

**.UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE RESEARCH:

COMPARATIVE STUDY OF ENGLISH PROFICIENCY OF FOURTH YEAR STUDENTS FROM ENGLISH TEACHING MAJOR OF THE FOREIGN LANGUAGE DEPARTMENT WHO HAVE ALREADY WORKED FOR A YEAR AT A CALL CENTER VERSUS FOURTH YEAR STUDENTS WHO HAVE ALREADY WORKED FOR A YEAR AT AN EDUCATIONAL CENTER OF THE UNIVERSITY OF EL SALVADOR YEAR 2014.

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

PRESENTED BY:

**ROSMERY YANETH BONILLA MARROQUIN
TERESA CAROLINA RAMOS DE MEDINA**

ADVISOR:

MsD. ODIR ALEXANDER MENDIZÁBAL ARÉVALO

SAN SALVADOR, EL SALVADOR, CENTRAL AMERICA, MARCH 15TH 2015.

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Master Ricardo Garay Salinas

DOCENTE DIRECTOR

MsD. Odir Alexander Mendizábal Arévalo

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Index

i. Front page	1
ii. Index	2
iii. Introduction	4
I.STATEMENT OF THE PROBLEM	5
I.I Description of the problem	
II. OBJECTIVES	8
II.I General Objective	
II.II Specific Objectives	
III. RESEARCH QUESTIONS	9
IV. JUSTIFICATION	10
V. DELIMITATION OF THE PROBLEM	12
VI. THEORETICAL FRAMEWORK	14
VII. RESEARCH DESIGN	20
VII.I Research Instrument (s)	
VIII. STATEMENT OF HYPOTHESES	24
VIII.I Research hypothesis	
VIII.II Null hypothesis	
VIII.III Alternative hypothesis	
IX. POPULATION AND SAMPLE	25

IX.I Population	
IX.II Sample	
X. DATA ANALYSIS	26
XI. UNIVARIATE ANALYSIS	27
XII. FINDINGS	52
XII.I Hypotheses' test	
XII.II Answer to the research question	
XII.III Most outstanding findings	
XIII. ANSWER THE RESEARCH QUESTIONS	54
XIV. MOST OUTSTANDING FINDINGS	56
XV. CONCLUSIONS	57
XVI. RECOMMENDATIONS	58
XVI.I Recommendation for students	
XVI.II Recommendation for teachers	
XVI.III Recommendation for authorities	
ANNEXES AND REFERENCES	61
ANNEX I	
ANNEX II	
ANNEX III	
ANNEX IV	
TIME TABLE	68
REFERENCES	

iii. Introduction

Nowadays, at the University of El Salvador, there are some students that graduate with a deficient English level. If this problem is ignored, the under graduate students will not be prepared enough to teach English as a second language at a proper way using correct listening, speaking reading and writing.

This research is in order to find out the areas of deficit of proficiency among students that work at a Call Center and students that work in the Educational Area. The purpose of the research is to identify which of these skills, speaking, listening, reading and writing are developed better.

The researchers will base the study on the fourth year students who already work at a Call Center; probably they have a better listening and speaking skills than the ones who work at an Educational Center. The researchers consider that this is because the ones who work in Call Center interact with foreign people besides the ones who work at an Educational Center interact with books and didactical material.

According to the nature of the research, the researchers will run a test which involves listening and speaking, reading and writing, to students that belong to The Foreign Language Department who are in four year of the major. The researchers consider that the test is a good instrument to measure the English proficiency. The test will be focused on: listening, reading and writing. Therefore, the speaking skill will be measured by using a different test that the researchers will provide. Also a topic will be given for the students to talk about it, and the way that the researchers will find out the speaking proficiency of the student will be based on different categories included in the test.

In addition, the researches consider that based on final data they are going to propose to have improved the methodology of the teaching process in order for students to have at the same level the skills that were already mentioned on the English proficiency when they get their diploma.

I. STATEMENT OF THE PROBLEM

In the past, the methodology applied by the teachers was focused on the active participation of all students which aimed at developing the four skills in the learning of English (Speaking, Listening, Reading and Writing) correctly. But as we know since few years ago the Licenciatura en Idioma Ingles opción: Enseñanza has a high demand so it is difficult for the teachers to handle large groups they are assigned.

Because of the fact that every group is overpopulated, it is impossible to have the participation of all students in the classroom because the groups have an average of fifty-five or sixty students. Due to the overpopulation in the classrooms has been shown to have an adverse effect on student learning in a number of ways. Historically, the University of El Salvador, has overpopulated classrooms where funding to expand facilities is limited. A classroom is defined as overpopulated when it operates with an enrollment rate exceeding capacity. Student concentration is adversely affected when classrooms are overcapacity and resources are limited.

The problem is that these rooms are not always equipped with whiteboards, desks or other classroom resources necessary for student learning. Distractions are also common in overcrowded classrooms with more students per class and classrooms in closer proximity. How the University deals with this problem, affects student learning since overpopulation can hinder student learning, reducing the quality of instructional planning and lowering morale among students and teacher so this is a disadvantage for the students to develop the four skills mentioned above.

Today, the most problematic issue with the recent influx of students is finding seats. However, if this trend continues for the next few years, more devastating problems could occur. It could potentially lead up to the point where students are denied required classes, forcing them to either find them elsewhere, go to a different university, or spend another year waiting for a space in our campus.

The researchers found out that the Association of Departments of Foreign Language (ADFL) of the United States in their polices is mentioned that in a class where

a foreign language is taught the number of students must not be more than twenty per class. If the teacher wants to focus the four skills equally, but it recommends that the ideal number of students per class should be fifteen.

The researchers conclude that this is the main reason why students have a deficiency when are at fourth year of the career; when students are almost graduated they look for a job, the common ones are at a Call Center or at an Educational Area, and maybe because of the environment that they are involved some of the main skills are more developed than the other ones.

For example; students who work at a Call center maybe they develop better listening and speaking skill than writing and reading skill and students that work in educational area are more familiar with texts, books, magazines that is why their writing and reading skill are better improved.

I.I Description of the problem

Experience has demonstrated that the English Proficiency of the four main skills has become difficult to develop at the same level during the language learning process. In El Salvador, learning English as a foreign language is a serious problem because students do not always have the chance of practicing their speaking skill in a real environment, the same happens with listening because they cannot approach to a native speaker unless they have the facility to travel to a foreign country, when we talk about writing and reading students prefer to focus their hobbies in their natal language.

Based on the fact that in the Foreign Language Department English is taught as ESL (English as a second language) so English is practiced inside the classroom and during the class only, as mentioned in the Delimitation of the problem part that due to the large groups not all students participate in the class, so not all the skills are developed. When these students work in different areas where English is the main tool or resource some of the main of the four skills are developed better. For instance, as many speculate that who work at a Call Center develop the oral and listening proficiency well and in most of the cases they sound like native speakers because they are involved with foreign people where Spanish is useless.

Before the investigation, the researchers wondered themselves if students that work at a Call Center have their accuracy and fluency at the same level, and if the same happens with the students that work at an Educational Center.

II. OBJECTIVES

II.I General Objective: To identify the level of English proficiency on the skills developed of the students of four year of Foreign Language Department, University of El Salvador.

II.II Specific Objectives:

- To find out which are the skills more developed among the students that work at a Call Center, and the ones who work at an Educational Center.
- To determine how important it is to have a good English proficiency for the undergraduate students.

III. RESEARCH QUESTIONS

1. How important are the main skills developed at the same level in the English teaching major at the fourth year of the career?
2. How important is to have a good English speaking proficiency before being graduated?
3. How important is to have a good English speaking proficiency for job opportunities?

IV. JUSTIFICATION

In recent years, the English teaching has become one of the most popular majors at the University of El Salvador. Students from the Foreign Language Department need to manage the skills: speaking, listening, reading and writing. An English student needs to develop the skills before mentioned at the same level, by doing this they will be able to develop efficiently the English teaching process

Some students from the department who are almost graduated, fourth or fifth years of the career start working in some places for example, in Educational Center or in most cases at a Call Center. The researchers want to identify who are developing better the skills already mentioned, if the ones who have worked in Educational Center or the ones who have worked at a Call Center.

As researchers, we found out that most Call Center jobs do not require any previous experience, so if you are a fresh graduate with no experience at all and you are new to the job market, then a call center job is the easiest gate to enter any big corporation, provided that you have good communication skills and computer knowledge, but some Call Centers need fluency in certain languages mainly English, French or German.

Usually some students prefer to work in a Call Center because of the salary. In addition, they can get extra compensation in the form of over time or for working on specific timing (e.g. night shifts). If they are into sales calls, they can receive commission on top of their salary.

Also, most Call Centers invest a lot money and time in providing free trainings to their agents. This is a great opportunity to develop the student's skills, especially in communication and multi-tasking. They learn how to talk, listen, work on the computer and solve problems all the same time. Some students mentioned that the interaction they have with native speakers is on daily basis.

In addition, we will find out the skills that are more improved at the two areas to investigate, the researchers believe that maybe the ones that work at a Call Center

have advantage in listening and speaking, and the ones that work at an Educational Center are better on writing and reading skills.

On the other hand students who have decided to work in an Educational Center, even if their writing and reading skills are better, the opportunity to practice or have the chance to interact orally with a native speaker is almost zero.

One of the researchers has identified by herself that the skills she improved better are: speaking and listening, because of the fact that she works at the Call Center for more than a year and besides that the other researcher she has discovered that the skills that improved better are reading and writing. The proposal will be given according to the findings that will show the level of English that each one has, and based on the final results, the researchers will proposed teachers in the major to focus on the skills to be at the same level.

V. DELIMITATION OF THE PROBLEM

This study will be done at the Foreign Language Department at the University of El Salvador, San Salvador. The group selected will be students from fourth year, so the researcher will perform a comparative study by using four different instruments about listening, speaking, reading and writing in order to know how well the skill are developed, and will attempt to test statements with a view to generalize the specific data collected. The techniques that the researchers will use is a test in order to identify the fact of having a deficit in some of the four skills and this will be measured through observation, a survey performed by students and the test will be performed by the researchers that consist on filling out a rubric with different criteria.

The researchers have selected students of 4th year of the Foreign Language Department, they found out that these students are taking Advance Grammar group 02 from 5.00 – 7.00 pm and 5.00 – 7.00 pm, Research Methods group 02 from 3.00 pm – 5.00 pm, Teaching Practice II group 02 from 3.00 – 5.00 pm and Statistics group 02 from 5.00 – 7.00 pm. As mentioned before the main objective of this project is to “compare the proficiency of English of the ones that work at a Call Center and the ones that work at an Educational Area” based on the fourth main skills so the students chosen were selected to complete a reading, writing, speaking and listening test with the purpose of determine which is the area or the skill they have more developed which is the area or skill they have more developed or the lack of improvement in the other ones.

For the researchers was kind of difficult to complete the investigation due the fact some students felt shy about showing how much they know, it happened mostly in female side, but the researchers explained to the students that the data collected is anonymous and will not affect the performance of their subjects up to date.

It is important to mention that through this specific part of the project, completing the different test, the students found out in themselves that the lack of improvement in some of the skills did not allow them to perform well the subjects they have taken, so

they became conscious that an improvement on the self-proficiency is needed to avoid the failure of any of the rest of the subjects to be taken.

VI. THEORETICAL FRAMEWORK

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996).

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These teachers help students learn to speak so that the students can use speaking to learn.

Using minimal responses language learners who lack confidence in their ability to participate successfully in oral interaction, often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build

up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. (NCLRC, Essentials of Language Teaching)

Teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

It is quite well known that language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, teachers can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the language skills that they may encounter outside the classroom.

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages:

- Ability to inform, persuade, and direct. Business managers, educators, military leaders, lawyers, and politicians, among others, seek to develop their speaking skills to such a level that they are transformed into master communicators. Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. Wise is the speaker who gains and then holds the attention of an audience, with well-chosen words in a well-delivered presentation, forming a message that is effective, informative, and understood.

- Ability to stand out from the rest. When one thinks of speaking skills, one tends to think of it as a common skill. Think again. The ability to stand before others and speak effectively is not an ordinary ability. Many people are deathly afraid of public speaking; others have little ability to form thoughts into sentences and then deliver those words in a believable way. The bad news is that at any given moment the world has precious few with the speaking talents of, say, Winston Churchill or John F. Kennedy. The good news is that a speaker whose skills are honed and developed with constant application and hard work can stand out.

- Ability to benefit derivatively. Well-developed verbal skills can increase one's negotiation skills. Self-confidence is improved. A growing sense of comfort comes from

speaking in front of larger and larger audiences. A reputation for excellence in speaking can accrue over time, thereby imparting certain credibility to the speaker.

- Career enhancement. Employers have always valued the ability to speak well. It is, and always will be, an important skill, and well worth the effort in fully developing. In my latest novel Dare Not Blink, main character Dave Paige has consistently moved up the corporate ladder due in part to his ability to present his ideas clearly and persuasively. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek.

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills its development results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people.

It is quite important to mention that is well known at the University of El Salvador and being more specific at the Language Department all the classrooms are overcrowded, and it is very important to have that important issue in our minds. Most of the times people do worry about quantity than quality, but when referring to a classroom it is better to have few students to achieve or improve the knowledge or goals set up. The point is, that the researchers found out that because of the overcrowded classrooms teachers cannot have the control if students have understood in 100% the topic taught. Another fact is that not all students have the opportunity to participate in the development of the class, even if the techniques or strategies are good enough, it does not guarantee that students will develop the four main skills as expected.

The researchers found an article related to this ongoing issue at the University of El Salvador, the article is about a study of overcrowded classrooms in New York City, these researchers found that students in such classrooms scored significantly lower in their exams. In addition to it, when these researchers asked students and teachers in about the results of the study, both parties agreed that overcrowded classrooms negatively affected both classrooms activities and instructional techniques. (Rivera-Batiz and Marti, 1995).

However, after having all that information, the researchers inquired themselves how students are capable to dominate some of the skills at a very good level for e.g. some students are experts on writing and reading, and some others in listening and speaking.

Based on that premise, the researchers want to explain a brief definition about the two different types and most popular jobs in El Salvador. The first one, Call Centers which began as plain providers for over the phone Customer Service, ranging from travel services, technical support, sales department, claims department, customer care, financial services, online business to customer support, and online business to business support; these services are considered as an up-and-coming industry in El Salvador.

Also, El Salvador is considered as location of choice due to its less expensive operational and labor costs. In the year 2007, El Salvador leaded as a top of the Business Process Outsourcing (BPO) destination for the Call Center Business Industry, according to an article published by the United States Embassy in El Salvador.

According to Lisa McQuerrey, Call centers are typically large phone banks in which incoming calls are received and outgoing calls are made on behalf of both large and small corporations. Some call centers focus on customer service or tech support, while others conduct phone sales and surveys. Employees of call centers must be efficient and able to follow direction. Most of all, call center workers should enjoy spending time on the phone talking to strangers.

Good communication skills are essential to handling calls effectively, ensuring that the appropriate information is exchanged in a way that both you and the caller understand. This means having an even, easily understood speaking voice, and the ability to hear and understand verbal cues that can indicate the tone and mood of the caller's voice. (Lisa McQuerrey, Good Speaking Skills on the phone, 2005)

On the other hand, an Educational Center is a place where English is taught, for instance an academy, is a business up-and-coming as well, many people take this option in order to work at a call center or just to have the knowledge of a second language required in their jobs. In El Salvador, there are many academies that offer courses from basic to advanced levels; the Methodology implemented by those academies is supposed to be in a natural way, but the feedback gotten is that they are book-followers, but with effort, continuity and discipline, the majority of the students achieve their goals.

VII. RESEARCH DESIGN

For the researchers it is a convenience sampling because they were bounded by time, money and workforce, the samples were selected because they were accessible to the researchers and in this case the population was just too large so it was impossible to include every student. The researchers chose the students of 4th year of the career of the groups that receive classes in the afternoon and the total amount of students that work in the two places, Educational Area and Call center are 198, so all of them were the researchers' sample.

In the other hand, this is a Descriptive Research because this describes phenomena as it exists for instance all we know that depending on the environment where the student is involved where English is taught affects the performance or the proficiency of the second language but based on this comparative study, the researchers wanted to find out which are the skills better improved. Throughout this investigation, we found out that not only Descriptive Research was used, but also, this study relied on Analytical or Explanatory Research as a secondary source with the purpose of identifying any causal relationship between the factors or variables that is related to the research problem. This research involved gathering data that described events and then is organized, tabulated, and described the data collection.

However, because of the types of tests that researchers elaborated a quantitative research design was used because they measured the results conclusively and straight to the point, as well it was constructed in a manner that allows others to repeat the experiment and obtain similar results. By having this quantitative research design the researcher had the advantage that results can be proved or disproved a hypothesis. After having statistical analysis a comprehensive answer is reached, the results can be explained or discussed (MarkbBalnaves, Peter Caputi, 2001). It can involve collections of quantitative information that can be tabulated along a continuum

in numerical form, such as scores on a test or the number of times a person chooses to use a certain feature, or it can describe categories of information such as general patterns of interaction when using technology in a group situation. This descriptive function of research is heavily dependent on instrumentation for measurement (Borg & Gall, 1989). This study describes present and real conditions or limitations, events or systems based on reactions of the respondents of the research (Creswell, 1994).

VII.I Research instrument (s)

When the researchers performed their investigation they used tests and questionnaires as instruments with the purpose to obtain data to be collected and find out if the Call Center side has developed listening and speaking and compare if the Educational Area side has developed reading and writing. Also, they will take advantage of proposing to the Foreign Language Department an improvement on methodologies about the classrooms management or to use better techniques to develop the class, as well to choose the appropriate activities to enrich the learning process, for instance:

- The use of the laboratory.
- Conversation groups.
- Listening material (CD'S).
- Movies
- Articles for discussion.
- Books (stories, short stories, and novels, among others).
- Magazines.

To gather the data needed to effectuate this comparative study, the researchers agreed to use four different tests to measure the English proficiency.

- Listening test: it is based on an audio about daily basis reality, in order to underline the correct response of 5 items given, so the researchers will identify which level of listening students are at.
- Speaking test: students were exposed to common questions about the reality or the routine they live, so the researchers filled out a rubric that included 4 different criteria when 1 represents a low level of speaking and 4 represents an excellent performance, with a very accurate response and a good accuracy and fluency.

- Writing test: students were given a situation where they had to answer in writing with the best idea. This test was designed to evaluate the grammar mistakes, verb tenses, coherence, and vocabulary.
- Reading test: this test included a paragraph to be analyzed in order for students to choose the best answer based on 5 items with 3 possible answers from which students had to choose the one they considered correct.

In that way the researchers have valuable information from the sample that allowed making statistical inferences about population.

Also, the instruments were design in English since the target was to measure the English proficiency for students that are almost to be graduated, the instruments were understandable, and the researchers took into account the level of English of these students which is advanced level.

In order to pass all the tests, the researchers asked for permission to the teachers that were assigned to the subjects of the 4th year of the carrier, (for details, refer to Part I, section E where is explained with detail the subject and the group number).

VIII. STATEMENT OF HYPOTHESES

VIII.I Research Hypotheses

Students of fourth year from English teaching major of the University of El Salvador year 2014 that work at a Call Center have developed their speaking and listening skills better, opposite as students that work at an Educational Area, improved their writing and reading skills better because of the different environment they are involved.

VIII.II Null Hypotheses

Students of fourth year from English teaching major of the University of El Salvador year 2014 that work at a Call Center have developed their writing and reading skills better, versus as students that work at an Educational Area, improved their speaking and listening skills better.

VIII.II Alternative Hypotheses

Students of fourth year from English teaching major of the University of El Salvador year 2014 that work at a Call Center or Educational Area have developed the four macro skills at the same level, because the environment that they are involved does not influence on the improvement of their skills.

IX. POPULATION AND SAMPLE

IX.I POPULATION

The research took place at the University of El Salvador on students of fourth year of the English Teaching major, in order to have a problem definition the researchers needed to identify the facts that students face when working at a Call Center and Educational Area, as stated in section IV Hypothesis; section A that because of the different environment of daily basis they are involved some of the skills are better improved than the other ones.

IX.II SAMPLE

The sample type is a Convenience sampling which is a method that allows the researchers to grab members from the population for the sample. (Fourth year students of the English Teaching major of 2014). The researchers decided to focus their investigation on these students that belong to the groups of the afternoon as explained in section III, that because of lack of time. Such sample is biased because researchers may unconsciously approach some kinds of respondents and avoid others (Lucas 2014a), and respondents who volunteer for a study may differ in unknown but important ways from others (Wiederman 1999).

In addition, because of the fact that the total population is too large not all the elements of the population have the same probability of being chosen. That is why this is a Convenience Sample where all the students of the afternoon groups were selected to be tested.

X. DATA ANALYSIS

The statistical procedure that was used to analyze the data collected was the application of simple statistical formulas.

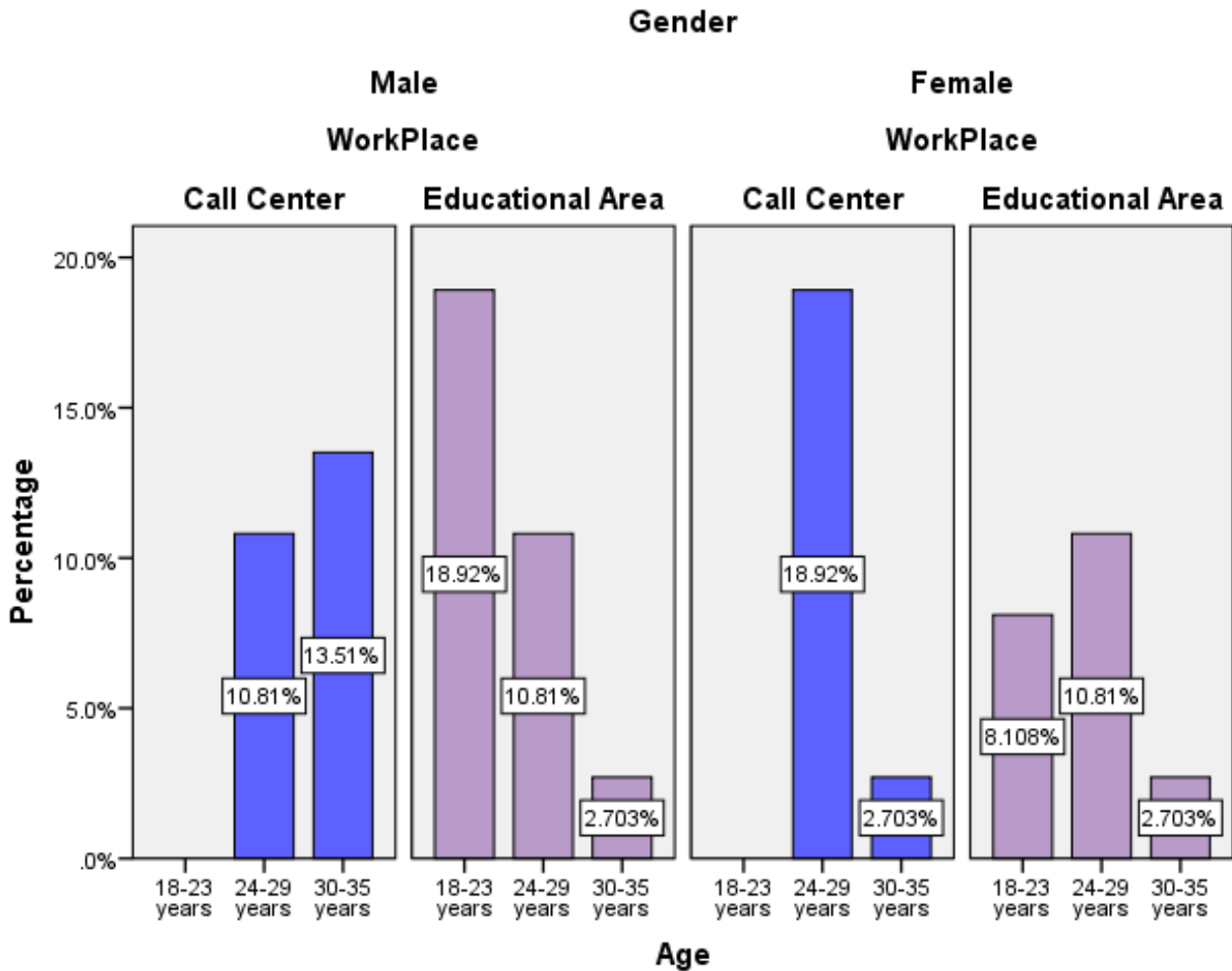
The levels of the hypothesis were measured and the results are presented in bar graphics so the whole analytical process was carried out by making one graphic per question that involved percentage, workplace, gender and age. As well it points out which area Educational or Call Center, is the one that has deficit or low proficiency in the test that the researchers passed out to measure the level of the main four skills.

In order to carry out this procedure, the researchers used the “SPSS program which is used for survey authoring and deployment (IBM SPSS Data Collection), data mining, text analytics, and statistical analysis”. Daniel Mujj(2004). “Doing quantitative research in education with SPSS”.

The data analysis process was based on the Univariate Analysis, it evaluates the results of each question separately (A. Cooper, Tony J. Weekes, *Data, models, and statistical analysis*) and the data values vary from individual to individual. Finally, it is presented the analysis of the research questions and hypotheses.

XI. UNIVARIATE ANALYSIS

**GRAPHIC 1
LISTENING TEST**

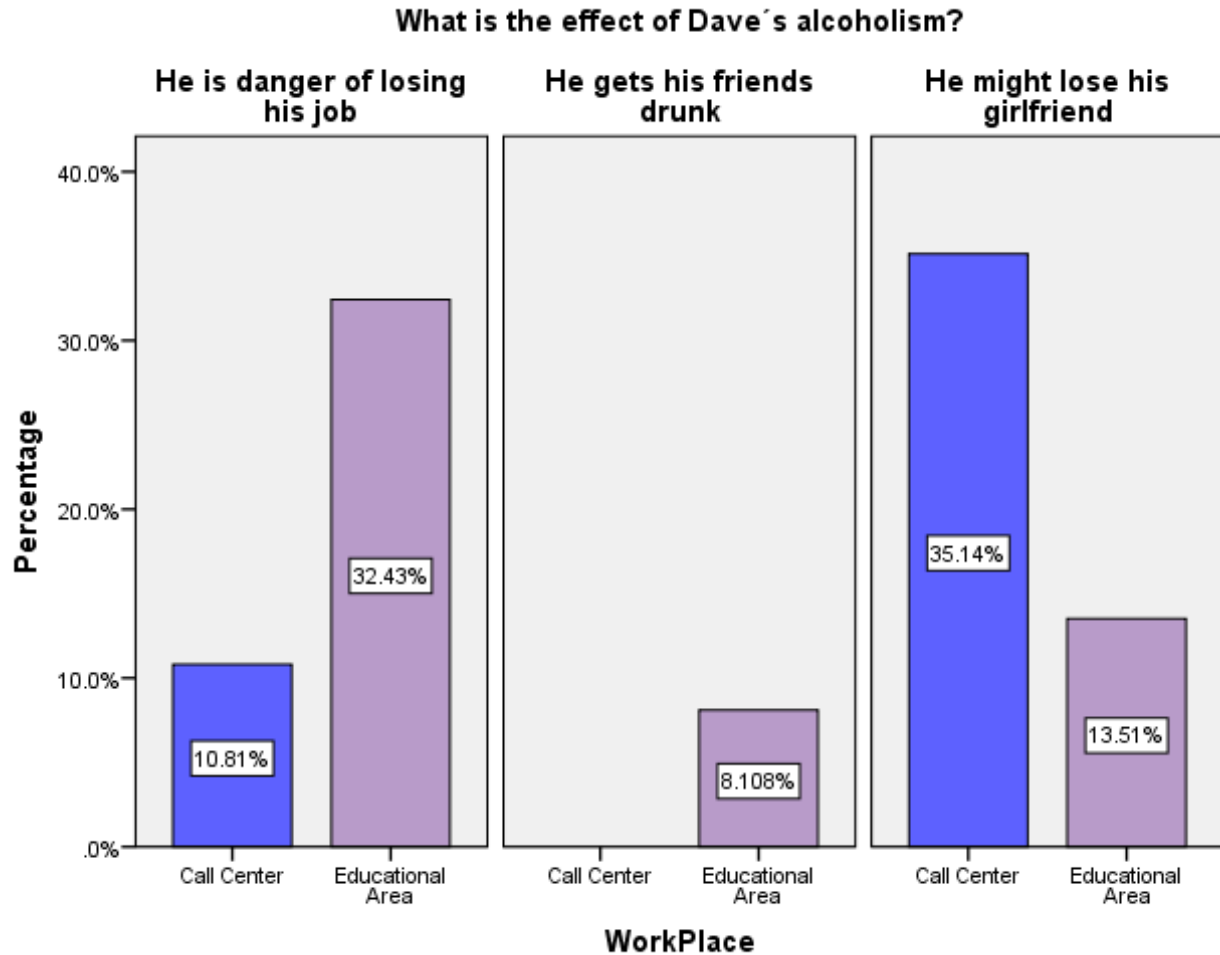


This graphic represent the generalities of the test that the researchers passed among students that work at Educational Area and Call Center.

There is any student that works at a Call Center and there are 27.02% that work at an Educational Area under the age of 18-23 years. There are 37.73% of students that work at a Call Center and there are 21.62% of students that work at an Educational Area under the age of 24-29 years. There are 16.21% of students that work at a Call Center and there are 5.40% of students that work at an Educational Area under the age 30-35 years.

GRAPHIC 2

1. What is one effect of Dave's alcoholism?



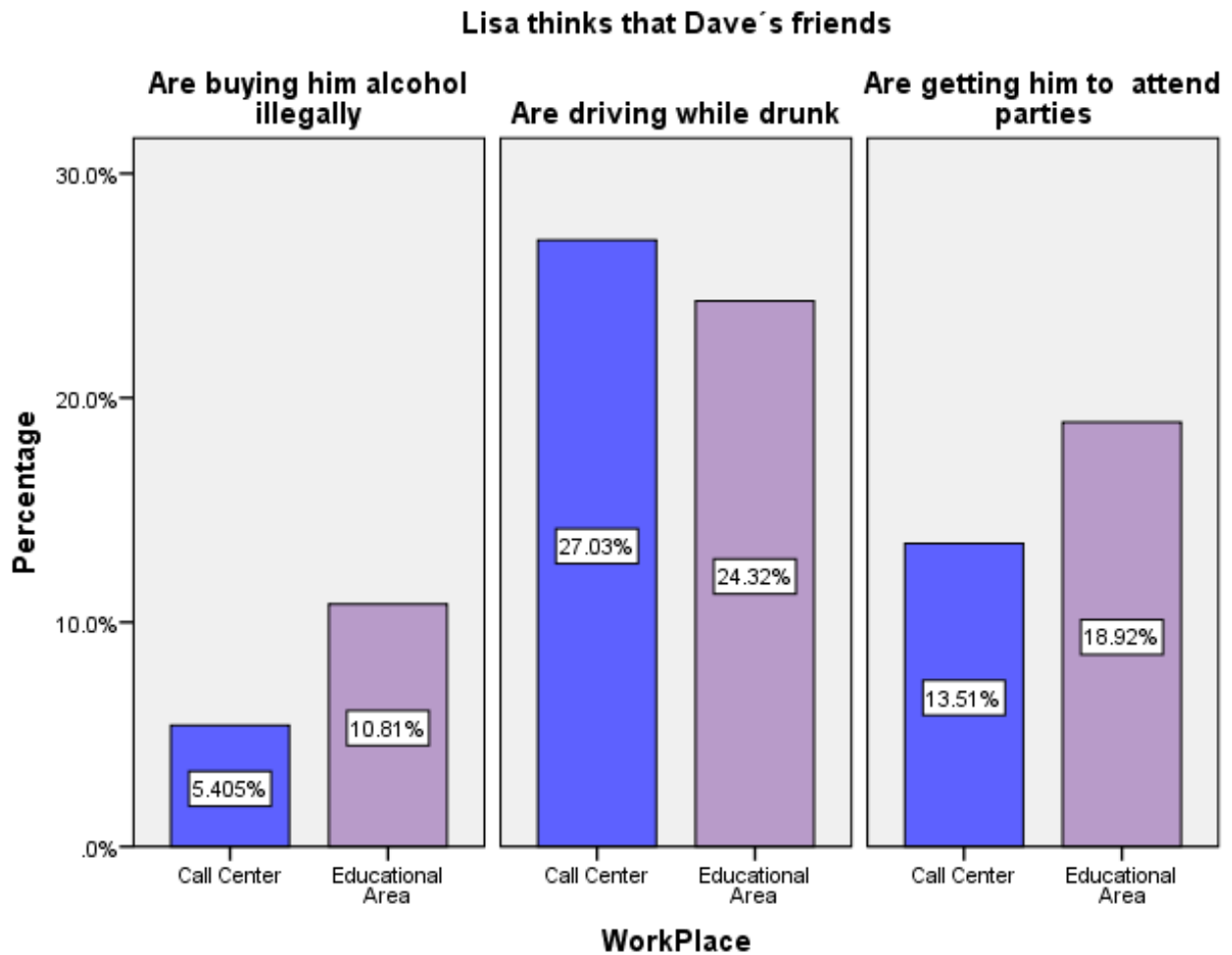
Correct answer:

The correct answer is letter C which is “He might lose his girlfriend”.

According to the result of this question a 35.14% of students that work at a Call Center chose this answer while a 13.51% of students of Educational Area chose that answer too. However, a 10.81% of students that work at a Call Center chose the incorrect answer and a 32.43% of students that work at Educational Area chose it wrongly too.

GRAPHIC 3

2. Lisa thinks that Dave's friends?



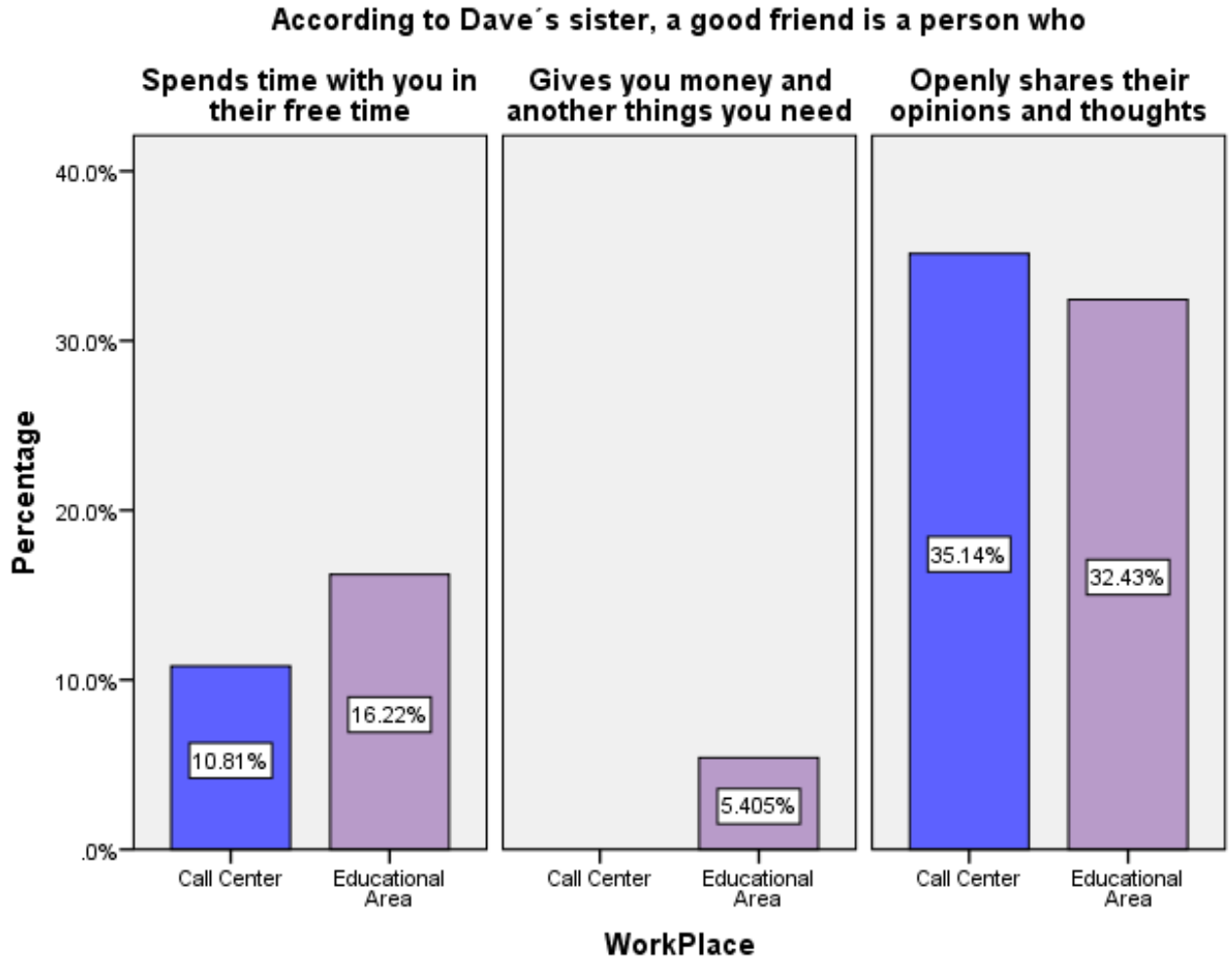
Correct answer:

The correct answer is letter C which is "Are getting him to attend parties".

Based on the results that this graphic shows, a 13.51% of students that work at a Call Center chose the correct answer while 18.92% of students that work at an Educational Area chose the same answer, but a 28.43% of students that work at a Call Center chose the incorrect answer and a 35.13% of students that work at an Educational Area chose the incorrect answer too.

GRAPHIC 4

3. According to Dave's sister, a good friend is a person who?



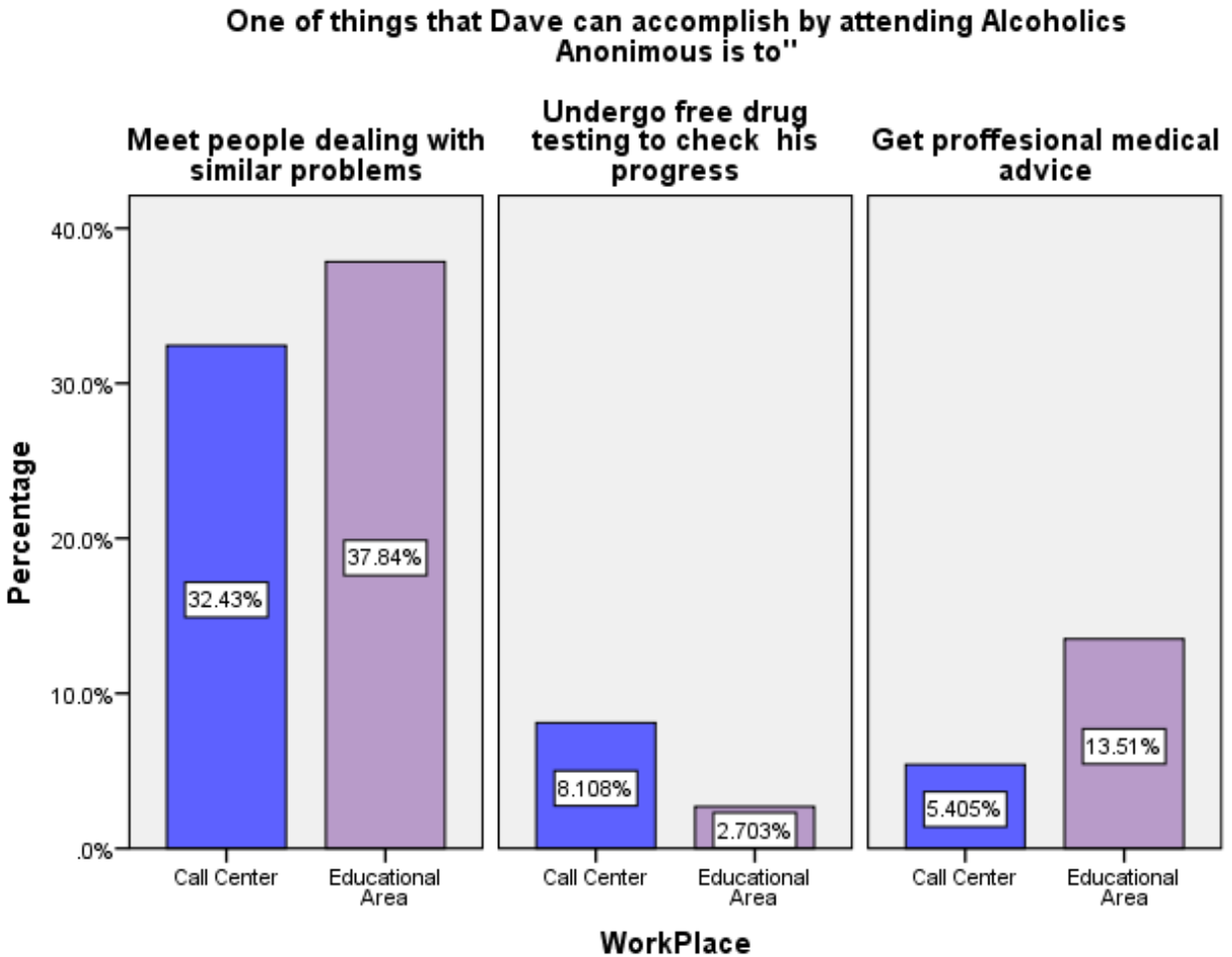
Correct answer:

The correct answer is letter C which is “Openly shares their opinions and thoughts”.

Based on the results that this graphic shows, a 35.14% of students that work at a Call Center chose the correct answer while 32.43% of students that work at an Educational Area chose the same answer, but a 10.81% of students that work at a Call Center chose the incorrect answer and a 21.62% of students that work at an Educational Area chose the incorrect answer too.

GRAPHIC 5

4. One of things that Dave can accomplish by attending Alcoholics Anonymous is to?



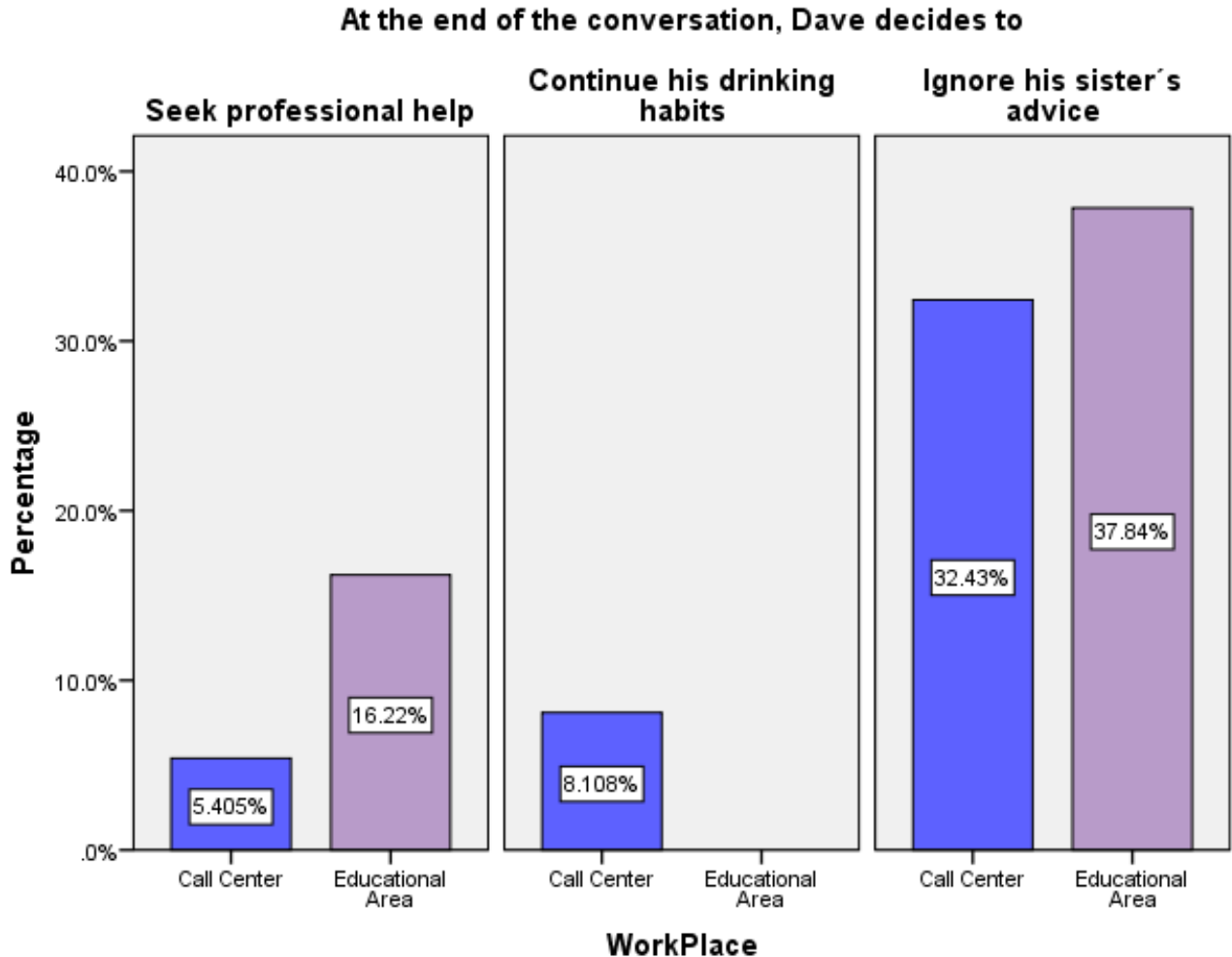
Correct answer:

The correct answer is letter A which is "Meet people dealing with similar problems".

Based on the results that this graphic shows, a 32.43% of students that work at a Call Center chose the correct answer while 37.84% of students that work at an Educational Area chose the same answer, but a 13.50% of students that work at a Call Center chose the incorrect answer and a 16.21% of students that work at an Educational Area chose the incorrect answer too.

GRAPHIC 6

5. At the end of the conversation, Dave decides to



Correct answer:

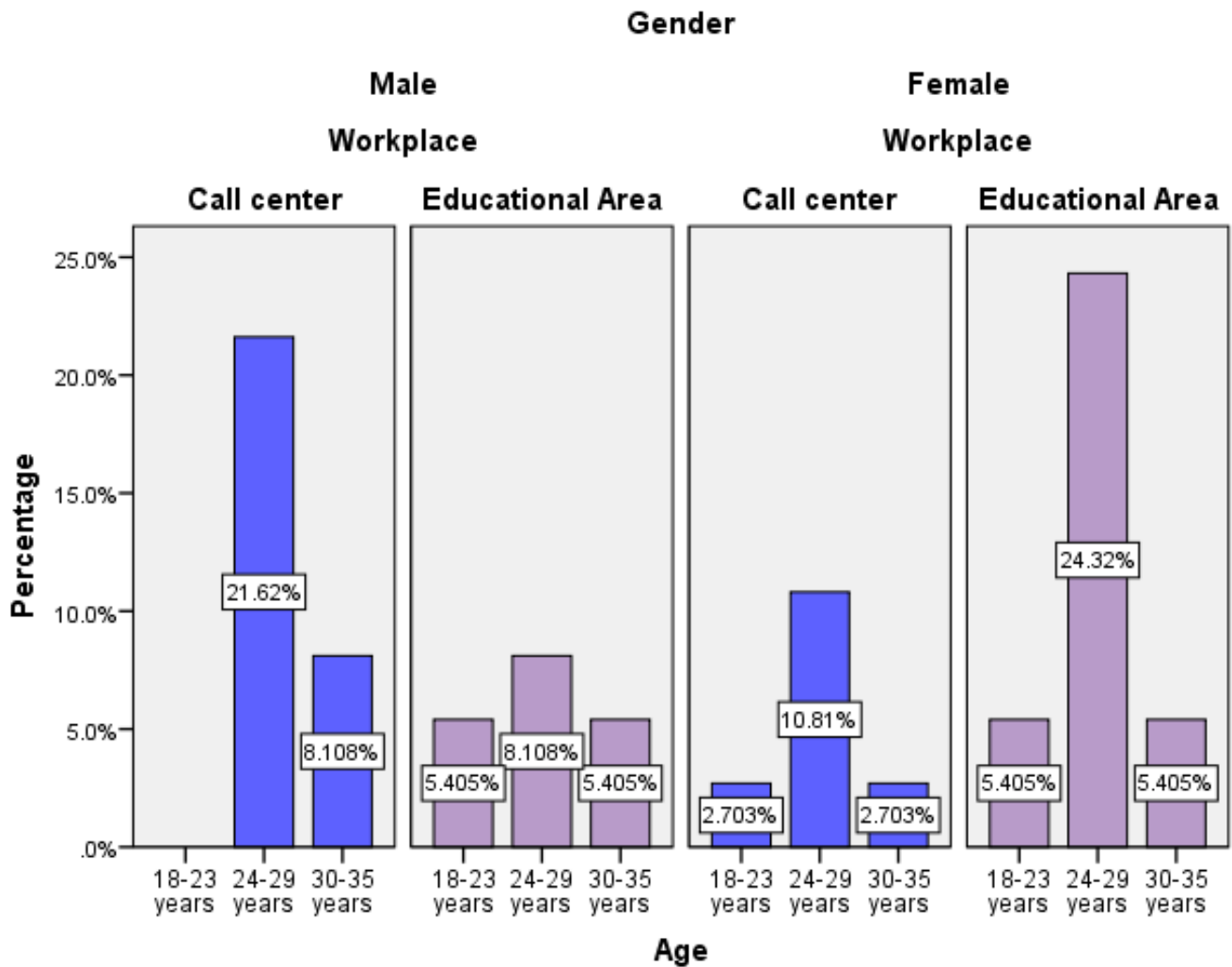
The correct answer is letter C which is "Ignore his sister's advice".

Based on the results that this graphic shows, a 32.43% of students that work at a Call Center chose the correct answer while 37.84% of students that work at an Educational Area chose the same answer, but a 13.50% of students that work at a Call Center chose the incorrect answer and a 16.22% of students that work at an Educational Area chose the incorrect answer too.

As a result, the researchers noticed that Educational Area performed well the listening test. All people assume it was going to be the other way around, but after reviewing the results of the data are that Educational Area got three correct answers and the Call Center area answer correctly from the 5 items given only two.

UNIVARIATE ANALYSIS

GRAPHIC 1
SPEAKING TEST

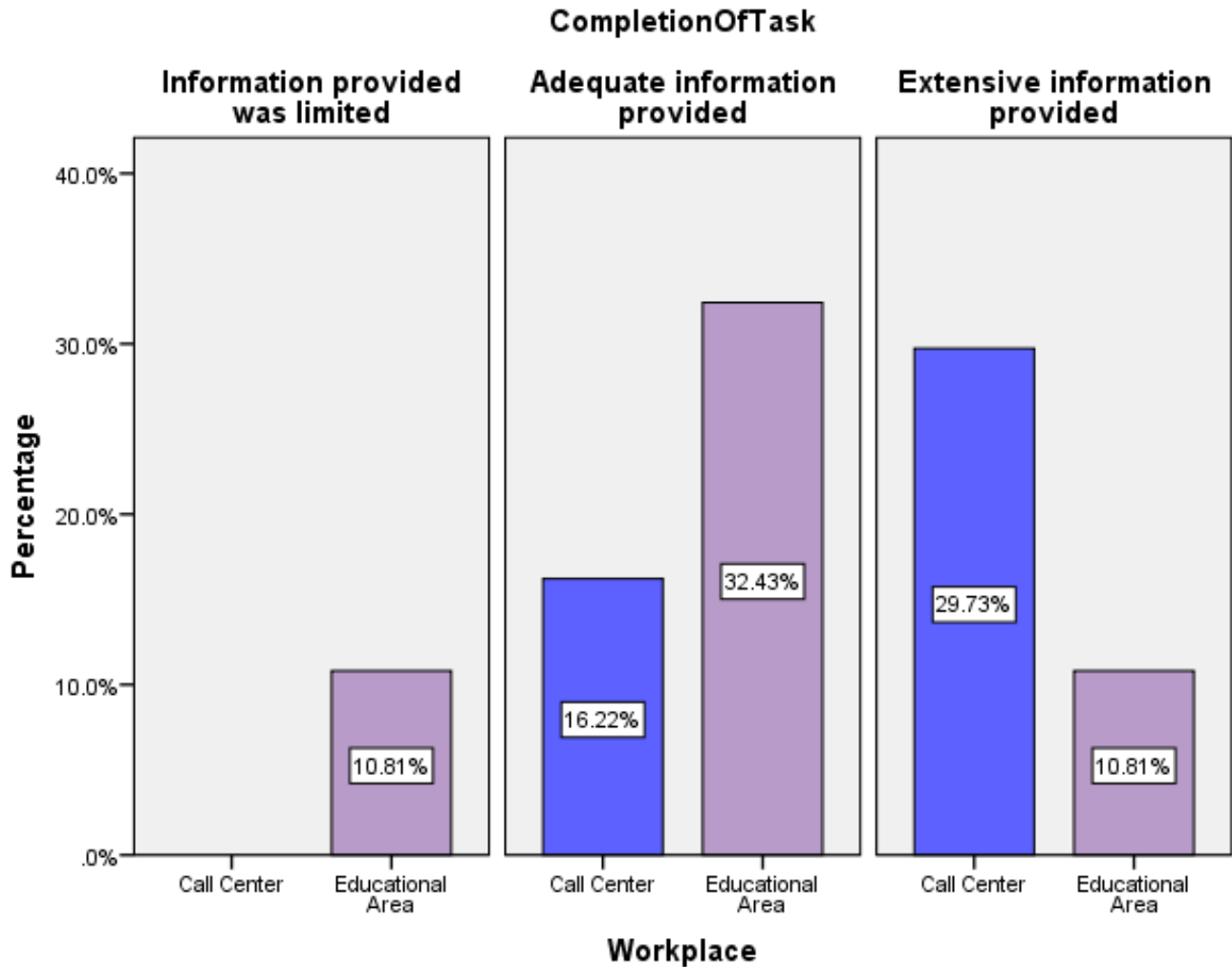


This graphic represent the generalities of the test that the researchers passed among students that work at Educational Area and Call Center.

There are a 2.70% of students that work at a Call Center under the age of 18-23 years. There are 10.80% students that work at an Educational Area under the age of 18-23 years. There are 32.43% of students that work at an Educational Area and there are 32.42% of students that work at an Educational Area under the age of 24-29 years. There are 10.80% of students that work at a Call Center and there are 10.80% of students that work at an Educational Area under the age 30-35 years.

GRAPHIC 2

1- Completion of task.

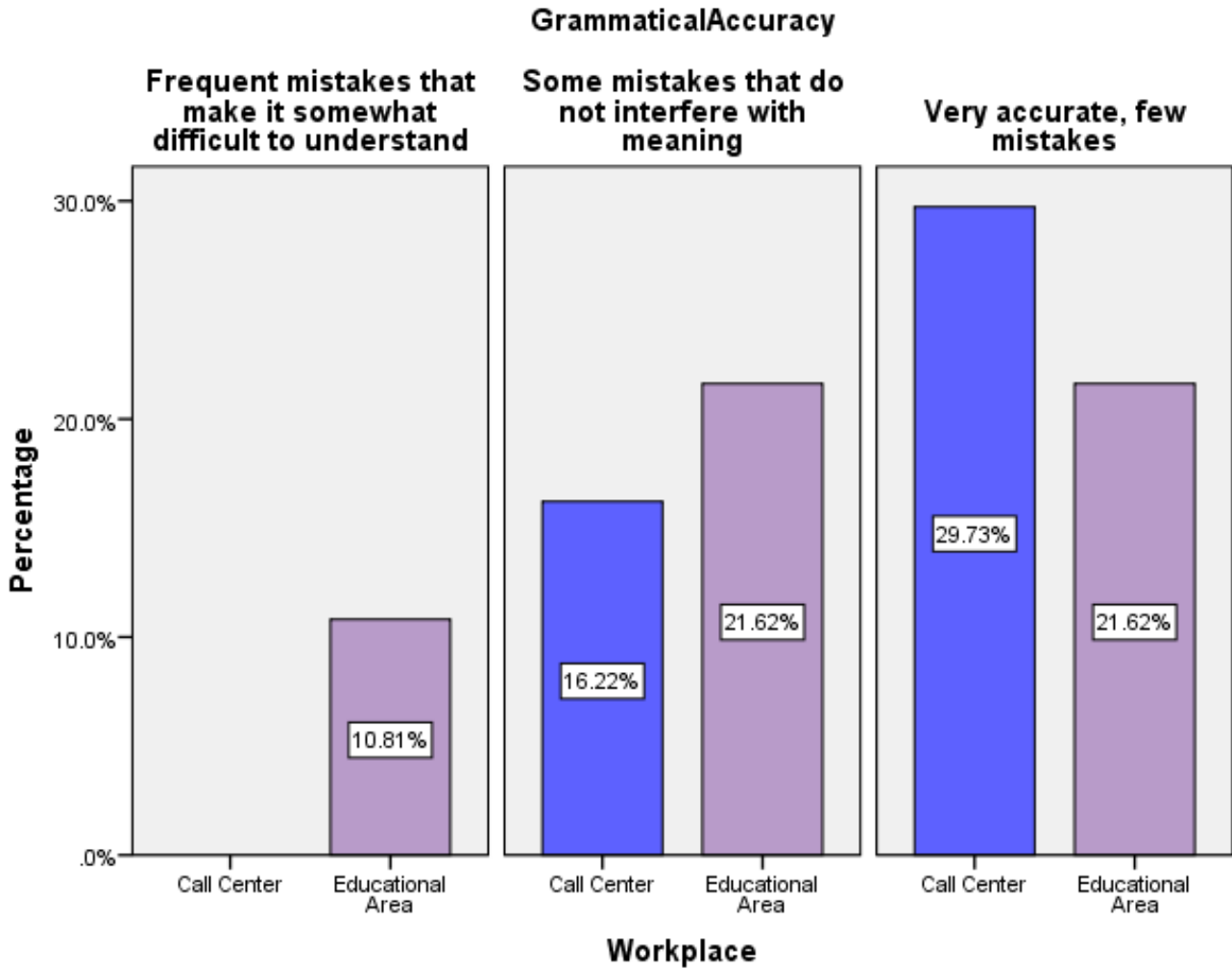


The criterion chosen by the researchers with an outstanding result is “Extensive information provided”.

Based on the results that this graphic shows, a 29.73% of students that work at a Call Center were graded under the most outstanding criterion while a 10.81% of students that work at an Educational Area were graded under the same criterion, but a 16.22% of students that work at a Call Center were graded under the less outstanding criteria and a 43.24% of students that work at an Educational Area graded under these criteria too.

GRAPHIC 3

2- Gramatical Accuracy.

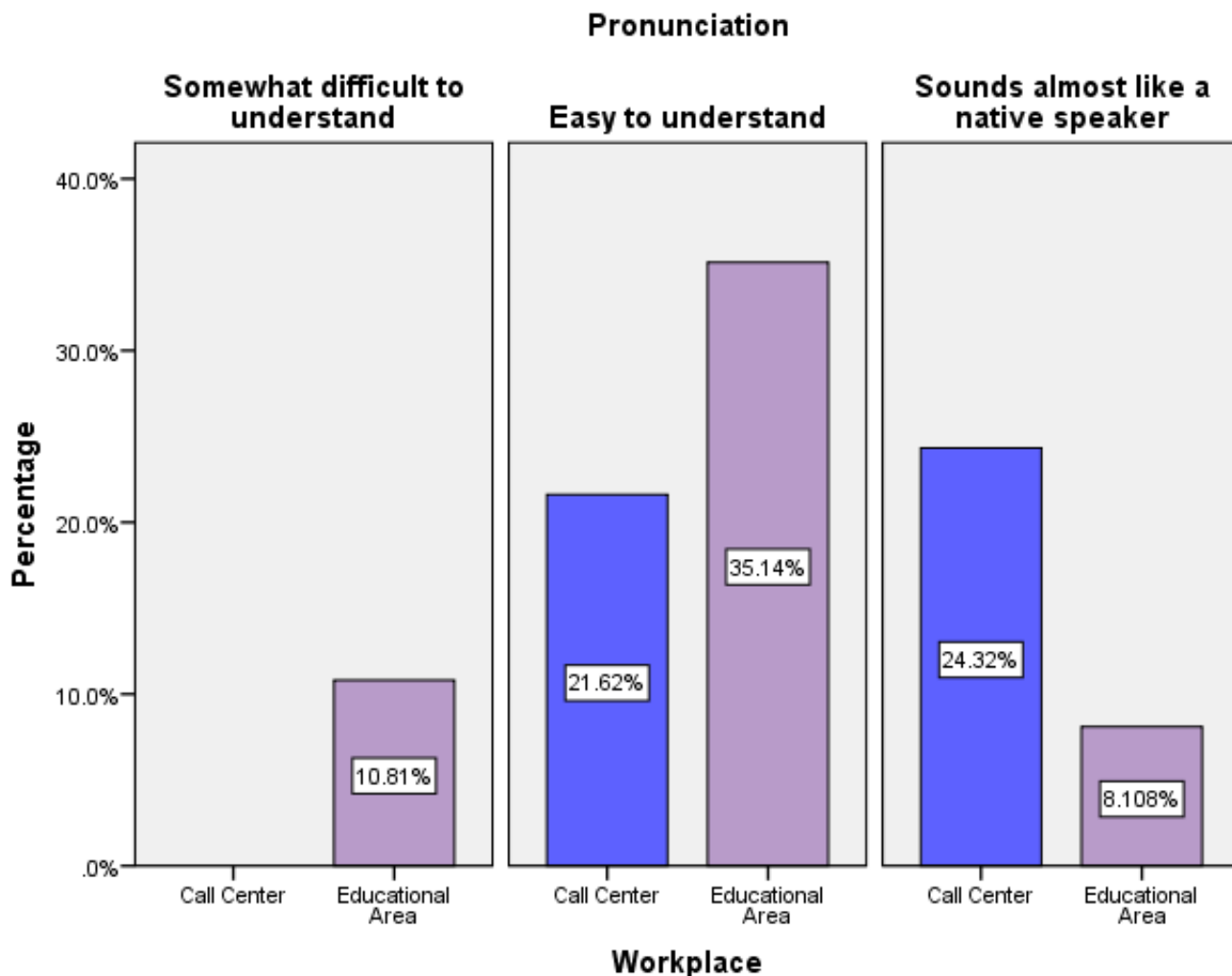


The criterion chosen by the researchers with an outstanding result is “Very accurate, few mistakes”.

Based on the results that this graphic shows, a 29.73% of students that work at a Call Center were graded under the most outstanding criterion while a 21.62% of students that work at an Educational Area were graded under the same criterion, but a 16.22% of students that work at a Call Center were graded under the less outstanding criteria and a 32.43% of students that work at an Educational Area graded under these criteria too.

GRAPHIC 4

3- Pronunciation.

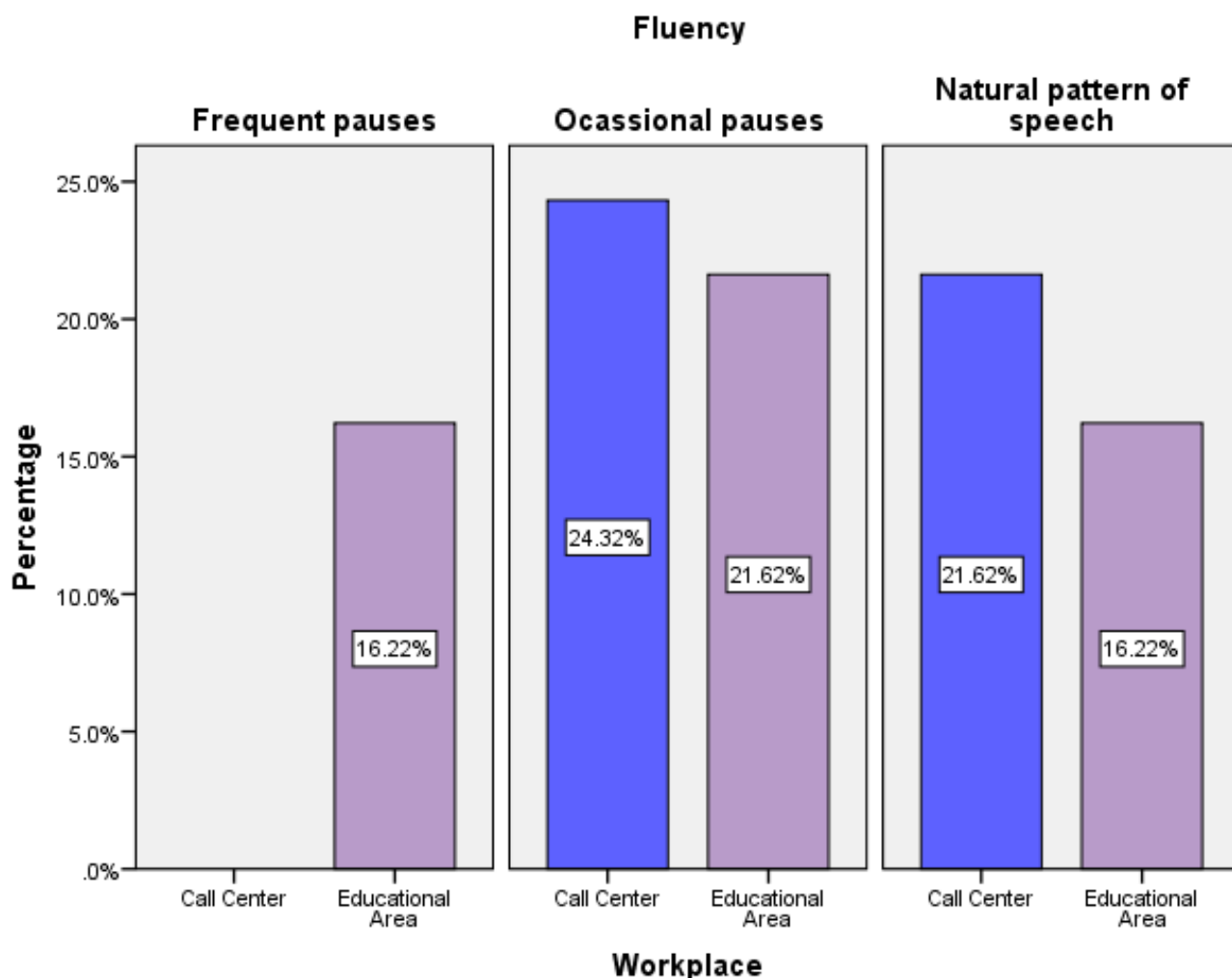


The criterion chosen by the researchers with an outstanding result is “Sounds almost like a native speaker”.

Based on the results that this graphic shows, a 24.32% of students that work at a Call Center were graded under the most outstanding criterion while a 8.11% of students that work at an Educational Area were graded under the same criterion, but a 21.62% of students that work at a Call Center were graded under the less outstanding criteria and a 35.14% of students that work at an Educational Area graded under these criteria too.

GRAPHIC 5

4- Natural pattern of speech.

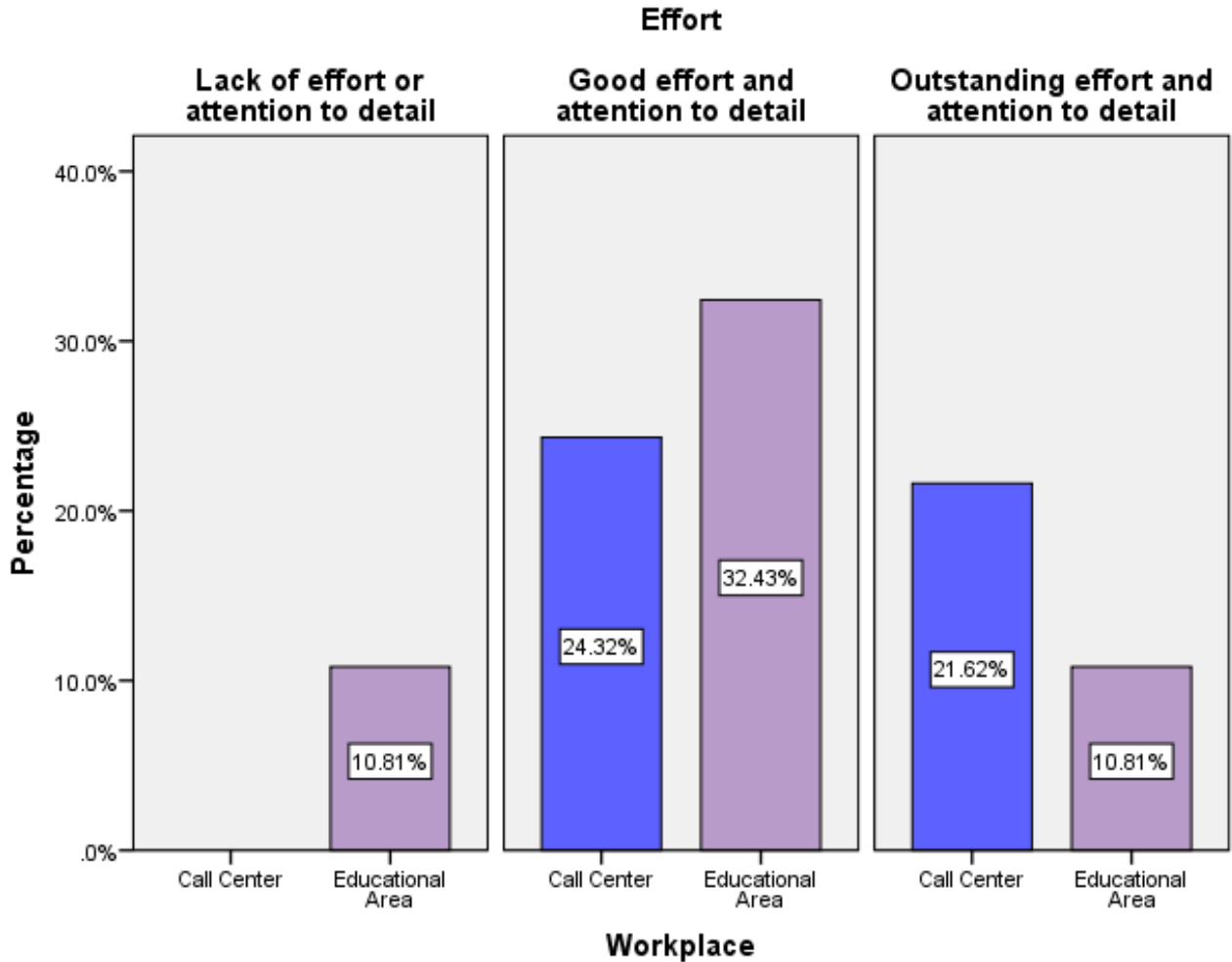


The criterion chosen by the researchers with an outstanding result is “Natural pattern of speech”.

Based on the results that this graphic shows, a 21.62% of students that work at a Call Center were graded under the most outstanding criterion while 16.22% of students that work at an Educational Area were graded under the same criterion, but a 24.32% of students that work at a Call Center were graded under the less outstanding criteria and a 37.84% of students that work at an Educational Area graded under these criteria too.

GRAPHIC 6

5- Outstanding effort and attention to detail.



The criterion chosen by the researchers with an outstanding result is “Outstanding effort and attention to detail”.

Based on the results that this graphic shows, a 21.62% of students that work at a Call Center were graded under the most outstanding criterion while 10.81% of students that work at an Educational Area were graded under the same criterion, but a 24.32% of students that work at a Call Center were graded under the less outstanding criteria and a 32.43% of students that work at an Educational Area graded under these criteria too.

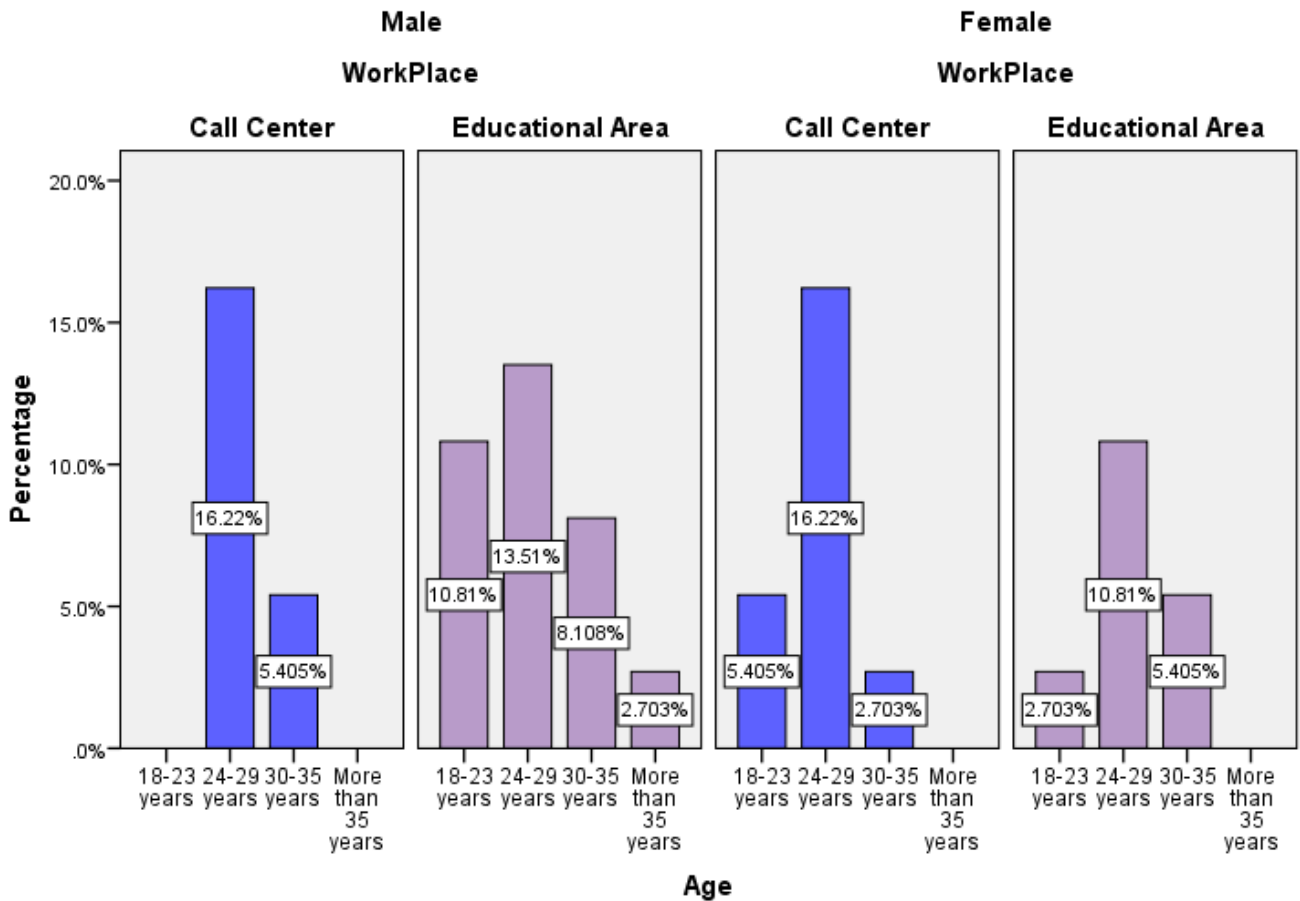
As a result, it is notable that in this speaking test the call center areas stood out all the criteria that they were evaluated were excellent, besides that educational area most of them were evaluated on the criterion 2 which is good.

UNIVARIATE ANALYSIS

GRAPHIC 1

READING TEST

Gender

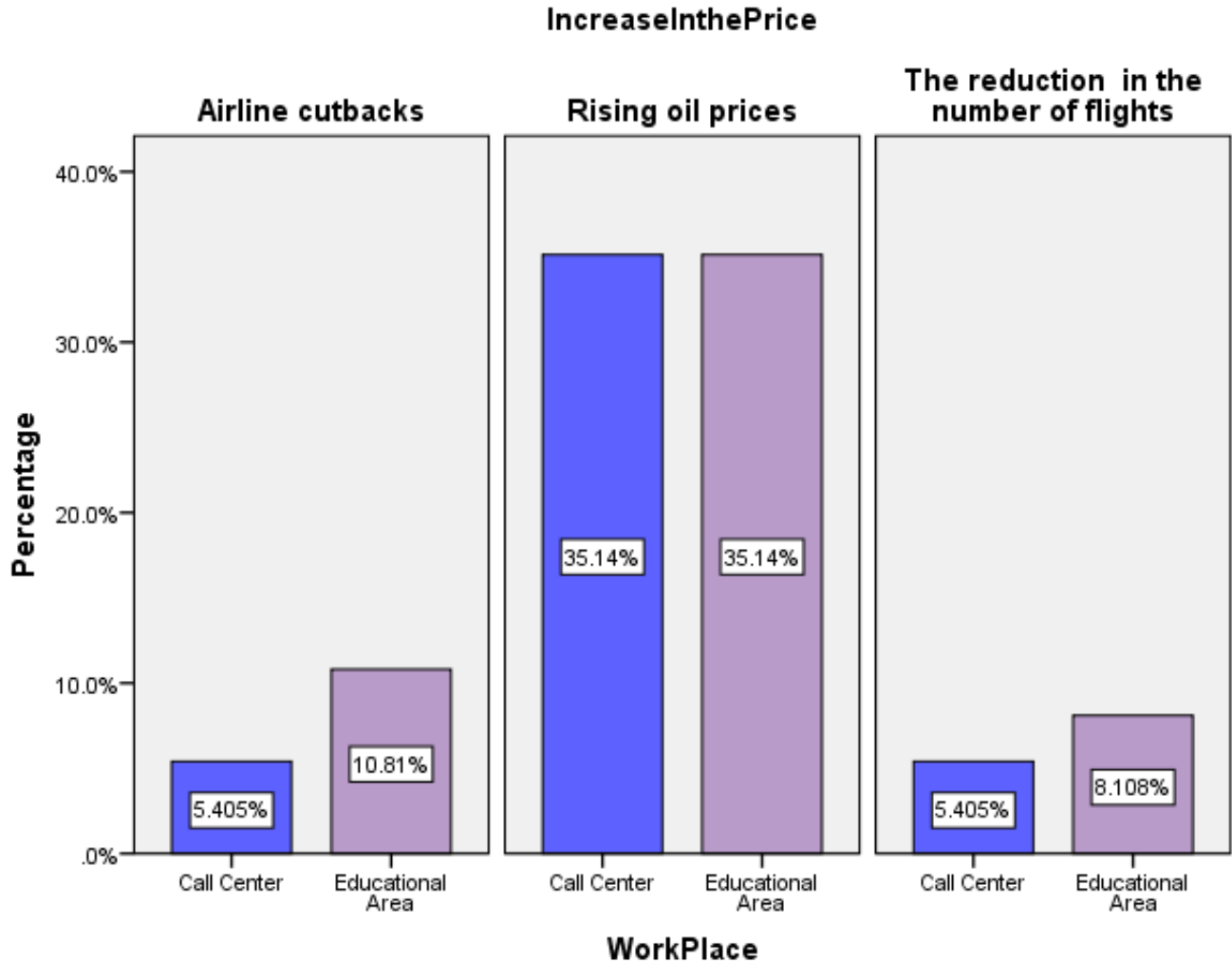


This graphic represent the generalities of the test that the researchers passed among students that work at Educational Area and Call Center.

There are a 5.41% of students that work at a Call Center under the age of 18-23 years and there are 13.51% students that work at an Educational Area under the age of 18-23 years. There are 32.44% of students that work at an Educational Area and there are 24.32% of students that work at an Educational Area under the age of 24-29 years. There are 8.10% of students that work at a Call Center and there are 13.50% of students that work at an Educational Area under the age 30-35 years. There is any of students that work at a Call Center and there is a 2.70% of student that work an Educational Area under the age of more than 35 years.

GRAPHIC 2

1- What's causing the increase in the price of jet fuel?



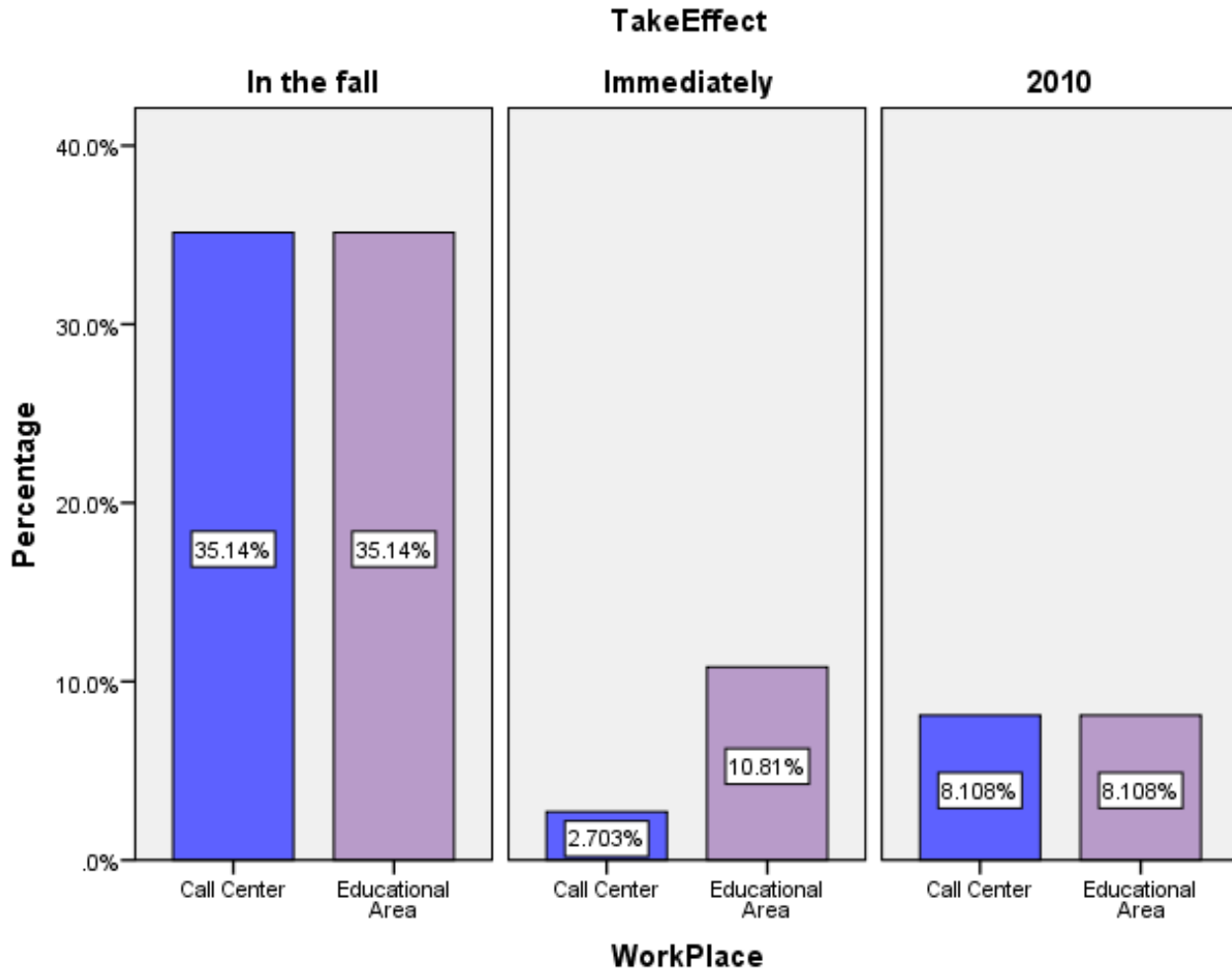
Correct answer:

The correct answer is "Rising oil prices".

Based on the results that this graphic shows, a 35.14% of students that work at a Call Center chose the correct answer as well a 35.14% of students that work at an Educational Area chose the same answer, but a 10.82% of students that work at a Call Center chose the incorrect answer and a 18.91% of students that work at an Educational Area chose the incorrect answer too.

GRAPHIC 3

2- When will most of these cuts take effect?



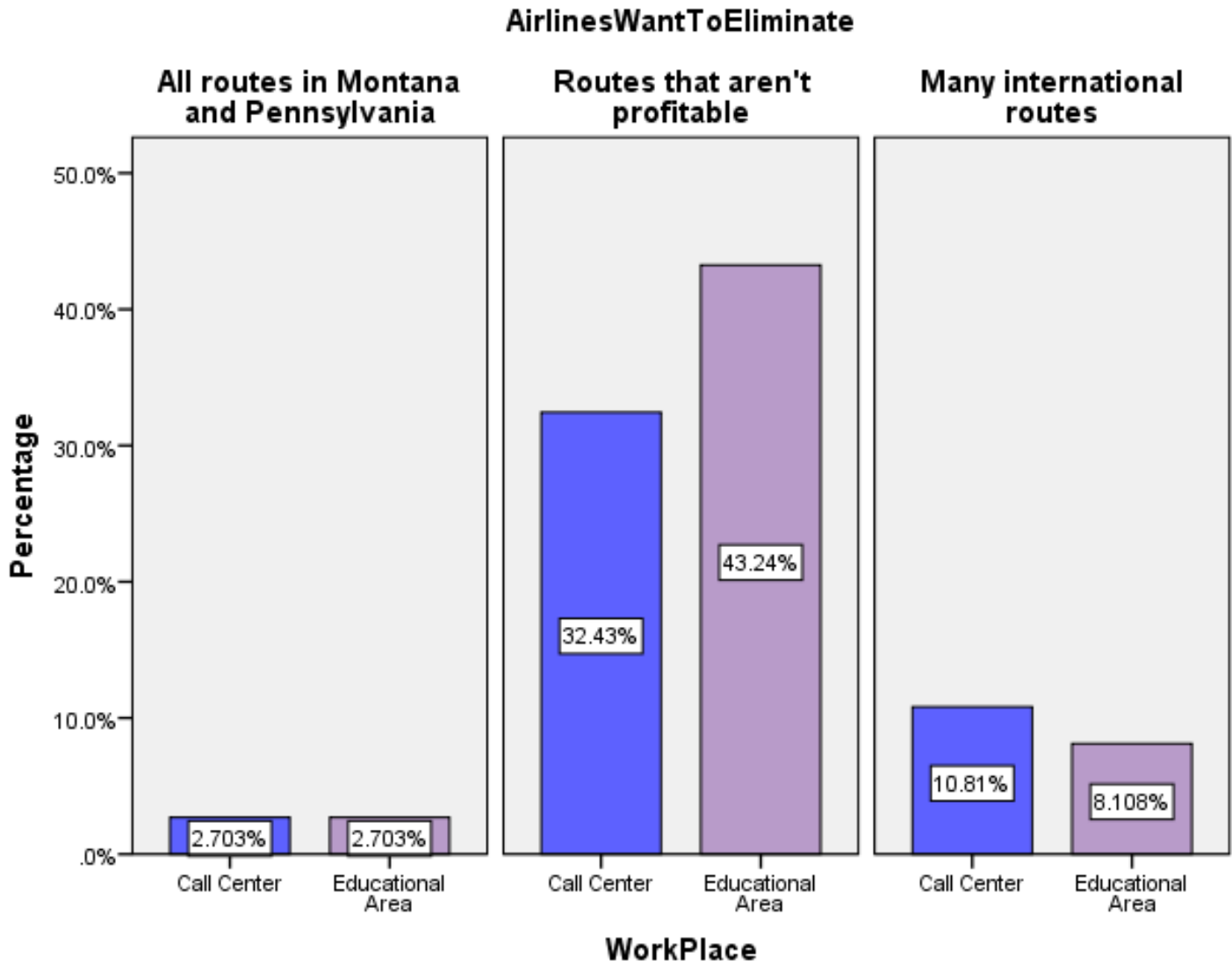
Correct answer:

The correct answer is "In the fall".

Based on the results that this graphic shows, a 35.14% of students that work at a Call Center chose the correct answer as well a 35.14% of students that work at an Educational Area chose the same answer, but a 10.81% of students that work at a Call Center chose the incorrect answer and a 10.92% of students that work at an Educational Area chose the incorrect answer too.

GRAPHIC 4

3- Airlines want to eliminate:



Correct answer:

The correct answer is "Routes that aren't profitable".

Based on the results that this graphic shows, a 32.43% of students that work at a Call Center chose the correct answer while a 43.24% of students that work at an Educational Area chose the same answer, but a 13.51% of students that work at a Call Center chose the incorrect answer and a 10.81% of students that work at an Educational Area chose the incorrect answer too.

GRAPHIC 5

4- Which one of the following is NOT true?



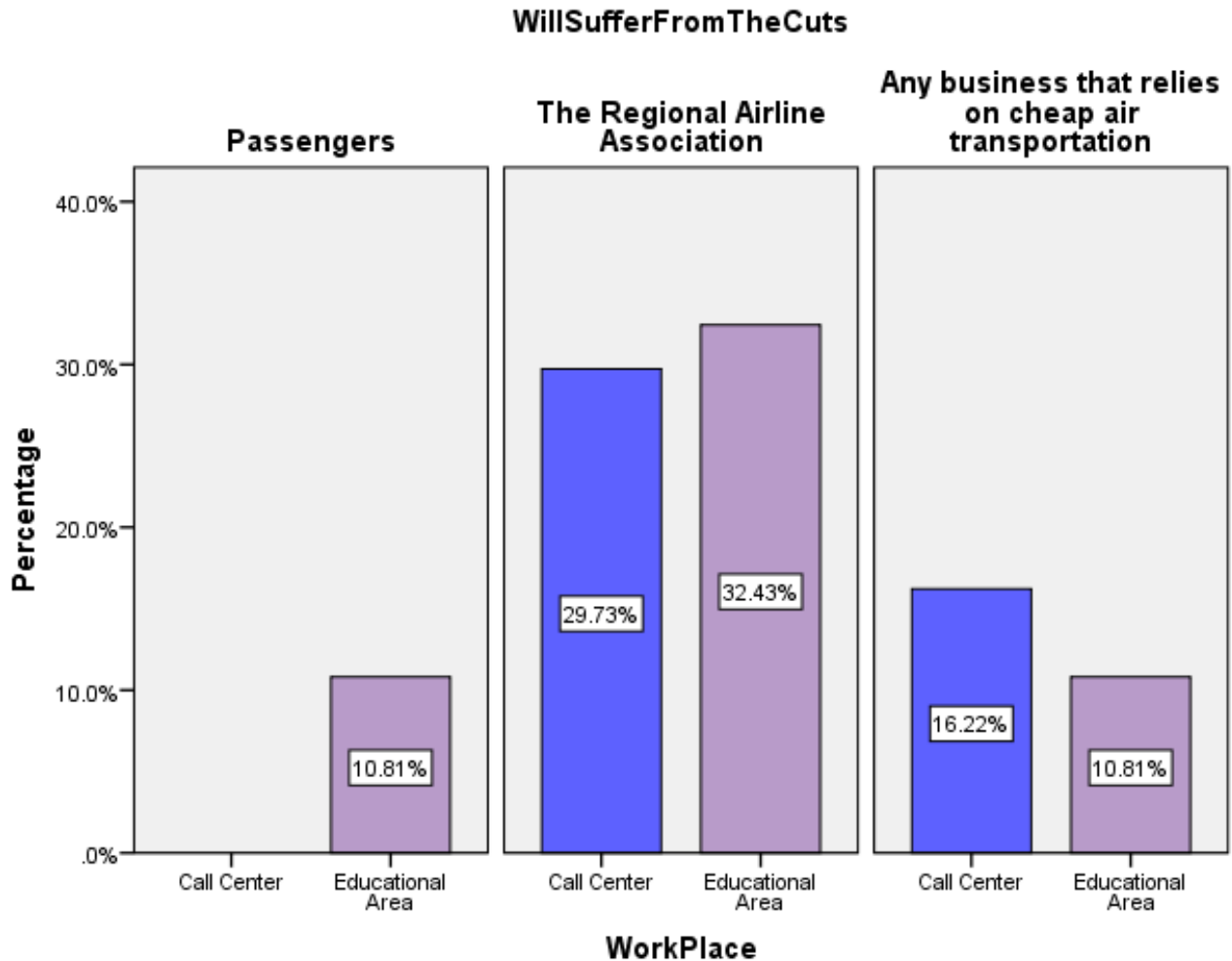
Correct answer:

The correct answer is “Routes are being cut because no one wants to fly from these cities”.

Based on the results that this graphic shows, a 13.51% of students that work at a Call Center chose the correct answer while a 18.92% of students that work at an Educational Area chose the same answer, but a 32.43% of students that work at a Call Center chose the incorrect answer and a 35.14% of students that work at an Educational Area chose the incorrect answer too.

GRAPHIC 6

5- Apart from passengers, who else will suffer from the cuts?



Correct answer:

The correct answer is “Any business that relies on cheap air transportation”.

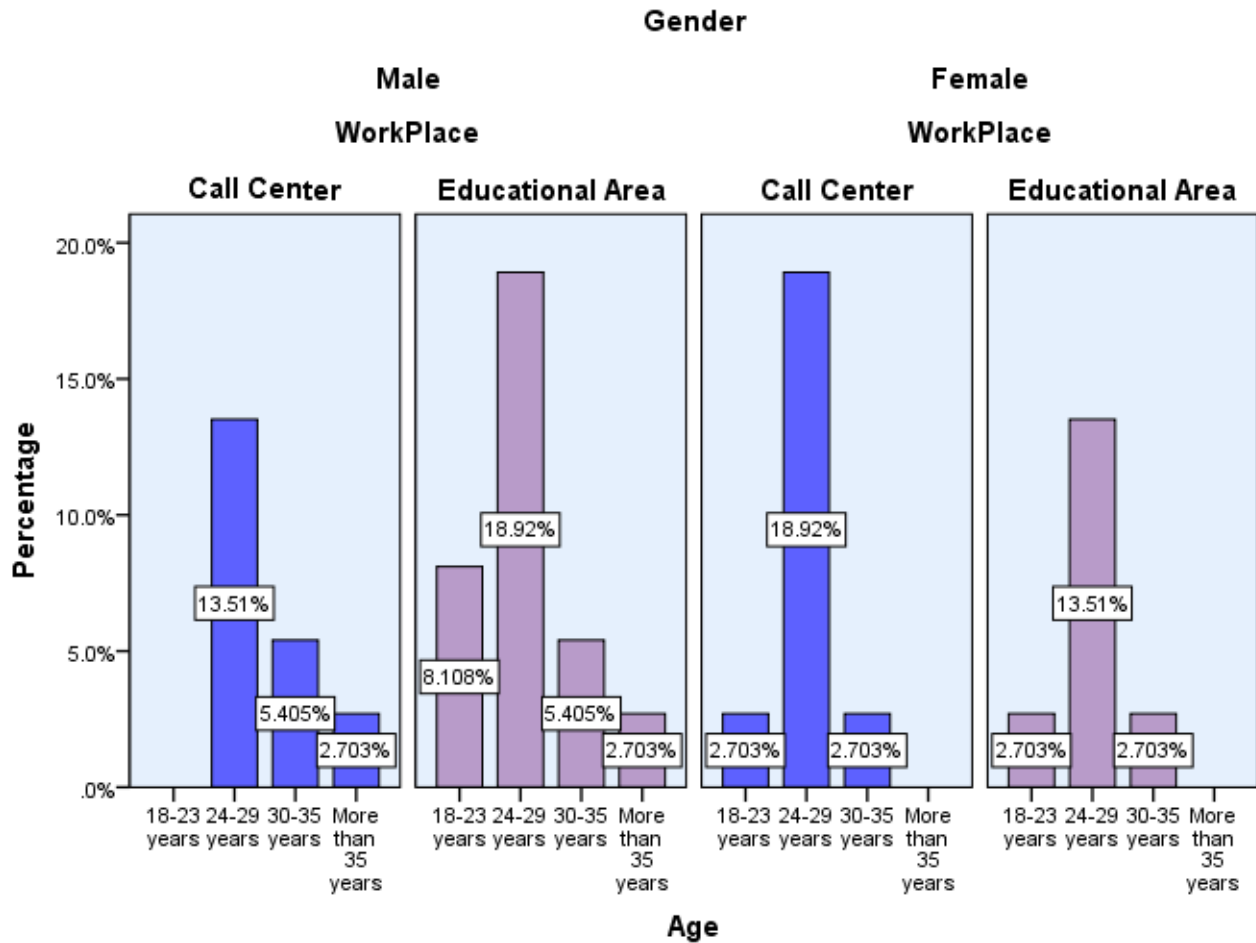
Based on the results that this graphic shows, a 16.22% of students that work at a Call Center chose the correct answer while a 10.81% of students that work at an Educational Area chose the same answer, but a 29.73% of students that work at a Call Center chose the incorrect answer and a 43.24% of students that work at an Educational Area chose the incorrect answer too.

After analyzing the Reading Test the researchers confirmed that the reading skill that includes: skimming, scanning, meaning by context, the call center area have a lack

of those reading technique while Education Area manipulate them better because of the following results. It is shown in the graphic 1 that Call Center got two mistakes besides Education Area got one mistake only.

UNIVARIATE ANALYSIS

GRAPHIC 1
WRITING EXAM

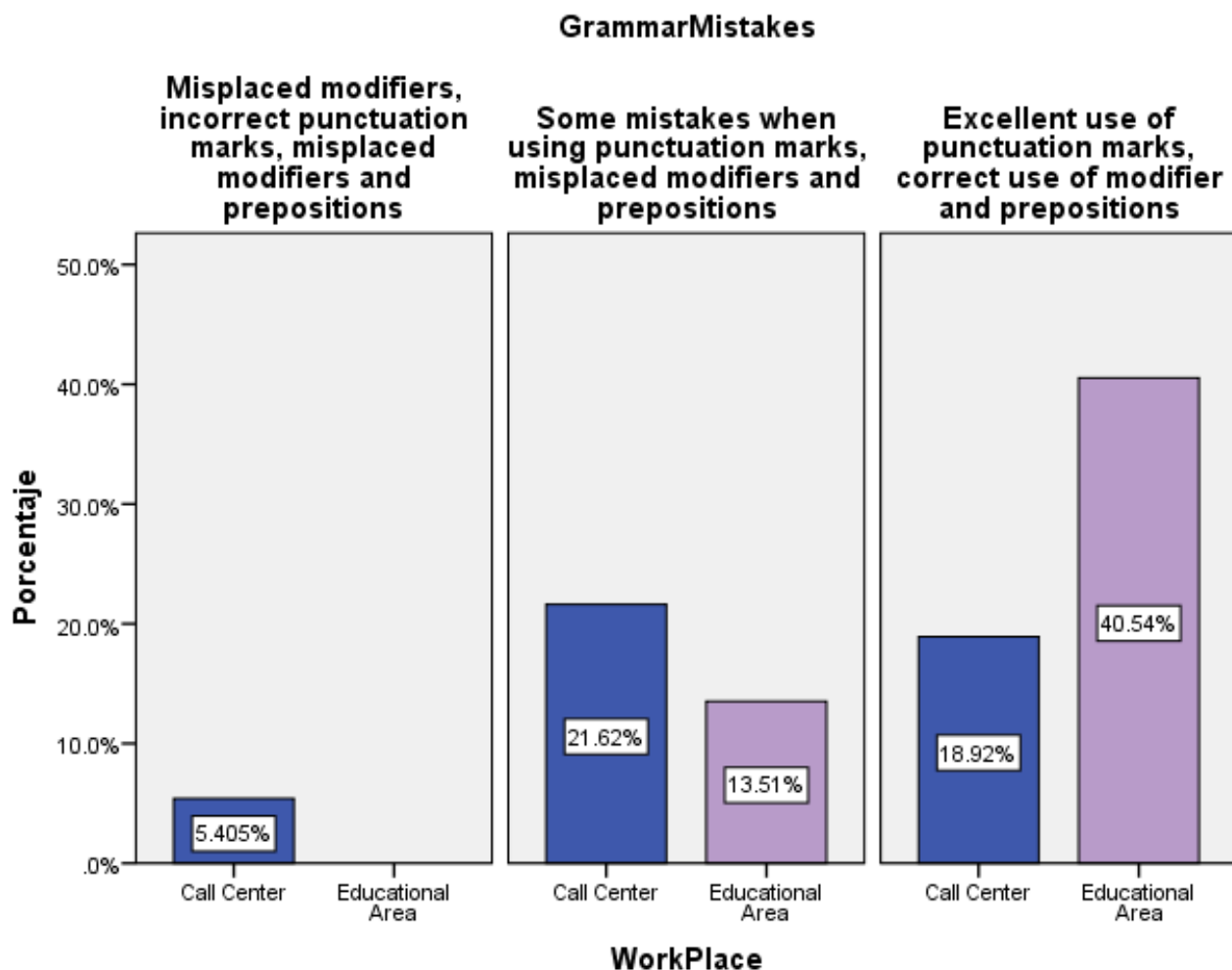


This graphic represent the generalities of the test that the researchers passed among students that work at Educational Area and Call Center.

There are a 2.70% of students that work at a Call Center under the age of 18-23 years and there are 10.81% students that work at an Educational Area under the age of 18-23 years. There are 24.43% of students that work at an Educational Area and there are 32.43% of students that work at an Educational Area under the age of 24-29 years. There are 8.11% of students that work at a Call Center and there are 8.11% of students that work at an Educational Area under the age 30-35 years. There are 2.70% of students that work at a Call Center and there is any student that works an Educational Area under the age of more than 35 years.

GRAPHIC 2

1- Grammar Mistakes.

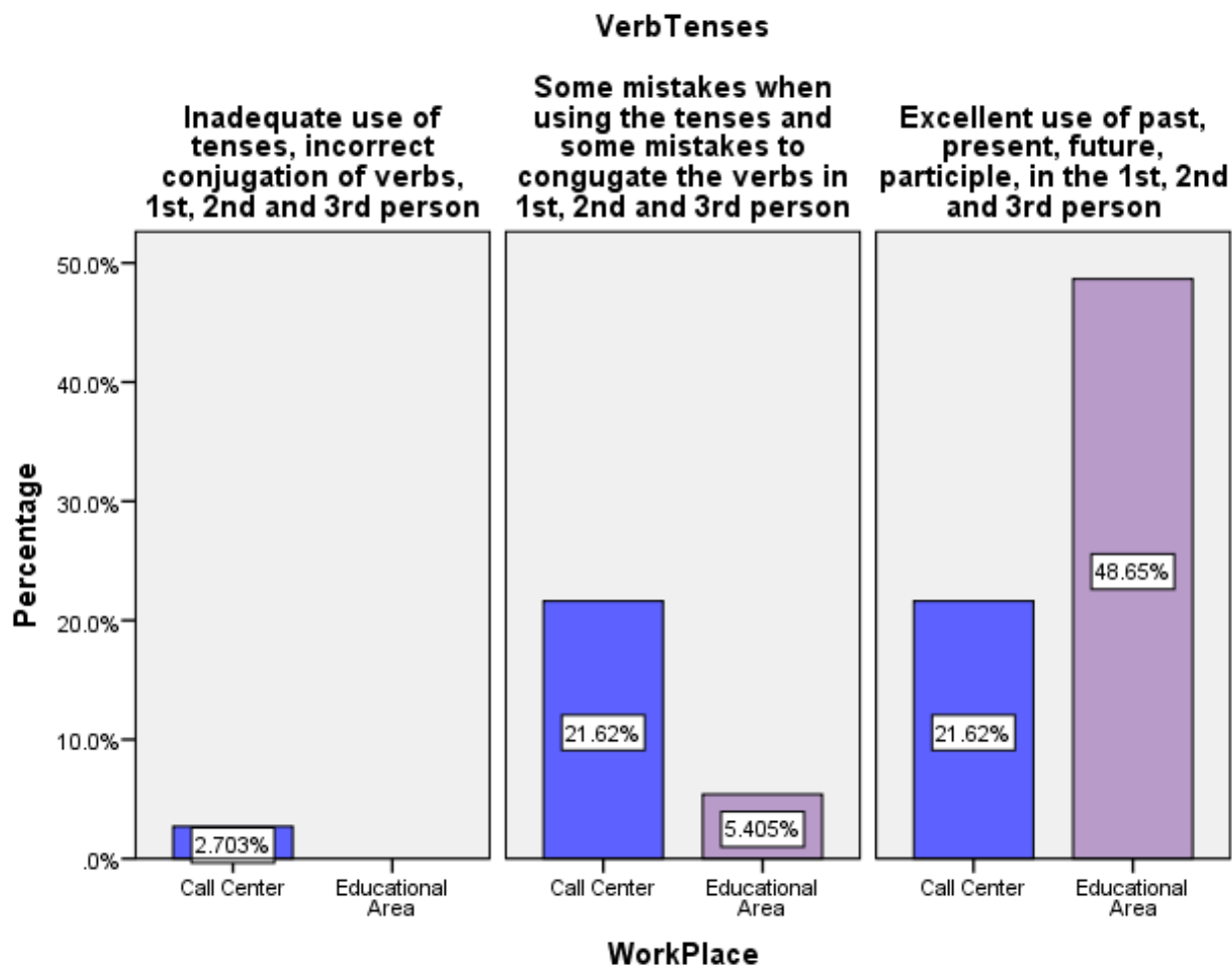


The criterion chosen by the researchers with an outstanding result is “Excellent use of punctuation marks, correct use of modifiers and prepositions”.

Based on the results that this graphic shows, an 18.92% of students that work at a Call Center were graded under the most outstanding criterion while 40.54% of students that work at an Educational Area were graded under the same criterion, but a 27.03% of students that work at a Call Center were graded under the less outstanding criteria and a 13.51% of students that work at an Educational Area graded under these criteria too.

GRAPHIC 3

2- Verb Tenses

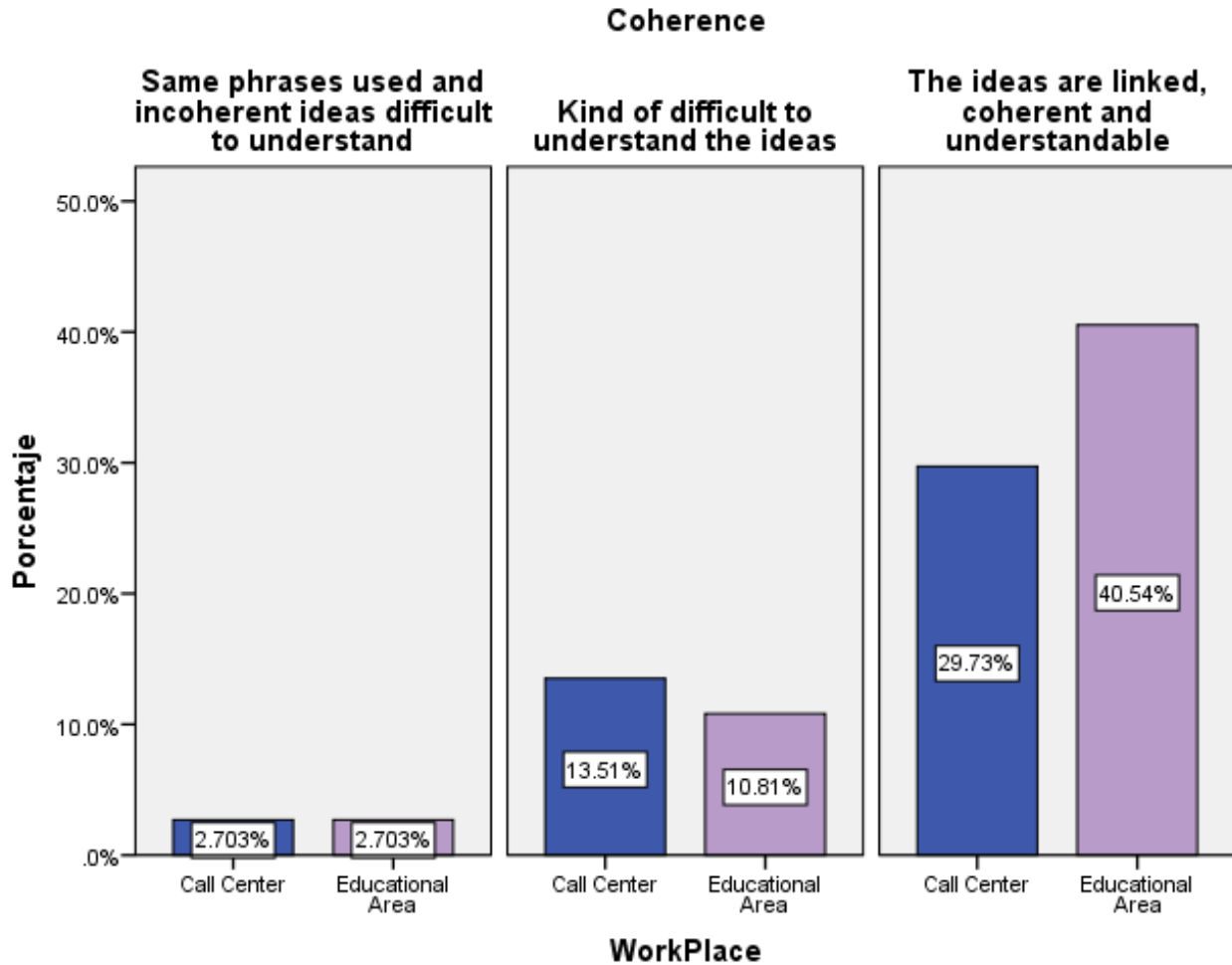


The criterion chosen by the researchers with an outstanding result is “Excellent use of past, present, future, participle, in the 1st, 2nd and 3rd person”.

Based on the results that this graphic shows, a 21.62% of students that work at a Call Center were graded under the most outstanding criterion while 48.65% of students that work at an Educational Area were graded under the same criterion, but a 24.32% of students that work at a Call Center were graded under the less outstanding criteria and a 5.41% of students that work at an Educational Area graded under these criteria too.

GRAPHIC 4

3- Coherence

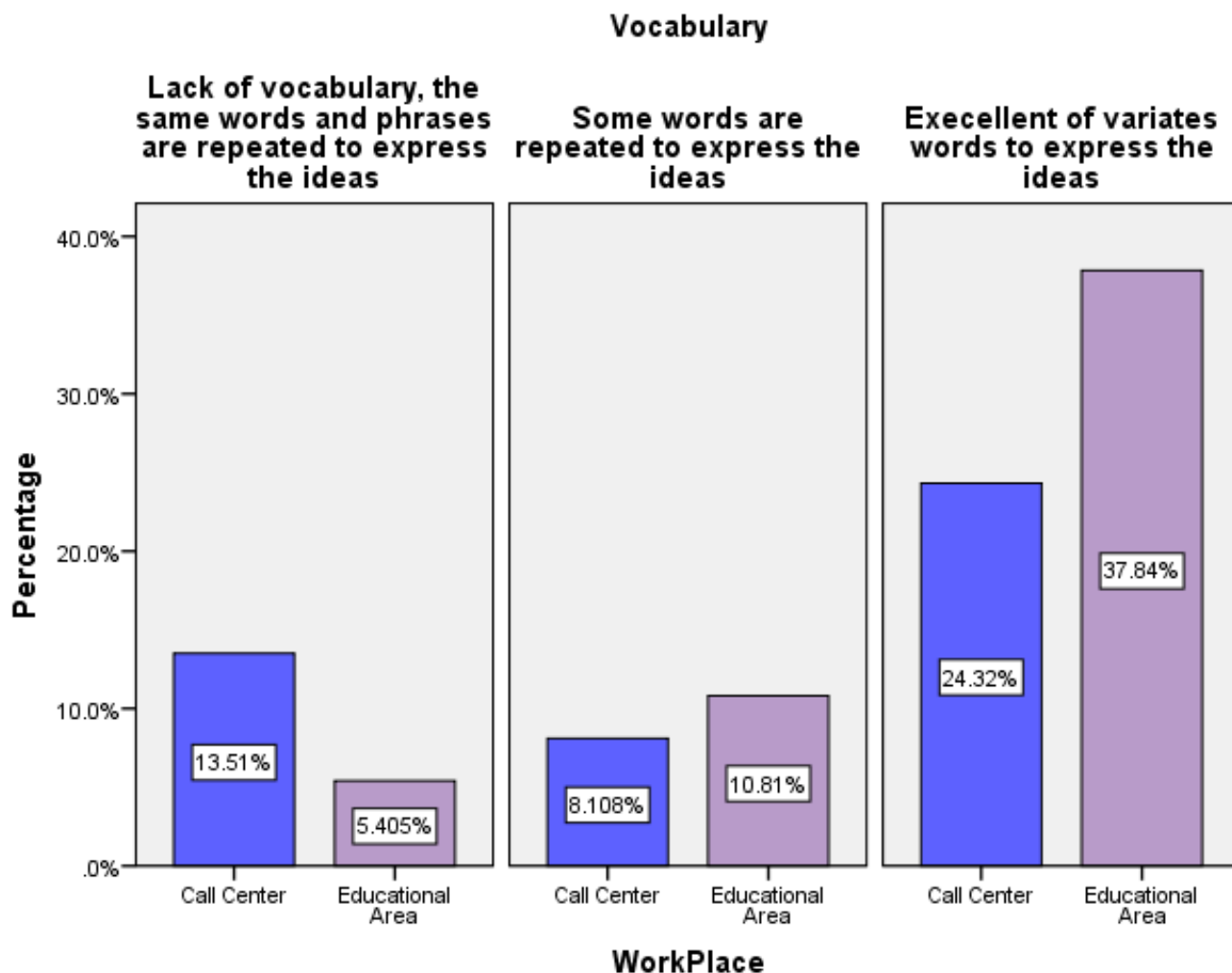


The criterion chosen by the researchers with an outstanding result is “The ideas are linked, coherent and understandable”.

Based on the results that this graphic shows, a 29.73% of students that work at a Call Center were graded under the most outstanding criterion while 40.54% of students that work at an Educational Area were graded under the same criterion, but a 16.21% of students that work at a Call Center were graded under the less outstanding criteria and a 13.51% of students that work at an Educational Area graded under these criteria too.

GRAPHIC 5

4- Vocabulary.



The criterion chosen by the researchers with an outstanding result is “Excellent of variates words to express the ideas”.

Based on the results that this graphic shows, a 24.32% of students that work at a Call Center were graded under the most outstanding criterion while 37.84% of students that work at an Educational Area were graded under the same criterion, but a 21.61% of students that work at a Call Center were graded under the less outstanding criteria and a 16.21% of students that work at an Educational Area graded under these criteria too.

After reviewing the data collected of the writing exam. The researchers analyzed that the Educational Area did not have any mistakes under the criteria evaluated in

each item, besides Call Center area there was a deficit of this skill since the majority of these students were graded on the less outstanding criteria.

XII. FINDINGS

XII.I Hypotheses' test

Research Hypotheses

Students of fourth year from English teaching major of the University of El Salvador year 2014 that work at a call center have developed their speaking and listening skills better, opposite as students that work at an educational area, improved their writing and reading skills better because of the different environment they are involved.

After carrying out the research and analyzing the results of the instruments administrated, it is possible to conclude that the research hypothesis proposed is proven wrong because of the following reasons; the students that work at a Call Center due the fact that they interact with foreign people, which mother tongue is English, all of us suspected that their fluency is almost perfect and their accuracy was really good because at the same time they write reports, write notes that document all what was spoken and so on, this is confirmed after having all the data gather. The researchers proved that their speaking skill is really good. So it is notable because all the criteria evaluated in such exam were under excellent, but taking a look at the other skill exams results, for instance on the reading exam there was a lack of knowledge, the same happened with the writing exam. The researchers were under the impression that Call Center students were good at listening because of the environment that they are involved in a daily basis, but the result was totally different, their listening is poor.

In the other hand students that work at Educational Area that are familiar with didactic material that can be used as a tool to enrich vocabulary, improve their knowledge, reading and teaching grammar rules and use a diversity of topics to have a better teaching process that at the same time it makes an easier learning process. So the results are amazing when talking about writing exam, educational area got the

best results in all of the criteria provided. Almost the same happened with reading and listening exam, the researchers concluded that probably they became experts on those skills because are in touch with all the instruments mentioned above; moreover in the speaking exam the results are not what the researchers expected because of the fact that none of the criteria chosen by them were not the excellent ones.

XIII. ANSWER TO THE RESEARCH QUESTION

1- How important are the main skills developed at the same level in the English teaching major at the fourth year of the career?

It is necessary, almost mandatory to establish the skills at the same level, as the findings show that the environment helps but does not have the impact on having some skills develop better than the other ones. Also, to be competitive professional is better to make sure that the four skills are managed at the same level when being at the fourth year of the career, because the remaining subjects are not related to the skills. Also, if they want to start having job experience before being graduated they have to be conscious that the majority of the jobs require a profile with an advanced English knowledge, it means that the skills have to be developed equally.

2- How important is to have a good English speaking proficiency before being graduated?

In effect, the four main skills are linked each other, so they have to be developed at the same level to have as an achievement a good English speaking proficiency, and is a requirement for almost all companies, academies or institutions; the profile expected demands to have a very good speaking proficiency and a domain of such language. In the learning process all of the students have to have an advanced knowledge of the language and in order to be a competitive person is better to acquire that knowledge before being graduated looking for a job as future professionals if there is a lack of English or speaking proficiency that professional will not be self-confident, so getting that job or fulfill that profile will be very difficult.

3- How important is to have a good English speaking proficiency for job opportunities?

Every company has their policies, one of them is to have a good English speaking proficiency since it is the first impression when making an interview. If someone wants to work at an Education Area like an academy a good Speaking is required since it is linked with the others main skills, the same happens if someone wants to work at a call center, receptionist or something related a good English speaking is required, if the speaking proficiency is poor means that the knowledge of English is poor as well. Throughout studying the career is one of the most important stage to grab all knowledge to become a successful under graduate.

XIV. MOST OUTSTANDING FINDINGS

When finalizing the research project, the researchers found out the following most outstanding findings:

- The students of Educational Area stood out more in three skills listening, reading and writing compare to the Call Center students they stood out only in one.
- Students of Call Center stood out in speaking test like everyone assume.
- The environment does not influence on developing better the skills.
- The students of Call Center area have a deficit on listening skill even when they have relationship or interaction with native speakers.

XV. CONCLUSIONS

After performing the research and analyzing the results gotten from the instrument administrated, the researchers have arrived to the following conclusions:

- The Foreign Language Department management do not care if the four skills are properly developed at the same level in each semester because of the lack of use of the laboratory to improve the listening comprehension skills and the lack of conversation groups for all the students. As well, the lack of available teachers to make tutoring in none class hours to fulfill the students need.
- The results from this research is those overcrowded classrooms do have negative effect not only in students´ learning achievement but also in the teaching-learning process. One of the most relevant factors in this point is that the majority of students do not participate when the class in being developed because of this factor, also the lack of desks affects on students to miss that important class or topic taught at that moment.
- The researchers concluded that the environment where students that work at Call Center area and at Educational Area does not influence on developing the skills better than others, the data analysis shows that the students that work at Educational Area got the best results on the reading, writing and listening tests, while students that work at Call Center the outstanding result was in the speaking tests, so it confirms that the interaction with native speakers or didactical material does not prove that is a tool that helps such students on developing some of the skills better than the other ones.

XVI. RECOMMENDATIONS

This research involves students, teachers and authorities of the English Teaching major in the University of El Salvador that is why the recommendations will be addressed particularly to each group.

XVI.I RECOMMENDATIONS FOR STUDENTS

- Students have to cooperate with the teacher in order to facilitate their learning process, they have to participate in class and pay attention to the teacher instructions and also to have a good communication teacher-student and student-teacher interaction, students should properly behave and try to participate during the class, in this way the class will be more interesting and without interruptions.
- If students are assigned extracurricular activities or groupwork they ought to get involved and do a good effort to accomplish the objectives of the activity so that they can improve their learning achievements.
- It is recommended for students that work at Call Center and Educational Area to take advantage of the environment they faced in a daily basis as a tool to improve their skills to become a competitive professional, in the case of students that interact with native speakers they can get new vocabulary, improve their listening comprehension and in order to enrich their writing and reading they can look different sources. In the case of students that are involved with books and didactic material they can keep enhancing their knowledge in writing, reading

and listening. In speaking they can look for audios, recordings to improve those skills.

XVI.II RECOMMENDATIONS FOR TEACHERS

- In order to make sure that the four skills are at the same level, teachers can assign extracurricular activities or groupwork to cover some material that is difficult to develop in class because of the time or the large number of students. After checking the work they can reinforce in some areas in which students may have some troubles.
- Teachers have to schedule tutoring sessions after or before the class in order to give personal attention to the students who need it, sometimes students have doubts or problems with a specific subject and this required personal attention that cannot be giving during the class.

XVI.III RECOMMENDATIONS FOR AUTHORITIES

- Authorities from the Languages Department, the Coordinator of the Major, the Dean of the Science and Humanities School and the Rector of the university have to get informed and realize about this problem to know what they are dealing with by taking into consideration to implement a career oriented on English for Call Centers.
- Authorities also have to regulate the admission process in order to accept the adequate number of students in each group. The process does not have to be politicized because in some cases due to the pressure of some organizations large number of students are admitted. The most affected are students so they have a deficit of the proper learning process to have skills developed well.

ANNEXES AND REFERENCES

ANNEX I



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

Reading Test

Topic: Comparative study of English proficiency of four year students from English teaching major of the foreign language department who have already worked for a year at a call center versus fourth year students who already worked for a year at an educational center of the University of El Salvador year 2014.

Objective: To identify the level of English proficiency on the skills developed of the students of four year of Foreign Language Department, University of El Salvador.

Generalities: Mark with an "X" the corresponding answer.

- 1- Gender: Male Female:
- 2- Work place: Call Center Educational Area:
- 3- Age: a. 18-23 years b. 24-29 years c. 30-35 years d. More than 35 years

Directions: Read the following paragraph and answer the questions by choosing the best answer.

Airlines cut flights, routes

From Butte, Mont., to Hagerstown, Pa., more than 100 small and medium-size cities across the US will see reductions in airline service by year's end. Some communities will lose commercial service altogether. Surging oil prices, driving up the cost of jet fuel, are behind the cuts. For the first time in aviation history, airlines are forced to reduce the number of flights offered and eliminate some destinations even as demand for their services remains high.

The result: It will be harder for many Americans to get from where they are to where they want to go, planes will remain elbow-room-only packed, and ticket prices will soar higher. The aviation reductions will also produce economic ripples that extend far beyond those airports with newly empty tarmacs, some aviation experts warn. "This is not about Butte. This is about the national economy," says Roger Cohen, president of the Regional Airline Association. "Commercial air service is part of the backbone of the American economy.... All of the industries that have grown up with cheap, competitive airfares over the last decade will be affected."

The impact of the service cuts probably won't be felt until 2009, because most aren't slated to go into effect until fall. The summer schedule has been pretty much set and sold for months. But here's the rub: Most of the tickets for the peak summer season were sold before oil skyrocketed

above \$130 a barrel. That means that even as passengers are packed like sardines into planes and it would appear that the airlines should be raking in huge profits, the carriers are actually losing money.

To make up the losses, airlines must ensure that in the future they fly only very profitable routes. As a result, some communities where airlines rely on regional jets that guzzle a lot of fuel will see service cuts, even though plenty of passengers may still want to fly from there.

Answer these questions (choose the best answer):

1. What's causing the increase in the price of jet fuel?

Airline cutbacks

Rising oil prices

The reduction in the number of flights

2. When will most of these cuts take effect?

In the fall

Immediately

2010

3. Airlines want to eliminate:

all routes in Montana and Pennsylvania.

routes that aren't profitable.

many international routes.

4. Which one of the following is NOT true?

Routes are being cut because no one wants to fly from these cities.

This decision will eliminate overcrowding.

Tickets for the summer flying season were sold before these changes.

5. Apart from passengers, who else will suffer from the cuts?

Passengers

The Regional Airline Association

Any business that relies on cheap air transportation

ANNEX II



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

Writing Test

Topic: Comparative study of English proficiency of four year students from English teaching major of the foreign language department who have already worked for a year at a call center versus fourth year students who already worked for a year at an educational center of the University of El Salvador year 2014.

Objective: To identify the level of English proficiency on the skills developed of the students of four year of Foreign Language Department, University of El Salvador.

Generalities: Mark with an “X” the corresponding answer.

- 1- Gender: Male Female:
- 2- Work place: Call Center Educational Area:
- 3- Age: a. 18-23 years b. 24-29 years c. 30-35 years d. More than 35 years

Directions: Read the following e-mail and provide with the best reply.

You are organizing a weekend away with a group of friends. You receive an email from a friend, Louisa, asking whether her sister and niece can come too. Read the extract from Louisa’s email and read the other information. Write a reply to Louisa, answering her questions and giving reasons.

You said you have places left for the weekend away, and I was wondering, can my sister come too? I think you met her when you stayed with us. The thing is, she has a three-year-old daughter, Maddy, and my sister wants to bring her as well. Do you think it’s possible?
Louisa

Plan for the weekend: Saturday	
Morning:	Theme Park – Looking forward to going on some wild rides!
Afternoon:	Check in at our holiday cottage. Beautiful Lake! Bring a torch and boots – it will be muddy!
Evening:	Great curry restaurant, followed by dancing at a night club!

Email about a weekend away

ANNEX III



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

Speaking Test

Topic: Comparative study of English proficiency of four year students from English teaching major of the foreign language department who have already worked for a year at a call center versus fourth year students who already worked for a year at an educational center of the University of El Salvador year 2014.

Objective: To identify the level of English proficiency on the skills developed of the students of four year of Foreign Language Department, University of El Salvador.

Generalities: Mark with an “X” the corresponding answer.

- 1- Gender: Male Female:
- 2- Work place: Call Center Educational Area:
- 3- Age: a. 18-23 years b. 24-29 years c. 30-35 years d. More than 35 years

Directions: Answer according to your point of view and experience

Hypothetical

What would you do if you were late for an important appointment?

What would you do if someone accused you of a crime you didn't commit?

What would you do if you got lost in an unfamiliar city?

What would you do if you left something in a locked building?

What would you do if your best friend stole something from you?

What would you do if you didn't have enough money to pay your bills?

What would you do if your children were caught shoplifting?

What would you do if your car got a flat tire on the freeway?

If you could change one thing about your past, what would it be?

If you could change one major historical event, what would it be?

Situation

Someone asks you a question you do not want to answer. What do you say?

You need to borrow some money from a friend. What do you say?

You broke your sister's favorite vase. What do you say?

You forgot your mother's birthday. What do you say when you see her?

You want to buy an item located behind the cashier. What do you say?

You arrive late to a meeting because you couldn't get a taxi. What do you say?

Your child is playing with matches. What do you say?

Description

Describe a famous park or recreation area in your home country.

Describe an interesting neighbor you have had.

Describe something you could never give away.

Describe a place you will never forget.

Describe a sporting event you attended recently.

Describe a memorable birthday celebration.

Describe a place you go for recreation or exercise.

Describe your childhood home.

Describe someone you respect deeply.

Describe the nightlife in a city you are familiar with.

Opinion

What is your opinion about cellular phones?

What is your opinion about women in the military?

What is your opinion about a current politician?

What is your opinion about violence on television?

RUBRIC

Directions: Fill out the rubric based on the speaking test and student's accuracy and fluency.

	1	2	3	4
Completion of task	Information provided was inadequate	Information provided was limited	Adequate information provided	Extensive information provided
Grammatical accuracy	Multiple mistakes that take away meaning	Frequent mistakes that make it somewhat difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker
Fluency	Does not flow	Frequent pauses	Occasional pauses	Natural pattern of speech
Effort	Lack of effort and attention to detail	Lack of effort or attention to detail	Good effort and attention to detail	Outstanding effort and attention to detail

18-20= A 16-17= B 14-15= C

ANNEX IV



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

Listening Test

Topic: Comparative study of English proficiency of four year students from English teaching major of the foreign language department who have already worked for a year at a call center versus fourth year students who already worked for a year at an educational center of the University of El Salvador year 2014.

Objective: To identify the level of English proficiency on the skills developed of the students of four year of Foreign Language Department, University of El Salvador.

Generalities: Mark with an “X” the corresponding answer.

- 1- Gender: Male Female:
- 2- Work place: Call Center Educational Area:
- 3- Age: a. 18-23 years b. 24-29 years c. 30-35 years d. More than 35 years

Directions: According to the listening circle the correct answer

1. What is one effect of Dave's alcoholism?
A. He is in danger of losing his job.
B. He gets his friends drunk.
C. He might lose his girlfriend.
2. Lisa thinks that Dave's friends _____.
A. are buying him alcohol illegally
B. are driving while drunk
C. are getting him to attend parties
3. According to Dave's sister, a good friend is a person who _____.
A. spends time with you in their free time
B. gives you money and other things you need
C. openly shares their opinions and thoughts
4. One of things that Dave can accomplish by attending Alcoholics Anonymous is to _____.
A. meet people dealing with similar problems
B. undergo free drug testing to check his progress
C. get professional medical advice
5. At the end of the conversation, Dave decides to _____.
A. seek professional help
B. continue his drinking habits
C. ignore his sister's advice

TIME TABLE

Months		MARCH				APRIL				MAY				JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY			
Weeks		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
ACTIVITIES	Approval of the topic																																																
	Meeting with the assessor																																																
	Profile																																																
	Presentation of the topic																																																
	Surving and Test																																																
	Theoretical framework and delimitation																																																
	Objetives Questions on the research																																																
	Revision of the final report																																																

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