

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGES DEPARTMENT



A PROFICIENCY TEST AS A REQUIREMENT TO GRADUATE IN THE MAJOR
“LICENCIATURA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA”

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ADVISOR

EDGAR AMILCAR PÉREZ MENDOZA, M.A.

SANTA ANA, NOVEMBER 16th 2006

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María del Carmen Santamaría

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José Alberto Girón Santamaría

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TO MY WIFE

Karen Azucena Hernández Jaco

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TO MY FRIENDS

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William Ernesto Orellana Santamaría

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ABSTRACT

Through this study, the researchers were able to demonstrate the value of using an English language proficiency test to assess the English language proficiency level of students who finish their course load in the major “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador in the year 2005.

The investigators selected a target population of 17 students to carry out this hypothetic-deductive study. The researchers elaborated and administered an English language proficiency test, which was validated before its administration. Also, they crafted evaluation tools such as rubrics and checklists to assess the students’ outcomes in the proficiency test. Through these tools, the investigators found that students’ overall results in the English language proficiency test situate them in the developing proficiency category. Moreover, they discovered that students’ results show that their asset is the oral skill and that their challenges reside in the listening, reading and writing skills. In addition, they verified the benefits of administering an assessment tool to measure the students’ English language proficiency.

On the other hand, the researchers found that the language proficiency test helped to have an internal English language proficiency quality control of the students who finished their course load in the major “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador. However, the results of this research study are not representative since only five fifth-year students of the target population took the proficiency test.

INTRODUCTION

This document contains valuable information about the undergraduate research work “A Proficiency Test as a Requirement to Graduate in the Major “Licenciatura en Idioma Inglés, Opción Enseñanza.” This investigation was carried out from February 2005 to December 2006. It provides detailed information on how an English language proficiency profile can be used to assess the English language proficiency level of students who have finished all the course load of the major Licenciatura en Idioma Inglés, Opción Enseñanza.

This research work comprises three chapters: Chapter one consists of the statement of the problematic situation, the justification to carry out this investigation, the objectives to achieve, the theoretical framework, the hypothesis to test the use of a English language proficiency profile as a means to assess the English language proficiency level of fifth-year students of Licenciatura en Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador as well as the methodological procedures to develop the investigation.

Chapter two is composed of the analysis and interpretation of the data gathered through the application of the instruments in regards to the student’s proficiency skills, the limitations, and a discussion of results.

Finally, chapter three includes the conclusions the researchers reached after the analysis and interpretation of the data in addition to the recommendations to promote further elaboration on this topic.

CHAPTER ONE

RESEARCH DESIGN

I. DESCRIPTION OF THE PROBLEM

In the year 2005, the government of El Salvador launched the educational plan 2021 to spread the learning of the English language and technology in public schools throughout the country. This plan has a long-term objective: to extend education at primary school levels through a fund system that will decrease the number of drop-outs (La Prensa Gráfica, 2005). Additionally, the program will incorporate the study of the English language in elementary school. Accordingly, the core objective of this educational plan is to upgrade the educational system and certify competitive professionals at international levels. One of this plan's components is the yearly certification at the end of the academic instruction of professionals so that the government has an internal quality control. In this regard, the government of El Salvador invested three million dollars in a program called "Compite." This program intends to develop English language proficiency in students of upper elementary school and high school. In addition, this program is determined to restructure and upgrade the English curriculum of upper primary and high school levels. To meet this goal, the government will require proficient English language speakers capable of listening, speaking, reading, and writing English (Torres, 2005). For this, educational accreditation and certification institutions will support the government in order to assess the performance of students, teachers, and schools (Aguirre et al, 2005).

Moreover, the amendments made to the law of higher education by the legislative assembly introduced a new element: the accreditation of majors (Diario Oficial No. 236, Tomo 329). Moreover, this accreditation is a highly technical process that ensures the quality and continuous improvement of the majors instructed in the Higher Education Accreditation Institutions. The academic Quality Accreditation Commission (Comisión de la

Acreditación de la Calidad Académica) is in charge of this accreditation. According to this commission, the colleges and technological institutes that have been granted this accreditation will play an important role in the completion of the government's vision and needs. The accreditation of majors is a voluntary process. However, the University of El Salvador has not requested the accreditation procedure. Therefore, it has not been granted the accreditation.

In the Western Multidisciplinary Campus of the University of El Salvador, the main focus of the major "Licenciatura en Idioma Inglés, Opción Enseñanza" is to create proficient English language speakers (University of El Salvador Course Catalog 2000); however, the curriculum of the major "Licenciatura en Idioma Inglés, Opción Enseñanza" does not contemplate language proficiency as a requirement to graduate. That is, the only requirements to graduate are the following: to have completed the course load of 32 subjects (See appendix 1) with a GPA (Global point average) of 7.0 or above and to have completed the 500-hour social service. Consequently, the "Licenciatura en Idioma Inglés, Opción Enseñanza" has no standards to determine the language proficiency level of fifth-year students to guarantee that graduates of the major are competent and proficient English speakers. Thus, two fundamental questions arise: Are all students that finish their course load proficient in the English language? If so, to what extent are they proficient? Those are the main enquires that have no clear response at this moment. For instance, there are no established parameters to assess the students' level of proficiency in the English language. The implication of this uncertainty is translated into a continuum of instruction delivery with no consciousness of the result of this process. Furthermore, these enquires become a burden to the academic process, since they jeopardize the completion of the ultimate purpose of the University of El Salvador: to provide capable professionals to respond to the current needs of the country.

II. JUSTIFICATION

This research study seeks to establish the English language proficiency test as a requirement for fifth-year students of the major “Licenciatura en Idioma Inglés, Opción Enseñanza” to graduate. That is, the completion of this study will serve as a guideline to assess students’ proficiency. Additionally, it will serve as a foundation to the improvement of the English curriculum of the major “Licenciatura en Idioma Inglés, Opción Enseñanza”. It will also serve as an instrument to identify potential inconsistencies in the teaching-learning process. Furthermore, the implementation of this study will help the University of El Salvador to guarantee that the graduates of “Licenciatura en Idioma Inglés, Opción Enseñanza” are proficient.

Besides, this study will lay down the foundations that will incorporate the vision of the educational plan 2021 (Plan Nacional de Educación 2021) to the university’s teaching-learning process in order to promote and develop new trends in education that are a key factor to improve the cultural, social, academic and working environment of children, teenagers, adults, and Salvadoran population in general. Moreover, this study will serve as a template for the elaboration of a future assessment tool that certifies students’ English language proficiency. In addition this study may serve as an internal quality filter of the major of “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador.

Finally, this research will benefit the students of the major “Licenciatura en Idioma Inglés, Opción Enseñanza”, since they will have a reference point of their English language abilities at the end of the academic instruction and their level of development of such abilities. Moreover, the ideas presented in this research study may be the starting point for future analyses and studies in order to upgrade the curriculum of the major “Licenciatura en Idioma Inglés, Opción Enseñanza”.

III. RESEARCH OBJECTIVES

GENERAL OBJECTIVE

- To assess the language proficiency of fifth-year students of the major “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador

SPECIFIC OBJECTIVES

- To assess the listening skills of fifth-year students of the major “Licenciatura en Idioma Inglés, Opción Enseñanza” from the Western Multidisciplinary Campus of the University of El Salvador
- To assess the speaking skills of fifth-year students of the major “Licenciatura en Idioma Inglés, Opción Enseñanza” from the Western Multidisciplinary Campus of the University of El Salvador
- To assess the reading skills of fifth-year students of the major “Licenciatura en Idioma Inglés, Opción Enseñanza” from the Western Multidisciplinary Campus of the University of El Salvador
- To assess the writing skills of fifth-year students of the major “Licenciatura en Idioma Inglés, Opción Enseñanza” from the Western Multidisciplinary Campus of the University of El Salvador

IV. THEORETICAL FRAMEWORK

In the University of El Salvador, the major “Licenciatura en Idioma Inglés, Opción Enseñanza” has existed since 1975 (Memoria de Labores de Centro Universitario de Occidente, 1976). For more than thirty years, its mission has always been the same: to produce professionals who are able to change the Salvadoran educational scenario through a constructivist point of view. Moreover, it strives to guide the instruction and learning of the English language with a scientific and communicative approach at the high school and college level, and integrate teaching, research, and social awareness so that the new professionals incorporate these elements to their field of expertise. Nonetheless, according to the University of El Salvador Course Catalog (2000), the requirements of the University for a student to graduate of the major “Licenciatura en Idioma Inglés, Opción Enseñanza” do not contemplate language proficiency. These requirements are not in agreement with the main goal of the major “Licenciatura en Idioma Inglés, Opción Enseñanza”, to create proficient English language speakers (University of El Salvador Course Catalogue, 2000).

Proficiency is the student's ability to communicate in an informal social setting and in a more formal, cognitive demanding academic setting (Hamayan, Kwiat, & Perlman, 1985, p. 21). Then, a proficient student is able to speak and write well for a variety of purposes and audiences applying elements of effective writing and speaking. These elements include ideas, organization, vocabulary, sentence structure, and personal style. When writing, the student demonstrates skills in sentence and paragraph structure, including grammar, spelling, capitalization, and punctuation. In speaking, the student demonstrates skills in volume, intonation, and clarity. In addition to writing and speaking well, the student is able to inform, describe, entertain, persuade, and clarify using a wide variety of vocabulary, including technical communication. Moreover, the student is capable of

revising, editing, and publishing his or her own writing as appropriate (Alaska's English Language Proficiency Standards, 2004, p. 55). Consequently, a Licenciado en Idioma Inglés, Opción Enseñanza must be able to perform English-teaching activities at university and non-university levels, and what is more: He or she must possess a sound command of the four basic skills: listening speaking, reading, and writing (Guerrero & Gamero, 1992). Accordingly, it is necessary to stress the importance of the abilities a student must possess in order to state the "personality traits of knowledge, abilities, and skills students must have when they finish a given educational program" (Guardian, 1986).

Therefore, it is essential to identify the skills students possess and to what extent these skills are developed when they finish the course load in the major "Licenciatura en Idioma Inglés, Opción Enseñanza" in order to have a reference point. This reference point must be based on the curriculum of the major and the teachers' expectations (Guerrero & Gamero, 1992). Furthermore, these elements must be contrasted with the students' outcomes in terms of proficiency. In this regard, this information serves as a parameter to provide guidance to teachers in order to develop and align curriculum and instruction and to improve the English academic progress.

Proficiency in listening, speaking, reading, and writing helps English language teachers-to be in order to make a successful transition to full participation in the English language teaching. Furthermore, these skills provide the criteria to determine when a student has reached a level of proficiency or fluency in English. Moreover, they provide the foundation for English language proficiency assessment to measure students' progress in learning English until they have completed the required courses related to English language proficiency standards (Alaska English Language Proficiency Standards, 2004). There lies the importance of taking hold of the appropriate benchmarks in the major

“Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador regarding language proficiency.

According to Nancy Burton (1977), the need for developing performance standards and their demand come from two slightly different sets of needs. The first demand is to help educational decision makers; the second is to provide some comprehensible information to lay the improvement of the educational system. Similarly, the curriculum developers of the career “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador have to incorporate English language proficiency standards and to guide and align curriculum, instruction, and assessment for English language learners.

The growth of standards-based education has become common around the world. Several countries have accreditation centers that claim to set national standards for ESL and TESOL accreditation. In others, like the USA, accreditation has developed as a private, voluntary system of nongovernmental evaluation, (LATIE, 2005). That is, public universities and colleges as well as private educational institutions are accredited by large regional accrediting agencies. These accreditation and certification policies have the endeavor of setting the standards at an international stage. Furthermore, standards and benchmarks are provided to help teachers focus on important students’ outcomes.

While the form, nature, or source of objectives may vary, it is important that all teachers include objectives or standards in their instructional planning (Airasian, 1993). In this regard, one of the main challenges of the current government administration is to carry out the Educational Program 2021 (Plan Nacional de Educación 2021, 2005). This program promotes and develops new competences that nowadays are key factors to improve the cultural, social, and working environment for Salvadorans. One of the main objectives of the program is to create educational centers to employ a greater number of

Salvadorans who speak English as a second language. Another objective of the 2021 plan is to strengthen the network of technical support and the use of technology in education so that young people and adults have more access to communication and learning. In addition, this program seeks to improve education and technology through the integration of efforts of high school and college education requirements for the social and economical development in the country. For this, it is necessary to seize the basic cultural competence. Furthermore, the plan intends to reinforce college education in order to contribute to the scientific and technological development and productivity of the country. This will widen the sources of learning and cultural interchange.

Due to this educational plan, new policies are being implemented (Plan Nacional de Educación 2021). Here, every stage of education will be assessed through a standardized evaluation in order to keep standards and maintain a certain quality level and bring benchmarks of assessment to the Salvadoran educational reality (Plan Nacional de Educación 2021). For instance, the Ministry of Education of El Salvador invested \$500,000 in a pilot project named "MINI-PAES", which was administered on October 16, 2005 to third, sixth, and ninth grade students. Moreover, the government of El Salvador through the legislative assembly has established that all students of high school will be required to have a passing grade in a test that evaluates the previous knowledge in order to get the high school diploma (Art. 57, Ley General de Educacion de El Salvador). The test, PAES, (Prueba de Aptitudes de Aprendizaje para Estudiantes Egresados de Educación Media) has been endorsed by the council of principals in government high schools. (Dario El Mundo, 2005). Another example is the implementation of an assessment tool called ECAP (Evaluación de las Competencias Académicas y Pedagógicas). This test was first administered in the year 2000 to teachers-to be in order to obtain their teaching degree. This evaluation is very useful to establish a parameter and to have an appropriate

assessment tool. Additionally, the academic quality accreditation commission (comisión de acreditación de la calidad académica) started to operate completely to regulate and assess higher education institutions. This commission is entirely autonomous and complies with the highest professional standards. In addition, it has accredited ten higher education institutions in El Salvador:

1. Universidad Don Bosco (UDB) (2001-2006)
2. Universidad Centroamericana José Simeón Cañas (UCA) (2002-2007)
3. Universidad Católica De Occidente (UNICO) (2002-2007)
4. Instituto Especializado Escuela Superior De Economía Y Negocios (ESEN) (2003-2008)
5. Instituto Tecnológico Centroamericano (ITCA)(2003-2008)
6. Universidad Doctor José Matías Delgado (UDJMD) (2003-2008)
7. Universidad Tecnológica De El Salvador (UTEC) (2003-2008)
8. Universidad Francisco Gavidia (UFG) (2004-2009)
9. Instituto Superior De Economía Y Administración De Empresas (ISEADE) (2005-2010)
10. Universidad Salvadoreña Alberto Masferrer (USAM) (2005-2010)

The recent amendments made to the law of higher education by the legislative assembly introduce a new element to the multi-strategy improvement of higher education accreditation institutions: the accreditation of majors. The academic quality accreditation commission will be in charge of this new type of accreditation. In order to grant this accreditation, the academic quality accreditation commission employs evaluation criteria that meet standards approved by the academic communities and their professionals respectively. In addition, an international, independent, and unbiased body will establish a

standardized methodology of national accreditation for English programs and teachers (Plan de Educación Nacional 2021). Furthermore, El Salvador is not the exemption to set standards, as the “Plan de Educación Nacional 2021” will require more higher education institutions to be accredited. Russer (1986) assured that proficiency assessment is strictly related to the certification of language teachers. He stated that by focusing on the criteria for determining various levels of oral and written proficiency, foreign language teachers may more accurately monitor individual performance as well as establish more specific procedures to help students to reach a higher level of proficiency.

Russer (1986) claimed that the much-needed articulation of an effective education continuum in a series of foreign language courses becomes more of a reality when a reliable standard of measurement is exercised. Language learning objectives then become more attainable, and the procedures to reach them are more clearly understood. After achieving the awareness of proficiency descriptions and task-focused use of language, it is possible for individual students and their teachers to make special efforts in the particular areas that require more attention (Pronunciation, grammar, vocabulary, comprehension, fluency) (Russer, 1986). Since language proficiency is developed throughout academic instruction, it is appropriate to assess the students’ achievement at the end of the process. In the major “Licenciatura en Idioma Inglés, Opción Enseñanza,” the students’ outcomes are not the same at the end of the course load, which leaves their level of proficiency unclear. Likewise, the University of El Salvador must evaluate the students’ English language proficiency in order to set standards and guide the instruction as well as measure fifth-year students’ outcomes.

Most proficiency assessments are criterion-referenced. According to Burton (1977), this refers to the specific behaviors implied at each level of proficiency that may be identified and used to describe the specific tasks students must be capable of performing

before they achieve one of these knowledge levels. It is in this sense that measures of proficiency may be criterion-referenced and are constructed in the following manner. First, the standards are determined by the institution curriculum committee made up of teachers, administrators, and professional assessment developers. Their task is to identify important standards and skills in the subject areas that students will be expected to learn. Thus, criterion-referenced measures indicate the content of the proficiency performance, and the correspondence between what an individual does and the underlying continuum of learning achievement. Then, experts design the items according to the contents that students are expected to learn. Such items may be presented in a variety of ways e.i. multiple-choice, completion, true-false questions. After that, the tests are administered to the students. Finally, the scores are analyzed according to the criteria and expectations.

A tool to evaluate students' language proficiency must be created, since internationally accepted proficiency tests such as the KET (Key English Test), PET (Preliminary English Test), FCE (First Certificate in English), CAE (Certificate in Advanced English), CPE (Certificate in English Proficiency), and IELTS (International English Language Testing System) among others are not applicable to the Salvadoran scenario. That is, such tests require highly developed analytical skills, which are difficult to meet and are not fully oriented to assess students' proficiency in the English language. Additionally, they represent only one type of testing, and therefore they are inadequate to measure actual performance. In addition, Brumm (2001) points out that the wording of questions is confusing, and test administrators have no knowledge of the test until it is given. As a result, they cannot give students the proper orientation. Additionally, he states that questions are not phrased in the language that students are familiar with, since they are not native English speakers. In written exams, the format may be foreign to the ways in which writing has been taught. Besides, these tests are expensive and difficult to afford for

students at the University of El Salvador. For instance, FCE costs \$135, CAE \$145, and CPE: \$155 and the only place in Central America to take these tests is located in Costa Rica. Furthermore TOEFL, the world's most accepted exam costs US \$140.

Finally, there exists a dilemma concerning the level of proficiency students have at the moment they are sent to the professional arena, for there are no specific parameters to create the students' proficiency profile. The entire priority mentioned ESL/EFL academic group of authorities emphasize the importance of parameters to assess students' achievement, however. Furthermore, they point out the relevance of parameters in order to establish educational curricula. Therefore, establishing these parameters at the major of "Licenciatura en Idioma Inglés, Opción Enseñanza" is a necessity in order to initiate a more sophisticated quality control of students' performance to meet the requirements the new trends that globalization requires.

V. HYPOTHESES

A LANGUAGE PROFICIENCY TEST WILL HELP THE LANGUAGE DEPARTMENT ASSESS THE ENGLISH LANGUAGE PROFICIENCY LEVEL OF FIFTH-YEAR STUDENTS OF THE MAJOR "LICENCIATURA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA" AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY EL SALVADOR

INDEPENDENT VARIABLE: A language proficiency test

Indicator: Components of the test

- Listening Section
 - Deduction of meanings of unfamiliar words
 - Prediction of content
 - Discrimination of relevant from irrelevant information
 - Awareness of contradictions, inadequate information, ambiguities

- Reading Section
 - Reception of main ideas
 - Comprehension of sequence
 - Awareness of specific details
 - Prediction of content
- Speaking Section
 - Usage of grammar structures accurately and unhesitatingly(Grammatical competence)
 - Acquisition of a large repertoire of structures and discourse markers(Discourse competence)
 - Ability to encode and decode discourse correctly(Sociolinguistic competence)
 - Ability to manipulate language to meet communicative goals(Strategic competence)
- Writing Section
 - Revision strategies employed by writers
 - Transfer of composing strategies from L1
 - Usage of underlying organization
 - Ability to express ideas in most formal and informal writing

DEPENDENT VARIABLE: The English language proficiency level of fifth-year students of the major “Licenciatura en Idioma Inglés, Opción Enseñanza” at the western multidisciplinary campus of the University El Salvador

Indicator: English language mastery

- **Sub indicator: Students’ listening abilities**

- Students' ability to comprehend and depict what they have listened
- Students' ability to understand isolated information
- Students' ability to reproduce as they listen to new information
- Students' ability to respond to questions with appropriate elaboration
- Students' ability to interpret a speaker's verbal and nonverbal messages, purposes, and perspectives
- Students' ability to make inferences or draw conclusions from an oral report
- Students' ability to evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax
- **Sub indicator: Students' speaking abilities**
 - Students' ability to deliver persuasive arguments (Including evaluation and analysis of problems and solutions and causes and effects)
 - Students' ability to demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
 - Students' ability to arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
 - Students' ability to use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.
- **Sub indicator: Students' reading abilities**
 - Students' ability read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
 - Students' ability to extract appropriate and significant information from the text, including problems and solutions.
 - Students' ability to identify idioms, analogies, metaphors, and similes

- Students' ability to synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension
- **Sub indicator: Students' writing abilities**
 - Students' ability to write expository compositions (E.g., description, explanation, comparison and contrast, problem and solution)
 - Students' ability to edit written manuscripts to ensure that correct grammar is used.
 - Students' ability to write research reports

VI. METHODOLOGY

Through the development of this research work, the researchers will assess the English language proficiency level of fifth-year students of "Licenciatura en Idioma Inglés, Opción Enseñanza" in the Western Multidisciplinary Campus of the University of El Salvador, semester II, 2005. Hereby, the researchers will present the group of participants with the instruments to evaluate their proficiency level. Moreover, this section will primarily focus on the guidelines of the process, the tools and actions to take throughout the research development, and all the expenditures to carry out this investigation.

RESEARCH PARTICIPANTS:

The target population to carry out this research work will be the seventeen fifth-year students of the major "Licenciatura en Idioma Inglés, Opción Enseñanza" at the Western Multidisciplinary Campus of the University El Salvador, semester II, 2005.

INSTRUMENTS:

To carry out this investigation, the researchers will administer the following measurable instrument:

1. An **English Language Proficiency Test**, which comprises the following sections:
 - A **Dictation Section** (30 minutes): This section of the test directed to fifth-year students of “Licenciatura en Idioma Inglés, Opción Enseñanza” (See appendix 2) will measure students’ ability to retain information in the English language.
 - A **Reading Speed Section** (5 minutes per student 1 hour 25 minutes): The reading speed section directed to fifth-year students of “Licenciatura en Idioma Inglés, Opción Enseñanza” (See appendix 3) will evaluate students’ reading fluency, intonation, and pronunciation.
 - A **Listening Section** (40 minutes): In this part, the students will be asked to deduce meanings of unfamiliar words. Also they will discriminate relevant from irrelevant information. Furthermore, they will demonstrate their listening comprehension ability.
 - A **Reading and Vocabulary Section** (15 minutes): In this part of the assessment, the students will attempt to retain the main ideas and comprehend written information. Moreover, they will synthesize and extract appropriate and significant information from the texts in order to find specific details and connect them to other sources and related topics. In this way, they will demonstrate comprehension and ability to identify idioms, analogies, metaphors, similes, and implied meaning in context. Thus, they will demonstrate their reading comprehension skills.
 - A **Grammar Section** (30 minutes) and Short Essay section (30 minutes): This part will evaluate students’ writing abilities to revise documents, portrait ideas, and use advanced grammar structures. Moreover, this part of the test will evaluate students’

writing abilities to express ideas in most formal and informal writing as well as their writing strategies involving grammar and vocabulary. The distribution of items is based on the programs of the conversational subjects (Intensive Basic English, Intensive Intermediate English I & II, Intensive Advanced English I & II):

- Noun Clauses will be tested on questions 1 to 5.
 - Questions from 6 to 10 will evaluate students' knowledge of Gerunds and Infinitives.
 - In order to evaluate The Past, The Past Perfect and The Past Continuous Tenses, questions 11 to 20 will be used.
 - The use of Passive Voice will be tested on questions 21 up to 30.
 - Tag Questions will be tested on questions 31 to 40.
 - All types of conditionals will be evaluated in questions 41 to 55.
 - Questions from 56 to 64 will evaluate students' proficiency on the use of Conjunctions and Connectors / Compound and Complex Sentences.
 - Questions 65 to 84 will evaluate students' proficiency on all types of Adverb Clauses and modals.
 - Questions 85 to 92 will evaluate students' knowledge of the Future Continuous and Future Perfect Tenses.
 - Questions 93 to 100 will evaluate students' knowledge on phrasal verbs and idioms.
- An **Oral Interview Section** (15 minutes per student, 4 hours 15 minutes in total):
The oral interview directed to fifth-year students of the major "Licenciatura en Idioma

Inglés, Opción Enseñanza” (See appendix 5) will evaluate the usage of advanced grammar structures, fluency, intonation, accuracy as well as their command of the English language to meet communicative goals.

2. Checklists:

a. Checklist to evaluate the Proficiency Written Test (See appendix 6)

This instrument will help consultants to review the test before being administered to assess and validate the proficiency written test.

b. Language Proficiency Checklist (See appendix 7)

This checklist consists of productive and receptive skills. It comprises four levels of proficiency which go from highly proficient, proficient, developing proficient up to limited proficient.

c. Checklist to evaluate the Pilot Test of the Language Proficiency Test (See appendix 11)

This instrument will help researchers to review the test before being administered to the target population. It will help the researchers find flaws in the proficiency language test in terms of wording and difficulty.

3. Rubrics:

a. Rubric for reading area (See appendix 8)

This rubric will help the evaluation committee assess the students' language proficiency in terms of their reading skill.

b. Rubric for speaking area (See appendix 9):

With this rubric, the evaluation committee will assess the students' language proficiency in terms of their oral skills.

c. Rubric for writing area (See appendix 10)

This rubric will assist the committee to evaluate the students' language proficiency in terms of reading skills

The session will last an estimate of seven hours and five minutes. The items that will compose this test will be subject to a selection process based on the current curricula and the syllabi used in the different English courses in the major "Licenciatura en Idioma Inglés, Opción Enseñanza" at the Western Multidisciplinary Campus of the University of El Salvador.

MATERIALS:

The data collected through the teacher's survey will be analyzed through specialized database-oriented software such as Microsoft Excel™. By the use of Microsoft Excel™, it will be possible to get statistical information and interpret the data gathered through the assessment instruments.

DESIGN:

This project will be conducted by using the hypothetic-deductive method. To confirm or refute the hypothesis, the researchers will administer different instruments to assess the students' language proficiency level. The researchers' hypothesis proposes that "A Language Proficiency Test will Help Determine the English Language Proficiency Level of Fifth-Year Students of the Major "Licenciatura en Idioma Inglés, Opción Enseñanza" at the Western Multidisciplinary Campus of the University El Salvador."

PROCEDURE:

Assessment instruments will be used to assess the language proficiency of fifth-year students of the major “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador.

- On **August 18th**, the researchers will send the assessment instruments to an EFL consultant. It will be necessary to validate them. In this case, the instruments will be subject to analysis. By doing this, the researchers will obtain feedback on the assets and liabilities of the instruments. The proficiency written test will be evaluated through the use of a checklist of criteria that enhances the validity and reliability of the tool (See appendix 6).
- On **August 28th**, the rubrics and all their generalities will be sent to the Committee of evaluators.
- On **September 18th**, the researchers will receive the consultant’s feedback on the assessment instruments.
- On **October 18th**, the evaluation committee will be contacted to attend a meeting with the purpose of discussing the generalities, the rubrics, and the procedures of the administration of the assessment instruments. The committee of professionals will assess the following parts of the assessment instruments: oral interview test, speed reading test, and the short essay section of the proficiency written test (See rubrics in appendices 8, 9, and 10). As for the dictation, and the multiple-choice, reading comprehension, and listening comprehension sections will be contrasted with the answer sheets.
- From **September 18th to October 18th**, the assessment instruments will be redesigned based on the feedback presented by the EFL consultants. Once the assessment instruments have been validated, it will be essential to administer a

pilot test to the group of fifth-year students currently studying the last semester of the major.

- On **September 25th**, the researchers will contact fifth-year students currently studying the last semester of the major.
- On **September 27th** at 9:00 a.m., the pilot test will take place. The feedback provided by the administration of this sample test will be important for the reliability of the instruments as well.
- On **September 28th**, the target population will be contacted.
- The assessment instruments will be administered on October **23rd** at 2:00 p.m., in the language laboratory 1 of the Western Multidisciplinary Campus of the University of El Salvador.

ADMINISTRATION PROCEDURE

The assessment instruments will be administered in the following way:

○ **LISTENING**

- **Dictation** – the students will have a thirty-minute dictation containing 224 words. Each of the members of the evaluation committee will read a paragraph once. The first time, students will only listen. The second time, students will write and the third time students will check. This activity will take approximately 30 minutes. The dictation will be checked based on the number of mistakes. One point will be subtracted from their grade for every ten mistakes.

○ **READING**

- **Reading Speed Test** - the students will read an article on a current topic in order to assess reading skills such as intonation, pronunciation, and

fluency. This part of the test will take approximately 5 minutes per students or 1 hour 25 minutes in total.

○ **WRITING**

- **Reading Comprehension and Vocabulary Section** - The students will read a set of articles and answer a set of questions in order to test their ability to retain information and comprehend written material.
- **Listening Comprehension Section** - Students will listen to ten audio files. After listening to the information, the students will answer a set of questions (See appendix 4). This activity will have a time limit of 30 minutes.
- **Multiple Choice & Short Essay** - With the intention of facilitating the understanding of the level of students towards writing skill, they will answer some grammar questions and write a short essay on a series of topics provided by the researchers. The students will be given the time for each activity accordingly. This part of the test will take one hour 5 minutes approximately. The criteria that the committee of evaluators will use to assess students' outcomes in each of these activities is also provided (Refer to appendix 8, 9, and 10).

○ **SPEAKING**

- **Oral interview** - each student will have a fifteen-minute oral interview with the evaluation committee in order to assess different aspects derived from the criteria on the proficiency profile (See appendix 7). This will take 15 minutes per student or 4 hours 15 minutes as a whole.

- Analysis of the data: The results of the language proficiency test will be corroborated with a checklist that consists of productive and receptive skills that comprises four levels of proficiency. This analysis will take place on **October 23rd to October 27th**.

DATA ANALYSIS:

The results of the proficiency test will be analyzed in the following way:

Listening

- The listening comprehension section contains fifty items, whereas the dictation consists of two hundred twenty-four words. Because of the level of complexity, the listening comprehension section represents sixty percent of the listening skill score, while the dictation test represents forty percent.

This can be illustrated in the following way:

Listening comprehension section (60%) + dictation (40%) = listening skill

listening skill = 25% of the overall grade; then, (Listening section grade X 0.6) +
(Dictation Grade X 0.4) = Listening Skill grade X (0.25) = Overall Grade in the
proficiency test

Speaking

- This skill will be assessed through the administration of an oral interview. Three members of an evaluation committee will rank the students according to the criteria contained in a rubric (See appendix 9). The sum of the three appraisals will represent the final speaking skill grade. The oral skill grade will represent the twenty-five percent of the overall proficiency test grade.

This can be illustrated in the following way:

Evaluator "A" grade + Evaluator "B" grade + Evaluator "C" grade = final
speaking grade.

Final grade = 25% of the overall grade; then, $A+B+C/3 = ABC \times 0.25 =$ Overall grade in the proficiency test

Reading

- This skill will be assessed through a reading comprehension section in the written test and a reading speed test. Both compose the twenty-five percent of the overall grade in the proficiency test. The reading comprehension section comprises fifty items, while the reading speed test is composed by 238 words. As a consequence of the level of difficulty, the reading comprehension section represents sixty percent of the reading skill score, whereas the reading speed test represents forty percent.

this can be illustrated in the following way:

Reading comprehension section (60%) + speed reading (40%) = reading skill

reading skill = 25% of the overall grade; then, (Reading comprehension section grade \times 0.6) + (Reading speed grade \times 0.4) = Reading Skill grade \times (0.25) = Overall Grade in the proficiency test

Writing

- This skill will be assessed through the use of the following instruments: a grammar and vocabulary section in the written test and an essay. Both compose the twenty-five percent of the overall grade of the proficiency test. The grammar and vocabulary section in the written test comprises one hundred items while the essay consists of twenty lines. Due to the level of complexity, the grammar and vocabulary section represents sixty percent of the writing skill score whereas the essay represents forty percent.

This can be illustrated in the following way:

Grammar and vocabulary section (60%) + essay (40%) = writing skill

writing skill = 25% of the overall grade; then, (Grammar and vocabulary section grade X 0.6) + (Essay Grade X 0.4) = writing skill grade X (0.25) = Overall Grade in the proficiency test

BUDGET:

For the following research work, the researchers will pay for a committee of evaluators. Additionally, the researchers will provide the participants' fees. Moreover, it will be necessary to photocopy the measurement tools along with the rubrics that are to be used by the evaluation committee. Finally, the researchers will have several ink expenses.

Table 1

Table of expenses

MATERIAL	COST
Photocopies	\$50.00
Computer's ink	\$50.00
Participants' Fees	\$65.00
Committee's Fees	\$150.00
TOTAL	\$315.00

CHAPTER TWO

I. ANALYSIS AND INTERPRETATION OF DATA

The following section contains the analysis of the results of the research study: A Proficiency Test as a Requirement to Graduate in the Major “Licenciatura en Idioma Inglés, Opción Enseñanza”. To assess the students’ language proficiency, the researchers elaborated a language proficiency test which was divided in the following sections:

- An oral interview section
- A dictation section
- A reading speed section
- Listening section
- Reading and vocabulary section
- Grammar section
- A short essay section

These instruments were administered on October 21st, 2006 to five students who finished all their courses in the major “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador, semester II, 2005. The proficiency standards are compared with the results of the evaluation. The proficiency levels are described in the following chart:

Table 3
Levels of Proficiency

LEVEL OF PROFICIENCY	GRADE
HIGHLY PROFICIENT	9.1 – 10.0
PROFICIENT	7.1 – 9.0
DEVELOPING PROFICIENCY	3.1 – 7.0
LIMITED PROFICIENCY	0.0 – 3.0

The chart below shows the results of the test by contrasting the number of correct items with the grade obtained in each evaluation.

Table 4
Overall Results

STUDENT	RECEPTIVE SKILLS										PRODUCTIVE SKILLS								FINAL OVERALL GRADE
	LISTENING				LISTENING OVERALL GRADE	READING				READING OVERALL GRADE	SPEAKING		WRITING				WRITING OVERALL GRADE		
	DICTATION		LISTENING COMPREHENSION SECTION			READING COMPREHENSION SECTION		SPEED READING			ORAL INTERVIEW	GRAMMAR AND VOCABULARY SECTION		ESSAY					
	GRADE	40%	GRADE	60%		GRADE	60%	GRADE	40%			GRADE	40%	GRADE	60%	GRADE		40%	
A	5,2	2,1	4,2	2,5	4,6	4,0	2,4	6,0	2,4	4,8	8,5	8,5	7,0	4,2	6,2	2,5	6,7	6,2	
B	4,4	1,8	3,6	2,2	4,0	4,2	2,5	8,8	3,5	6,0	7,6	7,6	5,5	3,3	5,6	2,2	5,5	5,8	
C	5,8	2,3	3,6	2,2	4,5	3,2	1,9	7,3	2,9	4,8	7,3	7,3	6,0	3,6	6,1	2,4	6,0	5,6	
D	6,4	2,6	4,8	2,9	5,5	3,6	2,2	8,0	3,2	5,4	8,2	8,2	5,9	3,5	5,6	2,2	5,7	6,3	
E	6,8	2,7	3,6	2,2	4,9	4,8	2,9	8,5	3,4	6,3	7,1	7,1	6,9	4,1	4,9	2,0	6,1	6,1	

LISTENING SKILL

This skill was assessed through the use of the following instruments: a listening comprehension section in the written test and a dictation test. Both composed the twenty-five percent of the overall grade of the proficiency test. The listening comprehension section comprised fifty items, while the dictation consisted of two hundred twenty-four words. Due to the level of complexity, the listening comprehension section represents sixty percent of the listening skill score, whereas the dictation test represents forty percent.

This can be illustrated in the following way:

Listening comprehension section (60%) + dictation (40%) = listening skill

Listening skill = 25% of the overall grade; then, (Listening section grade X 0.6) + (Dictation Grade X 0.4) = Listening Skill grade X (0.25) = Overall Grade in the proficiency test

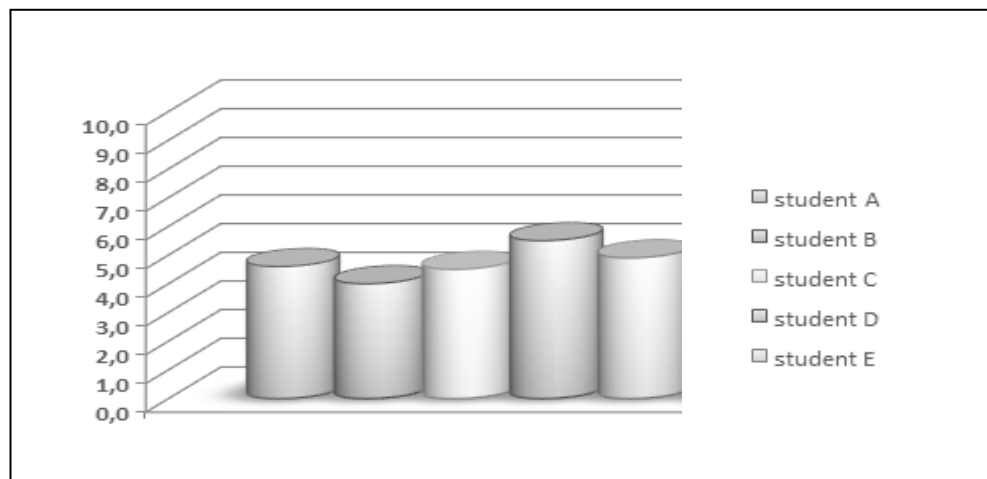


Figure 1. Listening Skill Overall Results. Source: Listening comprehension Section & Dictation Section; October 23rd, 2006.

The students ranked differently in terms of listening proficiency. However, none of them obtained a score above 7.0. Therefore, this receptive area needs improvement. The results show students pay attention in most situations and are able to interpret and reflect upon information. Moreover, it is possible for them to relate information with meaning.

Nonetheless, they are not able to handle all types of situations such as academic and non-standard language. In addition, the complete group of students ranged within an average of 4.7, a grade that falls in the “developing proficiency” category.

SPEAKING SKILL

This skill was assessed through the administration of an oral interview. Three members of an evaluation committee ranked the students according to the criteria contained in a rubric (See appendix 9). The sum of the three appraisals represents the final speaking skill grade. The oral skill grade represents the twenty-five percent of the overall proficiency test grade.

Evaluator “A” grade + Evaluator “B” grade + Evaluator “C” grade = final speaking grade. This represents 25% of the overall grade; then, $A+B+C/3 = ABC \times 0.25 =$ Overall grade in the proficiency test

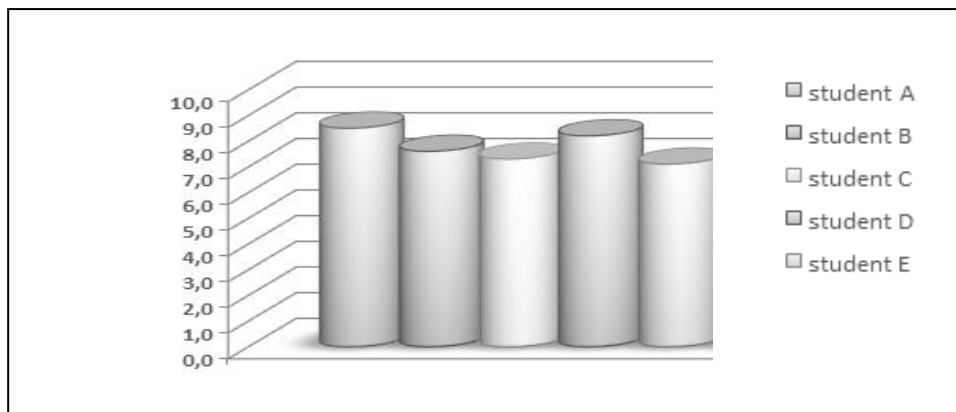


Figure 2. Oral Skill Overall Results. Source: Oral Interview Section; October 23rd, 2006.

Provided the results, a common factor that is observed in the oral production section is that students are proficient in this productive skill. Indeed, their results put in evidence that they are able to understand and produce oral utterances in a wide variety of situations such as academic, standard, and non-standard English. As a result, they apply communicative strategies. Certainly, they efficiently convey meaning in a fluent and

understandable way. Nevertheless, highly technical and academic terminology would appeal rather too complex given that they are not highly proficient in this area. On the other hand, the group's average in this section was 7.74, with this grade the students are regarded as "proficient" in this skill.

READING SKILL

This skill was assessed through a reading comprehension section in the written test and a reading speed test. Both compose the twenty-five percent of the overall grade in the proficiency test. The reading comprehension section comprises fifty items, while the reading speed test was composed by 238 words. Due to the level of difficulty, the reading comprehension section represents sixty percent of the reading skill score, whereas the reading speed test represents forty percent.

This can be illustrated in the following way:

Reading comprehension section (60%) + speed reading (40%) = reading skill

Reading skill = 25% of the overall grade; then, (Reading comprehension section grade X 0.6) + (Reading speed grade X 0.4) = Reading Skill grade X (0.25) = Overall Grade in the proficiency test

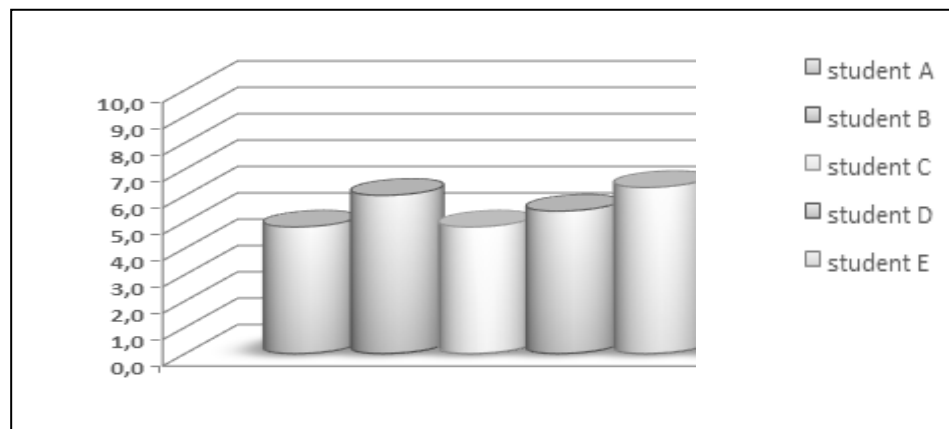


Figure 3. Reading Skill Overall Results. Source: Reading Comprehension Section & Speed Reading Section; October 23rd, 2006.

The students have a lacking performance in this section. This is why they reach the “developing proficient” level. In other words, they understand simple texts and common language oriented writings. Conversely, they find extensive and complex texts difficult to handle. Additionally, the complete group of students range within an average of 5.29.

WRITING SKILL

This skill was assessed through the use of the following instruments: a grammar and vocabulary section in the written test and an essay. Both compose the twenty-five percent of the overall grade of the proficiency test. The grammar and vocabulary section in the written test comprises one hundred items, while the essay consisted of twenty lines. Due to the level of complexity, the grammar and vocabulary section represents sixty percent of the writing skill score, whereas the essay represents forty percent.

This can be illustrated in the following way:

Grammar and vocabulary section (60%) + essay (40%) = writing skill

Writing skill = 25% of the overall grade; then, (Grammar and vocabulary section grade X 0.6) + (Essay Grade X 0.4) = writing skill grade X (0.25) = Overall Grade in the proficiency test

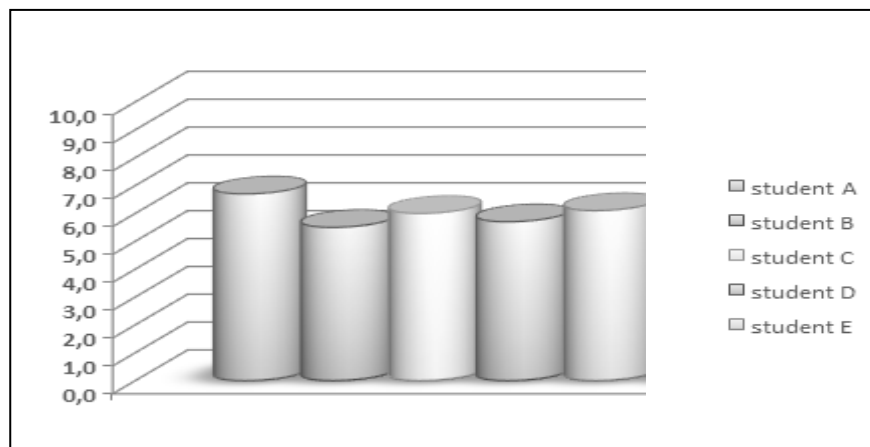


Figure 4. Writing Skill Overall Results. Source: Grammar and Vocabulary Section & Essay; October 23rd, 2006.

The average result students attained in this area was 6.0, a grade that belongs to the “developing proficiency” classification. Thus, their writing shows spontaneous imperfections and lack of complexity. In an academic environment as higher education and in a more professional setting as English language teaching, they would face problems to analyze, write, and edit academic papers such as reports, essays, newsletters, and the like.

LIMITATIONS

Unfortunately, due to schedule constrains, only five fifth-year students of the target population who finished all their courses in the major “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador were able to take the proficiency test. They are addressed as students A, B, C, D, and E to keep their identity anonymous and for this investigation’s use. They, however, represent a small part of the target population. Therefore, the results portrayed in this section of this investigation are not as representative as to make global conceptions about the whole class that finished all the courses in the year 2005. In addition, at some stage in the administration of the test there were a few logistics inconveniencias such as the availability of the language lab, the delay of the starting time, and the extension of the concluding time. The members of the evaluation committee that participated in this evaluation were not the ones the researchers proposed at first. Therefore, they were not fully acquainted with the evaluation instruments nor were they completely knowledgeable of the investigation’s purpose. Moreover, the researchers found themselves short in number concerning the logistics on the administration of the test, since often they had to take care of multiple tasks.

DISCUSSION OF RESULTS

This research work was elaborated with the intention of testing whether a proficiency test will determine the level of proficiency of students in the four language macro skills (Listening, speaking, reading, and writing). Additionally, it was based on the curriculum used in major “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador.

In order to assess the students’ proficiency in the English language, it was necessary to contrast the proficiency test with the level of proficiency of the target students. Through the administration of the English language proficiency test, the researchers were able to assess the students’ English language skills. As each of the abilities is equally important, each of the skills represents 25% of the overall grade. The instruments utilized within the proficiency evaluation have different percentages according to their level of complexity. As a result, this research study provides practical information in terms of testing the reliability of using a profile to assess students’ level of proficiency in order to establish a proficiency standard provided that the language abilities of the five students who participated in the test were sorted according to their results in the English language proficiency test.

The highest score the students obtained was in the oral area. This score situates them above the proficient mark in terms of oral proficiency. Furthermore, this level of proficiency means the speakers often show fluency and ease of speech, but under the demands of highly proficient complex tasks, they may have inadequate performance. On the other hand, their lowest score was in the listening area a score that places them below the proficient mark in terms of listening proficiency. This means, students performing at this level of English language proficiency are able to perform listening tasks of limited content areas. These tasks concern mainly spontaneous face-to-face conversations strongly supported by situational contexts.

CHAPTER THREE

I. CONCLUSIONS

After analyzing the results of the proficiency test administered to the target population who finished all the courses in the major “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus, Semester II, year 2005 of the University of El Salvador, the following conclusions are drawn:

- A language proficiency test helped to have an internal English language proficiency quality control of the students who finished their course load in the major “Licenciatura en Idioma Inglés, Opción Enseñanza”, Semester II, year 2005, at the Western Multidisciplinary Campus of the University of El Salvador.
- The students of the major “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador who participated in the English language proficiency test obtained an overall score that falls in the developing proficiency category. As a result, according to the proficiency profile, they do not meet the requirements to face academic settings such as higher education and more professional situations as English language teaching because they are more likely to show deficiency.
- Based on the results, the students’ asset is in the oral section of the proficiency test. Consequently, this is evidence of their use of differentiated vocabulary and intonation as well as an effective ability to communicate fine shades of meaning, remarkable fluency and ease of speech. The students who possess this level of proficiency are able to narrate and describe with certain level of detail in a paragraph-length connected discourse. Moreover, they are able to satisfy routine

language demands with no difficulty. However, shortcomings such as vocabulary and syntactic limitations are evident to meet more complex language requirements.

- The students' challenge resides in the listening, reading, and writing skill areas. In accordance with the English language proficiency profile, the students' results in the listening area show they are able to understand primarily spontaneous face-to-face conversations. Though this understanding is often uneven, repetition and rewording may be necessary. Regarding the reading skill, the students are able to understand basic texts that are linguistically noncomplex and have a clear underlying internal structure. Concerning the writing section, students are able to write short, simple, and non-academic documents. Their writing may be understood by natives used to the writing of non-natives, however.

- The hypothesis set in this investigation suggested a language proficiency test as a means to assess the English language proficiency level of fifth-year students of "Licenciatura en Idioma Inglés, Opción Enseñanza" at the Western Multidisciplinary Campus of the University El Salvador, who finished all the courses in the year 2005, may be accepted to a certain degree, since it was possible to assess the level of proficiency of the students who participated in the English language proficiency test. On the other hand, the number of students, who were subject to assessment, is not representative and limits the conclusions and the results of this investigation.

II. RECOMMENDATIONS

Based on the information gathered throughout investigation, the following recommendations arise:

- The “Comisión de Acreditación de la Calidad Académica”, as the academic authority to ensure and control the quality of higher education, should promote the use of English language proficiency parameters in order to assure the quality of the English language proficiency in the major “Licenciatura en Idioma Inglés, Opción Enseñanza” in the language department of the Western Multidisciplinary Campus of the University of El Salvador.

- The English Language Department in the Western Multidisciplinary Campus of the University of El Salvador should institute the administration of an English language proficiency test as a requirement to graduate for students of the major “Licenciatura en Idioma Inglés, Opción Enseñanza”. Furthermore, English Language Department the Western Multidisciplinary Campus of the University of El Salvador should institute an examination committee composed by members of the faculty of the English Language Department in the Western Multidisciplinary Campus to review the language proficiency test as well as overseeing the logistics and the administration of English language proficiency tests.

- The University Council (Consejo Superior Universitario) of the University of El Salvador should allocate part of the budget to the investigation and continuous development of assessment tools that can help determine the students’ level of proficiency before they graduate.

- The University Council (Consejo Superior Universitario) of the University of El Salvador should institute the administration of an English Language Proficiency Test as a requirement to graduate to all students who have finished their course load in the major “Licenciatura en Idioma Inglés, Opción Enseñanza” in the Main, Western, and Eastern campus of the University of El Salvador.

- The Board of Directors (Junta Directiva) of the Western Multidisciplinary Campus of the University of El Salvador should hire a staff of external consultants in order to design and/or administer proficiency tests. Thus, the proficiency tests will be enriched in terms of validity and reliability.

- Due to the results the students obtained in the listening comprehension and reading comprehension sections of the English language proficiency test, various techniques should be further developed. For instance, the following techniques may be developed by teacher(s) of Readings and Conversations I and II: reception of main ideas and deduction of meaning of unfamiliar words. Moreover, these subjects enhance essential skills in students such as: prediction of content, discrimination of relevant from irrelevant information, and awareness of contradictions by employing critical reading techniques. These techniques include previewing, skimming, scanning, annotating a text organizing, analyzing, evaluating, and reacting reviewing. Furthermore, the instructor(s) of Pronunciation, Linguistics, Morphology and Phonology should focus more on developing listening micro skills such as reception of main ideas, comprehension of sequence, awareness of specific details, and prediction of content by employing active listening techniques such as encouraging, clarifying, restating, reflecting, summarizing, and validating.

- Other research studies that may stem from this investigation are the following:
 - The implementation of a language proficiency test at the end of the conversational subjects (Intensive Basic English, Intensive Intermediate English I & II, Intensive Advanced English I & II,) in the major of “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador
 - Factors that condition the English language proficiency of students in the major “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador
 - The incorporation of the European Framework of Reference to the curriculum used in the major “Licenciatura en Idioma Inglés, Opción Enseñanza” at the Western Multidisciplinary Campus of the University of El Salvador

GLOSSARY

Benchmark: A standard by which something can be measured or judged.

Competence: It is the demonstrated performance and application of knowledge to perform a required skill or activity to a specific, predetermined standard.

Criterion-referenced: Criterion-referenced tests determine what test takers can do and what they know, not how they compare to others. Criterion-referenced tests report how well students are doing relative to a pre-determined performance level on a specified set of educational goals or outcomes included in the curriculum.

EFL: These letters stand for English as a foreign language. It indicates the use of English in a non-English-speaking region. Study can occur either in the student's home country, as part of the normal school curriculum or in an anglophone country which they visit as a sort of educational tourist, particularly before or after graduating from university. TEFL is the teaching of English as a foreign language; note that this sort of instruction can take place in any country, English-speaking or not.

L1: It is the students' native language or mother tongue.

Measure of proficiency: It is the assessment applied to proficiency.

Reliability: Test reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure. In other words, a test is reliable if it is consistent within itself and across time.

Standards-based education: Teaching, curriculum and assessment are guided by a series of goals (Standards) and sub-goals (Benchmarks). The goals define the learning priorities of the educational institution and community.

Syllabi: It is a group of contents that are planned to be taught.

TESOL: It is the common abbreviation for: Teaching English for Speakers of Other languages. Also see *EFL*.

Validity: Test validity refers to the degree to which the test actually measures what it claims to measure. Test validity is also the extent to which inferences, conclusions, and decisions made on the basis of test scores are appropriate and meaningful.

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APPENDICES



Universidad de El Salvador
Facultad Multidisciplinaria Campus
Administración Académica Local

Licenciatura en Idioma Inglés, opción Enseñanza
Número de asignaturas: 36 Unidades valorativas: 172

APPENDIX I

Código: L30411
Plan educativo: 2002

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X
IBI 134 1 8 U.V. INGLÉS BÁSICO INTENSIVO 0	III 134 5 8 U.V. INGLÉS INTERMEDIO INTENSIVO I 1	III 234 9 8 U.V. INGLÉS INTERMEDIO INTENSIVO II 5	IAI 134 13 8 U.V. INGLÉS AVANZADO INTENSIVO I 9	IAI 234 17 8 U.V. INGLÉS AVANZADO INTENSIVO II 15	LCI 134 21 4 U.V. LECTURA Y CONVERSACIÓN EN INGLÉS I 17	LCI 234 25 4 U.V. LECTURA Y CONVERSACIÓN EN INGLÉS II 21	MDI 134 29 4 U.V. METODOS DE INVESTIGACIÓN EN INGLÉS 132 U.V.	33 4 U.V. OPTATIVA II: FRANCES I 0	35 4 U.V. OPTATIVA III: FRANCES II 33
PCG 134 2 4 U.V. PSICO-PEDAGOGIA 0	6 4 U.V. OPTATIVA I 0	GIN 134 10 4 U.V. GRAMATICA INGLESA I 5,7	GIN 234 14 4 U.V. GRAMATICA INGLESA II 10	IAL 134 18 4 U.V. INTRODUCCIÓN A LA LINGÜÍSTICA 11	FMI 134 22 4 U.V. FONOLOGÍA Y MORFOLOGÍA INGLESA 18	SIN 134 26 4 U.V. SINTAXIS 22	EAE 134 30 4 U.V. ESTADISTICA APLICADA A LA EDUCACIÓN 132 U.V.	SON 134 34 6 U.V. SEMINARIO I 29	SON 234 36 6 U.V. SEMINARIO II 34
GRE 134 3 4 U.V. GRAMATICA EN ESPAÑOL 0	REL 134 7 4 U.V. RADACCIÓN EN ESPAÑOL 0	PRI 134 11 4 U.V. PRONUNCIACIÓN INGLESA 5	COI 134 15 4 U.V. COMPOSICIÓN INGLESA I 10	COI 234 19 4 U.V. COMPOSICIÓN INGLESA II 15	LIT 134 23 4 U.V. LITERATURA I 19	LIT 234 27 4 U.V. LITERATURA II 23	GAI 134 31 4 U.V. GRAMATICA AVANZADA 132 U.V.		
EXV 134 4 4 U.V. EXPRESIÓN VISUAL 0	HEC 134 8 4 U.V. HISTORIA DE EL SALVADOR Y C. A. 0	DIL 134 12 4 U.V. DIDACTICA GENERAL I (PLAN MINED) 2	DII 134 16 4 U.V. DIDACTICA DEL IDIOMA INGLÉS I 12	DII 234 20 4 U.V. DIDACTICA DEL IDIOMA INGLÉS II 16	DII 334 24 4 U.V. DIDACTICA DEL IDIOMA INGLÉS III 20	PRA 134 28 6 U.V. PRACTICA DOCENTE I 24	PRA 234 32 6 U.V. PRACTICA DOCENTE II 28	CODIGO ASIG COR U.V. NOMBRE DE LA ASIGNATURA PRERREQUISITO	

TRABAJO DE GRADUACIÓN

DICTATION SECTION

**Researchers: Karen Azucena Hernandez Jaco
Miguel Oswaldo Vanegas Salguero
William Ernesto Orellana Santamaria**

Objective: To gather information about the students' language proficiency in terms of listening skills

Directions: Students will listen to the following paragraph three times. The first time, students will listen. The second time, students will write it down. The third time, students will check.

Amish Education

Amish believe modern or English culture threatens the sanctity of their traditional values. They adhere to the Bible's teachings and its lessons. They prefer to mold a young child's mind and world view without distractions caused by mingling with modern society. They expect to be able to educate their children without the distractions and with the curriculum they find useful for their way of life.

Often, Amish are mistakenly viewed as being against education. In fact, Amish are not against education, but they want to structure it so it is conducive with their lifestyle. They want children to learn basics of reading, writing and arithmetic with a minimum of worldly influences. They believe life experience is a better lesson than higher education.

This means an education that does not proceed beyond the eighth grade. They feel higher education comes at a crucial time in a child's religious development. It should also be noted that the Amish do pay public school taxes as well as building and maintaining their own elementary one-room private school staffed with Amish teachers. This method and approach to education might be difficult for non-Amish people to understand. However, you have to consider that an expanded outlook is not a virtue to the Amish. But carrying on the revered traditions to the younger generation is moral because it protects their values.

READING SPEED SECTION

**Researchers: Karen Azucena Hernandez Jaco
Miguel Oswaldo Vanegas Salguero
William Ernesto Orellana Santamaria**

Objective: To collect information about the students reading skills of students of Licenciatura en Idioma Inglés

Directions: Read the following paragraph on a natural way and try to be as fluent and accurate as possible.

WHEN MOUNT KATMAI BLEW ITS STACK

On June 9, 1912, the U.S. Revenue cutter Manning lay moored to the dock at Kodiak, Alaska, taking on coal. The morning had been sultry and filled with an ominous stillness. The sun, a glowing copper ball, glared down on the isolated village. Shortly after lunch Captain K. W. Perry skipper of the vessel, was pacing restlessly back and forth along the wharf. Suddenly he halted in stride, his gaze fixed on a peculiar-looking cloud rising in the west. At this distance it appeared to be snow.

Leaves rustled as a brisk west wind suddenly sprang up. Moments later, there was the sound of heavy thunder in the distance. Soon light particles of hot ash began sifting onto the dock. The breeze quickly swelled into a roaring monster, whipping furiously across the jagged peaks, thrusting greedy fingers into every valley. It attacked a solid sweep of primeval forest, then rolled eastward toward the sea. A wave of blistering ash swept across the defenseless land. Suffocating clouds of volcanic debris swirled through the mountain passes, zeroing in on the settlement. On the streets of Kodiak, a few of the village's 800 people also were looking anxiously at the sky. They were quickly joined by others, peering up at the black mushrooming cloud that was tracking through the heavens, drawing a curtain of darkness behind it. A disquieting rumble sent them scurrying for safety.



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGES DEPARTMENT

Appendix 4

**PROFICIENCY WRITTEN TEST DIRECTED TO STUDENTS OF FIFTH YEAR OF
LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA**

**Researchers: Karen Azucena Hernández Jaco
Miguel Oswaldo Vanegas Salguero
William Ernesto Orellana Santamaría**

Student's Name: _____ Signature: _____



THIS TEST TIME LIMIT IS THREE HOURS!



**THIS SYMBOL REPRESENTS THE TRANSITION
BETWEEN ONE AUDIO RECORDING AND THE NEXT ONE**

Listening Section

**Listening Comprehension Objective: To assess the listening comprehension skills of students of
"Licenciatura en Idioma Inglés, opción Enseñanza"**



DIRECTIONS: CIRCLE THE LETTER NEXT TO THE CORRECT OPTION

1. What would be the best title for this lecture?
 - A. Important Keys to Recycling Paper
 - B. Technological Advances Improve Recycling
 - C. Steps to Improving Recycling
 - D. The three Rs in Recycling

2. According to the article, paper materials that are difficult to recycle include:
 - A. copy paper
 - B. document shred
 - C. food wrappers
 - D. muffins and cakes

3. In some cases, recycling could be hazardous to the environment if special precautions are not taken because:
 - A. industrial emissions are sometimes created in the process.

- B. chemical waste is sometimes produced as a result.
 - C. a great deal of energy is expended to create new products.
 - D. People do not really appreciate it.
4. According to the lecture, the demand for recyclable materials in the manufacturing of new products is sometimes sluggish because
- A. some governments are unwilling to support expensive recycling methods.
 - B. Communities do not invest enough money into investigation.
 - C. there is a lack of advanced technology to process the materials.
 - D. businesses do not invest enough money into research.
5. Which is NOT one of the main keys to recycling as mentioned in the lecture?
- A. more research
 - B. government regulation of waste
 - C. better technology
 - D. more demand for recycled materials



6. What type of solar eclipse occurred on December 25, 2000?
- A. annular
 - B. total
 - C. partial
 - D. solar
7. What made this eclipse so unique?
- A. its location for viewing in the world
 - B. its timing on the calendar
 - C. Its darkness
 - D. its movement across the sky
8. Who is the most likely audience for this news report?
- A. intermediate sky watchers
 - B. novice observers
 - C. novice astronomers
 - D. avid astronomers

9. Which statement was NOT mentioned about viewing an eclipse?
- A. Sunglasses block out only a limited amount of the sun's ultraviolet rays that can damage the eye.
 - B. Sunglasses can only filter harmful rays during total solar eclipses at their greatest magnitude.
 - C. Sunglasses tend to cause the center of the eye to enlarge allowing in more intense light.
 - D. Sunglasses can help you block the ultraviolet rays of the sun but it is not recommended to use them during a solar eclipse.
10. What is one fact we do NOT learn from the final commentary of the video?
- A. the date of an upcoming solar eclipse
 - B. how to react towards an eclipse
 - C. where the next Christmas eclipse will occur
 - D. how to record an eclipse for your posterity



11. What news event is being reported?
- A. an alien spacecraft landing
 - B. a crop circle made by a flying sausage
 - C. the impact of a meteorite
 - D. a volcanic eruption
12. This event occurred about _____ kilometers south of Barrow, Alaska.
- A. 12
 - B. 20
 - C. 22
 - D. 200
13. At the time of the incident, some witnesses reported _____.
- A. seeing a falling round object
 - B. Seeing a flat shaped object
 - C. hearing a train-like sound

D. observing a bright light

14. A similar event 65 million years ago led to the _____.

- A. extinction of the dinosaurs
- B. evolution of the human race
- C. the invention of fire
- D. development of plant life

15. Astronomers have focused their work on _____.

- A. discovering new life in space
- B. plotting the courses of asteroids
- C. developing radar telescopes
- D. crafting a new journey into space



16. According to the mini lecture, which situation was NOT mentioned as an example for reconstructive surgery?

- A. A young child is severely burned in a house fire.
- B. A man broke his nose and he struggles to breathe
- C. A woman isn't satisfied with the shape of her stomach.
- D. A man lost part of his ear in a boating accident.

17. What other effects do physical deformities have on the individual who bears them?

- A. a lack of self-worth
- B. fewer affect from their beloved ones
- C. inability to find work
- D. fewer educational opportunities

18. What other services do volunteers provide to the country where they perform reconstructive surgery?

- A. professional training
- B. fund-raising activities
- C. physical therapy
- D. local health care training

19. How does this volunteer work benefit the providers of such surgical procedures?
- A. These experiences give doctors and nurses valuable in-field training opportunities.
 - B. Volunteers establish connections for future medical research.
 - C. Health care workers develop deeper understanding of the sufferings of others.
 - D. These experiences benefit only the elderly
20. What is one way everyday people can help such causes?
- A. educate themselves on the issues
 - B. make financial contributions
 - C. adopt unwanted children
 - D. Donating money every month



21. From the content of the conversation, where does this interview take place?
- A. at a public forum
 - B. in an auditorium
 - C. on TV
 - D. in a classroom
22. According to Dr. Adams, what is one of the most important points in learning a foreign language?
- A. exposing oneself to the target culture
 - B. attending regularly a good language program
 - C. coming up with a study plan
 - D. developing good note-taking skills
23. Dr. Adams suggests that:
- A. a realistic goal for learners is to reach a certain level of language proficiency, not native fluency.
 - B. students can achieve native-like pronunciation through focused study.
 - C. learners should interact with native speakers to gain greater fluency.
 - D. teachers need to help students foster a good self-esteem and confidence.

24. What kinds of activities would help Dr. Adams in his own study?

- A. listening to information and then discussing it with others
- B. reading books and magazines for news
- C. being involved in group or class projects
- D. keeping a journal and exchanging with a friend

25. Which point was NOT mentioned in the interview?

- A. Many learners often favor a combination different learning styles.
- B. Pronunciation practice is key to improved comprehensibility.
- C. Setting reachable goals should be paramount in learning.
- D. Learning is a step-by-step process.



26. What is the main topic of this address?

- A. the growing crisis of inadequate retirement pensions for the future
- B. the problem of providing adequate medical care for the elderly
- C. the upcoming retirement plans
- D. the need to reevaluate our attitudes towards senior citizens

27. What was the speaker's purpose in sharing the story about his grandfather?

- A. to highlight the difficulties of finding affordable housing in the future
- B. to illustrate the preoccupations of older citizens with growing older
- C. to describe the lack of public facilities designed for the elderly
- D. to point out the lack of understanding to the elderly

28. Which of the following statements did Dr. Miller NOT mention when speaking of senior citizens' "golden years"?

- A. The trend to feeling older
- B. The loss of a person's self-identity is most prevalent in one's advancing years.
- C. A person's declining health contributes to a feeling of inadequacy.
- D. Self-worth is often tied to one's profession and social standing.

29. What do you think the speaker will talk about in the next part of his address?

- A. the contributions the elderly can make in our societies
- B. the swelling burden of supporting welfare programs in the future
- C. the cost to the government in terms of welfare programs
- D. our responsibility of building retirement homes for our graying society

30. Where does this plenary address most likely take place?

- A. at a retirement home
- B. at a conference center
- C. at a hospital
- D. at a country house



31. Japan's current economic crisis is the worst since:

- A. World War II
- B. Afghanistan War
- C. the Korean War
- D. the Gulf War

32. What occurred during the bubble years of Japan's economy?

- A. Money poured into the bullish stock market.
- B. The government disinvested resources.
- C. The value of the Japanese yen rose sharply.
- D. Financial institutions invested overseas.

33. Why have many companies gone bankrupt in recent years?

- A. inability to compete
- B. sluggish sales
- C. Less market
- D. fewer exports

34. What is one measure the government has implemented to revitalize the economy?

- A. streamlining the political bureaucracy

- B. lowering the consumption tax
- C. spending on the country's social infrastructure
- D. invest in agriculture

35. According to the speaker, what step will have the most impact on the recovery at this point?

- A. decentralizing of the government
- B. initiating a permanent tax cut
- C. dealing with non-performing loans
- D. following the government strategy



36. What is causing the delays near Interstate 215?

- A. road construction
- B. a small accident
- C. a big accident
- D. inclement weather conditions

37. Where do these delays clear up?

- A. around 7200 South
- B. right after 3300 South
- C. around 7300
- D. near 9600 South

38. What caused the accident on Northbound I-15?

- A. slick ice
- B. a stalled vehicle
- C. a car malfunctioning
- D. limited visibility

39. What weather conditions are predicted during the night and morning hours?

- A. heavy fog
- B. heavy rain
- C. periodic sleet
- D. strong winds

40. What situation has resulted because of the extremely cold temperatures snow in the mountains?
- A. A group of animals has come down into the valley.
 - B. Sudden avalanches are expected around Riverside Park.
 - C. Road closures are making traveling difficult in that area.
 - D. Many blizzard storms are making driving difficult in that area.



41. What word describes the man's feelings at the beginning of the conversation about traveling overseas?
- A. relaxed
 - B. apprehensive
 - C. anxious
 - D. serious
42. What one thing surprised him in the marketplace?
- A. The quality of merchandise seemed to vary widely from place to place.
 - B. Shop owners would raise the price of goods if they saw you were a foreigner.
 - C. You could bargain over the price with shopkeepers to get the best deal.
 - D. The amount of street vendors.
43. What did the man NOT mention about the way people looked at him during his visit?
- A. People stared at him out of a distrust of foreigners.
 - B. People were just inquisitive at his presence there.
 - C. Such situations gave him opportunities to interact with others.
 - D. People were amazed to see foreigners.
44. What does the man say about the traffic conditions?
- A. The people seem to pass through traffic as if unaffected by everything around them.
 - B. Buses and taxis are the main modes of transportation in many parts of the country.
 - C. The flow of traffic, at times, remains constant due to an intricate road system.

D. The best way to get by the road system is to ride a bicycle.

45. What is one conclusion the man states at the end of the travel log?

A. Discovery of different cultures through direct experience is key to cultural adaptation.

B. Miscommunication is a natural event in the process of bridging cultural boundaries.

C. All countries share some similar characteristics that bind them together.

D. Understanding different cultures makes a trip really rewarding.



46. What makes Arches National Park in Utah a unique sightseeing destination?

A. the wildlife

B. the desert climate

C. the geology

D. the four-wheel-vehicles

47. What is one reason given for hiking with a partner in the park?

A. It makes the experience more enjoyable.

B. A partner can help you in case of emergency.

C. The entrance fee is less for two people or more.

D. A partner can help you with your luggage.

48. According to the recording, you should wear _____ while visiting the park in the summer.

A. light shoes

B. a hat

C. sturdy clothing

D. tiny underwear

49. What is one item that might be part of the fifth point?

A. bandages

B. a flashlight

C. a lighter

D. a box of matches

50. Which item was NOT mentioned as a means of getting around in the park?

A. a GPS unit

B. a guidebook

C. a map

D. family pictures

Reading and Vocabulary Section

Objective: To assess the reading comprehension skills of students of “Licenciatura en Idioma Inglés, opción Enseñanza”.



DIRECTIONS: READ THE ARTICLE AND ANSWER THE GIVEN

Most people can remember a phone number for up to thirty seconds. When this short amount of time elapses, however, the numbers are erased from the memory. How did the information get there in the first place? Information that makes its way to the short term memory (STM) does so via the sensory storage area. The brain has a filter which only allows stimuli that is of immediate interest to pass on to the STM, also known as the working memory.

There is much debate about the capacity and duration of the short term memory. The most accepted theory comes from George A. Miller, a cognitive psychologist who suggested that humans can remember approximately seven chunks of information. A chunk is defined as a meaningful unit of information, such as a word or name rather than just a letter or number. Modern theorists suggest that one can increase the capacity of the short term memory by chunking, or classifying similar information together. By organizing information, one can optimize the STM, and improve the chances of a memory being passed on to long term storage.

When making a conscious effort to memorize something, such as information for an exam, many people engage in "rote rehearsal". By repeating something over and over again, we are able to keep a memory alive. Unfortunately, this type of memory maintenance only succeeds if there are no interruptions. As soon as a person stops rehearsing the information, it has the tendency to disappear. When a pen and paper are not handy, you might attempt to remember a phone number by repeating it aloud. If the doorbell rings or the dog barks to come in before you get the opportunity to make your phone call, you will forget the number instantly.

Therefore, rote rehearsal is not an efficient way to pass information from the short term to long term memory. A better way is to practice "elaborate rehearsal". This involves assigning semantic meaning to a piece of information so that it can be filed along with other pre-existing long term memories.

Encoding information semantically also makes it more retrievable. Retrieving information can be done by recognition or recall. Humans can recall memories that are stored in the long term memory and used often. However, if a memory seems to be forgotten, it may eventually be retrieved by prompting. The more cues a person is given (such as pictures), the more likely a memory can be retrieved. This is why multiple choice tests are often used for subjects that require a lot of memorization.

READING COMPREHENSION QUESTIONS:

51. According to the passage, how do memories get transferred to the STM?
- A) They revert from the long term memory.
 - B) They are filtered from the sensory storage area.
 - C) They get chunked when they enter the brain.
 - D) They enter via the nervous system.
52. The word "elapses" in paragraph 1 is closest in meaning to:
- A) passes
 - B) adds up
 - C) appears
 - D) continues
53. All of the following are mentioned as places in which memories are stored EXCEPT the:
- A) STM
 - B) long term memory
 - C) sensory storage area
 - D) maintenance area
54. Why does the author mention a dog's bark?
- A) It is a type of memory.
 - B) It is a type of interruption.
 - C) Dogs have better memories than humans.
 - D) A dog's bark is similar to a doorbell.
55. What is paragraph 2 mainly about?
- A) George A. Miller
 - B) Cognitive theorists
 - C) STM capacity
 - D) Modern debates

56. How do theorists believe a person can remember more information in a short time?

- A) By organizing it
- B) By repeating it
- C) By giving it a name
- D) By drawing it

57. The author believes that rote rehearsal is:

- A) the best way to remember something
- B) more efficient than chunking
- C) ineffective in the long run
- D) an unnecessary interruption

58. The word "it" in the first sentence of the last paragraph refers to:

- A) encoding
- B) STM
- C) semantics
- D) information

59. The word "elaborate" in paragraph 4 is closest in meaning to:

- A) complex
- B) efficient
- C) pretty
- D) regular

60. Which of the following is NOT supported by the passage?

- A) The working memory is the same as the short term memory.
- B) A memory is kept alive through constant repetition.
- C) Cues help people to recognize information.
- D) Multiple choice exams are the most difficult.



READ THE FOLLOWING TEXT ABOUT THE ROLES OF MEN AND WOMEN IN 19TH CENTURY

U.S.A. CIRCLE A (TRUE) OR B (FALSE) FOR SENTENCES 61 TO 66 QUESTIONS

Prevailing attitudes in the nineteenth century depicted women as naturally different from men. Many people believed that women's talents made them particularly suited to gently nurture and serve others. While men were expected to succeed in the public world, women were advised to avoid commerce and politics and to restrict their activities to the home, the church, and the company of other women. Diaries and other writings of people in Illinois reflect many of these attitudes.

Not all men and women kept to their respective roles. In farm families, women sometimes helped with the field work and men sometimes helped around the house. Even in town, women sometimes became part of the labor force. Many women were employed as teachers or factory workers. In the 1870 Illinois census, over 7,000 women were listed in occupations that could be classed as independent businesswomen. Almost 80% were dressmakers, milliners, and seamstresses, occupying trades that still fit within the boundaries of acceptable female behavior at that time. Other prominent women's trades were boarding-house keeper and teacher of music.

61. Women tended not to socialize with other men. A) TRUE B) FALSE
62. Diary entries of the time suggest women accepted their roles. A) TRUE B) FALSE
 Women sometimes took over the running of farms. A) TRUE B) FALSE
63. It was acceptable for women to take up jobs in education. A) TRUE B) FALSE
64. Most of the jobs done by businesswomen were regarded as un-feminine. A) TRUE B) FALSE
65. Women were expected to stay at home because they were thought to be not particularly good at anything..... A) TRUE B) FALSE



READ THE FOLLOWING ARTICLE BY A WAITER IN A FASHIONABLE RESTAURANT AND CHOOSE THE BEST ANSWER (A), (B), OR (C) FOR QUESTIONS 67 TO 71.

After I left college, I got a job in a department store selling men's clothes. It was fine when it was busy, but a lot of the time you'd be standing around for hours praying for a customer to arrive. It all got so bad, I had to quit after six months. Then I saw this ad for a waiter went for the interview and got the job.

It's a good job. Where else could you go to the most fashionable restaurant in town for free every night? But seriously, it's not for everyone. You really do need the right personality. For a start, you have to take pride in what you do, and of course you have to like people. If you don't then you really shouldn't be doing this

because your main task is to help people to have a special evening out. It's very hard work, and I mean hard. But it's extremely rewarding when you see people appreciating the food and the service. It makes everything worthwhile.

There are the downsides, of course: the difficult customers you have to deal with. That's the worst thing about the job. However hard you try, some people are just never satisfied, never happy. They never have a smile on their face, never say thank you. They expect you to be polite to them but think that because they're paying a lot of money they can be as rude as they want to you. I'm always glad to say goodbye to them.

And some of their complaints! Don't get me wrong; most of the customers are really nice, but there are those who complain about stupid things. Typically, it's the less knowledgeable restaurant-goers who cause the most trouble, basically because they don't know much about the food they're eating. For example, they'll complain that the Mexican dish they've ordered is too hot, or they'll ask for a dessert wine and complain that it's too sweet. But I think the stupidest comment I heard was not about the food. It came from a family which came one lunchtime with four young kids. They were actually unhappy about the restaurant because there were too many other kids there. The head waiter tried to reason with them but in the end they were asked to leave.

This is a great job for someone of my age, in my position. I intend to give it one more year and then I'd like to return to college. And after that, who knows? Maybe I could open my own restaurant, but this time I'll manage it. And anybody being rude to my waiters will be invited to leave, politely but firmly.

66. Alan left his first job because

- a) he wanted to be a waiter
- b) he had to work too hard
- c) it was often very boring
- d) he disliked difficult customers

67. A waiter should

- a) appreciate the customers' comments
- b) enjoy working with people
- c) be proud of the restaurant
- d) be polite to customers

68. Alan dislikes customers who

- a) are impolite
- b) don't like the staff
- c) complain about prices
- d) complain about the food

69. Most of the comments about food are

- a) justified
- b) aggressive
- c) ignorant
- d) stupid

70. The family who came for lunch

- a) decided to leave
- b) disliked children

- c) refused to co-operate
- d) hated the food



**READ THE FOLLOWING ARTICLE ON ZERO TOLERANCE POLICING.
CIRCLE A (TRUE) OR B (FALSE) FOR SENTENCES 72 TO 77.**

Zero tolerance policing, as applied in New York from 1994 through 1996, is simply concentrated crime suppression that focuses large numbers of patrol officers on stops, searches and arrests of persons suspected of committing or contemplating "quality of life" misdemeanors such as drinking alcohol in public, loitering, riding subways without paying, drug possession, graffiti spraying, vandalism and school truancy. The theory is that petty misbehavior, if left unchecked or unpunished, inevitably leads to serious and violent felonies. Criminologists and top police officials throughout the country agree that there is no empirical evidence to support that premise.

Zero tolerance reduces policing to a roving paramilitary pressure force. It is the law enforcement equivalent of saturation or carpet-bombing in a military operation. It entails great human and financial costs, and sweeps up many innocent victims. Also, experts agree that a huge budget and concentration of troops is necessary to reduce crime in a zero tolerance campaign.

It cost a bundle in New York City. Between 1992 and 1998, the policing budget nearly doubled to just under nine billion dollars per year. The combined total of police force personnel in that city increased by over 9,000, and now stands at nearly 50,000.

The second wave of money drain comes with the costs of placing and keeping arrestees behind bars. A former New York City Commissioner of Corrections noted that saturation arrests caused New York to increase its budget from \$150 million per year to \$800 million by 1997 to house inmates. Their numbers increased from 6,000 to 21,000 during the zero tolerance epidemic. Over one-third were merely drug addicts.

Where did the money come from? According to Commissioner Jacobson, public health and education services had to foot the bill for jailing petty miscreants.

The third wave of expenses took the form of court judgments and settlements of the enormous number of claims against NYPD for police brutality. Complaints rose by 41% in Bratton's first year as Commissioner, and

by over 50% in the second year. Monetary damage settlements went from \$13 million to over \$26 million per year as a consequence of zero tolerance policing.

But the fourth wave of exorbitant expenses arising from zero tolerance lies in its social costs. It makes for restive populations in lower-income and especially minority neighborhoods. It turns them into powder kegs, to be ignited by one or another instance of police abuse, whether real or perceived. It insults rank and file police officers by reducing them to suppression automatons, and robs them of the opportunity to be of real and lasting service to the community. Under zero tolerance, officers become an occupying force instead of problem-solving partners.

Contrary to claims by some politicians, zero tolerance has little in common with real community policing. Even its former advocates admit that the moral costs of zero tolerance are stupendous. Many top police officials and criminologists have concluded that it destroys community relations; misuses the term "community"; excludes huge segments of the population from community developmental processes; and is a class-ridden, racist vision of strict public order without any medium or long-term plan or design. Since 1966, New York City has returned to real community policing. Crime rates are still declining, just as they were before the adoption of zero tolerance in 1994.

71. Experts believe that zero tolerance reduces crime. A) TRUE B) FALSE
72. The New York police force doubled between 1992 and 1998. A) TRUE B) FALSE
73. Zero tolerance diverts resources away from schools and hospitals. A) TRUE B) FALSE
74. Complaints against the police were largely unsuccessful. A) TRUE B) FALSE
75. Zero tolerance was particularly resented in poor areas. A) TRUE B) FALSE
76. Since the abandonment of zero tolerance, crime has begun to decline. A) TRUE B) FALSE



READ THE TEXT *THE LOST ART OF CONVERSATION* AND CHOOSE THE BEST ANSWER (A), (B), OR (C) FOR QUESTIONS 78 TO 82.

When rummaging around in my Grandparent's "study" one day, I found a textbook copyrighted in 1896, entitled, *The Art of Elocution*. I dusted off the very small volume and read the following definition of elocution: "The art by which, in delivering a discourse before an audience, the speaker is enabled to render it effective and impressive." The textbook turned out to be the curriculum written for young women to learn to be "effective and impressive" conversationalists.

Today, we are often admonished to "talk to our children." Tell them stories. Talk to them about why the leaves fall from trees. Describe for them what "is going to happen" and how to cope with the world. Talk to them about what they see on television and what they are learning in school.

Parents often speak to their children only with criticism, admonishments, commands and demands. Children are often spoken to when they have done something "wrong" or something they "shouldn't have." Then, without the help of explanation or information, they are left to figure out for themselves what to do differently. Perhaps parents need to take the course in *The Art Of Elocution*, and practice its principles instead of sitting quietly in front of the TV watching everyone else converse. Do we know how to be friends, as well as parents, to our children? Whatever happened to "good conversationalists"? Can the art of conversation ever be revived? Or like Latin, is it a "dead language" pattern? In an effort to breathe life back into the art of conversation, I offer the following suggestions.

- ✓ Learn the vocabulary of feelings and emotions. Conversation is a powerful connection between people and the cement of that connection is the sharing of feelings.
- ✓ Be genuinely curious or interested in the other's feelings, ideas, thoughts and opinions. You can always learn something you didn't know before a good conversation.
- ✓ Be comfortable with self-revelation. Time the revelations about you so that the connection with your partner is strengthened.
- ✓ Give your partner your undivided attention when they are speaking. Attention is to conversation what oil is to an engine. It protects and smoothes the production of energy. And energetic conversation is the primary goal of the art.
- ✓ Listen to others without distraction or rehearsing what you want to say next. Don't interrupt.
- ✓ Don't assume a conversation cut short is a personal rejection. Perhaps you tried to start a conversation with someone who was obviously busy or in a hurry.
- ✓ Maintain straight-on eye contact with whom you are speaking. Your eyes lowered communicate disinterest. Your eyes raised communicate impatience or boredom. Your eyes at one side or another communicates distraction.
- ✓ Never apologize for something you know or are actually proud of. Never discount the importance of your own knowledge or feelings. (e.g. "Well, I really don't know anything about that ... but ...")
- ✓ Never launch into a long story unless you are certain you would be interested if everyone else told you an equally lengthy story about which you knew nothing.
- ✓ Put some energy behind your words. Communicate enthusiasm about the process of conversing.

Perhaps if we conversed more and regularly, our relationships would be enriched and rewarding. Let's resurrect the lost art of conversation and the bonds of friendship might just be renewed. After all, the world could do so much better with a lot more friendships.

77. Elocution is defined as something which enables people to
- a) communicate with others
 - b) pronounce clearly
 - c) speak loudly
 - d) reprimand children
78. Nowadays parents
- a) spend too much time watching TV
 - b) never praise their children
 - c) don't tell their children why something is wrong
 - d) spend too much time working
79. Talking about yourself to others will
- a) make them feel uncomfortable
 - b) be very boring
 - c) make relationships stronger
 - d) be very selfish
80. According to the writer, you should not
- a) think about your answer while the other person is talking
 - b) ignore people who keep interrupting
 - c) stop a conversation if you are in a hurry
 - d) stop boasting about your knowledge
81. A person looking up while listening
- a) is thinking about something else
 - b) wants the speaker to stop
 - c) has no views on the topic of conversation
 - d) does not agree with the speaker



**READ THE TEXT *LOTTERY WINNERS* AND CHOOSE THE BEST ANSWER (A), (B), OR (C)
FOR QUESTIONS 83 TO 88.**

When you buy your lottery ticket, you know that there is a much greater chance of being struck by lightning than of winning the jackpot. Yet underneath you can't resist conjuring up this little picture of yourself sitting on the sofa and watching as your six (or whatever) numbers come up on national television. I once watched as my first three numbers came up in sequence, and for that brief moment (i.e. until the remaining numbers were called) I felt a strange mixture of excitement, disbelief and terror.

Maybe that gave me a clue to what winning the lottery is really like. We're so utterly surprised when it does happen that we are totally unprepared for it and the stresses and strains which accompany it. Perhaps hitting the jackpot is not such a wonderful thing after all.

Most winners are very ordinary people from very ordinary backgrounds with very ordinary jobs, which is the way it should be (and which is why we can't help feeling resentful when somebody wins who doesn't really need the money). The first thing they do is to give up their job and buy an expensive new house in a new neighborhood, surrounded by people from very different backgrounds - wealthy, middle class – who are not necessarily going to welcome them. This leaves winners cut off from their friends and with masses of spare time to occupy themselves.

There are some who try to hang on to their own job, perhaps to show that the money hasn't changed them. But it can be difficult to motivate yourself when you're taking home in a year only a fraction of what you have been landed with. Your fellow workers might also have a different perspective; they may be jealous of your good fortune and hostile towards you; any generosity you feel obliged to show towards them may be resented.

Others do the sensible thing: they decide to retire, invest their money wisely and live off the interest. But those who have spent most of their lives working long hours at a strenuous or mundane job become easily bored now that there's nothing left to do. However, it's those who decide to start their own business who run the greatest risk: most of them have little or no experience of the business world, and the results can be unbearable stress, even financial disaster.

And finally, those who go public with their win face the problem of begging letters. Almost as soon as they have appeared on TV and in the press, they are inundated with appeals from total strangers for help with their education, their medical condition etc. Most winners ignore such pleas, which are often from unscrupulous opportunists. But they still feel a pang of guilt as they consign the letters to the bin.

82. While watching the lottery on TV, the writer

- a) felt relaxed
- b) thought he was sure to win
- c) didn't know how to react
- d) thought he be struck by lightning

83. We don't like some people winning the lottery because

- a) they don't deserve it
- b) we're jealous of them
- c) they're too ordinary
- d) they quit their jobs

84. When lottery winners move house

- a) they forget their friends
- b) they become middle class
- c) they lose touch with people
- d) they make new friends

85. Winners often keep their jobs
- to help their workmates
 - to show they haven't changed
 - to get more money
 - to feel busy
86. Starting a business with your lottery winnings
- is usually a sensible investment
 - can be dangerous
 - is very popular
 - is stressful
87. Winners who receive begging letters
- feel awkward
 - feel moved
 - feel angry
 - feel motivated to give



READ THE FOLLOWING ARTICLE ABOUT SYNESTHESIA. SIX PARAGRAPHS HAVE BEEN REMOVED. CHOOSE FROM PARAGRAPHS A TO G THE ONE WHICH FITS EACH GAP. THERE IS ONE PARAGRAPH WHICH YOU DO NOT NEED TO USE FOR PARAGRAPHS 89 TO 94

Do You See What They See? *By Brad Lemley*

People with a bizarre condition called synesthesia see sound, smell colors, and taste shapes. Neuroscientists think they might open a window into the ultimate mystery of human consciousness.

(89) _____
Crane's sensory reaction to letters and numbers is just as odd. At the sight of the letter *a*, a color flashes through her mind – invariably gray-blue. The letter *b*, she says, is navy blue, and *c* tawny crimson. Numbers trigger similar sensations. The numeral 4 causes Crane to see tomato red and, like all of her perceptual links, it has done so since childhood. Four has always been red, she says. It can't be anything else.

(90) _____
Synesthesia—from the Greek *syn*, for together, and *aisthesis*, to perceive – generated a wave of scientific and popular interest around the turn of the twentieth century. The fascination soon peaked, however, stymied by synesthesia's sheer impenetrability. The problem: no one could crawl into synesthetes' heads to understand or share their unique perceptions.

(91) _____
As they quiz, stimulate, scan, and evaluate, researchers find themselves awed. "We tend to assume that reality is the same for everybody," says Peter Grossenbacher, a senior fellow at the National Institutes of Health (NIH) who is widely regarded as the leading American synesthesia researcher. "Synesthesia shows us that it isn't. People all around us may have a very different experience of the world."

(92) _____

Seated in a windowless, soundproof room roughly five feet square, Crane waits as a disk drive grinds and a wide-screen computer monitor flickers to life. Crane is both a synesthete and a synesthesia researcher. Here, in a converted Tudor-style mansion on the dappled grounds of the NIH in Bethesda, Maryland, she assists Grossenbacher in his ongoing study of synesthetes. Two dozen have been interviewed and evaluated so far; Grossenbacher, Crane, and graduate student Chris Lovelace plan to eventually assess 100. Today, Crane herself will undergo the testing.

(93) _____

Grossenbacher's team and others around the globe have their work cut out for them. Synesthesia is a confounding condition with few fixed facts. Studies suggest that the condition occurs more commonly among women than men – the estimated ratio varies anywhere between two and eight to one. But no one knows why.

(94) _____

A That may soon change. Propelled by recent advances in brain imaging and electrophysiological recording, as well as DNA analysis and other techniques, a small but determined cadre of researchers is beginning to sort out just what, exactly, distinguishes synesthetes from the rest of us. The answers promise to do more than just shed light on a quirky condition. Cognitive scientists contend that these unusual people are precious windows into the ultimate mystery of human consciousness.

B Crane, a 47-year-old psychologist, is not delusional. Her perceptions, bizarre as they might seem, stem from an unusual intermingling of the senses known as synesthesia, a condition that can take a multitude of forms. Some synesthetes see sounds, while others feel colors or taste shapes. Little is known about what causes the condition, but one thing is certain: the sensations a synesthete experiences are quite real. As one experimental psychologist puts it, "We've ruled out that these people are simply telling tall tales."

C Equally mysterious is the way secondary perceptions manifest themselves to synesthetes. For Day, the perceptions are part of the external world. "A piano is a blue mist, electric guitars are orange or reddish streaks about five feet away, hovering in the air," he says. Likewise, when Carol Steen tore a ligament in her left leg on a Canadian beach, "the whole world turned orange," she recalls, "like there was a gel over the scene—orange rocks, orange water, orange husband running to help me." But when Crane sees a black 3 printed on a white background, "I see the numeral in my head," she notes, "and in my head, it's always yellow."

D Despite their bizarre cognition, synesthetes have not been found to exhibit any more vulnerability to mental disturbance or illness than the general population. Nor is there evidence to back up a common view that they incline toward the arts; the likely truth is that artists revel in and talk about their experiences more than other synesthetes, who tend to be embarrassed by the condition. One intriguing recent finding is that synesthesia appears

to run in families, suggesting that there is a genetic component. This has led to another startling revelation for Carol Crane: her son, sister, niece, and nephew all share her condition.

E Carol Crane loves most kinds of music, but concerts affect her in a peculiar way. "The sound of guitars always feels like someone is blowing on my ankles. The piano presses on me right here," she says, tapping her chest just over her heart. "And New Orleans-type jazz hits me all over like heavy, sharp raindrops."

F Her story is typical. As a child she was met with blank stares whenever she revealed that letters and numbers caused her to see different colors or that music triggered her sense of touch. So she kept quiet about the sensations and had no name to attach to them until two years ago, when an offhand comment by a psychology professor radically altered her world. "He said a researcher at NIH, a Dr. Grossenbacher, was looking for people to help with a study of synesthetes," she recalls. "I asked, 'What are synesthetes?' and he said, 'People who think fives are yellow.' I told him, 'No, fives are green.' " She got the job.

G Not just different, many synesthetes say. Better. "To me, it's like you guys see the world in black and white," says Carol Steen, a New York City artist for whom letters, numbers, sounds, and pains evoke a variety of hues. "I've got it in color." Patricia Duffy, a language instructor at the United Nations, who senses color when she looks at letters or numbers or when she thinks of time units such as days or hours, emphatically agrees. "Synesthesia is wonderful," she says. "Losing it would be very upsetting, just like losing one of your senses."



READ THE FOLLOWING ARTICLE ON HANG-GLIDING AND CIRCLE A (TRUE) OR B (FALSE) FOR SENTENCES 95 TO 100.

Hang-gliding

How long can you stay up for?

Well that depends on a few things. Hang gliders don't have an engine to drive them through the air so the pilot has to rely on rising air to keep them up or to gain height. If the conditions are right the skilled pilot may stay in the air for many hours. **note:** There is actually a powered option but that takes you away from the pure free-flight ideals of hang gliding and into the realm of 'nanolights' It is still hang gliding but with the addition of a powered harness.

OK, but how do you go up with no engine?

What the skilled pilot does is to use rising air to gain height. If the air that he/she is flying in is rising faster than he/she is sinking then the net result is a gain in height.

An easy way to think of this is to imagine that you are a kid who decides to walk down the up escalator in a department store. We've all seen kids do this and you have probably done it yourself at some point. The escalator is coming up slightly faster than you can walk down it so what happens is that you don't quite get to the bottom. the same thing happens to a glider in rising air. If the air rises faster than you are sinking through it, then you go up.

Where can I find some rising air?

The most common sources are what we glider pilots call 'thermals' and 'ridge lift'.

Thermals: a thermal is simply a column of air that rises because it is warmer than the surrounding air. Common thermal sources are ploughed fields, large tarmac surfaces etc. These surfaces are darker colored and heat up easily in the sun. The air above these places is heated and eventually starts to rise forming a thermal which we can use to gain height. Thermals can rise thousands of feet and pilots use them to achieve cross-country flight. As they get to the top of a thermal they use the height to glide towards the next likely thermal source and thus achieve great distances across country.

Ridge lift: is simply air that is forced to rise up over a hill or a cliff. To have ridge lift you need to have wind that is blowing on to the face of the hill. Because the hill presents an immovable object, the wind is forced to travel up and over the hill and therefore creates a band of rising air in front of the hill or ridge. This is what glider pilots use to stay up. Pilots will usually use ridge lift while waiting for a thermal to come through to get them really high.

How high can you get?

How long is a piece of string? Usually about three feet. The great thing is that you can get much higher than this on a hang glider. It depends of course on the conditions that you fly in but in hot dry areas like Australia, America or central Spain, flights of around 16,000 ft are possible. Pilots usually use oxygen when flying much higher than 10,000 ft as hypoxia can be a problem above this height.

Most flights that involve cross country flying in Britain are done at around an average of 3,000-5,000 ft. Our air mass is generally too damp to get really high cloud bases but occasionally on a really good day you can get higher than that.

- | | |
|---|------------------|
| 95. When in the air, a hang-glider is constantly rising. | A) TRUE B) FALSE |
| 96. You can use the color of land to find the rising air. | A) TRUE B) FALSE |
| 97. Hang-gliders can travel far by moving from thermal to thermal. | A) TRUE B) FALSE |
| 98. Ridge lifts take you higher than thermals. | A) TRUE B) FALSE |
| 99. In wetter areas, it's impossible to fly above 5,000 ft. | A) TRUE B) FALSE |
| 100. A thermal is simply a column of air that rises
because it is warmer than the surrounding air. | A) TRUE B) FALSE |

Grammar Section

Grammar Section Objective: To assess the grammar command of students of “Licenciatura en Idioma Inglés, opción Enseñanza”



DIRECTIONS: CIRCLE THE CHOICE THAT BEST DESCRIBES THE FUNCTION OF THE CLAUSE.

101. Although Americans love to travel to foreign countries, they seldom learn to speak other languages
- Noun clause as subject
 - Noun clause as object
 - Noun clause as object of a preposition
 - Noun clause as subject complement
 - Adjective clause
 - Adverb clause
102. My sister, who teaches Spanish and Italian in New York, says that she had more students twenty years ago.
- Noun clause as subject
 - Noun clause as object
 - Noun clause as object of a preposition
 - Noun clause as subject complement
 - Adjective clause
 - Adverb clause
103. She wrote a book about what she has learned over the years.
- Noun clause as subject
 - Noun clause as object
 - Noun clause as object of a preposition
 - Noun clause as subject complement
 - Adjective clause
 - Adverb clause
104. What she worries about is the general decline in American language-learning skills.
- Noun clause as subject
 - Noun clause as object
 - Noun clause as object of a preposition
 - Noun clause as subject complement
 - Adjective clause
 - Adverb clause
105. She believes that American families used to take more pride in learning second languages.
- Noun clause as subject
 - Noun clause as object
 - Noun clause as object of a preposition
 - Noun clause as subject complement
 - Adjective clause
 - Adverb clause



DIRECTIONS: CIRCLE THE LETTER NEXT TO THE BEST OPTION.

106. Max finished _____ his homework and then he went to the party with George and Bill.

- a. to do
- b. doing
- c. do
- d. is doing

107. I recommend _____ 3 hours every night.

- a. to study
- b. studying
- c. studied
- d. studing

108. George avoided _____ questions about his drug use.

- a. to answer
- b. is answering
- c. answering
- d. answer

109. She is very keen _____ the course.

- a) to do
- b) do
- c) doing
- d) be doing

110. It's no use _____ to help her.

- a) to try
- b) trying
- c) try
- d) to be trying

111. When I _____ dinner, I _____ TV for a while.

- a) finished . . . watched
- b) finished . . . had watched
- c) had finished . . . watched
- d) had finished . . . had watched

112. I _____ in the door when the phone _____ .

- a) had just walked . . . had rung
- b) had just walked . . . rang
- c) just walked . . . had rung
- d) just walked . . . rang

113. Bob _____ in several other states when he _____ to move to California.

- a) had worked . . . had decided
- b) worked . . . had decided
- c) worked . . . decided

- d) had worked . . . decided
114. When they _____ , Joe and Nancy _____ each other for three months.
- got married . . . had only known
 - had got married . . . only knew
 - got married . . . only knew
 - had got married . . . had only known
115. Tom _____ his car for only a short time when it _____ .
- had had . . . had been stolen
 - had . . . had been stolen
 - had had . . . was stolen
 - had . . . was stolen
116. The grass _____ wet due to the rain that _____ .
- had been . . . had fallen
 - was . . . fell
 - had been . . . fell
 - was . . . had fallen
117. Although Jane's boss _____ to persuade her to stay with the company, she _____ her resignation.
- had tried . . . had already submitted
 - tried . . . had already submitted
 - had tried . . . already submitted
 - tried . . . already submitted
118. Bill's in big trouble. He _____ the previous month's rent when he _____ out of his apartment.
- hadn't paid . . . moved
 - didn't pay . . . had moved
 - hadn't paid . . . had moved
 - didn't pay . . . moved
119. I _____ well for several days, so I _____ to see the doctor.
- hadn't been feeling . . . had gone
 - wasn't feeling . . . had gone
 - hadn't been feeling . . . went
 - wasn't feeling . . . went
120. I _____ anything; the dentist _____ me two kinds of anesthetic.
- hadn't felt . . . gave
 - didn't feel . . . had given
 - hadn't felt . . . had given
 - didn't feel . . . gave
121. I _____ by the other students of English.
- am be caught up
 - am been caught up
 - am being caught up
 - am being catching up
 - am being caught up

122. Most of the land in the area _____ by property developers.

- a) has be bought up
- b) has been being bought up
- c) has been bought up
- d) have been being bought up
- e) have been bought up

123. His confidence _____ by this.

- a) will be being built up
- b) will be build up
- c) will be built up
- d) will been built up
- e) will being built up

124. She _____ in a friendly atmosphere.

- a) are bringing up
- b) are brought up
- c) is been brought up
- d) is being brought up
- e) is bringing up

125. This government _____ by this scandal.

- a) could being brought down
- b) could been brought down
- c) could been bring down
- d) could be brought down
- e) could be being brought down

126. The engagement _____ just two days before the wedding.

- a) was braked off
- b) was braking off
- c) was break off
- d) was broke off
- e) was broken off

127. The task _____ into smaller, manageable mini-tasks.

- a) is brake down
- b) is braking down
- c) is broke down
- d) is broken down
- e) is broking down

128. The office _____ by terrorists.

- a) had blown up
- b) had been blown up
- c) had been blowing up
- d) had been blew up
- e) had been being blown up

129. A big chunk of his calf _____ by the dog.

- a) were bitten off
- b) were bit off

- c) was bitten off
- d) was bit off
- e) was being bitten off

130. One of the other prisoners _____.

- a) were beaten up
- b) were beat up
- c) was beaten up
- d) was beated up
- e) was beat up

131. You wanted that, _____?

- a) would you
- b) didn't you
- c) wouldn't you
- d) do you

132. I am intelligent, _____?

- a) Am I not
- b) Are I
- c) Ain't I
- d) Aren't I

133. You know that's right _____?

- a) would you
- b) wouldn't you
- c) don't you
- d) didn't you

134. He will be coming _____?

- a) is he
- b) did he
- c) doesn't he
- d) won't he

135. After all this time you'd think he'd have forgotten _____?

- a) didn't you
- b) wouldn't you
- c) don't you
- d) do you

136. The amount he is suffering from hay fever he needs to see a doctor _____?

- a) doesn't he
- b) did he
- c) won't he
- d) is he

137. You may think you know the answer but you don't _____?

- a) don't you
- b) would you
- c) wouldn't you
- d) do you

138. After working so hard he didn't deserve to fail the exam _____?

- a) doesn't he
- b) did he
- c) won't he
- d) is he

139. You wouldn't report me, _____?

- a) don't you
- b) would you
- c) wouldn't you
- d) do you

140. He isn't going to like this, _____?

- a) didn't he
- b) did he
- c) won't he
- d) is he

141. What would you do if it _____ on your wedding day?

- a) will rain
- b) would rain
- c) rained
- d) rains

142. If she comes, I _____ call you.

- a) will
- b) would
- c) should
- d) would have

143. If I eat peanut butter, I _____ sick.

- a) get
- b) would get
- c) gets
- d) would have gotten

144. What will you do if you _____ the history exam?

- a) fail
- b) would fail
- c) are going to fail
- d) will fail

145. If they had not _____ the car, I would have driven you.

- a) taken
- b) take
- c) takes
- d) would take

146. If it snows, _____ still drive to the coast?

- a) will you
- b) are you

- c) would you
- d) would you have

147. He would have _____ with you if you had asked him.

- a) gone
- b) go
- c) going
- d) goes

148. If I won a million dollars, I _____ my own airplane.

- a) would buy
- b) will buy
- c) would have bought
- d) should have bought

149. If I forget her birthday, Andrea _____ upset.

- a) gets
- b) would get
- c) would have gotten
- d) should have gotten

150. Jacob will pick you up at school if it _____ .

- a) will rain
- b) rains
- c) rained
- d) would rain

151. I _____ ill if I hadn't drunk that wine yesterday.

- a) might not been
- b) might not have been
- c) might not had been
- d) could not have been

152. Who knows what _____ if you had accepted the job in South America last year.

- a) might not been
- b) would have been
- c) might not had been
- d) should have been

153. The walk _____ much more pleasant if the weather had not been so bad - we got soaked.

- a) may have happened
- b) might have been
- c) should have been
- d) could be

154. If I _____ it was your birthday yesterday, I would have bought you a present.

- a) had known
- b) knew
- c) has known

- d) have known
155. I _____ anything if I had known what her reaction was going to be.
- a) hadn't said
 - b) would said
 - c) couldn't have said
 - d) wouldn't have said
156. _____ my grandfather _____ my father worked in the steel plant.
- a) Both...or
 - b) Either...nor
 - c) Both...and
 - d) Neither...or
157. The effects of eruption were well done; _____ its origin is still not known.
- a) since
 - b) anyway
 - c) and
 - d) however
158. I've known her for a long time. I don't know much about her private life.
- a) however
 - b) since
 - c) anyway
 - d) and
159. I didn't say that. I didn't even think it.
- a) I didn't say that, I didn't even think it.
 - b) I didn't say that, so I didn't even think it.
 - c) I didn't say that: I didn't even think it.
 - d) I didn't say that-I didn't even think it.
160. Many people who are out of work become depressed.
- a) This is a complex sentence.
 - b) This is a compound sentence.
 - c) This is a compound complex sentence.
 - d) This is a simple sentence.
161. He performed really well in the interview; however, he didn't get the job.
- a) This is a complex sentence.
 - b) This is a compound sentence.
 - c) This is a compound complex sentence.
 - d) This is a simple sentence.
162. To do the job properly, you'll need to get some tools.
- a) This is a complex sentence.
 - b) This is a compound sentence.
 - c) This is a compound complex sentence.
 - d) This is a simple sentence.

163. Lying exposed without its blanket of snow, the ice on the river melts quickly under the warm March sun.
- a) This is a complex sentence.
 - b) This is a compound sentence.
 - c) This is a compound complex sentence.
 - d) This is a simple sentence.
164. The package arrived in the morning, but the courier left before I could check the contents.
- a) This is a complex sentence.
 - b) This is a compound sentence.
 - c) This is a compound complex sentence.
 - d) This is a simple sentence.
165. Because he was tired, he scored poorly on the exam, ___ into the university.
- a) this will cause him to not be admitted
 - b) this is a fact which will cause him to not be admitted
 - c) a fact which will cause him to not be admitted
 - d) a fact which will cause him to not admit
166. ___ the TOEFL with a score of 550, he will be admitted into the university.
- a) Now that he passes
 - b) That he has passed
 - c) Now, he has passed
 - d) Now that he has passed
167. Since July 4th is a holiday, ___ have to go to work.
- a) so we do not
 - b) we do not
 - c) as a result, we do not
 - d) thus, we do not
168. Yousef went back to Saudi Arabia ___ to take care of some business in his company.
- a) and he needed
 - b) because he needed
 - c) which he needed
 - d) because he need
169. ___, he will return back to the United States to study English.
- a) Had Yousef taken care of his business in Saudi Arabia
 - b) Now that Yousef has taken care his business in Saudi Arabia
 - c) Now that Yousef has taken care of his business in Saudi Arabia
 - d) Yousef has taken care of his business in Saudi Arabia but
170. ___ have to work today, we should go to Laguna Beach.
- a) For we do not
 - b) We do not
 - c) Since we do not
 - d) Since we do no
171. Fabiana will not go to work today ___ a bit ill.
- a) she is

- b) because she
c) because she is
d) which is she is
172. ____, the temperature should begin dropping.
- a) Now that the sun setting
b) Now that the sun set
c) The sun setting
d) Now that the sun has set
173. ____ is important since most professional jobs require writing skills.
- a) Learn how to write
b) Learning how write
c) Learning how to write
d) Learning how to write it is
174. ____, the research paper is beneficial to students since it requires them to critically think, read, and write about a specific body of knowledge in which they have an interest.
- a) A requirement at most universities
b) It is a requirement at most universities
c) A requirement at most universities it is
d) Requirement at most universities
175. You _____ leave the table once you have finished your meal and politely excused yourself.
- a) would
b) might
c) may
d) don't have to
176. Jenny's engagement ring is enormous! It _____ a fortune.
- a) must cost
b) must be costing
c) should be costing
d) must have cost
177. _____ we move into the living room? It's more comfortable in there and there's a beautiful view of the lake.
- a) Shall
b) Must
c) Will
d) Ought to
178. If I had gone white water rafting with my friends, I _____ down the Colorado River right now.
- a) would have float
b) would be floating
c) would floated
d) would float

179. At first, my boss didn't want to hire Sam. But, because I had previously worked with Sam, I told my boss that he _____ take another look at his resume and reconsider him for the position.
- a) must
 - b) ought to
 - c) can
 - d) has to
180. You _____ take along some cash. The restaurant may not accept credit cards.
- a) had better
 - b) has to
 - c) can
 - d) may
181. The machine _____ on by flipping this switch.
- a) may turn
 - b) could be turning
 - c) would turn
 - d) can be turned
182. I can't stand these people - I _____ get out of here. I'm going to take off for awhile while you get rid of them.
- a) might
 - b) have got to
 - c) may
 - d) had better
183. You _____ forget to pay the rent tomorrow. The landlord is very strict about paying on time.
- a) mustn't
 - b) don't have to
 - c) couldn't
 - d) had better
184. Do you always have to say the first thing that pops into your head. _____ you think once in a while before you speak?
- a) Can not
 - b) Can't
 - c) Don't can
 - d) Aren't
185. I came to Spain in 1982. Next year I _____ here 20 years.
- a) will have
 - b) will have been
 - c) will
 - d) will be
186. Where on earth is Tony? I'm tired of waiting for him. Soon we _____ here for an hour.
- a) will have had waited
 - b) will have been waiting
 - c) will have waited

d) will have been waited

187. Well, Mary, in six months we _____ married 25 years. How about a party to celebrate?

- a) will be
- b) will
- c) will have been
- d) will had been

188. I'm going to be a very rich man. I'm sure that by the time I'm 40 I _____ my first million.

- a) will had made
- b) will have made
- c) will have had made
- d) will be making

189. I won't tell the student the answer until _____ on the math problem for more than an hour.

- a) he has been working
- b) he work
- c) he worked
- d) he has working

190. I _____ for two hours when her plane finally arrives.

- a) waited
- b) will have been waiting
- c) am waiting
- d) had been waited

191. Jason will be tired when he gets home because he _____ for over an hour.

- a) will have jogged
- b) will have been jogging
- c) will jog
- d) will be jog

192. James _____ at the University for more than a year by the time he leaves for Asia.

- a) Is going to be teaching
- b) will have been teaching
- c) will be teaching
- d) is teaching

193. If you're working all day and partying all night, what are you doing?

- a) burning your bridges
- b) burning the candle at both ends
- c) cooking up a storm
- d) running on your last legs

194. You have an injection and it really hurts, but after a few minutes the pain goes way. What happens?

- a) It puts off

- b) It wears off
- c) It fades off
- d) It takes off

195. If you make an embarrassing mistake, what are you left with?

- a) egg on your face
- b) water under the bridge
- c) your face on the ground
- d) a thick skin

196. Some men go into a bank with a gun and make the cashier hand over all the money. What are they doing?

- a) They're breaking the bank open
- b) They're bringing down the bank
- c) They're holding up the bank
- d) They're robbing the bank

197. Simona admitted that she stole the teacher's purse. What did she do?

- a) She owned up
- b) She made up
- c) She showed up
- d) She took over

198. It rained all morning, but now the rain has stopped and the sun has come out. What has happened to the weather?

- a) It's cleared off
- b) It's cleared up
- c) It's cleared away
- d) It's cleared out

199. You don't have much money – in fact you barely have enough for food and drink. How are you living?

- a) ear to ear
- b) head to toes
- c) fingers to toes
- d) hand to mouth

200. If I tell you off, what do I give you?

- a) the benefit of the doubt
- b) a piece of my mind
- c) a piece of advice
- d) peace of mind

Essay Section

Essay Section Objective: To assess the writing and composition skills of students of Licenciatura en Idioma Inglés



DIRECTIONS: WRITE A 20-LINE ESSAY ABOUT ANY OF THE FOLLOWING THESIS STATEMENTS:

Gay Marriage

Thesis Statements:

- Granting legal marriage rights to gays and lesbians would threaten the stability of the family, a pillar of our society.
- Granting legal marriage rights under the law must extend to gays and lesbians to ensure that all citizens enjoy full human rights.

Animal Rights

Thesis Statements:

- Animal testing is necessary to develop new medicines and advance scientific knowledge.
- Animal testing is unethical and should be outlawed.

Gambling

Thesis Statements:

- The positive aspects of organized gambling far outweigh the harmful side effects that occur.
- The harmful side effects of organized gambling far outweigh any positive aspects.

Assisted Suicide

Thesis Statements:

- Physician-assisted suicide should be a legal option for terminally ill patients.
- Physician-assisted suicide should be illegal.

Cloning

Thesis Statements:

- The government should enact laws to regulate cloning research.
- Cloning research should not be restricted by governmental laws.

Violence in El Salvador

Thesis Statements:

- Post War Issues and Consequences
- A cultural misleading of information

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

“HACIA LA LIBERTAD POR LA CULTURA”

61. ○○
62. ○○
63. ○○
64. ○○
65. ○○
66. ○○○○○
67. ○○○○○
68. ○○○○○
69. ○○○○○
70. ○○○○○
71. ○○
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73. ○○
74. ○○
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91. ○○○○○○○
92. ○○○○○ ○○
93. ○○○○○ ○○
94. ○○○○○ ○○
95. ○○
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106. ○○○○○
107. ○○○○○
108. ○○○○○
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125. ○○○○○
126. ○○○○○
127. ○○○○○
128. ○○○○○
129. ○○○○○
130. ○○○○○
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145. ○○○○○
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149. ○○○○○
150. ○○○○○
151. ○○○○○
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155. ○○○○○
156. ○○○○○

157. ○○○○○

158. ○○○○○

159. ○○○○○

160. ○○○○○

161. ○○○○○

162. ○○○○○

163. ○○○○○

164. ○○○○○

165. ○○○○○

166. ○○○○○

167. ○○○○○

168. ○○○○○

169. ○○○○○

170. ○○○○○

171. ○○○○○

172. ○○○○○

173. ○○○○○

174. ○○○○○

175. ○○○○○

176. ○○○○○

177. ○○○○○

178. ○○○○○

179. ○○○○○

180. ○○○○○

181. ○○○○○

182. ○○○○○

183. ○○○○○

184. ○○○○○

185. ○○○○○

186. ○○○○○

187. ○○○○○

188. ○○○○○

189. ○○○○○

190. ○○○○○

191. ○○○○○

192. ○○○○○

193. ○○○○○

194. ○○○○○

195. ○○○○○

196. ○○○○○

197. ○○○○○

198. ○○○○○

199. ○○○○○

200. ○○○○○

ORAL SECTION

Researchers: Karen Azucena Hernandez Jaco
Miguel Oswaldo Vanegas Salguero
William Ernesto Orellana Santamaria

Objective: To gather information about the students' language proficiency in terms of oral skills

- A real-life-hero
- Your biggest mistake
- Your favorite book
- A close call you've had
- The most difficult situation you've overcome
- Your first date
- The most embarrassing moment you've had
- The influence of technology in modern life
- Bad habits you hate in people
- Cultural Misfits
- Sex
- Your favorite TV series
- The "why" you're special
- What I miss about being a child
- The ten things you wouldn't say in front of your parents
- El Salvador in twenty years
- Say your epitaph
- The seven questions you would ask God
- The ten things you would say to your teachers in college
- Why is it impossible for men to understand women
- Talk about yourself
- Talk about your motivations to study English
- How do you like being a teacher?
- Talk about El Salvador
- What do you think about the violence in El Salvador?



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Appendix 6

CHECKLIST FOR ENGLISH LANGUAGE PROFICIENCY TEST SELECTION

Adapted from <http://www.helpforschools.com/>

Objective: To check the reliability and validity of the English language proficiency test

Directions: Rate each item using the following criteria:

- **5- meets the need exceptionally well:** The instrument meets the basic criteria and makes the researchers' and evaluation committee's do their task thoroughly.
- **4- meets the need:** The instrument meet all the basic criteria but has flaws that may restrain the researchers' and evaluation committee's task.
- **3- some problems but acceptable:** The instrument does not meet the basic criteria; however, it serves the prime objective of the instrument, to assess the students' language proficiency.
- **2- problems detract form overall utility:** The instrument does not meet all the basic criteria, and does not serve the instrument's prime objective.
- **1- major problems with the instrument:** The instrument does not meet the basic criteria, and its content and structure are not coherent.
- **NA does not apply to this instrument:** The instrument is completely irrelevant to the prime objective. Both structure and content are not applicable for the target population.

topic/item	rating	speaking	listening	reading	writing	comments...
The purpose of the test is clear and meets our definition of language proficiency.						
The test administration directions are specific and understandable.						
Researchers and evaluation committee members can use the test administration guidelines.						
The test items seem to assess our definition of language proficiency.						
The test items can be used to help the decision takers to design the curriculum of instruction.						
The test scores are useful to determine language proficiency.						
The test scores can be used for evaluating the program.						
The amount of time it takes to administer the test is OK.						
The type of administration format (individual or group) is acceptable.						
The theoretical foundation of the test fits our definition of English language proficiency.						
There is adequate explanation of the theoretical foundation for the test.						
The test offers adequate evidence of reliability.						
The type of reliability evidence provided fits the design of the test.						
The type of validity evidence is adequate.						
The type of validity evidence provided makes sense with regard to the purpose(s) for which the test was designed.						
Major problems with the test, as identified by test critiques, do not compromise the positive elements of the test.						



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Appendix 7

LANGUAGE PROFICIENCY OBSERVATION CHECKLIST

This form must be completed by an academic evaluation committee.

Objective: To depict the undergraduate's abilities and weaknesses in the English language.

This is to certify that _____ Name of the recipient _____ domains the following skills:

READING – PLEASE CHECK ONE RANK	SCORE:
<input type="checkbox"/> HIGHLY PROFICIENT <input type="checkbox"/> PROFICIENT <input type="checkbox"/> DEVELOPING PROFICIENCY <input type="checkbox"/> LIMITED PROFICIENCY	<hr/> <hr/> <hr/>
WRITING – PLEASE CHECK ONE RANK	SCORE:
<input type="checkbox"/> HIGHLY PROFICIENT <input type="checkbox"/> PROFICIENT <input type="checkbox"/> DEVELOPING PROFICIENCY <input type="checkbox"/> LIMITED PROFICIENCY	<hr/> <hr/> <hr/>
ORAL – PLEASE CHECK ONE RANK	SCORE:
<input type="checkbox"/> HIGHLY PROFICIENT <input type="checkbox"/> PROFICIENT <input type="checkbox"/> DEVELOPING PROFICIENCY <input type="checkbox"/> LIMITED PROFICIENCY	<hr/> <hr/> <hr/>
LISTENING – PLEASE CHECK ONE RANK	SCORE:
<input type="checkbox"/> HIGHLY PROFICIENT <input type="checkbox"/> PROFICIENT <input type="checkbox"/> DEVELOPING PROFICIENCY <input type="checkbox"/> LIMITED PROFICIENCY	<hr/> <hr/> <hr/>
OVERALL GRADE:	

The committee of evaluators was composed by:

Date: October 20th, 2006

Miguel Carranza

Mauricio Contreras

Cristian Meléndez

Head of the department





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Appendix 8

RUBRIC FOR READING SPEED SECTION

Objective: To gather information about the students' language proficiency in terms of reading skills

Category	
<p>HIGHLY PROFICIENT 9.1 – 10.0</p> <p>Score: _____</p>	<p>Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.</p>
<p>PROFICIENT 7.1 – 9.0</p> <p>Score: _____</p>	<p>Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Proficient-level texts feature hypotheses, argumentation, and supported opinions, and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading.</p>
<p>DEVELOPING PROFICIENCY 3.1 – 7.0</p> <p>Score: _____</p>	<p>Able to read consistently with increased understanding simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.</p>
<p>LIMITED PROFICIENCY 0.0 – 3.0</p> <p>Score: _____</p>	<p>Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.</p>
<p>Total score: _____</p>	



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Appendix 9

RUBRIC FOR ORAL SECTION

Objective: To gather information about the students' language proficiency in terms of oral skills

Category	
<p>HIGHLY PROFICIENT 9.1 – 10.0</p> <p>Score: _____</p>	<p>Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Highly proficient speaker is only partially familiar with regional or other dialectical variants. The Highly proficient speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical, and supra-segmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.</p>
<p>PROFICIENT 7.1 – 9.0</p> <p>Score: _____</p>	<p>Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Proficient speaker often shows a well-developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Proficient speaker often shows remarkable fluency and ease of speech, but under the demands of Highly proficient complex tasks, language may break down or prove inadequate.</p>
<p>DEVELOPING PROFICIENCY 3.1 – 7.0</p> <p>Score: _____</p>	<p>Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.</p>
<p>LIMITED PROFICIENCY 0.0 – 3.0</p> <p>Score: _____</p>	<p>Oral production consists of isolated words and learned phrases within very predictable areas of need. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Limited Proficiency speakers will be understood only with great difficulty.</p>
<p>Total score: _____</p>	

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Appendix 10

CRITERIA TO USE IN THE ESSAY SECTION

**Researchers: Karen Azucena Hernandez Jaco
Miguel Oswaldo Vanegas Salguero
William Ernesto Orellana Santamaria**

Objective: To gather information about the students writing skills and language use of students of Licenciatura en Idioma Inglés

CATEGORY	4 -	3 -	2 -	1 -	Score
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	

Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order; distracting the reader and making the essay seem very confusing.	
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distracts the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distracts the reader from the content.	
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	



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Appendix 11

OBSERVATION CHECKLIST USED IN THE PROFICIENCY PILOT TEST

Researchers: Karen Azucena Hernández Jaco
Miguel Oswaldo Vanegas Salguero
William Ernesto Orellana Santamaría

Objective: To gather information throughout the administration of the instruments.

Directions: Provide the information that is required according to what is observed.

Instrument:

- **Dictation Test**
- **Reading Speed Test**
- **Proficiency Written Test**
- **Oral Interview**

Time	Estimated time:	In praxis time:

Difficulty	Items in which 75% of students or more answered correctly:	Items in which 25% of students or less answered correctly:

Group Overall Grade:	
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Wording and Composition	Items with wording problems:	Problem:

Unknown Words	Word	Number of people who do not know the word

Comments