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FOREIGN LANGUAGE DEPARTMENT**

**“AN ANALYSIS OF THE CURRICULUM PROVIDED BY MINED  
TO TEACH ENGLISH IN JUNIOR HIGH SCHOOL LEVELS”**

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## INTRODUCTION

This document compiles relevant information about the undergraduate work “An Analysis of the Curriculum provided by MINED to teach English in junior high school levels”.

The main objective of this investigation is to point out the need of making changes in the English Curriculum for junior high school levels since the current English program does not fit the students’ learning needs.

This research work is divided into three chapters:

Chapter I includes the description of the problem, the justification, the objectives, the hypothesis, the review of the literature, and the methodology to carry out this investigation.

Chapter II comprises the analysis of the data gathered through the following instruments: an interview administered to two coordinators in charge of the English subject from MINED, a questionnaire and an interview to some junior high school English teachers from eight public institutions from Santa Ana and Chalchuapa, a survey, a written exam, an oral exam, a dictation exam, and a mechanical reading and an observation guide sheet to some students from the chosen institutions.

Chapter III contains the conclusions and recommendations which have been considered after all the process of this investigation. Besides, the bibliographical references as well as the appendices are included to support this research.

# **CHAPTER I**

# **RESEARCH DESIGN**

## **STATEMENT OF THE PROBLEM**

### **DESCRIPTION OF THE PROBLEM**

English has always been a real need in different situations because of the enormous influence the United States has had in our country, socially, politically, and economically. This influence has been increasing because of the good relationship El Salvador has had with the American government. An example of this is the new agreement the United States and Central America signed in May of the year 2004, which is the Free Trade Treaty that may help to improve the Salvadoran economy and to reinforce this good relationship between El Salvador and the United States. Another strong factor that influences our country is the American culture. For instance, music, television, clothing, food and even the English language exert such a strong influence on most Salvadorans.

In addition, the article thirteen of the General Law of Education of El Salvador establishes that a foreign language must be taught in the area of Humanities (Suncin, 1979, p.2); that is why, the Ministry of Education (MINED) included the teaching of English in the curriculum of junior high school levels, being this a challenge for MINED to improve the English programs by taking into consideration the learning needs students will have in the future.

The English program proposed by MINED to teach the junior high school levels is designed to enable students to focus their learning on important aspects such as the different values of our society, as well as the different historical background of our country.

Some reforms to the curriculum have been made by MINED since the last sixty years; for example, the ones in 1940 and 1968 and the last one that took place in 1998 (MINED; Reforma Educativa en Marcha; Un Vistazo al Pasado de la Educación en El Salvador; Nov. 1995). With this last reform, the junior high school English program was changed in order to improve the teaching of English. However, many English teachers did not agree on the way it was presented; they found most of the contents complex and inapplicable to the reality of El Salvador. Besides, teachers assured that the English program for junior high school levels was not appropriate since the students' English background was not taken into account when the program was designed. On the other hand, most of the interviewed teachers agreed that the previous English program for junior high school levels was more understandable (see appendix 2).

Teaching English means giving the students the opportunity to use the language – to read English literature, to write about a given topic and even to be able to communicate with a native speaker. However, this is not an easy task for English teachers since students have to learn a different language system to use it in the required way. One of the problems the English teachers undergo

when teaching in public schools is the students' poor English background which affects the English teaching-learning process in junior high school classrooms since most of the students have never taken any English course before and they need to understand the different grammatical structures of the target language. Nevertheless, MINED is trying to implement an English program for primary school levels. This may help decrease the students' learning problems, for the students will be exposed to learn the language previously.

For Licenciado Alvaro Castillo, coordinator of MINED in Santa Ana, the most important element in the teaching-learning process is the teacher. He said, "It depends on the teachers' creativity to teach the contents, the kind of didactic material English teachers use, and the diagnosis they make in order to monitor the students' knowledge about the language". In this way, the English curriculum should be used as a guide, and it can be adapted to the students' learning needs. In addition, he claimed that one of the causes why there were not enough teachers specialized in English was the civil war in El Salvador during the 80's. Many people had to look for better opportunities abroad not only in the United States but also in different countries around the world. For that reason, some people who had some management of the language were in charge of the teaching of English by that time, but these people just took a course prepared by MINED in order to check their management of the language, even though they did not have any preparation to teach the subject in the way a well-prepared teacher, who knows about didactics and methodological aspects, does. That is

why, these unspecialized teachers generally base their classes only on translation activities, putting aside the communicative skills (listening, speaking, reading and writing) that MINED requires in the English program (see appendix 1).

The implementation of a program requires the use of human and material resources, a suitable assessment, the adequate supervision, and so on. Regarding to the material resources, the use of meaningful and motivating didactic material is very important during this process; it is the teachers' task to use the material that calls the students' attention so that the teaching-learning process be integrally carried out, but this task is not successfully completed since the majority of the schools in El Salvador do not receive the adequate economic support from MINED. Even though MINED provides these institutions with a yearly bonus to be invested according to the economic needs these institutions have, most of the English teachers complain that their institutions do not receive enough money to prepare their didactic material.

So taking into account the aspects previously mentioned, the following question emerges. ***Are the objectives of the junior high school English program proposed by MINED attained at the end of the year?***

## **SCOPE OF THE PROBLEM**

According to the data gathered from an interview and a questionnaire administered to English teachers of junior high school as well as the

coordinators of MINED in Santa Ana, Licenciado Alvaro Castillo and Licenciado Jorge Guerra, some variables may be causing the unsatisfaction of many English teachers when using the junior high school English program (see appendices 1 & 3). These variables are as follows:

**1. *The students' poor English background.*** Since the teaching of English in public schools begins in the seventh grade of Basic Education, it is quite difficult for some students to grasp most of the contents presented in the program as the contents are too difficult in this level. Most of the English teachers interviewed by the researchers agreed that it was very hard for most of the students of seventh grade to handle conversations, to write and read stories and the like because they lacked the basic structures of English as well as the basic vocabulary to express their ideas in the oral and written form. To write or talk about a topic is not an easy task for seventh grade students, as they do not have enough vocabulary to do so. Moreover, the students use their native language structures which are different from the target language. For instance, the students get confused with the adjective position because, in English, the adjective is generally placed before the noun whereas, in Spanish, the adjective is commonly placed after the noun. All the aforementioned problems do not let the students internalize the target language structures as it is required in this level.



**2. *Lack of didactic material.*** A common opinion of English teachers in public institutions is that the economic support given by MINED is not enough to provide them with all the necessary material for the good development of the English classes. Besides, it is important to mention that MINED gives just the junior high school English program as a tool to teach. Consequently, it is the teacher who has to look for extra didactic material through the principal's intervention; however, many public institutions do not even have a tape recorder to listen to some native speakers' daily conversations that may help the students develop their listening skill more efficiently. According to Licenciado Castillo's viewpoint, a good English teaching depends not only on the amount of money MINED provides these institutions but also on the teacher's own creativity to use what is around him/her.

**3. *Unspecialized teachers.*** According to the information obtained from MINED, only the twenty-five percent of the English teachers is constituted by specialists in the teaching of this subject. This means that the other seventy-five percent is constituted by unspecialized teachers for this subject. The seventy-five percent of these teachers has been chosen only because they have learned how to speak English, but they have not taken any subject on didactics or on teaching methodologies. As a result, to have this kind of teachers makes the students get involved only on translation activities. It is really important for English teachers to put into practice not only translation activities but also listening, speaking, reading and writing activities as the

students need to develop all these macro skills so that they learn the target language integrally.

**4. Lack of MINED's supervision.** The English teaching in public schools of El Salvador is not efficiently supervised by MINED's experts on this field. A clear example of this lack of supervision is supported by Licenciado Castillo's statement, "We have not made any study about the impact the junior high school English program has had in the classrooms. Technicians and specialists of the curriculum design from MINED only analyze the results of a program when this is going to be changed". On the other hand, people from MINED assure that they pay important attention to the methodological preparation of the English teachers for them to come up with new teaching strategies to be useful tools to the development of their classes. In this way, MINED tries to train those unspecialized teachers to be more competent. In addition, it is very important to mention that public school principals have the opportunity to ask MINED to train those unspecialized teachers so that they put into practice useful and motivating activities which may help the students succeed when learning the target language; nevertheless, most of the principals do not take into account how important it is for English teachers to be trained; they do not realize that the lack of trainings affects the teaching-learning process enormously.

**5. A program which is not in accordance with the Salvadoran reality.** According to some junior high school English teachers' point of view,

although MINED has made some efforts in trying to improve the junior high school English program, the efforts have not been sufficient in the teaching of English. When this program was designed, some specialists on the subject of English were sent to the United States in order to learn and include in the junior high school English program new English teaching methodologies to help Salvadoran English teachers improve the teaching-learning process in the Salvadoran classrooms. However, most of the English teachers complained about the program since they pointed out that they should have been taken into account in the program design, for they could have given their opinions and suggestions about their valuable experiences in the teaching of English in Salvadoran public schools. They also said that they were the only ones who could notice the students' learning needs. Another reason why English teachers did not agree with this program was the sequence the contents had because some of the contents were too difficult for the students' level of knowledge when learning the target language (see appendix 3).

In spite of the relevance of all these variables as the causes of the poor English teaching- learning process in our country, the researchers will focus on the last variable which is "*A program which is not in accordance with the Salvadoran reality*". The rest can be the subject of study of future investigations.

## JUSTIFICATION

Nowadays, learning English is as important as learning another subject required in any curriculum of education in El Salvador. That is why, the adequate teaching of English is necessary and fundamental day after day because it is required in the globalized world El Salvador is going through.

The teaching of a foreign language is founded in an adequate program that provides both the teachers and the students with the integral knowledge by giving the necessary tools to fulfill their expectations that consist of the development of the students' four macro skills at the end of junior high school. Since in El Salvador the English program provided by MINED presents a series of barriers related to the contents, methodology and objectives that affect considerably the English teaching-learning process, the researchers will carry out an analysis of such a program to propose possible solutions to the causes that drag on the appropriate acquisition and performance of the English language.

Through a deep analysis, the researchers pretend to identify all the factors affecting the teaching-learning process of junior high school levels to find the most important aspects that need more attention to improve the teaching of English in El Salvador. The students' learning of the English language will be more meaningful if the program designers focus the contents on the Salvadoran real situation since the students will get identified with their own culture.

Furthermore, the English teachers' point of view will lead the people in charge of designing the English program to look for the problems and to find possible solutions to have a better English program. Another benefit can be the improvement of the English program that will lead the junior high school teachers to developing the four macro skills in their students at the end of junior high school in order to face new learning demands in the following years. Finally, the main benefit will be obtained through the accomplishment of the objectives of this program, only if, this one is improved in the aspects of the students' real learning needs as well as the educational situations El Salvador faces.

On the whole, to pay attention to these problematic situations and to give the corresponding solutions may help to improve the English teaching-learning process in junior high school in El Salvador.

## **RESEARCH OBJECTIVES**

### **GENERAL OBJECTIVE:**

- To make an analysis of the curriculum provided by MINED to teach English in the junior high school levels in public schools

### **SPECIFIC OBJECTIVES:**

- To examine the junior high school English program objectives proposed by MINED to determine their degree of attainability
- To study the content order of the program provided by MINED to determine if this order is affecting the English teaching-learning process in junior high school
- To analyze the methodology proposed by MINED in the English program by taking into account the students' English background
- To analyze the assessment proposals suggested in the program provided by MINED for junior high school

### **THEORETICAL FRAMEWORK**

Salvadoran governments have faced many difficult situations related to wars, economy, politics, health, and education. Regarding to the last situation, our governments have made some changes in order to improve the educational system so that all the subjects required in the general curriculum for primary school, junior high school, and high school could be taught satisfactorily.

In 1996, a gradual reform of the general curriculum was implemented for junior high school and high school levels by taking into account all the suggestions given by Comisión de Educación, Ciencia y Desarrollo (Programas de Estudio de Inglés para Tercer Ciclo de Educación Básica; 1998, p V). Then MINED worked on the new curriculum design whose aim was to create a

curriculum with a better coherence and sequence between these two levels of our educational system – junior high school and high school – , for they, as a group, embrace one stage related to the Salvadoran teenagers' mental, affective, and social development. That is why, MINED decided to elaborate separate programs for each subject taught in junior high school as well as in high school considering all the teenagers' evolving characteristics. The new programs were elaborated in 1995, but they were implemented in 1996. During this year, MINED evaluated this new implementation of the curriculum by taking representative samples from public and private schools in order to know the principals', teachers' and students' opinion about these changes in the educational system. With this evaluation, MINED got good and bad opinions about this new curriculum. One of the good opinions was the relevance of the contents and methodology. Teachers said it was good to include methodological suggestions which helped English teachers to put into practice interesting activities. On the other hand, the most negative opinion teachers had about this program was its great amount of contents because teachers claimed that it was hard for them to develop all the contents just in one academic year. Besides, they added that almost all the Salvadoran public schools did not have the necessary resources for the adequate implementation of this program. Another important aspect referring to this program implementation was to take into account the educational purposes expressed in the Constitution of El Salvador. Some of these purposes are:

- **To reach the integral development of the personality in terms of spiritual, moral, and social dimension**
- **To meet the national reality and to identify the Salvadoran values**

The implementation of this new program played such an important role to draw on the students' cognitive and social interests. In El Salvador, subjects like English are part of the students' academic load. The students must take this subject in order to fulfill the requirements of the curriculum demanded by the Ministry of Education (MINED). English teaching in public schools of El Salvador begins in junior high school levels of Basic Education that goes from seventh to ninth grade. This English program is very important since it provides teachers with a guidance to teach constantly and effectively in order to form integral citizens capable to succeed in a competitive world.

According to George Posner, "A curriculum is a practical way to apply a pedagogical theory to a classroom, to the real teaching" (Posner, 1998, p XXVI). This means that a curriculum should be based on the specific needs a community has in its multiple contexts by taking into account the participation of the students, teachers, and community to solve specific social problems the classroom undergoes. On the other hand, a curriculum should not be homogeneous since every institution as well as every classroom faces its own teaching-learning needs. For instance, a curriculum used to teach English in a public school cannot be used to teach English in a private one since the



students' English background differs from one institution to the other. Besides, the methodology may be different considering that students from public schools study English from seventh grade on and the students from private schools study English since kindergarten. This makes a big difference in the teaching-learning process for both groups of students, yet Licenciado Castillo does not endorse that the process is affected by the students' lack of English knowledge since he assures that it depends on the English teachers to create a suitable atmosphere in order to foster the students' motivation to learn English. Moreover, MINED states that the English program should be used as a support to prepare and develop the classes. Nevertheless, some English teachers interviewed by the researchers said that they use a local project that is called PCC (Proyecto Curricular de Centro). The PCC is a program that each institution designs to teach their classes. It helps teachers to develop their classes according to the students' learning needs.

According to Hilda Taba (1974), the elaboration of the curriculum is a complex situation that includes many types of resolutions that should be conceived on the general objectives teachers want to attain and on the most specific ones of instruction. The main specialties or subjects of the curriculum must be selected as well as the specific contents that cover each of them. A selection of types of learning experiences is imposed; through this selection, the comprehension of the content can be complemented as well as the other objectives to make decisions, to determine in which way what the students learn

is going to be evaluated and to establish the degree of effectiveness of the curriculum by taking into account the desired goals. Finally, it is indispensable to make a selection to solve what the total scheme of the curriculum is going to be.

All curricula, no matter their particular structures, are made up by certain elements. Generally, a curriculum starts with a determination of goals and specific objectives that indicate any kind of selection and organization of the content and highlights certain teaching-learning models demanded in the objectives or the organization of the contents. Finally, it includes an evaluation program to know the results.

Curricula differ among them according to the intention given to each element. It depends on the elements that relate one another and on the basis on which decisions are made. For example, there are noticeable differences between a curriculum whose main goals are the intellect development and another whose objective is the formation of a democratic citizen.

A theory is necessary for the elaboration of a curriculum; that theory not only has to define the problems this elaboration is to deal with but also has to elaborate the system of concepts which must be used to determine the relevance of these data in relation to education. To develop a theory on the elaboration of a curriculum and a method of concept on the same, it is indispensable to investigate which the demands and requirements of culture and society are, in the same way for the present as well as the future. The curriculum is, above all, a way to prepare youth to participate as useful members

of a culture. Not all cultures are nourished with the same kind of knowledge; nor does a same culture need the same kind of capacity and intellectual skills or others in all ages. An analysis of a society and culture gives, as a result, a guide to determine the main objectives of education for the selection of contents and to decide what is necessary to insist on the learning activities.

Since the moment a curriculum is conceived as a task that requires an ordered judgment, it is indispensable to determine the order of adoption of decisions and the way they are presented to ensure that all the important aspects have been considered. By respecting that order, a well-planned and more dynamic curriculum will be conceived. This order could be as follows:

- ❖ Diagnosis of the needs
- ❖ Formulation of the objectives
- ❖ Selection of content
- ❖ Organization of content
- ❖ Selection of learning activities
- ❖ Organization of learning activities
- ❖ Determination of what is going to be evaluated and how it is going to be evaluated

Curricula are structured in a way that students can learn. As the students' background differs, it is important to recognize their gaps, deficiencies and variants that may arise. The diagnosis, then, is the first important step to determine how a curriculum for a given population should be.

The formulation of clear and wide objectives offers an essential stage for the curriculum. In a high percentage, these objectives determine which contents are important and how they have to be ordered. The objectives are going to be structured in a concrete and tangible way once any information related to the level in which such objectives can be attained by the group of students has been obtained.

The selection and organization of the contents of a curriculum also consist of other criteria, besides the objectives. The consideration experiments the continuities and sequences in the learning process and the changes of the capacities to learn.

So long as learning activities are used to attain some objectives, the planning of experiences becomes part of an important strategy of the formation of the curriculum. In the organization of the activities, it is important to face problems such as finding the appropriate way to transfer the study material to an adequate learning experience.

Finally, to make plans for the evaluations is imposed. How is the learning quality going to be evaluated in order to have firmness that the goals of education are attained? How is certainty obtained in terms that there is compatibility between goals and objectives and what students have actually assimilated?

## **HYPOTHESIS**

*The lack of an English program which is in accordance with the Salvadoran students' reality to teach junior high school levels in El Salvador causes the inadequate development of the teaching-learning process for junior high school students in public schools.*

## **INDEPENDENT VARIABLE**

The lack of an English program which is in accordance with the Salvadoran students' reality to teach junior high school levels in El Salvador.

## **INDICATORS**

- Junior high school English students' bad results at the end of the year
- Lack of junior high school English students' motivation in their English classes
- English teachers' unsatisfaction to use the English program as a guide to prepare their classes
- Junior high school English teachers' difficulty to prepare their English classes

## **DEPENDENT VARIABLE**

The inadequate development of the teaching-learning process for junior high school students in public schools.

## **INDICATORS**

- Junior high school students' poor grades on their English evaluations
- Junior high school students' poor assimilation of the contents
- Poor development of the four macro-skills of the English students from public schools
- Junior high school students' negative attitude toward learning English

## **RESEARCH METHODOLOGY**

This is a descriptive investigation since it is supported with different opinions given by people involved in the teaching-learning process of English in junior high school and documented with bibliographical resources related to the investigation. To identify the problem, the researchers had to look for data related to the use of the English program for junior high school levels.

First, the researchers administered a non-structured interview to Licenciado Jorge Guerra and Licenciado Alvaro Castillo, coordinators of MINED in Santa Ana. This interview helped the researchers to gather specific data

related to the development and design of the junior high school English program (see appendix 1). This information provided the basis for this investigation. Second, the researchers elaborated a questionnaire which was administered to some junior high school English teachers from some public schools in Santa Ana and Chalchuapa (see appendix 3). It contained seven open questions about the implementation of the junior high school English program in Salvadoran schools. Finally, another interview was carried out with these teachers (see appendix 2). It was a non-structured interview whose aim was to know the teachers' opinion about the methodology suggested in the junior high school English program. Based on the results, the researchers focused their attention on this problematic situation: "A program which is not in accordance with the Salvadoran students' reality".

To investigate about the problem, the researchers will meet the English teachers as well as the students from the aforementioned institutions since they will be fundamental elements for the suitable development of this process. These students and English teachers will be the primary source of information the researchers will have.

The researchers will first interview the English teachers from the chosen institutions from Santa Ana and Chalchuapa. This interview will be administered in order to know the English teachers' opinions about the development of the teaching-learning process for junior high school English students in public schools (see appendix 5). In addition, the researchers will administer a survey to

some junior high school students in order to know their opinions about the development of the English classes (see appendix 4) .The researchers will also administer several tests such as a written, an oral, a mechanical reading, and a dictation test to the students from the chosen institutions (see appendices 7-18). These evaluations are going to be designed according to the contents given in the junior high school English program to assess the students' performance of these contents. An observation sheet will be prepared to visualize the students' attitude toward learning English in junior high school. The class observation in the chosen institutions will be of great importance to notice the English teachers strengths and weaknesses at the moment of teaching the target language. Through these class observations, the researchers will gather data that will help to verify their hypothesis (see appendix 6).

## **HOW THE DATA WILL BE ANALYZED AND INTERPRETED**

Taking into account that the population related to this situation is too large, the researchers will focus their attention only on some public schools in the urban area of Santa Ana and Chalchuapa. The sample is going to be divided in this way: there are going to be eight public schools in which three students of the three grades from junior high school will be taken into account to take the evaluations. Besides, their English teachers of junior high school will answer the



interview. The results of the evaluations and the interviews are going to be tabulated for the analysis and interpretation of the data.

## **DESCRIPTION OF THE INSTRUMENTS**

The investigators will use the following instruments to gather the necessary data.

### **1. Interview (non-structured)**

The investigators will administer an interview to some junior high school English teachers from the chosen public schools (see appendix 5). The teachers' opinions will be very important since teachers are the ones in touch with the different situations presented in the classroom.

### **2. Survey**

This survey will be administered to some junior high school students. Since students are the principal element of the teaching-learning process, their opinions will be of important help (see appendix 4).

### **3. General evaluation**

This evaluation is going to include the contents of the first two units of the current English program for junior high school. The written evaluation is going to have five parts including some points given in the assessment proposals. The oral, the dictation and the mechanical reading tests are going to be elaborated by taking into account the contents from the first two units, too (see appendices 7-18).

#### 4. Class observation

The researchers will observe the English classes of the eight junior high schools previously chosen to notice the students' management of the language, the students' attitude to learn it, and the teacher-student interaction as well as the activities carried out during the classes (see appendix 6).

**AN ANALYSIS OF THE CURRICULUM PROVIDED BY MINED TO TEACH  
ENGLISH IN JUNIOR HIGH SCHOOL LEVELS"**

**TIME TABLE**

ACTIVITIES	MAY				JUN				JUL				AUG			SEPT			OCT				NOV								
	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	
1 Statement of the problem		X																													
2 Justification and Research Objectives					X																										
3 Review of Literature							X																								
4 Hypothesis									X																						
5 Methodological Procedure												X																			
6 Method														X																	
7 Materials															X																
8 Procedures																		X													
9 Results																						X									
10 Conclusions, Recommendations, Bibliographical References and Appendices																										X					
11 Oral Presentation																															X

**CHAPTER II**

**DATA ANALYSIS**

**AND**

**INTERPRETATION**

## ANALYSIS OF THE OBSERVATION

### Indicators

- Is it an active class?
- Does the teacher encourage students to participate?
- Do the students seem to be eager to participate?
- Do the students pay attention to the teacher?
- Do the students understand the class?
- Do the students participate in all the activities assigned by the teacher?

This instrument guided the researchers to observe the development of the English classes in eight public institutions from Santa Ana and Chalchuapa. The first variable observed was the activeness of the class. The researchers found out that most of the classes were passive since the students were just asked to work in their books and to repeat some vocabulary. Besides, the students did not seem to be involved in the English classes because most of them did not answer or participate when they were asked to do it. One way to have students motivated in the English classes is through games. The implementation of games in the class makes the students feel in a comfortable environment since they can talk to each other. These activities permit the students to use the language since they work in groups where they can share their ideas with others (Larsen-Freeman; p 128). Nevertheless, the junior high school English program does not give the English teachers some activities or

games that may help the students to develop their communicative ability. The English program does not propose motivating activities in which the students can feel motivated when starting a new topic. Teachers have to make an extra effort to look for most of the activities they will need to carry out in their classes since they think there is nothing motivating about learning English if the students are just going to do exercises in a book. The researchers also observed the frequency in which teachers encouraged students to participate. The investigators found out that though the English teachers constantly ask their students to participate by asking them questions about the class, by asking if there was any question about the content, or simply by asking them to work on any activity, just fifteen percent of the students seemed to be eager to do it. The rest of the class seemed to be bored or not interested in what the teacher was saying. Simultaneously, the researchers realized that not all the English teachers observed carried out activities that could capture the students' attention and interest for the class. Even though the teachers tried to explain the contents deeply to monitor the students' practices and to answer the students' doubts, this seemed not to be enough for the students since most of them complained that classes were boring and difficult to be understood. It is important for the students to be conscious about all the advantages they can have when learning any foreign language. Nevertheless, in our country, most of the students do not even know the reason why English is included in the General Curriculum of the Salvadoran educational system. It would be a good solution if teachers take

some time to explain to their students the importance of learning English nowadays.

## **QUALITATIVE ANALYSIS OF THE DATA GATHERED FROM THE INTERVIEWED ENGLISH JUNIOR HIGH SCHOOL TEACHERS**

In order to obtain data related to the implementation of the current English program provided by MINED, the researchers asked some questions to some junior high school teachers (see appendix 5). These questions were designed according to the students' learning needs the Salvadoran educational system faces in the teaching of English in junior high school. The English teachers discussed the following statements:

- The students' attitude toward learning English
- The teachers' opinions about the students' attitude toward learning English
- The students' good and poor grades in the English subject
- The students' motivation to learn English
- English teachers' barriers to prepare classes by using the English program provided by MINED
- The percentages of the development of the four macro-skills  
listening%      reading%      speaking%      writing%

- Teachers' opinions about the English program provided by MINED

According to the English teachers interviewed, some of their students have an acceptable attitude toward learning English, but others do not seem to be interested in learning the target language. English teachers said that learning English is a personal concern as some students like the subject and enjoy it. On the other hand, these teachers said that some other students feel frustrated and overwhelmed when they are asked to participate in the English class because, in the case of seventh grade, the students lack previous knowledge on the subject. Besides, the interviewed teachers agreed that most of their students do not get good grades in English. They claimed that their students were not interested in the subject as they thought that learning English was useless and boring. This kind of attitude could make the English teaching-learning process unsuccessful because not all the students are conscious about the need and importance this subject presents. According to Posner, "The learning objectives are the educational consequences expected from courses of particular units of study." (Posner, 1998, p.26). The objectives established in a program pretend to fulfill the students' learning needs at the end of a course. For that reason, the objectives must be attached to reality in order to be attainable. Since the students from public schools do not study English before seventh grade, the objectives of the program are unattainable as it is expected. It is obvious that most of these objectives lack credibility, for they present a series of



requirements that are not logical by taking into account the teachers' lack of management of the English language, the students' poor knowledge of English, the need of didactic material in general, and above all, an English program that does not satisfy the English teachers' expectations on the teaching of English. In order to clarify the aforementioned difficulties, it is important to make a brief analysis of the general objectives presented in the junior high school English program. These objectives are as follows:

- To become aware of the communicative aspects of foreign languages
- To initiate students in the development of very basic oral skills

Although, these English program objectives require the students to develop the oral skill, most of the activities suggested in the program do not give the students the opportunity to work on this ability.

- To develop basic language skills, especially reading comprehension of texts related to objects and situations known and closely related to the students

This objective demands for the implementation of reading comprehension activities by asking the students to work on short paragraphs related to technical vocabulary. For instance, they are asked to read material containing information about how to use a computer or how to use a washing machine. It is important to realize that most Salvadoran students do not even have access to this kind of devices. So, this kind of tasks may not be meaningful for the students because it

is difficult for them to comprehend this type of literature if they are not familiar with this kind of objects.

- To produce simple written texts about familiar topics by taking into account the morphological and syntactical aspects of the language

Most of the units of this program present a lot of writing activities; however, these writing activities are kind of complex for the students' level of English knowledge. To write about legends related to the Salvadoran culture is very common in the methodological suggestions even though the students do not have the necessary vocabulary to write about them (see appendix 19 pp 112).

#### GENERAL OBJECTIVES OF EACH GRADE (7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup>)

Some of the objectives of each grade of junior high school are not well-structured since they do not give a clear idea about the purpose each objective has. These objectives read as follows:

- To motivate learners to understand the importance of learning a foreign language
- To develop attitudes of respect, tolerance, and solidarity

In these objectives, the researchers can notice that it is not specified the way the objectives can be attained, for it will be difficult for English teachers to get a clear idea on how to focus the objectives in class. Perhaps, these teachers

focus the objectives according to their own thinking. It may be better if these objectives may be presented as follows:

- To motivate students to learn a second language through interesting activities which may help the students to take advantage of the language so that they are able to use it in future real situations
- To develop attitudes of respect, tolerance and solidarity through the presentation of activities that contain real and meaningful situations on the students' contexts in order for them to give their opinions and possible solutions.

Since each objective must be a guide for teachers to know what the teaching and learning expectations are at the end of a course, these objectives must have a clear idea of what activities teachers need to plan in order to obtain the expected teaching and learning results. The program also includes objectives in which the reading skill is going to be developed during the class. Moreover, English teachers added that the program lacked coherence in terms of the contents. For these teachers, the program contents are not well-distributed according to the students' ability to understand them (see appendix 19). So, these factors affect the students' performance when the students are exposed to the teaching of English. In the same way, when the English teachers were asked to mention which barriers they faced when preparing classes with the English program given by MINED, they all shared the same opinion. They pointed out that the English program seemed to be a mixture of different levels and that they

had troubles when they explained the grammatical structures suggested in this program. It is important to develop the student's English learning skills from simple to complex grammatical structures in order to have a suitable English teaching-learning process.

To sum up, most of the English teachers agreed that the students should be taught the English contents gradually; that is, to build their knowledge from very basic grammatical structures to more complex ones in order not to confuse them at the moment of getting ideas of certain topics. Furthermore, when the English teachers were asked about the percentages they considered each skill (listening, speaking, reading, and writing) is given, almost all agreed that the writing skill is ranged between the 75 percent and 80 percent in their classes as this skill is presented during the whole academic year through the written exam they administer every month. It is also important to consider that the time given to the learning of English per week must be in accordance with the degree of importance of the general objectives in order for them to be achieved. In addition, all the English macro skills must receive equal attention and time to be developed appropriately. Most of the teachers interviewed complain about the lack of oral activities required in the program, for this is one of the most important and time consuming skills to be developed. Unlike the writing and oral skills, the rest of them are not taken into account as MINED does not provide the public schools with the adequate didactic material such as tape recorders, , VCR's, videos, textbooks, etc. so that the teaching of English be successful.

Finally, the teachers suggested a new revision of the current English program, for they think that this revision should provide the English teachers with some vocabulary related to greetings, farewells, etc. so that they can teach the target language systematically; later, the program should present basic grammatical structures which would prepare the students with the learning bases of English in order to be ready for more complex contents.

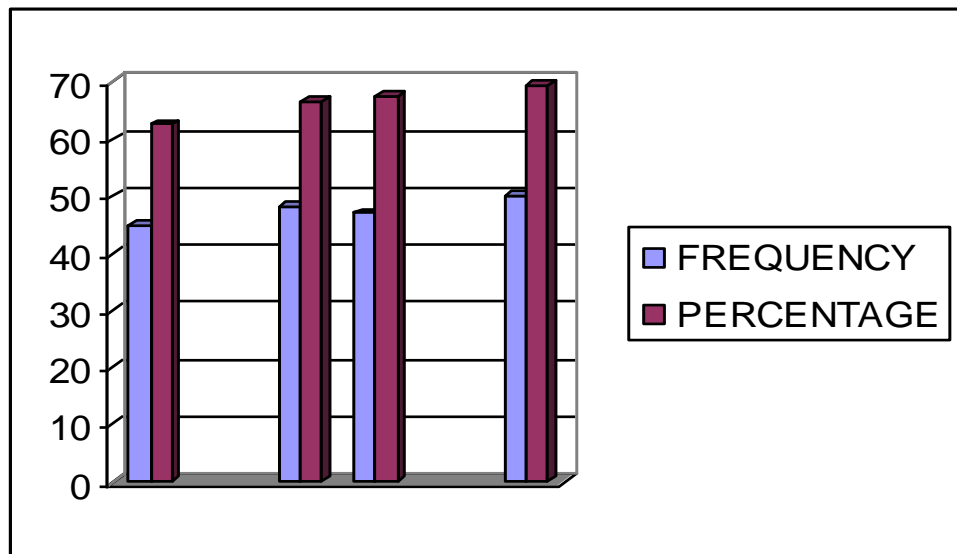
**ANALYSIS OF THE SURVEY ADMINISTERED TO HIGH SCHOOL STUDENTS FROM EIGHT PUBLIC SCHOOLS IN SANTA ANA AND CHALCHUAPA**

**TABLE 1**

1. HOW THE TEACHER CARES ABOUT THE STUDENTS' LEARNING OF ENGLISH

	FREQUENCY	PERCENTAGE
The teacher reviews the previous classes.	45	62.5
The teacher carries out different activities to facilitate the students' learning.	48	66.66
The teacher asks if students have learned the lesson.	47	67.27
The teacher gives enough practice to review what the students have learned.	50	69.44
TOTAL	190	65.97

SOURCE: Table made by the researchers.



To promote the students' interest in any subject is the teachers' task since students learn better when they feel interested in the object of learning, and this is achieved by taking into account what students really want and need. In order to check the English teachers' interest in the students' learning needs, students were asked to highlight the following aspects.

Referring to the first statement, the students' answers showed that English teachers make reviews in a 62.5 percent. It is always necessary to review the previous lessons for students to practice what they have learned and to reinforce the knowledge of the contents. A 66.66 percent establishes that the teachers carry out different activities for students to grasp the different structures of the language. A 69.44 percent considers that the teachers give enough practice for their students to apply what they have studied. Even though the percentages are above the 60 percent, all this effort is not considered enough by

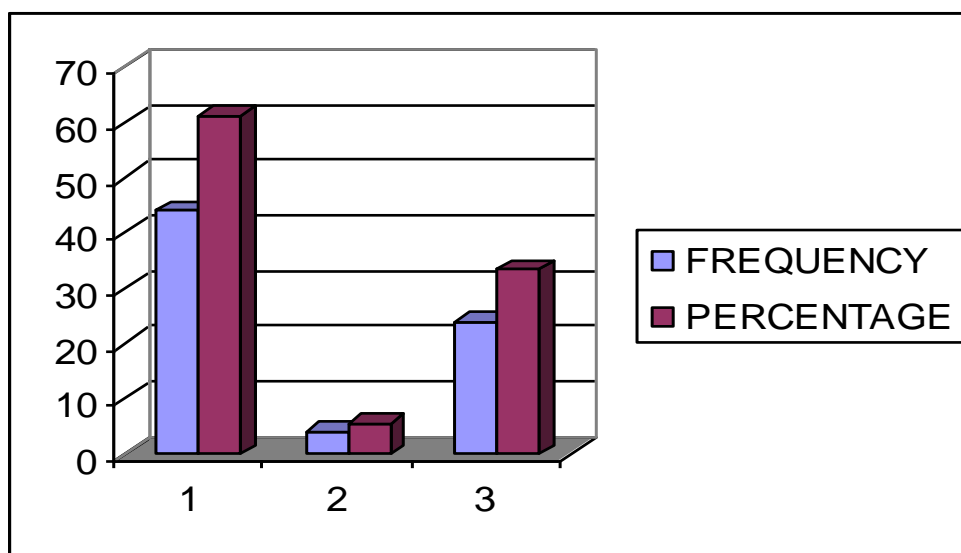
taking into account the students' results in the evaluations administered by the researchers. According to the Random House College Dictionary, "Methodology is the analysis and evaluation of subjects to be taught and the study of the methods used to teach such subjects". So, in the case of the junior high school English program proposed by MINED, the methodology is a suggestion on how to follow the steps to teach the language. These methodological suggestions should be clear, precise, applicable, and meaningful in order for the English teacher to attain the program objectives. It means that the English teaching-learning process has to follow a logical order guiding the students from simple to complex activities.

**TABLE 2**

2. THE ACCORDANCE OF THE CONTENTS WITH THE STUDENTS' KNOWLEDGE OF ENGLISH

	FREQUENCY	PERCENTAGE
YES	44	61.11
NO	4	5.56
SOMETIMES	24	33.33
TOTAL	72	100

SOURCE: Table made by the researchers



The adequate content order is necessary when teaching and learning English since it will make students build their knowledge from simple to complex structures. The order of the contents developed in the English program provided by MINED for junior high school levels does not have a logical order because the structures are not taught in a proper sequence. For that reason, English teachers have to adequate the contents in the right way. A 61.11 percent of the surveyed students considers that the English contents are in accordance with their knowledge of the target language. A 5.56 percent says it is not, and a 33.33 percent states that the contents are sometimes in accordance with their knowledge. If a program presents contents at random, it may be confusing for the students because some complex contents could be taught at the beginning, and it could be difficult for the students to acquire those contents regarding to their lack of English vocabulary and poor English background. According to



some English teachers interviewed by the researchers, the content order of the current junior high school English program is not logical (see appendix 3). They considered that some grammatical structures are not taught systematically. For instance, in unit one of the seventh grade, the students have to work on topics such as the verbs “to be” and “to have”; nevertheless, some English teachers introduce structures like the “possessive adjectives” without giving a previous explanation about this last grammatical structure (see appendix 19 pp 9-11). Besides, the interviewed English teachers said that it is not appropriate to teach the verbs “to be” and “to have” together because the former verb should be taught isolated regarding to its complexity, which tends to confuse the students when using it. In addition, it is important to emphasize that any grammatical structure should be taught by developing its different forms one after the other in order not to confuse the students with different grammatical structures. For example, in most of the units of the three grades, some grammatical structures are first taught in the affirmative form; then, the negative or interrogative forms are introduced in the following units. An evidence of this situation is the grammar explanation of the verb “to have”. In the first and third contents of the unit one in seventh grade, the affirmative form of such a verb is explained; later in the second unit, it is presented again but just in the affirmative form without giving an explanation on the negative and interrogative form (see appendix 19 pp 7-11-19-20). Another clear example of this fact is given in the contents of the eighth and ninth grade which are introduced repeatedly during the different units. Some

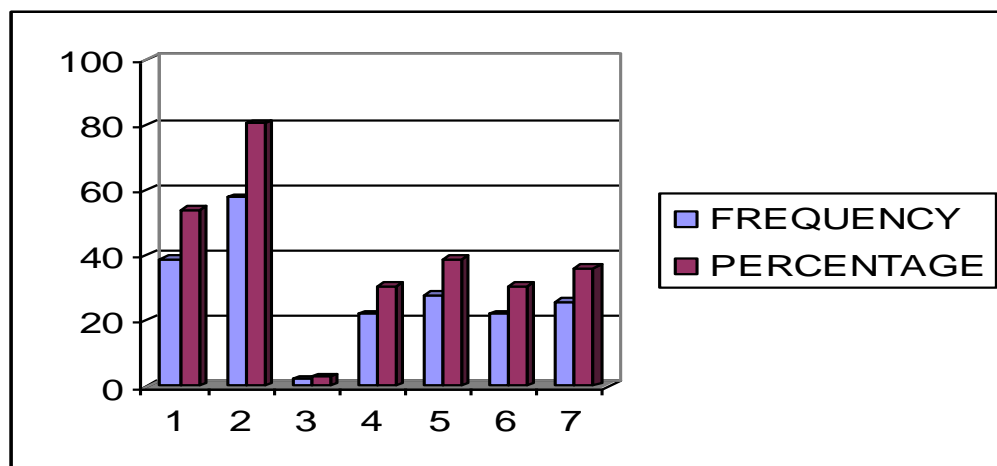
of these contents are “adjectives of quality”, “simple present”, “present perfect”, “the first type of conditionals” and others. This affects the English teaching–learning process as it may not allow the students to acquire the grammatical structures completely.

**TABLE 3**

**3. ACTIVITIES PUT INTO PRACTICE BY THE ENGLISH TEACHERS**

	FREQUENCY	PERCENTAGE
reading comprehension	39	54.16
Dialogues	58	80.55
Debates	2	2.67
dictation practice	22	30.55
writing activities	28	38.88
listening activities	22	30.55
Games	26	36.11
TOTAL	197	39.06

SOURCE: Table made by the researchers.



The development of interesting and applicable activities in the English classroom is a good way to keep students' interest in learning the language. Teachers must detect when students are bored and tired in the classroom, so teachers can motivate students to create in the classroom a good atmosphere and encourage students to learn by the use of activities that students really need in order to develop their skills and also activities in which they all feel involved (Mingguang, 1994). Dialogues are the most developed activity in class according to students. An 88.55 percent of the students states that dialogues are frequently used in class. Reading comprehension activities are put in a second place with a 54.16 percent. Writing activities get the third place with a 38.88 percent. Games and activities that involve some fun obtain a 36.11 percent. Then, listening activities and dictation practices receive a 30.55 percent each. Finally, debates receive a 2.67 percent. So, this shows that a high percent of the activities carried out in class cover the four macro-skills necessary to

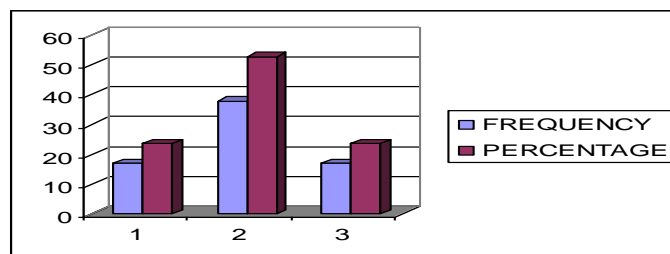
acquire the language. Although the junior high school English program requires English teachers to develop the four macro skills in their classroom, the general objectives include the listening skill but the necessary resources to develop this skill are not available in some public institutions which may cause a problem for the teaching-learning process, for it may affect the order of the language acquisition which is listening, speaking, reading and writing. These four steps usually follow this process because it means that the students experience the language in the oral form before the written form (House; 1997; p.7)

**TABLE 4**

**4. THE STUDENTS' LEVEL OF KNOWLEDGE OF ENGLISH WHEN THEY BEGAN JUNIOR HIGH SCHOOL**

	FREQUENCY	PERCENTAGE
any	17	23.61
some	38	52.78
a lot	17	23.61
TOTAL	72	100

SOURCE: Table made by the researchers.

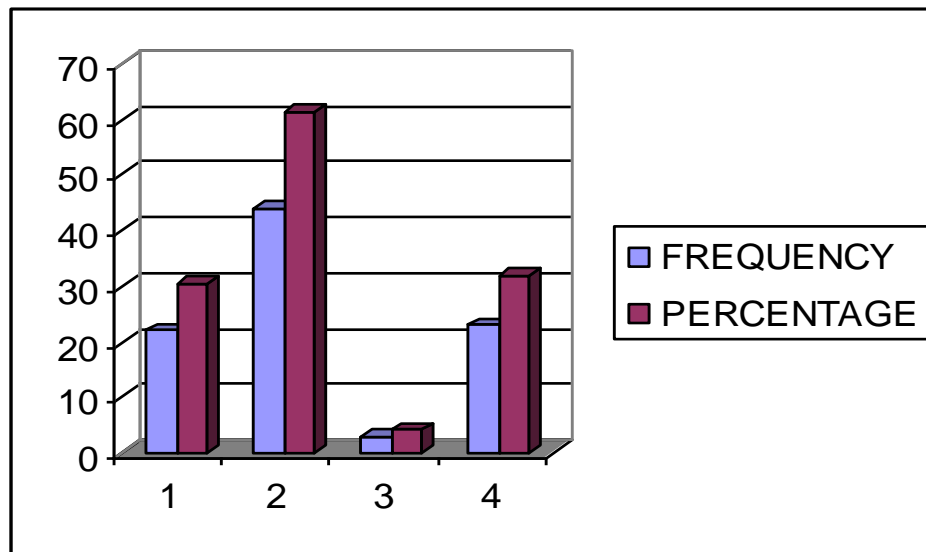


One of the biggest problems junior high school students from public institutions face when they begin this level is their lack of knowledge of the English language. This problem may block the students' interest in learning the language because the students may feel that the structures are difficult for them. Regarding to this problem, it is established that a 52.78 percent of the students surveyed began junior high school with some knowledge of English. A 23.61 percent began with no knowledge of English and a similar percentage, 23.61 percent, considered they had a lot of knowledge of the language. It is really important to pay special attention to the requirements of the general objectives of each grade of junior high school; that is, the students' level of knowledge about the target language must be taken into account in the objective design so that the expected results be accomplished.

**TABLE 5**

**THE BIGGEST OBSTACLE STUDENTS HAVE FACED DURING THEIR ENGLISH CLASSES**

	FREQUENCY	PERCENTAGE
difficulty with the contents	22	30.55
lack of previous knowledge of English	44	61.11
way in which the teacher develops his/her classes	3	4.16
the order in which contents are presented	23	31.94
TOTAL	92	31.94



Learning a new language is not an easy task, mainly when the environment is not adequate to learn it and when the language is not fully practiced. The students have to face some obstacles when learning English. The main problem about the methodology suggested in the English program is that it gives the instructions to the teachers in order to ask the students to develop some activities, but it is taken for granted that the students already know at least the basic structures. For instance, in seventh grade, from steps 3 - 5 in topic one from unit 1, page 8 (see appendix 19 p 8), it is necessary to have a tape recorder, a cassette and a book to listen to a story; then, students are asked to recognize some vocabulary and to work with it as if they have already studied English before, being this the first time they are exposed to an English class. Besides, the program does not provide English teachers with the necessary grammatical information to prepare their classes as presented in

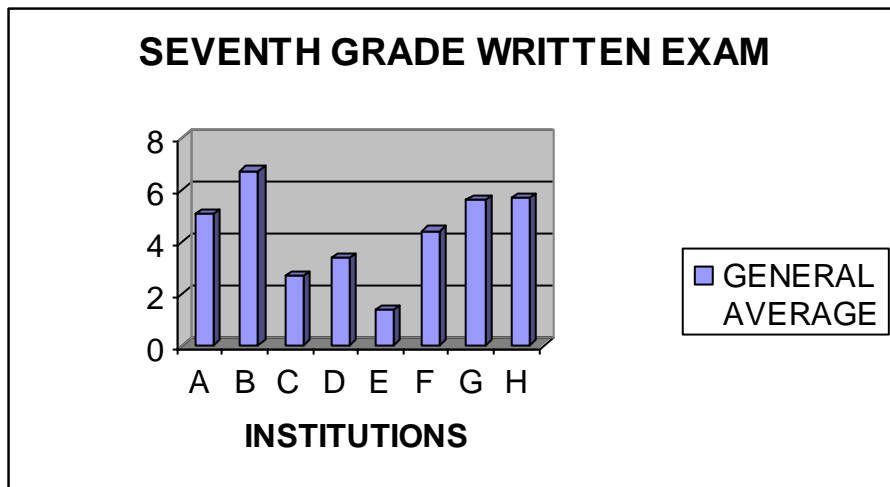
some units of the English program in which teachers are asked to present different activities such as listening comprehension or reading comprehension activities. These methodological suggestions do not give enough information about the contents to be taught. So, the English teachers have to look for this material in other bibliographical sources. The biggest obstacle, according to the students, is their lack of previous knowledge of English. This opinion reaches the 61.11 percent. As a result, this problem may cause the students' poor ability to acquire the language. The inadequate content order affects students' learning too, since the 31.94 percent of the students considers that the content order is not the appropriate to teach English in a suitable way. Sometimes teachers take for granted that the students know the language, but in fact they do not. This becomes another problem students face when learning English. This problem is noticeable in a 30.55 percent of the results obtained through the survey. The teachers' methodology does not seem to be a problem in the teaching-learning process since only the 4.10 percent of the students does not agree with the way English teachers develop their classes.

**RESULTS GATHERED FROM THE WRITTEN EXAM ADMINISTERED TO  
SEVENTH GRADE STUDENTS**

**TABLE 6**

<b>INSTITUTIONS</b>	<b>GENERAL AVERAGE</b>
<b>A</b>	<b>5.10</b>
<b>B</b>	<b>6.76</b>
<b>C</b>	<b>2.66</b>
<b>D</b>	<b>3.36</b>
<b>E</b>	<b>1.36</b>
<b>F</b>	<b>4.43</b>
<b>G</b>	<b>5.63</b>
<b>H</b>	<b>5.72</b>
<b>TOTAL</b>	<b>4.38</b>

SOURCE: Table made by the researchers.





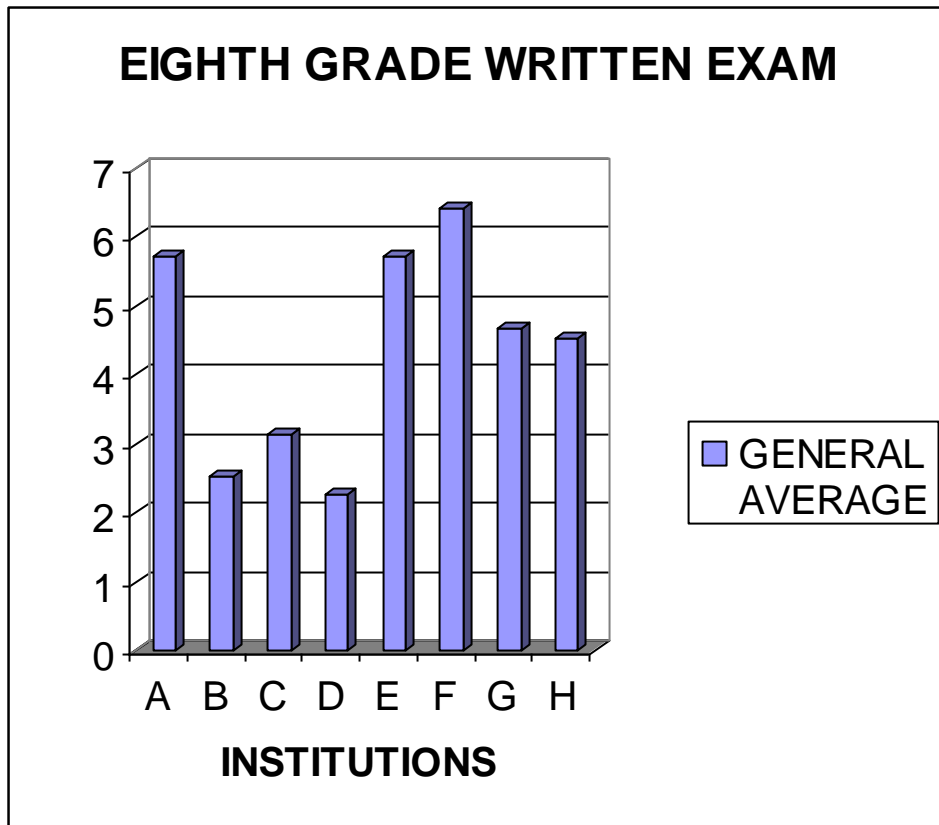
As it is presented in the previous table, the average of the written exam of each institution is given. It is noticeable that a deep emphasis must be put to make students internalize the different grammatical structures since the very beginning because this is the basis of the communicative component of the language. Since the students lack the very basic structures of the English language, it is difficult for the students to write paragraphs as it is expected in the program.

**RESULTS GATHERED FROM THE WRITTEN EXAM ADMINISTERED TO  
EIGHTH GRADE STUDENTS**

**TABLE 7**

<b>INSTITUTIONS</b>	<b>GENERAL AVERAGE</b>
<b>A</b>	<b>5.73</b>
<b>B</b>	<b>2.53</b>
<b>C</b>	<b>3.13</b>
<b>D</b>	<b>2.26</b>
<b>E</b>	<b>5.73</b>
<b>F</b>	<b>6.40</b>
<b>G</b>	<b>4.67</b>
<b>H</b>	<b>4.53</b>
<b>TOTAL</b>	<b>4.37</b>

SOURCE: Table made by the researchers.



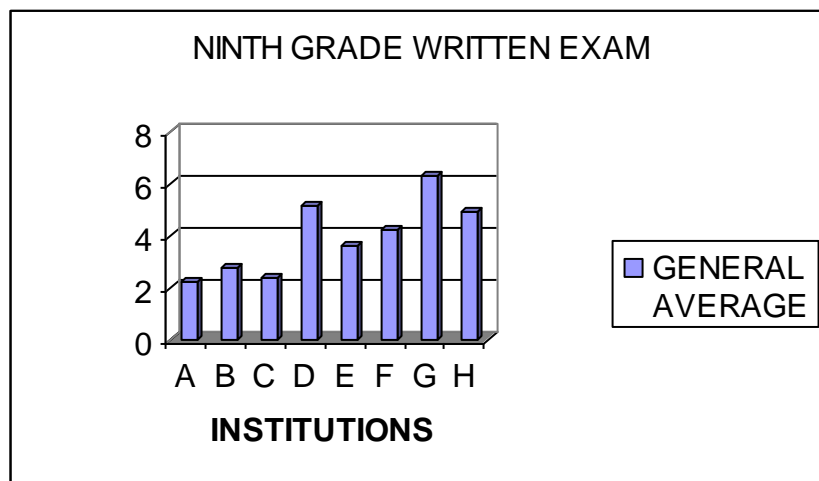
As shown in the table, students from eighth grade have similar problems with the written skill. An urgent change to improve this area is necessary considering the demands of having an acceptable management of the writing skill.

**RESULTS GATHERED FROM THE WRITTEN EXAM ADMINISTERED TO  
NINTH GRADE STUDENTS**

**TABLE 8**

<b>INSTITUTIONS</b>	<b>GENERAL AVERAGE</b>
<b>A</b>	<b>2.20</b>
<b>B</b>	<b>2.80</b>
<b>C</b>	<b>2.40</b>
<b>D</b>	<b>5.14</b>
<b>E</b>	<b>3.60</b>
<b>F</b>	<b>4.26</b>
<b>G</b>	<b>6.33</b>
<b>H</b>	<b>4.93</b>
<b>TOTAL</b>	<b>3.96</b>

SOURCE: Table made by the researchers.



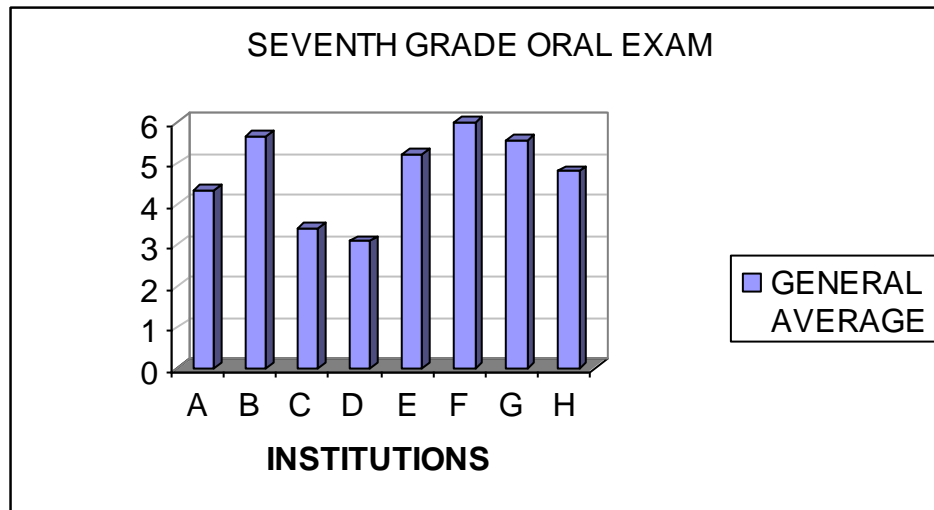
The results presented in the table show a decreasing average among seventh, eighth, and ninth grades. The scores reflect that it is necessary to emphasize more and more the application of effective strategies to develop the writing skill. Instead of getting better grades, the students get lower grades which affect the students' learning process of English. According to House, "Learning a language is above all a slow process. The students come to the English classroom with their native language already very developed since they have been continuously exposed to it about eight or nine years, yet it will be difficult to achieve the same results with a target language when the exposure over a year may be about eighty hours if they are lucky" (House; 1997: p.8). Besides, due to the quantity of the contents presented in the English program and the little time to develop them, it becomes an arduous task for teachers and students to achieve a suitable teaching-learning process. Referring to teachers, they need to summarize the most important contents in order to develop them in the established time. That is, the teachers take the risk of missing certain basic structures that may help the students to improve their English learning. In the same way, the students do not internalize the language appropriately when the time suggested in the program is not distributed evenly in accordance with the quantity of contents the program has.

**RESULTS GATHERED FROM THE ORAL EXAM ADMINISTERED TO  
SEVENTH GRADE STUDENTS**

**TABLE 9**

<b>INSTITUTIONS</b>	<b>GENERAL AVERAGE</b>
<b>A</b>	<b>4.33</b>
<b>B</b>	<b>5.66</b>
<b>C</b>	<b>3.41</b>
<b>D</b>	<b>3.10</b>
<b>E</b>	<b>5.22</b>
<b>F</b>	<b>6.00</b>
<b>G</b>	<b>5.54</b>
<b>H</b>	<b>4.80</b>
<b>TOTAL</b>	<b>4.75</b>

SOURCE: Table made by the researchers.

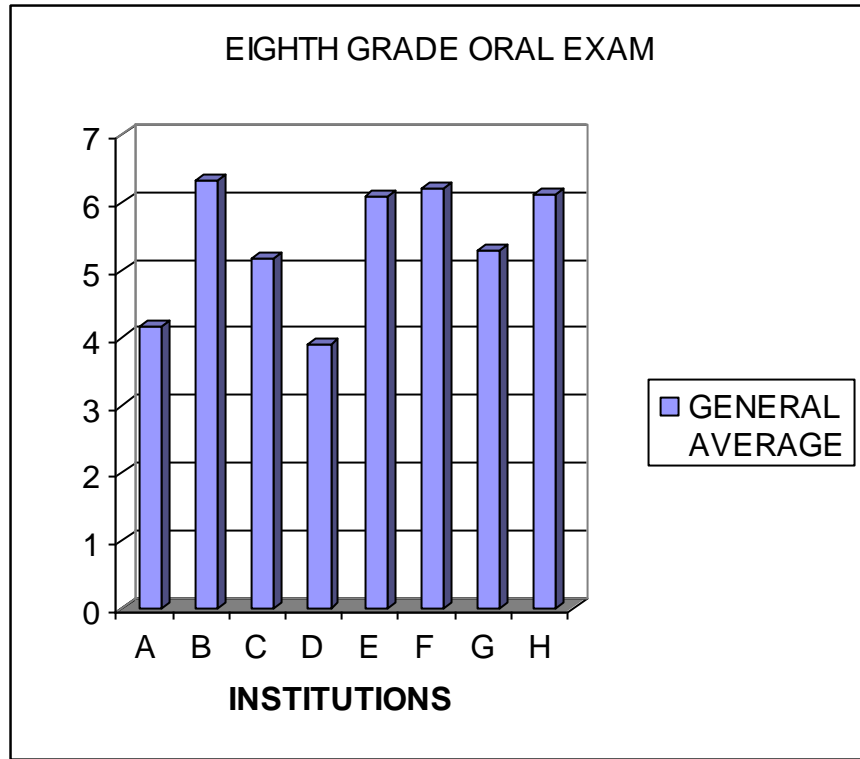


The results obtained in the oral exam show that students produce the language in the oral form in a regular percent. “Since communication is a process, it is insufficient for the students to simply have knowledge of the target language form, meanings and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener that meaning becomes clear” (Larsen-Freeman; 1986; p.123). This means that through interaction students will improve their oral skill. Therefore, the students need to interact more because they need to be exposed to the target language in order to be able to manage the process of negotiating meaning with their classmates and teacher.

**RESULTS GATHERED FROM THE ORAL EXAM ADMINISTERED TO  
EIGHTH GRADE STUDENTS**

**TABLE 10**

<b>INSTITUTIONS</b>	<b>GENERAL AVERAGE</b>
<b>A</b>	<b>4.16</b>
<b>B</b>	<b>6.33</b>
<b>C</b>	<b>5.16</b>
<b>D</b>	<b>3.90</b>
<b>E</b>	<b>6.10</b>
<b>F</b>	<b>6.20</b>
<b>G</b>	<b>5.30</b>
<b>H</b>	<b>6.12</b>
<b>TOTAL</b>	<b>5.40</b>



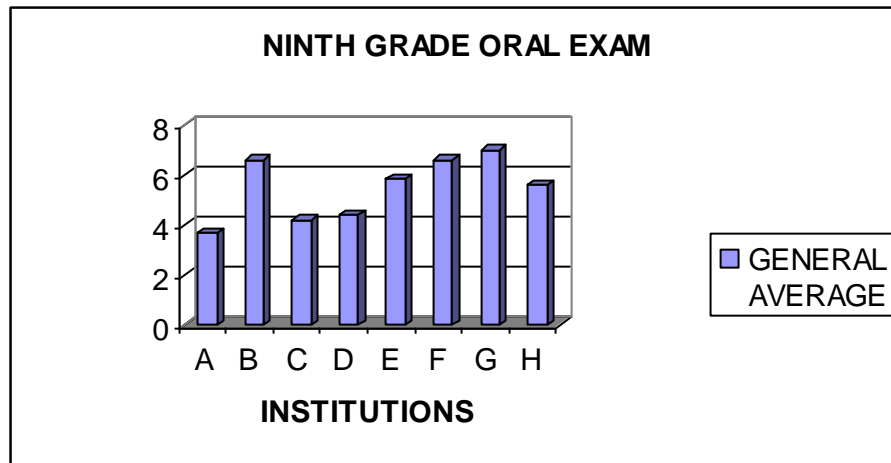
According to the results students from eighth grade have gotten, some improvement is seen. It means that the students' development of the oral skill is better but not acceptable. More emphasis is necessary to make students feel involved in the process of communicating their ideas, yet most of the activities suggested in the program do not give the students the opportunity to work on this skill.

**RESULTS GATHERED FROM THE ORAL EXAM ADMINISTERED TO NINTH  
GRADE STUDENTS**

**TABLE 11**

<b>INSTITUTIONS</b>	<b>GENERAL AVERAGE</b>
<b>A</b>	<b>3.70</b>
<b>B</b>	<b>6.60</b>
<b>C</b>	<b>4.20</b>
<b>D</b>	<b>4.40</b>
<b>E</b>	<b>5.84</b>
<b>F</b>	<b>6.60</b>
<b>G</b>	<b>7.00</b>
<b>H</b>	<b>5.60</b>
<b>TOTAL</b>	<b>5.48</b>

SOURCE: Table made by the researchers.





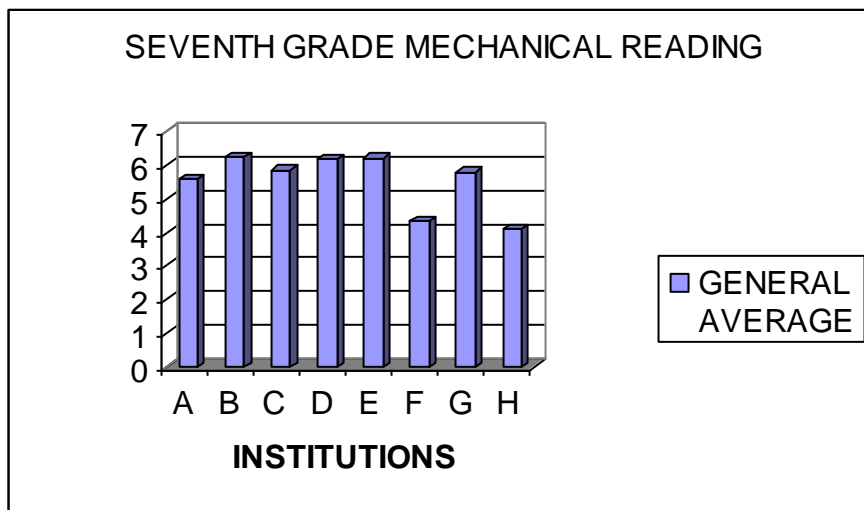
In ninth grade, students have shown more progress with the oral skill. They have gotten more acceptable grades. It is important to highlight that the oral exam grades go from low to high. Students show some progress in the oral skill. On the other hand, the written ones show the opposite. Since the purpose of language is communication, it is necessary to spend a good part of the English class getting the student to speak (House, 1997; p.8). The opinion of some teachers interviewed by the researchers is that the English program should include more activities that promote communication among the students since there is nothing motivating about learning English if the students are just going to do exercises in a book. The students need to be exposed to more oral activities, for this skill is one of the most difficult to acquire.

**RESULTS OBTAINED THROUGH THE MECHANICAL READING EXAM  
ADMINISTERED TO SEVENTH GRADE STUDENTS**

**TABLE 12**

<b>INSTITUTIONS</b>	<b>GENERAL AVERAGE</b>
<b>A</b>	<b>5.59</b>
<b>B</b>	<b>6.22</b>
<b>C</b>	<b>5.84</b>
<b>D</b>	<b>6.16</b>
<b>E</b>	<b>6.20</b>
<b>F</b>	<b>4.32</b>
<b>G</b>	<b>5.79</b>
<b>H</b>	<b>4.10</b>
<b>TOTAL</b>	<b>5.53</b>

SOURCE: Table made by the researchers.



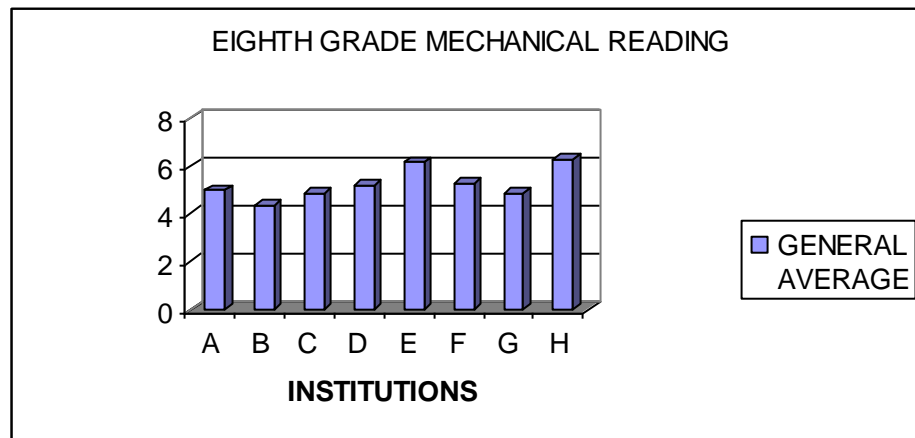
According to the students' final results on their mechanical reading evaluation, the general average was 5.53 which means that the students from seventh grade of the different public institutions need to improve their reading skill. More reading activities should be put into practice in the English classes; for instance, these reading-aloud activities will help the students to develop their reading skill by practicing speaking. The program includes objectives in which the reading skill is going to be developed during the class. According to some teachers interviewed, an important purpose of learning a foreign language is to be able to read literature written in the target language, for it is necessary for the students to be conscious about the target language grammatical rules as well as the necessary lexicon of the language.

**RESULTS OBTAINED THROUGH THE MECHANICAL READING EXAM  
ADMINISTERED TO EIGHTH GRADE STUDENTS**

**TABLE 13**

<b>INSTITUTIONS</b>	<b>GENERAL AVERAGE</b>
<b>A</b>	<b>5.02</b>
<b>B</b>	<b>4.36</b>
<b>C</b>	<b>4.89</b>
<b>D</b>	<b>5.20</b>
<b>E</b>	<b>6.16</b>
<b>F</b>	<b>5.32</b>
<b>G</b>	<b>4.90</b>
<b>H</b>	<b>6.30</b>
<b>TOTAL</b>	<b>5.27</b>

SOURCE: Table made by the researchers.



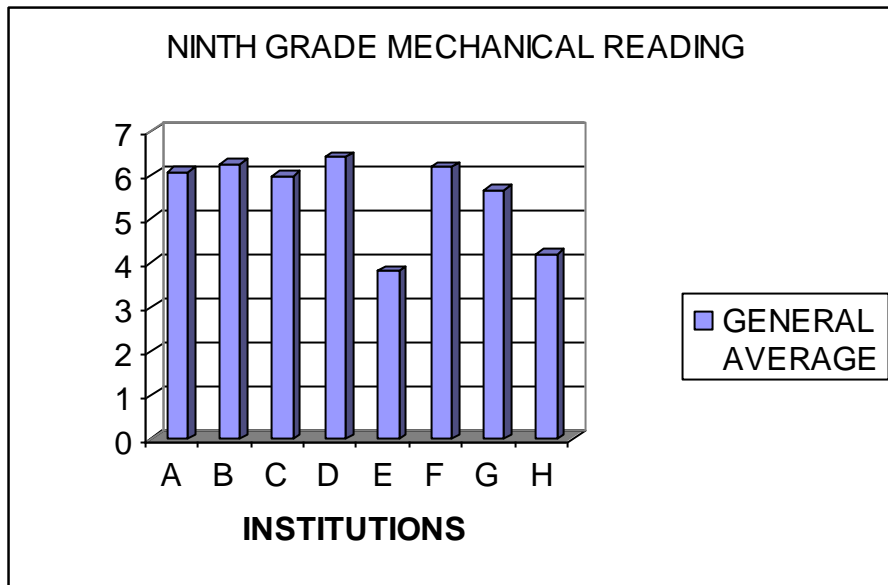
As it is shown in the previous table, the general average of the reading evaluation of eighth grade students was 5.27. It is noticeable that the students need to improve their reading skill since this result reveals that the students have not practiced their pronunciation intensively since the beginning of language instruction as it is required when learning a language.

**RESULTS OBTAINED THROUGH THE MECHANICAL READING EXAM  
ADMINISTERED TO NINTH GRADE STUDENTS**

**TABLE 14**

<b>INSTITUTIONS</b>	<b>GENERAL AVERAGE</b>
<b>A</b>	<b>6.06</b>
<b>B</b>	<b>6.24</b>
<b>C</b>	<b>5.96</b>
<b>D</b>	<b>6.40</b>
<b>E</b>	<b>3.82</b>
<b>F</b>	<b>6.18</b>
<b>G</b>	<b>5.66</b>
<b>H</b>	<b>4.20</b>
<b>TOTAL</b>	<b>5.57</b>

SOURCE: Table made by the researchers.



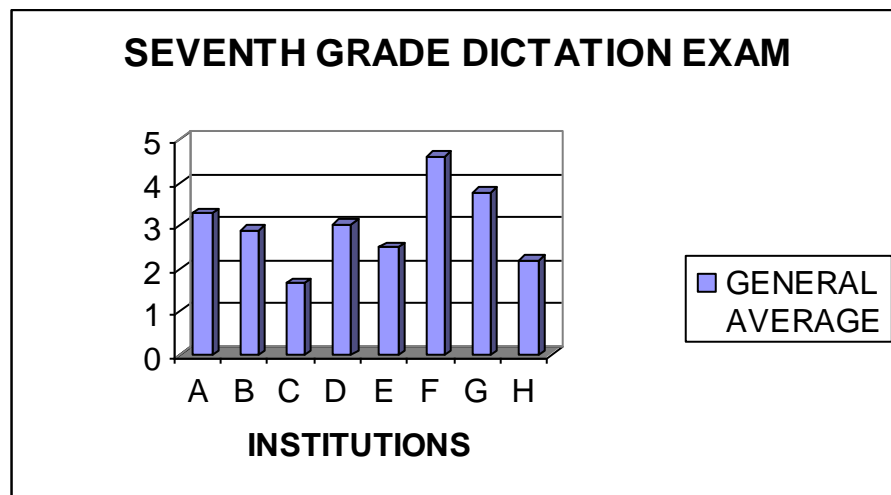
Though these final results of the mechanical reading evaluation is the highest of the three grades, the reading skill in ninth grade also needs to be improved as in the other grades. To develop skills for finding general and specific information in written texts yet is one of the grades' general objectives , this kind of objectives are difficult for teachers to achieve successfully since the length of the paragraph suggested in the English program is too long for the students' level of English knowledge (see appendix 19 p 112). Besides, no previous vocabulary is given to the students so that they can get at least the main ideas about these readings. It is important to take into account that the reading, speaking and writing skills reinforce one another.

**RESULTS OBTAINED THROUGH THE DICTATION EXAM ADMINISTERED  
TO SEVENTH GRADE STUDENTS**

**TABLE 15**

INSTITUTIONS	GENERAL AVERAGE
A	3.30
B	2.90
C	1.68
D	3.04
E	2.50
F	4.60
G	3.78
H	2.20
<b>TOTAL</b>	<b>3.00</b>

SOURCE: Table made by the researchers.



The results of this table show that the listening ability is not well developed in the English classroom. It is important for students to develop their listening skill in order to acquire the language.

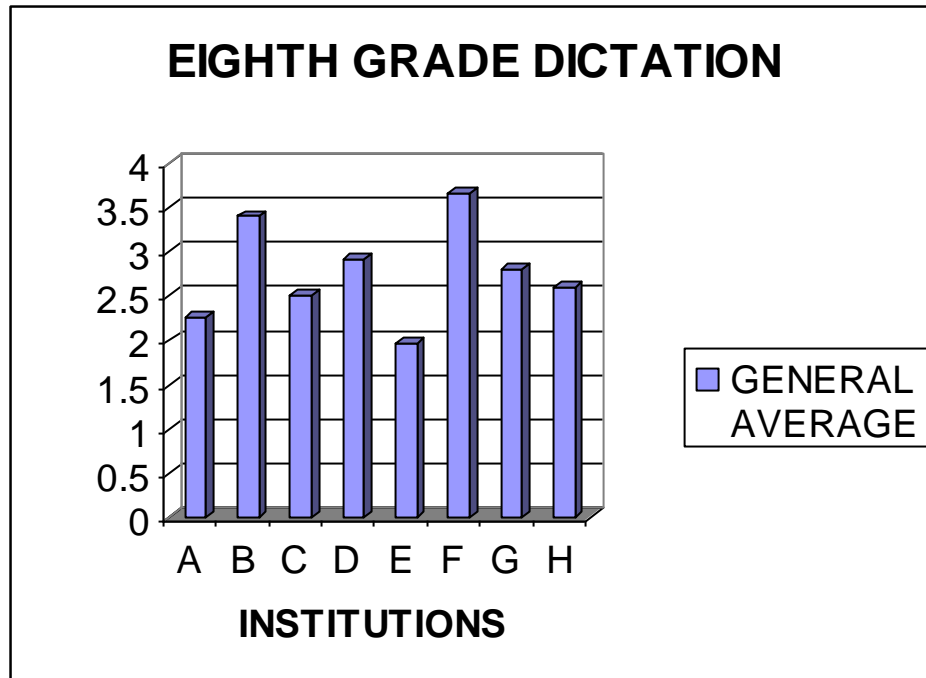
**RESULTS OBTAINED THROUGH THE DICTATION EXAM ADMINISTERED  
TO EIGHTH GRADE STUDENTS**

**TABLE 16**

<b>INSTITUTIONS</b>	<b>GENERAL AVERAGE</b>
<b>A</b>	<b>2.26</b>
<b>B</b>	<b>3.40</b>
<b>C</b>	<b>2.51</b>
<b>D</b>	<b>2.92</b>
<b>E</b>	<b>1.96</b>
<b>F</b>	<b>3.66</b>
<b>G</b>	<b>2.80</b>
<b>H</b>	<b>2.60</b>
<b>TOTAL</b>	<b>2.76</b>

SOURCE: Table made by the researchers.





The results of this table show that the students should improve their listening skill. Students need to listen to the language the way it sounds so that they develop their listening skill. In this case, the English teachers need to use tape recorders and authentic material for the students to listen to different situations in the target language. Unfortunately, some public institutions do not have this material necessary to develop their students' listening skill.

**RESULTS OBTAINED THROUGH THE DICTATION EXAM ADMINISTERED  
TO NINTH GRADE STUDENTS**

**TABLE 17**

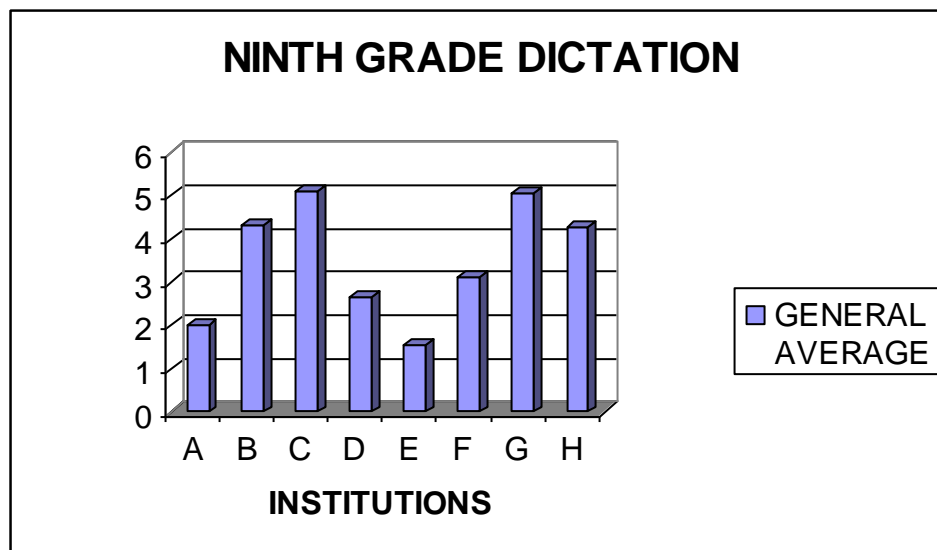
<b>INSTITUTIONS</b>	<b>GENERAL AVERAGE</b>
<b>A</b>	<b>2.00</b>
<b>B</b>	<b>4.30</b>
<b>C</b>	<b>5.10</b>
<b>D</b>	<b>2.66</b>
<b>E</b>	<b>1.54</b>
<b>F</b>	<b>3.12</b>
<b>G</b>	<b>5.04</b>
<b>H</b>	<b>4.27</b>
<b>TOTAL</b>	<b>3.50</b>

SOURCE: Table made by the researchers.

In order to get the average of the twelve exams (four per each junior high school grade), the researchers used the following formula:

$$\bar{X} = \frac{\sum X_1 + X_2 + X_3 + X_4}{4}$$

4



According to these results, the students from ninth grade need more listening practices through native speakers' daily activities, songs, movies, and videos so that they get familiar with the American accent. The listening ability is important for the suitable language learning environment.

If the English program is to be a guide for English teachers, this program should contain all its elements – objectives, contents, methodology, and assessment proposals as a whole in which each of these elements functions as a complementary part of one another. For instance, a methodological suggestion must be in accordance with the assessment proposals and so on. In other words, the elements of a program must have coherence among them. It could not be possible to pretend to achieve an objective whose purpose is to develop the oral skill in the classroom if the methodological suggestions do not propose exercises in which this skill could be put into practice.

**CHAPTER III**

**CONCLUSIONS,**

**RECOMMENDATIONS,**

**BIBLIOGRAPHICAL**

**REFERENCES AND**

**APPENDICES**

## **CONCLUSIONS**

Based on the results of the different instruments used to gather data, the researchers could realize that the English teaching-learning process is being affected because of the lack of an English program which is in accordance with the Salvadorian students' reality. For this reason, the researchers may state that the hypothesis has been verified. The researchers consider that the objectives of this investigation were attained in a 90 percent since the analysis of the curriculum for junior high school provided by MINED to teach English in junior high school levels was fundamental to verify what has been established in the hypothesis. Besides the information English teachers, junior high school students, and people from MINED involved in this situation provided through the administration of surveys, questionnaires, and interviews support that the English program provided by MINED for junior high school levels needs to be adapted according to the students' real learning needs. This change could be an aid to have better results in the implementation of a second language in the Salvadorian educational system for English to be part of the students' integral knowledge.

As a result, the researchers state the following:

- The junior high school English teachers' different answers and opinions were a good tool to demonstrate that the English program for junior high

school needs a lot of improvement to be a real and useful guide for the English teaching process.

- In order to have a good attitude toward learning English, the junior high school students need to know the importance of learning such a language.
- When students are interested and motivated in what they are learning, their learning becomes efficient and meaningful.
- The enough and suitable didactic material helps the teacher to improve the teaching-learning process by getting the students' attention in class.

## **RECOMMENDATIONS**

Taking into account the different results gathered through this investigation, the researchers recommend the following:

- A deep analysis should be made by the people in charge of elaborating the English program for junior high school levels provided by MINED in order for it to be more productive and complete to satisfy the students' learning necessities.
- English teachers as well as the students must be taken into account in the elaboration of the English program since they are, in fact, the priority of this process.
- Public schools should be provided with the necessary resources to fulfill the expected learning results.

- Teachers should have periodical trainings to improve the teaching of English in the junior high school classrooms.
- Periodical evaluations should be done in order to monitor the teaching-learning process since knowledge is evolving throughout the time.
- Each of the contents of the English program must be adapted to the students' real learning needs.

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## **PERSONAL INTERVIEWS**

Castillo, Álvaro. Personal interview. May 2004

Guerra, Jorge. Personal interview. May 2004

Some junior high school English teachers from eight chosen institutions from Santa Ana and Chalchuapa. July 2004

# APPENDICES

## APPENDIX 1

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### INTERVIEW TO COORDINATORS OF MINED IN SANTA ANA

OBJECTIVE: The information provided in this interview will be an aid to obtain data about the program provided by MINED to teach English in junior high school levels.

INSTRUCTION: Answer the following questions according to your point of view.

1. When was the English program for junior high school implemented the first time?
2. What were the reasons?
3. How many times has the English program been changed?
4. What were the reasons?
5. Who is in charge of designing the English program?
6. When was the current English program for junior high school implemented?
7. Are the results of this program satisfactory? YES NO EXPLAIN
8. Have you received any comments and suggestions related to the program?
9. What changes have teachers suggested?
10. Do the public institutions have the adequate and sufficient material for the implementation of the subject?
11. Is there any periodic evaluation of the program to know its results?  
YES NO HOW OFTEN?
12. Who is in charge of this evaluation?
13. Are teachers periodically trained with new techniques and teaching methods?
14. Who is in charge of this training?

## **APPENDIX 2**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### **INTERVIEW DIRECTED TO ENGLISH TEACHERS FROM JUNIOR HIGH SCHOOL LEVELS**

OBJECTIVE: To obtain information that will help us to enrich our undergraduate work on “An Analysis of the Curriculum provided by MINED to teach English in junior high school levels”.

DIRECTION: Answer the following questions according to your point of view.

1. Which abilities do students develop at the end of the year?
2. What kind of didactic material do you use in class?
3. Do you prepare this didactic material?
4. Which skills do you evaluate?
5. How many hours per week do you teach English?
6. In what percent do the students assimilate the different grammatical structures and vocabulary?
7. Do you attend any seminar provided by MINED to learn new teaching strategies?
8. If you do so, do you apply these strategies?
9. Do you receive any didactic material from MINED?
10. Do you use any textbook whose contents follow the content order of the English program provided by MINED?
11. Are your classes monitored by specialists from MINED? YES NO

### **APPENDIX 3**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

#### **QUESTIONNAIRE TO BE ANSWERED BY JUNIOR HIGH SCHOOL**

##### **TEACHERS**

INTRODUCTION: The following questionnaire will be used in order to get information related to the junior high school English program.

DIRECTION: Read carefully the following questions and answer according to your viewpoint.

1. Do you use the junior high school English program presented by the Ministry of Education in order to prepare your English classes?

YES (  ), NO (  ). EXPLAIN \_\_\_\_\_

2. Have you found any barrier when using the junior high school English program?

YES (  ), NO (  ). EXPLAIN \_\_\_\_\_

3. What is your opinion about the junior high school English program provided by the Ministry of Education?

EXPLAIN \_\_\_\_\_

4. Do you think the junior high school English program objectives are reached at the end of the year?

YES (  ), NO (  ). EXPLAIN \_\_\_\_\_

5. Do you follow the content order presented in the English program to teach your English classes?

YES (  ), NO (  ). EXPLAIN \_\_\_\_\_

6. Are the English contents presented in a logical order?

YES (  ), NO (  ). EXPLAIN \_\_\_\_\_

7. Do you think there should be changes in the English program for junior high school? YES (  ) NO (  ). Which changes would you suggest in the program?

EXPLAIN \_\_\_\_\_

## APPENDIX 4

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### SURVEY TO SEVENTH, EIGHTH, AND NINTH GRADE STUDENTS

**OBJETIVE:** To know the students' opinions about the English teaching-learning process in the classroom.

**DIRECTION:** Write an "X" in the following categories according to your viewpoint.

1. HOW DOES THE TEACHER CARE ABOUT YOUR LEARNING OF ENGLISH?
  - The teacher reviews the previous classes.
  - The teacher carries out different activities to facilitate my learning.
  - The teacher asks if I have understood the lesson.
  - The teacher gives enough practice to review what I have learned.
2. ARE THE CONTENTS IN ACCORDANCE WITH YOUR KNOWLEDGE OF ENGLISH?
  - YES
  - No
  - Sometimes
3. WHICH ACTIVITIES DOES THE TEACHER PUT INTO PRACTICE?
  - reading comprehension
  - dialogues
  - debates
  - dictation practice
  - writing activities
  - listening activities
  - games
4. HOW WAS YOUR LEVEL OF KNOWLEDGE OF ENGLISH WHEN YOU BEGAN JUNIOR HIGH SCHOOL?
  - any
  - some
  - a lot
5. WHAT IS THE BIGGEST OBSTACLE YOU HAVE FACED DURING YOUR ENGLISH CLASSES?
  - difficulty with the contents
  - lack of previous knowledge of English
  - the way in which the teacher develops his/her classes
  - the order in which contents are presented



## **APPENDIX 5**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### **INTERVIEW DIRECTED TO ENGLISH TEACHERS FROM JUNIOR HIGH SCHOOL LEVELS**

OBJECTIVE: To get information about the implementation of the current English program provided by MINED for junior high school.

DIRECTION: Answer the following questions.

1. How is the students' attitude toward learning English?

Good                      Bad                      Regular

2. If your answer is bad or regular, why do you think that the students' attitude is this way?

3. Do you consider that all the junior high school students obtain good grades in the English evaluations?

Yes, No. Explain

4. Why do you think some students get low grades?

5. Do you consider that all the students feel motivated to learn English?

Yes, No. Explain

6. Do you have any difficulties to prepare your English classes with the use of the English program provided by MINED?

Yes, No. Explain

7. In what percent do you consider that the four macro-skills are developed in your English classes?

## APPENDIX 6

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### OBSERVATION GUIDE SHEET IN ORDER TO BE USED IN JUNIOR HIGH SCHOOL ENGLISH CLASSES

OBJECTIVE: To observe the development of the junior high school English classes in public schools.

1. Is it an active class?

Yes  No  Sometimes

2. Does the teacher encourage students to participate?

Yes  No  Sometimes

3. Do the students seem to be eager to participate in class?

Yes  No  Sometimes

4. Do the students pay attention to the English class?

Yes  No  Sometimes

5. Do the students understand the English class?

Yes  No  Sometimes

6. Do the students participate in all the activities?

Yes  No  Sometimes

**APPENDIX 7**

UNIVERSIDAD DE EL SALVADOR  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
DEPARTAMENTO DE IDIOMAS

**EXAMEN DE DIAGNÓSTICO PARA ESTUDIANTES DE 7º GRADO**

PARTE I (15%)

Responda las siguientes preguntas utilizando respuestas largas.

1. What's your name?

\_\_\_\_\_

2. Where do you live?

\_\_\_\_\_

3. How old are you?

\_\_\_\_\_

4. What do you do?

\_\_\_\_\_

5. Where are you from?

\_\_\_\_\_

PARTE II (15%)

Escriba 5 oraciones sobre algunas de sus pertenencias. **EJEMPLO: I have a white house.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

PARTE III (15%)

Ordene las siguientes oraciones.

1. intelligent/ are / students / the

\_\_\_\_\_

2. mother / my / a / is / person / nice

\_\_\_\_\_

3. Julia Roberts / great / movie star / is / a

\_\_\_\_\_

4. brother / has / my / eyes / black

\_\_\_\_\_

5. have / I / brown / hair

\_\_\_\_\_

PARTE IV ( 20%)

Lea el siguiente párrafo y luego conteste las preguntas.

My name is Betsy. I'm 12 years old. I'm from Mexico. I have black hair, brown eyes and dark skin. I'm tall and strong. I'm a student in 7<sup>th</sup> grade. My school isn't very big. My favorite singers are Madonna and John Secada. They're great! My favorite color is black and my favorite animals are dogs. I have two dogs; their names are Lily and Abu. Their eyes are big and blue. I love them.

1. Is Betsy 12 years old?

\_\_\_\_\_

2. Is Betsy from El Salvador?

\_\_\_\_\_

3. Is Betsy tall?

\_\_\_\_\_

4. Is Betsy a singer?

\_\_\_\_\_

5. Is Betsy in 7<sup>th</sup> grade?

\_\_\_\_\_

PARTE V (20%)

Escriba 5 oraciones con el siguiente horario (utilice el Presente Simple)

6:30 a.m. breakfast

\_\_\_\_\_

7:00 a.m. take a shower

\_\_\_\_\_

2:00 p.m. do the homework

\_\_\_\_\_

5:00 p.m. watch TV

\_\_\_\_\_

8:00 go to bed

\_\_\_\_\_

PARTE VI (15%)

Escriba 5 oraciones sobre objetos existentes en su salón de clase. Utilize THERE IS y THERE ARE.

**EJEMPLO: There is a big blackboard in the classroom**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## **APPENDIX 8**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### **ORAL EXAM TO DIAGNOSE SEVENTH GRADE STUDENTS**

OBJECTIVE: To check seventh grade students' oral ability.

DIRECTION: Answer the following questions.

1. What's your name?
2. How old are you?
3. What do you do?
4. Where are you from?
5. Where do you live?

## **APPENDIX 9**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### **MECHANICAL READING EXAM TO DIAGNOSE SEVENTH GRADE STUDENTS**

OBJECTIVE: To check seventh grade students' reading ability.

DIRECTION: Read the following paragraph.

Hi, my name is Francisco. I'm from San Vicente. I'm a carpenter. I have two brothers and one sister. My brothers are students and my sister is a secretary. My mother is a housewife and my father is a mechanic. I have a friend. He's from San Salvador. He's a teacher. He has a big family.

## **APPENDIX 10**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### **DICTIONATION EXAM TO DIAGNOSE SEVENTH GRADE STUDENTS**

OBJECTIVE: To check seventh grade students' listening and writing skills.

DIRECTION: Listen to the following paragraph and then write it.

My school, my teachers and my classmates are very important in my life. I have new teachers and new classmates this year. I am at school from Monday to Friday. I am in class from 7:30 to 12:00 o'clock. My favorite subject is English. My English teacher is fabulous. I love my school.

**APPENDIX 11**

**UNIVERSIDAD DE EL SALVADOR  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
DEPARTAMENTO DE IDIOMAS**

**EXAMEN DE DIAGNÓSTICO PARA ESTUDIANTES DE 8º GRADO**

PARTE I (20%)

Utilizando el “Presente Simple”, escriba 5 actividades que usted realiza diariamente. EJEMPLO: I get up at 6:00 o'clock in the morning.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

PARTE II (20%)

Utilizando “palabras de frecuencia”, responda a las siguientes interrogantes.

EJEMPLO: How often do you play soccer?                    ***I always / never play soccer.***

1. How often do you wash your clothes?  
\_\_\_\_\_
2. How often do you eat pupusas?  
\_\_\_\_\_
3. How often do you visit the zoo?  
\_\_\_\_\_
4. How often do you study for the exams?  
\_\_\_\_\_
5. How often do you watch TV?  
\_\_\_\_\_

PARTE III (20%)

Escriba 5 oraciones negativas de los verbos en el presente simple. EJEMPLO:

He / not / live / in San Salvador                    ***He doesn't live in San Salvador.***



1. Maria / not/ work / in a factory

---

2. They /not / study / their lessons

---

3. The teacher / not / come / late

---

4. She / not/ wash / her clothes

---

5.He/ not/ visit / his grandparents

---

PARTE IV (20%)

Escriba 5 oraciones en el "Presente Continuo" utilizando el siguiente dibujo.

1. **Tony Martinez is reading a book.**

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

PARTE V (20%)

Identifique los adjetivos en el siguiente párrafo.

I went for a **long** walk in the countryside yesterday. It was a hot day and soon I was tired and thirsty. There was a small house by the side of the road and I decided to ask for a glass of water. I rang the bell and an old lady opened the big wooden door. She looked kind and she offered me a glass of fresh juice. It was delicious.

1. **long** \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

## **APPENDIX 12**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### **ORAL EXAM TO DIAGNOSE EIGHTH GRADE STUDENTS**

OBJECTIVE: To check eighth grade students' oral ability.

DIRECTION: Answer the following questions.

1. What time do you get up?
2. Where do you study?
3. Is your mother cooking?
4. Did you go to the stadium?
5. Is your father working?

## **APPENDIX 13**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### **MECHANICAL READING EXAM TO DIAGNOSE EIGHTH GRADE STUDENTS**

OBJECTIVE: To check eighth grade students' reading ability.

DIRECTION: Read the following paragraph.

In some places of the world, the weather doesn't change a lot. For example in the North and South poles, the weather is icy. It's always cold. And in countries such as in El Salvador, located in the equator, there are only two seasons. They are summer (from November to April) and winter (from May to October).

## **APPENDIX 14**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### **DICTATION EXAM TO DIAGNOSE EIGHTH GRADE STUDENTS**

OBJECTIVE: To check eighth grade students' listening and writing skills.

DIRECTION: Listen to the following paragraph and then write it.

People are destroying the environment. Just take a look at cities, lakes, rivers, oceans, and forests. There's garbage everywhere. Forests are disappearing. The air is contaminated with smog. We must do something to stop this destruction.

**APPENDIX 15**

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

**WRITTEN EXAM TO DIAGNOSE STUDENTS FROM 9<sup>th</sup> GRADE**

**PART I (20%)**

DIRECTION: Underline ten verbs in the past tense from the following paragraph.

We went to Thailand for our summer vacation last year. It was our first trip to Asia. We loved it. We spent a week in Bangkok and did something different every day. We went to the floating market very early one morning. We didn't buy anything there, we just looked. Another day, we went to Wat Phra Keo, the famous Temple of the Emerald Buddha. It was interesting. Then, we saw two more temples nearby. We also went on a river trip somewhere outside Bangkok. The best thing about the trip was the food. The next time we have friends over for dinner, I'm going to cook Thai food.

**PART II ( 20%)**

DIRECTION: Write five sentences about some places you have or have not visited.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**PART III (20%)**

DIRECTION: Write five sentences about some changes that have happened in your city. Use the Present Perfect Tense.

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

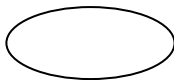
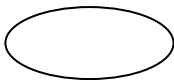
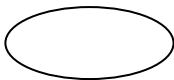
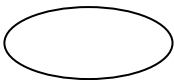
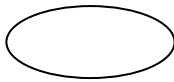
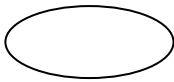
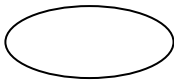
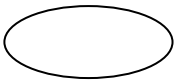
PART IV (20%)

DIRECTION: One of your best friends is going to have an appointment. Suggest your friend five things he /she should and should not do.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

PART V (20%)

DIRECTION: Write some adjectives related to the following word; then, write a five-line paragraph using them.

		MOTHER		
				

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## **APPENDIX 16**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### **ORAL EXAM TO DIAGNOSE NINTH GRADE STUDENTS**

OBJECTIVE: To check ninth grade students' oral ability.

DIRECTION: Answer the following questions.

1. Did you go to the beach last week?
2. Have you visited the moon?
3. Did you play soccer yesterday?
4. Have you gone to the movies?
5. Have you traveled by plane?

## **APPENDIX 17**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### **MECHANICAL READING EXAM TO DIAGNOSE NINTH GRADE STUDENTS**

OBJECTIVE: To check ninth grade students' reading ability.

DIRECTION: Read the following paragraph.

Cairo, on the impressive Nile River, is a fascinating city of great contrasts. Arabs founded the city in 641, and it has been the center of Egypt for centuries. Now it is the largest city in Africa, a busy city full of character, with an exciting mixture of ancient and modern buildings.



## **APPENDIX 18**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

### **DICTIONATION EXAM TO DIAGNOSE NINTH GRADE STUDENTS**

OBJECTIVE: To check ninth grade students' listening and writing skills.

DIRECTION: Listen to the following paragraph and then write it.

Alexander Calder was born in Philadelphia. First, he studied engineering. At the age of 25, he went to art school. Calder developed a new kind of sculpture: the mobile. Mobiles hang from the ceiling and move in interesting patterns. In many of Calder's mobiles, wires connect flat, colorful metal shapes.

**APPENDIX 19**

**JUNIOR HIGH SCHOOL ENGLISH PROGRAM**  
**PROVIDED BY MINED**