UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGES DEPARTMENT

FINAL RESEARCH REPORT

WHAT IS THE ENGLISH LEVEL THAT FIFTH YEAR STUDENTS REACH IN THE ENGLISH MAJOR TEACHING OPTION OF THE UNIVERSITY OF EL SALVADOR DURING THE SEMESTER I, 2020?

IN ORDER TO OBTAIN THE DEGREE OF: BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING.

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I. ABSTRACT

Every year, many students decide to major in English Teaching at the University of El Salvador. However, at the end of their studies, some of them do not reach the English proficiency level required suggested by the major. This study aims to identify the English level that fifth year students reach by the end of major, the previous English knowledge students have before starting their major and the activities they do in order to improve that level and their communicative competence. In order to collect the data needed to find out what the research team was looking for, it was necessary to distribute the chosen sample with an online survey and the TOEFL practice test through an educational platform called SCHOOLOGY. The main objective of the practice test was to measure the English level reached by fifth-year students and the survey to find out the activities they carry out to support their English learning, as well as their previous knowledge. The results showed that students did not reach the English level required since according to the curriculum of the English Major Teaching Option of the University of El Salvador this level should be Advanced Mid-level on the ACTFL scale that it is equivalent to level C1 on the CEFR scale, and most of them reached the B1 level, only a minimum percent is in the level B2. Due to the results obtained by the students, it is suggested an improvement on the mechanisms to evaluate students' English level before starting every semester in order to take a look at their learning process and support them to increase their development satisfactorily.

Key words: English level, skills, background knowledge, strategies, Advanced Mid-level, fifth year students, C1 level, CEFR scale, ACTFL scale, communicative

competence, educational type, academic characteristics, TOEFL practice test, personal growth, English courses, group presentations, authentic material.

II.   INTRODUCTION

Currently, mastering more than one language is a fundamental part of progress as a student and a professional; for this reason, universities also seek to provide opportunities for the development of a second or foreign language.

The University of El Salvador offers a major degree in English Language, with a teaching option which is 10 semesters long; in that time a student must become proficient in the English Language. According to the CEFR, the student should have the ability to deal with unfamiliar topics and should be able to use language flexibly and effectively for social and professional purposes as well as present clear and detailed descriptions of complex subjects.

This research project helped us to determine the English level of fifth year students who were enrolled in Seminar I, in the English Major Teaching option of the University of El Salvador during the semester I, 2020.

According to the Common European Framework of Reference for Languages, English levels are categorized from A1 to C2 being A1 the lowest and C2 the highest level that a student could reach. The research team determined the English level of the students enrolled in Seminar I, by the end of the first semester of their last year of the English Major according to the CEFR. The main purpose was not only to find out the English level that the aforementioned students have, but also to give recommendations to the authorities from the FLD to make possible modifications to the curricula, specifically to the English courses that are required during the major.

For this research project, a quantitative descriptive method was implemented to take into account measurable data. Researchers used an online questionnaire as instrument to collect the data with a sample of students from each Seminar group; as well, same sample students were required to take a practice test. The practice test or practice exam is an alternate version of the original test that has the same format, the same characteristics, and sections of the original test; in this case it was based on the "TOEFL test" which includes a reading, listening and written structure part evaluation.

III.   STATEMENT OF THE PROBLEM

Nowadays, the English language is considered a very important tool in many fields, it can help to increase the chances of getting a better job and also to communicate when people plan to travel the world. People need to know a second language in order to progress in their life professionally and academically, so, it is known that in many countries, schools are including English in their syllabus to start teaching children at a younger age.

In El Salvador, there are some universities where students are preparing themselves to become English teachers in the future. Every year, many students apply to be part of the Foreign Language Department at the University of El Salvador, they want to learn a second language not only for academic purposes but also to get experience in the English teaching field to increase the opportunities in the labor market.

The issue that emerges here is: what happens with these students in their fifth year, almost at the end of the major? Do they reach an advanced English level (C1) in the English language? What is the level those students reach? Currently, based on the curricula of The English Major Teaching Option of the University of El Salvador the level students should have reached by the time they conclude their studies is an Advanced Mid-level on the ACTFL scale that it is equivalent to level C1 on the CEFR scale. The common case is that fifth-year students face some problems at the moment of learning English as a second language, in many cases, they

graduate without the development of the necessary skills to reach the advanced English level (C1).

Based on the aforementioned problems about their English level, the team presents the following research question: What is the English level that fifth year students reach in the English Major Teaching option of the University of El Salvador during the semester I, 2020?

IV. RESEARCH QUESTIONS

RESEARCH QUESTION

➢ What is the English level that fifth year students reach in the English Major Teaching option of the University of El Salvador during the Semester I, 2020?

SUBSIDIARY QUESTIONS

➢ What are the academic characteristics of students who have reached a Basic English level have?

➢ What kind of activities and strategies do students with the highest scores on the TOEFL practice evaluation have, which help them to become more competent in the English language?

V. OBJECTIVES

GENERAL OBJECTIVE:

To find out the English level of students who were enrolled in Seminar I, on their fifth year of the English Major Teaching option at the University of El Salvador

SPECIFIC OBJECTIVES:

a. To identify the academic characteristics of fifth year students from English Major Teaching option at the University of El Salvador during the semester I, 2020; based on the questionnaire results

b. To provide a reference for possible future research projects about the English level that fifth year students reach in the English Major Teaching option of the University of El Salvador during the semester I, 2020

c. To determine the background English knowledge fifth year students have prior starting the major at the University of El Salvador

d. To know the type of strategies or activities fifth year students do in order to improve their English proficiency while they practice the language outside the classroom (at home)

VI. RATIONALE /JUSTIFICATION

The purpose of this research is to describe the English level that the students of Seminar I course at the University of El Salvador had achieved and identify some of their academic characteristics. Academic characteristics[1] are more education and/or learning related such as learning goals (of an individual or a group), prior knowledge, educational type, and educational level. Social/emotional characteristics relate to the group or to the individual with respect to the group.

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[1]See: Encyclopedia of the Sciences of Learning (pp.2) Chapter: Learning Characteristics.

However, in this research, the team pretends to focus into the learners' characteristics[2]; learning is a key concept in human behavior, it is the next axiom of all teaching and learning. Also, it includes everything the learner does and thinks. It influences the acquisition of information, attitudes and beliefs, goals, achievements, and failures behavior, both adaptive and maladaptive, and even personality traits.

The importance of a second language acquisition is well known, and it is more important to reach the level of English required, not only to graduate but also to enter the labor market. Each year, at the University of El Salvador, hundreds of students finish their academic studies and graduate from the English Major Teaching option.

It is important to mention that the research team's objective was to identify and describe the English level that students had at the moment they were in their last year of the major and discover if there were any of the learners' academic characteristics that identify the students who reached an advanced English level (C1) as well as the characteristics of those who did not achieve it. These characteristics were expected to be identified by the research team during the students' performance in the evaluations.

The kind of research that the team used is non-experimental because during the procedure the research team made use of a questionnaire test to each person from the population selected and there was not any experiment. On the other hand, there was a specific description of the academic characteristics of the students who

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[2] Learners' Characteristics Adolescent and Adult Learners, Individual Differences.

had the highest scores in the TOEFL practice evaluation. This descriptive study was applied in order to analyze the variables that interact in this phenomenon.

The research project helped teachers and students to be more aware of the English level that students have reached almost at the end of this Major. The results of this study were taken into account to provide future studies and reforms to the curricula of the English courses that will help students of the English Major to have a greater proficiency in the language and help them reach the level required.

VII. THEORETICAL FRAMEWORK

A. Historical precedents

Emergence of English Major Teaching Option

The Faculty of Science and Humanities was founded on October 13, 1948 with the name of Faculty of Humanities, by agreement of the Higher University Council (CSU) during the rectory of Dr. Carlos A. Llerena; his first dean was Dr. Julio Enrique Ávila. In 1955 the Faculty of Humanities underwent its first restructuring during the leadership of Dr. Napoleon Rodriguez Ruiz; during this period the Schools of Psychology, History and Social Sciences, Journalism and Languages (humanidades.ues.edu.sv). The Department of Foreign Languages that is currently known emerges in 1948 as an academy for teaching English and French as a service to the university in general. In 1956, it was accredited as a Department and began with the administration of the career of Technical in English-Spanish Translation offered during 12 years. In 1973, the Higher University Council (CSU) approved the curriculum of the Professorship in Secondary Education for the Teaching of English Language and the English Major which were ratified in 1977 and modified in 1993 and 1999. In 1998, the Master's Degree in English/Spanish Spanish/English Translation was inaugurated; the teaching staff began to serve in English for the third level of basic education and secondary education plan MINED. In the year 2002 begins to serve the Bachelor's Degree in Modern Languages. During the management 2003-2007 in 2007 began the service of the Diploma in English/Spanish Spanish/English Translation and the Diploma in Methodology for the Teaching of the English Language as well as the Master in Didactics of the

English Language, latter in agreement with the universities Alcalá de Henares, Spain; Universidad de Valencia España; UNAN León, Nicaragua; and El Instituto Tecnológico de Costa Rica (idiomas.ues.edu.sv).

El Salvador is left behind in English teaching

El Salvador is lagging behind in English teaching, according to the results of a study conducted by the English Proficiency Index[3] (EF EPI). The country ranks 53 out of a total of 60 nations in the world. The organization placed the country at a "very low" level in terms of English management. A situation that puts El Salvador in trouble when competing, as the report also reveals that English knowledge remains a key indicator of the economic competitiveness of nations, with a strong relationship between English management and income, quality of life, ease of generating business and international trade. On a Central American scale, the country best evaluated is Costa Rica, which ranks 43 in the general list; Guatemala is number 51; Panama, in 52nd place, and El Salvador, in 53rd place. Of all the Latin American countries (14) that EF EPI includes in its studies, El Salvador occupies the last place, in position 14, with 43.4 points. Another important finding of the country study is that there is a tendency to decrease in the level of English. According to EF, EPI figures, in 2010 El Salvador obtained 47.6 points, in 2011 47.3 and in the 2012 result 45.2.

The gap in English teaching in the country's region seems to have no improvement in the coming years, as reported by the Graphic Press in one of its articles

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[3] Note EF English Proficiency Index A Ranking of 100 Countries and Regions by English Skills/2020.

B. Theory

According to the Common European Framework of Reference for Languages (CERF) classification, there are 6 levels of English:

A1: Beginner: Able to understand and respond quickly to simple questions and create simple texts.

A2: Elementary: Can interact with another person in a basic way and use incomplete sentences.

B1: Intermediate: Has established knowledge of grammar, vocabulary and language use. The student masters the main ideas of a complex discourse, with some spontaneity.

B2: Upper Intermediate: Has eased and fluency in the language is able to write general topics and have conversations about almost everything. It is able to interact with native speakers effortlessly.

C1: Advanced: Can practically speak of technical and nontechnical subjects with solvency and has almost completely controlled linguistic competence.

C2: Expert: Communicates naturally in a foreign language. Vocabulary and grammar are mastered and can communicate as a native (britishcouncil.es).

English has been considered the most widely used language in the world; so many educational institutions integrate it into the curriculum. When speaking English as a foreign language, reference is made to learning a language different from that of the mother tongue, which is also not the language used in the daily life of the student and the environment in which he or she carries out his or her activities. The process of learning English as a foreign language usually takes place within the classroom,

where different controlled activities are carried out. Although this process is mostly in the educational field, students can achieve a high degree of English language development. That is, the student has the opportunity to develop the learning of the English language only during his training, when they are in educational institutions, and rarely in other activities, limiting on certain occasions that the student may finally be able to communicate in this language, given that they reduce the number of times of language practice outside the classroom therefore these reasons allow us to see the low command of communicative skills by the student's fifth year of the degree in language English teaching option of the University of El Salvador. They also pointed out other elements such as time and the low motivation of students (interlitq.org).

According to Vygotsky, learning occurs when a student "relates to an interlocutor within the student's immediate development zone," (Lightbown and Spada 47). In a class, the person more capable than the student is more likely just the teacher; as the students are, almost entirely, at the same level as their partner. Some people would say that a teacher is enough to serve as an interlocutor but, nevertheless, in a country where there are so many speakers of the language, the student can find an interlocutor in any person and has many more options than just the teacher, so the student can improve their language level much more in the country than in the classroom. For example: In El Salvador, English is a foreign language, students only use English in the classroom to practice, to participate or to communicate with their classmates and teacher when they are learning the language. On the other hand, if a student learns English in the United States is a second language, so the student must speak the language not only in the classroom but also outside to communicate.

Therefore, students are more capable to improve their English level in a place where it is the main language.

Common European Framework of Reference (CEFR) and Equivalent with American Council on the Teaching of Foreign Languages (ACTFL)

The CEFR forms an essential part of the general project on linguistic policy of the European Council, which has been making a considerable and well-founded effort to unify guidelines for learning and teaching within the European context since 1971. It describes the common reference levels as a flexible series of levels of achievement defined by appropriate mediators. The adopted focus is based on an analysis of language use in function with the strategies used by students to carry out certain activities and processes. It assesses to what extent they can acquire the general competence and communication skills required for understanding texts and constructing discourse on certain issues and complete the tasks they face under the conditions and restrictions of the situations which arise in the different areas of social life.

Equivalence table between the CEFR and ACTFL

According to a study carried out in 2008*, the following equivalence table is proposed between the CEFR and ACTFL.

CEFR	ACTFL
C2	Advanced High, Superior
C1	Advanced Mid, Advanced High
B2	Intermediate High, Advanced Low
B1	Intermediate Mid, Intermediate High
A2	Lower Intermediate, Intermediate Mid
A1	Novice High
<A1	Novice Low, Novice Mid

Martínez Baztán, A. (2008). *Oral Evaluation: Equivalence between the ACTFL guidelines and some of the CEFR scales.* Granada. Universidad de Granada.

The equivalence table between the CEFR and ACTFL shows the way how the team compared the levels obtained in the results from the sample. This will help the researchers to know if the students get the level required in the fifth year of the major according to the curriculum of the ENGLISH MAJOR TEACHING OPTION OF THE UNIVERSITY OF EL SALVADOR.

Equivalence table between the CEFR and ACTFL with TOEFL practice test

iBT Scores

CEFR	ACTFL	TOEFL iBT SCORES	%
C2	Advanced High, Superior	115-120	96% - 100%
C1	Advanced Mid, Advanced High	95-114	79% - 95%
B2	Intermediate High, Advanced Low	72-94	60% - 78%
B1	Intermediate Mid, Intermediate High	42-71	35% - 59%
A2	Lower Intermediate, Intermediate Mid	41	n/a
A1	Novice High	n/a	n/a
<A1	Novice Low, Novice Mid	n/a	n/a

To determine in which level each student was, according to the results obtained from the TOEFL practice test, the research team also compared the TOEFL iBT scores with the equivalence of both scales (CEFR and ACTFL), and a percentage equivalent to the scores of the test have been included in the table above.

FOUNDATION CURRICULUM OF IN THE ENGLISH MAJOR TEACHING OPTION OF THE UNIVERSITY OF EL SALVADOR[4]

➢ **Curriculum concept**

It is a project with educational purposes based on knowledge, abilities, skills, values, and attitudes; with a destination to make the students a closer relationship with the science, technology and culture. The purpose is to promote the acquisition about the knowledge's importance and the relevance in the solutions in critic and daily problems to have influence in the students' scientific, humanistic, and social formation.

This project has foundation in different fields such as, epistemology, pedagogy, psychology, sociology, and philosophy, all of these with different concepts related to the major.

Areas of Study

1. Area for developing of linguistic abilities

It involves thirteen subjects such as Basic, Intermediate and Advanced Intensive English, Readings and Conversations I and II, English Grammar I and II, English Composition I and II, and Literature I and II; in this area, students will be able to develop the linguistics abilities both in Spanish and in English.

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[4] Documentos del Consejo Superior Universitario, 1982

2. Linguistic area

English pronunciation, introduction to linguistics, English phonology and morphology, and syntax are subjects to allow students to comprehend easier the phenomena of foreign languages.

3. Methodology and teaching practice area

In order to make better this area for students because it was not organized by MINED in the teaching English field, and the major does not have the knowledge or resources about general didactics, it was necessary to start with others advanced courses of didactics strongly related to the people who teaching English as a second language. So that, to overcome the situation of this area, the order of the subjects was reorganized, some of these subjects were English Didactics I, II, and III, and Teaching Practice I and II.

4. Research methodology area

English Research methodology, Statistics, and Seminary I and II are courses within students will carry out their graduation project, which will be guided by the representative advisor.

5. General area

In this area, it is necessary to include subjects about drafting and grammar both in Spanish, and History of El Salvador and C.A because the students will need support about the knowledge of Spanish grammar and history and literature of our country and C.A.

6. Optional subjects' area

Most of the modified curriculums do not allow students to have the freedom of decision to study optional subjects they want, that is why this Plan includes some optional subjects which students can study by their own selection.

SUBJECTS DESCRIPTION OF THE CURRICULUM OF THE ENGLISH MAJOR TEACHING OPTION OF THE UNIVERSITY OF EL SALVADOR

There is a brief description of each subject of the curriculum with its specific purpose in order to support the development of students' learning. Focus on the five English Intensive courses in the area of developing linguistics abilities, the following table shows the levels students should reach after finishing each course according to the ACTFL scale:

English Course	ACTFL
Basic Intensive English	Lower Intermediate
Intermediate Intensive English I	Intermediate Mid
Intermediate Intensive English II	Intermediate High
Advanced Intensive English I	Advanced Low
Advanced Intensive English II	Advanced Mid

According to the equivalence between the ACTFL and CEFR, the comparison of levels with the English Major, Teaching Option would be:

English Course	ACTFL	CEFR
Basic Intensive English	Lower Intermediate	A2
Intermediate Intensive English I	Intermediate Mid	A2 - B1
Intermediate Intensive English II	Intermediate High	B1 - B2
Advanced Intensive English I	Advanced Low	B2 - C1
Advanced Intensive English II	Advanced Mid	C1

Learning and Learners

Learning has been defined as a relatively permanent change in behavior that occurs a result of experience in practice. Any good definition of learning should have three elements:

1. Learning is a change in behavior.
2. This change takes place through experience or practice. Changes due to growth, maturation and inquiry cannot be considered as learning.
3. The occurred change must be in relatively permanent, example; the learning response must last for a long time.

The concept of learner's characteristics is used in the science of learning in cognition to the same designate a target group of learners and define those aspect of the personal, academic, social, or cognitive self that may influence how and what they learn.

Learner's characteristics are important for the teacher as they allow them to design and create tailor its instruction for the target group by taking account of characteristics of learners, in this way instructional materials can be designed and developed more effectively.

Learner's characteristics[5] can be:

1. **Personal:** Characteristics of related to demographic information suggest age gender maturation language social economic cultural background in a

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[5] Go to https://www.scholarify.in/learners-characteristics/

specific need of a leader group such as particular skills or disabilities for an or impairments to learning.

2. **Academic:** characteristics are more education or N learning related such as learning goals of an individual or a group prior knowledge educational type and educational level.

3. **Social and emotional:** characteristics related to the group or individual with respect to the group. An example of social/emotional characteristics are group structure, place of the individual within group, sociability, self-image, feelings or self-efficiency and mode etc.

4. **Cognitive**: Characteristics relate to such things as up attention, memory, mental procedures, and intellectual skills, which determine how the learner perceives, remembers, thinks, solves problems, organizes, and represents information in her/his brain.

Certainly, nothing reflects more changes in teaching in the digital age than the change in the characteristics of the student; the list above has included some of the most important areas involved in the learning process.

C. Expertise

According to Jorge Guaspe, who defines as an academic, professional, scientific and social entrepreneur "The greatest satisfaction of teaching English is to make the student find a taste for their learning autonomously?" English, like any other language, is a vehicle for a wide range of communicative intentions (Valian, 2009: 17). But at present this is one of the main languages used for international communication due to the economic and cultural influence of the countries in which English is the official language. Thus, the commercial and academic exchange uses the English language to a greater extent on a global scale, having, as a reference, that 27% of Internet users use the English language keeping it, as the most widely used worldwide (Miniwatts Marketing Group, 2010).

On the other hand, Prof. Juan Carlos Cruz who is a Foreign Languages professor at the University of El Salvador during a Research Methods class discussion has mentioned some possible factors that affect students' performance:

"Presumably, there are many factors that students face in order to reach a good English level:

a. *Factor number one, it seems that some teachers do not do their job the way it should performed thus making it harder for the students.*

Teachers are responsible for anywhere from 20 to 200 students each year depending on the school size, class size, and school level (whether primary or secondary). From these estimates it is plausible that an ineffective teacher can

depress the achievement and inhibit the learning of many students during the course of his or her career (Chait, 2010).

b. *Factor number two, many students don't have the aptitude to learn a second language and they refuse to change majors.*

According to Carroll and Sapon (2002), language aptitude refers to a set of cognitive abilities that are 'predictive of how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions.

c. *Factor number three, there are few opportunities for students to participate during class due to the number of students that each class group has..."*

Classroom management aims at establishing student self-control through a process of promoting positive student achievement and behavior. Thus, academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of classroom management.[6]

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[6] See reference: Chandra, Ritu (2015)

VIII.   METHODOLOGY

Research approach

The research team carried out a deductive research in which quantitative data was analyzed by the researchers. The research team administered the TOEFL practice test to the students enrolled in Seminar I Class by using an online test which included a written part that was taken into account to verify the English level that students had at the time they were about to finish the major. Quantitative data also gave the researches information that most likely made the research very detailed since quantitative data can be statistically analyzed.

A questionnaire was administered by the research team to 20 students which represents 24.3% of the whole population who were enrolled in Seminar I, this was to determine the academic characteristics of the students who were able to reach an advanced English level (C1 according to CEFR) and as well of those who got low scores, for this questionnaire the quantitative data was also taken into account when performing the corresponding analysis of results.

The research team made interpretations of the data by analyzing the results obtained from the TOEFL practice test, and compared it to scales and standards using measures of central tendency in order to find the average English level that a student had. It helped the research team to explain the learners' academic characteristics according to the English level that they reached.

Type of study

The research team carried out a descriptive study in which the team described the learners' academic characteristics based on results obtained from the instruments used with the selected group.

This descriptive study involved a test and an online questionnaire that helped the research team to collect the necessary data that determined the students' English level. As well, to describe the learners' academic characteristics based on the results obtained after administering the evaluations.

By conducting an evaluation such as the practice TOEFL test and the questionnaire, the researchers gathered and collected the students' information without any manipulation of the variables. This study helped the researchers get specific information about students such as their age, gender, English background and activities or strategies they used in order to improve their English proficiency. Most importantly, the study helped researchers to find out the English level that fifth academic year students had when they were on their 9th semester of the major.

The research team collected the data obtained after administering the test and described the learner's academic characteristics of students who were able to reach an advanced English score as per CEFR and the academic characteristics of the ones who got lower scores as well.

Research design

The kind of research that the team used is non-experimental[7]. This is a research that lacks the manipulation of an independent variable, random assignment of participants to conditions or orders of conditions, or both, the researchers did not manipulate the variables, and they made use of different instruments in order to collect the data (TOEFL practice test, and questionnaire). It involved collections of quantitative information that was tabulated along a continuum in numerical form, such as scores on the TOEFL practice test. Moreover, it described categories of information such as gender in the group sample chosen. As it was said before, this research was useful to know the English level fifth year students have, and these tasks were performed outside the Seminar I course, that means students did not take them during the class hours.

Based on the principle of descriptive research, "descriptive studies may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be", this research found out the English level of fifth year students and their academic characteristics even if some of them might not have reached the advanced English score (C1) on the evaluations.

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[7] See reference "Nonexperimental Research", chapter 7 from the book Psychology Research Methods: Core Skills and Concepts (index.html) (v. 1.0).

Research setting

The research setting refers to the place where the data was collected. For this research, the information was gathered from those students who were enrolled in Seminar I on their fifth year of the English Major Teaching option.

Population and Sample

The population of this research was the 3 Seminar I Courses in the Foreign Language Department at the University of El Salvador.

The researchers took the three groups of Seminar I Course in the Foreign Language Department. The sample was convenience, 20 students easy to contact or to reach were chosen from each group by the research team outside class hours.

Population: Seminar I Courses

Sample: The convenience sample was used by the research team. It was taken into account those students who were easy to contact or to reach as long as they were enrolled in any of the Seminar I groups. The reason to choose a convenience sample was because during the progress of the research project the University of El Salvador was forced to stop all the in-person classes and activities, as a preventive measure and as a result consequence of the worldwide health crisis that our country was also facing provoked by the Coronavirus. Therefore, to the research team it was almost impossible to contact all the students in order to take them as a part of the sample, consequently was more suitable to choose those students who were more reachable.

Type of sampling: Non-random convenience sampling

Class	Students	Sample
Group 1	35	9
Group 2	35	9
Group 3	12	2
Total	82	20

Formula: $E = \dfrac{z * P}{n}$

0.27 * 82 = 22.1422.14/3   = 7.3 **Sample** = 21 students.

Research techniques

The aim of the research was to get a general perception of the English level that the students of Seminar I at the University of El Salvador had achieved by making use of the test (TOEFL practice evaluation). The test technique was a method of data collection; this test was administered to all the members of the sample selected. The TOEFL is a computerized test with three sections: Reading, Listening and Writing Structure and there are just some specific number of places authorized to administer the TOEFL test, such as the Escuela Americana (EA) and the Centro Cultural Salvadoreño Americano (CCSA), known as the official places

authorized in El Salvador; to administer that test and as a consequence of the pandemic, the research team decided to use a similar version that was uploaded to an MLS (Management Language System) – Schoology, this with the intention to solve the inconveniences generated by social distancing. In order to protect the student's safety due to the pandemic, the research team made use of the online test[8]. The research team provided to the students with an access code to log in to an educative platform called Schoology, the students had to select the course "TOEFL", in order to assess their English language skills as well as to identify their English level.

Another technique that the research team applied is the survey; this is a methodology of gathering data by asking questions to people to obtain specific desired information. The survey is the methodology, and the questionnaire is the instrument. The survey has been a method of data collection and at the same time it was a systematic way of getting quantitative and qualitative information about what the students that were enrolled in Seminar I from English Major Teaching option of the Foreign Language Department do, for practicing the language and; likewise, it has been used to identify objectively the learners' academic characteristics about their English level.

The questionnaire is the instrument and it had some close and some open-ended questions in which the student was free to answer. The questionnaire was completed online by each student; the research team surveyed each student using

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[8] See https://www.ets.org/s/toefl/free-practice/start.html

Google Forms, where the questionnaire was administered with a specific deadline. The students had access to this questionnaire through a link that the research team sent to each student. The research team gathered and stored all the information about the students to identify the learners' academic characteristics based on their English level, and the responses obtained through the questionnaire.

Research instruments

In order to collect and analyze the data, the team selected a standardized test called TOEFL which was developed based on a practice TOEFL test; this is also a computerized test with three sections: Reading, Listening and Writing Structure. The student used one main skill for each section (on the Reading Section the student read passages and on the Listening Section the student listened to audio clips), with some questions or tasks requiring the use of multiple skills. This instrument helped the research team to measure the students' English level.

The TOEFL practice test and questionnaire were carried out to students that were currently in 5th year of The English Major Teaching option of the University of El Salvador through different online platforms as aforementioned. Fifth year students were taking Seminar I Course; there were 3 groups, 2 of these were in the morning and 1 in the afternoon of 35 students in each class in the morning but, merely 12 on the afternoon class. For this investigation, the researchers decided to select an amount of 9 students from group 1 and group 2, while just 2 students from group 3 to answer the test by selecting them conveniently.

The research team developed the questionnaire in three specific sections. The first section was an ethnographic section (which become variables) about general information from the students (name, age, gender). The second section was developed with the intention to know if the students had English knowledge prior entering to the University or if they had taken any other English course. In the third section, the research team's objective was to know what activities the student develops and how much time was invested in them with the only interest of practicing and improving their English level inside or outside the classroom. This instrument has helped the research team to collect qualitative data from the students. This questionnaire was administered to the students to have a general background from each of the sample population to identify their learners' academic characteristics.

IX. DATA ANALYSIS DESCRIPTION

The team collected the data from the online questionnaire and the TOEFL practice test. Once they had the questionnaire responses, each question was organized in graphics to show the results according to the ethnography (name represented by "STUDENT A", "STUDENT B", "STUDENT C", gender, etc.), the English knowledge they had before starting the major, and the different activities they did to practice the language and improve their communicative skills.

The results obtained from the TOEFL practice test were analyzed taking into account the communicative skills that were evaluated (reading, listening, and writing structure). The reading section contained a total of 2 passages and 10 questions each, the listening section had a total of 11 questions, and the writing section a total of 30 questions. Each student obtained a score per section; the team organized the results to show the total score per student, then, the global grade was obtained and described, starting with the lowest score to the highest.

Finally, each student result (questionnaire and test) was taken into account by the research team to relate both results and to explain the distinct academic characteristics they have according to their English level. The information obtained from the questionnaire and the TOEFL practice test results were analyzed with the use of the Excel program.

X. RESULTS

The results obtained from the TOEFL practice test and questionnaire are presented using measures of central tendency.

First, the survey results will be analyzed using the frequency count of the data obtained from the population; then, the TOEFL practice results will be presented making a correlation with the questionnaire administered.

A. Analysis of the survey

Table 1. Student's age

Student's age	Frequency	Percent	Cumulative Percent
21	2	10.00%	10.00%
22	8	40.00%	50.00%
23	6	30.00%	80.00%
24	3	15.00%	95.00%
25	1	5.00%	100.00%
TOTAL	20	100.00%	

Column Chart 1: Student's age
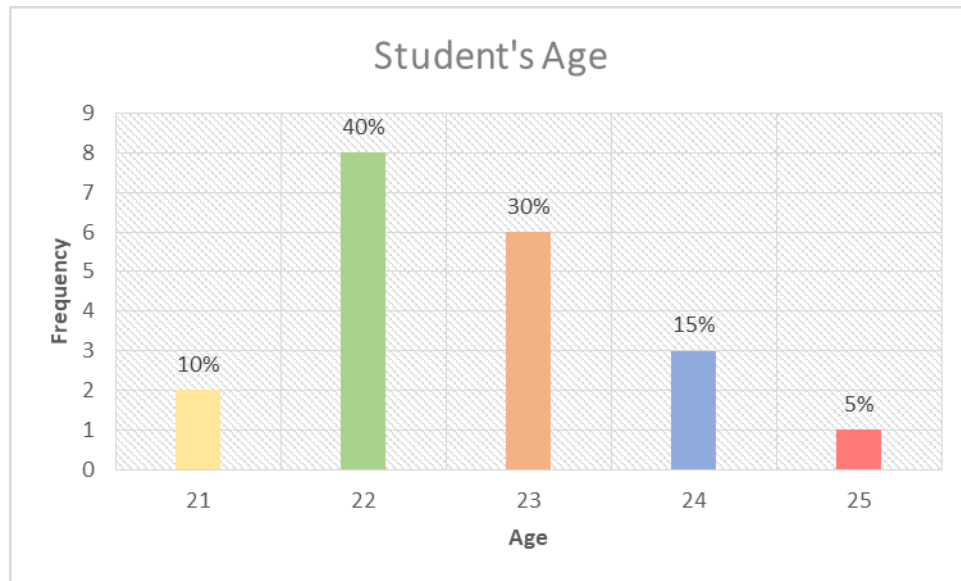
80% of the population of this study were of an average of 22 years old.

Table 2. Student's gender

Gender	Students	Percent	Cumulative Percent
Male	12	60.00%	60.00%
Female	8	40.00%	100.00%
TOTAL	20	100.00%	

Pie Chart 1: Student's gender

Student's Gender

Female 40%

Male 60%
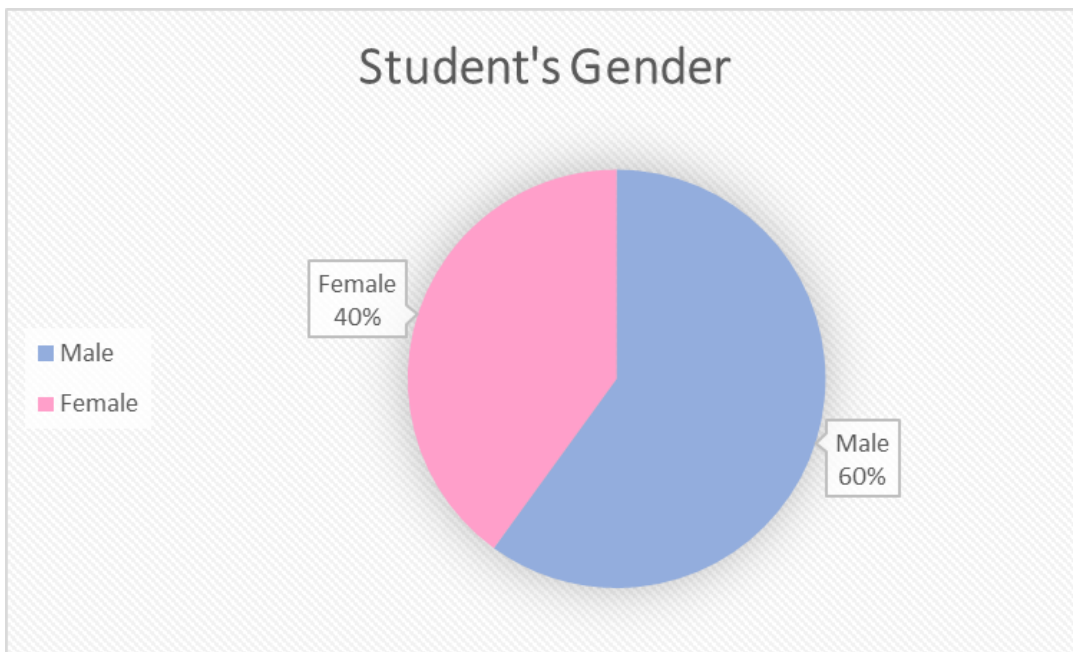
- Male
- Female

60% of the student's population selected for this study were males and 40% were females.

Table 3. Student's place of origin by department (Province)

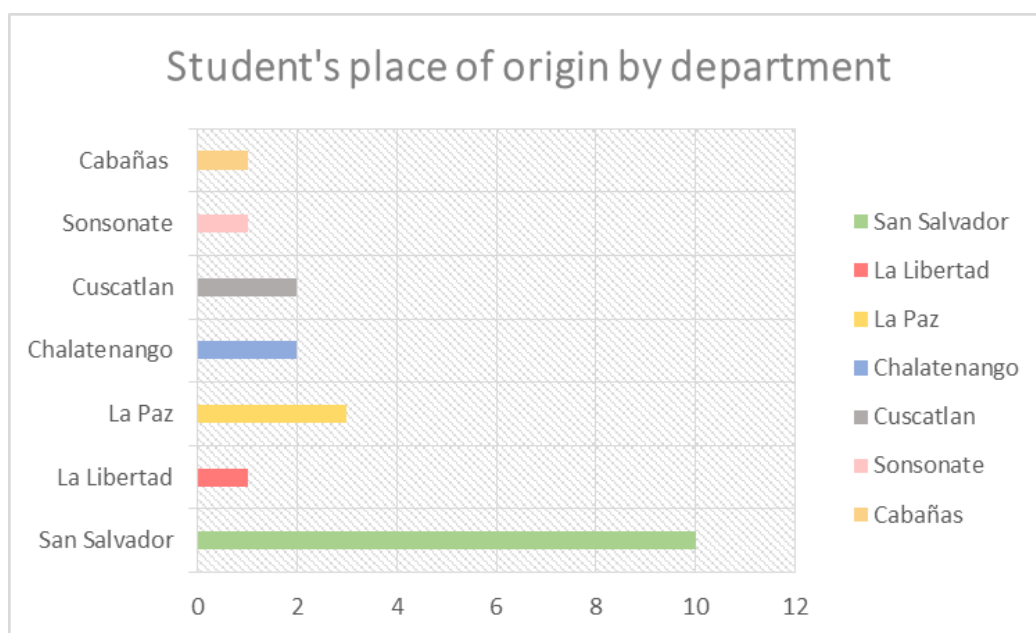| Department	Students	Percent	Cumulative Percent
San Salvador	10	50.00%	50.00%
La Libertad	1	5.00%	55.00%
La Paz	3	15.00%	70.00%
Chalatenango	2	10.00%	80.00%
Cuscatlán	2	10.00%	90.00%
Sonsonate	1	5.00%	95.00%
Cabañas	1	5.00%	100.00%
TOTAL	20	100.00%	

**Bar Chart 1: Student's place of origin**

10 students are from San Salvador, which represents a 50% of the population of this study. 3 students are from La Paz (15%), 2 from Chalatenango (10%), and 2 from Cuscatlán (10%). There is 1 student from La Libertad, 1 from Sonsonate and 1 from Cabanas, which represents a 5% only in each department.

Table 4. Did you study any English course/class prior starting the major at the University of El Salvador?

Answer	Students	Percent	Cumulative Percent
Yes	12	60.00%	60.00%
No	8	40.00%	100.00%
TOTAL	20	100.00%	

Pie Chart 2: Student's previous English knowledge
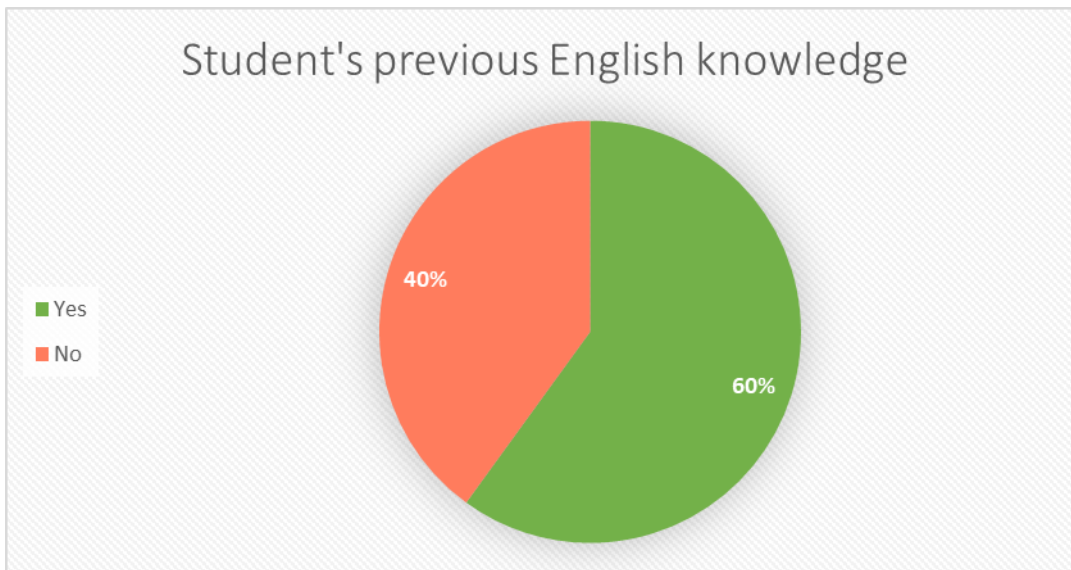
In this question, 60% of students answered they studied an English course prior starting at the University; however, 40% of the population did not take any English course/class.

**Column Chart 2: Student's previous English knowledge by gender**
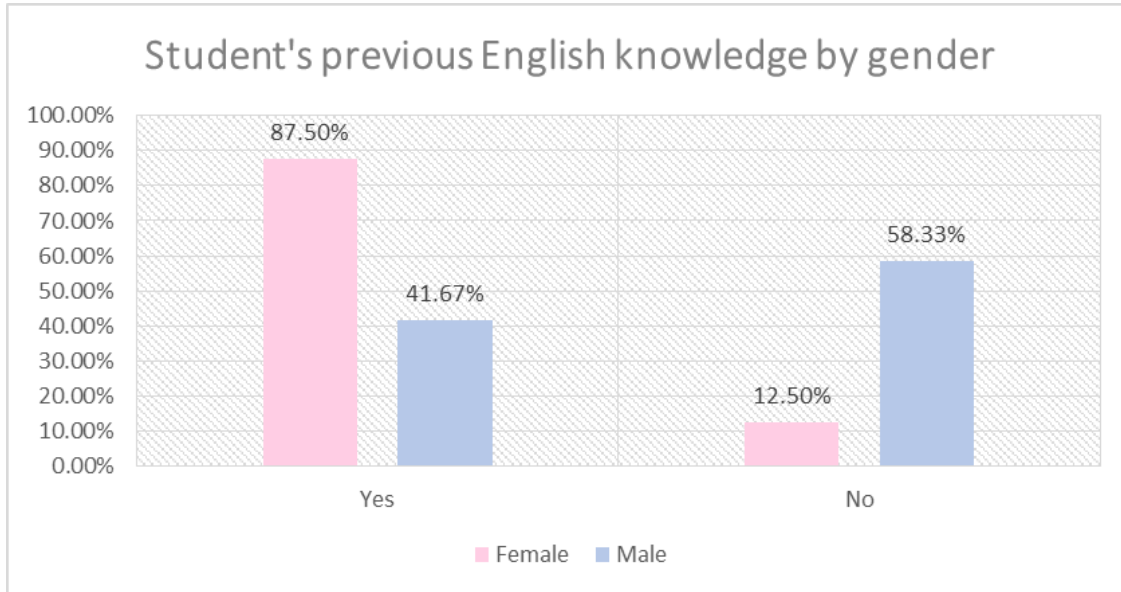
According to the student's answer about taking English courses prior starting the University, 87.50% of the female population answered yes whilst 58.33% of males answered no. 41.67% of the male population answered that they took a previous English class or course and only 12.50% of the female population did not.

Table 5. If your answer is yes, where did you study?

Place	Students	Percent	Cumulative Percent
School	4	33.33%	33.33%
English Academy	6	50.00%	83.33%
Self-learning	2	16.67%	100.00%
TOTAL	12	100.00%	

Pie Chart 3: Places where students learned English
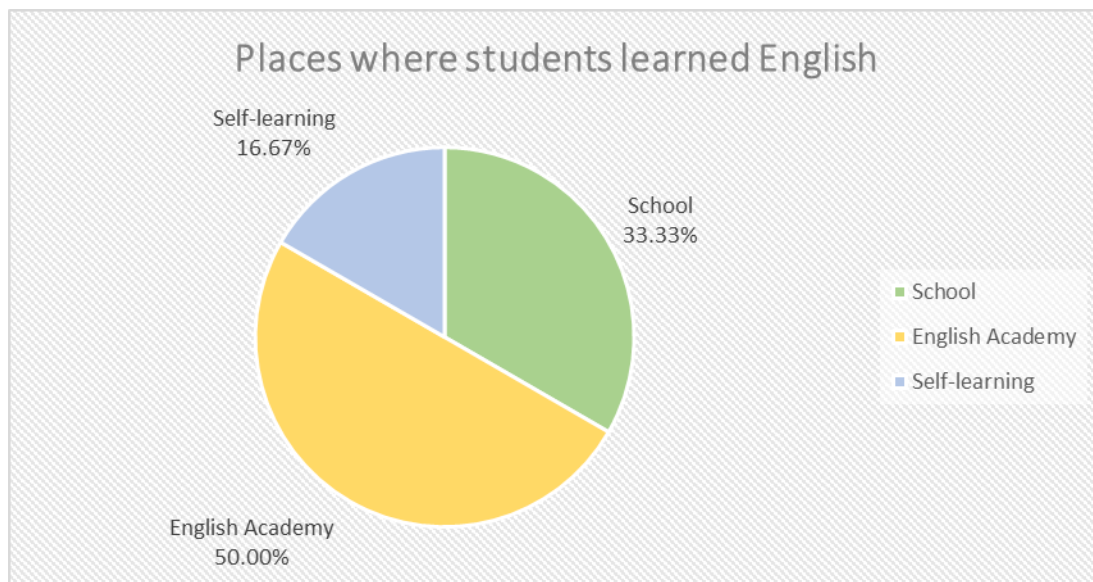
12 students out of 20 answered that they learned English before starting the major at the University. 6 students (50%) went to an English academy, 4 students leaned at school (33.33%) and 2 students learned by themselves (16.67%).

Table 6. Do you practice English at home?

Answer	Students	Percent	Cumulative Percent
Yes	14	70.00%	70.00%
No	6	30.00%	100.00%
TOTAL	20	100.00%	

Column Chart 3: Students who practice English at home
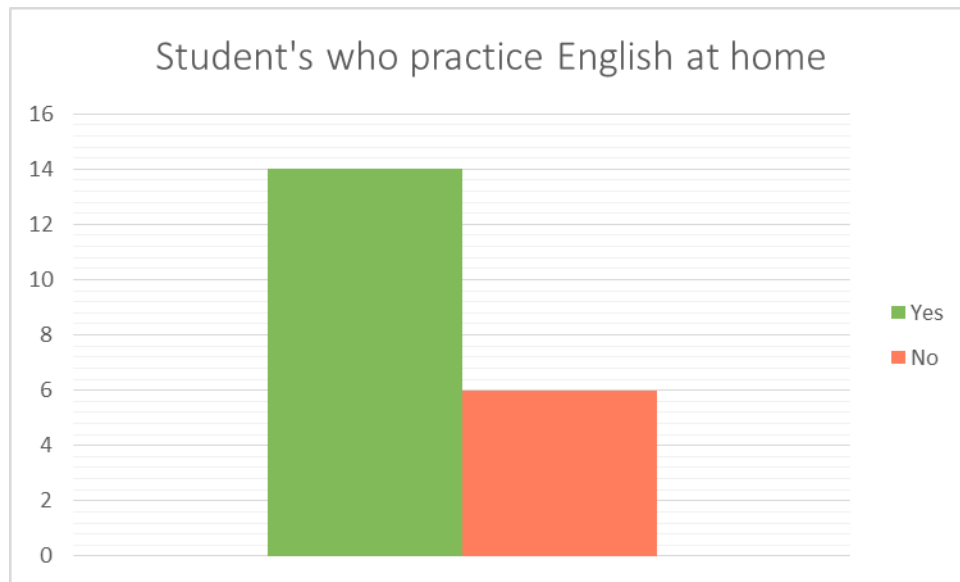
From the population selected, 14 people practice English at home and 6 people do not.

Table 7. If your answer is yes, how much time do you spend a day?

Time Spent	Students	Percent	Cumulative Percent
30 minutes	6	42.86%	42.86%
1 hour	7	50.00%	92.86%
2 hours	1	7.14%	100.00%
3 hours or more	0	0.00%	
TOTAL	14	100.00%	

Column Chart 4: Time spent by students who practice English at home
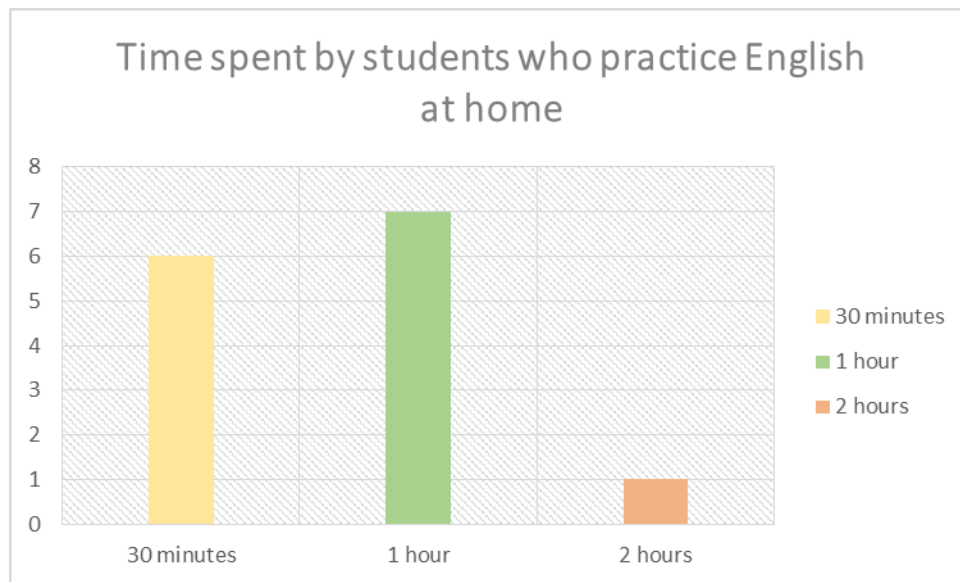
On this question, the 14 students who said they practice English at home answered the time they spend practicing. 7 students (50%) said they spend 1 hour every day, 6 students (42.86%) spend 30 minutes, and 1 student (7.14%) spends 2 hours daily practicing.

Tab 8. What activities do you do in order to improve your English level?

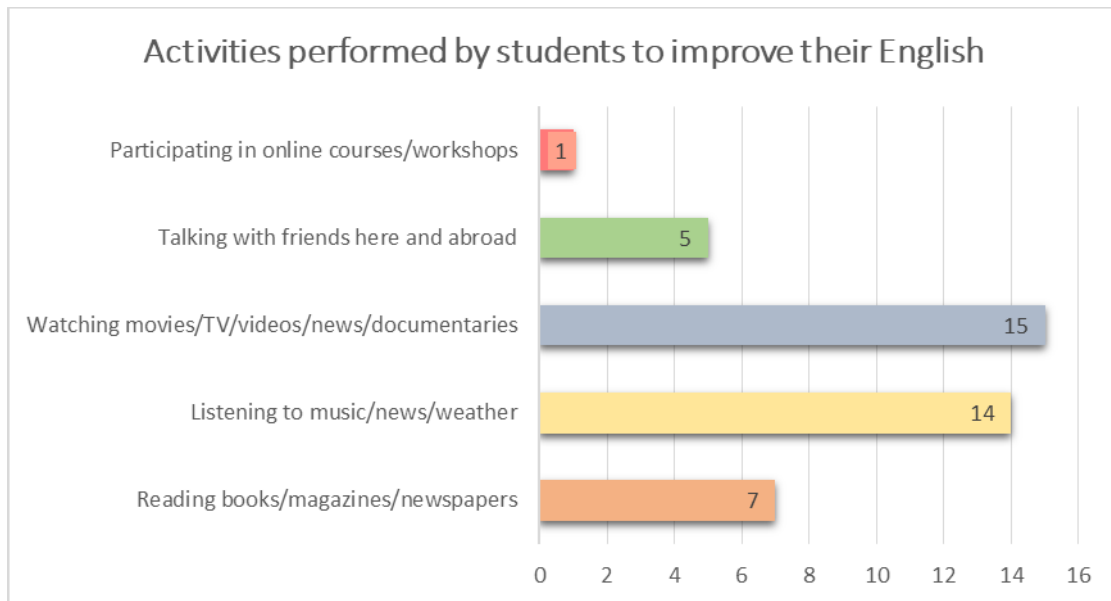| Activity	Students
Reading books/magazines/newspapers	7
Listening to music/news/weather	14
Watching movies/TV/videos/news/documentaries	15
Talking with friends here and abroad	5
Participating in online courses/workshops	1

Bar Chart 2: Activities performed by students to improve their English


In this question, students were allowed to select multiple answers. The top 2 activities performed by the majority of students were watching movies/TV/videos/news/documentaries in English (15 students) and listening to music/news/weather (14 students). The activities least performed by the students are talking to friends (5 students) and participating in online courses (1 student).

Tab 9. How frequently do you find opportunities to use English outside the classroom while you are not at the University?

Frequency	Students	Percent	Cumulative Percent
Always	1	5.00%	5.00%
Often	3	15.00%	20.00%
Sometimes	3	15.00%	35.00%
Rarely	12	60.00%	95.00%
Never	1	5.00%	100.00%
TOTAL	20	100.00%	

Column Chart 5: Frequency of opportunities found by students to practice English outside the classroom
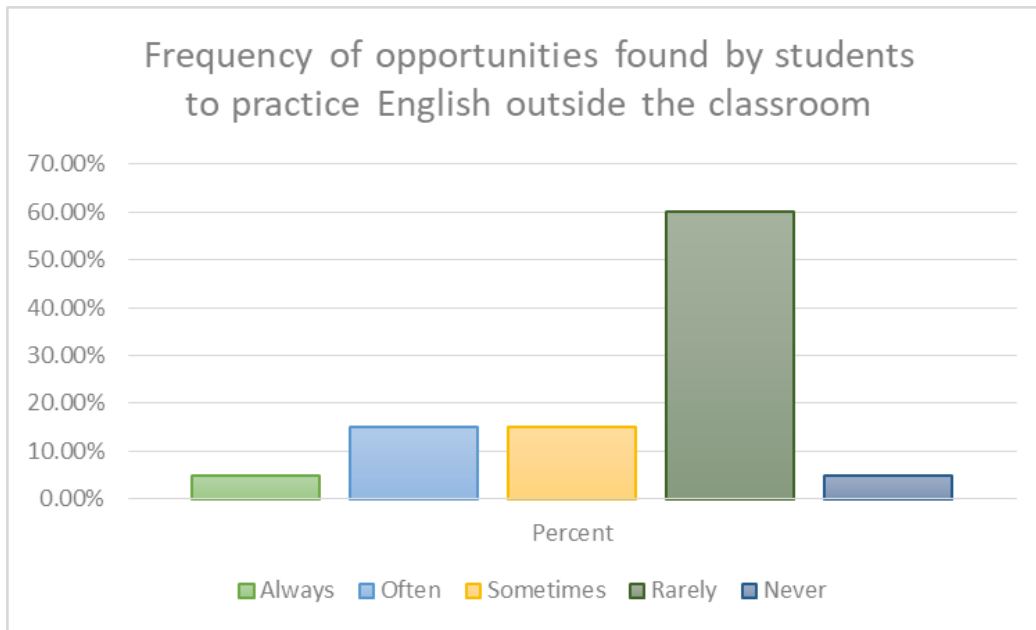
The highest number of students from the population of this study (12 students) *rarely* find opportunities to practice the language outside the classroom, this represents 60% of the entire sample. 3 students (15%) answered *often*, and 3 other students (15%) *sometimes*. Only 1 student (5%) said he/she *always* finds the opportunity to practice whilst 1 other student (5%) *never* finds it.

Tab 10. Where do you practice English speaking the most?

Place	Students	Percent	Cumulative Percent
University	17	85.00%	85.00%
Work	2	10.00%	95.00%
Home	1	5.00%	100.00%
English Academy (private classes)	0	0.00%	
TOTAL	20	100.00%	

Pie Chart 4: Places where students practice English the most
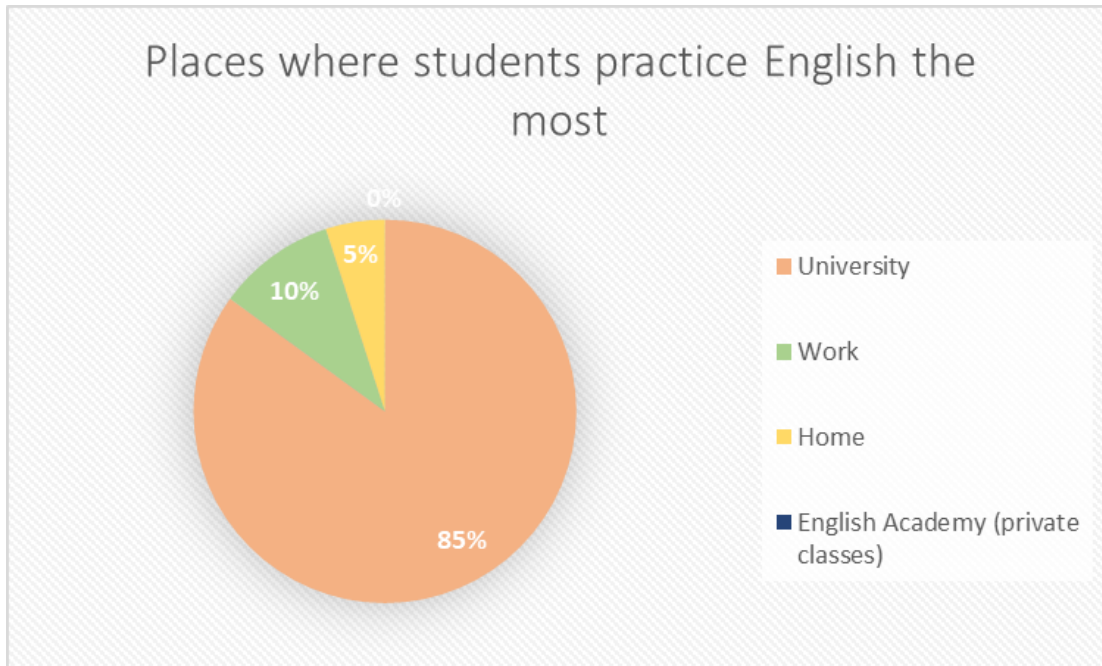
Most students (17 students – representing 85% of the total sample) practice English at the University. 2 students (10%) practice English at work (call center), 1 student (5%) practices at home, and none of the students practice at an English academy.

Tab 11. What is the main reason you practice English?

Reason	Students	Percent	Cumulative Percent
Study related	0	0.00%	0.00%
To look for a job	6	30.00%	30.00%
Personal growth	10	50.00%	80.00%
To look for better opportunities abroad	4	20.00%	100.00%
TOTAL	20	100.00%	

Bar Chart 3: Main reason students practice English
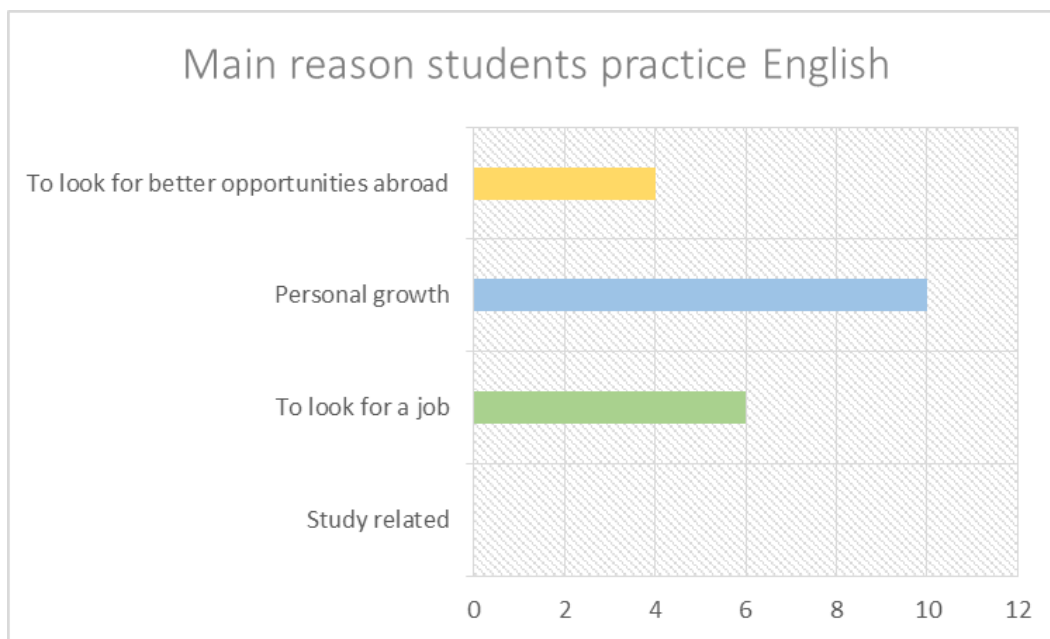
50% of total population (10 students) practice English for personal growth, 30% (6 students) to look for a job, and 20% (4 students) to look for better opportunities abroad. None of the students practice English due to any study related reason.

Tab 12. In an English class how often did you participate? For example: In a class, how many times did you volunteer? Or did you participate only when the teacher asked you?

Frequency	Students	Percent	Cumulative Percent
Always	4	20.00%	20.00%
Often	5	25.00%	45.00%
Sometimes	7	35.00%	80.00%
Rarely	3	15.00%	95.00%
Never	1	5.00%	100.00%
TOTAL	20	100.00%	

Column Chart 6: Frequency of student's participation in class

Frequency of student's participation in class
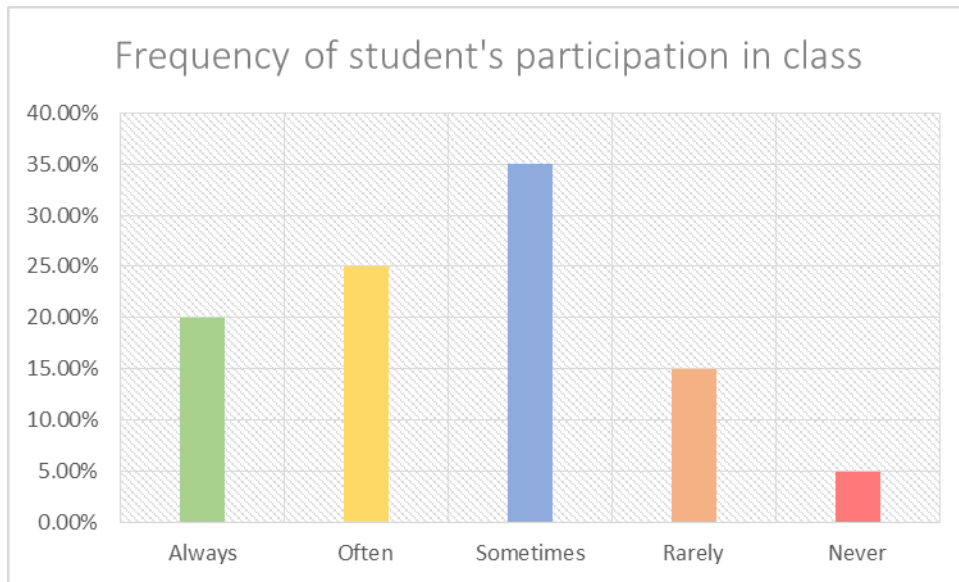
35% of students selected for the study *sometimes* participated during English classes, 25% selected *often*, 20% said they *always* did it, 15% of students selected *rarely*, and 5% said they never participated.

Tab 13. Which activities do you consider that can help you to develop communicative competence?

Activity	Students
Role – plays	12
Oral presentations (group presentations / debates)	17
Reading articles (authentic material)	5
Listening (authentic material)	7

Bar Chart 4: Activities students consider can help developing the communicative competence
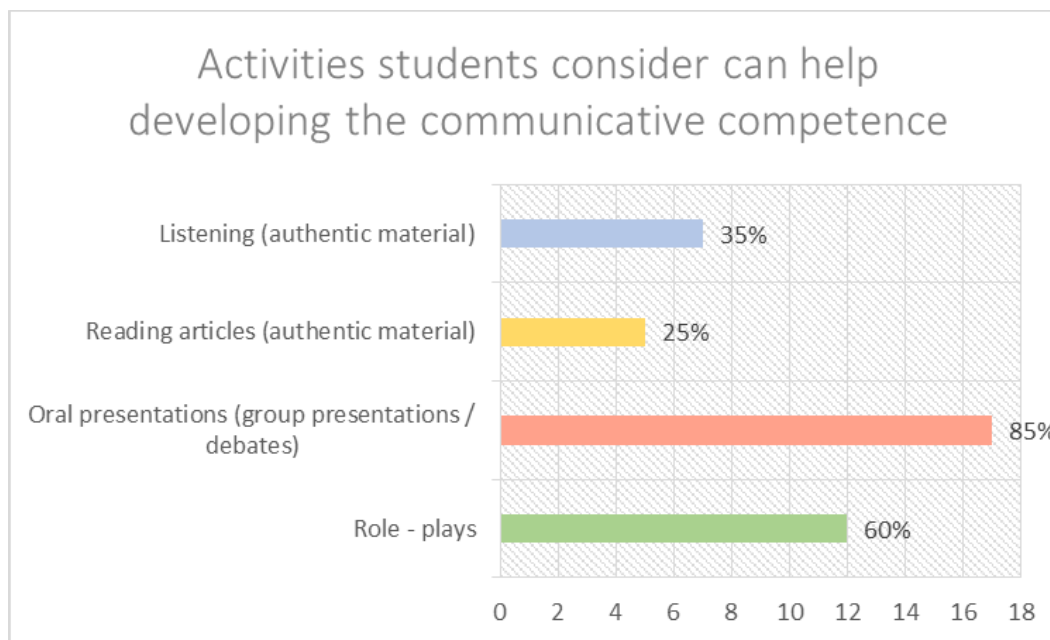
17 students (85%) consider that oral presentations are activities that help the most to develop the communicative skill, 12 students (60%) selected role-plays, 7 (35%) think that listening to authentic material is best and only 5 (25%) students selected the activity of reading authentic material.

Tab 14. How often did the teacher use authentic material when you were taking English courses?

Frequency	Students	Percent	Cumulative Percent
Always	1	5.00%	5.00%
Often	6	30.00%	35.00%
Sometimes	11	55.00%	90.00%
Rarely	2	10.00%	100.00%
Never	0	0.00%	
TOTAL	20	100.00%	

Pie Chart 5: Frequency observed by the student where the teacher used authentic material.

Frequency observed by the student where the teacher used authentic material
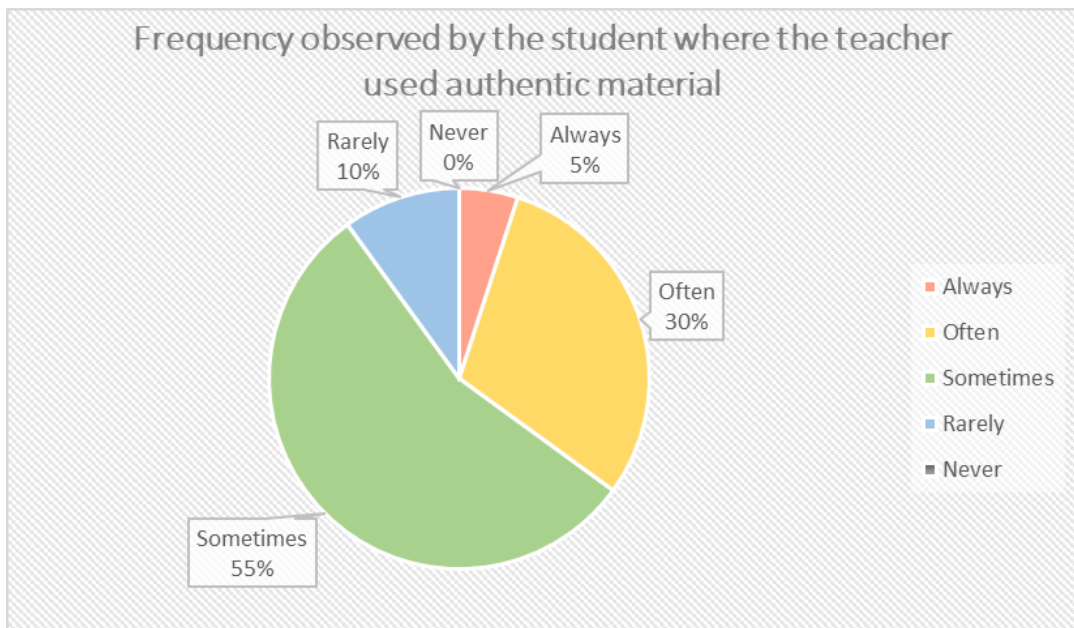
55% of students selected for this study said that teachers sometimes used authentic material, 30% selected often, 10% said teachers rarely used it and only 5% selected always. Some of the authentic material used by teachers based on student's responses were books, audios, videos, articles from internet, realia, among others.

Tab 15. Which course in the curriculum do you think fosters the development of communicative competence?

Class	Students	Percent	Cumulative Percent
English Courses	13	65.00%	65.00%
Grammar	1	5.00%	70.00%
Phonology and Morphology	0	0.00%	70.00%
Pronunciation	1	5.00%	75.00%
Reading and Conversations	5	25.00%	100.00%
TOTAL	20	100.00%	

Bar Chart 5: Class students consider can develop the communicative competence
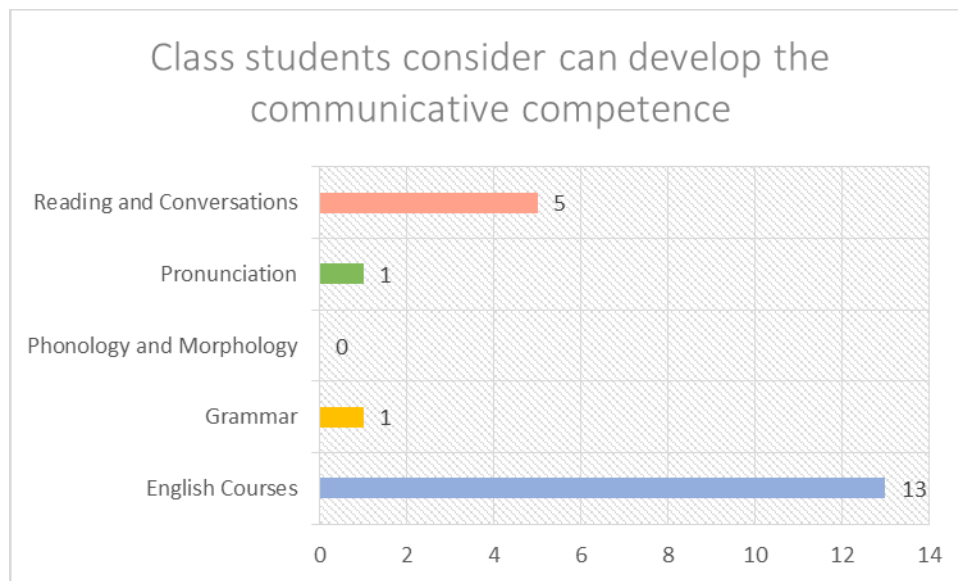
Most students (13 – which represents 65% of the population) consider English courses are the classes that help them to develop their communicative skills. 25% of students (5 people) selected Reading and Conversations, 5% (1 student) selected pronunciation, another 5% (1 student) selected Grammar, and none of the students think that Phonology and Morphology is the subject that can help them to develop their oral communication.

B. Test analysis

Table 1. Students' TOEFL practice test results

English Level	Frequency	Percent	Cumulative Percent
A2	7	35.00%	35.00%
B1	12	60.00%	95.00%
B2	1	5.00%	100.00%
TOTAL	20	100.00%	

Column Chart 1: Students' TOEFL practice test results
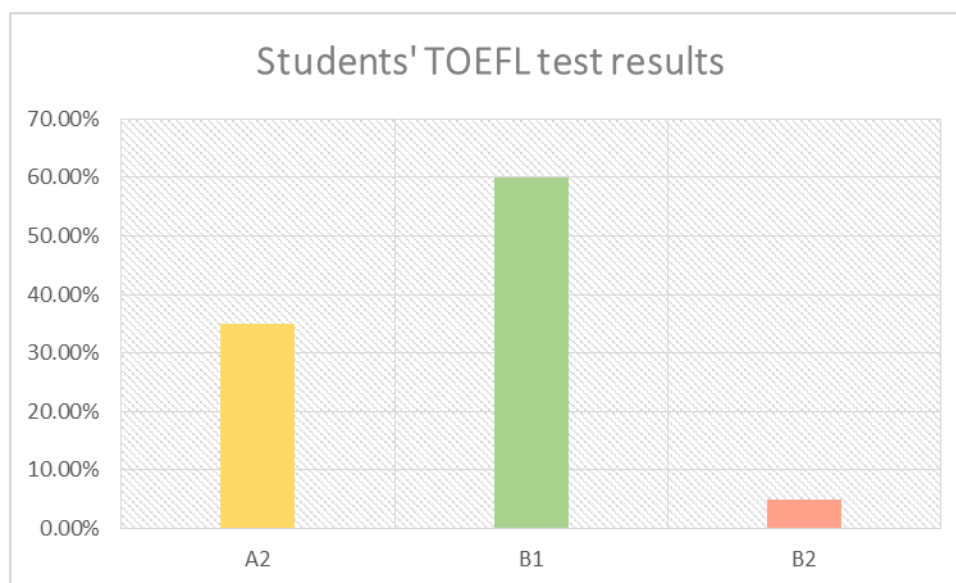
Based on the TOEFL practice evaluation performed to the students, 60% of them are in the B1 – intermediate level, 35% are in the A2 – elementary level and only 5% (1 student) reached the level B2 – Upper intermediate.

Table 2. Students' TOEFL practice test results per skill

Skill	A1	A2	B1	B2	C1
Reading	0	0	17	3	0
Listening	0	12	7	1	0
Writing	1	3	6	8	2
TOTAL	1	15	30	12	2

Column Chart 2: Students' TOEFL practice test results

STUDENT'S TOEFL RESULTS PER SKILL
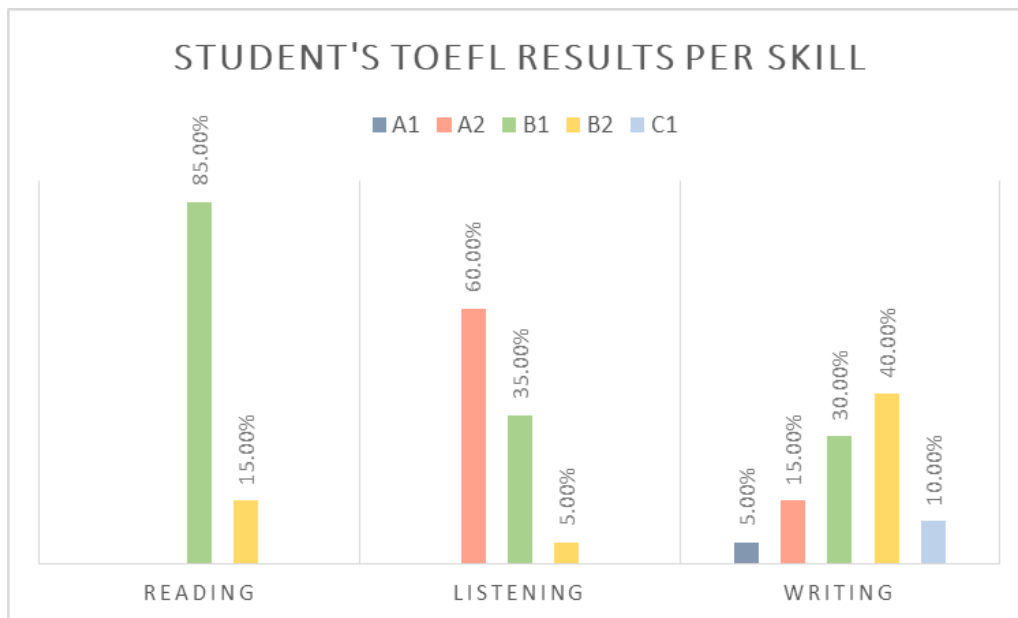
According to the results of the TOEFL practice test, per skill there were different scores; in reading the 85% of the students are in level B1 and the 15% in level B2. Listening, the 60% are in level A2, the 35% level B1, and only the 5% in level B2. In writing, the results were the 5% are in the level A1, the 15% in level A2, the 30% in the level B1, 40% in the level B2, and the 10% in the level C1.

Table 3. Students' TOEFL practice test results – by gender

Gender	English Level	Frequency	Percent	Cumulative Percent
Male	A2	5	25.00%	25.00%
	B1	6	30.00%	55.00%
	B2	1	5.00%	60.00%
Female	A2	2	10.00%	70.00%
	B1	6	30.00%	100.00%
	B2	0	0.00%	
	TOTAL	20	100.00%	

Column Chart 3: Students' TOEFL practice test results – by gender
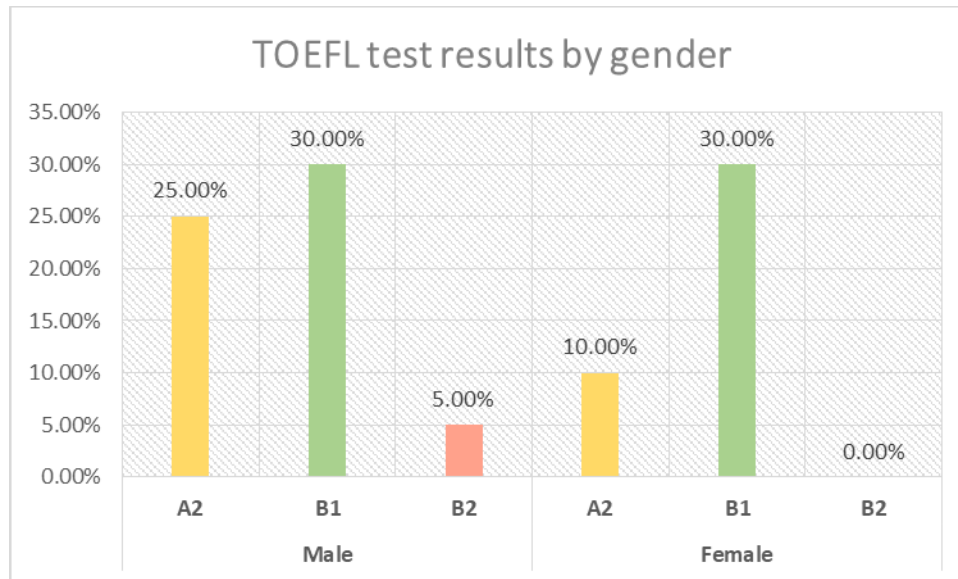
TOEFL practice test results show that male students achieved higher scores, having one of them (5%) in level B2, 6 of them (30%) in level B1, and 5 of them (25%) in A2. On the other hand, 6 females (30%) were placed on level B1 according to the CEFR scale, 2 of them (10%) in A2 and none of them got level B2.

Table 4. Students' CEFR level and previous English knowledge

Answer	Students	A2	B1	B2
Yes	12	4	8	0
No	8	3	4	1
TOTAL	20	7	12	1

Bar Chart 1: Students' CEFR level and previous English knowledge
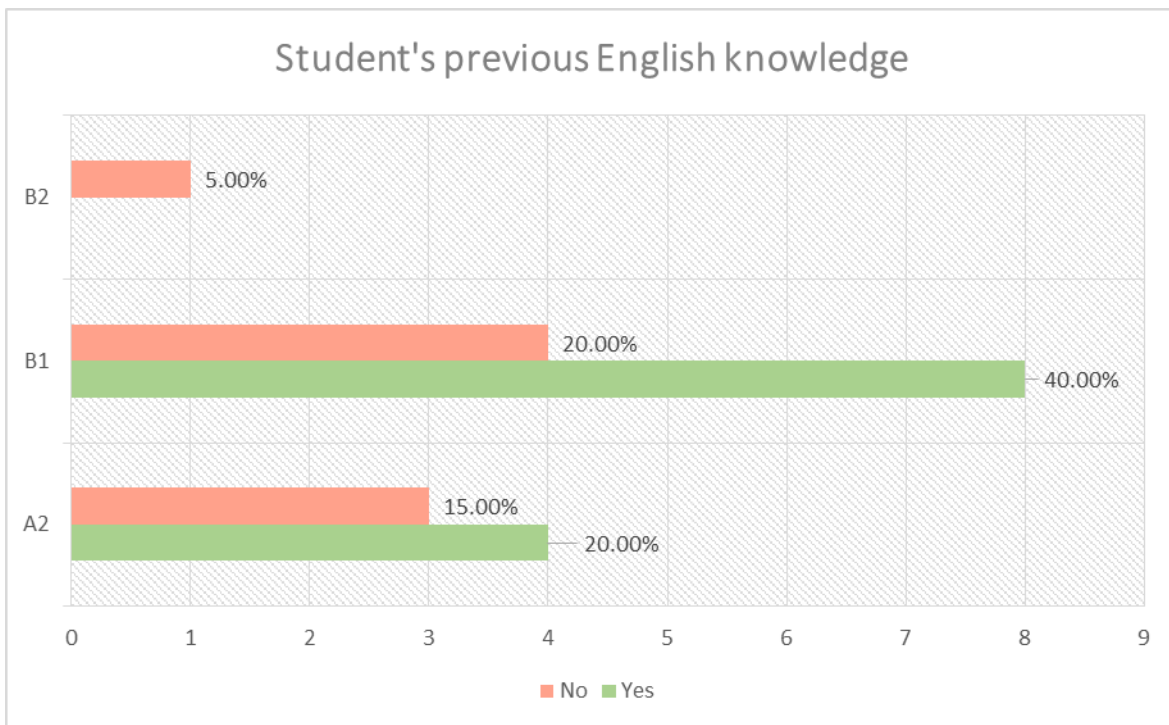
There is a comparison between the level students got and the previous knowledge they had before starting the major, based on their answers, the students who are in the level A2 the 20% had previous knowledge and a 15% did not, students in the level B1, a 40% had it, in contrast with the 20% who did not, finally only the 5% in the level B2 said that they did not take any previous English course.

Table 5. Student's CEFR level and places where they learned English

Answer	Students	A2	B1	B2
School	4	2	2	0
Academy	6	1	5	0
Self-learning	2	1	1	0
TOTAL	12	4	8	0

Column Chart 4: Student's CEFR level and places where they learned English
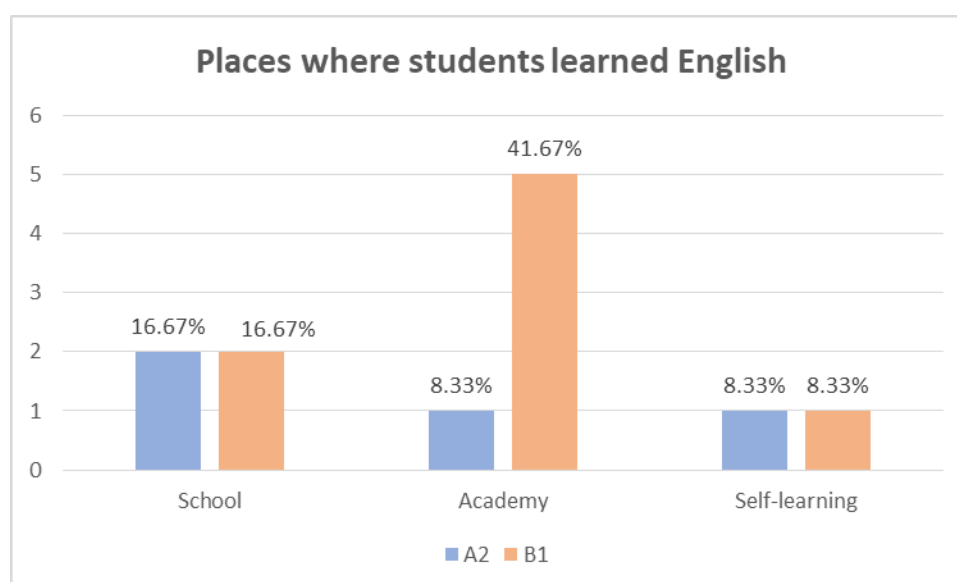
The 12 students who said they learned English before starting the major, according to the CEFR levels and the places where they learned it, a 16.67% per each level A2 and B1 correspond to those students who learned English at school; the 41.67% (level B1) and the 8.33% (level A2) learned the language at an academy, and 8.33% represents each level A2 and B1 had a self-learning.

Table 6. Student's English at home practice and CEFR level

Answer	Students	A2	B1	B2
Yes	14	4	9	1
No	6	3	3	0
TOTAL	20	7	12	1

Bar Chart 2. Student's English at home practice and CEFR level
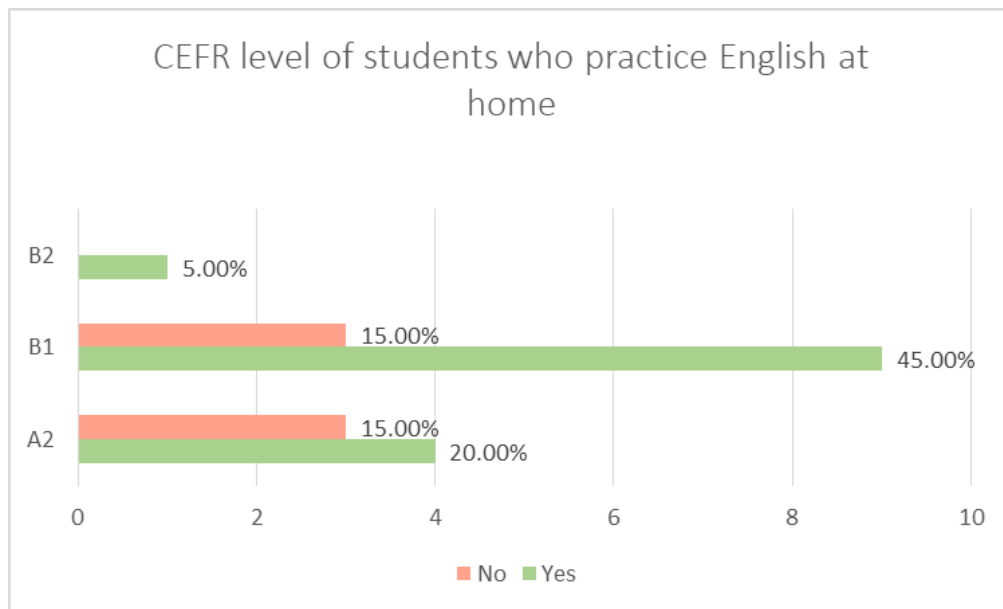
Only the 5% of students that represents the level B2 practice English at home, the 60% represents the level B1 which the 45% practice at home and the 15% did not, finally the 35% corresponds the level B2, and the 20% practice at home while the 15% did not do it.

Table 7. CEFR level and the time students spend practicing English at home

Time Spent	Students	A2	B1	B2
30 minutes	6	3	3	0
1 hour	7	1	5	1
2 hours	1	0	1	0
TOTAL	14			

Column Chart 5: CEFR level and the time students spend practicing English at home
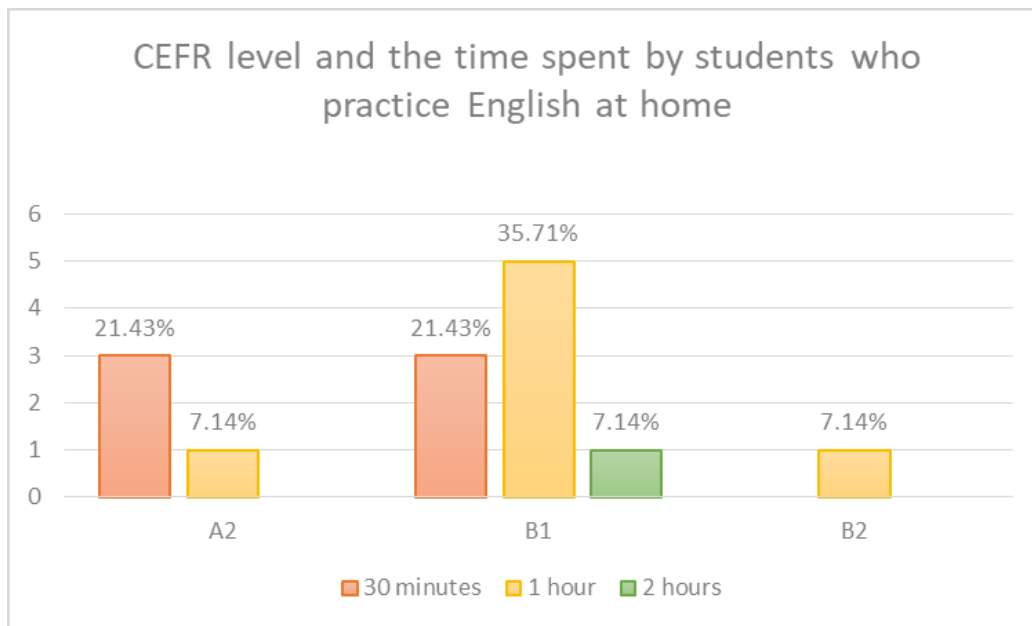
The 14 students who said they practice English at home, the ones who are in the level A2, the 21.43% practice 30 minutes daily and the 7.14% practice 1 hour; those who are in level B1 the 35.71% practice English 1 hour at home, the 21.43% practice 30 minutes and only the 7.14% practice the language 2 hours; and the a 7.14% that corresponds to students in level B2 practice 1 hour.

Table 8. CEFR levels and the frequency of opportunities found by students to practice English outside the classroom

Frequency	Students	A2	B1	B2
Always	1	0	1	0
Often	3	0	3	0
Sometimes	3	1	2	0
Rarely	12	6	5	1
Never	1	0	1	0
TOTAL	20	7	12	1

Column Chart 6: CEFR levels and the frequency of opportunities found by students to practice English outside the classroom
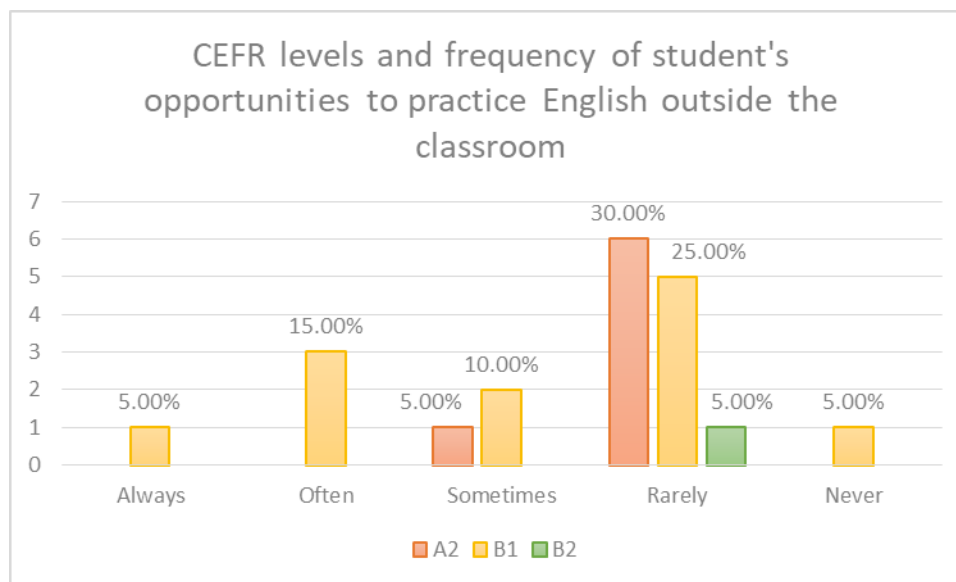
Based on the results of the relationship of CEFR levels and the frequency they practice English outside the classroom, the 5% of the students who are in level B1 said that they always did it, the 15% corresponds at level B1 said often, a 15% said sometimes which is divided into the levels A2 5% and B1 10%; most students with a 60% said rarely where the 30% are in the level A2, the 25% in level B1 and the 5% in the level B2; only the 5% who are in the level B1 said that they never practice the language outside the classroom.

Table 9: CEFR level and places where students practice English the most

Place	A2	B1	B2	Students
University	7	9	1	17
Work	0	2	0	2
Home	0	1	0	1
Academy (private classes)	0	0	0	0
TOTAL	7	12	1	20

Column Chart 7: CEFR level and places where students practice English the most
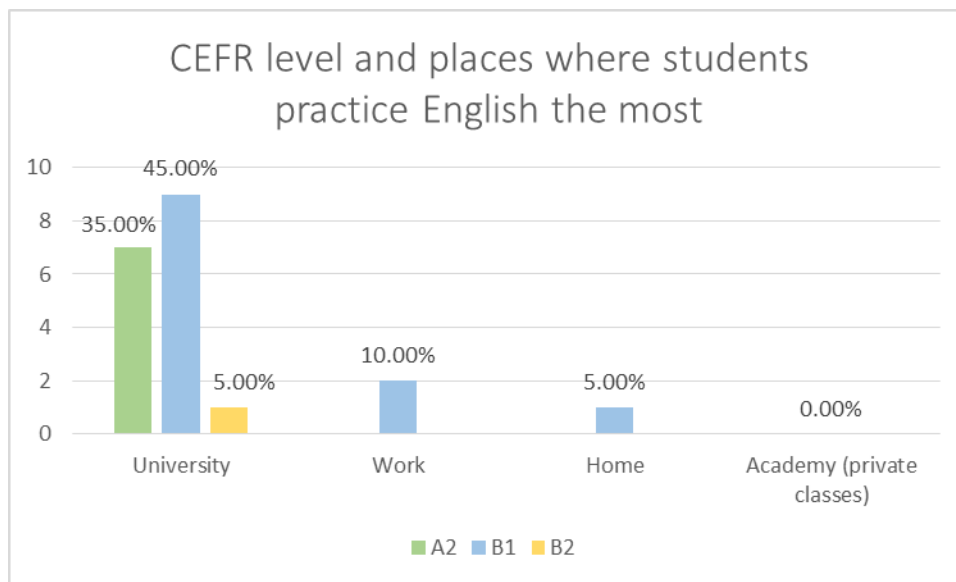
On this question, the results show the places where students practice English the most according to the CEFR levels they are. Most students with a 75% practice the language at the university which the 35% are in the level A2, the 45% in the B1 and only the 5% level B2; the 10% who are in the level B1 practice it the most at work, and the 5% do it at home.

Table 10. CEFR levels and the frequency of student's participation in class

Frequency	A2	B1	B2	Students
Always	1	3	0	4
Often	1	4	0	5
Sometimes	4	2	1	7
Rarely	0	3	0	3
Never	1	0	0	1
TOTAL	7	12	1	20

Bar Chart 3: CEFR levels and the frequency of student's participation in class
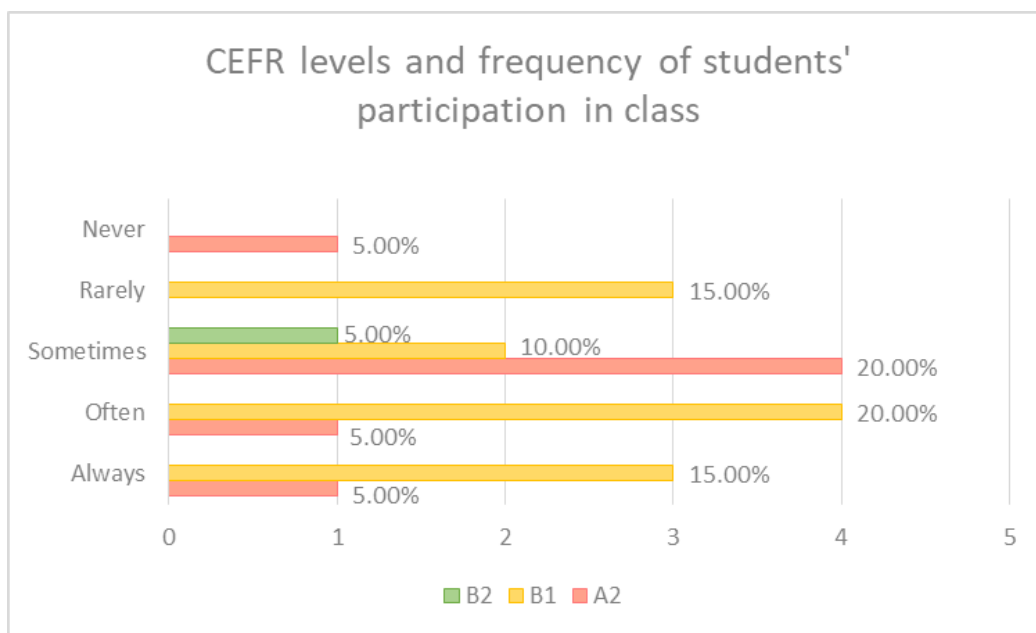
The 20% of the students said they always participated in class, those correspond to the levels B1 (15%) and A2 (5%); a 25% said they often which levels are B1 (20%) and A2 (5%); most of them said sometimes with CEFR levels in A2 (20%), B1 (10%) and B2 (5%); the 15% in level B1 said they rarely had a participation in class, and only th3 5% in level A2 never did it.

Table 11: CEFR level and activities students consider can help developing the communicative competence

Activity	A2	B1	B2	Students
Role - plays	5	6	1	12
Oral presentations (group presentations / debates)	6	11	1	18
Reading articles (authentic material)	2	4	0	6
Listening (authentic material)	3	5	0	8
Total of responses selected	16	26	1	44

Column Chart 8: Activities students consider can help developing the communicative competence
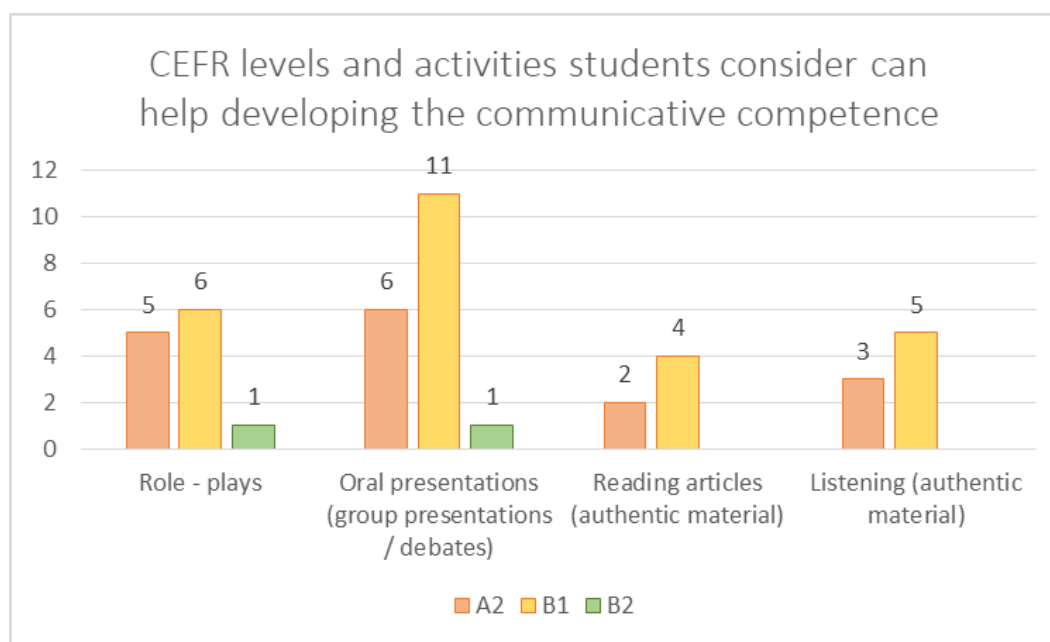
The results show that a total of 12 students consider role-plays as an activity that can help them to develop the communicative competence which they are in levels A2 (5 students), B1 (6 students), and only 1 student corresponds to the B2 CEFR level. Oral presentations (group presentations/debates) were considered by 18 students, level A2 (6 students), level B1 (11 students), and 1 student in the level B2.

6 of the students said reading articles (authentic material) those students are in level A2 (2 students) and level B1 (4 students). Finally, 8 students chose Listening (authentic material), they are in the levels A2 (students) and B1 (5 students).

Table 12. CEFR levels and class students consider can develop the communicative competence

Class	A2	B1	B2	Students
English Courses	7	5	1	13
Reading and Conversations	0	5	0	5
Grammar	0	1	0	1
Pronunciation	0	1	0	1
Phonology and Morphology	0	0	0	0
TOTAL	7	12	1	20

Column Chart 9. CEFR levels and class students consider can develop the communicative competence
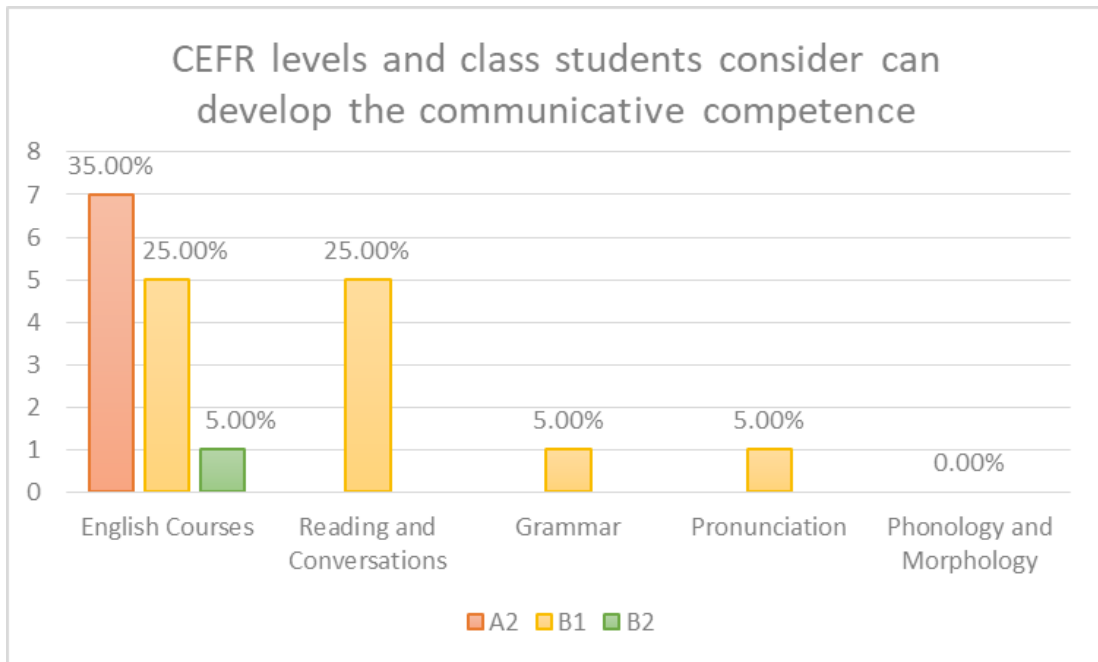
This question refers to the students who consider English courses as a class that help them to develop the communicative competence, they are the 65% which CEFR levels are A2 (35%), B1 (25%), and B2 (5%); the 25% are in the level B1 said Reading and Conversations; the 5% that are in level B1 chose Grammar, and the 5% in level B1 said Pronunciation.

ANSWERS TO THE RESEARCH QUESTIONS

General research question:

What is the English level that fifth year students reach in the English Major Teaching option of the University of El Salvador during the semester I, 2020?

According to the Common European Framework of Reference for Languages (CEFR) classification, there are 6 levels of English:

- A1: Beginner
- A2: Elementary
- B1: Intermediate
- B2: Upper Intermediate
- C1: Advanced
- C2: Expert

Based on the results obtained in this research project, most of the fifth-year students during the semester I, 2020 reach the level B1: Intermediate. According to the curriculum of the major, at the end of the Advanced Intensive English course, students should reach the Advanced level in the ACTFL scale, which according to CEFR is level C1, it means that fifth year students do not reach the level required once they finish the major.

Subsidiary questions:

A. What are the academic characteristics of students who get the lowest scores on the TOEFL practice evaluation?

Academic characteristics are more education and/or learning related such as learning goals (of an individual or a group), prior knowledge, educational type, and educational level. The students who got the lowest score on the TOEFL practice evaluation had previous knowledge of English learned at school before they started the major, others, just learned it by themselves. According to the results of the survey submitted, these students practice English for their personal growth and for looking better opportunities. However, they need to do more activities in order to improve their current English level.

B. What kind of activities and strategies do students with the highest scores on the TOEFL practice evaluation have, which help them to become more competent in the English language?

According to the results of the survey submitted to these students, they practice English at home by doing some activities in order to help themselves to improve their English level, such as reading books, watching movies, news, documentaries; also listening to music; those are the activities the students who got the highest score on the TOEFL practice evaluation do. Those activities help them to become more competent because 60% of them rarely practice their English outside the classroom, so that, they take at least 1 hour daily to do this type of activities.

XI. CONCLUSIONS

It is unavoidable in anywhere since English is an international language and everyone is part of the postmodern global life with no sharp barrier between nation and country.[1] According to Davies & Pearse, success in English Teaching Characteristics of natural communication in the classroom can be achieved by promoting spontaneous and realistic communication, by focusing on what is being communicated, not on how it is communicated.

"Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning." (Stephen D. Krashen[2] 1988)

Hence, this research project was carried out to find out the English level that fifth year students reach in the English Major Teaching option at the University of El Salvador during the semester I, 2020.

Concerning the learners' academic characteristics of students who have participated in the data collection process for this research, it can be assumed that there is no connection between the students test results according to the CEFRL levels, and the prior knowledge students have, since the vast of the ones who mentioned that had taken any kind of course prior starting the major at University of El Salvador have gotten the same results as the ones who have not.

The study shows that most of the fifth-year students through the semester I, 2020 reached the B1 CEFRL level: Intermediate. During the research it was evident that students who got the lowest scores on TOEFL practice test evaluations in spite of having expressed they had previous knowledge their results did not reflect it.

The conclusions of this research are the following:

Referring to internal factors, the research team took into account some students' data such as gender, previous English knowledge, activities they do in order to develop their communicative competence, then a comparison was made between their English level according to CEFR scale and what they do to improve that current level. Also, the team wanted to find out what level these fifth-year students reach in the English Major Teaching option of the University of El Salvador during the semester I, 2020.

To start with, the team chose a convenience sample, this was because the university was forced to stop with the in-person classes as a consequence of the health crisis the country faced by the Coronavirus; so that, they chose 20 fifth year students which were 8 females (40%) and 12 males (60%), those who were more suitable to contact them online, and in this way collect the needed data to continue working on the study.

These students were available to answer a survey and completed the TOEFL practice test, they received a link for the survey and the test was administered in SCHOOLOGY platform. The survey was composed by 13 questions mixed opened and closed; the TOEFL practice test had three sections referring to three of the English skills: Reading (20 items), Listening (11 items), and Writing (items) as a total of 61 items. This test had the purpose of measuring the English level students reach in their fifth year of the major, and if it the required according to the curriculum of the English Major Teaching option of the University of El Salvador that says, the English

level fifth year student should reach is Advanced Mid-level on the ACTFL scale that it is equivalent to level C1 on the CEFR scale.

According to the results of the survey, the majority of them with a 60% said that they studied English prior starting the major, the rest with the 40% did not. Divided by gender, the 87.50% of females answered yes, and the 12.50% answered no. On the other hand, the 41.67% of the male population said they took an English course, and the 58.33% did not. These students who had previous English knowledge represents the 60% of the whole population, they were in the levels A2 (20%) and B1 (40%).

The students were asked if they practice English at home, the 60% said yes, and the 40% said they did not do it. The team was interested about the activities they did to practice English and improve their communicative competence; the results showed that the activity they do the most was *Watching movies/TV/news/documentaries* (15 students), followed by *Listening to music/news/weather* (14 students), then, *reading books/magazines/newspaper* (7 students), *Talking with friends here and abroad (5 students),* and only a minimum of 1 student said *Participating in online courses/workshops.*

Finally, based on the results of the TOEFL practice evaluation performed to the students, most of them with a 60% are in the level B1, 35% are in the level A2, and only a 5% (1 student) in the level B2. Each skill got a score, which is the following: students in *Reading* are in the levels B1 (85%) and B2 (15%), *Listening* in

the levels A2 (60%), B1 (35%) and B2 (5%), finally in *Writing* they are in the levels A1 (5%), A2 (15%), B1 (30%), B2 (40%), and C1 (10%).

As a result, the fifth-year students of the English Major Teaching Option did not reach the required level, because with a minimum percent of the 5% they are in the level B2 of the CEFR scale, which is equivalent with Intermediate High level of the ACTFL scale, and according to the curriculum, they should reach the Advanced Mid-level (C1 CEFR); the lowest score they got was in Listening while they got higher scores in Writing. They must continue working in their English development, practicing more time at home, and start doing other type of activities to improve their current English level.

XII.   ETHICAL CONSIDERATIONS

Before 1906 there were no enforceable regulations regarding the use of people for research at all; currently we can take people as a part of our research but with some ethical considerations[9], through the development of this research students from Seminar I have been engaged as part of the aforementioned study.

There are many ethical issues that may need to be considered when undertaking research, here are some of the ones the team took into account:

a)   Minimize the risk of harm:

 Researchers did not harm the participants involved. Students were not harmed or placed in an uncomfortable position. The research team avoided any of the different types of harm including physical harm or psychological distress.

b)   Informed consent:

The research team informed the participant student that they are taking part in the research and they were also aware of what was required of them. When contacting the students, the research team explained the purpose of the research, the methods being used, and the possible outcomes. Then students voluntarily decided to participate as a subject of the research.

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[9] Note Chapter 4 ■ Ethical Issues in Qualitative Research.

c)   Anonymity and confidentiality:

Research data would be protected at all stages of the process from collection to publication. Intending not to expose the personal data, the team has assigned a number or letter to each participant to avoid the use of personal information as the name or age of a specific individual. If it is necessary to use the identity of the participants in the study, the researchers must contact them and ask for their authorization before doing it.

d)   Avoid deceptive practices:

The research team is going to avoid any type of deceptive practices whenever possible. Explaining and giving the necessary information about the research not exaggerating when talking about the possible results of the study, neither using their data with other purposes nor just to coerce someone to be part of the research.

e)   Provide the right to withdraw:

Research participants have the right to withdraw from the process at any point and they will be made aware of this from the start. In the case of a participant chooses to withdraw, the members of the research team would not pressure them in any way to prevent them from ceasing to participate.

XIII. EXPECTED RESULTS

The researchers expected to have an idea about the English level fifth year students of The English Major Teaching option should reach based on the curriculum. The team found out the students' English level by evaluating them with the TOEFL practice test, which measures the ability to use and understand English at the university level. Also, it evaluates how well students combine their reading, listening, and writing skills to perform academic tasks. Besides that, students were surveyed to find out their background to identify and describe academic characteristics. The expected result of this research project was to know the English level that fifth-year students of Seminar I in the Foreign Language Department at the University of El Salvador reached since they started the major.

According to the CEFRL scale[10], C1 is the Advanced level, which is one of the highest levels, and it describes the characteristics that fifth-year students should develop at this point, so that, the team expected the results to show that those students were at least at C1 level.

Also, the researchers expected to identify the learners' academic characteristics of the students who reach the English level, and the characteristics of those who did not reach it as well.

C1 English level is an in-depth, high-level qualification that shows you have the language skills that employers and universities are looking for. A C1 level of

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[10] See: Using the CEFR: Principles of Good Practice/ Cambridge University.

English allows for a full range of functionality at work or in an academic setting. The C1 level would allow for full autonomy in a native English-speaking country.

At this level, students will be able to:

Listening: understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly, and understand TV programs and films without no effort.

Reading: understand long and complex factual and literary texts, appreciating distinctions of style, and understand specialized articles and longer technical instructions, even when they do not relate to their field.

Speaking: use language flexibly and effectively for social and professional purposes, formulate ideas and opinions with precision. Also, students can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and rounding off with an appropriate conclusion.

Writing: express themselves in clear, well-structured text, expressing points of view at some length. They can write about complex subjects in a letter, an essay or a report, underlining what they consider to be the salient issues.

XIV.   RESOURCES

A. Human resources

- ➢ Tutor

- ➢ Research team

- ➢ Students from Seminar I

- ➢ Coordinator of the graduation project

B. Material resources

- ➢ paper

- ➢ internet connection

- ➢ computer

- ➢ prints

- ➢ transportation

- ➢ notebooks, among others

C. Financial resources

Budget

Description of the financial resource	Total Amount
Transportation	$208.00
Food	$180.00
Materials (prints, paper, internet, handouts, etc.)	$176.00
Unexpected expenses	$120.00
Total amount	$684.00

XV.   ANNEXES

INSTRUMENT 1

The TOEFL practice test has been uploaded to an educative platform called
Schoology. The TOEFL practice is a computerized test with three sections: Reading,
Listening and Writing Structure and it contains 61 questions in total.

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Materials   TOEFL   ✿▾
Updates   · Due Monday, July 20, 2020 at 11:59 pm

QUESTION	QUESTION TYPE	POINTS	AVERAGE SCORE ↓
10. This is a multiple choice multiple selection q...	Multiple Choice	1 Point	4.8%
20. This is a multiple choice multiple selection q...	Multiple Choice	1 Point	4.8%
23. Why does the professor refuse the man's off...	Multiple Choice	1 Point	4.8%
28. According to the professor, what are two w...	Multiple Choice	1 Point	4.8%
18. The passage below is based on information ...	Multiple Choice	1 Point	9.5%
26. What is the lecture mainly about?	Multiple Choice	1 Point	14.3%
27. Why does the professor decide NOT to add ...	Multiple Choice	1 Point	14.3%
53. Early adolescence is a developmental phase ...	Multiple Choice	1 Point	14.3%
57. The almond tree which produces the oldest ...	Multiple Choice	1 Point	14.3%
6. Agriculture, Iron, and the Bantu Peoples Ther...	Multiple Choice	1 Point	19.0%
55. Art Nouveau developed in the 1890's when ...	Multiple Choice	1 Point	19.0%
30. According to the professor, why does a pine ...	Multiple Choice	1 Point	23.8%
40. For 125 years after _____ initial us...	Multiple Choice	1 Point	23.8%
58. The Earth's atmosphere functions much like ...	Multiple Choice	1 Point	23.8%

Agriculture, Iron, and the Bantu People

There is evidence of agriculture in Africa prior to 3000 B.C. It may have developed independently, but many scholars believe that the spread of agriculture and iron throughout Africa linked it to the major centers of the Near East and Mediterranean world. The drying up of what is now the Sahara desert had pushed many peoples to the south into sub-Saharan Africa. These peoples settled at first in scattered hunting-and-gathering bands, although in some places near lakes and rivers, people who fished, with a more secure food supply, lived in larger population concentrations. Agriculture seems to have reached these people from the Near East, since the first domesticated crops were millets and sorghums whose origins are not African but West Asian. Once the idea of planting diffused, Africans began to develop their own crops, such as certain varieties of rice, and they demonstrated a continued receptiveness to new imports. The proposed areas of the domestication of African crops lie in a band that extends from Ethiopia across southern Sudan to West Africa. Subsequently, other crops, such as bananas, were introduced from Southeast Asia.

Livestock also came from outside Africa. Cattle were introduced from Asia, as probably were domestic sheep and goats. Horses were apparently introduced by the Hyksos invaders of Egypt (1780-1560 B.C.) and then spread across the peoples fleeing the desiccation, or drying up, of the Sahara. They spoke a language, proto-Bantu ("bantu" means "the people"), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. Still, the process is uncertain, and peaceful migration-or simply rapid demographic growth-may have also caused the Bantu explosion.

According to paragraph 1, why do researchers doubt that agriculture developed independently in Africa?

○ Africa's native plants are very difficult to domesticate.

○ African communities were not large enough to support agriculture.

○ African lakes and rivers already provided enough food for people to survive without agriculture.

○ The earliest examples of cultivated plants discovered in Africa are native to Asia.

Instrument number 1 (The test)

1. Question

According to paragraph 1, why do researchers doubt that agriculture developed independently in Africa?

- o   African communities were not large enough to support agriculture.
- o   Africa's native plants are very difficult to domesticate.
- o   The earliest examples of cultivated plants discovered in Africa are native to Asia.
- o   African lakes and rivers already provided enough food for people to survive without agriculture.

2. Question

In paragraph 1, what does the author imply about changes in the African environment during this time period?

- ☐   A region that had once supported many people was becoming a desert where few could survive.
- ☐   Although periods of drying forced people south, they returned once their food supply was secure.
- ☐   Population growth along rivers and lakes was dramatically decreasing the availability of fish.
- ☐   The climate was becoming milder, allowing for a greater variety of crops to be grown.

3. Question

According to paragraph 2, camels were important because they ...

- ☐   helped African peoples defend themselves against Egyptian invaders.
- ☐   made it cheaper and easier to cross the Sahara.
- ☐   were the first domesticated animal to be introduced to Africa.
- ☐   allowed the people of the West African savannahs to carve out large empires.

4. Question

The word profound in the passage is closest in meaning to:

A. fascinating,

B. necessary,

C. temporary

D. far-reaching

5. Question

The word ritual in the passage is closest in meaning to:

A. Military

B. Physical

C. Permanent

D. Ceremonial.

6. **Question**

According to paragraph 4, all of the following were social effects of the new metal technology in Africa **EXCEPT**:

A. Access to metal tools and weapons created greater social equality.

B. Iron tools helped increase the food supply.

C. Metal weapons increased the power of warriors.

D. Technical knowledge gave religious power to its holders.

7. Question

Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

A. While American iron makers developed the latest furnaces, African iron makers continued using earlier techniques.

B. Both Africa and the Americas developed the capacity for making iron early, but African metallurgy developed at a slower rate.

C. Iron making developed earlier in Africa than in the Americas because of the ready availability of carbon and iron ore.

D. Africans produced iron much earlier than Americans, inventing technologically sophisticated heating systems.

8. **Question**

Paragraph 6 mentions all of the following as possible causes of the "Bantu explosion" **EXCEPT**

A. superior weapons
B. increased population
C. peaceful migration
D. better hunting skills.

9. **Question**

Look at the four spaces **[- -]** that indicate where the following sentence can be added to the passage. These people had a significant linguistic impact on the continent as well.

Where would the sentence best fit?

A,

B,

C,

D.

10. Question

This is a multiple-choice multiple selection question.

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the three answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Agriculture and iron working probably spread to African from neighboring regions.

☐ As the Sahara expanded, the camel gained in importance, eventually coming to have religious significance.

☐ The use of livestock improved transportation and trade and allowed for new forms of political control.

☐ The spread of iron working had far-reaching effects on social, economic, and political organization in Africa.

☐ The harshness of the African climate meant that agriculture could not develop until after the introduction of iron tools.

☐ Today's Bantu-speaking peoples are descended from a technologically advanced people who spread throughout Africa.

☐ Once Africans developed their own native crops, they no longer borrowed from other regions.

11. Question

The word **merge** in the passage is closest in meaning to:

A. combine
B. straighten out
C. separate
D. expand

12. Question

The word **relics** in the passage is closest in meaning to:

A. requirements
B. remains,
C. sites,
D. sources.

13. Question

In paragraph 2, **why does the author include the information that 105 tons of water flow through the Amazon river per second?**

A. To argue that flash floods on Mars may have been powerful enough to cause tear-shaped "islands" to form
B. To emphasize the great size of the volume of water that seems to have flowed through Mars' outflow channels
C. To indicate data used by scientists to estimate how long-ago Mars' outflow channels were formed
D. To argue that the force of flood waters on Mars was powerful enough to shape the northern volcanic plains.

14. Question

According to paragraph 2, all of the following are true of the outflow channels on Mars **EXCEPT**:

A. They are thought to have carried water northward from the equatorial regions.
B. They formed at around the same time that volcanic activity was occurring on the northern plains.
C. They are found only on certain parts of the Martian surface.
D. They sometimes empty onto what appear to have once been the wet sands of tidal beaches.

15. **Question**

All of the following questions about geological features on Mars are answered in paragraph 3 **EXCEPT:**

A. Where do mission scientists believe that the river forming the delta emptied?

B. What are some regions of Mars that may have once been covered with an ocean?

C. During what period of Mars' history do some scientists think it may have had large bodies of water?

D. Approximately how many craters on Mars do mission scientists believe may once have been lakes filled with water?

16. Question

What can be inferred from paragraph 3 about liquid water on Mars?

A. If there is any liquid water at all on Mars' surface today, its quantity is much smaller than the amount that likely existed there in the past.

B. Small-scale gullies on Mars provide convincing evidence that liquid water existed on Mars in the recent past.

C. Lakes on early Mars were likely as large as some oceans on Earth's surface today.

D. The small amount of water vapor in the Martian atmosphere suggests that there has never been liquid water on Mars.

18. **Question**

According to paragraph 4, **what do the 2003 Global Surveyor data suggest about Mars?**

A. The climate of Mars may not have been suitable for the formation of large bodies of water.

B. Liquid water may have existed on some parts of Mars' surface for long periods of time.

C. The ancient oceans that formed on Mars dried up during periods of cold, dry weather.

D. Ancient oceans on Mars contained only small amounts of carbon.

19. Question

Look at the four spaces **[- -]** that indicate where the following sentence can be added to the passage. **These landscape features differ from runoff channels in a number of ways.**

Where would the sentence best fit?

A,

B,

C,

D.

20. This is a multiple-choice multiple selection question.

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the three answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

There is much debate concerning whether Mars once had water.

A. Various types of images have been used to demonstrate that most of the Martian surface contains evidence of flowing water.
B. There is very little evidence of liquid water on Mars today, and it is assumed that all the water that once existed on the planet is frozen beneath its surface.
C. Mars' runoff and outflow channels are large-scale, distinctive features that suggest that large quantities of liquid water once flowed on Mars.
D. The runoff and outflow channels of Mars apparently carried a higher volume of water and formed more extensive networks than do Earth's river systems.
E. Although some researchers claim that Mars may once have had oceans, others dispute this, pointing to an absence of evidence or offering alternative interpretations of evidence.
F. While numerous gullies have been discovered on Mars since 2000, many astronomers dismiss them as evidence that Mars once had liquid water.

21. Why does the man go to see the professor?

(AUDIO)

A. To find out about jobs in the department

B. To hand in a late assignment

C. To volunteer to help organize an event

D. To discuss Dean Adams' current research.

22. How did the man learn about Dean Adams' retirement?

A. Dean Adams announced it in her class.

B. He heard other students discussing it.

C. He read about it in an e-mail message.

D. It was posted on a bulletin board.

23. Why does the professor refuse the man's offer to help with a party?

A. Two people are already working on it.

B. The party does not require much preparation.

C. She prefers that he spend his time on another project.

D. Dean Adams is not permanently leaving the department.

24. Why does the professor talk about speciation?

A. To explain what Dean Adams chose to work on in Indonesia.

B. To demonstrate how varied Dean Adams' research has been.

C. To tell the man about a new research area in ethnology.

D. To describe the main focus of the work she needs help with.

25. Why does the professor say this:

(AUDIO)

A. To ask the man if he would be willing to work on the project.

B. To apologize for not being able to offer the project to the man.

C. To ask the man to recommend someone for the project.

D. To express doubt about the man's qualifications for the project.

26. What is the lecture mainly about?

(AUDIO)

A. How bats use acoustical signals.

B. A comparison of echolocation and radar.

C. Variations among bats in the use of ultrasound.

D. How animals emit ultrasonic pulses.

27. Why does the professor decide NOT to add more information to the diagram on the board?

A. Students already have the additional information in their textbook.

B. The additional information is not relevant to the topic that she wants to discuss next.

C. She needs to look up some information in order to complete the diagram accurately.

D. She wants students to complete the diagram themselves as an assignment.

28. According to the professor, what are two ways in which a moth might react when it detects the presence of a bat?

A. The moth might leave the area.

B. The moth might emit high-frequency sounds.

C. The moth might stop beating its wings.

D. The moth might change its color to match its surroundings.

29. What surprising information did a recent experiment reveal about lesser spear-nosed bats?

A.   They filter out echoes from some types of trees.

B.   They cannot analyze echoes from certain types of small moving objects

C.   They can analyze echoes from stationary objects with complex surfaces.

D.   They cannot analyze "jagged" echoes.

30. According to the professor, why does a pine tree produce a "smooth" echo?

A.   Because it has large branches spaced at regular intervals.

B.   Because it remains stationary in all types of weather.

C.   Because it has many small, densely packed needles.

D.   Because it has a smooth trunk.

31. **Why does the professor say this:**

(AUDIO)

A.   To answer a question that Carol asked.

B.   To correct a statement that Carol made.

C.   To give an example of a principle that Carol stated.

D.   To praise Carol for an example that she gave.

32. During the early period of ocean navigation, _____ any need for sophisticated instruments and techniques.

A.   so that hardly

B.   when there hardly was

C.   hardly was

D.   there was hardly

33. Since the early 1959's, _____ throughout the world has more than doubled.

A. the demand for food

B. there is demand for food

C. if food is in demand

D. food, a demand that

34. Even though he did not attend school until he was twelve, Dr. Samuel C.C Ting was _____ the Nobel Prize in Physics in 1976.

A. won

B. to be won

C. the winning

D. the winner of

35. Gas particles move _____ when the gas is hot than when it is cold.

A. fastest

B. as fast

C. fast

D. faster

36. The different colors of _____ the different temperatures of the stars' surfaces.

A. the stars indicate

B. stars indicating that

C. the indication that the stars

D. indicating stars

37. As a country develops from an agricultural to an industrial economy, the attitudes, values, structures, and functions of the family _____.

A. the change

B. which change

C. change

D. changing

38. **Only a few sounds produced by insects are heard by humans _____ most of the sounds are pitched either too low or too high.**

A. because

B. instead of

C. in spite of

D. as a result of

39. **The ordinary chair _____ in countless shapes, sizes, styles, and materials.**

A. has been made

B. is making

C. to be made

D. been making

40. For 125 years after _____ initial use at Harvard in 1642, the Bachelor of Arts degree was the only degree awarded by colleges in the United States.

A. when

B. being

C. it was

D. its

41. Since the Sun illuminates half the surface of the Moon, only half the surface _____ can be seen from the earth.

A. much

B. most

C. with more

D. at most

42. The novels of Constance Fenimore Woolson, _____, have special interest for their regional settings.

A. a nineteenth-century writer

B. in the nineteenth-century writer

C. the nineteenth-century writing

D. wrote about the nineteenth century

43. _____ Oklahoma is important as a farming state, it is even more important for its rich oil deposits.

A. In order for

B. Concerning

C. Although

D. By

44. No animal seems _____ on a diet of peat moss.

A. survived

B. able to survive

C. can survive

D. of surviving

45. The upper part in a harmonic arrangement _____ by mixed voices is usually written for a soprano voice.

A. to be sung

B. to be singing

C. as singing

D. was sung

46. Radio, _____ developed from the theories and experiments of many people.

A. inventions like many other

B. like many other inventions

C. many other like inventions

D. like other many inventions

47. **While attempting to fly her plane around the world in 1937, Amelia Earhart mysteriously disappeared.**

A. While

B. hers

C. around

D. mysteriously

48. Richard Wright's Uncle Tom's Children, a collection of short stories, were a critical success when it appeared in 1938.

A. short

B. were

C. success

D. appeared

49. **The principle on which the boat called a hydrofoil is designed is identically to that demonstrated by an airplane wing moving through air.**

A. is identically

B. demonstrated by

C. moving

D. air

50. Migrating butterflies can travel long distant over water.

A. **butterflies**

B. travel

C. distant

D. over

51. During an early period in the settlement of the western United States, pioneers claimed parts of the wilderness by marking trees to establish a boundary.

A. an early

B. parts

C. marking

D. to establish

52. All digital computer use binary, or two-valued, digits instead than decimal, or ten-valued, digits to represent and store data.

A. All

B. use

C. instead

D. to represent

53. Early adolescence is a developmental phase consisting of rapid changes in behavior, psychological and hormones.

A. Early

B. developmental

C. rapid

D. psychological

54. The most widely cultivated all of fruit trees, the apple is second only to the grape in its importance as a temperate-zone fruit.

A. all of

B. only to

C. importance

D. as

55. Art Nouveau developed in the 1890's when artists did a conscious effort to break with what they regarded as worn-out formulas of the past.

A. in

B. did

C. conscious

D. the past

56. Fran Tannenbaum, a paleontology student doing summer fieldwork, found a completely seventy-five-million-year-old fossil egg near Chateau, Montana.

A. doing

B. fieldwork

C. found,

D. completely

57. The almond tree which produces the oldest species of nut and is the most widely grown of all nut trees.

A. which produces

B. oldest

C. widely grown

D. nut

58. The Earth's atmosphere functions much like a giant greenhouse, admitting sunlight between outer space but preventing heat from escaping.

A. functions

B. between

C. but

D. escaping

59. The Oceans are the major source of the atmospheric moisture that is obtained through evaporator.

A. The Oceans

B. major source

C. atmospheric

D. evaporator

60. Approximately every nineteen-month Venus and the Sun reach their greatest angular separation in the solar system.

A. every nineteen months

B. their

C. separation

D. the

61. Anthropologists recently have found evidence that, centuries ago, Inuit used to enter their subterranean homes through tunnels, which helped keep the cold out and the heat in.

A. found evidence

B. used to entering

C. helped keep

D. the heat in

INSTRUMENT 2: Questionnaire uploaded in google forms.

Link: https://forms.gle/eMNambhQaHxSG8uC9

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

Survey

Objective: The purpose of this survey is to determine the English background of 5th year students of the English Major teaching option of the University of El Salvador.

Instructions: Please complete all questions accordingly, choosing one answer only where required. There are some questions where you can choose more than one option.

Personal Information

First and Last Name:

_____

Gender

☐ Male

☐ Female

Age ____

Town (e.g. San Salvador, Mejicanos, etc.) _____

English Background

1. **Did you study any English course/class prior starting the major at the University of El Salvador?**

☐ Yes

☐ No

If your answer is yes, where did you study?

A. At school

B. At an academy

C. I learned by myself

D. Outside the country

2. **Do you practice English at home?**

☐ Yes

☐ No

If your answer is yes, how much time do you spend a day?

A. 30 minutes

B. 1 hour

C. 2 hours

D. 3 or more

3. **What activities do you do in order to improve your English level? (You may select more than 1)**

A. Reading books/magazines/newspapers

B. Listening to music/news/weather

C. Watching movies/TV/videos/news/documentaries

D. Talking with friends here and abroad

E. Participating in online courses/workshops

4. **How frequently do you find opportunities to use English outside the classroom while you are not at the University?**

A. Always

B. Often

C. Sometimes

D. Rarely

E. Never

5. Where do you practice English speaking the most?

☐ At the university (during the class time/before class/after class)

☐ At work

☐ At home

☐ At an academy (private classes)

If you work, specify where:

_____

6. From the following list, choose the main reason you practice English:

A. Study related

B. To look for a job

C. Personal growing

D. To look for better opportunities abroad

7. In English class how often did you participate, for example, in a class, how many times did you volunteer or do you participle only when the teacher asks you?

A. Always

B. Often

C. Sometimes

D. Rarely

E. Never

8. Which activities do you consider that can help you to develop communicative competence? (You may select more than 1)

A. Role - plays

B. Oral presentations (group presentations / debates)

C. Reading articles (authentic material)

D. Listening (authentic material)

9. How often did the teacher use authentic material when you were taking English courses?

A. Always

B. Often

C. Sometimes

D. Rarely

E. Never

Related with the question number 9, what kind of authentic material did the teacher use?

_____

10. Which course in the curriculum do you think fosters the development of communicative competence?

A. English Courses

B. Grammar

C. Phonology and Morphology

D. Pronunciation

E. Reading and Conversations

Others: _____

XVI. TIMETABLE

Dates \ Activities	February 2020	March 2020	April 2020	May 2020	June 2020	July 2020	August 2020	September 2020	October 2020	November 2020	December 2020	January 2021	February 2021
Advisory	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	
Due date to hand in the scope							▓						
Set the date for the defense of the scope								▓					
Administer TOEFL Practice Test to students						▓							
Questionnaire assessed to students						▓							
Data collection							▓	▓					

Task													
Data analysis							� yellow						
Development of the last research													
Final report													
Hand in of the final project													
Set date for the defense of the project													

XVII.   ABREVIATIONS

M.Ed.: Master in Education.

CEFR: Common European Framework of Reference for Languages.

FLD: Foreign Language Department at the University of El Salvador.

TOEFL: Test of English as a Foreign Language

C1: Advanced English level.

BA: Bachelor of Arts.

CSU: The Higher University Council.

EF EPI: English Proficiency Index.

XVIII.   RECOMMENDATIONS

For future researchers

- ✓ To make sure about the topic you will decide for your project, look for the spelling of every word and every detail or observation your advisor give to you.

- ✓ To think about the information, you will need for your research, and ask in a formal way to the authorities of the FLD for it. Also, for the place where you will submit students the instruments, make sure it will be proper to do it, and to collect the required data.

- ✓ To talk with the representative teachers of the student's groups that will be part of your sample with kindness and formalities to know how you can collect the data, look for the possible issues and suggest solutions to make this process easier.

- ✓ To do the respective formalities with the authorities of the foreign language department in order to provide a place with the proper conditions and adequate for the students so they can carry out the listening test too.

- ✓ To create a mechanism to motivate students to be part of the research project in order to avoid negativism from them.

- ✓ To ask the teachers to be part of the investigation in order to have a general perception about all the aspects that affects students' performance.

For students that are going to be part of the study

- ✓ A stronger commitment on the part of students when they are required by the researchers.

✓ To be honest with the information you give to the research team, it is necessary to make the work reliable.

For teachers

✓ It is recommended to create a mechanism to evaluate the English level of students at the beginning of every semester in order to help them to improve and to look about their learning process.

For the authorities of the university

✓ It is necessary to revise the curricula of the English Major Teaching option in order to fulfill students' needs.

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