UNIVERSITY OF EL SALVADOR
SCHOOL ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES

Universidad de El Salvador
Hacia la libertad por la cultura

"**ENGLISH LEVEL OF COMMUNICATIVE COMPETENCE REACHED BY THE STUDENTS OF THE DEPARTMENT OF JOURNALISM OF THE UNIVERSITY OF EL SALVADOR AT THE END OF THE INTENSIVE ENGLISH III COURSE IN THE SEMESTER I-2018.**"

"**NIVEL DE COMPETENCIA COMUNICATIVA EN INGLES ALCANZADO POR LOS ESTUDIANTES DEL DEPARTAMENTO DE PERIODISMO DE LA UNIVERSIDAD DE EL SALVADOR EN EL CURSO DE INGLÉS INTENSIVO III EN EL CICLO I-2018.**"

PRESENTED BY:

MAYRA ALEJANDRA POSADA MARTÍNEZ   PM11037

HÉCTOR JOSÉ RIVAS RAMOS   RR10188

JOSÉ BLADIMIR VALLADARES   VV09058

LIC. JOSÉ ISRAEL OLIVA
RESEARCH ADVISOR

LIC. MAURICIO SALVADOR CONTRERAS CÁRCAMO
COORDINATOR OF GRADUATION PROCESSES

MAIN CAMPUS, JUNE 13TH 2019, SAN SALVADOR, EL SALVADOR

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MTRO. MAURICIO SALVADOR CONTRERAS CÁRCAMO
COORDINATOR OF THE GRADUATION PROCESS

LIC. JOSE ISRAEL OLIVA
ADVISOR

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ABSTRACT

The aim of this study was to find out which the English level of Communicative Competence was reached by the students of the Department of Journalism of the University of El Salvador after having taken three Intensive English courses in the Semester I-2018. Since there is not a record of a test or evaluation that demonstrates how developed the English communicative competence of the students is. For that reason, the researchers decided to handle different instruments to measure the level of communicative competence. The instruments that were used were questionnaires, check list and interview.

In order to gather the information, the research was focused to three main aspects: The psychosocial profile of students, the professional profile of the teachers, the influence of the resources and teacher-learner materials. All of these factor influence in the development of the students, through the observation the authors could see the behavior of the students, the methodology and techniques that the teachers use to develop the class. Based on this observation, some instruments were designed to be used at the end of the course to measure the development of the English Communicative Competence.

The results showed that the average level that students reached was A1+ that means that students are able to use simple instructions but still make basic mistakes, are able to make themselves understood with some pauses. However, the results also showed that many students felt that they were not good enough to establish a conversation with another person and for that reason they refused to be interviewed. For those students that did not want to do the survey said that it was because they felt shy and uncomfortable to have a conversation. For that reason, they only agreed to take the questionnaire.

OBJECTIVES

GENERAL OBJECTIVE:

- o Study the English level of Communicative competence reached by the students of the Department of Journalism of the University of El Salvador at the end of the Intensive English III course in the semester I- 2018

SPECIFIC OBJECTIVES:

- o Identify the Psychosocial Profile of the students of the department of journalism in the University of El Salvador in the first semester, year 2018

- o Show the Professional Profile of the teachers of the department of journalism in the University of El Salvador in the first semester, year 2018

- o Demonstrate the influence that the resources and teacher-learner material have in the learning process of the students of the Department of journalism in the University of El Salvador in the first semester, year 2018

1. INTRODUCTION

Nowadays, achieving English Communicative Competence is a tool that can help people to have better opportunities in their professions. Hymes (1972) defines communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations. However, to reach a high level of competence in the English Language can become a hard task, since it has a rich vocabulary that is a complicated mixture of Germanic and Romance words. In order to become fluent in the English Language, we need to have knowledge about the language. One of the problems of learning a foreign language is to master the structures or patterns of the language. According to Chomsky (1968) the "notion of structure", in the mind of the speaker, guides the subject in acquiring a natural language of his own. When we talk about the structure of a language, we are talking about the kinds of resorts that go to make up a language and the way the resorts are put together, arranged and used to build up sentences. Therefore, we can say that one of the major aims of teaching English is to enable students to express themselves correctly in speaking and writing on everyday matters of life and this requires proficiency in structural skills.

In the Common European Framework of Reference (Council of Europe, 2000), the document setting standards for language teaching, competences are defined as "the sum of knowledge, skills and characteristics that allow a person to perform actions". Within this, communicative language competences are those which "empower a person to act using specifically linguistic means". It means that the object of developing the communicative English competence is to be able to express the ideas in the target language. According to Canale and Swain (1980) Communicative Competence includes three main

competences: grammatical competence, socio-linguistic competence, and strategic competence.

Taking into consideration the three competences: grammatical, socio-linguistic and strategic competence we, the researchers, think that the development of a communicative competence in the English language can be influenced by many factors in the learning process: the psychosocial profile that the students have, the professional profile of the teacher and the influence that the resources and teacher-learner material have in their learning process. That is why the aim of this research is to show the level of English communicative competence reached by the students of the department of Journalism in the University of El Salvador at the end of the Intensive English III course in the first semester, year 2018.

1.1 STATEMENT OF THE PROBLEM

Competence means that you have the ability to do something well. You are capable of performing a task (Winston Sieck, 2014). According to that definition, communicative competence is the ability that the learner has to use the language to communicate successfully. As researchers we saw the need to measure the communicative competence that the students of the Department of Journalism of the University of El Salvador reach at the end of the third course of Intensive English. Since, a test or an evaluation does not to measure the communicative competence of the students. It means that there is not a way to know what the students are really able to do in the area of English communication. However, sometimes to reach a high level of this competence is not easy. The authors took into account several factors that can affect or influence the development of the

communicative competence, as the psychological profile of the student, the professional profile of the teacher and the influence of the resources and teacher- learner materials.

The first factor taken into account are the students of the Department of Journalism of the University of El Salvador who do not show a high communicative competence in the English Language, since they do not show a positive attitude toward the Intensive English subject. Through some observation and interviews made to some students, we realized that the students even decided to quick the subject and course it in their last year because they do not feel that the subject is really important for their major. The researchers arrived to the conclusion that this attitude is related to the psychosocial profile of the students, in which three aspects are considered: their socio-economic status, previous knowledge of the language and motivation of the student.

Another important factor is the professional background of the teacher which is important to take into account because the less experience that the teacher has in the area of education, the less communicative their English competence is. The teacher must have knowledge of psycholinguistic theories to achieve greater understanding of the learning process, knowledge that is complemented with pedagogical, didactic and language-specific knowledge (Orrego, Diaz 2010). Furthermore, the use of a wrong methodology, if the teacher does not use the adequate methodology to teach just improvise in the class, the student does not develop his competence in the right way. The last aspect to consider in the teacher profile is how he manages an over populated classroom, this can block the learning process because sometimes the teacher cannot fulfill the necessities of all the students.

The lack of resources and teacher-learners materials is one of the most important factors that affect the development of the communicative English competence in the students. The use of teaching materials has a major impact on the activity of language

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teaching. Abebe and Davidson (2012) point out that students are eager to learn vocabulary with the assistance of visual materials, and that the use of visual materials enhances the students' ability and opportunity to use language to express their ideas and feelings; the lack of this reinforcement makes the development of the students´ competence harder. Also, the evaluations have to be valid to grade the competence of students. Finally, the lack of resources interferes with students to develop their competence. If there are not enough desks in the classroom, and the absence of the technological resources as laptop and projector, limit the learning process of the students.

For us, the researchers, we posit that the development of communicative competence of the students depends on these three main factors: the psychosocial profile of the student, the professional profile of the teacher and the influence of the resources and the teacher-learner materials. Because it has been considered that the factors mentioned above are the ones that influence in the development of the competence of the students. Besides, we think that there could not be a good learning process if any of those factors were missing. That is why it was formulated the following research question:

Which is the English level of Communicative competence reached by the students of the Department of Journalism of the University of El Salvador after having taken three Intensive English courses in the semester I- 2018?

1.1.1   SUBSIDIARY QUESTIONS

1. What is the Psychosocial Profile of the students of the department of journalism in the University of El Salvador in the first semester, year 2018?

2. What is the Professional Profile of the teachers of the department of journalism in the University of El Salvador in the first semester, year 2018?

3. What is the influence that the resources and teacher-learner material have in the learning process of the students of the Department of journalism in the University of El Salvador in the first semester, year 2018?

1.2 BACKGROUND AND NEED

The work of Canale and Swain (1980) maintains that communicative competence is comprised of four areas of knowledge and skill: linguistic competence, discourse competence, socio-linguistic competence and strategic competence. It can be understood that the acquisition of these competences and the ability to use them correctly enables the person to communicate accurate and meaningful messages. The grammatical competence includes knowledge of lexical items and of rules of morphology, syntax, semantics, and phonology. Socio-linguistic competence is made up of two sets of rules: sociocultural rules of use and rules of discourse. The knowledge of these rules will be crucial in interpreting utterances for social meaning. Strategic competence will be made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence. Such strategies will be of two types: those that relate primarily to grammatical competence (e.g. how to paraphrase grammatical forms) and those that relate to socio-linguistic competence (e.g. role plays).

In order for students to reach a high level of communicative language competence it was considered the psychosocial profile that students have, concerning to their socio-economic status (SES); some studies, such as the study of Islamia University Sub-Campus indicate that children from low SES families do not perform as well as they potentially could at school compared to children from high SES families (Graetz, 1995). Motivation

is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language(Gardner, 1985). Finally, background knowledge of the students. Rupley, Logan, & Nichols (1999) argued that by activating background knowledge, information is brought to the surface where it is ready to be applied, used to stimulate questions, and build interest in the targeted vocabulary throughout the lesson.

Teachers can have an immense influence on the educational trajectories of students, all the experience that the teacher gets during his jobs helps him to manage in the right way the class. Teacher´s development is the professional growth a teacher achieves as a result of gaining increased experience and examining his teaching systematically (Glatthorn, 1995), when the teacher uses the right methodology and follows the steps to organize the class, it makes the learning process and the development of English competence effective. In order to know how the development of the English competence of the students is, the evaluation becomes important but this has to do according to the topics seen in the class. The teacher has to know how to manage an overpopulated classroom, if the classroom is overcrowded the teacher has to use the adequate techniques to organize the classroom and maintain the student´s attention.

The more a learning activity addresses to the five senses, the more the learning event becomes effective and permanent, and forgetting becomes less, Classroom assessment and evaluation are highly concerned with qualitative judgments that are used to improve students' knowledge and learning. Assessment and evaluation also give teachers useful information about how to improve their teaching methods, Gensee and Upshur (1996) state that classroom assessment and evaluation is concerned primarily with improving instruction so that student learning is enhanced. Therefore, a good foreign

language teacher has to prepare the visual and audio materials he will use while he is preparing his lesson plan. Since, the evaluation is a process that critically examines a program, Gensee (cited in Carter and Nunan, 2001) believes that another purpose of evaluation is to guide classroom instruction and enhance student learning on a day-to-day basis. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions (Patton, 1987). The use of resources has a great impact in the students, if the teacher has the classroom with good conditions as good desks, projector, computer and the right books to teach the student will be motivated to learn and in that way he develop his communicative Language competence.

1. 3 PURPOSE OF THE STUDY

The purpose of this study was to find out what communicative competence was reached by the students of the Department of Journalism in the University of El Salvador after having taken three Intensive English courses. Furthermore it is intended to explore the factors that influence in the development of their competence in the English language, taking into consideration the students´ psychosocial profile, professional teachers´ profile and the influence of the resources and teacher –learner materials in the learning process. By finding out about the competence that the students reached, we can have a better notion about how the students perform during the courses of Intensive English and how the different factors mentioned before influence in the competence reached.

In order to carry out the study, the researchers observed different courses of Intensive English III in the Department of Journalism in the University of El Salvador during the first semester, year 2018. Taking into account the performance of the students

and the profiles that they have, considering also the role of the teachers in the classrooms and their profiles, and all the resources that can be enabled to improve the competence of the students. Besides that, to measure the level of competence that the participants reach; the researchers conducted interviews and questionnaires at the end of the third course of Intensive English.

At the end of the study, we can realize how the different factors affected or influenced in the communicative competence that the students reached. In spite of the fact that no studies have been carried out about this issue and how it influences or affects in the competence of the students in the Department of Journalism this research showed its importance. As a result of understanding the relation among the profile of the students, the profile of the teachers, the profile of the resources and the English Communicative Competence reached can lead us to do further research in order to look for alternatives that contribute with the improvement of the level of competence that the students of the Department of Journalism can achieve.

1.4 DEFINITIONS

Communicative Competence: refers to a learner's ability to use language to communicate successfully. Canale and Swain (1980) defined it as composing competence in four areas: Words and rules, Appropriacy, Cohesion and coherence and Use of communication strategies.

Grammatical competence: It is the ability to recognize lexical, morphological, syntactical, and phonological features of a language and to use these features effectively to interpret, encode, and decode words and sentences.

Sociolinguistic competence: is the ability to behave linguistically in various contexts using different styles, registers or even languages/dialects with the aim of accommodation to the interlocutor

Strategic competence: Seen as the capacity that relates language competence, or knowledge of language, to the language user's knowledge structures and the features of the context in which communication and language learning takes place.

Psychosocial profile: looks at individuals in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellness and their ability to function.

Professional background: could mean anything from what types of jobs you've had to the training or education you completed to get to this stage in your career.

Teacher-learner material: the term refers to a spectrum of educational materials that **teachers** use in the classroom to support specific learning objectives, as set out in lesson plans.

Socio-economic status: (SES) is defined as a measure of one's combined economic and social status and tends to be positively associated with better health. This entry focuses on the three common measures of socioeconomic status; education, income, and occupation.

Previous knowledge: is the knowledge the learner already has before they meet new information

Pedagogical: means concerning the methods and theory of .

1.5 LIMITATIONS

The researchers faced two main limitations during the research project. The first limitation that the authors had was that the students of the Department of Journalism did not have enough time to meet with the researchers. Another limitation was that the authors could not handed all the instruments to the students. The researchers planned to have a sample of 21 students but, it was not possible to interview all of the participants due to some of them felt ashamed because of their pronunciation or did not consider to have too much vocabulary to be interviewed.

The researchers had to do arrangements in order to hand out the instruments to the participants. There had to be meetings with some students in their free time and for some of them, the meetings had to be after that the semester finished because they did not have time before. Besides that, at the time of the interview just 12 students agreed to participate, since they felt comfortable speaking in English. The rest of the students manifested that they felt ashamed and did not have the confidence to establish a conversation in the English language, for that reason rejected the idea of an interview.

2. LITERATURE REVIEW

Canale and Swain (1980) understood communicative competence as a synthesis of an underlaying system of knowledge and skill needed for communication. According to them, the concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. They say that there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context and knowledge of how to combine utterances and communicative functions with respect to discourse principles. It means that the term skill will refer to the capacity that a person has to communicate in a real context and will make used of the knowledge that have been achieving when learning a foreign language. The students produce what they learned in the class, been the teacher the principal figure with the help of the student's interest and own motivation. Besides, the material and resources used help even more for their communicative competence. That is why the authors of this study took into consideration three main factors that influence in the development of the communicative competence of the students: the psychosocial profile of the student, the professional profile of the teacher, the resources and teacher learner materials.

2.1 STUDENTS' PSYCHOSOCIAL PROFILE

The term: "students' profile" can have different meanings, but in general terms it provides information about him/her. However, the purpose of this research is not only to study what is the profile of the students, but to study the psychosocial profiles of them and how it influence in the development of their English communicative competence. The Oxford dictionary defines the term: "psychosocial" as the interrelation of social factors and

individual thought and behavior. That is why we, the researchers take into consideration three main aspects of the psychosocial profile of the students that influence in the development of their English communicative competence: the socio-economic status, the motivation and the previous Knowledge of the language.

Socio-economic status (SES) is defined as the overall social position that a person has (Ainley, 1995). Considine and Zappalà (2002) say that students who have a low socio-economic status are more likely to have low levels of literacy, numeracy, comprehension, and retention rates to exhibit levels of problematic school behavior and so on. For this reason, SES is one of the problems that students have to face when they start the University, not only because they could not be well prepared in their academic development to deal with the demand that a higher education requires but also for students that have a low SES can be difficult to finish their education because maybe they do not have the resources to keep studying in a University.

The students' socio-economic status is the most important aspect for succeeding at school, college, or university (Subbhuraam and Ananthasayanam, 2010). They say that the students that have a high SES have more opportunities to reach their academic goals than the ones that have a low SES. This is because the students who have low SES have less access to technology, books, magazines, and libraries that are essential in the learning process, making more difficult that the students reach their academic goals. Besides, Rich (2000) says that the students who belong to a family that has a low SES has lower levels of income, are headed by parents with lower educational attainment and are less likely to be in the labour force, children from these families are likely to have lower educational performance.

Another important aspect to take into account is motivation. It is a major factor in the successful study of language acquisition. It is considered goal directed and defined as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (Gardner, 1985). Benabou and Tirole (2000) focus on two types of motivation: intrinsic and extrinsic. Intrinsic motivation leads to high quality of work, meeting challenges, and pursuit of excellence. This motivation can make the student take decisions about his/her learning, they can feel encourage to be autonomous and to perform actions that make them reach their goals. On the other hand, extrinsic motivation is defined as the external factors that can influence students positively or negatively. This motivation comes from outside of the student and is part of the environment in which the student coexist. In this motivation can be involved some kind of reward such as: social recognition or a praise.

The last aspect considered is the previous knowledge of the language. For vocabulary instruction to be effective, students must relate new words to their existing background knowledge (Author, 2008). When the student is introduced into a new topic or content in his/her learning process the existing knowledge that he or she has about the language could mean an advantage or disadvantage. In the case of the students that has no experience with the language, it would be more difficult to learn or understand something about any topic or about the structure of the language.

Marzano (2014) says that a student's background knowledge is ever changing by academic experiences, social customs, facts, or emotions that are encountered and learned. Every experience that the student has with the target language will be significant in his/her learning process and the development of their competence. That previous knowledge of the

language will help the student to understand new vocabulary being introduced as well as their retention of the meaning of the words to use them when they need it.

2.2 PROFESSIONAL PROFILE OF THE TEACHER

Quinton (2013), mentions all good teachers build a bridge between what students know and what they need to learn. Some of the aspects studied in the Department of Journalism in the University of El Salvador are: The teacher Professional profile which involves his background gotten during his career, the methodology he needs to apply according the different kind of students he has, and how he can manage an overcrowded classroom. The teachers, being the focal figure in education, must be competent and knowledgeable to impart the knowledge they could give to their students. Good teaching is a very personal manner. Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators, teachers play varied and vital roles in the classroom. Teachers are considered the light in the classroom.

Basic skills teachers are in the business of helping students to achieve proficiency in standard English and they play very indispensable role when teaching English. It may say a teacher is the principal facilitator when talking about learning, but we must consider teacher´s background at first because a teacher is considered the first contact that a student has in the classroom besides the didactic materials. Successful teachers and the institutions where may differ in their experience, training and level they get or the different methodology. A teacher can get though the time practical commands, not just knowledge of grammar rules, think mostly in terms, not just explanations, focus in the knowledge of

learner´s needs, not just finishing the syllabus, Davis (2000). We know that the teacher´s background influences how much the students learn during a semester or a whole year. Above all, the teacher must himself come into possession of adequate knowledge of the objectives and standards of the curriculum, skills in teaching, interests, appreciation and ideals. In the Department of Journalism, we could notice how important is that a teacher be ready when teaching in front of a class because many of the students have an intermediate English and they asked many questions about the topic or topics related. Unfortunately, teachers cannot handle a huge knowledge as we could observe during the class.

Another situation to mention is how a teacher makes use of the methodology that is learned by the time that is essential in a classroom. How much or less motivation he promotes in front of his students or even how he motivates students to learn. Helping students understand better in the classroom is one of the primary concerns of every teacher. Teachers need to motivate students to learn. According to Phil Schlecty (1994), students who understand the lesson tend to be more engaged and show different characteristics such as they are attracted to do work, persist in the work despite challenges and obstacles, and take visible delight in accomplishing their work. In the Department of Journalism in the University of El Salvador, the English teachers are the only ones responsible to foster the students to learn English. To make them know how important the language in their professional field is. We observed in the classroom that motivation was not well implemented. The students were not that enthusiastic for the English class and, we considered that the methodology was not well used.

One of the biggest challenge for a teacher is the way he can manage a big group of students and make them involve in the classroom and get everybodys'attention when the teacher is in front, the desk arrangement and the size of the classroom. The combination of

an increasing population and a decrease in fundings have caused class sizes to soar. In an ideal world, class sizes would be capped at 15-20 students. Unfortunately, many classrooms now regularly exceed thirty students, and it is not uncommon for there to be more than forty students in a single class. In the University of El Salvador, English teachers' face with this situation. When a classroom has more than 30 students, the environment is not the same for all students. So, the teaching-learning cannot be accomplished as the teacher expects. The classroom was not big enough for the student could hear the class and participate. Not all of them were seated on a desk so students were doing everything but playing attention.

2.3 RESOURCES AND TEACHER-LEARNER MATERIALS

"Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction, the term teaching materials is used often and usually refers to some very specific, sophisticated equipment, Dixit (2013). Teaching materials can support student learning and increase student success. The teaching materials is created to the content in which they are being used. Teaching materials come in many shapes and sizes, but they have a common thing that is the ability to support student learning. When we talk about didactic materials, we refer to a list of instruments that help the learning process. We can say that the materials are the bridge or connectors between teacher and student. Prats (1997) says the best didactic material is which "facilitate the learning process, the manipulating of the techniques used in the disciplines and the approach that make the knowing strong."

The didactic materials help teachers to increase their effectiveness while at the same time, making their task an easier and more enjoyable one. In addition, learning materials

can assist teachers in an important professional duty: the differentiation of instruction. Differentiation of instruction is the creation of lessons and instruction to the different learning styles and capacities within the teacher classroom. Learning materials such as worksheets, group activity instructions, games, or homework assignments all allow the teacher to modify assignments to activate each individual student's learning style.

Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Beeby (1977) express **"the systematic collection and interpretation of evidence leading as a part of process to a judgment of value with a view to action."** Evaluation allows teacher to ascertain whether the required learning took place, that the learning methods use were appropriate and to assist teachers with improving future activities and programs.

It serves as an in-built monitor within the programmed to review the progress in learning from time to time. It also provides valuable feedback on the design and the implementation of the program. Thus, evaluation plays an important role in education. A major concern of teaching English language for teachers has been assessing and evaluating students' progress during their classes as well as their classroom achievements at the end of it. Despite the highly useful aspects of tests such as multiple-choice test, essay test and paragraph reading the evaluations help to the teacher to know the students' needs.

It seems that the use of material resources in the teaching process is essential because that helps to students feel comfortable and motivated them to learn. Some important resources are a good classroom to develop the class, desks, white board, computer and recorder, etc; all of those help to keep students engaged and excited about English. When the classroom is spacious, students comfortably receive the class and maintain the attention to the teacher when explaining a topic. Class size can affect learning

in various ways. Large classes may limit the time and attention teachers can devote to individual students, rather than to the whole class; and they may also be more prone to disturbances from noisy and disruptive students. Although research on school effects has generally shown a modest relationship between educational resources and student learning a basic set of resources is crucial for providing students with the opportunity to learn (Fuller, 1987).

Since there are many factors that influence in the development of a communicative competence, in this study the authors consider that the relation among the psychosocial profile of the student, the professional profile of the teacher, the resources and teacher-learner materials are the most important factors and there will not be an appropriate learning process if any of them were missing. Each of the factors plays a very important role in the development of the communicative competence because each complements the others. Considering that for Canale and Swain communicative competence is a combination of knowledge, the students have to put into practice that knowledge in a real context in order to reach a high level of this competence.

3. METHODOLOGY

The aim of this qualitative study was to find out the English level of communicative competence that the students reach after having taken three Intensive English courses. In order to carry out the present study and find an answer to the research question: Which is the English level of Communicative competence reached by the students of the Department of Journalism of the University of El Salvador after having taken three Intensive English courses in the semester I- 2018?, the researchers made use of observation, interviews and questionnaires to collect the data regarding to the students, teachers, resources and teacher-learner materials. At the end of the course all the instruments and the methodology helped the researchers diagnose the English level of communicative competence that students reach.

3. 1 SETTING

This research took place in the University of El Salvador, Mártires y heroes 30 de Julio Av., San Salvador, El Salvador, this University is the one where all the people around the country have the opportunity to get a chance to study and develop as professionals. The Intensive English III course from Department of Journalism was the place where the research was developed; the Department of Journalism belongs to school of arts and social science.

3. 2 PARTICIPANTS

The sampling procedure used by the researchers was convenience sampling. The participants were restricted to those students who attended the classes of the Intensive English subject during the semester and the willingness of the participants to par-take in the research. They were 3 Intensive English courses and each one included 50 students and one

teacher, but the sample were 21 students selected randomly from the three courses and three teachers. The participants in the study were from a variety of ages, female, male and different socio-economic status, all the students were between 22 and 30, 8 females, 13 males. Five students came from private high school and sixteen from public high school.

3. 3 MATERIALS AND MEASUREMENT INSTRUMENTS

Two different types of instruments were used by the authors during the study about English level of communicative competence. The authors made used of a research instrument consisting of a series of questions with the objective of gathering information from the respondents; these questions were focused on the factors that could influence or affect their English level of communicative competences. The questionnaire helped the researchers know if the students were motivated with the type of method their teacher uses, the kind of materials he/she uses in the classroom, if the teacher background full fill all their doubts or needs, if the classroom was adequate to receive the class and he previous knowledge of the language and social environment of the students were taken into account.

Besides the questionnaires, the interview was used to measure how much they learned during their educational journey. In that way, the researcher could realize whether the current English course was helpful to improve their level of English competence or not. Through the observation made randomly during the semester, the authors used a rubric in which different factors for the development of the class were considered. In this rubric the management of the classroom, the methodology used and how students reacted in their natural environment during the class were involved. Also, the teacher filled out a specific questionnaire and were interviewed about their background and teaching experience so far.

3. 4 PROCEDURES

The data were collected through observation, questionnaires, and interviews. The observation was conducted in the classroom in a natural way; there were no interventions from the researchers. This observation took five weeks' time period and took place one per week for one and half hour each, making a total of five observations, seven half hours and during each class a rubric was used to take notes (see annex 9). These sessions of observation helped the researchers gather the information of about the teacher, students and development of the class.

The questionnaires were two and one after the other were developed, they were focused to the answer the subsidiary questions related to: the psychosocial profile of the students, the professional background of the teacher, the resources and teacher-learner materials. In these questionnaires, the questions were focused on the personal information of the students (see annex 1), information about the professional background of the teacher and the administration of the resources and materials (see annex 3). The second questionnaire was about how the students evaluated their own English communicative competences. In this questionnaire, the students were provided with a chart in which they had to choose in a scale from 1 to 5 how they grade their own achievement of the different competences (see annex 2).

At the end, the interviews were conducted with the participants individually. They were asked to do the interviews in their free time, in order to not disturb the classroom activities and that students could feel comfortable without caring that their partners could hear them. Interviews were developed in a natural way through conversation, asking and answering questions concerning to the personal information of the student and how he/she fells taking the English subject. During the interview, a rubric was used (see annex 8)   in

order to measure the level of competence of the students. After handing the instruments, the information gathered by means of the questionnaires and interview were studied, analyzed and tabulated in order to answer the research question: Which is the English level of Communicative competence reached by the students of the Department of Journalism of the University of El Salvador after having taken three Intensive English courses in the semester I- 2018?

4. RESULTS

The data collected was the result of the instruments that were developed in order to answer to the research question: Which is the English level of Communicative competence reached by the students of the Department of Journalism of the University of El Salvador at the end of the Intensive English III course in the semester I- 2018?. There were handed out three types of instruments, distributed between teachers and students. The instruments that the researchers used were checklist, questionnaires and interview. The checklist was used in the classroom as a way of observation of how the teacher developed the class and how students behaved during the class, the questionnaires were used to find out how the different factors influenced or affected the level of communicative competence that students reach after having taken three Intensive English courses. On the other hand, the interview was used to find out how developed the communicative English level of the students was. All of these instruments were aimed to answer the three subsidiary questions which were focused in the Psychosocial Profile of the students, the Professional Profile of the teachers, the influence that the resources and teacher-learner material have in the learning process of the students.

The instruments used by researchers were: the check list that was used during some classes, and took into consideration the management of the classroom, the methodology used and student's behavior. Three of the instruments were questionnaires, two for the students and one for the teachers, at the end, an interview was developed with the students. In the study the samples were 3 Intensive English courses, and designed 21 students in total from the 3 courses and, 3 teachers. The instruments were designed with the objective of answering the subsidiary questions of the study regarding to the psychosocial profile of the

students, the professional profile of the teachers and the influence that the resources and teacher learner materials has in the development of the communicative competence of the students.

4.1 THE ANSWER TO THE SUBSIDIARY QUESTION: WHAT IS THE PSYCHOSOCIAL PROFILE OF THE STUDENTS? WAS:

The study showed that the majority of students did not have a high socio-economic status, for that reason almost all of them were coming from public schools were they manifested did not enough knowledge about the English language to be prepared for the Intensive English course. Some of the students, due to their socio economic status (SES) they look for a job at the same time that they are studying and it makes even more difficult to have a good academic performance. Besides their SES the student also showed that they did not feel very motivated for the English subject. This was reflected when they were asked about how relevant was the subject for their carrier and how much motivated they felt regarding to the subject. There were some students that manifested that the subject is not relevant for the carrier and they did not feel motivated with those classes.

The study also showed that almost all of the students were not were prepared for the subject. Just some students said that were in previous English courses and that they consider to have an excellent communicative competence, while the rest of students said that they were not in English courses before and they feel they have an average communicative e competence and that even needs to improve. This was also reflected at the time of the interview.

In order to answer this question, the instruments that were handed out to the students were focused in their back ground, behavior and thoughts regarding to the English

subject. With the aim of analyzing the instruments the researchers took into consideration just the results that showed more than 60% of answers. The study showed that the majority of students were coming from the city; however, almost all of the students were coming from public schools, this fact reflected that many of the students did not receive and adequate education regarding to the English subject and that made the Intensive English course more difficult. Besides, more than the half of students said that they were supported by their parents to keep studying. Some of them mentioned that their studies were supported by themselves and a small group said that they had a scholarship that help them to keep going with their academic development. For the ones that are working and studying manifested that sometimes it is difficult to handle both things and that can affect in their academic performance.

Talking about how relevant the English subject is in the academic development for the students of the Department of journalism. More than the half of students said that the subject is very relevant, third part of students said that is just relevant and a small group said that is a little relevant for their carrier. This point of view from the students is a very important factor too because some students does not feel that the English subject is necessary and for that reason they do not have a good performance during the semester. Also the study showed that the majority of students felt motivated to learn English, a quarter of the students said that felt just little motivated, a small group said that they felt very motivated and there were some students that said they did not feel motivated at all to study English in the carrier.

The students also were asked about the previous knowledge that they could have about the language before they started their carrier, the majority said that they were in English course before and that facilitates a little to understand the English language and the

topics. For the rest, that was a quarter of the students, they said that did not take any previous English course. At the end, when they were asked about how developed they considered their English communicative competence the results showed that just 10% of the students considered that they had an excellent communicative competence. While the rest of the students said that they had an average level of communicative competence and some of them manifested that had a low level and need to improve.

In the self-evaluation, the students considered that they were able to put into practice the knowledge that they acquired, could argue their ideas when talking to somebody else. Also when they had to face challenges they were capable to overcome all the difficulties that they could have learning English. Regarding to the comprehension and analysis of the information the students considered that they had the abilities to analyze the different topics that were developed in the classroom. They were autonomous in their learning process and were able to communicate their ideas and thoughts.

On the other hand, when the researchers conducted the interview in order to have an idea of how developed was the communicative competence of the students. The results showed that some of the students felt intimidated regarding to the idea of having to speak in English. From a group of 21 students, only 12 students accepted to do the interview, while the rest of students rejected the idea of having to do and speaking activity. Taking into consideration the 12 students that were willing to do the interview the result of that instrument showed that the average of communicative English level that students reached at the end of the Intensive English III course was A1+ according to the University of Cambridge ESOL examinations. However, the study showed a variety of results starting from level A1 until level B2 (see annex 7).

4.2 THE ANSWER TO THE SUBSIDIARY QUESTION: WHAT IS THE PROFESSIONAL PROFILE OF THE TEACHERS? WAS:

The professional background of the teacher plays a very important role in the class because the teacher is the one in charge of cheer the students to get involve with the language. How the teacher can catch their attention is even a priority, it means how he/she makes use of the methodology. In the university of El Salvador, teachers face overpopulated classroom and the way he manages the environment comes with his kind of methodology, also how the teacher makes use of the materials available. The previous experiences of the teacher make the interaction between students and teachers more efficient for any need that the students can have.

This part of the study was focused on the teachers with the intention of knowing how the teachers influence or affect in the development of the communicative competences of the students. The researchers ran a questionnaire to the teachers from the Department of Journalism with the aim to find out their development as professionals. The teachers have many experiences teaching university students and worked in The University for many years, those years of experience in the university are the ones that help them to know how to handle overcrowded classrooms. Because of the amount of students, the teachers said that they have to look for the adequate techniques in order to facilitate the learning process, some of the techniques mentioned by the teachers were: keep everyone busy, use flexible grouping, and keep lessons short.

Regarding to their professional background, even though they have been teaching in Higher Education for many years; two of them are the ones who have been working with university students for many years through their careers. One of them has more experience

teaching in Middle Education, in spite of that, through the years she has been acquiring the knowledge to deal with the challenges that teaching in a Higher Education environment could have. All of them considered that sometimes it is difficult to manage the classroom because depend of the amount of students, the behavior of students and the knowledge that the students have of the language. Taking into account the comments that teachers provided and the observation that was done in the class, the researchers considered that the teachers of the Department of Journalism are well-prepared to teach in any level of education.

Their experience with university students but also with children made them well-prepared choosing the adequate methodology for any group of students. In spite of the fact that the methodology can vary depending of the scene: the amount of students, the level of the course, the knowledge that the students shows regarding to the target language. All of the teachers agreed that communicative approach is the one that they use the most. Since the teachers have taught in different levels and to different kind of students, the experience that they have reached through the years have helped them to accommodate to any type of environment in the classroom, also let them know which can be the best methodology to be used, depending of the situation. They feel comfortable working with all kind of student because the teachers have many years working in those areas.

4.3 THE ANSWER TO THE SUBSIDIARY QUESTION: WHAT IS THE INFLUENCE OF THE RESOURCES AND TEACHER-LEARNER MATERIAL?

The teacher-learner materials have an important influence in the learning process of the students; they help the students to improve their knowledge about the English language. When the teacher uses the right materials to develop the class, the students can improve in their academic development and the resources and materials help the students to overcome the difficulties that the students face in the learning process. Furthermore, the resources have an influence in the students, when the teacher has the resources he needs to develop the class like a laptop and projector the students get motivated and catch their attention. The classroom needs to be adequate to the amount of students.

Another important factor when the student is in the process of learning a new language is the influence of the resources and teacher learner materials. It is important to have the right resources to help his develop and to facilitate the learning process. In order to know how supported the English subject is in the Department of Journalism, the researchers handled out a questionnaire regarding to the resources and teacher-learner materials; in that questionnaire the researchers took in account from 60 to 100 percentage of the results. The finding showed that the majority of the students agreed that the classrooms are not adequate to receive the class. The classroom is not big enough for the amount of students because and even the quantity of desks are not enough, some students said that sometimes they have to sit on the floor. At the same time, they said that the desks are not comfortable neither in a good condition.

The opinion of the teachers about the support that the department gives to them, in general terms is that the backup that they receive is not enough. Two of the teachers coincide the materials given to the English subject are not enough, as the students said, they

express the resources as desks were not enough for around 60 students per class. One of the teachers mentioned about the need of a projector in the English class for a variety of activities. They mentioned some examples: listening activities, movies or educational videos with the aim to foster the students to use the media to practice the language.

In Department of Journalism, the resources are limited, the students expressed that where they have to receive the class is not the best place to do it, and the classroom is not adequate to get a lot of students in. However, they said that the materials they use like the student book, extra materials that the teachers provide help them to expand their knowledge. All the didactic materials like handouts help to have better learning process. Besides that, when students have the adequate support, they feel motivated to learn and keep improving.

The instruments helped the researchers to get the information needed about the development of competences of the students. Also if there are factors that influence or affect the level of communicative competence that students reach after having taken three Intensive English courses. The study showed that the majority of students were coming from the city side; however, almost all of the students were coming from public schools, and they do not have enough resources at home in order that they can improve their English skills by themselves. their socio economic status can influence in the development of their competences because they face difficulties to learn a new language and the resources that the students with a higher socio-economic status have given them better opportunities to improve and get and develop a higher communicative competence. The background of the teacher helps them to know how to handle overcrowded classrooms and use the correct methodology to teach.

5. DISCUSSION

What could be found in the group of students from the Department of Journalism of the University of El Salvador was that the majority of them feel that they have a good level of communicative competence in the English language that result was taken from the written questionnaire handled to students. Also when students were ask about the importance that they take towards the English subject they express that knowing English is important in their academic development and could help them in their professions. However, what the researchers found was that almost half of students did not have the confidence to establish a conversation. One of the instruments was to do an interview and had a little conversation with the students but just the half of students agreed to do the interview and the other half just agreed to do the written questionnaire.

The students from the Department of Journalism showed that they care about the English subject; most of them were coming from public schools and support their own studies. During the classes some students showed enthusiasm and try to cooperate with the teacher, but there were some of them that speak each other and did not pay attention when the teacher was explaining the topic. When the researchers were doing the observation, try to not interfere in the activities inside the classroom and let the class to be developed in a natural way. In spite of that, researchers noticed that students were a little shy because of the presence of strangers in the classroom. The teachers expressed to the researchers that usually students participate a little bit more but they look to be uncomfortable with the presence of somebody else in the classroom.

5.1 LIMITATIONS

While this study was conducted some difficulties and limitations were found. The purpose of this study was determine the English level of communicative competence reach by the journalism students at the end of the Intensive English III course, semester I, year 2018. During the process of this study the most important limitation was that the researchers had to begin with the study but they got a tutor late, which means the authors did not start in the time scheduled. Another limitation was that the authors did not have access to work with the students from the fourth Intensive English course since the study was aimed to be developed in the first semester and the last course of Intensive English is taught in the second semester. Besides that, the observation was a little difficult because the classroom was over populated and the students did not behave in their natural way, they did not feel comfortable with strangers in the class. Students did not want to participate in the interview

The journalism students that agreed to do the interview did not have enough time to meet with the researchers and had run out of time to handle the instruments, they had to arrange to meet with students in their free time. Also the teachers' schedule differed with the researchers'. It means that researchers also had to make their schedule match with the time of the teachers to meet and run the questionnaire. Other limitation was the time that researchers needed to meet. The researchers did not have the same schedule to arrange meetings, sometimes there past three weeks without meeting.

5.2 RECOMMENDATIONS

After having finished the study, the researchers provide some recommendation for future studies. First of all, in order to have another perspective the researchers recommend

using a comparative research design, in that way the participants can be divided in two groups. In the first group the researchers can manipulate the variable giving some assessments to all of those students who want to have a reinforcement in the English subject trying to fulfill the necessities of the students. On the other hand will be the group that just takes the regular English classes during the semester. The objective will be to compare the development of English communicative competence that students reach in each group.

The second recommendation is that the researchers have to be well prepared in the topic of English communicative competence. The more prepared they are for the research will be easier to know which challenges they will have to face during the study. For example, in this study some of the students denied to participate in the interview that was necessary to obtain the important data about their English communicative competence. Besides, the knowledge of the topic will help them to know which are the most important factors that influence or affect in the development of the English communicative competence of the students.

Finally, the researchers have to follow the timetable established in order to avoid difficulties during the study. Following the activities as they have been schedule will help to advance faster and orderly. The researchers have to agree with the participants regarding to the expectations that they have for the study and at the time of handling the instruments. Furthermore, the researchers have to agree about the days and time for meetings with the objective to arrange their schedules and advance with the research as much as possible.

5.3 CONCLUSION

Three major conclusions that can be made based on the results of this study. One of the conclusions is that the psychosocial profile of the journalism students influence in their academic development. According the data obtained, it can be noticed that participants who had previous knowledge of English showed at the end of the semester a significant development than the ones who did not have any knowledge about it. The ones who said that were in previous English courses were the ones who showed a better development in the interview and the result of that instrument showed that the average of communicative English level that students reached at the end of the Intensive English III course was A1+ according to the University of Cambridge ESOL examinations..

Other conclusion revealed by the research shows that the background of the teacher has an impact in the learning process of the students, the method and the techniques the teachers use to develop the class demonstrate the effectiveness at the end of the semester. All of the teachers said that the methodology that they use was the communicative approach and that is the one that shows better results to them. Also the study showed that the experience the teachers have been achieving during the years gives them the knowledge to manage any group of students. Besides, the teachers manifested that they have been working not only with adults and teenagers but also with kids through the years and that makes them capable to manage the environment in the classroom.

The last conclusion to be mentioned in this study has to deal with the role of the teacher-learner material and the resources that the English subject has in the Department of Journalism. It was notice that the support to the subject was limited the teachers said that they would like to have more support with the technology resources as projectors and

laptops. Also said that there were not enough desks for the students and the classroom was

not adequate to develop the class.

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ANNEXES

ANNEX 1. STUDENTS' QUESTIONNAIRE

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

This questionnaire is addressed to students who are taking the Intensive English III from the Department of Journalism in the University of El Salvador.

Objective: To gather information from students of the Department of Journalism related to their Psychosocial profile in order to answer the research question: Which is the English level of Communicative competence reached by the students of the Department of Journalism of the University of El Salvador at the end of the Intensive English III course in the semester I- 2018?

Directions: Answer the questions based on your personal information, and personal experience.
Age: _____

Gender:　　　　Male___　　　　　　　　Female___

1. Where do you come from?
   　　　　　　　　　City　　　　　b) Countryside
2. Where did you study high-school?
   　　　　　　　　　a) Public institution　　b) Private institution

3. Who supports your studies?
   　　　　　a) Myself　　b) My parents　　c) Scholarship　　d) Other

4. Which of the following resources do you have access to at home?
   　a) Internet　　b) Textbooks　　c) Extra materials　　d) All of them　　e) none of them

5. How relevant do you consider the English language for your academic development? a) Very relevant　　b) Relevant　　c) A little relevant　　d) Not relevant

6. How do you consider your English communicative competence?
   　　　　　a) Excellent　　b) Good　　c) Average　　d) Need to improve

7. Have you studied extra English courses?
   　　　　　　　　　Yes _____ No _____

8. How motivated do you feel with the English Subject?
   　　　　a) Very motivated　　b) Motivated　　c) A little motivated　　d) Not motivated

9. Do you feel that the book that you use help to develop your knowledge?
   　　　　a) Strongly agree　　b) Agree　　c) Undecided　　d) Disagree　　e) Strongly disagree

10. Is the classroom adequate to receive the class?
   　　　　a) Strongly agree　　b) Agree　　c) Undecided　　d) Disagree　　e) Strongly disagree

ANNEX 2. STUDENTS' AUTO-EVALUATION

Instrucciones: Marca con una "x" el nivel de competencia que consideres has desarrollado en el idioma Inglés con respecto a las competencias mencionadas en la tabla siguiente, siendo 1=Necesita mejorar 2=Bueno 3=Muy bueno 4=Excelente la mayor.

Definición de competencias básicas (Gómez-Ruiz, Rodríguez-Gómez e Ibarra-Saiz, 2013)

Competencias	Definición	Necesita mejorar	Bueno	Muy bueno	Excelente
Aplicación de conocimientos (AC)	Utilizar y poner en práctica el conocimiento adquirido (conceptos, principios, procedimientos, actitudes…) para el desarrollo de actividades y tareas académicas y/o profesionales.				
Argumentación (AR)	Elaborar, exponer y defender argumentos, opiniones o teorías de forma clara y coherente con el fin de transmitir juicios razonados, convincentes y constructivos.				
Resolución de problemas (RP)	Identificar, analizar, definir y clasificar los elementos significativos que constituyen un problema para resolverlo de forma efectiva a través de un análisis crítico de las opciones disponibles.				
Analizar la información (AI)	Seleccionar, revisar y organizar la información disponible para identificar y extraer de ella las ideas más relevantes y pertinentes.				
Comunicación (CO)	Transmitir y compartir por escrito y oralmente información, ideas, opiniones, emociones, problemas y soluciones de forma clara, tanto para audiencias especializadas, como no especializadas y siendo receptivo y empático a las ideas, opiniones y sentimientos de los demás.				
Aprendizaje autónomo (AA)	Conocer y auto valorar las propias necesidades formativas, determinar objetivos de aprendizaje y planificar, gestionar y ejecutar las estrategias educativas que faciliten su logro.				

ANNEX 3. TEACHERS' QUESTIONNAIRE

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES

"ENGLISH LEVEL OF COMMUNICATIVE COMPTENCE REACHED BY THE STUDENTS OF THE DEPARTMENT OF JOURNALISM OF THE UNIVERSITY OF EL SALVADOR AT THE END OF THE INTENSIVE ENGLISH III COURSE IN THE SEMESTER I-2018"

Objective: to gather information from the teachers of the Department of Journalism related to their professional background in order to answer the research question: Which is the English level of communicative competence reached by the students of the Department of Journalism of the University of El Salvador at the end of the Intensive English III course in the semester I-2018?

Questionnaire: Answer the following questions with the "X"

1. Do you consider English subject get the necessary support?

    a. Strongly agree___ Agree ___ Disagree___ Strongly disagree____

2. Do you have the enough resources to develop in the best way the English class?

    a. Strongly agree___ Agree___   Disagree____ Strongly disagree____

3. Dou you think that is necessary to improve the classroom and the desks?

    a. Strongly agree___Agree___   Disagree____ Strongly disagree____

4. Do you consider yourself well prepared for any English level?

    a. Strongly agree___ Agree___   Disagree____ Strongly disagree____

5. Which educational level have you taught the most?

    a. Elementary____ High school_____ University_____

6. How long have you been working with university students?

    a. Less than 2 years ___ 2 to 5 years _____ More than 5 years____

7. Have you worked with children?

    a. Yes____   No_____

8. Which teaching methodology you use the most?

    a. Communicative approach____ Grammar translation____ Direct method___

ANNEX 4. PSYCHOSOCIAL PROFILE OF THE STUDENTS

Psychosocial profile	Frequency	Percentage
Students that comes from countryside.	5	25%
Students that comes from city side.	16	75%
Students coming from private schools.	19	90%
Students coming from public schools.	2	10%
Students that support their studies.	5	25%
Students whose parents support their studies.	14	65%
Students who has scholar ship.	2	10%
Students who consider the English language very important for their academic development.	13	60%
Students who consider the English language is relevant for their academic development.	7	35%
Students who consider the English language just a little important for their academic development.	1	5%
Motivation		
Students who consider that have an excellent communicative competence.	2	10%
Students who consider that have a good communicative competence.	8	38%
Students who consider that their communicative competence is average.	8	38%
Students who consider that need to improve their communicative competence.	3	14%
Students who feel very motivated to in with the English subject.	2	10%
Students who feel motivated with the English subject.	14	65%
Students who feel a little motivated with the English subject.	5	25%
Previous knowledge		
Students who studied in previous English courses.	5	25%
Students who did not study in any previous English course.	16	75%

ANNEX 5. PROFESSIONAL PROFILE OF THE TEACHERS.

Professional background	Frequency	Percentage
The teachers who consider themselves well prepared to teach any level of English	3	100%
Teachers who have taught Elementary education	2	67%
Teachers who have taught Middle education	3	100%
Teachers who have taught Superior education	3	100%
Teachers who have worked with university students less than two years	2	67%
Teachers who have worked with university students two or more years	1	33%
Teachers who have worked with children	2	67%
Teachers who have not worked with children	1	33%
Methodology	**Frequency**	**Percentage**
Teachers who have used communicative approach methodology	3	100%

ANNEX 6. THE INFLUENCE OF THE RESOURCES AND TEACHER-LEARNER MATERIAL.

Teacher-learner material	Frequency	Percentage
Students who strongly agree that the book they use help to develop their knowledge.	4	20%
Students who agree that the book they use help to develop their knowledge.	14	65%
Students who are undecided that the book they use help to develop their knowledge.	2	10%
Students who disagree that the book they use help to develop their knowledge.	1	5%
Resources		
Resources that students have access at home such as internet.	16	75%
Resources that students have access at home such as textbook.	1	5%
Students who have access to resources at home such as internet, textbooks and extra materials.	3	15%
Students who do not have access to resources at home.	1	5%
Students who agree that the classroom is not adequate to receive the class.	4	19%
Students who are undecided that the classroom is not adequate to receive the class.	6	29%
Students who disagree that the classroom is not adequate to receive the class.	5	23%
Students who strongly disagree that the classroom is not adequate to receive the class.	6	29%
Teachers who think it is necessary to improve the classroom and desks.	3	100%
Teachers who think there are enough resources to develop the class	1	33%
Teachers who think there are not enough resources to develop the class.	2	67%
Teachers who agree that the English subject get the necessary support from the Department of Journalism.	1	33%
Teachers who disagree that the English subject get the necessary support from the Department of Journalism	2	67%

ANNEX 7. LEVEL OF COMMUNICATIVE COMPETENCE REACHED BY THE STUDENTS, BASED ON THE ACCURACY, FLUENCY, INTERACTION AND COHERENCE. (UNIVERSITY OF CAMBRIGE, ESOL EXAMINATIONS)

Level of accuracy that students showed during the interview	Frequency	Percentage
B1	2	17%
B2	2	17%
A2	1	8%
A1+	5	42%
A1	2	17%
Total	12	100%
Level of fluency that students showed during the interview		
B1	2	17%
A2	3	25%
A1+	6	50%
A1	1	8%
Total	12	100%
Level of interaction that students showed during the interview		
B1	3	25%
B1+	1	8.33%
A2	1	8.33%
A1+	3	25%
A1	4	33.33%
Total	12	100%
Level of coherence that students showed during the interview		
B1	3	25%
A1	5	42%
A2	3	25%
A2+	1	8%
Total	12	100%

ANNEX 8. ORAL EVALUATION RUBRIC

	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1+				
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+				
B2	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1+				
B1	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+				
A2	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connections like "and", "but" and "because".
A1+				
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".
Below A1				

ANNEX 9. RUBRICS TO TAKE NOTES

Classroom Management by Kim Marshall –January 2, 2014

The teacher:	**4** **Highly Effective**	**3** **Effective**	**2** **Improvement** **Necessary**	**1** **Does Not Meet** **Standards**
a. **Expectations**	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with *ad hoc* rules and consequences as events unfold during the year.
b. **Relationships**	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
c. **Respect**	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. **Social-emotional**	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. **Routines**	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. **Responsibility**	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.

g. **Repertoire**	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. **Efficiency**	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.
i. **Prevention**	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. **Incentives**	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

The teacher:	Highly Effective	Effective	**2** Improvement Necessary	**1** Does Not Meet Standards
a. **Attendance**	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. **Language**	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. **Reliability**	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. **Professionalism**	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. **Judgment**	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. **Above-and-beyond**	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade-level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
g. **Leadership**	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.

h. Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.