

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



TOPIC:

A PARTIAL EVALUATION OF THE SOCIAL AND CULTURAL IMPACT THAT EMPOWER PROJECT GENERATES ON STUDENTS FROM INSTITUTO NACIONAL GENERAL FRANCISCO MENÉNDEZ LOCATED IN THE METROPOLITAN AREA, SAN SALVADOR, EL SALVADOR, YEAR 2015.

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TABLE OF CONTENTS

	Page
INTRODUCTION	i
CHAPTER 1: RESEARCH STATEMENT.....	1
1. Statement of the problem.....	1
1.1. Problematic situation.....	1
1.2. Description of the problem	1
1.3. OBJECTIVES.....	2
1.3.1. General Objective:	2
1.3.2. Specific objectives:	2
1.4. RESEARCH QUESTIONS	3
1.4.1. General research question:.....	3
1.4.2. Specific research questions:	3
1.5. JUSTIFICATION	3
1.6. DELIMITATION OF THE PROBLEM	5
CHAPTER 2: THEORETICAL FRAMEWORK	6
2. Theory related with Empower Project, and the social and cultural factors	6
2.1. A little introduction of Empower Project.....	6
2.2. The beginning of the project.....	7
2.3. Teachers responsible of the courses	7
2.4. Cultural factor.....	8
2.4.1. Students' Selection	9
2.4.2. Requirements to be part of Empower Project:	9
2.4.3. Moral and civic values.....	9
2.4.4. Musical intelligence	10
2.4.5. Speech.....	14
2.4.6. Movies and TV shows on English language learning	16
2.5. Social factor	19
2.5.1. English teaching programs.....	19
2.5.2. Ensuring the scholarship.....	25
2.5.3. Dropout rate	25
2.5.4. Helping UES students.....	25

2.5.5.	Social impact:.....	25
2.5.6.	Change of behavior.....	26
2.5.7.	Degree of knowledge.....	30
2.5.8.	Development of new language skills.....	31
2.5.9.	Cross cultural diversity:.....	34
2.5.10.	Life style change:.....	35
3.	CHAPTER 3: TYPE OF STUDY.....	36
	CHAPTER 4: HYPOTHESIS.....	37
4.1.	Conceptual Definition of Variables.....	37
4.2.	Operationalization of variables.....	37
	CHAPTER 5: RESEARCH DESIGN.....	38
5.	NON-EXPERIMENTAL CROSS-SECTIONAL RESEARCH DESIGN.....	38
5.1.	The study has been done in three phases:.....	39
5.2.	Indicators:.....	39
	CHAPTER 6: POPULATION AND SAMPLE.....	40
6.	Population and sample.....	40
6.1.	Population.....	40
6.2.	Sample.....	40
	CHAPTER 7: DATA GATHERING PROCESS.....	42
7.	DATA GATHERING PROCESS.....	42
7.1.	Research instruments:.....	42
7.1.1.	Questionnaire.....	42
7.1.2.	Interview.....	43
7.1.3.	Observation.....	43
7.2.	Data Gathering plan.....	44
7.2.1.	Description:.....	44
7.2.2.	Activities:.....	44
	CHAPTER 8: DATA ANALYSIS.....	46
8.1.	Data base.....	46
8.2.	Statistical procedures.....	46
8.3.	Data Analysis.....	47
8.3.1.	Univariate analysis.....	47

8.3.2 Checklist results	90
8.3.3 Analysis of interviews.....	92
8.3.3.1. Students' interviews	92
8.3.3.2. Teachers' interviews	94
CHAPTER 9: FINDINGS	99
9.1. Hypothesis test	99
9.2. Answers to the research questions.....	101
9.3. Most outstanding findings	103
CHAPTER 10: CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS	105
10.1. CONCLUSIONS.....	105
10.2. RECOMMENDATIONS.....	106
10.3. LIMITATIONS	108
CHAPTER 11: BIBLIOGRAPHY AND ELECTRONIC REFERENCES.....	110
11.1. BIBLIOGRAPHY	110
11.2. ELECTRONIC REFERENCES	111
CHAPTER 12: APPENDICES	114
12.1. Survey/Questionnaire	114
12.2 Students' Interview template	120
12.3. Teachers' interview template	121
12.4. Checklist template.....	122
12.5. Interview transcriptions	123
12.6. Directive board agreement.....	137

INTRODUCTION

Through the years, the English language has become more and more popular and it is one of the most useful languages to learn around the world. There are simply huge amounts of literature and writings in the English language. It is also the standard language for world communication, especially in the fields of science, business, information technology and economy. Besides being an incredibly useful language to learn for business, the English language also opens the speaker up to a massive amount of culture, such as cinema, theatre, and music. Learning the English language will enable people to travel the world over, and to be understood by the local people who live there, enriching their travelling experience.

Parting from that fact, the Foreign Language Department recognizes importance of this language and in its social labor seeks on projects that will generate an impact in the society and the culture as well. In this case, it seeks to impact students from the Foreign Language Department at the University Of El Salvador (UES), and the students from public high schools in the metropolitan area of San Salvador trough a project called EMPOWER. This project consists on teaching English to students from public high schools that had the desire not only of learning English, but also to continue studying at university level.

This project started on March 17th, 2014 thanks to a partnership with the Foreign Language Department at The University of El Salvador, the United States Embassy in El Salvador, Pro-lingua Institute and Macmillan Publishers.

By bringing the opportunity to teach English to the students from the high schools, the university students will improve their language skills and at the same time they will make either their professional teaching practices or it will be taken as their internship. As well, the high school students will learn in an intensive and advanced way the English language in order to bring them the opportunity to apply for a job after the project finishes.

Regarding the development of this Project, the students' improvement and their own motivation for learning and continuing with their studies is what this research project is based on.

In order to discover the social and cultural impact and degree of change that the Empower Project is generating on students from high school, this research project will be developed in the following sections:

In this investigation, the research team starts the project with the statement of the problem, the objectives it has and the goals that they want to accomplish. As well, they present the justification of this research project in which the investigation team explains the reason why they took this topic as reference.

This report also presents the delimitation of the problem in which the researchers explain what the analysis unit is, the institution in which this project will take place, and the time in which this investigation will be carried out. The sample will be composed of students from Instituto Nacional General Francisco Menéndez (INFRAMEN) since this institution was the one that had the largest amount of enrolled students.

In the presented research project, the public will find the theoretical framework which states the important concepts that can help to understand the social and cultural impact that the Empower project generates on the students and information related to the different aspects that, as researchers, consider are important and related to the field of study.

The research project will present also the methodology and the process that the investigation team used, in order to achieve the proposed objectives. It explains the type of research and the research approach that was used and how this will be taking place in order to accomplish the mission.

The outcomes were gathered through questionnaires, interviews and a checklist. The questionnaire was piloted before its administration to the students. The data gathered from the questionnaires is interpreted and analyzed and at the same time it is presented in graphs. The checklist and the interviews were analyzed and a general analysis is presented with the most common information said and observed by the students and teachers.

Finally, the research team proposes basic solutions and recommendations and limitations according to the necessities found while doing the research, so students and teachers of the Foreign Language Department and the High School Institutes can overcome them in future similar projects. It provides not only social and cultural aspects but also some important insights that can be useful to this project

CHAPTER 1: RESEARCH STATEMENT

1. Statement of the problem

1.1. Problematic situation

“A partial Evaluation of the social and cultural impact that Empower Project generates on students from Instituto Nacional General Francisco Menéndez located in the Metropolitan area, San Salvador, El Salvador, year 2015”.

1.2. Description of the problem

The Empower Project was generated as part of an ongoing effort to improve opportunities for young Salvadorans in vulnerable sectors; the Embassy of the United States in coordination with the Foreign Language Department (FLD) at the University Of El Salvador (UES) launched the Program Teaching English in public high school institutes called "Empower". The Embassy funded this program with \$50,000 and all the work of the teachers who taught classes is valued at approximately \$160,000. Therefore, as benefited, Empower Project has 400 students from around 12 public high schools. This project has 9 high schools as headquarters; each high school institute will receive its own students. These 400 students are divided into 20 groups of class; each group consists of 20 students. These young people are provided with a free book for each level and each institution has been provided with equipment for each group of class.

The University of El Salvador decided to go beyond of a previous project that taught English classes to reinforce the students from public schools called “Escuela Sabatina”. That is why on March 17th, 2014, along with the United States Embassy in El Salvador, Prolingua Institute and Mac Milan Publishers decided to create this new, better and challenging project where the main purpose is to teach English to High school students. In order to improve their English skills and to help them to get a job and keep them away from crime.

This project is not only trying to generate better students but also better teachers. In order to give a great support, pre-server teachers from the Foreign Language Department at the University of El Salvador are also in charge of the English teaching process. Some of the university students in

charge are teaching English in the project as their community outreach program process and some others are in their professional teaching practicum.

All in all, it is the main goal of this study to evaluate the degree of the social and cultural impact that Empower Project is generating on the students from the Instituto Nacional General Francisco Menéndez in order to have a better insight of it and to know how much this project is helping these students in their daily life and how it is changing their sense of culture as well.

1.3. OBJECTIVES

1.3.1. General Objective:

- To evaluate the degree of Impact that Empower Project has socially and culturally on students from Instituto Nacional General Francisco Menéndez located in the Metropolitan area, San Salvador, El Salvador, year 2015.

1.3.2. Specific objectives:

- To establish which of the different Social or Cultural factor is the most relevant for students from Instituto Nacional General Francisco Menéndez
- To determine the social change that Empower Project is arising on students from the Instituto Nacional General Francisco Menéndez
- To find out if learning a second language changes the sense of culture on students from the Instituto Nacional General Francisco Menéndez.

1.4. RESEARCH QUESTIONS

1.4.1. General research question:

- What is the degree of impact that Empower project has socially and culturally on students from Instituto Nacional General Francisco Menéndez?

1.4.2. Specific research questions:

- What is the most relevant factor either social or cultural for the students from Instituto Nacional General Francisco Menéndez?
- What is the social change that Empower Project has on students from Instituto Nacional General Francisco Menéndez?
- What is the change that the students have had in their sense of culture as a result of learning English?

1.5. JUSTIFICATION

- **Time:** Year 2015.
- **Place:** Instituto Nacional Gral. Francisco Menéndez.
- **Space:** Inside the Instituto Nacional General Francisco Menéndez.
- **Scope:** Students from the Instituto Nacional General Francisco Menéndez who are part of the Empower project

The following study has as a main purpose to present the partial social and cultural impact that students from Instituto Nacional General Francisco Menéndez who are part of Empower Project, have. Do the participants of the Empower Project know how big this help can be on high school

students? And the question that stands for this research project: What is the Social and Cultural degree of impact that Empower Project can generate on students from Instituto Nacional General Francisco Menéndez?

This the first time that a research has been conveyed to Empower Project and this research aims at being a great resource to base on for future research. As well, with all the information provided by all the representatives from the Empower Project that investigation may be considered trustful and will be in the library at the University of El Salvador for future use.

The importance of this research relies on the following facts:

The Foreign Language Department along with the United States Embassy in El Salvador decided to initiate Empower Project, since they highly consider the possibility of teaching English not only to students who were already at the university but also students who were not in the university yet. They considered providing the opportunity to high school students to be one step ahead and getting a job in order to continue studying and afford their university majors. Those entities were moved by the perception of changing the future of plenty of students who can be an example to motivate other institutions to create similar projects. The idea of creating a new society with better opportunities for high school students and projecting a new future and a new culture in short time is one of the facts that draw the attention of the research team. The research team is inspired to study a possible new and productive phenomenon on how Empower Project can generate so much change in our social and cultural environment.

The importance of this project depends on the conception of exploring the Social and Cultural fields that Empower Project is generating on high school students. And the fact of teaching English during high school is another fact that has caught the attention of the research team. The possibility of studying English and acquire that important skill on high school will allow students to have several chances of improving their life before they finish any university career, and will give them the chance to a promising future.

The elements mentioned above are fundamental and important since by learning a new language, a person can aspire for better job opportunities, better opportunities to study either inside or outside the country and represent an example of a whole community and immediately turning into a whole

different society. This is the main reason why the research team has decided to investigate this phenomenon and to recognize the project as “new and productive” for Empower Project in Instituto Nacional Gral. Francisco Menéndez, San Salvador, El Salvador.

Finally, this research will give new ideas to other universities and institutions which will have an opportunity to see from a new and different perspective the dimension and relevance of this topic; and hopefully the United States Embassy will continue giving the necessary assistance to new projects that can be originated based on this one

1.6. DELIMITATION OF THE PROBLEM

The study is focused on students from Instituto Nacional Gral. Francisco Menéndez who are part of Empower Project, in the Metropolitan Area of San Salvador. The research team chose this institution because this was the high school that had the largest amount of students enrolled on the project.

The research was done in the period of time of March 1st until October 24th2015. What the research team seeks with this research is to evaluate the degree of impact that this project has socially and culturally on the students from Instituto Nacional Gral. Francisco Menéndez.

CHAPTER 2: THEORETICAL FRAMEWORK

2. Theory related with Empower Project, and the social and cultural factors

This section presents all the information of interest related to the object of study of this research. The entire information is presented in a chronological order for better understanding and it starts with the beginnings of the project and finishes with topics of interest related with the research.

2.1. A little introduction of Empower Project

Before starting Empower Project, the University of El Salvador had created an English reinforcement class project, called Escuela Sabatina for public schools students. The main purpose of creating this project was to reinforce the students for the English classes they were taking at school. However, the University of El Salvador decided to go beyond of that reinforcement and the last year, along with the United States Embassy in El Salvador decided to create a new, better and challenging project where the main purpose was to teach English to high school students. This can help students obtain a job and keep them away from crime.

That means higher learning is about to start in high schools and Empower Project is not only trying to generate better students but also better teachers. In order to give a great support, pre-server teachers from the Foreign Language Department at the University of El Salvador are also in charge of the English teaching process. Some of the university students in charge are teaching English in the project as their community outreach program process and some others are in their professional teaching practice. The fact of having an opportunity to participate in this project turns to be for them not just a great chance to improve their English skills and competences, but also a big chance of getting a better place inside the work fields.

2.2. The beginning of the project

Empower Project was generated as part of an ongoing effort to improve opportunities for young Salvadorans in vulnerable sectors; the Embassy of the United States in coordination with the University Of El Salvador (UES) launched the Program Teaching English in public institutes called "Empower". The Embassy founded this program with \$50,000 and all the work of the teachers who taught classes is valued at approximately \$160,000. Therefore, as benefited, Empower Project had 400 students from around 12 public high schools. This project had 9 high schools as headquarters; each institute received its own students. These 400 students were divided into 20 groups of class; each group consisted of 20 students. These young people were provided with a free book for each level and each institution was provided with equipment such as: CD player, laptop, multimedia projector and a mini-amplifier and support for each group of class.

In 2014, under the project "Asocio para el Crecimiento", the United States and El Salvador launched the program "Escuela Sabatina de Inglés para estudiantes de tercer ciclo de educación básica" that will continue benefiting young people from the public educational sector until July of this year (2014). Since 2014, this program has benefited many students with the desire they succeed personally and professionally in their lives.

2.3. Teachers responsible of the courses

Through this initiative, 32 active pre-service students at the University of El Salvador were the responsible to teach the English classes and who have the opportunity to improve their knowledge in the teaching domain. Furthermore, they have the opportunity to do their professional internships or their community outreach program as teachers of such a project. In addition, at the beginning of the project, just students from the Teaching major who were doing their teaching practicum had the opportunity to participate in this project but in the last months students from Modern Languages major were enrolled in the program too in order to involve all students from the Foreign Language Department at the UES.

It is important to mention that the firsts of these students from the UES who are in charge of teaching, were trained thanks to the partnership with Macmillan publishers. This company provided to teachers with books and training also provided them scholarships to well prepare them to succeed in the

project. This means that these teachers did not pay for the books either the training, the project had also the assistance of Pro-Lingua Institute that provided with personal that brought professional supervision during the project. This way these companies brought social labor to the vulnerable sectors of El Salvador.

2.4. Cultural factor

According with the Center for Advanced Research on Language Acquisition (CARLA), culture is defined as the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group.

Learning English in El Salvador was not available as it is nowadays. In fact, the English course was considered as a filling course in the lesson plans of the junior high school, high school and even universities. Since the “Reforma Educativa de 1969”, the Ministry of Education included English within its primary and secondary education curricula. This was determined due to the cultural, economic and social influence that the United States has in our country; replacing the French, the foreign language that was taught in high school.

Empower Project’s main goal was to prepare students in a period of two years to speak English in order to get a job after graduating from high school or continue studying at the university and working at the same time.

This project was well seen by the parents. They got involved with their children motivating them to continue and finish the project because they consider it is a great opportunity for them that will open many doors for them in their professional and occupational development.

This fact not only involved parents and students but also the society in its educational growth, helping students to develop their bilingual abilities. This way the project motivated students to do something that kept them away from gangs or criminal groups. Empower Project was expected to provide them with a tool that could create a feeling of hope and determine a change in our culture and our society.

2.4.1. Students' Selection

Culture plays a great role in our everyday life. It encompasses many aspects and education is one of them. The selection process was in two phases: The first was the selection by the principals of each school. The initial idea was to choose 400 students with low economic possibilities or the ones that live in risk zones but the methodology taken at the end was different; they chose the students with a point grade average of 7.5.

The second phase was to conduct a second selection of the students. This second filter was in charge of the coordinator of the project: Lic. Magaly Ábrego and also the head of the Foreign Language Department at the University of El Salvador: Lic. Ricardo Gamero to select the students that best fit the required profile to be part of Empower project. To do that, they followed these parameters.

2.4.2. Requirements to be part of Empower Project:

- 1- They must be students from a public institution.
- 2- They must be students from 1st, 2nd and 3rd year in high school.
- 3- Grade Point Average from 8 to 10.

According with Licda. Magaly Ábrego, they chose students with high academic level because they are expected to have the desire to learn and strive more.

2.4.3. Moral and civic values

2.4.3.1. Moral and Civic

According with the Education Bureau from Hong Kong, **Moral and Civic** is an essential element of whole-person education which aims at fostering students' positive values and attitudes through the learning and teaching of various *Key Learning Areas/subjects* and the provision of relevant learning experiences. On this ground, it is to develop students' ability to identify the values embedded, analyze objectively and make reasonable judgments in different issues they may encounter at different developmental stages so that they could take proper action to deal with the challenges in their future life.

2.4.3.2. Character Education Moral & Civic a Manners Education

Moral and civic will enable students to live their lives to the fullest potential. At the same time, they will learn to emphasize with people who are less fortunate and contribute to the general welfare of the community. People are committed to excellence in everything they do; they seek to foster an environment of trust and mutual respect in order to encourage intellectual risk-taking. Learning is an adventure; people grow by taking chances, testing limits, and challenging themselves to continually achieve new heights. Social development and confidence go hand in hand. Students will make friends at a pace that's right for them. Their circle of friends will grow and their confidence too. Schools could promote Moral and Civic Education through nurturing in their students the seven priority values and attitudes: **“Perseverance”, “Respect for others”, “Responsibility”, “National Identity”, “Commitment”, “Integrity” and “Care for others”**.

Taking cultivation of positive values and attitudes as the direction, schools should make use of everyday life events to strengthen the coordination of learning activities, and enhance the connection, among various cross-curricular domains in values education, including moral and ethical education, civic education.

To acquire a solid foundation of values the students should learn about cultures and customs of other people in order to appreciate unity in a multi-racial society. Also values and decision-making skills will facilitate development of a moral code and character. Self-discipline and self-confidence are necessary to promote fulfillment of one's potential.

2.4.4. Musical intelligence

2.4.4.1. Connecting the Powers of Music to the Learning of Languages: *Relationship between music and language learning*

For Sandra Adkins, (1997) the power of music takes hold of your mind and your mood to create an intensely emotional experience? Music can surround you, it can make you feel energetic and motivated. Is there any way to unleash this power in the classroom to energize and motivate

students? Can music possibly be used for instructional purposes in a foreign language classroom to assist students in acquiring the plethora¹ of new vocabulary required in a year of language learning? Children memorize songs and finger plays in nursery school so effortlessly. The songs are "stuck" there, and they can still recite them in advanced grades but there should be a balance between the music and the topic or the vocabulary the students will learn.

Songs can be used in teaching according with the tense they have. If a song contains future tense, for example, it could be incorporated into the curriculum. Furthermore, teacher can include activities to reinforce what students have been learning while listening and singing the song. That way they learn and have fun at the same time.

2.4.4.2. Contemporary Music Approach

Ronald J. Anton introduced a new concept in foreign language instruction. He wrote a set of ten songs specifically intended to accompany textbook Spanish. His system, called "Contemporary Music Approach," contains original songs he composed and orchestrated himself. The tunes are very catchy and represent the kinds of music which students listen, tunes with which they are already familiar. The songs include several styles of music: rap, rock, country and blues. The first song is written to highlight present tense verbs in a first year class. The second song contains interrogatives, certainly an important but difficult concept for first year students due to the syntactical differences between English and Spanish questions. Other important grammatical concepts presented are the two "to be" verbs in Spanish and verb forms used with infinitives.

According with Anton, students can learn and remember basic fundamentals of a language by listening music. Music is an effective memory aid, and since it is something students enjoy anyway, it helps them relax and become more receptive to language learning. He further points out that music combines the creative, non-verbal and emotional processes carried out by the right hemisphere of the brain with the specific verbal and logic-based learning carried out by the left hemisphere.

"Music is a powerful pedagogical tool in second language instruction." (*Sandra Adkins, 1997*)

¹Plethora: A large or excessive amount of something.

2.4.4.3. Listening English music by ourselves

As it is known, many students practice or improve their English by themselves. Some of them even do it without notice it, they indirectly listen to their favorite English singers or bands, and they learn their lyrics and also sing along when listening to the music. Those things help them to improve many listening skills such as their pronunciation, their accent and their comprehension of the language. Furthermore, listening to the music increases student's vocabulary, stimulates their memory and have fun at the same time (*Mireille Fiset, 2013*).

Don G. Campbell is an author who has studied the musical brain and who is the director of the Institute for Music, Health and Education in Boulder, Colorado. He states that music has a way of connecting the two hemispheres by utilizing the left for language and the right for distinguishing musical intonations through consistent integration via the corpus callosum. Though one cannot totally separate the functions of the two lobes, we do know that the more connections that can be made in the brain, the more integrated that experience is within memory (*1992*).

2.4.4.4. Musical Intelligence and Howard Gardner

Howard Gardner, in his book *Multiple Intelligences*, suggests that in classrooms of the future, teachers must realize that not all people have the same interests and abilities, and not all of us learn in the same way. Lessons need to be planned in a manner that utilizes the different intelligences we possess. (*Gardner, 1993*).

Music is of interest to students and should be included in a discussion of searching for meaningful knowledge. Singing and creating music to purposefully learn content engages students in talking, listening and acting out what they are learning. Renate Nummela Caine and Geoffrey Caine specifically mention that using music as a teaching strategy provides complex connections which are part of the students' natural environment. The type of brain-based approaches to teaching described by these authors acknowledge the brain's ability to relate and connect vast amounts of information that is already "in" the learner through identification of underlying relationships and patterns among the sciences, humanities, and arts (*1994*).

2.4.4.5. Association between words and music

In order to understand learning, it is necessary to understand how material is transferred from short-term memory, a temporary storing device, to long-term memory, the library in the brain from which facts can be recalled. Colin Rose, in his book *Accelerated Learning*, explains this process in a non-scientific manner which can be easily understood by educators who are not necessarily members of the medical community. The key to storing material in a person's long-term memory is rehearsal. Unless an item is rehearsed, it is lost out of the short-term memory and does not enter the long-term memory. Powerful rehearsal techniques include reading aloud, listing new vocabulary in picture form, actively involving students in organizing and categorizing information, and presenting lessons that are colorful and bizarre. These techniques greatly increase the probability of recall. The reason that music works so well for any type of memory storage is that a song is "chunked" with rhythm and rhyme. "Chunking" material means that the ideas are broken down into memorable segments and when these "chunks" are rhythmical, so much the better. Rhythm and rhyme are undoubtedly aids to memory. When teenagers learn popular songs, they seem to do so without much effort because the material is "chunked," i.e., the music provides a strong emotional association with the words, the music is enjoyable, and they are motivated to learn the song (1985).

Campbell, an author who has studied the effects of music and learning has written in his book *Introduction to the Musical Brain* that music is not only seen as art and entertainment, but as an essential manner of sensorial patterning that increases long-range memory, reading skills, and physical development. He states that the more connections that can be made in the brain, the more integrated that experience is within memory.

The necessary factors for learning and memory can be contained in a song. Setting the new language within a familiar context forms strong associations, creates motivation on the part of the learner, and aids in memory storage. The use of music and singing in the classroom satisfies many of the tenets of brain-based learning techniques and accelerated learning techniques as well. If rehearsal is the key to learning and memory, students will learn. Their requests for music, their composition of tunes for production in class, and their pure enjoyment of the music teachers use in class is evidence that learning is, in fact, taking place. No longer do a teacher need to fear that student's noise is chaos. Student's noise is involvement, sometimes messy and unorganized, but if the end product is students speaking a new language, the goal is indeed accomplished.

2.4.5. Speech

2.4.5.1. Speech and Language

Language is made up of socially shared rules that include the following:

- What words mean (e.g., "star" can refer to a bright object in the night sky or a celebrity)
- How to make new words (e.g., friend, friendly, unfriendly)
- How to put words together (e.g., "Peg walked to the new store" rather than "Peg walk store new").
- What word combinations are best in what situations ("Would you mind moving your foot?" could quickly change to "Get off my foot, please!" if the first request did not produce results)

Speech: is the verbal means of communicating. Speech consists of the following:

Articulation: How speech sounds are made (e.g., children must learn how to produce the "r" sound in order to say "rabbit" instead of "wabbit").

Voice: Use of the vocal folds and breathing to produce sound (e.g., the voice can be abused from overuse or misuse and can lead to hoarseness or loss of voice).

Fluency: The rhythm of speech (e.g., hesitations or stuttering can affect fluency).

Speech in some cultures has become the basis of a written language, often one that differs in its vocabulary, syntax and phonetics from its associated spoken one, a situation called diglossia. Speech in addition to its use in communication, it is suggested by some psychologists such as Vygotsky is internally used by mental processes to enhance and organize cognition in the form of an interior monologue.

It is controversial how far human speech is unique in that other animals also communicate with vocalizations. While none in the wild have compatibly large vocabularies, research upon the nonverbal abilities of language trained apes such as Washoe and Kanzi raises the possibility that they might have these capabilities. The origins of speech are unknown and subject to much debate and speculation.

Normal human speech is produced with pulmonary pressure provided by the lungs which creates phonation in the glottis in the larynx that is then modified by the vocal tract into different vowels and consonants. However humans can pronounce words without the use of the

lungs and glottis in alaryngeal speech of which there are three types: esophageal speech, pharyngeal speech and buccal speech.

2.4.5.2. Speech perception:

Kennison, Shelia says that Speech perception refers to the processes by which humans are able to interpret and understand the sounds used in language. The study of speech perception is closely linked to the fields of phonetics and phonology in linguistics and cognitive psychology and perception in psychology. Research in speech perception seeks to understand how human listeners recognize speech sounds and use this information to understand spoken language. Speech research has applications in building computer systems that can recognize speech, as well as improving speech recognition for hearing- and language-impaired listeners. (2013)

Speech is a complex activity; as a result, errors are often made in speech. Speech errors have been analyzed by scientists to understand the nature of the processes involved in the production of speech.

There are several organic and psychological factors that can affect speech. Among these are:

1. Diseases and disorders of the lungs or the vocal cords, including paralysis, respiratory infections (bronchitis), vocal fold nodules and cancers of the lungs and throat.
2. Diseases and disorders of the brain, including alogia, aphasias, dysarthria, dystonia and speech processing disorders, where impaired motor planning, nerve transmission, phonological processing or perception of the message (as opposed to the actual sound) leads to poor speech production.
3. Hearing problems, such as otitis media with effusion, and listening problems, auditory processing disorders, can lead to phonological problems.
4. Articulatory problems, such as slurred speech, stuttering, lisping, cleft palate, ataxia, or nerve damage leading to problems in articulation. Tourette syndrome² and tics can also affect speech.
5. In addition to dysphasia, anomia and auditory processing disorder can impede the quality of auditory perception, and therefore, expression. Those who are Hard of Hearing or deaf may be considered to fall into this category.

²**Tourette syndrome:** is an inherited neuropsychiatric disorder with onset in childhood, characterized by multiple physical (motor) tics and at least one vocal (phonic) tic. These tics characteristically wax and wane, can be suppressed temporarily, and are preceded by a premonitory urge. Tourette's is defined as part of spectrum of tic disorders, which includes provisional, transient and persistent (chronic) tics.

2.4.5.3. Brain physiology

Two areas of the cerebral cortex are necessary for speech. Broca's area, named after its discoverer, French neurologist Paul Broca (1824-1880), is in the frontal lobe, usually on the left, near the motor cortex controlling muscles of the lips, jaws, soft palate and vocal cords. When damaged by a stroke or injury, comprehension is unaffected but speech is slow and labored and the sufferer will talk in "telegamese". Wernicke's area, discovered in 1874 by German neurologist Carl Wernicke (1848-1904), lies to the back of the temporal lobe, again, usually on the left, near the areas receiving auditory and visual information. Damage to it destroys comprehension - the sufferer speaks fluently but nonsensically. Some researchers have explored the connections between brain physiology, neuroscience, and other elements of physiology to that of communication. Community biology first proposed by Beatty and McCroskey address these issues and presents a set of specific axioms about these phenomena.

2.4.6. Movies and TV shows on English language learning

Films and TV shows are an integral part of students' lives, so it makes perfect sense to bring them into the language classroom. (Kieran Donaghy, 2014).

Kieran Donaghy explains why film is such a good resource. She states that language teachers have been using films in their classes for decades, and there are a number of reasons why film is an excellent teaching and learning tool. (2014)

2.4.6.1. "Learning from films is motivating and enjoyable"

Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable. (2014).

2.4.6.2. Film provides authentic and varied language

Another benefit of using film is that it provides a source of authentic and varied language. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to

natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input.

2.4.6.3. Film gives a visual context

The 'visuality' of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

2.4.6.4. Variety and flexibility

Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarizing. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts.

It is not surprising that many teachers are keen to use film with their students, and an increasing number of them are successfully integrating film into the language-learning syllabus. Until quite recently it was difficult to find pedagogically sound film material to help students improve their language through watching film, and teachers had to spend many hours creating their own materials. However, with the advent of the internet there is now a wealth of online resources for both language teachers and their students. With so many resources, it's sometimes difficult for teachers to see the wood for the trees.

2.4.6.5. Can watching English movies and television programs help develop language skills?

English has become the most important language in the world. There are 20% of population in the world that can speak English. As one of the three major lessons in Chinese school, students pay

much attention to English. Unlike Chinese, it is hard for Chinese students to learn English because there are so many limited elements. It is not easy to practice English by communicating with other people, no matter in classes or in peoples' daily lives.

2.4.6.6. Why so many people learn English?

Millions of people around the world want to learn English or improve their skills in the language. There are many reasons for this. Some people plan to move to the United States. Others want to visit America or another English-speaking country. Still other people need to know English for work in their home nations. Many international businesses today require knowledge of the language.

2.4.6.7. Why watch movies in English?

- “First, people get lots of correct English sentences into their head.
- Second, people learn what words they use.
- Third, people learn how they say these words.
- Fourth, people learn to understand spoken language.”

2.4.6.8. How can watch movies and television programs help people learn English?

Movies and television programs are an excellent way to get a view into the ideas, myths and values of the culture. Learning English by watching movies in the language can be a fun and enjoyable way to help learn the language. There are many benefits that can be achieved through watching movies and television programs. The first, watching is something enjoyable, moreover if we understand about it. By watching, people can know the current things. English movies are developing very much nowadays and know in Indonesia because of the effect of globalization era on information sector. The second, watching English movie is very good for English students, not only as something enjoyable but also as motivation to learn English. Finally, the students can also learn a lot of things from watching English movies, such as pronunciation, vocabulary, style, intonation even western culture, habit, etc.

Learning English should not be a tough thing. A right method will make the study happier and easier. Learning English by watching movies and television programs can help people improve their English skills. It is interesting that people pay more attention to it and they would be interested in it. If a

person is interested in one thing, he would try his best to do it. So, watching movies and television programs is a useful method for learning English.

2.5. Social factor

According to Wikipedia the term social refers to a characteristic of living organisms as applied to populations of humans and other animals. It always refers to the interaction of organisms with other organisms and to their collective co-existence, irrespective of whether they are aware of it or not, and irrespective of whether the interaction is voluntary or involuntary.

Empower Project focuses on student's development in two main domains: Help them to learn English and also insert them into the labor area and get a job after they graduate from high school for them to be productive people for the society.

The Minister of Public Affairs from United States Embassy, Mari Tollive said that they recognize the importance of supporting the efforts of high education institutions have done to help society. The governments of the United States and El Salvador are fully convinced that investing in youth is the key to a better future in the country.

2.5.1. English teaching programs

As teaching programs, Empower Project has used three different series of text books from Macmillan for teachers and students. These books cover the CEFR Levels from A1 to B2 and also one of these books will prepare students with technical knowledge for working in a call center.

2.5.1.1. Competences and skills that students are supposed to acquire in each level during Empower Project.

As part of the English teaching program, the students are supposed to accomplish and reach a certain level on the language on the four macro skills, based on the Common European Framework of References for the Languages (CEFR). In the rubrics above are explained in detail the different competences on each skill and the level (from A1 to B2).

2.5.1.1.1. Understanding

2.5.1.1.1.1. Listening

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user
Understanding	Listening	The students can understand familiar words and very basic phrases concerning him/herself, my family and immediate concrete surroundings when people speak slowly and clearly.	The students can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). They can catch the main point in short, clear, simple messages and announcements.	The students can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	The students can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. They can understand most TV news and current affairs programs. I can understand the majority of films in standard dialect.

2.5.1.1.1.2. Reading

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user
Understanding	Reading	The students can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	The students can read very short, simple texts. They can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and they can understand short simple personal letters.	The students can understand texts that consist mainly of high frequency every day or job-related language. They can understand the description of events, feelings and wishes in personal letters.	The students can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. They can understand contemporary literary prose.

2.5.1.1.2. Speaking

2.5.1.1.2.1. Spoken interaction

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user
Speaking	Spoken interaction	The students can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. They can ask and answer simple questions in areas of immediate need or on very familiar topics.	The students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they can't usually understand enough to keep the conversation going myself.	The students can deal with most situations likely to arise whilst travelling in an area where the language is spoken. They can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	The students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

2.5.1.1.2.2. Spoken production

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user
Speaking	Spoken production	The students can use simple phrases and sentences to describe where they live and people I know.	The students can use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and their present or most recent job.	The students can connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans. They can narrate a story or relate the plot of a book or film and describe my reactions.	The students can present clear, detailed descriptions on a wide range of subjects related to their fields of interest. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

2.5.1.1.3. Writing

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user
Writing	Writing	The students can write a short, simple postcard, for example sending holiday greetings. They can fill in forms with personal details, for example entering their name, nationality and address on a hotel registration form.	The students can write short, simple notes and messages. They can write a very simple personal letter, for example thanking someone for something.	The students can write simple connected text on topics which are familiar or of personal interest. They can write personal letters describing experiences and impressions.	The students can write clear, detailed text on a wide range of subjects related to my interests. They can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They can write letters highlighting the personal significance of events and experiences.

2.5.1.2. Books the students has been using during Empower Project

In order to accomplish the English level that the project wants the students reach, a series of books have been provided to each student during the two years the project last. The books are described as follow:

2.5.1.2.1. Insights

The first program students and teachers used in Empower Project classes is Insights. These books are according with the Common European Framework of Reference for Languages (CEFR) levels. They cover the Pre A1, A1, A2 and B1 levels.

Insights is a flexible, six-level course, giving teenagers reflective insights into language, the world, and their own lives. It contains cross-curricular and intercultural content, and vocabulary relevant to the students' own lives. The material evolves with the students and reflects their growing maturity, as well as their changing needs and interests.

The course provides a structured approach to skills, with the development of reading, writing, listening and speaking skills integrated into every unit, and a particular emphasis on systematic writing practice through guided and freer tasks in realistic contexts. Grammar functions and structures are presented through a range of text types, and practiced through contextualized activities. Learner independence is developed through self-assessment and an awareness of personal learning styles. The grammar reference material at the end of each unit (in levels 1-4) and at the end of the Student's Book (in levels 5-6) encourages the development of reference skills.

The Student's Book and Workbook are combined at each level for ease of use, and include a web-code allowing access to Insights Practice Online, which provides extra digital activities. There are five units per level, each opening with a Preview, which introduces the key lexical focus and communicative aims, as well as a quiz or survey leading to a mini-project linked to the unit theme.

The Teacher's Book offers detailed support material, optional extra activities, and answer key for both the Student's Book and Workbook sections. There is an accompanying Test CD with editable tests catering for students in mixed-ability classes, as well as a diagnostic test, three end-of-term tests and an end-of-course test, including audio tracks.

Insights 5-6 can be used as a separate, intermediate-level course, consolidating and extending the English students already know.

2.5.1.2.2. Inspired

As second program, Empower Project used the book called Inspired 4 in order to cover all the level B2. This way, students will have the English level that Empower Project has in mind.

Inspired is an exciting four-level American English course written specially for teens. This unique series evolves with students, and reflects their changing needs and interests. Cross-curricular topics and cultural content inspire students to develop critical thinking and express their own opinions, whilst developing the key skills.

This book is rich in cross-curricular and cultural content:

- a) A task-based approach encourages students to draw on their personal reactions to topics and texts.

- b) A structured approach to skills with fully integrated reading, writing, listening, and speaking development.
- c) 'Your response' for personalization and critical thinking.
- d) Grammar presented through engaging texts and dialogues, providing realistic contexts for the language.
- e) Vocabulary organized by topic, with a focus on vocabulary-learning strategies.
- f) *Inspired EXTRA!* Provides extension exercises for mixed-ability classes.
- g) An emphasis on learner independence, study skills, and self-assessment.

2.5.1.2.3. Telephone English

In order to immerse the students in the labor area, an extra book will be used to improve their listening and comprehension skills. This way, they will be suitable to get a job in a call center and improve their current level of English.

Telephone English is a method for non-native speakers, due to the fact that speaking on the telephone presents a variety of new and difficult barriers to natural communication, yet it is an unavoidable and crucial part of the business world.

What makes this the perfect partner for business English students?

- It presents conventions and etiquette for speaking on the telephone in the English-speaking world and trains students in sounding friendly and polite, making small talk, and the importance of register.
- It provides key vocabulary and expressions used in telephone conversations
- It develops communication skills for building relationships on the phone.
- The audio CD includes a range of different types of call and models of the language to use in different situations.
- The Phrase Bank provides students with a quick and practical reference to support them in their phone calls.

Teachers are helping students by providing videos, vocabulary activities and graphics.

Students are being tested by doing proficiency exams in order to know if they have the required level according to the courses they have already received. The first evaluation was done when they were

supposed to have reached the tenth level. The second evaluation was done when students reached the fifth level and the last one when they reach the twentieth level.

2.5.2. Ensuring the scholarship

Each student is guaranteed enrollment during the two years that the project last, but some of the students that were on the last year of high school had troubles this year 2015 when they wanted to get into the institutes they were not allowed, that is why the University of El Salvador provided some courses at the Foreign Language Department so that they could continue their English classes there.

2.5.3. Dropout rate

There has been a dropout rate of some of the students that were in the project. Some reasons are that they do not have enough time to attend the English classes. Another reason is that students drop out because of the PAES, this is for the ones that are in the second year of high school; they preferred studying for PAES instead of going to the English classes. It is reasonable since it is a must to obtain a good result on the test but they lost the opportunity to learn English under this unique project.

2.5.4. Helping UES students

Empower Project also help students from the University of El Salvador because they are doing their professional internships or community outreach program and teaching practices. They are assigned to teach the courses in the project, with the purpose of develop their speaking and teaching abilities before they finish the major by introducing them in a real workplace and getting used to it because it is not the same to teach than to watch.

2.5.5. Social impact:

According to the BusinessDictionary.com Social impact is the effect of an activity on the social fabric of the community and well-being of the individuals and families.

2.5.5.1. Social Impact Theory:

Social impact theory was created by Bibb Latané in 1981 and consists of three basic rules which consider how individuals can be "sources or targets of social influence" (Karau, S. J., & Williams, K. D. (1995). Social impact is the result of social forces including the strength of the source of impact, the immediacy of the event, and the number of sources exerting the impact (Hogg, M. A., & Tindale, S. (Eds.). (2008)). the more targets of impact that exist, the less impact each individual target has (Karau, Steven; Williams, Kipling October 1995).

2.5.6. Change of behavior

It is possible for bilinguals who speak two (or more) languages to change their *personality* when they change language? After all, the Czech proverb does say, "Learn a new language and get a new soul."

In fact at the moment of using a new language people tend to act in a different way than if they are speaking their own language. Speaking a new language is not just knowing a different culture but also getting into that culture. That is why it is not so difficult to figure out that learning a new language can change our behavior as well.

Another important thing to mention is the confidence people feels at the moment of speaking the target language. I may be that a very participative person in the mother tone may be shy at the moment of expressing herself or himself in the new language. This behavior may change as well as the time goes and that person starts getting into the new language and feels more confident with it. However, in other cases people may get used to the "shy" behavior even if they are good at this new language. This behavior can be explained with the **Monitor hypothesis** developed by **Stephen Krashen** (1941). **The monitor hypothesis** explains the relationship between acquisition and learning. It supposes that speakers of a second language tend to monitor their performance at the moment of speaking. The monitor acts planning, editing and correcting functions. This way a student does not feel confident until they have already monitored what they are planning to say in a second language and it does not happen when they speak his or her mother tongue. As a result that person may behave in one way when taking his or her native language than when taking the new language.

If we consider the environment when learning a new language, it may be as well another reason why people behave different when speaking a new language. For example: If people learn the new language on the street they will use the informal vocabulary they learn from people on the street. Noticing this fact, Georgi Lozanov created **Suggestopedia**, a learning/teaching theory based on his early-1960s study of suggestion which is known as "Suggestology". Lozanov holds that a relaxed but focused state is the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, Suggestopedia makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the student that is akin to the parent-child relationship. Music, in particular, is central to the approach. Unlike other methods and approaches, there is no apparent theory of language in Suggestopedia and no obvious order in which items of language are presented. Being the environment one important thing on this process, Suggestopedia expects that students learn at least three to five times faster, easier and deeper learning; inner freedom; increasing the motivation for learning; joyful learning and psycho-physiological well-being. Indeed, people will behave the same way and have the accent they learn on that place. On the other hand, they may be very polite and use a formal vocabulary when speaking their mother tongue since that is they learn when they were kids.

Another contribution was the one given by **Skinner** (1904). He believed that language is acquired through principles of conditioning, including association, imitation, and reinforcement. According to this view, children learn words by associating sounds with objects, actions, and events. They also learn words and syntax by imitating others. Adults enable children to learn words and syntax by reinforcing correct speech. The same way adults and teenager learn, they imitate what they see. If they learn English on the street they will use the language the way they learnt it. If they learn the language at the academy, school, college etc., their speech will be more formal, but it will not be strictly related to the way they speak their mother tongue.

Berkeley Emeritus Professor Susan Ervin-Tripp conducted a study in which she asked Japanese-American women to complete sentences she gave them in both Japanese and English. She found that they proposed very different endings depending on the language used. Thus, for the sentence beginning, "When my wishes conflict with my family . . ." one participant's Japanese ending was, ". . . it is a time of great unhappiness," whereas the English ending was, ". . . I do what I want."

Based on this example we can prove that the environment they live can change people's way of thinking. The same person, the same question, two different languages, two answers and two different behaviors. Bilinguals use their languages for different purposes, in different domains of life, with different people. Different contexts and domains trigger different impressions, attitudes and behaviors. What is taken as a personality shift due to a change of language may have little, if anything, to do with language itself.

Then we can conclude that it is the environment, the culture, and the people themselves that cause bicultural bilinguals to change attitudes, feelings and behaviors and not their language as such.

2.5.6.1. Theories related with to change of behavior

There are some basic theories advanced to describe how language is acquired, learnt and taught. The behaviorist theory, Mentalist theory (Innatism), Rationalist theory (otherwise called Cognitive theory), and Interactions are some of these theories.

Four fundamental theories of language acquisition cannot be totally divorced from each other, for "the objectives of second language learning are not necessarily entirely determined by native language competence inevitably serves as a foil against which to set second language learning." (H.H. Stern, .1983).

2.5.6.1.1. The Behaviorist Theory

The behaviorist theory believes that "infants learn oral language from other human role models through a process involving imitation, rewards, and practice. Human role models in an infant's environment provide the stimuli and rewards," (Cooter & Reutzler, 2004). The same way people may learn a new language.

It is not a secret that friends tend to act the same way on similar situations. It is because unconsciously people tend to imitate, and behave the same way as the people we meet frequently. The same situation happens when learning a new language. Students learning a new language can speak and behave the same way as their teacher or classmates. Unconsciously they relate the behavior with the language itself.

2.5.6.1.2. The Stimulus Response Theory:

Stimulus Response Theory is a concept in psychology that refers to the belief that behavior manifests as a result of the interplay between stimulus and response. In particular, the belief is that a subject is presented with a stimulus, and then responds to that stimulus, producing "behavior".

This Stimulus Response Theory has been probed by experimenting with animals and plants to see if the stimulus provided can cause a reaction or response. The most famous experiment was the one conveyed by the Russian Pavlov, who conditioned a group of dogs to salivate when they heard a dinner bell ring. Pavlov had an unconditioned stimulus, the dog's food. Pavlov began to ring a bell whenever his dogs were fed. Lately, he found that ringing just the bell, without the presence of food, could reduce the expected response of salivation. The experiment concluded that, the salivation had become a conditioned response to the conditioned stimuli of the ringing bell. In other words, behavior cannot exist without a stimulus of some sort, at least from this perspective.

The same way this theory has been useful for the language learning process. It is well known that students need to be motivated to learn. This motivation is the stimulus that students have to succeed on the language learning process. Their grades and improvement is the response to the motivation they have. This needs to be accompanied of creativity to continue motivating students on the language process and reach the level expected.

As a matter of fact, there is a threshold level in language learning. This means that learners must learn consciously supported by repetition and drilling to build up an effective linguistic intuition using their motivation as a fuel. Before obtaining the threshold level, the language learner is not creative, cannot use the language properly in new situations in a real sense. It is, then, obvious that the intrinsic learning will be delayed, owing to the late acquisition of threshold level because of previously settled set of rules and drills.

We know that the learning process may not be the same for each individual; that is why, each person cannot learn equally well in the same conditions in which learning takes place, for the background and the experience of the learners make everybody learn differently. In addition, according to Chomsky, there must be some innate capacities and motivation which human beings possess that makes them to look for basic patters in language.

2.5.7. Degree of knowledge

When learning a new language we need to measure the level students are reaching. There are many ways to measure the level of knowledge students have on language learning process. One of the most famous is the CEF or CEFR (**Common European Framework of Reference for Languages**)

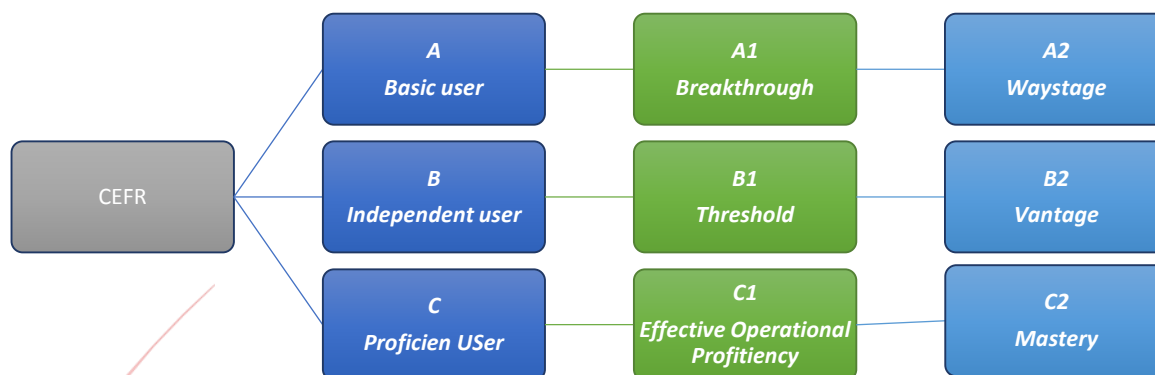
2.5.6.1. The Common European Framework of Reference for Languages

The **Common European Framework of Reference for Languages** was put together by the Council of Europe as a way of standardizing the levels of language exams in different regions. It is very widely used internationally and all important exams are mapped to the CEFR.

- **A1 - Breakthrough or beginner** – students have a basic knowledge of the language, they are familiar with everyday expressions and simple phrases. Students have a basic ability to understand and exchange information on familiar topics in a simple way.
- **A2 - Way stage or Pre-Intermediate level** – Students are familiar with frequently used expressions and conversation on routine matters. They can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. They understand simple information in texts and videos focused on familiar topics.
- **B1 - Threshold or Intermediate level** – Students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They can deal with most situations of travelling in areas where the language is spoken. They can produce simple connected text on topics which are familiar or of personal interest. And they can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. They are able to express themselves clearly.
- **B2 - Vantage or Independent User (upper intermediate)** – Students can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

- **C1 - Effective operational proficiency Advanced level** – Students can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social, academic and professional purposes. As well they can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
- **C2 - Mastery Proficient User** – Students can understand with ease virtually everything heard or read. They can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. And finally they can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Here we have a diagram with the levels presented by CEFR to measure the degree of knowledge for students.



2.5.8. Development of new language skills

2.5.8.1. Integrating the four language skills

Douglas H. Brown on his book “Teaching by Principles” talks about integrating the four macro skills in which students are given greater motivation that is converted on better retention of principles of effective speaking, listening, reading and writing. Rather than being forced to plod along through a course that limits itself to one meaningful tasks. Such integration can, of course, still utilize a strong principled approach to the separate, unique characteristic of each skill.

2.5.8.1.1. Reading skill

If we take into consideration the reading skill at a beginner level, it uses certain fundamental skills that will be used in every application as letter recognition. These fundamental skills will be used at the same time as ones on a more advanced level as the reader gains ability. Furthermore, we need to have a series of strategies to practice the reading skill (And all skills). The distinction between skill and strategy can become unclear. There might for example, be both the skills and the strategies of *inference, predicting or identifying the main idea*.

D.H. Brown has a list of strategies that are useful at the moment of reading. When reading this list, we can notice that they often overlap with each other slightly, especially when you think of the reading process.

2.5.7.1.1.1. Micro-skills for Reading Comprehension

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralisation) patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts, are some of the other strategies used at the moment of developing the language reading skill.

2.5.8.1.2. Writing

Writing is another of the micro skills that are developed by students at the moment of learning a new language. The process of writing suggests that teachers can actually show students how to write with

coherence, an appropriate grammar structure and an acceptable spelling. That is why writing takes place at the language learning process.

Writing is considered a very complex task for teachers and mainly for students. The heart of the language lessons is the communicative activity itself, so modern courses of English as a foreign language contain suggestions for many practical teaching ideas such as:

- a) Stimulations
- b) Language games
- c) Relevant writing activities like: short notes, commercials, stories, letters, postcards and others.

2.5.8.1.3. Speaking

Developing speaking skills involves gaining fluency in spoken interactions with others, as well as practicing pronunciation. Use new language skills as often as possible to speak to other students from your language class, native speakers you might meet around town, or language partners in online exchanges. To practice pronunciation it is important to use the reading skill to read aloud or repeating after a recorded text, trying to reproduce the pronunciation and intonation of the original. Make recordings and listening back to try to identify the strengths and weaknesses as a speaker.

2.5.8.1.4. Listening

Listening is the fourth micro skill a student learns in a second language learning process. Our listening skills will undoubtedly have an enormous impact on the ability to learn a new language. Of course we can study the grammar, practice the pronunciation, work at remembering new vocabulary but unless the listening skills are good the speaking skills will inevitably be constrained. This is because listening informs you about so many things including what you say and what other people say and mean.

Improving listening skills must be a top priority for anyone who wants to become really good at speaking a second language. There are some who seem to have retained really good skills because we all developed exceptional listening skills when we learnt our first language. That is one key reason why we all master our first language. For a variety of reasons these skills can atrophy. Whatever the

reason may be, it is important to understand that listening skills are just that, skills. However this is one of the most important as any other skill, improved.

Each of the four areas of language proficiency involves a variety of micro skills. These skills are often overlooked by teachers as an area of instructional focus. They may need direct instruction and time to use the skills in order to fully participate in the classroom lessons.

2.5.9. Cross cultural diversity:

There are some cultural differences that should be considered in an effort to optimize communications between the two parties. An effective communication strategy begins with the understanding that the sender of the message and the receiver of the message are from different cultures and backgrounds, so we must all learn how to better communicate with individuals and groups whose first language, or language of choice, does not match our own.

When dealing with people in a different culture, courtesy and goodwill can also go a long way in ensuring successful communication. But, it is necessary to keep in mind that even though English is considered the international language of business, it is a mistake to assume that every businessperson speaks good English. 800 million people who speak English learned it as a first language. When you communicate cross-culturally, make particular efforts to keeping your communication clear, simple and unambiguous.

The key to effective cross-cultural communication is knowledge. First, it is essential that people understand the potential problems of cross-cultural communication, and makes a conscious effort to overcome these problems. Second, it is important to assume that one's efforts will not always be successful, and adjust one's behavior appropriately.

Often intermediaries who are familiar with both cultures can be helpful in cross-cultural communication situations. They can translate both the substance and the manner of what is said. For instance, they can tone down strong statements that would be considered appropriate in one culture but not in another, before they are given to people from a culture that does not talk together in such a strong way. They can also adjust the timing of what is said and done. Some cultures move quickly to the point; others talk about other things long enough to establish rapport or a relationship with the other person. If discussion on the primary topic begins too soon, the group that needs a "warm up"

first will feel uncomfortable. A mediator or intermediary who understands this can explain the problem, and make appropriate procedural adjustments.

That is why it is really important to learn the target language and this way promote a very good cross-cultural communication.

2.5.10. Life style change:

Learning a new language, English in this case, is really important in the life style people will live at the moment the acquired the language and during the process. Knowing a second language can open a lot of doors socially and culturally. It is a plus when getting a new job and can increase the opportunities of growth and meeting people from other cultures.

There is no doubt in the fact that English has gained the status of the global language. It is spoken and taught in many countries as a native and a second or a foreign language. It is taught in schools, colleges, and universities in almost every country in the world. English is spoken by over 350 million people as their native language and millions if people use it as a second language.

For many years English has been seen as a symbol of status on the society and government jobs. Even if we are talking about Salvadorian beauty contest, Speaking English is important if not a must. People are getting better job positions if they speak English thus their life style is changing.

Talking about job opportunities, in an increasingly globalized business world, many telemarketing and international companies rely on multilingual employees. They are looking for good English speaker to make business and improve people's life styles. The more language they speak the more money they earn. The more money they ear, the better life style they have.

3. CHAPTER 3: TYPE OF STUDY

To carry out this research, the **descriptive study** was used. This type of study was the one that allowed the researchers the interaction with the population involved in the investigation. Descriptive studies imply surveys, interviews or checklists to gather the needed data.

The methodology applied in this research work was *mixed, through quantitative and qualitative* approaches. These approaches carried out observations and evaluation of the phenomena, established assumptions or ideas as a result of the observation and the evaluation conducted and demonstrated the degree to which the assumptions or ideas were justified.

Therefore, it can be said that through the descriptive study, the research team was able to determine and show the social and cultural impact that the Empower project is generating on the students from Instituto Nacional General Francisco Menéndez during the year 2015

The research design used in this investigation was *non-experimental cross-sectional* design since the data were gathered in a specific point in time and was not important what happened before or after the research took place just the things we observed and gather during the time of the investigation with the purpose of describe the variables, and analyze them in a given time.

The sample population was *by convenience criteria* and the techniques used were: observation, interview and surveys and the data was collected through the instruments: checklist, interviews and questionnaires.

CHAPTER 4: HYPOTHESIS

4. Hypothesis

- 80% of students from Instituto Nacional Gral. Francisco Menéndez will be socially and culturally impacted by the Empower Project.

4.1. Conceptual Definition of Variables

➤ Independent Variable:

Empower Project: Is the project that started on July 2014 that benefited many students from INFRAMEN by bringing to them English courses and English materials during two years (2014-2015).

➤ Dependent Variable:

Social and cultural impact arising on students from INFRAMEN: This is the variable that the research team wanted to discover the degree of impact that the project is generating on the students during the time the research took place.

4.2. Operationalization of variables

GENERAL OBJECTIVE	HYPOTHESIS	VARIABLES	INDICATORS
To evaluate the degree of Impact that Empower Project has socially and culturally on students from Instituto Nacional Gral. Francisco Menéndez located in the Metropolitan area, San Salvador, El Salvador, year 2015.	80% of students from Instituto Nacional Gral. Francisco Menéndez will be socially and culturally impacted by the Empower Project	Independent variable: Empower Project Dependent variable: Social and cultural impact arising on students from INFRAMEN	SOCIAL <ul style="list-style-type: none"> • Change of behavior. • Degree of knowledge. • Development of new language skills. • Cross-cultural communication. • Life style change. CULTURAL <ul style="list-style-type: none"> • Transculturation. • Moral and civic values. • Musical intelligence • Speech. • Movies or TV programs students prefer.

CHAPTER 5: RESEARCH DESIGN

5. NON-EXPERIMENTAL CROSS-SECTIONAL RESEARCH DESIGN

Cross-sectional study is one of the broad categories of research designs, in which the researcher observes, describes, interprets or analyses the phenomena in a specific point in time has been done to come to a conclusion as it occur naturally and to get trustful data, not deliberately manipulated, controlled or altered.

A Cross-sectional study is a type of observational study that involves the analysis of data collected from a population, or a representative subset, at one specific point in time –that is, cross-sectional data. For instance, this kind of studies offers a snapshot of a single moment in time; they do not consider what happens before or after the snapshot is taken.

In non-experimental research, researchers collect data without making changes or introducing treatments. Despite its limitations for studying cause and effect, compared to experimental research, non-experimental research is very important in the process of learning a second language.

Non-experimental research tends to have a high level of external validity, meaning it can be generalized to a larger population.

For the purpose of this research, the team did not manipulate anything related to the phenomenon; instead, the team described it. Besides describing it, the team observed the phenomenon as given in its natural context, and then analyzed it. The research team wanted to evaluate the degree of Impact that Empower Project has socially and culturally on students from Instituto Nacional Gral. Francisco Menéndez.

In order to measure and accomplish the research project objectives, a questionnaire, an observation with its corresponding checklist and interviews have been used so that the measurement would be valid and trustful.

5.1. The study has been done in three phases:

First, the researchers started observing four groups from Instituto Nacional General Francisco Menéndez (INFRAMEN) with the aid of a check list in order to collect information. The research team designed the checklist to have a clear idea about Empower Project and the impact it has on the students. The second phase was to administrate the questionnaire to the sample which was the complete population due to the fact that it is a small population of 43 students.

And the last but not least step was to interview the some teachers, coordinators and representatives in charge of Empower Project in order to get a better understanding of the importance of the project on students and the experiences on teachers.

This research analyzed the population with the help of the instruments to determine the impact and degree on the social and cultural aspects that Empower Project generates on students from Instituto Nacional Gral. Francisco Menéndez in the Metropolitan Area, of San Salvador, EL Salvador, year 2015.

5.2. Indicators:

As part of the process, the research team selected indicators in order to measure the degree of impact that students from Instituto Nacional Gral. Francisco Menéndez experimented thanks to Empower project. Taking in consideration the social and cultural factors studied in the research project, the research team set 5 indicators per factor. Indicators are showing the results with the help of the instruments. In fact, the instruments are based on the indicators for the investigation. Furthermore, the research team observed those indicators on students to better validate the investigation.

CHAPTER 6: POPULATION AND SAMPLE

6. Population and sample.

6.1. Population

The research took place inside the Instituto Nacional Gral. Francisco Menéndez (*INFRAMEN*), the population selected were: Students from 1st, 2nd and 3rd year of high school; students are placed together and they registered the last march 17th 2014 to the Empower project.

The total population is: 400 high school students who were selected in order to attend English classes. They currently come from 9 different public institutions that were divided in groups of 20 Students receive classes in regular periods established by the authorities of the Foreign Language Department at the University of El Salvador, the United States Embassy in El Salvador, along with Pro-lingua Institute and Macmillan Publishers.

Based on one of the objectives from Empower Project: “Impartir clases de inglés a estudiantes de Instituciones Públicas en el Área Metropolitana de San Salvador, con el objetivo de ayudar a los estudiantes a obtener un empleo para costearse sus gastos universitarios y de esta manera mantener a los jóvenes alejados de la delincuencia”. The research team has considered that students involved in the courses are supposed to reach an intermediate degree of B2 English knowledge level (CEFR). That will help them to find a job and continuing studying after high school and therefore contribute to the actual society. As well it is expected that students invest their time studying and at the same time to learn values instead of being target by gangs or join to them. This way the Empower project will be as well affecting the Salvadorian culture.

6.2. Sample

The research team has selected four groups of students which is the total amount of students who are taking English courses with the Empower Project at Instituto Nacional Gral. Francisco Menéndez. At the beginning of the course the total amount of students at the INFRAMEN was 70. That was the amount that the research team decided to study; however that amount decreased after some time

from 70 to 43. This amount of 43 students were the ones attending classes every Saturday at the end of the project. The research team considered this is a significant amount and that it can be studied in full to get a more reliable study and sample.

The current population at INFRAMEN is a representative sample and it is not necessary to apply any sampling technique. It is better to use the entire population in order to obtain trustful reliable and representative data results. This way the CENSUS was the technique used.

CHAPTER 7: DATA GATHERING PROCESS

7. DATA GATHERING PROCESS

This research was carried out through a mix of qualitative and quantitative data. It will be qualitative because it deals with descriptions by observing the variables under study and making interviews. On the other hand, it will be quantitative because it is important to have a measure of the facts that can be studied and as well to measure the degree of the social and cultural impact on students from the Instituto Nacional Gral. Francisco Menéndez with the help of a survey.

For gathering of the data needed in the development of this research work, the research team elaborated three instruments to be administered to the population.

First of all, there were three class observation of the four groups enrolled in Empower Project that were at Instituto Nacional General Francisco Menendez, during the year 2015. After, there were administered the surveys to students, which just could be possible to obtain 43 answered surveys of 70 that were expected to be filled up. Finally, the research team carried out the interviews to students and teachers

7.1. Research instruments:

The data gathering techniques that were used are, observation, interview and survey. These techniques had been used to obtain the data and as well to answer our research questions, to validate or refute the hypothesis and achieve the proposed objectives.

Three instruments were used for this research in order to reach our goals and to obtain our data collection.

7.1.1. Questionnaire

The first instrument was the questionnaire. The questionnaire is an instrument of research for obtaining information and opinion from the sampling.

7.1.1.1. The questionnaire was divided in 4 sections:

1. **General data** (Age, gender, etc...)
2. **Yes/ No questions** in order to measure specific information related to the academic performance of students.
3. **Contingency Questions** were applied to obtain extra information to determine useful variables.
4. **Questions of multiple choices** in which the degree of competences acquired by students has been evaluated. Students had the option to measure the level of English they had or they considered having by selecting one of the options.
 - A1 (Breakthrough)
 - A2 (Waystage)
 - B1 (Threshold)
 - B2 (Vantage)
 - Questions multiple choices in which the degree of impact generated by Empower

Project was set up in the following areas:

- Social factor.
- Cultural factors.

7.1.2. Interview

As a second instrument, interviews were presented. Interviews are always part of a qualitative research and are based in a conversation of two or more people in which the main objective is to discuss about facts or statements.

Those interviews were conducted to teachers, students and principals that are benefited by The Empower Project and also the interviews performed to the project coordinators who are Magaly Ábrego and Lic. Ricardo Gamero in order to obtain general information of the project. It is important to mention that Lic. Ricardo Gamero is as well the headmaster at the Foreign Language Department.

7.1.3. Observation

The third and last instrument was observation that along with the checklist was used to determine if the interviews and the questionnaire were trustful. Besides that, the check list has been used to observe the impact that Empower Project was generating on students.

7.2. Data Gathering plan.

7.2.1. Description:

The plan for getting the data was following a series of steps in order to present the data in an orderly way and have evidence of the process. The first thing the researchers did, was to prepare the different instruments, and then to pilot those instruments with the help of different teachers at the Foreign Language Department. Next, the researchers talked to teachers and representatives from Empower Project in order to obtain the permissions to fill up the checklists, and the questionnaires, as well to record the interviews. All this processes were done with the purpose of getting the information we needed and to accomplish the research objectives.

7.2.2. Activities:

- To interview Lic. Magali Abrego and Lic. Ricardo Gamero to get all the possible information of Empower Project.
- To prepare the instrument in order to gather all the information.
- To revise the instruments with the help of teachers aiming to have well sources and convey a more reliable research.
- To pilot the instrument with students who belong to Empower Project but who are not part of the Instituto Nacional Gral. Francisco Menéndez.
- To observe the classes several Saturdays in order to complete the check list.
- To pass the survey to the students.
- Make an interview to English's teachers that are part of Empower Oroject in order to know their opinion the cultural and social impact arising from Empower Project.
- To interview students to know the experience they have during the project and the social and cultural impact that Empower Project is arising on them.

Activities organization chart.			
Activity	Responsible	Date	time
Interview for the representatives in charge of the Empower Project	Claudia M. Amaya Jenny C. Navarrete	March 20 th , 2015	2 hours in the morning.
Prepare instruments:	Claudia M. Amaya Jenny C. Navarrete	From July 7 th to July 10 th , 2015	Around 4 days
Revise the instruments with teachers.	Jenny C. Navarrete	July 14 th , 2015	1 day
Pilot the instruments	Claudia M. Amaya Jenny C. Navarrete	August 1 th , 2015	1 day
Observation and fill out the check list	Claudia M. Amaya Jenny C. Navarrete	From August 15 th to September 12 th , 2015	5 entire Saturdays
Fill out the survey and interview for students and teachers.	Claudia M. Amaya Jenny C. Navarrete	From October 10 th to September 20 th	Three complete Saturdays

CHAPTER 8: DATA ANALYSIS

The data was analyzed and interpreted after decoding and coding the information from the checklists and the surveys and the interviews. Then, the information from the surveys is presented in graphs for illustrate the numerical results obtained through it.

8.1. Data base

Data codification was necessary in order to organize and analyze the data in quantitative terms. After finish the data gathering process, the researchers organized the information in order to create a data base.

To create the data base it was used Microsoft Excel in which was decoded the information from the surveys and checklist.

A qualitative analysis is presented in order to summarize the information obtained in the interviews.

8.2. Statistical procedures

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

The levels of the hypothesis were measured and the results are presented in bar graphics.

In order to carry out this procedure, it was used the "Microsoft Excel which is a computer program that spreadsheet developed by Microsoft for Windows, Mac OS X, and iOS. It features calculation, graphing tools, pivot tables, and a macro programming language called Visual Basic for Applications.

This program was useful during the whole analytical process.

The data analysis process was divided into two parts; the first part is the univariate analysis that evaluates the results of each question separately and the second part present the answers to the research questions and the hypothesis test is presented.

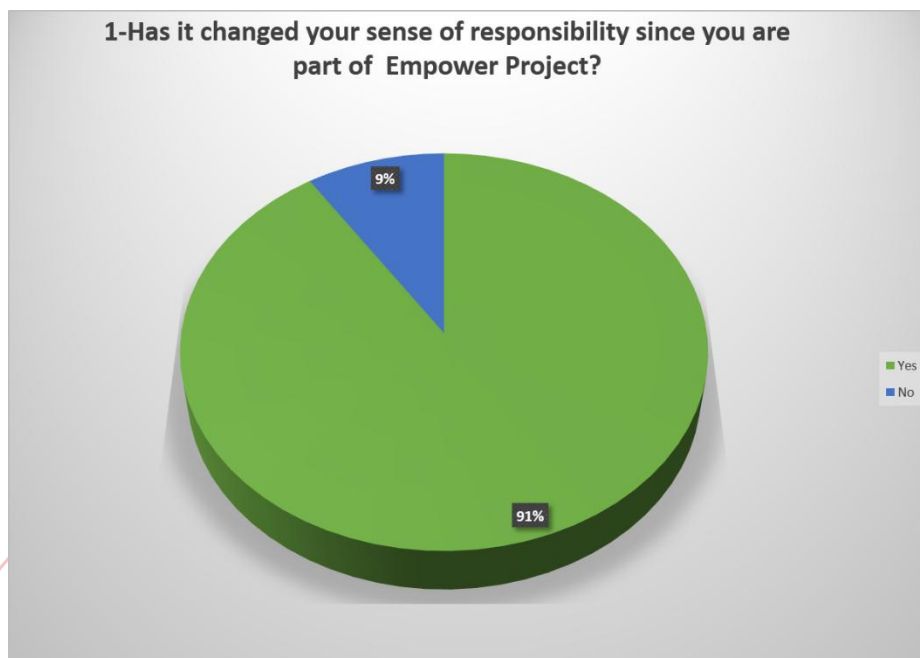
8.3. Data Analysis

8.3.1. Univariate analysis

In this section are presented all the graphs resulting from the survey and the interpretation and analysis from each of them.

Graph 1 /Question 1

1		Has it changed your sense of responsibility since you are part of Empower Project?	Relative frequency	Absolute frequency
	a)	Yes	39	91%
	b)	No	4	9%
		Total	43	100%



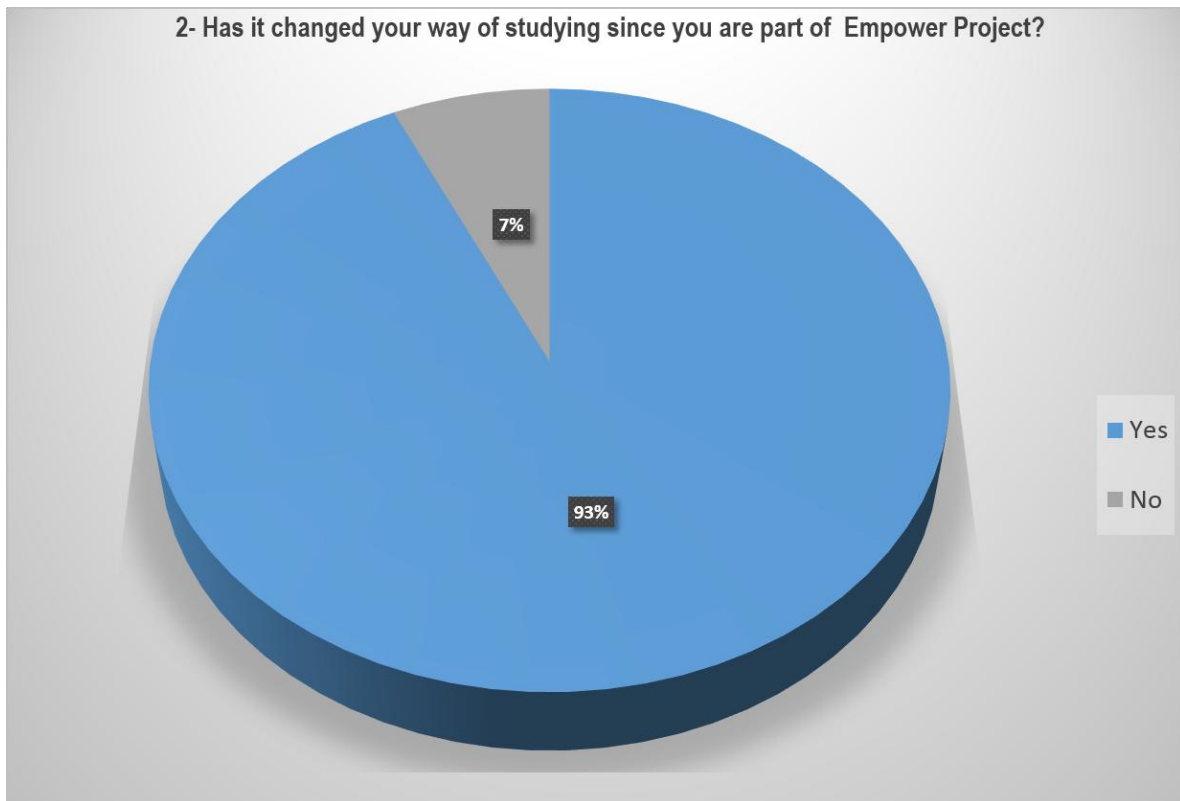
Source: Questionnaire administrated to 2° and 3° year of high school students at INFRAMEN, 2015.

Interpretation: As shown in the graph, 91% of students consider that their sense of responsibility has changed since they are part of the project. On the other hand, 9% of students consider it has not.

Analysis: The results confirm that most of the students can notice a change on their sense of responsibility since they are part of Empower Project and just a few of them consider their sense of responsibility has not changed.

Graph 2 /Question 2

2		Has it changed your strategies for studying since you are part of Empower Project?	Relative frequency	Absolute frequency
	a)	Yes	40	93%
	b)	No	3	7%
		Total	43	100%



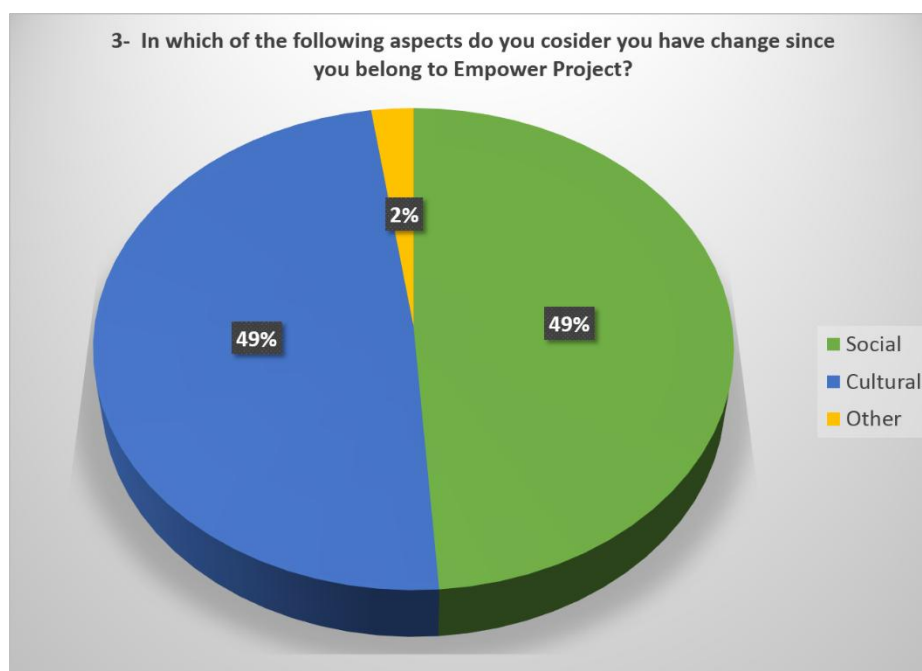
Source: Questionnaire administrated to 2° and 3° year of high school students at INFRAMEN, 2015.

Interpretation: in the graphic it can be observed that 93% of students from Empower Project consider that their strategies for studying have changed since they belong to the project. As well it can be observed that 7% of students consider their strategies for studying has not changed at all.

Analysis: Based on the percentages, it can be said that most of the students noticed the change in their strategies for studying while just a few of them believe their strategies for studying has not changed.

Graph 3 /Question 3

3		In which of the following aspects do you consider you have changed since you belong to Empower Project?	Relative frequency	Absolute frequency
	b)	Social	21	49%
	c)	Cultural	21	49%
	d)	Other	1	2%
		Total	43	100%



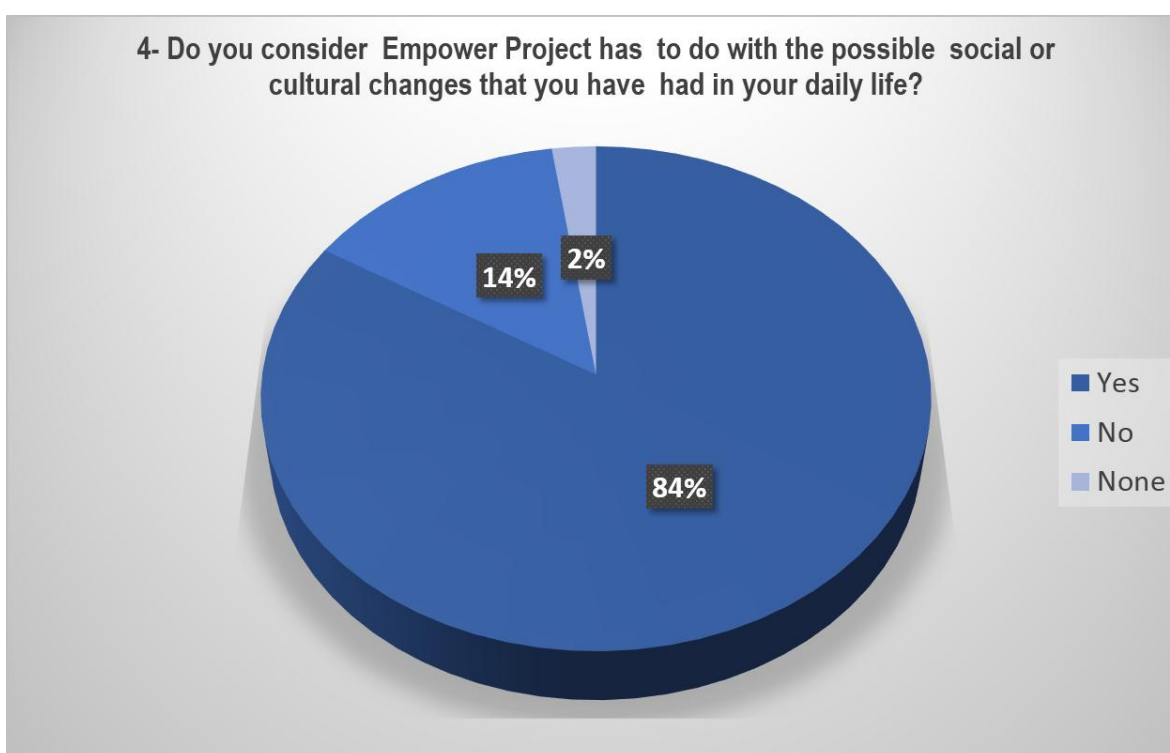
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: The outcomes reveal that 49% of students think they has been impacted in the social aspect by Empower Project. Another 49% of students consider they have been impacted in the cultural aspect. And finally, just a 2% of students believes that they have been impacted by another aspect being that one the academic aspect.

Analysis: It could be found that almost a half of the students have changed in the social aspect and the same amount of students are being impacted by the cultural aspect. Just a minority of students account that they have had an impact on another factor, which is the academic, during Empower Project.

Graph 4 /Question 4

4)		Do you consider Empower Project has to do with the possible social and cultural changes that you have had in your daily life?	Relative frequency	Absolute frequency
a)	Yes		36	84%
b)	No		6	14%
c)	None		1	2%
	Total		43	100%



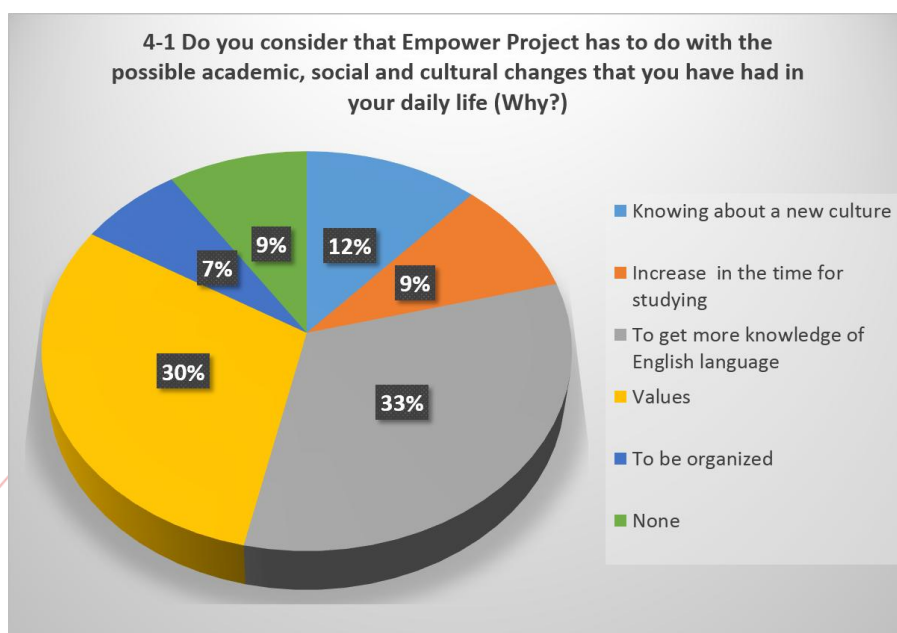
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: In accordance with the results, 84% of the students consider the academic, social or cultural changes they have in their daily life has to do with the fact of being part of Empower Project. As well it was found that 14% of the students do not think that their academic, social or cultural changes have something to do with Empower Project; while 2% of the students decided not to answer.

Analysis: The majority of the students are aware that the change in the academic social or cultural aspects they have in their daily life is due to the fact that they belong to Empower Project and just a few of them feel that it has nothing to do with the fact of being part of Empower Project.

Graph 5 /Question 4-1

4-1	Do you consider that Empower Project has to do with the possible social and cultural changes that you have had in your daily life (Why?)	Relative frequency	Absolute frequency
a)	Knowing about a new culture	5	12%
b)	Increase in the time for studying	4	9%
c)	To get more knowledge of English language	14	33%
d)	Values	13	30%
e)	To be organized	3	7%
f)	None	4	9%
	Total	43	100%



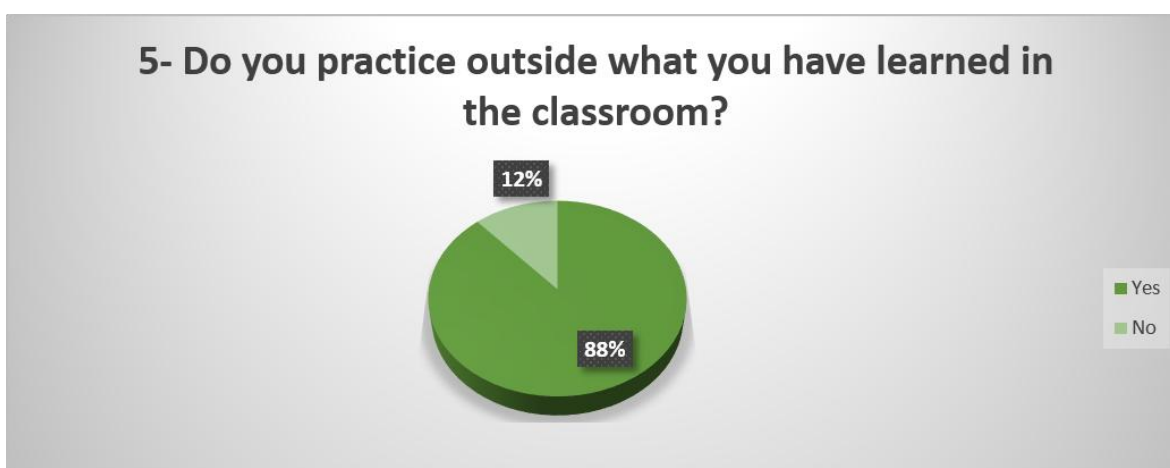
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015

Interpretation: In this open question it is observed that the most common answers upon students why they consider that Empower Project has to do with their possible social and cultural changes were with a 33% (14) to get more knowledge of English language and values with a 30% (13) of answers followed by knowing about a new culture with 12% (5), increase in in the time for studying with 9% and finally to be organized with 7%. Also there were four students that did not answer why (none) with a 9%.

Analysis: In this graph it can be reflected in one hand that the majority of the students has experimented a change since they belong to Empower Project mostly in the **social area** (increase in the time for studying, to get more knowledge of English language and to be organized) followed by the **cultural area** (values and to know about a new culture). On the other hand it can be appreciated that a little part of the students did not answer anything.

Graph 6 /Question 5

5		5- Do you practice outside what you have learned in the classroom?	Relative frequency	Absolute Frequency
	a)	Yes	38	88%
	b)	No	5	12%
		Total	43	100%



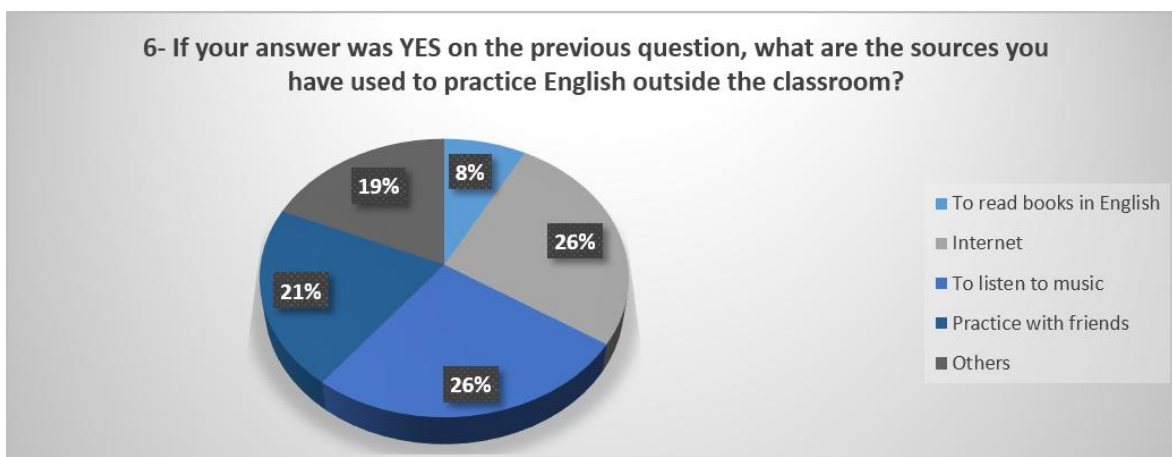
Source: Questionnaire administrated to 2° and 3° year of high school students at INFRAMEN, 2015.

Interpretation: It was found on the results that 88% of the students practice English outside the classroom while 12% of the students do not.

Analysis: Most of the students they do practice what they have learn in the English classes delivered by Empower Project teachers; however there is a small amount of students who are not putting in practice, outside the classroom, what they learn in classes.

Graph 7 / Question 6

6		If your answer was YES on the previous question, what are the sources you have used to practice English outside the classroom?	Relative frequency	Absolute frequency
	a)	To read books in English	3	8%
	b)	Internet	10	26%
	c)	To listen to music	10	26%
	d)	Practice with friends	8	21%
	e)	Others	7	19%
		Total	38	100%



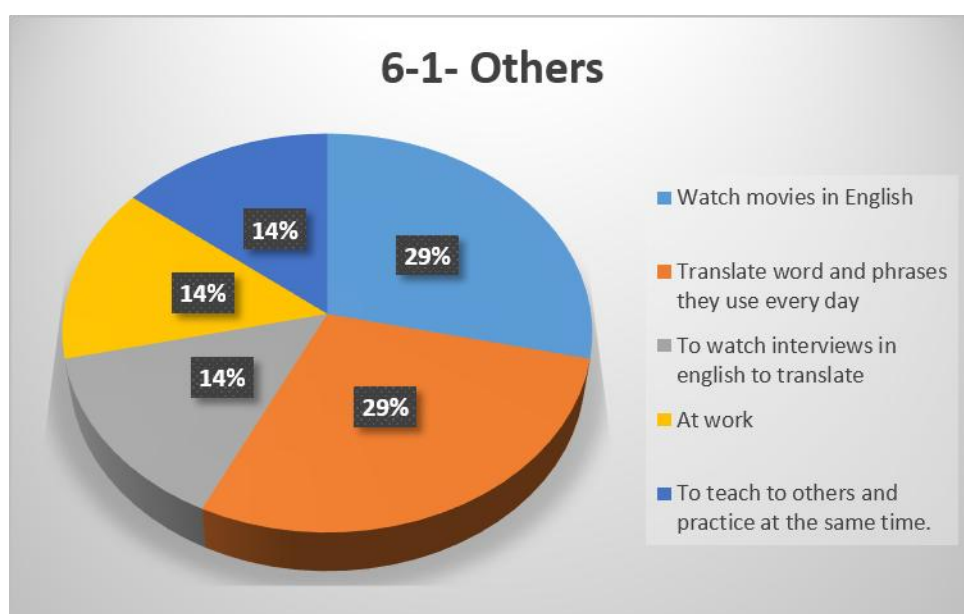
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: As it can be seen in the graphic, listening to music in English has been rated as 26% as the most common source as well as using the internet with a rate of another 26%. The next common source is to practice with friends rated with a 21%, followed by other sources as conversation clubs. Finally to read books in English with 8%.

Analysis: The most common source students used to practice English is listening to the music as well as using the internet as a tool to practice. The following common source is to practice English and another group of students they use other ways to practice as being part of conversation clubs. The least common source to practice was reading English books.

Graph 8 /Question 6-1

6-1-1	Others	Relative frequency	Absolute frequency
a)	Watch movies in English	2	29%
b)	Translate word and phrases they use every day	2	29%
c)	To watch interviews in English to translate	1	14%
d)	At work	1	14%
e)	To teach to others and practice at the same time.	1	14%
	Total	7	100%



Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: seven of the students answered others in the question six and the most common answers were: Translate word and phrases they use every day and see movies in English with a 29% (2) each, followed by to watch interviews in English to translate, practice at work and to teach others and practice at the same time with a 14% (1) each.

Analysis: it can be stated in the graph that a little part of the students use other sources to practice what they have learned of English outside the classroom. It is interesting to notice that one student do practice the English at work, this means that he/she is working in a field in which English is required.

Graph 9 / Question 7

7	How frequently do you practice your English skills?	Relative frequency	Absolute frequency
a)	Always	5	12%
b)	Sometimes	26	60%
c)	Seldom	12	28%
d)	never	0	0%
	Total	43	100%



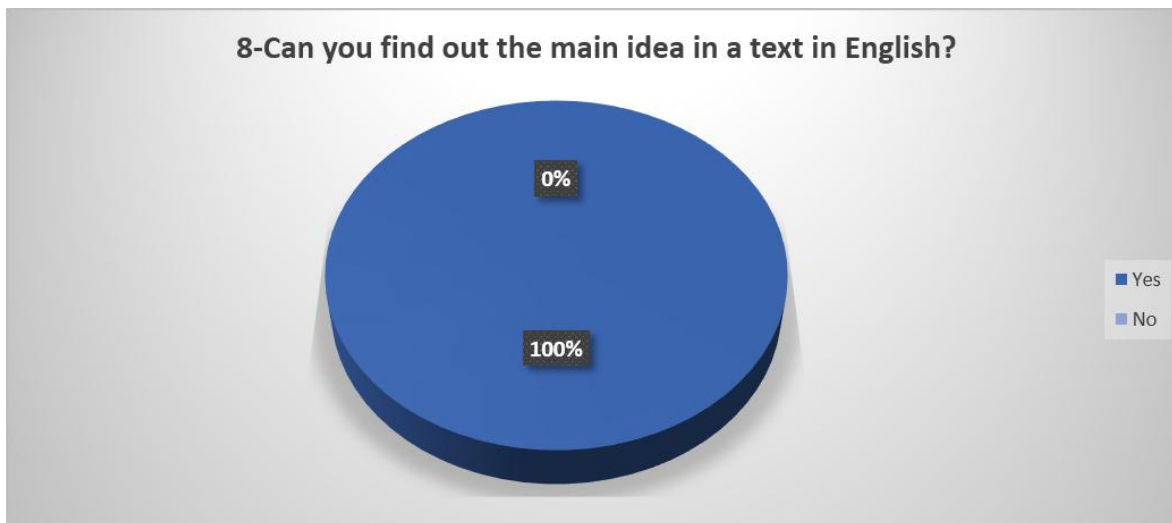
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: The outcomes reveals that 60% of students sometimes practice English while 28% rarely practice their English skills and just 12% always practice English.

Analysis: It can be said that most of the students sometimes practice their proficiency in English after they started studying English in Empower Project. As well it can be said that a small amount of students seldom use their skills to practice their proficiency and just a few of them always practice their language skills.

Graph 10 /Question 8

8		Can you find out the main idea in a text in English?	Relative frequency	Absolute frequency
	a)	Yes	43	100%
	b)	No	0	0%
		Total	43	100%



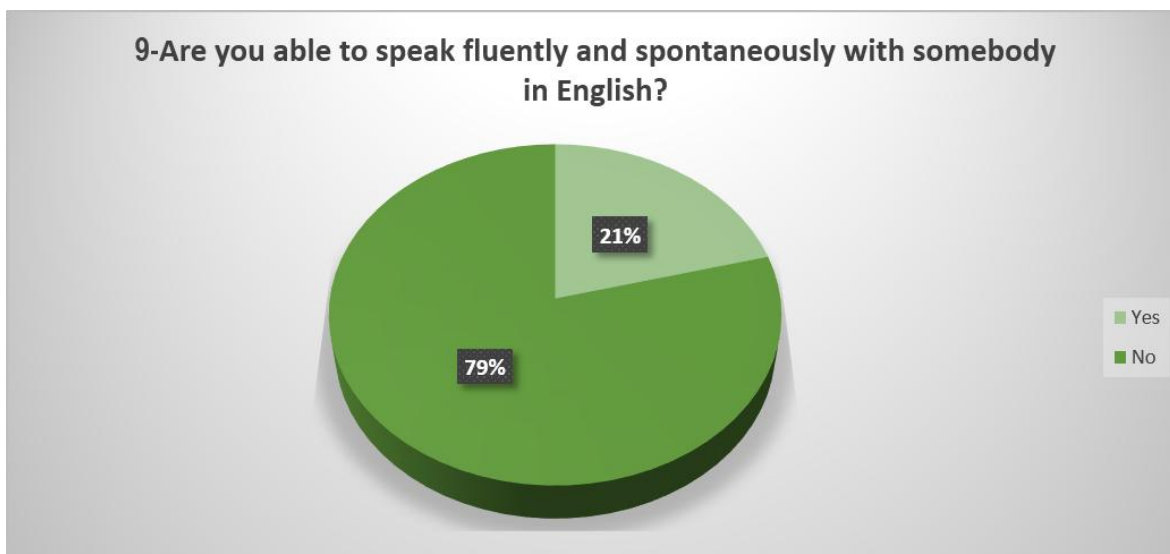
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: In the graphic it can be observed that a 100% of the students think they are able to find the main idea in text written in English.

Analysis: We can conclude with this graphic that all the students who filled out the questionnaire consider they are able to find the main idea in a text in English.

Graph 11 /Question 9

9	Are you able to speak fluently and spontaneously with somebody in English?	Relative frequency	Absolute frequency
a)	Yes	9	21%
b)	No	34	79%
	Total	43	100%



Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: According to the results, 79% of the students consider they are not able to speak fluently and spontaneously when speaking with somebody else while 21% of the students feel they are able to speak fluently and spontaneously with others.

Analysis: Most of the students do not feel confident to speak English in a fluently and spontaneously way and just a few of the think they are able to do it.

Graph 12 /Question 10

10		If you could speak with a native-English speaker, could you naturally interact with him or her?	Relative frequency	Absolute frequency
	a)	Yes	10	23%
	b)	No	33	77%
		Total	43	100%



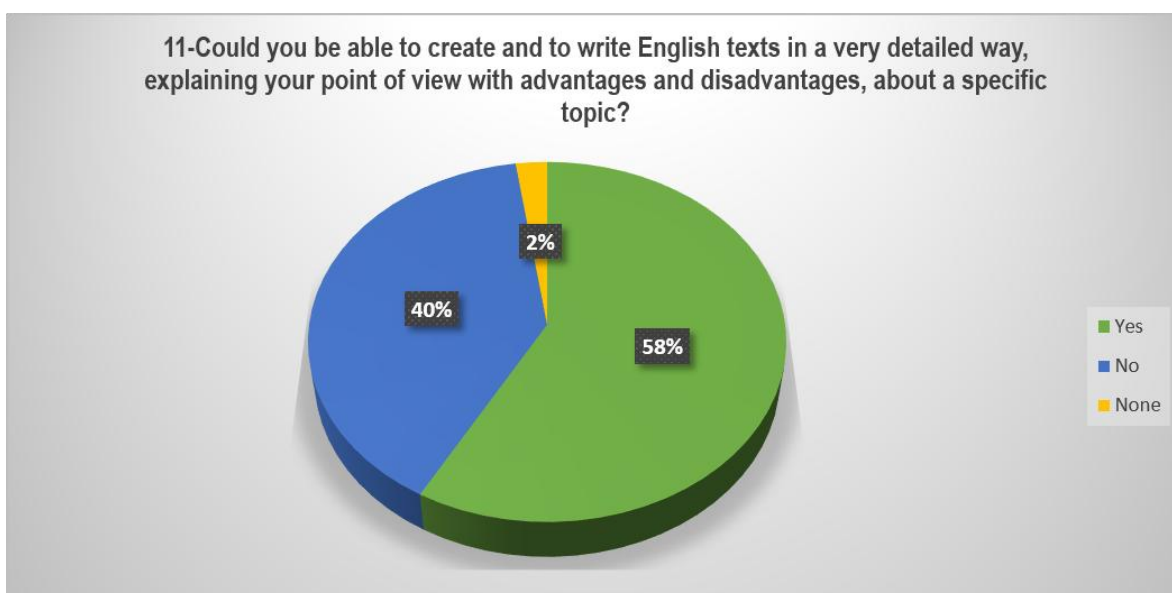
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015

Interpretation: In accordance to the results, 77% of the students do not feel they could be able to speak with a native English speaker while a 23% conceive they were able to do it.

Analysis: It is shown that most students do not feel they are able to interact with a native English speaker and just a small amount of students feel they are able to do it.

Graph 13/Question 11

11		Could you be able to create and to write English texts in a very detailed way, explaining your point of view with advantages and disadvantages, about a specific topic?	Relative frequency	Absolute frequency
	a)	Yes	25	58%
	b)	No	17	40%
	c)	None	1	2%
		Total	43	100%



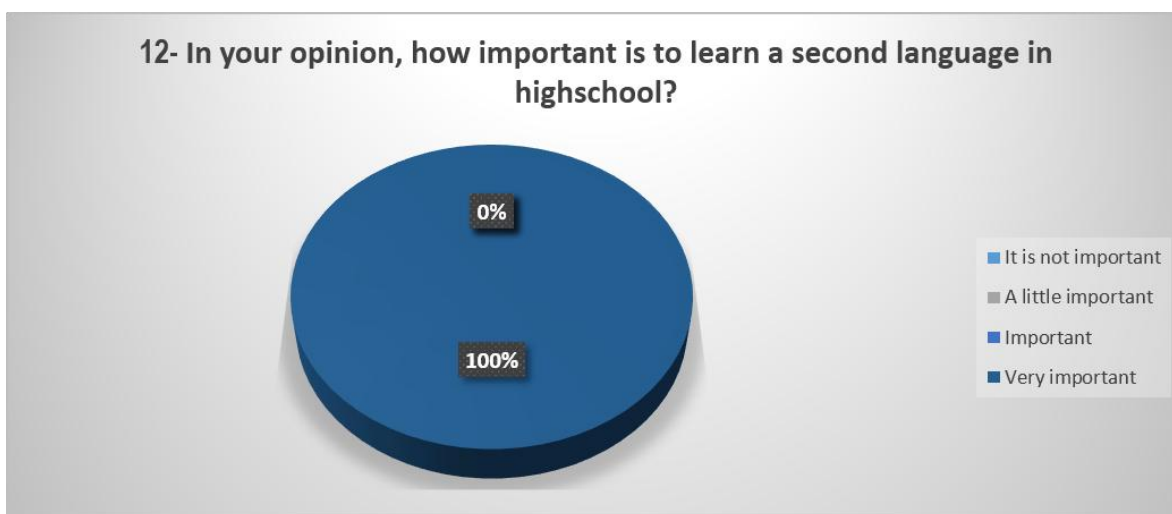
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: As it is shown in the results, 58% of the students conceive they can write and create texts in English explaining their point of view and the advantages and disadvantages about a topic, whereas 40% think they are not able to do it. Finally, a 2% did not answered the question.

Analysis: on this result we can assure that most students feel they can have a good performance at writing by expressing their point of view with advantages and disadvantages about a specific topic; however, there is a minority of students who consider they are not able to do it.

Graph 14 /Question 12

12		In your opinion, how important is to learn a second language in high school?	Relative frequency	Absolute frequency
	a)	It is not important	0	0%
	b)	A little important	0	0%
	c)	Important	0	0%
	d)	Very important	43	100%
		Total	43	100%



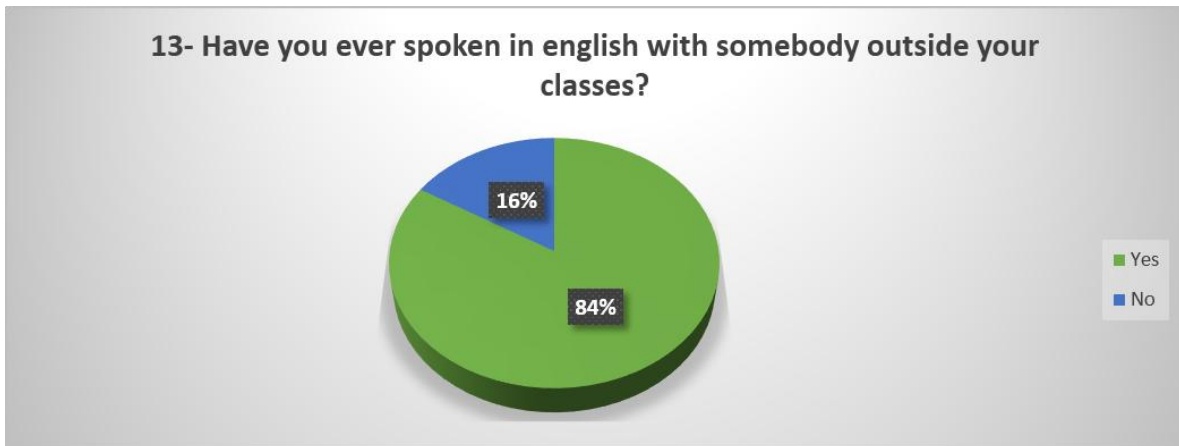
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: As revealed in the graphic, 100% of students express that learning a second language while studying in high school is very important.

Analysis: As it is revealed, all students are aware that learning a second language while being in high school student is vital and nobody consider it has no importance.

Graph 15 /Question 13

13		Have you ever spoken in English with somebody outside your classes?	Relative frequency	Absolute frequency
	a)	Yes	36	84%
	b)	No	7	16%
		Total	43	100%



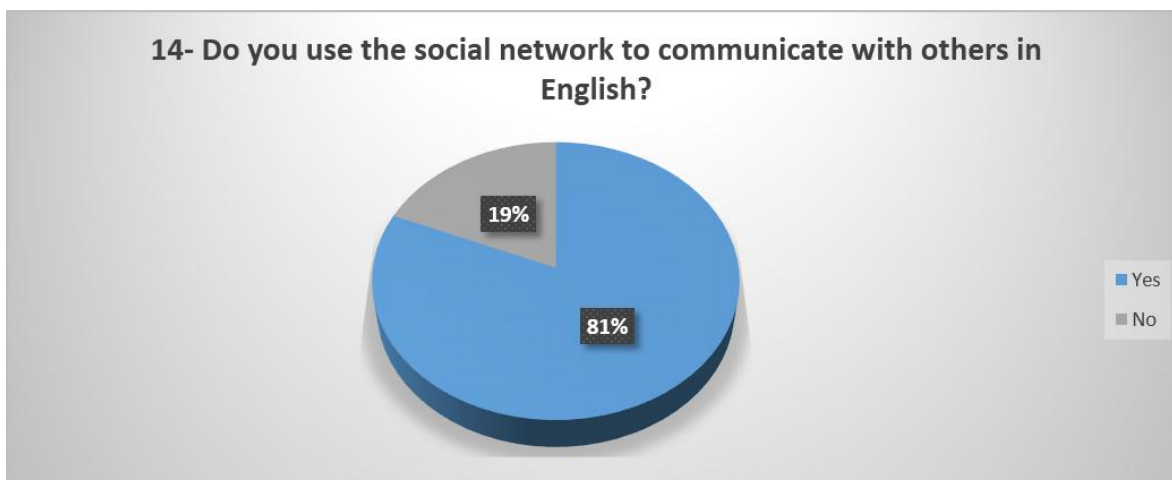
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: The results confirm that 84% of the students have spoken English outside classes with somebody else and 16% of students have not.

Analysis: as the results show, a majority of students have experienced speaking English with somebody outside their regular classes and just some of them have not had that type of experience.

Graph 16 /Question 14

14		Do you use the social networks to communicate with others in English?	Relative frequency	Absolute frequency
	a)	Yes	35	81%
	b)	No	8	19%
		Total	43%	100%



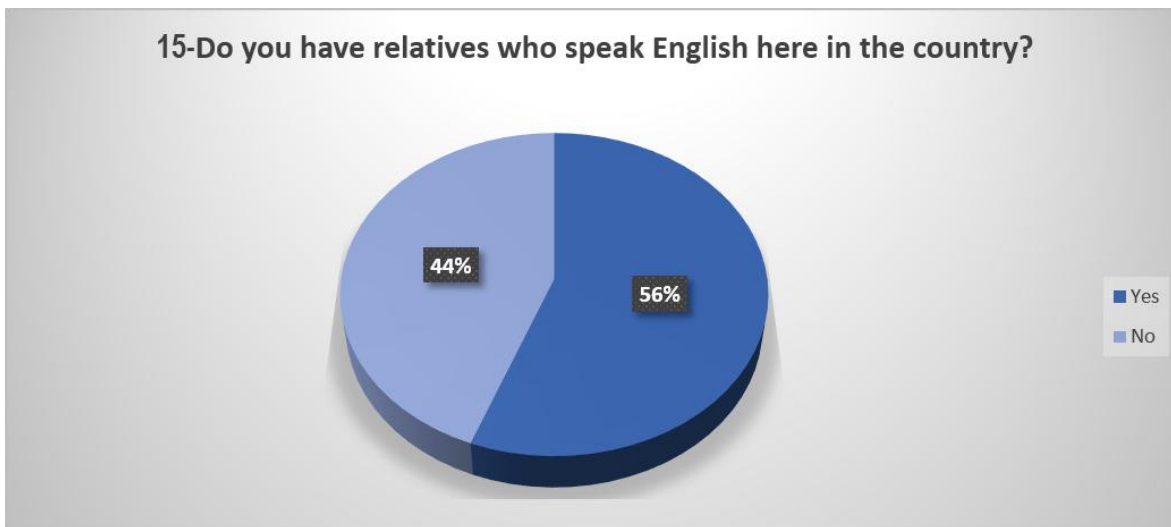
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: As the outcome reveals, 81% of students say they use the social networks as a way to practice English with others meanwhile 19% of students do not use social networks to communicate with others.

Analysis: In the results. It is confirmed that a significant amount of students express they use social networks such as Facebook, twitter, etc. On the other hand, there is a small amount of students who said they do not use social networks to communicate with some other people.

Graph 17 /Question 15

15		Do you have relatives who speak English here in the country?	Relative frequency	Absolute frequency
	a)	Yes	24	56%
	b)	No	19	44%
		Total	43	100%



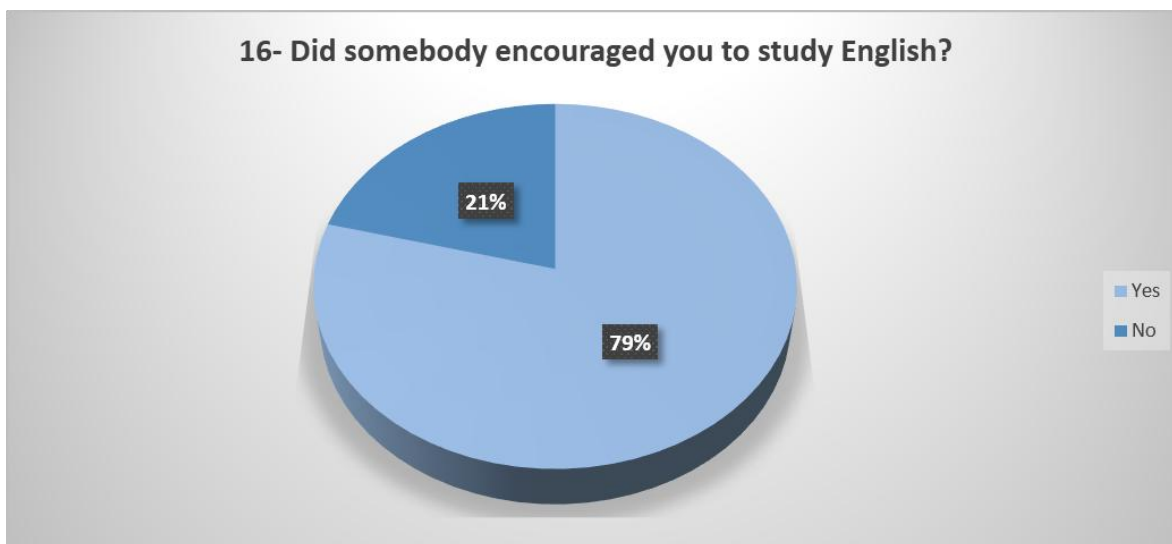
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: As it can be seen in the graphics, a 56% of students have family members who speak English here in the country while a 44% of students do not have family members who speak English inside the country.

Analysis: With the results in the graphics, it can be said that more than a half of the students have here in the country family members who speaks English and almost half of them has not.

Graph 18 /Question 16

16		Did somebody encouraged you to study English?	Relative frequency	Absolute frequency
	a)	Yes	34	79%
	b)	No	9	21%
		Total	43	100%



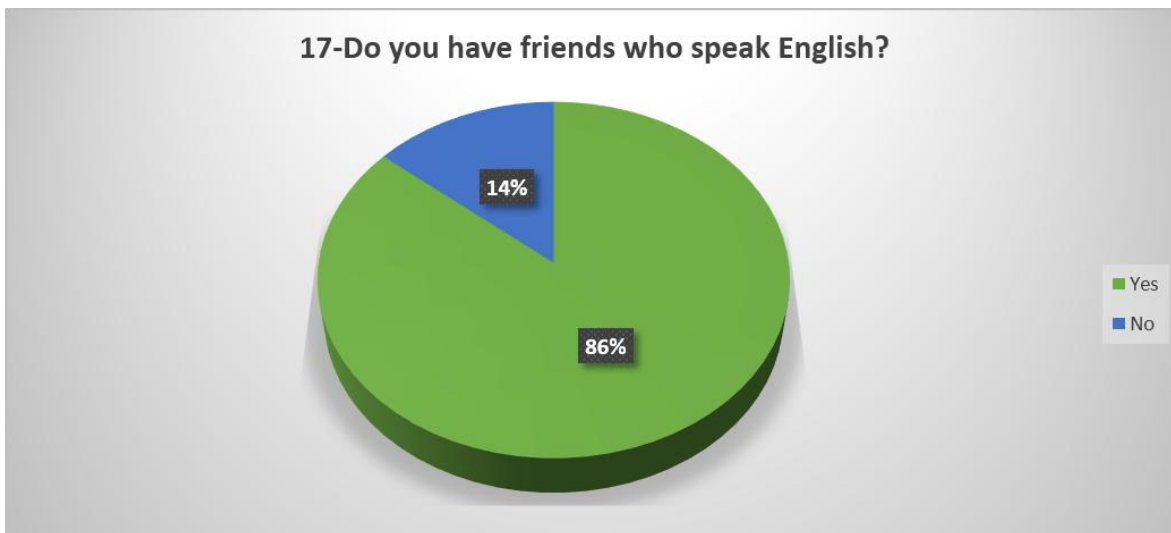
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015

Interpretation: In the graphics it can be observed that 79% of the students were motivated by somebody else to study English and just 21% of them did not have motivation coming from somebody else.

Analysis: The results show that most students had motivation, from their parents, friends, teachers or family members, to start learning English and just a small amount of them did not have motivation at all from others but their own motivation.

Graph 19 /Question 17

17		Do you have friends who speak English?	Relative frequency	Absolute frequency
	a)	Yes	37	86%
	b)	No	6	14%
		Total	43	100%



Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015

Interpretation: According to the results shown in the graphic, 86% of students have friends who speak English and the other 14% of the students do not have friends who speak English.

Analysis: As the outcome reveals, a majority of the students who filled out the survey, they do have friends who speak English and the rest of them do not have English speaker people as friends.

Graph 20 /Question 18

18		Do you speak or write to your friends in English?	Relative frequency	Absolute frequency
	a)	Yes	31	72%
	b)	No	11	26%
	c)	None	1	2%
		Total	43	100%



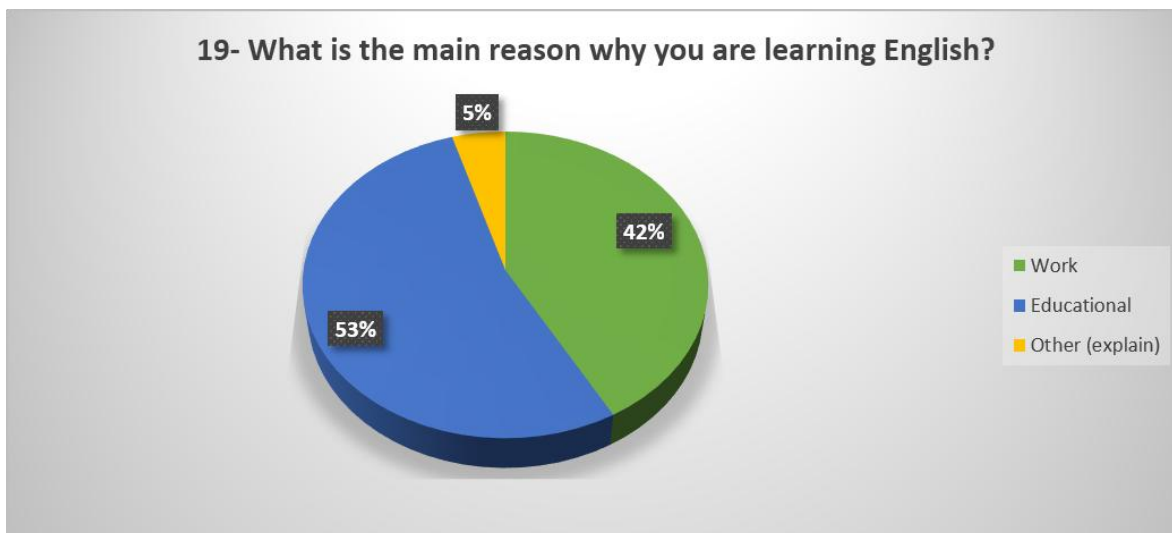
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015

Interpretation: As the outcomes show, a 72% of the students speak or write, emails, texts messages, letters, etc., in English to their friends; another 26% of the students do not do it and a 2% decided not to answer that question.

Analysis: In this interpretation graphic, it can be mention that most of students practice English by speaking to their friends or by writing e-mails, texts messages, or letters. On the other hand, it can be seen that a third part of the population do not practice English this way and that a very small amount of them decided not to give an answer to this question.

Graph 21 /Question 19

19		What is the main reason why you are learning English?	Relative frequency	Absolute frequency
	a)	Work	18	42%
	b)	Educational	23	53%
	c)	Other (explain)	2	5%
		Total	43	100%



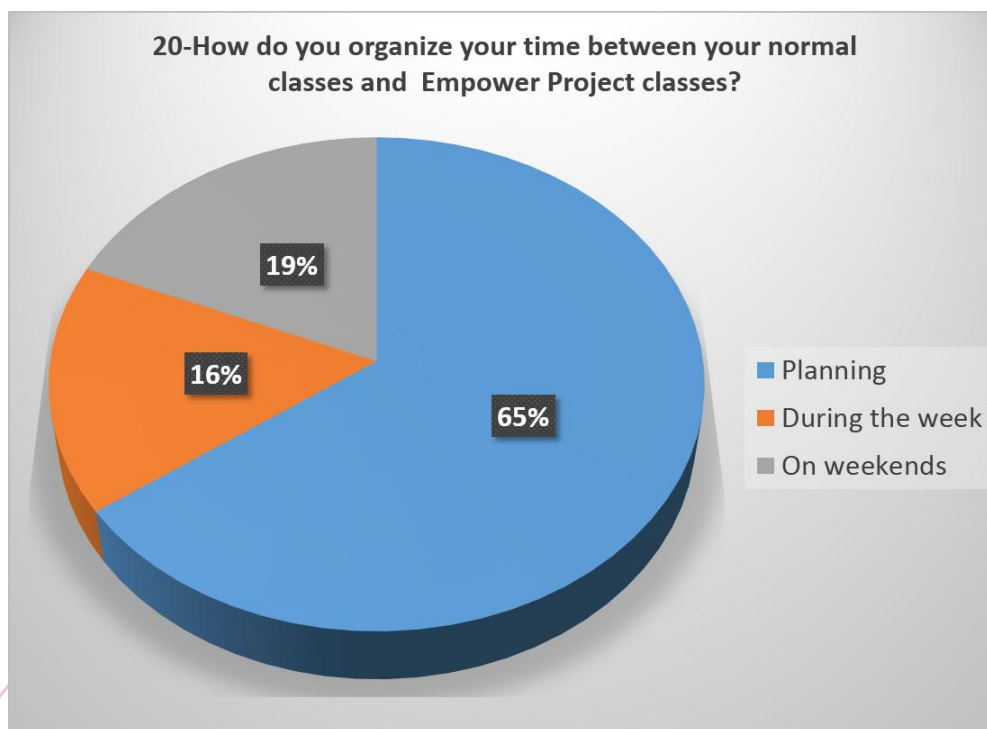
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: As it can be seen in the graphic, 53% of students consider the main reason why they are studying English is for educational purposes while 42% of them consider their main reason of learning English is for work and the last 5% has various reasons to learn English.

Analysis: With the results shown, it can be concluded that a little bit more than half of the population is studying English due to the educational factor. As well it is shown that almost half of the amount of the population is studying English for work and just some of them have different factors as traveling, knowing people, etc.

Graph 22 /Question 20

20	How do you organize your time between your normal classes and Empower Project classes?	Relative frequency	Absolute frequency
a)	Planning	28	65%
b)	During the week	7	16%
c)	On weekends	8	19%
	Total	43	100%



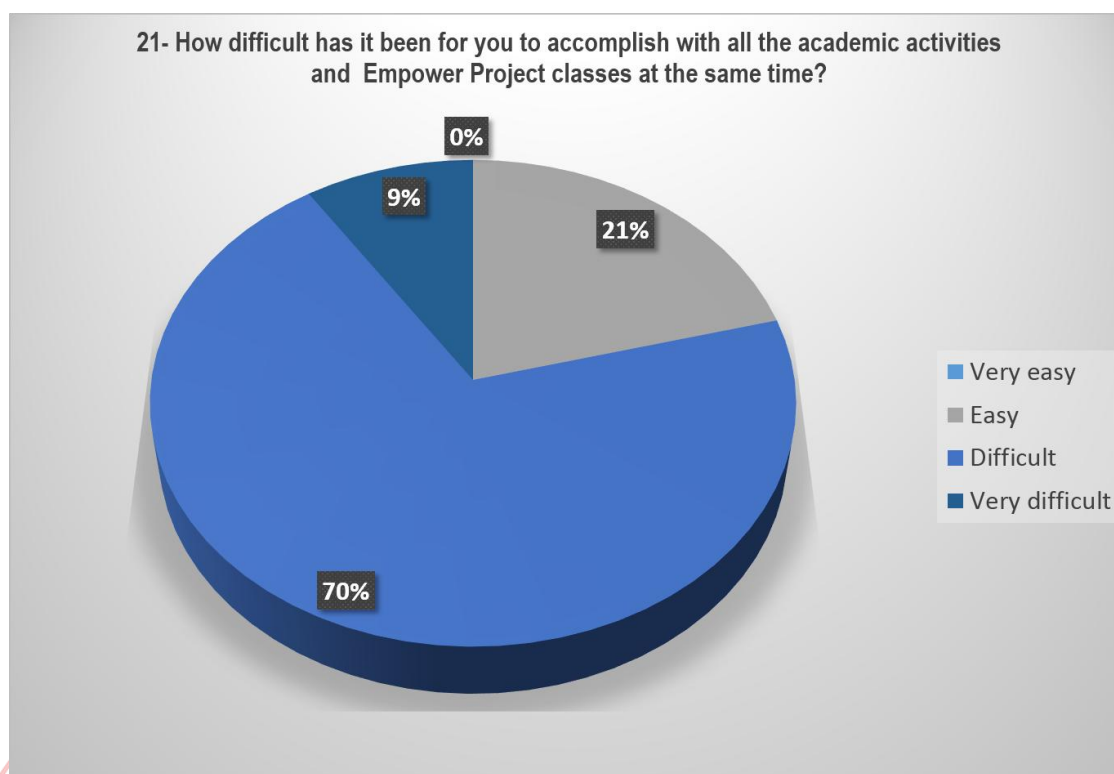
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: As shown in the graphics 65% of the students organize the time between normal class and Empower Project classes by planning their time. 19% of the students organize their time on weekends and 16% of students organize their time during the week.

Analysis: With the results shown, it can be concluded that more than half of the population organize their time planning their activities. Some other students organize their time on weekends and just some of them do it during the week.

Graph 23 /Question 21

21		How difficult has it been for you to accomplish all the academic activities and Empower Project classes at the same time?	Relative frequency	Absolute frequency
	a)	Very easy	0	0%
	b)	Easy	9	21%
	c)	Difficult	30	70%
	d)	Very difficult	4	9%
		Total	43	100%



Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: The results confirm that 70% of the population thinks that it has been difficult for them to accomplish with all the academic activities and Empower Project classes at the same time. Another 21% of the population thinks it has been easy for them and 9% consider it has been very difficult for them to endure all those activities.

Analysis: As a result it can be said that the majority of the students trust it has been difficult for them to study English and being a high school student at the same time. Another portion of the population believe that it has been easy for them to have all those academic activities and high school activities at the same time and just a few of them think it has been more than just difficult.

Graph 24 /Question 21-1

21-1	What are the strategies Did you used to achieve them?	Relative frequency	Absolute frequency
a)	Time organization	21	49%
b)	Practice daily	4	9%
c)	Persevering	12	28%
d)	Sleeplessness	5	12%
e)	Set priorities	1	2%
	Total	43	100%



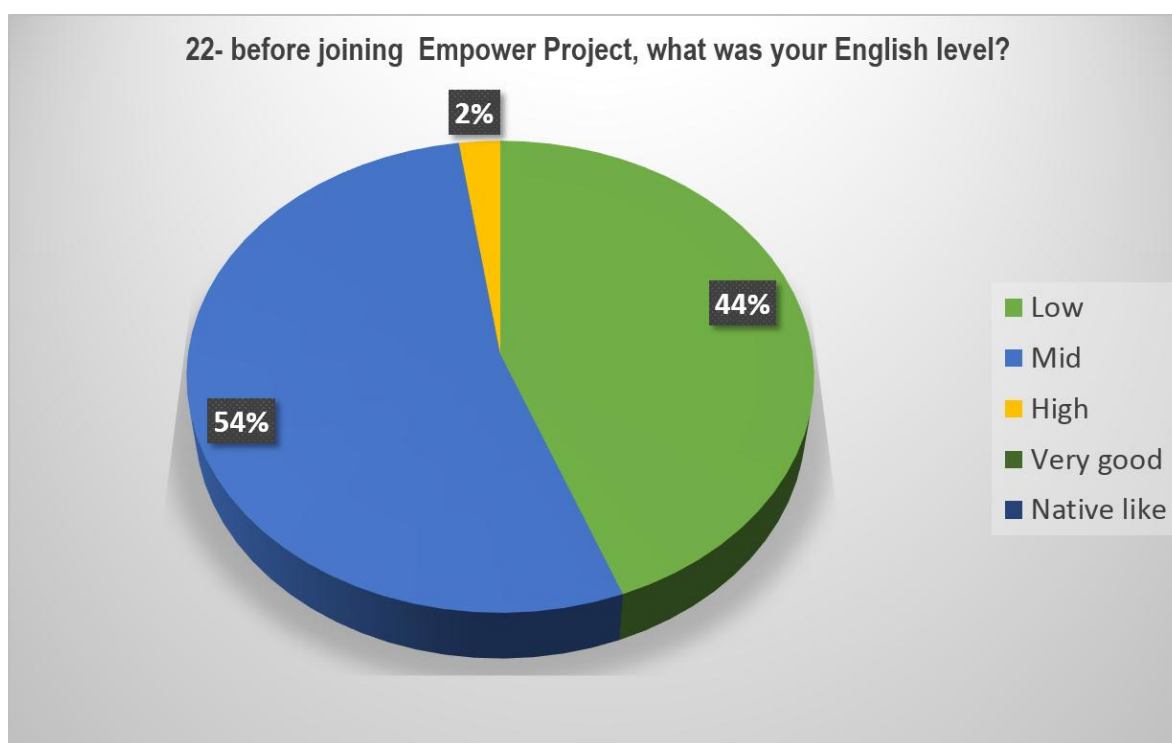
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015

Interpretation: after deparating all the answers given by the students the most common strategies used by the students in order to achieve the normal academic activities and the activities from Empower Project at the same time were: In first place, it is time organization with a 49% of the answers, followed by persevering with a 28%, after they said sleeplessness 12%, practice daily 9% and finally to set priorities 2%.

Analysis: this graph shows that all the students have different strategies to overcome with all the activities they have in the normal courses and Empower Project course; this means that they are making a really big effort to accomplish them and get good grades at the same time in all the courses.

Graph 25 /Question 22

22		Before joining Empower Project, what was your English level?	Relative frequency	Absolute frequency
	a)	Low	19	44%
	b)	Mid	23	54%
	c)	High	1	2%
	d)	Very good	0	0%
	e)	Native like	0	0%
		Total	43	100%



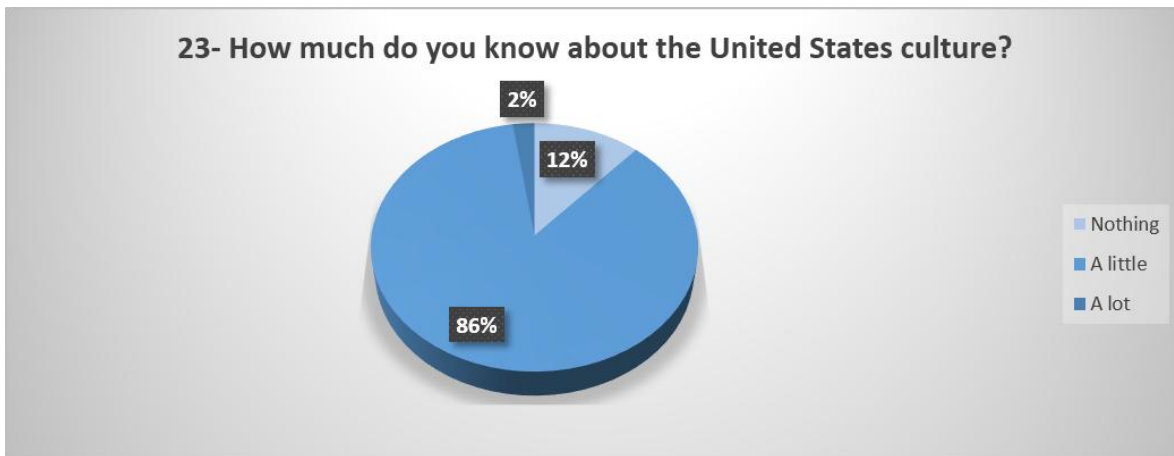
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: According to the graphic, 54% of the students claim their English level was regular before joining Empower Project. Another 44% of the population considers their English level was poor and 2% of them consider their English level was good.

Analysis: Based on the results above, it can be stated that more than a half of the students think their English level was not so good but regular before joining Empower Project. On the other hand, almost half of the population believed their English level was poor before being part of Empower Project and just a minority of students trust their English level was good.

Graph 26 /Question 23

23		How much do you know about the culture in the United States?	Relative frequency	Absolute frequency
	a)	Nothing	5	12%
	b)	A little	37	86%
	c)	A lot	1	2%
		Total	43	100%



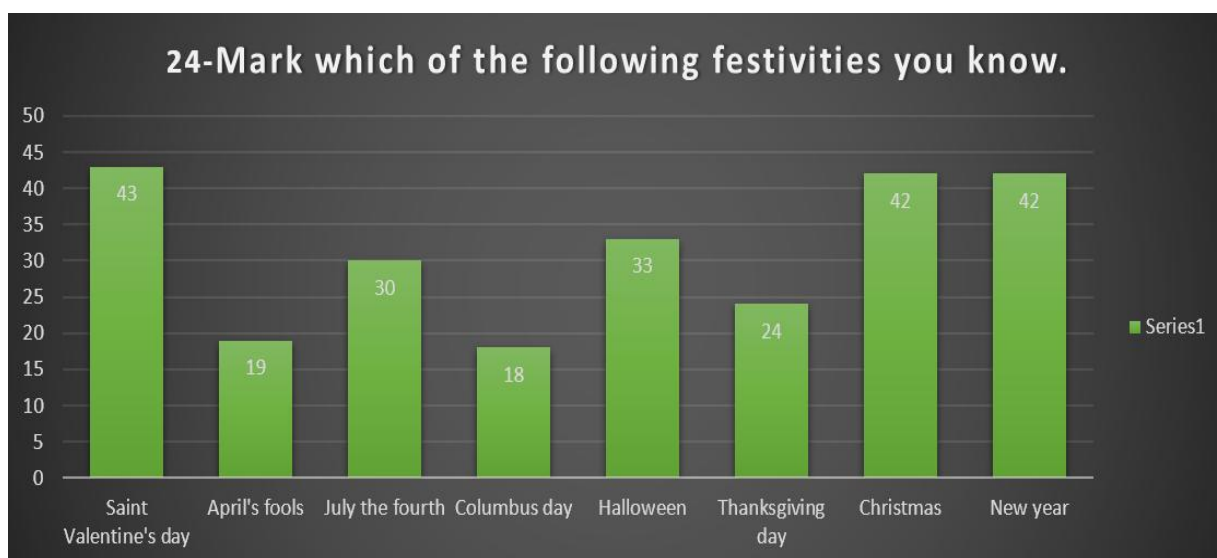
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: In accordance with the graphic above, 86% of the population knows a little bit about the United States culture followed by a 12% of the population who knows nothing about that culture and finally a 2% who claims to know a lot about the United States culture.

Analysis: According to the results most of the students learned a little about the United States culture and 12% know nothing about it. Clearly the cultural aspect has impacted these students in just a 2% of the population who claims they know a lot about the United States culture.

Graph 27 /Question 24

24		Mark which of the following festivities you know.	Relative frequency	Absolute frequency
	a	Saint Valentine's day	43	100%
	b	April's fools	19	44%
	c	July the fourth	30	68%
	d	Columbus day	18	42%
	e	Halloween	33	78%
	f	Thanksgiving day	24	56%
	g	Christmas	42	98%
	h	New year	42	98%



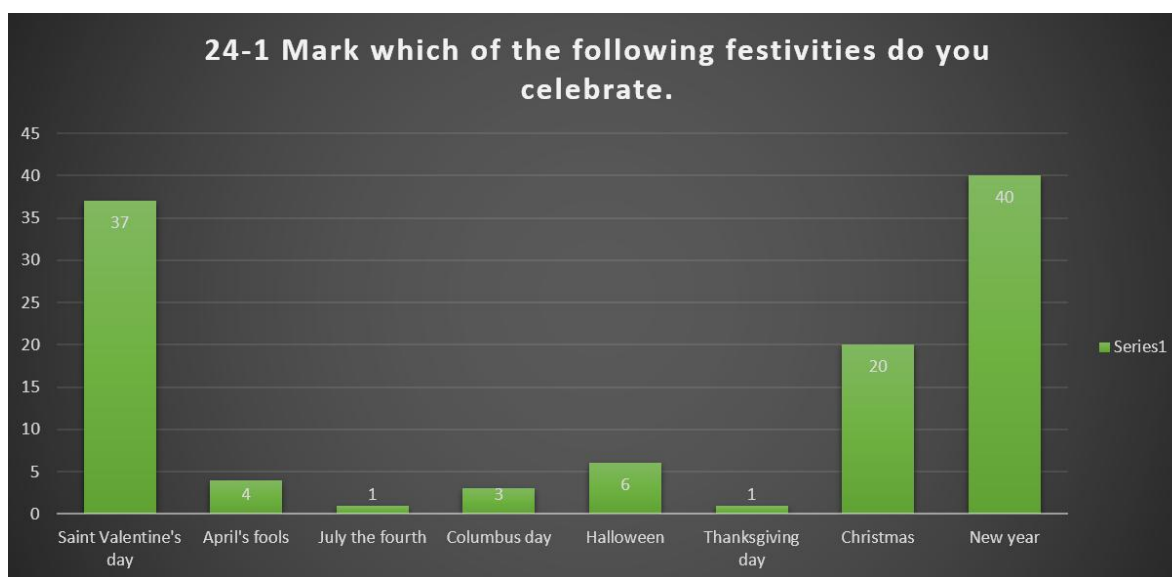
Source: Questionnaire administrated to 2° and 3° year of high school students at INFRAMEN, 2015

Interpretation: According to the results in the graphic, the most common festivities students know are Valentine's Day with a 100%, New Year Eve with another 98% and Christmas with 98% as well. Next it is shown Halloween with a 78% rated followed by July 4th with a 68% rated. The last festivities students know are Thanksgiving with 56% rated, April fools with 44% rated and finally Columbus Day with 42% rated.

Analysis: The final results, about how much students know about the holydays mentioned before, are as following: the most common festivities students who belong to Empower Project know are 3, Valentine, Christmas and New Year Eve. The next festivity they know is Halloween that is one step ahead of July 4th to be popular among students. Thanksgiving is the next popular festivity among students followed by April's fools and Columbus Day that are not too far of being as known by students as thanks giving.

Graph 28 /Question 24-1

24		24-1 Mark which of the following festivities do you celebrate.	Relative frequency	Absolute frequency
	a	Saint Valentine's day	37	86%
	b	April's fools	4	9%
	c	July the fourth	1	2%
	d	Columbus day	3	7%
	e	Halloween	6	14%
	f	Thanksgiving day	1	2%
	g	Christmas	20	47%
	h	New year	40	93%



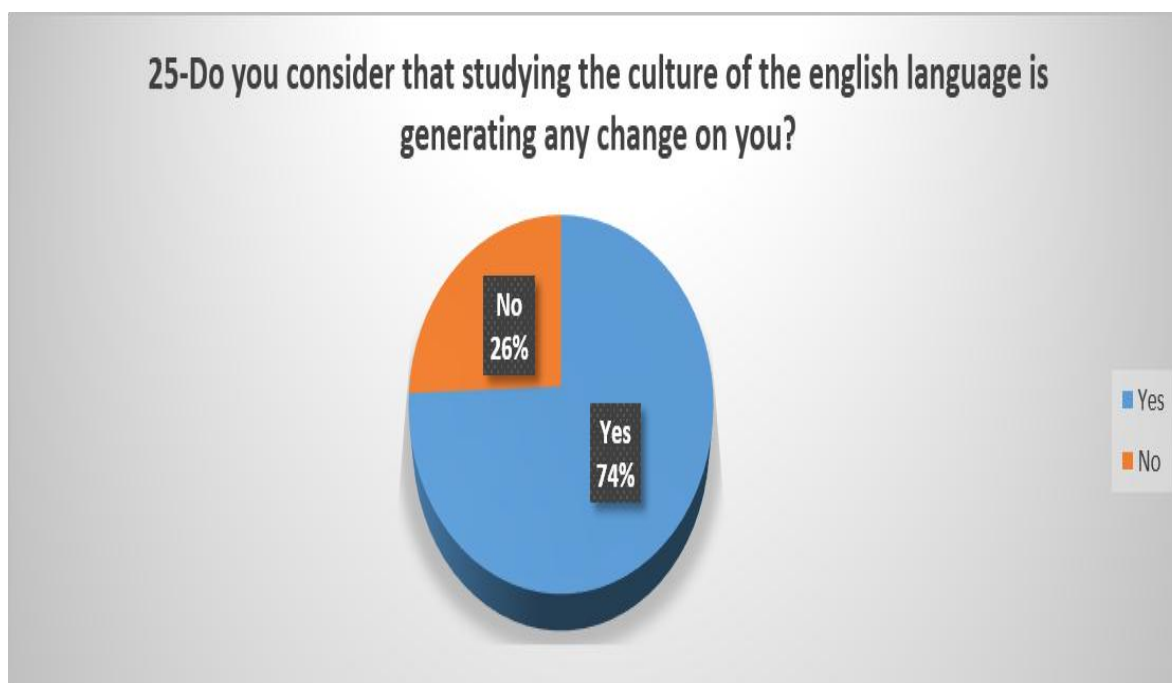
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015

Interpretation: According to the results in the graphic, the most common festivities students celebrate are New Year Eve with 93%, Valentine's Day with an 86%, and Christmas with 47% as well. Next it is shown Halloween with a 14% rated, followed by April's fools with 9%. The last festivities students celebrate are Columbus Day with 7%, Thanksgiving and July the 4th with a 2% rated each.

Analysis: The final results, about how much students celebrate the holydays mentioned before, are as following: the most common festivities students who belong to Empower Project know are 3, New Year Eve, Saint Valentine's Day, and Christmas. The next festivity they celebrate is Halloween that is just two steps ahead of April's fools to be popular among students. Columbus Day is the next popular festivity among students followed by Thanksgiving and July the fourth that are too far of being celebrated by students.

Graph 29 /Question 25

25		Do you consider that studying the culture of the English language in the USA or in others countries is generating any change on you?	Relative frequency	Absolute frequency
	a)	Yes	32	74%
	b)	No	11	26%
		Total	43	100%



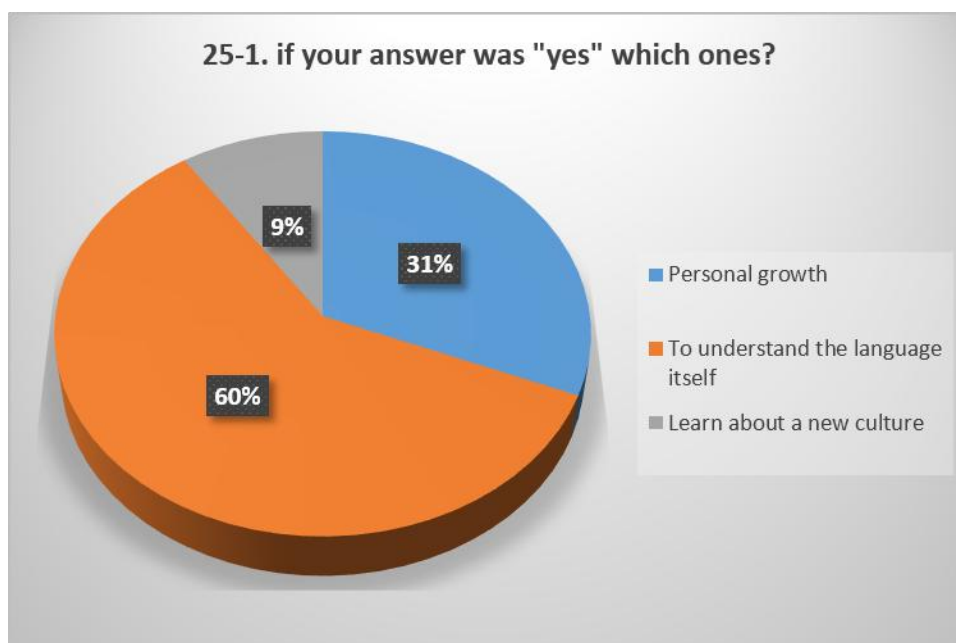
Source: Questionnaire administrated to 2° and 3° year of high school students at INFRAMEN, 2015.

Interpretation: As the outcomes reveal, 74% of the students consider that studying the culture of the English language is somehow generating changes in their lives while 26% do not see any change in their lives since study the English language culture in Empower Project.

Analysis: Most of the population feels they have been impacted to changes after being part of Empower Project and studying about the English language culture. On the other hand, over one third of the population consider they have not been impacted to change while learning about that culture.

Graph 39 /Question 25-1

25 -1	If your answer was "yes" which ones?	Relative frequency	Absolute frequency
a)	Personal growth	10	31%
b)	To understand the language itself	19	60%
c)	Learn about a new culture	3	9%
	Total	32	100%



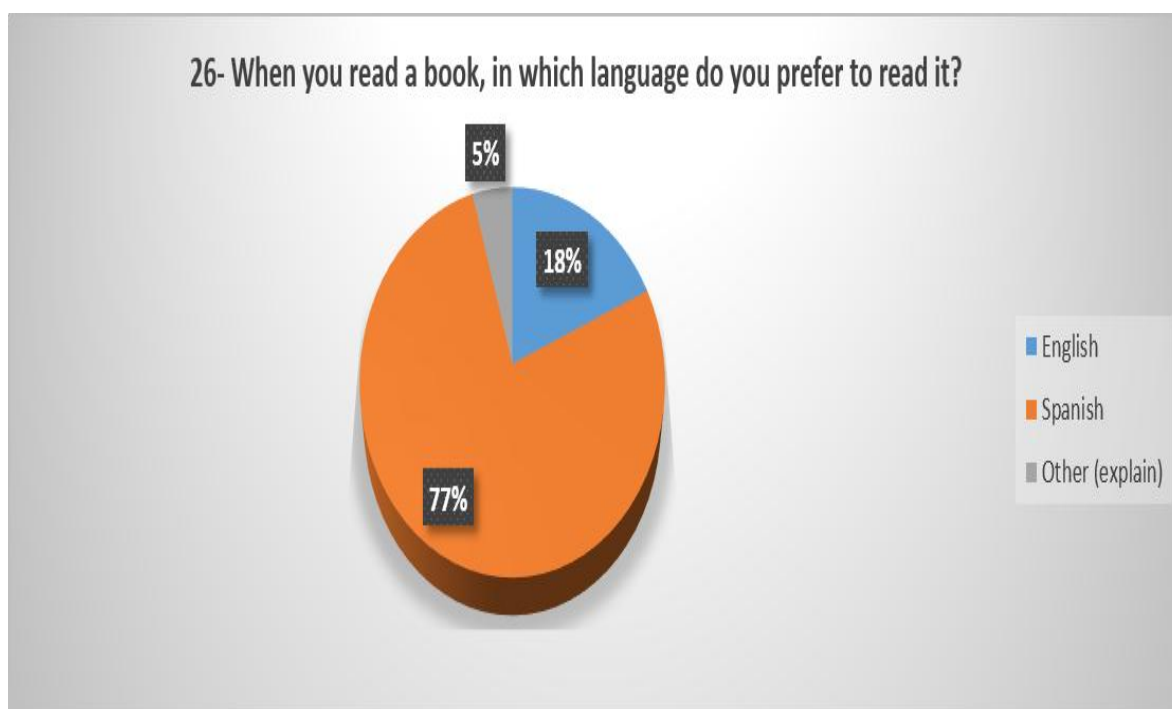
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: After deparating and classify all the answers given by the students who answer "yes" in the previous question, it was found out that the majority of the students consider that they are having changes by studying the culture of another countries, mostly in understanding the language itself with a 60% rated, another part of the students is having a changing in his or her personal growth with a 31% rated and finally with a 9% it is the learning of a new culture.

Analysis: As can be seen, a big part of the students consider that by studying the English language of the US can generate a change on them because they understand better the language, they experiment a personal growth in their lives and are learning about a new culture, which is good since it is important to know the culture of the country when learning a foreign language. Somehow they are being impacted by the English language culture.

Graph 40 /Question 26

26	When you read a book, in which language do you prefer to read it?	Relative frequency	Absolute frequency
a)	English	8	18%
b)	Spanish	33	77%
c)	Other (explain)	2	5%
	Total	43	100%



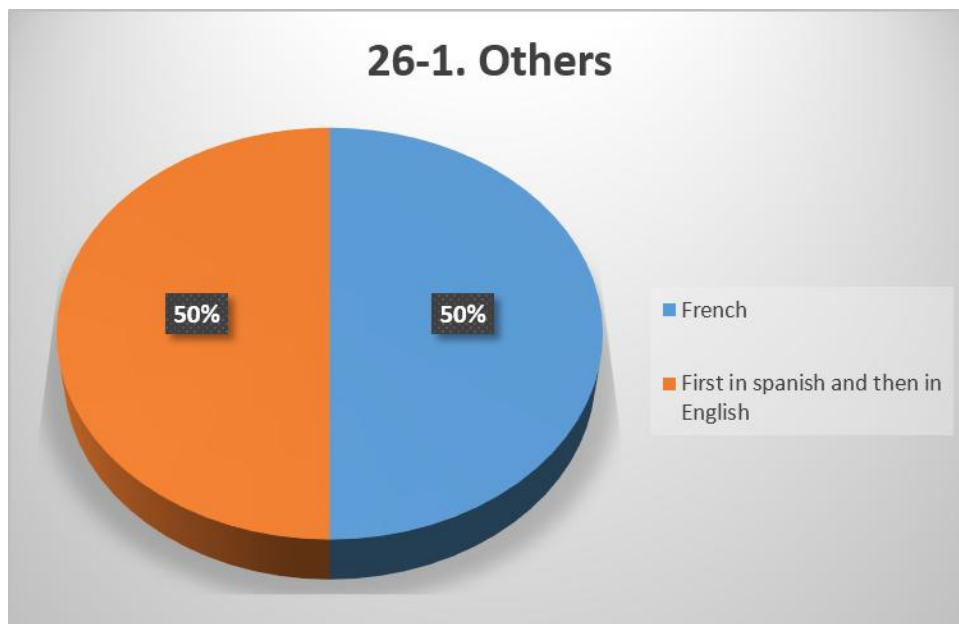
Source: Questionnaire administrated to 2° and 3° year of high school students at INFRAMEN, 2015.

Interpretation: It was found on the research, as shown in the graphics, that 77% of students prefer to read books in Spanish while 18% of them prefer to do it in English and 5% prefer to read it in another language like Portuguese, Italian, etc.

Analysis: It can be seen that most of the students like to read books in Spanish and just a few of them like to do it in English. As well, there is a minority of students who prefer reading books in other languages they are learning too as French, Italian Portuguese, etc.

Graph 41/Question 26-1

26-1	Others	Relative frequency	Absolute frequency
a)	French	1	50%
b)	First in Spanish and then in English	1	50%
	Total	2	100%



Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: In the graph above, it can be seen that one student (50%) prefer to read books in French rather than Spanish or English. On the other hand, one student (50%) answer that he prefer to read the books first in Spanish and after in English.

Analysis: Just two students of forty three have different preferences when reading a book which are that one of them prefer to read books in French and one of them read the books the first time in Spanish and the second one in English.

Graph 42 /Question 27

27		In which language it is the music you listen to the more?	Relative frequency	Absolute frequency
	a)	Spanish	22	51%
	b)	English	21	49%
	c)	Other	0	0%
		Total	43	100%



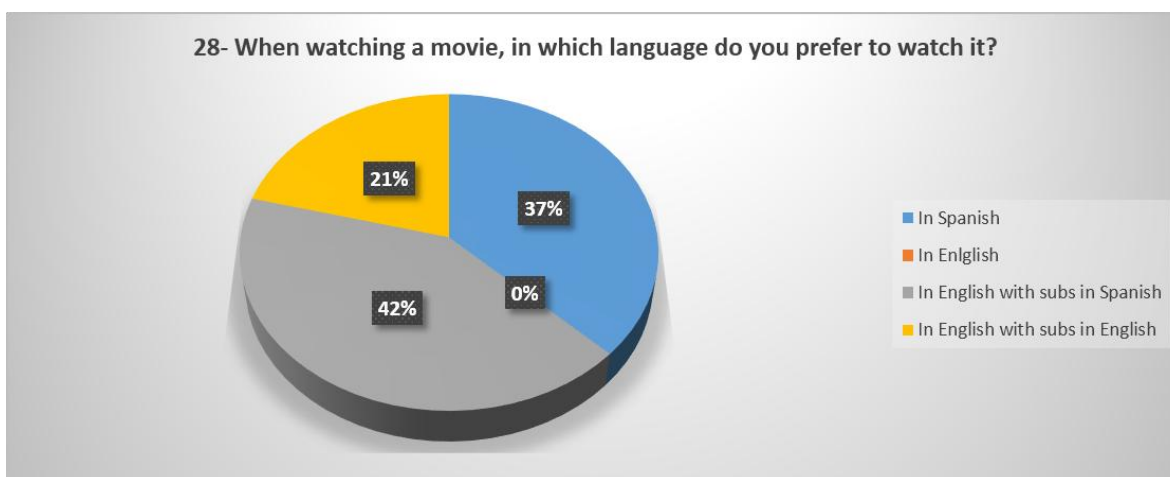
Source: Questionnaire administrated to 2° and 3° year of high school students at INFRAMEN, 2015.

Interpretation: According to the chart, 51% of the population listens to the music more in Spanish while 49% of the same population listens to music more in English.

Analysis: As a result of this graphic, it can be concluded that more than a half of the population prefer to listen to music more in Spanish than in English and that almost half of the population prefer to listen to music in English over Spanish.

Graph 43 /Question 28

28		When watching a movie, in which language do you prefer to watch it?	Relative frequency	Absolute frequency
	a)	In Spanish	16	37%
	b)	In English	0	0%
	c)	In English with subs in Spanish	18	42%
	d)	In English with subs in English	9	21%
		Total	43	100%



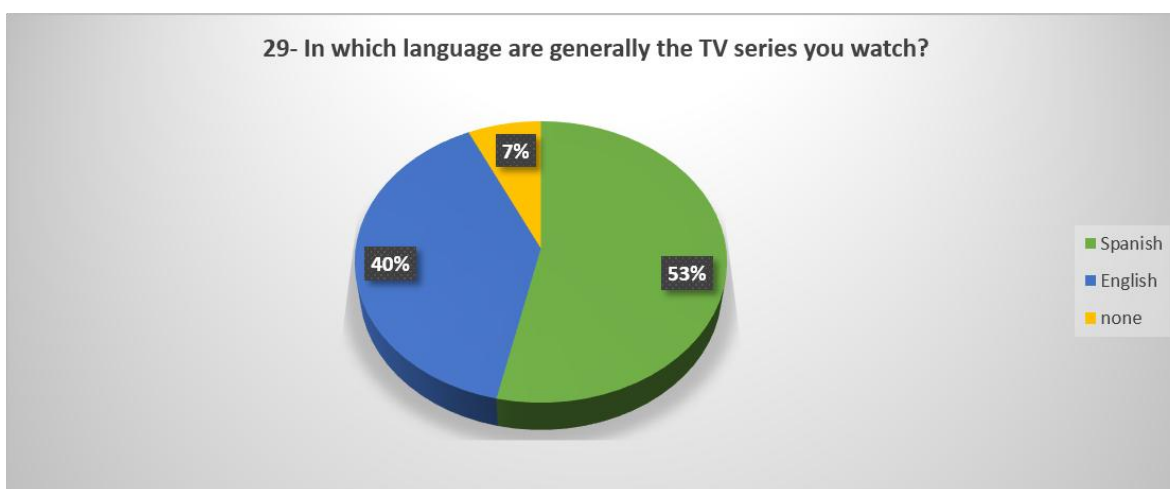
Source: Questionnaire administrated to 2° and 3° year of high school students at INFRAMEN, 2015

Interpretation: In accordance to the graphic, 42% of the students prefer watching movies in English, with subtitles in Spanish, while 37% of the students prefer to do it in Spanish. Besides, a 21% of the population claims they prefer to watch it in English, with subtitles in English too.

Analysis: As shown in the results, almost half of the students like to watch movies in English with subtitles in Spanish; however there is a similar but lower amount of students who prefer to watch the movies in Spanish. Surprisingly there is a small amount of students who prefer to watch the movies in English and with subtitles in English as well.

Graph 44/Question 29

29	In which language are generally the TV series you watch?	Relative frequency	Absolute frequency
a)	Spanish	23	53%
b)	English	17	40%
c)	none	3	7%
	Total	43	100%



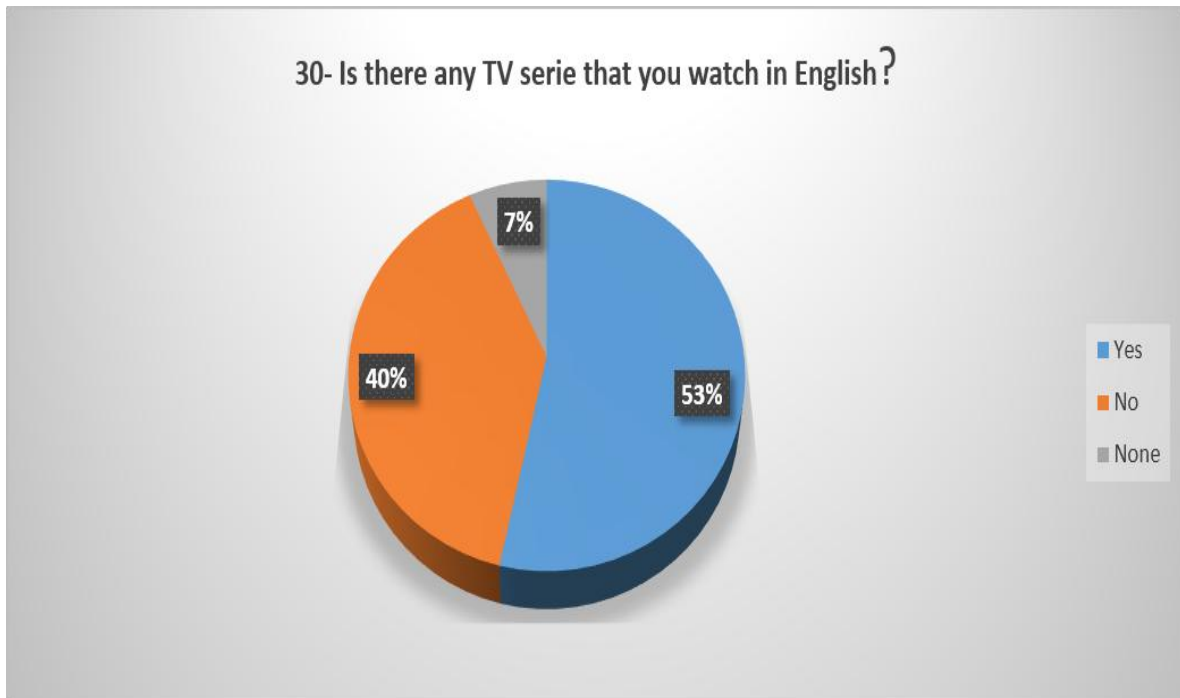
Source: Questionnaire administrated to 2° and 3° year of high school students at INFRAMEN, 2015.

Interpretation: It was found in the results that 53% of the population watches TV series in Spanish. On the other hand 40% of the population generally what the TV series in English and a 7% of the population decided not to answer.

Analysis: As shown in the graph more than a half of the students prefer watching their TV series in Spanish and a similar but lower amount prefer to see them in English. As well there is a few of them who decided not to answer since they claimed they do not have enough time to watch TV series.

Graph 45 /Question 30

30		Is there any TV series that you watch in English?	Relative frequency	Absolute frequency
	a)	Yes	23	53%
	b)	No	17	40%
	c)	None	3	7%
		Total	43	100%



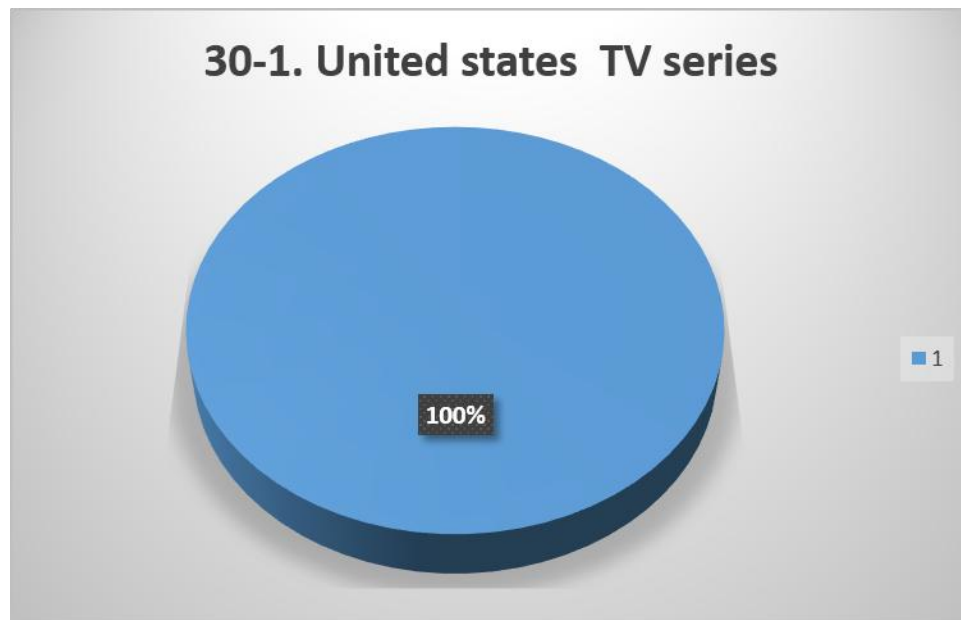
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: as the outcomes reveal, 53% of students have a series that they watch in English while 40% has not and 7% decided not to answer that question.

Analysis: It can be said that a little bit more than a half of the population has a series that they watch in English; whereas almost half of the students has not and a few of them did not answered because they do not watch TV so frequently.

Graph 46 /Question 30-1

30-1	If your answer was "yes" Which ones?	Relative frequency	Absolute frequency
a)	TV series in English	23	100%
	Total	23	100%



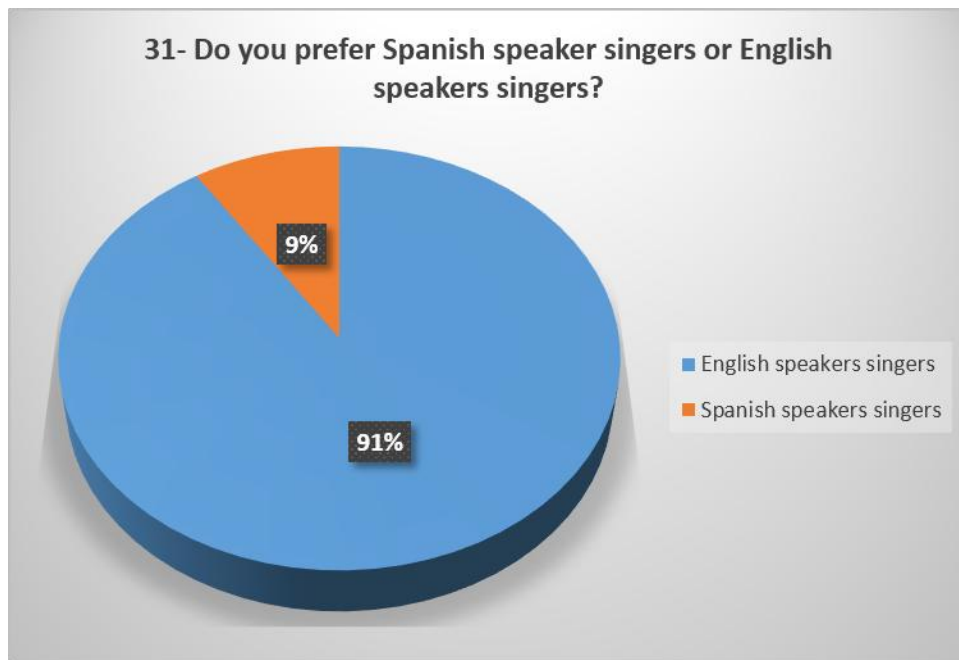
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015

Interpretation: In this graph, all the students who answered “yes” in the previous question were asked to write the TV series they watch in English, surprisingly the 23 students who answered, wrote that they watch at least one TV program in English which is reflected with the 100% .

Analysis: the graph show a strong tendency of the students to watch TV programs in English. It means that somehow students are developing their English skills, in this case the listening skill which is good since they are learning English.

Graph 47 /Question 31

31	Do you prefer Spanish speaker singers or English speakers singers?	Relative frequency	Absolute frequency
a)	English speakers singers	39	91%
b)	Spanish speakers singers	4	9%
	Total	43	100%



Interpretation: In this question, students were asked to write in what language they preferred to listen to music and surprisingly there is a strong tendency for English speakers singers and bands with a 91% of the results obtained, leaving the Spanish with 9% rated.

Analysis: It is clearly observed that the majority of students prefer to listen music in English than in Spanish which means that there is a big influence of English in their daily life.

Graph 46 /Question 32

32	Which of these values do you consider that you have learned during Empower Project?	Relative frequency	Absolute frequency
a)	Perseverance	32	74%
b)	Participation	20	47%
c)	Initiative	15	35%
d)	Maturity	4	9%
e)	Seriousness	6	14%
f)	Independence	3	7%
g)	Study	23	53%
h)	Responsibility	23	53%
i)	Firmness	1	2%
j)	Education	13	30%
k)	Communication	4	9%
l)	Tenacity	0	0%
m)	Success	9	21%
n)	Progress	14	33%
o)	Discipline	9	21%
p)	Respect	4	9%
q)	Work	3	7%



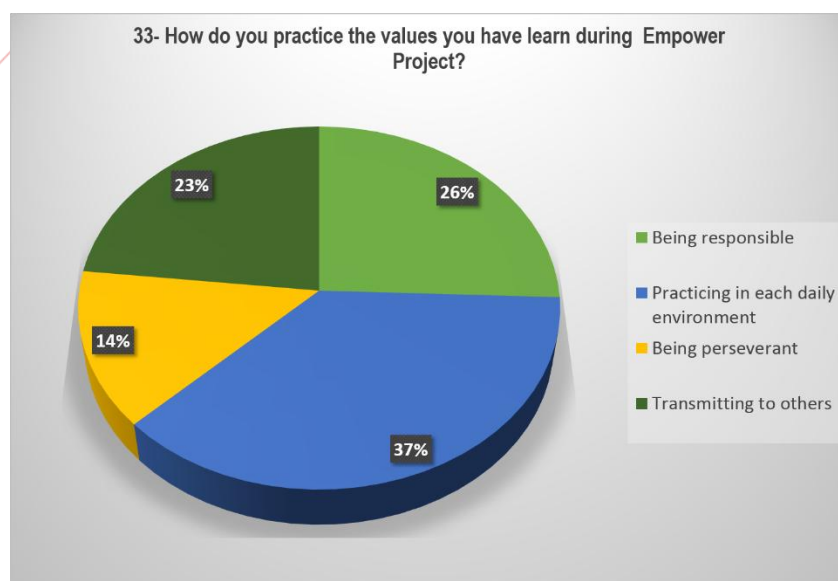
Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: As the graph shows, it is noticeable that a big part of the students at INFRAMEN consider that the value that they have learned the most is Perseverance with a 74% rated, followed by Study and responsibility with a 53% each. Then it can be seen that initiative has a 34% rated followed by progress with a 33% and education with 30%. After success and discipline were rated with 21% each. Seriousness was rated with 14%, maturity, communication and respect were rated with 9%, independence and work with 7%, firmness with 2% and tenacity with 0%.

Analysis: As results reveal, it is clear that the first place of the values that students have learned during Empower Project is perseverance, this means that they have had a lot of motivation during the project in order to continue and overcome all the adversities they have had. It is important to mention that study and responsibility were the values that students practice the most in second place. Practicing these values they could be focused on the project having on time all the activities from their normal classes and the classes from the project at the same time. On the third place is participation and finally in the fourth place are initiative and progress.

Graph 47/Question 33

33		How do you practice the values you have learned during Empower Project?	Relative frequency	Absolute frequency
	a)	Being responsible	11	26%
	b)	Practicing in each daily environment	16	37%
	c)	Being perseverant	6	14%
	d)	Transmitting to others	10	23%
		Total	43	100%



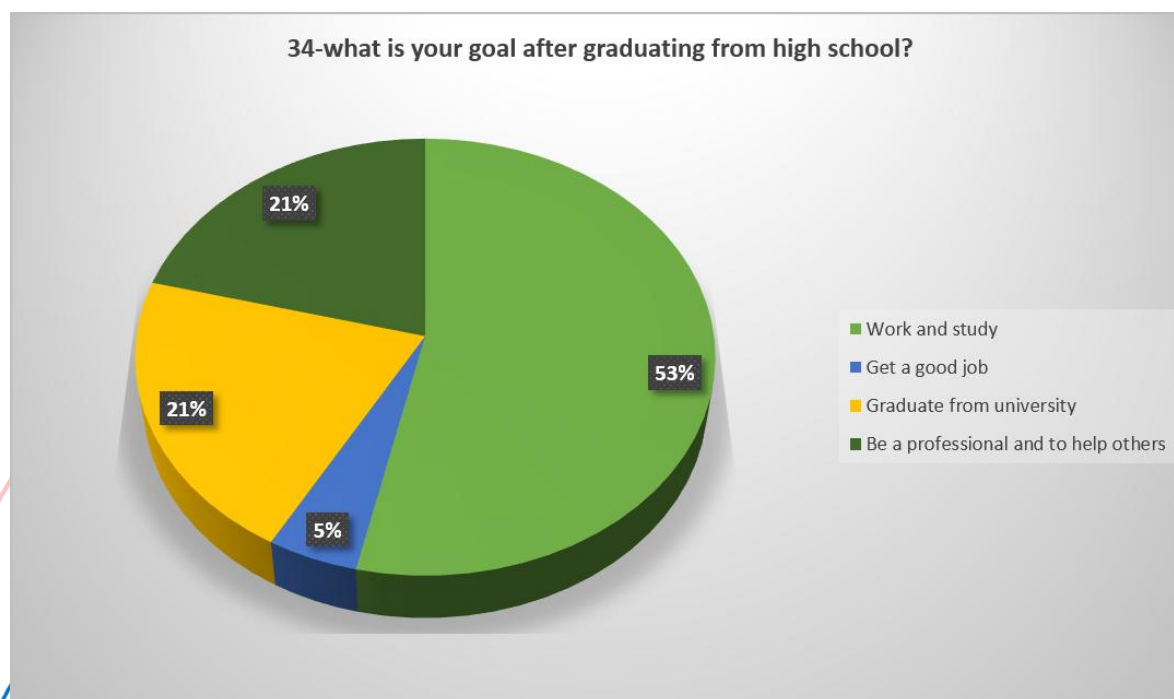
Source: Questionnaire administrated to 2° and 3° year of high school students at INFRAMEN, 2015.

Interpretation: According to the results in the graph, 37% of the students practice values around the others every day. Also there are a 26% of the students who practice values being responsible while a 23% of them practice by spreading their values with others and the last 14% of them practice values by being perseverant.

Analysis: As it can be seen in the graphics, some students practice daily values in each environment and more than a third of students practice their values being responsible with their daily or weekly tasks. Besides, almost a third of the students are spreading their values to the others and a few of them consider they are being perseverant with their studies and goals.

Graph 48 /Question 34

34	What is your goal after graduating from high school?	Relative frequency	Absolute frequency
a)	Work and study	23	53%
b)	Get a good job	2	5%
c)	Graduate from university	9	21%
d)	Be a professional and to help others	9	21%
	Total	43	100%



Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

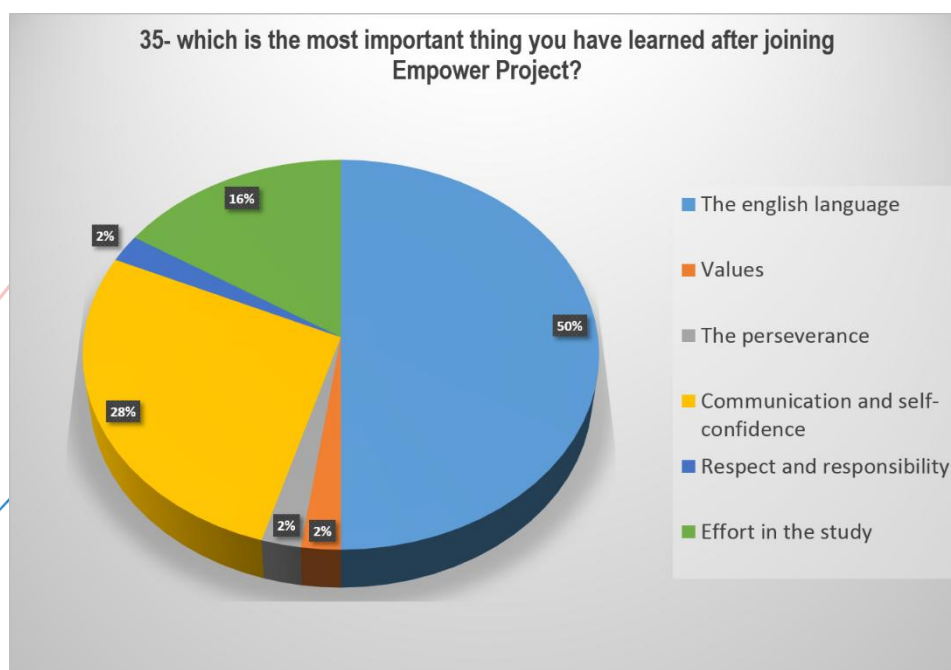
Interpretation: In accordance with the chart, 55% of the students aims at studying and working after they finish high school. Another 22% of the population wants to have a college graduation and 21%

of them want to be a professional and help others. Finally, 2% of the population would like to get a job after finishing high school.

Analysis: With the results shown in the graphs it can be stated that the main objective of students is to study and to work at the same time. As well it can be stated that almost one third of the students would like to graduate from the university as a goal and a similar but lower amount would prefer to become a professional and to help others, as their family members. Last but not least, a few of students wants to get a job right after they graduate from high school.

Graph 49 /Question 35

35	Which is the most important thing you have learned after joining Empower Project?	Relative frequency	Absolute frequency
a)	The English language	22	50%
b)	Values	1	2%
c)	The perseverance	1	2%
d)	Communication and self-confidence	12	28%
e)	Respect and responsibility	1	2%
f)	Effort in the study	7	16%
	Total	43	100%



Source: Questionnaire administrated to 2^o and 3^o year of high school students at INFRAMEN, 2015.

Interpretation: As the outcomes reveal, 51% of students consider the most important thing they have learn after joining Empower Project is the English language itself. Besides there is a 28% of the population who consider the most important thing they have learned since being part of Empower Project is communication and confidence while 16% of them consider effort and studies as the most important thing. Finally, 3% of students claim that the values they have learnt are the most important thing and 2% think the most important thing they have learnt is perseverance.

Analysis: A little bit more than a half of the students said the English language is the most important thing they have learned. Besides, more than a third of the population gives more emphasis to be able to communicate with others and to be more confident. Another amount of students reveals the most important thing for them was they have learned to make a bigger effort in their studies. At the end a very small of students consider that learning values was the important thing and an even smaller amount of students believe that being perseverant was the most important thing.

8.3.2 Checklist results

Criteria	Scales																				Results						
	Students																				Result	%					
	100%					75%					50%					25%											
	All students					Some students					Few students					None student											
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5								
SOCIAL FACTOR																						69%					
Are students interested in the English language itself?																									All students	100%	43
Do students use appropriate grammar structure on sentences?																									Some students	70%	30
Do students have a lot of vocabulary knowledge?																									Almost all the students	90%	39
Are students confident on the degree of knowledge they have?																									some students	75%	32
Are students practicing English on daily conversations?																									Few students	50%	22
Do students speak fluently?																									Few students	60%	26
Do students have a good pronunciation?																									Some students	75%	32
Can students write paragraphs in English?																									Some students	65%	28
Do students communicate in English inside the classroom?																									Few students	55%	24
Do students communicate in English outside the classroom?																									Few students	55%	24
CULTURAL FACTOR																						88%					
Do students attend classes every Saturday?																									Some students	85%	37
Are students respectful with teachers and classmates?																									Some students	65%	28
Do students present homework?																									Some students	85%	37
Do Students greet when they arrive at the classroom?																									All students	100%	43
Do students listen to English music during breaks and lunches?																									All students	100%	43

Do students discuss about United States singers and music?																													Some students	65%	28				
Do students ask for permission to go to the bathroom?																													All students	100%	43				
Do students use phrases or popular words on their daily speech?																													All students	100%	43				
Teachers																																			
	All the time					Sometimes					Few times					None time					Result	%													
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5															
Does the teacher establish a good rapport during the class?																													Almost all the time	90%	5				
Does the teacher motivate students to participate and speak in English during the class?																													Almost all the time	95%	5				
Does the teacher speak in English during the class?																													All the time	100%	5				
Does the teacher use visual aids or didactic resources?																													Sometimes	75%	5				
	Excellent					Very Good					God					Poor					Result														
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5															
Teacher English level																													Very good	75%	5				

8.3.3 Analysis of interviews

8.33.1. Students' interviews

The analysis is presented for each of the questions made to the students

1. ¿How did you get involved in Empower Project?

Regarding the answers provided by the students during the interviews, the most common responses were that they received the information from teachers, and Empower Project Coordinator at INFRAMEN (Martir). Some others expressed they knew about the Empower Project for the information provided by their classmates and for the bulletins they saw in the walls.

2. ¿Have you studied English in another place?

Almost all the students expressed that they have never studied English but in the elementary school, just two from 43 of them said that they have studied an English course

3. ¿Why did you decided to be part of Empower Project?

Almost all the students agreed that the reason why they decided to be part of Empower Project was because they like the language and it was a good opportunity to learn it. Also, it is an important tool nowadays in any work field.

4. To enter the project, which were the requirements you were asked for?

To the point of view of the students these were the most important requirements they were asked to accomplish during the project:

Average grade of 7 -10 in the English course:

The students should have the desire to enter the project but also a good grade on the English course in order to be eligible.

Responsibility:

This means that they had to be responsible with all the homework's or activities the project has itself.

Attendance:

The students were required to assist to all Empower Project classes and being constant and if they couldn't come for any reason they were asked for a good justification.

5. What is your goal to be learning English for free?

The students affirmed that one of their main goals for being studying English for free is that they want to learn the language and get a job after the Project finishes. Also they said that they want to take advantage of it and to be one step ahead from other students.

6. What have been the difficulties you have had during Empower Project?

Most of the students said that the major difficulties they had had during the project were the time to organize themselves to accomplish all their academic activities and also the ones from Empower Project. The second major difficulty was the economic factor, because they were all the day long receiving the English classes and they had to bring food from their home, or buy it and also the money for the transportation. The last difficulty was that they live in a dangerous areas so that they had to be early at their home.

7. Do you feel that you have learned a lot of English during the Project?

Most of the students said that they had learned a lot the English language during the project even more than in their regular English class at school, for that reason they are asked to help the ones that are not in the project when they have to do something in group. They also understand more the structure of the language itself and they have improved their four main skills (listening, speaking, writing and reading)

8. In which way do you think that the Empower Project help you socially?

Most of the students answered that this Project has helped them socially to communicate with other people by social networks writing or talking with them and at the same time to know more about the language because they are directly exposed to it with native and non-native speakers. They understand more the language so that they can communicate in a more natural way.

Also, they said that by learning English they can help the ones that do not know the language or have a Little knowledge about it.

The students stated that by learning a new language they can get a job because of the people they know and can get recommendations in a call center, for example and be helpful to the society.

9. In which way do you think this kind of programs influence culturally from your point of view?

Among the things the students said that have influenced them culturally are that they have learned about other cultures, not only the United States culture but also some others that are in the book and our culture as well, their customs, their holidays, the gastronomy, and so on... as well they have learned many values such as responsibility, fellowship, perseverance and communication.

Another thing they said was that they have learned more about the history of the English language.

They said also that it will help them to have better job opportunities, for instance they will have a good job and better life opportunities and this will generate a better culture on them because they had learned many values that are really important to know but it is more important to learn their real meaning and of course, practice them.

8.3.3.2. Teachers' interviews

The analysis is presented for each of the questions made to the teachers

About You:

1. How did you get involved in Empower Project?

As per teachers from Empower Project answers, they realize about Empower Project either by a post on Facebook or because someone else recommended this project. It is necessary to mention that those teachers are not the ones who starting when the Empower project began. Some of them were looking for a place where to convey their community outreach or their internship and found the post on Facebook with the invite to join that project. Some others asked their classmates or friends who had already finished their social service or English practices and found out about this opportunity at Empower Project.

2. Have you experienced an improvement in your English proficiency level during the time you have been teaching a second language to high school students?

Based on the answered provided by teachers during the interview, all teachers agree their English proficiency has improved since they are part of Empower Project teachers. Some of them noticed this improvement in the accent they have now. Besides that, some other teachers are aware their improvement in the fluency, which now is better, and the confidence

they have when delivering the class. At the end, all of them are aware that they are learning English a lot while they are gaining experience as teachers.

3. Is the Empower Project generating any social or cultural impact to you?

In their opinion, all teachers consider they are being impacted socially and culturally by Empower Project. Some teachers express they have known more people, most of them students at INFRAMEN, and that they can see the world from a different point of view based on their students' life. As well teachers sustain that they are learning from another cultures and our own culture at the same time that they are giving classes. Finally, they consider this experience will help them to become professionals and will allow them to be part of a better society.

4. What English level do you want your students to reach?

As they expressed in the interview, all teachers expect their students to reach the B2 Level even if they do not believe it is possible. All teachers from the Empower at the INFRAMEN said that they would like to meet the target from Empower Project and reach a B2 level; however, they mentioned this is a difficult task because the level students had by that time was really low. Teachers express students are good at writing and at reading, but they still fail on listening and speaking.

About Empower Project:

➤ What is the English book you have currently in use for teaching?

According to the answered provided during the interview with teachers from Empower Project, teachers are currently using Inspire 4, while some others are using Insight 4 and 5.

➤ Have you received any training before coming to teach in this institution?

Based on the results coming from the answered provided by teachers from Empower Project, all teachers (100%) expressed they have never had a training before to come and started teaching. There was a general feeling that all what they were putting in practice was what they learned at the university courses in subject such as "TEFL", "sociology, etc.

➤ **Do you design any English related activity during classes in order to improve the classes you are teaching?**

According to the answered provided by teachers, 100% of them design their classes with English related activities. Some teachers, about 33%, mentioned they prepare power point presentations and provide students with extra material since the information on books is not quite explicative. Another 33% of teachers said they prepare lesson plans in which they include all what they would teach and the activities to convey during the class. And the rest (33%) of them said they prepare mental activities to help improving their student's skills and to enjoy with them having fun.

➤ **Up to this point, have you seen improvements in the English proficiency level of the students? Yes/No. In what skills?**

After the analysis of the answers provided by teachers from Empower Project, we can say that all teachers (100%) sustained that there is a slight improvement in some of the 4 micro skills they tried their students to acquire. Most of the teachers agreed that their students still have a basic level and that they can see a slight improvement in the listening skills and gradual improvements in the reading and writing skill. On the other hand, even if students have improved in pronunciation they are not confident or fluent at speaking. Another important fact to mention is that teachers are able to see improvements just in some of the students because some others seems to be careless about the language and do not assist to classes every Saturday.

➤ **Do you consider that the Empower Project is generating social or cultural impact on students? Yes/No. Why?**

According to the answers provided by teachers, 60% of the teachers think their students are impacted socially and culturally speaking. Some teachers state they can see changes on the behavior of students at practicing values such as responsibility, respect and perseverance. Teachers believe this may be a great impact to the actual society and culture. As well they

mentioned students have English lessons in which they learn about culture from different countries and students seems to be interested on those lessons. On the other hand, and as the answer on the previous question, 40% of the teachers are not able to see those changes in all of the students.

➤ **As teacher, have you seen students practicing any value such as perseverance, participation or responsibility inside or outside classroom?**

Based on the answers provided by teachers, All teachers agree that some of the students, around half of them, are practicing some of the values such as perseverance, participation and responsibility while some around 40% of them do not do it. They stated that almost all students are interested in the English course and that students have started practicing important values during the time since they began classes. They mention as well that almost half of the amount of students seems not to be interested in the language itself and as a consequence, they do not practice values at all such as respect or participation.

➤ **Do you consider that that Empower Project is generating a better educational environment that, in a certain way, can keep students away from getting into gangs?**

In accordance to the answers provided by teachers, all of them agreed that students are in a better educational environment that keeps them away from gangs. All teachers expressed that their students have a great opportunity at the INFRAMEN learning English instead of being outside joining to those groups. Teachers believe that students are really busy with the high school subjects and homework and the English course that students do not have time for other activities. As a result, students are spending their time in something productive that keeps them away from gangs.

➤ **Do you consider that Empower Project goals are being accomplished?**

As it was expressed in the interview, around 60% of the teachers believe Empower Project goals have been accomplished while 40 % of them consider they have not been achieved completely. 67% of the teachers mentioned they are happy with their student's performance nowadays and that they think their student will be able to insert to the society with the

knowledge they have now. They expressed it would be now easier for the students to get a job or to keep on studying. Moreover, some of the teachers (40%) believe Empower Project goals had not been accomplished since students do not have the level they are supposed to have, they are lazy, they do not practice values and they do not care about English.

CHAPTER 9: FINDINGS

9.1. Hypothesis test

Having as hypothesis for this research work: “80 % of students from INFRAMEN are being impacted socially and culturally by Empower Project”, and based on the results obtained from questionnaires, interviews and checklist; the research team can state that *students are being impacted socially and culturally by the project* but not in an 80% as the stated hypothesis. This means that the project has highly impacted them to have a new perspective about their future and what they want to do when they finish their high school studies. They know that learning the language will open them many doors and will keep them away from the nowadays social problems, having them focused on getting their goals and being productive people.

In the question number 3 from the questionnaire, it is shown that 49% of students have been culturally impacted and a 49% socially by the project.

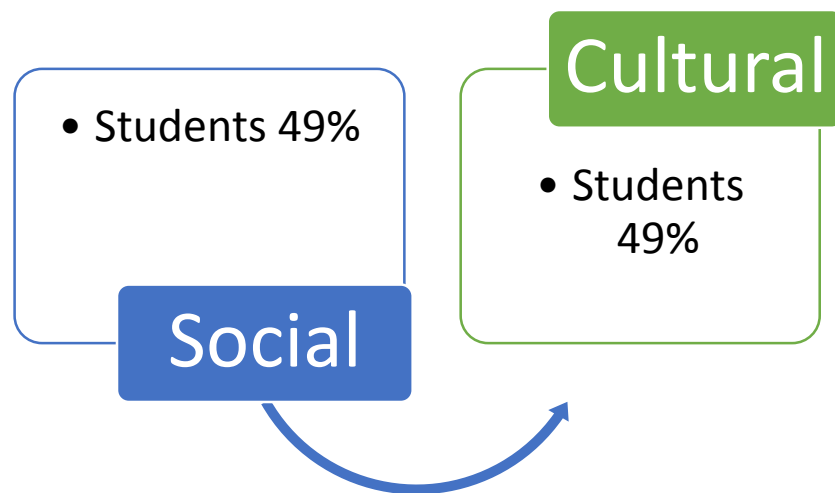
From the point of view of teachers in the interviews, the 100% of them affirmed that students are effectively being impacted socially and culturally by the project in a certain way and the main reason is because they are learning English. In the cultural area according to teachers, 80% of them affirmed that students are getting more interested in the project and improving their language skills, at the same time they are learning about many topics related with culture. On the other hand, a 40% (2/5) of teachers affirmed that when talking about values, the responsibility and respect are the ones that students lack the most, because they are not so frequent students and sometimes they do not respect at all the teacher, probably because they did not have any restriction with the previous teachers and they continue behaving the same way with the new teachers they have. Talking about the social area, a 60% (3/5) of teachers consider that this project is a really good tool to insert students in the society because they could have the chance to apply for a job in order to help them to improve themselves and have a better life in the future.

According to the results obtained from the checklists, it is reflected a 69% total of impact on the social aspects whereas there is an 88% total reflected on the cultural area. This means that there is a strong tendency by the students that take into account the cultural aspects more than the social aspects. For instance, it can be said that students have some troubles mostly when talking about communicative aspects inside the classroom, probably because they do not frequently practice what

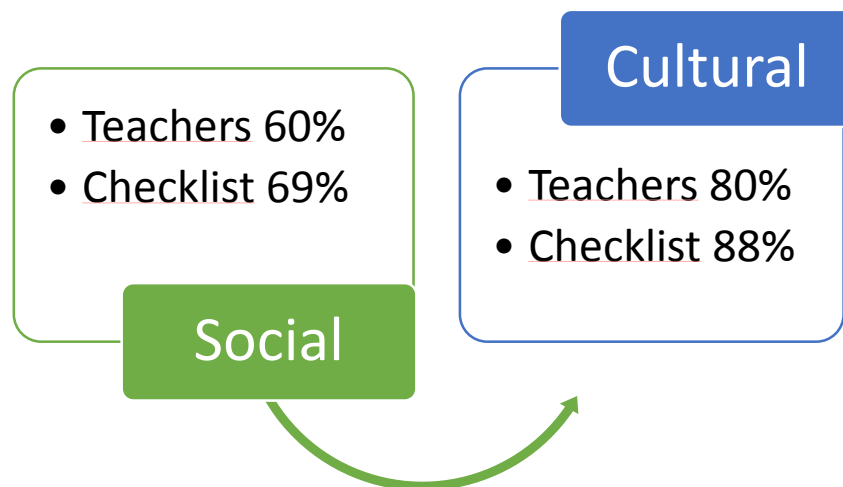
they have learned and that makes them have troubles on *daily conversations* (50%) because they could have the knowledge and all the theory but if they do not practice and speak they will not reflect that on the courses.

Summarizing the final results are:

Quantitative data results



Qualitative Data results



9.2. Answers to the research questions

1. What is the degree of impact that Empower Project has socially and culturally on students from Instituto Nacional General Francisco Menéndez?

According to the questionnaire (question number 3) half of the amount of students feels culturally impacted and half of them feel socially impacted. Here the research team could infer that students show an equal degree of impact in the social and cultural aspects.

As well, according to the information obtained from the interviews to the students, they answered that this project has helped them socially to communicate with other people by social networks writing or talking with them and at the same time, to know more about the language because they are directly exposed to it with native and non-native speakers. They understand more the language so that they can communicate in a more natural way.

Between the things the students said that has influenced them culturally, it can be mention that they have learned about other cultures, not only the United States culture but also some others that are in the book, they have learned about their customs, their holidays, the gastronomy, and so on... Also, they said that it will help them to have better job opportunities, for instance they will have a good job and better life opportunities and this will generate a better culture on them.

On the other hand, teachers affirmed that just the fact of being learning English generates a social and cultural impact on students (100%) (5/5 teachers). In the cultural area, students know more about other cultures and ours as well. When asking about the values students have learned during the project, responsibility and perseverance were the most relevant for students but respect was the one that some teachers affirmed that some student's lack. In the social area, teachers affirmed that students are being impacted by the fact that they have received a tool to get inserted in the society and improve themselves because they are spending their time in something productive that will keep them away from violence.

From the information obtained in the checklist, students have a 69% rated on the social aspects listed and an 88% on the cultural aspects. That means that in a certain way, students are not conscious at all about learning the language even if they are interested on it, they do not show it during the courses.

2. What is the most relevant factor either social or cultural for the students from Instituto Nacional General Francisco Menéndez?

According to the answers provided by the students in the question number 3, students demonstrated that they have been impacted socially in a 50% and culturally in a 50%. According with this answers,

both factors are in the same level. But in the question number 4, students were asked if Empower Project has to do with the social or cultural changes they have had and the majority of them answer “yes” 84% (36/43). After that, the research team wanted to know more about that and asked them “Why?” and 33% of the answers were related with social aspect. A 42% of the answers were on cultural aspects, as knowing values on a 30% of the answers and knowing a new culture 12% of the answers.

Teachers by their part, affirmed that students are being impacted socially and culturally, but they mentioned things that were related mostly with the social aspect (71%) (10/14 answers) like they are really involved on the project and try to learn; this keep them away from violence and help them to insert in the society and improve themselves as productive people.

From the information obtained in the checklist, students have a 69% rated on the social aspects listed and an 88% on the cultural aspects which means that the most relevant factor in here is the cultural.

3. What is the social change that Empower Project is arising on students from Instituto Nacional General Francisco Menéndez?

After the results gathered in the research from surveys, checklist and interviews, it can be stated that students have had several social changes since being part of Empower Project. According to the observation, teachers and students opinions, from the survey and interviews, students have changed their behavior being responsible and having commitment with the project. On the checklist the research team could observe how showed interest at the English classes. As well, they have acquired more knowledge about the language to be inserted in the actual society which will help them as well to have a change on their life style in the future by getting a better job. Students language skills had improved, ones more than the others as it can be seen on the checklist, compared to the skills they presented at the beginning of the project and as well most students are now more self-confidents and participative in classes, and this was supported with the students opinion in the interviews. They argue they knew more people and that now their social relationship have improved since they have more friends with whom they practice the new language and knowledge they acquired during the project.

4. What is the change that the students have had in their sense of culture for being learning English?

According to the surveys, observation and interviews, not one but several cultural changes had risen on students on their sense of culture after joining Empower Project. Students know a little bit more of the different cultures around the world, as shown in the interview on teachers, question number 5, and interviews from students, question number 9, their lessons they have topics talking specifically about cultures in different countries; which allows them to compare and think about our cultural situation nowadays. As well based on some questions presented to students, on surveys and interviews, and the observation conveyed, students practice more values now than the values they practiced before. The most common values they mention on question number 32 were perseverance, responsibility, participation study and others which really impact any culture in the world. As well there is a huge culture influence by the music students like to listen to, for example on question number 31 from the survey, students were asked in what language they listen to music on what their answered presented a 91% (39/43) of incidence on English singers or bands over Spanish singers and bands with just a 9% (4/43). Another similar aspect is the impact on TV series and movies. Students claim that they are stating know to watch TV series and movies in English (survey questions 29-31) however they prefer to see them on Spanish. Finally based on some answers on question number 9, in the interview for students and question number 5 on teachers interviews, it was proved students have been highly impacted in their sense of culture because they are using their time in something productive to the society and this keep them away from crime and violence. This new perspective has made them to go beyond to accomplish all their goals in life.

9.3. Most outstanding findings

- In the question number 3, students were asked in which of the aspects listed they have changed the most since they belong to Empower Project and the results reflect an equal tendency in the “social and cultural area” with a 50% each. This means that students are aware about the social and cultural benefits that learning English during high school has in their life.
- In the question number 4, students were asked if Empower Project has to do with the academic, social or cultural changes they have had and the majority of them answered “yes” 84% (36/43). After that the research team wanted to know more about that and asked them “Why?” and 33%

of the answers were related with social aspects, 42% with cultural aspects (30% with values and 12% with to know a new language).

- From question 13 to question 18 the research team asked the students some aspects related to the social factor: the research team asked them if they use social networks in order to communicate in English and the 85% (35) of the students answer “Yes”. Also a 56% (24) of the students has at least one relative who speak English. Furthermore, 86% (37) of the students have friends who speak English and a 72% (31) of the students, answer that they speak or write to their friends in English.
- In question 19 the research team wanted to know what the main reason why students were learning English was. The results shows that a 42% of students said that their main reason was for working purposes and a 53% said that it was for educational purposes. This means that there is a social change on them because they want to do something productive for the society and at the same time is changing the sense of culture they have because of the knowledge they have from other cultures, taking some principles from them and applying to their own culture.
- Students have been impacted culturally in the way they organize the activities they have to do. That is why that the 65% of students main strategy is planning even though it has been difficult for them they could overcome with all that work because of planning.
- When asking students about how much they know about the United States culture the majority of them answer that they just know **a little** about it (86%). But when asking about the United States most known holidays, the majority of them know them but they do not celebrate them at all being in first place the New Year Eve (93%), in second place Saint Valentine’s Day (83%) and Christmas (47%) in third place.
- When asking the students if they listen and watch music and TV programs in English their answer were “yes” and almost a half of the population watch at least one TV program in English and almost a hundred (91%) listen to music in English. This means that students are impacted by the English language culture.

CHAPTER 10: CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

10.1. CONCLUSIONS

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

Social factor.

1. There is a slight change of behaviours on students from Instituto Nacional Francisco Menendez. As per the research team's observation and the teacher's opinions not all students are behaving in the way they should, they are not assisting classes every Saturday and they are not respectful as they should be. As well there is a small amount of students who is taking the English language learning as something important in their life so there is a slight change of behaviour since they belong to Empower project.
2. Even though the students were supposed to have an advanced level of English by the end of the project, according to the teachers they are in an intermediate level, but some of them have the skills to advance to a higher level if they make an effort.
3. Some students claim they have cross-cultural communication changes since they have friend from different countries in the social networks. Now they feel they are able to communicate with some people from different countries using the English language as a source.
4. Most of the students believe that projects like this help them to have better opportunities to get a better job position after graduating from the university or work and study while they finish their major with the English knowledge they have been learning during Empower Project to afford their university studies, or just for having work experience and reinforce their English skills and have a life style change
5. Students are using their time in something productive by being part of Empower Project. They have so many activities from their regular classes and the English course that they don't have time to get in gangster groups. The society is becoming better since Empower Project is building future professional and avoiding future delinquents.

Cultural factor.

1. Even though students have lessons with cultural contents they are not taking those new things they learn to their own culture. They do like the culture they are learning but there no any sigh of transculturation from the lessons on their books.
2. Some students are practicing values such as respect, perseverance and participation because they are really interested in the language. However there is a significant amount of students that are careless about the language and because of that they are not practicing values.
3. The music has been a great source for students to learn English since they said they prefer English speaker singers over Spanish speaker singers. This has been a cultural impact for them since they are now very influenced by the music they listen to.
4. Students are still using more the mother tongue than the English language and because of that their speech lacks of intonation, pronunciation and fluency.
5. Students are using movies or TV programs as a source to learn English; however they still prefer to watch movies or TV series in Spanish. The exposure of the TV programs and movies in English has represented a slight influence on their own culture.

10.2. RECOMMENDATIONS**To Students.**

1. Students should take the English language learning seriously not just as extracurricular activity but as formal course they are taking. This way, students should be able to have a change of behaviour on their daily life.
2. Students should practice more the four skills, mostly the listening and the speaking skill in which they said they had more difficulties during the project. They should speak in English the whole class not just when the teacher asks them to participate but also when discussing with their classmates about any topic, or when asking something using everyday expressions. The more they speak, the more they will improve their speaking skill.

3. Students should take their lesson with cultural contents as an example of what to do to have a better culture in their own country.
4. Students should listen to the music in English and this way be influenced culturally since they have a preference of English speaker singers over Spanish speaker singers. They should take this as an advantage and start learning more from the American culture and the language itself.
5. Students should watch their TV programs and movies in English, this way they will see different cultures from another perspective and take into consideration the good things they watch.

To teachers:

1. Teachers should motivate the students to use the English language during the whole class, making use of the language on everyday activities like: when they want to borrow something to their classmates, when they want to ask something to their classmates or teacher, when they want to go to the bathroom, when they want to know something they do not know. This way, students will improve their English skills and their degree of knowledge.
2. Teachers should have lesson plans to teach and as well they should organize all the topics at the time to teach them, in order to show to students they are responsible and respectful with them and their own job. If students see that from the teacher they can start behaving as well.
3. Teachers should take more advantage of the English music, movies and TV programs to help students on their learning process, in order to teach them at the same time that they are enjoying and being affected by different cultures.

To coordinators from the university:

1. Coordinators should create an Empower Project 2 since their main goal of keeping students out of gangster groups has been accomplish. They should continue helping the society with this type of projects.

2. Coordinators should create a committee to constantly supervise how the project is developing and taking into account all the observations and recommendations to improve it and obtain better results than now.
3. If there is an Empower Project 2, the research team recommends to choose students by competences and not just by grades because there could be students that has the desire to enroll the project but, they can't because they do not have the required grade to sign in. Also, the research team recommends to pass an aptitude test to all the students from the selected institutions and then evaluate which of them can enroll. That way, they can work with motivated students and make the process easier and more successful.

10.3. LIMITATIONS

1. From the beginning of the investigation the research team was composed of 4 students working hard presenting everything right ahead of time, with the help of our mentor Fidel Navidad, but being delayed by the current process at that time in which the person in charge, Nicolas Ayala, needed to send several topics at the same time. Some other students were not as committed as our research team which caused a delayed of 3 months for Mr. Ayala to get several topics to send.
2. Due to a new regulation, which was not approved yet, the board decided to reject our topic being the reason the fact that the research team was composed of 4 students and wanted us to be 3 or less. The research team decided to add more complexity to the topic and exposed the reasons (as work, that this was a project outside the UES and required more time and expenses, the complexity of the topic, and a research unique and that was not taken by anybody else before) to be a team of 4 members and accomplish with the regulations, which delayed the process for one moth more.
3. The board decided not to take a resolution and send the team member case and some other similar cases, teams of 4 or 5 members, to a higher level and take a solution with a delay of another month more.
4. That higher level gave the research team a series of conditions that were unacceptable or let say impossible to accomplish, as waiting one year more which may be acceptable the same

as taken 4 educational institutions instead of one, and to investigate students that finished already the project which was impossible since this is the first wave Empower Project graduated.

5. After all the impositions, that were not feasible to accomplish, the research team was forced to take separate ways and divided the 3 points of the original topic on two topics, to form two groups with 2 members each, resend the topics and start the process all over again.
6. Due to elections for university president and dean, the board took two months to approve the current topic which forced the support team to risk and started investigating and observing students at INFRAMEN before getting the approval; otherwise the Empower Project would end and the research team would have no investigation to make. It was a huge risk to take since the research team did that before and had to throw all expenses, findings, and time spent on the previous topic.
7. When the research team retook the investigation the population at INFRAMEN had decreased from 70 students to 43 students being part of the project. The population had to be updated and the population was now smaller which forced the team to change their data gathering method from selected sample with formula to Census by convenience.
8. By the time that the research team started collecting data from students, the survey and the interviews, it was already the end of the school year and students were more focused on the thesis project they needed on their academic curricula at high school. Students were not attending Empower Project English classes and it took two Saturdays to pass all the surveys and to interview students.
9. The research team requested several times an interview with Fernando Herrera from the United States Embassy at El Salvador to get his point of view and to get more information from the one of the founders of this project but due to his hectic schedule a date was never set up. The research team has even tried to meet him in some conferences he gave but the effort was unsuccessful, no answer or information was gotten from that important part.

CHAPTER 11: BIBLIOGRAPHY AND ELECTRONIC REFERENCES

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CHAPTER 12: APPENDICES

12.1. Survey/Questionnaire

Universidad de El Salvador Facultad de Ciencias y Humanidades Departamento de Idiomas Extranjeros	
 Cuestionario sobre Proyecto Empower	
Proceso de Grado	

Tema: A partial Evaluation of the social and cultural impact that Empower Project generates on students from Instituto Nacional General Francisco Menéndez located in the Metropolitan area, San Salvador, El Salvador, year 2015.

Objetivo: Descubrir el impacto social y cultural que el Proyecto Empower está generando en los estudiantes del Instituto Nacional General Francisco Menéndez a fin de conocer el beneficio de dicho proyecto.

Indicaciones: Por favor tómese un momento para ayudarnos a mejorar nuestro trabajo de investigación acerca del Proyecto Empower marcando con una "X" y bolígrafo la opción que mejor le parezca y contestando las preguntas que lo requieran. Cuando termine por favor regrese el cuestionario a cualquiera de los investigadores.

Parte I: Datos generales

Género:	Masculino:		Femenino:	
Edad:	14		15	
			16	
			17	
			18	
			19	
Año de bachillerato:				
Opción de bachillerato:				
Libro de inglés que usa actualmente:				

Parte II: Cambios conductuales:

1-¿Ha cambiado su sentido de responsabilidad desde que pertenece al Proyecto Empower?

Si

No

2- ¿Ha cambiado su manera de estudiar desde que pertenece al Proyecto Empower?

Si
No

3-¿En qué aspecto considera que ha cambiado desde que pertenece al Proyecto Empower?

a) **Social**
b) **Cultural**
c) **Otro (explique)**

4-¿Considera que el Proyecto Empower tiene que ver con los posibles cambios académicos, sociales o culturales que ha tenido en su vida cotidiana?

Si
No

¿Porqué? _____

Parte III: Grado de conocimiento del idioma

6- ¿Practica lo que ha aprendido de inglés fuera del salón de clases?

Si
No

7- Si su respuesta en la pregunta anterior fue Si, ¿cuáles son las fuentes que utiliza para practicarlo?

a) **Leer libros en inglés**
b) **Internet**
c) **Escucho música**
d) **Practico con mis amigos**
e) **Otras**

Si su respuesta fue "OTRAS" escribálas aquí:

8- ¿Con qué frecuencia practica sus destrezas en inglés?

d) **Siempre**
e) **Algunas veces**
f) **De vez en cuando**
g) **Nunca**

Parte IV: Desarrollo de nuevas habilidades del idioma

9- ¿Puede entender las ideas principales de un texto en inglés?

Si

No

10- ¿Puede hablar fluida y espontáneamente con alguien en inglés?

Si

No

11- ¿Si pudiera hablar con un angloparlante, podría interactuar y hablar con él/ella naturalmente?

Si

No

12- ¿Podría producir y escribir textos de forma detallada y explicar sus puntos de vista dando ventajas y desventajas sobre algún tema en específico?

Si

No

13- En su opinión, ¿qué tan importante es aprender un Segundo idioma en bachillerato?

a) No es importante

b) Un poco importante

c) Importante

d) Muy importante

14- ¿Ha hablado en inglés con alguna persona fuera de clases?

Si

No

15- ¿Utiliza las redes sociales para comunicarse en inglés?

Si

No

16- ¿Tiene familiares que hablen inglés aquí en el país?

Si

No

17- ¿Hubo alguien que te motivara a estudiar inglés?

Si

No

18- ¿Tiene amigos que hablen inglés?

Si

No

19- ¿Platica o le escribe en inglés a sus amigos?

Si

No

Parte V: Cambio en el estilo de vida

20- ¿Cuál es la razón principal por la que está aprendiendo inglés?

a) Laboral

b) Educativa

c) Otra (explique)

21- ¿Cómo organiza su tiempo entre las clases normales y las clases del Proyecto Empower?

22- ¿Qué tan difícil ha sido para usted salir adelante con todas las actividades académicas y las clases del Proyecto Empower al mismo tiempo?

a) Muy fácil

b) Fácil

c) Difícil

d) Muy difícil

¿Cuáles son las estrategias que utilizó para lograrlas?

23- Antes de ser parte del Proyecto Empower, ¿Cómo era su nivel de inglés?

a) Pobre

b) Regular

c) Bueno

d) Muy bueno

e) Excelente

Parte VI: Cultura

24- ¿Qué tanto conoce sobre la cultura de Estados Unidos?

- a) Nada
- b) Poco
- c) Mucho

25- ¿Conoce alguna de estas festividades? ¿Cuáles de ellas celebras? (marque doble las que practique)

Día de San Valentín: 14 de Febrero	<input type="checkbox"/>	Halloween (31 Oct.)	<input type="checkbox"/>
April fool's day (día de los inocentes, 1º Abril)	<input type="checkbox"/>	Día de acción de gracias (4º jueves de noviembre)	<input type="checkbox"/>
4 de Julio(día de la independencia)	<input type="checkbox"/>	Navidad (25 Dic.)	<input type="checkbox"/>
Día de la raza (12 Oct.)	<input type="checkbox"/>	Año nuevo (01 Enero)	<input type="checkbox"/>

26- ¿Considera que estudiar la cultura del idioma inglés genera algún cambio en usted?

- Si
- No

¿Sí su respuesta es sí cuál o cuáles?

27- Cuando lee algún libro, ¿en qué idioma lo prefiere?

- a) Inglés
- b) Español
- c) Otro (explique)

28- ¿En qué idioma es la música que escucha más?

- a)Español
- b)Inglés
- c)Otro (explique)

29- ¿Cuándo ve una película, cómo prefiere verla?:

- a) En español
- b) En Inglés
- c) En inglés con subtítulos en español
- d) En inglés con subtítulos en inglés

30- ¿En qué idioma están las series de TV que generalmente ve?:

- a)Español
- b)Inglés

31- ¿Hay alguna serie que vea en idioma inglés?

- Si
- No

¿Si su respuesta fue sí cuál o cuáles son?:

32- Cuando escucha musica, ¿Prefiere escuchar cantantes en español o cantantes en ingles?

- English speaker singers
- Spanish speaker singers

Parte VII: Valores morales y cívicos:

33- ¿Cuáles de estos valores considera que ha aprendido durante el Proyecto Empower? (Puede escoger de 1 a 5 valores)

- | | | | | | |
|---------------|--------------------------|-----------------|--------------------------|------------|--------------------------|
| Perseverancia | <input type="checkbox"/> | Estudio | <input type="checkbox"/> | Éxito | <input type="checkbox"/> |
| Participación | <input type="checkbox"/> | Responsabilidad | <input type="checkbox"/> | Progreso | <input type="checkbox"/> |
| Iniciativa | <input type="checkbox"/> | Firmeza | <input type="checkbox"/> | Disciplina | <input type="checkbox"/> |
| Madurez | <input type="checkbox"/> | Educación | <input type="checkbox"/> | Respeto | <input type="checkbox"/> |
| Seriedad | <input type="checkbox"/> | Comunicación | <input type="checkbox"/> | Trabajo | <input type="checkbox"/> |
| Independencia | <input type="checkbox"/> | Tenacidad | <input type="checkbox"/> | Éxito | <input type="checkbox"/> |

34- ¿De qué manera práctica los valores que ha aprendido durante el Proyecto Empower?

- a) Siendo responsable
- b) Practicando en cada entorno cotidiano
- c) Siendo perseverante
- d) Transmitiéndolo a los demás


35- ¿Qué pretende lograr luego de graduarse de bachillerato?

- a) Trabajar y estudiar
- b) Obtener un buen empleo
- c) Graduarme de la universidad
- d) Ser profesional y ayudar a otros

36- ¿Qué ha sido lo más importante que ha aprendido durante el Proyecto Empower?

- a) El idioma ingles
- b) Valores
- c) Perseverancia
- d) Comunicación y confianza en mí mismo
- e) Respeto y responsabilidad
- a) Esfuerzo en el estudio

12.2 Students' Interview template

School of Arts and Sciences Foreign Language Department University of El Salvador	
Students' interview about Empower Project	
Graduation process	

Directions: Answer the questions according to your opinion or experience.

About you:

Male: Female:

- ¿what is your name?
- ¿what year of high school are you in?
- ¿what is your specialization?

About Empower Project

- ¿How did you get involved in the Empower Project?
- ¿Have you studied English in another place?
- ¿Why did you decided to be part of Empower project?
- To enter the project, which were the requirements you were asked for?
- What is your goal to be learning English for free?
- What have been the difficulties you have had during Empower Project?
- Do you feel that you have learned a lot of English during the project?
- In which way do you think that Empower Project helps you socially?
- In which way do you think this kind of programs influence culturally from your point of view?

12.3. Teachers' interview template

School of Arts and Sciences.

Foreign Language Department

University of El Salvador

A partial Evaluation of the social and cultural impact that Empower Project generates on students from Instituto Nacional General Francisco Menendez located in the Metropolitan area, San Salvador, El Salvador, year 2015.

Directions: Answer the questions according to your opinion or experience.

Personal information

Name:

Age:

Male:

Female:

- How did you get involved in the Empower Project?
- Have you experienced an improvement in your English Proficiency level during the time you have been teaching a second language to high school students?
- Is the empower project generating any social or cultural impact to you?
- Up to what English level do you want your students reach?

About Empower Project:

- What is the English book you have currently in use for teaching?
- Have you received any training before coming to teach in this institution?
- Do you design any English related activity during classes in order to improve the classes you are giving?
- Up to this point, have you seen improvements in the English proficiency level of students? Yes/No. In what skills?
- Do you consider that Empower Project is generating social or cultural impact on students? Yes/No. Why?
- As teacher, have you seen students practicing any value such as perseverance, participation or responsibility inside or outside classroom?
- Do you consider that that Empower Project is generating a better educational environment that, in a certain way, it can keep away students from getting into gangster groups?
- Do you consider that Empower Project goals are being accomplished?

12.4. Checklist template

Criteria	Scales																			
Students																				
	100%					75%					50%					25%				
	All students					Some students					Few students					None student				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
SOCIAL FACTOR																				
Are students interested in the English language itself?																				
Do students use appropriate grammar structure on sentences?																				
Do students have a lot of vocabulary knowledge?																				
Are students confident on the degree of knowledge they have?																				
Are students practicing English on daily conversations?																				
Do students speak fluently?																				
Do students have a good pronunciation?																				
Can students write paragraphs in English?																				
Do students communicate in English inside the classroom?																				
Do students communicate in English outside the classroom?																				
CULTURAL FACTOR																				
Do students attend classes every Saturday?																				
Are students respectful with teachers and classmates?																				
Do students present homework?																				
Do Students greet when they arrive at the classroom?																				
Do students listen to English music during breaks and lunches?																				
Do students discuss about United States singers and music?																				
Do students ask for permission to go to the bathroom?																				
Do students use phrases or popular words on their daily speech?																				
Teachers																				
	All the time					Sometimes					Few times					None time				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Does the teacher establish a good rapport during the class?																				
Does the teacher motivate students to participate and speak in English during the class?																				
Does the teacher speak in English during the class?																				
Does the teacher use visual aids or didactic resources?																				
	Excellent					Very Good					God					Poor				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Teacher English level																				

Observations:

12.5. Interview transcriptions

Students Interviews

1	Keila
1	¿How did you get involved in Empower Project? Saw a bulletin on the walls in the institution
2	¿Have you studied English in another place? No
3	¿Why did you decided to be part of Empower Project? A god opportunity to take advantage
4	To enter the project, which were the requirements you were asked for? To fill out a form and to be willing to succeed
5	What is your goal to be learning English for free? To learn English
6	What have been the difficulties you have had during Empower Project? none
7	Do you feel that you have learned a lot of English during the project? She has learnt a lot, more than what she knew before.
8	In which way do you think that Empower Project help you socially? In the actual society English is really important
9	In which way do you think this kind of programs influence culturally from your point of view? The history about the language.

2	Rosa
1	¿How did you get involved in Empower Project? Saw a bulletin on the walls in the institution
2	¿Have you studied English in another place? no
3	¿Why did you decided to be part of Empower Project? English is a good tool and has no money to pay courses
4	To enter the project, which were the requirements you were asked for? Commitment and determination
5	What is your goal to be learning English for free? To learn English and practice to speak the language very well.
6	What have been the difficulties you have had during Empower Project? Time to complete all tasks from the Empower project and academic tasks.
7	Do you feel that you have learned a lot of English during the project? She learnt a lot and clarified doubts
8	In which way do you think that Empower Project help you socially? To translate *did not know what to say
9	In which way do you think this kind of programs influence culturally from your point of view? Leaned about another cultures for other countries and The history about the language.

3	Josue
1	¿How did you get involved in Empower Project? information from teachers
2	¿Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? English is a vital tool to get a better life style.
4	To enter the project, which were the requirements you were asked for? To be responsible

5	What is your goal to be learning English for free? to get a job
6	What have been the difficulties you have had during Empower Project? Time to complete all tasks
7	Do you feel that you have learned a lot of English during the project? yes
8	In which way do you think that Empower Project help you socially? To communicate with others outside the country
9	In which way do you think this kind of programs influence culturally from your point of view? Learned about another cultures for other countries that we can acquire

4	Delmi
1	How did you get involved in Empower Project? The department coordinator
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? To learn English to form sentences
4	To enter the project, which were the requirements you were asked for? Grades/ to be responsible / punctuality /perseverance
5	What is your goal to be learning English for free? To learn English to share the knowledge she has
6	What have been the difficulties you have had during Empower Project? Time to complete all tasks
7	Do you feel that you have learned a lot of English during the project? Yes she can communicate in English now.
8	In which way do you think that Empower Project help you socially? Speak English with her friends
9	In which way do you think this kind of programs influence culturally from your point of view? Know more about the USA holidays and gastronomy

5	Elvis
1	How did you get involved in Empower Project? The department coordinator
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? Good opportunity to get one step ahead on the society
4	To enter the project, which were the requirements you were asked for? Grades/ to be responsible
5	What is your goal to be learning English for free? to get a job and to help his family members
6	What have been the difficulties you have had during Empower Project? Economic difficulties
7	Do you feel that you have learned a lot of English during the project? has learnt a lot
8	In which way do you think that Empower Project help you socially? To get a job and to be part of the actual society
9	In which way do you think this kind of programs influence culturally from your point of view? Leaned about another cultures for other countries that speak English

6	Giselle
1	How did you get involved in Empower Project? Saw a bulletin
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? A good opportunity to learn English/she likes English/
4	To enter the project, which were the requirements you were asked for? To fill out a form
5	What is your goal to be learning English for free? To take advantage of learning English
6	What have been the difficulties you have had during Empower Project? Time
7	Do you feel that you have learned a lot of English during the project? She learnt a lot to read and to listen
8	In which way do you think that Empower Project help you socially?* did not understand
9	In which way do you think this kind of programs influence culturally from your point of view? Responsibility/fellowship/perseverance

7	Isaura
1	How did you get involved in Empower Project? The department coordinator
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? She likes English/ it helps her to be a better student.
4	To enter the project, which were the requirements you were asked for? Grades/ to be responsible/ punctuality
5	What is your goal to be learning English for free? To learn English to get a job and practice the language
6	What have been the difficulties you have had during Empower Project? Time/ it is dangerous for her to leave her house to early/ Economic difficulties
7	Do you feel that you have learned a lot of English during the project? Yes
8	In which way do you think that Empower Project help you socially? Help other people with her knowledge
9	In which way do you think this kind of programs influence culturally from your point of view? -

8	Joselyn
1	How did you get involved in Empower Project? The department coordinator
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? To learn English/she likes English
4	To enter the project, which were the requirements you were asked for? Grades/ to be responsible
5	What is your goal to be learning English for free? to get a job as a stewardess
6	What have been the difficulties you have had during Empower Project? Economic difficulties/ Time
7	Do you feel that you have learned a lot of English during the project? She learnt a lot
8	In which way do you think that Empower Project help you socially? Communicate in English

	with friends and on the phone
9	In which way do you think this kind of programs influence culturally from your point of view? She became more responsible and keep her out of gangs

9	Jorge
1	How did you get involved in Empower Project? The department coordinator
2	Have you studied English in another place? yes
3	Why did you decided to be part of Empower Project? A god opportunity to take advantage
4	To enter the project, which were the requirements you were asked for? Grades
5	What is your goal to be learning English for free? Time to complete all tasks
6	What have been the difficulties you have had during Empower Project? To take advantage of learning English
7	Do you feel that you have learned a lot of English during the project? he learnt a lot
8	In which way do you think that Empower Project help you socially? Communicate in English with friends and a brother
9	In which way do you think this kind of programs influence culturally from your point of view? To function in the culture

10	Karen
1	How did you get involved in Empower Project? The department coordinator
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? To learn English to get a job and to visit another country
4	To enter the project, which were the requirements you were asked for? Grades
5	What is your goal to be learning English for free? To keep on studying and have English as a base.
6	What have been the difficulties you have had during Empower Project? Time to complete all tasks
7	Do you feel that you have learned a lot of English during the project? Just a little
8	In which way do you think that Empower Project help you socially? She has known more people
9	In which way do you think this kind of programs influence culturally from your point of view? Learned about another cultures

11	Karen Quintanilla
1	How did you get involved in Empower Project? Information from teachers
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? A god opportunity to take advantage to get a job
4	To enter the project, which were the requirements you were asked for? Grades/ to be responsible/ commitment
5	What is your goal to be learning English for free? To learn English as much as possible to get a specialization.

6	What have been the difficulties you have had during Empower Project? Economic difficulties
7	Do you feel that you have learned a lot of English during the project? yes
8	In which way do you think that Empower Project help you socially? To help other people with her knowledge
9	In which way do you think this kind of programs influence culturally from your point of view? Leaned about another cultures and our culture as well

12	Bryan
1	How did you get involved in Empower Project? The department coordinator
2	Why did you decided to be part of Empower Project? no
3	Why did you decided to be part of Empower Project? A god opportunity to take advantage and learn English for free
4	To enter the project, which were the requirements you were asked for? Commitment To fill out a form and to be willing to succeed
5	What is your goal to be learning English for free? To learn to speak English
6	What have been the difficulties you have had during Empower Project? Economic difficulties/ Time
7	Do you feel that you have learned a lot of English during the project? yes he learnt a lot
8	In which way do you think that Empower Project help you socially? He reads articles about his favorite celebrities in the USA and he understands what it says.
9	In which way do you think this kind of programs influence culturally from your point of view? To practice Responsibility/fellowship/perseverance and he practice his culture as well.

13	Sara
1	How did you get involved in Empower Project? Saw a bulletin/students
2	Have you studied English in another place? yes, an English and computer course project, it was expensive
3	Why did you decided to be part of Empower Project? A good opportunity, and a good opportunity to get a job
4	To enter the project, which were the requirements you were asked for? Filled a form
5	What is your goal to be learning English for free? Better understanding of the language
6	What is your goal to be learning English for free? Economic/
7	Do you feel that you have learned a lot of English during the project? Yes, she has learn a lot
8	In which way do you think that Empower Project help you socially? Know more people, and get recommendations in a call center
9	In which way do you think this kind of programs influence culturally from your point of view? Learn customs, have knowledge about the culture

14	Karina
1	How did you get involved in Empower Project? A teacher told her
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? She likes the English language and it's

	necessary to know it
4	To enter the project, which were the requirements you were asked for? Fill a request, responsibility, attendance, grades
5	What is your goal to be learning English for free? Learn the language/ talk in English/help in her studies
6	What have been the difficulties you have had during Empower Project? A lot of homework/time
7	Do you feel that you have learned a lot of English during the project? Yes, she didn't know a lot of the language
8	In which way do you think that Empower Project help you socially? She understand more what other people say in English
9	In which way do you think this kind of programs influence culturally from your point of view? She listen and watch most of the programs and music in English

15	Franklin
1	How did you get involved in Empower Project? By bulletins
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? He likes English, and want it for working as an international journalist
4	To enter the project, which were the requirements you were asked for? He brought his information in order to get the opportunity
5	What is your goal to be learning English for free? He need to learn English to his dream come true
6	What have been the difficulties you have had during Empower Project? Economic difficulties/
7	Do you feel that you have learned a lot of English during the project? Yes
8	In which way do you think that Empower Project help you socially? The lost the fear to speak in English/ he want to work in a call center
9	In which way do you think this kind of programs influence culturally from your point of view? He learnt about the US culture/he hasn't learned a lot about culture during the project

16	Kevin Alexis
1	How did you get involved in Empower Project? A teacher told him
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? Called his attention/ a way to succeed
4	To enter the project, which were the requirements you were asked for? Responsibility/ make the homework
5	What is your goal to be learning English for free? Succeed/learn as much as possible
6	What have been the difficulties you have had during Empower Project? Homework, pressure/time
7	Do you feel that you have learned a lot of English during the project? Enough/ a lot
8	In which way do you think that Empower Project help you socially? Yes, he can speak with people that already know English

9	In which way do you think this kind of programs influence culturally from your point of view? Loss of values from our country
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17	Kevin Josue
1	How did you get involved in Empower Project? A friend told him
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? He likes English language/ he likes TV series in English
4	To enter the project, which were the requirements you were asked for? Attendance, picture, fill a request
5	What is your goal to be learning English for free? To take advantage of the opportunity and get a job and succeed
6	What have been the difficulties you have had during Empower Project? Organization of the time
7	Do you feel that you have learned a lot of English during the project? Yes a lot, it's an intense study of the language
8	In which way do you think that Empower Project help you socially? He speaks with native English speakers in social networks
9	In which way do you think this kind of programs influence culturally from your point of view? Quality of life will improve, perseverance, responsibility, group work(values)

18	Lissette Esmeralda
1	How did you get involved in Empower Project? By a bulletin and asking for information
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? She likes the English language, it was free
4	To enter the project, which were the requirements you were asked for? Fill a request, a picture
5	What is your goal to be learning English for free? Help her in her job
6	What have been the difficulties you have had during Empower Project? time
7	Do you feel that you have learned a lot of English during the project? Yes, it's a lot
8	In which way do you think that Empower Project help you socially? In social networks and online games she speaks with English speakers
9	In which way do you think this kind of programs influence culturally from your point of view? Improve the culture and help to know others (responsibility, communication)

19	Pedro Ayala
1	How did you get involved in Empower Project? The department coordinator
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? He likes and it will help him to get a better job
4	To enter the project, which were the requirements you were asked for? Like the language,

5	What is your goal to be learning English for free? To get a job and help his family and travel to other countries
6	What have been the difficulties you have had during Empower Project? economic
7	Do you feel that you have learned a lot of English during the project? Yes, a lot of things, grammar and translation
8	In which way do you think that Empower Project help you socially? Yes he understand more and can communicate with people that already know the language
9	In which way do you think this kind of programs influence culturally from your point of view? The English language has become important to the society and it is

20	Reina Elizabeth
1	How did you get involved in Empower Project? The department coordinator
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? It was for free
4	To enter the project, which were the requirements you were asked for? Picture, fill a form
5	What is your goal to be learning English for free? Describe her skills and abilities
6	What have been the difficulties you have had during Empower Project? When she misses classes she loss the thread
7	Do you feel that you have learned a lot of English during the project? yes
8	In which way do you think that Empower Project help you socially? In the language responsibility, participation, respect
9	In which way do you think this kind of programs influence culturally from your point of view? Put in practice what she has learned during the classes

21	Tatiana Ivonne
1	How did you get involved in Empower Project? She heard about the project
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? It's a big opportunity, and not everybody could have it
4	To enter the project, which were the requirements you were asked for? Grade average (7-10), good behavior
5	What is your goal to be learning English for free? To take advantage of it and put more effort to learn
6	What have been the difficulties you have had during Empower Project? Economic
7	Do you feel that you have learned a lot of English during the project? Yes a lot
8	In which way do you think that Empower Project help you socially? She helps his partners that are not in the project
9	In which way do you think this kind of programs influence culturally from your point of view? It is a good project for people that do not have the economic resources and that help the culture to know a new language

22	Xochilt Mejia
1	How did you get involved in Empower Project? Teacher Claudia gave the information about the project
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower Project? It is a big opportunity and it will help her to succeed in the future
4	To enter the project, which were the requirements you were asked for? Grades, responsibility, attendance,
5	What is your goal to be learning English for free? To succeed and learn something new to put it in practice
6	What have been the difficulties you have had during Empower Project? Attendance, time
7	Do you feel that you have learned a lot of English during the project? yes
8	In which way do you think that Empower Project help you socially? It will lead her to get a good job, she helps her sister and uncle to learn English and she practices at the same time
9	In which way do you think this kind of programs influence culturally from your point of view? The project will help them to get a good job and better life opportunities

23	Elena
1	¿How did you get involved in Empower project? A friend told her/information from teachers
2	Have you studied English in another place? no
3	Why did you decided to be part of Empower project? To learn English/she likes English/ to visit another country.
4	To enter the project, which were the requirements you were asked for? Attending classes every Saturday and delivering homework /to be responsible
5	What is your goal to be learning English for free? Economic /to get a job
6	What have been the difficulties you have had during Empower Project? Non just difficulties understanding the language itself
7	Do you feel that you have learned a lot of English during the project? She had learned a lot/ can communicate with others.
8	I In which way do you think that Empower project help you socially? Communicate with English speaker people on Facebook.
9	In which way do you think this kind of programs influence culturally from your point of view? Learned about another cultures and traditions.

Teacher Interviews

1	Grace teacher
1	How did you get involved in Empower Project? She saw a post on Facebook and asked for information to teacher Magaly Ábrego
2	Have you experienced an improvement in your English Proficiency level during the time you have been teaching a second language to high school students? She realized that she has the accent her students have and it have improved just a little
3	Is the Empower Project generating any social or cultural impact to you? Yes in some way. She is getting more professional and prepared in the language
4	Up to what English level do you want your students reach? B2 level but they don't have a good level in all the skills, mostly in the oral /very good level in grammar and reading but not a lot in oral
5	What is the English book you have currently in use for teaching? Inspired 4
6	Have you received any training before coming to teach in this institution? No/ just the English classes at the university, she didn't have any experience on teaching
7	Do you design any English related activity during classes in order to improve the classes you are giving? She tries to apply activities that help students to develop their mental skills, and activities in which students can have fun
8	Up to this point, have you seen improvements in the English proficiency level of students? Yes/No. In what skills? Students have improved their listening skill/ students push her to speak in Spanish/ in the speaking skills students haven't improved at all.
9	Do you consider that Empower Project is generating social or cultural impact on students? Yes/No. Why? Yes, there are helping students to get a tool to insert them in the society and improve themselves/they had a festival and students got more interested on the language
10	As teacher, have you seen students practicing any value such as perseverance, participation or responsibility inside or outside classroom? Responsibility, tenacity, perseverance, participation/ not too respectful
11	Do you consider that that Empower Project is generating a better educational environment that, in a certain way, it can keep away students from getting into gangster groups? Yes, they are spending their time in a good way, they are
12	Do you consider that Empower Project goals are being accomplished? Not completely, the students are not in the level they are supposed to be/ the students are not coming every Saturday, they complain about the homework, and the project is teaching them responsibility and attendance and that it is not being accomplish at all.
	Comment: It would be great if the project has a second part.

2	Jairo teacher
1	How did you get involved in Empower Project? He is doing his internship and the looked for a project, some classmates recommended to him
2	Have you experienced an improvement in your English Proficiency level during the time you have been teaching a second language to high school students? Yes, it has helped him to be more fluent and had the opportunity to practice more it's a win - win

3	Is Empower Project generating any social or cultural impact to you? Yes, he has known about the social background of the students and how they see the world, they have their points of view and they share what they think. And also he can see the current educational environment in E:S is because the interact with real students
4	Up to what English level do you want your students reach? The goal is to get advanced level but he consider that most of them are in the upper intermediate level. Some of them can get the advance level/ students have problems with the listening skill.
5	What is the English book you have currently in use for teaching? Insights 4
6	Have you received any training before coming to teach in this institution? The teaching practice at UES and CENIUES and sociology but it was not from Empower Project.
7	Up to this point, have you seen improvements in the English proficiency level of students? Yes/No. In what skills? Yes, they had very basic level, now they have better listening skills, speaking, pronunciation, reading, one student won a medal in the English festival, in a certain way each skill have an improvement.
8	Do you design any English related activity during classes in order to improve the classes you are giving? Yes, he makes presentations in power point, bring extra material because the books it's not always explicative
9	Do you consider that Empower Project is generating social or cultural impact on students? Yes/No. Why? Yes, they are not only learning English they are learning also some topics about the English culture, technology, social media, they learn more about the world.
10	As teacher, have you seen students practicing any value such as perseverance, participation or responsibility inside or outside classroom? Hardworking, students won medals in the festival
11	Do you consider that that Empower Project is generating a better educational environment that, in a certain way, it can keep away students from getting into gangster groups? Absolutely, they are having more knowledge in English and they are spending their time in something productive. It keeps them away from violence and gangsters, they are responsible/ it help them to keep them away
12	Do you consider that Empower Project goals are being accomplished? Of course, students have the chance to apply to a job after the project finishes and some of them have the skill and can improve themselves.
	Comment: It's a great project because it is helping not only high school students but also UES students. They are giving good material, it would be awesome if they continue giving this help in the future.

3	Gloria Ramirez Teacher
1	-
2	Have you experienced an improvement in your English Proficiency level during the time you have been teaching a second language to high school students? Yes, she has learned things that she did not about teaching and she is learning at the same time she is teaching
3	Is Empower Project generating any social or cultural impact to you? Yes in social. You know a lot of people/in culture they have topics about the culture from other countries
4	Up to what English level do you want your students reach? Advanced (B2)/ but they won't have the required level because of the attendance
5	What is the English book you have currently in use for teaching? Insights 4 and 5
6	Have you received any training before coming to teach in this institution? Didactic classes,

	nothing from Empower Project
7	Do you design any English related activity during classes in order to improve the classes you are giving? Yes, she has to make a lesson every Saturday about what she has to do during the classes
8	Up to this point, have you seen improvements in the English proficiency level of students? Yes/No. In what skills? Some of them yes but others not too much because they do not come every Saturday
10	As teacher, have you seen students practicing any value such as perseverance, participation or responsibility inside or outside classroom? May be yes in some of them, responsibility they show interest on the project
11	Do you consider that that the Empower Project is generating a better educational environment that, in a certain way, it can keep away students from getting into gangster groups? They do not have time to be outside doing wrong things
12	Do you consider that Empower Project goals are being accomplished? Yes, because she can see the improvement of the students learning English they can say more words in English they can have a long conversation in English

4	Morena Ferrer teacher
1	How did you get involved in Empower Project? Because of a friend, she told me that I could teach English and work with teenagers, and that called my attention.
2	Have you experienced an improvement in your English Proficiency level during the time you have been teaching a second language to high school students? Of course, I have experienced an improvement, cause every time in the classroom I learn a new word, because I prepare the class, or students ask about the meaning or the pronunciation.
3	Is Empower Project generating any social or cultural impact to you? Of course yes, I have developed my social life with the project, I have met another people, another students of the university that practice in there, also I can know about the life of some teenagers and evaluate that not all the teenager have a bad appearance, but also there are many good students. I have changed my perspectives.
4	Up to what English level do you want your students reach? I think that all the teachers want to carry on their students to the highest level, but sometimes that is impossible, because not all the students have the same interest to learn, so that is a disadvantage. But I hope that every student reach the B2 level.
5	What is the English book you have currently in use for teaching? Insights 5
6	Have you received any training before coming to teach in this institution? Not at all
7	Up to this point, have you seen improvements in the English proficiency level of students? Yes/No. In what skills? yes, a warm up, an interactive game
8	Do you design any English related activity during classes in order to improve the classes you are giving? Yes, in grammar and listening, not everyone but some of them.
9	Do you consider that the Empower Project is generating social or cultural impact on students? Yes/No. Why? Yes, completely, because the students are involved in, they really try to learn, to speak, take advantage of the project, so that means that they are not wasting their time in other activities that are not good, gangs or another.
10	As teacher, have you seen students practicing any value such as perseverance, participation or responsibility inside or outside classroom? Not in all of the students but in most of them, they have improved their perseverance, the responsibility.


11	Do you consider that that Empower Project is generating a better educational environment that, in a certain way, it can keep away students from getting into gangster groups? Yes, because in a good way they can learn English, in the past these programs did not exist, but now the student will go to the university, in the case of some of them, with a good level of English, so that is going to help them for the future life.
12	Do you consider that Empower Project goals are being accomplished? Not at all, but in a way, the project is helping the Salvadoran society, the teenagers, encouraging them to be better in the future and for themselves.

5	Tatiana Arias
1	How did you get involved in Empower Project? I found out about the project for a friend that was already involved in it, she told me I could do my social service there.
2	Have you experienced an improvement in your English Proficiency level during the time you have been teaching a second language to high school students? Yes, I think I have improved because you have to speak to them most of the time, sometimes the students don't get everything you're saying but you can always translate those parts.
3	Is the Empower Project generating any social or cultural impact to you? I think it does generate an impact; these kinds of projects help young people to learn a new language and to do something different in this society, education should be one of the most important things to invest in this country, so, I feel that by being here I can contribute a little bit in this.
4	Up to what English level do you want your students reach? Getting an Advanced level should be amazing but it's kind of difficult due to the lack of time but I would like them to get a high intermediate level.
5	What is the English book you have currently in use for teaching? The Inspired 4.
6	Have you received any training before coming to teach in this institution? I did not receive any training.
7	Do you design any English related activity during classes in order to improve the classes you are giving? Yes, we do warm ups and wrap ups in every class, and sometimes activities related to the topics we are having in class.
8	Up to this point, have you seen improvements in the English proficiency level of students? Yes/No. In what skills? I can see that their main skills are reading and listening that understand a lot in these areas, but they have troubles at the time of speaking and sharing their points of view.
9	Do you consider that Empower Project is generating social or cultural impact on students? Yes/No. Why? Yes, because it is really rare to find out about projects that want to help teenagers to focus on their education and stay away from things or stay away from groups that are only going to cause troubles or bring violence in their lives.
10	As teacher, have you seen students practicing any value such as perseverance, participation or responsibility inside or outside classroom? Yes, I have seen perseverance. They want to keep studying and go to the university, in this group they are high school students from the tourism specialty, so they want to study careers in art culinary kind of stuffs.
11	Do you consider that that Empower Project is generating a better educational environment that, in a certain way, it can keep away students from getting into gangster groups? Definitely yes, I think one of the main goals of this project is to keep teenagers away from gangster groups; these kinds of projects are giving students a different choice to stay focus on their education and think about their future and way they are living, they are also opening their minds that a second language could bring different benefits in their lives.

12	Do you consider that Empower Project goals are being accomplished? Yes, I consider that so far the outcome that they are having is the main goal that they have set up from the beginning, which is making students learn a little bit more about English as a second language.
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	Martir Cardona (Coordinator of the project at INFRAMEN)
1	What time students come to the institution and what time they leave? The students get at 8:00 and they left at 5:00, some of them before 5 but they had been previously allowed to do it
2	Have you witnessed any act of vandalism or any problems associated with gangs? They have an internal security, they have never had a complaint from the people around.
3	What have you observed when monitoring the English classes from Empower? Have you seen students' participation? He saw more participation with the previous tutors, he has observed a good development of the project, he has make them conscious about make participate the students, make them read, etc. he has saw a little participation of the students with the new tutors/tutors came late to the institutions and the students come late because of that./ students participate more when teachers are more dynamic/ teachers do not know what the main objective of the project is, if they want the students learn the language or if they want to guide them to a specific area.
4	What are the benefits it has brought the project to the students? The project is actually very good, and the teachers have confidence in the project because they had had an improvement/ students that did not liked English got into the project because he did not liked the English but he wanted to learn because he did not know the language and now he has improved a lot in his normal English course. In the labor area, the tourism students have their professional practices outside the institution to different enterprises and they have had the opportunity to interact with English speakers and they understand what they say./ students went to a leadership course and the students made a good performance during that activity, they have a different vision to improve / they would like the project continue benefiting more students and that keeps them away from violence doing something productive/ some students has expressed him that they feel more secure being at the institution than in their home


12.6. Directive board agreement



Facultad de Ciencias y Humanidades
SECRETARÍA
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Universidad de El Salvador
Facultad de Ciencias y Humanidades

SECRETARÍA



TRANSCRIPCIÓN DE ACUERDOS DE JUNTA DIRECTIVA

FECHA : Lunes, 12 de octubre de 2015.
 PARA : **Mtra. Norma Cecilia Blandón de Castro**
 Comisión Curricular

ACUERDO No. : **1415**
 PUNTO : V.16
 ACTA No. : **36/2015 (10/2011-10/2015)**
 FECHA DE SESIÓN : Viernes, 02 de octubre de 2015.

Junta Directiva, con base en las atribuciones que le establece el Art. 194 del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador y conocida la correspondencia de la **Mtra. Norma Cecilia Blandón de Castro**, Comisión Curricular en la que remite opinión para aprobación de propuesta de Temas para Trabajo de Grado y los Docentes Asesores de estudiantes del Departamento de Idiomas Extranjeros. Por lo anterior con base al Art. 194 del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador, con seis votos favor,

ACUERDA:

Aprobar el dictamen presentado por la Comisión Curricular sobre los Temas para Trabajo de Grado y los Docentes Asesores de estudiantes del Departamento de Idiomas Extranjeros. Lo aprobado se detalla a continuación:

Gr.	TEMA	ALUMNOS RESPONSABLES	Docente Asesor
# 8-A	A partial evaluation of the social and cultural impact that the Empower project generates on students from Instituto Nacional General Francisco Menéndez located in the metropolitan area, San Salvador, El Salvador, year 2015	Claudia Maricela Amaya Mejía, carnet AM09071 Jenny Carol Navarrete Flores, carnet NF09002 • Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés.	Mtro. Fidel Navidad Morales
# 8-B	A partial evaluation of the economic benefits arising from the Empower project in Instituto Nacional General Francisco Menéndez located in the	Diana Vanessa Callejas Quijano, carnet CQ09007 Gabriela María Quintanilla Navidad, carnet QN08001	Mtro. Fidel Navidad Morales

	metropolitan area, San Salvador, El Salvador, year 2015	<ul style="list-style-type: none"> Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés. 	
#23-A	The effects of listening exposure in English learners' speaking skill among students from eighth grade, sections A and B, from Complejo Deportivo Walter A. Soundy, Santa Tecla City, La Libertad, 2015	Andrés Antonio Deras Rodríguez, carnet DR08013 Nefi Josué Ortiz Alvarado, carnet OA08010 Karol Jeannina Robles Villanueva, carnet RV08009 <ul style="list-style-type: none"> Licenciatura en Idioma Inglés: Opción Enseñanza. 	Mtra. Claudia Marina Vides de Guzmán
# 23	The effects of listening exposure in English learners' speaking skill among students from eighth grade, sections A and B, from Complejo Educativo Walter A, Soundy, Santa Tecla City, La Libertad, 2015.	Lorena Raquel Álvarez Rodríguez, carnet AR07040 Helen Susana Girón Pleitez, carnet GP04035 <ul style="list-style-type: none"> Licenciatura en Idioma Inglés: Opción Enseñanza. 	Mtra. Claudia Marina Vides de Guzmán

Lo que hago de su conocimiento para los efectos legales consiguientes.

"HACIA LA LIBERTAD POR LA CULTURA"


 MTRO. ALFONSO MEJIA ROSALES
 SECRETARIO



/cea.-