

UNIVERSITY OF EL SALVADOR

UNIVERSITY AUTHORITIES

MAIN CAMPUS

RECTOR

DRA. MARIA ISABEL RODRIGUEZ

VICE-RECTOR

PROFESSOR JOAQUIN MACHUCA

SECRETARY GENERAL

LICDA. LIDIA MARGARITA MUÑOZ VELA

WESTERN MULTIDISCIPLINARY CAMPUS

DEAN

LIC. JORGE MAURICIO RIVERA

VICE-DEAN

ROBERTO GUTIERREZ AYALA, M.A.

SECRETARY GENERAL

LIC. VICTOR HUGO MERINO

UNDERGRADUATE DEGREE COORDINATOR

LIC. GUADALUPE DELURDY LINARES DE SERMEÑO

ADVISOR

LIC. JUAN ANTONIO ESCALANTE CORNEJO

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**

**AN UNDERGRADUATE RESEARCH WORK ON AN ANALYSIS OF THE
IMPLEMENTATION OF A TOEFL PREPARATION COURSE AS A REQUISITE
TO GRADUATE FROM THE LICENCIATURA EN IDIOMA INGLES OPCION:
ENSEÑANZA AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE
UNIVERSITY OF EL SALVADOR**

**ADVISOR
LIC. JUAN ANTONIO ESCALANTE CORNEJO**

**KARINA ESMERALDA CARRANZA ABARCA
NIDIA HAYDEE ORELLANA ALVAREZ
AIDA DEL ROSARIO SERMEÑO CORNEJO**

SANTA ANA, JANUARY 27TH 2005

ACKNOWLEDGEMENTS

To our advisor, teacher, and friend Lic. Juan Antonio Escalante Cornejo, whose support, knowledge, patience, friendship, and guidance helped us achieve this goal. God bless you.

Karina, Nidia, and Aída

ACKNOWLEDGEMENTS

TO GOD ALMIGHTY

I pay tribute to Him for permitting
me reach one of my goals and for
pouring out His love
and blessings in my life

TO MY PARENTS

María Abarca de Carranza

For their sacrifice, support
and love and for teaching
me the meaning of
optimism and overcoming

Apolonio Carranza Rosa

(God rest his soul)

TO MY SIBLINGS

Francisco Adonai Carranza

Omar Arnoldo Carranza

Norma América Carranza

Verónica Mabel Abarca

Whose friendship and pieces of
advice helped me stand still

TO MY TEACHERS AND FRIENDS

Who have been an important key
for me to succeed in life,
especially my trusted friend,
Gloria Elizabeth Morales who
cheered me up when I wanted to
give up

KARINA CARRANZA

ACKNOWLEDGEMENTS

TO GOD ALMIGHTY

For giving me His strength, wisdom, and
patience in the reach of one of my wished
goals

TO MY PARENTS

For their care, patience, and love when I was
feeling down

Rosa Lidia Cornejo de Sermeño

Hernan Sermeño

TO MY SIBLINGS
to go on

For making me see that life is not a hard way

TO MY FRIENDS

For teaching me that I should walk on

AIDA SERMEÑO

ACKNOWLEDGEMENTS

TO MY GOD, SAVIOR, AND FRIEND, JESUS

For giving me His love and strength through all this time. If He had not lifted me upon His shoulders, I would not have been able to pass these struggles.

“He brought me up also out of a horrible pit, out of the miry clay, and set my feet on a rock, and gave sureness to my steps.” Psalm 40:2. “Because you have been my help, I will have joy in the shade of your wings. My soul keeps ever near you: your right hand is my support.” Psalm 63:7, 8

TO MY MOTHERS

Rosa Nidia Alvarez de Orellana

For her love, care, patience, advice, support. She is the greatest blessing God has given me. Her prayers have gotten me through very difficult times. They have been a shield. Thanks for always being there for me. “Who can find a woman of virtue? For her value is far above rubies. She opens her mouth with wisdom; and in her tongue is the law of kindness.” Proverbs 31:10, 26

Nidia Leticia Orellana Alvarez

For her love, care, advice, and support. Thanks for being a model for my life. I thank her for all her prayers. “Favor is deceitful, and beauty is vain, but a woman who fears the LORD, she shall be praised.” Proverbs 31:30

TO MY FATHER

Jose Ernesto Orellana Chicas

For his love, guidance and support. Thanks for helping me grow in the Lord’s path. “Happy is the worshipper of the Lord, who is walking in his ways. You will have the fruit of the work of your hands: happy will you be, and all will be well for you. May the Lord send you blessing out of Zion:

may you see the good of Jerusalem all the days of your life.” Psalm 128:1, 2, 5.

TO MY AUNTS

Belky Yannina Orellana Alvarez

For her love, care, support, and patience. Thanks for standing by my side and helping me so much. She is a godsend angel. “May the Lord give ear to you in the day of trouble; may you be placed on high by the name of the God of Jacob. May he keep all your offerings in mind, and be pleased with the fat of your burned offerings. We will be glad in your salvation, and in the name of our God we will put up our flags: may the Lord give you all your requests.” Psalm 19:1, 3, 5.

Rosa Haydee Orellana Alvarez

For all her love, kindness, and support. Thanks for your prayers. “The LORD make his face shine upon thee, and be gracious unto thee.” Numbers 6:25.

TO MY RELATIVES

For they are such a blessing to my life. “The LORD bless thee, and keep thee.” Numbers 6:24.

TO MY FRIENDS

For being the doses of love given by God for my life. Thanks for your help and encouraging words. Thanks also for cheering me up in my times of sorrow. “We’re faithful forever...”

TO MY TEACHERS

Thanks for sharing your knowledge and experience.

NIDIA HAYDEE ORELLANA

INDEX

	No. PAGE
INTRODUCTION.....	i
CHAPTER I: RESEARCH DESIGN.....	1
I. DESCRIPTION OF THE PROBLEM.....	2
II. SCOPE OF THE WORK.....	5
III. JUSTIFICATION.....	7
IV. RESEARCH OBJECTIVES.....	8
A. GENERAL OBJECTIVE.....	8
B. SPECIFIC OBJECTIVES.....	8
V. THEORETICAL FRAMEWORK.....	9
VI. HYPOTHESIS.....	21
VII. RESEARCH METHODOLOGY.....	23
VIII. SCHEDULE OF ACTIVITIES.....	30
CHAPTER II: ANALYSIS AND INTERPRATATION OF DATA...	31
I. DIAGNOSTIC AND PROGRESS TEST COMPARISON TABLE.....	32
II.PERFORMANCE OF STUDENT A.....	33
III.PERFORMANCE OF STUDENT B.....	34
IV.PERFORMANCE OF STUDENT C.....	36
V.PERFORMANCE OF STUDENT D.....	38
VI.PERFORMANCE OF STUDENT E.....	39
VII. FACTORS THAT AFFECTED THE STUDENTS PERFORMANCE	41

VIII. RESULTS.....	44
A. QUESTIONNAIRES.....	44
B. INTERVIEW.....	55
CHAPTER III: CONCLUSIONS, RECOMMENDATIONS.....	58
I. CONCLUSIONS.....	59
II. RECOMMENDATIONS.....	61
BIBLIOGRAPHICAL REFERENCES.....	64
APPENDICES.....	67
A. INTERVIEW DIRECTED TO A STUDENT WHO TOOK A COMPUTER BASED ENGLISH PROFICIENCY TEST IN ORDER TO APPLY FOR A JOB IN A FOREIGN ENTERPRISE.....	68
B. THE SAMPLE TOEFL PAPER BASED TEST.....	70
C. INTERVIEW DIRECTED TO THE STUDENTS WHO TOOK THE SAMPLE TOEFL TEST.....	71
D. PICTURES THAT APPEAR ON SCREEN DURING THE COMPURER BASED TOEFL TEST.....	74
E. LISTENING SECTION TYPES OF QUESTIONS.....	76
F. STRUCTURE SECTION TYPES OF QUESTIONS.....	81
G. SOME SUBJECTS FOUND IN THE READING SECTION OF THE TOEFL TEST.....	83
H. READING SECTION TYPES OF QUESTIONS.....	85
I. CBT WRITING SECTION FORMAT.....	93
J. INTERVIEWE DIRECTED TO THE CHIEF OF THE CENTRO CULTURAL SALVADOREÑO.....	94
K. QUESTIONNAIRE DIRECTED TO THE STUDENTS WHO ATTENDEDTHE TOEFL PREPARATION	

COURSE.....	95
L. QUESTIONNAIRE DIRECTED TO THE STUDENTS WHO ATTENDED THE TOEFL PREPARATION COURSE.....	97
M. QUESTIONNAIRE DIRECTED TO THE STUDENTS WHO ATTENDED THE TOEFL PREPARATION COURSE.....	99
N. SYLLABUS DESIGNED TO CARRY OUT THE TOEFL PREPARATION COURSE ADDRESSED TO THE FIFTH YEAR ENGLISH STUDENTS.....	102
O. COMPARISON OF THE RESULTS OBTAINED FROM THE DIAGNOSTIC AND PROGRESS TESTS.....	106
P. TOEFL PREPARATION COURSE LESSON PLANNING.....	107
Q. OBSERVATION GUIDE SHEET TO BE USED IN THE ASSESSMENT OF THE STUDENTS PARTICIPATING IN THE TOEFL PREPARATION COURSE.....	118

INTRODUCTION

The following research work comprises information about the Test of English as a Foreign Language, which has been administered for many years worldwide. The work contains also items which are concerned with the idea of implementing a TOEFL preparation course that will allow students to graduate from the major in English. In addition, it contains information that was discussed deeply in order to gather reliable information, intending to carry out a successful investigation. Hence, at the very beginning of the work, the research design is presented for the readers to know about the statement of the problem and historical background of the topic being investigated.

In the other hand, an exhaustive research was done to enrich the content of the above mentioned work. To obtain trustful data, it was put into practice a pilot project that intended to train some fifth year students of the Licenciatura en Idioma Inglés during the year 2004 at the Western Multidisciplinary Campus of the University of El Salvador, with the purpose of leading them to take the TOEFL test so that they could be aware about the level of knowledge they have gotten during the five years they have been in such major.

The work investigated also contains the results from the questionnaires addressed to the students who took the course and the TOEFL test as well. Moreover, it displays charts which demonstrate the results gotten from the diagnostic and progress test administered during the time the course lasted. Besides, the research project embodies some conclusions and recommendations to consider a better preparation for the coming EFL students' generations at the Western Multidisciplinary Campus of the University of El Salvador. Finally, it presents the bibliographical references that are relevant in every research work to give credibility to the investigation.

CHAPTER I

RESEARCH DESIGN

1.1 DESCRIPTION OF THE PROBLEM

Many English students willing to work with foreign enterprises and to get scholarships undergo a series of evaluations. These evaluations are really important to measure the students' proficiency in holding the English language. As regards to foreign enterprises, applicants have to take elaborated interviews. On the other hand, universities that provide scholarships ask for a set of requirements that applicants have to fulfill. That is the case of an undergraduate group of English students from the **Western Multidisciplinary Campus of the University of El Salvador**. In an interview addressed to one of those students, she described how the process of the interview was (See appendix A). At first, she held an interview in San Salvador at eleven in the morning. People in charge of interviewing the applicants were teachers from Berlitz academy. This girl was required to answer a set of opinion questions concerning varied matters: personal life, economical and social situation of the country, and so on. It is important to mention that not all participants had the chance to take the second section of the interview as the teachers above mentioned graded the students and the ones who got a grade lower than seven were not allowed to go on in the other sessions of the interview. In the second part, she and the other applicants were immediately surprised when they learnt that it was not an interview, but a computer based English proficiency test. This test was divided into three parts: a structure, a listening, and a reading section. The third and last part consisted of maintaining a 10 minute phone conversation with an American native speaker. These two sections of the exam lasted three hours.

When asking her how she felt when taking the exam, she said that the listening section was the most difficult because it was hard for her to understand the native speakers. She felt also tired because of the length of time of the exam. In addition, she had not had any previous preparation or practice for this test. This type of evaluation resembled the very well known Test of English as a Foreign Language. This case is just an example of the many problems the students of the career of **Licenciatura en Idioma Ingles, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador** face owing to their lack of preparation for this type of test. As the Language Department of this campus does not provide any preparation for such a test, students who take it do not get the desired results.

The facts stated before are supported by the sample paper-based TOEFL test administered to some 5th year students of the Bachelor's Degree in English of the year 2004 at the **Western Multidisciplinary Campus of the University of El Salvador** (See appendix B). The expectations of getting 500 points, the required score to pass a Paper Based TOEFL test, were not fulfilled by students who took the test. To pass the TOEFL test with an outstanding score gives test takers a lot of credibility about their competence on the English language. For many students of English as a foreign language, it has been a challenge to get a score over five-hundred. It is not easy to do so as the test is very long and it contains complex tasks that students are not quite familiar to deal with.

These students who took the test were surveyed with the purpose of finding out which were the main problems that caused their low scores (See appendix C). All of them complained about their lack of preparation for this kind of assessment. They also said that they have not had enough practice on the exercises presented in the different sections of the TOEFL test, listening, structure, reading and writing. The hardest part of them all was the

writing section due to the absence of practice they had during this year 2004. The gaps in this area were obvious because there was no coherence from one paragraph to the following; they seemed to wander away from the main idea of the topic. Besides, they felt that the time established to write the essay, a 30-minute period, was insufficient, which added more pressure since they are not used to finishing this type of exercises in such a short period of time.

When asking one of the students if he needs preparation for the test, he said that it was not necessary because the TOEFL test is supposed to measure the student's proficiency in English; it would not be fair if the student had any previous preparation. But the TOEFL test is not an ordinary English proficiency test like the ones the students have in their regular English courses during their career. The TOEFL test is really long and tiring because of the great quantity of exercises it contains. Furthermore, when students take this type of test, they feel a lot of pressure since the approval of this test will contribute to get a better social status. Thus, they may need some kind of guidance on how to prepare themselves for it psychologically, and most important academically. Fifth year students have enough academic preparation not only to pass it, but also to ace it. But it can be shocking for them to find themselves solving fifty reading items with the time previously established for the solving of those drills ticking away. It needs to be remarked that these are not the same exercises they have been provided in their classes. Taking into account these situations, it can be asked if students of the Bachelor's degree in English need a preparation course to overcome these obstacles. With that in mind, the researchers will analyze and implement a TOEFL preparation course addressed to some fifth year students of the year 2004 at **the Western Multidisciplinary Campus of the University of El Salvador.**

1.2 SCOPE OF THE WORK

When taking the TOEFL there may be many variables that can affect students' success in this assessment. Two of these variables are presented as follows:

☞ lack of academic preparation

☞ lack of psychological preparation

These are applicable to the 5th year students of the Bachelor's degree in English at the **Western Multidisciplinary Campus of the University of El Salvador**. As stated before, their proficiency was assessed with a sample TOEFL test. But they could not achieve the established score: 500 – 550, the former being the lower score they were supposed to get and the latter, the higher score.

The first variable, the lack of the academic preparation, has to do mostly with the absence of a very varied lexicon and technical vocabulary, lack of writing style and technique, and poor or no knowledge on the exercises found in the test, and in the tricks it contains. The lack of a varied lexicon and technical vocabulary affected the students' performance in the four sections of the diagnostic test. In the listening section, this drawback kept the students away from understanding parts of some conversations found there; as a result, they could not answer some of the questions correctly. In the structure section, the students had many hindrances since they were not sure of the meaning of a word kept some of them from knowing what role this word played in the sentence. In the reading section, the students found some items in which they had to find antonyms or synonyms of a word in another sentence or paragraph. Their lack of technical vocabulary made most of them failed in this type of items. In the writing section, they had trouble when joining sentences with varied subordinating or coordinating conjunctions which made

the paragraph choppy and awkward. Besides, the lack of writing style and technique of the students was shown on their essays. The students, as mentioned before, had trouble connecting the sentences. They also lost the main idea of the topic given, wandering out on their irrelevant information the main topic of the essay. The students were not able to finish the essay in the 30 minutes given; they barely wrote two paragraphs since they are not used to write many essays in their English writing courses. The lack of knowledge on the test and on the type of exercises and tricks found in it hinder their performance since students are not used to deal with this type of exercises. Moreover, the tricks and distractors found in the test made the students missed some items since they are not prepared to face them.

All of the above mentioned lacks the students had made them took more time than required for each section and thus made some of them left the exam incomplete.

If a course preparation for the TOEFL test is implemented, the applicants would be aware of the different psychological factors that they may face and the different problems they may go through. According to the survey administered and observations made to the 5th year students of the Bachelor's degree in English at the **Western Multidisciplinary Campus of the University of El Salvador**, the most important psychological issues a student may undergo during the examination are: **nervousness, anxiety, and insecurity**. Some of the students asserted that they felt certain degree of nervousness since it was the first time they took an exam like this. As time passed by, the researchers could observe, they felt anxious since they were running out of time. Some of them even left some sections of the test unfinished. Most of the listening, structure, and reading items of the TOEFL provide students with options that contain "distractors" so that students put into practice their analytical skills by discriminating these choices. So, this can provoke the students' insecurity when selecting their answers. Although the students have been provided with an

excellent academic preparation, these psychological factors may put them under pressure; therefore, they may affect their concentration. If taking the TOEFL administered by former classmates cause somehow these feelings, it is not hard to imagine how greater repercussions it would have by losing their focus of attention on a more serious situation like applying for a job or for a scholarship. The students may flunk the test or let pass a future changing opportunity just because of these factors.

To make a deeper study, the first variable, the lack of academic preparation will be taken into account.

1.3 JUSTIFICATION

For many years, some students of English as a Foreign Language at the **Western Multidisciplinary Campus of the University of El Salvador** have found themselves exposed to a TOEFL assessment in order to apply for a job or a scholarship. Most of the time, they fail in attempting this purpose; this is because they are not well prepared to carry out this task. That is why; it is worthwhile to make an analysis of an implementation of a TOEFL preparation course as a requisite to graduate of the Licenciatura en Idioma Ingles: Opcion Ensenanza at the **Western Multidisciplinary Campus of the University of El Salvador**. This course will contribute to decrease the number of students who get low grades in this type of evaluation.

The benefited population from the analysis of the implementation of this course will be five fifth year students of the career previously mentioned and the sponsoring institution. The benefits expected from this analysis for the fifth year students are: a) the improvement of their proficiency at solving an assessment as hard and tiring as the TOEFL, b) the opportunity to get good jobs related to their field of study, c) the chance to obtain scholarships and to specialize abroad. The sponsoring institution will be portrayed as a

provider of integral, skilful, and reliable professionals for society. Thus, it will increase its credibility and prestige. To sum up, these students will be rewarded in multiple ways if this implementation is taken into account by the **University of El Salvador**.

1.4 RESEARCH OBJECTIVES

GENERAL OBJECTIVE

-To analyze if the TOEFL preparation course is necessary for the fifth year students of the year 2004 of the Licenciatura en Idioma Ingles Opción Enseñanza at the **Western Multidisciplinary Campus of The University of El Salvador** to get a good score in the TOEFL.

SPECIFIC OBJECTIVES

- To determine if these students are able to pass the TOEFL test with a high score without a TOEFL preparation course.
- To see if the students finish the test in the appropriate time.
- To analyze the results obtained in both, a diagnostic and a progress TOEFL test, administered to the undergraduate students from the Licenciatura en Idioma Ingles at the Western Multidisciplinary Campus of the University of El Salvador.
- To compare the scores of both tests, diagnostic and progress TOEFL tests.

- To find out the problems that undergraduate students face when being administered the TOEFL test.
- To implement a TOEFL preparation course to see if the results of the students can be improved.

THEORETICAL FRAMEWORK

Chen Yuan-zen (1990) pointed out that the Test of English as a Foreign Language (TOEFL) was first administered in 1963 in the United States with the support of thirty organizations - state and private. Helping in the evaluation criteria of the language ability of people whose native language was not English was their main concern. Likewise, the website www.ETS.org asserts that the Test of English as a Foreign Language (TOEFL) has been designed for nonnative speakers whose purpose is to study whether in undergraduate or graduate programs at universities or colleges in the United States or Canada. Furthermore, enterprises, government agencies, and other institutions require TOEFL scores to measure the test takers ability in the English language. As stated by the official TOEFL web site www.TOEFL.com, TOEFL stands for Test of English as a Foreign Language. This test has been one of the most famous and reliable rating scales concerning English Proficiency; it assesses speakers' macro-skills: listening, structure, reading, and writing. "The test is administered by the Educational Testing Service (ETS) of Princeton, New Jersey. In 2002 and 2003, over 1.2 million test takers from 180 countries around the world took the TOEFL test. This year almost 1 million students from around the world will take the TOEFL CBT. Over 2400 colleges and universities in the United States and Canada require a TOEFL score "(www.TOEFL.org). It is important to mention that some colleges and universities do not require EFL students a TOEFL score; instead, these educational centers possess their own English proficiency evaluations which students are administered when they arrive at the institution. It is done this way as their tests assess the same skills as the TOEFL test does (Cambridge Preparation for the TOEFL Test, Gear & Gear).

According to the official TOEFL web site (www.toefl.org), this test is administered in two ways: the paper-based test (PBT) and the computer-based test (CBT). The former

was first given in 1964; and it includes three sections: 1) **listening comprehension** which deals with the proficiency to understand English spoken by Americans; 2) **structure and written expression** which have to do with the applicants' ability to acknowledge academic written English, and 3) **reading comprehension and vocabulary** which is related to applicants' proficiency in understanding reading chunks of language. The latter, the Computer Based TOEFL test, started being administered in 1998. Like the TOEFL PBT, the TOEFL CBT presents four sections: **listening, structure, reading, and writing** with the only difference that some new and innovating kind of questions are featured in the listening and reading sections. The TOEFL CBT is also computer adaptive in the listening and structure sections, meaning that if a test-taker answers one question correctly the next one will have a higher level of difficulty. But if the students do not answer the first question correctly, the next question will contain the same level of difficulty as the previous one. Moreover, the student cannot go back to modify any answer to a query (Gear & Gear, 2000, pp. 3). The TOEFL CBT lasts nearly three hours and a half. Computer Adaptive tests also imply that questions should be answered one after the other; hence, applicants are not allowed to miss out or to go back any question. Some factors are considered when testing these sections: the quantity of questions answered within the time given and the level of difficulty of questions answered in the time allotted. This new format for the TOEFL test is scored differently from the paper-based test.

According to Jolene Gear & Robert Gear, before taking the real test, applicants are given 40 minutes to complete the tutorial. What does the tutorial stand for? In the tutorial, applicants are instructed on how to respond questions displayed in the different sections throughout the test. The tutorial guides the test-takers on how to use the different options displayed on the computer screen. The applicants will see on the screen the directions and

special options to write the essay such as cut, paste and undo (Gear & Gear, Cambridge Preparation for the TOEFL test).

The **listening** section of the TOEFL CBT is built up of two parts. **The first part** takes into account conversations by two people after the test-takers listen to the talks, they are required to answer multiple choice questions related to the conversations. **The second part** comprises long dialogues and academic talks between two or more people. Each dialogue is preceded by four items from which the test-taker should select one of them. As they listen through headphones, the computer screen shows some pictures of people or another kind of images (See appendix D). Obviously, the applicants will answer questions related to the conversation they just have listened to. Furthermore, it assesses comprehension of main ideas, relevant facts, and inferences. The second part of the listening section comprises different types of questions: **1) Multiple choice/one correct answer** requires the applicant to choose one of the four choices presented; **2) Multiple choice/two correct answers** requires the test-taker to select two answers of the set of choices given; **3) Multiple choice/picture graph** is intended for the taker to click on the graph or picture that best fits the question; **4) Ordering** asks the applicants to arrange four sentences in a logical order; and **5) Match the terms** displays a set of chunks that the applicants have to match with concepts, descriptions, or pictures (See appendix E).

The **structure** section of the TOEFL CBT assesses the students' knowledge of the English grammar, mainly **syntax**; or the form words are combined to build up an English sentence. Each item in this section contains one sentence; the takers may be asked whether to complete a sentence with an item from a set of four choices to make it structurally correct or to identify a structure or a grammar error from a set of possible underlined items in a sentence (See appendix F).

The **reading** section rates the proficiency of the applicants concerning their understanding of short passages that resemble academic English referring to topic and style. This section of the CBT is not computer adaptive; that is to say, the student can go back to a previous question and miss out one of them if desired. Readings are about English literature, science, history, and other subjects of general interest (See appendix G). Like the listening area, the reading section is made up of different question types, and they are as follows: **1) Multiple-choice** means that the applicants pick one choice that best answers the questions. In some instances, multiple-choice answers are composed by drawings or graphics instead of phrases. **2) Click on a sentence or paragraph**, the applicants must click on a sentence or paragraph that suits the question in a reading. **3) Click on the word or phrase**. It requires the test-takers to look for a word or phrase in the bold text. Sometimes the applicant should look for a synonym or opposite word that is marked in the question. After the applicants have found that word, they click on it and then it will appear highlighted. **4) Add a sentence**, it asks the applicants to locate a sentence in paragraph in the best place within it. It also requires the applicants to look carefully in the paragraph where another sentence displayed on the other side of the screen can be placed. At the end of each sentence in the paragraph, the applicants will see black squares which indicate that they must click right there to add the new sentence (See appendix H).

In the **writing** section, the applicant is asked to write a coherent essay, in which students apply an appropriate writing style and well used grammatical rules on a given topic. The applicants are given 30 minutes to finish this part. To have a clearer idea, you may see the computer based format in Appendix I. The results of the writing and structure sections are joined to get the final score for both sections. To score the writing section, ETS takes into account a scale from 1 to 6. An excellent writing ability is graded by the highest

score, which is 6. A score of 5 is an acceptable essay. 4 score means that the essay is still acceptable, but it needs some improvement; and an essay scored by 3, 2, or 1, the writing technique needs to be improved.

Obviously, the TOEFL test is loaded with a great variety of exercises that applicants must solve in a period of time established according to the type of task the taker has to do. To get the scholarships, the applicants are supposed to reach a score of 550 points or above. The scores vary according to the universities the takers are applying to study in. So, it may be considered that the applicants need some training to be ready to take such a test. The above established situations are still part of nowadays' reality in El Salvador many people applying to get a job or a scholarship have failed in their attempt to obtain them. It follows that it has been really necessary to create preparation courses for the TOEFL test.

It is relevant to emphasize that neither the Paper Based Test nor the Computer Based Test measure people's speaking ability. Hence, it can be assumed that people who have obtained the highest scores and have arrived at the United States or Canada might show poor communicative competence since the speaking skill was not taken into account at the moment of the assessment.

In accordance with the previous information, some experts claim that the TOEFL test is not reliable at all as one macro-skill of the foreign language is not tested (Yuan-zen, 1990) and (Remos, 2004).

In an interview addressed to Ing. Martha de Carranza in charge of the student advisory of the Centro Cultural Salvadoreño (See appendix J), the following information was gathered.

The TOEFL test started to be administered in our country approximately 25 years ago. Every year the average of test takers is constantly fluctuating since the first year the

TOEFL test was administered. The year 2004, around 75 test takers have applied for the test at intervals of one month and a half.

The Centro Cultural Salvadoreño is the official institution that administers the TOEFL test in our country. Mrs. Carranza explained that the Centro Cultural Salvadoreño provides two kinds of evaluations: a) The Institutional TOEFL test and b) The International TOEFL Test.

The Institutional TOEFL test is used within our country for bilingual companies like hotels, tourist resorts, factories, educational institutions, and so on. For instance, INSAFORP (Instituto Salvadoreño de Formación Profesional) is frequently requiring the Centro Cultural Salvadoreño to provide the Institutional TOEFL test, which does not evaluate their writing skill.

Other famous Salvadoran educational institutions as the Universidad Tecnológica require the students of Profesorado en Idioma Ingles to take and pass the International TOEFL test as a requisite to graduate from this career. The Foreign Affairs Ministry has scholarship programs for students who want to study in countries like USA and Canada. One of the requisites for the students to get these scholarships is to reach the established score by the ETS in the TOEFL test. On the other hand, the International TOEFL test is designed by the English Testing Service (ETS). It is taken by people who want an admission or a scholarship in an American or Canadian university.

According to Marta de Carranza, the TOEFL test is updated year by year by the English Testing Service (ETS). Some tests are longer than others because the designers of the TOEFL test take some items from the TOEFL preparation course and include them in the coming real TOEFL test. Besides, the Centro Cultural Salvadoreño also offers a TOEFL preparation course three months before the date scheduled for the applicant's taking of the

test. In fact, if any test-taker fails the TOEFL test, s/he can apply for the exam once again as many as 6 times in a year. It is important to emphasize that Mrs. Carranza had no specific information to answer questions 2, 3, 4, 5, and 6 (See appendix J). Consequently, it makes harder the researchers' attempt to provide an exact historical reference about the beginnings of the TOEFL test in El Salvador.

Five years ago, the Computer Based TOEFL test (CBT) was implemented in El Salvador, but it was suspended because of lack of resources. Nowadays the Paper Based TOEFL test is official in our country. The Computer Based TOEFL test (CBT) is to be implemented in the year 2005. In the same year, the English Testing Service is planning to evaluate the speaking skill. To include the communicative sections will strengthen the reliability of the assessment since it will be more complete. At the same time that a new section will be incorporated to the TOEFL test format, new policies will be implemented. To study in depth about *the next generation TOEFL test*, it will be provided a brief explanation about the new changes that are coming soon. The scoring criteria will be modified, so for each section skill the score will be on a range from 0 to 30 for each section, *the listening, speaking, reading, and writing*. Besides, the total score for all the four sections of the new test format will be 120. The speaking and writing sections will include topics more concerned with academic matters so that test takers demonstrate their ability to deal with real academic environment. Tutorials will be eliminated; but, at the beginning of each section, directions on how to respond will be displayed. Furthermore, applicants will not worry about the computer adaptive for the listening and structure section; ETS will provide a "linear test". It means that test takers will be exposed to same level of difficulty. If they answer a question wrong or right, it will not affect the complexity of the next question. In the actual TOEFL CBT, to take notes during the listening section is

not allowed while in the next TOEFL test takers will not only be permitted to take notes in the listening section but also be allowed to do so in the speaking and writing section. This innovation will allow applicants to have more chances to do their best. Previously, it was mentioned that the speaking skill will be assessed. This will give more reliability to students who will study abroad. Four sections will make up this new test format, and they are as follows: *listening, reading, speaking, and writing*. These four sections will be described briefly; it is important to highlight that the information above and the information that follows may be changing continually as experts are looking for new techniques to be applied in the test.

The reading area includes 3 academic passages that test takers will be required to respond some comprehension questions that are addressed to evaluate how good they are at comprehending about the main concern of a passage. Besides, this part will include questions in which they put into practice what they have read by answering a table or finishing a narrative passage. Moreover, it includes a section in which they are able to review questions that they have not answered yet because they have decided to answer them at the end. This new feature allows the examinees to do the best within the section

The listening part takes into account two conversations that are carried out by two or more speakers, four conferences made up by classroom situations, questions that has to do with the applicants' ability to get a speaker's position toward a topic or a situation.

As regards to the speaking part, it comprises three parts that are to be explained as follows: two different assignments that ask about familiar affairs. In this assignment, applicants mention, detach, and support their answers applying their own understanding and experience. There are also two assignments focused on reading and listening worksheets which take into account a short reading article and a short conversation

(containing less information than those in the reading and listening parts). Moreover, this assignment includes questions that ask applicants to mix “information from both the reading and the listening sections.” One more assignment is added to this part, which is focused on a “campus-related” issue and the other is focused on “academic classroom material.” The other two assignments that this part includes are focused on a listening worksheet, taking into account a brief speech or a conversation. In these assignments, the examinee will encounter questions that ask applicants to have a summary of important thoughts from the conversations in the questions.

The writing section is made up of a reading, a listening, and a writing task. In this section, a test taker will have to read an academic passage and listen to a lecture; then they will have to respond a question in which they will have to give details about facts that are different in both, the academic passage and the lecture. There is another task that requires the test takers to explain details about their responses according to their own experience. As it can be seen, the new format for the next TOEFL test involves three skills when just one of them is being assessed as in this case that the writing section is being evaluated.

As explained before the TOEFL test is a very complex assessment. A taker ought to prepare previously for it. A well-prepared person has more opportunities to succeed and to obtain a good score that can serve for whichever purpose the person is taking it. There are many tools an applicant for the TOEFL test can prepare himself/herself with; among them, the following can be mentioned: TOEFL preparation courses in books and CD Rom, the Internet, and so on. Educational Institutions like some universities and the Centro Cultural Salvadoreño also offer preparation courses.

The University of El Salvador does not provide their Foreign Language students with TOEFL preparation courses at the end of their career. This is a disadvantage for the

students because they will face situations in which the knowledge acquired in a TOEFL preparation course will be necessary. Without a proper preparation, the students can face many obstacles when taking an English proficiency test as complicated as the TOEFL. It is important to mention that what is being stated here is not that the Bachelor's Degree in English students are not well-prepared for the TOEFL in terms of proficiency and management of the four macro skills assessed in the test – listening, structure, reading, and writing. They are, but they may need to refresh the knowledge acquired during the previous years of their studying the language. At the moment they take the test, they will be exposed to a great deal of complex academic English vocabulary and structures and that is what they need to be prepared for. So, people who want to succeed in the test need to study deeply. They should read materials in English including literature, professional and scientific articles, and articles from a general-interest magazine (<http://www.TOEFL.org>). The above mentioned materials will help them to improve their reading skills, expand their vocabulary, and increase their understanding of the English Grammar. In addition to reading, they should practice their listening skills in as many ways as possible - by listening to the radio in English, watching television programs like CNN, movies, and speaking with other English speakers (<http://www.ets.org/pub/toefl/9895551.pdf>)

Another factor in which the students may find some sort of problems is when they are asked to solve exercises in short periods of time, and they may not be able to handle the pressure. Jolene and Robert Gear (2002) suggest in their *TOEFL Preparation Course* to “Practice budgeting the time. Both the Computer Based Test and the Paper Based Test are taken under time limit pressures; learn to use your time wisely so that you can complete each section.” In a TOEFL preparation course given by the University the students would be trained in time managing skills.

In order to support the ideas mentioned before with facts, a diagnostic TOEFL test was administered to 5th year students of the Bachelor's Degree in English at the **Western Multidisciplinary Campus of the University of El Salvador**. The results obtained from this test were analyzed; and it was found that the students presented weaknesses in the following areas:

- ☞ Writing section
- ☞ Listening section
- ☞ Reading section (vocabulary, specifically)
- ☞ Time management

All of the students had problems in the writing skill. They showed weaknesses in their writing technique and style. The scores in the listening section were low. Besides, they showed weaknesses in the reading section, most of all concerning vocabulary related exercises like finding synonyms or antonyms of a word in the reading. Concerning time management, the students took much more time than the allotted; thereby most of them did not finish it. Students should be trained on how to budget the time wisely for both the Paper Based TOEFL test and the Computer- Based TOEFL test as they are taken under time limit pressure so if they learn how to manage time; it will be a key to doing well in a TOEFL test (Gear & Gear, 2000, pp.11)

It is necessary that the students start taking a TOEFL preparation course with a diagnostic test as it was done in this in this occasion, since through the results obtained; it was easier to know in which areas the students had weaknesses. Consequently, the students would have a course focused on the areas they need to strengthen. Gear (2002) considers that a student must work through the exercises that concentrate on the skills they need to develop. Therefore, if a student needs to strengthen their academic English vocabulary, s/he

needs to focus more in the vocabulary-related exercises of the course, not on others. There is a great deal of situations that can be mentioned, but what needs to be emphasized is the need students have to be prepared for these obstacles beforehand, whether they may hinder or not their performance in the TOEFL test.

To sum up, the importance of preparing a student for the TOEFL Test for a Bachelor's Degree in English does not rely only on reviewing what s/he has already learned; but also on improving his/her skills in the English language by a lot of means: getting familiar with the exercises and learning strategies proposed by experts who have done researches on how to excel in this test. As mentioned before, taking the TOEFL test is not a simple task; in consequence, it is essential that the student may prepare himself or herself for the obstacles he/she would encounter while having the assessment.

HYPOTHESIS

The more preparation fifth year students of the Bachelor's degree in English at the Western Multidisciplinary Campus of the University of El Salvador have for the TOEFL test, the more effectiveness and higher scores they will get when taking the test.

UNIT OF STUDY

Fifth year students of the Bachelor's degree in English at the Western Multidisciplinary Campus of the University of El Salvador of the year 2005

INDEPENDENT VARIABLE:

The preparation the students have for the TOEFL preparation course.

DEPENDENT VARIABLE:

The scores the students will obtain when taking the test

OPERATIONALIZATION OF VARIABLES

Independent Variable	Dependent Variable	
The student's preparation for the TOEFL test	The students performance when taking the TOEFL	
Indicators	Indicators	Sub-indicators
<ul style="list-style-type: none"> ☞ Proper preparation of the students in their listening-comprehension skill 	<ul style="list-style-type: none"> ☞ High performance in the listening-comprehension section of the TOEFL test 	<ul style="list-style-type: none"> ☞ Students' ability to understand conversations and lectures held or given by native English speakers in real-life situations. ☞ Students' ability to recognize academic English vocabulary in conversations ☞ Students' ability to get the meaning of words by context
<ul style="list-style-type: none"> ☞ Proper preparation of the students in English grammar 	<ul style="list-style-type: none"> ☞ High performance in the structure section of the TOEFL test 	<ul style="list-style-type: none"> ☞ Students' ability to recognize correct grammar in standard written English ☞ Students' ability to complete sentences using the word that best fits a given sentence. ☞ Students' ability to pinpoint errors in a given sentence
<ul style="list-style-type: none"> ☞ Proper preparation of the students in their reading skill 	<ul style="list-style-type: none"> ☞ High performance in the reading section of the TOEFL test 	<ul style="list-style-type: none"> ☞ Students ability to understand readings containing academic English ☞ Students' ability to understand idiomatic expressions or synonyms found in readings ☞ Student's ability to grasp the main idea of the paragraphs found in an academic English reading
<ul style="list-style-type: none"> ☞ Proper preparation of the students in their writing and composition skills. 	<ul style="list-style-type: none"> ☞ High performance in the writing-composition section of the TOEFL test. 	<ul style="list-style-type: none"> ☞ Students ability to plan an essay ☞ Students' ability to write a coherent and cohesive essay ☞ Students' ability to support their ideas with examples

RESEARCH METHODOLOGY

The research of the analysis of a TOEFL preparation course as a requisite to graduate from the Bachelor's degree in English at the **Western Multidisciplinary Campus of the University of El Salvador** has a qualitative-quantitative approach as the information to be used for the development of the research will be gathered from different sources such as interviews and sample TOEFL tests addressed to some fifth year students of the bachelor's Degree in English and interviews addressed to representatives of Educational institutions. In addition, the results obtained from the administration of the diagnostic and the progress TOEFL test will be compared and the percentages will be gotten in accordance to their level of accuracy.

Regarding the gathering of the data, some websites were visited in order to get acquainted with the latest information about the TOEFL in the official TOEFL websites. The information found was downloaded and printed to be used in the Statement of the Problem and Theoretical Framework. After this, an open interview was addressed to Marta de Carranza, the person in charge of advising students willing to study in the U.S.A., was designed (See appendix J). Some problems came out while she was being interviewed because she did not manage some information. Thus, some relevant information was not possible to collect; in spite of this fact, Mrs. Carranza provided some data that was included in the theoretical framework. Some Forum magazines were consulted and some information from a very interesting article was taken out and included in the theoretical framework. Then, five fifth year English students at the **Western Multidisciplinary Campus of the University of El Salvador** were administered a sample TOEFL test to know how well their scores were just by taking it without any preparation. After this activity, each test was carefully checked and graded. The students' gaps in the different sections that made up the

TOEFL test were observable and it was realized that students did not get good scores just by taking the test without being prepared. These students were asked to answer an open interview that was addressed to know about the students' opinion on the sections of the sample administered to fifth year students (See appendix C). This interview was composed of twelve items. Like the previous information, the data collected from the administration of the sample TOEFL test and the students' opinion about the sample were included in the theoretical framework, too.

To carry out the project, some fifth year English students will be asked to participate in a TOEFL preparation course that will last two months. It aims at proving if these students get better results in another sample TOEFL test after a period of preparation. It has been agreed that the program containing the preparation TOEFL test will be installed in the students' computers in order to facilitate the students' preparation for another sample test. Besides, some English lesson plans will be prepared in order to the students have a guide, and to provide them with similar exercises presented in the real TOEFL test (See appendix P). At first, it was thought that students were going to have a meeting with the researchers in the Language laboratory of the campus, but because of different schedules among students, it was decided that the meetings were going to be held in each students' houses. The general objective of this course is to provide the 5th year students with reliable strategies to succeed in the TOEFL test. It means that the students will be prepared with basic guides for the four skills assessed in the TOEFL test (listening, structure, reading, and writing). The students will be also instructed on how to solve the different types of exercises found in the TOEFL test more efficiently. Furthermore, students will be provided with varied vocabulary found in academic English.

This will take a great amount of their time; that is why, the students will meet with the instructors only once a week. During these meetings, the participants will be given material containing a variety of exercises on listening, structure, reading, and writing. They will have some mini-tests in order to measure the knowledge of the strategies and their progress in practice. At the end, they will have a progress TOEFL test in which they will show if the course has had a positive effect on the students' results.

The activities that will be held during the course are:

- 📁 Essay Writing practice
- 📁 Listening-Comprehension practice
- 📁 Grammar and Structure practice
- 📁 Academic Reading practice
- 📁 Error Identification (concerning the four sections in the exam)
- 📁 Understanding Idiomatic Expressions
- 📁 Understanding main topic of passages, lectures, conversations, and so on.
- 📁 Mini-quizzes

The contents that will be taught are the following:

📁 TUTORIAL FOR THE COMPUTER-BASED TOEFL

📁 SECTION 1 LISTENING

- ☞ Strategies to use for listening
- ☞ Practice with sounds
- ☞ Practice with idioms and phrasal verbs
- ☞ Practice with various structures
- ☞ Practice with understanding meaning from context

Part B

- ☞ Practice with topics
- ☞ Practice with details
- ☞ Practice with inferences

📁 SECTION 2 STRUCTURE

- ☞ Strategies to use for the structure section
- ☞ Strategies to use for complete-the-sentence questions
- ☞ Strategies to use for identify-the-error questions
- ☞ Practice with nouns
- ☞ Practice with articles and demonstratives
- ☞ Practice with pronouns and possessive adjectives
- ☞ Practice with subjects
- ☞ Practice with verbs
- ☞ Practice with subject /aux-word inversions
- ☞ Practice with word forms
- ☞ Practice with word choices
- ☞ Practice with clauses
- ☞ Practice with noun clauses
- ☞ Practice with adjective clauses
- ☞ Practice with reduced adjective clauses
- ☞ Practice with adverb clauses
- ☞ Practice with reduced adverb clauses
- ☞ Practice with comparing
- ☞ Practice with parallel structures
- ☞ Practice with prepositional phrases

- ☞ Practice with redundancies

📁 SECTION 3 READING

- ☞ Strategies to use for building reading fluency
- ☞ Strategies to use for building vocabulary
- ☞ Strategies to use for reading
- ☞ Practice with vocabulary
- ☞ Practice with main ideas
- ☞ Practice with understanding details and restatements
- ☞ Practice with inferences

📁 SECTION 4 WRITING

- ☞ Strategies for building essay-writing fluency
- ☞ Strategies to use for the essay
- ☞ Writing paragraphs
- ☞ Writing essays

📁 PRACTICE TESTS

- ☞ Progress Test

Because of the deficiencies shown by the students in the diagnostic test, a TOEFL preparation course was designed in order to help the 5th year students of the Bachelor's Degree in English to overcome any obstacles that they may find when taking a TOEFL test in the future. As it was important to build the contents according to the reinforcements they need, two TOEFL preparation courses were compared: the *Complete Guide for the TOEFL® Test* by Bruce Rogers and the *Cambridge Preparation for the TOEFL® Test* by Jolene Gear and Robert Gear. These two books were analyzed, and it was concluded that

both of them contained a great variety of strategies and exercises that would help the students of the Bachelor's Degree in English improve, to a great extent, their proficiency. Finally, it was decided that The *Cambridge Preparation for the TOEFL® Test* will be used to prepare the students during the course and then to enable them to succeed in the progress TOEFL test. It is important to point out that these topics and activities mentioned above were taken from this reliable TOEFL preparation book.

At the end of the course, the students will have a Computer Based TOEFL test since it is necessary to know if the course was effective. The computer laboratory will be requested for this matter; in case it is not possible to carry it out there, the test would be paper based and the language laboratory would be used instead. Next, the results obtained in the tests will be interpreted and will help to test the hypotheses. The results of tests, the diagnostic and the progress test will be compared in order to know what their progress was.

The participants in the course will be interviewed, for it is important to know if the preparation has helped them to feel more confident when having their English proficiency evaluation. In addition, three interviews were made; the first one which contained four items was addressed to gather fifth year students' opinion on the Implementation of a TOEFL preparation course for the undergraduate students of the career Licenciatura en Idioma Ingles, opción: Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador (See appendix K). The second one was designed in order to gather the students' point of view about the knowledge they acquire during the TOEFL preparation course (See appendix L). This interview contained five items. The third one contained twelve items and it was aimed to gather information about any contrasting situation the students of the course may encounter during the taking of the test after a

TOEFL preparation course (See appendix M). The questions included in the interview will be open. The results will be interpreted later and they will serve to test the hypothesis.

CHAPTER II

ANALYSIS AND

INTERPRETATION OF DATA

ANALYSIS AND INTERPRETATION OF DATA

To analyze the results of the development of the research project it was agreed that the diagnostic and progress tests would be carefully compared. Taking into consideration that in the diagnostic test students did not get the required score, a TOEFL preparation course was set to prove if the test takers improved their scores in the progress test, administered on November 26, 2004. The TOEFL preparation course was taken by five students of the 5th year of the career of Licenciatura en Idioma Ingles, Opcion Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador. The improvements were noticeable just in three students since they attended all the classes and developed all the exercises assigned by the instructors. The students who attended the course will be addressed as students A, B, C, D, and E to protect their identities.

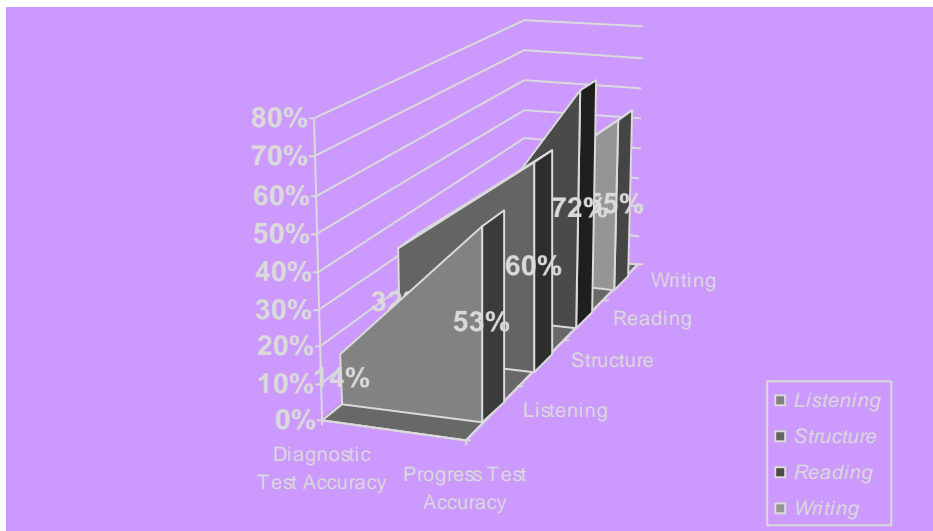
CHART I

DIAGNOSTIC AND PROGRESS TOEFL TEST COMPARISON TABLE		
STUDENTS	DIAGNOSTIC TEST	PROGRESS TEST
A	37-53	93-153
B	133-150	160-233
C	83-103	137-197
D	77-90	130-187
E	113-130	137-193

CHART II

PERFORMANCE OF STUDENT A

SECTION	DIAGNOSTIC TEST		PERCENTAGE OF ACCURACY	PROGRESS TEST		PERCENTAGE OF ACCURACY
	CORRECT	INCORRECT		CORRECT	INCORRECT	
Listening	7	43	14%	20	30	40%
Structure	8	12	40%	12	8	60%
Reading	8	42	16%	22	28	44%
Writing			25%			55%



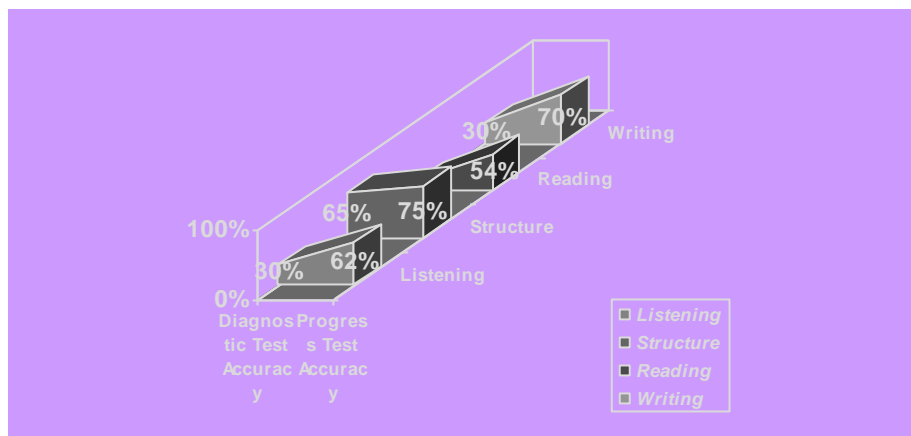
There were 50 questions to respond in the listening section of both, the diagnostic and progress test. In the diagnostic test, this student got 7 correct responses equivalent to 14 percent of accuracy in the listening section, while in the progress test this student obtained 20 correct responses reaching an average of 40% of effectiveness. In the structure section of the diagnostic test, student A obtained 8 correct responses. It means that her average corresponds to 40% of grammatical accuracy. On the other hand, in the progress test of the section above mentioned, this student got 12 correct answers with a percentage of 60% in

the structure section. The third skill evaluated in the diagnostic test was reading. Student A obtained 8 correct responses in the first exam, but in the second exam, she got 22 correct answers from a total of 50 interrogations. The percentages obtained in these evaluations were the following: 16% of accuracy in the diagnostic test, and 44% in the progress test. Concerning her writing ability, it can be said that in the diagnostic test, she got 25% because she did not state a coherent idea about the topic given. As regards to the progress test, she obtained 55%, improving her writing style accuracy in 10%.

CHART III

PERFORMANCE OF STUDENT B

SECTION	DIAGNOSTIC TEST		PERCENTAGE OF ACCURACY	PROGRESS TEST		PERCENTAGE OF ACCURACY
	CORRECT	INCORRECT		CORRECT	INCORRECT	
Listening	23	27	46%	36	14	72%
Structure	11	9	55%	13	7	65%
Reading	32	18	64%	36	14	72%
Writing			30%			70%



Regarding the student's B performance in the listening section of the diagnostic test, it was found that the number of incorrect responses was 27 items. On the other hand, the progress showed by the student on the second test was really noticeable. Out of 50

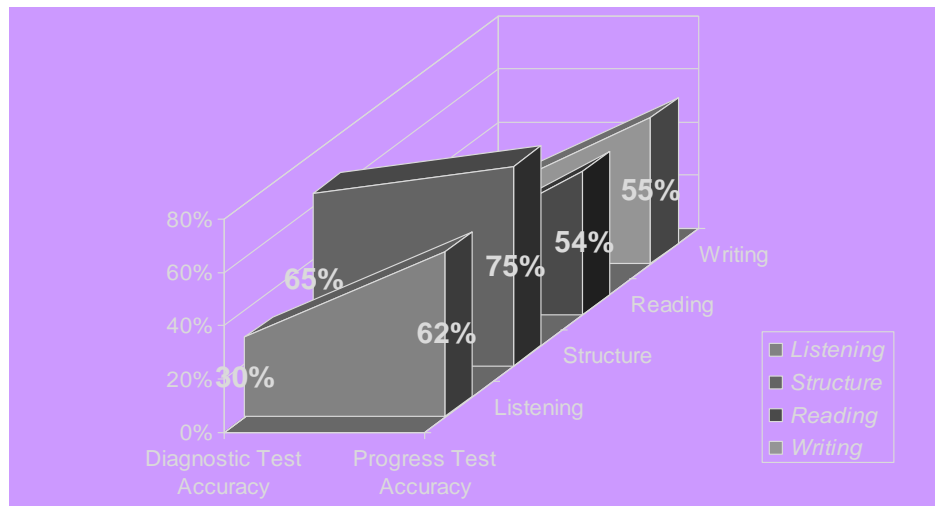
questions just 14 were wrong. It means that the student increased his accuracy in this section responses from 46%, to 72%, after taking the TOEFL preparation course. Concerning his performance in the structure section of the diagnostic test, he obtained 11 correct responses from a total of 20 items. While in the progress test, the student obtained 13 correct responses. So, in this section, a slight advance was shown. It can be stated that in the diagnostic test he had 55% of accuracy in the development of the questions. And, in the progress test, 65% of effectiveness was obtained. Besides, what the reading sections of the diagnostic and progress tests show is that student B reached an average of 64% in the former exam, and 72% in the latter test. This demonstrates that the student B had a light shift in the reading section because he got 32 correct answers in the diagnostic test and 36 correct interrogations in the progress test. In the diagnostic section of the writing section, student B did not establish a clear idea when writing the essay because he did not support it with accurate details. Obviously, he could not entwine the supporting ideas for the main topic. Besides, the paragraphs did not contain varied vocabulary. But, in the progress test, he considerably improved his writing ability as he made use of complex vocabulary; moreover, he applied different grammatical elements of the English language such as: subordinating and coordinating conjunctions which enriched his writing style. However, he still made some mistakes on spelling and punctuation. Therefore, his average in the first exam was of 30% and in the progress test was 70%.

CHART IV

PERFORMANCE OF STUDENT C

SECTION	DIAGNOSTIC TEST	PERCENTAGE OF ACCURACY	PROGRESS TEST	PERCENTAGE OF ACCURACY
	CORRECT / INCORRECT		CORRECT/ INCORRECT	

Listening	15	35	30%	31	19	62%
Structure	13	7	65%	15	5	75%
Reading	7	43	14%	27	23	54%
Writing			20%			55%



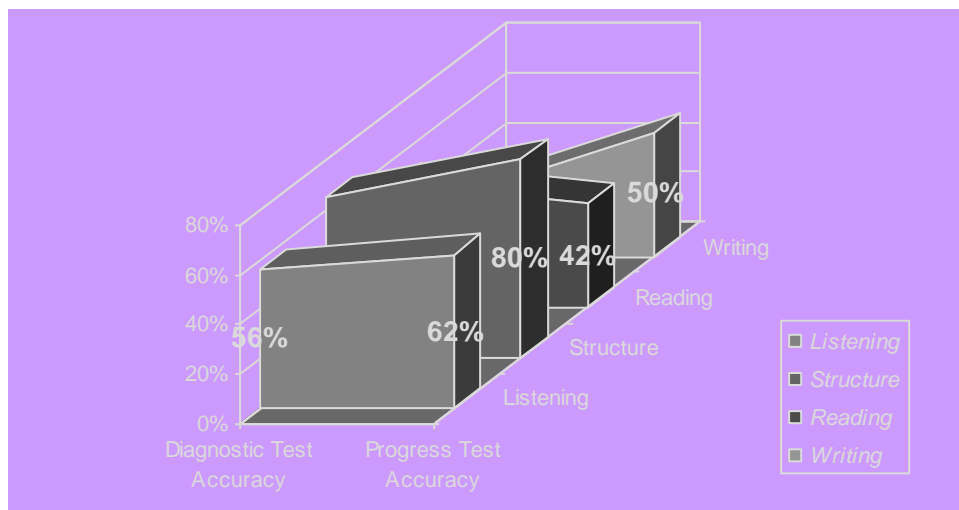
As regards to the results obtained by the third student who will be addressed as student C, they showed that there was a significant increase in his accuracy in the listening and reading section. For example, in the listening part of the diagnostic test, he obtained 15 correct responses from a total of 50 items. It means that his percentage in the listening section was 30%. In contrast to the results of the progress test, he got 31 correct items. So, this reflects 62% of accuracy was reached in the listening section of the progress test. In the structure section, student C did not show a relevant improvement since in the diagnostic test he got 13 correct answers, and in the progress test he obtained 15 correct responses from a range of 20 questions. That is to say, in the first test, this student's percentage of the grammatical accuracy was 65%; meanwhile, in the second test his percentage was 75% as regards to the accuracy of the grammatical ability. In the reading section, the performance

of student C in the diagnostic test was not as high as the one obtained in the progress test. The results are as follows: in the former test, he got 7 correct responses from a total of 50 interrogations; it shows that his accuracy at understanding long readings was 14%. However, in the latter test he obtained 27 correct answers. These data demonstrates that his accuracy in this section was 54%, increasing the effectiveness of his reading skill 40%. Concerning his writing skill, it can be established that in the diagnostic test, he got 20% because he did not state a coherent and cohesive idea. In the progress test, he obtained 55% improving somehow his writing style, but still lacking some techniques used to write essays.

CHART V

PERFORMANCE OF STUDENT D

SECTION	DIAGNOSTIC TEST		PERCENTAGE OF ACCURACY	PROGRESS TEST		PERCENTAGE OF ACCURACY
	CORRECT	INCORRECT		CORRECT	INCORRECT	
Listening	28	22	56%	31	19	62%
Structure	13	7	65%	16	4	80%
Reading	25	25	50%	21	29	42%
Writing			25%			50%

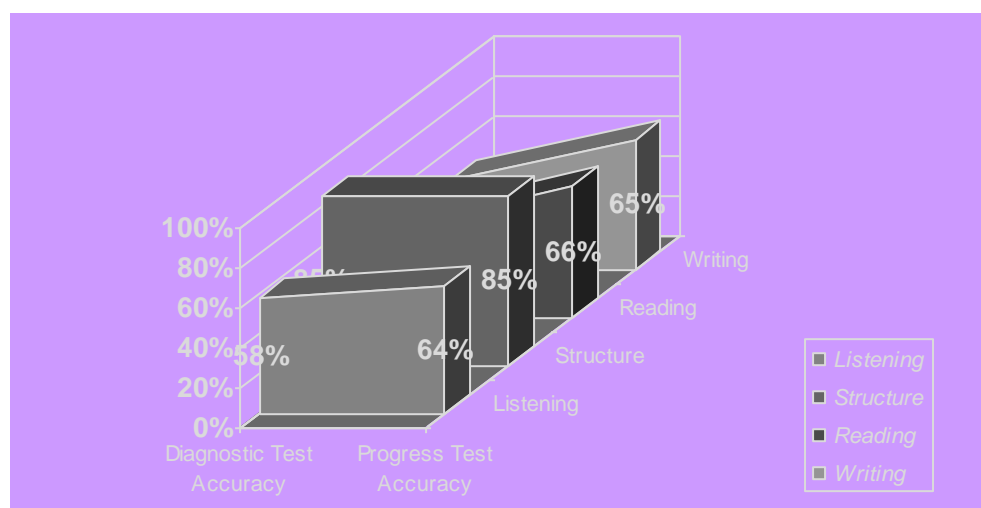


The results obtained by student D show just a slight change because she kept an average of wrong answers in both exams. For instance, she obtained 28 correct responses in the diagnostic test, but in the progress test she got 31 correct responses from a total of 50 items in the listening section. It can be stated that her percentage in the first exam was of 56%; meanwhile, in the progress test she got 62% percent of effectiveness in the listening section. The percentage got by this student in the diagnostic test of the structure section was 65%, and her average in the progress test was 80%. In other words, she obtained 13 correct responses in the first exam and 16 correct ones in the second exam, all responses from a total of 50 interrogations on the computer's screen. In the reading section, student D got a problem since in the diagnostic test she got 25 correct responses, and in the progress evaluation, she obtained 21 correct answers, from a total of 50 items that the reading part contained. This reflects that the percentage of effectiveness in the former test was 50%, and in the latter exam, her accuracy was 42%. What these results show is the lack of preparation student D had toward the reading section. Student D got an average of 25% in the writing section of the diagnostic test because her writing was really poor. For instance, she did not give specific details about the theme; furthermore, she did not support her opinions with coherent information. Like the diagnostic test, she did not achieve a higher level in the progress test, since she wrote the paragraphs of the essay using choppy sentences. In addition, she used no connectors nor did she use the grammatical rules to write an acceptable essay. So, she got 50%.

CHART VI

PERFORMANCE OF STUDENT E

SECTION	DIAGNOSTIC TEST		PERCENTAGE OF ACCURACY	PROGRESS TEST		PERCENTAGE OF ACCURACY
	CORRECT / INCORRECT			CORRECT / INCORRECT		
Listening	29	21	58%	32	18	64%
Structure	17	3	85%	17	3	85%
Reading	22	28	44%	23	27	66%
Writing			45%			75%



The average of student E in the listening section of the diagnostic test was the 58% and 64% in the progress test. In the former test, this student got 29 correct items and in the latter exam, she obtained 32 correct responses. In the structure section of both exams, the diagnostic and the progress test, student E obtained 17% of accuracy in both of the evaluations' responses. It means that her average corresponds to 85% of accuracy in grammar. In the reading section of the diagnostic test, student E obtained 22 correct responses so her average corresponds to 44% of effectiveness; on the other hand, in the progress test, she obtained 23 correct answers, getting an average 46%. Concerning the

writing section of the diagnostic test, her accuracy at writing essays was 45% since she did not link ideas with the suitable connectors. Besides, she had some spelling mistakes and she did not use the suitable words to refer to a certain word; meanwhile, in the diagnostic test, the same student obtained an average of 75%. She did improve her effectiveness to write essays and to detach the main topic.

***FACTORS THAT AFFECTED THE STUDENTS PERFORMANCE IN THE TOEFL
TEST ACCORDING TO THE OBSERVATION GUIDE SHEETS***

Many factors that can be referred as relevant concerning the performance the 5th year students of the Bachelor's Degree in English who took the TOEFL preparation course had on the TOEFL progress test. First, the student's consistence in attending the course would be an important issue concerning their reviewing and learning vocabulary and structures under supervision. Second, the student's interest in working on the exercises, as a manner of reviewing every single English rule the students might have forgotten or might have missed when studying their career's subjects, would have ensure them on what to answer in spite of any distractors found in the test. Third, the student's interest on passing the test which would make them want to be ready for the challenge the TOEFL test represents. And last but not least, the duration of the course would determine how much time the students needed to devote to the preparation process. All these factors, whether combined or not, affected the students' performance and made the students advance or fall behind their classmates.

The student's attendance to the course differed from one another. There were the students who attended the course regularly and there were the others who did it irregularly. Taking the classes with an instructor makes a great difference because the student's work is supervised, and if there is any doubt about something, it can be cleared immediately. The tips for taking the tests were given there also. Consequently, they not only were taught grammar and structure, but also were given advice on the tricks that may be found in the TOEFL test or how to make better use of their time. Very marked differences were noticed in their performance during the tests. While the student, who did not meet with the instructors, as agreed, experimented just slight changes in the scores obtained in the diagnostic TOEFL test and in the progress TOEFL test, the students who attended classes regularly had very significant variations in their scores: they increased their test's responses accuracy in a very wide percentage after the course (See appendix O). According to these facts, it can be inferred that the students who took the classes and studied the lessons under the supervision of an instructor obtained more benefits from it than those who prepared for the test with a little supervision.

The second factor, the student's solving of the exercises given in throughout the course, implies the student's effort in preparing for the exam solving a great deal of items carefully elaborated by experts who have investigated on how to excel in the TOEFL test. This condition brought about a lot of results that proved how the students who were consistent in the solving of exercises of the different sections of the TOEFL preparation course improved their grades when they had the progress exam. But, it also showed that the students who had less practice had less progress than those who did work in answering the problems presented in the course. This factor also relates immensely to the attendance to classes of the students since the students were not supervised as those who did attend

classes, they had the tendency to leave the solving for later and they did not return the work they had to do in the established time. There were even some students who did not complete entire sections of the course just because they did not have the time. On the contrary, the students who had attended their sessions on regular basis had to work under supervision; consequently, they studied more.

The third factor, the student's interest in passing the TOEFL test, affected the results they had in the progress test after the course. The grades obtained by the students varied as their interest did. It is obvious that the student's interest was affected by their overwhelming works. By the time they were taking the course, they also were taking time-consuming subjects as Seminar II, in which they have to do a research project, and their teaching practice, which also requires a lot of dedication. As a result some students missed the classes, did not do the exercises, and so on. The students, of course, had more important priorities other than taking the course. There were just three students who had these problems. They were the ones who got lower scores. Unlike the students above mentioned, the other two had more interest in taking the course, since they were freer and their responsibilities were less. It does not mean that taking the TOEFL was an important priority for them, but at least they devoted more time to studying than the others.

The duration of the course was another factor that affected student's grades. The TOEFL preparation course was set with anticipation to do it in 2 months. The students would have a session once a week. This made a total of 9 sessions in a month. The rest of the work, they had to do it at home. After the course, the student's scores increased after the course in noticeable amounts, but still, two months were not enough to make them give their best. It is necessary to take more time to work with the students in order for them to have better scores. The material the students have to study is especially prepared to make

them succeed in this task, but if they do not finish all the contents, they will be missing important knowledge of such an integral course.

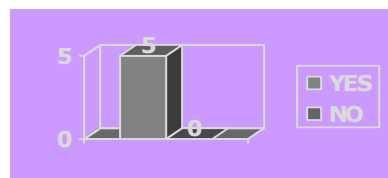
The students' performance in the progress test differed enormously because of the factors above mentioned. To excel in the TOEFL is not just a matter of communicating in English. A person needs to be prepared for it. The students who attended classes regularly and showed more interest studied more than those who missed classes very often and forgot to solve the exercises. This fact shows how important a serious preparation for the TOEFL is if you want to excel it.

***QUESTIONNAIRE DIRECTED TO THE STUDENTS WHO ATTENDED THE
TOEFL PREPARATION COURSE***

This questionnaire was directed to the students who took the TOEFL preparation course with the objective of gathering information about any contrasting situation the fifth year students of the career Licenciatura en Idioma Ingles encountered during the taking of a TOEFL test after attending a TOEFL preparation course.

- 1. Did you find the listening exercises of the second TOEFL test easier to solve than in the first one.**

YES	NO
5	0

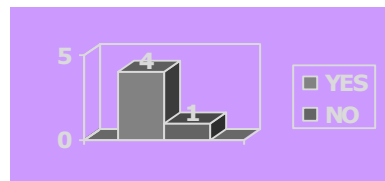


When explaining why they had answered affirmatively to question number one, the students agreed that the practice they had had these months had helped them to solve the exercises. Student D said that she had felt more concerned on their outcomes in the second

test than in the first one. This shows that the practice on the listening section the students had during the TOEFL preparation course helped them to increase their scores in the listening section of the test. Another factor that made increase one of the student proficiency was the motivation he had to obtain a better score in the progress test.

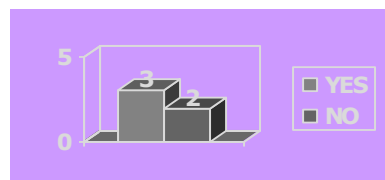
2. Did you find the structure exercises of the second TOEFL test easier to solve than in the first one?

YES	NO
4	1



Students A, B, C, and D answered affirmatively to question number 2. They said that they found the structure exercises of the second TOEFL test easier to solve because of the practice they had had. They mentioned that this practice helped them refresh the structures they had forgotten and that knowing in advanced the type of exercises they had to solve, they felt more confident on what they were doing. Student E said that she found the exercises in the first test easier. This shows that the preparation course the students had on the structure section helped most of them to remember some structures they had forgotten. Knowing in advanced what the type of exercises the students had to solve, helped them answer the questions of the structure section with sureness on the answers they were choosing by the time they were evaluated with the progress TOEFL test.

3. Did you find the reading exercises of the second TOEFL test easier to solve than in the first one?

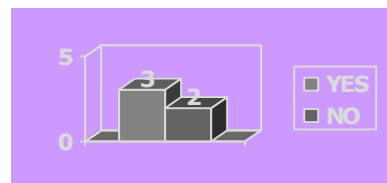


YES	NO
3	2

Just three of the students, C, D, and E, answered affirmatively to the third question of the exam and the explanations are as follows: student C said that the practice he had in classes helped him because he knew what type of exercises were going to be included in the reading section; student D stated that what helped her was to follow the instructions and to read and reread when she was asked to in order to give accurate answers; and student E said that what helped her was her reading every part deeply and answering carefully all the questions that she found in the test. This means that most of the students took into account the instructions given in the reading section of the TOEFL preparation course and that the practice they had there helped them improve their performance in the TOEFL. Just student A mentioned that she felt tired because the exercises were too long and tedious. On the other hand student B stated that she found the same level of difficulty in the reading section of the diagnostic test and the progress test.

4. Was it easier for you to solve the writing section in the second test than it was in the first one?

YES	NO
3	2

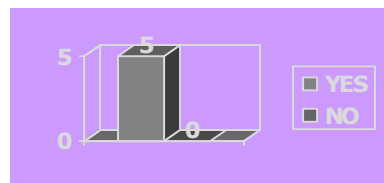


Three of the students answered question four affirmatively and all of them coincided that the reason why they felt that the writing section in the second TOEFL test was easier to

solve than it was in the first one was that the practice they had helped them was the practice they had on the writing section of the TOEFL preparation course. They said that having exercises to reinforce their writing skill helped them found the exercises in the writing section of the progress TOEFL test easier to solve than in the diagnostic TOEFL test. Student C mentioned that one of the reasons that made him solve the writing section easier the second time he took the TOEFL test was the practice he had had before taking the TOEFL test. Two of the students answered negatively. This results show that the TOEFL preparation course, regarding the students writing skill, did help most of the students feel more confident when solving the writing section of the TOEFL test.

5. In the second test, did you finish all the exercises in the pre-established time?

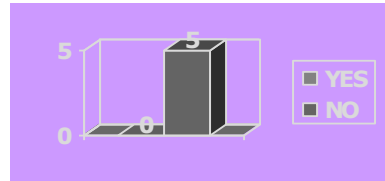
YES	NO
5	0



All the answers to the fifth questions were affirmative. There were varied reasons why the students finished the exercises in the pre-established time, though. The students said that the practice they had had helped them by making them feel surer about the answers they were going to give, by making them familiar with the type of exercises they had to solve in the test, and by making them manage the time better. This shows that instructions given in the TOEFL preparation course were followed by the students and made them have a better management of the time than they had in the last TOEFL test they took.

6. Did you feel as much pressure in the second TOEFL test as you felt in the first one?

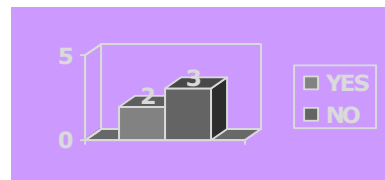
YES	NO
0	5



All the students agreed that they felt much more pressure in the first TOEFL test that they felt in the second one because they were facing something unknown and consequently they had no idea what the test was going to be about. This shows that the students felt less pressured and nervous when they know in advance what the TOEFL test is going to be about. Also, this helps them feel more relaxed when answering the items found in it.

7. Was the environment as pleasant when you took the first test as it was when you took the second one?

YES	NO
2	3

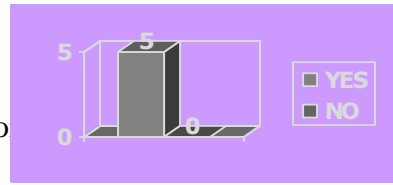


Three of the students found that the environment was much more pleasant in the second evaluation. Moreover, the ones who stated that the environment was more pleasant in the second exam were in agreement that this fact had a positive influence on their answers because they felt very tranquil and relaxed.

8. Were the instructions clear when you took the computer based TOEFL?

YES	NO
-----	----

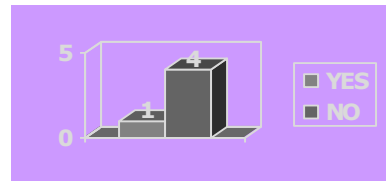
5	0
---	---



All the students agreed that the instructions for the TOEFL Test were clear since this test includes a tutorial that they can read and listen. They also mentioned that the practice they had had with their TOEFL preparation course in CD-ROM helped them find the structures clearer. This shows that the students who had practiced with their CD-ROMs had less trouble solving the exercises in the CBT. And the other students, who did not practice, understood pretty well the instructions by reading or listening to the tutorials.

9. Did you feel as tired when solving the second test as you were when solving the first one?

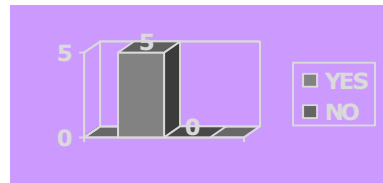
YES	NO
1	4



In this question, students A, B, C, and E, answered negatively because they said that they felt more tired in the first exam, and that they were not too certain about the answers. Student D also added that she felt that the diagnostic test was longer than the second. This shows that not being certain about the answers made the students take more time to solve the exam; consequently the time the exam lasted was longer. This made the students feel a lot more tired than they felt in the second TOEFL exam.

10. Did your study and preparation test made you feel more confident than you felt when taking the second one?

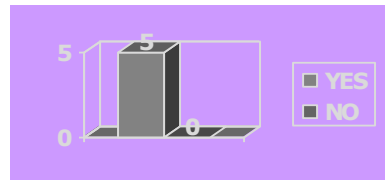
YES	NO
5	0



All the students were in agreement in question number 10 since they expressed their point of view by stating that they felt more confident in the second test. They also answered that the preparation made them feel secure about the contents they would encounter in the progress test. This shows that a TOEFL preparation course provides students with more confidence on their answers since they have already gone over the structures they are going to find in the exam and with the type of items they will have to solve.

11. Do you think you need a TOEFL preparation course to take the test?

YES	NO
5	0



Obviously, all five students answered affirmatively since the results of the first test were not too satisfying as a result of the lack of preparation for the taking of this test.

12. What is your opinion about the last sample TOEFL test after attending a TOEFL preparation course?

When asking student A this question, she said that the progress test was more objective than the first one. In accordance with student B and C, they responded that the second test was less difficult than the first test. On the other hand, student D answered that she could go over a real TOEFL test with previous preparation in order to get the required score. The last student answered that she considered easier the second test, and she

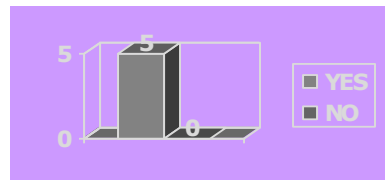
considered that the students have the chance to get ready and conscious about the process. This shows that the students feel that it would be easier for them to get a good score in the TOEFL test after having a TOEFL preparation course.

***QUESTIONNAIRE DIRECTED TO THE STUDENTS WHO ATTENDED THE
TOEFL PREPARATION COURSE***

This questionnaire was addressed to the students who took the TOEFL preparation course with the purpose of gathering fifth year students of the career Licenciatura en Idioma Ingles point of view about the development of the knowledge they acquired during the TOEFL preparation course.

1. Have you experienced an increase on your confidence, concerning your English proficiency, after taking the TOEFL preparation course?

YES	NO
5	0

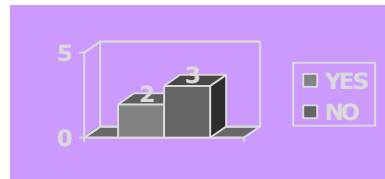


In this question, they all were in agreement their confidence increased because they said that they measured their knowledge concerning the English language; furthermore, they stated that they got a lot of new vocabulary and practice with the TOEFL preparation course. A really important thought that they expressed was that they felt disappointed after taking the first exam because they were aware that the results would not be good, but they felt satisfied with the results of the second exam because they had follow through on a process in which they were instructed with some tips on how to handle the exercises and drills on the real TOEFL test. This shows that the TOEFL preparation course they had

increased their confidence because they got to reinforce their skills, increase their vocabulary, and to use the strategies to make the exam more understandable.

2. Did you attend all sessions of the TOEFL preparation course?

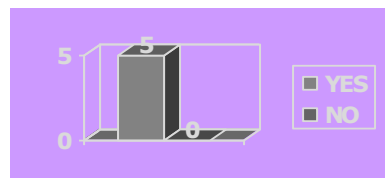
YES	NO
2	3



Student A and B attended all the sessions willingly because they stated that they wanted to improve their English knowledge, to do a better performance in the second test, and to know well the characteristics of the real TOEFL test. On the other hand, the rest of the students explained that they had had some time constraints; for example, they had to attend regular classes of their career at the university.

3. Did the exercises and drills provided by the instructors reinforce your knowledge in the English language?

YES	NO
5	0

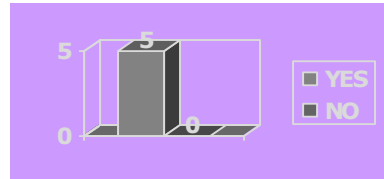


Obviously, all the students answered affirmatively as they said that long time ago they studied the structures taught in the preparation course, and they had already forgotten some of them; so the drills and exercises provided by the instructors refreshed their knowledge on how to build complex sentences, and how to correct dangling modifiers. This

fact shows how important was for the students being taught and refreshed on the English structures, vocabulary, and writing strategies.

4. Do you think TOEFL test takers should be provided with this preparation courses?

YES	NO
5	0



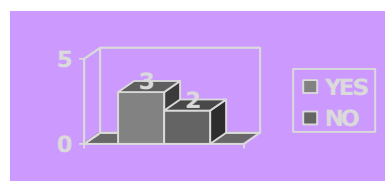
The whole population agreed with this question because they explained that if the test takers go through a TOEFL preparation course, they would have an idea about the real TOEFL test, and they would know in advance what they are expected to do. Besides, they responded that it would be important for them to take the course since it would improve their performance as EFL students and professionals. This shows that the course helped the students more confident on what they were going to do in the exam because they had practice on their English proficiency skills.

5.

6.

7. Did you solve the exercises and drills of the preparation course easy?

YES	NO
3	2



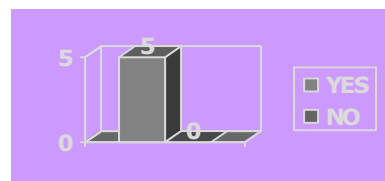
The students who answered affirmatively stated that they did not have problems when solving the exercises. On the other hand, two of the students found that the items of the preparation course were tiring due to their complexity. Some students stated that in some sections like the reading section they found more trouble than in the listening and structure sections, but this fact helped them because the exercises reinforced their skills. They said that the skills they had to reinforce the most were the reading and the writing sections. This shows that the TOEFL preparation course helped the students reinforce the knowledge on the listening, structure, reading, and writing skills.

***INTERVIEW DIRECTED TO THE STUDENTS WHO ATTENDED THE TOEFL
PREPARATION COURSE***

This interview was used to gather fifth year students opinion on the implementation of a TOEFL preparation course for the undergraduate students of the career Licenciatura en Ingles, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador.

- 1. Do you think it would be useful to implement a TOEFL preparation course for next undergraduate students of the career of Licenciatura en Ingles Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador?**

YES	NO
5	0



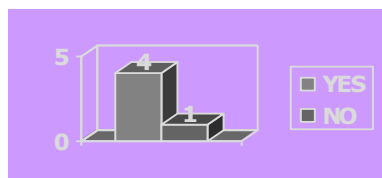
The reasons students gave for their answers were that a TOEFL preparation course not only would reinforce their English proficiency skills but also it would help them to know on what skills they have weaknesses. They think taking the test would show them the level of proficiency they have obtained after the five years of studying the career.

2. How would the undergraduate students be benefited with this implementation?

The students said that besides reinforcing their abilities, it would help them obtain better results when taking the TOEFL to get a scholarship or to get a good job. This shows how the course made the students improve in two important aspects of their learning: their abilities and their confidence.

3. Do you consider that to pass the TOEFL test should be a requisite to graduate from the career of Licenciatura en Ingles Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador?

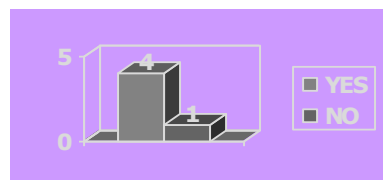
YES	NO
4	1



According to four students, they agreed that it would be of great importance for undergraduate students to pass the TOEFL test as it will be measured the knowledge they have acquired during the time their career lasted. In addition, some of them said that it would prepare undergraduate students in case they want to apply for a scholarship. So it can be said that the population is aware of the importance of going through a preparation course to do their best in the real TOEFL test.

4. If the TOEFL preparation course were implemented should it be taken as a subject of the career of Licenciatura Idioma Ingles Opción Enseñanza curriculum?

YES	NO
4	1



Four of the students answered affirmatively to the fourth question of this interview. The reasons they gave were that if it were a subject, it would make the students to be more responsible in attending the course and solving the drills and exercises it presents. They said that with this kind of preparation the students would have good scores if taking a TOEFL test to apply for a scholarship. One of the students thought that as they have a lot of pressure during the fifth year of the career it would be better to take the course after finishing with the subjects they are taking by that time; furthermore, the course should not be taken as a subject of the career's curriculum. This shows that it would be better to have the TOEFL preparation course as a subject since the students would take it more seriously if it is one of the term's subjects.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

After analyzing all the data gathered from the research **An Analysis of the implementation of a TOEFL preparation Course as a requisite to graduate from the career of Licenciatura en Ingles, Opción Enseñanza**, the following conclusions were drawn:

- a) Taking the TOEFL test with no preparation beforehand had bad repercussions on the 5th year students of the career Licenciatura en Idioma Ingles, Opción Enseñanza results since they lacked knowledge on the types of exercises the TOEFL presents, lexicon to understand the ideas presented in speeches or readings, and technique and style to write essays.
- b) Knowing with anticipation what they are to face when administered a TOEFL test helps the test's applicants feel more relaxed and confident on what they are doing.
- c) A TOEFL preparation course improves students' accuracy when answering the items found on the sections assessed in the TOEFL test.
- d) The students' increased proficiency in the four sections assessed in the TOEFL test was relative to the preparation they had during the course.
- e) Having a TOEFL preparation course facilitates the applicants' success in obtaining a suitable score to be a candidate for a scholarship or a job. As demonstrated in the results obtained during the development of the TOEFL preparation course and in the progress TOEFL test, the students reached a higher score than they did in the diagnostic test improving their performance in the sections that they found troublesome in the diagnostic TOEFL test.

- f) Attending the course and solving all the drills influences students' results in a great deal since the drills and the strategies taught in the course were essential to make the students' job clearer and easier during the test. The results showed that they were less confused by distractors and that they managed their skills in a better way than before. Their time management was better; all the students finished the progress test faster than the diagnostic test. The students that attended the course regularly portrayed more confidence and were more accurate on their answers than those students who barely attended the course.
- g) The hypothesis set was accepted since the students improved their scores in the progress test. Some of them did not reach a score required, but the changes in the last test were somehow outstanding as shown in the interpretation before explained.

To sum up, it can be stated that a TOEFL preparation course is necessary for any EFL student to face an examination as difficult like the Test of English as a Foreign Language. Taking into consideration that what they have studied during the time the major lasts is not sufficient to go through the complexity of the TOEFL test. It is necessary to provide the EFL students with tools that will guide them to a better understanding of what the TOEFL test is about.

RECOMMENDATIONS

After finishing the research work, some recommendations have come up to be taken into account if a preparation course for the TOEFL test were implemented in the Language Department at the Western Multidisciplinary Campus of the University of El Salvador. The recommendations are presented as follows:

a) The TOEFL preparation course should last one semester, the last semester of the fifth year of the career, since in that semester the students course three subjects only. During that semester, the topics of the course should be taught four hours a week; in that way, the course would not take too much from the time allotted to do field work on subjects like Seminar II.

b) There should be a diagnostic test at the beginning of the course to dedicate more time to the reinforcement of the skills the students have more trouble with.

c) The TOEFL preparation course should be obligatory, but if students do not obtain the score established by the Foreign Language Department of this campus, it would not have repercussions since the fact of passing the test would not be a requisite to graduate from the Licenciatura en Idioma Inglés Opción Enseñanza; the requisite would be to attend the course, instead.

d) To prevent the students' absence, a 75% of attendance to the course should be required for the students to be considered as fulfillers of the requisite of taking the TOEFL preparation course.

e) The students should present at least a 75% of the exercises given as homework to be considered as fulfillers of the requisite of taking the TOEFL preparation course in order to prevent the student's not working on the exercises.

e) During the development of the TOEFL preparation course, the students should be tested through mini-tests. There would be eight mini- tests, two for each section which would be worth 5 percent each.

f)	2 mini-tests for the listening section	12.5 percent each	A total of 100 percent, a 30 percent of the global grade	During course, computer should be
	2 mini-tests for the structure section	12.5 percent each		
	2 mini-tests for the reading section	12.5 percent each		
	2 mini-tests for the writing section	12.5 percent each		

used at least four times for the students to work on similar-CBT exercises found in the TOEFL preparation course CD-ROMs. This would help the students use the computer without problems while taking a CBT.

g) The proposed global grade, required for the students to be considered as fulfillers of the requisite of taking the course goes as follows:

SUGGESTED EVALUATION CRITERIA FOR THE TOEFL PREPARATION COURSE	
30%	Attendance
30%	Homework
30%	Mini-tests
10%	TOEFL Test
100%	Global Grade

If they don't obtain this grade they will have to take the course again.

f) The EFL students at the Western Multidisciplinary Campus of the University of El Salvador should be instructed about the importance of preparing for the TOEFL test, and the many benefits that they may obtain if they get the required score in the before mentioned exam.

BIBLIOGRAPHICAL REFERENCES

- Gear, J., & Gear, R. (2002). Cambridge Preparation for the TOEFL Test: Scoring information for the TOEFL test. The United States of America: Cambridge University Press, pp.3-10.
- Gear, J., & Gear, R. (2002). Cambridge Preparation for the TOEFL Test: Tutorial for the Computer-Based TOEFL test. The United States of America: Cambridge University Press, pp.13-34.
- Gear, J., & Gear, R. (2002). Cambridge Preparation for the TOEFL Test: Diagnostic TOEFL test. The United States of America: Cambridge University Press, pp.37-71.
- Gear, J., & Gear, R. (2002). Cambridge Preparation for the TOEFL Test: Listening exercises of the TOEFL test. The United States of America: Cambridge University Press, pp.73-161.
- Gear, J., & Gear, R. (2002). Cambridge Preparation for the TOEFL Test: Structure exercises of the TOEFL test. The United States of America: Cambridge University Press, pp.163-284.
- Gear, J., & Gear, R. (2002). Cambridge Preparation for the TOEFL Test: Reading exercises of the TOEFL test. The United States of America: Cambridge University Press, pp. 285-388.
- Gear, J., & Gear, R. (2002). Cambridge Preparation for the TOEFL Test: Writing exercises of the TOEFL test. The United States of America: Cambridge University Press, pp.389-422.
- Gear, J., & Gear, R. (2002). Cambridge Preparation for the TOEFL Test: Answer key for the Diagnostic TOEFL test. The United States of America: Cambridge University Press, pp.495-550.
- Gear, J., & Gear, R. (2002). Cambridge Preparation for the TOEFL Test: Progress TOEFL test. The United States of America: Cambridge University Press, CD-ROM, test number 6.

- Retrieved March 27, 2004, from <http://www.ets.org/toefl/description.html> numero paper
- Retrieved March 30, 2004, from <http://www.ets.org/toefl/index.html>
- Retrieved March 30, 2004, from http://www.petersons.com/testprepchannel/toefl_index.asp
- Retrieved April 3, 2004, from <http://www.ets.org/toefl/nextgen/>
- Retrieved April 3, 2004, from <http://www.Laspau.harvard.edu/>
- Retrieved April 10, 2004, from <http://www.Suffolk.Es/academic>
- Retrieved September 12, 2004, from http://www.free_toefl.com/tools/tips.aspx
- Retrieved November 15, 2004, from <http://www.ftp.org/pub/toefl/9895551>. Pdf
- Yuan, Z. (1990). The TOEFL is not perfect. Forum vol. XXVIII, number 4, page 26.

APPENDIX A

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

**INTERVIEW DIRECTED TO A STUDENT WHO TOOK A COMPUTER BASED
ENGLISH PROFICIENCY TEST IN ORDER TO APPLY FOR A JOB IN A
FOREIGN ENTERPRISE**

INTRODUCTION: This is a research instrument to obtain information about the evaluations this person went through during the interview she held.

OBJECTIVE: To get information about the interview she held with the purpose of applying for a job.

DIRECTIONS: Answer objectively the following questions since the validity of our investigation work depends on your objectivity.

INTERVIEWEE: _____

INTERVIEWERS: Aida del Rosario Sermeño Cornejo
Nidia Haydee Orellana Alvarez
Karina Esmeralda Carranza Abarca

1. What was the purpose of attending this interview?

Explain:

2. Describe the process of the interview.

3. You mentioned that you took a kind of computer based test, can you explain what the test contained?

4. Had you already taken an exam similar to the previously mentioned?

5. How did you feel when taking the exam?

APPENDIX B

THE SAMPLE TOEFL PAPER BASED TEST

APPENDIX C

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

INTERVIEW DIRECTED TO THE STUDENTS WHO TOOK THE SAMPLE TOEFL TEST

INTRODUCTION: This is an instrument for the investigation on the implementation of a TOEFL preparation course as a requisite to graduate from Licenciatura en Ingles opción enseñanza.

OBJECTIVE: To gather information about the students' opinion about the administration of the sample paper- based TOEFL test to fifth year students of the career Licenciatura en Idioma Ingles had at the western Multidisciplinary Campus of the University of El Salvador during the year 2004.

DIRECTIONS: Answer objectively the following questions because the validity of our research depends on your objectivity.

Interviewee: _____

Interviewers: Aida del Rosario Sermeño Cornejo
Karina Esmeralda Carranza Abarca
Nidia Haydee Orellana

1. Do you think the listening exercises were easy?

YES NO

Explain:

2. Do you think the structure exercises were easy?

YES NO

Explain:

3. Do you think the reading exercises were easy?

YES NO

Explain:

4. Do you think the writing exercise was easy?

YES

NO

Explain:

5. Was the time given for the solving of each exercise enough?

YES

NO

Explain:

6. Did you feel any pressure when taking the test?

YES

NO

Explain:

7. Was the environment pleasant?

YES

NO

Explain:

8. Were the instructions clear?

YES

NO

Explain:

9. Would it be better if you could choose your topic for the writing section?

YES

NO

Explain:

10. Did you feel tired when making the test?

YES

NO

Explain:

11. Did you study or prepare for the test?

YES

NO

Explain:

12. Do you think you need a TOEFL preparation course to take the test?

YES

NO

Explain:

APPENDIX D

PICTURES THAT APPEAR ON SCREEN DURING THE COMPUTER BASED TOEFL TEST

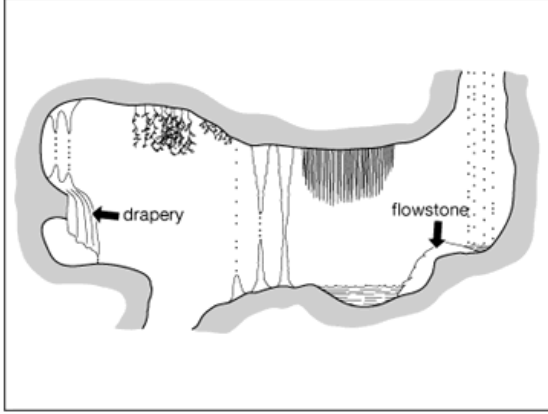
1) Dialogues



Cambridge Practice

File Settings Help Question 31 of 50 TEST 7: LISTENING

Replay Show Text Go To Test Menu Main Menu



drapery

flowstone

Time

Volume ? Answer Confirm Next

APPENDIX E

LISTENING SECTION TYPES OF QUESTIONS

1. Multiple Choice 1 correct answer.

The screenshot shows a software window titled "Cambridge Practice". The window has a menu bar with "File", "Settings", and "Help". Below the menu bar, it displays "Question 1 of 50" and "TEST 1: LISTENING". There are several control buttons: "Replay" with a double left arrow, "Show Text", "Go To", "Test Menu", and "Main Menu". The main content area contains the question: "What does the man mean?" followed by four radio button options:

- It was kind of Tom to make the offer.
- Tom waved his hand as he parted.
- Tom lifted an iced drink.
- Tom's part in the play included mime.

At the bottom of the window, there is a toolbar with icons for "Time" (clock), "Volume" (speaker), "Help" (question mark), "Answer Confirm" (text), and "Next" (right arrow).

2. Multiple Choice 2 correct answers

The screenshot shows a software window titled "Cambridge Practice" with a menu bar containing "File", "Settings", and "Help". The window title bar also includes standard window control buttons (minimize, maximize, close). The main content area displays the text "Question 42 of 50" and "TEST 1: LISTENING". Below this, there are navigation buttons: "Replay" (with a left arrow), "Show Text", "Go To", "Test Menu", and "Main Menu". The question text reads: "According to the professor, where did London get his ideas for his publications?". Below the question is a grey instruction box that says "Click on 2 answers.". There are four multiple-choice options, each with an unchecked checkbox: "He told the stories of people he met when he was a factory worker.", "He retold stories written by other authors.", "He used material from his own experiences.", and "He created stories from his imagination.". At the bottom of the window, there is a control bar with icons for "Time" (clock), "Volume" (speaker), "Help" (question mark), "Answer Confirm" (text), and "Next" (right arrow).

Cambridge Practice

File Settings Help Question 42 of 50 TEST 1: LISTENING

Replay ◀ Show Text Go To Test Menu Main Menu

According to the professor, where did London get his ideas for his publications?

Click on 2 answers.

- He told the stories of people he met when he was a factory worker.
- He retold stories written by other authors.
- He used material from his own experiences.
- He created stories from his imagination.

Time Volume Help Answer Confirm Next

3. Multiple Choice picture graph

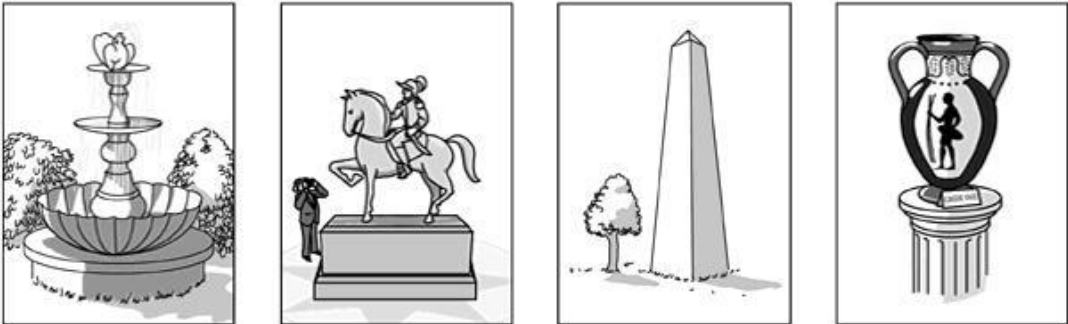
Cambridge Practice

File Settings Help Question 34 of 50 TEST 1: LISTENING

Replay Show Text Go To Test Menu Main Menu

Select the work of art below that thieves would be attracted to.

Click on a picture.



Time Volume Help Answer Confirm Next

The image shows a software interface for a listening test. At the top, it says 'Cambridge Practice' and 'Question 34 of 50'. The test is 'TEST 1: LISTENING'. There are navigation buttons: 'Replay', 'Show Text', 'Go To', 'Test Menu', and 'Main Menu'. The main instruction is 'Select the work of art below that thieves would be attracted to.' Below this is a grey bar that says 'Click on a picture.' There are four rectangular boxes, each containing a different work of art: 1. A fountain with a tiered structure and a bowl at the bottom. 2. A equestrian statue of a person on a horse, standing on a rectangular base. 3. An obelisk, a tall, four-sided, tapering monument, standing next to a small tree. 4. A large vase or urn with two handles, sitting on a fluted pedestal. At the bottom of the interface, there are several icons: a clock labeled 'Time', a speaker labeled 'Volume', a question mark labeled 'Help', a question mark with the text 'Answer Confirm' below it, and a right-pointing arrow labeled 'Next'.

4. Ordering

Cambridge Practice

File Settings Help Question 39 of 50 TEST 1: LISTENING

Replay ◀ Show Text Go To Test Menu Main Menu

The professor briefly explains a series of human migrations. Put the migrations in chronological order.

Click on a sentence. Then click on the space where it belongs.
Use each sentence only once.

Humans crossed the Bering land bridge and spread throughout the Americas.

Humans have continued to migrate throughout the world.

Humans spread through eastern Asia and south to Australia.

Humans migrated from the savannahs of Africa into Europe and Asia.

1

2

3

4

Time

Volume ? Answer Confirm Next

5. Match the terms

Cambridge Practice

File Settings Help Question 49 of 50 TEST 1: LISTENING

Replay Show Text Go To Test Menu Main Menu

What happened to each of the three groups of people left at Roanoke?

Click on a word or phrase. Then click on the space where it belongs.
Use each word or phrase only once.

returned to England disappeared were found dead

The holding force of fifteen men	The original settlers	The 100 new settlers

Time Volume Help Answer Confirm Next

APPENDIX F

STRUCTURE SECTION TYPES OF QUESTIONS

1) Completion

Cambridge Practice

File Settings Help Question 1 of 20 TEST 1: STRUCTURE

Go To Test Menu Main Menu

Directions: Click on the one word or phrase that best completes the sentence.

Not all birds _____.

- flown
- to fly
- flying
- fly

Time ? Help Answer Confirm Next

Cambridge Practice

File Settings Help Question 3 of 20 TEST 1: STRUCTURE

Go To Test Menu Main Menu

Directions: Click on the one word or phrase that best completes the sentence.

A construction kit consists of parts that can be _____.

- together are fitted
- that when fitted together
- together they are fitted
- fitted together

Time ? Help Answer Confirm Next

2) Error Identification

The screenshot shows a software window titled "Cambridge Practice". The window has a menu bar with "File", "Settings", and "Help". Below the menu bar, it displays "Question 2 of 20" and "TEST 1: STRUCTURE". There are buttons for "Go To", "Test Menu", and "Main Menu". The main content area contains the following text:

Directions: Click on the one underlined word or phrase that must be changed for the sentence to be correct.

Natural predators, disturbing from tourists, and pollution have all contributed to the decline of the California condor.

At the bottom of the window, there are several icons and buttons: a clock icon labeled "Time", a question mark icon labeled "Help", a button labeled "Answer Confirm", and a right-pointing arrow icon labeled "Next".

APPENDIX G

SOME SUBJECTS FOUND IN THE READING SECTION OF THE TOEFL TEST

1.) History

The screenshot shows a window titled "Cambridge Practice" with a menu bar (File, Settings, Help) and a status bar (Question 1 of 50, TEST 2: READING). The main text area contains a passage about Will Rogers, a Cherokee Native American entertainer. The passage is divided into two paragraphs. The first paragraph describes his early life and career as a vaudeville entertainer. The second paragraph describes his career as a journalist and radio broadcaster. A scroll bar is visible on the right side of the text area. To the right of the text area, there is a instruction box that says "Scroll to the end of the passage and then click on the Next icon in order to continue." At the bottom of the window, there are icons for Time, Help, Prev, and Next.

One of the foremost American entertainers of the first part of the twentieth century was a part-Cherokee Native American named Will Rogers (1879-1935). Rogers was born in territory that would later become the state of Oklahoma and spent much of his youth riding horses and mastering the use of the lariat. These skills were refined into an entertainment act based on fancy rope tricks interspersed with humorous anecdotes and witty remarks. Traveling widely as a vaudeville entertainer, Rogers had become a star act by 1915 with the Ziegfeld Follies, a famous stage show. In 1918 his stage skills led to a new career as a movie actor both in silent films and later in the "talkies."

In the early 1920s, Rogers embarked on another profession, this time as a journalist writing weekly newspaper columns that reached millions of people worldwide. Beginning in 1930 he also broadcast regular radio addresses. What distinguished his journalistic approach was his firsthand experience of ordinary people and places and a wry sense of humor, often debunking establishment figures and institutions. This poking fun at the serious side of life, combined with a

Scroll to the end of the passage and then click on the Next icon in order to continue.

2.) Science

The screenshot shows a window titled "Cambridge Practice" with a menu bar (File, Settings, Help) and a status bar (Question 1 of 50, TEST 3: READING). The main text area contains a passage about biomimetics, the study of natural world for inspiration in material science. The passage is divided into three paragraphs. The first paragraph discusses the inspiration given by nature to architects and engineers. The second paragraph discusses the evolution of solutions in nature. The third paragraph discusses the research in biomimetics. A scroll bar is visible on the right side of the text area. To the right of the text area, there is a instruction box that says "Scroll to the end of the passage and then click on the Next icon in order to continue." At the bottom of the window, there are icons for Time, Help, Prev, and Next.

Nature has always provided a stimulus for inventive minds. Early flying machines clearly were an attempt to emulate the freedom of birds. Architects and engineers have often consciously modeled buildings on forms found in nature. A more recent example of the inspiration given by nature is the invention of Velcro. The inventor of this now common fastening device noticed that small burrs attached to his dog's coat grasped the hairs by means of tiny hooks. This led him to invent a synthetic fabric whose surfaces mimic the clasping properties of this natural seedpod.

Animals and plants have evolved solutions to the kinds of problems that often interest engineers and designers. Much current research in material science is concerned with actively examining the natural world, especially at the molecular level, for inspiration to develop materials with novel properties. This relatively new field of study is sometimes known as biomimetics, since it consciously attempts to mimic nature.

Researchers have investigated several interesting areas. For example, they have studied how the molecular structure of antler bone contributes to its strength and how the skin of a shark is so resistant to cuts and abrasions.

Scroll to the end of the passage and then click on the Next icon in order to continue.

3) Literature

The screenshot shows the Cambridge Practice interface for 'Question 50 of 50' in 'TEST 7: READING'. The passage discusses President Roosevelt's administration during the Great Depression, focusing on the Federal Writers' Project (FWP) and the life histories series. The question asks for an aspect of the series that influenced literary output.

During the Great Depression in the United States, President Roosevelt's administration ushered in a series of innovative and often controversial cultural programs with the avowed aim of easing unemployment among artists and writers while giving the general public access to the arts. One of the major cultural schemes was funded under the Federal Writers' Project (FWP), which employed nearly seven thousand writers at its peak in 1936. The funding provided work for both novice and experienced writers, many of whom went on to acquire national and international literary reputations.

Among a variety of undertakings, FWP workers interviewed more than ten thousand people from different regions, ethnic groups, and occupations about their work histories, family life, education, politics, and leisure-time activities. The wide diversity of interviewees was encouraged by the administrators, keen to foster tolerance and to promote a sense of national identity during the difficult period of the 1930s. Informants who were interviewed included ironworkers, farmwives, meat packers, tenant farmers, and vagrants, among many others. Many of the interviewees told of their

It can be understood from the passage that one aspect of the life histories series that influenced literary output was

- the tolerance of the public
- the criticism of the opposition
- the controversy of the programs
- the dialects of the informants

At the bottom of the window, there is a 'Time' icon, a 'Help' icon (question mark), and 'Prev' and 'Next' navigation icons.

4) Other general interest subjects

The screenshot shows the Cambridge Practice interface for 'Question 1 of 50' in 'TEST 2: READING'. The passage is about the entertainer Will Rogers. The instruction on the right tells the user to scroll to the end of the passage and click the Next icon.

One of the foremost American entertainers of the first part of the twentieth century was a part-Cherokee Native American named Will Rogers (1879-1935). Rogers was born in territory that would later become the state of Oklahoma and spent much of his youth riding horses and mastering the use of the lariat. These skills were refined into an entertainment act based on fancy rope tricks interspersed with humorous anecdotes and witty remarks. Traveling widely as a vaudeville entertainer, Rogers had become a star act by 1915 with the Ziegfeld Follies, a famous stage show. In 1918 his stage skills led to a new career as a movie actor both in silent films and later in the "talkies."

In the early 1920s, Rogers embarked on another profession, this time as a journalist writing weekly newspaper columns that reached millions of people worldwide. Beginning in 1930 he also broadcast regular radio addresses. What distinguished his journalistic approach was his firsthand experience of ordinary people and places and a wry sense of humor, often debunking establishment figures and institutions. This poking fun at the serious side of life combined with an

Scroll to the end of the passage and then click on the Next icon in order to continue.

At the bottom of the window, there is a 'Time' icon, a 'Help' icon (question mark), and 'Prev' and 'Next' navigation icons.

APPENDIX H

READING SECTION TYPES OF QUESTIONS

1. Multiple Choice

The screenshot shows a software window titled "Cambridge Practice". The menu bar includes "File", "Settings", and "Help". The status bar at the top indicates "Question 2 of 50" and "TEST 1: READING". Below the status bar are buttons for "Go To", "Test Menu", and "Main Menu".

The main content area is divided into two columns. The left column contains a reading passage. The right column contains a multiple-choice question.

Reading Passage:

➡ Experiments have shown that in selecting personnel for a job, interviewing is, at best, a hindrance and may even cause harm. These studies have disclosed that the judgments of interviewers differ markedly and bear little or no relationship to the adequacy of job applicants. Of the many reasons why this should be the case, four in particular stand out. The first reason is related to an error of judgment known as the "halo effect." If a person has one noticeably good trait, his or her other characteristics will be judged as better than they really are. Thus, an individual who dresses smartly and shows self-confidence is likely to be judged capable of doing a job well regardless of his or her real ability. The "horns effect" describes essentially the same error, but focuses on one particular bad trait. Here the individual will be judged as incapable of doing a good job because of one flaw.

Interviewers are also prejudiced by the "primacy effect." This error occurs when interpretation of later information is distorted by earlier related information. Hence, in an interview situation, the interviewer spends most of the interview trying to

Question:

The word **hindrance** in paragraph 1 is closest in meaning to

- interference
- assistance
- procedure
- encouragement

Paragraph 1 is marked with an arrow (➡).

Bottom Bar:

- Time (clock icon)
- Help (question mark icon)
- Prev (left arrow icon)
- Next (right arrow icon)

Cambridge Practice

File Settings Help Question 15 of 50 TEST 1: READING

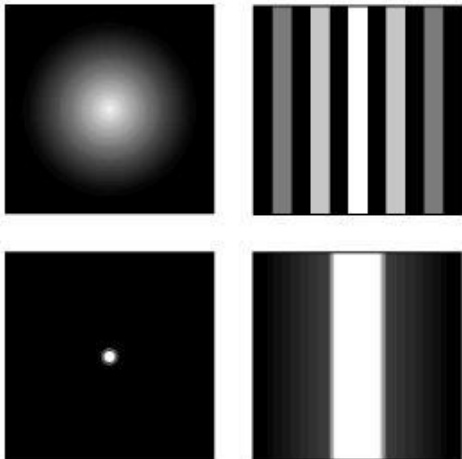
Go To Test Menu Main Menu

A variety of experiments can be performed to illustrate the nature of light, but perhaps the most well known is the classic "double-slit experiment" first performed by Thomas Young in 1803. In the first part of this experiment, a light is shone through a tiny vertical slit in a screen and allowed to pass on to a second detecting screen. The light spreads out after passing through the hole, and a large illuminated area that fades into darkness at the edges shows up on the detecting screen. To form this pattern, the light actually bends or diffracts when passing through the slit.

In the second part of the experiment, light is shone through two parallel slits. This time the light passes through the slits, but instead of creating a large lighted area, the detecting screen now shows alternating bands of light and darkness. The band in the center is the brightest. Around that are alternating bands of light and darkness with the light bands becoming less intense the farther away they are from the central one.

What is happening is called the "phenomenon of interference." The waves of light from the two slits interfere with each other. Like all waves, light waves have crests, troughs, and points in between.

Click on the picture below that shows which pattern of light emerges on a detecting screen when a single photon is fired through two open slits.



Time

Help Prev Next

2. Click on a sentence or paragraph

The screenshot shows a software window titled "Cambridge Practice" with a menu bar containing "File", "Settings", and "Help". The window title also includes "Question 19 of 50" and "TEST 1: READING". Below the menu bar are buttons for "Go To", "Test Menu", and "Main Menu".

The main content area is divided into two columns. The left column contains a reading passage:

the light bands becoming less intense the farther away they are from the central one.

➡ What is happening is called the "phenomenon of interference." The waves of light from the two slits interfere with each other. Like all waves, light waves have crests, their highest points, and troughs, their lowest points. In places where the crests coming from one slit extend over the crests coming from the other slit, the result is an intensification of light, and light bands appear on the detecting screen. In places where the crests from one slit overlap the troughs from the other slit, they cancel each other out, and the result is an area of darkness on the detecting screen.

But what happens if particles of light, or photons, are shot one after the other through the slits? If only one slit is open, these photons build up the same pattern as that of the beam of light. The fascinating thing is that if two slits are open and photons are fired one at a time through either of them, the pattern that builds up on the detecting screen is the same pattern obtained when a beam of light is shone through two slits. In other words, a single photon appears to "know" whether one slit or two are open.

The right column contains a question:

Click on the sentence in paragraph 3 that describes what happens when the crest of a wave extends over the trough of another wave.

Paragraph 3 is marked with an arrow (➡).

At the bottom of the window, there is a "Time" button with a clock icon, and three navigation buttons: "Help" with a question mark icon, "Prev" with a left arrow icon, and "Next" with a right arrow icon.

Cambridge Practice

File Settings Help Question 25 of 50 TEST 1: READING

Go To Test Menu Main Menu

A variety of experiments can be performed to illustrate the nature of light, but perhaps the most well known is the classic "double-slit experiment" first performed by Thomas Young in 1803. In the first part of this experiment, a light is shone through a tiny vertical slit in a screen and allowed to pass on to a second detecting screen. The light spreads out after passing through the hole, and a large illuminated area that fades into darkness at the edges shows up on the detecting screen. To form this pattern, the light actually bends or diffracts when passing through the slit.

In the second part of the experiment, light is shone through two parallel slits. This time the light passes through the slits, but instead of creating a large lighted area, the detecting screen now shows alternating bands of light and darkness. The band in the center is the brightest. Around that are alternating bands of light and darkness with the light bands becoming less intense the farther away they are from the central one.

What is happening is called the "phenomenon of interference." The waves of light from the two slits interfere with each other. Like all waves, light waves have crests, troughs, and points...

Click on the paragraph that describes what happens when a light beam is projected through a single slit.

Scroll the passage to see all of the paragraphs.

Time Help Prev Next

3. Click on a word or phrase

The screenshot shows a software window titled "Cambridge Practice". The window has a menu bar with "File", "Settings", and "Help". Below the menu bar, it displays "Question 3 of 50" and "TEST 1: READING". There are buttons for "Go To", "Test Menu", and "Main Menu".

The main content area is divided into two sections. On the left is a reading passage, and on the right is a question box.

Reading Passage:

Experiments have shown that in selecting personnel for a job, interviewing is, at best, a hindrance and may even cause harm. **These studies have disclosed that the judgments of interviewers differ markedly and bear little or no relationship to the adequacy of job applicants. Of the many reasons why this should be the case, four in particular stand out. The first reason is related to an error of judgment known as the "halo effect." If a person has one noticeably good trait, his or her other characteristics will be judged as better than they really are.** Thus, an individual who dresses smartly and shows self-confidence is likely to be judged capable of doing a job well regardless of his or her real ability. The "horns effect" describes essentially the same error, but focuses on one particular bad trait. Here the individual will be judged as incapable of doing a good job because of one flaw.

Interviewers are also prejudiced by the "primacy effect." This error occurs when interpretation of later information is distorted by earlier related information. Hence, in an interview situation, the interviewer spends most of the interview trying to

Question:

Look at the word **they** in the passage. Click on the word or phrase in the **bold** text that **they** refers to.

Bottom Bar:

Time [clock icon] Help [question mark icon] Prev [left arrow icon] Next [right arrow icon]

Cambridge Practice

File Settings Help Question 16 of 50 TEST 1: READING

Go To Test Menu Main Menu

The band in the center is the brightest. Around that are alternating bands of light and darkness with the light bands becoming less intense the farther away they are from the central one.

What is happening is called the "phenomenon of interference." The waves of light from the two slits interfere with each other. Like all waves, light waves have crests, their highest points, and troughs, their lowest points. In places where the crests coming from one slit extend over the crests coming from the other slit, the result is an intensification of light, and light bands appear on the detecting screen. In places where the crests from one slit overlap the troughs from the other slit, they cancel each other out, and the result is an area of darkness on the detecting screen.

But what happens if particles of light, or photons, are shot one after the other through the slits? If only one slit is open, these photons build up the same pattern as that of the beam of light. The fascinating thing is that if two slits are open and photons are fired one at a time through either of them, the pattern that builds up on the detecting screen is the same pattern obtained when a beam

Look at the phrase **each other** in the passage. Click on the word or phrase in the **bold** text that **each other** refers to.

Time

Help Prev Next

4. Add a sentence

The screenshot shows a software window titled "Cambridge Practice" with a menu bar containing "File", "Settings", and "Help". The window title bar also includes standard window controls (minimize, maximize, close). The main content area is titled "Question 24 of 50" and "TEST 1: READING". Below the title bar is a "Go To" button and "Test Menu" and "Main Menu" buttons. The main text area contains a passage about the double-slit experiment. A question box on the right asks where a sentence can be added to the passage. The sentence to be added is: "This is fairly easy to replicate in a classroom setting." Below the question, instructions state: "Where would it best fit in the passage?", "Click on the square (■) to add the sentence to the passage.", and "Scroll the passage to see all of the choices." At the bottom of the window, there is a "Time" icon, a "Help" button with a question mark, and "Prev" and "Next" navigation buttons with arrows.

Cambridge Practice

File Settings Help Question 24 of 50 TEST 1: READING

Go To Test Menu Main Menu

A variety of experiments can be performed to illustrate the nature of light, but perhaps the most well known is the classic "double-slit experiment" first performed by Thomas Young in 1803. ■ In the first part of this experiment, a light is shone through a tiny vertical slit in a screen and allowed to pass on to a second detecting screen. The light spreads out after passing through the hole, and a large illuminated area that fades into darkness at the edges shows up on the detecting screen. ■ To form this pattern, the light actually bends or diffracts when passing through the slit.

In the second part of the experiment, light is shone through two parallel slits. This time the light passes through the slits, but instead of creating a large lighted area, the detecting screen now shows alternating bands of light and darkness. ■ The band in the center is the brightest. Around that are alternating bands of light and darkness with the light bands becoming less intense the farther away they are from the central one.

What is happening is called the "phenomenon of interference." ■ The waves of light from the two slits interfere with each other. Like all waves, light

The following sentence can be added to the passage.

This is fairly easy to replicate in a classroom setting.

Where would it best fit in the passage?

Click on the square (■) to add the sentence to the passage.

Scroll the passage to see all of the choices.

Time ? Help Prev Next

Cambridge Practice

File Settings Help Question 42 of 50 TEST 1: READING

Go To Test Menu Main Menu

single most important engagement of the American Civil War.

➡ ■ On the morning of July 1, the battle opened with Confederate troops attacking a Union cavalry division to the west of the town at McPherson Ridge. ■ Reinforcements came to both sides, but eventually the Union forces were overpowered and were driven back to the south of Gettysburg. ■ They formed defensive positions along Cemetery Ridge, a long rise of land running southwards from outside the town, and on two hills just to the north and east of the ridge. ■ The whole army formed a defensive arc resembling a fishhook. ■ The Confederate forces, about a mile away, faced the Union positions in a larger arc from the west and north.

Throughout the day of July 2, Lee's forces attacked, leaving thousands of dead on both sides. The Confederates overran the Union's advance lines in the southern part of their "hook," but they failed to dislodge the Union forces from their main positions. A strategically important hill known as Little Round Top on the Union's left flank was stormed unsuccessfully by the Confederates with a devastating number of casualties on both

The following sentence can be added to paragraph 2.

Throughout the night the remainder of Meade's forces arrived in large numbers, strengthening these positions.

Where would it best fit in the paragraph?

Click on the square (■) to add the sentence to the paragraph.

Paragraph 2 is marked with an arrow (➡).

Time

Help Prev Next

APPENDIX I

CBT WRITING SECTION FORMAT

The screenshot shows a software window titled "Cambridge Practice" with a menu bar containing "File", "Settings", and "Help". On the right side of the window, there are window control buttons (minimize, maximize, close) and a title bar that reads "TEST 1: WRITING". Below the title bar, there are two buttons: "Test Menu" and "Main Menu".

The main content area contains the following text:

Read the question below and type your response in the box.

Do you agree or disagree with the following statement?

Childhood is the happiest time of a person's life.

Use reasons and specific examples to support your opinion.

Below the text is a large empty text box for the user's response. To the right of this box is a vertical scrollbar and a set of five buttons: "CUT", "PASTE", "UNDO", "SAVE", and "PRINT".

At the bottom of the window, there is a taskbar with three icons:

- A clock icon labeled "Time".
- A question mark icon labeled "Help".
- An arrow icon labeled "Answer Confirm" and "Next".

APPENDIX J

INTERVIEW DIRECTED TO CHIEF OF THE CENTRO CULTURAL SALVADOREÑO

OBJECTIVE: To gather data about the administration of the TOEFL test in El Salvador.

DIRECTIONS: Answer the questions objectively because the validity of our investigation depends on the objectivity of your answers.

INTERVIEWEE: _____

DEGREE: _____

INTERVIEWERS: **Karina Esmeralda Carranza Abarca**

Aída del Rosario Sermeño Cornejo

Nidia Haydee Orellana

1. When was the first time that a TOEFL test was administered in El Salvador?
2. Was there any TOEFL preparation course previous to the applicant's taking of the test?
3. How many people took the test in that first time?
4. Did they get a good score?
5. How many people failed the test?
6. What were the probable causes of the takers' failing of the test?
7. Do you know any other places within the country where the TOEFL test is administered?
8. Could you list names of enterprises where the TOEFL the taking test is a requisite to get a job?
9. Are the TOEFL tests you administered updated frequently?
10. Where do you get the updating information from?

APPENDIX K

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

**QUESTIONNAIRE DIRECTED TO THE STUDENTS WHO ATTENDED THE
TOEFL PREPARATION COURSE**

INTRODUCTION: This is an instrument for the investigation on the implementation of a TOEFL preparation course as a requisite to graduate from Licenciatura en Ingles opción enseñanza.

OBJECTIVE: To gather fifth year students' opinion on the implementation of a TOEFL preparation course for the undergraduate students of the career Licenciatura en Ingles opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador.

DIRECTIONS: Answer objectively the following questions because the validity of our research depends on your objectivity.

Interviewee: _____

Interviewers: Aida del Rosario Sermeño Cornejo
Karina Esmeralda Carranza Abarca
Nidia Haydee Orellana

5. Do you think it would be useful to implement a TOEFL preparation course for next undergraduate students of the career of Licenciatura en Ingles opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador?

YES

NO

Explain:

6. How would the undergraduate students be benefited with this implementation?
Explain.

7. Do you consider that to pass the TOEFL test should be a requisite to graduate from the career of Licenciatura en Ingles opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador?

YES

NO

Explain:

8. If the TOEFL preparation course were implemented should it be taken as a subject of the career of Licenciatura Idioma Ingles opción Enseñanza curriculum?

YES

NO

Explain:

APPENDIX L

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

**QUESTIONNAIRE DIRECTED TO THE STUDENTS WHO ATTENDED THE
TOEFL PREPARATION COURSE**

INTRODUCTION: This is an instrument for the investigation on the implementation of a TOEFL preparation course as a requisite to graduate from Licenciatura en Ingles opción enseñanza.

OBJECTIVE: To gather fifth year students of the career Licenciatura en Idioma Ingles point of view about the development of the knowledge they acquired during the TOEFL preparation course.

DIRECTIONS: Answer objectively the following questions because the validity of our research depends on your objectivity.

Interviewee: _____

Interviewers: **Aida del Rosario Sermeño Cornejo**
Karina Esmeralda Carranza Abarca
Nidia Haydee Orellana

8. Have you experienced an increase on your confidence, concerning your English proficiency, after taking the TOEFL preparation course?

YES NO

Explain:

9. Did you attend all sessions of the TOEFL preparation course?

YES NO

Explain:

10. Did the exercises and drills provided by the instructors reinforce your knowledge in the English language?

YES

NO

Explain:

11. Do you think TOEFL test takers should be provided with this preparation courses?

YES

NO

Explain:

12. Did you solve the exercises and drills easily?

YES

NO

Explain:

APPENDIX N

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**

Subject:	TOEFL PREPARATION COURSE
Students:	5th year students of the Bachelor's degree in English
Requisite:	being 5th year students
Academic Schedule:	Year: Semester II, 2004 To be announced
Room:	To be announced
Instructors:	Karina Esmeralda Carranza Abarca Aida del Rosario Sermeño Cornejo Nidia Haydee Orellana

COURSE DESCRIPTION:

During this course, the students will be oriented on specific strategies needed when taking the TOEFL test. Different exercises will be applied for the students to get familiar with the items found in the real test. The students will be also instructed on how to take the computer-based TOEFL. The students will be also given basic guides about the four sections of the test.

COURSE OBJECTIVES:

General Objective:

To provide 5th year students with a need directed practice on the skills assessed in the TOEFL so that they can succeed in the progress TOEFL test.

Specific Objectives:

- ✿ To prepare the students with basic guides for the four skills assessed in the TOEFL (listening, structure, reading, and writing).
- ✿ To instruct the students on how to solve the types of exercises found in the TOEFL test more efficiently.
- ✿ To provide the students with academic vocabulary focused in academic English.
- ✿ To test the student's acquisition of the information taught in the course.

COURSE METHODOLOGY:

During the course the students will be provided with a CD-Rom with exercises and practice tests for them to study at home. They will be also given material containing a variety of exercises on to strengthen their listening, structure, reading, and writing skills. There will be periodical meetings in which the students will share their advances. At the






end of the course the students will be tested in order to know what they could learn during the course.

CONTENTS:




The contents that will be taught are the following:

TUTORIAL FOR THE COMPUTER-BASED TOEFL









SECTION 1 LISTENING

-  Strategies to use for listening
-  Practice with sounds
-  Practice with idioms and phrasal verbs
-  Practice with various structures
-  Practice with understanding meaning from context

Part B

-  Practice with topics
-  Practice with details
-  Practice with inferences

SECTION 2 STRUCTURE

-  Strategies to use for the structure section
-  Strategies to use for complete-the-sentence questions
-  Strategies to use for identify-the-error questions
-  Practice with nouns
-  Practice with articles and demonstratives
-  Practice with pronouns and possessive adjectives
-  Practice with subjects
-  Practice with verbs

- ☞ Practice with subject /aux-word inversions
- ☞ Practice with word forms
- ☞ Practice with word choices
- ☞ Practice with clauses
- ☞ Practice with noun clauses
- ☞ Practice with adjective clauses
- ☞ Practice with reduced adjective clauses
- ☞ Practice with adverb clauses
- ☞ Practice with reduced adverb clauses
- ☞ Practice with comparing
- ☞ Practice with parallel structures
- ☞ Practice with prepositional phrases
- ☞ Practice with redundancies

SECTION 3 READING

- ☞ Strategies to use for building reading fluency
- ☞ Strategies to use for building vocabulary
- ☞ Strategies to use for reading
- ☞ Practice with vocabulary
- ☞ Practice with main ideas
- ☞ Practice with understanding details and restatements
- ☞ Practice with inferences

SECTION 4 WRITING

- ☞ Strategies for building essay-writing fluency
- ☞ Strategies to use for the essay

☞ Writing paragraphs

☞ Writing essays

📁 PRACTICE TESTS

☞ Progress Test

ACTIVITIES:

The activities that will be held during the course are:

📁 Essay Writing practice

📁 Listening-Comprehension practice

📁 Grammar and Structure practice

📁 Academic Reading practice

📁 Error Identification (concerning the four sections in the exam)

📁 Understanding Idiomatic Expressions

📁 Understanding main topic of passages, lectures, conversations, etc.

📁 Mini-quizzes

EVALUATION:

Exercises Checking

Progress TOEFL Test

BIBLIOGRAPHY:

Cogliano, Sarah. Complete Guide to the TOEFL Test. Editorial Director/ESL: Nancy Lion Heart, 2001.

Jolene Gear and Robert Gear, Cambridge Preparation for the TOEFL Test. Cambridge University Press, 2003.

APPENDIX O

**COMPARISON OF THE RESULTS OBTAINED FROM THE
DIAGNOSTIC AND PROGRESS TOEFL TEST**

DIAGNOSTIC AND PROGRESS TOEFL TEST COMPARISON TABLE		
STUDENTS	DIAGNOSTIC TEST	PROGRESS TEST
A	37-53	93-153
B	133-150	160-233
C	83-103	137-197
D	77-90	130-187
E	113-130	137-193

APPENDIX P

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

TOEFL PREPARATION COURSE LESSON PLAN

CONTENT: LISTENING SECTION PART A

Date:

MATERIALS:

- Handouts (photocopies)
- Tape recorder or CD player
- Headphones
- Cambridge TOEFL Preparation CD-ROM
- Whiteboard
- Whiteboard markers

OBJECTIVES:

At the end of the classes the students will be able to:

- ☞ Solve without difficulty the listening exercises focused on sounds
- ☞ Solve the listening section exercises containing idioms and phrasal verbs without difficulty
- ☞ Solve accurately the listening section exercises with various structures
- ☞ Solve efficiently the listening section exercises focused on getting the meaning by context

WARM-UP:

Quick guide to the Listening Section Tutorial.

PRESENTATION:

Brief explanation on the Listening Section Part A and its types of exercises.

GRAMMAR EXPLANATION:

STRATEGIES TO USE IN LISTENING PART A

Concentrate on the Conversation

1. Focus all your attention on the conversation.
2. Concentrate on the context and the details.
3. Concentrate on the purpose.

4. Listen for meaning.
5. Listen for vocabulary.
6. Listen for structure.

Concentrate on Question and the Answer Choices

1. Listen to and read the question carefully.
2. Read the answer choices carefully.
3. Pay attention to time.
4. Answer every question.
5. Check your answer.

ACTIVITIES:

I. Practice with sounds

- a. Identifying the correct sound
- b. Recognizing questions and statements
- c. Identifying words that are pronounced the same but have different meanings
- d. Identifying the meanings of the word in the conversation
- e. Identifying which meaning is correct
- f. Identifying multiple meanings
- g. Matching words
- h. Practice with conversations

II. Practice with idioms and phrasal verbs

- a. Understanding idiomatic expressions.
- b. Identifying the correct idiom or phrasal verb
- c. Identifying the correct meaning of expressions

III. Practice with various structures

- a. Practice with time, quantity, and comparisons
- b. Understanding causatives
- c. Understanding negative meaning
- d. Understanding modals
- e. Identifying conditions
- f. Identifying causes and results

IV. Practice with understanding meaning from context

- a. Identifying the purpose
- b. Understanding responses
- c. Identifying what people are doing
- d. Drawing conclusions
- e. Making inferences based on context

WRAP-UP: Listening Test I

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

TOEFL PREPARATION COURSE LESSON PLAN

CONTENT: LISTENING SECTION PART B

Date:

MATERIALS:

- Handouts (photocopies)
- Tape recorder or CD player
- Headphones
- Cambridge TOEFL Preparation CD-ROM
- Whiteboard
- Whiteboard markers

OBJECTIVES: At the end of the classes the students will be able to:

- ☞ Solve without difficulty the listening exercises related to topics
- ☞ Solve the listening section exercises focusing on details
- ☞ Solve efficiently the listening section exercises focused on inferences

WARM-UP: Discussion about experiences when working with the tests at home.

1. grades
2. problems

PRESENTATION: Brief explanation on the Listening Section Part B and its types of exercises.

GRAMMAR EXPLANATION:

STRATEGIES TO USE IN LISTENING PART A

Concentrate on the questions and answer choices (Page 124)

ACTIVITIES:

- I. Practice with topics (page 124)
- II. Practice with details (page 129)
- III. Practice with inferences (page 145)

WRAP-UP: Progress checking exercises

HOMEWORK:

Listening Section Test II

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

TOEFL PREPARATION COURSE LESSON PLAN

CONTENT: STRUCTURE SECTION

Date:

MATERIALS:

- Handouts (photocopies)
- Cambridge TOEFL Preparation CD-ROM

OBJECTIVES: At the end of the classes the students will be able to:

- ☞ To use the strategies of the structure section during the test
- ☞ Solve the structure section exercises containing with focus on nouns
- ☞ Solve accurately the structure section exercises with focus on articles and demonstratives
- ☞ Solve efficiently the structure section exercises focused on subjects
- ☞ Solve the structure section exercises focused on verbs
- ☞ Solve the structure section exercises focused on subjects/word inversions
- ☞ Solve accurately the structure section exercises with focus on word forms
- ☞ Solve without difficulty the structure exercises focused on word choices
- ☞ Solve the structure section exercises with focus on clauses
- ☞ Solve accurately the structure section exercises with focus on comparing
- ☞ Solve the structure section exercises with focus on prepositional phrases
- ☞ Solve efficiently the structure section exercises with focus on redundancies

WARM-UP: Compare the listening section Parts.

PRESENTATION: Quick Guide to the structure section of the TOEFL test types of exercises.

GRAMMAR EXPLANATION:

**STRATEGIES TO USE FOR THE STRUCTURE SECTION OF THE TOEFL TEST
(pp. 163, 164)**

ACTIVITIES:

1. Practice Focus with nouns (p.165)
2. Practice with articles and demonstratives (p.170)
3. Practice with pronouns and possessive adjectives (p.176)
4. Practice with subjects (p.184)
5. Practice with verbs (p.195)
6. Practice with aux-word inversions (p.207)
7. Practice with word forms (p.213)
8. Practice with word choices (p.220)
9. Practice with clauses (p.230)
10. Practice with noun clauses, adjective clauses, reduced adjective clauses, adverb clauses, and reduced adverb clauses (pp. 230-259)
11. Practice with comparison (p.266)
12. Practice with parallel structure (p.271)
13. Practice with prepositional phrases (p.273)
14. Practice with redundancies (p.277)

WRAP-UP: Structure Section Tests

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

TOEFL PREPARATION COURSE LESSON PLAN

CONTENT: READING SECTION

Date:

MATERIALS:

- Handouts (photocopies)
- Cambridge TOEFL Preparation CD-ROM
- Whiteboard
- Whiteboard markers

OBJECTIVES: At the end of the classes the students will be able to:

- ☞ Use the strategies for building reading fluency, building vocabulary, and reading.
- ☞ Solve the reading section listening exercises concerning understanding vocabulary.
- ☞ Solve the reading section exercises concerning main ideas
- ☞ Solve efficiently the listening section exercises concerning the understanding of details and restatements

WARM-UP: Discussion on the reading section practice.

1. problems
2. grades
3. how did the preparation helped

PRESENTATION: Quick guide on the reading section types of exercises

GRAMMAR EXPLANATION:

STRATEGIES FOR BUILDING FLUENCY AND VOCABULARY (pp. 285, 286)
STRATEGIES FOR READING (p.288)

ACTIVITIES:

- I. Practice with vocabulary
- II. Practice with main ideas
- III. Practice with understanding details and restatements
- IV. Practice with inferences

WRAP-UP: Reading section practice test

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

TOEFL PREPARATION COURSE LESSON PLAN

CONTENT: WRITING SECTION

Date:

MATERIALS:

- Handouts (photocopies)
- Whiteboard
- Whiteboard markers

OBJECTIVES: At the end of the classes the students will be able to:

- ☞ Write paragraphs efficiently in a short period of time
- ☞ Write essays in a short period of time

WARM-UP: Group discussion on Reading Section Tests

1. Comparisons
2. Problems
3. Grades
4. How effective the strategies were

PRESENTATION: Quick guide on the writing section

GRAMMAR EXPLANATION:

WRITING STRATEGIES (p. 389)

ACTIVITIES:

Writing Paragraphs (p.391)

- I. Practice with topic sentences (p.391)
- II. Practice with supporting ideas (p.394)
- III. Practice with details (p.397)
- IV. Practice with organizing and writing paragraphs.

Writing Essays (p.408)

- I. Practice with introductions (p.391)
- II. Practice with developing mental paragraphs (p.394)
- III. Practice with conclusions (p.412)
- IV. Practice with analyzing essays (p.414)

WRAP-UP: Writing Section Practice Test

ACTIVITIES:
Writing Section Tests I and II

APPENDIX Q

UNIVERSITY OF EL SALVADOR TO BE USED IN THE WESTERN MULTIDISCIPLINARY CAMPUS FOREIGN LANGUAGE DEPARTMENT

OBSERVATION GUIDE SHEET TO BE USED IN THE ASSESSMENT OF THE STUDENTS PARTICIPATING IN THE TOEFL PREPARATION COURSE

OBSERVER: _____

OBSERVEE: _____

DATE: _____ TIME: _____

INTRODUCTION: This is an instrument for the research on the analysis of a TOEFL preparation course for as a requisite to graduate from the Licenciatura en Ingles, opción Enseñanza.

OBJECTIVE: To find out which is the attitude of the students toward the course they are taking.

1. Do the students show interest in attending the course?

YES NO

2. Do the students develop of the exercises assigned in the previous class?

YES NO

3. Do the students answer the exercises at ease?

YES NO

4. Do students ask questions about the topics being taught?

YES NO

5. What kind of questions do they ask?