulary and expressions. However, there is lack of punctuation and spelling. Besides, the text is well organized and structured. So, skimming Table 46 for quantitative results, Nicolas got 27% of mistakes over the whole text.

In fact, there is no improvement seen after using CALL. Nicolas decreased 10% along with the initial draft (See Graph 0.2 for triangulation). However, analyzing deeply both initial and final drafts, he got the same performance but the quantitative results of course show a difference because of the amount of words written by him. In short, Nicolas showed the same performance in both compositions. (See Graph 0.2 for triangulation).

16.3 LISTENING ABILITY TRIANGULATION

Below you will find both a chart with the obtained results by the students of fourth grade at Gimnasio la Arboleda and a graph with the differences between the initial

and final test. The percentages shown in the chart were obtained based on the number of correct questions of every student.

	INITIAL TEST				FINAL TEST			
	Correct Answers	Incorrect Answers	Total Answers	Correct Answer Percentage	Correct Answers	Incorrect Answers	Total Answers	Correct Answer Percentage
Camila Martin	1,6	1,4	3	53%	3	1	4	75%
Gabriel Botero	0,9	2,1	3	30%	2	2	4	50%
Camilo Marulanda	0,8	2,2	3	27%	2	2	4	50%
Nicolas Villegas	2	1	3	67%	3	1	4	75%
Natalia Castro	2	1	3	67%	3	1	4	75%
Mark de Sutter	0,4	2,6	3	13%	3	1	4	75%

Table 54   Quantitative results per test. Listening ability.
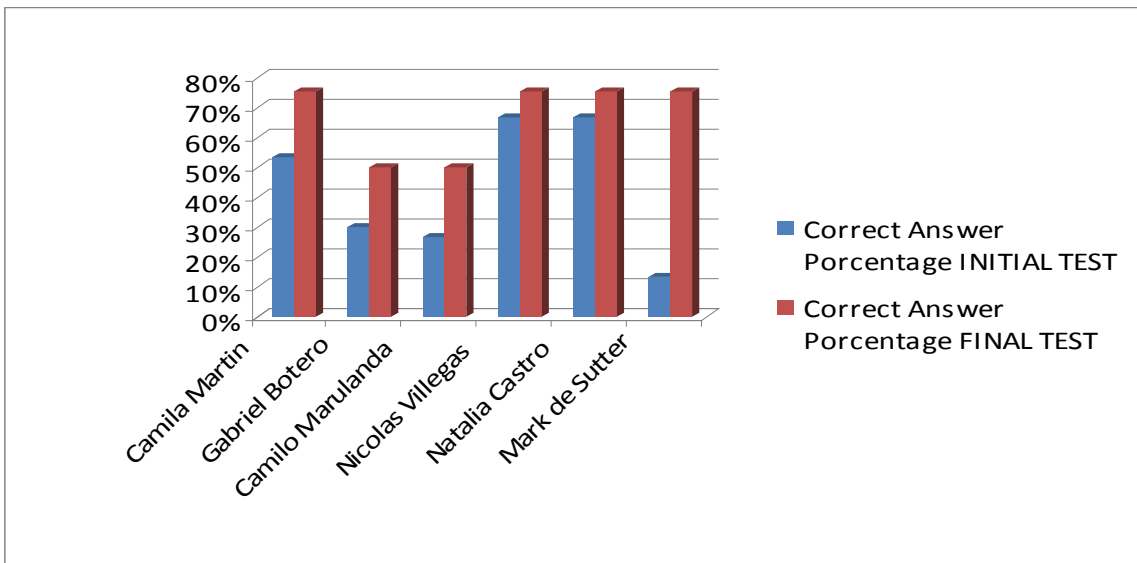
Graph 3   Writing initial and final test results of fourth graders.

	Correct Answer Percentage	
	INITIAL TEST	FINAL TEST
Camila Martin	53%	75%
Gabriel Botero	30%	50%
Camilo Marulanda	27%	50%
Nicolas Villegas	67%	75%
Natalia Castro	67%	75%
Mark de Sutter	13%	75%

Table 55   Initial and Final results. Listening ability.

CAMILA MARTIN

Examining the initial test, it is possible to say that with difficulty she was able to give general information about what she heard. At the same time, Camila was able to get the gist and general idea of what she heard. However, sometimes it results very difficult to her. Besides, a poor development is seen when making inferences and interpretations of non-included details of a recording. All the above let her obtain 53 % over 100% of the test. (See Table 48 for quantitative results).

At the time of the final test, Camila improved on giving reason from what she head in a recording. No difficulty was seen from her when doing that. Also, a good understanding is seen when getting the gist and main details of what was said in the selection heard. Nonetheless, Camila had problems when making inferences and interpretations about things which were not included in the selection. In this final test Camila obtained 75% over 100% of the text. (See Table 48 for quantitative results).

At first glance, we could affirm that Camila improved on the different listening competences after having experienced CALL. So, she got an improvement of 22% (see Graph 0.1 for triangulation). Listener can give general information about specific information mentioned in a selection with no difficulties. Nonetheless, she will have to continue working on some aspects such as making inferences and interpretation of non-mentioned things.

CAMILO MARULANDA

Checking the initial test we can see that he finds it very difficult to give reason about information and details mentioned in a selection. At the same time, Camilo

was not able to show comprehension when getting the gist of a selection. Lastly, he had problems when making inferences and interpretation of non-mentioned aspects. Thus, according to the Table 48 we can see that Camilo obtained 27% over 100% of the test.

In the second test he improved on some of the already mentioned competences. Now Camilo is able to answer questions giving specific details about special characteristics of the story. Hence, he is able to get the meaning of words included in the reading. Nonetheless, he still has problems when analyzing or showing reading comprehension through drawings or pictures. Thus, according to Table 44 we can see that he obtained 56% over 100% of the test.

Therefore, we can say that Camilo improved on some of the reading competences after undergoing CALL. But according to Table 44, there is not change making a comparison between the initial and the final test. All above, because in the initial test he answered 5 questions out of 9, and in the final test he answered 5 questions out of 9 giving him a final percentage of 56% (see Graph 0.1 for triangulation). In short, Camilo improved on some reading competences but still has problems with others.

GABRIEL BOTERO

Exploring the initial test we can see that he had problems when giving reason about what he hears from a selection. All at once, Gabriel finds very difficult to get the gist of recording. Lastly, he is not able to make inferences or interpretations of aspect which are not said in the selection. Thus, according to the table 48 we can see that Gabriel obtained a 30% over the 100% of the test.

Meanwhile, in the second test he improved on some of the above mentioned competences. Gabriel is able to get the gist of a listening selection. Hence, he is able to make inferences and interpretations about non-mentioned aspects. Though, he still has problems when giving reason of specific details included in a listening selection. Thus, according to the table 48 we can see that he obtained a 50% over the 100% of the test.

Therefore, we can say that Gabriel advanced and improved on the listening ability after experimented CALL in his normal English classes. A great advance can be seen making a comparison between the initial and the final test. We can see an advance of 20% by peering in table 49 (see Graph 0.3 for triangulation).

MARK DE SUTTER

In the initial test he does not give reason about what he heard in a listening selection. On the other hand, he is able to get the gist of a listening selection. Nonetheless, Mark was not able to make inferences and interpretations about non-mentioned aspect of a selection. So, according to the data provide by table 48 we can se that he obtained a 13% over the 100% of the test.

For the final test we can observe that he improved on making inferences and interpretations about non-mentioned aspect in a listening selection. A good listening comprehension is seen when getting the gist of a specific selection. But at the same time, he showed not to have problems when giving specific information about what he heard in a selection. So, according to table 48 Mark obtained a 75% over the 100% of the test.

Consequently, it is real that Mark improved on the reading competences just after having experienced CALL in the classroom. We can detect a 62% of advance after the application of this virtual tool. (See Graph 0.3 for triangulation)

NATALIA CASTRO

Analyzing the initial test we can assert that Natalia with some difficulty gave reason about specific details included in a recording. Also, she acceptably could get the gist and the main idea of a selection. Lastly, she was not able to make inferences and make interpretations about non-mentioned aspects in the recording. Above all let her obtain a 67 % over the 100% of the test.

On the other hand, when assaying the final test we can say that Natalia improved on the way in which she gave reason about specific details included in a selection. All at once, her answers when getting the gist and main idea of a listening selection improved considerably. Besides, Natalia was able to make inferences and interpretations about non-mentioned aspects in a selection. Thus, she got a 75% over the 100% of the test. (See table 48 for quantitative results).

As a result, Natalia improved on the different listening competences coming along with an 8% among the initial and the final test (See Graph 0.3 for triangulation) and even she improved on some of the already mentioned competences, she will have to continue working on it.

NICOLAS VILLEGAS

Assaying the initial test we can see that he gives general information about what he hears. However, sometimes it is seen problems when doing that. Nicolas

acceptably gets the gist and main details of what she hears. However, it is seen misunderstanding in some parts of his analysis. What is more, he is not able to make inferences and interpretation about non-mentioned aspects of the selection. Hence, according to the table 48 we can see that Nicolas obtained a 67% over the 100% of the test.

What is more, in the second test he improved on the mentioned competences. Nicolas is able to give reason about specific information said in the selection previously listened. No difficulties are seen in this exercise. Furthermore, he does not face problems when getting the gist of a selection. Finally, he is able to make inferences and interpretations about things which have not been included in the recording. This way, according to the table 48 we can see that he obtained a 75% over the 100% of the test.

As a consequence, Nicolas enhanced on the listening competences. He got an improvement of 8% among the initial and final test (Graph 0.3 for triangulation). We have to say that this change was seen once he experienced English learning through CALL.

16.4   SPEAKING ABILITY TRIANGULATION

Below you will find both a chart with the obtained results by the students of fourth grade at Gimnasio la Arbleda and a graph with the differences between the initial and final test. The percentages shown in the chart were obtained based on the number of produced words minus the wrong ones.

	INITIAL TEST			FINAL TEST		
	Mistakes	**Total Words**	**Mistakes Percentage**	**Mistakes**	**Total Words**	**Mistakes Percentage**
Camila Martin	15	51	29%	30	153	20%
Gabriel Botero	24	126	19%	20	130	15%
Camilo Marulanda	25	60	42%	15	81	19%
Nicolas Villegas	17	108	16%	8	115	7%
Natalia Castro	15	29	52%	13	90	14%
Mark de Sutter	12	75	16%	9	105	9%

Table 56   Quantitative results per test. Speaking ability.
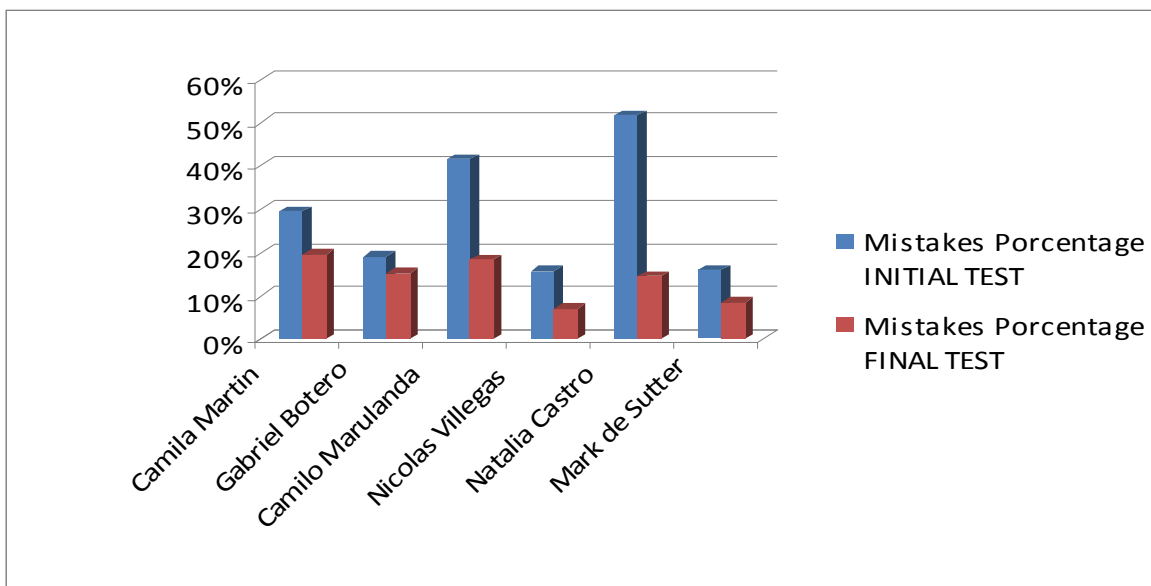
Graph 4   Speaking initial and final test results of fourth graders.

	Mistakes Percentage	
	INITIAL TEST	FINAL TEST
Camila Martin	29%	20%
Gabriel Botero	19%	15%
Camilo Marulanda	42%	19%
Nicolas Villegas	16%	7%
Natalia Castro	52%	14%
Mark de Sutter	16%	9%

Table 57   Initial and Final results. Speaking ability.

CAMILA MARTIN

In the initial test, she showed problems in terms of grammar, syntax, pronunciation and sometimes his speech was not totally intelligible for the listener. Simultaneously, she used inappropriate vocabulary and sometimes she showed a great influence of her mother tongue when speaking. Her interaction with the interviewer was very poor from her side. So, she obtained 29% of mistakes in her complete speech. (See Table 50 for quantitative results).

Consequently, when checking the final test, even though she improved on the use of grammatical and syntactical structures, vocabulary, and pronunciation, she still doubts whether to use a word or not. On the other hand, she cannot use complex grammatical structures and very specific vocabulary. Therefore, in the final test

Camila obtained 23% of mistakes in a complete composition. (See Table 46 for quantitative results)

As a result, we have to say that Camila considerably improved on the different writing competences. She advanced by 6% between the initial and final test (See Graph 0.4 for triangulation). However, she is still having in a lower level the weaknesses above described. This way, she certainly improved on the oral ability but she will have to continue working on it.

CAMILO MARULANDA

At first, in the initial test his speech was very poor in terms of vocabulary and lexicon. He makes too many mistakes which make his speech unintelligible. A big influence of his mother tongue is detected. It was really difficult to get the intention of his speech. He uses words in a wrong and inappropriate way. He does not connect his ideas and thoughts in complete phrases. So, by looking at Table 50 we can see 42% of mistakes in his speech.

Next, when checking the final test, there is a great advance in terms of grammar and use of adequate vocabulary. It is easy to get the intention in his speech. There is a good interaction from his side with the interviewer. He does propose more ideas different from the ones required for the interviewer's questions. In contrast, he needs help in order to assemble his toughs. As a consequence, and according to the provided data by Table 50 Camilo got 19% of mistakes in his speech.

Accordingly, a clear improvement after using CALL is seen. Camilo advanced 23% along with the initial and final test (See Graph 0.4 for triangulation). on the other hand, there are problems in terms of use of appropriate vocabulary and complexity of grammatical structures. At the same time, sometimes there is a lack of

connectivity between some ideas. In short, it is true that there was a considerably marked advance on the different oral abilities but he will have to continue working on it.

GABRIEL BOTERO

Peering in the initial test, there are grammatical and lexical errors in his speech. His pronunciation is influenced by his mother tongue. All together, there is a lack of vocabulary when communicating his thoughts. He needs help from the interviewer in order to assemble his phrases. Nevertheless, he makes good contributions in his speech. However, due to his lack of vocabulary and grammatical structures it is very difficult to get and understand his utterances. All above, let him obtain 19% of mistakes in the complete speech. (See Table 50 for quantitative results).

As a consequence, we have to say that in the second test it is easy to get the intention in his speech. Occasionally he uses words in a wrong and inappropriate way. However, it does not interfere in the communication purpose. At the same time, He tries to lead the conversation. There is a good interaction from his side with the interviewer. Thus, in the final draft Gabriel obtained 15% of mistakes in the complete speech. (See Table 50 for quantitative results).

Hence, Gabriel improved after having experienced CALL. Therefore, Gabriel shows an advance by 4% (See Graph 0.4 for triangulation). However, his pronunciation is a little influenced by his mother tongue. There are grammatical and lexical errors in his speech. Nevertheless, his mistakes do not destroy his communicative intention. In short, Gabriel did show improvement just after working with CALL.

MARK DE SUTTER

When assaying the initial test, he handles a good range of vocabulary which lets him express his ideas and thoughts. However, sometimes he spends too long in order to get the appropriate word to continue with his speech. Besides, even though there are some words which are not well used or appropriate for the communicative intention, his speech is clear and his arguments flow naturally and coherently. This way, according to Table 50 we can see 16% of mistakes in the whole speech.

Whilst, in the final test there is a great advance in terms of handling a good range of vocabulary which lets him express his ideas and thoughts. Also, he can express more ideas and thoughts than the required ones for the interviewer. At the same time, he can go further in the conversation by making it more interesting showing his critical thinking when speaking. This way, Mark got 9% of mistakes over his speech.

Definitely, a clear improvement after using CALL is seen. Mark advanced 7% along with the initial and final test (See Graph 0.4 for triangulation). In short, it is true that there was a considerably marked advance on the different oral competences after having used CALL but he will have to keep working on it.

NATALIA CASTRO

Revising the initial oral production her speech is very poor in terms of grammar, pronunciation and vocabulary. She does not make complete sentences, she just gives group of words which are not constructed enough to be sentences. A big influence by his mother tongue is detected. It is really difficult to get the intention in her speech. She uses words in a wrong and inappropriate way. She does not

connect his ideas and thoughts in complete phrases. The obtained score in terms of percentage of mistakes for this initial test was 52% over 100% of the complete oral production. (See Table 50 for quantitative results).

On the contrary, in the final test there is a considerable improvement. It is not difficult to get the intention in her speech. Even though she uses words in a wrong and inappropriate way it does not interfere in her communication intention. There is a good range of vocabulary when communicating her thoughts. However, she occasionally needs help from the interviewer in order to assemble some of her phrases. Peering in the result provided by Table 50, there is a percentage of 14% mistakes over 100% of the whole text.

Certainly, a reasonable improvement after using CALL is seen. Natalia advanced 38% along with the initial and final oral production (See Graph 0.4 for triangulation). On the other hand, there are problems in terms of a few errors of grammar, structure. She does not make complete sentences. However, she uses simple sentences in order to express and share her thoughts and ideas. In short, it is true that there was a considerably marked advance on the different oral competences but she will have to continue working on it.

NICOLAS VILLEGAS

In the initial test his speech is very intelligible. At the same time, a good handling of grammar and vocabulary is seen. However, some little mistakes in pronunciation and grammar conjugation were caught. He gives appropriate thoughts and ideas when communicating in a specific context. A clear communicative intention is seen during the conversation. This way, the provided percentage of mistakes in the whole oral composition was 16% (See Table 50 for quantitative results).

In the second oral composition, he is very reflexive when communication his ideas and thoughts. He is able to give more details from the ones which are required for the interviewer. He is able to give complex ideas by using a good range of lexical and grammatical elements. He uses the language to go further in his critical thinking. So, looking at Table 50 for quantitative results, Nicolas got 7% of mistakes over the whole speech.

In fact, there is no improvement seen after using CALL. Nicolas decreased by 9% along with the initial test (See Graph 0.4 for triangulation). However, some little mistakes in pronunciation and grammar conjugation were caught in both initial and final tests. In short, Nicolas showed advance in the different oral competences (See Graph 0.4 for triangulation).

17. VALIDITY AND RELIABILITY OF THE GIVEN RESULTS

After having checked the outcome of the initial test, the final test and the triangulation of both of them, we could say that the research question of this project is already answered. However, it is important to underpin that as in every investigation, the results have a range of error due to several circumstances and variables which can influence the final result.

For this reason, apart from the variables proposed by the adopted methodological design for this research project, other two variables were taken into account in order to guarantee at a higher degree the effectiveness and reliability of the already given final results.

So, in the process of implementing CALL as a virtual tool in order to improve the effectiveness in which fourth graders at Gimnasio La Arboleda learn English, two factors resulted indispensable to guarantee the efficiency of this virtual tool in the English classroom at this school. These factors were all the technological elements which articulated CALL and the teacher's role during the implementation process.

About CALL, it is necessary to clarify that in order to expect good results after a term of using whatever technological tool for the English learning and teaching, it is very important to be aware of the adequate and necessary tools to do it. So, at Gimnasio La Arboleda it was required to assemble an adequate language center with the purpose of guaranteeing the efficiency in the target language. In fact, the good quality and appropriacy of CALL have important and meaningful implications over the good quality and appropriacy of the English language learning and teaching. Above all, it is evident that the conditions and characteristics of the virtual tool definitely affect and influence in the English learning and teaching. This way, we can say that part of the big influence which fosters the improvement of fourth graders at Gimnasio La Arboleda was due to the characteristics of CALL.

In relation to the teacher, it is well known that the attitude and the presence of the teacher are fundamental in whatever learning process. The teacher plays an important role in the English learning process. It is the person who leads the trainee through the different learning fields in order to let him/her acquire the different knowledge. Thus, the teacher is a fundamental tool to guarantee the trainee efficient learning. At Gimnasio La Arboleda this was an essential factor which led fourth graders during the implementation process. The teacher was the one who connected his traditional and ordinary classes to the threshold of CALL. This way, articulating the contributions of CALL make part of his curriculum and pace of the English class.

In short, the final outcome provided by the analysis of the initial and final test were definitively influenced by the contributions of these two factors which in conclusion played a fundamental role in the implications of CALL over English language learning of fourth graders at Gimnasio La Arboleda.

18. CONCLUSIONS

With this research project we can draw the following conclusions:

➢ Technology has permeated the way in which traditionally students learn as well as the way in which teachers teach.

➢ Computer Assisted Language Learning (CALL) in fourth graders at Gimnasio La Arboleda is useful in the English language learning.

➢ The qualities and characteristics which CALL has, influence the real advance over the target language of the students.

➢ CALL is a useful virtual tool which can be implemented in the learning process but is not the all singing-all dancing.

➢ CALL by itself is not significant and useful for the learning of English as a foreign or second language.

➢ The teacher is a fundamental element in the effectiveness of this virtual tool in the classroom. The teacher's role influences on the development of CALL.

➢ The students can facilitate their learning process by making the most of this tool to increase the use of the target language.

➢ The students can improve on the different communicative skills of the language by practicing and picking new aspects of the language.

19. BIBLIOGRAPHY

- David Numan. Research Methods in Language Learning. Cambridge Language Teaching Library. Cambridge University Press 1999.

- Herbert W. Selinger and Elana Shohamy. Second Language Research Methods. Oxford University Press.1990

- H. Douglas Brown. Teaching by Principles. An interactive Approach to Language Pedagogy. Second Edition. Addison Wesley Longman. 2001.

- Susan Gaer. Call use in the ESL\EFL Classroom. Santa Ana College, School of Continuing Education.

- Call in the ESL/ EFL Classroom. Santa Ana College, School of Continuing Education.

- Philip L. Hubbard. Elements of Call Methodology: Development, Evaluation and Implications.

- Jeremy Harmer. The practice of English Language Teaching. Pearson Longman. Fourth edition. 2007.

- Dudeney & Nicky Hockly. How to teach English with technology. Pearson Longman. 2007.

- Carol A. Chapelle. Computer Applications in Second Language Acquisition. Cambridge Applied Linguistics. 2001.

- Bernard J. Poole. Educational Technology. Mc Graw Hill. Second edition. 1999.

20. ANNEXES

Annex 1:   An English lab for Gimnasio La Arboleda. Proposal

GIMNASIO LA ARBOLEDA
DEPARTAMENTO DE INGLES
PROPUESTA
ANDRES BARON
BOGOTA D.C
29-09-06

"UN LABORATORIO DE IDIOMAS PARA EL GIMNASIO LA ARBOLEDA"

INTRODUCCIÓN

El Gimnasio la Arboleda a través de su trayectoria a desarrollado un método de aprendizaje del ingles como lengua extranjera, este, respetando los niveles de aprendizaje a logrado que sus estudiantes logren en su etapa final, dominar la lengua al nivel de interprete angloparlante.

Por ello, el departamento de ingles y pensando en la mejora de su estrategia pedagógica y disciplinar, ha deseado realizar una propuesta a las directivas del colegio para la creación de un laboratorio de lengua, el cual seria de gran apoyo para los estudiantes de la institución.

JUSTIFICACIÓN

Bien es sabido que el proceso de adquisición de una segunda lengua no es un trabajo sencillo, esto requiere de un esfuerzo continuo y adecuado para que los resultados y las habilidades salgan a flote en la interacción y uso final de la lengua.

De esta manera, el departamento desde el año 2005-2006 ha implementado cambios en pro- de la estandarización y nivel de calidad internacional, muestra de ello, es la creación de planes de estudio regidos y con objetivos específicos para desarrollar los estándares del marco legal europeo para la enseñanza de una segunda lengua.

Sin embargo, dichos cambios y re-estructuraciones aun no terminan, por ello, el equipo de profesores y bajo la dirección del jefe de departamento han pensado en la construcción de un laboratorio de lengua el cual será de gran apoyo para los estudiantes del colegio.

Esta herramienta permitirá que los estudiantes en una primera parte cambien de ambiente de aprendizaje, permitiéndoles llegar a otros estadios de aprendizaje distintos a las aulas de clase; en una segunda parte, los estudiantes tendrán la oportunidad de interactuar y desarrollar las habilidades comunicativas a través de dicha herramienta, logrando acceder a distintos programas y modelos que desarrollan las habilidades para el correcto aprendizaje de la lengua y en una fase final les permitirá acostumbrase y prepararse para las pruebas de carácter internacional (Toelf, IELS, Pet, Michingan, etc) las cuales deben presentaran al llegar a grado once.

Es así, que se desea utilizar las herramientas que el colegio actualmente posee (laboratorio de computadores) para la creación de dicho laboratorio, el cual ser de gran utilidad como ya se dijo y finalmente ayudara al equipo de docentes que día a día piensa en nuevas estrategias y actividades para lograr que el Gimnasio la Arboleda se enorgullezca de poseer bachilleres con un muy alto nivel de lengua.

DESCRIPCIÓN

Como ya se menciono en los párrafos anteriores el deseo del departamento de ingles es gozar de una nueva herramienta para mejorar la labor que día a día lleva a cabo, es así que se ha pensado en la creación de un laboratorio de lengua, un laboratorio el cual no necesita de una gran cantidad de dinero para su creación, ya que se ha pensado en la utilización de todos los recursos que a la fecha el colegio ha adquirido para facilitar el trabajo de las distintas áreas.

Por ello, se ha pensado en que se podría compartir la sala de computadores para la creación del laboratorio de lengua, ya que solamente con la inversión en audífonos con micrófonos incorporados y la adquisición de dos programas de aprendizaje de ingles (primaria y bachillerato) como segunda lengua, se podría simular un laboratorio que permitirá el desarrollo de las habilidades comunicativas y manejo en general de la lengua dentro de su proceso de aprendizaje.

INVERSIÓN

1. **Audífonos con micrófono** incorporados los cuales les permitirán a los estudiantes escuchar y reproducir oralmente en la segunda lengua
2. **Dos programas de aprendizaje de ingles** como segunda lengua, que en este caso se ha pensado en el programa de **Tell Me More**, para los grados de bachillerato. Este programa es un método de enseñanza el cual se usa actualmente en distintas universidades para el aprendizaje autónomo y didáctico de la lengua. De la misma forma se ha pensado en un programa de aprendizaje para niños de primaria, el cual cumpla con los mismos objetivos que el primero.
3. **Tres grabadoras**, las cuales ayudaran a complementar el trabajo de escucha en el aula de clase, ya que las que posee el departamento actualmente se encuentran en muy mal estado.

Annex 2: Curricular Evaluation of CALL for Gimnasio La Arboleda

GIMNASIO LA ARBOLEDA
DEPARTAMENTO DE INGLES
EVALUACIÓN CURRICULAR
ANDRES BARON
BOGOTA D.C.

"UN LABORATORIO PARA EL GIMNASIO LA ARBOLEDA"

El departamento de ingles investigo acerca de los programas de soporte multimedia para la adquisición del ingles como lengua extranjera, escogió tres de ellos y los evaluó pedagógica y didácticamente.

El propósito de esta evaluación es poder reflexionar frente al programa que mejor ayude a nuestros alumnos al desarrollo y afianzamiento de la lengua extranjera, por ello se deberá escoger uno de los dos programas propuestos para los grados de bachillerato y adoptar el programa propuesto para los grados de pre-escolar y primaria.

LONGMAN INTERACTIVE ENGLISH

Este es un programa multimedia que provee al estudiante herramientas en las cuatro habilidades para adquirir y afianzar la lengua extranjera. El contenido de este curso es muy moderno, abordando temáticas de la revolución tecnológica, y temáticas producto de los procesos de globalización.

El curso posee herramientas de video, escucha, explicaciones gramaticales, así como una gran variedad e intensidad de actividades para que el estudiante aplique las estructuras a contextos comunicativos.

El curso posee cuatro niveles empezando desde False Beginner hasta upper intermediate, este programa posee apoyo a través de Internet donde tanto estudiantes como profesores pueden acceder a información y actividades que mediaran en el ejercicio de enseñanza- aprendizaje.

TELL ME MORE

Este es un programa con un grado de exigencia bastante alto, muchas universidades e institutos de idiomas lo han adoptado a nivel mundial, posee apoyo multimedia y de Internet, donde el estudiante puede desarrollar las cuatro habilidades esenciales para la comunicación (hablar, leer, escribir y escuchar)

Este programa posee 3 niveles (Basic, intermediate, advance) además, permite que el estudiante tome dictados, realice diálogos, y realice ejercicios gramaticales, composiciones y pruebas que constantemente están midiendo el nivel de lengua que el estudiante ha alcanzado.

BACK PACK

Este es un programa multimedia diseñado especialmente para niños pre-escolares y de primaria, este programa provee al estudiante herramientas en las cuatro habilidades para adquirir y afianzar la lengua extranjera. El contenido de este curso es muy moderno, abordando temáticas del interés de los niños del día de hoy, además posee actividades como canciones y juegos que permiten que además de aprender una segunda lengua el niño sea estimulado para el desarrollo de las inteligencias múltiples.

El curso posee herramientas de video, escucha, explicaciones gramaticales, así como una gran variedad e intensidad de actividades para que el estudiante aplique las estructuras a contextos comunicativos.

El curso posee seis niveles empezando desde pre-escolar y hasta el grado 5 elemental, este programa posee apoyo a través de Internet donde tanto estudiantes como profesores pueden acceder a información y actividades que mediaran en el ejercicio de enseñanza- aprendizaje.

Annex 3:   Proposal letter to the board of directors at Gimnasio La Arboleda

BOGOTA D.C 15 de enero de 2007

GIMNASIO LA ARBOLEDA
DEPARTAMENTO DE INGLES
Señores: JUNTA DIRECTIVA

Reciban un saludo afectuoso y los mejores deseos para el año que apenas empieza.

Por otro lado, y luego de ser aprobado el proyecto <u>"un laboratorio de idiomas para el gimnasio la arboleda"</u> se realizó una investigación con relación a que y donde conseguir el material necesario para la estructura de nuestro futuro laboratorio de idiomas.

Por ello, a continuación me permito adjuntar la evaluación de los tres programas de multimedia para el aprendizaje del ingles (tell me more, interactive english and back pack), de los cuales se escogerán uno para bachillerato y uno para pre-escolar y primaria. Dichos programas fueron seleccionados y evaluados por el departamento, así mismo adjunto encontraran un presupuesto con los precios y proveedores del material necesario para la construcción de dicho laboratorio.

Finalmente, agradezco su atención y facilitación de los medios para que el sueño de tener nuestro propio laboratorio de lengua se vuelva realidad, nuevamente muchas gracias y estaremos pendientes a su respuesta.

_____

Andres Baron
Coordinador departamento de Ingles
Lic. Lengua Castellana, Ingles y francés.

Annex 4: Budget for Language lab at Gimnasio La Arboleda

Annex 5   Reading test. Transcription. Camila Martin.

READING TEST:
TRANSCRIPTION
STUDENT'S NAME: Camila Martin

<u>"THE FLAME OF PEACE"</u>

1. Choose one of the evil demons from this story.
   Write the name of the demon.

   Lord Volcano

   > **Comentario:** This answer is correct. Reader can answer questions.

2. Find words in the story that show what the demon looks like and how it acts.
   Use the words to tell how the demon is like a human being.

   lord volcano is hungry, throw lava and is ugly

   > **Comentario:** This answer is incomplete. Reader cannot skim the texts to give specific details of the story.

3. Look for words that tell what the demon does to trick Two Flint.
   Describe the demon's actions in the story.

   one ercuaker

   > **Comentario:** This answer is incomplete. Reader cannot skim the texts to give more specific details of the story.

4. Use the details you have written above to draw a picture of the demon trying to trick Two Flint.

   > **Comentario:** This drawing gives reason about the detail given in the sentence.

As you read about the nine demons, fill in the sequence chain.
In each box, tell what each demon did to trick Two Flint.

Lord Roads	**Lord River**	**Lord Wind**
control the roads	control water and is gangry	control witn

Lord Storm	**Lord Earthquake**	**Lord Volcano**
control rain and water	Control eath and rocks	Controls volcainos

Lord Smoking Mirror	**Lord & Lady Death**	**Lord Morning Star**
		atac in the nung with the estar

READING TEST
TRANSCRIPTION
STUDENT'S NAME: Camilo Marulanda.

"THE FLAME OF PEACE"

1. Choose one of the evil demons from this story.
   Write the name of the demon.

   Lord wind

   > **Comentario:** This answer is correct. Reader can answer questions.

2. Find words in the story that show what the demon looks like and how it acts.
   Use the words to tell how the demon is like a human being.

   lord wind torned dark blul as he pubbed up his cheeks and blew a gigant gall

   > **Comentario:** This answer is incorrect. The reader shows lack of relevance to the question asked.

3. Look for words that tell what the demon does to trick Two Flint.
   Describe the demon's actions in the story.

   lord volcano, he intent kill two flint

   > **Comentario:** This answer is incorrect. The reader does not give the specific information.

4. Use the details you have written above to draw a picture of the demon trying to trick Two Flint.

143

As you read about the nine demons, fill in the sequence chain.
In each box, tell what each demon did to trick Two Flint.

Lord Roads he control the roads	**Lord River** he control the water	**Lord Wind** he control the wind
Lord Storm	**Lord Earthquake**	**Lord Volcano** he control the laba, fire and he intend kill two flint
Lord Smoking Mirror	**Lord & Lady Death** he control the Death	**Lord Morning Star**

READING TEST:
TRANSCRIPTION
STUDENT'S NAME: Gabriel Botero

"THE FLAME OF PEACE"

1. Choose one of the evil demons from this story.
   Write the name of the demon.

   Lord Volcano

   > **Comentario:** This answer is correct. Reader can answer questions.

2. Find words in the story that show what the demon looks like and how it acts.
   Use the words to tell how the demon is like a human being.

   In the kinck of volcanos and have much lava and is a person bad, Hungry

   > **Comentario:** This answer is incorrect. Reader gives irrelevant and incomplete details.

3. Look for words that tell what the demon does to trick Two Flint.
   Describe the demon's actions in the story.

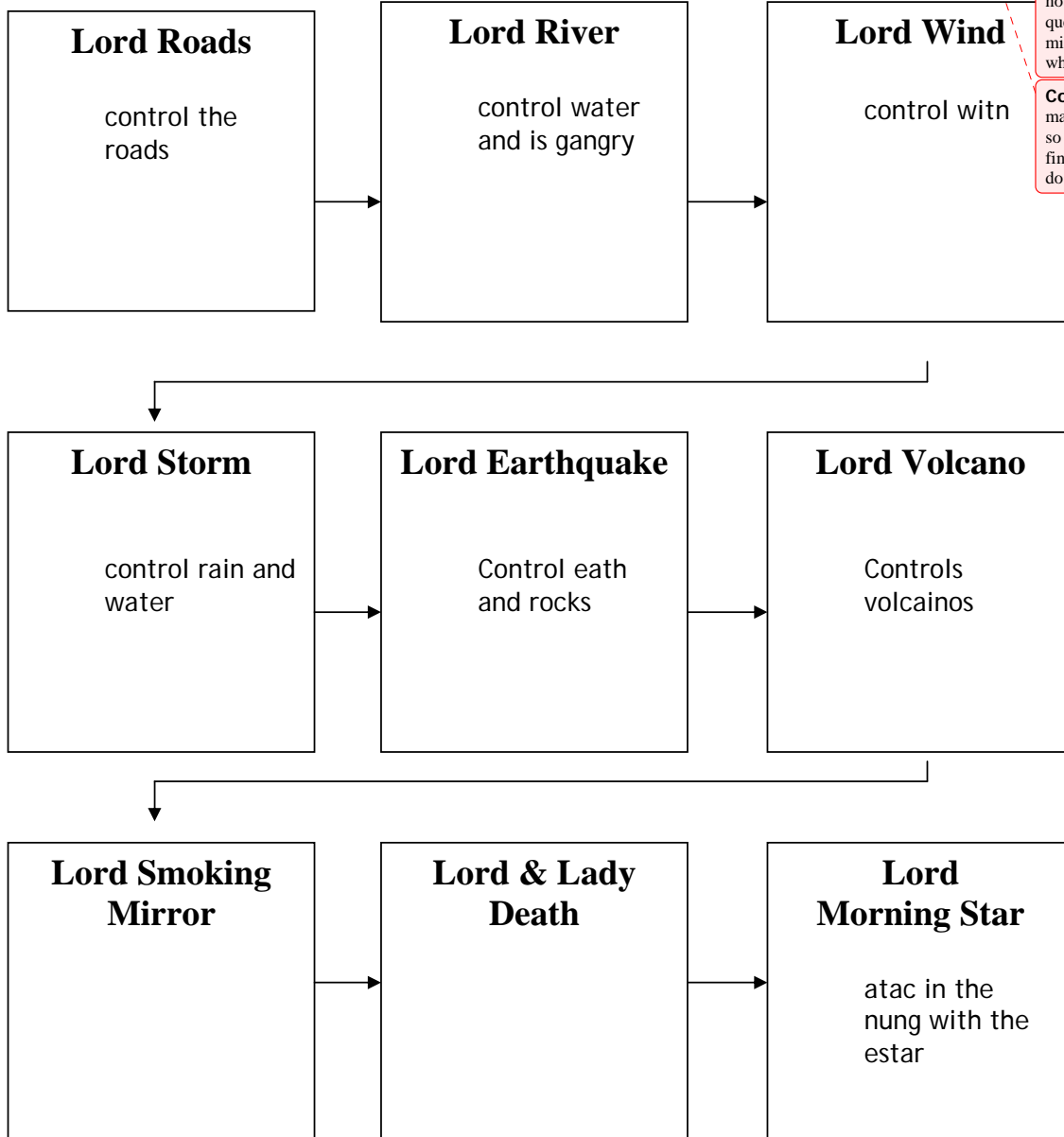   Make a earkuake to weat to attack

   > **Comentario:** This answer is incomplete. Reader cannot skim the texts to give more specific details of the story.

4. Use the details you have written above to draw a picture of the demon trying to trick Two Flint.

145

As you read about the nine demons, fill in the sequence chain.
In each box, tell what each demon did to trick Two Flint.

Lord Roads	**Lord River**	**Lord Wind**
control roads	control water	Is licke a bird and control wind

Lord Storm	**Lord Earthquake**	**Lord Volcano**
are the raim	Is a person that control the earkiske	is dardki and control lord

Lord Smoking Mirror	**Lord & Lady Death**	**Lord Morning Star**
is snok	Is death	is star

146

READING TEST:
TRANSCRIPTION
STUDENT'S NAME: Mark de Sutter

"THE FLAME OF PEACE"

1. Choose one of the evil demons from this story.
   Write the name of the demon.

   Lord Volcano

   > **Comentario:** This answer is correct. Reader can answer questions.

2. Find words in the story that show what the demon looks like and how it acts.
   Use the words to tell how the demon is like a human being.

   he is big hungry its tall and he have fire her head

   > **Comentario:** This answer is correct. Reader acceptably uses the skimming ability to get specific details.

3. Look for words that tell what the demon does to trick Two Flint.
   Describe the demon's actions in the story.

   make a earthquake and two volcano eruptions

   > **Comentario:** This sentence is correct. Reader acceptably uses the skimming ability to get specific details.

4. Use the details you have written above to draw a picture of the demon trying to trick Two Flint.

   > **Comentario:** Reader's drawing is not very clear. But according to the detail given, an acceptable understanding can be seen.

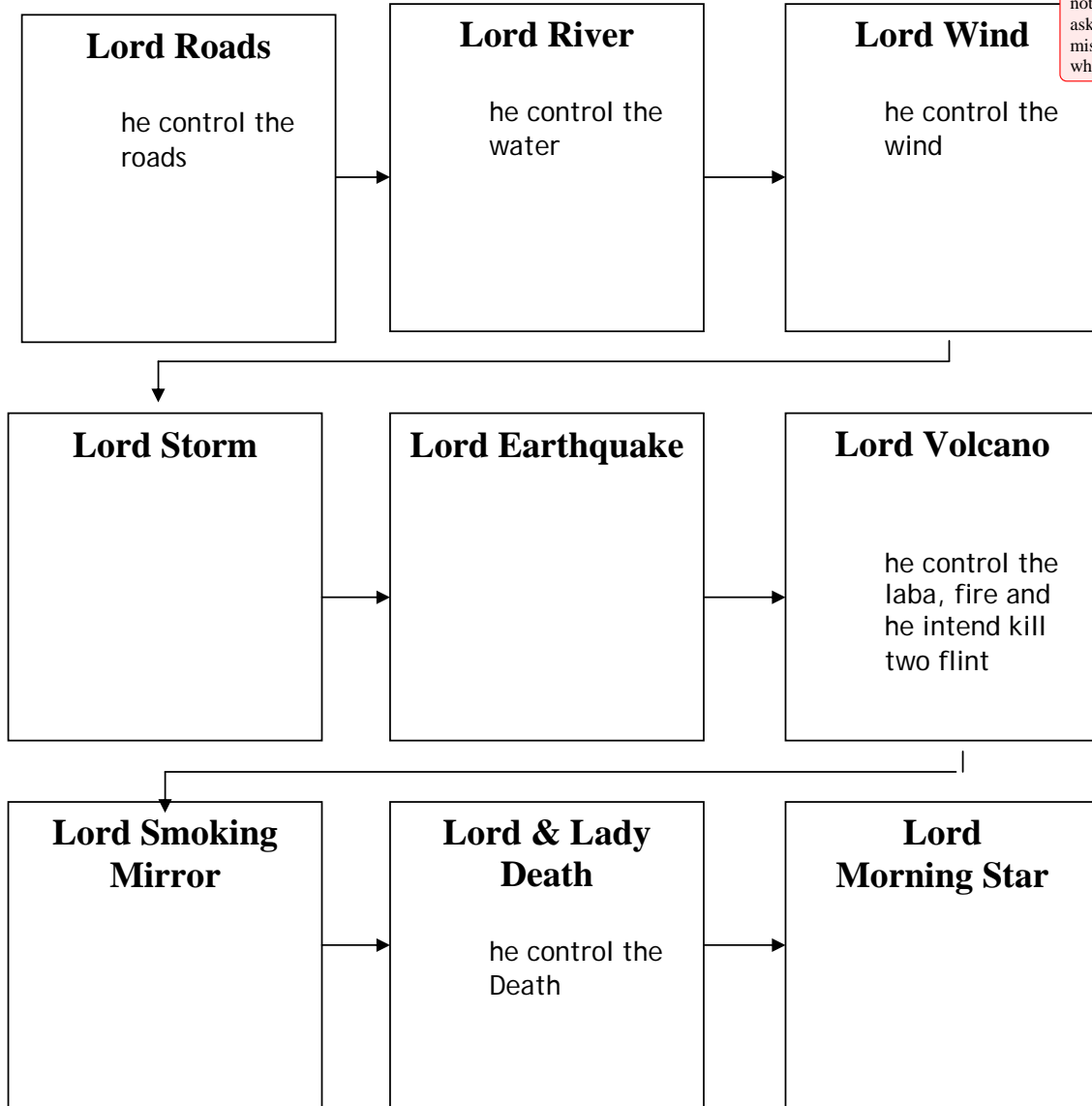As you read about the nine demons, fill in the sequence chain.
In each box, tell what each demon did to trick Two Flint.

Lord Roads	**Lord River**	**Lord Wind**
	put the sky to rain	put like a Hurricane

Lord Storm	**Lord Earthquake**	**Lord Volcano**
Cause a storn with rain	MAKE A earthquake	do a eruption

Lord Smoking Mirror	**Lord & Lady Death**	**Lord Morning Star**
reflects the sun in a mirror	they put to die some people	save the world

148
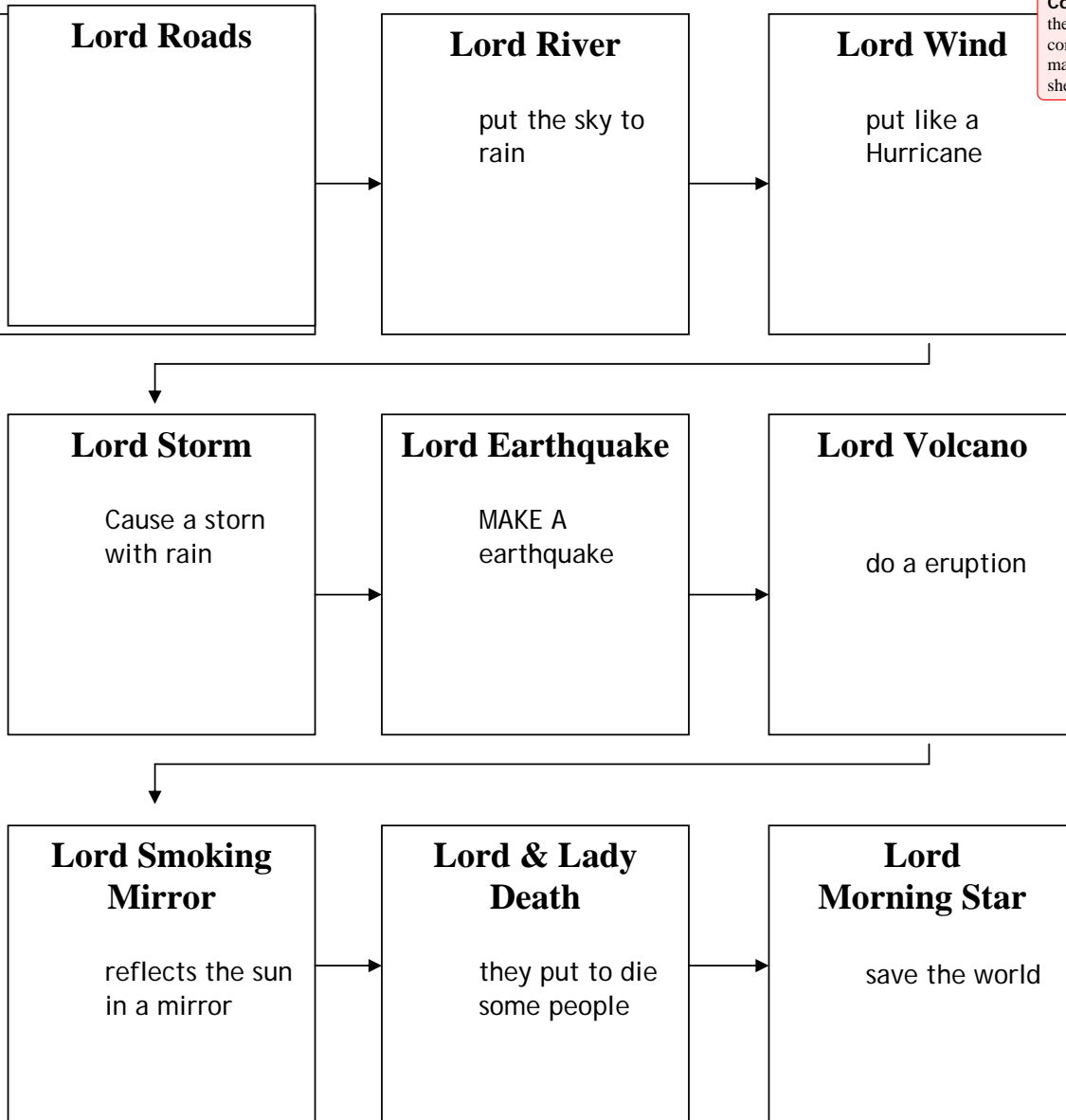
READING TEST:
TRANSCRIPTION
STUDENT'S NAME: Natalia Castro

<u>"THE FLAME OF PEACE"</u>

1. Choose one of the evil demons from this story.
   Write the name of the demon.

   Lord Volcano

   Comentario: This answer is correct. Reader can answer questions.

2. Find words in the story that show what the demon looks like and how it acts.
   Use the words to tell how the demon is like a human being.

   Powerful lord volcano poured out his fire and The rocks melted together.

   Comentario: This answer is incorrect. Reader does not skim the texts to give specific details of the story.

3. Look for words that tell what the demon does to trick Two Flint.
   Describe the demon's actions in the story.

   lord volcano said to two Flint "you Passed ahead of storm and you escaped Earthquake".

   Comentario: This answer is vague and little valid. Reader does not skim in an appropriate way to give specific details of the story.

4. Use the details you have written above to draw a picture of the demon trying to trick Two Flint.

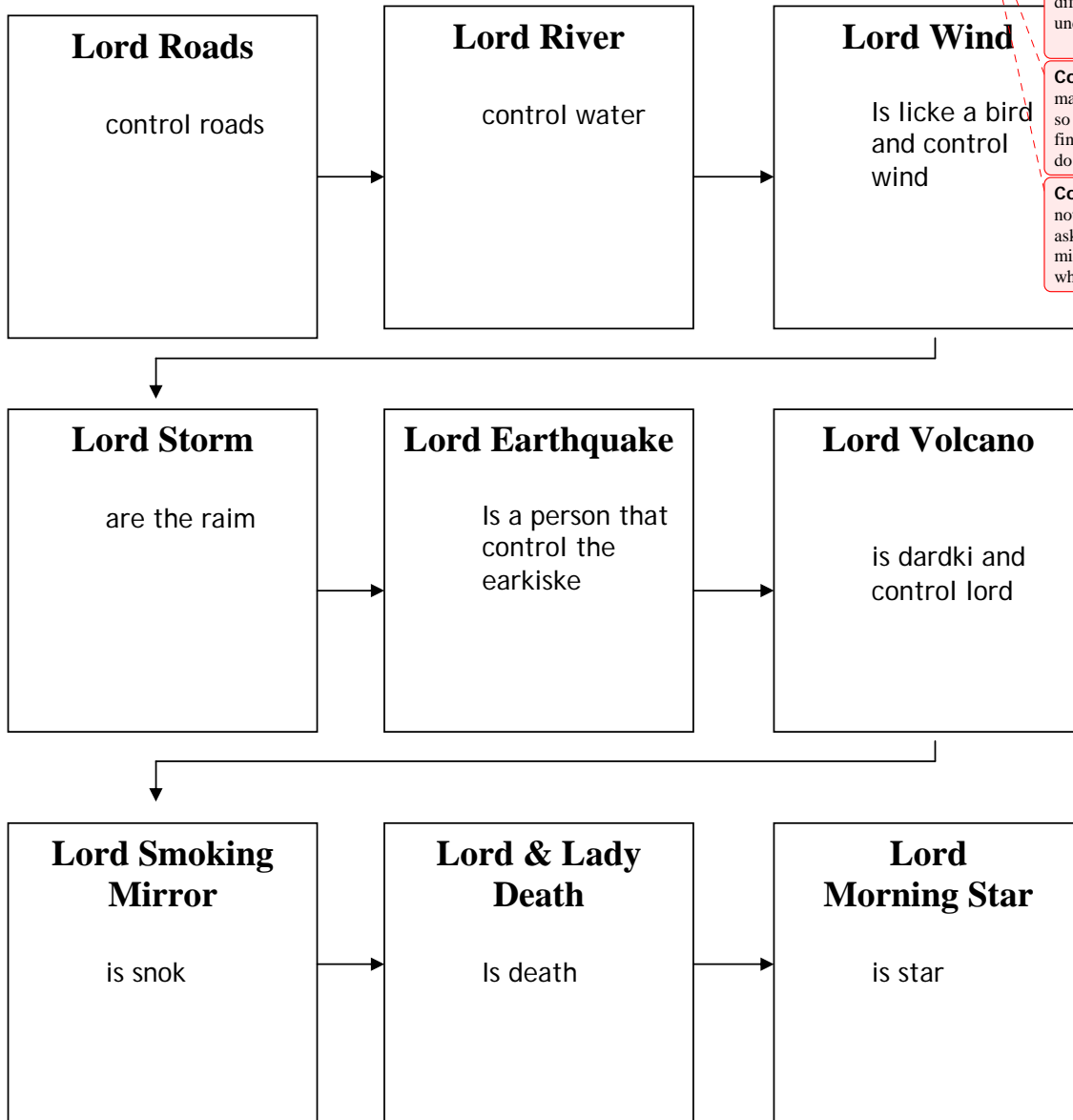   **Comentario:** Reader's drawing is not very clear. But according to the detail given, an acceptable understanding can be seen.

149

As you read about the nine demons, fill in the sequence chain.
In each box, tell what each demon did to trick Two Flint.

Lord Roads	**Lord River**	**Lord Wind**
	control water	control wind

Lord Storm	**Lord Earthquake**	**Lord Volcano**
control storm		Powerful volcano

Lord Smoking Mirror	**Lord & Lady Death**	**Lord Morning Star**

150

READING TEST:
TRANSCRIPTION
STUDENT'S NAME: Nicolas Villegas

"THE FLAME OF PEACE"

1. Choose one of the evil demons from this story.
   Write the name of the demon.

   Lord volcano

   > **Comentario:** This answer is correct. Reader can answer questions.

2. Find words in the story that show what the demon looks like and how it acts.
   Use the words to tell how the demon is like a human being.

   Poured, bellowed, stopped, thundered.

   > **Comentario:** This answer is not correct. Reader does not skim the texts to give specific details of the story.
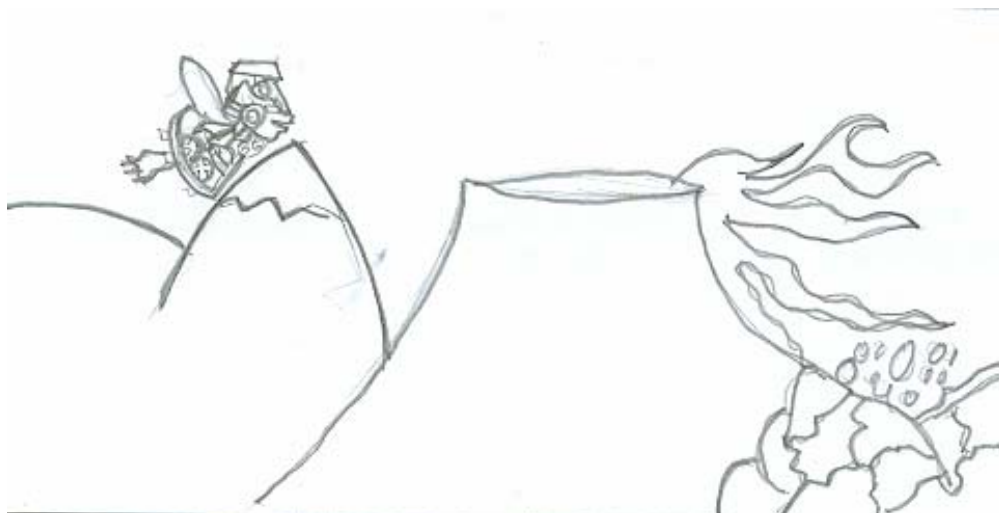
3. Look for words that tell what the demon does to trick Two Flint.
   Describe the demon's actions in the story.

   He block the entrance and Two Flint was trapped

   > **Comentario:** This answer is correct. Reader skims to get good information.

4. Use the details you have written above to draw a picture of the demon trying to trick Two Flint.

   > **Comentario:** Reader's drawing does not show the detail given.

As you read about the nine demons, fill in the sequence chain.
In each box, tell what each demon did to trick Two Flint.

Lord Crossroads	**Lord River**	**Lord Wind**

Lord Storm	**Lord Earthquake**	**Lord Volcano** block the exit

Lord Smoking Mirror	**Lord & Lady Death** Said to Two Flint that he is going to die,	**Lord Morning Star**
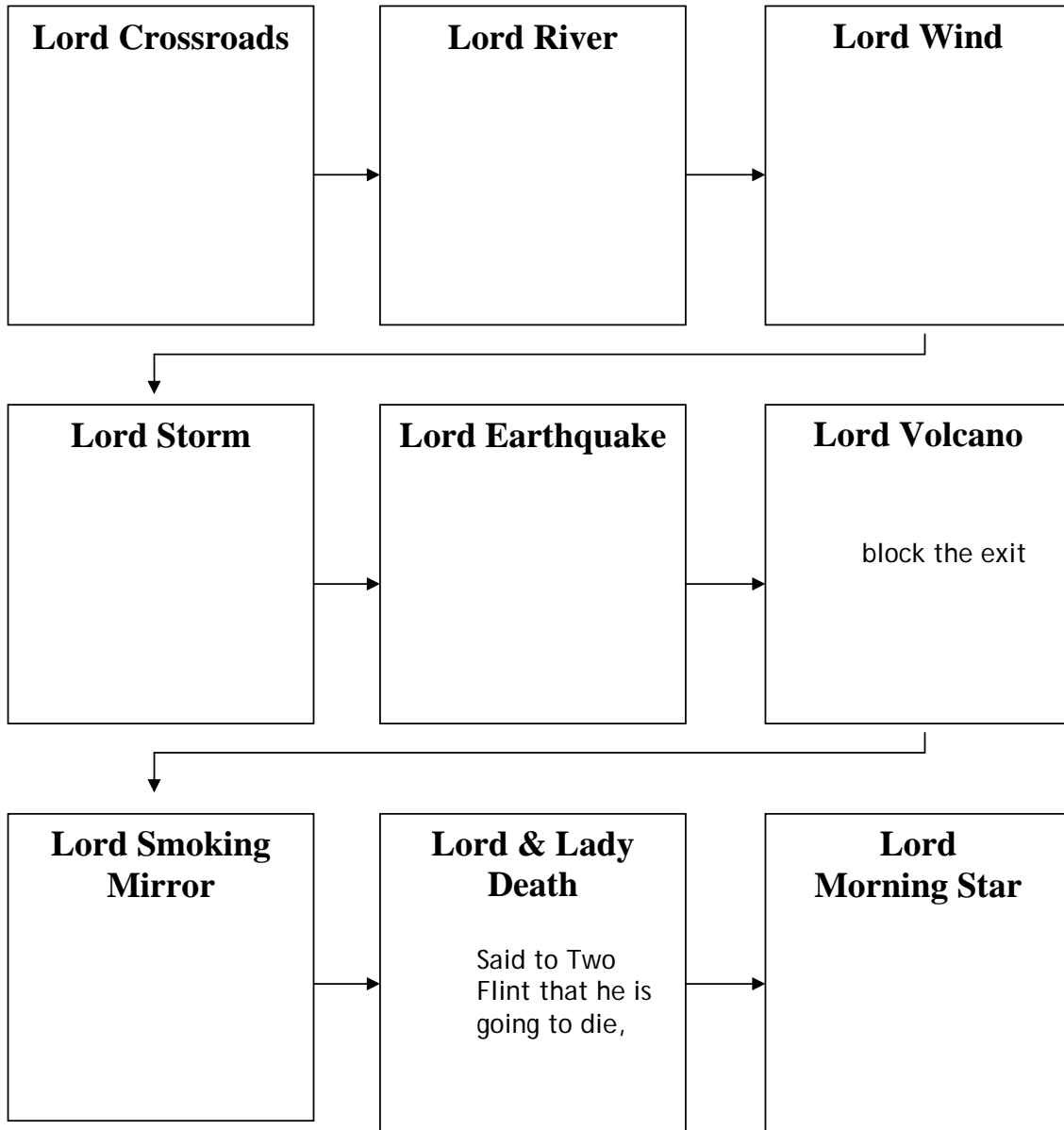
WRITING TEST:
SUMMARY
STUDENT'S NAME: Camila Martin

"THE FLAME OF PEACE"

the estory of the flame of peace has nine persons that is bat with the azteis.

in the story lord volcano is more name because is bery bat.

In the story the bat persons attac to flind.

Lord volcano kile to flind.

Comentario: Writer does not start the writing with capital letter. (Mechanics)

Comentario: Misspelled word. Original word: Story (Mechanics)

Comentario: Writer does not use the appropriate word. (Appropriacy)

Comentario: Writer does not conjugate the verb "to be" in an appropriate way. (Grammar)

Comentario: Misspelled word. Original word: Bad (Mechanics)

Comentario: Writer does not use the article in an appropriate way. (Appropriacy)

Comentario: Misspelled word. Original word: Aztecs (Mechanics)

Comentario: Writer does not start a new paragraph by using capital letter. (Mechanics)

Comentario: Writer does not use capital letter to write proper nouns. (Mechanics)

Comentario: Misspelled word. Original word: Very (Mechanics)

Comentario: This sentence is not coherent. (Fluency)

Comentario: Misspelled word. Original word: bad (Mechanics)

Comentario: Misspelled word. Original word: Bad (Mechanics)

Comentario: Writer does not use the word in an appropriate way. (Mechanics)

Comentario: Misspelled word. Original word: Attack (Mechanics)

Comentario: Writer does not use capital letter to write proper nouns. (Mechanics)

Comentario: Misspelled word. Original word: Kill (Mechanics)

Comentario: Writer does not use capital letter to write proper nouns. (Mechanics)

Comentario: This sentences has a missing connector. (Grammar)

153

WRITING TEST:
SUMMARY
STUDENT'S NAME: Camilo Marulanda

<u>**"THE FLAME OF PEACE"**</u>

two flint meed to afront the 9o lards an a examples is: lord volcano, lord laidy dealh,

lord wind, lord Earthquake, lord River, lord storm, lord S naking mirror, lord morning S

tar, lord xrossroads, two flint need eskibed this 9o lords wanr kill two flint. two flint

need this 9o lords to save his town.

Comentario: Writer does not start the writing with capital letter. (Mechanics)
Comentario: Writer does not use capital to write proper nouns. (Mechanics)
Comentario: Misspelled word. Original word: Need (Mechanics)
Comentario: Misspelled word. Original word: Affront (Mechanics)
Comentario: Misspelled word. Original word: Lords (Mechanics)
Comentario: Writer does not use the appropriate word. (Appropriacy)
Comentario: Writer does not use the appropriate word. (Appropriacy)
Comentario: This sentence is not grammatically well structured (Grammar)
Comentario: Writer does not use capital to write proper nouns. (Mechanics)
Comentario: Writer does not conjugate the verb "need" in an appropriate way. (Grammar)
Comentario: Influence of mother language is seen. (Range of Language)
Comentario: Writer does not use the appropriate relative pronoun. (Grammar)
Comentario: Misspelled word. Original word: Want (Mechanics)
Comentario: This sentence is not grammatically well structured (Grammar)
Comentario: Writer does not use capital letter to write proper nouns. (Mechanics)
Comentario: Writer does not conjugate the verb "need" in an appropriate way. (Grammar)

WRITING TEST:
SUMMARY
STUDENT'S NAME: Gabriel Botero

"THE FLAME OF PEACE"

the history is about of a boy that the name is two flint and is a like to fisher out side of

the city and the tourch was pushing that the war of 20 days and he was going were are

the persom and was the dad and meet lord wind make min and two flint that is much

big and he and meet with lord earkuake bad said that lord volcando. Lord volcano

throught rocks to lord aerkeake is a person. bad. the wars stop of Tenorornoks. and are

the frienchs and are the new peas and a 1 new fleame.

Comentario: Writer does not start the writing with capital letter. (Mechanics)

Comentario: Writer does not use the appropriate word. (Fluency)

Comentario: Writer does not use this article in an appropriate way (Grammar)

Comentario: Writer does not use capital letter to write proper nouns. (Mechanics)

Comentario: This sentence is not coherent. (Fluency)

Comentario: Misspelled word. Original word: Where (Mechanics)

Comentario: Writer does not conjugate the verb "to be" in an appropriate way. (Grammar)

Comentario: Misspelled word. Original word: person (Mechanics)

Comentario: Writer does not use the appropriate word. (Appropriacy)

Comentario: This sentence is not coherent. (Fluency)

Comentario: Writer does not use the article in an appropriate way. (Fluency)

Comentario: Misspelled word. Original word: earthquake (Mechanics)

Comentario: Misspelled word. Original word: But (Mechanics)

Comentario: Misspelled word. Original word: Volcano (Mechanics)

Comentario: Misspelled word. Original word: Threw (Mechanics)

Comentario: Misspelled word. Original word: Earthquake (Mechanics)

Comentario: Writer does not use period in an appropriate way. (Mechanics)

Comentario: Writer does not conjugate the verb "stop" in an appropriate way. (Grammar)

Comentario: Misspelled word. Original word: Friends (Mechanics)

Comentario: This sentence is not coherent. (Fluency)

WRITING TEST:
SUMMARY
STUDENT'S NAME: Mark de Sutter.

"THE FLAME OF PEACE"

There are a boy called 2 flint pirno says her citi of the lords and convent in cug of the

astecs wining some octtles like lord river, lord earthquake as volcano

that was bad and in final oll danced and singed

Comentario:
This sentence is not grammatically well structured. (Grammar)
Writer does not use capital letter to write proper nouns. (Mechanics)
Understandable word. (Mechanics)
Writer does not use the possessive pronoun in an appropriate way. (Grammar)
Misspelled word. Original word: City (Mechanics)
Writer does not use the appropriate word. (Appropriacy)
Understandable word. (Mechanics)
Misspelled word. Original word: Aztecs (Mechanics)
Understandable word. (Mechanics)
Writer does not use capital letter to write proper nouns. (Mechanics)
Writer does not use capital letter to write proper nouns. (Mechanics)
Writer does not use capital to start a new paragraph. (Mechanics)
Understandable word. (Mechanics)
Writer does not conjugate the verb sing" in an appropriate way. (Grammar)
This sentence is not coherent. (Fluency)

WRITING TEST:
SUMMARY
STUDENT'S NAME: Natalia Castro

<u>"THE FLAME OF PEACE"</u>

the story is about one boy called two Flint that the father is died because, he is go to the war because the tezazomaes warriors put the flag of the war and two Flint afront the lord to haf te powerfut like Lord earthquake, Lord river, lord wind, lord volcano, lord morning Star, Lord cross roads, Lord Storm, to save the tawn of the Aztecs Because the Lords kill her Fathes.

Comentario: Writer does not start the writing with capital letter. (Mechanics)

Comentario: This sentence is not coherent. (Fluency)

Comentario: Writer does not conjugate the verb "go" in an appropriate way. (Grammar)

Comentario: Writer does not use capital letters for proper nouns. (Mechanics)

Comentario: Misspelled word. Original word: Affront (Mechanics)

Comentario: Misspelled word. Original word: Have (Mechanics)

Comentario: Misspelled word. Original word: The (Mechanics)

Comentario: Misspelled word. Original word: Powerful (Mechanics)

Comentario: Writer does not use the appropriate word. (Appropriacy)

Comentario: Writer does not use capital letters for proper nouns. (Mechanics)

Comentario: Writer does not use capital letters for proper nouns. (Mechanics)

Comentario: Writer does not use capital letters for proper nouns. (Mechanics)

Comentario: Writer does not use in an appropriate way punctuation. (Mechanics)

Comentario: Misspelled word. Original word: Town (Mechanics)

Comentario: Writer does not conjugate the verb "kill" in an appropriate way. (Grammar)

Comentario: Writer does not use the appropriate word. (Appropriacy)

Comentario: Misspelled word. Original word: Father (Mechanics)

Annex 16   Writing test. Summary. Nicolas Villegas.

WRITING TEST:
SUMMARY
STUDENT'S NAME: Nicolas Villegas

<p align="center"><u>"THE FLAME OF PEACE"</u></p>

The story is about the aztecs and a boy named two Flint that go to search for peace, but

he has to defeat 9 evil demons and take the new fire of peace, and he give the peace to

his town and they doesn't fight never.

Comentario: Writer does not use capital letter to write the proper noun Aztecs (Spelling)
Comentario: Writer does not conjugate the verb "Go" in an appropriate way. (Grammar)
Comentario: Writer does not use the appropriate linking word. (Form)
Comentario: Writer does not conjugate the verb "take" in an appropriate way. (Grammar)
Comentario: Writer does not conjugate the verb "give" in an appropriate way. (Grammar)
Comentario: Writer does not use this article in an appropriate way (Grammar)
Comentario: Writer does not use the appropriate auxiliary verb (Grammar)
Comentario: Writer does not use the appropriate word. (Fluency)

Annex 17   Listening test. Transcription. Camila Martin.

LISTENING TEST:
TRANSCRIPTION
STUDENT'S NAME: Camila Martin

"THE FLAME OF PEACE"

You will listen to three statements and you will have to answer the following question:
- a) Who?
- b) Did what?
- c) Where?
- d) When?
- e) Why?

---

1. One day, Two Flint saw battle flags fluttering on the towers. (Transcription)

Who?	two flint
Did what?	saw battle flags
Where?	towers
When?	one day
Why?	flags flattering

> **Comentario:** This answer is correct. (Listening for Specific Information).

> **Comentario:** TThis answer is correct. (Listening for Specific Information).

> **Comentario:** TThis answer is correct. However, listener does not use complete sentences to answer. (Listening for Specific Information).

> **Comentario:** TThis answer is correct. (Listening for Specific Information).

2. All along the walls, warriors who had fought their way into the city threw down their weapons and greeted Two Flint. (Transcription)

Who?	warriors
Did what?	
Where?	all long the walls
When?	
Why?	

> **Comentario:** TThis answer is not correct to the question asked. Listener does not give a reason. (Making inferences and interpretations).

> **Comentario:** TThis answer is correct. (Listening for Specific Information).

3. That evening the people sang and danced. Itzcoatl's warriors and Tezozomoc's warriors broke their spears and embraced as friends.

Who?	Itz coat's warriero
Did what?	
Where?	
When?	that evening
Why?	

> **Comentario:** TThis answer is correct. . (Listening for Specific Information).

> **Comentario:** TThis answer is correct. . (Listening for Specific Information).

> **Comentario:** TThis answer is correct. . (Listening for Specific Information).

LISTENING TEST:
TRANSCRIPTION
STUDENT'S NAME: Camilo Marulanda

<div align="center">

"THE FLAME OF PEACE"

</div>

You will listen to three statements and you will have to answer the following question:
- a) Who?
- b) Did what?
- c) Where?
- d) When?
- e) Why?

1. One day, Two Flint saw battle flags fluttering on the towers. (Transcription)

Who?	two flint
Did what?	saw battle flags fluttering an this tawers
Where?	An the tawers
When?	one day
Why?	

2. All along the walls, warriors who had fought their way into the city threw down their weapons and greeted Two Flint. (Transcription)

Who?	Two flint
Did what?	
Where?	
When?	
Why?	

3. That evening the people sang and danced. Itzcoatl's warriors and Tezozomoc's warriors broke their spears and embraced as friends.

Who?	
Did what?	
Where?	
When?	
Why?	

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. However, listener does not use complete sentences and good grammatical structures to give his answers (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is incorrect. (Listening for Specific Information).

LISTENING TEST
TRANSCRIPTION
STUDENT'S NAME: Gabriel Botero

"THE FLAME OF PEACE"

You will listen to three statements and you will have to answer the following question:
- a.) Who?
- b) Did what?
- c) Where?
- d) When?
- e) Why?

1. One day, Two Flint saw battle flags fluttering on the towers. (Transcription)

Who?	the Two Flint
Did what?	
Where?	in the two tower
When?	One day
Why?	

> **Comentario:** TThis answer is correct. (Listening for Specific Information).

> **Comentario:** TThis answer is correct. However, listener makes grammatical mistakes when giving the answer (Listening for Specific Information).

> **Comentario:** TThis answer is correct. (Listening for Specific Information).

2. All along the walls, warriors who had fought their way into the city threw down their weapons and greeted Two Flint. (Transcription)

Who?	Two flint
Did what?	
Where?	
When?	Wals and warriose
Why?	

> **Comentario:** TThis answer is incorrect. (Listening for Specific Information).

> **Comentario:** TThis answer is incorrect. (Listening for Specific Information).

3. That evening the people sang and danced. Itzcoatl's warriors and Tezozomoc's warriors broke their spears and embraced as friends.

Who?	the people
Did what?	Broke the spears and enbraced as friend.
Where?	
When?	Temorocar warriors and itcodelar warriors finish
Why?	

> **Comentario:** TThis answer is incomplete. Listening for Specific Information).

> **Comentario:** TThis answer is correct. (Listening for Specific Information).

> **Comentario:** TThis answer is incorrect. Listening for Specific Information).

LISTENING TEST:
TRANSCRIPTION
STUDENT'S NAME: Mark de Sutter

"THE FLAME OF PEACE"

You will listen to three statements and you will have to answer the following question:
- a) Who?
- b) Did what?
- c) Where?
- d) When?
- e) Why?

1. One day, Two Flint saw battle flags fluttering on the towers. (Transcription)

Who?	Two flint and her friend
Did what?	
Where?	in the two tower
When?	
Why?	

> **Comentario:** TThis answer is correct. (Listening for Specific Information).

> **Comentario:** TThis answer is correct. (Listening for Specific Information).

2. All along the walls, warriors who had fought their way into the city threw down their weapons and greeted Two Flint. (Transcription)

Who?	Two flint
Did what?	
Where?	
When?	
Why?	

> **Comentario:** TThis answer is incorrect. (Listening for Specific Information).

3. That evening the people sang and danced. Itzcoatl's warriors and Tezozomoc's warriors broke their spears and embraced as friends.

Who?	
Did what?	
Where?	
When?	
Why?	Because tezozomoc gave liberti

> **Comentario:** TThis answer is incorrect. (Making inferences and interpretations)

162

LISTENING TEST:
TRANSCRIPTION
STUDENT'S NAME: Natalia Castro

<u>**"THE FLAME OF PEACE"**</u>

You will listen to three statements and you will have to answer the following question:
- a) Who?
- b) Did what?
- c) Where?
- d) When?
- e) Why?

1. One day, Two Flint saw battle flags fluttering on the towers. (Transcription)

Who?	two flint
Did what?	saw battle flags
Where?	the towers
When?	one day
Why?	flags fluttering

2. All along the walls, warriors who had fought their way into the city threw down their weapons and greeted Two Flint. (Transcription)

Who?	Warriors
Did what?	threw down their weapons
Where?	all along the walls
When?	
Why?	to greeted two flint

3. That evening the people sang and danced. Itzcoatl's warriors and Tezozomoc's warriors broke their spears and embraced as friends.

Who?	Warriors
Did what?	broke their spears and embraced
Where?	
When?	that evening
Why?	

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is incorrect. (Making inferences and interpretations)

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is incorrect. Making inferences and interpretations)

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

163

LISTENING TEST:
TRANSCRIPTION
STUDENT'S NAME: Nicolas Villegas

"THE FLAME OF PEACE"

You will listen to three statements and you will have to answer the following question:
 a) Who?
 b) Did what?
 c) Where?
 d) When?
 e) Why?

1. One day, Two Flint saw battle flags fluttering on the towers. (Transcription)	

Who?	two flints
Did what?	two flints saw battle flags fluttering on the tower
Where?	on the towers
When?	one day
Why?	Tezozomoc and his army was in the hiils

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is incorrect. (Making inferences and interpretations)

2. All along the walls, warriors who had fought their way into the city threw down their weapons and greeted Two Flint. (Transcription)	

Who?	warriors
Did what?	warriors who had fought their way into the city threw down their weapons
Where?	long the walls
When?	
Why?	

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

3. That evening the people sang and danced. Itzcoatl's warriors and Tezozomoc's warriors broke their spears and embraced as friends.	

Who?	Itzcaatlis warriors and tezazomoc's warriors
Did what?	The warriors broke their spears embraced as friends
Where?	
When?	that evening
Why?	

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

Comentario: TThis answer is correct. (Listening for Specific Information).

164

SPEAKING TEST:
TRANSCRIPTIONS
STUDENT'S NAME: Camila Martin

Camila:	Ohh, that's it
Andres:	Ok, Camila…Ahhh, you remember about the flame of peace? Right?
Camila:	Yes
Andres:	So, I'm going to ask you three questions about the reading. So, you're gonna answer them freely. Ok? …So, question number one: if you were in the story who or what would you be and what would you say or do?
Camila:	I want to sehh… to…
Andres:	To be?
Camila:	To be Two Flint
Andres:	Why?
Camila:	Because is the first person at… in the story?
Andres:	mmjjjaaa
Camila:	and…and… and si
Andres:	that's it? …and what would you do if you were Two Flint in the story? What would you do or what would you say?
Camila:	mmheee… the equal of the story
Andres:	Ok, so. Question number two: How does the author of the story, the author is the person who wrote the story, help you know that the story happened too long ago? How do you know that?
Camila:	That theeeh….scritor
Andres:	The author
Camila:	The auther
Andres:	The author
Camila:	Auther…
Andres:	Ajja
Camila:	mhee… That the auther… ehh the they live in Or they have imagination.
Andres:	Ok…
Camila:	jjjjj…
Andres:	So, question number three: How did you like the story? Did you like the story?
Camila:	More or less
Andres:	Why?
Camila:	Because is…eh more or less… how do you say aburrida?
Andres:	Boring.
Camila:	Boring aaaand ehhh… is ahhh… is big
Andres:	Is it long?
Camila:	Is long
Andres:	Is too long?
Camila:	Yes
Andres:	Ok. Thank you so much

Comentario: mMispronounced word. Original word: SAY (Pronunciation)

Comentario: SSpeaker doubted about the preposition to be used but at the end she corrected herself. (Grammar)

Comentario: SSpeaker does not find the word to continue her speech. (Fluency)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: Speaker's answer is not appropriate to the interviewer's question. (Appropriacy)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: MMispronounced word. Original word: AUTHOR (Pronunciation)

Comentario: MMispronounced word. Original word: AUTHOR (Pronunciation)

Comentario: SSpeaker does not find the word to continue her speech. (Fluency)

Comentario: MMispronounced word. Original word: AUTHOR (Pronunciation)

Comentario: SSpeaker's answer is not appropriate to the interviewer's question. (Appropriacy)

Comentario: Speaker asked for help to assemble her comment. (Range of Language)

Comentario: SSpeaker does not find the word to continue her speech. (Fluency)

Comentario: SSpeaker does not use the appropriate word. (Appropriacy)

Comentario: SSpeaker does not include the pronoun "It" (Grammar)

SPEAKING TEST:
TRANSCRIPTIONS
STUDENT'S NAME: Camilo Marulanda

Andres:	Ok, Camilo… So, you remember about The flame of peace? Right?
Camilo:	Yes
Andres:	So, I'm going to ask you three questions about the reading and you are going to answer them freely. Ok?
Camilo:	Yes
Andres:	The question number one: if you were in the story who or what would you be and what would you say or do?
Camilo:	I am Two Flint, I, I , I like thee… I, Ill, I like and I want to defet the nine demons…
Andres:	aja..
Camilo:	Toooo, to the town
Andres:	mmjjjaaa
Camilo:	to be, ehh, Two Flint and I make to defet the nine demons…
Andres:	mhhm…Ok. Question number two: How does the author of the story, help you know that this story happen too long ago?
Camilo:	I don't understand the question, please repeat again
Andres:	Ok. So, how does the author, the author is the person who wrote the story
Camilo:	Yes
Andres:	How the author shows you that the story happened too long ago?
Camilo:	Theehh, theehh… I know that today…ehhh… is called Mexico…
Andres:	Ajaaa…
Camilo:	Eeehhh…ahhg, a ago is Tenochtitlan
Andres:	Ajaaa
Camilo:	and theeehh, theeehhh, theeeh, aych… theeh, theeehh que? theehh how do you say personajes?

Comentario: SSpeaker does not conjugate in an appropriate way the verb "to be" according to the structure the interviewer used to make the question. (Grammar)

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

Comentario: SSpeaker doubted about the tense to be used but at the end he corrected himself. (Grammar)

Comentario: SSpeaker does not use the appropriate word. (Appropriacy)

Comentario: SSpeaker does not conjugate in an appropriate way the verb "defeat" in the conditional tense (Grammar)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: IIt is not coherent to the previous phrase said by the speaker. (Appropriacy)

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

Comentario: SSpeaker does not conjugate in an appropriate way the verb "defeat" in the conditional tense (Grammar)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: SSpeaker does not understand the question asked by the interviewer. (Range of Language)

Comentario: Speaker failed to include the pronoun "IT" (Grammar)

Comentario: TThis sentences has a lack of coherence. (Appropriacy)

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: SSpeaker asked for help to assemble his comment. (Range of Language)

166

Andres: The characters?
Camilo: The characters are… are… in… ago.
Andres: times…thhh they belong to, to too time ago…
Camilo: Yes
Andres: Ok… Question number three: How did you like the story? Did you like
             it?
Camilo: Yes, I do.
Andres: How did you like it?
Camilo: Because…hhaaa, hhaaa, have action, have, have….I, I like the story
Andres: Why?
Camilo: Because…are good, because I… I know how called, ehh, Mexico
Andres: Ajaa..
Camilo: …in other time…. I know… ehhh… most things
Andres: Too many things?
Camilo: Yes
Andres: Ok. Thank you so much

SPEAKING TEST:
TRANSCRIPTIONS
STUDENT'S NAME: Gabriel Botero

Andres: Ok, Gabriel… Do you remember about The flame of peace?
Gabriel: Sip
Andres: Right?
Gabriel: Yes
Andres: Ok, so, ahh. I'm gonna ask you three questions about the story and according to what you read and according to what you understood you're gonna answer them. Ok? So, if you were in the story who or what would you be and what would you say or do?
Gabriel: Ehhm, I'm going to, meee, ehhh… ser, how do you say ser?
Andres: To be
Gabriel: to be, ehh, Two Flint and I make to defet the nine demons…
Andres: mhhm
Gabriel: for give peace toooo Tenochtitlan
Andres: mhhm
Gabriel: ahmm, oan, more?
Andres: No, it's ok. So, question number two: How does the author, of the book or of the story, help you know that this story took place too long ago?
Gabriel: You can…
Andres: Repeat it?
Gabriel: Repeat it
Andres: Ok… you read the story, right?
Gabriel: Yes
Andres: So, how does the author, the author is the person who wrote the story makes you, ahhhh…. How the author makes you understand that the story happened too long ago?
Gabriel: Ehhh… in the form of… the drawings, but its much that the names of the persons and… some like this that theeee…. ehh… mythology

Comentario:
Influence of mother tongue is seen. (Accuracy)
Speaker's answer is not appropriate to the interviewer's question. (Appropriacy)
SSpeaker does not find the word to continue his speech. (Fluency)
Influence of mother tongue is seen. (Accuracy)
SSpeaker asked for help to assemble his comment. (Range of Language)
SSpeaker does not find the word to continue his speech. (Fluency)
MMispronounced word. Original word: Defeat (Pronunciation)
TThis sentence is not well constructed. (Grammar)
MMispronounced word. Original word: Demons (Pronunciation)
SSpeaker does not use the preposition in an appropriate way according to the following verb. (Grammar)
SSpeaker does not find the word to continue his speech. (Fluency)
SSpeaker does not understand the question asked by the interviewer. (Range of Language)
SSpeaker does not use the appropriate word. (Appropriacy)
SSpeaker does not find the word to continue his speech. (Fluency)
TThis sentence has a lack of coherence. (Appropriacy)

168

Andres: Ajaaa…
Gabriel: That are of the demons… of the Tenochtitlan that have really…. That is Mexico now, and have really, ehh, long ago when, ehh, in a page. Say that is a really , glee, ehh, time ago. This is the part that I know

Andres: Ok, and question number three: In The flame of peace, ehh, you see, that is a really good story, ok?
Gabriel: Yes
Andres: How did you like the story? Did you like it?
Gabriel: mmm, more or less, but, ehhh, is ahh, ah, is ahe good good book ahahh good book, but ehhh, ehhh and is what is … how do you say, ehh, siempre la repetiamos?
Andres: we repeated them all the time.
Gabriel: We repeated all the time, but, but is a good, good story, yes.
Andres: That's it, thank you

Comentario: TThis sentence has a lack of coherence. (Appropriacy)

Comentario: TThis sentence has a lack of coherence. (Appropriacy)

Comentario: SSpeaker does not conjugate in an appropriate way the verb "say" in the past tense (Grammar)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

Comentario: TThis sentence has a lack of coherence. (Appropriacy)

Comentario: SSpeaker asked the interviewer for help in order to assemble his comment. (Range of language)

Comentario: SSpeaker omitted to include the pronoun "IT" (Grammar)

SPEAKING TEST:
TRANSCRIPTIONS
STUDENT'S NAME: Mark de Sutter.

Andres:	Ok, Mark. According to the reading the flame of peace, I'm going to ask you three questions ok?
Mark:	Yes
Andres:	So, you're gonna answer them, freely, according to what you understood from the story. So, question number one: if you were in the story who or what would you be and what would you say or do?
Mark:	Two Flint
Andres:	Two Flint?
Mark:	Yes
Andres:	Why?
Mark:	Because, Two Flint is the hero of theee… was the hero of the Aztecs because of him…
Andres:	mmjja
Mark:	…the Aztecs live… ehh, in liberty
Andres:	mhhjm
Mark:	of theee, the Lords
Andres:	of the, of the demons?
Mark:	Yes
Andres:	Ok
Mark:	Of the demons
Andres:	So, question number two: How does the author of the story, the author is the person who wrote the story…
Mark:	Hhhmm
Andres:	How does the author help you or make you know that the story took place long ago?
Mark:	Because, they say: "long time ago, when the Aztecs lived in Mexico"
Andres:	ok, and what else?
Mark:	when the Aztecs lived in Mexico, they…the Aztecs lived many time ago.
Andres:	Ok. And question number three: How did you like the story?
Nicolas:	I like the story because… is a story like Superman, like heroes, demons… all that things…
Andres:	Ok, so, thank you so much.
Mark:	Ok.

Comentario: SSpeaker does gives neither a complete idea nor goes further with the argumentation. (Fluency)

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: SSpeaker does not use the appropriate word. (Appropriacy)

Comentario: Speaker's phrase complement is not coherent (Appropriacy)

Comentario: Speaker's answer is not appropriate to the interviewer's question. (Appropriacy)

Comentario: Speaker's answer is not appropriate to the interviewer's question. (Appropriacy)

Comentario: Speaker's answer is not clear and logical to the interviewer's question. (Appropriacy)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: MMispronounced word. Original word: Demon (Pronunciation)

Comentario: Speaker uses the wrong relative pronoun. (Grammar)

Annex 27   Speaking test. Transcription. Natalia Castro.

SPEAKING TEST:
TRANSCRIPTIONS
STUDENT'S NAME: Natalia

Andres:	Ok, Natalia…So, you remember about The flame of peace? right?
Natalia:	Yes
Andres:	So, according to that reading I'm going to ask you three questions. So, if you were in the story who or what would you be and what would you say or do?
Natalia:	(Silence)…Two Flint
Andres:	You would be Two Flint?
Natalia:	Yes
Andres:	Why?
Natalia:	Becose is theehh…
Andres:	Because
Natalia:	Because is the first, person
Andres:	Ahhja
Natalia:	of the story
Andres:	Ahhja, and what would you do or what would you say if you were Two Flint in the story?
Natalia:	I'm scared
Andres:	You scared… Why?
Natalia:	Because…. I don't know
Andres:	You don't know… Ok, question number two: How does the author of the story, the author is the person who wrote the story…
Natalia:	Yes…
Andres:	How does the author help you know that the story happened too long ago? How do you know or how do you ahhh… say that the story happened too long ago?
Natalia:	To… ehh, because have…. How do you say mucho?
Andres:	Much
Natalia:	Much imagination
Andres:	Too much imagination… about what?
Natalia:	the Aztecs
Andres:	About the affects? That's why you know the story happened too long ago?
Natalia:	Yes
Andres:	That's why?
Natalia:	Yes

Comentario: SSpeaker does not find the word to answer to the interviewer's question (Fluency)

Comentario: MMispronounced word. Original word: Because (Pronunciation)

Comentario: SSpeaker does not find the word to continue her speech. (Fluency)

Comentario: SSpeaker does not use the word in an appropriate way. (Appropriacy)

Comentario: TThis sentence has a lack of coherence. (Appropriacy)

Comentario: SSpeaker does not find the word to continue her speech. (Fluency)

Comentario: SSpeaker does not assemble the verb into a complete sentence. (Accuracy)

Comentario: SSpeaker asked for help to assemble her comment. (Range of Language)

Comentario: Speaker's answer is not appropriate to the interviewer's question. (Appropriacy)

171

Andres:	Ok…and ahhh question number three: How did you like the story? Did you like the story? …Yes or no?
Natalia:	No
Andres:	No? Why not?
Natalia:	Because is… … how do you say aburrida?
Andres:	The story is boring
Natalia:	Boring
Andres:	The story is boring, and what else?
Andres:	Why it is boring? Why?
Natalia:	(Silence)
Andres:	Why the story is boring?
Natalia:	(Silence)
Andres:	Don't you know why the story is boring?
Natalia:	Yes, but…. I don't know… No se como explicarlo
Andres:	So, try to…
Natalia:	(Silence)…ti…jjjj…mmmm...ti
Andres:	No clue?
Natalia:	No clue
Andres:	Ok. Thank you

Comentario: SSpeaker failed to include the pronoun "IT" (Grammar)

Comentario: SSpeaker asked for help to assemble her comment. (Range of Language)

Comentario: SSpeaker does not find the word to answer to the interviewer's question (Fluency)

Comentario: SSpeaker does not find the word to answer to the interviewer's question (Fluency)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: SSpeaker does not find the word to answer to the interviewer's question (Fluency)

SPEAKING TEST:
TRANSCRIPTIONS
STUDENT'S NAME: Nicolas Villegas.

Andres:	Ok, Nico. According to the reading…Do you remember about the flame of peace? Right?
Nicolas:	Yes
Andres:	So, I'm going to ask you three questions ah you're going to answer them freely. Ok?
Nicolas:	Ok
Andres:	So, question number one: if you were in the story who or what would you be and what would you say or do?
Nicolas:	Well, I woo, I would be Two Flint
Andres:	Ahhja
Nicolas:	Bec, because I admire him
Andres:	mmjja
Nicolas:	Because, he is very coragus
Andres:	Courageous
Nicolas:	Courageous and… he fight, eh, but without violence
Andres:	Ahhja
Nicolas:	and defet, eh, the nine demons
Andres:	mhhjm
Nicolas:	aaand bring peace to his, to his town. So that's I like the character Two Flint.
Andres:	Ok. So, question number two: How does the author of the story help you know that the story took place long ago?
Nicolas:	Because of the pictuars
Andres:	mhhjm
Nicolas:	in the book… and because theee, the book said that: a long time ago…
Andres:	mhhjm
Nicolas:	and when the are two Flint was very, very, ehh, long time ago
Andres:	Ok. Question number three: How did you like the story?
Nicolas:	I like so much the story because it waaas…a very interesting, ehhh, thing
Andres:	mhhjm
Nicolas:	and… I learn… ehhh, ehh, so many thin, things ehh from Two Flint and from the other characters.
Andres:	Ok, Nicolas. Thank you so much.

Comentario: SSpeaker corrects himself. Original word: would (Pronunciation)

Comentario: SSpeaker corrects himself. Original word: Because (Pronunciation)

Comentario: Mispronounced word. Original word: Courageous (Pronunciation)

Comentario: SSpeaker corrects the mispronounced word. Original word: Courageous (Pronunciation)

Comentario: SSpeaker does not conjugate in an appropriate way the verb "Fight" in the third person singular of the present tense (Grammar)

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

Comentario: SSpeaker does not conjugate in an appropriate way the verb "Defeat" in the third person singular of the past tense (Grammar)

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

Comentario: SSpeaker does not conjugate in an appropriate way the verb "Bring" in the third person singular of the past tense (Grammar)

Comentario: Speaker does not use the appropriate word. (Appropriacy)

Comentario: Mispronounced word. Original word: Picture (Pronunciation)

Comentario: Speaker does not conjugate in an appropriate way the verb "to be" in the third person singular of the past … [1]

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

Comentario: SSpeaker does not conjugate in an appropriate way the verb "Learn" in th… [2]

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

Comentario: SSpeaker does not use the appropriate word. (Appropriacy)

Comentario: SSpeaker does not find the word to continue his speech. (Fluency)

FINAL READING TEST:
TRANSCRIPTION
STUDENT'S NAME: Camila Martin.

<u>**"A NEWFANGLED DEVICE"**</u>

1. In what year was the first electric traffic light installed in Salt Lake City?

   a. 1512
   b. 1902
   c. 1912
   d. 1924

   Comentario: This answer is correct. Reader can answer questions.

2. What did Lester Wire do just before he placed the old lamps in wooden box?

   a. He dipped the lamps in watercolors.
   b. He put the box atop a wooden pole.
   c. He painted the box bright yellow.
   d. He cut three big holes in a wooden box.

   Comentario: This answer is not correct. Reader cannot skim the text to give specific details of the story.

3. What is the main idea of this article?

   a. Lester Wire was a young policeman.
   b. Salt Lake City has always had serious traffic problems.
   c. Lester Wire was never paid for his traffic light.
   d. A simple invention has contributed to the safety of mankind.

   Comentario: This answer is not correct. Reader cannot get the gist of the story.

4. you can conclude that Lester's traffic light-

   a. Was actually invented by a trolley car driver.
   b. Did not turn out to be a very useful invention.
   c. Made the city streets more safe.
   d. Was not obeyed by people on horseback.

   Comentario: This answer is correct. Reader makes his own conclusions based on the text.

5. from the article, you can tell that Lester Wire-

   a. Was the oldest policeman in Salt Lake City.
   b. Wanted to become a fireman.
   c. Was a good problem-solver.
   d. Did not care about safety.

   Comentario: This answer is correct. Reader can make inferences based on the principal details given in the story.

174

6. What facts from the article led you to this answer?

because are the (unica) that me look and are the more resold.

7. What can you tell about Salt Lake City traffic just by looking at the picture?

I tell that is a history that are good because tell a important think.

8. How did Lester Wire probably feel when he connected his traffic light for the first time?

he feel funny because they make a good work.

9. Read the sentence with the underlined word picture on the first page of the story. As used in this article, picture means-

    a. Draw.
    b. Photograph.
    c. Paint.
    d. Image.

Annex 30   Final Reading test. Transcription. Camilo Marulanda.

FINAL READING TEST:
TRANSCRIPTION
STUDENT'S NAME: Camilo Marulanda.

"A NEWFANGLED DEVICE"

1. In what year was the first electric traffic light installed in Salt Lake City?

   a. 1512
   b. 1902
   c. 1912
   d. 1924

2. What did Lester Wire do just before he placed the old lamps in wooden box?

   a. He dipped the lamps in watercolors.
   b. He put the box atop a wooden pole.
   c. He painted the box bright yellow.
   d. He cut three big holes in a wooden box.

3. What is the main idea of this article?

   a. Lester Wire was a young policeman.
   b. Salt Lake City has always had serious traffic problems.
   c. Lester Wire was never paid for his traffic light.
   d. A simple invention has contributed to the safety of mankind.

4. you can conclude that Lester's traffic light-

   a. Was actually invented by a trolley car driver.
   b. Did not turn out to be a very useful invention.
   c. Made the city streets more safe.
   d. Was not obeyed by people on horseback.

5. from the article, you can tell that Lester Wire-

   a. Was the oldest policeman in Salt Lake City.
   b. Wanted to become a fireman.
   c. Was a good problem-solver.
   d. Did not care about safety.

6. What facts from the article led you to this answer?

The salt lake need one policeman to the trafict

7. What can you tell about Salt Lake City traffic just by looking at the picture?

But: because do a lot of problemes

8. How did Lester Wire probably feel when he connected his traffic light for the first time?

lester made improvents on his original design several times in the following years.

9. Read the sentence with the underlined word picture on the first page of the story. As used in this article, picture means-

    a. Draw.
    b. Photograph.
    c. Paint.
    d. Image.

FINAL READING TEST:
TRANSCRIPTION
STUDENT'S NAME: Gabriel Botero.

"A NEWFANGLED DEVICE"

1. In what year was the first electric traffic light installed in Salt Lake City?

    e. 1512
    f. 1902
    g. 1912
    h. 1924

    > **Comentario:** This answer is correct. Reader can answer questions.

2. What did Lester Wire do just before he placed the old lamps in wooden box?

    a. He dipped the lamps in watercolors.
    b. He put the box atop a wooden pole.
    c. He painted the box bright yellow.
    d. He cut three big holes in a wooden box.

    > **Comentario:** This answer is incorrect. Reader cannot skim the text to give specific details of the story.

3. What is the main idea of this article?

    a. Lester Wire was a young policeman.
    b. Salt Lake City has always had serious traffic problems.
    c. Lester Wire was never paid for his traffic light.
    d. A simple invention has contributed to the safety of mankind.

    > **Comentario:** This answer is correct. Reader can get the gist of the story.

4. you can conclude that Lester's traffic light-

    a. Was actually invented by a trolley car driver.
    b. Did not turn out to be a very useful invention.
    c. Made the city streets more safe.
    d. Was not obeyed by people on horseback.

    > **Comentario:** This answer is correct. Reader makes his own conclusions based on the text.

5. from the article, you can tell that Lester Wire-

    a. Was the oldest policeman in Salt Lake City.
    b. Wanted to become a fireman.
    c. Was a good problem-solver.
    d. Did not care about safety.

    > **Comentario:** This answer is correct. Reader can make inferences based on the principal details given in the story.

178

6. What facts from the article led you to this answer?

With the   the persons because are the very important thincks

7. What can you tell about Salt Lake City traffic just by looking at the picture?
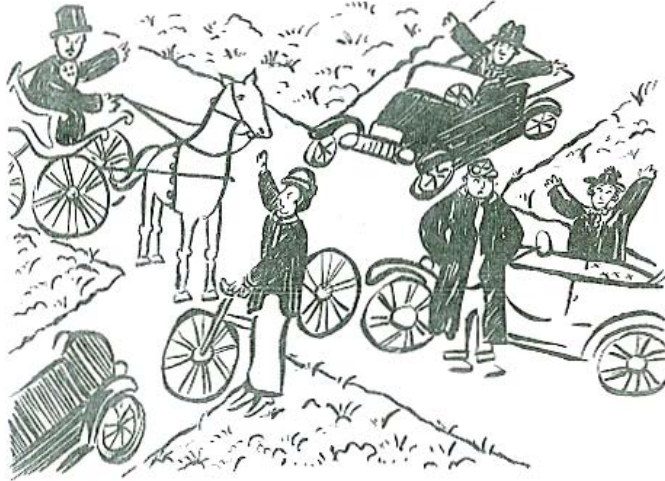
I think that is really bad because is with old of thinks like horse, cars and bysicles

8. How did Lester Wire probably feel when he connected his traffic light for the first time?

good because the traffic is good

9. Read the sentence with the underlined word picture on the first page of the story. As used in this article, picture means-

    a. Draw.
    b. Photograph.
    c. Paint.
    d. Image.

FINAL READING TEST:
TRANSCRIPTION
STUDENT'S NAME: Mark de Sutter.

"A NEWFANGLED DEVICE"

1. In what year was the first electric traffic light installed in Salt Lake City?

    a. 1512
    b. 1902
    c. 1912
    d. 1924

    > **Comentario:** This answer is correct. Reader can answer questions.

2. What did Lester Wire do just before he placed the old lamps in wooden box?

    e. He dipped the lamps in watercolors.
    a. He put the box atop a wooden pole.
    b. He painted the box bright yellow.
    c. He cut three big holes in a wooden box.

    > **Comentario:** This answer is correct. Reader can skim the text to give specific details of the story.

3. What is the main idea of this article?

    a. Lester Wire was a young policeman.
    b. Salt Lake City has always had serious traffic problems.
    c. Lester Wire was never paid for his traffic light.
    d. A simple invention has contributed to the safety of mankind.

    > **Comentario:** This answer is correct. Reader can get the gist of the story.

4. you can conclude that Lester's traffic light-

    a. Was actually invented by a trolley car driver.
    b. Did not turn out to be a very useful invention.
    c. Made the city streets more safe.
    d. Was not obeyed by people on horseback.

    > **Comentario:** This answer is correct. Reader makes his own conclusions based on the text.

5. from the article, you can tell that Lester Wire-

    a. Was the oldest policeman in Salt Lake City.
    b. Wanted to become a fireman.
    c. Was a good problem-solver.
   d. Did not care about safety.

    > **Comentario:** This answer is correct. Reader can make inferences based on the principal details given in the story.

180

6. What facts from the article led you to this answer?

Was a good problem solver because he invent the semaforo

7. What can you tell about Salt Lake City traffic just by looking at the picture?

That was very congestionated whit the horses and cars.

8. How did Lester Wire probably feel when he connected his traffic light for the first time?

Very good for the invention

9. Read the sentence with the underlined word picture on the first page of the story. As used in this article, picture means-

    a. Draw.
    b. Photograph.
    c. Paint.
    d. Image.

FINAL READING TEST:
TRANSCRIPTION
STUDENT'S NAME: Natalia Castro.

"A NEWFANGLED DEVICE"

1. In what year was the first electric traffic light installed in Salt Lake City?

    a. 1512
    b. 1902
    c. 1912
    d. 1924

    > **Comentario:** This answer is correct. Reader can answer questions.

2. What did Lester Wire do just before he placed the old lamps in wooden box?

    a. He dipped the lamps in watercolors.
    b. He put the box atop a wooden pole.
    c. He painted the box bright yellow.
    d. He cut three big holes in a wooden box.

    > **Comentario:** This answer is not correct. Reader cannot skim the text to give specific details of the story.

3. What is the main idea of this article?

    a. Lester Wire was a young policeman.
    b. Salt Lake City has always had serious traffic problems.
    c. Lester Wire was never paid for his traffic light.
    d. A simple invention has contributed to the safety of mankind.

    > **Comentario:** This answer is correct. Reader can get the gist of the story.

4. you can conclude that Lester's traffic light-

    a. Was actually invented by a trolley car driver.
    b. Did not turn out to be a very useful invention.
    c. Made the city streets more safe.
    d. Was not obeyed by people on horseback.

    > **Comentario:** This answer is correct. Reader makes his own conclusions based on the text.

5. from the article, you can tell that Lester Wire-

    a. Was the oldest policeman in Salt Lake City.
    b. Wanted to become a fireman.
    c. Was a good problem-solver.
    d. Did not care about safety.

    > **Comentario:** This answer is correct. Reader can make inferences based on the principal details given in the story.

6. What facts from the article led you to this answer?

Because lester safe salt lake city and the firemans like safe the persons.

7. What can you tell about Salt Lake City traffic just by looking at the picture?

That all the persons is hungry about the traffic and salt lake city is disorder.

8. How did Lester Wire probably feel when he connected his traffic light for the first time?

Happy because he save the city.

9. Read the sentence with the underlined word picture on the first page of the story. As used in this article, picture means-

   a. Draw.
   b. Photograph.
   c. Paint.
   d. Image.

FINAL READING TEST:
TRANSCRIPTION
STUDENT'S NAME: Nicolas Villegas.

<u>"A NEWFANGLED DEVICE"</u>

1. In what year was the first electric traffic light installed in Salt Lake City?

   a. 1512
   b. 1902
   c. 1912
   d. 2924

   > **Comentario:** This answer is correct. Reader can answer questions.

2. What did Lester Wire do just before he placed the old lamps in wooden box?

   a. He dipped the lamps in watercolors.
   b. He put the box atop a wooden pole.
   c. He painted the box bright yellow.
   d. He cut three big holes in a wooden box.

   > **Comentario:** This answer is correct. Reader can skim the text to give specific details of the story.

3. What is the main idea of this article?

   a. Lester Wire was a young policeman.
   b. Salt Lake City has always had serious traffic problems.
   c. Lester Wire was never paid for his traffic light.
   d. A simple invention has contributed to the safety of mankind.

   > **Comentario:** This answer is correct. Reader can get the gist of the story.

4. you can conclude that Lester's traffic light-

   a. Was actually invented by a trolley car driver.
   b. Did not turn out to be a very useful invention.
   c. Made the city streets more safe.
   d. Was not obeyed by people on horseback.

   > **Comentario:** This answer is correct. Reader makes his own conclusions based on the text.

5. from the article, you can tell that Lester Wire-

   a. Was the oldest policeman in Salt Lake City.
   b. Wanted to become a fireman.
   c. Was a good problem-solver.
   d. Did not care about safety.

   > **Comentario:** This answer is correct. Reader can make inferences based on the principal details given in the story.

6. What facts from the article led you to this answer?

That the policeman solve whit his invention the problem of traffic in Salt Lake City.

7. What can you tell about Salt Lake City traffic just by looking at the picture?

That it was very disorganized and no one control that.

8. How did Lester Wire probably feel when he connected his traffic light for the first time?

Happiness because he was using for first time his invention

9. Read the sentence with the underlined word picture on the first page of the story. As used in this article, picture means-

   a. Draw.
   b. Photograph.
   c. Paint.
   d. Image.

185

FINAL WRITING TEST:
PROMPT
STUDENT'S NAME: Camila Martin

"A NEWFANGLED DEVICE"

Pretend that you are an inventor. You have a new invention you want to sell to a manufacturing company. Write a description of your new invention and how it works.

THE CARPLANE

The carplein is a normal car that transformers in and Airplane.

They not nit track and (impulso).

The carplein has 4 (puestos) 2 for childrens and 2 of adults.

| Comentario: Writer does not use the appropriate pronoun. (Appropriacy) |
| Comentario: Misspelled word. Original word: need (Mechanics) |
| Comentario: Writer does not conjugate the verb in the negative form. (Grammar) |
| Comentario: Writer does not use the appropriate word. (Appropriacy) |
| Comentario: Influence of mother tongue is seen. (Accuracy) |
| Comentario: Influence of mother tongue is seen. (Accuracy) |
| Comentario: Misspelled word. Original word: need (Mechanics) |

Annex 36   Final Writing test. Prompt. Camilo Marulanda.

FINAL WRITING TEST:
PROMPT
STUDENT'S NAME: Camilo Marulanda.

"A NEWFANGLED DEVICE"

Pretend that you are an inventor. You have a new invention you want to sell to a manufacturing company. Write a description of your new invention and how it works.

I invent one supersonic car this car is aero dimanic. Is very important because this car

are very economic because you don't need to put gasoline this car need solar light and

you don't need to right this car right along

Comentario: A comma is missing just at the end of this word. (Mechanics)

Comentario: Misspelled word. Original word: aerodynamic (Mechanics)

Comentario: A pronoun is missing just before this auxiliary verb. (Grammar)

Comentario: Writer does not properly conjugate the verb to be. (Grammar)

Comentario: Writer does not use the appropriate adjective. (Appropriacy)

Comentario: A comma is missing just at the end of this word. (Mechanics)

Comentario: Writer does not properly conjugate the verb need. (Grammar)

Comentario: This sentence is not coherent. (Fluency)

FINAL WRITING TEST:
PROMPT
STUDENT'S NAME: Gabriel Botero.

"A NEWFANGLED DEVICE"

Pretend that you are an inventor. You have a new invention you want to sell to a manufacturing company. Write a description of your new invention and how it works.

The chimburro

> **Comentario:** Writer does not start a proper noun with capital letter. (Mechanics)

Is like a ferraricar that wen we put helmet and make that with bibration of the brain

make that the person that use the human body and the brain is a cart that with 300 km

for hour and use juan Pablo Montolla

> **Comentario:** Writer is missing a pronoun just before this auxiliary verb. (Grammar)

> **Comentario:** Misspelled word. Original word: Ferrari car (Mechanics)

> **Comentario:** Misspelled word. Original word: when (Mechanics)

> **Comentario:** Writer is missing the article "the" just before this word. (Grammar)

> **Comentario:** Misspelled word. Original word: Vibration (Mechanics)

> **Comentario:** Writer does not properly conjugate the verb make. (Grammar)

> **Comentario:** Writer does not properly conjugate the verb use. (Grammar)

> **Comentario:** Writer does not use the appropriate preposition. (Appropriacy)

> **Comentario:** Writer does not start a proper noun with capital letter. (Mechanics)

> **Comentario:** This part of the text is not coherent. (Fluency)

FINAL WRITING TEST:
PROMPT
STUDENT'S NAME: Mark de Sutter.

<u>"A NEWFANGLED DEVICE"</u>

Pretend that you are an inventor. You have a new invention you want to sell to a manufacturing company. Write a description of your new invention and how it works.

Is a car that flys that can fly more that a plane and i´m gonna sell to american airlines

and her name is carlane

And is very big

| **Comentario:** Writer is missing a pronoun just before this auxiliary verb. (Grammar) |
| **Comentario:** A coma is missing just at the end of this word. (Mechanics) |
| **Comentario:** Writer does nor use the appropriate preposition. (Appropriacy) |
| **Comentario:** Misspelled word. Original word: I (Mechanics) |
| **Comentario:** Writer is missing the reflexive pronoun. (Grammar) |
| **Comentario:** Writer does not start a proper noun with capital letter. (Mechanics) |
| **Comentario:** Writer does not use the appropriate possessive pronoun. (Appropriacy) |
| **Comentario:** Writer is missing a pronoun just before this auxiliary verb. (Grammar) |

FINAL WRITING TEST:
PROMPT
STUDENT'S NAME: Natalia Castro.

<u>"A NEWFANGLED DEVICE"</u>

Pretend that you are an inventor. You have a new invention you want to sell to a manufacturing company. Write a description of your new invention and how it works.

I invent a machine of the time you put the year and the day you want to go, you pull down a red palanc and a portal is open you enter to that portal and you go to the year and day but you anly have 24 hours.

Is big beautifull. I teletransport in 50 seconds and when you (llegar) you have the dress of that moment all of that moment and you have a control to (regresar) and if you don't (regresar) in 24 hours you state there for all of your life.

| Comentario: A comma is missing just at the end of this word. (Mechanics) |
| Comentario: This phrase is not properly written. (Accuracy) |
| Comentario: Writer does not use the appropriate verb. (Appropriacy) |
| Comentario: Influence of mother tongue is seen. (Accuracy) |
| Comentario: A comma is missing just at the end of this word. (Mechanics) |
| Comentario: A comma is missing just at the end of this word. (Mechanics) |
| Comentario: Misspelled word. Original word: only (Mechanics) |
| Comentario: This idea is incomplete. (Fluency) |
| Comentario: Writer is missing a pronoun just before this auxiliary verb. (Grammar) |
| Comentario: Writer is missing the conjunction and. (Grammar) |
| Comentario: Influence of mother tongue is seen. (Accuracy) |
| Comentario: Writer does not use the appropriate word. (Appropriacy) |
| Comentario: Influence of mother tongue is seen. (Accuracy) |

190

FINAL WRITING TEST:
PROMPT
STUDENT'S NAME: Nicolas Villegas.

<u>"A NEWFANGLED DEVICE"</u>

Pretend that you are an inventor. You have a new invention you want to sell to a manufacturing company. Write a description of your new invention and how it works.

Invention: Is a cheer that become a Desk, is come in yellow, red, blue, orange and black color, it works when you press a button and it become a desk, when you press the button and it become a desk, when you press the button the back of the cheer get down and two more paws appear.

| Comentario: Writer is missing a pronoun just before this auxiliary verb. (Grammar) |
| Comentario: Misspelled word. Original word: chair (Mechanics) |
| Comentario: Writer does not use the appropriate verb. (Appropriacy) |
| Comentario: Writer does not properly conjugate the verb become. (Grammar) |
| Comentario: Writer does not properly conjugate the verb become. (Grammar) |
| Comentario: Misspelled word. Original word: chair (Mechanics) |
| Comentario: Writer does not properly conjugate the verb get. (Grammar) |

Annex 41   Final Listening test. Trancription. Camila Martin.

FINAL LISTENING TEST:
TRANSCRIPTION
STUDENT'S NAME: Camila Martin

You will listen to two stories, and then you will have to answer the following question:

> To earn extra money, Anita decided to work as a newspaper carrier and deliver newspapers each morning before school. Anita's parents make her set aside some of the money she earns for college. But Anita is allowed to spend some of her earnings, and she enjoys buying books and new computer games.

1. What is the meaning of the phrase "set aside" in the second sentence?

     a. spend
     b. save   **Comentario:** This answer is correct. (Getting the meaning of specific Vocabulary)
     c. use
     d. hide

2. How does Anita feel about her job?

     a. She doesn't care about it.   **Comentario:** This answer is not correct. (Making inferences of what is not said)
     b. She thinks it takes too much time.
     c. It gives her something to do each morning.
     d. The selection doesn't say.

> Dinosaurs were the largest animals to ever live on Earth. They lived a long time ago. Can you imagine being alive during the time of the dinosaurs and seeing one nearby? You'd probably get the feeling it was as big as a house!
> Maybe you have seen dinosaurs in movies. In movies, dinosaurs often attack people. When you see things like that remember that it's only a movie.
> The truth is that many dinosaurs only ate plants.

3. What was the author's purpose in the selection?

     a. To entertain with a story.
     b. To provide some facts about dinosaurs.   **Comentario:** This answer is correct. (Obtaining gist of what is being said)
     c. To describe what it is like to be a dinosaur for a day

4. Which of these questions cannot be answered by using information from the selection?

     a. What did dinosaurs eat?
     b. Were dinosaurs large or small animals?
     c. Why don't dinosaurs live today?   **Comentario:** This answer is correct. (Listening for Specific Information)

FINAL LISTENING TEST:
TRANSCRIPTION
STUDENT'S NAME: Camilo Marulanda

You will listen to two stories, and then you will have to answer the following question:

> To earn extra money, Anita decided to work as a newspaper carrier and deliver newspapers each morning before school. Anita's parents make her set aside some of the money she earns for college. But Anita is allowed to spend some of her earnings, and she enjoys buying books and new computer games.

1. What is the meaning of the phrase "set aside" in the second sentence?

   a. spend
   b. save
   c. use
   d. hide

   Comentario: This answer is not correct. (Getting the meaning of specific Vocabulary)

2. How does Anita feel about her job?

   a. She doesn't care about it.
   b. She thinks it takes too much time.
   c. It gives her something to do each morning.
   d. The selection doesn't say.

   Comentario: This answer is not correct. (Making inferences of what is not said)

> Dinosaurs were the largest animals to ever live on Earth. They lived a long time ago. Can you imagine being alive during the time of the dinosaurs and seeing one nearby? You'd probably get the feeling it was as big as a house!
> Maybe you have seen dinosaurs in movies. In movies, dinosaurs often attack people. When you see things like that remember that it's only a movie.
> The truth is that many dinosaurs only ate plants.

3. What was the author's purpose in the selection?

   a. To entertain with a story.
   b. To provide some facts about dinosaurs.
   c. To describe what it is like to be a dinosaur for a day

   Comentario: This answer is correct. (Obtaining gist of what is being said)

4. Which of these questions cannot be answered by using information from the selection?

   a. What did dinosaurs eat?
   b. Were dinosaurs large or small animals?
   c. Why don't dinosaurs live today?

   Comentario: This answer is correct. (Listening for Specific Information)

FINAL LISTENING TEST:
TRANSCRIPTION
STUDENT'S NAME: Gabriel Botero.

You will listen to two stories, and then you will have to answer the following question:

> To earn extra money, Anita decided to work as a newspaper carrier and deliver newspapers each morning before school. Anita's parents make her set aside some of the money she earns for college. But Anita is allowed to spend some of her earnings, and she enjoys buying books and new computer games.

1.   What is the meaning of the phrase "set aside" in the second sentence?

   a.   spend

   b.   save

   c.   use

   e.   hide

   Comentario: This answer is not correct. (Getting the meaning of specific Vocabulary)

2.   How does Anita feel about her job?

   a.   She doesn't care about it.

   b.   She thinks it takes too much time.

   c.   It gives her something to do each morning.

   d.   The selection doesn't say.

   Comentario: This answer is correct. (Making inferences of what is not said)

> Dinosaurs were the largest animals to ever live on Earth. They lived a long time ago. Can you imagine being alive during the time of the dinosaurs and seeing one nearby? You'd probably get the feeling it was as big as a house!
> Maybe you have seen dinosaurs in movies. In movies, dinosaurs often attack people. When you see things like that remember that it's only a movie.
> The truth is that many dinosaurs only ate plants.

3.   What was the author's purpose in the selection?

   a.   To entertain with a story.

   b.   To provide some facts about dinosaurs.

   c.   To describe what it is like to be a dinosaur for a day

   Comentario: This answer is correct. (Obtaining gist of what is being said)

4.   Which of these questions cannot be answered by using information from the selection?

   a.   What did dinosaurs eat?

   b.   Were dinosaurs large or small animals?

   c.   Why don't dinosaurs live today?

   Comentario: This answer is not correct. (Listening for Specific Information)

194

FINAL LISTENING TEST:
TRANSCRIPTION
STUDENT'S NAME: Mark de Sutter.

You will listen to two stories, and then you will have to answer the following question:

> To earn extra money, Anita decided to work as a newspaper carrier and deliver newspapers each morning before school. Anita's parents make her set aside some of the money she earns for college. But Anita is allowed to spend some of her earnings, and she enjoys buying books and new computer games.

1. What is the meaning of the phrase "set aside" in the second sentence?

    a. spend
    b. save
    c. use
    d. hide

Comentario: This answer is not correct. (Getting the meaning of specific Vocabulary)

2. How does Anita feel about her job?

    a. She doesn't care about it.
    b. She thinks it takes too much time.
    c. It gives her something to do each morning.
    d. The selection doesn't say.

Comentario: This answer is correct. (Making inferences of what is not said)

> Dinosaurs were the largest animals to ever live on Earth. They lived a long time ago. Can you imagine being alive during the time of the dinosaurs and seeing one nearby? You'd probably get the feeling it was as big as a house!
> Maybe you have seen dinosaurs in movies. In movies, dinosaurs often attack people. When you see things like that remember that it's only a movie.
> The truth is that many dinosaurs only ate plants.

3. What was the author's purpose in the selection?

    a. To entertain with a story.
    b. To provide some facts about dinosaurs.
    c. To describe what it is like to be a dinosaur for a day

Comentario: This answer is correct. (Obtaining gist of what is being said)

4. Which of these questions cannot be answered by using information from the selection?

    a. What did dinosaurs eat?
    b. Were dinosaurs large or small animals?
    c. Why don't dinosaurs live today?

Comentario: This answer is correct. (Listening for Specific Information)

195

FINAL LISTENING TEST:
TRANSCRIPTION
STUDENT'S NAME: Natalia Castro.

You will listen to two stories, and then you will have to answer the following question:

> To earn extra money, Anita decided to work as a newspaper carrier and deliver newspapers each morning before school. Anita's parents make her set aside some of the money she earns for college. But Anita is allowed to spend some of her earnings, and she enjoys buying books and new computer games.

1. What is the meaning of the phrase "set aside" in the second sentence?

    a. spend
    b. save
    c. use
    d. hide

Comentario: This answer is not correct. (Getting the meaning of specific Vocabulary)

2. How does Anita feel about her job?

    a. She doesn't care about it.
    b. She thinks it takes too much time.
    c. It gives her something to do each morning.
    d. The selection doesn't say.

Comentario: This answer is not correct. (Making inferences of what is not said)

> Dinosaurs were the largest animals to ever live on Earth. They lived a long time ago. Can you imagine being alive during the time of the dinosaurs and seeing one nearby? You'd probably get the feeling it was as big as a house!
> Maybe you have seen dinosaurs in movies. In movies, dinosaurs often attack people. When you see things like that remember that it's only a movie.
> The truth is that many dinosaurs only ate plants.

3. What was the author's purpose in the selection?

    a. To entertain with a story.
    b. To provide some facts about dinosaurs.
    c. To describe what it is like to be a dinosaur for a day

Comentario: This answer is correct. (Obtaining gist of what is being said)

4. Which of these questions cannot be answered by using information from the selection?

    a. What did dinosaurs eat?
    b. Were dinosaurs large or small animals?
    c. Why don't dinosaurs live today?

Comentario: This answer is correct. (Listening for Specific Information)

FINAL LISTENING TEST:
TRANSCRIPTION
STUDENT'S NAME: Nicolas Villegas.

You will listen to two stories, and then you will have to answer the following question:

> To earn extra money, Anita decided to work as a newspaper carrier and deliver newspapers each morning before school. Anita's parents make her set aside some of the money she earns for college. But Anita is allowed to spend some of her earnings, and she enjoys buying books and new computer games.

1. What is the meaning of the phrase "set aside" in the second sentence?

    a. spend
    b. save
    c. use
    d. hide

Comentario: This answer is not correct. (Getting the meaning of specific Vocabulary)

2. How does Anita feel about her job?

    a. She doesn't care about it.
    b. She thinks it takes too much time.
    c. It gives her something to do each morning.
    d. The selection doesn't say.

Comentario: This answer is correct. (Making inferences of what is not said)

> Dinosaurs were the largest animals to ever live on Earth. They lived a long time ago. Can you imagine being alive during the time of the dinosaurs and seeing one nearby? You'd probably get the feeling it was as big as a house!
> Maybe you have seen dinosaurs in movies. In movies, dinosaurs often attack people. When you see things like that remember that it's only a movie.
> The truth is that many dinosaurs only ate plants.

3. What was the author's purpose in the selection?

    a. To entertain with a story.
    b. To provide some facts about dinosaurs.
    c. To describe what it is like to be a dinosaur for a day

Comentario: This answer is correct. (Obtaining gist of what is being said)

4. Which of these questions cannot be answered by using information from the selection?

    a. What did dinosaurs eat?
    b. Were dinosaurs large or small animals?
    c. Why don't dinosaurs live today?

Comentario: This answer is correct. (Listening for Specific Information)

FINAL SPEAKING TEST:
TRANSCRIPTIONS
*STUDENT'S NAME***:** Camila Martin

Andres:	Well, Camila, we are going to have the oral test about the story we read which is called "A New Fangled Device" ok?
	So, first of all, I would like you to the me what is the principal idea of the text.
Camila:	the text?
Andres:	yes, the text.
Camila:	(Speaker coughs) the principal idea is that a person that, a person that, that invented a new thing. heeeeeee, they invented cars with electricity
Andres:	Ok!
Camila:	And the semaforo.
Andres:	How do you say semaforo?
Camila:	heeeeeee, heeeeeee, fire fore (speaker laughs)
Andres:	No! The traffic light.
Camila:	Eso! The traffic light, in these two invents, heeeeeee, pues.
Andres:	So!
Camila:	So, the people are mas ample, for example, with the cars the people ya not use the horse.
Andres:	ok. Question number two. Why do you think traffic lights are important in a city like Bogotá?
Camila:	important not are accidents and is organized.
Andres:	What is organized?
Camila:	is the cars stop, the cars go, the cars in one way, the cars in other.
Andres:	Ok. Question number three. According to this picture tell me what is going on? What's going on in this picture?

Comentario: Speaker does not find the word to continue her speech. (Fluency)

Comentario: Speaker does not find the word to continue her speech. (Fluency)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: Speaker doesn't know the meaning of the word. (Fluency)

Comentario: This is not the correct word. Original word Traffic Light (Fluency)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: This is not a word in English. (Fluency)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: Speaker does not conjugate the verb "use" in the negative form. (Grammar)

Comentario: Speaker does not include a pronoun to her sentence. (Grammar)

Comentario: Speaker does not conjugate the verb in the negative form. (Grammar)

Comentario: This sentences is not well constructed. (Grammar)

Comentario: This sentences is not coherent. (Fluency)

Comentario: Speaker's answer is not appropriate to the interviewer's question. (Appropriacy)

198

Camila:	¿que muestra?
Andres:	Yes
Camila:	heeeeeeeee
Andres:	What can you see in this picture?
Camila:	I see in this picture that the persons are with, are fat, bad. ¿brava?
Andres:	Ahaaaaaa, angry.
Camila:	(Speaker laughs) angry because are a lot of, how do you say trancon?
Andres:	A traffic jam.
Camila:	A traffic bain.
Andres:	A traffic jam.
Camila:	Traffic jam. And not are a orden that this car pass this not car and are hungry
Andres:	Angry.
Camila:	Angry (Speaker laughs)
Andres:	Ok. Question number four. How did you like the story? Did you like the Story?
Camila:	Yes.
Andres:	How did you like it?
Camila:	huuum?
Andres:	Did you like the story?
Andres:	Why?
Camila:	I liked the story because they tell when the semaforos.
Andres:	The traffic lights.
Camila:	(Speaker laughs) the traffic lights, heeeeeee, creo or is created.
Andres:	Ok. Were created.
Camila:	Yes, and the electronic cars.
Andres:	Ok. Thank you Camila.

Comentario: Speaker asked for help to assemble her comment. (Range of Language)

Comentario: Speaker does not find the word to continue her speech. (Fluency)

Comentario: Speaker does not use the appropriate word. (Appropriacy)

Comentario: Speaker asked for help to assemble her comment. (Range of Language)

Comentario: Speaker does not conjugate the verb in the proper form. (Grammar)

Comentario: Speaker asked for help to assemble her comment. (Range of Language)

Comentario: Mispronounced word. Original word: Traffic Jam (Pronunciation)

Comentario: Speaker does not conjugate the verb in the proper form. (Grammar)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: This sentences is not well constructed. (Grammar)

Comentario: Speaker does not use the appropriate word. (Appropriacy)

Comentario: Speaker does not find the word to continue her speech. (Fluency)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: Speaker does not find the word to continue her speech. (Fluency)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: This sentences is not well constructed. (Grammar)

FINAL SPEAKING TEST:
TRANSCRIPTION
STUDENT'S NAME: Camilo Marulanda

Andres:	Hi camilo, how you've been?
Camilo:	Good
Andres:	Ok.
Andres:	Well, today we are going to have the oral exam. I mean the oral test.
Camilo:	Yes.
Andres:	Which is about this reading "A New Fangled Device" do you remember about that reading?
Camilo:	Yes.
Andres:	So, we're gonna start. I'm gonna ask you four questions
Camilo:	Yes.
Andres:	…And feel freely to answer them. So we're gonna start. Question number one: tell me what is the principal idea of the story?
Camilo:	The principal idea is to explain the all problems that, that, when the traffic lights don't, don't is in the city.
Andres:	Ok.
Andres:	So, question number two: why do you think traffic lights are so important in cities like Bogotá? For example.
Camilo:	If the traffic lights don't are, all are in crise because, because the persons don't know where come one car or the other, is the principal problem of the story.
Andres:	Ok, question number three: according to this picture, look at this picture.
Camilo:	Yes.
Andres:	Tell me what's going on?
Camilo:	All persons are fight.
Andres:	Are fighting?
Camilo:	Yes.
Andres:	Why?
Camilo:	Because don't are traffic lights, the cars are crashed.
Andres:	Ok. And the last question: did you like the story?
Camilo:	Yes:
Andres:	How did you like it? Why? Why did you like the story?
Camilo:	Because I liked the person that invent the traffic light, is a good idea for all the problems of the city.
Andres	Thank you so much!
Camilo:	Bye.

Comentario: This is a word order mistake. (Syntax)

Comentario: Speaker does not find the word to continue his speech. (Fluency)

Comentario: Speaker does not conjugate the verb properly. (Grammar)

Comentario: Speaker does not conjugate the verb properly. (Grammar)

Comentario: Speaker does not use the appropriate word. (Appropriacy)

Comentario: Influence of mother tongue is seen. (Accuracy)

Comentario: Speaker does not find the word to continue his speech. (Fluency)

Comentario: Speaker does not conjugate the verb properly. (Grammar)

Comentario: This is a word order mistake. (Syntax)

Comentario: Speaker forgot to use a pronoun before this auxiliary verb. (Grammar)

Comentario: Speaker does not conjugate the verb properly. (Grammar)

Comentario: Speaker does not conjugate the verb properly. (Grammar)

Comentario: Speaker does not conjugate the verb properly. (Grammar)

Comentario: Speaker does not conjugate the verb properly. (Grammar)

Comentario: Speaker forgot to use a pronoun before this auxiliary verb. (Grammar)

FINAL SPEAKING TEST:
TRANSCRIPTIONS
STUDENT'S NAME: Gabriel Botero

Andres:	Hi Gabriel, how you doing?
Gabriel:	Good!
Andres:	Now we are gonna have the oral test about the reading "A new Fangled device" do you remember about the reading?
Gabriel:	Yes
Andres:	Well, essentially I'm gonna ask you four questions and well those are very simple and you can feel freely to answer them. Ok? So we are gonna start. Question number one: tell me what is the principal idea of the text?
Gabriel:	of the traffic that is in the Salt Lake because is a thing that have really much traffic and Lester Wire, he make a new invention that is the, the, what? the, the traffic light that make that the, don't make traffic in this city.
Andres:	Good! Very good! So, question number two: why do you think traffic lights are important in a city like Bogotá, imagine.
Gabriel:	Because heeeeeee in a city like Bogotá is really heeeeeee fat the that cars make that one car and with another may that crash and the with the traffic lights make that don't pass this.
Andres:	Ok. So, question number three Gabriel: so according to this picture, look at this picture. Tell me what's going on?
Gabriel:	that is traffic all of bicycles, cars and how do you say carruajes?
Andres:	Carriages
Gabriel:	…carriages, heeeeeee and make that are much traffic.
Andres:	Ok. Why do you think there are I mean, they're having problems in there?
Gabriel:	Because, heeeeee, they don't respect the time of this car and this car and this car, because is not traffic light for pass to the other part
Andres:	Ok. Well, question number four did you like the story?
Gabriel:	Yes
Andres:	How did you like it? Why did you like it?
Gabriel:	Because, he say how the traffic light form and invent the person.
Andres:	Ok. That's it?
Gabriel:	Yes
Andres:	Ok, thank you Gabriel.

Comentario: Speaker does not use the this preposition properly. (Appropriacy)

Comentario: Speaker does not use the this article properly. (Appropriacy)

Comentario: Speaker forgot to use a pronoun before this auxiliary verb. Grammar)

Comentario: Speaker does not conjugate the verb properly. (Grammar)

Comentario: Speaker does not conjugate the verb properly. (Grammar)

Comentario: Speaker does not find the word to continue his speech. (Fluency)

Comentario: Speaker does not conjugate the verb properly. (Grammar)

Comentario: This sentence is not well constructed. (Grammar)

Comentario: Speaker does not find the word to continue his speech. (Fluency)

Comentario: Speaker does not find the word to continue his speech. (Fluency)

Comentario: Speaker does not use the appropriate word. (Appropriacy)

Comentario: This sentence is not well constructed. (Grammar).

Comentario: This sentence is not coherent. (Fluency)

Comentario: Speaker asked for help to assemble his comment. (Range of Language)

Comentario: Speaker does not find the word to continue his speech. (Fluency)

Comentario: This sentence is not well constructed. (Grammar).

Comentario: Speaker does not find the word to continue his speech. (Fluency)

Comentario: Conjugation mistake. (Grammar)

Comentario: Conjugation mistake. (Grammar)

Comentario: This sentence is not coherent. (Fluency)

FINAL SPEAKING TEST:
TRANSCRIPTIONS
STUDENT'S NAME: Mark de Sutter.

Andres:	Hi Mark how you've been?
Mark:	Good, good and you?
Andres:	Fine
Andres:	So, haaaaaaa today we're gonna have the oral test about the reading: "A New fangled device" ok? You remember about that reading?
Mark:	Yes, yes.
Andres:	Ok, I'm gonna ask you four simple questions and well you're gonna answer them freely. So, we're gonna start.
Andres:	Mark tell me what is the principal idea of the text?
Mark:	The first electric traffic light.
Andres:	And what else?
Mark:	heeeeeee, that they were a good solution of traffic problems.
Andres:	Ok, that's it?
Mark:	yeah
Andres:	Question number two: why do you think traffic lights are important in a city like Bogotá? Why do you think traffic lights are so important?
Mark:	Because in Bogotá there are many cars that crash and all that things when there are not traffic lights and we need traffic lights to heeeeeeee, to, to attack that accidents.
Andres:	Ok, question number three: according to this picture, look at this picture tell me what is going on?
Mark:	A big traffic problem.
Andres:	Why?
Mark:	Because all the people is fighting from the cars and the crash and all that thing.
Andres:	What do they need?
Mark:	A traffic light.
Andres:	Why?
Mark:	Because the traffic light let them pass the calles?
Andres:	Streets.
Mark:	The streets with not crash and no trancones.
Andres:	No traffic jams.
Mark:	And not traffic jams.
Andres:	Ok, question number four: did you like the story?
Mark:	Yes, yes
Andres:	Why?
Mark:	Because that's the origin of the traffic lights.
Andres:	Ok, thank you Mark
Mark:	Ok, chao.

Comentario: Speaker does not find the word to continue his speech. (Fluency)

Comentario: Speaker does not use the appropriate preposition. (Appropriacy)

Comentario: Speaker does not find the word to continue his speech. (Fluency)

Comentario: Speaker does not use the appropriate article. (Appropriacy)

Comentario: Speaker does not conjugate the verb properly. (Grammar)

Comentario: This sentence is not well constructed. (Grammar)

Comentario: Speaker asked for help to assemble her comment. (Range of Language)

Comentario: Speaker does not use this word properly. (Appropriacy)

Comentario: Influence of mother tongue is seen. (Accuracy)

FINAL SPEAKING TEST:
TRANSCRIPTIONS
STUDENT'S NAME: Natalia Castro

Andres:	Hi Natalia…
Natalia:	Hi
Andres:	Today we're gonna have the oral test about the reading "A New Fangled device" so I'm gonna ask you three questions, four questions actually and well there we go!
Andres:	So, first of all, I would like you to tell me. What is the principal idea of the story? I mean what is the principal idea of the text?
Natalia:	heeeeee, that a man create the traffic light and the electric car.
Andres:	Question number two? Why do you think traffic lights are important in a city like Bogotá?
Natalia:	Because traffic light works to the person that is in the cars because if no hubieran?
Andres:	If there weren't.
Natalia:	If there weren't traffic lights heeeeeee, Bogotá tendria?
Andres:	Would have
Natalia:	Would have so many accidents.
Andres:	Question number three: according to this picture, look at this picture tell me: what's going on? What's going on?
Natalia:	People of the city are angry because they can't move and if the don't move have and accident
Andres:	Why?
Natalia:	Because
Andres:	Why can they have an accident?
Natalia:	Because are in a traffic and don't have traffic light.
Andres:	Well, ok
Andres:	The last question: did you like the story?
Natalia:	Yes
Andres:	Why did you like it?
Natalia:	Because is I see the evolution of the Bogotá the world because in time ago don't have traffic lights.
Andres:	Ok. Thank you.

Comentario: Speaker does not find the word to continue her speech. (Fluency)

Comentario: Speaker does not conjugate this verb properly. (Grammar)

Comentario: Speaker does not conjugate this verb properly. (Grammar)

Comentario: Speaker asked for help to assemble her comment. (Range of Language)

Comentario: Speaker does not find the word to continue her speech. (Fluency)

Comentario: Speaker asked for help to assemble her comment. (Range of Language)

Comentario: Speaker does not use this verb properly. (Appropriacy)

Comentario: Speaker is missing a pronoun before this auxiliary verb. (Grammar)

Comentario: Speaker does not properly use this auxiliary verb. (Appropriacy)

Comentario: Speaker does not properly use this article. (Appropriacy)

Comentario: Speaker does not properly use this preposition. (Appropriacy)

Comentario: Speaker is missing a pronoun before this auxiliary verb. (Grammar)

Comentario: This sentences is not coherent. (Fluency)

FINAL SPEAKING TEST:
TRANSCRIPTIONS
STUDENT'S NAME: Nicolas

Andres:	Hi Nicolas how you've been?
Nicolas:	Fine
Andres:	Today we are gonna have the oral test about the reading "A New Fangled Device" so, I'm gonna ask you four simple questions and you are gonna answer them freely. Ok?
Nicolas:	Ok
Andres:	So, we are gonna start. Tell me what is the principal idea of the test?
Nicolas:	That in the cities the traffic was very disorganized and there were many problem and Lester Wire invet a traffic light to control that.
Andres:	Question number two: why do you think traffic lights are important in a city like Bogotá?
Nicolas:	They are important because in Bogotá there so many cars and people so if the traffic light doesn't exist there were many problems and accidents.
Andres:	Ok, perfect Nicolas.
Andres:	Question number three: according to this picture, look at this picture and according to this tell me what's going on?
Nicolas:	There the different vehicles are very, no one control that and so they are very disorganized.
Andres:	And what else can you see from the picture?
Nicolas:	That all the people is very hungry, angry.
Andres:	Why?
Nicolas:	Because they can't pass, because of the traffic.
Andres:	And the last question Nicolas: did you like the story?
Nicolas:	yes
Andres:	How did you like it?
Nicolas:	Because that story is like a little biography of a very important person that was Lester Wire and they said all the things that Lester do to make the traffic light.
Andres:	Ok Nicolas thank you so much
Nicolas:	Ok.

Comentario: Speaker forgot the plural form of this noun. (Grammar)

Comentario: Speaker does not properly conjugate this verb. (Grammar)

Comentario: Speaker forgot the auxiliary verb "are" (Grammar)

Comentario: Speaker does not properly conjugate this verb. (Grammar)

Comentario: Speaker does not properly use this preposition. (Appropriacy)

Comentario: Speaker does not properly conjugate this verb. (Grammar)

Comentario: Speaker corrected himself when using the word "Angry". (Appropriacy)

Comentario: Speaker does not properly conjugate this verb. (Grammar)

Página 173: [1] Comentario	ANDRES BARON	09/01/2008 8:50

Speaker does not conjugate in an appropriate way the verb "to be" in the third person singular of the past tense (Grammar)

Página 173: [2] Comentario	ANDRES BARON	14/01/2008 10:28

SSpeaker does not conjugate in an appropriate way the verb "Learn" in the third person singular of the past tense (Grammar)