



UNIVERSIDAD AUTÓNOMA DEL ESTADO DE HIDALGO

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INSTITUTO DE CIENCIAS SOCIALES Y HUMANIDADES

ÁREA ACADÉMICA DE LINGÜÍSTICA

LICENCIATURA EN ENSEÑANZA DE LA LENGUA

INGLESA

“A COMPARATIVE STUDY OF THE DEVELOPMENT OF  
SPEAKING IN TWO TEACHING SYLLABUSES OF AN ENGLISH  
LANGUAGE SCHOOL IN PACHUCA, HIDALGO, MEXICO”.

T E S I S

QUE PARA OBTENER EL TÍTULO DE:  
LICENCIADO EN ENSEÑANZA  
DE LA LENGUA INGLESA  
P R E S E N T A :  
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INSTITUTO DE CIENCIAS SOCIALES Y HUMANIDADES  
LICENCIATURA EN ENSEÑANZA DE LA LENGUA INGLESA



Asunto: Orden de Impresión

LELI/133/09

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Pachuca, Hgo. 7 de agosto de 2009

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c.c.p archivo  
expediente



## ACKNOWLEDGMENTS

- **To my Lord:** Thanks God for giving me chance of living and sharing knowledge with my family, friends, co-workers, and students all I have learned to be the teacher I wanted to have when I was an English student.
- **To my parents Virginia and Lázaro:** First of all I want to thank you for all the values and good things you have taught me in all my life. You have been the best encouragement I have to overcome all the challenges.
- **To my teacher and thesis advisor Eleanor Occeña:** First of all thank you for the time you dedicated in guiding me to develop this thesis that we finished together. At the beginning I told you that making a thesis was a hard challenge for me, because I have never liked to do research, but with the time I noticed that it is a nice way to learn what it is unknown to be a talented teacher and researcher. Thank you for all that you taught me these months.
- **To my brothers and sisters:** I want to dedicate this work to you, to make you realize that everything that seems to be difficult to do is possible to achieve when you really want to do it, so do not stop until you get all that you plan.
- **To the Director, Coordinator, Teachers, and Students of Harmon Hall, Pachuca:** All of you took an important part of this project, so thank you for the time you gave me in the development of this research when answering the questionnaires and interviews. **Teacher Eira**, thanks for the encouragement!
- **To my dear friend Cristina and my sister Miriam:** Because you were the first people who encouraged me to take the challenge of doing a thesis. Thank you for all your experiences.

- **To my dear friends Norma and Román:** I can not believe that I have finished what was a nightmare for you, I say nightmare because all the times I asked for your help, so thanks for the knowledge and experience you have provided to all my projects and especially for your friendship. I love you so much.
- **To my dear friend Alberto:** You played an important role during the process this investigation took and since I started working. I want to thank you for all your advice and the good things I have learned a lot from you such as improving my class preparation and the concepts of language teaching you explained me, but the most important: Thanks for being my friend and for the fun moments we have spent together. I love you so much.
- **To my friends Maru, Yamilet, and classmates:** I know you can not believe that one of the shiest students from our classroom decided to do a thesis when we did not like to do research in our classes, that is why I want to dedicate my work to all of you who shared good and stressing moments at L.E.L.I.
- **To Miguel Ángel:** Your encouragement was very important to finish this thesis; you more than anyone else know all I had to do, so as to accomplish one of my professional goals. Thank you very much. Do not forget how much I love you!
- **To Elizabeth González:** Thanks for all the computer lessons you gave me. You were so kind in helping me. Thank you very much!

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## **ABSTRACT**

In Harmon Hall, after some months of working with two syllabuses- known as the Bridge and the DNA-, the teachers noticed and commented that these two syllabuses have different forms of managing the four language skills, and as a result, the students have shown some difference in the development of the skills, notably in the speaking skill. Teachers have shown a higher preference for the DNA activities for the development of the speaking skill, although the Bridge has also shown to have some other good points to work with for the same skill. This is a qualitative and quantitative study which aims to analyze two syllabuses, the Bridge and the DNA used by Harmon Hall Institute. Teachers think that the DNA is better than the Bridge regarding the speaking skill. Interviews and questionnaires were administered to ten teachers, twenty-seven students, and to the principal of Harmon Hall in order to carry out this research. The results obtained could be useful and effective of both syllabuses as well as their weak points, as stated by teachers and students, so that Harmon Hall can make use of the information gathered for the benefit of their teaching and learning process.

## CHAPTER I. INTRODUCTION

### 1.1 BACKGROUND

These days, many countries work hard for international equality in order to be up to date in all aspects. Modernization is concerned with the needs of people of a specific country to be economically developed. Several factors are involved in achieving this development, such as: *education, economy, culture, the system of values, beliefs, and traditions* in which economic activities and economic institutions exist (Berger, 1986).

Nowadays some traditional beliefs have been crushed and they have become more social. Education has become available so that people can be helped to reach a higher quality of life through the organization and interaction in social activities. These activities are regulated by economy, government, family, religion, medicine, and education. Together with culture, all the social institutions give form to social life of societies since early stages, where people start interacting within the family and then at schools, where they receive responsibilities and obligations to take part of the rest of social institutions through time.

Through the acquisition of knowledge, skills and values at schools, people can survive in the multiple changes of societies. That is why educational systems are modified constantly according to the economy of the society, mainly because of the progress of industrialization and the creation of high technology, which is more complex and requires more mental labor than physical. To face these contexts, societies take education as a means of getting higher qualified people with more abilities for employment (Renzetti & Curran, 2000).

Some countries work hard to get competent people at their schools because in the future the pupils will be in charge of the development of their nation. Every

country has different needs for obtaining success in meeting the demands of economy; some nations have adopted certain study programs, which are related to real situations according to their country's lifestyle (Renzetti & Curran, 2000).

To have a good relationship among countries, it is necessary to communicate with each other to achieve their economical goals. In most of the times this communication is mainly governed by the English Language; it is because the wealthiest and the most powerful countries use it. Countries with high rates of education are the ones that design the most modern technology to make life easier for people; most of these are English-speaking countries, which have standardized this language around the world through media and technology. On the other hand, under-developed countries just acquire what the others produce, and face some problems when reaching agreements with developed countries to the simplest reason as reading manuals of machines.

The alternative that low developed countries have, to be closer to the countries with a higher quality of life is to learn English as a foreign language, to use it for several purposes like keeping communication in business and other transactions.

In every country there are institutions concerned with English Language Teaching (ELT), developing Listening, Reading, Writing, and Speaking skills, - which are taught and developed in different ways to help people to learn English as a second language for the purposes they have.

One of the countries most interested in keeping good relationships with English-speaking countries through foreign trade is Mexico. This is because Mexican people look for the opportunity to improve the conditions where they live by getting well paid jobs that require good performance in some abilities and the use of a

foreign language such as English, which has been taught for several years in this Nation. Presently, Mexico is the third party of the North American Foreign Trade Agreement (NAFTA).

The demand for English classes is the reason Mexico has many schools focused in English Language Teaching. Many people are learning English by attending schools or institutions which offer English teaching services. Some English study institutions develop their respective study syllabus or follow known approaches or methods to achieve the goals of teaching and learning English. It is important to mention that an approach is an assumption or belief about language teaching-learning; a method is when the assumption is practiced with selected skills according to a content, which is characterized for having order in the teaching. The syllabus is the program schools follow at any course, most of the times with the guide of textbooks (Richards, 1986).

In Mexico, Harmon Hall is one of the schools known for its English teaching services. This school is concerned with providing enough tools to students to become capable of understanding and interacting in English with the use of different syllabuses focused on making students use their listening, reading, writing and speaking skills. All the English courses of Harmon Hall are based on some textbooks published by Harmon Hall Editora or by international publishing houses such as Cambridge University Press.

As times are constantly changing and there is a greater need for English for communication in almost all transactions whether it be social, work or study purposes, Harmon Hall has tried to respond to these language needs of its clients.

In 2005, Harmon Hall implemented a study syllabus called *the Bridge*. The term Bridge was used, because it served as a transition between the administration

of the old program and the new one. And that is what literally a bridge does, serves as a transitional tool between points. It focuses in the teaching of English through grammar structures. With the correct use of grammar structures, students are shown how to be more confident in speaking activities when they practice them in class. In this study, this syllabus will be referred to as "*the Bridge*".

In June 2007, a new study syllabus was adopted by Harmon Hall, which is called *the DNA*. The term DNA comes from the term in biology. DNA is the basic element, the core of life. The DNA academic program of Harmon Hall is the basic element, the core of its activity. The DNA focuses in the real use of language through activities which help students to develop the four language skills. It is important to mention that in this study, both "*the Bridge*" and "*the DNA*" refer to the study syllabuses of Harmon Hall. Each level of both syllabuses is taught in four courses lasting four weeks each.

## **1.2 PURPOSE OF STUDY**

The Harmon Hall teachers and students are aware of the two syllabuses. Some teachers and students are in favor of one and some others are in favor of the other syllabus. This is a study to analyze any aspect to determine if these two syllabuses or any one of them responds to Harmon Hall's expectations- that will indicate which program works better or which program has shown more effective results in the students' performance. It is for this reason that I thought it could be helpful to gather reliable information in order to establish which of the two English syllabuses best serves the purposes of Harmon Hall.

### 1.3 HYPHOTESIS

Some teachers think that the most recent DNA syllabus helps produce better results in the speaking skill than the Bridge syllabus. Some other teachers think otherwise, that the Bridge produces better results in speaking than the DNA.

### 1.4 SIGNIFICANCE OF STUDY

The achievement of this comparative study between the two teaching syllabuses the Bridge and the DNA pretends to see how each syllabus develops the speaking skill in students, by looking at results obtained in oral exams, and getting the impressions through two interviews with the Harmon Hall principal, surveys for teachers who have worked with *the Bridge* and *the DNA* syllabuses and surveys for students who took course four of both syllabuses in Harmon Hall Pachuca.

Carrying out this research will be beneficial in different ways:

1. New teachers who have never worked with *the Bridge* and *the DNA* will get a description of each program so that they can find a good use of them in class.
2. Harmon Hall teachers, who have never taught DNA courses but get groups which have been working with it, will have a description of the DNA syllabus to check the kind of speaking activities that are developed in this program so that they can get some ideas and recommendations when planning their Bridge lessons. In this way, teachers can plan speaking exercises taking into account how students have developed speaking in their four basic level courses of the DNA syllabus.
3. Harmon Hall Director and Coordinator will know the weak and strong points of *the Bridge* and *the DNA* from the results shown by students in speaking, in

order to make teachers work harder on the weak points. In the same way, the Director and Coordinator will have better options when supervising their teachers under their charge.

### **1.5 GENERAL OBJECTIVE**

To gather information about the development of the speaking skill of the two English syllabuses - the Bridge and the DNA – that will be useful to Harmon Hall to promote better results in the development of speaking.

### **1.6 SPECIFIC OBJECTIVES**

1. To show the differences in the speaking development of students working with the Bridge and the DNA syllabuses.
2. To gather information about the development of speaking from teachers and students who are working with the Bridge and the DNA syllabuses that can be useful for Harmon Hall and the teachers.

## **CHAPTER II. THEORETICAL BACKGROUND**

The increase in the development of technology and modernization has made people feel interested in the necessities their society has, and the way they satisfy them to become economically developed (Berger, 1986). Richards (1986) and Crystal (1997) agree that the most developed countries are the ones that have shown their interest in facilitating the life of human beings through machines and other inventions such as treatments in medicine and of course those of political changes. Because of the talent and the desire of sharing knowledge with the undeveloped countries, scientists, inventors, and politicians have made English an international language to transmit experiences and knowledge. The simple reason for this is that most of these people have English as their mother tongue. This fact has obligated people around the world to learn English as a foreign language to receive the new knowledge and to continue with the propagation of knowledge.

There are other reasons why people learn languages (Harmer, 1991):

- a) The school curriculum: where students study English as a requisite.
- b) For professional development: where people use the language for professional reasons.
- c) Culture: because of the interest in learning about the people and their countries of the foreign language they are studying.
- d) Various other reasons: for traveling, for entertainment (music, arts, movies, theatre) and for social interactions
- e) English for specific purposes, summarized in three categories:
  - EOP: English for Occupational Purposes
  - EAP: English for Academic Purposes



- EST: English for Science and Technology

In EOP, students study English to get better job positions. In EAP, students are focused on learning the foreign language to write reports and essays, while in EST students are interested in practicing the reading skill to understand articles and textbooks. In each category the students develop the skills they particularly need.

Nowadays English is the world's most widely studied foreign language, whereas in the XV century people used to learn Latin. Then in the XVI century French, Italian, and English started to be learned. Through the years, English gained more importance as the result of political changes in Europe and the advances in technology.

At the beginning of the XVIII century, the European language schools taught English and the other modern languages (French and Italian) in the same way that these schools taught Latin by using grammar rules, vocabulary lists, and sentences to translate. Learners improved the foreign language by reading the translated sentences aloud. The purpose of these schools was not to develop the speaking skill. In succeeding years, European schools included the memorization of morphology and syntax. Afterwards, several English teaching methods and syllabuses started to appear because "the proliferation of approaches and methods is a prominent characteristic of contemporary second and foreign language teaching" (Richards, 1986, vii), where the approach of each method was focused on different views of "what language is and how a language is learned" (Richards, 1986, vii).

Through the years the teachers and creators of language teaching methods and syllabuses noticed that students could develop different language skills basing the course in appropriate syllabuses or methods according to the students' needs in order to have a standard in teaching and learning a language. According to Anthony

(1963), cited by Richards (1986) *the approach* is “a level at which assumptions and beliefs about language and language learning are specified” (Richards, 1986, 15), where the language is taught with the nature of language teaching and learning. On the other hand, in the *teaching methods* the theory related to language teaching is put into practice through the development of specific skills, content, and techniques.

To achieve the goal of learning a foreign language, the teacher has to be aware on the form he develops the method or approach in the students learning because the results the teacher obtains at the end of the course will be the consequence of what he does in class. In other words, if a teacher wants to obtain success in all the activities and the way he manages the class, he has to work harder to encourage the students to achieve the goal of learning a foreign language. Commonly, the students are motivated to learn a language when the teacher is interested in helping them to carry out some short or long- term goals such as passing a test, finishing a unit from the course, getting a better job or communicating. Generally, there are two types of motivation that the students need when they study different subjects. Extrinsic motivation involves the factors that occur outside the classroom such as in the case of learning languages. It is believed that practicing a foreign language can be a quality to get better jobs because of the knowledge of a new culture; Intrinsic motivation refers to the inside factors that occur in the classroom, such as, the type of activities, the physical conditions, the method, and the teacher (Harmer, 1991).

## 2.1 THE USE OF FOUR SKILLS TO LEARN A FOREIGN LANGUAGE

To help students in learning English as a foreign language, it is necessary to help students develop different types of knowledge such as learning grammar, discourse structure, vocabulary, writing, intonation, and other aspects; which will help the students to be competent in the use of the foreign language as native or near-native speakers. According to Harmer (1991), a native or a near-native speaker is able to use the language because he has abilities, such as:

- to recognize and produce sounds.
- to know where to stress the words and phrases.
- to know the meaning of different types of intonation tunes.
- to know the use of grammar.
- to use vocabulary appropriately.
- to structure good discourses.

Studying a language different from the mother tongue does not mean that students will be native speakers after some time; but that they will know how to use another language as part of learning and not as acquisition, because students are conscious on what they learn day a day (Harmer, 1991).

Language schools are interested in helping students to be communicatively competent (be aware of how to use the language) with the knowledge of: (Harmer, 1991).

- |                       |                                    |
|-----------------------|------------------------------------|
| • Discourse structure | • Writing                          |
| • Grammar             | • Intonation                       |
| • Vocabulary          | • Interpretation of written texts. |

The above aspects are what native or non-native speakers develop, to understand what others say and the form they plan and execute what they want to say back.

People who learn a foreign language use it through certain skills that native speakers develop, to speak on the phone, write letters, listen to the radio, or read books (Harmer, 1991).

There are four main skills or macro skills to learn and develop the same language activities of native speakers. First of all, the skills are divided in two types; *Listening* and *Reading* skills which are considered as *receptive skills* because they are involved in receiving language input. In *productive skills*, *Speaking* and *Writing* skills are in charge of producing the language (Harmer, 1991).

For students to learn a foreign language, the teacher has to be aware of what skills the students need to practice to be efficient in the correct use of the language.

The four language skills have to be practiced in a same class, because “one skill cannot be performed without another” (Harmer , 1991, 52 ), for example, when someone attends a conference, he *listens* and takes notes to *read* or *explain* or comment on what he understood about the conference afterwards.

Working with the *receptive skills* (reading and listening), implies that the learners have to develop some sub-skill to achieve success in the understanding of the content they read or listen to. Some of the sub-skills they have to work with are (Harmer, 1991):

- Prediction of meaning from context
- Extracting specific information (scanning)
- Getting the general idea (skimming)
- Extracting detailed information

- Recognizing functional and discourse patterns

When students use the sub-skills efficiently, they “are able to process the language sufficiently at least to extract the meaning” (Harmer, 1991, 185). In the development of the *productive skills* (writing and speaking), it has been seen that effective communication is achieved when the speaker and the listener, for example transmit and receive the message. In other words the speaker is the one who has a communicative purpose that the listener discovers in the speech. In conversations the capable or native speakers are able to select the appropriate language to obtain success in the transmission of the message.

## **2.2 TEACHING SPEAKING AND ITS IMPORTANCE**

Through the years, some language teaching methods appeared, such as the grammar translation and audiolingual methods. These methods taught students to learn non-realistic language without any context. Communication was neither the objective nor the use of appropriate language, gestures, or expressions. Then, other methods and approaches emerged to make students productive in the oral skill through interactions in real situations. Magie S. Berns (1984), cited by Galloway, A. (1993) says “language is interaction; it is interpersonal activity and has a clear relationship with society”. In this light, language study has to look at the use (functions) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational context (who is speaking, what their social roles are, why they have come together to speak) (Berns, 1984 in Galloway, A.(1993).

To make students aware of the right use of spoken language through interaction with others, it has been necessary to practice it through the development

of the speaking skill in language classrooms to make students able to interact successfully in English, which involves comprehension as well as production (Hughes, 1989). Some teachers have made students practice speaking through several teaching methodologies generally taught in the foreign language itself, that the students are learning.

According to Harmer (1998), Scrivener (1994) and Hughes (1989), the focus of Communicative Language Teaching and the Communicative Approach in the development of the speaking skill is to get fluent and confident students when talking about familiar situations, where students can use all vocabulary and structures they know without teachers controlling the language on specific grammar structures because “the meaning is more important than the form” (Aberystwyth University, 2008). Students have to be motivated to take risks in using the language to speak confidently, fluently and with less hesitation. It is important to mention that in the Communicative Approach the students are able to manage language functions such as: arguing, persuading, or promising in a social context, where students express their arguments in a particular way depending on the person they are talking with or in the relationship that exists between people (co-worker, friend, or boss) (Larsen, 1986). In the Communicative Approach, most of the oral tasks to evaluate speaking are designed to check if students are able to use the foreign language as means of expression of what they want in order to survive in the variety of every day situations in the foreign country of the language, according to the Aberystwyth University (2008), in the same way students are evaluated in the ability to express the same idea in different linguistic forms (structures) or just to express opinions and point of view.

Students can be motivated to speak by giving some rehearsal, feedback, and engagement in all their speaking activities (Harmer, 1998). The Communicative Approach agrees in the optional use of rehearsal to inspire students' confidence in developing alternative ways of saying things in spontaneous and incidental speaking activities. As a result, the students can notice their weak and strong points in speaking. In addition, to motivate and activate the students' participation, the teacher needs to guide them with relevant topics and materials related to the real life such as articles from a newspaper or live radio or television broadcast (Larsen, 1986).

Scrivener (1994), Harmer (1998), and Hughes (1989) are of the opinion that the role of grammar and vocabulary in speaking activities is to make students aware of the situations where they can use the language, unlike situations where students are able to conjugate a verb, but unable to respond to a simple question. That is why "Communicative activities are not simply grammar-practice activities, although you could offer likely grammar or vocabulary before the activity, the main aim for the students is achieving successful communication rather than accurate use of particular items of language" (Scrivener, 1994). The use of proper grammar, vocabulary and pronunciation can be graded as separated aspects of the speech (Hughes, 1989).

In the TAST (Toefl Academic Speaking Test), TSE (Test of Spoken English) and KET (Key English Test) international tests, the grammar, pronunciation, and vocabulary are considered important aspects to evaluate the speaking skill, where each international test contains a section for evaluating the speaking skill of students. The main objective of these Cambridge exams is to test candidates in the ability of handling successful communication in several situations; it means to check if students transmit and receive the information they want through different tasks. It is

important to specify that TAST and TSE are stricter in the evaluation form because they are focused on measuring the test takers ability to communicate in academic settings through conversations, lectures and reading passages, and not only about simple topics as in a KET test.

According to the opinions above – mentioned by the authors and in the information about the speaking tests also mentioned previously, all the speaking activities developed are similar because in all the spoken activities students are in touch with topics they already know such as cultural contexts related to Literature, Folklore, Arts, Music, Customs, Habits, Beliefs, Values, etc., where students feel confidence to express ideas and opinions. In a confident conversation students can use verbal and non-verbal aspects of communication such as gestures, and posture. Students have to be aware of the gestures they use to transmit the right idea and avoid misunderstanding of the message (Gail Robinson, 1985).

## **2.3 SOME GENERAL SPEAKING METHODOLOGY AND TECHNIQUES**

Through different contexts, speaking activities are created to make students develop their language skills. Aberystwyth University (2008) and Tomalin and Stempleski (1993), say that students learn easily to speak by using familiar contexts such as the particular place they live, the situations they are exposed to, like the music, symbols, famous people in the culture, features and landscapes. Another way to help students to speak in a foreign language is with the use of realia and other authentic materials such as:

- Postcards
- Photos
- Images
- Newspaper / magazines articles
- Poems
- Recipes



- Videos
- Flash cards
- OHP

All the above-mentioned materials can be associated to the cultural development of the students, helping them to be more confident and fluent because they are able to express themselves more with the use of these materials.

The Communicative Approach phrases on the use of patterns of every day life and comments in this regard that these are useful to make students speak in a foreign language. Some of the most common situations to discuss in a speaking class are about (Aberystwyth University, 2008): employment, housing, shopping, and hobbies.

With the use of previously - mentioned familiar topics, teachers and students can be aware of the lifestyles of people from a specific culture.

“Successful cross- cultural communication demands cultural fluency as well as linguistic fluency in order to communicate effectively in English” (Tomalin and Stempleski, 1993), where students can use speaking rules such as how to begin, continue, and end conversations, which sometimes are used in verbal or non-verbal forms.

To practice the speaking skill with students, the teacher has to follow the pattern he considers appropriate to each group of students. Hughes (1989), recommends the development of speaking activities according to the content students and teachers have to cover. In the Communicative Approach (Aberystwyth University, 2008); following specific patterns does not mean that the teacher has to focus only in a text book or in the syllabus. The teacher can select, personalize, and adapt the language to the students' interests by manipulating the textbooks to be more communicative. These can be done, for example, through the use of the

linguistic items, such as the use of proper language to be drilled and exploited in speaking activities. It is important to mention that the teacher's imagination in modifying activities to create other ones involves students in real communication because he is in charge of selecting activities that make all students get the chance to say something (Scrivener, 1994). After that, according to Scrivener (1998), and as with the Communicative Language Teaching approach (Aberystwyth University, 2008), the teacher can continue with other important aspects to practice speaking like the setting up of situations about interesting topics the students know. All of them have to be chosen according to the students' interests and level. To achieve successful communication, Scrivener says that students can activate their knowledge with reviews of new or old grammar and vocabulary before the development of a speaking activity. Teachers can motivate students not only by giving reviews in class, teacher also can motivate students to talk about the provided topics through solving problems in the role plays, repetition activities, surveys, etc. The speaking activities go from some basic ones to more complicated such as role plays, puzzles, story telling with pictures, interviews, discussions to express opinions of agreement or disagreement about provided data such as: newspaper articles, maps, etc. (Scrivener, 1994; Harmer, 1998).

## **2.4 ASPECTS FOR EVALUATING THE SPEAKING SKILL**

To evaluate the students' speaking, Scrivener (1994), and Harmer (1998) say that to evaluate this skill the teacher has to focus his attention in the fluency and confidence that the students have. For these authors, the accurate use of grammar is not so important; while in the KET, TAST, TSE tests; the most important aspects to

evaluate speaking are totally different, because they grade the accuracy and appropriacy of grammar, vocabulary, and pronunciation.

TAST, TSE, and KET speaking tests have different activities to develop the speaking skill of students, where students are not asked to perform simple tasks such as puzzles, role plays, etc.

The TAST is applied individually to measure one's ability to communicate in academic settings. This test takes 20 minutes to answer 6 questions:

- 2 questions about familiar topics
- 4 questions about conversations, lectures, and reading passages.

While in the TSE, the candidates have to respond orally on tape under timed conditions to a variety of printed and recorded information. In this oral exam there is an interviewer who says the questions from the test book. Each question is designed to check how well the student communicates, in the same way each question contains the time the candidate has as limit to respond.

In the Key English Test (KET) students are evaluated in pairs or threes by two examiners, where one examiner acts as interlocutor and assessor to manage the interaction by asking the questions or providing cues to the test takers. The other examiner acts as assessor but he does not take part of the conversation. This KET speaking tests takes from 13 minutes to 15 minutes to develop two speaking tasks. In both speaking tasks students have to show their ability to give personal information, to talk about past, future events, and to respond with long answers (ESOL Helpdesk, 2004).

Hughes (1989), comments that to evaluate the speaking skill it is important to take into account grammar through accuracy, where some grammar errors are acceptable, but of course if these errors do not destroy the communication.

## **2.5 ROLES OF TEACHER IN THE SPEAKING ACTIVITIES**

For students to be successful in speaking activities, the teacher assumes specific roles, as will be shown below, according to Scrivener (1994), Aberystwyth University (2008), and Orwig (1999):

- To listen to students when they are speaking in English to give feedback at the end of the activity.
- In the students' performance of speaking activities, the teacher does not have to interfere in students activities. An important role of the teacher is to invite students to talk through gestures and natural comments such as what do you think about...?.
- To personalize and localize language and adapt it into students' interests.
- To use the target language to make students be exposed to real language and as result students will learn to speak it in a natural way.
- To use relevant visual materials according to students' ages.
- To use gestures and some grammar.
- To reinforce with listening activities, like answer the questions about a recording by giving answers, opinions, or discussions.
- To be a facilitator and monitor.

## CHAPTER III: METHODOLOGY

This chapter provides specific information about the subjects, the instruments and the procedures followed in this research. First of all, this research is a qualitative and quantitative research, which was achieved using two research types:

1) A *survey research methodology*, which according to Criollo (2003), is focused in obtaining qualitative data, because of the use of questionnaires and interviews to determine the perceptions and opinions of people about the development of the speaking skill through the use of two different teaching syllabuses in Harmon Hall Pachuca..

2) A *methodological research*, Criollo (2003), to test the procedures and effectiveness of the Harmon Hall syllabuses to develop the speaking skill through the measure of the results of the oral assessments in the Bridge and DNA.

### 3.1 Subjects

In total thirty-eight people participated in the development of this research, males and females, working and studying at Harmon Hall Pachuca; the school director, ten teachers, and three groups of nine students in each (twenty-seven students). The ten teachers were chosen according to their experience in teaching English with both syllabuses the Bridge and the DNA. To select the sample of students in each group there was not any particular criteria about the quantity of students because on the day the questionnaire was applied there were just nine students in each group. Of the three groups of students, the first group belonged to the Bridge Syllabus basic level course 4. The second group was part of the DNA

basic level course 4, and the third group of intermediate level course 5 because they studied with the Bridge in the basic level, then in the intermediate level with the DNA.

## **3.2 Instruments**

### **3.2.1 Oral assessments**

To obtain a reliable measurement of the speaking skill it was necessary to apply oral assessments as The Harmon Evaluation Analysis Team (HEAT) did in a previous research, where the HEAT was in charge of finding out the deficiencies of students to learn English while using the Bridge syllabus. In this present research the two syllabuses were tested in two sample groups of students. In the DNA with a test specifically created to score speaking, students were evaluated in the accurate use of *grammar*, *fluency*, *conversation strategies*, and the ability to comprehend (*communication*), and the use of appropriate vocabulary (See Appendix G). In the Bridge it was necessary to adapt the DNA format with the topics covered in the Bridge syllabus by evaluating the same aspects as in the DNA, except the evaluation of *conversation strategies*, because the Bridge does specifically focus on any conversation strategy (See Appendix F).

### **3.2.2 Semi-structured interviews**

The questions of the interviews for the Harmon Hall principal and the questionnaires for teachers and students were created to know people's opinions about the development in the speaking skill when working with two different syllabuses. The principal answered two interviews in Spanish because she does

not speak English. For a valid and reliable study the interviews were tape recorded and transcribed in Spanish and finally translated into English. (Appendix A)

### **3.2.3 Survey / Questionnaire**

The teachers and students answered surveys, to get opinions about the speaking performance of students in the Bridge and the DNA syllabuses in order to state which syllabus is providing more tools to communicate in English. (Appendices B, C, D, and E respectively).

### **3.3 Procedures**

First of all, the questions from the interviews and surveys were designed to look at the opinions of both teachers and students about the speaking development in the Bridge and DNA (The rationale of each question is provided as Appendices A, B, C, and D respectively). Secondly, the principal was interviewed and tape-recorded in Spanish; then the interviews were edited and translated into English to have a standard in the language of the research. After that, the most important information related to the speaking production was highlighted for a future comparison with the students and teachers' comments. Another questionnaire was administered to ten teachers and the answers obtained were integrated in a list of answers (Appendix B). Afterwards, the three sample groups of students were surveyed and the answers provided in the questionnaires were joined in three different lists, where it was necessary to identify key words in the language the students were using in order to classify their responses (Appendices C, D, and E). The results of each question in the surveys were quantified and turned into graphs

to illustrate the main findings to determine the most effective syllabus to develop the speaking skill of students. Then, some oral assessments were administered to two groups of students with the same proficiency level but studying with a different syllabus to compare the effectiveness of the two syllabuses analyzed of this research. The results from the oral exams were compared and showed in a graph. Finally, the results obtained in the research instruments were analyzed and compared to conclude which syllabus has provided more tools to improve the speaking skill of the students of Harmon Hall Pachuca.

Since Harmon Hall started to work with both programs, many teachers of Harmon Hall Pachuca have expressed comments and doubts about the similarities or differences of *the Bridge* and *the DNA* students' performance at the moment they take part of in real conversations in English. These doubts were expressed by teachers because:

a) The contents of *the Bridge* and *the DNA* for speaking practice with students are different in these aspects: in the activities, in the evaluation, for the teachers and students:

### THE BRIDGE

- *The activities:* can be role plays, games, conversations, etc. Where students can practice what they have learned in grammar and vocabulary.
  - *The evaluation:* the students' participation in this kind of activities allow them to get 55% of the total passing grade, which is assessed as oral production.
- Every Friday of each week, students receive a grade for their speaking



development in the current week; at the end of the course, the teacher averages the four grades students obtained during the four weeks.

- *The teacher:* has the freedom to design speaking activities according to the students' needs, class profile, and the interests of the class in order to choose a topic for conversation.
- *The students:* have to do their best in the spoken activities of each class to receive a good grade at the end of each week.

### THE DNA

- *Characteristic features:* the division of each course into three units, where at the end of each unit, the students' speaking performance is assessed according to their use of grammar, vocabulary, fluency, communication (Ability to comprehend, interact, volume and pronunciation) and the use of conversation strategies (common phrases used in spoken English language).
- *Evaluation:* There are three oral quizzes per course, where each one has a total score of 25 points, and they are not considered as part of their final grade because these quizzes are just given to prepare the students for the final oral exam, which is 40% of the final grade and to make students notice about their strong and weak points in speaking.

- *Activities:* Working with the students' speaking skill in *the DNA* has helped teachers in the use of activities which are already designed in the Teacher's manual and to work with students in different ways (pairs, threes, groups, etc.).
- *Teachers:* When working with the speaking activities, teachers just have to follow what the book says, so it means the teachers cannot include extra activities designed by themselves or taken from other sources.
- *The students:* have to practice most of the oral activities and the tasks of the oral assessments in pairs, where first of all they follow patterns and then talk about themselves and their opinions.

b) Another factor that worried teachers was the result of the speaking performance of students in each syllabus, where teachers were wondering if *the Bridge* students are more fluent and accurate than *the DNA* students when taking part in any conversation or vice versa.

Up to the time that this paper was ready for printing, the Bridge syllabus was being used by only two groups of intermediate level remaining of the generation who started with the Bridge while the DNA syllabus is being used for the students from the basic to the intermediate level. However, there is a strong interest in continuing the use of some of the activities of the Bridge syllabus especially for speaking. Therefore, the findings of this study can be used to help in this decision.

## **CHAPTER IV. RESULTS AND DISCUSSION**

### **4.1 Reasons to replace the Bridge for the DNA**

The first interview developed last December 14<sup>th</sup>, 2007 with the Principal of Harmon Hall Pachuca, Emelia Velazquez (Appendix A), revealed the main reason why Harmon Hall is working with two different syllabuses. Principal Emelia Velazquez said that every syllabus finishes in a period of time, so as to have the opportunity to work with another more up-to-date syllabus. This sustains what Richards (1986) says about the development and improvement of syllabuses and approaches to make students learn a foreign language: “through history the language teaching methods have reflected recognition of changes in the kind of proficiency learners need” (Richards, 1986, 1). In this case, the DNA syllabus is intended to replace the Bridge in order to enable working with the four skills of English with the students. It is important to mention that the Bridge syllabus was a real bridge between the previous syllabus and the DNA in order to prepare students with international standards from the Common European Framework.

The replacement of the Bridge for the DNA was the result of a study that Harmon Hall did around three years ago. The study was focused on the observation of how the students learn and in the same way to know the distractions they had when learning English.

In the results of the study, Harmon Hall revealed that students needed more help with the skills to study English. These problems can be the results of the unsuccessful achievement of the learning goals to motivate students to learn a foreign language, as Harmer (1991) mentions: to obtain good production, students need to be motivated inside class through a variety of activities. So, to find a way of

helping students, Harmon Hall sought an alliance with Cambridge University to work with their *Touchstone* textbook to continue being the leaders in English Language teaching in Mexico by offering personalized materials from Cambridge.

The Harmon Hall Principal said that one of the two syllabuses was about to finish its time of use with students. At the moment of the achievement of the first interview, some students were taking English classes based on the Bridge syllabus, and some other students are starting with the DNA. Each group of students worked with the syllabus they belonged to, without mixing activities from both syllabuses. It means that students from the Bridge did not know the DNA activities. The DNA students likewise, did not know the Bridge syllabus. However, it is important to mention that in Harmon Hall, there is a group that is capable of giving an opinion about the usefulness of the Bridge and the DNA for improving their English level, mainly in the speaking skill. These students are those who took their four courses of basic level, using the Bridge activities. Then in the intermediate level, Harmon Hall made the change of syllabus and the students had to study with the new syllabus, working first with *Touchstone* published by Cambridge University Press, and then with *The Link*, which was published by Harmon Hall. These students expressed some opinions about the use of The Bridge and the DNA, according to the results that they obtained with their speaking and in the other skills because they worked with both syllabuses (the Bridge and the DNA).

According to the results obtained, these alumni Bridge students and the current DNA students have expressed that they feel that they are more pressed to learn with the DNA activities because they are more controlled than the Bridge.

The principal assumes that students are forced to learn in the DNA, because now the students are in charge of their learning through a learning portfolio that makes students be conscious on what they are learning or what they need to improve to learn a foreign language.

## **4.2 Speaking development in the Bridge**

### **4.2.1 Speaking development in the Bridge according to teachers**

Table 1 shows that there were 4 teachers out of 10 (Eduardo Murillo, Román, Cristina, and Norma) who commented that with the Bridge, the speaking skill is achieved through different and real situations. This means that they favour activities that are varied and that teachers can identify within real life. This proves what Aberystwyth University (2008), Tomalin and Stempleski (1993), suggest about using familiar contexts where the students are exposed to, such as talking about hobbies, shopping, and housing.

Only teacher Emmanuel, said that the Bridge has “limited activities”, meaning that students need more activities in order to make students produce what is expected in each level. Eduardo Murillo and Eduardo Reyes observed that the Bridge is focused on the practice of grammar with controlled exercises, where the Bridge tends to be like the first teaching methods based on grammar, such as the Grammar Translation Method, where the communication was not the objective (Berns, 1984). Finally, there is one teacher who said that the speaking development depends on the teacher. This agrees with Harmer’s ideas (1991), because he thinks that the results obtained at the end of the course is the

consequence of what the teacher does in class. This implies that teachers have to plan their activities very well so they meet the courses' goals.

**Table 1: Speaking Development in The Bridge syllabus** (according to teachers)

TEACHERS	Speaking Skills are developed through:	Speaking Skills are not developed because:	Other opinion.
Eduardo M.		"...Due to the controlled exercises"	
Eira	"...Real situations"		
Eduardo R.		"...It is focused in grammar"	
COORDINATOR Román	"...Different sorts of activities"		
Cristina	"...Different situations"		
Emmanuel		"...Limited activities"	
Maribel	"...A natural way"		
José			"...It depends on the teacher"
Norma	"...Lots of spoken activities"		
Edgar	"...A good way"		

#### 4.2.2 Speaking development in the Bridge according to students

Two students, Adelaida López and Josué Rebolledo are of the opinion that the Bridge does not help in the development of speaking and only one mentioned that the Bridge is good for fluency, though it is not clear whether it means fluency in speaking or in writing. If fluency were related to speaking they could mention something related to speed, naturalness, and comfort with words. Although Josué Rebolledo gave an unforgettable comment about the Bridge, he agreed with Yessica Ibarra about the good development of grammar students can get when studying with the Bridge syllabus. It is important to mention that there are other opinions that are unclear because the other 6 students from this surveyed group just said that the Bridge has good and bad aspects to develop speaking, without mentioning the aspects they are referring to and whether they are good and bad.

Overall the students seem to have no substantial opinions about the development of speaking with the Bridge, because they just mentioned that the Bridge is good for things other than speaking, such as grammar, or that it is “easy to understand”, although as Harmer (1991) says: “the appropriate use of grammar can offer good speaking results but if grammar is combined with other types of knowledge such as discourse structure and intonation”.

**Table 2: Speaking development in the Bridge** (according to The Bridge students)

<b>SPEAKING DEVELOPMENT WITH THE BRIDGE</b>	<b>STUDENTS WITH SIMILAR IDEAS</b>	<b>REASONS</b>
<b>Favourable comments on the Development Of Speaking With The Bridge.</b>	1	“...It's good for grammar, fluency, communication, and because it is easy to understand”
<b>Unfavourable comments on the Development Of Speaking With The Bridge.</b>	2	“...The development of speaking is slow” “...It's not good for speaking and listening”
<b>The Bridge Has favourable and unfavourable Aspects To Develop Speaking.</b>	6	“... It's good for grammar” “... It's good only for course one” “...Teachers sometimes speak Spanish” “...It's specific”

#### 4.2.3 Comparative analysis of the speaking development in the Bridge

A comparative table of Bridge's teachers and students opinions about the speaking is shown in Table 3. It appears that more teachers than students- 6 teachers out of 10 and 2 Bridge students out of 9- think that the Bridge develops the speaking skill in a natural way because in the Bridge, teachers and students work with sorts of activities in real situations related to several-cultural contexts such as literature, folklore, arts, music, customs, and habits, where students try to transmit and receive the right information (Robinson, 1985). With these types of

activities students learn about using the language in real life situations which may be more meaningful for their learning.

On the other hand, 2 teachers and 3 students agree that the Bridge focuses on grammar and the use of controlled exercises, where teachers have to evaluate the appropriate use of grammar as in the spoken tasks of international tests (TAST and TSE). These types of activities reflect a more traditional way of teaching English where correct use of grammar is stressed.

Almost the same number of teachers and students agree on the Bridge's focus on grammar although five teachers who say that speaking is developed with the focus of the Bridge in real life situations such as events the students are exposed to in a daily life with the use of realia and some authentic materials like flashcards, as Tomalin and Stempleski (1993) suggest to use when teaching English.

**Table 3: Comparative analysis of the speaking development in the Bridge.**

	DEVELOPS SPEAKING	REASONS	DOESN'T DEVELOP SPEAKING	REASONS	OTHER OPINION	REASONS
<b>NUMBER OF TEACHERS</b>	5	Speaking is developed in a natural and a good way through different sorts of activities and real situations.	4	The Bridge is focused in grammar due to controlled exercises and limited activities.	1	It depends on the teacher
<b>NUMBER OF STUDENTS</b>	1	It's specific and good for grammar, fluency, and communication, because it is easy to understand.	2	The development of speaking is slow.	6	It has good and bad aspects to develop speaking.



### **4.3 Speaking development in the DNA**

#### **4.3.1 Speaking development in the DNA according to teachers**

Seven teachers are of the opinion that the speaking skills are developed with the DNA through a variety of reasons such as the development of confidence because the students are learning how to use another language and being conscious on what they learn day by day (Harmer, 1991).

Out of the 10 teachers surveyed, teacher Eduardo Reyes said that working with the DNA takes longer for students to produce speaking because of the choral repetition and grammatical structures that they just work on in class, although it is important to mention that Scrivener (1994) and Harmer (1998) suggest repetition activities to motivate students to speak but just as review. In this case the success in choral repetition activities will depend on the way the teacher manages each activity. Then, in the same table 4 teacher Eira says that the activities are based on the book and teacher Norma says that the DNA does not allow students to go outside of the grammatical structure or let teachers personalize, select, and adapt the language according to the students' interests by manipulating the textbooks to be more communicative as Aberystwyth University (2008), recommends to do when teaching a foreign language. It is interesting to note that these three teachers do not see the other aspects that the majority mentioned and the majority did not comment on the reasons of these three teachers.

**Table 4: Speaking development in The DNA . (According to Teachers)**

TEACHERS	Speaking Skills are developed through:	Speaking Skills are not developed because:
Eduardo M	"...Confidence to speak faster and very naturally"	
Eira		"...Activities are based on the book"
Eduardo R		"...It takes longer to Ss to produce due choral repetition"
Roman COORDINATOR	"...Focus on a grammar point with dialogs and conversation strategies"	
Cristina	"...Real situations, vocabulary, and everyday conversations"	
Emmanuel	"...Weekly exams, listening activities"	
Maribel	"...Grammar and accuracy"	
Jose	"...Activities focused on speaking"	
Norma		"...Activities are controlled. It hardly allows ss to go outside the grammatical structure"
Edgar	"...Mechanical activities"	

#### 4.3.2 Speaking development in the DNA according to students

Five students described the activities in the syllabus that have helped them to progress in their speaking skill (Table 5).

The four other students think that the grammar and vocabulary focus of the DNA avoid a faster speaking development which is reflected in the oral exams that students consider difficult to perform. Although grammar and vocabulary are evaluated in a separated way as Hughes (1989) suggests, the practice of grammar and vocabulary has not been enough to produce what the DNA expects.

According to four DNA students, the success in speaking skill could be better if the DNA included more dynamic activities such as more conversation practice to help students be more prepared for the oral exams. The DNA could offer better results if it activated the students' knowledge with some activities like role plays, puzzles, story telling, and discussion to express opinions (Scrivener, 1998).

There are other 5 students, who are in favour of the DNA for development of speaking, mentioning the focus of the DNA on grammar, vocabulary and conversation strategies, when the rest of the group have opposite opinions about the DNA.

In conclusion, the opinion on the development of speaking with the DNA is almost divided and there are indications shown in both the students who gave favorable comments and those who did not, that there seems to be a focus on grammar and vocabulary.

**Table 5: Development of Speaking in The DNA.** (According to DNA students)

DEVELOPMENT OF SPEAKING SKILL IN THE DNA	STUDENTS WITH SIMILAR IDEAS	REASONS
Favourable comments on the Development Of Speaking With The DNA.	5	"...It's good for grammar and vocabulary". "...It provides new structures" "...Ss can use conversation strategies". "...It's easy to understand". "...Most of the times it's speaking practice". "...It helps to understand more conversation strategies and vocabulary".
Unfavourable comments on the Development Of Speaking With The DNA.	4	"...It's missing the use of dynamic activities". "...It's necessary to practice conversations". "...Oral exams are difficult to understand". "...The development of speaking is slow". "...Ss need more fluency in speaking".

#### **4.3.3 Comparative analysis of the development of speaking with the DNA**

In Table 6, it is seen that 60% of the teachers and 55% of the DNA students are of the opinion that the DNA is a syllabus that develops the speaking skill through a focus on grammar, vocabulary, and conversation strategies used in dialogs and real situations. The teachers who are in favour of the DNA have noticed that the students feel confident to speak fast and naturally in the activities with the DNA. This result is reflected in the students' comments, who say that the activities of the DNA make the understanding of English easier.

However, while some teachers think that the mechanical activities such as the choral repetitions and controlled activities are useful for students, other 4 teachers noticed that the DNA takes longer for students to produce due to choral repetitions and controlled activities based on the book. Here we can observe opinions about the development of speaking through choral repetition and controlled activities. It is interesting to note that 4 teachers and 4 students agree in the slow speaking development in the DNA for the reason that the DNA just bases the speaking activities on the content the students and teachers have to cover in the course.

With regards to evaluation, other teachers and students have opposite comments about some aspects of the DNA, such as the evaluation and weekly oral exams: it is observed that 6 teachers are in favour of them to evaluate the students' speaking skill, while there is one opinion that the exams are difficult to understand another says that the exams are easy. Again, opinions vary because of individual perceptions.

**Table 6: Comparative analysis of the speaking development in The DNA.**

	DEVELOPS SPEAKING	REASONS	DOESN'T DEVELOP SPEAKING	REASONS
NUMBER OF TEACHERS	6	"...Ss feel confident to speak fast and naturally". "...DNA is focused on a grammar point to work with mechanical activities, vocabulary, conversation strategies, dialogs in real situations, and through listening activities and weekly exams".	4	"...Activities are based on the book". "...It takes longer to Ss to produce due choral repetition". "...Activities are controlled". "...It hardly allows Ss to go outside the grammatical structure".
NUMBER OF STUDENTS	5	"...It's good for grammar and vocabulary". "...It provides new structures". "...use of conversation strategies". "...It's easy to understand". "...Most of the times it's speaking practice".	4	"...It's missing the use of dynamic activities". "...It's necessary to practice conversations". "...Oral exams are difficult to understand". "...The development of speaking is slow".
Total	11		8	

#### 4.4 The most preferred syllabus for the teachers

In the comparative study of Table 7: On the teachers' opinions about the preferences for either syllabus, the Bridge or the DNA, it can be observed that the Bridge and the DNA syllabuses have things in common such as the use of real situations and the natural way of the achievement in the speaking development, where it is inferred that the teachers activate the students' participation with relevant topics and materials related to the students' real lives as The Aberystwyth University suggest to do in a class (2008).

There are some other aspects however that have caused different results in the speaking performance of students because each syllabus develops the speaking skill in a different way. In the case of the Bridge, students practice speaking activities promoted by the teacher, where the students use all the

vocabulary and structures they know; while in the DNA students work with dialogs and conversation strategies from the textbook. Harmer (1991) is of the opinion that the success to avoid monotonies in the activities will depend on the way the teacher manages the textbook. This is the case of the DNA.

Both the Bridge and the DNA can show good results in the speaking skill, but according to teacher José, sometimes success in “learning a language depends on the teacher” and as Harmer (1991) says: “the way he adapts the syllabus according to the students needs”. In this case, the teacher is not allowed to modify any activities in the DNA because everything is already planned that the teaching standards in Harmon Hall should be according to the DNA textbook.

**Table 7: The most preferred syllabus for the teachers.**

TEACHER	Speaking skill development of Ss working with The Bridge	Speaking skill development of Ss working with The DNA	In favor of: (according to nature of response)
Eduardo M.	“...Ss had a lack of speaking skills due to the controlled exercises”.	“...Ss get to speak faster and very naturally. They feel familiar and confident”.	The DNA
Eira	“...It is developed through real situations”.	“...The development is based on activities from the book”.	The Bridge
Eduardo R	“...Ss do with different sorts of activities promoted by the teacher”.	“...It takes longer to Ss produce due choral repetition”.	The Bridge
Roman COORDINATOR	“...It became sort of grammar class and speaking was very poorly developed”.	“...The activities are focused on a grammar point, through dialogs and conversation strategies”.	The DNA
Cristina	“...It's kind of good but it's limited at times”. “...Ss are given different situations to use the language”.	“...Ss are exposed to real life situations with vocabulary, and every day conversations”.	The DNA
Emmanuel	“...It has limited activities”.	“...Ss have better chance to practice because of the weekly exams and listening activities”.	The DNA
Maribel	“...It is done in a natural way”.	“...Speaking is developed more in grammar and accuracy.”	The Bridge
Jose	“...It depends on the teacher”.	“...All activities are focused on speaking.”	*
Norma	“...It allows teachers creativity”.	“...Activities are very controlled and they hardly allow Ss to go outside the grammar structure”.	The Bridge
Edgar	“...It is developed in a good way”.	“...It is good after all. Despite being mechanical”.	The Bridge

\*preference is not clear.

## **4.5 Accuracy to evaluate the students' speaking skill**

Another way to compare the teachers' preferences for the Bridge or for the DNA was based on the results students obtained from the oral evaluation forms from each syllabus (the Bridge and the DNA).

### **4.5.1 Speaking evaluation in the Bridge**

One teacher is in favour of the Bridge grading system for speaking because he has noticed that the students do their best when speaking in class. It is because in the Bridge, each student receives a weekly grade in the speaking performance; then at the end of the course the teacher adds up all the weekly grades to obtain the 55% of the final grade. The Bridge focus on the development of speaking agrees with the focus of the Communicative Approach because the students tend to say things in spontaneous and incidental speaking activities, where the teacher gives feedback to make students notice their weak and strong points in speaking by not giving any specific aspect of the Bridge to indicate that there are specific factors of the Bridge that made students speak.

### **4.5.2 Speaking evaluation in the DNA**

Table 8, shows the teachers' preference for either syllabus according to the accuracy in the speaking evaluation of students.

The DNA showed to have more tools to evaluate accurately the students' speaking development such as:

- a rubric to grade students with fair scores

- the test specifically created to evaluate speaking
- the chance the DNA offers to student to evaluate themselves through 3 oral quizzes.
- an individual evaluation for each student, where the teacher can identify problems to overcome in class, it agrees on what Harmer (1998) says about listening to students to give feedback at the end of each activity.
- Two teachers criticized the grading criteria of both syllabuses as not accurate and not unified. It is interesting to note that these two teachers are of the opinion that something is wrong with the grading system, while the other teachers seem not to be concerned that there is a problem.

**Table 8: Accuracy to evaluate the students' speaking skill.** (According to teachers).

SYLLABUS	THE BRIDGE	THE DNA	NONE
NUMBER OF TEACHERS	1	7	2
REASONS THE SYLLABUS IS GOOD FOR THE TEACHER	"...Because Students do their best when speaking during the class".	"...It provides a rubric to grade Ss with fair grades". "...There is a test specifically created to score this skill". "...Ss are evaluated individually. And teacher can detect problems". "...It has more efficiency". "...It's more accurate". "...Ss have the chance to evaluate themselves through 3 oral quizzes".	"...It tends to become inaccurate because no most of the teachers know the grading systems very well". "...School has not unified grading criteria".



#### **4.6 Aspects to get success in the speaking skill**

Table 9 shows that the students from both syllabuses have similar opinions about the most important aspects to get success in speaking English. Bridge and DNA students coincide that the teaching of grammar is the base of learning a language because it has to be practiced at the beginning of a course to learn a foreign language. However, according to Harmer (1991), basing a course on grammar is not a way to make students learn a foreign language. It is necessary the practice of the four language skills because one skill cannot be performed without another. And as it has been mentioned by Aberystwth University (2008) in the review of the literature (p. 13), “students can use all vocabulary and structures they know without controlling the language structures”.

The teaching of vocabulary in both syllabuses has made students take part of conversations where they practice their pronunciation and fluency, so, student “are from each syllabus can be able to achieve a communication that demands fluency and force students to practice” (Tomalin and Stempleski, 1993).

The students from The Bridge and the DNA syllabuses think that having good communication abilities can help them to get opportunities at work “as a purpose of English for occupational purposes” (Harmer, 1991) or at school “to accomplish English for Academic purposes” (Harmer, 1991) or simply to have conversations with friends and family.

The students also mentioned that there are other important aspects to consider in the success of the speaking skill. For The Bridge students the use of listening activities are required to achieve a good communication while the DNA students consider that they need more speaking practice.

**Table 9: Aspects to get success in the speaking skill.**

ASPECTS TO GET SUCCESS IN SPEAKING.	NUMBER OF BRIDGE STUDENTS	IMPORTANCE OF ASPECTS TO GET SUCCESS IN SPEAKING.	NUMBER OF DNA STUDENTS	IMPORTANCE OF ASPECTS TO GET SUCCESS IN SPEAKING.
<b>Grammar</b>	8	*Because it's different speaking to writing. *It's part of the base of learning a language.	2	*To know and have grammar structures at the beginning and have good fluency. *It's a skill to learn languages.
<b>Vocabulary</b>	5	*To have a conversation and practice pronunciation. *To have a long conversation. *To have good fluency.	6	*To say all what you want in conversations. *To have a long conversation with good fluency.
<b>Fluency</b>	7	*To have communication.	6	*To have a conversation and speak faster. *It's part of the base of speaking English.
<b>Communication</b>	6	*Because it's important to learn English to use at work or at school. * To get opportunities.	5	*To start and have a conversation with friends and family.
<b>Other:</b>	2 <b>Listening activities</b>	*To have good communication.	2 <b>More speaking practice.</b>	*It's part of the base of speaking English so as to visit and work at different places.

#### 4.7 Speaking problems for the Bridge and the DNA students

When the survey was carried out, both students surveyed from the two syllabuses were in same level of studies of Harmon Hall (course 4). In Table 10 it is seen that students from each syllabus have 4 *speaking problems in common*: pronunciation, fluency, listening, and vocabulary. This tells us that regardless of which syllabus, students point out specific skills that they feel they have problems with. However, we can only assume that these skills have not yet been fully developed in the students up to this level (course 4 of 16 courses), whether they are using the Bridge or the DNA. The question asked was not specific as to whether these deficiencies were due to the syllabus. The purpose of this question

was only to find out what the students of the two different syllabuses felt about their deficiencies, and students coincided in four aspects.

One student using the DNA syllabus commented as one common problem of the DNA is that the *misunderstanding* does not allow them to develop the speaking skill, although this student did not mention a specific aspect of misunderstanding such as listening problems.

There were other factors that students considered as problems, which are not in common in both syllabuses. A student from the Bridge commented that writing is a problem to success in speaking; though, this is not clear how writing can induce speaking.

When speaking in English, the formation of questions and answers is considered a problem by another Bridge student, who means that this language aspect might not have been covered or taught well in The Bridge. According to Scrivener (1994), Harmer (1998), and Hughes (1989), the role of grammar and vocabulary is to make students be aware of the situations where they can use the language and in this case, the Bridge is not providing enough tools in grammar because the students have shown several deficiencies in forming questions to interact. According to Scrivener (1994): “to avoid problems in the formation of ideas the teachers could offer some grammar or vocabulary before the presentation of speaking activities”.

**Table 10: Speaking problems for the Bridge and the DNA students.**

<b>PROBLEMS IN SPEAKING IN THE BRIDGE</b>	<b>COMMON PROBLEMS IN THE DNA</b>
<b>Writing</b>	<b>Fluency</b>
<b>Pronunciation</b>	<b>Misunderstanding</b>
<b>Vocabulary</b>	<b>Pronunciation</b>
<b>Forming questions and answers</b>	<b>No confidence</b>
<b>Fluency</b>	<b>Listening</b>
<b>Low speaking level of classmates</b>	<b>Requirements of vocabulary</b>
<b>Listening</b>	

#### **4.8 Syllabus that offers more tools to communicate**

According to Bridge students and current DNA students, the effectiveness of speaking of the Bridge and the DNA was also compared by the Alumni Bridge students and now current DNA students. In this analysis it was found that 66% of the students prefer the DNA because it offers more tools to communicate such as the use of common and not common expressions, formal and informal vocabulary, and the use of conversation strategies. Two students mentioned that in the DNA, there is more speaking practice in the class; they can reinforce what they studied in the class by using the self study activities that the textbooks have.

Four students who preferred working with the Bridge did not say if the interesting topics and the activities they like of the Bridge are related to speaking. Another student does not specify his comment about the Bridge because he just

said “It’s easier”, so it can imply a general perception of the Bridge syllabus without mentioning the development of a specific skill. Another student who commented about the speaking skill development mentioned that the Bridge offers vocabulary and grammar. Perhaps this student refers to the use of grammar and vocabulary as part of an appropriate speech.

In this analysis each syllabus has shown that there are specific reasons that make students speak in English and each showing different reasons from each other or not giving any reason at all (Table 11).

**Table 11: Syllabus that offers more tools to communicate.** (According to Alumni Bridge Ss and current DNA Ss)

STUDENTS	THE DNA	THE BRIDGE	IN WHICH WAY?
S1		X	*Conversations are not based on what the books say.
S2	X		*By learning common and no common expressions. *There’s more speaking practice.
S3		X	*It’s easier.
S4		X	* Vocabulary and grammar are easy to understand.
S5	X		*It has better activities to learn formal and informal vocabulary.
S6		X	*It has interesting topics. *It has many activities.
S7	X		*It has more tools to learn. *By learning vocabulary and idioms with good books.
S8	X		*It has recommendations, conversation strategies, idioms, and common phrases.
S9	X		*It helps to speak more in class. *It offers self study.

#### 4.9 Confidence to speak in the Bridge and in the DNA syllabuses

According to Bridge students and current DNA students, the Bridge and the DNA syllabuses have shown to have different tools to make students feel more confident to speak such as talking about familiar situations where students can use the vocabulary and structures they know. This confirms what was stated by Aberystwyth University (2008) in the review of literature about the most common situations in class (p. 16).

Four of the Bridge students and current DNA students feel more secure to talk with the activities of the Bridge because it guides them to express their own ideas using *grammar structures* and *vocabulary learned*. It is observed that the students are motivated to take the risk in using the language to speak confidently and fluently as what Aberystwyth University (2008) stated in the literature review about meaning being more important than form in speaking. Then other five students made reference to the *conversation strategies* used to develop speaking as useful tools to feel confident in the DNA speaking activities. Aberystwyth University (2008) states that these strategies are designed to make students use the foreign language as means of expression to survive in the variety of every day situations, again in the literature review(p.16), where the students use some speaking rules such as how to begin, continue, and end conversations.

First of all, we can observe that there are two different learning styles: there are students who feel confident with grammar structures and vocabulary and other students who have responded well with the development of speaking through speaking strategies. What is, however, more relevant is that confidence to speak is brought about in different ways by the Bridge and the DNA.

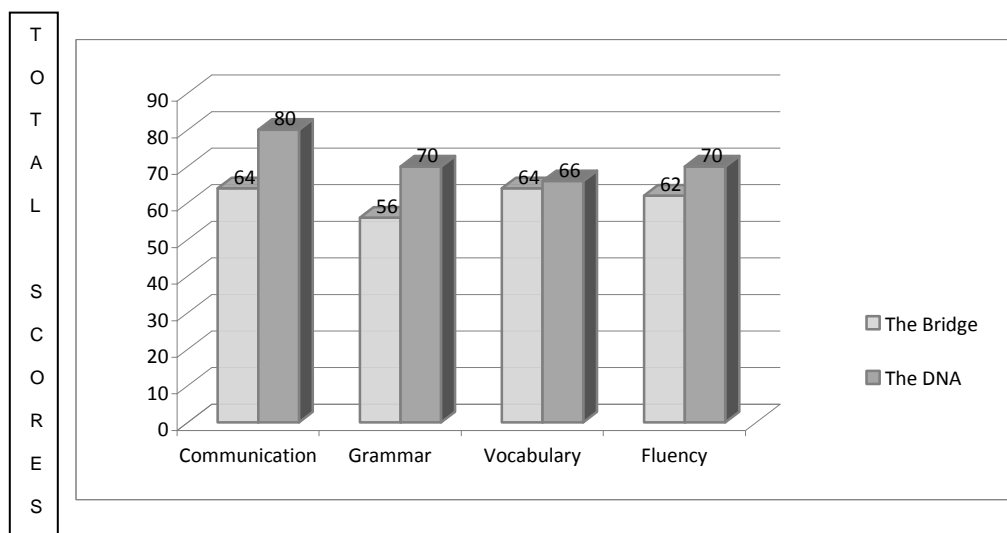
**Table 12: Confidence to speak in the Bridge and in the DNA syllabuses.** (According to Alumni Bridge Ss and current DNA Ss)

* S T U D E N T S *		REASONS
Number Of Students Who Feel Confident With The Bridge	4	<ul style="list-style-type: none"> <li>* It helps to learn grammar and vocabulary.</li> <li>* It allows to Ss to speak about own ideas.</li> </ul>
Number Of Students Who Feel Confident With The DNA	5	<ul style="list-style-type: none"> <li>* It has strategies to speak.</li> <li>* The development of speaking with these books is better.</li> </ul>

#### 4.10 Oral assessments for the Bridge and DNA students

The results of the oral assessments of the Bridge students (Appendix F) and the DNA students (Appendix G) are shown in the following summary, where students were evaluated in their communication, grammar, vocabulary and fluency abilities. The highest score for each evaluated group in each aspect was 90 points.

As it can be observed, students studying the DNA got higher grades in the individual abilities evaluated. However, except for the *communication* with the DNA students, the scores obtained are not so high in *grammar, vocabulary and fluency* at least 20 points average lower than the highest score.



**Graph 1.** Results of the Oral assessments in the Bridge and in the DNA.

### Communication

The average score obtained with the DNA is 80 compared to a 64 average score with the Bridge. This is relevant in this study because *communication* is essential to speaking and there is a 16 point average difference in the results obtained with the DNA students and the Bridge students- the highest difference of the four abilities evaluated.

### Grammar

The lowest average score was obtained in grammar by students from the Bridge who obtained a 14 point average score difference with the DNA.



### Vocabulary

Although the average scores of both syllabuses are low there is a slight difference in the two average scores- only 2 point average difference- showing that students have almost the same level of knowledge of vocabulary in both syllabuses.

### Fluency

The differences in the average scores is less than the difference in the average scores for communication and grammar, placing this ability next to vocabulary as showing a lesser average score difference of 8 points.

## CHAPTER V. CONCLUSIONS

The hypothesis of this study is that there are varied opinions as to the results obtained with the DNA syllabus and the Bridge syllabus, and that there is an assumption that the DNA helps students show a faster development of speaking than the students who studied with the Bridge.

The studies developed in this research, such as, the interview with the principal of Harmon Hall Pachuca, the application of a questionnaire to teachers and students, the results obtained from the oral final exams, and the gathering of information from the above mentioned studies, revealed the existence of varied opinions about the speaking outcomes; as well as preferences for varied reasons for the DNA or the Bridge syllabuses in Harmon Hall Pachuca.

In the first interview with the Harmon Hall principal, she mentioned that the DNA is a “strict syllabus” that forces students to work according to a certain order. The principal believes that *the DNA is a productive syllabus for students to respond to their learning and professional needs*, such as: international certifications in Toefl, Toeic, etc.; all the previous comments of the principal show a strong preference for the DNA because she trusts that it is going to offer more effective English language learning.

Most of the teachers surveyed have seen that *the DNA offers more tools than the Bridge to develop the speaking skill*. These teachers say that in *the DNA the students get to speak faster and very naturally through the practice of grammar and vocabulary in every day conversations*, while in *the Bridge the language teaching is based on grammar structures due to controlled exercises and activities*.

What is worth mentioning is that in both syllabuses, the use of grammar for the development of speaking has been highlighted.

The results of the questionnaire for the Bridge students revealed that *the Bridge syllabus helps to develop the speaking skill through controlled grammar exercises and vocabulary.*

While in the results of the questionnaire for the DNA students show that *the DNA has different approaches, where some students consider the DNA as a tool to progress in the speaking skill, some other students consider that the DNA needs to use dynamic activities and more practice of grammar and vocabulary.* Here we can observe again that there is a perception that grammar is needed for the development of speaking.

Most of the group of Bridge students and current DNA students showed a strong preference for the DNA rather than the Bridge. The students' opinions revealed that the *DNA provides tools to communicate such as learning common and not common expressions, conversation strategies, and the involvement of students into self study activities.* On the other hand, the Bridge was preferred by few students, who gave unclear and general perceptions of what they have done in this syllabus; these students just said that the Bridge has interesting topics and "It's easier", without giving another kind of information to support that the Bridge is a good syllabus to develop the speaking skill.

The oral assessments revealed that *students from each syllabus have almost the same level in the speaking skill,* although something relevant was the lowest score in grammar of the Bridge students, where it was supposed to be

better than the DNA because in the questionnaires some teachers and students mentioned the deep focus in grammar of the Bridge.

With the information gathered in this study about the speaking procedures of the Bridge and the DNA, it was possible to know the teachers and students' opinions related to the speaking development of students in the two syllabuses of Harmon Hall, where:

- The DNA is preferred by the Harmon Hall principal because according to her the Bridge is "limited" while the DNA is "more productive".
- The teachers and the Bridge students coincide that the Bridge develops speaking through grammar and vocabulary.
- The teachers and the DNA students agree that the DNA syllabus develops the speaking skill through conversation strategies and real life conversations, as well as grammar.
- The teachers and the Alumni Bridge coincide that the DNA promotes a faster speaking development using grammar and vocabulary involved in daily life conversations while in the Bridge syllabus the students develop the speaking skill through controlled grammar exercises.
- The results of the oral assessments for the Bridge and the DNA students reflected that the DNA students have higher speaking abilities than the Bridge students. The evaluation showed that the Bridge students did not do well in grammar, where it was supposedly the Bridge focuses more on grammar.

The results obtained in this research enable to establish that the DNA syllabus develops the speaking skill through more communicative activities than the Bridge. The DNA showed to be preferred more by the teachers and students because it has promoted the speaking development through every day conversations and the involvement of students into self study activities. The criticism pointed out by some that the DNA needs activities that focus on grammar and vocabulary serves to point out that this is an aspect that is also characteristic of the Bridge. The Bridge develops speaking through grammar and vocabulary. It is important to mention however that the Bridge showed to have a few good points such as the different sorts of activities that teachers and students liked, and that Harmon Hall could consider while using the DNA. The comments given about the Bridge could serve as information about what teachers and students should not do or use in the current syllabus. This study also serves to remind us that there are students who like activities that focus on grammar structures and vocabulary and others who prefer more communicative activities, so that finally it is worth recommending that Harmon Hall look at both the positive and negative comments of both syllabuses in the implementation of the DNA.

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## **CHAPTER VII. APPENDICES**

- A.** Interview with the Principal of Harmon Hall Pachuca.
- B.** Questionnaire for teachers.
- C.** Questionnaire for the Bridge students.
- D.** Questionnaire for the DNA students.
- E.** Questionnaire for Alumni Bridge and now current DNA students.
- F.** Oral assessments for the Bridge students.
- G.** Oral assessments for the DNA students.
- H.** Students' attendance and grading lists.

## **APPENDIX A**

### Interview with the Principal of Harmon Hall Pachuca

- Interview questions
- First interview in Spanish.
- Translation of the first interview.
- Second interview
- Translation of the second interview

## APENDIX A

The three questions that the Harmon Hall principal answered had specific purposes, which are described below:

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### **1. “Why is Harmon Hall working with two different teaching programs?”**

OBJECTIVE OF QUESTION 1: *To get a brief explanation from the Harmon Hall Principal about the use of the Bridge and the DNA in the same period of time.*

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### **2. Why did the Bridge replace the DNA?”**

OBJECTIVE OF QUESTION 2: *To know the reasons that Harmon Hall had to decide the replacement of the Bridge for the DNA.*

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### **3. “Have you seen a preference for either method, though comments or observations made by students or teachers?”**

OBJECTIVE OF QUESTION 3: *To know if the Harmon Hall Principal has is aware of the teachers or students’ preferences for either method (the Bridge or the DNA).*

### **Version in Spanish**

#### **ENTREVISTA REALIZADA EL DIA 14 DE DICIEMBRE 2007 A LA DIRECTORA DE HARMON HALL PACHUCA: EMELIA VELAZQUEZ**

**VIANNEY:** Buenos días.

**DIRECTORA HH:** Hola, buenos días.

**VIANNEY:** ... ¿Me permite unos minutos de su tiempo... para conocer su opinión en cuanto a algunos aspectos importantes sobre los dos programas de enseñanza the Bridge y the DNA, que actualmente existen en Harmon Hall?

**DIRECTORA HH:** Claro que si. A tu disposición.

**VIANNEY:** Mmm...primeramente... actualmente ¿Porqué en Harmon Hall se encuentran trabajando con dos métodos de enseñanza diferentes?

**DIRECTORA HH:** Si actualmente estamos con dos métodos... pero uno va de salida y uno va de entrada... en cualquier... en cualquier programa siempre hay un desfaseamiento... algo que ya va terminando y ya continuar con el que sigue.

**VIANNEY:** Muy bien... y ¿Porqué se cambió el Bridge por el DNA?

**DIRECTORA HH:** La organización Harmon Hall es una empresa que está a la vanguardia en la enseñanza y... a que... las... este estudio se inició desde hace como tres años en el cual estaban viendo como actualmente el alumno va aprendiendo, entonces se buscó y se vio la necesidad de darles más apoyo a los alumnos para ver las distracciones que tienen y así de ese modo estudiar mucho... y sobre todo que se buscó la alianza con la universidad de Michigan... ah perdón con la Universidad de Cambridge... que es una empresa de... mundialmente reconocida... en la cual se hicieron los libros con los cuales estamos trabajando.

**VIANNEY:** Muy bien... ¿Ha observado o ha visto una preferencia por uno o por otro método, a través de... comentarios u observaciones que alumnos o maestros han hecho?

**DIRECTORA HH:** En cuanto a alumnos no es muy clara su preferencia cada vez que la mayoría de los alumnos que iniciaron... iniciaron con el nuevo método, sin conocer el anterior, entonces esto nos da una oportunidad a que no hagan comparaciones... sin embargo hay una excepción finalmente... eh... en el cual llevaron el método anterior... el método anterior... y los comentarios que han dicho que en algunas partes ellos se sienten más presionados... más presionados... porque llevan... llevan más orden... más orden y no les damos... un...oportunidad muchas veces de... de...desviarse... de desviarse. Caso positivo es de que se va poniendo un método más estricto. Caso negativo que a veces se les cierra la creatividad pero a la larga va a ser positivo ya que no hay desviaciones.

**VIANNEY:** Muy bien... estas tres preguntas formaron parte de esta entrevista... agradezco mucho su tiempo... esta información nos va a ser muy útil la elaboración de la tesis donde se va a comparar el desenvolvimiento de speaking en los alumnos de ambos programas.

**DIRECTORA HH:** Pues muy ansiosa de ver tus resultados Vianney, porque se que en los comentarios que salgan... vamos a poder reorientar en... sobre todo buscar estrategias para que el nuevo método realmente funcione. En Harmon Hall están las esperanzas en este nuevo método para que tenga más provecho con los alumnos.

**VIANNEY:** Muchas gracias.

**Version in English:**

**INTERVIEW ACHIEVED ON DECEMBER 14TH, 2007. TO THE HARMON HALL**

**PRINCIPAL: EMELIA VELAZQUEZ**

**VIANNEY:** Good morning.

**HH PRINCIPAL:** Hello! Good morning.

**VIANNEY:** Well, May I get some minutes of your time... just to know your opinion about some important aspects of the two teaching programs The Bridge and The DNA, which nowadays exist in Harmon Hall.

**HH PRINCIPAL:** Of course. I am ready to help you.

**VIANNEY:** Mmm... nowadays, why is Harmon Hall working with two different teaching programs?

**HH PRINCIPAL:** Right, nowadays we are working with two methods... but one is going out, and another one is taking its place... in either... in either program always there is a retrocession ... something that is ending to continue with what is next.

**VIANNEY:** All right... and...Why did the Bridge replace the DNA?

**HH PRINCIPAL:** The Harmon Hall organization is an avant-garde company in teaching and... Due to... the... this study started to be done since three years ago, in where there was noticed how the student learns. Then, the necessity of helping students was found and seen to give them more help and know the distractions they might have and then make them study hard and first of all the alliance with the Michigan University was looked for... oh sorry with the Cambridge University...

which is a company known around the world... in which the books we are working with were done.

**VIANNEY:** Ok... Have you seen a preference for either method, though comments or observations made by students or teachers?

**HH PRINCIPAL:** In students their preference is not mixed because most of the students started with the new method, without knowing the former one. So it gives us the chance to avoid comparisons... throughout finally there is an exception... in... in which students worked with the last program... the last program... and the comments they have done is that sometimes they feel more pressure... more pressure... because they have more order... more order and we do not give them... a... the chance of turning off... of turning off. The affirmative case is that Harmon Hall is giving a more strict method to students. The negative case is that the creativity of students is getting closed but with the time it will be positive because it will not have deviations.

**VIANNEY:** Well... these three questions took part of this interview. I want to thank your time you gave me... this information will be useful to the elaboration of a thesis where a comparison of the students' speaking in both syllabuses will be done.

**HH PRINCIPAL:** Well, I am very anxious of seeing your results Vianney, because in the comments you get... we will be able to re organize in... specially to look for strategies to make the new method be useful. Harmon Hall gives the hopes in this new syllabus to have more success with the students.

**VIANNEY:** Thank you.

## **SEGUNDA ENTREVISTA A LA DIRECTORA DE HARMON HALL PACHUCA: EMELIA VELAZQUEZ.**

**1.- EN LA ENTREVISTA PASADA USTED MENCIONÓ QUE HARMON HALL HIZO UNA ALIANZA CON LA UNIVERSIDAD DE CAMBRIDGE, ¿CUÁL FUE EL MOTIVO QUE LOS LLEVO A HACER LA ALIANZA CON CAMBRIDGE?**

Para poder ofrecer materiales de vanguardia y de la mas alta calidad y personalizados en exclusiva para Harmon Hall. Esta alianza estratégica con Cambridge University Press, quienes son líderes en la publicación de libros, pone a Harmon Hall también como líder, mas bien sigue siendo el líder, en la enseñanza del idioma inglés, ahora más que nunca, va que cuenta con el respaldo de esta compañía.

**2.- TAMBIÉN COMO PARTE DE LA ENTREVISTA ANTERIOR, USTED HIZO MENCIÓN DE ALGUNOS COMENTARIOS DE LOS ALUMNOS EN CUANTO A QUE SE SIENTEN MÁS PRESIONADOS AL ESTUDIAR CON EL PROGRAMA DNA, ¿PODRÍA ACLARAR A QUE SE REFIERE CON ESO?**

No es precisamente la palabra presionados que significaría forzados, sino que al incluir el Portafolio de Evidencias sobre el avance del aprendizaje, los alumnos se hacen más conscientes de su responsabilidad para lograr realmente un aprendizaje verdadero con su voluntad para lograrlo.

**3.- ¿QUÉ CAMBIOS SE ESPERABA CON EL REMPLAZO DEL PROGRAMA BRIDGE POR EL DNA?**

El programa BRIDGE, no fue propiamente un programa, sino fue como un puente entre el cambio del programa anterior de Harmon Hall y el programa actual DNA, ya que se requería una transición e ir preparando a todos en un programa más alineado a los standares internacionales, el Programa Académico de Harmon Hall está alineado a los standares del idioma inglés del Marco Común "Europeo de Referencia".

**4.- A ESTAS FECHAS ¿SE HAN LOGRADO LOS CAMBIOS ESPERADOS?**

Si, ya que los alumnos aprenden y hemos obtenido autorizaciones de Organismos internacionales de reconocimiento para que nuestros alumnos se certifiquen por ellos. Universidad de Michigan, TOEFL, TOEIC y YOUNG LEARNERS ENGLISH para exámenes de niños. Logrando un aceptable porcentaje de alumnos aprobados.



## **SECOND INTERVIEW TO THE HARMON HALL PRINCIPAL**

### **1. IN THE LAST INTERVIEW YOU MENTIONED THAT HARMON HALL MADE AN ALLIANCE WITH THE CAMBRIDGE UNIVERSITY. ACCORDING TO THAT, WHAT WAS THE REASON OF MAKING THIS ALLIANCE WITH CAMBRIDGE?**

The alliance was made to offer updated and personalized materials with the highest quality for Harmon Hall. This strategic alliance with the Cambridge University, who are the international leaders in the publishing of books, put Harmon Hall as a leader too; well...Harmon Hall has been a leader in teaching English, and now with the support of Cambridge.

### **2. YOU ALSO MENTIONED THAT SOME STUDENTS MADE COMMENTS ABOUT FEELING PRESSURE WHEN STUDYING WITH THE DNA. COULD YOU CLARIFY WHAT YOU MEAN WITH THAT?**

Pressure is not what I mean to force students, at the end of the evidences portfolio (about the learning improvement), the students tend to be more conscious to get a real learning.

### **3. WHICH CHANGES WERE EXPECTED WITH THE REPLACEMENT OF THE BRIDGE FOR THE DNA?**

The Bridge was not exactly a program, for Harmon Hall the Bridge syllabus was a *real bridge* between the previous program and the DNA, because it was necessary to have a transition to prepare students to study with an accurate academic program with international standards. This new syllabus of Harmon Hall is based in the international standards of the Common European Framework.

### **4. AT THIS TIME, HAS HARMON HALL ACHIEVED THE EXPECTED CHANGES?**

Yes, with the DNA the students learn. We have gotten authorizations of international institutes with the recognition of our students to get a certification by the Michigan University, TOEFL, TOEIC, and YOUNG LEARNERS ENGLISH( for children); a high percentage of our students have passed these examinations.

## **APPENDIX B**

### Questionnaire for teachers

- Questionnaire
- Summary of answers

## QUESTIONNAIRE FOR HARMON HALL TEACHERS

Teacher's name: \_\_\_\_\_

**GENERAL OBJECTIVE:** To know teachers' opinions about the practice of speaking skill in class by using to *the Bridge* and *the DNA* and the speaking performance students do at the end of each Harmon Hall level.

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**1. How do you think the speaking skill is developed in students working with the activities of *the Bridge* syllabus?**

OBJECTIVE OF QUESTION 1: *To know Teachers' opinions about the activities for speaking practice in the Bridge.*

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**2.- How do you think the speaking skill is developed in students working with the activities of *the DNA* syllabus?**

OBJECTIVE OF QUESTION 2: *To know teachers' opinions about the activities for the speaking practice in the DNA.*

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**3.- According to your observations through each course you have taught with *the Bridge* and *the DNA* syllabuses, which one gives better results in the speaking performance of students in the class? Why?**

OBJECTIVE OF QUESTION 3: *To know what teachers have noticed in students' development when using the practice activities for speaking.*

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**4.- Talking about grading systems for speaking skill in *the Bridge* and in *the DNA* students, which one do you think is more accurate for evaluating students' speaking? Why?**

OBJECTIVE OF QUESTION 4: *To know teachers' opinions about which of the two syllabuses measures the students' speaking skill more effectively?*

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## RESPONSES OF HARMON HALL TEACHERS TO SURVEY

**Question number 1:** *How do you think the speaking skill is developed in students working with the activities of the Bridge syllabus?*

**EDUARDO MURILLO:** *“Well I would say they had a lack of speaking skills due to the **controlled exercises** bridge used to have.”*

**EIRA:** *“We develop the speaking skill by giving ss more **real situations**.”*

**EDUARDO REYES:** *“They have to do with different **sorts of activities** promoted by the teacher, drills are generated, however it tends to be dangerous if teachers are not qualified.”*

**ROMÁN / COORDINATOR:** *“The Bridge courses became **sort of grammar class** and speaking was very poorly developed.”*

**CRISTINA:** *“It’s kind of good but it’s limited at times. Even though students are given **different situations** to use the language they have some problems to do so.”*

**EMMANUEL:** *“I think that B doesn’t give enough opportunity to ss to develop speaking skill, because of its **limited activities**.”*

**MARIBEL:** *“The ss speaking is developed **in a natural way**. With the Bridge students are not focused in grammar but communication.”*

**JOSÉ:** *“**It depends on the teacher** mainly ‘cause if you just follow the exercises that there are in the book student don’t have much spoken practice but if you as teacher complement it I think ss develop their speaking skill in a fair way.”*

**NORMA:** *“They are really open for the teacher but they basically depend more on the teacher skills than on the syllabus itself. It **allows teachers creativity** thus allowing to have lots of spoken activities.”*

**EDGAR:** *“It is developed in a good way.”*

## RESPONSES OF HARMON HALL TEACHERS TO SURVEY

**Question number 2: *How do you think the speaking skill is developed in students working with the activities of the DNA syllabus?***

**EDUARDO M.:** *“DNA is much better. They get to speak faster and very naturally. They feel familiar and confident.”*

**EIRA:** *“We develop **the skill based on activities from the book.**”*

**EDUARDO R.:** *“I think **it takes longer to students produce due to the activities in choral repetition** which are very inconsistent in the development of kills.”*

**COORDINATOR.ROMAN:** *“All activities **are focused on a grammar point** and developed through **dialogs and conversation strategies.** Speaking has improved.”*

**CRISTINA:** *“It’s good because students exposed to **real life situations and vocabulary.** It’s easier for them to get the language because they’re in contact with **everyday conversations.** However I may say that it depends on students’ skills and dedication.”*

**EMMANUEL:** *“I think ss have better chance to practice their speaking skill because of the **weekly exams** they have. More **listening activities** which helps to develop speaking.”*

**MARIBEL:** *“The speaking skill is developed more in **grammar and accuracy.**”*

**JOSE:** *“Ss get to speak more because most of the **activities are focussed** [focused] **on speaking.**”*

**NORMA:** *“Mmm I think **they are very controlled** and they **hardly allow ss to go outside de** [the] **grammar structure** being viewed, although it has many speaking activities they tend to.”*

**EDGAR:** *“It is **good** after all. Despite being **mechanical.**”*

## RESPONSES OF HARMON HALL TEACHERS TO SURVEY

**Question number 3:** *According to your observations through each course you have taught with the Bridge and the DNA syllabuses, which one gives better results in the speaking performance of students in the class? Why?*

**EDUARDO M.:** *“DNA definitely! It provides students with more oral practice in specific daily situations, and more vocabulary.”*

**EIRA:** *“The bridge, because you can have more speaking activities through the class by giving ss the freedom to express they own ideas.”*

**EDUARDO R.:** *“I guess bridge! (I guess...)”*

**ROMAN / COORDINATOR :** *“DNA. Because they are exposed [exposed] to real language usage.”*

**CRISTINA:** *“The DNA. Because as I said before they’re in contact with real life conversations and everyday vocabulary.”*

**EMMANUEL:** *“DNA. Ss have more chances to listen & speak.”*

**MARIBEL:** *“It depends because the bridge gives more fluency and communication and the DNA gives better results in grammar and accuracy.”*

**JOSE:** *“DNA because it is designed to enable the four abilities and not only the grammar as the Bridge does.”*

**NORMA:** *“The bridge can be a lot funner [more fun] therefore I get get better results.”*

**EDGAR:** *“DNA is more careful about vocabulary but mechanical.”*

## RESPONSES OF HARMON HALL TEACHERS TO SURVEY

**Question number 4: *Talking about grading systems for speaking skill in the Bridge and in the DNA students, which one do you think is more accurate for evaluating students' speaking? Why?***

**EDUARDO M.:** *"DNA again 'cause it provides teacher with a rubric which can be used to grade students"*

**EIRA:** *"I like the grading system used in the Bridge because ss do their best when speaking during the class."*

**EDUARDO R.:** *"None. Because I don't know it very well and no most of teachers, so that it tends to become inaccurate."*

**HH COORDINATOR / ROMAN:** *"DNA. Because there is a test specifically created to score this skill."*

**CRISTINA:** *"The DNA. Because they're evaluated individually and in that way teachers can detect problems they may have. Another good point DNA has is that students have 3 oral quizzes [quizzes] thru the course so they check themselves."*

**EMMANUEL:** *"I think DNA is better to evaluate ss [ss'] speaking performance because it has more efficiency because everyday you observe ss [ss'] performance in speaking."*

**MARIBEL:** *"The DNA is more accurate because the ss have to study for grammar and later speak."*

**JOSE:** *"DNA 'cause students have the chance to evaluate themselves so they can't lie themselves and teacher can evaluate all the abilities and not only grammar and speaking."*

**NORMA:** *"Neither unless we unify our grading criteria."*

**EDGAR:** *"DNA. It focuses on it."*

## **APPENDIX C**

### Questionnaire for the Bridge students

- Questionnaire
- Summary of answers



## QUESTIONNAIRE FOR THE BRIDGE STUDENTS

**Student's name:** \_\_\_\_\_

GENERAL OBJECTIVE: To know students' ideas about studying and practicing speaking skill with activities from *The Bridge* syllabus.

---

**1.- With the Bridge program (*Yellow student book* and *The Bridge manual*), describe the development of your speaking skill from the time you started in course one?**

OBJECTIVE OF QUESTION 1: *To analyze the development students have had since they started studying this language through speaking activities from The DNA syllabus.*

---

**2.- What kind of problems have you faced when you have to interact with someone in English?**

OBJECTIVE OF QUESTION 2: *To know the most common problems students have when taking part of conversations in English.*

---

**3.- According to your opinion, what are the most important aspects to get success in performing speaking in English?**

☐ A) Grammar

☐ D) Communication

☐ B) Vocabulary

☐ E) Other: \_\_\_\_\_

☐ C) Fluency

OBJECTIVE OF QUESTION 3: *To check what aspects students consider important to be able to speak in English.*

---

**4.- Why do you think the aspects you chose or mentioned in question 3 are important to get success in speaking performance?**

OBJECTIVE OF QUESTION 4: *To know the reasons students consider as the most important factors to develop speaking in English according to the aspects they chose in question 3 of The Bridge students questionnaire.*

---

## RESPONSES OF BRIDGE STUDENTS TO SURVEY

**Question 1: “*With the Bridge program (Yellow student book and The Bridge manual), describe the development of your speaking skill from the time you started in course one?*”**

**JOSE ALEJANDRO:** “*Course one- **Good**, because [good],*

*Course two- Bad, **more difficult** [difficult],*

*Three, [and] four- **Good**, the course was [good].”*

**ADELAIDA:** “*Me development **a little** [my development has been **slow**].”*

**YESSICA IBARRA:** “*In the course 1 I don’t bring The bridge [in course 1 I didn’t use the bridge].*

*Course 2 **Good grammar***

*Course 3 my **fluency** [is] was **good**.*

*Course 4 my **fluency, grammar, communication** is more **easy** [the practice of my fluency, grammar, and communication was easier].”*

**SHIRLEY OROPEZA:** “*Me developmet [My development] was more or less because the **fluency and grammar** [because of my grammar and fluency].”*

**ARADI FLORES:** “*I learn more **fast** with the book yellow and manual because it was *espesific* and it had *lest* pictures [I learn faster with the yellow book and the manual because they were more specific and they have less pictures].”*

**FRANCISCO GALLEGOS:** “*My experience whit the two book is *diferent* and I *preferens* the *Toushtone* [My experience with the two books has been different, that’s why I prefer the Touchstone].*

**EDUARDO CARRILLO:** *“The problem is went [when] **the teacher speak** [speaks] **in Spanhis** [Spanish] **but the all** [everything] **is fine.**”*

**JOSUE REBOLLEDO:** *“I can’t speak to [too] much about Bridge because I work [worked] for only one course with it. But in my opinion I consider **it very good for the grammar but not for speaking and listening.**”*

**OSCAR:** *“The bridge program is **good for the basic 1** only, because this program have exersice for practice only basic 1 [exercises of the bridge are good only for course 1].”*

## RESPONSES OF BRIDGE STUDENTS TO SURVEY

**Question number 2: *What kind of problems have you faced when you have to interact with someone in English?***

**JOSE ALEJANDRO:** “*My **writting is bad** because the teacher go fast, **pronunciation*** [My writing and pronunciation are bad because the teacher goes fast].”

**ADELAIDA:** “***Vocabulaly*** [vocabulary] [and] ***pronunciation.***”

**YESSICA IBARRA:** “*Well, my **pronuntation is goob*** [my pronunciation is good], *but when I **ask questions** is more **dificult*** [difficult]. *I can't **fast respond*** [I can't answer fast].”

**SHIRLEY OROPEZA:** “***Pronunseshion*** [pronunciation], ***vocabulary,*** [and] ***fluency.***”

**ARADI FLORES:** “*The problems was I had the big **vocabulary*** [I have problems with vocabulary].”

**FRANCISCO GALLEGOS:** “***Vocabulary and frecuently*** [fluency].”

**EDUARDO CARRILLO:** “***Went the other person is less in speak*** [when the other person has a lower level than I in speaking].”

**JOSUE REBOLLEDO:** “*I failed in my **listening and fluency** when I was spoke.* [I have problems in listening and fluency when I have to talk].”

**OSCAR:** “***Fluency, listening, and vocabulary.***”

## RESPONSES OF BRIDGE STUDENTS TO SURVEY

**Question number 3: *According to your opinion, what are the most important aspects to get success in performing speaking in English?***

**\_\_A) Grammar**

**\_\_B) Vocabulary**

**\_\_C) Fluency**

**\_\_D) Communication**

**JOSE ALEJANDRO: “Grammar and fluency.”**

**ADELAIDA: “Grammar, vocabulary, fluency, and communication.”**

**YESSICA IBARRA: “Grammar, fluency, and communication.”**

**SHIRLEY OROPEZA: “Grammar, vocabulary, fluency, communication.**

**OTHER: *lisenig* [listening].”**

**ARADI FLORES: “Communication.”**

**FRANCISCO GALLEGOS: “Grammar, vocabulary, fluency, and communication.”**

**EDUARDO CARRILLO: “Grammar.”**

**JOSUE REBOLLEDO: “Grammar, vocabulary, and fluency.”**

**OSCAR: “Grammar, vocabulary, fluency, communication. OTHER: *lisening* [listening].”**

## RESPONSES OF BRIDGE STUDENTS TO SURVEY

Question number 4: *Why do you think the aspects you chose or mentioned in question 3 are important to get success in speaking performance?*

**JOSE ALEJANDRO:** *"The **English is important.**"*

**ADELAIDA:** *"Because is **important for speak English and learn** [because it is important to speak and learn English]."*

**YESSICA IBARRA:** *"Because is **importan speak english**, very good in the **work, school** [because it is important to speak English at work and at school]."*

**SHIRLEY OROPEZA:** *"Because is important for **have communication** people [because it is important to have communication with people]."*

**ARADI FLORES:** *"Because is the form from **open the door** [because it is a form to open doors of opportunities]."*

**FRANCISCO GALLEGOS:** *"Because I need for a **conversation** and for my **pronuntation** [Because I need English to have a conversation and to improve my pronunciation]."*

**EDUARDO CARRILLO:** *"Because is **differen spek to write** [because speaking is different to writing]."*

**JOSUE REBOLLEDO:** *"Because it is [they are] **the base to learn one language.**"*

**OSCAR:** *"Because [they] are important aspect [aspects] for the **communication.**"*

## **APPENDIX D**

### Questionnaire for the DNA students

- Questionnaire
- Summary of answers

## QUESTIONNAIRE FOR DNA STUDENTS

**Student's name:** \_\_\_\_\_

GENERAL OBJECTIVE: To know students' ideas about studying and practicing speaking skill with activities from *the DNA* program.

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**1.- With the DNA program (*Touchstone* and *The Link* books), describe the development of your speaking skill from the time you started in course one?**

OBJECTIVE OF QUESTION 1: *To analyze the development students have had since they started studying this language through speaking activities from the DNA syllabus.*

---

**2.- What kind of problems have you faced when you have to interact with someone in English?**

OBJECTIVE OF QUESTION 2: *To know the most common problems students have when taking part of conversations in English.*

---

**3.- According to your opinion, what are the most important aspects to get success in performing speaking in English?**

\_\_\_A) Grammar

\_\_\_D) Communication

\_\_\_B) Vocabulary

\_\_\_E) Other: \_\_\_\_\_

\_\_\_C) Fluency

OBJECTIVE OF QUESTION 3: *To check what aspects students consider important to be able to speak in English.*

---

**4.- Why do you think the aspects you chose or mentioned in question 3 are important to get success in speaking performance?**

OBJECTIVE OF QUESTION 4: *To know the reasons students consider as the most important factors to develop speaking in English.*

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## RESPONSES OF DNA STUDENTS TO SURVEY

**Question number 1: “*With the DNA program (Touchstone and The Link books), describe the development of your speaking skill from the time you started in course one.*”**

**FRANCISCO SAID:** “For **grammar** has been very **good**, **vocabulary** [for grammar and vocabulary it has been] *all day* [every day] *I learn new works* [words] *in class*, *in general* [it] *is fine*, but it **depend like the student and the teacher** [it depends on the student and the teacher].”

**RAFAEL VARGAS:** “I can **use some conversation strategies** for [to] **have a good conversation** with other people.”

**SANDRA MORENO:** “Well, I *knew* [know] **vocabulary, structures and skills conversation** [conversation strategies] *with the CD too*. *I learned how I should speak* [I have learned how to speak].”

**MA. ALEJANDRA:** “It’s *regular*. **Is necesary practic the conversation**. [It’s necessary to practice conversations]. **It’s mising the dinamic activities**. [It’s missing the use of dynamic activities].”

**DAVID ANGELES:** “I **understand more conversation and vocabulary** but I think **we need more fluency in the speaking**.”

**PAOLA GUERERO:** “Well, I like this program because [it] **is very amplie** [wide] and very **easy of** [to] **understand**. I want [to] *continue with this program because the mayorite of time speaking* [most of the times it’s speaking practice].”

**CINDY CANO:** “I think that **the exam oral** [oral exam] **is difficult** because *sometimes I don’t understand any things* [many things].”

**LUIS CARLOS:** “***This development is slowlely** [slow] **but I think learning more** **becuase I practice grammar and speaking** [but I want to learn more to practice grammar and speaking].”*

**AMERICA SELENE:** “*I can use the **estrategias** [strategies] **of conversation**, but I **need** [to] **practice more my fluency**.”*

## RESPONSES OF DNA STUDENTS TO SURVEY

Question number 2: *What kind of problems have you faced when you have to interact with someone in English?*

**FRANCISCO SAID:** “My problem is the **speaking**, I don’t have **fluency** and [I] think then [that] everybody have [has] this problem.”

**RAFAEL VARGAS:** “Sometime [sometimes] I **don’t understand** [understand] very well **what the person say** [says] because I don’t have many [enough] **vocabulary**.”

**SANDRA MORENO:** “My **pronunciation**, I usually understand but sometimes I **don’t know how tell it** [to say it].”

**MA. ALEJANDRA:** “Problems in the **pronunciations** [pronunciation] and **fluency**.”

**DAVID ANGELES:** “My partners and I have problems with **the structure of conversation**.”

**PAOLA GUERRERO:** “I have shape of [I am ashamed] **to speak** but when I have to interact with someone I understand very good.”

**CINDY CANO:** “I have problems in **listening and fluency**.”

**LUIS CARLOS:** “I need more **vocabulary** and **think in English** no is [in] Spanish.”

**AMERICA SELENE:** “I don’t understand very well when they **speaking** [speak] and someone [to someone] I **looser a good work for don’t speak English** [I don’t do a good job because I don’t speak well English].”

## RESPONSES OF DNA STUDENTS TO SURVEY

Question number 3: *According to your opinion, what are the most important aspects to get success in performing speaking in English?*

\_\_\_A) *Grammar*

\_\_\_B) *Vocabulary*

\_\_\_C) *Fluency*

\_\_\_D) *Communication*

\_\_\_E) *Other:* \_\_\_\_\_

FRANCISCO SAID: *"Fluency and communication."*

RAFAEL VARGAS: *"Vocabulary, fluency, communication. Other: Practice."*

SANDRA MORENO: *"Grammar, vocabulary, fluency. Other: Practice."*

MA. ALEJANDRA: *"Communication."*

DAVID ANGEL: *"Grammar, vocabulary, and fluency."*

PAOLA GUERREO: *"Communication."*

CINDY CANO: *"Vocabulary and fluency."*

LUIS CARLOS: *"Vocabulary and communication."*

AMERICA SELENE: *"Vocabulary and fluency."*

## RESPONSES OF DNA STUDENTS TO SURVEY

**Question number 4: *Why do you think the aspects you chose or mentioned in question 3 are important to get success in speaking performance?***

**FRANCISCO SAID:** *“Because I think then [that] the **communication and fluency** is [are] very important, when want **star a conversation** [when someone wants to start a conversation], but is important have the finally **gramar first** [but it is important to have grammar at the beginning].”*

**RAFAEL VARGAS:** *“The **vocabulary is very importan** [important] **for a conversation**, because you can **say all what you want** and whit [with] this, you can **have a long conversation** whit [with] other person.”*

**SANDRA MORENO:** *“Because they are **skills for to learn** [to learn] new **lenguajes** [languages], if I want to learn then I have to study those skills, anyway I think all aspects (last question) are important.”*

**MA. ALEJANDRA:** *“**Communication: is very important for conversation with friends**, [and] my **family**. It’s performance **watch TV, videos, listen music, practic activities** [It’s performed by watching TV, listening to music, and practicing activities]. **It’s mising the dinamic all day** [It’s missing the use of dynamics every day].”*

**DAVID ANGEL:** *“**Grammar- We need [to] know the structuration** [structures] **to have a good speaking. Vocabulary- We need [to] know more vocabulary**. When we have good grammar and vocabulary we can speak more **fluency** [fluently].”*

**PAOLA GUERRERO:** *“I want [to]*

***visit different** [different] **places and I work** [and work] *with my cousin in Alemania [German]. I like English.”**

**CINDY CANO:** *“Because **it’s important for the communication** with other persons [people].”*

**LUIS CARLOS:** *“Because **vocabulary and communication is [are] the base to speak English.**”*

**AMERICA SELENE:** *“Because if you know **the vocabulary you can speak more fast** [faster] and have **more fluency.**”*

## **APPENDIX E**

Questionnaire for Alumni Bridge and now current DNA students

- Questionnaire
- Summary of answers

## QUESTIONNAIRE FOR ALUMNI BRIDGE STUDENTS AND CURRENT DNA STUDENTS

Student's name: \_\_\_\_\_

GENERAL OBJECTIVE: To know students' opinion about their performance in speaking skill in *the Bridge* and in *the DNA*, in the same way to know in which program they feel more confident to speak in English.

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**1.- With the change in the Harmon Hall teaching programs (from *the Bridge* to *the DNA*), which of the two syllabuses has offered you more tools to communicate in English?**

OBJECTIVE OF QUESTION 1: *To know which syllabus has been more helpful in helping students be more productive in speaking English.*

---

**2.- In which way has it helped you?**

OBJECTIVE OF QUESTION 2: *To get a specific idea of how the syllabus (the Bridge or the DNA) students prefer gives better results in their speaking development. (E.g. Kind of activities they have worked with to speak in class)*

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**3.- In which program (*the Bridge* or *the DNA*) do you feel more confident to speak and express your ideas in English?**

OBJECTIVE OF QUESTION 3: *To know which syllabus helps students to feel more secure during speaking activities.*

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## RESPONSES OF ALUMNI BRIDGE STUDENTS AND CURRENT DNA STUDENTS TO SURVEY

**Question 1:** *With the change in the Harmon Hall teaching programs (from the Bridge to the DNA), which of the two syllabuses has offered you more tools to communicate in English?*

**JOSÉ REFUGIO:** *“The bridge.”*

**MARGARITA MARTINEZ:** *“I think **the DNA** is better than the Bridge, because we are using more expressions, new vocabulary, and we develop more speaking technics [techniques].”*

**VICTOR MANUEL:** *“I liked the program **The bridge** for the dynamic [aspects] of learn [learning] and the structur [structure].”*

**LILIANA LÓPEZ:** *“I like more [prefer] **the Bridge**, because the dinamic [dynamic] was different and I remember that, for me, was more easy comuncate [easier to communicate] with my compagner [partner].”*

**SAIRETH SAGAON:** *“The DNA.”*

**YAMEL SALOMÓN:** *“Bridge.”*

**EDUARDO PIÑA:** *“I feel more confortable [comfortable] with **the DNA** and I think that I learn more.”*

**DAVID HERNÁNDEZ:** *“I mean, **the DNA** has more tools.”*

**JOHNY MARTÍNEZ:** *“The DNA is gooder for my [The DNA is better for me].”*

## RESPONSES OF ALUMNI BRIDGE STUDENTS AND CURRENT DNA STUDENTS TO SURVEY

Question number 2: *In which way has it helped you?*

**JOSÉ REFUGIO:** *"The Bridge because in DNA all conversation is base in the structure of conversation books link and touch* [The Bridge because the conversations in the DNA are based on the Touchstone and the Link books]."

**MARGARITA MARTÍNEZ:** *"We are learning common and no common expressions to communicate in English. We practice more to speak [in] English."*

**VICTOR MANUEL:** *"The program [program] The Bridge because is more easy [easier]."*

**LILIANA LÓPEZ:** *"I remember more vocabulary of before courses, and the gramma was more comprehensive* [In last courses I could remember more vocabulary and also the grammar because they were easy to understand].

**SAIRETH SAGAON:** *"The DNA has better activities, I can learn formal and informal English. The DNA has new and interesting topics."*

**YAMEL SALOMÓN:** *"In Bridge have many activitis. I learning most!!* [The Bridge has many activities and I learn better in it].

**EDUARDO PIÑA:** *"I have more tools to learn. I speak a lot. I have more vocabulary and idioms. We practice more in class. I think that this boock is good for lern to speak* [this book is good to learn to speak] *and the past boock was good for the grammar form* [the last book (the Bridge) was good to learn grammar].

**DAVID HERNÁNDEZ:** *"The DNA has recomendations* [recommendations], *speaking shaggy* [speaking strategies], *idioms*, and *commun frases* [common phrases]."

**JOHNY MARTÍNEZ:** *"I speak more in class. I study my books very often."*

## RESPONSES OF ALUMNI BRIDGE STUDENTS AND CURRENT DNA STUDENTS TO SURVEY

Question number 3: *“In which program (the Bridge or the DNA) do you feel more confident to speak and express your ideas in English?”*

**JOSÉ REFUGIO:** *“The Bridge. If you learn structur and vocabulary is more easy speak of other things diferents [if you learn grammar structures and vocabulary it is easier to speak about different things].”*

**MARGARITA MARTÍNEZ:** *“In the DNA.”*

**VICTOR MANUEL:** *“The program Bridge it has vocavolary more easy [The Bridge because it has easier vocabulary].”*

**LILIANA LÓPEZ:** *“Definitly in the Bridge, because lended to speak about us ideas. In the DNA only we can about the book say. All the time is only book, touchtone or the link and where are us creativity? I mind, The DNA is boring, so boring [Definitely in the Bridge because it let us to speak about our ideas. In the DNA we have to do what the books say. All time it is only working with the Touchstone and the Link books, so where is our creativity? I mean, the DNA is boring, so boring].”*

**SAIRETH SAGAON:** *“The DNA.”*

**YAMEL SALOMÓN:** *“The Bridge.”*

**EDUARDO PIÑA:** *“I feel more confortable [comfortable] with the DNA and I think that my speek hability [speaking ability] is better with this boock [book].”*

**DAVID HERNÁNDEZ:** *“With the DNA.”*

**JOHNY MARTÍNEZ:** *“The DNA have [has] more strategies to speak.”*

## **APPENDIX F**

### Oral assessment for the Bridge students

- Oral assessment
- Oral Final Rubric
- Students' oral assessments
- Conversion Table of oral production

## **ORAL ASSESSMENT FOR THE BRIDGE STUDENTS**

### **STUDENT A**

**Ask these questions. Answer your partner's questions. Discuss the topics.**

- 1. Did you eat breakfast this morning?**
- 2. Where did you go last vacation?**
- 3. What were you doing yesterday at this time?**
- 4. Were you sleeping yesterday at 9:00 p.m.?**
- 5. Compare two classmates with tall**
- 6. Do you know The Killers?**
- 7. How much milk do you drink a day?**

### **STUDENT B**

**Ask these questions. Answer your partner's questions. Discuss the topics.**

- 1. Did you take a shower this morning?**
- 2. What time did you get up this morning?**
- 3. What were you doing this morning at 6:30?**
- 4. Were you watching T.V. yesterday at 5:00 p.m.?**
- 5. Compare two classmates with intelligent?**
- 6. Do you like coffee?**
- 7. How much sugar do you like in your coffee?**

## ORAL FINAL RUBRIC FOR THE BRIDGE STUDENTS

### THE BRIDGE ORAL ASSESSMENT (COURSE 4)

Student A or C	Name:				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Fluency	2	4	6	8	10
Comments.					Total: ____/40

Student A or C	Name:				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Fluency	2	4	6	8	10
Comments.					Total: ____/40

Communication	Ability to comprehend, interact, and make himself or herself understood; volume; and pronunciation.
Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Fluency	Speed, flow, naturalness, and comfort with words.

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### THE BRIDGE ORAL ASSESSMENT (COURSE 4)

Student A or C	Name:				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Fluency	2	4	6	8	10
Comments.					Total: ____/40

Student A or C	Name:				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Fluency	2	4	6	8	10
Comments.					Total: ____/40

Communication	Ability to comprehend, interact, and make himself or herself understood; volume; and pronunciation.
Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Fluency	Speed, flow, naturalness, and comfort with words.

## STUDENTS' ORAL ASSESSMENTS

### THE BRIDGE ORAL ASSESSMENT (COURSE 4) October 27<sup>th</sup>, 200

Student A or C	Name: <u>Adelaida Lopez</u>				
	Poor	Fair	Good	Very good	Excellent
Communication	2	<del>4</del>	6	8	10
Grammar	2	<del>4</del>	6	8	10
Vocabulary	2	<del>4</del>	6	8	10
Fluency	2	<del>4</del>	6	8	10
Comments: <u>Only 40/no answers / low level</u>					Total: <u>16</u> /40

Student A or C	Name: <u>Shirley Oropeza</u>				
	Poor	Fair	Good	Very good	Excellent
Communication	2	<del>4</del>	6	8	10
Grammar	2	<del>4</del>	6	8	10
Vocabulary	2	<del>4</del>	6	8	10
Fluency	2	<del>4</del>	6	8	10
Comments: <u>Low level. problems to answer simple questions.</u>					Total: <u>16</u> /40

Communication	Ability to comprehend, interact, and make himself or herself understood; volume; and pronunciation.
Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Fluency	Speed, flow, naturalness, and comfort with words.

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### THE BRIDGE ORAL ASSESSMENT (COURSE 4)

Student A or C	Name: <u>Eduardo Carrillo</u>				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	6	8	<del>10</del>
Grammar	2	4	6	<del>8</del>	10
Vocabulary	2	4	6	8	<del>10</del>
Fluency	2	4	6	8	<del>10</del>
Comments: <u>Very good</u>					Total: <u>38</u> /40

Student A or C	Name: <u>Cristina Camargo</u>				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	6	8	<del>10</del>
Grammar	2	4	6	<del>8</del>	10
Vocabulary	2	4	6	8	<del>10</del>
Fluency	2	4	6	8	<del>10</del>
Comments: <u>very good / eat / ate.</u>					Total: <u>38</u> /40

Communication	Ability to comprehend, interact, and make himself or herself understood; volume; and pronunciation.
Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Fluency	Speed, flow, naturalness, and comfort with words.

## THE BRIDGE ORAL ASSESSMENT (COURSE 4) October 27, 2007

Student A or C	Name: <u>Yessica Ibarra</u>				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	8	8	10
Grammar	2	4	8	8	10
Vocabulary	2	4	8	8	10
Fluency	2	4	8	8	10
Comments: <u>I playing past continuous</u>					Total: <u>24</u> /40

Student A or C	Name: <u>Alejandro Salaman</u>				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Fluency	2	4	6	8	10
Comments: <u>eat/ate / I was playing</u>					Total: <u>36</u> /40

<b>Communication</b>	Ability to comprehend, interact, and make himself or herself understood; volume; and pronunciation.
<b>Grammar</b>	Accurate use of grammar structures.
<b>Vocabulary</b>	Correct and effective use of vocabulary.
<b>Fluency</b>	Speed, flow, naturalness, and comfort with words.

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## THE BRIDGE ORAL ASSESSMENT (COURSE 4)

Student A or C	Name: <u>Francisco Gallegos</u>				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	8	8	10
Grammar	2	4	8	8	10
Vocabulary	2	4	8	8	10
Fluency	2	4	8	8	10
Comments: <u>get up / got up + object pronouns</u>					Total: <u>24</u> /40

Student A or C	Name: <u>Josue Rebolledo</u>				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Fluency	2	4	6	8	10
Comments: <u>very good!</u>					Total: <u>38</u> /40

<b>Communication</b>	Ability to comprehend, interact, and make himself or herself understood; volume; and pronunciation.
<b>Grammar</b>	Accurate use of grammar structures.
<b>Vocabulary</b>	Correct and effective use of vocabulary.
<b>Fluency</b>	Speed, flow, naturalness, and comfort with words.



## THE BRIDGE ORAL ASSESSMENT (COURSE 4) *October 27<sup>th</sup>, 2007.*

Student A or C	Name: <i>Oscar Pérez B.</i>				
	Poor	Fair	Good	Very good	Excellent
Communication	2	<i>4</i>	6	8	10
Grammar	2	<i>4</i>	6	8	10
Vocabulary	2	<i>4</i>	6	8	10
Fluency	2	<i>4</i>	6	8	10
Comments: <i>cat-gtc problems in simple past &amp; past continuous.</i>					Total: <i>16</i> /40

Student A or C	Name:				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Fluency	2	4	6	8	10
Comments:					Total: ____ /40

<b>Communication</b>	Ability to comprehend, interact, and make himself or herself understood; volume; and pronunciation.
<b>Grammar</b>	Accurate use of grammar structures.
<b>Vocabulary</b>	Correct and effective use of vocabulary.
<b>Fluency</b>	Speed, flow, naturalness, and comfort with words.

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## THE BRIDGE ORAL ASSESSMENT (COURSE 4)

Student A or C	Name:				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Fluency	2	4	6	8	10
Comments:					Total: ____ /40

Student A or C	Name:				
	Poor	Fair	Good	Very good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Fluency	2	4	6	8	10
Comments:					Total: ____ /40

<b>Communication</b>	Ability to comprehend, interact, and make himself or herself understood; volume; and pronunciation.
<b>Grammar</b>	Accurate use of grammar structures.
<b>Vocabulary</b>	Correct and effective use of vocabulary.
<b>Fluency</b>	Speed, flow, naturalness, and comfort with words.

## CONVERSION TABLE OF ORAL PRODUCTION IN THE BRIDGE

Conversion Table (Final Grades)				
Oral Production	Points	%		
	100.00	55.00%	82.50	45.38%
	89.75	49.36%	82.25	45.24%
	89.50	49.23%	82.00	45.10%
	89.25	49.09%	81.75	44.96%
	89.00	48.95%	81.50	44.83%
	88.75	48.81%	81.25	44.69%
	88.50	48.68%	81.00	44.55%
	88.25	48.54%	80.75	44.41%
	88.00	48.40%	80.50	44.28%
	87.75	48.26%	80.25	44.14%
	87.59	48.17%	80.00	44.00%
	87.25	47.99%	79.75	43.86%
	87.00	47.85%	79.50	43.73%
	86.75	47.71%	79.25	43.59%
	86.50	47.58%	79.00	43.45%
	86.25	47.44%	78.75	43.31%
	86.00	47.30%	78.50	43.18%
	85.75	47.16%	78.25	43.04%
	85.50	47.03%	78.00	42.90%
	85.25	46.89%	77.75	42.76%
	85.00	46.75%	77.50	42.63%
	84.75	46.61%	77.25	42.49%
	84.50	46.48%	77.00	42.35%
	84.25	46.34%	76.75	42.21%
	84.00	46.20%	76.50	42.08%
	83.75	46.06%	76.25	41.94%
	83.50	45.93%	76.00	41.80%
	83.25	45.79%	75.75	41.66%
	83.00	45.65%	75.50	41.53%
	82.75	45.51%	75.25	41.39%
			75.00	41.25%

## **APPENDIX G**

### Oral assessment for the DNA students

- Oral assessment
- Oral Final Rubric
- Students' oral assessments
- Conversion chart of the oral assessment

## ORAL ASSESSMENT



### Course 4 Oral Final Rubric

Course code \_\_\_\_\_

Student <b>A or C</b>	Name _____				
	Poor	Fair	Good	Very Good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Conversation Strategy	2	4	6	8	10
Fluency	2	4	6	8	10
Comments: _____					Total: /50

Student <b>B or D</b>	Name _____				
	Poor	Fair	Good	Very Good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Conversation Strategy	2	4	6	8	10
Fluency	2	4	6	8	10
Comments: _____					Total: /50

Communication	Ability to comprehend, interact, and make himself or herself understood; volume; pronunciation.
Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Conversation Strategy	Effective, natural use of strategies.
Fluency	Speed, flow, naturalness, and comfort with words.

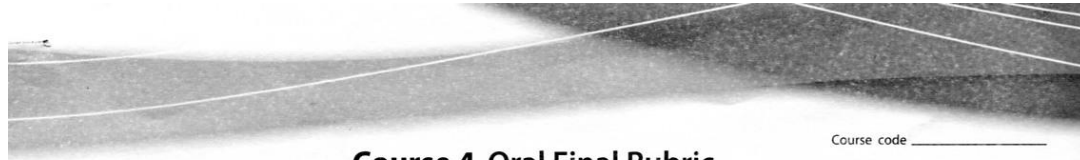
**CS note:** For questions 1-6, students should show interest when they listen by responding and asking similar questions: *Anyway, how was your weekend?* For questions 7 and 8, they should make statements and respond to their partner's statements using *Congratulations, Good luck, Good for you, or You poor thing*. Then ask and say more.

Student A Questions	Student B Questions
1. What did you do on your last vacation?	1. Did you make a lot of phone calls last week?
2. Did your family take a trip last year or...?	2. What was the last movie you saw?
3. What did you do in your free time when you were a kid?	3. Did you like school when you were a kid?
4. What shows did you watch on TV?	4. Who was your best friend in Elementary school?
5. Are you allergic to any kinds of foods?	5. Do you see your best friend now or...?
6. Do you have any bad eating habits?	6. What do you usually eat for breakfast?
7. I passed my driving test!	7. I'm volunteering at the hospital these days.
8. I feel sick. I have a cold.	8. I went hiking last weekend, and I got lost!
Student A Sample answers	Student B Sample answers
1. Yes, I did. I talk on the phone a lot...	1. I went to New York with friends...
2. The last movie I saw was...	2. Yes, we drove to Texas...
3. No, I never wanted to go to school in the morning...	3. In the summer, we went swimming in the river near our house...
4. My best friend's name was Marla Kane...	4. I liked to watch game shows...
5. Yeah, we often go out for coffee...	5. I'm allergic to seafood...
6. I usually have a banana and coffee for breakfast...	6. Yes, I do. I eat a lot of snacks at night...
7. Good for you!...	7. Congratulations! / Good for you!...
8. You poor thing!...	8. You poor thing!...

Student C Questions	Student D Questions
1. Did you drive to school this morning?	1. Did you have a lot of free time last week?
2. Did you go to the gym last week?	2. What kind of music did you like when you were 13?
3. What was your first teacher's name?	3. Do you remember the first CD you bought?
4. Where did you live when you were a kid?	4. How was your last vacation?
5. What do you usually eat for lunch?	5. How often do you eat meat?
6. Did you get up early today or...?	6. Do you eat out on weekends or...?
7. I had an interview last week and I got a part-time job.	7. I helped my brother with his homework last night.
8. I have a big test tomorrow.	8. I have to sing in a concert tomorrow night!
Student C Sample answers	Student D Sample answers
1. No, I didn't. I had a lot of homework...	1. No, I didn't. I took the bus...
2. I liked rock music...	2. Yes, I went to the gym last week. In fact, I go to the gym every Tuesday and Thursday...
3. Yes, My first CD was Sting...	3. His name was Mr. Gomez...
4. It was relaxing. I went to the beach...	4. I lived in an apartment on Beach Street...
5. I never eat meat. I am a vegetarian...	5. I usually have some fruit or a salad...
6. I don't like to eat out. I usually eat at home...	6. Yes, I did. I got up at 6:00...
7. Good for you!...	7. Congratulations! / Good for you!...
8. Good luck!...	8. Good luck!...

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## STUDENTS' ORAL ASSESSMENTS



### Course 4 Oral Final Rubric

Course code \_\_\_\_\_

Student A or C	Name <u>Selene</u>				
	Poor	Fair	Good	Very Good	Excellent
Communication	2	4	6	<del>8</del>	10
Grammar	2	4	6	<del>8</del>	10
Vocabulary	2	4	6	<del>8</del>	10
Conversation Strategy	2	4	6	<del>8</del>	10
Fluency	2	4	6	<del>8</del>	10
Comments:					Total: <u>40</u> /50

Student B or D	Name <u>Rafael</u>				
	Poor	Fair	Good	Very Good	Excellent
Communication	2	4	6	8	<del>10</del>
Grammar	2	4	6	<del>8</del>	<del>10</del>
Vocabulary	2	4	6	<del>8</del>	10
Conversation Strategy	2	4	6	8	<del>10</del>
Fluency	2	4	6	8	<del>10</del>
Comments:					Total: <u>48</u> /50

Communication	Ability to comprehend, interact, and make himself or herself understood; volume; pronunciation.
Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Conversation Strategy	Effective, natural use of strategies.
Fluency	Speed, flow, naturalness, and comfort with words.

**CS note:** For questions 1-6, students should show interest when they listen by responding and asking similar questions: *Anyway, how was your weekend?* For questions 7 and 8, they should make statements and respond to their partner's statements using *Congratulations, Good luck, Good for you, or You poor thing*. Then ask and say more.

Student A Questions	Student B Questions
1. What did you do on your last vacation?	1. Did you make a lot of phone calls last week?
2. Did your family take a trip last year or...?	2. What was the last movie you saw?
3. What did you do in your free time when you were a kid?	3. Did you like school when you were a kid?
4. What shows did you watch on TV?	4. Who was your best friend in Elementary school?
5. Are you allergic to any kinds of foods?	5. Do you see your best friend now or...?
6. Do you have any bad eating habits?	6. What do you usually eat for breakfast?
7. I passed my driving test!	7. I'm volunteering at the hospital these days.
8. I feel sick. I have a cold.	8. I went hiking last weekend, and I got lost!
Student A Sample answers	Student B Sample answers
1. Yes, I did. I talk on the phone a lot...	1. I went to New York with friends...
2. The last movie I saw was...	2. Yes, we drove to Texas...
3. No, I never wanted to go to school in the morning...	3. In the summer, we went swimming in the river near our house...
4. My best friend's name was Marla Kane...	4. I liked to watch game shows...
5. Yeah, we often go out for coffee...	5. I'm allergic to seafood...
6. I usually have a banana and coffee for breakfast...	6. Yes, I do. I eat a lot of snacks at night...
7. Good for you!...	7. Congratulations! / Good for you!...
8. You poor thing!...	8. You poor thing!...

Student C Questions	Student D Questions
1. Did you drive to school this morning?	1. Did you have a lot of free time last week?
2. Did you go to the gym last week?	2. What kind of music did you like when you were 13?
3. What was your first teacher's name?	3. Do you remember the first CD you bought?
4. Where did you live when you were a kid?	4. How was your last vacation?
5. What do you usually eat for lunch?	5. How often do you eat meat?
6. Did you get up early today or...?	6. Do you eat out on weekends or...?
7. I had an interview last week and I got a part-time job.	7. I helped my brother with his homework last night.
8. I have a big test tomorrow.	8. I have to sing in a concert tomorrow night!
Student C Sample answers	Student D Sample answers
1. No, I didn't. I had a lot of homework...	1. No, I didn't. I took the bus...
2. I liked rock music...	2. Yes, I went to the gym last week. In fact, I go to the gym every Tuesday and Thursday...
3. Yes, My first CD was Sting...	3. His name was Mr. Gomez...
4. It was relaxing. I went to the beach...	4. I lived in an apartment on Beach Street...
5. I never eat meat. I am a vegetarian...	5. I usually have some fruit or a salad...
6. I don't like to eat out. I usually eat at home...	6. Yes, I did. I got up at 6:00...
7. Good for you!...	7. Congratulations! / Good for you!...
8. Good luck!...	8. Good luck!...

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## Course 4 Oral Final Rubric

Course code \_\_\_\_\_

Student <b>A or C</b>	Name <u>Carlos</u>				
	Poor	Fair	Good	Very Good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Conversation Strategy	2	4	6	8	10
Fluency	2	4	6	8	10
Comments:				Total: <u>42</u> /50	

Student <b>B or D</b>	Name <u>Isidro</u>				
	Poor	Fair	Good	Very Good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Conversation Strategy	2	4	6	8	10
Fluency	2	4	6	8	10
Comments:				Total: <u>39</u> /50	

Communication	Ability to comprehend, interact, and make himself or herself understood; volume; pronunciation.
Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Conversation Strategy	Effective, natural use of strategies.
Fluency	Speed, flow, naturalness, and comfort with words.

**CS note:** For questions 1-6, students should show interest when they listen by responding and asking similar questions: *Anyway, how was your weekend?* For questions 7 and 8, they should make statements and respond to their partner's statements using *Congratulations, Good luck, Good for you, or You poor thing*. Then ask and say more.

Student A Questions	Student B Questions
1. What did you do on your last vacation?	1. Did you make a lot of phone calls last week?
2. Did your family take a trip last year or...?	2. What was the last movie you saw?
3. What did you do in your free time when you were a kid?	3. Did you like school when you were a kid?
4. What shows did you watch on TV?	4. Who was your best friend in Elementary school?
5. Are you allergic to any kinds of foods?	5. Do you see your best friend now or...?
6. Do you have any bad eating habits?	6. What do you usually eat for breakfast?
7. I passed my driving test!	7. I'm volunteering at the hospital these days.
8. I feel sick. I have a cold.	8. I went hiking last weekend, and I got lost!
Student A Sample answers	Student B Sample answers
1. Yes, I did. I talk on the phone a lot...	1. I went to New York with friends...
2. The last movie I saw was...	2. Yes, we drove to Texas...
3. No, I never wanted to go to school in the morning...	3. In the summer, we went swimming in the river near our house...
4. My best friend's name was Marla Kane...	4. I liked to watch game shows...
5. Yeah, we often go out for coffee...	5. I'm allergic to seafood...
6. I usually have a banana and coffee for breakfast...	6. Yes, I do. I eat a lot of snacks at night...
7. Good for you!...	7. Congratulations! / Good for you!...
8. You poor thing!...	8. You poor thing!...

Student C Questions	Student D Questions
1. Did you drive to school this morning?	1. Did you have a lot of free time last week?
2. Did you go to the gym last week?	2. What kind of music did you like when you were 13?
3. What was your first teacher's name?	3. Do you remember the first CD you bought?
4. Where did you live when you were a kid?	4. How was your last vacation?
5. What do you usually eat for lunch?	5. How often do you eat meat?
6. Did you get up early today or...?	6. Do you eat out on weekends or...?
7. I had an interview last week and I got a part-time job.	7. I helped my brother with his homework last night.
8. I have a big test tomorrow.	8. I have to sing in a concert tomorrow night!
Student C Sample answers	Student D Sample answers
1. No, I didn't. I had a lot of homework...	1. No, I didn't. I took the bus...
2. I liked rock music...	2. Yes, I went to the gym last week. In fact, I go to the gym every Tuesday and Thursday...
3. Yes, My first CD was Sting...	3. His name was Mr. Gomez...
4. It was relaxing. I went to the beach...	4. I lived in an apartment on Beach Street...
5. I never eat meat. I am a vegetarian...	5. I usually have some fruit or a salad...
6. I don't like to eat out. I usually eat at home...	6. Yes, I did. I got up at 6:00...
7. Good for you!...	7. Congratulations! / Good for you!...
8. Good luck!...	8. Good luck!...

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## Course 4 Oral Final Rubric

Course code \_\_\_\_\_

Student <b>A or C</b>	Name <u>Sandra</u>				
	Poor	Fair	Good	Very Good	Excellent
Communication	2	4	6	8	<u>10</u>
Grammar	2	4	6	<u>8</u>	<u>10</u>
Vocabulary	2	4	6	<u>8</u>	<u>10</u>
Conversation Strategy	2	4	6	8	<u>10</u>
Fluency	2	4	6	8	<u>10</u>
Comments: _____				Total: <u>46</u> /50	

Student <b>B or D</b>	Name <u>David</u>				
	Poor	Fair	Good	Very Good	Excellent
Communication	2	4	6	8	<u>10</u>
Grammar	2	4	6	8	<u>10</u>
Vocabulary	2	4	6	8	<u>10</u>
Conversation Strategy	2	4	6	8	<u>10</u>
Fluency	2	4	6	<u>8</u>	<u>10</u>
Comments: _____				Total: <u>48</u> /50	

Communication	Ability to comprehend, interact, and make himself or herself understood; volume; pronunciation.
Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Conversation Strategy	Effective, natural use of strategies.
Fluency	Speed, flow, naturalness, and comfort with words.

**CS note:** For questions 1-6, students should show interest when they listen by responding and asking similar questions: *Anyway, how was your weekend?*  
For questions 7 and 8, they should make statements and respond to their partner's statements using *Congratulations, Good luck, Good for you, or You poor thing*. Then ask and say more.

Student A Questions	Student B Questions
1. What did you do on your last vacation?	1. Did you make a lot of phone calls last week?
2. Did your family take a trip last year or...?	2. What was the last movie you saw?
3. What did you do in your free time when you were a kid?	3. Did you like school when you were a kid?
4. What shows did you watch on TV?	4. Who was your best friend in Elementary school?
5. Are you allergic to any kinds of foods?	5. Do you see your best friend now or...?
6. Do you have any bad eating habits?	6. What do you usually eat for breakfast?
7. I passed my driving test!	7. I'm volunteering at the hospital these days.
8. I feel sick. I have a cold.	8. I went hiking last weekend, and I got lost!
Student A Sample answers	Student B Sample answers
1. Yes, I did. I talk on the phone a lot...	1. I went to New York with friends...
2. The last movie I saw was...	2. Yes, we drove to Texas...
3. No, I never wanted to go to school in the morning...	3. In the summer, we went swimming in the river near our house...
4. My best friend's name was Marla Kane...	4. I liked to watch game shows...
5. Yeah, we often go out for coffee...	5. I'm allergic to seafood...
6. I usually have a banana and coffee for breakfast...	6. Yes, I do. I eat a lot of snacks at night...
7. Good for you!...	7. Congratulations! / Good for you!...
8. You poor thing!...	8. You poor thing!...

Student C Questions	Student D Questions
1. Did you drive to school this morning?	1. Did you have a lot of free time last week?
2. Did you go to the gym last week?	2. What kind of music did you like when you were 13?
3. What was your first teacher's name?	3. Do you remember the first CD you bought?
4. Where did you live when you were a kid?	4. How was your last vacation?
5. What do you usually eat for lunch?	5. How often do you eat meat?
6. Did you get up early today or...?	6. Do you eat out on weekends or...?
7. I had an interview last week and I got a part-time job.	7. I helped my brother with his homework last night.
8. I have a big test tomorrow.	8. I have to sing in a concert tomorrow night!
Student C Sample answers	Student D Sample answers
1. No, I didn't. I had a lot of homework...	1. No, I didn't. I took the bus...
2. I liked rock music...	2. Yes, I went to the gym last week. In fact, I go to the gym every Tuesday and Thursday...
3. Yes, My first CD was Sting...	3. His name was Mr. Gomez...
4. It was relaxing. I went to the beach...	4. I lived in an apartment on Beach Street...
5. I never eat meat. I am a vegetarian...	5. I usually have some fruit or a salad...
6. I don't like to eat out. I usually eat at home...	6. Yes, I did. I got up at 6:00...
7. Good for you!...	7. Congratulations! / Good for you!...
8. Good luck!...	8. Good luck!...

**harmon hall**





## Course 4 Oral Final Rubric

Course code \_\_\_\_\_

Student <b>A or C</b>	Name <u>Cindy</u>				
	Poor	Fair	Good	Very Good	Excellent
Communication	2	4	6	<del>8</del>	10
Grammar	2	4	6	<del>8</del>	10
Vocabulary	2	4	<del>6</del>	8	10
Conversation Strategy	2	4	6	<del>8</del>	10
Fluency	2	4	6	<del>8</del>	10
Comments: _____				Total: <u>38</u> /50	

Student <b>B or D</b>	Name <u>Said</u>				
	Poor	Fair	Good	Very Good	Excellent
Communication	2	4	6	<del>8</del>	10
Grammar	2	4	<del>6</del>	8	10
Vocabulary	2	4	<del>6</del>	8	10
Conversation Strategy	2	4	6	<del>8</del>	10
Fluency	2	4	<del>6</del>	8	10
Comments: _____				Total: <u>34</u> /50	

Communication	Ability to comprehend, interact, and make himself or herself understood; volume; pronunciation.
Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Conversation Strategy	Effective, natural use of strategies.
Fluency	Speed, flow, naturalness, and comfort with words.

**CS note:** For questions 1-6, students should show interest when they listen by responding and asking similar questions: *Anyway, how was your weekend?* For questions 7 and 8, they should make statements and respond to their partner's statements using *Congratulations, Good luck, Good for you, or You poor thing*. Then ask and say more.

Student A Questions	Student B Questions
1. What did you do on your last vacation?	1. Did you make a lot of phone calls last week?
2. Did your family take a trip last year or...?	2. What was the last movie you saw?
3. What did you do in your free time when you were a kid?	3. Did you like school when you were a kid?
4. What shows did you watch on TV?	4. Who was your best friend in Elementary school?
5. Are you allergic to any kinds of foods?	5. Do you see your best friend now or...?
6. Do you have any bad eating habits?	6. What do you usually eat for breakfast?
7. I passed my driving test!	7. I'm volunteering at the hospital these days.
8. I feel sick. I have a cold.	8. I went hiking last weekend, and I got lost!
Student A Sample answers	Student B Sample answers
1. Yes, I did. I talk on the phone a lot...	1. I went to New York with friends...
2. The last movie I saw was...	2. Yes, we drove to Texas...
3. No, I never wanted to go to school in the morning...	3. In the summer, we went swimming in the river near our house...
4. My best friend's name was Marla Kane...	4. I liked to watch game shows...
5. Yeah, we often go out for coffee...	5. I'm allergic to seafood...
6. I usually have a banana and coffee for breakfast...	6. Yes, I do. I eat a lot of snacks at night...
7. Good for you!...	7. Congratulations! / Good for you!...
8. You poor thing!...	8. You poor thing!...

Student C Questions	Student D Questions
1. Did you drive to school this morning?	1. Did you have a lot of free time last week?
2. Did you go to the gym last week?	2. What kind of music did you like when you were 13?
3. What was your first teacher's name?	3. Do you remember the first CD you bought?
4. Where did you live when you were a kid?	4. How was your last vacation?
5. What do you usually eat for lunch?	5. How often do you eat meat?
6. Did you get up early today or...?	6. Do you eat out on weekends or...?
7. I had an interview last week and I got a part-time job.	7. I helped my brother with his homework last night.
8. I have a big test tomorrow.	8. I have to sing in a concert tomorrow night!
Student C Sample answers	Student D Sample answers
1. No, I didn't. I had a lot of homework...	1. No, I didn't. I took the bus...
2. I liked rock music...	2. Yes, I went to the gym last week. In fact, I go to the gym every Tuesday and Thursday...
3. Yes, My first CD was Sting...	3. His name was Mr. Gomez...
4. It was relaxing. I went to the beach...	4. I lived in an apartment on Beach Street...
5. I never eat meat. I am a vegetarian...	5. I usually have some fruit or a salad...
6. I don't like to eat out. I usually eat at home...	6. Yes, I did. I got up at 6:00...
7. Good for you!...	7. Congratulations! / Good for you!...
8. Good luck!...	8. Good luck!...

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## Course 4 Oral Final Rubric

Course code \_\_\_\_\_

Student A or C	Name <u>Nicole</u>				
	Poor	Fair	Good	Very Good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Conversation Strategy	2	4	6	8	10
Fluency	2	4	6	8	10
Comments: _____					Total: 32/50

Student B or D	Name _____				
	Poor	Fair	Good	Very Good	Excellent
Communication	2	4	6	8	10
Grammar	2	4	6	8	10
Vocabulary	2	4	6	8	10
Conversation Strategy	2	4	6	8	10
Fluency	2	4	6	8	10
Comments: _____					Total: /50

Communication	Ability to comprehend, interact, and make himself or herself understood; volume; pronunciation.
Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Conversation Strategy	Effective, natural use of strategies.
Fluency	Speed, flow, naturalness, and comfort with words.

**CS note:** For questions 1-6, students should show interest when they listen by responding and asking similar questions: *Anyway, how was your weekend?* For questions 7 and 8, they should make statements and respond to their partner's statements using *Congratulations, Good luck, Good for you, or You poor thing*. Then ask and say more.

Student A Questions	Student B Questions
1. What did you do on your last vacation?	1. Did you make a lot of phone calls last week?
2. Did your family take a trip last year or...?	2. What was the last movie you saw?
3. What did you do in your free time when you were a kid?	3. Did you like school when you were a kid?
4. What shows did you watch on TV?	4. Who was your best friend in Elementary school?
5. Are you allergic to any kinds of foods?	5. Do you see your best friend now or...?
6. Do you have any bad eating habits?	6. What do you usually eat for breakfast?
7. I passed my driving test!	7. I'm volunteering at the hospital these days.
8. I feel sick. I have a cold.	8. I went hiking last weekend, and I got lost!
Student A Sample answers	Student B Sample answers
1. Yes, I did. I talk on the phone a lot...	1. I went to New York with friends...
2. The last movie I saw was...	2. Yes, we drove to Texas...
3. No, I never wanted to go to school in the morning...	3. In the summer, we went swimming in the river near our house...
4. My best friend's name was Marla Kane...	4. I liked to watch game shows...
5. Yeah, we often go out for coffee...	5. I'm allergic to seafood...
6. I usually have a banana and coffee for breakfast...	6. Yes, I do. I eat a lot of snacks at night...
7. Good for you!...	7. Congratulations! / Good for you!...
8. You poor thing!...	8. You poor thing!...

Student C Questions	Student D Questions
1. Did you drive to school this morning?	1. Did you have a lot of free time last week?
2. Did you go to the gym last week?	2. What kind of music did you like when you were 13?
3. What was your first teacher's name?	3. Do you remember the first CD you bought?
4. Where did you live when you were a kid?	4. How was your last vacation?
5. What do you usually eat for lunch?	5. How often do you eat meat?
6. Did you get up early today or...?	6. Do you eat out on weekends or...?
7. I had an interview last week and I got a part-time job.	7. I helped my brother with his homework last night.
8. I have a big test tomorrow.	8. I have to sing in a concert tomorrow night!
Student C Sample answers	Student D Sample answers
1. No, I didn't. I had a lot of homework...	1. No, I didn't. I took the bus...
2. I liked rock music...	2. Yes, I went to the gym last week. In fact, I go to the gym every Tuesday and Thursday...
3. Yes, My first CD was Sting...	3. His name was Mr. Gomez...
4. It was relaxing. I went to the beach...	4. I lived in an apartment on Beach Street...
5. I never eat meat. I am a vegetarian...	5. I usually have some fruit or a salad...
6. I don't like to eat out. I usually eat at home...	6. Yes, I did. I got up at 6:00...
7. Good for you!...	7. Congratulations! / Good for you!...
8. Good luck!...	8. Good luck!...

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## CONVERSION CHART OF THE ORAL ASSESSMENT IN THE DNA

Final Exam Conversion Chart

ORAL			
Points	Conversion	Points	Conversion
50	40	25	20
49	39.20	24	19.20
48	38.40	23	18.40
47	37.60	22	17.60
46	36.80	21	16.80
45	36	20	16
44	35.20	19	15.20
43	34.40	18	14.40
42	33.60	17	13.60
41	32.80	16	12.80
40	32	15	12
39	31.20	14	11.20
38	30.40	13	10.40
37	29.60	12	9.60
36	28.80	11	8.80
35	28	10	8
34	27.20	9	7.20
33	26.40	8	6.40
32	25.60	7	5.60
31	24.80	6	4.80
30	24	5	4
29	23.20	4	3.20
28	22.40	3	2.40
27	21.60	2	1
26	20.80	1	0.80
		0	0.00

## **APPENDIX H**

Students' attendance and grading lists.

- The Bridge Students' list.
- The Bridge Final Grading Grid.
- The DNA Students' list.
- The DNA Final Grading Grid.
- Alumni Bridge and current DNA students' list.
- Alumni Bridge and current DNA students' final Grading Grid.

## THE BRIDGE STUDENTS' LIST

[illegible]



## THE BRIDGE FINAL GRADE GRID

152  
132

Bridge Grammar Assessment Points  
Bridge Listening Assessment Points  
No of Students: 110

Teacher: Emanuel Mejia  
Course: 4  
Schedule: Saturday 8 am - 1 pm

	Student Name	55%		20%				5%		10%		5%		5%		Final Grade
		Oral Production		Grammar		Listening		Homework		Punctuality		Attendance				
		%	Points	%	Points	%	Points	# of Hw	Done	%	Tardies	%	Absences	%		
1	Cristina Camargo Vega	85	46.75	20	20	12	5	6	6	100	0	5	0	5	91.75	
2	Edardo Carrillo Espinos	90	49.5	13	13	5	2.25	6	6	100	0	5	0	5	84.75	
3	Aradi Flores Lopez	85	46.75	19	19	7	2.92	6	6	100	0	5	4	4	87.6	
4	Francisco A. Gallegos Calderon	85	46.75	11	11	12	5	1	6	100	0	5	0	5	82.75	
5	Jessica Ibarra Hernandez	85	46.75	13	13	4	2	6	6	100	0	5	0	5	81	
6	Abelaida Lopez Lopez	85	46.75	15	15	9	3.75	6	6	100	0	5	0	5	85.5	
7	Shirley Orpeza Artega	80	44	15	15	4	2	6	6	100	0	5	0	5	81	
8	Oscar Perez Bautista	85	46.75	14	14	11	4.58	6	6	100	0	5	0	5	85.3	
9	Josue Rebollo Garcia	90	49.5	18	18	10	4.17	6	6	100	0	5	0	5	91.67	
10	Man. Guadalupe Roldan	85	46.75	14	14	9	3.75	6	6	100	0	5	0	5	87.2	
11	Alejandro Salomon Islas															
12																
13																
14																
15																

## THE DNA STUDENTS' LIST

**CURSO INTENSIVO**  
**ORGANIZACION HARMON HALL**

DEL 24 SEPTIEMBRE AL 19 OCTUBRE 2007.  
LIST OF GRADES AND ATTENDANCE

CODE **CURSO 4** PROFESOR **NORMA** DATE **24/09/2007** INSTITUTE **PACHUCA**

ENROLL. NUMBER	PR. TEACHER	N A M E ABS-GRADE	PHONE	WEEK					WEEK					WEEK					WEEK							
				M	T	W	TH	F	GR	M	T	W	TH	F	GR	M	T	W	TH	F	GR	M	T	W	TH	F
1 12967 N	BROWN LAGUNA LEONARDO GUILLERMO	0 0	017737321851 -	.	.	.	.	.	8	.	.	.	.	.	1	1	7	1	.	1	1	.	.	.	.	8
2 10601 R	CANO AUSTRIA CINDY	0 00	7132869 -	.	.	.	.	.	1	8	.	.	.	.	1	8	1	1	.	1	.	.	.	.	8	
	EMMANUEL	0 00	7132869 -																							
3 12687 NB	CERECERO MEDINO DULCE MARIA	0 0	7138287 -	1	.	.	.	.	9	.	.	.	.	.	9	.	.	.	.	.	.	.	.	.	9	
	EMMANUEL	0 0	7138287 -																							
4 12612 R	ESPINOSA AGUILAR DAVID ANGEL	7 87	7198439 -	.	.	.	.	.	1	9	.	.	.	.	1	7	.	.	.	.	.	.	.	.	9	
	EMMANUEL	7 87	7198439 -																							
5 12557 R	FRANCO BARRAZA MARIA ALEJANDRA	6 82	0447711944972	1	.	.	.	.	1	8	1	1	.	1	1	.	1	.	.	.	.	.	.	.	8	
	EMMANUEL	6 82	0447711944972																							
6 12652 N	GALVAN GARCIA JAIME	0 0	7151500 -	1	1	1	1	1	.	.	.	.	.	1	1	1	1	1	.	1	1	1	1	1	1	
	EMMANUEL	0 0	7151500 -																							
7 12588 R	GONZALEZ HERNANDEZ ISIDRO	2 86	7168885 -	1	1	.	.	.	1	8	.	.	.	.	8	.	.	.	.	1	8	.	.	.	8	
	EMMANUEL	2 86	7168885 -																							
8 12607 R	MEJIA JUAREZ FCO SAID	2 86	7711277309 -	.	.	.	.	.	1	8	.	.	.	.	1	5	.	1	1	1	.	8	.	1	1	8
	EMMANUEL	2 86	7711277309 -																							
9 12620 RB	MORENO MONTIEL SANDRA	8 87	7146132 -	.	.	.	.	.	9	.	.	.	.	1	9	.	1	1	.	1	.	.	.	9		
	EMMANUEL	8 87	7146132 -																							
10 12831 R	ORTIZ PEREZ MIGUEL ANGEL	2 81	7145345 -	1	.	.	.	.	1	8	.	.	.	.	7	.	1	1	1	1	.	.	.	7		
	EMMANUEL	2 81	7145345 -																							
11 12872 NT	OTERO LUGO AMERICA SELENE	0 0	0457738824865	.	.	.	.	.	8	.	.	.	.	.	8	.	.	.	.	.	.	.	.	.	8	
	EMMANUEL	0 0	0457738824865																							
12 12670 N	REBOLLEDO DE LA PARRA LUIS CARLOS	0 0	7183322 -	.	.	.	.	.	8	.	.	.	.	.	8	.	.	.	.	.	.	.	.	.	8	
	EMMANUEL	0 0	7183322 -																							
13 12615 R	VARGAS SALLAGO RAFAEL	2 90	7437412851 -	.	.	.	.	.	1	8	.	.	.	.	9	.	.	.	.	9	.	.	.	9		
	EMMANUEL	2 90	7437412851 -																							
14 12628 R	VARGAS SANTILLAN GABRIELA	10 81	017797960590 -	.	.	.	.	.	8	1	1	1	1	1	.	1	.	.	.	7	.	.	.	8		
	EMMANUEL	10 81	017797960590 -																							

Carl Camp

## THE DNA FINAL GRADE GRID

Grade Grid

Teacher: Course code:	Student Name	Course Work										Final Grade			
		1st unit		2nd unit		3rd unit		Participation		Written 40		Oral 40		PF 10	
		Self-practice	Points	%	Points	%	Points	%	Points	Grade	%	Points	Grade	%	Grade
1	Guillermo	Written	39	78	30	60				42	28	38		8	10
2	Cindy	Oral	19	38	21	42				55	36.67	38	30.40	8	10
3	Dulce	Written	45	90	-	-				58	38.67			9	10
4	David	Oral	21	42	41	82				59	38.33	48	38.40	9	10
5	Ale	Written	38	76	41	82				50		40		8	10
6	Jaime	Oral	15	30	18	36				-	-	-	-	-	-
7	Isidro	Written	50	100	48	96				53	35.33	34	27.20	8	10
8	Said	Oral	23	46	23	46				53	35.33	34	27.20	8	10
9	Sandra	Written	47	94	40	80				56	37.33	46	36.80	9	10
10	Miguel	Oral	21	42	20	40				53	35.33	32	25.60	7	9
11	Selene	Written	33	66	34	68				50	33.33	40		32	8
12	Luis Carlos	Oral	18	36	19	38				45	30	42	33.00	8	10
13	Rafael	Written	37	74	30	60				55	36.67	48	38.40	9	10
14	Gabriela	Oral	23	46	23	46								8	10
15		Written	48	96	50	100									
		Oral	23	46	23	46									

LIST OF GRADES AND ATTENDANCE

OK Studio.



## ALUMNI BRIDGE AND CURRENT DNA STUDENTS' FINAL GRADING GRID

### Grade Grid

Course work															Final grade		
Student Name	Self-checks	1			2			3			Written 40		Oral 40		Part 10	PF 10	
		Points	%	Points	%	Points	%	Points	%	Points	%	Points	%				
		Written	Oral	Written	Oral	Written	Oral	Written	Oral	Written	Oral	Written	Oral				
1 Nestor Daniel.	Written	1		2		3		A		—	—	—	—	—	—	0	
2 Iveth	Oral	1		2		3		C									
	Written	1		2		3		A		30.27	40		32	7	6	78	
3 José Manuel	Oral	1		2		3		C									
	Written	1		2		3		A		49	32.67	32	26.6	7	6	76	
4 José David	Oral	1		2		3		C									
	Written	1		2		3		A		52	34.64	48		9	6	87	
5 José Refugio	Oral	1		2		3		C									
	Written	1		2		3		A		49	32.67	36	28.8	7	6	78	
6 Víctor Manuel.	Oral	1		2		3		C									
	Written	1		2		3		A		44	29.33	32	25.6	8	6	78	
7 Lilianna.	Oral	1		2		3		C									
	Written	1		2		3		A		54	36	46	36.8	8	6	86	
8 Gedroni	Oral	1		2		3		C									
	Written	1		2		3		A		56	37.33	46	36.8	8	6	87	
9 Margarita.	Oral	1		2		3		C									
	Written	1		2		3		A		55	36.67	44	35.2	9	8	88	
10 Edlivi de Jesús	Oral	1		2		3		C									
	Written	1		2		3		A		53	35.33	30	24	7	6	76	
11 Lizbeth Ivais	Oral	1		2		3		C									
	Written	1		2		3		A								0	
12 Blanca Estela.	Oral	1		2		3		C									
	Written	1		2		3		A		56	37.33	46	36.8	9	9	92	
13 Ana Saireth	Oral	1		2		3		C									
	Written	1		2		3		A		56	37.33	48	38.4	9	7	96	
14 Gabriela	Oral	1		2		3		C									
	Written	1		2		3		A		54	36	42	33.6	8	8	88	
15 Yamel	Oral	1		2		3		C									
	Written	1		2		3		A		55	36.67	38	30.4	8	7	82	

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Edición 2007 D.R. 2007 Editora Harmon Hall, S.A. de C.V.

DNA-002