

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



DESCRIPTION OF THE ENGLISH LEVEL THAT THE STUDENTS OF THE  
BACHELOR IN JOURNALISM ACHIEVED AFTER HAVING FINISHED THE INTENSIVE  
ENGLISH III COURSE, AT THE SCHOOL OF ARTS AND SCIENCES OF THE  
UNIVERSITY OF EL SALVADOR, SEMESTER I-2019

PRESENTED BY:

ALEYDA JHOANNA ZETINO MELÉNDEZ	ZM11013
KEILA MARINA LAZO HERNÁNDEZ	LH09024
STEFANIE XIOMARA SOLÍS TURCIOS	ST12001

UNDERGRADUATE RESEARCH PRESENTED BY UNDERGRADUATE  
STUDENTS IN ORDER TO OBTAIN THE DEGREE OF: BACHELOR OF ARTS IN  
ENGLISH TEACHING.

NORMA CECILIA BLANDÓN DE CASTRO, MSC.  
ADVISOR

NORMA CECILIA BLANDON DE CASTRO, MSC.  
COORDINATOR OF THE DEGREE PROCESS

UNIVERSITY CITY, JANUARY 28th, 2019  
SAN SALVADOR, EL SALVADOR

**AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR**

ROGER ARMANDO ARIAS ALVARADO

PRESIDENT

DR. RAÚL ERNESTO AZCÚNAGA LÓPEZ

ACADEMIC VICE-PRESIDENT

ING. JUAN ROSA QUINTANILLA

ADMINISTRATIVE VICE-PRESIDENT

FRANCISCO ANTONIO ALARCON SANDOVAL

GENERAL SECRETARY

**AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES**

OSCAR WILMAN HERRERA RAMOS

DEAN

SANDRA LORENA BENAVIDES DE SERRANO

VICE DEAN

JUAN CARLOS CRUZ CUBIAS

SECRETARY

**AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES**

ANA GRACE GÓMEZ ALEGRÍA

HEAD OF THE DEPARTMENT OF FOREIGN LANGUAGES

NORMA CECILIA BLANDON DE CASTRO

GENERAL COORDINATOR OF THE GRADUATION PROCESS

## **Acknowledgements**

### *TO GOD ALMIGHTY*

Thanks, for having enlightened my path and for giving strength to keep going and overcome the difficulties of life.

### *TO MY FATHER, Jose San Martin Solís*

Thanks, for your support in my decision of studying this bachelor.

### *TO MY MOTHER, XIOMARA TURCIOS*

Thanks for your love, care and support and for all the pieces of advice you keep giving me. I hope you are proud of me.

### *TO MY BEST FRIEND, IRIS PADILLA*

Thanks for your support and for believing in me. I am blessed to have you in my life and to be able to call you my friend.

### *TO THE REST OF MY FAMILY*

Thanks for being with me; the person I am is because of you. The values that I practice are because of you.

### *TO MY CLOSEST FRIENDS*

Thanks for being on this journey with me, for the time that we shared and for all the memories.

### *TO MY ADVISOR, NORMA CECILIA BLANDÓN DE CASTRO*

Thanks for all the knowledge you shared with us during this process.

God bless you.

**Stefanie Solís**

TO GOD ALMIGHTY

Thanks, for providing me with life, health and academic knowledge to develop this undergraduate work.

TO MY LOVELY MOTHER

For being always beside me and encouraging me to give the extra mile in every task I perform.

TO MY FAMILY

Thanks, for providing me with unconditional support and motivation to be able to finish the Bachelor and this work.

TO MY ADVISOR, NORMA CECILIA BLANDÓN DE CASTRO

Thanks, for the effort in guiding us step by step through this graduation process.

*TO MY CLOSEST FRIENDS*

Thanks for being on this journey with me, for the time that we shared and for all the memories.

**Aleyda Zetino**

*TO GOD ALMIGHTY*

I want to thank God, for the joy of life and wisdom to culminate my studies, other achievements that I have reached thanks to His mercy with me. And also for blessing me with such estimate parents, their love and support. I wouldn't make it without God and my parents.

*TO MY FATHER, Florentin Lazo*

Thanks, for never letting me down, for the big effort he did not only to pay for my education but also to encourage me to never give up and succeed in life. I dedicate this to him who has always been my unconditional love and support. This is our achievement.

*TO MY MOTHER, Gloria Marina Hernandez de Lazo*

Thanks for your unconditional love, for always being there for me and also for your support and patience. She has always been my unconditional comfort.

*TO MY SISTER AND BROTHER, Jessica Azusena Lazo and Florentine Lazo*

Thank them for always giving me advices that have encouraged me to continue studying and also to be part of this journey. Especially to My sister who has always been my best friend and support.

*TO MY FRIENDS*

Thanks for accompanying me and also for been an important part of my journey; I thank God for having you in my life.

*TO MY ADVISOR, Norma Cecilia Blandón de Castro*

Thanks for all the guide, patience knowledge and advices that you shared with me and my graduation work partners. All we achieved through this process is thanks to you. I am sincerely grateful. God bless you.

**Keila Lazo**

### **Abstract**

This research was focused on the description of the level of English achieved by the Journalism students in the school of Arts and Sciences at the University of El Salvador semester I-2019. The variables considered were the teaching methodology, the students' study habits and the number of students in the classroom. A case study design was followed with a mixed method approach. First, classes were observed during two weeks to discover how the classes were developed to characterize the student teacher, the teacher-students as well as the student-student interactions during classes, and to describe the students' behavior and the teaching strategies implemented by the teacher. The next step was to interview the teachers in order to know their opinion about their methodology and their students' learning process. Also, a questionnaire was administered to the sample student to collect information about their study habits in regards to the Intensive English III course semester I, 2019. At the end of the semester, a standardized Cambridge test was administered to measure the level of English of the sample students. The purpose was to provide valuable information about the students' level of English and how they had acquired it. The results can be used to improve the way English is taught to future journalism students.

### **Key words**

*Teaching methodology. Student-teacher interaction. Teacher-students interaction.*

*Student-student interaction.*

## Table of content

Introduction.....	16
1. Statement of the problem.....	17
1.1 Description of the Intensive English III course .....	18
1.2 Objective of the course .....	18
1.3 Course Methodology.....	18
1.4 Purpose of the study .....	19
1.5 Scopes .....	22
1.6 Limits .....	22
2. Objectives .....	23
2.1 General objective.....	23
2.2 Specific Objectives .....	23
3. Literature review .....	24
4. Methodology .....	27
4.1 Research approach.....	27
4.2 Setting .....	28
4.3 Participants.....	28
4.4 Techniques and instruments.....	28
4.4.1 Observation .....	28
4.4.2 The Observation Guide.....	29
4.4.3 Teacher Interview .....	29
4.4.4 Structured Interview.....	29
4.4.5 Survey .....	30

4.4.6 Questionnaire .....	30
4.4.7 English Test .....	30
5. Analysis and discussion of results .....	31
5.1 Class observation analysis .....	31
5.2 Interview analysis.....	35
5.3 Survey Results analysis.....	37
5.3.1 Characterization of the study subjects .....	37
5.3.2 Student labor situation.....	38
5.3.3 Students class registration.....	38
5.3.4 Students' study habits .....	39
5.3.5 Students' strategies to follow-up contents .....	40
5.3.6 Number of students in the classroom .....	42
5.4 Test results. ....	44
6. Conclusions and Recommendations .....	49
6.1 Conclusions .....	49
6.2 Recommendations .....	52
APPENDIXES.....	54
Appendix 1. Work Timetable.....	54
Appendix 2. Observation guide.....	55
Appendix 3. Profesor interview.....	57
Appendix 4. English test .....	59
Appendix 5. Students questioner.....	70



Appendix 6. Study program.....	73
References.....	85

## Introduction

This document includes information about the research study “Description of the English level that the students of the Bachelor in Journalism achieved after having finished the Intensive English III course, at the School of Arts and Sciences of the University of El Salvador, Semester I-2019”.

In the Bachelor of Journalism, students are required to take four levels of Intensive English (from I to IV). Journalists should have complete knowledge of English on account of English is used as the medium of communication for printing, broadcasting and digital media: and those who are in charge of bringing the news to people should do so with accuracy and clarity. This was the main reason of researching the level of English the sample students achieved in order to know if they were getting prepared to be competitive among the rest of future Journalists when using the English language.

Several factors can influence the learning process; the main ones included in this research were regarding the students' study habits by researching if students practiced English outside the classroom, the strategies they used to follow up content, and their attitude towards the course. Another factor considered was the teaching methodologies taking into account the teaching strategies and materials. The environment in which the class was developed focusing on the number of students in the class and the size of the room was also considered.

The techniques and instruments used in order to gather all the information needed for this investigation were the following. First, there were several hours of class observation using an observational guideline. Secondly, the teacher was interviewed using a structured interview. Third, the student sample filled out a questionnaire. Finally, a Cambridge English test evaluation was administered to the student sample.

This report is divided into five chapters: the first one is the statement of the problem, followed by the literature review, then the methodology and afterwards the analysis and results discussion. Finally, the document includes the section of conclusions and recommendations. The report is complemented with the appendixes and the references.

## **1. Statement of the problem**

Around 380 million people speak English as their first language and perhaps two-thirds as many as their second. A billion are learning it, about a third of the world's population are in some sense exposed to it; and by 2050, it is predicted, half the world will be more or less proficient in it. It is the language of globalization of international business, politics and diplomacy. It is the language of computers and the Internet, as cited in Johnson (2009).

Professions are becoming more difficult according to the time and demand; for example, the duties of journalists are increasing year by year. Especially, the integration of mass media has influenced this modern field, the activity and goal of journalists at the time of exchanging mass information. Therefore, it is a requirement for journalists to be fluent in English, because of his or her daily interaction with the general population. Using good English in print media makes it easier for the editor, gives more status to the journalist, and ensures accuracy in the final product. A journalist with an extensive vocabulary will have more job opportunities, and his or her writing will be interesting to read, leaving no room for misunderstandings or unintentional double meanings, as cited in Tamara and Gunnar (2009).

The main power of a journalist is the word, so they work with information and accept new facts from other sources; that is why their opinion should be in international language as well as their mother language for reaching more audience. It is required from journalists to find new information, sort it and spread it according to the situation that happens in the country as well as the world. If journalists know only their language and write local news, they will not be informed about the events that happen all over the world.

## **1.1 Description of the Intensive English III course**

According to the syllabus the intensive English III course is developed in one semester and it is equivalent to four credits. It is developed in sixteen weeks, four and a half hours weekly. The course consists of twelve units. The system evaluation is divided into grammar laboratories, reading controls, two midterms and a final exam.

This course is exclusive for students in the bachelor in Journalism. They have the opportunity to practice the grammar structures learned in previous English courses, as well as the ones introduced in this course. As additional help for the development of their English skills, audios, work books, additional grammar activities and vocabulary are used as extra resources.

## **1.2 Objective of the course**

The program establishes that after having finished the course, students will be able to develop the four skills at an intermediate level.

## **1.3 Course Methodology**

This English course is designed to help students become able to communicate at a pre-intermediate level, that according to the Common European Language Framework of References for Languages (CEFR, 2001) students should understand sentences and frequently used expressions, communicate in simple and routine task and describe in simple terms aspects of his/her background at the four essential skills (Listening, speaking, reading and writing), however most of the activities listed during the class in each unit, are about writing and short reading exercises.

The learning activities include dialogues that students can adapt to their real context, pronunciation, listening and dictation exercises that help them to comprehend the language as well as its culture. The class is taught in English and it requires each student's participation. Besides, the teacher provides extra material that is needed to help students to comprehend and apply new structures. CD players are used in the classroom to practice dialogue, listening and pronunciation exercises, as cited in the Intensive English III syllabus.

#### **1.4 Purpose of the study**

The main purpose of this study was to describe the English level that the students of the Bachelor in Journalism achieved after having finished the Intensive English III course, at the School of Arts and Sciences of the University of El Salvador, Semester I-2019

According to the diagnosis carried out in the Journalism Bachelor there were different aspects that influenced the students' English learning. In the interview one of the professors said that most of the students in the Journalism Bachelor did not have previous English knowledge. She also said "Students did not have the possibility to study English before; since most of them came from public schools their English classes did not provide them with the kind of base they needed according to the syllabus". This could be backed up by taking a look at the statistics that showed a high level of failure (37%) in Intensive English III course in 2017. Another factor that was related with the learning process was the study habits that students adopted; since not only the general ability that students bring to a class contributes to their academic achievement, but also the study habits or strategies that students use to learn, such as paying attention in class, being to class on time, participating in class, taking notes during classes, completing homework in a timely manner, and reading the study material before classes. All these aspects or variables were likely to impact their performance. Also, there has been a long-standing belief that the number of students in a

class affects the quality of the learning environment (Ehrenberg, Brewer, Gamoran & Willms, 2001).

Based on the 2017 statistics provided by the registrar's office classes are very large, with 55 to 65 students each. And based on a research carried out by Emory College titled classroom guide (2010), which states that students preferred classes of 10-20 students, and instructors suggested that the ideal class would have 19 students. Large classes are believed to correlate with low student performance. However, class size in and of itself is not a distinguishing feature of student performance; instead, class size matters in relation to education goals and the quality of the educational experience. It does matter and can affect the quality of student learning (Cooper & Robinson, 2000 and Mulryankyne, 2010).

Another important factor to investigate is the methodology used by the teacher to manage this type of classes. Many researchers believe that large classes offer few opportunities to teachers to employ quality teaching and learning environment for learners. Limited practices for the target language due to the number of students prevent them from improving their level of oral English. Teachers find it difficult to organize effective and creative activities, pay attention or make contact with all individuals especially those who tend to hide by sitting at the back (Yu, 2004). The interviewed professor of the Journalism department mentioned that due to the number of students and the size of the classroom she usually worked with the book and developed pair work activities using handouts. The teacher expressed that it was very difficult to do different activities because the classroom was not big enough and the number of students was not suitable.

Hence, the questions that this research work has answered were the following:

**Main question**

To describe the English proficiency level develop by the students in the bachelor in Journalism after having finished the Intensive English III course.

**Sub-questions**

To describe the methodology used by the teachers in the Intensive English III course in the Journalism Bachelor in the School of Arts and Sciences at the University of El Salvador.

To identify the study habits used by the students to practice their macro skills in the Intensive English III course, in the Journalism Bachelor in the School of Arts and Sciences at the University of El Salvador.

To discover the relation between the number of students and the academic results in the Intensive English III course of the Journalism Bachelor in the School of Arts and Sciences at the University of El Salvador.

## **1.5 Scopes**

The information was obtained through the questionnaire addressed to students from the morning intensive English III course, semester I-2019 at the Journalism department and an interview to the two professors teaching it. The gathered information contributed to describe the English level that the students of the Bachelor in Journalism had achieved after having finished the Intensive English III course. Likewise, the data produced by this project offers a general perspective of the effect those factors had in the English level achieved by the students based on the methodology used by the teacher, the students' study habits and the number of students in the class. Besides, this information allowed the researchers to identify the areas that required reinforcement to satisfactorily accomplish the objectives of the syllabus.

## **1.6 Limits**

During the development of this research project, some limitations were found. Firstly, only one out of two teachers accepted to be observed during classes, interviewed and let us work with the students enrolled in the course. Secondly, it was difficult to administer an English level evaluation to 64 students due to the limited space and time, especially in the speaking part, that is why only a portion (23 students) of them were able to take the oral part of the test.



## **2. Objectives**

### **2.1 General objective**

To describe the English level that the students of the Bachelor in Journalism achieve after having finished the Intensive English III course, at the School of Arts and Sciences of the University of El Salvador, Semester I-2019

### **2.2 Specific Objectives**

- To describe how the methodology used by the teachers in the Journalism Bachelor influences the students' learning process.
- To understand how the students' study habits influence the students' academic performance in the Intensive English III course.
- To discover how the number of student in the Intensive English III course influences the students' academic performance.

### 3. Literature review

Nowadays, the teaching-learning process is affected by a high number of students in classrooms. However, decreasing the number of students in classes is not yet a solution for educational institutions. Educators have to create different methodologies and techniques to guarantee the students' language learning. It means that it is basically a need to find out the proper methodologies and techniques for large groups of students (Madrid & Mc Laren, 2001).

There is a well-established way of thinking that the number of students in a class affects the learning process (Ehrenberg, Brewer and Gamoran&Willms, 2001). Particularly, it is also related with the low performance of students. In higher education, educators focus on going further than the simple fact of knowledge obtainment to encourage students to learn. However, class size is important and could have an effect in the quality of the learning process. (Cooper & Robinson, 2000; McKeachie, 1980; MulryanKyne, 2010). Consequently, a large class is defined not in terms of a numerical threshold, but rather as an environment where the quality of student learning may be negatively impacted by the number of students in the class (David J. Hornsby, Ruksana Osman, Jacqueline De Matos-Ala, 2013)

According to Murphy (1998), a small class contains from 13 to17 students while a large class has more than 18. The concept of what constitutes a large class is difficult to define because it is not a tangible construct; rather it is subjective and depends on many variables (as cited in Shamin, Negash, Chuku&Demewoz, 2007). Researchers' viewpoints vary about large class definition, "Forty students in a foreign language class may well qualify as a large class" (Freeman, Hensley & Oakley, 1998). Also, Mulryanm Kyne (2010) referred to a large class as "a class that is too large for effective teaching to occur" (p.176). Moreover, it was stated that "A large class is one

where the majority of characteristics and conditions present themselves as interrelated and collective constraints that impede meaningful teaching and learning" (Onwu & Stoffels, 2005).

There are three main disadvantages students identify in an English Foreign Language Large Class: student's interaction, limited physical space and student's misbehavior. An overcrowded classroom in which 100 students are sitting limits an important part of the learning process, especially in "forming relationships", since students learn a high percent of their knowledge from their peers (Dhority & Jensen, 1998). However, to know each other in a scenario like this is problematic because it is hard to make eye contact or interaction with everybody.

The traditional passive view of learning involves situations where material is delivered to students using a lecture-based format. In contrast, a more modern view of learning is constructivism, where students are expected to be active in the learning process by participating in discussion and/or collaborative activities (Fosnot, 1989). In addition a study suggested that lecture leads to the ability to recall facts, but discussion produces higher level comprehension (Caprariis, Barman, & Magee, 2001).

During a lesson, teachers use different strategies by changing from one activity to another and from one stage of the activity to another. However, they do not maintain the same role from the beginning to the end. As the class is changing, teachers start changing hats too. Knowing how and when to make these changes determines teachers' effectiveness. All roles, after all, aim to facilitate the student's progress in a way or another (Harmer, 2003). Also, what role teachers take into the classroom relies on what they want students to achieve (as cited in Scrivener, 2005). Roles such as controller, prompter, participant, organizer, assessor, resource and tutor are the most useful when teaching an EFL large class. Many teachers love to control everything in the classroom saying what, when and how an activity takes place. This is done with the best intentions: to

transmit knowledge (as cited in Baker, 2005). The controller role is very useful when announcements need to be made, when grammar explanations or instructions about an activity are given. Also, it is appropriate when order has to be restored in the class. Besides, it helps students to progress with controlled practice since all attention is focused on the front of the class, and the students are all working at the same beat (as cited in Harmer, 2003). Maryellen advises teachers of large classes to use some of the same communication behaviors as do teachers of small classes (Gleason, 1986). Come in early and chat informally with a few students. Move around the room as you lecture. Join teaching assistants in distributing handouts. Stay after class to briefly discuss the lecture and answer questions for students who are interesting

Another factor that may affect the learning process is the study habits that student's practice such as paying attention in class, being on time, taking good notes, completing homework in a timely manner, and reading the study material before a lecture, that are likely to impact their performance. Although not every learning strategy or study habit produces useful results in terms of academic achievement, it would be expected that students who possess good study habits in general are better performers than those students with poor study habits (Nonis & Hudson, 2010).

## **4. Methodology**

### **4.1 Research approach**

This research work follows a case study design since it was focused on describing the level of English that the Journalism Bachelor students achieved after having taken the Intensive English III course, in the department of Journalism during the semester I-2019.

For this research work a qualitative as well as a quantitative approach was used. The qualitative approach is represented by the techniques used such as class observation and the professor's interview. This has allowed the researchers to deeply understand the teaching methodology used in the course. Additionally, quantitative information was collected through a questionnaire and an English exam administered to the students registered in the observed class groups. The use of these techniques permitted the researchers to know the various points of view from the sample that was studied.

There was not manipulation of variable during the process of data collection; the subjects were observed in their reality during the teaching-learning process. Since this research work was based on the observation, interaction and interpretation of findings, the sample was exposed directly with the research team, in order to observe a real situation; this was not intentionally provoked or created by the observers.

## **4.2 Setting**

This research took place at the Journalism department of the University of El Salvador, which is located in San Salvador city. The University of El Salvador (UES) is the largest with about 60,000 students registered. It is the oldest institution in the Republic of El Salvador with 175 years of existence, and the only public university in the country.

## **4.3 Participants**

There were two Intensive English III courses during semester I-2019 with a total of 120 students, and this research was focused on one of the groups, which was randomly selected through a raffle. The sample was a total of 64 students and one teacher, 44 females and 20 males, aged between 22 and 29 years old. The participants were restricted to those students who attended the classes of the Intensive English III during the semester and the willingness of the participants to be part of the research.

## **4.4 Techniques and instruments**

For this type of study research the techniques and instruments used to collect the data were the following:

### **4.4.1 Observation**

The observation was the technique that was used to collect information to identify the teaching methodologies used in the intensive English III course during semester I - 2019. It was conducted in the classroom in a natural way; there were no interventions from the researchers. The observation was used in the classroom to discover how the classes were developed to characterize the student teacher, the teacher-students as well as the student-student

interactions during classes, where special attention was given to the students' participation and teacher's teaching strategies.

#### **4.4.2 The Observation Guide**

This full class observation lasted two weeks'; making a total of 12 hours of classes and during each class a rubric was used to take notes. The observation guide contained five sections of instruction with 21 items that described the teaching methodology used during the class, the activities, the student's interest and participation. Each section was measured using a 3 options scale: never, occasionally and always.

#### **4.4.3 Teacher Interview**

The objective of this technique was to know the teachers' point of view about how different factors influenced the level of English that students reach after having taken the Intensive English III course. It enabled the researchers to get information about the methodology used in the class, the student's behavior, and challenges that she faced during the development of the English III course semester I-2019.

#### **4.4.4 Structured Interview**

This structured Interview contained ten questions designed from the more general to the more essential information; avoiding leading questions to enable the professor provide contextual information. The questions were in regard to the activities used in the class, and to know the student's attitude, or if there were any other factors that may influence their level of English. During the development of the interview the researchers inquired more about every aspect mentioned by the teacher in order to collect as much information as possible.

#### **4.4.5 Survey**

The objective of this technique was to collect information, from the students taking the Intensive English III course in Journalism bachelor semester I-2019, about the students' study habits, their opinion about the development of the class, and the influence of the number of students in the class in their learning process.

#### **4.4.6 Questionnaire**

The questionnaire contained 4 sections focused on characterizing the subject, students' study habits, students' strategies to follow-up contents and their opinion about the phenomenon of the number of students in the class. It included closed- ended questions to know their opinions about their study habits and open-ended questions to know their opinion about the number of students in the class and how it could influence their assessment.

#### **4.4.7 English Test**

A Cambridge English test evaluation was used to assess the students' knowledge of English which contained exercises to measure the four English macro skills: grammar, reading, speaking and listening. The Cambridge English Scale Score card was used to grade the test, and the results allowed the researchers to classify the students into the different levels of English they had reached after having taken the English III course semester I-2019.



## **5. Analysis and discussion of results**

The quantitative information collected was coded, tabulated and analyzed. The qualitative information gathered was organized in categories; themes were coded and finally analyzed, in order to answer the research question: Description of the English level that the students of the Bachelor in Journalism achieve after having finished the Intensive English III, at the School of Arts and Science of the University of El Salvador, Semester I-2019.

### **5.1 Class observation analysis**

In general most teachers agree with the idea that teaching a small group of students is easier, more enjoyable, and less time consuming than teaching a large group based on the ETS Research Report Series, Baker, B. D., Farrie, D. and Sciarra, D. G. (2016) Unfortunately, due to budgets, space, or lack of teachers, there are many cases in which the only option is to offer large classes. In some schools in the University of El Salvador, large classes may consist of 50 or more students. What is more, in Journalism it is very common to encounter English groups with 80 students without the proper conditions to develop a course. In the Intensive English III course of semester I, 2019, 80 students were enrolled and around 60 to 70 attended classes more often. The rest of the students dropped off the course or they attended classes just for evaluation periods, according to the interview with the professor in charge and the class observation.

While the class may look more like a University lecture hall, the teacher's job is not to lecture. Just like teaching a small class, the teacher must come up with engaging activities that keep all of the students interested and participating with the goal of improving their communication skills. While there are numerous challenges when it comes to teaching large classes, there are many coping skills and activities that can be used to make it easier (S. Bajah, G.Bunyi, M.Knott, B. Matiru, 1995). With this being said, the Intensive English III course was

developed as follow: Teacher reviewed the previous topic asking for volunteers randomly. Most of the time, she asked a student for the date in order to write it on the board. The following activities were pair work to solve exercises and few times to practice vocabulary and pronunciation (dictation and reading aloud). Since the classroom was too crowded it was very difficult for the teacher to monitor the students; however, the teacher's assistant (TA) helped her. At the moment of reviewing the answers with the class, no more than 5 students were able to participate in each activity. Even though the teacher corrected participants immediately, not all students had the opportunity to be corrected and to improve their skills during the class. Some activities such as filling the gaps and scramble exercises did not represent a challenge for the students to move forward; students just needed to complete the exercises but they never got to create their own sentences or dialogues (*Diagram 1.1 Stages of the class, page 34*).

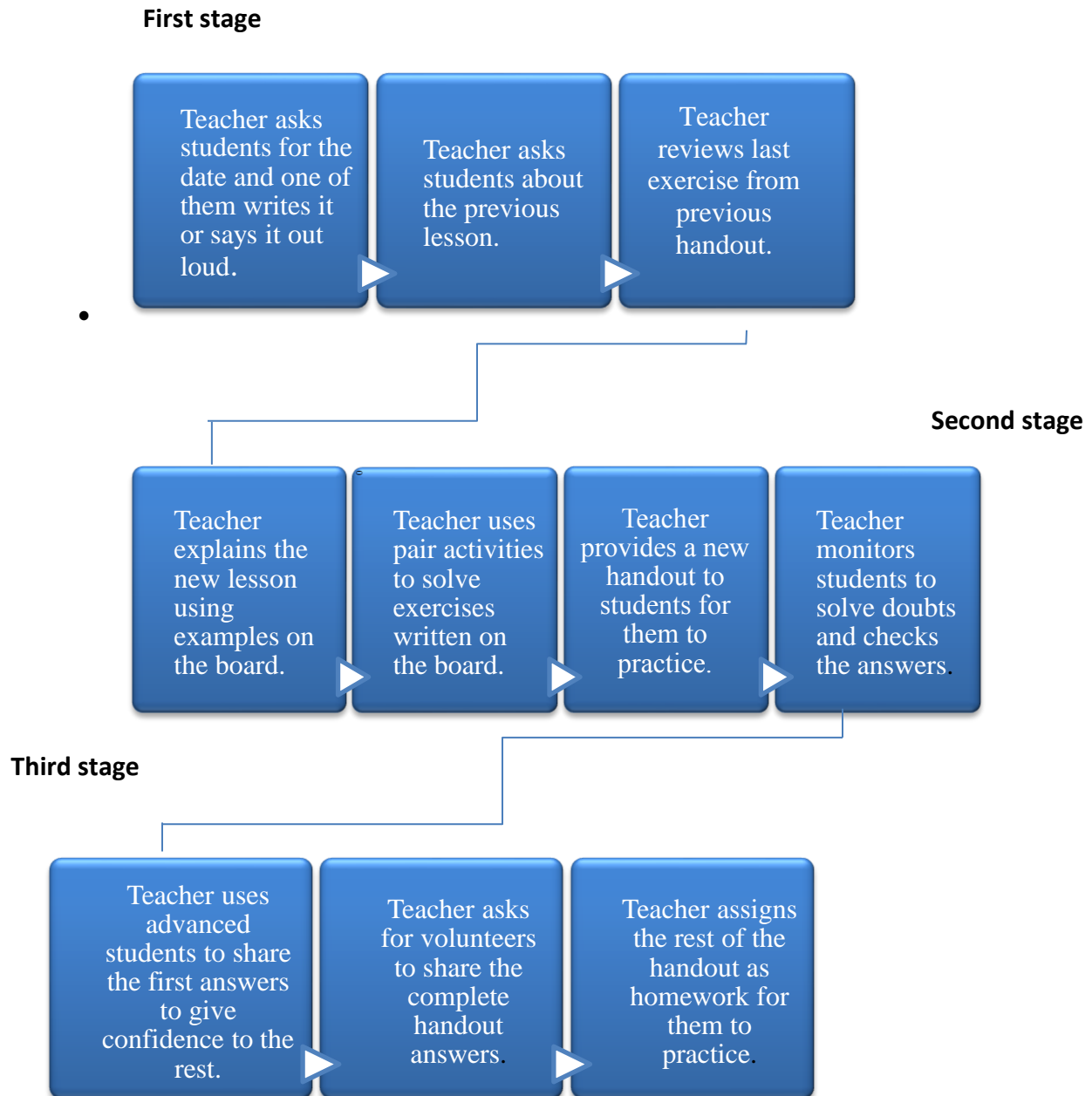
To keep a large class engaged, things need to keep moving and have a lot of energy. That means it becomes a need to know exactly what the teacher and the students are doing next, in order to avoid distractions and a better time management as it is stated in the Emory college classroom guide (October, 2010). The teacher in charge of the Journalism English III course was very strict about discipline and rules. She reminded students every day to keep their cellphone in their bags, to be on time and to respect each other. Most of the students were respectful; however, along the class some students in the back used to be distracted with their cellphone or they were doing homework from other courses. It was a bit difficult for the teacher and TA to fully monitor the class because the classroom was too crowded and there were not enough desks and space for the students, hence whenever they were focused on a part of the group the rest got distracted. Moreover when they had an evaluation the group was divided in two; the first group

was to attend the first 45 minutes of the class and the rest of the students the remaining 45 minutes. This strategy was used for the teacher to be more transparent at the moment of evaluating the students and to provide a better environment for them.

Furthermore the teacher assistant was available to provide advisories after the course but only few students took advantage of that resource; the only time they approached the TA for an advisory session was at the end of the semester or 2 weeks before the evaluations.

Apart from that, teaching materials were useful since students were interested on developing the activities. Teacher used a lot of worksheets, handouts and guidelines. The book was only a guide for her because only few students had the book with them. When the TA taught classes, he tried to vary the activities and teaching materials by using pictures, flashcards and body language when developing pair and group activities to get students' attention as it is shown in Diagram 1.1 Stages of the class.

Diagram 1.1 Stages of the observed classes



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

## **5.2 Interview analysis**

During the interview, the teacher expressed that there were some factors to consider at the moment of developing the class: the methodology, the teaching materials, the number of students and the student's English level. In regards to the methodology and teaching materials the teacher mentioned she liked to start the class with an activity to review what was previously studied. Also she mentioned she preferred pair work rather than individual or group work because of the lack of space in the classroom and the large number of students.

Moreover, the teacher expressed she used brochures, audios, images and handouts as teaching materials since according to her point of view her students liked to read and solve exercises. However, during the class observation she only used handouts and then she discussed the answers with the class.

The professor expressed that one of the main challenges she faced was the high number of students in the classroom along with the classroom assigned. She complained about the space because it was too small for the amount of students. In such a manner the teacher mentioned she liked to do a u-type sitting arrangement, although according to the class observation she tried to do it, but due to the lack of space in the classroom assigned it was not possible. She complained about this because it limited her a lot whenever she tried to develop different activities or use different teaching materials. The teacher also pointed out the lack of time students had to practice English during the class therefore she said that she always assigned homework to the students as it was a good way for them to practice English outside the classroom. In view of the amount of students she was not able to listen and practice with all of them. Based on the class observation no more than 5 students could participate at the moment of each activities.

Furthermore, the teacher indicated that another challenge faced was the level of English with which the students started the English courses. Based on her opinion some students had zero knowledge, others had some deficiency and few had the level of English required for the Intensive English III. After taking the first two courses, they do not develop the level required for the Intensive English III. She said that the students had mentioned to her that they did not take previous English classes, or they only received English classes at elementary school by a teacher who was not prepared for teaching English, and some of them did not know they had to take English courses in their bachelor.

Based on the teacher's opinion, another factor that influenced their level of English was that they did not practice English outside the classroom. The statement can be backed up with the results from the student's survey considering that 58% of the participants answered they did not practice English outside the classroom. Finally, the teacher expressed that the English level the students achieved at the end of the course was A2, even though the English III program stated they would be able to reach a low intermediate level (B1), but based on the test results and the Cambridge English level scale, 70% of the students were classified in A1 level, 23% of them were in A2 and only 7% were on B1 (4 students), as it will be explained in the test result section.

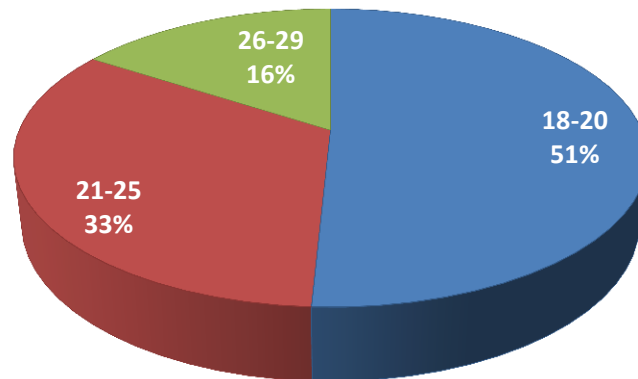
### 5.3 Survey Results analysis

#### 5.3.1 Characterization of the study subjects

The sample was constituted by 64 participants. Most of the students were young around 18 to 20 years old, as shown on *Graph No. 1.1*. The majority of the sample was represented by women (69%) while the percentage of men was 31% (Figure 1.1)

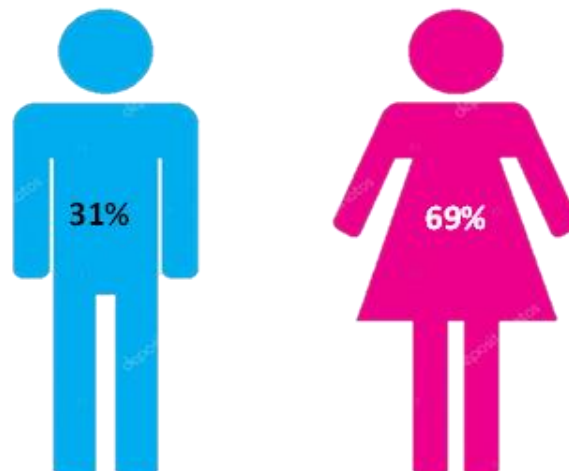
**Graph No 1.1 Students' Age**

*Graph No 1.1: Students' Age*



*Source: Students' sample survey*

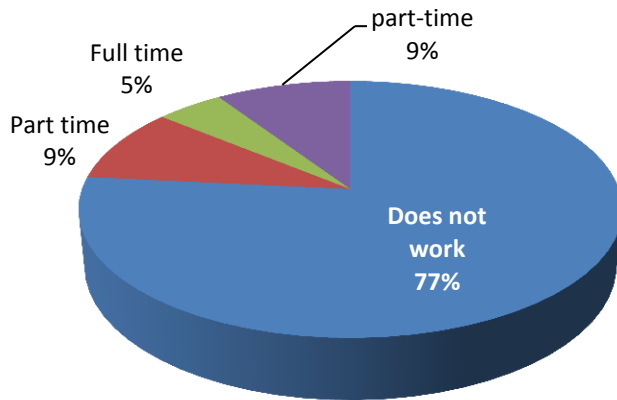
**Figure 1.1 Students' sample age**



*Source: Students' sample survey*

### 5.3.2 Student labor situation

**Graph No 1.2: Students' working hours**



Source: Students' sample survey

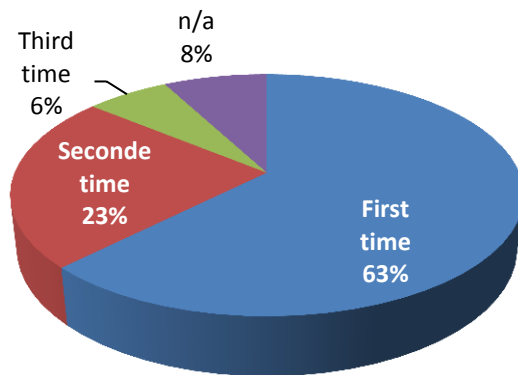
survey was administrated which leads us to say that working is not related with the sample students' academic results.

The results obtained when the sample students were asked if they worked and the hours they spend working, only 5% said they worked full time, 18% of these students work part time or less; the remaining 77% answered that they were not working at the time the

### 5.3.3 Students class registration

In order to obtain information about the academic performance in this course, the participants were asked the number of times they had registered the subject; 63% of them answered that they were taking the course for the first time followed by 29% percent that were taking it for the second or third time. These results gave us an idea of the high level of failures in the course. Finally 6% were

**Graph No 1.3: Class registration**



Source: Students' sample survey

taking it for the third time and they were highly required to pass the course, since according to the University of El Salvador regulations, failing a course for the third time means they cannot



continue studying the current bachelor and will have to change to a different one, unless they have reached 80% of the career to be able to apply for a 4<sup>th</sup> time registration.

### 5.3.4 Students' study habits

The second part of the questionnaire consisted of questions related to the students' study habits and strategies they followed when they did not understand the contents. The results showed that the students did the book exercises, and also liked to listen to music in English, and watched movies with subtitles. On the other hand, they did not always get prepared for their English classes, as well they did not read books in English, and they did not practice the new vocabulary either, according to their answers. The majority of the participants did not take English courses online (70.3%) or attended private English classes (57.8%). According to an article published by the Education Corner (2019) one of the best study habits is reading, because, it can help you improve your reading and writing skills. The article suggested that getting extra help is a good idea when learning English, especially if you get it from somebody with a higher level of English. It also recommended taking advantage from the online resources that nowadays students have.

**Table 1.1: Students' study habits**

N	Study Habits	Never	%	Almost never	%	Occasionally	%	Almost always	%	Always	%	Total	%
1	I prepare for classes beforehand and review what I have learned	10	15.9%	16	25.4%	28	44.4%	8	12.7%	1	1.6%	63	100%
2	I do the book exercises	0	0.0%	1	1.6%	22	34.4%	23	35.9%	18	28.1%	64	100%
3	I read books in English	11	17.5%	24	38.1%	11	17.5%	14	22.2%	3	4.8%	63	100%
4	I listen to music in English	0	0.0%	4	6.3%	15	23.8%	12	19.0%	32	50.8%	63	100%
5	I watch movies or series in English with English subtitles	6	9.7%	12	19.4%	25	40.3%	13	21.0%	6	9.7%	62	100%
6	I practice the new vocabulary	3	4.8%	12	19.0%	33	52.4%	11	17.5%	4	6.3%	63	100%
7	I take English courses online	45	70.3%	9	14.1%	8	12.5%	2	3.1%	0	0.0%	64	100%
8	I attend face-to-face English courses	37	57.8%	9	14.1%	10	15.6%	3	4.7%	5	7.8%	64	100%

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

### 5.3.5 Students' strategies to follow-up contents

The students answered that they usually cleared up their doubts about the content with their classmates or they did their own research. Since the majority of them did not attend private classes, they were not able to ask other teachers or tutors (41.7%); 16.4% of students always approached the course teacher as it is shown in the table below.

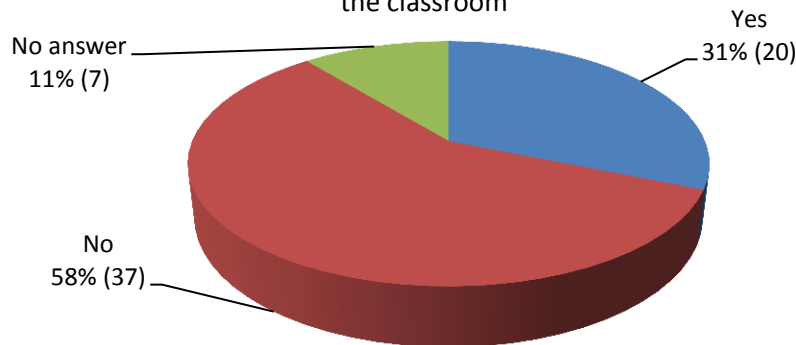
**Table No 1.2: Students' strategies to follow-up contents**

NO	Answers	Never	%	Almost never	%	Occasionally	%	Almost always	%	Always	%	Total	%
1	I ask my teacher	3	4.9%	8	13.1%	22	36.1%	18	29.5%	10	16.4%	61	100%
2	I consult my concerns in my private classes	25	41.7%	10	16.7%	9	15.0%	8	13.3%	8	13.3%	60	100%
3	I ask my classmates	0	0.0%	2	3.1%	16	25.0%	23	35.9%	23	35.9%	64	100%
4	I search answers on my own	1	1.6%	5	7.9%	19	30.2%	18	28.6%	20	31.7%	63	100%

Source: Students' sample survey

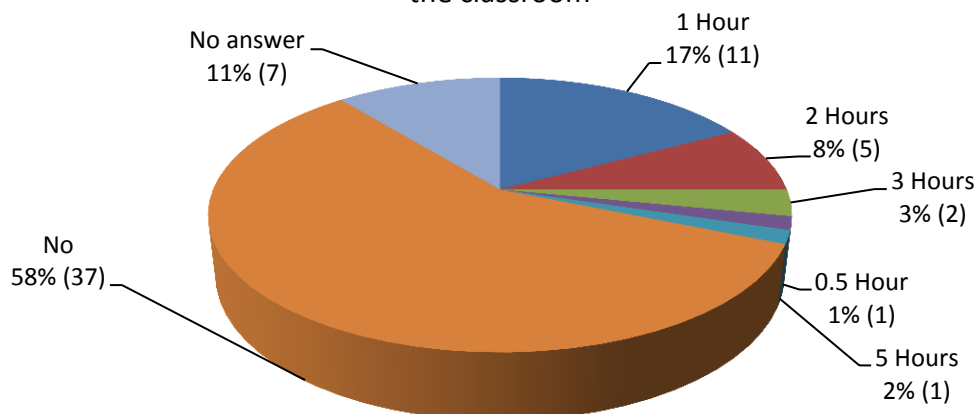
The participants were asked if they practiced English outside the classroom as it can be seen in Graph 1.4, only 20 (31%) of the students sample from the 64 that filled out the survey said they did practice, followed by 37 (58%) students of the sample that answered that they did not. Therefore, most of the students did not practice outside the classroom, and their English practice was limited to the class time.

**Graph No 1.4: How often students practice English outside the classroom**



Source: Students' sample survey

**Graph No 1.5:** Hours students spent practicing English outside the classroom



Source: Students' sample survey

As shown in the graph No. 1.5 the students that answered they studied outside the classroom were asked how many hours a week they did it. 17% of them answered they practiced 1 hour, 8% practiced 2 hours, 3% practiced 3 hours and only 1 students that represented 2% of the sample practiced 5 hours weekly. According to Nunnan (1991) who did a research with 44 participants that had showed to be successful English learners, study habits are crucial to have a successful learning. The results of the investigation indicated that all of the good language learners<sup>1</sup> agreed that formal classroom instruction was insufficient to learn a language and they were successful because they were willing to apply their language skills outside the classroom.

---

<sup>1</sup> Good learners: They find their own way, they organize information about language, they are creative and they experiment with the language, they make their own opportunities and they find strategies for getting practice in using the language inside and outside the classroom, they make errors work and make intelligent guesses.

### 5.3.6 Number of students in the classroom

Students were also asked what they thought about the number of students enrolled in their English course. 40% answered that the number of students interfered with their learning process in a negative way. Moreover, they also said that it was hard to pay attention during the class due to distractions. They had to make a harder effort to succeed in achieving the expected level of English or at least obtaining passing scores. One third of the sample students (23%) answered the classrooms were overcrowded; 16% expressed that there was not enough class time to develop the activities especially the evaluations; therefore, it was hard for them to complete an English evaluation. Another 16% answered the methodology did not satisfy every individual need because they were too many to have personal teaching. 5% answered the class conditions were inadequate which prevented them from listening to the teachers properly. On top of all of that there was also lack of desks in the classrooms.

**Table No 1.3:** *What do you think about the number of students in the classroom?*

Answer	Number of Students	%
<b>Interferes with the learning process</b>	26	40.0%
<b>Overcrowded classrooms</b>	15	23.0%
<b>Inadequate classroom conditions</b>	3	5.0%
<b>Not enough class time</b>	10	16.0%
<b>Inadequate methodology</b>	10	16.0%
<b>Total</b>	64	100.0%

*Source: Students' sample survey*

In addition, table 1.4 contains the answers students gave about the learning process in the English III course, 56% answered that it was helpful because they could have better job opportunities and the possibility to communicate with English speakers around the world. 33% answered that it was inefficient because the contents studied in the class were basic which made

them feel they were not in an intermediate level class. The remaining 11% answered that the English courses were unnecessary and should not be mandatory.

**Table No 1.4:** *What do you think about the learning process in the English III course?*

Answer	Number of Students	%
Helpful	36	56.0%
Unnecessary	7	11.0%
Inefficient	21	33.0%
Total	64	100%

*Source: Students' sample survey*

## 5.4 Test results.

**Table No 2.1:** Sample student's English level

Level	Students	Percentage
A1	39	70%
A2	13	23%
B1	4	7%

Source: Cambridge English Test

**Table No 2.2:** Cambridge English scale score

Cambridge English scale score	Level
Below 119	A1
120 - 139	A2
140 - 152	B1
153 - 159	B1+
160 - 170	B2

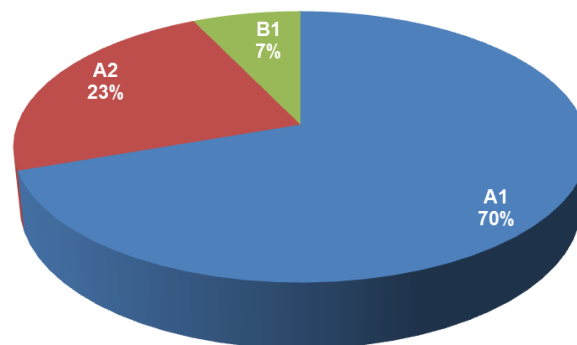
Source: Cambridge English CEFR scale

### *General results*

- The Cambridge English evaluation was used to assess the students' English knowledge. It contained exercises to measure the macro skills; grammar, reading, speaking and listening. Students had one hour to complete all sections with the exception of Speaking since the evaluation was administered in the next class, considering that there was not enough class time to complete it. Once the tests were graded, the Cambridge English Scale Score card

was used to classify the students into the different levels. According to the test results 70% of the students were classified as A1 level, even though

**Graph No 2.1:** Students' sample English level



Source: Cambridge English Test

they had already course two intensive English levels, 23% of them were in A2 and only 7% were in B1 (4 students). In contrast of the Intensive English III (Journalism) objective syllabus, which it states that students will be able to reach a low intermediate level (B1) by the end of the semester, however, the test evidenced a different outcome. Based on the

Intensive English I syllabus the aim was students to communicate in a second language applying structures correctly in a low basic Level (A1) and for the Intensive English II the objective was that the learner will be able to identify and apply different new grammatical structures in daily situations. In addition to this the Intensive English IV aims students 'to know intermediate grammatical structures applying them in conversations on daily situations. This indicates that since the sample hasn't reached the level of English expected for this course they will encounter several difficulties when coursing the next one.

*Specific test results*

**Table No 2.3:** Students' English skills' score

		Scores						Total	%
		A1		A2		B1			
		Below 119	%	120-139	%	140-152	%		
Skills	Grammar	35	62.5%	21	37.5%	0	0.0%	56	100%
	Listening	33	58.9%	16	28.6%	7	12.5%	56	100%
	Reading	35	62.5%	18	32.1%	3	5.4%	56	100%
	Speaking	20	80.0%	5	20.0%	0	0.0%	25	100%

Source: Cambridge English Test

**Table No 2.4:** Cambridge English scale score

Cambridge English scale score	Level
Below 119	A1
120 - 139	A2
140 - 152	B1
153 - 159	B1+
160 - 170	B2

*Source: Cambridge English scale score*

### **Grammar skill**

Based on table 2.3, the results showed that the students got higher grades in the grammar section of the test. According to the results of the student's survey, 41 students (23 almost always and 18 always) answered that they liked to complete the book exercises which mainly focused on grammar questions (Table 1.1 Student study habits). Thought the professor mentioned during the interview that students liked to solve worksheets focused on the same skill. Therefore, this had a positive impact in the students' English level in view of the fact that 37% (21 people) of the student sample got results that fit the A2 level.

### **Speaking skill**

On the other hand, the students got lower grades in the speaking section of the test which can be associated with the lack of time they had to practice their speaking skill during the class according to the teachers' interview. The teacher said that due to the number of students, it was difficult to give all of them the opportunity to participate. Also according to the students' survey, 58% of the sample students answered they did not practice English outside the classroom. Those



factors influenced the speaking skill that the students developed since 75% of the sample was graded as A1.

### **Reading skill**

In addition, the results from the reading section of the test were also low. The students were supposed to analyze and interpret a text to be able to answer some questions, but according to the results 69% of the students failed that section and were scored as A1. On the students' survey, they answered that they did not like to read books in English, and that they did not practice the new vocabulary, which is critical for reading success since it helps improve comprehension. The class observations showed that the activities develop during the class were not focused on reading.

### **Listening skill**

Apart from that, the listening skill had an average of A1 level which matched up with the fact that only 19 students expressed, in the survey, they listened to music and watched movies and series in English. A very high number of students did not practice their listening skill outside the classroom.

Also based on the class observation there was not an English-speaking environment, and students were allowed to speak Spanish during the class among them, even though the teacher explained the class in English and only switched to Spanish when students seemed not to understand the topic. Those factors were reflected in the test results on the account of the fact that 41% of the sample students were evaluated as A2 level and the rest (59%) as A1 in this skill.

## 6. Conclusions and Recommendations

After having carried out this case study research and based upon the results obtained through the analysis and interpretation of the data collected, with the instruments administered to both the students and the teacher and the class-observation period, the researcher are allowed to state the following conclusions and recommendations:

### 6.1 Conclusions

- According to the test results 70% of the students were classified as A1 level, 23% of them were in A2 and only 7% were in B1 (4 students). In contrast of the Intensive English III syllabus objective, which states that students will be able to reach a low intermediate level (B1) by the end of the semester, the test evidenced a different outcome even when they had already taken and passed the English I and II courses.
- According to the English I syllabus the stated aim is that students will communicate in the second language applying structures correctly at a low basic level (A1) and for the Intensive English II the objective is that the learners will be able to identify and apply different new grammatical structures in daily situations. In addition to this the Intensive English IV aims at students 'to learn intermediate grammatical structures applying them in conversations in daily situations. This indicates that since the sample students didn't reach the level of English expected for this course, they will face several difficulties when going through the next English course.
- The factors that were defined for this study to influence the different English levels obtained by the sample students were the teaching methodology, the teaching materials,

the number of students and the reduced space in the classroom. It was observed in the class that neither the methodology nor the materials were focused on accomplishing the objectives stated on the syllabus which aimed at developing the students' English macro skills at a low intermediate level. Even though there are many activities that can be implemented when working with large groups such as promoting small group work, using technology, encouraging debates, rounds and many others to make a large class challenging for the students. The instructor mainly promoted static, individual or pair activities using worksheets, handouts and guidelines. This seemed to be due to the number of students and the reduced space in the classroom not to the instructor's willingness to promote students' learning.

- The Journalism Bachelor is among the three careers that receive the highest number of applications in the School of Arts and Social Sciences. Due to this the classes are usually overcrowded, as it was realized during the class observation period, the teachers' interview and the students' responses to the questionnaire; all of them remarked that the number of students in the classroom influenced negatively the students' English level because they had very limited opportunities to participate in class activities using the language to communicate with the teacher or the classmates.
- The students' study habits outside the classroom was a factor that also influenced the students' English level: more than half (58%) of the sample did not practice study habits to develop a better English level, and the rest of them (39%) just practiced with the book few times a week. Therefore, their English practice was limited to the class time. Also, the results showed that the students did not always get prepared for their English classes; as

well as they did not read books in English, nor practice the new vocabulary: all this is based on their responses given in the questionnaire.

- According to some investigations practicing a foreign language outside the classroom is very important for the learner as Nunan (1991) stated in one of his researches for which he chose 44 language learners who were identified as successful learners; he wanted to see if they had shared patterns or experiences which could explain their language success. Participants in the study had learned English as a foreign language in various Southeast Asian countries and were considered “good” learners because they were bilingual and were all English teachers. Nunan surveyed the participants about what they did to learn English and what learning methods were most and least helpful for them. The results indicated that all of the good language learners agreed that formal classroom instruction was insufficient to learn a language. The learners were successful because they were willing to apply their language skills outside the classroom by participating in activities such as reading newspapers, watching TV, talking with friends in English and talking to native English speakers as cited in Knight ( 2007, p. 19).
- The time invested on developing all macro skills was limited, considering they had only five hours of classes weekly. As stated by the © State Government of Victoria 2010 guide program, the minimum hours for an intensive English course should be 20 hours per week. Therefore, in our case study it was very difficult for the teacher to develop multiple activities with each student taking into account the limited time provided for this course and the amount of the students enrolled in it.

## 6.2 Recommendations

- The school of Arts and Sciences has made a call to change the curricula of all the academic programs of the bachelors offered. Based on this, the Journalism department should take this opportunity into account to revise the whole program; and at the same time they can update the four Intensive English courses syllabuses to make them more productive and with objectives and contents according to the level aimed to reach, knowing now that the objectives stated in the current syllabus are not being reached.
- The teaching methodology should be adapted to the learner and the conditions in which the class is developed, likewise the number of students and the classroom size. Since the number of students is numerous, teachers should be trained on the different activities for large groups such as group work, use of technology, debates and rounds with this type of classes and provide suitable tools and resources to make it happen.
- Based on the building structures of the School of Arts and Sciences, there are classrooms to have between 25 to 50 students, depending on the size of the room. The Journalism department should equally organize the number of students in each group at the moment of the English courses registration in order to create more groups if necessary, to avoid having overcrowded classes and to have suitable classrooms for them.
- Teachers should encourage students to be more conscious about the process of learning a second language, which requires the implementation of effective study habits according to their needs. Students should be guided about the type of strategies that would fit their

skills such as watching videos, listening to music in English, reading, using English applications or online extra courses and more; they could use them in order to improve their second language. In addition, teachers could assign projects and activities as homework, likewise group presentations, group video recording, English fairs and others, in which learners could practice all macro-skills and provide a very close follow up to them.

- The class time is not sufficient in order to develop communicative activities. Therefore, this course should be assigned more hours in order to comply with an intensive English course and be able to develop all macro-skills and to accomplish the objectives stated in the syllabus, so teachers would be able to increase the time given to practice the language during the class.

## APPENDIXES

### Appendix 1. Work Timetable

Activity/Task	Time to Complete	Group Member(s) Responsible
Elaborate project to the graduation work advisor for review and approval	1 month	Stefanie, Aleyda, Keila
Authorization of the project/ Presentation of the project	1 week	Stefanie, Aleyda, Keila
Contact the professors to ask for permission to observe the class, to interview the 2 professors and also to administer the survey to the students. set date and time	1 week	Stefanie, Aleyda, Keila
Designed data based	1 week	Stefanie,Aleyda, Keila
Run pilot study	1 week	Stefanie,Aleyda, Keila
Class observation period	2weeks	Aleyda, Keila
Interview professors	1 day	Aleyda, Keila
Transcribe the Interview	1 day	Stefanie
Administer the survey	1day	Aleyda, Keila
Administer the Exam	1 day	,Aleyda, Keila
Develop the code criteria	1day	Stefanie
Code the information/categorized	1 day	Stefanie Aleyda, Keila
Enter info into the data base	1 day	Stefanie
Obtain output tables, graphs	2 weeks	Stefanie,Aleyda, Keila
Elaborate matrixes	2 days	Stefanie,Aleyda, Keila
Analyse the information	1 months	Stefanie,Aleyda, Keila
Draft final paper for submission to the judges	1 month	Stefanie,Aleyda, Keila
Revise final paper and review with advisor	3 weeks	Stefanie,Aleyda, Keila
Submit final paper to the judges	1 day	Stefanie,Aleyda, Keila



**Appendix 2.** Observation guide

**UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y HUMANIDADES  
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



**OBSERVATION GUIDE ADDRESSED TO THE INTENSIVE ENGLISH III GROUPS OF THE JOURNALISM DEPARTMENT.**

**TOPIC:** Description of the English level that the students of the Bachelor in Journalism achieve after having finished the Intensive English III, at the School of Arts and Science of the University of El Salvador, Semester I-2019

*All educators use different teaching techniques. Below there are five sections of instruction that must be observed. Please, mark all the points that apply according to the observation and describe them. Please remember, this is not an evaluation for the instructor, but a tool to learn about teaching and learning in the classroom.*

**Observer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** Intensive English III **Group:** \_\_\_\_\_

1	2	3
Never	Occasionally	Always

N	ITEM	1	2	3	COMMENTS
	<b>Organization</b>				
1	Presents overview of the lesson.				
2	Presents topics in logical sequence				
3	Presents material related to the purpose of the course and topics				
4	Provides feedback of the lesson at the end of the class summarizing major points.				
	<b>Classroom management</b>				
6	Builds interest for content				
7	Encourages initiative				
8	Promotes students 'pair work.				
9	Changes the position of the desk according to the activity.				
10	Uses gestures to help clarify instructions and explanations.				
	<b>Teachers role</b>				
11	Encourages students to participate in class.				
12	Asks questions to monitor student understanding.				
13	Waits for students to answer questions.				
14	Monitors individual work, pair work and group-work in the classroom				
15	Plans every activity developed in the class				
	<b>Discipline</b>				
16	Teacher Controls different kinds of disruptions such as: ringing cell phones, speaking aloud, eating, etc.				
17	Sets rules of appropriate behavior in the classroom.				
18	The students participates in the activities				
19	The students follow instructions				
20	The students pay attention in class				
21	The students speak English/Spanish in the class				

**Comments:**

---



---

### Appendix 3. Profesor interview



**UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y HUMANIDADES  
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**

**INTERVIEW ADDRESSED TO TEACHERS OF INTENSIVE ENGLISH III GROUPS OF THE  
JOURNALISM DEPARTMENT.**

**TOPIC:** Description of the English level that the students of the Bachelor in Journalism achieve after having finished the Intensive English III, at the School of Arts and Science of the University of El Salvador, Semester I-2019

**Objective:** To collect information about the teaching methodologies, the student's behavior, and challenges faced during the development of the English III course semester I-2019.

**Greeting:** To begin with, thank you for allowing us to set up this interview with you. We are working on our graduation work so we would like to ask you a few questions about the methodology that you use with the students registered in the Intensive English III course.

1. Could you please describe the development of the class in general terms?

---

2. According to your experience, what are the major challenges you have to face while teaching the Intensive English III course?\_\_\_\_\_

3. What student-centered techniques do you use to enhance student understanding? (e.g. small group work, class discussions, jigsaw method of group work, etc.)

---

4. What teaching didactics resources have you found to be educationally useful in the classroom (e.g. computer, Internet, CD-ROM, board games, flash cards, etc.)? \_\_\_\_\_
5. Can you tell me your opinion about the level of English that your students bring to the intensive English III course? (follow up questions)  
\_\_\_\_\_
6. What activities you have observed that work better for the students to show the learning result in a daily basis?  
\_\_\_\_\_
7. According to your experience with previous group of students, what is the level of English that students achieve after coursing Intensive English III?  
\_\_\_\_\_
8. In your opinion what other factors influence the level of English that students achieve?  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix 4.** English test

**Grammar And Vocabulary**

**Choose the most suitable response:**

1. Could you tell me your surname?  
A. Would you like me to spell it?  
B. Do you like my family name?  
C. How do I say that?
2. This plant looks dead.  
A. It's in the garden.  
B. It only needs some water.  
C. It's sleeping.
3. I hope it doesn't rain.  
A. Of course not.  
B. Will it be wet?  
C. So do I.
4. Are you going to come inside soon?  
A. Forever.  
B. Not long.  
C. In a minute.
5. Who gave you this book, Lucy?  
A. I bought it.  
B. For my birthday.  
C. My uncle was.
6. Shall we go out for pizza tonight?  
A. I know that.  
B. It's very good.  
C. I'm too tired.
7. Do you mind if I come too?  
A. That's fine!  
B. I'd like to.  
C. I don't know if I can.
8. There's someone at the door.  
A. Can I help you?  
B. Well, go and answer it then.  
C. He's busy at the moment.
9. How much butter do I need for this cake?  
A. I'd like one.  
B. I'll use some.  
C. I'm not sure.
10. How long are you here for?  
A. Since last week.  
B. Ten days ago.  
C. Till tomorrow.
11. Have you guys had enough to eat?  
A. That's all right.  
B. Is there any more rice?  
C. It's not the right time.
12. That's my coat over there.  
A. Will you take it off?  
B. No, you haven't!  
C. Here you are.
13. Let's go by bus.  
A. The train was expensive.  
B. We'll buy a ticket.  
C. It'll take too long.
14. Do you know my brother Charlie?  
A. Sorry, he's not here.  
B. I don't think I do.  
C. I know.

15. Would you like some ice in your drink or not?

- A. I hope so.
- B. Yes, I shall.
- C. I don't mind.

**Choose the correct alternative to complete the sentences.**

16. I hope I haven't \_\_\_\_\_ you any trouble by changing the arrangements.

- A. put
- B. caused
- C. made
- D. done

17. The floor is wet: don't run or you might \_\_\_\_\_!

- A. stoop
- B. spill
- C. slip
- D. spin

18. When you come to my house, \_\_\_\_\_ your camera with you.

- A. take
- B. show
- C. fetch
- D. bring

19. Paul arrived at the shop \_\_\_\_\_ as the manager was closing for the day.

- A. even
- B. just
- C. still
- D. right

20. I would \_\_\_\_\_ to stay at home and relax for a change.

- A. rather
- B. better
- C. prefer
- D. enjoy

21. Is there \_\_\_\_\_ of food for everyone?

- A. adequate
- B. enough
- C. sufficient
- D. plenty

22. Lily says she's happy at school but she's ..... complaining.

- A. rarely
- B. sometimes
- C. always
- D. often

23. \_\_\_\_\_ the step when you go in.

- A. Consider
- B. Mind
- C. Attend
- D. Look

24. \_\_\_\_\_ stay the night if it's too difficult to get home.

- A. At all costs
- B. By all means
- C. In all
- D. On the whole

25. No \_\_\_\_\_ Hannah is happy when you think how many prizes she has won recently.

- A. surprise
- B. problem
- C. question
- D. wonder

## Listening

---

### Questions 1 – 8

You will hear people talking in eight different situations. For questions **1 – 8**, choose the best answer (**A**, **B** or **C**).

---

- 1** You hear a young singer talking about his childhood.
- 5** You hear a news report about a football club.  
Who has suggested a change in club policy?
- A** the club's doctor
  - B** the club's supporters
  - C** the club's new manager
- 6** You hear two friends talking about a newspaper for teenagers.  
What do they agree about?
- A** how boring it is to read one regularly
  - B** how interesting it would be to write for it
  - C** how important it is to keep up with the news
- 7** You hear a boy telling a friend about climbing a mountain with his father.  
What does he remember most clearly about reaching the top?
- A** being glad that he'd followed his father's advice
  - B** feeling quite a bit of physical discomfort
  - C** enjoying the beauty of the scenery around him
- 8** You hear a teacher talking about an environmental project.  
Why is she talking to her class?
- A** to encourage them to remain involved in the project
  - B** to inform them about changes to the project
  - C** to remind them about a future project



## Listening

---

### Questions 24 – 30

You will hear an interview with a teenager called Luke Fuller, who's talking about working as a junior reporter for his local radio station. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

---

- 24** What was the aim of Luke's work at the radio station?
- A** to encourage teenagers to have a media career
  - B** to help teenagers find out about well-known people
  - C** to make teenagers realise how interesting their lives are
- 25** Luke says the most difficult thing to learn was how to
- A** speak in the right way.
  - B** write the scripts.
  - C** handle the equipment.
- 26** What problem did Luke expect to have when he reported from his school?
- A** a negative reaction from his teachers
  - B** not enough events to talk about
  - C** feeling uncomfortable in the role

- 27** What surprised Luke when he started interviewing people?
- A** how honest they were with him
  - B** how confident they seemed to be
  - C** how well-prepared they were
- 28** When changes were made to what he'd recorded, Luke felt
- A** concerned they might upset other people.
  - B** annoyed as nobody asked him his opinions.
  - C** convinced that they were probably necessary.
- 29** What does Luke say about the whole experience of being a reporter?
- A** He regrets complaining about certain aspects of it.
  - B** He gained a lot from the various demands made on him.
  - C** It suited him because he's curious about others.
- 30** As a result of his experience, Luke realises that a radio reporter
- A** should make an effort to meet listeners.
  - B** needs to use language imaginatively.
  - C** has to use music to create a mood.

## Reading and Use of English

---

You are going to read an extract from a novel about an American teenager called Sandy, who is on a skiing trip. For questions **31 – 36**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet**.

---

'How did I ever manage to get myself into this?' Sandy wondered aloud and then groaned, although no one was there to hear her. She looked down again from the top of the slope and quickly shut her eyes to block out the sight. 'Help!' she said pleadingly in barely more than a whisper with her eyes still closed. 'Michael? Anyone? Please, oh please... somebody help me out of this mess!' She was louder the second time, but without anyone nearby to respond – not even Michael, her best friend – it did little to resolve her present dilemma.

At thirteen, short-haired Sandy was quite tall for her age, but thin, which only gave her an appearance of greater height. At the moment, she was dressed in a colorful, thick winter jacket that had a bold bright pink and white design sweeping across a purple background. Her smooth water-repellent pants were the same purple color as her jacket – it was obviously a fashionable, co-ordinated outfit. Warm dark purple gloves covered her hands, and her attire was topped off – literally – with a purple ski hat, scarf and stylish ski goggles. If anyone had been around to see her, dressed the way she was, she would have been clearly visible from a long distance away against the almost solid white backdrop of snow surrounding her.

Sandy opened her eyes and glanced again at the sign posted near her at the top of the slope: it was a triple diamond slope, an expert-level ski run. How had she ended up there? She reproached herself that Michael had at least shown enough sense to get off the ski lift at an earlier opportunity to go down a more moderate slope. Absorbed by the view from near the top of the Sierra Nevada Mountain range in the Lake Tahoe area – shared between California on the west side of the range and Nevada on the east –

she had foolishly decided to ride the lift up a little further and had found herself facing this ski slope, one that was well above her slightly more than beginner-level skier abilities.

Sandy sighed deeply, tightly gripped her ski poles in her gloved hands, pointed her skis straight, and pushed back on the poles in her hands enough to cause herself to inch forward as all other avenues seemed to be closed to her. Once more than half of the length of her skis was sticking out into the air – only their back ends were still making contact with the snow at the slope's top – her balance began shifting forward, her skis followed, and she found herself rapidly picking up speed as she headed straight down the excessively challenging slope.

'How am I supposed to slow down?' Sandy shouted, but with the wind whipping by and the trees rushing past on either side of her, she could hardly hear herself. Everything she had learned about skiing in the previous two days seemed to have faded from her mind. Concentrating only on maintaining her balance, she kept her skis pointed straight downhill, which unfortunately only made her pick up more speed on the steep, icy slope.

'Simone would know how to ski expertly down this slippery slope', Sandy thought as she tried to imagine herself as Simone, international spy and heroine of the *Simone LeClerc* adventure series that Sandy loved to read. Coming up ahead of her, Sandy saw the ski lift which Michael had gotten off earlier. She desperately hoped she would find her friend among the skiers and snowboarders waiting there and she would be able to stop.

- 31** What is the writer's purpose in the first paragraph?
- A** to explain why Sandy was in this difficult situation
  - B** to give relevant details of Sandy's character
  - C** to introduce the fact that Sandy was facing a challenge
  - D** to describe how Sandy was planning to solve a problem
- 32** What does the writer suggest about Sandy's clothes?
- A** They made it unlikely that she would be spotted.
  - B** She was wearing them because she belonged to a skiing team.
  - C** They were too heavy for the conditions.
  - D** She had chosen them with care.
- 33** The writer says that Sandy 'reproached herself' in line 33 to show that she
- A** felt sorry for herself.
  - B** was annoyed with herself.
  - C** was angry with Michael.
  - D** was worried about Michael.
- 34** Why did Sandy start skiing down the slope?
- A** She began moving by accident.
  - B** She thought it was the only option she had.
  - C** She didn't realise how fast she would have to go.
  - D** She didn't want to admit it was too difficult for her.
- 35** How did Sandy try to cope as she skied down the slope?
- A** She focused on staying upright.
  - B** She asked if anyone could help her.
  - C** She did her best to reach the bottom quickly.
  - D** She remembered advice from her skiing lessons.
- 36** What do we learn about Sandy in the final paragraph?
- A** She is an adventurous person.
  - B** She prefers books to sport.
  - C** She admires a character from fiction.
  - D** She wishes she skied better than Simone.


## Speaking Part

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a library.

**Candidate B, here is some information about a bookshop.**  
**Candidate A, you don't know anything about the bookshop,**  
**so ask B some questions about it. Now A, ask B your questions**  
**about the bookshop and B, you answer them.**

**Candidate B - your answers.**      **Candidate A - your questions.**

**WORLD BOOKS**  
212 Main Street



**Largest bookshop in the country**  
*Get your travel books here*

Monday - Saturday 10.00 am - 8.00 pm  
 Sunday 12.30 pm - 8.00 pm

Tel: 724 399

**BOOKSHOP**

- address ?
- big / small ?
- closed / Sundays ?
- sell / travel books ?
- telephone number ?

© UCLES 2002

39

**Part 2 3 - 4 minutes (Prompt card activity)**

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered questions, they change roles, as in the example below.


**Example**

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

**Candidate A, here is some information about a museum.**  
**Candidate B, you don't know anything about the museum,**  
**so ask A some questions about it. Now B, ask A your questions**  
**about the museum and A, you answer them.**

**Candidate A - your answers.**      **Candidate B - your questions.**

**SANDON AIR MUSEUM**



**More than 70 aeroplanes to look at**  
**OPEN DAILY 10 am - 6 pm**  
 Shop with books and postcards  
 Large free car park

Tickets: Adults £8.00  
 Students £5.00

**MUSEUM**

- what / see?
- open / weekends?
- student ticket? £ ?
- car park?
- buy / postcard?

There is a variety of acceptable questions which may be produced using this material. For example:

*What can I see at the museum?  
 Is it open at the weekend?  
 How much is a student ticket?  
 Is there a car park?  
 Can I buy a postcard there?*

38

### Rubric speaking part

<b>CATEGORY</b>	<b>4: Exceeds expectations</b>	<b>3: Meets Expectations</b>	<b>2: Almost meets expectations</b>	<b>1: Does not meet expectations</b>	<b>TOTAL</b>
<b>Comprehensibility</b>	Content readily comprehensible, requiring no interpretation; pronunciation.	Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.	Content mostly comprehensible, requiring some interpretation; pronunciation occasionally interferes with communication.	Content not always comprehensible, requiring some interpretation; pronunciation sometimes interferes with communication.	
<b>Level of Discourse</b>	Variety of complete and complex sentences and extensive use of diverse cohesive devices.	Variety of complete sentences; some use of cohesive devices	Use of complete sentence, some of them repetitive; few cohesive devices used.	Predominant use of complete yet repetitive sentences and structures; none or almost no cohesive devices used.	
<b>Fluency</b>	Speech sustained throughout, with no hesitation or unusual pauses. Fluent and natural speech in English	Speech sustained most of the time; little hesitation but manages to continue and complete thoughts with very few pauses or stumbling.	Somewhat inadequate and/ or inaccurate use of vocabulary, and vocabulary too basic for this level, although some idiomatic expressions used.	Speech sustained some of the time, with unnatural pauses. Incomplete thoughts; some sustained speech	

<b>Vocabulary</b>	Rich use of vocabulary, with several idiomatic expressions.	Adequate and accurate use of vocabulary for this level, some idiomatic expressions used.	Control of most language structures required at this level	Deficient and/ or inaccurate use of vocabulary. Use of very limited vocabulary and no use of idiomatic expressions.	
<b>Language Control</b>	Control of all language structures required at this level, with occasional use of level C1 structures.	Control of all language structures required at this level.	Control of most language structures required at this level.	Some control of some language structures required at this level.	
				<b>SCORE:</b>	

**Appendix 5. Students questioner**



**UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y  
HUMANIDADES  
DEPARTAMENTO DE IDIOMAS**

**Cuestionario para los estudiantes de licenciatura de Periodismo, de la facultad de  
Ciencias y Humanidades en la Universidad de El Salvador, cursando Inglés  
Intensivo III ciclo I-2019.**

**Objetivo:** Obtener información sobre los hábitos de estudio, que los estudiantes utilizan para obtener un mejor aprendizaje del idioma inglés y su opinión acerca del desarrollo de la clase.

**Instrucciones:** Lea atentamente las siguientes preguntas y marque con una “X” la respuesta. La información recopilada se utilizará con fines de investigación y se manejará con confidencialidad y discreción. Gracias de antemano por su colaboración.

1. Edad

2. Género .  menino Fe .  sculino Ma

3. Trabaja 

1
2

 Si  No (Pase a la pgta N· 5)

4. Número de horas que trabaja a la semana. Horas \_\_\_\_\_

5. He inscrito Ingles III en \_\_\_\_\_ matricula  
(1º, 2nd, 3ra o 4ta)



6. Las siguientes preguntas son sobre sus hábitos de estudio en relación a la asignatura Inglés intensivo III. Por favor marque con una X la opción que corresponda.

Mover para arriba	Nunca (1)	Casi nunca (2)	Ocasionalmente (3)	Casi siempre (4)	Siempre (5)
1.Me preparo para las clases de antemano y repaso lo que he aprendido					
2. Realizo los ejercicios del libro					
3. Leo libros en ingles					
4.Escucho música en ingles					
5.Veo películas o series en inglés con subtítulo en ingles					
6.Practico el vocabulario nuevo					
7.Tomo cursos de inglés en línea					
8.Asisto a cursos de Inglés					
9. Otro. (Explique)					

7. ¿Qué hace cuando no comprende los contenidos desarrollados? Marque con X la opción que corresponda.

	Nunca (1)	Casi nunca (2)	Ocasionalmente (3)	Casi siempre (4)	Siempre (5)
1.Pregunto a mis maestros en la clase					
2.Consulto en mis clases privadas					
3.Pregunto a mis compañeros de la clase de Inglés					
4.Investigó por mi cuenta					
5.Otros.					

8. ¿Practica el idioma Inglés fuera del salón de clases?

1. Si\_\_\_\_\_

2. No\_\_\_\_\_ (**Pase a la pgta N° 10**)

9. ¿Cuántas horas diarias practica el idioma Inglés fuera del salón de clases?

\_\_\_\_\_horas

10.Cuál es su opinión sobre el número de estudiantes en su grupo de clase de Ingles Intensivo III?

---

---

---

11. . ¿Qué opina del aprendizaje del idioma Inglés en su carrera?

---

---

---

**GRACIAS!**

## Appendix 6. Study program

**Universidad de El Salvador**  
**Facultad de Ciencias y Humanidades**  
**Departamento de Periodismo**



### PROGRAMA DE ESTUDIO.

#### GENERALIDADES

Nombre de la Asignatura:	Inglés Intensivo III
Código de la asignatura:	IIN314
Pre-requisito:	Inglés Intensivo II
Unidades Valorativas:	4 UV
Plan de estudios de la carrera:	Plan 93, reformada 2003
Año Académico y ciclo académico:	Ciclo I-2018
Nivel y área:	2 nivel
Unidad académica que la imparte:	Departamento de Periodismo
Facultad:	Ciencias y Humanidades
Duración del ciclo :	16 semanas
Número de horas de trabajo:	80 horas de trabajo y 16 semanas

<b>Grupo</b>	<b>01</b>	<b>02</b>	
<b>Días clase</b>	<b>L - M - M</b>	<b>L - M - M</b>	
<b>Horario clases</b>	<b>7:00 a 8:00 a.m.</b>	<b>3:00 a 4:00 p.m.</b>	<b>F</b>
<b>Día Laboratorio(Clase)</b>	<b>Viernes</b>	<b>Viernes</b>	<b>ech</b>
<b>Horario</b>	<b>7:00 a 8:30 a.m.</b>	<b>2:00 a 3:30 p.m.</b>	<b>a</b>
<b>Aulas:</b>	<b>IF - 8</b>	<b>IF - 8</b>	<b>de</b>
<b>Profesores Responsables:</b>	<b>Licda. Lilliana R. de Carranza, M.Ed.</b>	<b>Lic. Jorge Alberto M.I.</b>	<b>acu</b>
			<b>erd</b>

o del Plan de CSU: 27 de octubre de 2003

### **DESCRIPCIÓN DEL CURSO**

Este es el tercer curso de inglés, exclusivo para estudiantes de Licenciatura en periodismo, en el cual tendrán la oportunidad de practicar tanto las estructuras gramaticales aprendidas en los dos cursos anteriores como las que se introducirán en el presente curso. El estudiante incrementará su vocabulario y conocerá nuevas estructuras gramaticales que le permitirán comunicarse en inglés, dentro de un contexto social lo que incluyen expresiones idiomáticas, contracciones y aspectos culturales de algunos países de habla inglesa en un nivel intermedio bajo. El curso incluye ejercicios y actividades de audición dentro de los cuales los estudiantes desarrollan habilidades específicas tales como hacer predicciones, completar actividades o responder a preguntas. Las actividades de lectura y escritura. Serán evaluados al largo de cada unidad temática. Como ayuda adicional para el aprovechamiento del aprendizaje, se hará uso de recursos interactivos como la plataforma del libro de texto, audios de clase, libro de trabajo, hojas adicionales de gramática y vocabulario.

### III. OBJETIVOS DEL CURSO

#### **Generales:**

Al finalizar el curso los estudiantes serán capaces de:

1. Conocer estructuras gramaticales a nivel de intermedio bajo.
2. Aplicar estructuras en conversaciones utilizando temas de la vida diaria.
3. Leer comprensivamente textos auténticos en inglés.
4. Redactar párrafos cortos aplicando las reglas gramaticales asignadas a este nivel.

#### **Específicos:**

1. Conversar sobre tópicos de la vida diaria.
2. Aplicar técnicas de lectura para leer comprensivamente artículos de hasta 5 párrafos.
3. Redactar oraciones utilizando estructuras gramaticales a nivel de intermedio bajo.

### IV. UNIDADES DIDÁCTICAS

#### **UNIDAD 1. "We're going to have a party!"**

*Objetivo:* El estudiante será capaz de ofrecer su ayuda para organizar una fiesta.

*Lectura:* Un artículo de revista. *Técnica de lectura:* Identificación de la idea principal, clasificación de la información y confirmar el contenido de un texto.

*Escritura:* Como redactar una invitación por correo electrónico. *Estrategia:* Uniendo cláusulas independientes por medio de conjunciones: *and, so, but, or.*

*Gramática:* Uso de "be going to" para futuro.

#### **UNIDAD 2. "How do I get to the gym?"**

*Objetivo:* El estudiante será capaz de dar y pedir direcciones.

*Lectura:* Lectura de un boletín escolar conteniendo ubicaciones de las diferentes áreas (biblioteca, cafetería, laboratorio). Técnica de lectura: Infiriendo información y transfiriendo información visual.

*Escritura:* Redacción de un pequeño boletín universitario para estudiantes de nuevo ingreso utilizando frases de localización (arriba, abajo, izquierda, derecha, etc).

*Gramática:* Preguntas de información con “be going to”.

### **UNIDAD 3.. “There are a few pretzels”**

*Objetivo:* El estudiante será capaz de hablar sobre cantidades de comida utilizando palabras como a lot of, much, many, a few; además del uso de superlativo de adjetivos.

*Lectura:* Lectura de un blog. Técnica de lectura: Identificando la idea principal, confirmar el contenido de un texto y reconocer el punto de vista del autor.

*Escritura:* ¿Qué es un párrafo? Escritura de un párrafo corto sobre las comidas populares en nuestro país.

*Gramática:* Uso de a lot of, much, a few, a little. Uso y forma de adjetivos superlativos.

Repaso de las unidades 1-3

#### **UNIDAD 4. "They'll probably win the game!"**

*Objetivo:* El estudiante será capaz de dejar mensajes por teléfono.

*Lectura:* Lectura de una entrevista. Técnica de lectura: Identificando la idea principal y confirmar el contenido de un texto.

*Escritura:* Predicciones personales para el futuro utilizando marcadores de tiempo referidos a futuro.

*Gramática:* Uso de "will" para indicar futuro: oraciones afirmativas, negativas, preguntas de si-no y de información.

#### **UNIDAD 5. "I'll help you clean up".**

*Objetivo:* El estudiante será capaz de pedir y aceptar hacer un favor.

*Lectura:* Lectura de un artículo de revista de 3 párrafos. Técnica de lectura: identificando la idea principal y confirmando el contenido de un texto.

*Escritura:* Cómo organizar la información dentro de un párrafo.

*Gramática:* Uso de "will" para hacer un ofrecimiento o solicitar ayuda. Pronombres objeto después de preposiciones.

## **UNIDAD 6. . "Ifyouvisit, you´llhavefun!"**

*Objetivo:* El estudiante será capaz de hacer y aceptar una invitación.

*Lectura:* Lectura de un blog. Técnica de lectura: Identificando la idea principal, reconocer el punto de vista del autor, comprendiendo significado por medio de contexto.

*Escritura:* Organizando información para persuadir. Escritura de un párrafo sobre las atracciones turísticas en nuestro país.

*Gramática:* Primer condicional.

Repaso de unidades 4-6.

## **UNIDAD 7. "Were you at the movies?"**

*Objetivo:* El estudiante será capaz de utilizar el verbo be en pasado para hablar de actividades realizadas.

*Lectura:* Lectura de un artículo de revista. Técnica de lectura: Comprendiendo el significado por medio del contexto.

*Escritura:* Planificando detalles esenciales en un párrafo. Escritura de la reseña de una película.

*Gramática:* Pasado de verbo "Be": oraciones negativas, afirmativas y preguntas



## **UNIDAD 8. "She hurt her shoulder"**

*Objetivo:* El estudiante será capaz de hablar sobre heridas, golpes, accidentes.

*Lectura:* Biografía de dos atletas. Técnica de lectura: Identificando la idea principal y buscando detalles que sustentan ideas.

*Escritura:* Autobiografía. Organizando información con marcadores de pasado.

*Gramática:* Pasado simple de verbos regulares e irregulares.

## **UNIDAD 9. "Did you hear about the storm?"**

*Objetivo:* El estudiante será capaz de describir un desastre natural (tormenta, huracán, terremoto).

*Lectura:* Lectura de página web con información sobre desastres naturales. Técnica de lectura: clasificando información, búsqueda de información específica.

*Escritura:* Descripción del tiempo. Uso de adverbios para mostrar puntos de vista.

*Gramática:* Preguntas con el pasado simple.

Repaso de las unidades 7-9

## **UNIDAD 10." Were you wearing your seat belt?"**

*Objetivo:* El estudiante será capaz de mostrar interés en una conversación e introducir un tema nuevo.

*Lectura:* Lectura de un ensayo sobre accidentes. Técnica de lectura: Comprendiendo el significado por medio del contexto

*Escritura:* Cómo organizar información con encabezados y títulos. Elaboración de un folleto.

*Gramática:* Pasado continuo y pasado simple.

### **UNIDAD 11. "Where were you going yesterday?"**

*Objetivo:* El estudiante será capaz de comparar sus gustos musicales con otras personas.

*Lectura:* Lectura de una entrevista en vivo por televisión. Técnica de lectura: Identificando la idea principal y búsqueda rápida de información.

*Escritura:* Descripción de un cantante favorito dando detalles específicos.

*Gramática:* Preguntas de información con el pasado continuo. Preguntas de sí-no.

### **UNIDAD 12. "Whose drawing is this?"**

*Objetivo:* El estudiante será capaz de pedir y dar una opinión.

*Lectura:* Lectura del perfil de un artista. Técnica de lectura: Comprendiendo el significado por medio del contexto y búsqueda rápida de información.

*Escritura:* Comparación de dos fotografías por medio de contraste y comparación.

*Gramática:* Pronombres posesivos. Preguntas de información con *whose*.

Repaso de las unidades 10-12

## V. METODOLOGÍA

Este curso de inglés está diseñado para que los estudiantes se comuniquen de manera oral a un nivel intermedio medio bajo, aunque durante la clase cada unidad temática incluye ejercicios de escritura y de lecturas cortas.

Las actividades de aprendizaje incluyen diálogos que los estudiantes podrán adaptar a su contexto real, también ejercicios de pronunciación, de audición, dictados las cuales les ayudarán a la comprensión tanto del idioma como de la parte cultural. La clase será impartida completamente en inglés y requerirá de la participación total y personal de cada uno de los estudiantes.

El profesor proveerá de material adicional que ayude a la comprensión y aplicación de estructuras nuevas. Dentro del aula se hará uso de la grabadora para los diálogos y ejercicios de audición y de pronunciación.

Fuera del aula, se trabajará con la plataforma en línea de la serie Teen2Teen Three.

**Se pasará lista de asistencia dentro de los primeros 15 minutos después de haber iniciado la clase y se aplicará el artículo 147 del Reglamento de la Gestión Académica-Administrativa de la Universidad de El Salvador.**

#### Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, **deberá tener una asistencia a las actividades académicas mayor o igual al 75%.**

Los laboratorios evaluados serán realizados según la metodología de los docentes e incluirán el material adicional estudiado en clase. Todo estudiante tiene derecho a diferir evaluaciones debidamente justificadas y tipificadas en el artículo 150 del **Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador**

#### Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, **éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta.** La solicitud de diferido deberá presentarla a la dirección de la unidad académica. **Los motivos de la solicitud deberán sustentarse con los respectivos atestados.**

La duración de las evaluaciones será estipulada específicamente por los docentes un día antes de las mismas.

**Las evaluaciones diferidas y el examen de suficiencia pueden ser orales y/o escritas.**

## **VI. ACTIVIDADES DEL ESTUDIANTE**

El estudiante deberá presentarse a sus clases en el grupo y el horario en el que se inscribió.

Deberá participar activamente en la clase, así como cumplir con sus tareas dentro y fuera del aula; asistir a sus evaluaciones y a las asesorías. Deberá presentarse a clases con el material de apoyo requerido para la práctica del idioma (libro de texto y diccionario). **NO SE ADMITIRÁN ALUMNOS SIN LIBRO DE TEXTO.**

**NOTA: NO SE PERMITIRAN CAMBIOS DE GRUPO SIN LA DEBIDA AUTORIZACIÓN DE ADMINISTRACIÓN ACADÉMICA Y JUNTA DIRECTIVA.**

## **VII. ACTIVIDADES DEL DOCENTE**

El maestro presentará cada una de las unidades temáticas a estudiar; preparará actividades para la interacción con y entre los estudiantes; fomentará el trabajo en parejas y/o grupos y supervisará el trabajo de los estudiantes dentro de la práctica oral y escrita. Preparará, evaluará laboratorios, exámenes escritos, orales, de audición, lectura y cualquier material extra que se incluya en la clase. También, asignará al grupo horas y días de asesoría donde el estudiante podrá hacer sus consultas durante la semana con previo aviso a los docentes.

## **VIII. RECURSOS**

- Libro de texto
- Libro de trabajo
- Libro de maestro
- Discos de audio
- Discos de material de apoyo

- Grabadora
- Plumones
- Pizarra
- Material Didáctico adicional
- Plataforma **Teen 2 TeenThree**

#### IX. CALENDARIZACIÓN Y SISTEMA DE EVALUACIONES.

<i>PERÍODOS</i>	<i>SISTEMA DE EVALUACIÓN(100%)</i>	<i>FECHAS</i>
<i>UNO</i>		
<b>Laboratorio de gramáticaEscrito</b>	<b>10%</b>	<b>Marzo 9</b>
<b>Parcial de habilidades</b>	<b>15%</b>	<b>Abril 13</b>
<b>Control de Lectura</b>	<b>10%</b>	<b>Profesoresanun ciarán</b>
<i>DOS</i>		
<b>Laboratorio de Gramática</b>	<b>10%</b>	<b>Abril 27</b>
<b>Parcial de habilidades</b>	<b>15%</b>	<b>Mayo 18</b>
<b>Control de Lectura</b>	<b>10%</b>	<b>Profesoresanun ciarán</b>
<i>TRES</i>		
<b>Laboratorio de gramática</b>	<b>10%</b>	<b>Junio 8</b>
<b>Examen Final habilidades</b>	<b>20%</b>	<b>Junio 19</b>
<b>ExamenSuficiencia</b>		<b>Junio25- 29</b>

**Durante y finalizado el ciclo NO se asignarán trabajos adicionales a los contemplados en este programa.**

**Examen de suficiencia incluye todo el material visto durante el ciclo I – 2018.**

**Estas fechas están sujetas a cambios por parte de los docentes de la cátedra de Inglés Intensivo III por motivos de capacitaciones, reuniones o fuerza mayor.**

## **References**

- Amin A., E. F. ( 2007). *“Grammar Builder”* Libro 1, 2 y 3. ambridge University Press SextaEdición.
- Ascher Allen & Saslow Joan. (2005). *“Teen 2 Teen Three”*. Oxford University Press.
- Brewer, D. J. (2001). *Cornell University*. Retrieved from [//digitalcommons.ilr.cornell.edu/workingpapers/25/](http://digitalcommons.ilr.cornell.edu/workingpapers/25/)
- C., J. W. (2018). In *Qualitative Inquiry and Research Design: Choosing Among Five Approches*. Sage Publication Inc. .
- DJ Hornsby, R. O.-A. (2013). v *Quality Higher Education .Large-Class Pedagogy, Interdisciplinary Perspectives*. In R. O.-A. DJ Hornsby. Witwatersrand: Sum media Metro.
- Eckstut, S. (2000). *“FocusonGrammar”* Básico e Intermedio. Pearson Education Company.
- Hornsby, j. D.-A. (2013). *Large-Class pedagogy*. SUN MeDIA MeTRO.

- Jeremy, H. (2003). *The practice of English language teaching*. Longman Handbooks for Language.
- Jim, S. (2005). *Learning Teaching: A Guidebook for English Language Teachers*.
- McLaren, D. a. (1995). *Didactic procedures for TEFL*. Madrid: Editorial Universidad de Granada, ISBN 84-338-3202-6 Depósito Legal: GR.
- Murphy. (1989, 2000.). *Raymond "Grammar in use" Básico e Intermedio*. Madrid: Cambridge University Press .
- Nuthana&Yenagi. (2009). Study Habits as Influence of Academic Performance of University Undergraduates in Nigeria. In Nuthana&Yenagi, *Study Habits as Influence of Academic Performance of University Undergraduates in Nigeria*. (pp. 72-75). Ado-Ekiti: Emerging Academy Resources .
- Robinson, C. &. (2002, December 15). *wiley online library* . Retrieved from [//onlinelibrary.wiley.com/doi/abs/10.1002/tl.8101](http://onlinelibrary.wiley.com/doi/abs/10.1002/tl.8101)
- Shamim, F. N. (2007). *Maximising learning in large classes: Issues and options*. Retrieved from Teaching English: <http://www.teachingenglish.org.uk/sites/teacheng/files/ELT-16-screen.pdf>
- Sarath A. Nonis & Gail I. Hudson (2010) Performance of College Students: Impact of Study Time and Study Habits, *Journal of Education for Business*, 85:4, 229-238, DOI: 10.1080/08832320903449550
- *The Economist*. (n.d.). Retrieved from <https://amp.economist.com/christmas-specials-2001/12/20/a-world-empire-by-other-means>
- Witschge, T. a. (2009). *Journalism: a profession under pressure*. Retrieved from [https://www.rug.nl/research/portal/journals/journal-of-media-business-studies\(b011b76-d40e-446d-a25c-87c5f6208a46\)/publications.html](https://www.rug.nl/research/portal/journals/journal-of-media-business-studies(b011b76-d40e-446d-a25c-87c5f6208a46)/publications.html)



- Yin, R. K. (2014). Case Study Research Design and Methods (5th ed.). In R. K. Yin. Thousand Oaks, CA.

## Appendix 7. Journalism study syllabus

LICENCIATURA EN PERIODISMO Plan de Estudios 1993									
CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X
1 4 Estructura Simbólica del Español ESE114 ●	6 4 Lectura y Redacción Española LRE114 1	11 4 Introducción a la Publicidad IPU114 7	16 4 Relaciones Públicas RPB114 11	21 4 Redacción Periodística para Radio y Televisión RRT114 6 y 9	26 4 Documentación Periodística DOP114 21 y 24	31 4 Presentación de Noticias para Radio y Televisión PRT114 21 y 27	36 4 Producción de Noticias para Televisión PTV114 31	41 4 Producción de Noticias para Radio PRR114 31	43 4 Información y Sociedad Actuales ISA114 38
2 4 Introducción al Periodismo IAP114 ●	7 4 Semiótica General SMG114 1	12 4 Semiótica de la Imagen SMI114 7	17 4 Fotografía Periodística FPE114 12	22 4 Tecnología de los Medios Audiovisuales I TMA114 17	27 4 Tecnología de los Medios Audiovisuales II TMA214 22	32 4 Derecho de Información DIN114 21 y 24	37 4 Crítica de Cine CDC114 27	42 4 Ética Periodística EPE114 40	44 4 Periodismo Cultural PCU114 40
3 4 Fundamentos de Metodología de la Inv. Científica FMI114 ●	8 4 Movimientos Sociales en El Salvador I MSE114 ●	13 4 Movimientos Sociales en El Salvador II MSE214 8	18 4 Doctrinas Político-Económicas DPE114 13	23 4 Política Internacional Contemporánea PIC114 18	28 4 Política Regional Contemporánea PRC114 23	33 4 Agencias Informativas AIN114 28	38 4 Políticas Informativas y Culturales PCE114 13	43 4 Información y Sociedad Actuales ISA114 38	45 4 Periodismo Alternativo PAL114 40
4 4 Teoría de la Comunicación y de la Información I TCI114 ●	9 4 Teoría de la Comunicación y de la Información II TCI214 4	14 4 Tecnología de los Medios Impresos I TMI114 2	19 4 Tecnología de los Medios Impresos II TMI214 14	24 4 Redacción Periodística para Medio Impreso RPM114 19 y 6	29 4 Semiótica del Texto Periodístico STP114 7 y 24	34 4 Periodismo Deportivo PDO114 21 y 27	39 4 Opinión Pública OPU114 35	44 4 Periodismo Cultural PCU114 40	46 4 Periodismo Cultural PCU114 40
5 4 Inglés Intensivo I IIN114 ●	10 4 Inglés Intensivo II IIN214 5	15 4 Inglés Intensivo III IIN314 10	20 4 Inglés Intensivo IV IIN414 15	25 4 Introducción a la Economía INE114 ●	30 4 Periodismo Económico PEN114 25	35 4 Periodismo de Investigación I PIV114 21 y 24	40 4 Periodismo de Investigación II PIV214 35	45 4 Periodismo Alternativo PAL114 40	47 4 Periodismo Alternativo PAL114 40
PRIMER AÑO									
Page 1 of 1									
Cuarto Año									
QUINTO AÑO									

Elaborado por el Consejo Superior Universitario, CSU, según el artículo No. 162-99-2003 (IV-1.2), de fecha 27 de octubre de 2003.