

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



GRADUATION WORK

DESCRIPTION OF THE STUDENT'S ACADEMIC PERFORMANCE IN THE
ENGLISH I COURSE OF THE BACHELOR IN INTERNATIONAL RELATIONS OF
THE SCHOOLS OF LAW AT THE UNIVERSITY OF EL SALVADOR (CENTRAL
CAMPUS), SEMESTER I-2019

PRESENTED BY

ENYIE MICHELLE CUADRA ZELAYA CZ14005

CARLOS EDUARDO MARADIAGA VELASCO MV13055

TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLIES: OPCION ENSEÑANZA

ADVISOR

LIC. CECILIA DEL CARMEN REYES DE AMAYA

COORDINATOR OF THE GRADUATION PROCESS

MAURICIO SALVADOR CONTRERAS CARCAMO. M&D

UNIVERSITY CAMPUS, JUNE 06TH, 2020

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

ROGER ARMANDO ARIAS

RECTOR

RAÛL ERNESTO AZCÚNAGA LÒPEZ

ACADEMIC VICE-RECTOR

JUAN ROSA QUINTANILLA

ADMINISTRATIVE VICE-RECTOR

FRANCISCO ANTONIO ALARCÒN SANDOVAL

GENERAL SECRETARY

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

OSCAR WUILMAN HERRERA RAMOS

DEAN

SANDRA LORENA BENAVIDES DE SERRANO

VICE-DEAN

JUAN CARLOS CRUZ CUBIAS

SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

ANA GRACE GÒMEZ ALEGRIA

HEAD OF THE FOREIGN LANGUAGE DEPARTMENT

MAURICIO SALVADOR CONTRERAS CARCAMO

COORDINATOR OF THE GRADUATION PROCESS

CECILIA DEL CARMEN REYES DE AMAYA

ADVISOR

Acknowledgement

This research work becomes a reality with the kind support and help of many individuals. The research team would like to extend our sincere thanks to all of them.

First of all, we want to offer this endeavor to our God almighty for the wisdom he bestowed upon us, the strenght, peace of our mind and good healt in order to finish this research.

We would like to express our very great appreciation to the Profesor Cecilia Reyes for her valuable and constructive suggestions during the planning and development of this research work. Her willingness to give her time so generously has been very much appreciated. We could not have imagined having a better advisor and mentor for our research.

We would like to thank our parents and fiends. Without their love and support over the years none of this would have been posible. They have always been there for us and we are thankful for everything they have helped us achieve.

Futhermore we take this opportunity to record our sincere thanks to all of the faculty members of the Deparment of Foreing Languages for their help and encouragment during this five years, throught their knowledge and advice that were essential for our professional development.

So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand. Isaiah 41:10

Table of Content

Acknowledgement.....	3
Introduction.....	5
Abstract.....	6
Statement of the Research Problem	7
Objectives	10
General Objective:.....	10
Specific Objectives:.....	10
Justification	11
Literature Review	12
Data Collection	21
Evaluation of the Students' Level of English	21
Observation Stage	22
Interview Stage	23
Data Analysis	24
Ethical Considerations.....	25
Observation guide results	43
Students' s interview	45
Professor's interview	46
Recomendations	47
Conclusion	48
References.....	49

Introduction

Language is one of the most useful tools we have as humans. Without it, we could not express our thoughts to others, nor could we engage in the activities that commonly take place in the society we build ourselves (Di Pietro, 1994). Language is considered very significant in education. For instance, Roy-Campbell and Qorro (1997) asserted that education is carried out largely through the medium of language, thus, language is very significant in the education process. Additionally, ADEA (2005) argues, “Language is not everything in education, but without language, everything is nothing in education”.

English is the dominant international language of the 21st century. Some 1.75 billion people, a quarter of the world’s population, speak it. English is the language of communications, science, information, technology, business, entertainment and diplomacy; it has increasingly become the operating system for the global conversation.

People who study English language consider it as their personal proficiency in education terms. Therefore, nowadays many people, particularly students, ought to master English language and this becomes an important value for the students to have. By doing it, the students can improve themselves both in academic and life skills.

It is important for people to learn English. In El Salvador, it is the most important foreign language that is taught from elementary school up to university school level; where it is focused on the ability of learners to be capable of mastering the four language skills, namely: listening, speaking, reading, and writing (Depdiknas, 2003). The learners should have abilities in reading and listening to support their speaking and writing.

Abstract

Description of the students' academic performance in the English I course of the Bachelor in International Relations of the Schools of Law at the University of El Salvador (Central campus), Semester I – 2019. The English I program of the Bachelor in International Relations of the School of Law at the University of El Salvador establishes that students are required to bring previous knowledge of the English language, and the main challenge that students face in this bachelor when taking this subject is that most of them do not have the English level required. This present proposal will characterize the strategies that students use to cope with the contents in the program, and also the methodology that teachers use during the class time to develop the contents of the English I program using a mixture of qualitative and quantitative approaches represented by the instruments such as observations, interviews, a questionnaire, and tests that were administered to students in the sample groups. Then these results were collected to be analyzed in an inductive way. Results are expected to show how students deal with the lack of the English level required and to diagnose which is the English level that they developed after having finished the course.

Statement of the Research Problem

The English I program of the Bachelor in International Relations of the School of Law at the University of El Salvador establishes that students are required to bring previous knowledge of the English language. Through the semester, since students are considered to be prepared to effectively use the language with no major challenges, they are only expected to reinforce their four linguistic macro-skills such as, speaking, reading, writing, and listening. This course requires students to have an intermediate high level according to the ACTFL guidelines in order to achieve the objectives that state that students will be able to make presentations in English related to their field of study, read more efficiently, improve the oral comprehension about different topics, and discuss general topics related to the major.

The program also states that students will demonstrate their own learning through, reading of texts related to economy, issues about international trades, business in the context of globalization and others that will provide them not only with vocabulary, but also with the understanding of the situations, in order to develop the students' English fluency in the classroom, but based on statistics during the last few years this does not seem to be a reachable aim for all students in this bachelor.

One of the challenges that students face in this bachelor when taking this subject is that most of them do not have the intermediate high level required in the English I program. One of the reasons why these students do not have previous English knowledge required is because the English teaching and learning education that students receive during high school is not appropriate, especially students who come from a Public Educational Institution. According to José Francisco Marroquín the National Director of Higher Education in El Salvador, as soon as students leave high school, only 3% of all graduated bachelors have the

English level expected; for example, they know how to interact in English and write a text in a coherent way. However, 79% have a deficient knowledge of the English language, and 18% have a low English level that would be expected for a fourth grade student. This is the general context of the English teaching and learning in our public education system when students leave high school and want to continue their studies at the university.

One of the teachers in charge of English I in the School of Law said that 75% of the students of the Bachelor in International Relations of the University of El Salvador (Central campus) come from public educational institutions; hence, most of them do not have the required level of English and this triggers frustration, not only to students because they do not understand the content being taught in class, but also to teachers, because they are not able to help students more since they are required to finish the subject program by the end of the semester. Furthermore, students who fail are required to take the subject more than once due to the language deficiency and the lack of their resources to have a better learning process in order to reach a passing score. And finally, students end up delayed on their graduation process, since in order to take the subject again they have to wait a complete year, and this sets back their graduation.

Due to the reasons mentioned above, this study attempts to characterize the different activities that students perform in the Bachelor in International Relations of the School of Law at the University of El Salvador (Central campus) with the main purpose to describe the English level that these students have developed after having finished the subject, also strategies that students use to cope with the contents in the English I program, and finally characterizing the methodology that teachers use during the class time to develop the contents of the program, with the hope of providing meaningful data not only for teachers because

they could apply approaches and strategies on how to integrate learning content with the students' current deficiencies, but also for administrators or faculty members to use the results of the study to improve the English I program based on the needs of the students. These are the questions that this research study intends to answer.

- ✓ Which is the English level that students in the Bachelor in International Relations have when taking the English I course?
- ✓ Which are the strategies these students use to cope with the contents in the English I program?
- ✓ Which is the methodology that teachers use during class time to develop the contents of the English I program?

Objectives

General Objective:

- ✓ Diagnose which is the English level that students of the Bachelor in International Relations of the School of Law at the University of El Salvador currently have when they take the English I course.

Specific Objectives:

- ✓ Describe the variables why students do not have the expected performance in English I in the Bachelor in International Relations of the School of Law.
- ✓ Characterize the methodology that teachers use during class time for English I program.
- ✓ Describe the strategies that students use to cope with the contents of the English I course.
- ✓ Explore the activities that students perform during the class time.

Justification

The primary aim of the study is to identify factors that may be associated with the learning of English language on students from the Bachelor in International Relations of the School of Law at the University of El Salvador. The focus is on investigating whether there are any correlations between the factors it explores and the learning of English language in the English I course that students are taking. If certain factors correlate with students' performance in English, then such factors may be contributing to the difficulty faced by students in learning the language during the course. Only a case study could confirm that.

This document has developed some ideas that may be helpful to learn English as a second language and how teachers and students should work on developing language skills for academic success and social interaction. This information can also be useful, not only for the teaching of English in the classroom but also to the Ministry of Education, especially to language planners and writers in their decision-making. This study should also contribute to the research literature in the field of Second Language Acquisition.

Literature Review

The low level of English is a matter considered one of the major obstacles when demands are too high to start studying and practicing it, this is the case of students from the Bachelor in International Relations of the School of Law at the University of El Salvador who are required to have an intermediate level to take the English I course.

Many students, who are involved in learning English, are challenged by academic language demands, as Berman & Cheng (2001) stated “Differences in educational systems and expectations, listening skills, professors' use of humor and examples, quantity of reading, direct writing styles, critical analyses, class participation, oral communication, and vocabulary present difficulties”. When learning English as a foreign language (EFL), students find a social, cultural and linguistic context in which the language is barely present or not at all, therefore, they do not need it to interact and survive in that context. Martinez (2015 p.40) reported that the teaching of English in El Salvador falls into this characterization, as well as the teaching of English in any country where the English language is not the native language.

One of the most important aspects in learning English is the level of proficiency, that DEEWR (2009, p.1) defined as “the ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their university studies” That is, speakers of a second language or foreign language can use their grammar, vocabulary, sociolinguistic property, speech conventions, culture, and other paralinguistic elements necessary to interact efficiently in a communicative situation. (Martinez, 2015 p. 41)

Another important aspect is the academic language. Students from the Bachelor in International Relationship must be able to read, write, listen and speak effectively to pass the English I course, besides, they must be able to determine the meaning of unfamiliar words, understand distinctions in word meanings and multiple meaning words, and make use of sophisticated words and phrases, including transitions and precise word choice.

In addition, Habib (1994:5) stated that "...the lack of knowledge in English makes communication difficult". Unfortunately, students who lack the necessary language skills will not be able to engage in the learning process and will struggle to pass this English I course. Many students battle with academic language because their exposure to language outside of the university does not include advanced words and phrases. Trice, A. G. (2003) confirmed that "professors perceive students to have difficulty with oral and written communication, which can affect course performance"

Just as importantly, in education, attitudes are considered both as input and output. Gardner & Trembly, (1994) confirmed that "Attitudes have a positive correlation with success in learning the second language because they facilitate learners' motivation to learn the language". The causes that generate difficulties in some of the individuals from the course when attending their English class is the obstacle that prevents reaching their objectives, and by saying that a student can be more than willing to be committed to learn (input), but when a teacher is facilitating the knowledge to the student and if the content is really challenging they just start giving up until getting the result of failing the subject (output). Gardner & Trembly added that individual attitudes towards the language that they learn meet important needs as they satisfy certain functions such as achieving high grades in language examination.

Many teachers who have not had specific training regarding English language may ask themselves some questions such as the following that Lewis-Moreno (2007) mentioned “how to teach the students in a language they are not fluent in? and, what they can do when the language is a barrier to the content?”.

Martinez (2015 p.45) mentioned at least five factors that are decisive in the teaching-learning process of the English language: the teacher, the student, the methodology, the curriculum and the educational context. These factors in favorable conditions can lead students to develop better levels of learning, but in unfavorable circumstances, they can interfere and affect the results greatly. Olmedo & Paniagua (2003, p.26) emphasize the importance of the didactic activities that the teacher uses in the classroom to experience English have direct consequences in learning, but also society, family and time available.

Another problem in learning English is that the students have lack of many key factors to support themselves such as motivational encouragement, learning strategy and other related variables (Souriyavongsa et al. 2013) due to the absence of an effective and efficient teaching system throughout previous academic education in which learning English is viewed as memorizing a list of words and a set of grammatical rules (Akbari, 2015). The main weakness is low language proficiency as far as knowledge of language skills and subcomponents of language and learning strategies. It should be mentioned that since English is viewed as a foreign language in El Salvador and all around the world, EFL teachers are not only the instructors in the classroom but also the sources of input, sometimes the only source, to students and this suggests the teachers' crucial role in the students' achievement of English. As it is stated by Souriyavongsa et al. (2013), the majority of English teachers are

not well-trained; for instance, they use the native language when teaching, so they cannot perform well to attract the interest of the students

Meanwhile, a study carried out in National University of Laos about poor English language performance reveals that the cause of the poor achievement is attributed to four factors (Souriyavongsa et al., 2013). While three of the factors concern the lack of well-trained teachers, students' lack of English background knowledge and students' limited opportunity to use English with native English speakers, the fourth factor is related to the Affective Filter variable of self-confidence, in which it is mentioned that the lack of self-confidence caused the students to become shy and afraid of making mistakes.

Students' lack of self-confidence in using the language is linked to their poor proficiency in various language skills causing them to become afraid or embarrassed of making mistakes, similar to findings by Souriyavongsa et al. (2013). Most of ESL students claimed that they are least confident in oral communication skill because of their low vocabulary and grammar knowledge, as well as their pronunciation.

While it is unlikely that the majority students enjoy the luxury of learning in ideal and perfect learning situations, most of them are able to complete high levels of English proficiency (White & Genesee, 1996; Birdsong, 1992; Bongaerts, Planken, & Schils, 1995; Ioup, Boustagui, Tigi, & Moselle, 1994; Juffs & Harrington, 1995; all cited in Bialystock, 1997)

It is important for teachers to identify the most likely reasons about not getting the expected progress, to determine the most likely reasons for students' difficulties and make recommendations, and if necessary, implement accommodations to help them overcome

barriers to learn. (Comstock & Kamara, 2003; Schwarz, 2003). Since effective language learning involves a variety of skills, abilities, practices, and resources, there may be a combination of reasons for the lack of necessary and expected progress (Schwarz & Terrill, 2000).

It is important to determine the possible and likely causes for the lack of expected progress in such a learner, not only for the purpose of addressing possible problems, but also for the benefit of the learner's self-image, confidence and motivation to continue the language learning process.

Learning a second language can be influenced by a variety of individual differences including: personality, attitudes, and motivation (Ellis, 1997; Lalonde & Gardner, 1984, as cited in Downey & Snyder, 2000); language aptitude (Ellis, 1997; Carroll, 1985, as cited in Downey & Snyder); anxiety (von Worde, 1998; Horwitz, Horwitz, & Cope, 1986, as cited in Downey & Snyder); and social and psychological issues (Burling, 1981, as cited in Downey & Snyder). Since it is known that adult learners bring a repository of life and educational experience to the classroom (Knowles, 1980, as cited in Merriam & Caffarella, 1999), even though this may be an assumption, it follows that these learners might also bring complex psychology and multi-layered personalities to the learning of the new language, both in the classroom and in the natural environment.

Interaction is critical to the process of learning English. According to Ellis (1999, as cited in Moss & Ross-Feldman, 2003), reciprocal action contributes to second language acquisition when individuals communicate, especially when they negotiate meaning in order to prevent communication disruption.

Clearly, motivation is a critical factor in students' learning. Dsrnyei (2002a, as cited in Moss & Ross-Feldman, 2003) identified motivation as "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it," (p. 75). Ellis (1997) observed that motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn a second language, and that it may vary dynamically depending on the context or task of the language activity.

Research Approach

This research work was qualitative and quantitative. The qualitative approach was represented by the techniques that were used, as the interviews administered to the professor in charge of the subject and students scheduled in the sample class, besides the observation phase that allowed the research team to deeply understand the research problem which was that most of students in the Bachelor in International Relations at the University of El Salvador do not have the intermediate high level required in the English I program. On the other hand, quantitative information was collected throughout a test administered to students registered in the sample class group. The limitations using these approaches were that the final results were affected by not having accurate answers or explanations, however, it is important to mention that at the end, the information found helped the research team to achieve the objectives presented in this study.

Research Design

The research was a case study since it focused on the student's academic performance during the English I course in the Bachelor in International Relations of the School of Law at the University of El Salvador. This research design allowed us for both quantitative and qualitative analyses of the data because it not only helped the research team to explore or describe the data in real life environment, but also it helped the research team to explain the complexities of the investigation, and provided access to numerical information providing better insights into the detailed behaviors of the sample group. For this study, the research team observed the student's performance during classes for a specific period of time with the highest level of accuracy by carrying some techniques and instruments to diagnose and better understand the main factors involved in student's learning process.

Study Population and Sample

The general population of this research project was composed around 200 students enrolled in the fourth class groups of the academic subject English I in the Bachelor in International Relations of the Schools of Law at the University of El Salvador (Central campus).

Based on this population, the research team selected a sample to determine the observation unit. It was two class groups, each one with 50 students scheduled for the semester I – 2019. The two class groups were every weekday, one from 10:10 am to 11:05 am and the other one from 3:40 pm to 4:30 pm. In order to make sure that every class group of the academic subject had the same probability of being selected, the research team chose them at random.

Data Collection

For this qualitative and quantitative research, the following techniques and instruments were used for collecting data.

Evaluation of the Students' Level of English

The School of Law in the Bachelor in International Relations requires an intermediate high level to students for taking English I. The research team administered a TOEFL test with the purpose of getting information about students' level of English. The test was administered at the beginning of the course to measure the English level that they had before starting the English course.

The TOEFL included only the structure section that consisted in different exercises where students had to choose the correct answers. This section lasted around 30 to 40 minutes.

Questionnaire

The questionnaire was composed by 5 questions to determine students' English knowledge at the time of taking the English I course of the Bachelor in International Relations of the Schools of Law at the University of El Salvador (Central campus), Semester I – 2019

Observation Stage

During the observation stage the researcher team observed the two selected class groups, each one formed by 50 students of the English I course in the Bachelor in International Relations (Semester I- 2019) with the main purpose of characterizing the activities that students performed during the class time, also the strategies that students used to cope with the contents in the program, and last but not least characterizing the methodology that the teacher used during the class time to develop the contents of the English I program.

For gathering information, the research team made use of an observation guide that included two sections; the first one contained some observed standards; for example, the class focused on meaningful communication, the classroom was student-centered, and students experienced the language for listening, speaking, reading, and writing. The second section was about the comments or evidences that the research team could find through the general standards.

Interview Stage

The teacher and students in charge of the English I subject (Semester I- 2019) in the Bachelor in International Relations were interviewed with the purpose of getting information about the program.

The professor's interview was administered to obtain information related to students when they take the subject, and also information about the challenges that teachers face; such as, overcrowded classrooms, students without the English level required by the program, along with the methodologies and strategies they have work to overcome such challenges. On the other hand, the students' interview was administered to get information about the strategies that they used to cope with the contents in the English I program,

Data Analysis

TOEFL Test Results:

The test's results are presented in a graphic providing accurate percentages, since the main purpose of carrying out this test is to measure the students' English level. Besides the graphics, a paragraph summarizing such results is included in order to provide details about the strengths and opportunities found on student's answers.

Questionnaire

The results are presented in a written form in paragraphs in order to provide a clearer view of students' previous English knowledge.

Observational guides Results:

The results are presented in a written form in paragraphs with the purpose of being able to provide a detailed description of conclusions and findings. Since the observation guide is composed of four sections, a concluding paragraph will be included after the analysis of each section.

Students' and professors' interview results:

In order to present the students' and professor's interviews results, paragraphs are included in the report with the objective of providing a detailed description of possible variables; such as, teacher's plan and methodology, behaviors identified by teachers, and students' main factors affecting their learning process.

Ethical Considerations

Privacy of Information

In the research proposal the participants whose data was collected and published, were students that took English I subject. The students that were part of the research study were informed that their identity is protected since they provided in some cases confidential information, and once the data was provided and published the participants identity was removed from the dataset to avoid reusing it in others research fields. Since the participants were promised by the researcher team that the information they provided was not going to be presented for different purposes without their authorization.

Consent form

The participants were informed that at the time they provided information, this was a mutual agreement between the research team and them. Since that was not a mandatory issue, they did not sign any type of document. Furthermore, the information gathered from the investigation is published and presented to an audience and to a Master group of experts.

The participants delivered the followings important points:

What the study is about: The purpose of this study is to measure the level of English that students have before taking the English I, and also the English level that they have developed after having finished the subject in the Bachelor in International Relations at the University of El Salvador.

What the participants are going to be asked to do: If they agree to be part of the study by taking interviews and resolving tests provided by the research team.

Taking part of the study is voluntary: The process when doing this study is completely voluntary and participants are going to be free to skip some questions in which they consider that are not going to be able to respond.

If participants have questions: Since the study will be performed by the researcher team that took Seminar I and II in the Bachelor in English Language at the University of EL Salvador, will be willing to clarify some of the questions or doubts that participants may have.

INSTRUMENTS

Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

Indicaciones: Circule la respuesta correcta de los siguientes ejercicios.

1. It is now known that Saturn _____ not the only planet in our solar system with rings.
 a) which
 b) be
5. The Mediterranean monk seal is distinguished from the more familiar gray seal by _____.
 a) is a size
 b) its size
 c) is its size
 d) is size
6. The Himalayas are the _____.
 a) Height of world extensive ranges
 b) Ranges of the most extensive world
 c) World's most extensive ranges
 d) Extensive ranges of the world
7. Anthony Burgess, _____ as a novelist, was originally a student of music.
 a) Because of being famous
 b) Who achieved fame
2. It was not until 1937 when the southernmost source of the Nile River _____ discovered.
 a) is
 b) was
 c) were
 d) be
3. _____ is essential for the plant life of the Amazon basin.
 c) Who because he was famous
 d) He achieved fame
8. Not until Edward Jenner developed the first anti-smallpox serum in 1796 _____ against this terrible disease.
 a) Protection was
 b) Protection was given
 c) It was protected
 d) Was there protection
9. Early sailors, _____ sometimes in uncharted seas, faced many hazards in reaching their destination.
 a) Navigating
 b) Were navigated
 c) Navigate
 d) And navigates
10. _____ first three years of the war
 a) It is an adequate reinfall
 b) Though an adequate rainfall
 c) Adequate rainfall
 d) Although an adequate rainfall
4. There is a man _____ took your coat
 a) which
 b) whom
 c) who
 d) how
 with Germany and Austria-Hungary left 1.8 million Russian soldiers dead.
 a) The
 b) In the
 c) It was the
 d) When the
11. The smallest _____, paradoxically, explored by the largest machines.
 a) Particles in the universe
 b) Particles in the universe are
 c) Particles that are in the universe
 d) Particles in the universe have
12. Not only are reindeer used for their hides and milk _____.
 a) As well as pulling sleighs
 b) But they pull sleighs
 c) But for pulling

- sleighs as well
- d) Also to pull sleighs
13. When did Mary _____ college?
 a) graduate
 b) graduate from
 c) graduating
 d) graduating from
14. You look pale. You had better _____ a doctor.
 a) consult
 b) consult to
 c) consult with
 d) consult by
15. New York is a large city, _____?
 a) aren't it?
 b) doesn't it?
 c) won't it?
 d) isn't it?
16. Do you enjoy _____?
 a) hike
 b) to hiking
 c) hiking
 d) to hike
17. Japanese houses are made of wood, so they easily _____
 a) catch the fire
 b) catch with fire
 c) catch on fire
 d) catch to fire
18. Do you have _____ to do this afternoon?
 a) many works
 b) much work
 c) much works
 d) many work
19. Mary has trouble _____
- a) remember her homework
 b) to remembering her homework
 c) to remember her homework
 d) remembering her homework
20. Our Friends will _____ for two nights
 a) put us up
 b) put us in
 c) provide us in
 d) provide us up
21. _____ infinitely large number of undiscovered galaxies.
 a) An
 b) There are an
 c) From an
 d) Since there are
22. Square-rigged ships, _____ high speeds only when traveling with the trade winds are not used commercially nowadays.
 a) Can attain
 b) When attaining
 c) They can attain
 d) Which can attain
23. By far, _____ of Saudi Arabia is oil.
 a) it is the most important export
 b) the most important export is
 c) That is the most important export
 d) The most important export
24. Yellowstone National Park's attractions include the famous Old Faithful geyser, vast forest, plentiful wildlife, and _____.
 a) campgrounds are well maintained
 b) campgrounds are maintained well
 c) maintains campgrounds well
 d) Well- maintained campgrounds
25. _____ the Dartmoor ewe and the Dumpty hen, the Tamworth pig is a rare breed of farm animal.
 a) How
 b) Like
 c) Then
 d) Even
26. _____ often serve as places of public entertainment and festivals, they can also be places where people can find peace and solitude.
 a) Even though city parks
 b) City parks
 c) City parks that
 d) There are city parks which
27. _____ about genetic diseases has increased is welcome news.
 a) That scientific knowledge
 b) It was scientific knowledge
 c) Though scientific knowledge
 d) Scientific knowledge
28. A fine tomb, _____ marks the grave of the poet Chaucer.
 a) which in the fifteenth century was erecting

- b) erected in the fifteenth century
- c) erecting in the fifteenth century
- d) being erected in the fifteenth century

29. Not until about a century after Julius Caesar landed in Britain _____ actually conquer the island.

- a) the Romans did
- b) the Romans
- c) Romans that
- d) did the Romans

30. _____ perhaps the most awe inspiring among the great structure of the world.

- a) The Great Wall of China
- b) The Great Wall of China which is
- c) The Great Wall of China is
- d) That the Great Wall of China is

31. Jenny _____ tired.

- a) be
- b) is
- c) has
- d) have

32. "Has Steve got a sister?" "No, he

_____, but he's got 2 brothers."

- a) Has
- b) hasn't
- c) haven't
- d) not

33. _____ to London on the train yesterday?

- a) Did Mary went
- b) Did Mary go
- c) Mary go
- d) Mary goes

34. According to the Romantics, the artist must _____ himself from corrupt society to produce art.

- a) alien
- b) alias
- c) alike
- d) alienate

35. My brother, who died last year, was an author. He _____ many books.

- a) wrote
- b) writes
- c) was writing
- d) has written

36. . My grandparents live in the USA so I _____ to New York many times.

- a) have flown

- b) flies
- c) flew
- d) am flying

37. Student to the teacher: " _____ ! What shall I do now?"

- a) I`ve finished
- b) I finished
- c) I am finishing
- d) I am finish

38. My grandfather died 10 years before I was born, so I him.

- a) was not meeting
- b) meet not
- c) have not met
- d) did not meet

39. Where's my calculator? I put it on the desk a minute ago and now

- a) it`s disappearing
- b) it`s disappeared
- c) it disappears
- d) it disappeared

40. . Last week was very wet, but it once yet this week.

- a) isn`t raining
- b) haven`t rained
- c) hasn`t rained
- d) didn`t rain



Class Observation Checklist

Teacher: _____ **Date:** _____

Class: _____

Objective: Characterize the methodology that teachers use during the class time and the strategies that these students use to cope with the contents of the English I program.

STANDARD	OBSERVED	NOT OBSERVED	COMMENTS
The classroom is student-centered			
The class focuses on meaningful communication.			
The teacher uses the target language throughout the entire lesson.			
Students acquire language through authentic cultural contexts.			
Students use language to reinforce their core content knowledge.			
Students participate in learning activities, which vary in length, content, and format.			
Students use language individually, in paired groups, in small groups, and in whole-class activities.			
Students experience the language for listening, speaking, reading, and writing.			
Student's language acquisition is facilitated through the teacher's use of visuals, gestures, pictures, manipulatives, and technologies.			
Student's have the opportunity to selfassess their language competencies and cultural interactions.			
Student's language competency is measured by performance-based tasks.			



Cuestionario para estudiantes de la carrera de Relaciones Internacionales
Facultad de Jurisprudencia

Objetivo: Indagar en el nivel de conocimiento del idioma inglés que los estudiantes tienen al comenzar sus estudios universitarios.

Instrucciones: Responda las siguientes interrogantes.

1. Genero M_____ F_____

2. Edad_____

3. La institución donde finalizó bachillerato es

Privada_____ Pública_____

4. ¿Ha estudiado inglés a parte de la institución donde se graduó de bachillerato?

Sí_____ No_____

Si su respuesta es Sí

4.1 ¿Dónde ha estudiado?

a) Academia b) Clases en línea c) Por su cuenta

4.2 ¿Por cuánto tiempo a estudiado inglés? _____

4.3 ¿Cuántas horas a la semana?_____

5. Del siguiente listado encierre en un círculo los hábitos de estudio que usted practica para mejorar el aprendizaje del idioma inglés.

- ✓ Ver películas o videos en inglés.
- ✓ Leer en inglés.
- ✓ Repasar diariamente lo aprendido en clases
- ✓ Practicar con sus compañeros.
- ✓ Escuchar música en inglés



ENTREVISTA A ESTUDIANTES

Objetivo: Obtener información sobre el programa de Inglés I en la carrera de Relaciones Internacionales de la Facultad de Derecho de la Universidad de El Salvador.

1. ¿Qué opina sobre la metodología que el profesor utiliza (trabajos grupales, exposiciones, debates, etc.) al momento de impartir los temas?
2. ¿Cómo considera la interacción del profesor con el grupo?
3. ¿Hay apoyo entre compañeros a la hora de desarrollar actividades asignadas por el profesor durante la clase?
4. ¿Considera que los temas incluidos durante este periodo han sido apropiados para el nivel de inglés requerido por dicha asignatura?
5. ¿Qué opinión tiene acerca de la organización del curso? (muy poco tiempo para cada tema, las tareas asignadas van de acuerdo a los temas vistos, etc.)
6. Hasta el momento, ¿el plan de estudios que has cursado ha cumplido las expectativas que tenías al comenzar la asignatura?
7. A parte de lo ya mencionado ¿Hay algo de lo cual te gustaría comentar sobre el curso de inglés 1?

**UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCES AND HUMANITIES
FOREIGN LANGUAGES DEPARTMENT**



PROFESSOR'S INTERVIEW

Interviewee: Lic. Angelica López Portillo teacher of the English subject in the Bachelor in International Relations.

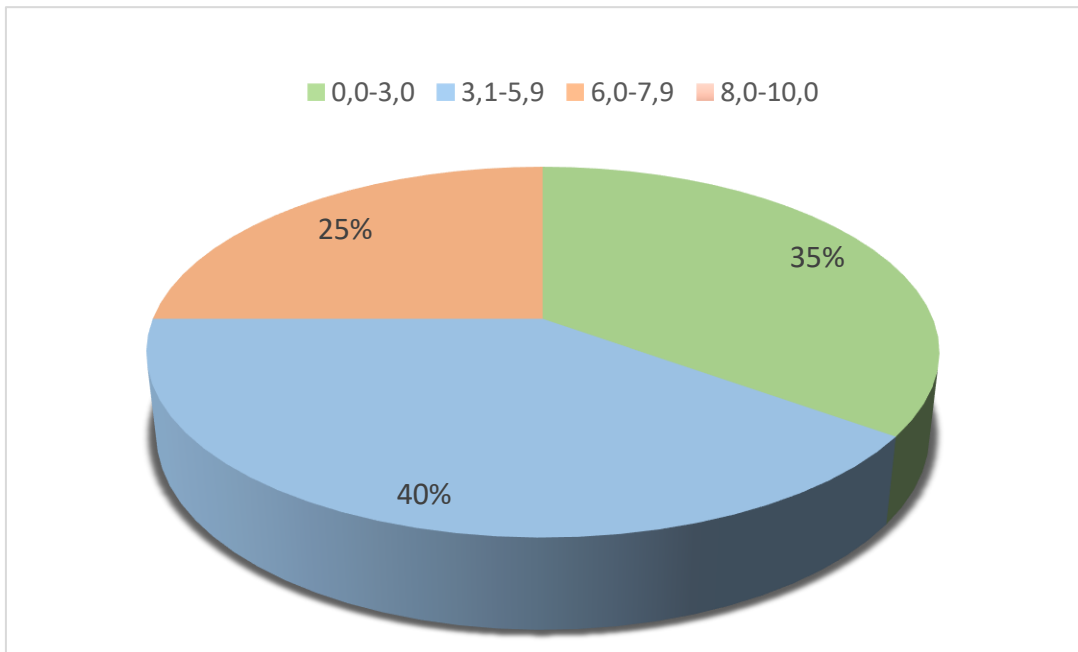
Objective: To get information about the English I program in the Bachelor in International Relations of the Faculty of Law at the University of El Salvador.

1. Could you tell us: When are the students informed about the intermediate high level required by the program?
2. How do you measure students' English level?
3. Have you found necessary to provide support to a student that has a low English level?
4. Which is the support that you would provide to a student that has a low English level?
5. Have you observed any challenge on students' English level required for the subject program?
6. What type of material do you use in class time to teach the subject's content?
7. Which are the teaching strategies you use during class time with topics you consider students find complex?
8. Do you face any challenge with the ratio of students you have assigned in the English I course? If so, which one?
9. Do you consider important to measure the English level that students reach at the end of the course?

RESULTS

Test results

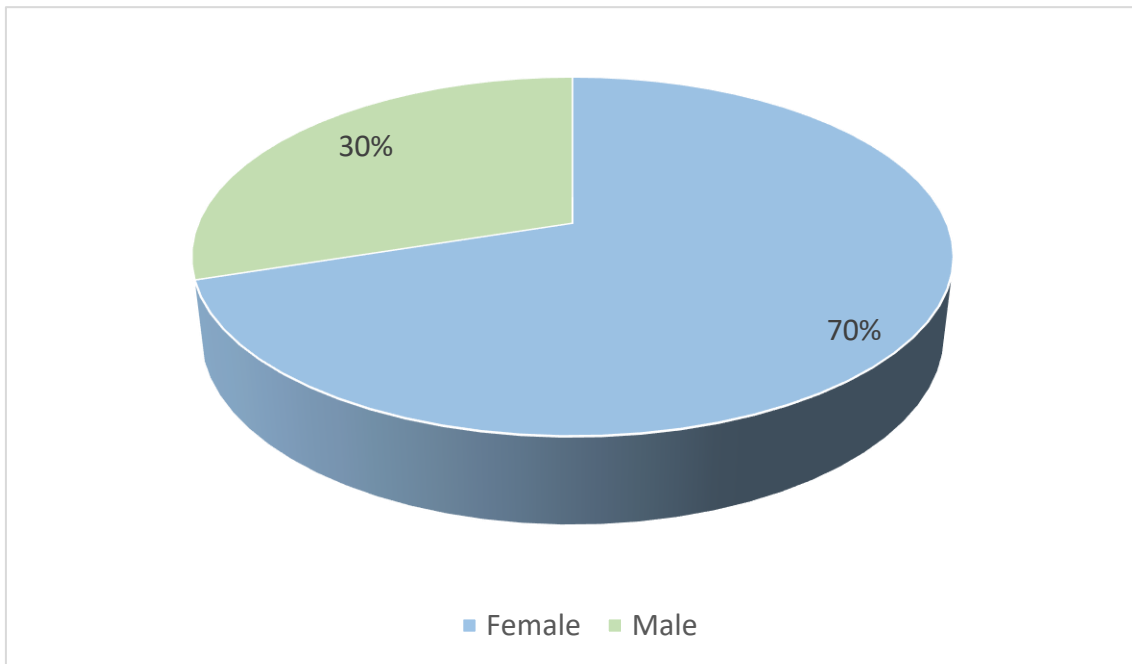
DIAGNOSTIC TEST



This graph presents the results of the diagnostic test which measured the English level that students currently have before taking the English 1 subject on a scale from 0.0 – 10.0. It means that only few students have the level expected for the English 1 program, and the majority of them have a deficient knowledge of the English language when they take the subject.

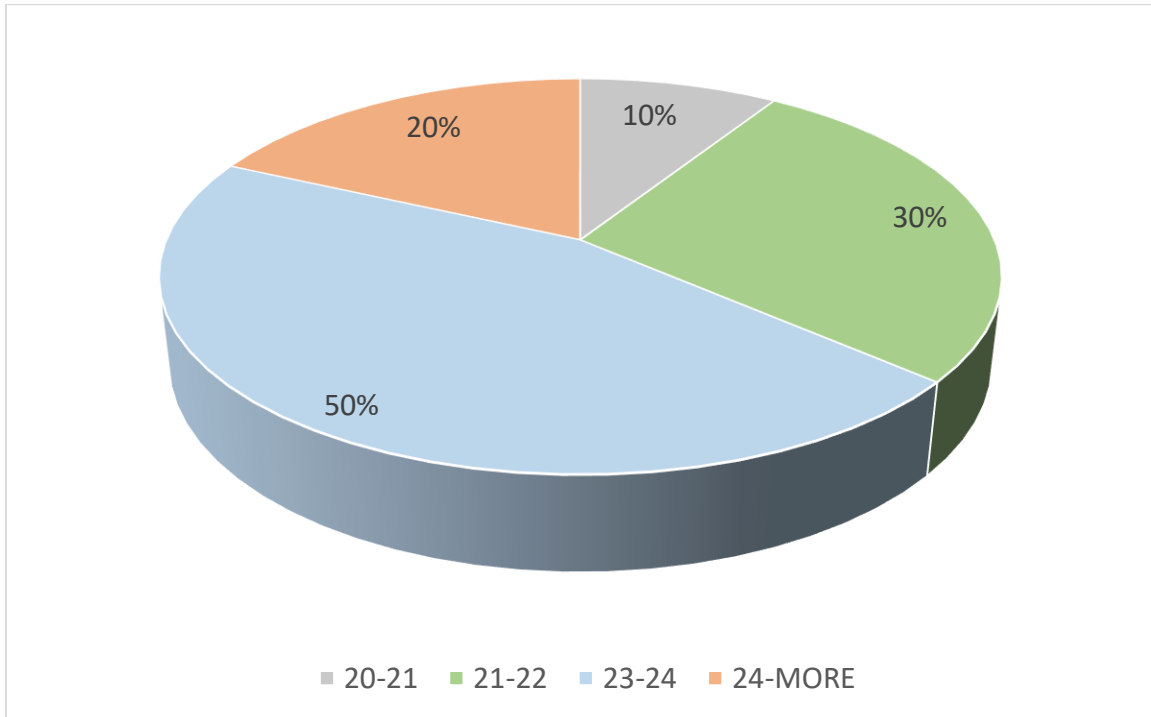
Questionnaire

ITEM 1. STUDENTS GENDER



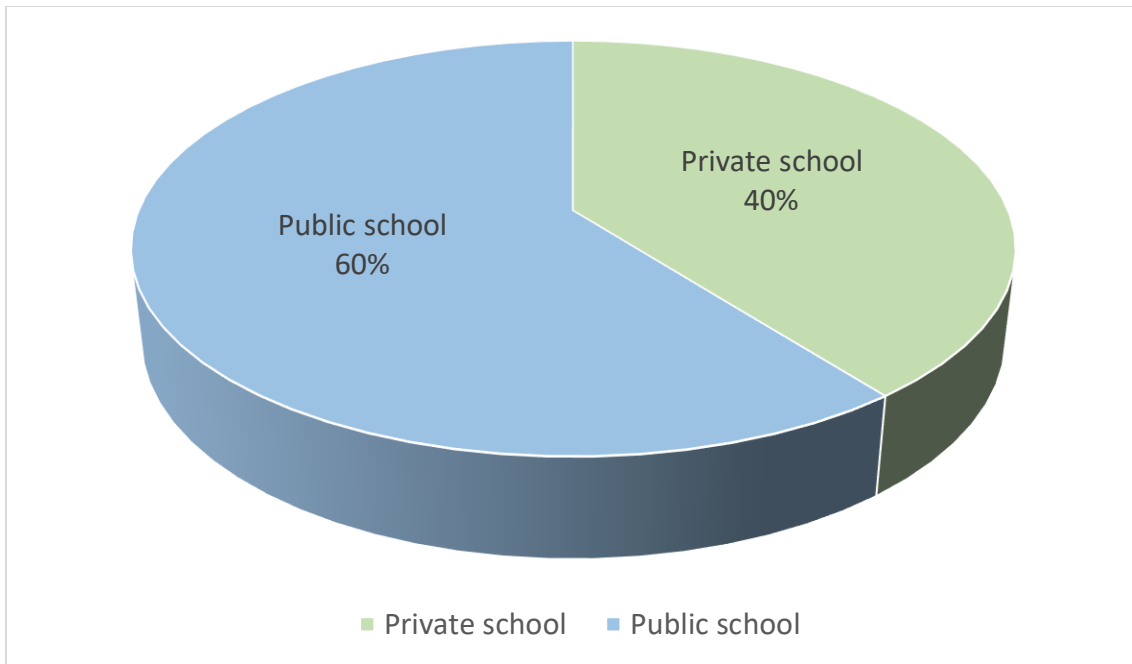
Through this graphic it can be observed that the majority of students from the Bachelor in International Relations that were taken as a sample were girls while the minority were boys.

ITEM 2. STUDENTS AGE



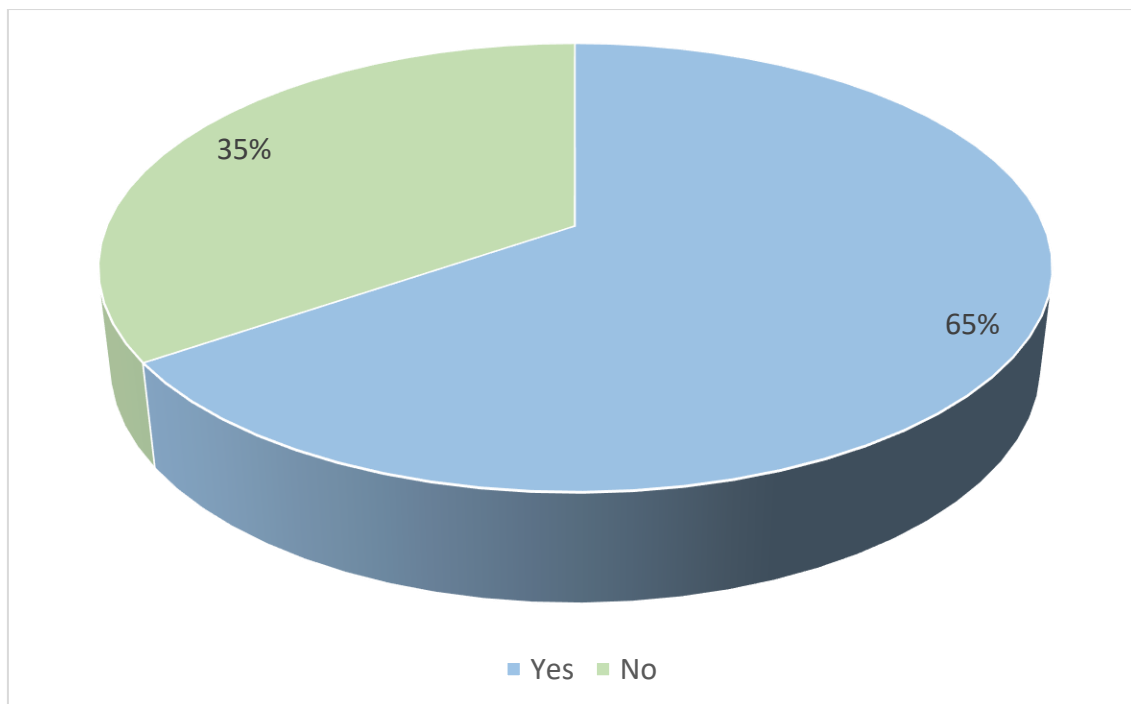
This figure shows the different ages in students . Most of students are between 23-24 years old, while a few of them are between 20-21 years old.

ITEM 3. TYPE OF SCHOOL WHERE THESE GROUPS STUDIED HIGH SCHOOL



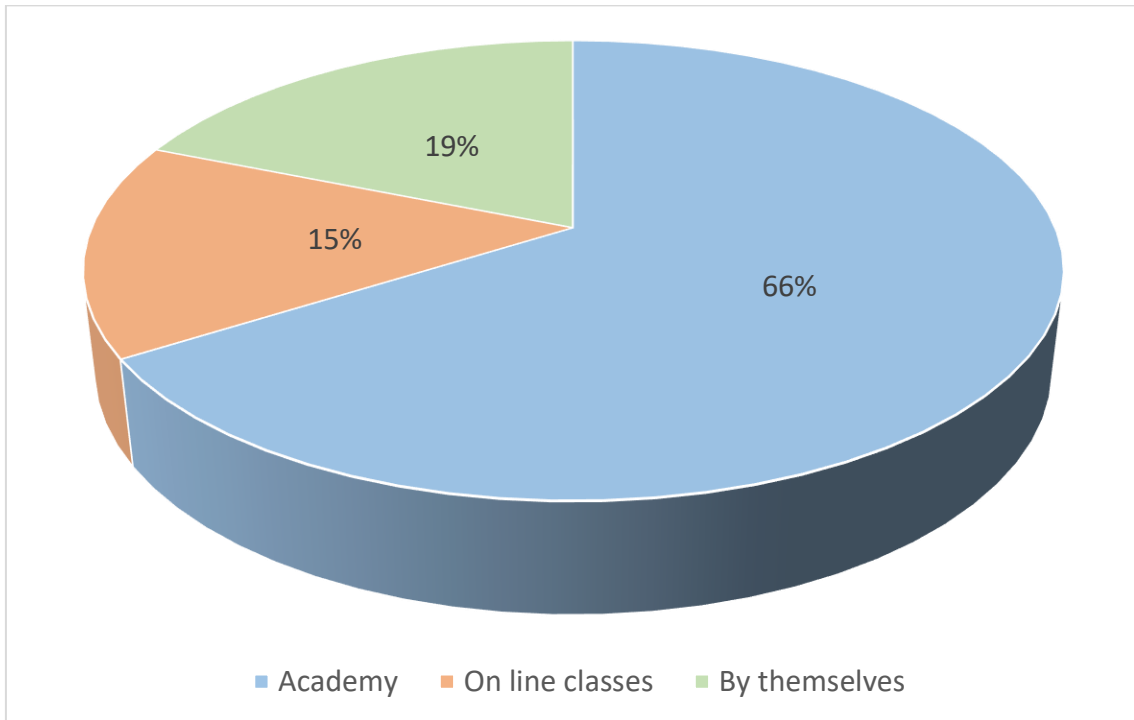
The figure shows the educational institution where the students performed their studies during high school. In a nutshell, it means that the majority of them did not receive the appropriate English knowledge before taking the English 1 subject at the the university.

ITEM 4. BACKGROUND ENGLISH KNOWLEDGE



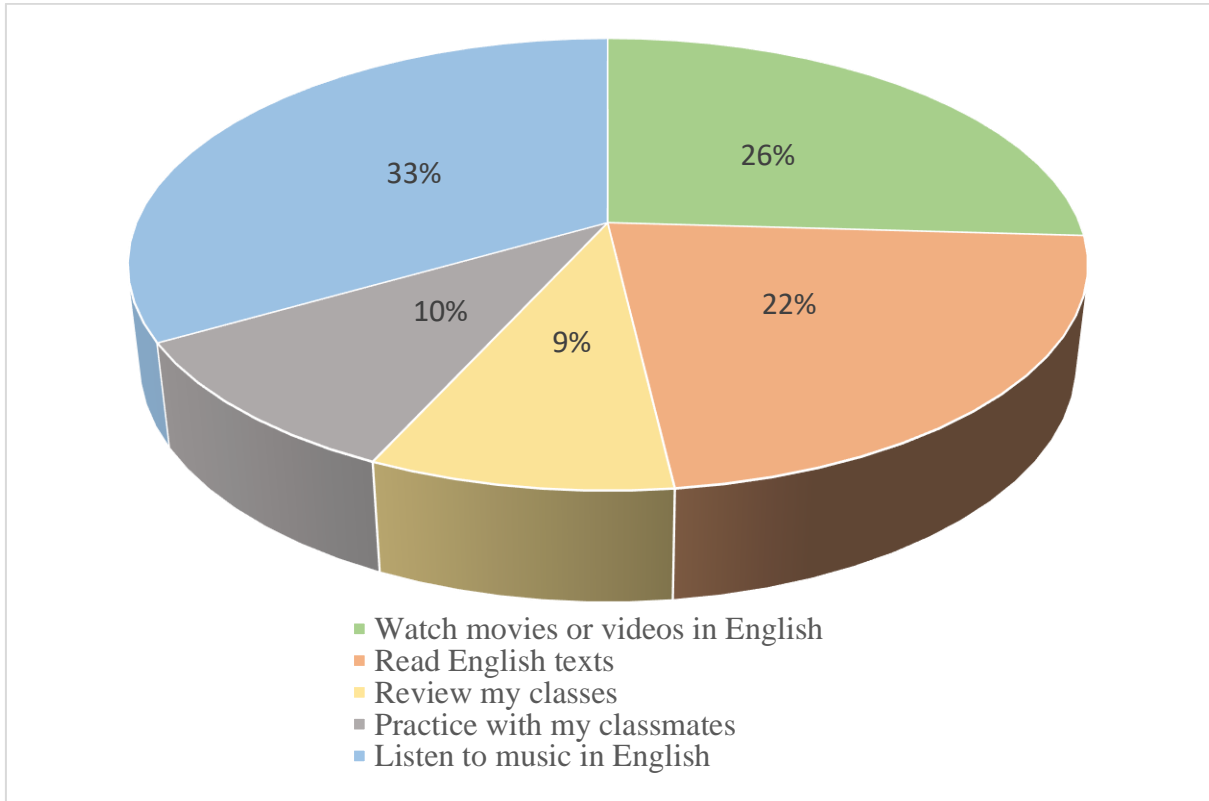
This figure shows the percentage of students who have studied English somewhere else before taking the English subject in the Bachelor in International Relations at the University of El Salvador. It can be observed that most of students have at least the basic knowledge to start the course.

ITEM 4.1 TYPE OF INSTITUTION WHERE STUDENTS LEARNED BASIC ENGLISH



This figure reflects the percentages for those students from the Bachelor in International Relations who had studied English previously. Most of students have studied English in different academies due to they considered more effective to learn the language in these places.

ITEM 5. STUDY STRATEGIES



This figure demonstrates different activities that students from the Bachelor in International Relations do in order to improve their English. As a result, students consider more effective to listen to music to improve their English level and less effective to review their daily classes.

Observation guide results

The results from the class observations were quite the same as the reported ones by the participants during the interviews and indicated that there were many problems affecting the quality of English teaching in the English I program at the Bachelor in International Relations. These problems included: the teachers' teaching styles and methods according to students who were enrolled in the course; besides large class size, teachers' classroom management, and students' abilities and attitude as stated during the observation phase.

Unequal Students' Levels

The students' English ability in the classes was also observed. It was also found that, even in the same class, the English levels of the students were not equal. Some students could respond well and immediately to the teacher, while some other students had difficulty in finding the answers to the teacher's questions. In addition, the students' attitudes was also different. Some students were quite active and willing to raise ideas, but some other students preferred keeping quiet.

Large Class Size

The most common theme from the observations was that the two classes were crowded. The number of the students attending each class was around 45, but the number enrolled according to the student list was higher, generally above 50 students. This was one of the main problems affecting the quality of English teaching in the program. From the observation, it is difficult to recommend how many students in an English class in the Bachelor in International Relations would be reasonable, however as indicated by the teachers who were in charge of the course, 30 would be the ideal number of students in each class.

Students' Role Was Not Estimated Well

Through the observations, it was found that some teachers gave their students opportunities to talk, discuss, express opinions, and the students were also willing to present ideas and were confident to talk in front of their classmates. Nevertheless, it was also observed that in English classes, the Spanish language was still used a lot by the teacher and students. Most students were not shy when talking to the teacher in Spanish, but were not confident to speak in English to each other, and the teacher was repetitively using Spanish language because students were unable to understand if the instructions were given in English language only.

Unreasonable Time Management

Through the class observations, it was realized that the teacher's skills in time management were limited. The teacher in the classes observed did not specify the time for the students to perform each activity. The teachers asked the students to do tasks, or activities individually, or in groups, but they did not inform the students of the time they needed to finish. Therefore, most tasks and activities lasted longer than expected according with the teachers' lesson plans, and as a consequence they had to teach all the contents quickly to finish the class in time.

Uninteresting Teaching Style

The most common themes from the observations was that the atmosphere in the classes was not very exciting. There were not many activities designed to arouse the students' interest. As an illustration, in most of the lessons the teacher did not use warm-up activities at the beginning of each lesson to arouse the students' attraction; and those few lessons when the warm-up activities were performed, those activities were not enough to make the students excited and eager to learn.

Students's interview

The interviews were conducted on 20 students who were studying in the Bachelor in International Relations in the English I program. All interviews were conducted in Spanish language then translated to English, depending on the interviewee's preference, the length of interview ranged from approximately 4 to 7 minutes. The interviewees were asked to describe their English experience as English language learners during their study program. Thus this study provided opportunities for students to talk about it in their simple own words. However, the majority of the students said that the contents of the English program were the most important factor which was affecting negatively their English learning due to the level that it is required. Students considered the teacher's role in the classroom as a second factor that is affecting them, because they said that before teaching the students a teacher has to first place himself/ herself as a learner and think from the learners' perspective, therefore, the teacher should place various roles such as learner, facilitator, advisor, manager and evaluator. Finally, according to students' perspective, the teacher's methodology and not being prepared for lessons is the least important factor that affects their learning process.

Professor's interview

This interview was conducted to one of the main teachers in charge of two of the groups of English I course in the Bachelor of International Relations, Angelica Portillo. She provided a clear answer to each of the questions about strategies, methodologies, challenges and other aspects related to this course.

Some of the questions were mainly focused on students who do not have the level required to start with the course, she mentioned that students are informed since the beginning of the major about level required to study English, most of them, according to Miss Portillo, look to study English in academies or free courses to be prepared at the time of starting with the subject.

Miss Portillo also mentioned that at the beginning of the course she starts making questions in the class to identify the level that each student have. Along the course she uses different kinds of activities to join students with the topic being taught. However, based on an oral diagnosis test, she discovers that all students have at least the 30% of English, no one is there without knowing anything needed for the course.

When teacher Angelica was asked about the methodologies that she uses with those students that do not achieve the level required in the course, she said that she always tries to teach them the same as the rest, she said she does not find that as a challenge, instead, she said that most of the students are self-taught and they look to improve their knowledge, she just teaches the class assigning different group activities in order to make them speak as much as they can.

Recomendations

Based on the results that the research team got throughout this investigation, there are some aspects to take into account to improve the development in the English subject that students from International Relations in the University of El Salvador take during their major.

First, we consider that the level required to take the English I course which is Intermediate high level, should be reduced to basic since the majority of the students do not have the level that the program asks for, for that reason is important for the authorities in that major to take into account that aspect to get better results and for students to feel more comfortable at the time of taking that subject.

Second, it is important to include at least the grammar section not only for students to learn the basic rules, but also for them to get a proficient level at the end of the course since only technical vocabulary is the one taught on the four English levels in this major.

Lastly, it is essential to include dynamics or activities to catch students' attention. During the observation phase we noticed that students' attitude was not the best or they were not willing to learn, that is why it is important to include activities to make the class more interesting for them.

Conclusion

The data provide evidence about the difficulties that students from the Bachelor of International Relations face at the time of taking the English I course and the alternatives that they take in order to reach the level that this subject requires.

According with the results given, most of students do not have the intermediate level that this subject asks for. Students look for alternatives to get the level required due that the majority come from public schools where English is not highly taught, and as a result they have to put more effort to accomplish all the standards required by this course.

Along with this document, the information provided has been given by students who were taking the course and they have stated that the methodologies that the teachers use have a big impact on their learning process, as well, the teacher in charge of the subject declared that the course have looked for alternatives for students to learn the language and apply it in their professional field.

It is important to mention that the main factor through this study that confirmed that students from International Relations do not have the level required to take the English I course was to observe the class and notice that students needed to find different ways to reach this level but at the end they tried to learn and apply all the knowledge taught during the class at the university.

References

Book References

- ✓ Adrian Pilbean, International Management, Cambirdge University Press. USA. 2004.
- ✓ Holmes, P. (2004) English academic language skills: Perceived difficulties by undergraduate and graduate students, and their academic achievement. *Canadian Journal of Applied Linguistics*
- ✓ James, Cherian. (1996). “An analysis of selected problems that confront students and teachers of second language”.
- ✓ Kember, D. (1997). A reconceptualization of the research into university academics’ conceptions of teaching.
- ✓ Mahmoodi, G. (1990). Analysis of English language teaching problems and failure in the Educational System.
- ✓ Narayanan, R & et al. (2008). “Some factors affecting English learning at high school level.
- ✓ Singaravelu G. (2001). A Study of the students’ Learning English problems as a second language at college.
- ✓ Teaching and learning English as a second language among the high school students. In Buch, M.B. (Ed.), Fifth Survey of Educational Research (1988 – 1992).

Website References

- ✓ Katie Blaskowsky, Deborah Viregan, & Libby Siran (2018) Academic Language <https://goodslide.org/document/academic-language> Academic language

<https://epublications.bond.edu.au/cgi/viewcontent.cgi>
- ✓ Mathew Lynch (2018) understanding the academic language and its connection to school success WWW.THEEDADVOCATE.ORG/ACADEMIC-LANGUAGE-CONNECTION-SCHOOL-SUCCESS/
- ✓ Nelson Martinez (2015) why students from the public educational schools do not learn English <http://www.redicces.org.sv/>
- ✓ Pauline Ghenghesh (2015) The Relationship Between English Language Proficiency And Academic Performance of University Students – Should Academic Institutions Really be Concerned?

<https://journals.aiac.org.au/index.php/IJALEL/article/viewFile/1211/1152>