

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



**“ANALYSIS OF THE NEED OF A TOEFL PREPARATION COURSE FOR THE
5TH-YEAR STUDENTS FROM THE BACHELOR OF ARTS IN ENGLISH,
EMPHASIS IN TEACHING AND THE BACHELOR OF ARTS IN MODERN
LANGUAGES WITH SPECIALIZATION IN FRENCH AND ENGLISH AT THE
FOREIGN LANGUAGES DEPARTMENT, UNIVERSITY OF EL SALVADOR IN
THE YEAR 2017.”**

IN ORDER TO OBTAIN THE DEGREE OF:

**BACHELOR OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN
FRENCH AND ENGLISH**

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ABSTRACT

Students from the 5th year of any of the Bachelors from the Foreign Languages Department usually have to take the TOEFL Test for different reasons. It is known that they acquire a high level of English during studying the five years of their bachelors study plan; however their success in the TOEFL Test is not assured by that fact. Students may need of a TOEFL preparation course in order to familiarize with the content and structure of this test and to gain self-confidence at the moment of taking the TOEFL Test. The present research has inquired about the need of a TOEF preparation course through the implementation of two main instruments, one for the target students of this research and the second one for the teachers of the Foreign Languages department. The instruments results will help verify three main facts: the real need to propose the creation of a TOEFL preparation course, the reasons why students take the TOEFL Test and the areas in which students may need to improve in order to obtain the best score. As a result of the development of this research, teachers and future students from the Foreign Languages Department may be benefited from this research because it will enhance consciousness regarding the TOEFL Test in the Foreign Language Department.

1. STATEMENT OF THE PROBLEM

Through the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English, the Foreign Languages Department from the University of El Salvador seeks to form professionals in TEFL, and professionals in French and English. Therefore, there is a very well designed curriculum for both bachelors which provides students with the tools that they need in order to perform an efficient role in the work areas for which they are prepared at the campus. That is why it is expected that graduates from both bachelors are capable of having success when their knowledge of English is assessed.

Despite the years of learning process and the expectations that completion of the study plan implies, students may still fail in evaluations like the TOEFL Test because of different reasons such as the gaps in knowledge of specific grammar points, reading strategies, listening practice and the few or no practice of standard tests as the TOEFL. Consequently, there are students who do not feel confident about obtaining a high score in the TOEFL Test even when they possess a vast knowledge of English.

In response to this situation this proposed research aspires to inquire into the need of a TOEFL Preparation course for 5th-year students through the development of a qualitative research that will make it possible to identify the reasons why students need to take the TOEFL Test, verify if students need a TOEFL preparation course and propose the creation of that course in case the research reveals it is necessary. Everything aims to support students when facing the TOEFL Test and improve the range of opportunities in their professional life.

1.1 Objectives

General Objective:

To inquire into the need of a complementary TOEFL Preparation Course for 5th-year students of 2017 from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English to propose the creation of a course to help students in case it is needed.

Specific Objectives:

- To identify the reasons why 5th-year students of 2017 from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English need to take the TOEFL Test.
- To verify the areas that 5th-year students of 2017 from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English need to be reinforced.
- To propose the creation of a TOEFL Preparation Course that helps 5th-year students of 2017 from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English in case it is needed.

1.2 Justification

It is known that 5th-year students from the Foreign Languages Department are able to speak English showing that they have acquired an advanced level of English; however, it does not necessarily mean that they automatically obtain a high score when they take the TOEFL Test. In fact, according to previous researches, an individual who wants to succeed in the TOEFL Test needs more than only knowing English because the test is not only about knowing English but also about demonstrating how that knowledge of the English language is applied.

Consequently, there is an emerging necessity of a research to inquire into the possible need of a TOEFL preparation course for 5th-year students from the Foreign Languages Department. Therefore, this research inquires about three main aims which are to discover the reasons why students are motivated to take the test, to identify specific aspects that might determine if the creation of a TOEFL preparation course is necessary, and to verify the areas to be reinforced in case the research shows that the TOEFL preparation course should be created by the Foreign Languages Department. Through the analysis of all of the information, the research group aspires to show why a preparation course should be seen as a serious matter in the Foreign Languages Department.

Thus, the relevance of this research is highlighted by the great benefits that it may bring for future students of the Foreign Languages Department who may take advantage of the implementation of a TOEFL preparation course that enables and empowers them to obtain a high score in the TOEFL Test, which is what this research seeks to do in order to support students in the attainment of opportunities inside and outside the country.

2. THEORETICAL FRAMEWORK

2.1 Antecedents

Language and methodology

Students need preparation to take a test as the TOEFL. After a good preparation, students should know the language and at the same time have the knowledge of how the test works. Under those circumstances, the students' preparation must be academic and also psychological (Carranza, Orellana and Sermeño, 2017). People may think that knowing English is all you need for succeeding, however, a usual problem is that most of students are not able to demonstrate their knowledge by taking the TOEFL. As a consequence, students might face the exam without knowing the proper strategies to succeed (Montenegro 2011).

Nowadays foreign language students face different challenges and tests as the TOEFL, which is the test that the MINED requires, after obtaining the diploma, to citizens who have completed a major in English and have had an advanced score in the TOEFL are able to work as an English teacher because those are the requirements to obtain the Teaching Scale. Testing students is very important to identify their performance and the implementation of the TOEFL Test as a requirement since 2003 have made a lot of changes to the “Profesorado en Idioma Inglés” students and to other majors of the foreign Language Department (Sánchez and López, 2003).

The necessity of a course

Some students prepare themselves attending TOEFL preparation courses and usually after those courses they achieve satisfactory outcomes. There are findings which asseverate that students need a preparation course before performing the TOEFL test in order to decrease the number of students with low grades in the test (Carranza, Orellana and Sermeño, 2017). The same research where the outcomes exposed that students need to be prepared in two areas, as previously mentioned, academic and psychological. Therefore, during a course the

students would get prepared not only towards their English skills but also on how to perform the test according to its methodology.

Students have seen benefits on taking a course preparation when they prepare. The levels of anxiety and the attitudes towards the test play an important role. Those factors can be overcome after ending a preparation course. However, it is necessary to have an engagement coming from the student to attend all the course classes in order to see the expected results (Pacas. 2014). People always need to know the rules and procedures of the challenges they are facing in order to have a fair process and the TOEFL test is not an exception (Montenegro, 2011).

2.2 Theoretical bases

The Test of English as a Foreign Language (TOEFL) is a widely accepted means of proving English-language competence for undergraduate or graduate students at universities in the English-speaking world. The TOEFL is now accepted by over 9,000 universities in more than 130 countries.

2.2.1 The Creation of the TOEFL

The TOEFL was first developed by the National Council on the Testing of English as a Foreign Language, group of educators and government officials formed in 1962 for the purpose of creating an English-language assessment for international students who wished to study at universities in the United States. The council's efforts were funded by grants from the Ford and Danforth Foundations. First offered to students in 1964, the TOEFL was initially administered by the Modern Language Association, an organization established in 1883 to promote the study of language and literature. The original version of the TOEFL adhered to the conventional wisdom of language instruction at the time, which focused on studying each component of language competence separately.

The first TOEFL thus included five distinct sections that evaluated reading comprehension, vocabulary, listening comprehension, English structure, and grammar, entirely with multiple-choice questions. Contemporary researchers were not completely unaware of the limitations of this approach, but the pedagogy of language was not yet sufficiently advanced to accommodate a broader assessment.

2.2.2 Types of TOEFL

✓ TOEFL IBT

The TOEFL internet-Based test measures the ability to use and understand English at the university level.

✓ TOEFL PBT

The paper-based test is for students who live in areas that don't have an internet-based test center. It still exists, but soon ETS will completely replace it with the IBT.

✓ TOEFL ITP

Institutional Testing Program. It is designed for intermediate and advanced students of English.

✓ TOEFL CBT

"CBT" means "computer-based test." This test is not used today, because it has been replaced by the IBT (internet-based test).

2.2.3 Skills evaluated in the TOEFL depending on their type

TOEFL iBT Skills

The TOEFL iBT evaluates English-language abilities in four areas: reading, writing, listening, and speaking. Each of these competencies is represented by an individual section of the exam, and the exercises included in these sections duplicate situations commonly

encountered in postsecondary coursework and everyday university life. Test-takers must be able to answer questions based on reading excerpts from college textbooks and spoken lectures, articulate their own opinions and analysis in written and spoken form, and demonstrate their general ability to interact with others at universities in which the primary language is English. The TOEFL is deliberately designed to assess communication skills rather than mere knowledge of the English language and it is therefore difficult for students to receive high scores without functional capabilities in all TOEFL areas.

TOEFL PBT Skills

The PBT's four sections are: Listening Comprehension, Structure and Written Expression, Reading Comprehension, and the separate Test of Written English (TWE). Total PBT scores are given from 310-677 and do not include the TWE. Listening Comprehension and Structure and Written Expression are each scored from 31-68, and Reading Comprehension scores are given between 31 and 67. ETS calculates the total PBT score by converting raw scores (number of correct answers) into scaled scores for each of these three sections, adding them together, multiplying the sum by 10, and dividing the product by 3. TWE scores are reported from 1 to 6 in half-point increments.

TOEFL ITP Skills

The TOEFL ITP assessments are composed of three sections. Each section measures a different skill: Listening Comprehension measures the ability to understand spoken English as it is used in colleges and universities; Structure and Written Expression measures recognition of selected structural and grammatical points in standard written English; and Reading Comprehension measures the ability to read and understand academic material written in English. ITP test takes 115 minutes to complete.

2.2.4 Why do the non-native English speakers need a TOEFL preparation course?

Academic language is often dense and formal, so even people who have studied English for many years can struggle in an English academic environment. Before a university accepts someone into an academic program, the admissions board wants to know that the person can handle the course load of an English-based program: they use your TOEFL score as a standardized metric for English skills.

2.2.5 TOEFL preparation courses in El Salvador

Academy/School	Length
Centro Cultural Salvadoreño Americano	Intensive (Monday to Friday) 3 months Saturday program 6 months
Escuela Americana	Intensive (Monday to Friday) 3 months Saturday program 6 months
UCA Idiomas	Intensive (Monday to Friday) 80 hours (2 months)
Escuela Interamericana	Saturday program 4 months

As seen in the chart, there are 4 main institutions in El Salvador that provide support to students in order to succeed in the TOEFL Test through a preparation course. The required period of time is between 2 up to 3 months for people that take an intensive course usually from Monday to Friday. On the other hand, it can take up to 6 months to the ones who take the course on Saturdays. Thus, people need to invest at least 3 months with the purpose of getting professional assistance to get prepared towards the strategies to take when taking the test and to reinforce the macro skills they need to improve.

2.2.6 SCORES in the TOEFL Test and the CEFR

The Common European Framework of Reference for Languages (CEFR) is an international standard chart for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country.

Since the CEFR is a standard way of score language ability it is important to understand in which level a student can be according to the TOEFL scores.

English Level	CEFR	TOEFL iBT	TOEFL CBT	TOEFL PBT
Proficiency	C2			
Advanced	C1	110-120	270-300	637-677
Upper Intermediate	B2	87-109	227-269	567-636
Intermediate	B1	57-86	163-226	487-566
Lower Intermediate	A2	40-56	120-162	433-486
Elementary	A1	0-39	0-119	310-434
Beginner	A0			
Starter				

2.2.7 Benefits of having a good score in the TOEFL

The TOEFL Test it is well known all around the world, taking and passing this test brings different opportunities opened for professionals who are able to obtain a high score in the TOEFL Test. Some of those opportunities are:

- ✓ International Scholarships
- ✓ International job opportunities
- ✓ Job opportunities inside the country
- ✓ Visa application

2.2.8 Scholarships accessible for UES students that require the TOEFL Test

The scholarships are important for Salvadoran students due to the fact that in El Salvador it is difficult to afford a university degree. Besides, there are majors that are not available in our country, so that students are focus on learning English and applying to those opportunities. There are more than 130 countries and more than 7500 universities and institutes depends on TOEFL scores for providing admissions, which means the test takers will get more opportunities as many universities accept TOEFL scores.

Even the top universities in U.K, Australia and U.S prefer TOEFL scores as one of the eligibility criterion.

There is a large range of scholarships accessible for Salvadoran students and professionals, for example: Harvard Kennedy School International Student Fellowship offers scholarships to Latin American students. One of the requirements is a score of 600 in the TOEFL PBT. Also the American Association of University Women in the United States offers international scholarship but it requires a TOEFL score of 550.

2.2.9 Jobs in El Salvador in which a specific TOEFL score is required

As graduates from a Bachelor in Teaching English as a Foreign Language, most students desire to obtain a job as an English teacher in their own country. In fact if a professional in TEFL wants to obtain the permission to work as a teacher (Teaching Scale given by MINED), they are required to present the TOEFL PBT with a minimum score of 551.

There are also some academies that require to the applicants to take the TOEFL Test to be part of the teachers staff; for example “Centro Cultural Salvadoreño Americano” and “Prolingua Institute”, they say that it is in order to be sure about their staff is formed by people who really manage the English level that is needed to teach.

2.2.10 International job opportunities in which a specific TOEFL score is required

Non-native English speakers are required to prove their skills in the language when they apply for a job abroad. This is very important for the companies in order to hire professionals with an adequate level of English for the positions they have to perform. That is why the TOEFL Test becomes very important when students complete their major and start looking for job opportunities in other countries where English is mandatory.

As a reference, a study made by the International Education Association of Australia and other institutions states that employers value graduates with cultural and linguistic knowledge when they work abroad. Although this asseveration is indeed related to people who study overseas, it exposes how useful and valued the English proficiency is by employers when you apply for a job.

2.2.11 TOEFL as a requirement for visas

There are some countries in the world that ask people as a requisite to have the TOEFL Test, that way they can get the visa. An example of this are: Australia, The United Kingdom and New Zealand.

- For Australia, TOEFL iBT[®] test scores can be used to satisfy the required language component for student, post-study, skilled migration and business visas.
- For the U.K., TOEFL iBT test scores are accepted for Tier 4 student visas under certain conditions. A process established by the Home Office allows each university to choose how to assess applicants' English-language abilities. Under this provision, a university may issue a Confirmation of Acceptance for Studies (CAS) for students with scores from English tests that are not on the SELT list, including the TOEFL iBT test.
- For New Zealand, TOEFL iBT test scores can be used to prove English-language proficiency for a Skilled Migrant Category Resident Visa. Applicants need a total score of 79 or more from a test taken within 2 years prior to their application date.
- For Canada, In order to apply for the Student Visa, applicants need to take an English proficiency test such as the TOEFL test and be accepted by a Canadian college or university. They need to provide a letter of acceptance with their application.

2.2.12 Importance of Test preparation

In the words on Samuel Mesick (1931-1988), Test preparation is defined as “any intervention procedure specifically undertaken to improve test scores, whether by improving the skills measured by the test or by improving the skills for taking the test, or both”. It is necessary to have both competences in a good level at the moment of taking the TOEFL test in order to succeed.

In regards to the TOEFL preparation there are different factors to consider. First of all, English is a Germanic language that has a lot of characteristics which are very different to Spanish. So people who learn English has to develop grammar, listening, speaking and writing skills, and they also need a psychological preparation. There are different tests and

formats. Therefore the TOEFL Test also has its own and it is important to get familiar with it in order to avoid being afraid of it and succeed at the first try.

2.2.13 The TOEFL in El Salvador

According to “REGLAMENTO ESPECIAL PARA EL FUNCIONAMIENTO DE CARRERAS Y CURSOS QUE HABILITAN PARA EL EJERCICIO DE LA DOCENCIA EN EL SALVADOR” (SPECIAL REGULATION FOR THE OPERATION OF CAREERS AND COURSES THAT ENABLE FOR THE TEACHING PROFESSION IN EL SALVADOR) there are different requirements that have to be fulfilled by students of English Teaching who have already finish their plan of study.

Art. 4 Graduation requirements

b) Special requirements for the major in the English Language area.

i) In order to graduate from teaching, students, in addition to complying with the above requirements, must take the TOEFL exam or the test designated by the MINED, and obtain the minimum score of 520, established in Article 41, literal "f" of the General Regulations of the Higher Education Law. The TOEFL and ECAP tests are independent, but passing both is required for graduates.

The TOEFL and the ECAP test must be passed within a maximum period of two years after the completion of the study plan, except in special cases that must be justified to the National Direction of Higher Education, which will determine their relevance.

The ordinary application of the TOEFL will be made in February and the extraordinary application in July of each academic year or when the MINED determines it, under the same conditions as the ECAP.

ii) Students who are trained with curricula issued by the MINED in the bachelor's degree in English for the Third Cycle of Basic and Secondary Education must take the TOEFL test or the one designated by the MINED, and obtain a minimum score of 551 or its equivalent. The

number of times the test is applied will be open, three will be financed by MINED and the rest by the students.

iii) Persons who are trained with English language degree curricula, whose curricular structure complies with the provisions of Article 16 of the Teaching Career Act, when applying for authorization to register in the Teaching Staff Registry, must present the results of the TOEFL exam or its equivalent determined by MINED, with a minimum score of 551 (the first point of the higher level)

iv) All teacher trainers of this specialty in the IES must have in their employment record, TOEFL test results with a minimum score of 551, issued by an authorized institution in El Salvador for the issuance of official TOEFL results or its equivalent.

3. METHODOLOGICAL DESIGN

3.1 Questions of the research problem

Is it necessary for 5th-year students of 2017 from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English to take a TOEFL preparation course that enables them to succeed in the TOEFL Test?

- ✓ Why do 5th-year students of 2017 from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English take the TOEFL Test?
- ✓ What are the areas that 5th-year students of 2017 from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English need to improve?
- ✓ What would be the accurate period of time for the development of a TOEFL Preparation Course for 5th-year students of 2017 from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English?

3.2 Type and level of research

Among the characteristics of the qualitative design, we have that it is not used to measure information but to analyze human behavior, opinions, themes and motivations therefore the qualitative design is the most suitable for this research since the objective of this research to analyze different factors that may determine if there is a need of a TOEFL preparation course for 5th-year students of 2017.

The intention of this study is to describe the reasons why 5th-year students of 2017 from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with Specialization in French and English take the TOEFL Test, the scores required to obtain jobs or scholarships and the need that they have of a TOEFL preparation course. All of those factors make this research to be oriented to a descriptive level of research, since the aim of the research is to describe and analyze those factors related to the TOEFL Test and 5th-year students of 2017 from the Foreign Languages Department, to create a plan if needed, to benefit these students and help them achieve their goals.

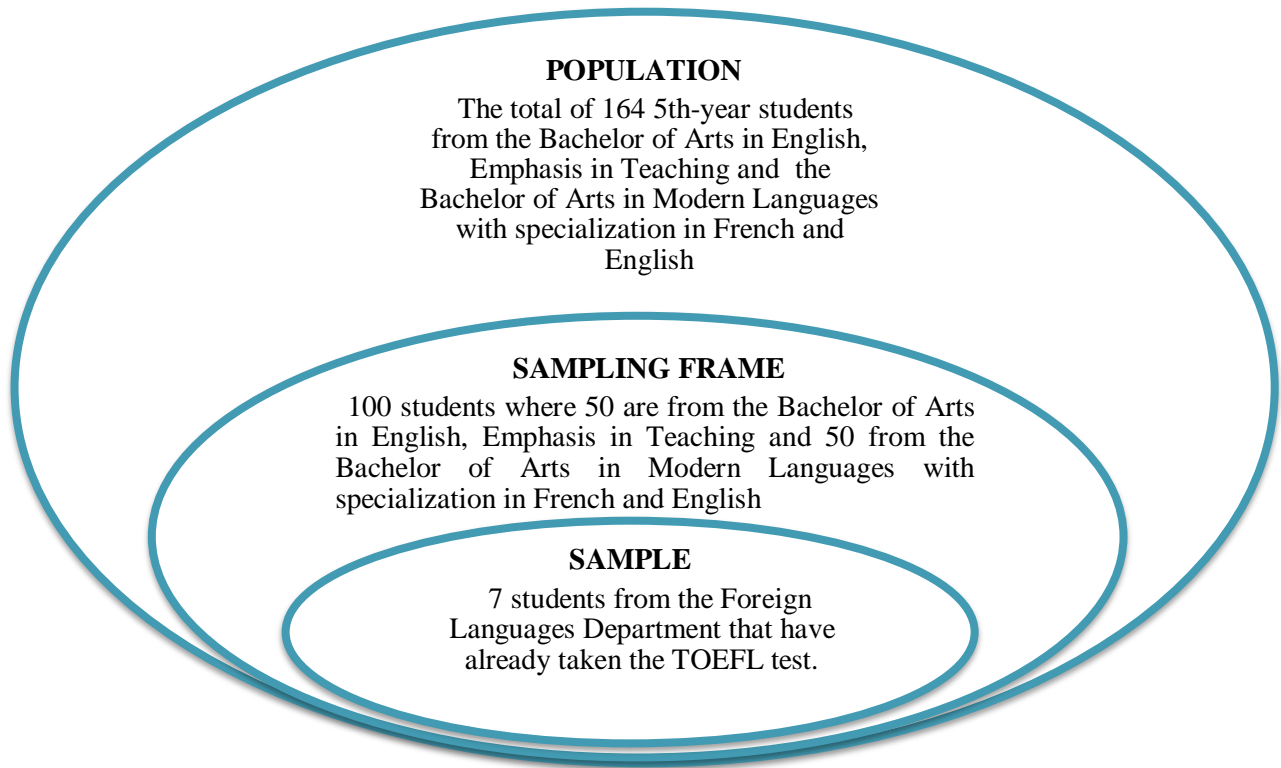
This research has an inductive approach since the research team needs to collect data from a particular group in order to analyze and interpret the situation related to 5th-year students of 2017 scores in the TOEFL Test. The aim of that analysis is to point out the real acquired knowledge obtained by them along the 5 years of study that the major lasts in order to help the students after understanding their points of view. In the words of the journalist Henry Mayhew (1812-1887) "The deductive method is the mode of using knowledge, and the inductive method the mode of acquiring it".

In this research, only some particular individuals from the total population are taken into account and the results of the sample studied are the base to arrive to conclusions.

3.3 Population and sampling

The population for this research consists of one hundred sixty four 5th-year students of 2017 from the Foreign Language Department:

- Eighty-eight from the Bachelor of Arts in English, Emphasis in teaching
- Seventy-six from the Bachelor of Arts in Modern Languages with specialization in French and English



With the purpose of having an equal number of both bachelors the research team decided to have a sampling frame of one hundred students where 50 students were from the Bachelor of Arts in English, Emphasis in Teaching and 50 from the Bachelor of Arts in Modern Languages with Specialization in French and English at the University of El Salvador.

After passing a questionnaire to 100 students from the total of 164, the research team discovered that only 7 students had taken the official TOEFL Test. There were 6 from teaching and only 1 from Modern Languages. Thus, the final sample became 7.

3.4 Sampling Techniques

The convenience sampling technique was used since this technique selects participants based on their convenient accessibility and proximity to the researcher and as it is known in the research field, there are no specific rules to determine the appropriate sample size in qualitative research. Then, as mentioned before a brief questionnaire for students was administered to 100 students with the main purpose of identifying the students who had taken the official TOEFL Test (IBT, PBT) and need it for a specific purpose like a job or a scholarship, as well as any other important information that was taken into account.

For the collection of this information, 5th year students were approached in two ways:

- Students were looked for around the Foreign Languages Department mostly in the 3rd floor, because according to the research team, it was going to be easier to find them there since that is the place where the office from the coordinator of graduation works is located.
- Students were contacted via Facebook and the research team asked them to fill out the questionnaire on-line and later contacted for the interview if they had already taken the official TOEFL Test.

3.5 Techniques and Instruments for collection and management of data

Interviewing

According to Oakley (1998), qualitative interview is a type of framework in which the practices and standards are not only recorded, but also achieved, challenged and as well as reinforced.

As this research is held by a qualitative research method, two qualitative semi-structured interviews were applied which consisted on a series of open-ended, neutral, sensitive and understandable questions starting with questions that participants would be able to answer easily and then proceed to more difficult or sensitive matters which is intended to produce effective data to reveal the information needed to accomplish this research with success.

Likewise, it allowed the respondent to add all the information that they wanted to share about what they think and feel about the questions.

The procedure was:

An interview addressed to the 5th-year of 2017 students who have already taken the official TOEFL Test. Through this interview, the research team was able to identify the reasons why students have taken the TOEFL Test, the dedicated time when they did this test, as well as the type of preparation that they had before performing the test which led the research team to identify the areas of improvement that these students consider important to reinforce and the structure that a TOEFL preparation course might have based on the opinions and points of view collected from them.

Another interview took place, teachers from the Foreign Languages Department were in charge of sharing information about the perception that they have in regards of the 5th- year students from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with Specialization in French and English. Having gotten this information the research team was able to analyze the areas of improvement which were reinforced and supported by the results obtained through the interviews answered by the 5th-year students of 2017.

3.6 Information Analysis

The results of the research will be shown by having experiences, opinions, feelings, knowledge or points of view of 5th-year students of 2017. As our research is based on describing and understanding the need that students may have of a TOEFL preparation course the type of qualitative analysis that we are going to use in this research is the Content Analysis.

The content is analyzed in two levels. The basic level of analysis is the descriptive that consists on recognizing the data, and the higher level of analysis is the interpretative: it is

concerned to what was meant by the response, what was inferred or implied according to the data collected. Both the basic and the higher level of analysis are used in this research in order to have a better appreciation of students' need of a TOEFL preparation course.

4. RESULTS

Data Analysis

4.1 Students' questionnaire analysis

The TOEFL is a very important test that helps individuals who study English as a Foreign Language measure the level that they have accomplished. Therefore there are plenty of

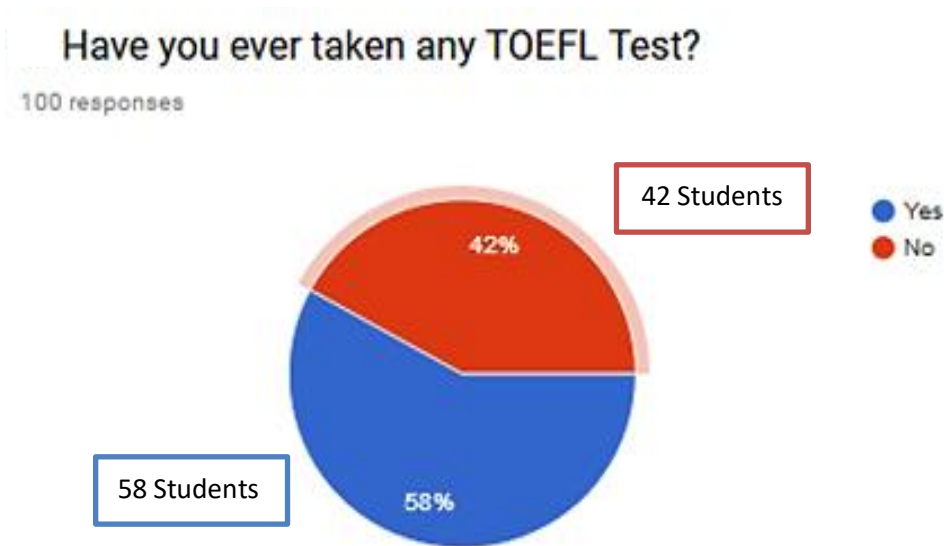
schools and enterprises that have the TOEFL Test and similar tests as a requirement. Likewise, entities and organizations that offer scholarships often require a high level in the TOEFL Test. Besides, MINED requires a specific score in the TOEFL Test in order to grant an official teacher's validation (Teaching Scale) which is necessary to apply to an official job as an English Teacher for basic or high school in the Public Education System. Due to all of the facts mentioned above the research team decided to rise a research to analyze the need of a TOEFL preparation course for students who have already concluded the study plan. In order to the solve questions related to the topic, the research team designed and applied a questionnaire to one hundred students(the sampling frame) from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with Specialization in French and English at the Foreign Languages Department of the University of El Salvador in order to obtain the sample for this research and also to take into account the opinion of more than half of the total population.

The questionnaire has a variety of inquires that include aspects such as the knowledge of students about the TOEFL Test and the preparation course before taking the Test. Even though the purpose of this questionnaire was not exactly to obtain information to answer the questions of the research, the development of the questionnaire helped identify the reasons why students from the Foreign Languages Department have taken the TOEFL and the number of them. It also contributed to have a general idea about what students think of taking a TOEFL preparation course.

At the Foreign Languages Department of the University of El Salvador there are students who do not have a clear idea of what the TOEFL is, even when they have studied the five years of their major, which could be due to the lack of interest related to the ignorance on the importance of the TOEFL in the work market and the few or no practice on standard exams like the TOEFL during the five years of the major. Regardless of the reasons why students do not know exactly how the TOEFL is, whenever they have to face the moment of being asked to take the test the doubts and fears come through. It does not imply that they

do not have the knowledge of English. However, dealing with something they are not familiar with at all, may negatively affect any student.

Afterwards, going through the results obtained on the questionnaire applied to the frame sample it is noticed that regarding question 2; have you ever taken any TOEFL Test? 58% of students have taken the TOEFL Test. These students knew how this test works and have a clear idea of what they have to face, however the majority of students have taken the Cambridge sample TOEFL Test that is administered to students enrolled in the subjects Teaching practice I and II by the Foreign Languages Department at the University of El Salvador. The other 42% of students have never taken neither a sample nor the official Test. The results of this question showed that most of students do not take the TOEFL unless they are pushed or obligated to do it.



Some of the students from Foreign Languages Department, have not only taken the TOEFL once or twice but even four times, due to the fact that it was a requirement to get a job a scholarship or to graduate from the professorship. Consequently, there was a score that they had to reach, if they were not able to accomplish the goal for the first time they had to try again.

As it is known, there are various kinds of TOEFL Test, and the uses of each of them is not always the same, but at the end all types reach the purpose of measuring the English knowledge. The research team tried to go further and know what kind of TOEFL Test the students have taken, and the results were: The TOEFL IBT, TOEFL PBT, Diagnostic TOEFL Test and the Cambridge Sample TOEFL.

The small amount of students from the Foreign Languages Department who have taken the TOEFL Test more than once and received a course before being examined have obtained better results. The favorite places where those students were prepared to take the TOEFL Test were: Centro Cultural Salvadoreño Americano and The University of Salvador. The duration of those courses varied from 2 weeks to six months according to the plan that they had and the topics they wanted to cover.

It is very important to clarify that some students who have not taken the TOEFL Test, are interested in taking a preparation course and facing the TOEFL in the future. The reasons are quite clear, students know that achieving a high score in the TOEFL is actually a sort of certificate that helps them prove their knowledge of English everywhere.

4.2 Students' interview analysis

Regarding this research sections, it is extremely important to explain and take into account that from the sample frame of 100 students only 7 had taken the official TOEFL. So the experiences, opinions, and feeling expressed and showed by this analysis only consists of the responses of 7 students because from 68% (68 students) of the students had taken the

TOEFL Test, only 7 have taken the official TOEFL Test and are able to give real and genuine testimony of an experience with the official TOEFL.

1. How did/do you feel about taking the TOEFL Test?

According to respondents, facing the TOEFL Test brings in them a feeling of nervousness and stress. Most indicated that they felt the exam was: *“Long because it lasted for a couple of hours”*. However, there was one student who commented that *“It was not that difficult”*. Another important remark from one of the students was that *“It was a challenge pretty much because there was not a preparation before”*. So this comment strongly reveals the lack of knowledge about such an important matter as the TOEFL test. In consequence a need of a TOEFL preparation course is relevant in students. Definitely knowing about the TOEFL Test Structure and process reduces anxiety and stress. Unfortunately, students from the Foreign Languages Department do not have the opportunity to receive specific preparation to take the TOEFL

2. Do you consider that having finished the study plan guarantees your success when facing the TOEFL?

In the second question, it is noticed that most respondents consider that having finished the study plan from the major does not guarantee a good score in the TOEFL Test and they support their answers like this: *“50% it depends on how you have prepared yourself”*, *“I don’t think everybody will be ready with the study plan of the major to take the TOEFL, because I know a lot of people who have completed their major, all of their subjects, all the study plan, but they are still not able to pass the TOEFL”*, *“In the major we don’t have preparations for that so I think that having finished the subjects doesn’t make you able to have a good result”*, *“I wasn’t a bad student at all, here at the university, but to be like that at the end didn’t help me to have a good score in the official test.”*

All of the answers show that students do not feel that the major prepares them to face the TOEFL test and achieve a high score on it. The reasons are varied but in general students feel that they do not receive much support from teachers, or even from the authorities from

the Foreign Languages Department and certainly completing the major does not guarantee their success when facing the TOEFL. It is understood that preparing students for the TOEFL is not within the main objectives of any of the bachelors form the Foreign Language Department however the TOEFL Test is an important tool and requisite for different jobs which should be taken into account for future changes or projects to benefit students in regards to a TOEFL preparation.

3. When you took the TOEFL Test, did you apply any type of strategy to get ready for the TOEFL Test?

Analyzing the answers given by the students in this part, there are two important facts to highlight. The first one is that some of them just decided to go ahead with no preparation because they “*Did not have any idea about how the TOEFL was like*”, they faced the TOEFL “*Without knowing what it was going to be about*” so they “*Just took it but didn’t prepare mentally or academically*” for it. On the other hand, some respondents declared that they tried to use some techniques that they considered useful. However it is possible to infer that they did not receive any type of help or orientation on what techniques were going to be worthy to apply.

Both sides show the lack of knowledge that students have before taking the TOEFL Test even though they are English students and soon professionals in English. Therefore in any of the cases there was a disadvantage at the moment of taking the TOEFL. Disadvantage that might become a strength if a TOEFL preparation course was implemented.

4. What did/do you need the TOEFL Test for?

From the seven interviewees, three stated that they needed a specific score in the TOEFL Test to apply for a job; the other three mentioned that they needed the TOEFL in order to get the Teaching Scale granted by MINED which is at the end a way to apply for a job. Only one student took the TOEFL to apply for a scholarship. At the end it is noticed that taking the TOEFL becomes a need for English students. Mostly because it is a requirement for the

most important or profitable jobs available in El Salvador and because it opens a range of scholarships for students.

5. Do you think that taking the TOEFL Test is important for you as a future professional? Why?

According to respondents, the TOEFL is a very important test in which they aspire to obtain a high score because it is seen as a certificate that proves that they “*Know English as a second language not just that they are capable of speaking and understanding fluent English*”. It is also seen as a way to prove that they are capable of teaching English.

Another important fact that deserves to be analyzed is a comment from one of the students: “*I think it should be a requirement to graduate from the major that you have to take the TOEFL so you can be certified as somebody that not only speaks English but you also know about English.*” This type of comment demonstrates the level of importance that the TOEFL has for the students from the Foreign Languages Department. Therefore a TOEFL preparation course would definitely benefit future generations because they would obtain a very useful advantage when facing the TOEFL.

6. What was your general score in the TOEFL?

As reflected by the answers, from the seven students who took the TOEFL there was a student who was not able to get the 520 required to students from “*Profesorado en Idioma Inglés*” or the 551 that MINED requires in order to grant the Teaching Scale. In fact, this response came from a student who actually always had high scores at throughout the major. Definitely it reflects the need that students have of some preparation before taking the TOEFL and it proves that the TOEFL is not just about managing a languages but having a number of skills applied simultaneously with the English Knowledge.

7. What was the most difficult part for you when facing the TOEFL Test? Why?

As smart language learners, students from the Foreign Languages Department recognize that there are areas in which they have difficulties and they could prove those needs when they had to take the TOEFL. Those areas were Reading and Listening, but reading shows to be the biggest problem for students from the Foreign Languages Department.

Besides the reading skills and vocabulary that students are missing, it is necessary to say that students need to have more practice both in reading and listening. This is noticed when they state: *“I wasn’t used to listening to native speaker’s fluently speaking in real situations”*, *“We have listening practice in class but, is not enough”*, *“The time is not enough if you just go and read all”*. So in the answers to this question we can see the need of students in the specific areas of the language. Definitely as it is mentioned before, students are conscious of the areas of improvement that they have that is why they have provided the research team with the appropriate information.

It is important to highlight in this part that some comments from students show that some teachers make efforts for students to have some practice but unfortunately it is just not enough.

8. Which was the part where you obtained the highest score?

A positive aspect is observed in the results for this question, students from the Foreign Languages Department not only consider to have a good proficiency in grammar but also the results obtained in the TOEFL demonstrates that grammar is most likely a strength rather than a weakness in the bachelors of the Foreign Languages Department.

In this point, it is very interesting to notice that while some students felt that the listening part was the most difficult part, some of them achieved the highest score in this part.

In case a TOEFL preparation course was created and implemented in the Foreign Languages Department, grammar would be a part in which students would only need a brief review because in general grammar is a strength.

9. Which was the part where you obtained the lowest score?

Reading appears again as an area that definitely needs attention from the authorities and teachers from the Foreign Languages Department. Students who took the TOEFL achieved the lowest score in reading which lead us to think that this would be the area in which more time should be invested and in which students should have more practice during a TOEFL preparation course.

10. Why do you think you obtained those results?

In this question the responses variate since each student talks about their specific case and not all of them got the score they wanted or the needed for their purposes. However the ones who obtained good scores testify that it happened because they tried to be prepared for the test and also tried to apply some techniques that they considered convenient.

11. What are the areas that you would like to work on before taking the TOEFL again?

Respondents consider that before taking the TOEFL again they need to strengthen some specific areas of English such as reading and listening which are the ones that students mentioned the most. There was only one student who mentioned grammar and another area should be reinforced. Another student mentioned that the reinforcement should be in the four areas however these students seem to have given those responses because they find important to focus on reading and listening without totally excluding grammar.

The responses to this question are crucial for this research because through the information obtained there is more evidence of the need of a TOEFL preparation course as well as the areas that need to be considered at the moment of creating the plan of the Course if it is created.

12. Do you consider that taking a TOEFL Preparation course would make a considerable difference in the results?

Respondents consider that a TOEFL Preparation course would be very useful and would definitely help them get a good score when taking the TOEFL. Actually one of the interviewees considers that “*preparing is the key to success.*” because she was able to realize that the TOEFL is not a common type of exams and its structure is not very simple.

Through the answers to this question it is seen that students really find a TOEFL preparation course useful and necessary because “*It is better to prepare the people to take the test, not to answer the test.*” So this statement from the respondent indicates that even though students have good English knowledge, they need some preparation not to answer because they already know English but to take it because there are plenty of things to take into account in order to be ready to take the TOEFL with confidence.

13. If a TOEFL preparation course were designed, at what point of the major do you think that it should be implemented?

According to the respondents, if a TOEFL preparation course was provided by the Foreign Languages Department it would be better to place it around the last semesters or at the end of the study plan. There is only one student who believes that a course should be given since the beginning of the major, which is also a valid opinion because the preparation may not only mean going to classes on a specific schedule but the induction to the different parts of the test in a soft way.

As mentioned at the beginning of the analysis, only 7 students were interviewed because they are the only ones who have had experience with the official TOEFL. Therefore it would be very irresponsible from the research team to run to conclusions and generalize information based only on 7 students, however this information will help understand and analyze the need of a TOEFL preparation course once the research arrives to the part of answering the questions of the research.

4.3 Teachers' interview analysis

1. Is a student who has finished the study plan ready to obtain an advanced level in the TOEFL Test?

Most of Professors have an opinion in common regarding this question; they consider that the English level that students have is good enough to obtain a high-intermediate score at the TOEFL Test after completing the curricula but they also state that average students are not prepared to achieve an advanced level with outstanding results. Based on those different points of view, it is noticed that students need to have a preparation at the university and they should practice more by themselves during their stay in the university with the purpose of improving their English proficiency. The consequences of this lack of practice are remarkable by observing a minority of students who have been exposed to the language in their jobs, they have a very different level of English and better developed the skills, compared to others who only use speak English at the university.

According to the answers obtained in this part, the research team may infer that teachers consider that some students need some help in preparing for the TOEFL Test even after having finished the study plan; *“we will need to prepare students a little bit more in order for them to reach the advanced”*. However this is in case professors are really interested in the implementation of the TOEFL Preparation Course in the near future.

2. What are the main reasons why students take the TOEFL?

Professors have the same perception towards the main reason why students submit to the test, they all think students usually take the TOEFL Test in order to apply for a scholarship. In the other hand, most of them also perceive that students want to measure their level of proficiency by taking the Test. In contrast, one of the professors said that originally the TOEFL Test was implemented by universities and only those students who wanted to apply for scholarships have to take it and it should not be used for measuring the individual

language proficiency. It was also mentioned that students consider the test very important when applying for a job in which English is required, having Teaching as the most relevant.

3. How important is for a student from the Foreign Languages Department to take the TOEFL Test?

According to most of professors' opinion it is very important. First, students can measure the level of proficiency and see how they have improved their level since the very beginning of the major. Second, they can apply for jobs. In the case of English Teaching students, if they achieve a certain score, MINED may grant them the Teaching Scale which is really motivating for them. However, there is a different opinion towards the importance of this Test. One professor considers the test is not really important since students complete their curricula after being well prepared in the university and most of them have a high intermediate level which is according to teachers, all they need to have a good performance in an English environment.

4. What are the macro skills that students should work on and strengthen before graduating?

Respondents consider that students must handle all the macro skills especially, if they are focused in the teaching area. Most of them say students should improve their listening and reading, which are the ones that usually represent a challenge since students do not get involved with them. Based on one teacher's opinion, writing should be improved by students, there are students who usually speak correctly but their level of English is not the same one when writing.

5. What do you think is the most difficult area from the TOEFL Test for students (who have finished the study plan from any of the bachelors) from the Foreign Languages Department?

Considering the coincidence on similar answers, professors think that in general reading is the most difficult area for students. It is mainly due to a lack of reading culture in our country but there is an important factor that affect students at the moment of taking the TOEFL Test that is the technical or scientific vocabulary that they found in the reading part. In a second place, listening represents a challenge to many students because the way of speaking or the vocabulary that they use. Writing and grammar are also considered as difficult according to one opinion.

6. Do you consider that a TOEFL preparation course for students who have completed the study plan is necessary? When? At what point of the major?

According to the professor's' opinion, it is a good idea to implement a TOEFL preparation course, and if it was to happen, the perfect time for that would be during the last year of the major. In addition, according to one of the teachers' point of view, students should have to take a similar test inside the university to measure their level and demonstrate they have the required level to get graduated. In a second place, it was mentioned that students should take a preparation course and submit to a test after completing the English Courses in order to guarantee they are capable to study the upcoming subjects without communication issues. In the other hand, one opinion states that students do not need to take a preparation course since the Foreign Languages Department do not prepare students just to pass the TOEFL Test, but to face different challenges as professionals in English, so at the end if they have gotten the knowledge of a B2 minimal, they would be able to successfully pass the Test.

4.4 Answers to the questions of the research

In order to find solutions and help students during the learning process, it is very important to have a good understanding of the problems that the Foreign Languages Department suffers right now. Since the beginning of this work, the research team decided to analyze the possible need of a TOEFL Preparation course for 5th-year students of 2017 from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages

with specialization in French and English, because usually students face problems at the moment of taking it.

Other works related to the TOEFL Test were used as reference to be analyzed from different perspectives. Therefore while doing research and analysis of this other works it is noticed that with the time the importance of this test has changed. Since 2012 the value of TOEFL has increased in El Salvador, nowadays it is one of the most required and it is believed that having a TOEFL certification helps a lot in the curriculum vitae of a professional in TEFL.

Throughout this research the research questions and have been answered.

1. Why do 5th year students of 2017 take the TOEFL Test?

1. Students from the Foreign Languages Department have different motivations to take the TOEFL Test, one of them and the most important is the fact that a high score in the TOEFL influences positively when applying for a job. There are some companies and or Languages Academies that consider that having a TOEFL Test certification is definitely a plus. In fact there are places like ITCA that require a specific score in the TOEFL in order to grant a job with them. Usually people who possess a high score in the TOEFL have more opportunities in the work market,

2. To get a scholarship outside the country students need to take the TOEFL Test, there are Universities that consider their applicants according to their level of language management. Then, it is very important for a person who plans to live in a English-speaking country, or a country where English is the easiest way to communicate, to have a good level of the language, because the opportunities are given to the best professionals.

3. To obtain the Teaching Scale granted by MINED. Since 2012 in El Salvador, the TOEFL Test has become a requirement, MINED decided that students from the English major who wanted to be teachers need to get a score of 561 or more in the TOEFL Test so they can prove if they have English-language proficiency enough to obtain the Teaching Scale.

2. What are the areas that 5th year students of 2017 need to improve?

According to the results of the instruments used for this research, students believe that areas like the reading and listening need to be improved. Those two areas are the ones that students would like to reinforce in case there was a TOEFL preparation course because they need to be reinforced. There is lack of contact with the language outside the classroom, so it is really necessary to create the correct environment and activities that can help them have contact with native English speakers. Regarding reading part, students from the Foreign Language Department have subjects like Reading and Conversation that are supposed to enhance reading and comprehension abilities in students. That is why it would be very useful to implement strategies to make students get interested in reading and to make students acquire a higher level of reading comprehension.

3. What would be the accurate period of time for the development of a TOEFL Preparation Course for 5th year students of 2017?

Students think that if a TOEFL preparation course would be given at the Foreign Languages Department, the perfect time for its implementation would be during the last year of the major, because they are almost ready to face up to the professional world and it may benefit them because they might have fresh knowledge. Therefore they would feel comfortable at the moment of taking the test.

Is it necessary for 5th-year students of 2017 from the Bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English to take a TOEFL preparation course that enables them to succeed in the TOEFL Test?

Having answered the question of the research we were able to understand the different points of view of the Foreign Languages Department students about the TOEFL Test, and we realized that the only students from the Bachelor of Arts in English, Emphasis in Teaching

are interested in taking the TOEFL Test because for them it is a tool to be qualified as teachers. Even though, students from the Bachelor of Arts in Modern Languages with Specialization in French think that the TOEFL is important and most of them they only would only take it in case it is needed which is probably due to the fact that this certification expires in two years.

Certainly a TOEFL Preparation Course is a need for some students. However, as verified through the questionnaire used to obtain the sample of the population, only 7 students have taken the TOEFL Test. This fact indicates that among students there is lack of interest in the TOEFL. Therefore, the creation of a TOEFL preparation Course is not a need that can be generalized for all the Foreign Languages Department. If students are not very interested in taking the TOEFL it is clear that not many of them would be interested in investing extra time during the completion or at the end of the study plan for their major.

4.5 Limitations

The research team had to face some limitations during the development of this research work.

First of all the difficulty to contact 5th-year students from 2017 because they were not currently having classes or attending the university with specific or stablished schedules, which made them hard to reach. The research team had to use social media and also a strategy consisting on waiting near the Graduation work coordinator's office because most of these students were developing their graduation work.

After many efforts the research team was able to reach the needed amount of students to get the sample. However, the sample ended up being only 7 students because they were the only students who had taken the official TOEFL.

Another limitation was the lack of interest and indifference from the population. There were students who really just did not want to collaborate filling out not even an on line version of the questionnaire.

A third limitation was the lack of a database from the students, which could have helped at the moment of contacting students to request the collaboration of filling out a questionnaire.

Finally it is important to mention that the lack of availability of the computers lab was a problem for the research team because sometimes there were classes in one of the computers lab for the research team to work there.

5. CONCLUSIONS

After a deep analysis of all the results obtained from this work, the research teams concludes that:

- The creation and implementation of a TOEFL preparation Course is not a need for the whole population who finishes the study plan, but for a small group. As reflected on the numerical results(See appendix 8.2) there are just a few students who have taken the official TOEFL, which means that even though the TOEFL is a very important test for professionals in TEFL, not all of students from the FLD are interest in taking the TOEFL Test.

- Grammar is in general a strength for students from the Foreign Languages Department according to the seven students interviewed. Information supported by the rest of students who declared to have taken any sort of TOEFL in which most of them obtained a high or the best score in grammar compared with the other areas of evaluation in the TOEFL and even if they were not able to access to the specific scores per each part, they consider that grammar was the part where they were strong.
- As mentioned in one of the objectives of this research, the research team pursued to verify the areas that students need to reinforce. Therefore by looking at the results it is noticed that around half of the population from the Foreign Languages Department express statements that suggest the implementation of a structured plan that aims to solve the need in the Reading and Comprehension area of English.
- Students from the Foreign Languages Department who mentioned that they want to take the TOEFL in the near future show interest in taking a TOEFL preparation course before facing the real Test and even though a TOEFL Preparation course might not be raised because of the low amount of students who would attend it, there are some digital resources that can be used by students at the computer lab from the FLD.
- It is a really worrying fact that 5th-year students state that they do not have a very clear idea of what the TOEFL is. Provided that they are about to obtain a diploma that grants that they are professionals in TEFL or professionals in English and French.

6. SUGGESTIONS

- **To the Authorities from the University of El Salvador**

To consider increasing the budget assigned to the Foreign Languages Department in order to improve the physical and academic conditions because with a higher budget the Foreign Languages Department may improve the quality of the learning process regarding the skills that are evaluated in the TOEFL. As it is known, foreign language students need some technology and electronic devices such as speakers that give students access to different types of practices of the language they are learning.

- **To the Foreign Languages Department authorities**

To implement in the program or promote among the teachers the implementation of activities that help students to get familiarized with the structure of the TOEFL because there may be students who need them in order to succeed in the TOEFL in case they decide to take it.

Analyze the way the subject Reading and Conversation is held in order to give a higher attention to reading. So that students can have more practice on that macro skill for there are enough subjects in which students may reinforce their speaking skills and seems like the subject of “Reading and Conversations” is almost totally focused on speaking and there is probably that students are not getting enough of what they need regarding their reading and comprehension abilities.

- **To the teachers from the Foreign Languages Department**

To give students an introduction about the TOEFL Test and what is it for, so that students have a clear idea of the Test and its importance. This introduction can be made during the subjects given during the first two years of both bachelors that the Foreign Languages Department offers.

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8. ANNEXES

8.1.1 Students' questionnaire



University of El Salvador
School of Arts and Social Sciences
Department of Foreign Languages
Students' Questionnaire

Research Topic: "Analysis of the need of a TOEFL preparation course for the 5th-year students from the Bachelor of Arts in English, emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English at the Foreign Languages Department, University of El Salvador in the year 2017."

Objective: To identify the 5th-year students of 2017 who have already taken the TOEFL Test.

Instructions: Answer the following questions and mark with an X those where it is required. Your answers will remain anonymous.

Age: _____

Gender: _____

Bachelor: _____

1. Do you have a clear idea of what the TOEFL Test is? Yes No
2. Have you ever taken any TOEFL Test?
Yes No
3. If yes, how many times? 1 2 3 Other
4. Which one?
 CAMBRIDGE SAMPLE TOEFL TEST administered to students enrolled in the subjects Teaching practice I and II
 TOEFL IBT
 TOEFL PBT
 Diagnostic TOEFL Test
5. Did you take a Preparation Course before taking the Test? Yes No
6. If you said yes and you have taken the TOEFL more than once, did you improve your score after the course?
Yes No
7. Where did you take a Preparation Course?

8. How long did it last? _____

8.1.2 Students' interview



University of El Salvador
School of Arts and Social Sciences
Department of Foreign Languages
Students' Interview

Research Topic: “Analysis of the need of a TOEFL preparation course for the 5th-year students from the Bachelor of Arts in English, emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English at the Foreign Languages Department, University of El Salvador in the year 2017.”

Objective: To inquire into the need of a TOEFL Preparation Course for 5th-year students of 2017 from the bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with Specialization in French and English from the FLD in order to propose the creation of a course that help students in case it is needed.

Instruction: Please answer the following questions based on your opinion, experience and feelings about the TOEFL Test.

1. How did/do you feel about taking the TOEFL Test?

2. Do you consider that having finished the study plan guarantees your success when facing the TOEFL?

3. When you took the TOEFL Test, did you apply any type of strategy to get ready for the TOEFL Test?

4. What did/do you need the TOEFL Test for?

Scholarship

Requisite for a job

Other _____

5. Do you think that taking the TOEFL Test is important for you as a future professional? Why?

6. What was your general score in the TOEFL? _____

7. What was the most difficult part for you when facing the TOEFL Test?

- Grammar
- Reading Comprehension
- Listening
- Writing
- Speaking

Why? _____

8. Which was the part where you obtained the highest score?

9. Which was the part where you obtained the lowest score?

10. Why do you think you obtained those results?

11. What are the areas that you would like to work on before taking the TOEFL again?

12. Do you consider that taking a TOEFL Preparation course would make a considerable difference in the results?

8.1.3 Teacher's interview



**University of El Salvador
School of Arts and Social Sciences
Department of Foreign Languages
Teachers' Interview**

Research Topic: “Analysis of the need of a TOEFL preparation course for the 5th-year students from the Bachelor of Arts in English, emphasis in Teaching and the Bachelor of Arts in Modern Languages with specialization in French and English at the Foreign Languages Department, University of El Salvador in the year 2017.”

Objective: To inquire into the need of a TOEFL Preparation Course for 5th-year students of 2017 from the bachelor of Arts in English, Emphasis in Teaching and the Bachelor of Arts in Modern Languages with Specialization in French and English from the Foreign Languages Department in order to propose the creation of a course that help students in case it is needed.

Instructions: Please answer the following questions based on your experience teaching 5th-year students from the Foreign Languages Department.

1. Is a student who has finished the study plan ready to obtain an advanced level in the TOEFL Test?

2. What are the main reasons why students take the TOEFL?

3. How important is for a student from the Foreign Languages Department to take the TOEFL Test?

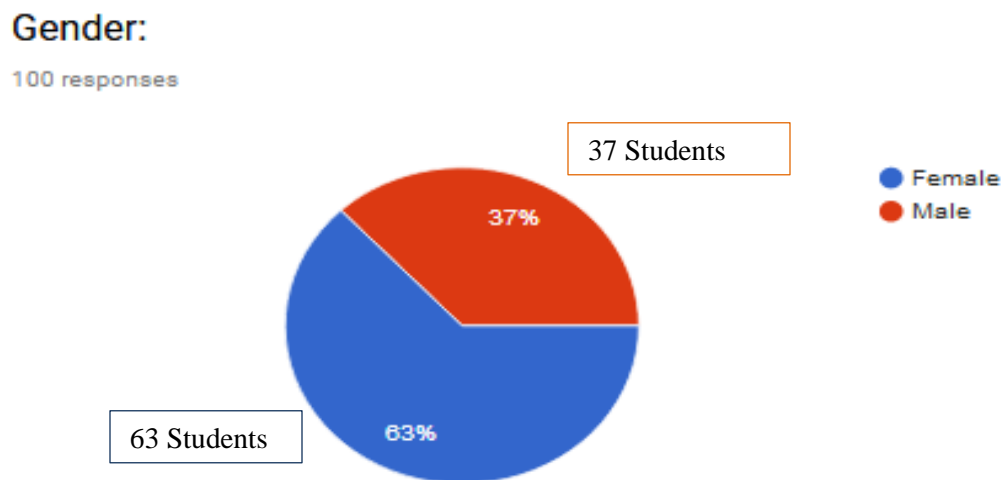
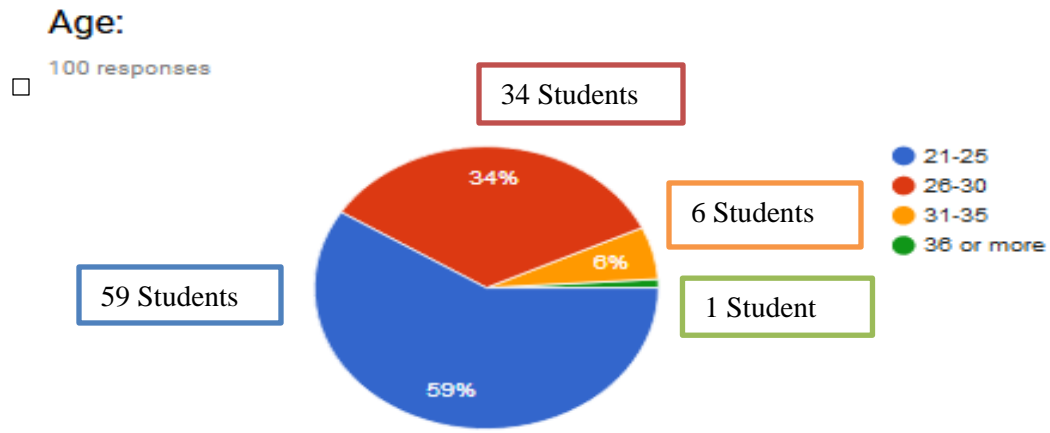
4. What are the macro skills that students should work on and strengthen before graduating?

5. What do you think is the most difficult area from the TOEFL Test for students (who have finished the study plan from any of the bachelors) from the Foreign Languages Department?

6. Do you consider that a TOEFL preparation course for students who have completed the study plan is necessary? When? At what point of the major?

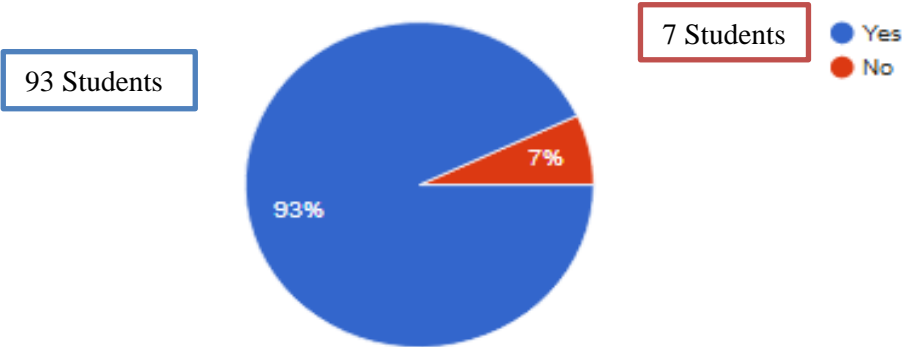
8.2 NUMERICAL RESULTS OF THE QUESTIONNAIRE

Objective: To identify the 5th-year students of 2017 that have already taken the TOEFL Test.



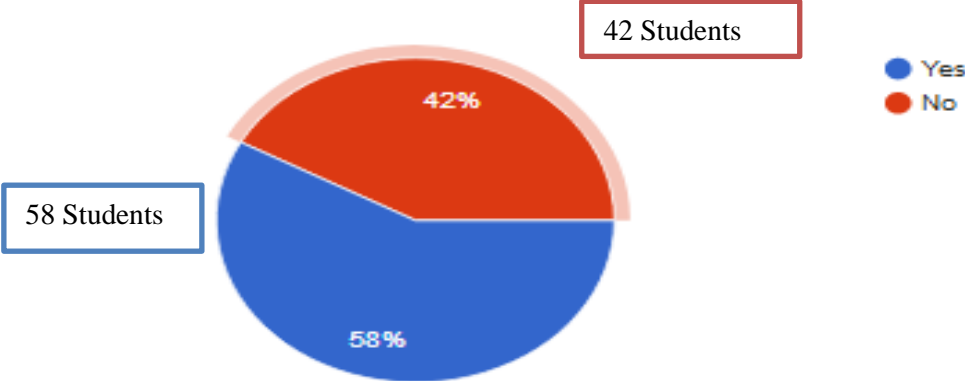
1. Do you have a clear idea of what the TOEFL Test is?

100 responses



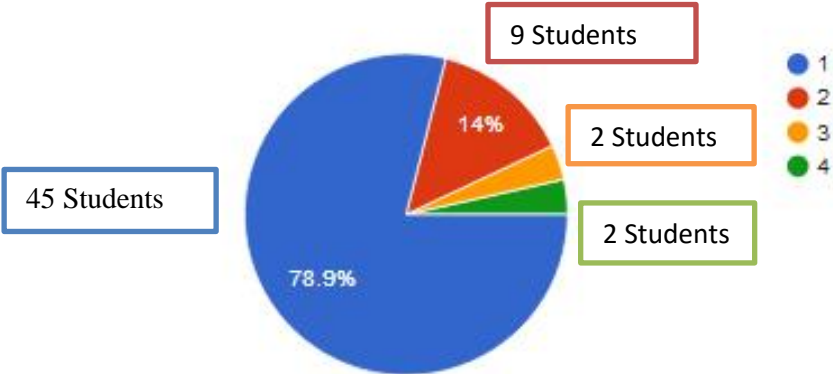
2. Have you ever taken any TOEFL Test?

100 responses



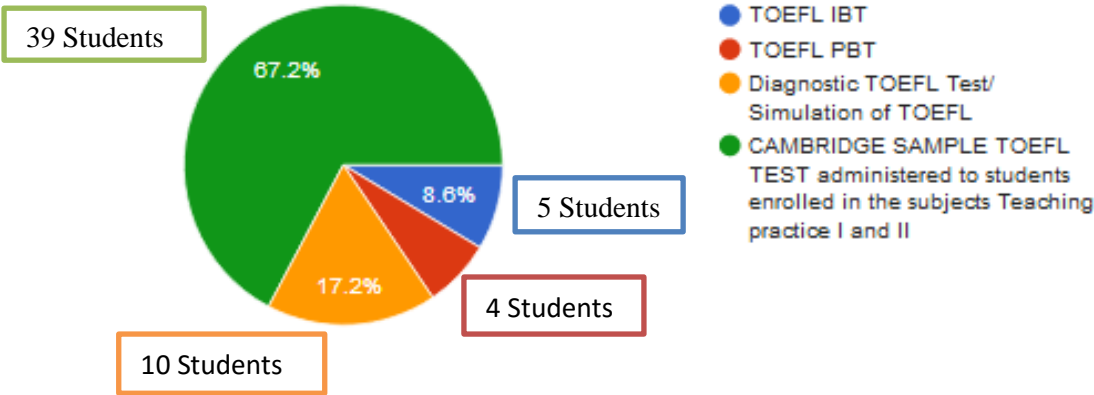
3. If yes, how many times?

57 responses



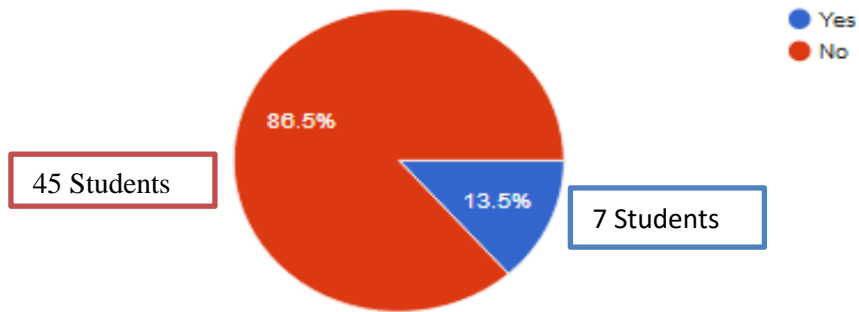
4. Which one?

58 responses



5. Did you take a preparation course before taking the test?

52 responses



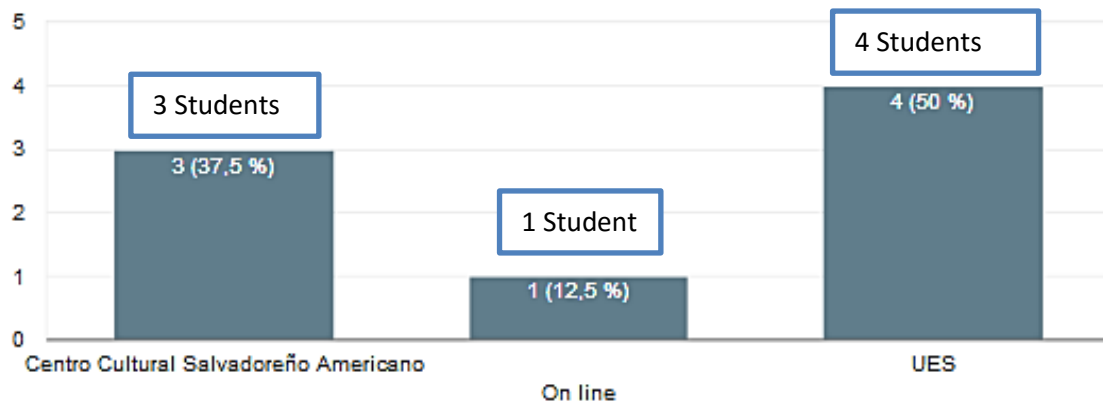
6. If you answered yes and you have taken the TOEFL more than once, did you improve your score after the course?

8 respuestas



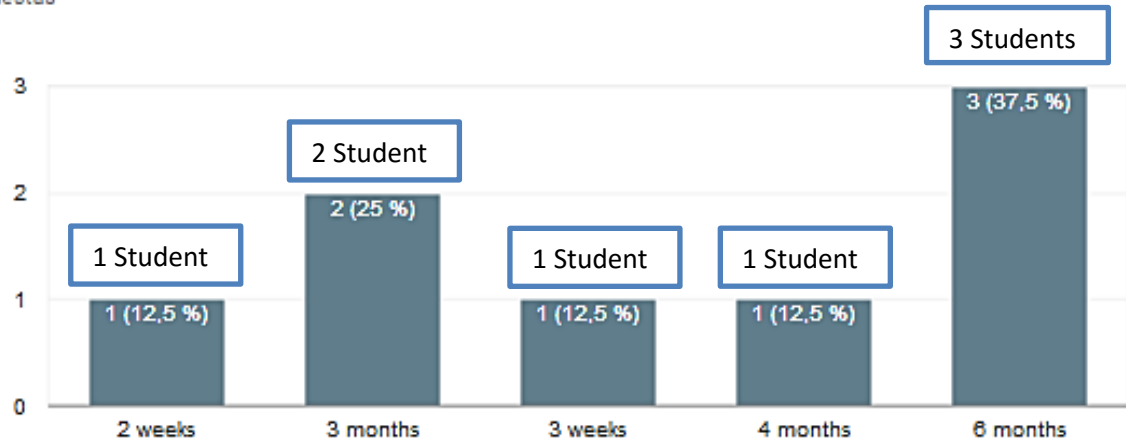
7. Where did you take a preparation course?

8 respuestas



8. How long did it last?

8 respuestas



8.3 Responses to Students' interview

1. How did/do you feel about taking the TOEFL Test?

Student 1	In the course I study different techniques that help me to take the TOEFL test but it is not easy to say that finished the study plan guarantees to get good grades.
Student 2	No, the TOEFL test it is not about your skills is about the time that you use answering the test
Student 3	Actually it doesn't because, I wasn't a bad student at all, here at the university, but to be like that at the end didn't help me to have a good score in the official test.
Student 4	Not at all, because it is 50% cause the other 50% it depends on how you have prepared yourself , taking the TOEFL test is a good way for you to improve and for you to measure what needs to be improve in the future as a teacher as a professional and your personal goals as well
Student 5	If we are talking about the study plan regarding the toefl preparation I would say it depends of how you approach it, because it may not work for everybody. If we are talking about the major I would say personally I don't think everybody will be ready with the study plan of the major to take the TOEFL , because I know a lot of people who have completed their major, all of their subjects, all the study plan, but they are still not able to approve (pass) the TOEFL , I would say that personally it was because of the way I used to study myself and how much I prepared myself, not specifically for that one but for any other situation or for any other test that I had to take yet it was not because I was asked to do it on any of the courses of the study plan, was because of my personal strategy.
Student 6	Not exactly, because having finish the whole subjects doesn't mean that I am ok because in the major we don't have preparations for that so I think that having finished the subjects doesn't make you able to have a good result.
Student 7	I actually don't think that warranties a good grade in the TOEFL because you may know about pronunciation, about some grammar features but the thing is that when you take the TOEFL the readings the listening is like a real life samples so it gets hard especially when you take the listening part

Student 1	In the course I study different techniques that help me to take the TOEFL test but it is not easy to say that finished the study plan guarantees to get good grades.
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Student 2	No, the TOEFL test it is not about your skills is about the time that you use answering the test
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2. When you took the TOEFL Test, did you apply any type of strategy to get ready for the TOEFL Test?

Student 1	The techniques that I learned during the major , for example the ones that we use in the reading part.
Student 2	The first time I took a course . The second time, I decided to do it without any preparation. The first time during the test I don t apply any technique, the second I try to use the reading techniques because you don't have time to think about every single answer.

Student 3	An app , I looked for something to get ready for and then I took the test
Student 4	Strategies I don't think so, within the development of the TOEFL give but yourself or having certain skills, you start thinking about a better way to answer the questions, or some of them are for common sense and the way you pay attention to minimum things that is something that you would understand whenever you take the listening or the reading part, sometimes you are reading at a glance and you don't take the time to the important things about the reading, so it would be a good strategy.
Student 5	To get ready to the TOEFL test, to be honest with you I did not apply any kind of strategies , I just went over there and I was really nervous, stress out . I just got over there without knowing what is going to be about I just took it but I didn't prepare myself mentally or academically
Student 6	Being honest, no, I didn't because I did not have any idea about how the TOEFL was like , so I couldn't prepare myself.
Student 7	Yes I actually try to watch videos in English without subtitles and I also practice scanning and skimming strategy .

3. What did/do you need the TOEFL Test for?

Student 1	I took the toefl test when I finished the profesorado because I need it to graduate .
Student 2	I took the toefl test because I need it to graduate of "profesorado" .
Student 3	It is for getting the "escalafón" (Teaching Scale) .
Student 4	Scholarship , most of governmental or not governmental entities whenever you are applying to a scholarship they ask for the TOEFL test as a requirement or they give you the test to measure your knowledge.
Student 5	Job , Since that I have been working as a teacher already so, most of the time they actually ask to have proof your English knowledge and there is only one proof that you can have which is a certification, so I have to take the certification for the TOEFL so that way I could be certified as an English speaker so that is the reason why I took it, there was not really any other purpose like an scholarship or something like that. I have heard that the one for the scholarship tends to be a little bit easy.
Student 6	Job , because it is supposed that I would be a teacher, so I need it to teach.
Student 7	I needed in order to show it to the Ministry of Education that I am capable of speaking English. Therefore I am able to teach English.

4. Do you think that taking the TOEFL Test is important for you as a future professional? Why?

Student 1	It is important and necessary and for me was important because I need it to graduated and help to know your level of English and the way that you apply the strategies
Student 2	It is not really important, but it is necessary to know the levels that you have in English
Student 3	Of course, because it is the official proof that measures your English level
Student 4	Definitely, taking the TOEFL is somehow a way for you to know where you are at, if you will understand, if you're English or your knowledge needs you to be improved we all know that we need to actually improve, constantly hour of knowledge every time, so it helps a lot
Student 5	From my point of view, yeah it is, because most of the time you go outside there and you are going to find people that is not really satisfied as English speaker and they may be teaching, and they may not be teaching the right thing, they may be able to speak but being able to speak doesn't mean, not even a Spanish speaker being able to speak Spanish does not meant that you are going to be able to teach Spanish so even for that you have to be satisfied, so that it is a certification that you don't not only speak but you also know about English which is completely different. I mean speaking English is one thing and knowing English is another completely different thing that's why the TOEFL have aspects such as grammar, reading, maybe listening and the speaking part are really easy but the writing part how about that, how well do you know to write, how much do you know about grammar, so those are really important points , so I think it should be a requirement to graduate from the major that you have to take the toefl so you can be certified as somebody that not only speaks English but you also know about English.
Student 6	Yes it, because it is something that certificates that you are able to teach specially we as future teachers we need to have something that certificates that we can teach.
Student 7	I think it's important because it is a way to probe that you know the language as a second language not just that you are capable of speaking and understanding fluent English

5. What was your general score in the TOEFL?

Student 1	489 TOEFL PBT
Student 2	520 TOEFL PBT
Student 3	540 TOEFL PBT
Student 4	82
Student 5	8.9
Student 6	Didn't remember...
Student 7	580 TOEFL PBT

6. What was the most difficult part for you when facing the TOEFL Test? Why?

Student 1	The most difficult was reading because it was too long and information that you don't know
Student 2	Reading , because you have some readings that are scientific or something like that, you have never read about something like this, you don't have the technical vocabulary for this one you don't understand the things
Student 3	Reading , because the amount of question each reading had, there were too much and too little time
Student 4	Reading Sometimes you don't have that rich vocabulary that it is required whenever they ask for the meaning of certain words, so whatever that you are reading, are reading at a glance and you get what you understood, so that's why I think that reading take a lot of time but if you take time to see the important parts or let's say the important aspects that would help you to understand the reading you would be able to get to the point.
Student 5	Reading , Because of the time, they give you like 7 or 15 minutes for each of the readings or there are even some of them that are 55 minutes they are really long but they have a lot of questions so you have to go all over the questions and through the reading actually you have to apply some scanning some skimming techniques going to get the yes of the reading passage so that way you can get completely, otherwise the time is not enough if you just go an read all the passage line by line, word by word the time is not going to be enough so that was the most difficult part
Student 6	Listening , because in the department we have teachers and we use listening, but is not the same as listening to native speakers. We have listening practice in class but, is not enough.
Student 7	Listening , The most difficult part when taking the TOEFL was the listening part since I wasn't used to listen to native speaker's fluently

	speaking in real situations. Also reading because it was too long and information that you don't know
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7. Which was the part where you obtained the highest score?

Student 1	Grammar
Student 2	Grammar
Student 3	Listening
Student 4	Listening
Student 5	Grammar
Student 6	Didn't remember exactly
Student 7	Grammar

8. Which was the part where you obtained the lowest score?

Student 1	Reading
Student 2	Reading
Student 3	Reading
Student 4	Reading
Student 5	Reading
Student 6	Didn't remember exactly
Student 7	Reading

9. Why do you think you obtained those results?

Student 1	Because I put extra effort to succeed in the test
Student 2	It is not just for practice, but I think that it would be better if was as a normal test.
Student 3	Because of the practice , I have been listening too much. I consider myself a self-taught person and I have improved my listening by listening many audios.
Student 4	Because I don't take too much time reading things, I think that reading is the most complicated part. You know you have to read and is actually boring for most of the people and the topics have a rich vocabulary and we don't handle that or different areas.
Student 5	Because, when I was studying by myself I used to focus more on grammar, study a lot of grammar , watch a lot of videos and speak, so those were like the main area I was focusing, but I really never focus like on reading, like reading passages or like implementing different

	techniques that could help you up on the time of reading. That is why I think I got those scores, even though they taught me some techniques of how to read, but personally I would say that reading and conversation which is the subject where they teach you how to read is not enough because I would say that the best thing is to have a subject only for reading and conversation you have English already or conversation groups would be another alternative, but focus only on reading, because we only have like a month to practice reading I don't not exactly what I was doing that was not enough preparation. I didn't prepare myself so that is why I didn't get a good score.
Student 6	Didn't answer the question
Student 7	Grammar was my best score since I had great grammar teachers and reading was the lowest score because of timing. What I mean is that when you are reading you take time to understand paragraphs but for the TOEFL there's no time to analyze maybe. Therefore the score gets slower.

10. What are the areas that you would like to work on before taking the TOEFL again?

Student 1	Reading and listening
Student 2	Reading and listening
Student 3	Reading
Student 4	Reading and grammar
Student 5	Reading, because I still have difficulties, sometimes I would go online and get some reading exercises so that way I can practice myself yet is still kind of complicated to get it done on time, sometimes there is short of time, that stress me out, so whenever I get to the next par I will be doing terribly on the next part because of the reading.
Student 6	All of them, but I would say that listening and writing.
Student 7	I think all of the areas are important I would like to improve my listening skills, I would like to improve my grammar skills and I definitely would like to improve my reading skills because I that's I said my lower grade.

11. Do you consider that taking a TOEFL Preparation course would make a considerable difference in the results?

Student 1	Yes , because in the course you learn about different techniques , but also it is important to practice .
Student 2	Maybe , because when I took the course it was just do the exercise, and when I took the test it was like the time is over and you have to go to the next page, so you need to be prepare with the time, strategies , not only with the knowledge because if you are studying English it is supposed that you have the knowledge, so in this course it is better to prepare the people to take the test , not to answer the test.
Student 3	Yes I think so
Student 4	Everything depends on the person , because if you take the test (course) and you stop like trying to gain more knowledge and to improve those areas that are difficult for you, yes , that depends on the person and their expectations about after taking it.
Student 5	I would say yes , because you are focusing on exactly what you are going to do, so you are going to take a test and you are getting prepared you are getting ready for that test, so you would be studying the topics that most likely you are going to get on the test and you are going to be prepared in all of the areas specifically you know, you go one by one, I suppose that is the way it is done, I am not sure, but you go grammar study grammar, listening you study listening, you go like reading, study reading, and is like you reinforce like each student main area of improvement , so if you get to reinforce your main area of improvement obviously you are going to be doing great. If I have the chance to be part of a preparation course, I would expect the teacher to be on charge of that to work on my main area of improvement, for example if I am not doing well on reading and I am doing pretty good in grammar to focus mostly in reading not on grammar, so that way I can improve my main area not leaving aside my other strong areas, because I need to practice too.
Student 6	Yes, first of all, because having that preparation would make you know what the areas that you need to work on are , and of course you would do the effort to improve before taking that test.
Student 7	Of course I think that preparing for the TOEFL is the key to succeeding on it . And I suggest all of, everyone who is going to take the TOEFL that if they don't have time to take a course at least they can go through internet and look for options that simulates what the TOEFL Test is.

12. If a TOEFL preparation course were designed, at what point of the major do you think that it should be implemented?

Student 1	Since the first year because it is very difficult to pass and need a lot of practice
Student 2	Maybe in the last year , but at the beginning I meant in the first semester, because it is not enough six month to do it, because you are kind of trying to take it.
Student 3	At the end of the major
Student 4	Everything depends on the person, because if you take the test (course) and you stop like trying to gain more knowledge and to improve those areas that are difficult for you, yes , that depends on the person and their expectations about after taking it.
Student 5	Fourth year , because even though it is kind of a heavy weight year because you have the practice teaching and you have other activities that you have to carry of the major. Fourth year will be the best year because you are about to get out of the study plan, you are about to graduate. Either fourth or fifth year but if you don't want to give students like a bad time or a hard time studying that much <u>I would say fifth year</u> so that way they can be ready by the time they get their diploma and they are going to be able to go and try to get the national certification as a teacher, so they are going to be required to have the toefl in order to get the national certification as a teacher , so they would be ready, they are going to have the knowledge fresh in their minds, they are going to be able to improve their main are, plus they already have their strong areas because if you apply like in 3 rd year 2 nd year students are still learning a lot of English so they still need to define what their main areas of improvement are and what their strongest areas are.
Student 6	Fourth year , because when you are about to start the teaching practice it would make you know if you are able to teach, if you are able to work on the skills to teach, that are required by the English.
Student 7	After completing the study plan

8.4 Responses to Teachers' interview

1. Is a student who has finished the study plan ready to obtain an advanced level in the TOEFL Test?

Teachers opinions	
Teacher 1	Well, as far as I know the average that students have is acceptable, but not satisfactory, not outstanding, and I guess the range of the average is between 475 and 525 just a few get almost 600, but very few.
Teacher 2	Passing or failing a test is one thing; having TOEFL training is something else.
Teacher 3	Being honest an advanced level, because the TOEFL exam is very challenging, we will need to prepare students a little more in order for them to reach the advance. Probably they would reach the intermediate or a high intermediate but an advanced level I don't think so.
Teacher 4	I have not been teaching English or any subject related with this exam. I had been out of the department for 12 years; I cannot say for sure that you will obtain an advanced level with TOEFL exam after finishing the fifth or fourth year. What I can tell you is that right now I have the 5 th year students of the teaching option and I have observed that there are many different levels among the students and some really will need to study English before taking the TOEFL to get an intermediate high level. So I do not know if this is true but from what I observed from my students right now, because this is the first time I teach in this level and with students from this bachelor, so maybe some teacher that has more experience working with this bachelors will give a better answer but for me, maybe if I say a number I will say that maybe one fifth of the students probably, and I see that it is people who work in call centers who have experience with the language in other places because the ones who have studied English here are the ones who need to study more English in order to get an advanced level in the TOEFL exam. Basically, the same happens in 2 bachelors. It is just my opinion from what I have observed in the experience that I have had this last 2 years working with 5 th year.
Teacher 5	Because of the experience with the students I think they lack a little of knowledge because most of them know the structures but they do not know how to handle with those structures because they hardly ever use the structures that are more sophisticated and I think the English they master is a little bit higher than the advanced but they do not get the outstanding level which the one that Common European Framework demands. They do not get that level in here, they have to be in an environment in which English is spoken for getting the level. Here they hardly ever practice the

	language inside the classrooms and they don't tend to do it outside that is why I think they do not obtain the level when they finish. The lack of practice is a difficulty for them.
Teacher 6	This test is difficult to say that students are ready to get an advanced level, we do not know. When I took it I was a teacher already and I got a low score and it was not because I did not know what they were asking, it was because I did not know the strategies for taking the exam. I got prepared to take it for a second time, I bought a TOEFL preparation book, I studied by myself and studied the different kind of questions and indeed I did not take the same test but I knew what I was expected to do and I did it very well. So I think that some students are some ones are not. Some students by nature they know how to take exams; without studying hard they get very good grades. In contrast, some students know a lot but they get very low grades because they get nervous or anxious at the moment.

2. What are the main reasons why students take the TOEFL?

Teacher 1	Well, some subjects required the students to take the TOEFL test, but particularly because they are pretending to take a scholarship abroad.
Teacher 2	Scholarships, the TOEFL test have been misinterpreted because the TOEFL was never a test for showing proficiency; it was a test that universities in the UE required applicants to take, so they show their understanding of academic English is the one that they required to the programs to study au pair. We are using the TOEFL with the wrong purpose. The minister of education they using to give students credits to get the teachers permit or escalafón (Teaching Scale).
Teacher 3	According to my experience they do it for two different reasons, the first one because they want to apply to an scholarship abroad and it is requirement for them to take the TOEFL test, and the other one is because sometimes they would like to teach and in order to obtain the official ministry of education id or escalafón (Teaching Scale) they need to take the TOEFL to have the requirements for this document.
Teacher 4	Most of the time it is because they are applying for scholarships, that is the reason. Not only the students of the languages department.

Teacher 5	There two things that students in here and all the ones who submit to a test like this want to get. One is to consider the level of proficiency they have obtained after learning the language. Second, it is because they want to study in a place where English is spoken.
Teacher 6	Because they want to study abroad or because it is required from academies or schools where they want to study. It is also important to get a job.

3. How important is for a student from the Foreign Languages Department to take the TOEFL Test?

Teacher 1	Having a standard of English that students have to see how much prepared they are, even though I consider that a written test is not an accurate way to measure what a student knows, but I would say that the TOEFL is in our academic tests
Teacher 2	Take the TOEFL it is not important, they should be able to read, understand, speak and write English in the levels that the foreign language considers is important. Students have to reach level b1 or b2 or even higher there is no reason why students should take the TOEFL test.
Teacher 3	I guess it is very important, because in that way you can measure the level of English that you have acquired at the end of your major. Because sometimes we have true beginners and people who have attended to an English academy before, in that way you can make like a comparison in how your level of proficiency have improved through your major.
Teacher 4	More or less the same that I just told you. May be one reason would be that they want to know their level of English but I do not think they are going to pay 125 dollars to take this exam online. I know that people who are applying for scholarships are the people who take the exam.
Teacher 5	Very important because they want to obtain the level of teaching degree and for having that they have to obtain the “Escalafón” (Teaching Scale). The Ministry of education has established that once you finish your major in teaching you have to get that “Escalafón” (Teaching Scale) and that’s why they obtain one level.

	When you submit to this exam they give you the level one. There are level 1 and 2 in the field of “Profesorado”. So that is a Plus.
Teacher 6	I have never reviewed a document in which they ask students if it is important or not. I think it is important for them, to have a picture of the English level they have developed. It is very important when they get a job and compete with others.

4. What are the macro skills that students should work on and strengthen before graduating?

Teacher 1	I would say that if is for teaching, they have to manage the four macro skills and the sub skills, all of them, not exceptions and for modern languages since their focus is very small they should make emphasis on one, if they want to teach, they have to continue improving or studying in one particular field, those who want to do tourism they have to improve their knowledge on that. For the teaching option it is a must to manage the four macro skills.
Teacher 2	They should to try to keep their English in shape, and work in all the skills, equally well the four skills, if they are going to teach, they should be careful with the grammar and speaking but all the macro skills are important. The problem with the TOEFL is that are a lot topics that students have never be interested in, or even they have never heard it, like technology or science, so there are a lot of chances that students fail in the test. If someone likes to read and listen to English a lot they would pass the test.
Teacher 3	The first one, listening, speaking and reading. Speaking because we need to have fluency taking into account that English Is not our mother tongue; listening which is very close related to speaking, because we need to understand the context of a conversation or the things that we are being told in order to have a better response toward this, and reading, because in the outdate world that we are living everything is about reading instructions, learning how to do this, that, and we need to get familiar with vocabulary depending of the things that we are looking forward to achieve
Teacher 4	What I would do in order to help students it improve their macro skills, I would do an exam and see what they need; probably in

	<p>writing, in speaking, in listening or in reading comprehension. So it depends on an exam and I was telling you there are different levels. They will need different training courses or reinforcement courses. In general, what I have seen through my subject is that Reading is the most difficult. They have the lowest development of the level of the writing skill. That is my opinion from what I see from what you write. I have been talking to Mrs. Ramos and I was telling her that in our academic program the writing skill needs to be improved. You know, “Lenguas Modernas” has only one course with learning to write and in “Opción enseñanza” there are 2 courses. So, basically now that have taught Seminar in Modern Languages and I am in Teaching right now for the other Major I see that they have the same problems for writing. May be speaking is the one that they develop more, listening is also similar to speaking, reading comprehension I think it will be in the third place and the last one if we are talking about the hardest skill, it is writing.</p>
Teacher 5	<p>The most difficult for students are Reading and listening. I think grammar must be the fifth macro skill and it should not be considered as a sub skill because it is very important because if you lack the usage of grammar you are lost.</p>
Teacher 6	<p>All of them, mainly reading and writing. Writing is a big gap between people who can put their ideas on paper and the ones who can only say it.</p>

5. What do you think is the most difficult area from the TOEFL Test for students (who have finished the study plan from any of the bachelors) from the Foreign Languages Department?

Teacher 1	<p>I would say that is the listening part and the use of the vocabulary. Talking about reading is because students are lacking reading and also this is related to the lack of culture that we Salvadorians have related to reading, since we are young we are taught to read that wouldn't be a drop out.</p>
Teacher 2	<p>Reading and listening are the most difficult area.</p>
Teacher 3	<p>Definitely reading, even for teachers is difficult, is not because of the vocabulary, but because of the complexity of the questions,(what is the main idea of the paragraph 3, what is the main idea of the topic</p>

	being developed) and the thing is that we have like to little time in order to analyze the things, I meant if they give me like this reading and they give me enough time to do it and for students to do it , I guess we would get better results, but definitely reading is something that we need to reinforce
Teacher 4	Writing, that's what I said before. I don't want to contradict myself, it is writing.
Teacher 5	It is grammar (In reference to the previous answer).
Teacher 6	I have heard that it is listening, it is normal because most audios they are exposed is non authentic material which is edited for classroom purposes. It is a big difference when you listen to this kind of audios than when you watch a Youtube video. Then students complain they do not understand because they speak really fast, cover a lot of information and because of the limited period of time. The other part is grammar; students have problems with some structures.

6. Do you consider that a TOEFL preparation course for students who have completed the study plan is necessary? When? At what point?

Teacher 1	I would say that not only the TOEFL preparation, but to have in several stages preparation to different exams to keep under marge in the major, this would be one option, but I would suggest to have exams in different stages of preparation. Tests that measure the knowledge students have.
Teacher 2	No, because we may end up teaching students how to pass the TOEFL, in other places they teach you the tricks, they give you sample test so you can train yourself in that. The aim for students is to achieve a b2 minimal, and I am sure if they got that level they would pass the TOEFL test, they should aimed to achieve the average.
Teacher 3	I definitely believe that a TOEFL preparation course is important, it is a need basically, not only for students but also for teachers. I would say between the fourth and fifth year of the major, because when we finish teaching the English courses, sometimes, we take some subjects in English, but we just take the subjects just to pass them to get the pemsum completed, but I guess we need to reinforce the

	<p>macro skills and if we are practicing more, or if we have this preparation course, it is going to be even easier for us to reach the advance level that we are looking forward to have in students.</p>
<p>Teacher 4</p>	<p>When you do something it is because you want to get a result. I do not know if you have heard that the department is through a curricular revision of the two programs and we are talking about having an exam at the finish of the basic area. You are supposed to develop the four macro skills to become bilingual. So, we think that we should give an exam when you finish the basic area in order to start taking the other subjects where they are taught in English. Probably, it is not at that moment but at the end we have discussed that, I am in that committee, they should have an exam before graduating. I do not know if right after they finish taking all the subjects or as a requisite to graduate to have a certain level, and if they have the exam and they do not have the level, they should study some courses. That is what we are thinking about with this curricular committee. May be before going into the advanced level of the major and at the end. The idea is that the students develop a high level of English after finishing the 5 years of studies. If we want to know if they really got the level we expect them to get, we should give the exam at the end after having taken all the subjects.</p>
<p>Teacher 5</p>	<p>It is very necessary because students complain when they go to the places where they want to work or they want to get credits because of the exam at Centro Cultural. They say they failed because we the teachers have not given any course or any specific content related to how to manage the TOEFL test at the moment of being submitting to it. I think it will be very important to include because there are many parts of the test that bring many difficulties to students. In fact, the only time when the students have a closure with the test is when they participate in practice teaching. It should be implemented may be at beginning of the third year when you finish the advanced courses.</p>
<p>Teacher 6</p>	<p>When they are finishing the advanced courses. However, it cannot be imposed to students. You cannot tell them “this is what you need to do right know”. It is something they need to know that is important for them. For example, students from <i>Universidad Don Bosco</i> must pass the TOEFL test to get graduated. If they don’t get the score they are meant to, they cannot graduate; and this happens with all the Majors, not only with the ones in English area.</p>

8.5 Documents

8.5.1 INSAFORP requirements



Parque Industrial Santa Elena, Final Calle Siemens,
Edificio INSAFORP, Antiguo Cuscatlán, La Libertad, El Salvador.

4. Requisitos para Validarse como Facilitador Programa Nacional de Inglés para el Trabajo

Indispensable

- 2 años de experiencia como maestro de idioma inglés con adultos.
- Constancia de prueba estandarizada del idioma inglés (TOEIC, IELTS, TOEFL IBT, TOEFL PAPER). Ver tabla de puntajes en la siguiente página.
- Título de Lic. En Idioma Inglés/ Profesorado en Inglés/ técnico en inglés
- Aprobar entrevista realizada en inglés por especialista

Deseable

- Formación Pedagógica
- Formación Técnica o capacitaciones técnicas
- Post-grado

DOCUMENTOS A PRESENTAR	
1.	*Formulario de auto declaración de oferentes (Facilitadores e instructores independientes).
2.	*Documentos de identificación y tributarios; revés y derecho al 150%, un solo lado, a color. (DUI, NIT, IVA)
3.	*Carta de compromiso debidamente complementada
4.	*Cartas de experiencia facilitando idioma inglés con adultos (2 años) (Con sello, firma y datos de contacto de quién emite)
5.	*Título universitario
6.	*Resultado de prueba estandariza del idioma inglés (TOEIC, IELTS, TOEFL IBT, TOEFL PAPER)
7.	Formación Pedagógica
8.	Formación Técnica o capacitaciones técnicas
9.	Post-grado

*Campos obligatorios de completar.



TABLA DE PUNTAJES

PRUEBA	PUNTAJE MINIMO PARA NIVEL	PUNTAJE MINIMO PARA NIVEL
	BÁSICO	INTERMEDIO Y AVANZADO
IELTS	5,5	6,5
TOIEC	650	700
TOEFL PAPER	550	580
TOEFL IBT	75	85

Timetable

Activities/Weeks	February				March					April				May				June					July				August			
	1	2	3	4	1	1	1	2	3	4	2	3	4	4	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4
Advisory sessions																														
Selection and elaboration of the topic																														
Objectives and statement of the problem																														
First draft of the research																														
Research Profile																														
Presentation of the research profile																														
Instruments design																														
Administration of the instruments																														
Analysis of the data																														
Elaboration of the draft of the final research work																														
Review of the draft with the advisor																														
Elaboration of the final version of the research work																														
Oral presentation of the Research																														