

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



RESEARCH TOPIC:

**“TO FIND OUT AND DESCRIBE THE READING PROFICIENCY LEVEL
ACHIEVED BY THE SOCIAL SCHOOL OF ARTS AND SCIENCES’ STUDENTS
AT THE END OF THE BASIC INTENSIVE ENGLISH I COURSE OF THE
SOCIOLOGY BACHELOR, SEMESTER I - 2019 AT THE CENTRAL CAMPUS,
UES.”**

PRESENTED BY:

| | |
|--------------------------------|---------|
| LUIS ALONSO DE LEÓN LÓPEZ | LL13011 |
| KENIA SUSANA MIRANDA DE ALFARO | MQ10018 |
| OSCAR ARNULFO PARADA DE LA O | PD12010 |

**CESAR AUGUSTO GUZMÁN MARTÍNEZ, MSc
ADVISOR**

**EDGAR NICOLAS AYALA, MEd
GRADUATION PROCESS COORDINATOR**

SAN SALVADOR, AUGUST 18TH, 2021

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

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ANA GRACE GÓMEZ ALEGRÍA
HEAD OF THE DEPARTMENT OF FOREIGN LANGUAGES

MIGUEL ANGEL CARRANZA CAMPOS
COORDINATOR OF THE GRADUATION PROCESS

CÉSAR AUGUSTO GUZMÁN MARTÍNEZ
ADVISOR

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ABSTRACT

Learning English has always been a challenging task for foreign learners, especially when referring to the improvement of the reading skill. The current situation of the English teaching in the Social Sciences School at the University of El Salvador faces obstacles to make the English course goals feasible according to syllabus timeframe and expectations. For this reason, the aim of this study is to portray the students' reading comprehension level obtained after finishing the Basic Intensive English I course of the Sociology Bachelor, at the University of El Salvador, Semester I, 2019. Due to the research goals, a descriptive research design was applied to a group of sociology students, it followed both qualitative and quantitative approaches. Hence, to accommodate the needs of students with diverse reading habits and strategies, materials, or cultural, educational, and functional skills, appropriate methods of administering instruments were chosen by the researchers, such as diagnostic tests, class observations, students' questionnaires and teachers' interviews. Consequently, the English reading comprehension level that students achieved with one English course was determined by the researchers. Results were expected to reveal an improvement to a great extent on the students' reading proficiency level depending on their study habits, reading practice, strategies applied by themselves to get a clear meaning on the reading material, as well as the strategies, materials, development of the entire course directed by the teacher and the coordinators, etc. and the different factors that were involved.

Key Words: Syllabus, reading proficiency level, reading strategies, study habits, didactic material, reading comprehension level.

INTRODUCTION

Have you ever wondered how important the reading skill is? That could be the crucial question to be answered based on statistics and observations about the learning environment in which the students are involved. Knowing that reading is one the four important macro skills for the students to develop a meaningful learning, it is necessary to be empowered according to the level studied.

The following work will be carried out in the Sociology Bachelor of the Social Sciences Department at the University of El Salvador to find out the reading proficiency level achieved at the end of the subject, and the problems that are affecting the performance of the students in the English I course in 2019, the main focus will be the reading skill.

To start with, the statement of the research problem is presented for the reader to have an idea on what the research is going to be about. To continue with, the general and specific objectives state what is intended to be achieved. Then, the literature review will be considered as an example and guide to carry out this investigation. After that, the research method design is presented and followed by the possible findings, and just in case further information is needed, the annexes and references are attached at the end of this research work.

I. STATEMENT OF THE PROBLEM

RESEARCH TITLE

TITLE: “To find out and describe the reading proficiency level achieved by the Social School of Arts and Sciences’ students at the end of the Basic Intensive English I course of the Sociology Bachelor, semester I - 2019 at the Central Campus, UES.”

Nowadays, learning a second language is a must, not a plus. As the time goes by, learning a second language has become essential for the business world since there is a high demand for people who want to be professionals.

Along with writing and reasoning, reading is one of the most important activities that students have to engage in. As Gavin and Susan (2001) state, this is a fact in life. It is also, unfortunately common in life that most students have problems with reading. There always seems to be too much reading to do and never enough time in which to do it. Reading lists are often too long, lectures give too many obscure references, and even if you were simply to follow up your main interests you would soon find out there is too much information to absorb and too little time in which to do it.

The present research was carried out in the Social School of Arts and Sciences on the central campus of the University of El Salvador. This school administers four Bachelors: History, Sociocultural Anthropology, Social Work, and Sociology. Two out of these bachelors have one English course in their study plans; they are: History and Sociology. It is trustworthy to mention that the study plan of the History Bachelor is composed by 45 courses, which include: English I. Besides, the Bachelor in Sociology is composed by 35 courses, which also include one related to the English language which is Basic Intensive English I.

The main objective established in the English I program in the Sociology Bachelor (semester I, 2018) states “Students from the Sociology Bachelor will develop the four English basic skills: speaking, writing, reading and listening... the objectives state that they will develop cooperation abilities for their professional development”. The program also includes a brief vision about what is expected from the students to do during the term; they state that it is planned that students will develop basic knowledge in the use of English, highlighting

the oral and reading comprehension skills in this course. The objective mentioned before is expected to be achieved in a single term composed by 16 weeks with 8 English classes distributed into two days (4 on Mondays and 4 on Fridays), according to the Basic Intensive English I program.

As stated by the statistics provided by the coordinator of the History Bachelor (Semester I, 2017) 24 students were enrolled in English I, out of them, 18 students passed, 4 dropped out, and 2 failed the course. On the other hand, the coordinator of the Sociology Bachelor (Semester I, 2017) provided the following statistics: 59 students were enrolled in Basic Intensive English I, out of them, 50 passed, 5 dropped out, and 4 failed the course. The number of students of History Bachelor enrolled in this course reflected that they took advantage of that situation because this was not an overcrowded class; if it were compared with the number of students enrolled in Sociology (over 50), the History group would be the ideal one to learn and to develop the reading skill rather than the Sociology one, but then, is a single course enough for the students of both Bachelors to achieve production and performance of the English language?

The purpose of this research work is to find out and describe the reading proficiency level achieved by the Sociology Bachelor's students at the end of the Basic Intensive English I course in semester I, 2019. It is trustworthy to research this topic because they only take one English course during the whole bachelor. Therefore, it was important to know whether they achieved the objectives stated in the program (Basic Intensive English I) or not.

RESEARCH QUESTIONS

Based on the results provided by the coordinator and the information collected during the implementation of all instruments, the following questions will be answered with this research:

MAIN RESEARCH QUESTION:

What is the reading comprehension level achieved by the students of the Sociology Bachelor after having taken the Basic Intensive English I course?

SUBSIDIARY QUESTIONS:

- Which is the methodology used by the teacher in the classroom?
- What is the focus of the methodology used in class?
- Which are the strategies used by the students to achieve the level stated in the Basic Intensive English I program in the Sociology Bachelor?
- What type of material does the teacher use to help students develop their reading skill?

OBJECTIVES

GENERAL OBJECTIVE

- To describe students' reading comprehension level obtained after finishing the Basic Intensive English I course of the Sociology Bachelor, Semester I, 2019.

SPECIFIC OBJECTIVES

- To describe the teaching-learning methodology used in the English classes.
- To portray the strategies that the students use to develop the reading skill.
- To describe the types of material the teacher uses to help students develop the reading skill.

II. JUSTIFICATION

The purpose of this project is to find out and describe the reading proficiency level achieved by the Sociology Bachelor' students at the end of the Basic Intensive English I course in the Semester I, 2019. This means, somehow, that the students need to be ready to comprehend the different problems in our and other countries' societies; therefore, they are required to achieve a good English level by coursing the Basic Intensive English I, so they can continue growing in their professional life. The Sociology Bachelor is an exciting major as it analyzes and explains important matters in not only our personal lives or in our communities, but also in the world itself. Subsequently, as an additional and essential ability for an eager Sociology Bachelor student out there, and to be able to comprehend important social phenomena contents, such as violence, discrimination, war, population growth, economic development, social movements, etc. in either his/her native language and country, or at a global level, they have the English language course. Hence, all these phenomena contents can be properly analyzed in a deeper and more accurate manner throughout researching for information, easily reading it and comprehending it, not only in their native language, but also in a second dominant one.

The relevance and importance of this project was to observe, measure and analyze the classroom, teachers and students, so at the end of the research work, important recommendations will be provided to the Social School of Arts and Sciences department, for them to be shared to the Sociology Bachelor's in charge people, teachers and students accordingly. Therefore, this will be accomplished by identifying if the objectives of the program were achieved or not at the end of the one and only English course, and by identifying if the used reading materials were fundamental to develop and achieve the students' reading proficiency level and also to learn the English language itself. Students from Sociology Bachelor should be taught and encouraged to learn English as a second language; as it is a dominant language that will provide a meaningful understanding of their reading within their research and studies in any given field of their bachelor or professional work at any moment. Taking into consideration the main objective stated in the English I program in the Sociology Bachelor (semester I, 2019), these students will develop the four basic English macro skills: speaking, writing, reading and listening... the study was mainly focused on the reading skill, without letting the other aside. Will it be enough for students from Sociology Bachelor to comprehend these and other topics with only one completed English course?

III. LITERATURE REVIEW

Reading is the ability to comprehend and interpret texts and it is considered as an important factor of achievement in a university level. In fact, there has been a sustained interest in promoting reading as significant and viable means of language development for foreign language (FL) learners. Besides, reading in English as a foreign language (EFL) has been greatly emphasized in traditional FL teaching, and until today EFL reading is the core of instruction in many countries as cited in Susser & Robb, 1990. Today, this instruction focuses on teaching readers rather than teaching texts as cited in Hass & Flower, 1988. To be more specific, the reading skills and strategies are taught to understand some elements related to the process like content, textual features, rhetorical elements, and cultural background as cited in Susser & Robb, 1990.

Considering the performance of the students in the Basic Intensive English I course, of the Sociology Bachelor in semester I; 2019, they must manage the four macro-skills which are: speaking, writing, reading, and listening, to be able to communicate effectively with others. Although, all of them are fundamental, the focus of this work was the reading skill as those are the objectives stated in the course's program.

Reading methods and materials have been modified time over time, for example, the alphabet method, a rote, oral, spelling approach to reading, used during the Colonial period, was discontinued. This change occurred during the 1800s because of a shift in society's attitude toward childhood and because educators concluded that rote memorization without meaning was not effective.

Progress continued during the later 1800s and 1900s via word, sentence, and story methods of reading instruction. Variations of these concepts moved in and out. Other attempts at improving reading instruction came in the form of phonic approaches-invented, diacritical markings and synthetic. These phonic variations were originally implemented in the mid-1800s in order to be more scientific about reading instruction, to bring logic to the confusing English orthography, and to provide children with a tool for self-help. Invented or nontraditional phonics approaches did not work due to cost, lack of support, and the confusion involved in learning two systems, these were therefore discontinued.

Synthetic phonics and later analytic and analogic variations have continued for well over a century. Also maintained since the 1800s was the debate over best practice: phonics versus whole word and then phonics versus whole language. Again, it seems to have taken too long to get to the logical conclusion to integrate multiple approaches, using what works at each stage of development. The content of reading materials changed significantly from the colonial era as ideas of developmental appropriateness replaced the drive to save.

The use of color was incorporated to enhance interest and understanding, including comprehension as a skill to be taught and learned, this was a novel idea for the readers of Worcester (1826) and McGuffey (1837).

Scientific investigations in the early 1900s caused a change from oral to silent reading, choosing oral or silent approaches, phonics or whole words is thankfully now the purview of the teacher. The teacher as professional and the rise of reading as a separate professional field is another example of progress made.

Reading methods and materials has been modified during the time, today every teacher has their own reading method and material as a resource to teach English. Skimming, scanning, punctual, diagonal and intensive reading are some of the techniques used by students and teachers. Based on the results from the questionnaire administered, the population from the research carried out at the University of El Salvador; the majority of the students, a 58.33%, preferred skimming when reading, as this allowed them to get a general overview of the material.

It is crucial to point that over past decades' strategies, instructional activities and procedures helped students to become good readers, reading skill based on skills such as finding the main idea, comparing and contrasting essays and order of ideas; overall, the previous isolated skills were successful to comprehend and master the reading comprehension.

Everything teachers perform in class focused on the reading skill should be designed to build students' ability to understand increasingly complex content of the texts. The methods, techniques, and teaching media that is chosen and used by the teacher will influence the success of teaching learning process and students' achievements.

Nowadays, students are guided through different specific approaches to encourage their learning and understanding of reading passages. One approach that is specific to SLLs is to encourage students to make direct links between their first and second languages

(D'Angelo, Hipfner-Boucher, & Chen, 2017; Jiménez et al., 1996; Nagy et al., 1993). The professors from Social Sciences' students of Sociology Bachelor occasionally related the topics to the students' real life, experiences and anecdotes, which helped the students to easily understand and comprehend brief paragraphs. An important aspect in the development of this approach is that students are aware of the comparisons made in real life context, and the relationships between their language and their second language acquisition.

L2 readers can also be taught to effectively anticipate and organize the content of a text as part of effective strategy instruction (e.g., Carrell et al., 1989; Padrón, 1992; Razi, 2014). Recalling previous knowledge from an assigned text before taking the class is valuable to predict both the content and the sentence structures of it. This approach will allow teachers from Sociology Bachelor to assign material in advance and students to identify the main points of the reading material content.

There are different models of reading that have been used during decades such as: The bottom-up model as cited in Gough, (1972) which is usually described as "linear". The bottom-up theory of reading was widespread in the 1960s and revived by Gough's (1972) views of the process. The reader starts with letters in the decoding; proceeds to words; and then, ultimately, understands sentences.

Second, Goodman (1967) introduced the top-down model of reading, in which reading was viewed as a psycholinguistic guessing game. Based on their background knowledge, readers start with certain expectations concerning the text. They then use their vocabulary knowledge in decoding words in the text to confirm, disconfirm, or modify previous expectations as cited in Aebersold & Field, 1997. Third, the interactive model, which suggests an interaction between bottom-up and top-down processes.

Why is the reading skill important in a second language? That is the question that many people ask themselves. There are multiple answers for that single question, for example: the level of comprehension that it gives you at the moment of interpreting the text, the acquisition of new vocabulary, the ability to identify misspellings, and the greatest benefit of it is the speaking fluency that improves thanks to the knowledge of structure of sentences and idea connectors. In short terms, it increases the potential of a person to communicate in the most decorative, technical and effective way that help students in their professional development.

Making reference to the information obtained in an interview with Dr. Xiomara Avendaño (2018), Coordinator of the History Bachelor, and Armando Granados (2018), Coordinator of the Sociology Bachelor, they mentioned that due to the demands of reading texts in the bachelors, it was necessary for the students to acquire the basic strategies or techniques to interpret the message given in any reading assignment.

However, research on both first language speakers (L1), and second language speakers (L2), indicates that proficient reading is a complicated process that involves a combination of different abilities and strategies at the same time to compensate for each other in processing a text. “Unlike less-proficient readers, are able to use a wider range and combination of these abilities and strategies to aid them to understand and interpret a text” (e.g. Anderson 1991; Carrell 1989; Rumelhart 1984; Stanovich 1980).

According to the article *Cross-Curricular Literacy: Strategies for Improving Secondary Students’ Reading and Writing Skills*, pp. 20-21, the following types of reading comprehension strategies were considered essential to help students read a variety of texts across the curriculum:

Before reading, they:

- Use prior knowledge to think about the topic.
- Make predictions about the probable meaning of the text.
- Preview the text by skimming and scanning to get a sense of the overall meaning.

During reading, they:

- Monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text.

After reading, they:

- Reflect upon the ideas and information in the text.
- Relate what they have read to their own experiences and knowledge.
- Clarify their understanding of the text.
- Extend their understanding in critical and creative ways.

There is a study that is similar to the one that was carried out at the central campus of the University of El Salvador:

The Importance of Teaching Academic Reading Skills in First-Year University Courses by Julian Hermida (2009) in Algoma University, Canada.

The researcher conducted an action research project to assess the approach towards reading among a group of first-year University students in a Legal Studies course. The objective of this research was to discuss some strategies, examples, and resources aimed at promoting students to take a deep approach to reading.

In comparison to the study that was carried out about the reading proficiency level of the students from the Social Sciences department, the study has similar objectives, which are to describe students' reading comprehension level students obtained after finishing the Basic Intensive English I course of the Sociology Bachelor, Semester I, 2019.

The study conducted by Marton and Saljo was adapted to the characteristics of the students and the course she taught. In Marton and Saljo's study which took place at the University of Gothenburg, Sweden in the 1970's, the researchers asked students to read an article written by a professor of education on some proposed university reforms in Sweden. They told students that they would ask them some questions about the text once they finished reading it. Marton and Saljo met with the students and asked them open-ended questions to assess their approach to reading and their understanding of the text.

In the study that was conducted at the University of El Salvador, the researchers administered a diagnostic test to the total population of Basic Intensive English I course of the Sociology Bachelor to determine the level that the students had regarding the reading comprehension skill.

The language, complexity, and level of the selected text were the same as those of the textbook and other articles students read in first year Legal Studies courses. The reading took place in the University library and the researcher explained to the students that they could consult any book, journal, and database available in the library to complement the reading of the assigned text. At the end of the term, the students were asked to read another short paper on Legal Studies of equal complexity. The result was very stimulating. Now most of students took a deep approach to reading.

In consideration to the research that was done, the students received a short text of a general topic as a diagnostic at the beginning and at the end of the study.

In the study of the importance of teaching academic reading skills in first-year university courses by Julian Hermida (2009) states that the majority of students also reported having consulted several other sources to understand the context, the author's arguments, and debates mentioned or alluded to in the text.

Another study aimed to describe students' reading comprehension level obtained after finishing their first semester at the university by learning a second language is the one carried out at the University of Botswana: **Reading competency of first-year undergraduate students at University of Botswana: A case study.**

The study was focused on the English reading proficiency L2 from the humanity students at the moment of coursing the first year at the university, highlighting the results of their reading proficiency levels and reading strengths based on data collected in the 2014/2015 academic year in semester I. In comparison to the study that was carried out about the reading proficiency level of the students from the Social Sciences department, the study has as a main objective to describe students' reading comprehension level obtained after finishing the Basic Intensive English I course of the Sociology Bachelor, Semester I, 2019.

The participants were 51 first-year undergraduate humanities students enrolled in the Communication and Academic Literacy course at the University of Botswana. The data were collected through a reading test adopted from Zulu, which was administered at the beginning of the first semester. The same test was carried out at the end of the semester after the students enrolled the academic literacy course to see if there was any difference in performance. The previous technique was also administered in the study developed in the Social Sciences department with a convenience sampling of a small group of 60 students, which allowed to have a deeper understanding of what the current English reading proficiency level was at the beginning of the course, it was also compared with the second one to provide the results and differences of what the students had learned during the whole semester.

Researchers who have studied the cognitive aspect of reading in L2 contexts believe that proficient readers are strategic readers in that they make use of many reading strategies, compared to less-proficient readers (Anderson 1991; Bernhardt 1991). Chimbanga (2006) in a respondents' self-reporting study of strategies used by science students at the University of Botswana concluded that less-proficient readers used more 'inappropriate' strategies which were not effective in facilitating understanding of text.

The results obtained in accordance to the study conducted at the Social School of Arts and Sciences' students indicated that the 7.55% of students were able to get a high grade, the 9.43% were able to get a medium grade, and the 83.02% got a low grade in the first test administered at the beginning of the course; in other words, the students did not use appropriate strategies at the beginning and during the course since they still had a low reading proficiency level when the semester ended, which represented 6.45% of students with a high grade, the 17.74% were able to get a medium grade, and the 83.02% got a low grade.

When it comes to the strategy applied to practice what the students learned after the English class at University of El Salvador, it can be confirmed from graphic 12, found at graphics analysis section, that the use of web pages was the most useful for students; however, the strategy previously mentioned was not proficiently successful for 31 out of 60 students from total population since the results of the second test did not reflect a significant English reading proficient skill.

The findings indicate that students have varied reading levels and difficulties in basic reading skills. The results obtained suggest the design of a reading course that will address students' weaknesses in reading proficiency and take into account the time assigned to develop the class during weekdays.

IV. METHODOLOGY

RESEARCH DESIGN

The design of this study is descriptive, as it found out and portrayed the reading proficiency level achieved by the Sociology Bachelor students at the end of the Basic Intensive English I course. The goal of the descriptive design was a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. (Borg & Gall, 1989).

This research study followed the inductive approach; a research question and some subsidiary questions were used in order to obtain the information. The purpose of the investigation was to find out and describe the reading comprehension skill achieved by the Sociology Bachelor's students after having taken the Basic Intensive English I course, semester I. 2019.

The study was also carried out by using a mixed methodology: qualitative and quantitative methods. The qualitative method was focused on generating meaning and understanding the teaching methodology used by observing the class and interviewing the teachers. At the same time, it followed the quantitative research method, according to Cohen, Manion and Morrison (2004), quantitative research is a systematic and scientific investigation of the data and their relationships. The quantitative approach focused on collecting, analyzing and understanding the data gathered from the students' pre-test, post-test and questionnaire.

The instruments used during this research are explained on next sections to better understand the methodologies and how the data was gathered.

STUDY POPULATION

The sample population for this research study was selected by using the convenient sampling method, since there was not a very large available population, and all components

of it were eligible and dependent on the researchers' proximity to get involved in the sample. As a result, the sample was formed by the total population of 60 students of the 1st year, registered in Basic Intensive English I in the Semester I-2019 of the Sociology Bachelor.

TECHNIQUES AND RESEARCH INSTRUMENTS

The techniques and research instruments to collect the data of this research were:

❖ Used Techniques:

- **Evaluation Stage:** There were two evaluation stages to know the reading proficiency level that students had: one at the beginning and the other at the end of the study. The first one helped to orient the investigation process and to know what was the current English reading proficiency level that the students had; the second one was used to be compared with the first evaluation, to provide the results of what the students had learned during the whole semester.

Instrument: The used instrument was the Diagnosis Test, the evaluation test was composed by three reading sections, having a total of 40 questions with answers of multiple-choice options.

- **Observation Guide Stage:** The objective of the observation stage was to verify what methodologies, strategies and activities the teacher used to help students in their English reading proficiency level's development, to cover the following sections of the class: warm up, presentation, practice, production and the wrap up of it, and to check what was the student's role during the class: participation, enrollment, commitment, etc. This stage took place during 10 weeks of the semester.

Instrument: The used instrument was the Observation Checklist, it was composed by five evaluation sections, warm up, presentation, practice, production and wrap up, each included some secondary questions related to them; very aligned to what a lesson plan should be and include for a successful class development

- **Survey Stage:** It helped the study to query about the group of students (Basic Intensive English I) of the Sociology Bachelor in order to collect important information, as an example sociodemographic and academic data, for the analysis.

Instrument: The used instrument was the Questionnaire, it was administered to the total students registered in Basic intensive English I (Sociology Bachelor), of the 1st year, Semester I-2019, to gather students' information and opinion about their study habits, strategies and methodologies used by the teacher and the students to develop the reading comprehension skill.

 - The questionnaire had a total of 30 questions, divided into two sections.
 - The first section collected sociodemographic aspects of the students, such as gender, age, etc.
 - The second section collected important academic information, such as study habits, strategies and methodologies implemented in the class.

- **Professors' Interview Stage:** The objective of the interview stage was to gather useful information about the methodologies that the teacher used in the classroom setting in order to facilitate the development of the students' reading comprehension skills during Basic Intensive English I.

Instrument: The used instrument was the Structured Teachers' Interview, it was composed by 11 questions, the teachers were asked about the methodology that they use in order to facilitate the development of the students' reading comprehension skills.

This covered aspects of the methodologies and overviews that they had about the results obtained at the end of the term. And it also included sections with open questions that enriched the information obtained through the observation stage.

V. DATA COLLECTION AND ANALYSIS

DATA ANALYSIS

- After collecting the information, the qualitative data was first processed by focusing on the following aspects:
 - ✓ Validation: To make sure data was correct and relevant.
 - ✓ Sorting: To organize data into different sets, using adverbs of frequency.
 - ✓ Summarization: To abridge data to main points and important details needed.
 - ✓ Classification: To organize data into categories.

The qualitative information was classified in themes in order to support general and specific aspects of the questions that lead the investigation.

- The quantitative information was processed in the following way:
 - ✓ Pre-Coded instruments.
 - ✓ Design the database.
 - ✓ Enter the information.
 - ✓ Obtain the output.
 - ✓ Analysis.
 - ✓ Graphs Creation.

- The qualitative information was analyzed through matrixes. The descriptive design was used to portray the methodology, the way the teacher introduced the class, how she/he performed during the presentation, practice and production of the lesson as well as the students' behaviors and participation. The results from both instruments, the Observation Guide and the Teacher's Interview, were compared in order to find the relation among them.

- The quantitative information was organized and classified using the SPSS software and tables.

This program helped the study to obtain the average, standard deviation, mode, mean, and to create the tables with the results, etc. At the end, a comparison was made between the two evaluation stages that the students were involved in.

Descriptive analyses were completed for each item. Besides that, frequencies and percentages were used for the data analysis. As a result, this led the investigation to graphs to represent the frequencies and percentages of students' gathered information.



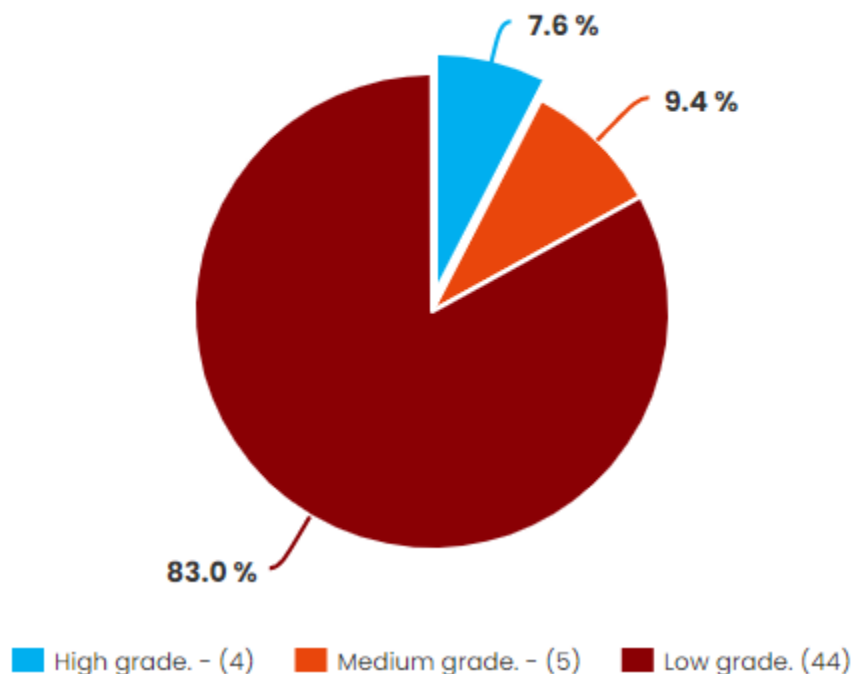
DIAGNOSTIC TEST DIRECTED TO STUDENTS OF BASIC INTENSIVE ENGLISH I
STUDYING THE FIRST YEAR OF THE SOCIOLOGY BACHELOR

Objective: To compare the reading proficiency level that students from the Basic Intensive English I have at the beginning and the end of the course in the Sociology Bachelor degree.

Reading Test 1:

| Students' Categorization. | | |
|---------------------------|---------------|------------|
| High grade. | Medium grade. | Low grade. |
| 4 (7.6%) | 5 (9.4%) | 44 (83.0%) |

Students' Categorization.



This table and graph showed that the 7.6% of students were able to get a high grade, the 9.4% were able to get a medium grade, and the 83.0% got a low grade. This means that their reading proficiency level was on a very low stage when the semester started.



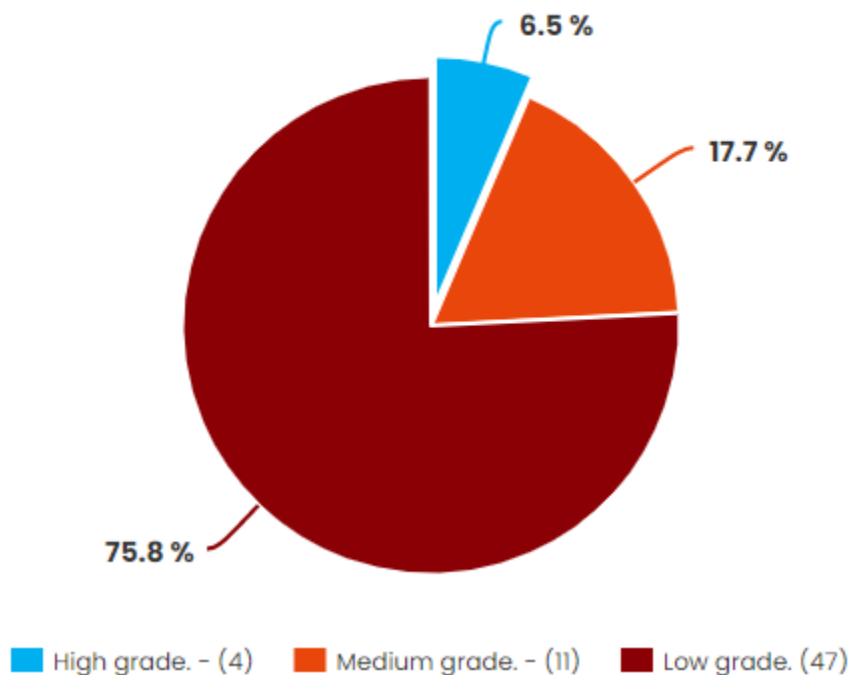
DIAGNOSTIC TEST DIRECTED TO STUDENTS OF BASIC INTENSIVE ENGLISH I
STUDYING THE FIRST YEAR OF THE SOCIOLOGY BACHELOR

Objective: To compare the reading proficiency level that students from the Basic Intensive English I have at the beginning and the end of the course in the Sociology Bachelor degree.

Reading Test 2:

| Students' Categorization. | | |
|---------------------------|---------------|------------|
| High grade. | Medium grade. | Low grade. |
| 4 (6.5%) | 11 (17.7%) | 47 (75.8%) |

Students' Categorization.



This table and graph showed that the 6.5% of students were able to get a high grade, the 17.7% were able to get a medium grade, and the 75.8% got a low grade. As it can be seen on both graphs, the students' reading proficiency level improved from test 1 to test 2; however, students still had a low reading proficiency level when the semester ended.



UNIVERSITY OF EL SALVADOR
DEPARTAMENT OF FOREIGN LANGUAGES
BACHELOR OF ARTS IN ENGLISH, TEACHING OPTION



CLASS OBSERVATION GUIDE FOR THE BASIC INTENSIVE ENGLISH I COURSE IN THE FIRST YEAR OF THE SOCIOLOGY BACHELOR

OBSERVATION GUIDE

Course: Basic Intensive English I of the Sociology Bachelor, semester I, 2019

Objective: To obtain information about the teaching-learning environment that students and teachers have during the development of the Basic Intensive English I course of the Sociology Bachelor.

| ACTIVITY | QUESTION | SUMMARIZATION |
|----------------|---|---|
| WARM UP | Does the teacher prepare a warm up activity for the class? | <p>Sometimes, in most of the classes the teachers start with a review from the previous classes like sentences, paragraphs or some homework assignments.</p> <ul style="list-style-type: none"> • It was not a warm up itself, it didn't call students' attention to start the class. • Teachers also sometimes arrived very late to start the classes; students were asked to wait. <p>Reviewing the topics from previous classes is tedious if is carried out in the same way every time. There are a plenty of activities to promote interest among students, to increase students' participation in order to get their attention. A remarkable requirement for any teacher is punctuality as it enables the start in a friendly environment, and allows to have high expectations from the students' perception.</p> |
| | Is the warm up activity related to the reading skill's development? | <p>Never, because during the whole course the reading skills were not the main focus, even though it is stated in the Sociology Bachelor's program.</p> <ul style="list-style-type: none"> • On most of the classes, this was just a Spanish talk not related to the topics. • Or, teachers just went to the topics directly, with no previous activity. <p>Reading warm ups like the use of lectures, tongue twisters, contextual texts, movie summaries, etc., would have gotten students excited, interested and willing to learn. Those are some examples of warm ups that the teachers could have implemented during the classes, since most of them were not related to the reading skill to be developed as per the program.</p> |

| | | |
|--|--|--|
| | | |
| | <p>Do all students participate in the warm up activity?</p> | <p>Sometimes, not all of students, it was not a proactive participation.</p> <ul style="list-style-type: none"> • Almost all the time the teachers pointed the students out to participate. • It was not a warm up itself, it didn't call the students' attention to start the class. <p>The warm ups carried out by the teachers were not appealing enough for most of the students, since the warm ups needed to be more engaging for them. Teachers' energy was flat at the beginning of the classes, and it did not allow a strong stimulus to students to open their minds and get interested.</p> |
| | <p>Is the warm up activity related to the topic to be studied during the class?</p> | <p>Sometimes, the teachers made a relation with the previous topics but not for the new ones.</p> <ul style="list-style-type: none"> • On most of the classes, this was just a Spanish talk not related to the topics. <p>Contextual meaning of the topics developed during the class was needed, there were not activities that could relate the students to the topics; therefore, students learned new vocabulary and structures without recalling previous learning. English is not a native language in El Salvador; hence, the teacher should speak English during the entire class to build motivation among the students.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">PRESENTATION</p> | <p>Does the teacher use a specific strategy to introduce and develop the topic?</p> | <p>Sometimes, the teachers used the textbooks, and based on the exercises, they explained some examples and made students repeat them.</p> <ul style="list-style-type: none"> • Very frequently they spoke in Spanish. • Board usage only, making the students repeat from the board or the book, not good preparation to introduce the topics. • Few times, the teachers used a PowerPoint presentation. <p>Grammar aspects and reading passages were predominantly taught during the class based on the textbooks only. They used to identify new vocabulary and structures by reading them aloud from the book too.</p> |
| | <p>Does the teacher introduce students to the new vocabulary to be used when studying the topic?</p> | <p>Sometimes, teachers prepared some sentences to introduce topics, on the board or verbally only.</p> <ul style="list-style-type: none"> • Without any use of materials, like flashcards or PPT's, etc. <p>The vocabulary introduced by the teachers played an important role to understand what the reading texts were about; after eliciting the meaning of new words, the students could develop their reading skills.</p> |

| | | |
|-------------------|---|--|
| | | Unfortunately, teaching vocabulary needs to be improved by using flashcards, glossaries, arranged games or PPTs for a better understanding. |
| | Does the teacher provide available reading resources during the presentation? | <p>Never, teachers did not provide any extra reading material during the semester.</p> <ul style="list-style-type: none"> • Just the usage of the textbook, not having any other supportive materials. <p>The students should be encouraged by the teachers to read since it allows them to analyze and understand the new information, but sometimes the use of the textbook is not enough to build vocabulary; however, the use of printed, digital, and e-books can be beneficial for students to build more vocabulary and improve their reading acquisition in their lessons.</p> |
| | Do the students show interest on the topic to be studied? | <p>Sometimes, some of the students were involved in the activities.</p> <ul style="list-style-type: none"> • Asking some questions related to the topic, raising their hands to participate. • Some others were not even paying attention, teachers not noticing. <p>The teachers should take more control of their students and make sure that everybody participates, a good way to engage students into the class and the reading procedure is by connecting what they read and then relate it to their life and experiences; thereby, ideas will come up in meaningful ways to participate.</p> |
| | Do the students show understanding of the topic to be studied? | <p>Sometimes, it is not reliable to say that every student understood the topic.</p> <ul style="list-style-type: none"> • Few students proactively participated by asking and answering questions, showing good understanding of the studied topic. • Teachers never asked the complete class to make activities to produce the language. • Some students were not even paying attention, teachers never asked them to participate. <p>In order to make sure that the students are understanding the topics, the teachers can get them in groups and let them discuss about what they are reading, afterwards, they can compare their points of views and discover new ideas actively.</p> |
| ACTIVITIES | Do the activities help the students to understand the topic? | Occasionally , students got the idea of what the topic was about. |

| | | |
|--|---|---|
| | | <ul style="list-style-type: none"> • But it was not enough because of lack of material, just book usage. • Lack of open participation or discussion due to teacher going on a rush. <p>More practice during the classroom was required to continue improving the reading skill, since every topic was developed very quickly. Also, there was not group participation and didactical material was needed, this can lead to a lack of topics' understanding to achieve the lessons' objectives.</p> |
| | <p>Are the activities organized for the students to progressively understand the topic?</p> | <p>Sometimes, the teacher just follows the contents, as the textbook requires.</p> <ul style="list-style-type: none"> • Some of the topics from the book don't have a relationship among them. <p>It is crucial to keep the contents organized during the course; however, from the warm up to the wrap up stage, the information developed was not organized in order to facilitate the learning acquisition for the students. Although the textbook may not provide an organized way to teach, the teacher should search for appropriate ways to connect and build language constructively.</p> |
| | <p>Do all students participate on the activities?</p> | <p>Rarely, most of the times not all students participate during the class.</p> <ul style="list-style-type: none"> • The classes are teacher centered. • Teachers speak much more than students do. • Teachers do not ask students to participate or to pay attention. • Sometimes, students do not participate during the complete class. <p>The approach the teachers implemented during the class was teacher centered, in most of the classes, the students exclusively listened; therefore, there were not opportunities to participate individually or even to foster collaboration among them, this aspect did not allow students to talk and compare their activities with another classmate and create positive competition to make them speak.</p> |
| | <p>Does the teacher give students enough time to work on the activities?</p> | <p>Occasionally, teachers assign the activities, but they do not give students enough time to resolve them.</p> <ul style="list-style-type: none"> • Teachers do not compare the answers to check accuracy. • Teachers do not let students work by themselves. • Teachers provide the answer to the students. <p>The teachers should manage time considerably, so the students can complete compare and discuss the exercises in groups, the time should be distributed according to the students' needs and levels and giving them time to share their answers with the class.</p> |

| | | |
|--|--|---|
| | <p>Does the teacher provide available reading resources during the class to help students clarify the doubts they have about the activity?</p> | <p>Never, the teachers do not give them extra reading materials beside the textbooks.</p> <ul style="list-style-type: none"> • The teachers only used the textbooks. • Even though the textbooks provide some reading passages, the teachers do not review them. <p>The teacher can design engaging activities that complement the textbooks exercises in order to provide a general framework of the lesson taught, reading resources as EBooks, guides or printed texts can help the students to improve their reading skills.</p> |
| | <p>Does the teacher take time during the class to help students clarify the doubts they still have about the topic?</p> | <p>Rarely, the teachers help students just when they ask for clarification.</p> <ul style="list-style-type: none"> • The teachers rarely correct pronunciation gaps. • The teachers rarely spend time clarifying doubts, very short time invested on it. <p>Since the approach implemented in the class is teacher-centered, it was rarely for the teachers to ask for emerging doubts about the contents, it is remarkable to say that the teachers need to distribute time management in a better way to clarify the students' doubts.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">PRODUCTION</p> | <p>Does the teacher implement post-reading activities?</p> | <p>Never, the teacher does not bring any extra reading material or activity to the class.</p> <ul style="list-style-type: none"> • The students just answer the questions from the textbooks after reading the passages. <p>In this stage of the class the teachers did not allow the students to produce further language from the one provided on the textbooks. Based on what the students have learned, the teacher should allow them to create a summary, storytelling, create a different ending of the text, etc.</p> |
| | <p>Do the students have the time to work further with the text, its topic, its content and/or vocabulary functions or grammar used in it?</p> | <p>Never, the students are not asked to produce and practice the language after completing the exercises from the textbooks.</p> <ul style="list-style-type: none"> • The students do not get in groups to continue practicing grammatical structures or vocabulary. • No oral activities are performed during the classes. <p>During the class observation, no production was developed, the students were not asked to go further in</p> |

| | | |
|----------------|--|---|
| | | matters of creation and development of writing, oral, reading and speaking skills, this happened during the entire semester which caused a major impact on the students' English learning. |
| | Does the teacher make students relate the topic to them and the world outside the classroom? | <p>Occasionally, the teachers relate the topics to the real life, but those sections and conversations are in Spanish.</p> <ul style="list-style-type: none"> • The teachers provide some examples related to the topics explained. • The students give examples about what they do in their daily basis. <p>The teachers could have assigned productive activities that may have related the students' experiences by taking into consideration the achievement indicator and conceptual content accordingly. More English practice from the teachers have to be implemented during the class, so students can engage throughout its development and be ready to produce their own tasks.</p> |
| | Do the students have time to verbally discuss the topic being studied? | <p>Never, the students do not have time to discuss the topics.</p> <ul style="list-style-type: none"> • The topics are being reviewed in a very quick and rush way. • The teachers rarely give time, when it happens it is just for a few minutes. • The students rarely have time to produce from what they learned. <p>If the teachers had allowed time for reading passages' discussion, the students could have been motivated and engaged on the last stage of the class. The students need to produce so they can relate the content developed by the teacher to their own opinions, memories and experiences.</p> |
| | Do the students show a good level of comprehension of the studied topic? | <p>Occasionally, students show understanding of the topics.</p> <ul style="list-style-type: none"> • But they do not have enough time during the class to practice these topics. • Not all of the students show understanding, some do not even participate during the class. <p>The students occasionally seemed to understand topics clearly, but further practice was needed in order to master the new structures and vocabulary. There also were times when students did not show a good understanding of the topic, the teachers lacked of proper reinforcement whenever this happened, they most of the times just moved to the next class item.</p> |
| WRAP UP | Does the teacher prepare a wrap up activity for the class? | |

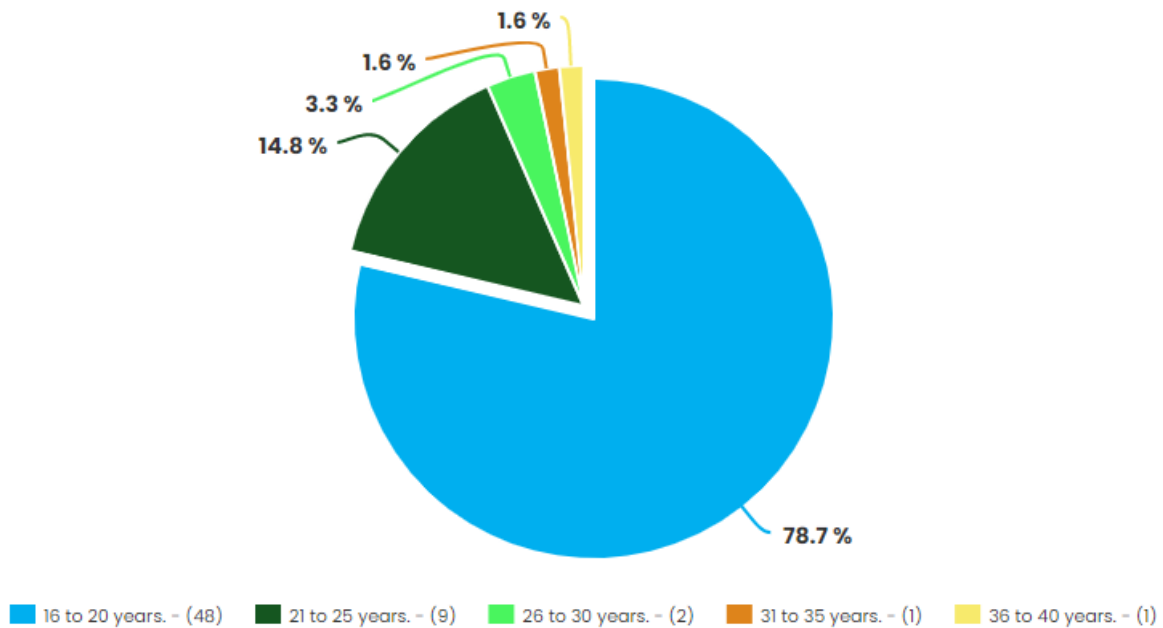
| | | |
|--|--|---|
| | | <p>Never, teacher does not provide feedback to students.</p> <ul style="list-style-type: none"> • The teachers do not correct students' mistakes, pronunciation, grammar, etc. <p>Since the teacher did not implement classroom discussions, they did not provide feedback regarding the students' production. They should take a closer look to feedback's importance and find out ways to get better at providing it, so all students can be aware of their mistakes, and accordingly correct them.</p> |
| | <p>Is the wrap up activity related to the studied topic?</p> | <p>Never, teachers do not prepare a wrap up activity for the classes.</p> <ul style="list-style-type: none"> • The teachers just hardly ever read some sentences related to topic at the end. • The teachers usually let the students leave earlier than the scheduled time. <p>The teachers should organize each stage of the class properly in order to fulfill the schedule for the class, and achieve what is supposed to during the lessons; they can finish with an engaging activity which promotes participation, for example: contents' review, provide examples and opinions of what the students learned.</p> |
| | <p>Is the wrap up activity related to the reading skill's development?</p> | <p>Never, teachers do not prepare a wrap up activity for the classes.</p> <ul style="list-style-type: none"> • The teachers just hardly ever read some sentences related to topic at the end. • The teachers usually let the students leave earlier than the scheduled time. <p>The teachers should organize each stage of the class properly in order to fulfill the schedule for the class, and achieve what is supposed to during the lessons; they can finish with an engaging activity which promotes participation, for example: contents' review, provide examples and opinions of what the students learned.</p> |
| | <p>Does the teacher assign homework related to the studied topic?</p> | <p>Occasionally, teacher assigns homework to students.</p> <ul style="list-style-type: none"> • Homework was mainly about workbook completion, nothing different. • Teachers did not assign homework on more than 50% of the classes. <p>The teachers should assign more homework to allow students to work independently and recall classroom learning, this could have helped the students to improve their language skills and to get a better final score as well.</p> |

QUESTIONNAIRE ANALYSIS

➤ Personal Information.

1. Students' Age.

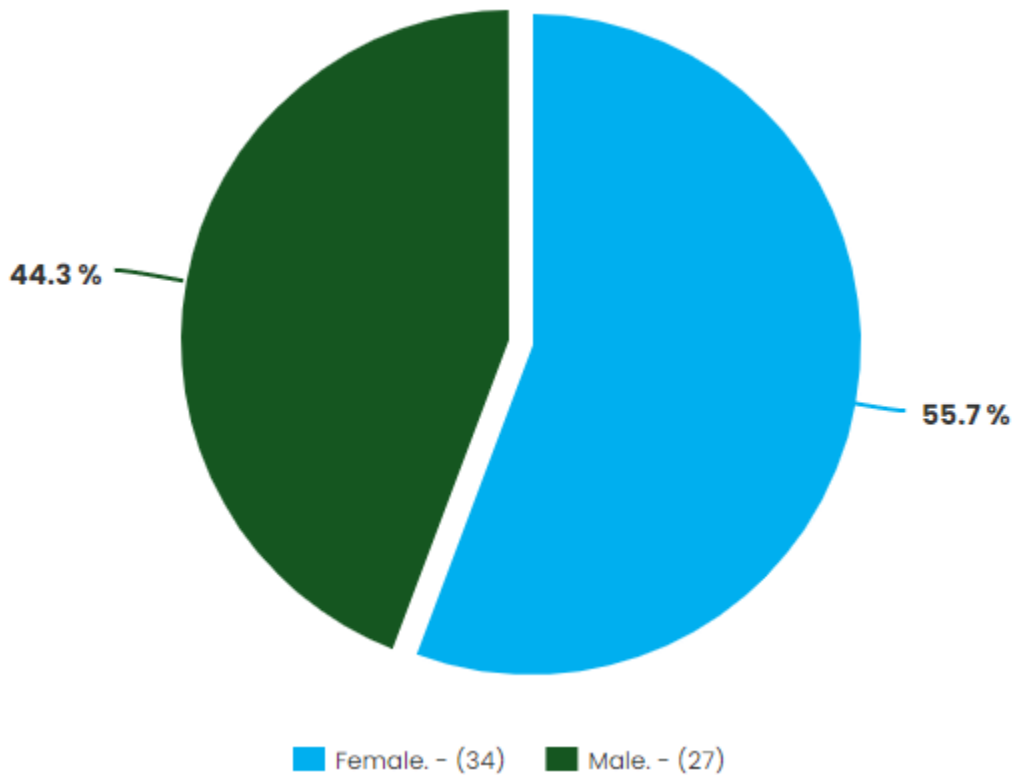
| Students' Age: | 16 to 20 years. | 21 to 25 years. | 26 to 30 years. | 31 to 35 years. | 36 to 40 years. |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total: | 48 (78.7%) | 9 (14.8%) | 2 (3.3%) | 1 (1.6%) | 1 (1.6%) |



This table and graph showed that the majority of students were between 16 to 20 years old, in total a 78.7% of students, while the rest were between 21 to 25 years old, which were a 14.8%, from 26 to 30 years old, that were a 3.3%, and to finish, a 1.6% of students were between 31 to 35 years old, and another 1.6% students from 36 to 40 years old.

2. Students' Gender.

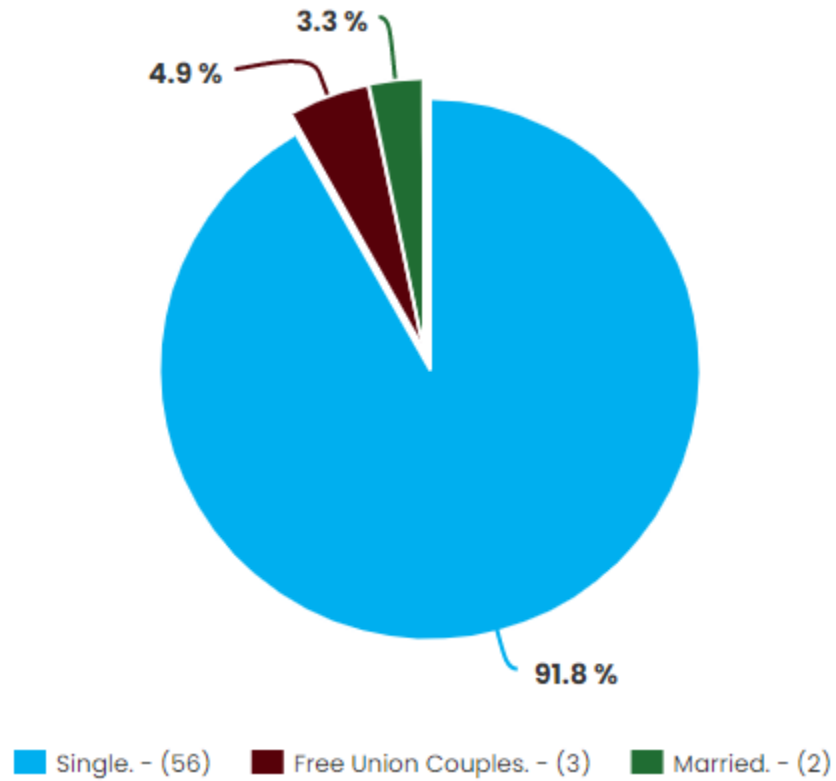
| Student's Gender: | |
|-------------------|-------------|
| Female. | 34 (55.74%) |
| Male. | 27 (44.26%) |



According to the table and graph, a 55.7% of the sample population were women, and a 44.3% of them were men. It is remarkable that the major has a greater number of women studying Basic Intensive English I semester I, 2019 at the Social Science Department.

3. Marital Status.

| Marital status: | Single. | Free Union Couples. | Married. | Widowed. |
|------------------------|------------|---------------------|----------|-----------|
| Total: | 56 (91.8%) | 3 (4.9%) | 2 (3.3%) | 0 (0.00%) |

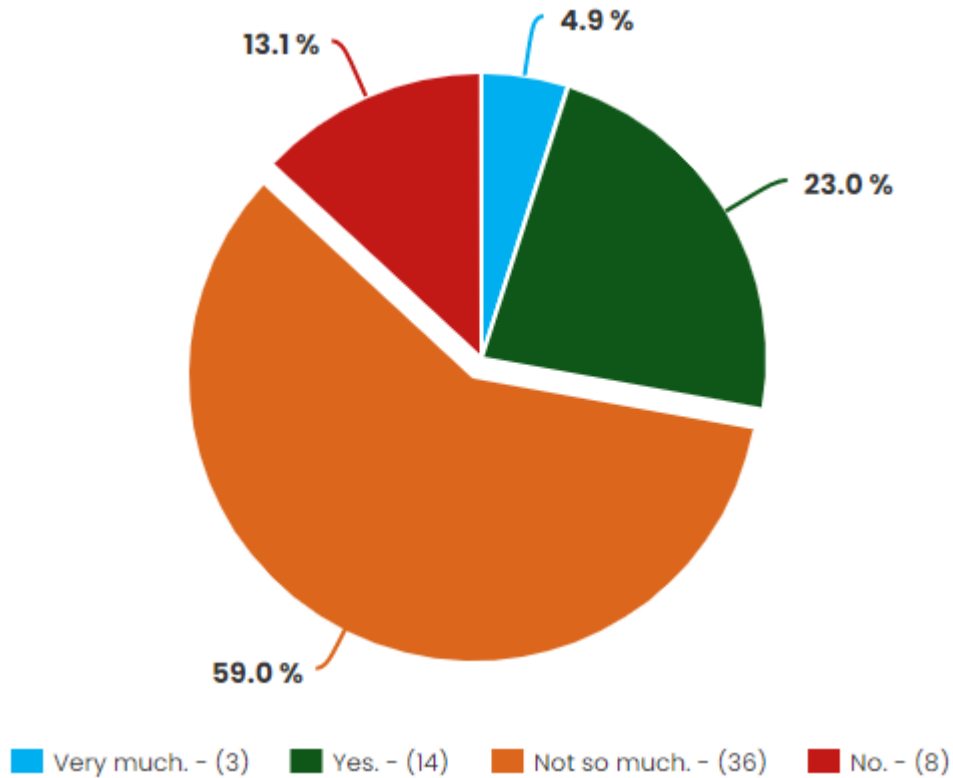


This table and graph presented the marital status of the sample population, the 91.8% of students were single when they enrolled the Basic Intensive English I Course of the Sociology Bachelor, Semester I – 2019, another 4.9% of the students were on free union couple, and the minority, just a 3.3% were married by the time they were taking the course.

➤ **Academic Information.**

4. Do you like to read literature in English?

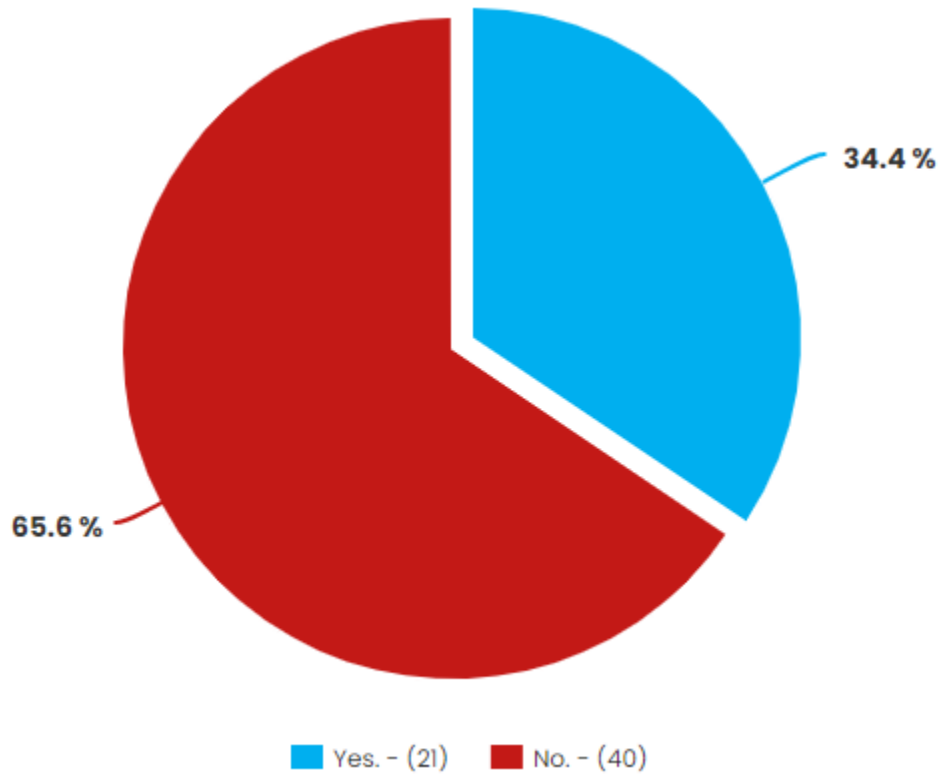
| Do you like to read literature in English? | | | |
|---|------------|--------------|-----------|
| Very much. | Yes. | Not so much. | No. |
| 3 (4.9%) | 14 (23.0%) | 36 (59.0%) | 8 (13.1%) |



The previous graph and table showed the results of the students' English literature reading habits. First, it is reflected that the majority of the sample population, the 59.0% of students do not like to read so much literature in English, the 23.0% of them like to do it; it is remarkable to mention that the 13.1% of students do not like to read English texts at all, and just the 4.9% of sample population really likes and enjoys very much to read literature in English.

5. Do you read literature in English that is not related with the subject?

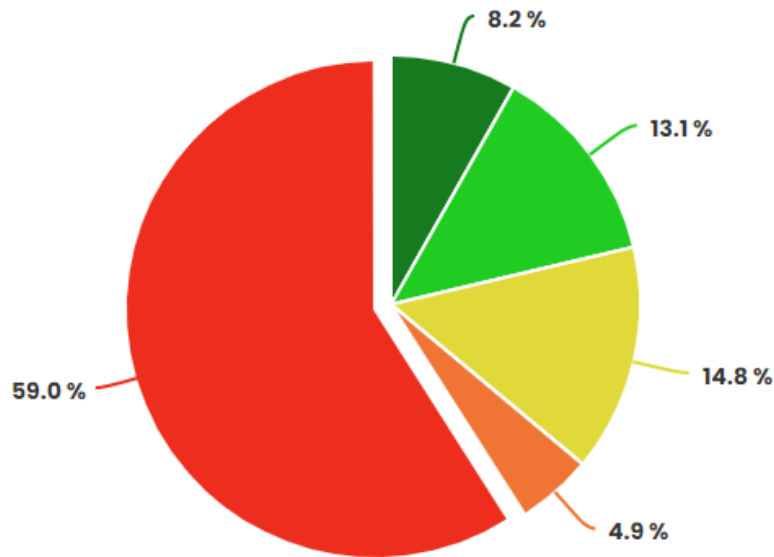
| Do you read literature in English that is not related with the subject? | |
|--|------------|
| Yes. | No. |
| 21 (34.4%) | 40 (65.6%) |



On this table and graph, it is remarkable to say that the majority, a 65.6% of the sample population, do not like to read literature in English that is not related to the course; on the other hand, a 34.4% of students do like to read that kind of literature, besides the one they studied for the course.

6. How often do you read literature in English in your free time?

| How often do you read literature in English in your free time? | | | | |
|--|----------------------|---------------------|--------------|------------|
| Everyday. | 1 or 2 times a week. | Some times a month. | Hardly ever. | Never. |
| 5 (8.2%) | 8 (13.1%) | 9 (14.8%) | 3 (4.9%) | 36 (59.0%) |

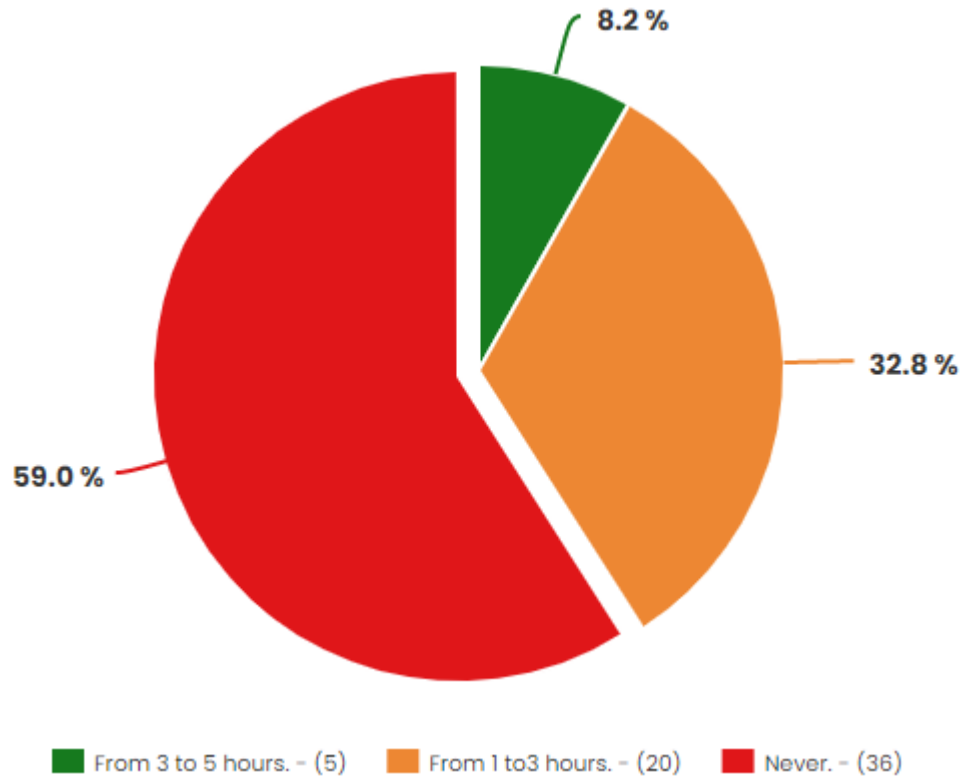


■ Everyday. - (5)
 ■ 1 or 2 times a week. - (8)
 ■ Some times a month. - (9)
 ■ Hardly ever. - (3)
 ■ Never. - (36)

The frequency of how the students read literature in English in their free time is showed in the previous graph and table. The 59.0% of the students never read literature in English, the 4.9% hardly ever do it, on the other hand, it can be seen that the 14.8% of students do it sometimes a month, the 13.1% often like to read literature in English and do it 1 or 2 times a week; however, it was also found that a 8.2% always enjoy reading and do it every day.

7. How many hours do you spend in a week, to read and study the reading materials that the English I course teacher provides?

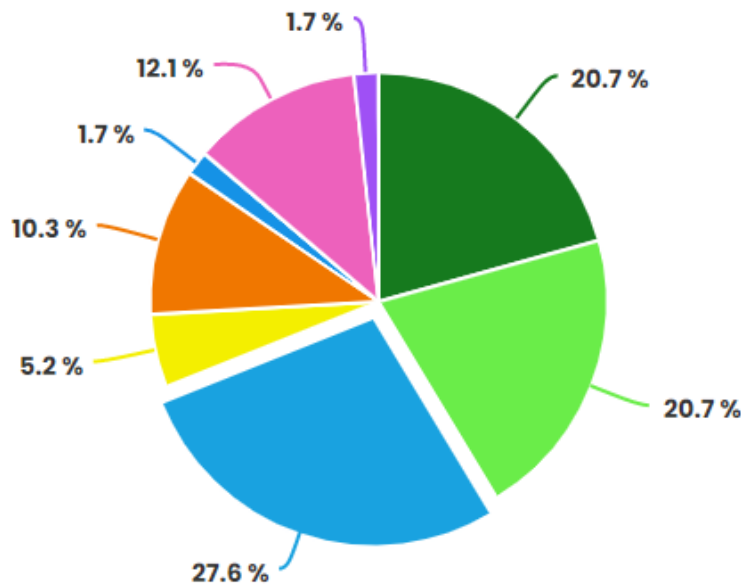
| How many hours do you spend in a week, to read and study the reading materials that the English I course teacher provides? | | | |
|--|--------------------|-------------------|------------|
| From 5 to 7 hours. | From 3 to 5 hours. | From 1 to3 hours. | Never. |
| 0 (0.00%) | 5 (8.2%) | 20 (32.8%) | 36 (59.0%) |



According to graph and table, it was showed that the 59.0% of students never spend time to read or study the English I course’s materials the teacher provided, while a 32.8% spend 1 to 3 hours to do it, and the minority of 8.2% of students do take from 3 to 5 hours to review the materials during their available time.

8. Which of the following literature resources do you use to improve your English language reading habits?

| Which of the following literature resources do you use to improve your English language reading habits? | | | | | | | |
|---|-------------|-------------|-------------|------------|-----------|------------|-----------|
| Internet. | Videos. | Textbooks. | Newspapers. | Magazines. | News. | Articles. | Others. |
| 12 (20.69%) | 12 (20.69%) | 16 (27.69%) | 3 (5.17%) | 6 (10.34%) | 1 (1.72%) | 7 (12.07%) | 1 (1.72%) |

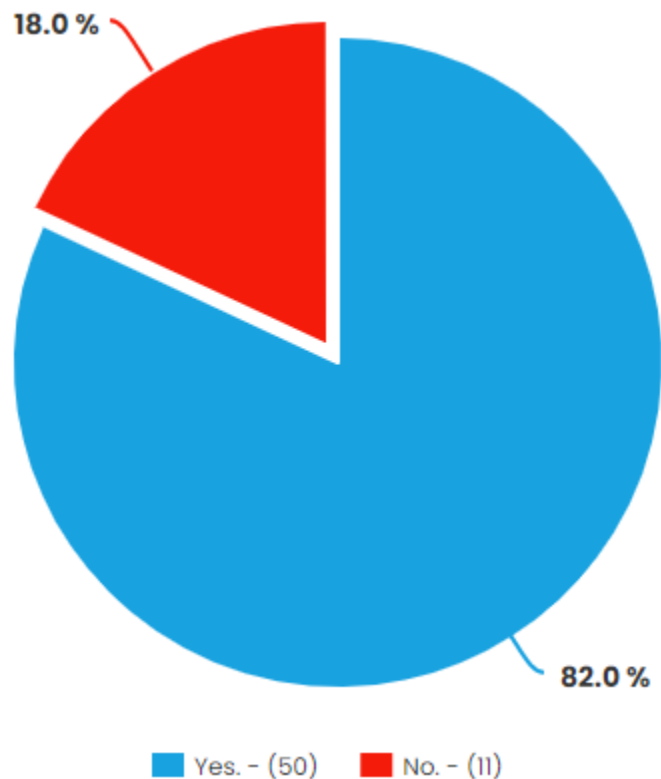


■ Internet. - (12)
 ■ Videos. - (12)
 ■ Textbooks. - (16)
 ■ Newspapers. - (3)
 ■ Magazines. - (6)
■ News. - (1)
 ■ Articles. - (7)
 ■ Others. - (1)

The most frequently used resource to improve the reading habits by the sample population was the textbooks, represented by a 27.6%, then, a 20.7% of students preferred to watch videos (audio readings videos, a story auto reading by itself, with all the story written on the video for the students to also read at the same time), and another 20.7% used to surf on internet to improve their reading habits. To continue, it was found that the 12.1% preferred to read articles of their interest; some of the sample population read magazines, represented by a 10.3%, and the 5.2% of them likes to read newspapers only. To finish, there is a minor part of the sample population, represented by the 1.7%, who watch the news on TV to improve their reading habits, while other 1.7% of the students preferred a different resource of their interest.

9. Do you consider that you comprehend most of the reading materials used in Basic Intensive English I course?

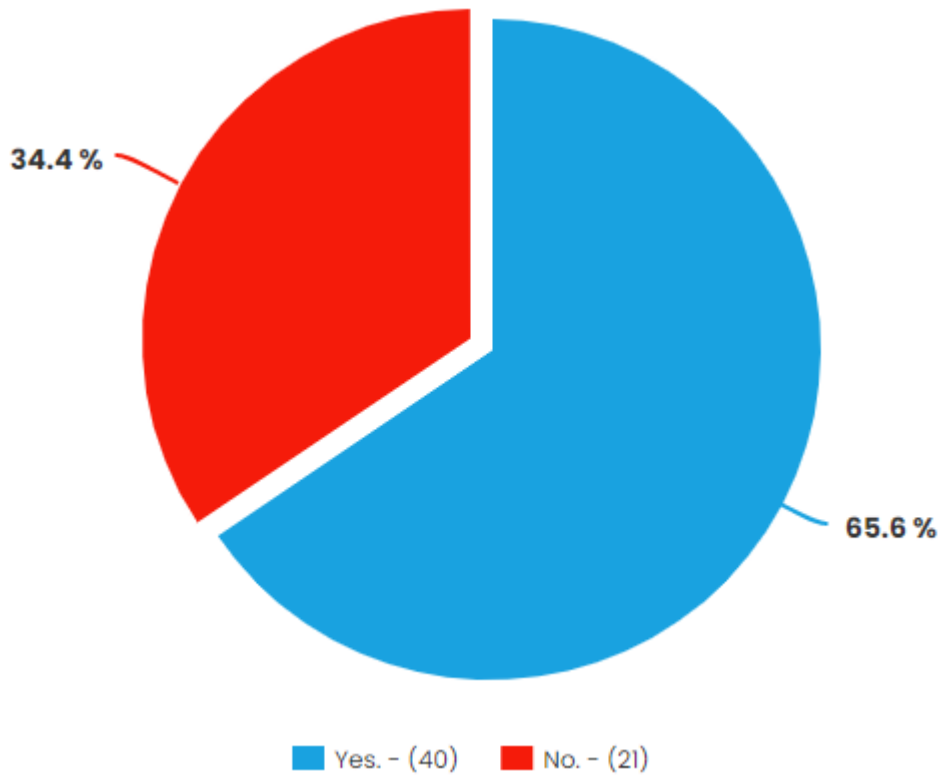
| Do you consider that you comprehend most of the reading materials used in Basic Intensive English I course? | |
|--|------------|
| Yes. | No. |
| 50 (82.0 %) | 11 (18.0%) |



This table and graph showed that the 82.0 % of the students expressed they comprehend most of the contents presented in the English literature materials provided in the course, while on the other hand, the 18.0% expressed they did not comprehend the same mentioned materials.

10. Do you dedicate time to practice what you have learned in your English class during your free time?

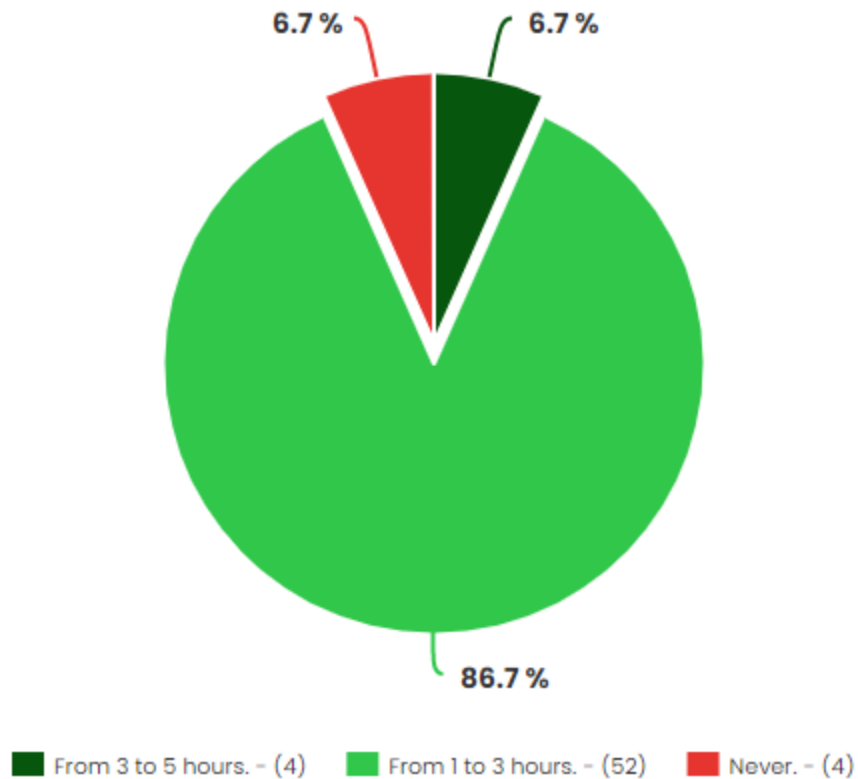
| Do you dedicate time to practice what you have learned in your English class during your free time? | |
|---|------------|
| Yes. | No. |
| 40 (65.6%) | 21 (34.4%) |



The gathered results showed that a 65.6% of students practice their English classes in their free time; however, there was a 34.4% of students who answered that they did not review their classes during their free time.

11. How many hours do you dedicate to practice what you have learned after the English class?

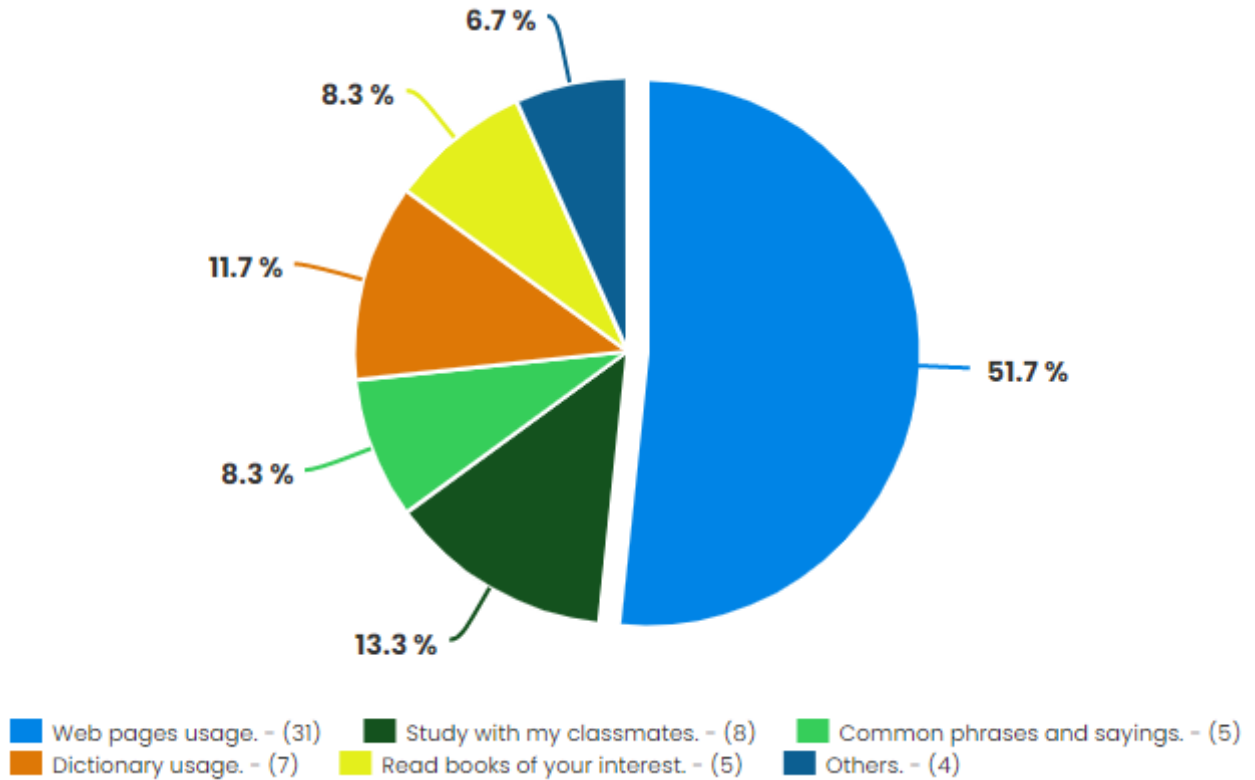
| How many hours do you dedicate to practice what you have learned after the English class? | | | |
|---|--------------------|--------------------|----------|
| From 5 to 7 hours. | From 3 to 5 hours. | From 1 to 3 hours. | Never. |
| 0 (0.0%) | 4 (6.7%) | 52 (86.7%) | 4 (6.7%) |



This table and graph showed that an 86.7% of students spend from 1 to 3 hours to review and practice the studied contents after the classes, while the rest, a 6.7%, spend from 3 to 5 hours to do it, and the other 6.7% answered that they never spend time to study or practice the contents.

12. What reading strategies do you use to practice what you have studied after the English class?

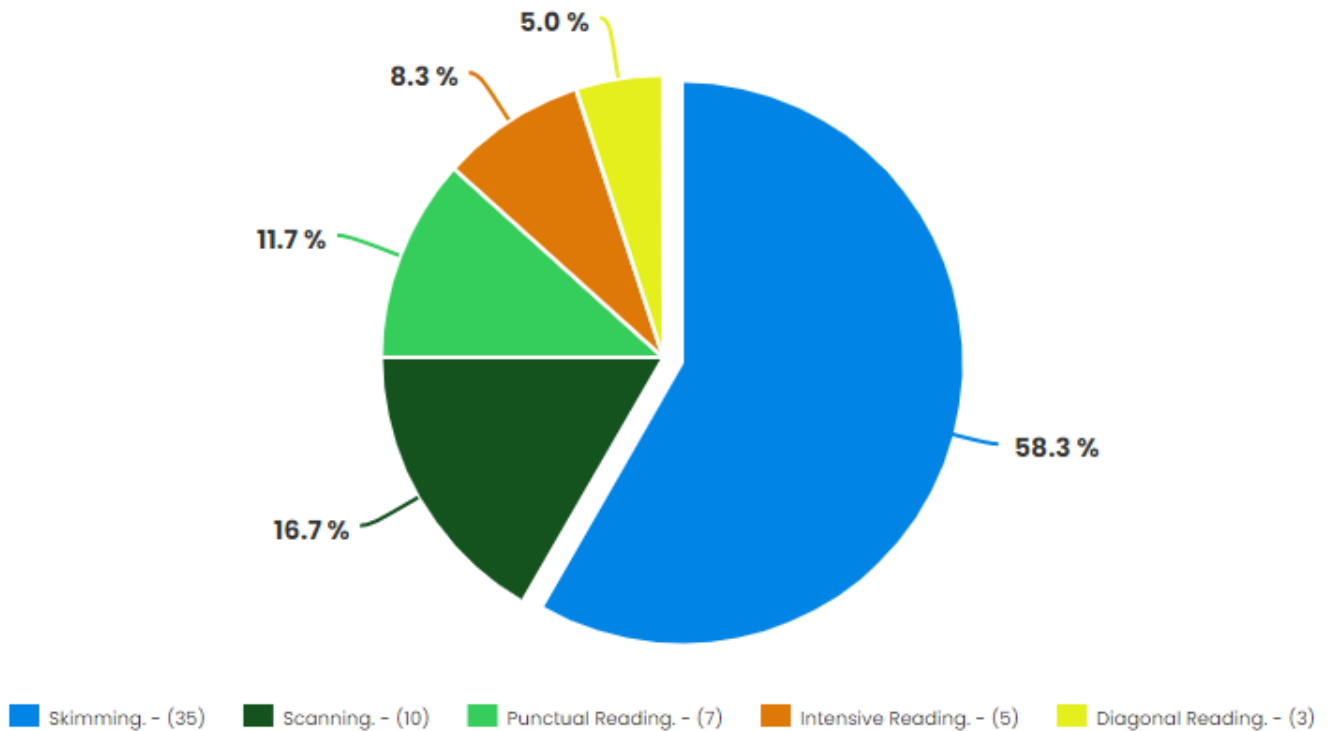
| What reading strategies do you use to practice what you have studied after the English class? | | | | | |
|---|---------------------------|-----------------------------|-------------------|------------------------------|----------|
| Web pages usage. | Study with my classmates. | Common phrases and sayings. | Dictionary usage. | Read books of your interest. | Others. |
| 31 (51.7%) | 8 (13.3%) | 5 (8.3%) | 7 (11.7%) | 5 (8.3%) | 4 (6.7%) |



This table and graph showed the different reading strategies that students used to practice the contents studied in the Basic English classes, a 51.7% of the students preferred to practice through websites by themselves. By contrast, a 13.3% of them preferred to practice with their classmates, but 7 other students (a 11.7%) preferred to use dictionaries to look up for the information and definitions. The 8.3% preferred to practice by learning quotes or common phrases, another 8.3% of the students had access to different books to search for the related information given in class, and finally, the 6.7% of the students preferred to use other strategies to study what they already learned.

13. What reading techniques do you use to practice what you have studied after the English class?

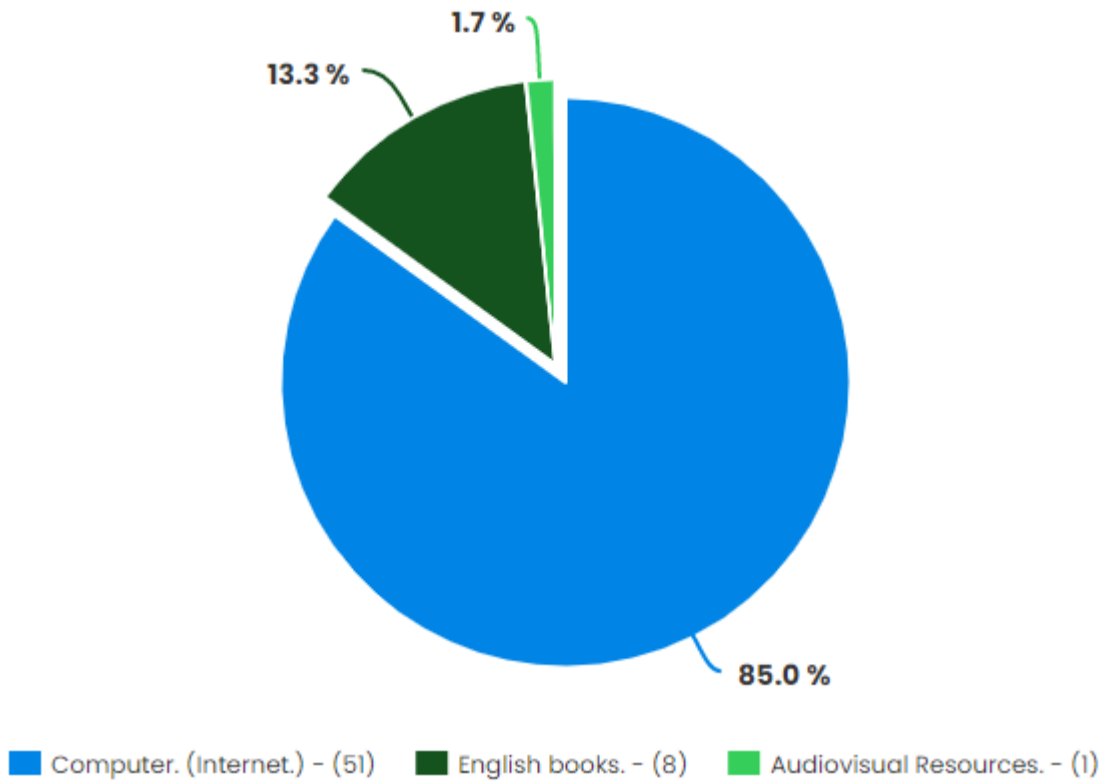
| What reading techniques do you use to practice what you have studied after the English class? | | | | |
|---|------------|-------------------|--------------------|-------------------|
| Skimming. | Scanning. | Punctual Reading. | Intensive Reading. | Diagonal Reading. |
| 35 (58.3%) | 10 (16.7%) | 7 (11.7%) | 5 (8.3%) | 3 (5.0%) |



This table and graph showed the reading techniques that students of the sample population preferred. The majority of the students, 58.3%, preferred skimming when they read, and the 16.7% of the students preferred just scanning. The 11.7% preferred to be punctual at the time they read, so they identify the main points of the reading passages, and some of them preferred to be intensive when reading, always passages and articles related with the class' studied contents, being these ones the 8.3%. Finally, a 5.0% of them preferred a diagonal reading technique.

14. What kind of resources do you have at home to study and develop the English reading ability?

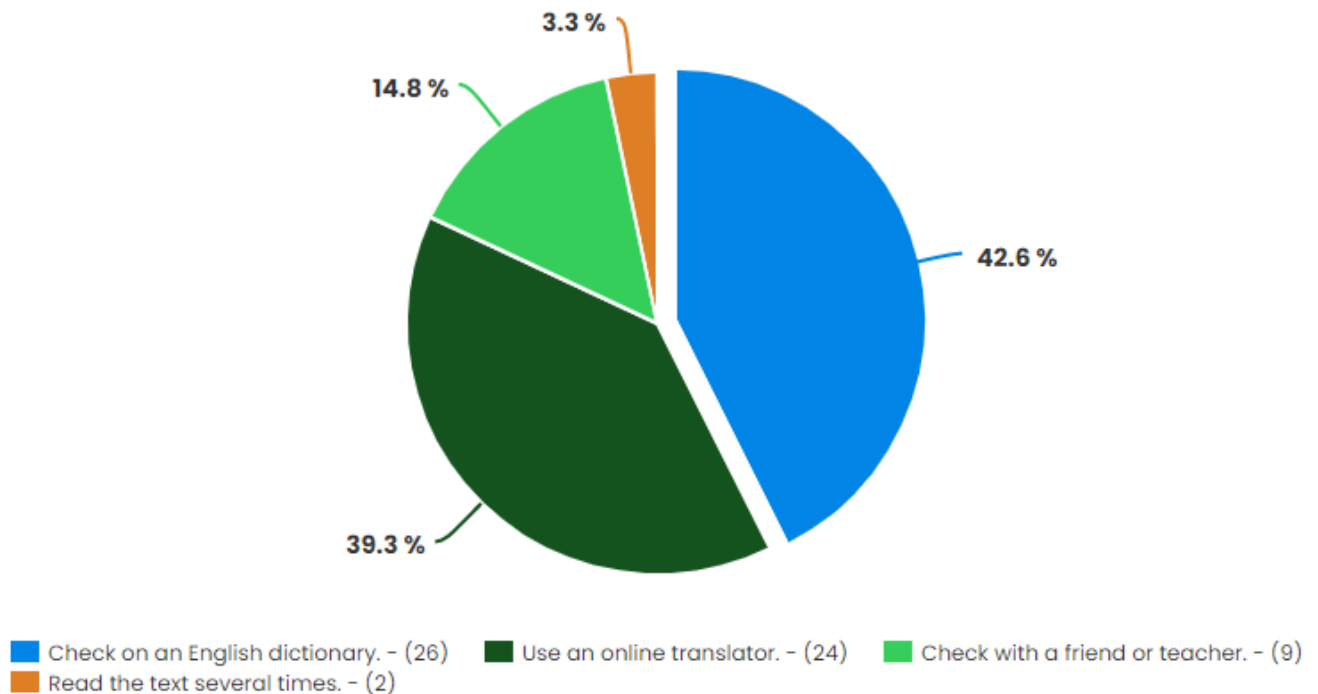
| What kind of resources do you have at home to study and develop the English reading ability? | | |
|--|----------------|------------------------|
| Computer. (Internet.) | English books. | Audiovisual Resources. |
| 51 (85.0%) | 8 (13.3%) | 1 (1.7%) |



This table and graph showed that the majority of students, a 85.0%, make use of a computer with internet as the main resource to develop their English reading ability, the 13.3% depend on English books as their main resource, and just the 1.7% (1 student) uses audio visual resources to study at home.

15. If you had difficulties understanding an English text, and grasping its main idea, what would you do to resolve the issue?

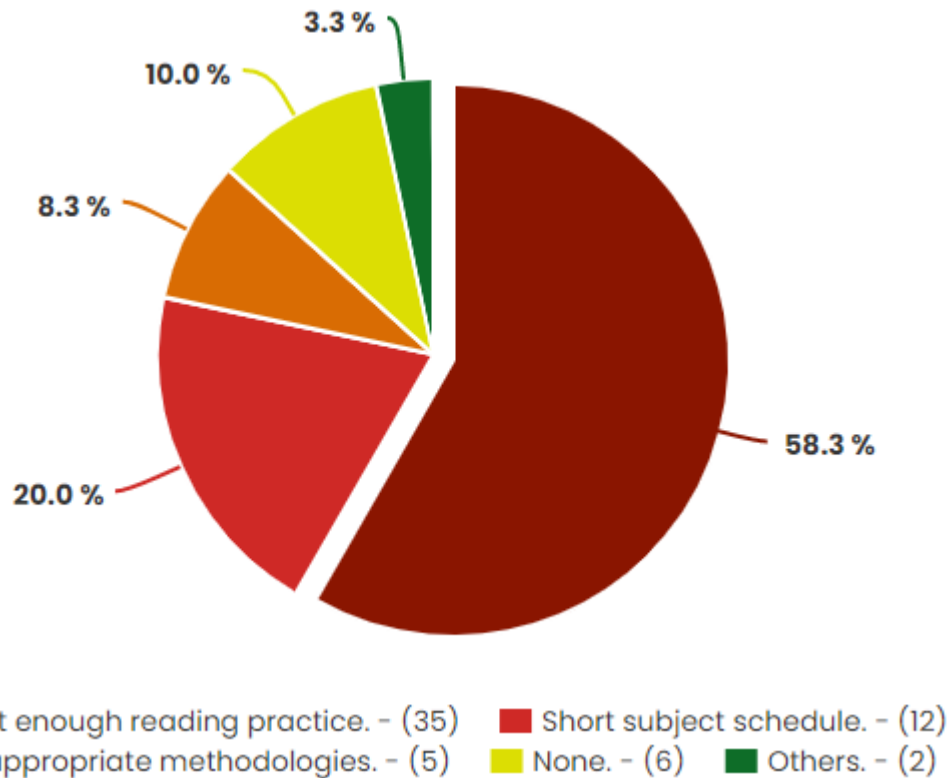
| If you had difficulties understanding an English text, and grasping its main idea, what would you do to resolve the issue? | | | |
|--|---------------------------|---------------------------------|------------------------------|
| Check on an English dictionary. | Use an online translator. | Check with a friend or teacher. | Read the text several times. |
| 26 (42.6%) | 24 (39.3%) | 9 (14.8%) | 2 (3.3%) |



First year students from the Sociology Bachelor chose to look up for words in an English dictionary, as the first tool to solve the comprehension of a text, represented by a 42.6%. While the 39.3% preferred to use an online translator, the 14.8% of the population believed that it was preferable to ask a friend or a teacher, leaving as a last alternative the repetitive reading of a text with 3.3%. It can be concluded that it was more helpful to depend on reliable bibliography to avoid the difficulty of understanding an English text, since electronic platforms or online translators are not a completely reliable source for the meaning of words. By contrast, reading without contextual knowledge of the word will only lead the student to lose the understanding and interest of the text.

16. What weaknesses do you consider exist in your bachelor's course regarding the ability and proficiency of English comprehension texts?

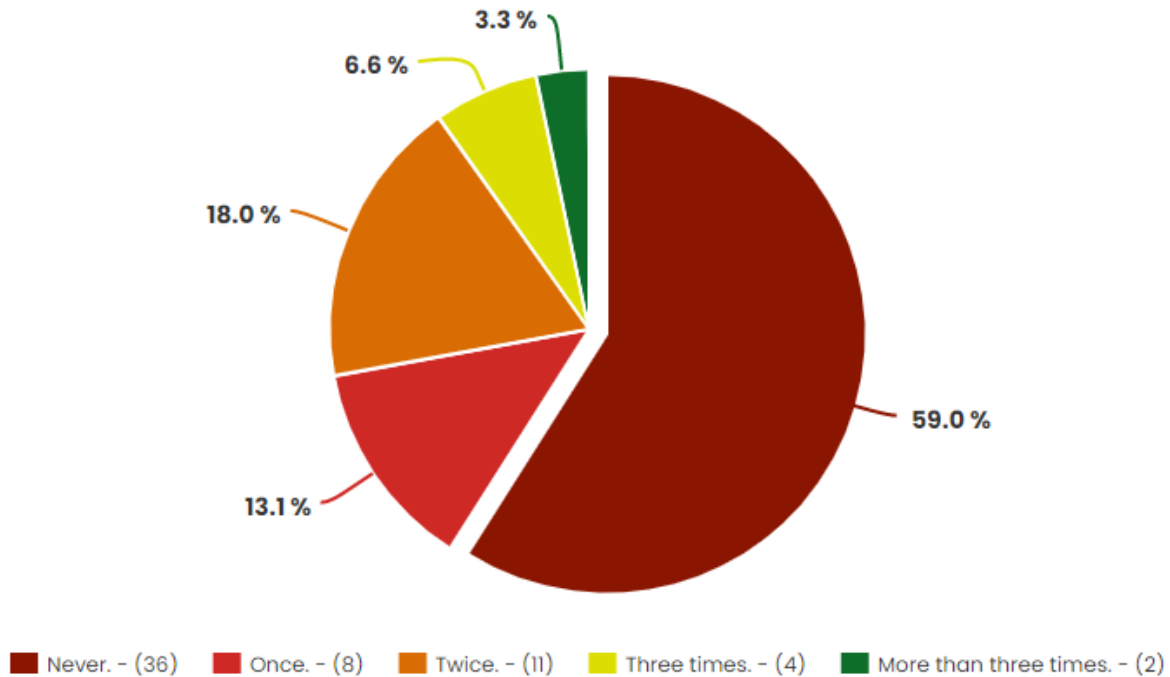
| What weaknesses do you consider exist in your bachelor's course regarding the ability and proficiency of English comprehension texts? | | | | |
|---|-------------------------|------------------------------|-----------|----------|
| Not enough reading practice. | Short subject schedule. | Inappropriate methodologies. | None. | Others. |
| 35 (58.3%) | 12 (20.0%) | 5 (8.3%) | 6 (10.0%) | 2 (3.3%) |



Concerning the bachelor in matter, a 58.3% of students indicated that there was little practice of English reading in the classroom; which implied that this was one of the most prominent weaknesses in the subject and which caused difficulty when understanding texts; nonetheless, the short subject schedule was also another factor by which the students were affected, represented by a 20.0% of them, since the subject was taught once a week. The 8.3% of students expressed that the teachers made use of inappropriate methodologies to reinforce and facilitate reading comprehension, while a 3.3% revealed that there was not weakness from their point of view, and the rest, the 10.0%, expressed that there were other factors that did not allow the understanding of texts in this area.

17. How often have you missed English classes?

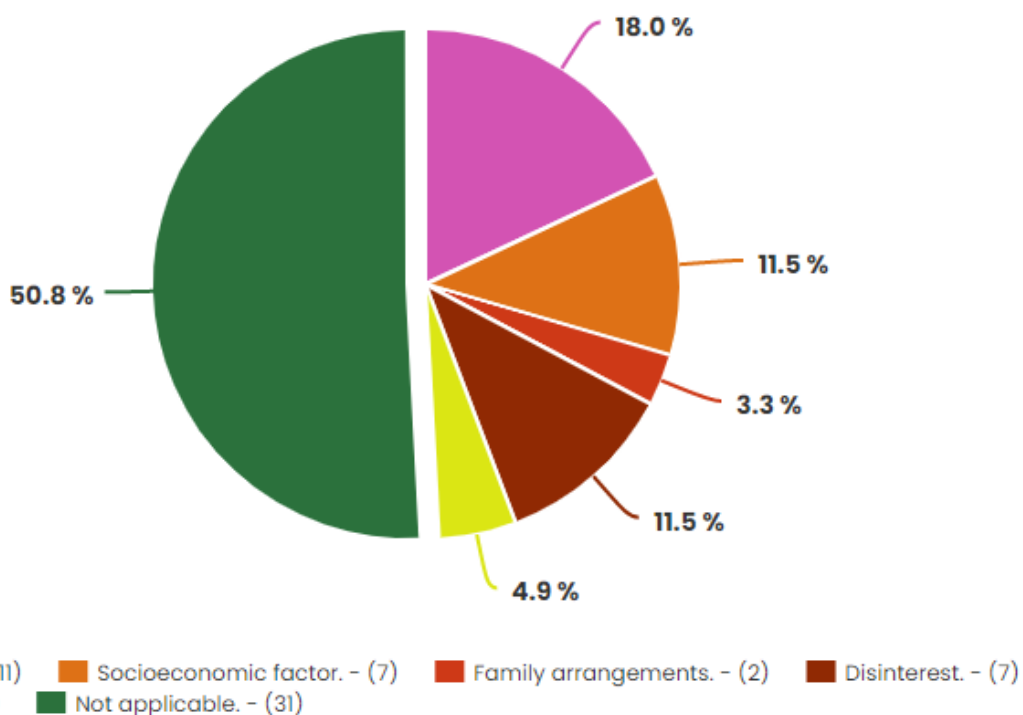
| How often have you missed English classes? | | | | |
|--|-----------|------------|--------------|------------------------|
| Never. | Once. | Twice. | Three times. | More than three times. |
| 36 (59.0%) | 8 (13.1%) | 11 (18.0%) | 4 (6.6%) | 2 (3.3%) |



Regarding the class attendance, the 59.0% of students confirmed that they never missed a class. A 13.1% of students missed classes only once; however, 18.0% of the students skipped two classes, which represents 11 students of the total population. This number of students were not aware about the contents developed in classes, which certainly impacted their English learning progress in the long term, such is the case with the 4 students (3.3%) who skipped classes more than three times. Overall, it is indicated by the results that there was interest in the subject from more than half of the students (36), which really considered that skipping class was not worth it.

18. What have been the reasons for you to miss classes?

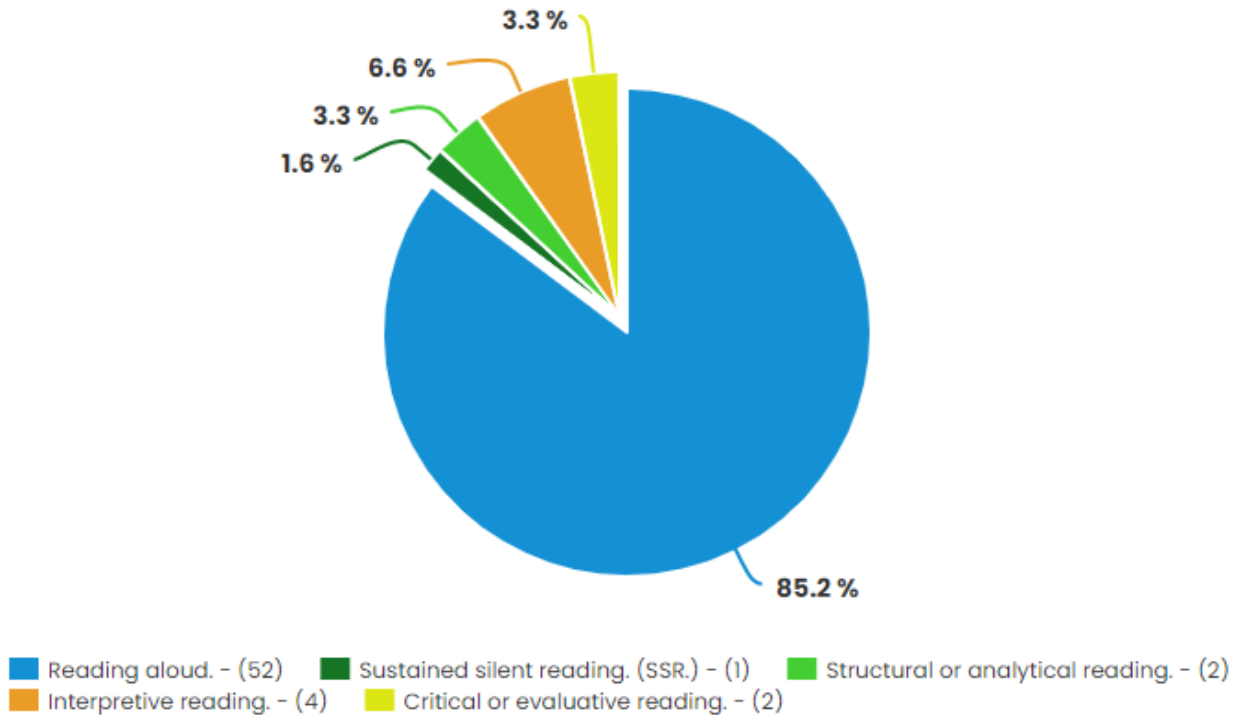
| What have been the reasons for you to miss classes? | | | | | |
|---|-----------------------|----------------------|--------------|----------|-----------------|
| Sickness. | Socioeconomic factor. | Family arrangements. | Disinterest. | Others. | Not applicable. |
| 11 (18.0%) | 7 (11.5%) | 2 (3.3%) | 7 (11.5%) | 3 (4.9%) | 31 (50.8%) |



The main reasons why students missed English classes were due to sickness, reflected in the 18.0% of them, the socio-economic factor represented the 11.5% of the absences, this due to an unbalanced income, unemployment, social status, among others. Besides those, the disinterest created by the subject is equivalent to the same percentage as the previous cause. The 3.3% of the reasons is attributed to students' family arrangements, and a 4.9% of the absences were due to other personal reasons.

19. What reading methodologies does your English teacher apply during the class?

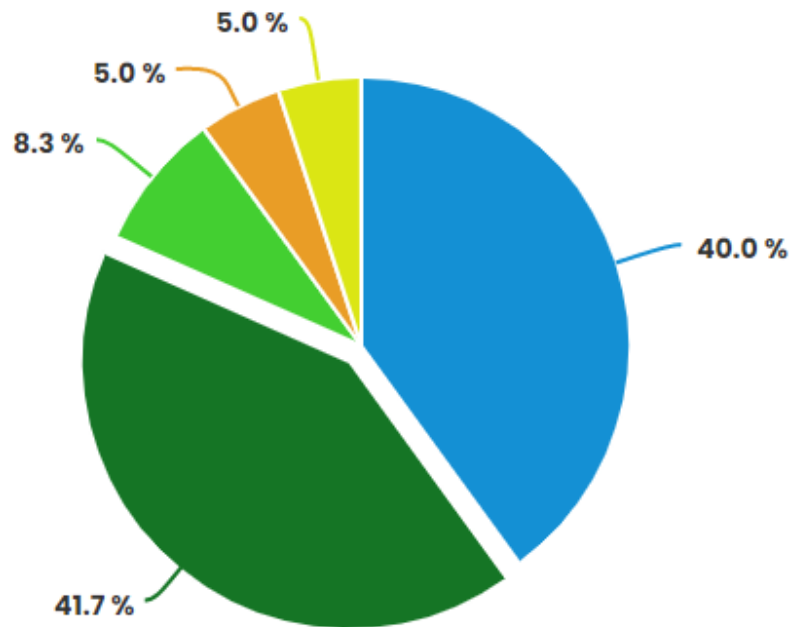
| What reading methodologies does your English teacher applies during the class? | | | | | |
|--|----------------------------------|-----------------------------------|-----------------------|---------------------------------|-----------|
| Reading aloud. | Sustained silent reading. (SSR.) | Structural or analytical reading. | Interpretive reading. | Critical or evaluative reading. | Other. |
| 52 (85.2%) | 1 (1.6%) | 2 (3.3%) | 4 (6.6%) | 2 (3.3%) | 0 (0.00%) |



The most frequently methodology applied by the English teacher, according to his students, was reading aloud, which represents the 85.2%; this was one of the most observable methodologies and carried out mostly by the teacher and consecutively for students' participation. Individual or free silent reading was implemented as per the 1.6%, which did not allow students to be independent of producing inferences about texts or even finding a complete meaning of what it expressed. Interpretive reading corresponds to the 6.6% of the students who believed that their knowledge was not fully activated in the capacity to make assumptions with the development of the text; based on the vocabulary or grammatical aspects studied. Therefore, the critical or evaluative reading indicates that the 3.3% of the students were able to reflect and activate their knowledge after completing the assigned reading passages.

20. What do you think the main approach of the methodology carried out in the English class is?

| What do you think the main approach of the methodology carried out in the English class is? | | | | | |
|---|------------------------|------------------------------|------------|-------------------|----------------------|
| Individual participation. | Comprehension reading. | Reading habit encouragement. | Team work. | Critical reading. | Reading proficiency. |
| 24 (40.0%) | 25 (41.7%) | 5 (8.3%) | 3 (5.0%) | 3 (5.0%) | 0 (0.0%) |

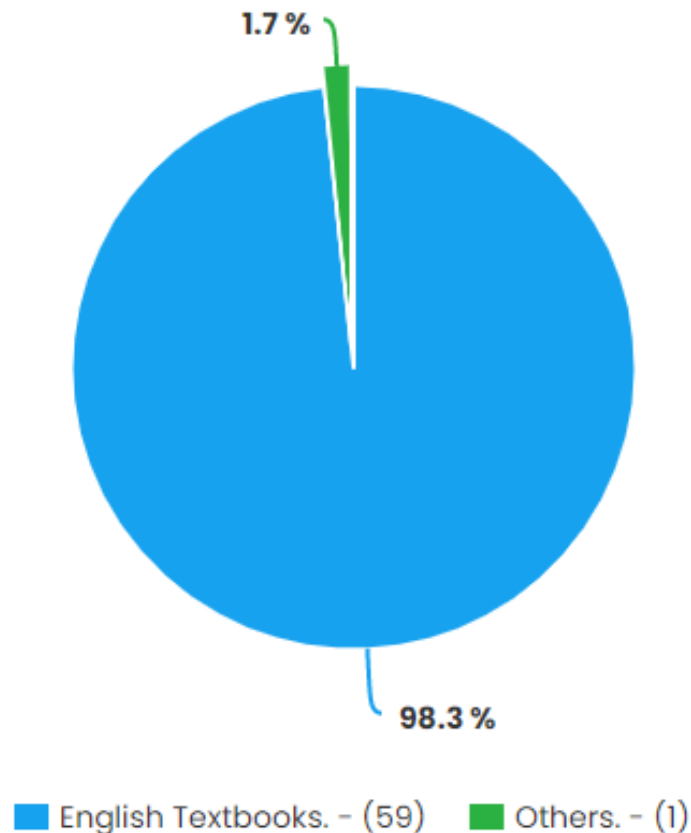


■ Individual participation. - (24)
 ■ Comprehension reading. - (25)
■ Reading habit encouragement. - (5)
 ■ Team work. - (3)
 ■ Critical reading. - (3)

It was indicated by the results that the methodology in the English class was predominantly based on reading comprehension, which represented the opinion of 25 students (41.7%). The 40.0% (24 students) stated that it was the individual participation. An 8.3% of the students (3 students) considered that the main approach carried out by the teacher was to encourage the reading habit, while the remaining 10.0% belonged to team work and critical reading, 5.0% and 5.0% correspondingly.

21. What kind of didactic material does the English teacher employ to develop your reading proficiency?

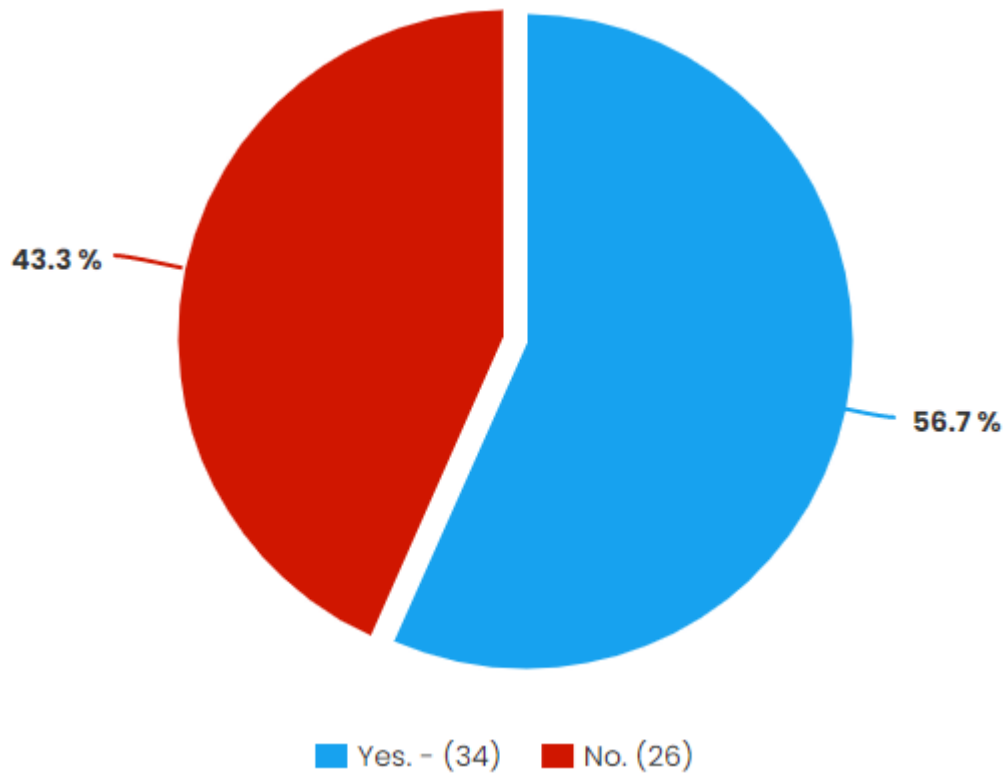
| What kind of didactic material does the English teacher employ to develop your reading proficiency? | | | | | |
|---|--------------|-----------------|------------|------------------|----------|
| English Textbooks. | Work sheets. | Reading guides. | Flashcards | Maps / Graphics. | Others. |
| 59 (98.3%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 1 (1.7%) |



It was showed by the gathered findings that textbooks are the main type of didactic material that the teachers implemented and used to develop their lesson plans, which represented the 96.3% of student’s opinion. This represents a lack of the use of any other didactic material by the teacher; the course should have been taught by using different materials, such as books, dictionaries, encyclopedias, atlases, among others; or even written materials, which could have been given either printed or in an electronic form in order to facilitate the improvement of the student’s reading skill.

22. Do you consider that class time is enough to develop the contents effectively?

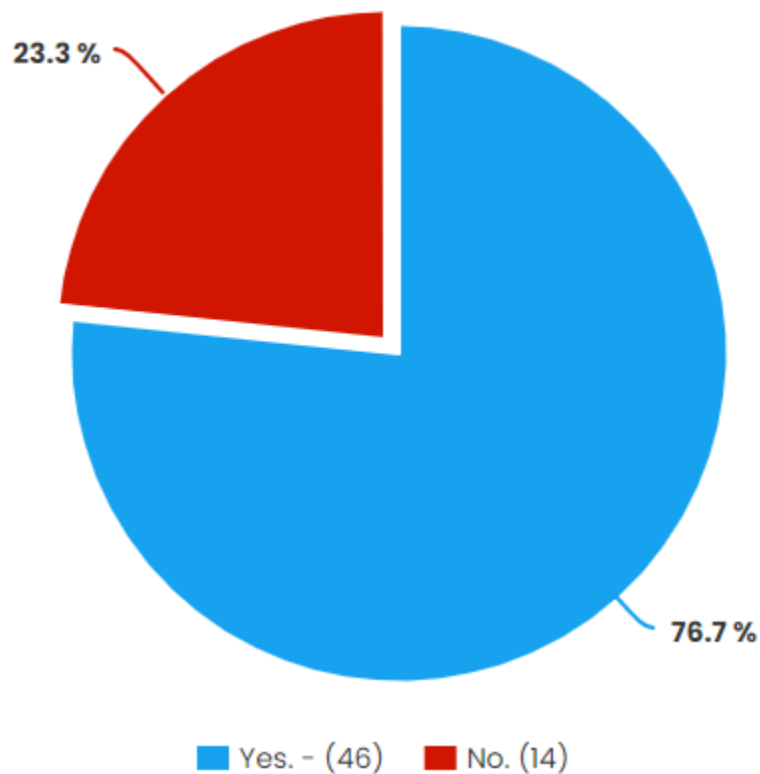
| Do you consider that class time is enough to develop the contents effectively? | |
|--|------------|
| Yes. | No. |
| 34 (56.7%) | 26 (43.3%) |



This table and graph clearly shows that a 56.7%, 34 students, considered that the class time was enough, this demonstrated that each class was satisfactory for them to accomplish the achievement indicators and the contents developed in each class session. On the other hand, a 43.3%, 26 students, considered that time was not enough during the class, since the subject was only developed once a week, and the time management was not good either, this indicates that students required more time to increase learning and create opportunities to improve their reading proficiency skill.

23. Do you consider the time invested for each content during the English class is enough for its development?

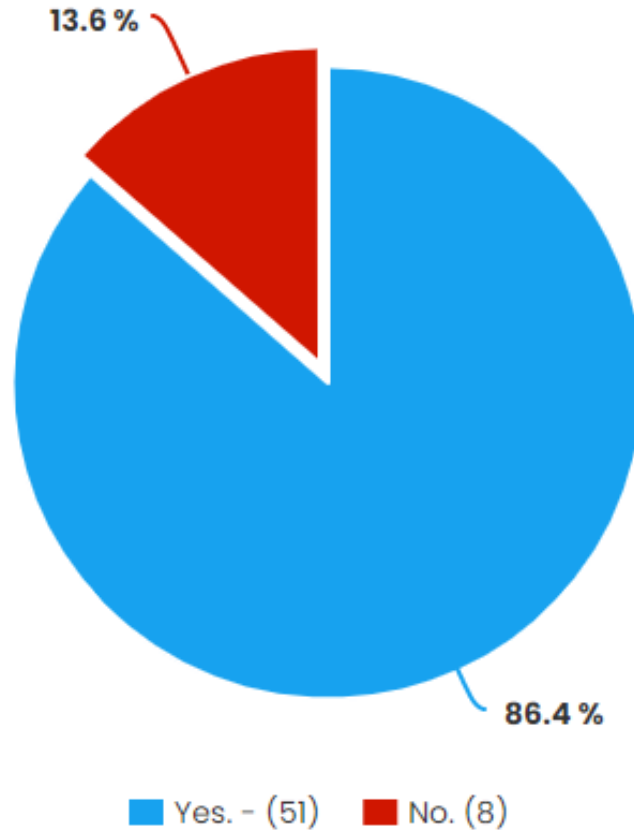
| Do you consider the time invested for each content during the English class is enough for its development? | |
|--|------------|
| Yes | No |
| 46 (76.7%) | 14 (23.3%) |



According to the 76.7% of students' opinion, the time to develop each topic or content by the teacher was enough; however, 23.3% considered that more time is needed to accomplish the objectives of the class. It is crucial to mention that each teacher should plan the activities in advance to manage time properly during class, as there was an evident lack of time management.

24. Do you consider that the activities aimed towards the development of the contents are effective for your understanding and learning?

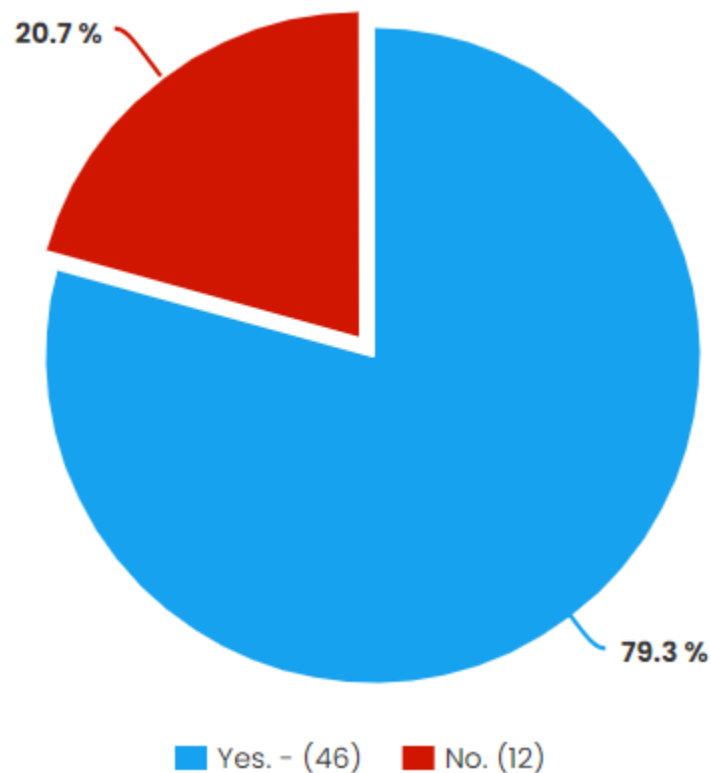
| Do you consider that the activities aimed towards the development of the contents are effective for your understanding and learning? | |
|---|-----------|
| Yes | No |
| 51 (86.4%) | 8 (13.6%) |



This table and graph showed that an 86.4% of the students considered that the activities implemented for content's development were effective for their understanding and learning process, while 13.6% conveyed they were not effective at all for their learning.

25. Do you consider that the activities used to develop the contents are varied, taking into account the different types of student learning styles?

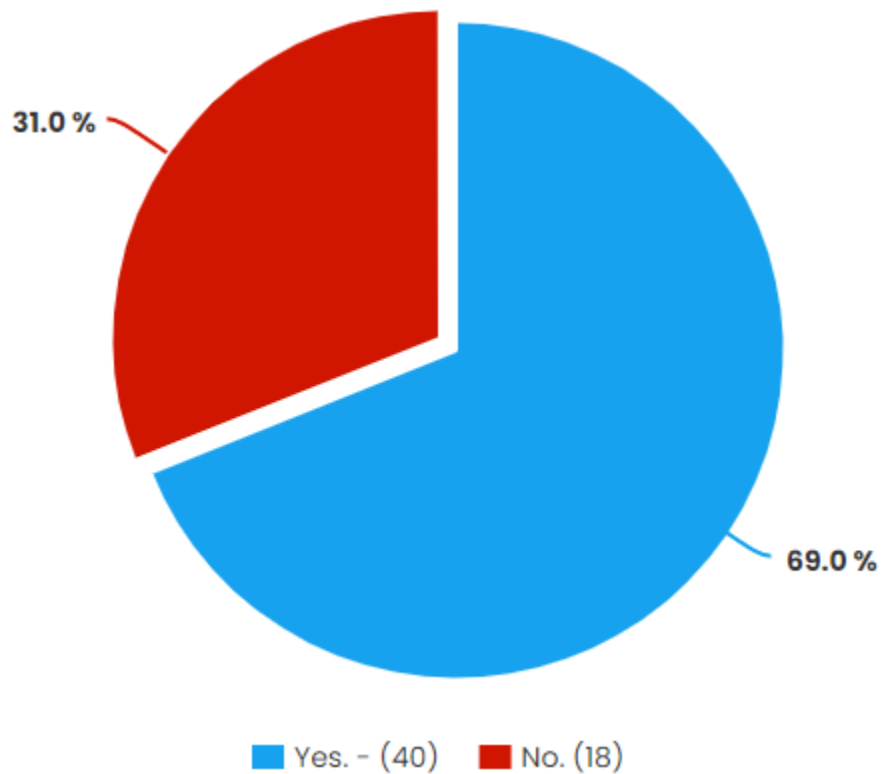
| Do you consider that the activities used to develop the contents are varied, taking into account the different types of student learning styles? | |
|---|------------|
| Yes. | No. |
| 46 (79.3%) | 12 (20.7%) |



The gathered results in these table and graph indicated that a 79.3% of students considered that the activities used for contents' development were varied by taking into account their learning style; on the contrary, the other 20.7% believed that the activities were repetitive, and that more ludic activities should be integrated into the class to help them improve their English reading comprehension skills by the end of the course.

26. Do you consider the teacher prepares appropriate warm-up activities to get your attention and interest for each class?

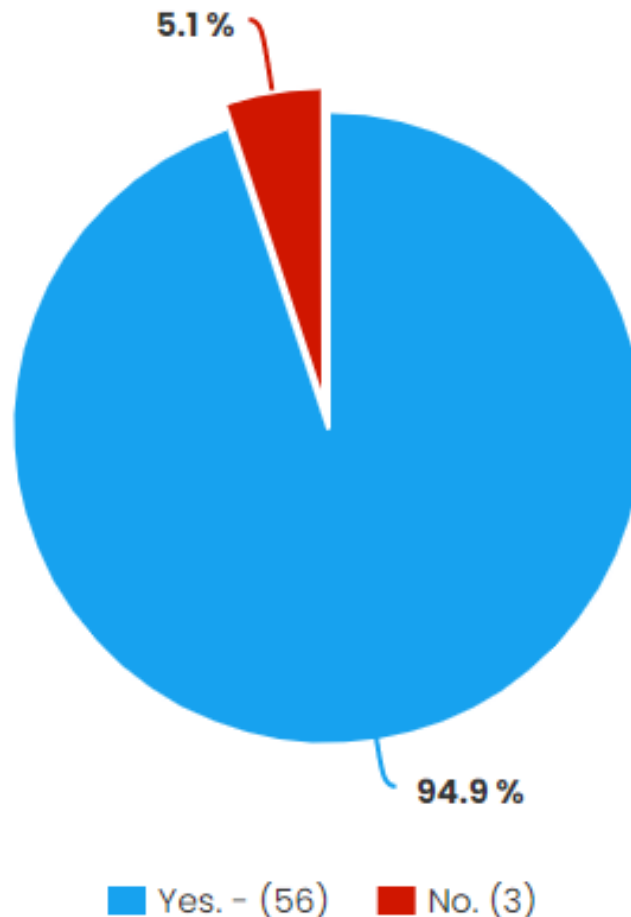
| Do you consider the teacher prepares appropriate warm-up activities to get your attention and interest for each class? | |
|--|------------|
| Yes. | No. |
| 40 (69.0%) | 18 (31.0%) |



According to the 69.0% of students' opinion, the warm up activities were appropriate and caught their attention at the beginning of the classes, while a 31.0% expressed that warm ups were still needed. Some activities did not allow students to recall previous learning, more variety of questions and grammar structures should be carried out to activate students' previous gathered knowledge.

27. Do you consider the teacher clearly introduces the content and the vocabulary that will be studied during the class?

| Do you consider the teacher clearly introduces the content and the vocabulary that will be studied during the class? | |
|---|----------|
| Yes. | No. |
| 56 (94.9%) | 3 (5.1%) |

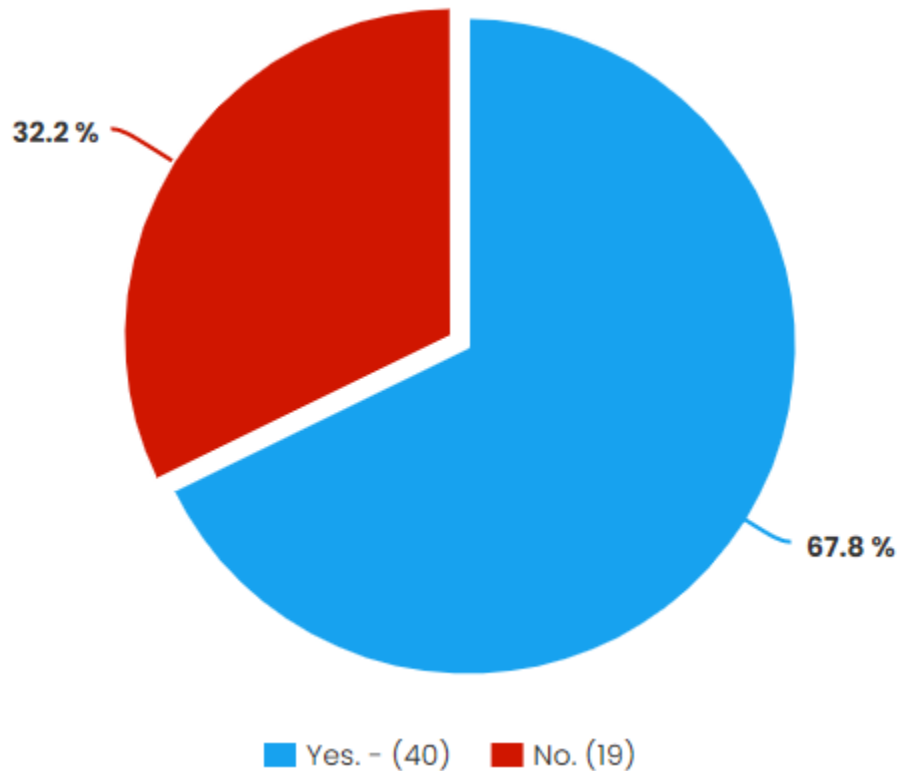


This table and graph indicated that the 94.9% of students considered that the teacher clearly introduced the contents and the corresponding vocabulary during the class. By contrast, only a 5.1% of students concluded he did not.

The teacher made good use of grammatical structures; however, he could have used flashcards, mimics or technological resources to introduce vocabulary.

28. Do you consider that you have enough time during class to clarify any doubt you may have about the content being studied?

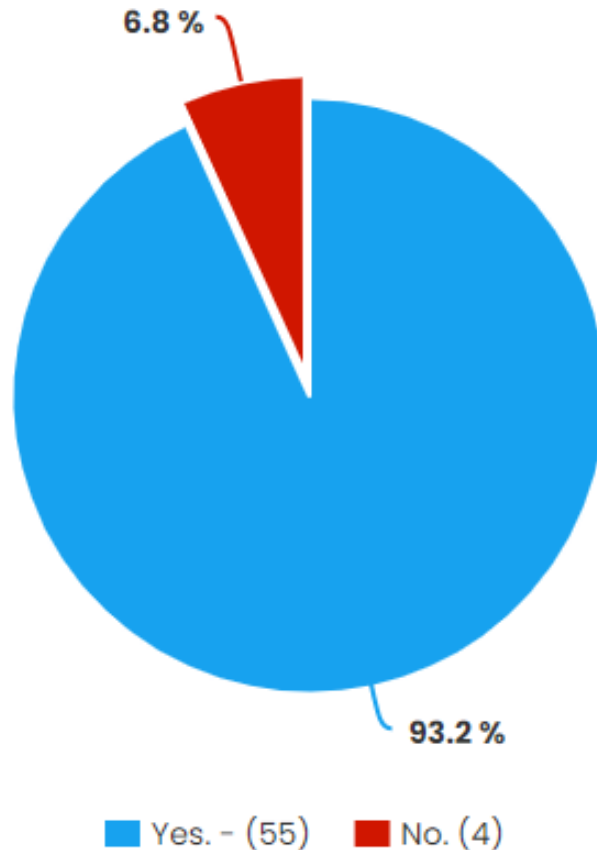
| Do you consider that you have enough time during class to clarify any doubt you may have about the content being studied? | |
|--|------------|
| Yes. | No. |
| 40 (67.8%) | 19 (32.2%) |



This table and graph showed that the 67.8% of students considered they had enough time during the class to clarify any question or doubt about the content being studied, while the rest, a 32.2%, considered that the teacher did not allow a specific time to clear out their questions and doubts.

29. Do you consider that you are allowed to actively participate during class?

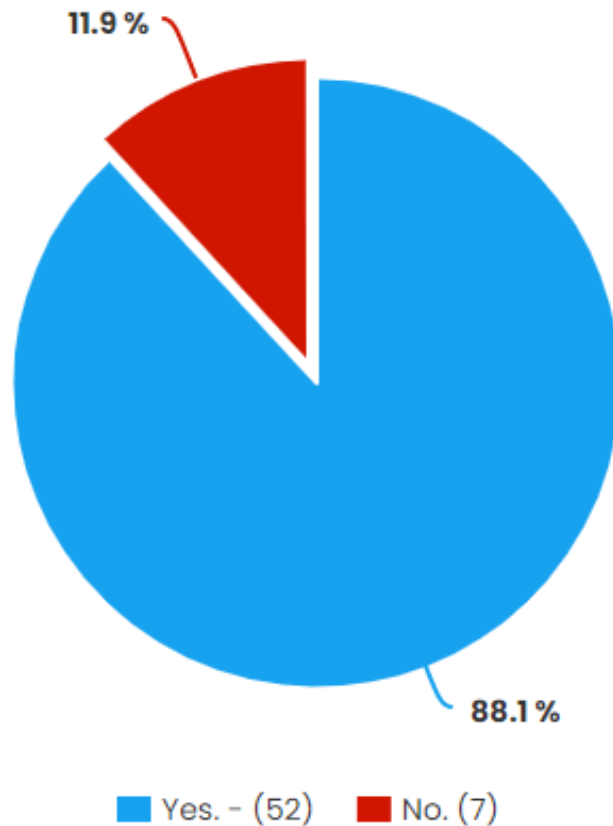
| Do you consider that you are allowed to actively participate during class? | |
|--|----------|
| Yes. | No. |
| 55 (93.2%) | 4 (6.8%) |



The 93.2% of the students considered that the English class was inclusive and allowed almost everybody to express themselves (55 students). It is important to mention that students need to express their ideas and actively ask questions during the English class to enhance their own understanding of the developed contents. On the other hand, the 6.8% of the students considered that they were not asked to participate; however, each student's role should be a proactive one to connect themselves with the information and materials provided.

30. Do you think the teacher provides appropriate feedback to you when is necessary during class?

| Do you think the teacher provides appropriate feedback to you when is necessary during class? | |
|--|-----------|
| Yes. | No. |
| 52 (88.1%) | 7 (11.9%) |



This table and graph showed that the 88.1% of students considered that the teacher provided them with appropriate feedback when necessary during class, while an 11.9% considered that further feedback was still needed.



INTERVIEW REPORT FROM THE TEACHER OF THE BASIC INTENSIVE ENGLISH I COURSE DURING THE FIRST YEAR OF THE SOCIOLOGY BACHELOR'S DEGREE

This semi-structured interview was conducted face to face to explore the responses of teacher 1: who we will identify as Lic. A, and teacher 2: who we will identify as Lic. B, both of them professors of Basic Intensive English I course of the Sociology Bachelor, at the University of El Salvador, Semester I, 2019 at Social School of Arts and Sciences. An interview was implemented to the professors in charge of the course, it was developed in their workplace, and results were analyzed. For this interview, teacher 1: Lic. A, and teacher 2: Lic. B, were the center of interest. Some questions were asked in order to describe and find out the methodologies that they used to facilitate the development of the students' reading comprehension skills, to relate this information to the English language proficiency level that students achieved after taking the course. This covered aspects of the methodologies and overviews that they had about the results obtained at the end of the term, and included some open questions that enriched the information obtained through the observation stage.

The researchers conducted the interview to teacher 1: Lic. A, a temporary teacher at Social School of Arts and Sciences, and teacher 2: Lic. B, a permanent teacher at Social School of Arts and Sciences. For this interview, eleven questions were asked at their workplace. They answered at the moment and the interviews were recorded, as it provided accuracy and efficiency to get the high-quality data.

Going into the interview, first question to the teachers was: Could you tell us about the English academic background that students have at the beginning of the course? Teacher 1: Lic. A gave her opinion about it, she said that she basically starts a class by making a written diagnosis test to know what is the level that students have, she had around twenty-five students, and she identified that around the sixty to seventy percent of them spoke English very well, and around the thirty to forty percent knew the language very little. Therefore, after administering the diagnosis test she realized that they reached a Basic English level. Teacher 2: Lic. B said that the English knowledge the students possessed at the beginning of the course, was from what they learned during high school; “if it is not enough for them, they decide to enroll in English academy courses in other places such as Centro Cultural Salvadoreño Americano (CCSA), El Centro de Enseñanza de Idiomas de La Universidad de El Salvador (CENIUES), among others.”

Second question: Please, tell us about the methodology that you use to help students to accomplish the objectives of the Basic Intensive English I program. Teacher 1: Lic. A followed the methodology stages on the book, she used them to accomplish the objectives of Basic Intensive English I program, she tried to use different kind of resources; material like short readings, spelling, audio scripts to read conversations and text passages, and also she tried to motivate the students by doing that. She emphasized that the students just receive one class per week, and that it was not enough for them. Teacher 2: Lic. B followed the methodology stages on the book, which he found appropriate as every book had a specific relation with how to teach, he used the audio scripts to read conversations and text passages. He emphasized that Sociology Bachelor Degree did not provide any didactic material, so

reading, explaining and analyzing lectures on the student book was the within easy reaching tool.

Third question: Could you mention some top-notch activities that you use with your students at the beginning of the course to assess their English reading skills? Teacher 1: Lic. A said that she usually asked students to recall what they studied in the previous classes, she brainstormed some ideas and asked everybody to stand up and gave them some instructions to start the class, those were some of the top-notch activities that she carried out with the students at the beginning of the course to assess their English reading skills. On the other hand, teacher 2: Lic. B said that participating in any conversation in which the students replace the voices from the book's dialogues, and reading out loud were some of the top-notch activities that he used with the students at the beginning of the course to assess their English reading skills.

Fourth question: What are some of the homework assignments and tasks that you usually assign to your students to facilitate a better understanding of reading passages? As equally important as the previous statements, teacher 1: Lic. A said that she assigned homework tasks during the semester related to the studied topics, also the students were asked to resolve exercises from the workbook, and to do some readings and writings in past tense about their last vacation. Furthermore, she asked them to memorize some motivational quotations that could help them in their life. Teacher 2: Lic. B briefly mentioned that he assigned just one or two homework tasks during the semester, and also that the students resolved exercises from the workbook and some specific tasks that came from the workbook itself, these ones were assigned to facilitate a better understanding of reading passages.

Fifth question: What type of materials do you use to support the students' English reading proficiency level? Teacher 1: Lic. A expressed that materials that functioned as a support for the students' English reading proficiency level were the textbooks, and some reading passages from the textbook most of the times. She also pointed out that she did not have enough time to assign them some extra reading because of time, as they only received one class per week. Teacher 2: Lic. B also mentioned that he used the textbooks, he said that they watched English movies with subtitles, and that it helped them improving their English in a certain way. It is unsatisfactory to say that the students do not have a constant reading habit at home, which is reflected at the moment of the evaluations as they sometimes do not understand even the instructions. More information would have been wished to be gotten; however, the teacher was not very descriptive on either of those topics, even if the interviewer asked follow up questions for more specific answers.

Another key point during the interviews was the sixth question: Why does the English I program in the Sociology Bachelor's degree (semester I, 2019) states that students will develop not only the reading comprehension skills, but also the other 3 English macro skills in this course? And the seventh question: How do you find out if the student's English reading skill has improved at the end of the course? Teacher 1: Lic. A commented that she as a teacher tried to reinforced the other macro skills like speaking, grammar, writing and listening for student' proper development, she also expressed that she had to do that because all of them are equally important, but she focused more in speaking skill. Teacher 2: Lic. B denied that achievement indicator as the Sociology Bachelor administration does not offer any didactic and technological material intended to accomplish those skills. Even though the students do not have the access to those tools, they read what is within their reach by reading passages

from the textbook, it is remarkable to say that even those passages are quite understandable to them, and nevertheless, there were still some students that had problems identifying the main ideas or getting vocabulary from context. That was the case with the first diagnostic test administered in this group, that some students were unable to completely understand it.

Eighth question: How do you motivate your students` interest towards improving their English reading proficiency level? Teacher 1: Lic. A mentioned that she motivated them by saying that English is very important everywhere, it does not matter the major, English always open new opportunities nowadays. The teacher knows that the students read just when a test is around the corner, she said that the main motivation is giving them pieces of advice and awareness. Teacher 2: Lic. B encouraged the students to read in English as he considered it was the only way in which they will understand the grammar aspects in every section that they had in the English classes; therefore, he repeatedly came up with the idea of reminding them to frequently read.

Ninth question: What are the strategies that you commonly use when your students are low performing? Teacher 1 and teacher 2, both of them expressed that they used to use the same strategy when students were low performing, they used to say to the students: “I will have one extra point at the end of the course for those who participate”. That strategy worked well enough for them as they constantly raised their hands to get extra points.

Tenth question: Could you give us your opinion about the difficulties that students face in the bachelor due to having only one English course? Teacher 1: According to Lic. A, the main difficulty that students face is that at the end of the major, they do not know how to

speak English, one course is not enough she said, students at the end cannot speak or read very well. She kept reiterating that time was not enough in order for the students to learn a foreign language. Teacher 2: Lic. B claimed that the main difficulty that students face is because of the Minister of Education, as not so many teachers are qualified to teach English properly, and some of them teach other subject instead of focusing just on the English language, which is reflected on the classroom with poor planning activities and low performing contents. He added that one English course is not enough and that most of the students (75%) are thinking about changing bachelors next year, some of them will enroll to literature, history, modern languages, etc.

Eleventh question: Which English reading techniques do you use to achieve the level stated in the Basic Intensive English I program in the Sociology Bachelor? Teacher 1: Lic. A mentioned one of the techniques that she used was scanning since they did not focus on the reading skill only. To ensure that the students achieved a good regarding comprehension level, they studied reading topics, what she did was to socialize a story or something from real life, so they could feel that they were involved as a part of the process, or even identify themselves by a normal situation, a reading tasks that properly worked with the students to improve their English reading level in the classroom was to go from basic readings until complex ones. Teacher 2: Lic. B said that some of the techniques that he used were scanning and skimming. When students were not participating in the class, he asked them to read specific texts, and then, he used to ask a question related to the text to confirm that they have understood about the passage. Moreover, he asked the same student to choose another classmate to continue answering the questions and so on. To ensure that the students achieved a good reading comprehension level, they studied some reading topics, the teacher used some

feedback after every content taught, by asking: “Do you understand?”, “Is there any question?”, then, he realized that some doubts were emerging, so he tried to clear them up afterwards, most students wanted to know, some others did not care too much.

Some reading tasks that properly worked with the students to improve their English reading level in the classroom were the ones the teacher used from the textbook such as: reading dialogues, specific tasks about sports, history about some famous people, etc. This was a common organized reading strategy that he used for the students to progressively understand the topics by focusing on the grammar structures that were stated in the book. Overall, both teachers Lic. A and Lic. B gave support to the investigation by sharing their usual teaching methodology, specifically in the areas of development of the students’ reading comprehension skills during the semester, which was a total reward to know what is going to be the scenario for students in future days coming ahead. Also, to enhance the problems that the Sociology Bachelor currently faces, so proper recommendations can be created and shared to them for future improvement.

RESEARCH AND SUBSIDIARY QUESTIONS ANSWERS

Based on the results provided by the coordinator, teachers and the information collected during the implementation of all instruments, the following questions were answered with this research:

Research question:

1. What was the reading comprehension level achieved by the students of the Sociology Bachelor after having taken the Basic Intensive English I course?

According to the findings, the majority of the students did not reach the expected reading comprehension level stated in the course's program, for the 75.8% of the whole population got a low grade in the diagnosis test instrument administered at the end of the semester. It is imperative to mention that this improvement did not occur since this was not the main focus of the course.

Subsidiary questions:

1. Which was the methodology used by the teacher in the classroom?

In accordance with the research results, most classes were developed following a teacher-centered methodology, where teacher spoke more than students. Pupils were not asked to participate or to pay attention. In many of the observed classes the only active participant was the teacher who asked and answered the questions himself. Sadly, students were not given the chances to practice the contents studied in class. Therefore, learning did not take place.

2. What was the focus of the methodology used in class?

The focus of the class methodology was only to develop the student's book's activities and exercises. In like manner, it is important to highlight that the only one actively participating in class was the teacher. There was almost not teacher-student interaction nor student-student interaction. Students hardly ever had the chance to answer a question. But the most important thing to mention is that there was not analytical discussions of the themes or contents studied in class.

By implementing such methodology, it is impossible that students can develop or reach a high level of reading proficiency.

3. Which were the strategies used by the students to achieve the level stated in the Basic Intensive English I program in the Sociology Bachelor?

According to the findings, the different reading strategies that students used to practice in the Basic English classes, were the use of websites which was a predominant 51.7% of the students. By contrast, a 13.3% of them preferred to practice with their classmates, but 7 other students (a 11.7%) preferred to use dictionaries to look up for the information and definitions. On the other hand, the most observable methodology according to the students, was reading aloud, which represents the 85.2% of total population.

4. What type of material did the teacher use to help students develop their reading skill?

Based on the findings, the teachers did not give them extra reading materials besides the student's book's assignments. The textbooks provided some reading passages; however, the teachers did not review them all, and in most of the cases they neither helped the students with further practice to improve grammatical structures nor with new vocabulary acquisition. Even though the teachers did not provide them with vast of reading resources, the students frequently used reading materials based on other textbooks, which is represented by a 27.6% of total population, and a 20.7% of students preferred to watch videos (audio readings videos, a story auto reading by itself, with all the story written on the video for the students to also read at the same time), and another 20.7% used to surf on internet to improve their reading habits.

VI. ETHICAL CONSIDERATIONS

In line with the participants of this research, ethical issues were considered and taken during the whole process. The Sociology professor received a cover letter explaining the purpose of the study and an informed consent to participate. It discussed confidentiality, voluntary and anonymous participation. Also, the contact information of the researchers and advisor was given.

The Social Sciences' students of Sociology Bachelor enrolled in Basic Intensive English I, were asked about their willingness to get involved in the research; therefore, they freely accepted and participated, and they could withdraw at any point, without having any type of risk, such as linking up their names to the study results, disclosing personal, academic or any other type of information gathered during the research work.

All students that were part of the research study were fully informed since the beginning about the procedures that the research project required. Also, the confidentiality of the subjects was protected without revealing any personal information given by the students and coordinator.

VII. LIMITATIONS

- It was difficult to reach the Social School of Arts and Sciences' coordinator, so researchers could set a meeting to ask for permission to develop the research project.
- It was difficult to get the course's program from the administrative department of the Social School of Arts and Sciences, researchers had to go several times to ask for it, and they were not able to find it until after several attempts.
- Few of the students presented resistance at first to participate on the Diagnosis Test and Questionnaire instruments' development.
- Teachers did not answer in a punctual way some of the questions presented in the Teachers Interview instrument.
- One of the teachers arrived late to the start of all the classes, affecting the research's Observation Guide instrument's development.
- Researchers' personal job, it was difficult to find time compatibility to work on the research study, to meet for advisories, etc.
- World's health pandemic, making researchers to be mainly focused on their families, supplies, medicine, survival, quarantine, affecting their mental and psychological health, leaving the research study work aside during a couple of months.
- New world's normality, researchers had to get use to the new normal after the pandemic, new online platforms, virtual meetings, virtual team work, etc.

VIII. CONCLUSIONS

After finishing the research, the members of the research team listed the following conclusions.

1. The investigation showed that, to create more opportunities during the class in which students can be able to produce and develop their abilities in the process of learning a second language, it is necessary to develop more engaging activities through the use of technological resources, and more communicative activities where they can put in practice what they are studying, for instance, the use of lectures, tongue twisters, contextual texts, movie summaries, flashcards, etc.
2. The investigation showed that, there is a lack of tools and resources at Social School of Arts and Sciences to encourage students' English learning and self-motivation, and teachers' creativity to use different type of activities, methodologies, strategies.
3. The investigation showed that, the Social School of Arts and Sciences department did not monitor the assigned per hour teachers, to check their commitment and responsibility with the class, as a result, teachers did not have a good methodology and preparation, since there was not any class observation to them, nor any feedback provided, one of the teachers did not have a good responsibility, as she did not accomplished the complete schedule, because she arrived more than an hour late every class.
4. Overall , researchers can conclude that most of the students from **Basic Intensive English I course of the Sociology Bachelor, semester I, 2019** did not reach the basic level which is the expected one to be accomplished at the end of the course and major according to its program, as a 75.8% got a low grade on the diagnosis test instrument implemented at the end of the term.

IX. RECOMMENDATIONS

Directed to teachers in charge of Basic Intensive English I course.

1. To attend symposiums, webinars, seminars, meetings about new teaching methodologies-related to the use of educational technology in the English language classroom, how to teach grammar communicatively or new reading strategies and resources. With no doubts, this will help them to build their professional development and to share the knowledge acquired with their new students.
2. To get aware of the importance of learning a new language for the students, to attend to classes on time with a positive attitude so they can let the students know that instructors do care about their learning process, and also, to create a good environment in the classroom so that students can feel motivated.
3. Through the use Learning Management Systems LMS create suitable and more accessible opportunities for students to develop their reading skills. Bear in mind that students have to be able to understand what they read in authentic reading materials.
4. Despite the lack of tools and activities at Social School of Arts and Sciences, students must also be encouraged and motivated to invest time trying to find ways that can help them to learn the second language, and teachers should proactively provide some of these resources, so in that way, they can overcome their fears and become autonomous, empowered and get a good expertise.

Directed to Social School of Arts and Sciences' principal.

1. There should be more classroom observations by experienced English teachers, so after the teachers develop the class; they can get feedback to continue improving. This approach will not only benefit teachers' personal achievements and experiences, but also the enforcement of modern ways to teach.
2. To increase the number of English classes per week. English needs to be practiced often, the contents need to be reviewed during the week; therefore, English language is required to be taught frequently during the semester, since one class during the week is not substantial enough, and more even if the class is not planned properly.
3. To motivate teachers to use learning management systems by providing them with technological devices they need, for example, Mini CPU's installed in their classrooms, new projectors, videoconferencing classroom technologies, and television, to achieve significant improvements regarding their students' learning process, since technological devices can help them to support and engage motivation in the educational setting.
4. Another important recommendation for the **Social School of Arts and Sciences** is not to remove the English course from the major as it is essential for the student's future professional life. In addition to that, it is also strongly recommended to include a second English course, as only having one is not enough for students to really learn that second language that will help them a lot in their future.

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XI. APPENDICES



DIAGNOSTIC TEST DIRECTED TO STUDENTS OF BASIC INTENSIVE ENGLISH I STUDYING THE FIRST YEAR OF THE SOCIOLOGY BACHELOR

Objective: To determine the reading proficiency level that students from the Basic Intensive English I have in the Sociology Bachelor degree.

Reading test

Instructions: in the reading test, you will read some short passages and answer questions about them. Choose the Word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 30 minutes to complete.

Passage 1: What are you doing today?

BETTY CHAN: I usually stay home on Sundays and take it easy-read, clean the house, do stuff like that. But today I'm at the mall. I'm buying some things for my kids.

1. Betty's _____ today.
 - a. shopping
 - b. reading
 - c. cleaning
 - d. resting

Passage 2: What do you do?

TONY PEREZ: I'm a flight attendant with a major airline. Flying isn't dangerous, but it can be stressful. When I'm up in the air working, I always have something to do. I like it because I meet a lot of interesting people.

2. Tony's job is _____.
 - a) busy
 - b) easy
 - c) relaxing
 - d) boring

Passage 3: A vacation postcard

Dear Sal,

Greetings from France_ it's so good to be back here again! We left the kids with their grandparents in Chicago, and we're biking across the French countryside by ourselves. We brought a tent and sleeping bags, so we can camp out if we want to, but we're really enjoying the small hotels we find along the way. Love,

3. Michael and Paula_____
 - a. have been to France before
 - b. took their children with them
 - c. are visiting their grand parents
 - d. prefer to sleep outside

Passage 4: The "zone"

You're deeply involved in a task and can ignore everything around you_ ringing telephones, your neighbor's TV, even own hunger- and still do things in record time. This is similar to what athletes call the "zone": the power to concentrate so hard that you can ignore everything else. This ability can bring success in any field, but in athletics it can mean all the difference between winning and losing a game or event.

4. In this Reading, the "zone" refers to a person's_____
 - a. State of mind
 - b. Neighborhood
 - c. Physical condition
 - d. Intelligence
5. Athletes in the "zone" are more likely to_____
 - a. Fall
 - b. Complete
 - c. Win
 - d. Relax

Passage 5: Henry Ford and the model- T

Henry Ford became famous and rich because he found a better, faster way to build cars. This is shown in the history of the model -T. When the Model-T was first introduced in 1908, it took 14 hours to build and cost \$ 850. After Ford introduced into his own Factory the mass- production techniques that he saw in a meat -packing plant, the time for building a Model-T was reduced to less than two hours. As a result, Ford was able to drop the Price of the car to \$ 265. By 1927, he had sold over 15 million Model-Ts.

6. The first Model-T was expensive because it_____.
 - a. was new
 - b. was very popular
 - c. took a long time to build
 - d. was built in a Factory

7. The Model- T became so popular because it was_____ tan other cars.
 - a. never
 - b. faster
 - c. better
 - d. cheaper

Passage 6: It's a big country!

When it comes to body weight, Americans stand out. Most visitors to the United States, no matter where they go across this vast country, comment on the size of many Americans. In fact, these impressions are backed by numerous statistics. For example, the average 5'4" American weighs 162 pounds or 15 pounds more than the average person of the same height from Western or Central Europe. Another comparison: At 150 pounds, the average 5'4" American Woman is 24 pounds heavier than her Japanese counterpart. Why are Americans so heavy? Some blame the American diet. Certainly it's true that Americans eat more high-fat foods- meat, dairy products, and processed food- and fewer grains and vegetables than people in other countries. But fat isn't the whole story. Lifestyle factors- including the tendency for Americans to drive rather than walk or ride a bicycle to work, to snack throughout the day, and to have so many labor-saving devices in the home-appear to contribute to the problem.

8. According to the article, visitors to the United States often comment on the size of the_____.
 - a. Population
 - b. Cities
 - c. Country
 - d. People

9. According to the article, the average Western European weighs_____.
 - a. More than an American
 - b. More than a Central European
 - c. Less than an American
 - d. Less than a Japanese person

10. In comparison with Americans, people in other countries eat more_____.
 - a. meat
 - b. dairy products
 - c. processed food
 - d. grains

11. The article implies that Americans would lose weight if they_____
- Snacked more often
 - rode bicycles to work
 - stayed at home more
 - Ate fewer vegetables

Passage 7: Small talk isn't to "small"

Small talk may not be about serious issues; nevertheless, researchers into the subject have concluded that it's important. That's because small talk keeps us connected to one another and can lead to bigger things, such as a job or a new friendship. Yet people who find themselves alone with another person often don't know what to say. Here are a few tips to help you start a conversation, and to keep the conversational ball Rolling:

- Start with the obvious. If you have something in common with another person (your job, hobbies, a person you both know, etc.), begin with that. If you don't know the person, it's always acceptable to bring up a neutral topic such as the weather or a recent news event. It isn't necessary to be clever – all that's required is to show interesting the other person and to be willing to talk.
- Compliment where appropriate. If the other person has done something you like or is wearing something attractive, it's always appropriate to compliment. But avoid talking about the specifics of a person's physical appearance (people can't usually change how they look) and keep your compliments short and to the point ("What a great tie!" or "You look great tonight!") and continue with another topic.
 - Talk about yourself- then return to your partner. It's perfectly OK to talk about your own interests for a while, but keep your conversation from becoming a monolog. It's only polite for example, that after taking about your own children, you torn the conversation back to your partner by asking about his or her children.

12. According to the article, the main function of small talk is to_____
- show our own importance
 - get valuable information
 - relate to other people
 - talk about major issues
13. "Start with the obvious" means that you should talk about things that you_____
- have in common
 - enjoy doing
 - want to understand
 - Know everything about
14. You need to be careful when complimenting someone because most people_____
- don't like compliments
 - can't change how they look
 - don't dress very well
 - haven't done anything interesting

15. You should avoid monologs because other people_____
- a. have no interest in what you say
 - b. already know a lot about you
 - c. like to talk about themselves, too
 - d. prefer to discuss neutral subjects

Passage 8: Headaches

Everyone has experienced headaches, but only recently have medical researchers begun to learn more specifically about the cause and possible treatments for different types of headache pain.

The most common type of headache is the simple tension headache. Tension headaches are usually mild and short- lasting and can result from various factors, such as stress caused but worry or noise. Tension headaches are caused by a tightening of the neck or back muscles, which slows the flow of blood and, therefore oxygen to the brain. It is the lack oxygen that causes the pain. Most headaches can be relieved by taking a mild analgesic such as aspirin. Analgesics expand the blood vessels and restore the normal flow of blood and oxygen to the brain.

A more serious type of headache is the migraine. Migraine headaches are often extremely painful and can last for hours or days. Like tension headaches, they can be the results of different factors, including stress, hormonal changes, and allergies. Unlike tension headaches, however they are caused by abnormal expansion or swelling (rather than a contraction) of the blood vessels within the head. Medicines that shrink swollen blood vessels can be used to treat migraine headaches.

A tiny minority of headaches can be linked to severe physical problems such as head injury or brain tumors. For these types of headaches, there are medicines to treat the symptoms, but there is no cure unless the underlying problem is removed.

16. This article discusses the_____
- a. tiny minority of people who have headaches
 - b. history of medical research into headaches
 - c. causes and remedies for headaches
 - d. physical problems caused headaches

17. A tension headache can result when_____
- a. the neck and back muscles relax
 - b. people get injured in an accident
 - c. the flood of blood is restricted
 - d. too much oxygen goes to the brain

18. Migraine headaches_____

- a. are the most common kind of headache
- b. usually last only a few minutes
- c. can cause extreme pain
- d. have one main cause

19. Medicines for migraines

- a. relax the head and neck
- b. generally relieve tension
- c. increase the flow of blood
- d. cause blood vessels to contract

20. Headaches caused by serious physical problems_____

- a. can't be treated
- b. don't cause much pain
- c. have no symptoms
- d. are not very common

Passage 9: What are you doing today?

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

21. This Saturday night, Pedro is_____.

- a. playing football
- b. visiting Friends
- c. staying home
- d. going out

Passage 10: What do you do?

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

22. Marcia's job is_____

- a. difficult
- b. boring
- c. restful
- d. interesting

Passage 11: A vacation postcard

Hi, Andre,

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

Todd

23. Todd wants Andre to _____

- a. stay in school
- b. find a doctor
- c. send him money
- d. come to Mexico

Passage 12: Meditation

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

24. In this Reading, meditation refers to a person's _____

- a. state of mind
- b. intelligence
- c. physical condition
- d. ability to sleep

25. Meditation doesn't help a person _____

- a. hear better
- b. think deeply
- c. make decisions
- d. ignore smells

Passage 13: The electric lightbulb

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

26. In 1877, electricity was not used to light homes because_____.

- a. electric power hadn't been invented yet
- b. there were not practical electric lights
- c. people were afraid to use electric lightbulbs
- d. no one had experimented with electricity

27. The filament in a lightbulb is used to produce_____.

- a. light
- b. thread
- c. electricity
- d. carbon

Passage 14: It's a big country!

When visitors to the United States leave the crowded cities of the East Coast or Midwest, they are likely to comment on the use of space. Boston, New York, Philadelphia, and even the central part of Chicago may look similar to great cities anywhere in the world. However, urban areas in other parts of the country, and especially those in the "wide West", look different. Take Denver or Los Angeles, for example. Although statistics show that many people there live in apartments, these buildings are small compared to the multi-storied apartment blocks of Moscow, Cairo, and Beijing. The mid-size City of Tucson, Arizona (population 700,000), which developed in a broad desert valley with several small streams to feed it. Covers and area larger than all of Chicago (population 7 million). In Tucson, most people live in individual houses. They drive their cars (or pickup trucks) to work and shop in large shopping malls with huge parking lots. Perhaps it's the farmer or cowboy influence: each family has its own "horse" and its own piece of land.

28. Visitors to the United States often comment on the use of space in_____

- a. Boston, New York, and Philadelphia
- b. the central part of Chicago
- c. large apartment buildings
- d. urban areas of the West

29. According to the article, apartment buildings, in Moscow, Cairo, and Beijing are often_____ than those in Denver and Los Angeles.

- a. smaller
- b. taller
- c. more expensive
- d. more beautiful

30. The average person in Tucson lives_____

- a. in a house
- b. near his or her job
- c. on a farm
- d. next to an apartment

31. The article implies that in building cities today, Americans are influenced by_____
- a. cities on the East Coast
 - b. their farming tradition
 - c. Moscow, Cairo, and Beijing
 - d. the need for more apartments

Passage 15: Personality types

What make people what they are? Why do some people get angry easily, others always seem to be cheerful, while still others are often depressed? The early Greek doctor Hippocrates thought that personality was linked to the fluids that were known to exist in the human body: the blood, the bile, the black bile, and the phlegm. These fluids were called the four humors. He believed that inside each person, one kind of body fluid was dominant and that this fluid- or humor- caused a tendency toward a particular kind of behavior.

If the blood (sanguinis) was dominant, the person was sanguine, or cheerful and willing to help others. If the yellow bile of the liver (called cholera) was the most important, the person would be irritable and quick to anger. If the person was often sad and depressed, the black liquid, of the spleen and kidneys (melan-cholera or black bile) was blamed. And the person who had too much phlegm (the thick mucus of the nose and throat) was likely to be lazy calm and dull (not very intelligent).

Today we know that personality results from a combination of lifestyle and natural factors, and has little or nothing to do with the balance of body fluids. However, even today the words remain: humorous, sanguine, choleric, melancholy, phlegmatic. Although psychologists no longer use them, they have become part of the common vocabulary-with some changes, of course. For example, today, to say that a person is humorous means that the person laughs and makes other laugh, from the idea of having "good" humor.

32. According to the article, the early Greeks knew that_____
- a. there are different fluids in the human body
 - b. everyone shows the same basic behavior
 - c. people who laugh a lot are humorous
 - d. personality is the result of lifestyle factors
33. For the early Greeks, humor was the name for a type of_____.
- a. personality type
 - b. body part
 - c. natural fluid
 - d. internal organ
34. Hippocrates believed that_____ was dominant in a happy person.
- a. blood
 - b. bile
 - c. black bile
 - d. phlegm

35. Today the word humorous is used to describe a person's _____

- a. blood type
- b. lifestyle
- c. personality
- d. body fluids

Passage 16: What is intelligence?

We all know that there are different degrees of intelligence, but it is perhaps less understood that the way we think about intelligence may be influenced by the society we live in, and that even within one society, standards and norms can change over time. For example, since the rise of a scientific culture, the intelligence of the scientist has been greatly valued. Therefore, scientific thinkers and theoreticians like Albert Einstein and Stephen W. Hawking have been considered the "most intelligent"

Recent research in the area of intelligence is leading toward a redefinition of the concept. Today it is recognized that people have different degrees but also different kinds of intelligence and that the ability to think scientifically (i.e. The capacity to use logical deduction and factual evidence to solve problems) is just one kind. For example, the ability to create things of beauty such as painting or a musical composition demonstrates another type of intelligence, which could be called artistic intelligence. Political and social leaders all have interpersonal intelligence, the talent to understand and to manage other human beings. The ability to organize facts into a clear argument, to master languages, and to create stories about imaginary people and situations can all be considered as separate aspects of intelligence. From this perspective, the average person has different but "normal" amounts of each type of intelligence, while a genius is a person with an outstanding brilliance in at least one kind of intelligence.

36. The main idea of this article is that _____

- a. scientists are more intelligent than others
- b. all artistic people are intelligent
- c. there are different aspects of intelligence
- d. geniuses are intelligent in many ways

37. The meaning of concept (second paragraph, first sentence) is closest to _____

- a. aspect
- b. idea
- c. degree
- d. genius

38. _____are usually considered the most intelligent.

- a. Engineers
- b. Artists
- c. Politicians
- d. Scientists

39. Interpersonal intelligence refers to the ability to_____

- a. solve problems
- b. direct people
- c. organize facts
- d. write stories

40. According to the article, a genius is someone who_____

- a. studies mathematics and science
- b. is outstanding in at least one area
- c. can paint pictures and compose music
- d. talks brilliantly about many subjects

Reading Test

Name: _____ Date: _____

Sociology Bachelor Group: _____ Total points: _____ Grade: _____

Example: (a) (b) (c) (d)

1. (a) (b) (c) (d)

2. (a) (b) (c) (d)

3. (a) (b) (c) (d)

4. (a) (b) (c) (d)

5. (a) (b) (c) (d)

6. (a) (b) (c) (d)

7. (a) (b) (c) (d)

8. (a) (b) (c) (d)

9. (a) (b) (c) (d)

10. (a) (b) (c) (d)

11. (a) (b) (c) (d)

12. (a) (b) (c) (d)

13. (a) (b) (c) (d)

14. (a) (b) (c) (d)

15. (a) (b) (c) (d)

16. (a) (b) (c) (d)

17. (a) (b) (c) (d)

18. (a) (b) (c) (d)

19. (a) (b) (c) (d)

20. (a) (b) (c) (d)

21. (a) (b) (c) (d)

22. (a) (b) (c) (d)

23. (a) (b) (c) (d)

24. (a) (b) (c) (d)

25. (a) (b) (c) (d)

26. (a) (b) (c) (d)

27. (a) (b) (c) (d)

28. (a) (b) (c) (d)

29. (a) (b) (c) (d)

30. (a) (b) (c) (d)

31. (a) (b) (c) (d)

32. (a) (b) (c) (d)

33. (a) (b) (c) (d)

34. (a) (b) (c) (d)

35. (a) (b) (c) (d)

36. (a) (b) (c) (d)

37. (a) (b) (c) (d)

38. (a) (b) (c) (d)

39. (a) (b) (c) (d)

40. (a) (b) (c) (d)



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DEPARTAMENT OF FOREIGN LANGUAGES
BACHELOR OF ARTS IN ENGLISH, TEACHING OPTION



CLASS OBSERVATION GUIDE FOR THE BASIC INTENSIVE ENGLISH I COURSE IN THE FIRST YEAR OF THE
SOCIOLOGY BACHELOR

OBSERVATION GUIDE

Course: Basic Intensive English I of the Sociology Bachelor, semester I, 2019

Objective: To obtain information about the teaching-learning environment that students and teachers have during the development of the Basic Intensive English I course of the Sociology Bachelor.

| ACTIVITY | QUESTION | OBSERVED | NOT OBSERVED | COMMENT |
|---------------------|---|----------|--------------|---------|
| WARM UP | Does the teacher prepare a warm up activity for the class? | | | |
| | Is the warm up activity related to the reading skill's development? | | | |
| | Do all students participate in the warm up activity? | | | |
| | Is the warm up activity related to the topic to be studied during the class? | | | |
| PRESENTATION | Does the teacher use a specific strategy to introduce and develop the topic? | | | |
| | Does the teacher introduce students to the new vocabulary to be used when studying the topic? | | | |
| | Does the teacher provide available reading resources during the presentation? | | | |
| | Do the students show interest on the topic to be studied? | | | |
| | Do the students show understanding of the topic to be studied? | | | |

| | | | | |
|-------------------|---|--|--|--|
| ACTIVITIES | Do the activities help the students to understand the topic? | | | |
| | Are the activities organized for the students to progressively understand the topic? | | | |
| | Do all students participate on the activities? | | | |
| | Does the teacher give students enough time to work on the activities? | | | |
| | Does the teacher provide available reading resources during the class to help students clarify the doubts they have about the activity? | | | |
| | Does the teacher take time during the class to help students clarify the doubts they still have about the topic? | | | |
| PRODUCTION | Does the teacher implement post-reading activities? | | | |
| | Do the students have the time to work further with the text, its topic, its content and/or vocabulary functions or grammar used in it? | | | |
| | Does the teacher make students relate the topic to them and the world outside the classroom? | | | |
| | Do the students have time to verbally discuss the topic being studied? | | | |
| | Do the students show a good level of comprehension of the studied topic? | | | |
| WRAP UP | Does the teacher give immediate feedback to students after the activities? | | | |
| | Is the wrap up activity related to the studied topic? | | | |
| | Is the wrap up activity related to the reading skill's development? | | | |
| | Does the teacher assign homework related to the studied topic? | | | |



CUESTIONARIO DIRIGIDO A ESTUDIANTES DE INGLÉS BÁSICO INTENSIVO I DEL PRIMER AÑO DE LA LICENCIATURA EN SOCIOLOGÍA

Objetivo: Obtener información acerca de los hábitos de lectura en el idioma Inglés, los factores que intervienen para su aprendizaje y que influyen en el logro de objetivos de los estudiantes de la Escuela de Ciencias Sociales de la Licenciatura en Sociología al culminar el curso de Inglés Básico Intensivo I.

Indicaciones generales: A continuación, se presentan algunas preguntas. Lea detenidamente el enunciado de cada pregunta y marque con una equis (X) la opción de respuesta que considere más adecuada.

La información que proporcione es para fines estrictamente académicos y confidenciales.

I. Información Socio Académica.

1. Edad: _____ años.

2. Sexo: 2.1) M 2.2) F

3. Estado civil: 3.1) Soltero 3.2) Casado 3.3) Acompañado

3.4) Viudo 3.5) Unión Libre

II. Información académica

4. ¿Le gusta leer literatura en Inglés?

4.1) Sí

4.2) Mucho

4.3) No

4.4) Poco

5. ¿Acostumbra leer literatura en Inglés que no estén relacionada con la asignatura?

5.1) Sí

5.2) No

(Si su respuesta es “Sí”, pase a la pregunta 6; si su respuesta es “No”, pase a la pregunta 8.)

6. ¿Con que frecuencia acostumbra a leer en Inglés en su tiempo libre?

6.1) Todos los días

6.4) Casi nunca

6.2) Una o dos veces por semana

6.5) Nunca

6.3) Algunas veces por mes

7. ¿Cuántas horas a la semana, dedica a leer o estudiar los materiales en Inglés que le proporciona el profesor de dicha materia?

7.1) De 1 a 3 horas

7.2) De 3 a 5 horas

7.3) De 5 a 7 horas

8. ¿Cuál de los siguientes tipos de literatura usa para mejorar sus hábitos de lectura en Inglés?

- | | | | |
|-----------------------|--------------------------|----------------|--------------------------|
| 8.1) Periódicos | <input type="checkbox"/> | 8.5) Artículos | <input type="checkbox"/> |
| 8.2) Revistas | <input type="checkbox"/> | 8.6) Videos | <input type="checkbox"/> |
| 8.3) Libros de textos | <input type="checkbox"/> | 8.7) Internet | <input type="checkbox"/> |
| 8.4) Noticias | <input type="checkbox"/> | 8.8) Otros | <input type="checkbox"/> |

Especifique _____

9. ¿Considera usted que comprende gran parte de las lecturas en la materia de Inglés Básico Intensivo I?

- 9.1) Si 9.2) No

10. ¿Dedica tiempo para practicar lo estudiado en la clase de inglés durante su tiempo libre?

- 10.1) Si 10.2) No

11. ¿Cuántas horas dedica usted a practicar lo aprendido después de la clase de Inglés?

- 11.1) De 1 a 3 horas
- 11.2) De 3 a 5 horas
- 11.3) De 5 a 7 horas

12. ¿Qué estrategias de lectura utiliza para poder practicar lo estudiado después de la clase de Inglés?

- | | | | |
|-----------------------------------|--------------------------|---------------------------------|--------------------------|
| 12.1) Trabajar con mis compañeros | <input type="checkbox"/> | 12.4) Uso de diccionarios | <input type="checkbox"/> |
| 12.2) Uso de páginas web | <input type="checkbox"/> | 12.5) Leer libros de su interés | <input type="checkbox"/> |
| 12.3) Frases y dichos populares | <input type="checkbox"/> | 12.6) Otras | <input type="checkbox"/> |

Especifique: _____

13. ¿Qué técnicas de lectura utiliza para poder practicar lo estudiado después de la clase de Inglés?

- 13.1) Escaneo
- 13.2) Lectura rápida
- 13.3) Lectura diagonal
- 13.4) Lectura intensiva
- 13.5) Lectura puntual

14. ¿Con qué recursos cuenta en su casa para poder estudiar y desarrollar la habilidad de lectura en el idioma Inglés?

- 14.1) Computadora (Internet)
- 14.2) Recursos Audiovisuales
- 14.3) Libros en Inglés

15. Si tuviera dificultades en la comprensión de un texto en Inglés y obtención de su idea principal, ¿Qué haría para solucionar el problema?

- 15.1) Consultar diccionario en Inglés
- 15.2) Usar un traductor en línea
- 15.3) Consultar con un amigo o docente
- 15.4) Leer el texto varias veces

16. ¿Qué debilidades considera usted que existen en su carrera de estudio con respecto a la habilidad y el dominio de comprender textos en la materia de Inglés?

- 16.1 Poca práctica de lecturas
- 16.2 Horario reducido de la materia
- 16.3 Metodologías inapropiadas
- 16.4 Otras

Especifique _____

17. ¿Qué tan frecuente ha faltado a clases de Inglés?

- 17.1 Nunca
- 17.2 Una vez
- 17.3 Dos veces
- 17.4 Tres veces
- 17.5 Más de tres veces

18. ¿Cuáles han sido las causas por las que ha faltado a clases?

- 17.1) Enfermedad
- 17.2) Factor socioeconómico
- 17.3) Desinterés
- 17.4) Planificación familiar
- 17.5) Otras

Especifique: _____

19. ¿Qué metodologías de lectura utiliza el maestro en el salón?

- 19.1) Lectura en voz alta
- 19.2) Lectura silenciosa individual o libre
- 19.3) Lectura estructural o analítica.
- 19.4) Lectura Interpretativa.
- 19.5) Lectura Crítica o Evaluativa.
- 19.6) Otras

Especifique: _____

20. ¿Cuál cree que es el enfoque principal de la metodología llevada a cabo en la clase de Inglés?

- | | | | |
|--------------------------------|--------------------------|-------------------------------------|--------------------------|
| 20.1) Participación individual | <input type="checkbox"/> | 20.4) Razonamiento de lectura | <input type="checkbox"/> |
| 20.2) Trabajar en grupos | <input type="checkbox"/> | 20.5) Motivar el hábito de lectura | <input type="checkbox"/> |
| 20.3) Comprensión de lectura | <input type="checkbox"/> | 20.6) Ser proficiente en la lectura | <input type="checkbox"/> |

21. ¿Qué tipo de material didáctico usa el/la docente de Inglés para desarrollar su habilidad de lectura?

- | | |
|-------------------------|--------------------------|
| 21.1) Libros de estudio | <input type="checkbox"/> |
| 21.2) Hojas de trabajo | <input type="checkbox"/> |
| 21.3) Guías de lectura | <input type="checkbox"/> |
| 21.4) Posters | <input type="checkbox"/> |
| 21.5) Mapas / Gráficos | <input type="checkbox"/> |
| 21.6) Otros | <input type="checkbox"/> |

Especifique: _____

22. ¿Considera que el tiempo de clases es suficiente para desarrollar efectivamente los contenidos?

- | | | | |
|----------|--------------------------|----------|--------------------------|
| 22.1) Sí | <input type="checkbox"/> | 22.2) No | <input type="checkbox"/> |
|----------|--------------------------|----------|--------------------------|

23. ¿Considera que es suficiente el tiempo que se dedica al desarrollo de cada tema/contenido?

- | | | | |
|----------|--------------------------|----------|--------------------------|
| 23.1) Sí | <input type="checkbox"/> | 23.2) No | <input type="checkbox"/> |
|----------|--------------------------|----------|--------------------------|

24. ¿Considera usted que las actividades usadas para el desarrollo de los contenidos son efectivos para su comprensión y aprendizaje?

24.1) Sí 24.2) No

25. Considera usted que las actividades usadas, para desarrollar los contenidos/temas, son variadas tomando en cuenta los distintos tipos de aprendizaje de los estudiantes?

25.1) Sí 25.2) No

26. ¿Considera usted que el profesor prepara actividades de calentamiento apropiadas que despierten su interés para cada clase?

26.1) Sí 26.2) No

27. ¿Considera usted que el profesor introduce de manera clara el tema y el vocabulario correspondiente que será estudiado durante la clase?

27.1) Sí 27.2) No

28. ¿Considera usted que se tiene suficiente tiempo durante la clase para poder clarificar dudas que se tengan acerca del tema que se está estudiando?

28.1) Sí 28.2) No

29. ¿Considera usted que se le permite participar activamente durante la clase?

29.1) Sí 29.2) No

30. ¿Considera usted que el profesor le brinda retroalimentación de manera apropiada cuando es necesario durante la clase?

30.1) Sí 30.2) No

¡Gracias por su colaboración!



INTERVIEW ADRESSED TO THE TEACHER OF THE BASIC INTENSIVE ENGLISH I COURSE DURING THE FIRST YEAR OF THE SOCIOLOGY BACHELOR'S DEGREE

Objective: To gather useful information about the methodologies that the teacher uses in the classroom setting in order to facilitate the development of the students' reading comprehension skills during Basic Intensive English I.

Teacher's interview questions

1. Could you tell us about the English academic background that students have at the beginning of the course?
2. Please, tell us about the methodology that you use to help students to accomplish the objectives of the Basic Intensive English I program.
3. Could you mention some top-notch activities that you use with your students at the beginning of the course to assess their English reading skills?
4. What are some of the homework assignments and tasks that you usually assign to your students to facilitate a better understanding of reading passages?
5. What type of materials do you use to support the students' English reading proficiency level?

6. Why does the English I program in the Sociology Bachelor's degree (semester I, 2018) states that students will develop not only the reading comprehension skills, but also the other 3 English macro skills in this course?
7. How do you find out if the student's English reading skill has improved at the end of the course?
8. How do you motivate your students' interest towards improving their English reading proficiency level?
9. What are the strategies that you commonly use when your students are low performing?
10. Could you give us your opinion about the difficulties that students face in the bachelor due to having only one English course?
11. Which English reading techniques do you use to achieve the level stated in the Basic Intensive English I program in the Sociology Bachelor?

Follow up questions will be asked after observing the class and during the interview.