

The seal of the University of El Salvador is a large, faint watermark in the background. It features a central profile of a person's head facing left, surrounded by a circular border with text. Below the seal is a ribbon-like banner.

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

CONTENT:

**“ANALYSIS OF THE IMPLEMENTATION OF THE COMPITE PROGRAM IN THE
HEADQUARTERS OF METAPAN, JUAYUA, ACAJUTLA, SANTA TECLA, SAN
MARCOS, AND LA UNION”**

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ABSTRACT

This research study dealt with the analysis of the COMPITE program implementation in the headquarters of Metapán, Juayúa, Acajutla, Santa Tecla, San Marcos and La Union. The research question that led this research study was “In what way is the implementation of the COMPITE program being carried out in order to meet the goals of the 2021 educational plan?” The method applied by the researchers was the qualitative research with the use of a needs assessment to know the assets and liabilities of the COMPITE program implementation. The sources of information used in this study were three interviews, a self-assessment and a checklist. The researchers selected a target population of six headquarters coordinators, twelve teachers, and the general coordinator of the program to administer the instruments. The data gathered from the interviews were analyzed using the Krippendorff content analysis. Through the needs assessment, the researchers found out that the COMPITE program had coordination and communication problems, since its components have not been implemented effectively leading to students’ poor attendance and less teachers’ involvement in the implementation of the program. Furthermore, the researchers observed that teachers from Centro Cultural Salvadoreño do a very good job and they use all the resources that the COMPITE document establishes. This means, that a program can be successful with the appropriate resources and teachers. The only aspect that could not be analyzed was the opinion of the general coordinator, since it was impossible to interview her.

INTRODUCTION

This document contains important information about the undergraduate research study “Analysis of the Implementation of the COMPITE program in the headquarters of Metapán, Juayua, Acajutla, Santa Tecla, San Marcos, and La Union,” and it was carried out from April 2006 to March 2007. The research objective that led this investigation was to assess the implementation of the COMPITE program in the headquarters of Metapán, Juayua, Acajutla, Santa Tecla, San Marcos, and La Union. Moreover, this research study shows the COMPITE program assets and liabilities during its implementation, how these affect the achievement of the program general objective “develop the Junior High and High School students’ competences in learning the English language” and what the Ministry of Education must do to reorganize its implementation process in order to make it effective.

This research study embraces three chapters: Chapter one deals with the description of the problem, justification, objectives, and theoretical framework along with the methodological procedures to carry out this study.

Chapter two is made up of the analysis and interpretation of data which was collected through the administration of three sources of information to measure the level of communication and coordination among teachers, headquarters, coordinators, and authorities of the COMPITE program.

At last, Chapter three contains the conclusions the researchers stated after analyzing and interpreting the data as well as the recommendations for further research studies.

CHAPTER I

RESEARCH DESIGN

A. DESCRIPTION OF THE PROBLEM

In 2005, the Ministry of Education of El Salvador (MINED) as a part of its 2021 Educational Plan launched the COMPITE program to promote the learning of the English Language, develop the junior high and high school students' four macro skills to face the demands of the new labor market of El Salvador, and improve the teachers' linguistic competences with the incorporation of new language methods. For this reason, the COMPITE program intends to upgrade four components: the curricular reform and teachers' training, the intensive English course, the certification process, and the use of mass media in order to better the teaching-learning process of the English language.

The first component, the curricular reform and teachers' training, presents the junior high and high school EFL programs as well as facilitates students' accessibility to learn English in the whole country. Unfortunately, the coordinator of the COMPITE program, Dr. Wendy Menéndez, expressed that MINED had not planned to implement the program all over the country. That means that only a small part of the population has the opportunity to access this program. This hinders the effective implementation of the program because the majority of the population of El Salvador does not have the opportunity to become bilingual.

The second component, the intensive English course, is aimed at teaching students to face day-to-day situations and at providing them with the necessary English language skills to access the labor market in the country. That is why, MINED chose randomly Metapán, Juayúa, Acajutla, San Marcos, Santa Tecla, and La Unión as the

headquarters to launch the program. In an interview, the coordinator of the COMPITE program, Dr. Wendy Menendez, declared: "MINED will run the program in a complete way," but they subcontracted English language institutions such as ITCA-FEPADE and Centro Cultural Salvadoreño to run the courses. In addition, after a field visit to Metapán, the researchers realized that CESSA owns the school and provides computers to be used in the program under the condition that whenever they want, they might withdraw their permission to use the aforementioned resources. However, the COMPITE document never states the intervention of non-educational private enterprises.

The third component, the certification process, consists of the certification of fluent EFL/ESL speakers and teachers' language competences in El Salvador. Although the document states that MINED would create "certification centers," they created one center for the population of the COMPITE program. The National English Center (NEC) is located in Santa Tecla along with ITCA-FEPADE for people to learn or improve their English language skills. This has become a problem because MINED has already authorized the National English Center to certify the participants. But, the headquarters' coordinators stated that they had MINED's authorization to certify the students at the end of the course. Then, it is not clear who certifies the participants.

The fourth component, the use of mass media, consists of the support to the English teaching learning process through the use of technological tools such as computers, a learning English software MEGA, and a one-hour weekly TV show, SESAME ENGLISH, on Channel 10 in order to empower the teaching of English. However, the implementation of this component became a burden, since the use of mass media centers on only two resources: the television and the computer, and

despises the use of newspapers, web pages, magazines, and radio programs, and other materials to deliver instruction more effectively.

The implementation of the COMPITE program has faced various problems such as few opportunities for people to become bilingual, inconsistency of the statements of MINED authorities, the accreditation of the institutions to certify students, and the limited use of mass media resources. So, these exponents hinder the appropriacy of the implementation of the COMPITE program components. Hence, the following research question arises “In what way is the implementation of the COMPITE program being carried out in order to meet the goals of the 2021 educational plan?”

B. JUSTIFICATION

The importance of this research consisted on the analysis of the COMPITE program implementation. This research study intended to demonstrate that the COMPITE program implementation was not adequate to achieve the goals it proposed. For example, MINED used only two resources of mass media and despised the use of newspapers, web pages, magazines, and radio programs, and other materials to deliver instruction more effectively. At the same time, MINED had authorized the headquarters to certify students, but the COMPITE document stated that the certification process took place in the National English Center (NEC). One important reason to conduct this research study was to provide the Ministry of Education, the COMPITE program, and public school authorities with a needs assessment in order to know the assets and liabilities of the program up to the year 2006. Besides, this study might lay the

foundations to implement the COMPITE program in the public educational system, so that a larger student population had the opportunity to become bilingual.

In addition, this research study evaluated the COMPITE program outcomes, and its effectiveness and applicability in the six headquarters up to the year 2006. If the outcomes were positive, the Ministry of Education might extend the program all over the country to reach the principal objective: to make a bilingual and competitive society in the labor market, as the document stated. But, if the results were negative, the authorities of the Ministry of Education might identify the program needs in order to redirect the implementation of the program.

C. RESEARCH OBJECTIVES

GENERAL OBJECTIVE

- ✓ To assess the implementation of the COMPITE Program in the six headquarters (Metapán, Acajutla, Juayúa, Santa Tecla, San Marcos, and La Unión)

SPECIFIC OBJECTIVES

- ✓ To identify the assets and liabilities of the COMPITE program up to the year 2006
- ✓ To ascertain the applicability of the COMPITE Program in the six headquarters (Metapán, Acajutla, Juayúa, Santa Tecla, San Marcos, and La Unión)
- ✓ To conduct a needs assessment of the COMPITE program
- ✓ To evaluate the outcomes of the COMPITE program up to the year 2006
- ✓ To compare the COMPITE document and the implementation of the program

D. THEORETICAL FRAMEWORK

The implementation of an Educational Program involves an orderly process in which evaluation is an important tool to redirect the program and consider the outcomes it brought about. Then, these outcomes are useful to better its implementation plan. Planning requires both specific skills and the availability of reliable and relevant information (Carrizo L, Sauvageot C, and Bella N., 2003). Planning a program is a work in progress in its whole, in its parts, and in its implementation. Each aspect of a program, the content, objectives, materials, needs assessments, and evaluations are works in progress, both in their creation and implementation (Graves, n.d.). Any program like COMPITE needs constant evaluations to make the necessary changes and achieve the goals established at the beginning and avoid the waste of resources as well. This process generally involves assessment of one or more of five domains: (a) the need for the program, (b) the design of the program, (c) the program implementation and delivery, (d) the program impact outcomes, and (e) program efficiency. Also, this process deals with important issues that involved its implementation. At the same time, this process provides information, develops that information in a way that is timely and meaningful for MINED, and communicates it in a form that is usable for MINED purposes (Rossi, 1999).

According to Freedman (1994), a need is a discrepancy between the present condition and a desired future state. That is, in a program like COMPITE, MINED needs to administer needs assessments in order to identify, describe, and address needs during the implementation process. The steps in analyzing needs involve identification of users and uses, description of the target population and service environment, needs

identification, needs assessment, and communication (Rossi, 1999). In the first step, MINED and private educational enterprises are the users of the analysis and act on the basis of the attendees' results. The involvement of both users facilitates the analysis and implementation of the program. The second step describes the selection and characteristics of the population involved in the analysis. Also, this step reveals unmet needs or barriers during the implementation. The third step identifies the needs of the target population and possible solutions. Besides, MINED may use social indicators, surveys, community forums, and direct observations to reorganize the program. Once problems and solutions have been identified, the next step produces recommendations for the program. At last, the fifth step communicates the results of the needs analysis to the users. This data gathering and reporting would be complemented by a parallel effort to systematically monitor the implementation of the program.

To design a program, it is necessary to take into account factors such as student characteristics, family and community involvement, student achievement, and objectives. Any educational organization may have a clear picture of its current status before it may plan comprehensive changes. This organization must create a planning team who must develop an educational plan that meets the priority needs of the students, enterprises, and the society in general (Freedman, 1994). In other words, designing educational programs respond to the needs identified through the observations of present reality of the country. Also, an important part of designing an educational program such as COMPITE involves the development of clear descriptions of program components and activities. The program must be consistent with local and state improvement initiatives, and it must be aligned with standards and assessments linked to the implementation of the program (Freedman, 1994).

Social problems constantly rise due to different concerns of the target population. The design and funding of a social program should gear to the size, distribution, and density of the problem it addresses, since it is much easier to state a problem than to develop valid estimates of its density and distribution. A key factor is to evaluate the scope of such a problem, how it is now, and how it will be in future times. Although researchers must pay attention to the type of forecast to be done, it must be carried out after a thorough examination (Rossi, 1999). A central function of needs assessment research is to develop extent and distribution of a given problem and the associated target population. However, it is also often important for such research to yield useful descriptive information about the specific character of the need within that population. The population is very important in the pre-design and target definition phase of an educational program. In the pre-design phase, MINED defines the population or targets, since this factor affects the potential effectiveness of the program. Besides, the target definition phase is critical during the design of the specific content and structure of the program.

The targets of social programs are usually individuals, groups, geographically and politically related areas, or physical units. These targets may be defined as direct or indirect, and this rests on the implementation of the program. For example, in COMPITE, direct targets are students, teachers, native-like speakers, private educational enterprises, and MINED because they are immediate contact with the program. Indirect targets are those institutions such as tourist operators, hotels, call centers and factories, which the COMPITE document states that will benefit from the program in a long term basis. The main reason for this program establishment is to prepare people for the new labor market, so the effectiveness of this program depends on the selection of the

participants and two important concepts “sensitivity” and “specificity”. Sensitivity refers to the correct selection of the population who should be in the program. On the other hand, specificity refers to the exclusion of the population taking into account students’ relevant economical conditions and attitude.

The success in the implementation of any program relies on appropriate administration to have an adequate implementation. Also, the program administrators must assume their responsibilities to make the necessary changes when evaluating the program implementation constantly (Rossi, 1999). These changes would occur considering the results gathered from constant evaluations in order to avoid the waste of resources, since the COMPITE program involves the management of public economical resources. A proper EFL educational program organization should focus on three important aspects: creation of a special committee in charge of monitoring and evaluating the present EFL program, a diagnosis of the present EFL program needs and EFL curricular reform, implementation of the new EFL program, and a constant evaluation to identify assets and liabilities.

The creation of a special committee in charge of monitoring and evaluating the present EFL program is the core of the process as it defines the indicators to be used to identify priority areas. This committee must be composed by a MINED representative, English teachers from the private and public area, and English educational institutions representatives in order to enhance the EFL curriculum. In this way, the committee must identify its optimum desired outcome for administering, implementing and evaluating the program. Moreover, one of the major roles of the committee evaluation staff must be to ensure that the implementation of the program is in the right way,

To realize if the implementation of the program is the adequate, the evaluation staff must administer a diagnosis. This diagnosis must focus on the identification of needs from the present EFL program implementation. This means that the diagnosis will evaluate the impact that program development has had on its implementation and the liabilities this has presented during its implementation. To carry out the diagnosis, the committee evaluation staff must administer a needs assessment in which they must apply interviews, self-assessments, checklists in order to identify the program needs. Within the process of analyzing the data gathered through these instruments, the committee may use a variety of procedures such as the Krippendorf content interview analysis to make a wide analysis of the feelings, experiences and opinions of the interviewees.

The Krippendorf content interview analysis possesses three levels. The first level is the syntactic one where the evaluator analyzes the text by looking at key words and concepts and the frequency words are used. Then, the evaluator must categorized them into “positive” or “negative”, “presence” or “absence.” The next level is the semantic in which the evaluator analyzes the sense interviewees give to the words or concepts. Finally, in the pragmatic level, the evaluator analyzes the environment in which the interview took place, and also uses notes and field notes to enrich the analysis. Basing on the results of the diagnosis, the committee evaluation staff must develop a plan to implement and evaluate constantly, and the results obtained from the constant evaluations must provide with specific information to be bettered. These materials can be organized into an evaluation plan for the program and presented as such to the Ministry of Education.

E. RESEARCH METHODOLOGY

METHOD

This was a qualitative or naturalistic research because it dealt with the opinions, experiences and feelings of individuals producing objective data as it describes participants' expectations of the implementation of the program. In this way, this study helped the researchers understand people and the social and cultural contexts where they live.

SUBJECTS

Due to time constraints in the development of this research study, the researchers worked with a sample of 60% students and teachers at each headquarters, as well as the headquarters' coordinators.

INSTRUMENT

To carry out this study, the researchers applied a needs assessment because it was necessary to know which objectives had been reached and which of the four components had been applied effectively. Also, the research question that led this study made the use of a needs assessment necessary.

NEEDS ASSESSMENT PRIMARY SOURCES OF INFORMATION

To collect information, the researchers used some primary sources of information included in the needs assessment, such as three non-structured interviews, a survey and a checklist.

PROCEDURE

Due to the research study complexity, the researchers worked in two groups in order to administer the instruments in the six headquarters.

1. INTERVIEW ADDRESSED TO COMPITE PROGRAM COORDINATOR (APPENDIX B)

The researchers interviewed the COMPITE program coordinator on January 15th, 2007 at the Ministry of Education to obtain the latest information about the COMPITE program implementation. This interview consisted of thirteen items. Questions 1 to 4 dealt with the COMPITE program implementation and the communication within the program participants. Questions 5 to 7 dealt with the four components of the COMPITE program. Questions 8 to 11 dealt with the monitoring and evaluation of the program. Questions 12 to 13 dealt with expectations about the program.

2. INTERVIEW ADDRESSED TO THE HEADQUARTERS COORDINATORS (APPENDIX C)

The researchers, divided in two groups, visited the headquarters of Metapán and Juayua to interview the headquarters coordinators on January 13th, 2007. The researchers visited the headquarters of Acajutla and Santa Tecla to interview the headquarters coordinators on January 20th, 2007. The researchers visited the headquarters of San Marcos and La Unión to interview the headquarters coordinators on January 27th, 2007. This interview helped the researchers to know the interaction between MINED and the headquarters in the success of the program applicability. This interview was composed by 14 items. Questions 1 to 5 dealt with teachers' in-service

and in-service training. Questions 6 to 8 dealt with students' benefits and capabilities. Questions 9 to 12 dealt with teachers' evaluations. Questions 13 and 14 dealt with teachers' needs and expectations about the program.

3. INTERVIEW ADDRESSED TO TEACHERS OF THE COMPITE PROGRAM (APPENDIX D)

The researchers, divided in two groups, visited the headquarters of Metapán and Juayua to interview the headquarters coordinators on January 13th, 2007. The researchers visited the headquarters of Acajutla and Santa Tecla to interview the headquarters coordinators on January 20th, 2007. The researchers visited the headquarters of San Marcos and La Unión to interview the headquarters coordinators on January 27th, 2007. This interview served to know the assets and limitations in the COMPITE program English courses. This interview consists of 14 items. Questions 1 to 6 dealt with teachers' in-service training and evaluation. Questions 7 to 13 dealt with students' performance and teaching techniques.

4. SURVEY (SELF-ASSESSMENT) TO BE ADMINISTERED TO THE HEADQUARTERS COORDINATOR (APPENDIX E)

The researchers, divided in two groups, visited the headquarters of Metapán and Juayua to administer the self-assessment to the headquarters coordinators on January 13th, 2007. The researchers visited the headquarters of Acajutla and Santa Tecla to administer the self-assessment to the headquarters coordinators on January 20th, 2007. The researchers visited the headquarters of San Marcos and La Unión to administer the self-assessment to the headquarters coordinators on January 27th, 2007. The

headquarters coordinator considered what they had observed during the program implementation. This survey helped to state the coordinators' perceptions about the implementation of the COMPITE program, and the atmosphere in which the English courses were administered. This self-assessment is composed by nine items containing four statements each. Item 1 deals with program goals and objectives, and expectations for students' learning and behavior. Item 2 dealt with coordination with the regular school program. Item 3 dealt with parents' involvement. Item 4 dealt with professional development and training. Item 5 dealt with instructional materials, methods and approaches, and use of academic learning time. Item 6 dealt with monitoring of student progress, and feedback and reinforcement. Item 7 dealt with school and classroom climate. Item 8 dealt with student excellence recognized and awarded. And item 9 deals with use of evaluation results.

5. CHECKLIST TO EVALUATE THE COMPITE DOCUMENT ASSETS AND LIABILITIES (APPENDIX F)

This checklist helped the researchers to recognize the COMPITE document principles with the information gathered from the other instruments of the research study. Also, it helped to determine the assets and liabilities of the COMPITE document and its implementation. This checklist was composed by 5 items. Item 1 had two statements that dealt with COMPITE document fundamentals. Item 2 had four statements and it dealt curricular reform and teachers' training. Item 3 consisted of four statements and it dealt with the intensive English course. Item 4 consisted of four statements and it dealt with the certification process. Item 5 consisted of five statements that dealt with the use of mass media in the COMPITE program.

DATA ANALYSIS AND INTERPRETATION

1. INTERVIEWS

The researchers administered three interviews to obtain the latest information about the COMPITE program implementation. These interviews were administered to the general coordinator of the COMPITE program, headquarters coordinators, and teachers from the COMPITE program.

2. SURVEY (SELF-ASSESSMENT)

The researchers administered this self-assessment to the headquarters coordinators of the COMPITE program. The researchers made use of grids to identify strength areas and potential areas for improvement by reviewing the ranks. That is, the category with fewer points was the one with a higher priority to be improved.

3. CHECKLIST

The researchers took the results of the instruments of this research study to compare, discuss and contrast them with the COMPITE document. With this checklist, the researchers made use of grids to state in a clear way what it was established in the COMPITE document and in what manner the COMPITE program was being implemented.

CHAPTER II

I. ANALYSIS AND INTERPRETATION OF DATA

This section contains the analysis of the results of the qualitative research study “Analysis of the COMPITE Program Implementation in the headquarters of Metapán, Juayúa, Acajutla, Santa Tecla, San Marcos and La Unión.” To collect, analyze and interpret the data in regards to the implementation of the program, the researchers applied a needs assessment that comprised the following information:

- A. An interview directed to the coordinators of the COMPITE program
- B. An interview directed to the headquarters coordinators
- C. An interview directed to teachers of the English course
- D. Self-assessment to be administered to the headquarters coordinators

A. AN INTERVIEW DIRECTED TO THE COORDINATOR OF THE COMPITE PROGRAM

The researchers could not administer this instrument because the coordinator never accepted to be interviewed.

B. INTERVIEW DIRECTED TO HEADQUARTERS COORDINATORS

The researchers administered this interview on January 13th, 20th, and 27th, 2007. This interview was analyzed by using the Krippendorff content analysis (SEE APPENDIX G) In the syntactic level, the researchers explored the text form by searching

determined words and concepts, analyzing the frequency these words were used to group them into categories (positive or negative / presence or absence). In the semantic level, the researchers analyzed the sense interviewees gave to the words or categories, the equivalence and different meanings among them. In the pragmatic level, the researchers analyzed the interaction of the words by identifying the circumstances in which the interview took place and how these circumstances could modify the expressivity and communication of the interview. Also, the researchers used notes and field notes to provide information about the situation in which the interview was developed. Furthermore, the researchers compressed the answers from all of the interviewees utilizing matrices in order to analyze the implementation of the COMPITE program in the six headquarters. This is illustrated in the following matrix:

COMPONENT	ASPECT	ANALYSIS
Curricular reform and teachers' training	Teachers' training to teach the course	Although teachers have an English major, they were not trained by MINED to teach in the COMPITE program. Teachers from the headquarters of Metapán were trained by the institution in charge of running the COMPITE program.
	Teachers working in this headquarters	Metapán: 6 Juayúa: 4 teachers from ITCA. A non specific number of teachers in charge of discipline from the school.

		<p>Acajutla: 1</p> <p>Santa Tecla: 4</p> <p>San Marcos: 4</p> <p>La Unión: 4</p>
	Educational institutions teachers come from	<p>Metapán: Teachers are from Centro Cultural Salvadoreño. At the other headquarters, teachers are from ITCA-FEPADE.</p>
English course	Teachers' involvement in the establishment of learning objectives in the intensive English course	<p>- In the headquarters of Acajutla, San Marcos and La Unión, there are no supervisors and teachers disregard the objectives of the program and only know what, when, and how they have to teach. Teachers do not know the length of the program.</p> <p>- The headquarters of La Unión presents an organizational problem as MINED does not monitor the program implementation in regards to the institution responsibility. So, students do not attend English courses, since teachers have an irregular attendance.</p>

	<p>Students' improvement in their performance in the regular English classes</p>	<p>Students from the COMPITE program have improved their performance in the English language as they perform activities to practice the four macro skills every Saturday. Unfortunately, on weekdays, their classes are based on the study of the English grammar and writing.</p>
	<p>Parents' role in the development of the program</p>	<ul style="list-style-type: none"> - In most headquarters, parents are aware of the importance the English language has and how it can help their children in future times. - In the headquarters of Acajutla, the only teacher of the English course does not inform parents about the learning development of their children. That is why, most parents do not realize the importance of the English course, and they do not encourage their kids to attend the English course.
	<p>Teachers' evaluation</p>	<p>In all the headquarters, MINED supervisors arrive, but the headquarters coordinators do not know how teachers are evaluated. This restricts the</p>

		appropriate implementation of the program since coordinators are not informed about the evaluation process.
	Teachers' evaluators	<ul style="list-style-type: none"> - MINED - In Juayúa, Acajutla, Santa Tecla, San Marcos, and La Unión, the teachers are evaluated by ITCA-FEPADE. - In Metapán, teachers are evaluated by Centro Cultural Salvadoreño.
	Goals achieved by the students up to this moment	<ul style="list-style-type: none"> - Students have bettered their grades at school in the English subject. They have acquired a high level of proficiency according to the students' evaluation results and the point of view of the coordinators. - These results are specifically in the headquarters where the students attend classes constantly, excepting the headquarters of La Unión.
	Expectations about the future of the program	- In Acajutla and La Unión, coordinators do not clearly know how long the program will last, and if they still will have students or teachers by the end of the year. In

		<p>Acajutla, the coordinator assures that the program may not last more than one year.</p> <p>- At the other four headquarters, coordinators expect their students to speak English and get good jobs. Also, they expect more help and resources from MINED to continue running the program.</p>
Certification process	Agreement of private enterprises to benefit the students after they are certified	<p>- Although the headquarters are located in tourists areas, there are no agreements between MINED and private enterprises to hire students after finishing their English courses. So, students have to move to other cities of the country to get a job.</p> <p>- In the headquarters of Metapán, there is a deal between CESSA and MINED to contract the students when these finish the course.</p>
Use of mass media	Opinion about the use of mass media resources to teach English	- In Juayúa, Acajutla and La Unión, the use of mass media is not important to teach English since teachers consider

		<p>that the textbook is enough for students' learning process. This is a simple point of view in regards to the teaching of English according to the COMPITE program objectives.</p> <p>- At the other headquarters, computers and the internet help students to study in a more interactive environment, and it is better for everyone involved in the program.</p>
	Methodological needs in your headquarters	There is a need of more computers, internet service, flashcards, audio CDs and TV sets.

C. INTERVIEW DIRECTED TO TEACHERS OF THE ENGLISH COURSE

The researchers administered this interview on January 13th, 20th, and 27th, 2007. This interview was analyzed by using the Krippendorff content analysis (SEE APPENDIX H).

COMPONENT	ASPECT	ANALYSIS
Curricular reform and teachers' training	Teachers' training to teach in the program	Teachers have been trained to teach in the program. Unfortunately, teachers from Juayúa and Acajutla are not able to use

		the computer and LCD projector. So, they do not use the computer laboratory.
	Teachers' educational background	All teachers have an English major from the University of El Salvador
English Course	Teachers' evaluation	The supervisor administers an evaluation to monitor teachers' performance. In Juayúa and Acajutla, the supervisor rarely shows the criteria to teachers.
	Incentives to upgrade teachers' performance	Even though teachers are evaluated periodically, they do not receive any incentive pay to teach in the program. However, teachers receive extra material such as markers, bond paper, etc. if their evaluation is positive.
	Students' attitudes towards the program	Their attitude is very positive and they are eager to learn the language although at the beginning they did not have any previous knowledge about the English language.
	Evaluation system in the program	The evaluation in the program takes into account different activities and types of exams (oral, written, dictation) to evaluate students' performance and their

		<p>proficiency in the English language. Also, there are exams for students who want to pass to a higher level.</p>
	<p>Use of students' evaluation results</p>	<p>Teachers use results and plan activities to reinforce the specific area.</p>
	<p>Methodological procedures used in class</p>	<p>Teachers use the eclectic approach mostly to teach in the program because the books they use allow this type of methodology.</p>
	<p>Encouragement towards students learning</p>	<p>Teachers use a variety of activities to encourage students' learning. Moreover, teachers value the students' performance. That is, teachers recognize students' effort to learn English and to continue attending the course.</p>
	<p>Academic learning time</p>	<p>Students are engaged in learning activities. In the headquarters of Metapán, Juayúa and Santa Tecla, teachers deliver instruction in a practical and communicative way, so students are busy performing activities during the class in order to learn the language. On the other hand, teachers from Acajutla and</p>

		San Marcos use a variety of activities to keep students busy in the class, but they do not guide these activities adequately and students do not improve their speaking skills.
	Feedback	Teachers review dialogues, drills, songs, etc. at the beginning and at the end of the class to reinforce the topic. They know feedback help students to understand the content and clarify some doubts about the topic.
	Lesson plan format	The lesson plan format includes objectives, time, exercise, title, students' activities, teacher's activities, resources and evaluation.
Certification process		
Use of mass media	Didactic resources teachers count on to deliver instruction	<ul style="list-style-type: none"> - In Metapán, and Santa Tecla, teachers count on a computer laboratory to deliver instruction, CD players, LCD projectors, televisions, and DVD players. - In the headquarters of Juayúa, Acajutla and San Marcos there are computer

		<p>laboratories to teach, as well as LCD projectors and televisions. Nonetheless, teachers from Juayúa and San Marcos rarely use them as they have not been trained to incorporate technological devices to teach. Moreover, the textbooks they are working with do not have any software to be used.</p>
	<p>Use of didactic resources</p>	<p>Teachers always organize their lesson plan in order to incorporate the use of CD players with the audio CD, the computer laboratory, the LCD projector, and the television and the DVD player. In contrast, teachers from Santa Tecla sometimes use the computer laboratory and the LCD projector to deliver instruction. This depends on the activity they have planned to use the resources. In the same way, teachers from Juayúa and San Marcos use only the CD players and despise the use of the computer laboratory, the LCD projector, the television and the DVD player.</p>

D. SELF-ASSESSMENT

The researchers administered this interview on January 13th, 20th and 27th 2007. The researchers compared, discussed, and contrasted the results of the instruments of this research study with the COMPITE document. The researchers made use of this matrix to state in a clear way the analysis of it.

CRITERIA	ANALYSIS
1. Program goals and objectives	In the headquarters of Metapán, the coordinator, teachers, and students know the goals and objectives of the COMPITE program, as they follow the instructions given by the COMPITE document to run the program. On the other hand, in the other five headquarters, coordinators do not have a clear idea about the COMPITE program objectives since MINED does not inform them about the program and what they want to achieve with it.
2. Expectations for students' learning and behavior	Most of the headquarters coordinators have great expectations about the students' future. They expect that students could get a good job to put into practice what they have learned in the program. Though, there are some problems that hinder the effective implementation of the program, some students show a positive attitude toward it.

<p>3. Coordination with the regular school Program</p>	<p>There is no coordination between the regular school program teachers who work from Monday to Friday and the COMPITE program teachers to encourage students towards the program. In this case teachers from regular schools can provide students with the necessary activities to improve their English language skills.</p>
<p>4. Parents involvement</p>	<p>At the beginning, parents signed a letter in which they compromised themselves to send their children to the intensive English course. But, teachers do not inform parents about the students' progress. This is one of the reasons parents are not involved in the students' learning process.</p>
<p>5. Professional development and training</p>	<p>The COMPITE document establishes that teachers will be trained to run the English courses, but they were not trained by MINED to know the objectives, goals, scope, and methods of the COMPITE program. This training did not occur because MINED did not have the budget to do so.</p>
<p>6. Instructional materials, methods and approaches</p>	<p>Teachers are not provided with the necessary didactic resources and the COMPITE document states that students will attend classes and use computers, but in most headquarters, students only</p>

	<p>use the audio CD, the students' books, the workbook and some photocopies. This limits a students' better learning process as teachers do not apply other methodological procedures that involve the use of television, DVD player, computers, the Internet, etc.</p>
7. Use of academic learning time	<p>Teachers divide the English classes in different activities for students to better learn. Teachers use dialogues, songs, and paragraph to teach new vocabulary and grammar structures, so that students can practice in and outside the classroom.</p>
8. Monitoring of student progress	<p>Teachers monitor student progress by evaluating students' learning each Saturday. However, they send the results to MINED and they do not let the parents know about students' progress.</p>
9. Feedback and reinforcement	<p>Most teachers begin the class by reviewing the last class to put the content previously studied into practice. They also clarify the students' doubts and improve their learning.</p>
10. School and classroom environment	<ul style="list-style-type: none"> - In Metapán, there is an excellent environment to develop the teaching-learning process due to the organization of Centro Cultural Salvadoreño. - In the headquarters of Juayua, Santa Tecla, and

	<p>San Marcos, in charge of ITCA, there is a good environment to deliver instruction.</p> <ul style="list-style-type: none"> - In the headquarters of Acajutla, There is only one teacher in charge of the group. This leads to an inappropriate teaching and learning process. - In the headquarters of La Unión, teachers do not attend classes frequently leading into an inadequate development of the COMPITE program.
<p>11. Excellence recognized and awarded</p>	<p>Students are not encouraged during their regular school period to continue attending the COMPITE program English course. As parents are not informed about children's progress; they do not know the type of support their children need to continue attending the course.</p>
<p>12. Use of evaluation results</p>	<p>Teachers do not use them appropriately as they send the results of the evaluations to the Ministry of Education. However, most students and their parents are not informed about students' progress.</p>

LIMITATIONS

Unfortunately, due to a lack of cooperation from the general coordinator of the COMPITE program, the researchers could not interview her in order to know the process of the development, the assets and liabilities of the program and the communication within the program participants. Also, the researchers could not get updated information about the first and third component of the COMPITE program: the curricular reform and teachers' training and the certification process. This was a burden since the researchers could not get the official point of view about the COMPITE program implementation. At the same time, the researchers could not get information about the following problems: poor certification process, no teachers training, use of few mass media resources, and no teachers' attendance in La Unión. This information would have helped the researchers to do a deeper analysis of the implementation of the COMPITE program.

Furthermore, the researchers could interview only ten teachers out of the twenty-four as eight groups from the headquarters of Juayua, Acajutla and San Marcos were closed because students decided not to attend the English course anymore. Likewise, the researchers could not interview the six teachers from the headquarters of La Unión since they do not attend classes frequently. This limited the research study to obtain the different points of view from all the teachers involved in the COMPITE program. The researchers postponed the visit to the headquarters and called again on January 17th to know if the teachers would be there. Unfortunately, on January 27th, the researchers visited the headquarters but the teachers did not attend classes.

DISCUSSION OF RESULTS

This research work was intended to analyze the implementation of the COMPITE program in the six headquarters (Metapán, Juayúa, Acajutla, Santa Tecla, San Marcos, and La Union). Besides, the researchers analyzed the COMPITE document in order to know the structure, objectives, and goals of the COMPITE program.

Since the beginning, the COMPITE program authorities established the objectives and the nature of COMPITE program. But, the researchers identified that the objectives have not been achieved since up to this moment MINED has implemented just the intensive English course for junior and high school students. Within the English course, the student population has diminished, and many students have dropped out of the program. Likewise, the headquarters' coordinators (the principals of the schools) agreed that this problem is the result of the lack of interest and poor involvement of the parents in the program.

The COMPITE program authorities have not implemented the program effectively, since they have not planned a step-by-step process where they might organize, administrate, and evaluate the program. But, even though the program has these problems, in the headquarters of Metapán, the institution in charge of running the program has experienced in this field, and already has a system to work with. Moreover, this is the only headquarters where few students have dropped out of the program. Therefore, the implementation of the COMPITE program is an inefficient and slow process since after three years from its beginning few objectives (the certification of native like speakers and the English courses for junior and high school students) have been achieved, and only two components have been implemented.

The first specific objective of this research study was accomplished as well as the other four specific objectives. That is, the researchers ascertained the applicability of the COMPITE program in the six headquarters, conducted a needs assessment of the COMPITE program, evaluated the outcomes of the program up to the year 2006, and compared the COMPITE document with the program implementation in the headquarters of Metapán, Acajutla, Santa Tecla, San Marcos, and La Unión.

CHAPTER III

A. CONCLUSIONS

After carrying out the analysis and interpretation of data, the researchers conclude the following:

- Assets of the COMPITE program
 1. The intensive English course is the only component that is being carried out. Junior and high school students attend English classes on Saturdays in the six headquarters (Metapán, Juayúa, Acajutla, Santa Tecla, San Marcos, and La Union).
 2. In the headquarters of Metapán, the teachers, students, parents and coordinators along with Centro Cultural Salvadoreño are involved in the implementation of the COMPITE program. All of them are aware of their responsibility and play their role in the COMPITE program in order to achieve MINED's main objective: to make bilingual people to face the new labor market requirements.
- Liabilities of the COMPITE program
 1. MINED does not monitor the program constantly to identify the assets and the possible liabilities to better the program implementation.
 2. Unfortunately, there is only one teacher in charge to run the COMPITE program in Acajutla, since three groups were closed due to the students' poor attendance.

Also, MINED does monitor and evaluate this teacher and the development of the program in this headquarter.

3. In the headquarters of La Union, teachers often attend classes as the lack of coordination and organization between the headquarters coordinators and ITCA-FEPADE hinders the implementation of the program.
4. The COMPITE program authorities have not implemented the curricular reform and teachers' training completely, because they only have assessed the English teachers' proficiency and published the results on November 14th, 2006 in a newspaper. Up to this moment, there has not been a curricular reform in the Junior and high school English program either.
5. Although the document stated that MINED would create certification centers, they created one center for the population of the COMPITE program. This center is located in Santa Tecla and it is necessary to create one in each zone of El Salvador because it is difficult for people who live far from the capital city to go.
6. MINED has not designed a specific radio program to be used at the English courses as part of the fourth component, the use of mass media, even though it is established in the COMPITE document.
7. At the beginning of the program, there was a random selection of the participant students of the English courses in all headquarters because MINED established that all the junior and high school students must be part of the program just to fulfill the requirements of the COMPITE document.

B. RECOMMENDATIONS

After having analyzed and interpreted the information, the researchers suggest the following:

1. The Ministry of Education should create a committee in charge of coordinating, monitoring, and evaluating the COMPITE program to achieve its objectives effectively. At the same time, this committee will identify the assets and the possible liabilities to better the program implementation. Also, this committee should provide all the resources to be used in the projects and supervise that private educational institutions use the appropriate resources to develop the activities thoroughly.
2. In the future, MINED should assign a higher budget to the projects in order to run them effectively.

- Other research studies that may stem from this investigation are the following:
 1. The implementation of an Instructional Technology–Based English program to better the delivery of instruction in the headquarters of Juayua, Acajutla, Santa Tecla, San Marcos, and La Unión
 2. An evaluation of the students' performance in the English language course in the COMPITE program to determine their language proficiency in the headquarters of Juayua, Acajutla, Santa Tecla, San Marcos, and La Unión
 3. A radio-based English program to help Junior high and high school students strengthen their language skills

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APPENDIXES

APPENDIX A

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



ENTREVISTA A LA PERSONA ENCARGADA DEL PROGRAMA COMPITE

**OBJETIVO: Conocer la aplicabilidad y el funcionamiento del programa
Compite**

1. ¿Qué es el programa compite?

2. ¿Cuáles son los objetivos del programa compite?

3. ¿Cuáles son las metas del programa?

4. ¿Qué dio origen a la implementación del programa compite?

5. ¿Cuándo se inició con la aplicación del programa?

6. ¿Cuáles son las características del programa?

7. ¿Cuáles son las ventajas del programa Compite?

8. ¿A dónde se está implementando el programa?

9. ¿Cuál es la duración de los cursos de certificación?

10. ¿Cuántas de ellas han sido certificadas hasta la fecha?

11. ¿Cuál es el nivel académico de las personas encargadas de impartir los cursos? Profesorado ___ Licenciatura en idioma inglés___

Maestría ___ Post grado ___ Doctorado ___

Otro: Especifique

12. Con respecto a la evaluación de competencias lingüísticas y pedagógicas, ¿se ha publicado algún resultado hasta el momento?

13. ¿Se han entregado nuevas guías para docentes y paquetes didácticos para las instituciones educativas?

14. ¿Qué es el Centro Nacional de Inglés?

15. ¿Cuál es la misión y visión del Centro Nacional de Inglés?

16. ¿Esta funcionando al cien por ciento, o hay alguna limitante? Si las hay menciónelas

17. ¿A quienes está dirigido el Centro Nacional de Inglés?

18. ¿Se piensa abrir nuevos Centros Nacionales de Inglés? Si su respuesta es si ¿dentro de cuanto tiempo?

19. ¿Qué tipo de evaluaciones se aplicarán para certificar a las personas en el idioma inglés?



APPENDIX B

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

INTERVIEW DIRECTED TO THE GENERAL COORDINATOR OF THE COMPITE PROGRAM

OBJECTIVE: To obtain the latest information about the COMPITE program implementation

1. In what manner is the COMPITE program being implemented?

2. Are the program objectives being reached up to this moment?

3. Is there any limitation in its applicability?

4. How is the communication between MINED and the headquarters coordinators?

5. In what manner is the curricular reform and teachers training being implemented?

6. In what manner is the Intensive English course being implemented? Are the course objectives focused on the improvement of students' performance?

7. In what manner is the certification process being implemented?

8. Who is monitoring the program implementation?

9. How is the program implementation being monitored?

10. How is the program implementation being evaluated?

11. What needs to be done to improve the implementation of the program?

12. What are the program expectations?

13. By the time the program reaches the second year, will it have achieved the expected level?

14. At what stage of the expected level is the program now?

APPENDIX C

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



**ENTREVISTA DIRIGIDA A LOS COORDINADORES DE LAS SEDES DEL
PROGRAMA COMPITE**

OBJETIVOS: Conocer la interacción entre el MINED y los coordinadores de las sedes para el éxito de la implementación del programa

1. ¿Cuántos maestros trabajan en el programa?

2. ¿De qué instituciones educativas provienen los maestros que imparten las clases?

3. ¿Están los maestros involucrados en el establecimiento de metas y objetivos de aprendizaje para el curso intensivo de inglés?

4. ¿Qué piensa acerca del uso de los medios de comunicación para enseñar inglés?

5. ¿Han recibido algún entrenamiento de parte del MINED para impartir las clases?

6. ¿De qué manera son beneficiados los estudiantes? ¿Han ayudado las clases del programa a los estudiantes a mejorar el nivel en las clases regulares de inglés?

7. ¿Cree que los estudiantes serán capaces de afrontar las exigencias del mundo laboral cuando terminen sus clases?

8. ¿Hay alguna relación o conexión laboral con empresas privadas para beneficiar a los estudiantes?

9. ¿Cuál es el rol de los padres en el desarrollo del programa? ¿Están conscientes de las metas del programa?

10. ¿Quién evalúa a los maestros?

12. ¿Cómo son evaluados?

13. ¿Cuáles son las necesidades que su institución tiene en el aspecto didáctico o de alguna otra índole?

14. ¿Cuáles son los logros alcanzados hasta este momento por los estudiantes?

15. ¿Cuáles son sus expectativas hacia el futuro del programa?

APPENDIX D

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



INTERVIEW DIRECTED TO TEACHERS OF THE COMPITE PROGRAM IN THE HEADQUARTERS

OBJECTIVE: To know the assets and limitations in the COMPITE program English courses

1. What's your educational background?

2. Which didactic resources do you count on to deliver instruction?

3. How do you use all of these didactic resources?

4. Have you been trained to teach in the program?

5. Is there any evaluation tool to monitor your performance?

6. In what manner are you evaluated?

7. Do you have incentives to upgrade your performance in the English courses?

8. How are students' attitudes towards the program?

9. How is students' progress monitored?

10. What's the evaluation system in the program like?

11. In what manner do you use students' evaluation results? Do you use them to spot program strengths and weaknesses?

12. What type of methodological procedures do you use to students learning?

13. How do you encourage your students to learn?

14. What's the academic learning time you keep students engaged in learning activities?

15. In what manner do you do feedback in any class?

16. What's a typical lesson plan like?

APPENDIX E

**UNIVERSITY OF EL SALVADOR
WESTER CAMPUS
FOREIGN LANGUAGE DEPARTMENT**



**SELF-ASSESSMENT INSTRUMENT OF INSTRUCTIONAL QUALITY DIRECTED TO
THE HEADQUARTERS COORDINATORS**

**OBJECTIVE: To know the level of internal organization and coordination in the
COMPITE program headquarters**

**Directions: Rate the COMPITE program by scoring each statement on the scale of
1 (low) to 5 (high)**

1	Not Applicable	4	Agree
2	Strongly Disagree	5	Strongly Agree
	3	Disagree	

1a. PROGRAM GOALS AND OBJECTIVES

QUESTIONS	1	2	3	4	5
Learning goals and objectives are selected or approved by teachers.					
Goals focus on improving student performance.					
Learning goals and objectives are clearly defined.					
Most parents are aware of program goals.					

Total _____

b. EXPECTATIONS FOR STUDENTS' LEARNING AND BEHAVIOR

QUESTIONS	1	2	3	4	5
An orderly productive working atmosphere is generally maintained and time spent on classroom management is minimal.					
Students are expected to complete their work and meet recognized standards of quality.					
All students are given approximately the same number of response opportunities.					
Positive techniques are the primary means of managing student behavior.					

Total _____

2. COORDINATION WITH THE REGULAR SCHOOL PROGRAM

QUESTIONS	1	2	3	4	5
Another curriculum program is congruent with the regular school curriculum.					
Teachers know how their instructional objectives fit in the regular curriculum.					
Specific provisions are outlined for coordination between teachers and the regular classroom.					
Special attention is focused on building good continuity across the program's levels.					

Total _____

3. PARENTS INVOLVEMENT

QUESTIONS	1	2	3	4	5
Staff members provide parents with information and techniques for helping students learn.					
There is frequent two-way communication between parents and teachers about the program and student progress.					
Parents have options for becoming involved in activities that support the instructional program.					
Parents are aware of future job opportunities for their children.					

Total _____

4. PROFESSIONAL DEVELOPMENT AND TRAINING

QUESTIONS	1	2	3	4	5
Emphasis is given to staff development / training and teacher skill building.					
School staff development activities are linked to the school or district instructional improvement plan.					
Staff development and training are supported with time and other necessary resources.					
Information and skills from staff development opportunities are shared and implemented.					

Total _____

5a. INSTRUCTIONAL MATERIALS, METHODS AND APPROACHES

QUESTIONS	1	2	3	4	5
Teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.					
Students are provided with opportunities for guided and independent practice in different content areas.					
Teachers know which goal areas are of highest priority and the prerequisites needed by students to learn them.					
Teachers utilize a variety of instructional strategies within the same content area.					

Total _____

b. USE OF ACADEMIC LEARNING TIME

QUESTIONS	1	2	3	4	5
Classes and other activities start and end on time.					
Classroom routines are smooth and efficient.					
Teachers have assignments of activities ready for students when they arrive.					
Students are actively and successfully engaged in learning activities for a significant portion of each day.					

Total _____

6a. MONITORING OF STUDENT PROGRESS

QUESTIONS	1	2	3	4	5
Instruction is modified and adapted based on continuous monitoring of students' progress.					
To check understanding, teachers ask clear questions and make sure all students have a good chance to respond.					
Students are aware of their progress and their criteria used to assess it.					
Teachers use assessment results for instructional diagnosis and to evaluate their own teaching methods.					

Total _____

b. FEEDBACK AND REINFORCEMENT

QUESTIONS	1	2	3	4	5
Assigned work is checked; students are given quick feedback.					
Feedback to students is tied to learning objectives.					
Feedback to students is simple and clear to help them understand and correct errors.					
Correction and re-teaching in response to student errors.					

Total _____

7. SCHOOL AND CLASSROOM CLIMATE

QUESTIONS	1	2	3	4	5
Classroom behavior reflects explicit standards related to different learning activities.					
Students are allowed and encouraged to develop a sense of responsibility.					
Teachers pay attention to student interests, problems and accomplishments both in and out of the classroom.					
A secure, attractive environment is provided where the emphasis is on academic achievement.					

Total _____

8. EXCELLENCE RECOGNIZED AND AWARDED

QUESTIONS	1	2	3	4	5
Teaching excellence in the school is recognized.					
Awards are set at different levels of performance providing all students with the opportunities for success and recognition.					
Students' accomplishments for academic achievement and behavior are rewarded.					
Parents are informed about student successes.					

Total _____

9. USE OF EVALUATION RESULTS

QUESTIONS	1	2	3	4	5
Test results, grade reports, attendance records, and other methods are used to spot program strengths and weaknesses.					
Assessment results are used to evaluate the program and target areas for improvement.					
Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed or redirected.					
Local evaluation results are compared as a measure of program effectiveness.					

Total _____

Source: School Self-Assessment instrument of instructional quality. Rural Technical Assistance Center



APPENDIX F

**UNIVERSITY OF EL SALVADOR
WESTER CAMPUS
FOREIGN LANGUAGE DEPARTMENT**

CHECKLIST TO ASSESS THE COMPITE DOCUMENT ASSESTS AND LIABILITIES

OBJECTIVE: To recognize the COMPITE document principles with the information gathered from the other instruments of the research study

I. COMPITE DOCUMENT FUNDAMENTALS

CRITERIA	COMPITE DOCUMENT		REAL FACTS	
	YES	NO	YES	NO
Establishment of clear objectives				
Definition of COMPITE				

II. CURRICULAR REFORM AND TEACHERS' TRAINING

CRITERIA	COMPITE DOCUMENT		REAL FACTS	
	YES	NO	YES	NO
Diagnosis of the present educational system to know its assets and limitations				
Establishment of EFL teachers' data base				
Provision of didactic resources to schools				
Evaluation of the EFL teaching programs				

III. INTENSIVE ENGLISH COURSE

CRITERIA	COMPITE DOCUMENT		REAL FACTS	
	YES	NO	YES	NO
Teaching English to junior and high school students on Saturdays				
Selection criteria of the participants				
Subcontracting specialized EFL educational institutions				
Increasing of the population / participants				

IV. CERTIFICATION PROCESS

CRITERIA	COMPITE DOCUMENT		REAL FACTS	
	YES	NO	YES	NO
Establishment of certification centers				
EFL linguistic competences evaluation for teachers				
EFL linguistic competences evaluation for students				
Creation of a record for specialized and certified teachers				

V. USE OF MASS MEDIA

CRITERIA	COMPITE DOCUMENT		REAL FACTS	
	YES	NO	YES	NO
Endowment of technological resources to schools				
Use of computer laboratories				
Use of television programs				
Use of Internet				
Use of other mass media resources				

APPENDIX G

[GO TO INDEX](#)

ANALYSIS OF THE INTERVIEW DIRECTED TO THE HEADQUARTERS COORDINATORS

CATEGORY	DEFINITION	EXAMPLES	ANALYSIS		
			SYNTACTIC LEVEL	SEMANTIC LEVEL	PRAGMATIC LEVEL
Teachers' preparation	High conviction to successfully cope with the situational demands, which means - to be clear about the demands their job requires, - to have a positive, hopeful feeling in handling the situation.	Metapán “Los maestros del Centro Cultural están sabedores de las metas del programa para un buen funcionamiento. Son conocedores de buenos métodos para enseñar.”	Métodos <ul style="list-style-type: none">• It appears frequently.• The sense is always positive.	Métodos <ul style="list-style-type: none">• It refers to the implementation of innovative methods to teach English in the COMPITE program.• It also refers to the good implementation people from Centro Cultural are doing in that headquarters.	The interviews took place in the break time because there was no time for them to do it. All of the coordinators agreed to be interviewed. Other coordinators asked somebody to take care of the office at the moment of the interview.

		<p>Juayúa</p> <p>“Por parte de FEPADE trabajan tres profesores y tenemos unos profesores que aporta el instituto que son los encargados de la disciplina.”</p>	<p>Disciplina</p> <ul style="list-style-type: none"> • It appears frequently. • The sense varies between positive and negative. 	<p>Disciplina</p> <ul style="list-style-type: none"> • The use of the teachers in charge of the discipline is an important point in the development of the classes. • It also refers to the lack of organization and discipline to teach in the course. • It worries that teachers who work in the discipline area can substitute the English teachers in case of absence. 	<p>Most of the coordinators had no idea about some questions related with the COMPITE program.</p>
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		<p>Acajutla “Supongo que ellos (ITCA) mandan un supervisor que está allí en las aulas.”</p> <p>Santa Tecla “Yo pienso que es una cuestión bien importante porque tenemos</p>	<p>Supongo</p> <ul style="list-style-type: none"> • It appears frequently • The sense is always negative <p>Métodos</p> <ul style="list-style-type: none"> • It appears frequently 	<p>Supongo</p> <ul style="list-style-type: none"> • It refers to the information coordinators have in relation with the monitoring of teacher’s development. • It means that coordinators ignore the process of monitoring the teachers’ development as they do not know if the teachers are being evaluated. <p>Métodos</p> <ul style="list-style-type: none"> • The present methods teachers 	
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		<p>que ir al día con la tecnología y la enseñanza del inglés no debe quedarse atrás, buscar los métodos más adecuados para que ellos puedan asimilar con más facilidad.”</p> <p>San Marcos “Cada quien que viene a impartir las clases ya domina la formalidad del programa además yo se que ellos son licenciados en idiomas o en inglés pero todo el mundo que viene ya pues sabe el inglés.”</p>	<ul style="list-style-type: none"> • The sense varies between positive and negative. <p>Domina</p> <ul style="list-style-type: none"> • It appears frequently • The sense varies between positive and negative 	<p>use in the course are not appropriate for the students to learn because they lack of some technological devices to instruct the students in the headquarters.</p> <p>Domina</p> <ul style="list-style-type: none"> • It refers that all teachers involved in the COMPITE program are aware of the objectives. However, some of them do not even know the fundamentals of the COMPITE program even 	
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		<p>La Unión “Yo creo que los maestros a cargo de las clases están bien preparados pues ellos poseen su grado académico para hacerlo.”</p>	<p>Creo</p> <ul style="list-style-type: none"> • It appears frequently in the interview • The sense is negative 	<p>though they have more time in the course.</p> <ul style="list-style-type: none"> • Some teachers do not manage the English language in a 100%. <p>Creo</p> <ul style="list-style-type: none"> • It reflects the present situation that headquarters is facing as it does not have any support from MINED in the monitoring of the program. So, he ignores the process of monitoring the teachers’ 	
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				development as these (teachers) do not attend classes.	
Students' benefits and capabilities	To know the benefits and capabilities for the students in the courses	Metapán “El alumno que está en el programa COMPITE ha rendido mas en las clases normales.”	Rendido <ul style="list-style-type: none"> • It appears frequently • The sense is always positive. 	Rendido <ul style="list-style-type: none"> • It refers to the students' progress during the regular period of classes (Monday to Friday). • The absence of some students during Saturdays affects their progress in the English language. • Most of the students can speak English. 	The interviews took place in the break time because there was no time for them to do it. All of the coordinators agreed to be interviewed. Other coordinators asked somebody to take care of the office at the moment of the interview.

		<p>Juayúa “Los alumnos han mejorado bastante y con mayor razón porque el sábado reciben más después de las tres horas que les dan en la semana.”</p> <p>Acajutla “Al terminar el curso tienen que poder hablar inglés no a la perfección pero tienen que saber defenderse.”</p>	<p>Mejorado</p> <ul style="list-style-type: none"> • It sometimes appears • The sense varies between positive and negative <p>Tienen que</p> <ul style="list-style-type: none"> • It appears frequently • The sense is always negative 	<p>Mejorado</p> <ul style="list-style-type: none"> • It refers to the students’ improvement to deal with the English language. • Their absence to the course endangers their progress. <p>Tienen que</p> <ul style="list-style-type: none"> • It refers to the strong obligation the students must follow to fulfill all the requirements of the course. Also, it reflects the pressure in which this headquarters 	<p>Most of the coordinators had no idea about some questions related with the COMPITE program.</p>
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		<p>Santa Tecla</p> <p>“Lo que sé, lo que a ellos se les ha dicho. El aprender a hablar inglés sería como algo importante dentro de su currículo que les va a producir poder incorporarse al campo de trabajo debido a que en nuestro país se está necesitando de</p>	<p>Incorporarse</p> <ul style="list-style-type: none"> • It appears frequently • The sense is always positive 	<p>is working to fulfill the requirements of the program.</p> <ul style="list-style-type: none"> • The students must go and finish the course as if the authorities had an arrangement with some private enterprises for these students to work. <p>Incorporarse</p> <ul style="list-style-type: none"> • It sounds if the authorities had an arrangement with some private enterprises for the students to work. • It also refers to the students’ 	
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		<p>mano de obra calificada que sea bilingüe.”</p> <p>San Marcos “El compromiso es directamente con los alumnos pero también ayudados desde casa porque cuando se inició el curso acá... y aún los del año pasado se les pidió que firmaran una carta-compromiso con el ministerio.”</p>	<p>Compromiso</p> <ul style="list-style-type: none"> • It appears frequently • The sense varies between positive and negative 	<p>engagement to fulfill all the requirements of the course.</p> <p>Compromiso</p> <ul style="list-style-type: none"> • It refers to the engagement not only from the students but also from their parents to encourage the students to attend the course. • Some students have left the course even though their parents signed an engagement letter. 	
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		<p>La Unión</p> <p>”Los alumnos están un poco desatendidos porque como ustedes pudieron observar los maestros casi no vienen a impartir sus clases y esto afecta la actitud de los muchachos.”</p>	<p>Actitud</p> <ul style="list-style-type: none"> • It appears frequently in the interview. • The sense is negative 	<p>Actitud</p> <ul style="list-style-type: none"> • It reflects the problem that headquarters is facing as teachers do not attend classes. • The students’ attitude has changed due to this problem and some of them do not want to attend classes anymore. 	
Teachers’ evaluations	To identify the different teachers’ evaluations used in the courses	<p>Metapán</p> <p>“No se que tipo de evaluación les hacen pero acá diariamente les están evaluando, supervisando, revisando sus planificaciones, viendo como dan las clases.”</p>	<p>Evaluación</p> <ul style="list-style-type: none"> • It appears frequently • It is always related with the category. • The sense 	<p>Evaluación</p> <ul style="list-style-type: none"> • It refers to the type of evaluations the supervisor does to the teachers of the COMPITE program. 	The interviews took place in the break time because there was no time for them to do it.

		<p>Juayúa “Lo que entiendo es que FEPADE tiene su prestigio, verdad. Entonces, la evaluación supongo que la hacen ellos.”</p>	<p>varies between positive and negative.</p> <p>Supongo</p> <ul style="list-style-type: none"> • It appears frequently • The sense is always negative 	<ul style="list-style-type: none"> • The coordinators are not aware about the type of evaluations teachers have in the program as they (coordinators) are the ones in charge of the COMPITE program. <p>Supongo</p> <ul style="list-style-type: none"> • It refers to the information coordinators have in relation with the evaluation of teacher's performance. • The coordinators ignore the process 	<p>All of the coordinators agreed to be interviewed.</p> <p>Other coordinators asked somebody to take care of the office at the moment of the interview.</p> <p>Most of the coordinators had no idea about some questions related with the COMPITE program.</p>
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		<p>Acajutla “De parte del ministerio vienen también a supervisar. Yo creo que es la Licda. Silvia Patricia Reyes.”</p>	<p>Supervisar</p> <ul style="list-style-type: none"> • It appears frequently • The sense varies between positive and negative. 	<p>of evaluating the teachers' performance.</p> <p>Supervisar</p> <ul style="list-style-type: none"> • It refers to the monitoring of COMPITE program teachers. • The coordinators are not aware about the persons in charge of the evaluations. 	
		<p>Santa Tecla “En ocasiones viene el licenciado René Cardona a supervisar el programa.”</p>	<p>Ocasiones</p> <ul style="list-style-type: none"> • It sometimes appears • The sense is always positive 	<p>Ocasiones</p> <ul style="list-style-type: none"> • It refers to the period of time MINED authorities assign to the COMPITE program 	

		<p>San Marcos “Las visitas del MINED no son muy a menudo y creo que esto afecta el buen funcionamiento del programa”</p>	<p>Funcionamiento</p> <ul style="list-style-type: none"> • It sometimes appears • The sense is always negative 	<p>Funcionamiento</p> <ul style="list-style-type: none"> • It refers to the monitoring MINED authorities make to the COMPITE program. • The monitoring is not constant, so MINED cannot test the real 	<p>evaluation.</p> <ul style="list-style-type: none"> • The monitoring is not constant, so MINED cannot test the real effectiveness of the program as they visit once in three or four months the headquarters.
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		<p>La Unión</p> <p>"Miren, yo la verdad ignoro del tipo de evaluaciones que les hacen a los maestros porque solo una vez he visto al encargado de las evaluaciones."</p>	<p>Ignoro</p> <ul style="list-style-type: none"> • It appears frequently in the interview. • The sense is always negative 	<p>effectiveness in the implementation of the program as they visit once in three or four months the headquarters.</p> <p>Ignoro</p> <ul style="list-style-type: none"> • The coordinator ignores the type of evaluation for teachers as there is no monitoring of the program by MINED. • The person in charge of evaluating teachers does not attend the headquarters to 	
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				evaluate teachers leading to a problem.	
Needs and expectations	To realize the needs and expectations of the program	<p>Metapán</p> <p>“Nos enorgullece que nuestros estudiantes puedan expresar sus pensamientos en ingles. Ha sido un buen proceso en el cual se les ha enseñado con nuevas estrategias para que puedan adquirir el idioma”</p> <p>Juayúa</p> <p>“Como instituto pues hemos logrado mantener un grupo de</p>	<p>Estrategias</p> <ul style="list-style-type: none"> • It sometimes appears in the interview. • The sense is always positive. <p>Trabajando</p> <ul style="list-style-type: none"> • It sometimes appears 	<p>Estrategias</p> <ul style="list-style-type: none"> • It refers to the innovative strategies teachers have used for the students to acquire the English language. • Due to these strategies, the students have progressed as they have been encouraged to learn more. <p>Trabajando</p> <ul style="list-style-type: none"> • It refers to some goals they have 	<p>The interviews took place in the break time because there was no time for them to do it.</p> <p>All of the coordinators agreed to be interviewed.</p> <p>Other coordinators asked somebody to take care of the office at the moment of the interview.</p>

		<p>65 estudiantes que de 80 que iniciaron pues tenemos 65. Además, algunos de estos estudiantes ya están trabajando con la corporación eco turística de la ciudad. Como ven el producto es bueno.”</p> <p>Acajutla “Mis expectativas son que los pocos alumnos que tenemos en el curso puedan aprender inglés porque eso a nosotros también nos va a dar cierta relevancia a nivel nacional.”</p>	<ul style="list-style-type: none"> • The sense is always positive. <p>Apoyo</p> <ul style="list-style-type: none"> • It appears frequently • The sense is negative. 	<p>achieved during this period of time of the COMPITE program implementation.</p> <ul style="list-style-type: none"> • Some students are now applying the knowledge they acquire in the program as they are working in their town to improve their economical situation. <p>Apoyo</p> <ul style="list-style-type: none"> • It refers to the worries the coordinator has in relation with the future of the program. 	<p>Most of the coordinators had no idea about some questions related with the COMPITE program.</p>
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		<p>“Yo creo que para el próximo año el grupo va a cancelarse por el poco apoyo del MINED hacia esta sede.”</p> <p>Santa Tecla “Puedo ver que estos alumnos que van a salir ya estén trabajando.”</p>	<p>Trabajando</p> <ul style="list-style-type: none"> • It sometimes appears • The sense varies between positive and negative. 	<ul style="list-style-type: none"> • The only objective of the coordinator is that students may finish the course, so they will get relevance in the labor market. <p>Trabajando</p> <ul style="list-style-type: none"> • It refers to the goals the coordinators want to achieve in a near future. • The students must fulfill the requirements to finish the course as if the authorities had an arrangement with some private 	
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		<p>San Marcos</p> <p>“Estamos dando un servicio y sacamos un producto que en si puede integrarse al campo de trabajo.”</p>	<p>Producto</p> <ul style="list-style-type: none">• It sometimes appears• The sense varies between positive and negative.	<p>enterprises for these students to work.</p> <p>Producto</p> <ul style="list-style-type: none">• It refers to the goals the coordinators want to achieve in a near future.• The students must fulfill the requirements to finish the course as if the authorities had an arrangement with some private enterprises for these students to work.	
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		<p>La Unión</p> <p>“Yo pienso que con una mejor organización del programa en nuestra sede, podemos obtener un excelente producto por la próxima apertura del puerto.”</p>	<p>Organización</p> <ul style="list-style-type: none"> • It always appears in the interview. • The sense varies between positive and negative. 	<p>Organización</p> <ul style="list-style-type: none"> • It shows the goals the coordinator has if MINED implement a proper organization of the program. • He identifies the problems MINED is having in the program implementation. 	
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ANALYSIS OF THE INTERVIEW DIRECTED TO TEACHERS OF THE COMPITE PROGRAM

CATEGORY	DEFINITION	EXAMPLES	ANALYSIS		
			SYNTACTIC LEVEL	SEMANTIC LEVEL	PRAGMATIC LEVEL
Teachers' didactic preparation Pre-service training and evaluation	High objective conviction to successfully cope with the situational demands, which means - to be clear about the demands and their coping possibilities, - to have a positive, hopeful feeling in handling the situation, - to be sure to have coped with the demands on ones own efforts.	Metapán "I have a lot of didactic situations that I have learned already." "I use charts and things like those but the most important thing are full of activities but I think it's not important not to guide the classes by the book."	Situations •It appears frequently in the interview. •The sense varies between positive and negative Guide •The sense is negative •It appears frequently	Situations •It mostly refers to the techniques and procedures teachers use in the classes. •It worries that they create uncomfortable situations due to the lack of some appropriate techniques. Guide •The sense makes think that the use of the book is not	The interviews took place in the break time because there was no time for them to do it. Some of the teachers assigned some activities for their students to be interviewed. Other teachers asked the coordinator of the COMPITE program to take care of the

		<p>Juayúa “It’s important to create another activities in order to show the students not only the contents of the book is showing to us but also it’s important to give another grammatical rules.”</p>	<p>Activities</p> <ul style="list-style-type: none"> •It always appears in relation with the category •The sense is always positive 	<p>important.</p> <ul style="list-style-type: none"> •It refers to the lack of didactic resources and the use of an appropriate book to teach in the course. <p>Activities</p> <ul style="list-style-type: none"> •It refers to the improving of the methodological procedures applied in the classes. •It worries the implementation of new methodological procedures for the improvement of the course. 	<p>students at the moment to be interviewed.</p> <p>Due to time constraints of the teachers, some of them were interviewed.</p> <p>Most of the teachers had no idea about some questions related with the COMPITE program. So they started to say anything that came through their minds.</p>
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		<p>Acajutla “I use them (resources) because it’s important that we encourage students to speaking English and the book provides a lot of activities we can do it.”</p> <p>San Marcos “The purpose for teaching in this program is that at the end of the course, at the end of the process you will be able to teach a lot of things and the students will be able to speak in English.”</p>	<p>Encourage</p> <ul style="list-style-type: none"> •It appears frequently •The sense is always positive <p>Purpose</p> <ul style="list-style-type: none"> •It appears frequently •The sense varies between positive and negative due to its 	<p>Encourage</p> <ul style="list-style-type: none"> •It worries the preparation of some techniques in encouraging the students. •It refers to the lack of innovative techniques to encourage students. <p>Purpose</p> <ul style="list-style-type: none"> •It worries that some teachers do not even know the real purpose of the program. 	
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		<p>Santa Tecla</p> <p>“The supervisor has criteria to evaluate me but I make a kind of self-evaluation for myself.”</p> <p>“I evaluate myself in some things for example what is the criteria that I use when I teach grammar, what is the criteria that I use for not also... not only my students but also by myself. So I use a criteria not only for me.”</p>	<p>relationship with the category</p> <p>Evaluation</p> <ul style="list-style-type: none"> •It appears frequently •The sense varies between positive and negative 	<p>Evaluation</p> <ul style="list-style-type: none"> •It refers to the criteria the supervisors use to monitor the performance of teachers. •It worries that teachers do not have a clear idea of what a criteria evaluation is. 	
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<p>Teachers' performance and teaching techniques</p>	<p>High conviction to successfully cope with the situational demands, which means</p> <ul style="list-style-type: none"> - to develop their teaching program following the COMPITE program requirements, - to be creative in planning and performing the EFL classes, - to be sure of applying the appropriate teaching techniques in the development of the course. 	<p>Metapán "I think a specific grade or a specific average can't show how many things you are able to do."</p> <p>Juayúa "It's important that we improve our performance not only just the students."</p> <p>Acajutla "As teachers we are able to do a lot of things but the most important point is that we never,</p>	<p>Grade</p> <ul style="list-style-type: none"> •It appears frequently •The sense varies between positive and negative <p>Improve</p> <ul style="list-style-type: none"> •It sometimes appears •The sense varies between positive and negative 	<p>Grade</p> <ul style="list-style-type: none"> •It refers to the grading criteria teachers are evaluated. •It worries that the teachers' performance is not the adequate since they plan activities without an objective. <p>Improve</p> <ul style="list-style-type: none"> •It refers to the teacher's capacity to be up-to-date with the newest methodological procedures. •It worries not to be up-to-date as they 	<p>The interviews took place in the break time because there was no time for them to do it.</p> <p>Some of the teachers assigned some activities for their students to be interviewed.</p> <p>Other teachers asked the coordinator of the COMPITE program to take care of the students at the moment to be interviewed.</p>
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		<p>never stop to learn so everyday we have to improve our process.”</p> <p>San Marcos “This semester I get a seven. I am going to improve my way of evaluate. I am going to get maybe a nine.”</p> <p>Santa Tecla “That’s the process of this program that we encourage students to speak all the time English.”</p>	<p>Encourage</p> <ul style="list-style-type: none"> •It appears frequently •The sense varies between positive and negative 	<p>can not fulfill the requirements of a professional job and get better results in their evaluations.</p> <p>Encourage</p> <ul style="list-style-type: none"> •It refers to the requirements teachers must follow to encourage students in learning the language. •It worries that they create 	<p>Due to time constraints of the teachers, some of them were interviewed.</p> <p>Most of the teachers had no idea about some questions related with the COMPITE program. So they started to say anything that came through their minds.</p>
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				uncomfortable situations due to the lack of some appropriate techniques.	
Students' attitudes	To identify students' attitudes towards the course.	<p>Metapán “At the beginning it was difficult because the problem was that the problem... the coordinators choose one specific group.”</p> <p>Juayúa “The first thing the authorities said is that the first thing you will do is to speak in English, so get</p>	<p>Coordinators</p> <ul style="list-style-type: none"> •It appears frequently •The sense is always negative <p>Certain</p> <ul style="list-style-type: none"> •It rarely appears •The sense 	<p>Coordinators</p> <ul style="list-style-type: none"> •It refers to the lack of communications between the coordinators and teachers. •It worries that they create uncomfortable situations in an educational program. <p>Certain</p> <ul style="list-style-type: none"> •It refers to the level the students faced at the beginning of 	<p>The interviews took place in the break time because there was no time for them to do it.</p> <p>Some of the teachers assigned some activities for their students to be interviewed.</p> <p>Other teachers asked the coordinator of the COMPITE program</p>

		<p>the idea they have a certain level but the surprise was we entered to the classroom. Nobody unders... nobody understood!”</p> <p>Acajutla “Some of them were afraid but afraid of speak in English. Some of them had been encouraged to come and learn.”</p>	<p>varies between positive and negative</p> <p>Afraid</p> <ul style="list-style-type: none"> •It appears frequently •The sense is always negative 	<p>the course.</p> <ul style="list-style-type: none"> •It worries that at this moment; some students continue facing the same level. <p>Afraid</p> <ul style="list-style-type: none"> •It refers to the feelings students have when they learn a language. •It worries that some teachers create uncomfortable situations for the students feel afraid. 	<p>to take care of the students at the moment to be interviewed.</p> <p>Due to time constraints of the teachers, some of them were interviewed.</p> <p>Most of the teachers had no idea about some questions related with the COMPITE program. So they started to say anything that came through their minds.</p>
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		<p>Santa Tecla “I can say that all the students are good, all of them are good because they encourage themselves to speak in English.”</p>	<p>Good</p> <ul style="list-style-type: none"> •It sometimes appears •The sense is always positive 	<p>Good</p> <ul style="list-style-type: none"> •It refers to the qualifications teachers give to their students as these try to do their best in each activity. •It worries that teachers can give some points for free just because the students try to do their best. 	
		<p>San Marcos “The problem was at the beginning the coordinators because they said OK you’re going to choose this group and you’re going to work this</p>	<p>Coordinators</p> <ul style="list-style-type: none"> •It sometimes appears •The sense varies between 	<p>Coordinators</p> <ul style="list-style-type: none"> •It refers to the lack of communication between the coordinators and teachers. 	

		program. But the attitudes are good.”	positive and negative	•It worries that they create uncomfortable situations in an educational program.	
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