UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGES DEPARTMENT

TOPIC:

"Incidence of the Methodology Applied in Teaching a Foreign Language to Students from Advanced Intensive English I, of the Bachelor of Arts in English with Emphasis in Teaching, Semester II-2015, in the Department of Foreign Languages of the University of El Salvador in San Salvador, in comparison with the Students from Advanced Intensive English I, of the Bachelor of Arts in English with Emphasis in Teaching, Semester II-2015, in the Department of Foreign languages of the University of El Salvador in Santa Ana".

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FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF BACHELLOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING

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INTRODUCTION

The University of El Salvador has four campuses in the country; the researchers will develop the project taking into account two of them which are going to be the western campus located in Santa Ana and the main campus located in San Salvador. One of the bachelor degrees of the Department of Foreign Languages of the University of El Salvador is the Bachelor of Arts in English with Emphasis in Teaching, which purpose is to prepare professionals either in teaching English as well as in translations of the same language. There can be different methodologies to teach a foreign language, so the purpose of this research project is to compare the teaching methodology used by the instructors. Therefore, the topic of the research project is:

"Incidence of the Methodology Applied in Teaching a Foreign Language to Students from Advanced Intensive English I, of the Bachelor of Arts in English with Emphasis in Teaching, semester II-2015, in the Department of Foreign Languages of the University of El Salvador in San Salvador, in comparison with the Students from Advanced Intensive English I, of the Bachelor of Arts in English with Emphasis in Teaching, semester II-2015, in the Department of Foreign languages of the University of El Salvador in Santa Ana".

The following research contains a blend of two different approaches: a quantitative and a qualitative approach, due to the fact that not all the information that is going to be obtained in the research can be measured. The type of study for this research work is correlational-comparative study because it will show the relation of one variable to another to know similarities and differences as well as to determine the incidence of the methodologies.

Since the research team will not control or modify the variables of the study, the research design used in this investigation is non-experimental and cross-sectional as the researchers will analyze the data collected. With regard to the population of the study, it will be formed by four groups of the subject of Advanced Intensive English I, two groups from the main campus in San Salvador and two groups from the western campus in Santa Ana. In order to get the sample, convenience sampling will be used.

To gather the data needed for this study, the research team will make use of three techniques: observation, survey and test. And the instruments for these techniques are: checklist, questionnaire and test respectively. Finally, this research project is presenting at the end the data analysis of the results.

RESEARCH TOPIC

"Incidence of the Methodology Applied in Teaching a Foreign Language to Students from Advanced Intensive English I, of the Bachelor of Arts in English with Emphasis in Teaching, Semester II-2a015, in the Department of Foreign Languages of the University of El Salvador in San Salvador, in comparison with the Students from Advanced Intensive English I, of the Bachelor of Arts in English with Emphasis in Teaching, Semester II-2015, in the Department of Foreign languages of the University of El Salvador in Santa Ana".

SUMMARY OF THE RESEARCH PROJECT

In this project, the aim was to determine the incidence of the methodology used to teach English in the subject of Advanced Intensive English I to students of the Bachelor of Arts in English with emphasis in Teaching in both campuses, in the Department of Foreign Languages in San Salvador, in comparison with, the Department of Foreign Languages in Santa Ana . For that reason, the researchers investigated about the methodology through the activities and techniques that instructors apply to teach English. As part of the data needed, the syllabus of the subject from each campus was obtained in order to get further information related to the methodologies to make a comparison chart.

Activities and techniques were sorted out in order to know what method used in the past they come from. For that reason, the researchers presented a little review of the most important methods used in the past to teach a foreign language.

From the mid-1880s to the mid-1980s century, the language teaching profession was involved in a search for what was popularly called "methods", that would successfully teach students a foreign language in the classroom. Historical accounts of the profession tend therefore, to describe a succession of methods. Edward Anthony (1963) gave us a definition of method, and it is described as an overall plan for systematic presentation of language based upon a selected approach.

Another concept of method was given by Richards and Rodgers(1986). They say that methods are the essential building blocks of methodology which are realized by various techniques.

By the nineteenth century, the systematic study of the grammar and of the classical texts re-emerged in schools and universities. It marked the appearance of the Grammar Translation Method. This method requires the students to learn the rules of grammar and bilingual lists of vocabulary. Grammar was learned deductively by means of long

and elaborated explanations. All rules were learned with their exceptions and irregularities explained in grammatical terms

By the end of the nineteenth century, the Direct Method demanded the ability to use rather than to analyze a language, and it became a viable alternative to the Grammar Translation Method. The time passed and in the first half of the twentieth century, the Direct Method did not take too much relevance in the United States as it did it in Europe. While one could easily find native-speaking teachers of modern foreign languages in Europe, such was not the case of the United States.

The Audio-lingual Method was also known as the Aural-oral, functional skills; or American Method of language teaching, was considered a "scientific" approach to language teaching. Chastain (1976) affirms that students learn languages through stimulus-response techniques. Students should learn to speak without attention to how the language is put together.

Meanwhile, in North America, the Ccommunicative Language teaching was the product of educators and linguists who had grown dissatisfied with the Audio-lingual Method; because they felt that students were not learning enough realistic language; in other words, students were at loss to communicate in the use of the language studied.

Different ways of language teaching lead to different techniques applied in the classroom, according to the purpose of the goals for teaching the language those techniques are divided in three categories; controlled technique, semi-controlled technique and free technique. With the information mentioned above, the aim of this research was to know about the effectiveness of the techniques that instructors applied in their methodologies.

OBJECTIVES

GENERAL OBJECTIVE:

To determine the incidence of the methodology applied by instructors from Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching, in the Department of Foreign Languages in San Salvador, in comparison with the one applied by instructors from Advanced Intensive English I, of the Bachelor of Arts in English with Emphasis in Teaching, in the Department of Foreign languages in Santa Ana.

SPECIFIC OBJECTIVES:

1. To compare the methodology that the Advanced Intensive English I instructors from the Department of Foreign Languages in San Salvador and in Santa Ana apply to teach a foreign language in order to know the differences and similarities between the methodologies on both campuses.

2. To find out the techniques/activities that Instructors use to teach Advanced Intensive English I on the campuses of San Salvador and Santa Ana, in order to know if they incise in the methodology applied in class.

3. To determine the effectiveness of the methodology that is applied in San Salvador in the subject of Advanced Intensive English I as well as in Santa Ana in the subject of Advanced Intensive English I, so as to know which one gives better results.

JUSTIFICATION

The focus of this study was primarily to determine the incidence of the methodology applied by instructors from Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching, in the Department of Foreign Languages in San Salvador, in comparison with the one applied by instructors from Advanced Intensive English I, of the Bachelor of Arts in English with Emphasis in Teaching, in the Department of Foreign languages in Santa Ana.

It was fundamental for the researchers to find out what techniques are being used to know what method used in the past they belong to, as well as to know the methodology that is being applied in the classroom for teaching English in Advanced Intensive English I. Another aspect was to verify if those were the appropriate techniques based on what is stated on the program of the subject.

 Moreover, another important point for this study was that there has not been a previous research about how teachers are nowadays implementing techniques in classes of Advanced Intensive English I in San Salvador and in Santa Ana, in order to make a comparison of their methodology stated in their syllabus and to know about their differences and similarities.

LIMITATIONS

During this research project, the researchers faced different kinds of difficulties regarding time, distance, financial support, lack of willingness to help from instructors and students as well. Also the researchers had to deal with the modification of the topic from the curricular commission.

-Time was one of the main limitations due to the complexity of the research project. Besides, due to the modification of the topic by the curricular commission, the study was extended and it took place in the central and western campuses which took longer to finish it up. Because of this, the researchers had to ask for additional time to complete the project.

-Distance was another issue because the researchers live in different departments in the country, which made it difficult to have meetings so often.

-The researchers had to deal with lack of willingness from some teachers and students. One teacher did not allow the research team neither to observe classes nor to administer the instruments in his group. Moreover, teachers in the western campus did not reply emails that were sent to collect important information. Besides, one of the teachers showed lack of willingness to help when she was asked if the research team could administer the test.

-Because of the economic situation and the expenses that involved being traveling, the researchers were not able to have meetings more than twice a week.

THEORETICAL FRAMEWORK

Over the years, it has been attempted to find a method to teach a second or foreign language effectively. Therefore, this has unchained a series of different perspectives towards the best way to teach a foreign language. Through history, teachers and linguists have proposed different methods and approaches in order to reach for the one that can make the language learning process smooth and effective. Language teaching has been in evolution not only in the twentieth century but over 25 centuries marked by differences in focus and purpose. And it is known that a blend of different methods give foreign language teachers a good background reference to their own stand on pedagogical matters and classroom practice. Moreover, it helps them to understand the process that FLT has undergone, particularly through this century. If FLT is considered as a process, it means that teaching is not static because it changes according to new needs and demands.

Richards and Rogers (1986) cite the work of Edward Anthony (1963) who described three hierarchical levels of conceptualization. Approach[1], method[2] and technique[3]. According to Anthony (1963), approach was set of assumption dealing with the nature of language, learning and teaching. H. Douglas Brown states that one´s approach to language teaching is the theoretical rationale that underlines everything that happens in the classroom. He also mentions that an approach to language pedagogy is not just a set of static principles "set in stone". It is, in fact, a dynamic composite of energies within a teacher that changes with continued experience in learning and teaching.

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[1]Approach: theoretically well- informed positions and belilefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

[2]Method: a procedural plan for presenting and teaching the language.

[3]Technique: strategies for implementing the methodological plan.

Noam Chomsky[4] revolutionized the study of language and the science and philosophy of linguistics with a series of insights. His major insight was that language theorists must not ignore the internal mental states of agents. Chomsky argued that language must be described by formulating the grammar for it and assuming that speakers already know this grammar. In other words, Chomsky held that languages are innate[5].

The conception of communicative competence[6] came about in reaction to the following assertion made by Chomsky: "Linguistic theory is concerned primarily with an ideal Speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. Chomsky clearly distinguished the description of language form (competence) and language use (performance).

The term of communicative competence was coined by Dell Hymes in 1966, reacting against the perceived inadequacy of Noam Chomsky´s (1965) distinction between competence and performance. To address Chomsky´s abstract notion of competence, Hymes undertook ethnographic exploration of communicative competence that included "communicative form and function in integral relation to the ethnography of communication. Debate has occurred regarding linguistic competence and communicative competence in the second and foreign language teaching literature, and

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[4]Noam Chomsky: An American linguist philosopher and intellectual prodigy. Since 1955, he has been a professor at MIT and has produced controversial theories on human linguistic capacity. Chomsky is widely known as the "father of modern linguists".

[5]Innate: existing from birth native.

[6]communicative competence: It is a term in linguistic which refers to a language user´s grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

scholars have found communicative competence as a superior model of language following Hymes´opposition to Chomsky´s linguistic competence. This opposition has been adopted by those who seek new directions toward a communicative era by taking for granted the basic motives and the appropriateness of this opposition behind the development of communicative competence.

The origin of the Communicative Language Teaching (CLT) can be traced to concurrent developments in Europe and North America, with different factors such as social and academic reasons. In Europe there was an increased demand for language learning due to the fact that European Common Market led to widespread European migration: subsequently, there was a large population who needed to learn a foreign language either for work or personal reasons. Education was one of the Europe´s major area of activity and educators at that time realized that to motivate students, an approach with a more immediate payoff[7] was necessary.

Communicative Language Teaching is described by Richards and Rodgers (1986) as an approach rather than a method because it represents a philosophy of teaching based on the use of the language to develop communicative competence as priority in language teaching.

Communicative Language began as a movement of reconceptualization of the teaching syllabus, then the CLT has broadened to a wide range of communicative competence principles.

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[7]Payoff: A good result, the advantage or benefit that is gained from doing something, a reward.

Some principles of this approach are the following:

- Learners attempt to communicate with the language from the beginning of instruction.

- Materials are determined by the content, function, and/or meaning that maintain students' interest.

- Activities and strategies for learning are varied according to learner's preferences and needs.

- Communicative competence, with an emphasis on fluency and acceptable language is the goal of instruction.

It did not take too much time before the notion of an idealized linguistic competence. In 1972 in the United States, the sociolinguist and anthropologist Dell Hymes[8], who reacted to Chomsky's concept of linguistic competence, redefined this term and stated that the goal of language teaching is to develop "communicative competence".

For Chomsky, linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community. The focus of linguistic theory was to characterize the abstract abilities speakers possess (competence) that enable them to produce grammatically correct sentences in a language (performance).

On the other hand, Hymes points out that linguistic theory was sterile, and needed to be seen as part of a more general theory incorporating communication and culture. Hymes´ theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes´ view, a

[8]Dell Hymes: He was a linguist, sociolinguist, anthropologist, and folklorist who stablished disciplinary foundations for the comparative, ethnographic study of language use.

person who acquires both knowledge and ability for language use.

The Natural Approach, Stephen Krashen´s (1982, 1997) theories of second language acquisition have been widely discussed and hostly debated over the years. The major methodological offshoot of Krashen´s views was manifested in the Natural Approach, developed by one of Krashen´s colleagues, Tracy Terrell (1983). Krashen and Terrell felt that learners would benefit from delaying production until speech "emerged," that learners should be as relaxed as possible in the classroom, and that a great deal of communication and "acquisition" should take place as opposed to analysis. In fact the Natural Approach advocated the use of TPR activities at the beginning level of language learning when "comprehensible input" is essential for triggering the acquisition of language.

The Natural Approach was aimed at the goal of basic personal communication skills, that is, everyday language situation-conversations, shopping, listening to the radio. The initial test of the teacher was to provide comprehensible input, that is, spoken language that is understandable to the learner or just a little beyond the learners' level. The teacher was the source of the learners' input and the creator of an interesting and simulating variety of classroom activities—commands, games, skits, and small group work.

In the Natural Approach, learners presumably move through what Krashen and Terrell defined as three stages:

a) The preproduction stage is the development of listening comprehension skills.

b) The early production stage is usually marked with error as student struggles with the language. The teacher focuses on meaning here, not on form, and therefore the teacher does not make a point of correcting error during these stages. (Unless they are gross errors that block or hinder meaning entirely).

c) The last stage is one of extending production into longer stretches of discourse involving more complex games, role plays, open ended dialog, discussions, and extended small group work. Since the objective in this stage is to promote fluency, teachers are asked to be very sparse in their correction of errors.

The most controversial aspects of the Natural Approach where its advocacy of a "silent period" (delay of oral production) and its heavy emphasis on comprehensible input. The delay of oral production until speech emerges has short comings.

Therefore, there was once consensus on the "right way to teach foreign language". Nowadays, many teachers share the belief that a single right way does not exist. In the present days there are some methods that have been used for teaching a foreign language. Such methods are:

The Grammar Translation Method

Where the teacher has the authority and the students follow instructions to learn what the teacher knows. Students learn by translating from one language to the other, grammar is usually learned deductively on the basis of grammar rules and examples. They learn paradigms such as verbs, conjunctions, and they learn the native language equivalents of vocabulary words. Other activities include translate literary passages from one language into the other, memorizing native language equivalents of target

language vocabulary. Class work is highly structured, with the teacher controlling all activities.

This method applied in Latin and Greek grammars was also applied in the study of foreign languages from XVIIth to the XXth centuries. This method was rather widespread in the 19th century. Though at the end of the century, it was noticed a move to the direct method. Some of the most relevant principles of this method are (based on Larsen-Freeman 1986, and Richards and Rodgers 1986):

- It emphasizes the study and translation of the written language, as it is considered superior to spoken language.

- Reading and writing are the main language skills.

- Teachers play an authoritarian role in the classroom and the predominant activity teacher-student interaction.

- Students must learn grammatical rules overtly and deduce their applications to exercises.

Some of the main techniques used in this method are:

- Teaching of the foreign language grammar through the presentation of rules together with a list of vocabulary translated into the students' mother tongue.

- Translation is considered its most important classroom activity.

- Reading comprehension questions about the text.

Direct Method

The basic premise of the Direct Method was similar to that of Gouin´s series method[9], namely that second language learning should be more like first language learning, lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no grammatical rules. This method has as a goal to communicate in the target language; here the teacher directs the class activities, but students and teachers are partners in the teaching/learning process.

Also the Direct Method allows students to perceive meaning directly through the language because no translation is allowed. Visual aids and pantomime are used to clarify the meaning of vocabulary items and concepts, and speaking and listening skills are emphasized.

This method presented discussion in the target language as the major priority. Grammar learning became inductive in nature without overt explanations of context or content. Accuracy in pronunciation and oral expression became vital. Examples to be followed became the main intention.

Audio Lingual Method

In the period when the Unites States entered the World War II rapidly, educating both, government and army personal was essential in order to make them orally proficient in the languages of their allies and enemies as quickly as possible. To achieve this goal, the United States needed linguists to set up a language teaching method, emphasizing

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[9]Goun´s series of methods: a method that taught learners directly (without translation) and conceptually (without grammatical rules and explanations) a "series" of connected sentences that are easy to perceive.

[10]Army Method: Also known as"audio lingual method" or "new key" a style of teaching used in foreign languages.

on fast and easy foreign language acquisition. This teaching technique was called the "Army Method"[10].

This method is based on Skinner´s principles of behavior theory, the audio lingual method assumes that a human being can be trained using a system reinforcement. The emphasis of this method was not on the understanding of words, but rather on the acquisition of structures and patterns in common every day dialogues.

In this method, the teacher directs and controls students´ language behaviors, students repeat, respond as quickly and accurately as possible. The audio lingual method is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits, and learners repeat patterns until they are able to produce them spontaneously.

With this method the learner could hear and mimic native speakers on audio tapes, often used with earphones in a language lab. Lesson often began with a sample dialogue to be recited and memorized. This was followed with substitution pattern and drills in which the grammatical structure previously introduced was reinforced. Repetition, substitution, transformation, and translation was usually presented. This method was influenced by B.F. Skinner's behaviorist view that learning was based on habit-forming drills techniques.

The Silent Way Method

This method that uses language for self-expression, to develop independence from the teacher. This method, is also the idea that teaching must be subordinated to learning and thus students must develop their own inner criteria for self-correct their

pronunciation. Modeling of correct pronunciation is discouraged. Students' errors are expected as a normal part of learning. The teacher is active in setting up situations, while the students do most of the talking and interacting. The greatest strength of this method lies in its ability to draw students out orally, while the teacher "takes a back seat". This method works most effectively with round tables being used to promote small groups discussion and for ample student rotation. The silent way truly gives students a spoken facility.

Suggestopedia

It is based on the pioneering efforts in1967 of Bulgarian medical doctor, hypnotist, and psychology professor Georgi Lozanov, and on his techniques into super learning. He considers that this method seeks to help learners eliminate psychological barriers to learn. The learning environment is relaxed, with low lighting and soft music in the background; classes are small and intensive with a low- stress focus. Students just relax and listen to them being read and later playfully practice the language during on "activation" phase. Also the material is presented in an artistic way by activating the right 'creative side of the brain. He also states that the human brain could process great quantities of material given under teacher´s control. This innovative-approach to language pedagogy maximizes the learners' natural holistic talents; in this method little emphasis on grammar is given.

Community Language Learning

This creative,dynamic, and non-directive approach to language learning was first elaborated by Charles Curran, it is designed to ease the learner into gradual

independence and self –confidence in the target language. This is also known as the Counseling-Learning method. Curran´s approach is beyond simply a methodical pedagogy, but is rather a veritable philosophy of learning which provides profound, even quasi-theological reflections on humankind. It encourages holistic learning, personal growth, and self-development. Learning a Language is not viewed necessarily as an individual accomplishment, but rather as a collective experience.

With the practice of this method the teacher acts as a counselor, supporting students with understanding of their struggle to master the language. The main goals of this method are to learn language communicatively, to take responsibility for learning, to approach the task non-defensively, and never separating intellect from feelings.

Total Physical Response Method

This method was founded by James Asher (1977)[11]. In this method, both language and body movement are synchronized through action responses and use of the imperative. The teacher gives the commands and students follow them. Students' speech is delayed until they feel comfortable enough to give other students commands too. The Total Physical Response method is very effective in teaching temporal states, personal pronouns, and other grammatical structures. It seemed to be especially effective in the beginning levels of language proficiency, but it had its limitations as it lost its distinctiveness as learners advanced in their competence.

 To teach a foreign language is important to use different techniques in which are included different tasks, activities, procedures, exercises, strategies and practice according to the goals of language learning.

Techniques can be thought as highly manipulative and very communicative. At the manipulative side, a technique is totally controlled by the teacher and requires a predicted response from the students.

Some examples of these controlled techniques are: choral repetition, cued substitution drills, these are oral techniques other example are dictation (listening and writing is put into practice), and reading aloud. At the communicative side, where the teacher has a less controlled role, for instance: storytelling, brainstorming, role plays and certain games.

Techniques are classified in three categories: controlled techniques, semi controlled techniques and free techniques.

Here is presented and explained what some of the controlled techniques are:

-Warm up: this activity gets students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson. Some of the activities consist on mimes, dance, songs, jokes and play.

-Reading aloud: reading directly from a given text.

-Checking: teacher guides the correction of students´ work, providing feedback as an activity rather than within another activity.

-Translation: student of teacher provision of L1 or L2 translation of given text.

-Dictation: student writing down orally presented text.

-Copying: student writing down text presented visually.

-Review: teacher lets review previous week/month or other period as a formal summary.

-Testing: formal testing procedures to evaluate students' progress.

On the other hand it is explained some semi- controlled techniques:

-Brainstorming: a special form of preparation for the lesson which involves free undirected contribution by the students and teacher on a given topic to generate multiple associations without linking them. It does not require interpretation by the teacher.

-Story telling: it is not necessary a lesson-based. A lengthy presentation of story by teacher or student it may overlap with warm-up narrative recitation in order to maintain attention, motivate.

-Question-answer, referential: activity involves promptings of responses by means of referential questions.

-Cued narrative/dialogue: student production of narrative or dialogue following cues from mimics, cue cards, pictures, or other stimuli related to narrative/dialogue.

-Information exchange: task involves two-way communication as in information-gap exercises, when a larger group must share information to achieve some goal.

-Wrap-up: brief teacher or student-produces summary of point and items that have been practiced or learned.

-Narration/exposition: presentation of a story or explanation derived from prior stimuli.

-Preparation: student study, silent reading, pair planning and rehearsing, preparing for later activity.

Finally, some free techniques are the following:

-Role play: relatively free acting of specified roles and functions.

-Games: various kinds of language game activities not like other previously defined activities.

-Report: report of a student-prepared exposition on books, experiences, project work without immediate stimulus, and elaborated on according to student interests.

-Drama: planned dramatic rendition of play, skit, story, etc.

-Interview: a student is directed to get information from another student or students.

-Discussion: debate or another form of grouped discussion of specified topic, with or without specified sides/ positions prearranged.

-Composition: as in report (verbal), written development of ideas, story or other exposition.

-A propos: conversation or other socially oriented interaction/speech by teacher, students, or even visitors, on general real life topics, typically authentic and genuine.

To sum up, in this research project researches have investigated about different points of view of language teaching along the years and about the methods and approaches proposed by different authors. The focus of this investigation is to identify the techniques used by the instructors in classes and to know the method or approach they belong to in order to determine if there is an incidence in the methodology used by instructors.

HYPOTHESES

Nule: There is no difference in the methodology used in San Salvador and Santa Ana campuses.

There was not possible to accept this hypothesis because there is incidence in the methodologies applied in the western campus and main campus.

H1. There is a difference between the methodology applied in the western campus and the methodology applied in the main campus.

The nule hypothesis cannot be accepted because there was a meaningful relation between the methodology applied in the subject of Advanced Intensive English I and the results obtained from the test taking by students.

The arithmetic mean in Santa Ana was higher than in San Salvador, Santa Ana was 7.95 and San Salvador was 7. 27.

Through the statistics technique U Mann de Whitney which is a non-parametric test used when there is an ordinal variable (grades) and a nominal variable (Questionnaire), it was used to measure the relation between the grades and the questions on the survey that students answered about their instructors teaching methodology.

CONCEPTUAL DEFINITION OF VARIABLES

Activity: It is an energetic action or movement, an educational process or procedure intended to stimulate learning through actual experience.

Approach: theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

Materials Tools or apparatus for the performance of a given task.

Evaluation: An appraisal of an individual's professional performance in relation to his or her job description, professional standards, and statewide evaluation criteria that incorporate analyses of multiple measures of student achievement or growth and multiple data sources.

METHODOLOGY

RESEARCH APPROACH: QUANTITATIVE-QUALITATIVE

This research project has a quantitative approach because some of the data collected was going to be measured. Through the questionnaire administered to students the researchers were going to confirm how classes were developed and what were some of the techniques and activities used for it and if it was according to the objectives of the subject´s program. The results of the questionnaire were obtained through bar graphs which reflected the percentages of the answers to the questions. Besides that, students were administered a test through which was gotten an average grade as well as median and standard deviation. On the other hand, it has a qualitative approach because observation was included to carry out the investigation. The researchers made use of a checklist when observing classes.

TYPE OF STUDY: CORRELATIONAL – COMPARATIVE

The researchers compared the teaching methodology in each campus. The research team observed the context in which classes were developed and how the methodology was actually implemented in the subject of Advanced Intensive English I in the main campus in San Salvador and in the western campus in Santa Ana. When comparing, researcher found similarities and differences in the methodologies applied in both campuses in a comparison chart of their syllabuses. To carry out this study, the researchers also saw the relationship of the questionnaire about the methodology and the results of the test.

RESEARCH DESIGN: NON-EXPERIMENTAL and CROSS – SECTIONAL

In this study, the researchers did not modify or control in any way the variables in the research process. Some of the data was collected through a questionnaire administered at the beginning of the course, a test administered to students, and observation of classes. The questionnaire investigated first for personal information like name, age and gender. Then, it follows 10 multiple-choice questions for students in San Salvador and 11 multiple-choice questions for students in the Santa Ana, the purpose of that extra question was to found out the reason why some students migrate from Santa Ana to San Salvador. The research team elaborated questions in order to investigate about techniques and activities used in their methodologies. Classes were observed for two weeks in each campus to gather information regarding each methodology. The researchers wanted to investigate about the methodology observing the way teachers used different techniques, activities and materials to reach the course objectives of the syllabus. Observations were carried out with the help of a checklist which contained statements of different activities and techniques that belonged to different approaches or principles in the past. Also, to compare the methodology from both campuses, researchers elaborated a comparison chart of the variables related to the methodologies based on the syllabus of the groups as well as through observation of classes.

Finally, to know more about the incidence of the methodology applied in each campus, the research team looked for a placement test with the purpose of getting the average grade obtained in San Salvador and in the Santa Ana. Students were administered a multiple-choice placement test of 53 items which later the researchers graded. Once the instruments were administered and collected all the information needed to make the correlation of one variable to another in the questionnaire and in the test.

POPULATION:

The population of this study was four groups of Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching during semester II-2015. Two groups were selected in the Department of Foreign Languages of the University of El Salvador and two groups were selected in the Department of Foreign Languages in the Santa Ana.

SAMPLE:

Non-random sampling was used in order to choose the total number of students. Convenience sample was used to select four groups from the subject Advanced Intensive English I in both campuses. The total number of students in San Salvador was 45 students formed by two groups. And the total number of students in Santa Ana was 48 formed by two groups. Those were the students who were administered the instruments, making up a total of 93 students for the sample.

RESEARCH TECHNIQUES:

In this research project the researchers used observation, survey and test as research techniques.

-Observation: was done by the researchers by observing some classes for two weeks in each campus to verify how classes were developed and to find out about their methodology.

-Survey: was passed to students in order to know about the methodology applied in the class of Advanced Intensive English I.

-Test: Students were administered a test with the purpose of realizing about their English proficiency as well as getting the average grade in each campus.

RESEARCH INSTRUMENTS:

In the research project, three different instruments were used with the purpose of getting the information that researchers needed to find out.

-Checklist: was used to check the techniques and activities used to develop classes.

-Questionnaire: It contained 10 questions for students in San Salvador and 11 questions for students in Santa Ana being the same questions for both places and just with an extra question in Santa Ana to know the reason why they would migrate to San Salvador. The questionnaire first investigated about name, age, and gender. Every question provided four options to select as an answer.

-Test: was aimed to students of Advanced Intensive English I in both campuses. Students were administered a B2 level English proficiency test made up of 53 multiple choice items which reflected results of the methodology implemented in each campus.

EXPECTED RESULTS

During the investigation of this study, the research team longs to find out what are the similarities and differences in San Salvador and Santa Ana campuses, so that researchers can make a comparison between the methodologies and establish the relation between the methodology applied by instructors and results gotten on the test administered to students. To carry out this, the researchers will observe classes to realize how the classes are carried out. Also it will be proved if instructors are fulfilling what is stated in the syllabus of the subject. To get further information, the researchers are going to find out through the answers given by the students in the questionnaires if the results show what was seen during the observation of classes and also if this is according to what the syllabus of the subject says. At the end of the study, the aim of this study is to determine the incidence of the methodology applied in both campuses.

DATA ANALYSIS AND INTERPRETATIONS

A. Descriptive statistics from the questionnaire

Question 1

Campus 1. Which technique is the most used by your teacher at the beginning of the class?

			Which technique is the most used by your teacher at the beginning of the class?				
			a dynamic	a review	grammatical explanation of a topic	Other	Total
Campus	San Salvador	Count	13	21	10	1	45
		% within campus	28.9%	46.7%	22.2%	2.2%	100.0%
	Santa Ana	Count	32	14	1	1	48
		% within campus	66.7%	29.2%	2.1%	2.1%	100.0%
Total		Count	45	35	11	2	93
		% within campus	48.4%	37.6%	11.8%	2.2%	100.0%
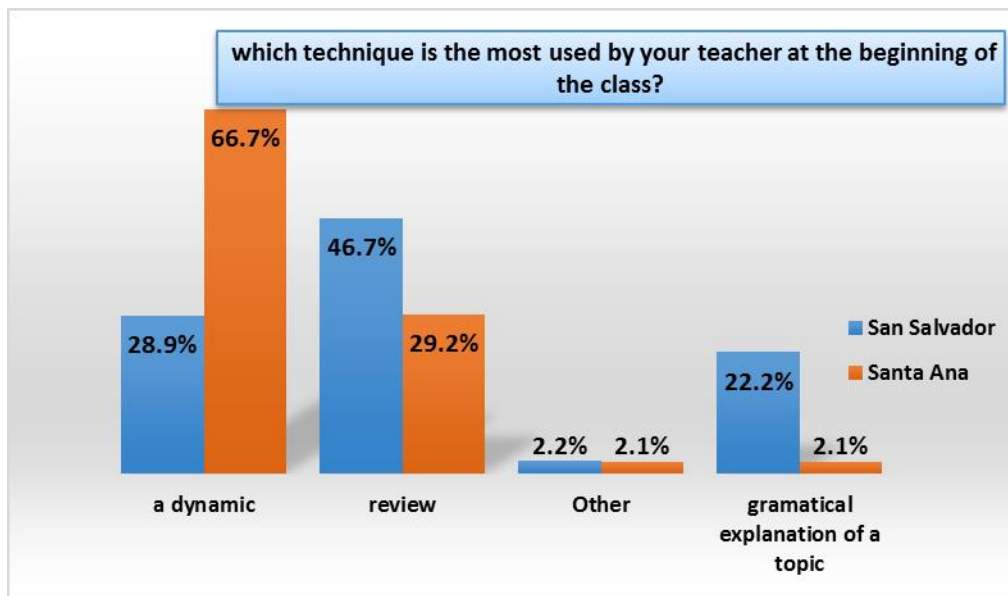
The most used technique by instructors in Santa Ana is "Realization of a dynamic" with 66.7% of the students and for instructors in San Salvador, it is "A review," with 46.7% of the students.

Question 2

Campus 2. Which of the following techniques do you consider are more helpful to communicate in English?

			Which of the following techniques do you consider are more helpful to communicate in English?			
			dialogues, role plays, discussions	repetition, memorization, dictation.	Presentation, debates, visual aids	Total
Campus	San Salvador	Count	34	2	9	45
		% within campus	75.6%	4.4%	20.0%	100.0%
	Santa Ana	Count	37	3	8	48
		% within campus	77.1%	6.3%	16.7%	100.0%
Total		Count	71	5	17	93
		% within campus	76.3%	5.4%	18.3%	100.0%
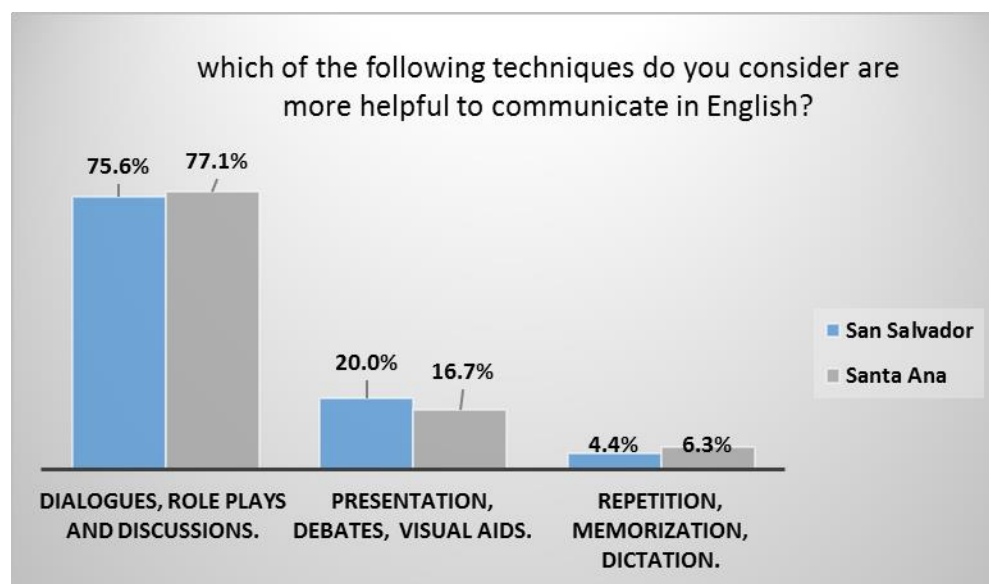
According to the opinion of students in Santa Ana, the most helpful techniques to communicate in English are "Dialogs, role plays and discussions" and for the students in San Salvador it is the same option, but with a different percentage. In San Salvador it is in 75.6% of cases and in Santa Ana, is 77.1%.

Question 3

			Which of the activities do you consider that promote the use of Oral Production in class?				
			group and pair work	dictation	presentation	other	Total
Campus	San Salvador	Count	32	0	12	1	45
		% within campus	71.1%	.0%	26.7%	2.2%	100.0%
	Santa Ana	Count	25	1	22	0	48
		% within campus	52.1%	2.1%	45.8%	.0%	100.0%
Total		Count	57	1	34	1	93
		% within campus	61.3%	1.1%	36.6%	1.1%	100.0%
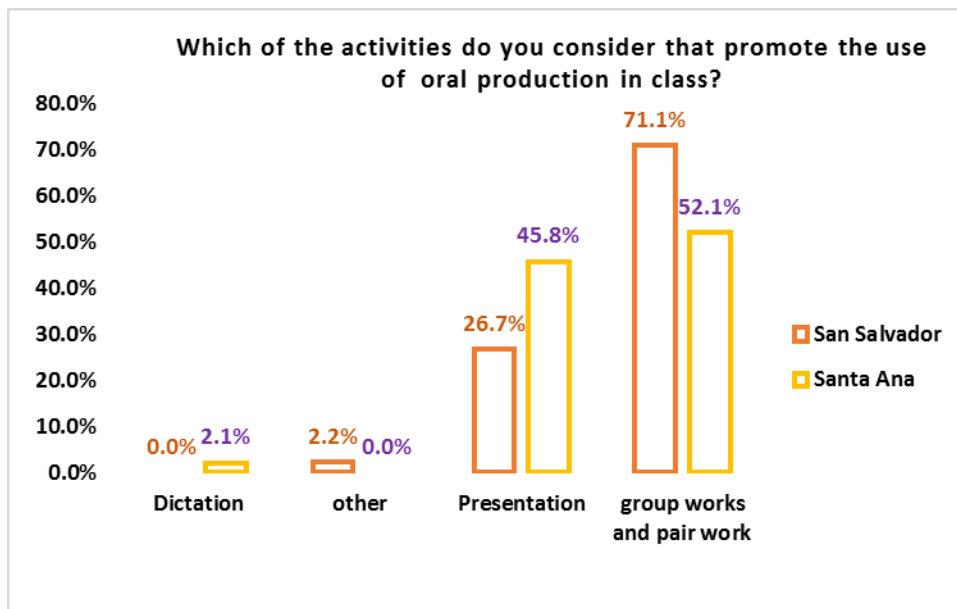
To promote the use of oral production in class in San Salvador, the students prefer "Work in pairs or groups" with 71.1% of cases and in Santa Ana students also prefer the same activity, with 52.1% of cases.

Question 4

Campus 4. From the following techniques/activities, which of them would you like to be more used by the instructor during the development of the class, so that the learning of the foreign language would be more effective?

			From the following techniques/activities, which of them would you like to be more used by the instructor during the development of the class, so that the learning of the foreign language would be more effective?				
			Practice of dialogues	reading out loud	writing reports	other	Total
Campus	San Salvador	Count	34	8	3	0	45
		% within campus	75.6%	17.8%	6.7%	.0%	100.0%
	Santa Ana	Count	33	11	1	3	48
		% within campus	68.8%	22.9%	2.1%	6.3%	100.0%
Total		Count	67	19	4	3	93
		% within campus	72.0%	20.4%	4.3%	3.2%	100.0%
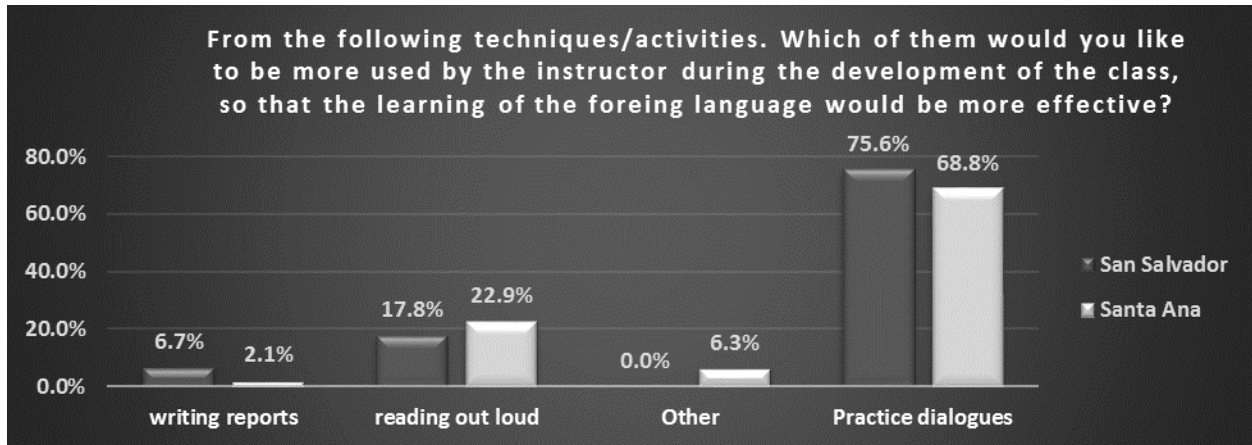
Practice of dialogs is the activity that the students from San Salvador and Santa Ana think that should be more practiced to promote the learning of the English language, in San Salvador with 75.6% and in Santa Ana with 68.8%.

Question 5

Campus 5. In which of the following aspects do you consider that your instructor focuses by the time of teaching the class?

			In which of the following aspects do you consider that your instructor focuses by the time of teaching the class?				
			oral communication	reading comprehension	Writing	other	Total
Campus	San Salvador	Count	38	2	4	1	45
		% within campus	84.4%	4.4%	8.9%	2.2%	100.0%
	Santa Ana	Count	45	0	1	2	48
		% within campus	93.8%	.0%	2.1%	4.2%	100.0%
Total		Count	83	2	5	3	93
		% within campus	89.2%	2.2%	5.4%	3.2%	100.0%
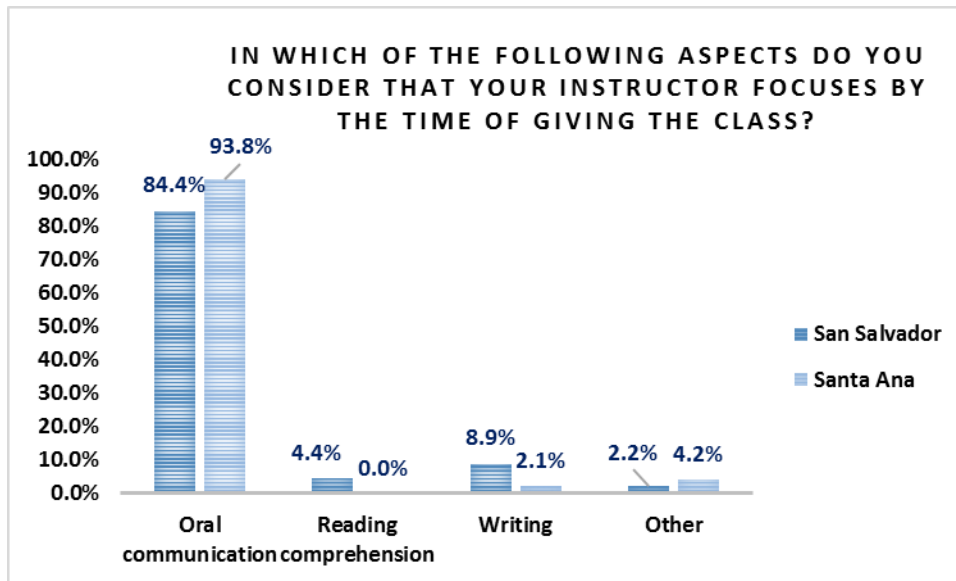
According to the student's opinion in San Salvador and Santa Ana," Oral communication" is the aspect that instructors focus the most at the time of developing the class with 84.4% for San Salvador and 93.8% for Santa Ana, the other options being lower than 10% in both campuses.

Question 6

			By the time of working in groups or in pairs, what kind of activities does your instructor ask you to do?				
			discussion of a topic	practice dialogues	to solve grammatical exercises	other	Total
Campus	San Salvador	Count	34	8	3	0	45
		% within campus	75.6%	17.8%	6.7%	.0%	100.0%
	Santa Ana	Count	37	7	3	1	48
		% within campus	77.1%	14.6%	6.3%	2.1%	100.0%
Total		Count	71	15	6	1	93
		% within campus	76.3%	16.1%	6.5%	1.1%	100.0%
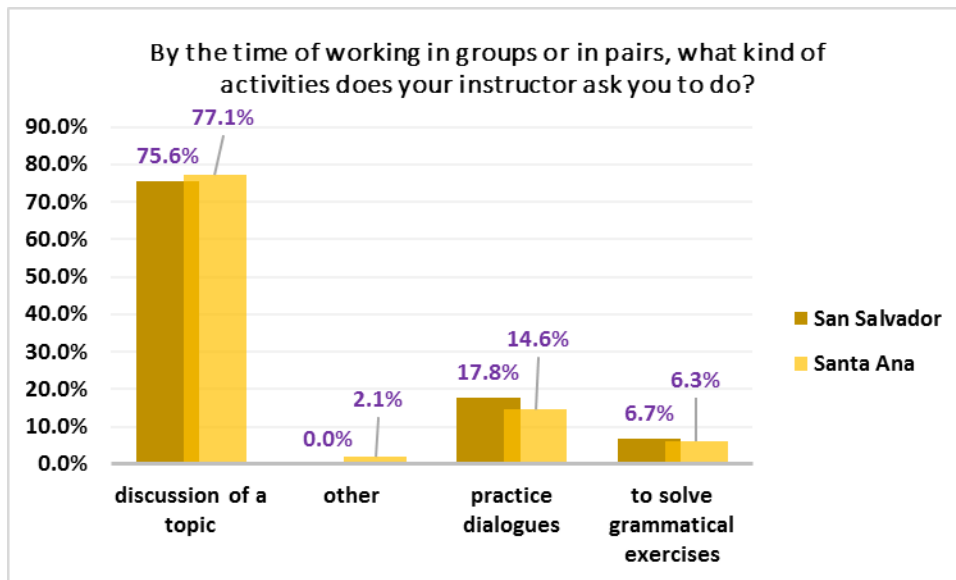
In both campuses, the most frequent activity for students to work in groups and in pairs is "Discussion of a topic" showing the results in Santa Ana 77.1% and in San Salvador 75.6%.

Question 7

Campus 7. How often does your instructor speak the target language in class?

			How often does your instructor speak the target language in class?			
			always	almost always	rarely	Total
Campus	San Salvador	Count	37	6	2	45
		% within campus	82.2%	13.3%	4.4%	100.0%
	Santa Ana	Count	44	4	0	48
		% within campus	91.7%	8.3%	.0%	100.0%
Total		Count	81	10	2	93
		% within campus	87.1%	10.8%	2.2%	100.0%
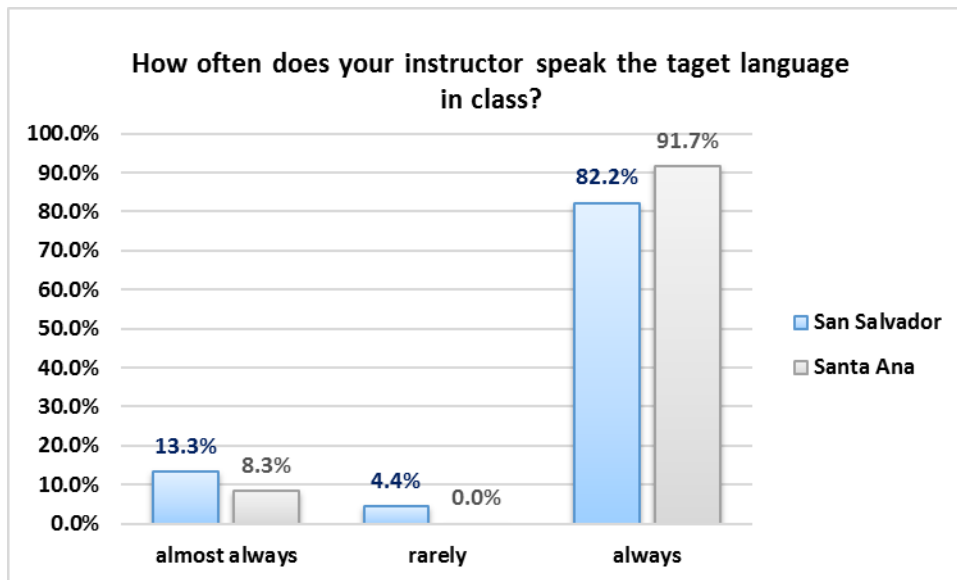
In San Salvador 82.2% of the students consider that the instructors use the target language in class "Always" and in Santa Ana 91.7% of the students consider the same.

34

Question 8

Campus 8. How many times a week does your instructor ask you to do discussion activities?

			How many times a week does your instructor ask you to do discussion activities?				Total
			0 to 1	1 to 2	2 to 3	other	Total
Campus	San Salvador	Count	6	9	24	6	45
		% within campus	13.3%	20.0%	53.3%	13.3%	100.0%
	Santa Ana	Count	0	7	33	8	48
		% within campus	.0%	14.6%	68.8%	16.7%	100.0%
Total		Count	6	16	57	14	93
		% within campus	6.5%	17.2%	61.3%	15.1%	100.0%
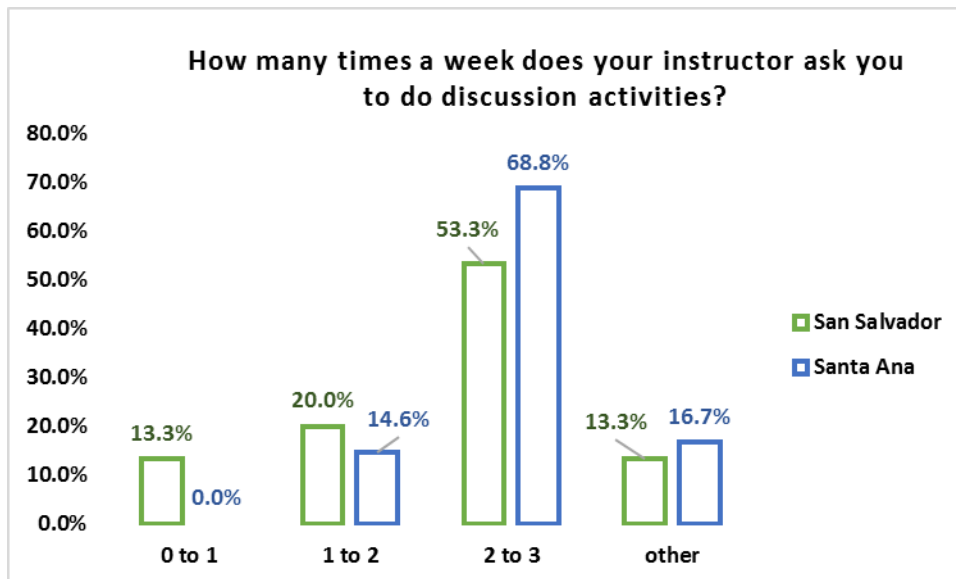
In San Salvador 53.3% of the students said that instructors ask them to do discussion activities from 2 to 3 times a week, and in Santa Ana 68.8% of the students mentioned the same option.

Question 9

Campus 9. Choose the literal where the percentage of the time used by the instructor in class and the time used by the students during the development of activities are indicated.

			Choose the literal where the percentage of the time used by the instructor in class and the time used by the students during the development of activities are indicated.			
			50% - 50%	30% - 70%	20% - 80%	Total
Campus	San Salvador	Count	34	8	3	45
		% within campus	75.6%	17.8%	6.7%	100.0%
	Santa Ana	Count	31	16	1	48
		% within campus	64.6%	33.3%	2.1%	100.0%
Total		Count	65	24	4	93
		% within campus	69.9%	25.8%	4.3%	100.0%
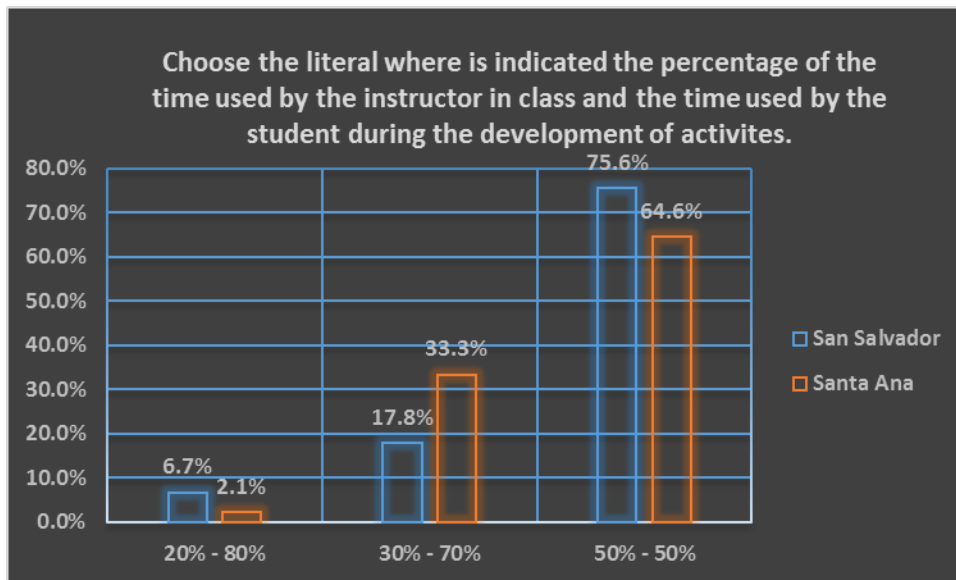
In both campuses, the option of 50-50% of instructor/student time used in class was the most frequent option, San Salvador with 75.6% and Santa Ana with 64.6% of cases.

Question 10

<table>
<tr><td colspan="9" align="center">Campus 10. What role does the teacher perform while students are doing an activity?</td></tr>
<tr><td></td><td></td><td></td><td colspan="4" align="center">What role does the teacher perform while students are doing an activity?</td><td></td></tr>
<tr><td></td><td></td><td></td><td>monitoring</td><td>tutoring</td><td>does not monitor</td><td>other</td><td>Total</td></tr>
<tr><td rowspan="4">Campus</td><td rowspan="2">San Salvador</td><td>Count</td><td>25</td><td>15</td><td>4</td><td>1</td><td>45</td></tr>
<tr><td>% within campus</td><td>55.6%</td><td>33.3%</td><td>8.9%</td><td>2.2%</td><td>100.0%</td></tr>
<tr><td rowspan="2">Santa Ana</td><td>Count</td><td>15</td><td>33</td><td>0</td><td>0</td><td>48</td></tr>
<tr><td>% within campus</td><td>31.3%</td><td>68.8%</td><td>.0%</td><td>.0%</td><td>100.0%</td></tr>
<tr><td rowspan="2">Total</td><td></td><td>Count</td><td>40</td><td>48</td><td>4</td><td>1</td><td>93</td></tr>
<tr><td></td><td>% within campus</td><td>43.0%</td><td>51.6%</td><td>4.3%</td><td>1.1%</td><td>100.0%</td></tr>
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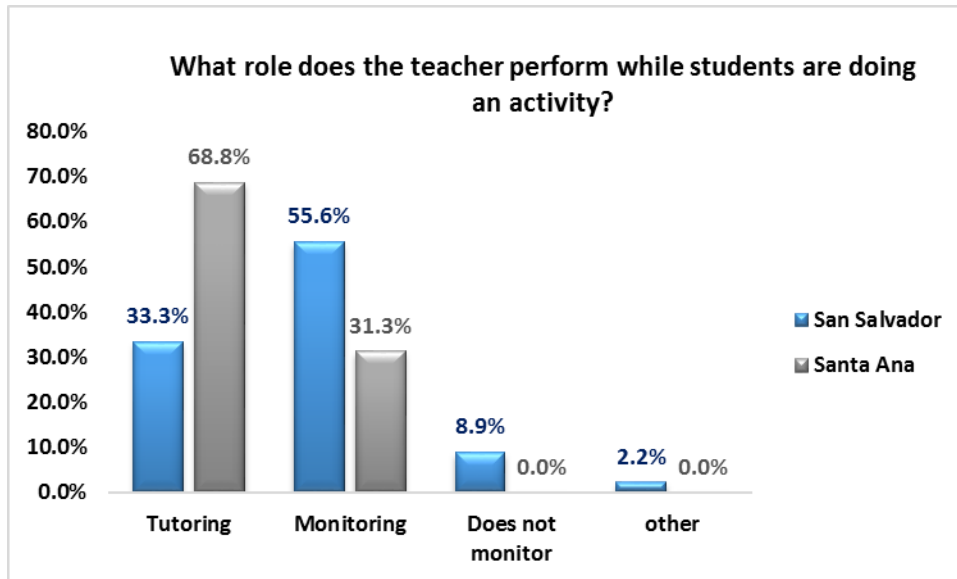
According to the answer of the students in San Salvador the role that the instructor develops during an activity is that of "Monitor" with 55.6% on the other hand students from Santa Ana said in 68.8 of cases that the instructor "tutors" while developing an activity.

Question 11

| | | | Which of the following do you consider that would be a reason for you to migrate from the Foreign Languages Department in the Western Campus (Santa Ana) to the Foreign Languages Department in the Main Campus (San Salvador) ? | | | | |
			teaching methodology	enrollment of a subject in third	job opportunities	other	Total
Campus	Santa Ana	Count	9	1	30	8	48
		% within campus	18.8%	2.1%	62.5%	16.7%	100.0%
Total		Count	9	1	30	8	48
		% within campus	18.8%	2.1%	62.5%	16.7%	100.0%
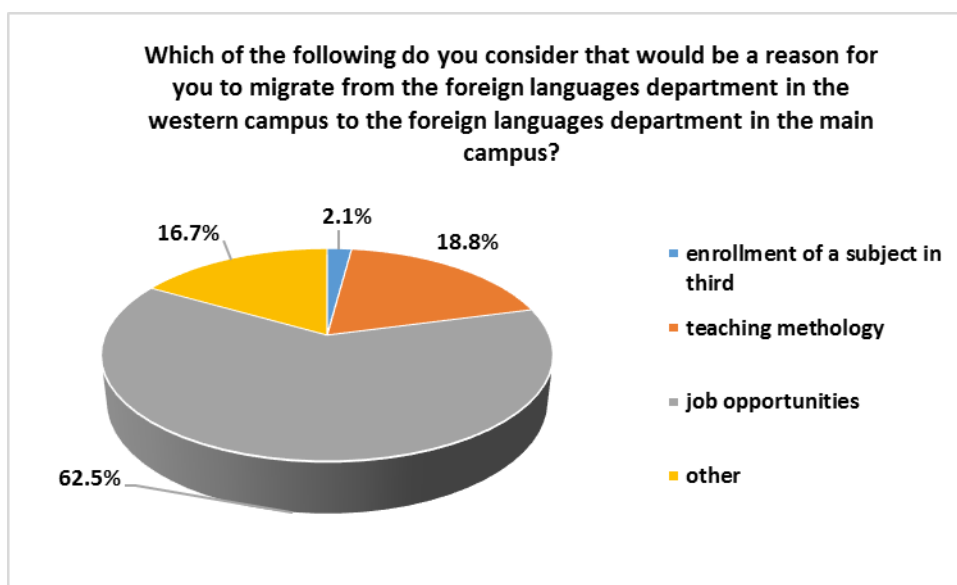
62.5% of students answered "Job opportunities", the 18.8% of students said "Teaching methodology", 16.7% of them selected "Other" and the 2.1% of the students answered "Enrolment of a subject in third"

B. ANALYSIS OF CHECKLIST OF THE OBSERVATION   Main Campus (San Salvador)

Teacher: Ricardo Cabrera			Teacher: Alexander Bruno		
Reading passages and answer questions		✓	Reading passages and answer questions	✓	
Explanation of grammar rules		✓	Explanation of grammar rules		
Use of realia, pictures, **videos**	✓		Use of realia, pictures, videos		
Teacher only speaks English	✓	✓	Teacher only speaks English	✓	✓
Structures are presented through dialogues or **examples**	✓	✓	Structures are presented through dialogues or **examples**	✓	
Role –plays			Role –plays		
Students get familiar with new material through activities such as games, dramatizations, songs.	✓		Students get familiar with new material through activities such as games, dramatizations, songs.		
Functions of the language are emphasized over forms	✓		Functions of the language are emphasized over forms		✓
Students work with authentic material			Students work with authentic material		
Teachers facilitate students learning by communicative activities	✓	✓	Teachers facilitate students learning by communicative activities	✓	✓
Students work in groups or pairs	✓	✓	Students work in groups or **pairs**	✓	
Teachers monitor during activities	✓		Teachers monitor during activities		

The main purpose for the observation of classes was to verify if instructors are applying during classes what is stated in the syllabus regarding the methodology. According to the observation of classes in San Salvador the researchers have observed how classes are developed and the activities frequently practiced during the class are the following: discussion in group or pair, asking and answer questions orally to the whole class, an audio visual activity (a video), a whole class interview to an specific person standing in front of everybody. Most of the time classes began directly with the topic or doing a review of the previous topic, teachers were speaking English all the class time, but they did not monitor too much, and the class was more teacher-center, the teachers were talking more than students.

Western Campus (Santa Ana)

Teacher: David Arévalo			Teacher: Ana Escalante		
Reading passages and answer questions			Reading passages and answer questions		
Explanation of grammar rules			Explanation of grammar rules		
Use of realia, pictures, **videos**		✓	Use of realia, pictures, videos		
Teacher only speaks English	✓	✓	Teacher only speaks English	✓	✓
Structures are presented through dialogues or **examples**			Structures are presented through dialogues or **examples**		
Role –plays			Role –plays	✓	
Students get familiar with new material through activities such as games, dramatizations, songs.	✓		Students get familiar with new material through activities such as games, dramatizations, songs.		✓
Functions of the language are emphasized over forms	✓		Functions of the language are emphasized over forms	✓	✓
Students work with authentic material		✓	Students work with authentic material		
Teachers facilitate students learning by communicative activities	✓	✓	Teachers facilitate students learning by communicative activities	✓	✓
Students work in groups or pairs	✓	✓	Students work in groups or **pairs**	✓	✓
Teachers monitor during activities	✓	✓	Teachers monitor during activities	✓	

The main purpose for the observation of classes was to verify if instructors are applying during classes what is stated in the syllabus regarding methodology. According to the observation in Santa Ana, the researchers have observed how classes are developed and the activities practiced frequently during classes. Some of the activities practiced during classes are: discussion of a topic in pairs or group, ask and answer questions in pairs, watching a video and discuss about it, listening exercises, fill in the blank exercises, and role-plays. The most focused activities developed in classes according to the observation are communicative activities. Most of the time classes began with a warm-up activity. Teachers were speaking in English all the time. Also the teachers were monitoring activities.

Western Campus (Santa Ana)   Main Campus (San Salvador)

Date of class	August 17th 2015	August 24th 2015	August 18th 2015	August 25th 2015	Date of class	Sept. 02nd 2015	Sept. 16th 2015	Sept 02nd 2015	Sept 16th 2015
Reading passages and answer questions					Reading passages and answer questions		✓	✓	
Explanation of grammar rules					Explanation of grammar rules		✓		
Use of realia, pictures, **videos**		✓			Use of realia, pictures, **videos**	✓			
Teacher only speaks English	✓	✓	✓	✓	Teacher only speaks English	✓	✓	✓	✓
Structures are presented through dialogues or **examples**					Structures are presented through dialogues or **examples**	✓	✓	✓	
Role –plays			✓		Role –plays				
Students get familiar with new material through activities such as games, dramatizations, songs.	✓			✓	Students get familiar with new material through activities such as games, dramatizations, songs.	✓			
Functions of the language are emphasized over forms	✓		✓	✓	Functions of the language are emphasized over forms	✓			✓
Students work with authentic material		✓		✓	Students work with authentic material				
Teachers facilitate students learning by communicative activities	✓	✓	✓	✓	Teachers facilitate students learning by communicative activities	✓	✓	✓	✓
Students work in groups or pairs	✓	✓	✓	✓	Students work in groups or pairs	✓	✓	✓	
Teachers monitor during activities	✓	✓	✓		Teachers monitor during activities	✓			

COMPARATIVE TABLE BETWEEN WESTERN CAMPUS (SANTA ANA) AND MAIN CAMPUS (SAN SALVADOR)

Variables	Western Campus (Santa Ana)	Main Campus (San Salvador)
General Objective	In the western campus states that students will be able to reach a higher proficiency level from B1 to B2.	What is pretended in the general objective is that students can reach a proficiency level from B1 to B2.
Specific Objective	Specific objectives claim that students will be able to communicate and use the macro skills of the language in a spontaneously and effectively way.	According to the program of the subject in the main campus, the specific objectives focus on three of the macro skills which are: Listening, reading and writing.
Materials	Teachers from the western campus use materials from different sources like the following English books. - Attitude 4 - Pioneer Pre-high intermediate - New Interchange 3 Also other sources that instructors consider appropriate to the students such as: passages from internet and other sources, grammar books and use materials for the TOEIC preparation in 30 days.	Teachers from the main campus use as materials for the course the following text book. - Master Mind 1 students´ book - Work book Which will take the student from level B1 to B2. And other supplementary materials, and also authentic materials such as: magazines, lyrics, newspaper and videos.
Evaluation System	• The students are tested the speaking skill in the following oral evaluations along the course: Debates ____15% Oral interview ____15% Impromptu speech ____10% • The writing skill is tested in the following evaluations: First written test ____15% Final written test ____15%	• The students are tested the speaking skill in the following oral evaluations along the course Oral task 1 ___20% Oral task 2 ___20% • The writing skill is tested in the following evaluations: Writing task 1 ___10% Mid-term Writing task 2 ___10%

	Pop quizzes ____10%	Final exam
	TOEIC ____10%	
	Formative assessment ____10%	• Traditional assessment:
		Two exams ____30%
		Homework and in- class part ____10%
Course description	This English course for second-year students of Licenciatura en Idioma Ingles: opcion Enseñanza prepares students with the competencies of the English language at high-intermediate level to function in an ESL/EFL environment. This course helps students master the four English learning domains: listening, speaking, reading, and writing. To carry out this, students are exposed to various language tasks aimed at achieving a B1/B2 language proficiency, so that they become more proficient EFL speakers. Most classes begin with a short opening activity, followed by class discussion, communication activities, intensive writing, reading or listening practices and/or performance activities.	Advanced Intensive English I is the fourth of five English language courses addressed to B.A English Teaching.

The main purpose of this course is to provide language development and practice through Tasks and activities that will enable students to reach the B2 level in each of the four language skills, which are the following: listening, speaking, reading and writing.

In addition, the grammar and pronunciation sub-skills will be encouraged in the classroom, this will be to make sure effective communication, and this effective communication will be reached by giving the students the opportunity to analyze and also experience language in use. |
| **Approach** | The methodology to develop classes in the western campus is concerning the following. Instructors make use of different activities and use lots of materials to learn in an interactive way. Lessons will be planned so that students develop the four macro skills effectively. Instructors will provide positive feedback during the learning process and also monitor activities. Students will be assigned homework assignments to evaluate and monitor progress. Students will also do pair and group work, both oral and written exams , communicative activities, listening and reading comprehension test, dictation practices, and other tasks that may contribute to the students' progress in | The methodology for the class development that Instructors will follow according to what is stated in the syllabus is about the following. Some activities will range from Controlled accuracy- based activities (form: drills transformation exercises, fill- in the blanks exercises, scramble sentences and the like) to fluency-based communicative activities. Instructors will ask students to work in Role plays, problem solving activities, discussions, relaying interaction activities, writing journals, task based activities, etc.

Regarding errors correction, they will be corrected mainly, during controlled practice activities where the |

	the learning of the English language.	focus is on accuracy, it means the Form.
		On the other side self-correction or peer-correction techniques should be implemented to encourage students to be able to solve their own problems with the new language, and teacher correction will be applied or necessary only when self-correction and peer-correction techniques do not work as it is expected. During the development of communicative activities what teachers should pay attention is on what students say, it means the pay attention to the message and communication. Also they will make use of correction techniques only if the error affects the message that the student tries to convey.
Activities	The following techniques stated in the syllabus are used in the communicative approach: - Class discussion - Communication activities - Performance activities - Role plays - Pair/group work - Debates. **Communicative Approach** focuses on teaching communicative competence as opposed to linguistic competence, thus, functions are emphasized over forms. Activities are communicative, they represent an information gap that needs to be filled; speakers have a choice of what to say and how to say it. Students receive feedback and usually work with authentic materials in groups. The following techniques are not mentioned by the communicative approach:	According to the syllabus there are many activities that students practice in class that belong to the communicative approach: - Role plays - Debates - Oral presentation about a topic - Discussions - Relaying interaction activities - Task based activities - Videos made by the students. **Communicative Approach** focuses on teaching communicative competence as opposed to linguistic competence, thus, functions are emphasized over forms. Activities are communicative, they represent an information gap that needs to be filled; speakers have a choice of what to say and how to say it. Students receive feedback and usually work with authentic materials in groups. The following activities are not mentioned by the

	Writing:	communicative approach:
	- Dictation practice, activity that comes from the Direct Method - Journals, activity that comes from the Grammar –Translation Method Reading: - Readings comprehension, activity that comes from the Grammar –Translation Method Listening: - Listening exercises Videos	Writing: - Drills, activity that comes from both the Grammar Translation Method and Audio-lingual Method - Transformation exercises, activity that comes from the Audio-lingual Method - Scrambled sentences, activity that comes from the Grammar Translation Method - Fill in the blanks, activity that comes from both Grammar Translation method and Direct Method Listening: - Listening exercises - Videos

D.RESULTS OF TEST

Grades obtained in both campuses

- Descriptive statistics

In the following tables researchers observe the descriptive statistics taken from the grades obtained in both campuses. It is noticed that the mean for San Salvador is lower than the one for Santa Ana.

CAMPUS = SAN SALVADOR   **CAMPUS = SANTA ANA**

Statistics

Grade of the test

N	Valid	45
	Lost	0
Mean		7.276
Typical deviation		1.2194
Asymmetry		-1.098
Kurtosis		2.260

Grade of the test

N	Valid	48
	Lost	0
Mean		7.956
Typical deviation		.7568
Asymmetry		-.410
Kurtosis		-.102

By analyzing the asymmetry (data is distributed around the arithmetic mean) in both cases this is negative and lower than zero, i.e. the lowest scores are those that are more dispersed. In the histogram it will be seen more details of the distribution of these data sets.

The degree of concentration of values present in the central region of the distribution (Kurtosis) in San Salvador is greater than zero (2.260) so that there is a large concentration of values, which is more targeted than normal, which could show about homogeneity of data for high scores. Unlike Santa Ana which has a flatter than normal

negative kurtosis (-0.102) i.e. this refers about heterogeneous data, in our case about grades.

The percentiles analysis will be done with the box plots.
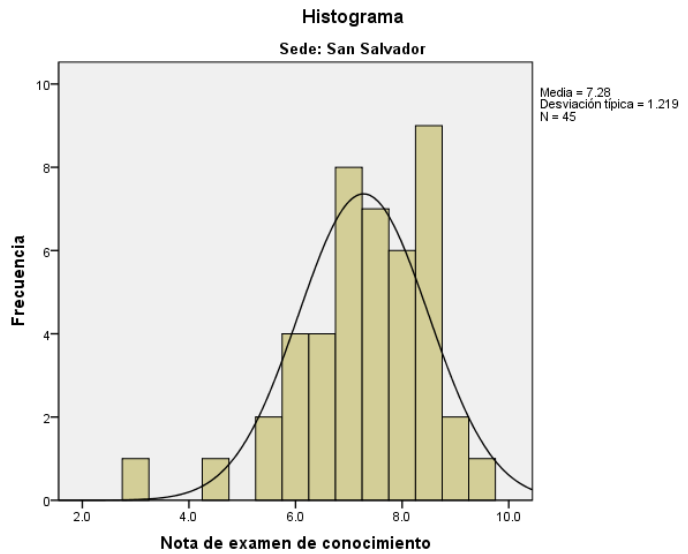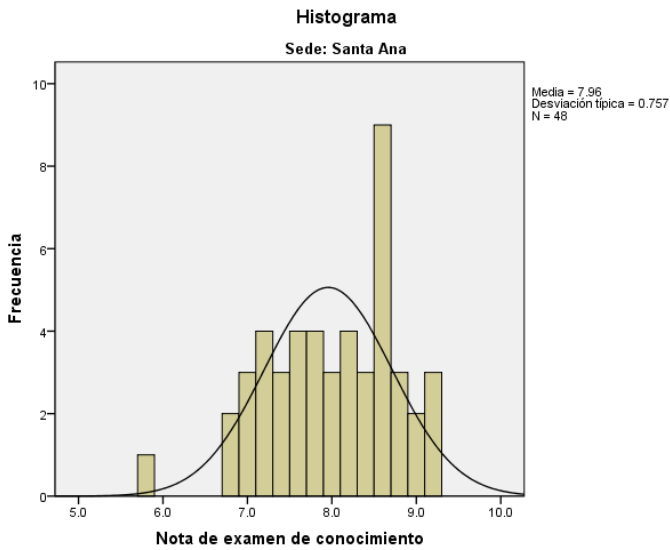
In the graphs it is noticed the distribution pointing to San Salvador and the flattening for Santa Ana. In San Salvador shows greater amount or frequency of grades for high grades, unlike Santa Ana.
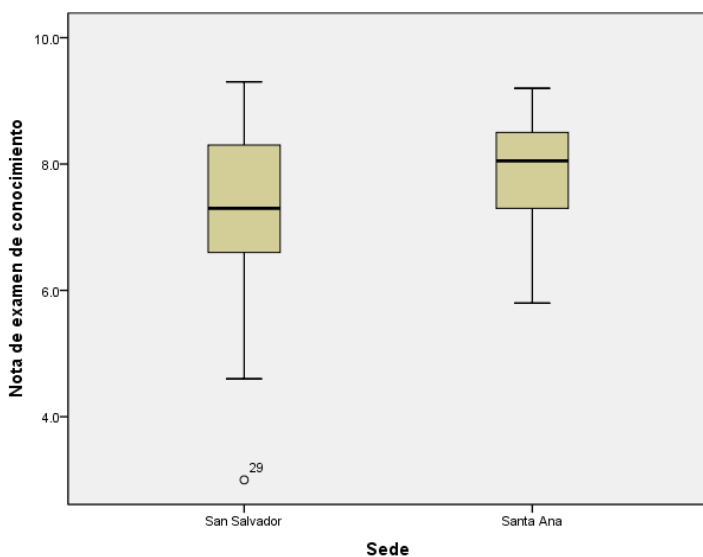
The box plot shows the presence of an irregular data for San Salvador. By eliminating the irregular data from the analysis there is no change in quartiles (box plot divided in 25 percent), and always the mean of Santa Ana remained higher than the one of San Salvador, so researchers proceeded to work including it.

For Santa Ana is observed that the highest 50 % of students are above 8.050 unlike San Salvador that are above 7.300. Also it is observed that 25 % of students with lower scores for San

Salvador are below 6.550 unlike Santa Ana which is 7.300.

Test of equality of means

Before making correlation test, researchers must make the normality test to determine if it is necessary to work with parametric tests or nonparametric.

Hypothesis:

H0: The analyzed data follow a normal distribution

H1: The data analyzed do not follow a normal distribution

Confidence level: 95 % Alpha: 0.05

Criteria: If the p- value is less than 0.05 the null hypothesis cannot be accepted

If the p- value is greater than 0.05 the null hypothesis cannot be rejected

Since the samples are lower than 50 students the Shapiro - Wilk test will be used. It is observed that the normality hypothesis is accepted for the western campus unlike for the main campus on which it cannot be accepted. This led the researchers to take the option of using non-parametric tests for the analysis of the relationship between these two variables.

Nonparametric test of Mann - Whitney

U Mann Whitney test was used to find out the correlation between the variables in this research project. The correlational process was made between the questionnaire and the test; both were administered to the students on each campus. The total of students in San Salvador that were administered the test and the questionnaire was 45 and the total for Santa Ana was 48 students making this a global total of 93 students.

The grades obtained on the campus located in San Salvador and Santa Ana led to conclude that the null hypothesis cannot be accepted "grades are similar in both campus" or what is alternatively equal "there is a significant association between the methodology applied in both campuses and the tests results from students".

D. ANALYSIS OF CORRELATION OF VARIABLE
(Questionnaire and test)

Relation between the grades obtained and every single question answered in the questionnaire

Question 1

Which technique is the most used by your teacher at the beginning of the class?

Campus				Grade		
				Low grade	High grade	Total
San Salvador	Which technique is the most used by your teacher at the beginning of the class?	A dynamic	Count	0	13	13
			% within grade	.0%	31.7%	28.9%
		A review	Count	3	18	21
			% within grade	75.0%	43.9%	46.7%
		Grammatical explanation of a topic	Count	1	9	10
			% within grade	25.0%	22.0%	22.2%
		Other	Count	0	1	1
			% within grade	.0%	2.4%	2.2%
	Total		Count	4	41	45
			% within grade	100.0%	100.0%	100.0%
Santa Ana	Which technique is the most used by your teacher at the beginning of the class?	A dynamic	Count	0	32	32
			% within grade	.0%	68.1%	66.7%
		A review	Count	1	13	14
			% within grade	100.0%	27.7%	29.2%
		Grammatical explanation of a topic	Count	0	1	1
			% within grade	.0%	2.1%	2.1%
		Other	Count	0	1	1
			% within grade	.0%	2.1%	2.1%
	Total		Count	1	47	48
			% within grade	100.0%	100.0%	100.0%

As it is noticed the Western Campus students obtained the highest mean and the best distribution of grades. In Santa Ana the students that got the highest grades, stated that the most used technique by their teachers at the beginning of the class is a "dynamic".

On the other hand students from San Salvador answered that the technique that their instructors used the most to start a class is *a "review."*

Question 2

Which of the following techniques do you consider are more helpful to communicate in English?

Campus				Grade		
				Low grade	High grade	Total
San Salvador	Which of the following techniques do you consider are more helpful to communicate in English?	Dialogues, role plays, discussions	Count	1	33	34
			% within grade	25.0%	80.5%	75.6%
		Repetition, memorization, dictation	Count	1	1	2
			% within grade	25.0%	2.4%	4.4%
		Presentations, debates, visual aids	Count	2	7	9
			% within grade	50.0%	17.1%	20.0%
	Total		Count	4	41	45
			% within grade	100.0%	100.0%	100.0%
Santa Ana	Which of the following techniques do you consider are more helpful to communicate in English?	Dialogues, role plays, discussions	Count	1	36	37
			% within grade	100.0%	76.6%	77.1%
		Repetition, memorization, dictation	Count	0	3	3
			% within grade	.0%	6.4%	6.3%
		Presentations, debates, visual aids	Count	0	8	8
			% within grade	.0%	17.0%	16.7%
	Total		Count	1	47	48
			% within grade	100.0%		100.0%

In this case students above 75% from both campuses agree that the most useful technique to communicate in English is "dialogues, role plays and discussions."

Question 3

Which of the activities do you consider that promote the use of Oral Production in class?

Campus				Grade		
				Low grade	High grade	Total
San Salvador	Which of the activities do you consider that promote the use of Oral Production in class?	Group and pair work	Count	2	30	32
			% within grade	50.0%	73.2%	71.1%
		Presentations	Count	2	10	12
			% within grade	50.0%	24.4%	26.7%
		Other	Count	0	1	1
			% within grade	.0%	2.4%	2.2%
	Total		Count	4	41	45
			% within grade	100.0%	100.0%	100.0%
Santa Ana	Which of the activities do you consider that promote the use of Oral Production in class?	Group and pair work	Count	1	24	25
			% within grade	100.0%	51.1%	52.1%
		Dictation	Count	0	1	1
			% within grade	.0%	2.1%	2.1%
		Presentations	Count	0	22	22
			% within grade	.0%	46.8%	45.8%
	Total		Count	1	47	48
			% within grade	100.0%	100.0%	100.0%

It was observed that the highest percentage of students with highest grades in San Salvador as well in Santa Ana stated that the activity they prefer is "group works and pair work", in San Salvador with 73. 2 % and in Santa   Ana with 51.5%.

Question 4

From the following techniques/activities, which of them would you like to be more used by the instructor during the development of the class, so that the learning of the foreign language would be more effective?

Campus				Grade		
				Low grade	High grade	Total
San Salvador	From the following techniques/activities, which of them would you like to be more used by the instructor during the development of the class, so that the learning of the foreign language would be more effective?	Practice dialogues	Count	3	31	34
			% within grade	75.0%	75.6%	75.6%
		Reading out loud	Count	1	7	8
			% within grade	25.0%	17.1%	17.8%
		Writing reports	Count	0	3	3
			% within grade	.0%	7.3%	6.7%
	Total		Count	4	41	45
			% within grade	100.0%	100.0%	100.0%
Santa Ana	From the following techniques/activities, which of them would you like to be more used by the instructor during the development of the class, so that the learning of the foreign language would be more effective?	Practice dialogues	Count	1	32	33
			% within grade	100.0%	68.1%	68.8%
		Reading out loud	Count	0	11	11
			% within grade	.0%	23.4%	22.9%
		Writing reports	Count	0	1	1
			% within grade	.0%	2.1%	2.1%
		Other	Count	0	3	3
			% within grade	.0%	6.4%	6.3%
	Total		Count	1	47	48
			% within grade	100.0%	100.0%	100.0%

It can be noticed that the technique they would like to be more used by instructors during the class so that the learning process would be more effective is, "Dialogue practice" with 75.6% in San Salvador and 68.1% in Santa Ana.

Question 5

In which of the following aspects do you consider that your instructor focuses by the time of giving the class?

Campus				Grade		Total
				Low grade	High grade	
San Salvador	In which of the following aspects do you consider that your instructor focuses by the time of giving the class?	Oral communication	Count	3	35	38
			% within grade	75.0%	85.4%	84.4%
		Reading comprehension	Count	0	2	2
			% within grade	.0%	4.9%	4.4%
		Writing	Count	0	4	4
			% within grade	.0%	9.8%	8.9%
		Other	Count	1	0	1
			% within grade	25.0%	.0%	2.2%
	Total		Count	4	41	45
			% within grade	100.0%	100.0%	100.0%
Santa Ana	In which of the following aspects do you consider that your instructor focuses by the time of giving the class?	Oral communication	Count	1	44	45
			% within grade	100.0%	93.6%	93.8%
		Writing	Count	0	1	1
			% within grade	.0%	2.1%	2.1%
		Other	Count	0	2	2
			% within grade	.0%	4.3%	4.2%
	Total		Count	1	47	48
			% within grade	100.0%	100.0%	100.0%

The highest percentage of students who got the highest grades in both campuses, it is possible to observe that the aspect that they consider that is the one in which instructors focus the most in class is: "Oral communication" with 85.4% in San Salvador and 93.6% in Santa Ana.

Question 6

By the time of working in groups or in pairs, what kind of activities does your instructor ask you to do?

Campus				Grade		
				Low grade	High grade	Total
San Salvador	By the time of working in groups or in pairs, what kind of activities does your instructor ask you to do?	Discussion of a topic	Count	3	31	34
			% within grade	75.0%	75.6%	75.6%
		Practice dialogues	Count	1	7	8
			% within grade	25.0%	17.1%	17.8%
		To solve grammatical exercises	Count	0	3	3
			% within grade	.0%	7.3%	6.7%
	Total		Count	4	41	45
			% within grade	100.0%	100.0%	100.0%
Santa Ana	By the time of working in groups or in pairs, what kind of activities does your instructor ask you to do?	Discussion of a topic	% within grade	1	36	37
			% within grade	100.0%	76.6%	77.1%
		Practice dialogues	% within grade	0	7	7
			% within grade	.0%	14.9%	14.6%
		To solve grammatical exercises	% within grade	0	3	3
			% within grade	.0%	6.4%	6.3%
		Other	% within grade	0	1	1
			% within grade	.0%	2.1%	2.1%
	Total		% within grade	1	47	48
			% within grade	100.0%	100.0%	100.0%

The highest percentage of students who got highest grades in both campuses said that the kind of activity that instructors ask them to do while there are working in groups or in pairs is "A topic discussion", with 75.6% in San Salvador and 76.6% in Santa Ana

Question 7

How often does your instructor speak the target language in class?

Campus				Grade		
				Low grade	High grade	Total
San Salvador	How often does your instructor speak the target language in class?	Always	Count	4	33	37
			% within grade	100.0%	80.5%	82.2%
		Almost always	Count	0	6	6
			% within grade	.0%	14.6%	13.3%
		Rarely	Count	0	2	2
			% within grade	.0%	4.9%	4.4%
	Total		Count	4	41	45
			% within grade	100.0%	100.0%	100.0%
Santa Ana	How often does your instructor speak the target language in class?	Always	Count	1	43	44
			% within grade	100.0%	91.5%	91.7%
		Almost always	Count	0	4	4
			% within grade	.0%	8.5%	8.3%
	Total		Count	1	47	48
			% within grade	100.0%	100.0%	100.0%

The higher percentage of the students who got the highest grades in both campuses, according to their opinion the instructors "Always" use the target language in class, with 80.5% for San Salvador and 91.5% for Santa Ana.

Question 8

How many times a week does your instructor ask you to do discussion activities?

Campus				Grade		Total
				Low grade	High grade	
San Salvador	How many times a week does your instructor ask you to do discussion activities?	0 to 1	Count	0	6	6
			% within grade	.0%	14.6%	13.3%
		1 to 2	Count	2	7	9
			% within grade	50.0%	17.1%	20.0%
		2 to3	Count	1	23	24
			% within grade	25.0%	56.1%	53.3%
		Other	Count	1	5	6
			% within grade	25.0%	12.2%	13.3%
	Total		Count	4	41	45
			% within grade	100.0%	100.0%	100.0%
Santa Ana	How many times a week does your instructor ask you to do discussion activities?	1 to 2	Count	0	7	7
			% within grade	.0%	14.9%	14.6%
		2 to 3	Count	1	32	33
			% within grade	100.0%	68.1%	68.8%
		Other	Count	0	8	8
			% within grade	.0%	17.0%	16.7%
	Total		Count	1	47	48
			% within grade	100.0%	100.0%	100.0%

The highest percentage of students who got the highest grades in both campuses, when they were asked how many times a week the instructor ask them to do discussion activities they answered from "2 to 3", with 56.1% for San Salvador and 68.1% for Santa Ana.

Question 9

Choose the literal where is indicated the percentage of the time used by the instructor in class and the time used by the students during the development of activities.

Campus				Grade		Total
				Low grade	High grade	
San Salvador	Choose the literal where is indicated the percentage of the time used by the instructor in class and the time used by the students during the development of activities.	50% - 50%	Count	3	31	34
			% within grade	75.0%	75.6%	75.6%
		30% - 70%	Count	0	8	8
			% within grade	.0%	19.5%	17.8%
		20% - 80%	Count	1	2	3
			% within grade	25.0%	4.9%	6.7%
	Total		Count	4	41	45
			% within grade	100.0%	100.0%	100.0%
Santa Ana	Choose the literal where is indicated the percentage of the time used by the instructor in class and the time used by the students during the development of activities.	50% - 50%	Count	0	31	31
			% within grade	.0%	66.0%	64.6%
		30% - 70%	Count	0	16	16
			% within grade	.0%	34.0%	33.3%
		20% - 80%	Count	1	0	1
			% within grade	100.0%	.0%	2.1%
	Total		Count	1	47	48
			% within grade	100.0%	100.0%	100.0%

The highest percentage of students who got the highest grades in both campuses, is possible to see that the most pointed option was "50-50%" of the time used by instructors/students in class during an activity, with 75.6% for San Salvador and 66% for Santa Ana.

Question 10

What role does the teacher perform while students are doing an activity?

Campus				Grade		Total
				Low grade	High grade	
San Salvador	What role does the teacher perform while students are doing an activity?	Monitoring	Count	2	23	25
			% within grade	50.0%	56.1%	55.6%
		Tutoring	Count	1	14	15
			% within grade	25.0%	34.1%	33.3%
		Does not monitor	Count	1	3	4
			% within grade	25.0%	7.3%	8.9%
		Other	Count	0	1	1
			% within grade	.0%	2.4%	2.2%
	Total		Count	4	41	45
			% within grade	100.0%	100.0%	100.0%
Santa Ana	What role does the teacher perform while students are doing an activity?	Monitoring	Count	0	15	15
			% within grade	.0%	31.9%	31.3%
		Tutoring	Count	1	32	33
			% within grade	100.0%	68.1%	68.8%
	Total		Count	1	47	48
			% within grade	100.0%	100.0%	100.0%

56.1% of the students that got the highest grades in San Salvador said that the role that teachers perform during an activity is "monitoring".

On the other side 68.1% of the students that got the highest grades confirm that the teachers' role is "tutoring".

CONCLUSION

According to the results obtained through the investigation the researchers determined that the incidence found in the methodology applied in the subject of Advanced Intensive English I, in the main campus was verified through the test administered to students which reflected the average grade that was lower than the average grade got in the western campus.

The incidence found in the methodology in the western campus was that students got better grades. This was as a result of using different techniques that included communicative activities that were observed during class observations.

Finally in both campuses, the researchers could found out through the test that lower grades were more widespread; on the other hand, higher grades were more homogeneous in the main campus, and in the western campus higher grades were more heterogeneous.

The higher mean found was in the western campus with 7.9 grade, and 50% of students with the higher grades got up to 8.0. While in the main campus, the mean was 7.3, and 50% of students got up to 7.3. Moreover, in the main campus, it was also found that 25% of students with lower grades were below 6.5. In the western campus, 25% of students with lower grades were below 7.3.

RECOMMENDATIONS

According to the results shown in the Data Analysis the researchers have found that the methodology through which are gotten better results is the applied in the western campus because instructors promote more Oral Communication in class through communicative activities.

So with these findings, the researchers recommend the following:

➢ Instructors in the main campus should make use of oral communication oriented activities.

➢ In the main campus, there should be different evaluations for each macro skill in order to prove students' proficiency of the target language.

➢ In San Salvador student talking time should be more than teacher talking time, so they can have more opportunities to put in practice the English language.

➢ Tutoring should be included in the evaluation system in both campuses so that students can get higher results at the end of the course.

RESOURCES

A) Human resources:

-Researchers (four members)

-The advisor (MsD Fidel Navidad Morales)

-Students from Advanced Intensive English I from San Salvador and Santa Ana.

-Instructors of the Department of Foreign Languages from San Salvador and Santa Ana.

B) Material resources:

-Books

-Internet

-Laptop

C) Financial resources:

- Transportation

 - Internet

 - Photocopies

 - Statistics tutoriels payment

 - Extras (food, electricity)

TIME TABLE

Acticvities 2015	March				April				May				June				July				August				September				October				November			
	week				week				week				Week				week				Week				week				Week				week			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Hand in the topic to the advisor				█																																
Correction of the profile							█																													
Hand in the profile to the advisor/ to the General Coordinator of the Degree process								█																												
Literature review									█	█	█	█	█																							
Pilot Observations and Questionnaires										█	█																									
Review and correction of literature review																	█																			
Hand in the modified profile according to the suggestions																		█																		
Observation in Santa Ana and San Salvador																									█	█	█	█	█	█						
Questionnaires in Santa Ana and San Salvador																															█					
Administer of the test																																	█	█		
Tutoring	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█

TIME TABLE

Activities 2016	January				February				March				April			
	week				week				week				week			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Data Analysis			▨	▨	▨	▨	▨	▨	▨	▨	▨	▨				
Statistical procedures			▨	▨	▨	▨	▨	▨								
Interpretation of the results									▨	▨	▨	▨	▨			
Draft of final report														▨		
Tutoring			▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨

GLOSARY

Activity: It is an energetic action or movement, an educational process or procedure intended to stimulate learning through actual experience.

Approach: theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

Army Method: Also known as "audio lingual method" or "new key" a style of teaching used in foreign languages.

Asymmetry: This measure allows us to identify whether data are distributed evenly around the center point (arithmetic mean). The asymmetry has three different states [Fig.5-1], each of which defines concisely as the data are distributed about the axis of asymmetry. It is said that the *skewness is positive* when most of the data are above the value of the arithmetic mean. The curve is *symmetrical* when the same number of values are approximately distributed on both sides of the middle and is known as *negative asymmetry* when most data are agglomerated in less than the mean.

Communicative competence: It is a term in linguistic which refers to a language user´s grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

Dell Hymes: He was a linguist, sociolinguist, anthropologist, and folklorist who stablished disciplinary foundations for the comparative, ethnographic study of language use.

Evaluation: An appraisal of an individual's professional performance in relation to his or her job description, professional standards, and statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth and multiple data sources.

Goun´s series of methods: method that taught learners directly (without translation) and conceptually (without grammatical rules and explanations) a "series" of connected sentences that are easy to perceive.

Innate: Existing from birth native.

Kurt: This measure determines the degree of concentration values present in the central region of the distribution. Through the *kurtosis,* we can identify if there is a large concentration of values *(leptokurtic),* a normal concentration *(mesokurtic)* or a low concentration *(platykurtic).*

Materials: Tools or apparatus for the performance of a given task: *writing materials.*

Method: a procedural plan for presenting and teaching a language.

Noam Chomsky: An American linguist philosopher and intellectual prodigy. Since 1955, he has been a professor at MIT and has produced controversial theories on human linguistic capacity. Chomsky is widely known as the "father of modern linguists".

Payoff: A good result, the advantage or benefit that is gained from doing something, a reward.

Shapiro-Wilk test: When the sample size is a maximum of 50, it can be contrasted with normal Shapiro-Wilk test.To perform the test and the sample mean, variance S2 is calculated, and the observations are sorted lowest to highest. The differences between are calculated: the first and the last; the second and penultimate; the third and penultimate, etc. and corrected with coefficients tabulated by Shapiro and Wilk.

Technique: Strategies for implementing the methodological plan.

Whiskers Cajamarca: Diagrams (or box and whisker boxplots) are a display depicting several important characteristics, while such as dispersion and symmetry.

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APPENDICES

UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCIAS Y HUMANIDADES

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

Objetivo: Conocer la metodología aplicada para la enseñanza de un idioma extranjero a los estudiantes de Ingles Intermedio Intensivo II de la Licenciatura en Idioma Ingles Opción Enseñanza de la Facultad Multidisciplinaria de Occidente y a los estudiantes de Ingles Intermedio Intensivo II de la Licenciatura en Idioma Ingles Opción Enseñanza de la sede Central de San Salvador.

Instrucciones: Seleccione la respuesta que más le parezca.

Género: f   Edad: 22

1. ¿Qué técnica es más utilizada por su profesor/a durante el curso al iniciar la clase?

    a) una dinámica
    b) un repaso
    c) explicación gramatical de un tema
    d) Otro: _____

2. ¿Cuál de las siguientes técnicas que a continuación se presentan considera usted que ayudan a comunicarse más en Inglés?

    a) Diálogos, juegos de roles, discusiones
    b) Repetición, memorización, dictados
    c) Presentaciones, debates, ayuda visual
    d) Otro _____

3. ¿Cuáles de las siguientes actividades prefieres o piensas que promueven el uso de la producción oral en clase?

    a) Trabajo en pareja o grupos
    b) Dictado
    c) Presentaciones
    d) Otro:

4. De las siguientes técnicas / actividades, ¿Cuál de ellas le gustaría que fueran más utilizadas por el docente durante el desarrollo de la clase, para que el aprendizaje del idioma sea más efectivo?

   a) Practicar diálogos
   b) Leer en voz alta
   c) Escribir reportes
   d) Otro: _____

5. ¿En cuál de los siguientes aspectos considera que su profesor/a se enfoca a la hora de impartir las clases?

   a) Comunicación oral
   b) Control de lectura
   c) Escritura
   d) Otro: _____

6. Al momento de trabajar en grupo o en pareja, ¿Qué tipo de actividades le pide su profesor/a que realice?

   a) Discusión de un tema
   b) Practicar diálogos
   c) Resolver ejercicios gramaticales
   d) Otro: _____

7. ¿Con que frecuencia utiliza su profesor/a el idioma meta en la clase?

   a) Siempre
   b) Casi siempre
   c) Rara vez
   d) Casi nunca

8. ¿Cuantas veces a la semana el profesor/a le pide realizar actividades de discusión?

   a) 0 ò 1
   b) 1 ò 2
   c) 2 ò 3
   d) Otro: _____

9. Seleccione el literal donde se indique el % del tiempo utilizado por el docente en la clase y el utilizado por el estudiante durante el desarrollo de actividades. (SELECCIONAR UN LITERAL)

Tiempo profesor/a   Tiempo alumnos

a)   50   -   50
b)   30   -   70
c)   20   -   80
d) Otro: _____

10. ¿Qué rol desempeña el profesor/a mientras los alumnos realizan una actividad?

a) Monitorea
b) Asesora
c) No supervisa
d) Otro: _____

11. ¿Cuál de las siguientes razones considera que sería motivo para trasladarse del Departamento de Idiomas de la Facultad Multidisciplinaria de Occidente al Departamento de Idiomas de la sede Central en San Salvador?

a) Metodología de enseñanza
b) Matricula de una materia en tercera
c) Motivo laboral
d) Otro: _____

8.0

Mind Series Short Placement Test

Name _Katherinne Tatiana Rivera S_   Date _Thursday nov. 12 2015_

Score _48_ /60

Part 1 Section 1
1 Jessica _____ a good dancer.
a aren't
b be
c not
d isn't

2 It's a _____.
a e-book
b cell phone
c umbrella
d watches

3 A: _____ Mexican? B: Yes, I am.
a Am you
b Are you
c Be you
d Is you

4 José is _____ husband.
a Maria
b Marias
c Maria's
d Marias'

5 Ellen _____ in a restaurant.
a work
b works
c doesn't works
d not work

6 _____ do you have breakfast so early?
a Why
b When
c What
d Who

7 _____ this song?
a Are you like
b Are you likes
c Do you like
d Do you likes

8 _____ a lot of food.
a There are
b There is
c Are there
d Is there

9 What _____?
a are they do
b are they doing
c does they do
d is they doing

10 I _____ go out in the evening, but not every evening.
a always
b never
c rarely
d sometimes

11 Can you pass me _____ black jeans?
a that
b this
c these
d those

12 This cell phone is _____ than that one.
a better
b good
c gooder
d well

Part 1 Section 2

13 _____ to meet you.
a Fine
b Hi
c Hello
d Nice

14 The laptop is _____ to the case.
a behind
b next
c on
d under

15 Ignacio is _____.
a France
b Spain
c Spanish
d Mexico

16 Jenny always _____ toast for breakfast.
a gets
b goes
c takes
d has

17 Tom is married to Ellen. She is his _____.
a wife
b sister
c mother
d daughter

18 What do you do _____ the evening?
a at
b in
c on
d to

19 Sam goes swimming every day. He is very _____.
a exciting
b healthy
c stressful
d unhealthy

20 The movie theater is _____ the corner of the street.
a across
b between
c in
d on

Part 2 Section 1

21 I don't need _____ tomatoes.
a a
b any
c lots
d some

22 Would you like _____ dinner with me?
a have
b to have
c having
d to having

23 _____ you go out last night?
a Do
b Did
c Was
d Were

24 Did you talk to _____ yesterday?
a he
b him
c his
d he's

25 _____ at ten tomorrow morning.
a We met
b We meeting
c We are meet
d We are meeting

26 Emma was living in Barcelona when she _____ her husband.
a met
b meet
c meeting
d was meeting

27 Basketball is _____ soccer.
a popular as
b not as popular
c not as popular as
d not as popular than

28 I haven't seen him _____ two years.
a ever
b for
c for long
d since

29 We _____ to her concert last year.
a been
b have been
c gone
d went

30 This pizza is _____ nice.
a enough
b really
c too
d lot

31 The first 4G cell phones _____ in 2009.
a are launched
b were launch
c was launched
d were launched

32 I _____ a vacation after I finish my exams.
a might take
b might taking
c taking
d 'll definitely taking

Part 2 Section 2

33 Amy is very _____. She never tells lies.
a honest
b organized
c patient
d reliable

34 This cell phone is very versatile.
a It doesn't cost very much.
b It's easy to use.
c It can do many things.
d It's very fast.

35 I thought the movie was very _____. I loved it.
a bored
b boring
c excited
d exciting

36 Penicillin was _____ by accident.
a composed
b discovered
c explored
d invented

37 Lucy _____ an accident on her way to the airport.
a had
b gave
c got
d took

38 These questions are very difficult. I'm a little _____.
a confused
b embarrassed
c exhausted
d proud

39 This food has no flavor. It's very _____.
a bland
b creamy
c greasy
d spicy

40 There was a big storm with a lot of thunder and
_____.

a hailing
b lightning
c raining
d windy

Part 3 Section 1

41 I'm going to try scuba diving because I haven't tried
that _____.
a already
b ever
c never
d yet

42 A: I don't like picnics. B: _____.
a Either do I
b Neither do I
c So do I
d I do too

43 He asked me what _____.
a had I been doing
b had I done
c I had been doing
d was I doing

44 If I was angry, _____ you.
a I tell
b I told
c I'd tell
d I'd told

45 Shakespeare wrote Romeo and Juliet, _____?
a didn't he
b hadn't he
c wouldn't he
d wasn't he

46 What was the name of that TV series _____ last
week?
a who we saw
b that we did see
c that we saw
d which we did see

47 Don't forget _____ .
a turn it off
b to turn off it
c <u>to turn it off</u>
d turning it off

48 My mother _____ nagging me when I was young.
a <u>used to</u>
b was always
c would
d would always

49 _____ with you.
a I'm completely agreeing
b I completely agreeing
c I'm completely agree
d <u>I completely agree</u>

50 People who are famous _____ to be left alone by the media.
a <u>shouldn't expect</u>
b shouldn't expected
c shouldn't have expect
d shouldn't have expected

51 In the next twenty years, more money _____ on home entertainment than on world hunger.
a will spend
b will be spend
c <u>will be spent</u>
d will spent

52 We need another plan _____ this one doesn't work.
a <u>in case</u>
b however
c provided
d unless

Part 3 Section 2

53 Wow! This song really _____ back memories.
a brings
b makes
c <u>reminds</u>
d takes

54 After Greg dropped it, something went _____ with it
and now it doesn't work.
a broken
b fit
c missing
d wrong

55 I suffer from hay _____, and in the summer I can't
stop sneezing.
a disease
b fever
c illness
d temper

56 We've decided to set _____ a new business and we
want your help.
a in
b off
c on
d up

57 Try and make a _____ decision, for once!
a sense
b sensible
c sensitive
d insensitive

58 We're all affected _____ the decisions other
people make.
a by
b from
c in
d with

59 I just don't understand how she puts up with all that
nagging. Her _____ is amazing.
a compassion
b courage
c self-esteem
d tolerance

60 Personally, I think that security cameras _____
your privacy.
a access
b compile
c invade
d surveillance

Main campus

Teacher´s name: Alexander Bruno   Class time: 5:00 pm – 7:00 pm

Researchers: jenniffer Vasquez, Tania Bernabé, and Karen Vasquez.

Sept. 02/15   sept.16/15

Reading passages and answer questions	✓	
Explanation of grammar rules		
Use of realia, pictures, **videos**		
Teacher only speaks English	✓	✓
Structures are presented through dialogues or **examples**	✓	✓
Role-plays		
Students get familiar with the new material through activities such as games, dramatizations, songs		
Functions of the language are emphasized over forms		✓
Students work with authentic material		
Teachers facilitate students learning by communicative activities	✓	✓
Students work in groups or pairs	✓	
Teachers monitor during activities		

Western campus

Teacher's name: David Arévalo

Class time: 8:25 a.m. – 10:05 a.m.

Researchers : Karen Elizabeth Vasquez, Jenniffer Vasquez

Date of class	August 17th 2015	August 24th 2015
Reading passages and answer questions		
Explanation of grammar rules		
Use of realia, pictures, videos		X
Teacher only speaks English	X	X
Structures are presented through dialogues or examples		
Role-plays		
Students get familiar with the new material through activities such as games, dramatizations, songs	X	
Functions of the language are emphasized over forms	X	
Students work with authentic material		X
Teachers facilitate students learning by communicative activities	X	X
Students work in groups or pairs	X	X
Teachers monitors during activities	X	X