

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
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Universidad de El Salvador

Hacia la libertad por la cultura

**“THE FORMATION OF UNDERGRADUATE ENGLISH PROFESSORSHIP
STUDENTS IN FOUR UNIVERSITIES IN SAN SALVADOR IN THE PERIOD
2005-2007.”**

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INTRODUCTION

This research presents relevant information about the formation of English undergraduate students in the period 2005-2007 and the implementation of a new modality in the English professorship career. The domain of an advance level of English for entering and the TOEFL (Test of English as a Foreign Language) for graduating as future teacher in El Salvador. At the same time, some concepts, requirements, and politics are described for the implementation of the new modality in English professorship career in the four universities that serve this career: University of El Salvador, Don Bosco, Pedagogica, and José Simeón Cañas)

Besides, there is a description of the process for getting the data of the topic in study and the instruments administered for collecting all the information. The results gotten in the research express students and professors opinion about the implementation of the new modality and the advantages and disadvantages that it is implied in the process of student's formation.

The results have been analyzed in order to find out how this new implementation has affected the formation of future English teachers and the factors involved in the process. Finally, the present paper gives recommendations about the changes need to be done in some aspects in order to improve the quality of education and the fulfillment of the requisites that the Ministry of Education is demanding from English undergraduate students.

CHAPTER I. RESEARCH TOPIC

1. OBJECTIVES.

1.1 GENERAL:

To analyze the factors that influence in the graduation process of undergraduate English professorship students in language departments of four universities in San Salvador.

1.2 SPECIFIC:

- To describe the entering and graduating requirements to be fulfilled in the career.

1.3 STATEMENT OF THE PROBLEM

The professorship is a three years career that helps students to graduate in a short period of time and allow them to get a job soon after graduating, and cope with their immediate needs. Consequently, they can continue their studies in order to become a better professional and satisfy the society demands.

English professorship has a great demand in the Universities because people can work as teachers; furthermore, they can get their title as professionals and the corresponding license given by the Ministry of Education in order to work as teachers in schools.

Nevertheless, there is a reduction of English graduated students in the last three years due to the new modality implemented by the Ministry of Education. This modality consists that students must fulfill some requisites either for entering or for graduating but these requirements have stopped and affected the process for those students who can not fulfill with the graduation requirements.

According to Instructivo para el Funcionamiento de las Carreras de Profesorado, the first requisite to study the English professorship career is that students must have an advance level of English; but the majority of students registered in that career studied high school in public institutions, and they did not get an advance level when they graduated from high school. This has become a problem because students have deficiency in the acquisition and development of the second language.

Another requisite is that students have to take and pass the TOEFL exam with a score of 520 points to graduate as future English teachers. Unfortunately most of students have failed the TOEFL test because they have not developed and mastered the language completely to face an evaluation like the one mentioned before at the end of the career. That situation has made that students can not graduate in the expected time. (A three years career)

1.4 RATIONALE

The good formation of undergraduate English students and the new implementation of some requisites are important in order to succeed as professionals and work as future educators in the society.

The goal of the Ministry of Education at implementing this new modality with the new requisites for entering and graduating in the English professorship career is to improve the quality of education and satisfy present and future society needs.

The formation of undergraduate English students is a current issue because there are a lot of students that are registered to study a three years career, and they can not graduate because they are not prepared enough to fulfill the requisites that the Ministry of Education demands. Every year almost forty students are registered in the four universities that offer the English professorship career and just few of them can reach the goal of graduating in the expected time.

The requirement of getting an advance level when they enter to universities, then take and pass the TOEFL test with a score of 520 points, make a pressure on students who have already finished their career, because they can neither graduate as English teachers nor continue in a major degree career in English. For that reason, students can not get a formal job and succeed as a professional; as a result they feel frustrated at not reaching their goal.

It is necessary to do a research about the factors that influence in the formation of English undergraduate students and find out the difficulties that students face in the process of teaching-learning the second language; as well as it is necessary to analyze the factors that are involved in the process, in this way students will know how to behave and do an active role as a student.

CHAPTER II. THEORETICAL FRAMEWORK

2.1 ENTERING REQUISITES FOR ANY PROFESSORSHIP CAREER

According to article 64 of the Education Superior law, which says that the Ministry of Education establishes the official curriculum and study plans of the professorship career and it is responsibility of MINED the creation of the Instructivo para el Funcionamiento de las Carreras de Profesorado which was modified in 2003.

The politics that universities have to apply to students who want to enter to study any professorship career in the universities are the following:

1. High school students graduated since 2002 the results in the PAES must be 1651 or more. (6.0)
2. High school students graduated since 2006 they must have an intermediate or superior level in the PAES.
3. The general score in the four basic subjects (Math, Sciences, Literature, and Social Studies) must be at least 6.5
4. Two psychological exams must be administered to students one for general intelligence and the other for Personality, interviews can be done by universities in order to support the results.
5. The psychological evaluations must be done and administered by department of Psychology in each institution.
6. The date for the psychological evaluation must be informed three days before, and the results must be given in no more than fifteen days.
7. Every superior institution determines the period of being undergraduate students and it can not last more than three years.

2.1.1 SPECIAL REQUISITES

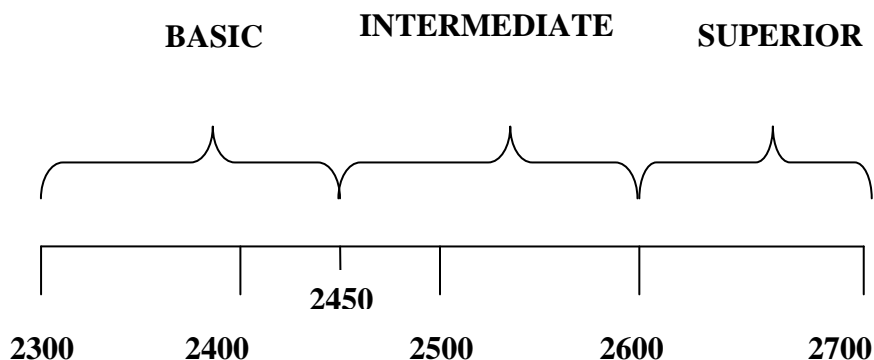
For English professorship career, universities have to do oral and written evaluations to new students in order to verify the students' level which must be advance for entering to this career.

2.1.2 REQUISITES FOR UNDERGRADUATE STUDENTS

To pass the ECAP exam (Evaluación de Competencias Académicas Y Pedagógicas) administered in January and an extraordinary test in June of every year.

- i) To participate in the ECAP is demanded to have passed the subjects in the curriculum and have a global score equal or more than 7.0.
- ii) The minimum score of passing ECAP is 2525 or the score that MINED demands in the evaluation system.
- iii) The places and dates for administering ECAP will be published thirty days before.
- iv) Students can participate at taking the ECAP no more than four times .Three of them financed by the MINED and the fourth is responsibility of students to pay for it.

2.1.3 CLASSIFICATION OF ECAP IN LEVELS AND SCORES.



ECAP (Evaluación de Competencias Académicas y Pedagógicas) has been designed to measure the academic and pedagogical competences that undergraduate students acquire in any Professorship career. This test has been administered by the Ministry of Education since 2001 based on the agreement 15-1913, which says: “it is responsibility of the Ministry of Education to administer this evaluation as a requirement of graduation for undergraduate students in any professorship career.”

ECAP structure is a multiple choice test which explores students knowledge and analysis in different situations based on the teaching-learning process. The 60% of this test is focused on the academic competence: some theories, concepts, and abilities are explored for teaching according to the general didactic. The pedagogical competence is the other 40% in which some principles and statements are applied in accordance with the didactic and pedagogy.

2.1.4 ENGLISH PROFILE IN ECAP

COMPETENCE

The professional must be able to:

- a) To communicate effectively and properly in different contexts and situations making use of meanings in an interpersonal negotiation.

- b) To facilitate the learning process of a second language using the communicative approach.

The competences are focused on the idea that the professional must be able to domain the written and oral speeches in English in order to make right elections in communicative situations.

Moreover, the professional must know and apply effectively the didactic resources which facilitate the theoretical-practice of the teaching with the communicative approach.

Besides, the educator must have a critic and reflexive capacity about the educative-social environment.

AREAS

Listening: Discrimination of phonemes, words, phrases and speeches and the recognition of semantic and grammatical meanings (To understand the general message and specific information, to predict and infer words and phrases in contexts).

Speaking: the domain in the linguistic code, the applying of vocabulary, knowledge, pronunciation and grammar rules, as well as the formation of words and sentences in a speech. The grammatical knowledge is important for the communicative approach with the purpose of acquiring the levels of effectiveness in the linguistic meanings.

Reading: the ability of comprehension in the phrases, sentences and long speeches in colloquial and formal context.

Writing: The use of the grammar in a written way, and the use of the basic elements to elaborate a written message whose function could be to narrate, describe, argue, verify, explain and evaluate.

English Didactic: The applying of different methodological approaches which solve hypothetical and real situations in the teaching of the second language in aspects of planning, evaluation of the educative practice

2.1.5 COMPONENTS OF COMPETENCE EVALUATED IN EACH LEVEL OF PERFORMANCE IN ECAP.

BASIC (2003-2450 points)

- To decide the techniques and methodology used by the teacher.
- To choose the method to develop the language.
- To judge the learning strategies in accordance with the methodology.
- To identify specific idioms in a text.
- To apply different comprehensive readings techniques.

INTERMEDIATE (2451-2600 points)

- To identify the roll of the teacher in different educational situations and approaches.
- To determine the teaching theory and the specific characteristics in a particular case or example of a real teacher.
- Identify the elements that should be considered to apply and the methods or techniques for teaching English.
- To identify the verb in the sentences.
- To analyze cultural aspects in English.
- To identify the grammatical and correct structure in a sentence.
- To recognize specific elements in the function of a sentence.
- To identify the correct grammatical structure according to the logic of a sentence.
- To distinguish the principal characters in a narrative text.
- To generate ideas related to audio material.
- To select words in English.
- To identify main ideas in readings.
- To analyze written speeches.
- To understand idiomatic expressions in English.

SUPERIOR (2601-2770)

- To apply the theoretical concepts and principles related with the didactic of the language.
- To connect and identify the educational practice with the respective methodological approaches.
- To identify the characteristics of different teaching methods of English.
- To distinguish the advantages and disadvantages of working in groups in conversational activities in the second language.
- To distinguish the idiomatic expressions presented in conversations.
- To distinguish the ideas, concepts and expressions used in the daily activities.
- To understand the ideas and concepts transmitted in an oral speech in English.
- Apply the English knowledge to express points of views.
- To understand the semantic meaning and the context applied in an English sentence.
- To construct opinions based on the information acquired.

2.1.6 ENGLISH PROFESSORSHIP

For students that enter to English professorship career since 2003, besides to fulfill the requisites mentioned before, students must take the TOEFL test with an average of 520 points. Both tests ECAP and TOEFL are independent but the passing of both are demanded for graduating. And those evaluations must be passed in a period of two years after finishing the studies.

2.2 WHAT IS A TEST?

Peter W. Airasian in his book Classroom Assessment defines that a test in plain, on ordinary words, is a method of measuring a person's ability or knowledge in a given area.

2.2.1 THE NEED FOR A TEST

Arthur Hughes, in his book Testing for Language Teachers (1989) states that information about peoples language sometimes is often very useful and sometimes necessary. It is difficult to imagine, for example, British and American universities accepting students from overseas without some knowledge of their proficiency in English.

Within the teaching systems, as long as it is appropriate for individuals to be given a statement of what they have achieved in a second language of foreign language, and then tests of some kinds of other will be needed.

2.2.2 KINDS OF TESTS

Proficiency Test

1. Arthur Hughes in his book Testing for Language Teachers (1989) defines a proficiency test as follows: It is designed to measure people's ability in a language regardless of any training they may have had in that language.
It is based on specifications of what candidates have to be able to do in the language in order to be considered proficiency.

2. Peter W. Airasian(2001) defines a proficiency test in this way: If you aim in a test is to tab global competence in a language, then you are in conventional terminology testing proficiency.

A proficiency test is not intended to be limited to any course, curriculum or single skill in the language.

Proficiency test are traditionally considered or standardized multiple choice items, on grammar vocabulary, reading comprehension, oral comprehension and sometimes a sample of writing.

There are different kinds of tests for each need.

- ✓ Diagnostic test

It is designed to diagnose a particular aspect of a particular language. A diagnostic test in pronunciation may have the purpose of determining which particular phonological features of the language pose difficult for a learner.

- ✓ Achievement test

It is related directly to classroom lessons, units or even a total curriculum.

Achievement tests are limited to a particular material covered in a curriculum within a particular time frame.

- ✓ Aptitude test

It is designed to measure a person's capacity or general ability to learn a foreign language and to be successful in that undertaken.

2.3 LANGUAGE PROFICIENCY

After defining and classifying a test including the proficiency test, it is necessary to define what language proficiency is. It is also necessary to know what the assessment criteria are for the different proficiency levels using the ACTFL guidelines; in a more specific way what it implies to have an advance level.

There are some definitions of language proficiency:

1. The level of competence at which an individual is able to use the language for both communicative tasks and academic purposes.(www.tesol.org)
2. It is the ability of an individual to speak or perform in an acquired language. As theories vary among pedagogues and as to what constitutes proficiency (www.wikipedia.)
3. According to ACTFL an English proficiency students is one who comes from an non English background.

2.3.1 ACTFL ASSESSMENT CRITERIA

A brief description of each of these criteria, as summarized from the ACTFL oral proficiency tester – training manual is given bellow. (Byrnes, Heidi and Irene Thompson.) The ACTFL Oral Proficiency Interview (1989) Omaggio. Teaching English in Context (1993) explains what the different levels of English language proficiency involved.

2.3.2 NOVICE

1. Individuals performing at the novice level of proficiency, though perhaps capable of some limited expression in the language, have no real functional ability to communicate.
2. Typically, their speech is characterized by the use of a few memorize words or phrases with little or no syntactic variation beyond the scope of the prefabrication, familiar material at their disposal.
3. They can often give short list of vocabulary or answer simple questions related to highly predictable common daily settings. Questions relating to names of basic objects, names or family members, weather expressions, days of the week, time of day, and trying to make a conversation they fail.

2.3.3 INTERMEDIATE

1. They can create with the language; that is, they can express their own thoughts without relying exclusively on prefabricated or memorized responses to get their meaning across.
2. They are capable of asking questions as well as answering them. Whereas Novice level speaker respond to questions in a “Knee-jerk” fashion with one or two words, Intermediate level speakers answer with longer phrases or full sentences and are capable of holding up their own end of the conversation by making inquires and offering more elaborated responses.
3. They have at least a minimum level of sociolinguistic competence in which they can handle every social encounter (greetings, leave takings, and the use of polite formulas) with some degree of appropriateness.
4. They can handle a simple survival situation that one might expect encounter while traveling or residing for a short time in the target culture. Finding lodging, food, transportation obtaining directions.

5. Their discourse is characterized by simple sentences or phrases, normally limited to present time. With little use of cohesive devices of embedded sentences structure. Intermediate level speech is usually quite inaccurate even in basic structures, and the vocabulary is quite limited. However, intermediate level speaker are intelligible to native speakers who are used to deal with foreigners

2.3.4 ADVANCE

1. They can narrate and describe in major time aspect frames. In addition, their narrations and descriptions are sustained in longer discourse segments; that is, advance level they general speak in paragraphs rather than in short phrases and sentences.
2. They can talk about a wide range of concrete topics, including autobiographical details, daily routines at home, school, or at the workplace, current events. They can participate fully in casual conversations, expressing facts, giving instructions, describing places, people, and things, reporting on events, and providing narration about past, present and future activities.
3. They can live off the economy of the target culture and they can handle routine work requirements with facility faced with survival situation in which a complication has arisen (such as a missed plane, an unsatisfactory hotel room, a flat tire, or similar situations in which they must explain one's way out of trouble, advance level speakers can get their message across successfully.
4. They show a great degree of sociolinguistic competence in their speech, including some sensitive to register and to the appropriateness of certain expressions in a given context.
5. Their strategic competence is improved. Some abilities to paraphrase and to cope with in more complicated situations or in unforeseen circumstances is one of the hallmarks of speakers in this proficiency range.

6. Their discourse competence is also improved as they continue to use longer and more complex sentence structure to express their meaning. There is a growing evidence of the ability to use cohesive devices to unify discourse.
7. Although they still make errors in some basic structures, their control of the grammatical system is much improved over than Intermediate level speakers. They still display patters of errors, however, and their linguistic system tends to break down when they are asked to perform functions that are controlled at the next highest level of proficiency. Nonetheless, advance level speakers are comprehensible to native speakers who are not used to deal with foreigners.

2.3.5 SUPERIOR

1. They have at the very minimum a professional level of proficiency; that is; they can handle a broad range of topics and situations give supported opinions, hypothesize, provide complicated explanations, describe in details with a great deal of precision, and can tackle virtually any practical, social, professional, or abstract topics that they can discuss in their native language.
2. Although they can make random errors in grammar, especially the more complicated structures of the language, speakers at the superior level rarely make errors that would interfere with comprehension or disturb the native speaker.
3. At the lower end of the superior range, speaker may lack some precision in vocabulary, but they are rarely a loss to express their meaning through paraphrase or circumlocution, strategic competence is high at this level, as is discourse competence. The speaker may be unfamiliar with some idiomatic.

2.4 TOEFL TEST (TEST OF ENGLISH AS FOREIGN LANGUAGE)

- TOEFL stands for test of English as a foreign language. The TOEFL test is designed to measure the English language ability to people who do not speak English as their first language and who plan to study at colleges and universities in North America. (Rogers, Bruce. Complete guide to the TOEFL test.(2001) page X)
- The TOEFL, the test of English as a foreign language measures the English proficiency of non native English speakers. It tests their ability to understand spoken English, recognize correct grammatical construction, identify synonyms, and comprehend reading passages.(Lougheed Lin.Prentice Hal Regents TOEFL Prebook: Prentice Hall Regents, 1992. Page 1)

2.5 TOEFL HISTORY

Educational Testing Service (ETS) of Princeton, New Jersey prepares and administers the TOEFL test. This organization produces many other standardized tests.

Although there are other standardized tests of English, the TOEFL test is by far the most important in North America ETS has offered this exam since 1965. Each year, almost a million people take the TOEFL test at testing centers all over the world. (Rogers Bruce. Complete guide to the TOEFL test 2001)

The TOEFL test is applied in 135 countries throughout the world, including all the states of the United States. In El Salvador it is applied in Centro Cultural Salvadoreño and ESEN to English under graduated students as a new requirement of graduation approved by Ministry of Education in 2003.

2.5.1 TOEFL IN PAPER

Deborah Phillips in the Course for the TOEFL Test Paper and Computer Format (2001) page XIV) explains what the paper based format of the TOEFL consists of:

1. Listening comprehension: to demonstrate the ability to understand spoken English.

This part is divided into three parts:

Short conversations: Students listen two people talking and read the questions and give the possible answer which is presented in multiple choices.

Longer conversation: Students listen longer conversation and hear several questions which may be answered. Several talks: after each talk students hear some questions and answer them.

2. Structure and written expression: to demonstrate the ability to recognize grammatical correct English examinees must either choose the correct way to complete sentences or find mistakes in sentences.

3. Reading comprehension: to demonstrate the ability to understand written English examinees must answer multiple choice questions about the ideas and the meanings of words in reading passages. Test of Written English (TWE): to demonstrate the ability to produce correct organized and meaningful English, examinees must write an essay on a given topic in thirty minutes. The test of written English (TWE) is not given with every administration of the TOEFL test .

Section	Number of Questions	Admin. Time
Listening Comprehension	50	30-40 minutes
Structure and Written Expression	20	25 minutes
Reading	50	55 minutes
TOTAL	120	120 minutes

2.5.2 ACCEPTABLE SCORES

Each institution determines for itself what scores, or ranges of scores, are acceptable. These vary from institution to institutions, depending on such factors as field of study and level of study (graduate or undergraduate).

There is no specific passing or failing score for the ITP TOEFL test.

HOW THE SCORES ARE REPORTED

Test scores include sections scores and a total score, each correct answer counts equally toward the score for that section. There is no penalty for wrong answer. The total number of correct answers is called the “the raw score”.

The raw score for each section is converted by statistical means to a number on a scale. ITP TOEFL section scores are reported as scaled scores that can range from 31 to 68; total scores are reported on a scale that can range from 310 to 677.

The scale score for each section is simply an indication of the examinees performance on that section. The process used to convert the raw score to scaled scale is called “score equating”. Score equating ensures that test scores are equal for persons of equal proficiency regardless of the difficulty level of the particular test taken. Scaled scores are equaled by methods based on item response theory.

To obtain the total score, add the scale scores for each section and multiply by ten third , then it is divided by three; after that the results are added and divided in two.

The example shows how the three scaled section scores are used to obtain the total score.

The example bellow shows the calculating score in the TOEFL exam

SECTION	N° Correct Answer	Converted score
Listening	33	53-54+
Structure	16	54-60+
Reading	29	46-47+
Total		153+161 (10)
Final Score		1530 / 3+1610/ 3
		510+536/ 2
		523

CONVERSION CHART

Correct answer Score	Section 1	Section 2	Section 3
48-50	66-68		65-67
45-47	62-65		60-64
42-44	59-61		57-59
39-41	57-58		55-56
36-38	55-56		53-54
33-35	53-54		50-52
30-33	51-52		48-49
27-29	49-50		46-47
24-26	47-48		44-45
21-23	45-46		41-43
18-20	43-44	61-68	38-40
15-17	41-42	54-60	35-37
12-14	36-40	48-53	31-34
9-11	32-35	42-47	29-30
6-8	30-31	36-41	26-28
3-5	27-29	26-35	24-25
0-2	24-26	20-25	21-23

CHAPTER III. METHODOLOGY

3.1 KIND OF STUDY

The present research was an exploratory study. Exploratory because it had the purpose to recognize, get the information, and define a problem which had been observed in a context. At the same time, this research showed the factors involved in the formation of English undergraduate students.

First of all, the information related to general education, laws for professorship, students' scores in the TOEFL evaluation, professors and coordinators opinions were collected to support the study.

To contact the subjects, previous visits were made to the four universities in study. A letter was addressed to the Directors of the Foreign Language Department/ Schools in order to let them know about the thesis topic and in this way ask them permission to run the research.

3.2 SAMPLE

The research was carried out in the metropolitan area in the universities that serve English professorship career in San Salvador: Pedagógica, University Don Bosco, Jose Simeón Cañas, and University of El Salvador. The total of subjects of this study was 44 undergraduate English professorship students of four universities in San Salvador: University of El Salvador (15), Pedagógica (21), Don Bosco (5), and Jose Simeon Cañas (3). Students' ages ranged between 21 to 44 years old. And the total of professors and coordinators was 18 people in the universities: University of El Salvador(7) , Pedagógica (6),Don Bosco (2) , Jose Simeon Cañas (3). The time for collecting the information was from May 2007 to June 2008.

3.3 INSTRUMENTS

The instruments administered to carry out the research and to know the different opinions and point of views about the topic in study were the structure and non structure interviews addressed to coordinators, head of departments and people on charge in Superior Education and curriculum area in the Ministry of Education. It helped to gather and analyzed the problem.

Besides that, a questionnaire was given to students in order to know the opinions about the changes and all the factors involved in their teaching-learning process.

3.4 LIMITATIONS

There were difficulties at getting the information from teachers and students in the four universities in the expected time. Moreover the access to confidential information was restricted because of the policies of the universities.

Students' participation was another difficulty found in the process, thus some of them were not studying and was difficult to track them.

CHAPTER IV. DATA ANALYSIS

First TOEFL test administered on November 3rd 2005

University	N° Students	Passed	Failed
Pedagógica	17	2	15
UCA	3	2	1
UDB	4	-	4
UES	4	-	4
Total	28	4	24

Second administration of the TOEFL October 7th,2006

University	N° Students	Passed	Failed
Pedagógica	4	4	-
UCA	-	-	-
UDB	4*	1	3
UES	4*	2	2
Total	4	7	5

* The same students who took the evaluation in the first time

Third administration of the TOEFL test March 3rd 2007

University	N° Students	Passed	Failed
Pedagógica	4	-	4
UCA	-	-	-
UDB	4*	1	3
UES	12*(-2)	8	5
Total	21	9	12

*Two students from UES have taken the test by three times.

SUMMARY CHARTS

University	Once	Passed	Failed	Twice	Passed	Failed	Third Time	Passed	Failed
Pedagógica	17	2	15	4	4	-	4	-	4
UCA	3	2	1	-	-	-	-	-	-
UDB	4	-	4	4*	1	3	4*	1	3
UES	4	-	4	4*	2	2	13*(11)	8	5
Total	28			4			12		

Repetitive Students

University	Repetitive twice	Repetitive Third time
Pedagógica	4	-
UCA	-	-
UDB	4	3
UES	4	2
Total	12	5

Total of students who have taken the TOEFL test in the period 2005-2007

University	N° students	Passed	Failed
Pedagógica	21	6	15
UCA	3	2	1
UDB	5	2	3
UES	15	7	8
Total	44	17	27

The following charts show the number of English undergraduate students who took the ECAP, it is important to mention that Universities from San Miguel and Santa Ana are also included in the data.

N° English undergraduate students who took the ECAP	N° students who passed	N° Students who failed
60	36	24

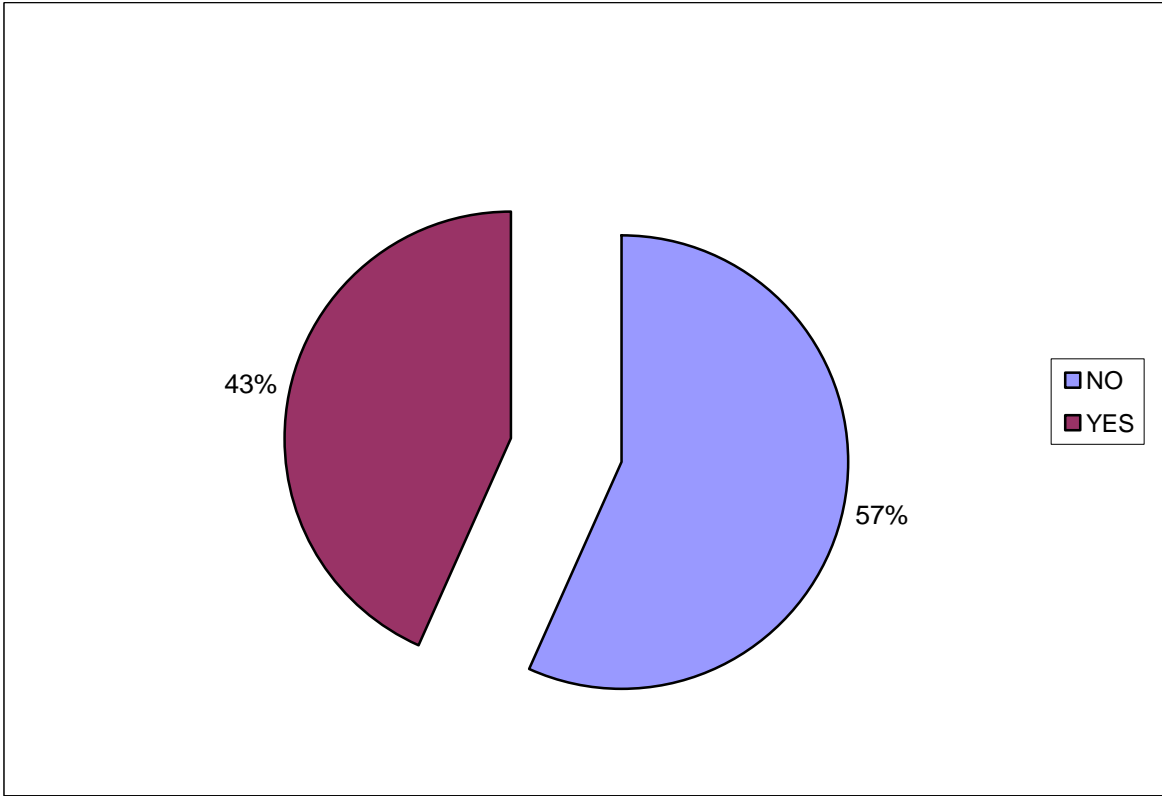
ECAP RESULTS 2006

N° English undergraduate students who took the ECAP	N° students who passed	N° Students who failed
59	43	16

ECAP RESULTS 2007

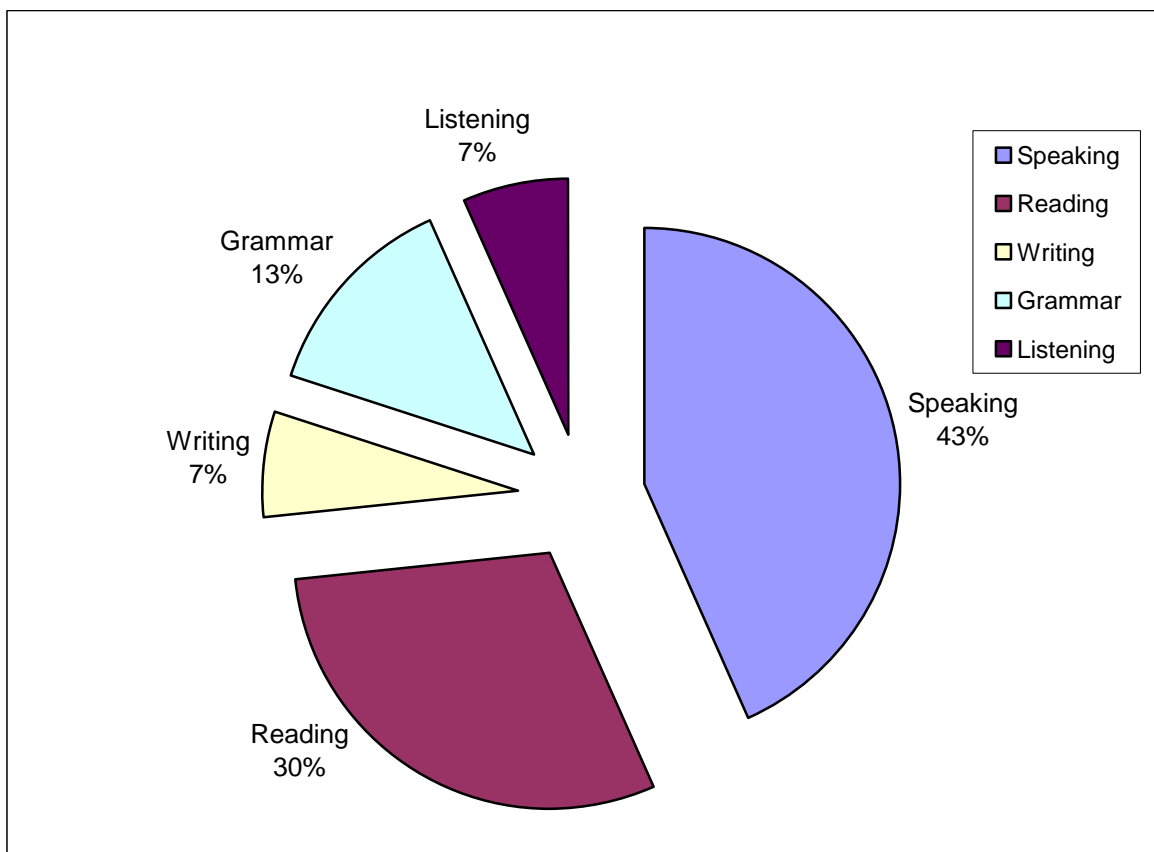
N° English undergraduate students who took the ECAP	N° students who passed	N° Students who failed
42	31	11

4.1.1 CHART 1: Did you take free English courses before studying English Professorship career?



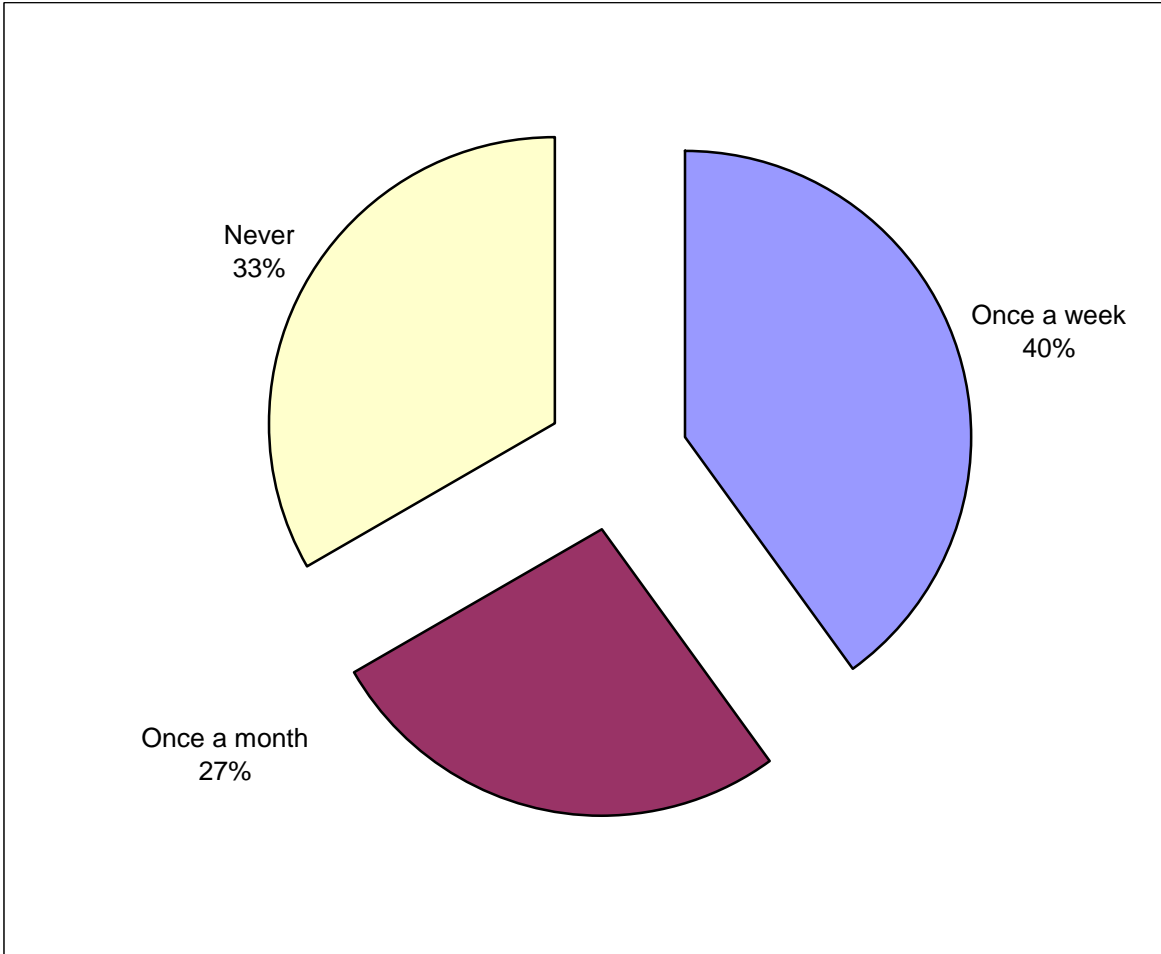
The 57% of students did not take English courses before studying Profesorado in English because most of them studied in public schools and they did not have the resources to pay for them, and the 43% that took English courses was for a short time.

4.1.2 CHART 2: What abilities have you developed most in the second language?



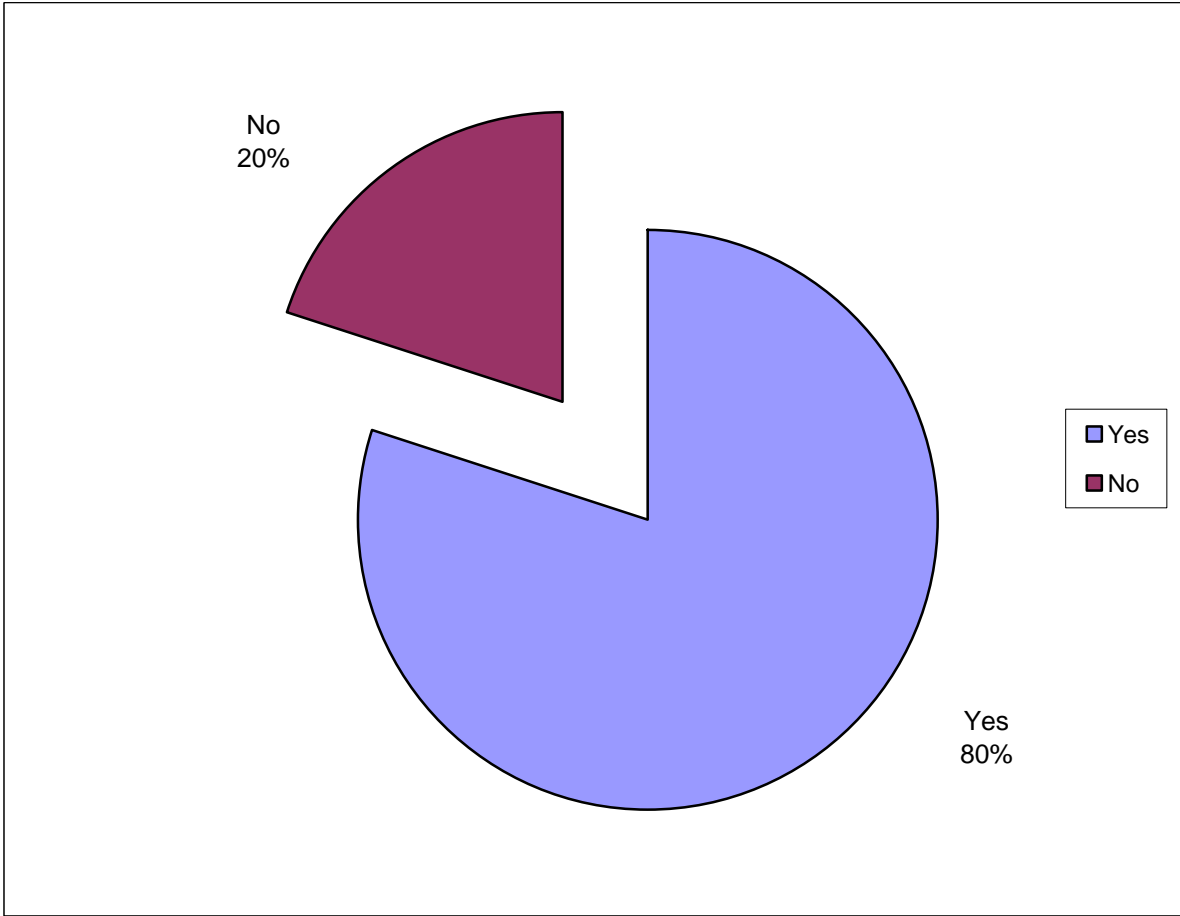
The 43% expressed that the ability developed most was speaking because they had a lot of practice in class and a lot of activities such as: dialogs, oral presentations, debates and others. The other 30% expressed that they developed most the reading skill and just a 13% developed the grammar, the other 7% listening and the last 7% writing.

4.1.3 CHART 3: How many times a week did you practice the listening skill in the laboratory?



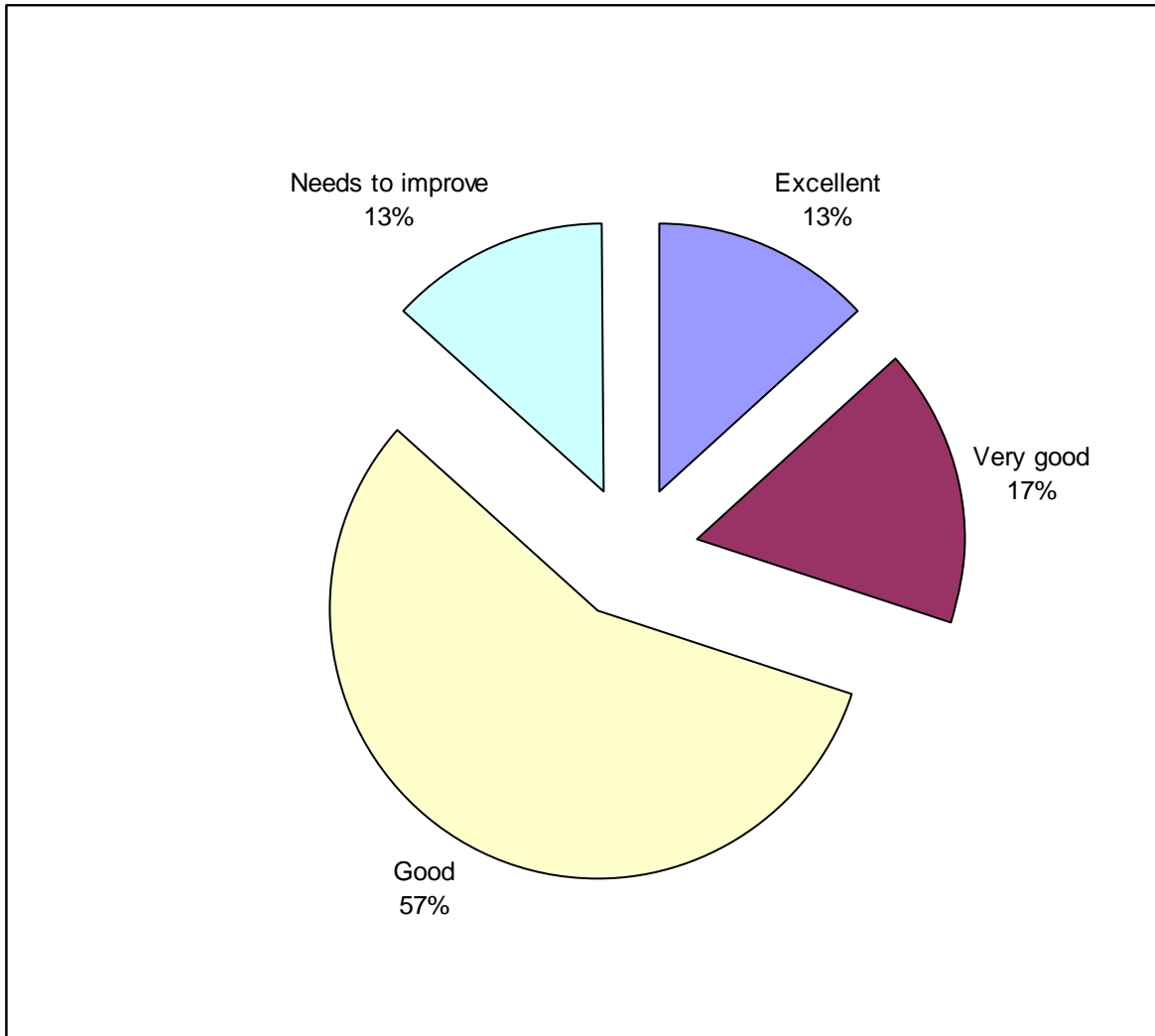
The 40% commented that they had practice on listening in the laboratory once a week, the other 27% used to have it once a month and the last 33% they mentioned that they never practiced listening in the laboratory.

4.1.4 CHART 4: Did you receive good tutoring from teachers?



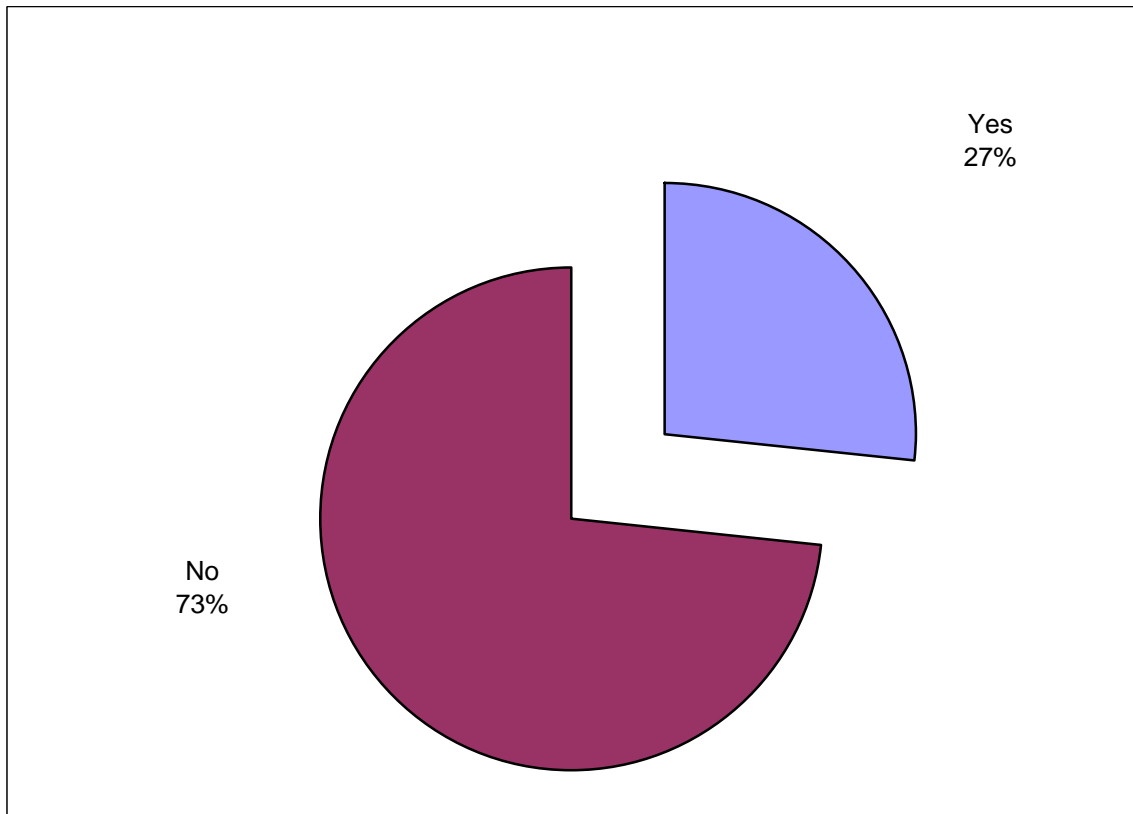
The 80% expressed they had good tutoring from teachers because they showed interest on their learning and gave tutoring when they needed and asked for it, the other 20% said that not because teachers were not accessible with them.

4.1.5 CHART 5: How do you consider the preparation that your university gives you?



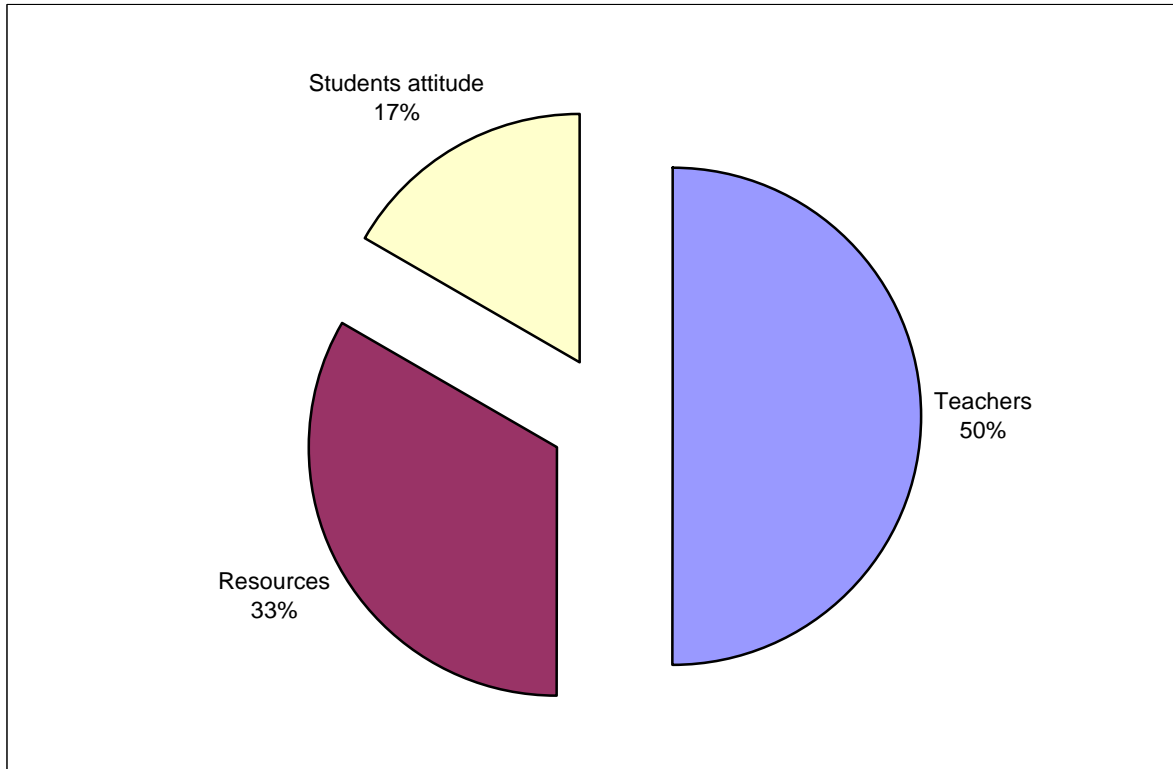
The high percentage the 57% considered that the preparation that their university gave them was good, the other 17% said it was very good, a 13% considered it was excellent and the other 13% said that university needs to improve some aspects and t must give importance to this career.

4.1.6 CHART 6: Do you think that the curriculum makes you able to acquire and develop the four skills?



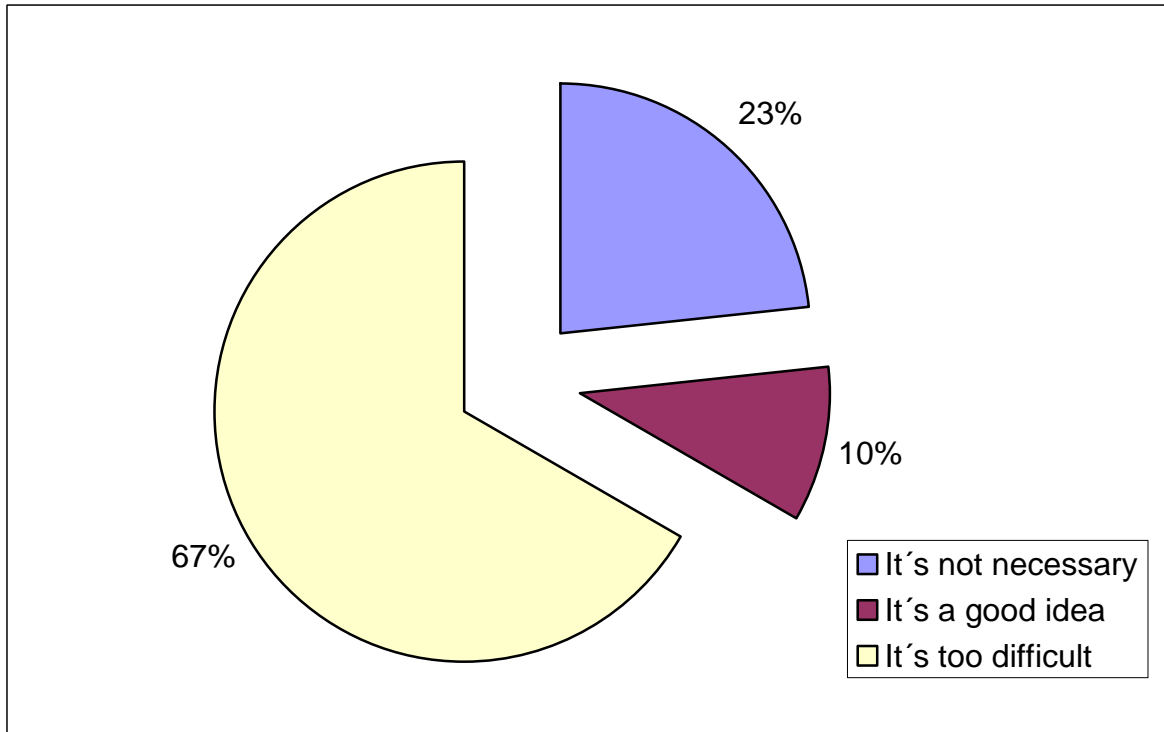
The 73% considered that the Curriculum does not prepare students properly because there are not subjects which help students to develop each skill. The 27% said that the curriculum prepares them and makes them able to develop the four skills

4.1.7 CHART 7: What factors do you consider that make an appropriate learning process?



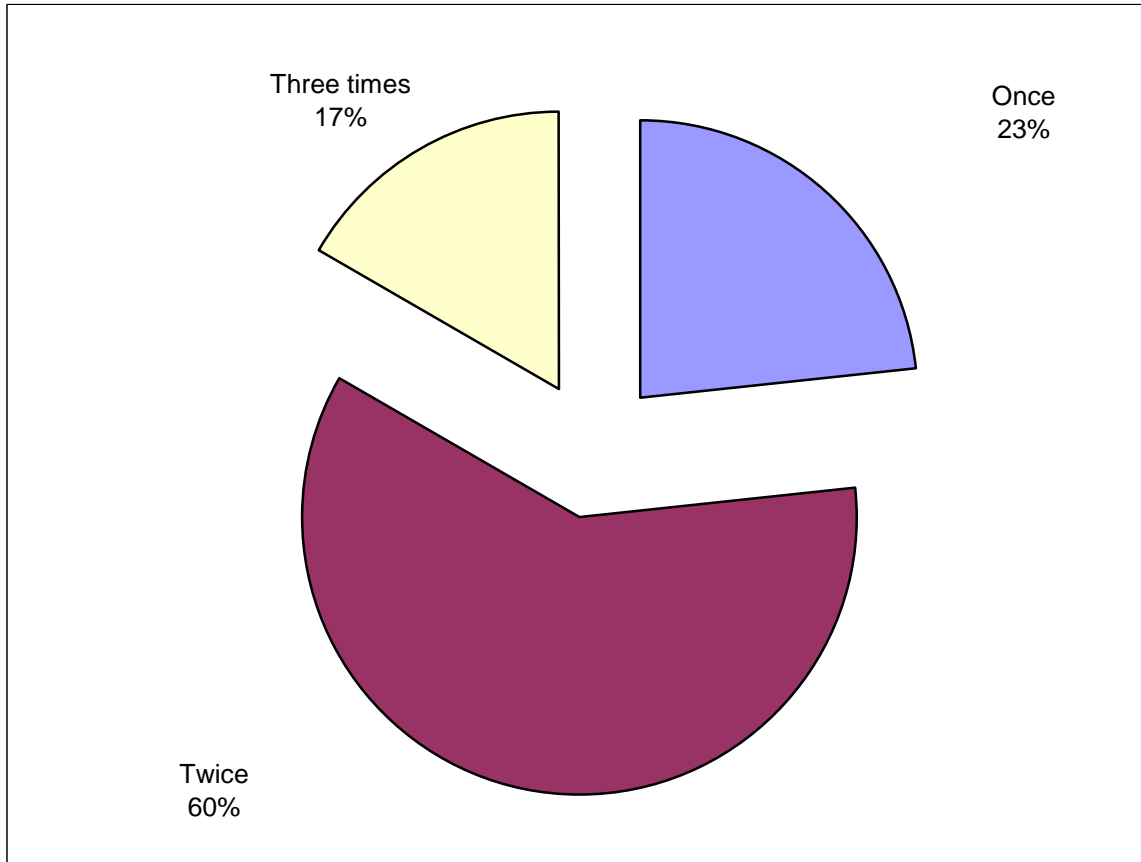
Among the aspects students think that make an appropriate learning process the 50 % said that it depends on the teachers , the 33% on resources and the last 17 % said that students attitude make a good learning process.

4.1.8 CHART 8: What is your opinion about the TOEFL test as a requirement of graduation?



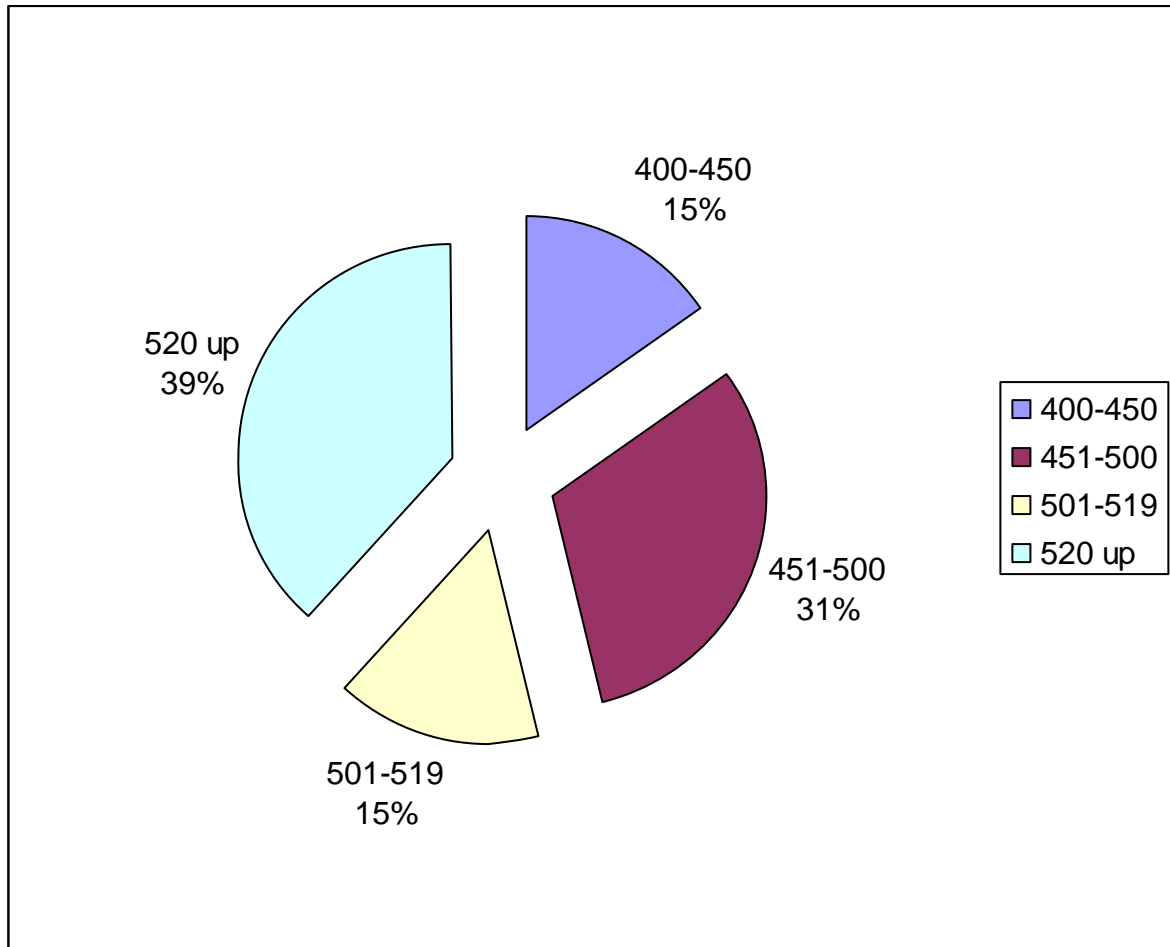
The 67 % commented that the TOEFL as requirement of graduation is a difficult test, the 23 % said that this evaluation is not necessary because they took ECAP and it has an English part, the 10% considered that is a good idea because in this way students improve their English and worry about their studies.

4.1. 9 CHART 9: Have you taken the TOEFL test? How many times?



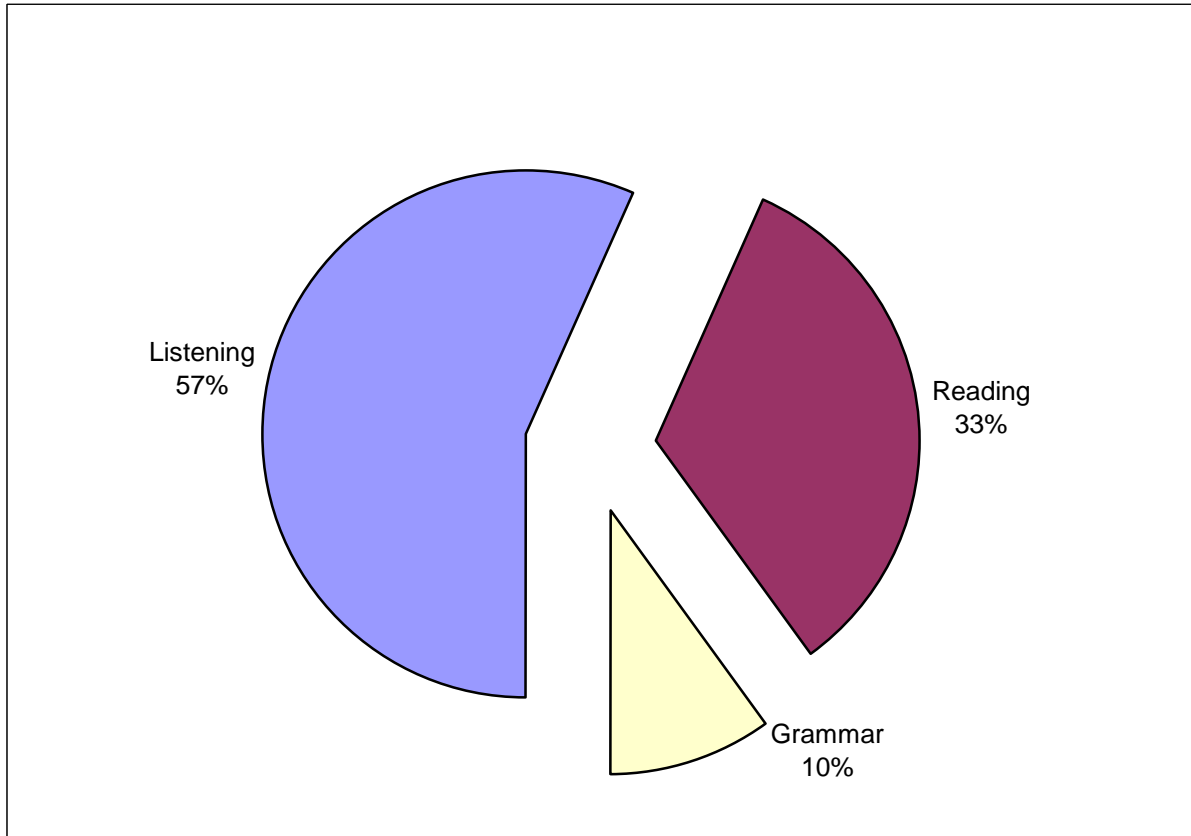
The 60% said that they took the TOEFL test twice, the 23 % once and the 17% they have taken for three times and they are still waiting for the last chance to pass it.

4.1.10 CHART 10: What was your score?



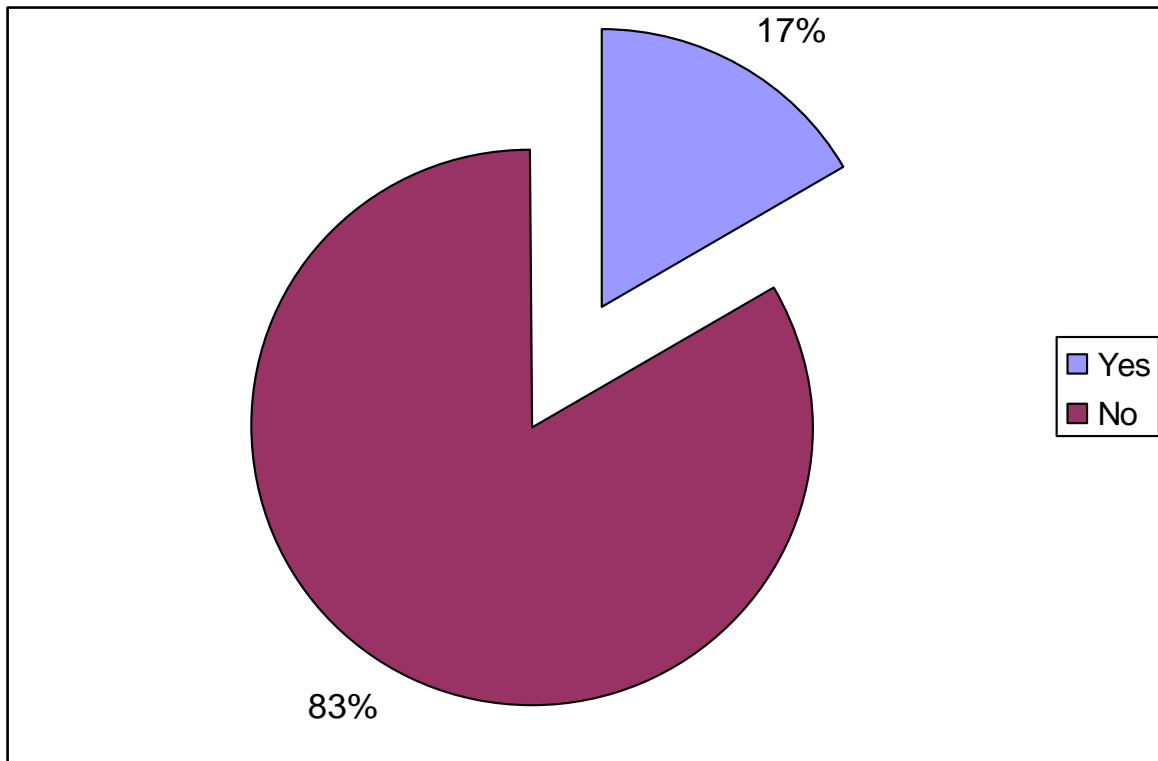
The 15% said that their results in the TOEFL was from 400 to 450, the 31% was from 451 to 500, the 15% was from 501 to 519 they did not pass it, and the 39% got from 520 or more. It means that the 39% of students passed the exam and the 61% did not reach the score.

4.1.11 CHART 11: What was the most difficult part for you?



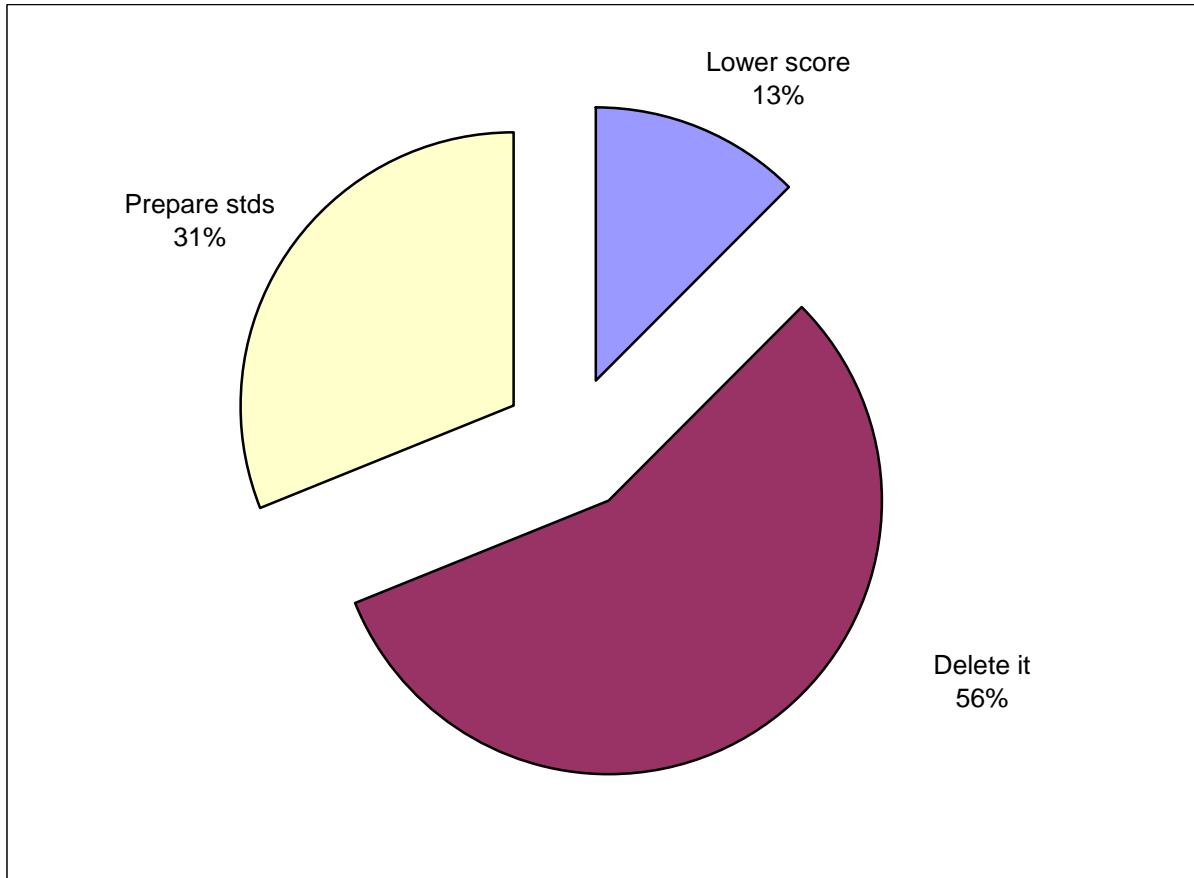
The 57% said the most difficult part for them in the exam was listening because they did not develop this skill in the process, the 33% said that reading was the most difficult because they were too long and the vocabulary was not common and also the topics were medicine, biology and others that they were not familiar with in the career.

4.1.12 CHART 12: Do you agree with the demanded score?



The majority of students the 83% do not agree the score the Mined is asking for because is too high and the curriculum does not prepare them well enough for this kind of evaluation. The other 17% considered that the 520 is ok.

4.1.13 CHART 13: What could be a solution to students who didn't pass the TOEFL test twice or three times?



The 56% expressed that the MINED should delete this evaluation because they already have the ECAP in which there is an English part. The 31% said that university should prepare more students in the process and should give preparation courses for free and also the MINED modifies the curriculum and they must add subjects to develop the second language and delete too many Spanish subjects and teaching practice. The last 13% said that MINED should lower the score they ask for.

4.2 INTERPRETATION OF DATA

The requirements and curriculum should be modified in the English professorship career due to the lack of development in the four macro skills, and the non fulfillment in the entering and graduating requisites which do not fit in education system in El Salvador.

The process of teaching and learning the second language in English professorship is composed by several factors in which professors, students; curriculum, resources and time are involved to prepare future teachers in the country. Those factors tend to facilitate or stop the process of the formation of undergraduate students whose expectation is to graduate and work in the education system.

Every professorship career has its own curriculum and requirements that must be followed and fulfilled through the educational process; however, English professorship career has more requisites for students who are interested in graduating as future teachers. Among these requirements students have to face extra evaluations for entering to the university; according to Instructivo para el Funcionamiento de las Carreras de Profesorad (November 2005) ; which says that students who want to study English professorship career must have an advance level of English, this requirement has been given by the Ministry of Education to all universities that serve English Professorship career.(University of El Salvador, Don Bosco, Jose Simeon Cañas, and Pedagogica).

It is assumed that in advance level students understand and speak conversational and academic English well without apparent difficulty. The student is near proficient in reading, writing, and content area skills, and requires occasional support. But the real situation is that students registered in the universities acquire the language when they study this career and get in troubles at developing the skills or in the English subjects because of vocabulary and grammar structure.

However, there is not a standardized advance level because universities receive students that come from National Institutions where English is not taught at the level the MINED is demanding. Since the moment the curriculum for high school was modified in the year 1996 from three years to two years, and it is now Bachillerato General two years or Bachillerato Técnico which lasts three years, and it is focused mainly on the technical subjects. As a result, there was a reduction of 120 hours of English in the teaching learning process of the second language.

Besides that, there are teachers whose specialty is not English they know the basic of the language but they can not apply the techniques and strategies for teaching and facilitating the learning process. Hence, students who are registered in English professorship studied high school in public institutions and they did not get an advance level when they finished their studies.

Another factor that affects students' process is that they come to the university younger and professors express that there is a lack of maturity on them, and they do not take their studies seriously.

Furthermore, the TOEFL test as a graduation requirement does not fit with the education system in El Salvador; and the score the Ministry of Education demands to English undergraduate students is too high because English is taught as a subject during junior high school and high school, and it is not given the enough importance since elementary school which is the right stage to develop the second language since children acquire easily the structures and vocabulary.

The first TOEFL test was administered on November 3rd 2005 to 28 undergraduate students: the results were not the expected either by the Ministry or the universities, because only two students who were native speakers reached the 520 points which is the demanded score to pass the exam according to Ministry classification.

In the period 2005-2007 there have been 44 students who have taken this TOEFL evaluation and just 17 reached the 520 points in order to fulfill the requirements and the rest 27 could not reach that score, for that reason English professorship students worry because they can only have four opportunities to pass this evaluation.

According to Ministry of Education they say that they are giving enough opportunities to get the demanded score. Otherwise, Professorship English students have to look for other career such as: Licenciatura en Idioma Inglés where TOEFL test is not demanded for graduating.

On the other hand, in ECAP evaluation in the same period 2005- 2007 there have been 161 students who submitted to this test. The results were satisfactory since 110 undergraduate students got the required score of 2525 and just 51 could not reach the expected score. In comparison with the TOEFL test, the majority of students could succeed and got satisfactory scores results because this evaluation has been administered for a longer period of time than the TOEFL test since the year 2001. The scores gotten in ECAP evaluation by English undergraduate students show that they could pass the English part , the academic and pedagogical knowledge that it is important to domain in the English area to become a future teacher in the country.

Some factors that helped students to succeed in this evaluation is that the ECAP instrument is based on the curriculum and study plans in the whole career and also it has been designed by teachers taking into consideration students opinion about the structure and difficulties of the questions that this test has.

The Ministry of Education claims that the TOEFL test is used to guarantee the quality of future teachers in the domain in the second language. The authorities express that they are demanding from students an Intermediate level with the 520 points, this classification is based according to American School. Future teachers must have a good proficiency of English language because they are going to be in front of a group of students and they have to be sure about what they will teach and give quality of education.

A few undergraduate English students express that the TOEFL test is a good way to force students to be responsible in their education process, and have a good preparation for being future professional and put in practice the knowledge they have acquired in each job that is required. However, most of the students consider that this test is too difficult and they are not prepared enough to get the score that the Ministry of Education demands. This test presents idioms, technical vocabulary, long readings and listening part which is the most difficult ability for students due to the lack of listening practice and improvement of this skill in the learning process.

The before mentioned explains that students can not get the demanded score and they have to take this evaluation for several times, for instance many students who have taken the exam for three times have finished their studies 3 years ago, and they have not graduated; consequently they will lose their right of undergraduate or students might look for another career.

Professors and students opinions is that this test is a filter to not graduate too many teachers in the country; because there are a lot of unemployed teachers, at the same time they think that it is a business between the Ministry of Education and Centro Cultural Salvadoreño Institution on charge of administering this test. Moreover university professors consider that this test is not appropriate for the academic system that the country has.

On the other hand, the center of English professorship career is focused on the fulfillment of the curriculum, and for that reason professors have to follow the study plans that this career serves to students. Most of professors and students consider that the curriculum does not prepare them properly, because there are too many subjects in Spanish and there are not English subjects to develop the four skills .University professors think that the curriculum needs to be changed and include language courses abilities where students can learn the basic structure pattern of the language. Coordinators of English professorship career express that there are too many teaching practices and it is better that the students improve their abilities instead of observing and going too much time at schools.

Nevertheless, the Ministry of Education claims that the curriculum prepares students to get the demanded score because they provide the minimum and the basic elements and the universities are the ones in charge of applying those elements. However, the program is designed to make students be able to teach and know about the language and not to face an international test whose use is not adapted to the reality in Salvadorian education.

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APPENDICES

INSTRUMENTS

Interview to MINED Authorities.

University of El Salvador School of Arts and Sciences Foreign language Department
Objective: to gather information about the formation in the English Professorship career and the requisites for graduating as English teachers.
Instructions: read and give your own answers in these questions.
PART I
Place: _____ Date: _____
Time: _____
Interviewer: _____
Interviewee: _____
Age: _____
Academic level: _____
Address and name of the Institution: _____
PART II 4. What is the general goal or purpose of the TOEFL test? 5. Do you know who approved the TOEFL test? 6. Why the Ministry of Education took the decision of applying the TOEFL test to English students as a requirement of graduation? 7. Is there any written document which justifies when who, how and why this test was approved? 8. What were the bases to determine the 520 points in the exam? 9. According to “Instructivo de Ingreso a la Carrera de Profesorado” ,the students must have an intermediate level of English .What competences do the students need to know? Do you have a standard of the intermediate level? 10. How do you get the student’s scores in each tested skill of the exam? 11. Do you think that the program really prepare undergraduate students to get the required score? 12. According to your opinion what are the causes of student’s failure in this evaluation?

13. What are the solutions you can offer to students who have failed this evaluation for several times?
14. How many times can students take the test?
15. Why the TOEFL test is new requirement of graduation?
16. Will the TOEFL test be applied for Licenciatura's career in future time?

Interview for professorship coordinators and teachers

University of El Salvador School of Arts and Sciences Foreign language Department	
Objective: to gather information about the formation in the English Professorship career and the requisites for graduating as English teachers	
Instructions: give your own answers in these questions.	
PART I	
Place:	Date:
Time:	
Interviewer:	
Interviewee:	
Age:	
Academic level:	
Address and name of the Institution:	
PART II	
<ol style="list-style-type: none">1. What is the general goal or purpose of the TOEFL test?2. Do you know who approved the TOEFL test?3. Why the Ministry of Education took the decision of applying the TOEFL test to English students as a requirement of graduation?4. Do you think that the TOEFL test measure the students knowledge?5. Do you agree with the demanded score given by the Ministry?6. According to Instructivo de Ingreso a la Carrera de Profesorado, the students must have an intermediate level of English .What competences do the students need to know? Do you have a standard of the intermediate level?7. Do you think that the program really prepare undergraduate students to get the required score?	

8. According to your opinion what are the causes of student's failure in this evaluation?
9. What are the solutions you can offer to students who have failed this evaluation for several times?
10. What will be a solution for the high failure in this evaluation?

**University of El Salvador
School of Arts and Sciences
Foreign language Department**

Objective: to gather information about the formation in the English Professorship career and the requisites for graduating as English teachers

Instructions: give your own answers in these questions. Your sincerity will help to the research.

PART I

Place:

Date:

Name:

Date and place of birth:

Age:

Academic level:

High school studies:

University Studies:

Address:

Phone number:

E-mail

Workplace:

PART II. Answer the following questions

1. Did you take free English courses before studying English professorship career? _____
If so where and for how long time? _____
2. What abilities have you developed more in the second language? What techniques do you think helped you to improve them? _____
3. How many English class hours did you have a week? _____
4. How many students were there in English classes? _____
5. How many times a week did you practice the listening skill in the laboratory? _____

6. Did you feel confidence with teachers, students and resources that you had in the process? Explain your answer. _____
7. Did you have a library to consult homework in the department? _____
8. Were the books and materials according to the level you were studying?(any subject)
9. Did you use to present your homework on time? _____
10. Do you consider that missing homework and attendance affected your learning process?

11. Did you receive good tutoring from teachers? _____
12. How do you consider the preparation that your university gives you? _____
13. Do you think that the curriculum makes you able to acquire and develop the four skills?
Give reasons _____
14. What factors do you consider that make an appropriate learning process? _____
15. What is your opinion about the TOEFL test as a requirement of graduation? _____
16. Do you know what the general purpose of the TOEFL is? _____
17. Have you taken the TOEFL test? How many times? _____
18. If your answer is yes Where did you take it? _____
19. What was your score? _____
20. What was the time given for solving the test? _____
20. Did you complete the entire test? _____
21. What was the most difficult part for you? And why? _____

22. Did you take a previous course before the test? If so how long time? _____
23. Do you agree with the demanded score of 520? Why? _____
24. According to your opinion what could be a solution to the students who didn't approve the TOEFL test twice or three times. _____

