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SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**

GRADUATION PROJECT

“TOEFL IN THE CAREER OF PROFESORADO EN IDIOMA INGLÉS”

**TO OBTAIN THE DEGREE OF BACHELOR IN ENGLISH LANGUAGE
OPTION: TEACHING**

ADVISOR

MTI. PEDRO ANTONIO SALAZAR MURCIA

BY

**SANDRA DALILA SANCHEZ
JOSE MAURICIO ARIAS LOPEZ**

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AUTHORITIES' NAMES

Dra. Maria Isabel Rodríguez

Rector of the University of El Salvador

Lic. Lidia Margarita Muñoz

Secretary General of the University of El Salvador

Lic. Pablo Jesús Castro

Dean of the School of Arts and Sciences

Lic. Maria de Jesús López Galán

Secretary General of the School of Arts and Sciences

MD. Ana Maria Glower de Alvarado

Head of the Foreign Language Department

MTI. Pedro Antonio Salazar Murcia

**Coordinator of the graduation work section of the
Foreign Language Department**

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INTRODUCTION

This Argumentative essay is based on the new modality (TOEFL test) implemented by MINED in the career of “Profesorado en Idioma Inglés,” and on the changes this new implementation has caused in the curriculum, and requirements of admission of this career.

The TOEFL, which is a test that measures the proficiency level of the English Language, was approved and implemented in this year (2003), and according to “El Instructivo Para El Funcionamiento de las Carreras de Profesorado,” the students of “Profesorado en Idioma Inglés” in process of graduation, for the year 2005, will have to submit to the TOEFL. The main objective of this modality and changes in the career of “Profesorado en Idioma Inglés,” in accordance with MINED, is to improve the quality of the teachers in the English area. The purpose of this research work is to show the reader that the objective that MINED chases is far from being achieved, since, besides the changes in this career, MINED should have done changes in the curriculums of Basic and Middle Education in order to make this plan functional and achieve the objective of improving the quality of the future teacher in the English area.

To carry out this research we have made use of different sources of bibliographical information, as well as interviews to people in different educational institutions directly involved with this topic, as for example: MINED and Centro Cultural Salvadoreño where these people expressed their opinion about this new implementation.

this research has been carried out taking as reference the results of the placement test administered this year to the students of “Profesorado en Idioma Inglés” of the University of El Salvador, as well as the information gathered through questionnaires to students who are studying the last year of High School in several private and public institutes and who expressed their desire to study this career, and finally to teachers of Basic and Middle Education from several non-bilingual private and public schools and institutes.

THESIS STATEMENT

With the objective of improving the quality of teachers in the English area, MINED approved in the year 2003 the implementation of the TOEFL test as requirement of graduation for the students of “Profesorado en Idioma Inglés,” being established a score of 520 points or higher than this to approve it. Besides that, MINED made changes in the requirements of admission (to have an English advanced level before entering to the career) as well as in the curriculum to this career (the teaching of the English subject has been omitted); however, this is a plan that will not succeed as MINED expects to be, and as a result, MINED’s objective will not be achieved because the current English formation in Basic and Middle Education is deficient for the following reasons: Mined does not done any changes in the curriculums of Basic and Middle Education to improve the students’ English formation in the Basic and Middle Education, besides, MINED does not give the proper importance and assistance to the teachers of English in these levels of education so that they can develop a better teaching-learning process and provide the suitable formation to the students.

THEORETICAL FRAMEWORK

From Airasian's opinion, it is clear that testing is important in order to verify students' performance. Due to this fact it is required to explain the necessity of testing, the definition of what a test is, the kind of tests, the different purposes and the factors that must be taken into account in order to test.

1. THE NEED FOR A TEST

Arthur Hughes, in his book *Testing for Language Teachers* (1989) states that information about people's language sometimes is often very useful and sometimes necessary. It is difficult to imagine, for example, British and American universities accepting students from overseas without some knowledge of their proficiency in English.

Within teaching systems, too as long as it is thought appropriate for individuals to be given a statement of what they have achieved in a second language or foreign language, then tests of some kind of other will be needed.

2. WHAT IS A TEST?

Peter W. Airasian (2001) defines that test in plain, on ordinary words, is a method of measuring a person's ability or knowledge in a given area.

3. KIND OF TESTS

Proficiency Test

1. Arthur Hughes in his book *Testing for Language Teachers* (1989) defines a proficiency test as follows: It is designed to measure people's ability in a language regardless of any training they may have had in that language.

It is based on specification of what candidates have to be able to do in the language in order to be considered proficiency.

2. Peter W. Airasian (2001) defines a proficiency test in this way: If your aim in a test is to tab global competence in a language, then you are in conventional terminology testing proficiency.

A proficiency test is not intended to be limited to anyone course, curriculum or single skill in the language.

Proficiency tests have traditionally consisted of standardized multiple-choice items, on grammar vocabulary, reading comprehension, aural comprehension and sometimes of a sample of writing.

Peter W. Airasian (2001) also gives the definitions of what a diagnostic, an achievement and an aptitude test is:

Diagnostic test:

It is designed to diagnose a particular aspect of a particular language. A diagnostic test in pronunciation may have the purpose of determining which particular phonological features of the language pose difficulty for a learner.

Achievement test:

It is related directly to classroom lessons units or even a total curriculum.

Achievement tests are limited to a particular material covered in a curriculum within a particular time frame.

Aptitude test:

It is designed to measure a person's capacity or general ability to learn a foreign language and to be successful in that undertaken.

4. TESTING FOR DIFFERENT PURPOSES

As Arthur Hughes (1989) states, the importance of these different kinds of language tests lies in the fact that different tests serve different purposes.

Testing as a problem solving;

The first thing that tests have to be clear about is the purpose of testing of any particular situation. Different purposes would usually required different kind of tests, for example.

- To measure language proficiency regardless of any language course that candidates may have followed.

- It is covered how far students have achieved the objectives of a course of study.

- To diagnose students' strengths and weaknesses, to identify what they may know

and what they do not may know.

- To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability.

5. LANGUAGE PROFICIENCY

After defining and classifying a test, including the proficiency test, we need to define what language proficiency is. It is also necessary to know what the assessment criteria are for the different proficiency levels using the ACTFL guidelines; in a more specific way what it implies to have an advanced level.

LANGUAGE PROFICIENCY

1. Ability to use the language modalities (listening, reading, writing, speaking), and to assume the culture framework of the language being studied for communicating ideas and information.

(www.Ericfamily.net/ericdigest/ed3215888.htm/)

2. Language proficiency is a coherent orchestration of discrete elements, such as vocabulary, discourse structure and gestures, to communicate meaning in a specific context.

(www.Ericfamily.net/ericdigest/ed3215888.htm/)

6. ACTFL ASSESSMENT CRITERIA

A brief description of each of these criteria, as summarized from the ACTFL oral proficiency tester-training manual is given below: (Byrnes, Heidi and Irene Thompson. THE ACTFL ORAL PROFICIENCY INTERVIEW (1989).

Omaggio. Teaching English Language in Context (1993) explains what the different levels of English language proficiency involve:

NOVICE (ILR Level 0/0+)

Individuals performing at the novice level of proficiency, though perhaps capable of some limited expression in the language, have no real functional ability to communicate with what they know. Typically, their speech

is characterized by the use of a few memorized words or phrases, with little or no syntactic variation beyond the scope of the prefabrication, familiar material at their disposal. They can often give short lists of vocabulary and/or answer simple questions relating to highly predictable common daily settings. Questions relating to names of basic objects, names of family members, weather expressions, days of the week, time of day, and the like will often elicit some sample of speech when all other attempts at conversation fail.

Speakers rated at the Novice-High (ILR0+) level on the academic scale have considerably more memorized material within their control and some ability to communicate their own personal messages with that material. However, they are still unable to create with the language; that is, they are generally not able to handle conversational topics with which they are unfamiliar or to paraphrase to express ideas they haven't expressed previously. They are also unable to handle a typical "survival situation" that would be encountered in the target culture, such as finding a room at a hotel, obtaining directions, ordering a simple meal.

INTERMEDIATE (ILR Level 1/1+)

1. They can create with the language; that is, they can express their own thoughts without relying exclusively on prefabricated or memorized responses to get their meaning across.

2. They are capable of asking questions as well as answering them. Whereas Novice-level speakers respond to question in a “knee-jerk” fashion with one or two words, Intermediate-level speakers answer with longer phrases or full sentences and are capable of holding up their own end of the conversation by making inquiries and offering more elaborate responses.
3. They have at least a minimal level of sociolinguistic competence in that they can handle everyday social encounters (greetings, leave takings, the use of polite formulas, and the like) with some degree of appropriateness.
4. They can handle a simple “survival situation” that one might expect to encounter while traveling or residing for a short time in the target culture. Finding lodging, food, transportation, obtaining directions and the like present few problems for an Intermediate-level speaker.
5. Their discourse is characterized by simple sentences or phrases, normally limited to present time. With little use of cohesive devices of embedded sentence structure. Intermediate –level speech is usually quite inaccurate, even in basic structures, and vocabulary is quite limited. However, intermediate –level speakers are intelligible to native speakers who are used to dealing with foreigners.

At the Intermediate-High (ILR 1+) level, speakers begin to take on some of the characteristics of the advanced range of proficiency. However, they

are unable to sustain performance at this higher level during the course of the interview, and, therefore, do not meet the minimal threshold characteristics for the Advanced Level.

ADVANCED (ILR Level 2/2 +)

1. They can narrate and describe in major time/aspect frames. In addition, their narrations and descriptions are sustained in longer discourse segments; that is, Advanced-level speakers generally speak in paragraphs rather than in short phrases or sentences.
2. They can talk about a wide range of concrete topics, including autobiographical details, daily routines at home, school, or at the workplace, current events, and the like. They can participate fully in casual conversations, expressions facts, giving instructions, describing places, people, and things, reporting on events, and providing narration about past, present and future activities.
3. They can “live off of the economy” of the target culture and can handle routine work requirements with facility faced with “survival situation” in which a complication has arisen (such as a missed plane, an unsatisfactory hotel room, a flat tire, or similar situation in which must explain one’s way out of trouble), Advanced-level speakers can get their message across successfully.

4. They show a greater degree of sociolinguistic competence in their speech, including some sensitive to register and to the appropriateness of certain expressions in a given context.
5. Their strategic competence is improved. Some ability to paraphrase and to cope with in more complicated situations or in unforeseen circumstances is one of the hallmarks of speakers in this proficiency range.
6. Their discourse competence is also improved as they continue to use longer and more complex sentence structure to express their meaning. There is growing evidence of the ability to use cohesive devices to unify discourse.
7. Although they still make errors in some basic structures, their control of the grammatical system is much improved over that of Intermediate-level speakers. They still display patterns of errors, however, and their linguistic system tends to break down when they are asked to perform functions that are controlled at the next highest level of proficiency. Nonetheless, Advanced-level speakers are comprehensible to native speakers who are not used to dealing with foreigners.

At the Advanced-High level, speakers have many of the characteristics of the Superior range, although they cannot sustain performance at that level.

SUPERIOR (ILR Levels 3, 3+, 4, 4+, 5)

1. They have, at the very minimum, a “professional” level of proficiency; that is, they can handle a broad range of topics and situations, give supported opinions, hypothesize, provide complicated explanations, describe in detail with a great deal of precision, and can tackle virtually any practical, social, professional, or abstract topic that they can discuss in their native language.
2. Although they may make random errors in grammar, especially the more complicated structures of the language, speakers at the Superior level rarely make errors that would interfere with comprehension or disturb the native speaker.
3. At the lower end of the Superior range (ILR Level 3), speakers may lack some precision in vocabulary, but they are rarely at a loss to express their meaning through paraphrase or circumlocution. Strategic competence is high at this level, as is discourse competence. Though the Level 3 speaker may be unfamiliar with some idiomatic expressions and unable to easily shift registers, sociolinguistic competence is continuously developing. Only at levels 4 and 5, however, speaker would be able to systematically tailor their language to any audience in a totally appropriate fashion. At these higher levels, vocabulary also becomes much more precise, and speakers can

choose from a wide range of synonyms in much the same manner as they do in their native language.

7. TOEFL (TEST OF ENGLISH AS FOREIGN LANGUAGE)

1. TOEFL stands for test of English as a foreign language. The TOEFL test is designed to measure the English language ability to people who do not speak English as their first language and who plan to study at colleges and universities in North America. (Rogers, Bruce. Complete Guide to the TOEFL test. (2001) Page x.)
2. The TOEFL, the test of English as a Foreign Language, measures the English proficiency of non-native English speaker. It tests their ability to understand spoken English, recognize correct grammatical construction, identify synonyms, and comprehend reading passages. (Lougheed Lin. PRENTICE HAL REGENTS TOEFL PREBOOK. Prentice Hall Regents, 1992. Pages 1)

8. TOEFL HISTORY

Educational Testing Service (ETS) of Princeton, New Jersey prepares and administers the TOEFL test. This organization produces many other standardized tests.

Although there are other standardized tests of English, the TOEFL test is by far the most important in North America. ETS has offered this exam since 1965. Each year, almost a million people take the TOEFL test at testing centers all over the world. (Rogers Bruce. Complete Guide to the TOEFL test 2001.)

The TOEFL test is offered six times a year on regularly scheduled Saturdays

in August, October, November, January, March, and May at designated test centers in 135 countries throughout the world, including all the states of the United States. This is called an International TOEFL testing. A list of test centers established for administering the International TOEFL testing appears in the free bulletin of information and application form available from the TOEFL office. (Questions and Answers concerning to the TOEFL (Sharpe, Pamela J. BARRON'S. HOW TO PREPARE FOR TOEFL TEST OF ENGLISH AS A FOREIGN LANGUAGE. 1986. Pages 5-16)

9. TOEFL IN PAPER AND COMPUTER FORMAT

Deborah Phillips in the Course for the TOEFL Test Paper and Computer Format (2001) page XIV) explains what the paper based format of the TOEFL consists of:

Listening Comprehension: To demonstrate their ability to understand spoken English examinees must listen to various types of passages on a tape recording and respond to multiple-choice questions about the passages.

Structure and Written Expression: To demonstrate their ability to recognize grammatically correct English examinees must either choose the correct way to complete sentences or find errors in sentences.

Reading comprehension: To demonstrate their ability to understand written English examinees must answer multiple choice questions about the ideas and the meanings of words in reading passages.

Test of written English (TWE): To demonstrate their ability to produce correct organized and meaningful English, examinees must write an essay on a given topics in thirty minutes. The test of written English (TWE) is not given with every administration of the TOEFL test.

According to this internet article

(<http://ww-becasseportivas.com/toefl.htm?temav=asp>) the Computer Based

Test has the following parts:

- a. Listening (computer adaptive)
- b. Structure (computer adaptive)
- c. Reading comprehension
- d. Writing

Part one and two are computer adaptive. This means that the questions will be of middle difficulty. If your answer is right, the following one will be the same or more difficult. If you do not answer the question correctly, the following one will be more difficult. In these two sections, you must answer all the questions and will not come back again.

Part three and four are not computer adaptive. You can come back to the answers and change them. You can avoid answers. This same happens in the reading comprehension.

10. ADMISSION REQUIREMENTS

Lin Lougheed in the TOEFL Prebook (1992) provides a chart, which is a guide to admission requirements at various educational institutions. Admission requirements vary from institution to institution and from year to year.

Admission Policy	Graduate Humanities	Graduate Sciences	Undergraduate	Technical School or 2 Year-College
Acceptable	500-600	500-600	500-600	440-600
Acceptable with supplementary language training and reduce course load	500-550	450-500	400-500	400-450
Further English training required	Below 500	Below 450	Below 400	Below 400

PURPOSE OF THE TOEFL AND CHANGES IN THE CAREER OF “PROFESORADO EN IDIOMA INGLÉS”

According to an article of La Prensa Gráfica published on February 28th 2003, page 12, Licenciado Adalberto Campos, who is the director of Superior Education in the Ministerio de Educación (MINED), states that: “The implementation of the TOEFL test from February 1st of this year will bring as a result the improvement of the bilingual teachers in the classrooms. In order to have good teachers we must guarantee their proficiency in English language.” This new implementation has also caused a series of changes in the requirements of admission, graduation and in the curriculum of “Profesorado en Idioma Inglés.”

1. REQUIREMENTS OF ADMISSION

In accordance with the “Manual de Normas y Orientaciones Curriculares para la Formación Inicial de Maestros” (1997), it is mentioned

that “The students will begin their professional formation managing an advanced level of the English language which will make possible that students improve in a more proficient way their skills of writing, reading, and oral expressions in that language.”

2. REQUIREMENTS OF GRADUATION

In accordance with the “Instructivo para el Funcionamiento de las Carreras del Profesorado” year 2003, page 5, it is mentioned that “For the students of “Profesorado en Idioma Inglés” besides fulfilling with the above requirement of admission, they will have to take the TOEFL official test and accomplish a score equally or superior to 520 points before submitting the ECAP.” Some opinions about the score of 520 points are:

According to Lin Lougheed in the TOEFL Prebook (1992) this score is justified since the score required varies from institution to institution, but a range of 520 to 600 points is considered acceptable for undergraduate students. The Engineer Marta de Carranza, who is in charge of the student consultancy office and everything related to the administration of the TOEFL test in the “Centro Cultural Salvadoreño,” stated in an interview that the

students who take the TOEFL in this institution, with the purpose of entering to universities of the United States in order to study Masteries, Bachelor degrees or Doctorate degrees, easily achieve a score of 520 points, and the average score that those students get are between 600 and 650 points.

3. CHANGES IN THE CURRICULUM OF “PROFESORADO EN IDIOMA INGLÈS”

According to the program of the career of “Profesorado en Idioma Inglés”, the subjects of English to develop the skills of listening, speaking, reading and writing have been omitted. The justification for this decision according to Licenciado

Adalberto Campos, in an article of la Prensa Gráfica, mentioned previously, is that “The formation of teachers of English is not to learn English, but to teach them how to teach the English language. The students must already know to speak English.”

DEFICIENCY IN ENGLISH FORMATION IN THE LEVELS OF BASIC AND MIDDLE EDUCATION IS THE FACTOR THAT NEGATIVELY AFFECTS

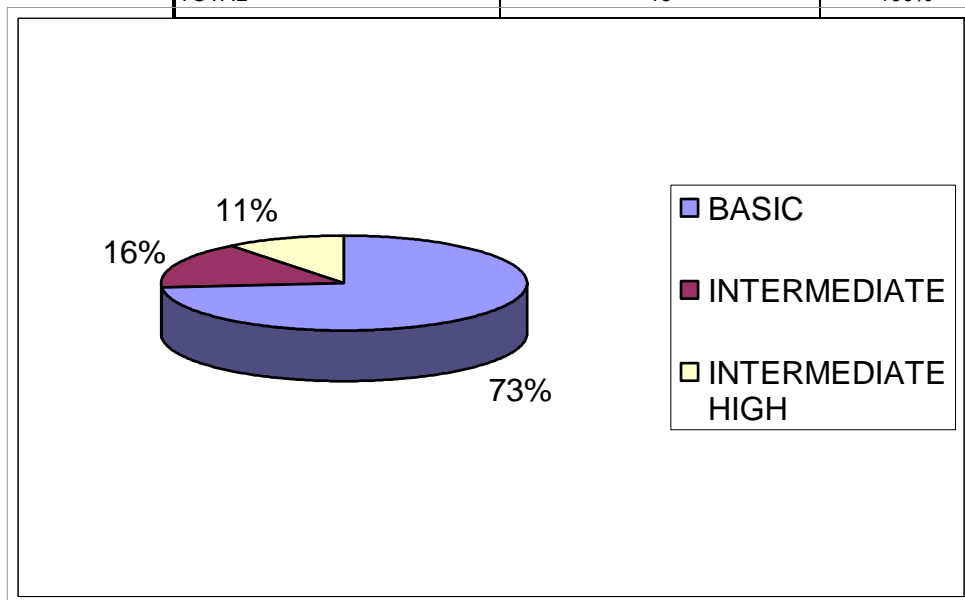
THE OBJECTIVE OF THE NEW MODALITY IMPLEMENTED BY MINED IN THE CAREER OF “PROFESORADO EN IDIOMA INGLÈS”

If the objective of this change in the curriculum of “Profesorado en Idioma Inglés”, as well as its requirements of admission and graduation, is to improve the academic quality of those teachers, as it is stated by Licenciado Adalberto Campos in the article of la Prensa Gráfica in February the 28th. 2003, page 12, it is easy to visualize that neither the score of 520 points in the TOEFL test, nor the fact that the students must already bring an advanced level of the English language in order to enter to the career, nor the omission of the English subject in the curriculum of this career the real problem, but the fact that a change like this one in the English area to the superior level of education, suggests also a change in the English formation to the basic and middle levels of education (from Elementary to High School), but so far this current English formation has proved to be deficient as it was expressed by Licenciado Edgar Nicolás Ayala, coordinator of the career of “Profesorado en Idioma Inglés” in the University of El Salvador, in an article of La Prensa Gráfica, February 28th, page 12, 2003 “It is unethical to ask an advanced level of English if there is a bad formation in High School,” and as it was also expressed by Douglas Reyes, a 24 year-old senior of “Profesorado en Idioma Inglés” of the University of El Salvador, in an article la Prensa Gráfica, March 13th, 2003, page 24 “How is it possible that they ask this

score, if they do not prepare us properly to it during the whole Basic and Middle Education.”

Another evidence that supports the opinion of these people is the placement test administered this year to 19 new students of “Profesorado en Idioma Inglés” in the University of El Salvador, which shows that from 19 students, 14 had basic level, 3 had intermediate and 2 had intermediate-high.

LEVEL	No. STUDENTS	%
BASIC	14	73
INTERMEDIATE	3	16
INTERMEDIATE HIGH	2	11
TOTAL	19	100%



With these results it is observed that the English formation students receive during their basic and middle education is deficient and poor, and with this formation students would hardly get the advanced level required as a requisite of this career.

According to the opinion that teachers of Basic and Middle Education in different non-bilingual private and public institutions as: “Centro Escolar Leonardo Azcunaga,” “Centro Escolar José Antonio Cañas,” “Colegio San Antonio,” “Centro Escolar Barrio El Progreso,” “Centro Escolar España,” “Centro Escolar Urbanización Las Margaritas,” “Centro Escolar Fe y Alegría,” “Instituto Nacional Francisco Menéndez,” “ Centro Escolar Francisco Morazán,” “Liceo Cristiano Reverendo Juan Bueno,” “Instituto Nacional de Soyapango,” and “Instituto Nacional Albert Camus,” gave through a questionnaire, there are two reasons why the English formation in the Basic and Middle Education is deficient, one of them is that MINED has not done the necessary changes in the curriculum of Basic and Middle Education in order to improve the students’ formation for the following reasons:

The teachers said that the hours of English instruction are three per week and that this time is not enough to get an advanced level. Eight from nine teachers from middle education considered that with that instruction

time, and besides the deficiencies in the English programs, students only reach the novice level.

They also manifested that the current English programs are not updated according to the real necessities of the students, because these programs do not integrate the four language skills; that is, they are based only on reading and vocabulary. One example of this is the first unit of the English program for the 7^o grade in Basic Education “Getting to know the world” (see it at the annexes.)

Moreover, all the teachers said that the contents of the MINED’s English programs are too high, that is, students do not have the sufficient bases before beginning the seventh grade on in order to cope with these contents. There is no English formation from the Elementary Education (1st to 6th grade) in such a way that students have a lot of difficulty to assimilate the contents that the program presents, and this produces that students lose interest in the subject causing much deficiency in their learning. This statement is supported by Byrnes, Heidi and Irene Thompson in the ACTFL Oral Proficiency Interview (1989), pages 2-5 “A speaker must have internalized a wide range of language presumably over an extended period of time (from childhood) and under varied and extensive formal and informal

circumstances before being able to handle the tasks identified as characterizing superior level of speech.”

The second reason why the English formation in the Basic and Middle Education is deficient is that MINED does not give the proper importance and assistance to the teachers of English in these levels. The teachers interviewed expressed a discontent and stated the following reasons to support their opinion:

Seven of the seventeen teachers who completed the questionnaires stated that there is no training for teachers of English. There is not even a permanent program for training teachers in which MINED lets know the lines of working, strategies, new methods, etc. Every teacher of English works with what he economically and mentally has.

Five teachers manifested that MINED does not provide them with didactic materials, such as: TV, VHS, tape recorders, text books in order to develop a better teaching learning process, to capture students attention and motivate their participation and learning.

Four of the seventeen teachers stated that there are non- specialized teachers teaching this subject. Some of their opinions are: teacher from Liceo

Reverendo Juan Bueno: “In some public schools, because they do not have a specialized teacher of English, they raffle who among them is going to teach the English subject. In several public schools the teachers of English are not the ones specialized in this area, but in subjects such as: Mathematics and Social Sciences etc.” A teacher from San Antonio school said: “Besides, in the public area there are not specialized teachers of English in Basic and Middle Education, if there are some, they would be only in special cases.” One real example of this case is the teacher from “Leonardo Azcunaga” school who expressed not to be a specialized teacher of English, but she was the one in charge of that subject in that school.

Another reason is that the teacher’s work is not supervised, as one teacher from INFRAMEN expressed: “MINED does not supervise this subject,” this is a MINED deficiency since an article of internet from the Education System of Nuevo Mexico that talks about the evaluation work of the teachers states: “It is required that the direction of the center evaluates the teacher’s work in different stages of the course. These evaluations have the purpose of improving the quality o the teacher’s teaching and stimulate their professional preparation.”

(<http://dce.unm.edu/SRC/sistedu.htm#4>)

REASONABLE OPTIONS THAT MINED SHOULD IMPLEMENT TO MAKE THIS PLAN FUNCTIONAL

The research team suggests two options that MINED should take into account in order to improve the quality of the teachers of English in El Salvador. The first one is that the new modality in the career of “Profesorado en Idioma Inglés” should be applied partially. MINED should neither ask for the advanced level as a requirement of admission for this career, nor omit the teaching of English in this curriculum; besides that, they should evaluate teachers through a test that fits the real situation of our education. The second one is that MINED should make serious changes in the curriculum of Basic and Middle Education. If MINED does so, the current implementation in the career of “Profesorado en Idioma Inglés” should be postponed until the new changes in the curriculums of Basic and Middle Education give the optimum results.

1. PARTIAL APPLICATION OF THE CURRENT MODALITY IN THE CAREER OF “PROFESORADO EN INGLÉS.”

MINED should partially implement the new modality in the career of “Profesorado en Idioma Inglés.” It means that the advanced level required to enter to the career should not be mandatory; also, the English subject in the

curriculum of this career should not be omitted. From now on, if MINED wants to evaluate and improve the academic quality of the teachers of English, they should consider two options to make this evaluation functional according to the student's reality in our country. The first one is that MINED should evaluate teachers using the TOEFL test, but with a minimum score of 400 points. This score is valid since Lin Lougheed in the TOEFL Prebook (1992) establishes that from 400 to 500 points is an acceptable score that simply would require a consolidation with the practice in order to be proficient in the language. A second option according to Francisco Larios, teacher, in an article of la Prensa Gráfica March 1st, 2003, page 24, is that an equivalent test closer to educational reality of our country must be administered "We propose a similar test to the TOEFL that fits our reality." What MINED should consider is to make an equivalent test in relation to the educational reality of our country. This test should evaluate the English proficiency attained by students at the end of "Profesorado en Idioma Inglés."

2. IMMEDIATE CHANGES IN THE CURRICULUM OF BASIC AND MIDDLE EDUCATION AND POSTPONEMENT OF THE CURRENT MODALITY IN THE CAREER OF "PROFESORADO EN IDIOMA INGLÉS."

According to the Engineer Marta de Carranza, from the "Centro Cultural Salvadoreño" MINED started up this year a pilot scheme which has

to do with the formation of English knowledge from the levels of Primary (from 1st to 3rd grade) to Secondary School (from 4th to 6th grade.). This pilot scheme is still an attempt that would not give immediate results. However, MINED already implemented the score of 520 points of the TOEFL plus the changes made in the curriculum of the career of “profesorado en Idioma Inglés” and the requirements of admission to enter to this career as if they already had the results of this pilot scheme in order to implement these changes in this career.

A pilot scheme as the one implemented this year by MINED would not give immediate results, since it is necessary to wait for twelve years until the children that already began this pilot scheme finish the High School and provide a sample of their English proficiency in the advanced level. Considering this fact, one of the most reasonable options that MINED should take is to postpone the plan of the TOEFL and the mentioned changes, up to these results of the current MINED’s pilot scheme be known and up to these results have been proved to be efficient. MINED should also make a serious study to produce a curriculum whose contents, objectives, time of instruction, human and material resources guarantee that students reach that advanced level.

The contents should integrate the four skills (listening, speaking, reading and writing). In addition, as five teachers expressed, English should be taught since elementary school, thus time of instruction would be incremented. The students should follow an English program in which they can use series of books specially prepared by MINED and that would be according to the economic possibilities of the students. These series of books should be similar as Dominoes (for children) and Side by Side (for early teens) and the Interchange series (for late teens and adults.)

Besides these changes in the curriculum, that would be useful in the students English formation, MINED should give more support to the English area in general. MINED should hire more teachers specialized in the English subject, teachers who are currently unemployed and who are seeking for an opportunity in MINED in order to fill the current demand of teachers of English in some schools, as it is read in this opinion of a teacher interviewed: “There are non-specialized teachers teaching this subject, and there are even some countryside schools where this subject has not been administered because they do not have a teacher of English.”

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GLOSSARY

-TOEFI: Test of English as a Foreign Language

-MINED: Ministerio de Educación.

-ECAP: Examen de Conocimientos y Aptitudes Pedagógicas.

-CURRICULUM: Plan bien detallado y estructurado que contiene todo lo relacionado a una carrera académica o plan de estudio.

ANNEXES

CUESTIONARIO A ESTUDIANTES DE ULTIMO AÑO DE BACHILLERATO

GENERALIDADES:

Institución donde estudia: _____

Bachillerato: _____

Edad: _____ Sexo: _____

1. ¿Sabías que para estudiar la carrera de Profesorado en el Idioma Inglés, es requisito tener un nivel avanzado en este idioma?

SI NO

2. ¿Posees este nivel avanzado (El nivel avanzado implica que puedes describir y hablar sobre tópicos personales e Interés públicos en una manera fluida y larga de manera que un hablante nativo de este idioma te entienda sin ningún problema)?

SI NO

3. Si la respuesta a la pregunta anterior fue no, estarías en la disponibilidad económica y de tiempo para estudiar Inglés y adquirir el nivel avanzado, antes de ingresar a esta carrera? (De manera intensiva se requiere de un mínimo de 2 años para adquirir este nivel).

SI NO

4. Si no tienes disponibilidad económica y de tiempo, que sugerencias podrías darle al MINED para abrirte las puertas y así poder estudiar esta carrera.

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

CUESTIONARIO PARA PROFESORE DE INGLES PARA EDUCACION MEDIA

OBJETIVO: Conocer la opinión de los profesores en Educación Media acerca de lo que ellos opinan sobre la formación de Inglés que reciben los estudiantes en este nivel educativo.

GENERALIDADES:

Institución: _____

Nivel de Inglés que imparte: _____

Años de experiencia como profesor de Inglés: _____

1. Según el sistema de educación nacional, ¿Considera usted que hay deficiencia en la formación de Inglés en el nivel de Educación Media? Explique:

2. ¿Cómo evalúa usted el programa de inglés para Educación Media? Explique:

3. Según el contenido del programa de Inglés para Educación Media, ¿Qué nivel considera usted que alcanza el estudiante?

- Ninguno
- Bajo
- Medio
- Alto
- Superior
- Otro.

Explique: _____

4. ¿Considera usted que el MINED le da la suficiente importancia y seriedad a la materia de Inglés a nivel de Educación Media?

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

CUESTIONARIO PARA LOS PROFESORES DE INGLES EN EDUCACION BASICA

OBJETIVO: Conocer la opinión de los profesores en Educación Básica acerca de lo que ellos opinan sobre la formación de Inglés que reciben los estudiantes en este nivel educativo.

GENERALIDADES:

Institución: _____

Nivel de Inglés que imparte: _____

Años de experiencia como profesores de Inglés: _____

1. Según el sistema de Educación Nacional, ¿Considera usted que hay deficiencia en la formación de Inglés para los niveles de Educación Básica?

2. ¿Cómo evalúa usted el programa de Inglés para Tercer Ciclo? Explique:

3. Según el contenido del programa de Inglés para Tercer Ciclo, ¿Qué nivel considera usted que alcanza el estudiante?

- Ninguno
- Bajo
- Medio
- Alto
- Superior
- Otro.

Explique: _____

4. ¿Considera usted que el MINED le da la suficiente importancia y seriedad a la materia de Inglés a nivel de Educación Básica?

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

ENTREVISTA AL MINED

OBJETIVO:

Conocer los criterios que el MINED toma en cuenta para establecer un puntaje mínimo de 520 puntos para los estudiantes que se someterán al TOEFL para el año 2005.

1. ¿Cuales son las razones porque el MINED administrará el TOEFL a los estudiantes de Profesorado en Idioma Inglés?
2. ¿Por qué se decidieron que 520 puntos fuera el puntaje mínimo que estos estudiantes tendrán que obtener para poder graduarse?
3. ¿Realizó el MINED un estudio previo para determinar la factibilidad de realizar cambios en currículo del Profesorado en Idioma Inglés; así como en los requisitos de ingreso y egreso de esta carrera?
4. Si la respuesta fue si, ¿Qué aspectos consideraron en ese estudio?
5. Si la respuesta fue no, ¿Qué aspectos debieron haberse tomado en cuenta?

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

ENTREVISTA AL CENTRO CULTURAL

OBJETIVO: Conocer cuales son los puntajes y la procedencia (Instituciones, lugares en donde aprendieron Inglés) y el promedio de las personas que se someten al TOEFL en esta institución.

1. ¿Cuál es la ocupación y procedencia de las personas que se someten a esta prueba?
2. ¿Cuál es el puntaje promedio obtenido de acuerdo a la procedencia de estas personas?
3. ¿Cuáles son las diversas razones por las cuales estas personas se someten a esta prueba?
4. ¿Poseen ustedes alguna tabla de equivalencia con base a los puntajes obtenidos por los estudiantes en los niveles de proficiencia en el idioma Inglés (bajo-bajo, bajo-medio, bajo-alto, bajo-medio, medio-medio, medio-alto, alto, alto-alto y superior)?

