UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGES DEPARTMENT

DESCRIPTION OF THE ENGLISH PROFICIENCY LEVEL ACHIEVED BY THE STUDENTS OF THE BACHELOR IN PSYCHOLOGY AFTER HAVING TAKEN ENGLISH I IN SEMESTER 1,2019, AT THE UNIVERSITY OF EL SALVADOR.

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ABSTRACT

The purpose of this research was to describe the English proficiency level that the students of the Bachelor in Psychology at the Central campus of the University of El Salvador achieved after having taken the English I course, to identify their study habits toward achieving the course's goal and to characterize the teaching methodology used to develop the English I syllabus. Based on the 2018 English I course syllabus the students of this bachelor were expected to achieve a basic level of English as well as to be able to translate texts regarding psychology matter; the teaching methodology would use both the communicative approach and the grammar-translation method; this course comprised sixty-four hours during a time frame of sixteen weeks, (English 1 course syllabus, 2018). In response to this situation, therefore, to accomplish the research objectives classes were observed throughout the term, a questionnaire was administered to know the students' study habits, a post English test was administered to the students at the end of the semester and finally the teachers in charge of the course were interviewed. The study results describe the student's English proficiency level, characterize the professors' teaching methodology used in the classes, portray the learners' study habits toward achieving the course goals and picture the teacher's insight about the methodology, didactic materials, and resources used in class. The Psychology School could use the results of this study to follow up the English teaching - learning quality in the English I course.

Keywords: English course, syllabus, achievable goals, English proficiency, teaching methodology, study habits.

1. STATEMENT OF THE RESEARCH PROBLEM

The study plan of the Bachelor in Psychology includes only one level of English in the first year of the career. In this level of English, the students are expected not only to acquire the knowledge to create simple sentences and conversations by using the basic grammar structures, but also to develop at a basic English level the four macro skills which are speaking, reading, listening, and writing. Besides, they are expected to translate texts related to their field. The English course comprises four hours of English classes per week; it means that during the 16 weeks of the semester, they receive 64 hours of classes.

After reading the syllabus of the English I course of the Bachelor in Psychology, it was found that this syllabus had two different approaches which were the Communicative Approach; (apologizing, describing, and inviting are some of the functions mentioned in the syllabus), and the Translation Method. The course was focused mostly on the listening and speaking skill. On the other hand, the grammar-translation method´s main goal, according to Richards & Rodgers (1999), is to study the target language, in order to read its literature or to benefit from mental discipline and intellectual development that result from foreign language study. This method focuses on the grammar rules, followed by the application of this knowledge to translate sentences and texts into and out of the target language. This method focuses on reading and writing rather than speaking and listening.

Thus, it is not possible to apply both approaches in one single course and to have as a result an effective learning, because one is oriented to listening and speaking to express functions of the language and the other one is based on reading, writing and the rigorous study of grammar for translating. Furthermore, for being able to translate students need to have an advanced level of English which led us to say that in 64 hours it was not possible to develop the skills required by the communicative approach and the translation method. As Malmkjaer (1998, p.6) stated: "Translation is only appropriate for training translators", it means that translation is not for beginners of the English language.

Considering the objectives established in the syllabus of the English I course, at the end of this course the Psychology students must be able to communicate at a basic level of English and to translate from English to Spanish texts related to Psychology issues. However, the Common European Framework of Reference for Languages states that understanding complex and technical topics or issues "in the field of students specialization" (English Language Level CEFR) and interacting with fluency require a B2 level of proficiency, which demanded approximately 500 to 600 hours of learning progress (Cambridge University Press (2013). And, that summarizing and comprehending information from different written sources to create own interpretations or arguments it is necessary to have a C2 level of proficiency in the language, in which students need to invest approximately from 1,000 to 1,200 hours for their learning progress (Cambridge University Press, 2013).

As it was mentioned before, in the English I course of the Bachelor in Psychology, the students were expected to develop the four language macro skills (speaking, reading, writing and reading), and then, the translation skills during the last two weeks.

At the end of the semester I-2019, when interviewing an <u>English professor of the Psychology Department,</u> the professor mentioned that it was difficult for the students to assimilate and apply the translation techniques, after having studied basic English contents.

In response to this situation, the purpose of this study was to describe the English proficiency level that the students of the Bachelor in Psychology achieved after having taken the English I course, considering the approaches and materials that the professors used, and the students' study habits; therefore, this study answered the following questions

Central question

- What is the English proficiency level in each of the four macro-skills that students of the Bachelor in Psychology achieved after having finished the course English I?

Sub-questions

- What is the methodology used to develop the English classes in the English I course in the Bachelor in Psychology?

- What are the study habits practiced by the students of the Bachelor in Psychology?

- What are the materials used by the teachers to develop the classes in the English I course in the Psychology department

2. OBJECTIVES

2.1 General objective

To describe the English proficiency level in each of the four macro-skills that the students of the Bachelor in Psychology, at the University of El Salvador, accomplished after having finished the English I course, semester I, 2019.

2.2 Specific Objectives

● To characterize the teaching methodology used in the English I course of the Bachelor in Psychology.

● To identify the study habits that the psychology learners of English I course had.

● To describe the materials that the teachers used to develop their English classes of the English I course.

3. REVIEW OF THE LITERATURE

There are many aspects to take into account when learning a language; according to the Common European Framework of Reference (2001), "any act of language learning or teaching is in some way concerned with each of these dimensions: strategies, tasks, texts, individual's general competences, communicative language competence, language activities, language processes, contexts and domains". The purpose of this study is to describe the proficiency level that the students of Psychology Bachelor in the University of El Salvador develop at the end of the semester, taking into account some elements such as the teaching approaches, the materials that the teachers use, and the study habits that are practiced by the students of this Bachelor in order to develop their skills in the English I course, semester I, 2019.

Before moving onto the description of the elements being considered in this study with the purpose of describing the English proficiency level that the psychology students develop during the English I course, it is necessary to define some key concepts. Firstly, the approaches used in the English I course is based on, the Communicative Approach and the Translation Method. According to the world´s English Teaching experts (British Council, 2008) a language teaching approach is a theoretical view of what language is, and of how it can be learned. A teaching approach leads the teachers to use methods that involve classroom activities, and materials or even different techniques to help the student's learning process.

Secondly, in regards to the study habits and the number of hours the psychology students spend studying the language outside and inside the class as the learning time. In the Glossary of Education Reform (Great Schools Partnership, 2013) is defined that the expanded learning time refers to any educational syllabus or strategy intended to increase the period of time students are learning to improve their abilities. Lastly, the language skills, which are listening, speaking, reading and writing, are a set of capabilities that enable an individual to have a complete communication it means to have the capacity to understand and express orally and written in the target language. Therefore, the detailed elements are shown below.

3.1 The teaching approach

When designing a syllabus, it is necessary to take into account the different approaches and methods to teach, in order to have effective results from the students. The syllabus of English I of the Bachelor in Psychology is based on the communicative approach and the grammar-translation method, these methods are very different. "The Communicative approach is organized on the basis of communicative functions (e.g. apologizing, describing, inviting, and promising) that a learner or a group of learners needs to know, and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately" (Canale & Swain 2002). This approach is focused mostly on listening and speaking. On the other hand, the principal goal of the grammar-translation method, according to Richards & Rodgers (1999), is to study the target language in order to read its literature or to benefit from mental discipline and intellectual development that result from foreign language study. This method focuses on the grammar rules, followed by the application of this knowledge to translate sentences and texts into and out of the target language. This method is focused on reading and writing rather than on speaking and listening.

Therefore, to design the course syllabus is necessary to choose a suitable teaching approach. Also, to study English translation, an advanced level of English is needed; according to Malmkjaer (1998, p.6) "Translation is only appropriate for training translators". Furthermore, according to Canale & Swain (2002), the com-municative approach increases learners and teacher's motivation. They think that it is likely that both learners and teachers will find the task of learning/teaching such communicative functions as how to greet someone more useful and enjoyable than the task of learning/teaching different grammatical points such as verb tenses. In their view, the motivation may be the single most important factor in determining the success of a communicative approach relative to a grammatical one. The approaches stated in the syllabus of the English I course are opposite because one is oriented to communication and the other to translation.

3.2 Learning time and study habits.

In addition, it is important to take into account the time that the students need to achieve a certain level of English. According to the Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers (2013), in order to achieve the A1 level, the students have to complete approximately between 90 to 100 guided learning hours. In this level, the learners are able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They are also able to introduce themselves and others, ask and answer questions about personal details. Moreover, they are able to interact in a simple way provided that the other person talks slowly and clearly which means that in this level the learners can communicate by using basic English with the help of the listener.

Having this information, the Psychology Bachelor students of the English I course would receive at least 90 hours of English classes instead of 64 hours, in order to achieve A1 level. Then, besides the in-class time spent learning English, students are expected to use their English skills outside the classroom by applying different learning habits. Some of the more common learning habits pointed out by Sketchley, Martin (2016) are "to plan the learning and set realistic goals; to record new vocabulary in a way that's easy to review, and to find interesting things in English to watch, read and listen to." Also, selecting a newspaper, a book, or an article on the Internet of any topic of your interest help to improve students´ ability to comprehend texts; writing in a diary or journal each day, describing activities done day by day help the students to improve their writing skill; listening to the news on television, radio or the Internet, watch English language television programs encourage students to get involved with the language, and to improve their listening comprehension as their pronunciation. Nevertheless, it is not granted that all the students in this English class are putting into practice any of the previously mentioned study habits outside the class time.

3.3 The linguistic skills

Moreover, adding to the engaging of achieving a certain English level of development of the language skills in order to be able to both comprehend and translate texts related to specialized areas for instance medicine, law, psychology, etc. a study was carried out by Tarnopolsky (2011), he conducted a research to measure the development of the English in the bachelor in Psychology in their second year at Alfred Nobel University, Dnipropetrovsk, Ukraine by using the book Psychology Matters written in the target language. Before the course started, the students attained the B2 level of the Common European Framework (Council of Europe, 2001).

Tarnopolsky and his research team observed students' learning during one academic year. The activities that the students were assigned to develop were about doing some research for preparing their projects. When doing this, the students had to search for materials and listen to audios or videos on the internet. Then, when the students had to write and present orally their project work; these two lasting skills were easily integrated. At the end, when Tarnopolsky and his research team retested the students, they found a flagrant improvement of the four macro skills of them. The results were 10% better in speaking, 15% better in listening, 15% better in reading, and 20% better in writing. Hence with this study published in the Journal of Teaching English for Specific and Academic Purposes can be concluded that students need to achieve the B2 objectives before they start doing any research or task related to the psychology field. Considering this brief example, achieving an English proficiency level helps the psychology students to expand their knowledge in their field and to gain experience practicing the target language which improved their English macro-skills. However, a level A1 would not be enough to encourage psychology students to use the target language to comprehend nor translate psychology texts and to be able to communicate in their field.

After having interpreted the theory stated in the course syllabus, and compared the objectives with the theoretical framework consulted about how the approaches integrate the English skills besides the required time to achieve the English Proficiency level students should develop in the English I course at the end of the semester; hence, the objective of this research is to describe and define the English proficiency level the students of the English I course of the Bachelor in Psychology at the University of El Salvador have developed after having taken this course during semester I 2019.

4. RESEARCH DESIGN AND METHODS

4.1 Type of research

This is a descriptive and exploratory study. The exploratory research type led the researchers to explore the phenomenon throughout the observation; in this case, the matter was the English Proficiency level that the students at the Bachelor in Psychology had achieved after taking English I, semester I-2019; and what was observed are the teaching approaches used in classes, the didactic materials used, and the students' participation, engagement, and learning pace within the class. In addition, it was planned to administer a pre-test (see appendix 7), but there were some inconveniences that prevented researches from executing it (Please, see details in 4.4.4). Then later a post-test was used to evaluate the knowledge students had acquired by the end of English I course during semester I 2019. MeanThat (2016) says that in the exploratory research type, the researcher observes a phenomenon in the outside world and tries to describe it through whether taking well-defined theories already made to apply them on it or developing new theories from a scratch on the phenomenon, being the matter what was done with this study.

Besides, the descriptive research type allowed the researchers to describe deeply the factors that intervene in the students' English proficiency level achieved, such as the teaching methodology, materials used and study habits that the students had. Based on what Jack R. Fraenkel, Norman E. Wallen, & Helen H. Hyun (2012) say, the researchers especially in educational research, use the descriptive research when they need to summarize the characteristics, such as abilities, preferences, behaviors, among others, of individuals or groups or physical environments such as schools.

4.2 Research Design

To develop this research, the mixed method design was used because it involved collecting not only qualitative but also quantitative data. According to J. Creswell (2018), the core assumption of this form of inquiry is that the integration of quantitative and qualitative data yields additional insights beyond the information provided by either the quantitative or qualitative data alone. The mixed method design was a good fit for this study because it was possible to achieve the main objective of this study, which was to describe the English proficiency level in each of the four macro-skills that the Psychology Bachelor students achieved after having finished the English I course, semester I, 2019.

As qualitative research design, it focuses on gathering mainly verbal data rather than measurements. On the other hand, quantitative research methods generate numerical data or information that is converted into numbers, and its presentation is through tables containing data in the form of numbers and statistics. The results are presented in tables. Also, this quantitative research method allows researchers to give the average time in which the students are involved with the English language inside and outside the class, as well as the study habits they practiced.

4.3 Recruitment and Sampling

4.3.1 Population

The population of this research was formed by 160 students of the Bachelor in Psychology at the University of El Salvador on the Main Campus who were in their first year of studies and taking the English I course, semester I-2019. They were divided into 3 English class groups in which the same course syllabus was used.

4.3.2 Study population

The study population was composed by 100 students that belonged to two groups of the English I course. The two groups were chosen by a convenience sampling. The inclusion criterion was that the students had to be officially enrolled in the English I course, semester I 2019. On the other hand, the exclusion criterion was that any other students such as free auditors were not taken into account in this study.

4.4 Data Collection:

To accomplish the research objectives there were four research instruments to collect the information. An observation guide was used to collect information about the methodology and the didactic materials used in class; a questionnaire was used to collect data from students regarding their study habits. Besides, the teachers were interviewed about the teaching methodology and didactic materials used in the English I course; and finally there was an English proficiency test in which the students` English skills were measured to know the English proficiency level they had reached at the end of the course.

The techniques and instruments are described below in the chronological order they were applied:

4.4.1 Class Observation

First of all, an observation guide was used to obtain information about the teaching methodology and didactic materials used during all the stages within classes such as warm-up, presentation, practice, production, and wrap-up.

The observers remained seated taking notes within the classes without disturbing what the teacher and students were doing in each stage of the class respectively to get a full description of how the classes were developed. The classes were observed once a week for two months. The observation guide was used; this was divided into five-stages: to collect information about the warm-up activity, the presentation, the practice, the production, and the wrap up. Finally, the guide included a section for comments related to the topic; additional information that the researchers considered necessary to capture the activities of the class development.

4.4.2 Survey

Second, a survey was run to identify the study habits that the learners of English I course had. The questionnaire was designed based on the definition given by Lawrence (2013) which states that the study habits are "the sum of all the habits, determined purposes and enforced practices that the individual uses to learn". Having in mind this definition, the questionnaire contains 23 questions divided into five main categories, detailed below:

1.Exposure to the English language: This section allowed researchers to find out the length of time the students were involved with the English language.

2.Study Time: The questions in this section were oriented to obtain information about the time students preferred to study English during the day.

3. Place to study: The objective of this section was to find out where the students felt relaxed to study English.

4. Strategies to study English: This section found out the ways that the students use to reinforce the contents studied in their classes.

5. Ways to improve English: This section found the different techniques the students used in order to be in contact with the English language.

Procedure:

Before students started answering the questionnaire, they listened to the definition in Spanish of what a study habit was, stated by Lawrence (2013), to make clear what the questionnaire was about. Then, students received the questionnaire so they could answer it with a blue or black ink pen. Instructions were given, and they had twenty minutes to complete it. Once the students had finished answering the questions, the questionnaires were collected.

4.4.3 Teachers' interview

The third data source was the teachers' interview. Two English teachers from 2 different groups conveniently selected based on the course syllabus were interviewed. One teacher was in charge of two English I groups, and the other teacher was in charge of the third one English I class. Each teacher was interviewed about their perspectives about the English class development. The topics discussed were the teaching methodology used, the materials used to develop their classes, the contents covered throughout the course, the extracurricular activities for involving students in their study habits, and their opinions about the achievements of the course goals. The interviews were recorded and transcribed.

4.4.4 Proficiency test

Lastly, the English test administered was the Cambridge placement test, certified by the Common European Framework of Reference (See annex 7). This test was administered only once at the end of the semester to assess the students' English

level and to be able to describe the level of English they had achieved after having taken the English I course.

The scores obtained in this test allowed the researchers to determine if the student's English skills developed during the course fulfilled the objectives stated in the course syllabus. Besides, these scores were matched and compared with the expected abilities stated on the CEFR. It has to be mentioned that the plan was to administer a pre- and a post-test, but the research process officially started when the English I course had already begun; thus, it was not possible to describe the English proficiency they had before starting the English I course.

4.4.4.1 Timing

The classes had a strict schedule that teachers needed to follow to finish the semester on time. Because they had not been able to cover some topics and evaluate activities, the class time was reduced due to many reasons: students and teachers lateness, teacher´s medical appointments, students and teachers´ unjustified absences, long evaluated activities, and holidays. Researchers were allowed to administer the test in less time, so it did not interfere with the time of the evaluations. Due to the time constraints and recommendation given by a member of the evaluation jury, the test was reduced to be administered in one class hour. Hence, in the listening section, there were 20 items in the original test, and it was reduced to 16 items; in the reading section, there were 20 items, and it was reduced to 11 items. Finally in the language use section, there were 30 items, and it was reduced to 13 items. The reason why some sections had fewer items was because researchers wanted to keep the test with almost the same amount of questions per section, and also because students had more chances not to get overwhelmed with the complete test.

4.4.4.2 Attendance

Attendance was a known issue in the English classes. Students and teachers were arriving late or not showing up to classes, so the number of students varied in each class throughout the semester.

Consequently, not all of the students were able to take the proficiency test as they did not frequently arrive on time or even show up. Initially there were about 10 students in the classroom; therefore, to have a more representative quantity of results, researchers allowed a grace period of 10 minutes to let latecomers take the test; therefore, this limited the time to administer the test. However, the final results from both groups showed 40 participants in total.

5. ANALYSIS OF THE RESEARCH RESULTS

5.1 Class Observation

The class observation diagram portraits a typical observed class in English I course of the Bachelor in Psychology, Semester I, 2019. The observed class replicated the PPP teaching framework (Presentation, Practice, Production). This is used as the model followed to describe the class stages and which consists of three main steps; the first one is the Presentation; this stage usually consists of two steps and an introductory activity or warm-up. According to Dornyei (2001), teachers need to try and actively generate positive students' attitudes toward learning". A warm-up is used to raise students' interest and help students to think in English or to catch students' attention. Warm-ups should have the following characteristics: they take place at the beginning of the class; they should be short, be related

to the topic and help students begin to work. The second step is the introduction of the target language. This step aims at presenting the content and making sure students understand it. In the observed classes, In the first stage of the PPP method, the teacher used a question as a warm-up activity, but it wasn't related to the topic and some students felt afraid of the activity, others could answer the question. According to the theory, the warm-up should be enjoyable and motivating for students.

Moreover, the pre-teaching in the class was based on the content presented in the Presentation, Practice and Production, but it was not enough for students so that the teacher used different ways to teach the class topic and introduce new vocabulary to students to comprehend the new topic. The Practice stage is the most important part of this method because students put into practice what they have learned in the pre-teaching and the teacher monitors and corrects the student's mistakes. In the observed English class, the teacher asked more questions to verify if the students had understood the topic. After that, the teacher asked them to work in groups and write sentences using the studied words, but during this stage, students were not monitored by the teacher.

The last stage of this method is the Production. Once students had practiced, it was time for them to use what they had learned. A good production is where students do some activities with less teacher control and put into practice their fluency and accuracy; this stage is more interesting and interactive for students; also, they have time to be corrected by themselves.

The final stage in the English class of the Psychology department was not applied completely because in the practice stage students were not monitored and in the production

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stage, students made mistakes that were never corrected by the teacher during the class. For this accomplished step, there was no wrap up to know if the students had learned. During the class observation, it was noticed that the lack of strategies and the absence of interest in the students toward the class affected the learning process and the development of the objectives of the English I syllabus.

5.1.1 Class Diagram

Warm-up

| The teacher starts the class with an introductory question.

"How are you today?" | → | The teacher uses close-ended questions in order to get answers from students.

Are you okay/fine/so so/good? | → | Some students answer the questions and some others feel afraid because they don't understand the questions. | → | The teacher uses body language for students to understand what those questions mean. |

Presentation

| Teacher projects a powerpoint presentation introducing the generator word "CAN"(poder) as a possibility or ability | → | In the presentation, the teacher introduces the use of ``can`` in questions and affirmative sentences.

Can you speak English?

Yes, I can speak English.

Can you swim?

Yes, I can swim | → | The teacher uses body languages to present new vocabulary and pronunciation.

Sing

Play video games

Speak

Swim, etc. |

Practice

The teacher asks more direct question about the use of "CAN" and "BE ABLE TO"

Students follow directions. The teacher asks them to make groups of five and give them a page in which students will write examples using the generator word → Students worked for 30 minutes.

After that, they go to the front of the class to read the examples from the page.

Production

Students read the sentences using CAN, some mistakes were not corrected by the teacher.

Wrap up

The teacher assigns a task related to the topic.

The teacher doesn't make a wrap-up activity to make sure if they have understood the topic.

Source: Elaboration based on the data collected for this study.

5.2 Teachers' interview

"Make sure that our methodology is not simply packaging old wine in new bottles. Teaching today requires a whole new vineyard" (Robert John Meehan).

One of the objectives in this research is to characterize the teaching methodology used in the English I course of the Bachelor in Psychology. "Methodology is understood as a system of practices and procedures that a teacher uses to teach. It is based on beliefs about the nature of language, and how it is learnt, known as approach". Based on this, it was essential to know the teachers' opinions to understand what practices, techniques, and procedures were included in their methodology to accomplish the course goals.

Thus, to have a better understanding of the teacher's opinions some aspects related to the English course of the Bachelor in Psychology were taken into account, for instance, there is only one English level that has to be taken in the first semester of the bachelor flow chart. Further, the English course goals are that the students could accomplish both a basic level in the four macro skills which are speaking, reading, listening, and writing and the ability to translate texts related to their field. Finally, the students attended their classes twice a week during a timeframe of 16 weeks, which means that the learners receive 64 hours of classes if there were not any interruptions. Therefore, to be able to describe the teaching methodology used in the course and to complete the information collected through the class observation about the didactic materials used, and the extracurricular activities implemented through the course the teachers were interviewed to obtain their opinions.

One important aspect is that there is only one English course in the Psychology curriculum; thus, the course focuses on teaching basic English topics. In consequence, topics such as the verb "to be" are taught during the first weeks of the course (see appendix 6), supporting the idea that teaching this verb is especially important because it is frequently used and for a lot of different purposes, hence, to help learners to pave the way for their language development, as it is strongly supported by a teacher who said the following:

Illustration No. 1: A teacher's comments supporting the idea of what to teach in the English I course, explaining the use of the verb Be.

"Well, I started as everyone does it, right!? With the verb "to be".

"... Remember that it is what we should learn at the beginning and which helps us to be able to reach the language goal; like kids, when they start speaking in the language ..."

Moreover, the teachers mentioned that in order to go deeper into language and to make the learners able to use it; the communicative approach was used, which focuses on setting authentic real-life situations, for instance, introduce oneself, eating at a restaurant, etc. so they enhance the development of rather the communicative competence (to have genuine communication) than the linguistic competence (intuitive knowledge of the rules of the language). A teachers' comments related to the use of communicative activities are added below.

In addition to this, the PPP Teaching Framework is used as the model followed to describe the class stages, which consist of four main stages: warm-up, presentation, practice, and production; however, the teachers stated that they normally add a wrap up activity at the end of their classes too. Thus, using this teaching framework helps the teachers to pursue their class objectives, "If we could first know where we are, and where we are tending, we could better judge what to do, and how to do it." (Lincoln, 1858). Further, a teacher described how he normally does his class using the PPP teaching framework.

They also added that choosing an appropriate textbook ("tool") and getting the materials to use is crucial. Throughout this course the English textbook "Insights 1, 2013" was used in its split edition (student's book/ workbook) produced by Macmillan Education.

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Since it is the first book of the "Insights" collection, this book has basic contents, for example, introducing yourself, talking about possessions, talking about ability, talking about likes and dislikes, describing what's happening now, etc. and after its completion, learners may have an A1 level. The book was a guide for the teachers, so it helped in what to teach and how to present it in the given way for the novice learners in the course using the teachers' methodology guide. However, the course time was not enough to cover all the topics. Below are a teacher's comments about the book election based on the course needs.

Illustration No. 4: A teachers' comments about the use of the basic English book (Insights 1) for the course and its incompletion through the semester.

"…I look for a book that fulfils my needs and we use it in the class."

"We used the book "Insights 1", but we could not cover all the topics in the semester."

Furthermore, extra material as handouts and worksheets were used in the course. Teachers usually made the students work in groups during the class, and they sometimes assigned worksheets or handouts as homework. Lastly, some tech resources were used such as a laptop, a projector, a CD Boombox, among others in order to present visuals, PowerPoint slides and videos; thus, introducing and teaching the content to attract the pupils' attention. "Technology is just a tool, in terms of getting the kids working together and motivating them…" (Gates, 1997) The teacher commented she usually used extra material to support the practice of the content taught.

Bedford said, "You can teach a student a lesson for a day, but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives." To have or assign extra-curricular activities (outside the regular duties in the class) can reinforce and foster the development of the student's learning since they appeal the curiosity of knowing more; thus, through the course the teachers did activities in which the learners could have fun and learn more, for instance, playing games in which the students would be eager to join in without the pressure of making mistakes or being assessed. Further, the teachers occasionally took the class out of the classroom such as the University sports center to enhance the pupils to use the target language not only inside but also outside the classroom even though it took a double effort to do this kind of activity. Lastly, the teachers assigned handouts and activities to the students so they could have an interesting and fun practice based on the topic studied; hence, they keep practicing in their houses, workplaces, etc. "A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron." (Horace Mann). Additionally, the teachers responded the following when they were asked about the extra-curricular activities done in the course:

> **Illustration No. 6:** A teachers' comments about extra-curricular activities done through the course.
>
> *"… we played some games… such as memory games."*
>
> *"...we went to the sports center too…"*
>
> *"...well, it is difficult for us to make time for this kind of activity since we are adjunct teachers…"*
>
> *"...for example, I assigned them a task to go to drink coffee at a mall, so they take notes of everything that happened there and then present it to the class. Inductively, they used the simple past, prepositions of place and vocabulary regarding places in the city when they were talking about their experience, so in that way, the class was more interactive for them."*

"The objective of education is learning, not teaching." (Russel F. Ackoff) Finally, in regards to the course goals the teachers mentioned there were two types of students, first, the "no-no learners" that even though the English course is part of the Psychology bachelor, they do not like the course so they take it because they have to; however, on the other hand are the "yes-more learners" which are the majority and claim that they like both English and the course; therefore, these pupils think there ought to be more than one English course in the bachelor because the knowledge acquired in one course is acceptable, but there should be one or two more courses in order to develop their English skills at least to a A2+ level. Furthermore, a teacher reported students' comments supporting the addition of more English courses in the psychology bachelor.

Illustration No. 7: A teachers' comments about the students' needs of more than one English course in the bachelor.

"Some students tell me they do not like English so these students take the subject only because it is in the curriculum."

"...but most of the students say they like English."

"They said that to have one English course is okay, but they need two or three English courses in the major."

5.3 Students' Study Habits

Graph No 1: Students´ best place to study
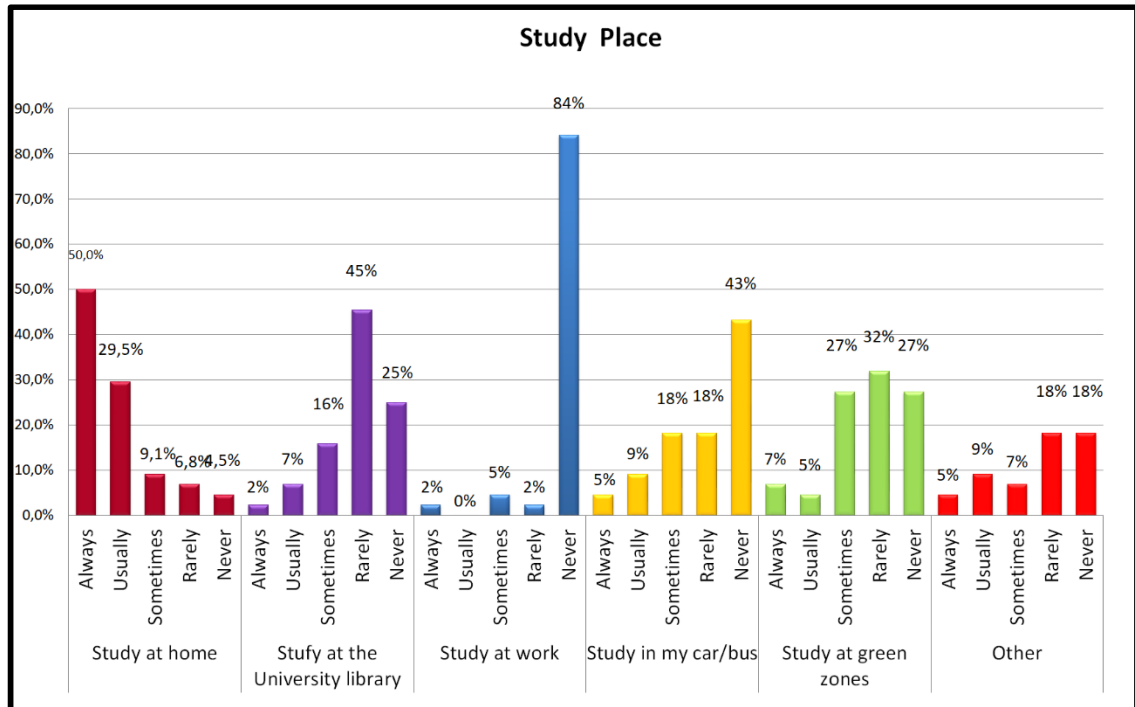
Source: Elaboration based on the data collected for this study.

Based on the information shown in graph 1, around 80% of students mentioned that the best place for them to study is home. This is a pretty good consideration that students take into account as they can be alone to practice at their rhythm, yet there is a huge probability that students get more distracted and do other things but to study. However, there was an alarming 70% of students who hardly ever or never went to the library in the University. The University has complete and updated databases that students can use, but in the case of students, they hardly ever or never went to this library to do more research on their daily class notes or homework.

In a nutshell, the best place to study for students is home, as they could probably find it easy to read over their notes, or maybe because it is a comfortable and a secure place. Yet, we can also mention that students are not only taking English classes but also other courses, and this can trigger students from studying not only English but also other courses they are taking. Summarizing, students are not taking advantage of their free time to study.

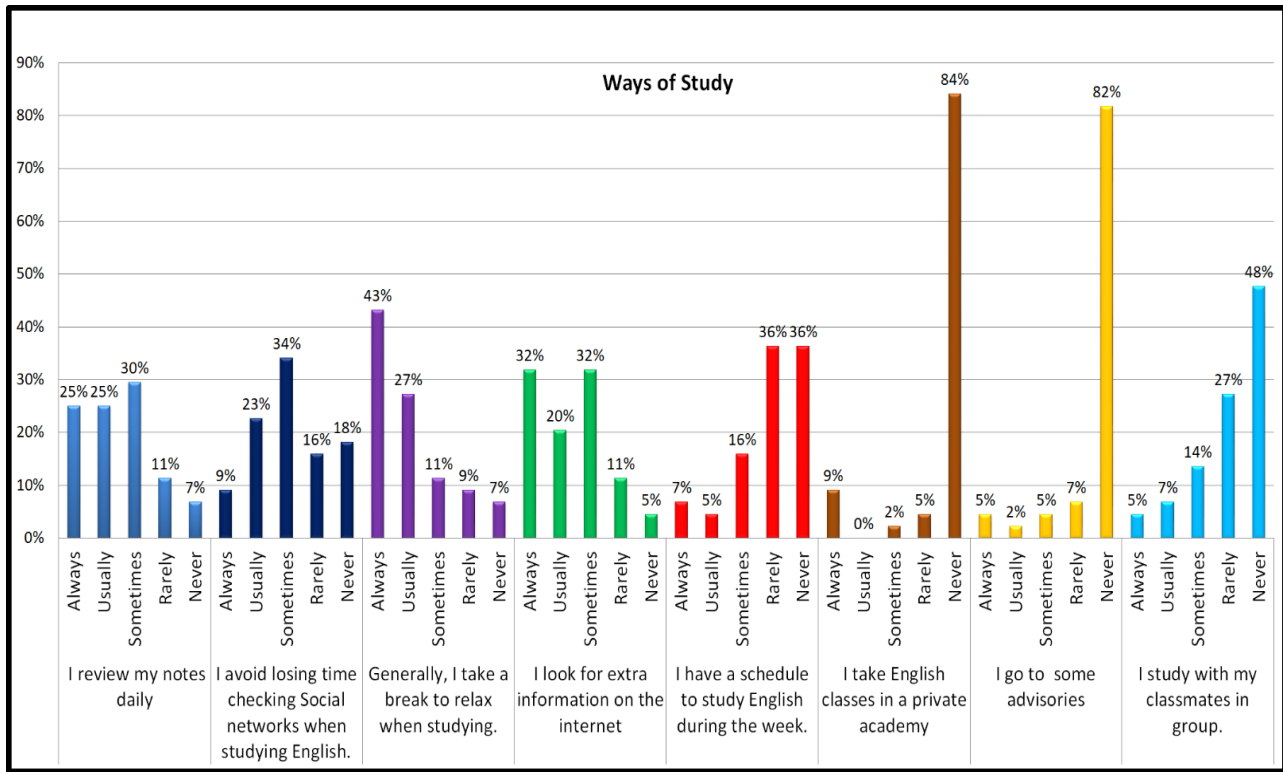**Graph No 2: Students´ ways of study**

Source: Elaboration based on the data collected for this study.

Based on the information shown in graph 2, half of the students mentioned that the best way for them to study is by reviewing their notes daily. Additionally, 52% of students said that they look for extra information on the internet.

Yet, this graph describes basically the lack of willingness students have towards the English course, and it was reflected in the proficiency test results (See graph 4: Students' Scores Obtained in the Proficiency test). Although, half of the class is willing to do daily reviews, and look for extra information on the internet which is a good practice for acquiring more knowledge, most of the students did not participate in the English classes as it was noticed during the class observation. Furthermore, students also mentioned that they do not have study techniques, schedules to study or advisories that can help them improve their English skills.

Graph No 3: Students' opinions about the best way to improve their English skills

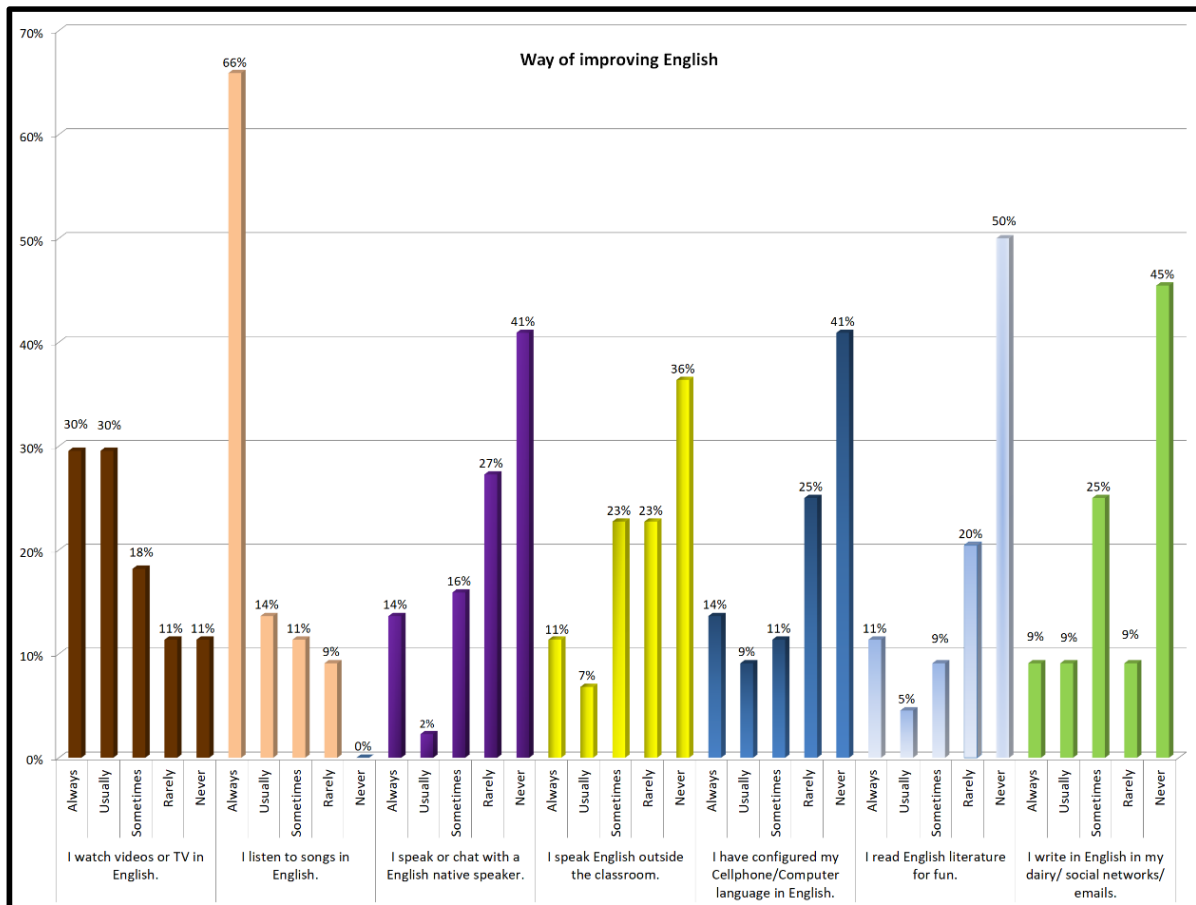**Source**: Elaboration based on the data collected for this study.

Based on the information shown in graph 3, students' best way to improve their English skills, according to the statistics, 66% of students preferred to listen to English songs, which is something now popular for their ages, and 30% of students mentioned they watched videos in English as well. Although students make efforts to get in touch with English, listening to songs, and watching videos in English, they seemed to have barely any connection with the English environment. It is required to be more in touch with the English language especially in the classroom as it is the moment when they can ask and polish their skills. Moreover, 4 hours of English classes during 16 weeks were not enough to fulfill an intermediate level of understanding or speaking; and students did not seem to take into account other ways to improve their English skills.

In conclusion, it seemed there was a negative predisposition from the students to learn English as a second language. Students did not seem to have the study habits to really consider English for future opportunities. It is alarming how these students did not take advantage of these best practices to improve their English abilities to manage this language. Students may not be aware of that English is becoming a need or a plus for most companies they would like to apply to in the future.

5.4 Student's Test Results

The information in graph 4 shows the scores obtained by students in the written Proficiency test administered to 40 students who attended classes that day. The students have been classified based on the proficiency levels determined by the CEFR scale (See APPENDIX 8: Cambridge Placement Test).

The objective of using the Cambridge Proficiency Placement Test certified by the Common European Framework of Reference (CEFR) (See appendix 8) was to measure the English level students had acquired during the semester I-2019.

To clarify, this test was the one we had access to but its length was not suitable for the class hours so it had to be shortened to adapt it to the students` level, and the time they had studied during the semester. So, to respect class time, the placement test was reduced to 40 minutes. Additionally, researchers were able to administer only the post-test since students had started classes when this research proposal was approved.

Graph No 4: Students' Proficiency Test Results
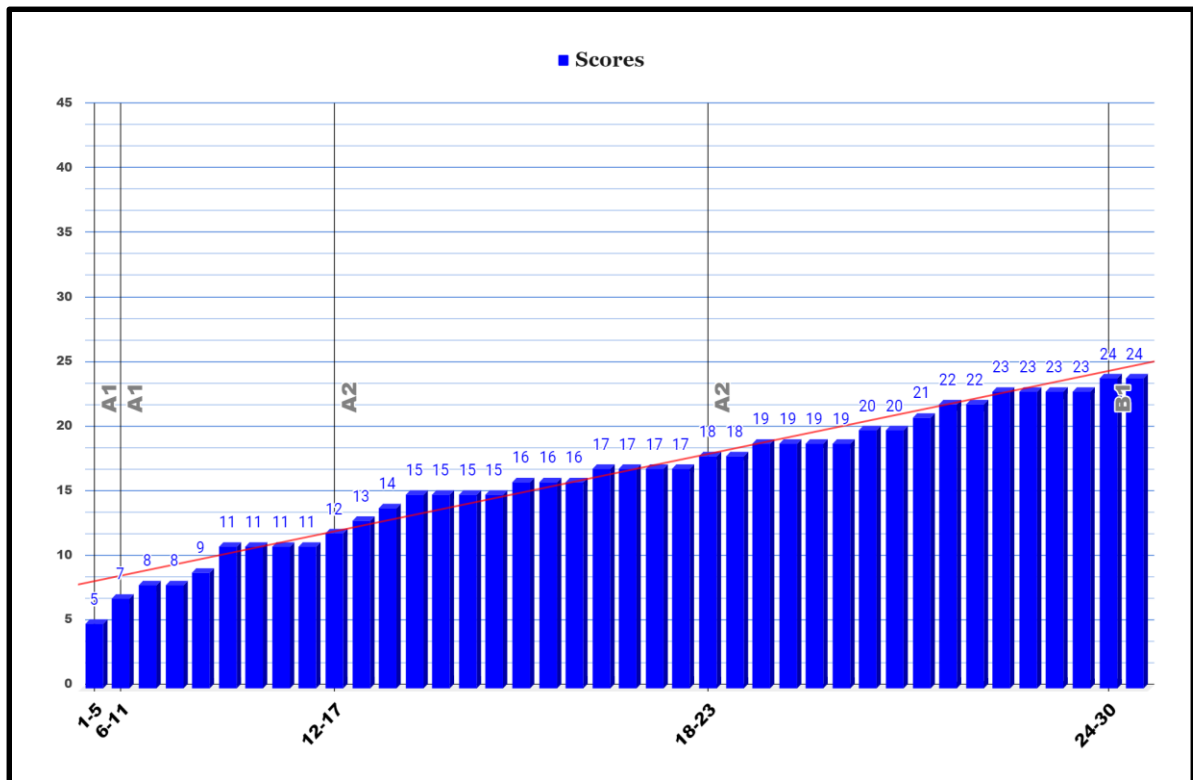
Source: Elaboration based on the data collected for this study.

This graph shows the scores that students obtained in the English placement test. According to the English course syllabus, the objectives state that the students will be able to develop basic conversation in English, write Psychology related texts, and translate psychology documents from English to Spanish and vice versa. According to CEFR to achieve these objectives, students should reach B2 level. This

level refers to an upper intermediate in which students are able to understand complex texts, to interact with others, and produce detailed texts on a wide range of topics.

So, to reach this level, students should acquire a minimum score between 37-40 correct answers to reach B2, based on the scale (See Appendix 7: Cambridge Placement Test) that was adapted to the placement test researchers administered.

The graph shows the students´ correct answers in the placement test. As it can be observed only 2 students were able to reach at least the minimum B1 level. So, this means that based on the sample population, only 5% of students were able to reach the B1 level. The results determined that most of the students did not achieve the target objectives stated in the English syllabus which is alarming; these results may show that the syllabus expectations are too high for the length of this course, and this could have happened because there is only one English course in the Psychology bachelor program. The test results show that students did not reach a B2 level; this may be because of the number of students in class, the number of learning hours is not enough to reach the expected English level; besides the students and teachers missed classes very often.

Matrix No I: Test questions and percentages of students who answered them correctly

Listening		Reading		Language use	
Question Nº	Porcentage	Question Nº	Porcentage	Question Nº	Porcentage
1	50,00%	17	52,50%	28	32,50%
2	47,50%	18	60,00%	29	15,00%
3	65,00%	19	77,50%	30	35,00%
4	57,50%	20	65,00%	31	30,00%
5	72,50%	21	35,00%	32	12,50%
6	45,00%	22	37,50%	33	32,50%
7	42,50%	23	27,50%	34	40,00%
8	27,50%	24	10,00%	35	10,00%
9	52,50%	25	27,50%	36	20,00%
10	70,00%	26	65,00%	37	2,50%
11	47,50%	27	27,50%	38	62,50%
12	42,50%			39	32,50%
13	72,50%			40	20,00%
14	40,00%				
15	52,50%				
16	62,50%				

Source: Elaboration based on the data collected for this study.

Listening Skills

These figures describe the results of the proficiency test per item and skill. The figure percentages highlighted in green represent the students who were able to answer each question correctly. The listening section contained 16 questions; these questions were multiple options in which students listened to a conversation audio, and they needed to answer by underlining the correct item that best matched the sentence according to the audio.

Example:

Situation: Marty Hudson needs to talk to an advisor. He calls the English Language Center to make an appointment.

Mart can talk to an advisor_____

1. <u>This morning</u>
2. This afternoon
3. Tomorrow morning
4. Tomorrow afternoon

In listening, the results seemed more positive than the other skills since 9 out of 16 questions got a passing score above 50%. Additionally, study habits can be related to the fact that students' best way to study is by listening to songs in English, and some of them watch movies in English as well. This may show that although students were not able to reproduce the language, they were able to understand it.

Reading Skills

The reading section contained 11 questions. This section had multiple options as well, so students had to underline the correct item. Students needed to read some short passages and choose the correct word that best completed the sentence.

Example:

Passage 1: What are you doing today?

PEDRO: I usually go out with friends on Saturday night. But today is Friday, and we are going out to a football game tonight. So, tomorrow night I'm staying home.

6. This Saturday night, Pedro is_____.

   a.   playing football

   b.   visiting friends

   c. staying home

   d. going out

Only 5 (45%) of the questions were the ones that students hit the most in the reading part. Students were not ready to reach an intermediate English level in which they would be able to comprehend complex texts such as psychology documents, among others. In addition, this relates to the statistics of students´ study habits as they said they did not have those practices that would help them improve this skill; the survey statistics support that students did not search for extra resources. They did not often study their notes or other materials; they did not have a set schedule to study, and most importantly they did not read literature in English.

Language use

Finally, students were able to hit one out of 13 questions (question 11 (See appendix 7). This means students did not have enough vocabulary to keep a conversation with someone else as only 7% of the language use section was correctly answered. This section required students to underline the word that best completed the sentence.

Example:

6. ``Where are the stamps?''

``_____ on the desk''

    a.   They are

    b.   They're

    c.   They

    d.   Their

In conclusion, the objectives from the English syllabus are not being fulfilled. And it seemed that the expectations from students were too high for a 64-hour English course during 16 weeks. Additionally, attendance was a main issue that teachers and students had during the semester, as explained earlier in this report.

5.5 Students' speaking proficiency analysis

For these interviews, 8 students were chosen as a sample. 5 of these students were picked conveniently by the teacher (students who had a good performance in the class), and the others were selected randomly; therefore, even though the sample

can help to classify the students' speaking proficiency, it cannot represent the spoken English level of the whole population.

The interview consisted of 15 questions which were categorized in three topics: personal information, my environment, and work and leisure; these interview questions were taken from the interview part of The A level speaking test, introduced in May 2008 by the National and Kapodistrian University of Athens, which aims to certify A1 level and A2 level competence, on the scale set by the Council of Europe, as described by the Common European Framework of Languages (CEFR).

During the interview the participants were taken out of their classroom and led to an empty room; hence, they could avoid any type of distraction or interference so they could concentrate on answering the questions accordingly. In order to read the speaking proficiency analysis of each student interviewed, please refer to appendix 9.

6. ETHICAL CONSIDERATIONS

6.1 Privacy of information

As in every study involving people as the subjects of investigation, there are some ethical considerations that have to be taken into account. In the present research labeled as *"Description of the English proficiency level that the students of the Bachelor in Psychology achieve after having taken English I in Semester 1, 2019, at the University of El Salvador"* the students and professors who were part of the study, and therefore, had the right to be treated in an appropriate and ethical manner.

Since this study did not require the participants to do or perform any activity that could damage their moral and integrity, or to be an object of rough treatment or questionnement that could affect their mental health, the ethical concerns taken into account were more related to the way in which the data was processed and analyzed. None of the answers obtained was removed or changed intentionally in order to get convenient results.

Another important point is while observing the classes there were not interruptions that would interfere in the teaching-learning process, this period was only for taking notes as stated in the observation guidelines previously established. There was no interaction with students and teachers at the moment of developing the observation. By doing this, the researchers granted the ethicality, validity and reliability in the development of the present study.

7. CONCLUSION

Thanks to the collaboration of Psychology students who were taking the English course I in the first semester of the year 2019, and the English teachers of the Bachelor in Psychology of the School of Art and Science at UES, it was possible to carry this exploratory - descriptive research which consisted in the description of the English proficiency level students of the bachelor in Psychology achieved at the end of the English course I in 2019. The findings are presented below:

7.1 Teaching Methodology

After having observed the methodology of Presentation, Practice, and Production (PPP) used in the classes in the English I course in the Psychology department, it was concluded that the development of this methodology had some areas of opportunities in the three stages that a class has based on the PPP teaching framework. Therefore, having analyzed the information, the following has been concluded:

Stage 1: Presentation

Teachers rarely followed a specific procedure in the presentation as most of the time they didn't start classes with a warm-up activity.

The researchers believe that this was the reason why students were not motivated in the class and did not want to participate during the class time; the classes were not inductive, and the learners were afraid to participate. Moreover, the appropriate use of techniques in this stage is important since the teachers are expected to make the topic interesting to students and to catch their attention. Consequently, this led students to lose their attention right from the beginning of the class and do other things rather than focusing on the English class.

Stage 2: Practice

During this stage, it was observed that the teachers did not choose an appropriate activity for students to practice their English skills, each activity should have a sequence, and

the class should be planned according to student's needs. Some negative aspects observed in the classes was that the students were not motivated by the teachers; thus, students did not come to classes on time, and they didn't produce accurately what was taught at the beginning of the class. Those aspects generated a gap in the students' learning process and boredom to the complete class. The researchers concluded that the practice was not effective without the teachers' feedback as it was observed in the course; additionally, a variety of activities needed to be prepared to catch students' attention and overcome distractions to accomplish the aims of the class.

Stage 3: Production

The Production stage is the last step of this methodology. It was observed in the classes that the teachers didn't give feedback to the students whatsoever after the activities. Therefore, they continued making the same mistakes. Moreover, the teachers did not seem to have classroom management at the time to follow up on the sequence of this stage; however, the teachers sometimes made a wrap-up activity making over-head questions to make sure that the students had learned the content in class. The researchers concluded that the teachers need to apply better classroom management during this stage, using different concluded activities to corroborate whether the students had learned, needed to improve any aspect, or had doubts about the content.

7.2 Didactic materials

In the observed classes, the teachers rarely used didactic materials such as flashcards and charts; nevertheless, most of the time, they used the textbook, worksheets, and a projector to present visual aids. Even though teachers used some didactics materials, they were not enough for learners to understand and practice the content of the class. Therefore, the researchers concluded that it was necessary to use a variety of didactic material for the different students' learning styles and to facilitate language learning for every student.

7.3 Students` study habits

One important instrument administered to the students was the questionnaire that helped describe students' study habits. Based on Palani (2012) who states, "study habits are correlates of scholastic or academic achievement", it can be concluded that students demonstrated different study behavior throughout the course, and they can be summarized according to the following categories:

Exposure to the English language: Students have demonstrated that they hardly kept on studying the English subject. The length of time students took to study and practice English in the classroom was limited, and the class hours were not enough to reach the aimed level B2 according to CEFR.

Place to study: Students' best place to study was home, but the exposure to the language was low as they not only studied the English course but others as well. Additionally, students hardly ever went to the library of the University of El Salvador.

Strategies to study English: Students' best way to study was to review their notes daily and look for extra information online. However, students showed that there was a little willingness to learn a second language.

Ways to improve English: Students showed a range of good scores in the listening section of the Proficiency test results. Additionally, more than half of the students mentioned that they preferred to listen to English songs. This allowed students to keep in touch with the listening part, but students barely practiced other skills as well. Students were not exposed to listening activities within the class.

7.4 Students' English proficiency

Moreover, after having administered the test and examined the learners' results the following can be concluded:

The psychology students at the end of the English course did not achieve the expected English proficiency level to understand most of the message in both through listening and reading. Thus, the learners recognized familiar words, phrases, and frequent vocabulary related to personal relevance; furthermore, they could understand short and simple texts, for instance, familiar names and words.

Regarding the goal of making the students able to translate texts related to the psychology field from English to Spanish and vice versa, it was an unattainable English basic course goal. Since there is only one English course in the BA in Psychology, besides taking into account the course length, the hours of classes, and other circumstances that shorten the course such as elections at the General University Assembly, the teacher's sickness, meteorological events or even strikes.

Likewise, some of the psychology students hardly achieved the English course goal which was to be capable of having basic conversations; hence, these pupils could produce simple phrases and sentences and they could communicate by a simple exchange of information on familiar topics and activities and sometimes just using isolated words due to a limited range of linguistic resources. Further, hesitations and inaccuracy were presented through their utterances; the students achieved up to a Novice Mid speaking level after having taken the English I course. Even though some students may have achieved a basic level, they struggled with a short vocabulary range and inaccuracy in their language use, in consequence, they had a very basic range of simple expressions about personal details and needs of a concrete type; moreover, misunderstandings occur in non-routine situations.

8. RECOMMENDATIONS

Based on the results collected throughout the different instruments, we came up with different recommendations that are described in 3 sections. These sections are Recommendations for the Psychology Department, Recommendations for the English-course I students, and Recommendations for the English teachers in charge of the English course I offered during semester I-2019. Moreover, the recommendations are presented taking in consideration the different points of view from the conclusions.

8.1 Recommendations for the Psychology department

In the first place, considering the Psychology department is directly involved in this process due to the fact that this bachelor requires an English course in the first semester, we suggest that they could give more importance to the English course because by making it a core subject in the curriculum students would raise awareness that this course is important for their professional journey.

Furthermore, we urge to add at least one more English course to the bachelor's curriculum because we could see that one English course is not enough to achieve the expectations previously mentioned. Students can take advantage of this course to increase their professional competencies by knowing a second language. Additionally, we encourage the Psychology department to evaluate the possibility to include more than 2 English classes during the week as this could allow students to practice and to cover up more activities that can help students to improve their macro-skills in class.

Moreover, we recommend the Psychology Department consider lowering the number of students per group, so teachers could have more control over a 40-student class rather than a 60 to 70 students class because this compresses the capacity for students to have a more personalized learning and the chance for students to participate . This would also help teachers the chance to involve more students in-class activities and make sure that the class objectives are achieved eventually.

We consider the Foreign Language Department may also help and give contributions to other English courses outside the Foreign Language Department. We suggest that the Department should be in charge of most of the English courses around other schools as they are the experts in the matter. For instance, they can assign a teacher assistant to help the teacher's course to involve students more in the class. They can have some supervisors who evaluate the performance of students and teachers' development during the semester.

8.2 Recommendations for the English I course students:

Secondly, after carrying out the research we could state some recommendations for the English course I learners, such as to encourage students' simple behaviors, for example, being punctual in class since they have a limited time during the week to practice the English language in the classroom inasmuch as learning a language is more complex than to manage theoretical concepts.

Likewise, even though it seems that the importance given to the course by the psychology students is low, we advocate the learners to practice and study English as they may study other subjects form the major; thus, they could dedicate more time to learn the language and practice not only in the campus but out of it for instance in their spare time, at work, and at home because by getting such ability they could have more job opportunities through their career.

Furthermore, we encourage the English course pupils to apply new study techniques because this would help students to learn English in a more appealing way to them such activities they like doing and that are easy to organize in their routines, like listening and reading as the first stage is essential to get a grasp of some basic vocabulary and a sense of how the language works.

8.3 Recommendations for the English I course teachers:

Lastly, to the English Course I teachers the researchers recommend applying different methods and techniques in the development of the classes and foster an equal development to the four macro skills because the use of different techniques would not only help students to gain knowledge but also to be motivated in the learning process.

Moreover. The teacher should restate the course objectives according to students' needs and eliminate the goal of translating texts from the course because this was not achieved in the course due to students required to have a high English proficiency level according to the CEFR. That's why it's necessary to have a congruous English syllabus with specific goals. Likewise, the researchers recommend that teachers should use different didactic materials and equipment for students to interact in class. Because If the classes have excellent and prepared materials, students will enjoy and learn more.

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Cambridge Placement Test (CPT), certified by the Common European   Framework
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APPENDICES

APPENDIX 1: TIMETABLE

Activities	February		March				April				May					June			
Week	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1
1. Administering the Proficiency Test (Pre - test)						▮													
2. Grading the Proficiency tests Processing and analyzing the Test results (Pre - test)							▮		vacation										
3. Class observation period								▮			▮	▮	▮	▮					
4. Administering the questionnaire										▮									

5. Processing and analyzing the questionnaire results												I	I	I							
6. Interviewing the English professors															I						
7. Proficiency Test Administer (Post - Test)																I					
8. Analysis of the Proficiency Test results (Post - Test)																	I	I	I		

Budget item	Number of items	Cost per item	Total cash cost
Prints	20	$0.10	$2.00
Photocopies	600	$0.02	$12.00
Transportation	192	$0.35	$67.2
Total			$81.2

University of El Salvador
School of Sciences and Humanities
Department of Foreign Languages
Licenciatura en Idioma Inglés Opción Enseñanza
Class Observation Guide

Classroom: _____

Topic's class: _____

Start time: _____ **Stop time:** _____

Observer: _____

Date of observation: _____ **Subject: <u>Inglés I</u>**

Objective: to describe the teaching methodology used in the "Inglés I" course in the Psychology Bachelor, Semester 1, 2019, in the Psychology Department at the University of El Salvador.

Stage of the class	Comment
Warm-up	
(language used, type of activity, skills involved, material, time, etc.)	
Presentation	
(language used, type of activity, skills involved, material, time, etc.)	
Practice	
(language used, type of activity, skills involved, material, time, etc.)	
Production	
(language used, type of activity, skills involved, material, time, etc.)	
Wrap-up	
(language used, type of activity, skills involved, material, time, etc.)	

Comments

Please provide any additional information you consider necessary to capture the

activities or context of this class development.

_____

_____

Universidad de El Salvador

Escuela de Ciencia y Humanidades

Departamento de Idiomas Extranjeros

Licenciatura en Idioma Inglés Opción Enseñanza

Cuestionario

Tema: Hábitos de Estudio de los estudiantes de la licenciatura en Psicología.

Objetivos: Identificar los hábitos de estudio que los estudiantes de la Licenciatura de Psicología de la Universidad de El Salvador de la materia asignatura de Idioma Inglés 1 tienen durante el semestre I-2019.

Instrucciones: Marque con una "X" en la casilla correspondiente el nivel de frecuencia en que usted realiza las siguientes actividades al momento de estudiar inglés.

Tiempo expuesto en el idioma		
1	¿Cuántas horas invierte usted cuando estudia inglés fuera del salón de clases?	_____ *hora(s)*

Tiempo de studio						
2	Durante el día, ¿a qué horas prefiere estudiar?	_____				
	Dónde estudia ***¿En qué lugar prefiere estudiar?***	**Siem pre**	**Casi siempre**	**A veces**	**Raras veces**	**Nunca**
3	Estudio en casa.					
4	Estudio en la biblioteca de la UES.					
5	Yo estudio en mi trabajo					
6	Yo estudio en el bus / auto.					
7	Yo estudio en una zona verde.					
8	Otros					
Cómo estudia		**Siempre**	**Casi siempre**	**Aveces**	**Raras veces**	**Nunca**

9	Reviso mis apuntes de clase.				
10	Evito perder mi tiempo en las redes sociales cuando estudió inglés.				
11	Al estudiar, generalmente me tomo un descanso para relajarme y luego sigo estudiando.				
12	Busco información extra en internet				
13	Tengo un horario para estudiar inglés durante la semana.				
14	Recibo clases de inglés en una academia privada.				
15	Tomo algunas sesiones de asesoramiento.				
16	Estudio con un grupo de compañeros.				

	Formas de mejorar mi inglés	Siem pre	Casi siempre	A veces	Raras veces	Nunca
17	Veo algunos videos online o TV en inglés.					
18	Escucho canciones en inglés.					
19	Hablo o mensajeo con un hablante nativo del inglés.					
20	Hablo inglés fuera de mi clase.					
21	He configurado mi celular / computadora en inglés.					
22	Leo literatura inglesa por diversión.					
23	Escribo en inglés en mi diario / mis redes sociales / correos electrónicos.					

Universidad de El Salvador

Facultad de Ciencia y Humanidades

Departamento de Idiomas Extranjeros

Licenciatura en Idioma Inglés Opción Enseñanza

Entrevista para los profesores de inglés

Tema: El nivel de competencia en el idioma inglés que los estudiantes de la carrera de psicología alcanzan luego de cursar la materia inglés 1 durante el Ciclo I-2019 en el primer semestre del año en la Facultad de Ciencias y Humanidades de la Universidad de El Salvador, Campus Central.

Integrantes: Laura Tatiana Coto Osorio, Cesar Alexander Méndez Olmos y Boanerges Eliseo Portillo Hernández.

Entrevista   **dirigida**   **a:**

_____

Instrucciones:

Reciba un cordial saludo de parte de los estudiantes, Laura Tatiana Coto Osorio, Cesar Alexander Méndez Olmos y Boanerges Eliseo Portillo Hernández; de la Licenciatura en Idioma Inglés Opción Enseñanza. El motivo del saludo es para solicitar información relacionada a la enseñanza del idioma inglés en el Departamento de Psicología, dichos datos serán utilizados con el propósito de realizar un diagnóstico que nos permita describir el estado del arte de la enseñanza del idioma. De antemano le agradecemos su apoyo en la realización de esta entrevista.

Objetivo: Obtener información sobre la metodología y materiales que se utiliza para la enseñanza en la asignatura Inglés I de la carrera de Psicología.

1. **Comentenos sobre cómo desarrolla normalmente sus clases.**

2. **¿Cómo selecciona los contenidos que implementa en sus clases?**

3. **¿Qué tipo de recursos didácticos utiliza para desarrollar sus clases de inglés?**

4. **¿Qué tipo de actividades extracurriculares realiza de forma que los alumnos se vean involucrados en el desarrollo o reforzamiento de sus hábitos de estudio?**

5. **¿Qué opinión tiene sobre el logro de los objetivos del programa de estudio del idioma inglés?**

UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCIAS Y HUMANIDADES

INGLES I PARA LA LICENCIATURA EN PSICOLOGÍA

San Salvador, El Salvador, Centro América, febrero de 2019.

HOJA DE DATOS GENERALES

GENERALIDADES:

Código	: ING 114
Pre-Requisito	: Bachillerato
Horas por Ciclo	: 64
Duración del Ciclo	: 16 semanas
Duración de Hora por Ciclo	: 50 minutos
Unidades Valorativas	: 4
Ciclo	: I-2019

I.   PERSONAL ACADÉMICO RESPONSABLE

Profesor Titular: Licda. Mónica Lissette Rodríguez de Hernández

II.   SYLLABUS DE INGLES I.

Unidades Valorativas	**:** 4
Duración de la hora clase	**:** 50 minutos
Grupo	**:** 02
Ciclo	**:** I-2019
Horario	**:** miércoles y viernes de 7:00 a 9:00 a.m.
Aula	**:** 21

III. DESCRIPCIÓN DE LA ASIGNATURA

El curso propiciará al estudiante conocimientos y habilidades sobre la gramática inglesa, para la construcción de oraciones sencillas, conversaciones simples. El curso trata las estructuras básicas de la lengua que permiten construir un discurso sencillo sobre temas cotidianos (el trabajo, los amigos, el tiempo libre, los viajes, etc.), haciendo referencia a situaciones presentes, pasadas o futuras. Finalmente se facilitará un proceso de apoyo en la relación del idioma inglés con la carrera de Psicología.

Además, se potencia las habilidades de lectura especialmente relacionadas a documentos y artículos de psicología para que los alumnos puedan leer y escribir textos cortos de manera que el estudio de su carrera se les facilite por medio de la aplicación de técnicas esenciales de traducción.

IV . OBJETIVOS GENERALES DE LA ASIGNATURA:

- Desarrollar conversaciones básicas en idioma inglés.

- Elaborar escritos cortos sobre temática de interés

- Traducir documentos relacionados a la carrera de Psicología del Inglés al español y viceversa.

III.   METODOLOGIA

Métodos:	**Técnicas**:
Enfoque Comunicativo(Communicative Approach)	• Juegos • Entrevistas • Encuestas • Trabajos grupales
Método Audio lingüístico (Audiolingual Method)	• Diálogos • Ejercicios de Repetición
Enfoque de lectura(The Reading Approach)	• Predicciones • Comprensión de lectura • Skimming

VI. REGLAS

- Se le permite al estudiante faltar a un máximo de dos clases sin excusa alguna. Por ausentarse a una tercera clase se le pedirá al estudiante que presente al maestro una justificación del porqué no ha asistido a clases. Llegar 15 minutos después de que la clase ha comenzado se considerará una falta por cada tres llegadas tardías se marcará como una ausencia.

- Si usted debe faltar a la clase por alguna razón, avise por correo el motivo del porque faltará (monica.rodriguez@ues.edu.sv). En caso de que tenga algún trabajo pendiente para el día que se ausente, deberá enviarlo por correo el día que corresponde.

- Si falta a una clase por razones médicas o emergencias familiares, debe presentar un comprobante (Una certificación médica u otro documento) Las ausencias pueden afectar su nota final.

- Cumpla con el código académico de honor el cual establece que todo estudiante pierde su honor cuando copia, plagia, miente, hace mal uso de la biblioteca, laboratorio o equipo y se comporta de manera destructiva en el salón de clase.

- Por lo anterior se prohíbe: Comer y beber dentro del salón de clase.

- No se permite el uso del teléfono celular, a menos que se trate de una emergencia, por lo que se solicita mantener el celular apagado o en vibrador. **(Si se descubre usando su Messenger, redes sociales o cualquier otra actividad en su dispositivo móvil, se le pedirá que abandone la clase)**

- La buena preparación y planificación son cruciales para que tenga éxito en este curso. Las clases serán de lunes a jueves y habrá práctica los viernes, toda la semana de 5:00 a 6:00 p.m. Por favor recuerde que su nota final reflejará el resultado del que usted produzca durante el curso. En tal sentido, no se aceptarán trabajos tardíos, a menos que haya tenido un problema médico o una emergencia familiar. Si usted considera que tiene una justificación diferente a las planteadas anteriormente, estaré feliz de hablar con usted y considerarlo.

UNIDADES	CONTENIDOS	OBJETIVO	Duración /Horas	
			Teoría	Práctica
Unidad 1 (Semana 1) **Introductions.**	1. Classmates 2. What´s in your bag 3. In the classroom 4. What's the Word for this in English?	Describir artículos del salón de clases y mencionar la ubicación de personas y objetos dentro del aula.	2	2
Unidad 1 (Semana 2)	1. Celebrities 2. People we know	Presentar una descripción de personalidades, amigo o familiares utilizando adjetivos calificativos y posesivos.	2	2

What a life.	3. Family			
	4. This a friend of mine			
PRIMER LABORATORIO (20 y 22 DE MARZO)				
Unidad 1 (Semana 3) **Everyday life and Free time**	1. In the morning 2. Routines 3. Do you come here everyday 4. On average 5. Free Time	Describir las actividades que los estudiantes realizan diariamente o de forma rutinaria así como aquellas que realiza en su tiempo libre.	2	2
Unidad 2 (Semana 4) **Places.**	1. Nice places 2. What time 3. It´s a great place to live 4. Advertising	Describir lugares y su entorno comentando la situación de sus servicios.	2	2

<table>
<tr><td colspan="5">SEGUNDO LABORATORIO (10 y 12 DE ABRIL)</td></tr>
<tr>
<td>Unidad 2 (Semana 6)

Getting around.</td>
<td>1. Away for the weekend

2. Sports and exercise

3. How´s it going?

4. Staying in shape</td>
<td>Discutir actividades de de actualidad y situaciones que ocurren nacional e internacionalmente.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Unidad 2 (Semana 7)

Shopping.</td>
<td>1. Sightseeing

2. Countries

3. They´re a kind of Candy

4. Exciting Destinations</td>
<td>Hablar sobre la cultura, comidas tipicas, tradiciones y lenguas de diferentes países del mundo.</td>
<td>2</td>
<td>2</td>
</tr>
<tr><td colspan="5">TERCER LABORATORIO (08 DE MAYO)</td></tr>
</table>

Unidad 3 (Semana 8) What's happening?	1. A night at home 2. A busy week 3. I´m exhausted 4. A journal	Hablar sobre situaciones del pasado utilizando verbos regulares e irregulares con la pronunciación adecuada.	3	3
Unidad 3 (Semana 9 y 10) People.	1. My First…… 2. Vacations 3. How was your weekend 4. A funny thing happened….	Contar una historia propia que haya experimentado en el pasado utilizando el pasado del verbo to-be así como otros verbos en oraciones afirmativas y negativas.	3	3
ENTREGA DE TAREAS DE LA PLATAFORMA (31 DE MAYO)				
Unidad 3 (Semana 12)	1. Eating Habits 2. What´s for dinner?	Discutir sobre los diferentes hábitos de alimentación, utilizando nombres contables e incontables para referirse a los alimentos.	2	2

Having fun.	3. Let´s take a break for lunch 4. Great Places to eat			
UNIDAD 4 **(Semana 13)** **Vacation.**	1. Will 2. Be Going to.		3	3
PRESENTACION ORAL FINAL (12, 14 Y 19 DE JUNIO)				
Unidad 4 **(Semana 15)** **Life stories.**	**1. Direct Translation Techniques** 2. Oblique Translation Techniques	Identificar vocabulario técnico y aplicar las técnicas de traducción en textos y artículos relacionados a la carrera de psicología	3	3
EXAMEN DE SUFICIENCIA (21 DE JUNIO)				

VIII. SISTEMA DE EVALUACIÓN

Laboratorio 1 (20%): Este laboratorio será en trabajo grupal; sin embargo la ponderación será individual. Se calificará: Fluidez (20%), Pronunciación (20%), Estructuras gramaticales (20%), Creatividad (20%), Tiempo (un minuto por persona, 20%).

Laboratorio 2 (20%): Este examen parcial será en trabajo grupal; sin embargo la ponderación será individual. Se calificará: Fluidez (20%), Pronunciación (20%), Estructuras gramaticales (20%), Creatividad (20%), Tiempo (un minuto por persona, 20%).

Laboratorio 3 (20%). Este laboratorio será escrito.

Plataforma, Workbook, Asistencia y participación en clases (10%)

Presentación final (30%): Después de descrito el sistema de evaluación puede leer las instrucciones para esta actividad.

Presentación final

Los estudiantes presentarán una obra o cuento, ya sea editada o innovadora. El objetivo es aplicar de forma oral todas las estructuras estudiadas durante el ciclo de estudio.

Los grupos serán de cinco integrantes, algún grupo quedará de seis o menos de cinco integrantes, solo por cuestiones de población; en ningún momento se podrán hacer grupos por cuestiones ajenas a las ya mencionadas, por eso se recomienda elegir muy bien a su gente para no entrar en problemas. Si un miembro del grupo no trabaja o no se reúne, podrá ser retirado del grupo, notificando al docente las circunstancias. Si no se hace de esta manera, el docente no se hace responsable de fallas en el grupo a causa de algún integrante que no se haya preparado.

La ponderación será de la manera siguiente:

Fluidez (20%), Pronunciación (20%), Estructuras gramaticales (20%), Creatividad (20%), Tiempo (dos minutos por persona (20%).

Reglas para la presentación.

Los estudiantes se presentarán como mínimo 15 minutos antes de la hora de presentación. No se aplicará la mal llamada "hora salvadoreña". Si usted no está a tiempo en la presentación pierde su nota, así que hacer los arreglos necesarios para estar a tiempo.

Si existe la necesidad de hacer las presentaciones en dos días, los estudiantes tendrán que presentarse a ambas, aunque ya hayan sido evaluados.

El orden de presentación será al azar. Si se le llama y no se presenta pierde su turno, por eso acatar la recomendación anterior. Si van a montar escenario, vestirse, maquillarse

u otras actividades, hacerlo antes de la hora cero, no se permitirán hacer esas actividades durante las presentaciones. Ese tiempo es exclusivo para la evaluación.

Si necesita recursos que puede proporcionar la universidad, hacer los trámites pertinentes. Como estudiante universitario tiene que ser autónomo y responsable de su logística, exceptuando cuando necesitan firma o autorización de parte del docente.

Si usted no se prepara de manera adecuada, la responsabilidad es suya, pues el docente dará tiempo para ensayar. No se darán segundas oportunidades, a excepción del examen de suficiencia si usted alcanza el 5.00 como mínimo.

IX. REFERENCIAS BIBLIOGRÁFICAS:

● http://www.macmillanenglish.com/products/insights-1-students-book-plus-workbook-plus-mpo-pack/
● http://www.macmillanenglish.com/courses/insights/

General Directions

The test has three sections: Listening, Reading, and Language Use. There are 40 questions. You are allowed 50 minutes to complete the test.

In Section I, the Listening section, you will hear nine conversations and answer one or more questions about each one. Before you listen to a conversation, read the questions or questions. Then listen to the conversation. Answer the questions after the conversation ends. Choose the correct answer for each question and fill in your choice on your answer sheet. You will hear the conversation only once. The first conversation is an example. You have 15 minutes to complete this section.

Section II, the Reading section, has several short passages. After you read each passage, choose the correct answer for each question and fill in your choice on your answer sheet. You have 20 minutes to complete this section.

Section III, the Language Use section, has 30 items. Choose the correct completion for each item and fill in your choice on your answer sheet. You have 15 minutes to complete this section.

Mark your answers clearly on your answer sheet. If you want to change an answer, erase your first answer completely. If you want to take notes during the test, write on the paper you were given.

Section I: Listening

In this section of the test, you will hear conversations and answer some questions about them. For each conversation, first read the situation and question or questions. Then listen to the conversation. Answer the questions after you hear the conversation. Respond to the question by marking the correct answer (a, b, c, or d) on your answer sheet.

Read the example situation and question.

Example:

Situation: Marty Hudson needs to talk to an advisor. He calls the English Language Center to make an appointment.

Mart can talk to an advisor_____

a. This morning

b. This afternoon

c. Tomorrow morning

d. Tomorrow afternoon

Now listen to the example conversation.

[Example conversation]

Now answer the example question.

The answer of the example is c, tomorrow morning. The letter c is filled in on your answer sheet.

Situation 1: Tony and Alex are talking when Meriko comes in.

1. _____ are meeting for the first time.

   a. Tony and Alex

   b. Tony and Meriko

   c. Tony, Alex, Meriko

Situation 2: A woman is ordering food at a restaurant.

2. She_____.

   a. usually has soup

   b. is getting the soup

   c. stopped eating salad

   d. likes soup, not salad

Situation 3: Joe calls Ramon`s home. Ramon`s mother answer

3. Joe _____.

   a. talks with Ramon

   b. leaves a message for Ramon

   c. will see Ramon in class

d. Will call Ramon at school

Situation 4: A reported is giving today`s weather forecast.

4. It will rain today in _____.

   a. California

   b. The Northwest

   c. New York

   d. Most of the country

5. Today`s weather in New York will be _____.

   a. typical

   b. sunny

   c. cloudy

   d. warm

Situation 5: Jeff calls Audrey about a business meeting.

6. Audrey can`t meet before 2: 00 because she ____.

   a. is leaving early tomorrow

   b. has another meeting

   c. is meeting all morning

   d. eats lunch at 2: 00

7. They`re going to_____.

   a. meet at 10:00 tomorrow

   b. eat a late lunch together

   c. have the meeting before lunch

   d. meet at night

Situation 6: Jerry and Sue are talking about their plans for the

    8. Sue`s family usually _____.

        a. stays at home

        b. goes to the beach

        c. visits friends

        d. takes a trip

    9. This year Sue is thinking about _____.

        a. going fishing with her dad

        b. visiting her mother

        c. learning how to sail

        d. taking a trip with friends

Situation 7: Peggy is talking to Tom about her car.

    10. Peggy is upset because _____.

        a. she can`t use her car

        b. her parents won`t help her

        c. Karla doesn't like her car

        d. Tom doesn't understand her

    11. Karla _____.

        a. borrowed her parent's car

        b. has her own car

        c. will fix Peggy 's car

d. is buying a new car

12. Peggy doesn't lend money to friends because _____.

    a. it can change the relationship

    b. her friends have plenty of money

    c. he doesn't have much to lend

    d. her parents won't let her

Situation 8: Frank and Liz are talking about trips abroad.

13. Frank went to Argentina _____.

    a. by himself

    b. to visit Chad

    c. after high school

    d. with his family

14. Frank says he ``would have liked to have seen Norway." He means that be _____.

    a. wanted to go there ,so he went

    b. didn't want to go there, but he went anyway

    c. wanting to go there, but he couldn't

    d. didn't want to go there, so he didn't

15. Liz went to China because of her _____.

    a. job

    b. father

    c. school

    d. friends

16. Liz didn't _____.

    a. live in Beijing

    b. like Chinese culture

    c. go to Thailand

    d. learn Chinese quickly

This is the end of the Listening section of Objective Placement Test B.

Section II: Reading

In this section of the Objective Placement Test, you will read some short passages and answer questions about them. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 20 minutes to complete this section.

Passage 1: What are you doing today?

PEDRO: I usually go out with friends on Saturday night. But today is Friday, and we're going out to a football game tonight. So tomorrow night I'm staying home.

17. This Saturday night, Pedro is_____.

    a. playing football

    b. visiting friends

    c. staying home

    d. going out

Passage 2: What do you do?

MARCIA CHUNG: I work in a busy real state office. I do the same thing day after day-answer the telephone and send documents. I need to get a more interesting job. That's why I 'm studying law at night.

18. Marcia's job is_____.

    a. difficult

    b. boring

    c. restful

    d. interesting

Passage 3: A vacation postcard

Hi, Andre, Greetings from Mexico. It's really great to be away from school. I was traveling with Paul, but he got homesick and know I'm by myself. I have tent and two sleeping bags, so why don't you come on down? We could go the beaches, see the sights. And it doesn't much to stay here. Think about it, OK?

19. Todd wants Andre to _____.

    a. stay in school

    b. find a doctor

    c. send him money

    d. come to Mexico

Passage 4: Meditation

You observe a person in meditation. On the surface, he appears to be asleep, but he's simply in a trance- a kind of half – sleep in which the person is conscious but able to ignore the situation around him. For the meditator, the ability to concentrate is so strong that everything around him- sounds, smells, movement – seems to fade in importance. At the same time, decision making and deep thinking are often greatly improved.

20. In this reading, meditation refers to a person's_____.

    a. state of mind

    b. intelligence

    c. physical condition

    d. ability to sleep

21. Meditation doesn't help a person _____.

    a. hear better

    b. think deeply

    c. make decision

    d. ignore smells

Passage 5: The electric light bulb

Thomas Edison was called the Wizard of Menlo Park because he found a simple, efficient way to light up a room at night. By 1877, many other scientists had been successful using electricity for light, but their inventions were not practical for home use. Edison's patient experimenting resulted in an easy – to use light bulb, which produced just enough light for a room in a house. Edison's victory came in December of 1879 when he used a piece of carbonized (burned) cotton thread as filament or wire in the bulb. An electric occurred passing through the thread made it shine.

22. In 1877, electricity was not used to light homes because _____.

    a. Electric power hadn't been invented yet

    b. There were practical electric lights

    c. People were afraid to used electric lights

    d. No one had experimented with electricity

23. The filament in a lightbulb is used to produce _____.

    a. light

    b. thread

    c. electricity

    d. carbon

Passage 6: It's a big country

When visitors to the United States leave the crowded cities of the East Coast or Midwest, they are likely to comment of the use of space. Boston, New York,

Philadelphia, and even the Central part of Chicago may look similar to great cities anywhere in the world.

However urban areas in other parts of the country, and especially those in the" wide West" look different. Take Denver or Los Angeles, for example. Although statistics show that many people there live in apartments, these buildings are small compared to the multi- storied apartment blocks of Moscow, Cairo and Beijing. The mid-size city of Tucson, Arizona (population 700,000), which developed in a broad desert valley with several small streams to feed it, covers an area larger than all of Chicago (population 7 million).

In Tucson, most of people live in individual houses. They drive their cars (or pickup trucks) to work and shop in large shopping mall with huge parking lots. Perhaps it's the farmer or cowboy influence: each has its own ``horse'' and its own piece of land.

24. Visitor to the United States often comment on the use space in_____.

    a. Boston, New York, and Philadelphia

    b. the central part of Chicago

    c. large apartment buildings

    d. urban areas of the West

25. According to the article, apartment buildings in Moscow, Cairo, and Beijing are often _____ than those in Denver and Los Angeles.

    a. smaller

b. taller

c. more expensive

d. more beautiful

26. The average person in Tucson lives_____.

a. in a house

b. near his or her job

c. on a farm

d. next to an apartment

27. The article implies that in building cities today, Americans are influenced by _____.

a. cities on the East Coast

b. their farming tradition

c. Moscow, Cairo, and Beijing

d. the need for more apartments

Section III: Language Use

In this section, you will answer questions about the use of English. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 15 minutes to complete this section.

28. ``Where are the stamps?''

``_____ on the desk''

a. They are

b. They're

c. They

d. Their

29. My office is _____ downtown.

    a. on

    b. near

    c. close

    d. at

30. `` I can't speak German''

``_____ can I ''

    a. No

    b. Never

    c. Not

    d. Neither

31. On weekends, we enjoy _____ friends.

    a. visit

    b. to visit

    c. visiting

    d. to visiting

32. I don't have a computer, but _____ my friends do.

    a. the most

    b. almost

    c. most of

d. most

33. We're very _____ about the news.

    a. excited

    b. exciting

    c. excite

    d. excitement

34. `` is the report done yet?''

``No, but I hope _____ it by tonight''

    a. finish

    b. that finish

    c. to finish

    d. finishing

35. Cairo is _____ any other city in Egypt

    a. the large

    b. larger than

    c. the largest

    d. large as

36. Ted's never gone mountain climbing, _____ he?

    a. does

b. is

c. has

d. was

37. I had an accident, I wish I _____ more careful.

    a. was being

    b. will be

    c. have been

    d. had been

38. Excuse me. Could you tell me where _____?

    a. the bus station is

    b. is the bus station

    c. it is the bus station

    d. is it the bus station

39. Bill would have done something about the problem if he _____about it.

    a. did know

    b. had known

    c. was known

    d. would known

40. Janice moved to Paris _____ there for a year already.

    a. She's living

    b. She lives

    c. She's been living

END OF TEST

APPENDIX 8: CAMBRIDGE PLACEMENT TEST

The original scoring guideline in the Cambridge Placement is based on 70 questions and the level of each interval of questions is every 5 questions based on the following levels from A1 to C2. Thus, the test was reduced to 40 questions considering the kind of the contents have been taught during the course, the few classes and time that they received every week, moreover, the objectives in the syllabus. Therefore, taking into account all the aspects presented during the course it was decided to shorten the test, the listening part was reduced to 16 items; in the reading section was reduced to 11, and language use was reduced to 13 items.

Scoring Guidelines	
Score	Level according to the CEFR
1-5	A1
6-11	A1
12-17	A2
18-23	A2
24-30	B1
31-36	B1
37-42	B2
43-49	B2
50-55	C1
56-61	C1
62-68	C2
69-70	C2

Cambridge Placement Test (CPT), certified by the Common European Framework of Reference.

APPENDIX 9: INTERVIEWED STUDENTS' SPEAKING PROFICIENCY

STUDENT A
Sebastian is an A1 level participant. He can exchange information on familiar topics using simple structures which include some correct structures. He uses more than the isolated words and pre- packaged utterances, hesitates as he starts to talk, and he made basic mistakes in grammar and syntax (incorrect use or overuse of articles).
Range: the student uses some basics structures ("My favorite color is purple.", "I study psychology.") He is able to communicate information using merely basic vocabulary.
Accuracy: some structures are accurate ("My hobby is write.", "My name is Sebastian.") but there are very frequent basic errors for instance ("you birthday…", "My home is a four.", "I always I here on…")
Fluency: he generally makes himself understood. However, he hesitates as he starts to speak such as (" Ehh!... a few", "Ehh… yes my hobby is write")
Interaction: he answers the questions accordingly, despite the language errors mentions above. He tries to give a full answer for example ("well, my dad… daddy is a psychology and a system computer… expert computer, and my mom is a housewife.")
Coherence: Sebastian uses some simple connectors ("Well, I study psychology and I eaten pupusas.")

STUDENT B

Hazel is an A1 level participant. She can exchange information on familiar topics using complete sentences which include correct structures. Moreover, there are few hesitations for grammatical and lexical planning when she is talking.

Range: She uses basic structures; she has enough vocabulary to express herself. ("I have an older brother."; "My birthday is on February 9."

Accuracy: most of the structures are accurate ("I study psychology." But there is an error when she talks about how often she watches TV ("… when I home eating.")

Fluency: She generally makes herself understood even though there a few hesitations for grammatical and lexical planning.

Interaction: she deals effectively with the interaction on familiar topics and of interest. She normally gives complete answers accordingly.

Coherence: she uses simple connectors ("My dad is a Christian pastor and my mother is a secretary.")

STUDENT C

Alberto is an A2 level participant. He can exchange information easily on familiar topics even though there are a few hesitations for lexical planning, he was able to ask for clarifications, he has a wide enough repertoire of language to communicate and his errors in terms of grammar and syntax were extremely few.

Range: he normally gives complete and detailed answers ("I do have. I have a brother, I have a sister, I have some other ones, but I don't know them like you know.") He has a sufficient range of vocabulary to give clear ideas.

Accuracy: most of the structures are accurate ("Yeah, I do have a couple of hobbies like to play the guitar and I do some sports… I do Judo things like that.") But there is an error when he speaks about his favorite color ("I would say I between red and blue.")

Fluency: he generally makes himself understood though there are few hesitations for lexical planning.

Interaction: he deals effectively with the interaction on familiar topics and of interest. He generally gives complete and detailed answers accordingly.

Coherence: he uses connectors accordingly for a clear discourse ("I practice Judo and also I like basketball."; "If I have a car like could be like 30 minutes trip but since I live far away; normally, it's an hour depending on the traffic…")

STUDENT D

Belen is an A1 level participant. She can exchange information on familiar topics using most of the time complete sentences which include correct structures in most of the cases, has a little range of vocabulary on the familiar topics and She made basic mistakes in grammar and syntax (incorrect use or overuse of articles and determiners)

Range: she uses basic structures ("I have one sister, she is older than me.") However, when she attempts to express her mother's job demonstrates her lack of range ("My mother works in… like contador like counter…")

Accuracy: most of the structures are accurate ("She is 16 years old."; "My favorite color is blue."; "I don't have breakfast.") But there are some errors for example with prepositions ("It's in August 19."; "I live in street Izalco.") and determiners ("It's a engineer.")

Fluency: Belen normally makes herself understood even though there are some hesitations for lexical planning.

Interaction: she deals effectively with the interaction despite the language errors mentioned above and her lack of language source, she tries to give full answers.

Coherence: she uses come simple connectors ("I don't know exactly my address but I know that I live in Izalco."; "My mother work in… like contador like counter and my dad it's a engineer."

STUDENT E
Ezequiel is an A1 level participant. He uses basic language to communicate simple information. However, he has a limited control of linguistic resources. In general, he lacked fluency, hesitated frequently and his output was characterized by frequent long pauses, he made basic mistakes in grammar and syntax (incorrect use or overuse of articles, lack of subject-verb agreement)
Range: he uses basic structures to exchange information ("I live here in Mejicanos."; "I pretend I want to study.")
Accuracy: there are few accurate structures and phrases ("Yes, play the guitar."; "No, it's really near.") But his language is characterized by syntactic errors ("My brother have… my brother is sorry thirty years."; "I have a siblings…"; "My father's work… works sorry in…")
Fluency: he can make himself understood in short utterances. There are hesitations for grammatical planning.
Interaction: He can answer using simple statements despite the lack of control of the language mentioned above.
Coherence: he is able to link ideas simply ("I have a siblings one brother and one sister."; "My brother have… my brother is sorry thirty years old and my sister is twenty years old.")

STUDENT F

The student is an A1 level participant. She can exchange information on familiar topics using simple phrases which include some corrects structures. She uses in most cases isolated words and pre-packaged utterances associated with A1.

Range: has a very basic repertoire of words and simple phrases ("My mom is a doctor and my father too.")

Accuracy: there are frequent basic errors for example ("… and juice orange."; "… and play swim.")

Fluency: generally, makes herself understood, but there are frequent hesitations as she formulates his/ her ideas. ("December 19th.")

Interaction: answer the personal questions effectively using either isolated words ("yes"; "sometimes") or phrases ("In Colonia La Rabida, San Salvador.") despite the language errors mentioned above. Even though her lack of vocabulary, she tries to give an appropriate answer.

Coherence: links words with very basic linear connectors ("I play ball and I play swim.")

STUDENT G

The student is an A1 level participant. He uses basic language to communicate simple information about familiar topics for instance address, family, likes, etc. Although he asked for clarification a couple of times. He displays limited control of a few basic structures. Had problems in the use of prepositions, articles, subject –verb agreement, and formation of tense.

Range: He uses basic sentences to exchange information ("My favorite color is black"; "I live in Mejicanos.")

Accuracy: There are a couple of accurate phrases, but his language is generally characterized by errors when telling negative statements ("No watch TV."; "No play.")

Fluency: the student can make himself understood in short utterances.

Interaction: the student is normally able to answer simple questions. Although the student could not understand the question a couple of times, the interviewer supports him.

Coherence: the student is able to say one idea simply at a time.

STUDENT H

The student uses basic language to communicate simple information on familiar topics either using sentences or isolated words ("yes"; "sometimes"); Used a limited range of basic vocabulary, She displays limited control of a few basic structures and her output was characterized by frequent hesitations and long pauses.

Range: uses basic structures ("My birthday is on June 17.") He/ She is able to communicate information but the lack of range of structures is very evident.

Accuracy: all the structures said are accurate ("My favorite color is gray."; "I live in Ayutuxtepeque.") However, she answered twice his/ her native language ("si"; "nada")

Fluency: the student can make himself/ herself understood in short utterances (a sentence or phrase at a time.)

Interaction: the student is able to answer simple questions accordingly either using English or Spanish in some cases.

Coherence: The student is able to say one idea simply at a time.

APPENDIX 10: RESEARCH CONSENT FORM

TOPIC: *Description of the English proficiency level achieved by the students of the Bachelor in Psychology after having taken English I in Semester 1, 2019, at the University of El Salvador.*

Consent to take part in research

· I _____ voluntarily agree to participate in this research study.

· I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

· I understand that participation involves the allowance to administer the Proficiency Test (pre-test and post-test) and questionnaires to my students, and the observational guide for my classes through the semester I-2019.

· I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

· I understand that I will not benefit directly from participation in this research

· I agree to my interview being audio – recorded.

· I understand that all information I provide for this study will be treated confidentially

· I understand that disguised extracts from my interview may be quoted in the research report.

_____   _____
Signature   **Date**