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EVALUATION AND IMPROVEMENT OF ENGLISH STUDIES AT CENIUES

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TABLE OF CONTENTS

	PAGE
INTRODUCTION	
I. OBJECTIVES	1
1. General Objective	1
2. Specific Objectives	1
II. JUSTIFICATION	2
III. THEORICAL FRAMEWORK	3
A. Antecedents	3
B. Statement of the Problem	6
IV. METHODOLOGY	7
A. Delimitation of the focus of the study	7
B. Universe	9
C. Research Strategy	10
D. Data Collection Technique	10
E. Recording and Analyzing Data	16
V. FINDINGS	17
A. Foreign Language Academies Head	19
B. Teacher's Result	30
C. Teacher's Self Evaluation	37
D. Student's Results	43
E. Class Observation	46
F. CENIUES Strengths and Weaknesses	50
G. Summary	52

VI.	CONCLUSIONES	54
VII.	RECOMMENDATIONS	56
VIII.	BIBLIOGRAPHY	
	ANNEXES	

INTRODUCTION

This document is the Qualitative Research Report about the evaluation and improvement of English studies at the Centro de Enseñanza de Idiomas de la Universidad de El Salvador "CENIUES" whose objective was to determine if CENIUES project fulfills the quality standards or at least a minimum standard proposed for each criterion submitted by the evaluation based on the Quality indicators found in three sample prestigious academies: National English Center ITCA-MINED, Centro Cultural Salvadoreño, Escuela de Idiomas - Universidad Centroamericana José Simeón Cañas.

CENIUES was special academic Project that started in 1980 and has its roots based on the academic effort of the Foreign Language Department. Actually, at national level is the only foreign language academy that offers academic, reasonable fees, excellent location and accessibility, appropriate physical space, history, and a sound support of the University of El Salvador. CENIUES allows to kids, young and adults the chance to study another language with lower prices, updated methods and contents and competence teachers with social vision.

The research mentioned above has as a main objective to identify and evaluate academic strengths, weaknesses and problems that CENIUES faces as a Foreign Language Academy. In order to accomplish this, it was necessary to read different material about the topic and to develop a fieldwork.

This report has been divided in seven parts as detailed below:

- ❖ The first part includes Objectives. This part has been subdivided in General Objective and Specific Objectives. It shows what the aims of the research project are.
- ❖ The Justification of the research project is explained in the second part.

- ❖ The Theoretical Framework has been subdivided into: A. Antecedents: it contains the information about the making, development and the current situation of CENIUES; in addition, it contains the Mission and the Vision; and the final part B contains the Statement of the Problem.

- ❖ The major findings derived from the data analysis are shown on the fifth item and it contains information about the different academies taken as a sample, CENIUES teachers, CENIUES students, and it is also a compilation of the main aspects of the research.

- ❖ The sixth chapter includes the Conclusions.

- ❖ The seventh chapter lists the recommendations.

- ❖ Finally, the bibliography it is presented the material that was checked and analyzed; and all of that helped as a support to deliver the research project in a goodproper manner.

I. OBJECTIVES

1. General Objective:

To develop a qualitative research through a fieldwork with the purpose to evaluate both, facilities and English learning results at CENIUES as an academy, so as to determine CENIUES academic fulfilment.

2. Specific objectives:

- ❖ To identify and evaluate the achievements, academic strengths, weaknesses and problems of CENIUES as an English teaching program through a fieldwork research with the purpose to provide CENIUES with the appropriate recommendations.

- ❖ To evaluate the curriculum design and the job CENIUES teachers are doing, according to the criteria taken as a referent based on the quality indicators found in three prestigious academies: School of Foreign Language at UCA, National English Center – ITCA MINED and Centro Cultural Salvadoreño, in order to make a comparison and determine if CENIUES fulfils the minimum standards the English academies must have.

- ❖ To determine by means of direct observation and questionnaires applied to the students with the purpose to find if CENIUES counts on the necessary teacher's competence, facilities, equipment, tools, and job conditions for the teaching learning process of the English language.

II. JUSTIFICATION

CENIUES is an academy within the Faculty of Sciences and Humanities and this is an important project of the faculty because many people benefit from this project. So it is important to know how it works, and also how teaching can be improved, so that these can be better result.

According to the mentioned above a research was done taking into consideration the Salvadorans' need to learn a foreign language, mainly English. Due to this necessity, some academies have been opened to satisfy people's need to find an academy that offers quality, good service, schedule feasibility, and most important, reasonable prices.

Being CENIUES a good choice to learn a foreign language, this investigation points out the strong and weak areas that CENIUES has.

Based on the established criteria, three academies located in San Salvador were compared and used as a sample: Escuela de Idiomas Extranjeros de la Universidad Centroamericana José Simeón Cañas, National English Center ITCA - MINED, and Centro Cultural Salvadoreño.

It is considered that with this research, developed and supported with the gotten results, it will give reliable information about the actual and current information of CENIUES; by means of that way, students will be able to find out if CENIUES fulfills the teaching expectations they are looking for.

Finally, it is expected that this research brings not only reliable information about the actual situation of CENIUES, but it also makes both teachers' staff and administrative personnel to reflect and self-evaluate about the quality service given by this academy.

III. THEORICAL FRAMEWORK

A. Antecedents

The Centro de Enseñanzas de Idiomas of the Universidad de El Salvador "CENIUES" is a special academic project that started in 1980 and has its roots based on the academic effort of the Foreign Languages Department. This Project was created with a small budget from the University of El Salvador which took the initiative to offer free courses to people who were interested in learning English; all that, in order to get its own incomes and to attend the various needs the Academic Unit had, and besides, to create a space for Social and Academic Unit. CENIUES Project started with a reduced group of people being Professor Pedro Antonio Salazar the one who took the initiative.

When this project became recognizable, both inside and out for its excellent work, it led to another project called "Cursos Libres de Inglés para Profesionales" in 1996 also adding the teaching of other languages such as Japanese and Portuguese.

Through CENIUES project, many have been supported: hundred of teachers and administrative staff and children by means of offering them a chance to learn for free a second language by means of scholarships. Not only people from the University of El Salvador have been included in these scholarships but also non-university people, mainly people with lack of resources that can not pay this education system.

CENIUES was created as a project of the Foreign Language Department with the goal to offer these:

- To increase the number of languages taught such as French, Portuguese, German and Japanese.
- To turn this project into a space for the graduated from profesorado and Licenciatura en Idioma Inglés, to better their teaching abilities, namely, to let the students or ex-students from the Academic Unit make their teaching practice in here.
- To continue offering reasonable prices for the Salvadoran community with lack of money to pay for the courses, under the principles of social projection.
- To do research in the language areas and by means of this to adjust the officially offered majors.
- To help the School of Art and Sciences financially by hiring teachers working either per hour of part time, buying and fixing equipment, buying books, etc.

Through the years many changes were made to the project that includes its goals, teaching quality, facilities, etc. That is why nowadays it is no longer a project, but an academy.

It is a fact that CENIUES has grown up and now it is equal or similar to the most prestigious academies in the country, when it comes to the offered services. In addition, it has many other advantages such as an excellent location, accessibility, physical space, history and a sound support from the University of El Salvador.

Currently the General Coordinator of CENIUES is Professor Alfonso Mejía González, and the number of students is up to 2,400. The duration of the courses is 15 levels for kids and 20 levels for teens and adults. Each level is 40 hour-class; the fee for kids is \$20.00 per level and \$30.00 per level for teens and adults. CENIUES also counts with a variety of schedules both on weekdays and weekends.

Finally, it is known the Vision and the Mission of CENIUES as well.

VISION

To be at national level the leader as the foreign language academy that offers the best academic Excellency, reasonable fees and social compromise.

MISION

To guarantee kids, young and adults the chance to study another language in the best areas and lower prices, updated methods and contents, modern technology and professionals with social vision.

B. STATEMENT OF THE PROBLEM

Quality is an important aspect of any academy, it can determine what students learn, how well they learn and what benefits they obtain from the education process.

The research was settled to establish if CENIUES fulfills the quality standards that an English teaching academy must have with. In addition, it identified the achievements, strengths, weaknesses, and problems that the courses face during the teaching learning process.

It is important to know every aspect of the academic reality of CENIUES because it will let the students know what kinds of teachers CENIUES has with in the teaching learning process of a foreign language. Moreover, the fact that graduating in an academy that is part of the University of El Salvador gives the students a good ranking to any academic record.

It is important to show the level at which CENIUES is positioned according to the quality standards set by the responsible for the research. The research was developed in three English academies, Language School - UCA, Centro Cultural Salvadoreño, National English Center, and CENIUES in order to make a framework of comparison, which permits the researchers to establish the quality standards according to the opinion to the heads of English teaching academies under study, based on the following features: Curriculum design, teachers, facilities, students, material and resources that were taken as objective of study.

Finally, it is considered necessary to mention if the academic level of CENIUES' teachers is acceptable, so, the authors of this research consider that it is important to provide teaching materials and information about the teachers' profile and competence to CENIUES, and if this academy possesses the necessary equipment and material for the good development of the teaching process.

According to the situation mentioned before, the problem can be stated as follows:

Is CENIUES an institution that fulfills the quality standards or at least a minimum standard proposed for each criterium submitted by the evaluation based on the quality indicators found in three sample prestigious academies: National English Center ITCA-MINED, Centro Cultural Salvadoreño and Escuela de Idiomas de la Universidad Centroamericana José Simeón Cañas?

IV. METHODOLOGY

A. DELIMITATION OF THE FOCUS OF THE STUDY

The field research was done from December 2007 to November 2008. The investigation was limited to CENIUES and this research was supported by three private foreign language academies: National English Center, Centro Cultural Salvadoreño, and Foreign Language School – UCA. The specific setting was the facilities of the School of Arts and Sciences of the University of El Salvador, besides those of the private academies aforementioned.

The research was focused mainly on the teachers who are part of CENIUES. With the objective of getting validity and reliability of findings, four kinds of questionnaires were passed, one of them to the teachers, another to the heads of the English teaching academies, and the other ones to CENIUES students; additionally, class observations were performed on the Main Campus, UES.

This research is descriptive, because it produced findings obtained from interviews, observation events and information obtained from journals, which means that statistical procedures were not used. However, questionnaires were applied in which quantification procedures were used. The purpose of this research was to seek qualitative analysis results about the quality standards that CENIUES must fulfil or at least a minimum standard proposed for each criterium submitted by the evaluation based on the quality indicators found in three prestigious academies: National English Center ITCA – MINED, Centro Cultural Salvadoreño, Escuela de Idiomas de la Universidad Centroamericana José Simeón Cañas.

This research is an analysis of qualitative data, supported by the quantitative findings. The purpose of this research project was a qualitative analysis result about all the aspects considered at the moment of the evaluation, namely, the curriculum design, students, teachers, and physical resources.

B. UNIVERSE

➤ Sample

The subjects included in this research were 268 students of CENIUES, nine members of the teaching staff of CENIUES, and also three of the private foreign language academies heads were included into the research which is: National English Center – ITCA, Centro Cultural Salvadoreño, and Foreign Language School at UCA, besides the Head of CENIUES.

➤ **Behavior**

This item included:

- The teacher's participation in teaching learning process
- Performance
- Pedagogical aspects
- Curriculum development
- Teacher's participation in forums, congresses and trainings
- Application and the correct relation of curriculum in the courses
- Leisure and extracurricular activities and students participation
- Learning motivation
- Teacher participation in activities to interact with students

➤ **Events**

Some of activities were done in order to develop the fieldwork as:

- Interview appointments with CENIUES' teachers, CENIUES' Head
- Questionnaires application to CENIUES' teachers, CENIUES's Head, CENIUES's students, National English Center's Head, Centro Cultural Salvadoreño's Head, Language School at UCA's Head.
- In- class observation

C. RESEARCH STRATEGY

The strategy used in the research project was fieldwork emphasized in four kinds of questionnaires, the first one was for the heads of foreign language academies, the second one is for the CENIUES teachers and the last ones were for students of the English courses: one of them is a student self evaluation and the other one is a teacher's evaluation done

by students. Also, for gathering this information, some interviews were done to CENIUES Head and observation technique was applied.

D. DATA COLLECTION TECHNIQUE

The techniques to elaborate the research study were questionnaires, interviews and observations. Some interviews were done to the English academy head in order to get enough information about the procedures to hire teachers and the kind of specialization they count with, the interviews, the requirements they must fulfil to be part of the teacher's academy staff and the way they pretend to accomplish the academy's mission and vision. Also, it was decided by the group to design the following instruments:

A classroom observation guide

This instrument was used by the researchers during the observation events, and it was carefully designed with the purpose of identifying the way the teachers developed the class; the class observation guide contains the following information:

Content organization

- ④ Statements and purposes of the lesson
- ④ Feedback of the last lesson
- ④ Logical sequence of the contents
- ④ Explanation of major points of the lessons

Lesson presentation

- ④ Voice presentation
- ④ Intonation

- Ⓢ Explanation of ideas
- Ⓢ Eye contact
- Ⓢ Student's participation
- Ⓢ Nonverbal communication
- Ⓢ Unfamiliar terms explanation
- Ⓢ Examples presentation
- Ⓢ Appropriately use of humour

Instructor-students interactions

- Ⓢ Student's motivation
- Ⓢ Student's attention
- Ⓢ Questioning strategy
- Ⓢ Satisfactory answers to students
- Ⓢ Time for note taking
- Ⓢ Encouragement of outdoors investigation

Instructional material and environment

- Ⓢ Classroom facilities
- Ⓢ Readings used
- Ⓢ Classroom discussion exercises
- Ⓢ Use of audio-visual material
- Ⓢ Written assignments

Content knowledge and relevance

- Ⓢ Material presentation

- Ⓢ Appropriate material to student's knowledge and background
- Ⓢ Material to state purpose of the course

QUESTION DETERMINATION

The items of the questionnaires were designed in order to achieve all of the established objectives of the research. The framework of the questions to academies' head is based on the following aspects:

- Ⓢ Point of view of academy's head about the requirements that an academy must fulfil with.
- Ⓢ Achievement of the mission and vision of the academy related to student's English level
- Ⓢ Quality standards mechanism applied by the institution to ensure teacher's competence
- Ⓢ Languages taught in the academy
- Ⓢ Relation between the curriculum and the mission and vision of the institution
- Ⓢ Variety of ages of people attending the academy
- Ⓢ Schedules of courses during the weekdays and weekends
- Ⓢ Length of the program
- Ⓢ Average number of students per class
- Ⓢ Time academic history of the academy
- Ⓢ Logical sequence of the courses of the learning process
- Ⓢ Teaching methodology
- Ⓢ Certification given to students at the end of each course
- Ⓢ The required teacher profile to be part of the academy.
- Ⓢ Extra-academic aspects considered by the institution to hire teachers
- Ⓢ National and international pedagogical trainings given to teachers.
- Ⓢ Scholarships given by the institution
- Ⓢ Academy facilities

- ② Use of specific equipment in the teaching-learning process.

STUDENTS EVALUATION

The instrument was designed in order to evaluate student's attitude, the interest and motivation that exist between teacher-student, etc.

- ② Encourage and motivation received by the teacher to participate in the class
- ② Homework to support the classes
- ② Opportunity to clarify doubts
- ② Objective accomplishment
- ② Student's performance in the class
- ② Evaluation of the dynamism
- ② Skills focus
- ② Academy facilities
- ② Equipment to facilitate the learning process

Data related with the content

All the last instruments for the research project were supported by weekday observations which reinforced the instrument, giving specific details and showing critical findings in each environment.

Questionnaire Structure

The instrument contains items and responses carefully shaped to facilitate academies' heads answers as well as teachers and students; the researchers completed the questions and made easier data analysis. The techniques used are:

Fill in the blank:

In this kind of questions, the subjects involved in the process of investigation must check the best options to express his/her answer. Example:

1. According to the below scale, please specify what level of language your performance is:

_____Novice level: characterized by the ability to communicate minimally with learned. The speaker reacts to conversational initiative of the conversational partner, primarily with formulaic or rote utterances in word and phrases.

_____Intermediate level: is characterized by the ability to maintain simple face to face conversation in highly predictable settings. The speaker can initiate, minimally sustain, and conclude basic communicative tasks by asking and answering simple questions.

_____The advanced level is characterized by the ability to narrate and describe in paragraphs of connected discourse in major time/aspect frames. The speaker is able to initiate, sustain, and complete a wide variety of communicative tasks.

_____Superior level is characterized by the ability to discuss a broad range of topics in depth by supporting opinions and hypothesizing about abstract issues. The speakers can participate effectively in most formal and informal conversations on a wide range of practical, social, professional and academic topics.

(Example of the questionnaire for students)

Multiple choices

These items are selected to make the subjects choose the answer related to the questions, making easier the questions' answering. These questions are

included in all of the applied questionnaires specifically to those questions which need a direct response.

Example of the teacher's questionnaire:

What is the required teacher profile for working in your Foreign Language Academy?

- Major
- Proven working experience
- Points in TOEFL
- Highly proficiency in the target language
- Skills to operate computer programs

Comment on

Not all the items of the questionnaires contain a comment on sub-item. The comments of the items have been included with the purpose of answering precisely those questions that need an explanation.

Do you feel at ease and comfortable while the teacher asks you to answer any questions in class?

- Yes
- No

Why: _____

E. RECORDING AND ANALYZING DATA

The sources used to record the data were questionnaires based on open-ended questions, multiple choice questions, interviews and

observation techniques. The research also applied tables containing the questions and answers with their percentage, and a brief analysis of each question from the questionnaires and the data was shown in descriptive graphs in order to show the data in a more understandable format. In addition, comparative charts were designed based on the quality indicators found in three prestigious academies: National English Center ITCA – MINED, Centro Cultural Salvadoreño, Escuela de Idiomas de la Universidad Centroamericana José Simeón Cañas.

These techniques were applied along with observations, which provided knowledge and information of the context in which events occurred, this technique was supported by an observation guide, besides, a daily register was included with the most relevant events that occurred during the classes.

It is important to mention that before to initiating this fieldwork a pilot test was applied only to a part of the population that was selected as sample. The pilot test pretended to find out the weak areas in the items' design like misunderstanding or ambiguities in the instructions or in the questions themselves.

In the process of the instrument test, it was quite difficult to collect the data, because sometimes the Academies' Heads schedule was difficult and also teachers showed lack of cooperation when passing the survey.

V. FINDINGS

Determining if CENIUES is an institution that fulfils the quality standards or at least a minimum standard based on the criteria taken as a referent which at the same time is based on the quality indicators found in three prestigious academies: National English Center – ITCA – MINED, Centro Cultural Salvadoreño, School of languages from Universidad Centroamericana José Simeón Cañas, is one of the purposes of this research and it was developed through fieldwork with the purpose to evaluate both facilities and English learning result at CENIUES as an academy.

In order to achieve what was mentioned above, a chart was done taking the evaluation criteria as a parameter. Quality Indicator Table No. 1 shows the different findings gotten in the academies in order to make a comparison and to verify if CENIUES counts with the minimum standards to function as an English academy.

The minimum standards are detailed as it follows

Table No. 1

QUALITY INDICATORS

CONCEPTS	CRITERIA
REQUIREMENTS A FOREIGN LANGUAGE ACADEMY MUST FULFILL	<ul style="list-style-type: none"> - Teachers with advanced level, competent facilitators - Excellent facilities, building, leisure spaces - Well designed programs, teachers and schedule, clear objectives - Meet language standards (international standard)
STUDENTS' ENGLISH LEVEL EXPECTED AT THE END OF THE PROGRAM	- High Intermediate
QUALITY STANDARDS APPLIED TO TEACHER DURING THE TEACHING PROCESS	Evaluation to the teachers, class observation, trainings, class observation.
LANGUAGE	- English
POPULATION WHO THE PROGRAM IS ADDRESSED TO	- Children, teenagers, adults
CLASS SCHEDULES FROM MONDAY TO FRIDAY AND SATURDAY	<ul style="list-style-type: none"> - Morning: 07:00 – 12:00 - Evening: 01:00 – 06:00
CLASS SCHEDULES ON SUNDAY	- Morning. 07:00 – 12:00

DURATION OF THE PROGRAM	840 hours
AVERAGE NUMBER STUDENTS PER CLASS	18 – 20 students
SEQUENCE OF LEARNING	There is correspondence between every course requirements with a logical sequence of the learning process.
METHODOLOGY APPLIED TO THE TEACHING-LEARNING PROCESS	- Focus in speaking - Communicative approach
METHODOLOGY AND THE TOTAL OF STUDENTS PER GROUP	The total of students per group is taken into in account to apply different methodologies that enrich the teaching- learning process.
SKILLS FOCUSED ON THE TEACHING-LEARNING PROCESS	Four main skills (speaking, listening, reading, writing), although speaking is focused.
CERTIFICATION AWARD AT THE END OF THE PROGRAM	Institutional certification/diploma of completion
REQUIRED PROFILE OF THE TEACHER IN THE ACADEMY	Major degree, proven working experience, highly proficiency in the target language, skills to operate computers.
TEACHER'S NATIONAL AND INTERNATIONAL TRAININGS	- USA methodologies - On-line courses, in-service trainings, conferences (Central America, USA) - Workshops by peers or speakers from abroad
SCHOLARSHIP	Scholarships are offered by academies
FEE PER MODULE	- \$ 30.00 per module - \$ 54.00 - \$58.00 per module
COST OF DIDACTIC MATERIALS	- \$ 25.00 - \$ 30.00
FACILITIES	Classrooms, lab, parking, library, leisure spaces
NECESSARY EQUIPMENT FOR THE TEACHING-LEARNING PROCESS	CD player, DVD player, canon, VHS, computer/laptop

The results gotten by the researchers not only for the items that take part of the questionnaires and interviews , but also with the conclusion gotten through class observation were analyzed individually and in a detailed way.

A. FOREIGN LANGUAGE ACADEMIES HEAD

In order to get information and make a comparison between the four academies which are used as a sample of the research, it was designed a questionnaire in order to get enough information about the procedures to hire teachers and the kind of specialization they count with, the interviews, and also the requirements they must fulfil to be part of the teacher's

academy staff and the way they pretend to accomplish the academy's mission and vision, etc.

The asked information in the research included: Curriculum design, teacher, facilities and equipment, and the gotten results are detailed as it follows:

1. Curriculum Design

- Institutional document guidelines and modalities

Three of the four academies used as sample let the researchers know about the aspects established before, only the Foreign Language School at UCA did not give the information; for that reason and based on the surveys made, the factors the head of the academy consider important are: well trained teachers, teachers should have an advanced level of English, a well designed English program, and finally, to count with excellent facilities.

According to what was said by the Head of CENIUES, the requirements of a foreign language academy must be mainly focused on the following: well trained teachers, teachers with clear objectives and goals, continuous trainings, adequate facilities, material, resources and a well planned curriculum design.

- English level of a graduated student

According to National English Center, Centro Cultural Salvadoreño, School of Languages from UCA, the level of English the students are expected to have when finishing the studies, goes from high intermediate to advanced level; on the other hand, CENIUES Academy Head claimed that the

students are expected to speak, understand, read, and write the foreign language, and the English level is measured according to the results they get on a final test done by the academy, for that reason it was no specified the level of English students get at the end of their studies.

- Quality Standard

All the heads of foreign language academies interviewed stated that quality standards that are detailed on Table No. 1 are applied to teachers during the teaching process, and the standard plans are similar such as: teacher evaluation, student evaluation, class supervision, and trainings. It was also noticed that all the foreign language academies fulfill the expectations of the institution's mission and goals.

National English Center applies the evaluation standards every three months and the most common methodology that the academy applied is the class observation, the supervisor makes suggestions and comments at the end of the class. Centro Cultural Salvadoreño and Foreign Language School at UCA stated that class supervision, trainings and peer observation are done. CENIUES shares the same methods and standards; however CENIUES was the only academy that evaluates the administrative staff.

- Languages taught in the academies

The answers of these questions gave important information to identify the different available services for each academy in terms of teaching and learning in the academies.

The four evaluated academies taken into account for this evaluation, all of them teach English. The Foreign Language

School at UCA also teaches Spanish for foreign students. However, and based on what CENIUES informed, it is noticeable that in comparison with the other academies, CENIUES does not only offer English but also French and Japanese.

- Population of the academies /1

All of the ones attending are children, teenagers and adults.

/1 List of the different levels of English at CENIUES, source: CENIUES Head. (see annexes)

- Schedule

The four academies taken as sample offer weekday and weekend classes as well. Based on Sunday schedules, it was found that there is a lack of morning and afternoon courses in most of the interviewed academies, except the English school at UCA. Therefore, it is affirmed that CENIUES has a large variety of schedules on the whole week, which allows all the students to choose the most convenient schedule.

- Duration of the program

With the purpose to determine the length of time that students must spend in each academy in order to get the expected

English levels, each Academy Head said they have its own pattern. The free courses are divided as Regular free courses and Intensive courses.

The National English Center develops its program as intensive free courses that last 1 year, so students need to complete 800 hours. In the case of the foreign language academy at UCA, the total number of levels is 21 and they last 40 hours each. Centro Cultural Salvadoreño classifies the levels in hours, at the end of the levels the students will have completed 828 hours. CENIUES divides the duration of the program according to the population studying, which means that the number of modules for kids is 15 for teens and for adults 20 modules, therefore, teen and adults are 600 and 800 hour-class taken when they finish their studies.

Average of students per group

According to the results gotten, the academies divide the groups of students by English level and age, as it was mentioned before. Based on the number of number per group, it was concluded that:

ACADEMY	STUDENTS PER GROUP
LANGUAGE SCHOOL AT UCA	12
NATIONAL ENGLISH CENTER – ITCA MINED	15
CENTRO CULTURAL SALVADORENO	15- 20
CENIUES	30

According to the previous table, CENIUES is the academy with the highest number of participants per group.

- Time of service

The teaching experience is a major aspect of an academy must count with. The time of service each institution is as it follows: National English Center counts with 15 years of experience, School of Foreign Language at UCA with 20 years, being Centro Cultural Salvadoreño the institution with the most years of experience: 52 years, CENIUES Head just affirms the academy has more than 10 years of experience.

- Requirements and sequences of the courses

A good curriculum must be designed with the purpose that students get the required knowledge in order to get a high level of English in each stage of the program. Based on the academies heads taken as a sample, they argued that the academies they represent have a logical sequence in teaching, letting clear that all the students have to fulfill the requirements to continue on the next level.

- Institutional document guidelines and modalities

All English academies must count with a policy-guide that indicates the steps they have to follow in every academic

situation that is why it was asked if they as an academy have one and the answer was “Yes”. Each Head Academy affirms they formulate and execute every course according to it. Nevertheless, the National English Center (NEC) said they do respect this modality but they focus mainly on the conversation ability, and moreover, they also claim they focus more on this ability than the rest of academies.

- Academy Methodology

Each student has different needs and learning styles, that is why National English Center, Centro Cultural Salvadoreño, Foreign Language School at UCA and CENIUES said they focused on the speaking ability applying the Communicative Approach and also the Eclectic Methods.

- Skills on teaching-learning process

Among the skills academies focus on, it was found that each academy focus the teaching-learning process in four main skills, although in different ways. However, The Centro Cultural Salvadoreño states they emphasize on speaking. The way the National English Center is focused on: speaking and listening comprehension. Different from the Centro Cultural Salvadoreño which has as a main goal to encourage the speaking skills on the students; on the other hand, English School at UCA states as a goal of the courses shaping the knowledge of the students by applying the four skills, the same objective is shared by CENIUES, which in each class develops different activities based on the four skills.

- Certification

The four academies award different certifications to graduated students. Each certification has a different academic value, but all of them with the same purpose: to prove that the graduated people have achieved enough knowledge in the target language. National English Center is the only institution that awards as a certification the TOEIC, the rest of the academies awards institutional certifications and diplomas.

2. Teachers

- Teacher's required profile

The foreign language academies' heads agreed that among the academic requirements that a teacher must fulfill to be part of their academy is to possess a major degree; however, the National English Center demands also two years of proven working experience, 550 points on the TOEFL and computer program skills; this requirement is also shared with CENIUES which also submits the candidates to an oral interview at the end. El Centro Cultural Salvadoreño requires that the teachers have a high score in the TOEFL, highly proficiency in the target language and TESOL certification. English School at UCA demands higher average on TOEFL, requiring 600 points. National English Center, Centro Cultural Salvadoreño, English School at UCA and

CENIUES establish as a main requirement having a high proficiency in the target language.

Among other aspects taken into account for hiring teachers at Centro Cultural is the one of taking an exclusive training called Centro Cultural Salvadoreño training, designed according to the demands of the institution. In the case of UCA, it demands a proven working experience related to teaching. CENIUES requires a clear view of the policies and the objectives of the academy which allows them to continue with the academic prestige that CENIUES has earned so far.

- o Trainings

Among the evaluated academies, all of them affirm they train their teachers both nationally and internationally. The English School at UCA claims that they train them through workshops by teams or guests from abroad. National English Center affirms training the teachers both national and international by means of Bolton I, Bolton II, for instance, and these based on methodology and other aspects in order to teach English; also, Centro Cultural Salvadoreño offers online courses, in-service training, conferences in Central America countries, Mexico and the United States. CENIUES offers workshops given by the personnel that distribute the textbooks used for teaching English. In addition, it gives conferences addressed by foreign guests, including some from the United States and Canada.

- Real profile of academy's teacher

There are differences and similarities in the requirements to be part of the teacher staff of the foreign language academies. The Centro Cultural Salvadoreño, UCA and CENIUES, they all claim that the teacher staff has the requirement to be a part of the academy. At the National English Center, on the other hand, they said that the staff is not 100% capable to accomplish their functions; however, they are continuously trained in order to keep the quality standards.

Centro Cultural Salvadoreño assures they have a well designed plan in order to keep the excellent quality. At UCA, they simply claimed that the teachers are prepared enough to do their job in an excellent way. And finally, at CENIUES, they claimed their staff is continuously evaluated so that they get better teachers, and as a result, renew their job contract for later.

- Scholarships

Based on the research, it was concluded that most of the academies offer full scholarships except from Foreign Language School at UCA that only offers half scholarship to students involved/registered in Profesorado en Idioma Inglés.

- Fee per module

General fees per module rank from \$20.00 to \$58.00 per module. It is clear that the cheapest academy is CENIUES whose fee is

\$20 for kids and teens and \$30 for adults. The prices are similar to the ones at the National English Center whose fee is \$30. On the other hand, Centro Cultural, and UCA are the most expensive academies because the fees in both places are \$54 and \$58 dollars, respectively.

- Didactic Material

Again, CENIUES offers the best prices in the market when it comes to didactic material used for the classes.

- Extracurricular Activities

Even though National English Center claims that students participate in the diverse extra activities they organize, this academy did not specify the type of activities they do.

Centro Cultural claims that they do cultural activities while Foreign Language School at UCA considers extra activities the fact of going to the lab and using the computers and library by students. And finally, CENIUES is the one that makes more extra activities such as cultural, sport, cine forums, and talent shows, etc.

3. Facilities and material

- Appropriate facilities

All the interviewed academies count with the necessary facilities for teaching English, such as: classrooms, labs, parking lot, leisure spaces, except from CENIUES that does not count with both a library and a laboratory.

- **Equipment**

All the 4 academies count with the necessary equipment to develop their lessons properly, like CD's, DVD's, CD players, VHS, canon, laboratory, computer, and laptop.

B. TEACHER'S RESULTS

1. Teacher's evaluation done by students

The students received a teacher's quality questionnaire in order to evaluate the teacher's development in the class. Therefore it was left to the students to write down their opinions. The questionnaire was designed, applied and answered exclusively by students from CENIUES.

Also, the survey allowed to study and to identify the different opinions and judgments of the students, by means of this it was able to establish recommendations to the teacher's staff.

- **Punctuality**

Punctuality is an important factor to be a good teacher. It shows respect and responsibility by part of not only the teacher but also the students as well. It is not necessary to be 10 or 15 minutes earlier to the class but to be punctual, that is the key.

91% of teachers at CENIUES start the class on time. An 8% was scored as good and a 1% was scored as regular. But when it comes to finishing class on time it is concluded that an 86% was classified as excellent, a 13% of them was good and just a 1% was considered as regular.

- **Encouragement**

Encouragement and motivation are important facts of the classroom, without them, the class would be boring and purposeless. Students can be motivated to participate in class in a variety of ways by means of doing dynamics, group work, pair work, crossword puzzles, etc.

When the students evaluated the teachers, the 73% graded them as excellent in this area, which is totally good because otherwise no benefit would be taken out of the class, a 25% said it was good, but the rest of them: 2%, said the motivation in the classroom is regular.

- **Question clarifying**

Asking questions is the only way students can clarify their doubts about any topic they are studying at the moment. So, it is well seen for most of the teachers that students make questions.

Based on the student evaluations, 66% if the students claim that the teacher allows the questions in the classroom. A 32% said that

teachers are good in these aspects; but the rest 2% claimed that the question clarifying is a regular thing.

- **Respect to opinions and judgments**

Sometimes respect is not seen as serious as it should be, most of the time is taken for granted the fact that the students do not have the same mood on a daily basis. Why do teachers say this? Because the students might be fun most of the times, but suddenly he makes a “silly” question and as a result, students laugh. But sometimes the students are not in the mood to take the comment as a joke. Thus whatever the question seem to be fun or not, teacher have to show respect to the student’s questions and answer them in a good way.

According to the above mentioned, the 77% of the teachers show that they respect the students’ opinions, 20% think it is good, a 2% said it was regular and the final 1% of them consider this as bad.

- **Treatment to students by teachers**

A good treatment is clearly important in every company or institution. The better teachers treat their customers, the better publicity they get, and as a result, facilitators can have more income and more people studying.

Based on that, the 77% of the students said that they are treated in an excellent way, a 22% of them said it is good and just 1% consider it as regular.

Teachers should take into account that everybody is different, everyone has a different personality, and no matter what personality the teacher has, students deserve a good treatment by part of them.

- **Teacher's pronunciation**

The teachers' pronunciation may not be a native-like pronunciation. In fact, this is not a requirement for teaching English, but what it is important is the fact of having a good pronunciation, easy to understand, and fast enough for the students to get.

Based on the previous information, it is concluded that the 63% of the students think that the teachers' pronunciation is excellent. A 34% was scored as good, and just a minimal 3% of the teachers were evaluated as regular.

- **Topics management**

To have clear what it is taught is one of the first things teachers should take into account while planning the lesson. In fact, when it is known the topic is going to be taught, doubts can be clarified the best and the easiest way possible.

Therefore, 64% of the students think the topic managing of the teachers is excellent. A 34% said it is good, a 2% of them said it is regular.

- **Topic organization**

Every class is organized or at least, they should be. Teachers know that every class should start with a warm up activity, then an introduction, an explanation, examples, exercises, etc. if they do not follow this order; it is possible it might not be a good lesson.

The 65% of the students said the teachers have an excellent topic organization; the 32% was scored as good and the rest 3% was scored as regular.

- **Topics logical sequence**

Warm up, presentation, practice, production and wrap up. This is the way most of the excellent lessons plans are like. But when everything is done differently, it is almost sure that the class is going to fail.

Based on that, the 58% of the students said that the teachers follow a logical sequence of the topics, a 40% of the students claimed it is good and the 2% of them it is regular.

- **Updated content**

Keeping on track is another fact that the teachers have to face when teaching because the time passes by and it brings with it a variety of new technology and new challenges. Teachers should be continuously trained, not only with new methodologies but with updated information too. Sometimes there is something that is updated now but the next day it becomes obsolete.

Therefore, a 59% said that teachers have updated information, a 40% was graded as good and the rest 1% of them said it is good.

- **Previous content – new content relation**

There is always a relation between previous content and new content, if there is no connection, there will not be a connection between the topics. For instance, teaching the verb be in present and then teach the verb be in past. If it is the other way around, the students might get lost or confused.

The students said that teachers follow what was said above in this way: 60% grade it as excellent, 36% good, and 4% of them said it is regular.

- **Setting objectives**

As a result of the survey, it can be concluded that 65% of the students said the setting of the objectives is excellent, 31% of them said it is good, 3% said it is regular and the other 1% claimed it is bad.

- **Feedback**

Feedback is an important part of the class. With feedback, it is reviewed everything studied during the class. Usually, feedback is done by means of dynamics, but here comes the question: do all teachers give feedback at the end of the class?

The 61% said it is excellent, the 35% said it is good, and the 4% said it is regular.

- **Appropriate vocabulary by level**

To be a teacher means to see different types of students who work with, that is why it is necessary to have the adequate vocabulary depending on the students' level; by doing that the message will be clear. Is the vocabulary used by the teachers in accordance to the students' level?

A 64% of them said it is excellent, a 33% of them said it is good, a 2% consider it is regular and the rest 1% consider it as bad.

- **Lesson plan**

The 67% of the students said that the teacher prepare class in an excellent way, other 33% claimed they do it in a good way and just a few 1% evaluates this as regular.

Chance to make suggestions

The 67% of the students said it is excellent and the other 29% said it is good; on the other hand, 3% were scored as regular and 1% was scored as bad.

A good teacher should always accept suggestions from his students so that he/she could improve his way of teaching and knowing his/her weak points.

Motivation to participate in class

The students almost always need a little extra push from their teachers when they do not feel motivated in class. That is why it is very important for teachers to motivate students to interact in class.

That is why the 67% of the students claimed this factor as excellent, a 29% of them said it is good, and the other 4% said it is regular.

Dialogues and debates

Group work includes dialogues and debates for making students participate in class. Dialogues are always important for having the student to practice their fluency and pronunciation, and the debates are good to make students produce the language.

In fact, the 72% said it is excellent, 25% said it is good and the 3% said it is regular.

It is considered as a suggestion that teachers use updated and interesting topics for having their students willing to talk and discuss. Most topics sometimes are the most needed in this case.

- **Equipment and facilities**

- Equipment

- Every academy needs useful equipment so that having all the necessary tools for teaching effectively.

- 56% of the students said that the equipment used in the classroom is excellent, 26% claimed it is good; 16% think it is regular and the rest 2% consider it bad.

- Adequate facilities

- Teachers have to be prepared, the books need to be great, and the CD players have to be in good conditions. It is urgent to have an adequate facility because students need a place in which they feel motivated and safe in the classroom.

- In the survey, it was found that 49% of students scored it as excellent, 28% of them claim facilities are good, the other 15% said it is regular and an 8% of them considered them bad.

C. TEACHER'S SELF EVALUATION

- **Teacher population and work time**

According to the total population at CENIUES as it is shown on the research, it can define the population by gender as it follows: 45% of the evaluated teachers were women and the 56% were men. The labor hours affect the teachers' teaching abilities, factors like exhaustion make the teachers lose their creativity and for that reason it affects the teaching learning process.

At CENIUES, the teacher population has a reasonable work schedule; this is said because the 33% of them work from 4 to 6 hours a day and an 11% work from 3.5 to 8 hours a day. The work schedule has to be carefully planned so that the teacher has enough free hours in which they can plan the lesson in a better way. These free hours must allow teachers move from classroom to classroom, the preparing and the search of appropriate material for the class; and finally, these free hours let the teachers relax for a while.

- **Teacher Supervision**

CENIUES applies methods for making it sure teachers work according to the established work schedule. According to the teachers' opinions, 100% of them said that a daily assistance control is taken. A 44% of them said that the assistance is taken every month and just a 1% said that daily and weekly controls are taken.

Based on the previous results, it is observed that there exists a daily assistance control; however, there is inconsistency in the answers because a 44% of the teachers said that the assistance is taken every month, but the other 1% claimed that there exists both a daily and a weekly control. The previous results let us know how CENIUES make sure how well the teachers work according to the pre-defined work hours.

- **Techniques to motivate students**

Interactive and dynamic activities encourage students to participate and to learn more while the class is taken.

100% of the interviewed teachers assure they apply different and modern techniques to make the learning process funnier and more beneficial to the students, always focusing on real life situations of the target language: English.

- **Listing techniques used in the classroom**

It is well known that the textbook itself is not the only tool in the classroom for teaching English. The teachers have to look for other sources in order to amplify the students' learning.

Among the techniques used by the teachers, it is said that 100% of them use didactic games; a 78% prefers group work activities; the 56% prefers direct participation and finally, the rest 11% applies work solving exercises.

- **How to handle difficult contents**

Frustration comes when the students find difficult to understand a not-so-easy exercises or grammar points. That is why teachers look for other alternatives to teach these hard topics. A 78% of the teachers solve the previous problem by explaining the topic in a different way; a 67% reinforce the topic by using extra material, and 11% prefers students look for the answers themselves.

- **Topic management**

Teachers have to prepare the lesson and be ready for questions like: what to teach?, when to teach?, to whom?, what the lesson will work for? In addition, how to evaluate what was learned during the class. At CENIUES, a 67% of the teachers consider they perfectly manage the topics they teach; just 33% considerate they manage most of the topics.

- **Stage sequence**

The lesson plan must include: a warm up, different activities, development, and a wrap up. It is way important for the teachers to respect the lesson plan steps, taking into account, not only the sequence of the class and timing, but also to fulfill the different goals of the lesson. In the case of CENIUES, the 67% of the teachers affirm they follow order of the lesson.

Based on the gotten results, it was found that the rest of teachers (33%) do not count with a lesson.

- **Objectives**

A good class is the one that has well defined goals taking into consideration what the students already know and what we expect them to learn.

A 56% of the teachers from CENIUES said they do not write the specific goal of the lesson at the beginning of the class; on the other hand, the other 44% said they do.

- **Students participation**

The students' participation is major. Group work, dialogues, debates, information gap activities are all important for making the students interact and produce. 100% of the teachers affirm they permit the students' participate in class.

- **Feedback**

Feedback is an important way to make the students remember what they have studied, even though the topics were totally clear.

An 89% of the teachers do it at the end of the class; 11% of them apply it at the beginning of the class.

- **Teacher planning**

A teacher who plans the lesson is a good teacher because he can foresee the possible problems of the lesson could have and the best solutions to them.

At CENIUES, an 89% of the teachers prepare the lesson a day before; an 11% prepare their lesson minutes before the class with a pre-made format.

Taking into account this information, Here it is the conclusion: Not all the teachers prepare classes on time, which is bad because that means that some teachers take it for granted the lesson planning. This is said because all the teachers from the intermediate levels were evaluated and they claimed the previous statement.

- **Activities to promote learning**

Teachers promote learning by means of debates, reading books, oral presentations, and watching movies, for instance.

56% of the teachers read books; a 44% do oral presentations, and finally, a 33.3% of them watch movies. Based on that, it is affirmed that the oral practice is not the main focused ability.

- **Facilities**

56% of the teacher staff said that facilities are adequate, but the rest 44% claimed the opposite.

The most common problem, both the teachers and the students claimed about was the problem with classrooms. They are a mess, small, and dirty.

56% of them affirm that the classrooms are noisy; 33% consider the classrooms dirty; and the rest 11% said they are small.

- **Equipment**

Good equipment is a minimum indicator of a good English academy. An academy needs ample resources. For that reason, an 89% of the teachers at CENIUES consider they count with the necessary equipment and the rest of them claim the opposite.

The 89% of the teachers are satisfied with the audiovisual material and also with the photocopy place.

56% of the teachers make use of these means and materials, but the rest 44% do not.

D. STUDENT'S RESULTS

- **Motivation**

Motivation is an important aspect of the learning process, the more participation the better the students' learning.

95% of the students feel motivated to participate in class; 5% of the students think in a different way and they do not like to participate in class.

- **Student's attitude**

Participation is one of the most important factors for making the class more interactive. There are some students who are more willing to participate than others. But this depends on the students' attitude and personality. Based on the previous words, it is concluded that the 85% of the students participate in class; however, the other 15% said they do not participate in class.

- **Homework doing**

Homework doing is necessary if the students want to manage both grammar and writing skills. Sometimes, homework is not so challenging, and in this case, the teacher has to find out new and more fun ways to design homework.

A high percentage: 88% of the students claimed they always hand in the homework on time; on the contrary, the 12% of them said they do not finish the homework on time.

- **Learning acquisition**

If the students usually study they learn, but some other factors are involved in the learning process like age, economic status, motivation, etc. Based on the survey, 94% of the students consider they have learned but the rest of them: 6% said they have not learned.

- **English level**

Speaking has always been one of the most difficult macro skills; in fact 62% of the students said they have an intermediate level; 21% of them said they have an advanced level; other 16% of them said they have a novice level and just a 1% claimed they have got the superior level of English.

- **Participation in the class**

Shy students are not so eager to participate when the teacher asks questions to them. This is normal, but when the situation is on a daily basis, it becomes a problem. In the survey, it was found out that 93% of the students feel at ease when the teacher ask them questions, but the other 7% of them claimed not to feel comfortable with this.

- **Goal achieving**

If it is tried hard, the goals can be accomplished as students. In the survey, an 88% of the students consider they have achieved the goal of the lesson; but the other 12% said they have not.

- **Looking for extra information**

Students' books and workbooks are the tools teachers use in the classrooms mostly; however, an excellent student might know that these are not the only sources they can learn from; for instance, websites, readers, other books, etc.

Based on that, it was found out that the 48% of the students do not look for information in other sources; on the contrary, the 52% of the students claimed that they actually find more information in other sources.

- **Classes development**

Lessons have to be attractive, fun, and interactive so that students really want to participate in class. Based on this, it was found in the survey that 90% of the students think the class is dynamic and that the teacher actually allows the students' participation; on the other hand, 10% of the students claimed totally the opposite: no dynamic classes, no allowance by part of the teachers to participate.

- **Macro abilities**

There are four macro skills: speaking, writing, listening, and reading and all of them are important. In fact, a 33% of students said that speaking is the most focused ability in the class. Both listening and

reading have the same percentage (23%). Finally, a 21% of them said it is writing.

- **Appropriate facilities**

Appropriate facilities are very important. In the survey it was found this: 24% of the students said that CENIUES does not count with appropriate facilities. The other 76% said that CENIUES really counts with appropriate facilities. A 37% said that they count with an appropriate classroom; a 22% of them said that they have a parking lot; a 12% of them claimed they count with a library; a 19% said they count with appropriate leisure spaces; and a 10% of them said that they count with a lab.

- **Necessary equipment**

A 79% of the students said they have the necessary equipment for learning English in a good way. On the contrary, 21% of them said they do not count with the necessary equipment. A 47% of the students said they use CD players; 21% said they count with CD's; a 17% of them said they have DVD player; a 10% said they have a laboratory and a 5% said they count with other facilities.

E. CLASS OBSERVATION

1. WEEKDAY OBSERVATIONS

- **STRENGTHS**

There were many classes observed during the research period. The main purpose of the observation was to support the development of the teacher staff and to increase the good practice. It will also be used for internal quality assurance purposes.

Some of the major strengths of using classroom observation allowed educators to do the following:

- ✓ Permit researchers to study the processes of education in real setting situations.
- ✓ Provide more detailed and precise evidence than other data sources.
- ✓ Stimulate changes and verify that the changes have really occurred. The descriptions of instructional events that are provided by this method have also been found to lead the improved understanding and better models for improving teaching.

Several aspects of the classroom instruction such as conducting daily reviews, presenting new material, conducting guided practice, providing feedback and correctives, conducting independent practice, and conducting weekly and monthly reviews have been found to be significantly related to students' academic achievement.

Classroom observation has many valid and important educational purposes. One of the fundamental purposes of the classroom observation research is to describe the current status of instructional practices and identifying instructional problems.

Many things were found to be significantly related to student's academic achievement: conducting daily reviews, presenting of the new material, conducting guide practice, feedback, conducting independent practice, and conducting weekly and monthly reviews.

Classroom observation let researches know the real strong and weak points in the classroom. One of the most important things about observing classes is that it describes and identifies the different instructional problems.

During the weekly observation it was observed that 78% of teachers were able to manage their class properly. Therefore, it can be said that classroom management is one of the foundations of any good lesson. Classroom management requires common sense, consistency, a sense of fairness and courage.

Classroom management also requires practice, feedback and willingness to learn from mistakes. Sadly, it is easier said than done because an 84% of teachers were able to manage their classes, but the other percentage they were simply not interested about this issue.

A 78% of teachers motivate students by giving them the opportunity to express their ideas or opinions, permitting them to believe they can do it better, and in fact they do. In addition to this, it is concluded that teachers also pay attention to their student's needs; teachers help them to overcome challenges, to become competent in certain areas, etc.

Most of teacher (89%) plan the lesson and they also use different materials to help their students. The material that teachers use for instance are: handouts, flipcharts, whiteboards and audiotapes.

- **WEAKNESSES**

According to the observation, in most of the evaluated classes, a 14% of teachers did not finish class on the due time which means troubles for the students if they had another errands or important things to do after class.

When it comes to making a wrap up, a 33% of teachers did not do any wrap up to see if the students really got the new information. Another problem was that teachers do not teach in a logical sequence which is important, because if they miss a point, the class will have some gaps and the students will not have the topic really clear.

In addition to this, 50% of teachers do not write any objective of the class at all. Students need to know what they are expected to do during that lesson.

2 WEEKEND OBSERVATIONS

○ STRENGTHS

The strengths that were found are these ones: 100% of teachers begin classes on time on Saturdays and Sundays. Some students may not be on time but teachers go on normally.

89% of teachers make a review of the previous lessons so that students refresh their memories learn more based on the previous knowledge. The same percentage (89%) of teachers really care about their students needs, by doing these students to improve the four macro abilities they are suppose to manage.

WEAKNESSES

Teachers sometimes do not care if their students are getting the appropriate pronunciation or fluency.

Some teachers do not check their students when they are having a writing assignment, and if they do not do it, students might have problems with the assignment.

56% of teachers do not make use of audiovisual materials, they have also problems on planning their classes and they use the books in a systematic way.

An 11% of teachers do not check if the audiovisual materials are working properly such as CDs, Cd players, etc.

The purpose of classroom observations is to see the various interpersonal interactions between the instructor, instructional aides if any, classroom volunteers and themselves; and those interactions occurring among students in the classroom; and between these students and the above named adults.

These observations show there are many good things CENIUES is achieving in terms of the teaching learning process, but there are other things they need to improve.

F. CENIUES STRENGTHS AND WEAKNESSES

1. CENIUES STRENGTHS

- An important percentage of teachers work for about four or six hours, that means they have enough time to planning classes and evaluations.
- As an institution CENIUES applies control on the teacher's assistance combined with the supervision.
- All of the teacher's staff at CENIUES applies different methodologies to encourage students to participate in the class.
- The whole teacher staff is applying didactic games to encourage students participation which are actively combined with group work by doing this, it is avoided a non-conventional class at all.
- A high percent of teachers are interested on the student's comprehension, taking time at the beginning or at the end of the class to clarify doubts to students, also, they use extra material to reinforce contents.
- Teachers and students think they count with the basic equipment and facilities to develop a teaching learning process.
- The most common characteristics of CENIUES Staff are: a high proficiency in the target language, proven working experience, teachers are punctual when beginning classes.

- The majority of students are satisfied with the treatment they receive from teachers.
- Teachers adopt their teaching techniques and proficiency to the student's necessities and level of English.
- Students feel completely satisfied about how teachers manage, organize, expose and keep updated about topics and contents taught in the class. Besides, they think topics are perfectly related to previous and new content.
- Teachers applied a high variety of techniques in classes which promote students' participation and speaking ability acquisition, like debates, dialogues and group works.

1. CENIUES WEAKNESSES

- Not all teachers write the objectives at the beginning of the class.
- Neither teachers nor the students are completely satisfied about CENIUES facilities. Students believe facilities are not adequate to take classes; besides the classrooms are dirty and noisy.
- Students consider that even though the equipment is in excellent condition, a lab that facilitates listening and speaking is mandatory; also is necessary to count with a library.
- There is no control on lesson planning.

- CENIUES does not count with a web site which made easier students registration, publicity and information about different courses.

G. SUMMARY

The investigation's objective was to determine if CENIUES is an institution that fulfills with the quality standards or at least has a minimum standard proposed for each criterion submitted by the evaluation based on the quality indicators found in three samples of three prestigious English academies: National English Center ITCA-MINED, Centro Cultural Salvadoreño, and Foreign Language School at UCA. For this reason, it was necessary to develop a process that began from a first research followed by the research project, data analysis, and finally to elaborate this report that records the major findings derivate from the data analysis.

The answer to the questions are explained in different parts taking into account an evaluation done by the students for teachers and for themselves, and the other one done by teachers evaluating themselves.

The evaluation done by the students to the teachers give different results which could determine that a high percent of the teachers are doing a very good job based on all the aspects exposed before in the questionnaires and data analysis. On the other hand, the evaluation done by themselves determined that one of the most important part of the teaching learning process for them is based on the development they perform, influenced by the different activities that encourage their participation, noticing that most of them achieved the teaching learning process of a target language proposed at the beginning of the courses.

The students are totally satisfied with the personal and professional treatment that they get from the teachers because it is adapted to the necessities, levels and demands of the learners. The students consider that teacher manages and organizes activities relating with the new content, performing an everyday lesson that let the students acquire important and basic knowledge of the language.

Teachers also promotes students participation and speaking abilities like debates, dialogues and group work, all of them are results that show the strengthens of CENIUES as an English Academy; however, the obtained information focused on the evaluation of the equipment and facilities demands better facilities to teach and have classes. The academy counts with classrooms and leisure spaces; even tough, they are not completely adequate for the teaching learning process.

The students also focused on the importance of a laboratory that facilitates the practice of the listening and the speaking abilities have to be a must.

As a conclusion on these aspects, it was determined that CENIUES show indicators that the teachers, facilities and equipment fulfill the basic requirement of a Foreign Language Academy. Finally, all the aspects mentioned previously are on continuing improvement.

VI. CONCLUSIONS

- The four academies used as samples reflect through their answer that the main aspects taken into account in order to be part of the academy is the excellence and competence of the teacher staff, mainly teachers have to be in an English advanced level and continuing training.

- According to what it was said by the Head of CENIUES, the requirements that a foreign language academy must be are the following: well trained teachers, teachers with clear objectives and goals, continuous trainings, which leaves behind the importance of the facilities, material, resources and curriculum design.

- According to the CENIUES Head, the English level students are expected to have when they graduate from the academy is that they must be able to speak, understand, read and write the foreign language; however, the English level is given according to the results of a test taken.

- It was noticed that all the foreign language academies taken as a sample fulfill the expectations of the institution's mission and objectives.

- CENIUES is the only academy that evaluates the administrative personal staff.

- The four evaluated academies taken into account for this research teach English. School of foreign language at UCA also offers Spanish for foreign students. However, based on what CENIUES informed, it is noticeable that in comparison with the other academies, CENIUES does not only offer English but it offers French, and Japanese as well.

- CENIUES has a large variety of schedules on weekdays and weekends, which allows all the possible students to choose the most convenient schedule; however, CENIUES is the academy with the majority of students per group.

- CENIUES is the cheapest academy whose fee is \$20 for kids and teens, and \$30 for adults. Also, is the foreign language academy that makes more extra activities such as: cultural, sport, cine forums, etc

- CENIUES affirmed they focused on speaking ability, applying the communicative approach as a teaching method, combined with the eclectic one.

- All the interviewed academies count with the necessary facilities and equipment for teaching English.

VII. RECOMENDATIONS

- It is worthy to check up the program, sequence and features of the contents compared to the students' need in check level. Besides, to check out if the curriculum is adapted to the available and also to the equipment that is used in class; in addition, it has to focus the achievement of the goals in each course.

- Extra curricular activities should be included in the courses in order to enrich the learning of the target language; these can be either artistic activities or sport activities.

- To search for alternatives to facilitate half or full scholarships to the students with proven low money resources.
- To motivate and acknowledge those students who participate in a seminar or congress done by the academy.
- To acquire modern equipment and tools like new CD player, TV's, canons, etc for enriching the teaching of English.
- CENIUES should create a web site so that to keep up dated and informed to the students and possible student about the opening, closing, etc. of the modules, etc.

ANNEXES

	NATIONAL ENGLISH CENTER NEC	CENTRO CULTURAL SALVADOREÑO	ESCUELA DE IDIOMAS UCA	CENIUES
1- In your opinion, what are the requirements a foreign language academy must fulfil?	To have teacher with advanced level, excellent facilities: building, break areas, well designed program: teacher, schedule	Meet language standards (international standards), have clear objectives, competent facilitators		Well trained teachers, clear objectives and goals and continuing training for teachers and clerical staff.
2- When students finish the program, what is the level of English they are expected to have?	High Intermediate	High Intermediate	High Intermediate – Advanced	At least they must be able to understand, speak, read and write the foreign language. The average is according to the test chosen.
3- Does the institution apply any quality standards to the teachers during the teaching process? If your answer to the previous question was YES, please specify what quality standards are applied.	YES Quality indicators every 3 months, class observation at the end, suggestion	YES Evaluation to the teacher, class supervision, trainings, peer observation	YES Evaluation to the teacher, Class supervision	YES Evaluation to the teacher, class supervision, trainings, student's evaluation not only to the teachers but to administration as well.
4- What are the languages taught in this academy?	English	English	English, Spanish for foreign students	English, French, Japanese
5- Does the curriculum fulfil the expectations of the institution's missions and objectives?	YES	YES	YES	YES
6- Whom is the program addressed to?	Children, teenagers, adults	Children, teenagers, adults	Teenagers	Children, teenagers, adults
7- What are the class's schedules from Monday to Friday?	07:00 – a.m. – 08:00 p.m. (1 or 2 hours)	07:00-08:40, 08:00- 09:40, 10:00–11:40 a.m. 02:00-03:40, 04:15-05:55, 06:15-07:55 p.m.	07:00-08:40, 08:00-09:40, 10:00–11:40 a.m. 02:00-03:40, 04:00-05:40, 06:20-08:00 p.m.	06:10-07:50 a.m., 12:10- 01:50 p.m. 06:00-06:40 p.m.
8- What are the class's schedules on Saturday?	Morning: 07:00 - 12:00 Evening: 01:00 - 06:00	08:00 a.m. – 12:15 p.m. 01:30 p.m. – 05:45 p.m.	08:00 a.m. – 12:30 p.m.	08:00 a.m. – 12:00 m. 02:00 p.m. – 06:00 p.m.
9- What are the class's schedules on Sunday?	Morning: 07:00 – 12:00	08:00 a.m. – 12:15 p.m	None	08:00 a.m. – 12:00 m.
10- What is the duration of the program?	1 year (regular) 8 months (intensive)	828 hours	21 courses of 40 hours each	The whole program: 15 modules for kids and 20 modules for teen/adults.
11- What is the average number of students per class?	15 students	18 – 20	12	30 students at most
12- How long has the academy been offering its services?	15 years	52 years	Since 1987	More that 10 years
13- Is there correspondence between every course requirements with a logical sequence of the learning process?	YES	YES	YES	YES
14- Is every course formulated and executed according to the institutional document guidelines that state the different modalities of theory, theory – practice?	YES Combination to make students speak	YES	YES	YES
15- What is the methodology that the academy applies in the teaching-learning process?	Focus speaking on/students centered Combined with CD	YES Communicative language learning	Communicative approach in combination with others methods, so it's eclectic.	Mainly the communication approach and the eclectic method
16-Do methodologies in the learning	YES	YES	YES	YES

process take into account the total of students per group?				
17- What skills are focused in the teaching-learning process?	Speaking, listening	Reading, writing, speaking, listening (emphasis on speaking)	Reading, writing, speaking, listening	Reading, writing, speaking, listening
18- At the end of the program, what certification is given to the students?	TOEIC	Institutional certification	After each course students receive a diploma	Diploms of completion
19- What is the required profile for working in your Foreign Language Academy?	Major, 2 years of proven working experience, 550 points in TOEFL, highly proficiency in the target language, skill to operate computer programs.	Major, points in TOEFL, highly proficiency in the target language, TESOL certification	Major, proven working experience, 600 points in TOEFL, highly proficiency in the target language	Major, proven working experience, points in TOEFL, highly proficiency in the target language, skills to operate computer programs, oral/job interview.
20- What other academy aspect are taken into account in order to hire teachers?		Take CCS's teacher training program	Experience in similar programs is very important	Commitment with the institution objectives and policy.
21- Do the professors receive any national or international pedagogical training or any other types of trainings? If your answer was affirmative, please specify what kind of training has been received by teachers?	YES (national and international) From the USA "Methodology and other aspects in order to teach English"	YES (national and international) On-line courses, in-service trainings, conferences (Central American, Mexican-USA)	YES (national) They are given workshops by peers or speakers from abroad	YES (national and international) Different workshops sponsored by editors, lecturers invited by the Coordination including visitors from USA and Canada.
22- Do you consider that all teachers fulfil the requirements to be part of the staff of this program? Why:	NO You're training them.	YES There is a clear recruitment program	YES	YES Are the teachers must fulfil the requirements but the staff is evaluate periodically in order to reinforce some topics or renewal of the hiring contract. Experience demonstrates when a candidate is looking for a job she/he shows the best, but sometimes once they've gotten the job need some stimulus to keep the track.
23- Does the academy offer scholarships?	YES	YES	NO	YES
24- What is the fee of the courses per module?	\$30.00 per module	\$54.00 per module	\$58.00 per module	\$20 per module kids, teens \$30 adults
25- How much are the didactic materials?	\$25.00 workbook and student's book	\$30.00 workbook and student's book	\$24.00 workbook and student's book (for three courses)	\$22.00 workbook and student's book \$35.00 other kind of didactic material (adults)
26- Do students count with the opportunity to participate in extracurricular activities?	YES	Yes Cultural	YES They have free access to the computer lab of the University library one of the best in the country	YES Cultural, sports, cine forum, talent shows.
27- Does the academy have the appropriate facilities to address the classes the best way possible? If your answer to the previous question was yes, please specify what kinds of facilities are applied?	YES Classrooms, labs, parking, library, leisure spaces	YES Classroom, lab, parking, library, leisure space	YES Classroom, lab, parking, library, leisure space	YES Classroom, parking, leisure spaces
28- Do you have the necessary equipment for the language teaching-learning process?	Cd player, DVD player, canon, Cds, laboratory, computer/laptop,	YES Classroom, lab, parking, library, leisure space	YES Cd player, DVD player, VHS, canon, CDs, computer/laptop	YES Cd player, DVD player, VHS, canon, CDs, TVs

LIST OF THE DIFFERENT LEVELS OF ENGLISH AT CENIUES

BASIC:	911
LOW INTERMEDIATE:	570
HIGH INTERMEDIATE:	461
ADVANCED:	202
HIGH ADVANCED:	97
FRENCH:	71
JAPANESE:	35
READING/LISTENING:	21
CONVERSATION FOR KIDS:	12

CATEGORIA	ENGLISH LEVEL	TOTAL
NIÑOS	BASICO	161
ADULTO INTENSIVO	BASICO	164
ADULTOS	BASICO	328
ADOLESCENTE/ADULTO	BASICO	65
ADOLESCENTE	BASICO	193

CATEGORIA	ENGLISH LEVEL	TOTAL
NIÑOS	LOW INTERMEDIATE	149
ADULTO INTENSIVO	LOW INTERMEDIATE	103
ADULTOS	LOW INTERMEDIATE	105
ADOLESCENTE/ADULTO	LOW INTERMEDIATE	12
ADOLESCENTE	LOW INTERMEDIATE	201

CATEGORIA	ENGLISH LEVEL	TOTAL
NIÑOS	HIGH INTERMEDIATE	101
ADULTO INTENSIVO	HIGH INTERMEDIATE	58
ADULTO	HIGH INTERMEDIATE	51
ADOLESCENTE/ADULTO	HIGH INTERMEDIATE	0
ADOLESCENTE	HIGH INTERMEDIATE	251

CATEGORIA	ENGLISH LEVEL	TOTAL
NIÑOS	ADVANCED	34
ADULTO INTENSIVO	ADVANCED	31
ADULTO	ADVANCED	17
ADOLESCENTE/ADULTO	ADVANCED	20
ADOLESCENTE	ADVANCED	100

CATEGORIA	ENGLISH LEVEL	TOTAL
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TEENS	HIGH ADVANCED	29
TEENS/ADULTS	HIGH ADVANCED	68

FRENCH

CATEGORIA	TOTAL
KIDS	0
ADOLESCENTE	0
ADULTO	56
ADOLESCENTE/ADULTO	15

JAPANESE

CATEGORIA	TOTAL
KIDS	0
ADOLESCENTES	0
ADULTO	15
ADOLESCENTE/ADULTO	20

LIST OF BOOKS AND LEVEL OF CENIUES

KIDS

BOOK	LEVEL	ENGLISH LEVEL
FANTASTIC 1	1 - 3	BASIC
FANTASTIC 2	4 - 6	LOW INTERMEDIATE
FANTASTIC 3	7 - 9	HIGH INTERMEDIATE
FANTASTIC 4	10 - 12	ADVANCED

TEENS

BOOK	LEVEL	ENGLISH LEVEL
INTRO	1 - 4	BASIC
INTERCHANGE 1	5 - 6	LOW INTERMEDIATE
INTERCHANGE 2	9 - 12	HIGH INTERMEDIATE
INTERCHANGE 3	13	ADVANCED
PASSAGES 1	13	HIGH ADVANCED
PASSAGES 1	17 – 19	HIGH ADVANCED

TEEN ADULTS

BOOK	LEVEL	ENGLISH LEVEL
INTRO	1 - 4	BASIC
INTERCHANGE 1	5 - 6	LOW INTERMEDIATE
INTERCHANGE 2	9 - 12	HIGH INTERMEDIATE
INTERCHANGE 3	13	ADVANCED
PASSAGES 1	13	HIGH ADVANCED

PASSAGES 1	17 – 19	HIGH ADVANCED
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INTENSIVE COURSES

BOOK	LEVEL	ENGLISH LEVEL
INTRO	1 - 4	BASIC
INTRO 1	5 - 8	LOW INTERMEDIATE
INTRO 2	9 - 12	HIGH INTERMEDIATE
INTRO 3	13 - 15	ADVANCED

FRENCH

BOOK	LEVEL
CONEXSIONS	FOR ALL THE LEVELS

JAPANESE

BOOK	LEVEL
MINNA NIHON GO 1	1 - 4

CENIUES EXPECTATIONS FOR 2008

COMMENTARIES:

Based on one of the interviews done to the CENIUES Head, he lets us know the new projects CENIUES has scheduled for the current year. It emphasizes though, that all the projects will be worked as hard as possible. These are the projects.

- Expand the offer of their services inside the country.
- Expand the number of classrooms inside and outside the university campus.
- Promote as much as possible the construction of new buildings in order to have more facilities to offer a better service.
- Continuous training to the CENIUES staff as an academic excellence politic.
- Create a permanent and special classroom, with audiovisual aids.
- Create a specialized computer center for supporting the different categories of age, such as children, teenagers, and adults.
- Begin conversations with possible sponsors in order to build a specialized computer center, for supporting the teaching staff of the different languages taught.

It's important to mention that the projects CENIUES have, are really visionary, for it shows that CENIUES is looking for a better future in the teaching-learning process, in an integral way. It can say this because of the fact that they expect to offer the services inside the country.

It has been observed that the population of CENIUES is increasing. This expansion will bring lots of benefits to the people who live in the country where it is hard to find a good-quality-English academy or, if there exist, they do not fulfill with the requirements of excellence to prepare and graduate bilingual or even trilingual, depending on the students' needs.

The fact of building new infrastructure will carry out great benefits to CENIUES like the decentralization of their services and not totally depend on UES buildings; however, this fact demands a big amount of money and also to fulfill the government and UES policies.

To set a continuous training to CENIUES staff is indispensable as CENIUES claimed, because of the fact that students from the English Language Department at UES, work there. Even though, they are excellent students, CENIUES must consolidate their teaching experience by means of these trainings. In conclusion, not only continuous training is necessary, but also constant evaluation has to be a must.

The authors of this report sincerely wish the project of creating new places to study and the construction of the computer center does not remain as a mere project, but to be a real project to benefit everyone, for it will contribute as much as possible to the learning process of all the students.

INSTRUMENT DESIGN AND THE PILOT TEST

QUESTIONNAIRES

One of the instruments selected to collect data about the research project:

Is CENIUES an institution that fulfills the quality standards or at least a minimum standard proposed for each criterion submitted by the evaluation based on the Quality indicators found in three sample prestigious academies: National English Center ITCA-MINED, Centro Cultural Salvadoreño, Escuela de Idiomas de la Universidad Centroamericana José Simeón Cañas?

In order to design the questionnaires, some interviews were done to the English Academy Head in order to get enough information about the procedures to hire teachers and the kind of specialization they count with, the interviews also included inquiries about the requirements they must fulfil to be part of the teacher's academy staff and the way they pretend to accomplish the academy's mission and vision.

These interviews were done in the following academies which were deliberately chosen as samples: English academies at National English Center ITCA-MINED, Centro Cultural Salvadoreño, Escuela de Idiomas de la Universidad Centroamericana José Simeón Cañas; the goal is to discover the way those academies are working and improving their services.

It was decided by the group to design also the following instruments:

A classroom observation guide

This instrument was used by the researchers during the observation events, and it was carefully designed with the purpose of identifying the way the teachers developed the class; the class observation guide contains the following information:

Content organization

- Ⓢ Statements and purposes of the lesson
- Ⓢ Feedback of the last lesson
- Ⓢ Logical sequence of the contents
- Ⓢ Explanation of major points of the lessons

Lesson presentation

- Ⓢ Voice projection
- Ⓢ Intonation
- Ⓢ Explanation of ideas
- Ⓢ Eye contact
- Ⓢ Student's participation
- Ⓢ Nonverbal communication
- Ⓢ Unfamiliar terms explanation
- Ⓢ Examples presentation
- Ⓢ Appropriately use of humour

Instructor-students interactions

- Ⓢ Student's motivation
- Ⓢ Student's attention
- Ⓢ Questioning strategy
- Ⓢ Satisfactory answers to students
- Ⓢ Time for note taking
- Ⓢ Encouragement of outside class investigation

Instructional material and environment

- Ⓢ Classroom facilities
- Ⓢ Readings used
- Ⓢ Classroom discussion exercises

- Ⓢ Use of audio-visual material
- Ⓢ Written assignments

Content knowledge and relevance

- Ⓢ Material presentation
- Ⓢ Appropriate material to student's knowledge and background
- Ⓢ Material to stated purpose of the course
- Ⓢ Command of subject matter

QUESTION DETERMINATION

The items of the questionnaires were designed in order to achieve all of the established objectives of the researching. The framework of the questions to academies' head is based on the following aspects:

- Ⓢ Point of view of academy's head about the requirements that an academy must fulfil
- Ⓢ Achievement of the mission and vision of the academy related to student's English level
- Ⓢ Quality standards mechanism applied by the institution to ensure teachers competence
- Ⓢ Languages taught at the academy
- Ⓢ Relation between the curriculum and the carry of the mission and vision of the institution.
- Ⓢ Variety of age of people attending the academy
- Ⓢ Schedules of courses during the week and weekends
- Ⓢ Length of the program
- Ⓢ Average number of students per class
- Ⓢ Time academic history of the academy
- Ⓢ Logical sequence of the courses of the learning process
- Ⓢ Teaching methodology

- Ⓢ Certification given to students at the end of each course
- Ⓢ The required teacher profile to be part of the academy
- Ⓢ Extra-academic aspects considered by the institution to hire teachers
- Ⓢ National and international pedagogical trainings given to teachers
- Ⓢ Scholarships awarded by the institution
- Ⓢ Academy facilities
- Ⓢ Use of specific equipment in the teaching-learning process

The first steps, combined with reading related to academic quality, helps the researchers to identify, formulate and vetted the questions related to the topic. This information helps to know how to begin the research, and mainly the field work, which aspects take into account in the Questionnaire design and how to interview English academies' heads that were chosen as sample.

This step gave the researchers the opportunity to get information about classes' schedules and the time that academies' head has to answer the questionnaires.

In coordination with the heads of the academies, there was established a date to deliver the questionnaires, and a period enough for academies' heads to complete it, and a date to give the questionnaires back, in order to avoid the wasting of time between researchers and the sample.

The selection of the number of the items determined the vetted questions, in other words select the questions that are relevant to the researching.

STUDENTS EVALUATION

The instrument was designed in order to evaluate student's attitude, the interest and motivation in conjunction teacher-student.

- Ⓢ Encourage and motivation received by the teacher to participate in the class
- Ⓢ Homework to support the classes
- Ⓢ Opportunity to solve doubts
- Ⓢ Objective accomplishment

- Ⓢ Student's performance in the class
- Ⓢ Evaluation of the dynamism
- Ⓢ Skills focus
- Ⓢ Academy facilities
- Ⓢ Equipment to facilitate the learning process

Data related with the content

All of the last instruments for the research project will be supported by an observation diary which will reinforce the instrument giving specific details and showing critical findings in each environment.

Questionnaire Structure

The instrument contains items and responses carefully shaped to facilitate academies' heads answers as well as teachers, students and researchers complete the forms and make easier data analysis. The techniques used are:

Fill in the blank:

In this kind of questions, the subjects involved in the process of investigation must check out in the blanks the best option to express his/her answer. Example:

1. According to the below scale, please specify what your level of language performance is:

_____Novice level: characterized by the ability to communicate minimally with learned. The speaker reacts to conversational initiative of the conversational partner, primarily with formulaic or rote utterances in word and phrases.

_____Intermediate level: is characterized by the ability to maintain simple face to face conversation in highly predictable settings. The speaker can initiate, minimally

sustain, and conclude basic communicative tasks by asking and answering simple questions.

_____The advanced level is characterized by the ability to narrate and describe in paragraphs of connected discourse in major time/aspect frames. The speaker is able to initiate, sustain, and complete a wide variety of communicative tasks.

_____Superior level is characterized by the ability to discuss a broad range of topics in depth by supporting opinions and hypothesizing about abstract issues. The speakers can participate effectively in most formal and informal conversations on a wide range of practical, social, professional and academic topics.

(Example of the questionnaire for students)

Multiple choices

These items are selected to make the subjects choose the answer related to the questions, making easier the questions' answering. These questions are including in all of the applied questionnaires specifically to those questions which need a straight response.

Example of the teacher's questionnaire

What is the required teacher profile for working in your Foreign Language Academy?

- _____Major
- _____Proven working experience
- _____Points in TOEFL_____
- _____Highly proficiency in the target language
- _____Skills to operate computer programs

Comment on

Not all of the items of the questionnaire contain a comment on sub-item .

The comments of items have been included with the purpose of answering precisely those questions that need an explanation.

Do you feel at ease and comfortable while the teacher asks you to answer any questions in class.

_____Yes

_____No

Why: _____

Pilot test

The pilot test was applied only to a part of the population which has been selected as sample. The pilot test pretends to identify if there is any deficiency in the items' design like missed interpretation or ambiguities in the instructions or in the questions.

In the process of this instrument test, it was a little difficult to collect the data, because of the Academies' Heads schedule, teachers and classroom activities, sometimes these subjects showed a lack of disposition to complete the questionnaires or because their activities, the researches could not make the observations, achieving the purpose of the pilot test, and getting knowledge about their time availabilities and the schedule opportunities to make the observation. The ones who the questionnaire was applied to were asked to make comments about the instrument which allowed the researches to get knowledge about the sample opinion, about the level of comprehension of every question, and vetted the confused or isolated questions. Here, there are the models of the questionnaires evaluation, and as appendixes, all of the questionnaires solved by the sample with the objective to show data as valid as possible and reflecting the exclusive results. There are also some pictures and a diary observation.



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

FOREIGN LANGUAGE ACADEMY QUESTIONNAIRE

PURPOSE OF THE QUESTIONNAIRE

As students of UES, we are carrying out a research project, with strict academic purposes and the sole objective of determining which are the requirements a foreign language academy must take into account in order to fulfil the minimum standards of a foreign language academy.

Name _____ of _____ the
Academy _____

Gender: Male: _____ Female: _____

DIRECTION:

You are kindly requested to answer by either writing your opinion or checking the option of your choice.

CURRICULUM DESIGN

1. -In your opinion, what are the requirements a foreign language academy must fulfill:

2. When students finish the program, what is the level of English they are expected to have?

3. Does the institution apply any quality standards to the teachers during the teaching process?

_____ Yes _____ No

If your answer to the previous question was Yes, please specify what quality standards are applied:

Evaluation to the teacher _____ Class Supervision _____ Trainings _____
Others _____

4. What are the languages taught in this academy?

English_____ French_____ German_____ Portuguese_____ Other:

5. Does the curriculum fulfil the expectations of the institution's missions and objectives?

Yes_____ No_____

6. Whom is the program addressed to?

_____children _____teenagers _____adults

7. What are the class's schedules from Monday to Friday?

8. What are the class's schedules on Saturday?

9. What are the class's schedules on Sunday?

10. What is the duration of the program?

11. What is the average number of students per class?

12. How long has the academy been offering its services?

13. Is there correspondence between every course requirements with a logical sequence of the learning process?

Yes _____ No _____

14. Is every course formulated and executed according to the institutional document guidelines that states the different modalities of theory, theory-practice?

Yes _____ No _____

15. What is the methodology that the academy applies in the teaching-learning process?

16. Do methodologies in the learning process take into account the total of students per group?

Yes _____ No _____

17. What skills are focused in the teaching -learning process?

___Reading ___Writing ___Speaking ___Listening

18. At the end of the program, what certification is given to the students?

___TOEFL accreditation ___TOEIC ___Certificate of achievement

___Other _____

TEACHERS

19. What is the required teacher profile for working in your Foreign Language Academy?

___Major ___Proven working experience ___Points in TOEFL_____

___Highly proficiency in the target language

___Skills to operate computer programs

___Other _____

—

20. What other academic aspects are taken into account in order to hire teachers?

21. Do the professors receive any national or international pedagogical trainings or any other type of trainings?

National: Yes _____ No _____
International: Yes _____ No _____

If your answer was affirmative, please specify what kind of training has been received by teachers?

22. Do you consider that all teachers fulfil the requirements to be part of the staff of this program?

Yes _____ No _____

Why: _____

STUDENTS

23. Does the academy offer scholarships?

Yes _____ No _____

24. What is the fee of the courses per module?

\$ _____ per module.

25. How much are the didactic materials?

\$ _____ workbook & student's book \$ _____ Other kind of didactic material

26. Do students count with the opportunity to participate in extracurricular activities?

Yes _____ No _____

If your answer to the last question was affirmative, which kind of activities do they participate in?

_____ Cultural _____ Sports
_____ Other _____



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

TEACHER' S QUESTIONNAIRE

PURPOSE OF THE QUESTIONNAIRE

As students of the Foreign Languages School of the University of El Salvador, we are carrying out a research with strictly academic purpose focus on the graduation process, with the sole objective to finding out about the quality standards or at least minimum standards of an evaluation based on certain indicators found in three samples prestigious academies.

Gender: Male: _____ Female: _____

DIRECTION:

You are kindly requested to answer by checking the answer of your choice.

1. How many hours of classes do you work daily?

2. Which methods are applied by the institution in order to be sure about you do your duty schedule?

Daily signature _____ Daily supervision _____ Weekly control _____

Monthly control _____ All of the last mentioned _____

3. Do you use any technique in order to motivate or encourage students to participate in class?

Yes _____ No _____

4. If your answer to the last question was yes, which of the following techniques do you apply to encourage students to participate in class?

Games or dynamics _____ group work _____ Direct participation _____

Direct participation _____ board exercises solving _____ All of the last mentioned _____

5. What do you do when a topic is difficult to understand by your students?

Get extra material to make easier the comprehension _____

Explain the same contents of the book in different ways _____

Give the students the opportunity to solve their doubts by their selves _____

6. Do you consider you manage perfectly the topics to be taught?

Yes_____ No_____ Most of them_____

7. Do you follow the sequence of the topics to be taught?

Always_____ sometimes_____ never_____

8. Do you always write a specific objective at the beginning of the class?'

Yes____ No_____ Sometimes_____

9. Do you allow students a specific period of time of the class to participate?

Yes____ (they can participate during the whole class)

NO_____ (there is a time to teacher's explanation, then students participate)

10. Do you give feedback to students about the last class?

Yes__ (At the end of the class)

Yes__ (At the beginning of the previous class)

No __ (they don't need it)

11. Do you always prepare your class with anticipation?

Yes_____ (we have a specific format to do it)

Yes ____ (always with a day of anticipation)

Yes ____ (some minutes before the class)

No_____ (I don't need it)

12. Do you get advantage or promote extra activities which reinforce the learning of a topic?

Yes_____

No_____

13. If the answer to the last question was yes. Which of the following have you done at least once with your class?

Movie_____

trip_____

process demonstration_____

Book reading_____

debate_____

open house_____

14. Are your classes given in adequate classrooms facilities?

Yes_____

No_____

15. If the answer to the last question was no. Which of the following difficulties do the classrooms have?

Too small_____

noisy_____

too closed_____

dirty_____

16. Do you have the necessary equipment for the teaching-learning process?

Yes_____ No_____

17. If the answer to the last question was yes. Please specify which of the following resources do you have?

Tape recorder_____ TV_____ Canon_____ photocopies_____

Computer_____ DVD_____ audiovisual material_____

18. Do you have the opportunity to use extra material and equipment in order to explain major grammar points or difficult topics?

Yes_____ No_____

19. What is the required teacher profile for working in your Foreign Language you belong to?

_____Major _____Proven working experience _____Points in TOEFL_____

_____Highly proficiency in the target language

_____Skills to operate computer programs

_____Other_____

20. Do you consider that you fulfil the requirements to be part of the teacher staff of this academy?

Yes_____ No_____

Why:_____

21. Do you receive any national or international pedagogical trainings or any other type of trainings?

National: Yes_____ No_____

International: Yes_____ No_____

If your answer was affirmative, please specify what kind of training has been is received by teachers?

. 21. Finally, which advice or suggestion would you make in order to improve the learning-teaching process in the place you work?

THANK YOU FOR YOUR COOPERATION



STUDENT EVALUATION

OBJECTIVE: To evaluate student's attitude and development during the class.

Indications: With the purpose of know about learning the English language in this center, please rate the following survey truthfully, with each value indicated next to the item.

TEACHER: _____ LEVEL: _____
DATE: _____ SCHEDULE: _____

1. Do you feel motivated or encouraged to participate in the class?

___ Yes ___ No

If your answer to the previous question was yes, please specify motivation level:

___ High ___ Medium ___ Low

2. What is your participation attitude during the class?

___ Participative ___ Non Participative

3. Do you complete your homework, or additional tasks that are given for your teacher?

___ Yes ___ No

4. Do you consider that you have gotten any learning progress in this module?

___ Yes ___ No

5. According the below scale, please specify what your level of language performance is:

___ Novice level: characterized by the ability to communicate minimally with learned. The speaker reacts to conversational initiative of the conversational partner, primarily with formulaic or rote utterances in word and phrases.

___ Intermediate level: is characterized by the ability to maintain simple face to face conversation in highly predictable settings. The speaker can initiate, minimally sustain, and conclude basic communicative tasks by asking and answering simple questions.

___ The advanced level is characterized by the ability to narrate and describe in paragraphs of connected discourse in major time/aspect frames. The speaker is able to initiate, sustain, and complete a wide variety of communicate tasks.

___ Superior level is characterized by the ability to discuss a broad range of topics in depth by supporting opinions and hypothesizing about abstract issues. The speakers can participate effectively in most formal and informal conversations on a wide range of practical, social, professional and academic topics.

Thank you for your collaboration

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